



Ministry of Education

Heads 16 and 17

BUDGET BRIEF 2015-2016

Presented by

**The Hon. R Wayne Scott JP, MP
Minister of Education**

Wednesday, March 4th 2014

Mr Chairman, today I am delighted to present my first budget for the Ministry of Education, since my appointment as Minister of Education in January 2015. As a result, the Ministry of Education has reverted back to a stand-alone Ministry and comprises the Ministry Headquarters Head 16; the Department of Education Head 17 and the Bermuda College Head 41.

Mr Chairman, it has been said that education is the best gift one could ever receive, because once you have it, absolutely no one can take it away from you. The Ministry of Education determines to ensure that every child is afforded an opportunity to receive the gift of education from preschool to the senior high school level; and then be prepared for extended education into the later years at the tertiary level of education as young and older adults, if they so choose. My focus will be CHILDREN FIRST!

Mr. Chairman, the 2015/2016 total allocated budget for the Ministry of Education which can be found on page B102 of the Approved Estimates of Revenue and Expenditure, is one hundred and twenty seven million, one hundred and thirty thousand dollars (\$127,130,000). This represents an overall decrease of six million, seven hundred and five thousand dollars (\$6,705,000) or 5% compared to the 2014/2015 budget allocation.

Mr. Chairman, the Department of Education Head 17 accounts for the largest share of the Ministry's expenditure at 86% while the budget allocation for the Bermuda College, Head 41 represents 13%. The Ministry Headquarters accounts for the remaining 1%.

HEAD 16 - MINISTRY HEADQUARTERS

Mr. Chairman, I will commence the budget debate by detailing the expenditure for the Ministry of Education Headquarters. The mission of the Ministry of Education, which is found on Page 103, is to provide strategic leadership, supervision and policy direction that supports quality delivery teaching; and an inclusive and progressive learning environment to improve student learning and achievement for every child.

Mr. Chairman, to drive the execution of this mandate, the Ministry of Education Headquarters has been allocated a budget of two million, two hundred and twenty thousand dollars (\$2,220,000) for the 2015/2016 fiscal year. The Ministry Headquarters covers funding for general administration, education grants to external bodies, and scholarships and awards. The higher level of budgeted funding is due primarily to an increase in the level of funding allocated for Scholarships and Awards.

You will also note that a \$1 million charge has been levied on Head 16, thus reducing the bottom line total to one million, two hundred and twenty thousand dollars (\$1,220,000). For the avoidance of doubt this reduction will ultimately come out of the Department of Education's budget; but as it is an administrative exercise, the Budget Office thought it best to be levied against Head 16.

Mr. Chairman, on page B104, **salaries** increased marginally which reflects a higher PS Scale subsequent to the review of a job description for the post of Executive Assistant. Monies budgeted for **Professional Services** totalled \$114,000 dollars. These funds will be used to cover the cost of vendors who will

be providing education services on a fee-to-service basis rather than receiving a lump sum external grant.

Mr. Chairman, in further reference to the \$1 million dollars listed under **Receipts Credited to Programme**, as part of the cost reduction proposals discussed during the recent meetings between the BTUC and the Government, school consolidations was presented as a means for reducing the expenditure of the overall budget in the Ministry of Education. Our commitment is CHILDREN FIRST and thus the quality of teaching and learning in the classroom will not be impacted as we achieve greater efficiency through the consolidation effort.

Mr. Chairman, the last line item reflects \$1,670,000 dollars which has been budgeted for the distribution of **External Grants, and Scholarships and Awards**.

Of this total, \$470,000 has been budgeted for **External Grants**. A thorough review of the terms, conditions and criteria for distributing External Grants to organizations and individuals was undertaken during the fiscal year 2014/2015. This resulted in the development of a standard letter of agreement to ensure that all external grants awarded, whether new or old, are consistent with the mission and system priorities of the Department of Education.

During the 2015/2016 fiscal year, all organizations and individuals applying for external grants from the Ministry of Education must meet set criteria before being considered for an external grant, which includes:

- submitting fully completed grant application forms

- providing comprehensive financial information
- reporting in detail the use of the grant monies by stating the educational purpose of their activity
- having good charitable standing as per the Charities Act 2002.

Mr. Chairman, one million, two hundred thousand dollars (\$1,200,000) has been allocated for **Scholarships and Awards**, which reflects \$200,000 more than in 2014/2015.

The Ministry of Education is committed to ensuring that Bermudian students have access to quality education at all levels and provides financial support for students undertaking tertiary education. Each year the application period extends from January 1st to March 31st and applications are available for download online from the Ministry's website. This year for the first time, students were able to apply on Bermuda Scholarships.com.

In 2014, a total of approximately 170 applications were received from students. The Scholarship Administrator and the Scholarships and Awards Committee worked diligently during the period April to June, meeting twice or three times per week to review applications.

Mr. Chairman, the Further Education Award is awarded to students in financial need who have successfully completed their sophomore or second year. In 2014 there were 26 Further Education Awardees with each award ranging from \$7,500 to \$10,000.

The Mature Student Award is given to persons 35 years old by the 1st September of the year in which the award is granted; and is awarded based on financial need. In 2014, three Mature Students were given awards valued at \$15,000 per year renewable for up to 3 years.

The Teacher Training Award is awarded to students who have a GPA of 3.0 and above, and their program of study must be a required subject identified by the Ministry's Human Resource Department for which future staffing is required. In 2014, three Teacher Training Awards were provided at \$15,000 per year renewable for up to 3 years.

Mr. Chairman, the University of the West Indies (UWI) is an international university with faculty and students from over 40 countries and collaborative links with over 60 universities around the world. Since 2011 Bermudian students have been eligible for an education subsidy on tuition fees to study at any of the UWI four campuses. The Ministry has been funding four students since 2011 and I am most pleased to share that in 2014 the first student graduated from this partnership with UWI. I would like to commend Miss Tyka Edness on completing her course of study. In July 2014, she graduated with a BSc. in Physical Therapy from the UWI Mona Campus in Jamaica.

Mr. Chairman, Bermuda Government Scholarships are awarded on an annual basis for up to 4 years of study and are valued at up to \$35,000 towards the cost of tuition and accommodation at an overseas educational institution or at the Bermuda College for a program offered by an overseas educational institution. These awards are based on academic achievement and applicants must have a GPA of 3.5 or above. The Ministry currently funds a total of 21 scholars who

represent some of Bermuda's best and brightest academic stars, who will return to make positive contributions to the Bermuda community. In 2014, six Bermuda Government Scholarships were awarded. Also, three 2011 Bermuda Government Scholars received one year extensions that afforded them the opportunity towards completing their undergraduate degree program to graduate this year in 2015.

Mr. Chairman, the Ministry Headquarters engaged in a number of activities during the past year that included the following:

- The signing of the NASA Globe Agreement; a joint effort between the National Aeronautics and Space Administration (NASA), the US Government, and the Ministry of Education for the promotion of eco schools in the public school system.
- The enactment of Amendments to the Bermuda College Act
- The development and implementation of a School Registration Policy
- Extensive public consultation, meetings and focus group sessions supporting the development of policy on Parental Involvement.

Mr. Chairman, towards this end, and during this legislative session, the Ministry will be laying before the House a Bill entitled Amendments to the Education Act 2015. This Parental Involvement legislation provides for active and meaningful involvement of parents in their children's learning at home and/or school. I would like to point out that most high functioning School Districts have some sort of Parental legislation in place. This legislation recognizes the importance of having Parental Involvement as a component of Education.

HEAD 17 – DEPARTMENT OF EDUCATION

Mr Chairman, I will now present the budget for **Head 17 the Department of Education**; and, will also speak to the Department's plans for the upcoming year. As seen on page **B106**, the Mission of the Department of Education is that the Bermuda Public School System will deliver a rigorous curriculum to meet the needs of individual students, using challenging learning experiences, appropriate assessments, and efficient support that holds all accountable for a quality education in the 21st Century. The objectives of the Department follow accordingly on page **B106**.

Mr. Chairman, to fulfill the objectives of the Department of Education a budget of one hundred and nine million, nine hundred and two thousand dollars (\$109,902,000) has been allocated for the fiscal year 2015/2016. This budget is close to five million dollars less than the allocation in fiscal year 2014/2015.

Mr Chairman, the Department of Education is structured into three sections:

1. Educational Standards and Accountability, which supervises the 25 public maintained and aided schools and their respective principals;
2. Academics which monitors Curriculum and Assessment; Early Childhood Education; School Improvement and Staff Development; and Student Services; and,
3. Business Operations, which include Facilities, Finance, Human Resources and Information Technology.

Mr. Chairman, during the 2014/2015 budget year, the Educational Standards and Accountability section expanded its focus on improving the quality of teaching and learning to increase student performance and the educational outcomes of all

students. Consequently, a systemic improvement plan was implemented that included: a Middle School Transformation Plan, a National Mathematics Strategy, a National Literacy Strategy, and a Multi-tiered System of Support. The System Improvement Plan brings on-going support for principals and teachers to better serve and support the public school's diverse student population.

There were several highlights of the School Improvement Plan during the 2014/2015 year that included:

- The development of a new transformative vision for all middle schools in Bermuda;
- Instructional frameworks designed for the core subjects Mathematics and Literacy;
- Interventions programs in Language Arts were acquired for middle school students;
- There was a reduction in students failing core courses in three out of five middle schools;
- System wide leadership training took place for Department staff, school leaders and teachers in the areas of literacy, mathematics, interventions, leadership for the first time in over five years.

Mr. Chairman, the Middle School Transformation Plan was officially launched in July 2014. This Plan was developed based on the results of academic audits conducted for each middle school between December 2013 and March 2014. The academic audits were intensive, multi-faceted analyses of student learning, teaching and leadership with the objective of improving student outcomes.

The three areas of focus were:

- i. Curriculum, instruction and assessment;
- ii. Leadership and organization; and,
- iii. Culture and community.

The results of the audits were shared with respective middle school leaders in May 2014 and subsequently to the public and other key stakeholders as a follow through with our promised commitment to transparency and partnership. As a result of the audit findings, a Middle School Transformation Plan was formulated highlighting 10 High Impact Actions which will be detailed later.

Mr. Chairman, this Middle School Transformation Plan calls for changes in the culture of classrooms across the system, from the traditional teacher-centered approach to a 21st century student-focused approach. It calls for dramatic improvements in the way educators plan, teach and structure the environments we expect our students to learn in. **Mr. Chairman**, as I stated earlier, our CHILDREN FIRST.

Mr. Chairman, the National Literacy Strategy was implemented in September 2014 while the National Mathematics Strategy commenced in October 2014.

In order to deliver a first class education in literacy and mathematics for Bermuda's public school students, there is an urgent need to improve the quality of teaching and learning in these core subjects in every classroom. The National Literacy and Mathematics Strategies were designed to provide a strategic 3-year plan that will improve the literacy and mathematics outcomes of Bermuda's

students by 2017 through the transformation of learning and teaching in our schools.

The remaining component of the System Improvement Plan, the Multi-tiered System of Support comprises a comprehensive behaviour and academic intervention strategy, and special services to meet our student's diverse and special needs. Work commenced on this initiative last month.

Mr. Chairman, overall the System Improvement Plan builds from the 2010-2015 Blueprint for Education Reform and the Hopkins Report of 2007 in its commitment to transform teaching and learning in the classroom.

Mr. Chairman, the Department also continued to build upon the Career Pathways programme exposing our children to workforce needs matched with their interests. This programme has been bolstered with the Dual Enrolment programme where students are experiencing early college success by earning credit for college courses simultaneous to studying towards high school graduation.

Mr. Chairman, overall the Department of Education is transitioning from a transactional to a transformational Department of Education. As a transactional department there is the preoccupation of maintaining business as usual. However, the transformational Department of Education will focus on team building, collaboration, efficiency in operations, effective communication with principals, teachers, students, administration, parents and the broad community, and continuing to improve the quality of teaching and learning to assure success for Bermuda Public school students, ensuring that we put CHILDREN FIRST.

Mr Chairman, the focus on transformation that the Department of Education is deploying, is a three-fold learning organizational model that maintains transforming sections; increasing engagements; and redefining roles. All three components are captured throughout the descriptive accounts in the budget brief.

Mr Chairman, the Department of Education is headed by the Commissioner of Education. This post has been vacant since the departure of the former Commissioner in April 2014. The Board of Education has the legislated responsibility to hire a Commissioner. The recruitment process has taken longer than expected but it is anticipated that a Commissioner will be in place by the start of the 2015/2016 school year.

However **Mr Chairman**, senior officers in the Department of Education continue to be committed to the vision of providing a first class education of global standards so that our students reach their full potential. Hence, in this spirit of commitment to the vision, and also for the purpose of staff development and growth, senior officers have diligently worked together during the course of the school year to rotate and share the responsibility of ensuring that the Department of Education continues to function effectively from an operational perspective, in the absence of a Commissioner of Education.

Mr Chairman, I will now present in greater detail, the expenditures of cost centres that fall under Head 17. Let me start with Central Administration on page B107.

1701 – CENTRAL ADMINISTRATION (B107)

Mr Chairman, the overall budget for Central Administration in 2015/2016 is five million, seven hundred and sixty seven thousand dollars (\$5,767,000). This programme provides a core part of the administrative function to support our public schools in the Education System.

COST CENTRE 1701 27000 – GENERAL ADMINISTRATION (B107)

Mr Chairman,

The monies budgeted for **Cost Centre General Administration, 27000** is \$564,000. This expenditure will cover the purchase of educational and office supplies for the school year. Other administrative expenses covered includes, freight charges, customs duty and shipping costs.

COST CENTRE 1701 27001 - OFFICE OF THE COMMISSIONER (B107)

Mr. Chairman, expenditure in 2015/2016 for **Cost Centre 27001**, which is the budget for the Office of Commissioner; is \$689,000.

This cost centre funds the salaries of the Commissioner of Education, and his two direct reports, the Director of Academics and the Director of Educational Standards and Accountability. In 2015/2016, less funds has been budgeted for overseas training, travel, printing costs and consultancy services.

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COST CENTRE 1701 27030 HUMAN RESOURCES (B107)

Mr. Chairman, Cost Centre 27030 (Human Resources) has been allocated one million, and twenty seven thousand dollars, **(\$1,027,000)** for the 2015/2016 budget year.

This cost centre funds the salaries of the Senior Human Resources Manager and the staff in the HR section that comprises two Human Resource Managers, two Administrative Assistants and a Secretary. During the 2014/15 fiscal year the HR team provided a diverse range of HR services that included the hiring of new teachers, new teacher orientation program, the distribution of Long Service Awards to BUT staff, teacher sabbaticals, organization of performance appraisal training for Principals, and personnel administration and employee relations.

Mr Chairman, during the 2014/2015 budget year, the Human Resource Section was tasked with establishing a Leadership Development Programme for the purpose of effective succession planning and improved leadership skills across the public school system. To-date a combined total of 17 officers within the Department of Education and Educators across the Public School System have expressed an interest in going through the Leadership Development Programme. Each participated in a comprehensive leadership diagnostic assessment to determine current strengths and development areas as a basis for developing the Leadership Programme; providing direction on targeted skillset needs. The Leadership Development Programme was due to launch in September 2014. Unfortunately, due to staff shortages and competing priorities the development of the programme has not been progressed much further. It is the intent of the Human Resource Section to resume stakeholder consultations during the month

of March 2015 with the aim of completing the design of the Leadership Programme before the end of the school year, and then share it with selected participants.

Mr Chairman, as stated in my remarks earlier, the transformational Department of Education will continue to focus on improving the quality of teaching and learning for the success of our students. Thus, transformation of conducting business in the HR Section will entail introducing impromptu lesson planning as a component of the teacher recruitment process.

Mr Chairman, any certified teacher, novice or experienced, can be reasonably expected to plan one lesson in their specialized subject area within the time frame of thirty minutes. While the novice teacher who has only completed a practicum will of course experience greater challenge with this activity, there is still a reasonable expectation that such a teacher will be able to design a well-structured, rigorous and student centered lesson. A well-structured rubric for the lesson plan will be devised to ensure consistent ratings by the interview panel.

Mr Chairman, in closing this section, good quality teachers is a must if our students are going to be prepared with a 21st Century Education, to be competitive at the global level.

COST CENTRE 1701 27031 SCHOOL IMPROVEMENT (B107)

Mr Chairman, funding for **Cost Centre 27031, School Improvement for the 2015/2016 budget year** is one million, five hundred and nineteen thousand dollars (\$1,519,000).

This cost centre funds the salaries of four Mentor Teachers. However, it also provides the primary source of funding for training, re-training and professional development, particularly for teachers but also for other support staff.

Mr Chairman, I have already highlighted areas of success and achievement that were experienced resulting from the implementation of our School Improvement Plan. However, I want to share in greater detail how the investment made by this Government has helped to add to the knowledge and skill capacity of our educators to impact teaching and learning, as the single most important aspect of any education system is what happens in the classroom.

The 2014/2015 System Improvement Plan focused on key Blueprint priorities and provides specific direction for teachers, school leaders and Department support. The Plan comprised five key areas for school improvement: middle schools, literacy, mathematics, academic and behaviour interventions, and Inclusive and Special Education Priorities.

Mr Chairman, the transformation at the middle school level in the education system commenced in July 2014 with the launch of the Middle School Transformation Plan. It marked the most significant investment in re-professionalization since the inception of middle schools almost 20 years ago. At

the start of the school year middle school teachers and leaders were oriented to the Plan and received extensive training on dynamic new instructional framework that is now being implemented across all middle schools. Lessons across all middle schools share the same instructional framework posted in each classroom. Each middle school targeted 30-day goals to ensure that the framework is a part of the daily routines of every school. The work continues with the monitoring of progress in each school. Also, all Middle School principals and members of their leadership teams received training in Standards Based Instruction designed to help all teachers to make an instructional shift. Principal and deputy professional development is currently focused on supervision, coaching and modelling good instruction. Special emphasis is being placed on principals having crucial conversations to lead teachers in the delivery of instruction.

Mr Chairman, transformation at the Primary School level was supported by professional development that aligned with the National Mathematics Strategy. The training began in the fall of 2014 when all primary school teachers, teacher leaders, principals and support personnel participated in an orientation of the National Mathematics Strategy. In February 2015, 30 current and prospective teacher leaders began an 80-hour endorsement programme in Mathematics that will emphasize modelling problem solving and critical thinking. Also 25 Primary, Middle and Senior principals participated in a 10 hour training module focused on leading mathematics instruction aligned with the National Mathematics Strategy.

Mr Chairman, teachers and leaders also experienced professional development that aligned with the National Literacy Strategy. In September 2014, primary school teachers participated in workshops focusing on several critical components of effective literacy instruction. In November 2014, all 18 primary school teacher

leaders began professional training in preparation for conducting training teachers at their respective schools. In December 2014, Content Specialist Teachers engaged middle school teacher leaders, learning support teachers and reading resource teachers in Levelled Literacy Intervention training. In February 2015, all primary school principals and teacher leaders received training on the literacy framework and components.

Mr Chairman, the Literacy and Mathematics National Strategies are the first of their kind introduced in the Public School System. While in years past the Department of Education has focused on professional training and resources, these strategies really define 21st century learning experiences and what is expected of instruction in the classroom. Several Systems across the world that have shown growth in literacy and mathematics for students have focused deliberately on using frameworks of good teaching to guide schools.

Mr. Chairman, the MTSS or Multi-Tier System of Support programme is another key component of the System Improvement Plan for the 2014/2015 school year. It is critical in supporting the success of our students. It is a three tiered system of support for providing high quality instruction and intervention for students. This system uses intense instruction and interventions matched to the academic and/or behaviour needs of our students.

In April 2014, officers in the Department of Education along with school principals participated in professional development training centred on implementing this comprehensive academic and behaviour intervention system as part of system transformation of teaching and learning.

Based on the philosophy that student achievement improves when classroom and school climates are safe, engaging, and dedicated to improving academic, social, and learning behaviours of all students, the Department of Education will implement MTSS services across all levels (Preschool, Primary, Middle, and Senior schools). Our CHILDREN will be FIRST in that the MTSS model embeds strategies and routines that contribute to a safe learning environment where instruction is delivered with high integrity and students experience high levels of engagement and success.

Mr. Chairman, the System Improvement Plan builds from the 2010 Blueprint for Education Reform and the 2007 Hopkins Report in its commitment to transform teaching and learning in the classroom. The funds in this cost centre represent a direct investment in the people tasked with improving the quality of teaching as well as support staff. During the first quarter of the 2015/2016 fiscal year, professional development will continue for the Middle School Transformation Plan and Math and Literacy Strategies. During the upcoming school academic year, one of the Ministry's priorities will focus on building the Multi-Tier System of Support programme.

In summary, **Mr. Chairman**, although the budgeted funding for line item has decreased, you can see that we are spending this allocation with laser-like focus ensure a higher level of success for the diverse range of needs that our students have.

COST CENTRE 1701 27090 EDUCATIONAL STANDARDS AND ACCOUNTABILITY (B107)

Mr. Chairman, the Cost Centre 27090, Educational Standards and Accountability, has been allocated one million and seventy one thousand dollars (**\$1,071,000**). This cost centre funds the salaries of three Assistant Directors who supervise school principals, and six Content Specialist Teachers.

The Educational Standards and Accountability (ESA) section works to ensure the highest quality standards for teaching and leadership in Bermuda's 18 primary schools, five middle schools, two senior secondary schools and special schools. The team is led by a Director along with three Assistant Directors who are charged with supporting the growth and development of schools in each of the three zones: East, Central and West.

Mr. Chairman, the ESA team is supported by five Content Specialist Teachers (CSTs) who are charged with assisting with the improvement of teaching and learning in the core content subjects, math, language and science. They demonstrate this through the provision of instructional coaching and programme support. Some of their work included 115 teachers receiving coaching during the school year; conducting 78 professional development sessions; and providing 75 consultation sessions with 37 school and teacher leaders.

During the 2014/2015 school year, the major priority of the ESA team focused on performance management for all school principals; and, the performance management of their respective teachers. This was essential to ensure

improvement in the quality of teaching and learning at schools sites across the system.

Mr. Chairman, the Assistant Directors and ESA Director also provided school-site supervision via walkthroughs, instructional rounds, meetings, observations, professional development at individual schools; and holding regular zone meetings with school principals and their leadership teams.

Additionally, to support the efforts of transformation at the Middle School level, the ESA team secured the services of the Pearson Education group. This afforded all Middle School Principals and their Leaders the opportunity to participate in regular professional development training specifically designed to produce system improvement outcomes. The following actions were a result of set objectives that the Pearson Group designed in the professional development delivery:

- Middle School principals receive training in 'Leading for Change', making 30, 60 and 90 day plans designed to help teachers make instructional shifts.
- Lessons across all middle schools share the same instructional framework posted in each classroom.
- Principals are mandated to observe lessons for 30 minutes every day for the first few weeks then to shift to 90 minutes per day every day.
- Teacher Professional development is currently focused on designing lessons for student achievement and rigor.
- Principal and deputy professional development is currently focused on supervision, coaching and modelling of instruction

COST CENTRE 1701 27095 SCHOOL ATTENDANCE (B107)

Mr. Chairman, Cost Centre 27095, School Attendance has been allocated **\$397,000** for the 2015/2016 year. This cost centre funds the salaries of an Attendance Co-ordinator and six attendance officers. It is their responsibility to ensure that children of compulsory school age are, in fact, in school. The Attendance Co-ordinator also operates as the Department's Registrar, by facilitating the annual school registration process for enrolment of children in all Government public schools.

COST CENTRE 1701 27160 SUBSTITUTES (B107)

Mr. Chairman, Cost Centre 27160 Substitutes has been allocated **\$500,000**, for the 2015/2016 budget year. Allocated substitute teachers, who are assigned to specific schools, and on-call substitute teachers (those called in on a day-to-day basis) are funded from this cost centre.

Mr. Chairman, schools have a genuine need for coverage of teachers who are either sick or who need to take time away from school for various personal reasons, or as per their collective bargaining agreement. During the 2015/16 school academic year, the Department in collaboration with school administrators will look at methods that will continue to streamline the number of substitute teachers while maintaining the overall quality of instructional teaching in the educational system. Emphasis will be placed on early detection of needs due to advance notice of intended absences; creatively assessing how the needs can be satisfied using current resources available; and, then implementing a strategy with continuous monitoring and evaluation of the effectiveness of the strategy.

1702 – STUDENT SERVICES (B107)

Mr Chairman, I would now like to present the expenditures for our Student Services Section. This can be found on page B107 under item 1702 Student Services. The total budget allocation for 2015/2016 is sixteen million, three hundred and thirty thousand dollars (\$16,330,000).

The Student Services Section facilitates the provision of several programmes that support the diverse special needs of our student population. These include:

- Behaviour management
- School psychological services
- Adapted physical education
- Deaf and hard of hearing
- Visually impaired
- Gifted and talented education
- Special education (also referred to as learning support)
- Counselling
- Paraprofessionals
- Autism spectrum disorder (ASD); and
- Alternative Education and Out of School Suspension

With the exception of the Assistant Director and Education Officers, who are responsible for the management and administration of the Section, all other post holders, such as the special education/learning support teachers, school

counsellors, school psychologists, educational therapists and paraeducators spend the majority of their working hours physically placed in schools.

The Student Services Section continues its efforts to produce and implement a new special education web-based Individual Education Plan (IEP) system that will improve the quality of IEPs and keep better usable aggregated and disaggregated data regarding students with special education needs. The new system will not only aid the improvement of education and services to students, but it will serve as an effective accountability tool to tell us how as a system we are improving results for students who need IEPs.

COST CENTRE 1702 27061 - BEHAVIOUR MANAGEMENT (B107)

Mr. Chairman, Cost Centre 27061 Behaviour Management has been allocated **\$942,000**. This cost centre funds one Education Officer for Behaviour Management, and seven Educational Therapists for preschool and primary schools. .

During 2014/2015, the Education Officer for Behaviour Management provided programme supervision to all Educational Therapists at all levels as staff development. Educational Therapists are each assigned three to four pre and primary schools during the school year. Therapists observe each student under their remit who are identified as needing behaviour intervention services and classified based on their level of need.

Mr. Chairman, the Multi-Tiered System of Support (MTSS) is very promising in terms of meeting the needs of every child at every year level. For educational therapists, this means that they will be assured that students on their respective caseloads, will be, based on the data that will be collected in the MTSS model, 'true' cases requiring behavioral intervention. Educational Therapists will be key team members who facilitate implementation of behaviour interventions for our students which should lead to lower number of student referrals.

COST CENTRE 1702 27063 – SCHOOL PSYCHOLOGY (B107)

Mr. Chairman, Cost Centre 27063 (School Psychology) was allocated \$781,000. This cost centre funds six school psychologist posts who work across all school levels. Additionally, an Education Officer for Learning Support and Behaviour is funded from this cost centre.

Mr. Chairman, the past year has proven to be a challenge due to staff shortages. One School Psychologist retired from the Ministry after a long term absence since 2012. The process to fill the vacant post is on-going as there is a need to re-structure this section.

However, the school psychologists managed to deliver comprehensive psycho-educational evaluations; provide consultations; short-term counseling; and intervention and preventive services within their respective schools. These deliverables will be further enhanced across all schools that require a psychologist, as a full complement of psychologists will be put in place during the 2015/2016.

Mr. Chairman, the Department of Education will be implementing MTSS or Multi-Tiered System of Support, and Inclusive and Special Education Discussion Paper Priorities during the 2015/2016 school academic year. These initiatives will assist the Bermuda Public School System with ensuring that there is adequate documentation of intervention strategies and that a problem solving approach is used to determine when a student is struggling due to innate challenges versus lack of instruction. The School Psychology program is highly impacted and will play an integral role through the diagnosis of students in these initiatives. Thus,

this will be a priority for the Department to be at full staff capacity next year so that our students receive the services they require.

Mr. Chairman, given the new direction that assessments are taking with regards to technology, there is a need in the future for the psychology programme to have funds allocated for programs and electronic devices that will be required to facilitate 21st century psycho-educational practices.

COST CENTRE 1702 27064 - ADAPTED PHYSICAL EDUCATION (B107)

Mr. Chairman, Cost Centre 27064 (Adapted Physical Education) has been allocated **\$288,000**. This cost centre funds three adapted physical education teachers who work across all school levels. The teachers provide adapted physical education services and instruction to students at all levels with movement challenges and who need additional support to meaningfully engage in daily living skills and participate in physical education.

The Adapted Physical Education (APE) Programme is a developmentally appropriate physical education programme that helps students with diverse needs get active, and stay active, by providing the adaptive support necessary to integrate them into the regular physical education programme. The adapted physical education lessons are implemented on an individual basis, in small groups, and also within the regular physical education setting. Students in the programme have movement challenges due to disabilities that range from mild developmental delays to severe physical limitations.

Mr. Chairman, the 2014/2015 fiscal year marked the second year that the Adapted Physical Education team provided the Preschool Universal Motor Programme (PUMP). An 8 week motor programme was provided along with pre and post assessment information to all government preschools on the island. Based on performance data, the first year of the programme was very successful as there were significant improvements in performance levels across the board. The feedback from the preschool teachers and administrators continue to be very positive. Through this programme, the team provided early intervention services to children who were in need as well as a boost of instruction and exposure to the

entire preschool population. Based on the overwhelming success and general positive feedback with regard to the PUMP programme, the programme will be offered again for the 2015/2016 school year.

Mr. Chairman, Adapted Physical Education teachers will be encouraged to participate in ongoing professional development and training to incorporate strategies of multi-tiered systems of supports (MTSS) in regular instruction and as members of the school teams. The purchase of new equipment and the repair of damaged equipment at DAME Marjorie Bean Hope Academy will allow the A.P.E. teachers to effectively provide ongoing services and instructional supports for students who critically need intensive level of therapy.

COST CENTRE 1702 27065 – HEARING (B107)

Mr. Chairman, Cost Centre 27065 (Hearing) has been allocated **\$317,000**. This centre funds salaries for three (3) Deaf and Hard of Hearing Teachers who serve approximately 25 students in the Deaf and Hard of Hearing program at all levels (preschool through senior school). Additional budgeted monies are used for content and disability specific books and materials, hearing aids and equipment, and consultant (audiology) services.

Early intervention is an important part of the work of the Hearing Programme. It encompasses a preschool hearing impaired programme to support the families and the children who are diagnosed with a permanent, communicatively, or educationally significant (sensory-neural) hearing loss. Additionally, babies who are identified through neo-natal hearing screening as possibly having a hearing loss are referred for a diagnostic assessment overseas. When a diagnosis is made, the families are referred to Student Services through either the Child Development Programme or Bermuda Hearing Services. This referral process is critical.

Mr. Chairman, at the preschool, primary, middle and senior school level there are four schools designated for hearing impaired children to allow them to receive higher quality levels of service. These schools are Prospect Preschool, Gilbert Institute, Dellwood and CedarBridge Academy. There are seven (7) students enrolled at Gilbert Institute, one (1) at Prospect Preschool and Dellwood who receive academic and sign language communication support on a one-on-one basis. Their classroom teachers are also provided with information and support. In addition, two (2) students at Dame Marjorie Bean Hope Academy and students

at Somerset Primary (1) and Harrington Sound Primary (1) also receive direct one to one hearing instruction and services.

During the 2014/2015 fiscal year, Deaf and Hard of Hearing staff, that is, teachers and paraeducators participated in the Department's school improvement initiative training held in September and October. In addition, the Assistant Director of Student Services worked directly with Deaf and Hard of Hearing paraeducators to ascertain future training needs and concerns. The year saw an increase in students who were referred by local and overseas audiologists. The current numbers indicate that students in our system continue to need ongoing support of deaf and hard of hearing services despite social impacts that influence older students to use less assistive technology.

Mr. Chairman, during the upcoming 2015/2016 fiscal year, the Multi-Tiered System of Support (MTSS) will present an increased opportunity for Deaf and Hard of Hearing staff to provide intervention services training and consultative training to general education teachers. This year, paraeducators and teachers will be provided with specific training and professional development to enhance their skills in the Deaf and Hard of Hearing field in terms of identification of needs, writing appropriate goals and objectives, collaborating with other teachers, and the use and implementation of assistive communication technology.

COST CENTRE 1702 27066 – VISION (B107)

Mr Chairman, I would now like to move on to line item **27066** on page B107 which is the **Vision** cost centre. This has been allocated **\$292,000**. This centre funds salaries for three Teachers of the Visually Impaired who teach medically diagnosed students who are visually impaired, blind, or have low vision. The teachers are responsible for all levels and teach the Cambridge Curriculum as well as compensatory skills to help the students function and thrive in a regular classroom environment and, ultimately, in the world. Students in this programme continue to benefit from school, family and community support.

The funds also cover the cost of assessment materials and braille equipment to support the needs and provide vision instruction and services for a caseload of 72 students.

Mr Chairman, vision specific training opportunities were provided for the teachers and paraeducators in September and October 2014 during scheduled professional development days. Overall, the 72 students in the vision programme were provided with the necessary supports as indicated on their Individualized Education Plans (IEP's) and vision assessment recommendations. We are pleased to report that one vision teacher was provided funding to attend an overseas workshop that focused on vision assessments. The knowledge and tools acquired from attending this workshop helped tremendously in enhancing the vision programme for students.

Mr Chairman, the training and development of a current vision paraeducator was provided through sabbatical services last year. This staff member will return to a

vision teaching position to ensure appropriate caseload management for all students. Training for the vision team and individualized training for the vision teachers and paraeducators will continue so specific needs of our vision students can be addressed and appropriately maintained.

COST CENTRE 1702 27069 - GIFTED AND TALENTED (B107)

Mr Chairman, the **Cost Centre 27069 (Gifted and Talented)** has been allocated **\$246,000**. This cost centre funds the Education Officer who supervises the programme and a Gifted and Talented Resource Coordinator. The dip in expenditure reflects the loss of one post resulting from the hiring freeze and a decline in monies budgeted for overseas training. However, the Department will continue to maintain the level of programme service it currently provides to students.

Mr Chairman, the Education Officer for Gifted and Talented Education provided programme and clinical supervision that included delivering gifted instructional support to teachers who had identified gifted students in their regular classrooms. Additionally, ongoing job embedded professional development was offered to Principals, teachers, students, and parents at some schools using the Renzulli Learning System and Enrichment Clusters programme. With their new gained knowledge, teachers who participated in the training produced two (2) integrated units for instruction for use with Primary 4 and Primary 5 students for an entire term using the Cambridge International Curriculum objectives for Math, Language and Science, the Bermuda Social Studies Curriculum, Dance, Drama, Music and Visual Art specifically for gifted and talented students.

Mr. Chairman, West Pembroke Primary School implemented Enrichment Clusters into their schedule for all Primary 2 to Primary 6 students for during the first school term. Students participated in interest-based learning opportunities that consisted of groups of students working with school personnel and experts from the community. Students who participated in the Website Creation Enrichment Cluster were awarded the Young Innovators Award for display of their knowledge and end product which were student created websites.

Professional Development using the Renzulli Learning System has seen a 7% increase in teacher usage as it is being implemented to intentionally embed within daily instruction. The System affords students with a powerful learning experience via a technology tool. At present 3,560 students have account access to the system which offers differentiated learning options for all students and offers enrichment for students who are gifted. The upcoming school year will see all students within the Bermuda Public School System have access to a Renzulli Learning System account through the implementation of a system-wide enrichment program model.

COST CENTRE 1702 27071 OFFICE SUPPORT (B107)

Mr. Chairman, the **Cost Centre 27071 Office Support** has been allocated **\$517,000**. This centre funds the Assistant Director of Student Services an Administrative Assistant and four support teachers. This increase for this cost centre is due primarily to the salaries of the four support teachers who were paid initially from the budgets of their respective schools; but during the year were correctly shifted to this cost centre as reflected in the 2014/2015 revised estimates that increased to \$454,000.

COST CENTRE 1702 27072 COUNSELLING (B107)

Mr. Chairman, the **Cost Centre 27072 Counselling** has been allocated two million, seven hundred and seventy six thousand dollars (**\$2,776,000**). This centre funds the salaries for one (1) Education Officer, Counselling, 15 Preschool/Primary Counsellors, 10 Middle School Counsellors and one (1) Alternative Programme Counsellor. The salaries for 10 Counsellors and two (2) Heads of Student Services at the senior level fall within their respective school budgets.

Mr. Chairman, the Education Officer for Counseling provided programme and clinical supervision to all Preschool, Primary, Middle and Alternative school counsellors during the 2014/2015 school year that focused on adherence to the Counsellor Performance Standards. Additional professional development for counsellors included education sessions on the Multi-Tiered System of Support (MTSS), Non-Suicidal Self injury and Multi-cultural Counselling Competencies.

The Department also took advantage of training offered by the Family Centre and the Family Intimacy Centre on utilizing the Child Behavior Checklist a tool used to assist with treatment planning; and Professional Practices and Self-Care.

Middle and senior school counsellors accessed the American Counseling Association's webinar series on Suicide and the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5). The DSM-5 is the 2013 update to the American Psychiatric Association's (APA) classification and diagnostic tool. The DSM serves as a universal authority for psychiatric diagnosis and treatment recommendations.

Mr. Chairman, during the school year thirty-six counsellors and two Department Heads delivered all four sections of the Delivery component of the Comprehensive, Developmental School Counselling Programme. This included providing over 3,400 Classroom Guidance sessions pertaining to developing positive self-concept, positive interactions with others, academic achievement and career planning. Individual Planning meetings with students continued with a renewed focus on academic performance and an emphasis on linking school performance to career success. Additionally, the Professional School Counsellors made over 9,500 parent contacts and facilitated more than 11,500 individual counselling sessions.

Mr Chairman, All Counsellors have implemented a plan to assist and advocate for students who are failing two or more classes. Counsellors continue to assess students' attainment of Core Guidance Curriculum competencies in the areas of decision-making, taking responsibility for actions, career planning and self-awareness.

Mr Chairman, The overall feedback from both parents and students emanating from individual planning counselling sessions has been encouraging and is having a positive impact. As an example, one parent response was: ***'I found the following helpful: We were encouraged to think about our son's future goals and what his life would be like after high school;*** an example of a student response was: ***I learned that I don't want to just pass S1. I want to pass with a satisfying GPA. I commit to going to tutorials for Math and Spanish. This meeting helped me to be more organized in terms of going to tutorials.***

Mr. Chairman, our school Counsellors are doing an excellent job in preparing our students think beyond where they are now and in understanding that good study habits, exercising self-discipline and making better decisions today, positions them for successful bright future tomorrow.

COST CENTRE 1702 27073 – SUMMER PROGRAMME (B107)

Mr Chairman, I turn now to **Cost Centre 27073** for the **Summer Programme** which has been allocated **\$299,000**. This funds the cost of teachers, textbooks and supplies for the Department's summer intervention programme. Formerly referred to as "summer school," the summer intervention program provides intensive instruction for students who have not met the targeted academic standard to help prepare them for senior school.

COST CENTRE 1702 27074 – LEARNING SUPPORT (B107)

Mr Chairman, **Cost Centre 27074, Learning Support** has been allocated four million, one hundred and thirteen thousand dollars (**\$4,113,000**). This centre funds three Education Officers for Special Education and Learning Support, in addition to 40 Learning Support Teachers for preschool, primary and middle school. This includes four Learning Support Teachers that teach at Bermuda's only special school, the Dame Marjorie Bean Hope Academy. The decline in funding is a direct result of reduced funding for travel.

COST CENTRE 1702 27076 – EARLY CHILDHOOD EDUCATION (B107)

Mr Chairman, this year **Cost Centre 27076** reflects the funding for the salary of the Education Officer for Early Childhood Education. Later, I will speak about the Child Development and After Preschool programmes under 1712 on page B109, which provides for the detail activities of Early Childhood Education.

However, the position Education Officer for Early Childhood Education will ultimately be moved from Programme 1702 to 1712.

COST CENTRE 1702 27079 – PARAEDUCATORS (B107)

Mr Chairman, this cost centre for **Paraeducators** has been allocated three million, five hundred and ninety three thousand dollars (**\$3,593,000**) for the 2015/2016 budget year. Last year the Department of Education committed to increase the monitoring and supervision of paraprofessionals with more scrutiny applied to the development and review of criteria and paraprofessional placements.

Mr. Chairman, for the first time in several years, paraeducators met in September and October 2014 for a collaborative training opportunity and were surveyed regarding professional development needs, job descriptions, and overall awareness and connection with the student services section. Valuable feedback was obtained based on conversations, question and answer period, and written surveys. It is intended that this feedback will help refine and shape the role of paraeducators and the services they provide our students.

Mr. Chairman, the student services section is experiencing an increase in requests and demand for paraeducators to meet the diverse needs of our children in the education system. This means that our paraeducators now require more training and accountability. Specialized training will be provided in Learning Support, ASD or Autism Spectrum Disorder, Deaf and Hard of Hearing, and Vision programmes.

During the month of March 2015, the Student Services section will undertake an annual review of paraeducator services to ensure appropriate placement and determine the extent of need for continued services and support. In June 2015,

annual evaluations will be conducted. Additionally, in the new budget year a proposal will be drafted for implementation of a new Paraeducator Handbook and Guidelines to address the observed needs for standards, evaluations, and annual professional development requirements.

COST CENTRE 1702 27083 – AUTISM SPECTRUM DISORDER (B108)

Mr Chairman, the funding allocated to **Cost Centre 27083 Autism Spectrum Disorder or ASD** is **\$702,000** for the 2015/2016.

This centre funds all salaries for Autism Spectrum Disorder teachers and those paraeducators who serve students with autism within the ASD programmes at four schools (3 primary schools and 1 middle school). In addition, the funding covers operational costs for equipment repair and maintenance and educational supplies.

Mr Chairman, many students on the autism spectrum require more intensive services, including therapies that cannot be adequately provided in the regular classroom setting. ASD classrooms currently reside at the West Pembroke, Prospect and Paget Primary Schools; and, the Dellwood Middle School. Due to the high number of students with autism at Dame Marjorie Bean Hope Academy, we will open a new ASD classroom as well as provide autism training for all teachers and paraeducators at the school because our CHILDREN are FIRST in the transformation of the Public School System. Currently, 29 students are supported by the ASD programmes at the five school locations.

This fiscal year saw an increase in student progress and achievement. There is a general sense that behavior management has improved and students in the ASD programmes are meeting success in various ways. In addition, the numbers of student who demonstrate autistic behaviors are increasing at a steady rate. There is the opportunity for our Student Services section to meet with one of the two key autism advocacy charity organizations on the island. The relationship building,

cross training, and collaboration will improve overall partnering with the organization, parents, and the school system. Autism Awareness month continues to be a highlight for the island to promote and teach autism awareness and build independence for the students in our ASD programmes and throughout the public school system.

Mr Chairman, during the 2015/2016 fiscal year, the ASD team will work to collectively promote autism awareness and improve educational, environmental, and social conditions of the students in the programme and throughout the public school system. Autism Diagnostic Observation Schedule (ADOS) screening and assessment opportunity that will be implemented by the team at the Child Development Programme (CDP) will ensure appropriate evaluation of students with autism and earlier intervention

Specific professional development opportunities and training will be provided for all staff related to autism specific instructional strategies, behavior modification techniques, and communication exchange programmes. In addition, the upcoming purchase and implementation of a new **“Unique 2 You”** curriculum will help enhance student opportunities and provide teachers with an accessible, interactive, standards based tool that will accommodate the diversity and needs of our student learning.

COST CENTRE 1702 27084 – ALTERNATIVE EDUCATION AND OUT OF SCHOOL SUSPENSION

Mr Chairman, the **Cost Centre 27084** for **Alternative Education and Out of School Suspension** has been allocated one million, three hundred and forty two thousand dollars (**\$1,342,000**). This funds both the Alternative Education Programme and the Out of School Suspension Programme.

Mr Chairman, the Alternative Education Programme was developed for at-risk youth with severe behavioural challenges who were not showing academic or social success in the regular school environment. This student population is being serviced through tutorial sites in an attempt to meet their individual learning and behaviour management needs. There are currently 41 students enrolled in the programme, down from 69 last year. While in the alternative programme, students are monitored daily, receive counselling services as well as psychological support, and other services, if required, such as drug abuse counselling or anger management.. Through hard work and dedication they have remained in school. The overall goal is to support student achievement and develop socially accepted behaviours.

During the 2014/2015 school year, middle and senior school students with severe behavioural challenges will have 2 types of services available to them. Students who cannot cope behaviourally at the school level are placed in alternative settings around the island that offer the GED, fully certified vocational certification or fully accredited high school diplomas. Students who whose behaviours are to the extreme, and cannot be placed in an alternative setting or remain at their schools, for the first time, have an educational placement that enables them to

pursue either the regular high school diploma or the GED. Students also have the opportunity to receive City and Guilds work placement certification at the S1 and S2 levels.

The **Out of School Suspension Programme** is a product of mandated compliance with the *Education Act* so that suspended students are in line with the legislation. The programme delivers curriculum to students who have been removed from school for committing infractions such as fighting, or possessing and/or using weapons or drugs.

The programme eliminates the practice of students being suspended to their homes with no educational supervision. Reports on each student's completion of assigned tasks, from their sending school are sent to each principal. The introduction of weekly reports is probably the first in our system of education. Not only do the reports inform on the progress of each student, but they enable the student's school and parents to monitor the student's progress, step by step. Recommendations for reintegration, then, should come as no surprise. Students also engage in an exit interview with the school counsellor and the educational therapist assistant on their last day.

During the 2014/2015 school year, the Department of Education expanded services to meet the needs of this growing population. As student suspension and mental health needs increased, the need to provide intensive, alternative education options were required. The Alternative Centre for Student Advancement currently serves a maximum of 10 difficult to place and manage students. The Learning, Accountability, Professional Development, Self-awareness (LAPS), is a preschool and primary school reintegration programme

that supports a maximum of 6 students at that level who demonstrate extremely disruptive and harmful behaviour in the regular classroom.

Mr. Chairman, students in these programmes have such intense needs, that additional support can enable the staff to work more effectively with each child. To date, the synergy among staff as well as their leadership qualities is becoming stronger as each recommits and dedicates self to the programme and the success of the students. We say thank you to the staff.

Mr. Chairman the Multi-Tiered System of Support (MTSS) is very promising in terms of meeting the needs of every child at every year level in the public school system. For each behavioural programme, this means that they will be assured that students will be, based on the data that will be collected in the MTSS model, 'true' cases requiring behavioural intervention. This will ensure that students receive the needed behavioural supports through the positive behavioural interventions and supports (PBIS) component. Thus, this may in the future, lower the number of students referred.

The Alternative Centre is currently in the process of becoming a pilot site for the National Alternative Education Association, based in the United States

1703 – FINANCE AND CORPORATE (B107)

Mr Chairman, I would now like to focus on **Programme 1703**, the **Finance and Corporate** Section.

COST CENTRE 1703 27002 – FINANCE AND CORPORATE SERVICES

Mr. Chairman, the **Cost Centre 27002, Finance & Corporate Services** has been allocated **\$730,000**. This cost centre supports the staff in the financial administration of the Department. They include a Department Comptroller, Financial Services Manager, a Salaries Supervisor, a Salaries Clerk, three Accounts Clerks and a Messenger. This section is responsible for providing strategic financial advice to senior management, cost-effective and responsive financial services, procurement and contracting services, and corporate planning solutions to the Ministry's management, employees and schools. This includes payroll administration and processing, scholarship and grant disbursements and financial reporting.

Under the direction of the Comptroller, this office coordinates the payment of salaries for approximately 1,150 educators and department staff, and pays all suppliers/vendors for goods and services purchased as well as organises the collection of receivables.

COST CENTRE 1703 27003 – OFFICE ACCOMMODATION (B107)

Mr Chairman, the **Cost Centre 27003** for **Office Accommodation** has been allocated a budget of **\$862,000**. This cost centre funds the annual rent, office maintenance, electricity and communication costs of the Waller's Point, Southside building, as well as its receptionist. The lower budgeted funds for this cost centre are due to reduced expenditure for electricity costs and telephone equipment rentals.

COST CENTRE 1703 27040 – EDUCATIONAL STORES (B107)

The **Cost Centre 27040** for **Educational Stores** has been allocated **\$615,000**. The funding supports salaries for the Stores Manager, a Storekeeper, two Truck Drivers, two Labourers, a Cleaner, as well as the cost to purchase curriculum-based materials and cleaning and maintenance materials for schools. The decrease of \$81,000 in budgeted funds is partly due to the hiring freeze of one of the labourer's post.

COST CENTRE 1703 27041 – SCHOOL TRANSPORT (B107)

Mr Chairman, the funding for **Cost Centre 27041, School Transport** has been allocated as **\$423,000**. The cost centre funds the salaries for three Bus Drivers and two Bus Attendants who provide transportation to children who attend the Dame Marjorie Bean Academy, two Groundsmen who maintain school sports fields, and one Labour, Transport & Safety Officer. The centre also funds the costs to maintain the Department's motor fleet.

The Labour, Transport & Safety Officer who works closely with the Department's Facilities Manager, participated in two IFMA or Internal Facility Management Association seminars which are steps towards achieving the FMP designation as a Facility Management Professional.

COST CENTRE 1703 27042 – BUILDINGS, GROUNDS AND EQUIPMENT (B107)

Mr Chairman, I now wish to discuss cost centre **27042 Building, Grounds and Equipment**. This cost centre has been allocated one million, one hundred and sixty six thousand dollars (**\$1,166,000**). The centre funds the salary of the Facilities Manager. The remainder of the budget covers the cost of repairs and maintenance for facilities at all educational and administrative sites that fall under the Department of Education. These include preschools, maintained primary, middle schools, our special school, the Child Development Programme and the Alternative Education and Out of School Suspension Site.

Mr Chairman, the Facilities Manager is currently undertaking an assessment of security needs across the public school system for the development of a new security schedule for the 2015/2016 school year. Additionally, the Facilities Manager will be seeking to work with the Department of Energy to identify systemic energy saving measures to be implemented in the Department and across all public schools.

Mr Chairman, the Facilities Manager participated in two IFMA or Internal Facility Management Association seminars which are steps towards achieving the FMP designation as a Facility Management Professional. This designation will ultimately equip the Facilities Manager with the in depth knowledge of facility standards and guidelines to follow along with the core competencies of facilities management.

COST CENTRE 1703 27050 – INFORMATION TECHNOLOGY (IT) SUPPORT (B107)

Mr Chairman, to conclude my presentation on expenditure for the Finance and Corporate programme, I will now move to **Cost Centre 27050, Information Technology Support**, which has been allocated two million, seven hundred and ninety two thousand dollars (**\$2,792,000**). Major reductions in expenditures included the cost of telephone data lines, overseas networks and funding for temporary IT contractors. The IT Section provides IT support for all schools, programmes and administrative sites that fall under the Department of Education. This cost centre supports salaries for the IT Manager and 10 staff who together provide information technology support services to approximately 6,000 users as well as parents/guardians of all Primary, Middle, and Senior School students who use the ParentConnect web portal. They also support hardware and software maintenance of some 2,500 computers and 1,000 peripherals across the Bermuda Public School System.

Mr Chairman, during the 2014/2015 fiscal year, the IT section facilitated a number of initiatives to improve the delivery of IT services across the education system. These included:

- reduced the number of internet connections representing to achieve cost savings;
- upgraded the speed of the internet circuit to 50M;
- commenced the migration of virtual servers to new hardware;
- installed new networking equipment and added capacity the Disk Based backup to meet the growing data needs of the public schools;

- replaced problematic servers in the Primary schools and seven network switches damaged during Hurricanes Fay and Gonzalo;
- installed 37 SmartBoard projectors purchased at the end of 2013/2014;
- upgraded Literacy Pro for all schools to support the Literacy Initiative and Scholastic Reading Counts.

Mr Chairman, last year the IT section purchased the Impero Classroom monitoring software that was installed in two Labs at one of the Middle schools. This software allows the Lab teacher to monitor and control what students are doing on their PCs, directly from her PC. The teacher can also perform tasks such as disable the internet; restrict access to a specific set of websites during the lesson; and disable printing.

Mr Chairman the main focus for the 2015/2016 budget will be to maintain the current IT equipment installed in the schools and concentrate on core infrastructure upgrades to support future technologies. Also, IT equipment will be purchased to outfit the Sandy's Middle School Library when the interior renovations have been completed.

1704 – PRESCHOOLS (B108)

Mr Chairman, on page B108 we turn to item 1704 which is the programme for **Preschools**. The 2015/2016 Budget for all Preschools is four million, nine hundred and thirty two thousand dollars (\$4,932,000). Ninety percent (90%) of the preschool budget funds salaries. Ten percent (10%) of the budget is for operational costs such as electricity, part-time cleaners, phones, office equipment rental, and drinking water. Most of these costs are fixed expenses.

Mr Chairman, there are 10 preschools in the Bermuda Public School System. At the beginning of the school year, 395 children were registered. Currently, 403 children are enrolled. Preschools range in size from two classes at St. David's Preschool to eight classes at Warwick Preschool. Preschool classes continue to be capped at 10 students per teacher, and preschools with 30 students or less are run by preschool administrators who also teach a class. However, we anticipate a decline in enrolment for the cohort of children entering in September 2015 due to a decrease in the birth rate.

The Government continues its commitment to the transformation of Early Childhood Education (0-8 years). The leadership and direction needed for the early childhood programme has been provided, and a strong emphasis will now be placed on modernizing preschool environments and on the methods for implementing curriculum. The Creative Curriculum/Teaching Strategies Gold Assessment Tool has been mandated for all preschools ensuring a common set of learning expectations. The Creative Curriculum study kits that have been purchased by many preschools use an inquiry approach with a focus on investigative and inquiry learning.

Mr. Chairman, a model preschool, with a focus on classroom environment, was created during the past year for teachers to be positioned to envision what an inquiry classroom for pre-schoolers looks like. The goal is to have Bermuda's Preschools reflect the rich cultural values and learning potential of Bermuda. All preschool administrators are engaged and have committed to developing a deeper understanding of the inquiry strategies and intentional teaching provided in the Creative Curriculum and to provide professional learning to their staff.

During the 2015/2016 school year, the Creative Curriculum will be implemented more effectively through the purchase of training and study kits. The inquiry framework will guide professional learning in preschool through P3. As such, protocols that will guide assessment practices for preschool and early primary school will be developed.

Mr. Chairman, our CHILDREN are FIRST and their educational foundation is critically important. Therefore to improve teaching and learning in preschool and deepen the implementation of the curriculum the professional development and coaching will be provided as needed.

1704 – PRIMARY SCHOOLS (B108)

Mr Chairman, I will now move down the page to line item **1705: Primary Schools**. The total budget allocation for our 18 public primary schools is thirty million, four hundred and eight thousand dollars, **(\$30,408,000)**. The increase in the budget represents a combined effect of the absence of furlough days plus vacant posts due to the hiring freeze.

In September 2014, enrolment for the 18 primary schools was 2,594 students. Historical enrolment numbers show that since 2004 there has been a steady decline in primary school enrolment from 3,138 students to 2,637 students in 2011. During the past 3 years or since 2012, primary school student enrolment has averaged approximately 2,600 students each year.

The Department continues its intensive work in the primary schools to provide imbedded support to schools in the areas of English, mathematics, social studies and science. The teacher leaders, who provide content and teaching support to their colleagues in these core subjects, as mentioned previously, received coaching, professional development and consultation sessions from the Department's content specialist teachers during the past year.

Mr. Chairman, in February 2015 staff at the Department of Education undertook a review of the Primary School Curriculum with the overall goal of improving the effectiveness of curriculum delivery at the primary level for the 2015/2016 school year. This initiative stemmed from the need for consistency and accountability in the delivery of the school curriculum. The data is being analyzed and a 'big' picture view will be obtained on how the curriculum for all subjects is being

delivered at the primary level such the core subjects of Mathematics, Language and Science; and the encore subjects that includes Social Studies, Physical Education, Art and Music. The major components of curriculum review included:

- The quality of instruction in delivering the curriculum
- School organization and structure in delivering curriculum
- The inclusions of 21st century skills and technology
- The quality of student services to support all students in being successful
- Understanding of the student experience with the current curriculum

Mr. Chairman, we endeavour to put our CHILDREN FIRST. Therefore, the results of this curriculum review at the primary school level will provide us with the data and information needed to make informed decisions moving forward; to have an effective, consistent curriculum delivered at the primary level; and to provide that strong foundation as our students progress on their educational journey.

1706 SPECIAL SCHOOL (Dame Marjorie Bean Hope Academy) (B108)

Mr Chairman, I now guide us to the bottom of Page B108 and the final line item on that page. **Cost Centre 27120** for the **Dame Marjorie Bean Hope Academy** was allocated a budget of **\$572,000**. A total of 19 students with specialised needs are currently educated at the school, with support from their families, the community and the Department of Health.

Mr Chairman, I previously shared, there has been an increasing number of students with autism at Dame Marjorie Bean Hope Academy. The delivery of special services to meet the diverse needs of our students is important. Therefore, in this regard, we will open a new ASD classroom at the school.

1707 MIDDLE SCHOOLS (B109)

Mr Chairman, I ask that we turn to page B109 line item **1707** relating to **Middle Schools**. The Bermuda Public School System has five middle schools, two of which are aided schools. The total budget allocation for Middle Schools is seventeen million, and eighty eight thousand dollars (**\$17,088,000**).

In September 2014, enrolment for middle schools totalled 1,028. Student enrolment at the middle school level has also been on the decline. However, since 2009, the annual student population for all middle schools has been averaging just under 1,100 students each year.

Mr Chairman, last year, the Department of Education embarked on an ambitious multi-year plan to transform the face of middle schools. Factual data was collected via audits of the educational and social state of middle schools and the results indicated that there were systemic deficiencies that needed to be addressed.

In July 2014, the Department of Education officially implemented the Middle School Transformation Plan and outlined 10 High Impact Actions that will be implemented during the 2014/2015 school academic year to improve overall student learning and teaching over the next three years. These actions are directly aligned with well researched characteristics of successful middle schools.

Progress to-date for the execution of the 10 High Impact Actions across our Middle Schools are as follows:

1. Develop a 21st century vision for middle school education
Completed in August 2014
2. Provide school leadership teams with specific training to lead school improvement **On-going**
3. Utilize a common bell schedule with standard times and opportunities for student learning, intervention, teaming and advocacy.
Completed in August 2014
4. Implement a structure for the delivery of high quality lessons across all schools and subjects. **Completed and established in September 2014 as standard**
5. Eliminate ability-tracking to ensure that all students have access to high quality learning experiences **Completed and established in Fall 2014 as standard**
6. Provide focused professional development on creating active, rigorous and engaged learning experiences to all teachers and leaders **Started in Fall 2014 and is on-going**
7. Ensure all students have academic interventions if they fail classes within the first quarter. **On-going**
8. Establish a mandatory standard which clearly defines readiness for transition into and out of middle school. **Expected to start in June 2015**
9. Establish comprehensive behaviour intervention programs in every middle school. **Orientation training started in January 2015**
10. Raise the qualifications standard for all middle grade teachers within three years. **Expected to start in May 2015**

Mr. Chairman, the execution and successful implementation of the Middle School Transformation Plan will involve a collaborative effort. The Department of Education will provide the required support to schools and professional development training. Each school principal and their leadership team are responsible to ensure that the transformation occurs at their respective school site

for the improvement of teaching and learning, school leadership and social climate.

1708 SENIOR SCHOOLS (B109)

Mr Chairman, Programme 1708 on PAGE B109 refers to our two **Senior Secondary Schools** the Berkeley Institute and CedarBridge Academy. Together the senior schools service close to 1,200 students with just under 200 staff. During the 2015/2016 fiscal year our senior schools have been allocated a combined budget of twenty three million, three hundred and sixty six thousand dollars (**\$23,366,000**). Each senior school is provided an annual grant for the operational management of their respective school and the school curriculum.

Mr. Chairman, during the past and current school years our senior students have experience a number of achievements worth mentioning. However, not all can be shared at this point. Nonetheless, I will highlight a few just to give you a taste of their accomplishments.

At the Berkeley Institute,

- in November 2014, more than 100 awards were presented to Berkeley students for academic achievement, community service, and special awards for Citizenship and Character
- the Berkeley Institute has six students currently participating in the dual enrolment programme at the Bermuda College and enrolled as full time students. If they continue this course of study, these six students will earn an Associates' degree plus their senior secondary school diploma in the same year.

- The Berkeley Institute also excelled in the Arts and Technology when one of their students won an award for his 5 minute documentary 'Bermuda is Another World', at the 2014 United Nations Youth Conference Film Festival competition.

Mr. Chairman, at the CedarBridge Academy:

- Last year was a ground breaking year for students in the functional academic programme (designed for our children who are provided special services to succeed). This programme is based on the UK Entry Level Curriculum. For the first time students successfully completed the programme and were accepted at colleges in the United Kingdom to commence their studies in September 2015
- Also, there were four students who graduated last year as 'elite athletes'. The criteria to be an elite athlete is: students must play on several sports teams during their four years of senior school and earn a cumulative GPA of 3.2 and higher. These students are not only awesome athletes but also students who have demonstrated high levels of academic excellence.
- CedarBridge Academy has four students participating in the dual enrolment programme at the Bermuda College and who are enrolled as full time students. They are taking a full complement of college level courses and experiencing the introductory life of a college student.

Mr. Chairman, our senior students are doing extremely well and we must celebrate their accomplishments.

1709 CURRICULUM AND ASSESSMENT (B109)

Mr Chairman, I would now like to turn to **Program 1709**, Curriculum Assessment, which has been allocated a total of three million, and fifty two thousand dollars (**\$3,052,000**).

This cost centre funds the Cambridge International Curriculum, related initiatives; Education Officers for Curriculum and Assessment, and the Career Pathways programme.

Mr. Chairman, this will be the fourth year that the Department of Education will be offering the Cambridge International Curriculum and we are seeing good fruit, as a result of the implementation of this curriculum. The data now shows that our students are entering the Bermuda College more prepared and enjoying greater success in their studies.

Mr. Chairman, during the upcoming school year, the Department will review and upgrade the Bermuda School Curriculum in the key subjects of Business Studies, World History, Design and Technology and Physical Education and Health as part of a larger comprehensive revision of the current curricula.

COST CENTRE 1709 27010 – LITERACY INITIATIVE (B109)

Mr. Chairman, the **Cost Centre 27010, Literacy Initiative** has been allocated **\$181,000**. These monies fund the salaries of two primary school co-teachers who assist Literacy Coordinators to deliver the Literacy Collaborative programme.

Mr. Chairman, the investment in literacy continued during this school year with the launch of a National Literacy Strategy in September 2014. The Department's content specialist teachers for Language arts received full training in Levelled Literacy Intervention and the tools and knowledge they acquired from this training will be shared so enhance the learning of all middle school students. Primary and middle school teacher leaders were engaged in a series of literacy training and coaching professional development workshops. By the end of the first school term this upcoming school year, all students with specific literacy needs should have been identified, and the relevant literacy intervention strategies developed for each student.

COST CENTRE 1709 27020 – ASSESSMENT AND EVALUATION (B109)

Mr Chairman, the implementation of the Cambridge International Examinations at P6, M3 and S2 are funded from **Cost Centre 27020, Assessment and Evaluation**. Additionally, it funds the salary of a Senior Education Officer, Research, Measurement and Evaluation. This centre was allocated a budget of **\$534,000** for the 2015/2016 budget year.

Mr Chairman, at the senior level, students were registered for IGCSE and AS Level examination in June and November 2014. As IGCSE is a requirement for students to receive the Bermuda School Diploma (BSD), a total of one thousand two hundred (1,200) external exams were taken by students ranging from M3 to S4 in the areas of English, Mathematics and the Sciences to include Biology, Chemistry and Physics.

At the primary and middle school level the checkpoint examinations were used from Cambridge to provide benchmark data for the transition points at primary (P6) and middle (M3) level. As the students at primary and middle school level are taught skills and concepts in English, Mathematics and Science, students from all public primary and middle schools sat the Cambridge Primary Checkpoint (P6) and Cambridge Secondary 1 Checkpoint (M3) examinations. In April 2014; 383 students in P6 and 350 students in M3 sat Checkpoint examinations.

Mr. Chairman, detailed analysis of the exam results has indicated that our students have challenges in both Mathematics and Literacy. As such, system-wide national improvement strategies in these two core subjects have been implemented to support teaching and learning from the primary to senior level. I

spoke in detail earlier about the National Strategies for Literacy and Mathematics that were introduced in September and October 2014, respectively.

Mr. Chairman, just last month, February 2015, a curriculum audit of a sample of our primary schools was conducted to create a primary school improvement plan. This Plan is intended to raise the quality of teaching and learning at the primary school level. The Curriculum and Assessment team will ensure that all schools are maximizing the assigned curriculum in 100% of the areas by the end of the 2014/15 academic school year.

COST CENTRE 1709 27520

DESIGN, DEVELOPMENT AND IMPLEMENTATION (B109)

Mr Chairman, Cost Centre 27520; Design, Development & Implementation has been allocated two million, one hundred and three thousand dollars, **(\$2,103,000).**

This cost centre funds salaries for five Education Officers who support the implementation and on-going development of the Cambridge curriculum, social studies and non-core subjects, examinations, and the Career Pathways Programme, in addition to an Office Administrator, two Secretaries, a Test Scoring Clerk, and the Athletic Administrator who supports the administration of inter-school sports through the Bermuda School Sports Federation. This cost centre also funds administrative support, curriculum supplies to support the implementation of the curriculum, and the salary of a Sports Administrator who runs the Bermuda Schools Sports Federation.

COST CENTRE 1709 27524 – EARLY COLLEGE & CAREER PATHWAY

Mr Chairman, Cost Centre 27524, the Career Pathways programme started in September 2013. The budget of \$234,000 remains the same as last year and funds two Career Pathways Programme Coordinators who administer the programme at both senior schools. The philosophy of the Career Pathway Programme is one that allows senior school students in the Bermuda Public School System to develop academic, technical and employability skills through career pathways in preparation for careers and college.

Mr. Chairman, we recently celebrated our students in the Career Pathway Programme who were successful in passing industry level examinations for certifications in the Nurses Aid course of study currently delivered at the Bermuda College, and the Bermuda Insurance Institute in relationship to the Associates of General Insurance. Students were also successful in completing the City & Guilds Employability Skills course.

The ACCA certification and the Bermuda Hospitality Institute's START programme are two new certifications that were introduced this fiscal year. The ACCA is an accountant certification that will expose students to fundamental principles in bookkeeping while the START programme will prepare students for employment in the hospitality industry in the upcoming season.

Mr. Chairman, the Career Pathway Programme is designated for S3 students with approximately 300 students participating. The hiring of two coordinators for the programme to assist with work placement, the recruitment and maintaining of good healthy relationships with industry partners has added value to the

programme. The Coordinators, working out of the two senior schools, allows them to have direct contact with students and guidance counsellors. On-going Professional Development for the Coordinators during the year included participation in a two day workshop at the Bermuda College facilitated by a representative from City & Guilds.

Mr. Chairman, due to its success, the Career Pathways programme is now expanding to the middle school level. Meetings began late 2014 in an effort to introduce M3 students to the programme. Planned activities include working with middle school counsellors in the areas of work shadowing, life skills, interviewing and career fairs.

1712 – EARLY CHILDHOOD EDUCATION (B109)

Mr Chairman, the final programme on page B109 is **1712, Early Childhood Education.** This programme funds the Child Development and After School Care sub-programmes. Early Childhood Education represents the foundation for student success. Both conventional wisdom and Nobel-prize winning research tells us that investments in early learning provide exponential benefits to children, their families and the economy. The budget for this programme is one million, seven hundred and ninety nine thousand dollars (\$1,799,000).

Mr. Chairman, we are pleased to report that an Assistant Director of Early Childhood commenced in April 2014. With past experience in North America as a Superintendent for Early Learning and Childcare, the Assistant Director will provide the leadership to ensure that our early childhood programmes are aligned with 21st century practices. Also teaching practices will be developed to enhance the early childhood experience so that children get the best start in life for future success.

Mr. Chairman, during the first school semester, the Assistant Director conducted an environmental scan of the Early Childhood Programme that included site visits and focused conversations with administrators and coordinator of the Child Developmental Programme (CDP), preschools, and primary schools. The findings from the environmental scan will be used, along with input from local experts in the field of early childhood education, to form a discussion paper with recommendations for the early childhood programme.

In September 2015, a consultation process with parents and families, community leaders, early intervention professionals and child care providers will be planned to gather feedback for the development of strategic policies to support a five-year Early Learning Policy. The implementation of the Policy will benefit our children and provide a true continuum of early learning to give them success in school and beyond.

Cost Centre 27175 - CHILD DEVELOPMENT PROGRAMME (B109)

Mr Chairman, line item **27175**, the **Child Development Programme (CDP)** has a total budget allocation of one million, five hundred and seventy seven thousand dollars (**\$1,577,000**). This cost centre currently funds the Co-ordinator, Testing Psychologist, three Supervisors, one Secretary and 10 staff who provide direct assessment and early intervention support to children and their families.

In collaboration with the Ministry of Health, this programme provides early detection of developmental concerns in children from birth to four years of age, and early intervention support services to address identified concerns such as learning, psychological, motor or social deficits. In addition to providing this support for children and their families, the CDP has an overall goal of providing children with a strong foundation for lifelong learning, health and well-being.

Mr Chairman, during 2014/15, the Child Development Programme expanded the developmental screening to include children from 2 to 4 years of age. This screening will be available to parents on a full calendar year basis. Also, the Child Development Programme has been working on the self-study component of the accreditation process with the goal of achieving accreditation in 2016 based on

early childhood education standards. As part of this process a strategic plan will be developed and implemented. Additionally, the Individual Family Service Plan (IFSP) electronic case management system is near completion. Staff training will be provided so that IFSPs can be developed for all families during fiscal year 2015/16. The development of IFSPs allows the Department of Education to meet early childhood standards which is the point of accreditation.

Cost Centre 27700 - AFTER PRESCHOOL CARE (B109)

Mr Chairman, the final line item on page **B109** is **Cost Centre 27700, After School Care.** This cost centre 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 2015/16 Budget at \$222,000 was reduced based on enrolment in the afterschool programmes which is as follows:

- Devonshire Preschool -25
- Prospect Preschool – 25
- St John's Preschool - 25
- Warwick Preschool - 60
- Dame Marjorie Bean Hope Academy - 19

The staff to child ratio is 10 children to one adult; however, staffing ratios are increased when children with special needs require one-on-one support. The allocation of staff allows some flexibility to hire additional personnel based on student need.

SUBSTANTIVE ANALYSIS OF CURRENT ACCOUNT ESTIMATES (B110)

Mr Chairman, I now refer you to page **B110**. I will note that we have covered each of these aspects as this page provides an aggregate of the detail we have just been through in each of the line items.

The first table on page B110 compares the 2015/2016 estimate of \$109,902,000 to the original budget for 2014/2015 of \$114,900,000 and shows the differences between the two years by expenditure category. The variances of note for the expenditure categories are as follows:

- Salaries are higher by **\$765,000 (1%)** as a result of discontinuing the furlough days, and the reduction of filled posts through attrition.
- Other Personnel costs are lower by **\$229,000, (52%)**. This is largely related to the decrease in funds budgeted for the Long Service Awards.
- Training costs are lower by **\$2,284,000, (72%)** due to reduced allocations in monies for the professional development of Department and teaching staff across the school system; and a change in the method used to conduct professional development. This is reflected primarily in the **School Improvement and Professional Development Programme (Cost Centre 27031); the Office of the Commissioner, Cost Centre 27001; and the Gifted and Talented cost Centre 27069**. A significant amount of professional development training occurred during the 2014/15 fiscal year.
- The decrease in funds for Transport by **\$41,000 (27%)** is due in large part to the reduction in overseas freight and associated costs.

- Travel costs are higher by **\$135,000 (78%)**; as associated costs for specific professional development training slated for the upcoming 2015/16 fiscal year.
- Communication costs decreased by **\$498,000 (30%)**, in part due to lower projected costs for Information Technology Support as a number of projects were completed during this budget year.
- Professional Services costs are **\$45,000 (4%)** higher. This increase is mainly attributed to examination fees.
- Rental costs are marginally lower at **\$874,000 (5%)** primarily due to lease negotiations and reduced equipment rentals.
- Repair and Maintenance costs declined by **\$159,000 (7%)** as a result of lower funding for security services and a one-off operating security initiative undertaken in 2014/15.
- Energy costs decreased by **\$251,000, (14%)** reflecting intended energy efficiency savings in keeping with the mandate of the Department of Energy.
- Materials and Supplies expenditure is **\$129,000 lower (6%)** as a result of increased efficiency in school supplies.
 - Grants and Contributions are **\$1,962,000 (7%)** lower due to reductions in the allocations to all Aided Schools.

EMPLOYEE NUMBERS - FULL-TIME EQUIVALENTS (B112 – B113)

Mr Chairman

I now refer you to pages **B112 and B113** which provide a listing of the number of full-time equivalent employee posts (FTEs) for the **2015/2016** fiscal year in the Department of Education.

Mr Chairman, the Budget Book reflects 1,162 FTEs allocated to the Department for 2015/16, with a net change of 13 FTEs. The reduced number of FTEs reflects primarily unfilled vacant posts as a result of the hiring freeze.

The Department continues to review the total number and allocation of FTE's to ensure efficiency and effectiveness across the public school system.

PERFORMANCE MEASURES (B113 – B116)

Mr Chairman, I now turn to pages B-113 to B-116 where the Performance Measures for the Department of Education are listed. These measures have been revamped and in most instances better reflect the programmes and initiatives currently being undertaken by the Department of Education.

Mr Chairman,

This concludes my presentation on Head 17, the Department of Education, I will now move to the Bermuda College.



Ministry of Education

BERMUDA COLLEGE

Head 41

BUDGET BRIEF 2015-2016

Presented by

The Hon. R. Wayne Scott, JP, MP
Minister of Education

Wednesday, March 4th 2015

**MINISTRY OF EDUCATION
BERMUDA COLLEGE**

**HEAD 41
FOUND ON PAGE B117
OF THE ESTIMATES OF REVENUE AND EXPENDITURE**

Mr Chairman,

Bermuda College is the only tertiary level institution in Bermuda. The mission of the College is setting Bermuda's students on the paths to success through the provision of comprehensive academic and technical education along with professional training, personal and academic support services, quality facilities and interactive partnerships with local and international entities. As an accredited community college, Bermuda College is particularly committed to the success of Bermuda's students offering transfer programmes leading to success at the university level. It also provides professional, technical and training programmes leading to success in the workplace; and preparatory programmes leading to success in the classroom.

EXPENDITURE OVERVIEW PAGE B117

COST CENTRE 4101 51000 – OPERATING GRANT (B117)

Mr Chairman, the Bermuda College receives an annual grant from the Ministry of Education and for the fiscal year 2015/16 has been allocated sixteen million and eight thousand dollars (**\$16,008,000**).

The Bermuda College President is Dr Duranda Greene and the College is governed by a Board chaired by Mrs Jill Husbands. Other Board members are:

- Mr Dane Commissiong (Dep. Chair)
- Mrs. Karla Lacey
- Mr. Andrew Richardson
- Mrs. Kathleen Sharpe Keene
- Mr. Zikomo Simmons
- Mr Peter Sousa
- Mr. Bryant Trew
- Mrs. Romelle Warner
- Mr Paget Wharton
- Dr. Dawnnelle Walker (ex officio)
- Dr Walwyn Hughes (ex officio)
- Dr. Geoffrey Rothwell (ex officio)
- Miss Nikari Furbert (ex Officio)
- Permanent Secretary for Education(ex Officio)

Mr. Chairman, I will first share the 2014/2015 highlights of the Bermuda College. On July 22, 2014, Bermuda College celebrated 40 years of *setting Bermuda's students on their paths to success*. The 40th anniversary celebrations began with a BC2BC Walk from the former Roberts Avenue campus to the Stonington Campus. Other anniversary events included: the Winter Wonderland in December—a community event which saw hundreds of individuals emerge on the campus to take in the festive celebrations, a tag day and a 40th Anniversary Golf Tournament scheduled for March 28 with proceeds going towards the 40th anniversary scholarships and awards.

During the Fall 2014, Bermuda College welcomed 42 public high school students to the College as part of the Dual Enrolment programme. Eleven of these students were full-time students at the College taking at least 12 credits. Bermuda College also continued to provide courses for the Department of Education as part of its career pathways initiative including: City and Guilds Employability Skills Certificate and the Certificate for Nursing Assistants.

This past year the Division of Professional and Career Education (PACE) introduced a series of online courses to meet the needs of the local workforce including medical terminology, medication management and Google Analytics to name a few. PACE also introduced the Streetwise MBA programme which aims to help small business owners add resiliency to their operations. The programme is sponsored by several local organizations and has attracted interest from a wide-ranging group of small businesses including: security, hardware and several boutique retail and service organizations. In working with the Department of Workforce Development, PACE also provided industrial training for custodial staff during 2014.

Mr Chairman, Science Week continues to be an integral part of the Bermuda College calendar. Science Week 2015's public forum featured Dr. David Chapman. His topic entitled "Unexpected Yet Understandable: Development as a Barrier to Renewable Energy in Bermuda", was timely given the work that is being done on the island to increase the use of alternative energy sources. The forum was sponsored by the Division of Liberal Arts and remains a popular highlight of the Corange Science activities promoting the sciences. Although the middle and senior school students events were scaled back as a result of the public schools being closed, students from home schools and private schools participated in the Science Demo Day and the Master Class. Other events held during Science Week 2015 included a live presentation of the popular "Live, Love, Eat" culinary arts show with Chef Teneika Eve; and an alternative energy expo at the Technical Education Building which showcased energy efficient cars, energy efficient air conditioners and solar energy products. The Nursing Department also sponsored an Information Session on the many career pathways available through the nursing profession and show cased the Nursing Simulation laboratory.

Two new Honorary Fellows were inducted into the Bermuda College Company of Honorary Fellows. Dr. Melvyn Bassett and Ms. Arlene Brock were both celebrated for the significant contributions they have made in their respective fields. Ms. Brock joined her father and brother as an Honorary Fellow.

OUTPUT MEASURES

Mr Chairman, Bermuda College graduated 95 students with associate degrees, diplomas or certificates.

- Division of Applied Science & Technology 6 Graduates
- Division of Business Administration 48 Graduates
- Hospitality 9 Graduates
- Division of Liberal Arts 32 Graduates

In addition, 12 individuals received their baccalaureate degrees through the long-standing partnership that the Bermuda College has with Mount Saint Vincent University as follows:

Business Administration	12 Graduates
Child and Youth Studies	3 Graduates

There were also 4 graduates from the University of West Indies teacher certification programme offered. These were the first graduates from this UWI-Bermuda College partnership.

This past December, 104 persons earned external certificates or professional designations from external programmes and workforce development training offered through the Division of Professional and Career Education (PACE). These included:

American Management Association (AMA) Certificate in General Management	3
AMA Certificate in Human Resources	6
Association of Chartered Certified Accountants (ACCA) Diploma in Accounting & Business	1
ACCA Introductory Certificate in Financial & Management Accounting	5
ACCA Intermediate Certificate in Financial & Management Accounting	1
BOMI Facilities Management	1
Certificate for Childcare Assistant	9
Certificate for Dental Assistants	4
Certificate in Nail Technology	9
Certificate for Nursing Assistant	44
Chartered Institute of Legal Executives (CILEX) Level 2 Certificate in Legal Studies	7
City & Guilds Certificate in Hairdressing	8
International Driving License (ICDL)	2
World Instructor Training School Personal Trainer Certification	4

Mr. Chairman, in the Fall of 2014 the College enrolled 1,108 students representing a decrease of 6% or 64 students. However, it should be noted that there was a 6% increase in full-time students and a 9% increase in full-time

equivalents over Fall 2013. The number of traditional students, those under the age of 25 years, increased to 699 which was a 9% increase from Fall 2013. Hence, the College is realising its objective of increasing full-time enrolments and its number of traditional students.

During 2014/2015 the College has been preparing its Self-Study report for re-accreditation by the New England Association of Schools and Colleges (NEASC) having received its initial accreditation in 2010. The Site Visit will take place between March 22 and 25 with a visiting team of six individuals who will review all aspects of the College.

Bermuda College 2014/2015 Expenditures

Mr. Chairman, in 2014, Bermuda College received \$ 16,851,000 or 80% of its operating budget from its Government grant. Revenue of \$ 4,241,857 from other sources included:

- student tuition and fees for credit courses
- revenue generated by PACE
- bookstore revenue
- rental income including Coco Reef
- examination revenue

This amount, together with the Government grant, made up a total revenue figure for the 2014/15 budget year of \$21,092,000. During the fiscal year 2014/2015, approval was granted to eliminate the discounted tuition at the College over a 2-year period. As a result the discount on tuition decreased from 50% to 25%. This

translates to approximately \$200,000 additional revenue during the 2014/2015 fiscal year for the Bermuda College. To ensure students were not hindered from attending Bermuda College as a result of the increase in tuition, Bermuda College provided \$72,000 in financial aid to qualified students.

Mr. Chairman, during this period, salaries accounted for \$11,753,880 or 56% of the budget; and this represented a 3% decrease in salaries when compared to 2013/2014. The decrease in salaries was a result of a 5½ and 4-day furlough taken by staff and faculty respectively. As part of the College's continued commitment to reducing its operating costs, it had a comprehensive energy audit conducted on its facilities by an external agency at a cost of \$20,000 during this past year.

In December, the Board granted approval for Bermuda College to replace its current student information and financial systems with new systems to increase efficiency and decrease costs. To this end, the College has commenced the implementation of Campus View Student Information System and Great Plains Microsoft Dynamics financial reporting package. The initial costs incurred during 2014/2015 were \$140,500 out of the total costs of \$553,231. The end result of the implementation of the new system will be the efficient and timely production of accurate and useful information for analysis and decision making purposes.

Maintenance and improvement of the physical plant of Bermuda College continued as part of the College's commitment to providing a safe and healthy environment for students and employees. During the past year: additional CCTV cameras were installed (\$18,000); the library building was fumigated (\$39,605); additional smart boards were installed in classrooms and new furniture purchased

for the art room (\$34,000) and major upgrades were initiated on its air conditioning system (\$121,750).

In addition to planned expenditure, the College incurred substantial storm related damages attributable to hurricanes Fay and Gonzalo amounting to \$213,575. The College is still waiting settlement of its insurance claim.

2015/2016 Budget Year

Mr. Chairman, Bermuda College continues to utilise internal stakeholders as part of its annual budget process. The Budget Committee includes representatives from the Student Government Council, faculty, support staff, members from the Executive and a selection of budget managers. The goal of the Budget Committee is to prepare a balanced budget to present to the Board Finance Committee and then to the Board for final approval.

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 payroll costs. To this end, the College will decrease the number of days that it operates when classes are not in session. Bermuda College will also continue to decrease its payroll costs through attrition and the freezing of non-essential positions. An early retirement option for persons over the age of 60 is also being considered as well as conducting a review non-teaching services to determine if they should be outsourced.

During the 2015/2016 fiscal year, Bermuda College will implement the recommendations resulting from the recently completed energy audit to decrease

its energy costs and continue its process of reviewing its operations and procedures in order to increase efficiencies while lowering costs.

Mr. Chairman, expenditure in the amount of \$412,731 will be made to complete the implementation of the new computer information systems during 2015/2016. Classroom upgrades will continue along with other maintenance and improvement projects.

As a result of the decrease in the grant of 5%, other major capital expenditures will once again be deferred including: fumigation of buildings, the installation of a lift and automatic doors, and renovations to the Prospect Training Room.

It is anticipated that the termination of the discounted fee structure will result in increased student revenues for fiscal 2015/2016 in the amount of \$200,000.

Bermuda College will seek to increase its revenue generated from the Bookstore and the rental of its facilities. It is also expected that additional revenue will be generated from workforce development contracts. The College will also be exploring other areas of revenue generation during 2015/2014.

Looking Ahead

Mr. Chairman, during the next fiscal year, Bermuda College will continue to implement the action items included in its Strategic Plan with continued emphasis on its mid-term goals.

The College will establish partnerships with overseas institutions for student exchanges which would not only benefit Bermuda College students but will also

internationalise the campus by introducing academic and cultural exchange experiences for overseas students.

Bermuda College will continue to work with the public high schools to increase the number of students in the Dual Enrolment programme while expanding the programme to private and home school students.

Bermuda College will continue to forge alliances with professional credentialing and accrediting agencies for workforce development and professional certification, such as: Association of Chartered Certified Accountants (ACCA), Certified Management Accountants (CMA) and Certified Public Accountants (CPA) for accountants; Chartered Institute of Legal Executives (CILEX) for legal executives; Building Owners and Managers Institute (BOMI) for building owners and managers; and City & Guilds for the applied sciences.

Working in collaboration with the Ministry of Economic Development, Bermuda College will establish introduce the Bermuda College/Regulatory Compliance Association (RCA) programme to increase the number of qualified Bermudians in the asset management field. The courses will be delivered by the RCA and will include fund accounting, operational processes, compliance and regulation.

During the 2015/16 fiscal year, Bermuda College will go through reaccreditation with the American Culinary Federation for its culinary arts programme.

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.

Thank you **Mr Chairman**, this concludes my remarks on the Bermuda College and thus my overall presentation of the 2015/16 Budget for the Ministry of Education.