



GOVERNMENT OF BERMUDA

Ministry of Education

PARISH PRIMARY SCHOOL DECISIONS

JULY 2021



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PREAMBLE

For Each and Every Young Person

Each and every young person in Bermuda deserves a world class education.

Each and every young person is entitled to learn in ways that are inspiring, relevant, flexible, personalized and *for* Bermuda.

Each and every young person should develop knowledge and skills so that Bermuda fosters generations of adaptive, engaged, empowered, innovative, entrepreneurial and culturally connected adults.

Each and every young person should be supported by high quality school leadership, and by knowledgeable, highly-skilled and engaging teachers who can connect and teach them in ways that have been proven effective and which are relevant to young people.

Each and every young person must be taught 21st century fit-for-purpose curricula that is internationally-recognized, meaningful and relevant to them.

Each and every young person must also learn in safe and healthy 21st century, real world, well-resourced facilities.

Each and every young person must have the opportunity to achieve success in school, and in life.

Each and every young person, today and in future generations must be positioned to live their dreams!



Government of Bermuda

MINISTRY OF EDUCATION

EXPRESSION OF APPRECIATION AND THANKS

To the Bermudian Community,

We are heartened by your participation in the parish primary consultation process.

We appreciate the many hours spent reading the Parish Primary Consultation document, attending meetings, asking questions and sharing detailed, thoughtful, and meaningful consultation submissions. Your engagement made this a genuinely participatory and community-driven process.

We would also like to acknowledge the efforts of students, parents, schools, alumni and other community members who encouraged and solicited others to participate, and those who also collaborated with others. Your statements respecting historical significance are valued, and we recognize the importance of legacy to school communities throughout Bermuda.

We extend our sincere thanks and appreciation to every individual, group and organization that participated in the consultation process for parish primary schools. Your contributions show that you are true caretakers for your community and were critical to the consultation and decision-making process.

It is clear that with our eyes on the prize and working together, we can make high-quality, 21st-century education a reality for each and every child.

“Education is the most powerful weapon, which you can use to change the world”.

Nelson Mandela

The Hon. E. David G Burt, JP, MP
Premier

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

EXECUTIVE SUMMARY

Introduction

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

Rather than tinker at the edges, the Minister of Education ("the Minister") introduced Education Reform in order to make holistic changes to fully address systemic challenges. Education reform is underpinned by:

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

Our Vision and Objectives for Parish Primary Schools

Supported by our powerful [Vision for Learning](#), developed through Learning First, our goal is for each and every public primary school student to receive high-quality teaching and personalized learning within safe, healthy, modern, and fit-for-purpose 21st century learning facilities. This requires:

- Improved curricula, consisting of more offerings relevant to young people and their futures;
- Programmes and services that are meaningful, and that meet the needs of young people; and of course,
- High-quality and effective teaching and learning at the heart of education.

To achieve these goals, we need to provide equal access to quality education; we need to have an equitable system consisting of equitable primary schools; and we need to better utilize our precious resources across a fewer number of primary schools. We also need to renovate and refurbish school buildings in order to ensure:

- The types of teaching and learning that provide the fundamentals of learning and that help young people develop the skills and attributes needed in our rapidly changing world;
- The delivery of relevant, diverse and expanded 21st century fit-for-purpose curricula;
- Teaching, learning and student development within safe and healthy environments; and
- Appropriate space to accommodate the 2 additional year-levels being introduced to the primary school level as a result of the phasing out of middle schools.

The Parish Primary Vision and Concept

With this in mind, the Minister of Education (“the Minister”) proposed the concept of parish primary schools. The specific proposal called for:

- 10 parish primary schools, including 9 redesigned and refurbished, and 1 newly built school;
- 1 school per parish, except for Pembroke, which would have 2;
- Parish primary schools to be redesigned, redeveloped or newly-built as a safe and healthy 21st century fit-for-purpose learning facilities; and
- Repurposing 2 primary schools as an alternative education signature school and an exceptionalities signature school.

It was also proposed that a number of primary schools would close.

The vision is for each parish primary school to become the hub of its parish, with parents/guardians and extended family members, surrounding neighbourhoods and community organizations rallying around the school in support of young people. The parish primary school would provide support for teaching and learning, improved educational programmes and initiatives, and create strong authentic partnerships to help schools transform into places that are relevant to the needs of 21st century learners.

Each school would be designed to support up to 300 students along with staff, including up to 30 preschool students on the same campus. Plenty of green space was also envisioned to have play fields for preschool and primary school aged children.

Consultation Process on Parish Primary Schools

Therefore, an extensive consultation was undertaken to obtain the views, comments, questions and feedback from persons who could be directly affected by the proposals and the wider community. Twenty public, parish and stakeholder meetings were held, and 131 consultation submissions received, representing over 1000 consultees and signatories.

Parish Primary School Decisions

The Minister undertook a decision-making process after considering the consultation submissions and conducting an analysis of the submissions. The power for the Minister to make decisions on parish primary schools is derived from sections 6 and 7 of the [Education Act 1996](#) (“the Act”).

Therefore, the Minister has decided to:

1. Establish parish primary schools, with 1 primary school per parish, except for Pembroke, which will have 2 parish primary schools;

2. Establish the proposal for each parish, with the exception of Devonshire (for which an alternative proposal has been adopted); and
3. Accept and establish an alternative proposal for Elliot Primary School to become the parish primary school for Devonshire Parish.

As a result of the decision regarding Elliot Primary School, the site of the K. Margaret Carter Centre (KMCC), which had been proposed for a newly-built Devonshire primary school, will serve as the alternative education signature school. As proposed during the parish primary consultation process, the exceptionalities signature school will be located on the site of Prospect Primary School.

The Decisions by Parish, Primary School Site and Location Site

The following school sites will be established as parish primary schools.

Parish	Primary School Site
St. George	East End Primary School
Hamilton	Francis Patton Primary School
Smith's	Harrington Sound Primary School
Devonshire	Elliot Primary School
Pembroke	Victor Scott Primary School
Pembroke	West Pembroke Primary School
Paget	Paget Primary School
Warwick	Purvis Primary School
Southampton	Dalton E. Tucker Primary School
Sandys	Somerset Primary School

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

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

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

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

We acknowledge that these are difficult decisions that will affect each school and school-community. They will be implemented at a minimum of a 3 to 5-year period, beginning after the start of the 2022-23 school year. The transition process will be handled sensitively and involve considerable communication and include opportunities for stakeholder and community participation.

Reasons for the Decision to Establish Parish Primary Schools

The Minister has determined that the parish primary model is the best approach to achieve the intended outcomes for all learners, for the following reasons:

- Equity – the imperative to elevate each and every learner
- A better education for every student
- Better student-focused use of resources
- Aging, declining facilities, and
- 21st century fit-for-purpose learning facilities for 21st century fit-for-purpose curricula

Points Taken into Account

In making these decisions, a number of points raised during the consultation were taken into account, such as:

- Views on the concept of parish primary schools
- The potential effects of the proposals on students
- The potential financial cost of the introduction of parish primary schools
- Effects on the community
- History and legacy
- Transportation and distance, and
- The coronavirus.

Reasons for Decisions for Each Parish and School Site

The schools selected as parish primary schools are the best and most appropriate sites for parish primary schools. These sites can accommodate the vision and objectives for parish primary schools and are located in each parish to ensure that students in each parish and zone can be accommodated within primary schools.

The establishment of parish primary schools will have significant benefits for students, including students who may have been enrolled in the schools that will close. These decisions will:

- Improve the quality of education as human, financial and other resources will be more student-focused with a smaller number of schools (1 per parish, except for 2 in Pembroke);
- Ensure equity in education so that all children will have the opportunity to attend great schools, regardless of where they live in a parish, zone or in Bermuda;
- Ensure that all students will learn in a modern, safe and healthy, 21st century learning facility; and
- Facilitate the delivery of 21st century curricula that support the Vision *for* Learning developed by community representatives through Learning First.

Consultation Points Taken into Account

In making decisions for each parish and school site, the Minister also took into account a number of points raised during the consultation that were particular to parishes. For the purpose of this executive summary, these points are summarized together, even though they were considered for and across individual parishes. They are:

- Effects on students
- Financial costs of the proposals
- Scoring of schools and how they were recommended
- School performance
- Transportation and distance
- Effects on the community, and
- History and legacy.

Alternatives Proposed During the Consultation Process

The merits of each proposed alternative were considered, and whether they addressed the reasons why parish primary schools were being proposed. For those alternative proposals that met the vision, objectives and criteria, a pro and con exercise was conducted. Consideration was then given to how the alternative proposal fit with the larger proposal, and whether or not the alternative proposal was feasible.

Examples of alternative proposals include:

- Select schools with the highest scores as parish primary schools
- Close fewer schools
- Don't close the highest performing schools
- Close schools with low enrolment (except the schools in St. George's and Gilbert Institute) and limit costs of new buildings
- Utilize Elliot Primary School as the parish primary school for Devonshire Parish, and
- Run a pilot programme.

Although many of the suggested alternatives were comprehensive in nature, most did not partially or fully tackle the issues to be addressed by the introduction of parish primary schools.

Implementation and Transition

Preparation and Transition for Students, Parents and Staff

The introduction of parish primary schools will bring needed change and transformation for the benefit of students of the Bermuda Public School System (BPSS). Understanding that this is a difficult decision, especially for students, parents, staff members, boards, alumni and other community members connected to the schools that will close, the process to implement these decisions will be handled with sensitivity and include those directly affected. The implementation of these decisions will not happen overnight, but will be phased in at a minimum of a 3 to 5-year period.

The transition of students from a 3-tier to a 2-tier education system will also be phased in over time. Parish primary schools will also accommodate 2 additional years of primary school.

Primary school enrolment will continue to be based on zones; therefore, children and parents will still have choice in school enrolment.

School and Community Involvement in the Redesign Process

Similar to the development of Plan 2022, constituents of the BPSS, including students, parents, staff members, boards, alumni and others will be given the opportunity to be involved in the redesign and development of parish primary schools through Learning First.

Phasing of Parish Primary Schools

These changes will be carefully developed and introduced in phases. There are 2 major strands of focus during the implementation period, which include:

- The redesign of identified primary schools as parish primary schools through Learning First; and
- The renovation and refurbishment of identified primary school sites as parish primary schools.

Therefore, school design teams, involving parents, educators and other community members will eventually be established and begin working on the redesign of primary schools as part of Learning First; students will also be involved in the design process.

The Ministry of Education will engage a strategic management firm to map out the programme and project management plan for the phasing in and refurbishment of primary school sites.

Working with Staff

The introduction of parish primary schools and the resultant school closures will bring uncertainty to a number of staff, especially as staffing decisions will be made through the school and system redesign process.

Through Learning First, there will be significant investment in school leadership, teaching and other staff members to support and deliver the 6 national core priorities.

As parish primary schools will include new and diverse programmes to meet the needs of all students, there will also be new dynamic roles created that will need to be filled.

We also expect that some staff numbers will change through attrition, via retirement or through staff taking up other opportunities within or outside of the Bermuda Public School System over the duration of the implementation process. The Ministry will undertake a fair and transparent process on how to best staff schools within the future transformed public education system.

Honouring and Preserving History and Legacy of Primary Schools and Education

Honouring and preserving the history and legacy of primary schools will be a critical part of the community-involved process of transition and implementation to the new model of parish primary schools. Therefore, the Ministry will collaborate with community members, including persons with deep connections to schools in order to develop the best ways to honour and preserve the history and legacy of primary schools. This process will include working together and accepting ideas and proposals from members of our community. Some examples may include:

- Homecoming ceremonies
- Permanent historical exhibits in parish primary schools
- Permanent commemorative art in parish primary schools
- Potential renaming of some parish primary schools,
- Future community uses of closed school sites.

Future Uses of School Buildings and Sites

The Ministry of Education and the Ministry of Public Works are collaborating on the future use of closed primary school buildings and sites.

The anticipated process is that the Department of Public Lands and Buildings will research the demand from public services for new facilities. First consideration will be given to public services housed in the private sector as this can reduce the Government's rental expenditure. Closed primary school sites present an opportunity to repurpose the buildings for facilities such as government offices, community centers, sporting facilities, or centres for senior care and health services, etc. There is also the option to land bank some properties as Bermuda is not creating any more land and this would preserve land for future generations.

Closed primary school sites can also be used help the Government meet the demand for community partnerships with local organizations. Alternatively, properties can be put out to tender for commercial purposes which can help create economic investment and growth. A Request for Expressions of Interest (RFI) is a possible option to research the market for potential ideas.

These options may all present an opportunity for the renovation or rebuilding of these closed sites over time. Every property will be subject to an analysis to find the highest and best use for the benefit of the taxpayer. The following are initial concept ideas that also reflect suggestions made during the consultation process:

	Parish	Primary School	Initial Future Use Concepts
1.	St. George ¹	St. David's Primary School	<ul style="list-style-type: none"> • Community Center • Mixed Commercial Use
2.	Pembroke	Northlands Primary School	<ul style="list-style-type: none"> • Government Facilities
3.	Paget	Gilbert Institute Primary School	<ul style="list-style-type: none"> • Bermuda College • Tourism • Residential • Sporting Village for Visiting Teams
4.	Southampton	Heron Bay Primary School	<ul style="list-style-type: none"> • Government Offices • Community Center • Commercial Workshop • Storage Facility
5.	Southampton	Port Royal Primary School	<ul style="list-style-type: none"> • Alternative Care Facility • Mixed Commercial Property • Shared Commercial Kitchen
6.	Sandys	West End Primary School	<ul style="list-style-type: none"> • Senior Wellness Centre • Senior Care Facility • Community Center • Government Offices

¹ St. George's Preparatory School is an aided school not owned by the Government. Therefore, decisions on its future use rest with its board of governors.

PARISH PRIMARY SCHOOL DECISIONS

Purpose

The Parish Primary School Decision Report shares the Minister of Education's ("Minister") decisions on the proposal for parish primary schools. It also explains the decisions and why they were made.

In line with the commitment to transparency in decision-making, the following documents have also been published on the Ministry of Education's ("Ministry") website at www.moed.bm:

- The [Parish Primary School Consultation Report](#), which provides an overview of the consultation process, and synopses and analyses of the consultation submissions; and
- All of the [Parish Primary Consultation Submissions](#) received during the consultation.

The Parish Primary School Consultation Report and the Parish Primary Consultation Submissions are extensive and lengthy because they reflect the considerable community involvement and participation in the consultation process.

The Ministry is also engaging with the community through social media, panel discussions and engagement meetings to provide information about the decisions in other accessible ways, and to respond to questions about the decisions and their eventual implementation.

Detailed information on the proposals for parish primary schools is available in the [Parish Primary Consultation Document](#).

Introduction

In 2017, the Government committed to putting children first by making education a top priority.

This promise to the children, families and wider community, was long-time in the making and a much-needed response to widespread community calls for change, articulated through the development of [Plan 2022: Bermuda's Strategic Plan for Education](#) (Plan 2022) and other means.

In 2020, as this work continued, the Government also strengthened its promise by pledging to make our education system equitable so that high-quality education and the opportunities it affords, would be accessible to all young people.

As a result, Education Reform was introduced in order to make holistic changes across the entire public education system. It consists of:

1. Learning First, a dynamic and collaborative programme which is developing internationally-recognized fit-for-purpose curricula, new teaching and learning models,

enhanced pathways to graduation and flexible learning environments, which will ensure that all teachers, principals, support staff, and system leaders have the professional learning and development to deliver best-in-class public education for all of our students;

2. The change from a 3-tier system to a 2-tier system, by phasing out middle schools and introducing signature schools; and,
3. The development of an Education Authority for better governance and accountability of the public school system.

Through Education Reform, we are creating pathways, in which our children will develop the requisite skills, knowledge, values and relationships to be:

- Active contributing citizens
- Empowered to access and create the jobs of the future, and
- Positioned to resolve increasingly complex challenges, in Bermuda and the rest of the world.

In support of Education Reform:

- Learning First has established the future model of learning and will be working collaboratively with school transformation teams for the roll out of the first 2 signature schools in September 2022;
- The Education Act 1996 was amended in March to introduce senior-level signature schools, and begin the phasing out of middle schools; and,
- The Ministry of Education undertook a consultation process on a proposal to modernize and improve primary schools through the introduction of parish primary schools.

The move from a 3-tier to a 2-tier public education system, the phasing of middle schools and the introduction of signature schools will have implications for primary school education. Once middle schools are phased out, the structure of the Bermuda Public School System (BPSS) will be as follows:

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

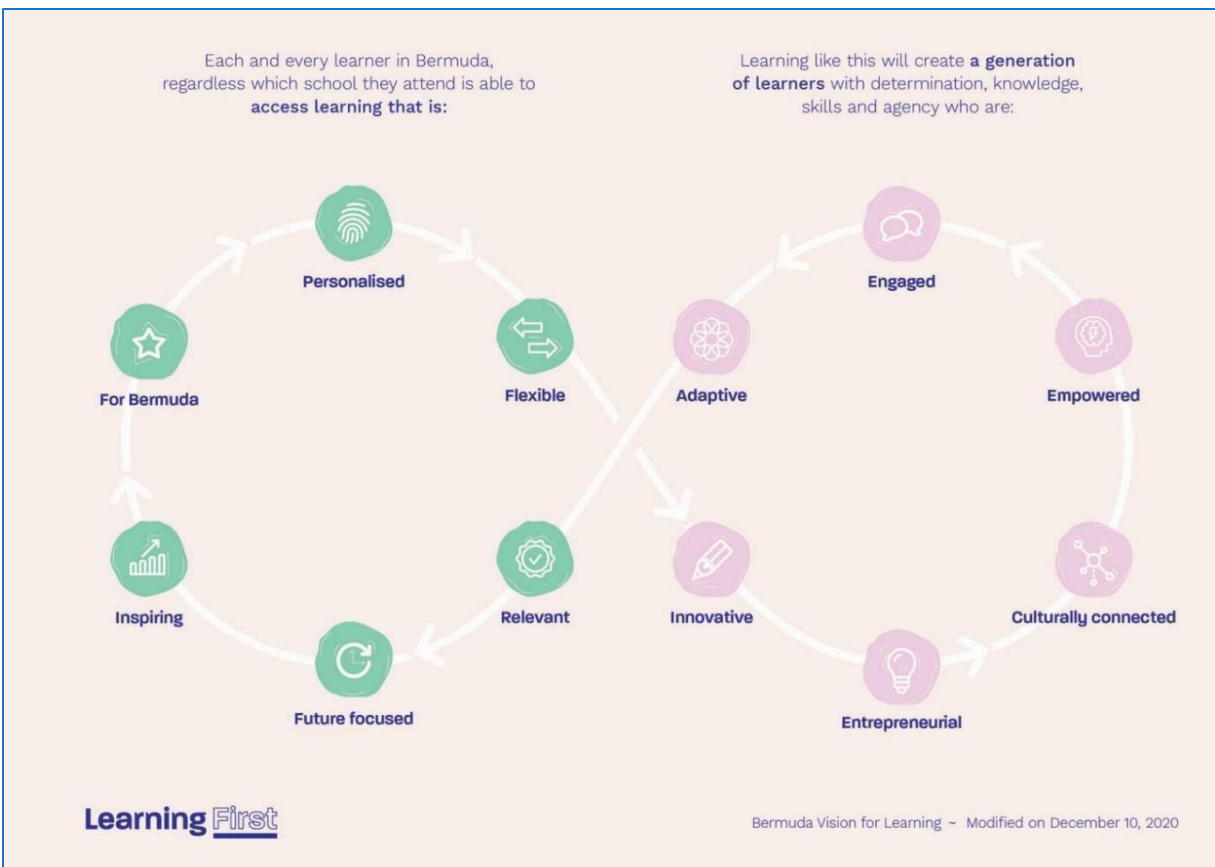
The three years of middle school will be reallocated to the primary-level and the senior-level signature schools as follows:

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

Our Vision for Learning

The aspirations and commitments to change are reflected in our [Vision for Learning](#), for Bermuda’s public school students. It has been co-created with students, parents, industry partners, school representatives and other members of the community. It describes the high level principles that will guide the design of teaching, learning and schooling; and the broad outcomes it will achieve. Education reform, including the proposals for parish primary schools are designed to deliver the Vision for Learning for young people.

Fig. 1. Vision for Learning



Our Vision *for* Parish Primary Schools

We have a compelling vision for public primary schools. Every school should be a great school!

We believe that each and every child in each and every public school in Bermuda is entitled to grow, develop and learn, and receive excellent teaching of relevant and meaningful curricula, within safe and healthy schools. Each and every child should be given what they need to achieve success in school and in life.

Public education must therefore include universal access and opportunity. Children in Bermuda, regardless of where they live, or the kinds of schools that they attend, should have *“equitable access to holistic, varied, and high quality instruction that is culturally relevant and empowers students to reach their full potential.”*²

This means:

- Improved curricula, consisting of more offerings relevant to young people, their interests, passions and their futures;
- Programmes, services and opportunities that are meaningful, and that meet the needs of young people; and, of course,
- High-quality and effective teaching and learning at the heart of education.

To make real changes that will matter for young people, we need to provide equal access to quality education; we need to have an equitable system consisting of equitable primary schools; and we need to better utilize our precious resources within a fewer number of primary schools.

We also need to refurbish or rebuild schools, in order to ensure:

- The types of teaching and learning that will help young people develop the skills and attributes needed in our rapidly changing world;
- The delivery of relevant, diverse and expanded 21st century fit-for-purpose curricula;
- Teaching, learning and student development within safe and healthy environments; and
- That schools have the appropriate space to accommodate the 2 additional year-levels that will be introduced to the primary school level as a result of the phasing out of middle schools.

The Parish Primary School Concept

First and foremost, children and their learning are at the centre of the concept of parish primary schools. The proposal for parish primary schools was developed to meet the learning and related needs of young people and Bermuda. The concept and elements of parish primary schools are

² Adapted from the mission of the BPSS.

drawn specifically from Plan 2022, which was created through a participatory process and written by members of our community.

We proposed that each parish primary school would consist of transformed, real-world and authentic learning facilities that can accommodate up to 300 students, with no more than 15 students per class. Primary schools also need a lot of green space, which is critical to physical and social development and learning in a natural environment. Envisioned as 21st century learning facilities, parish primary schools are about much more than refurbishing and rebuilding schools.

We would like each primary school to become the hub of its parish, with parents/guardians and extended family members, surrounding neighbourhoods and community organizations rallying around schools, providing support for teaching and learning and improved educational programmes and initiatives, and creating strong authentic partnerships to help schools transform into places that are relevant to the needs of 21st century learners.

Fig. 2. Parish Primary School Rendering

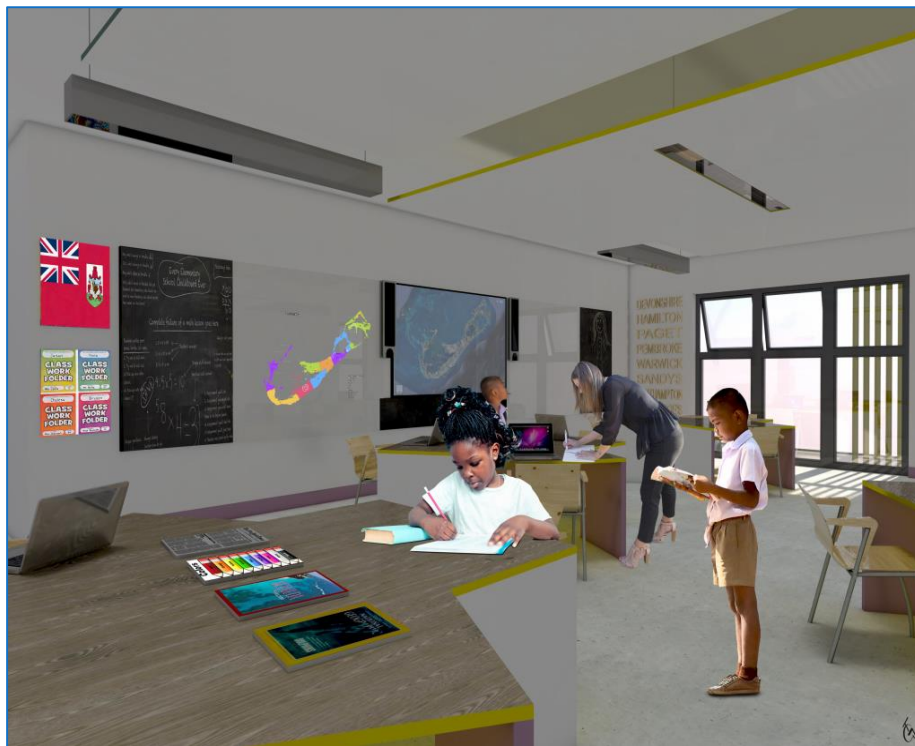


Fig. 3. Parish Primary School Rendering



Summary of the Parish Primary School Proposals

To realize the vision for primary education as part of systemic education reform, proposals called for public primary education to consist of 10 parish primary schools, with 9 school sites recommended to be redesigned and refurbished as safe and healthy 21st century fit-for-purpose learning facilities and one newly built 21st century primary school.

As Bermuda currently has 18 public primary schools, it was therefore also proposed that a number of primary schools close.

There is significant need within our school system and community for an exceptionalities signature school and an alternative signature school, both, which need to be centrally-located³. Therefore, it was proposed that the 2 existing primary schools in Devonshire Parish be closed as primary schools and repurposed. It was also proposed that Devonshire Parish would benefit from a newly-built primary school.

A summary of the proposal for each school is provided at [Annex I](#).

³ The exceptionalities and alternative signature schools need to be centrally-located to be accessible for students from all parishes. The exceptionalities signature school also needs to be centrally-located, and more specifically needs to be close to KEMH VII Hospital due to the medical needs of some students.

About the Consultation Process

To engage and involve the community in the future of primary school education, an extensive consultation process was undertaken. It began on December 18th, 2020, with the publication of the [Parish Primary School Consultation Document](#) and ended on March 12th, 2021.

The consultation process included:

- Direct engagement with constituents of the BPSS, including parents/guardians, educators, other school and Department staff, unions, boards, alumni, as well as the broader community;
- A total of 20 public, parish and stakeholder consultation and engagement meetings; and
- At least one public and one meeting per parish that was simulcast on Facebook and/or CITV and YouTube.

A total of 131 written consultation responses were submitted, which were considered by the Minister, along with the views, comments, questions and feedback from each of the consultation meetings.

Some of the written submissions garnered multiple comments and/or a significant number of signatories. For example, the submission from the West End Primary School Community represented over 200 persons. The submission from the St. George's Community Response group included over 700 signatures, and 18 persons signed the submission from the Elliot Primary School Alumni Association.

Detailed information on the consultation process, including an analysis of consultation submissions is published in the [Parish Primary School Consultation Report](#).

Parish Primary School Decisions

The Minister's powers regarding parish primary schools, including the closure of schools comes from sections 6 and 7 of the [Education Act 1996](#) ("the Act"). A description of these powers and relevant excerpts of the Act are provided at [Annex II](#).

As part of his decision-making responsibilities, the Minister carried out a thorough and detailed decision-making process. He invited, listened to and considered the consultation submissions and the wide range of views expressed during the consultation. Before making any decisions, he also carried out a detailed analysis of the submissions. A description of the decision-making process is provided at [Annex III](#).

The Minister needed to decide first, whether or not to introduce parish primary schools, and if so, which primary schools would become parish primary schools.

After extensive consideration, the Minister has decided to:

1. Establish parish primary schools, with 1 primary school per parish, except for Pembroke, which will have 2 parish primary schools;
2. Establish the proposal for each parish, with the exception of Devonshire (for which an alternative proposal has been adopted); and
3. Accept and introduce an alternative proposal for Elliot Primary School to become the parish primary school for Devonshire Parish.

As a result of the decision regarding Elliot Primary School, the site of the K. Margaret Carter Centre (KMCC), which had been proposed for a newly-built Devonshire primary school, will serve as the site of the alternative education signature school. As initially proposed, the exceptionalities signature school will be located on the site of Prospect Primary School.

Therefore, the following school sites will become parish primary schools:

Parish	Primary School
St. George	East End Primary School
Hamilton	Francis Patton Primary School
Smith's	Harrington Sound Primary School
Devonshire	Elliot Primary School
Pembroke	Victor Scott Primary School
Pembroke	West Pembroke Primary School
Paget	Paget Primary School
Warwick	Purvis Primary School
Southampton	Dalton E. Tucker Primary School
Sandys	Somerset Primary School

The following school sites will be closed as public primary schools:

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

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

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

With the exception of Devonshire Parish, where a centrally-located site was needed for the exceptionalities signature school, the best available sites in each parish were chosen for each parish primary school.

The decisions on school closures will not be implemented immediately, but will be phased in at a minimum of a 3 to 5-year period starting after the 2022/23 school year. The transition process will be handled sensitively and involve considerable communication and include opportunities for views and feelings to be shared.

Primary school enrolment will continue to be based on zones; therefore, children and parents will still have choice in school enrolment.

Reasons for the Decisions

Decision on the Introduction of Parish Primary Schools

After considering the proposals, the vision and objectives of the parish primary proposals, the consultation submissions, including proposed alternatives, and the points identified in the submissions, the Minister has determined that the parish primary model is the best approach to achieve the intended outcomes for all learners.

Reasons

There are a number of interrelated and overlapping reasons why change is needed and why creating parish primary schools is the best approach for transforming public education at the primary level.

i. A Better Education for Each and Every Learner

The Ministry has made a commitment to reform and transform public education to improve education and create better outcomes for each and every child.

It is critical that the promise and benefits of a high-quality education be provided by all schools for each and every student. The plan for parish primary schools will ensure that each and every child, regardless of where they live, their background, or what strengths and needs they have, will attend

a great primary school. This critical investment, not only sets up young people for success, but provides important elements to help our economy and society to thrive. Parish primary schools will result in even better schools, high-quality learning experiences, and improved outcomes and attainment for students.

The model of parish primary schools will consist of equitable schools designed specifically for learning and to meet student needs. The emphasis will be on curriculum and learning for students. Human, financial and other resources will be focused on the quality of education for all learners, including students with additional and/or special education needs and disabilities.

Redesigned public primary schools will provide expanded courses and programme offerings to provide students with the range of educational experiences and services that meet international standards.

ii. Too Many Primary Schools for Our Declining Enrolment

For at least 30 years, if not longer, there have been too many primary schools for the number of students that we have. The declining birthrate and the knock-on effect on enrolment is a long-standing trend in Bermuda, and is not projected to change. In September 2020, the Bermuda Public School System (BPSS) had 2,074 students across 18 primary schools. Seven primary schools had fewer than 100 students and 5 schools had between 100 and 108 students. No primary school had over 195 students.⁴

iii. The Need for Better Student-Focused Use of Resources

The declining birthrate and enrolment means that the Ministry is required to spread precious resources – school leadership, teaching, and therapeutic and support staff – across 18 primary schools, with enrolments ranging from 65 to 195 students⁵. The same holds true for other Government Ministries that provide support for schools, including the Ministries of Health; Public Works; and Transport. This isn't an effective and efficient approach to running schools, and exacerbates the issue of resourcing schools appropriately.

Rather than continue with this approach – of trying to do more with less, for fewer students, year after year – it is imperative that the Ministry be able to focus on learners first, and work within schools and communities to cultivate the great education that all young people deserve. This requires bringing schools and communities together so that we can concentrate and enrich resources and support towards improving the quality of education and lifetime opportunities for each and every young person.

⁴ As of September 2020; see Parish Primary Consultation document, Annex VI, page 83.

⁵ Ibid.

iv. Aging, Declining Facilities

Every primary school is old, ranging from about 47 to 100 years of age.⁶ The conditions of our buildings do not meet 21st century requirements in terms of infrastructure, or safety and health for students, families and staff. The number, age and state of building infrastructure also make our primary schools difficult to maintain.

While there have been renovations, refurbishments and in some cases, additions, significant issues remain across primary school infrastructure, including:

- Safety and health issues caused by original building materials no longer permitted for use
- Electrical systems that are not up to code
- Old plumbing that requires replacement
- Sewage back ups
- Poor IT infrastructure, and
- Water and or moisture intrusion from actual ceiling leaks, or water entering from elsewhere.

The challenges of school plants are long-standing. Often, with old facilities and infrastructure, temporary fixes were made instead of replacing old systems. Short to medium-term fixes are not an effective or sustainable way to maintain schools. Poor facilities also interfere with learning time as school administrators, staff and students have to deal with the effects of building issues. There is a better way.

v. 21st Century Fit-For-Purpose Learning Facilities to Support Delivery of 21st Century Fit-For-Purpose Curricula

It isn't just that primary school facilities are aging, declining and difficult to maintain. It is also that schools were designed for a bygone era. Schools today need to be designed for 21st century education, to deliver 21st century fit-for-purpose curricula, and to ensure 21st century teaching and learning. In thinking about the *Vision for Learning* and the kind of education that we want young people to have, learning facilities are paramount. Primary school buildings, as they currently exist, do not and cannot support the vision and plan to transform education to elevate all students.

A number of consultees expressed that buildings don't make education, but educators do. Of course, effective and caring educators, along with students and families help make education a success. However, "the school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning."⁷

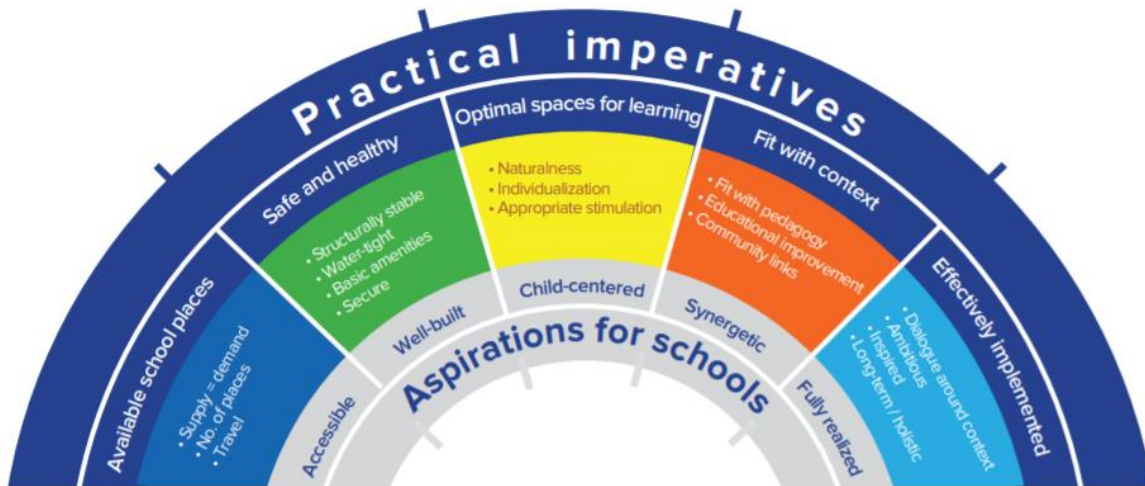
⁶ The ages of buildings have been provided by the Ministry of Public Works and are based on the age of the oldest part of the building.

⁷ (Lackney, n.d.)

The research describes a picture that is applicable to primary and other schools in Bermuda, noting that learning environments play a significant role in curriculum delivery, student learning, social-emotional well-being and behaviour.

There is a large and growing body of research that “has found that school facilities can have a profound impact on teacher and student outcomes⁸.

Fig. 4. Learning Environments for Better Educational Outcomes⁹



Twenty-first century learning environments have optimal:

- Physical access, so that all children, staff, families and volunteers, including those with disabilities or physical limitations can physically access and attend school.
- Classroom size and space; each of our primary schools has a unique footprint and classroom sizes vary within and between schools. While some classrooms have ample space, others are too small. Learning environments need enough space so that students can work in teams to engage and problem-solve. Students also need areas for independent study and smaller learning centers to have fewer disruptions and receive individualized and more tailored teaching and support.
- Air quality for staff and students; poor air quality can and does affect absenteeism and therefore teacher performance and student achievement.
- Appropriate temperature and temperature control; the temperature of classrooms and schools, especially in the hotter months of the school year is a consistent complaint of staff and parents as it affects teaching and learning. Classrooms would benefit from

⁸ (PennState University Center for Evaluation and Education Policy Analysis, n.d.)

⁹ (Barrett, Treves, Shmis, Ambasz, & Ustinova, 2019)(p. 2).

temperature control, and with some flexibility in temperatures for sections of schools, if not individual classrooms.

- Lighting for staff and students; some schools must rely heavily on artificial light, which has been shown to have negative impacts and natural light has positive impacts.
- Acoustics and noise; poor acoustics and high levels of noise are distracting for teachers and students, especially those with sensory challenges and sensitivities. Schools and classrooms “with less acoustic noise are positively associated with greater student engagement and achievement compared to schools with classrooms with noisier environments.”¹⁰

Excellent education for an entire education system requires fit-for-purpose 21st century curricula that provides a range of options and possibilities to meet the needs and life aspirations of all students. Twenty-first century curricula cannot be delivered equitably for all students in outdated, outmoded and inadequate learning facilities. For example, primary schools do not have science labs and are challenged to provide consistent standards for IT infrastructure required to support technology in education.

Education systems around the world have modernized their school facilities or built new schools to ensure that students are educated in safe and healthy buildings, and in order to deliver 21st century fit-for-purpose curricula.

A few examples include:

The Isle of Wight Council School Reorganization, England

- Following its decision in 2008 to change from a 3-tier to a 2-tier education system, the Isle of Wight Council has been “implementing an island-wide school reorganization programme as part of a move to raise the standards of education on the Island.”¹¹
- It also benefits from the UK Priority School Building Programme, which provides capital investment and procurement support for the new and refurbished schools.

Powys County Council, Wales¹²

- Delivered 10 capital builds and refurbishment projects since 2016, including:
 - One Welsh-language primary school self-described as “purposefully built for the 21st century”¹³
 - Five new primary schools
 - A community-focused primary school with specialist teaching areas and community facilities

¹⁰ Ibid.

¹¹ (Isle of Wight Council)

¹² (Powys County Council)

¹³ (Ysgol Dafydd Llwyd, 2013)

- A re-modelled and modernized primary school building to improve safeguarding and disabled facilities, and
- Community libraries and community facilities.

The Ministry of Education, Ontario, Canada

- Is investing over \$500 million to build 30 new schools and make permanent additions to 15 existing facilities, supporting over 25,000 student spaces across the province.¹⁴
- According to the Ontario Government, these new, modern schools will create the foundation for 21st century learning environments for thousands of students across the province.
- This investment will also generate nearly 900 new licensed child care spaces to ensure families across the province are able to access child care in their communities.

Closer to home, most private schools in Bermuda have engaged in whole school upgrades and/or have built new state of the art facilities specifically to support curriculum delivery. Bermuda High School for Girls, Warwick Academy and Somersfield Academy¹⁵ have added new modern learning facilities, specifically for the delivery of 21st century curriculum in areas of STEAM, marine science, and the International Baccalaureate.

Public school students deserve to grow, learn and develop in safe and healthy fit-for-purpose learning facilities that support fit-for-purpose 21st century curricula, just as their peers experience in other schools locally and abroad.

Therefore, the vision for education is for 21st century real world and authentic learning facilities that can accommodate up to 300 students and staff, and consist of:

- Classrooms, which are open, flexible and adaptable spaces for learning
- Teacher preparation rooms
- Purpose-built dual-purpose labs and rooms for subjects such as information communication technology; science, technology, arts, engineering, and mathematics (STEAM) education; family studies; visual arts; music; design and technology (D&T); dance; drama; and modern foreign languages, among others
- Maker spaces (which are collaborative work spaces for making, learning, exploring and sharing)
- Recreational spaces and wellness spaces
- Gymnasium, school fields, sports areas for both indoor and outdoor sports and activities
- Library resource center
- Parent resource room
- Cafeteria, which would be a multi-purpose space
- Auditorium
- Appropriate air quality and lighting system

¹⁴(Ontario, 2020)

¹⁵(Bernews, 2019)

- Universal access to the facilities and
- Food services.

Fig. 5. Parish Primary School Rendering



Consultation Points Taken into Account

In making the decision to establish parish primary schools, a number of points raised during the consultation were taken into account.

Exceptional Students - with Disabilities and Special Education Needs

The needs of students of the BPSS were considered, along with specific concerns raised during the consultation on the impact of the proposals for exceptional students.

Some consultees felt that creating an exceptionalities signature school meant mandatory enrolment for students with disabilities and special education needs. This is not the case. The Ministry is committed to the principle of the least restrictive environment. This means that students with disabilities and special education needs, will to the extent possible be educated with their non-disabled peers.

Concerns were also raised about the quality of programming and supports for students. As the parish model will consist of 10 primary schools, resources, including qualified and appropriately-trained specialist and support staff can be concentrated within a fewer number of schools.

Financial Costs

Concerns about the potential level of costs for the introduction of parish primary schools were considered.

The lack of investment in schools has been a common and consistent concern of parents/guardians, administrators, school staff, union representatives, service providers and other community members. The objective to improve the quality of education and student outcomes requires significant investment in the public education system. Distributing critical, but finite resources across 18 primary schools is inadequate and ineffective and undermines the ability to deliver high-quality education. Students of the BPSS must be educated in high-quality and safe facilities that can facilitate the delivery of fit-for-purpose 21st century curricula.

This cannot be achieved by maintaining or tinkering with the status quo.

The Minister and the Government have considered the potential costs of renovating and refurbishing schools. However, obtaining detailed cost estimates is an intensive process that requires significant information and the assessment and surveying of schools. In order to be accurate, detailed costings must also be based on scopes of work, which must be developed from the collaborative redesign of schools through Learning First. Therefore, the development of detailed cost estimates could not be undertaken until after decisions on primary schools were made. This approach will ensure more accurate cost estimates are generated that are targeted and focused on the schools that will serve as parish primary schools.

The publication of general cost estimates could also undermine the Government procurement process as developers could bid to the cost estimates, rather than submit tailored bids.

Finally, while the Government must be minded by costs, decisions deferring critical investments in education have been a major contributor to the failure to make or properly implement necessary changes. As expressed by the Minister during the consultation, rather than set a budget for what the Government would like to spend, the Government will secure funds to deliver what is required for the vision and the objectives to be achieved in order to improve public education.

The Government has made a commitment to reform education, including primary schools and has a mandate to do so. The Ministry of Education will work with the Office of Procurement and Project Management, and the Ministry of Public Works for funding models to support the introduction of parish primary schools to bring about necessary improvements to primary-level education.

Effects on the Community

Parish primary schools will have profound impacts on the community. Each parish primary school is envisioned as the hub of their parish, whereby the surrounding families and myriad of community organizations will become authentic partners. The community aspect of the parish primary model engenders community wealth building that will include a variety of partnerships for empowering communities, creating and maintaining high standards of education as young people are prepared for citizenship, post-secondary education and training, and future careers.

Community wealth building can transform current educational, economic, and cultural development systems to be more inclusive and equitable.

Therefore, parish primary schools are also an opportunity for communities to come together to support education and young people in ways that are better organized, concentrated in terms of resources and strategically-focused on the quality of education. These efforts will be supported by building valuable community foundations, as well as creating larger and enriched communities.

Bermuda is a small community of smaller communities that have long-standing and meaningful histories and legacies, which are valued and cherished. The potential impact of parish primary schools and the closure of primary schools will be difficult for some communities. It is also true that school-communities change and evolve over time, as students and families move through the education system. There is no doubt that schools are a critical part of the community, and that there are other critical organizations and institutions that will continue to thrive and adapt as the public education system changes to better meet the needs of each and every learner, in all of Bermuda's communities.

History and Legacy

Each primary school has its own history, legacy and special place in the hearts of students, parents, staff, alumni and its community. Bermuda also has a large number of public primary schools for its enrolment.

We recognize that Bermuda had state-sponsored separate and unequal education systems. We are also aware that the history and legacy of schools is Bermudian history, and can't be separated from the number of primary schools that Bermuda has. The historical legal of racial segregation contributed to the number of primary schools, as separate and unequal schools were mandated for white and Black children.¹⁶ Although the Government-system of racially segregated schools is no longer in force, its powerful legacy remains. There also continues to be inequity between primary schools which has implications for the provision of education and therefore student outcomes.

¹⁶ (Christopher, 2009)

The consultation submissions and the strength of views on the importance of history and legacy were balanced with the strong imperatives to improve education, the longstanding inequities, the decline in enrolment, and the previous failures to make the changes needed.

We understand, respect and honour the importance of history and legacy, and the need for it to be preserved, which we believe can and will be achieved through authentic discussions and growing community participation as we transition to the model of parish primary schools.

Additional information regarding honouring and preserving the history and legacy of primary schools and their contributions to our community are provided later in the report in the section on implementation and delivery.

Transportation and Distance

With fewer primary schools, some students will have to travel farther to attend school. While this will be a change for some, it is reasonable to expect some additional travel for students.

The Government currently provides mini-buses for students and concerns regarding public transportation will be addressed by the introduction of dedicated buses.

Potential issues regarding traffic and congestion around schools will be addressed and managed over time by the design of refurbished primary school sites. Traffic plans will also help to manage traffic and congestion to help ensure safe drop-off and pick-up of primary school students.

Coronavirus

The Coronavirus (COVID-19) has changed everyone's lives, and has had a significant impact on learning and students' well-being. This is in addition to the many effects on parents/guardians, educators, support staff and the rest of society.

Because COVID-19 has created so much uncertainty, some consultees proposed maintaining the status quo for the sake of stability or delaying changes until a later time. Some consultees also referred to the importance of smaller cohorts and class sizes for physical distancing, which is an important part of reducing the risk of the spread of COVID-19.

After much consideration, while the effects of coronavirus have been acute, COVID-19 does not lessen the underlying imperative for change. The effects on schools, students and learning emphasizes the need for parish primary schools. Coronavirus has illuminated and exacerbated challenges with primary schools, including inequities between and within schools. It has also shown the importance of resilience and been a reminder of how critical education is, including social-emotional and technological learning.

Concerns about cohorts and class size are addressed in the decision for parish primary schools. While parish primary schools will have larger enrolments, maximum class size will actually

decrease to 15 students per class for all year-levels. This decrease will be substantial for the years P4 to P8 as the current class size for these years (including the current M1 and M2 years) are up to 25 students.

Schools will be resourced with additional teaching and non-teaching specialist staff to meet the need for increased and tailored programming and services. Redesigned and refurbished schools will also have larger and more flexible learning environments and better air quality.

Decisions for Each Parish

Rationale for Decisions for Each Parish and School Site

The Minister made decisions by parish and for each primary school. In doing so, he considered:

- The proposals for parish primary schools
- The vision and objectives outlined in the parish primary school proposal
- The consultation submissions, including proposed alternatives
- The issues and concerns identified in the submissions, and
- The most appropriate sites to realize the vision and objectives to be achieved.

There was a responsibility to apply the same criteria across all primary school sites. For each parish (with the exception of Devonshire Parish, due to the need for the best and most appropriate site for the exceptionalities signature school), the decisions consist of the most appropriate and best available site(s) within each parish to accommodate the parish primary school(s).

Themes and Issues Across Primary Schools

There were a number of consultation points and issues raised within particular parish submissions regarding 2 or more primary schools, but which were applicable across all parishes. These points were also considered in the decision-making process for each parish.

Selection of Schools with Lower Scores Based on the Evaluation of Study Factors

Consultation Point	Response
Some schools with lower scores were selected as parish primary schools, while other schools with higher scores were recommended for closure. ¹⁷	Each primary school was scored using specific study factors identified in the Parish Primary Consultation Document, with some schools receiving higher scores than others.

¹⁷ In order to determine the schools proposed for parish primary schools, a thorough scoring process was undertaken based on criteria consistent with the vision and objectives for parish primary schools.

The scores for each primary school were considered by parish, and not nationally across all public primary schools. As a result, some schools with lower scores were selected because a primary school is needed in each parish.

Due to demographic reasons, geography and to ensure that all children in a parish and zone can be accommodated in a parish primary school, schools need to be distributed across Bermuda. This is consistent with the Minister's responsibility to ensure that all children in all parishes are accommodated for primary school education.

Some of the schools with lower scores are in parishes that have significant percentages of public school students that need to be accommodated. For example:

- Pembroke Parish has 15.9% of public school students and 3 primary schools
- Paget Parish has 10.2% of public school students and 2 primary schools, and
- Smith's Parish has 10.3% of public school students and 1 primary school.

Some schools with higher scores are in parishes with lower percentages of public school students and a higher number of schools per parish. For example:

- St. George's Parish has 8.7% of public school students and 3 primary schools
- Southampton has 9.3% of public school students and 3 primary schools
- Sandys Parish has 10.2% of public school students and 2 primary schools.

To make decisions only based on scores and without regard to the location of the schools and the demography of the parish and zone would mean that there would be no primary schools in Pembroke, Paget or Smith's and 2 schools in close proximity to one another in St. George's, Southampton and Sandys Parish.

Financial Cost

Consultation Point	Response
The financial cost of refurbishing schools has not been provided and will be high.	<p>The concerns about the potential cost for the introduction of parish primary schools was considered.</p> <p>The lack of investment in schools has also been a common concern. The objective to improve the quality of education and student outcomes requires significant investment in the public education system. Distributing critical, but finite resources across 18 primary schools is inadequate and ineffective and undermines the delivery of high-quality education. Students of the BPSS should be educated in high-quality, safe and healthy facilities that can facilitate the delivery of fit-for-purpose 21st century curricula. This cannot be achieved by maintaining or tinkering with the status quo.</p> <p>The Minister and the Government have considered the potential costs of developing and refurbishing schools. However, obtaining detailed cost estimates is an intensive process that requires significant information and the assessment and surveying of schools. In order to be accurate, detailed costings must also be based on scopes of work, which must be developed from the collaborative redesign of schools through Learning First. Therefore, the development of detailed cost estimates could not be undertaken until after decisions on primary schools were made. This approach will ensure more accurate cost estimates are generated that are targeted and focused on the schools that will serve as parish primary schools.</p>

Effects on the Community

Consultation Point	Response
Primary schools are already parish primary schools and are important parts of their communities.	<p>The effects of the introduction of parish primary schools and the effects of school closures on the community were considered for each parish and primary school.</p> <p>These were difficult decisions and there will be implications for the community. However, parish primary schools are an opportunity for communities to come together to support parish primary schools as the hub of</p>

	<p>their parish to focus on students and community wealth-building. The parish primary school model is more expansive than current primary schools. It is intended to grow and strengthen communities as persons and organizations work together to transform current educational, economic, and cultural development systems to be more inclusive and equitable.</p>
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Transportation and Distance

Consultation Point	Response
<p>Having 1 parish primary school in the parish will increase travel times and increase congestion.</p>	<p>The travel time between parish primary schools will vary from about 5 minutes to 20 minutes. With the exception of children who live in St. David’s, most students will continue to live within 10 minutes of the closest available primary school. Especially considering what parish primary schools will provide for children, it is reasonable to expect some additional travel for students.</p> <p>Currently, subject to enrolment policy, parents have the choice of primary schools in the zone in which they reside, which means that they can and often do opt for primary schools that require travel by bus or by car.</p> <p>Transportation is an important concern as students need to get safely to and from school on time every day. This issue will be addressed by the provision of dedicated buses.</p> <p>Concerns about traffic and congestion will be addressed and managed over time by the design of refurbished primary schools. If needed, schools can also introduce traffic plans to facilitate the smooth drop-off and collection of students after school.</p>

Implementation and Delivery

Consultation Point	Response
The proposals are mammoth and will be difficult to implement.	<p>The Ministry is taking a phased approach to the implementation of Education Reform. Therefore, parish primary schools will be delivered after a minimum of a 3 to 5-year period after the 2022-2023 school year. Learning First, which has engaged a 60-strong design team, comprising teachers, principals, and members of the Department of Education, together with parents, community and business leaders, will spearhead the school redesign process.</p> <p>The Ministry is procuring a programme and project management firm to work with the Ministry of Education and the Ministry of Public Works to plan and undertake the building phasing process.</p>

St. George's Parish Decision

Following the decision to establish parish primary schools, the site of East End Primary School will be redesigned and redeveloped as the parish primary school for St. George's Parish.

Therefore, St. George's Preparatory School and St. David's Primary School will be closed as public primary schools.

Reasons

East End Primary School is the best and most appropriate site for the parish primary school for St. George's Parish. As indicated in the proposals for St. George's Parish, East End Primary School achieved higher scores in study factor categories such as Land/Property Conditions and Safety & Health. The East End Primary School site has a large available acreage and potential for development expansion to accommodate up to 300 students and staff. The adjoining land has sufficient outdoor space to facilitate lots of green field space. The site of East End Primary School is also located very close to St. George's Preschool.

The St. David's Primary School site cannot accommodate up to 300 students and staff. There is no land to expand St. David's Primary School unless Lord's Oval, at St. David's Cricket Club is reclaimed by the Government for use for the school, which is not being proposed. St. David's Primary School also scored lower regarding safety and accessibility.

Both St. George's Preparatory School and St. David's Primary School received overall lower schools than East End Primary School.

St. George's Parish currently has 3 primary schools representing 8.7% of the primary school population. As of September 2019, there were 190 public primary school students residing in St. George's Parish. That number is projected to be at 156 by 2027. Parish primary schools will also accommodate students for the additional primary school years of P7 and P8 as middle schools are phased out.

The current and projected population of students in the parish and the eastern zone can be accommodated by 1 school per parish primary within the eastern zone.

Establishing the site of East End Primary School as the parish primary school will have significant learning benefits for students. This decision helps to ensure equity for all students. All children in the parish and eastern zone will have the opportunity to attend a great school, regardless of where they live in the parish or zone.

The decision will result in an improvement in the quality of education as human, financial and other resources will be more student-focused with a smaller number of schools. The resources can be concentrated in 1 school for the parish, rather than across 3 primary schools.

All students in the parish and eastern zone will be able to attend school and learn in a safe, healthy and modern 21st century learning facility. The redesigned and redeveloped parish primary school will facilitate the delivery of 21st century curriculum that is personalized and which provides other elements of the Vision *for* Learning developed by the community through Learning First.

Points Taken into Account

St. George's Preparatory School has a board of governors as they are an aided school. The Minister met with the board of governors to share the proposals for parish primary schools and to hear directly from them before the public and parish primary school meetings were held.

There were a number of significant points raised in the submissions for St. George's Parish. The submissions were received from the St. George's Parish Community Response group (which had over 700 signatories); the St. George's Preparatory PTA; the East End Primary School PTA; the Bermuda Education Network; as well as parents, staff members, primary school alumni and other members of the community.

When providing their detailed consultation submissions, the St. George's Community Response group and the St. George's PTA, requested a meeting with the Minister. The Minister then met with their representatives in order to hear directly from them after the consultation period ended.

The Minister considered the individual concerns raised by the St. George's Response group and the St. George's PTA, and also considered their concerns collectively as a whole. He noted that

while a number of important issues were raised in the submissions, for the most part, their individual points were not directly responsive to the larger effort of Education Reform, or the vision and objectives for parish primary schools as proposed in the consultation document. For example, submissions acknowledged the challenge of equity, aging facilities and declining enrolment. However, they did not address in a cohesive way how to resolve the underlying issues facing public primary schools or how to otherwise achieve the vision and objectives to improve learning and education for each and every primary school child.

The following reflect points raised in consultation submissions, and the response to those points in relation to St. George’s Parish.

Effects on Students

Consultation Point	Response
St. George’s Parish has 2 separate and therefore completely different educational needs.	<p>Student strengths and needs are diverse and vary within and between primary schools. The redesign of primary schools as parish primary schools will be based on a powerful and compelling vision of learning so <u>ALL</u> students can access learning that is personalized, among other elements for 21st century education.</p> <p>Parish primary schools will accommodate up to 300 students, including preschool aged children. However, the current and projected population of the parish and surrounding areas within the eastern zone do not support the need for 3 primary schools within St. George’s Parish.</p>

Past and Potential Enrolment

Consultation Point	Response
<p>The assessment of expansion capacity is not reflective of true potential; St. George’s Preparatory School has historically housed 257 students.</p> <p>With a combined current enrolment in St. George’s and St. David’s of 258, and a projected future enrolment decline, this capacity should be more than sufficient.</p>	<p>Historical enrolment is not an indicator of the appropriate number of students a school can accommodate in the present and future, or of expansion capacity.</p> <p>Since at least 1990, St. George’s Preparatory School is recorded as not having more than 160 students. At around the year 2000, the maximum class size for lower primary school (P1 to P3) was lowered to 15 students; previously, lower primary classes were as large as 25 or more students. Lower class sizes have resulted in a lower maximum enrolment for primary schools. Comparing past enrolment, especially historical enrolment when desks were largely organized in rows and specialized learning</p>

	<p>spaces were less common doesn't provide a true picture of the number of students who can be appropriately taught within the school's classrooms.</p> <p>Specifically regarding expansion, East End Primary School has a larger acreage and more usable land for the purposes of expansion capacity. Parish primary schools will consist of specialized learning spaces to accommodate expanding offering of curricula. Some of the specialized learning spaces that will be provided in parish primary schools such as science laboratories and makers rooms also do not currently exist within primary schools.</p>
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School Performance

Consultation Point	Response
<p>School performance should have been a factor and certain schools would have scored higher if school performance was used; high performing schools were penalized; high performing schools should not be closed; low performing schools should be closed.</p>	<p>This issue in particular was raised in reference to St. George's Parish.</p> <p>Consideration was given to whether or not school performance should be a factor in decisions regarding which school sites should be established as parish primary schools and which schools should close.</p> <p>The following reflect the Minister's consideration of academic performance and school performance in his decision-making.</p> <ul style="list-style-type: none"> <li data-bbox="711 1325 1421 1864"> <p><i>i. No definition for "high performing school" was put forward during the consultation</i></p> <p>Some consultees have asserted that "high performing" schools should not be closed, but have not defined what a "high performing school" is. The comprehensive St. George's Community Response refers to academic and school performance, but does not put forward any definitions or criteria indicating what makes a school "high performing." It also does not provide any information to support why it thinks that the 2 schools proposed for closure in St. George's Parish, namely St. George's Preparatory School or St. David's Primary School are "high performing."</p>

	<p>ii. <i>There is no measure of “school performance”</i> There is no definition or measure of a “high performing school” or a “low performing school”. Therefore, it is not a basis upon which decisions on school closure can be based.</p> <p>iii. <i>P6 Checkpoint assessment results do not represent school performance</i> What is sometimes cited by some members of the community as “school performance” are the Cambridge Checkpoint assessment results taken by most public school students in their final year of primary school (P6).</p> <p>However, the P6 Checkpoint is a diagnostic test specifically designed for the purpose of “providing “feedback on a candidate's strengths and weaknesses in key areas.”¹⁸ It also provides feedback on strengths and areas for improvement in teaching. The results are used by teachers to adapt their instruction to help students achieve a better understanding of what was taught, and to improve future student attainment and the quality of teaching.</p> <p>On the issue of using the P6 Checkpoint results as an indicator of school performance, or to rank schools, please see the verbatim statement from Cambridge Assessment International Education (“Cambridge.”):</p> <p><i>Cambridge Assessment International Education (“Cambridge”), a division of Cambridge Assessment, recommends to the Ministry of Education that the P6 Checkpoint (and lower secondary checkpoint) not be used to rank schools, or as an indicator of school performance, since they represent a single measurement of student performance. To broaden the application of the assessment scores would be a misinterpretation and misapplication of the results.</i></p>
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¹⁸ (Cambridge Assessment International Education, n.d.)

	<p>Therefore, the Ministry cannot rely on the P6 Checkpoint results as an indicator of “school performance” because to do so would require the purposeful misinterpretation of the assessment data. Further, using performance as a factor would mandate the Ministry to misuse the P6 Checkpoint results as a measure of school performance, when they are actually diagnostic, in that they give feedback on the strengths and weaknesses of individual students and give feedback on strengths and areas for improvement in teaching.</p> <p>iv. <i>A number of factors contribute to student attainment</i> Noting that there is no definition or measure for school performance, it is also not fair to students to select schools based on how particular students perform on the P6 Checkpoint, when there is a preponderance of research to support that student achievement is impacted by a number of factors outside of the control of the learner.</p> <p>Those factors which impact student achievement include, but are not limited to, a student’s personal factors, their interactions with others and with other systems around them such as the school system, their neighborhood, the economy, political policy, and multicultural relations¹⁹, in addition to the available resources within a school and the quality of teaching.</p> <p>v. <i>High quality teaching that contributes to student progress and attainment is transferable to other school sites</i> High quality teaching, which is a critical factor in student progress and attainment, is transferrable at the same standard to other school sites, including the site at East End Primary School. The introduction of parish primary schools and the resultant closure of identified primary schools are not taking high-quality school leadership and</p>
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¹⁹ (Bertolini, 2012)

	<p>teaching out of the BPSS. Through Learning First, schools will be redesigned with community input, and will focus on further development of high quality school leadership and teaching, along with fit-for-purpose 21st century curricula, so that it is provided for each and every student in St. George’s Parish, the eastern zone and across Bermuda.</p> <p>vi. <i>The need for improvement in attainment and outcomes is systemic</i> The data provided in the Parish Primary School Consultation document indicates that the need to improve student outcomes and attainment for <u>ALL</u> learners is systemic.²⁰</p> <p>Despite some students achieving well, the assessment results are not where they need to be for all learners across every primary school.</p> <p>There are systemic challenges in English, reading, math and science and a need for improvement in these and other areas in every primary school.</p> <p>vii. <i>School performance as a factor does not achieve the objective of equity for each and every learner</i> Noting that the P6 Checkpoint assessment results do not indicate school performance, the stated goal of equity for all primary schools and for all students cannot be achieved by using assessment results. Schools have different capacities based on a number of factors including inequitable resourcing.</p> <p>viii. <i>School performance is not an indicator of whether schools can accommodate the vision and objectives for parish primary schools</i> Noting that the P6 Checkpoint assessment results do not indicate school performance, these results are not an indicator of whether a school facility and site can accommodate the vision to realize the objectives to be achieved. An important part of</p>
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²⁰ Parish Primary School Consultation document; Annex IV; pages 78-81.

	<p>the vision is ensuring that students are equitably accommodated in parish primary schools regardless of where they live. Therefore, parish primary schools must be spread out based on population, enrolment and geography.</p> <p>ix. <i>The rationale for the parish primary school model is for the improved attainment and outcomes for all learners</i></p> <p>In response to community calls for change through Plan 2022 and as part of the Government’s mandate for Education Reform, the Ministry has developed a vision and objectives for parish primary schools based on the imperative to deliver 21st century education to elevate each and every learner. The parish primary model identifies moving together as a system to get where we need to be for the students of today and future generations.</p> <p>The development and implementation of a vision and objectives for parish primary schools will result in the complete redesign of primary schools as parish primary schools. All children will attend schools that are equitable, have the human, financial and material resources that they need, and consist of 21st century fit-for-purpose learning facilities that support delivery of 21st century fit-for-purpose curricula.</p>
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Keeping a School Not Owned by the Government Opened Due to School Performance Public Interest is in the Public Interest

Consultation Point	Response
<p>The concern that the Government should not pay for renovations of buildings located on land which belongs to a trust are outweighed by a greater public interest – to keep a high performing school open. There is strong community support for returning St. George’s Primary School to its previous size</p>	<p>In considering whether or not there is a greater public interest to keep St. George’s Preparatory School open, the four main reasons why holistic and wide-ranging change is being undertaken, were re-examined, that being the:</p> <p>i. The Government mandate to deliver on its commitment to change and transform public education</p>

<p>as a 2 stream school and increasing the numbers of students who can attend.</p>	<ul style="list-style-type: none"> ii. Community demands for change and transformation through the development and articulation of Plan 2022: Bermuda’s Strategic Plan for Public School Education iii. The trend of declining enrolment, and iv. Most importantly, the need to improve student outcomes and attainment for <u>all</u> learners. <p>Consideration was also given to the following:</p> <ul style="list-style-type: none"> i. The vision and objectives to be achieved, including the need for equity for all students, in each school, parish and zone ii. The best and most appropriate site to achieve the vision and meet the objectives for a parish primary school in St. George’s Parish iii. That while there may be strong community support for increasing the numbers of students who can attend St. George’s Preparatory School, historical enrolment (showing 5 year intervals) dating back to 1990 (when the school ranged from P1 to P7) indicates that its numbers did not exceed 160 students (see <u>Annex IV</u>) iv. That in a small parish community, support for St. George’s Preparatory School could also be expanded and extended to East End Primary School, which is located less than 1 km away v. The reasons identified (in the preceding consultation point) regarding school performance demonstrate that it is not a fair, accurate or appropriate factor in decision-making for parish primary schools, and vi. The potential financial costs of the development and refurbishment of a parish primary school in St. George’s Parish and whether those funds should be invested in St. George’s Preparatory School, even though East End Primary School is a more appropriate site to serve as a parish primary school. <p>Also, noting the potential financial costs for a parish primary school in St. George’s Parish, and the importance of investing in education, the Minister considered whether public funds should be spent on a privately-</p>
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	<p>owned school site (St. George’s Preparatory School) when a more appropriate and larger school site to meet the Ministry’s vision and objectives is available in close proximity, and whose benefits will be wholly public.</p> <p>In considering these points, the Minister has determined that the public interest in developing and designing a parish primary school at the site of the East End Primary School is not outweighed by any public interest in keeping St. George’s Preparatory School open.</p>
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Scoring and Selection of Schools

Consultation Point	Response
<ul style="list-style-type: none"> i. SGPS lost points for flood risk when the building has never flooded and is situated at a high elevation; ii. SGPS lost significant points for accessibility when that can be easily addressed within proposed renovations and only affects a small part of the school; iii. St. George’s Preparatory School should have scored higher in the category of proximity to community services as it is the only school situated within the Town of St. George’s; iv. SGPS lost points for traffic congestion when that is not an issue even with COVID protocols, and will be a significant issue for the proposed East End site with the opening of the St. Regis Hotel. 	<ul style="list-style-type: none"> i. The scoring team comprised expert professionals with specialized technical knowledge of buildings who work on the Government primary school buildings on a daily basis. There is flooding that occurs on the western side of the school property which would not be practical for potential building in alignment with the 21st century vision for primary schools. ii. It is correct that St. George’s Preparatory School is not fully-accessible. There are classrooms located upstairs. iii. It is not agreed that St. George’s Preparatory School should have scored higher on community services even though it is located close to the Town of St. George’s. East End Primary is also located relatively close to the Town of St. George’s and is located very close to the St. George’s Community Centre which provides after school and community programmes. iv. The narrow roads, leading to and from St. George’s Preparatory School, including Queen Street (a partial one-way and two-way road) leading to St. George’s Preparatory School do result in congestion for drop off and pick up of students; further, the St. Regis Hotel is slightly closer to St. George’s Preparatory School than it is to East End Primary School; traffic regarding the St. Regis Hotel is not considered to be an issue of concern during school hours, if at all; however, noting a common way to travel to and from the location of

	<p>the St. Regis Hotel to the Town of St. George’s or beyond via Government Hill Road, there is a likelihood that both St. George’s Preparatory School and East End would be affected by any traffic and congestion resulting from the St. Regis Hotel.</p> <p>After considering the concerns raised about scoring, and after considering the number and variety of categories used for scoring, the scores identified in the consultation point did not have a material effect on the overall score for St. George’s Preparatory School.</p>
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Distance to School for Students Living in St. David’s

Consultation Point	Response
<p>Students living in St. David’s will be disadvantaged because they will live far from the closest parish primary school.</p>	<p>Students who live in St. David’s and who would have attended St. David’s Primary School will have to travel farther to school than many of their peers.</p> <p>However, there are students who currently live in St. David’s who attend primary schools outside of St. David’s.</p> <p>The distance for most students from St. David’s to East End Primary School is about 20 minutes; the travel time to Francis Patton Primary School is similar. While transportation may be a hardship for some parents, it will be addressed by the provision of dedicated buses.</p> <p>Especially considering what parish primary schools will provide for children, it is reasonable to expect some additional travel for students.</p>

The points raised that were applicable to all parishes, such as the financial cost, e. al. were considered for St. George’s Parish. They are reflected in the section on *Themes and Issues Across Primary Schools*.

Hamilton Parish Decision

Following the decision to establish parish primary schools, the site of Francis Patton Primary School will be redesigned and redeveloped as the parish primary school for Hamilton Parish.

Reasons

Francis Patton Primary School is the only primary school in Hamilton Parish and is therefore the best and most appropriate site for the parish primary school in Hamilton Parish.

Francis Patton Primary School achieved high scores in both of the heavily weighted study factor categories of Land/Property Conditions and Safety & Health. The school building site has a large available acreage and potential for expansion, such that it can accommodate up to 300 students and staff. It also has the use of a large field that has sufficient outdoor space. Lyceum Preschool is already on the site of Francis Patton Primary School, and therefore has the capacity to also accommodate a preschool.

Hamilton Parish has 1 primary school for 8.1% of the public primary school population. A school is needed in this parish to accommodate the current and projected population of students in the parish and in the eastern zone. Parish primary schools will also accommodate students for the additional primary school years of P7 and P8 as middle schools are phased out.

Establishing the site of Francis Patton Primary School as the parish primary school will have significant learning benefits for students.

This decision helps to ensure equity for all students in each and every public primary school across each parish. All children in the parish and eastern zone will have the opportunity to attend a great school, regardless of where they live in the parish or zone.

The decision will result in an improvement in the quality of education as human, financial and other resources will be more student-focused with a smaller number of primary schools.

All students in the parish and eastern zone will be able to attend school and learn in a safe, healthy and modern 21st century learning facility. The redesigned and redeveloped parish primary school will facilitate the delivery of 21st century curriculum that is personalized and which provides other elements of the Vision *for* Learning developed by the community through Learning First.

Points Taken into Account

The points raised that were applicable to all parishes, such as the selection of schools with lower scores, financial cost, effects on the community, transportation and distance, and implementation and delivery, et. al., were considered for Hamilton Parish. They are reflected in the section on *Themes and Issues Across Primary Schools*.

Smith's Parish Decision

The site of Harrington Sound Primary School will be redesigned and redeveloped as the parish primary school for Smith's Parish.

Reasons

Harrington Sound Primary School is the only primary school in Smith's Parish and is therefore the best and most appropriate site for the parish primary school in Smith's Parish.

Harrington Sound Primary School was selected even though it scored lower than other primary schools, including schools that will close. In addition to the reason provided above:

- i. As Harrington Sound Primary School is the only school in its parish, it needs to stay open due to its location and the need for the Ministry as per the Education Act 1996 to accommodate students in each zone.
- ii. Smith's Parish is relatively centrally located and is projected to have 200 students in 2023 and 185 students in 2027.
- iii. If Harrington Sound Primary School were to be closed, all of the students in the eastern zone could not be accommodated.

The topography of Harrington Sound Primary School does create some challenges for its redevelopment as a parish primary school; however, there is great potential for the construction of additional classrooms on the northern side of the building. The existing infant block has the potential to be a preschool, and has a separate playground area.

Smith's Parish has 1 primary school for 10.3% of the public primary school population.

A school is needed in this parish to accommodate the current and projected population of students in the parish and in the eastern zone. As of September 2019, there were 225 public primary school students residing in Smith's Parish. That number is projected to be at 185 by 2027. Parish primary schools will also accommodate students for the additional primary school years of P7 and P8 as middle schools are phased out.

Establishing the site of Harrington Sound Primary School as the parish primary school will have significant learning benefits for students. This decision helps to ensure equity for all students in each and every public primary school across each parish. All children in the parish and eastern zone will have the opportunity to attend a great school, regardless of where they live in the zone.

The decision will result in an improved quality of education as human, financial and other resources will be more student-focused with a smaller number of primary schools.

All students in the parish and eastern zone will be able to attend school and learn in a safe, healthy and modern 21st century learning facility. The redesigned and redeveloped parish primary school

will facilitate the delivery of 21st century curriculum that is personalized and which provides other elements of the Vision *for Learning* developed by the community through Learning First.

Points Taken into Account

A concern was raised during the consultation that Harrington Sound Primary School should not stay open because it scored lower than other schools that would close. However, the school is needed in Smith's Parish to accommodate the children that live in Smith's Parish and elsewhere in the eastern zone.

The points raised that were applicable to all parishes, such as the selection of schools with lower scores, financial cost, effects on the community, transportation and distance, and implementation and delivery, et. al., were considered for Smith's Parish. They are reflected in the section on *Themes and Issues Across Primary Schools*.

Devonshire Parish Decision

The Minister has accepted an alternative proposal for Devonshire Parish that was submitted during the consultation for Elliot Primary School to be the parish primary school. Therefore, the site of Elliot Primary School will be redesigned and redeveloped as the parish primary school for Devonshire Parish.

The alternative education signature school will be redeveloped on the site of the K. Margaret Carter Center (KMCC). As initially proposed, the exceptionalities signature school will be located on the site of Prospect Primary School. Therefore, Prospect Primary School will close as a primary school.

Reasons

The alternative proposal to establish Elliot Primary School as the parish primary school for Devonshire Parish was chosen instead of building a new primary school on the site of KMCC because Elliot Primary School is a more appropriate site and still achieves the vision and objectives for parish primary school.

Consultees proposed this alternative for the following reasons:

- i. The parish primary school for Devonshire should be more centrally located in Devonshire Parish, rather than at the western end of the parish;
- ii. A new primary school should not be built, when an existing primary school can be refurbished; and
- iii. The KMCC site is significantly smaller than the Elliot Primary School site.

After considering these reasons, the Minister agreed that the parish primary school for Devonshire should be more centrally located in Devonshire parish than the originally proposed KMCC site.

Although the KMCC site is in Devonshire, it is located at the western end of the parish, making it geographically close and within walking distance to the Victor Scott Primary School (and Victor Scott Preschool) which is proposed as one of the parish primary schools in Pembroke Parish. With the exception of the schools in Pembroke, all other parish primary school locations are more spread out from one another.

For cost reasons, it is better to use an existing primary school, which also has a land area of 4.78 acres, which is larger than the 3.46 acres of KMCC. As a result, the alternative signature school will be located at the site of KMCC.

Devonshire Parish currently has 2 primary schools representing 11.1% of the primary school population. As of September 2019, there were 243 public primary school students residing in Devonshire Parish. That number is projected to be at 199 by 2027. Parish primary schools will also accommodate students for the additional primary school years of P7 and P8 as middle schools are phased out.

Establishing the site of Elliot Primary School as the parish primary school will have significant learning benefits for students.

This decision helps to ensure equity for all students in each and every public primary school across each parish. All children in the parish and eastern zone will have the opportunity to attend a great school, regardless of where they live in the parish or zone.

The decision will result in an improvement in the quality of education as human, financial and other resources will be more student-focused with a smaller number of schools. The resources can be concentrated in 1 school for the parish, rather than across 2 primary schools.

All students in the parish and eastern zone will be able to attend school and learn in a safe, healthy and modern 21st century learning facility. The redesigned and redeveloped parish primary school will facilitate the delivery of 21st century curriculum that is personalized and which provides other elements of the Vision *for* Learning developed by the community through the Learning First.

Alternative Education Signature School

The alternative education signature school will be located at the current site of KMCC to serve children with social-emotional and educational needs, for example, those currently attending Success Academy at Heron Bay Primary School for primary aged students, and at Success Academy at Robert's Avenue for middle and senior school aged students.

In time, the alternative education signature school will also educate and support students with other alternative needs, such as those who would benefit from personalized learning programmes. This site was chosen as an alternative to Elliot Primary School because it can meet the vision and objectives for the alternative signature school.

Additionally, the site:

- i. Is centrally-located and accessible for students and their families, including those from different parts of the Island; and
- ii. Can accommodate the quality and nature of alternative education programmes and services to meet the personalized learning needs of students.

Clarification Regarding the Alternative Education Signature School

Some concern was expressed that the Ministry was going to create a separate school for students with social-emotional needs and penalize them due to trauma that they have experienced.

There are currently specialized programmes and services for students with social-emotional and educational needs who require intensive therapeutic and other educational supports that cannot be provided in a regular classroom or school setting. There continues to be a growing need for these programmes and services.

While some people hold negative perceptions of alternative programmes, they have been carefully developed, designed and tailored to provide much-needed services and supports to students who need them. The same will be true for the alternative signature school. It is the responsibility of the Ministry, the Department of Education (“Department”) and schools to meet young people where they are, and some students need specialized supports and thrive in alternative learning environments.

The Ministry will continue to uphold the principle of the least restrictive environment, and provide programmes and services to the extent possible and appropriate for student needs in parish primary schools and senior-level signature schools. Through Education Reform, the Ministry, Department and schools will improve the quality and diversity of programmes and services for all students, including students with social-emotional needs and/or who may require alternative education.

Exceptionalities Signature School

Prospect Primary School will be closed as a primary school and repurposed as an exceptionalities signature school:

- i. To serve as a school for children who attend or would in the future have attended Dame Marjorie Bean Hope Academy (DMBHA)
- ii. To serve as a new location for KMCC, and,
- iii. In time, provide additional special education programmes and services to exceptional children.

This decision helps meet the considerable student, family, system and community need for an expanded and purposefully-designed and constructed school for children with certain disabilities

and special education needs to replace the facility currently used by students attending DMBHA. There is also a need to provide continuing lifelong learning for students who attend DMBHA once they become adults. Historically, KMCC has not had the enrolment places to fully accommodate the level of need in the community.

This proposal is supported by the Ministry of Social Development and Seniors. The co-location of the exceptionalities signature school and KMCC on the site of Prospect Primary School will:

- Provide sufficient enrolment places for students now attending DMBHA;
- Allow students attending DMBHA to transition to KMCC, as appropriate, once they become adults;
- Provide expanded enrolment places for adult clients who would benefit from the support and training provided by KMCC; and
- Ensure the continuum of education, therapy and other services for students and adults.

The Government and the wider community have a strong interest in redesigning a purposefully-designed site for students and adult clients.

The site of DMBHA cannot accommodate the vision for an exceptionalities school, for a number of reasons, including:

- DMBHA has outgrown the initial building space and is not large enough to appropriately accommodate the students currently enrolled;
- The footprint of DMBHA has remained the same since the school opened back in 1985; its approximate land area size is 0.745 acres;
- The footprint therefore needs to be modernized to facilitate a 21st century learning facility to provide suitable education to our students;
- Programmes and services that should be expanded at DMBHA do not have the space to grow;
- The facility is old and has consistent problems that negatively impact the quality of education and related services, such as therapeutic services. etc. Examples, include:
 - The flat concrete roof with holorib metal sheeting is rusting and in need of repairs
 - The roof often leaks with water
 - The school is secluded in an area surrounded with foliage, which causes excessive dampness inside the school building
 - There is only one open area for students
 - Class rooms are very small
 - The nurse's room is the size of a closet, and therefore not appropriate to provide necessary medical services to students
 - The principal's office is in a constrained space and cannot suitably accommodate critical meetings with parents and staff, and
 - There are no storage areas.

Prospect Primary School was chosen because it is in close proximity to DMBHA and KMCC. As the exceptionalities signature school will enroll students from all over Bermuda, it is important that the site be centrally-located and accessible for students and their families, and for adult clients who attend KMCC, and their families.

Due to the health needs of some of the students who attend DMBHA, it is important for the site to be located close to the hospital; the school consistently records the need for students to attend King Edward VII Memorial Hospital.

The BPSS also needs to expand the quality and nature of special education programmes and services in order to ensure that students with disabilities and other special education needs have access to a continuum of placements, including an exceptionalities signature school.

Clarification Regarding the Exceptionalities Signature School

While support was expressed for an exceptionalities signature school, a number of responses also expressed concerns about separating children with disabilities and special education needs to educate them at a single site.

The Ministry will continue to uphold the principle of the least restrictive environment. Exceptional students will to the extent possible and appropriate, based on their needs, be educated along with their peers in parish primary schools and senior-level signature schools. Through Education Reform, the Ministry, Department and schools will improve the quality and diversity of programmes and services for all students, including students with exceptionalities. There will continue to be specialized programmes at the primary and senior school level as part of the continuum of placements to meet students' needs. The model and vision for the exceptionalities signature school also includes integrated school and community learning experiences so that students also learn alongside their non-disabled peers.

Points Taken into Account

In addition to the points referenced above, the points raised that were applicable to all parishes, such as the selection of schools with lower scores, financial cost, effects on the community, transportation and distance, and implementation, et. al., were considered for Devonshire Parish. They are reflected in the section on *Themes and Issues Across Primary Schools*.

Pembroke Parish Decision

Following the decision to establish parish primary schools, the sites of Victor Scott Primary School and West Pembroke Primary School will be redesigned and redeveloped as the parish primary schools for Pembroke Parish. Therefore, Northlands Primary School will close as a public primary school. Pembroke Parish will have 2 primary schools due to the projected enrolment for Pembroke parish.

Reasons

Victor Scott Primary School and West Pembroke Primary School are the best and most appropriate sites for the parish primary schools for Pembroke Parish. These 2 schools received the highest scores in Pembroke Parish.

Both Victor Scott Primary School and West Pembroke Primary School achieved higher scores than Northlands Primary School in the area of Land/Property Conditions.

The sites of Victor Scott Primary School and West Pembroke Primary School have large available acreages and potential for expansion to accommodate up to 300 students and staff. The Victor Scott Primary School already accommodates a preschool while the West Pembroke Primary School site has the potential for a preschool.

Northlands Primary School received lower scores in the Land/Property Conditions category against study factors that included useable land area, boundary restrictions, available green field space and potential for expansion. This category carried a heavier weight for selecting the best location site. There is no potential for expansion and the size of their green field is small. The school playing field is also across a main public road, which presents a safety issue.

Pembroke Parish has 3 primary schools representing 15.9% of the public primary school population. As of September 2019, there were 349 public primary school students residing in Pembroke Parish. That number is projected to be at 286 by 2027. Two schools are needed in this parish to accommodate the current and projected population of students in the parish and in the central zone. Parish primary schools will also accommodate students for the additional primary school years of P7 and P8 as middle schools are phased out.

Establishing the sites of Victor Scott Primary School and West Pembroke Primary School as the parish primary schools for Pembroke Parish will have significant learning benefits for students. This decision helps to ensure equity for all students in each and every public primary school across each parish. All children in the parish and central zone will have the opportunity to attend a great school, regardless of where they live in the parish or zone.

The decision will result in an improvement in the quality of education as human, financial and other resources will be more student-focused with a smaller number of schools. The resources can be concentrated in 2 schools for the parish, rather than across 3 primary schools.

All students in the parish and central zone will be able to attend school and learn in a safe, healthy and modern 21st century learning facility. The redesigned and redeveloped parish primary school will facilitate the delivery of 21st century curriculum that is personalized and which provides other elements of the Vision *for* Learning developed by the community through Learning First.

Points Taken into Account

Number of Schools Per Parish

Consultation Point	Response
Pembroke should have 3 schools per parish; therefore, each school in the parish should remain open.	The current and projected population supports establishing 2 primary schools for the parish. Pembroke Parish has 3 primary schools representing 15.9% of the public primary school population. As of September 2019, there were 349 public primary school students residing in Pembroke Parish. That number is projected to be at 286 by 2027. Two schools are needed in this parish to accommodate the current and projected population of students in the parish and in the central zone. Parish primary schools will also accommodate students for the additional primary school years of P7 and P8 as middle schools are phased out.

In addition to the consultation point referenced above, the points raised that were applicable to all parishes, such as the selection of schools with lower scores, financial cost, effects on the community, transportation and distance, and implementation and delivery, et. al., were considered for Pembroke Parish. They are reflected in the section on *Themes and Issues Across Primary Schools*.

Paget Parish Decision

Following the decision to establish parish primary schools, the site of Paget Primary School will be redesigned and redeveloped as the parish primary school for Paget Parish. Therefore, Gilbert Institute will be closed as a public primary school.

Reasons

Paget Primary School is the best and most appropriate site for the parish primary school for Paget Parish.

The weighted score was more than double for Paget Primary School compared with Gilbert Institute in the area of Land/Property Conditions. The Paget Primary School building site has a large available acreage and capacity for development expansion to accommodate up to 300 students and staff. This school has significant green field space. The site of Paget Primary School can also accommodate a preschool.

Gilbert Institute has a smaller building size lot and smaller acreage than Paget Primary School. Paget Parish has 10.2% of the public primary school population. The current and projected population of students in the parish and the central zone can be accommodated by 1 school per parish for the central zone. As of September 2019, there were 225 public primary school students residing in Paget Parish. That number is projected to be 184 by 2027. Parish primary schools will also accommodate students for the additional primary school years of P7 and P8 as middle schools are phased out.

Establishing the site of Paget Primary School as the parish primary school for Paget will have significant learning benefits for students. This decision helps to ensure equity for all students in each and every public primary school across each parish. All children in the parish and central zone will have the opportunity to attend a great school, regardless of where they live in the parish or zone.

The decision will result in an improvement in the quality of education as human, financial and other resources will be more student-focused with a smaller number of schools. The resources can be concentrated in 1 school for the parish, rather than across 2 primary schools.

All students in the parish and central zone will be able to attend school and learn in a safe, healthy and modern 21st century learning facility. The redesigned and redeveloped parish primary school will facilitate the delivery of 21st century curriculum that is personalized and which provides other elements of the Vision *for* Learning developed by the community through Learning First.

Points Taken into Account

The points raised that were applicable to all parishes, such as the selection of schools with lower scores, financial cost, effects on the community, transportation and distance, and implementation and delivery, et. al., were considered for Paget Parish. They are reflected in the section on *Themes and Issues Across Primary Schools*.

Warwick Parish Decision

Following the decision to establish parish primary schools, the site of Purvis Primary School will be redesigned and redeveloped as the parish primary school for Warwick Parish.

Reasons

The highest score achieved for this location was for the study factor category Land/Property Conditions. The school building site has a large available acreage and potential for expansion, such that it can accommodate up to 300 students and staff. There is a large playing field with sufficient outdoor space for children, and there is the capacity to accommodate a preschool.

Establishing the site of Purvis Primary School as the parish primary school will have significant learning benefits for students. This decision helps to ensure equity for all students in each and every public primary school across each parish. All children in the parish and western zone will have the opportunity to attend a great school, regardless of where they live in the parish or zone.

Warwick has 1 primary school for 16.3% of the public primary school population. A school is needed in this parish to accommodate the current and projected population of students in the parish and in the western zone. As of September 2019, there were 358 public primary school students residing in Warwick Parish. That number is projected to be at 294 by 2027. Parish primary schools will also accommodate students for the additional primary school years of P7 and P8 as middle schools are phased out. Due to the population, students in Warwick will also be accommodated in other parish primary schools in the zone.

The decision will result in an improvement in the quality of education as human, financial and other resources will be more student-focused with a smaller number of schools.

All students in the parish and western zone will be able to attend school and learn in a modern 21st century learning facility. The redesigned and redeveloped parish primary school will facilitate the delivery of 21st century curriculum that is personalized and which provides other elements of the Vision *for Learning* developed by the community through Learning First.

Points Taken into Account

The points raised that were applicable to all parishes, such as the selection of schools with lower scores, financial cost, effects on the community, transportation and distance, and implementation and delivery, et. al., were considered for Warwick Parish. They are reflected in the section on *Themes and Issues Across Primary Schools*.

Southampton Parish Decision

Following the decision to establish parish primary schools, the site of Dalton E. Tucker Primary School will be redesigned and redeveloped as the parish primary school for Southampton Parish. As a result, Heron Bay Primary School and Port Royal Primary School will be closed as public primary schools.

Reasons

Dalton E. Tucker Primary School is the best and most appropriate site for the parish primary school in Southampton Parish. It outscored the other two primary school sites in the parish in the areas of Existing Building Conditions and Land/Property. The Dalton E. Tucker site has available acreage and a high level of development capacity for expansion, such that it can accommodate up to 300 students and staff. The Southampton Preschool is adjacent to the Dalton E. Tucker Primary School

Site, which used to be the infant block for Dalton E. Tucker Primary School (formerly Southampton Glebe Primary School).

Establishing the site of Dalton E. Tucker Primary School as the parish primary school will have significant learning benefits for students. This decision helps ensure equity for all students in each and every public primary school across each parish. All children in the parish and western zone will have the opportunity to attend a great school, regardless of where they live in the parish or zone.

Southampton Parish currently has 3 primary schools representing 9.3% of the public primary school population. The current and projected population of students in the parish and the western zone can be accommodated by 1 school per parish primary for the western zone. As of September 2019, there were 205 public primary school students residing in Southampton Parish. That number is projected to be at 168 by 2027. Parish primary schools will also accommodate students for the additional primary school years of P7 and P8 as middle schools are phased out.

The decision will result in an improvement in the quality of education as human, financial and other resources will be more student-focused with a smaller number of schools. The resources can be concentrated in 1 school for the parish, rather than across 3 primary schools.

All students in the parish and western zone will be able to attend school and learn in a safe, healthy and modern 21st century learning facility. The redesigned and redeveloped parish primary school will facilitate the delivery of 21st century curriculum that is personalized and which provides other elements of the Vision *for* Learning developed by the community through Learning First.

Points Taken into Account

Number of Schools Per Parish

Consultation Point	Response
Southampton parish needs 2 primary schools based on its geographic size as this would allow for convenient travel and easy access for parents and students to the schools.	Students that live in Southampton make up only 9.3% of the primary school enrolment. The population for the parish and the western zone does not support the need for 2 primary schools in the parish.

Location of School Within the Parish

Consultation Point	Response
The parish primary school for Southampton Parish should be more centrally located within one of the biggest parishes.	<p>The travel time between the parish primary schools in the western zone is between 10 to 15 minutes, and the mid-distance travel time is about 5 to 8 minutes. While there it may be inconvenient to have to travel farther, it is reasonable to expect some additional travel time to and from school. There will also be dedicated buses in place for students.</p> <p>Although Dalton E. Tucker Primary School is located closer to the western boundary of Southampton parish, enrolment will be zone-based so parents of students in the western zone will be able to apply to each school in the zone.</p>

Schools in Higher Demand Should Stay Open

Consultation Point	Response
Schools in higher demand should stay open and schools with lower demand should close.	<p>Demand for school places changes and goes up and down over time. With the decline in enrolment, in recent years almost all schools are able to accommodate the vast majority, if not all P1 enrolment applications.</p> <p>The primary school site chosen for Southampton Parish is the best sites to achieve the vision and objectives for the parish primary school, which is distinct from demand for enrolment places.</p> <p>Schools have either 1 or 2 streams (the number of intake classes of students) and decisions on the number of streams is based on a number of factors, including the space capacity to accommodate students and the interest in having a minimum number of students per class across each zone and across all primary schools.</p> <p>Demand for enrolment places isn't always reflected by the eventual class size as some schools can only physically accommodate a smaller number of students.</p>

The Trust to Support Port Royal Primary School

Consultation Point	Response
Port Royal Primary School has a substantial financial trust that can assist in the provision of facility upgrades.	<p>Citing confidentiality, the Ministry was not provided with detailed information about the Trust, but was advised that there is a discretionary Trust, that funds are spent as the private Trustee determines in the best interests of the school, and that if the school ceased to operate that the funds would be applied elsewhere.</p> <p>It should be noted that the funds are not within the discretion of the Ministry to spend, and even if funds were available, the unofficial amount shared with the Minister by consultees doesn't supersede that Port Royal Primary School was not determined to be the best and most appropriate site for the Southampton parish primary school.</p>

Points Taken into Account

In addition to the consultation points raised above, the points raised that were applicable to all parishes, such as the selection of schools with lower scores, financial cost, effects on the community, transportation and distance, and implementation and delivery, et. al., were considered for Southampton Parish. They are reflected in the section on *Themes and Issues Across Primary Schools*.

Sandys Parish Decision

Following the decision to establish parish primary schools, the site of Somerset Primary School will be redesigned and redeveloped as the parish primary school for Sandys Parish. Therefore, West End Primary School will be closed as a primary school.

Reasons

Somerset Primary School is the best and most appropriate site for the parish primary school in Sandys Parish. Somerset Primary School achieved a higher score in four of the weighted study factors categories. The school site has a larger available acreage and capacity for development expansion, to accommodate up to 300 students and staff. It also has a large playing field that has sufficient outdoor space and a preschool located on its site.

Sandys parish currently has 2 primary schools representing 10.2% of the primary school population. The current and projected population of students in the parish and the western zone can be accommodated by 1 school per parish primary for the western zone. As of September

2019, there were 224 public primary school students residing in Sandys Parish. That number is projected to be at 183 by 2027. Parish primary schools will also accommodate students for the additional primary school years of P7 and P8 as middle schools are phased out.

Establishing Somerset Primary School as the parish primary school for Sandys Parish will have significant learning benefits for students. This decision helps to ensure equity for all students in each and every public primary school across each parish. All children in the parish and western zone will have the opportunity to attend a great school, regardless of where they live in the parish or zone.

The decision will result in an improvement in the quality of education as human, financial and other resources will be more student-focused with a smaller number of schools. The resources can be concentrated in 1 school for the parish, rather than across 2 primary schools.

All students in the parish and western zone will be able to attend school and learn in a modern 21st century learning facility. The redesigned and redeveloped parish primary school will facilitate the delivery of 21st century curriculum that is personalized and which provides other elements of the Vision *for* Learning developed by the community through Learning First.

Points Taken into Account

There were significant points raised in the submission from West End Primary School, which included comments and views from parents, alumni and other persons with deep connections to the school, numbering over 200 persons. There were also a significant number of submissions pertaining specifically to the issue and concern regarding the history and legacy of West End Primary School. These were in addition to community discussions about the special importance of history and legacy to the West End Primary School Community.

Therefore, after the consultation period ended, the Minister invited representatives from the West Primary School Community to meet to allow him to listen to the views expressed in the consultation submissions and in the community regarding what the history and legacy of West End Primary School means to members of the community. The comments, feedback and sentiments shared during the meeting helped to develop a better understanding specifically regarding the importance of the issue of history and legacy within the West End Primary School Community.

School History and Legacy

Consultation Point	Response
History and legacy should have been a factor; West End Primary School would have scored higher if history and legacy was used; as the school has a strong history and legacy should not be closed.	Consideration was given to whether there should have been other factors, such as history and legacy. The factors used to develop the proposals for parish primary schools were based on the vision and objectives to be achieved, and driven by the need for 21 st century

learning to meet the needs of young people, well into the future.

The information on the history and legacy of particular schools shared by parents, alumni, families with strong historical connections to the development of particular schools, and other members of the community, were also considered. The considerably strong feelings expressed about history and legacy have been taken into account in the decision.

As important as history and legacy are to particular school communities and the broader community, they were not part of the scoring process because the study factors were directly related to how to best achieve 21st century learning to improve the quality of education and student attainment and outcomes.

Further, each and every school has an important history and legacy that is also special and meaningful to their community. Factoring history and legacy to determine which schools should be parish primary schools and which schools should close would also be difficult to fairly apply across all primary schools.

A number of submissions cited the history of racial segregation as a reason not to close certain schools. Rather than allow historical wrongs and longstanding inequities be a barrier to the imperative to change education, because schools and the education system were built on a foundation of inequity, Bermuda's difficult history and the lasting legacy also suggest that the system needs to be transformed.

There is a critical need to preserve and honour history and legacy. Some consultees have made suggestions on the potential renaming of parish primary schools.

Rather than the Ministry deciding how to best preserve and honour history, the Ministry proposes to draw on the knowledge, experiences and memories of our school communities. This will be achieved by inviting community members on the best ways to document, honour and celebrate critical aspects of Bermuda's history.

Points Taken into Account

In addition to the points raised above, the points raised that were applicable to all parishes, such as the selection of schools with lower scores, financial cost, effects on the community, transportation and distance, and implementation and delivery, et. al., were considered for Sandys Parish. They are reflected in the section on *Themes and Issues Across Primary Schools*.

Proposed Alternatives to Parish Primary Schools

The merits of each proposed alternative were also carefully examined to determine if they considered and addressed the reasons why parish primary schools were being proposed and whether they related to the objectives, or could meet the objectives of parish primary schools. The feasibility of alternatives was also considered.

Although many were comprehensive, most alternatives did not fully or partially take on the issues that needed to be resolved by the introduction of parish primary schools. For example, a number of alternatives focused on individual schools, and why a particular school should not close, which is understandable. However, these approaches did not also address the systemic issues and the vision and objectives of parish primary schools.

A summary of the alternatives proposed for parish primary schools and how they were considered are provided below. Some similar alternatives have been consolidated. Detailed analysis of the alternatives is provided in the [Parish Primary School Consultation Report](#).

	Alternative	Summary of Consideration and Response for Each Alternative
1.	Select schools with the highest scores as parish primary schools	<ul style="list-style-type: none">● This would not achieve the vision and objectives, including achieving equity and accommodating up to 300 students and staff for each parish primary school● This would disregard the need to distribute schools across Bermuda for demographic and geographical reasons, and to ensure that all children in a parish and zone can be accommodated in a parish primary school● To make decisions only based on scores and without regard to the location of the schools and the demography of the parish and zone would mean that there would be no primary schools in Pembroke, Paget or Smith's and 2 schools in close

		proximity to one another in St. George's, Southampton and Sandys Parish.
2.	Close fewer schools; Instead of parish schools, we can continue with the three zones - East, West, Central, closing the schools with lower enrolment.	<ul style="list-style-type: none"> ● This would mean spreading precious human and financial resources across a higher number schools and undermine achieving the vision and objectives, including equity and accommodating up to 300 students and staff for each parish primary school ● This would mean less financial investment for each school, and therefore reduce the ability to provide 21st century learning facilities ● This would mean schools would not be the optimal size based on research and projected enrolment
3.	Keep all St. George's Parish schools open	<ul style="list-style-type: none"> ● This would not achieve the vision or objectives for parish primary schools ● The vision is to have inclusive and equitable schools for <u>ALL</u> learners and families ● Keeping all schools open in St. George's Parish does not support the parish school concept of one school per parish ● The St. George's Parish student population projections will fall below 200 students for all three schools; this data indicates there is no need to have three schools in St. Georges; the current student population averages roughly 253 for all three schools. In addition the parish primary school will accommodate P7 and P8 years.
4.	Keep 2 primary schools in St. George's, Southampton and Sandys	<ul style="list-style-type: none"> ● This would not achieve the vision or objectives for parish primary schools, nor would it achieve the goal of equity ● The birth rate and enrolment continues to decline; therefore 2 schools are not needed in these parishes.
5.	Don't close highest performing schools	<ul style="list-style-type: none"> ● This would not achieve the vision or objectives for parish primary schools for the benefit of all students, nor would it achieve the goal of equity across all primary schools for all students ● "Highest performing" has not been defined ● The goal is to have all schools performing at a level that meets the needs of all children. Equity in all schools is the aim.

6.	Close schools with low enrolment (except the schools in St. George's and Gilbert Institute) and limit costs of new buildings	<ul style="list-style-type: none"> ● This would not achieve the vision or objectives for parish primary schools for the benefit of all students, nor would it achieve the goal of equity across all primary schools for all students. ● In recent years, some small schools are at capacity and are therefore low enrolment doesn't necessarily mean low demand ● This alternative limits the decision around enrolment only ● The current and projected population of St. George's Parish does not support having 3 primary schools
7.	Keep St. George's Prep and St. David's Open and move East End to St. George's Preparatory School	<ul style="list-style-type: none"> ● This would not achieve the vision or objectives for parish primary schools as the vision is to have one primary school per parish ● The vision is to have inclusive and equitable schools for <u>ALL</u> learners and families ● East End Primary School is the best and most appropriate site for the St. George's Parish Primary School ● The current equity gaps must be removed so that all schools will have the necessary educational services and programs which students require ● The St. George's Parish student population projections will fall below 200 students for all three schools; this data indicates there is no need to have three schools in St. Georges; the current student population averages roughly 253 for all three schools. In addition, the parish primary school will accommodate P7 and P8 years.
8.	Keep St. David's Primary as the St. George's parish primary school	<ul style="list-style-type: none"> ● This would not achieve the vision or objectives for parish primary schools as the vision is to have one primary school per parish ● St David's Primary School does not have the land area needed for the expansion capability and green space needed to align with the vision for a parish primary school.

9.	The Devonshire Primary School should be more centrally located in the parish, for example at the site of Elliot Primary School	<ul style="list-style-type: none"> ● This would achieve the vision and objectives for parish primary schools ● This would situate the parish primary school for Devonshire Parish farther away from Victor Scott Primary School and the border between the eastern and central zones ● Using Elliot Primary School instead of a new Devonshire Primary School is a viable option as the land area at Elliot Primary School facilitates the vision for expanded capability and plenty of green space
10.	Use a Pembroke school instead of New Build in Devonshire	<ul style="list-style-type: none"> ● This would not achieve the vision or objectives for parish primary schools as the vision is to have one primary school per parish ● This would put the school in Pembroke Parish and not in Devonshire Parish as the plan intends ● A third school is not needed in Pembroke based on the current and projected enrolment ● The remaining school in Pembroke, Northlands Primary School by virtue of its site cannot accommodate the vision and objectives for a parish primary school
11.	Use Prospect instead of Elliot for the alternative school	<ul style="list-style-type: none"> ● This would not achieve the vision or objectives for the exceptionalities signature school ● The Prospect Primary School site was proposed for another use, which is to accommodate DMBHA and KMCC
12.	Refurbish DMBHA for exceptional students and use Prospect for the new Devonshire Primary School	<ul style="list-style-type: none"> ● This would not achieve the vision or objectives for the exceptionalities signature school ● The current DHMBA cannot meet the vision and objectives and cannot accommodate the expansion required ● The current DMBHA building site is not large enough to accommodate the current number of students ● The footprint of the site has remained the same since the school opened in 1985 ● Additional space is needed for the expansion of programmes and services as required by students with exceptionalities in a 21st learning environment and required by clients of KMCC

13.	Consider Gilbert for the Exceptionalities Signature School	<ul style="list-style-type: none"> ● Prospect Primary School is the best most appropriate site for the exceptionalities signature school ● The exceptionalities signature school must also be in close proximity to KEMH VII due to the medical needs of students and clients ● Additional space is needed for the expansion of programmes and services as required by students with exceptionalities in a 21st learning environment and clients of KMCC
14.	Use Gilbert Institute for the alternative signature school	<ul style="list-style-type: none"> ● KMCC has been determined as the best and most appropriate site and location for the alternative education signature school
15.	Heron Bay Primary School should be the Southampton parish school instead of Dalton E. Tucker	<ul style="list-style-type: none"> ● This would not achieve the vision or objectives for parish primary schools ● The size of the site is too small and limits the ability for programme expansion in alignment with the vision for a 21st century learning facility
16.	If a school in the West is to close, make it Somerset Primary instead of West End Primary	<ul style="list-style-type: none"> ● Somerset Primary School is the best and most appropriate site for the parish primary school because it: <ul style="list-style-type: none"> ○ Is a larger site and has more expansion capability, whereas West End Primary School does not as it is surrounded by residences and roads ○ Has a separate building for a preschool ○ Already has separate parking and play areas for both the preschool and the primary school ○ Is close to Warren E. Simmons Field which can provide additional learning spaces which can support the delivery of the curriculum

17.	Introduce a charter ²¹ school or academy model ²²	<ul style="list-style-type: none"> ● This would not achieve the vision or objectives for parish primary schools for the benefit of all students, nor would it achieve the goal of equity across all primary schools for all students ● Bermuda is small with limited resources for the charitable sector; it is unlikely that sufficient and sustained funds could be raised to provide enough funding to support parish primary schools as charter schools or academies in a sustainable way ● It is also likely that it would draw funds away from other non-profit needs, and reduce required social investment in Bermuda in other areas
18.	Run a pilot programme	<ul style="list-style-type: none"> ● This would not achieve the vision and objectives ● A pilot programme would: <ul style="list-style-type: none"> ○ Only serve a small number of students ○ Would not address reasons why change is needed, including the need for equity, to address declining enrolment, and to accommodate students for the 2 additional years of primary school education ○ Only impact a small number of students when there is an imperative and mandate for systemic change, and ○ Significantly delay the necessary changes for all students.

Errors and Inaccuracies

There were a number of errors and inaccuracies and false assertions contained within the consultation submissions. Where material, these are addressed in the analysis of consultation points contained in the [Parish Primary School Consultation Report](#).

²¹ Established in the U.S., charter schools are publicly-funded and independently run schools, although they may solicit and receive additional funds from private or community interests. Legislation and rules vary from state to state. Generally, they do not abide by the same rules and regulations as traditional public schools. For example, they have the flexibility to determine school hours, curriculum and hiring and firing. However, they are bound by accountability requirements.

²² Established in England, academies are publicly funded and independently run schools. They are run by academy trusts, which are not-for-profit companies. They may solicit and receive additional funds from private or community interests. Academy trusts have the flexibility to determine term times and hire and fire staff. They do not have to follow the National Curriculum, but must have a broad and balanced curriculum.

Implementation and Transition

Preparation and Transition for Students, Parents and Staff

The implementation of parish primary schools form part of the Ministry's larger plan of Education Reform, which includes moving from a 3-tier to a 2-tier public education system by phasing out middle schools and introducing signature schools.

The transition of students from a 3-tier to a 2-tier education system will also be phased in over time. Parish primary schools will accommodate the 2 additional years of primary school.

The introduction of parish primary schools will bring needed change and transformation for the benefit of students of the BPSS. Understanding that this is a difficult decision, especially for students, parents, staff members, alumni and other community members connected to schools, the process to implement these decisions will be handled with sensitivity and include those directly affected.

The implementation of these decisions will not happen overnight, but will be phased in at a minimum of a 3 to 5-year period beginning after the 2022-23 school year. Constituents of the BPSS, including students, parents, staff members, boards, alumni and others will be given the opportunity to be involved in the redesign and development of parish primary schools.

A commitment has been made to participatory engagement in this process, and an implementation plan will be published and supported by regular updates at key milestones in the delivery process.

Although parish primary schools are being established, enrolment will still be by zone, and *not* by parish. Therefore, subject to enrolment legislation and policy, parents will still have a choice of schools within their zone.

Working with Staff

The introduction of parish primary schools and the resultant school closures will result in changes for staff as staffing decisions will be made through the school and system redesign process.

Through Learning First, there will be significant investment in school leadership, teaching and other staff members to support and deliver the 6 national core priorities.

As parish primary schools will include new and diverse programmes to meet the needs of all students, there will also be new dynamic roles created that will need to be filled.

We also expect that some staff numbers will change through attrition, via retirement or by persons who will take up other opportunities within or outside of the Bermuda Public School System over the 5-year implementation process.

The Ministry will undertake a fair and transparent process on how to best staff schools within the future transformed public education system. The Ministry will also gain input from our stakeholders throughout the process.

School and Community Involvement in the Redesign Process

Similar to the development of Plan 2022, students, parents, other family members and communities will be heavily involved in the redesign of parish primary schools through Learning First.

A 60-strong design team, comprising teachers, principals, and members of the Department of Education together with parents, community and business leaders, was split into 6 working groups. Each group is developing and testing new solutions in one of the following national core priorities:

1.	Design Principles for Learning Setting out the principles and values that will guide decisions about what great learning looks like in Bermuda
2.	Pedagogical Framework Designing teaching and learning that will engage, challenge and inspire young people.
3.	Curriculum Framework Designing a vibrant, 21 st century curriculum that will give young people the knowledge, skills and values they need to shape and succeed in Bermuda’s future.
4.	Graduate Outcomes and Credentialing Designing new ways to recognize and certify learning for a range of college and career opportunities.
5.	Education Workforce Strategy Designing the high challenge; high support professional learning and development that Bermuda’s teachers and school leaders need to shape the next generation and Bermuda’s future
6.	Learning Environments – designing diverse, engaging, on-and-offline learning spaces that will shape where, when and how young people learn in the future.

Phasing of Parish Primary Schools

There are 2 major strands of focus over the phased implementation period, which include:

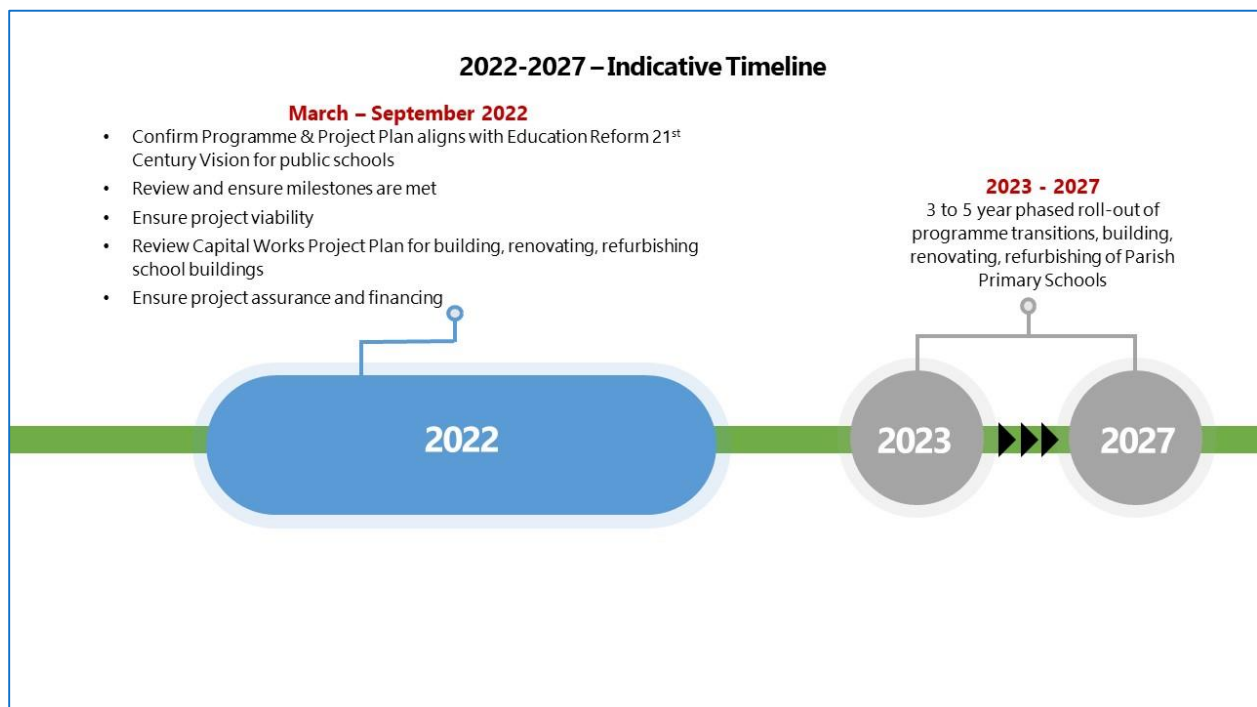
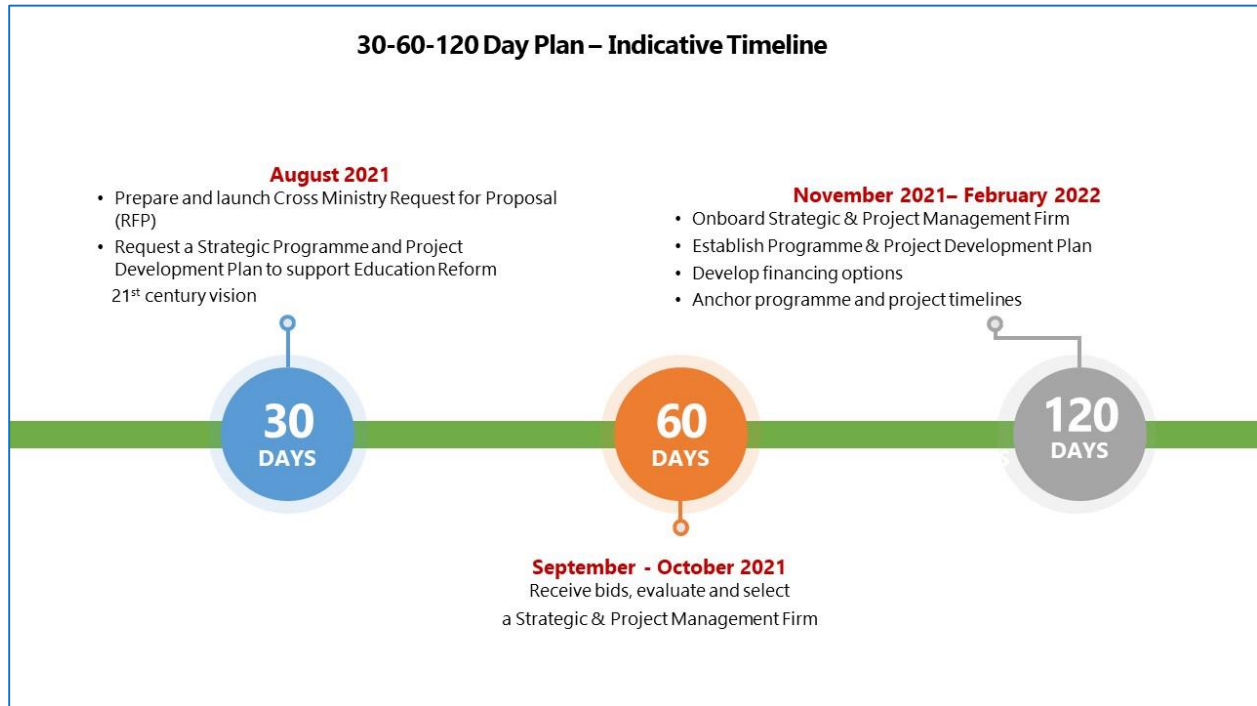
- i. The redesign of identified primary schools as parish primary schools through Learning First, and
- ii. The development and refurbishment of primary school sites as parish primary schools.

The Ministry of Education will engage a large firm in order to begin the programme and project management for the development and refurbishment of primary school sites.

Parish Primary Indicative Timeline

The following provides details of an indicative timeline for the redevelopment and refurbishment process.

Fig. 6



Honouring and Preserving Our History and Legacy

The proposals for parish primary schools brought to the forefront long-standing issues and concerns about our difficult and painful history of racial segregation, separate and unequal schools, and decisions whose legacy continue to have profound implications on current and former students of the BPSS.

The engagement and consultation process provided an opportunity for the Ministry and others to learn more about Bermuda's educational history, including the history of particular primary schools, and the communities in which they exist – directly from those who witnessed and experienced it directly.

Personal stories and experiences about segregation, and about the richness of school and community life were shared during the consultation, helping to create deeper understanding of our painful history, and just what schools truly mean to alumni, in addition to current students, families and staff members of schools.

A common question asked during the consultation was “What about the history and legacy of our primary schools?”

While a number of consultees felt strongly that particular schools shouldn't close because its history and legacy, others seemed reconciled that if schools should close, history and legacy needed to be respected.

This process helped to give voice to the persons who experienced, witnessed and fought educational segregation, and illuminated everyday acts of resistance, perseverance and resilience of rich communities, whose members came together to strengthen their schools and communities.

From the written and oral histories shared with the Ministry, it was apparent that we haven't had full and honest discussions about each school's history, our education system's history or our national educational history. It couldn't be more clear that deep, thoughtful, informed and considerable conversations are needed, not only because of decisions of change, but because as the Ministry and Government, and as an entire community, we can and should do more to celebrate and preserve school and community history as Bermuda's history for current and future generations.

We will therefore be creating a National Committee on Historical Legacies in Education. We plan to bring together Bermudian historians and cultural and community leaders to collaborate with students, families, alumni, and other community members with deep connections to schools and the history of education in Bermuda. The first step is to create a national framework within which ideas and proposals from members of our community can be developed, implemented and shared with schools and the community.

Some examples, as suggested from the consultation process, may include:

- Digitised oral histories
- Published written histories of primary schools
- Visual historical timelines
- Homecoming celebrations
- Permanent historical exhibits in parish primary schools
- The potential renaming of some parish primary schools, and
- The rewriting of curriculum to include school and educational history.

This process will include celebrating unique histories and contributions, and bringing heritage forward into parish primary schools, and where applicable, the sites of closed primary schools.

Future Uses of School Buildings and Sites

The future use of primary school buildings and sites was another critical issue raised during the consultation. We are naturally concerned about what happens to buildings and surrounding areas if buildings are left vacant. We are therefore collaborating with the Ministry of Public Works on the future use of closed primary school buildings and sites. However, the future uses will not be able to go into full effect until after the identified primary schools are closed.

The initial priorities for future use of primary schools are for:

- Public services
- Community use, and/or
- Commercial use.

The Department of Public Lands and Buildings will research the demand from public services for new facilities. Special consideration will be given to public services currently housed in the private sector as this can reduce rental expenditure. School sites present an opportunity to repurpose buildings for government offices, community centers, sporting facilities, senior care and health centres, etc. There is also the option to land bank these properties as Bermuda is not creating more land and this would preserve the land for future generations. This could also help the Government meet the demand for community partnerships with local organizations. Alternatively, properties can be put out to tender for commercial purposes to help create economic investment and growth. A Request for Expressions of Interest (RFI) is an option to research the market for potential ideas.

These options may present an opportunity for renovation or rebuilding of these sites. Every property will be subject to an analysis to find the highest and best use for the benefit of the taxpayer. The following are initial concept ideas regarding the future use of closed primary school sites. Suggestions made during the consultation process are also included.

	Parish	Primary School	Initial Future Use Concepts
1.	St. George ²³	St. David's Primary School	<ul style="list-style-type: none"> • Community Center • Mixed Commercial Use
2.	Pembroke	Northlands Primary School	<ul style="list-style-type: none"> • Government Facilities
3.	Paget	Gilbert Institute Primary School	<ul style="list-style-type: none"> • Bermuda College • Tourism • Residential • Sporting Village for Visiting Teams
4.	Southampton	Heron Bay Primary School	<ul style="list-style-type: none"> • Government Offices • Community Center • Commercial Workshop • Storage Facility
5.	Southampton	Port Royal Primary School	<ul style="list-style-type: none"> • Alternative Care Facility • Mixed Commercial Property • Shared Commercial Kitchen
6.	Sandys	West End Primary School	<ul style="list-style-type: none"> • Senior Wellness Centre • Senior Care Facility • Community Center • Government Offices

²³ St. George's Preparatory School is an aided school not owned by the Government. Therefore, decisions on its future use rest with its board of governors.

Summary of Parish Primary School Proposals

The following primary school sites were proposed as parish primary schools:

Parish	Primary School
St. George	East End Primary School
Hamilton	Francis Patton Primary School
Smith's	Harrington Sound Primary School
Devonshire	New Devonshire Primary School
Pembroke	Victor Scott Primary School
Pembroke	West Pembroke Primary School
Paget	Paget Primary School
Warwick	Purvis Primary School
Southampton	Dalton E. Tucker Primary School
Sandys	Somerset Primary School

The following primary schools were proposed for closure as public primary schools:

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

The following primary school sites were proposed to serve for the introduction of the alternative education signature school and the exceptionalities signature school:

Sites	Signature School
Elliot Primary	Alternative Education Signature School
Prospect Primary School	Exceptionalities Signature School

The Minister of Education’s Decision-Making Responsibilities for Parish Primary Schools Under the Education Act 1996

The responsibility of the Minister of Education to make decisions on the introduction of parish primary schools and the resultant closure of other primary schools is derived from sections 6 and 7 of the Education Act 1996. Sections 2 and 8 also apply.

Relevant of Excerpts

Section 2(1)

“Minister” is defined as “The Minister for the time being responsible for education and related matters”.

Section 6

“The Minister shall, so far as his powers and resources extend, contribute towards the moral, intellectual and physical development of the people of Bermuda by securing or helping to secure that efficient educational facilities and school recreational facilities are made available to meet the needs, from time to time, of persons in Bermuda.”

Section 7

“... The Minister shall exercise control and supervision over the organization and activities of aided and maintained schools ...”

Section 8(1)

“The Minister may make rules for administering this Act and for giving effect to its purposes.”

Section (8)(2)

“Without prejudice to the generality of the power conferred on him by subsection (1), The Minister may make rules—

- (d) with respect to the exercise by The Minister of control and supervision over aided and maintained schools;

Summary

Therefore, the Minister has:

- a) A statutory duty to exercise control and supervision over the organization and activities of aided and maintained schools (section 7);
- b) A statutory duty to help secure that efficient educational facilities and school recreational facilities are made available to meet the needs of persons in Bermuda (section 6); and
- c) A statutory power to make rules in furtherance of sections 6 and 7 and generally (section 8 of the EA 1996).

Overview of the Minister of Education's Decision-Making Process Regarding Parish Primary Schools

During the consultation, the Minister attended the consultation meetings and listened to the questions, comments, feedback and responses given.

The Minister reviewed a number of consultation submissions as they were received and also read each of the other submissions on a weekly basis.

In making his decision, the Minister:

- i. Reviewed the vision and objectives for parish primary schools and the proposals for each parish;
- ii. Reviewed and considered the consultation submissions, received verbally and in writing, including alternative proposals
- iii. Reviewed and considered the points raised during the consultation that pertained to the proposals, and considered whether they:
 - a. Related to the objectives and criteria
 - b. Did not relate to the objectives and criteria, or
 - c. Did not relate to objectives and criteria; however, which were critical to constituents and the other members of the broader community.
- iv. Considered whether or not there were points raised that indicated that the vision and objectives should be changed or discarded
- v. Considered whether or not there were points raised that indicated other reasonable means of achieving the vision and objectives;
- vi. Considered whether or not alternative proposals would achieve the vision and meet the objectives for parish primary schools;
- vii. Considered the quality of the submissions, quantity of submissions pertaining to specific consultation issues, and the number of persons submitting consultation responses, as individuals or as part of an aggregated submission; and
- viii. The effects of the proposals on young persons, their families and the broader community.

Historical Primary School Enrolment

	Primary School	1990*	1995*	2000	2005	2010	2015	2020
1.	East End Primary School	109	93	108	106	81	73	75
2.	St. George's Preparatory	155	146	138	155	139	151	102
3.	St. David's Primary School	148	119	99	71	104	79	72
4.	Francis Patton Primary School	305	304	218	143	140	145	108
5.	Harrington Sound Primary	350	317	231	255	226	258	188
6.	Elliot Primary School	319	339	270	282	259	201	106
7.	Prospect Primary School	296	305	262	264	144	108	88
8.	Victor Scott Primary School	285	244	209	151	125	130	138
9.	Northlands Primary School ²⁴	385	310	211	192	187	177	150
10.	West Pembroke Primary	376	351	263	250	262	236	193
11.	Gilbert Institute	166	177	143	124	112	112	105
12.	Paget Primary School	246	282	258	260	242	212	128
13.	Purvis Primary School	291	237	165	167	144	169	166
14.	Heron Bay Primary School	145	165	136	84	84	95	65
15.	Port Royal Primary School	163	167	125	122	113	118	98
16.	Dalton E. Tucker School ²⁵	165	152	125	127	92	89	93
17.	West End Primary School	280	268	156	145	111	118	86
18.	Somerset Primary School	192	167	166	171	170	120	96

*Enrolment for the years 1990 and 1995 include the years P1 to P7.

²⁴ Northlands Primary was established as a primary school in 1996 as the site of Dellwood Primary School was converted to Dellwood Middle School. The figures for 1990 and 1995 reflect the enrolment for Dellwood Middle School.

²⁵ Dalton E. Tucker Primary School was formerly named Southampton Glebe Primary School.

Recent and Projected Number of Public School Students Per Parish

Parish	%	No. of Schools	2019	2023	2027
St. George's	8.7%	3	190	169	156
Hamilton	8.1%	1	178	158	146
Smith's	10.3%	1	225	200	185
Devonshire	11.1%	2	243	216	199
Pembroke	15.9%	3	349	310	286
Paget	10.2%	2	225	200	184
Warwick	16.3%	1	358	318	294
Southampton	9.3%	3	205	182	168
Sandys	10.2%	2	224	199	183
	100%	18	2,197	1,952	1,800

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