



GOVERNMENT OF BERMUDA

MINISTRY OF EDUCATION

SCORE Advisory Committee

REPORT OF FINDINGS AND RECOMMENDATIONS



December 2015

December 17, 2015

The Honourable R. Wayne Scott, J.P., M.P.
Minister of Education

Dear Minister Scott,

On behalf of the **School Reorganisation Advisory Committee (SCORE)**, I am pleased to submit this report. At your request, the SCORE Advisory Committee was formed to provide findings to address the following issues:

- i. Schools for consolidation or closure for 2016/17 academic year and beyond;
- ii. Plans for improving the quality and consistency of programming across primary schools; and
- iii. Opportunities for efficiencies and cost savings.

The SCORE Advisory Committee was tasked with utilising a process that would engage and involve stakeholders, allowing them the opportunity to contribute to the process regarding these issues.

This process was undertaken during October 2015 and November 2015 by the SCORE Advisory Committee and included parents, principals, teachers, Bermuda Union of Teacher representatives, Ministry representatives, and other community members.

This report is reflective of a comprehensive review of program offerings, building conditions and stakeholder needs of primary schools within the Bermuda Public School System. The findings recorded in this report will provide information for your consideration as you prepare to make decisions regarding school reorganisation with the goal of improving and expanding the *student educational experience*. Additionally, the findings indicate that there are serious issues that require immediate remediation with regards to school facilities, as these issues are having a negative impact on the student educational experience.

The SCORE Advisory Committee would like to express our appreciation to you as the Minister of Education, the Permanent Secretary, Mrs. Valerie Robinson-James, the Acting Commissioner of Education, Dr. Freddie Evans, the Board of Education, staff of the Ministry of Education, principals, school staffs, parents, the unions, employers of committee members, and members of the community for their significant contribution to this process.

We do hope that these findings will be a valuable contribution to your deliberations and decisions on school reorganisation.

Sincerely yours,



Romelle Warner
Chairperson

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MINISTRY OF EDUCATION

VISION STATEMENT

To deliver a first class education of global standards ensuring students reach their full potential.

MISSION

The Bermuda Public School System will deliver a rigorous curriculum customized to meet the needs of individual students, using challenging learning experiences, appropriate assessments, and efficient support that holds us all accountable for a quality education in the 21st Century.

ACKNOWLEDGMENTS

Thank you to the Minister of Education, the Honourable R. Wayne Scott, JP, MP, the Permanent Secretary of Education, Mrs. Valerie Robinson-James, the Board of Education, the Acting Commissioner of Education, Dr. Freddie Evans, the Ministry and Department of Education staff, the Bermuda Union of Teachers, the Bermuda Public Service Union, principals, teachers, other school staff members, custodians, and of course parents who participated, contributed and provided the information that is captured in this report.

Special appreciation is extended to each of the volunteers who served on the SCORE Advisory Committee and subcommittees, and to their employers who allowed them the time to work on this very important project.

Sincerest gratitude is extended to the principals of CedarBridge Academy and Dellwood Middle School for allowing the SCORE Advisory Committee to use school space for meetings and training exercises throughout the process.

SCORE ADVISORY COMMITTEE MEMBERS

Name	Role/Representative Interest
Mrs. Romelle Warner	Chairperson; Community member
Ms. Lisa Smith	Department of Education Liaison; Principal
Dr. Leonard Astwood	Special Education
Garita Coddington	Principal
Tamicia Darrell	Teacher; Bermuda Union of Teachers
Joann Dill	Principal
Keithlyn Fleming	Parent
Margaret Hallett	Community member
Jennifer DeRosa-Holder	Preschool Administrator
Dr. Timothy Jackson	Principal
Rene Lawrence	Board of Education; community member; parent
Jose Lopez	Parent
Noel Pearman	Parent
Jo-Ann Pully	Community member
Kalmar Richards	Principal
Cleveland Richardson	Primary school teacher
Danielle Riviere	Parent
Leone Samuels	Mentor teacher
Gladstone Thompson	Principal
Craig Tyrrell	Parent
Cal Waldron	Ministry of Public Works, Lands and Buildings Section
Dr. Freddie Evans	Acting Commissioner of Education (ex-officio)

EXECUTIVE SUMMARY

Education is the key to Bermuda's economic progress and to our ability to compete in the global economy. It is the pathway to good jobs and higher earning power for Bermudians. Furthermore, public education is necessary for our democracy to work.

The purpose of this report is to present findings, using a holistic approach that will assist the Minister of Education, the Honourable Wayne Scott, JP, MP, in determining the feasibility of primary school reorganisation, including the possibility of school closures. This holistic approach included in-depth research into seven areas that were identified by the Minister of Education in his press conference on April 22nd, 2015:

- 1) a review of the condition of primary school facilities,
- 2) the capacity of primary schools to accommodate additional students,
- 3) special programme factors at the primary level,
- 4) environmental factors at the primary level,
- 5) transportation and traffic considerations at the primary level,
- 6) the overall operating costs of primary schools, and
- 7) the financial viability, sustainability and efficiency of primary schools

The overall summary of findings of the seven areas noted above, have been captured below.

A REVIEW OF THE CONDITION OF PRIMARY SCHOOL FACILITIES

The infrastructure is an essential component of the learning environment. The underlying principle is that the infrastructure includes people, learning resources, building regulations, and sustainable models for continuous improvement for our physical plants. The findings in this report have indicated that our primary schools require many forms of upgrades. Considerations for upgrades include health and safety measures, accessibility, structural systems improvements, as well as upgrades to support 21st century learning. Building this ideal infrastructure is a far-reaching project that will demand a determined and coordinated effort on the part of the Ministry of Education and other Government agencies.

THE CAPACITY OF PRIMARY SCHOOLS TO ACCOMMODATE ADDITIONAL STUDENTS

The findings in this report will substantiate that there is indeed a decline in enrolment in primary schools, and potential projections will likely indicate that the trend in enrolment will continue to decline. However, there is a concern with simply accommodating additional students in particular schools as capacity numbers indicate that some schools

are currently overutilized (or close to) with their current student numbers. An in-depth data analysis process has provided some scenarios for the Minister of Education, to address this logistical concern. Considerations include a research based standard for defining appropriate classroom and building capacity. This is further elaborated upon in the Data Analysis report.

SPECIAL PROGRAMME FACTORS AT THE PRIMARY LEVEL

Data suggests that there is inequity across primary schools with regards to special programme factors. This data was captured both qualitatively and quantitatively. A key theme was the lack of physical resources to effectively deliver special programs. In some instances there was a need for additional human resources. The Data Analysis report indicates five considerations to address this study factor.

ENVIRONMENTAL FACTORS AT THE PRIMARY LEVEL

For this area the focus was on green spaces, social spaces, and property to accommodate additions. The data indicates that this is another area of inequity amongst primary schools. According to the research conducted on model schools, this area is a critical component as these spaces often serve as an extension of the classroom learning experience. Further research in this area is required prior to building a system plan.

TRANSPORTATION AND TRAFFIC CONSIDERATIONS AT THE PRIMARY LEVEL

The data shows that there is an impact on both the school community and the surrounding community. The extent of the impact will be dependent upon a particular scenario. As such, this area requires further investigation and strategic coordination prior to any final decisions being made.

THE OVERALL OPERATING COSTS OF PRIMARY SCHOOLS, AND THE FINANCIAL VIABILITY, SUSTAINABILITY AND EFFICIENCY OF PRIMARY SCHOOLS

The SCORE committee was unable to thoroughly review financial viability, as much of the necessary financial metrics were unavailable. Therefore it has been recommended that a strategic financial plan be implemented as a way to be transparent.

ENGAGEMENT

According to Larry Ferlazzo, author of *Involvement or Engagement*, there is a distinct difference between the two. He states that that the definition of *involve* is “to enfold or envelop,” whereas one of the meanings of *engage* is “to come together and interlock”. Thus engagement suggests a more inclusive approach. This inclusive approach includes open and proactive communication with all stakeholders.

FINAL IMPLICATIONS

The quantitative and qualitative data obtained during the data collection process provided the basis on which school reorganisation or school closure scenarios were developed.

Research indicated that classroom size has an impact on the quality of the student educational experience. Consequently, scenarios for closure of schools and relocation of students was based on a standard allowance of 40 square feet per child. It is to be noted that this space includes furniture, movement space and other instructional areas. *It therefore has to be emphasized that the scenarios must be considered in the context of the 40 square feet per child standard.* Based on the data, pros and cons are provided for each scenario. In the case of most scenarios that involved closure of schools and relocation of students, the cons outweighed the pros. Therefore, *relocation of students must be carefully considered to ensure any changes result in an improvement of the quality of the student experience.*

A research team was formed to gather information on schools and or school systems throughout the world that demonstrate continued excellence. Linking the research with the Terms of Reference study factors, a list was created of high leverage items for consideration when developing a plan for systemic improvements. Two items of particular note are the commitment of Governments to make education a priority and the importance of highly qualified, effective educators. Through careful, thoughtful strategic planning, building Bermuda's schools into "model schools" of excellence for the benefit of Bermuda's children is achievable.

The Minister requested information on possible cost savings. The Finance Subcommittee was unable to make an assessment of potential cost savings. Much of the financial information required was not readily available. In some cases, there was no record at all, such as personal funds spent by educators and parents. The data collected indicated the need for funds to be invested towards the upgrade and repair of buildings and equipment. There appears to be a "band aid" approach to repairs to buildings and equipment, rather than a systemic plan for maintenance, repair and upgrades. As the Ministry of Education is responsible for a budget of approximately \$111million, it is strongly recommended that a strategic plan be developed, that takes into account all resources that are required for 21st century learning and to improve the quality of the *student educational experience.*

BACKGROUND

On February 27th, 2015, the Honourable R. Wayne Scott, JP, MP, Minister of Education, issued a ministerial statement regarding the possibility of school restructuring and closely connected to this issue, the school registration process. The press statement went into detail as to why this direction was being considered. Various factors, including significant economic challenges, combined with demographic trends like declining student enrolment, in the words of the Minister “has left us little choice but to consider restructuring the way public education is delivered” (Wayne Scott, JP, MP, Minister of Education, Ministerial Statement 02-27-15).

It was also noted in the press statement, that consideration could also be given to consolidation and/or the closure of schools. “As such, it is necessary to delay decisions on school registration until after a determination has been made on school closures and consolidation, and at least until the end of April 2015” (Wayne Scott, JP, MP, Minister of Education, Ministerial Statement 02-27-15).

After a consultation period, including verbal feedback and open submissions from various stakeholders, the Minister of Education held a press conference on the update of school consolidation, on April 22nd, 2015, in which he stated:

I am happy to announce that the amalgamation of preschools will be the only changes for the upcoming academic year. Therefore, there will be no primary school consolidations or closures for the 2015/16 academic school year. I have determined that further work, collaboration and consultation are necessary before a final decision is made on public school reorganisation and school closure.

Thus, in an effort to take a more “holistic approach” to address the challenge of school reorganisation, the Minister indicated that additional steps would be taken to ensure that a sound decision is made. He further explained that these steps would include a period of time to review the condition of school facilities, the capacity of schools to accommodate additional students, special programme factors, environmental factors, transportation and traffic consideration, the overall operating costs of schools, and the financial viability, sustainability and efficiency of primary schools.

Consequently, a working group would be appointed to review and recommend a plan to move forward.

The Minister of Education outlined that the working group would be responsible for:

1. Recommending schools for consolidation or closure for the 2016/2017 academic year and beyond; using the initial input of decreasing the number of primary schools by one primary school per zone; i.e. East, West, and Central;
2. Recommending plans for improving the quality and consistency of programming across primary schools, keeping in mind the ideal or model school (e.g. structured sport, music and art programming, improved student services, etc.); and,
3. Recommending opportunities for efficiencies and cost savings (e.g. more effective use of human resources, reduced maintenance costs, alternative building use, rent reductions, etc.)

(Wayne Scott, JP, MP, Minister of Education, Press Conference 04-22-15)

INTRODUCTION

In order to implement the Minister’s decision to strike a working group to examine the issue of school reorganisation, a Process Committee convened to begin to lay the groundwork for the school reorganisation process. The remit of the Process Committee was “to establish a process for evaluating the structure of the Bermuda Public School System (BPSS) and for providing considerations to the Ministry of Education regarding school reorganisation, with the primary goal of improving and expanding the student experience, and with the additional goal of achieving cost savings where possible” (School Reorganisation Process Committee Invitation, May 19th, 2015).

In addition to its remit, the Process Committee was also charged with the development of a terms of reference document for a school reorganisation (SCORE) advisory committee to use as a framework to govern the process. It was the intent that the SCORE committee be made up of members of the Process Committee as well as additional stakeholder representatives (parents, community members, teachers, principals, union representatives and Department of Education Staff).

Furthermore, the SCORE committee would implement the developed framework, with the ultimate responsibility of making considerations to the Minister of Education on possible school reorganisation and closures. The process committee worked for approximately four weeks to develop a terms of reference (**See Appendix**) as well as the Bermuda Public School Profile Summary (School Profile Summary – **See Appendix**), the data collection tool used to capture the structure and function of school buildings and programmes, with no reference to performance evaluation of staff members.

The members of the Process Committee included:

Name	Role/Representative Interest
Ms. Margaret Hallett	Community member
Ms. Rene Lawrence	Board of Education; community member; parent
Ms. Jo-Ann Pully	Community member
Ms. Danielle Riviere	Parent
Ms. Leone Samuels	Mentor teacher
Ms. Lisa Smith	Principal
Mr. Craig Tyrrell	Parent
Ms. Kimberley McKeown	Policy Analyst (ex-officio)
Dr. Freddie Evans	Acting Commissioner of Education (ex-officio)

In the terms of reference the *SCORE Advisory Committee Membership and Voting* on page 5, indicates the selection process of committee members, and on October 8th, 2015, the SCORE Advisory Committee held its first meeting. The 2015 Speech from the Throne outlined the remit of this committee which was to “undertake a collaborative and inclusive approach to the challenging issue of school reorganisation.” It was further explained in the Throne Speech that “ the SCORE Committee will engage parents, educators and other community members in a comprehensive review of the programmes, building use and stakeholder needs of preschool and primary school in the Public School System. The review will lead to a presentation of findings about the feasibility of school closures and the number of schools to be closed – if any at all – prior to the 2016/17 school year” (Throne Speech, November 13th, 2015). N.B. The SCORE mandate as per the TOR, only included primary schools.

Phase One

On October 2nd, 2015, members of the SCORE Advisory Committee tested the Bermuda School Profile Summary to ensure reliability and validity. It also allowed the SCORE Advisory Committee to test the accuracy of a rating system, which was used to provide a qualitative measure of the overall efficacy in each area as it relates to the function of the school, as well as to begin shaping the school site visit protocols.

Phase Two

Prior to members of the Data Collection Subcommittee going out into 18 primary schools to conduct the review process, it was required that members engaged in a training session that would have them accurately use the survey tool, the accompanying rating system, and the established site visit protocols. This training occurred on October 12th, 2015 and was facilitated by members of this subcommittee. In addition, principals were provided with a “mini” training session during their administrators’ meeting on October 15th, 2015 which was also facilitated by members of this subcommittee. This training included an introduction to the Bermuda Public School Profile Summary (School Profile Summary) and the rating system, and the sections of the School Profile Summary that were to be completed by principals prior to school site visits.

Phase Three

The SCORE Advisory Committee sent out the School Profile Summary to each of the 18 primary school principals. The rationale for this was to provide a baseline for when the SCORE members visited the respective schools. Following this, a diverse cross-section, of SCORE committee members who made up the Data Collection Subcommittee went

out into each of the primary schools, which are divided into three zones (Eastern, Central, Western) with six schools in each zone. Their remit was to collect qualitative and quantitative data, in an effort to provide “a comprehensive review of the logistical functions of schools and the resources they require to support those functions” (Bermuda Public School Profile Summary, Rationale for Stakeholders). This school visit process included a review of the School Profile Summary submitted by the principal, observation of classrooms and other rooms throughout the school conducted by the Data Collection Subcommittee members, and measurements were taken for all instructional spaces.

Interviews were carried out with staff members including: counselors, learning support (including staff supporting the autism spectrum disorder special education programme, where applicable), music, art, PE, foreign language teachers (if applicable), principals or deputy principals, custodians, administrative assistants, P1-P3 teacher representatives, and P4-P6 teacher representatives.

The Data Collection Subcommittee was divided into 3 site visit teams so that there was a team assigned to each zone. Each SCORE site visit team selected a team leader, and dedicated recorder to capture information throughout the school site visit. To aid in consistency, all site visit teams were given strict protocols to follow regarding how the site visit should be conducted. Site visits were conducted on October 21st and 23rd, and November 2nd, 3rd, 4th, and 5th, with each school being visited on a dedicated day beginning at 9 a.m. Finally, principals were invited to submit an “open submission” which allowed them the opportunity to provide any additional information that they felt was not captured on the School Profile Summary or during the school site visit.

Once all data had been collected, the Data Analysis Subcommittee along with additional technical and support staff input all of the data into a data collection spreadsheet over a two-week period (weeks of Nov. 9th and Nov. 16th, 2015). To ensure accuracy and to provide clarification, members from each of the zone teams reviewed and cross-checked the data throughout the inputting process.

In an effort to engage parents, principals, teachers, school staff and community members, two public sessions were held on Tuesday November 24th and Wednesday November 25th, 2015, in order for them to contribute their observations and concerns regarding their school communities. The sessions were an opportunity for the SCORE Advisory Committee to provide stakeholders with an update on the work of the SCORE

Advisory Committee and allowed stakeholders to participate in a unique experience whereby they shared qualitative feedback for this process.

Guided questions from the terms of reference were used to shape the conversations at each of the sessions. On December 4th, 2015, a similar exercise was conducted with the Department of Education Staff. The feedback gathered was submitted to the Data Analysis Subcommittee so that the voices of the stakeholders could be reflected in their report findings.

Phase Four

The Data Analysis, Finance, and Research subcommittees worked within their individual groups to address the Minister's request and expectations. Specifically, the Data Analysis subcommittee collated the data, and used the data to create analyses charts and calculations that would help to interpret and make the data "user friendly." The Finance subcommittee created metrics to aid in determining the financial feasibility of the scenarios. The Research subcommittee gathered research on model schools and model school systems.



GOVERNMENT OF BERMUDA

MINISTRY OF EDUCATION

SCORE Data Analysis Report



DATA ANALYSIS SUBCOMMITTEE



December 2015

SCORE DATA ANALYSIS SUBCOMMITTEE MEMBERS

Name	Role
Kalmar Richards	Team Leader
Tamicia Darrell	Member
Leone Samuels	Member
Terré Smith	Data Input
Ashley Stovell	Data Input

DATA COLLECTION SUBCOMMITTEE MEMBERS

Name	Role
Garita Coddington	
Tamicia Darrell	Central Zone Team Leader
Joann Dill	
Keithlyn Fleming	
Margaret Hallett	Eastern Zone Team Leader, Engagement and Communication
Jennifer DeRosa-Holder	
Dr. Timothy Jackson	
Rene Lawrence	
Jose Lopez	
Jo-Ann Pully	Engagement and Communication
Michael Smith	
Danielle Riviere	
Leone Samuels	
Shinah Simons	
Cleveland Richardson	Western Zone Team Leader
Gladstone Thompson	
Craig Tyrrell	
Cal Waldron	

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INTRODUCTION

The work of the Data Analysis Subcommittee evolved from the mandate, guiding principles and study factors as outlined by the Terms of Reference. The SCORE Process Committee laid the foundation for data collection with the development of the Bermuda Public School Profile Summary (School Profile Summary). Every effort was made to ensure the School Profile Summary captured the structure and function of school buildings and programmes, with no reference to performance evaluation of staff members. Principals completed a first draft of the School Profile Summary to inform site visit teams about the school.

Site visit teams, composed of a cross section of stakeholders, participated in training to standardise use of the School Profile Summary and the associated rubric. Site visit teams were then dispatched by zone to systematically collect comprehensive data about school buildings, programmes, and staffing. Visit protocols required that the team be escorted through the building by a school staff member and that all rooms be open and available for viewing. Visits concluded with interviews of key personnel to confirm, clarify and enhance the data collected.

Final drafts of the School Profile Summary represent a combination of the data submitted by principals and the data collected directly during site visits. Where discrepancies existed, the site visit teams sought clarity from the relevant personnel and then made a final decision. The work of the Data Analysis Subcommittee stands on the integrity of the work collected during this process.

OVERVIEW

The Data Analysis Report provides the results of a close examination of quantitative and qualitative data that were collected from the School Profile Summary, parent sessions, and Department of Education (DOE) staff session. The examination focuses solely on the study factors from the Terms of Reference, for which criteria have been defined. For school utilisation and classroom capacity, 40 sq. ft. per child was used as a guideline and the decline in birth rates were factored in when considering scenarios.

REPORT FORMAT

Section I: Key Considerations for Data Analysis includes definitions, which will help with an understanding of the terminology used in the report. The rubric that was used to score schools for each of the Study Factor Criteria has also been included in *Table 4: Study Factor Criteria Rubric*. This section also includes a summary of the rationale for

the introduction of a 40 square feet per student standard and a review of primary enrolment projections.

Section II: Summary of Findings by Study Factor Criteria provides an analysis which shows (1) what data were used for each study factor; (2) how the data were scored; (3) the score (1 to 5) for each study factor; and (4) findings and considerations.

Section III: Summary of Findings by School provides a summary of all data, listed by individual schools.

Section IV: Scenarios presents scenarios for school closure and reorganisation, as required by the SCORE terms of reference. Each scenario description includes a summary, pros, cons, Study Factor Criteria impact, considerations and where possible an impact summary.

Section V: Final Considerations summarises the work of the Data Analysis Subcommittee and includes general considerations for scenario implementation.

Supporting Documentation is as follows:

- a. **Document I:** Health and Safety Concerns
- b. **Document II:** Summary of School Enrolment and Capacity
- c. **Document III:** Staffing Caseloads (Counselor, Learning Support and Custodian)
- d. **Document IV:** Listing of Tables and Charts

RESULTS OF THE STUDY

The data for each of the Study Factor Criteria were reviewed and scored on a scale of 1 to 5 for each school. Schools with scores of 4 and 5 indicate strong or excellent achievement of the criteria. While the score of 3 indicates satisfactory achievement of the criteria; there remains room for improvement to promote a positive school experience. Therefore schools with scores below 4 are highlighted as being in need of review. **See Table 1 Number of Schools with Study Factor Criteria Scores Below 4** below:

Table 1: Number of Schools with Study Factor Criteria Scores Below 4		
Study Factor Criteria	Number of Schools with score less than 4	Percentage
1. School Utilisation	11	61%
2. Classroom Capacity	18	100%
3. Financial Resources	17	94%
4. Financial Viability	Financial data not available	--
5. Building Condition	15	83%
6. Safety and Accessibility	18	100%
7. Recreational Space	14	78%
8. Range of Programmes	18	100%
9. Student / Staff Ratio	14	78%
10. IT Infrastructure	18	100%
11. Special Services	14	78%
12. Transportation	16	89%
13. School as Community Partner	5	28%
14. Flexibility	12	67%

The data in Table 1 indicate the need to address all Study Factor Criteria for all schools to bring them up to the score of 4 or 5. There are numerous areas in which many schools are functioning below an optimal level of performance. This is a concern for all stakeholders. The data indicate strength for one criterion: School as Community Partner, with 72% of schools having scores 4 or 5.

SCENARIOS

The report includes scenarios which were generated after the individual school scores were totaled for all Study Factor Criteria. The data was examined and schools with high Flexibility were prioritised for consideration in scenarios of reorganisation or closure. Scenarios also sought to include ways for overutilised schools to reduce enrolment and align student populations with building capacity.

Scenarios were generated considering the data for each zone and where possible, scored to provide school and zone total scores. Further, for those scenarios that were feasible, pertinent information has been shared to assist with understanding what would be required for the scenario to be implemented. Scenarios for consideration are listed below:

Central Zone

- **Scenario 1** – Resolve overutilisation at West Pembroke Primary School
- **Scenario 2** – Close Gilbert Institute and transition staff and students to Prospect Primary School
- **Scenario 3** - Close Prospect Primary School and transition staff and students to Victor Scott Primary School and Paget Primary School

Eastern Zone

- **Scenario 1A:** Close St. David's Primary and transition staff and students to East End Primary School and St. George's Preparatory School
 - **1B:** Resolve overutilisation at Harrington Sound Primary School and Francis Patton Primary School
- **Scenario 2:** Keep all schools open and resolve overutilisation at Harrington Sound Primary School and Francis Patton Primary School by transitioning students to East End Primary School

Western Zone

- **Scenario 1:** Resolve overutilisation at Port Royal Primary School and Purvis Primary School by transitioning students to West End Primary School
- **Scenario 2:** Close Heron Bay Primary School and transition staff and students to West End Primary School
- **Scenario 3:** Resolve overutilisation at Port Royal Primary School and Purvis Primary School and transition students to Paget Primary School
- **Scenario 4:** No schools closing and reorganizing

All scenarios were generated using the individual school data for the Study Factor Criteria and with primary consideration for the student learning experience. It should be noted that in order to give effect to the majority of scenarios, it is likely that both legislative and other policy changes would be required.

CONCLUSIONS

The data for individual schools indicate a need for improvement for the majority of schools for each of the Study Factor Criteria. The data indicates that there is a need for urgent attention to be given to the following Study Factor Criteria:

- **Criterion 1:** School Utilisation
- **Criterion 3:** Financial Resources
- **Criterion 6:** Safety and Accessibility
- **Criterion 10:** IT Infrastructure

SECTION I: KEY CONSIDERATIONS FOR DATA ANALYSIS

Study Factor Criteria

The alignment between study factors and criteria is shown in Table 2: *SCORE Study Factors and Related Criteria* on the following page. All Study Factor Criteria were considered within the context of modern expectations for schools. Each Study Factor Criteria was weighted based on its relative impact on the quality of the student experience. The assigned weightings and relative priority level are shown in *Table 3 Study Factor Criteria Weightings* below:

Study Factor	Criteria
I. School Utilisation II. School enrolment	1) School Utilisation : School buildings have populations congruent with best practice expectations for student/space ratios. 2) Classroom Capacity : Aligns with current research, providing spaces large enough to enable children to engage in varied optimal learning experiences.
III. Operating cost of the school, and the cost per student XI. Financial costs and/or savings from closure	3) Financial Resources : The Ministry of Education provides schools with financial resources to ensure the required staff, quality instructional resources, and to maintain high quality building conditions with consideration for unique school needs. 4) Financial Viability : The option for reorganisation is financially viable.
IV. Quality and condition of school buildings	5) Building Condition : The schools are in overall good condition with modern and robust electrical, plumbing and IT systems, as well as healthy air and water quality. 6) Safety and Accessibility : The school facilities, including washrooms, staircases and outdoor areas, are safe, easily monitored and accessible for children. 7) Recreational Space : Green space and recreational space accommodate a wide range of developmentally appropriate activities.

Table 2: SCORE Study Factors and Related Criteria (Continued)

<p>V. Quality and extent of program offerings</p>	<p>8) Range of Programmes: Schools provide the space and personnel for the full range of school programmes (Art, Educational Therapy, Guidance/Counseling, IT, Learning Support, Music, Reading, Sports/ PE)</p> <p>9) Student/ Staff Ratios: Staffing meets student needs and is cost effective.</p> <p>10) IT Infrastructure: The school has the infrastructure to support high quality technology use for staff and students i.e. Wifi, bandwidth, servers, SMARTboard, etc.</p>
<p>VI. Comprehensive, inclusive and special education</p>	<p>11) Provision of Special Services: The school provides space and personnel to meet special needs of all students (Learning Support, Guidance/Counseling, ASD, Deaf and Hard of Hearing)</p>
<p>VII. Geographic location, access and transportation of students</p>	<p>12) Transportation: Students have reasonable access to transportation to and from schools in their designated zone.</p>
<p>VIII. Effect on school communities IX. Possible and likely alternative uses of a school building</p>	<p>13) School as Community Partner: The school can serve as a center for community involvement.</p>
<p>X. Sustainability of findings and impact on future enrolment options</p>	<p>14) Flexibility: The school is flexible in how space can be utilised to accommodate changing needs in education.</p>

Note. Study factors are listed based on Criteria order and not Roman numeral order.

Table 3: Study Factor Criteria Weightings

Priority Level	Study Factor Criteria	Numerical Weighting
Highest	1) School Utilisation 2) Classroom Capacity 3) Financial Resources 4) Financial Viability 5) Building Condition 8) Range of Programmes	4
High	6) Safety and Accessibility 10) IT Infrastructure 11) Provision of Special Services	3
Medium	7) Recreational Space 9) Student/Staff Ratio 14) Flexibility	2
Low	12) Transportation 13) School as Community Partner	1

Note. A 'weighting' acknowledges that some criteria have a more relevant and immediate impact on the quality of the student experience.

The data for each of the Study Factor Criteria were reviewed and scored on a scale of 1 to 5 for each school. Table 4: *Study Factor Criteria Scoring Rubric* includes the rubric used for this process.

Table 4: Study Factor Criteria Scoring Rubric		
1	No Achievement	The goal of the criteria is <i>not met</i> . This condition creates an environment that does not meet needs. This would contribute to a <i>poor/negative</i> experience in the identified goal area.
2	Partial Achievement	The goal of the criteria is met <i>partially</i> . There is a need for improvement as this condition contributes to a <i>less than ideal</i> or inconsistent experience in the identified goal area.
3	Satisfactory Achievement	The goal of the criteria is achieved <i>satisfactorily</i> . This condition contributes to an <i>acceptable</i> experience in the identified goal area.
4	Strong Achievement	The goal of the criteria is achieved with <i>confidence</i> . This condition promotes a <i>positive</i> school experience in the identified goal area.
5	Excellent Achievement	The goal of the criteria is achieved with <i>excellence</i> . This condition provides <i>significant value</i> to the school experience in the identified goal area.

RATIONALE FOR PRINCIPLE APPLIED TO STUDY FACTOR CRITERIA RATINGS

In order to consistently score several Study Factor Criteria, scoring tables were generated that align with the Study Factor Criteria Scoring Rubric (**Table 4**). The Study Factor Criteria that were scored with unique scoring tables include: 1) School Utilisation, 2) Classroom Capacity, 9) Student/Staff Ratio, and 11) Provision of Special Services. The principle applied to scoring is outlined in Table 5 *Rationale for Principle Applied to Study Factor Criteria Scoring* below:

Study Factor Criteria Score	General Rationale for Rating
1	The condition of exceeding enrolment/caseload guidelines by a significant percentage creates a significant negative impact.
2	The condition of exceeding enrolment/caseload guidelines by a small percentage creates a negative impact.
4	The condition of being at or near maximum enrolment/caseload is identified as an area of strength. Human resources are fully utilised without exceeding enrolment/caseload guidelines.
5	The condition of being just slightly underutilised with regards to enrolment/caseload was identified as the optimal condition.
4	The condition of being moderately underutilised with regards to enrolment/caseload is not negative for students, but results in underutilisation of human resources.
3	The condition of being considerably underutilised with regards to enrolment/caseload is not negative for students, and results in underutilisation of human resources.
2	The condition of being significantly underutilised with regards to enrolment/caseload can become negative for students, and results in significant underutilisation of human resources. <i>This rating is not applied to Learning Support or Guidance scoring due to the high value of these programmes.</i>
1	The condition of being severely underutilised with regards to enrolment/caseload has a high potential for negative student experience, and results in severe underutilisation of human resources. <i>This rating is not applied to Learning Support or Guidance scoring due to the high value of these programmes.</i>

DEFINITIONS

Term	Definition
Classroom Capacity	The total number of students a given classroom can accommodate, allowing 40 sq. ft. per student. (Classroom Capacity = Individual classroom sq. ft. ÷ 40 sq. ft./child)
Classroom Capacity Excess	The total number of students enrolled in a classroom ABOVE the Classroom Capacity, based on the allowance of 40 sq. ft. per child. (Classroom Capacity Excess = Classroom Enrolment – Classroom Capacity)
Convertible Capacity	The Convertible Capacity of a school, including all rooms designated as classrooms or convertible classrooms. This projects that a number of rooms not currently used as classrooms can be converted for use as a classroom. Rooms identified as convertible classrooms are appropriate in size and condition for classroom use with minimal conversion costs and effort.
Convertible Space	Based on Convertible Capacity, the additional number of students a building could potentially accommodate if Convertible Capacity is achieved. (Convertible Space = Convertible Capacity – 2015 School Enrolment)
Current Capacity	The Current Capacity of a school for 2015-16, including all rooms designated as classrooms. This includes all rooms presently used as classrooms and rooms currently available for use as a classroom.
Current Space	Based on Current Capacity, the additional number of students a school can accommodate. A negative value indicates that a school is overutilised. (Current Space = Current School Capacity – 2015 School Enrolment)
Enrolment	The number of students enrolled in a classroom or school as referenced.
MOED Classroom Capacity	The maximum number of students per class: Eighteen (18) students at P1-P3; Twenty-five (25) students at P4-P6.
School Capacity	The total number of students a school building can accommodate, allowing 40 sq. ft. per student for each regular education classroom. (School Capacity = Total classroom sq. ft. ÷ 40 sq. ft./child)
School Utilisation	The ratio of School Enrolment to School Capacity, expressed as a percentage. (School Utilisation = School Enrolment/School Capacity X 100)

RATIONALE FOR THE 40 SQUARE FEET PER STUDENT STANDARD

Upholding modern expectations for education, the standard of 40 square feet per student has been applied to all calculations of Classroom Capacity. Research indicates that overcrowding of classrooms contributes to increased stress levels and lower academic achievement (Tanner, 2009). Conversely, appropriate social distance allows for a reduction of conflict and improved academic achievement, especially in areas where large spaces are used for instructional purposes.

Recommendations for classroom space range between 22 and 64 square feet per student. The 40 square feet per student standard therefore represents a conservative application of research on best practice for adequate classroom space for students (*Area guidelines for mainstream schools. Building Bulletin 103, 2014; Building Our Schools, Building Our Future: A Report from the Expert Panel on Capital Standards, 2010; Tanner, 2009*).

Generous instructional space is essential for the optimum functioning of modern classroom environments. The 40 square feet per student standard was derived as a result of a review of the research, qualitative observations recorded during the school site visits, and an acknowledgement of the typical primary classroom size in the Bermuda Public School System (BPSS). It is important to note the 40 square feet per student standard includes all classroom space including centers, teacher desks, communal space, etc. The standard does not suggest that each student would receive a dedicated 40 square feet of personal space.

Recognising that many primary schools within the BPSS do not have purpose-built lower school classrooms (which typically require even higher space requirements), the 40 square feet per student standard is applied unilaterally to all classrooms throughout the analysis. In many instances, the 40 square feet per student standard, constrains class enrolment below the maximum allowed by the Ministry of Education (MOED).

Current policy allows for a maximum enrolment of 18 students per class in Primary 1 through Primary 3 and 25 students per class in Primary 4 through Primary 6. The MOED maximum class enrolment refers specifically to the student to teacher ratio. It does not consider classroom size, and therefore does not fully address the impact of class enrolment on the student experience.

The 40 square feet per student standard is a novel idea for the BPSS, though other countries have standards for space as a matter of routine. Its adoption will have implications for future enrolment patterns, class enrolment restrictions, and in some

instances, reduced student to teacher ratios. Nonetheless, adoption of this standard, from this point forward, is an important step in improving the quality of the student experience throughout BPSS primary schools. A summary of the research is presented in Table 7 *Summary of Classroom Size Requirements* below:

Table 7: Summary of Classroom Size Requirements			
		Lower Primary KS1/P1-P3	Upper Primary KS2/P4-P6
Low Recommendation (1)	ft²/std (m²/std)	24 ft²/std (2.2m²/std)	22ft²/std (2m²/std)
	total ft²/stds (total m²/stds)	430ft²/18 stds (40m²/18 stds)	538 ft²/25 stds (50m²/25 stds)
Suggested BPSS Standard	ft²/std (m²/std)	40 ft²/std (3.7 m²/ std)	40 ft²/std (4.3 m²/ std)
	total ft²/stds (total m²/stds)	720 ft²/18 stds (70 m²/ std)	1000 ft²/25 stds* 93 m²/25 stds)
Medium Recommendation (2)	ft²/std (m²/std)	46 ft²/std (4.3 m²/ std)	33 ft²/std (3m²/std)
	total ft²/stds (total m²/stds)	828 ft²/18 stds (77 m²/18 stds)	815 ft²/25 stds (75m²/25 stds)
High Recommendation (3)	ft²/std (m²/std)	49 ft²/std (4.5 m²/ std)	64 ft²/std (4.5 m²/ std)
	total ft²/stds (total m²/stds)	882 ft²/18 stds (82 m²/18 stds)	1600 ft²/25 stds (149 m²/25 stds)

Note. No classrooms within BPSS primary schools were recorded to have an area 1000 sq. ft.

REVIEW OF PRIMARY ENROLMENT PROJECTIONS

The birth rate in Bermuda has declined consistently since 2008. In the year 2007, births for the island peaked at 859. Total births have since declined each following year, stabilising in the last two years for which data is available, with 648 births in both 2012 and 2013. This trend is consistent with the pattern of birth rates in the United States and is typical during a period of recession such as that experienced in Bermuda during the same time period (Livingston & Cohn, 2010).

Accurate projections of the number of students that will enter BPSS primary schools is difficult for several reasons: 1) Data indicate that on average only 84% of children born on a given year actually enter primary school (both public and private) at the age of five – a factor that may account for the remaining 16% are the children of expatriates who leave the island before school age; 2) A variety of undocumented, and therefore not easily quantifiable factors influence parental decisions to move students between the BPSS and private schools; 3) In trying to reconcile enrolment projections, data was considered from both the *Bermuda Digest of Statistics 2014* and directly from the Ministry of Education. However, data available from the *Bermuda Digest of Statistics 2014* is not supported by data received directly from the Ministry of Education. In some cases, the difference represents more than 100 children, a significant margin of error.

The BPSS enrolled 432 students into Primary 1 in September of 2015. This represents 56% of total 2010 births (769). If this enrolment rate is applied to 2011 births, the BPSS must be prepared to accommodate approximately 369 Primary 1 students in September 2016. This number will decrease further to 356 in September 2017 and September 2018.

A reduction of 63 Primary 1 students from September 2015 to September 2016 represents approximately four P1 classes, spread across the zones. It is important to note that this will not automatically translate to one less class per zone because enrolment is spread across all schools. Nonetheless, this reduction in students at the Primary 1 level creates Flexibility with regards to the potential to reorganise schools.

Primary 1 enrolment will decrease further by approximately one class (13 students) in September 2017. Due to a stabilization of the birth rate, enrolment will likely stabilise at this point. These projections are summarised in Table 8 *Birth Rate and School Enrolment Trends and Projections* and Table 9 *Enrolment Trends and Projections by Zone* below:

Table 8: Birth Rate and School Enrolment Trends and Projections									
Birth Statistics		Cohort Entry into Primary School							
<i>Year</i>	<i>Births</i>	<i>P1 Year</i>	<i>Total</i>	<i>% Enter PS</i>	<i>Govt Enrolm't</i>	<i>% Govt Enrolm't</i>	<i>Private Enrolm't</i>	<i>% Private Enrolm't</i>	<i>% Births Enter Govt P1</i>
2003	834	2008	741	88.8%	463	62.5%	278	37.5%	55.5%
2004	836	2009	721	86.2%	430	59.6%	291	40.4%	51.4%
2005	835	2010	733	87.8%	459	62.6%	274	37.4%	55.0%
2006	798	2011	667	83.6%	407	61.0%	260	39.0%	51.0%
2007	859	2012	665	77.4%	389	58.5%	276	41.5%	45.3%
2008	821	2013	651	79.3%	365	56.1%	286	43.9%	44.5%
2009	819	2014*			448				54.7%
2010	769	2015*			432				56.2%
2011	670	2016**			369				55.0%
2012	648	2017**			356				55.0%
2013	648	2018**			356				55.0%

Data source: Bermuda Digest of Statistics 2014

* Data provided via personal communication from MOED Senior Attendance Officer.

** Data projections based on trends.

Table 9: Enrolment Trends and Projections by Zone									
Year	10-11	11-12	12-13	13-14	14-15	15-16	16-17*	17-18*	18-19*
Enrolment	465	414	460	471	448	432	369	356	356
Central	166	159	168	167	178	169	137	132	132
	35.7%	34.2%	36.1%	35.9%	38.3%	36.3%	37%	37%	37%
East	165	143	152	177	153	157	133	128	128
	35.5%	30.8%	32.7%	38.1%	32.9%	33.8%	36%	36%	36%
West	134	112	140	127	117	106	100	96	96
	28.8%	24.1%	30.1%	27.3%	25.2%	22.8%	27%	27%	27%
Data Source: MOED Senior Attendance Officer									
* Data Projections									

PRESENTATION OF CHARTS

Charts are presented throughout the report using the following convention: data for the Central Zone is presented in green; data for the Eastern Zone is presented in blue; and data for the Western Zone is presented in red. **See Figure 1 below.** A comprehensive list of tables and charts is available in *Document III: Listing of Tables and Charts* for ease of reference.

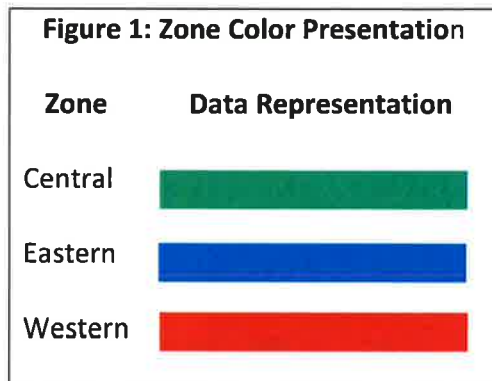
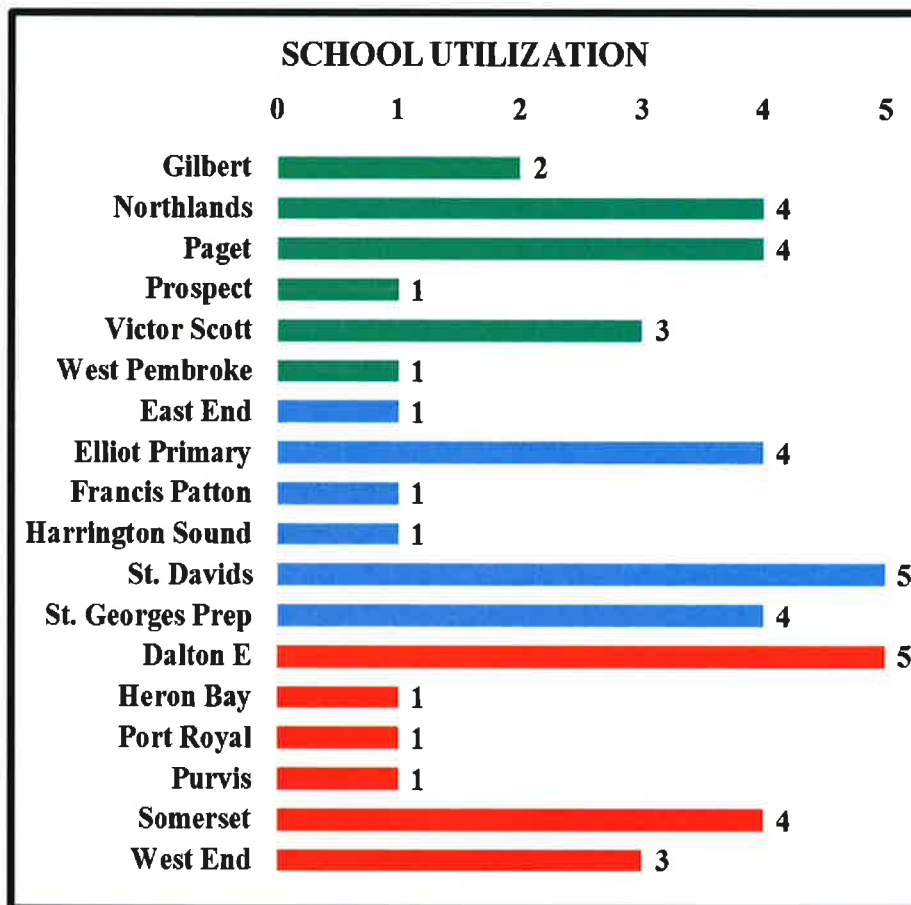


Chart 1: School Utilisation Score by School



SECTION II: SUMMARY OF FINDINGS BY STUDY FACTOR CRITERIA

Study Factor I: School Utilisation

Study Factor II: School Enrolment

Criterion 1

School Utilisation - School buildings have populations congruent with best practice expectations for student/space ratios.

Definition: The ratio of School Enrolment to School Capacity, expressed as a percentage.

Formula: School Utilisation = (School Enrolment ÷ School Capacity) x 100.

Note: School Capacity is determined using the 40 square feet per student standard.

Scoring Method: Scoring for School Utilisation was applied based on the School Utilisation value as outlined in Table 10 *School Utilisation Scoring* below:

Percentage of School Utilisation	Criteria Score	Description
>110%	1	Severe overutilisation
101% – 110%	2	Moderate overutilisation
96% - 100%	4	Maximum utilisation
90% - 95%	5	Optimum utilisation
80% - 89%	4	Moderate underutilisation
70% - 79%	3	Considerable underutilisation
60% - 69%	2	Significant underutilisation
<60%	1	Severe underutilisation

Findings

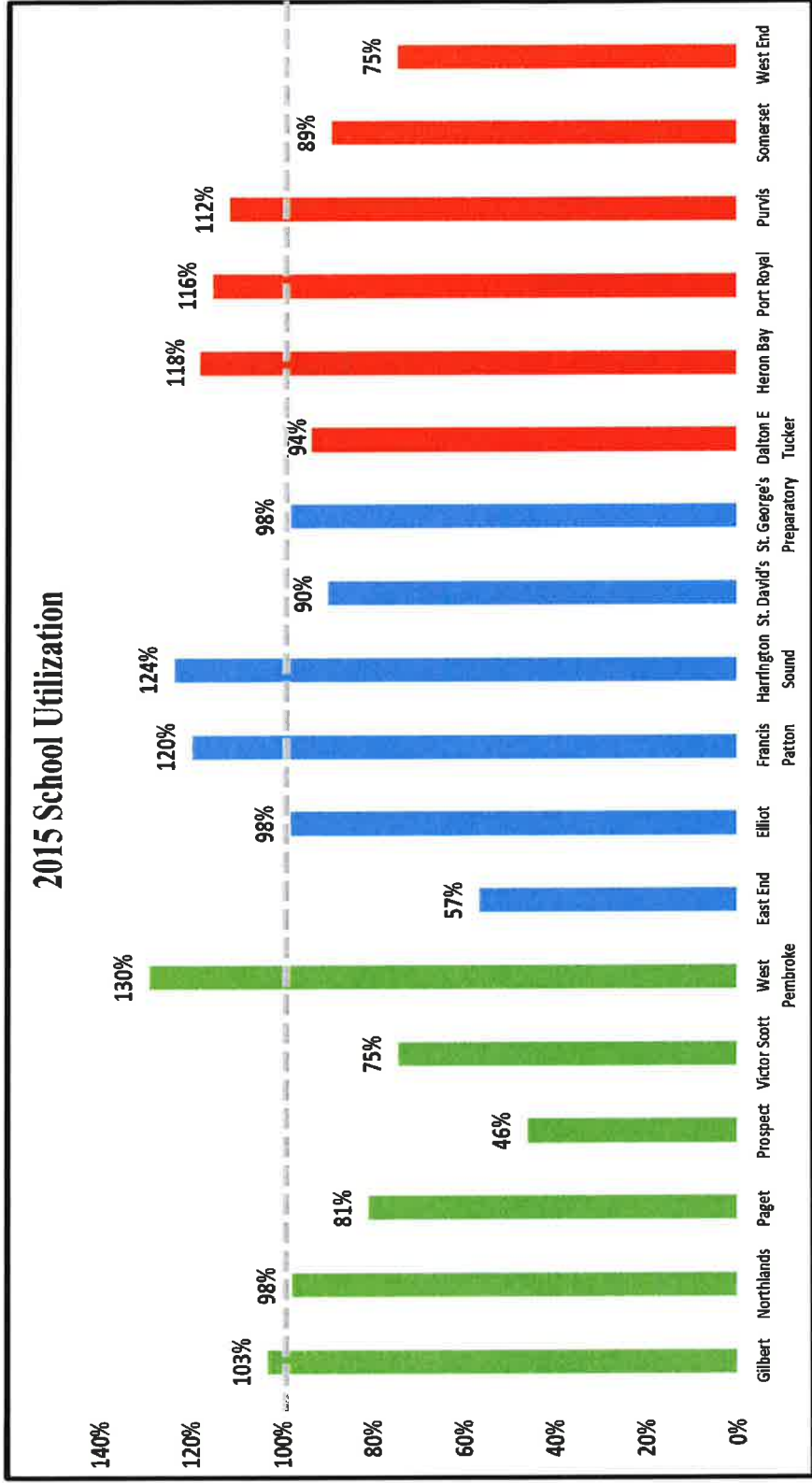
- Chart 1:** School Utilisation Score by School
- Chart 2:** School Utilisation Percentage by School
- Eleven of eighteen (61%) schools scored less than 4 for School Utilisation .
- Seven of eighteen (39%) schools have a School Utilisation over 100%.
- Prospect and East End are significantly underutilised at 46% and 57% respectively.
- Schools receiving a score of 1 for severe underutilisation: Prospect and East End.

- g. School receiving a score of 1 for severe overutilisation: West Pembroke, Francis Patton, Harrington Sound, Heron Bay, Port Royal and Purvis.

Considerations

- a. Schools with low utilisation percentages were factored into the scenarios for school closure and school reorganisation.
- b. In some cases, schools with high utilisation have low student to teacher ratios. However, small Classroom Capacity increases utilisation.

Chart 2: School Utilisation Percentage by School



Criterion 2

Classroom Capacity - Aligns with current research, providing spaces large enough to enable children to engage in varied optimal learning experiences.

Definition: The total number of students a given classroom can accommodate, allowing 40 sq. ft. per student.

Formula: (Classroom Capacity = Individual classroom sq. ft. ÷ 40 sq. ft. /child)

Scoring Method: Scoring for Classroom Capacity was applied based on the percentage of room which accommodate MOED Classroom Capacity (See **Table 6 Definitions**) as outlined in Table 11 *Classroom Capacity Scoring* below:

Findings

% of rooms which accommodate MOED Classroom Capacity	Criteria Rating	Description
90% – 100%	5	Most or all classrooms of appropriate size.
80% – 89 %	4	Many classrooms of appropriate size.
70% – 79 %	3	Several classrooms of appropriate size.
60% - 69%	2	Some classrooms of appropriate size.
<60%	1	Few or no classrooms of appropriate size.

- a. Eighteen of eighteen (100%) schools received a Classroom Capacity Score of 1. This means that every school has less than 60% of classrooms that can accommodate the MOED Classroom Capacity (18 students at P1–P3 and 25 students at P4–P6) using 40 sq. ft. guidelines.
- b. Classrooms with low Classroom Capacity contribute to overutilisation of schools. Some schools have rooms currently being used as classrooms which are too small (1) for use as a classroom and (2) to ensure a quality learning environment and experience for students. For example, three schools that are overutilised have classrooms that can only accommodate 10 or fewer students. See **Table 12 Classrooms Too Small for Classroom Use** below:

Table 12: Classrooms Too Small for Classroom Use			
School	Classroom Capacity	2015 Enrolment	Number of Excess Students
Francis Patton	10	14	4
Francis Patton	10	16	6
Harrington Sound	9	14	5
West Pembroke	10	19	9

Considerations

- a. Adopt the 40 sq. ft. guidelines and use the guidelines to determine the number of students that can be accommodated in classrooms. Given that data for classroom capacity using 40 sq. ft. is readily available for all primary schools, these guidelines could be implemented as of September 2016.
- b. Review 2015 school enrolment numbers and implement policies and monitoring systems to ensure each school's enrolment numbers does not exceed school capacity to address continued overutilisation and underutilisation of classrooms and schools.
- c. Address classroom space issues at schools which have been identified as using rooms that are too small to be classrooms. **See Table 12 Classrooms Too Small for Classroom Use** above.

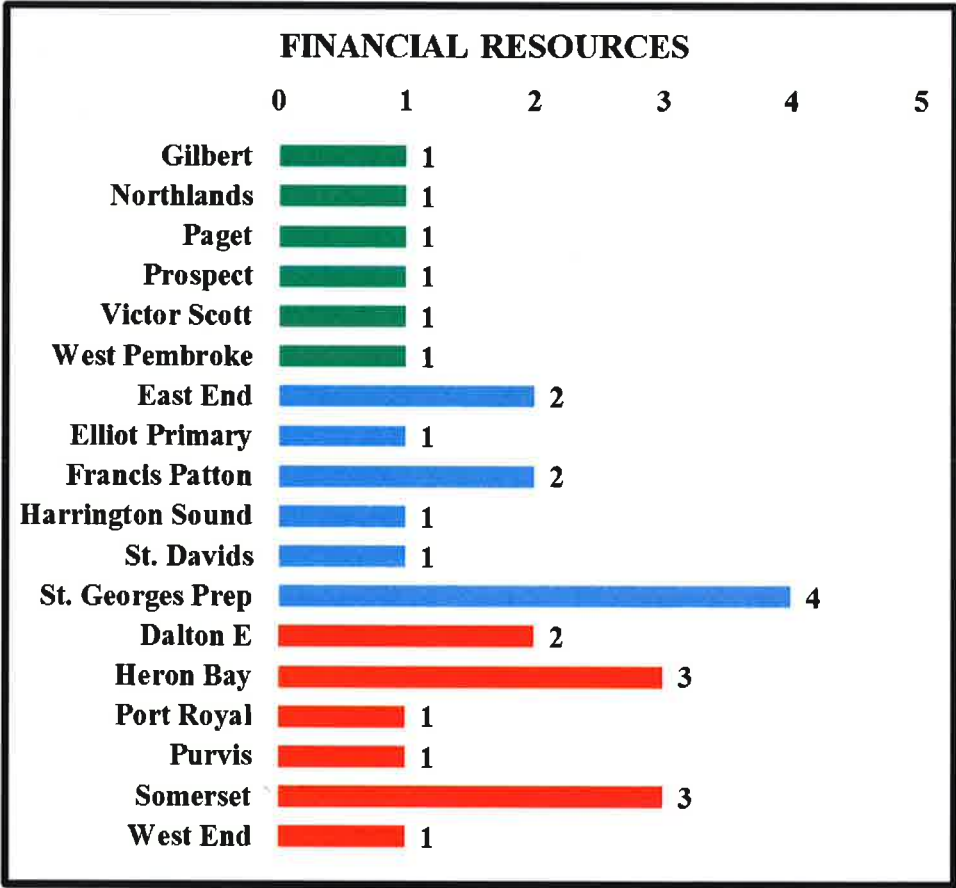
Study Factor III: Operating Cost of the School and the Cost Per Student

Criterion 3

Financial Resources - The Ministry of Education provides schools with financial resources to ensure the required staff, quality instructional resources, and to maintain high quality building conditions with consideration for unique school needs.

Scoring Method: Consideration of the qualitative data to review all references to resources relative to all study factors, excluding IT Infrastructure. **See Table 4 Study Factor Criteria Scoring Rubric.**

Chart 3: Financial Resources Score by School



Findings

- a. Chart 3: Financial Resources Score by School
- b. Seventeen of eighteen (94%) schools had scores of less than 4.
- c. Fifteen of eighteen (83%) schools had scores of 1 or 2, indicating that this is an area requiring serious attention.
- d. Qualitative data for 18 of 18 (100%) schools indicate the need for resources to support instruction, programmes or building condition improvements.
- e. A preponderance of qualitative data indicated that staff are using their own finances to purchase resources to support instruction and/or programmes for which they are responsible.
- f. Some qualitative data indicated the need for additional human resources at some schools; these are noted in Section III: Summary of Findings by School.
- g. A school with a notable need for resources is Gilbert Institute. This school has been designated as the primary school to service Deaf and Hard of Hearing students. However, most funding to ensure the success of the Deaf and Hard of Hearing Programme is provided by the school and its staff members. This includes funding for professional development from personal finances and fund raising proceeds. The qualitative data suggests that this has been the case for the last 27 years.

Considerations

- a. Establish standards for instructional resources to promote equity across the schools.
- b. Establish protocols for addressing resource needs so that long standing issues can be resolved in a timely manner and management becomes more proactive moving forward.
- c. Ensure that adequate resources are provided to eliminate the need for supplementation with personal finances. Reliance on personal supplementation of resources has created a false impression of an appropriate level of resourcing.

Study Factor XI: Financial costs and/or savings from closure

Criterion 4

Financial Viability - The option for reorganisation is financially viable.
This criterion was not scored due to a lack of data.

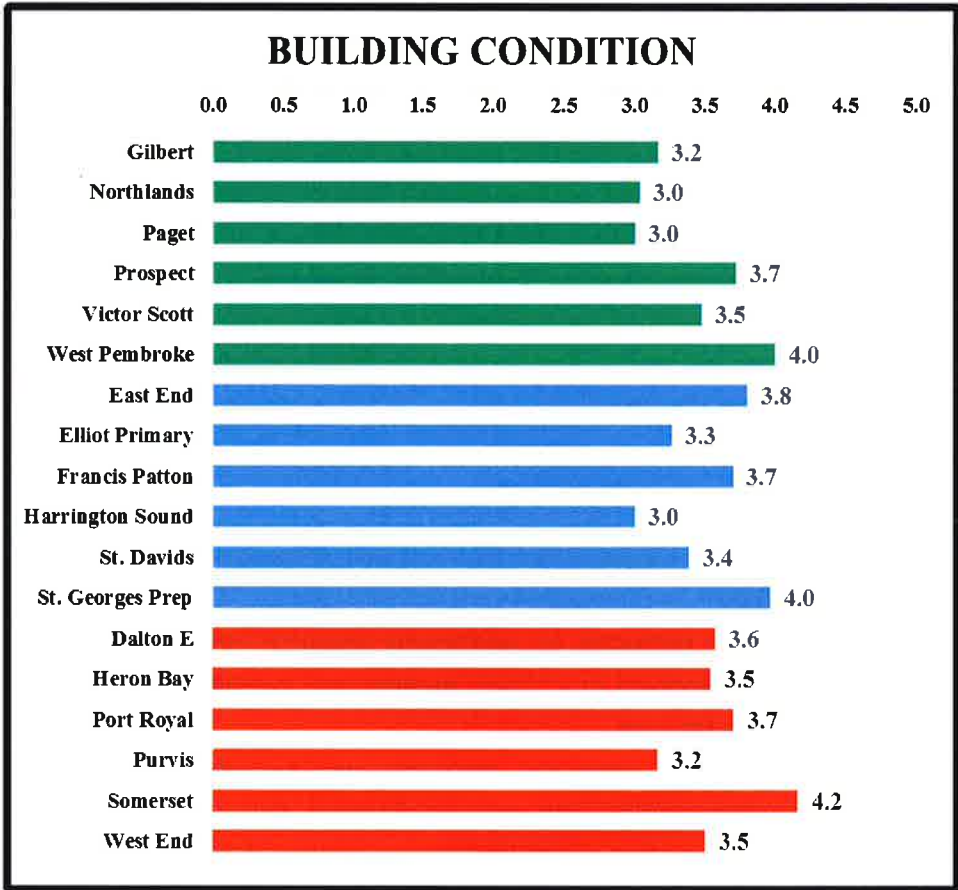
Study Factor IV: Quality and condition of school buildings

Criterion 5

Building Condition - The schools are in overall good condition with modern and robust electrical, plumbing and IT systems, as well as healthy air and water quality.

Scoring Method: Mathematical average of the rating of all building spaces as recorded in the School Profile Summary.

Chart 4: Building Condition Score by School



Findings

- a. Chart 4: Building Condition Score by School
- b. Fifteen of eighteen (83%) schools scored less than 4.
- c. The qualitative data indicate that serious building conditions have to be addressed at many schools. For example, harmful building conditions observed include:
 - i. Leaking: many schools reported persistent and long standing leaking
 - ii. Mold: several rooms across buildings are restricted from use due to mold contamination
 - iii. Rodent infestations: two schools reported ongoing challenges with rodents and vermin
 - iv. Termites: two schools reported ongoing challenges with termites
 - v. Sewage infiltration: two schools reported concerns with sewage accumulation, with one severe due to direct student exposure
 - vi. Plumbing systems: one school reported recent leaking of sewage into a staff office as a result of faulty plumbing
 - vii. Storm damage: one school reported air quality issues and a room out of use due to storm and fire damage that has not been remediated
- d. Further details of Building Condition for each school are captured in Section III: Summary of Findings by School and in Document I: Health and Safety Concerns.

Considerations

- a. Due to the effect of averaging many numbers, the condition of rooms with significant health and safety challenges is not appropriately highlighted in the overall Building Condition rating. For this reason, the reader's attention is drawn to the Document I: Health and Safety Concerns.
- b. Plumbing and electrical systems were not thoroughly documented in this review. However, these systems were often referred to as areas of challenge. Consider further review of building systems.
- c. Develop a plan for assessing building conditions and bringing school buildings up to 21st century standards. The plan will also need to include processes for monitoring and sustaining quality buildings conditions.

- d. Review the relationship between Department of Education, the Department of Works and Engineering, and other Ministries to ensure accountability and effective protocols for timely building repairs and responsive management.

Criterion 6

Safety and Accessibility - The school facilities, including washrooms, staircases and outdoor areas, are safe, easily monitored and accessible for children.

Scoring Method: The score for Safety and Accessibility is an average of a qualitative review of interview data from the School Profile Summary, with consideration of all references to safety using Table 4 *Study Factor Criteria Scoring Rubric* and the average of the score for Accessibility in Section 1.2 of the School Profile Summary. Any school with reports of the following conditions received a Safety Score of 1: mold, rodents and vermin, sewage, or pervasive leaking.

Chart 5: Safety and Accessibility Score by School

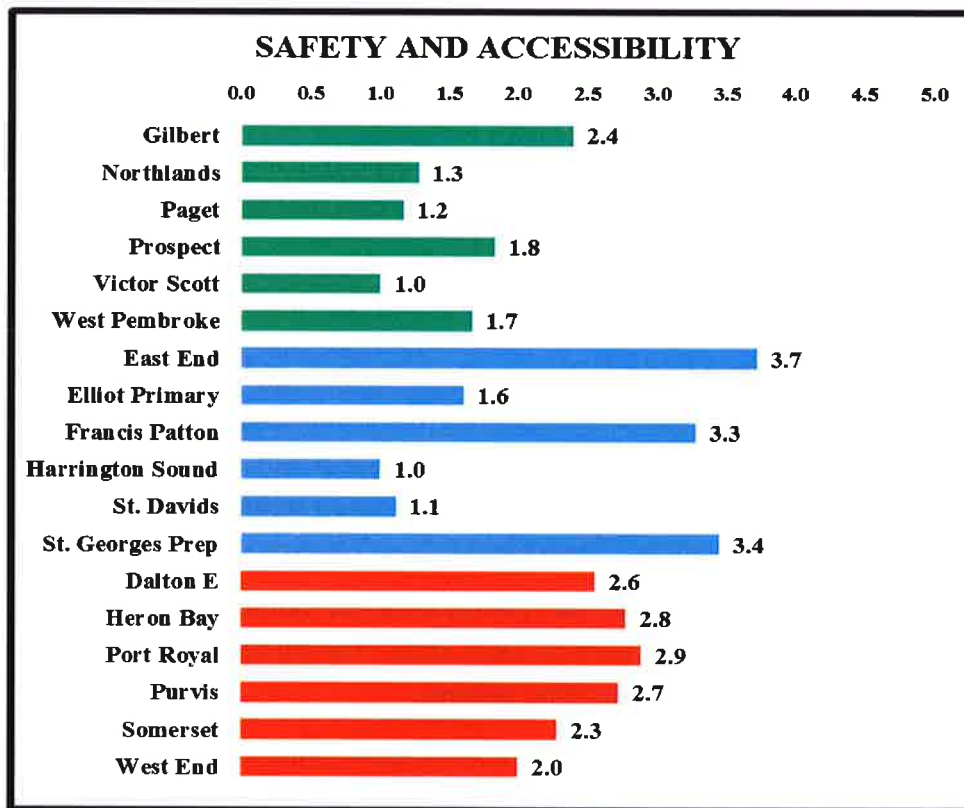


Table 13: Breakdown of Safety and Accessibility Score by School

School	Average	Safety	Accessibility
Gilbert	2.4	2	2.8
Northlands	1.3	1	1.6
Paget	1.2	1	1.3
Prospect Primary	1.8	2	1.7
Victor Scott	1.0	1	1.0
West Pembroke	1.7	2	1.3
East End	3.7	4	3.4
Elliot	1.6	1	2.2
Francis Patton	3.3	4	2.6
Harrington Sound	1.0	1	1.0
St. David's	1.1	1	1.2
St. George's Preparatory	3.4	5	1.9
Dalton E Tucker	2.6	3	2.1
Heron Bay	2.8	4	1.6
Port Royal	2.9	4	1.8
Purvis	2.7	4	1.4
Somerset Primary	2.3	2	2.6
West End	2.0	3	1.0

Findings

- a. Chart 5: Safety and Accessibility Score by School
- b. Table 13: Breakdown of Safety and Accessibility Score by School
- c. Eighteen of eighteen (100%) schools scored less than 4.
- d. Eight of eighteen (44%) schools scored less than 2.
- e. The quantitative and qualitative data indicate serious safety and / or accessibility concerns across the system in reference to:
 - i. limited or no accessibility
 - ii. termites
 - iii. mold in rooms
 - iv. vermin and/or rodents
 - v. water drainage problems
 - vi. sink holes
 - vii. rusty play equipment
 - viii. leaking in rooms
 - ix. poor air quality
 - x. perimeter control issues
 - xi. unauthorised key access to buildings, and
 - xii. sewage issues.

- f. Schools that require immediate attention due to health and safety concerns are shown in Table 14 *Schools with Safety and Accessibility Scores below 2* below:

School	Average	Safety	Accessibility
Northlands	1.3	1	1.6
Paget	1.2	1	1.3
Prospect	1.8	2	1.7
Victor Scott	1.0	1	1.0
West Pembroke	1.7	2	1.3
Elliot	1.6	1	2.2
Harrington Sound	1.0	1	1.0
St. David's	1.1	1	1.2

Considerations

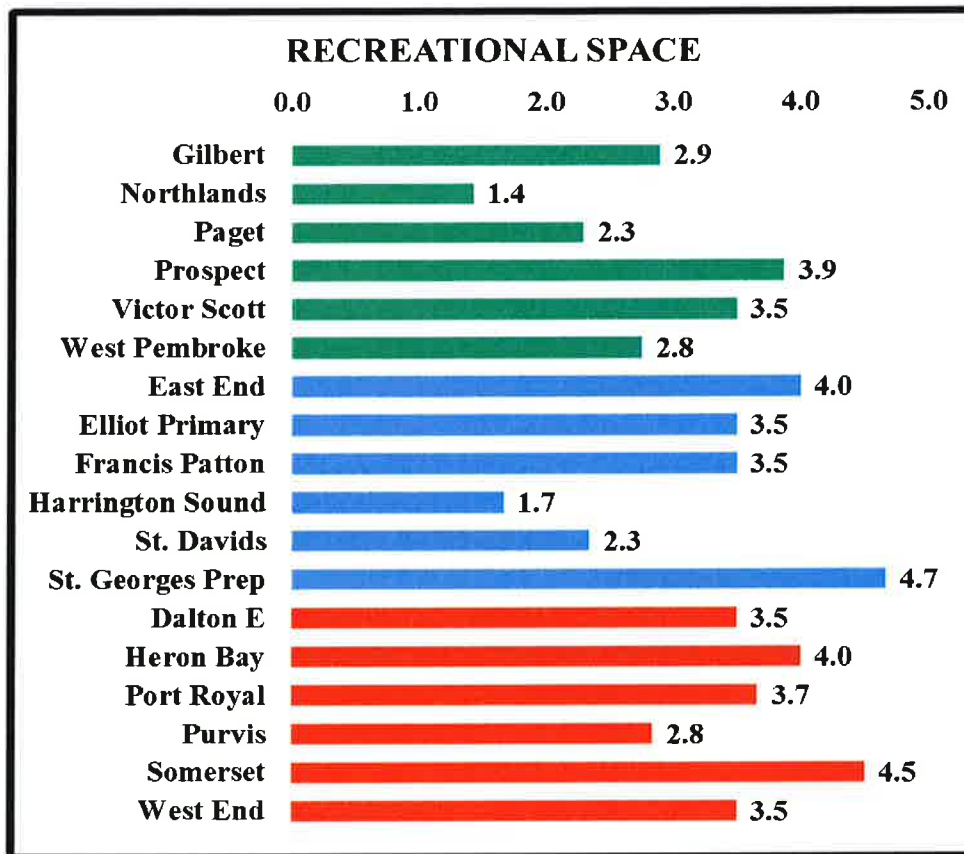
- a. Immediate remediation to rectify serious safety issues at identified schools.
- b. Establish 21st century standards for Safety and Accessibility to:
 - i. improve school safety
 - ii. improve and upgrade building facilities
 - iii. review and address, where identified, school accessibility, and
 - iv. delineate how buildings will be maintained to meet 21st century standards.

Criterion 7

Recreational Space - Green space and recreational space accommodate a wide range of developmentally appropriate activities.

Scoring Method: Average of the rating from the School Profile Summary for all recreational areas, including: sports field, gymnasium, play structures, hard surfaced playground, green space and social space.

Chart 6: Recreational Space Score by School



Findings

- a. Chart 6: Recreational Space Score by School
- b. Fourteen of eighteen (78%) schools have scores less than 4.
- c. Qualitative data for recreational space indicate the following exist at some schools:
 - i. damaged play structures and equipment
 - ii. inadequate fields, hard surface areas and play areas;
 - iii. limited social space;
 - iv. poor drainage of sports field;
- d. Seven of eighteen (39%) schools have a score of less than 3. Schools that require immediate attention due to recreational space issues are shown in Table 15 *Schools with Recreational Space Scores below 3* below:

Zone	School	Average
Central	Gilbert	2.9
Central	Northlands	1.4
Central	Paget	2.3
Central	West Pembroke	2.8
East	Harrington Sound	1.7
East	St. David's	2.3
West	Purvis	2.8

Considerations

- a. Rectify the concerns of the seven (7) schools identified above as requiring immediate attention.
- b. Establish 21st century standards for recreational space.
- c. Develop a plan for implementing and sustaining standards for recreational space.

Study Factor V - Quality And Extent Of Programme Offerings

Criterion 8

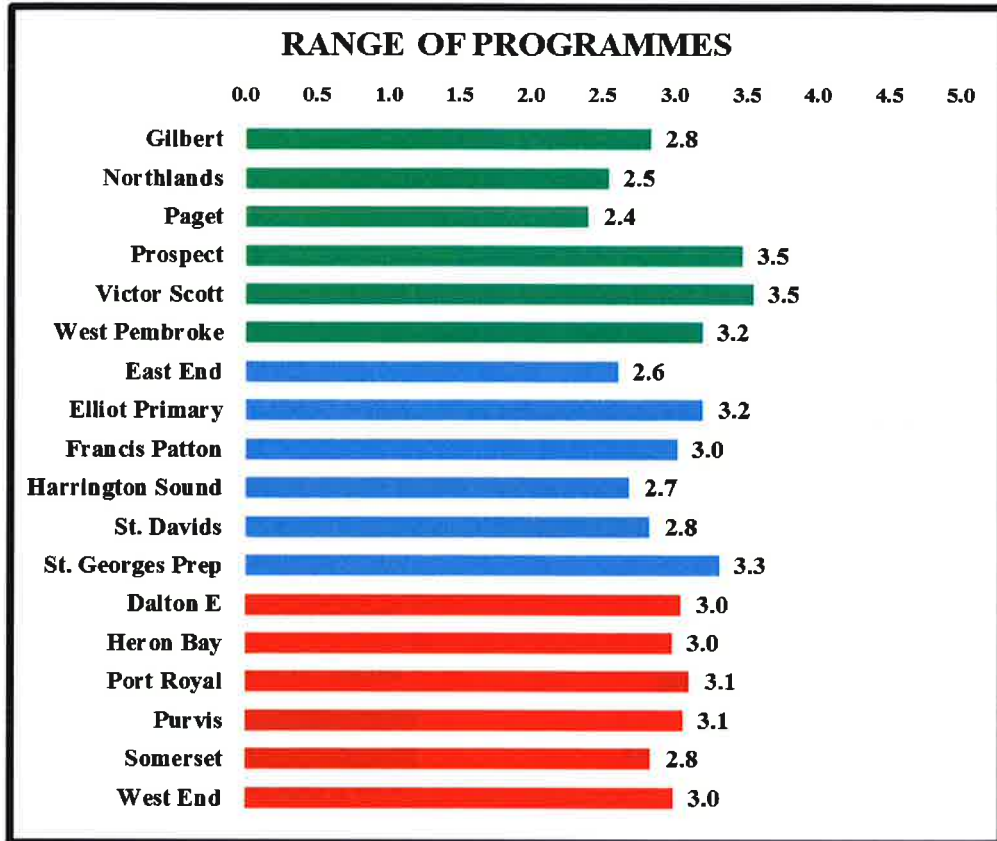
Range of Programmes - Schools provide the space and personnel for the full range of school programmes (Art, Music, PE, Counselling, Learning Support, etc.)

Scoring Method: Average of the score for Range of Programmes and the average of the rating for rooms that serve those programmes as stated in the School Profile Summary.

Table 16 *Range of Programmes Scoring* below outlines the relationship between number of programmes offered and score.

List of Essential Programmes	Range of Programmes	Score
Art	All essential programmes plus one or more additional (not MOED directed)	5
Educational Therapy		
Guidance/Counseling	All 8 essential programmes	4
Information Technology		
Learning Support	7 of 8 essential programmes	3
Music	5-6 essential programmes	2
Reading	4 or fewer essential programmes	1
Sports		
* ASD and Deaf and Hard of Hearing Programmes are considered under Provision of Special Services.		

Chart 7: Range of Programmes Score by School



Findings

- a. Chart 7: Range of Programmes Score by School
- b. Eighteen of eighteen (100%) schools have scores of less than 4. This is mainly due to the fact that schools are without an IT Coordinator.
- c. Two of eighteen (11%) schools do not have a Reading teacher to deliver a reading programme (East End and Paget).

Considerations

- a. Provide a Reading teacher for all schools.
- b. Establish an IT Coordinator position for all schools and a job description based on 21st century standards.

- c. Develop a plan for implementing, monitoring and sustaining IT programmes at 21st century standards.
- d. Establish 21st century standards for all programmes (Art, Learning Support, Sports, Guidance/Counselling, Music, Educational Therapy and Reading).
- e. Develop a plan for implementing and monitoring the attainment of standards for all programmes.

Criterion 9

Student/Staff Ratios - Staffing meets student needs and is cost effective

Definition: A ratio of the number of students to classroom teachers

Formula: Student to teacher Ratio = Total school enrolment ÷ total number of classroom teachers

Scoring Method: Scoring for Student/Staff Ratio was applied based on the student to teacher ratio as outlined in Table 17 *Student/Staff Ratio Scoring* below:

Table 17: Student/Staff Ratio Scoring			
% of MOED Max Student/Teacher Ratio	Student Teacher Ratio	Criteria Rating	Description
>110%	>23.65	1	Far too many students per teacher
101%-110%	21.72-23.65	2	Too many students per teacher
96%-100%	20.64-21.50	4	Maximum number of students per teacher
90%-95%	19.35-20.43	5	Optimal number of students per teacher
80%-89%	17.20-19.14	4	Reasonable number of students per teacher
70%-79%	15.05-16.99	3	Low number of students per teacher
60%-69%	12.90-14.84	2	Too few students per teacher
<60%	<12.9	1	Far too few students per teacher

Chart 8: Student/Staff Ratio Score by School

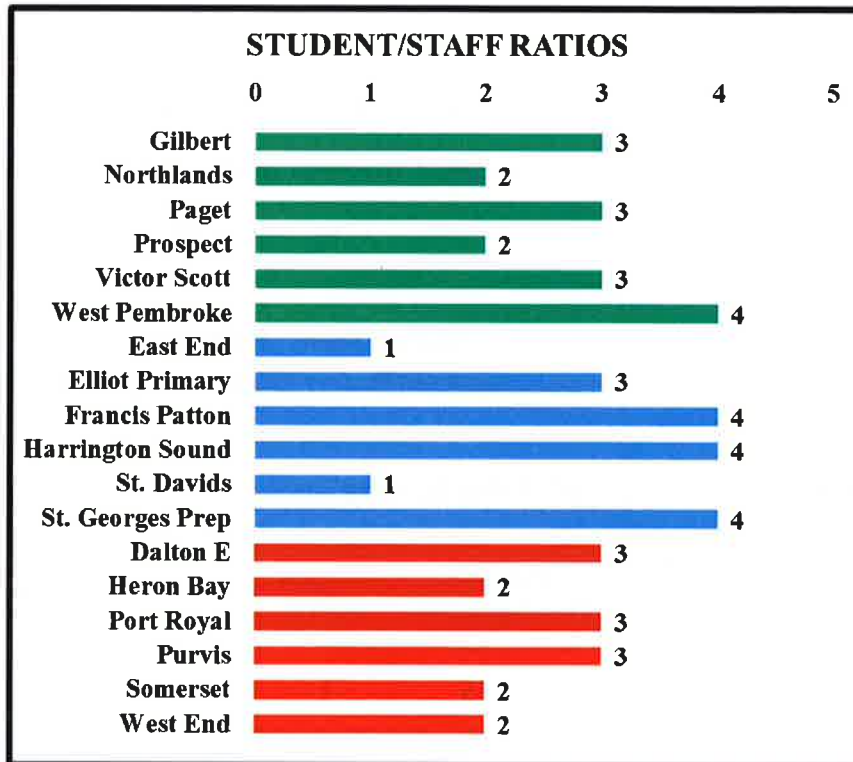
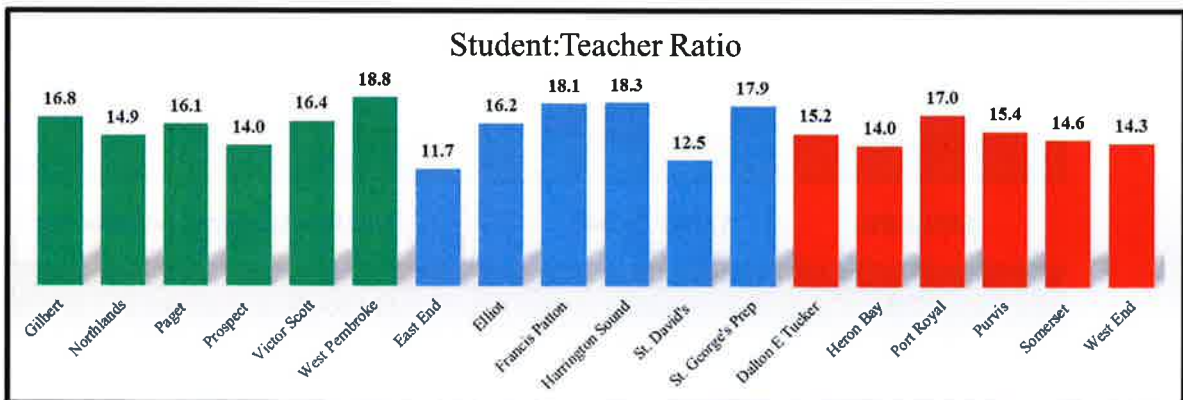


Chart 9: Student/Staff Ratio by School



Findings

- a. Chart 8: Student/Staff Ratio Score by School
- b. Chart 9: Student/Staff Ratio by School
- c. Fourteen of eighteen (78%) schools scored less than 4.
- d. Student/staff ratios vary from 11.7-18.8.

Considerations

- a. Establish 21st century guidelines for student/staff ratios.
- b. Review current student/staff ratios to determine staffing levels at schools and to ensure equity across schools.
- c. Student/staff ratios will remain low in most instances with the adoption of the 40 square feet per child guideline. This is due to the relatively small classroom sizes throughout the BPSS primary schools.

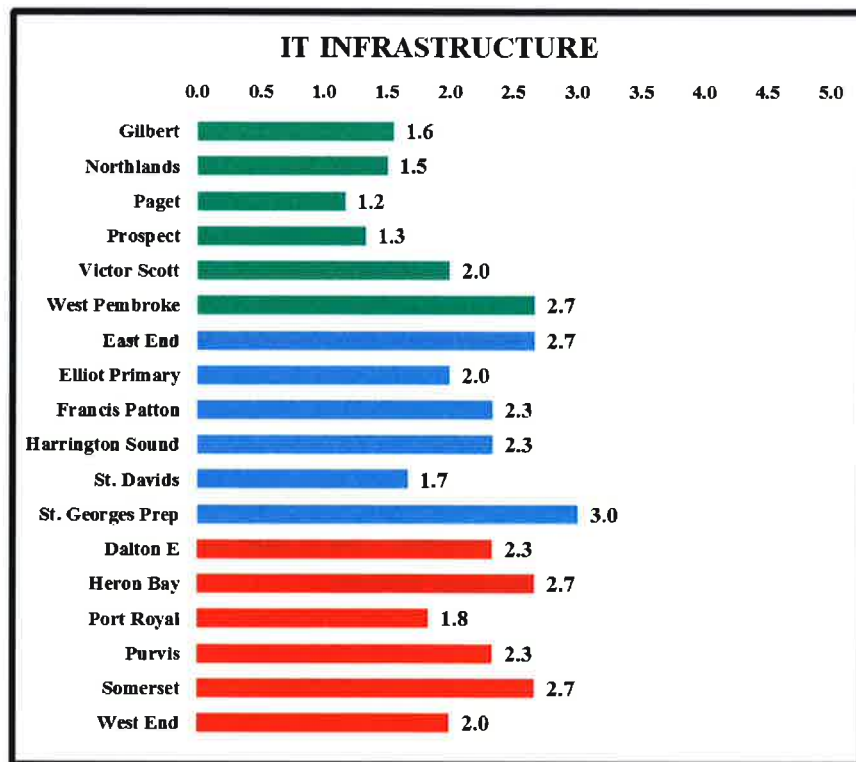
Criterion 10

IT Infrastructure - The school has the infrastructure to support high quality technology use for staff and students i.e. Wifi, bandwidth, servers, SMARTboard.

Scoring Method: Two scores contributed to the final score for IT Infrastructure.

- a. Qualitative Score: Qualitative review of the data using the Table 4 *Study Factor Criteria Scoring Rubric* to apply an IT Infrastructure score.
- b. Physical Space Score: space rating from the School Summary Profile of physical space(s) serving IT needs.
- c. Weighted Average: a weighted average of (a) Qualitative Score and (b) Physical Space Score was then calculated, with (a) Qualitative Score receiving a weight of 2.

Chart 10: IT Infrastructure Score by School



Findings

- a. Chart 10: IT Infrastructure Score by School
- b. Eighteen of eighteen (100%) schools had a score of less than 4.
- c. Seventeen of eighteen (94%) schools had a score of less than 3. This is an area that requires immediate attention for schools.
- d. The following were identified in the qualitative data:
 - i. challenges meeting the IT needs of staff and students
 - ii. computers not working
 - iii. limited access to computers
 - iv. challenges with printer access and printing
 - v. inability to consistently access PowerSchool
 - vi. lack of IT maintenance and support due to understaffing

- vii. outdated computers and IT equipment
 - viii. school servers needing repair
 - ix. SMART boards needing repair, and
 - x. limited access to computer labs.
- e. All qualitative data relative to IT Infrastructure indicated a severe need for IT resources for all schools such as:
- i. school computers
 - ii. adequate number of school printers and ink
 - iii. functioning SMART boards
- d. Qualitative data relative to IT Infrastructure indicated that some teachers are providing the following IT resource supplements.
- i. printer ink
 - ii. printer paper
 - iii. Wifi connection
 - iv. printers
 - v. tablets for instructional use
 - vi. on-line instructional software licenses

Considerations

- a. Establish 21st century IT standards for instruction and instructional resources.
- b. Establish 21st century IT infrastructure standards.
- c. Develop and implement a plan to support all schools with meeting IT Infrastructure standards.
- d. Develop systems for monitoring and sustaining IT infrastructures at all schools.
- e. Review IT support staffing levels to ensure they can serve schools in a timely and effective manner.

Study Factor VI – Comprehensive, Inclusive and Special Education

Criterion 11

Provision of Special Services - The school provides space and personnel to meet special needs of all students (Learning Support, Guidance, ASD, Deaf and Hard of Hearing)

Scoring Method: A series of scores and calculations contributed to the final score for Provision of Special Services:

- a. **Qualitative Score:** Qualitative review of the data using the Table 4 *Study Factor Criteria Scoring Rubric* to apply a programme score.
- b. **Staff Score:** analysis of staff rating as per Table 18 *Learning Support Caseload Scoring* and Table 19 *Counselor Caseload Scoring* to apply a programme staffing score.
- c. **Physical Space Score:** average of physical space(s) serving the relevant programmes.
- d. **Programme Score:** average of (a) Qualitative Score and (b) Staff Score
- e. **Weighted Average:** a weighted average of (d) Programme Score and (c) Physical Space Score was then calculated, with (d) Programme Score receiving a weight of 2.

% of Maximum Learning Support Caseload	Student: LS Teacher Ratio	Criterion Rating	Description
>110%	29+	1	Far too many students per teacher
104% - 110%	26 - 28	2	Too many students per teacher
96% - 100%	24 - 25	4	Maximum number of students per teacher*
80% - 92%	20 - 23	5	Optimal number of students per teacher
60% - 79%	15 - 19	4	Reasonable number of students per teacher
<60%	<14	3**	Low number of students per teacher

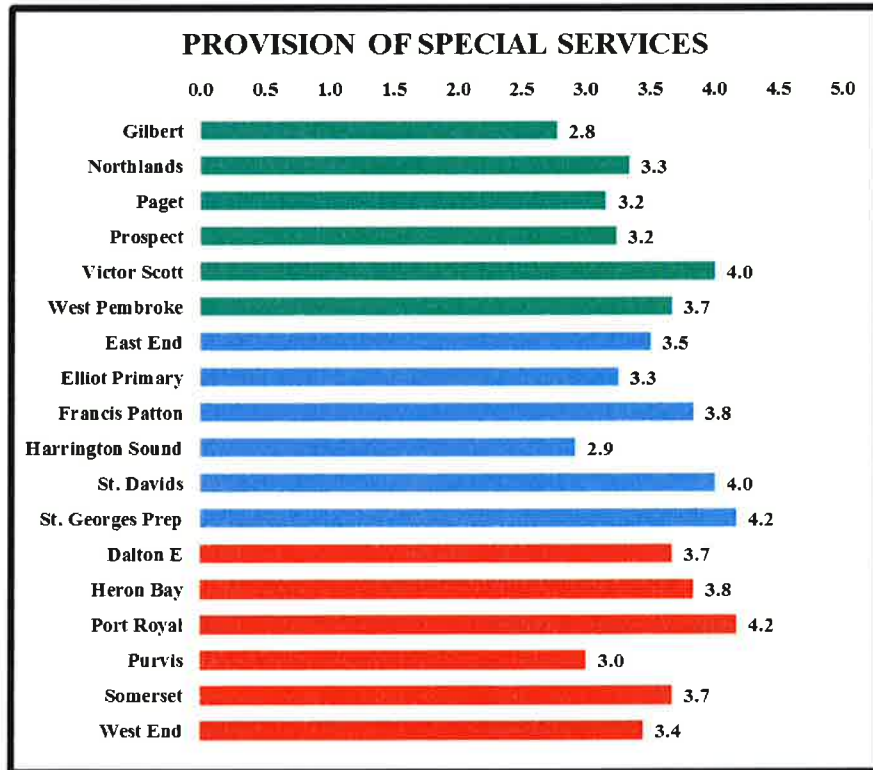
*The maximum caseload for a Learning Support teacher is 25 students, as per MOED guidelines.
 ** The minimum rating of 3 reflects the importance of the Learning Support Programme. No negative impact was recorded for a low caseload.

Table 19: Counselor Caseload Scoring

Percentage of Maximum Counselor Caseload	Student: Counselor Ratio	Criterion Rating	Description
>110%	275+	1	Far too many students per teacher
101% - 109%	251 - 274	2	Too many students per teacher
96% - 100%	239 - 250	4	Maximum number of students per teacher*
80% - 95%	200 - 238.5	5	Optimal number of students per teacher
60% - 79%	150 - 199	4	Reasonable number of students per teacher
<60%	< 149	3*	Low number of students per teacher

* The maximum caseload for a primary counselor 250 students, as per American School Counselor's Association (Carrell & Carrell, 2006).
 **The minimum rating of 3 reflects the importance of the Guidance Programme. No negative impact was recorded for a low caseload.

Chart 11: Provision of Special Services Score by School



Findings

- a. Chart 11: Provision of Special Services Score by School
- b. Fourteen of eighteen (78%) schools scored less than 4.
- c. Schools have challenges with securing resources for special programmes and staff often purchase their own resources.
- d. Qualitative data suggest significant challenges with securing the services of a school psychologist to complete psychological educational reports, required for placement on the Learning Support caseload. In particular, no school psychologist currently serves the Central Zone.
- e. Schools with specialized programme staff have challenges finding qualified persons to substitute for specialists teachers. This is of particular concern within ASD Programmes.
- f. In a few cases concerns were raised about Learning Support caseloads. The data supports that these concerns were justified, and several Learning Support teachers stated that they had additional students who need to be serviced currently on a wait list.
- g. Some concerns were raised about the provision of an appropriate space to deliver services. In particular, the ASD room at Paget is too small for the programme's needs.

Considerations

- a. Determine the range of special services required for each school.
- b. Establish 21st century standards for the Provision of Special Services.
- c. Review current services for Learning Support, Counseling, Autism Spectrum Disorder and Deaf and Hard of Hearing programmes, in addition to any other special services identified as a need. Develop a plan to help schools meet and maintain 21st Century standards for special services.
- d. Review services provided by external specialists (Occupational Therapy, Speech and Language Therapy, Physical Therapy, etc.) and Educational Therapists with a view to coordinating support levels more consistently. A lack of detailed documentation of services provided by external specialists prevented focused analysis of these services.

Study Factor VII – Geographic Location, Access and Transportation of Students

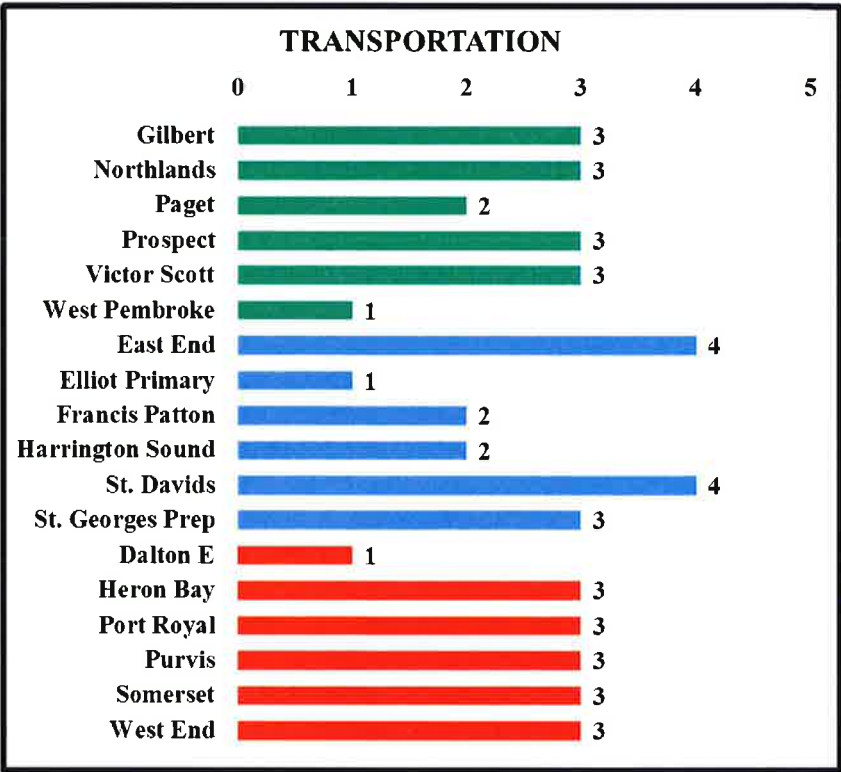
Criterion 12

Transportation - Students have reasonable access to transportation to and from schools in their designated zone.

Scoring Method: Rating was captured directly from the School Profile Summary. See Table 20 *Transportation Scoring* below:

Impact	Criterion Rating
No Congestion	5
Minimal Congestion	4
Moderate Congestion	3
Serious Congestion	2
Severe Congestion	1

Chart 12: Transportation Score by School



Findings:

- a. Chart 12: Transportation Score by School
- b. Sixteen of eighteen (89%) schools scored less than 4.

Considerations:

- Review data for schools rated less than 4 and develop a plan for improvement.

Study Factor VIII – Effect On School Communities

Criterion 13

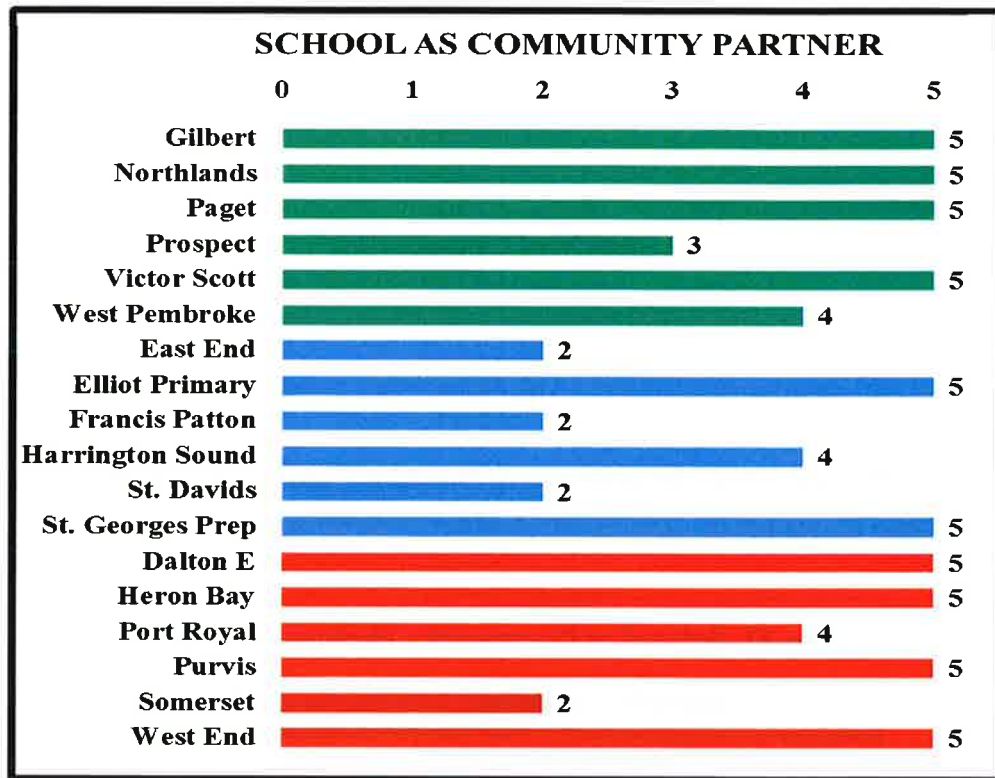
School as Community Partner - The school can serve as a center for community involvement

Scoring Method: Qualitative review of the data from the School Profile Summary.

See Table 21 *School as Community Partner* Scoring below:

Table 21: School as Community Partner Scoring	
Number of Partners	Criterion Rating
4 or more	5
2 - 3	4
1	3
none	2

**Chart 13: School as Community
Partner Score by School**



Findings:

- a. Chart 13: School as Community Partner Score by School
- b. Five of eighteen (28%) schools scored less than 4.
- c. This is an area of strength for the 13 schools that have 4 or more community partnerships, with a majority of the schools far exceeding 4 partnerships.

Considerations:

Establish minimum expectations and guidelines for school partnerships.

**Study Factor IX – Possible And Likely Alternative
Uses Of A School Building**

Not Considered. This Study Factor Was Beyond The Scope Of The Data Collected Using The School Profile Summary.

Study Factor X – Sustainability Of Findings and Impact On Future Enrolment Options

Criterion 14

Flexibility - The school is flexible in how space can be utilised to accommodate changing needs in education.

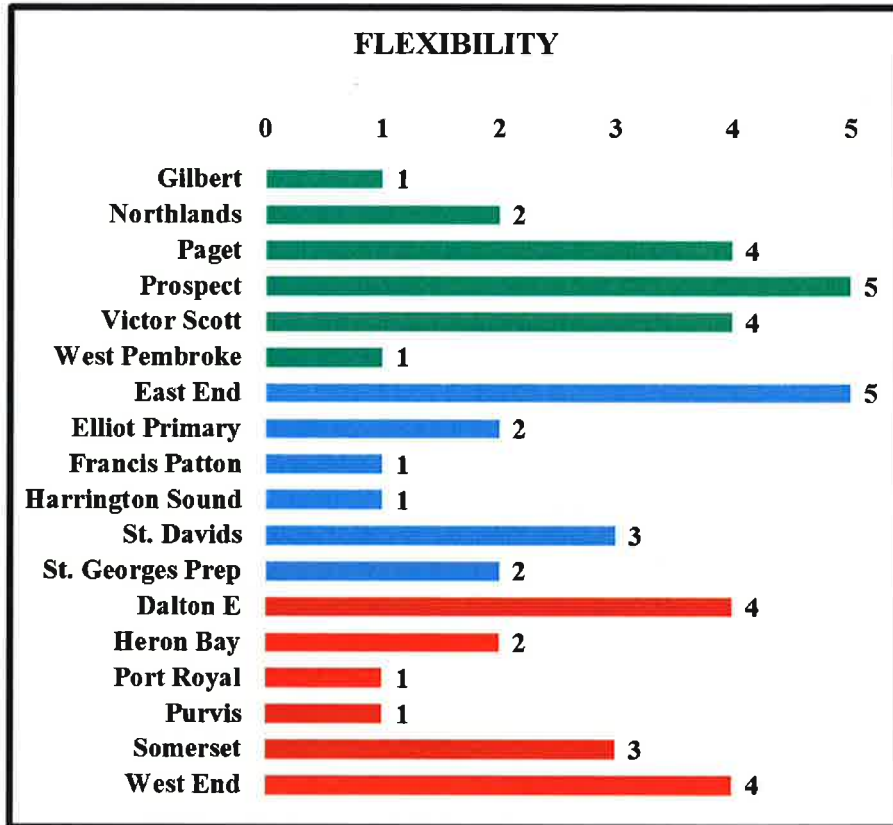
Definition: Calculate ability to increase current enrolment as measured by:

Formula: Flexibility = Convertible Space ÷ 2015 Enrolment X 100

See Table 22 *Flexibility Scoring* below:

Flexibility	Criterion Rating	Description
>60%	5	Very high ability to increase student enrolment.
16-60%	4	High ability to increase student enrolment.
6-15%	3	Some ability to increase student enrolment.
0-5%	2	Limited ability to increase student enrolment.
<0%	1	School is overutilised. Enrolment needs to decrease.

Chart 14: Flexibility Score by School



Findings:

- a. Chart 14: Flexibility Score by School
- b. Twelve of eighteen (67%) schools scored less than 4.
- c. Four of eighteen (22%) schools scored a 2. These schools are close to maximum utilisation.
- d. Six of eighteen (33%) schools scored a 1. These schools are overutilised.

Considerations:

- a. Schools with high flexibility were key considerations in scenario development.
- b. The transitioning of pre-schools into primary school buildings has decreased the flexibility of affected schools (Francis Patton, St. David’s, and Victor Scott).

Table 23: Summary of All Study Factor Criteria Scores for All Schools

Study Factor Criteria		1	2	3	4	5	6	7	8	9	10	11	12	13	14
		School Utilization	Classroom Capacity	Financial Resources	Financial Viability	Building Condition	Safety & Access	Recreational Space	Range of Programmes	Std/Staff Ratio	IT Infrastr.	Special Services	Transport	Community Partner	Flexibility
	Weight:	4	4	4	4	4	3	2	4	2	3	3	1	1	2
Central	Gilbert	44.3%	81.9	2	1	1	2.4	2.9	2.8	3	1.6	2.8	3	5	1
Central	Northlands	45.1%	83.5	4	1	1	1.3	1.4	2.5	2	1.5	3.3	3	5	2
Central	Paget	47.4%	87.6	4	1	1	1.2	2.3	2.4	3	1.2	3.2	2	5	4
Central	Prospect	47.4%	87.7	1	1	1	1.8	3.9	3.5	2	1.3	3.2	3	3	5
Central	Victor Scott	53.0%	98.1	3	1	1	1.0	3.5	3.5	3	2.0	4.0	3	5	4
Central	West Pembroke	46.1%	85.3	1	1	1	1.7	2.8	3.2	4	2.7	3.7	1	4	1
East	East End	52.6%	97.3	1	1	2	3.7	4.0	2.6	1	2.7	3.5	4	2	5
East	Elliot Primary	50.5%	93.4	4	1	1	1.6	3.5	3.2	3	2.0	3.3	1	5	2
East	Francis Patton	49.9%	92.2	1	1	2	3.3	3.5	3.0	4	2.3	3.8	2	2	1
East	Harrington Sour	39.4%	72.8	1	1	1	1.0	1.7	2.7	4	2.3	2.9	2	4	1
East	St. Davids	49.6%	91.9	5	1	1	1.1	2.3	2.8	1	1.7	4.0	4	2	3
East	St. Georges Pre	68.3%	126.3	4	1	4	3.4	4.7	3.3	4	3.0	4.2	3	5	2
West	Dalton E	60.1%	111.2	5	1	2	2.6	3.5	3.0	3	2.3	3.7	1	5	4
West	Heron Bay	52.9%	97.9	1	1	3	2.8	4.0	3.0	2	2.7	3.8	3	5	2
West	Port Royal	47.7%	88.2	1	1	1	2.9	3.7	3.1	3	1.8	4.2	3	4	1
West	Purvis	44.7%	82.8	1	1	1	2.7	2.8	3.1	3	2.3	3.0	3	5	1
West	Somerset	59.4%	109.9	4	1	3	2.3	4.5	2.8	2	2.7	3.7	3	2	3
West	West End	51.5%	95.3	3	1	1	2.0	3.5	3.0	2	2.0	3.4	3	5	4
Average System Score:		50.6%	93.5												
Reference	Minimum	20.0%	37.0	1	1	1	1	1	1	1	1	1	1	1	1
	Average	60.0%	111.0	3	3	3	3	3	3	3	3	3	3	3	3
	Max	100.0%	185.0	5	5	5	5	5	5	5	5	5	5	5	5

SECTION III: SUMMARY OF FINDINGS BY SCHOOL

The following pages highlight the ratings for each school based on the Study Factor Criteria. Where possible, a rationale was provided for each score. Readers should note that these tables provide only highlights and further detail is available in the original records. Schools are listed in this section by alphabetical order.

Table 24: Dalton E. Tucker Primary Summary Findings		
Total Score: 111.2 Percentage Score: 60.1%		
Criteria	Score	Rationale
1) School Utilisation	5	Utilisation is 94% (can take 6 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	2	Large number of statements indicating need for resources.
4) Financial Viability		
5) Building Condition	3.6	Building is in good general condition.
6) Safety and Accessibility	2.6	Some concerns about water drainage issues.
7) Recreational Space	3.5	Recreational space in good general condition. No hard surface playground area.
8) Range of Programmes	3	7 out of 8 required programmes are offered. No IT program. Room average 3.1. Program score 3.
9) Student / Staff Ratios	3	15.2 students per classroom teacher
10) IT Infrastructure	2.3	Several qualitative comments refer to challenges with IT and computers not working.
11) Provision of Special Services	3.7	1. Counselling Qualitative Rating (3) – No major areas of concern. 2. Learning Support Qualitative Rating (3) – some concerns about resources, space and serving in a dual role as a deputy is a challenge.
12) Transportation	1	Severe congestion
13) School as Community Partner	5	5 Community partnerships
14) Flexibility	4	21.9% High ability to increase student enrolment

Table 25: East End Primary Summary Findings		
Total Score: 97.3 Percentage: 52.6%		
Criteria	Rating	Rationale
1) School Utilisation	1	Utilisation is 57% (can take 53 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	2	Large number of statements indicating need for resources. Identified need for additional staff.
4) Financial Viability		
5) Building Condition	3.8	Building is in good general condition. Electrical systems need review.
6) Safety and Accessibility	3.7	This is a highly accessible building. No major safety concerns noted.
7) Recreational Space	4	All recreational spaces rated at level 4.
8) Range of Programmes	2.6	6 out of 8 required programmes are offered. No IT program. No reading teacher. Room average 3.2. Program score 2.
9) Student / Staff Ratios	1	11.7 students per classroom teacher.
10) IT Infrastructure	2.7	Several qualitative comments refer to challenges with IT and computers not working.
11) Provision of Special Services	3.5	Counselling Qualitative Rating (3) – no major concerns outside of IT Learning Support Qualitative Rating (3) – limited information available, neutral rating assigned
12) Transportation	4	Minimal congestion
13) School as Community Partner	2	New principal, unaware of any partnerships
14) Flexibility	5	96.8% Very high ability to increase student enrolment

Table 26: Elliot Primary Summary Findings		
Total Score: 93.4 Percentage: 50.5%		
Criteria	Rating	Rationale
1) School Utilisation	4	Utilisation is 98% (can take 3 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	1	Many references to need for resources. Long standing, unresolved mold issues in the building resulting in health and safety issues.
4) Financial Viability		
5) Building Condition	3.3	Building condition is in need of repair. Persistent, documented issues with mold in several rooms, termites in the art room, plumbing challenges in upper school bathrooms, drainage issues, electrical systems cannot support demand.
6) Safety and Accessibility	1.6	Due to pervasive mold challenges and upper school bathroom design is a concern.
7) Recreational Space	3.5	Play structures, green space and field received rating of 4 and 5. Hard surface playground space is available but not managed as such and rated as 2.
8) Range of Programmes	3.2	7 out of 8 required programmes are offered. 1 extra program – Foreign Language. No IT program. Room average 3.4. Program score 3.
9) Student / Staff Ratios	3	16.2 students per classroom teacher
10) IT Infrastructure	2	Significant challenges to serve IT needs as well as electrical faults caused by IT use.
11) Provision of Special Services	3.3	Counselling Qualitative Rating (4) – no program concerns expressed Learning Support Qualitative Rating (4) – no areas of concern expressed
12) Transportation	1	Severe congestion
13) School as Community Partner	5	7 partnerships identified
14) Flexibility	2	1.6% Limited ability to increase student enrolment

Table 27: Francis Patton Primary Summary Findings		
Total Score: 92.2 Percentage Score: 49.9%		
Criteria	Rating	Rationale
1) School Utilisation	1	Utilisation is 120% (over by 24 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	2	Large number of statements indicating need for resources. Identified need for additional staff and physical plant conversion required to meet the needs of P1 and P2 students' bathroom access.
4) Financial Viability		
5) Building Condition	3.7	Building is in good general condition. Bathrooms do not serve P1 students as they were not purpose built for lower primary.
6) Safety and Accessibility	3.3	No major safety concerns. Accessibility is a concern.
7) Recreational Space	3.5	All recreational spaces rated at 3 or 4.
8) Range of Programmes	3.0	7 out of 8 required programmes are offered. No IT program. Room average 3. Program score 3.
9) Student / Staff Ratios	4	18.1 students per classroom teacher
10) IT Infrastructure	2.3	Several qualitative comments refer to challenges with IT and computers not working.
11) Provision of Special Services	3.8	1. Counselling Qualitative Rating (4)- no program concerns expressed 2. Learning Support Qualitative Rating (4) - no program concerns
12) Transportation	2	Serious congestion
13) School as Community Partner	2	No partnerships listed in the profile
14) Flexibility	1	-16.8% School is overutilised

Table 28: Harrington Sound Primary Summary Findings		
Total Score: 72.8 Percentage Score: 39.4%		
Criterion	Rating	Rationale
1) School Utilisation	1	Utilisation is 124% (over by 53 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	1	Many references to need for resources. Health and safety issues with rodents identified.
4) Financial Viability		
5) Building Condition	3	Challenges with electrical and plumbing systems. Leaking of sewage into office due to plumbing system failure. Some classrooms have rodents.
6) Safety and Accessibility	1	Play structures are unsafe. Rodents in the Lower School building. The school is not accessible in any area.
7) Recreational Space	1.7	All recreational areas rated at 1 or 2. Existing triangle play structure is a Health and Safety concern. Broken swings and sports field has unusual dimension and poor drainage. Space for hard surface playground is available but managed as such.
8) Range of Programmes	2.7	7 out of 8 required programmes are offered. 1 additional program – Foreign Language. No IT program. Room average 2.4. Program score 3.
9) Student / Staff Ratios	4	18.3 students per classroom teacher
10) IT Infrastructure	2.3	Several qualitative comments refer to challenges with IT and computers not working.
11) Provision of Special Services	2.9	1. Counselling Qualitative Rating (3) – space to service groups adequately is an issue 2. Learning Support Qualitative (4) – one learning support room is far too small to service students.
12) Transportation	2	Serious congestion
13) School as Community Partner	4	2 partnerships identified
14) Flexibility	1	-19.4% School is overutilised

Table 29: Gilbert Institute Summary Findings		
Total Score: 81.9 Percentage Score: 44.3%		
Criteria	Rating	Rationale
1) School Utilisation	2	Utilisation is 103% (over by 5 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	1	Many references to need for resources. Long standing, unresolved building health and safety issues (leaking). School is designated as the official campus for Deaf and Hearing Impaired students, however staff and school are not provided with additional funding to support the program.
4) Financial Viability		
5) Building Condition	3.2	Significant challenges. Mold and leaking in Primary 2 classroom, poor air quality. Storage room closed off from use due to mold. Assembly hall requires upgrades. Lack of storage is a concern as it contributes to excess clutter in the hallways.
6) Safety and Accessibility	2.4	Concerns regarding leaking, mildew, and poor air quality in the P2 classroom.
7) Recreational Space	2.9	Field and green space rated at 4. No hard surface playground area. Play structures rated at 2.
8) Range of Programmes	2.8	7 out of 8 required programmes are offered. No IT program. Room average 2.7. Program score 3.
9) Student / Staff Ratios	3	16.8 students per classroom teacher
10) IT Infrastructure	1.6	Challenges with access to computers, printing and essential programs.
11) Provision of Special Services	2.8	<ol style="list-style-type: none"> 1. Counselor Qualitative Rating (4) – no programmes issued expressed, resources might be an issue 2. Learning Support Qualitative Rating (3) –no major areas of concern, expressed need for balanced time between student contact and administrative requirements. 3. Deaf and Hard of Hearing Qualitative Rating (1) - Basic resources and equipment and IT supplies are needed. Instruction is interrupted by personnel walking in and out of the room. All resources are being provided by teachers and the school but not from the Ministry.
12) Transportation	3	Moderate congestion
13) School as Community Partner Community Partner	5	6 partnerships identified
14) Flexibility	1	-3.4% School is overutilised

Table 30: Heron Bay Primary Summary Findings		
Total Score: 97.9 Percentage Score: 52.9%		
Criteria	Rating	Rationale
1) School Utilisation	1	Utilisation is 118% (over by 13 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	3	Some comments expressed adequate resources. However, a need for resources remains in other areas.
4) Financial Viability		
5) Building Condition	3.5	Building is in good general condition.
6) Safety and Accessibility	2.8	No major safety concerns. The school is not accessible in many areas.
7) Recreational Space	4	All recreational spaces rated at 4.
8) Range of Programmes	3	7 out of 8 required programmes are offered. No IT program. Room average 3. Program score 3.
9) Student / Staff Ratios	2	14 students per classroom teacher
10) IT Infrastructure	2.7	Several qualitative comments refer to challenges with IT and computers not working.
11) Provision of Special Services	3.8	1. Counselling Qualitative Rating (2) – Issues with room access and privacy which compromise confidentiality 2. Learning Support Qualitative (4) – no areas of concern expressed other than not having resources
12) Transportation	3	Moderate congestion
13) School as Community Partner	5	In excess of 20 active and ongoing partnerships identified
14) Flexibility	2	0.9% Limited ability to increase student enrolment

Table 31: Northlands Primary Summary Findings		
Total Score: 83.5 Percentage Score: 45.1%		
Criteria	Rating	Rationale
1) School Utilisation	4	Utilisation is 98% (space for 3 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	1	Many references to need for resources. Health and Safety issue noted with exposure to electrical wiring.
4) Financial Viability		
5) Building Condition	3	Building has electrical pipes and exposed live wires. Student and staff bathrooms require upgrades. Leaks in two classrooms. Many concerns that design of building is not developmentally appropriate for young children.
6) Safety and Accessibility	1.3	There are significant and various safety concerns. The school is not accessible in many areas.
7) Recreational Space	1.4	Recreational spaces rated predominately at 1. A wide range of challenges. Sports field is too small – cannot host sports events adequately. Hard surface playground is the parking lot. Social space (courtyard) is not safe for small children.
8) Range of Programmes	2.5	7 out of 8 required programmes are offered. No IT program. Room average 2.1. Program score 3.
9) Student / Staff Ratios	2	14.9 students per classroom teacher
10) IT Infrastructure	1.5	Pervasive comments about server, insufficient working computers in the lab and teachers equipped with student computers.
11) Provision of Special Services	3.3	1. Counselling Qualitative Rating (3) – concern about caseload and need for additional support to the demands of the student population 2. Learning Support Qualitative (4) – No major areas of concern expressed.
12) Transportation	3	Moderate congestion
13) School as Community Partner	5	14 partnerships identified
14) Flexibility	2	1.9% Limited ability to increase student enrolment

Table 32: Paget Primary Summary Findings		
Total Score: 87.9 Percentage Score: 47.4%		
Criteria	Rating	Rationale
1) School Utilisation	4	Utilisation is 81% (space for 47 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	1	Many references to need for resources. Long standing, unresolved building health and safety issues (leaking, mold, sewage, 'keys in the community'). i.e. Health Room remediation and lower bathroom flooding, ASD room size inadequate. Two areas of staff need identified; namely, Learning Support and Reading teachers.
4) Financial Viability		
5) Building Condition	3	Building has a large number of building condition concerns including: leaking, poor ventilation, structural challenges in some classrooms, unremediated fire damage, telephone systems are not functioning, and overall cleanliness is an issue. Perimeter control is a challenge.
6) Safety and Accessibility	1.2	There are significant safety concerns in regards to cleanliness, mold, unsafe steps, 'keys in the community', eroding bank, perimeter control, leaking gymnasium and classrooms. The school is not accessible in many areas.
7) Recreational Space	2.3	Play structures are damaged with a rating of 1. Gym and green space have a rating of 2. Hard surface playground and sports field are adequate and but perimeter control contributes to Health and Safety concerns.
8) Range of Programmes	2.4	6 out of 8 required programmes are offered. No Reading program. No IT program. Room average 2.8. Program score 2.
9) Student/Staff Ratios	3	16.1 students per classroom teacher

Table 32: Paget Primary Summary Findings (cont'd)		
Total Score: 87.9 Percentage Score: 47.4%		
10) IT Infrastructure	1.2	Pervasive challenges with old equipment, limited access to computer lab and printers.
11) Provision of Special Services	3.2	<ol style="list-style-type: none"> 1. Counselling Qualitative Rating (3) – no major concerns besides for resource needs. 2. Learning Support Qualitative (2) – teacher expresses that she is not able to meet needs based on caseload of 21 students identified and 14 on the waitlist (this would result in a caseload rating of 1). 3. ASD Qualitative Rating for Paget (1) – As a result of small size of room, lack of basic resources and IT resources, and equipment
12) Transportation	2	Serious congestion
13) School as Community Partner	5	7 partnerships identified
14) Flexibility	4	23.4% High ability to increase student enrolment

Table 33: Port Royal Primary Summary Findings		
Total Score: 88.2 Percentage Score: 47.7%		
Criteria	Rating	Rationale
1) School Utilisation	1	Utilisation is 116% (over by 16 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity. Upper school classroom P4M, P5 and P6 must be considered for expansion as they currently accommodate class sizes of 12 and 13.
3) Financial Resources	1	Many references to need for resources. Some need for additional; staff identified
4) Financial Viability		
5) Building Condition	3.7	Building in good general condition. Flooring needs to be replaced in some areas.
6) Safety and Accessibility	2.9	Perimeter control issues. The school is not accessible in many areas.
7) Recreational Space	3.7	All recreational spaces rated at 4 with the exception of play structure3s which received a rating of 2.
8) Range of Programmes	3.1	7 out of 8 required programmes are offered. 1 additional program – Foreign Language. No IT program. Room average 3.2. Program score 3.
9) Student / Staff Ratios	3	17.0 students per classroom teacher
10) IT Infrastructure	1.8	Pervasive challenges with old equipment, limited access to computer lab
11) Provision of Special Services	4.2	1. Counselling Qualitative Rating (4) – no program concerns identified 2. Learning Support Qualitative (4) - no program concerns identified
12) Transportation	3	Moderate congestion
13) School as Community Partner	4	4 partnerships identified
14) Flexibility	1	-13.5% School is overutilised

Table 34: Prospect Primary Summary Findings		
Total Score: 87.7 Percentage Score: 47.4%		
Criteria	Rating	Rationale
1) School Utilisation	1	Utilisation is 46% (space for 115 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	1	Severe challenges in this area. Many references to need for resources especially a lack of access to printers, technology and ink. Long standing, unresolved building health and safety issue (moldy library). Additional staff identified for preps and lunch coverage for ASD.
4) Financial Viability		
5) Building Condition	3.7	Mold in the library; room has been closed for several years. Other areas in good general condition.
6) Safety and Accessibility	1.8	The property in general has no major safety concerns. The library has been out of commission for at least 5 years due to mold. The school is not accessible in many areas.
7) Recreational Space	3.9	All recreational spaces at 5 and 4. However, there is no social space.
8) Range of Programmes	3.5	7 out of 8 required programmes are offered. No IT program. Room average 3.9. Program score 3.
9) Student / Staff Ratios	2	14.0 students per classroom teacher.
10) IT Infrastructure	1.3	This school is experiencing reprehensible technology conditions with regards to technology access. This is in stark contrast to technology access available to ministry officials housed in the same building.
11) Provision of Special Services	3.2	<ol style="list-style-type: none"> 1. Counselling Qualitative Rating (3) – lack of resources (counsellor provides them) 2. Learning Support Qualitative (3) – resources are provided by the teacher. 3. ASD Qualitative Rating for Prospect (2) – As a result of concerns in terms of preps and lunch breaks for ASD staff, lack of substitutes available to service the program, need for technology access.
12) Transportation	3	Moderate congestion
13) School as Community Partner	3	3 partnerships identified
14) Flexibility	5	116.8% Very high ability to increase student enrolment

Table 35: Purvis Primary Summary Findings		
Total Score: 82.8 Percentage Score: 44.7%		
Criteria	Rating	Rationale
1) School Utilisation	1	Utilisation is 112% (over by 20 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	1	Many references to need for resources. Some need for additional; staff identified and remediation of some areas in the building.
4) Financial Viability		
5) Building Condition	3.2	General repairs are needed throughout the building. Birds in ceiling of one room.
6) Safety and Accessibility	2.7	No major safety concerns noted. The school is not accessible in many areas.
7) Recreational Space	2.8	No hard surface playground. Green space, sports field and social space rated at 4. Gym rated at 3. Play structures rated at 2.
8) Range of Programmes	3.1	7 out of 8 required programmes are offered. No IT program. Room average 3.1. Program score 3.
9) Student / Staff Ratios	3	15.4 students per classroom teacher
10) IT Infrastructure	2.3	Inconsistent access, private funding supporting computers lab, challenges with maintenance
11) Provision of Special Services	3	1. Counselling Qualitative Rating (3) - lack of resources (counsellor provides them) 2. Learning Support Qualitative (2) – lack of resources and benchmarking kits
12) Transportation	3	Moderate congestion
13) School as Community Partner	5	In excess of 20 active and ongoing partnerships identified
14) Flexibility	1	-10.6% School is overutilised

Table 36: Somerset Primary Summary Findings		
Total Score: 100.9 Percentage Score: 59.4%		
Criteria	Rating	Rationale
1) School Utilisation	4	Utilisation is 89% (space for 14 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	3	Some comments expressed adequate resources. However, a need for resources remains in other areas.
4) Financial Viability		
5) Building Condition	4.2	Poor air quality, lack of appropriate custodial storage, perimeter control is a challenge. Pump room conditions need to be reviewed.
6) Safety and Accessibility	2.3	Concerns of air quality, perimeter access, and storage of cleaning supplies. School is accessible in some areas.
7) Recreational Space	4.5	All recreational areas rated at 4 or 5.
8) Range of Programmes	2.8	6 out of 8 required programmes are offered. No Reading program. No IT program. Room average 3.7. Program score 2.
9) Student / Staff Ratios	2	14.6 students per classroom teacher
10) IT Infrastructure	2.7	A challenge with maintenance, computer room is an area of strength.
11) Provision of Special Services	3.7	1. Counselling Qualitative Rating (3) - has purchased some of their own resources 2. Learning Support Qualitative (2) – has identified a need for functional skill program, limited resources
12) Transportation	3	Moderate congestion
13) School as Community Partner	2	No community partners identified
14) Flexibility	3	11.8% Some ability to increase student enrolment

Table 37: St. David's Primary Summary Findings		
Total Score: 91.9 Percentage Score: 49.6%		
Criteria	Rating	Rationale
1) School Utilisation	5	Utilisation is 90% (space for 8stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	1	Many references to need for resources. Some need for additional; staff identified and remediation of some areas in the building. Health and safety issues with leaking.
4) Financial Viability		
5) Building Condition	3.4	Leaking in several rooms, including auditorium. Electrical systems need to be reviewed. Student bathrooms need upgrading.
6) Safety and Accessibility	1.1	Safety issues due to the sharing of the field, significant leaking in several classrooms, sink hole in the gardening areas, rusty picnic tables. Server room is a concern. Accessibility is a major concern due to steep steps.
7) Recreational Space	2.3	No hard surface playground. Play structures, sports field and social space rated at 3. Green space rating at 2 (no longer available for student use), challenges with sink holes.
8) Range of Programmes	2.8	7 out of 8 required programmes are offered. No IT program. Room average 2.7. Program score 3.
9) Student / Staff Ratios	1	12.5 students per classroom teacher
10) IT Infrastructure	1.7	Limited student computer access (4 computers available for student use in the whole school). Server room is a safety hazard.
11) Provision of Special Services	4	1. Counselling Qualitative Rating (4) - no program issues identified 2. Learning Support Qualitative (4) – no program issues identified
12) Transportation	4	Minimal congestion
13) School as Community Partner	2	No community partners identified
14) Flexibility	3	10.9% Some ability to increase student enrolment.

Table 38: St. George's Preparatory Summary Findings		
Total Score: 126.3 Percentage Benefit: 68.3%		
Criteria	Rating	Rationale
1) School Utilisation	4	Utilisation is 98% (space for 2 std)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	4	This school shows an area of strength for financial resources. The only area of concern that is noted is a lack of IT.
4) Financial Viability		
5) Building Condition	4	Building is in good condition. One area of leaking near entrance to the school.
6) Safety and Accessibility	3.4	No safety concerns. The school is in good condition. Not accessible in many areas.
7) Recreational Space	4.7	Ratings of 4 and 5 for all available structures. Area of strength new netball and tennis courts.
8) Range of Programmes	3.3	7 out of 8 required programmes are offered. No IT program. Room average 3.6. Program score 3.
9) Student / Staff Ratios	4	17.9 students per classroom teacher
10) IT Infrastructure	3	Slow system, SMARTboards needing repair.
11) Provision of Special Services	4.2	1. Counselling Qualitative Rating (4) - no program issues identified 2. Learning Support Qualitative (4) - no program issues identified
12) Transportation	3	Moderate congestion
13) School as Community Partner	5	5 community partners identified
14) Flexibility	2	1.6% Limited ability to increase student enrolment.

Table 39: Victor Scott Primary Summary Findings		
Total Score: 98.1 Percentage Score: 53.0%		
Criteria	Rating	Rationale
1) School Utilisation	3	Utilisation is 75% (space for 44 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	1	Many references to need for resources. Some need for additional staff identified and remediation of some areas in the building. Health and safety issues with termites, rodents and mold.
4) Financial Viability		
5) Building Condition	3.5	Mold in several rooms, some closed to use for years. Rodents and termites are a problem. Some bathrooms need to be upgraded.
6) Safety and Accessibility	1	Multiple rooms with mold, termite and vermin problems. Two rooms cannot be used at all due to mold. School is not accessible in any areas.
7) Recreational Space	3.5	All recreational areas rated at 4. No hard surface playground.
8) Range of Programmes	3.5	7 out of 8 required programmes are offered. No IT program. Room average 4.1. Program score 3.
9) Student / Staff Ratios	3	16.4 students per classroom teacher
10) IT Infrastructure	2	Extensive challenges with student computers, ELMOS, SMARTboards and no projector
11) Provision of Special Services	4	1. Counselling Qualitative Rating (3) - neutral rating given barring counselor was unavailable for interview 2. Learning Support Qualitative (4) - some resources are provided by the teacher
12) Transportation	3	Moderate congestion
13) School as Community Partner	5	8 community partners identified
14) Flexibility	4	45.7% High ability to increase student enrolment

Table 40: West End Primary Summary Findings		
Total Score: 95.3 Percentage Score: 51.5%		
Criteria	Rating	Rationale
1) School Utilisation	3	Utilisation is 75% (space for 38 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	1	Large number of statements indicating need for resources.
4) Financial Viability		
5) Building Condition	3.5	Air quality is a challenge; ventilation throughout building needs to be reviewed. Some leaking in classrooms. One room has challenge in ceiling where birds and creatures enter.
6) Safety and Accessibility	2.0	No major safety concerns. The school is not accessible in any area.
7) Recreational Space	3.5	Play structures, green space and sports field have a rating of 4. Gym, hard surface playground and social space have a rating of 3.
8) Range of Programmes	3	7 out of 8 required programmes are offered. No IT program. Room average 3. Program score 3.
9) Student / Staff Ratios	2	14.3 students per classroom
10) IT Infrastructure	2	Pervasive challenges, server is inconsistent, Powerschool access is inconsistent, student computers are limited, IT assistance takes too long.
11) Provision of Special Services	3.4	<ol style="list-style-type: none"> 1. Counselling Qualitative Rating (3) - has purchased some of their own resources 2. Learning Support Qualitative (3) - teacher needs resources, struggling learners need more support
12) Transportation	3	Moderate congestion
13) School as Community Partner	5	5 community partners identified
14) Flexibility	4	53.2% High ability to increase student enrolment

Table 41: West Pembroke Primary Summary Findings		
Total Score: 85.3 Percentage Score: 46.1%		
Criteria	Rating	Rationale
1) School Utilisation	1	Utilisation is 130% (over by 53 stds)
2) Classroom Capacity	1	Less than sixty percent of all classrooms within this school building accommodate MOED classroom capacity.
3) Financial Resources	1	Large number of statements indicating need for resources. Health and Safety issues needing remediation are mold and termites.
4) Financial Viability		
5) Building Condition	4	Mold and termites are a concern.
6) Safety and Accessibility	1.7	Termite issues, mold in some classrooms. Accessibility is an issue in many areas.
7) Recreational Space	2.8	Play structures and social space have a rating of 4. Gym, green space and sports field have a rating of 3. 1 play structure has a rating of 1. No hard surface playground.
8) Range of Programmes	3.2	7 out of 8 required programmes are offered. No IT program. Room average 3.4. Program score 3.
9) Student / Staff Ratios	4	18.8 students per classroom teacher
10) IT Infrastructure	2.7	Computer room is an area of strength as a result of private donations.
11) Provision of Special Services	3.7	<ol style="list-style-type: none"> 1. Counselling Qualitative Rating (4) – no areas of concern expressed. 2. Learning Support Qualitative (3) - teacher needs resources. 3. ASD Qualitative Rating (2) – Lack of necessary resources, space is a concern, need for technology, need more speech/language therapy
12) Transportation	1	Severe congestion
13) School as Community Partner	4	3 community partners identified
14) Flexibility	1	-11.8% School is overutilised

SECTION IV: SCENARIOS

This section presents possible scenarios for school closure and reorganisation, as required by the SCORE Terms of Reference. Each scenario description includes a summary, pros, cons, Study Factor Criteria impact, considerations and where possible a summary impact score. Feasible scenarios were generated based on careful review of all available data. Several other scenarios, not included in this review, were considered. However, these presented significant obstacles and analysis indicated that they were not feasible. The quality of the student experience was central to all deliberations. Scoring indicates that some scenarios have the potential for a positive impact on the student experience, while others have the potential for a negative impact. The majority of scenarios likely require both legislative and other policy changes.

The following tables and charts are included for reference at the beginning of this section due to their relevance to considering the scenarios.

Year	10-11	11-12	12-13	13-14	14-15	15-16	16-17*	17-18*	18-19*
Enrolment	465	414	460	471	448	432	369	356	356
Central	166 35.7%	159 34.2%	168 36.1%	167 35.9%	178 38.3%	169 36.3%	137 37%	132 37%	132 37%
East	165 35.5%	143 30.8%	152 32.7%	177 38.1%	153 32.9%	157 33.8%	133 36%	128 36%	128 36%
West	134 28.8%	112 24.1%	140 30.1%	127 27.3%	117 25.2%	106 22.8%	100 27%	96 27%	96 27%

Data Source: MOED Senior Attendance Officer
*** Data Projections**

- *Table 9: Enrolment Trends and Projections by Zone*
- *Chart 2: 2015 School Utilisation Percentage by School*
- *Chart 15: All Zones: 2015 School Enrolment and Convertible Capacity*
- *Chart 16: Central Zone: 2015 School Enrolment and Convertible Capacity*
- *Chart 17: Eastern Zone: 2015 School Enrolment and Convertible Capacity*
- *Chart 18: Western Zone: 2015 School Enrolment and Convertible Capacity*

Chart 2: 2015 School Utilisation Percentage by School

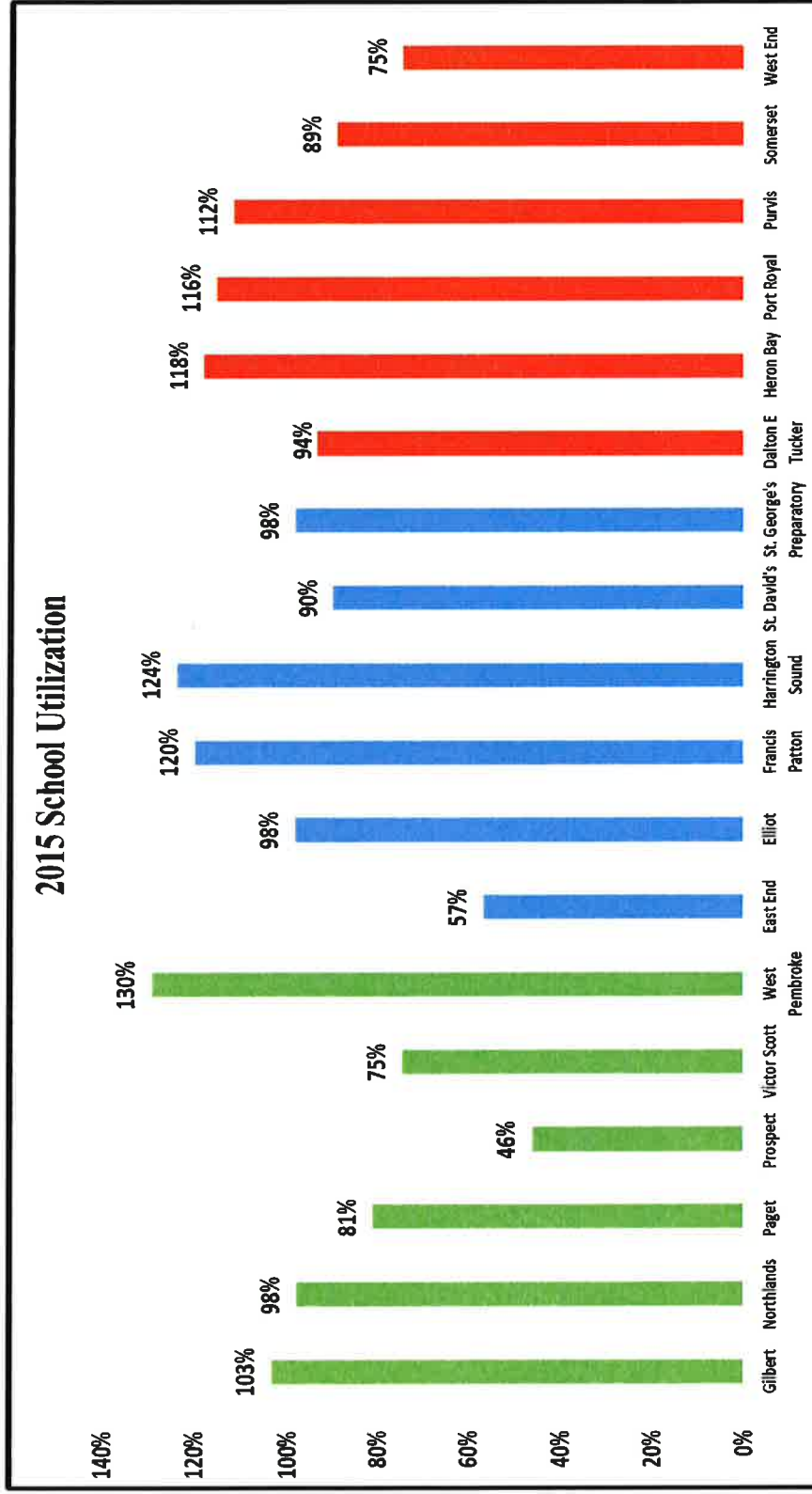


Chart 15: All Zones: 2015 Enrolment and Convertible Capacity

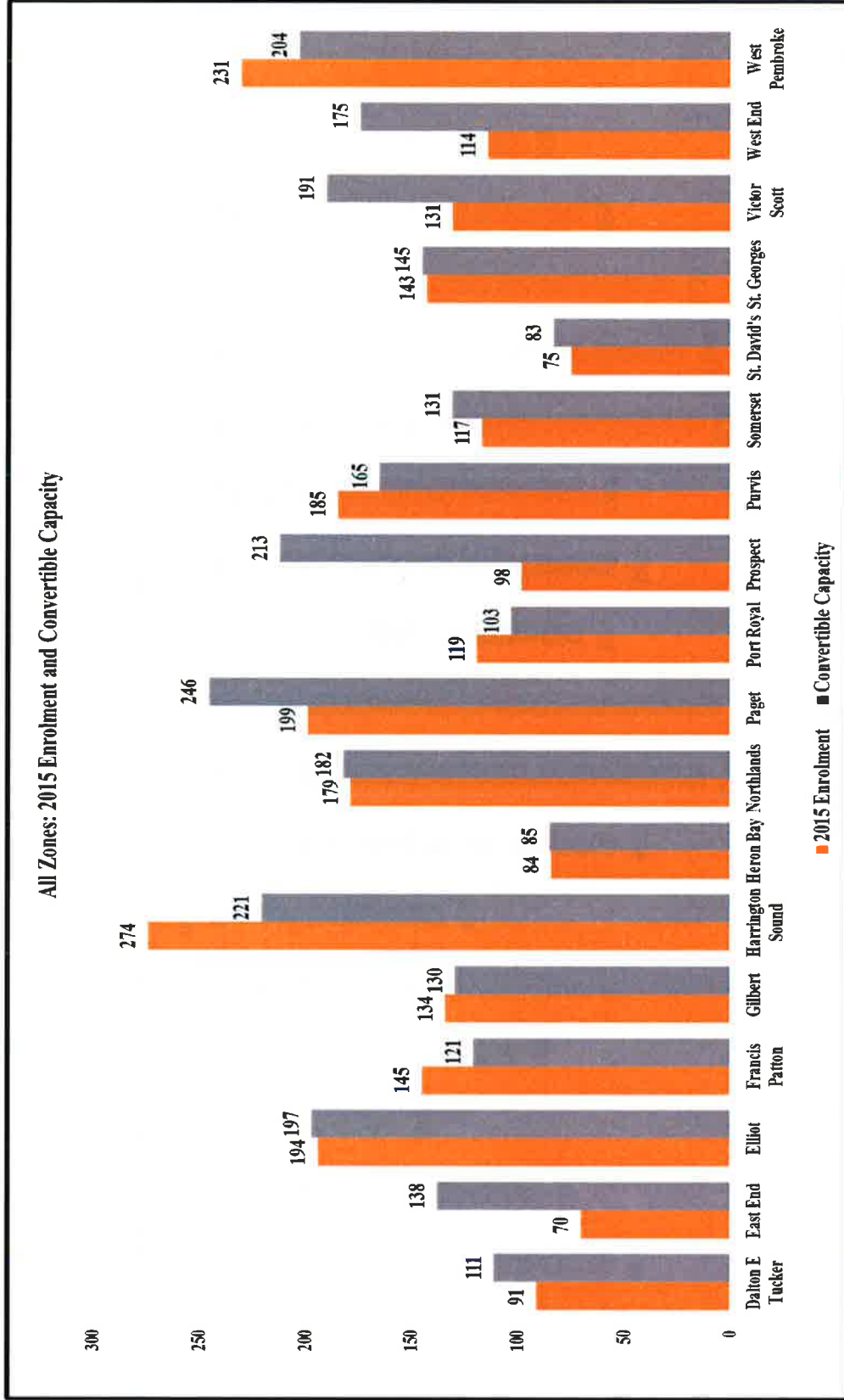
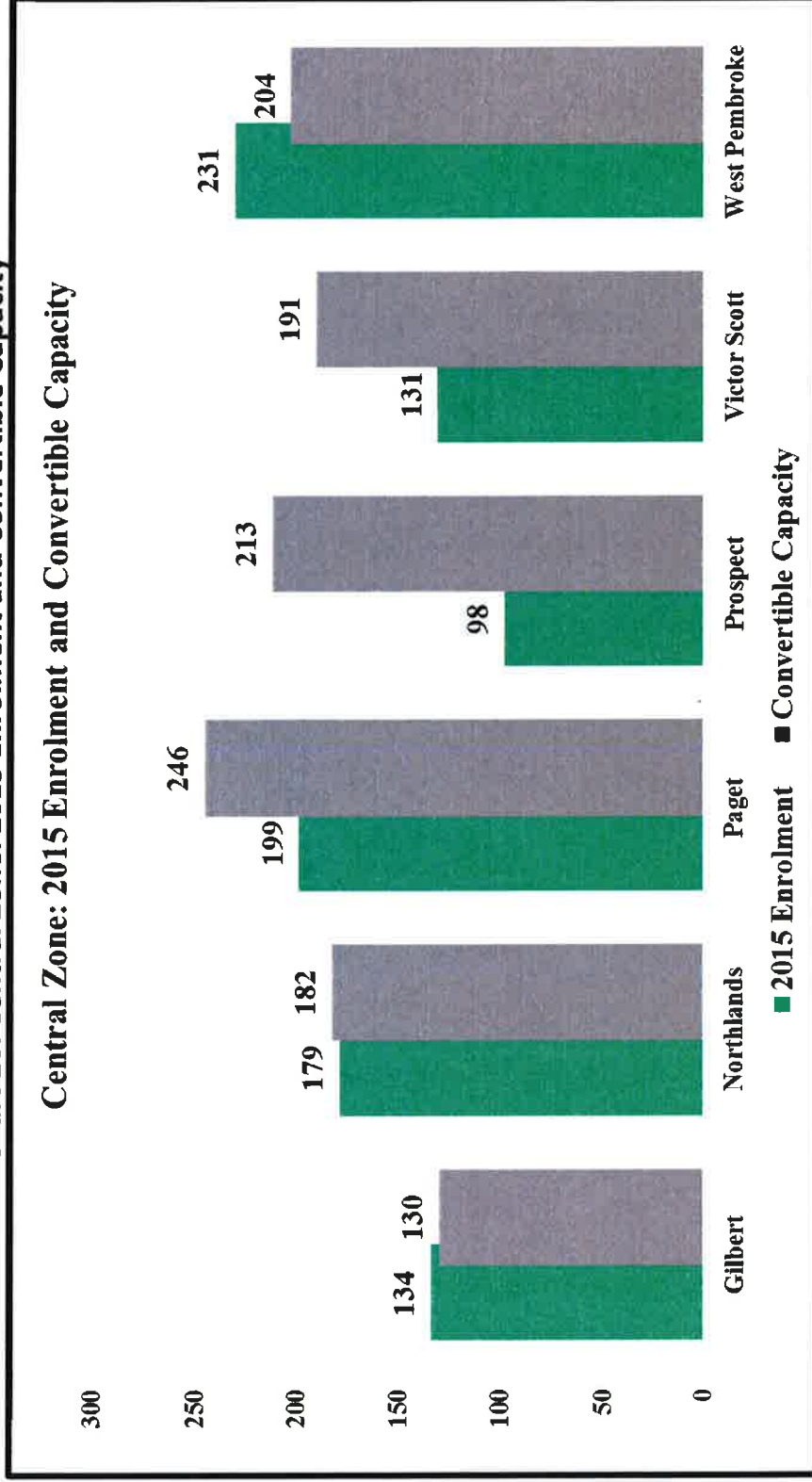


Chart 16: Central Zone: 2015 Enrolment and Convertible Capacity



**CENTRAL SCENARIO # 1 –
RESOLVE OVERUTILISATION AT WEST PEMBROKE PRIMARY**

Pros

- Would get some Central schools closer to meeting school utilisation guidelines

Cons

- Would only transition 21 out of 53 children (Sensitivity) – taking some from P1 – P4. See Table 42 *Central Scenario #1 Possible Student Transitions* below.
- West Pembroke Primary will remain overutilised.

Table 42: Central Scenario #1 Possible Student Transitions	
West Pembroke Excess Students	Prospect Space for Students
P1 move 4	Can take 5
P2 need to move 3	Can take 1
P3 need to move 13	Can take 6
P4 move 10	Can take 4 in one class and 12 in another
Results in a decrease in 21 students	Results in an increase in 21 students
No change in teacher need.	

School Utilisation Impact

- Would result in a West Pembroke Primary Building Utilisation of 118%, a decrease in 12%, still an excess of 32 students (score would increase from 1 to a 2).
- Prospect Building Utilisation of 56%, an increase in 10%, still underutilised by 94 students (score remains 1).

Student/Staff Ratio Impact

- a. Student/staff ratio for West Pembroke Primary would go from 18.8 to 17.5 (score remains at 4).
- b. Student/staff ratio for Prospect would go from 14.0 to 17.0 (score would increase from 2 to a 3).

Provision of Special Services Impact

- a. Prospect Primary weighted average score would move from 3.2 to 3.4.
- b. West Pembroke Primary weighted average score would remain at 3.7.
- c. Not able to assess how movement of students will impact placement of Learning Support caseloads.
- d. Prospect Primary’s counselor school caseload would go from 138 to 159. Staffing ratio would change from a 3 to a 4.

Flexibility Impact

- a. Prospect Primary was 116.8 %, score of 5. It would become 78.6% and retain its score of 5.
- b. West Pembroke Primary was -11.8%, score of 1. It would become -3% and retains its score of 1.

Table 43: Central Scenario #1 Summary of Impact						
Schools	Current		Scenario		Change	
	% Score	Total Score	% Score	Total Score	% Score	Total Score
West Pembroke	46.1 %	85.3	46.1 %	85.3	0 %	
Prospect	47.4%	87.7	48.5%	89.7	1.1%	2
Zone	47.2%	524.2	47.4%	526.2	.2%	2

This scenario offers little gain for individual schools or the zone impact.

Central Scenario # 2 Close Gilbert Institute and transition staff and students to Prospect Primary

Pros

- a. Enough room to accommodate all except 1 class of students/staff and programmes from Gilbert Institute
- b. Sensitivity were all teachers and staff go together

Cons

- a. Training of other teachers in Deaf and Hard of Hearing from a funding perspective
- b. One cohort will require a portable to accommodate them
- c. Displaces 134 students

Considerations

- d. Transportation needed to get students to Prospect Primary (additional buses)
- e. Would require three P2 cohorts in September 2016 and for an additional 4 years; school to remain two stream in all other year levels.
- f. For September 2016, P1 enrolment would have to be capped at 29 students.
- g. P4 cohorts would change from current 3 to 2, so total teacher need remains balanced.
- h. Surplus staff (1 principal, 2 teachers, 1 custodian, 1 administrative assistant) available for redeployment throughout the system.

Table 44: Central Scenario #2 2016 Possible Prospect Enrolment

Current Gilbert Students	Current Prospect Students	Total Students (232)	Prospect 2016 Cohorts	Prospect 2016 Potential Room Assignments
P1B (16) and P1 T (17) = 33 stds	P1 (13) can take 5 more	46	P2 - 3 cohorts (15), (15), (16)	Literacy (16) Vision (16) Science (16)
P2 (18)	P2 (17) can take 1 more	35	P3 - 2 cohorts (17), (18)	P1(19) P2 (19)
P3B (14) and P3 T (15) = 29 stds	P3 (12) can take 6 more	41	P4 - 2 cohorts (22), (19)	P4C (24) P3 (19)
P4 (17)	P4 F (12) can take 4 P4C (12) can take 12 more	41	P5 - 2 cohorts (20), (21)	P6R (20) Portable (21)
P5 (24)	P5 (13) can take 6 more	37	P6 - 2 cohorts (19), (18)	P5S (19) *P4F (16)
P6 (13)	P6 (19) can take 1 more	32	P1 – 2 cohorts (16), (13)	PD Room (15) OT Room (13)

Table 45: Central Scenario #2 Summary of Impact

<u>Schools</u>	<u>Current</u>		<u>Scenario</u>		<u>Change</u>	
	<u>% Score</u>	<u>Total Score</u>	<u>% Score</u>	<u>Total Score</u>	<u>% Score</u>	<u>Total Score</u>
<u>Gilbert</u>	<u>44.3%</u>	<u>81.9</u>				
<u>Prospect</u>	<u>47.4%</u>	<u>87.7</u>	<u>52.9%</u>	<u>97.9</u>	<u>5.5%</u>	<u>10.2</u>
<u>Zone</u>	<u>47.2%</u>	<u>524.2</u>	<u>48.9%</u>		<u>1.7%</u>	

School Utilisation Impact

- Currently Gilbert Institute has a school utilisation of 103%. This will go to 0.
- Prospect Primary School Utilisation of 46% would increase to 96%, an increase of 50%. Its score would go from a 1 to a 4.

Classroom Capacity Impact

- a. Prospect Primary's score remains at 1
- b. The suggestion of a portable is a temporary solution for 4 years as the extra stream moves out. This was not factored into the scoring.

Financial Resources Impact

- Both of these schools had a Financial Resources score of 1. Careful attention must be given to ensure schools have the resources to manage the transition and support programmes moving forward.

Building Condition Impact

- The Health and Safety issue with mold in Prospect Primary's library would have to be resolved

Safety & Accessibility Impact

- Will have to be reviewed.

Recreational Space Impact

- Consideration would have to be given to increasing play structures.

Range of Programmes Impact

- Gilbert Institute's score is 2.8. Moving the students to Prospect Primary, which has a program rating of 3.5, would provide the students with additional program benefits.

Student/ Staff Ratio Impact

- a. Student/staff ratio for Prospect Primary would go from 14.0 to 17.6 (rating increases from 2 to a 4).
- b. Surplus staff: 1 principal, 1 counselor - option for this counselor to serve Prospect Preschool (which is currently served by Prospect Primary's counselor), in addition to the two preschools that they currently serve (Devonshire Preschool and St. Paul's Preschool). 2 teachers, 1 custodian - option for this custodian is to be redeployed to either Paget Primary or West Pembroke Primary
- c. Special Arrangements/Considerations - sharing arrangements for the Art and PE teacher needs to be reviewed so that Prospect Primary can have fulltime teachers in these areas.
- d. Surplus of Scale Post positions will have to be resolved.
- e. Deaf and Hard of Hearing staff will have to be moved to Prospect Primary.

IT Infrastructure Impact

- IT Infrastructure will have to be addressed as issues with a lack of resources in regards to IT access, printer use, printer ink, equipment etc. is a chronic issue.

Provision of Special Services Impact

- a. Prospect Primary weighted average score would move from 3.2 to 3.3.
- b. Learning Support ratio remains at 14:1 (rating would remain at a 3).
- c. Prospect Primary's counselor school caseload would go from 138 to 229 (staffing ratio changes from a 3 to a 5).
- d. Deaf and Hard of Hearing Programme rating would remain as a 1 until adequate funding is provided by the Ministry. This programme can be accommodated in the current room allocated to a senior Ministry official. This would finally provide a space in which the programme can be housed in a dedicated space rather than shared space. Also, training of other teachers to assist Deaf and Hard of Hearing students will have to be addressed.

Transportation Impact

- With an increase in traffic flow, Prospect Primary's traffic congestion will most likely increase. Therefore its score would move from 3 to 1. Anticipate that 73% of students will be driven to school, which will more than double the congestion.

School as Community Partner Impact

- Score would remain a 5 with the assumption that the community partners that currently support Gilbert Institute would now support Prospect Primary.

Flexibility Impact

- a. Prospect Primary was 116.8 % which was a 5 score. It would become 3.9%, decreasing its score to 2.
- b. Total Flexibility would be used as a result of moving a whole school into the building.

CENTRAL SCENARIO # 3 CLOSE PROSPECT PRIMARY AND TRANSITION STAFF AND STUDENTS VICTOR SCOTT AND PAGET

Pros

- Cost reduction of operating an additional underutilised building.

Cons

- a. With current LAPS and Victor Scott Preschool programmes, there is no room at Victor Scott Primary to accommodate the Prospect ASD Programme. Currently there is an ASD Programme at Paget, but this programme has concerns about adequate space.
- b. Transitioning students to two buildings (sensitivity).
- c. Building Condition of Paget Primary poses health and safety concerns.
- d. Displaces 98 children.

Table 46: Central Scenario #3 2016 Possible Victor Scott Enrolment				
2015 Prospect Students	2015 Victor Scott Students	Total Students (134)	2016 Cohorts	2016 Potential Room Assignments (40 sq. ft. capacity)
		41	P1 - 3 cohort (13), (13), (15)	P1B (13) P1S (13) Upper Learning (15)
P1 (13)	P1B (16) P1S (17)	46	P2 - 3 cohorts (15), (15), (16)	P2 Hr (15) *P2 HI (15) *Science/ Health (16)
P2 (17)	P2 HI (14) P2 Hr (16)	47	P3 - 3 cohorts (17), (14), (16)	P3W (14) Teacher Resource Rm (17) **Multipurpose Room
<p>* Overutilised rooms as per the 40 sq. ft. capacity but not overutilised as per the current MOED guidelines.</p> <p>** Multipurpose Room must be modified to create one classroom and a separate Learning Support student service center to replace current "upper learning room."</p>				

Table 47: Central Scenario #3 2016 Possible Paget Enrolment				
2015 Prospect Students	2015 Paget Students	Total Students (137)	2016 Cohorts	2016 Potential Room Assignments
P3 (12)	P3L (19) P3S (15)	46	P4 - 3 cohorts (15), (15), (16)	P4F (15) P4T (15) *Resource Rm (16)
P4F (12) P4C (12)	P4F (15) P4T (15)	54	P5 - 3 cohorts (18), (18), (18)	*P5H(18) *P5 L(18) *Health Room(18)
P5S (13)	P5H (10) P5L (14)	37	P6 – 2 cohorts (18), (19)	*P6C(18) *P6T(19)
* Overutilised rooms as per the 40 sq. ft. capacity but not overutilised as per the current MOED guidelines.				

Considerations

- a. Redeployment would have to be considered for PE, Art, Music, and Counselor.
- b. Paget Primary and Victor Scott Primary would need to be serviced by fulltime Art and Music teachers.
- c. Both schools would now require Reading teachers.
- d. Paget Primary would require an additional Learning Support teacher; Learning Support teacher at Prospect Primary can be placed at Paget Primary.
- e. Prospect’s custodian can be redeployed to Paget Primary.
- f. Content Specialist Teacher for Literacy is currently serving Victor Scott Primary. Prospect Primary’s Literacy Coach can be redeployed to Victor Scott Primary.
- g. Reading Teacher from Prospect can be redeployed to Paget Primary.
- h. The scenario would require an Educational Therapist at each school.
- i. Female PE Teacher from Prospect Primary could transition to Victor Scott Primary.

- j. Paget Primary would require an additional PE teacher (female).
- k. Scale Post positions would have to be resolved.
- l. Either Paget Primary or Victor Scott Primary will end up with an additional deputy principal.
- m. Surplus staff – 1 principal, 1 administrative assistant, 1 teacher, 1 counselor, 1 custodian.
- n. If there are siblings displaced from Prospect Primary, both would need to be placed at the same school.

Schools	Current		Scenario		Change	
	% Score	Total Score	% Score	Total Score	% Score	Total Score
Prospect	47.4%	87.7				
Victor Scott	53%	98.1	46.0%	85.1	7%	13.0
Paget	47.4%	87.6	45.5%	84.2	1.9%	3.4
Zone	47.2%	524.2	45.4%		-1.8%	

School Utilisation Impact

- a. Prospect School Utilisation was 46%, would decrease to 0%.
- b. Victor Scott School Utilisation was 75%, would increase to 108% (initial score of 3 would decrease to a 1).
- c. Paget School Utilisation was 81%, would increase to 97% (score of 4 would remain the same).

Building Condition Impact

- a. The health and safety issues with Paget Primary’s building condition must be addressed.
- b. The health and safety issues with vermin and mold issues at Victor Scott Primary must be addressed.

Safety and Accessibility Impact

- Both Victor Scott Primary and Paget Primary have a safety score of 1, with issues such as mold, sewage, and rodents. These matters, as well as

accessibility, would have to be addressed prior to increasing student enrolment.

Recreational Space Impact

- Consideration would have to be given to improving Paget Primary's play structures.

Range of Programmes Impact

- a. Paget Primary's final score would increase from 2.4 to 2.9 due to the addition of a Reading programme.
- b. Victor Scott Primary's score would remain the same (3.5).

Student/Staff Ratio Impact

- a. Paget Primary would have a student:teacher ratio of 16.6 and retain its score of 3.
- b. Victor Scott would have a student: teacher ratio 15.8 and retain its score of 3.
- c. Special Arrangements/Considerations - sharing arrangements for the Art and PE teacher would need to be reviewed so that both schools can have fulltime teachers in these areas.

IT Infrastructure Impact

- IT Infrastructure would have to be addressed as issues exist with regards to a lack of resources such as IT access, printer use, ink, equipment etc.

Provision of Special Services Impact

- a. Paget Primary Learning Support ratio would go to 16.5 (score would decrease from 5 to 4).
- b. Victor Scott Primary Learning Support ratio would go to 10 (score remains at a 3).
- c. Paget Primary Guidance score would remain at a 4. Caseload numbers would go from 199 to 239.
- d. Victor Scott Primary's Guidance score would remain at a 4. Caseload would go from 181 to 239 (assuming that the counselor at Victor Scott Primary would continue to service Victor Scott Preschool).

- e. Anticipate that the larger percentage of Learning Support students will go to Paget Primary because they accepted the upper school students.
- f. Overall Provision of Special Services score for Paget Primary would decrease from 3.2 to 3.0.
- g. Overall Provision of Special Services score for Victor Scott Primary would remain at a 4.0

Transportation Impact

- a. Paget Primary's traffic congestion would likely increase; score would move from 2 to 1.
- b. Victor Scott Primary's traffic congestion would likely increase; score would move from 3 to 2.

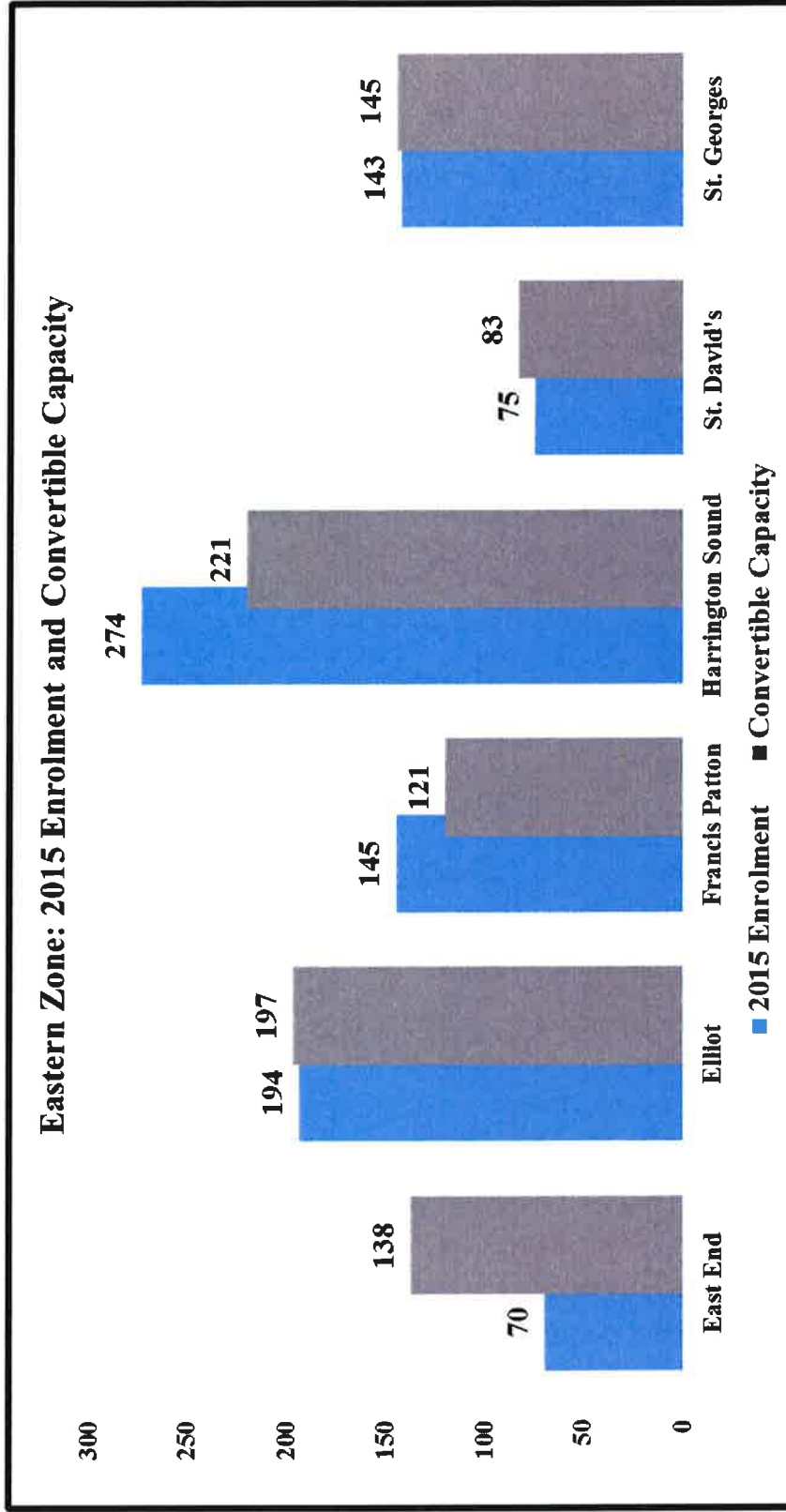
School as Community Partner Impact

- Score at both schools would remain at 5 with the assumption that the community partners that currently support Prospect Primary will continue to support the schools.

Flexibility Impact

- a. Paget Primary's Flexibility is 23.4%, with a score of 4. It would become 2.7%, decreasing its score to 2.
- b. Victor Scott's Flexibility is 45.7%, with a score of 4. It would become 1%, decreasing its score to 2.

Chart 17: Eastern Zone: 2015 Enrolment and Convertible Capacity



EASTERN SCENARIO # 1A – CLOSE ST. DAVID’S AND TRANSITION STUDENTS TO EAST END AND ST. GEORGE’S PREPARATORY

Pros

- a. Cost reduction of operating an additional building.
- b. Involved schools functioning at appropriate school utilisation levels in most classes.
- c. St. George’s Preparatory has two bona fide classrooms that can be used immediately (Learning Support classroom will have to be moved).

Cons

- a. Does not address overutilisation at Harrington Sound Primary and Francis Patton Primary
- b. Displaces 75 children to go to two different schools (sensitivity).

Considerations

- a. If there are siblings, they should be accommodated at the same school.
- b. Transportation of students to East End Primary and St. George’s Preparatory.
- c. St. David’s Preschool could be relocated to St. George’s Preschool. This would require a review of staffing.
- d. This scenario would result in the following surplus staff: 1 principal, 3 teachers, 1 custodian and 1 administrative assistant. Custodian may be transitioned to St. George’s Preparatory. The administrative assistants at East End Primary and St. David’s Primary are currently on secondment from MOED Headquarters.
- e. As of 2016, St. George’s Preparatory would need to accommodate two streams from P1 – P3.
- f. Starting in 2017, for sustainability, St. George’s Preparatory would have to become 2 streams at all levels. For this to be possible, they would need an additional 2 classrooms. Portables are currently being used and additional portables could be used if required while building is taking place.
- g. Qualitative data notes indicate Trustees commitment of current plans to build 4 additional classrooms.
- h. Counselor 3 currently serves St. David’s Primary and St. George’s Preparatory and could become permanent at St. George’s Preparatory.

- i. There would need to be a fulltime Art and Music teachers at both schools.
- j. Learning Support teacher should transition to East End Primary as they would have larger caseloads due to receiving upper school students. Further review of Learning Support caseloads should be conducted to ensure appropriate staffing moving forward.
- k. Determine where the para educator would best serve students.
- l. Reading Teacher could go from St. David's Primary to East End Primary to ensure that they have a Reading teacher.
- m. The PE teacher from St. David's Primary could be relocated to St. George's Preparatory.
- n. Surplus custodian could be relocated to St. George's Preparatory.
- o. Scale Post positions would have to be resolved.
- p. Since this scenario would result in additional teachers, the current Learning Support classroom at East End Primary could be used to create another stream in either: P4, P5 or P6 to make one of these classes smaller.
- q. East End Primary has recently been gifted another building on the property. This could be considered as an ideal space for Art, Music and Guidance.

Table 49: Eastern Scenario #1A 2016 Possible St. George's Preparatory Enrolment				
2015 St. David's Students	2015 St. George's Preparatory Students	Total Students	2016 Cohorts	2016 Potential Room Assignments (40 sq. ft. capacity)
		30	P1P (15) P1 (15)	P1P (15) Learning Support (15)
P1 (13)	P1(18)	31	P2F(16) P2 (15)	*P2F(16) *Spare(15)
P2 (15)	P2(23)	38	P3KR(19) P3NR(19)	*P3KR(19) *P3NR(19)
*Overutilised rooms as per the 40 sq. ft. capacity but not overutilised as per the current MOED guidelines.				

Table 50: Eastern Scenario #1A Possible 2016 East End Enrolment				
2015 St. David's Students	2015 East End Students	Total Students	2016 Cohorts	2016 Potential Room Assignments (40 sq. ft. capacity)
P3 (11)	P3(13)	24	P4	*P4 (24)
P4(11)	P4 (9)	20	P5	*P5(20)
P5 (16)	P5 (9)	25	P6	*P6 (25)
*Overutilised rooms as per the 40 sq. ft. capacity but not overutilised as per the current MOED guidelines.				

Table 51: Eastern Scenario #1A Summary of Impact						
School	Current		Scenario		Change	
	% Score	Total Score	% Score	Total Score	% Score	Total Score
St. David's	49.6%	91.9				
St. George's	68.3%	126.3	65.8%	121.8	-2.5%	4.5
East End	52.6%	97.3	64.3%	118.9	1.7%	21.6
Zone	51.7%	573.9	54.0%	-	2.3%	
Scenario Schools	58.8%		65.1%		6.3%	

School Utilisation Impact

- a. East End Primary would increase from 57% to 92%; score would increase from a 1 to a 5.
- b. St. George's Preparatory would increase from 98% to 118%; score would decrease from a 4 to a 1. This would be for one year and they would have to repurpose a portable until the additional classroom is built. If the Learning Support room and a portable classroom are included, St. George's Preparatory capacity would be 175. School Utilisation would remain at 98% with a score of 4.

Range of Programmes Impact

- a. East End Primary could offer Reading. Score would increase from 2.6 to 3.1
- b. St. George's Preparatory score would remain at 3.3.

Student/Staff Ratios Impact

- a. East End Primary's ratio is 11.7 with a score of 1. Ratio would increase to 18.8 with a score of 4.
- b. St. George's Preparatory's ratio is 17.9 with a score of 4. Ratio would decrease to 15.5 with a score of 3.

Provision of Special Services Impact

- a. St. George's Preparatory's counselor is serving 228 students (St. George's Preparatory, St. David's Primary and St. David's Preschool) and would now serve St. George's Preparatory only with 171 students. The score would decrease from a 5 to 4.
- b. East End Primary's counselor is serving 89 students (East End and St. George's Preschool) and would now serve 142 students (East End and St. David's/ St. George's consolidated preschools). The score would increase from 3 to 4.
- c. East End Primary's Learning Support ratio is 14:1 with a score of 3. The student/staff ratio would become 12:1 and the score would remain the same. St. George's Preparatory Learning Support ratio is 6:1, with a score of 3. The ratio would increase to 13:1 and would maintain its score of 3.
- d. East End Primary's overall Provision of Special Services score is a 3.7 and would move to 3.5.
- e. St. George's Preparatory's overall Provision of Special Services score is a 4.2 and would move to 4.0.

Transportation Impact

- a. East End Primary's traffic congestion would likely increase; score would move from 4 to 3. Consideration can be made to shift the planter that is in the parking lot and make it smaller to allow for better traffic flow.

- b. St. George's Preparatory traffic score will remain at a 3 as the design of the drop off area and size of parking lot could likely accommodate additional traffic.

Flexibility Impact

- a. East End Primary's Flexibility is 96% with a score of 5. It would move to 21.9% with a score of 4.
- b. St. George's Preparatory Flexibility is 1.6% with a score of 2. It would move to a -15% with a score of 1.

EASTERN SCENARIO # 1B – RESOLVE OVERPOPULATION AT HARRINGTON SOUND PRIMARY AND FRANCIS PATTON PRIMARY

Harrington Sound Primary: Operate as a 2 stream school as of 2016

Harrington Sound Primary has a School Utilisation of 124%; with an excess of 53 students. The building can accommodate 2 full streams but currently has 3 streams at P1 – P3. Current class sizes for P1 – P3 prohibits consolidation into 2 streams based on the 40 sq. ft. capacity requirement.

Harrington Sound Primary should enroll only two cohorts of P1 students for September 2016 (a reduction of one class). It is possible that this reduced class will be accounted for by the anticipated reduction in Primary 1 enrolment for the 2016 school year (*Table 9: Enrolment Trends and Projections by Zone*).

In fact, the success of this scenario depends on the anticipated reduction in Primary 1 enrolment and Francis Patton Primary becoming a 2 stream school. Projecting that 37% of incoming Primary 1 students will enter the Eastern Zone in 2016, 133 students will need to be accommodated. Including Scenario 1A and adhering to the 40 sq. ft. per student guideline, the Eastern Zone can accommodate 133 students. See *Table 52 Eastern Zone 2016 Possible Primary 1 Enrolment* below.

The nature of this scenario does not allow for the generation of a Summary Impact Table.

Table 52: Eastern Zone 2016 Possible Primary 1 Enrolment		
School	Enrolment Spaces Primary 1 Students	Number of classes
East End	18	1
St. George's Preparatory	30	2
Francis Patton	22	2*
Harrington Sound	34	2
Elliot	29	2*
* Class will be overutilised by 1 student.		

Pros

- a. Schools functioning at appropriate school utilisation level over time.
- b. Rooms that are too small for classroom use would no longer be used to house children. One of these rooms could be repurposed as a Learning Resource Room as this is an identified need at the school.

Francis Patton Primary: Operate as a 2 stream school as of 2017

Francis Patton Primary has a School Utilisation of 120%; with an excess of 24 students. The building with its current use can accommodate 1 full stream and 2 streams at 3 levels. To resolve overutilisation at Harrington Sound Primary, Francis Patton Primary would need to accommodate 2 streams at all levels. This would require using the rooms which currently house Lyceum Preschool.

Pros

School and zone functioning at an appropriate utilisation level over time.

Considerations

Harrington Sound Primary would have 1 surplus teacher and Francis Patton Primary will require 1 additional teacher. Consider the transfer of a lower primary teacher from Harrington Sound Primary to Francis Patton Primary.

EASTERN SCENARIO # 2– KEEP ALL SCHOOLS OPEN AND RESOLVE OVERUTILISATION AT HARRINGTON SOUND PRIMARY AND FRANCIS PATTON PRIMARY BY TRANSITIONING STUDENTS TO EAST END PRIMARY

Pros

- a. All schools functioning close to their school utilisation levels over time.
- b. School utilisation at East End Primary would improve.
- c. Minimal reduction in classroom teacher need.

Cons

- a. The success of this scenario relies heavily on parent choice.
- b. Even if all possible student transfers to East End Primary take place, Harrington Sound Primary and Francis Patton Primary would still have School Utilisation above 100%.

Considerations

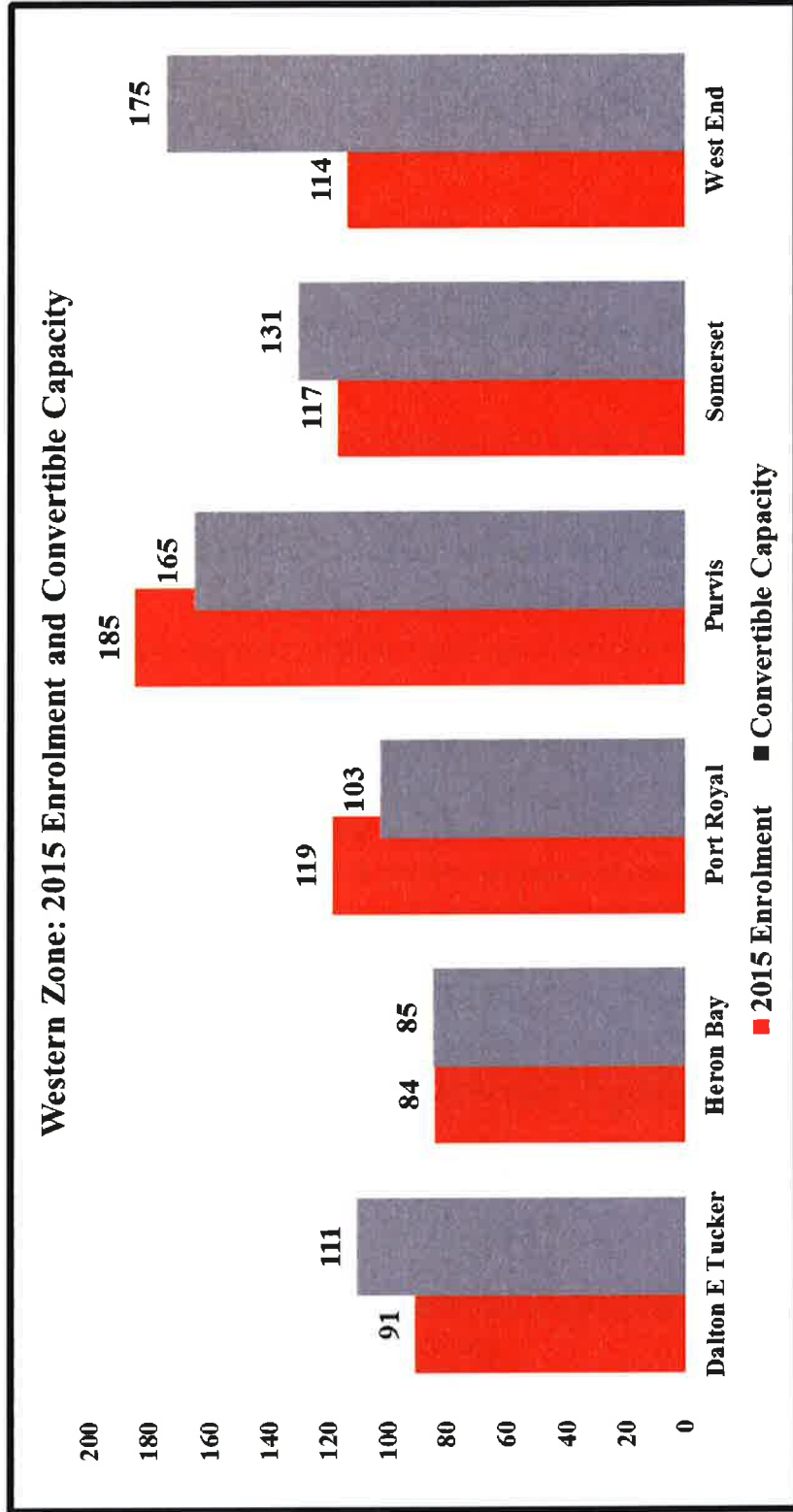
- a. Consider offering incentives for current students of Harrington Sound Primary and Francis Patton Primary who live within St. George’s Parish to transition to East End Primary (St. David’s does not have the classroom capacity to take additional students). See Table 53 *Eastern Scenario #2 2016 Possible East End Enrolment*.

2015 Class	2016 Class	2015 Enrolment	Class Capacity	Additional Students	2016 Total
	P1		18	18	18
P1	P2	14	18	4	18
P2	P3	12	18	6	18
P3	P4	13	20	7	20
P4	P5	9	21	12	21
P5	P6	9	20	11	20

- b. Demand for before school care may increase.
- c. Harrington Sound Primary could begin to reduce to 2 stream; enrolling 2 Primary 1 classes. It is possible that this reduced stream will be accounted for by the anticipated reduction in Primary 1 enrolment for the 2016 school year (see *Table 9: Enrolment Trends and Projections by Zone*).
- d. Francis Patton Primary could begin to become a 1 stream school, allowing Lyceum Preschool to remain in its current location.
- e. If Harrington Sound accepts 2 P1 classes this would result in 1 surplus teacher for redeployment in September 2016.

The nature of this scenario does not allow for the generation of a Summary Impact Table.

Chart 18: Western Zone 2015 Enrolment and Convertible Capacity



WESTERN SCENARIO # 1 - RESOLVE OVERUTILISATION AT PORT ROYAL PRIMARY AND PURVIS PRIMARY AND TRANSITIONING STUDENTS TO WEST END PRIMARY

A total of 29 children going to West End Primary, which can accommodate 61 additional students.

Carefully considered but not feasible for the following reasons:

Cons

- Transitioning students from two buildings (sensitivity).
- Students would have to be moved to the western most part of the island.
- September 2016 P5 classes at West End Primary would be overutilised if they accept the 7 surplus students from Purvis Primary.
- Ten P2's can be sent from Purvis Primary to West End Primary. This would require an extra teacher.
- Port Royal Primary's overutilisation is minimal. Therefore it is not realistic to create cohorts at West End Primary and moving these students into existing classes at West End Primary would result in further overutilisation there. West End Primary's capacity can only be utilised by creating additional cohorts. See Table 54 *Western Scenario #1 2016 Possible West End Enrolment* below:

2015 Port Royal Excess Students	2015 Purvis Excess Students	Total Excess Students (29)	2016 West End ability to accommodate
P1 (2)	P1E (0) P1 W (0)	2	P2 (0)
P2 (1)	P2E (5) P2W (5)	11	P3 (6)
P3 (1)	P3E (0) P3W (1)	2	P4 (0)
P4M (2) P4 R (0)	P4E (3) P4W(4)	9	P5 (0)
P5 (4)	P5E(0) P5W (1)	5	P6 (0)

WESTERN SCENARIO # 2 CLOSE HERON BAY PRIMARY AND TRANSITION STUDENTS TO WEST END PRIMARY

Pros

- a. Sensitivity where all teachers and staff transition together, with a total of 84 students transitioning to West End Primary.
- b. Cost reduction of operating an additional building.

Con

- a. Students move a significant distance west.
- b. West End Primary classrooms would become overutilised at P4-P6 level.

Table 55: Western Scenario #2 Possible 2016 West End Enrolment				
2015 Heron Bay Students	2015 West End Students	Total Students	2016 West End Students	2016 Potential Room Assignments
		27	**P1 - 2 cohorts (12), (15)	P1(15) Reading Room (12)
P1 (7)	P1 (17)	24	**P2 - 2 cohorts (12), (12)	P2 PE/ Health Room
P2 (18)	P2 (9)	27	**P3 – 2 cohorts (13), (14)	P3S(13) P3C(14)
P3 (14)	P3S(15) P3C (14)	43	**P4 – 3 cohorts (15), (14), (14)	P4E (14)* P4G (15)* Extra upper classroom (14)*
P4 (16)	P4E (12) P4G (13)	41	**P5 – 3 cohorts (12), (14), (15)	P5 S (12)* Learning Support Room (14)* Team room (15)*
P5 (16)	P5(14)	30	**P6 – 2 cohorts (16), (14)	P6 (14)* Portable required for 2 years (16)
Total West End School Enrolment 192				
* Overutilised as per the 40 sq. ft. capacity but not overutilised as per the current MOED guidelines.				
** Would require an additional stream at West End				
All classroom teachers and paras from Heron Bay can be placed at West End.				

School Utilisation Impact

- a. Currently Heron Bay Primary has a utilisation of 118%. This would go to 0.
- b. West End Primary has a utilisation of 75%, with a score of 3. Utilisation would increase to 126%, with a score of 1.

Classroom Capacity Impact

- a. West End Primary's score remains at 1.
- b. The suggestion of a portable is a temporary solution for 2 years as the extra streams moves out. This was not factored into the score.

Financial Resources

- Both of these schools had a Financial Resources score of 1. Careful attention must be given to ensure schools have the resources to manage the transition and support programmes moving forward

Building Condition Impact

- A portable would have to be secured to accommodate the additional students.

Safety and Accessibility Impact

- Accessibility would have to be reviewed.

Recreational Space Impact

- Consideration will have to be given to increasing play structures.

Range of Programmes Impact

- Both schools have a score of 3. This score will remain.

Student/ Staff Ratio Impact

- a. Student/staff ratio for West End Primary would decrease from 14.3 to 13.7 (score would remain at 2).
- b. Surplus staff – 1 principal, 1, deputy principal, 1 custodian.
- c. Special Arrangements/Considerations – Art and Music teachers would need to be fulltime.

IT Infrastructure Impact

- IT Infrastructure would have to be addressed to remediate challenges with a lack of resources with regards to IT access, printer use, printer ink, equipment etc.

Provision of Special Services Impact

- a. West End Primary’s weighted average score would remain at 3.4.
- b. Learning Support ratio decreases from 24:1 to 22:1; score would change from a 4 to a 5.
- c. West End Primary’s counselor caseload would decrease from 231 to 192; score would decrease from a 5 to a 4). Counselor C2 was previously serving all West End Primary and Somerset Primary students. Under the scenario, the counselor should transition to serve West End Primary full time, resulting in a reduced caseload.

Transportation Impact

- West End Primary’s traffic congestion would likely increase; score would move from 3 to 2. Anticipate that 81% of students would be driven to school. The number of children driven to West End Primary would increase by 80%, from approximately 62 to 102 students.

School as Community Partner Impact

- Score of 5 would stay the same with the assumption that the community partners that currently support Heron Bay Primary would now support West End Primary.

Flexibility Impact

- a. West End Primary’s Flexibility is 31.6 %, with a score of 4. It would become -9%, with a score of 1.
- b. Total flexibility would be used by moving a whole school into the building.

Schools	Current		Scenario		Change	
	% Score	Total Score	% Benefit	Total Score	% Score	Total Score
Heron Bay	52.9%	97.9				
West End	51.5%	95.3	43.4%	80.3	-7.9%	-15.0
Zone	52.7%	585.2	51.1%		-1.6%	

Considerations

- a. West End Primary's Book room would have to be redesigned to house 1 Learning Support teacher and the Reading teacher.
- b. The additional Learning Support teacher would have to be placed in the Resource Room.
- c. Would need to resolve counselor (C2) caseload so that they can service West End Primary fulltime. The counselor (C8) from Heron Bay Primary would have to service Port Royal Primary and Somerset Primary.
- d. It may be possible to alleviate some of the overcrowding caused by this scenario by considering other Western schools that can accommodate a small number of students.
- e. Transportation needed to get kids to West End Primary (additional buses).
- f. Would require three P4 and P5 cohorts for September 2016 and until these cohorts cycle out of the building. School should remain 2 stream in all other year levels.
- g. For September 2016, P1 enrolment should be capped at 27 students.
- h. Surplus staff -1 principal, 1 deputy principal, 1 custodian, 1 administrative assistant

WESTERN SCENARIO # 3 – RESOLVE OVERUTILISATION AT PORT ROYAL PRIMARY AND PURVIS PRIMARY AND TRANSITION STUDENTS TO PAGET PRIMARY

A total of 29 children going to Paget Primary, which can accommodate 45 additional students

Carefully considered but not feasible for the following reasons:

Pros

- a. No Western Zone schools would remain overutilised.
- b. Even with an additional cohort, there would remain some Flexibility for Paget Primary to take additional students in the future.

Cons

- a. Would require additional staff at Paget Primary (an additional P2 cohort and staff member).
- b. Students would have to be moved to another zone.
- c. Displaces 10 children (sensitivity).
- d. Moving 10 surplus students from Purvis Primary (2015 P2, which is currently overutilised even by MOED Classroom Capacity) would require the creation of a new cohort at Paget Primary. This would create 1 new teacher position and result in Paget Primary having 3 streams at 2016 P3 level.
- e. Would leave Purvis Primary overutilised in 2016 at P4, P6 and especially at P5.
- f. Would leave Port Royal Primary overutilised in 2016 at P2, P3, P4 and P6. Port Royal Primary's overutilisation is minimal. Therefore, moving these students would not be realistic based on sensitivity considerations.

The nature of this scenario does not allow for the development of a Summary Impact Table.

WESTERN SCENARIO # 4 – NO SCHOOLS CLOSING AND REORGANIZING.

Pros

- All schools functioning at appropriate School Utilisation levels over time.

Considerations

- a. Shift intake to the west to ensure that West End Primary becomes two stream at all levels, adhering to the 40 sq. ft. per student guidelines.
- b. With attention to appropriate intake over time with rebalancing of enrolment, school overutilisation can be resolved.
- c. Anticipate a small reduction in Primary 1 enrolment (approximately 6 students) in September 2016 as a result of reduced birth rate (*Table 9: Enrolment Trends and Projections by Zone*). However, this reduction must be spread across all schools to allow class enrolment to align with Classroom Capacity guidelines over time.

SECTION V: CLOSING CONSIDERATIONS

Scenario Implementation Considerations

Any reorganisation of schools will require special consideration to minimize the potential for negative impact on the student experience. If the decision to reorganize is taken, a planning committee should be put in place to oversee effective and seamless transitions. The work of this committee should include developing incentives to support families involved in a transition. Possible incentives could include uniform vouchers, allowances for siblings to attend the same school, and/or potential bus transfers from their current school for a limited period of time.

Consultation with impacted staff, parents, and other key stakeholders should take place early in the process to promote understanding, ownership and the opportunity to contribute to the final outcome. Care would need to be taken to resolve caseloads of staff members who serve more than one school (Art, Music, Counselor, Educational Therapist, etc.). In particular, any school involved in a significant reorganisation initiative should receive the services of a full time Educational Therapist for a minimum of two years. The Educational Therapist could focus

significant energies on promoting positive school culture and effective integration of the school communities.

The Department of Education would have to revise guidelines for enrolment and take steps to adhere to these guidelines in all decisions. If the guidelines are not adhered to, there is the potential to revert to an imbalance of School Utilisation throughout the zones, the overutilisation of schools and a diminished quality of learning experience.

FINAL CONSIDERATIONS

This report seeks to be comprehensive. Nonetheless, it remains a summary of all Study Factor Criteria considered. Every effort has been made to present findings that accurately reflect the data collected, and to present the data in a way that is accessible to all stakeholders. The findings of this review are significant for several reasons. First, a review of this nature has not been conducted for the BPSS in recent history.

Second, the findings indicate (1) a significant need for improvement of school building conditions and (2) a review of policies that guide classroom enrolment, school maintenance protocols, programme funding, IT Infrastructure and expectations for staffing levels in a number of areas.

Finally, the findings of this report present a unique opportunity to take key steps to impact and improve the quality of the student experience. Most importantly, they create a strong foundation on which decisions for improvement of the BPSS primary schools can be made. The individual school profiles can be used as a starting point to this improvement exercise. As such, the work of the SCORE Committee can be viewed as a key resource in the development of a strategic plan.

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DOCUMENT I: HEALTH & SAFETY CONCERNS

Health and safety concerns of each school are highlighted in this section. Statements are recorded verbatim from School Profile Summary interviews and were used to substantiate the ratings. Schools are listed in this section by alphabetical order.

Dalton E. Tucker (safety score: 1)

1. It's accessible. Gate at exit entry - drop off area needs improvement
2. Dropping off/reloading area is a major concern and challenge. Cars and children come in through same entry way. Needs to be made safer for children.
3. Water drainage an issue especially during rain.
4. Logistics (driving/parking) in front of building is a challenge.

East End Primary (safety score: 4)

1. Plumbing is a concern. There is odor in the water in the staff room. Plumbing does not break down often. We have had many leaks but they have repaired most of them.
2. This is the only wheelchair accessible school in the east end. There have been issues getting into classrooms but that has been resolved.
3. The tech room is used regularly and the library needs to be re-vamped. I haven't spent too much time up there – it seems musty when I go in.
4. Tries to keep school clean to avoid sickness, colds.
5. It's accessible. Gate at exit entry - drop off area needs improvement.

Elliott Primary (safety score: 1)

1. I've been working by myself for 3 months because the other custodian is out sick.
2. Grass needs to be mowed more often and it needs to be cleaned up so students don't track it into buildings.
3. Traffic backs up in the mornings. Parents don't follow protocols.
4. Mold – when opening the school in the morning there is a strong smell of mold in room across from Custodian office, end room, Deputy Office (closed off), and current tech room.
5. Art room has termites in the door and cabinets.

6. There was no water in upper school bathrooms yesterday. Repairs needed to water pump.
7. Bathrooms downstairs need to be moved so they can be monitored and controlled (boys and girls bathrooms are adjoining and can only be accessed down a narrow flight of stairs – no fire exit).
8. Walkway in the lower block needs to be closed off due to drainage problems when it rains.
9. The old music room (mold issues) will serve both as Deputy Office and Learning Support room.
10. There are some issues with mold. I went into Deputy Simmons room the other day and I don't know how mold feels but my eyes were stinging.
11. The upper school bathrooms are not adequate because we can't monitor them. Plus the boys and girls are right next to each other. The bathrooms are too far away.
12. Really I shouldn't be in my room because of the air quality report (mold) so I need to find another space temporarily.
13. Sometimes the rooms are quite hot and uncomfortable making it difficult to work and concentrate.
14. I have to close the window when the AC is on because the unit is so loud. Supposed to keep window open due to mold concerns.
15. The gym is good but the chairs stacked at the back present a safety hazard. If it is raining we have about 40 students, but normally 18.
16. Field is good but would need to be more regularly maintained. There is a great facility here. Sometimes the trees on the hill are not cut for cross country.
17. Sometimes the equipment room is wet with dust and some mold. When it rains there is something going wrong.

Francis Patton (safety score: 4)

1. Bathrooms do not accommodate needs of P1 and P2 students – only full size rest rooms.
2. Student experience – Inclusion – ramps for school externally but they will need internal ramps. Accessibility is a need.
3. Bathrooms for P1 and 2 are a problem.

Gilbert Institute (safety score:2)

1. Some Works and Engineering concerns i.e. missing ceiling tiles, mildew, cupboards and work takes a long time to complete.
2. The school is always oversubscribed; too many students want to attend the school.
3. Leaks are a consistent challenge.
4. My main concern is Health and Safety. I make the calls to the necessary people to ensure that concerns are addressed promptly. There is one custodian and one night cleaner.
5. Roofs need maintenance. Flat roofs collect water, which causes leaks.
6. Assembly hall needs upgrades.

Harrington sound (safety score: 1)

1. Play structure is in terrible condition. Swings are broken. Triangle is an accident waiting to happen. We don't have a hard-surface area. We use the field for netball. If the field is very mucky during lunch we are on the hard surface.
2. Electrical outlets are not sufficient in the room; they restrict space organisation.
3. Some windows are very low; lots of rodents get into the building.
4. Brush behind the building needs to be cut consistently.

Heron Bay (safety score: 4)

No explicit health and safety concerns noted.

Northlands Primary (safety score:1)

1. There are some Safety and Health concerns with open electrical pipes and exposed live wires.
2. Moving the school from the Dellwood site was not positive. It provided a culture shock to staff involved. Classrooms and grounds do meet the needs of primary age children. The building is not conducive to primary age children. There is little shelter from the sun during play times.
3. The quadrangle of the school is not child-friendly and is a Safety and Health concern. The building was created as a Middle/Secondary school and built to accommodate older children. The building is not developmentally appropriate.
4. This facility is not safe for little children. The hard surfaces are dangerous. The overall site is not adequate for primary children.
5. The facility needs to be looked after and better utilised. The playground space can be dangerous. Crossing lights need to be repaired, been out of service for over a year. The area does not appear to be a "school zone". There are several safety concerns because of the former use of the school as a secondary school.
6. A screen is needed for the office window as a safety concern.
7. Bathrooms need renovations; both student and staff bathrooms. The overall facility is safe, but there are some leaks in two classrooms.
8. The bathrooms need renovations; this has not been done, despite several submissions over the last 3 years.

Paget Primary (Safety Score: 1)

1. Cleanliness is an issue due to only one custodian.
2. The school is too accessible and there are safety concerns. The Lower School playground is too 'open'.
3. The rubber tree should be cut down as it is eroding the bank and poses a safety concern.
4. On the netball court there are safety concerns with the steps. There should be tiered steps for parents' access and seating.
5. The gym ventilation is poor, leaking and the windows are not secure.
6. There needs to be Audio Visual enhancements and the doors are not secure.

7. A major area of concern is the security of the school.
8. There are safety concerns with both playgrounds and fencing around them
9. Traffic concerns – parents drop off the students across the street and the layout is not conducive to student safety.
10. Classrooms – have some structural issues and are leaking and moldy
11. Grassy Areas (green space) – field has safety concerns (no steps)
12. Security concerns – very open facility, no one way to come in. People without permission enter easily. Security needs to be enhanced. Campus design inhibits a lock-down process. There is an issue of having keys copied in the past and are ‘out in the public.’ This has been reported.
13. Many classrooms are without telephones due to the last hurricane.
14. P6 has concerns with air quality since the fire.
15. The parking lot is poorly designed and classrooms are outdated due to lack of technology, the air quality is poor and the school gets hot over the summer.

Port Royal Primary (safety score: 4)

1. I have a real problem with homeless people – come to dumpster, open, drop trash in front of dumpster – I’m greeted with huge piles of trash in front of dumpsters.
2. Need more security lights for lunch benches outside of P1 and P2 - people using area for personal agenda. No locked gates at entrances of school.

Prospect Primary (safety score: 2)

1. CCTV cameras are not able to capture all possible security breaches.
2. Library has been unusable, due to mold.

Purvis Primary (safety score: 4)

1. Repairs, dealing with Parks - the grass – it’s a lot. Grass just got cut.
2. Main concern is safety – promised cameras would work but has not happened – only 3 working.
3. Tables that computers are on are not level.

Somerset Primary (safety score: 2)

1. Begin in early morning; assess property to clean up/collect inappropriate items (condoms and porno). Reports this to secretary.
2. Worried about asthma in kids – poor air quality; teachers, new kids.
3. Last year for example pump room and electricity together...unsafe and uncomfortable. Principal got people to look at it.
4. During summer break came in early to prepare – W&E showed up – and undid everything he had accomplished because channel cutting created dust. Always last minute rush to get things done.
5. Hall needs to be bigger. Some safety issues

St. David's Primary (safety score: 1)

1. My main concern is a lack of storage space. For example when we have broken items we have nowhere to put them. Also the bathrooms definitely need upgrading. Everyone is in one building so the use is high. The cubicles are not in good condition. Wear and tear is showing. Some things are rusting.
2. Rooms which leak include Reading Recovery, Principal's room (largest puddle) and P5 classroom. I am not certain about the auditorium.

St. George's Preparatory (safety score: 5)

No health and safety concerns noted.

Victor Scott (safety score: 1)

1. Termites, mold all over the school.
2. Custodian room has a rodent/vermin problem.

West End (safety score: 3)

1. Air quality – teachers should open their own windows. Not job of custodian.
2. Custodian's office needs an upgrade – no ventilation
3. Auditorium is hot, fan provided burned out. The main problem is air circulation.
4. Storage cabinet deemed unhealthy.
5. Concrete cricket pitch is slippery and kids fall. Covering needs to be replaced.
6. Have lighting in reading room which is conducive to reading.
7. Netball court is parking lot – needs resurfacing and lines drawn.

8. Some classrooms leak every now and then.
9. Birds and creatures crawl into ceilings.

West Pembroke (safety score: 2)

1. Covered walkway to the room, on rainy days it impacts instruction
2. Termites in beams are a large problem – Safety & Health
3. Wooden floors are a safety issue
4. P4 classrooms – some mold issues (air quality?)

DOCUMENT II: SUMMARY OF SCHOOL ENROLMENT AND CAPACITY

Table 57: Summary of School Enrolment and Capacity				
School	2015 Enrolment	2015 Number of classes	School Capacity with current Classroom	School Capacity with Convertible Classrooms
Dalton E. Tucker	91	6	97	111
East End	70	6	123	138
Elliot	194	12	197	197
Francis Patton	145	8	121	121
Gilbert	134	8	130	130
Harrington Sound	274	15	221	221
Heron Bay	84	6	71	85
Northlands	179	12	182	182
Paget	199	13	246	246
Port Royal	119	7	103	103
Prospect	98	7	213	213
Purvis	185	12	165	165
Somerset	117	8	131	131
St. David's	75	6	83	83
St. George's	143	8	145	145
Victor Scott	131	8	175	191
West End	114	8	152	175
West Pembroke	231	13	178	204
Total	2583	163	2733	2839

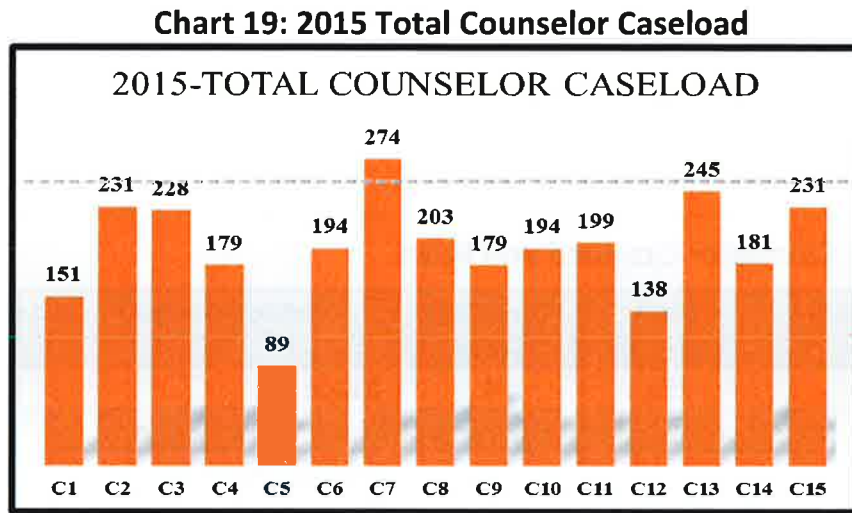
DOCUMENT III: STAFFING CASELOADS

Guidance/Counselor Caseload

Table 58 *Counselor Caseload and Score* below applies a numerical code to each school counselor position. It shows the schools served by each counselor and their total caseload. The Counselor caseload score is then identified and applied to each school served by that counselor.

Counsellor	Total Caseload	Counselor Score	Schools Served	School Enrolment
C1	151	4	Dalton E	91
			Lagoon Park	30
			Southampton Pre	30
C2	231	5	West End	114
			Somerset Primary	117
C3	228	5	St. David's	75
			St. George's	143
			St. David's Pre	10
C4	179	4	Francis Patton	145
			Lyceum Pre	34
C5	89	3	East End	70
			St. Georges Pre	19
C6	194	4	Gilbert Institute	134
			St. Paul's Pre	20
			Devonshire Pre	40
C7	274	2	Harrington Sound	274
C8	203	5	Port Royal	119
			Heron Bay	84
C9	179	4	Northlands	179
C10	194	4	Elliot	194
C11	199	4	Paget	199
C12	138	3	Prospect	98
			Prospect Pre	40
C13	245	4	Purvis	185
			Warwick Pre	60
C14	181	4	Victor Scott	131
			Victor Scott Pre	50
C15	231	5	West Pembroke	231

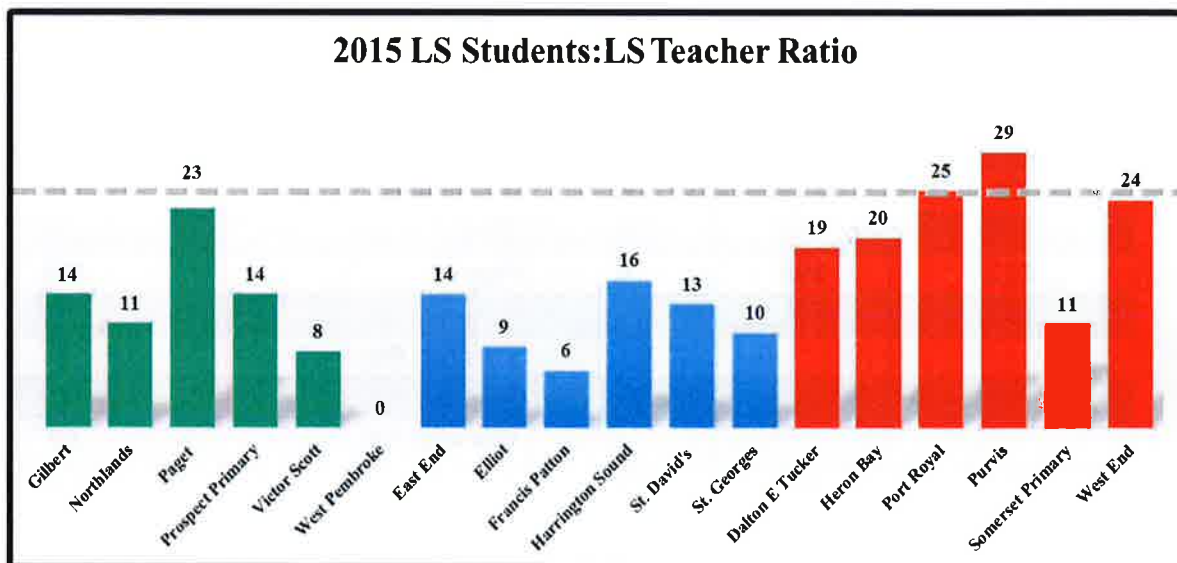
Chart 19 2015 Total Counselor Caseload highlights the variation in counselor caseloads throughout BPSS primary schools.



Learning Support Caseload

Chart 20: 2015 Learning Support Students: Learning Support Teacher Ratio below reflects the current caseload of Learning Support teachers for each school. Caseloads are expressed as the ratio of Learning Support students to Learning Support teachers. Data for West Pembroke was not available. For reference, the maximum caseload for a Learning Support teacher is 25 students, as per MOED guidelines.

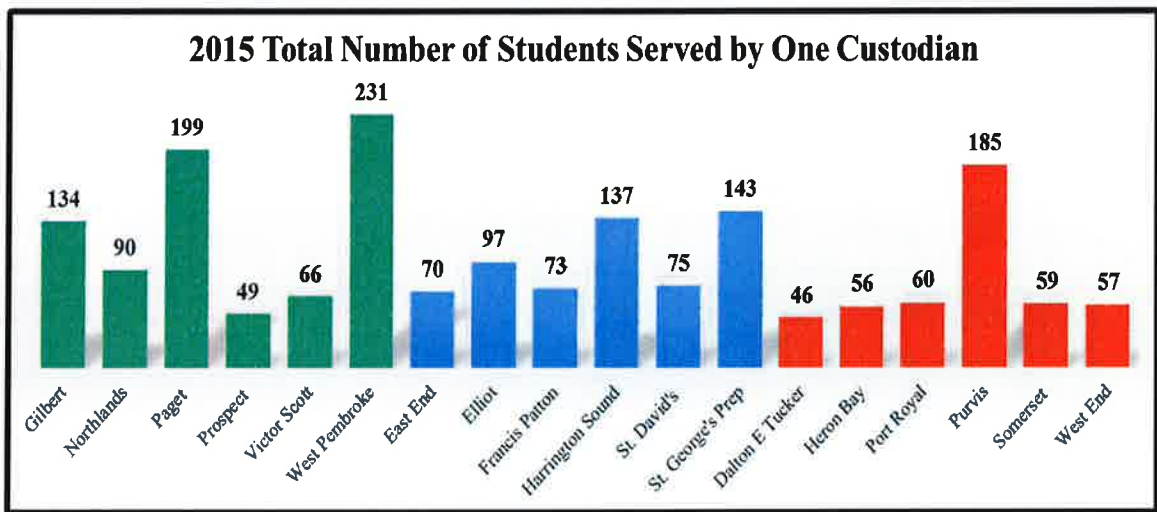
Chart 20: 2015 Learning Support Students: Learning Support Teacher Ratio



Custodian Caseloads

Chart 21 *2015 Total Number of Students Served by One Custodian* below outlines the inequity of workload experienced by custodians throughout the BPS. A review of appropriate custodial staffing levels should be conducted to promote greater equity across the system and ensure reasonable expectations. It is important to note that a custodian's workload impacts their ability to sustain required levels of cleanliness and preventative maintenance throughout buildings.

Chart 21: 2105 Total Number of Students Served by One Custodian



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34	Prospect Primary Summary Findings	84
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GOVERNMENT OF BERMUDA
GOVERNMENT OF BERMUDA

MINISTRY OF EDUCATION

SCORE Research Report

REPORT OF FINDINGS AND RECOMMENDATIONS



December 2015

RESEARCH SUBCOMMITTEE MEMBERS

Name	Role
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Daltonell Minors	Member
Lisa Marshall	Member
Dr. Derek Tully	Member
Craig Tyrrell	Member

Introduction

The SCORE Research Subcommittee report addresses the Minister of Education, the Honourable Wayne Scott's, expectation stated in the SCORE terms of reference (**See Appendix**). This was to provide findings related to "plans for improving the quality and consistency of programming across primary schools, keeping in mind the ideal or model school" (ToR page 4, section 4ii). The SCORE Advisory Research subcommittee was established to identify the elements of a "model school" and to make recommendations based on the research of how the educational experience of Bermuda's children could be improved to provide equity and equality throughout the Bermuda Public School System.

Research

The research was organized according to the criteria and the specific study factors identified in the SCORE terms of reference that were included in the Bermuda Public School Profile Summary (BPSPS – **See Appendix**). The criteria considered were as follows: cost per child, operating cost, building utilisation, building conditions, safety and accessibility, recreational space, range of programmes, staffing numbers and year levels, 21st century learning, IT infrastructure, provisions for special education, transportation, community partners, and flexibility of school building. In addition to looking at individual schools/ school systems, the research also took into account other aspects that would lead to improvements to the educational experience of Bermuda's children.

I. School/School System Selection

The Research Subcommittee decided to look closely at the school systems of schools in Finland, Canada, United Kingdom and the United States, as these jurisdictions were more closely related to Bermuda culturally.

The following schools/school systems have been selected and the findings are recorded in this report: Kirkkojarvi Comprehensive School, Finland; Alberta School System, Canada, Scott's Primary School, Hornchurch, UK; and John Ward Elementary, Newton, MA, USA.

II. Findings

Regarding the following criteria: cost per student; building capacity; operating cost; safety and accessibility; recreational space; IT infrastructure; either there was no consistency between the schools, or the information was not readily available for the specific schools researched. However, there were very clear and strong common themes when considering: range of programmes; staffing; 21st century learning; provisions for special education; community partners and flexibility.

These commonalities are noted as follows:

- Qualified, effective, certified educators at every grade level with Master's degrees
- Qualified, effective, support staff (teacher assistants, para educators, etc.)
- Support agencies (Speech, OT, PT, Psychologist, etc) are part of the school team.
- On average, the student: teacher ratio does not exceed 20:1
- The facilities are modern with open spaces which provide opportunities for students to develop on all levels. Their interests and talents can be identified which lends itself to developing the whole child.
- There is a wide range of subjects offered, extending beyond the basic 'core' subjects.
- Three of the four examples required students to learn a 2nd language
- A wide variety of after-school offerings are available that builds on well-rounded development.

- Students' knowledge, ability and learning styles are key components of the school ethos.
- The schools are geared toward 21st century skills and preparing productive citizens.
- Diverse needs of students are understood and addressed within the school's structure - academically, socially, physically.
- The needs of students with severe challenges are met by designing systems which meet the diversity within the school setting, or in another location.
- The school-community link is strong and important. Three out of the four examples indicated that the school was used by the community after school, holidays and weekends.
- In 50% of the schools/systems researched, formal classroom education does not commence until students are at least 6 years of age.
- Three of the 4 examples indicated that free bus transportation is provided for students that lived a distance away from the school.
- Each school had recreational space.
- However, according to research on the impact of school grounds improvements, conducted by the Learning Through Landscapes Charity, UK:

'Of the schools surveyed, 65% believed that school grounds improvements had increased overall attitudes to learning and over half have seen improved academic achievement (52%). The results also show considerable improvements in behaviour (73%), social interaction (84%) and self-esteem (64%) as well as a significant reduction in bullying (64%). Relevant to the Government's new Primary Strategy (Excellence and Enjoyment), with its emphasis on children enjoying and being stimulated by their time at school, the research highlights increases in children enjoying and having fun in their grounds (90%) and improvements in active play and games (85%).'

<http://www.ltl.org.uk/pdf/LTL-Survey-20031288585139.pdf>

III. Considerations

As Bermuda moves towards creating model primary schools, further research and careful strategic planning are required to achieve this goal. Based on the research conducted, the subcommittee considers the categories and high leverage items below, as critical components in the development process of the system's strategic plan. It is important to note the commitment from Governments to make education a top priority.

CATEGORY:	High Leverage Considerations
Staffing	<ul style="list-style-type: none"> • Primary school teachers have Master’s Degree in Education with a concentration in a content area –language, math, science, reading, etc. • Teachers selected from the outstanding teaching institutes. <p> http://www.newton.k12.ma.us/domain/723 http://primary-schools.findthebest.co.uk/l/1341/Scotts-Primary-School http://www.theatlantic.com/education/archive/2014/03/finnish-education-chief-we-created-a-school-system-based-on-equality/284427/ http://alberta.compareschoolrankings.org/elementary/SchoolsByRankLocationName.aspx http://alberta.compareschoolrankings.org/elementary/Mount_Pleasant_School/Edmonton/Report_Card.aspx </p>
Building Capacity	<ul style="list-style-type: none"> • Findings from the May 4, 2014 – Ohio Report – each student inside every classroom should have a 6ftX6ft space (36squarefeet) = 900 square foot with at least 8 feet ceilings – every classroom suitable for learning centers and group work • Collaborative space 550 square feet not connected to any classroom but an open space • Examples of innovative 21st century built schools over the past 5 years- Joplin Irving Elementary created by HMFH Architects, Abbot –Downing Elementary; Not Old School: Architect in Support of Learning <p> National Center for Education Statistics http://nces.ed.gov Blueprint for Tomorrow: Redesigning Schools for Student-Centered Learning, (Harvard Education Press, 2014) http://sdaarchitects.com/portfolio/joplin-schools-irving-elementary/ http://ads.sau8.org/ https://www.google.com/?gws_rd=ssl#q=Not+Old+School:+Architect+in+Support+of+Learning </p>
Safety & Accessibility	<ul style="list-style-type: none"> • Wheel chair accessible to accommodate students with disabilities. • Separate entrance for drop off & pick up. • Parking in a designated section of the school which doesn’t interfere with daily activities of the students <p> http://public-schools.startclass.com/l/42562/John-Ward http://www.scotts.havering.sch.uk/about-us </p>
Recreations Space	<ul style="list-style-type: none"> • sport taught – football, netball, cricket, track & field, softball, etc. Field size to support every • Playground accessible for all lower school students P1-P3 • Develop the school grounds to promote safe academic, social and positive learning experiences.

	<ul style="list-style-type: none"> • Part of the field & playground have a canopy to provide shelter from the heat, cold or rain • Area with benches to eat, play board games, etc., with umbrella for shelter. <p>http://www.archdaily.com/166597/kirkkojarvi-comprehensive-school-verstas-architects/ http://public-schools.startclass.com/l/42562/John-Ward http://www.scotts.havering.sch.uk/about-us http://www.ltl.org.uk/pdf/LTL-Survey-20031288585139.pdf</p>
<p>Range of Programs</p>	<ul style="list-style-type: none"> • 100% of core classes taught by highly qualified teachers. • Subjects taught – P1 & P2: core subjects, in addition to art, dance, music, PE, enrichment class • P3-P6: language, math, science, social studies, art, instrumental music, choral music, dance, IT, PE, Foreign language (P4-P6)enrichment class • Emphasis on learning not standardized testing • All students have access to the arts and sports • The curriculum is responsive to the diverse needs of students - Differentiated Instruction principles (gender diversity, learning styles, academic readiness, interest, etc.) • IT is embedded into subjects. There is at least one hour of IT instruction per week. Interactive whiteboards are networked and computers, notebooks, ipads and iPods are ‘booked out’. • 21st century IT curriculum - creating Apps, developing their own programmes using coding and collaborate on creating webpages as well as experiencing with word processing, spread sheets, databases, measurement, control modeling. Use internet to make films and other media based to present and communicate their learning to others. <p>Boys Adrift: <i>Leonard Sax, M. D. Ph. D.</i> Publisher Basic Books New York: Chapter 1 pp 1 – 14 Learning Styles Across Cultures: Breakthrough Ideas in Education: <i>Henry S. Tenedero</i>: Publisher Center for Learning and Teaching Styles: Chapter 3: What every educator ought to know. Boys and Girls Learn Differently: <i>Michael Gurian</i>: Publisher Jossey-Bass: Part 1 (2): pp 54-66 A Parents’ and Teachers’ Guide to How Children Really Learn: <i>Derek Tully Ed. D, Lois Favre Ed. D.</i> Publisher: AMLE: in press (2016): Chapter 13 A Special Look At How Boys Learn. http://www.greatschools.org/gk/articles/finland-education/ http://www.scotts.havering.sch.uk/about-us</p>
<p>Staffing numbers & Levels</p>	<ul style="list-style-type: none"> • Kindergarten curriculum year for 4-5 year olds (Primary one) • Reception curriculum year for 6 year olds (Primary two) • Student teacher ration = P1-P3 = 1:15; P4-P6 1:20 • Primary 1-6 classroom educators teach up to 3 core subjects

	<ul style="list-style-type: none"> • Specialist educators: 1= Art 1=PE 1=Librarian 1= Instrumental Music 1= Music 1=Math Coach 1 = Literacy Coach 1= Science Coach 1= Technology Coach 1= English Second Language 1= Foreign Language • 1=Principal 1= Nonteaching Deputy Principal 2 = Special Ed 1 = Inclusion 1= Occupational Therapist 1= Speech Therapist 1=Vision / Hearing Impaired, etc.. 1=Counselor 1=Psychologist 1= Custodian 12 = Teacher assistant assigned to each class <p>http://www.greatschools.org/gk/articles/finland-education/ http://www.scotts.havering.sch.uk/about-us</p>
21st Century Learning	<ul style="list-style-type: none"> • The 21st century classroom will now be called a “learning center” to support learning “inside” and “outside”. <p>Learning Styles Across Cultures: Breakthrough Ideas in Education: <i>Henry S. Tenedero</i>: Publisher Center for Learning and Teaching Styles: Chapter 3: What every educator ought to know</p> <p>http://www.ltl.org.uk/pdf/LTL-Survey-20031288585139.pdf</p>
Provisions for Special Education	<ul style="list-style-type: none"> • There are high expectations for all students to strive to enable them to reach their full potential. <p>http://www.greatschools.org/gk/articles/finland-education/ http://primary-schools.findthebest.co.uk/l/1341/Scotts-Primary-School http://www.scotts.havering.sch.uk/about-us http://www.newton.k12.ma.us/domain/723 http://public-schools.startclass.com/l/42562/John-Ward http://alberta.compareschoolrankings.org/elementary/SchoolsByRankLocationName.aspx http://alberta.compareschoolrankings.org/elementary/Mount_Pleasant_School/Edmonton/Report_Card.aspx</p>
Transportation	<ul style="list-style-type: none"> • Separate entrance for drop off and pick up • Parking bays for staff separate from guest <p>http://www.scotts.havering.sch.uk/about-us http://public-schools.startclass.com/l/42562/John-Ward</p>
Community Partners	<ul style="list-style-type: none"> • Utilize school facilities • Support with school enrichment classes <p>http://www.scotts.havering.sch.uk/about-us http://public-schools.startclass.com/l/42562/John-Ward</p>
Flexibility – How space is used differently	<ul style="list-style-type: none"> • Community organisations use the facility along with any organisation that supports growth and success of the child. Parent workshops held weekly, etc... <p>http://www.scotts.havering.sch.uk/about-us http://public-schools.startclass.com/l/42562/John-Ward</p>

IV. Conclusion

Although this report has researched a few examples of successful schools, there are others as well that have demonstrated that it is possible to have educational equity and equality. These jurisdictions have committed to making the education of their children a priority. Thus the decisions that they have made are based on improving the quality and consistency of programming to improve the educational experience of their children.

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GOVERNMENT OF BERMUDA

MINISTRY OF EDUCATION

SCORE Finance Report



REPORT OF FINDINGS AND RECOMMENDATIONS



December 2015

FINANCE SUBCOMMITTEE MEMBERS

Name	Role
Jose Lopez	Team Leader
Noel Pearman	Member

INTRODUCTION

The Minister of Education has requested and expects the SCORE Advisory Committee to provide findings on the following issues, 1) schools for consolidation or closure for the 2016/2017 academic year and beyond, preferably using the initial input of decreasing the number of primary schools by three, i.e., one primary school per East, West, and Central zones; 2) plans for improving the quality and consistency of programming across primary schools, keeping in mind the ideal or model school; and 3) opportunities for efficiencies and cost savings (Terms of Reference, **See Appendix**).

The Finance Subcommittee's role has been to identify and collate financial metrics needed by the SCORE Advisory Committee to support informed recommendations that are financially viable. Furthermore, those recommendations should be the result of the evaluation of various scenarios developed from a deliberate process to prioritise primary schools to be considered for consolidation or closure.

METRICS AND OBSERVATIONS

The Finance Subcommittee evaluated four key decision-making financial metrics; 1) adequacy of current resource funding, 2) the capital investment needs of each school, 3) the repurposing opportunities of school properties, and 4) the resale value of school properties. These metrics provide an estimate of how far away from a uniform standard of excellence each school was currently, how much capital investment was needed to attain the standard of excellence, and what value could be recouped from properties that were to be sold or repurposed. The combination of this financial data would then allow scenario analysis to determine which set of recommendations would provide the optimum financial outcome.

It was observed that the current budget does not support an "Area of Excellence" level. The "Area of Excellence" level, from the School Profile Summary, is defined as a level where students and staff are consistently well served, and that the area in question represents a key strength and provides significant value to the school experience. It was found that many teachers as well as parents are using their own funds to purchase supplies necessary to effectively present and teach the current curriculum. The data suggested that primary schools have inadequate staffing, and it was often expressed within the interview portion of

the school site visits, that many teachers and staff were “making do” with the staff and resources they had available to them.

The amount of capital injection that will allow a school to operate at the “Area of Excellence” level needs to be determined. Given the state of Bermuda’s aged school buildings, it should not be surprising that a capital spend will be necessary in supporting any reorganisation scenarios, as future realistic budgets will need to consider all costs, otherwise there will be overruns (e.g. old plumbing needs to be replaced in emergency situation) or insufficient support of schools. Lastly, the estimated resale values of properties are needed to calculate the net funding impact of various scenario options.

Primary schools represent 32% of non-central office MOE budget (Public School Reorganisation: A Consultation, March 2015). It is recommended, for a full perspective of the budget implications, that the other 68% is reviewed. In an effort to stay within the confines of the remitted objective of cost saving measures, we attempted to develop scenarios that consider saving of \$1 million and \$2 million. While the Minister’s March 2015 statement indicated \$1 million should come from primary schools (Public School Reorganisation: A Consultation, March 2015), \$2 million represents 32% of \$5.9 million expected budget decrease.

Given the challenge that most of the information requested to complete the analysis was not available, the most frustrating observation is that the overall state of financial and strategic planning appears insufficient for a Ministry with a total budget of \$111 million.

The Finance subcommittee also observed many challenged areas within schools that have financial implications. These areas include: health issues such as mold and dilapidated playgrounds; plumbing infrastructure issues, such as obsolete piping; electrical infrastructure where the load-bearing capability is not modern; general school resources (i.e., books, supplies, copies, etc.) are not consistently being provided; prolonged timelines for resolving maintenance issues (perhaps allowing option to spend budget with private vendors might improve responsiveness); IT investments are not being maintained sufficiently (e.g. non-functioning SMART boards); and air conditioning is not available in some classrooms (some classrooms reach extremely high temperatures during hotter months).

Other issues for consideration with financial implications are the current utility of rooms, versus the estimated costs to resolve all issues (i.e., if room is currently rated as a level three “Area of Neutral Impact”, what is cost of changes to make space a level five “Area of Excellence”?). Additionally, what are the appropriate standards for a school in Bermuda’s future? What should be the standard room space requirements (e.g., square footage requirements, sinks in lower school classes, washroom to student ratios, etc.)? These

questions are essential so that an objective and consistently applied assessment can be made across the various schools that are under evaluation.

Table 1. Financial Prioritization – Necessary Metrics

Budget		Capital Investment Needed			Optimization Funding f = sum (a to e)	Repurpose or Resale Value g	Net Funding f + g
Variance to Actual a	Unbudgeted b	Programs c	Facilities d	Grounds e			
(\$100,000)	(\$200,000)	(\$150,000)	(\$700,000)	(\$200,000)	(\$1,350,000)	\$1,000,000	(\$350,000)

The above table reflects the inputs needed to provide an estimate of how far away from a uniform standard of excellence [Optimization Funding, column f] each school was currently [Budget Variance to Actual and Unbudgeted, columns a and b], how much capital investment was needed to attain the standard of excellence [Capital Investment Needed for Programs, Facilities and Grounds, columns c, d, and e], and what value could be recouped from properties that were to be sold or repurposed [column g]. The combination of this financial data would then allow scenario analysis to determine which set of recommendations would provide the optimum financial outcome.

Table 2. Financial Prioritization Inputs

SCORE Finance Subcommittee Financial Prioritization	Eastern Zone	Budget		Capital Investment Needed			Optimization Funding f = sum (a to e)	Repurpose or Resale Value g	Net Funding f + g
		Variance to Actual a	Unbudgeted b	Programs c	Facilities d	Grounds e			
Example school 1		(\$100,000)	(\$200,000)	(\$150,000)	(\$700,000)	(\$200,000)	(\$1,350,000)	\$1,000,000	(\$350,000)
Example school 2		(\$500,000)	(\$200,000)	(\$150,000)	(\$2,000,000)	(\$200,000)	(\$3,050,000)	\$5,000,000	\$1,950,000
East End Primary									
St. George's Preparatory								\$0 #	
St. David's Primary									
Francis Patton Primary									
Harrington Sound Primary									
Elliott Primary									

All inputs should be from official government reports; estimates should be kept to a minimum, but when estimates provided source, criteria and assumptions used need to be stated.

aided school has all or a part of its property vested in a body of trustees or board of governors and is substantially maintained by public funding.

MOE: Ministry of Education

PW-W&E: Public Works - Works and Engineering

PW-LV: Public Works - Land Valuation

Table 3. Financial Prioritization by Zone - Eastern Zone

SCORE			Eastern Zone					Input Needed			
Finance Subcommittee											
Financial Prioritization											
	% Enrollment	% Budget	% Actual	Budget		Capital Investment Needed			Optimization Funding f = sum (a to e)	Repurpose or Resale Value g	Net Funding f + g
				Variance to Actual a	Unbudgeted b	Programs c	Facilities d	Grounds e			
Example school 1				(\$100,000)	(\$200,000)	(\$150,000)	(\$700,000)	(\$200,000)	(\$1,350,000)	\$1,000,000	(\$350,000)
Example school 2				(\$500,000)	(\$200,000)	(\$150,000)	(\$2,000,000)	(\$200,000)	(\$3,050,000)	\$5,000,000	\$1,950,000
East End Primary	8.2%	12.4%	13.2%	(\$86,239)					(\$86,239)		(\$86,239)
St. George's Preparatory	16.7%	17.8%	17.7%	\$2,050					\$2,050	\$0 *	\$2,050
St. David's Primary	8.7%	10.7%	11.0%	(\$30,837)					(\$30,837)		(\$30,837)
Francis Patton Primary	16.0%	16.1%	17.3%	(\$120,754)					(\$120,754)		(\$120,754)
Harrington Sound Primary	28.8%	23.0%	21.6%	\$138,749					\$138,749		\$138,749
Elliott Primary	21.6%	20.1%	19.2%	\$86,715					\$86,715		\$86,715

* aided school has all or a part of its property vested in a body of trustees or board of governors and is substantially maintained by public funding.

MOE: Ministry of Education

PW-W&E: Public Works - Works and Engineering

PW-LV: Public Works - Land Valuation

Table 3 indicates that no Eastern prioritization conclusions can be drawn due to insufficient data.

Table 4. Financial Prioritization by Zone - Central Zone

SCORE			Central Zone					Input Needed			
Finance Subcommittee											
Financial Prioritization											
	% Enrollment	% Budget	% Actual	Budget		Capital Investment Needed			Optimization Funding f = sum (a to e)	Repurpose or Resale Value g	Net Funding f + g
				Variance to Actual a	Unbudgeted b	Programs c	Facilities d	Grounds e			
Example school 1				(\$100,000)	(\$200,000)	(\$150,000)	(\$700,000)	(\$200,000)	(\$1,350,000)	\$1,000,000	(\$350,000)
Example school 2				(\$500,000)	(\$200,000)	(\$150,000)	(\$2,000,000)	(\$200,000)	(\$3,050,000)	\$5,000,000	\$1,950,000
Prospect Primary	10.6%	13.5%	13.6%	\$22,272					\$22,272		\$22,272
Victor Scott Primary	13.2%	13.9%	13.4%	\$77,312					\$77,312		\$77,312
Northlands (Dellwood) Primary	18.0%	19.7%	20.4%	(\$27,272)					(\$27,272)		(\$27,272)
West Pembroke Primary	24.5%	20.0%	21.0%	(\$61,453)					(\$61,453)		(\$61,453)
Gilbert Institute	11.8%	12.7%	14.2%	(\$125,736)					(\$125,736)		(\$125,736)
Paget Primary	21.9%	20.2%	17.4%	\$334,439					\$334,439		\$334,439

MOE: Ministry of Education

PW-W&E: Public Works - Works and Engineering

PW-LV: Public Works - Land Valuation

Table 4 indicates that no Central prioritization conclusions can be drawn due to insufficient data.

Table 5. Financial Prioritization by Zone - Western Zone

SCORE			Western Zone			Input Needed				
Finance Subcommittee Financial Prioritization										
% Enrollment	% Budget	% Actual	Budget		Capital Investment Needed			Optimization Funding f = sum(a to e)	Repurpose or Resale Value g	Net Funding f * g
			Variance to Actual a	Unbudgeted b	Programs c	Facilities d	Grounds e			
Example school 1			(\$100,000)	(\$200,000)	(\$150,000)	(\$700,000)	(\$200,000)	(\$1,350,000)	\$1,000,000	(\$350,000)
Example school 2			(\$500,000)	(\$200,000)	(\$150,000)	(\$2,000,000)	(\$200,000)	(\$3,050,000)	\$5,000,000	\$1,950,000
Purvis Primary	23.5%	22.0%	22.9%	(\$142,970)				(\$142,970)		(\$142,970)
Heron Bay Primary	13.2%	14.2%	12.7%	\$90,860				\$90,860		\$90,860
Port Royal Primary	16.6%	14.1%	13.1%	\$49,026				\$49,026		\$49,026
Dallon E. Tucker SHG	13.2%	12.9%	15.5%	(\$277,089)				(\$277,089)		(\$277,089)
West End Primary	16.2%	17.4%	17.2%	(\$34,178)				(\$34,178)		(\$34,178)
Somerset Primary	17.3%	19.5%	18.6%	\$22,921				\$22,921		\$22,921

MOE: Ministry of Education PW-W&E: Public Works - Works and Engineering PW-LV: Public Works - Land Valuation

Table 5 indicates that no Western prioritization conclusions can be drawn due to insufficient data.

CONSIDERATIONS

Given significant identified financial metrics were not available at the time of this report; the Finance Subcommittee has not been able to complete a deliberate process to prioritise consolidation or closure scenarios.

As such, the Finance Subcommittee suggests additional time be allowed so that all important inputs can be received and a deliberate prioritization process completed.

Additionally, the Finance Subcommittee suggests a multi-year strategic plan be established and updated annually; a three year strategic plan was previously recommended in May 2007 by the Hopkins Report (Review of Public Education in Bermuda, pg. 36, Recommendation 4).

Additionally, the Finance Subcommittee thought it pertinent to include recommendations made by the SAGE Commission report in 2013. Those relevant recommendations included: (1) complete within 12 months the move of Preschools to Primary School premises, and (2) conduct an urgent review of the physical needs of the Department of Education with a view to identifying redundant facilities and the

consolidation of schools where possible. Consider repurposing redundant facilities, if suitable, as nursing homes for the aged or selling them (SAGE Commission Final Report, October 31, 2013).

CONCLUSION

The SCORE Advisory Committee was formed by the Minister of Education to produce a report on the feasibility of reorganisation in the Bermuda Public School System while maintaining the primary goal of improving and expanding the *student experience*, with the additional goal of achieving cost savings and efficiency where possible. Subcommittees were formed to address these areas within a nine week period. Through the information gathered, a comprehensive snapshot of the BPSS was created through the form of this report. It is important to note that the SCORE remit did not include evaluating quality of programmes or students and staff. However, this is a key component that should be factored into the development of the strategic plan for systemic improvements. The Data Analysis, Financial, and Research Subcommittees submitted key leverage points for the Minister's consideration as he endeavors to make decisions that will improve the educational experience of Bermuda's primary school age children.

The research and findings collected during this process have shown that the reorganisation of schools is quite complex. Scenarios have been identified to fulfill the Minister's request for primary school reorganisation with the possibility of school closure based on both qualitative and quantitative collected data. The provision of the scenarios was based on the 40 foot square foot space requirement per child. The scenarios involving school closures can only be considered if this space requirement is accepted. This square footage requirement was not utilised to inform previous decisions, including the amalgamation of preschools into primary schools. In addition, selection of some of the suggested scenarios will not necessarily improve the *quality of the children's educational experience*. Improving the *quality of the student experience* should be at the forefront of *all* school improvement deliberations and changes.

School reorganisation can be a very emotional exercise for a community. It was important to consider and include thoughts and observations of BPSS stakeholders. Sharing the data and research with those who will be affected by changes within the BPSS is part of the continued process of engaging and consulting the community. In order to be respectful of the stakeholders, such as the Board of Education, the BUT, the BPSU, BIU, Department of Education employees and PTA Executives, it is strongly suggested that they have the opportunity to review and consider this report prior to it being released to the public at large. The SCORE Committee is committed to making themselves available to stakeholders to help them to navigate this report.

As Bermuda looks toward creating model schools that encompasses equity and equality for all students, there are a few high leverage items that stand out. Research has indicated that *a key and necessary component of education excellence, is the commitment from Governments to making education a priority*. This process has identified the need for a

strong, systemic strategic plan that encompasses all aspects of school improvement – teaching and learning, human resources, physical resources, financial resources, and monitoring systems for accountability. The systemic strategic plan will point the course not just toward the “model school”, but to the “model school system” for Bermuda’s young people. The systemic strategic plan will also provide the foundation on which budgetary assessments can be made.

Transforming Bermuda’s public schools into “model schools” that provide equity and equality throughout the BPSS is achievable. Through a commitment from the Bermuda Government to make education a priority, further research and investigation, deliberate planning and accountability, Bermuda has the ability to face and meet the challenge of building an educational system of excellence. These combined efforts will ensure that Bermuda’s children will be prepared to take their place in the future of Bermuda.

“Although children are only 24 percent of the population, they're 100 percent of our future and we cannot afford to provide any child with a substandard education.” Ed Markey



GOVERNMENT OF BERMUDA

MINISTRY OF EDUCATION

SCORE Report

APPENDICES



December 2015



**Ministry of Education
School Reorganisation (SCORE) Advisory Committee
Terms of Reference
2015**

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1. Definitions

This section is intended to explain and where necessary, clarify terms commonly-used within the context of school reorganisation and school closure.

School Reorganisation (SCORE) Advisory Committee is an independent body, made up of parents, educators and community representatives that was established to inform the Minister of Education on the issues of school reorganisation and closure. The SCORE Advisory Committee is not itself granted the authority to make decisions on behalf of the public. However, it was put in place to follow a process that will allow for the presentation of findings to the Minister about the feasibility of school closures, and which schools should be closed, if any.

Public School Reorganisation is an umbrella term which may include changes to elements of the structure of the schools and programmes within the Bermuda Public School System. It can also include the consolidation or closure of schools.

School closure “means a decision to cease the operation of a school and to accommodate all the students in another school or schools.”¹

Consolidation refers to the combination of schools or classes.

Stakeholder refers to a person or group with an interest or concern in something. In the context of school closure and reorganisation, stakeholders include: students, parents, paraprofessionals, teachers, other school support staff, school counsellors, principals, community members and organisations, and any individual or group that may be affected by school reorganisation or closure.

¹ (Eastern School District, Prince Edward Island, 1995)

2. Preamble

Preschool and primary education and experiences hold a special place in our hearts and in our communities. Even as adults most people retain a connection to or hold a few great memories of their first school, of one special teacher, and of their first experiences. For many, schools are centres of their communities, connecting children, parents, extended families, friends neighbours, businesses and charities.

Bermuda is in the same position as many other jurisdictions worldwide. It is trying to improve the quality of public education, while facing the realities of uncertainty. The ongoing effort to improve the public education system, and the need to reduce expenditures, to identify efficiencies in the delivery of services and programmes, to deal with dwindling enrollments and the underutilisation of physical and other resources, presents few choices.

Instead of maintaining the status quo, or looking at the issue simply as a problem to be solved, a decision has been made to use this challenge as an opportunity. The issue of school reorganisation, inclusive of closure is both delicate and complex. After much concern, a thoughtful, inclusive approach guided by the principles of integrity, transparency, student-centredness, sensitivity and respect is being undertaken.

3. Background and Context for the Current Approach to School Reorganisation

In March 2015, the Minister of Education, the Hon. R. Wayne Scott, J.P., M.P. presented the public with the possibility of school reorganisation. The difficult decision to consider the closure of preschools and primary schools was made as a result of the significant economic challenges facing the Government of Bermuda and the Ministry of Education, coupled with demographic trends such as a declining birthrate and a pattern of decline in enrolment.

The Minister listened and deeply considered the thoughtful comments, feedback, submissions and discussions on possible school reorganisation and closure. As a result, he decided that the difficult challenge of reorganisation would be more successful if a different approach was taken. The Minister determined that additional time was required in order to look at the public education system in greater depth, and that stakeholders should be engaged for the development and implementation of a process to consider the issue of school reorganisation and closure. The additional time allows for further engagement and the examination of the issues over several months.

The School Reorganisation (SCORE) Advisory Committee is an independent body, made up of parents, educators and community representatives that was established to inform the Minister of Education on the issues of school reorganisation and closure. The SCORE Advisory Committee is not itself granted the authority to make decisions on behalf of the public. However, it was put in place to follow a process that will allow for the presentation of findings to the Minister on school reorganisation.

The Minister has committed to take the SCORE Advisory Committee findings into serious consideration, but is not obligated to accept its findings.

The members of the SCORE Advisory Committee have recognised the Ministry of Education for its willingness to consider a different and more robust process that includes and engages parents, educators and community members in the decision-making process.

4. Minister's Request and Expectations of the SCORE Advisory Committee

The Minister has requested and expects the SCORE Advisory Committee to provide findings in regards to these issues:

- i. Schools for consolidation or closure for the 2016/2017 academic year and beyond; preferably using the initial input of decreasing the number of primary schools by 1 primary school per zone; i.e. East, West, and Central;
- ii. Plans for improving the quality and consistency of programming across primary schools, keeping in mind the ideal or model school (e.g. structured sport, music and art programming, improved therapy services, etc.); and
- iii. Opportunities for efficiencies and cost savings (e.g. more effective use of human resources, reduced maintenance costs, alternative building use, rent reductions, etc.).

5. Mandate

The SCORE Advisory Committee is responsible for conducting a comprehensive review of the programming, building use, and stakeholder needs of preschool and primary schools within the Bermuda Public School System. Following this review, the SCORE Advisory Committee will provide findings to the Minister regarding school reorganisation, with the primary goal of improving and expanding the *student experience*, and with the additional goal of achieving cost savings and efficiency where possible.

The SCORE Advisory Committee will provide findings regarding school reorganisation and closure to the Minister for his or her consideration and decision.

The findings on school reorganisation and closure will be presented to the Minister in the form of a report that will contain supporting rationales.

The SCORE Advisory Committee will make itself available to the Minister to present the findings and respond to any questions.

The SCORE Advisory Committee is required to utilise the terms of reference and process as outlined herein, although adjustments may be made following agreed upon changes by the SCORE Advisory Committee.

The SCORE Advisory Committee will consider all of the information and data provided to it and will engage and give opportunities for input from parents, educators and community members in support of its mandate.

6. Guiding Principles

The SCORE Advisory Committee will be guided by the following principles in carrying out its mandate:

- i. Integrity
 - Maintain minutes of meetings
 - Respect the confidential nature of information shared with them
 - Follow a structured process for analysing information and drawing conclusions
 - Remain focused and follow through with commitment to the process.
- ii. Transparency
 - Provide regular information to the Minister and the public about the process that is followed and about the rationale for reaching decisions, and
 - Use language that is clear, free of jargon, direct, easily understood, and relevant to the topic.
- iii. Student-centred
 - Understand that the core reason for this work is that each student should experience the best possible learning environment.
- iv. Sensitivity
 - Understand that reorganising or closing schools may have a profound impact on families and the community, and to have empathy for diverse perspectives.
- v. Respect
 - Act with professional courtesy and respect towards educators, parents, the general public, Ministry personnel and others on the SCORE Advisory Committee
 - Emphasise the importance of active listening to understand others and the value of patience.

7. SCORE Advisory Committee Membership and Voting

The SCORE Advisory Committee membership was designed to reflect the interests of students, parents, educators and the Bermuda Public School System. It consists of stakeholders reflective of the education and broader community in Bermuda. Whilst the membership focuses on 'representation,' the membership has been carefully chosen, keeping in mind the interests that must be considered, but also the experience, skills and wisdom required to carry out the work.

The membership is to include at a minimum, the following:

- i. Five parents
- ii. Two community members
- iii. One preschool administrator
- iv. Two teachers, including 1 primary school teacher

- v. One member designated by the Bermuda Union of Teachers
- vi. Three principals, including 1 primary school principal
- vii. One member of the Board of Education
- viii. One employee of the Department of Education, with responsibility for student services (i.e. special education, school counselling, etc.), and
- ix. The Acting Commissioner of Education or designate (ex-officio)

The Acting Commissioner of Education may participate in discussions and deliberations, but shall not have a vote.

At least 1 member, who is not an employee of the Ministry or Department of Education, shall be the chairperson.

At least 1 member shall serve as a facilitator.

The SCORE Advisory Committee will be deemed to be fully constituted, whether or not all members participate and attend meetings; however attendance will be recorded and provided to the Ministry of Education.

The membership of the SCORE Advisory Committee has been structured such that not all members may need to attend all meetings. For example, if not all parents are in attendance, the other parents shall represent their interests.

The SCORE Advisory Committee will meet when needed as a group, but may also work and meet as sub-committees.

When a meeting of the full SCORE Advisory Committee is required, 50% plus 1 of all members will represent a quorum.

8. Support Resources

The SCORE Advisory Committee will be supported by a dedicated working liaison employed by the Department of Education. Further the SCORE Advisory Committee may invite individuals to act as resources, including school principals or designates, the policy analyst, facilities manager, information technology manager or designate, a human resources manager, the attendance co-ordinator, assistant directors, curriculum officers, mentor teachers, etc.

The Ministry of Education will facilitate the request for assistance, when help is required from Government employees from outside of Bermuda Public School System (e.g. Ministry of Public Works).

Following consultation with the Permanent Secretary of the Ministry of Education, the SCORE Advisory Committee may also call upon support resources outside of the Ministry of Education and the Government of Bermuda, such as private companies or non-profit organisations.

9. Process for the Development of Findings on School Reorganisation

A summary of the process utilised by the SCORE Advisory Committee to fulfil its mandate is as follows:

- i. Gather data and information, and meet with selected information holders and stakeholders to better understand and contextualise the data, information and history as much as possible;
- ii. Study and analyse the data, information and history;
- iii. Apply the analysis of data, information and history to the study of factors that should be considered to fulfil the mandate; engage information holders and stakeholders to foster creative thinking and ideas for the study;
- iv. Develop draft scenarios and options for possible closure; use a deliberative process to prioritise which schools should not be considered for closure based on study factors, and which schools should be considered; develop cost estimates; and consider how negative impacts can be mitigated;
- v. Consider with sensitivity testing these scenarios and options for feasibility with selected representative and possibly affected stakeholders (e.g. principals, teachers, parents, etc.);
- vi. Evaluate the scenarios and options for reorganisation and closure;
- vii. Write a findings report, and include a peer review process before the report is finalised;
- viii. Present the report to the Board of Education for feedback;
- ix. Finalise the report and submit it to the Minister for his or her consideration.

The SCORE Advisory Committee will develop a project plan outlining key milestones, timescales, and individual streams of work which are linked to the larger project and process.

10. Bermuda Public School System and School Information

System and school information profiles and other documents deemed relevant to school reorganisation will be provided by the Ministry and Department of Education, and may include the following information:

- i. Information informing the context of the decision for school reorganisation;
- ii. Overviews of the Ministry of Education, Department of Education and school budgets, including the capital budget;
- iii. Any completed strategy documents, or summaries of working or planned strategy relating to educational improvement (e.g. inclusive and special education system improvement plan, literacy strategy, math strategy, middle school transformation);
- iv. Summaries of partially developed initiatives that may affect school reorganisation (e.g. early childhood strategy);
- v. Current and projected organisation and planning information for each school; grade configurations, staffing, etc.
- vi. Information on what is unique about each school, and what types of challenges it faces, including student strengths and needs;
- vii. School zone boundaries and schools within each boundary;

- viii. Enrolment trend data and estimates on enrolment capacity; current, past and future enrolment projections;
- ix. Information on where students attending each school reside;
- x. Information on transportation of students to their school (i.e. estimates of the percentage of students who walk, take the bus, are driven, etc.);
- xi. Available school facility information (size of schools, number of classrooms, age of school, state of school facility, floor plans, site plans, etc.);
- xii. Community partnerships with each school and community support of schools;
- xiii. Information on community use of each school; and
- xiv. Expenditure and revenue for each school.

The Ministry and Department of Education will be responsive to reasonable and relevant requests for additional information.

11. Historical Information

Historical information about the BPSS is documented, but may also be accessible through oral history or individuals' personal archives. The SCORE Advisory Committee may seek historical information from the Ministry of Education, but also from current and former educators, parents, and community members, etc.

12. Parent and Community Information

Parents, community members and organisations also hold current information about schools, including school strengths, challenges and needs. They can be engaged to offer data, information and history that may impact findings and decisions on school reorganisation.

13. Study of Factors and Supporting Information from the Bermuda Public School System

The SCORE Advisory Committee will consider the following non-exhaustive list factors when considering school reorganisation and closures:

- i. **School capacity and utilisation**
 - How many children can a particular school hold and still deliver the educational programming? Is there school space that is underutilised, overutilised or appropriately maximised? How is the indoor and outdoor space utilised?
- ii. **School enrolment**
 - What is the past, current and projected enrolment of the school?
- iii. **The operating cost of the school, and the cost per student**
 - What is the comparable cost of the school and the cost per student?
 - What are the maintenance, human resource and energy costs to operate the schools?
 - What is the appropriate staffing required to deliver school programming?

- iv. Quality and condition of school buildings**
- What is the age, condition and safety and health of buildings, cost and efficiency of operation, the potential for expansion and green space?
 - Is the school accessible for all individuals?
 - Are all classrooms and specialised instructional spaces adequate?
- v. The quality and extent of programme offerings**
- What strengths and weaknesses exist in the educational program at the school due to staffing, organisation, school size, etc.
 - How well developed is the programming?
 - Are there any additional programmes offered at the school, including co-curricular and extra-curricular programmes?
- vi. Comprehensive, inclusive and special education**
- What is the range of support services, such as guidance, special education, etc. provided at the school?
 - Are there any special programmes or services offered that are unique to the school?
 - How might closure impact students' educational needs, special or otherwise?
- vii. Geographical location, access and transportation of students**
- How do children get to school? How would they get to school if their school closed?
 - How should travel and traffic patterns be considered? (For example, travelling in the direction of Town).
- viii. Effect on school communities**
- What might the effect of the closure of the school be on the educational program at the school?
 - What might the effect of closure be on schools which are designated to accommodate students from the closing school?
 - What might the effect of school closure be on parents, students and the general community?
- ix. Possible and likely alternative uses of a school building**
- What are the other possible uses of school buildings that would benefit the community and children in particular?
- x. Sustainability of findings and impact on future enrolment options**
- Will a school closure decision be sustainable over time given the information currently available?
- xi. Financial costs and or savings from closure**
- What are the likely financial costs and/or savings from closure?

14. Legislative Constraints and Possible Impacts

As some proposed findings may require legislative changes, the SCORE Advisory Committee will consider the development of its findings within existing legislation (e.g. zone boundaries can be changed by the Minister), and what types of legislative changes might be required (e.g. changing enrolment criteria would likely require legislative changes).

15. Role of the Board of Education

The Board of Education plays a support and advisory role to the Minister of Education. The development of findings on school reorganisation and closure both overlap and interface with some of the responsibilities of the Board of Education (e.g. recommendations for educational policy, strategy for education and school budgets).

The Board of Education is represented on the SCORE Advisory Committee and will be provided with milestone updates on progress towards the fulfilment of the SCORE Advisory Committee mandate. The Board of Education will be provided a copy of the SCORE Advisory Committee's report for its review and to provide any advice to the Minister on school reorganisation.

16. Report of the SCORE Advisory Committee Findings

The recommendations on school reorganisation and closure will be presented to the Minister in the form of a report. The SCORE Advisory Committee will make itself available to the Minister to present the findings and respond to questions. The Minister will review the report, and share it appropriately.



Bermuda Public School Profile Summary

Rationale for Stakeholders

The School Profile is designed to provide a comprehensive review of the logistical functions of schools and the resources they require to support those functions. The information gathered here will provide the SCORE committee with the quantitative and qualitative data required to present comprehensive findings about plausible options for primary school reorganization. *The School Profile is NOT intended to serve as an evaluative tool regarding the effectiveness of the school personnel in delivering its educational programs and should not be approached from this perspective.* As such, all stakeholders are encouraged to be open and forthcoming with information and supporting details about their schools. The SCORE committee is charged with presenting findings that reasonably and accurately represent the unique needs of each school community. This can only be done when the most accurate information available is communicated.

Much of the information required will come from Ministry records. In other cases, information must be gathered through direct communication with school principals, staff members, support staff, and via site visits. The depth of information requested may vary from school to school, based on initial results of the data gathering process. All stakeholders are asked to respect these variances and understand that they are a natural part of the process. Similarly, there may be a need to probe into a matter in more detail than what is initially required by the School Profile. This will be done in open consultation with relevant stakeholders and will only be done in efforts to ensure a complete and accurate representation of the matter. In all considerations, the goal of serving students should remain at the forefront.



SCHOOL PROFILE SUMMARY			
School:			
Address:			
Zone:			
Community/communities served:			
Age of facility:			
Site size:			
Building size:			
Number of stories with teaching spaces:			
Number of buildings/units with teaching spaces/classrooms:			
Current school capacity:			
Historic enrolment (past 5 years)	Year: 2010-2011	Enrolment:	Utilization: %
	Year: 2011-2012	Enrolment:	Utilization: %
	Year: 2012-2013	Enrolment:	Utilization: %
	Year: 2013-2014	Enrolment:	Utilization: %
	Year: 2014-2015	Enrolment:	Utilization: %
Current enrolment (as of Sept. 30 2015)			Utilization: %
Enrolment projection (next 5 years)	Year: 2016-2017	Enrolment:	Utilization: %
	Year: 2017-2018	Enrolment:	Utilization: %
	Year: 2018-2019	Enrolment:	Utilization: %
	Year: 2019-2020	Enrolment:	Utilization: %
	Year: 2020-2021	Enrolment:	Utilization: %
List all other schools in this zone:			
Does this school house a preschool?			
If yes, list preschool enrolment: _____/students _____/staff			



Section 1- STUDENTS			
1.1 Physical Space			
Number of classrooms in the school:			
Does the school have a:			
Main office space?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Visual Arts room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Music room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Gymnasium?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Gym storage?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Active Healthy living classroom?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Change rooms?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Technology Education lab?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Library?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Cafeteria/lunch room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Kitchen?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Guidance office?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Learning Centre?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Resource Room (Learning Support)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Auditorium?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Washrooms? Number of washrooms: _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Sick room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Staff room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Dual Purpose Rooms?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
If yes, list all spaces and describe use:			
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Designated physical spaces for students with special educational needs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
If yes, list all spaces:			
Does the school site have a:			
Hard surfaced playground?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Play structure(s)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Green space?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤



Sports field(s)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
If yes, please describe:			
Social space?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Parking?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
If yes, how many spaces?			
Student drop-off and pick-up area?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Bus loading zone?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Property to accommodate additions?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Describe additional amenities attached to or available to the school (e.g. pool, arena):			

Section 1- STUDENTS			
1.2 Accessibility			
Is the school fully accessible?			
Does the school have:			
Accessible washrooms on every floor?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Elevator(s)/lift devices?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Appropriate ramps?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Automated doors?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Accessible playground?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Accessible stage?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Dedicated disabled parking spaces?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Can special needs vehicles off load in a barrier-free location?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤
Is entrance to the school barrier free?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	①②③④⑤





Section 1- STUDENTS			
1.3 Program Offerings			
	Staff	Active Caseload	Key Improvement Steps (2)
Counseling			
Learning Support			
Music			
Art			
Sports			
Information Technology			
Language			
Autism Program			
Programs for students at risk? <i>Please describe:</i>			
Additional comments:			



Section 1- STUDENTS				
1.3a Support Services				
	Staff	Active Caseload	Teacher/ Student Ratio	Key Improvement Areas
General LS Teachers				
Special Program LS Teachers				
Attached Para Professionals				
General Paraprofessionals				
Speech and Language*				
Physical Therapy*				
Occupational Therapy*				
Visual Therapy*				
Counsellor*				
Psychologist*				
How many students are not on IEP but would benefit significantly from additional monitoring/support?				
Additional comments:				

*Please indicate the number of external specialists who currently service the school.



<i>1.3b Extracurricular activities currently offered</i>
List intramural sports (House competitions, etc.):
List interschool sports: Number of teams active this school year? _____/male _____/female As close as possible, list number of students who participated in at least one interschool event/team this school year: Male: _____ (_____%) Total: _____ (_____%) Female: _____ (_____%)
List school clubs and activities:
Additional Comments:



1.4 School Staffing				
Does the school have:				
		Number	Studs/Staff	
Principal				
Deputy Principal (Teaching <input type="checkbox"/>)				
Guidance Counselor				
Social Worker				
School Nurse				
Teachers				
Paraprofessionals				
Literacy Coordinator (Lower Primary)				
Literacy Coordinator (Upper Primary)				
Reading Specialist				
Learning Support Teacher				
Educational Therapist				
Educational Therapist's Assistant				
Visual Arts Tchr (Full Time <input type="checkbox"/>) (Part Time <input type="checkbox"/>)				
Music Teacher (Full Time <input type="checkbox"/>) (Part Time <input type="checkbox"/>)				
PE Teacher (Male)				
PE Teacher (Female)				
Administrative Assistant				
Custodian				
Mathematics Coordinator				
Science Coordinator				
Social Studies Coordinator				
IT Coordinator				
Class Structure Details				
Grade Level	No. of Teachers	No. of Students	No. of Cohorts	Stds./Tchrs.
P1				
P2				
P3				
P4				
P5				
P6				



<i>1.5 Proximity of the school to students</i>	
What percentage of students are bussed to school?	%
What percentage of students walk to school?	%
What percentage of students are driven to school?	%
To what extent is traffic congestion during peak pick-up and drop-off periods a concern for your school? <input type="checkbox"/> <i>Minimal</i> , traffic is rarely congested. <input type="checkbox"/> <i>Moderate</i> , traffic is congested on rare occasions. <input type="checkbox"/> <i>Serious</i> , traffic is congested on a regular basis and it sometimes impacts the flow of traffic on the public road. <input type="checkbox"/> <i>Severe</i> , traffic is consistently congested and it regularly impacts the flow of traffic on the public road.	
<i>Additional comments:</i>	



Section 2- Building Condition and Utilization		
2.1 Condition of school building and grounds		
When was the school built?		
Have there been any recent significant renovations or additions?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please provide details and dates:		
What are the current operating costs?	\$	
Please provide a general description of the condition of the building envelope:		
Please provide a general description of the condition of the building systems:		
Please provide a general description of the condition of the building interior:		
Please provide a general description of the condition of the site:		
List capital improvements (if any) completed in the last 5 years:		
<i>MOED Funded:</i>		
<i>Privately Funded:</i>		
Additional comments:		



2.3 Cost to operate the school (for the past three years)			
What is the annual energy consumption?			
	Year 1	Year 2	Year 3
Volume (annually):	kj	kj	kj
Volume (per m ²)	kj	kj	kj
Cost	\$	\$	\$
What are the maintenance costs for the facility, including the grounds?			
	Year 1	Year 2	Year 3
Cost (annually)	\$	\$	\$
Cost (per student)	\$	\$	\$
Cost (per m ²)	\$	\$	\$
What are the human resources costs for the school?			
	Year 1	Year 2	Year 3
Cost (annually)	\$	\$	\$
Cost (per student)	\$	\$	\$
What is the total cost for the school?			
	Year 1	Year 2	Year 3
Total cost (annually)			
Total cost per student			
Additional comments:			



Section 3 - COMMUNITY PARTNERSHIPS		
3.1 School as a community partner		
Is the school a partner in other government or community initiatives that use space in the school building or grounds?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please provide details:		
If the school was not available, what programs would have to relocate?		
Does the community have the facilities and/or capacity to accommodate these programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
List any significant upgrades to the school in the past five (5) years completed in partnership with the community:		
Please list any private or business sponsorships that have resulted in regular or significant financial contributions to the school over the last two years:		
Additional comments:		



3.1 School as a community partner		
List the organized community groups which use the school/school grounds:		
Group	School facilities used (e.g. gym, library)	Number of hours (per day/week/month/year?)
Does members of the community use the school on an informal basis?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is there a community centre attached to or within the school building?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is space in the school building used during school hours for purposes other than delivering the public school program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, is this arrangement governed by a written agreement?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please specify:		
Additional comments:		



Description of Profile Summary Ratings

The goal of the rating is to provide a qualitative measure of the overall efficacy in each area as it relates to its function in the school. As such, *each item/program should be considered based on its current level of function and ability to meet the needs of staff and students. The rating MUST NOT reflect or consider the performance of individual staff members.*

①	②	③	④	⑤
<p>This is an area for major improvement. Students/staff consistently experience challenges. This function is not well structured, or is insufficient to meet the level of need. Current performance contributes to a poor/negative experience and requires urgent remediation.</p>	<p>This is an area for improvement. Students/staff are not well supported by this function or the function performs inconsistently. There is a need for improvement as it contributes to a less than ideal or inconsistent school experience.</p>	<p>This is an area of neutral impact. Students/staff are not significantly impacted by this function, or the function performs satisfactorily. In its current state, the function has neither a positive nor negative impact on the school experience.</p>	<p>This is an area of strength. Students/staff are well served by this function, or perform well in this area. This function would continue to serve us well in its current state. It has a positive impact on the school experience. It may benefit from improvement.</p>	<p>This is an area of excellence. Students/staff are consistently well served by this function, or excel in this area. This function represents a key strength in our building and provides significant value to the school experience. It should continue to be supported.</p>

Example Rating 1:

Play structures: ⑤ The school playground was renovated last year and is in excellent condition. We have separate areas that serve the needs of both the upper and lower school children. The surface is fall friendly and both areas have generous sun shades. The expected lifetime of the new equipment is 8-10 years.

Example Rating 2:

Elevators/Lifts: ③ Our school does not have an elevator, but this is fine. The ramps are sufficient and there is only one staff member office which has stair access. There is no need for an elevator in our building.

Example Rating 3:

Washrooms: ① Our washrooms are in serious need of repair. Technically we have enough washrooms, but 25% of stalls are currently out of order. Our soap dispensers are in disrepair, and the boys' washroom in the lower school block must be shut off due to water supply issues almost once a month.