



**Government of Bermuda**

Ministry of Education

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**Heads 16, 17, 18 and 41**

**BUDGET BRIEF 2021-2022**

*Presented by*

**The Hon. Diallo V. Rabain JP, MP  
Minister of Education**

Wednesday, March 10<sup>th</sup> 2021

**Mr. Chairman,** today I am pleased to present the budget of the Ministry of Education, which comprises the Ministry of Education Headquarters (Head 16), the Department of Education (Head 17), the Department of Libraries and Archives (Head 18) and the Bermuda College (Head 41).

**Mr. Chairman,** the 2021/22 budget for the Ministry of Education of one hundred and twenty-eight million, one hundred and ten thousand dollars, (\$128,110,000) is found on page **B-134** of the Estimates of Revenue and Expenditure for the Year 2021/22. This represents a decrease of nine million, three hundred and fifty-two thousand dollars (\$9,352,000) compared to the 2020/21 original budget. The current account 2021/22 estimated revenue for the Ministry of Education is two hundred and forty-six thousand dollars (\$246,000).

The Capital Expenditure estimates for acquisitions and development increased from two million, eight hundred and ten thousand dollars (\$2,810,000) last year to two million, eight hundred and eighty-one thousand dollars (\$2,881,000) in 2021/22. The total number of full-time equivalents for the Ministry totaled 1,066 employees.

**Mr. Chairman,** in October last year, UNESCO, the United Nations Education, Scientific, and Cultural Organization declared that the coronavirus pandemic outbreak had impacted every education system worldwide. Although Bermuda is only 21.5 square miles in land mass situated in the middle of the Atlantic Ocean, with just over 4,400 public school children, the education of our children was impacted, with no exception. The pandemic affected teaching and learning in all of Bermuda's private schools as well.

**Mr. Chairman**, COVID-19 required our teachers, our parents and our students to rapidly adjust to new modes of learning. In a matter of weeks, our schools had to find and implement viable alternatives to traditional models of teaching in a classroom setting. The impact of COVID-19 has raised several questions about how the delivery of education might look in the future. The experience has not only opened our eyes to the challenges of remote learning, but also to some exciting possibilities of how teaching and learning outside of the classroom, might play a bigger role in the education of our students.

Along with all educators and support staff, I am acutely aware of not only the effects to date, but the medium and long-term impacts of COVID-19 on young people, as they grow and develop throughout their educational lives. As a system, we have put in plans and programmes to address learning loss, and to provide for the additional social-emotional needs of students, as well as staff. While this budget is focused on the next fiscal year, I wanted to highlight that for the year ahead and for several years to come, the ongoing implications of the pandemic are a critical consideration for how we change public education to meet the multiple needs of young people.

With this **Mr. Chairman**, I am compelled to share insights into Education Reform which has progressed steadily during the past year despite the impact of the pandemic. It will continue to be implemented during the upcoming fiscal year notwithstanding the decrease in the Ministry of Education's 2021/22 budget. During the presentation of the Education Budget last year, I stated that the education of our children has become an established culture of fixed methods, fixed processes and fixed systems. These methods, processes and systems must be upgraded and newly designed to facilitate 21<sup>st</sup> century teaching and learning.

Therefore, **Mr. Chairman**, our sustained commitment to Education Reform continues to be intentional in bringing about the needed change in our public school system, to implement the progressive and transformative education practices required to elevate teaching and learning. Our children today and in generations to come *will* be set on a path that positions them to compete with their peers both locally and globally. This will be the Ministry of Education's mantra and modus operandi, until these objectives are met for each and every child, in each and every public school in Bermuda.

**Mr. Chairman**, as a result, the programmes and services delivered by Ministry Departments and the Bermuda College coordinate to create progressive learning opportunities for our students and for our educators in alignment with the change needed for 21st Century teaching and learning. One generation, that's all it takes to transform our public school education!

**Mr. Chairman**, during the upcoming budget year, monies have been set aside to continue the transformative work started; and, that's how the Ministry of Education will continue to function, that is, with a methodical and intentional budget strategy. The monies required each year to progress the transformative work will be budgeted each fiscal year; as Education Reform is our priority.

**Mr. Chairman**, today, I commence the budget debate by detailing the expenditure for the Ministry of Education Headquarters – **Head 16**. The mission of the Ministry Headquarters, which is found on Page **B-135**, is to provide strategic leadership and policy direction for education and life-long learning. The objectives of the Ministry Headquarters are outlined accordingly on the same page.

**Mr. Chairman**, technical officers in the Ministry Headquarters as well as members of the Education Reform Governance Team worked diligently during the past budget year executing policy decisions to support the four domains of Education Reform. These include:

1. Legislation to phase out middle schools and introduce signature schools;
2. Implementation of the Learning First Programme;
3. Consultation on the introduction of parish primary schools; and
4. Research on the development of an Education Authority.

Also, **Mr. Chairman**, due to the COVID-19 pandemic, technical officers had to cancel the Ministry's regularly scheduled face to face events with public school students. With the implementation of safety and health school protocols, and the importance of establishing and maintaining bubbles, weekly visits to different school buildings did not occur. Also, **Mr. Chairman**, the Ministry was also required to cancel our annual Youth Empowerment Summit which develops leadership skills of student leaders at each school level.

Nonetheless, **Mr. Chairman**, the following events were hosted by the Ministry during the past year:

- The annual Father's Day Essay Competition;
- The Father's Speak Forum; and
- World Teachers Day Proclamation.

**Mr. Chairman**, the annual Father's Day Essay Competition is held each year in June to give an opportunity to students to celebrate their fathers. P5 and P6 students are invited to submit essays in their own handwriting about their father or a father-figure. The student's

essays are judged and prizes are awarded to the overall P5 and P6 winners; with other prizes awarded by school zone. This year there were eight student winners, each of whom received Chromebooks which were donated.

**Mr. Chairman,** the Father's Speak Series resumed in November. This series ensures that the unique perspectives of fathers and male guardians are heard and taken into consideration. The series are critical opportunities to recognize and acknowledge the value of fatherhood in education, including the social-emotional well-being of young people, and their achievement, attainment and outcomes. The round-table discussion engaged fathers to share experiences and learn from each other about how to strengthen the relationships with their children, by becoming more involved as parents.

**Mr. Chairman,** the United Nations declared October 5<sup>th</sup> 2020 as World Teacher's Day with the theme: *"Teachers: Leading in crisis, reimagining the future"*. In recognition of Bermuda's teachers in both public and private schools, the Ministry in collaboration with the Bermuda Union of Teachers held a Proclamation ceremony on the steps of City Hall. There were teachers, principals, students, and stakeholders in attendance to honour all educators. The reflection was specifically on the commitment our teachers make as leaders, particularly teaching in a range of environments throughout this COVID-19 pandemic. We appreciate the work of all of our educators.

**Mr. Chairman,** as the Ministry progresses forward with Education Reform, it is important to keep stakeholders and the general public aware of the various activities being undertaken. Therefore, the Ministry engaged in a series of bi-weekly radio talk shows to discuss, inform, and also respond to questions about Education Reform. Topics discussed on the talk-shows

to-date include the school consultation on the proposal to introduce parish primary schools; the research work that has started on establishing an education authority; and, the design team work undertaken for the Learning First Programme. These bi-weekly talk shows will continue through the next fiscal year.

**Mr. Chairman,** the work of the Board of Education during the year steadily progressed. As per the Education Act 1996, the main functions of the Board of Education are to make recommendations to the Minister regarding various educational matters that will ultimately lead to the improvement and more efficient and effective delivery of public education.

**Mr. Chairman,** last year, I tasked the Board with four projects for the enrichment of the delivery of education in the system; and, which all aligned with the technical and adaptive strategies, and the outcomes articulated in *Plan 2022 – the Strategic Plan for Public School Education*. These projects were:

1. Creating new pathways to help enhance the recruitment and development of teachers;
2. Researching a tiered license designation structure;
3. Reviewing a proposal for a master teacher designation structure; and,
4. Developing a registration process that requires private schools and tutorial sites to register annually or bi-annually.

**Mr. Chairman,** the Board of Education successfully framed four policies to support the development and implementation of three of these projects. The school registration process for private schools and tutorial sites was placed on hold. Nonetheless, the Board advanced

the following career development policies in alignment with Plan 2022 for recommendation to implement:

- A master teacher designation;
- Pathways to teaching in Bermuda;
- A tiered license structure for educators; and
- A teacher certification loan bond.

The implementation of these policies were prioritized with Ministry technical officers currently designing the roll-out of the Teacher Certification Bonded Loan Policy. This policy focuses on supporting the Bermudianisation of teachers in the education system, by providing local opportunities and support for career transferring professionals to become certified teachers, with limited financial duress. The loss of a salary, while completing a 12-week teaching practicum has become a road block for many. By affording a bonded loan to cover living expenses, persons will be able to focus on their teaching practicum experience and thus, successfully complete their teaching certification, without financial impediment.

**Mr. Chairman,** this policy recommendation supports Plan, 2022 Priority 3, Enhancing the Quality of Teacher Practice and System Leadership; and specifically, the key outcome 3-1, which states that 90% of teachers are certified in their assigned field. I plan to publicly share the details of this initiative within the next two to three months after the roll-out design has been completed.

**Mr. Chairman,** in October the Ministry of Education collaborated with the officers of the Bermuda Union of Teachers and for the first time ever an Education Emergency Measures Committee (EEMC) was formed. The mission of the EEMC is to coordinate the efforts of the

Ministry of Education, the Department of Education and each representative organization in providing guidance to schools for mitigating, preparing for, responding to, and recovering from any COVID 19 related emergency in the public school system; and. any other critical school incidents both natural or man-made. Since October, the EEMC have had 6 meetings.

**Mr. Chairman,** on **Page B-136**, you will see that the Ministry of Education Headquarters has been allocated a budget of four million, one hundred and sixty thousand dollars (\$4,160,000) for the 2021/22 fiscal year. Within Programme 1601, Business Unit 26000 - General Administration, two million, two hundred and thirty- four thousand dollars (\$2,234,000) will support the operational and administrative functions of the Ministry.

**Mr. Chairman,** under **Program 1601, Business Unit 26080**, five hundred and one thousand dollars (\$501,000) has been budgeted for external grants and the Bermuda College Promise. This lower amount reflects a decrease of three hundred and twenty-one thousand dollars (\$321,000); as the budgeted amount was maintained at the COVID revised amounts used for the last fiscal year. In awarding grant monies, the Ministry will continue to deliver programmes and services which directly impact students to help them improve and achieve success.

**Mr. Chairman,** of the \$501,000, a total of roughly two hundred and eighty thousand dollars (\$280,000) has been set aside to fund the merit-based “College Promise” programme. These funds are awarded to public school graduates with a GPA of 3.0 or higher with a \$5,000 scholarship to attend the Bermuda College. This programme was introduced for the very first time in September 2019. At that time 26 students took advantage and enrolled at the College, with tuition and the cost of books fully funded.

In September 2020, enrollment more than doubled as 70 public school students now receive the benefits of the Bermuda College Promise programme.

**Mr. Chairman,** one million, four hundred and twenty-five thousand dollars (\$1,425,000) has been set aside in Business Unit 26090 for the administration of the Ministry's annual Scholarships and Awards programme. The Ministry will continue to support students in their pursuit of tertiary level education. As such, the total budgeted for scholarship and awards remains the same.

**Mr. Chairman,** due to the impact of the pandemic last year, the Ministry extended the deadline for the submission of scholarship applications. The Ministry developed a student survey, which confirmed our expectation that students' ability to submit their applications in a timely manner had been directly impacted by the pandemic. The information gathered also helped the Ministry understand how students were affected so that we could better understand the specific challenges that students were facing. This was especially true of senior school students, who while studying remotely could not rely on school computers and scanners to complete their applications.

Therefore, the Ministry provided more time for current and prospective students to send in their applications. The extended deadline afforded a total of 498 student application submissions. This reflected an increase of 109 applications compared to the 389 received last year. The Ministry of Education funded seven (7) Bermuda Government Scholarships comprising new and existing scholarships; a total of seven (7) Non Traditional Student Awards; five (5) Teacher Education Scholarships; and fifty-four (54) Further Education Awards. The Minister's Awards comprised: five (5) Minister's Achievement

Scholarships, one (1) Merit Scholarship, one (1) Applied Tech Scholarships, five (5) Exceptional Student Awards, five (5) Technical & Vocational Awards and, six (6) Bermuda College Book Awards.

The number of Further Education Awards to students, based solely on their financial need, increased from thirty-eight (38) to fifty-four (54). The Minister's Achievement Scholarships for a graduating student from CedarBridge Academy and a graduating student from The Berkeley Institute pursuing overseas post-secondary study decreased to five (5) scholarships as one student postponed their studies. The Minister's Technical and Vocational Award for graduating public school students, or recent public school alumni attending Bermuda College, and who are pursuing local or overseas post-secondary studies was sustained at five (5) awards. Lastly, the Minister's Exceptional Student Award for graduating students or school leavers with disabilities pursuing local or overseas post-secondary study also remained the same as last year with six (6) awards.

**Mr. Chairman,** the one million, four hundred and twenty-five thousand dollars (\$1,425,000) budgeted for scholarships and awards during the 2021/22 fiscal year, will be used once again to reach as many students as possible and afford them the opportunity to pursue both local and overseas post-secondary programmes of study.

**Mr. Chairman,** on page **B-136**, the Subjective Analysis of Current Account Estimates is shown for the Ministry of Education Headquarters. Line one, Salaries stands at five-hundred and ninety thousand dollars (\$590,000) and shows a marginal decrease of sixteen thousand dollars (\$16,000) when compared with 2020/21. The decrease reflects the 10% austerity measures for 4 months from April to July 2021, to support the

Government's austerity measures agreement with the Unions.

The travel expenditure line item of \$13,000 decreased by \$8,000. Expenditure for communications remained the same. Monies budgeted on advertising and promotion increased by \$13,000 to heighten the promotion of the Ministry's scholarships & awards programme and Education Reform; particularly the restructuring from a 3-tier to a 2-tier system and the introduction of signature schools.

**Mr. Chairman**, one million, six hundred and seventeen thousand dollars (\$1,617,000) has been budgeted for professional services, a minimal increase of ten thousand dollars (\$10,000). These monies have been allocated to continue the implementation of Education Reform. A total of \$741,000 has been budgeted for hiring the consulting firm Innovation Unit which will provide the Ministry with change management consultancy services for the continuation of the Learning First Programme; \$376,000 will support the work being led by the Ministry's Governance Team as school design teams will be developed in preparation for the implementation of signature schools; while, the remainder of the monies \$500,000 has been set aside for local professional services relating to system redesign restructuring, boards and committee fees, and legal services.

**Mr. Chairman**, the execution of the transformative work of Education Reform aligns directly with strategies outlined in Plan 2022. This work is ensuring college and career readiness, including the implementation of special school designs to meet unique student needs *and* interests. Additionally, we will prepare for the establishment of signature schools in specialised areas such as tourism, finance, business and the trades, all of which reflect the projected work force needs of the country.

**Mr. Chairman,** the amount budgeted for rentals, the next line item of expenditure, increased by \$1,000. The majority of this expenditure will be used for rental of halls to hold meetings with stakeholder groups and the general public as there will be significant engagement and complete transparency during the school redesign and restructuring consultancy. All meetings will be held within the stipulated safety and health protocols.

**Mr. Chairman,** line item Materials and Supplies increased by \$7,000; while the budget for line item for other expenses which cover food and drink, remained the same. The last line item in the subjective analysis – Grants and Contributions was allocated a budget of one million, eight hundred and forty-eight thousand dollars (\$1,848,000) for the budget year 2021/22. This allocation decreased by three hundred and seventy thousand dollars (\$370,000) directly reflecting a deduction in grant monies allocated for external organizations, in alignment with the COVID savings programme. The full breakdown of the one million, eight hundred and forty-eight thousand dollars (\$1,848,000) budgeted for grants and contributions, can be found on **PAGE C-18** of the budget book.

**Mr. Chairman,** on **PAGE B-136** the number of full-time equivalents or employees in the Ministry of Education Headquarters remained the same as last year at six (6) FTE's.

**Mr. Chairman,** finally on **PAGE B-137** performance measures for the Ministry Headquarters are outlined. The targeted outcomes for last year were either achieved or are in the process of being completed by the end of March this year.

**Mr. Chairman,** the Ministry Team, comprises the Permanent Secretary, our Senior Policy Analyst, the Ministry Comptroller, the Scholarships & Awards Program Manager, the Administrative Assistant/Accounts Officer, and the Executive Assistant to the Minister

and Permanent Secretary. All have provided me with sustained technical advice and administrative support. I continue to be thankful to have a team of professionals who have persevered through challenges to deliver the Ministry's mandate, and in all circumstances have remained focused on providing support for the Ministry to deliver the changes required in the best interests of Bermuda's children.

Thank you, **Mr. Chairman**, this concludes my presentation of the budget for the Ministry of Education Headquarters Head 16.



**Government of Bermuda**  
Ministry of Education

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**Heads 17**

**BUDGET BRIEF 2020-2021**

*Presented by*

**The Hon. Diallo V. Rabain JP, MP**  
**Minister of Education**

Wednesday, March 10<sup>th</sup>, 2021

## **HEAD 17 – DEPARTMENT OF EDUCATION**

**Mr. Chairman,** I now present the budget for Head 17, the Department of Education.

**Mr. Chairman,** the vision for the Department of Education as outlined on **Page B-138** is to see “All students educated to lead personally and professionally, contribute locally, and compete globally.” Our vision for Bermuda’s children will be achieved through the implementation of the Bermuda Public School System mission, “To provide all students with equitable access to holistic, high quality instruction that is culturally relevant and empowers students to reach their full potential.”

**Mr. Chairman,** we know unequivocally that it is the quality of teaching and learning which takes place in the classrooms of our public schools each day that will enable our students to acquire the skills, knowledge, values and dispositions which will prepare them to compete with their peers locally, as well as globally, and which will enable them to become the future leaders and contributing citizens of our island and the world.

**Mr. Chairman,** our mission and vision are the driving forces for executing the transformational and technical strategies included in Plan 2022, our strategic plan for improving the Bermuda public education system. As technical officers at the Department of Education and the staff in our schools implement the strategies of Plan 2022, we are confident that we will:

1. Increase Academic Rigour and Student Engagement
2. Ensure Career, College and Workforce Readiness
3. Enhance the Quality of Teacher Practice and System Leadership
4. Improve Infrastructure and Instructional Resources, and
5. Ensure System Success.

**Mr. Chairman,** we are also confident that the long-term strategies of the strategic plan, once executed, will transform public school education in Bermuda and ultimately lead to greater success for our students. This is what the work of Education Reform is about, the execution of some of the long term strategies in Plan 2022. The Learning First Programme is executing on **Priority 1 – Strategy 1.1.4.1 – Specialized Schools** (now referred to as Signature Schools); the school consultation process for the introduction of parish primary schools is focusing on **Priority 4 – Strategy 4.6.3 – Renovation, Rebuilding and/or Consolidating School Facilities**; and, the Education Act amendment Bill is executing on **Priority 5 – Strategy 5.3.5 – Review the Current Structure of Schools**.

**Mr. Chairman,** Page **B-141** shows that a total of one hundred and five million and five hundred and ninety-two thousand dollars (\$105,592,000) has been allocated to the Department of Education for the fiscal year 2021/22. This is eight million, one hundred and eighty-nine thousand dollars (\$8,189,000) less than the 2020/21 fiscal year. Two significant factors have contributed to this decrease. In order to meet the revised budget ceiling, a total of sixty-seven (67) previously vacant and funded posts were defunded, at a total of five million and fourteen thousand dollars (\$5,014,000). The other contributing factor is the ten percent (10%) austerity measure reduction in salaries agreed by the various unions that resulted in the remaining three million, one hundred and seventy-five thousand dollars (\$3,175,000). The declines in each of the Department’s business units are reflective of the impact of these two factors.

**Mr Chairman,** the Department of Education staff continue to execute the strategies for Plan 2022 and specific strategies are tied directly to their performance appraisal objectives. This is directly aligned to Plan 2022 Strategy 5.1.5, which states that we must: *“Ensure the*

*strategic plan's measures of success and operational plans are clear, measured and used for accountability" and Strategy 5.3.3.2, which requires the Department to "Focus on accountability by outlining delivery plans with clear timelines and identification of persons responsible."*

**Mr. Chairman,** the Department is in the process of preparing the Plan 2022 Annual Report for the 2020/21 fiscal year. This report will capture the progress for both 2019/20 and 2020/20 as the data for the year 2019/20 was impacted by the COVID-19 pandemic.

**Mr. Chairman,** I will move on to highlight the expenditures of each business unit that falls under Head 17 commencing on page **B-139**.

## **PROGRAMME 1701 – CENTRAL ADMINISTRATION**

**Mr. Chairman,** I will begin with the analysis of **Central Administration**. This includes the costs for salaries of the administrative personnel and system leaders who function to lead, support, monitor and audit the work that takes place at the Department of Education and in our schools.

**Mr. Chairman,** monies budgeted for the upcoming year for **Business Unit 27000 General Administration**, will cover the costs for inventory purchases of educational and office supplies for the school year. There is an additional eighty-eight thousand dollars (\$88,000) budgeted in expenditure for the fiscal year 2021/22, to cover COVID-19 related expenses.

**Mr. Chairman**, the Department of Education has over the past year made safety and health in our public schools an even higher priority given the COVID-19 pandemic. All schools were deep cleaned in August 2020 and this has continued at designated times throughout the school year, in addition to the daily cleaning regime carried out each day using EPA approved supplies and as outlined by the Department of Health. Prior to the opening of schools, all school tanks were chlorinated to ensure the water supply was safe for drinking and hand washing. Safety and health signs were designed, printed and posted throughout school buildings as reminders for all staff and students to follow safety protocols and to maintain the six feet for physical distancing.

**Mr. Chairman**, custodians have been provided with EPA approved cleaning, sanitizing and disinfecting supplies and personal protection equipment to carry out the new cleaning regime developed by the Department of Health. Additionally, all school staff continue to be provided with hand sanitizer; disinfectant and sanitizing wipes; and gloves. Each staff member was also provided with disposable masks, cloth masks and a non-disposable transparent mask. Staff who require additional personal protective equipment (PPE) to carry out their work responsibilities continue to be provided with non-disposable and disposable gowns and aprons.

**Mr. Chairman**, last year I stated that the Stores team would ensure that all purchasing of inventory would continue to be purposeful and that we would obtain value for money spent. To facilitate this, Stores requested input from schools to improve the standardization of inventory of school supplies purchased to have quick turnover of inventory and a lower chance of having obsolete items. **Mr. Chairman**, I also stated that the Facilities and Stores Sections would work together to ensure consistency with the cleaning supplies ordered; to

ensure that control of inventory quantities is maintained; and that facilities would also add to their monthly inspection of schools, the status of supplies to help prevent stockpiling.

**Mr. Chairman**, further to my last point, to help with the prevention of stockpiling, Stores has worked with Facilities in regards to how often orders of the same item were placed. This was communicated to Facilities for their monthly inspection. Also, Stores has set minimal reorder quantities on products based on movement of a product and lead time from the product being ordered to it being received. This is a critical efficiency, which has knock-on benefits for safety and health, and the cleanliness of schools. The Commissioner of Education also works with Stores in approving the orders placed by schools for PPE supplies.

The Stores team also carried out a successful count of inventory for the 2019/20 fiscal year and the inventory count for 2020/21 will take place between March 26<sup>th</sup> to 31<sup>st</sup>, 2021.

**Mr. Chairman**, with school safety and health as a priority, the Stores team has ensured the timely procurement and distribution of PPE and cleaning supplies to schools and during the 2021/22 fiscal year. Stores will continue to focus on the efficient management of inventory and delivering supplies ordered to schools in five days or less.

**Mr. Chairman, Business Unit 27001**, holds the budget for the **Office of the Commissioner** and primarily funds the salaries of the Commissioner of Education and two direct reports, the Director of Academics and the Director of Educational Standards and Accountability. The Commissioner of Education and direct reports are responsible for strategic planning; overseeing, monitoring, auditing the work of staff; and holding staff at the Department and in schools accountable for carrying out their duties and responsibilities. They are also

responsible for collecting data and reporting on the performance metrics set for Plan 2022, the Department and our schools.

**Mr. Chairman**, last year, the Department added the services of a Communications Consultant who provided communication services for the Department and schools. **Mr. Chairman**, the hiring of a Communications Consultant is in direct response to Plan 2022 Strategy 5.3.1 which mandates that we “strengthen external communication and increase high quality communication and public relations to all stakeholders.”

**Mr. Chairman**, between February 2020 and February 2021 there were a number of noteworthy achievements for the Department as it relates to communications. The Scoop newsletter was established to provide parents and guardians with first-hand, timely information from the Commissioner’s Office. There have been 29 mailings reaching approximately 3,600 recipients per mailing. **Mr. Chairman**, a BPSS electronic Family Feedback Form was also established to enable families, staff and the community to submit suggestions, complaints, questions and kudos directly to the Commissioner’s Office. **Mr. Chairman**, there have been 248 entries as of the end of February 2021, with 29% questions; 21.5% comments; 21% suggestions; 16% kudos; and 4.9% complaints. Responses were provided to each sender within 48 hours of their submission the majority of time.

**Mr. Chairman**, the Bermuda Public Schools Facebook page was reinvigorated over the past year. Facebook groups were established for families by school level and we can report that in January 2020 we had a Facebook post reach of “0” and as on January 2021, we had a post reach of 11,335. Further **Mr. Chairman**, a YouTube channel has been set up for Bermuda Public Schools to enable the community to have additional access to information and programming about public education in Bermuda.

**Mr. Chairman**, several communication strategies were executed during the onset of the pandemic; while schools were operating remotely and during the months leading up to the reopening of Bermuda Public schools. A COVID-19 crisis communication plan was developed and implemented when schools were operating remotely and a COVID-19 reopening plan was developed and implemented to inform families in advance of schools reopening.

Written communication was provided to parents and guardians; and in addition to this **Mr. Chairman**, 17 Zoom Town Hall meetings were held with parents / guardians and staff prior to the reopening of schools to provide critical information and most importantly, to afford them the opportunity to have their questions answered by the Department of Health and Education technical officers. These sessions also enabled parents, guardians, students and staff to discuss their anxieties, fears and hopes directly with decision makers at the Department of Education and Department of Health.

Further, **Mr. Chairman**, three (3) panel discussions on reopening schools responsibly were held to give families, staff and the community the opportunity to scrutinize plans for reopening. Insights from these town hall meetings and panel discussions were used to fine tune plans for reopening. Once public schools reopened, 15 post re-opening check-in Zoom town hall meetings were held with parents, guardians, students and staff to gain further insights into the experiences, perceptions and anxieties of students and families about in-person schooling. To collect additional data, a post re-opening survey was conducted to provide further insights with in-person schooling and the data were shared during these town hall sessions.

During the year the Department launched the livestream series “The Conversation” featuring BPSS professionals discussing their work and this year, as a first, schools at all levels held virtual Open House events prior to registration 2021. Significant strides were made for the area of communication to key stakeholders.

**Mr. Chairman, Business Unit 27030, Human Resources**, has been allocated a total of four hundred and ninety-one thousand dollars (\$491,000). The reallocation of posts and salaries for two Human Resource Managers and two administrative assistants has been transferred to the new Department of Employee Organizational Development (DEOD). These four staff will join the DEOD team as of April 1<sup>st</sup>, 2021 as part of centralizing Government’s human resource services. This shift accounts for the reduction of six hundred and eight thousand (\$608,000). The Human Resource section continues to fund the salaries of technical and administrative staff, expenses to advertise and recruit staff, and monies for annual long service awards to teachers.

**Mr. Chairman**, the 2021/22 funding for **Business Unit 27031, Staff Development** decreased from the previous year’s budget to six hundred and seventy-two thousand dollars (\$672,000). The funds will be used to fund training and professional development arising from Plan 2022 and school improvement plans, training which is necessary to enhance the skills and competencies of our teachers, educational staff, school leaders and Department of Education staff.

The Department of Education has provided extensive and ongoing professional development sessions for staff within our schools throughout the course of the 2020/2021 year to expand their knowledge and skills. With overall coordination of staff development sessions led by

the Acting Staff Development Officer, a myriad of professional development sessions for BPSS teachers and specialist staff were held in September and October 2020, and January and February 2021.

Some of the sessions were mandatory to ensure staff were on the same page regarding the public education system's priorities. However, there were also options for teachers to self-select or to participate in self-paced training. Sessions offered were aligned with the tenets and practices of standards-based grading. Subject-specific or job-specific professional development was also provided, along with opportunities to acquire and deepen technology skills and to learn how to use various technological applications. Given the impact of the pandemic on school staff, workshop days also included sessions facilitated by the Employee Assistance Programme.

**Mr. Chairman, Business Unit 27090, Educational Standards and Accountability** has oversight for our eighteen (18) primary schools, four (4) middle schools, two (2) senior secondary schools and one (1) special school. This team comprises three Assistant Directors who supervise school principals to ensure effective leadership; quality teaching; quality services; and quality programmes in our schools. The work carried out by the Assistant Directors is essential for the growth and development of school leaders and for overall school and system-wide improvement.

During the 2019/20 school year the Assistant Directors were responsible for conducting principal evaluations using the McRel Principal Evaluation Tool. Principal mid-year evaluations were completed with fidelity. However, due to COVID-19 regulations the timeline for completing the final evaluations was impacted. The goals for the evaluation

were rolled over from the 2019-2020 school year to the 2020-2021 school year and feedback to principals using a standardized form has been executed.

**Mr. Chairman**, the Teacher Performance Evaluation Programme (TPEP) for term one of the 2020/21 was conducted with fidelity with minor adjustments to compliance timelines due to COVID-19 regulations. Again, feedback to principals using a standardized form was implemented for all teacher evaluations.

**Mr. Chairman**, the standardized forms capture key indicators of the evaluation standards and protocols, which are also aligned to ESA performance measures. These two achievements support the Area of Action in Plan 2022 Priority 3: Strengthening Educator Evaluation and Performance Management. This priority also aligns directly with the Government's Education Platform which makes an unequivocal commitment to improving accountability in education.

**Mr. Chairman**, the new school improvement plan (SIP) format that was implemented last year, continues to be actioned by school leaders from the preschool to senior level. In essence, SIPs are strategic plans for schools. The high leverage design feature of the improvement plan has a focus on intentional adult actions and the impact on student gains. When developing the plan with stakeholders, principals develop theory of action statements to guide them in achieving their identified targets and goals. The Assistant Directors of ESA provide feedback to principals using a standardized form and monthly monitoring checks are conducted to ensure the action items are progressing according to what is outlined in the school improvement plan.

**Mr. Chairman,** the school improvement plan methodology requires principals to report on student gains at three intervals in the academic year so that the Department of Education can monitor student performance and gains over time; and determine progress with key performance measures. Due to COVID-19 schools engaged in remote learning last year and as a result data could not be collected from March 2020 to June 2020. This impacted the reporting out of student gains. However, data for September 2020 to December 2020 were collected. The ESA section monitors the data and provides feedback to principals during monthly contact visits. The first opportunity to report out on student gains will be April 2021.

**Mr. Chairman,** Educational Standards and Accountability (ESA) has used the school improvement platform to connect the work of principals as leaders in managing change in their building; with developing a purposeful community to achieve goals; and to focus on the work that matters most for students. These three areas provide the parameters for professional development that support the school improvement plan in a very meaningful way. Principals and deputy principals have been provided with professional learning opportunities and coaching, as required, to support their work in school improvement, teacher performance evaluations, standards-based grading, COVID-19 safety and health protocols, and remote learning.

**Mr. Chairman,** the school improvement plans (SIPs) continued implementation in September 2020. Principals worked with their leadership teams to develop school improvement goals for the academic year. This achievement is connected to the Area of Action in Priority 3 of Plan 2022: Professional Learning and Supports - Strategy 3.11. The School Improvement Plan requires principals to support the delivery of customized professional learning for teachers in support of the goals identified in their school's improvement plan.

Principals, in collaboration with education officers, delivered site based professional development in the following areas: writing proficiency; mathematics; reading; research-based instructional strategies; and innovation. This is also connected to the Government's Education Platform and their commitment to ensure professional development for teachers to improve learning outcomes for students.

**Mr. Chairman**, the ESA Assistant Directors played a significant role in helping to close school facilities in June 2020 and in preparing for school facilities to reopen in September 2020. School inspections were carried out on a continuous basis to ensure the environments remained clutter free, clean and safe to occupy in accordance with the Department of Health COVID-19 Safety and Health Protocols. This section also worked closely with the Department of Health to develop the COVID-19 safety and health protocols and helped facilitate remote professional development with all school staff prior to the opening of schools. This included sharing and responding to questions on the new COVID-19 safety and health protocols.

**Mr. Chairman**, all school staff received professional development on mental health wellness from EAP. Between May 2020 and February 2021 EAP facilitated a total of 26 sessions with school staff. Additional sessions were held with school staff impacted by COVID-19 developments that unfortunately occurred in November and December 2020.

The ESA Assistant Directors assisted with the protocols and operational procedures when positive COVID-19 cases were identified in schools; they also assisted with closing schools during the spike in COVID 19 cases; and with parent and teacher notifications for quarantine.

The ESA section facilitated the arrangements for schools to complete virtual open houses for incoming students, along with the transition to remote learning during term one.

**Mr. Chairman,** during the 2021/22 fiscal year this business unit comprising of the three Assistant Directors ESA have as their priorities to increase the quality of school improvement plans; to improve the quality of teacher evaluations; to monitor data submissions and data collection processes; and to provide feedback to principals on their performance.

**Mr. Chairman,** our mentor teachers are supervised by one of the Assistant Directors ESA. The mentors have worked hard to support our first and second year inductees (new teachers). The mentors' priorities during the 2020/21 school year were to:

1. Implement the revised Mentor Programme requirements. These include reflective submissions, demonstrated proficiency in high level research-based pedagogical practices and digital professional portfolios.
2. Provide professional development to inductees based on individual and collective needs for workshops on the tenets of standards-based grading (SBG); formative assessments; designing assessments aligned with proficiency scales and using the Danielson Framework as a tool for self-reflection.
3. Facilitate SBG workshops in support of system-wide professional development.

The Mentor Teacher priorities for 2021/22 are to:

1. Further revise and implement the new BTIP requirements.
2. Provide professional development on question formulation techniques; meta cognitive strategies; data collection which informs instruction; and high leverage strategies for student engagement.
3. Facilitate standards-based grading workshops in support of system-wide professional development.

**Mr. Chairman**, last year I reported that the Bermuda College would provide a Principal Certification Programme through a partnership with Framingham State University. **Mr. Chairman**, this is linked to Plan 2022's Area of Action: Enhance Educator Certification in Priority 3 and supports strategy 3.5. This also supports the Government's Education Platform and the commitment to ensure professional development to improve learning outcomes for students. I also reported last year that the agreement required a minimum cohort of 10 and at that time there were 7 applicants.

**Mr. Chairman**, the Graduate Certificate Program in Educational Leadership started on October 12<sup>th</sup>, 2020 and the number of applicants increased to 13. The cohort of 13 educators includes teachers, year level heads, mentor teachers, deputy principals, acting principals, and Department of Education officers.

**Mr. Chairman**, at the end of the sixth week of the first course, the Department received the following feedback about this cohort:

*“What a strong, competent, eager, passionate and joyful group of educational leaders! In all the years I've been teaching I have never worked with such a group. If they are indicative of educational leaders in Bermuda, then the rest of the world should be taking notice. In this course, Supervision and Staff Development, we are focusing on bringing 21<sup>st</sup> century knowledge and tools to the profession. Every person in this course has added greatly to the overall knowledge base. The sense of community created within the group has given rise to sharing at a depth generally not found so quickly. I love how much they love their country and feel a tremendous sense of responsibility to push themselves in becoming even more effective educational leaders.”*

**Mr. Chairman**, these educators are equipping themselves to lead within the system, in the future. I applaud their dedication and determination to perform with excellence and I wish all of them continued success with the programme.

**Mr. Chairman**, the funds allocated to this unit have decreased over 2020/21, totaling six hundred and eleven thousand dollars (\$611,000).

**Mr. Chairman**, the 2020/21 budget for **Business Unit 27095 Attendance** was transferred into Business Unit 27090 to fund the salaries of four School Attendance Officers and a School Registration and Attendance Coordinator. It is the responsibility of this team to ensure that children of compulsory school age are in school on a daily basis. The School Registration and Attendance Coordinator also oversees the annual school registration process for the enrolment of children in all public schools. The Coordinator also carries out a review of the registration process each year and ensures improvements in the process for the following year, through consultation with Department and school leaders. The Registration and

Attendance Coordinator is also on the front line of communication and assistance, regularly fielding parent questions and comments regarding the registration process.

**Mr. Chairman,** the Attendance Officers prepare monthly reports on student attendance and teacher attendance submissions, for each school. The monthly report displays month-over-month analysis and identifies trends over the period. The Coordinator conducts audits of school attendance data to determine each school's progress and compliance. **Mr. Chairman,** monthly reporting has increased school accountability and timeliness and accuracy of attendance submissions.

**Mr. Chairman,** the Attendance Officers are required to adhere to the Department of Health's COVID-19 protocols and this resulted in reduced visibility in schools; however, attendance officers are accessible via Zoom, email and telephone calls to address attendance queries and concerns. The aim of ensuring that attendance data were accurate, reliable and timely remains at the forefront of their daily responsibilities.

**Mr. Chairman,** COVID-19 resulted in the implementation of new attendance codes and a determination of student attendance in the virtual classroom. The accuracy in recording attendance was paramount to ensure that we assisted in maintaining a safe environment when schools transitioned back to in-person teaching and learning. **Mr. Chairman,** the attendance officers monitored the various sick codes and quarantine timeframes closely.

**Mr. Chairman,** the attendance team maintains a listing of students with chronic attendance and their communication and collaboration with the schools has increased to combat chronic absences. Additionally, this team is working with the Bermuda Police Service Task Team in identifying the reason for absences in an effort to reduce chronic student absences

in alignment with Plan 2022, Key Outcome 1-8 and in support of the Department's performance measures for attendance for schools.

**Mr. Chairman**, the Attendance Officers were responsible for ensuring that every parent had a PowerSchool Parent Portal account that could be used to keep parents informed of their student's attendance, grades, and report cards. As of January 2021, 90% of parents have a parent portal account up from 79% in November 2020, and 20 out of 34 schools have 90% - 100% of their parents with parent portal accounts. We expect all schools to reach the target of having 100% of their parents and guardians with parent portal accounts.

**Mr. Chairman**, the Attendance and Registration Coordinator launched for the first time the online registration for both new students and returning students in February 2021. As expected, there were a few glitches with the implementation of the new system. However, these were quickly addressed with a resolution. On the whole, the responses from the public and educators to reach this milestone of an online registration has been well received. The online registration moves the public school system from the "traditional" paper-based, labour-intensive registration process to a 21<sup>st</sup> century, highly efficient process, that provides a better way to manage enrolment, transfers and withdrawals.

**Mr. Chairman**, the attendance team will continue to fulfil their role to ensure that students attend school on a daily basis. They will also improve the communication between parents and schools so that the attendance codes are correct. Additionally, in cases when a student will no longer attend a public school, they will improve efficiency to ensure parents provide the correct documentation to withdraw the student in a timely manner using the newly released online returning student application.

**Mr. Chairman**, we must ensure that quality teaching, learning experiences and services take place when teachers or other school staff are sick or on leave. The funds allocated for **Business Unit 27160 Substitutes** has increased by three hundred and seventy-eight thousand dollars (\$378,000).

**Mr. Chairman**, the overall budget for the **Central Administration** programme is four million, two hundred and fourteen thousand dollars (**\$4,214,000**) for the 2021/22 fiscal year, which is lower than the previous year's budget due primarily to the reallocation of human resource services.

## **PROGRAMME 1702 – STUDENT SERVICES**

**Mr. Chairman, Programme 1702 – Student Services** facilitates the provision of thirteen essential programmes that directly provide services to meet the diverse needs of our students who have been identified as having exceptionalities.

**Business Unit 27061 Behaviour Management**, funds Behaviour Therapists for preschool and primary schools as well as one (1) Education Officer for Behaviour Management. In addition, the funding covers our two Alternative Education Programmes which facilitate suitable alternative education environments and services for students with behavioural challenges. The 2021/22 budget for this business unit will decrease by two hundred and twenty-one thousand dollars (\$221,000) due to two positions being reallocated to business units 27160 – Substitutes, and 27063 – School Psychology.

**Mr. Chairman,** the Success Academy Heron Bay (SAHB), the alternative support programme serviced 6 primary school students up to June 2020. Currently the programme services 4 primary age students with the goal of assisting them in acquiring replacement behaviours for complete reintegration back into the mainstream classroom environment.

**Mr. Chairman,** Success Academy Roberts Avenue (SARA), the alternative support programme for middle and senior level students, supported thirteen students up until June 2020. Currently SARA services 13 male students 9, of whom are senior school students and 4 of whom are middle school students. The goal is to reintegrate students back into their mainstream middle school environment, to transition students to senior school, or to retain students at SARA to complete the GED or Penn Foster programme.

Educational Therapists, Educational Therapist Assistants and other members of the Multi-tier System of Support (MTSS) school teams continue to provide Tier 1, Tier 2 and Tier 3 support for students in our schools who have behavioural challenges. These supports range from classroom monitoring and consultation to caseload admission, as well as:

- Daily tracking schedules;
- Developing individual crisis management plans;
- Implementing behaviour intervention strategies; and,
- Developing functional behavior plans and behavior intervention plans.

**Mr. Chairman,** partnerships have been strengthened with supporting agencies such as the Department of Child and Family Services (DCFS), Child and Adolescent Services (CAS), Probation Services and the Department of Health. One example of this is reflected in the monthly meetings of the High Risk Intervention Committee (THRIC) where mutual clients and their specific unique needs are discussed and support is actioned.

Through the 2020/21 school year, ETs have been participating in Functional Behaviour Assessment (FBA) and Behaviour Intervention Plan (BIP) specialist training through individualized professional development.

It is clear that families experienced and coped with the effects of COVID-19, including remote learning in a myriad of ways. ETs and ETAs helped families navigate these difficulties. While schools were operating remotely due to the pandemic, ETs and ETAs supported families with academic work packet deliveries, community food voucher connections and clinical partner services. In addition, they provided supportive suggestions with families centered around schedules and routines. ETs also shared intervention strategies and prevention skills with parents and guardians and emphasized the need to reinforce the desired behaviours.

**Mr. Chairman**, for the 2021/22 year, ETs and ETAs will increase the level of support they provide to classroom teachers and will work to improve planning and monitoring of student progress. This will be accomplished by creating collaborative intervention plans, tracking replacement behaviours and sharing success with stakeholders using MTSS, which refers to the Multi-Tiered System of Supports process. They will utilize a whole-child lens and integrate academics and behaviour. The implementation of a technological support system, that is data driven, will support this collaboration and problem solving amongst the MTSS team.

**Mr. Chairman, Business Unit 27063** includes our **School Psychologists** who support administrators and address student needs for the areas of academics, behaviour and mental health. Further, the School Psychologists provide comprehensive psycho-educational evaluations, consultations, short-term counselling, and interventions and preventive services across the entire system.

**Mr. Chairman,** School Psychologists are engaged in, and are a valuable resource for schools in relation to the MTSS process, a Plan 2022 System Priority for Strategy 1.4.6. Through the MTSS process, a multidisciplinary team discusses the needs of the student and suggests interventions and resources to address concerns. The school psychologists, as participants on the MTSS Team, collaborate to ensure that students have support which includes resources from within the public school system and the wider community. Recommendations are made through consultation within the MTSS framework and recommendations are also made utilizing the data derived from psycho-educational assessments conducted by the school psychologists.

**Mr. Chairman,** while schools were implementing remote learning during the first four months of the pandemic, our school psychologists developed protocols for the provision of services to students. These services were provided according to Department of Health's best practice guidelines. School Psychology practices were also aligned with the mandates advised by psychological associations and regulatory bodies in regard to COVID-19 protocols.

The school psychologists researched and compiled itemized costs for various models (traditional, hybrid and telehealth) to effectively accomplish their service work during the pandemic. Each of these models progressively required more technology in order to operate more efficiently under COVID-19 health and safety constraints. During the 2021/22 fiscal year, the school psychologists will further integrate technology into psychoeducational assessments. As a matter of priority in the upcoming year, school psychologists will continue to manage their assessment referrals and provide consultation to school staff to ensure delivery of services prior to and after psychoeducational assessments have been carried out.

**Mr. Chairman**, the 2021/22 budget for School Psychologists decreased by twenty-nine thousand dollars (\$29,000).

**Mr. Chairman, Business Unit 27064**, the **Adaptive Physical Education (APE)** Programme is a developmentally appropriate physical education programme, delivered by three specialist teachers. These teachers provide services to students with diverse physical needs by providing the adaptive support necessary to enable students to be included in the regular physical education programme. **Mr. Chairman**, for clarity, the adaptive physical education lessons are implemented on an individual basis, in small groups, and within the regular physical education classroom setting. **Mr. Chairman**, students receiving adaptive physical education services also have Individualized Education Plans (IEP) with goals and objectives which are in line with the regular physical education curriculum.

**Mr. Chairman**, this specialist team organizes the Department of Education Adaptive Physical Education National Track and Field Invitational. This Invitational includes students from P1 to S4 who have special physical needs and who receive adaptive physical education services, as well as individuals who have transitioned out of the Bermuda Public School System and who are presently at the K. Margaret Carter Center and other facilities. The mechanisms to facilitate the Adapted Physical Education National Track and Field Invitational were in place prior to the mandated lockdown due to COVID-19. As a result of the regulations, the event was cancelled. The Adapted PE division is looking forward to reintroducing the event to students with students from P1 to S4 and to other entities servicing the special needs community. The event will be held at a time that is conducive to the safety of all involved and in compliance with Department of Health's safety and health regulations.

Due to the COVID-19 pandemic the Adapted PE team's ability to work on expanding community partnerships was limited. However, a continuing partnership with the National Stadium was further established ensuring plans to hold the Adapted PE National Track and Field Invitational. Utilizing the National Stadium facilities for training opportunities for special needs students has also previously been facilitated; however, was not possible during this school year due to COVID-19.

**Mr. Chairman, Business Unit 27065** is the **Deaf and Hard of Hearing** programme, which employs teachers who provide students with academic instruction. They also collaborate with classroom teachers to ensure that teaching and learning is effective, and that student needs are met during instruction in the regular classroom. The two hundred and ninety-five thousand dollars (\$295,000) budgeted for this Business Unit are for salaries, disability specific resources and materials, hearing aids and equipment, professional development and consultant audiology services.

**Mr. Chairman**, teachers of the deaf and hard of hearing are preparing for the expansion of the teaching of sign language at the middle and senior school levels. The teachers are also designating time to collaborate with paraprofessionals before and after sessions are held with students and to educate administrative staff on the specific needs of persons who are deaf or hard of hearing. **Mr. Chairman**, it is these teachers who made a recommendation to supply staff with transparent masks. Resultantly, transparent masks, with the sponsorship of the Department of Health have been provided to every school staff from the preschool level to the senior level, including at SARA and DAME.

**Mr. Chairman**, these teachers also facilitated a communications workshop for occupational therapists (OTs), physical therapists (PTs) and speech-language pathologists (SLPs) for their clients who are deaf or hard of hearing. The session focused on using gestures and basic sign language connected to their fields. The teachers have also participated in standards-based grading professional development to remain abreast of school-wide curriculum expectations.

**Mr. Chairman**, line item **27066**, the **Vision** Business Unit, has been allocated a budget of one hundred thousand dollars (\$100,000). Students with visual impairments have unique educational needs. In order to meet their unique needs, students must have specialized services, books, and materials in appropriate media (including braille). Students also need specialized equipment and technology to ensure equal access to the core and specialized curricula, and to enable them to effectively function alongside their peers in school, and ultimately in society. The vision programme has maintained a good working relationship with our community partner Vision Bermuda. Our students benefit from lessons conducted in their transition programme in preparation for life post-senior school. These lessons enable our students to use the many IT components and manual tools that are a necessity for their learning.

Presently there is one vision teacher for the public school system who supports 13 students who have visual impairments. The teacher, in addition to her duties, provides professional development to school staff and paraprofessionals who work directly with students. The paraprofessionals have completed additional braille courses and trainings to ensure they are equipped to meet the needs of our students.

**Mr. Chairman,** the **Business Unit 27071 Office Support** serves as the Secretariat for the Student Services section and funds the salaries of the Assistant Director of Student Services, one administrative assistant, and six learning support teachers who provide services to students with special needs. There is a decrease of one hundred and seventy-nine thousand dollars (\$179,000).

**Mr. Chairman,** the **Counselling Programme, Business Unit 27072,** is a Comprehensive, Developmental School Counselling Programme (CDSCP), based on an international model, with four components: (1) Classroom Guidance / Core Curriculum; (2) Individual Planning; (3) Responsive Services; and (4) System Support. More specifically, school-based counselling programmes provide early intervention; crisis intervention and prevention; treatment and promotion of positive social and emotional development.

**Mr. Chairman,** this Business Unit funds the salary of an Education Officer for Counselling; 25 counsellors who service the Pre and Primary schools; 10 at the Middle school level; and 1 Alternative School Counsellor. This Unit has decreased in budgeted funds of two hundred and forty-five thousand dollars (\$245,000).

**Mr. Chairman,** school counsellors are comprised of a group of dedicated professionals who coordinate their services with school teams and community partners. With parental permission, school counsellors consult with community mental health service providers to coordinate responsive and community-based services. The Education Officer, Counselling meets with school counsellors, school teams, CAS, DCFS, the Department of Court Services and the Department of Health representatives throughout the school year to coordinate services for high-risk students.

**Mr. Chairman,** school counsellors are required to facilitate individual academic and career planning meetings for students in P5, M2, S1 and S4. However, the pandemic and resulting school building closures impacted the ability of school counsellors to complete the individual planning meetings during the 2019/20 school year. These have been recommenced for the 2020/21 school year.

**Mr. Chairman,** the education officer for counselling identified the following top three (3) priorities for 2020/21:

1. **Continue to utilize information from student surveys and feedback from school counsellors to improve programme delivery and enhance students' feelings of safety and trust (Aligned to Plan 2022 Key Outcome 1-10).** Prior to school closures students from one middle school were surveyed. A summary of feedback reported that students expressed that they were comfortable meeting with their school counsellors; that the school counsellors helped them to understand topics like bullying, peer pressure, and conflict resolution; and that they felt respected and listened to when they talked with the school counsellors. School counsellors were given opportunities during group supervision meetings to provide feedback and peer support to enhance programme delivery.
2. **Continue to develop success criteria for the classroom guidance learning intentions (Aligned to Plan 2022 Adapted Strategy 1.1.3).** The success criteria guide was completed along with the creation of success criteria for all standardized lessons.

3. **Assess whether the updates to the P5 and M2 individual planning meeting forms, specifically, the inclusion of values clarification and career inventories, sufficiently assisted students with preparing for their future careers, in alignment with Plan 2022 Adaptive Strategies 2.12.4 and 2.12.5).** Positive feedback was received from parents and students pertaining to the addition of exploration of values and review of the informal career assessment. Students appreciated the opportunity to have discussions about values and the connection to future careers.

**Mr. Chairman**, starting in March 2020, throughout remote learning, and upon the return to school buildings, school counsellors formally and informally surveyed students' adjustment to the various changes and monitored feelings of safety and academic engagement. Simultaneously, the Education Officer for Counselling monitored the school counsellors' well-being and adjustment by conducting supervision meetings via zoom and telephone during the work from home period; focusing on self-care and peer support.

**Mr. Chairman**, school counsellors were definitively "*all in for all students*" throughout remote learning and school breaks by securing and delivering technology devices, advocating for access to Wi-Fi, and delivering groceries and grocery vouchers to families. In August 2020, the Education Officer for Counselling created a guidance document for the Delivery of School Counselling Services during remote and hybrid learning to assist the school counsellors with planning their programme delivery for the 2020/21 school year. Additionally, the Education Officer for Counselling continued to promote a focus on positive coping skills by encouraging school counsellors to highlight October 5-9, 2020 as Mental Health Awareness Week. During this week guidance lessons and activities stressed the importance of implementing appropriate coping skills when faced with life challenges.

**Mr. Chairman, the Education Officer, Counselling** will continue to monitor completion of P5, M2, S1 and S4 individual planning meetings by school counsellors, and review student responses to determine achievement of the pre-set student outcome that all P5, M2, S1 & S4 Bermuda Public School System students will answer the response page of their educational plans, indicating how the individual planning meeting helped them plan for potential future careers. The officer will review all counselling intervention plans to determine achievement of the student outcome that all Bermuda Public School System students who have a counselling intervention plan will show progress towards their goals by the end of four (4) counselling sessions; the Officer will provide professional development training and clinical supervision sessions for school counsellors focusing on Tier 2 school counselling interventions for anxiety and child traumatic stress.

**Mr. Chairman, Business Unit 27072** funds the salary of an Education Officer for Counselling; 25 counsellors who service preschools and primary schools; 10 at the middle school level; and one alternative programme counsellor. This Unit has decreased in budgeted funds of two hundred and forty-five thousand dollars (\$245,000) over 2020/21.

**Mr. Chairman, Business Unit 27074, Learning Support,** funds two Education Officers for Special Education and Learning Support, in addition to thirty-seven (37) learning support teachers who provide special education services at our preschool, primary and middle schools; Dame Marjorie Bean Hope Academy; and for our trauma responsive programs at our primary and middle and senior Success Academies. This funding also includes assessment materials needed to ensure appropriate diagnosis of students with special education needs. This business unit decreased by three hundred and seven thousand dollars (\$307,000).

During the school year, the learning support officers have been committed to ensuring that quality services and professional development have been provided for learning support staff. Due to COVID-19 the termly audits of individual education plans' (IEP) implementation and documentation were not able to continue. However, at the start of the new school year, professional development has continued to ensure that the School Team Process is in alignment with the Response to Intervention Process (RTI), a component of the MTSS framework.

**Mr. Chairman,** learning Support Teachers have been provided with ongoing professional training on the School Team Process; Pre-Referral Intervention Process, IEP planning and audits; intervention learning plans (ILP); dyslexia; ADHD; and identifying key concepts with behaviour. Learning support Teachers were also presented with IEP implementation and documentation methods to accurately collect data for IEPs and ILPs. Professional development was provided for school staff in learning styles that focused on the instructional, behavioural and environmental needs of children.

In September 2020, paraprofessionals participated in a professional development session for their job descriptions to ensure better methods for engaging paraprofessional support to meets student needs.

Under the guidance of the Curriculum & Assessment section, Education Officers completed all access arrangements and exemption requests for schools for the Cambridge exams. Although the exams were not held in 2020, this process is important to note because it documented for the understanding of schools and the Department which students required access arrangements and exemptions. Access arrangements may include the provision of more time for students to conduct exams, who for example have dyslexia or ADHD.

Exemptions provide that in very limited circumstances, students by virtue of the particulars of their exceptionalities do not have to take the exams.

**Mr. Chairman,** all Autism Spectrum Disorder (ASD) learning support primary school teachers and staff received training in SCERTS (Social Communications, Emotional Regulation, Transactional Support). This involved specific tasks that were outlined by the facilitators that teachers and paras had to implement within their classes. These were then recorded and they received feedback on their performance in subsequent professional development sessions.

The learning support officers have the following priorities for 2021/2022:

1. Move towards having paraprofessionals and any teacher who is not certified in Applied Behaviour Analysis (ABA) or Registered Behavioral Technician become certified (RBT).
2. Train middle and senior school staff in SCERTS and SEEKS (Special Education for Exceptional Kids) for continuity of services.
3. Increase the number of students who move into general education classrooms.
4. Train and certify staff in non-invasive behaviour control, once a policy has been created to guide practice.

**Mr. Chairman, Business Unit 27076** was allocated one hundred and thirteen thousand dollars, and reflects the funding for the salary of the Education Officer for Early Childhood Education, and an operational budget for the Early Childhood section.

**Mr. Chairman,** early years training for Primary 1 teachers has been provided twice a month to equip teachers with evidenced based strategies to increase student engagement facilitate

active learning. This training is designed to help teachers of lower primary engage in less didactic forms of teaching and learning. Teachers also learned how to engage in authentic assessment by using observations of students in more creative exploration during inquiry learning. Teachers have been exposed to a more progressive, engaging and personalized approach to teaching and learning which has opened the teachers up to the possibilities of what can be achieved through active and inquiry learning.

During 2021/22 the Creative Curriculum Kindergarten Curriculum will be introduced in Primary 1 to provide continuity across preschool and P1 and to support high quality inquiry and active learning. Teachers will participate in professional development which will focus on coaching them through this shift to project-based learning which is personalized around student need and which utilizes authentic assessment of learning.

**Mr. Chairman** training in SCERTS (Social Communication, Emotional Regulation, Transactional Supports) continued this year to provide continuity and ongoing progress of the Growing Connections' preschool children with ASD and developmental delays as they transition into primary ASD classes and the Functional Skills Class in September 2021. Additionally, learning support teachers in ASD and Functional Skills classes received coaching on how to engage and support children with challenges within the natural environment of their classroom.

During 2021/22 the emphasis will be on increasing individual teacher support using a model of professional development which involves in person observation of the teacher by the coach, in the natural class environment.

**Mr. Chairman, the budget for Business Unit 27079** decreased by three hundred and fifty-six thousand dollars (\$356,000) and provides for the delivery of paraprofessional and educational therapist assistant services for our students who have a diverse range of learning needs. The paraprofessionals and educational therapist assistants provide instructional support to teaches, ensure protection and safety, and provide support for transition and life skills for students with special needs. This includes providing adequate support for students with physical exceptionalities, including those who are deaf or hard of hearing, and those who are visually impaired.

**Mr. Chairman, the Business Unit 27083 Autism Spectrum Disorder or ASD** funds salaries for teachers and those paraprofessionals who serve students with autism within the ASD programmes at 3 primary schools, 1 middle school and 1 senior school. The 2021/22 funding of five hundred and sixty-three thousand dollars (\$563,000) also covers operational costs for equipment repairs, maintenance and supplies and professional development.

**Mr. Chairman, the Business Unit 27084 Alternative Education** funds the operation of the Alternative Education Programme and two Success Academies. Funds are also used for Department of Education partner programs which offer additional alternative programs choices for our students.

**Mr. Chairman,** Success Academy Heron Bay (SAHB) and Success Academy Roberts Avenue (SARA) provide alternative education programmes for students with additional social-emotional needs and resulting behavioural challenges. In addition to academic programmes and a range of services, students also engage in experiential learning activities at Wind Reach and Kaleidoscope while following safety and health regulations. This year, an additional

experiential activity, baking, has been added to the SAHB schedule; a Learning Support Teacher with almost 30 years of pedagogical experience has been assigned to the programme; and 3 of 6 students were successfully reintegrated into mainstream classrooms. For the year 2021/22, the SAHB team will continue with the development of individualized behaviour support plans with the aim of increasing the reintegration success rate.

**Mr. Chairman,** SARA made a significant change in their schedule for middle school aged students in the alternative programme. This adjustment was made to facilitate a more therapeutic approach to addressing the social-emotional needs of students. The senior level students at SARA who are taking the GED programme are successfully navigating the curriculum and experiencing success with passing components of the GED. This programme also places a strong emphasis on parent engagement and as a result, boasts high parental engagement in bi-weekly meetings with an average of over 90% for parent attendance.

During 2021/22 a respite approach to addressing students' needs will be introduced into the middle school program. The SARA team have set a goal for 80% of the middle school students in the programme to be readmitted to mainstream middle school and for 100% of the uprising senior students to graduate in June 2021. We know that each student is unique, and have individual needs. Therefore, these programmes are critical to the success of students who are able to thrive if given the right supports and opportunities for pathways appropriate to their needs and interests.

**Mr. Chairman,** the Student Services section provides an extensive range of educational services for our students with exceptionalities. The total budget allocation for Programme

1702 for the 2021/22 fiscal year is eighteen million, nine hundred and ninety thousand dollars (**\$18,990,000**).

## **PROGRAMME 1703 – FINANCE AND CORPORATE**

**Mr. Chairman, Finance and Corporate Services, Business Unit 27002**, funds staff in the Finance Administration section with a budget of six hundred and nine thousand dollars (\$609,000). This team includes a Department Comptroller, Financial Services Manager, a Payments Supervisor, a Salaries Supervisor, a Salaries Clerk, three Accounts Clerks and a Messenger. This section is responsible for providing:

- Financial advice to senior management,
- Cost-effective, responsive financial services supporting Plan 2022 Priority # 5,
- Procurement and contracting services, and,
- Corporate planning solutions to management, employees and schools.

Under the direction of the Department's Comptroller, the team coordinates the payment of salaries for approximately 1,000 educators and Department staff, and pays all suppliers/vendors for goods and services purchased as well as organizes the collection of receivables. This section also plays a key role in finding ways to reduce non-instructional costs and identify cost inefficiencies.

**Mr. Chairman, Office Accommodation Business Unit 27003** has a budget of one million, one hundred and sixty-nine thousand dollars (\$1,169,000) that funds the salary of the office receptionist, annual rent, office maintenance, electricity and communication costs for the Department's physical offices on Church Street.

**Business Unit 27040 Educational Stores** was allocated a budget of six hundred and ninety-eight thousand dollars (\$698,000) which supports salaries for six staff, and other expenditures such as rent, inventory freight costs, and gas/diesel. The Stores section provides centralized purchasing, inventory management and distribution services to all public schools, the Bermuda College, and other Government Departments such as the Department of Youth Sport and Recreation.

**Mr. Chairman, Business Unit 27041 School Transport** is allocated a budget of three hundred and ninety-six thousand dollars (\$396,000) and funds the salaries for two Bus Drivers and one Bus Attendant who provide transportation for children who attend the Dame Marjorie Bean Hope Academy and for students in ASD programmes at different schools. Also included in these funds are the salaries of two Grounds men who maintain school sports fields, and one Labour, Transport & Safety Officer. This section also funds the costs to maintain the Department's motor fleet.

**Mr. Chairman, Business Unit 27042 Building, Grounds and Equipment,** is budgeted at one million, two hundred and sixteen thousand dollars (\$1,216,000). These monies fund the salary of the Facilities Manager who carries out school inspections and research of guidelines for providing modern educational facilities, as stated in Plan 2022. This research is critical as we will be modernizing our facilities through Education Reform. The remainder of the budget covers the cost of minor repairs and maintenance for facilities at all educational and administrative sites that fall under the Department of Education. These include preschools, maintained primary and middle schools, DAME, the Child Development Programme and the Alternative Education programmes.

**Mr. Chairman**, during the past year, the Facilities Manager and his team have played a pivotal role in ensuring schools facilities are clean, safe and operational for staff and students. This team works in concert with the Public Works team who action work orders submitted by our schools. They also supervise the custodians and cleaners who are responsible for keeping the physical environment of our schools clean, sanitized and disinfected. During the summer of 2020, this team was responsible for ensuring that school buildings were prepared for the COVID-19 protocols and regulations.

**Mr. Chairman**, this team initiated a deep cleaning protocol for COVID-19 as developed by Bermuda Water Consultants, and they also worked in concert with the Department of Health to develop a comprehensive cleaning protocol for schools which was used during the COVID-19 pandemic. School custodians were responsible for the deep cleaning of school facilities during shelter-in-place, and prior to schools reopening in September 2020. They are also responsible for deep cleaning the facilities at designated times throughout the school year. In addition to the deep cleaning protocol, custodians are also required to carry out a daily cleaning regime to reduce the transmission of the COVID-19 virus. Prior to schools opening in September 2020, custodians attended a workshop to review expectations for the revised cleaning regime. At the end of the workshop the custodians were given an assessment to determine their level of knowledge of the protocols. They participated in a second workshop in October 2020 to review once again the expectations for the daily cleaning regime. These sessions were co-facilitated by technical officers from the Department of Health and Department of Education.

With the assistance of the Department of Workforce Development and the Bermuda Industrial Union (BIU), daytime cleaners were hired in September 2020 to ensure cleaning and sanitizing at the preschools and Success Academy Roberts Avenue.

**Mr. Chairman**, in light of the COVID-19 pandemic, the number of school building inspections that take place have increased significantly. Now, three levels of inspections occur across our schools on a weekly and monthly basis. School principals and preschool administrators conduct monthly inspections using a standardized form and they upload the form as evidence of fulfilling this responsibility. The Safety and Transport Officer conducts weekly inspections across schools also using a standardized form which is provided to school leaders and custodians and these forms are also uploaded as evidence of fulfilling this responsibility. The Facilities Manager conducts ongoing random inspections of school facilities along with a technical officer from the Department of Health. These inspections are comprehensive inspections which provide detailed feedback against a specific standard and again, these forms are uploaded as evidence of fulfilling this responsibility.

**Mr. Chairman**, in cases when a school has had a COVID-19 development, the Facilities Manager secured external cleaners to supplement the custodians work, using specialized techniques intended specifically when an exposure of COVID-19 has been confirmed. The schools are then inspected by the Facilities Manager and a Department of Health representative before school staff and students are given clearance to reoccupy the building. The Department communicated to parents, students and staff that safety and health was a priority, and all of these efforts speak to honoring that commitment.

**Mr. Chairman,** the final **Business Unit 27050 Information Technology** is funded two million, three hundred and eighty-five dollars (\$2,385,000). This business unit funds the salaries of an IT manager, a Computer Services Officer, a Management Systems Officer, and Technical and Assistant Technical Officers.

**Mr. Chairman,** there were a number of notable achievements for the IT Section last year. All public Pre, Primary and Middle Schools, Success Academy, Dame Marjorie Bean Hope Academy, the Child Development Programme (CDP), and the Department of Education Stores and Datacenter are now all connected via a local Fibre Optic network as part of our strategic initiative to centralize the IT infrastructure. The Fibre Optic network is configured to provide a minimum of seventy (70) Mbps data speeds to all locations. The existing enterprise firewalls were upgraded to accommodate a full digital learning platform and a fully mobile workforce. Covid-19 accelerated this adaptation of the new firewalls which have the capacity to accommodate Virtual Private Networks (VPN) for all staff and teachers, if required.

**Mr. Chairman,** Wi-Fi was upgraded and configured in all Pre and Primary Schools. A total of 120 Wi-Fi Access Points were installed across all public Preschools, Primary Schools, Success Academy, and CDP to extend the Wi-Fi signal throughout all buildings. The IT section configured more than 450 laptops and distributed them to the school user community in the lead up to the initial Covid-19 lockdown. Laptop donations were from PWC (87 laptops), Athene Bermuda (200 laptops), and Axis Capital (14 laptops). The Department also purchased 120 laptops. All Laptops were used by teachers. The Department also received donations of Chromebook devices for students which include: 50 Chromebooks from

Lighthouse Connect; 25 from Sandy's Small Business; and 1,350 devices from Hasso Plattner Foundation which are expected on Island within the month.

**Mr. Chairman**, the IT Section assisted with the implementation and rollout of the Schoology (Online Learning System). The PowerSchool Schoology Platform was purchased in May 2020 as a direct response to the Covid-19 pandemic and school closures to enable remote learning within the BPSS. Configuration, implementation, training, and roll out took place over the summer 2020 school break and the first quarter of the 2020/21 school year.

**Mr. Chairman**, Schoology and Google Workspace sessions are now a regular offering in scheduled professional development days alongside SBG offerings. These sessions are generally well-received by teachers who genuinely want to leverage technology as part of their regular teaching practice, however without more devices available to students, it makes implementing what they have learned in the workshops challenging.

**Mr. Chairman**, the IT Section facilitated a Google Chromebook Pilot at P6 Somerset Primary & P4 Gilbert Institute this school year. The in-classroom and remote instruction pilot started November 2020 using Chromebook student devices, Schoology, PowerSchool, DreamBox, and Zoom. The pilot at Somerset Primary is fully implemented where the P6 class has been provided with 1:1 student devices. Usage data within our learning management platform Schoology showed a 7-day total of 91 student sessions and 10 teacher sessions. Over the same timeframe, the island-wide public school system total was 262 student sessions and 221 teacher sessions. Considering most schools cannot use their computer labs due to social distancing protocols, this is a relatively positive trend. With more access to devices, we will definitely see more daily usage of Schoology by students.

**Mr. Chairman**, major enhancements and improvements were also made to the Telephone Network, which included the installation and configuration of additional hardware and software for High Availability (HA) and failover Voice over IP (VoIP) Services. Voicemail software upgrades and additional **Session Initiation Protocol (SIP)** circuits have been installed within the data center to establish a solid platform to launch new and additional SIP VoIP Services for operationally cost savings and efficiency.

**Mr. Chairman**, the IT Section supported all Ministry and Department staff with IT Services during the Covid-19 shut down. They also supported schools by collecting learning packets from all public Schools to deliver to the General Post Office for distribution to students who did not have a computer device. The Covid-19 pandemic highlighted the need to have a flexible and mobile workforce that is able to adapt to changing world events. The Department's IT Section have issued laptops to mobile staff who are now able to 'roam' from school to school and to sign into the network via Wi-Fi to access applications and data. They have also implemented the basic foundation and framework to add additional mobile IT Services to cater to a mobile workforce.

**Mr. Chairman**, the IT Section has a number of priorities for 2021/22. The Covid-19 pandemic highlighted and accelerated the requirement for "24-7" availability of digital instruction and online learning. YouTube and other online services have always been used within lesson plans to reinforce classroom instruction. However, since the pandemic, online learning has seen a dramatic rise. Therefore, the public school education system must mature all processes around online learning and instruction to keep pace with global IT educational shifts and also continue to educate Bermuda's children.

**Mr. Chairman,** the Department will implement steps to fast-track the total adaptation and full integration of all purchased PowerSchool Application Modules. Training and internal business processes will also be amended to work with and enforce the PowerSchool data. The IT section will start the journey of retooling staff to transform from break fix tasks to providing education solution and systems support. This includes helping users to complete tasks or to reach objectives, versus fixing a reported problem. IT Technicians must also understand how the user is applying technology to achieve an education goal. The objective is to issue a device to every public school student. This will start with Chromebooks being distributed to P6 students in accordance with lessons learned from the pilot conducted with P6 and P4 teachers previously mentioned. The Department also plans to provide all school staff with devices.

Now that the major infrastructure projects are complete, the Service Delivery and Service Desk processes require maturing. This also includes the introduction of additional monitoring and alerting tools to manage and monitor IT Services. As part of internal audit findings an enterprise backup system is required by the Department. This has been further highlighted by the new fibre optic network with the ability to backup over the faster networks but also a recovery plan if there are network failures. The enterprise backup solution will comprise of a part of the disaster recovery plan.

**Mr. Chairman,** in summary, the Finance and Corporate Section provides key services and support to our public schools and has been allocated six million and four hundred and seventy-three thousand dollars (**\$6,473,000**) for the 2021/22 fiscal year.

## PROGRAMME 1704 – PRE-SCHOOLS

**Mr. Chairman,** I now turn to page **B-140** to item line 1704 which is the programme for our 10 preschools. The 2021/22 budget for all Preschools is four million, three hundred and sixty-one thousand dollars (**\$4,361,000**). Ninety per cent (90%) of the preschool budget funds salaries. Ten (10%) of the budget is used for resources, training and development and operational costs such as electricity, part-time cleaners, phones, office equipment rental and drinking water.

**Mr. Chairman,** intensive professional development was held for preschool leaders and teachers during the 2019/20 school year. This training was designed to ensure integration of the inquiry (enquiry) model of teaching and learning with the Creative Curriculum. The goal has been to increase continuity between how we teach, what we teach and the assessment of what is learned. The aim has been to increase continuity across preschools to meet system standards in teaching and support accurate data collection of authentic assessment for all preschoolers.

During the 2020/21 school year the Department met the high expectations for system continuity and fidelity in delivery of the curriculum and the assessment of preschooler learning with high support to preschool leaders and teachers. Significant investment in professional development in the use of Teaching Strategies Gold, the online platform for planning, documentation, assessment and communication internally and with parents and guardians. The result is that we are utilizing the data to inform teaching with personalized approaches and record consistent progress across the domains of development. We are now able to use the data to report out on individual preschoolers, classes, preschools and

on all 10 preschools. We have three fixed checkpoints; however, data can be reported on at any point in the preschooler's educational experience at preschool. Bermuda public school preschools have earned Teaching Strategies Gold's Ambassador status recognition because of their commitment to improving outcomes for children through professional development for preschool leaders and teachers. In addition, children are screened at entry using the Brigance Screen to help identify any children with potential delays and those who may require enrichment. The preschool curricula are supplemented with the Heggerty programme lessons for phonological awareness. Phonological awareness is one of the best early predictors of later reading success. This programme helps children develop strong awareness to support later reading learning and success.

**Mr. Chairman**, during the pandemic, while preschools were operating remotely, preschool staff were responsive to the needs of preschoolers and their families. preschool teams provided learning packets initially to all students during shelter-in-place, then based on the families' resources, they provided a mix of online engagement and learning experiences with learning packets that were delivered to the homes of preschoolers. The most important achievement was staying connected with our preschool students through whatever means possible to give support and help maintain caring relationships during the challenges presented by the pandemic, especially during shelter-in-place.

Our Teaching Strategies Gold platform made it easy to transition to remote learning as the family link is designed to increase home and school communication. This includes supporting families with practical at-home family friendly activities which enrich their child's learning around their child's personalized learning objectives. Our team approach to working

with children and families was augmented by school supports such as learning support Teachers and Educational Therapists.

**Mr. Chairman** another online resource which we had access to was Ready Rosie offering parents short simple ideas of activities to do with their children, which included stories and music. The overall achievement was responsiveness to families with preschoolers as we helped them help their children to continue learning at home.

**Mr. Chairman**, early years training for P1 teachers was provided twice a month to give teachers evidenced based strategies to increase student engagement and active learning. This training is designed to help teachers of lower primary year levels engage in less didactic forms of teaching and learning. Additionally, they learned how to engage in authentic assessment using observation of students in more creative exploration and inquiry learning.

Teachers have been consistently exposed to a more progressive, engaging personalized approach to teaching and learning. This training has strengthened the practical application of teachers of young children in active learning and inquiry learning.

During 2021/22 the Creative Curriculum Kindergarten Curriculum will be introduced in P1. This will provide increased continuity across preschool and P1 to support high quality inquiry and active learning. Teachers will participate in professional development to coach them through this change to project-based learning which is personalized around student needs. Authentic assessment will document personalized learning with intentional teaching deeper learning.

**Mr. Chairman,** our preschoolers are growing up in a world of technology, with technology literally at their fingertips. One priority is to make available tablets/iPads for preschoolers to use at school and at home while reinforcing responsible and developmentally-appropriate use of such technology in accordance with best practice standards for safety and health of young children. This includes limited time-use.

Another priority at the preschool level is to increase fidelity in using the Teaching Strategies Gold online platform with the Creative Curriculum.

Other priorities include additional professional development on:

- Curriculum and assessment;
- Data collection and decision making for teachers and preschool leaders;
- Documenting the cultural connection to Bermuda and being intentionally culturally-responsive to all children and families;
- Introducing the Little Pim foreign language programme;
- Engaging with community partners to support learning in preschool; and,
- Bright Start preschool classes for 3 year olds in two additional preschools.

## PROGRAMME 1705 – PRIMARY SCHOOLS

**Mr. Chairman,** programme **1705, Primary Schools** has a budget allocation of twenty-six million and eight hundred and eighty-eight thousand dollars (**\$26,888,000**).

Primary schools had the following targets as their priorities during 2020/21 and they are expected to continue with these priorities into the new fiscal year 2021/22:

- Improving math proficiency as measured by the common summative assessment administered in June 2021
- Improving writing proficiency as measured by the writing prompt assessment administered in June 2021
- Improving the number of students reading on or above grade level as measured by Fountas and Pinnell and the GATES McGinite
- Improving the use of research-based instructional strategies as per Marzano by teachers by June 2021
- Improving the focus of professional learning communities within each school by June 2021
- Increasing and improving the focus of site based professional development by June 2021
- Continued implementation of standards-based grading
- Ensuring all staff adhere to the COVID-19 safety and health protocols developed in collaboration with the Department of Health.

## PROGRAMME 1706 – SPECIAL-SCHOOLS

**Mr. Chairman, Programme 1706 Business Unit 27120**, Dame Marjorie Bean Hope Academy, (DAME), provides dedicated services to students who have severe to profound and multiple challenges and therefore special needs. The main focus of the programme at DAME is to provide students with enriching education and development support, to increase student independence, and, to help them achieve their ultimate potential. The dedicated principal and staff at DAME are able to achieve this programme outcome by implementing a comprehensive curriculum which is focused on developing receptive and expressive communication skills; functional literacy and mathematics skills; activities of daily living; social skills development; behaviour interventions; pre-vocational and vocational skills; community-based instruction (CBI) and art, recreation and leisure skills. In essence, the programme at DAME, like at all other schools, focuses on the whole-child.

The principal and staff have focused on the following priorities during the current school year:

- Increasing student communication with the use of communication devices;
- Training the entire staff to become Registered Behaviour Technicians (RBTs) so that they can appropriately manage difficult behaviours; and
- Focusing instruction to develop language.

**Mr. Chairman**, technical officers at the Department have already seen firsthand the gains that students are making in developing their communication skills and I am also pleased to report that some of the staff have successfully completed the RBT Training. This Business

Unit will be funded with a budget of five hundred and eighty-three thousand dollars **(\$583,000)**.

## **PROGRAMME 1707 – MIDDLE SCHOOLS**

**Mr. Chairman**, we now turn to page **B-141**-line item Programme **1707** our **Middle Schools**. Similar to the primary schools, and in alignment with school improvement plan targeted areas, middle schools are focusing efforts on improving math and writing proficiency; increasing the number of students reading on grade level; improving the use of research-based instructional strategies; improving the focus of professional learning communities; continuing with the implementation of standards-based grading; and ensuring adherence to the safety and health protocols.

**Mr. Chairman**, the total 2021/22 budget allocation for our four Middle Schools is fourteen million, seven hundred and seventy-seven thousand dollars **(\$14,777,000)**.

## **PROGRAMME 1708 – SENIOR SCHOOLS**

**Mr. Chairman**, Programme **1708** refers to our two **Senior Secondary Schools** the Berkeley Institute and CedarBridge Academy. Each senior school is provided an annual grant for the operational management of their respective school and the school curriculum. Students at the senior level continue to benefit from diverse local and international curricula and programmes which prepare them for post-secondary education, training and careers. Students also have the opportunity to take advance-level courses and to participate in dual enrolment programmes at Bermuda College. For fiscal year 2021/22, the CedarBridge

Academy's funding decreased by three hundred and thirty-nine thousand dollars (\$339,000). This decrease was a result of the CedarBridge Board creating operational efficiencies that has resulted in their 2021/22 grant request lower than the previous year. These funds will support school redesign and system transformation.

## **PROGRAMME 1709 – CURRICULUM ASSESSMENT**

**Mr. Chairman, Program 1709, Curriculum Assessment** funds the Cambridge International Curriculum, City & Guilds, and related initiatives; salaries of subject-specific Education Officers for Curriculum & Assessment; and the Career Pathways programme. The Department pays an annual fee to Cambridge International for the curriculum and for P6 and M3 students to sit the annual Check Points and S2 students to sit the IGCSE examinations, which are required to obtain the Bermuda School Diploma.

**Mr. Chairman,** the Department is in its ninth year of implementing the Cambridge International Examinations at P6, M3 and S2. The examinations are funded from **Business Unit 27020, Assessment and Evaluation**. The Cambridge and the City & Guild exams were not administered during the 2019/20 school year due to COVID-19 and like other students world-wide, students received assessed grades.

Significant attention was given to mathematics over the past year, in particular:

- An Acting Education Officer for mathematics joined the Curriculum & Assessment Team in September 2020;
- Schools were given clear expectations for math instruction;

- Principals conducted walk through observations to collect data on teacher practices and student learning, although the extent of this process was limited due to COVID;
- Clear targets were set for the use of Dream Box (an online math application intervention tool) for in and out of school; and,
- The services of Primal Academic Innovations Ltd. (PAI) were used for a mathematics intervention programme.

**Mr. Chairman, Business Unit 27520 Design, Development & Implementation** funds salaries for seven education officers who are responsible for ensuring the effective delivery and ongoing development of the Cambridge curriculum in the core and non-core subjects, school examinations, the Career Pathways Programme and all other curricular. During the year, selected officers and school staff focused on the refinement of primary and middle music; primary and middle social studies; and primary and middle reading curricula assessments.

The **Curriculum and Assessment** programme **1709**, has been allocated a budget of two million, one hundred and thirty-eight thousand dollars (\$2,138,000) for the continued delivery of these educational programmes and services.

## **PROGRAMME 1712 – EARLY CHILDHOOD EDUCATION**

**Mr. Chairman**, the final programme on page **B-141** is **1712, Early Childhood Education**. This programme comprises the Child Development Programme and After School Care sub-programmes. Early childhood education represents the foundation for student success at the primary, middle and senior levels.

**Business Unit 27175, the Child Development Programme (CDP)** currently funds the salaries of the dedicated CDP staff and programmes. The team works diligently to maintain their accreditation status and engages in quarterly performance quality improvement sessions.

During the 2020/2021 year CDP was granted Bermuda National Standards Committee (BNSC) Maintenance of Accreditation through the dedication of the CDP team to early intervention and support to families with young children. The Screening and Assessment team was able to meet their 2 year screening target for the fiscal year and the CDP Coordinator position was filled in February 2021.

**Mr. Chairman,** the CDP staff provided remote services such as screenings, consultations, developmental monitoring, parent education and coaching during shelter-in-place and subsequent months while schools operated remotely.

Shelter-in-place, followed by the implementation of safety and health protocols, closed CDP off from in person contact with families. Personal contact is the way in which the main form of service is offered to children and families, either in homes or at CDP. CDP staff were not deterred and they maintained contact and support to families throughout the pandemic using a variety of mediums such as phone, video-conferencing and social media. CDP's Facebook page and Instagram account also provided creditable information and practical solutions to often overwhelmed parents. Books and toys used for parent coaching sessions were delivered to homes by dropping them off outside of clients' residences. The sessions were then supported through Zoom or other means. Developmental screenings continued throughout the pandemic via phone interviews and video conferencing. As developmental

assessments could not be conducted in person, the Child Psychologist conducted observations and developmental screenings also utilizing video-conferencing.

**Mr. Chairman**, there were a number of parents seeking help with their child's behavior including concerns regarding potty training and sleep. CDP was able to assist parents with these concerns through consultations including recommendations and personalized support. Additionally, with many parents having to work from home while also assisting with schooling, CDP provided support and guidance with concrete examples of how to schedule their day or talk to their children about the pandemic. Once safety and health precautions were relaxed, CDP staff met children and families in parks, playgrounds and out in the yards of families. CDP has worked with the Department of Health to safely reopen services for young children and their families.

The priority for 2021/22 is for CDP to be positioned to fulfill its vital role of providing wrap around parent education and support to families with children who have not yet started school. CDP will continue to provide early intervention services to support best outcomes for children and families by helping build strong foundations for growth and development.

**Mr. Chairman**, the final line item on page **B-141** is **Business Unit 27700, After School Care**, which funds the wages of part-time employees who provide supervision and organized activities to children at four preschools and one school for students with special needs. The funds for after school care are utilized to offer after school care for 80 students in 4 preschools and for the students at DAME. In summary, the continued delivery of services for programme 1712, for the fiscal year 2021/22 has been allocated a total budget of one million, three hundred and ninety-seven thousand dollars (**\$1,397,000**).

**Mr. Chairman**, I now refer you to page **B-142**, the **Subjective Analysis of Current Account Estimates** for the Department of Education. This page provides an aggregate of the detailed line-item expenditures previously mentioned. The variances of significance for the categories are as follows:

- Salaries decreased and wages decreased by **\$7,883,000 (11%)** and **\$154,000 (4%)**, respectively; mainly due to the defunding of posts and the 10% reduction austerity measures agreed by the Unions;
- Training costs are negligibly **\$1,000 (1%)** lower while Transport decreased by **\$1,000 (1%)** due to reduction in transportation costs involved in shipping of inventory;
- Travel costs remained constant;
- Communication costs decreased by **\$2,000 (0%)**, in part reflecting the completion of a number of projects linked to Information Technology Support;
- Rental costs increased negligibly by **\$30,000 (3%)**, due to the set-up of an Education Reform office, while Repair and Maintenance costs increased by **\$168,000 (10%)** due to COVID-19 related expenses;
- Energy costs increased slightly by **\$5,000 (close to 0%)** mainly reflecting an increase in electricity costs;
- Materials and Supplies expenditure is **\$90,000 (5%)** higher as a result of COVID- 19 expenses; and

- Grants and Contributions decreased by **\$441,000 (2%)**, and those funds have been reallocated to support the school redesign and system transformation work.

**Mr. Chairman**, pages **B-143 and B-144**, show there are 1,034 FTEs posts, a net change of sixty-seven (67) compared with the 1,101 FTEs measured in original 2020/21. The Department will continue to monitor and review the number of FTE's ensuring both efficiency and effectiveness in staff resources.

**Mr. Chairman**, pages **B-145 to B-148** list the Performance Measures for the Department of Education. These measures reflect the priority areas which will be monitored and for which staff at schools and the Department will be held accountable during the year.

**Mr. Chairman**, I extend my gratitude and appreciation to the Commissioner of Education, all other staff in the Department of Education, our teachers, principals, administrators, and all other educators and support staff for their commitment to our children. As we move forward with executing the Plan 2022 strategies that are aligned with school and system redesign, I expect to see notable improvements in the quality of education and services that we provide to Bermuda's children.

**Mr Chairman**, this concludes my presentation on Head 17, the Department of Education. I now move to the Budget Estimates for Head 18.



**Government of Bermuda**  
Ministry of Education

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**Head 18 – LIBRARIES & ARCHIVES**

**BUDGET BRIEF 2020-2021**

*Presented by*

**The Hon. Diallo V. Rabain JP, MP**  
**Minister of Education**

**Wednesday, March 10<sup>th</sup>, 2021**

The **Department of Libraries & Archives** preserves and facilitates access to Bermuda's printed historical records, cultural works and the Government's administrative records. The Department encourages lifelong learning by dispensing educational and recreational resources, and are committed to providing for the present and future needs of our community.

**Mr. Chairman**, the 2021/22 estimates of expenditure and revenue for the **Department of Libraries and Archives** are found on pages **B-149** through **B-153** in the Estimates Book. The Department's Mission Statement and objectives are stated on **Page 149** along with the general summary of its expenditures.

**Mr. Chairman**, the 2021/22 budget allocation for the Department of Libraries and Archives is set at two million, nine hundred and seventy-five thousand dollars (**\$2,975,000**). This is a decrease of \$277,000 and reflects COVID savings.

**Mr. Chairman**, the 2021/22 budget allocation for **Business Unit 28000, Collection Management** of four hundred and fifty thousand dollars (\$450,000) represents a decrease of thirty-two thousand dollars (\$32,000) when compared with the 2020/21 original budget. This decrease represents a reallocation of monies to other business units to supplement salaries, due to re-grading of positions following the merging of the Departments of Libraries and Archives.

The full-time equivalent (FTE) count for this business unit is four employees, as shown on page **B-151**.

**Mr. Chairman**, the 2021/22 budget allocation for **Adult Services, Business Unit 28060** is four hundred and eighty-nine thousand dollars (\$489,000). A decrease of eighty-nine thousand dollars (\$89,000) from the 2020/21 budget allocation. The full-time equivalent (FTE) count for this business unit is six employees, as shown on page **B-151**.

**Mr. Chairman**, page **B-149** shows a 2021/22 budget allocation for **Business Unit 28100, Archival Services** of three hundred and seventy-two thousand dollars (\$372,000). A decrease of twenty-three thousand dollars (\$23,000) in expenditure level over 2020/21. The full-time equivalent (FTE) count for this business unit is four, as shown on page **B-151**.

**Mr. Chairman, Business Unit 28110, Youth Services** includes programmes catering to the youth which continue to be popular with families and children younger than age fourteen. The 2021/22 budget is four hundred and thirty-eight thousand dollars (\$438,000) an increase of two thousand dollars (\$2,000) when compared to the budget allocated in the 2020/21. The full-time equivalent (FTE) count for this business unit is four employees, as shown on page **B-151**.

**Mr. Chairman, Business Unit 28120, Records Management Services** totals six hundred and seventeen thousand dollars (\$617,000). This reflects a decrease of two hundred and six thousand dollars (\$206,000) when compared to the 2020/21 budget allocation. The Government Record Centre, located in Southside, St. David's provides storage for the Government's non-current records. The full-time equivalent (FTE) count for this business unit is four employees, as shown on page **B-151**.

**Mr. Chairman**, the last line item in the general summary table on page **B-149** is six hundred and nine thousand (\$609,000) for **Business Unit Administration 28130**. This reflects an increase of seventy-one thousand dollars (\$71,000) more than the 2020/21 allocation. The

full-time equivalent (FTE) count for this business unit is four employees as shown on page **B-151**.

**Mr. Chairman**, I will now present the subjective analysis of current account estimates for the Department of Libraries and Archives as found on page **B-150**. Salary related expenses show a decrease of sixty-five thousand dollars (\$65,000) reflecting the 10% austerity measures reduction in salaries. The decrease in funding allocated for rentals of two hundred and twelve thousand dollars reflect COVID savings impact. Funding in the other current account areas remained the same as in 2020/21.

**Mr. Chairman**, page **B-151** shows that the full-time equivalent (FTE) count for the Department of Libraries and Archives will be twenty-six employees for fiscal year 2021/22. The staff are all Bermudian professionals.

**Mr. Chairman**, the operations of the Department of Libraries and Archives are not a major source of revenue for the Government. Fees are charged for the duplication of archival materials, book fines, library programme fees, computer fees and photocopy charges and revenue generated is minimal. As a result of the closures due to the pandemic, the revised 2020/21 revenue total is estimated to be only four thousand dollars (\$4,000). However, with the upcoming fiscal year 2021/22, revenue is anticipated to return to normal and increase to sixteen thousand dollars (\$16,000) as stated on page **B-150**.

**Mr. Chairman**, the Performance Measures for the Department of Libraries and Archives are listed on pages **B-152** and **B-153** showing the actual outcomes for fiscal year 2019/20, the original and revised forecasts for fiscal year 2020/21, and the target outcomes for 2021/22.

**Mr. Chairman**, due to the pandemic library staff had to adapt very quickly to working from home. Library staff therefore searched for alternatives to continue providing librarian

services even though the physical building was closed to the general public. This resulted in creative and innovative ways to deliver library services, and included:

- Curb Side / Walk-up Pickup – in that Library members could call, email or WhatsApp their book requests. Staff put together and packaged the book requests for curb side collection. Library members were provided a pick-up time to collect their books.
- Virtual Programmes – The Library’s normal in-house events were re-designed as Webinars. For example, the Youth Library STEAM Club was virtual. The Library prepared Grab & Go Kits that contained supplies needed for activities. These Kits were collected from the Youth Library. Zoom invites and/or YouTube Links were then emailed for children to engage in presentations. Scheduled Speakers presented on various STEAM topics and provided their workshop to children virtually.
- The Annual Seniors’ Tea – instead, the Youth Library’s Teen Advisory Board Members (TAB) delivered “Love Boxes” to 120 grateful seniors.

**Mr. Chairman**, all of these services continue to be popular now that the Library has resumed its opening schedule. However, the STEAM Club is back to meeting in the Library with the speaker’s presentations provided virtually.

**Mr. Chairman**, digitization has continued to be one of the Library’s main objectives. During the past fiscal year 2020/21, eight years of the Royal Gazette newspapers, from January 1954 to December 1962 were digitised from microfilm copies. The proposed digitisation target for next fiscal year 2021/22, is for 4 years of the Royal Gazette newspaper from January 1963 to December 1966.

Researchers using both the Library and the Archives digitized collections have found the service invaluable. During the closure of the Library and Archives, staff were still able to assist researchers. For example, staff at the Archives and the Government Record Centre provided critical assistance to researchers involved in the Commission of Inquiry into the Historic Loss of land. Several emails of thanks and kind sentiments from local and overseas Researchers were sent to staff express gratitude for the ability to search digitally. These included:

- *“We noticed that the online Gazettes now go to the end of 1953 and we are overjoyed! Thank you so much for continuing to add more issues. You cannot imagine how helpful this service has been and continues to be for our research especially now when it has to be done from home.*
- *“I want to report my admiration of the National Library's digitalized newspaper collection. It is a most remarkably useful tool, especially for those of us who are away from Bermuda and, certainly, for all of us in times of quarantine ...”*

At this time, **Mr. Chairman**, I take the opportunity to sincerely thank all staff in the Department of Libraries & Archives for their commitment to provide materials for the recreational and educational needs of our community; and, to preserve the essential administrative records of the Bermuda Government, and the historical records of Bermuda while facilitating access to these records for members of the public.

**Mr. Chairman**, this ends my presentation on the 2021/22 budget for Head 18, Department of Libraries & Archives. I now move to Head 41, Bermuda College.



Ministry of Education

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## **BERMUDA COLLEGE**

**Head 41**

### **BUDGET BRIEF 2021-2022**

*Presented by*

**The Diallo Rabain JP, MP**  
Minister of Education

**Wednesday, March 10<sup>th</sup> 2021**

**Mr Chairman**, although the 2020-2021 fiscal year has been a challenging one as a result of the pandemic, I am pleased to report that Bermuda College has adapted well in that its vision, transforming lives through innovative education. Bermuda College deepened its purpose and took on new meaning as it continued to provide the community with innovative programmes, training, support services and access to partnerships leading to local and global success. As the only post-secondary institution on the island, Bermuda College realises it has and will continue to play a significant role in Bermuda's economic recovery and growth agenda of the Government.

**Mr Chairman, as found on Page B-154**, the College receives an annual grant from the Ministry of Education and the allocation for the financial year 2021/22 is fifteen million, three hundred and eighty-three thousand dollars (\$15,383,000) which is five hundred and twenty-three thousand dollars (\$523,000 less than it received during fiscal year 2020/21.

**Mr Chairman**, Dr. Duranda Greene is the President of the Bermuda College which is governed by a Board of Governors. The Chair of the Board is Mr. Peter Sousa. Other members of the Board are:

- Mr. Nasir Wade, Deputy Chair
- Mr. Tulani Bulford
- Ms. Whitney Butterfield
- Mrs. Cherie Dill
- Mr. Thomas Christopher Famous, JP, MP

- Mr. Frank “Chip” Gillis
- Mr. Jerome Reid, Jr.
- Mrs. Branwen Smith-King, and
- Mrs. Charmaine Tucker.

Ex-officio Members are:

- The Hon. Randolph Horton (Chairman of the Honorary Fellows)
- Mrs. Valerie Robinson-James (Permanent Secretary for Education)
- Mr. Romeo Ruddock (Support Staff Representative)
- Miss Tylasha DeSilva (Student Representative), and
- Ms. Necheeka Trott (Faculty Representative).

**Mr. Chairman,** Bermuda College, as an accredited institution with the New England Commission on Higher Education, continues to be the most economical choice for Bermudians and residents on their journey to attain post-secondary education. It not only offers a great value for money when compared to the first two years of any four-year institution in the United Kingdom, North America or the Caribbean, but it also offers innovative education and training, quality instruction and unparalleled student support.

**Mr. Chairman,** like most higher education institutions around the globe a significant portion of this past fiscal year at Bermuda College has been spent dealing with the coronavirus pandemic. One of the many highlights for the College during the past year 2020/21, was its ability to pivot at short notice to remote teaching and learning, while ensuring that the needs of its students continued to be met.

**Mr. Chairman,** in support of Bermuda's rich oceanic history, in Fall 2020, the College introduced its new Associate of Science (Marine Science) programme. It also re-introduced French to its course offerings. In Spring 2021 in partnership with Millersville University the College offered a Colonial Latin American history course taught by Bermudian Dr. Clarence Maxwell. It also offered a Special Topics Insurance course entitled Foundations of Bermuda's International Re/Insurance Sector in partnership with Association of Bermuda Insurers and Reinsurers (ABIR) and St. John's University's Maurice R. Greenberg School of Risk Management Insurance & Actuarial Science.

New offerings offered by its Professional and Continuing Education (PACE) Division included the Certified Online Instructor, the Art of DJ'ing, and certifications in Coding, Data Analysis, and Google Analytics. In partnership with Framingham State University, the PACE Division also accepted its first cohort of 13 students into the Principal Certification programme. With a few additional courses, the students can also earn a Master's in Educational Leadership.

**Mr. Chairman,** Bermuda College continues to establish the **National Educators' Institute (NEI)** that will provide a centralized entity for the professional learning and conversations of Bermuda's public and private school educators, counsellors and mentors. The NEI will be an organization for educators and counsellors of all levels to engage in and benefit from professional development, research and social emotional support for professional growth and ultimately student success. The four (4) tiers of the NEI are: Pedagogy and Practice, Social Emotional, Research, and the Summer Institute. The Summer Institute has two programmes attached to it: (i) Brothers as

Scholars for Black Males; and (ii) a Social Symposium for educators, counsellors and community members. The NEI Executive Council has been established and the Tier Leaders and members have been identified.

**Mr. Chairman,** the Dual Enrolment Programme, a partnership between Bermuda College and the Department of Education, continues to be a success with forty-eight (48) high school students participating in the programme in Fall 2020. It should also be appreciated that at its May 2020 Commencement, seventeen (17) dual enrolment students graduated from the Bermuda College.

**Mr. Chairman,** as Bermuda College fulfils its mission of providing its student with access to partnerships that lead to local and global success, the ability of its students to transfer their credits to overseas institutions to complete their baccalaureate degrees is key. To continue to support this objective in a physically distanced environment, Bermuda College hosted its first virtual Transfer Pathways College Fair in partnership with its 4-year institution partners.

The College also held a virtual induction ceremony for its third cohort of nine (9) inductees into the Phi Theta Kappa Honour Society in November. The Bermuda College's Beta Chi Upsilon Chapter was also named a 2021 REACH Chapter for excelling in membership development by the international organization. This is the second consecutive year that the BC Chapter has been recognized with a REACH award.

**Mr. Chairman,** despite the pandemic, Bermuda College continued to do its part to not only educate its students, but to also educate and inform the community at large

through various events organised throughout the year. This year's events included the College's Annual Science Week activities, renamed Roche Science Week, and a mini-literacy conference on reading. As a result of the pandemic, the 2021 Science Week did not include the usual visit to the campus by hundreds of public and private school students. This year the College provided science kits for middle school students to use at their respective schools and hosted a virtual public panel discussion entitled "Interconnected Wellness Through the Lens of Covid" by featuring Bermudian scientists—Dr. Sandy DeSilva, Dr. Shiana Kelly (a BC alumnus), Dr. Tucker Murphy, Dr. Phillippe Rouja; and BC's own economist, Mr. Craig Simmons.

Last November, Bermuda College hosted a mini-conference on reading and literacy entitled "Reading Success for Every Child: Teaching Reading is Rocket Science". In excess of two hundred (200) individuals registered for the event including parents, guardians and educators. A follow-up event is being organised for later this month.

**Mr. Chairman,** in February, the Bermuda College Company of Honorary Fellows inducted three new Fellows including its first posthumous recipient. The honourees were Mr. Craig Bridgewater, Dr. Janet Ferguson and the late Dr. Eva Hodgson. All were honoured and celebrated for the significant contributions made to this community and beyond in their respective fields.

**Mr Chairman,** supporting output measures for the College's activities during this past year are as follows.

In May 2020, Bermuda College held both a virtual and drive through graduation as a result of the pandemic. There were one hundred and seven (107) students who graduated with associate degrees, diplomas or certificates. This January, Bermuda College also held its first Winter Commencement in nearly a decade, with a live streamed virtual ceremony where it graduated an additional 32 students with one student earning two associate degrees. The breakdown of graduates by Divisions were:

- Arts & Science 47 Graduates
- Business 55 Graduates
- Hospitality 9 Graduates
- Technical Education 19 Graduates
- Nursing 10 Graduates

**Mr. Chairman,** in December 2020, the Division of Professional and Career Education (PACE) awarded three hundred and forty-seven (347) professional designations and workforce development certificates which included fifteen (15) public high school students who received their Certificate for Nursing Assistants as part of the Department of Education’s dual enrolment programme with the College.

**Mr. Chairman,** this represents a one hundred and fifty-five percent (155%) increase over last year, with many residents taking advantage of the many online certifications and courses offered. The awards, representing twenty-nine (29) areas of specialisation, are as follows:

American Management Association (AMA) Certificate in General Management	4
AMA Certificate in Human Resources	4
Endeavour Maritime Springboard Programme	9
Certificate in Basic Horticulture (Level 1)	13
Certificate in Basic Horticulture (Level 2)	13
International Compliance Association (ICA) Certificate in Anti Money Laundering	1
ICA Certificate in Compliance	2
ICA Certificate in Managing Sanctions Risk	1
ICA Certificate in Financial Crime Prevention	1
ICA Advanced Certificate in Managing Fraud	1
Association of Chartered Certified Accountants (ACCA) Diploma in Financial & Management Accounting (RQF Level 2)	3
Certificate in Bartending	15
Certificate for Nursing Assistant	54
Certificate for Nursing Assistants – Bridging	11
City & Guilds Level 2 Diploma in Hairdressing	6
Emergency Medical Technician (EMT)	6
Certificate in Compliance KIXKO (pronounced Kicks-co) KIXKO Orientation	32
KIXKO Risk-Based Assessment	32
KIXKO Customer Due Diligence	32
KIXKO Monitoring & Reporting	32

KIXKO Governance & Oversight	32
LERN Distance Education Programme Bookkeeping Certificate	10
LERN Business Coaching Certificate	1
LERN Certificate in Business Writing	2
LERN Certificate in Data Analysis	3
LERN Certificate in Project Management	1
LERN Certificate in Teaching Adults	1
LERN Certificate in Web Design	2
LERN Intermediate Excel	3
LERN Keys to Customer Service	1
LERN Management Certificate	1
LERN Supervisory & Leadership Certificate	4
LERN Certificate in Online Teaching	1
LERN Managing Social Change Certificate	1
LERN Digital Marketing Certificate	1
LERN Legal Office Administration	3
LERN The Basics of Bookkeeping	5
LERN Time & Productivity Management Certificate	1
LERN Management Boot Camp	1
LERN HTML Fundamentals	1

**Mr. Chairman,** in Fall 2020 the College enrolled six hundred and eighty-seven (687) students. This included thirty-five (35) who had originally planned to go overseas to further their education. There were also six hundred and eighteen (618) students serviced through PACE during the same period.

As a way of assisting the community to upgrade their skills during the pandemic, especially those who were unemployed, Bermuda College opened its online training resource, Hoonuit (pronounced who-knew-it), to the community at no charge. Between May and September 2020, six hundred and twenty-nine (629) residents had accessed the training.

**Mr. Chairman,** in 2020 Bermuda College received fifteen million, nine hundred and six dollars (\$15,906,000) or seventy-nine percent (79%) of its operating budget from its Government grant. Bermuda College also received a special grant in the amount of three hundred thousand dollars (\$300,000) to assist students in financial need with their tuition. As a result of this grant, a total of two hundred and three (203) awards, ranging from \$139.50 to \$5,590.00, were issued to students with financial need in both the academic and PACE divisions during the 2020/21 academic year.

The College also received one hundred and twenty-five thousand dollars (\$125,000) which was used for training areas where there is a shortage of Bermudians including: nursing, horticulture/landscaping, compliance, and accounting.

**Mr. Chairman,** Bermuda College's budgeted revenue of four million, three hundred and seven thousand, six hundred dollars (\$4,307,600) from other sources included:

- Student tuition and fees for credit courses;
- PACE revenue;
- Bookstore revenue;
- Testing Centre revenue; and
- Rental income, including the Coco Reef Resort.

This amount, together with the Government grant, made up a total revenue figure for the 2020/21 budget year of twenty million, two hundred and thirteen thousand, six hundred and seventeen dollars (\$20,213,617).

**Mr. Chairman,** during this period, salaries and benefits accounted for thirteen million, two hundred and seventy-nine thousand, seven hundred and thirty dollars (\$13,279,736) or sixty-six percent (66%) of the budget; this represents a one percent (1.0%) increase in salaries when compared to 2019/20. The College continues to monitor its salary expense closely whilst balancing its need to provide a quality education to its students.

During the 2020/21 fiscal year the College expended one hundred and two thousand (\$102,000) on COVID-related expenses. This included computer hardware and software to support remote teaching and learning and personal protective equipment.

**Mr. Chairman,** Bermuda College's IT expenditures for the year included forty-four thousand dollars (\$44,000) on hardware purchases and three hundred and six

thousand dollars (\$306,000) on contracts and licences to support teaching and learning, as well as the College's administrative functions. The College continues to replace high priority hardware and infrastructure items identified as being near to end of their useful life including switches, servers, cabling, telephone systems and other computer hardware items. In addition to the Government grant, Bermuda College is thankful for the support of corporate donors who have to date donated two hundred and thirty-two thousand, eight hundred and twenty-five dollars (\$232,825) via the Bermuda College Foundation to assist in the updating of the IT infrastructure.

As part of the College's commitment to providing a safe and healthy environment for its students and employees, it spent four hundred and forty-six thousand, eight hundred and sixty dollars (\$446,860) on improvements to its physical plant, and routine cleaning and maintenance contracts.

Bermuda College is projected to spend four hundred and ninety thousand dollars (\$490,000) on insurance and eight hundred thousand dollars (\$800,000) on electricity and other utilities during the 2020/21 fiscal year.

A total of one hundred and fifty-six thousand dollars (\$156,000) in financial assistance was allocated to students enrolled in the academic divisions who demonstrated a financial need from the College operating budget. This amount was supplemented with the additional three hundred thousand dollars (\$300,000) from the Government mentioned previously and another two hundred, twenty-seven thousand, two hundred and sixteen dollars (\$227,216) from the Bermuda College Foundation.

**Mr. Chairman,** salaries continue to form the majority of the College's budgeted expenses and the College continues to review its operations, seeking ways to decrease its labour costs, while still providing a quality education to its students. As a result of the decrease in the Government grant for the next fiscal year, the employees at Bermuda College have agreed to take a 7.5% salary cut for four months totalling two hundred and eighty-eight thousand, four hundred and fifty-four dollars (\$288,454).

The Bermuda College Board and Executive are thankful to the employees for their sacrifice. There will also be a decrease in other expenses totalling two hundred and fifty-two thousand, one hundred dollars (\$252,100).

**Mr. Chairman,** *Delivering Success*, Bermuda College's 5-year strategic plan, is the blueprint to steer the College towards its 50<sup>th</sup> anniversary in 2024. Sixty thousand dollars (\$60,000) from the grant will be set aside for implementing the third year of the plan. It is anticipated that additional funding for capital projects outlined in the strategic plan will be secured via the Bermuda College Foundation, as was the case this past year with the \$3.5 million donation for the establishment of a Career Development Centre and IT upgrades from International Firms Athene, Athora, Aspen and Catalina.

Utilizing the three hundred thousand dollar (\$300,000) grant to assist students with financial need, the College will once again endeavor to ensure that no student is prevented from attending Bermuda College as a result of limited household incomes. It is anticipated that a comparative number of students will be assisted with the 2021/22 financial assistance grant.

## **Looking Ahead**

**Mr. Chairman,** as a result of the pandemic, many projects and initiatives planned for the 2020/21 fiscal year were put on hold. These activities will be advanced during this coming year and include:

- Offering additional courses during the evening and weekends to attract working adults to diversify its student body;
- The review of its Certificate for Accounting Technicians programme to align it with the ACCA Foundations in Accountancy programmes;
- Partnering with Queen's University Industrial Relations Centre (IRC) to offer its courses and programmes through PACE; and
- The introduction of a one-year Foundation Year programme for students wishing to transfer to a 3-or 4-year institution after completing one year at Bermuda College.

**Mr. Chairman,** Bermuda College will continue to work with the Department of Education to provide college courses to qualified students through its Dual Enrolment programme. The College will continue to forge alliances with professional credentialing and accrediting agencies for workforce development and professional certification, such as: the Association of Chartered Certified Accountants (ACCA), Building Owners and Managers Institute (BOMI) for building owners and managers; City & Guilds for the applied sciences; Global Knowledge for information technology, International Compliance Association (ICA), Association of Certified Anti-Money Laundering Specialists (ACAMS) and KIXKO for compliance; and local professional bodies.

During this upcoming year Bermuda College will establish a partnership with the Bermuda Insurance Institute to offer additional insurance courses at the College. Bermuda College will also establish an entrepreneurship concentration to its Associate in Business programme and offer an entrepreneurship course to complement its technical education programmes.

Bermuda College will implement a prior learning assessment policy to allow students the ability to earn academic credit for college-level knowledge acquired through expertise developed outside of the classroom.

Bermuda College will also continue to expand its articulation agreements with higher education institutions in the United Kingdom and throughout North America to ensure a seamless transition for Bermuda College graduates who wish to pursue additional education at 3 and 4-year institutions. Working with one of its partner institutions, Bermuda College will introduce an online Masters in Business Administration (MBA) programme.

To support the Bermuda College and the Bermuda College Foundation, the College will continue its efforts to reconnect with its alumni and to establish an accurate alumni database including alumni from its three antecedent institutions.

**Mr. Chairman**, as I close, I wish to thank the Board, the executive, administration, faculty, and staff of Bermuda College for their work throughout this year, and I look forward to working with them in the coming year to help students of multiple ages to pursue their career and personal aspirations. Thank you **Mr Chairman**, this concludes the budget on **Head 41**, the Bermuda College; and, my overall presentation of the **2021/22 Budget for the Ministry of Education**.