

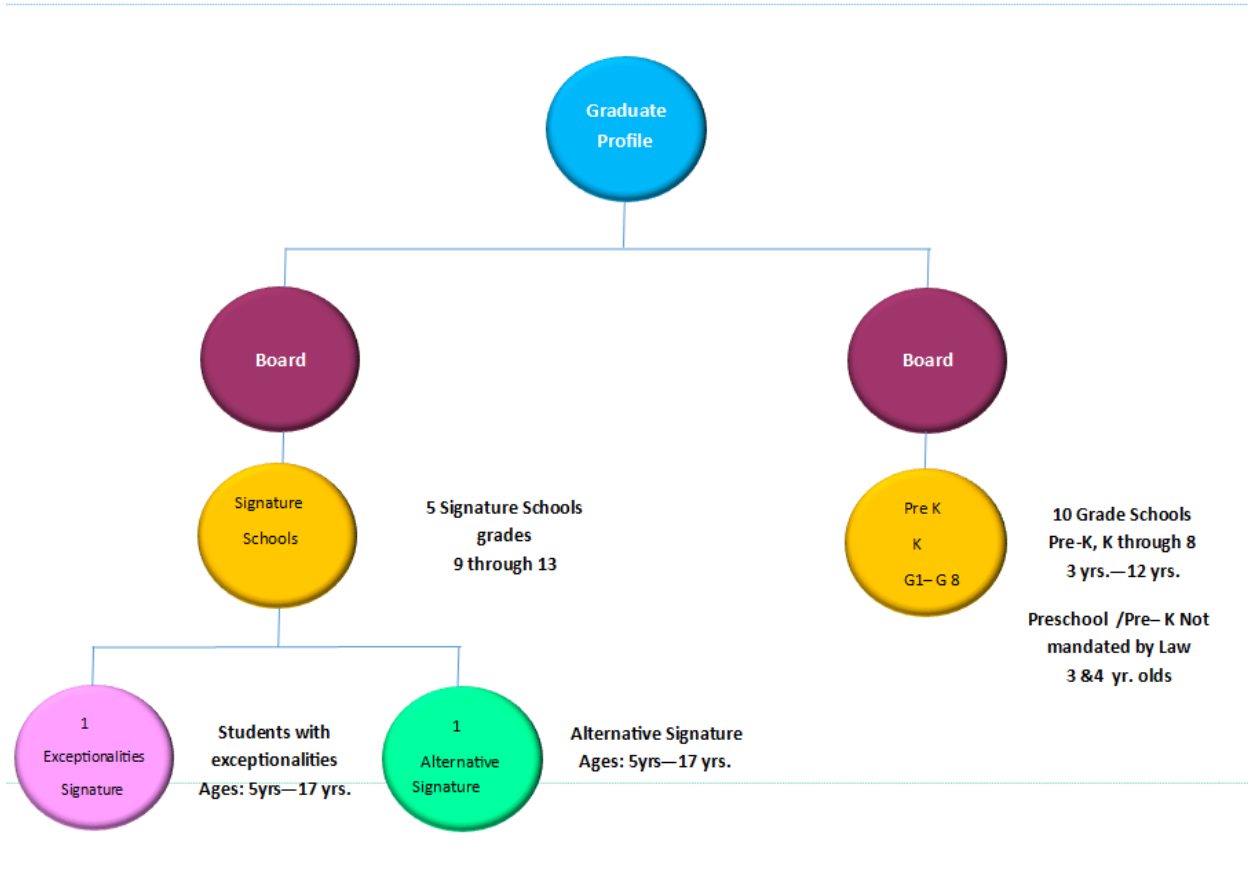


Bermuda Public School System Education Reform

Vision for Learning

The Bermuda Government
Ministry of Education, July 2021

Vision for Bermuda Public School System
Internationally Accredited and Restorative



The above visual depicts the restructuring vision for the Bermuda Public School System and is aligned with Plan 2022, Bermuda’s Strategic Plan for Education, which was developed after a comprehensive community engagement and consultation process. Note that after further consultation around the terminology of grade schools versus primary schools, it has been agreed that the term primary schools will remain.

THE BERMUDA PUBLIC SCHOOL SYSTEM

The Bermuda Public School System serves roughly 5,500 students who attend 36 public schools comprising 10 preschools; 18 primary schools; 5 middle schools; two senior schools; and one special education school. There are also two Alternative Education Centres that serves a small number of high risk behaviour students.

A multi-year strategic plan (Plan 2022) for the Bermuda Public School System was developed in 2018 with five Strategic Priorities:

1. Increase academic rigor and student engagement;
2. Ensure career, College and Workforce readiness;
3. Enhance the quality of Teacher Practice and Systemic Leadership;
4. Improve Infrastructure and Instructional Resources; and,
5. Ensure System Success.

Each Priority comprises goals with specific adaptive and technical strategies for execution. The implementation of Plan 2022 commenced during the school year 2018/19.

In July 2017, after a General Election, there was a change in the Government Administration with a newly appointed Minister of Education. The Government's Political Platform theme for Education focused on 'Putting Our Children and Their Future First'.

Amongst others, the Government committed to the following objectives:

- Implementation of the strategic plan (Plan 2022) to ensure the public school system remains nimble and modern; and,
- Reform public education by phasing out middle schools and introducing signature schools at the secondary level, which focus on the learning styles and interests of children, including academic, technical and the trades, business, sports, arts and special needs education.

It is within this context Education Reform has emerged covering four long-term adaptive strategies in Plan 2022, namely:

Strategy 1.1.4.1 “Establish specialized schools in performing arts, science & technology (STEAM), sports, trades and e-learning, or the projected needs of the community.”

Strategy 4.6.3 Develop and implement a long-term infrastructure renewal plan with building designs based upon modern pedagogical standards. This plan should outline a thoughtful strategy for renovating, rebuilding and/or consolidating school facilities based on recommendations from the Research and Engagement Team.

Strategy 4.6.4 Establish a green policy for each school and reinvest green savings into schools

Strategy 5.3.5. “To ensure college and career readiness, review the current structure of schools (primary, middle, senior) and revise for maximum student success, including the consideration of special school designs to meet unique student needs or interests.”

BACKGROUND

In response to community calls for change, the Government of Bermuda has embarked on the transformation of public education. The objectives are to dramatically improve the quality of public education and the lifetime opportunities for all young people in Bermuda.

As a Government, a key role is setting the vision for the future of public education, and creating the conditions in which this vision can be realized. Therefore, a profound and powerful vision has been developed supported by a wide-ranging plan for public education. Central to this vision is the Learning First programme which will develop:

- internationally-recognized fit-for-purpose curricula;
- new teaching and learning models; and,
- enhanced pathways to graduation and flexible learning environments

These will ensure that all teachers, principals support staff, and system leaders have the professional learning and development to deliver best in class public education for all of our students.

While Learning First focuses on the educational change and designs that will inspire new learning solutions for young people, it is also critical that the Ministry of Education modernizes the structure and organization of the Bermuda Public School System (BPSS). The overall objective to ensure that the changes made are both transformative and sustainable.

EDUCATION REFORM

In 2017, the Government of Bermuda committed to transform public education so that each and every public school student receives high-quality public education. This promise, to the children, families and wider community was a response to widespread community calls for change, best articulated through the development of [Plan 2022: Bermuda’s Strategic Plan for Education](#) (Plan 2022).

Education Reform was subsequently introduced to make holistic changes to fully address systemic challenges in the public school system.

During the October 2020 General Election, the Government’s Political Platform theme for education emphasized “Developing an Equitable Education for all Bermuda’s Children”. The Government’s objectives were a continuation of Education Reform that included:

- Implement the next phase of the **Learning First Programme** for designing an improved school system;
- **Reform Governance and Accountability** – creating an Authority for public education which will be responsible for the performance management of all schools and persons at the administrative, classroom and student support levels within the Department of Education;
- Phase out middle schools and **introduce a Two-Tier system of education** that will have primary schools and signature schools at the secondary level; and
- **Renovate or rebuild primary schools** and **renovate existing buildings to house signature schools** that are accessible and energy efficient.

Education Reform – The Start Work

The world of work, the economy and life more generally are rapidly changing, fuelled by new technologies and social media, and accelerated by the impacts of the COVID pandemic. Environmental and resource pressures are intensifying. And there are still deep and historical divisions in society.

The Bermuda education system needs to change to help young people develop the skills, knowledge, values and relationships to enable them to access – and be the creators of – the jobs of the future, to be active citizens and to tackle increasingly complex challenges.

Through engagement with teachers, students, parents, and business and community leaders, the Ministry of Education has developed a vision for how learning will be: personalised, flexible, relevant, future-focused, inspiring and authentically Bermudian.

Such learning will create a generation of young people who are engaged, adaptive, entrepreneurial, innovative, culturally connected and empowered: who can compete locally and contribute globally. To enable this, Education Reform is underpinned by three components or streams of work that is being undertaken concurrently:

1. Changing from a 3-tier system to a 2-tier system, by phasing out middle schools and introducing signature schools; also includes modernizing and improving primary schools through the introduction of parish primary schools;
2. The Learning First Programme; and,
3. The development of an Education Authority.

1. MOVING FROM A 3-TIER TO A 2-TIER SYSTEM

The BPSS is moving from a 3-tier to a 2-tier system in order to make better use of teachers' expertise and financial resources, to reduce the number of transitions in a student's schooling and to build the physical environments for 21st century learning.

- i. Having a Parish Primary School in each parish will create a learning hub in the parish and mobilise the strengths and assets of communities in support of schools.
- ii. Signature Senior Schools, with signatures based on sectors of the economy and society, will help each and every student follow their passions, build on their talents, and achieve their career and further education aspirations.
- iii. Signature Schools for Exceptionalities and for Alternative Education will provide opportunities so that young people with special needs can achieve their highest potential.
- iv. The move from a 3-tier to a 2-tier public education system, the phasing of middle schools and the introduction of signature schools will have implications for primary school education. Once middle schools are phased out, the structure of the BPSS will be as follows:

Tier	School Level/Type	Age Range	Year Levels
Tier 1	Primary schools	5 to 12	P1 to P8
Tier 2	Senior-level signature schools	13 to 18	S1 to S5
'All Through Schools' - (Tiers Covering Year Levels and Ages across Tiers 1 and 2)	Exceptionalities signature school Alternative education signature school	5 to 18	P1 to S5

The three years of middle school will be reallocated to the primary-level and the senior-level signature schools as follows:

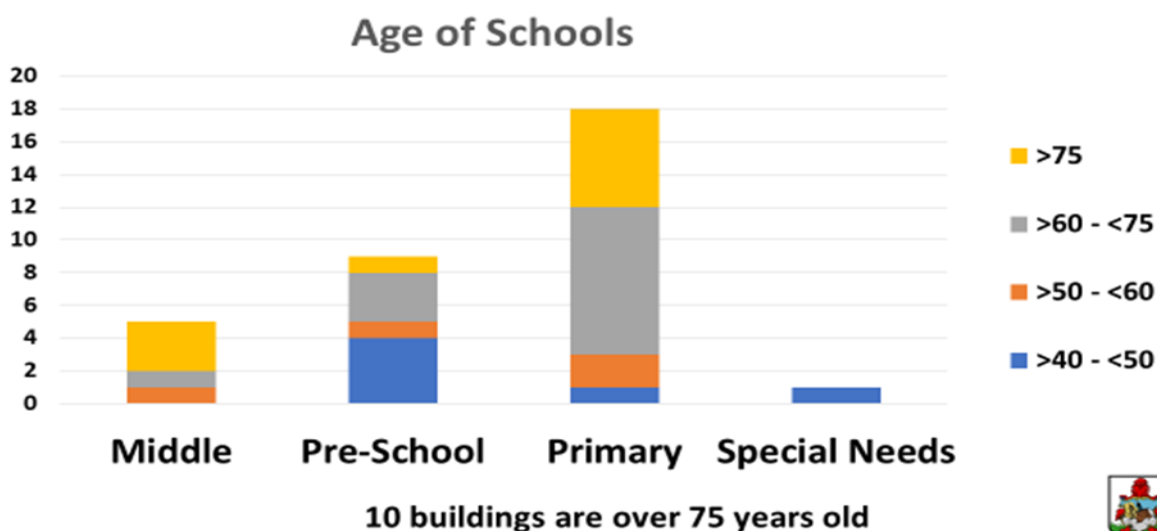
Current Middle School Years	New Allocation of Middle School Years
Middle 1 (M1)	Primary 7 (P7)
Middle 2 (M2)	Primary 8 (P8)
Middle 3 (M3)	Senior 1 (S1)

The BPSS 2-tier public education system will consist of:

- Ten high-quality and equitable parish primary schools;
- Five senior-level signature schools, each with 1 or more signatures;
- One exceptionalities signature school for students with special needs who now attend Dame Marjorie Bean Hope Academy. This signature school will also contain other special education programmes and services to meet the needs of exceptional students;
- One signature school for alternative education for students with social-emotional and behavioural difficulties. This signature school will also provide education programmes and supports to meet the needs of students with other alternative needs.

Age of Primary School Buildings

The primary schools in the BPSS are old, require significant maintenance and repairs and were designed and built to support education similar to that developed after the industrial revolution. Therefore, there is the need to redesign and refurbish existing buildings to create 21st century learning environments that will provide the necessary enabling conditions to deliver the Learning First programme.



Parish Primary Schools

Bermuda public schools currently educate 2,074 primary school students across 18 primary schools. Less than 20 years ago in 2002, there were 3,160 students enrolled in the same number of primary schools, a difference of 1,086 students. The reality is that both the birth rate, and primary school enrolment continue to decline.

The 18 primary schools range in age from 47 to 100 years. They require significant maintenance and repairs and many also require significant infrastructure investment. In addition to ongoing concerns about safety and health, primary schools which were built in a different era of educational provision, are not 21st century learning facilities. They cannot support the new teaching and learning models that are being developed to dramatically improve and transform education. There is also significant inequity across our primary schools.

The current approach to primary school education does not serve children well. Therefore, in response to community calls for change, and long-standing and systemic issues that confront our primary schools, the vision for primary schools is: *21st century learning facilities designed to facilitate the delivery of customized learning experiences for students, and which nurture the partnership with schools, families and the community.* To achieve this vision primary schools will be redesigned and refurbished to serve as a central hub of each parish community.

There will be 1 primary school per parish, except for Pembroke, which will have 2 parish primary schools. Of the 18 primary school sites, the following 10 school sites will become parish primary schools:

Parish	Primary School
St. George	East End Primary School
Hamilton	Francis Patton Primary School
Smith's	Harrington Sound Primary School
Devonshire	Elliot Primary School
Pembroke	Victor Scott Primary School

Pembroke	West Pembroke Primary School
Paget	Paget Primary School
Warwick	Purvis Primary School
Southampton	Dalton E. Tucker Primary School
Sandys	Somerset Primary School

The following 8 school sites will be closed as public primary schools.

Parish	Primary School
St. George	St. George's Preparatory School
St. George	St. David's Primary School
Devonshire	Prospect Primary School
Pembroke	Northlands Primary School
Paget	Gilbert Institute School
Southampton	Heron Bay Primary School
Southampton	Port Royal Primary School
Sandys	West End Primary School

The following sites will be repurposed as the alternative education signature school and the exceptionalities signature school:

Sites	Signature School
K. Margaret Carter Centre	Alternative Education Signature School
Prospect Primary School	Exceptionalities Signature School

2. LEARNING FIRST PROGRAMME

New structures and new buildings do not, of themselves, create 21st century learning. Learning First is the approach being followed to develop world-class, authentically Bermudian, globally relevant, curriculum, model of teaching and learning and assessment; and, to develop the system policies, procedures and frameworks that will support and sustain 21st century learning.

All this is being done collaboratively, ‘co-designing’ our future schools and school system with teachers, students, parents, and business and community leaders and ensuring that the necessary professional learning and development is in place for all our teachers to be highly skilled educators.

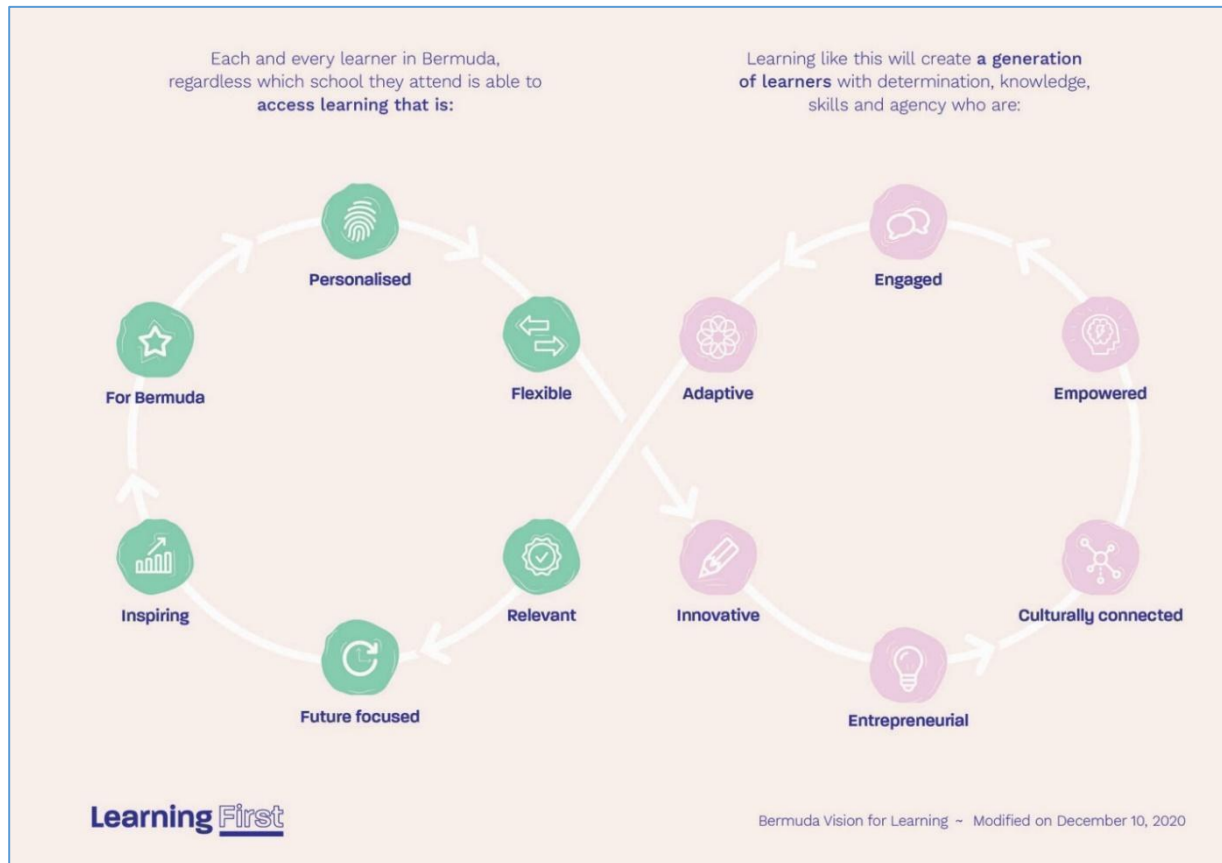
The Vision *for* Learning

The aspirations and commitments to change are reflected in our Vision *for* Learning for Bermuda’s public schools. It has been co-created with parents, industry partners, school representatives and other members of the community.

The Vision describes the high level principles that will guide the design of teaching, learning and schooling; and the broad outcomes it should achieve.

Education reform – the introduction of parish primary schools and senior signature schools are all designed to deliver the Vision *for* Learning for Bermuda young people.

BPSS - Vision for Learning

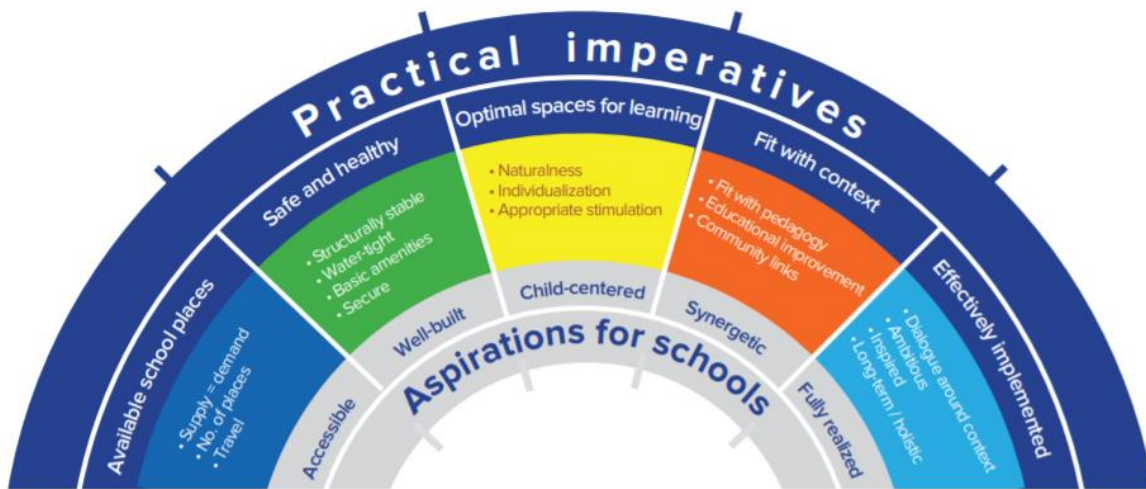


3. AN EDUCATION AUTHORITY

The third component of the education reform agenda is the creation of an Education Authority. The Authority will draw on expertise and experience across the island, and beyond, to ensure the accountability of the school system to the public and to Government. The Authority will also ensure that schools get the support needed to embed world-class 21st century learning and respond flexibly to future challenges and opportunities.

SUMMARY

Learning Environments for Better Educational Outcomes¹



Twenty-first century learning environments have optimal:

- Physical access, so that all children and staff, families and volunteers, including those with disabilities or physical limitations can physically access and attend school.
- Classroom size and space; each primary school has a unique footprint and classroom sizes vary within and between schools. While some classrooms have ample space, others can be overcrowded. Learning environments need enough space so that students can work in teams to engage and problem-solve. Classrooms and some students also need areas for independent study and smaller learning centers to have fewer disruptions and receive individualized and more tailored teaching and support.
- Air quality for staff and students; poor air quality can and does affect absenteeism and therefore teacher and student achievement.

¹ <https://documents1.worldbank.org/curated/en/853821543501252792/pdf/132579-PUB-Impact-of-School.pdf>

- Appropriate Temperature and Temperature Control; the temperature of classrooms and schools, especially in the hotter months of the school year is a consistent complaint of staff and parents as it affects teaching and learning. Classrooms would benefit from temperature control, with some flexibility in temperatures for sections of schools, if not individual classrooms.
- Lighting for staff and students; some schools must rely heavily on artificial light, which has been shown to have negative impacts and natural light has positive impacts. Inadequate outdoor lighting for school security and safety has been also been flagged as a concern.
- Acoustics and noise; poor acoustics and high levels of noise are distracting for teachers and students, especially those with sensory challenges. Schools and classrooms “with less acoustic noise are positively associated with greater student engagement and achievement compared to schools with classrooms with noisier environments.”²
- Excellent education for an entire education system requires fit-for-purpose 21st century curricula that provides a range of options and possibilities to meet the needs and life aspirations of all students. 21st century curricula cannot be delivered equitably for all students in outdated, outmoded and inadequate learning facilities.

BPSS Vision - Minimum Expectations

1.0 GRADUATE PROFILE PRODUCT DELIVERABLES

It is expected that Innovation Unit begin the consultancy project with the end in mind. Bulleted below are the outputs of what Bermuda wants as a minimum expectation for public school students when they exit from the Bermuda Public School System.

- Skills, competencies and habits of mind to access employment (workforce-ready), community college, college or university upon graduation
- Successfully participate in the global economy
- Deep sense of civic and social responsibility
- Lifelong learner attributes
- Certifications (industry recognized or internationally recognized)
- Work Experience
- OECD 2030 skills

2.0 PRESCHOOL PRODUCT DELIVERABLES – Tier 1

Category	Product Deliverables
Age	3yrs old – not mandated by Law
Location (The Island is physically structured into 9 Parishes)	<ul style="list-style-type: none"> • 1 preschool per Parish with 2 in the central area • Each housed in the 10 Primary Schools (not all will be newly built, some will be renovated and upgraded)
Maximum Enrollment	30 preschool students per grade school Preschool has a ratio of 1:10 teacher to students; Need 3 classes per school
Structure of day	<ul style="list-style-type: none"> • 7:30am to 6:00pm • Before /After School Care Programme
Curriculum	Internationally recognized and developmentally appropriate – Creative Curriculum and Teaching Strategies GOLD SEEKS and SCERTS (Currently in all preschools)
Programmes	<ul style="list-style-type: none"> • General Education • Emphasis on Leadership & Responsibility and Social Skills Development

3.0 PRIMARY SCHOOL PRODUCT DELIVERABLES – Tier 1

Designed for all aspects of 21st century (real world and authentic) educational programmes, including co-curricular and before /after school remediation, intervention and acceleration activities.

Category	Current state	Product Deliverables
Number of schools	18 Primary	10 Primary Schools
Grades	P1-6	Pre-K , and K through 8
Age Range	5yrs-10yrs	3yrs - 12yrs
Maximum enrollment	Varies	300 students (inclusive of Pre-K & K)
Grade level structure	1 stream or 2 stream P1- P3- 18 students P4-P6- 25 students	<ul style="list-style-type: none"> Pre-K will have 30 students (3 classes of 10 students) K to 8 – 30 students per grade (2 classes of 15 students)
Location	Zones	Parish (Community) Schools
Leadership Vision & Profile	Varies in qualifications and Experiences	<ul style="list-style-type: none"> Qualifications, experiences and competencies meet international standards (Published), Principal Certification, BEC License (Need to upgrade requirements) Pass the Praxis Examination (Create a local version of the Praxis Exam), International Certification (recertified every 5 years) (Published), IT Certification, Leadership Development, 21st Century Evaluation System (Current evaluation tool is McRel), Professional courses (separate from PD) required every two years, SCARS, TCI, MTSS and Restorative Circles Trained and Fit to Work with Children
Facilities	Outdated and not able to support 21 st century education Youngest school building is 56 years old	Note: To support the vision of new builds, a transition plan will be mapped out by Innovation Unit inclusive of recommendations for building designs to support models of instruction being proposed and

Category	Current state	Product Deliverables
		<p>developed - inclusive of ongoing engagement with the executive leadership of the Department of Education</p> <p><u>21 century Real World and Authentic</u></p> <ul style="list-style-type: none"> • Instructional Classrooms- open spaces/ flexible adaptable spaces, teacher prep rooms, • Purpose-built dual-purpose labs/rooms for ICT, STEAM Education, Family Studies, Art, Music, Dance/Drama, Foreign Languages, makers room, • parent resource room, cafeteria, mini auditorium, • play area – indoor and outdoor, • School field, library resource center, appropriate air quality and lighting system) • 1 pool per zone TBD • All Accessible
Structure of Day	8:30/ 8:45 am - 3:30pm	<p>7:30am to 6:00pm</p> <ul style="list-style-type: none"> • Before School Care • Educational Programme, including after school co-curricular, remediation, intervention and acceleration • Multi-Age Classes
Student & Family Services	Varies from schools	<ul style="list-style-type: none"> • Breakfast / Lunch / Dinner – Food Services • Emotional, Social and Academic Needs • Special Needs Services • Used / Uniform Services • Transportation (Dedicated school buses <p>Parent Education Programmes</p>

Category	Current state	Product Deliverables
Teacher Profile	Varies in qualifications and certifications	<ul style="list-style-type: none"> • Qualifications, experiences and competencies meet international standards (Published) • BEC Teacher License (Need to upgrade requirements) • Pass the Praxis Examination (Create a local version of the Praxis Exam) • International Certification (recertified every 5 years for publication) • Highly Qualified Teacher Designation (HQDT) (Published) • IT Certification • Leadership Development (All staff) • 21st Century Evaluation System (Recommending performance management tool McRel as used to assess principals for all levels of the system for alignment) • Professional courses (separate from PD) required every two years • SCARS, TCI, MTSS and Restorative Circles Trained • Fit to Work with Children
Staffing roles required per building or shared model	Shared support services staff (Counsellor, Educational Therapists)	Expanded support services to include full time interventionist, master teachers, social worker, academic/career counsellor, nurse, psychologist, occupational, physical and speech therapists for each school
Curriculum	Cambridge International Examination for English, Math, Science and ICT Bermuda National Curriculum (outdated) for the encore	<p>Internationally Recognized (TBD)</p> <p>Note: <i>If the curriculum is changed then a transition plan will be mapped out by Innovation Unit.</i></p> <ul style="list-style-type: none"> • Aligned with lower Signature Grades 9 through 11 curricula to allow for a seamless transition. • 21st Century learning experiences with an integrated focus on literacy, numeracy, thinking / reasoning, problem

Category	Current state	Product Deliverables
		<p>solving, communication, social skills, financial literacy and entrepreneurship, ICT, civic responsibility, global awareness and habits of mind for college and career readiness</p> <ul style="list-style-type: none"> • OECD Skills 2030 • Local and international assessments • National assessment administered for all students for Private & Public sectors. <p>The Bermuda Senior School Literacy Test (BSSLT) measures whether students are meeting the minimum standard for literacy across all subjects up to the end of Grade 9. Successful completion of the literacy test is one of the requirements to earn a Bermuda School Diploma. All students (public and private) across the island write this test on the same date. (Public & Private)</p> <ul style="list-style-type: none"> • The primary 3 Assessment of Reading, Writing and Mathematics, Grade School Division (primary 1–3) tests the reading, writing and math skills students are expected to have learned by the end of Grade 3. Students write this test during a two-week testing window in May/June each year (PUBLIC only) • The primary 6 Assessment of Reading, Writing and Mathematics, primary School Division (primary 4–6) tests the reading, writing and math skills students are expected to have learned by the end of primary 6. Students write this test during a two-week testing window in May/June each year (PUBLIC only)

Category	Current state	Product Deliverables
		<ul style="list-style-type: none"> The Grade 9 Assessment of Mathematics tests the math skills students are expected to have learned by the end of Grade 9. Different versions of the test are administered in the academic and the applied math courses. Students in first-semester math courses take the test during a two-week testing window in January; students in second-semester or full-year math courses take the test during a two-week testing window in June. (PUBLIC only)
Courses & Certifications	City & Guilds English and Math, Dual Enrollment in some middle schools, ABRSM (Music)	Grades 7 & 8 City & Guilds , NCCER, Dual Enrollment Expanded, Employability Skills
Programmes	General Education 3 schools ASD program 1 school Functional Skills 1 Dedicated school for vision and hearing 1 Alternative prog (SA) , ESL	<ul style="list-style-type: none"> General Education, Functional Academics Functional Skills, ASD, ESL, Leadership Development Co-Curricular Programme <p><i>Note: 1 primary school identified for vision & hearing</i></p>

SPECIALIZED/SIGNATURE SCHOOLS AT THE SENIOR SCHOOL LEVEL

4.0 SIGNATURE SCHOOL PRODUCT DELIVERABLES – Tier 2

Designed for all aspects of the educational programme, including co-curricular and before, during and after school remediation, intervention and acceleration activities.

Category	Product Deliverables
Number of schools	7 total Signature Schools 5 Signature Schools, 1 Alternative Education and 1 for Exceptionalities
Locations	1 Signature School per zone. Alternative Education and Exceptionalities sites TBD
Building requirements	1 new build, 3 repurposed & 3 renovated and expanded
Maximum capacity	2 Signature Schools - 300 students 3 Signature Schools - 200 students Signature Schools for Exceptionalities and Alternative TBD based on data/ needs
Grade Level Structure	Grades 9-13 Lower signature Grades 9-11 College Prep Grades 12 &13
Age Range of students	13years to 17years -turning 18years
Leadership Profile	<ul style="list-style-type: none"> • Qualifications, experiences and competencies meet international standards (Published), Principal Certification, Certification in the main Signature theme • BEC License (Need to upgrade requirements) • Pass the Praxis Examination (Create a local version of the Praxis Exam), • International Certification (recertified every 5 years) (Published), • IT Certification, • Leadership Development, • 21st Century Evaluation System (Current evaluation tool is McRel), • Professional courses (separate from PD) required every two years, • SCARS, TCI, MTSS and Restorative Circles Trained and Fit to Work with Children
Teacher Profile	<ul style="list-style-type: none"> • Subject specialists • Qualifications, experiences and competencies meet international standards (Published) • BEC License (Need to upgrade requirements)

Category	Product Deliverables
	<ul style="list-style-type: none"> • Pass the Praxis Examination (Create a local version of the Praxis Exam) • International Certification in signature area (recertified every 5 years) (Published) • Options for qualified teachers and practicing professionals for Signature needs • Highly Qualified Teacher Designation (HQDT) (Published) • IT Certification • Leadership Development (All staff) • 21st Century teacher Evaluation System (Recommending McRel for all levels of the system for alignment) • Professional courses (separate from PD) required every two years • SCARS, TCI, MTSS & Restorative Circles Trained • Fit to Work with Children
Required staffing roles per building or shared model	Subject- specialist staff, Interventionist, master teacher, social worker, academic/career counsellors, nurse, psychologist and complement of support staff for OT, PT and SLP
Facilities	<p>To support the vision of Signature Schools, a transition plan will be mapped out by Innovation Unit inclusive of recommendations for building designs to support models of instruction being proposed and developed for the signature school experience- Inclusive of ongoing engagement with the executive leadership of the Department of Education</p> <p><u>21st Century Real World and Authentic</u></p> <ul style="list-style-type: none"> • Instructional Classrooms- open spaces/ flexible adaptable spaces, teacher prep rooms, • Purpose-built dual-purpose labs/rooms for ICT, STEAM Education, Family Studies, Art, Music, Dance/Drama, Foreign Languages, • makers room, recreational spaces, wellness spaces, gymnasium parent resource room, cafeteria, multi-purpose auditorium, sports area both indoor and outdoor, school filed, library resource center, appropriate air quality and lighting system 1 pool per zone TBD * All Accessible

Category	Product Deliverables
Structure of the Day	<ul style="list-style-type: none"> • 9:00am to 9:00 pm (staggered/ flexible based on courses and Signature focus) • Lower grade signature school programme during the day • Educational and co-curricular Programme • (Courses can be taken morning and / or afternoon and /or evening) • Shorter course options (Modular) • Last two years Grades 12 &13 at the Bermuda College – College Prep Courses <p>Multi-Age Classes</p> <p>* 35 Minimum number of hours per week (note: upper grade students may have less depending on programme and credits)</p>
Holistic View of each Signature school experience	Academic foundation, High School Diploma- different levels, visual and performing arts, sporting teams, development of the spirit of entrepreneurship embedded in the signature experience.
Student & Family Services	<ul style="list-style-type: none"> • Breakfast / Lunch / Dinner – Food Services • Emotional, Social and Academic Needs • Special Needs Services • Used / Uniform Services • Transportation (Dedicated school buses) <p>Parent Education Programmes</p>
Curriculum	<p>Internationally Recognized (TBD)</p> <p>Note: <i>If the curriculum is changed then a transition plan will be mapped out plan will be mapped out by Innovation Unit.</i></p> <ul style="list-style-type: none"> • Allows for access to employment and college/ University • 21st Century learning experiences with an integrated focus on literacy, numeracy, thinking / reasoning, problem solving, communication, social skills, financial literacy, ICT, civic responsibility, global awareness and habits of mind for college and career readiness • Online courses / distance learning options, apprenticeships • Local and international assessments (E.g. PISA)

Category	Product Deliverables
	<ul style="list-style-type: none"> • OECD 2030 skills
Certifications	NCCER , City and Guilds, Signature Certification, Leadership, Employability Skills , ABRMS, other international certifications
Programmes	<ul style="list-style-type: none"> • General Education • Functional Academics • Functional Skills • ASD • Signature School Pathways • Dual Enrollment • Leadership Development • Co-Curricular Programme • ICT Certification • Signature Certification

5.0 ALTERNATIVE EDUCATION SIGNATURE SCHOOL PRODUCT DELIVERABLES

Category	Product Deliverables
Number of schools	1
Location	In a central Parish
Age range	5 years- 17 years
Maximum Enrollment	TBD based on data and needs
Grade Level Structure	Developmentally appropriate
Leadership Profile	<ul style="list-style-type: none"> • Degree and Certifications in restorative behavior models • Specialist Qualifications aligned with the needs of the school • Qualifications, experiences and competencies meet international standards (Published) • BEC License (Need to upgrade requirements) • Pass the Praxis Examination (Create a local version of the Praxis Exam) • International Certification (recertified every 5 years) (Published) • Highly Qualified Teacher Designation (HQDT) (Published) • IT Certification • Leadership Development (All staff) • 21st Century Evaluation System (Recommending McRel for all levels of the system for alignment) • Professional courses (separate from PD) required every two years • SCARS, TCI, MTSS and Restorative Circles Trained • Fit to Work with Children
Teacher Profile	<ul style="list-style-type: none"> • Behavior management qualifications • TCI Trained • Social Emotional Certification • Qualifications, experiences and competencies meet international standards (Published) • BEC License (Need to upgrade requirements) • Pass the Praxis Examination (Create a local version of the Praxis Exam) • International Certification (recertified every 5 years) (Published) • Highly Qualified Teacher Designation (HQDT) (Published) • IT Certification • Leadership Development (All staff)

	<ul style="list-style-type: none"> • 21st Century Evaluation System (Recommending McRel for all levels of the system for alignment) • Professional courses (separate from PD) required every two years • SCARS, TCI, MTSS and Restorative Circles Trained • Fit to Work with Children
Facility	<p>Note: Purpose-built dual-purpose (specifics needs to be determined based on the development of this model with Innovation Unit - Inclusive of ongoing engagement with the executive leadership of the Department of Education)</p> <p>21st Century (Real World / Authentic)</p> <ul style="list-style-type: none"> • Instructional / Classrooms • Teacher Prep Rooms • Makers Rooms • Sensory Room • Health (& Mental Health) Services Rooms • Student Services Rooms - Nurse, OT, PT, SLP, etc. • Conference Rooms • Parent Resource Room • Cafeteria • Play Area – Indoor and Outdoor • Gymnasium • School Field • Library Resource Centre • (Appropriate air quality and lighting systems)
Structure of the day	<p>Note: <i>This must be developed further by Innovation Unit - Inclusive of ongoing engagement with the executive leadership of the Department of Education</i></p> <p>7:30am - 6:30pm (Before and after school programmes would be needed)</p>
Curriculum	Internationally Recognized & social emotional curriculum TBD - in consultation with the Director of Academics
Programmes	This must be developed by Innovation Unit in consultation with the Director of Academics

6.0 STUDENTS WITH EXCEPTIONALITIES SIGNATURE SCHOOL PRODUCT DELIVERABLES

Category	Product Deliverables
Number of schools	1
Location	Centrally Located Parish
Age range	5yrs- 17yrs
Maximum Enrollment	TBD based on data and needs
Grade Level Structure	Developmentally appropriate
Leadership Profile	<ul style="list-style-type: none"> • Degree and Certifications in exceptionalities, Learning Support & Behavior • Qualifications, experiences and competencies meet international standards (Published) • BEC License (Need to upgrade requirements) • Pass the Praxis Examination (Create a local version of the Praxis Exam) • International Certification (recertified every 5 years) (Published) • Highly Qualified Teacher Designation (HQDT) (Published) • IT Certification • Leadership Development (All staff) • 21st Century Evaluation System (Recommending McRel for all levels of the system for alignment) • Professional courses (separate from PD) required every two years • SCARS, TCI, MTSS and Restorative Circles Trained • Fit to Work with Children
Teacher Profile	<ul style="list-style-type: none"> • Degree and Certifications in exceptionalities, Learning Support & Behavior • Qualifications, experiences and competencies meet international standards (Published) • BEC License (Need to upgrade requirements) • Pass the Praxis Examination (Create a local version of the Praxis Exam) • International Certification (recertified every 5 years) (Published) • Highly Qualified Teacher Designation (HQDT) (Published) • IT Certification • Able to use specialized assistive technology • Leadership Development (All staff)

	<ul style="list-style-type: none"> • 21st Century Evaluation System (Recommending McRel for all levels of the system for alignment) • Professional courses (separate from PD) required every two years • SCARS, TCI, MTSS and Restorative Circles Trained • Fit to Work with Children
Facility	<p>Note: <i>Purpose-built dual-purpose (specifics need to be determined based on the development of this model with Innovation Unit- Inclusive of ongoing engagement with the executive leadership of the Department of Education</i></p> <p>21st Century (Real World / Authentic)</p> <ul style="list-style-type: none"> • Instructional / Classrooms • Teacher Prep Rooms • Makers Rooms • Sensory Room • Health (& Mental Health) Services Rooms • Therapeutic rooms • Conference Rooms • Parent Resource Room • Cafeteria • Play Area – Indoor and Outdoor • Gymnasium • School Field • Library Resource Centre • (Appropriate air quality and lighting systems)
Structure of the day	8:30am - 3:30pm Note: This must be developed further by Innovation Unit
Curriculum	Internationally Recognized & social emotional curriculum TBD
Programmes	Note: This must be developed by Innovation Unit