

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING AGENDA

November 27, 2018, 7:00 P.M.
Board Room, Education Centre

1. CALL TO ORDER
2. O CANADA
3. SPECIAL MUSICAL PRESENTATION- Victoria P.S.
4. APPROVAL OF AGENDA
5. OFFICIAL RECORD
6. CONFLICTS OF INTEREST
7. CHAIR'S VALEDICTORY ADDRESS
8. RECOGNITIONS - High School Project
9. TRUSTEE APPRECIATION
10. DIRECTOR'S ANNOUNCEMENTS
11. PUBLIC INPUT
12. MINUTES OF THE 2018 OCTOBER 23 REGULAR BOARD MEETING AND THE 2018 NOVEMBER 13 SPECIAL MEETING OF THE BOARD
 - a. Confirmation of Minutes
 - b. Business Arising from Minutes
13. STUDENT TRUSTEE UPDATE
 - a. Student Advisory Council, 2018 November 7
14. REPORTS FROM ADMINISTRATION
 - a. 2018 Western Middlesex Attendance Area Review
 - b. 2018 Annual Planning Report

- c. Secondary School, Out of Area Attendance

15. REPORTS FROM BOARD COMMITTEES

- a. First Nations Advisory Committee, 2018 October 16
- b. Policy Working Committee, 2018 October 23
- c. Chair's Committee, 2018 October 30
- d. Program and School Services Advisory Committee, 2018 November 6
- e. Thames Valley Parent Involvement Committee, 2018 November 8
- f. Special Education Advisory Committee, 2018 November 12
- g. Audit Committee, 2018 November 13
- h. Planning and Priorities Advisory Committee, 2018 November 13
- i. Chair's Committee, 2018 November 20
- j. First Nations Advisory Committee, 2018 November 20
- k. Committee of the Whole, In-Camera, 2018 November 27

16. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

- a. Ontario Public School Boards' Association (OPSBA)
- b. Thames Valley Education Foundation (TVEF)

17. COMMUNICATIONS

18. NOTICE OF MOTION

That the AED Policy be referred to the Policy Working Committee to review the funding structure for the purchase and maintenance of AEDs in schools

19. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

20. ADDITIONAL ITEMS

21. QUESTIONS/COMMENTS BY MEMBERS

22. ADJOURNMENT

OFFICIAL RECORD

We regret to record the death of Keci Fox on October 27. Keci was a Student at Sir Isaac Brock Public School.

We regret to record the death of Taliyah Roberts-Nicholas on November 12. Taliyah was a Student at Aberdeen Public School.

We regret to record the death of Tyler Arts on November 14. Tyler was a Student at Ingersoll District Collegiate Institute.

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR MEETING

October 23, 2018, 7:00 P.M.
Board Room, Education Centre

TRUSTEES

M. Reid (Chair)	S. Chun (-7:25)
J. Bennett	B. McKinnon
R. Campbell	A. Morell
C. Goodall	S. Polhill
G. Hart	P. Schuyler
P. Jaffe	J. Skinner
I. Frick	R. Tisdale
N. Bajaj	R. Campbell

REGRETS

J. Todd

ADMINISTRATION AND OTHERS

L. Elliott	P. Skinner
S. Mark	P. McKenzie
J. Pratt	M. Moynihan
S. Builder	S. Powell
A. Canham	P. Sydor
R. Culhane	T. Testa
M. Deman	L. Griffith-Jones
K. Edgar	A. Chahbar
R. Kuiper	J. Knight (-8:55)
D. Macpherson	B. Williams
C. Beal	C. Henriquez(-8:00)
L. Nicholls	S. Smith

1. CALL TO ORDER

Board Chair Reid called the meeting to order at 7:00 p.m. and acknowledged the traditional territory on which the Board meeting is held.

2. O CANADA

Masonville Public School opened the meeting with the singing of O Canada.

3. SPECIAL MUSICAL PRESENTATION - Masonville Public School

The appreciation of the Board was extended to the students of Masonville Public School and to Conductor S. Sanford and Accompanist C. McCrae for their performance of two musical selections.

4. APPROVAL OF AGENDA

The agenda was approved on motion of Trustee A. Morell, seconded by Trustee G. Hart.

5. OFFICIAL RECORD

B. Williams, Supervisor, Corporate Services, read the following official record into the minutes:

"We regret to record the death of Kristina Rathbone on October 14. Kristina was the Secretary at Ryerson Public School."

"We regret to record the death of Cheryl Ulmer on October 28. Cheryl was the Secretary at Sir Arthur Currie Public School"

6. RECOGNITIONS

None.

7. CONFLICTS OF INTEREST

None.

8. CHAIR'S ANNOUNCEMENTS

None.

9. DIRECTOR'S ANNOUNCEMENTS

Director L. Elliott announced the retirement of Superintendent P. McKenzie from the Board, extending appreciation for his contributions. P. McKenzie has accepted the position of Assistant Superintendent with the Saanich School District located in British Columbia.

L. Elliott welcomed L. Nicholls to the senior administrative team as a Superintendent of Human Resources.

Director L. Elliott announced the retirement of Superintendent C. Beal from the Board effective 2019 February 15. L. Elliott extended appreciation for her contributions.

10. PUBLIC INPUT

None.

11. MINUTES OF THE 2018 SEPTEMBER 25 REGULAR BOARD MEETING AND 2018 OCTOBER 9 SPECIAL MEETING OF THE BOARD

a. Confirmation of Minutes

The minutes of the Regular Board Meeting of 2018 September 25 and Special Board Meeting of 2018 October 9 were adopted on motion of Trustee A. Morell, seconded by Trustee P. Jaffe and CARRIED.

b. Business Arising from Minutes

As a follow up to the 2018 September 25 minutes (item #21), D. Macpherson reported on his consultation with a number of post-secondary schools regarding the adjustment of grades by some post-secondary schools for some programs. It was noted some post-secondary schools take into account the secondary school attended based on the success of students in the post-secondary program from that secondary school. Other considerations taken into account were described.

12. STUDENT TRUSTEE UPDATE

Student Trustees I. Frick, N. Bajaj, and S. Chun provided an update on the activities of Student Council and the Ontario Student Trustee Association.

S. Chung reported the student trustees are planning to attend the OSTA AGM conference in Toronto October 25-28. S. Chung also noted she will be speaking about the Free Flow program at the conference.

N. Bajaj reported on the activities at the Student Advisory Council meeting of 2018 October 10. N. Bajaj further reported she attended a Culture for Learning presentation on safe schools.

I. Frick shared details of her recent tour of Oneida of the Thames where she visited Standing Stone School. I. Frick shared a brief overview of the Truth and Reconciliation in Canada event featuring Niigaan Sinclair, being hosted at the Marconi Club 2018 October 25. I. Frick also shared information about the Region Nine Sash recently presented to her and worn at the meeting.

13. REPORTS FROM ADMINISTRATION

a. 2018/2019 Education Centre Renewal Projects

Associate Director J. Pratt, Superintendent S. Mark, and Manager C. Henriquez presented for approval renewal projects for the Education Centre for 2018/2019 funded through unappropriated accumulated surplus.

The list of items and rationale for the renewal projects were described. Items for the 2019-2020 budget also were outlined noting they would come forward as part of the budget preparation process.

In response to a Trustee question it was noted the construction of a new building is a consideration. There are, however, immediate needs for the building at this time.

Moved by R. Tisdale

Seconded by P. Jaffe

THAT the recommended renewal projects for the Education Centre for 2018/2019 be approved and funded through unappropriated surplus for \$2,131,248.

CARRIED

b. Multi-year Operational Plan 2018 - 2019

L. Elliott presented for information the Multi-year Operational Plan 2018-2019. Strategic objectives and actions to be undertaken in the current school year in support of the Board's three priority areas and goals were outlined.

L. Elliott advised progress updates on the actions will be provided to Trustees at the Planning and Priorities and the Program and School Services Advisory Committees.

L. Elliott, R. Culhane and D. Macpherson responded to questions of clarification.

c. Secondary Library Learning Commons Renovations, 2018-2019

Superintendents S. Builder and S. Mark, and Manager C. Henriquez reported on the renovations planned for two secondary Library Learning Commons in 2019-2020.

As outlined in the Rethink Secondary Learning Plan, work continues on the transitioning to Library Learning Commons. The rationale for selecting Parkside Collegiate Institute and Huron Park Secondary School in 2019-20 was outlined. Next steps in the design and development process were described.

14. REPORTS FROM BOARD COMMITTEES

a. Policy Working Committee, 2018 September 25

Trustee Morell referred to the written report of the Policy Working Committee provided to the Trustees in advance of the meeting.

Moved by A. Morell

Seconded by J. Bennett

THAT the revised Community Use of Building, Facilities and Equipment (Rental Permits) Policy approved.

THAT the Director of Education Performance Review Policy be approved.

THAT the Asthma and student policy be rescinded.

CARRIED

b. Chair's Committee, 2018 September 25

Trustee Morell referred to the written report of the Chair's Committee provided to Trustees in their agenda package. The Committee met 2018 September 25; highlights of the meeting were shared.

Moved by A. Morell

Seconded by C. Goodall

THAT membership to the Ontario Student Trustees Association be renewed.

CARRIED

c. Program and School Services Advisory Committee, 2018 October 2

Trustee J. Bennett referred to the written report of the Program and School Services Advisory Committee provided to Trustees in their agenda package. The Committee met 2018 October 2; highlights of the meeting were shared. There were no recommendations.

d. Audit Committee, 2018 October 9

Trustee R. Tisdale referred to the written report of the Audit Committee provided to Trustees in their agenda package. The Committee met 2018 October 9; highlights of the meeting were shared.

Moved by A. Morell
Seconded by S. Polhill

THAT the 2018-19 Internal Audit Plan work to be performed by PWC be amended to reflect funding constraints for the South Region Internal Audit (SRIA) function.

THAT the Annual Report to the Board of Trustees and Forwarded to the Ministry of Education for the year ended 2018 August 31 be approved and submitted to the Ministry of Education.

CARRIED

e. Planning and Priorities Advisory Committee, 2018 October 9

Trustee C. Goodall referred to the written report of the Planning and Priorities Advisory Committee provided to Trustees in their agenda package. The Committee met 2018 October 9; highlights of the meeting were shared. There were no recommendations.

f. Special Education Advisory Committee, 2018 October 9

Trustee C. Goodall referred to the written report of the Special Education Advisory Committee provided to Trustees in their agenda package. The Committee met 2018 October 9; highlights of the meeting were shared. There were no recommendations.

A. Canham provided a summary of the SEA automation and answered questions of clarification.

g. Chair's Committee, 2018 October 16

Trustee A. Morell referred to the written report of the Chair's Committee provided to Trustees in their agenda package. The Committee met 2018 October 16; highlights of the meeting were shared. There were no recommendations.

h. Committee of the Whole, In-Camera, 2018 October 23

Trustee Morell reported the Committee of the Whole met in-camera from 5:03 p.m. to 5:20 p.m. The committee discussed confidential legal, property and personal matters.

Moved by A. Morell
Seconded by P. Jaffe

THAT the motions at the in-camera session of 2018 October 23 related to legal matters be approved.

CARRIED

15. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

a. Ontario Public School Boards' Association (OPSBA)

Chair Reid reported the next OPSBA meeting will be held 2018 December 7-8; the appointment of Trustee representation will be required.

b. Thames Valley Education Foundation (TVEF)

R. Tisdale reported on received donations and Caring Fund requests. It was noted the Run for the FUNd will take place 2019 June 2 at B. Davison Secondary School. R. Tisdale reported on the success of the Best First Day program.

16. COMMUNICATIONS

a. Ministry of Education

A letter to the Chair from the Ministry of Education regarding student transportation was provided for information.

17. NOTICE OF MOTION

None.

18. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

None.

19. ADDITIONAL ITEMS

None.

20. QUESTIONS/COMMENTS BY MEMBERS

In response to a question regarding the 2018 October 16 Chair's Meeting minutes, Chair Reid advised the Chair's Committee has the mandate to appoint members to the principal and vice principal interview committees; Board motion is not required.

21. ADJOURNMENT

On motion of Trustee A. Morell and Trustee J. Skinner, the meeting adjourned at 8:18 p.m.

Chairperson

THAMES VALLEY DISTRICT SCHOOL BOARD

SPECIAL MEETING

November 13, 2018, 6:25 P.M.
Board Room, Education Centre

TRUSTEES

M. Reid (Chair)
J. Bennett
R. Campbell
C. Goodall
P. Jaffe
B. McKinnon

A. Morell
S. Polhill
R. Tisdale
J. Todd
N. Bajaj
S. Chun
I. Frick

ADMINISTRATION AND OTHERS

L. Elliott
S. Mark
S. Builder
R. Kuiper
D. Macpherson
J. Pratt
R. Culhane
C. Beal
B. Williams

REGRETS

G. Hart
P. Schuyler
J. Skinner

1. CALL TO ORDER

Board Chair Reid called the meeting to order at 6:25 p.m. and acknowledged the traditional territory on which the Board meeting is held.

2. O CANADA

The meeting opened with the playing of O Canada.

3. APPROVAL OF AGENDA

The agenda was approved on motion of Trustee C. Goodall, seconded by Trustee J. Todd.

4. CONFLICTS OF INTEREST

None

5. REPORT OF COMMITTEE OF THE WHOLE, IN-CAMERA, 2018 November 13

Trustee A. Morell reported the Committee of the Whole met in-camera 2018 November 13 to discuss personal matters.

Moved by A. Morell

Seconded by J. Bennett

That the motions approved at the in-camera session of 2018 November 13 related to personal matters be approved.

CARRIED

6. QUESTIONS/COMMENTS BY MEMBERS

None

7. ADJOURNMENT

On motion of Trustee C. Goodall, seconded by Trustee J. Todd the meeting adjourned at 6:28 p.m.

Chairperson

REPORT OF THE STUDENT ADVISORY COUNCIL (SAC)

2018 November 7
4:00-6:00 p.m.

Student Trustees: N. Bajaj, S. Chun, I. Frick

Students: A. Balluku (London Central SS), D. Benning (Sir Frederick Banting SS), E. Butler (Oakridge SS), W. Dickert (Ingersoll DCI), J. Fan (HB Beal SS), M. Hathaway (Glencoe DH), F. Irfan(Saunders SS), A. Jeffery (Saunders SS), B. Lewinsky (West Elgin SS), A. Liu (AB Lucas SS), R. McCallum (Glencoe DH), R. McCullough (West Elgin SS), J. Monteith (London South Collegiate), M. Okusanya (Oakridge SS), E. Park (AB Lucas SS), H. Reid (College Ave SS), K. Schurman (Woodstock CI), S. Searle (Ingersoll DCI), S. Shelly (East Elgin SS), R. Shuklo (Sir Frederick Banting SS), J. Stevenson (College Ave SS), H. Walkom (Clarke Road SS), B. Woodward (London Central SS).

Administration and Others: M. Reid (Chair), D. Macpherson (Superintendent), S. Kilbourn (Assistant to the Trustees)

1. INTRODUCTIONS, APPROVAL OF AGENDA AND MINUTES

Student Trustee Frick called the meeting to order at 4:15 p.m. and acknowledged the traditional territory on which the Student Advisory Council meeting is held. The minutes of the 2018 October 10th meeting and agenda were approved as presented.

2. ICE BREAKER

The group moved to the Thames Valley Board room as the room selected was too small. The Student Trustees invited the group to help establish meeting norms and took suggestions from the floor. The suggestions were recorded by the Student Trustees.

3. FNMI INITIATIVES

The group welcome Learning Coordinator C. Camillo. C. Camillo and Indigenous Student Trustee Frick gave an overview of FNMI communities, explaining how tuition agreements were in place with the Board. The purpose of smudging was shared and the Senators participated in a cleansing smudge using sage to help dispel negative energy.

4. SHAD PRESENTATION

Student Trustees Bajaj and Chun presented information on SHAD, a four week STEAM intensive summer program held at 18 Canadian Universities during the month of July. They encouraged senators to apply and share this opportunity with their schools.

5. WORKING DINNER: Q&A WITH THE CHAIR OF THE BOARD

The Senators enjoyed dinner and asked Chair Reid questions regarding his role as Chair of the Board.

6. OTHER BUSINESS

Superintendent Macpherson asked the group if anyone would like to be on the student committee to review the Student Advisory Council procedure. Several senators signed up for the committee.

7. ADJOURNMENT

The meeting adjourned at 6:19 p.m.

N. Bajaj
Student Trustee
Co-Chair

S. Chun
Student Trustee
Co-Chair

I. Frick
Student Trustee
Co-Chair

REPORT TO:	<input type="checkbox"/> Administrative Council	<input type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input checked="" type="checkbox"/> Board	<input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	2018 Western Middlesex Attendance Area Review	
PRESENTED BY:	Susan Mark, Superintendent of Facility Services and Capital Planning Jack Ammendolia, Watson & Associates Economists Ltd., Managing Partner and Director, Education	
PRESENTED FOR:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice	
Recommendation(s):		
Purpose:	To provide information regarding options for consideration by the school communities to the "Middlesex Attendance Area Review: Summary of Options", Watson & Associates Economist Ltd., November 27, 2018.	
Content:	<p>On 2018 April 24, Senior Administration presented the Initial Attendance Area Review Report (AAR) for the Komoka/ Kilworth area as attached. The report included senior administration recommendation as follows:</p> <p><i>That the Kilworth Holding Zone be created for subdivision plans 39T-MC-CDM1704, 39T-MC1301, 39T-MC0902 as outlined on Figure 16 of the Western Middlesex Attendance Area Review (2018) Initial Report, designated to Delaware Central PS as a Holding School.</i></p> <p>The Board approved the following motion:</p> <p><i>That an Attendance Area Review be conducted for the attendance area (inclusive for assigned / future holding zones) of Parkview PS, Valleyview PS, Oxbow PS, and Delaware Central PS.</i></p> <p><i>That the review, as per the TVDSB Attendance Area Review procedure, be commenced no later than 2018 November 27 with the final report presented to Trustees no later that 2019 May 28.</i></p> <p><i>That during the review, consideration of boundary adjustments be given to the boundaries for Caradoc PS, East Williams Memorial PS, and Centennial Central PS.</i></p> <p>In August 2018, Watson & Associates Economists Ltd (Watson) were engaged to complete the 2018 Western Middlesex Attendance Area Review. Watson's staff include municipal economists, urban planners and accountants, experts for developing solutions in municipal finance, education and land economics. Specifically, in the education sector, this expertise entails educational development charges, enrolment projections and demographic studies, Ministry of Education Capital Priority business case submissions, public engagement and facilitation, pupil accommodation reviews, and school board accommodation planning and capital financing studies. An external consultant also provided an independent review of this area including an analysis which considered several mitigating factors that could affect the viability of various options.</p> <p>For the 2018 Western Middlesex Attendance Area Review, staff from Watson completed an on-site review and corresponded with the municipality to assess the residential development,</p>	

	<p>received facility condition data and operational costs for the above noted schools from Facility Services, and reviewed current and projected enrolments. A specified set of criteria or “trigger points” were identified and analyzed by Watson as per the attached report “TVDSB: Middlesex Study Area Accommodation Options Report, October 30, 2018” which was presented at the 2018 November 13 Planning and Priorities Advisory Committee Meeting.</p> <p>Options to be presented by Watson in the attached report “Middlesex Attendance Area Review: Summary of Options, November 27, 2018” have been divided into three (3) areas of focus with the attendance area change drivers of: enrolment pressures, surplus space, holding zones, and enrolment imbalance. Each area identifies the enrolment pressures, options for the revisions of boundaries (all of which include status quo as an option) and the limitations that are associated with each option that are to be considered. The areas of focus are:</p> <ul style="list-style-type: none"> • Parkview PS / Delaware Central PS / Caradoc PS – four options provided • Oxbow PS / Valleyview Central PS / East Williams Memorial PS – two options provided • Centennial Central PS / North London – two options provided
Cost/Savings:	N/A
Timeline:	<p>In accordance with the TVDSB <i>Attendance Area Review Procedure (4015c)</i> for timelines, the following planning schedule will be initiated:</p> <ul style="list-style-type: none"> • 2018 November 27 – Initial Senior Administration Attendance Area Review – update report for information presented • 2018 November 28 – Attendance Area Review process shared with School Administrators • 2018 December– School Committees formed • 2019 January to 2019 February – Attendance Area Review Committee (AARC) meeting and School Level Meeting(s) held • 2019 April 30 – Final Senior Administration Report presented to Board • 2019 May 15 and 16 – Public Delegation • 2019 May 28 – Final Board Decision • 2019 July – Implementation of final board decision(s)
Communications:	<ul style="list-style-type: none"> • 2018 November 26 – Initial Attendance Area Review posted on TVDSB website • 2018 December – AARC Meeting notice posted on TVDSB website • 2019 January – School Level Meeting(s) notice and agenda posted on school website, hard copy of School Level Meeting Agenda sent home with students • 2019 April – Final AAR Report emailed to all members of AARC and posted on TVDSB website
Appendices:	<ul style="list-style-type: none"> • 2018 April 24 – Western Middlesex Attendance Area Review (2018) Initial Report <ul style="list-style-type: none"> ◦ Draft Elementary Study Areas • 2018 November 13 – TVDSB: Middlesex Study Area Accommodation Options Report, Watson & Associates Economist Ltd., October 30, 2018 • 2018 November 27 – Middlesex Attendance Area Review: Summary of Options, Watson & Associates Economists Ltd., November 27, 2018

Strategic Priority Area(s):

Relationships:	<input checked="" type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input checked="" type="checkbox"/> Create opportunities for collaboration and partnerships.
Equity and Diversity:	<input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input checked="" type="checkbox"/> Students and all partners feel heard, valued and supported. <input type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	<input type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised October 2018

We build each student’s tomorrow, every day



Date of Meeting, 2018 April 24

Item #:

REPORT TO:	<input type="checkbox"/> Administrative Council	<input type="checkbox"/> Program and School Services Advisory Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input checked="" type="checkbox"/> Board	<input type="checkbox"/> Policy Working Committee	
	<hr/>		
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA	
TITLE OF REPORT:	Western Middlesex Attendance Area Review (2018) Initial Report		
PRESENTED BY:	Susan Mark, Superintendent of Facility Services and Capital Planning Brooke Moore, Planning Coordinator Danielle Kettle, Planning Analyst		
PRESENTED FOR:	<input checked="" type="checkbox"/> Approval	<input type="checkbox"/> Information	<input type="checkbox"/> Advice
Recommendation(s):	THAT the Kilworth Holding Zone be created for subdivision plans 39T-MC-CDM1704, 39T-MC1301, 39T-MC0902 as outlined on Figure 16 of the Western Middlesex Attendance Area Review (2018) Initial Report, designated to Delaware Central PS as a Holding School.		
Purpose:	<p>The following <i>Western Middlesex Attendance Area Review (2018) - Initial Report</i> is in response to the approved motion created by Trustees:</p> <p style="padding-left: 40px;">THAT Administration provide an Initial Attendance Area Review Report for the Komoka-Kilworth area, by 2018 April 24.</p> <p>This motion was created in response to a recommendation presented by Administration on 2017 November 28, in order to address the accommodation challenges from demographic shifting in the Komoka - Kilworth and Delaware areas of western Middlesex County. Administration proposed the creation of a Holding Zone and designation of a Holding School.</p> <p style="padding-left: 40px;">THAT the Kilworth Holding Zone be created for subdivision plans 39T-MC1301, 39T-MC0902 as outlined on Figure 5.1.1 of the 2017 Annual Planning Report, designated to Delaware Central PS as a Holding School, effective immediately.</p> <p>Following a discussion by Trustees surrounding the Holding Zones, the recommendation was deferred to 2018 April 24.</p>		
Content:	<p>This Initial Attendance Area Review (AAR) Report will highlight the current situation of enrolment, facility condition, analysis parameters, options for student accommodation, Administration's recommended option and rationale, and a new proposed community input process.</p> <p>In accordance with the TVDSB Attendance Area Review Procedure (4015c), this report will include timelines for the proposed Attendance Area Review, an appended planning report which contains several attendance area options including Senior Administration's preferred option, and timelines for implementation.</p> <p>COMMUNITY ENGAGEMENT</p> <p>During the most recent Annual Community Planning and Facility Collaboration Meeting with Middlesex County listed community organizations (including municipalities) held 2017 June 22, Administration</p>		

	<p>discussed the growth from development affecting the formerly named Middlesex 02 study area of Delaware Central PS and Parkview PS. A potential Attendance Area Review was not discussed. The next Annual Community Planning and Facility Collaboration Meeting for Middlesex County is tentatively proposed for 2018 June 13 or 14 at which point listed Community Organizations will be presented with the Western Middlesex Attendance Area Review (2018) Initial Report.</p> <p>If the Holding Zone option is considered by the Board, Administration will solicit input from the School Council and and/or Home and School Associations for both Delaware Central PS and Parkview PS. A report outlining the feedback received would then be presented to the Board prior to the end of this school year.</p>																														
Cost/Savings:	N/A																														
Timeline:	<p>OPTION 1A: COMMUNITY INPUT AND IMPLEMENTATION TIMELINE</p> <table border="1"> <thead> <tr> <th>DATE</th><th>ITEM</th></tr> </thead> <tbody> <tr> <td>2018 APR 24</td><td>Initial Attendance Area Review Report presented to the Board</td></tr> <tr> <td>2018 MAY</td><td>School Community Input through the School Council and/or Home and School Association</td></tr> <tr> <td>2018 JUN 13 or 14</td><td>Annual Community Planning and Facility Collaboration Meeting</td></tr> <tr> <td>2018 JUN 26</td><td>Decision of Board on Holding Zone Recommendation</td></tr> <tr> <td>2018 JUN 27</td><td>Implementation - Notification to School Community and Municipality</td></tr> </tbody> </table> <p>In accordance with the Attendance Area Review Procedure (4015c), the chart below outlines the proposed key dates for important events related to a potential Western Middlesex Attendance Area Review (2018)(report, presentation, meeting dates).</p> <table border="1"> <thead> <tr> <th>DATE</th><th>ITEM</th></tr> </thead> <tbody> <tr> <td>2018 NOV 27</td><td>Initial Attendance Area Review Report presented to the Board</td></tr> <tr> <td>2018 NOV 28</td><td>Meeting with Principals of respective AAR Schools</td></tr> <tr> <td>2018 DEC 12</td><td>Attendance Area Review Committee (AARC) is formed</td></tr> <tr> <td>2019 JAN 16</td><td>AARC Meeting</td></tr> <tr> <td>2019 JAN 28</td><td>School-Level Meeting</td></tr> <tr> <td>2019 APR 30</td><td>Final Attendance Area Review Report presented to the Board</td></tr> <tr> <td>2019 MAY 15 &16</td><td>Public Delegation Meeting</td></tr> <tr> <td>2019 MAY 28</td><td>Decision of Board on Final Attendance Area Review Report</td></tr> </tbody> </table>	DATE	ITEM	2018 APR 24	Initial Attendance Area Review Report presented to the Board	2018 MAY	School Community Input through the School Council and/or Home and School Association	2018 JUN 13 or 14	Annual Community Planning and Facility Collaboration Meeting	2018 JUN 26	Decision of Board on Holding Zone Recommendation	2018 JUN 27	Implementation - Notification to School Community and Municipality	DATE	ITEM	2018 NOV 27	Initial Attendance Area Review Report presented to the Board	2018 NOV 28	Meeting with Principals of respective AAR Schools	2018 DEC 12	Attendance Area Review Committee (AARC) is formed	2019 JAN 16	AARC Meeting	2019 JAN 28	School-Level Meeting	2019 APR 30	Final Attendance Area Review Report presented to the Board	2019 MAY 15 &16	Public Delegation Meeting	2019 MAY 28	Decision of Board on Final Attendance Area Review Report
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Communications:	As proposed in the <i>Holding Zones and Holding Schools Summary Report</i> (2018 April 10), prior to a Board debate and decision, community input could be solicited. Administration is proposing reaching out to the School Council and/or Home and School Association for Delaware Central PS and for Parkview PS to request their respective input on any proposed Holding Zone(s). Once feedback has been received, a report would be created to share this feedback with the Board before the end of this school year.																														
Appendices:	Western Middlesex Attendance Area Review (2018)																														

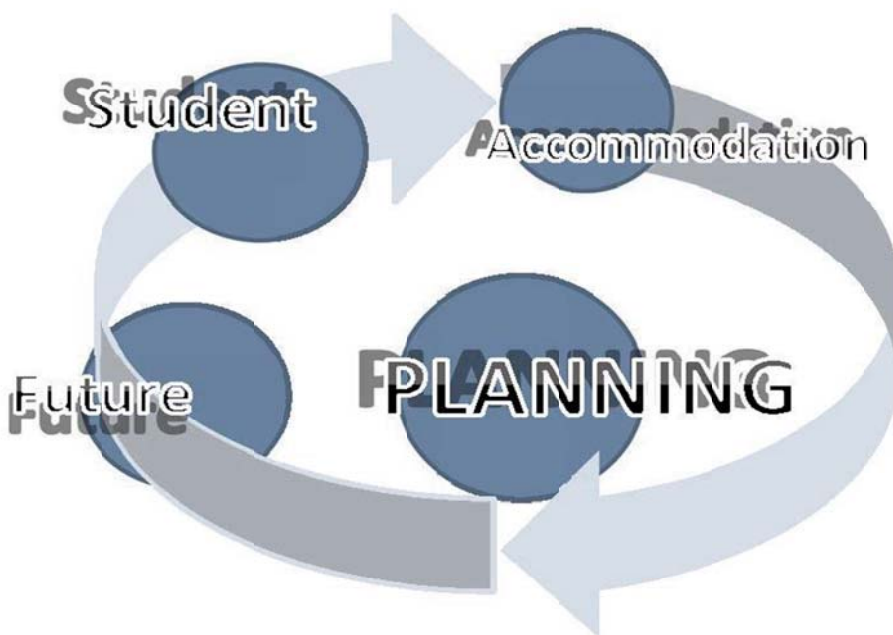
Form Revised: January 2016

Relation to Commitments:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Putting students first. | <input checked="" type="checkbox"/> Actively engaging our students, staff, families and communities. |
| <input checked="" type="checkbox"/> Recognizing and encouraging leadership in all its forms. | <input checked="" type="checkbox"/> Being inclusive, fair, and equitable. |
| <input type="checkbox"/> Ensuring safe, positive learning and working environments. | <input type="checkbox"/> Inspiring new ideas and promoting innovation. |
| <input checked="" type="checkbox"/> Taking responsibility for the students and resources entrusted to our care. | |

Western Middlesex Attendance Area Review (2018) Initial Report

Caradoc PS - Delaware Central PS - Parkview PS



Thames Valley District School Board
2018 APRIL 24

WESTERN MIDDLESEX ATTENDANCE AREA REVIEW (2018) INITIAL REPORT

BACKGROUND

In order to address the accommodation challenges from demographic shifting in the Komoka-Kilworth and Delaware areas of western Middlesex County, on 2017 November 28, Administration proposed the creation of a Holding Zone and designation of a Holding School:

THAT the Kilworth Holding Zone be created for subdivision plans 39T-MC1301, 39T-MC0902 as outlined on Figure 5.1.1 of the 2017 Annual Planning Report, designated to Delaware Central PS as a Holding School, effective immediately.

The report presented included a detailed review of neighbouring schools to determine an appropriate location for the residential growth in Kilworth. The chart below outlines the list of schools presented in the report.

Figure 01

Attendance Area	Current 2017 - 2018					Projected Enrolment			Distance from Kilworth (km)
	Enrolment	OTG	Percent Capacity	Spaces (+/-)	Portable / Portapaks	2018-2019	2022-2023	2026-2027	
Schools within Study Area									
Byron Northview PS	561	452	124%	-109	6	584	568	514	5
Byron Southwood PS	547	570	96%	23	0	554	502	463	7
Caradoc PS	355	424	84%	69	0	376	452	498	10
Delaware Central PS	144	259	56%	115	0	121	111	105	8
John Dearness PS	251	248	101%	-3	1	246	263	265	6
Oxbow PS	560	501	112%	-59	4	554	524	505	6
Parkview PS	641	602	106%	-39	2	647	727	793	22
Valleyview Central PS	178	245	73%	67	0	189	283	309	4
Current Board Approved Holding Zone									
East and West Ilderton Holding at Valleyview PS	<9	-	-	-	-	10	100	146	

Note: Enrolment has been revised with the principal's projections detailing 2018-19 registrations

Of the surrounding schools, only Delaware Central PS has available space to receive students from the Kilworth residential development, the remaining schools percent capacity ranges from 73 to 124 and lack sufficient empty space to accommodate anticipated students.

Following a discussion by Trustees on the proposed recommendation to create the Kilworth Holding Zone, the decision was deferred to 2018 April 24. Additionally, Trustees proposed and approved the following motion:

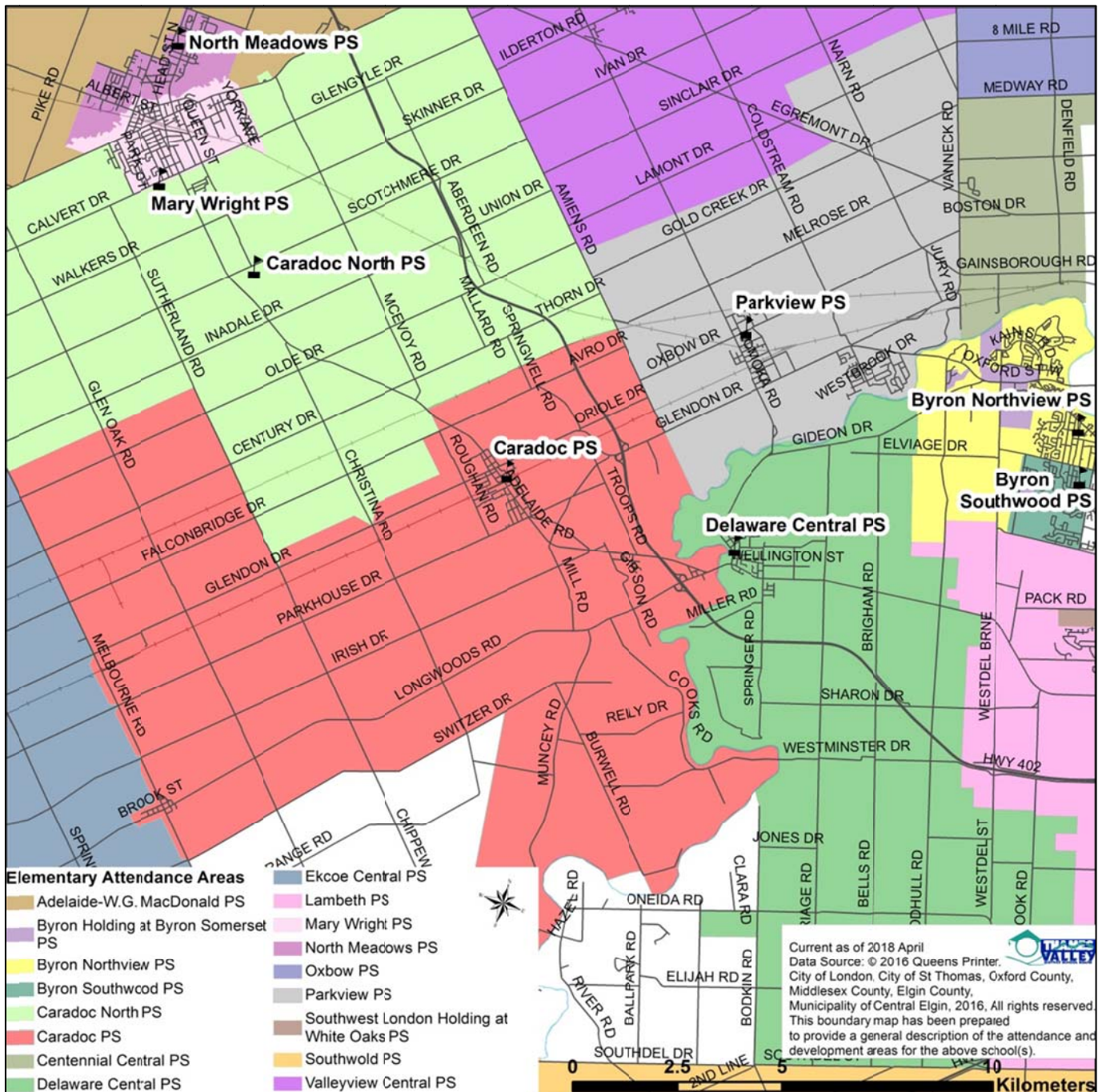
THAT Administration provide an Initial Attendance Area Review Report for the Komoka-Kilworth area, by 2018 April 24.

This *Western Middlesex Attendance Area Review (2018) - Initial Report* is a result of the approved motion.

CURRENT SITUATION

This study will include Caradoc PS, Delaware Central PS and Parkview PS. The analysis of these schools focuses on the planned suitable accommodation of current enrolment and future student enrolment including residential development with the existing capacity available. These schools are geographically widespread and are experiencing either declining enrolment or will experience pressure due to continued residential growth. This geographic area in the western region of Middlesex County illustrates the dilemma where the population has declined in the community of Delaware, while the residential growth in Komoka-Kilworth and Mount Brydges continues. The primary goal is to protect Parkview PS and Caradoc PS from the impacts of extreme overcapacity issues and increase program viability at Delaware Central PS.

Figure 02 - Current Study Area Map & Surrounding Schools



Current Situation: Total Study Area Utilization

While Caradoc PS and Parkview PS are beginning to experience enrolment pressure due to residential expansion in their communities, Delaware Central PS is facing challenges due to declining enrolment. Figure 03 illustrates the total historical and projected enrolment and the total existing On-The-Ground (OTG) capacity within this study area.

Figure 03

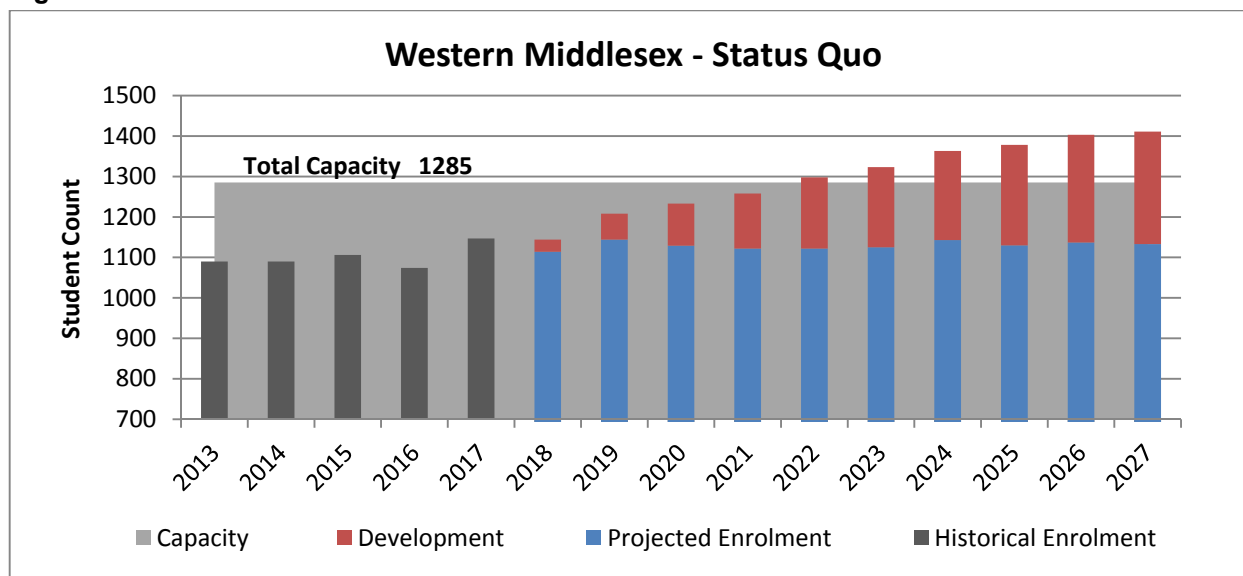


Figure 04 - Western Middlesex Study Area - Status Quo Enrolment and Capacity

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Historical Enrolment	1090	1090	1106	1074	1147										
Projected Enrolment						1114	1144	1129	1122	1122	1125	1143	1130	1137	1133
Development						30	64	104	136	176	198	220	248	266	278
Total Enrolment	1090	1090	1106	1074	1147	1144	1208	1233	1258	1298	1323	1363	1378	1403	1411
Capacity	1285	1285	1285	1285	1285	1285	1285	1285	1285	1285	1285	1285	1285	1285	1285
EPP	195	195	179	211	138	141	77	52	27	-13	-38	-78	-93	-118	-126
Total Utilization of (3) Three Schools	85%	85%	86%	84%	89%	89%	94%	96%	98%	101%	103%	106%	107%	109%	110%

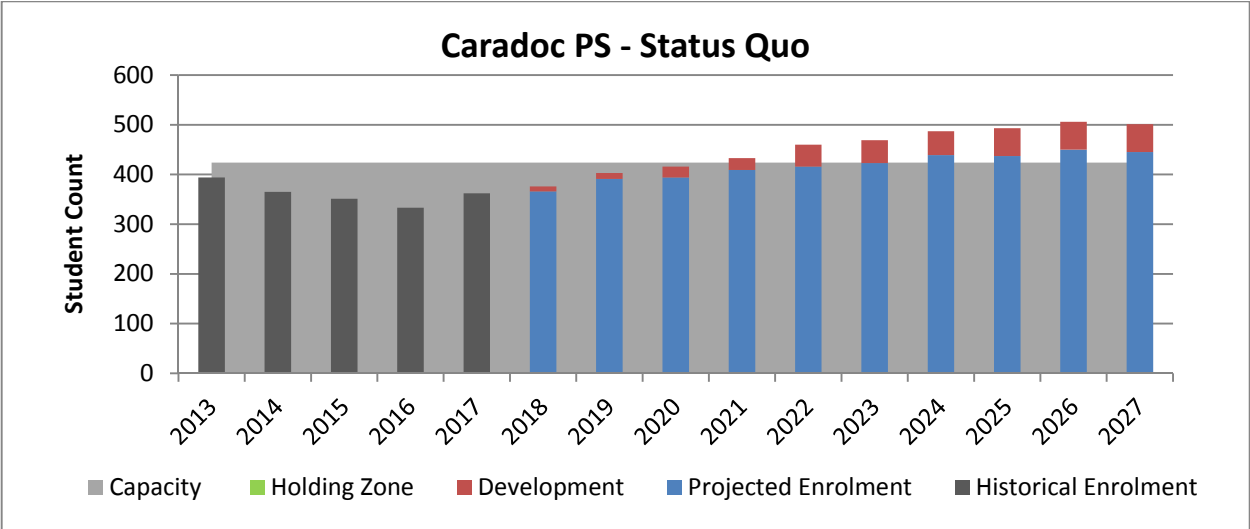
As noted in Figure 04, the current capacity existing in western Middlesex cannot sustain the projected enrolment over the next 10 years. Further accommodation whether through portables or permanent space will be required.

Following is a school by school assessment of the existing enrolment, OTG capacity and facility condition.

STATUS QUO - SCHOOL BY SCHOOL SITUATION

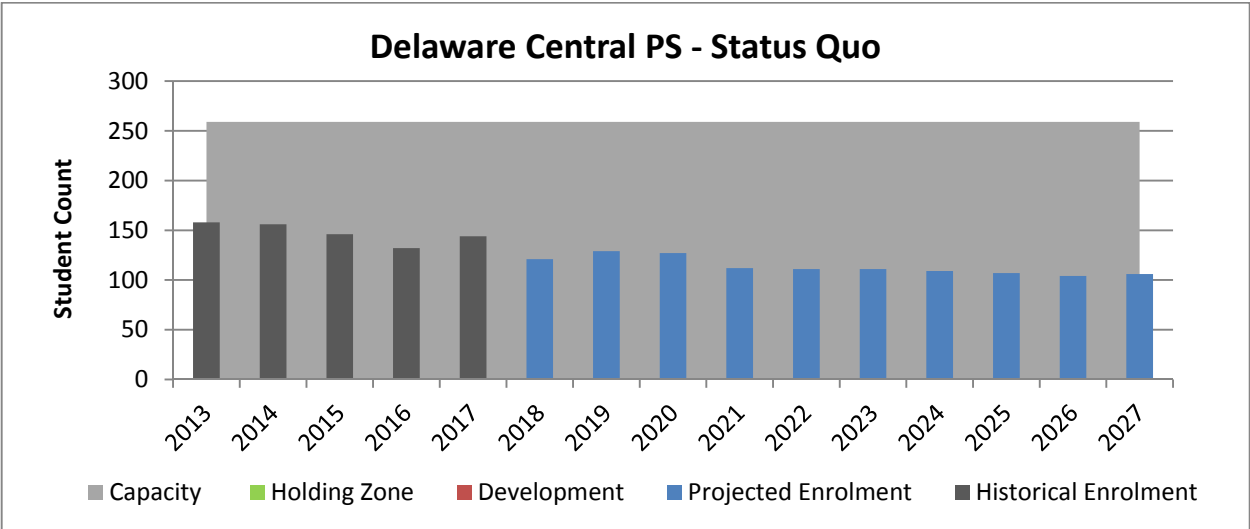
CARADOC PS – As of 2017-18, the OTG capacity is 424 and the enrolment is 355 FTE. School utilization is 84%, with no portables on site. Over the past 10 years (2007 to 2017) the enrolment has grown by 30 students. The school was built in 1960 with additions in 1970, 1995 and 2010. Currently, there are approximately 320 residential units circulated within the town of Mount Brydges and surrounding area. For reference, see also Appendix A - *Land Use and Settlement Area for Mt Brydges*, extracted from the Strathroy-Caradoc Official Plan.

Figure 05



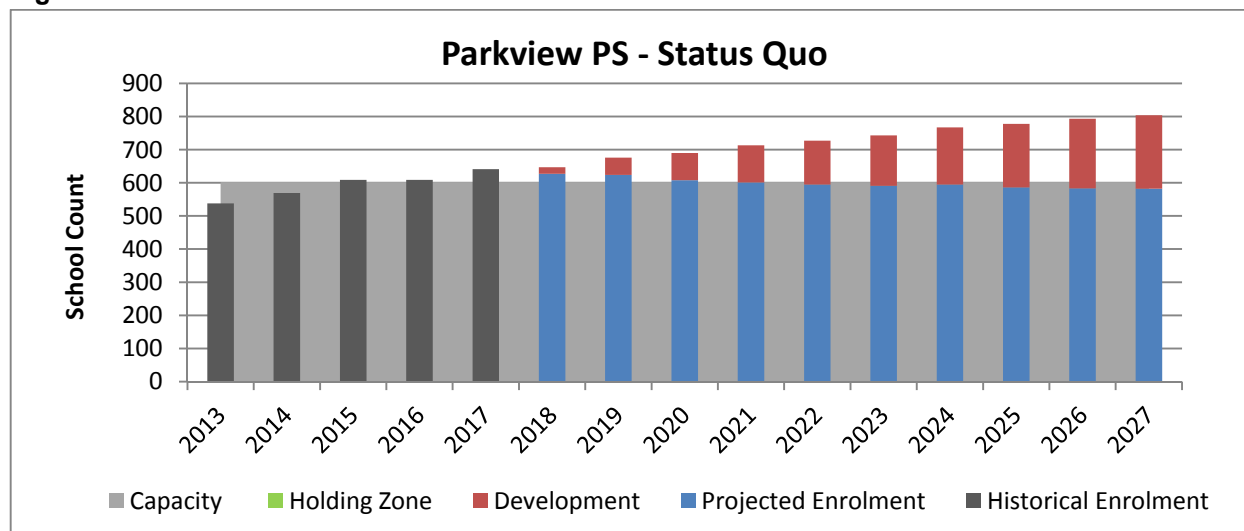
DELAWARE CENTRAL PS – As of 2017-18, the OTG capacity is 259 and the enrolment is 144 FTE. School utilization is 56%, with no portables on site. There are currently 14 First Nation Students attending Delaware Central PS. The original school was built in 1938 and later demolished with the exception of the mechanical room. The school was rebuilt in 1965 with additions in 1967 and 1991. Over the past 10 years (2007 to 2017) the enrolment has declined by 32 students. There are minimal residential units currently circulated within the community of Delaware and surrounding area. For reference, see also Appendix B - *Community Settlement Area for Delaware*, extracted from the Middlesex Centre Official Plan.

Figure 06



PARKVIEW PS - As of 2017-18, the OTG capacity is 602 with an enrolment of 641 FTE. School utilization is 106%, with 2 portables on site. The school was originally built in 1964 with additions in 1966, 1969, 2003 and 2014. Over the past 10 years (2007 to 2017) the enrolment has grown by 215 students, due to continued residential growth. There are approximately 1,200 residential units currently circulated (yielding 210 students over the next 10 years) within the communities of Komoka - Kilworth. For reference, see also Appendix C - *Komoka-Kilworth Urban Settlement Area and Secondary Plan*, extracted from the Middlesex Centre Official Plan.

Figure 07



PERMANENT SPACE ROOM SUMMARY

Figure 08

Caradoc PS		
4	Kindergarten Classrooms	104
13	Standard Classrooms	299
1	Special Ed. Classroom	9
1	General Arts/Instr. Music	0
1	Learning Support Rooms	12
1	Library Learning Commons	0
1	Gymnasium	0
1	Primary Activity Room	0
2017-18 OTG		424

Figure 09

Delaware Central PS		
2	Kindergarten Classrooms	52
9	Standard Classrooms	207
	Special Ed. Classroom	
	General Arts/Instr. Music	
	Learning Support Rooms	
1	Library Learning Commons	
1	Gymnasium	
	Primary Activity Room	
2017-18 OTG		259

Figure 10

Parkview PS		
5	Kindergarten Classrooms	130
20	Standard Classrooms	460
	Special Ed. Classroom	
1	General Arts/Instr. Music	0
1	Learning Support Rooms	12
1	Library Learning Commons	0
1	Gymnasium	0
1	Primary Activity Room	0
2017-18 OTG		602

SUMMARY OF FACILITY CONDITION DATA AND RENEWAL

The Ministry of Education's *School Facility Assessment Program* retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The Facility Condition Index (FCI) is a snapshot in time which compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI the greater the renewal needs. In the 2015-16 school year the Provincial FCI average was 28% and the TVDSB average was 37%. The school condition data collected identified the following backlog of High and Urgent needs for Caradoc, Delaware Central and Parkview PS's.

Figure 11 – Ministry of Education School Facility Condition Data (release 2017 October 10)

School	Location	Gross Floor Area (m2)	Year of Assessment	Facility Condition Index	Replacement Value	Total 5 Year Renewal Needs
Caradoc	Mount Brydges	3992	2015	2%	\$9,033,383	\$140,490
<i>Delaware Central*</i>	Delaware	2408	2013	64%	\$6,307,070	\$4,020,085
Parkview	Komoka	4230	2012	6%	\$12,303,441	\$784,544

As noted in the above chart Caradoc and Parkview PS's have very low FCI percentages, while Delaware Central PS has an above average FCI. In the past, the Ministry of Education has identified a building with 65% FCI or greater as Prohibitive to Repair

****Since this data was published by the Ministry, TVDSB has addressed \$908,308 of renewal needs at Delaware Central PS, adjusting the FCI to 49%. Delaware Central PS is scheduled to be reassessed in 2018.***

SUMMARY OF BEFORE AND AFTER SCHOOL CARE

TVDSB and third party childcare providers work collaboratively to provide before and/or after school programming at schools that have sufficient parental interest. Each year, operators survey the community via the school to determine if the demand has changed, either by opening a new program, closing a program or expanding on an existing program. At the operators discretion, the need has to be viable and affordable for the operator to provide the program. All schools do not presently have a need for childcare programs.

Before and after school operators and services for the schools in the study area for the 2017-18 school year are:

- **Caradoc PS** – London's Children's Connection, 7:30 am to School start / School end to 6:00pm
- **Delaware Central PS** – None at this time
- **Parkview PS** – White Hills Childcare Association, 7:15 am to School start / School end to 6:00pm

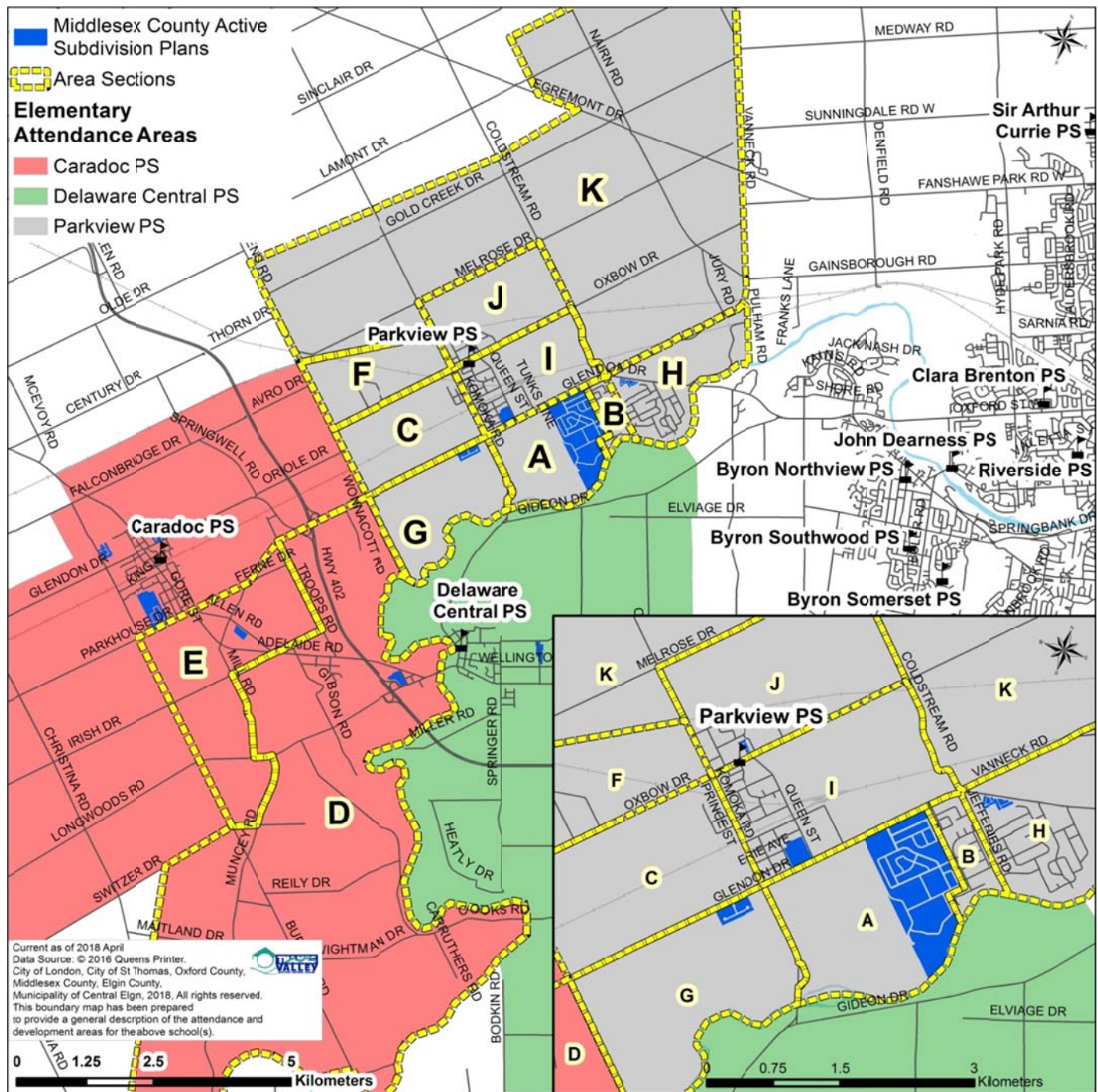
ENROLMENT BREAKDOWN

Figure 12, in conjunction with Figure 13 (Section Area Map) indicates the geographic area, the current (2017-18) students and the residential units circulated within the section areas. The breakdown provides an overview of the rationale used in the creation of the proposed attendance areas while allowing for the exploration of alternate attendance area options that fit the parameter set out within the document.

Figure 12 - Current Enrolment and Residential Development by Section

Section	Total Students (2017-18 SCHOOL YEAR)	Residential Development (UNIT COUNT)	Residential Development (STUDENT COUNT) 10 years
Area A	0	1020	165
Area B	109	0	0
Area C	47	0	0
Area D	43	10	2
Area E	22	100	16
Area F	17	0	0
Area G	9	72	12
Area H	159	0	0
Area I	162	15	4
Area J	82	0	0
Area K	52	56	13
TOTAL AREAS	702	1273	212
Remaining	442	247	54
STUDY AREA TOTAL	1144	1520	266
<p>Note: Student counts are as of 2018 March 20 and unit counts are estimated by land area where lotting has not been established</p> <p>TOTAL AREAS - is the total of sections A through K</p> <p>REMAINING is total remaining students outside of the section (study area - Total Areas.)</p> <p>TOTAL is the entire study area</p> <p>Residential Development STUDENT COUNT is projected students in 10 years</p>			

Figure 13: Section Area Map

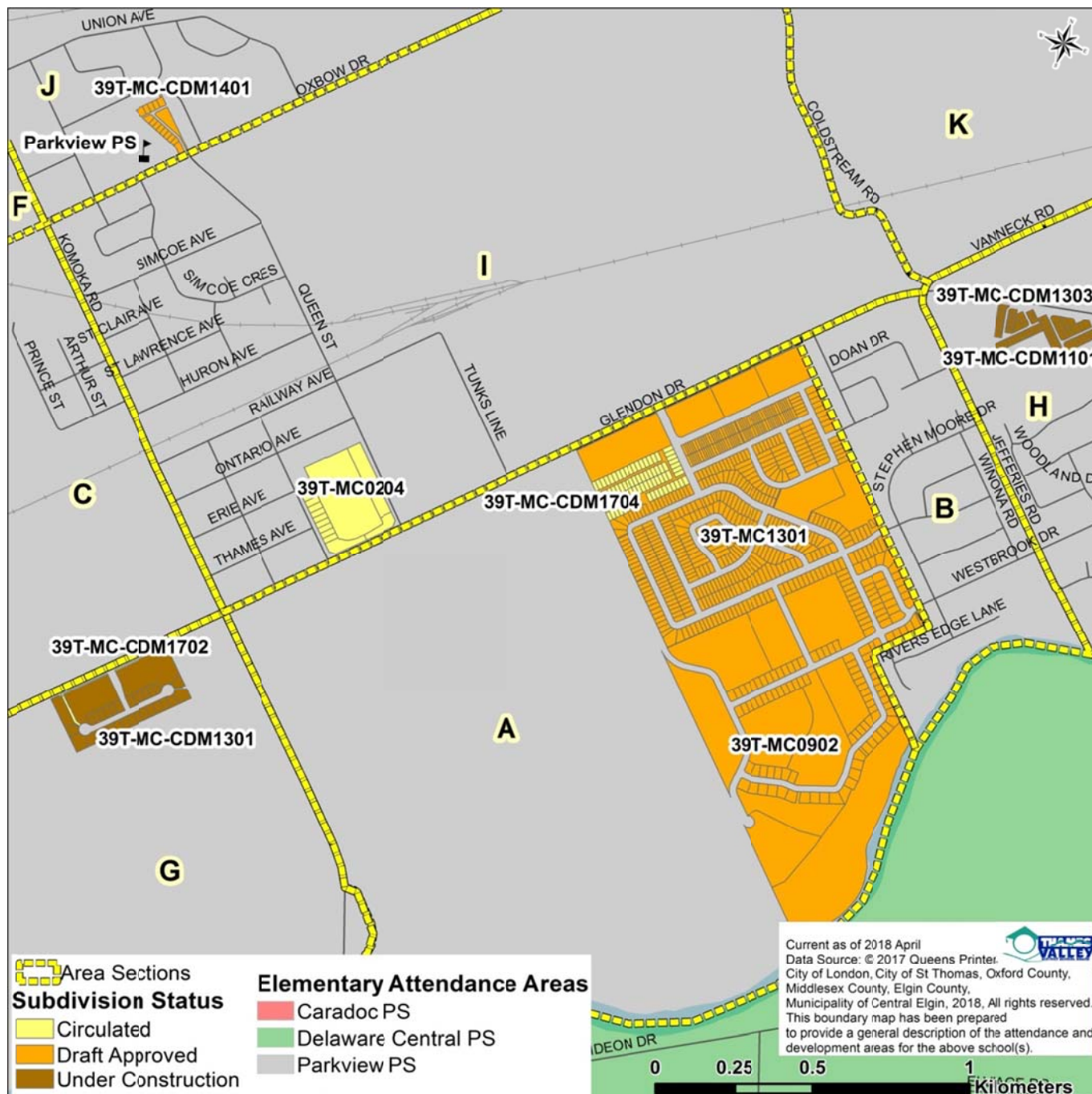


RESIDENTIAL DEVELOPMENT

Parkview PS - Residential Development

Figure 14 identifies the residential growth in the attendance area of Parkview PS. Over 1,200 units are expected from the combined developments with a mix of single family and medium density (yielding 210 students over the next 10 years). In addition to the subdivision plans currently circulated in Komoka-Kilworth, further residential designated lands are expected. In November 2017, Administration proposed the accommodation of developments 39T-MC1301 and 39T-MC0902 as a Holding Zone at Delaware Central PS. Based on the projected growth a new elementary school could be required in the community of Kilworth.

Figure 14 - Parkview PS - Residential Development Map

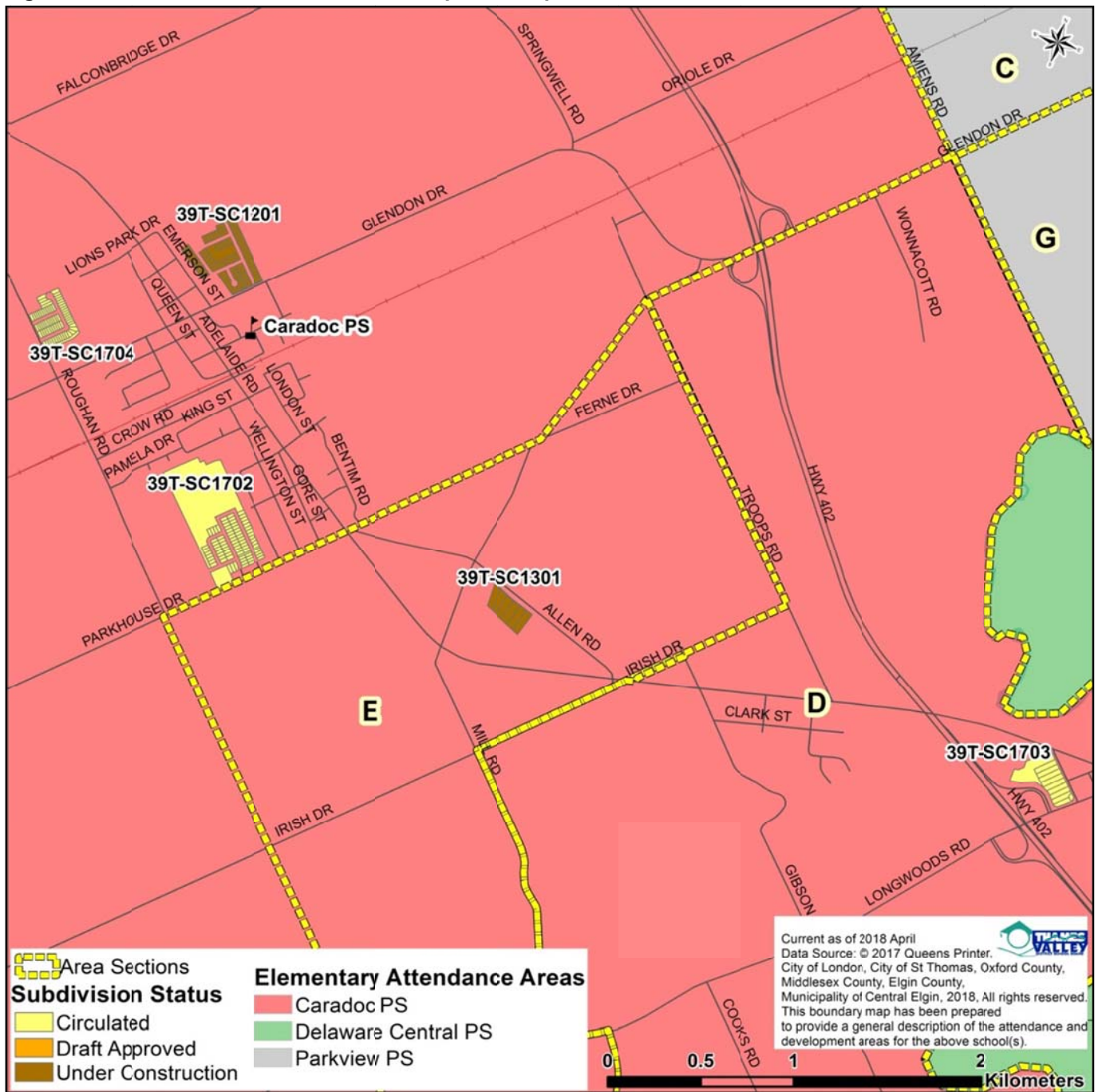


Caradoc PS - Residential Development

Figure 15 identifies the residential growth in the attendance area of Caradoc PS. In addition to the subdivision plans currently circulated, the town of Mount Brydges still has further residential designated lands.

There are approximately 320 circulated unbuilt units in Mount Brydges currently within the attendance area of Caradoc Central PS. As a result, the Board is expecting that the community will eventually require an addition to Caradoc PS to accommodate future growth.

Figure 15 - Caradoc PS - Residential Development Map



ANALYSIS PARAMETER

In the development of accommodation options, Administration has identified the following parameter to be used in the analysis of possible options for the accommodation of students in this area:

Sustainability with respect to enrolment projections and school utilization

School enrolment should be balanced between schools - enrolment should not be low at one school and high at the other school. The projected enrolment must support a sustained optimal utilization of the proposed school's existing permanent capacity in order to maximize both staff and student resources. A healthy utilization for any elementary school would range from 80%-90%. A better distribution of students and the higher utilization of schools would be the goal of any attendance area review. Resolution of residential growth accommodation will allow the Board to properly plan for and provide long term stability for schools in the area.

From a program perspective, small grade cohorts can create challenges for organizing classes that meet Ministry class-size caps or targets and averages, and can result in multi-grade classes. This can also result in other operational challenges such as teachers having fewer opportunities for team teaching and collaboration, fewer teachers being available for supervision and reduced offerings of extra-curricular activities. TVDSB and the Ministry consider a sustainable school enrolment to be approximately 400 students, or two classes per grade, to allow for greater program and operational opportunities.

Residential development and municipal Official Plan direction can cause a disproportionate arrangement of students at schools. Residential growth area schools can experience higher enrolment and yields than older neighbourhoods. Changing demographics, socio-economic perception of certain locales as well as housing density within smaller rural towns/villages can result in over capacity pressures at one school and empty pupil place issues at other schools nearby.

The tools available to the TVDSB to achieve long term sustainability are: the creation of (temporary) Holding Zones, the modification to attendance areas (Attendance Area Reviews), school closures (Pupil Accommodation Reviews) and requests for Capital Priorities funding for the construction of additional pupil accommodation (such as additions, renovations, or new schools).

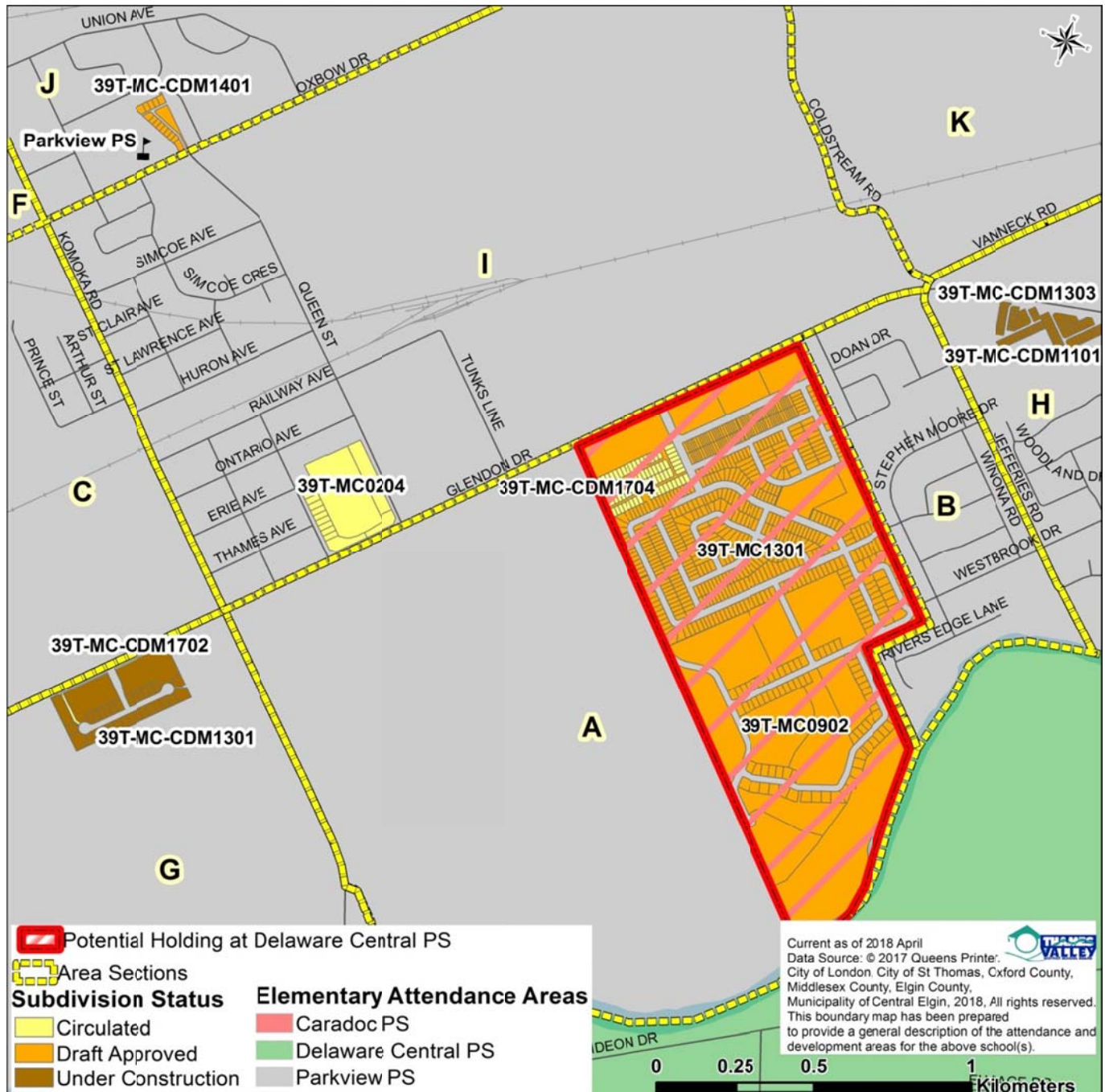
In all situations, it is a priority of the Board to minimize displacement of students wherever possible and create a smooth transition when relocation is required. In the timelines proposed, a one year transition is allocated to prepare the students, parents and administration for the approved changes.

ACCOMMODATION OPTIONS

OPTION 1A (Holding Zone) and 1B (AAR Permanent Designation of Area A)

By creating a Holding Zone for the development in Kilworth (Option 1A) there would be no displacement of current students. An alternate to Option 1A would be Option 1B, which would permanently designate the residential development and surrounding area (Area A) to Delaware Central PS. Option 1A could be implemented for July 01, 2018 and Option 1B would require the process of an Attendance Area Review with implementation beginning July 01, 2020.

Figure 16 - OPTION 1A & 1B Attendance Area Changes Map



OPTION 1A & 1B Enrolment and Capacity

Figure 17

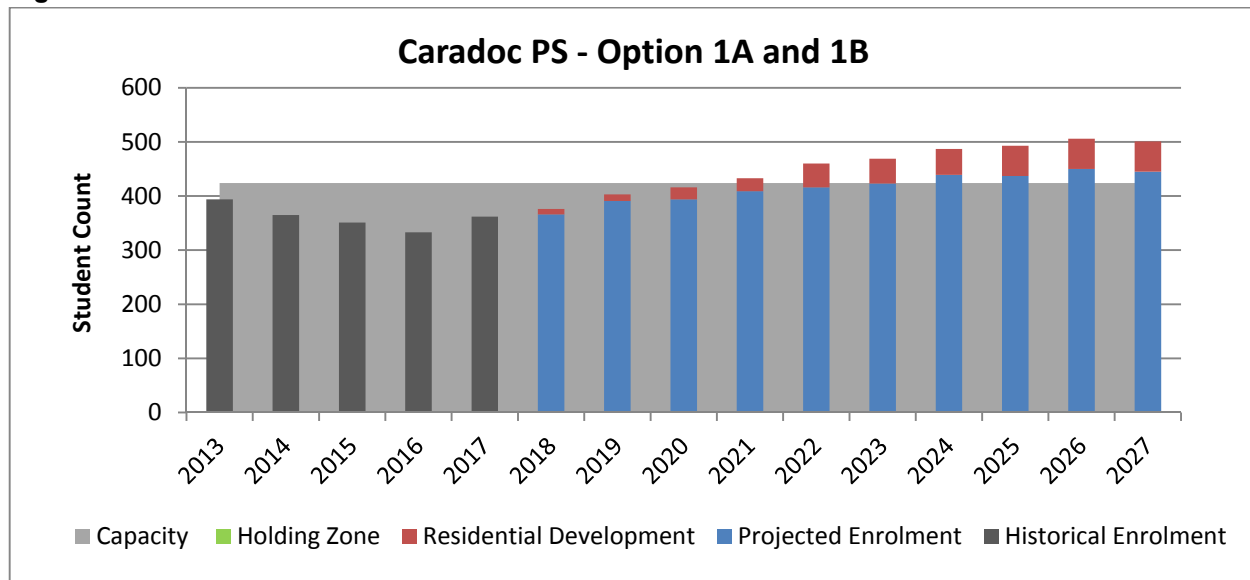


Figure 18

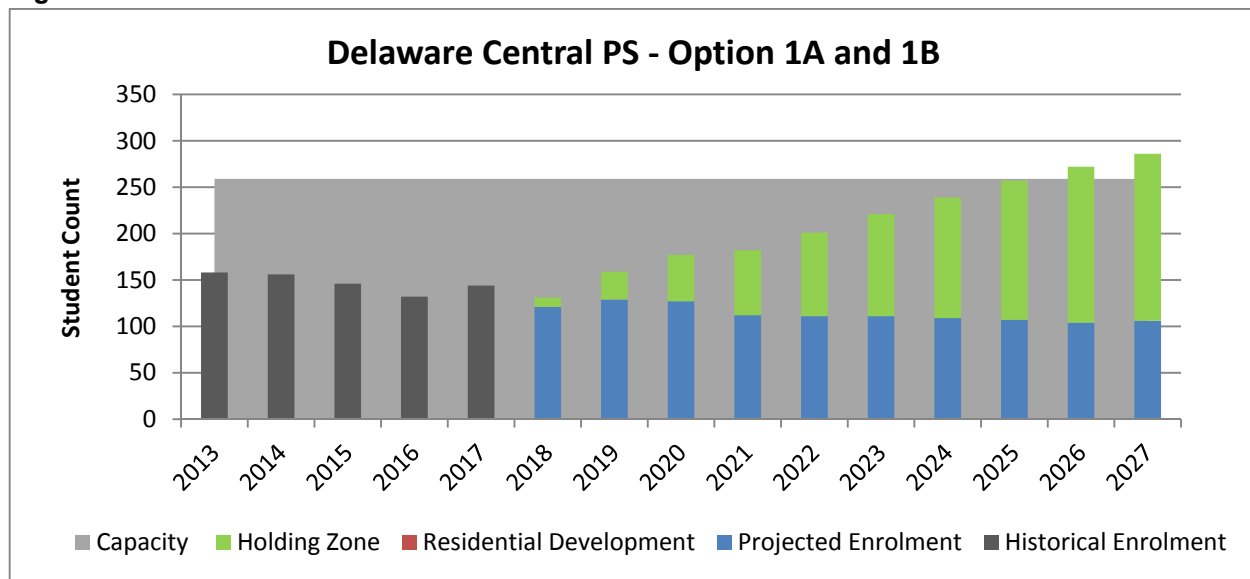
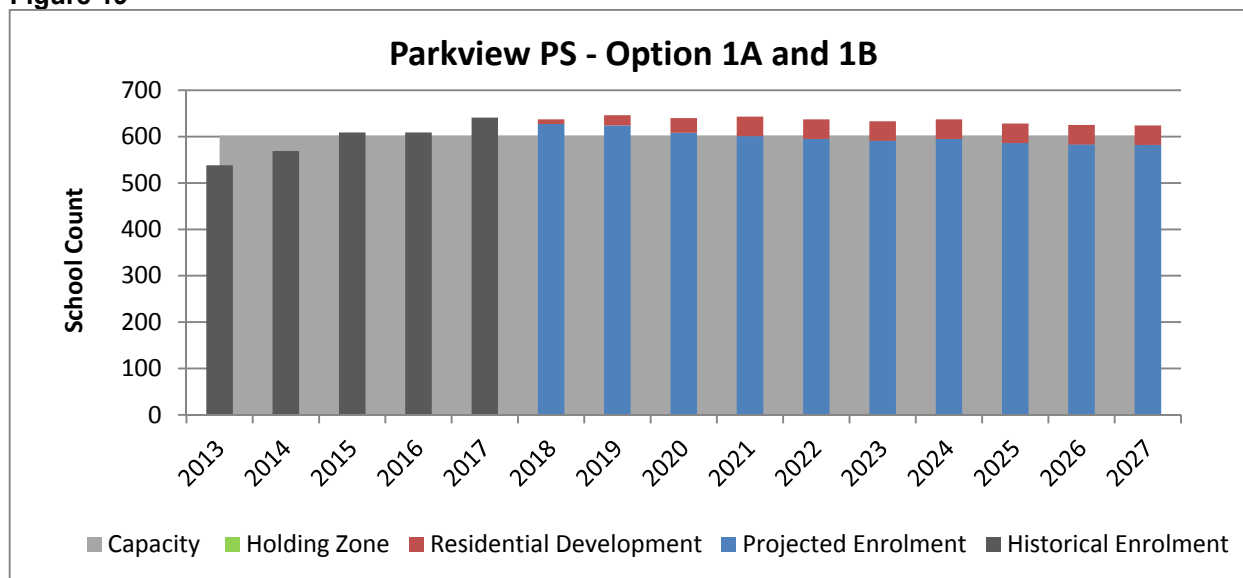


Figure 19



OPTION 1A & 1B Community Input and Implementation Timeline

Figure 19

OPTION 1A - Holding Zone	
DATE	ITEM
2018 APR 24	Initial Attendance Area Review Report presented to the Board
2018 MAY	School Community Input through the School Council and/or Home and School Association
2018 JUN 26	Decision of Board on Holding Zone Recommendation
2018 JUN 27	Implementation - Notification to School Community and Municipality
OPTION 1B - AAR Permanent Designation of Area A	
DATE	ITEM
2018 NOV 27	Initial Attendance Area Review Report presented to the Board
2018 NOV - APR	AAR Committee process as per TVDSB Attendance Area Review Procedure (4015C)
2019 MAY 28	Decision of Board on Final Attendance Area Review Report
2019 MAY 29	Notification to School Community
2020 JULY 01	Implementation – Student reorganization

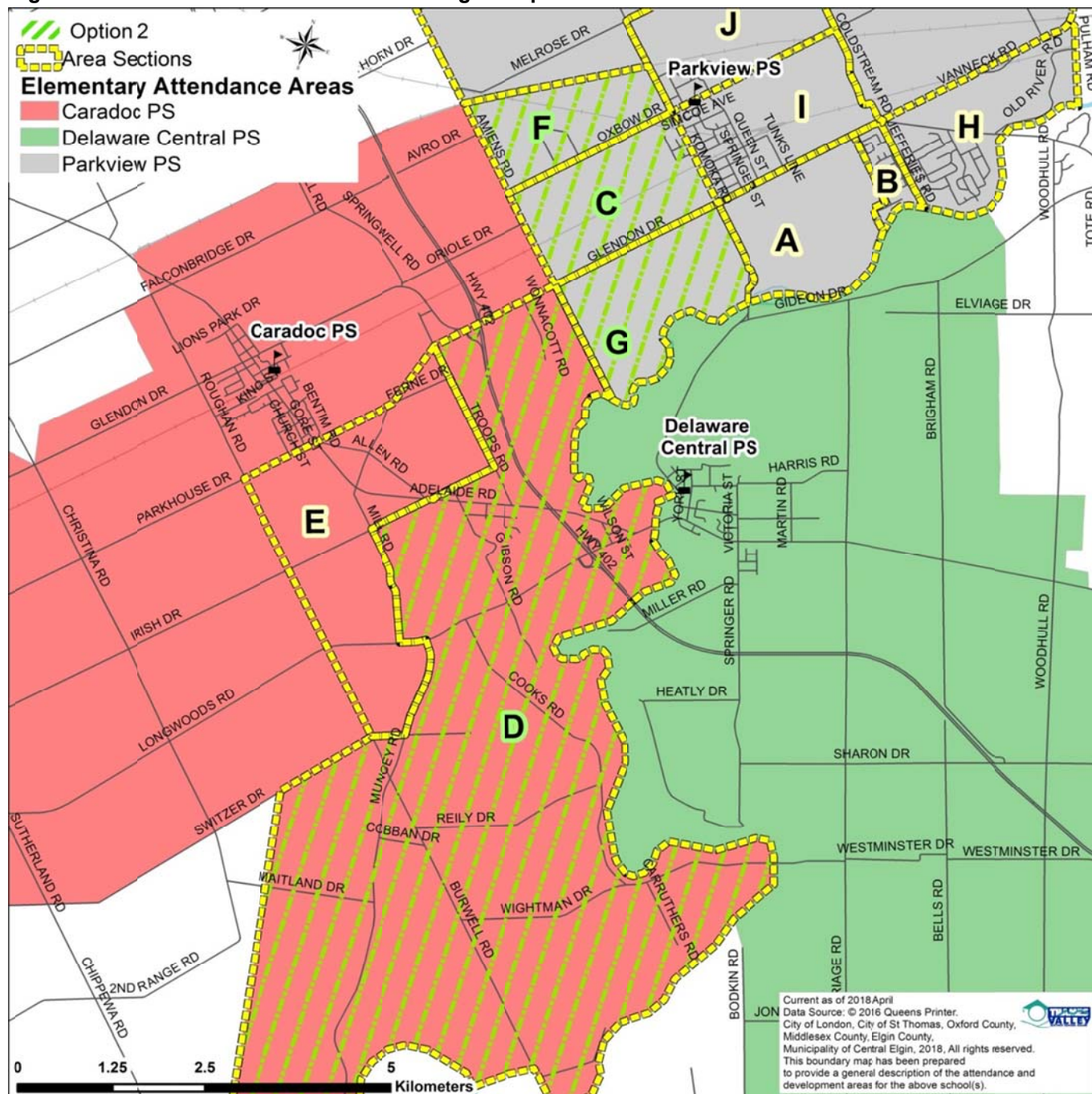
OPTION 1A and 1B: SUMMARY

- Relieves pressure for Parkview PS
- Improves program opportunities at Delaware Central PS, through increased enrolment
- No displacement of existing students
- Portable Classrooms would be reduced at Parkview PS and required at Caradoc PS
- Official plans indicate further residential designated lands in the growth community of Komoka-Kilworth and Mt. Brydges which could be accommodated at a new school
- Accommodation for the long term through new school in Kilworth and future addition at Caradoc PS
- A new school located within residential development would increase walkability to school and reduce transportation costs
- Plan for a new school in Kilworth in approximately 10 years dependent on the pace of residential construction

OPTION 2: Attendance Area Changes – Areas C, D, G, F

Option 2 is an attendance area adjustment which relocates 116 existing students to Delaware Central PS from Areas C, F and G from Parkview PS and Area D from Caradoc PS. This option allows for the residential development in Kilworth-Komoka to attend Parkview PS and fills empty pupil places in Delaware Central PS with existing students. Portables would be required at Parkview PS, Delaware Central PS and Caradoc PS. Parkview PS would experience accommodation pressure issues.

Figure 20 - OPTION 2 Attendance Area Changes Map



OPTION 2: Enrolment and Capacity

Figure 21

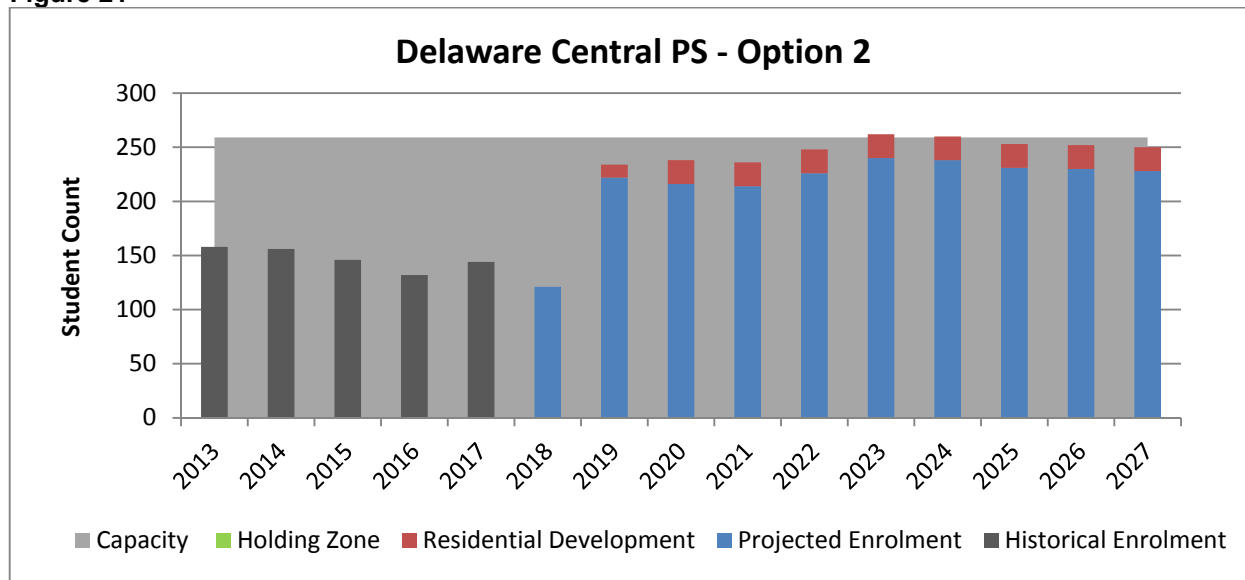


Figure 22

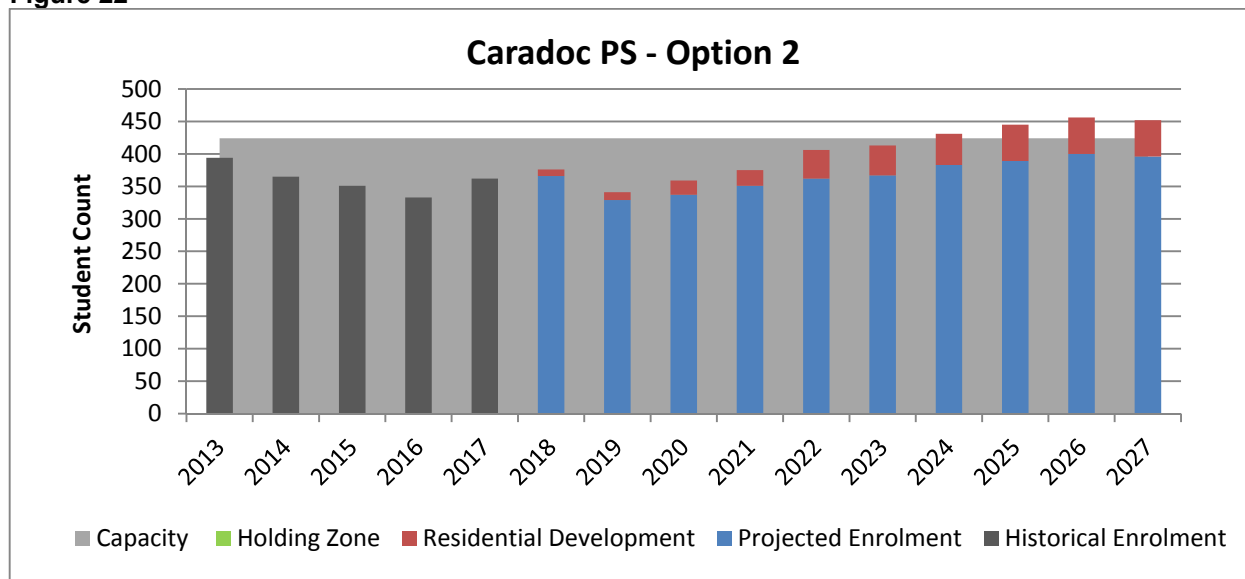
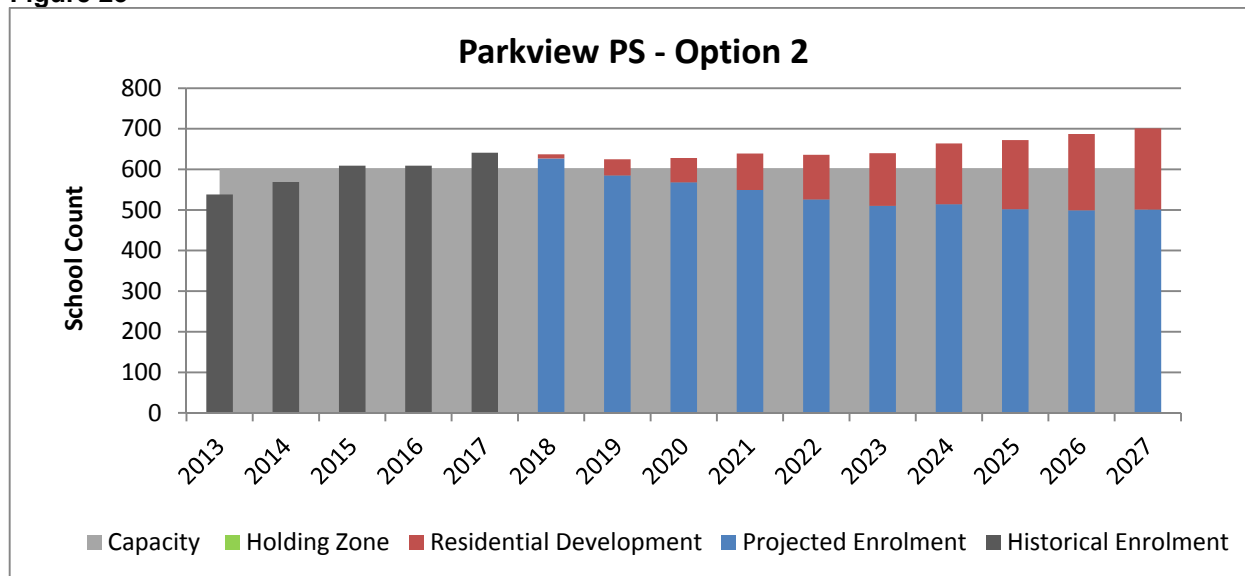


Figure 23



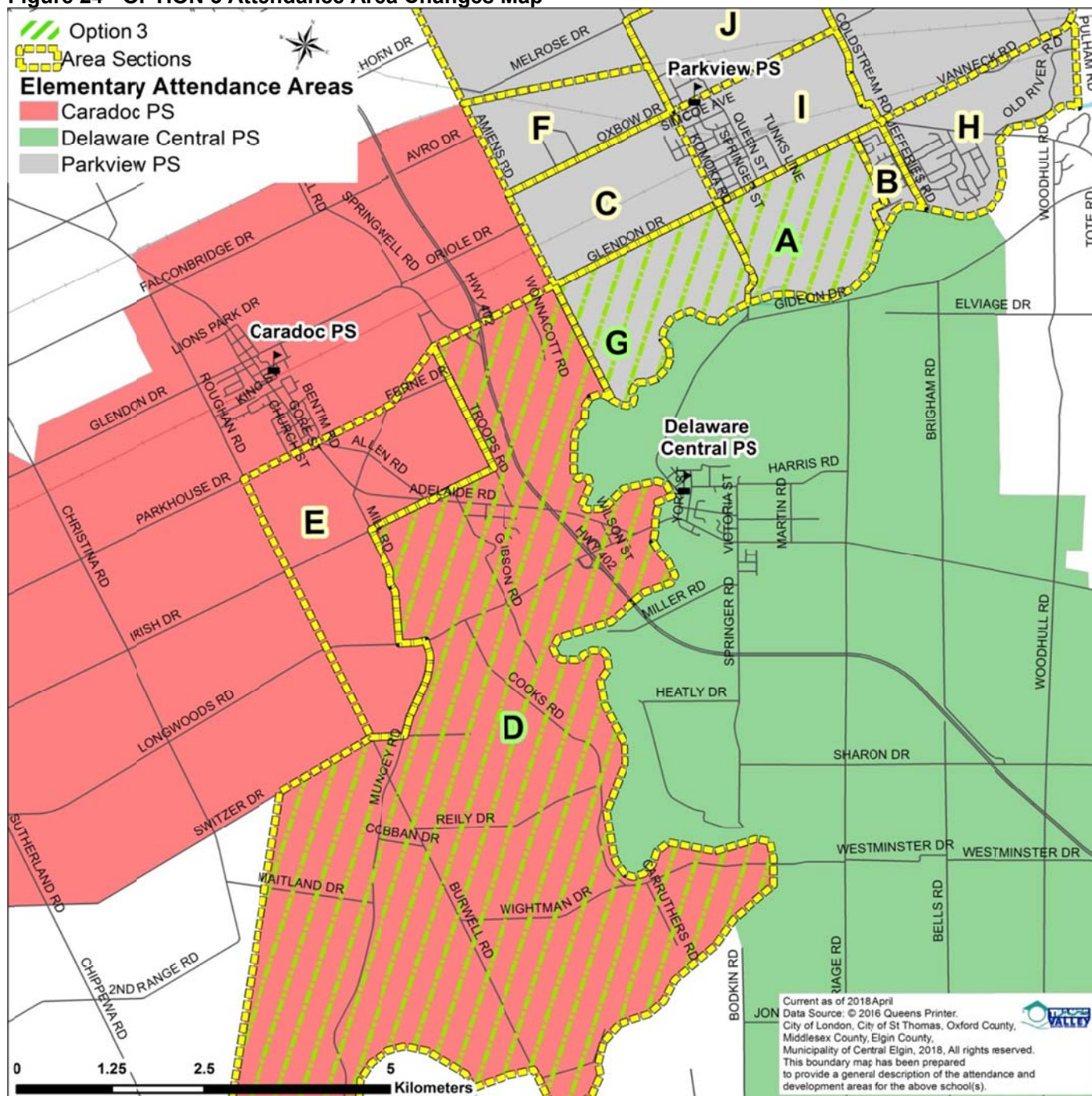
OPTION 2: SUMMARY

- Displacement of existing students
- Portable Classrooms would be required at each school
- Students would be relocated a second time, if a PAR were conducted in the future
- Official plans indicate further residential designated lands in the growth community of Komoka-Kilworth and Mt. Brydges which would put further pressure at Parkview PS and Caradoc PS.

Option 3: Attendance Area Changes Area A, D, G

Option 3 is an attendance area adjustment which relocates 52 existing students to Delaware Central PS from Areas A and G from Parkview PS and Area D from Caradoc PS. This relocation harmonizes enrolment and capacity at Parkview PS and Caradoc PS and involves permanently designating the residential growth to Delaware Central PS. Option 3 would create an over capacity situation at Delaware Central PS within 3 years.

Figure 24 - OPTION 3 Attendance Area Changes Map



OPTION 3: Enrolment and Capacity

Figure 25

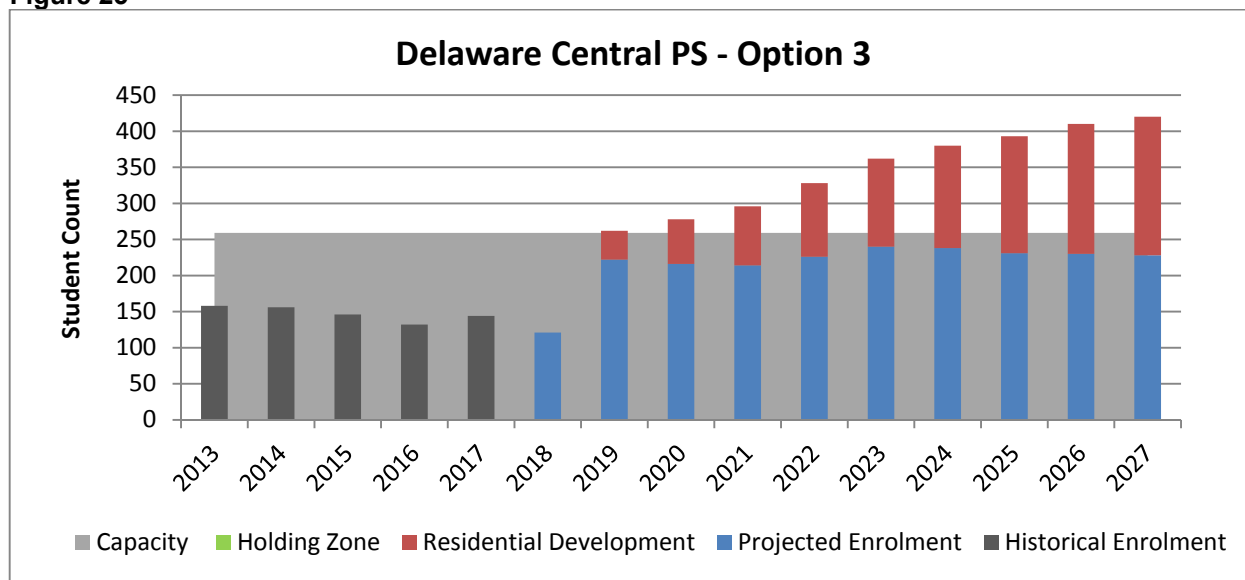


Figure 26

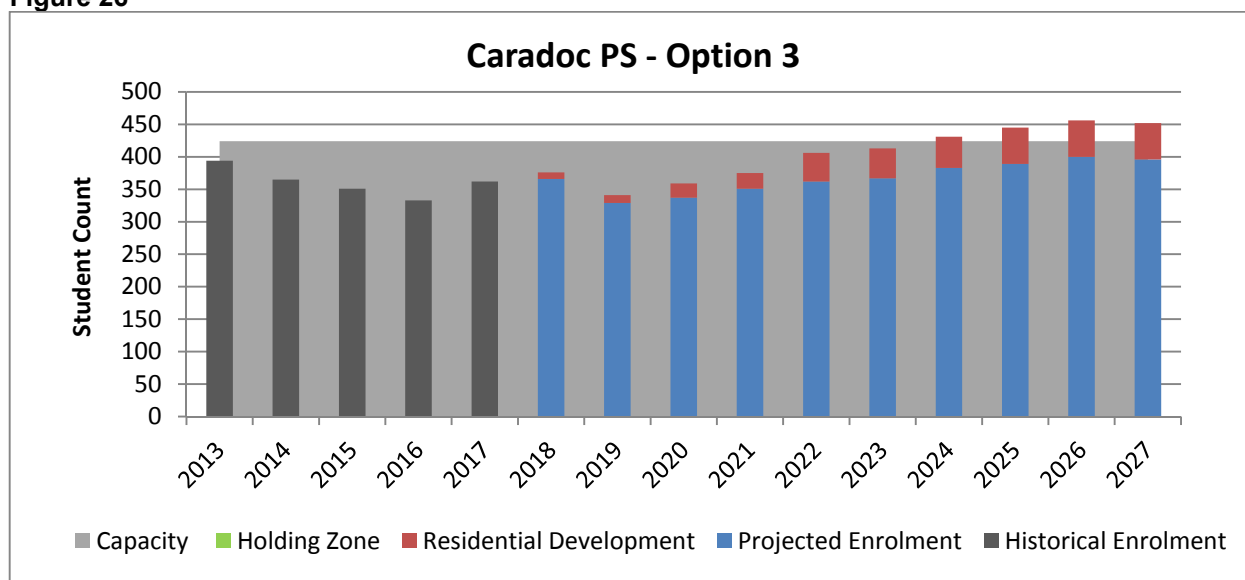
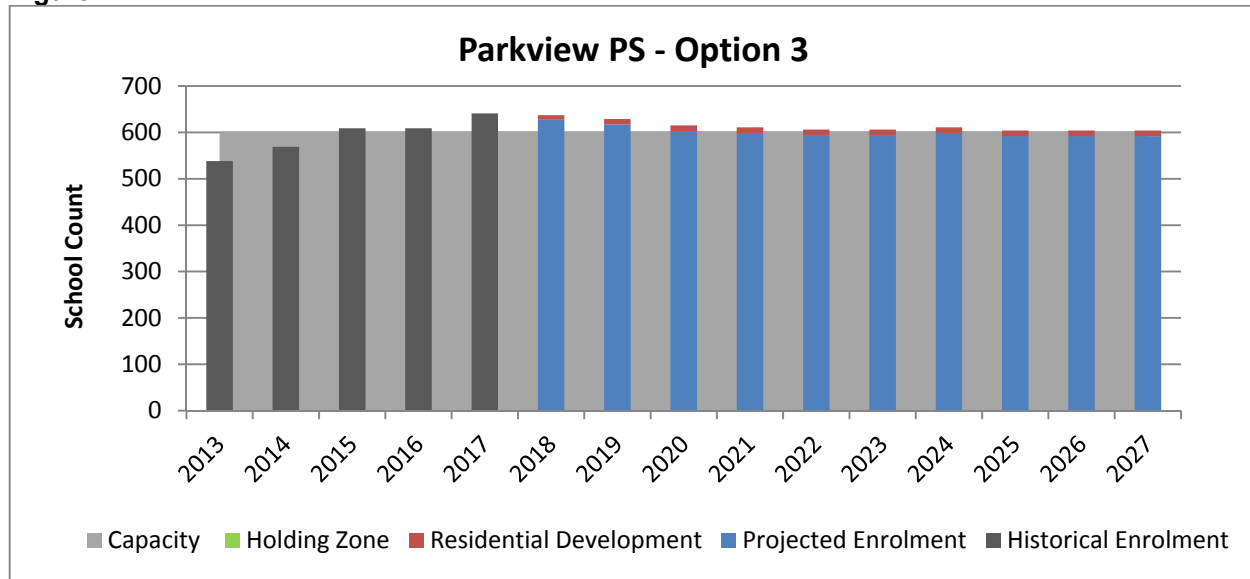


Figure 27



OPTION 3: SUMMARY

- Displacement of existing students
- Portable Classrooms would be required at each school
- Student enrolment would exceed Delaware Central's capacity (permanent and non-permanent)
- Future Attendance Area Review would be required
- Official plans indicate further residential designated lands in the growth community of Komoka-Kilworth and Mt. Brydges which would put further pressure at Parkview PS and Caradoc PS.

SENIOR ADMINISTRATION PREFERRED OPTION – RATIONALE

Three Options have been examined in this report as possible solutions to accommodate residential growth within this study area. Senior Administration considers Option 1A as the most viable solution for resolving the current enrolment challenges and long term facility planning. Senior Administration continues to recommends the temporary accommodation of the Kilworth development at Delaware Central PS. The Holding Zone will allow the Board to continue with long term accommodation planning, outlined below.

Due to the interconnectedness of the surrounding schools geography, it is prudent to review schools within western Middlesex holistically, in order to create a comprehensive and sustainable long term plan for all schools involved.

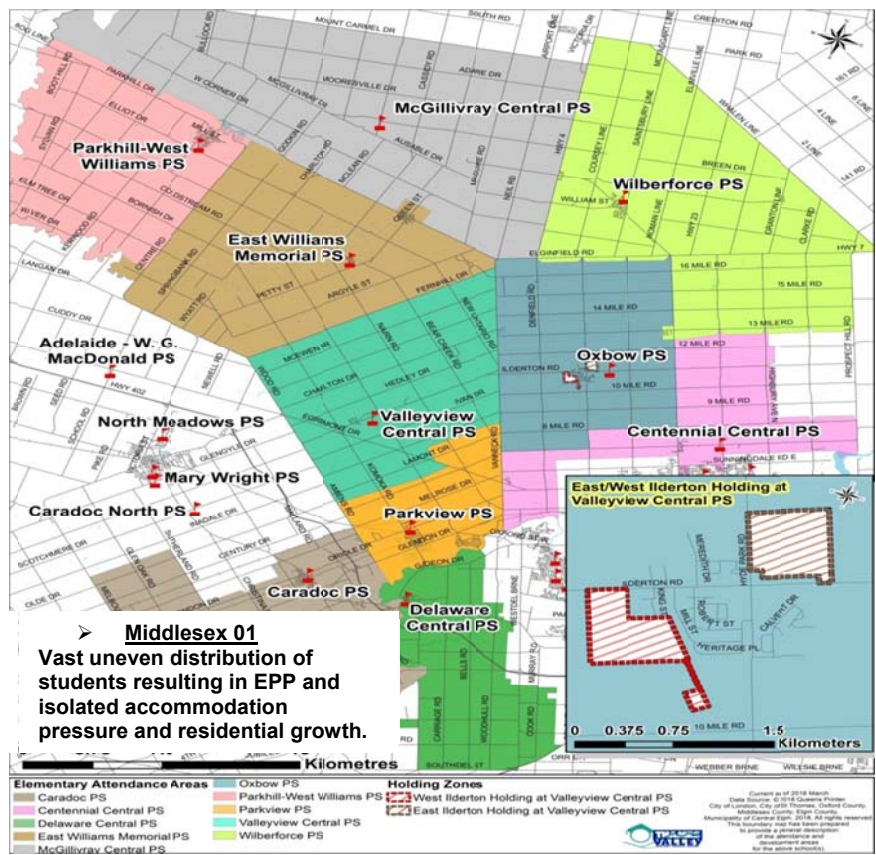
Long Term Accommodation Plan Middlesex County

Planning Services monitors areas of the TVDSB which are currently or projected to have accommodation issues continuously. These accommodation issues range from overcapacity pressures due to immigration and residential development to low utilization caused by shifting demographics and aging neighborhoods. Priorities are determined by the Board through the review of enrolment pressure due to immigration, migration, residential development and aging communities.

As part of the ongoing analysis of all schools within the TVDSB, by the Planning Services, the *2018 Draft Elementary Accommodation Study* (2018 April 10) was created to outline study areas of the Board that require monitoring and further action. Within this document is the Middlesex 01 study area Appendix D.

Middlesex 01 covers a vast geography of the TVDSB which is experiencing both low enrolment pressure and overcapacity issues. Figure 28 outlines the attendance areas of the schools in the Middlesex 01 study area.

Figure 28 - 2018 Draft Elementary Accommodation Study: Middlesex 01 – Area Map



The uneven distribution of students within Middlesex 01 requires the need for a range of long term planning strategies to properly accommodate students. This long term plan may include the interim use of Holding Zones, the subsequent need for a Pupil Accommodation Review, potentially closing some schools with low enrolment, and the construction of new schools in the growth communities of Ilderton and Kilworth. Figure 29 outlines the enrolment and preliminary timelines of when the Pupil Accommodation Review could occur, Ministry submission, construction and implementation.

Figure 29 - 2018 Draft Elementary Accommodation Study: Middlesex 01 - All Schools

<i>Status Quo</i>	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
<i>Enrolment</i>	3158	3094	3146	3271	3194	3272	3388	3442	3502	3556	3624	3672	3712	3762	3801
<i>OTG</i>	3532	3532	3532	3532	3532	3532	3532	3532	3532	3532	3532	3532	3532	3532	3532
<i>EPP</i>	374	438	386	261	338	260	144	90	30	-24	-92	-140	-180	-230	-269
<i>School Utilization</i>	89%	88%	89%	93%	90%	93%	96%	97%	99%	101%	103%	104%	105%	107%	108%
<i>School Closure Scenario</i>	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
<i>OTG (School Closure)</i>	3532	3532	3532	3532	3532	3532	3532	3532	3532	3532	3532	3532	3532	3532	2628
<i>EPP (School Closure)</i>	374	438	386	261	338	260	144	90	30	-24	-92	-140	-180	-230	-1173

Pupil Accommodation Review

Capital Funding Requests

Construction Timeline

Full Implementation

School boards are primarily funded on a per-student basis through Ministry of Education grants. Boards, and therefore schools, lose funding as enrolment declines or if Boards continue to retain low enrolment schools. As this funding decreases, the costs of maintaining empty pupil places increases. The TVDSB must respond to the reality of the current funding model if we are to continue to operate schools in a sustainable manner. Small schools are more expensive to operate than larger schools. However regardless of school size, the Board's continuing priority is to offer the best educational experiences to all students. The focus for the TVDSB must be on what is in the best interests of all students, their learning needs and aspirations, and their future in a world that is changing.

TIMELINES AND IMPLEMENTATION

In the options presented there are two different scenarios that would create alternate timelines of implementation.

Holding Zone Timelines and Implementation

As proposed in the *Holding Zones and Holding Schools Summary Report* (2018 April 10), prior to a Board debate and decision, community input could be solicited. Administration is proposing reaching out to the School Council and/or Home and School Association for Delaware Central PS and for Parkview PS to request their respective input on any proposed Holding Zone(s). Once feedback has been received, a report would be created to share this feedback with the Board before the end of this school year.

Figure 30 - Holding Zone Community Input and Implementation Timeline

DATE	ITEM
2018 APR 24	Initial Attendance Area Review Report presented to the Board
2018 MAY	School Community Input through the School Council and/or Home and School Association
2018 JUN 13-14	<i>Community Planning and Facility Collaboration Annual Meeting</i>
2018 JUN 26	Decision of Board on Holding Zone Recommendation
2018 JUN 27	Implementation - Notification to School Community and Municipality

Attendance Area Review Timeline and Implementation

Section 9.4.3 of the TVDSB Attendance Area Review Procedure (4015c) states that:

The Trustees will endeavor, so long as circumstances permit, not to make their final decision regarding an Attendance Area review during TVDSB's summer holiday period (typically from July 1 to the day after Labour Day). In no circumstances will the Trustees make a final decision regarding an Attendance Area review between September 1, and October 31, in a year in which a regular election under the Municipal Elections Act (Ontario) is to occur.

Given the AAR procedure timeline requirements and section 9.4.3, and that the next municipal election will be held Monday, October 22, 2018, potential AAR timelines need to be considered.

Figure 31 - Potential AAR Timeline

AAR START	AAR FINISH	DETAILS
2018 April	2018 September	Would need to extending through the summer holiday period
2018 April	2018 November	Not viable. September 1 to October 31 Municipal Election blackout
2019 January	2019 June	Viable. System reorganization required, implementation 2020 July 01
2019 September	2020 February	Viable. System reorganization required, implementation 2020 July 01

Appendix E fully outlines the potential AAR timelines for consideration, all beginning after the municipal election.

Figure 32 - Attendance Area Review Implementation Timeline

DATE	ITEM
2018 NOV 27	Initial Attendance Area Review Report presented to the Board
2018 NOV - APR	AAR Committee process as per TVDSB Attendance Area Review Procedure (4015C)
2019 MAY 28	Decision of Board on Final Attendance Area Review Report
2019 MAY 29	Notification to School Community
2020 JULY 01	Implementation – Student reorganization

SCHOOL COMMUNITY FEEDBACK

Part of an Attendance Area Review is to hear from members of the school and wider communities through a process of public consultation and community input. Senior Administration will carefully consider any attendance area options brought forth by the School AAR Committees. Based on feedback gathered from the public consultation process of the AAR, Senior Administration will make final recommendations to the Board. Ultimately, the decision on the attendance areas will be made by the Board.

CONCLUSION







Following the analysis of the options presented for the Western Middlesex Attendance Area Review, Senior Administration recommends Option 1A as the most viable, as a temporary solution, until a permanent solution can be implemented.

Senior Administration's preferred option, as outlined in this report, will ensure that the TVDSB meets the needs of our students today and into the future by providing a solution that achieves sustained harmonization student enrolment with the available capacity in area schools.

SCHEDULE 'F' **Land Use & Transportation Plan**

Mount Brydges

LAND USE

-  **COMMERCIAL**
-  **INDUSTRIAL**
-  **RESIDENTIAL**
-  **COMMUNITY FACILITY**
-  **OPEN SPACE**
-  development permitted only on the basis of full municipal services (i.e. water supply and sanitary sewage disposal)

ARTERIAL ROAD

DRAIN/WATERCOURSE

WATER SUPPLY SYSTEM

MAIN PUMPING STATION ★

TRUNK WATER MAIN —.....—

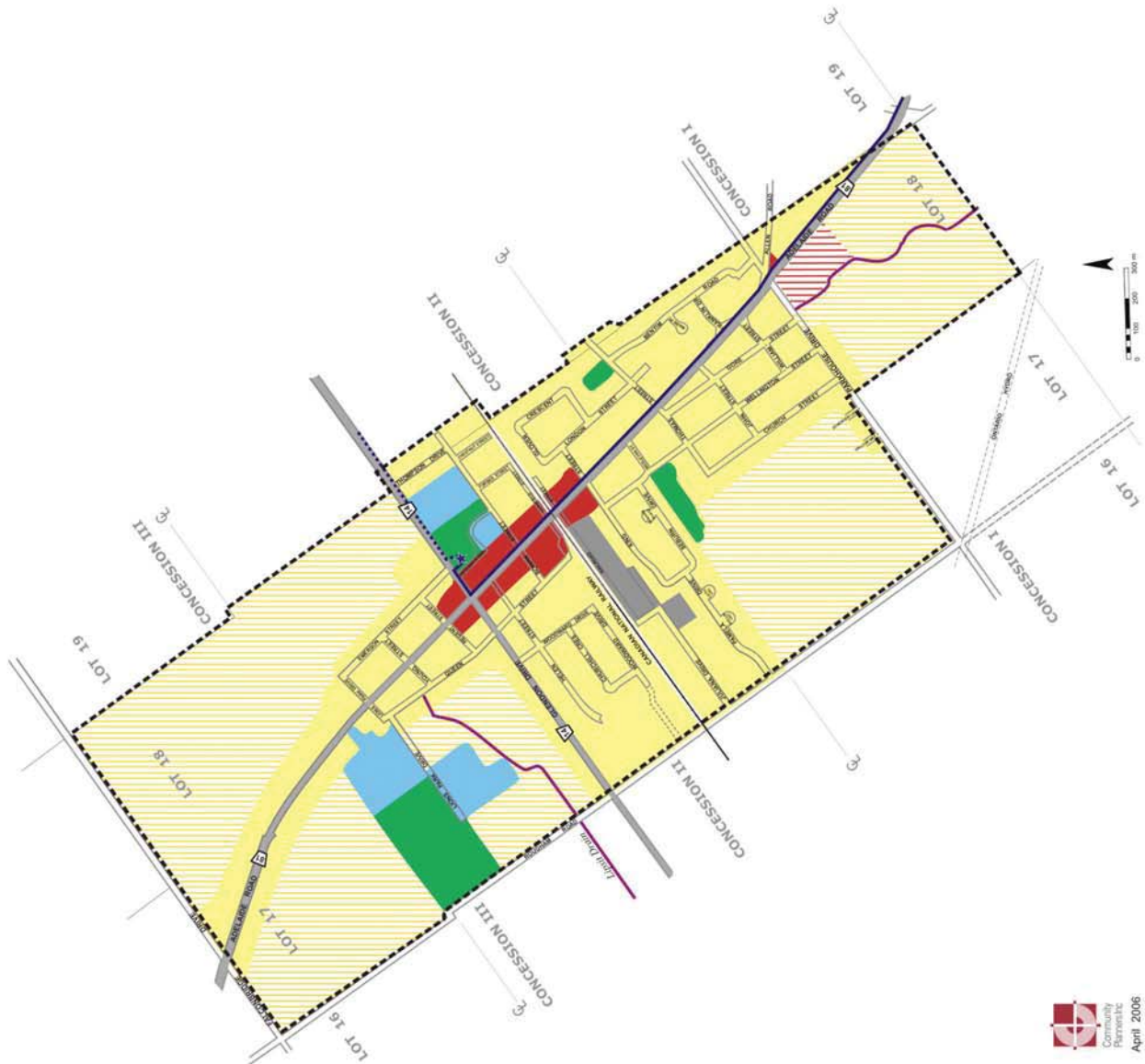
LOW PRESSURE —.....—

HIGH PRESSURE —.....—

SETTLEMENT AREA BOUNDARY [dashed line]

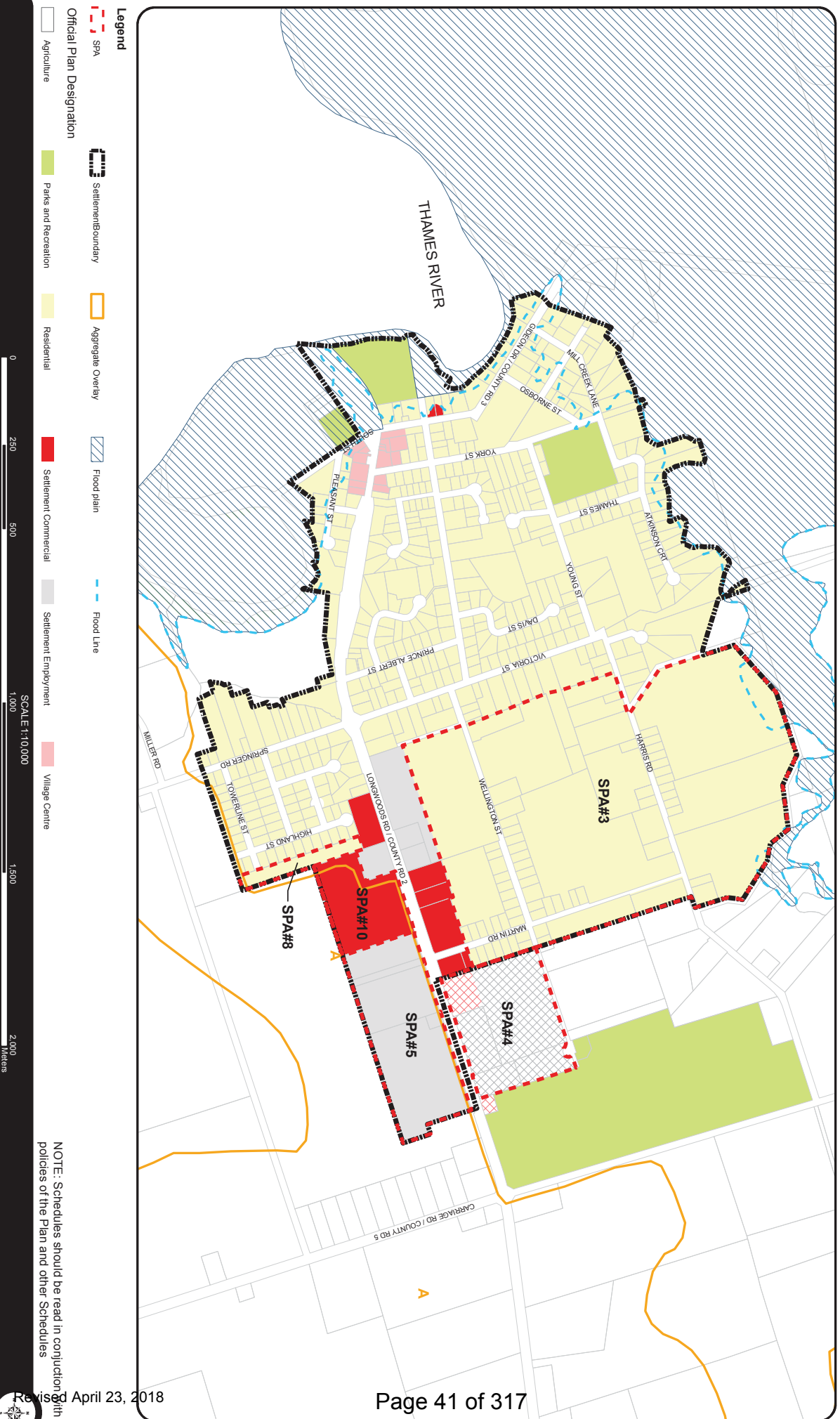
COUNTY ROAD [14]

Township of Strathroy-Caradoc



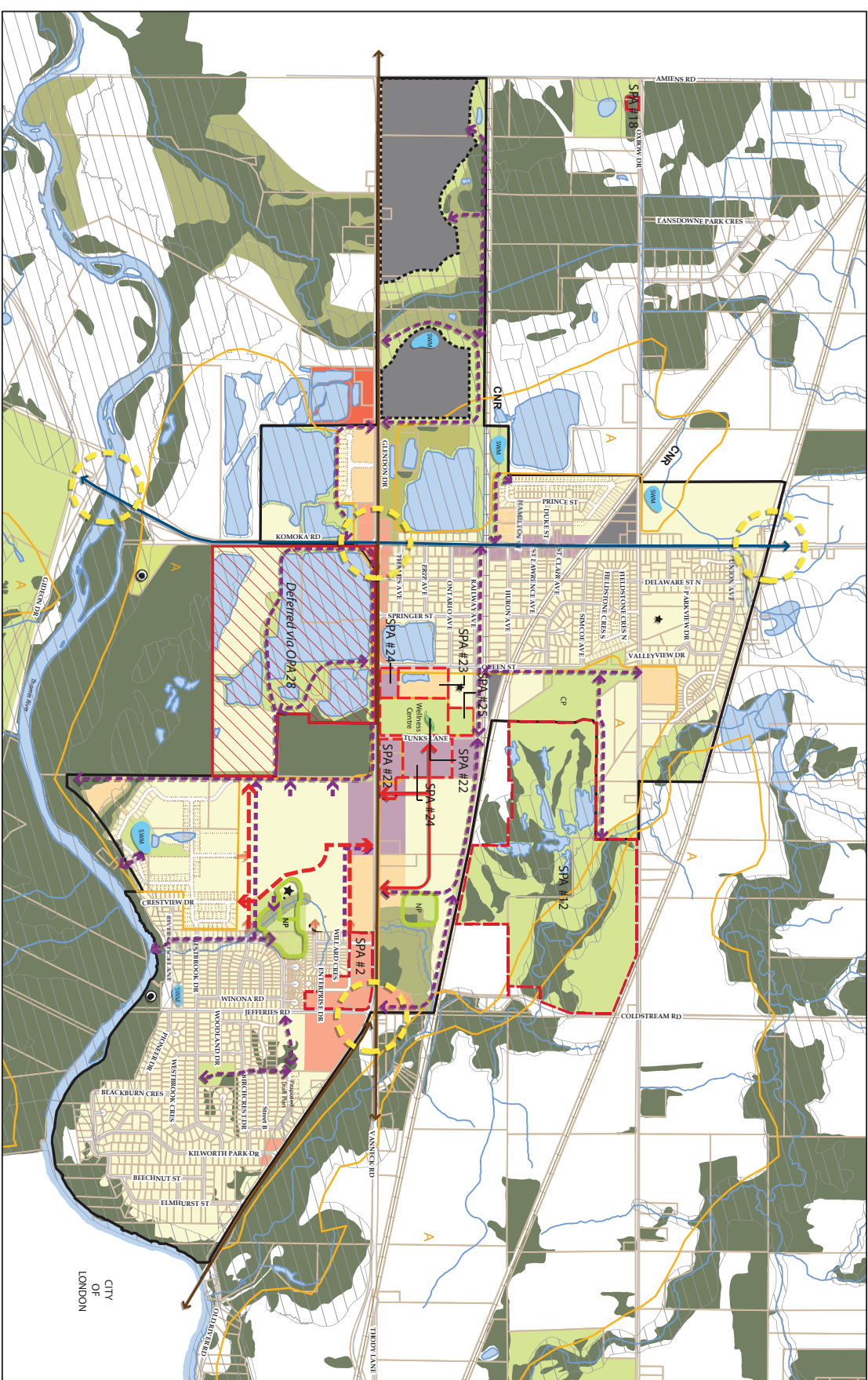
SCHEDULE A-4: DELAWARE COMMUNITY SETTLEMENT AREA

MUNICIPALITY OF MIDDLESEX CENTRE OFFICIAL PLAN



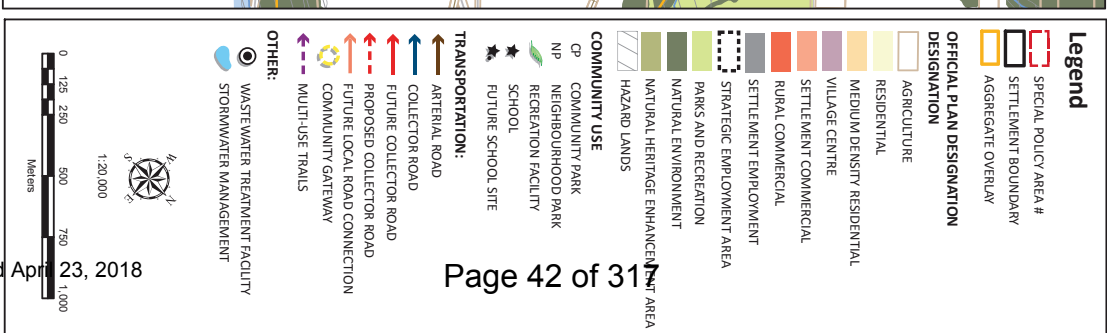
NOTE: Schedules should be read in conjunction with policies of the Plan and other Schedules

SCHEDULE A-2: KOMOKA-KILWORTH URBAN SETTLEMENT AREA & SECONDARY PLAN



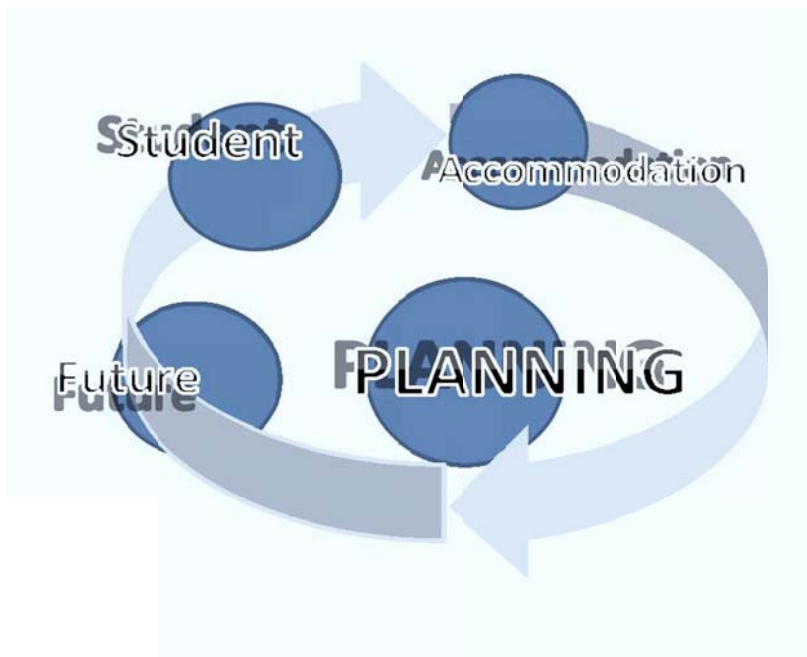
MUNICIPALITY OF MIDDLESEX CENTRE
OFFICIAL PLAN

NOTE: Schedules should be read in conjunction with applicable policies of the Plan and other Schedules

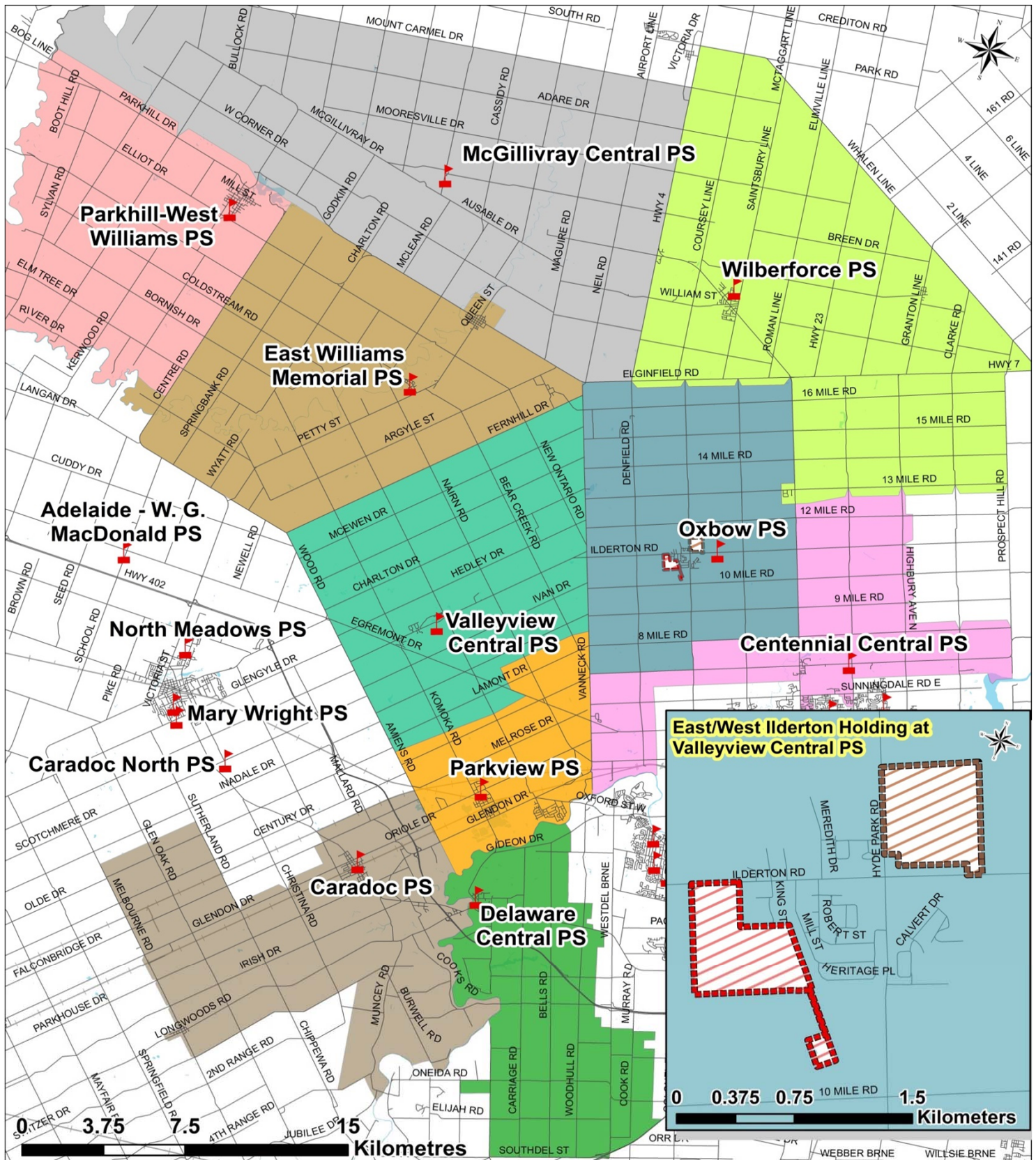


DRAFT ELEMENTARY STUDY AREAS

Future Planning Initiatives



Middlesex 01



Middlesex 01

Attendance Area	Grade Structure	Historical Enrolment			Current 2017 - 2018					Projected Enrolment		
		2008 - 2009	2012 - 2013	2016 - 2017	2017 - 2018	OTG	Percent Capacity	Spaces (+/-)	Portable / Portapaks	2018 - 2019	2022 - 2023	2026 - 2027
Schools within Study Area												
Caradoc PS	JK-8	328	396	329	355	424	84%	69	0	376	452	498
Centennial Central PS	JK-8	339	392	414	237	323	73%	86	1	264	363	459
Delaware Central PS	JK-8	175	167	132	144	259	56%	115	0	121	111	105
East Williams Memorial PS	JK-8	252	230	212	202	317	64%	115	0	197	189	192
McGillivray Central PS	JK-8	115	103	119	117	164	71%	47	0	123	115	103
Oxbow PS	JK-8	433	503	558	560	501	112%	-59	4	554	524	505
Parkview PS	JK-8	446	516	609	641	602	106%	-39	2	647	727	793
Parkhill-West Williams PS	JK-8	225	232	220	214	236	91%	22	0	220	201	201
Valleyview Central PS	JK-8	178	134	160	178	245	73%	67	0	189	283	309
Wilberforce PS	JK-8	0	467	527	554	461	120%	-93	5	589	591	598
Total Study Area Enrolment												
Total	-	2163	2744	2951	2847	3108	92%	261	12	2904	3104	3264
Current Board Approved Holding Zone												
Valleyview Central PS	JK-8	178	134	151	169	245	69%	76	0	179	242	238
East and West Ilderton Holding at Valleyview PS	JK-8	-	0	<9	<9	-	-	-	-	10	41	71
Centennial Central PS	JK-8	339	193	405	228	323	71%	95	1	264	363	459
Fox Hollow Holding at Centennial Central PS	JK-8	132	199									
Total Study Area Enrolment Including Holding Zone												
Total	-	-	2744	2951	2847	3108	92%	261	12	2914	3145	3335

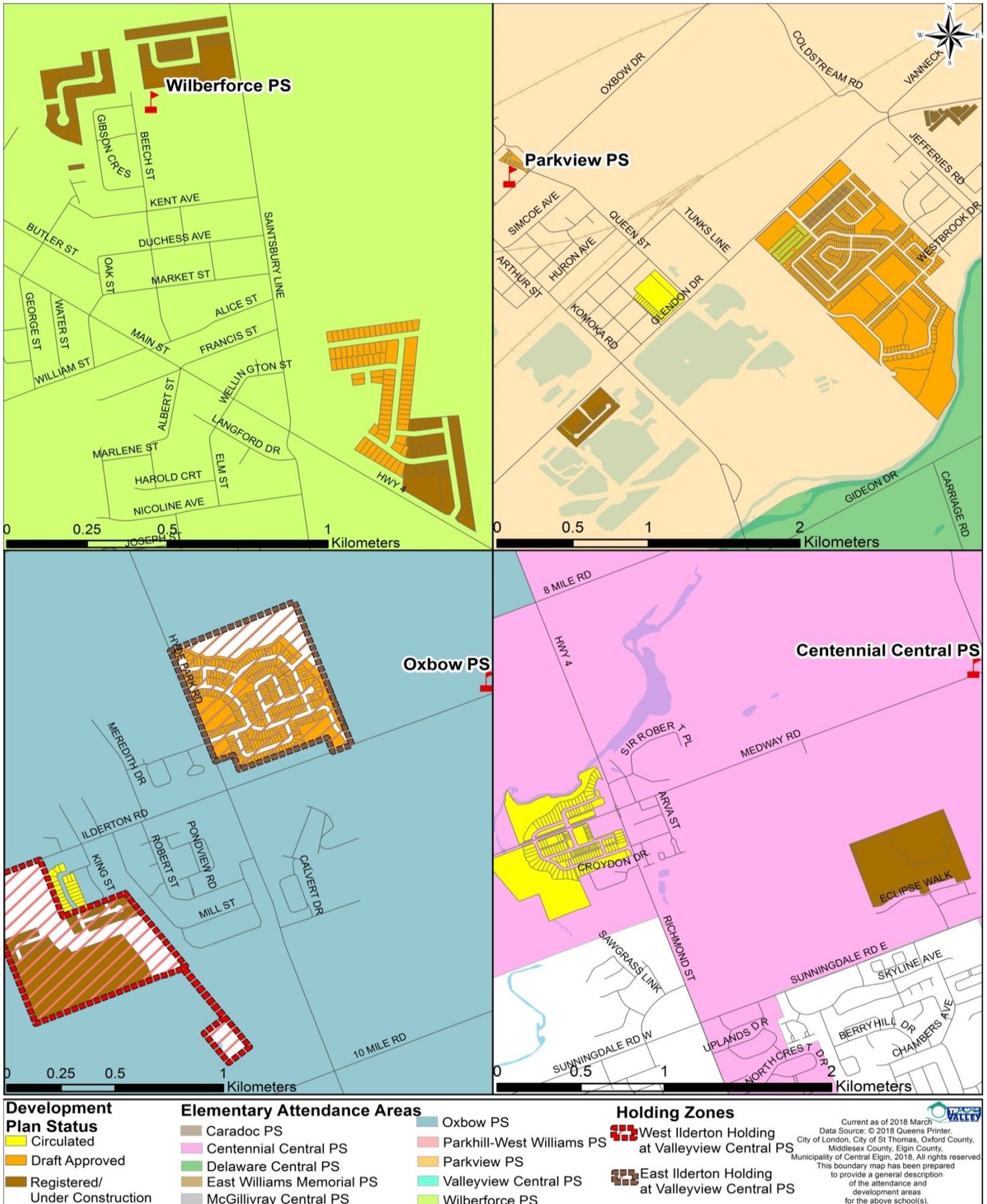
Observations:

- ❖ Total enrolment for this study area is 2,847
- ❖ 5 schools are operating with 200 students or less
- ❖ Total existing capacity is 3,108
- ❖ School utilization in this study area varies from 71% to 120%
- ❖ Within this study area there are 521 EPP or 62.4% of 2017-18 Middlesex County Elementary EPP
- ❖ Schools in this study area have been identified by the Ministry as eligible for Rural and Northern Education Funding (RNEF)
- ❖ Rural enrolment for Middlesex County is projected to continue to decline with small pockets of growth (located in the Komoka/Kilworth and Ilderton communities within this study area)
- ❖ There are roughly 1,140 circulated unbuilt residential units in this study area (yielding an additional 200 TVDSB students over the next 10 years).

Potential Next Steps:

Future accommodation pressure could be eased through the continued use of Holding Schools. Efficiencies and long term sustainability could be achieved for this area by school closures and consolidation of student populations. Permanent accommodation of Holding Zones would require additional pupil accommodation..

Middlesex 01



Middlesex 01

Growth Observations:

EASTERN MIDDLESEX

- ❖ **Schools** - Caradoc PS (Eastern rural portion)/ Delaware Central PS / Parkview PS / Centennial Central PS (Northeast rural portion)/ Parkview PS and Valleyview PS (Southern rural portion)
- ❖ **Residential Development** - There are roughly 1,200 circulated unbuilt residential units in Kilworth currently designated to Parkview PS (yielding an additional 210 TVDSB students over the next 10 years)
- ❖ There are roughly 320 circulated unbuilt units in Mount Brydges currently attending Caradoc PS (yielding an additional 52 TVDSB students over the next 10 years)
- ❖ **Interim Solution** - Delaware Central PS becomes a Holding School for Kilworth residential development

CENTRAL MIDDLESEX

- ❖ **Schools** - Valleyview PS (Northern portion) / Ilderton PS / Wilberforce PS (Southern rural portion) /Centennial Central PS (Northern rural portions)
- ❖ **Residential Development** - There are roughly 540 circulated unbuilt residential units in Ilderton (yielding an additional 145 TVDSB students over the next 10 years).
There are roughly 1,250 circulated unbuilt residential units in Uplands subdivision and 170 units in the town of Arva currently designated to Centennial Central PS (yielding an additional 260 TVDSB students over the next 10 years)
- ❖ **Interim Solution** - Valleyview PS remains a Holding School for Ilderton residential Development

NORTHERN MIDDLESEX

- ❖ **Schools** - East Williams Memorial PS, McGillivray Central PS, Parkhill-West Williams PS, Wilberforce PS (Lucan and Northern portion) and Centennial Central PS (Northern portions)
- ❖ **Residential Development** - There are roughly 380 circulated unbuilt residential units in Lucan (yielding an additional 65 TVDSB students over the next 10 years)
- ❖ **Interim Solution** - Status Quo

Potential Next Steps:

Efficiencies and long term sustainability could be achieved for this area by school closures and consolidation of student populations, the permanent accommodation of Holding Zone students, attendance area adjustments and the construction of additional pupil accommodation.

COMPLETED DATES / Meetings of the Trustees / Internal Tasks / External Deadlines / CPCC/Admin Council / Public/School Meetings /

2018-19 Attendance Area Review - Proposed Timeline

2018-19 Proposed (NOV18-MAR19)	2018-19 Proposed (NOV18-APR19)	2018-19 Proposed (NOV18-MAY19)	Item	Timeline	Proc.
2018 APR 10	2018 APR 10	2018 APR 10	Initial Attendance Area Review Report presented to CPCC		
2018 APR 12	2018 APR 12	2018 APR 12	Initial Attendance Area Review added to Admin Council Agenda	Deadline: Thursday prior to the meeting at 9:00am	
2018 APR 16	2018 APR 16	2018 APR 16	Initial Attendance Area Review presented to Admin Council		
2018 APR 19	2018 APR 19	2018 APR 19	Initial Attendance Area Review added to Board Package	Deadline: Thursday prior to the meeting at 9:00am	
2018 APR 23	2018 APR 23	2018 APR 23	Initial Attendance Area Review posted on TVDSB Webpage	The Report is posted on the website prior to the date the report is to be presented to the Trustees. Should the Report be approved, it will remain posted until the Final Attendance Area Review Report is posted on the TVDSB website	4.2
2018 APR 24	2018 APR 24	2018 APR 24	Initial Attendance Area Review Report Presented to the Board.	AAR decision deferred until 2018 NOV 27. (Option of Holding Zone would nullify this timeline)	4.0
2018 JUN 13 2018 JUN 14	2018 JUN 13 2018 JUN 14	2018 JUN 13 2018 JUN 14	Input received from Community Organizations	Information received in connection with the most recently occurring Community Planning and Facility Collaboration Opportunities Annual Meeting	4.1.6
2018 NOV 27	2018 NOV 27	2018 NOV 27	Initial Attendance Area Review Report Presented to the Board		4.0
2018 NOV 28	2018 NOV 28	2018 NOV 28	Meeting with Principals of respective AAR Schools	(this is not in the procedure but was completed in EPAR to communicate with Principals and provide them with information on the process	
2018 NOV 29	2018 NOV 29	2018 NOV 29	Deadline for Principal to inform of recruitment objectives and post notice of membership on school website	Within 2 days of the Trustees' decision to undertake an AAR	5.4
2018 DEC 07	2018 DEC 11	2018 DEC 12	Attendance Area Review Committee (AARC) is formed. Deadline for Principals to confirm membership for the AARC	Within 10 days of the Trustees' decision to undertake an AAR	5.5
2018 DEC 21	2018 DEC 17	2019 JAN 02	Invitation sent to AARC regarding AARC Meeting	At least 10 days prior to the date of the Meeting	6.2
2018 DEC 21	2018 DEC 17	2019 JAN 02	AARC Meeting notice posted on website	At least 10 days prior to the date of the Meeting	6.2
2019 JAN 07	2019 JAN 07	2019 JAN 16	AARC Meeting	To be held Monday, Tuesday, Wednesday, or Thursday, between 5:00pm and 10:00pm	6.3

COMPLETED DATES / Meetings of the Trustees / Internal Tasks / External Deadlines / CPCC/Admin Council / Public/School Meetings /

2018-19 Attendance Area Review - Proposed Timeline

2018-19 Proposed (NOV18-MAR19)	2018-19 Proposed (NOV18-APR19)	2018-19 Proposed (NOV18-MAY19)	Item	Timeline	Proc.
2019 JAN 08	2019 JAN 14	2019 JAN 21	School-Level Meeting notice is posted on School's website	At least 5 days prior to date of the Meeting	7.2.1
2019 JAN 11	2019 JAN 17	2019 JAN 23	School-Level Meeting Agenda is posted on the School website	At least 2 days prior to date of the Meeting	7.2.3
2019 JAN 11	2019 JAN 17	2019 JAN 23	Hard copy of School-Level Meeting Agenda is sent home with students	At least 2 days prior to the date of the Meeting	7.2.3
2019 JAN 14	2019 JAN 21	2019 JAN 28	School-Level Meeting	To be held Monday, Tuesday, Wednesday, or Thursday, between 5:00pm and 10:00pm	7.3
2019 FEB 01	2019 FEB 22	2019 MAR 15	Deadline for school-level meetings	Must be completed within 45 days of the AARC Meeting	7.7
2019 JAN 25	2019 FEB 15	2019 MAR 08	Deadline for request of additional information to TVDSB (planning@tvdsb.on.ca)	Must be received within 35 days of AARC Meeting	7.6
2019 FEB 01	2019 FEB 25	2019 MAR 15	Deadline for Report of School AARC Committee to be submitted to planning@tvdsb.on.ca	Within 55 days of AARC Meeting Option 1: 55 days = 2019 Mar 27	8.1
2019 FEB 12	2019 MAR 05	2019 APR 09	Final AAR Report presented to CPCC		
2019 FEB 14	2019 MAR 14	2019 APR 11	Final AAR Report added to Admin Council Package		
2019 FEB 19	2019 MAR 18	2019 APR 15	Final AAR Report presented to Admin Council		
2019 FEB 21	2019 MAR 21	2019 APR 25	Final AAR Report added to Board Agenda for "Final Report Presentation Meeting"	Such meeting will be an Agenda item at a meeting of the Trustees	9.2.1
2019 FEB 25	2019 MAR 25	2019 APR 29	Final AAR Report emailed to all members of the AARC and posted on TVDSB's website	Within 90 days after the AARC Meeting	9.1.1
2019 FEB 25	2019 MAR 25	2019 APR 29	Notice of Public Delegation Meeting	At least 10 days prior to the date of the meeting	9.3.2
2019 FEB 26	2019 MAR 26	2019 APR 30	Final AAR Report Board presented to Board at "Final Report Presentation Meeting"	Trustees may ask TVDSB Senior Administration questions of clarification regarding the Report but there will be no debate of vote on the Final AAR Report at this time	9.2.2
2019 MAR 13 2019 MAR 14	2019 APR 10 2019 APR 11	2019 MAY 15 2019 MAY 16	Public Delegation Meeting Public Delegation Meeting Overflow	Not less than 10 days after the Final AAR Report has been sent via email and posted on the TVDSB website	9.3.1
2019 MAR 21	2019 APR 25	2019 MAY 23	Final AAR Report added to Board Package		
2019 MAR 26	2019 APR 30	2019 MAY 28	Final AAR Report presented to the Board	Within 90 days after the AARC Meeting Option 1: 90 days = 2019 May 16	9.1.1



Date of Meeting, 2018 April 24

Item #:

REPORT TO:	<input type="checkbox"/> Administrative Council	<input type="checkbox"/> Program and School Services Advisory Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input checked="" type="checkbox"/> Board	<input type="checkbox"/> Policy Working Committee	
	<hr/>		
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA	
TITLE OF REPORT:	Western Middlesex Attendance Area Review (2018) Initial Report		
PRESENTED BY:	Susan Mark, Superintendent of Facility Services and Capital Planning Brooke Moore, Planning Coordinator Danielle Kettle, Planning Analyst		
PRESENTED FOR:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Advice		
Recommendation(s):	<p>THAT the Kilworth Holding Zone be created for subdivision plans 39T-MC-CDM1704, 39T-MC1301, 39T-MC0902 as outlined on Figure 16 of the Western Middlesex Attendance Area Review (2018) Initial Report, designated to Delaware Central PS as a Holding School.</p>		
Purpose:	<p>The following <i>Western Middlesex Attendance Area Review (2018) - Initial Report</i> is in response to the approved motion created by Trustees:</p> <p style="padding-left: 40px;">THAT Administration provide an Initial Attendance Area Review Report for the Komoka-Kilworth area, by 2018 April 24.</p> <p>This motion was created in response to a recommendation presented by Administration on 2017 November 28, in order to address the accommodation challenges from demographic shifting in the Komoka - Kilworth and Delaware areas of western Middlesex County. Administration proposed the creation of a Holding Zone and designation of a Holding School.</p> <p style="padding-left: 40px;">THAT the Kilworth Holding Zone be created for subdivision plans 39T-MC1301, 39T-MC0902 as outlined on Figure 5.1.1 of the 2017 Annual Planning Report, designated to Delaware Central PS as a Holding School, effective immediately.</p> <p>Following a discussion by Trustees surrounding the Holding Zones, the recommendation was deferred to 2018 April 24.</p>		
Content:	<p>This Initial Attendance Area Review (AAR) Report will highlight the current situation of enrolment, facility condition, analysis parameters, options for student accommodation, Administration's recommended option and rationale, and a new proposed community input process.</p> <p>In accordance with the TVDSB Attendance Area Review Procedure (4015c), this report will include timelines for the proposed Attendance Area Review, an appended planning report which contains several attendance area options including Senior Administration's preferred option, and timelines for implementation.</p> <p>COMMUNITY ENGAGEMENT</p> <p>During the most recent Annual Community Planning and Facility Collaboration Meeting with Middlesex County listed community organizations (including municipalities) held 2017 June 22, Administration</p>		

discussed the growth from development affecting the formerly named Middlesex 02 study area of Delaware Central PS and Parkview PS. A potential Attendance Area Review was not discussed. The next Annual Community Planning and Facility Collaboration Meeting for Middlesex County is tentatively proposed for 2018 June 13 or 14 at which point listed Community Organizations will be presented with the Western Middlesex Attendance Area Review (2018) Initial Report.

If the Holding Zone option is considered by the Board, Administration will solicit input from the School Council and and/or Home and School Associations for both Delaware Central PS and Parkview PS. A report outlining the feedback received would then be presented to the Board prior to the end of this school year.

Cost/Savings:

N/A

Timeline:

OPTION 1A: COMMUNITY INPUT AND IMPLEMENTATION TIMELINE

DATE	ITEM
2018 APR 24	Initial Attendance Area Review Report presented to the Board
2018 MAY	School Community Input through the School Council and/or Home and School Association
2018 JUN 13 or 14	Annual Community Planning and Facility Collaboration Meeting
2018 JUN 26	Decision of Board on Holding Zone Recommendation
2018 JUN 27	Implementation - Notification to School Community and Municipality

In accordance with the Attendance Area Review Procedure (4015c), the chart below outlines the proposed key dates for important events related to a potential Western Middlesex Attendance Area Review (2018)(report, presentation, meeting dates).

DATE	ITEM
2018 NOV 27	Initial Attendance Area Review Report presented to the Board
2018 NOV 28	Meeting with Principals of respective AAR Schools
2018 DEC 12	Attendance Area Review Committee (AARC) is formed
2019 JAN 16	AARC Meeting
2019 JAN 28	School-Level Meeting
2019 APR 30	Final Attendance Area Review Report presented to the Board
2019 MAY 15 &16	Public Delegation Meeting
2019 MAY 28	Decision of Board on Final Attendance Area Review Report

Communications:

As proposed in the *Holding Zones and Holding Schools Summary Report* (2018 April 10), prior to a Board debate and decision, community input could be solicited. Administration is proposing reaching out to the School Council and/or Home and School Association for Delaware Central PS and for Parkview PS to request their respective input on any proposed Holding Zone(s). Once feedback has been received, a report would be created to share this feedback with the Board before the end of this school year.

Appendices:

Western Middlesex Attendance Area Review (2018)

Form Revised: January 2016







Relation to Commitments:

- ☒ Putting students first.
- ☒ Actively engaging our students, staff, families and communities.
- ☒ Recognizing and encouraging leadership in all its forms.
- ☒ Being inclusive, fair, and equitable.
- ☐ Ensuring safe, positive learning and working environments.
- ☐ Inspiring new ideas and promoting innovation.
- ☒ Taking responsibility for the students and resources entrusted to our care.

SCHEDULE 'F' **Land Use & Transportation Plan**

Mount Brydges

LAND USE

-  **COMMERCIAL**
-  **INDUSTRIAL**
-  **RESIDENTIAL**
-  **COMMUNITY FACILITY**
-  **OPEN SPACE**
-  development permitted only on the basis of full municipal services (i.e. water supply and sanitary sewage disposal)

ARTERIAL ROAD

DRAIN/WATERCOURSE

WATER SUPPLY SYSTEM

MAIN PUMPING STATION ★

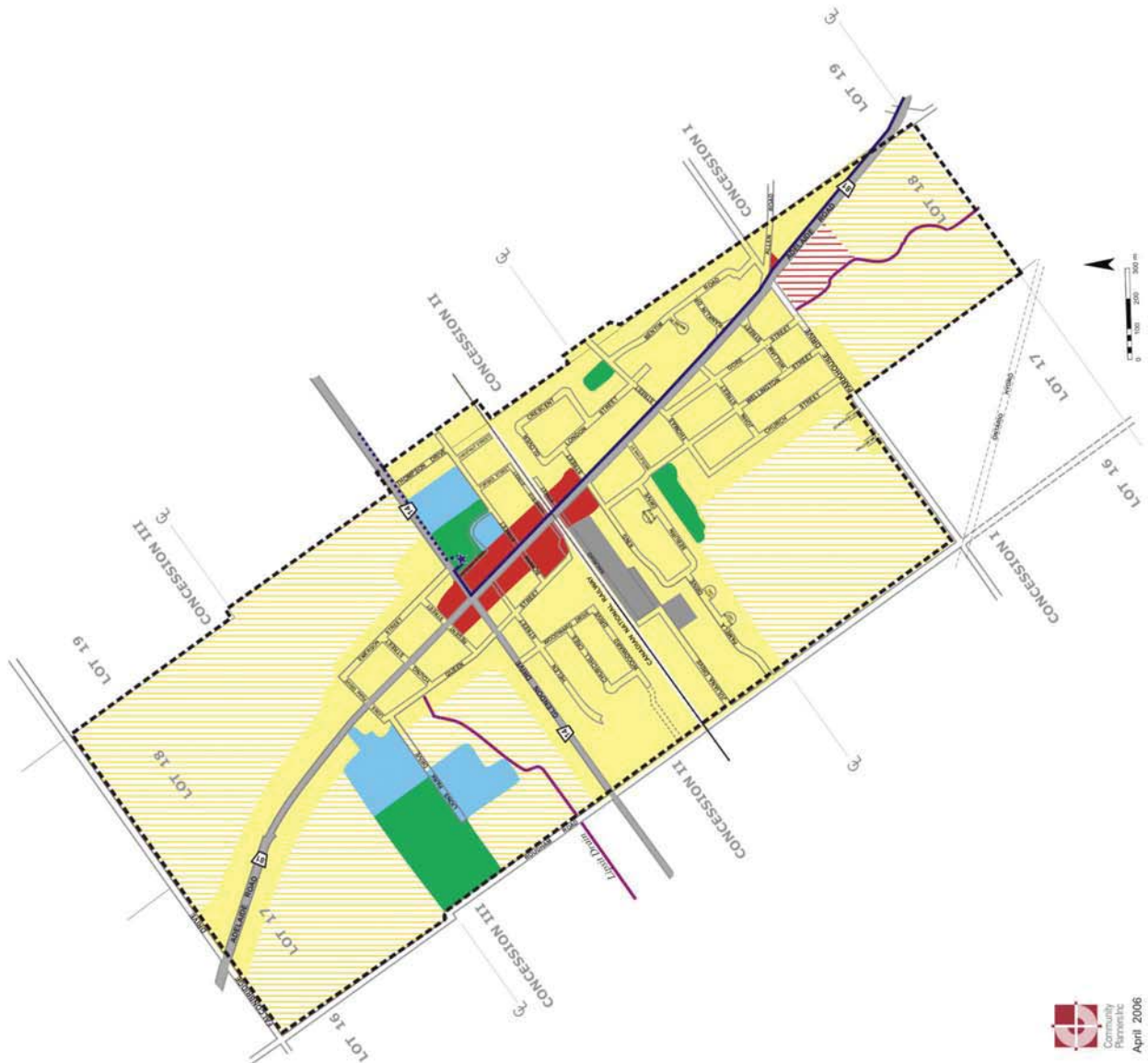
TRUNK WATER MAIN ———

LOW PRESSURE HIGH PRESSURE ———

SETTLEMENT AREA BOUNDARY [dashed line]

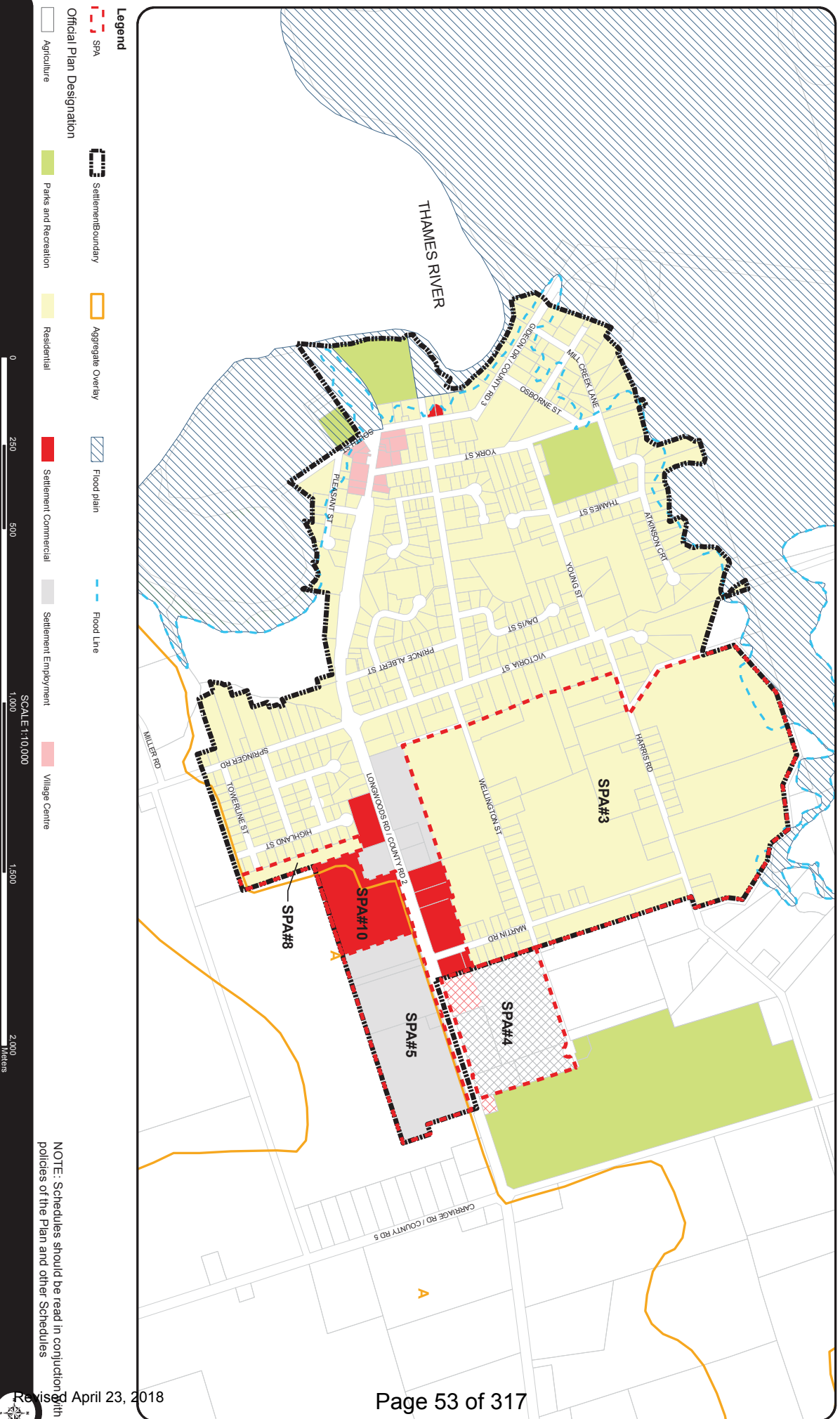
COUNTY ROAD [14]

Township of Strathroy-Caradoc

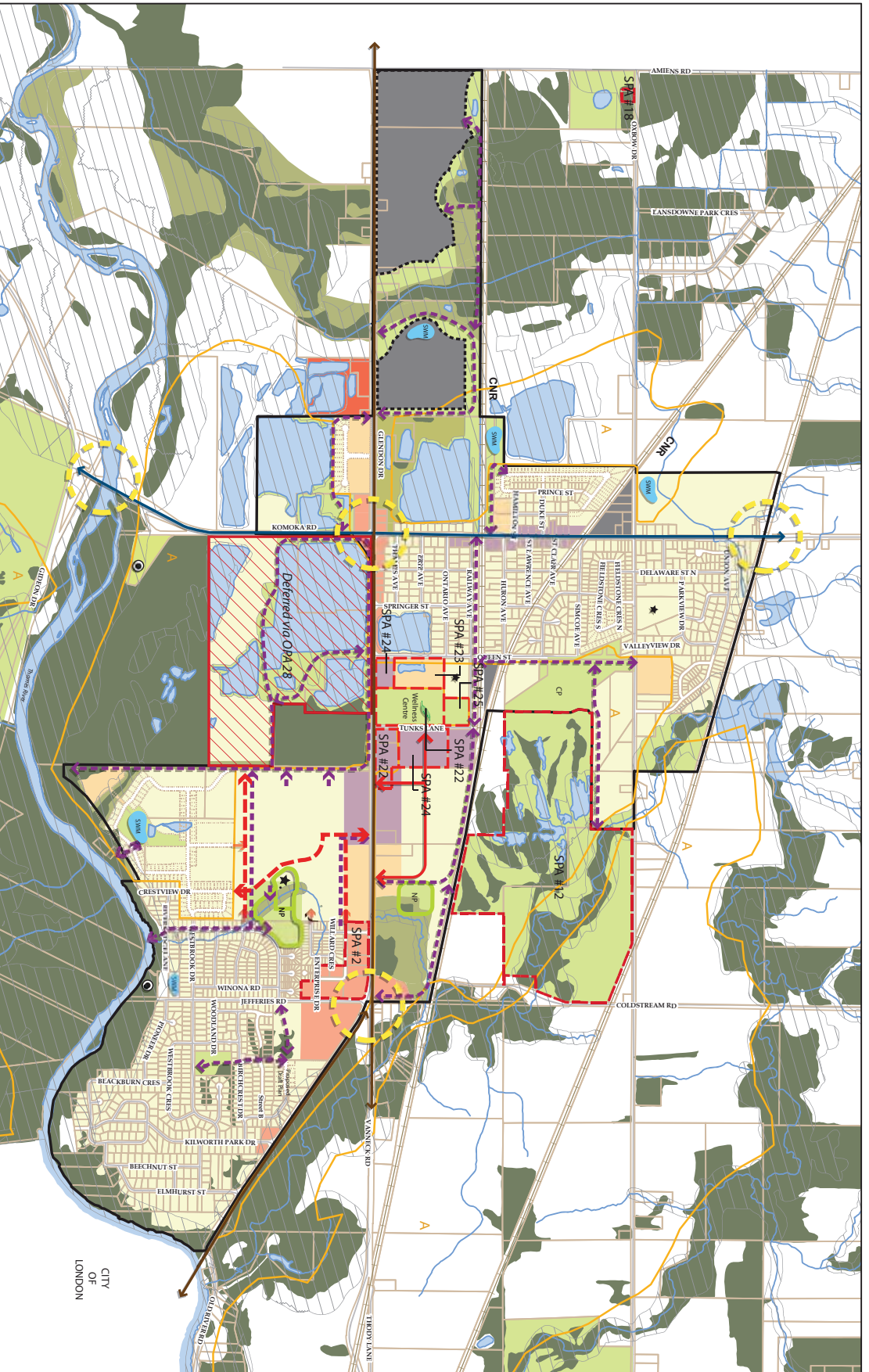


SCHEDULE A-4: DELAWARE COMMUNITY SETTLEMENT AREA

MUNICIPALITY OF MIDDLESEX CENTRE OFFICIAL PLAN



SCHEDULE A-2: KOMOKA-KILWORTH URBAN SETTLEMENT AREA & SECONDARY PLAN



MUNICIPALITY OF MIDDLESEX CENTRE
OFFICIAL PLAN

NOTE: Schedules should be read in conjunction with applicable policies of the Plan and other Schedules

Legend

- SPECIAL POLICY AREA #
- SETTLEMENT BOUNDARY
- AGGREGATE OVERLAY

OFFICIAL PLAN DESIGNATION

- AGRICULTURE
- RESIDENTIAL
- MEDIUM DENSITY RESIDENTIAL
- VILLAGE CENTRE
- SETTLEMENT COMMERCIAL
- RURAL COMMERCIAL
- SETTLEMENT EMPLOYMENT
- STRATEGIC EMPLOYMENT AREA
- PARKS AND RECREATION
- NATURAL ENVIRONMENT
- NATURAL HERITAGE ENHANCEMENT AREA
- HAZARD LANDS

COMMUNITY USE

- CP COMMUNITY PARK
- NP NEIGHBOURHOOD PARK
- RECREATION FACILITY
- SCHOOL
- FUTURE SCHOOL SITE

TRANSPORTATION:

- ARTERIAL ROAD
- COLLECTOR ROAD
- FUTURE COLLECTOR ROAD
- PROPOSED COLLECTOR ROAD
- FUTURE LOCAL ROAD CONNECTION
- COMMUNITY GATEWAY
- MULTI-USE TRAILS

OTHER:

- WASTEWATER TREATMENT FACILITY
- STORMWATER MANAGEMENT

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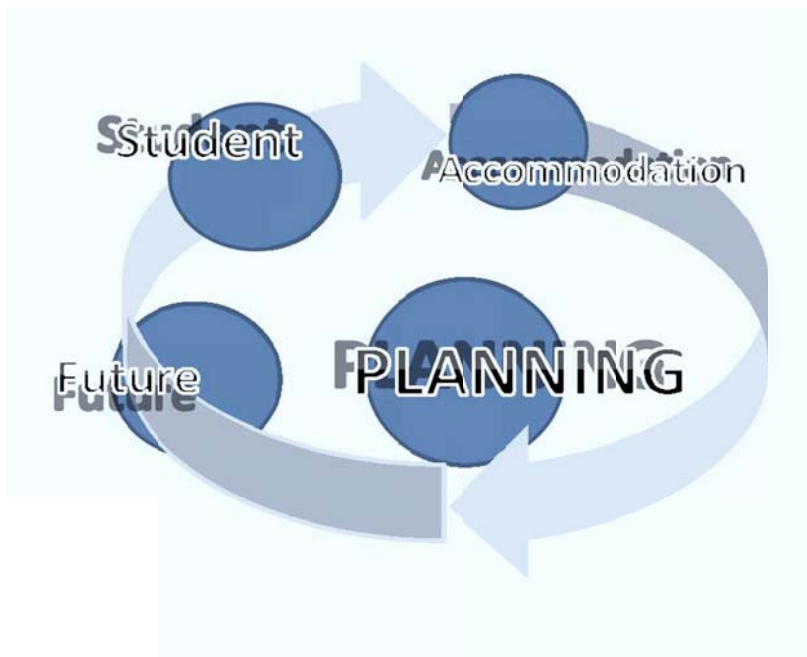
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Revised April 23, 2018

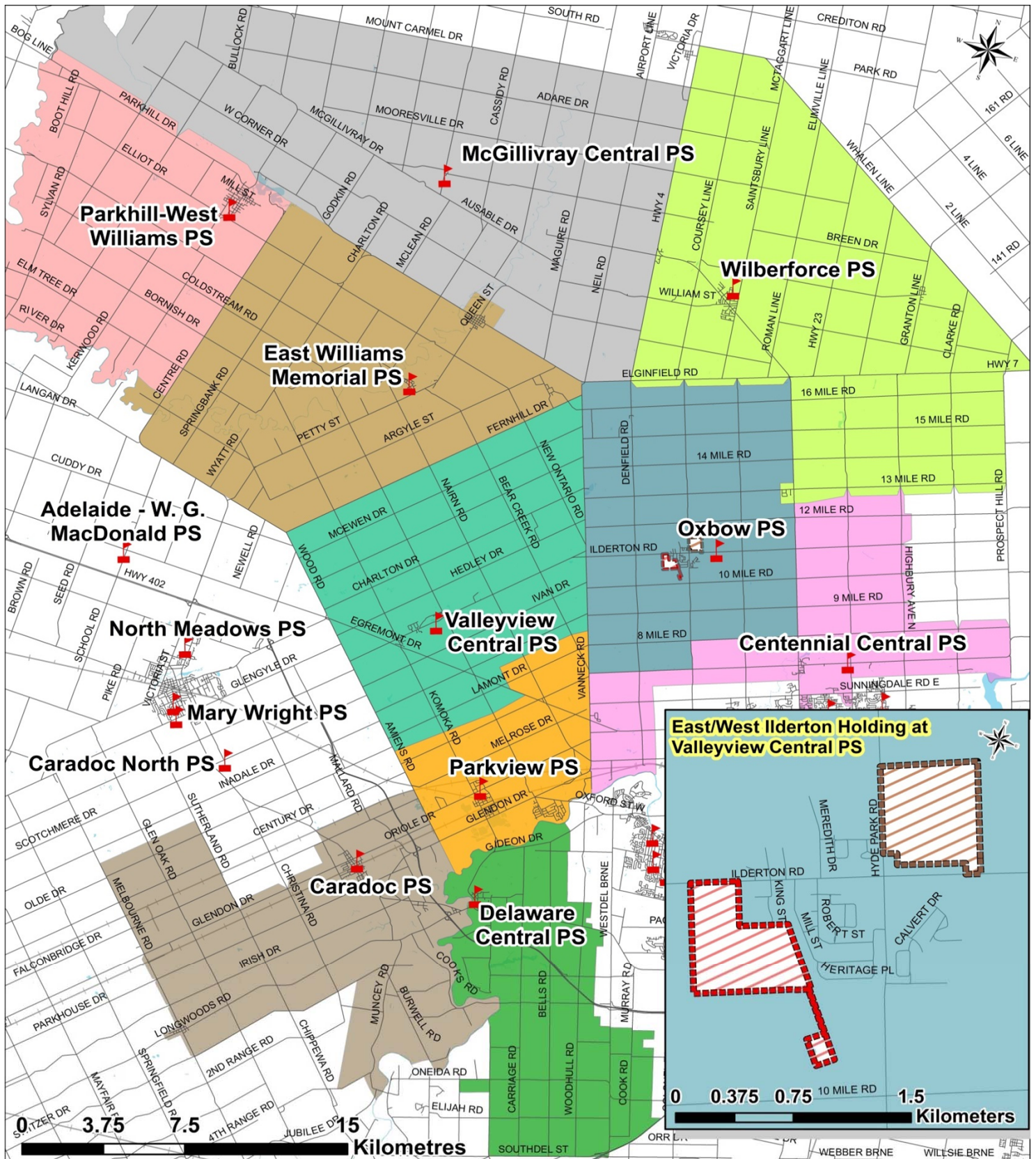
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DRAFT ELEMENTARY STUDY AREAS

Future Planning Initiatives



Middlesex 01



Middlesex 01

Revised 4/23/2018

Attendance Area	Grade Structure	Historical Enrolment			Current 2017 - 2018					Projected Enrolment		
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Wilberforce PS	JK-8	0	467	527	554	461	120%	-93	5	589	591	598
Total Study Area Enrolment												
Total	-	2491	3140	3280	3202	3532	91%	330	12	3272	3556	3762
Current Board Approved Holding Zone												
Valleyview Central PS	JK-8	178	134	151	169	245	69%	76	0	179	183	163
East and West Ilderton Holding at Valleyview PS	JK-8	-	0	<9	<9	-	-	-	-	10	100	146
Centennial Central PS	JK-8	339	193	405	228	323	71%	95	1	264	363	459
Fox Hollow Holding at Centennial Central PS	JK-8	132	199									
Total Study Area Enrolment Excluding Holding Zone												
Total	-	-	2941	3271	3193	3532	90%	339	12	3262	3456	3616

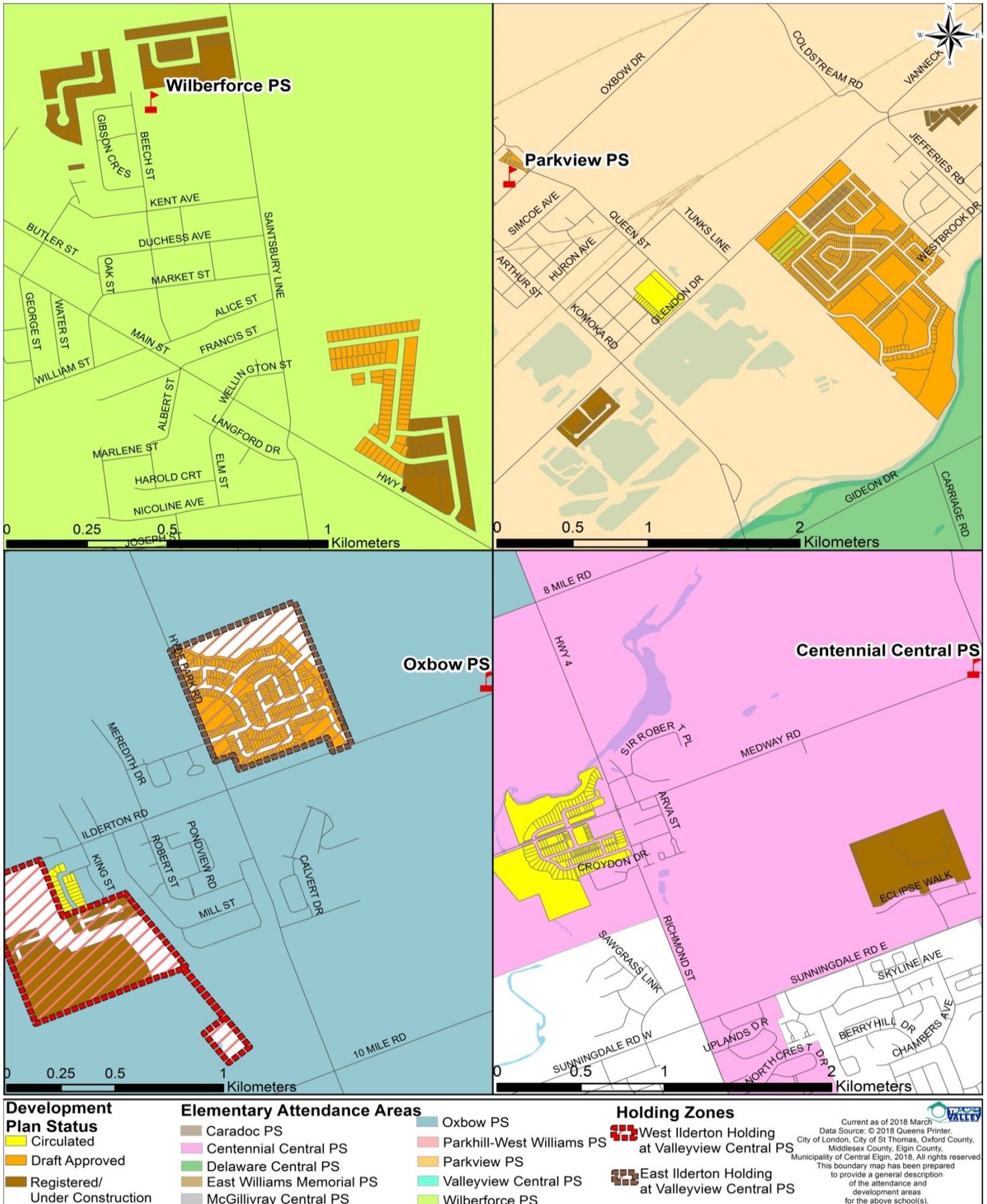
Observations:

- ❖ Total enrolment for this study area is 3,202
- ❖ 5 schools are operating with 200 students or less
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- ❖ Within this study area there are 521 EPP or 62.4% of 2017-18 Middlesex County Elementary EPP
- ❖ Schools in this study area have been identified by the Ministry as eligible for Rural and Northern Education Funding (RNEF)
- ❖ Rural enrolment for Middlesex County is projected to continue to decline with small pockets of growth (located in the Komoka/Kilworth and Ilderton communities within this study area)
- ❖ There are roughly 1,140 circulated unbuilt residential units in this study area (yielding an additional 200 TVDSB students over the next 10 years).

Potential Next Steps:

Future accommodation pressure could be eased through the continued use of Holding Schools. Efficiencies and long term sustainability could be achieved for this area by school closures and consolidation of student populations. Permanent accommodation of Holding Zones would require additional pupil accommodation..

Middlesex 01



Middlesex 01

Growth Observations:

EASTERN MIDDLESEX

- ❖ **Schools** - Caradoc PS (Eastern rural portion)/ Delaware Central PS / Parkview PS / Centennial Central PS (Northeast rural portion)/ Parkview PS and Valleyview PS (Southern rural portion)
- ❖ **Residential Development** - There are roughly 1,200 circulated unbuilt residential units in Kilworth currently designated to Parkview PS (yielding an additional 210 TVDSB students over the next 10 years)
- ❖ There are roughly 320 circulated unbuilt units in Mount Brydges currently attending Caradoc PS (yielding an additional 52 TVDSB students over the next 10 years)
- ❖ **Interim Solution** - Delaware Central PS becomes a Holding School for Kilworth residential development

CENTRAL MIDDLESEX

- ❖ **Schools** - Valleyview PS (Northern portion) / Ilderton PS / Wilberforce PS (Southern rural portion) /Centennial Central PS (Northern rural portions)
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There are roughly 1,250 circulated unbuilt residential units in Uplands subdivision and 170 units in the town of Arva currently designated to Centennial Central PS (yielding an additional 260 TVDSB students over the next 10 years)
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NORTHERN MIDDLESEX

- ❖ **Schools** - East Williams Memorial PS, McGillivray Central PS, Parkhill-West Williams PS, Wilberforce PS (Lucan and Northern portion) and Centennial Central PS (Northern portions)
- ❖ **Residential Development** - There are roughly 380 circulated unbuilt residential units in Lucan (yielding an additional 65 TVDSB students over the next 10 years)
- ❖ **Interim Solution** - Status Quo

Potential Next Steps:

Efficiencies and long term sustainability could be achieved for this area by school closures and consolidation of student populations, the permanent accommodation of Holding Zone students, attendance area adjustments and the construction of additional pupil accommodation.

COMPLETED DATES / *Meetings of the Trustees* / *Internal Tasks* / *External Deadlines* / *CPCC/Admin Council* / *Public/School Meetings* /

2018-19 Attendance Area Review - Proposed Timeline

2018-19 Proposed (NOV18-MAR19)	2018-19 Proposed (NOV18-APR19)	2018-19 Proposed (NOV18-MAY19)	Item	Timeline	Proc.
2018 APR 10	2018 APR 10	2018 APR 10	Initial Attendance Area Review Report presented to CPCC		
2018 APR 12	2018 APR 12	2018 APR 12	Initial Attendance Area Review added to Admin Council Agenda	Deadline: Thursday prior to the meeting at 9:00am	
2018 APR 16	2018 APR 16	2018 APR 16	Initial Attendance Area Review presented to Admin Council		
2018 APR 19	2018 APR 19	2018 APR 19	Initial Attendance Area Review added to Board Package	Deadline: Thursday prior to the meeting at 9:00am	
2018 APR 23	2018 APR 23	2018 APR 23	Initial Attendance Area Review posted on TVDSB Webpage	The Report is posted on the website prior to the date the report is to be presented to the Trustees. Should the Report be approved, it will remain posted until the Final Attendance Area Review Report is posted on the TVDSB website	4.2
2018 APR 24	2018 APR 24	2018 APR 24	Initial Attendance Area Review Report Presented to the Board.	AAR decision deferred until 2018 NOV 27. (Option of Holding Zone would nullify this timeline)	4.0
2018 JUN 13 2018 JUN 14	2018 JUN 13 2018 JUN 14	2018 JUN 13 2018 JUN 14	Input received from Community Organizations	Information received in connection with the most recently occurring Community Planning and Facility Collaboration Opportunities Annual Meeting	4.1.6
2018 NOV 27	2018 NOV 27	2018 NOV 27	Initial Attendance Area Review Report Presented to the Board		4.0
2018 NOV 28	2018 NOV 28	2018 NOV 28	Meeting with Principals of respective AAR Schools	(this is not in the procedure but was completed in EPAR to communicate with Principals and provide them with information on the process	
2018 NOV 29	2018 NOV 29	2018 NOV 29	Deadline for Principal to inform of recruitment objectives and post notice of membership on school website	Within 2 days of the Trustees' decision to undertake an AAR	5.4
2018 DEC 07	2018 DEC 11	2018 DEC 12	Attendance Area Review Committee (AARC) is formed. Deadline for Principals to confirm membership for the AARC	Within 10 days of the Trustees' decision to undertake an AAR	5.5
2018 DEC 21	2018 DEC 17	2019 JAN 02	Invitation sent to AARC regarding AARC Meeting	At least 10 days prior to the date of the Meeting	6.2
2018 DEC 21	2018 DEC 17	2019 JAN 02	AARC Meeting notice posted on website	At least 10 days prior to the date of the Meeting	6.2
2019 JAN 07	2019 JAN 07	2019 JAN 16	AARC Meeting	To be held Monday, Tuesday, Wednesday, or Thursday, between 5:00pm and 10:00pm	6.3

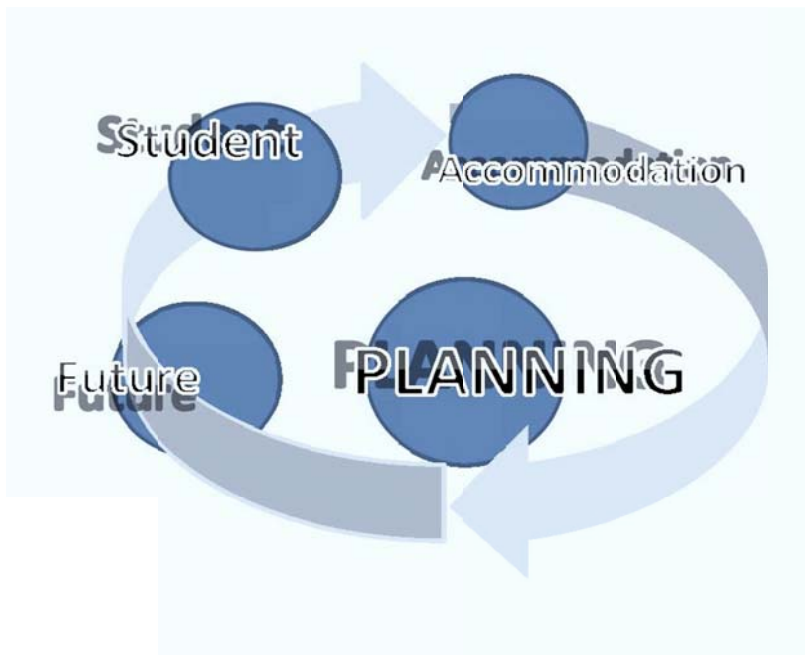
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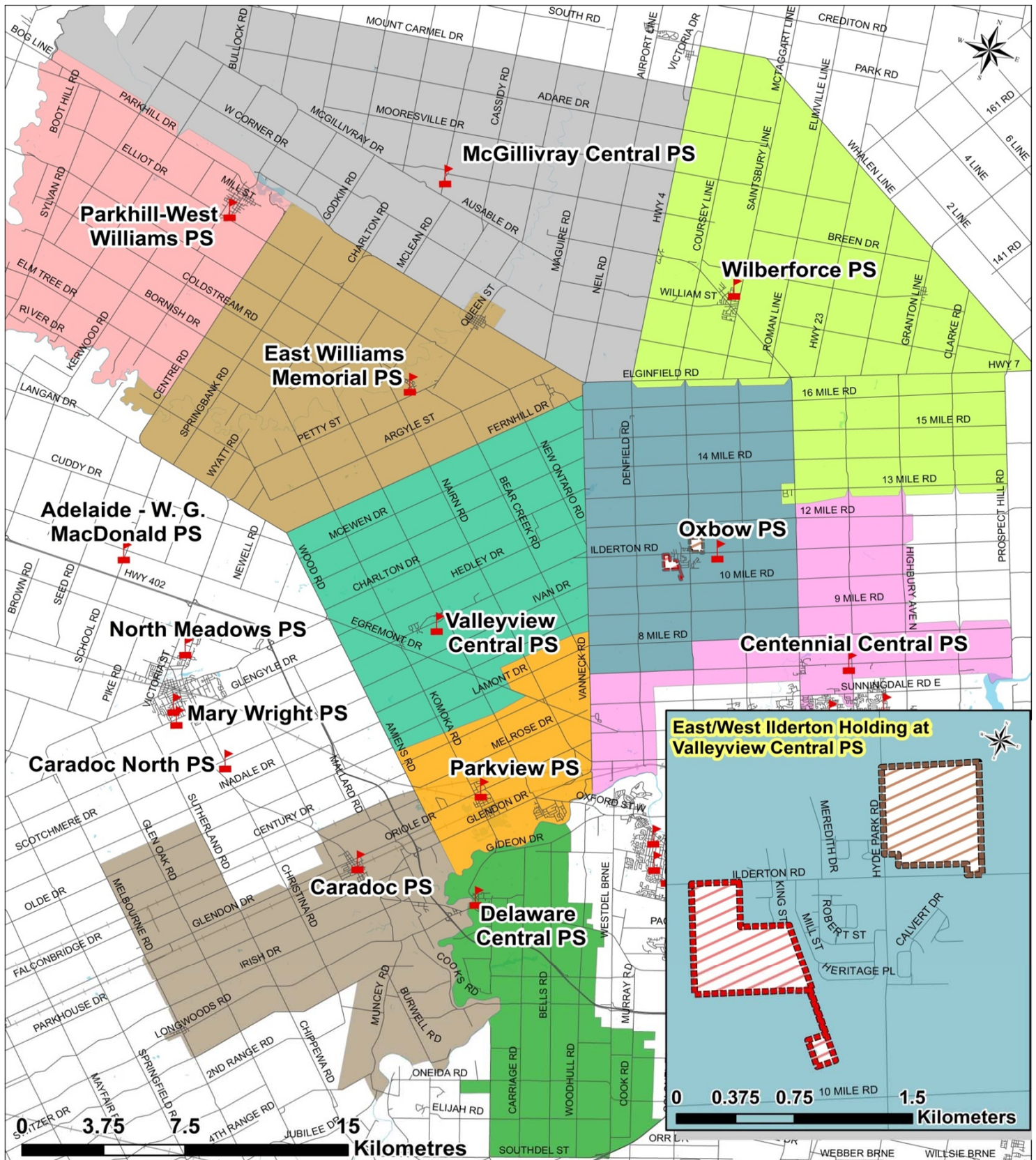
2018-19 Proposed (NOV18-MAR19)	2018-19 Proposed (NOV18-APR19)	2018-19 Proposed (NOV18-MAY19)	Item	Timeline	Proc.
2019 JAN 08	2019 JAN 14	2019 JAN 21	School-Level Meeting notice is posted on School's website	At least 5 days prior to date of the Meeting	7.2.1
2019 JAN 11	2019 JAN 17	2019 JAN 23	School-Level Meeting Agenda is posted on the School website	At least 2 days prior to date of the Meeting	7.2.3
2019 JAN 11	2019 JAN 17	2019 JAN 23	Hard copy of School-Level Meeting Agenda is sent home with students	At least 2 days prior to the date of the Meeting	7.2.3
2019 JAN 14	2019 JAN 21	2019 JAN 28	School-Level Meeting	To be held Monday, Tuesday, Wednesday, or Thursday, between 5:00pm and 10:00pm	7.3
2019 FEB 01	2019 FEB 22	2019 MAR 15	Deadline for school-level meetings	Must be completed within 45 days of the AARC Meeting	7.7
2019 JAN 25	2019 FEB 15	2019 MAR 08	Deadline for request of additional information to TVDSB (planning@tvdsb.on.ca)	Must be received within 35 days of AARC Meeting	7.6
2019 FEB 01	2019 FEB 25	2019 MAR 15	Deadline for Report of School AARC Committee to be submitted to planning@tvdsb.on.ca	Within 55 days of AARC Meeting Option 1: 55 days = 2019 Mar 27	8.1
2019 FEB 12	2019 MAR 05	2019 APR 09	Final AAR Report presented to CPCC		
2019 FEB 14	2019 MAR 14	2019 APR 11	Final AAR Report added to Admin Council Package		
2019 FEB 19	2019 MAR 18	2019 APR 15	Final AAR Report presented to Admin Council		
2019 FEB 21	2019 MAR 21	2019 APR 25	Final AAR Report added to Board Agenda for "Final Report Presentation Meeting"	Such meeting will be an Agenda item at a meeting of the Trustees	9.2.1
2019 FEB 25	2019 MAR 25	2019 APR 29	Final AAR Report emailed to all members of the AARC and posted on TVDSB's website	Within 90 days after the AARC Meeting	9.1.1
2019 FEB 25	2019 MAR 25	2019 APR 29	Notice of Public Delegation Meeting	At least 10 days prior to the date of the meeting	9.3.2
2019 FEB 26	2019 MAR 26	2019 APR 30	Final AAR Report Board presented to Board at "Final Report Presentation Meeting"	Trustees may ask TVDSB Senior Administration questions of clarification regarding the Report but there will be no debate of vote on the Final AAR Report at this time	9.2.2
2019 MAR 13 2019 MAR 14	2019 APR 10 2019 APR 11	2019 MAY 15 2019 MAY 16	Public Delegation Meeting Public Delegation Meeting Overflow	Not less than 10 days after the Final AAR Report has been sent via email and posted on the TVDSB website	9.3.1
2019 MAR 21	2019 APR 25	2019 MAY 23	Final AAR Report added to Board Package		
2019 MAR 26	2019 APR 30	2019 MAY 28	Final AAR Report presented to the Board	Within 90 days after the AARC Meeting Option 1: 90 days = 2019 May 16	9.1.1

DRAFT ELEMENTARY STUDY AREAS

Future Planning Initiatives



Middlesex 01



Middlesex 01

Revised 4/23/2018

Attendance Area	Grade Structure	Historical Enrolment			Current 2017 - 2018					Projected Enrolment		
		2008 - 2009	2012 - 2013	2016 - 2017	2017 - 2018	OTG	Percent Capacity	Spaces (+/-)	Portable / Portapaks	2018 - 2019	2022 - 2023	2026 - 2027
Schools within Study Area												
Caradoc PS	JK-8	328	396	329	355	424	84%	69	0	368	452	498
Centennial Central PS	JK-8	339	392	414	237	323	73%	86	1	264	363	459
Delaware Central PS	JK-8	175	167	132	144	259	56%	115	0	121	111	105
East Williams Memorial PS	JK-8	252	230	212	202	317	64%	115	0	197	189	192
McGillivray Central PS	JK-8	115	103	119	117	164	71%	47	0	123	115	103
Oxbow PS	JK-8	433	503	558	560	501	112%	-59	4	554	524	505
Parkview PS	JK-8	446	516	609	641	602	106%	-39	2	647	727	793
Parkhill-West Williams PS	JK-8	225	232	220	214	236	91%	22	0	220	201	201
Valleyview Central PS	JK-8	178	134	160	178	245	73%	67	0	189	283	309
Wilberforce PS	JK-8	0	467	527	554	461	120%	-93	5	589	591	598
Total Study Area Enrolment												
Total	-	2491	3140	3280	3202	3532	91%	330	12	3272	3556	3762
Current Board Approved Holding Zone												
Valleyview Central PS	JK-8	178	134	151	169	245	69%	76	0	179	183	163
East and West Ilderton Holding at Valleyview PS	JK-8	-	0	<9	<9	-	-	-	-	10	100	146
Centennial Central PS	JK-8	339	193	405	228	323	71%	95	1	264	363	459
Fox Hollow Holding at Centennial Central PS	JK-8	132	199									
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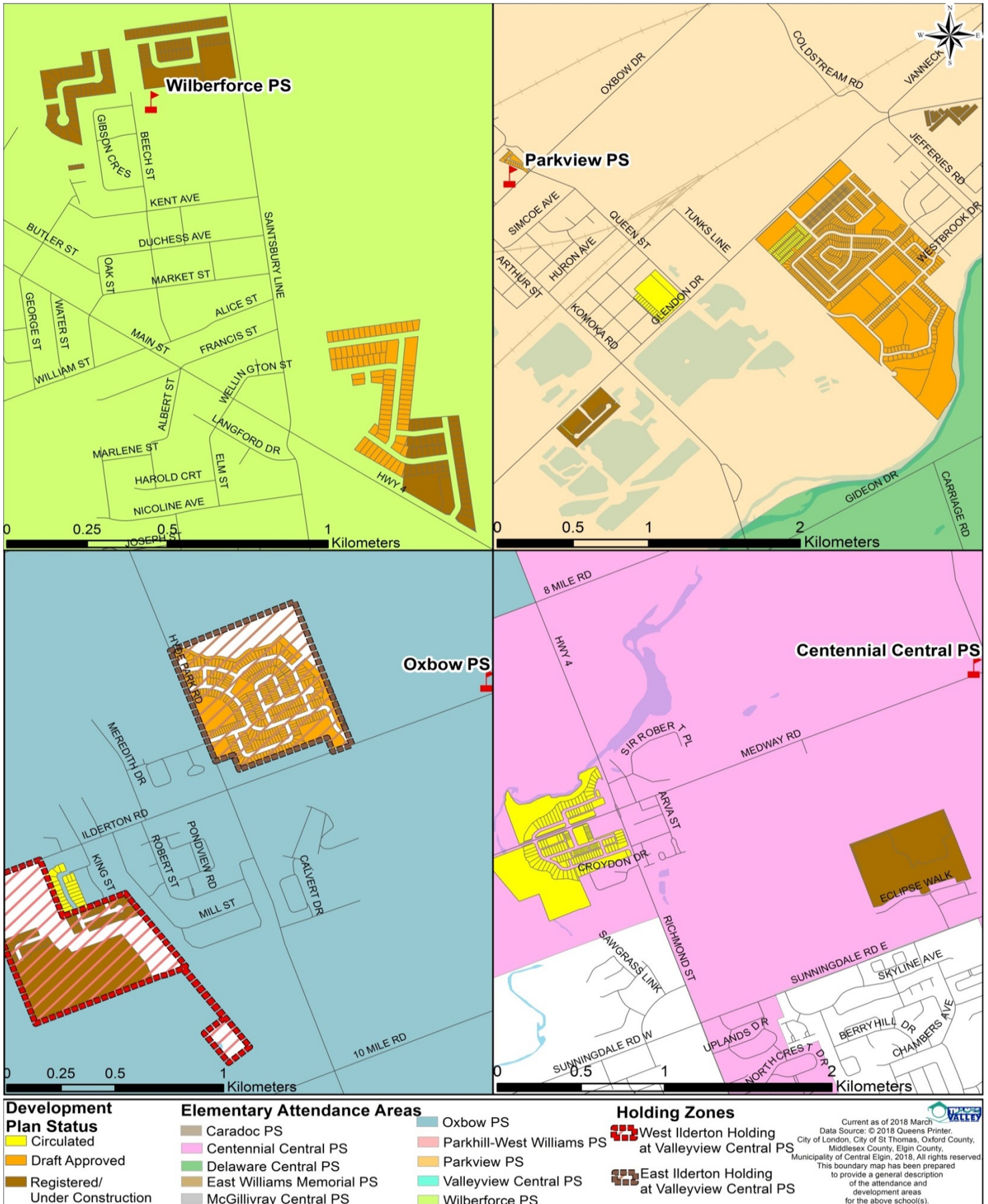
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Middlesex 01



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14.a



TVDSB: Middlesex Study Area Accommodation Options Report

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Executive Summary



1. Executive Summary

The Thames Valley District School Board (TVDSB) provides educational services to the City of London and Counties of Middlesex, Oxford and Elgin. Similar to many places in Canada, the Board's jurisdiction grew in population post WWII with what has come to be known as the baby boom. The population increases required infrastructure and construction development throughout the 1950's to the 1970's to respond to the needs of growing communities and cities.

Consequently, the majority of schools in both the Province and the Board's jurisdiction were constructed during this time. Over the past few decades, the baby boom population has aged while the pre and school aged population has declined (0-18 years). The Canadian total population grew by almost 12% between 2001 and 2011; one of the highest rates of growth within any of the G8 countries globally. Since 2011, the Canadian population has continued to grow by an additional 5% (2011 to 2016). However, school aged children growth rates have been largely declining or at best stable during these same periods. The TVDSB is dealing with similar growth rates and changing settlement patterns across its jurisdiction. These changes in population and employment/migration patterns, have impacted school board enrolments and resulted in the need for continued accommodation planning to properly evaluate the Board's facilities.

Accommodation planning is intended to help inform the Board's capital investment, program and facility decisions to support long-term visions in specific areas. Accommodation recommendations typically take into consideration enrolment projections, program requirements, demographic trends and the operational capabilities of existing facilities. The recommendations provided in this report should be taken as a guiding document providing the Board with a summary framework for making accommodation planning decisions over the next 5-10 years. Any future decisions must be made in the critical context and background to both Board and Ministry of Education initiatives and policies regarding possible consolidations, boundary changes and/or requests for capital funding.

This report examines historical Board accommodation decisions in combination with the previously mentioned considerations to highlight both challenges and opportunities with individual schools or a group of schools. The recommendations are presented as accommodation options for consideration with possible outcomes simulated. In



today's environment, most accommodation decisions require extensive consultation, Ministry approvals and submission of business cases for project/capital funding as well as additional Board prioritization/study. This report is not intended as a stand-alone document and should be consistent with other Board strategies, visions and objectives.

One of the primary objectives of this study is to analyze demographic, enrolment and facility data and trends to identify areas of priority in the study area. Certain data, metrics and on the ground realities will highlight viable schools that can accommodate both existing and long-term projected enrolments. Accommodation scenarios will be provided that will help the Board identify opportunities to use its facilities more efficiently and to improve resource allocation. Accommodation concerns and issues will be identified, and options provided for consideration. Overall, the options are intended to outline a strategic approach to address accommodation issues that may arise over the next 10 years, while also providing the flexibility to address immediate pressures if necessary.

While the report may make specific recommendations on a school by school basis to address potential accommodation issues, it is recognized that in most instances additional review, public consultation and Board and Ministry approval will be necessary before any final decisions can be made. Schools that present certain factors or triggers in relation to accommodation issues, condition and finances, were identified and those issues prioritized. Ideally, this report will allow the Board to identify and target problem areas, prioritize needs and plan proactively. A 'trigger' list used as part of this analysis can be found in Appendix A at the end of this report. In addition, Appendix A also contains summary sheets by school outlining capacities, long term enrolments and possible impacts and outcomes of accommodation recommendations contained in this report.

The TVDSBs elementary enrolment declined significantly (similar to many school boards in Ontario) from the early to 2000s to approximately 2009. Since then the Board's overall elementary enrolment has grown steadily, however, trends and utilization rates vary across the Board's jurisdiction and sometimes from school to school in similar areas. The analysis and recommendations contained in this report focus on the Middlesex Centre area and specifically the attendance boundaries of the following 7 schools; Delaware Central PS, Parkview PS, Valleyview Central PS, Oxbow PS, Centennial Central PS, Caradoc PS and East Williams Memorial PS. Over the last 10 years, enrolment in the study area



has been largely stable hovering just over 2,400 students. However, on a school by school basis enrolment trends have ranged between increases of over 40% at Parkview PS and declines of -25% at Delaware Central. As such, any recommendations had to contemplate a variety of accommodation challenges and opportunities, from enrolment pressures to surplus spaces to school condition. Over the past several years, Ministry initiatives and policies have shifted and prioritize the financial implications of carrying surplus space.

One of the primary issues identified in this study area is that the Board has enrolment pressures and new residential development growth in areas located in close proximity to schools with surplus space. Under the current funding parameters, it makes it difficult for the Board to secure capital funding without rationalizing the nearby surplus spaces or some other accommodation strategy. The Board must ultimately determine whether all the schools in the study area are going to be viable under current funding parameters and able to provide consistent program and instructional opportunities for their students.

There were certain recurring and key observations identified throughout the study:

- The Board has enrolment pressures at some schools that require additional permanent space to accommodate existing or projected enrolments.
- The Board has surplus spaces that,
 - Could prevent funding for future capital needs,
 - Result in funding shortfalls/inefficiencies – recent changes to funding (i.e. operations) make it difficult for under-utilized or small schools to maximize grants.
- Enrolment imbalance is likely causing program gaps or inconsistencies at some schools.

This analysis intends to provide background information and options to deal with the observations identified to attempt to match the Board's facilities, funding and resources to student populations and needs. To do so, the analysis considers and employs a variety of accommodation planning 'tools'.



The study considered:

- Reduction of the board's surplus space;
- Holding zones;
- New construction;
- Attendance boundary changes.

The options presented as part of this report vary in complexity and aggressiveness. Options for consideration range from evaluating/maintaining the status quo approach (i.e. holding zones) to possible consolidations or boundary changes. The proposed strategies provide a simulation of how Board space can be used more efficiently and the potential impacts on school capacities and utilization rates. A summary of the options can be found below, however detailed descriptions of the options outlining possible outcomes and limitations are found in Section 3.

1.1 Summary of Options

- Option 1 examines the board's historical accommodation recommendation to create a holding zone in Parkview PS's attendance boundary and to designate Delaware Central PS as a holding school or to make a permanent boundary change between Parkview PS and Delaware Central PS. The consultant's analysis confirmed many of the Board's assumptions related to enrolment projections, future residential growth and school utilization. Similar to board staff's recommendation contained in the board's April 2018 Western Middlesex Attendance Area Review (2018) Initial Report, Option 1A presents a holding zone and holding school designation as a viable accommodation option to deal with enrolment pressures at Parkview PS. Additionally, Option 1B also presents a permanent attendance boundary change between Parkview PS and Delaware Central PS a viable accommodation option. However, there are additional considerations that are highlighted as part of this option. Principally, that long term enrolment projections for Parkview PS as well as existing surplus spaces at schools surrounding Parkview PS, suggest that a new elementary school may not be necessary for more than 10-15 years, if at all. This could lead to



long term holding situations. Alternatively, should the Board consider a permanent boundary change between the two schools, there are also issues that are highlighted with this option. Delaware Central PS is one of the smallest schools in the study area and in the long term, the school may experience its own enrolment pressures due to new residential development that may require additional space. Delaware Central PS is also the oldest school in the study area at 80 years and has over \$4M in 5-year school renewal needs according to Board data.

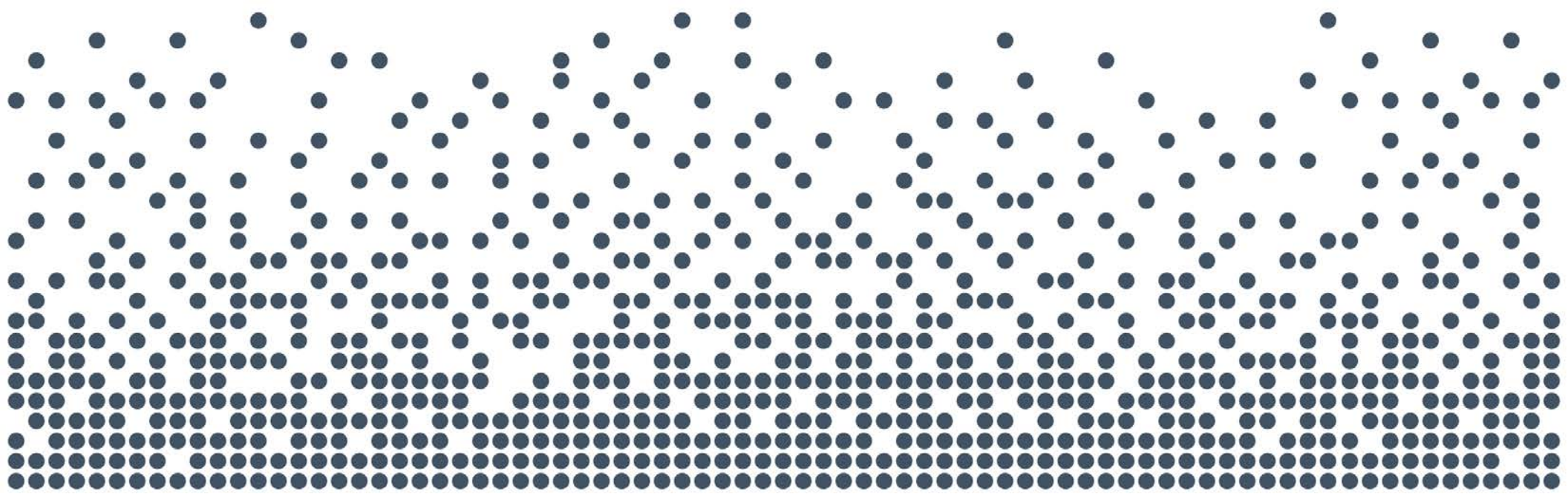
- Option 2 is presented as a type of ‘hybrid’ option based on the recommendations in Option 1. Option 2 will also require a holding designation/school as an interim measure, however, certain criteria will be attached to the holding zone designation to trigger certain reviews based on timelines/utilization rates. For example, after 5 years or at such a time that utilization rates at the holding school approach 100%, the Board would review the holding zone designation and either; approve the continuation of a holding zone or approve an alternative accommodation option. In this study, Option 2 recommends that (should enrolment numbers warrant) the Board close Delaware Central PS and seek capital funding for a new replacement elementary school built at a right sized capacity to accommodate existing enrolments from Delaware Central PS, a portion of enrolment from Caradoc PS and enrolment from the Kilworth residential subdivision. This accommodation option would result in utilization rates at Parkview PS of close to 100% effectively dealing with the projected enrolment pressures at the school. In addition, the Board would be eliminating older, expensive surplus spaces and replacing it with newer and efficient spaces built relative to projected enrolments. This accommodation option, under current Ministry accommodation and funding parameters, would require an accommodation review and Ministry of Education (MOE) capital funding approvals.
- Option 3 is similar to Option 2, in that the outcome of the recommendation is to build a replacement facility for Delaware Central PS. However, the integral difference has to do with interim measures, timing and the proposed boundary of the replacement school. Option 2 has an interim holding component and review associated with it due to the uncertainties that are associated with residential forecasts and subdivision construction and occupancy. Option 3 assumes a permanent attendance boundary change between Parkview PS, Delaware Central PS and Caradoc PS. Option 3 assumes that the existing Delaware Central PS would be closed and replaced with a new elementary facility with a proposed capacity of approximately 423 which would result in sustained utilization rates of approximately 100%. In addition, this would result in surplus space at Parkview PS creating sufficient capacity to



accommodate projected students from future residential growth. This option, like Option 2, would require a Board accommodation review and Ministry capital funding.

- This analysis and associated recommendations concentrated on the residential growth in Middlesex and the resultant accommodation pressures. However, other schools in addition to those already mentioned, were also included as part of the study and secondary options/recommendations have been included for Board consideration. Centennial Central PS is also expected to have enrolment pressures in the next 5-10 years due to residential growth in North London. Possible accommodation options presented include the construction of additional space at Centennial or possible boundary changes with North London school attendance areas. Oxbow PS has been operating with enrolment over permanent capacity. There are currently residential subdivisions within Oxbow's boundary that are directed to hold at Valleyview Central PS because of limited available capacity at Oxbow. Enrolment projections suggest that enrolments will begin to stabilize and decline at Oxbow PS allowing the holding designation to be removed and for students in the holding area to be returned to Oxbow PS. Finally, mid to longer term enrolments at East Williams Memorial PS and Valleyview Central PS (once holding students are removed) are projected to total approximately 300 students – all which could be accommodated at East Williams Memorial PS.

While there is a school closure considered as part of some of the presented options, the consolidation options/outcomes ultimately result in the construction of new school spaces and overall permanent capacities are increased. With all long-range accommodation planning, there are external factors where school boards may have little control including residential growth, enrolment patterns, policy changes or funding variations. As such assumptions may change over time and it is impossible to anticipate and plan for every potential outcome. This report and associated recommendations should be assessed as a dynamic planning document and updated as necessary. Fundamentally, the report provides options for consideration to manage student enrolment and facility needs in the study area.



Introduction



2. Introduction

2.1 Background

The primary purpose of this report is to provide an independent and objective review of the Board's existing facilities in the Middlesex study area and how they accommodate students. Using data with respect to school size, condition and utilization as well as demographic trends, expected enrolments, and residential forecasts – accommodation opportunities were identified across the study area. Identifying these opportunities and providing possible accommodation options in a comprehensive report allows the Board to plan proactively, prioritize next steps and determine the impact of accommodation decisions through sensitivity analyses. Specifically, the TVDSB is dealing with significant new residential growth in Middlesex that is causing enrolment pressures at some of the Board's area schools. In addition, the Board also has some schools where enrolments are in decline and there are surplus spaces. Some of these schools are also older and have significant maintenance needs and/or are incurring annual funding shortages. This analysis is intended to both review historical board recommendations in the study area and provide commentary on said decisions as well as provide new accommodation options should they be warranted. The review contained herein incorporated data such as:

- Enrolment and Utilization
- Size of School Population
- School Condition
- School Finances
- Other Facility/Site Issues

In instances where schools are dealing with one or more of the above factors/triggers, possible accommodation options are provided.



2.2 Ministry of Education Initiatives

Considering existing funding parameters, accommodation review rules and other initiatives, any board accommodation decision must be made in adherence with Ministry guidelines. The Ministry of Education (MOE) is aware that recent enrolment declines have created significant surplus space for many school boards across Ontario. In an effort to deal with this surplus space and related financial obligations, the MOE has implemented some of the following initiatives as part of their School Board Efficiencies and Modernization Strategy:

- Revisions to grants to incent boards to make more efficient use of school space;
- Provide capital funding to support consolidations and right-sizing of school facilities;
- Provide funding to build capacity where there is a need to address under-utilized schools;
- A 4-year \$750 million capital Program has been established for boards to manage space efficiently;
- \$1.25 billion in school condition improvement funding is being allocated to school boards.

Over the past several years, the MOE has made changes to the top-up funding program for operations and renewal grants. Top-up funding had been provided as part of the operations and renewal grants to support the operation and maintenance of eligible schools where enrolment is less than capacity. The top-up grant recognized that the costs to heat, light and operate a school are typically the same regardless of how the facility is utilized. The operations grant in particular supports the cost of operating, maintaining and repairing school facilities. Initial changes to the top up program involved:

- Top-up grants reduced from 20% to 15%
- Maximum funding reduced from 100% to 95%
- Schools under 65% utilization – maximum top-up = 10%
- No top-up for schools under 5 years' old



In 2015 the MOE phased in further adjustments to the top up program by eliminating base top-up grants and changing the requirements for enhanced top-up. This means for schools that have under-utilized space and are not isolated, top-up operations and renewal funding will be eliminated. For example, if a school has a utilization rate of 60% then it could only receive up to 60% of the possible maximum operations funding compared to that school being utilized at 100%. For rural schools, under the old funding model, a school was considered enhanced through postal code identification (a '0' in the first 3 digits indicated rural address) and would receive full operations funding. Under the new model, schools are only considered enhanced based on distance requirements – elementary schools must have no schools located within 10km and secondary schools within 20km to be considered enhanced.

These funding changes could have significant impacts for the Board going forward and have the potential to result in funding shortfalls. While the study area is utilized well on an overall basis, there are a number of schools that are not well utilized and now receive less funding with the top-up component eliminated. These schools will still incur the same expenditures, but the Board will have less money to fund these operating expenditures.

Other grants that have been phased out over the last several years include the rural and small community allocation and the declining enrolment adjustment grants. Additionally, funding for staff like principals and vice-principals is also changing. Under the old funding rules, regular schools with ADE enrolment above 50 were funded for a full principal whereas now a regular school must have ADE enrolment of 150 or greater to be funded for a full principal. A school that has ADE enrolment under 250 will not be funded for a vice-principal.

2.3 Overview of Methodology

The methodology with regard to this particular accommodation analysis and strategy had two distinct components; the first component was to analyze the projected school enrolments and compare them to existing and future space requirements, program/grade configurations and historical Board accommodation plans. In addition, renewal needs and operations revenues were compiled for each school in the system. In summary, the first phase of the analysis involved the



presentation and analysis of data and metrics and the identification of relevant trends that may impact Board accommodation. The second component of the methodology involved making observations using the aforementioned factors, identifying opportunities (if any), and determining possible accommodation options. To provide context and background to the study, an in-depth analysis of demographic trends by school was completed. In addition, the consultant prepared 10-year enrolment projections by school and by grade for all schools in the study area.

In summary, the following components were carefully analyzed and provide the basis for the issues identified and related accommodation strategy recommendations:

- 10-year enrolment projections for each elementary school;
- Study area specific demographic trends;
- 5-year school renewal needs and condition (Based on Board supplied data);
- Operations funding and expenditures by school;
- Review historic and projected school utilization rates;
- Review size of school populations;
- Other factors (site size restrictions, distance).

In general, the analysis attempts to take a holistic and jurisdiction wide approach to accommodation planning for the Board. This initial study approach has been largely driven by metrics-based data. The analysis also incorporated Board approved Holding Zones when completing enrolment projections and considered these zones as part of the accommodation options presented. A definition of a Holding Zone is provided below as well as a table outlining the Holding Zones in this study area.

Holding Zone Designation:

A Holding Zone (HZ) is a geographically distinct area designated by the Board which is not part of a school attendance area. Each HZ is designated to a specific school and therefore factors into the overall enrolment of that assigned facility.



Table 2.1 lists the current Holding Zones and associated Holding School that currently exist in the Middlesex study area. Students from these Holding Zones are assigned temporary accommodation at holding schools that have space available. Temporary school assignments should be reconsidered from time to time. In some cases, students from these HZs could continue to be assigned temporary accommodation until a new school is built in the community. In other cases, all or a portion of a HZ could be incorporated into an existing school's attendance area.

Table 2.1 Holding Zone School Assignment

Holding Zone (HZ):	Assigned Elementary School:
East Ilderton	Valleyview Central PS
West Ilderton	Valleyview Central PS

While there were a variety of strategies and scenarios considered as part of this analysis, there are certain common methodologies that are employed by school board planners when having to address surplus space. Typically, a school board looks at school consolidations or boundary reconfigurations to make more efficient use of space or to balance and equalize enrolments between schools. Other strategies may include the introduction or relocation of specialized programs, or to change grade configurations between elementary and secondary panels. All of the aforementioned strategies were considered as part of this study. The emphasis of the plan was to use space more efficiently and in instances where the consultant felt consolidation of space was necessary, the condition of the facility; the utilization and related financial impacts and location and student distribution were primary considerations used in determining where consolidation might occur.

As mentioned previously, the analysis also incorporated Board facility condition and financial considerations using metrics such as facility renewal needs and Facility Condition Index (FCI). The FCI examines the cost of renewal (in this case 5



years) needs against the cost of replacing the facility. If the FCI is above 65%, the Ministry typically considers the facility “prohibitive to repair.” This means that from a cost benefit perspective, it is more cost effective to replace the facility with a new facility rather than continuing to invest significant renewal dollars. The average age of the Board’s schools in the study area is approximately 62 years. The Board has approximately \$13.47 million in expected 5 renewal event costs for this review area; resulting in an average facility condition index (FCI) of approximately 22% in the study area. While the overall FCI for the study area is reasonable, there are two schools with FCIs greater than 60% (Valleyview Central PS and Delaware Central PS). The renewal data used in this analysis is based on data that was provided by the TVDSB in October of 2018. It is important to note that renewal data is a living dollar amount, in that the Board is constantly working on new renewal projects that are going to impact the renewal needs and the FCI at each facility. Caution should be applied when evaluating the renewal amounts used in this report as those figures may not reflect work that may have been recently performed. In addition, the renewal needs as presented are based on a fixed point in time with regard to when the audit/review of the facility was completed. This means that, new renewal needs may be necessary that were outside the time frame of when the audit was completed.

A Board’s surplus space and utilization of facilities has associated funding implications especially with regard to the aforementioned operations funding. As detailed earlier, the Ministry has made changes to how operations grants are allocated and has a phased in the elimination of top up operations grants. While the operations funding is close to the maximum from a study area perspective (85% of maximum), there are 3 schools (Delaware Central PS, East Williams Memorial PS, Valleyview Central PS) that will be getting approximately 80% or less of maximum funding. In addition, those 3 schools are also incurring an approximate average shortfall of almost \$150,000 per year when comparing operations grants to operations expenditures.

As mentioned previously, one of the primary goals of this study is to analyze demographic trends and enrolment patterns to determine if existing facility space can effectively accommodate both existing and long-term projected enrolments. The aim is to ensure that viable schools are well utilized over the long-term projections; accounting for facility condition, financial cost/benefits and geography/school locations. There are 8 primary “triggers” that the consultant employed to



highlight areas of priority: 1) enrolment, 2) capacity, 3) utilization, 4) operation costs vs. operations revenues, 5) renewal needs, 6) facility condition, 7) enrolment trends and 8) facility age. The following highlights the parameters used to identify if specific schools met a trigger.

- Elementary facility that has enrolment and/or a capacity that is 200 or less or 600 or more;
- If a school has a utilization rate below 80% of permanent capacity or above 115% of permanent capacity;
- Schools are highlighted if operations expenditure exceed operations funding;
- 5-year renewal event costs were evaluated. Schools meet the trigger if they are above the study area average renewal costs;
- Enrolment trends were highlighted if enrolments increased or decreased by more than 20% over the forecast term;
- If schools are greater than 65 years old, they are highlighted;
- Renewal needs are assessed in relation to the Facility Condition Index or FCI and if the FCI is higher than 60% it is highlighted. Schools are highlighted at 60% because they are approaching the 65% Prohibitive To Repair threshold.

A chart outlining each of the above factors, can be found at the end of this report as part of Appendix A.

Figure 1 (at the end of this section) compares the facility condition index and utilization rate for each elementary school. The facilities that fall within the green area represent schools that are well utilized with a relatively low FCI. The facilities that fall within the red area represent schools that are poorly utilized with a relatively high FCI. The remaining facilities either fall within the purple or blue areas that represent either well utilized schools with high FCIs (blue) or poorly utilized school with low FCIs (purple). 4 of the 7 schools in the study area have FCIs below 20% and utilization rates above 80% of permanent space. The remaining schools have utilization rates below 80% and FCIs above 20%, with 2 schools having FCIs above 60%. In addition, Figure 2 looks at the same data but with 2027 utilization rates and highlights that some study area schools will have utilization rates approaching 140% or higher.

By 2027, 4 of the 7 schools in the study area will meet the utilization trigger meaning they are operating either below 80% or above 115% utilization. When schools are operating below 80% utilization and have surplus space, it becomes



increasingly difficult for a school board to efficiently fund the school as many grants are based on enrolments. Facilities typically cost a school board the same to operate regardless of how many students are in the building, however they are funded in direct relation to the school's enrolment. Certain resources and staff are also allocated by the Board on a school by school basis regardless of utilization rates which can cause inefficiencies in resource allocation and increase overall expenditures. This surplus space can also impact the Board's ability to secure funding for new schools. The Board also has schools where enrolment is projected to increase significantly and whose utilization rates are expected to exceed 115% causing enrolment pressures and the need for additional space.

Creating greater efficiencies of space and reducing the overall footprint of the Board's facilities has obvious implications from a space perspective and the associated relationships to resource allocation. Things like staffing, funding, program offerings, maintenance etc. are all directly related to and impacted by space utilization. By exploring opportunities to build new space, rationalize surplus space and better match existing and projected enrolments to facilities, the Board is putting itself in a position to provide a full breadth of program offerings while maintaining well-funded and viable facilities.



Figure 1: 2018 Facility Utilization Versus Facility Condition Index

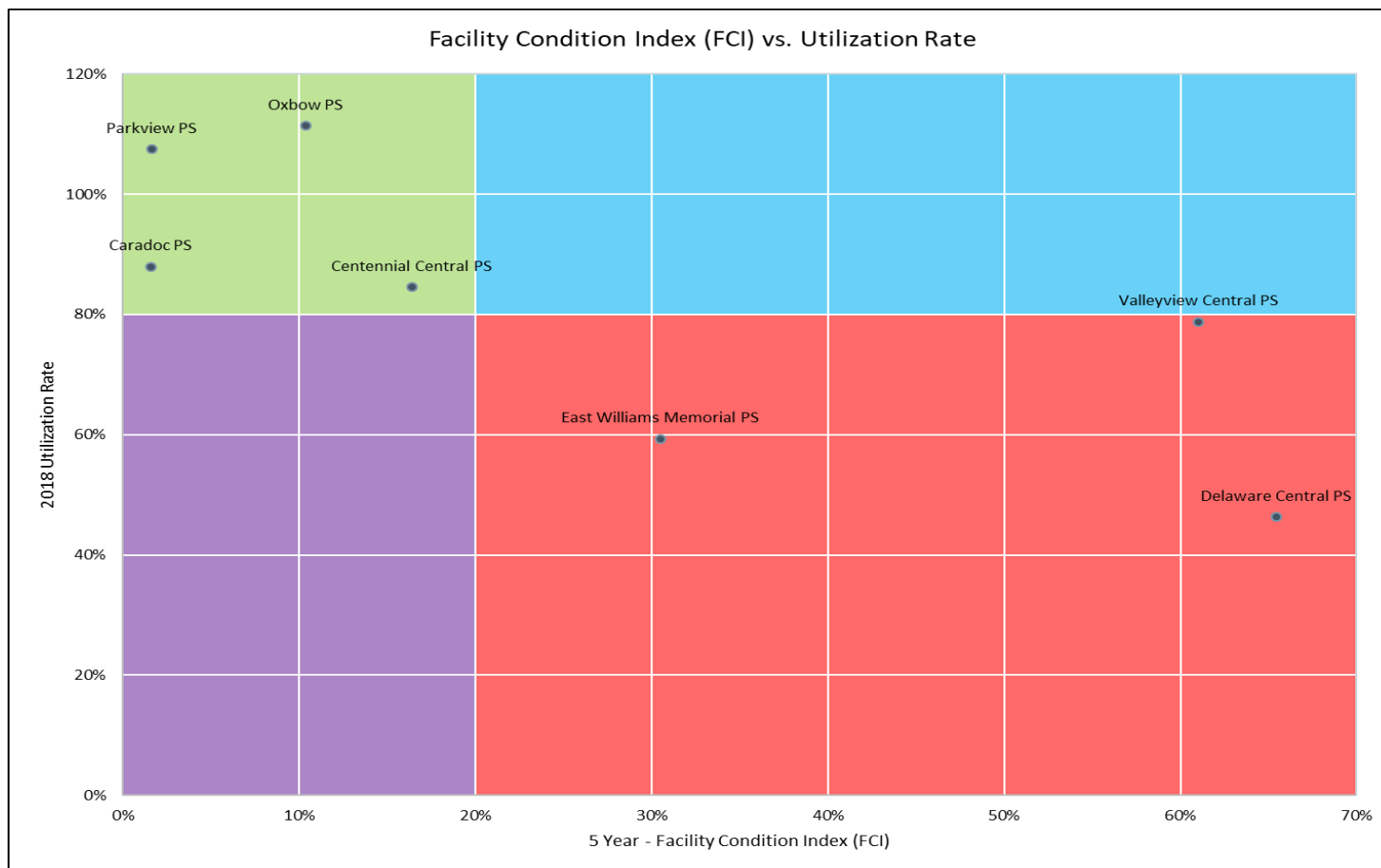
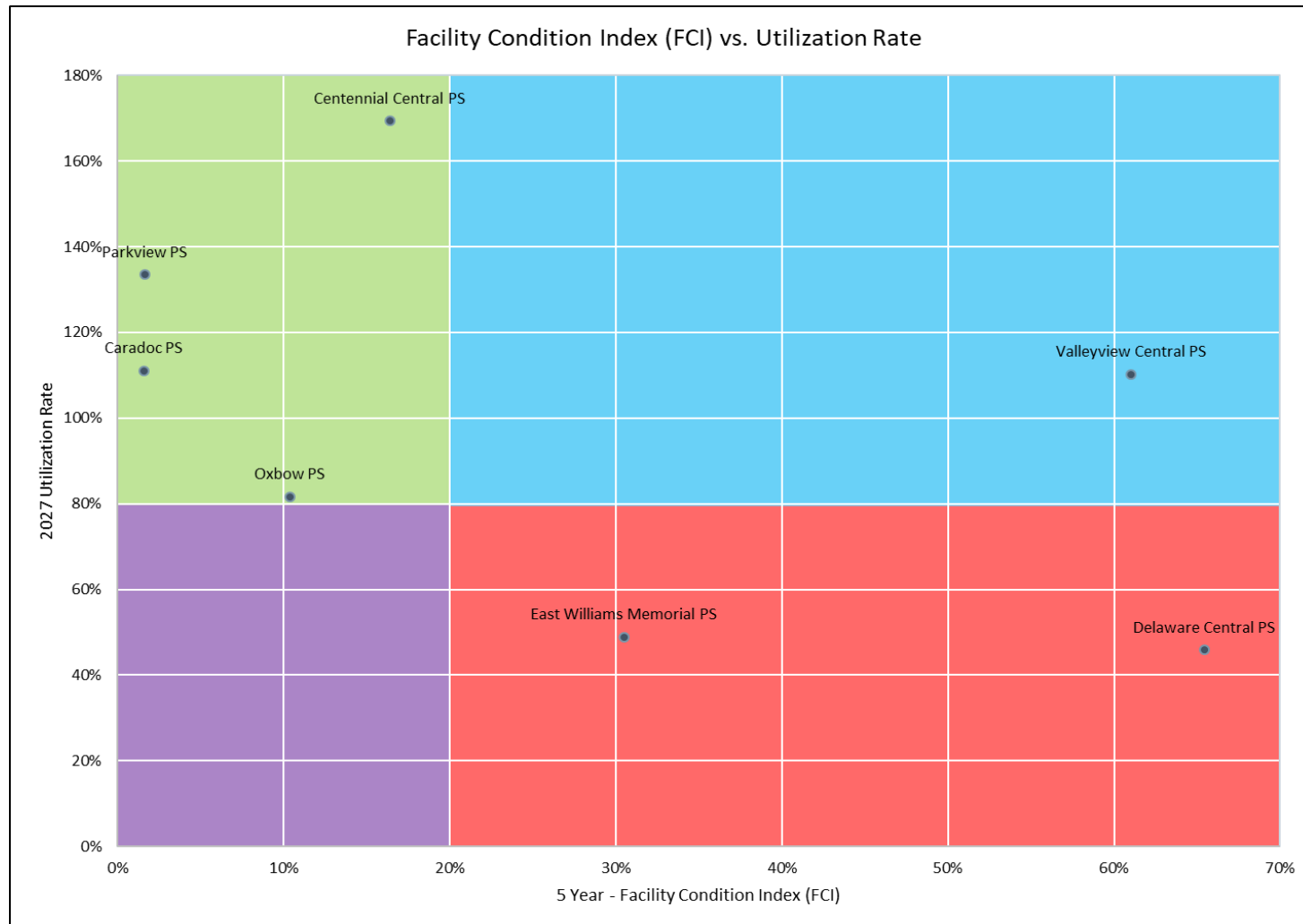




Figure 2: 2027 Facility Utilization Versus Facility Condition Index



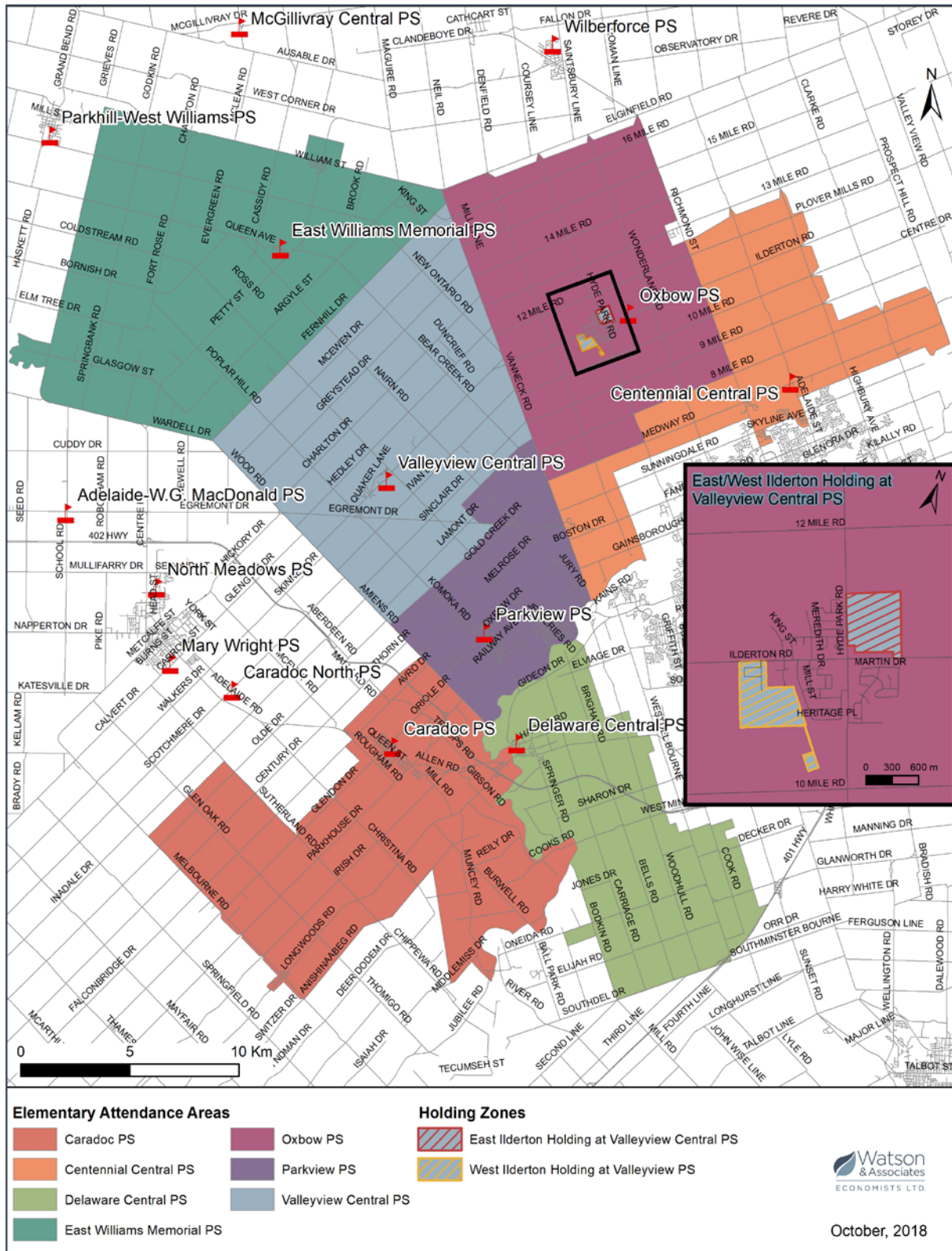


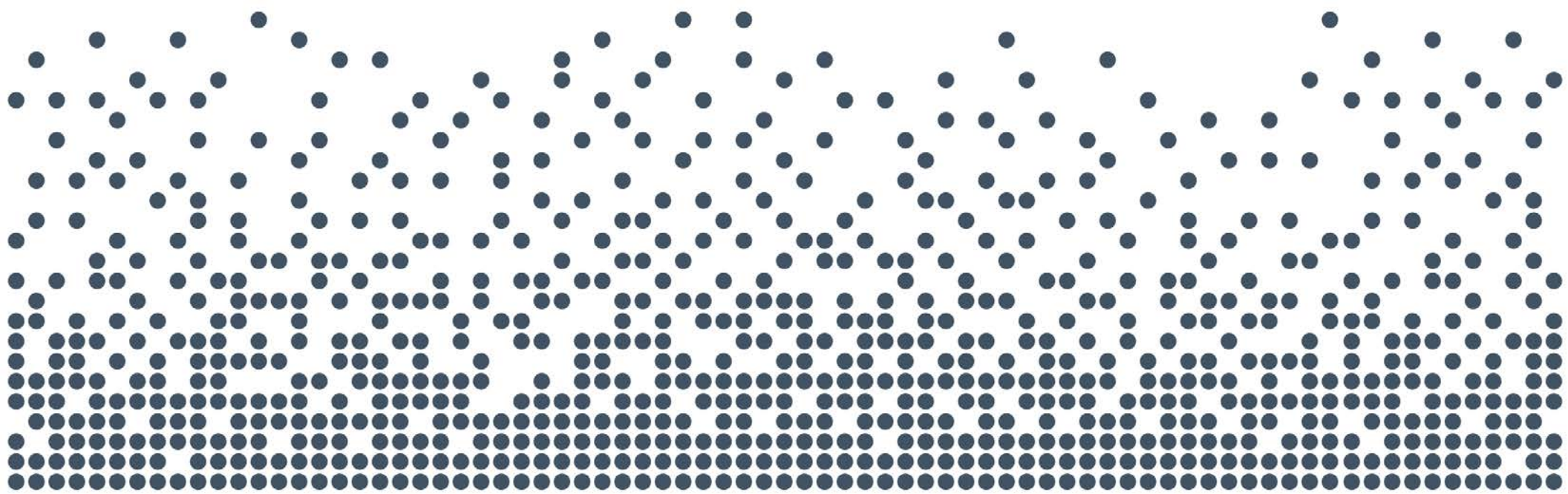
The following section provides an in-depth analysis and highlights the metrics and trends that have been discussed earlier. The identification of certain factors helps highlight accommodation challenges, observations and opportunities. Possible options are presented for Board consideration.

Figure 3 (following page) is a map showing the study area and the schools contained within it.



Figure 3: Study Area





Current Situation



3. Current Situation

3.1 Middlesex Review Area

Figure 4 Middlesex School Boundary Map



Figure 5 Middlesex Elementary Enrolment vs. Capacity

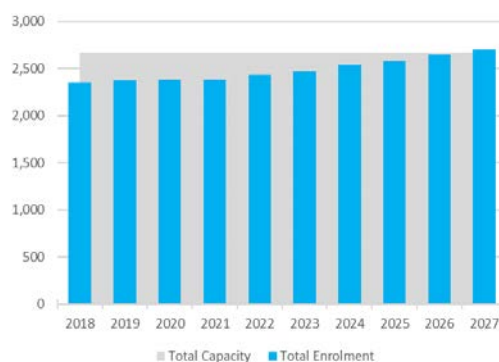


Figure 6 Middlesex General Information

	OTG	Age	Site (Ha)
Caradoc PS	424	58	2.50
Centennial Central PS	323	61	3.91
Delaware Central PS	259	81	0.96
East Williams Memorial PS	317	66	2.04
Oxbow PS	501	57	3.97
Parkview PS	602	55	1.79
Valleyview Central PS	245	54	4.26
Review Area Average	382	62	2.77

Background

Figure 4 depicts the school locations and boundaries within the Middlesex study area. Currently, the board operates 7 elementary schools in the area including Caradoc Public School, Centennial Central Public School, Delaware Central Public School, East Williams Memorial Public School, Oxbow Public School, Parkview Public School and Valleyview Central Public School. The average age for these seven schools is approximately 62 years and range from 81 (built in 1938) to 54 (1964) years. Figure 5 highlights the total enrolment compared to the total OTG capacity available within the seven schools and demonstrates that on an overall basis, enrolment will reach capacity at the end of the forecast term.



Demographic Trends

Table 3.1.1 below depicts the study area's demographic trends over the last 4 census periods. The study area's total population has grown by more than 4,000 (21%) since 2001, with approximately 50% of that increase coming in the first 5-year period between 2001 and 2006. The boards jurisdiction has grown by approximately 79,500 people from 2001 to 2016, and approximately 5% of that growth has occurred in the study area.

While the overall population in the study area has continued to grow, specific age cohorts within the population have fluctuated, specifically the elementary aged population (ages 4 to 13). Of that 4,000 total population growth, the study area has experienced only a 0.6% increase in elementary aged (4-13) population from 2001 to 2016. Between 2001 and 2011, this area experienced a 7.5% decrease in elementary aged people but has recently rebounded with an increase of 8.7% between 2011 and 2016.

In addition to examining school aged populations, the 0-3 year (pre-school) aged population was also analyzed. This group is important because it is used as an indicator of future elementary population trends, especially in the short- to mid-term. The pre-school population is the age cohort that will be entering the school system next. This age cohort experienced a 6.2% drop in the most recent census period (2011-2016) but throughout the early 2000's there were steady increases of 4.2% and 16.3% from 2001-2006 and 2006-2011, respectively.

Table 3.1.1 Demographics

Population Data					2001-2006		2006-2011		2011-2016	
	2001 Census	2006 Census	2011 Census	2016 Census	Absolute Change	% Change	Absolute Change	% Change	Absolute Change	% Change
Total Population	20,409	22,541	23,759	24,741	2,131	10.44%	1,218	5.40%	982	4.13%
Pre-School Population (0-3)	876	912	1,061	995	36	4.16%	149	16.30%	-66	-6.22%
Elementary School Population (4-13)	3,368	3,169	3,116	3,387	-200	-5.92%	-53	-1.68%	272	8.72%
Secondary School Population (14-18)	1,550	1,795	1,900	1,705	246	15.85%	105	5.83%	-195	-10.24%
Population Over 18 Years of Age	14,616	16,665	17,682	18,653	2,049	14.02%	1,018	6.11%	971	5.49%



According to Statistics Canada data, there has also been steady growth in the housing stock in this area – increasing by approximately 1,750 units (25.1%) over the 2001-2016 period Table 3.1.2. However, it should be noted that while total occupied dwellings in this review area have been steadily increasing, the total persons per dwellings has been steadily declining due to the aging population and smaller average family sizes. Elementary aged populations per dwellings have in turn also witnessed a relatively steady decrease from 2001 to 2011 but have stabilized since then. The elementary aged population per household has dropped by almost 20% since 2001.

Table 3.1.2 Occupied Dwellings

Dwelling Unit Data					2001 - 2006		2006-2011		2011-2016	
	2001 Census	2006 Census	2011 Census	2016 Census	Absolute Change	% Change	Absolute Change	% Change	Absolute Change	% Change
Total Occupied Dwellings	6,990	7,672	8,274	8,744	683	9.76%	602	7.84%	470	5.68%
Total Population/Dwelling	2.92	2.94	2.87	2.83	0.02	0.62%	-0.07	-2.26%	-0.04	-1.46%
Elementary Pop./Dwelling	0.48	0.41	0.38	0.39	-0.07	-14.29%	-0.04	-8.83%	0.01	2.88%
Secondary Pop./Dwelling	0.22	0.23	0.23	0.20	0.01	5.55%	0.00	-1.87%	-0.03	-15.06%

Historical Enrolment

Table 3.1.3 depicts the historical enrolment trends for this study area. Across the area, elementary enrolment experienced an increase of approximately 13% between 2006-2011 and another 2% from 2011-2016. An important measure when examining historical enrolment is the grade structure ratio (GSR). It is a measure of pupils entering the school system (JK-grade 1) versus pupils at the senior elementary level (grades 6-8) about to leave the system. An equal number of pupils entering JK-1 to those moving through the senior elementary grades would result in a ratio of 1. A GSR higher than 1 indicates that more pupils are leaving the elementary school system than entering and is a predictor of future enrolment decline (at least in the short term), absent of migrating factors. A GSR less than 1 is indicative of more pupils entering the system compared with those leaving the system and usually results in short-term enrolment increases.



The GSR in this study area, has historically been greater than 1 for each of the last 3 census periods as shown below in table 3.1.3. Although historically the GSR has been above 1, the ratio has been greatly reduced from 1.20 during the 2006/07 year to 1.03 during the 2016/17 year.

Table 3.1.3 Historic Enrolment

GRADES (Headcount)	Historical Enrolment		
	2006/2007	2011/2012	2016/2017
JK	180	217	225
SK	193	231	247
1	215	237	225
2	189	248	256
3	218	233	240
4	191	237	259
5	209	240	247
6	240	229	245
7	237	235	240
8	231	259	230
Total Elementary Enrolment	2,103	2,366	2,414
<i>Ratio of Senior (6-8) to Junior (JK-1)</i>	1.20	1.06	1.03

2006 - 2011		2011 - 2016	
Abs. Change	% Change	Abs. Change	% Change
37	21%	8	4%
38	20%	16	7%
22	10%	-12	-5%
59	31%	8	3%
15	7%	7	3%
46	24%	22	9%
31	15%	7	3%
-11	-5%	16	7%
-2	-1%	5	2%
28	12%	-29	-11%
263	13%	48	2%
-0.15	-12%	-0.03	-3%

One of the most important factors when examining enrolment trends is enrolment share. Enrolment share refers to the percentage of the total eligible school aged population that attends TVDSB schools. For the purposes of this analysis, enrolment share was analysed by exploring the share of enrolment that the study area captures relative to the total school aged population living in the study area. Changes in enrolment share can have significant impacts on enrolment trends and can mitigate or exacerbate the impact of school aged population changes. The enrolment share is examined for the 2006, 2011 and 2016 and is consistent with the available Statistics Canada Census school aged populations for the area (Table 3.1.4). Overall the elementary participation rate has increased from 2006 to 2016 going from 66% to 71%. The



study area had a spike in participation rates during the 2011 year, reaching a high of 76%, however rates returned to 71% by 2016, resulting in an overall 10-year increase of 5% between 2006 and 2016.

Table 3.1.4 Enrolment Share

	2006	2011	2016	Diff. 06-11	Diff. 11-16
Total Elementary Enrolment – Headcount	2,103	2,366	2,414	263	48
Total Elementary Aged Population	3,169	3,116	3,387	-53	272
Elementary Participation Rates	66%	76%	71%	10%	-5%

Projected Enrolment

Enrolment has been projected for a 10-year forecast period ending in 2027/28 for each school in this study area (Table 3.1.5). For this study area as a whole, enrolment is expected to increase by approximately 15% over the projected term. By the end of the forecast period, elementary enrolment is expected to be approximately 2,701 – which represents a total increase of 349 students between 2018/19 and 2027/2028, and an OTG capacity deficit of 30 spaces. Within this review area, some schools are expected to experience growth in enrolment ranging from 21-23% (Caradoc PS/Parkview PS) to 90% (Centennial Central PS) while other schools (Delaware Central PS, East Williams Memorial PS, and Oxbow PS) are expected to experience declines in enrolment over the forecast term by as little as -1% (Delaware Central PS) to a high of -27% (Oxbow PS).



Table 3.1.5 Projected Facility Enrolment Overview

School Name	On-The-Ground Capacity	Current 2018/2019	Year 5 2022/2023	Year 10 2027/2028	Difference % (+/-) 2018 - 27
Caradoc PS	424	373	408	461	23%
Centennial Central PS	323	273	361	520	90%
Delaware Central PS	259	120	104	118	-1%
East Williams Memorial PS	317	188	167	153	-19%
Oxbow PS	501	558	470	407	-27%
Parkview PS	602	647	691	782	21%
Valleyview Central PS	245	193	229	261	35%
Total Elementary Enrolment	2,671	2,352	2,431	2,701	15%

Facility Utilization

Each open school in the Board's Inventory has a permanent Ministry related capacity associated with it. The capacities used in this study are consistent with the Ministry of Education's SFIS On-The-Ground (OTG) capacity. The school's enrolment relative to its OTG capacity is known as the utilization rate and it measures the percentage of permanent bricks and mortar space that is occupied by students. Table 3.1.6 outlines the existing and projected utilization rates consistent with the enrolment projects for Years 1, 5 and 10 of the forecasts depicted in Table 3.1.5 above.

The review area's elementary utilization rate based on current enrolment to capacity is 88% and by Year 5 of the forecast it is projected to reach 91%. Throughout the remainder of the forecast, enrolments are expected to continue increasing and the utilization rate is expected to increase to approximately 101% by 2027/28 - a 13% increase in utilization from the current year. Utilization rates on a school-by-school basis vary. For example, Delaware Central PS and East Williams Memorial PS are projected to be below a 50% utilization rate by Year 10 (46% and 48% respectively). Many of the other



schools in the study area are operating over capacity and have utilization rates ranging from 161% (Centennial Central PS) to 106% (Valleyview Central PS).

Table 3.1.6 Projected Facility Utilization Overview

School Name	On-The-Ground Capacity	Current 2018/ 2019	Year 5 2022/ 2023	Year 10 2027/ 2028
Caradoc PS	424	88%	96%	109%
Centennial Central PS	323	85%	112%	161%
Delaware Central PS	259	46%	40%	46%
East Williams Memorial PS	317	59%	53%	48%
Oxbow PS	501	111%	94%	81%
Parkview PS	602	107%	115%	130%
Valleyview Central PS	245	79%	93%	106%
Total Elementary Enrolment	2,671	88%	91%	101%

3.2 Identified Issues & Options for Consideration

As mentioned previously, overall elementary enrolment in the study area is expected to increase by approximately 15% over the next 10 years according to Watson & Associates enrolment projections. Historically, elementary enrolment grew by approximately 15% between 2006 and 2016; increasing by 13% between 2006 and 2011, and by an additional 2% between 2011 and 2016. The study area, as a whole is generally well utilized, operating at approximately 88% of its total current capacity and is projected to increase its utilization rate to just above 100% by the end of the forecast. However, on a school-by-school basis, current utilization rates vary widely, ranging from less than 60% at both Delaware Central PS and East Williams Memorial PS, to more than 100% utilization of permanent capacity at both Oxbow PS and Parkview PS. This trend is expected to be continually exacerbated by concentrated pockets of growth in some communities such



as Kilworth, Komoka, Ilderton and parts of North London, combined with the sustained decline of school-aged populations in more rural portions of this study area.

Consequently, utilization rates are projected to continue to vary by facility, ranging from less than 50% utilization of permanent capacity at Delaware Central PS and East Williams Memorial PS by Year 10 of the forecast, to more than 130% utilization of permanent capacity at both Parkview PS and Centennial Central PS during this same period of time. Furthermore, the elementary schools in this review area have some facility condition concerns, in particular Delaware Central PS and Valleyview Central PS, both of which have a Facility Condition Index (FCI) of more than 60%. In addition, Delaware Central PS, Valleyview Central PS and East Williams Memorial PS all have higher than average renewal needs and will be getting approximately 80% or less of maximum funding for operation costs. In total, there is approximately \$13.47 million in renewal needs for this review area (elementary schools only) and an average FCI for all of the schools of approximately 27%.

The following pages outline the identified issues and accommodation options. Accommodation scenarios for this study area largely take into consideration current and projected utilization rates, facility condition, operations costs and student distribution trends. Accommodation options for consideration range from evaluating/maintaining the status quo approach (i.e. holding zones/holding schools) to possible consolidations or boundary changes.

It should be noted that implementing more permanent accommodation plans in developing areas can result in some long-term challenges for the Board. Student yield and development phasing for example, can significantly impact the capital funding approval process in terms of securing new permanent space. Holding zone/holding school accommodation approaches for areas with substantial residential development, while temporary, can allow for flexibility in terms of offering more viable long-term options.



The structure of accommodation scenarios is as follows:

- Four options have been presented for Parkview PS, Delaware Central PS and Caradoc PS including Option 1A, 1B, 2 and 3.
- The accommodation options for the remaining facilities in this review area including Centennial Central PS, Oxbow PS, Valleyview Central PS and East Williams Memorial PS are presented at the end of this section.
- Detailed sheets providing information on timing, enrolment, capacities, utilization rates and applicable strategies by school can be found in Appendix A at the end of this document.



Accommodation Options

The following section provides accommodation scenarios (Options 1A, 1B, 2 and 3) for Parkview PS, Delaware Central PS and Caradoc PS.

OPTION 1A

SUMMARY

- Parkview PS is currently over capacity, with enrolment expected to increase significantly over the next 10 years resulting in long term utilization rate of approximately 130%. The majority of this growth is from new residential developments situated in the communities of Komoka and Kilworth.
- To alleviate enrolment pressure at Parkview PS, the Board could consider creating a holding zone for residential development in the community of Kilworth.
- Projections indicate that the Kilworth residential development will yield approximately 205 new pupils for the Board by 2027/28. Any new pupils from this holding zone can be temporarily accommodated at Delaware Central PS.
- Status quo for Caradoc PS.

OUTCOME

- Parkview PS - long term utilization rate of 96% compared to 130%.
- Delaware Central PS – long term utilization rate of 125% compared to 46%
- There would be no change to the renewal needs as a result of this option and there would be no need for additional capital funding.
- As no pupils currently reside in the Kilworth residential development, no existing students would need to be displaced.
- Table 3.1.7 outlines the proposed changes to capacities and utilization rates for Options 1A and 1B.



POSSIBLE LIMITATIONS/ISSUES

- Current enrolment projections for Parkview PS, as well as existing surplus spaces at schools surrounding Parkview PS, suggest that a new elementary school may not be necessary in the next 10 to 15 year timeframe, if at all. Consequently, this option may result in a long-term holding situation for Parkview PS and Delaware Central PS.
- Additionally, enrolment projections suggest that Delaware Central PS may not be able to temporarily accommodate all students from this development in the mid to longer term, with utilization rates projected to surpass 100% of available permanent capacity at this facility in the next 7 or 8 years.
- Delaware Central PS is 80 years old and currently has an FCI of 65%, with more than \$4.38 million in renewal needs. This option does not address any renewal needs or facility condition issues.
- In addition, future residential development designated in Strathroy-Caradoc, may result in future accommodation pressures at Caradoc PS. This option does not address enrolment pressures at Caradoc PS.

OPTION 1B

SUMMARY

- This option is similar to Option 1A, however instead of creating a holding zone for the Kilworth residential development, the Board may consider permanently designating this area to the Delaware Central PS attendance boundary.
- Status quo for Caradoc PS.

OUTCOME

- Parkview PS - long term utilization rate of 96% compared to 130%.
- Delaware Central PS – long term utilization rate of 125% compared to 46%
- There would be no change to the renewal needs as a result of this option and there would be no need for additional capital funding.



- As no pupils currently reside in the Kilworth residential development, no existing students would need to be displaced.
- An Attendance Boundary Review would likely be required for this option.
- Table 3.1.7 outlines the proposed changes to capacities and utilization rates for Options 1A and 1B.

POSSIBLE LIMITATIONS/ISSUES

- Based on current projections, Delaware Central PS may experience its own enrolment pressures resulting from this permanent boundary change and may require additional space to accommodate students.
- Delaware Central PS is 80 years old and currently has an FCI of 65%, with more than \$4.38 million in renewal needs. This option does not address any renewal needs or facility condition issues.
- In addition, future residential development designated in Strathroy-Caradoc, may result in future accommodation pressures at Caradoc PS.

Table 3.1.7 Projected Facility Utilization Overview

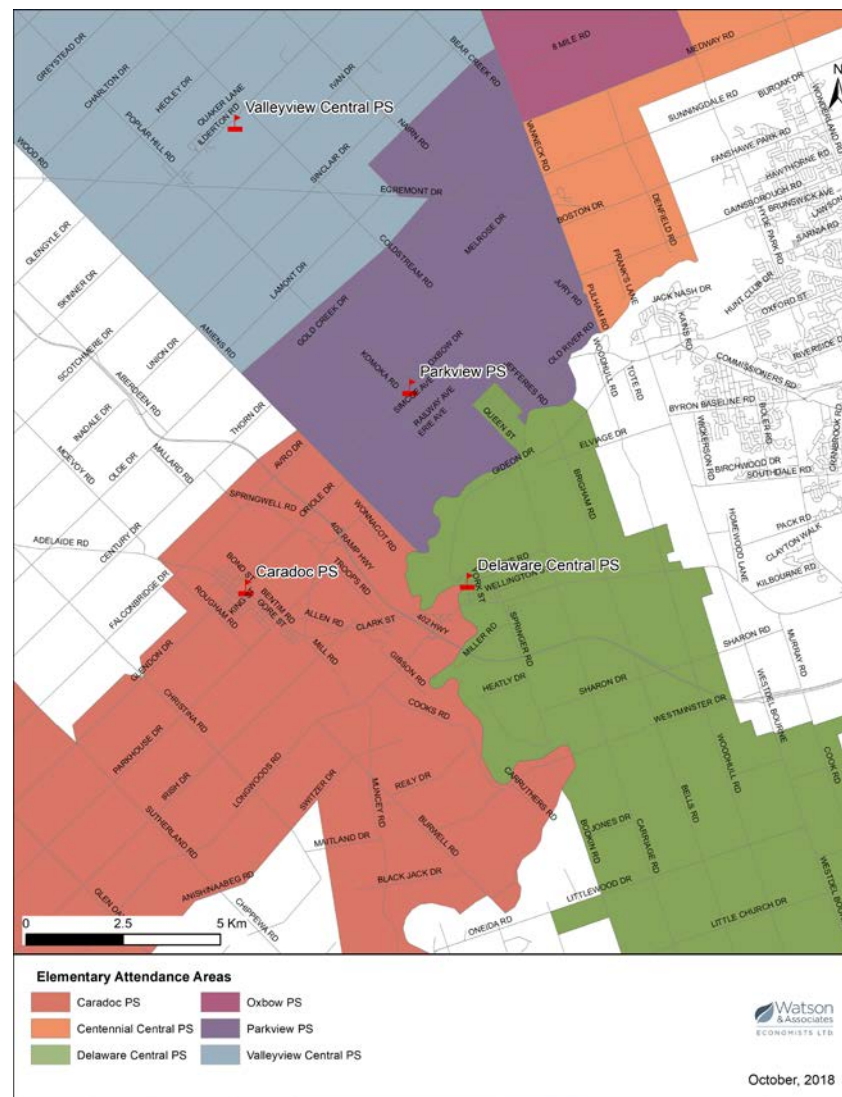
School Name	Current OTG Capacity	Revised OTG Capacity	Current 2018/2019	Year 5 2022/2023	Year 10 2027/2028
Caradoc PS	424	424	88%	96%	109%
Delaware Central PS	259	259	46%	77%	125%
Parkview PS	602	602	107%	99%	96%
Total Elementary Enrolment	1,285	1,285	89%	94%	106%



Option 1A: Holding Zone



Option 1B: Permanent Boundary Change





OPTION 2

SUMMARY

- Option 2 is based on and builds from Options 1A and 1B and is presented as a type of 'hybrid' approach.
- To alleviate enrolment pressure at Parkview PS, the Board may consider creating a short-term holding zone for residential development in the community of Kilworth, temporarily accommodating these pupils at Delaware Central PS.
- As the Board continues to monitor enrolment projections and new development phasing, specific criteria will be attached to the Kilworth holding zone designation to trigger longer term accommodation strategies for these facilities. For example, after 5 years or at such a time that utilization rates at the holding school (i.e. Delaware Central PS) approach 100%, the Board is recommended to review the holding zone designation and either;
 - Approve the continuation of a holding zone, or
 - Approach an alternative and more permanent accommodation. Should enrolment trends warrant a more permanent accommodation strategy, the Board may consider closing Delaware Central PS and seeking capital funding for a new elementary replacement facility built at a right-sized capacity to accommodate existing enrolments from Delaware Central PS, a small portion of enrolment Caradoc PS and enrolment from the new Kilworth residential development.

OUTCOME (based on Delaware closure and replacement facility)

- Parkview PS - long term utilization rate of 96% compared to 130%.
- Delaware Central PS (rebuilt with a capacity of 449) – long term utilization rate of 83% compared to 46%
- Caradoc PS – long term utilization rate of 97% compared to 109%
- If a new replacement facility is built for Delaware Central PS, the renewal needs for this area would be reduced by \$4.38 million, effectively eliminating older, expensive surplus space and replacing it with newer, more efficient spaces built relative to projected enrolment.



- In addition, improved utilization rates at Delaware Central PS would allow the Board to better maximize their operations funding.
- There would be capital funding requirements associated with the new replacement facility. In addition, a Pupil Accommodation Review would be required under current guidelines.
- Table 3.1.8 outlines the proposed changes to capacities and utilization rates for Option 2.

POSSIBLE LIMITATIONS/ISSUES

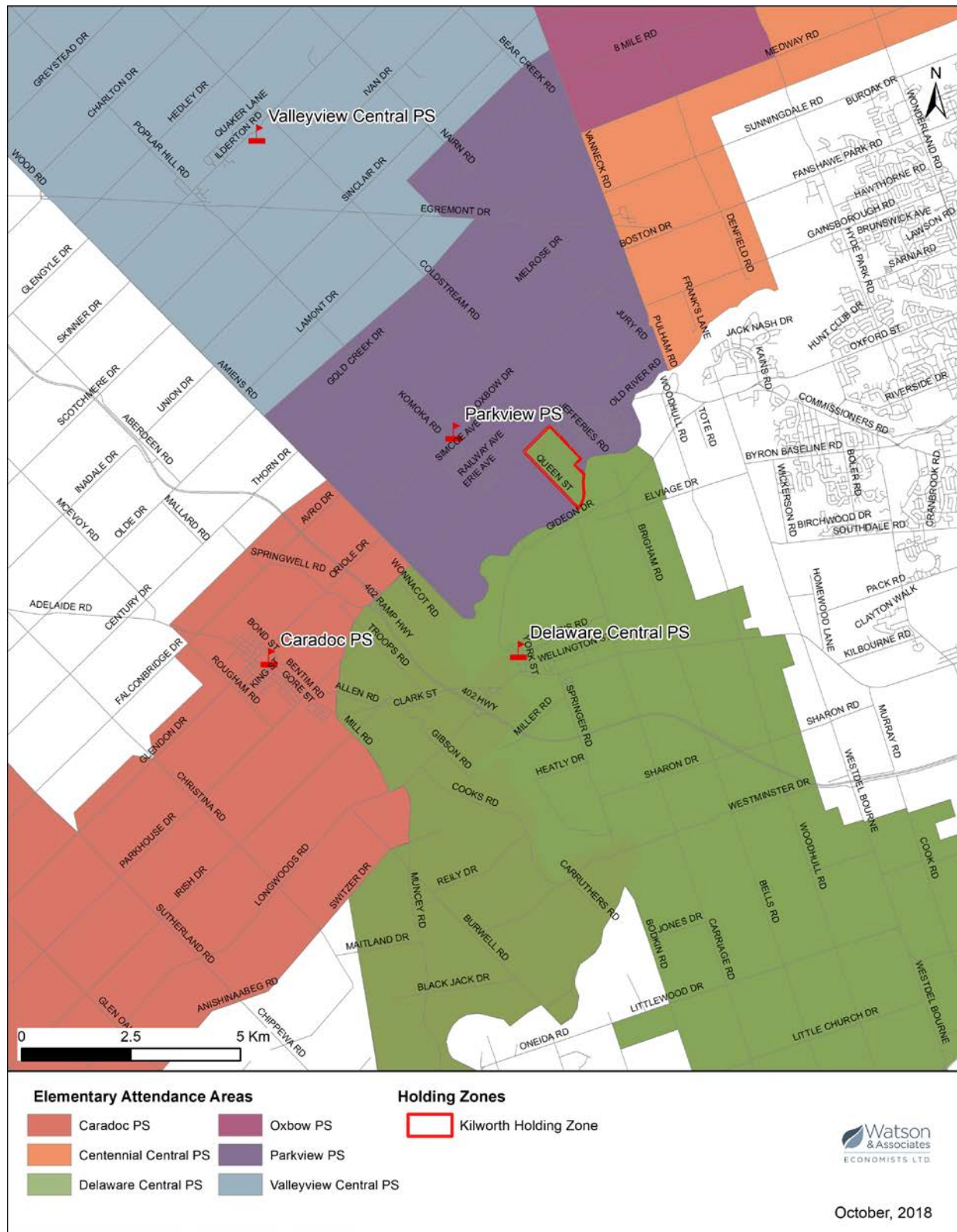
- A portion of existing Caradoc PS students would be displaced if a permanent boundary change was made with Delaware Central PS.
- In addition, based on future residential development designated in Strathroy-Caradoc, Caradoc PS is projected to have enrolment pressure issues in the longer term (10 to 15-year time frame).
- Timing of residential development will impact the timing of this accommodation option which may result in long term holding situations.

Table 3.1.8 Projected Facility Utilization Overview

School Name	Current OTG Capacity	Revised OTG Capacity	Current 2018/ 2019	Year 5 2022/ 2023	Year 10 2027/ 2028
Caradoc PS	424	424	88%	96%	97%
Delaware Central PS	259	449	46%	77%	83%
Parkview PS	602	602	107%	99%	96%
Total Elementary Enrolment	1,285	1,475	89%	94%	92%



Option 2: Hybrid Approach





OPTION 3

SUMMARY

- Option 3 has similarities to Option 2, in that the outcome of the recommendation, is to build a replacement facility for Delaware Central PS.
- To alleviate enrolment pressure at Parkview PS and Caradoc PS, and to further address utilization rates and facility condition at Delaware Central PS, the Board may consider a permanent attendance boundary change between Parkview PS, Caradoc PS and Delaware Central PS.
- In this option, stable (existing) student populations residing in Caradoc PS and Parkview PS attendance boundaries would be redirected to a new Delaware PS replacement facility along with current Delaware Central PS students.

OUTCOME

- Parkview PS - long term utilization rate of 88% compared to 130%.
- Delaware Central PS (assumes replacement school with a capacity of 449) – long term utilization rate of 99% compared to 46%
- Caradoc PS – long term utilization rate of 97% compared to 109%
- If a new replacement facility is built for Delaware Central PS, the renewal needs for this area would be reduced by \$4.38 million, effectively eliminating older, expensive surplus space and replacing it with newer, more efficient spaces built relative to projected enrolment.
- In addition, improved utilization rates at Delaware Central PS would allow the Board to maximize operations funding.
- There would be capital funding requirements associated with the new replacement facility. In addition, a Pupil Accommodation Review would be required.
- Table 3.1.9 outlines the proposed changes to capacities and utilization rates for Option 3.



POSSIBLE LIMITATIONS/ISSUES

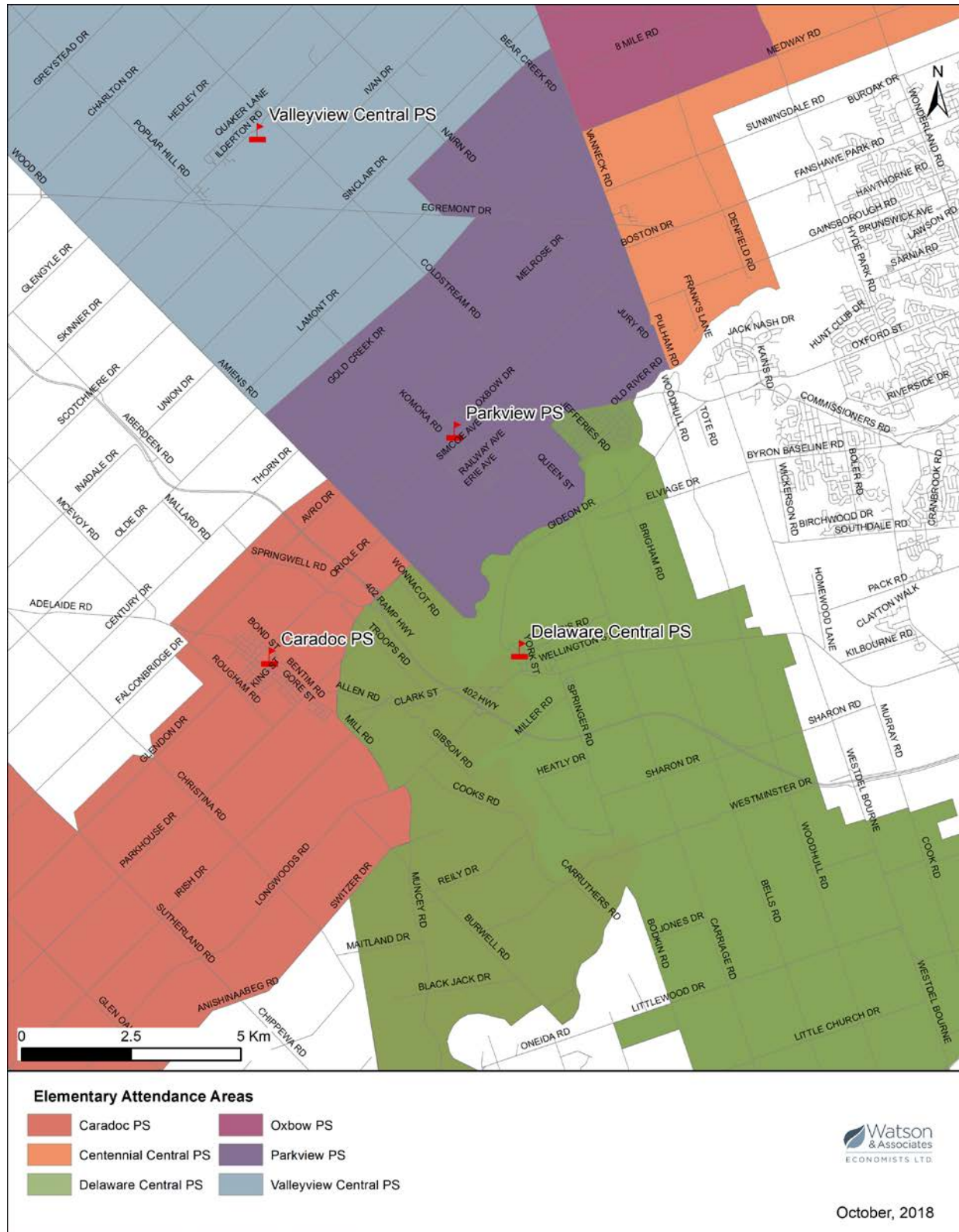
- A portion of existing Caradoc PS and Parkview PS students would be displaced if a permanent boundary change was made with Delaware Central PS.
- In addition, based on future residential development designated in Strathroy-Caradoc, Caradoc PS is projected to have enrolment pressure issues in the longer term (10 to 15-year time frame).

Table 3.1.9 Projected Facility Utilization Overview

School Name	Current OTG Capacity	Revised OTG Capacity	Current 2018/2019	Year 5 2022/2023	Year 10 2027/2028
Caradoc PS	424	424	88%	86%	97%
Delaware Central PS	259	449	46%	94%	99%
Parkview PS	602	602	107%	73%	88%
Total Elementary Enrolment	1,285	1,475	89%	94%	94%



Option 3 No Holding Zones





ADDITIONAL ACCOMMODATION OPTIONS (REMAINING SCHOOLS)

The following section provides accommodation recommendations for Centennial Central PS, Oxbow PS, Valleyview Central PS and East Williams Memorial PS.

ADDITIONAL ACCOMMODATION OPTIONS SUMMARY

- Historically, Centennial Central PS has been a holding school for residential development in the North London. While Sir Arthur Currie PS has recently alleviated enrolment pressures at this facility, additional residential development designated to this facility from the Uplands community will require additional space at this facility to accommodate long term projections. It is therefore recommended that Board seek capital funding for an 8-classroom addition at Centennial Central PS to accommodate future enrolment. Alternatively, the Board could consider attendance boundary changes and return Uplands students back to the City of London.
- In addition, Valleyview Central PS is currently a holding school for Ilderton residential developments located near Oxbow PS. As existing student population at Oxbow PS declines over the next several years, it is recommended that these students are redirected from Valleyview Central PS and permanently accommodated at their local school (i.e. Oxbow PS).
- However, redirecting students from Valleyview PS back to their resident school (Oxbow PS) will significantly reduce the utilization rate at Valleyview Central PS in the long term. It is therefore recommended that the Board consider a consolidation of Valleyview Central PS and East Williams Memorial PS to increase utilization and program opportunities for these communities. Based on facility condition and renewal, it is recommended that Valleyview Central PS be closed, and students redirected to East Williams Memorial PS.

ADDITIONAL ACCOMMODATION OPTIONS OUTCOME

- Centennial Central PS - long term utilization rate of 102% compared to 161%.
- Oxbow PS – long term utilization rate of 110% compared to 81%



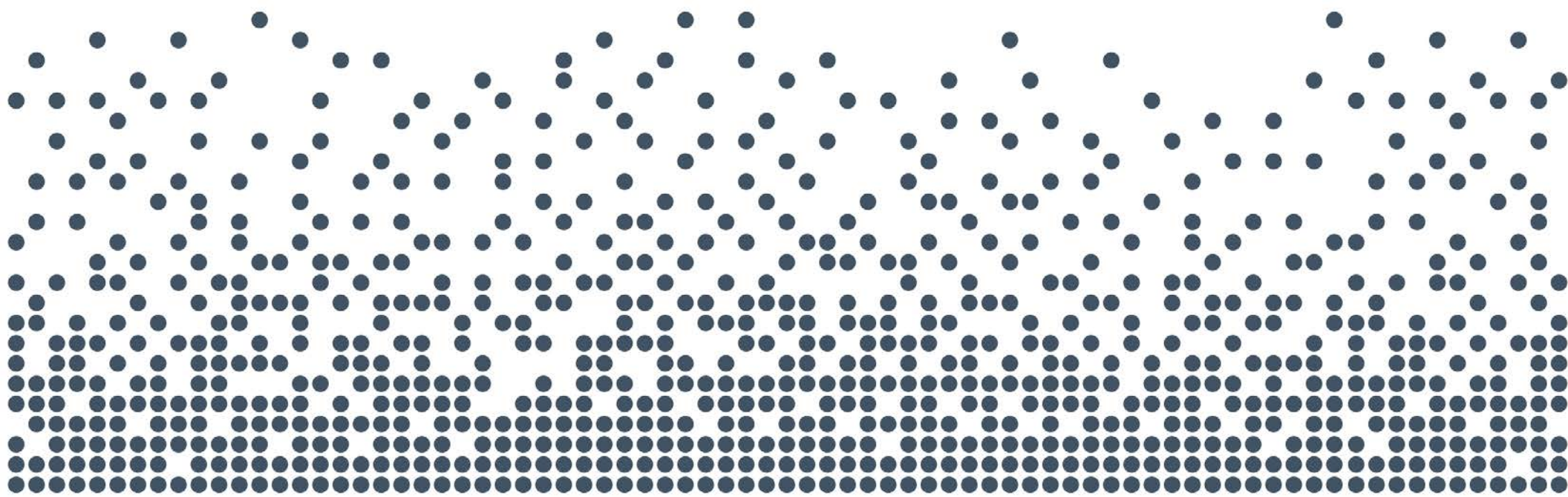
- East Williams Memorial PS – long term utilization rate of 85% compared to 48%
- If Valleyview Central PS is closed with enrolment redirected to East Williams Memorial PS, the renewal needs for this area would be reduced by \$3.97 million.
- In addition, improved utilization rates at East Williams Memorial PS would allow the Board to maximize operations funding relative to expenditures.
- Students currently residing in a temporary holding zone would be permanently placed in their resident school (i.e. Oxbow PS).
- There would be capital funding requirements associated with a new addition at Centennial Central.
- Table 3.1.10 outlines the proposed changes to capacities and utilization rates for these facility options.

ADDITIONAL ACCOMMODATION OPTIONS POSSIBLE LIMITATIONS/ISSUES

- Based on future residential development designated in North London, Centennial Central PS may require some additional temporary space (i.e. portables) to accommodate longer term enrolment projections (10 to 15-year time frame).
- Oxbow PS may require some temporary space to accommodate mid-term enrolment projections (6 to 10-year time frame) when holding students are returned.

Table 3.1.10 Projected Facility Utilization Overview

School Name	Current OTG Capacity	Revised OTG Capacity	Current 2018/2019	Year 5 2022/2023	Year 10 2027/2028
Centennial Central PS	323	507	85%	71%	102%
Oxbow PS	501	501	111%	107%	110%
Valleyview Central PS	245	0	79%	-	-
East Williams Memorial PS	317	317	59%	104%	85%
Total Elementary Enrolment	1,386	1,325	87%	93%	101%



Summary and Next Steps



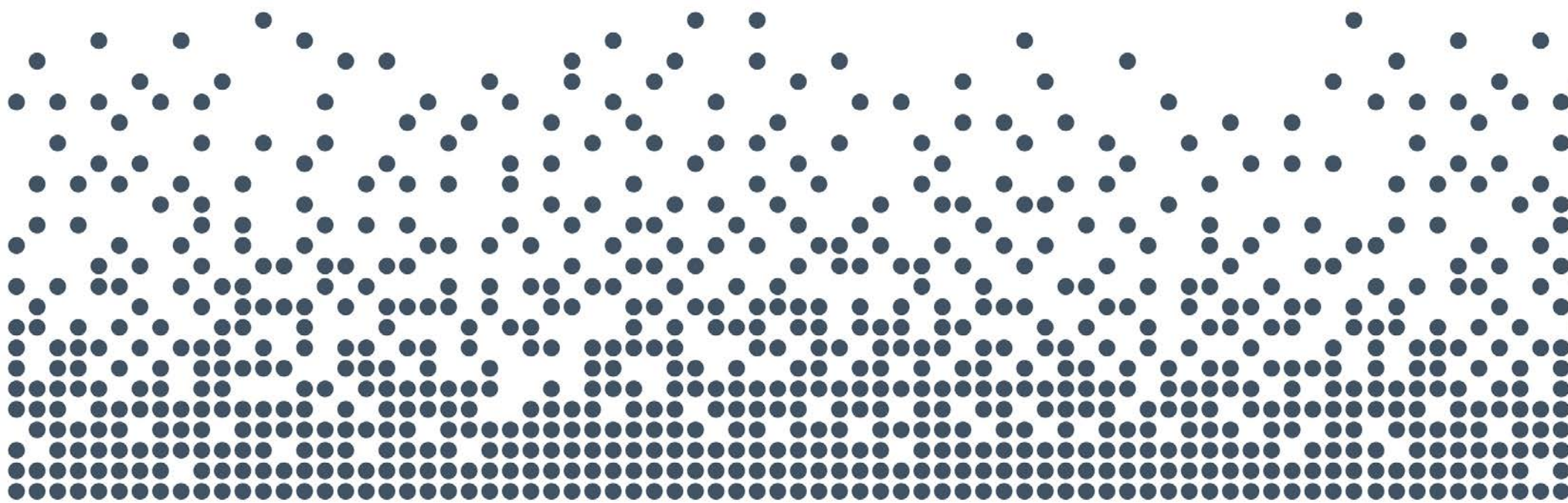
4. Summary and Next Steps

The issues identified in this report and associated options for consideration vary in complexity and in many cases the timing and implementation is dependent on a variety of other decisions or variables that need to be decided by the Board. This report is intended as a simulated strategy to allow the Board to plan in a proactive way by being aware of potential accommodation issues for the next 10 years. Changes to the funding model and Ministry of Education guidelines and regulations have made Board accommodation decisions a more comprehensive and inclusive process requiring large scale public consultation in most instances. In addition, the Ministry in recent years has provided funding for select capital projects on a case by case basis. Boards are required to prepare and submit business cases to the Ministry of Education that meet certain criteria to secure the funding. This document provides an important basis and resource for future potential business cases or accommodation reviews.

This document has attempted to identify accommodation challenges and opportunities and provide scenarios for the Board to consider, to address those problems. The next step that should be taken by the Board in this accommodation analysis is an attempt to prioritize the issues that have been identified and to consider the options. There are some issues that have been identified that can be addressed by the Board in the short term. The Board should identify options by those where the implementation process could start immediately, those that require further study by committee/staff, or those that require a larger public consultation process and review.

It is the consultant's opinion that the Board should continue to seek Ministry funding for a new school in the study area and work with school administrators and the community to find reasonable interim measures to accommodate enrolments (if necessary).

This report identified accommodation challenges and opportunities facing the Board and in turn provided options for various forms of consideration. The accommodation options attempt to balance the need for increased operating efficiencies and viable long-term enrolments with projected residential developments and existing school locations and populations. The options are intended to provide the Board with options to consider whereby outcomes would right-size Board facilities compared to actual and projected enrolments, ensure consistency with Ministry initiatives and funding and ensure that students are accommodated in facilities with a breadth of program offerings that promote student achievement.



Appendix A

School Accommodation Trigger List and Accommodation Detail Sheets



Appendix A: School Accommodation Trigger List:

School Name	OTG	2018 Enrolment (Headcount)	2027 Enrolment (Headcount)	10 Year Enrolment Trend (%)	2018 Utilization Rate	2027 Utilization Rate	5 Year FCI	Facility Age	Estimated Operations Grants Versus Expenditures	5 Year Renewal Cost	Total Number of Triggers
Delaware Central PS	259.0	120	118	-2%	46.3%	45.6%	65%	80	-\$ 78,940	\$4,380,226	8
East Williams Memorial PS	317.0	188	153	-19%	59.3%	48.3%	31%	66	-\$ 47,512	\$2,398,596	7
Parkview PS	602	647	782	21%	107.5%	129.9%	2%	55	\$ 188,768	\$211,063	5
Valleyview Central PS	245.0	193	261	35%	78.8%	106.5%	61%	54	-\$ 20,578	\$3,975,979	5
Centennial Central PS	323.0	273	520	90%	84.5%	161.0%	16%	61	\$ 16,206	\$1,267,961	2
Caradoc PS	424.0	373	461	24%	88.0%	108.7%	2%	58	\$ 53,172	\$144,270	1
Oxbow PS	501.0	558	407	-27%	111.4%	81.2%	10%	57	\$ 106,985	\$1,094,961	1
Total	2,671.0	2,352	2,702	15%	88%	101%	22%			\$13,473,056	29
Average	381.6	336	386	18%	82%	97%	27%	62		\$1,924,722	4



Option 1A/1B Detailed Accommodation Strategy Sheets

Centennial Central PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	237	273	297	318	332	361	393	424	452	489	520	547	568	591	613	633	
Boundary Adjustments + (In) - (Out)																	
Total Assumed Enrolment	237	273	297	318	332	361	393	424	452	489	520	547	568	591	613	633	
Capacity Summary																	
Existing Bricks and Mortar	323.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar- 8 Classroom Addition						184.0											
Total Capacity	323.0	323.0	323.0	323.0	323.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0
Change in Temporary Space																	
Existing Portables	0																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Capacity (Permanent + Temporary)	323.0	323.0	323.0	323.0	323.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0
Available Space	86	50	26	5	-9	146	114	83	55	18	-13	-40	-61	-84	-106	-126	
Utilization (Status Quo)	73.4%	84.5%	91.8%	98.5%	102.8%	111.9%	121.5%	131.4%	140.0%	151.4%	160.9%	169.2%	176.0%	183.0%	189.8%	196.1%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	73.4%	84.5%	91.8%	98.5%	100.0%	71.3%	77.4%	83.7%	89.2%	96.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	7.2%	10.8%	14.2%	17.3%	19.9%	
Notes:																	

Delaware Central PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	144	120	115	113	103	104	104	105	108	114	118	119	121	122	124	126	
Boundary Adjustments +{(In) - (Out): 1A - Holding at Delaware/1B - Boundary Change with Delaware (Kilworth Residential Development)		0	22	47	71	96	120	143	164	184	205	226	244	258	271	285	
Total Assumed Enrolment	144	120	137	160	174	200	225	248	272	299	323	345	365	380	395	411	
Capacity Summary																	
Existing Bricks and Mortar	259.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0
Change in Temporary Space																	
Existing Portables	0																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Capacity (Permanent + Temporary)	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0	259.0
Available Space	115	139	122	99	85	59	34	11	-13	-40	-64	-86	-106	-121	-136	-152	
Utilization (Status Quo)	55.6%	46.3%	44.3%	43.6%	39.8%	40.3%	40.3%	40.7%	41.7%	44.1%	45.6%	46.0%	46.6%	47.2%	47.9%	48.6%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	55.6%	46.3%	52.9%	61.6%	67.2%	77.2%	86.7%	95.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.7%	13.3%	19.9%	24.9%	29.1%	31.9%	34.5%	37.0%	
Notes:																	

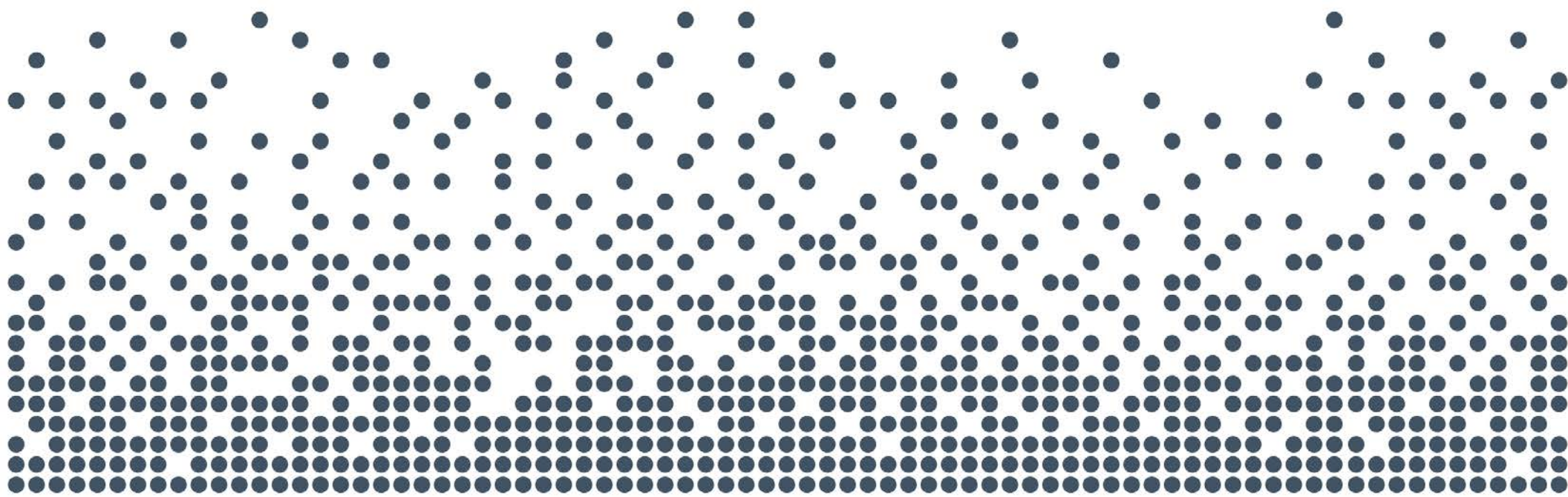
Oxbow PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	560	558	547	519	499	470	451	431	430	415	407	409	408	409	409	405	
Boundary Adjustments + (In) - (Out): Students Returned from Ilderton Holding Zones to Oxbow PS				33	50	67	84	100	114	128	143	157	170	179	188	197	
Total Assumed Enrolment	560	558	547	552	548	537	536	531	544	543	550	566	577	587	597	602	
Capacity Summary																	
Existing Bricks and Mortar	501.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0
Change in Temporary Space																	
Existing Portables	7																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0
Total Capacity (Permanent + Temporary)	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0
Available Space	102	104	115	110	114	125	126	131	118	119	112	96	85	75	65	60	
Utilization (Status Quo)	111.8%	111.4%	109.1%	103.6%	99.5%	93.9%	90.1%	86.0%	85.8%	82.8%	81.3%	81.7%	81.4%	81.6%	81.6%	80.8%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	10.5%	10.2%	8.3%	9.2%	8.6%	6.8%	6.5%	5.6%	7.9%	7.8%	8.9%	11.5%	13.2%	14.7%	16.0%	16.7%	
Notes:																	

Parkview PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	641	647	655	658	671	691	710	734	746	761	782	804	830	851	871	887	
Boundary Adjustments +{(In) - (Out): 1A - Holding at Delaware/1B - Boundary Change with Delaware (Kilworth Residential Development)		0	-22	-47	-71	-96	-120	-143	-164	-184	-205	-226	-244	-258	-271	-285	
Total Assumed Enrolment	641	647	633	611	600	595	590	591	582	577	577	578	585	593	600	602	
Capacity Summary																	
Existing Bricks and Mortar	602.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0
Change in Temporary Space																	
Existing Portables	5																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0
Total Capacity (Permanent + Temporary)	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0
Available Space	76	70	84	106	117	122	127	126	135	140	140	139	132	124	117	115	
Utilization (Status Quo)	106.5%	107.5%	108.9%	109.2%	111.5%	114.7%	118.0%	122.0%	123.9%	126.5%	129.8%	133.6%	137.8%	141.4%	144.8%	147.3%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	100.0%	100.0%	100.0%	100.0%	99.7%	98.8%	98.0%	98.2%	96.8%	95.9%	95.8%	96.1%	97.3%	98.5%	99.7%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	6.1%	7.0%	5.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Notes:																	

Valleyview Central PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	178	193	200	211	219	229	233	242	248	254	261	270	282	292	301	308	
Boundary Adjustments +{(In) - (Out): Students Returned from Ilderton Holding Zones to Oxbox PS				-33	-50	-67	-84	-100	-114	-128	-143	-157	-170	-179	-188	-197	
Boundary Adjustments +{(In) - (Out): Consolidation with East Williams Memorial PS						-162	-149	-142	-134	-126	-118	-114	-113	-113	-113	-111	
Total Assumed Enrolment	178	193	200	178	169	0	0	0	0	0	0	0	0	0	0	0	0
Capacity Summary																	
Existing Bricks and Mortar	245.0																
Dispose of Bricks and Mortar						-245.0											
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	245.0	245.0	245.0	245.0	245.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Change in Temporary Space																	
Existing Portables	0																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Capacity (Permanent + Temporary)	245.0	245.0	245.0	245.0	245.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Available Space	67	52	45	67	76	0	0	0	0	0	0	0	0	0	0	0	0
Utilization (Status Quo)	72.7%	78.8%	81.8%	85.9%	89.3%	93.4%	95.3%	98.9%	101.1%	103.7%	106.4%	110.3%	115.3%	119.0%	122.7%	125.8%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	72.7%	78.8%	81.8%	72.6%	68.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Notes:																	

East Williams Memorial PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	202	188	179	173	166	167	166	167	156	156	153	155	157	157	157	157	156
Boundary Adjustments +(In) - (Out): Consolidation with Valleyview Central PS						162	149	142	134	126	118	114	113	113	113	111	
Total Assumed Enrolment	202	188	179	173	166	329	315	309	289	281	271	269	270	270	270	267	
Capacity Summary																	
Existing Bricks and Mortar	317.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0
Change in Temporary Space																	
Existing Portables	0																
Disposition of Portables																	
Acquisition of Portables										1	1		1	1			
Total Assumed Temporary Capacity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	23.0	46.0	46.0	69.0	92.0	92.0	92.0	
Total Capacity (Permanent + Temporary)	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	340.0	363.0	363.0	386.0	409.0	409.0	409.0	
Available Space	115	129	138	144	151	-12	2	8	28	59	92	94	116	139	139	142	
Utilization (Status Quo)	63.7%	59.3%	56.6%	54.4%	52.5%	52.7%	52.2%	52.7%	49.2%	49.1%	48.2%	49.0%	49.5%	49.5%	49.5%	49.2%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	63.7%	59.3%	56.6%	54.4%	52.5%	100.0%	99.3%	97.6%	91.3%	88.7%	85.5%	84.8%	85.1%	85.1%	85.1%	84.3%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	0.0%	3.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Notes:																	

Caradoc PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	355	373	386	389	397	408	409	427	437	456	461	471	497	524	555	587	
Boundary Adjustments +(In) - (Out)																	
Total Assumed Enrolment	355	373	386	389	397	408	409	427	437	456	461	471	497	524	555	587	
Capacity Summary																	
Existing Bricks and Mortar	424.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0
Change in Temporary Space																	
Existing Portables	4																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0
Total Capacity (Permanent + Temporary)	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0
Available Space	161	143	130	127	119	108	107	89	79	60	55	45	19	-8	-39	-71	
Utilization (Status Quo)	83.7%	88.0%	91.0%	91.7%	93.7%	96.2%	96.6%	100.7%	103.1%	107.6%	108.6%	111.0%	117.3%	123.7%	130.8%	138.4%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	83.7%	88.0%	91.0%	91.7%	93.7%	96.2%	96.6%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	3.0%	7.0%	7.9%	9.9%	14.7%	19.1%	23.6%	27.7%	
Notes:																	



Option 2 Detailed Accommodation Strategy Sheets

Centennial Central PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	237	273	297	318	332	361	393	424	452	489	520	547	568	591	613	633	
Boundary Adjustments + (In) - (Out)																	
Total Assumed Enrolment	237	273	297	318	332	361	393	424	452	489	520	547	568	591	613	633	
Capacity Summary																	
Existing Bricks and Mortar	323.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar- 8 Classroom Addition						184.0											
Total Capacity	323.0	323.0	323.0	323.0	323.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0
Change in Temporary Space																	
Existing Portables	0																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Capacity (Permanent + Temporary)	323.0	323.0	323.0	323.0	323.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0
Available Space	86	50	26	5	-9	146	114	83	55	18	-13	-40	-61	-84	-106	-126	
Utilization (Status Quo)	73.4%	84.5%	91.8%	98.5%	102.8%	111.9%	121.5%	131.4%	140.0%	151.4%	160.9%	169.2%	176.0%	183.0%	189.8%	196.1%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	73.4%	84.5%	91.8%	98.5%	100.0%	71.3%	77.4%	83.7%	89.2%	96.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	7.2%	10.8%	14.2%	17.3%	19.9%	
Notes:																	

Delaware Central PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	144	120	115	113	103	104	104	105	108	114	118	119	121	122	124	126	
Boundary Adjustments +{(In) - (Out): Kilworth Residential Development Holding Zone		0	22	47	71	96	120										
Boundary Adjustments +{(In) - (Out): Boundary Change with Parkview PS - Kilworth Residential Development (Holding Zone)								143	164	184	205	226	244	258	271	285	
Boundary Adjustments +{(In) - (Out): Boundary Change with Caradoc PS (Existing Student Population)								46	47	49	50	51	52	53	55	56	
Total Assumed Enrolment	144	120	137	160	174	200	225	294	319	348	373	396	417	433	450	467	
Capacity Summary																	
Existing Bricks and Mortar	259.0																
Dispose of Bricks and Mortar								-259.0									
Construct New Bricks and Mortar								449.0									
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	259.0	259.0	259.0	259.0	259.0	259.0	259.0	449.0	449.0	449.0	449.0	449.0	449.0	449.0	449.0	449.0	449.0
Change in Temporary Space																	
Existing Portables	0																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Capacity (Permanent + Temporary)	259.0	259.0	259.0	259.0	259.0	259.0	259.0	449.0	449.0	449.0	449.0	449.0	449.0	449.0	449.0	449.0	449.0
Available Space	115	139	122	99	85	59	34	155	130	101	76	53	32	16	-1	-18	
Utilization (Status Quo)	55.6%	46.3%	44.3%	43.6%	39.8%	40.3%	40.3%	40.7%	41.7%	44.1%	45.6%	46.0%	46.6%	47.2%	47.9%	48.6%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	55.6%	46.3%	52.9%	61.6%	67.2%	77.2%	86.7%	65.6%	71.0%	77.4%	83.1%	88.2%	92.9%	96.5%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	3.8%	
Notes:																	

Oxbow PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	560	558	547	519	499	470	451	431	430	415	407	409	408	409	409	405	
Boundary Adjustments + (In) - (Out): Students Returned from Ilderton Holding Zones to Oxbow PS				33	50	67	84	100	114	128	143	157	170	179	188	197	
Total Assumed Enrolment	560	558	547	552	548	537	536	531	544	543	550	566	577	587	597	602	
Capacity Summary																	
Existing Bricks and Mortar	501.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0
Change in Temporary Space																	
Existing Portables	7																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0
Total Capacity (Permanent + Temporary)	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0
Available Space	102	104	115	110	114	125	126	131	118	119	112	96	85	75	65	60	
Utilization (Status Quo)	111.8%	111.4%	109.1%	103.6%	99.5%	93.9%	90.1%	86.0%	85.8%	82.8%	81.3%	81.7%	81.4%	81.6%	81.6%	80.8%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	10.5%	10.2%	8.3%	9.2%	8.6%	6.8%	6.5%	5.6%	7.9%	7.8%	8.9%	11.5%	13.2%	14.7%	16.0%	16.7%	
Notes:																	

Parkview PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	641	647	655	658	671	691	710	734	746	761	782	804	830	851	871	887	
Boundary Adjustments +(In) - (Out): Kilworth Residential Development Holding Zone		0	-22	-47	-71	-96	-120										
Boundary Adjustments +(In) - (Out): Boundary Change with Delaware Central PS - Kilworth Residential Development (Holding Zone)								-143	-164	-184	-205	-226	-244	-258	-271	-285	
Total Assumed Enrolment	641	647	633	611	600	595	590	591	582	577	577	578	585	593	600	602	
Capacity Summary																	
Existing Bricks and Mortar	602.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0
Change in Temporary Space																	
Existing Portables	5																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0
Total Capacity (Permanent + Temporary)	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0
Available Space	76	70	84	106	117	122	127	126	135	140	140	139	132	124	117	115	
Utilization (Status Quo)	106.5%	107.5%	108.9%	109.2%	111.5%	114.7%	118.0%	122.0%	123.9%	126.5%	129.8%	133.6%	137.8%	141.4%	144.8%	147.3%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	100.0%	100.0%	100.0%	100.0%	99.7%	98.8%	98.0%	98.2%	96.8%	95.9%	95.8%	96.1%	97.3%	98.5%	99.7%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	6.1%	7.0%	5.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Notes:																	

Valleyview Central PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	178	193	200	211	219	229	233	242	248	254	261	270	282	292	301	308	
Boundary Adjustments +{(In) - (Out): Students Returned from Ilderton Holding Zones to Oxbox PS				-33	-50	-67	-84	-100	-114	-128	-143	-157	-170	-179	-188	-197	
Boundary Adjustments +{(In) - (Out): Consolidation with East Williams Memorial PS						-162	-149	-142	-134	-126	-118	-114	-113	-113	-113	-111	
Total Assumed Enrolment	178	193	200	178	169	0	0	0	0	0	0	0	0	0	0	0	0
Capacity Summary																	
Existing Bricks and Mortar	245.0																
Dispose of Bricks and Mortar						-245.0											
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	245.0	245.0	245.0	245.0	245.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Change in Temporary Space																	
Existing Portables	0																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Capacity (Permanent + Temporary)	245.0	245.0	245.0	245.0	245.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Available Space	67	52	45	67	76	0	0	0	0	0	0	0	0	0	0	0	0
Utilization (Status Quo)	72.7%	78.8%	81.8%	85.9%	89.3%	93.4%	95.3%	98.9%	101.1%	103.7%	106.4%	110.3%	115.3%	119.0%	122.7%	125.8%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	72.7%	78.8%	81.8%	72.6%	68.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Notes:																	

East Williams Memorial PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	202	188	179	173	166	167	166	167	156	156	153	155	157	157	157	157	156
Boundary Adjustments +(In) - (Out): Consolidation with Valleyview Central PS						162	149	142	134	126	118	114	113	113	113	111	
Total Assumed Enrolment	202	188	179	173	166	329	315	309	289	281	271	269	270	270	270	267	
Capacity Summary																	
Existing Bricks and Mortar	317.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0
Change in Temporary Space																	
Existing Portables	0																
Disposition of Portables																	
Acquisition of Portables										1	1		1	1			
Total Assumed Temporary Capacity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	23.0	46.0	46.0	69.0	92.0	92.0	92.0	
Total Capacity (Permanent + Temporary)	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	340.0	363.0	363.0	386.0	409.0	409.0	409.0	
Available Space	115	129	138	144	151	-12	2	8	28	59	92	94	116	139	139	142	
Utilization (Status Quo)	63.7%	59.3%	56.6%	54.4%	52.5%	52.7%	52.2%	52.7%	49.2%	49.1%	48.2%	49.0%	49.5%	49.5%	49.5%	49.2%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	63.7%	59.3%	56.6%	54.4%	52.5%	100.0%	99.3%	97.6%	91.3%	88.7%	85.5%	84.8%	85.1%	85.1%	85.1%	84.3%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	0.0%	3.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Notes:																	

Caradoc PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	355	373	386	389	397	408	409	427	437	456	461	471	497	524	555	587	
Boundary Adjustments +{(In) - (Out)}: Boundary Change with Delaware Central PS								-46	-47	-49	-50	-51	-52	-53	-55	-56	
Total Assumed Enrolment	355	373	386	389	397	408	409	381	390	407	411	420	445	471	500	531	
Capacity Summary																	
Existing Bricks and Mortar	424.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0
Change in Temporary Space																	
Existing Portables	4																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0
Total Capacity (Permanent + Temporary)	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0
Available Space	161	143	130	127	119	108	107	135	126	109	105	96	71	45	16	-15	
Utilization (Status Quo)	83.7%	88.0%	91.0%	91.7%	93.7%	96.2%	96.6%	100.7%	103.1%	107.6%	108.6%	111.0%	117.3%	123.7%	130.8%	138.4%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	83.7%	88.0%	91.0%	91.7%	93.7%	96.2%	96.6%	89.9%	92.0%	96.0%	96.8%	99.0%	100.0%	100.0%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.8%	10.0%	15.1%	20.1%	
Notes:																	



Option 3 Detailed Accommodation Strategy Sheets

Centennial Central PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	237	273	297	318	332	361	393	424	452	489	520	547	568	591	613	633	
Boundary Adjustments + (In) - (Out)																	
Total Assumed Enrolment	237	273	297	318	332	361	393	424	452	489	520	547	568	591	613	633	
Capacity Summary																	
Existing Bricks and Mortar	323.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar- 8 Classroom Addition						184.0											
Total Capacity	323.0	323.0	323.0	323.0	323.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0
Change in Temporary Space																	
Existing Portables	0																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Capacity (Permanent + Temporary)	323.0	323.0	323.0	323.0	323.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0	507.0
Available Space	86	50	26	5	-9	146	114	83	55	18	-13	-40	-61	-84	-106	-126	
Utilization (Status Quo)	73.4%	84.5%	91.8%	98.5%	102.8%	111.9%	121.5%	131.4%	140.0%	151.4%	160.9%	169.2%	176.0%	183.0%	189.8%	196.1%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	73.4%	84.5%	91.8%	98.5%	100.0%	71.3%	77.4%	83.7%	89.2%	96.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	7.2%	10.8%	14.2%	17.3%	19.9%	
Notes:																	

Delaware Central PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	144	120	115	113	103	104	104	105	108	114	118	119	121	122	124	126	
Boundary Adjustments +{(In) - (Out)}: Boundary Change with Parkview PS (Existing Student Population)					250	250	250	250	250	250	250	250	250	250	250	250	
Boundary Adjustments +{(In) - (Out)}: Boundary Change with Caradoc PS (Existing Student Population)					43	44	44	46	47	49	50	51	52	53	55	56	
Total Assumed Enrolment	144	120	115	113	396	398	398	401	405	413	418	420	423	425	429	432	
Capacity Summary																	
Existing Bricks and Mortar	259.0																
Dispose of Bricks and Mortar					-259.0												
Construct New Bricks and Mortar					423.0												
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	259.0	259.0	259.0	259.0	423.0	423.0	423.0	423.0	423.0	423.0	423.0	423.0	423.0	423.0	423.0	423.0	
Change in Temporary Space																	
Existing Portables	0																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Total Capacity (Permanent + Temporary)	259.0	259.0	259.0	259.0	423.0	423.0	423.0	423.0	423.0	423.0	423.0	423.0	423.0	423.0	423.0	423.0	
Available Space	115	139	144	146	27	25	25	22	18	10	5	3	0	-2	-6	-9	
Utilization (Status Quo)	55.6%	46.3%	44.3%	43.6%	39.8%	40.3%	40.3%	40.7%	41.7%	44.1%	45.6%	46.0%	46.6%	47.2%	47.9%	48.6%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	55.6%	46.3%	44.3%	43.6%	93.6%	94.1%	94.2%	94.9%	95.8%	97.7%	98.9%	99.3%	100.0%	100.0%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	1.4%	2.1%
Notes:																	

Oxbow PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	560	558	547	519	499	470	451	431	430	415	407	409	408	409	409	405	
Boundary Adjustments + (In) - (Out): Students Returned from Ilderton Holding Zones to Oxbow PS				33	50	67	84	100	114	128	143	157	170	179	188	197	
Total Assumed Enrolment	560	558	547	552	548	537	536	531	544	543	550	566	577	587	597	602	
Capacity Summary																	
Existing Bricks and Mortar	501.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0	501.0
Change in Temporary Space																	
Existing Portables	7																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0	161.0
Total Capacity (Permanent + Temporary)	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0	662.0
Available Space	102	104	115	110	114	125	126	131	118	119	112	96	85	75	65	60	
Utilization (Status Quo)	111.8%	111.4%	109.1%	103.6%	99.5%	93.9%	90.1%	86.0%	85.8%	82.8%	81.3%	81.7%	81.4%	81.6%	81.6%	80.8%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	10.5%	10.2%	8.3%	9.2%	8.6%	6.8%	6.5%	5.6%	7.9%	7.8%	8.9%	11.5%	13.2%	14.7%	16.0%	16.7%	
Notes:																	

Parkview PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	641	647	655	658	671	691	710	734	746	761	782	804	830	851	871	887	
Boundary Adjustments +(In) - (Out): Kilworth Residential Development Holding Zone					-250	-250	-250	-250	-250	-250	-250	-250	-250	-250	-250	-250	
Boundary Adjustments +(In) - (Out): Boundary Change with Delaware Central PS - Kilworth Residential Development (Holding Zone)																	
Total Assumed Enrolment	641	647	655	658	421	441	460	484	496	511	532	554	580	601	621	637	
Capacity Summary																	
Existing Bricks and Mortar	602.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0	602.0
Change in Temporary Space																	
Existing Portables	5																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0	115.0
Total Capacity (Permanent + Temporary)	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0	717.0
Available Space	76	70	62	59	296	276	257	233	221	206	185	163	137	116	96	80	
Utilization (Status Quo)	106.5%	107.5%	108.9%	109.2%	111.5%	114.7%	118.0%	122.0%	123.9%	126.5%	129.8%	133.6%	137.8%	141.4%	144.8%	147.3%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	100.0%	100.0%	100.0%	100.0%	70.0%	73.2%	76.4%	80.5%	82.4%	84.9%	88.3%	92.0%	96.3%	99.9%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	6.1%	7.0%	8.2%	8.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.1%	5.5%	
Notes:																	

Valleyview Central PS																
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033
Enrolment																
Total Projected Enrolment	178	193	200	211	219	229	233	242	248	254	261	270	282	292	301	308
Boundary Adjustments +{(In) - (Out): Students Returned from Ilderton Holding Zones to Oxbox PS				-33	-50	-67	-84	-100	-114	-128	-143	-157	-170	-179	-188	-197
Boundary Adjustments +{(In) - (Out): Consolidation with East Williams Memorial PS						-162	-149	-142	-134	-126	-118	-114	-113	-113	-113	-111
Total Assumed Enrolment	178	193	200	178	169	0	0	0	0	0	0	0	0	0	0	0
Capacity Summary																
Existing Bricks and Mortar	245.0															
Dispose of Bricks and Mortar						-245.0										
Construct New Bricks and Mortar																
Replace Bricks and Mortar																
Addition to Bricks and Mortar																
Total Capacity	245.0	245.0	245.0	245.0	245.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Change in Temporary Space																
Existing Portables	0															
Disposition of Portables																
Acquisition of Portables																
Total Assumed Temporary Capacity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Capacity (Permanent + Temporary)	245.0	245.0	245.0	245.0	245.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Available Space	67	52	45	67	76	0	0	0	0	0	0	0	0	0	0	0
Utilization (Status Quo)	72.7%	78.8%	81.8%	85.9%	89.3%	93.4%	95.3%	98.9%	101.1%	103.7%	106.4%	110.3%	115.3%	119.0%	122.7%	125.8%
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	72.7%	78.8%	81.8%	72.6%	68.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Notes:																

East Williams Memorial PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	202	188	179	173	166	167	166	167	156	156	153	155	157	157	157	157	156
Boundary Adjustments +(In) - (Out): Consolidation with Valleyview Central PS						162	149	142	134	126	118	114	113	113	113	111	
Total Assumed Enrolment	202	188	179	173	166	329	315	309	289	281	271	269	270	270	270	267	
Capacity Summary																	
Existing Bricks and Mortar	317.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0
Change in Temporary Space																	
Existing Portables	0																
Disposition of Portables																	
Acquisition of Portables										1	1		1	1			
Total Assumed Temporary Capacity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	23.0	46.0	46.0	69.0	92.0	92.0	92.0	
Total Capacity (Permanent + Temporary)	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	317.0	340.0	363.0	363.0	386.0	409.0	409.0	409.0	
Available Space	115	129	138	144	151	-12	2	8	28	59	92	94	116	139	139	142	
Utilization (Status Quo)	63.7%	59.3%	56.6%	54.4%	52.5%	52.7%	52.2%	52.7%	49.2%	49.1%	48.2%	49.0%	49.5%	49.5%	49.5%	49.2%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	63.7%	59.3%	56.6%	54.4%	52.5%	100.0%	99.3%	97.6%	91.3%	88.7%	85.5%	84.8%	85.1%	85.1%	85.1%	84.3%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	0.0%	3.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Notes:																	

Caradoc PS																	
	Current	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	/2018	/2019	/2020	/2021	/2022	/2023	/2024	/2025	/2026	/2027	/2028	/2029	/2030	/2031	/2032	/2033	
Enrolment																	
Total Projected Enrolment	355	373	386	389	397	408	409	427	437	456	461	471	497	524	555	587	
Boundary Adjustments +{(In) - (Out)}: Boundary Change with Delaware Central PS					-43	-44	-44	-46	-47	-49	-50	-51	-52	-53	-55	-56	
Total Assumed Enrolment	355	373	386	389	354	364	365	381	390	407	411	420	445	471	500	531	
Capacity Summary																	
Existing Bricks and Mortar	424.0																
Dispose of Bricks and Mortar																	
Construct New Bricks and Mortar																	
Replace Bricks and Mortar																	
Addition to Bricks and Mortar																	
Total Capacity	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0	424.0
Change in Temporary Space																	
Existing Portables	4																
Disposition of Portables																	
Acquisition of Portables																	
Total Assumed Temporary Capacity	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0	92.0
Total Capacity (Permanent + Temporary)	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0	516.0
Available Space	161	143	130	127	162	152	151	135	126	109	105	96	71	45	16	-15	
Utilization (Status Quo)	83.7%	88.0%	91.0%	91.7%	93.7%	96.2%	96.6%	100.7%	103.1%	107.6%	108.6%	111.0%	117.3%	123.7%	130.8%	138.4%	
Utilization of Permanent Space - Assumes Recommended Strategy (if any)	83.7%	88.0%	91.0%	91.7%	83.6%	85.9%	86.2%	89.9%	92.0%	96.0%	96.8%	99.0%	100.0%	100.0%	100.0%	100.0%	
Percent of Enrolment In Temporary Space - Assumes Recommended Strategy (if any)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.8%	10.0%	15.1%	20.1%
Notes:																	



Middlesex Attendance Area Review: Summary of Options

Thames Valley District School Board

November 27, 2018

Attendance Area Change Drivers



**Enrolment
Pressures**

Surplus Space

**Holding
Zones**

**Enrolment
Imbalance**

Areas Of Focus



1. Parkview PS/Delaware Central PS/Caradoc PS
2. Oxbow PS/Valleyview PS/East Williams PS
3. Centennial PS/North London

Parkview PS Enrolment Pressures



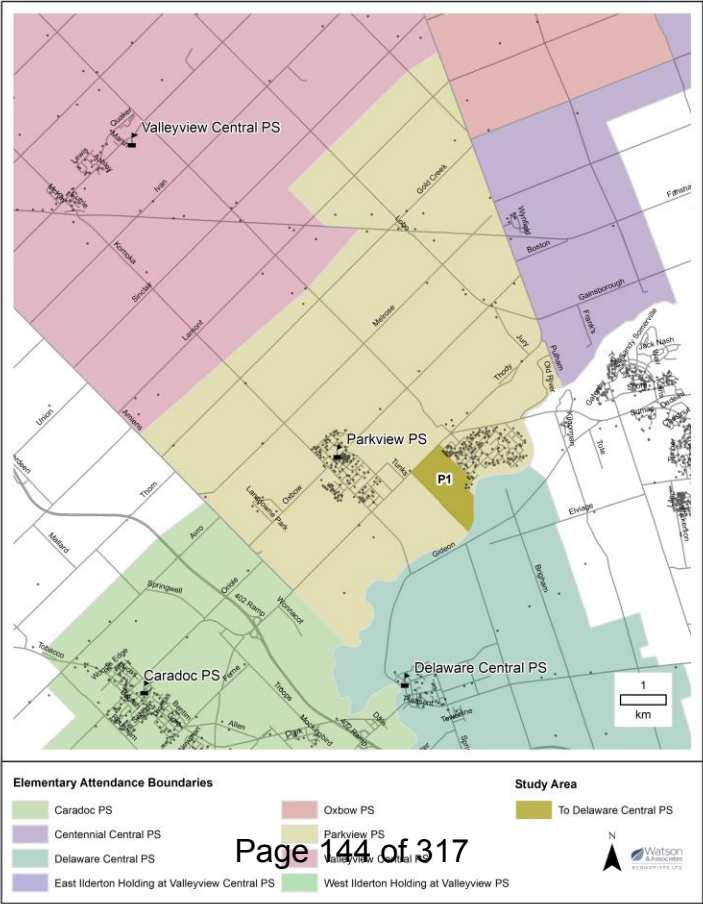
- Parkview PS has an OTG capacity of 602 with enrolment projected to reach close to 700 in the next 5 years and close to 800 in the next 10 years.
- There are approximately 590 TVDSB students residing in the Parkview boundary of which approximately 575 attend Parkview.
- There are approximately 250 TVDSB students located in a cluster immediately surrounding the school, another 250 TVDSB students in a cluster in a residential subdivision to the SE of the school and approximately another 80 TVDSB students scattered throughout the remainder of the boundary (~60 north of Oxbow Rd.).

Parkview PS Attendance Boundary Change Options

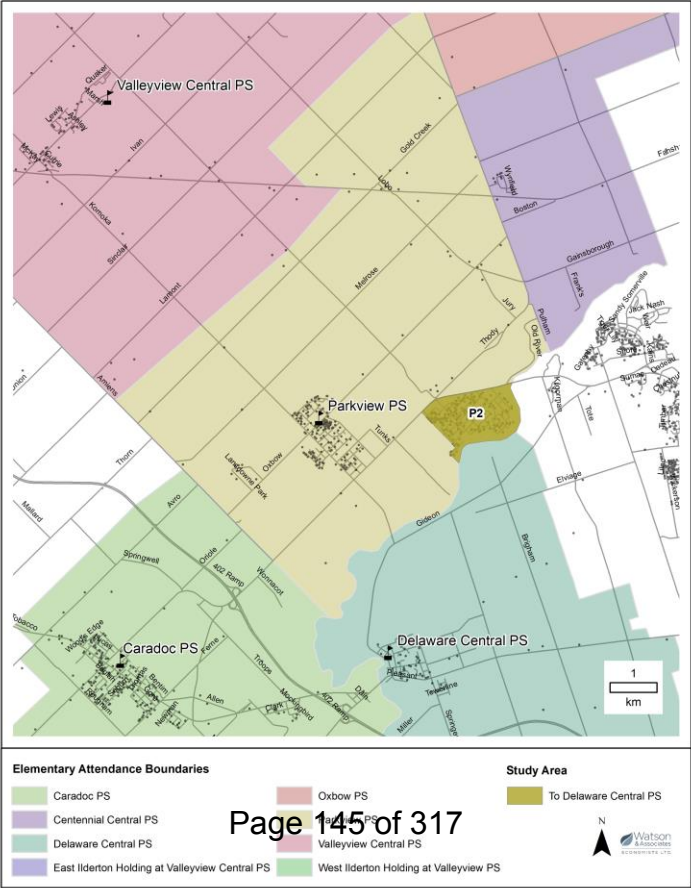


1. The Kilworth residential subdivision area becomes a permanent part of Delaware PS boundary. (See highlighted area P1 on Map #1)
2. The residential subdivision located SE of Parkview PS becomes a permanent part of Delaware PS boundary. (See highlighted area P2 on Map #2)
3. A Portion of Caradoc PS boundary (See highlighted area C1 on Map #3) and a portion of the residential subdivision located SE of Parkview PS (See highlighted area P3 on Map #3) become a permanent part of Delaware PS boundary. In addition, a portion of Parkview PS's boundary (See highlighted area V1 on Map #3) becomes a permanent part of Valleyview PS.
4. Status Quo

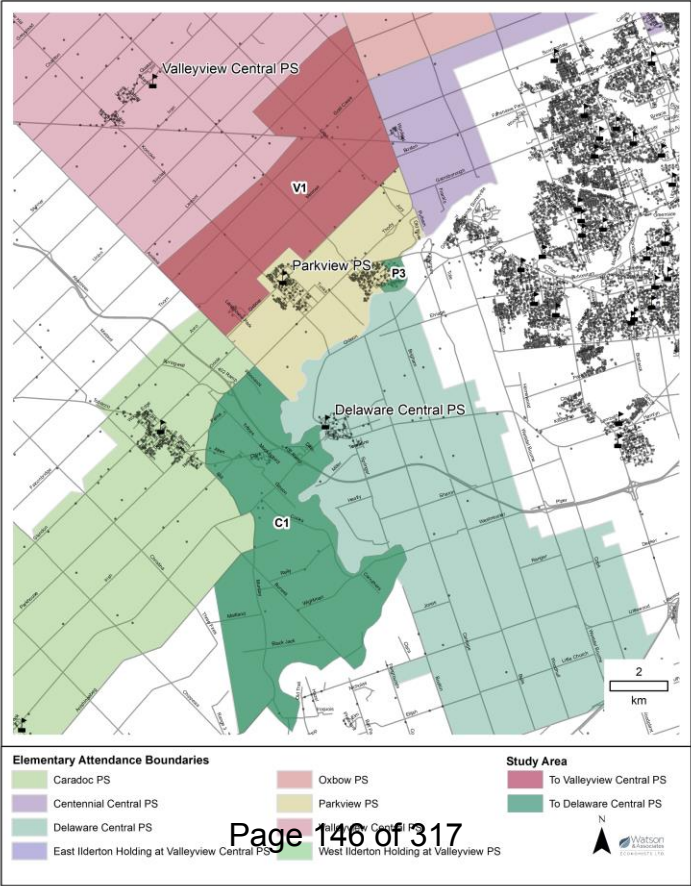
Map 1: Parkview PS Attendance Boundary Change Option 1



Map 2: Parkview PS Attendance Boundary Change Option 2



Map 3: Parkview PS Attendance Boundary Change Option 3



Possible Limitations



1. While Option #1 may alleviate enrolment pressures at Parkview PS and increase enrolments at Delaware Central PS, the uncertainty with enrolment projections and new residential development may result in future enrolment pressures at Delaware Central PS in the longer term. Furthermore, Option #1 does not address possible future enrolment pressures at Caradoc PS.
2. Option #2 will alleviate enrolment pressures at Parkview PS, however, the number of students involved in the proposed boundary change would cause significant enrolment pressures at Delaware Central without additional permanent or temporary space. This will also result in short-term surplus space at Parkview PS until students from new residential growth are realized. Option #2 does not address possible future enrolment pressures at Caradoc PS.

Possible Limitations



3. Option #3 addresses enrolment pressures at Parkview PS and Caradoc PS as well as surplus spaces at both Delaware Central PS and Valleyview PS. However, it requires the movement of approximately 150+ students at 4 different elementary schools. In addition, this option involves splitting a dense neighborhood subdivision (P3) in Parkview PS's boundary between two different schools.

Oxbow PS Enrolment Pressures



- Oxbow PS has an OTG capacity of 501 and current enrolment of close to 560 students.
- More than 435 students who attend Oxbow PS live in the Ilderton community in immediate proximity of school.
- Future residential development could result in approximately 140 additional TVDSB students over the next 10 years.
- Enrolment projections suggest that mid to long term enrolments at Oxbow, when excluding future residential development (ie. the area currently holding at Valleyview PS), should start to decline in the mid to longer term.

Oxbow PS Attendance Boundary Change Options



1. There are approximately 75 students that could potentially be moved to either Valleyview PS or East Williams PS.
 - ~50 students residing north of 12 Mile Rd. (Area Q1 on Map #4)
 - ~25 students residing south of 10 Mile Rd./West of Denfield Rd. (Areas Q2/Q3 on Map #4)
 - Remove holding designation and students from new residential development in Ilderton would attend Oxbow PS.
2. Status Quo



Possible Limitations



- Dependent on enrolment declines of the existing community at Oxbow PS. This can be impacted by various factors such as; enrolment share, household re-occupation, migration, economics etc.
- If actual enrolment declines are not consistent with projected enrolment or if students from new residential developments are under projected, this option can result in renewed enrolment pressures at Oxbow PS or may result in the need to re-install a holding area.
- Disrupts a number of students over a large geographic area and may result in increased transportation times for some students.

Centennial PS Enrolment Pressures



- Centennial PS has an OTG capacity of 323 and current enrolment of below 300.
- Enrolment is expected to increase to close to 400 in the next 6-7 years and above 500 in the next 10 years – largely a result of future residential growth in North London.
- There are approximately 293 TVDSB students residing in Centennial's boundary of which just over half reside in the Middlesex County portion of the boundary.
- Removing the City of London portion from the boundary would result in significant surplus space at Centennial PS.

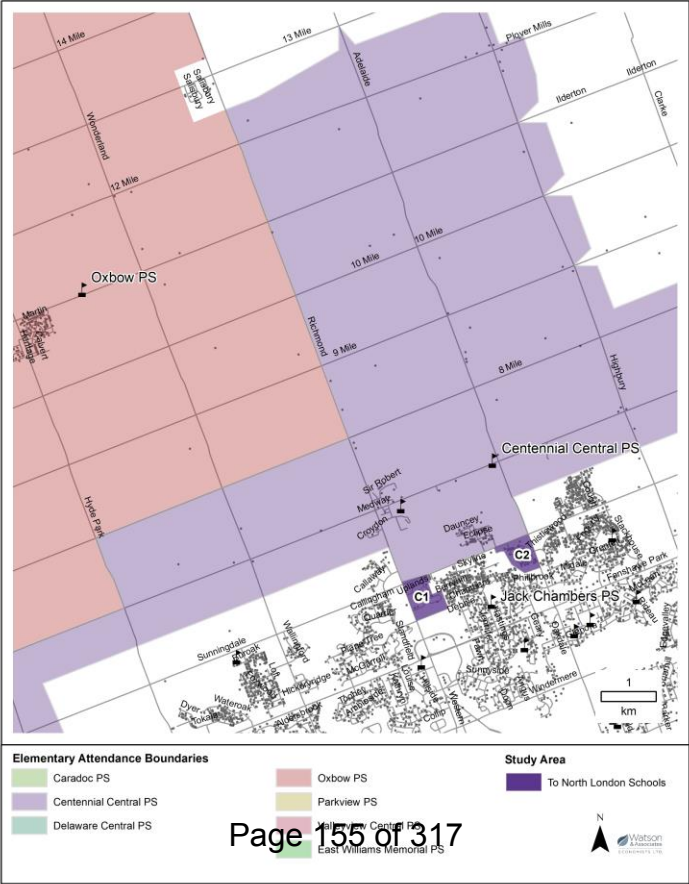
Centennial PS Attendance Boundary Change Options



1. Remove the City of London portion of Centennial's boundary south of Sunningdale Rd. (Area C1 & C2 on Map #5) & direct to City of London schools (TBD).
 - There are approximately 65 existing students as well as projected new residential development in the area north of Sunningdale Rd.
 - Mid-term enrolment projections suggest totals at Centennial PS of just below 300 while longer-term projections indicate that enrolment could approach approximately 400 students in the next 10 years.

2. Status Quo

Map 5: Centennial PS Attendance Boundary Change Option



Possible Limitations



- Existing schools in North London are largely operating above permanent capacity with limited (if any) options to accommodate additional enrolment from the Centennial PS boundary.
- Will result in short-term surplus space at Centennial PS.
- Could result in longer term enrolment pressures or need for additional boundary adjustments in the 8-10+ year time-frame.

Initial Summary Observations



- There are some iterations of the boundary options presented, whereby the Board could alleviate enrolment pressures (next 10 years) at Parkview PS, Oxbow PS, Centennial PS and Caradoc PS while maintaining enrolments of approximately 200 or more at Valleyview PS, East Williams PS and Delaware Central PS.
- However, there are also limitations for most of the options presented. For example, some of the options result in enrolment pressures at receiving schools (ie. Option 2: Parkview/Delaware Central) or short-term surplus spaces until projected enrolment increases materialize (ie. Centennial Central PS Option).

QUESTIONS?

REPORT TO:	<input type="checkbox"/> Administrative Council	<input type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input checked="" type="checkbox"/> Board	<input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	2018 Annual Planning Report	
PRESENTED BY:	Susan Mark, Superintendent of Facility Services and Capital Planning	
PRESENTED FOR:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Advice	
Recommendation(s):	<ol style="list-style-type: none"> 1. That the following schools be approved for potential facility collaborations: <ul style="list-style-type: none"> • Aberdeen Public School • Ealing Public School • Knollwood Public School • Nicholas Wilson Public School • Trafalgar Public School • Arthur Voaden Secondary School • Clarke Road Secondary School • B. Davison Secondary School • Glencoe District High School • Ingersoll District Collegiate Institute • Montcalm Secondary School • North Middlesex District High School • West Elgin Secondary School • Westminster Secondary School 2. That the following proposed capital construction projects be approved for potential co-build opportunities and facility collaboration: <ul style="list-style-type: none"> • Belmont – new Elementary School • London Southwest – new Elementary School • St. Thomas Southeast – new Elementary School • Springbank Public School – addition and renovation 	
Purpose:	<p>To provide a yearly summary of TVDSB's pupil accommodation status which includes: Ministry updates, program enhancements as a result of capital investments, student enrolment, overview of demographic trends and planning tools, priority areas experiencing a change in demographics, student accommodation / school capacity, update on capital funding initiatives for new, renovated and school renewal, community planning and facility collaboration opportunities, and status updates of accommodation and attendance area reviews.</p> <p>In addition, school boards are required to review and inform the public of possible collaboration opportunities at underutilized open and operating schools. Eligible schools include those which have calculated utilization rates of 60% or less for two years, and/or have 200 or more unused pupil places, and unless such facilities have otherwise been designated by TVDSB for another purpose or initiative. The recommendation is provided above for approval.</p>	
Content:	2018 Annual Planning Report (attached) provides the yearly summary.	

Cost/Savings:	N/A
Timeline:	2018 November 06 – draft report presented to Capital Planning Coordination Committee 2018 November 12 – draft report presented to Administrative Council 2018 November 19 – second draft presented to Administrative Council 2018 November 27 – final report presented to the Board
Communications:	Once approved by the Board, the 2018 Annual Planning Report to be posted on the TVDSB website along with the approved facility collaboration and co-build opportunities. Email notification to be sent to municipalities and community organizations at the time of the online posting.
Appendices:	2018 Annual Planning Report

Strategic Priority Area(s):

Relationships:

- ☐ Students, families and staff are welcomed, respected and valued as partners.
- ☒ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community.
- ☒ Create opportunities for collaboration and partnerships.

Equity and Diversity:

- ☒ Create opportunities for equitable access to programs and services for students.
- ☒ Students and all partners feel heard, valued and supported.
- ☒ Programs and services embrace the culture and diversity of students and all partners.

Achievement and Well-Being:

- ☐ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
- ☐ Staff will demonstrate excellence in instructional practices.
- ☐ Enhance the safety and well-being of students and staff.

Form Revised October 2018

2018 Annual Planning Report



Thames Valley District School Board

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SECTION 1.0: EXECUTIVE SUMMARY

The Annual Planning Report provides a yearly summary of the Thames Valley District School Board's (TVDSB) pupil accommodation status. This document includes:

- Updates from the Ministry of Education (Ministry)
- Educational opportunities and benefits to learning as a result of the capital planning process
- Student enrolment
- Overview of the demographic trends, planning tools available to react to these trends, and priority areas of TVDSB that are experiencing a change in demographics
- Student accommodation in relation to capacity of the schools
- Capital funding for new, renovated, and school renewal
- Community planning and facility collaboration opportunities
- Summary and status update of the accommodation and attendance area reviews

For 2017 - 18, TVDSB was successful in receiving funding from the Ministry's Capital Priorities Funding for three (3) submissions that will assist in accommodation pressures in various schools. There was also funding provided for several Child Care, Child and Family, and Early- On Centres resulting from the successful collaboration with community partners. These centres are in schools and provide various programs and support to local families. Pupil accommodation reviews and attendance area reviews were presented to the Board throughout the year and progress updates are provided in this report.

Elementary enrolment increased in 2017-18 and this increase has carried into the 2018 - 19 school year, albeit not quite at the same rate as the previous year. This increase continues to be a result of migration and immigration into the region. The system has accommodated these additional students and provided the necessary staff, however it is the London region that is reaching a critical situation and Woodstock is also seeing growth. Specific schools continue to see drastic increases in enrolment with diminishing options to accommodate this need. For example, in 2018-19, Eagle Heights PS in the London region has an excess of 284 students with a capacity of 142%. Junior Kindergarten registrations were 119, new students classified as "other country" was 70.

In some schools, space for temporary accommodations (portables) has been depleted and the existing school is challenged for space, both instructional and washroom counts. This scenario provides challenges to the optimal learning environment for student achievement and well-being.

Secondary enrolment has had small increases over the past few years, although the enrolment is not evenly distributed causing programming challenges at some schools. Similar with elementary, secondary schools in London are in need of a re-distribution of students.

TVDSB, along with other boards in the province, are anticipating potential modifications in processes for various initiatives such as accommodation reviews, school consolidations, community collaboration / partnerships, and possibly funding in general. The priorities of the new government are unknown at this time. As more information is released, boards may need to update policies and procedures.

TVDSB will always ensure that facilities are planned, built, and operated with the focus on student achievement. The planning process involves many individuals and community groups in the public education system who consistently strive for this success.

SECTION 2.0: MINISTRY OF EDUCATION UPDATES

On 2017 June 28, the Ministry released Memorandum *2017 B09: Plan to Strengthen Rural and Northern Education*, which discussed rural engagement including education funding, joint-use schools, and planning processes with community partners. Along with the rural implications, the Ministry had indicated that it will be revising its Pupil Accommodation Review Guideline (PARG), and this B09 memorandum stated:

School boards will not start new PARs [Pupil Accommodation Reviews] until the revised PARG is complete, unless PARs are required to support a joint-use school initiative between the school boards. ... School boards will not have to reconsider past decisions.

The Ministry undertook a consultation on proposed revisions to the PARG and the Community Planning and Partnerships Guidelines (CPPG) between 2017 October 12 and 2017 December 06. The Ministry indicated that the proposed revisions to the PARG would aim to create a stronger, more collaborative process that better promotes student achievement and well-being and better recognizes the impact of school closures on rural communities.

On 2018 February 09, the Ministry released memorandum *2018 B02: Draft Revised Pupil Accommodation Review Guideline and Community Planning and Partnerships Guideline Update*. The amendments to the PARG included:

- Pupil Accommodation Review (PAR) timeframes – increasing minimum timelines
- Requirements for the initial staff report, promoting community input – introduced minimum number of public meetings, Ministry-approved templates to be utilized, three (3) options must be provided for consideration, four (4) impacts were identified to be addressed and additional impact if one school included in the PAR was eligible to receive *Rural and Northern Education Fund (RNEF)*
- Reforming the PAR administrative review process – Ministry to develop guidelines regarding the use of e-signatures

- Requirements for the final staff report – if PAR involved one (1) or more secondary schools, must summarize secondary school student feedback, Ministry approved templates to be utilized
- CPPG – Ministry plans to develop a new voluntary pilot program that will provide flexible support to municipalities, school boards and other relevant partners who wish to enhance their collective capacity for integrated local planning

The Ministry accepted feedback during the second phase of the consultation until 2018 March 23.

On 2018 April 27, the Ministry released memorandum *2018 B10: Final Pupil Accommodation Review Guideline and Updates on Integrated Planning and Supports for Urban Education*. The amendments to the PARG followed the elements noted above from 2018 February 09 and specified:

- Initial Staff Report – the initial staff report to the Trustees must contain a recommended scenario and at least two (2) alternative scenarios which could include the status quo, a minimum of three (3) public meetings for community consultation, and the following impacts must be addressed:
 - Impact on student programming
 - Impact on student well-being
 - Impact on school board resources
 - Impact on local community
 - If at least one (1) of the schools in the PAR is eligible to receive RNEF, the impact on the local economy
- A minimum of sixty (60) business days between the first and final public meetings. Forty (40) business days from the date the Board of Trustees approval to conduct a PAR before the first public meeting is held and if a new school closure is introduced as part of any scenario in the final staff report, then an additional public meeting must be held no fewer than twenty (20) business days from the posting of the final staff report. If there is an additional public meeting, there must be no fewer than ten (10) business days before the public delegations.
- The meeting between the school boards, affected single, lower and upper-tier municipalities and other community partners that expressed an interest prior to the PAR must be scheduled to take place before the first public meeting.
- A modified PAR may not be undertaken if one or more RNEF eligible schools have been included in any of the accommodation scenarios presented in the initial or final staff reports.

- Updates on Integrated Capital and Community Planning:
 - Development of the *Voluntary Integrated Planning and Partnerships Initiative (VIPPI)* with the goal to provide flexible support to local partners that wish to enhance their collective capacity for integrated capital and community planning
 - Ministry was to issue a call for expression of interest for participation in VIPPI from communities across Ontario in early Summer 2018 and the Ministry would provide seed funding
- Ministry to update the CPPG within the coming year as more is learnt from VIPPI
- Ministry to undertake an engagement in Fall 2018 that focuses on supports for pupil accommodation in urban areas experiencing rapid growth and intensification
- Increase funding for land acquisitions

In Fall 2018, the Ministry was scheduled to release the following templates and guidelines to assist boards in conducting PARs:

- Initial staff report template
- Economic impact assessment template
- Community partner template
- E-signature guidelines

After the release of the templates, the next step was for Senior Administration to revise Board policies and procedures to reflect these revisions.

The Provincial election in June 2018 provided a new government. On 2018 July 12, The Honourable Lisa Thompson, Minister of Education, released a memo outlining several initiatives for the Ministry, including:

School closures – Maintain the current school closures moratorium until we complete a full review of the school closure process.

2.1: CAPITAL PRIORITIES PROGRAM

On 2018 March 02, the Ministry released memorandum *2018 B03: Capital Priorities – New Reporting and Accountability Requirements*. The memorandum outlined the new school board reporting and accountability requirements for major school capital projects, beginning with projects approved through the 2017-18 Capital Priorities Program. Directors of Education were required to attest that their school board agrees with the scope of the project and accepts the responsibility of delivering the completed projects within the Ministry's funding allocation. This form was submitted in 2018 April. There was also a requirement for quarterly, Senior Business Official-approved status reports to the Ministry for each project that had been approved through the 2017-18 Capital Priorities Program. Templates were to be developed by the Ministry, however this did not occur prior to the change in the Provincial government in 2018 June, therefore no reports were submitted to the Ministry.

2.2: GREENHOUSE GAS REDUCTION FUNDING (GGRF)

Another initiative by the new Provincial government which is also discussed in Section 8.1 is the cancellation of the Greenhouse Gas Reduction Funding. On 2018 July 05, the Ministry released memorandum *2018 B12: Cancellation of Greenhouse Gas Reduction Funding (GGRF)* effective 2018 July 03. This was result of the cancellation of the provincial Cap and Trade program as the GGRF was funded through the Cap and Trade proceeds. The Ministry would cover the costs incurred if school boards entered into contractual agreements for capital projects on or before 2018 July 03. School boards with projects that are in the planning and design stage and have not entered into contractual agreements for capital projects on or before 2018 July 03 could choose to proceed with the projects only with their other existing funding allocations (e.g. School Condition Improvement, School Renewal Allocation, Proceeds of Disposition, etc.). TVDSB received \$4.67M in GGRF and had committed \$4.17M in contracts.

On 2018 July 24, the Ministry released memorandum *2018 B13: Next Steps Regarding the Wind-Down of the Greenhouse Gas Reduction Funding (GGRF) Program*. The Ministry requested details of all incurred and expected eligible expenditures for contracts entered into between 2018 April 01 and 2018 July 03 and the list of projects was divided into contractually committed capital projects signed on or before 2018 July 03 for capital works and capital projects at the planning or design stage initiated on or before 2018 July 03.

On 2018 November 08, the Ministry released memorandum *2018 B17: Updates on the Greenhouse Gas Reduction Funding (GGRF) and Renewal Reporting and Accountability Requirements*. The GGRF allocation was revised with the following considerations:

- The Ministry will cover costs incurred by school boards, up to and including 2019 March 31 if boards have entered into contractual agreements for capital works on or before 2018 June 29.
- Ministry staff will work with school boards to continue projects initiated under GGRF which were without contractual agreements, by managing these projects within existing funding streams. These projects will not be eligible for funding through the GGRF.

TVDSB submitted the list of projects without contractual agreements. The Ministry has confirmed the funding of both the committed contracted projects and has provided a one-time approval of existing Ministry allocated renewal funding from the School Condition Improvement program to fund the identified projects without a contractual agreement for \$ 775 K.

SECTION 3.0: EDUCATIONAL OPPORTUNITES AND BENEFITS TO LEARNING

Learning program enhancements, made possible through capital planning initiatives, have created a positive impact on the learning environment for our students. These enhancements include additional natural lighting, accessibility improvements, display

spaces and heating and ventilation. Improvements to the physical layout in renovated and newly-built school settings have also improved the opportunities for students to focus on collaborative, experiential and inquiry-based learning through the optimal use of these purpose-built spaces.

3.1: LIBRARY LEARNING COMMONS SECONDARY

As part of TVDSB's commitment to rethinking secondary learning environments to support students and staff, Facility Services has completed the renovation of the Saunders Secondary School Library Learning Commons. The design includes several glass-walled conference rooms which allow students to work collaboratively in small groups. Comfortable lounge seating as well as more traditional tables and chairs were included to meet the diverse needs of students. Two new green rooms were installed to support media literacy and creative projects. A makerspace provides students with the opportunity to explore emerging technologies and personal areas of interest. Hi/lo work stations were created using structural posts required to remain in the space. All new spaces were planned with flexibility at the forefront and the ability to be adapted to meet the needs of current students. Students are benefitting from updated lighting, numerous furniture options, convenience of both individual and collaborative work spaces, and increased availability of mobile technology. The renovation of additional Secondary School Library Learning Commons will occur across the region over the next several years pending continued Ministry funding.

In 2018-19, Library Learning Commons renovations will begin at Huron Park Secondary School and Parkside Collegiate Institute. The designs for the renovations are based on the principles of: variety, flexibility, transparency, technology, furniture, lighting and acoustics. The goal is to create spaces that will foster both social and academic interactions, emulate collegiate and workplace environments, and cultivate hands-on learning.

3.2: OUTDOOR LEARNING ENVIRONMENTS

The opportunity for students to learn about, learn from, and be outdoors in the environment provides an opportunity to develop the global competencies of critical thinking, global stewardship and metacognition. As a result of this focus, there have been significant improvements to the outdoor settings in many of the schools. Educators are supported to use the outdoors as an engaging context for the curriculum. Educators are providing the students with enhanced curriculum and dynamic play spaces to increase environmental awareness and promote physical health and well-being. Students are empowered by these initiatives through tree plantings, the creation of gardens and habitat areas, construction of outdoor classrooms, planting boxes and compost areas, school vegetable gardens, and other school ground greening projects. The creation of outdoor learning spaces has also allowed elementary schools to work collaboratively with their secondary school in terms of small construction project support, and all schools often involve support from the wider community in order to help fund their outdoor learning environments.

3.3: PROGRAMMING TO SUPPORT ENGLISH LANGUAGE LEARNERS

In the past several years, the current model of English as a Second Language (ESL)/ English Literacy Development (ELD)) program delivery in TVDSB has been impacted as a result of a significant increase in the number of English Language Learners (ELLs) attending TVDSB elementary and secondary schools. This increase is a result of Canadian government efforts that include government-assisted refugee (GAR) programs, providing study and work permits that allow for children to study free at elementary and secondary schools, and the development of an International Education recruitment program at TVDSB to attract more international students. Not only do these efforts result in greater numbers of newcomers, they also produce a wider distribution of newcomers throughout TVDSB with concentrated settlement in localized areas within the City of London.

In light of continued increased enrolment of the secondary English language learners and the resulting pressure on the existing London secondary schools which include H.B. Beal Secondary School, Montcalm Secondary School and Westminster Secondary School that provide ESL/ELD programming, it was necessary to expand ESL programming to Sir Frederick Banting, A.B. Lucas and Saunders secondary schools. Beginning in 2019 September, ESL courses will also be available at Oakridge Secondary School, Sir Wilfrid Laurier Secondary School and Medway Secondary School. This expansion is a further step towards increasing the number of students receiving ESL programming in their home secondary school and is aligned with *Rethink Secondary Learning*.

3.4: PROGRAMMING TO SUPPORT NEWCOMERS AND INTERNATIONAL STUDENTS

On 2018 October 09, the Board of Trustees passed a motion to approve the renovation at Louise Arbour French Immersion Public School to create a one-stop International Welcome Centre to welcome, register and assess all newcomer and international students to TVDSB. The Centre will be a central location for information about international opportunities for local students and staff, International Certificate Program and intercultural training. The centre will support the admissions, pre-registration and assessment of elementary and secondary international and newcomer students.

3.5: RETHINK SECONDARY LEARNING

During the 2015-16 school year, TVDSB embarked on a ground-breaking initiative called Rethink Secondary Learning. This initiative set out to answer the following question: Are our secondary schools providing youth with the knowledge and skills to reach their full potential in today's changing world? The Rethink Secondary Learning Committee engaged secondary and elementary students, parents/caregivers, staff, teachers, administrators, Trustees, recent graduates, postsecondary institutions and employers in the process. Over 2,000 voices came together to share their experiences, their beliefs and ideas about secondary learning.

One of the main findings emerging from the initial report was the importance of a variety of experiences for students related to programs and courses. Stakeholders spoke about the desire for more specialized and advanced courses, as well as programs geared toward specific careers, especially in the later years of secondary school education. Concerns regarding inequity of course and program offerings across schools were raised by students, parents/caregivers and staff (TVDSB Rethink Secondary Learning, p.22).

Although TVDSB offers a number of different programs and courses, the range varies depending on course selection and availability, graduation requirements, student interests, enrolment, availability of staff and funding (TVDSB Rethink Secondary Learning, p.11). As a result, schools are not always able to run all courses that students express an interest in taking (TVDSB Rethink Secondary Learning, p.11). This is especially problematic for smaller secondary schools.

There is recognition by administration that as school enrolment drops below approximately 600 students, it becomes increasingly challenging to offer a range of programs across all pathways. In the 2017-2018 school year, TVDSB had ten (10) schools smaller than 600 full time students. The smallest schools (below 200) experience very significant challenges in offering this range of programs and rely heavily on eLearning courses to provide appropriate student schedules. Table 1 provides 2017 enrolment for schools under 600 full time equivalent students. Together these schools represent 3700 empty pupil places.

Table 1: 2017-2018 Enrolment Below 600 FTE

School	FTE	School	FTE
B. Davison	139.59	Lord Dorchester SS	433.4
North Middlesex DHS	147.1	Woodstock CI	501.51
Glencoe DHS	159.84	Central Elgin CI	528.8
West Elgin SS	274.16	London South CI	561.37
Arthur Voaden SS	400.71	Westminster SS	590.26

To translate our needs into action, TVDSB embarked on the second phase of the Rethink Secondary Learning Initiative to support and prepare the TVDSB community for the transformational changes required to more effectively prepare our secondary students for the world in which they will lead. The actions are innovative, strategic and fundamental to our moral imperative.

TVDSB remains committed to supporting facility changes that are consistent with the students' learning needs as expressed in *Rethink Secondary Learning - Translating Vision Into Action*. In early 2018, administration provided updated enrolment for the secondary panel and spoke about the challenges around boundaries in the London region. Discussions regarding potential scenarios and possible changes to attendance area procedures allowed senior administration to consider solutions to accommodation

issues in secondary schools that would not be limited by the current provincial moratorium for school closures. Discussion on this topic will be brought to the Board in early 2019. Additionally, the 2018 -19 Operational Plan identifies this commitment as one of the five objectives: *Create Secondary Learning Experiences and Environments that are Engaging, Inclusive and Relevant*. Actions, expected outcomes, short-term indicators and long-term measures of success are outlined. While senior administration continues to plan for accommodation needs within the system, a holding pattern remains with the moratorium on school closures still in effect.

TVDSB is committed to redesigning secondary programs and learning environments to create opportunities for students and staff that are driven by global competencies. These competencies are critical for learners to be curious and knowledgeable about the world today and tomorrow. In semester two of 2017, the Board supported the Global Competency Facilitator initiative by providing regionally located staff release time to support secondary school teachers as they learn to embed global competencies within their instruction. As outlined in the second *Rethink Secondary Learning Report: Translating Vision into Action*, TVSDB aims to inspire students to learn through the provision of equitable access to courses and programs. In 2017, several secondary schools increased the number of locally developed courses offered to ensure students can access the course of study they need in their home school.

SECTION 4.0: STUDENT ENROLMENT

Current and projected enrolment is used for staffing, ministry grant funding, capital funding and planning for long term pupil accommodation. Enrolment is categorized in two ways:

1. Total Body which is the number of students registered at a school, or
2. Full-Time Equivalent (FTE) of a pupil which is defined by the duration of classroom time a student is attending per school day:
 - a. The calculation is 1.0 if a pupil is registered for classroom instruction for an average of 210 minutes or more per school day in the school cycle,
 - b. Average Number of Instructional Minutes per School Day / 300 if a pupil is registered for classroom instruction for less than an average of 210 minutes per school day in the school cycle
 - c. The pupil's timetable is used to determine the number of minutes of classroom instruction.

Over the past three (3) years, TVDSB has experienced an increase in enrolment in both the elementary and secondary panels. This increase can be directly attributed to immigration to Canada and the migration of families from the Greater Toronto Area (GTA) due to the high cost of housing.

The increase in enrolment is not distributed evenly across the TVDSB. The most significant increases have been noted in the City of London and Woodstock. Some suburban communities in Elgin, Middlesex and Oxford Counties as noted in the 2018

Draft Elementary Accommodation Study as presented to the Planning and Priorities Advisory Committee on 2018 April 10 have had increases in their population of school age children in areas of residential growth resulting in some over-capacity schools. As these communities grow, the rural regions continue to see decline causing significant empty pupil places.

These issues present new challenges to the enrolment projection process. However, the continued use of Geographic Information Systems (GIS), Canadian census data, live birth numbers, and the use of School Planning Software (SPS) provide the TVDSB with a comprehensive range of tools for enrolment projections, tracking development, and the analysis of population trends.

4.1: HISTORICAL ENROLMENT TRENDS

Historically, elementary enrolment increases and decreases were caused by a higher or lower board share of students entering JK and SK grades, or small or large grade 8 cohorts leaving elementary for the secondary panel. Typically, the grade by grade progression is stable with very minimal increases and/or decreases.

In the secondary panel, gains and losses are experienced through the percentage of TVDSB students who choose the coterminous board, private schools, or neighbouring board schools, or students who enter TVDSB schools from the coterminous board, private schools, or neighbouring board schools. Typically, these losses and gains are experienced in grade 9 or in the higher grades due to program opportunities. Secondary students who attend a school from outside of their attendance area can cause unbalanced enrolment that is not associated with population decline, but rather by students taking advantage of "choice of schools". This is most evident in London. Certain secondary schools have a low enrolment with significant capacity that could be utilized by students in their catchment area. Conversely there are several schools that are well over capacity due to the number of "out of area" students attending. This situation places significant stress on schools that are over capacity restricting space in courses, congesting the physical capacity of hallways, common areas, libraries and cafeterias. In addition, the Board has undertaken significant expense to provide portable classrooms to these over-subscribed schools. This imbalance will be presented in early 2019 as noted in Section 3.5.

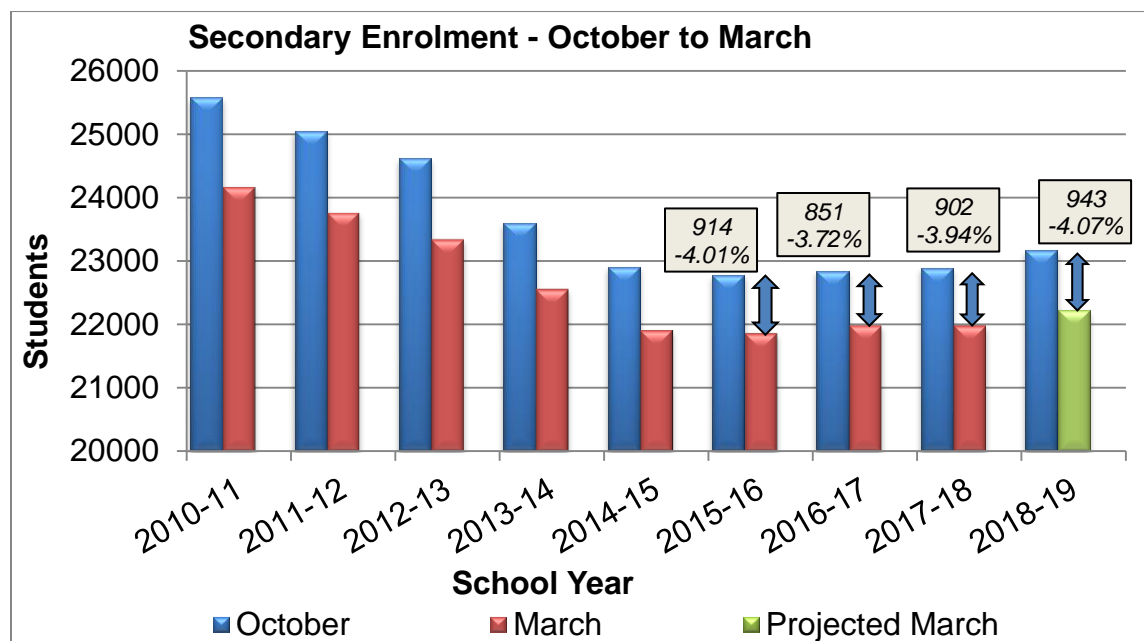
Over the course of the past three (3) years, the typical trends in enrolment have changed. Significant increases have been observed in the grade over grade progression in the elementary panel and secondary panel.

Enrolment drives funding for school boards and the Ministry calculates the funding based on the Average Daily Enrolment (ADE). The ADE is a calculation of the October 31st Full Time Equivalent (FTE) plus the March 31st FTE divided by 2. Typically, in secondary schools, the enrolment will decrease from October to March due to students

returning for the first semester only. This can make staffing difficult because the first semester enrolment is higher than the actual allocated funding.

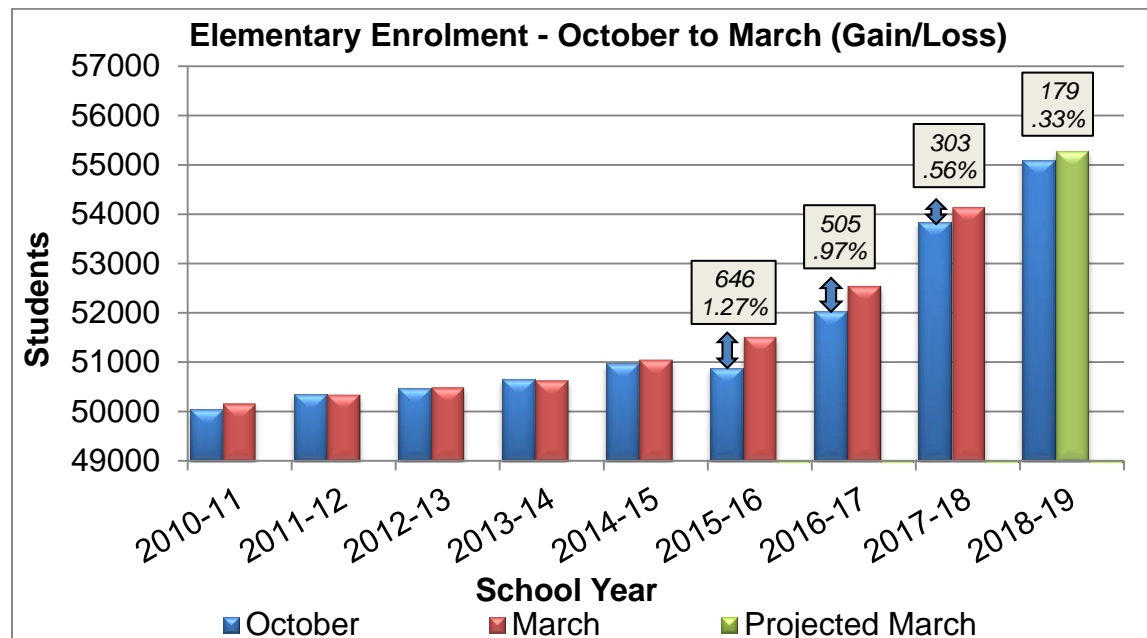
Figure 1 demonstrates the decrease experienced in the Secondary panel from October to March.

Figure 1: Secondary Enrolment – October to March



In elementary schools, the historical enrolment in the October 31st student count is equivalent to the March 31st student count, however this trend has changed with the increases in immigration and migration. This increase peaked in 2015-16 and has slowly decreased each year with the decreasing trend expecting to continue. Figure 2 demonstrates the increases seen over the past three (3) years.

Figure 2: Elementary Enrolment – October to March (Gain/Loss)



4.2: FACTORS IMPACTING ENROLMENT

School admittance codes have been analyzed to determine the cause of large student gains and the following sources were identified:

4.2.1: Migration (Students Entering from Other Boards)

The housing market activity has caused substantial increases in housing prices which started in the spring of 2017. This caused economic migration from the Greater Toronto Area (GTA) which has impacted the enrolment at TVDSB schools. From October 2016 to October 2017, a 32% increase was experienced with migration in the elementary panel. The increase continued slightly for the 2018-19 school year with another increase of 3%.

The largest increases in migration were experienced in the elementary panel from the following school Boards; Peel DSB (15%), London District Catholic SB (15%), the Waterloo Region DSB (9%), Grand Erie DSB (7%), Toronto DSB and Halton DSB, both at (6%). With secondary enrolment, 38% of the students entering from other Boards were from the London District Catholic SB.

4.2.2: Immigration (Students Entering from Other Countries)

In 2015, 455 students (both elementary and secondary) registered through the GENTLE (*Guided Entry to New Teaching and Learning Experiences*) Centre at White Oaks PS. Students attending TVDSB elementary schools from out of country increased by 53% by the 2016-17 school year. From October 2016 to October 2017 there was an increase in students attending TVDSB schools that were accompanying their parents who have a study permit through Fanshawe College and/or Western University.

From October 2017 to October 2018, students entering through immigration remains 47% higher than the historical rates prior to 2015. The main contributing entry types from immigration are; Refugee, Study Permit, Student Visa and Work Permit.

4.2.3: Challenges Due to Enrolment Increases

With the increase in enrolment, TVDSB is faced with challenges for appropriate accommodation. The student increase is not evenly distributed around the entire Board but is concentrated in settlement areas in the City of London and the City of Woodstock. Families migrating from other boards outside of the TVDSB are relocating to new development areas as well as to existing communities throughout London and Woodstock. New Immigrants to Canada have found areas of London that offer a sense of community, affordability and support. This has caused significant capacity issues at some schools. Another challenge is the need for language support through the English as a Second Language program. TVDSB has approved the creation of the International Welcome Centre at Louise Arbour FI PS to assist with the registration and assessment process for Newcomers to Canada.

4.3: ELEMENTARY ENROLMENT

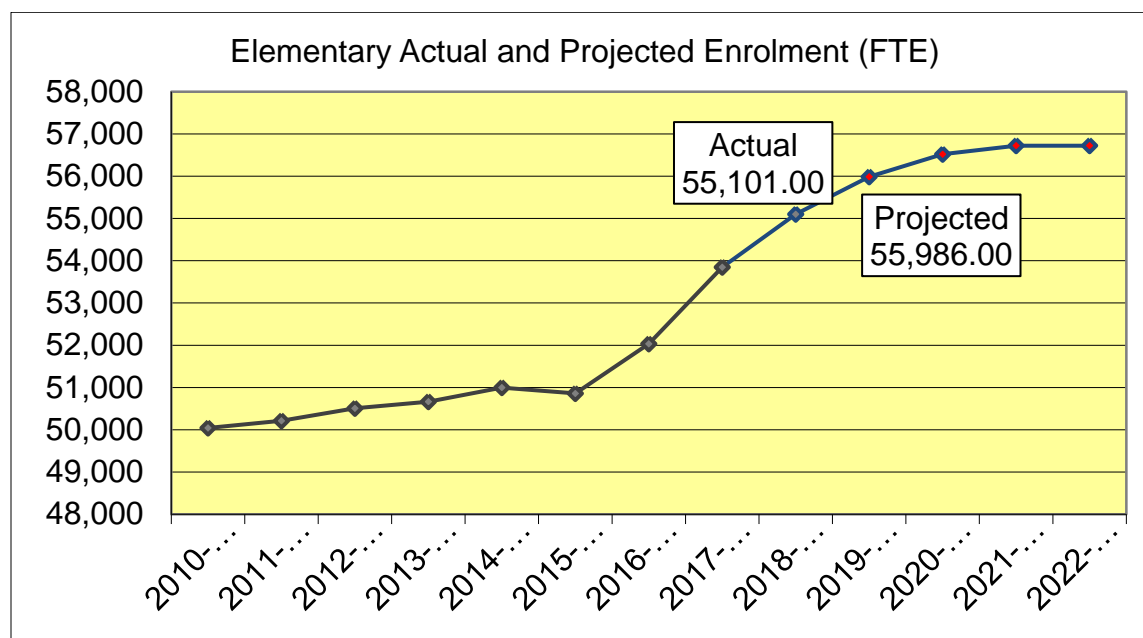
From October 31st 2017 to October 31st 2018, elementary enrolment increased by 1270 FTE or 2.36%. The 2018-19 preliminary elementary enrolment is 55,101 (Full Time Equivalent) FTE. Over the past three (3) years, TVDSB enrolment has seen significant increases in due to immigration and migration. Since 2015-16 the TVDSB has experienced a total increase of 4,244.88 FTE (8.34%) in the elementary panel.

Elementary enrolment is projected to increase to 55,986.00 FTE for the 2019-20 school year (an increase of 885 FTE or 1.61%). The increase assumes the continuation of immigration trends and the housing market activity.

A breakdown of historical and projected enrolment from 2002 to 2022 can be viewed in Appendix C.1 - Elementary Actual & Projected October 31 FTE.

Figure 3 depicts the historical and projected October 31st enrolment from 2010-2022.

Figure 3: Elementary Actual and Projected Enrolment (FTE)



Note: Historical 2010-2014 JK-SK FTE enrolment has been adjusted to count as 1 not 0.5 to reflect the elimination of half-time registration, as a result of the implementation of the Full Day Kindergarten program.

4.4: SECONDARY ENROLMENT

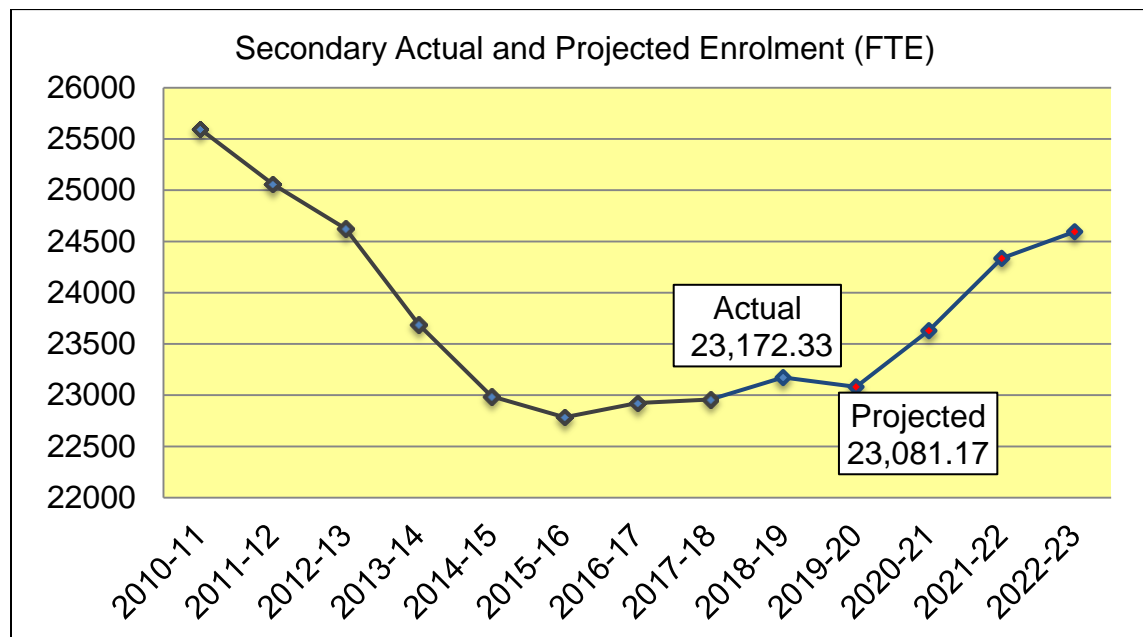
From October 31st 2017 to October 31st 2018, secondary enrolment increased by 214.16 FTE or 0.93%. The 2018-19 preliminary secondary enrolment is 23,172.33 FTE. Secondary enrolment is projected to decrease slightly to 23,081.17 FTE for the 2019-20 school year (a decrease of 91.16 FTE or -0.39%).

This small decrease will be followed with three years of increased enrolment in the secondary panel due to larger than normal cohorts moving from elementary grade 8 to secondary grade 9. The current grade 7 student enrolment is over 400 students higher than the 2015 grade 7 student enrolment and the current grade 6 student enrolment is over 700 students higher than the 2015 student enrolment.

A breakdown of historical and projected enrolment from 2002 to 2022 can be viewed in Appendix C.2 - Secondary Actual & Projected October 31 FTE.

Figure 4 depicts the historical and projected October 31st enrolment from 2010-2022.

Figure 4: Secondary Actual and Projected Enrolment (FTE)



4.4.1. Analysis of Grade 8 to Grade 9 student gain/loss

Table 2 is a chart of student loss and gain from grade 8 to grade 9. Student loss represents the number of students leaving TVDSB after grade 8 to attend non-TVDSB schools in grade 9. Student gain represents the number of students entering TVDSB in grade 9 from non-TVDSB schools.

Table 2: Analysis of Grade 8 to Grade 9 Student Retained / Gained

	2012	2013	2014	2015	2016	2017
Grade 8 Students	5352	5060	5300	5146	5136	5300
↓	↓	↓	↓	↓	↓	↓
	2013	2014	2015	2016	2017	2018
Grade 8 to 9 Student Retained	4679	4487	4732	4534	4517	4624
Grade 8 to 9 Student Loss	673	573	568	612	619	676
TVDSB Gr 8 to 9 Retained	87.4%	88.7%	89.3%	88.1%	87.9%	87.2%
Grade 8 to 9 Student Gain	574	614	672	633	786	727
Other Gr 8 to 9 Gained	10.9%	12.0%	12.4%	12.3%	14.8%	13.6%
Grade 9 Total	5253	5101	5404	5167	5303	5351

4.5: SUMMARY OF ELEMENTARY AND SECONDARY ENROLMENT

A total increase in elementary and secondary enrolment of 793.84 FTE is projected for the 2019-20 school year, as shown in Appendix C.3 - Actual & Projected October 31 FTE. The projection is based on current trends in the housing market, immigration, historical trends, K1, K2 and grade 9 intake.

In order to prepare for the enrolment shifts, TVDSB plans to monitor student registration by admittance reason and determine the location of settlement. This will allow the TVDSB to be better prepared for proper accommodation and resource allocations.

SECTION 5.0: DEMOGRAPHIC SHIFT AND ACCOMODATION OF STUDENTS

The TVDSB encompasses a large geographical area which includes a diverse mix of villages, towns, cities and agricultural land. Although TVDSB has experienced an overall increase to enrolment, this increase is not distributed evenly. There are both urban core and rural elementary schools which continue to struggle with capacity utilization issues and declining enrolment. In contrast, other areas of the TVDSB are experiencing enrolment pressure from residential development.

TVDSB receives all circulated Secondary Land use plans from local municipalities, Initial Proposal Reports, residential development plans and zoning applications. The information received is analyzed and tracked through the School Projections System (SPS.net). Depending on the phase of the plan, student yields are projected at their associated schools to plan for increased enrolment and ensure appropriate accommodation will be available over the course of the development. Projected growth is recognized to cause enrolment pressure on the designated school and appropriate measures, such as Holding Zones or Attendance Area Reviews, may be required.

Another aspect that is vitally important in tracking development is to ensure co-ordination with developers and municipalities on the location of land for new schools. This initiative of tracking the residential development is currently underway for all regions in TVDSB. The maximization of walkers within a community, traffic calming measures, and surrounding land use all play an essential role in the safety of students.

Sustainable and appropriate accommodation of students is an important priority for the TVDSB. It is in the best interest of students to maintain school populations that support a range of opportunities in programming, extracurricular activities and services. Urban and rural schools often face enrolment pressure challenges due to rural and neighbourhood decline as well as residential development growth which lead to uneven geographic distribution of students throughout the TVDSB. Changing demographics, such as fewer children per family and shrinking rural populations, can often result in smaller rural schools with significant empty pupil places and fewer opportunities for students. In comparison, schools within newer subdivisions that cater to young families

often experience over capacity issues. These trends present specific challenges when planning for the appropriate accommodation of students.

As presented to the Planning and Priorities Advisory Committee on 2018 April 10, the *2018 Draft Elementary Accommodation Study* identified those areas within TVDSB that are considered a high planning priority and areas that are being monitored on a regular basis due to an accelerated change in enrolment and capacity of the associated schools. This can be both an increase and / or decrease in enrolment in the same catchment areas. The high priority areas that were identified are shown in Table 3:

Table 3: High Priority Areas

Study Area Name	Elementary School	Details
London 03	Cleardale Eagle Heights Mountsfield Sir G.E. Cartier Tecumseh Victoria Wortley Road Woodland Heights	<u>Eagle Heights</u> : 131% over capacity (212 students), 12 portables on site <u>Cause</u> : Increase due to immigration combined with empty pupil places at surrounding schools <u>Preferred Solution</u> : Attendance Area Review to accommodate 3 Holding Zones and right size area schools
London 07	Arthur Stringer Nicholas Wilson Wilton Grove	<u>Nicholas Wilson</u> : 55% capacity <u>Cause</u> : Declining enrolment due to shifting demographics <u>Preferred Solution</u> : Fill empty pupil places through program needs and the creation of Holding Zones
London 08	Ashley Oaks Lambeth Rick Hansen Sir Isaac Brock White Oaks	<u>Sir Isaac Brock</u> : 150% over capacity (175 students), 6 portables on site <u>Cause</u> : Increase due to residential development and immigration <u>Preferred Solution</u> : Attendance Area Review (New Southwest London PS)

The details of these three (3) study areas can be found at: [Draft Elementary Accommodation Study \(2018\)](#)

Based on elementary preliminary projections for 2018 – 19, the north area of London is expanding in spite of opening two (2) new north London new schools in 2017 in the northeast (Cedar Hollow PS) and northwest (Sir Arthur Currie). Residential development continues to expand and is already causing increased enrolment challenges at these new schools.

As noted in Section 3.5 Rethink Secondary Learning, the secondary panel has experienced an overall decline in enrolment with a recent modest increase and the London region has challenges with the existing boundaries and catchment areas for certain schools. Senior administration is reviewing what options are available in the short term to consider solutions to accommodation issues in secondary schools as the provincial moratorium on school closures still remains in effect.

5.1: TOOLS AVAILABLE FOR SHORT TERM PLANNING

TVDSB utilizes temporary accommodations to address pressures on a short-term basis. Temporary accommodations are utilized while long term planning solutions are implemented or to manage peak pupil yields through the initial phases of a residential development. This allows TVDSB to maintain and build appropriately sized and sustainable facilities for the long term. As a result of the increased enrolment noted above, TVDSB has had to increase the total number of temporary classrooms over the past year and into this year as shown in Table 3:

Table 4: Total Non-Permanent Classrooms

School Year	Total Non-Permanent Classrooms
2016 – 2017	219
2017 – 2018	225
2018 – 2019 (projected)	256

5.2: TOOLS AVAILABLE FOR LONG TERM PLANNING

TVDSB utilizes three tools to address accommodation pressures: Holding Zones, Pupil Accommodation Reviews (PAR), and Attendance Area Reviews (AAR). The timing of when and how these procedures may be used will vary depending on the official plans of municipalities, the historical and projected enrolment of a school's student population and the condition of a school facility. The TVDSB policy associated with pupil accommodation is noted as *Pupil Accommodation (4015)* and includes the following procedures: *Pupil Accommodation and Facility Organization (4015a)*, *Community Planning and Facility Collaboration Opportunities (4015b)*, *Attendance Area Review Procedure (4015c)* and *Holding Zones and Holding Schools Procedure (4015d)*. Pending the new government's initiatives, this policy and associated procedures may require revisions.

To address accommodation pressures that schools face in areas of intense residential growth, Holding Zones are created consistent with the TVDSB procedure (4015d). The purpose of a Holding Zone is to allow for a viable learning environment by moderating enrolment pressure through the timeframe that a subdivision is being built. Holding Zones are designated before any residential development has commenced to avoid the displacement of existing students. The students within a holding zone are an active and vibrant part of the holding school's community. The geographic identification as Holding Zone provides clarity to those families that they may be permanently accommodated

elsewhere in the future. Students attend schools which have appropriate space to accommodate them until the area reaches a critical mass of students to warrant an addition or new school through Board and Ministry approval. Holding Zones and Holding Schools designation may remain in place for several years. The permanent accommodation of students is dependent on a variety of factors such as the timing of the development, student enrolment yields and often Ministry capital funding.

To determine the viability of a PAR or AAR for accommodating growth, Administration must analyze the information to determine which review may be more suitable. The outcome of both processes is to harmonize the enrolment and capacity of all schools within the identified area.

The PAR process is utilized when a school closure is being contemplated. Students would then be relocated from the closing school to existing school(s) which has sufficient capacity or requires additional capacity to educate additional students, or in some circumstances may require a new school be built.

The AAR process is used to modify attendance areas. Students are redirected from an existing school and designated to other schools to “right size” the school’s capacity with the enrolment. This process is best suited for stable student populations that are not evenly distributed within an area.

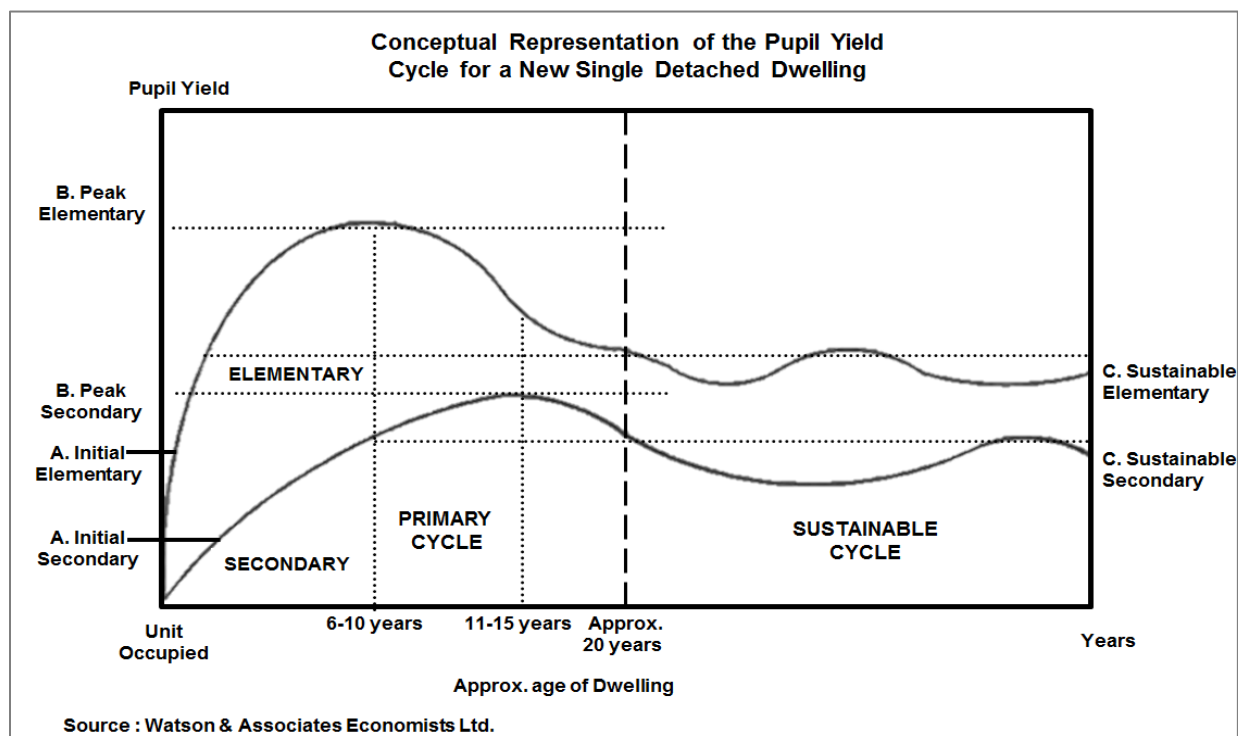
Public consultation is required to permanently accommodate students from a Holding Zone. A PAR or AAR would be required once a substantial amount of TVDSB students have materialized in the Holding Zone.

In the case of new residential development, the student population increase has not yet materialized but would be projected as the new development progresses. Conducting an AAR prior to students materializing will not right size the schools in the long term and will require additional future reviews. This will result in the multiple disruptions of students, create program pressure at over capacity schools and require many portable classrooms on site for an extended period. If there is residential growth, a plan must be established to ensure that growth can be accommodated appropriately over the long term.

The timeline of a new subdivision build-out can be 10-20 years to reach the mass of students required to warrant Ministry capital funding for additional accommodation. This is based from the time of first circulation of the subdivision plan from the Municipality to the time of completion. During this timeframe, the concentration of student population required to receive Ministry capital funding will not occur until the subdivision reaches the final stages of construction build out.

As outlined in Figure 5: Conceptual Representation of the Pupil Yield Cycle for a New Single Detached Dwelling created by *Watson & Associates Economists Ltd.*, it can often take six to ten (6-10) years from the beginning of construction for school boards to start realizing an influx of elementary students within new residential subdivisions.

Figure 5: Conceptual Representation of the Pupil Yield Cycle for a New Single Detached Dwelling



TVDSB assesses long term accommodation plans by reacting to and incorporating the planning direction outlined in the Official Plans of Municipalities. Both rural and urban official plans provide: details of land use designation, upgrades to municipal services and the location of future settlement areas. The shared goal is to accomplish economic richness, sustained infrastructure, environmental responsibility and viable communities. Long term planning allows for school boards to work with municipalities in fulfilling a synchronized balance in the overall community planning process. The anticipated outcome is new or renovated schools, located in walkable communities and partnerships with community agencies on co-build or collaboration opportunities.

5.3: BOARD APPROVED HOLDING ZONES

The New Southeast London PS demonstrates the process of permanently accommodating Holding Zone students. In addition to accommodation pressures at surrounding schools, the utilization of Holding Zones to temporarily accommodate students allowed the TVDSB to achieve the critical mass of students to apply for and receive capital funding for the new school. The Elementary Pupil Accommodation Review 02 (EPAR-02) Board approved recommendations (2017 May 23), the following

three (3) Holding Zones identified in Table 5 will be permanently accommodated and dissolved upon the completion of the New Southeast London PS:

Table 5: Board Approved Permanent Accommodation of EPAR-02 Holding Zones

Holding Zone	Holding School	Board Approved Accommodation	Year
Summerside HZ	Fairmont PS	New Southeast London PS	2020-21
Summerside HZ	Princess Elizabeth PS	New Southeast London PS	2020-21
Summerside HZ	Tweedsmuir PS	New Southeast London PS	2020-21

5.3.1: Existing Board Approved Holding Zones

TVDSB has seventeen (17) elementary Holding Zones and one (1) secondary Holding Zone that the Board has yet to permanently accommodate, as outlined in Table 6 and Table 7. Appendix D - TVDSB Board Approved Holding Zones, outlines all the existing and recently accommodated Holding Zones, designated Holding Schools, student count and the potential planned accommodation for the areas.

Table 6: Elementary Holding Zones

Elementary Holding Zones Municipality	Holding Zone	Holding School	Planned Accommodation
London	Byron HZ	Byron Somerset PS	New School-Byron
Woodstock	North Woodstock HZ	Central PS	New School-North Woodstock
London	Highlands HZ	Mountsfield PS	Potential AAR
London	Colonel Talbot HZ	Rick Hansen PS	New School-Southwest London 2
Elgin	Southeast St. Thomas HZ	Kettle Creek (Port Stanley) PS	New School-Southeast St. Thomas
London	Fox Hollow HZ	Ryerson PS	New School-Northwest London 2
London	Sunningdale HZ	Ryerson PS	Potential AAR
London	Bostwick HZ	Sir Isaac Brock PS	New School-Southwest London 1
London	Kipps Lane HZ	Sir John A. Macdonald PS	Potential AAR
Middlesex	West Ilderton HZ	Valleyview Central PS	Potential Future AAR / PAR
Middlesex	East Ilderton HZ	Valleyview Central PS	Potential Future AAR / PAR
London	Southdale HZ	Victoria PS	Potential AAR
London	Highlands HZ	Victoria PS	Potential AAR
London	Talbot Village Phase 2 HZ	W. Sherwood Fox PS	New School-Southwest London 1
London	Longwoods HZ	White Oaks PS	Potential AAR
London	Southwest London HZ	White Oaks PS	New School-Southwest London 1 & 2
Woodstock	Springbank HZ	Winchester Street PS	Addition Springbank PS/Potential AAR

Table 7: Secondary Holding Zones

Municipality	Holding Zone	Holding School	Planned Accommodation
London	Longwoods HZ	Westminster SS	Potential Future PAR

5.4: PROPOSED NEW SCHOOL SITES

The need for new schools is contingent on many factors, such as the pace of residential construction, housing type, demographics and TVDSB share of enrolment resulting from residential development. Even before a subdivision begins, construction obstacles can cause significant delays, such as zoning changes, environmental issues, lack of municipal services and the cost associated with upgrades. Continuous monitoring of development status and student yields is imperative to track the distribution of students and to ensure proper accommodation.

Table 8 alphabetically lists by region within TVDSB which potential new school sites may be required due to future residential growth or school consolidations:

Table 8: Regions of the TVDSB in Which Potential New School Sites May Be Required

Region	Panel	Potential site location	Associated School & Holding Zones
St. Thomas-N	Sec	St. Thomas	Arthur Voaden SS, Central Elgin CI, Parkside CI
St. Thomas-SC	Elem	St. Thomas	Elgin Court PS
St. Thomas-SE	Elem	St. Thomas	Southeast St. Thomas HZ, Kettle Creek PS, Mitchell Hepburn PS
London-Byron	Elem	Byron HZ	Byron HZ, Byron Northview PS, Byron Somerset PS, Byron Southwood PS
London-SW 1	Elem	Talbot Village PH2 HZ	Lambeth PS, Bostwick HZ
London-SW 2	Elem	Southwest London HZ	Lambeth PS, Southwest London HZ
London-SW 3	Elem	Colonel Talbot HZ	Lambeth PS, Rick Hansen PS, White Oaks PS
London-NW 2	Elem	Fox Hollow HZ	Fox Hollow HZ, Sir Arthur Currie PS, Ryerson PS
London-SE 2	Elem	Parker Subdivision	New SE London PS (2020-21)
Ilderton	Elem	West Ilderton HZ	Oxbow PS, Valleyview PS, East and West Ilderton HZs
Komoka/Kilworth	Elem	Kilworth	Parkview PS, Proposed Kilworth HZ
Woodstock-N	Elem	N Woodstock HZ	North Woodstock HZ, Hickson PS

SECTION 6.0: STUDENT ACCOMMODATION – SURPLUS CAPACITY

In 2017-18, TVDSB continued to operate with 14,195 empty pupil places corresponding to approximately 1.75 million square feet of empty space as outlined in the *2017-18 Enrolment vs. Capacity Summary Report*. TVDSB has continued to experience the challenge of lack of accommodation in growth areas and for specific programs such as French Immersion, Special Education and ESL. The continued decline of students in selected urban cores and rural areas of the TVDSB has resulted in accommodation surplus capacity.

Table 9 does not include the approved recommendations of EPAR-01. TVDSB has not yet received approval from the 2017 - 18 Capital Priorities submission for the proposed new schools as identified in EPAR-01, therefore there were no school closings except for Sparta PS which was re-purposed as a French Immersion PS (Eva Circe Cote FI PS). The data does include the approved recommendations of EPAR-02. The empty pupil places and corresponding square footage at Fairmont PS have been removed as this school is scheduled to close in June 2020 with the completion of the New Southeast London PS which received funding from the 2017 - 18 Capital Priorities submission (pending final design approval and approval to proceed to tender from the Ministry).

Table 9: Schools Less Than 100% - Excess Capacity and Space by Region

Region	# of Schools at < 100%	Empty Pupil Places	Excess Square Footage
Elementary:			
Elgin	14	1,268	145,794
London	43	4,472	514,280
Middlesex	15	1,067	122,667
Oxford	19	1,289	148,235
Total	91	8,096	930,976
Secondary:			
Elgin	4	1,223	163,841
London	7	2,496	334,444
Middlesex	5	1,125	150,774
Oxford	5	1,255	168,206
Total	21	6,099	817,265
Total Elementary & Secondary:			
Elgin	18	2,491	309,635
London	50	6,968	848,724
Middlesex	20	2,192	273,441
Oxford	24	2,544	316,441
Total	112	14,195	1,748,241

Note: The square footage associated with empty pupil places for elementary and secondary is based on the Ministry of Education Space Template that is utilized for benchmark funding (115 square feet / pupil for elementary and 134 square feet / pupil for secondary). These values were also compared with the paper "Building Our Schools, Building Our Future – A Report from the Expert Panel on Capital Standards, June 2010". This report identified the square foot per student based on the OTG of a school. These values were averaged for elementary and secondary and compared to the Ministry of Education Space Template values to ensure consistency in area allocations.

SECTION 7.0: SOURCES OF CAPITAL FUNDING

In 2017 – 2018, the Board was successful in accessing \$50.1 of Ministry capital funding (see Appendix A - Capital Plan Initiatives) to construct capital projects which include new schools, additions and renovations.

7.1: CAPITAL PRIORITIES

The previous government provided the Ministry Capital Priorities Funding Program to school boards and gave the boards the opportunity to identify their ten (10) most urgent and pressing pupil accommodation needs. This program served as the primary means for funding capital projects that address school boards' pupil accommodation needs, including enrolment pressures, supporting the consolidation of underutilized facilities, and replacing facilities in poor repair. Boards are required to submit a prioritized list of capital projects along with a comprehensive business case to support the need for each request. The Ministry has previously indicated that its priority for capital funding under this program was enrolment pressure, building condition, school consolidation, as well as joint capital projects between coterminous boards. In 2017 – 2018, TVDSB accessed \$19.9M through the Capital Priorities program funding, **It has not been communicated by the new government if this funding will continue or if the criteria for the selection of projects will change.**

On [2017 August 29](#), the Board approved ten (10) priorities as the greatest accommodation needs of TVDSB. Table 10 identifies the priorities that were submitted with business cases to the Ministry on 2017 September 08, requesting Capital Priorities funding and approval.

Table 10: Board Approved Priorities

Priority	Project	School
1	New School	New SE London
2	Addition / Renovation	Masonville PS
3	Site Acquisition	New Belmont
4	Addition / Renovation	Tweedsmuir PS
5	New School	New Belmont
6	Site Acquisition	New SE St. Thomas
7	New School	New SE St. Thomas
8	Addition / Renovation	Port Stanley
9	New School	New SW London
10	Addition / Renovation	Springbank PS

On 2018 March 13, TVDSB received approval by the Ministry for the following projects and identified in Table 11:

Table 11: Projects that Received Ministry Approval

School	Scope of Work
New SE London PS	<ul style="list-style-type: none"> • Construction of a new 602* OTG School in the Summerside Community • Construction of a Child Care Centre for 88 children
Masonville PS	<ul style="list-style-type: none"> • 11 Classroom Addition • Renovations to the main office, FDK rooms, and other classrooms • School renewal components (HVAC, Safety Items, AODA, Code Items, etc.)
Tweedsmuir PS	<ul style="list-style-type: none"> • Addition of a new Gymnasium and activity room • Renovations to existing gymnasium, library, main office and classrooms • School renewal components (HVAC, Safety Items, AODA, Paving, Code Items, etc.)

**602 OTG was proposed during the Ministry design review and confirmed at 556 OTG*

On 2018 November 13, Senior administration presented to the Planning and Priorities Advisory Committee the potential delay of these projects identified in Table 11. Senior administration continues to work closely with the new government to assist in their internal approval process that is required before tender and construction.

7.2 EARLY YEARS CAPITAL PROGRAM

On 2017 June 06, Ministry memorandum [2017 B06: Request for Early Years Capital Program Funding Submissions](#), announced details of the 2017-18 Early Years Capital Program (EYCP). With support from local Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSSABs), school boards were given the opportunity to request capital funding support for the creation of new child care spaces, or child and family program projects, which are associated with a larger school capital project or stand-alone projects.

TVDSB was one of the first boards in the province to collaborate with the Ministry on this matter, with the creation of both Child Care Centres and Child and Family Centres at the two new North London Elementary Schools, Sir Arthur Currie PS and Cedar Hollow PS, which opened for the 2017-2018 school year.

TVDSB and local CMSMs worked collaboratively to identify Child Care spaces and Child and Family program projects which; (a) the local CMSMs could support the operation of, (b) are located at school locations which could best benefit the community, and (c) meet the needs of child care (0-4 years) and identified service gaps.

7.2.1: Child Care Centres and Child and Family Centres

TVDSB submitted ten (10) Capital Priority requests to the Ministry on 2017 September 08, the prioritization of which were approved by the Board 2017 August 28. Included in these requests were five school-based child care and/or child and family program requests associated with school-based capital projects for the Ministry's consideration. These requests are noted in Table 12:

Table 12: School-Based EYCP Submissions Requests 2017 September 08

CMSM	Location	Child Care Spaces	Child and Family Program
London	New Southeast London PS	5	-
	New Southwest London PS	5	-
Elgin	New Belmont PS	3	-
	New Southeast St.Thomas PS	5	3 rooms
Oxford	Springbank PS	3	3 rooms
Middlesex	None	-	-

In addition to receiving Capital Priorities growth funding for New SE London PS, TVDSB was also successful in receiving funding for the construction of a new Child Care Centre at this location.

7.2.2: Stand-Alone Requests for Child Care Centres and Child and Family Centres

This new capital funding focuses on school-based "stand-alone" child care and/or child and family program capital funding requests, opening no later than 2019-2020, which are not part of a school project. On 2017 August 04, TVDSB submitted four (4) projects for the Ministry's consideration:

Table 13: Stand-Alone EYCP Submission Requests 2017 August

CMSM	School	Child Care Spaces	Child and Family Program
London	Princess Elizabeth PS	N/A	4 rooms
	Wilfrid Jury PS	N/A	4 rooms
Oxford	Algonquin PS	2	N/A
	Harrisfield PS	3	3 rooms

No requests were submitted for Elgin or Middlesex Counties. Further details can be found in the *Early Years Capital Funding Submissions* report presented to the Planning and Priorities Advisory Committee on 2017 September 12. On 2017 December 21, TVDSB received \$2.59M in funding for the Algonquin PS and Harrisfield PS projects.

On 2018 November 13, Senior administration presented to the Planning and Priorities Advisory Committee the potential delay of the Algonquin PS and Harrisfield PS projects along with the projects from 2016 which were Aldborough PS and River Heights PS.

Senior administration continues to work closely with the new government to assist in their internal approval process that is required before tender and construction.

8.0: SCHOOL RENEWAL

The Board has invested significant capital dollars in 2017 - 2018 into the renewal of building components and systems in the schools using the annual School Renewal Allocation (SRA), School Condition Improvement (SCI), Greenhouse Gas Reduction Fund (GGRF), and Community Hubs Capital Funding: Minor Retrofits and Accessibility (CHCF) funding (see Appendix A - Capital Plan Initiatives). In 2017 – 2018, TVDSB has invested \$51.1M into the infrastructure of the schools. A further \$59.4M has been allocated to TVDSB through these funds for 2018 – 2019.

The Ministry is aware that there are many schools that have a significant backlog of renewal needs that require additional investment in school renewal to prevent further school condition deterioration and to ensure that students continue to have a safe and healthy learning environment.

The Ministry has mandated all boards to direct 70% of SCI funding to key building components such as foundations, roofing, windows, HVAC, etc. School boards are permitted to use the remaining 30% to address locally identified renewal needs. It should be noted that funding is to be applied to building components that have been identified in the Ministry's Facility Condition Assessment Program database and boards may only use SCI funding for renewal expenditures in schools that are expected to remain open for at least 5 years.

Facility Services had identified the following renewal initiatives for 2017-18 SCI funding:

- Accessibility for Ontarians with Disabilities Act (AODA) requirements
- Building automation system replacement
- Focus on secondary school renewal
- Heating, ventilation and air conditioning (HVAC) improvements

The Ministry has also directed the Board to dedicate Proceeds of Disposition (POD) funding realized through the sale of surplus schools to identified needs in the Ministry's Facility Condition Assessment Program database to support the school renewal backlog.

It should be noted that a significant amount of renewal needs have been eliminated from our system through the capital planning initiative and the resulting closure of forty-eight (48) schools. TVDSB will continue to utilize the annual School Renewal and School Condition improvement grants, where appropriate, to address renewal issues in school addition and/or renovation projects.

Southside PS was recently completed for the 2018-2019 school year. The scope of work included enlarging and renovating the existing K1-8 elementary school to create a school that can accommodate its projected enrolment and meet current Board standards for program space. A single story addition was completed for this project which included a Gymnasium/Activity Room, General Arts Room, Library Learning Commons, Learning Support room and six (6) standard classrooms. The renovated area included three (3) kindergarten classrooms and administrative areas. Renovations also ensured the school is now barrier-free accessible. Site development modifications included additional parking and modifications to the bus drop-off. The addition increased the on-the-ground capacity to 366 students. A combination of unappropriated accumulated surplus, SRA and SCI was utilized to fund the project.

8.1: GREENHOUSE GAS REDUCTION FUND (GGRF)

The Ministry announced, as part of the \$1.0 B investment in SCI funding for the 2017-18 school year, a \$200M initiative that supported the reduction of greenhouse gas emissions from facilities in the education sector. A second round of the GGRF was announced in [2018 April](#). Following the recent provincial election, the provincial Cap and Trade program was cancelled on [2018 July 3](#). As the GGRF program is funded through Cap and Trade proceeds, the GGRF program was subsequently cancelled. The Ministry has agreed to cover the costs incurred if school boards had entered into contractual agreements for capital works on or before 2018 July 03.

Eligible expenditures under this program supported the replacement, renewal and installation of new energy efficient building components in older elementary schools, secondary schools and administrative buildings. Energy efficient building components include: energy efficient lighting systems, HVAC systems/controls and other pre-defined enhancements to the building envelope.

TVDSB was successful in entering into contracts for a total of \$4.17 of the \$4.67M originally allocated to the Board.

Subsequently, on 2018 November 08, the Ministry confirmed that the shortfall of the total GGRF could be funded as a one-time allocation from an existing funding source, that being the School Condition Improvement (SCI) program.

8.2: COMMUNITY HUBS CAPITAL FUNDING: MINOR RETROFITS AND ACCESSIBILITY

The Ministry announced a \$50M initiative that supports the expansion of community hub use in schools to benefit the students and the local community. The funding is to be used to retrofit available space in schools into community hub space and/or to improve the accessibility of schools to allow greater opportunities for use by the community. For 2017-2018, TVDSB invested \$2.3M into schools to improve accessibility for students and the community.

8.3: INTERNALLY FUNDED CAPITAL PROJECTS

The Board has approved the use of accumulated surplus for the following capital projects:

- [2018 March 27](#): Funding of Addition at Port Stanley Public School for \$1.6M (waiting for Ministry approval)
- [2018 October 9](#): Funding of International Welcome Centre at Louise Arbour FI PS for \$1.74M
- 2018 October 23: Funding of Education Centre Renewal Projects for \$2.1M

SECTION 9.0: COMMUNITY PLANNING AND FACILITY COLLABORATION OPPORTUNITIES

9.1: ANNUAL COMMUNITY PLANNING AND FACILITY COLLABORATION MEETING

In accordance with the Ministry's *Community Planning and Partnerships Guideline* (2015 March 26), the TVDSB *Community Planning and Facility Collaboration Opportunities Procedure* (2015 March 29) provides an opportunity for collaboration between TVDSB and Municipalities/Community Organizations within the Board's region, through annual meetings.

In 2018, the TVDSB Planning Department held the Annual Community Planning and Facility Collaboration meetings on June 13 and 14. Listed Community Organizations identified in the TVDSB procedure were invited via email to attend the meeting for their region. The meeting dates and times were posted on the TVDSB website. The number of attendees for each meeting is noted in Table 14:

Table 14: Number of Attendees - Annual Community Planning and Facility Collaboration Opportunities Meetings

City of London	County of Elgin	County of Oxford	County of Middlesex
19	10	7	7

During the meeting, discussions were held about various aspects of TVDSB planning data for both the elementary and secondary panels including student programs, enrolment projections, current enrolment and accommodation, empty pupil places, 2018–19 planning initiatives, updates on capital projects and Early Years Capital Program, recent accommodation reviews, the financial impacts of declining enrolment, renewal needs and facility conditions, collaboration opportunities, status of surplus space for sale, and Ministry of Education initiatives regarding *Rural Engagement*, *Pupil Accommodation Review Guidelines*, and also an overview of the election timelines. Individual data was provided for each region for various items and then compared to the overall data for TVDSB. Time was allotted during the meeting for representatives from listed community organizations to provide input and ask TVDSB staff questions regarding the information provided.

The 2019 Annual Community Planning and Facility Collaboration Opportunities meeting dates have been tentatively scheduled for 2019 June 12 and June 13.

As previously indicated, the Ministry's *Plan to Strengthen Rural and Northern Education* memorandum advised that the Ministry will be revising its *Community Planning and Partnerships Guideline (CPPG)*. It was anticipated that the revised CPPG would be released in the spring of 2018; however with the change in government, no information has been released. TVDSB will update the *Community Planning and Facility Collaboration Opportunities Procedure (4015b)* to reflect the revised CPPG. Until that time, TVDSB will continue to follow the current guideline and procedures.

9.2: FACILITY COLLABORATIONS AND CO-BUILD OPPORTUNITIES

School boards are required to review and inform the public of possible collaboration opportunities at underutilized open and operating schools. Eligible schools include those which have calculated utilization rates of 60% or less for two years, and/or have 200 or more unused pupil places, and unless such facilities have otherwise been designated by TVDSB for another purpose or initiative.

Building new schools and undertaking significant additions and renovations provide opportunities to leverage infrastructure investments by co-building with community organizations to provide services and programs for children, families and the broader community. Boards are also required to notify municipalities and community organizations one (1) to three (3) years prior to potential construction start dates, when considering construction of a new school or undertaking a significant addition or renovation.

Following Board approval, as per the CPPG and TVDSB procedures, the lists of schools which may be appropriate for possible collaboration opportunities and proposed projects eligible as co-build opportunities are to be posted on the TVDSB website. Email notification is to be sent to municipalities and community organizations at the time of the online posting. These lists are also shared at the annual Community Planning and Facility Collaboration meetings held with identified community organizations. Existing schools for potential facility collaboration and proposed capital projects for potential co-build opportunities were approved on 28 November 2017 by the Trustees from the 2017 Annual Planning Report and again on 23 May 2018 as a result of motions approved from EPAR-01. These lists were sent to the community organizations on 2018 September 05. Several schools on these lists were identified for TVDSB to receive a response for any interest by 2018 September 30 because of the tentative construction schedule (Davenport PS, McGregor PS, London Southeast PS, Port Stanley / Kettle Creek PS). Queries were received from several organizations; however no new facility collaborations or co-build opportunities were identified.

Table 15 identifies facilities with surplus pupil places as noted in the *Enrolment Vs Capacity Report 2017 - 18*. These facilities are eligible and have available space for potential collaboration.

Table 15: Unused Space (Sorted by Utilization)

Facility Name	Utilization	Unused Pupil Places
Elementary Panel:		
Trafalgar Public School	36.19%	261
Knollwood Park Public School	52.57%	212
Ealing Public School	54.52%	156
Nicholas Wilson Public School	54.76%	190
Aberdeen Public School	57.14%	162
Secondary Panel:		
B. Davison Secondary School	22.20%	490.12
Glencoe District High School	29.25%	384.16
North Middlesex District High School	34.24%	280.13
Arthur Voaden Secondary School	37.84%	658.29
West Elgin Secondary School	42.70%	367.84
Westminster Secondary School	52.68%	529.49
Clarke Road Secondary School	65.05%	539.92
Montcalm Secondary School	65.44%	432.40
Ingersoll District Collegiate Institute	65.55%	407.21

Table 16 identifies potential capital projects eligible for co-building opportunities for the Board's consideration.

Table 16: Projects Eligible for Co-Building Opportunities

Location	Project	Proposed Opening Year
Belmont	New Elementary School	2020-21 as per EPAR-01, contingent upon MOE approval of capital funding
London Southwest	New Elementary School	<i>TBD</i>
St. Thomas Southeast	New Elementary School	2020-21 as per EPAR-01, contingent upon MOE approval of capital funding
Springbank PS	Addition and Renovation	<i>TBD</i>

As per TVDSB procedures for facility collaboration and co-build opportunities, Section 13.0 Recommendations identifies the motions for approval.

In addition to the notification process and the annual meetings, TVDSB would be pleased to entertain enquiries from community organizations regarding unused and available space, as well as co-build opportunities on an on-going basis.

SECTION 10.0: COMMUNITY USE OF FACILITIES

TVDSB provides fair, reasonable and equitable access to our facilities through the Community Use of Facilities program. It is a Ministry initiative that supports access to school space outside of school hours for not-for-profit community groups. Classrooms, gymnasiums, auditoriums, cafeterias, libraries and outdoor areas are some of the spaces available to rent outside of regular school hours.

A Community Use of Schools annual grant is provided to school boards to provide affordable community access to schools and Board facilities. Rental rates are subsidized for not-for-profit groups.

Table 17 identifies the total number of permits, number of rental hours, subsidy used and rental fees for the 2017-2018 year. Over 2,000 external user permits were processed by the TVDSB Community Use office in 2017-2018. This does not include 2,317 internal school and Home and School Association permits. In excess of \$ 1.0M of the Community Use subsidy was used to cover costs for operating the facilities. External user organizations were responsible for \$470,388.18 of the total \$1,507,004.03 rental fees.

Table 17: 2017-18 Total Number of Permits

# of Permits	2095
Classroom Hours	76,713.75
Gym Activity Room Hours	110,585.00
Auditorium Caf & Stage Hours	12,256.00
Library	6,655.00
Other Hours	27,241.75
Outdoor Space Hours	25,772.00
Total Hours	259,223.50
Subsidy	\$ 1,036,615.85
Fees	\$ 470,388.18

For more information on Community use of Facilities, please visit [Rent-A-School-Space](#).

SECTION 11.0: PUPIL ACCOMMODATION REVIEWS (PAR)

The TVDSB is committed to providing quality education to students through programs and facilities that support academic achievement and well-being, while ensuring effective stewardship of the resources of the Board.

It is the policy of Thames Valley District School Board to: provide our students with accommodation which supports student achievement, safety and well-being; ensure the long-term sustainability of our school system; identify opportunities for collaborative facility arrangements with community organizations; and manage our resources effectively, in a manner which is well-informed, well-coordinated, transparent and sustainable.

(Pupil Accommodation Policy, No. 4015)

In 2016-17, TVDSB completed two (2) Elementary Pupil Accommodation Reviews (EPARs). These reviews examined excess pupil places, enrolment pressures and decline, program offerings and building conditions.

Based on careful consideration of demographics, program offerings, historical and projected enrolment trends, location of existing students and facility size/condition, Senior administration developed recommendations which would provide enhanced learning opportunities for students and address the long-term accommodation needs of the Board. The consolidation of schools will reduce the unfunded space operated by the Board and reduce long term renewal and operating costs.

For the detailed EPAR reports and outcomes, please visit the TVDSB webpage at [Pupil Accommodation Reviews](#)

11.1: ELEMENTARY PUPIL ACCOMMODATION REVIEW 01 (EPAR-01)

The *Draft Elementary Accommodation Study* (2016 April 12) identified several issues in Elgin County which merited an Elementary Pupil Accommodation Review. On 2016 November 22, after receiving and carefully considering the *Initial Senior Administration Report – Elementary Pupil Accommodation Review-01*, the Board approved the initiation of a Pupil Accommodation Review involving the following schools:

- Davenport Public School
- McGregor Public School
- Mitchell Hepburn Public School
- New Sarum Public School
- Northdale Central Public School
- Port Stanley Public School
- River Heights Public School
- South Dorchester Public School
- Sparta Public School
- Springfield Public School
- Summers' Corners Public School
- Westminster Central Public School

After months of careful deliberation, community and public meetings, input, and discussion, the Board approved Senior administration's proposed recommendations on 2017 May 23 for EPAR-01, which will allow TVDSB to achieve the following:

- Closure of New Sarum PS, South Dorchester PS, Sparta PS, Springfield PS, and Westminster Central PS
- Construction of 2 new elementary schools for existing enrolment and future growth contingent upon Ministry approval of capital funding and reconfiguration of attendance areas within the region
- Provide program enhancements to 5 existing schools

- Reduce empty pupil places by 421
- Improve the utilization rate from 74% (2015) to 85% (2020)
- Remove \$17.8M of high and urgent renewal needs from TVDSB inventory
- Reduce the average cost per student for administration, Facility Services and IT from \$1352.11 to \$1190.52
- All consolidated schools will have a projected enrolment of greater than 300 students
- Provide estimated annual savings more than \$400,000
- Potential for child care facilities in TVDSB schools in Dorchester, Belmont and St. Thomas

On 2017 September 08, TVDSB submitted business cases to the Ministry requesting Capital Priorities funding and approval for three (3) initiatives approved in EPAR-01: Belmont elementary school and associated property, Southeast St. Thomas elementary school and associated property, and Port Stanley PS (addition and renovation). As noted in Section 7.1: Capital Priorities, TVDSB has not yet received funding for these requests. On 2018 April 19, TVDSB submitted a request to the Ministry to use accumulated surplus for Board Supported Capital Projects for the funding of the addition and renovations at Port Stanley PS. To date, TVDSB has not received a decision from the Ministry.

TVDSB is currently working on selected transition plans derived from the approved recommendations of the EPAR-01 as outlined below for McGregor PS, Davenport PS, and the creation of the French Immersion PS. With the capital projects not approved by the Ministry for EPAR-01 and the uncertainty of when the new government may issue the request for capital projects, it was identified at the 2018 November 13 Planning and Priorities Advisory Committee the impact of this delay on specific approved motions of EPAR-01. The motions that contained dates for school closures, attendance areas, and were contingent upon Ministry approval of capital funding will require amendments.

Renovations for program enhancements are underway for McGregor PS and Davenport PS. McGregor PS has been reconfigured to a junior kindergarten to grade three elementary school effective 2018 July 01. Renovations include relocation of the office and renovations of existing space for a library learning commons and activity room. As part of the renovation, school renewal components are being addressed that include: HVAC upgrades, health and safety compliance, AODA improvements, and interior finishes renewals.

Davenport PS has been reconfigured to a grade 4 to grade 8 elementary school effective 2018 July 01. Renovations include interior renovations to the office, learning commons, and reconfiguration of existing spaces for an activity room. As part of the renovation, school renewal components are being addressed that include: HVAC upgrades, health and safety compliance, AODA improvements, and interior finish renewals.

The creation of a French Immersion PS and relocation of grade 7 and 8 French Immersion and Extended French Immersion program is discussed in further detail in Section 12.1: Elgin County French Immersion AAR (2017).

11.2: ELEMENTARY PUPIL ACCOMMODATION REVIEW 02 (EPAR-02)

The *Draft Elementary Accommodation Study* (2016 April 12) identified several issues in southeast London which merited an Elementary Pupil Accommodation Review. On 2016 November 22, after receiving and carefully considering the *Initial Senior Administration Report – Elementary Pupil Accommodation Review-02*, the Board approved the initiation of a Pupil Accommodation Review involving Fairmont PS and Tweedsmuir PS.

After months of careful deliberation, community and public meetings, input, and discussion, the Board approved Senior administration's proposed recommendations on 2017 May 23 for EPAR-02, which will allow TVDSB to achieve the following:

- Closure of Fairmont PS contingent upon Ministry approval of capital funding for the new Southeast London PS and the addition and renovations at Tweedsmuir PS
- Consolidation of the existing Fairmont PS and Tweedsmuir PS school communities' student populations
- Creation of school community which is viable and sustainable now and, in the future,
- Enhancement of program opportunities at Tweedsmuir PS, for the Hamilton Road and Jackson community districts.

On 2017 September 08, TVDSB submitted business cases to the Ministry requesting Capital Priorities funding and approval for the new Southeast London PS and the addition and renovations for student accommodation and program enhancements at Tweedsmuir PS. As noted in Section 7.1: Capital Priorities, TVDSB did receive funding for both requests. EPAR-02 approvals were the closure of Fairmont PS effective 2019 June 30 and the consolidation of students in attendance areas and holding zones relocated to Tweedsmuir PS and the new Southeast London PS effective 2019 July 01. The approval from the Ministry for these requests was delayed until 2018 March 13. Due to this delay and the impact on the relocation of students, the Board approved Senior administration's proposed recommendations on 2018 May 22 to extend the timelines by one year. Fairmont PS will close effective 2020 June 30 and the consolidation of students in attendance areas and holding zones will be effective 2020 July 01.

11.3: FUTURE PUPIL ACCOMMODATION REVIEWS

Senior administration presented the *Draft Secondary Accommodation Study to the Board* on 2017 June 13, which identified secondary accommodation and planning information for all the regions of the TVDSB. Subsequently, for the 2017-18 school year,

Senior administration had planned to recommend to the Board a Secondary Pupil Accommodation Review as part of the planning report. Because of the Ministry memorandum, *2017 B09: Plan to Strengthen Rural and Northern Schools* issued in June 2017, school boards were instructed not to begin Pupil Accommodation Reviews until revised *Pupil Accommodation Review Guidelines (PARG)* had been released. The Ministry then initiated the following:

- Fall 2017 – the Ministry initiates discussion and feedback regarding the PAR process.
- February 2018 – the Ministry releases memorandum *2018 B02: Draft Revised Pupil Accommodation Review Guideline and Community Planning and Partnership Guideline Updates*
- March 2018 – the Ministry accepts feedback on the draft guidelines
- April 2018 – the Ministry releases memorandum *2018 B10: Final Pupil Accommodation Guideline and Updates on Integrated Planning and Supports for Urban Education*
- Fall 2018 – the Ministry planned on releasing templates and guidelines to assist boards in conducting PAR's
- July 2018 – with the change in government in June 2018, the new Minister of Education communicated her key priorities which included: "School Closures – Maintain current school closures moratorium until we complete a full review of the school closure process"

No timelines have been provided for this review of the school closure process by the Ministry. Senior administration continues to update enrolment projection data and relevant data for both elementary and secondary schools. Following the release of new guidelines, the TVDSB must revise all relevant policies and procedures.

SECTION 12.0: ATTENDANCE AREA REVIEW (AAR)

12.1: ELGIN COUNTY FRENCH IMMERSION AAR (2017)

On 2017 September 26, Senior administration received approval from the Board to conduct an Attendance Area Review for the elementary French Immersion (FI) program serving the County of Elgin. This approval followed the 2017 May 23 Board motion, through the Elementary Pupil Accommodation Review – 01 (EPAR-01):

That an Attendance Area Review be conducted during the 2017-18 school year, for the creation of a French Immersion PS located at Sparta PS effective 2018 July 01

That the grade 7 and 8 French Immersion and Extended French Immersion program be relocated from Port Stanley PS to either Sparta PS or Pierre Elliott French Immersion PS effective 2018 July 01, as per the decision of the Board following a French Immersion Attendance Area Review.

This Attendance Area Review focused on options for new SK-8 attendance areas for both Pierre Elliott Trudeau French Immersion PS and a new French Immersion elementary school for the French Immersion program and the location of the Extended French Immersion program at one of these schools. Feedback from the French Immersion school communities was also collected regarding their preferred location for the new French Immersion elementary school.

The following occurred as per the AAR Procedure:

- 2017 October 24 – the AAR Committee (AARC) meeting was held
- 2017 November 06 – each AAR School Subcommittee held a school level meeting
- 2017 December 11 – School Subcommittees' final reports, containing School Community input, submitted to the TVDSB Planning Department
- 2018 January 23 – Final Attendance Area Review Report presented to the Board
- 2018 February 07 – Public Delegation Meeting
- 2018 February 27 – Decision of the Board on the Final Attendance Area Review Report

Three options were provided for consultations including the Senior administration preferred option. The community was encouraged to explore and bring forward any additional options that they deemed viable.

The Board approved the recommendations of Senior administration, supported by school committees in the Elgin County French Immersion Attendance Area review, to create the county's second French Immersion Public School at 45885 Sparta Line, St. Thomas. The location is Sparta PS.

A Naming Committee was established to provide input regarding the naming of the new French Immersion PS. On 2018 May 22, the Board approved the new name of Eva Circe-Cote French Immersion PS.

School opened in September 2018 as a single-track SK to Grade 7 French Immersion PS with the school model expanded to Grade 8 effective 2019 July 01. For the 2018 – 2019 school year, all Grade 8 French Immersion students will attend Pierre Elliott Trudeau French Immersion PS.

The Board also approved attendance areas for the new French Immersion PS and Pierre Elliott Trudeau French Immersion PS after Administration conducted extensive public consultation and planning research. The initial attendance areas for each school will be adjusted in the future upon the opening of the proposed English language schools in southeast St. Thomas and Belmont. This Board approval provided an option to students residing in a specified attendance area to attend the new French Immersion PS (Eva Circe Cote) for French Immersion programming or Pierre Elliott Trudeau French Immersion PS for Extended French Immersion programming effective 2018 July 01, with the understanding that transportation will not be provided until a new Belmont School is opened.

12.2: WESTERN MIDDLESEX ATTENDANCE AREA REVIEW (2018)

As part of the 2017 Annual Planning Report presentation on 2017 November 28, Senior administration requested the approval of the Kilworth Holding Zone with the designation of Delaware Central PS as the Holding School noted as:

That the Kilworth Holding Zone be created for subdivision plans 39T-MC-CDM1704, 39T-MC1301, 39T-MC0902 as outlined on Figure 16 of the Western Middlesex Attendance Area Review (2018) Initial Report, designated to Delaware Central PS as a Holding School.

This was in response to the residential growth in the attendance area of Parkview PS which included two main subdivision plans. The current and projected enrolment was reviewed for potential holding schools surrounding Kilworth. Only Caradoc PS, Delaware PS and Valleyview PS have the capacity to accommodate growth from the Kilworth subdivisions. The designation of Delaware Central PS as a Holding School not only protected Parkview PS from the effects of overcapacity issues, but also maintained program viability at Delaware Central PS thereby creating more sustainable enrolment numbers for both schools. Delaware Central PS has available space to accommodate the new developments and is located approximately 6 kms away.

On 2017 November 28, the Board approved the following motion:

THAT Administration provide an Initial Attendance Area Review Report for the Komoka/Kilworth area by 2018 April 24.

The Initial Attendance Area Review Report for the Komoka/ Kilworth area was presented on 2018 April 24. Senior administration presented the report which included Caradoc PS, Delaware Central PS and Parkview PS attendance areas. As noted in the 2017 Annual Planning Report, these schools are geographically widespread and are experiencing either declining enrolment or will experience pressure due to continued residential growth. Senior administration provided three options; two options involved the adjustment of attendance areas and the preferred option included the Holding Zone as the most viable, temporary solution until a permanent solution could be implemented. This solution resulted in no displacements of existing students whereby the other options displaced existing students. The preferred solution would also allow the Board to continue with long term accommodation planning. If the Holding Zone option was going to be considered by the Board, the recommendation also included additional input from the School Council and / or Home and School Associations for both Delaware Central PS and Parkview PS on any proposed Holding Zone(s). The Board approved the following motion:

That an Attendance Area Review be conducted for the attendance area (inclusive for assigned / future holding zones) of Parkview PS, Valleyview PS, Oxbow PS, and Delaware PS.

That the review, as per the TVDSB Attendance Area Review procedure, be commenced no later than 2018 November 27 with the final report presented to Trustees no later than 2019 May 28.

That during the review, consideration of boundary adjustments be given to the boundaries for Caradoc PS, East Williams Memorial PS, and Centennial Central PS.

An information report regarding options for consideration by the school communities will be presented at the 2018 November 27 Board meeting. In accordance with the TVDSB *Attendance Area Review Procedure (4015c)* for timelines, the following planning schedule is proposed:

- 2018 November 27 – presentation of information report regarding options for consideration by the school communities
- 2018 December– School Committees formed
- 2019 January to 2019 February – Attendance Area Review Committee (AARC) meeting(s) held
- 2019 April 30 – Final Senior Administration Report presented to Board
- 2019 May 15 and 16 – Public Delegation
- 2019 May 28 – Final Board Decision

SECTION 13.0 RECOMMENDATIONS

School boards are required to review and inform the public of possible collaboration opportunities at underutilized open and operating schools. Eligible schools include those which have calculated utilization rates of 60% or less for two years, and/or have 200 or more unused pupil places, and unless such facilities have otherwise been designated by TVDSB for another purpose or initiative. As noted in Section 9.2, the recommendation is:

That the following schools be approved for potential facility collaborations:

- Aberdeen Public School
- Ealing Public School
- Knollwood Public School
- Nicholas Wilson Public School
- Trafalgar Public School
- Arthur Voaden Secondary School
- Clarke Road Secondary School
- B. Davison Secondary School
- Glencoe District High School

- Ingersoll District Collegiate Institute
- Montcalm Secondary School
- North Middlesex District High School
- West Elgin Secondary School
- Westminster Secondary School

That the following proposed capital construction projects be approved for potential co-build opportunities and facility collaboration:

- Belmont – new Elementary School
- London Southwest – new Elementary School
- St. Thomas Southeast – new Elementary School
- Springbank Public School – addition and renovation

APPENDICES

APPENDIX A: CAPITAL INITIATIVES FEBRUARY 2006 TO PRESENT

APPENDIX A: CAPITAL INITIATIVES FEBRUARY 2006 TO PRESENT

New Schools, Additions & Renovations (Approved)

2020-21	New Belmont PS	- New School / Childcare Centre
2020-21	New SE St. Thomas PS	- New School / Childcare & Family Centres
2020-21	Summers Corners' PS	- Renovation
TBD	Northdale Central PS	- Renovation

New Schools, Additions and Renovations (Underway or Completed)¹

TBD	River Heights PS	- Childcare & Family Centres
TBD	Aldborough PS	- Childcare & Family Centres
TBD	Port Stanley PS	- Addition / Renovation
2020-21	New SE London PS	- New School / Childcare Centre
2020-21	Tweedsmuir PS	- Addition / Renovation
2020-21	Masonville PS	- Addition / Renovation
2019-20	McGregor PS	- Renovation
2019-20	Davenport PS	- Renovation
2018-19	Southside PS	- Addition / Renovation
2017-18	Sir Arthur Currie PS	- New School / Childcare & Family Centres
2017-18	Cedar Hollow PS	- New School / Childcare & Family Centres
2017-18	Stoney Creek PS	- Addition
2017-18	Southside PS	- Addition / Renovation
2016-17	East Carling PS (Bishop Townshend)	- Addition / Renovation
2016-17	Aldborough PS	- Addition / Renovation
2016-17	Woodstock CI	- Renovation
2016-17	Oakridge SS	- Developmental Centre Renovations
2015-16	Westfield PS	- New School
2015-16	Annandale PS	- Renovation
2015-16	South Ridge PS	- Addition / Renovation
2015-16	Dunwich-Dutton PS	- Renovation
2015-16	West Oaks FI PS	- Addition / Renovation
2015-16	Westminster SS	- Renovation
2014-15	Algonquin PS	- FDK Addition
2014-15	Arthur Ford PS	- FDK Renovation
2014-15	Bonaventure Meadows PS	- FDK Renovation
2014-15	Byron Northview PS	- FDK Addition / Renovation
2014-15	Centennial Central PS	- FDK Addition / Renovation
2014-15	Central Elgin CI	- Renovation
2014-15	Eagle Heights PS	- Addition / Renovation (incl. FDK)
2014-15	Jack Chambers PS	- FDK Addition / Renovation
2014-15	Kensal Park FI PS	- FDK Addition / Renovation
2014-15	Louise Arbour FI PS (Sir George Ross)	- Conversion/Renovation

¹ FDK Projects listed above - only additions or program renovations due to FDK accommodations have been listed

APPENDIX A: CAPITAL INITIATIVES FEBRUARY 2006 TO PRESENT

New Schools, Additions and Renovations (Underway or Completed)¹ continued

2014-15	Mitchell Hepburn PS	- Addition / Renovation (incl. FDK)
2014-15	Northbrae PS	- FDK Renovation
2014-15	Parkview PS	- Addition / Renovation (incl. FDK)
2014-15	Princess Anne FI PS	- FDK Addition / Renovation
2014-15	Princess Elizabeth PS	- FDK Addition / Renovation
2014-15	Rick Hansen PS	- FDK Renovation
2014-15	Ryerson PS	- FDK Renovation
2014-15	Wilton Grove PS	- FDK Renovation
2013-14	Balaclava St Education Centre (Balaclava)	- Conversion/Renovation
2013-14	Clarke Road SS	- Technology Renovations
2013-14	Hillcrest PS	- FDK Addition / Renovation
2013-14	J.S. Buchanan FI PS (Southdale)	- Addition / Renovation
2013-14	John P Robarts PS	- FDK Addition / Renovation
2013-14	Mary Wright PS	- New School
2013-14	McGregor PS	- FDK Addition / Renovation
2013-14	Montcalm SS	- Technology Renovations
2013-14	North Meadows PS	- Addition / Renovation
2013-14	Orchard Park PS	- Addition / Renovation
2013-14	Prince Charles PS	- FDK Addition / Renovation
2013-14	Saunders SS	- Technology Renovations
2013-14	Sir Isaac Brock PS	- FDK Addition / Renovation
2013-14	Southwold PS	- FDK Addition / Renovation
2013-14	University Heights PS	- FDK Addition /Renovation
2012-13	Arthur Voaden SS	- Technology Renovations
2012-13	Byron Southwood PS	- FDK Addition / Renovation
2012-13	Emily Stowe PS	- Conversion/Renovation
2012-13	Huron Park SS	- Technology Renovations
2012-13	Mountsfield PS	- FDK Renovation
2012-13	Oxbow PS	- Addition / Renovation
2012-13	Sir G E Cartier PS	- FDK Addition / Renovation
2012-13	Thamesford PS	- FDK Addition / Renovation
2012-13	Woodstock CI	- Technology Renovations
2011-12	Harrisfield PS	- Addition / Renovation
2011-12	June Rose Callwood PS	- Addition / Renovation
2011-12	Laurie Hawkins PS	- New School
2011-12	Locke's PS	- Addition / Renovation
2011-12	River Heights PS	- FDK Addition / Renovation
2011-12	Riverside PS	- Renovation
2011-12	Royal Roads PS	- Addition / Renovation
2011-12	Springbank PS	- Addition / Renovation
2011-12	Winchester Street PS	- Addition / Renovation
2010-11	Caradoc PS	- Addition / Renovation
2010-11	College Avenue SS	- Addition / Renovation
2010-11	Glendale HS	- Addition / Renovation
2010-11	Lambeth PS	- Addition / Renovation

¹ FDK Projects listed above - only additions Page 209 of 317
have been listed.

APPENDIX A: CAPITAL INITIATIVES FEBRUARY 2006 TO PRESENT

New Schools, Additions and Renovations (Underway or Completed)¹ continued

2010-11	London South CI	- Renovation
2010-11	Northridge PS	- Addition / Renovation
2010-11	Parkside CI	- Addition (Greenhouse)
2010-11	Stoney Creek PS	- New School
2010-11	Woodland Heights PS	- Renovation
2009-10	A.B. Lucas SS	- Renovation
2009-10	Blenheim District PS	- New School
2009-10	East Oxford PS	- Renovation
2009-10	John Wise PS	- New School
2009-10	Medway HS	- Addition / Renovation
2009-10	Montcalm SS	- Renovation
2009-10	North Middlesex DHS	- Renovation
2009-10	Pierre Elliott Trudeau FI PS	- Addition / Renovation
2009-10	Princess Anne FI PS	- Addition / Renovation
2009-10	West Nissouri PS	- New School
2009-10	Wilberforce PS	- New School
2008-09	Mitchell Hepburn PS	- New School
2008-09	Sir Frederick Banting SS	- Renovation
2007-08	Algonquin PS	- Addition / Renovation
2007-08	Chippewa PS	- Addition / Renovation
2007-08	Clara Brenton PS	- Addition / Renovation
2007-08	Forest Park PS	- Addition / Renovation
2007-08	Hickson PS	- Addition / Renovation
2007-08	Ingersoll DCI	- Renovation
2007-08	Kensal Park FI PS	- Addition / Renovation
2007-08	Strathroy DCI	- Addition / Renovation
2006-07	Jack Chambers PS	- Addition / Renovation
2006-07	Sir Wilfrid Laurier SS	- Renovation
2005-06	East Elgin SS	- Renovation

¹ FDK Projects listed above - only additions or program renovations due to FDK accommodations have been listed.

APPENDIX A: TVDSB SCHOOL CLOSURES, CONSOLIDATIONS AND OPENINGS 2006 TO PRESENT

Surplus Pupil Spaces / Building Area

Capacity:

On-The-Ground Capacity Added	13,240
On-The-Ground Capacity Reduced	-9,109
Net OTG Increase	4,131

Permanent Space:

Added Square Footage through Capital Projects	1,240,984
Reduced Square Footage through Consolidations/Closures	-732,268
Net Square Footage Increase	508,716

Capital Projects Funding in Progress (in Millions)

Capital Priorities	\$ 19.9
School Renewal (within Capital Projects)	\$ 3.3
School Condition Improvement (within Capital Projects)	\$ 9.1
Board Supported Capital (BSC)	\$ 3.9
Child Care Capital	\$ 9.4
Child and Family Support Capital	\$ 2.6
Temporary Accommodation Allocation	\$ 1.0
Proceeds of Disposition (future Capital Projects)	\$ 1.0
TOTAL	\$ 50.1

School Renewal Program - Not included in Capital Projects (in Millions)

	Funding 18/19	Capital Expenditure 17/18
School Renewal Program	\$ 12.9	\$ 8.2
School Condition Improvement	\$ 42.0	\$ 37.2
Community Hubs - Accessibility	\$ 0.2	\$ 2.3
Greenhouse Gas Reduction	\$ 4.2	\$ 3.4
TOTAL	\$ 59.4	\$ 51.1

APPENDIX B: TVDSB SCHOOL CLOSURES, CONSOLIDATIONS AND OPENINGS 2006 TO PRESENT

APPENDIX B: TVDSB SCHOOL CLOSURES, CONSOLIDATIONS AND OPENINGS 2006 TO PRESENT

School Conversions

Year	School	Conversion
2018-19	<i>New FI PS (Sparta)</i>	- <i>French Immersion (New FI School)</i>
2015-16	Annandale PS (Annandale PS & HS)	- JK - 8 Elementary School
2014-15	Louise Arbour FI PS (Sir G Ross SS)	- Single Track French Immersion
2013-14	J.S. Buchanan FI PS (Southdale)	- Single Track French Immersion
2012-13	Emily Stowe PS (Norwich DHS)	- JK - 8 Elementary School
2012-13	Balaclava St Education Centre (Balaclava)	- Adult Continuing & Alternative Education Centre
2011-12	Roch Carrier FI PS (Hillcrest)	- French Immersion (Program moved from Tollgate)
2011-12	West Oaks FI PS (Westdale)	- French Immersion (New FI School)
2009-10	Woodstock CI	- Dual Track French Immersion
2007-08	Princess Elizabeth PS	- Dual Track French Immersion

School Closures (Board Approved)

Date	Surplus Dispositions	Retained for Future Use / Conversions
June 2020	<i>South Dorchester PS</i> <i>Springfield PS</i> <i>Westminster Central PS</i>	<i>New Sarum PS - Retained for possible future use</i>
June 2020	<i>Fairmont PS</i>	
June 2018	-	<i>Sparta PS - French Immersion conversion</i>
June 2016	Lorne Avenue PS - SOLD	<i>West Elgin Sr. Elem. - Retained for Secondary use</i>
June 2015	Rolph Street PS - SOLD	<i>Maple Lane PS - Retained for possible future use</i>
June 2014	Huron Heights FI PS - SOLD	<i>Sir George Ross SS - French Immersion conversion</i>
June 2013	Colborne Street PS - SOLD Museum School - SOLD Sherwood Forest PS - SOLD	<i>Southdale PS - French Immersion conversion</i>
May 2013	Tillson Avenue Education Centre - SOLD	
June 2012	North Norwich PS - SOLD Norwich PS - SOLD Otterville PS - SOLD Sir Winston Churchill PS - SOLD	
June 2011	Beachville PS - SOLD Princess Elizabeth PS (Ingersoll) - SOLD Scott Street PS - SOLD Victory Memorial PS - SOLD Westfield PS (Ingersoll) - SOLD	<i>Balaclava PS - Adult Con & Alt Ed conversion</i> <i>Hillcrest PS - French Immersion conversion</i> <i>Tollgate FI PS - Retained for possible future use</i> <i>Westdale PS - French Immersion conversion</i>
June 2010	Brick Street PS - SOLD Caradoc South PS - SOLD Manor & Highland Park PS - SOLD M.B. McEachren PS - SOLD Metcalf Central PS - SOLD Northdale PS (London) - SOLD	<i>Norwich DHS - Elementary conversion</i>
June 2009	Biddulph Central PS - SOLD Elmdale PS - SOLD Leesboro Central PS - SOLD Lucan PS - SOLD Myrtle Street PS - SOLD Plover Mills PS - SOLD Prince Andrew PS - SOLD Princeton Central PS - SOLD Sweaburg PS - SOLD Wellington Street PS - SOLD	<i>Drumbo PS - Demolished, New School built on site</i>

C.1: ELEMENTARY ACTUAL & PROJECTED OCTOBER 31 FTE

APPENDIX C.1: TVDSB - ELEMENTARY ACTUAL & PROJECTED OCTOBER 31 FTE

School Year	Elementary FTE October 31			Elementary FTE Enrolment Adjusted for FDK		
	Enrolment	Change	% Change	Enrolment	Change	% Change
2002-03	53,016.50					
		-719.00	-1.36%			
2003-04	52,297.50					
		-1368.00	-2.62%			
2004-05	50,929.50					
		-871.50	-1.71%			
2005-06	50,058.00					
		-1333.00	-2.66%			
2006-07	48,725.00					
		-961.50	-1.97%			
2007-08	47,763.50					
		-1129.71	-2.37%			
2008-09	46,633.79					
		-977.76	-2.10%			
2009-10	45,656.03					
		-185.24	-0.41%			
2010-11	45,470.79			46,139.59		
		8.47	0.02%		399.17	0.87%
2011-12	45,479.26			46,538.76		
		13.24	0.03%		1,473.24	3.17%
2012-13	45,492.50			48,012.00		
		184.00	0.40%		1,279.00	2.66%
2013-14	45,676.50			49,291.00		
					1,707.00	3.46%
2014-15*	50,998.00			50,998.00		
		-138.88	-0.27%		-138.88	-0.27%
2015-16	50,859.12			50,859.12		
		1173.99	2.31%		1,173.99	2.31%
2016-17	52,033.11			52,033.11		
		1792.08	3.44%		1,792.08	3.44%
2017-18	53,825.19			53,825.19		
		1275.81	2.37%		1,275.81	2.37%
2018-19	55,101.00			55,101.00		
		885.00	1.61%		885.00	1.61%
2019-20	55,986.00			55,986.00		
		534.00	0.95%		534.00	0.95%
2020-21	56,520.00			56,520.00		
		101.00	0.18%		101.00	0.18%
2021-22	56,621.00			56,621.00		
		102.00	0.18%		102.00	0.18%
2022-23	56,723.00			56,723.00		
Total % Change (2002 to 2022)			6.01%			

Note: Enrolment numbers are based on Trillium extracts for October 31st of each year and are not audited.

* Elementary FTE calculations starting in 2014-15 as per Ministry of Education Memo 2014:SB19 to reflect the elimination of half-time register as a result of the full implementation of Full Day Kindergarten

APPENDIX C.2: SECONDARY ACTUAL & PROJECTED OCTOBER 31 FTE

**APPENDIX C.2: TVDSB - SECONDARY ACTUAL & PROJECTED
OCTOBER 31 FTE**

School Year	FTE Enrolment	Secondary FTE October 31	
		Change	% Change
2002-03	27,500.19		
		-1054.54	-3.83%
2003-04	26,445.65		
		161.91	0.61%
2004-05	26,607.56		
		103.34	0.39%
2005-06	26,710.90		
		55.10	0.21%
2006-07	26,766.00		
		-36.53	-0.14%
2007-08	26,729.47		
		-435.36	-1.63%
2008-09	26,294.11		
		-66.49	-0.25%
2009-10	26,227.62		
		-630.51	-2.40%
2010-11	25,597.11		
		-537.73	-2.10%
2011-12	25,059.38		
		-436.10	-1.74%
2012-13	24,623.28		
		-932.44	-3.79%
2013-14	23,690.84		
		-701.56	-2.96%
2014-15	22,989.28		
		-205.26	-0.89%
2015-16	22,784.02		
		139.95	0.61%
2016-17	22,923.97		
		34.20	0.15%
2017-18	22,958.17		
		214.16	0.93%
2018-19	23,172.33		
		-91.16	-0.39%
2019-20	23,081.17		
		548.66	2.38%
2020-21	23,629.83		
		705.78	2.99%
2021-22	24,335.61		
		259.90	1.07%
2022-23	24,595.51		
Total Change 2002-2022		-3,164.58	-10.56%

Note: Enrolment numbers are based on Trillium extracts for October 31st of each year and are not audited.

APPENDIX C.3: ELEMENTARY AND SECONDARY ACTUAL & PROJECTED OCTOBER 31 FTE

**APPENDIX C.3: TVDSB - SYSTEM ACTUAL & PROJECTED
OCTOBER 31 FTE ENROLMENT**

Year	FTE (Full Time Equivalent)		
	Elementary	Secondary	Total
Actual			
2001-2002	53,386.50	27,816.05	81,202.55
2002-2003	53,016.50	27,500.19	80,516.69
2003-2004	52,297.50	26,445.65	78,743.15
2004-2005	50,929.50	26,607.56	77,537.06
2005-2006	50,058.00	26,710.90	76,768.90
2006-2007	48,725.00	26,766.00	75,491.00
2007-2008	47,763.50	26,729.47	74,492.97
2008-2009	46,633.79	26,294.11	72,927.90
2009-2010	45,656.03	26,227.62	71,883.65
2010-2011	45,470.79	25,597.11	71,067.90
2011-2012	45,479.26	25,059.38	70,538.64
2012-2013	45,492.50	24,623.28	70,115.78
2013-2014	45,676.50	23,690.84	69,367.34
2014-2015*	50,998.00	22,989.28	73,987.28
2015-2016	50,859.12	22,784.02	73,643.14
2016-2017	52,033.11	22,923.97	74,957.08
2017-2018	53,847.00	22,958.17	76,805.17
2018-2019	55,101.00	23,172.33	78,273.33
Projected			
2019-2020	55,986.00	23,081.17	79,067.17
2020-2021	56,520.00	23,629.83	80,149.83
2021-2022	56,621.00	24,335.61	80,956.61
2022-2023	56,723.00	24,595.51	81,318.51

* Elementary FTE calculations starting in 2014-15 as per Ministry of Education Memo 2014:SB19 to reflect the elimination of half-time register as a result of the full implementation of Full Day Kindergarten

APPENDIX D: TVDSB BOARD APPROVED HOLDING ZONES

APPENDIX D: TVDSB HOLDING ZONES - CURRENT BOARD APPROVED (Sorted by Holding School)

Holding Zone	Holding School	Date Approved	Historical Students				Projected Students			Student Yields*	Board Approved and Proposed Accommodation
			2015-16	2016-17	2017-18	2018-19	2019-20	2023-24	2027-28		
Existing Elementary											
Byron	Byron Somerset PS	2013 NOV	< 9	< 9	17	56	118	350	456	0.29	Potential new Byron PS*
North Woodstock	Central PS	2013 NOV	0	<9	<9	15	42	103	135	0.26	Potential new North Woodstock PS*
Summerside	Fairmont PS	2004 AUG	131	129	122	102	99			0.22	2020-21 at new Southeast London PS*
Highlands	Mountsfield PS	UNK	125	116	113	101	97	84	90	0.25	Proposed 2018-19 AAR
Southeast St. Thomas	Port Stanley PS	2013 NOV	0	<9	10	35	57			0.32	2021-22 at new Southeast St. Thomas PS*
Summerside	Princess Elizabeth PS	2004 AUG	56	75	88	96	138			0.26	2020-21 at new Southeast London PS
Colonel Talbot	Rick Hansen PS	2016 MAY	0	0	0	0	0	52	104	0.22	Potential new Southwest London PS* (2)
Fox Hollow	Ryerson PS	2013 NOV	0	0	17	50	62	167	236	0.40	Potential new Northwest London PS* (Fox Hollow 2)
Sunningdale	Ryerson PS	2001 MAY	16	23	33	42	44	63	64	0.33	Potential future AAR
Bostwick	Sir Isaac Brock PS	2009 MAR	73	128	158	178	176	192	185	0.46	Potential new Southwest London PS*
Kipps Lane	Sir John A. Macdonald PS	UNK	199	217	234	238	252	258	229	0.12	Potential future AAR
Summerside	Tweedsmuir PS	2004 AUG	86	78	81	72	62			0.25	2020-21 at new Southeast London PS
West Ilderton	Valleyview Central PS	2013 NOV	0	<9	<9	9	21	51	51	0.40	Potential PAR
East Ilderton	Valleyview Central PS	2014 NOV	0	0	0	0	<9	37	72	0.40	Potential PAR
Southdale	Victoria PS	UNK	37	36	41	51	51	48	47	0.21	Potential future AAR
Highlands	Victoria PS	UNK	50	43	37	33	33	36	39	0.21	Potential future AAR
Talbot Village-Phase 2	W. Sherwood Fox PS	2013 NOV	0	0	0	<9	25	105	137	0.35	Potential new Southwest London PS* (1)
Longwoods (Elem.)	White Oaks PS	2005 JUN	113	124	137	160	184	216	221	0.37	Potential future AAR
Southwest London	White Oaks PS	2014 NOV	0	0	0	0	<9	118	231	0.22	Potential new Southwest London PS* (1 & 2)
East Woodstock	Winchester Street PS	2013 NOV	0	10	16	31	47	112	130	0.36	Potential future AAR, accommodation at Springbank PS*
Existing Secondary											
Longwoods (Sec.)	Westminster SS	2005 AUG	30	19	20	27	20	16	17	0.14	Potential future PA

* Student Yields are based on a built out of 200 homes or more. Comparable neighbourhoods with significant build out are used in newly developing areas.

Acronyms: AAR - Attendance Area Review

PAR - Pupil Accommodation Review

* Pending Ministry of Education approval & funding

APPENDIX D: TVDSB HOLDING ZONES - HISTORIC PERMANETLY ACCOMMODATED (Sorted by Date Approved)

Holding Zone	Holding School	Date Approved	Historical Students				Projected Students			Student Yields	Permanently Accommodated
			2015-16	2016-17	2017-18	2017-18	2018-19	2022-23	2026-27		
Historic Elementary											
Uplands	Centennial Central PS	1998									Date unknown at Jack Chambers PS / Centennial Central PS
Hylands	Ryerson PS	1998 MAY									Date unknown
Dalewood	Locke's PS	1999 DEC									Date unknown at Locke's PS
Lake Margaret/Shawside	Port Stanley PS	1999 DEC									2004-05 at Elgin Court PS
Potters Woods	unknown (Woodstock)	1999 JUN									Date unknown
Capulet	Empress PS	2000 JUN									2004-05 at Eagle Heights PS
North Talbot	Westminster Central PS	2001 MAY									Date unknown at Lambeth PS (partial Talbot Village-Phase 1)
Stoneycreek	Sir John A. Macdonald PS	2001 MAY									2009-10 at Stoney Creek PS
Hyde Park South	Wilfrid Jury PS	2002 OCT									Date unknown
Kilally	Chippewa PS	2002 OCT									Date unknown
River Bend	Byron Northview PS	2002 OCT									Date unknown
Lynhurst/Ferndale	Port Stanley PS	2004 SEP									2008-09 at Southwold PS
Fox Hollow	Riverside PS	2005 JUN									2017-18 at Sir Arthur Currie PS
Springbank	Springbank PS	2008 FEB									2014 April at Springbank PS
Fox Hollow	Centennial Central PS	2008 JAN	132	199					2017-18 at Sir Arthur Currie PS		
Fox Hollow Central (north)	Wilfrid Jury PS	2013 NOV	< 9	<9					2017-18 at Sir Arthur Currie PS		
Fox Hollow Central (south)	Wilfrid Jury PS	2013 NOV	< 9	30					2017-18 at Sir Arthur Currie PS		
Highbury North	Chippewa PS	2013 NOV	0	0					2017-18 at Cedar Hollow PS		
Sunningdale East (east)	Stoneybrook PS	2013 NOV	< 9	13					2017-18 at Cedar Hollow PS		
Sunningdale East (west)	Stoneybrook PS	2013 NOV	< 9	0					2017-18 at Cedar Hollow PS		

REPORT TO:	<input type="checkbox"/> Administrative Council	<input type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input checked="" type="checkbox"/> Board	<input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Secondary School, Out of Area Attendance	
PRESENTED BY:	Don Macpherson, Superintendent of Student Achievement	
PRESENTED FOR:	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice
Recommendation(s):		
Purpose:	To share information with the Board of Trustees on the current status of enrolment pressures in some of our secondary schools and advise of steps to be taken, in the short term, to address the issue.	
Content:	<p>Consistent with the information provided in the 2018 Annual Planning Report, within the City of London there is an imbalance in secondary school enrolment. We have several schools well under capacity and others that are over capacity, primarily due to out of area students that reside outside of the school attendance boundary. Of those that are over capacity some are experiencing significant challenges to the point that we need to take action to stop further growth in school population and over time reduce the number of out of area students attending particular schools. Three schools require immediate attention in advance of the registration process for the 2019 school year. Sir Frederick Banting, A.B. Lucas and H.B. Beal are experiencing significant negative impacts due to being over capacity. Each school has similar challenges including, but not limited to, crowding in common areas, cafeterias and libraries, using inappropriate spaces for classes (eg. teaching math in the welding shop or science in a portable and rotating on a schedule to access lab space), students with schedules they don't want and in some cases students with part timetables, insufficient locker space, permanent use of portables (Lucas has 8), parking issues.</p> <p>As an interim solution, each of the three schools will work with senior administration, within the scope of the existing Attendance Areas for Students Procedure to develop a process to reduce the number of new student registrations from outside the school's attendance area for the 2019 school year.</p> <p>A review of our existing Attendance Areas for Students Procedure will be undertaken to provide clarity for determining a school's capacity to accept out of area students and the processes involved.</p>	
Cost/Savings:	No financial implications beyond saving the cost of placing additional portables at the schools.	
Timeline:	Immediate. Secondary schools will begin information sharing regarding student registrations for 2019 in December 2018.	
Communications:	Information needs to be communicated to the system in general and specifically to the school communities impacted.	
Appendices:	Attendance Areas for Students Procedure	

Strategic Priority Area(s):

Relationships:

- ☐ Students, families and staff are welcomed, respected and valued as partners.
☒ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community.
☐ Create opportunities for collaboration and partnerships.

Equity and Diversity:

- ☒ Create opportunities for equitable access to programs and services for students.
☐ Students and all partners feel heard, valued and supported.
☐ Programs and services embrace the culture and diversity of students and all partners.

Achievement and Well-Being:

- ☐ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
 - ☐ Staff will demonstrate excellence in instructional practices.
 - ☒ Enhance the safety and well-being of students and staff.
-

Form Revised October 2018

Title	ATTENDANCE AREAS FOR STUDENTS	Procedure No.	4012a
Department	LEARNING SUPPORT SERVICES		
Reference(s)	Policy-Attendance Areas For Students	Effective Date	1998 January 01

1.0 Attendance Areas for Elementary Students

Elementary school procedures are established to maximize consistency in practice across all school communities, to adhere to class size requirements, and to minimize school re-organizations in the fall of each school year.

It is expected that elementary students will attend their designated school according to their designated attendance area as determined by their primary address at which they are residing. Notwithstanding this expectation, it is acknowledged that in some extenuating circumstances families may have the need for their children to attend a school out of their designated attendance area.

Where space is available, circumstances where an out-of-area exemption request may be considered include:

- to support a student's medical needs
- a student has moved outside of the designated school area and is in grades 4 through 8; consideration will be given for younger siblings if the older sibling is in grade 8.
- subsidized child care is not available in the designated school (child care alone is not an acceptable reason for an exemption)
- students attending schools involved in the Accommodation Review process may be allowed exemptions to minimize potential transitions for the students
- other compassionate grounds which are considered on an individual basis

Should this need arise, the following procedure to consider an out-of-area exemption will be utilized.

The School Principal of the receiving school, with the Superintendent of Student Achievement, shall consider the approval of out-of-area exemption requests.

Administered By	LEARNING SUPPORT SERVICES
Amendment Date(s)	1988 March 04, 2000 February 01, 2006 October 10, 2015 December 15

Exemption Process

- 1.1 Parents/Guardians wishing for their children to be considered for registration in a school out of their designated attendance area, shall complete the Out-of-Area Exemption Request form and submit it to the Principal of the requested school, prior to February 15. Following February 15, it is recognized that there may be appropriate circumstances where parents/guardians may not have been able to submit an application by that date (e.g., students who move into our Board after February 15 and seek to register for a school other than their designated school). Such requests may be considered after February 15.
- 1.2 Parents/Guardians of current out-of-area students shall be contacted, in writing, by the attending school Principal. Parents/guardians shall be requested to sign and return a form letter by February 15 indicating if they wish to be considered for an exemption for the following school year.
- 1.3 The Principal of the receiving school shall review with the Superintendent of Student Achievement all exemptions that are being considered for registrations prior to confirming the status of the request with the parents/guardians.
- 1.4 If space permits, requests for out-of-area exemptions will be approved where the Principal and Superintendent of Student Achievement agree that the exemption is appropriate and consistent with the circumstances and rationale for other approved exemptions.
- 1.5 The Principal shall communicate, in writing, to each individual family and their designated school, the decisions of all requests by April 01 following a review with the Superintendent of Student Achievement. A copy of this written communication shall be maintained at the school level and a list of the status of all requests will be forwarded to the Superintendent of Student Achievement.

2.0 Attendance Areas for Secondary Students

Secondary students are expected to attend the school in their designated attendance area as determined by their primary address at which they are residing. Notwithstanding this expectation, it is acknowledged that programming needs for secondary students may require that students attend a school out of their designated attendance area. Should this need arise, the following procedure to consider an out-of-area request or an “exemption” for a secondary school will be utilized.

Secondary school procedures will be based primarily on the programming needs of the students. Students requesting programming in Emphasis Technology, French Immersion, Extended French Immersion and English as a Second Language will attend their designated program schools based upon the primary address at which they are residing.

Principals of receiving schools will approve exemption requests, through the registration and course selection process, and may consider exemptions when the following criteria are met:

- There is space in the receiving school to accommodate the student.
- The facilities and special services are available to meet the program needs of the student
- The parent/guardian or student will be responsible for transportation to and from school.

Exemption Process

2.1 Prior to February 15 students and/or their parent/guardian shall apply through the registration process, to the school Principal, for registration to a school not in their designated attendance area.

2.2 Exemptions shall be granted on an annual basis. Students shall re-apply each year, through the course selection process prior to February 15.

Following February 15, it is recognized that there may be appropriate circumstances where parents/guardians may not have been able to register by that date (e.g., students who move into our Board after February 15 and seek to register for a school other than their designated school). Such requests may be considered after February 15. The same procedures and criteria are to be followed.

2.3 The viability of accepting requests for exemption, after February 15, for semester 2 for the upcoming school year will be dependent on the available space in scheduled classes and the ability of the school to program appropriately for the student.

2.4 Where the number of out-of-area grade nine student registration requests exceeds the receiving school's capacity to accept them, the Principal of the receiving school, in consultation with the Superintendent of Student Achievement, will develop a fair and equitable process for acceptance and denial of such requests.

3.0 Transportation

Transportation of students, who have been granted an exemption, will be the responsibility of the family. Notwithstanding this expectation, out-of-area students may apply to access existing transportation to the school to which they intend to attend, through a process determined by Southwestern Ontario Student Transportation Services. Students living within the school attendance area and entitled to transportation to that home school will take precedence over out-of-area students.

REPORT OF THE FIRST NATIONS ADVISORY COMMITTEE (FNAC) MEETING

2018 October 16
3:12p.m. to 4:50 p.m.

MEMBERS

P. Schuyler, Chair
B. McKinnon, Trustee
J. Bennett, Trustee
B. Summers, Oneida Nation of the Thames
O. Correia, Munsee-Delaware Nation (-4:13)
E. Young, Chippewas of the Thames (+3:57)
F. Huff, Chippewas of the Thames

Regrets:**ADMINISTRATION AND OTHERS**

P. McKenzie, Superintendent of Student Achievement(-4:18)
B. Nielsen, FNMI Learning Supervisor
C. Camillio, FNMI Learning Coordinator
S. McGahey-Albert, FNMI Education Advisor
B. Frick, Secondary Student Representative
S. Folino, Research and Assessment(-4:17)
N. Kechego, Secondary Student Representative (+3:26)
P. Spicer, Principal, Delaware Central Public School
R. Tamminga, Vice-Principal, H.B. Beal Secondary School
J. Richmond, Principal, Lambeth P.S.
J. Patterson, Vice-Principal Saunders Secondary School
D. Clarke, Principal, S.D. C. I
S. Smith, Corporate Services

Guests: J. Henry, S.D.C.I Student
K. Huff, Former Student

1. CALL TO ORDER

The meeting convened at 3:12 p.m. at Oneida Community Center, Southwold.

2. APPROVAL OF AGENDA

The agenda was approved on motion.

3. CONFLICTS OF INTEREST – None declared.**4. REPORT OF MEETING- 2018 SEPTEMBER 18**

The minutes of the 2018 September 18 meeting were provided for information.

5. BUSINESS ARISING FROM MINUTES**a. First Nations Advisory Committee Terms of Reference Proposed Amendments (item#5.a)**

B. Nielsen presented the First Nations Advisory Committee Terms of Reference for review noting the requirement to review the Terms of Reference annually. Proposed amendments were discussed (see FNAC-1).

The following motion was moved and carried:

THAT the proposed amendments to the First Nations Advisory Committee Terms of Reference be approved.

6. PROGRAM SPOTLIGHT**a. Summer Learning Programs**

C. Camillio reported on the Summer Learning Program. This summer was the second year of the program targeting grade 9 students or any grade 10-12 students wanting to earn a credit. C. Camillio noted the credit earned was the Grade 11 Open Credit; Interdisciplinary Studies (IDC 30 Credit), Indigenous Cultures and Ways of Knowing. The program ran through the month of July where 23 students earned the credit.

C. Camillio reviewed the course schedule, assessments, events and highlighted the balanced approach taken each day with time dedicated to physical activity, teachings, personal time and hands on learning. It was noted there was a strong focus on the connections and presentations with local community members and visits from Inuit and Metis Nations representatives.

J. Henry from Chippewas of the Thames and a student at S.D.C.I provided insight from a student perspective highlighting the positive environment, the opportunity to endure new experiences, and building new relationships with other cultures. She also noted she was able to learn skills in goal setting and building a healthy lifestyle.

P. McKenzie credited the teachers for the program's success.

7. LEARNING SUPPORT SERVICES UPDATE

a. Board Action Plan (BAP) Update (Standing Item)

S. McGahey-Albert reported the first draft of the Board Action Plan is in progress; an update will be provided at the 2018 November 20 meeting.

b. Integrated Support Services Collaboration

B. Nielsen reported Integrated Support Service Collaboration is ongoing.

c. Cultural Funds Update

B. Nielsen presented information on the submission criteria for Cultural Funds and the budget to date. The funds are allocated on an annual basis with deadlines in March. B. Nielsen noted submissions should be in by February as the unspent funds do not carry forward. New funds will become available in April.

8. SCHOOL COUNSELLING AND SOCIAL WORK SERVICES UPDATE (Standing Item)

B. Nielsen noted the qualifications have been modified on the posting for the FNMI Counsellor position in order to attract a greater number of potential candidates. B. Nielsen noted that M. Fernand is planning to attend a hiring meeting on 2018 October 19 where the open position will be the topic of conversation. Additional information will be provided at the 2018 November 20 meeting.

9. PRINCIPALS' UPDATE (Standing Item)

Principals/Vice-Principals, attending the meeting, referred to the written reports provided to committee members in their agenda packages. Initiatives, events, and programming were highlighted.

10. COMMUNITY UPDATE (Standing Item)

a. Oneida Nation of the Thames

B. Summers reported on the total number of students attending secondary schools in the TVDSB and how many Indigenous students were in each school. B. Summers further reported that there were 8 Indigenous graduates last year. It was noted when students are given six years to complete secondary school the graduation percentage increased to 30% from 20% after four years.

b. Munsee-Delaware Nation

O. Correia reported on the upcoming Columbia event where each student will receive \$350 to purchase winter coats and gear.

c. Chippewas of the Thames First Nation

N. Kechego reported on the success of the breakfast program. N. Kechego advised there are a high number of students going to school but not attending classes noting work is needed to determine the root cause of the absences. N. Kechego noted there was a lack of interest in the recent career fair.

F. Huff noted enrollment numbers are increasing, creating a concern about capacity and noted resources are not increasing at the same rate. F. Huff also reported Chippewas of the Thames are losing many of their teachers to TVDSB; they are planning to reach out for staffing support.

11. ADDITIONAL ITEMS

B. Nielson shared on behalf of T. Smith that the new adult SWAC program is up and running; members were invited to contact T. Smith about the program.

B. Neilson introduced the new members and guest to the committee.

12. FUTURE MEETING DATES

All meetings will start at 3:00 p.m.

Tuesday, November 20, 2018 (Beal)

Tuesday, January 15, 2019 (Saunders)

Tuesday, February 19, 2019 (Lambeth)

Tuesday, March 19, 2019 (Delaware Central)

Tuesday, April 16, 2019 (B. Davison)

Tuesday, May 21, 2019 (SDCI)

Tuesday, June 18, 2019 (Munsee-Delaware)

13. ADJOURNMENT

The meeting adjourned at 4:50 p.m. by motion.

Recommendations:

THAT the proposed amendments to the First Nations Advisory Committee Terms of Reference be approved.

P. Schuyler
Committee Chair

First Nations Advisory Committee

Terms of Reference Review

TERM	CURRENT WORDING	PROPOSED AMENDMENT(S) <u>Changes are underlined</u>
1	FIRST NATION ADVISORY COMMITTEE	
1.1	The Board agrees to establish a First Nation Advisory Committee in accordance with Ontario Regulation 462/97 as a Standing Committee of the Board	
1.2	The mandate of the First Nation Advisory Committee is to review, consider and recommend to the Board, where appropriate, on matters impacting First Nation pupils of the Board covered under this tuition agreement and matters arising out of the Tuition Agreements with the First Nations	
1.3 1.3.1	<p>The Committee shall be composed of:</p> <p>As voting members:</p> <ul style="list-style-type: none"> - The First Nation Trustee of the Board - Two additional trustees of the Board - Three Oneida Nation representatives - Two Chippewa Board of Education representatives - Two Munsee-Delaware community representative/designate 	<p>The Committee shall be composed of:</p> <p>As voting members:</p> <ul style="list-style-type: none"> - <u>Three representatives of Oneida Nation of The Thames</u> - <u>Two representatives of Chippewas-of-the-Thames First Nation</u> - <u>Two representatives of the Munsee-Delaware First Nation</u>
1.3.2	<p>As non-voting members:</p> <ul style="list-style-type: none"> - The Executive Superintendent of Program Services and/or designate - Principals/designate of the Elementary and 	<p>As non-voting members:</p> <ul style="list-style-type: none"> - <u>The Associate Director of Learning Support Services and/or designate</u>

	<p>Secondary Schools where the majority of Oneida/Chippewa/Munsee-Delaware pupils attend</p> <ul style="list-style-type: none"> - FNMI Education Advisor - Other appropriate TVDSB support staff as designated by the First Nation Advisory Committee 	<ul style="list-style-type: none"> - Principals/designate of the Elementary and Secondary Schools where the majority of Oneida/Chippewa/Munsee-Delaware pupils attend - FNMI Education Advisor - <u>FNMI Student Trustee</u> - Other appropriate TVDSB support staff as designated by the First Nation Advisory Committee
1.4	Quorum for a meeting will be 50% + 1 of the voting members	
1.5	The Chair of the Committee will be the First Nation Trustee. In absence of the First Nation Trustee, the meeting will be chaired by a committee member appointed to act as Chair by the Committee Chair. The Supervisor-Corporate Services shall be advised of the appointment prior to the meeting	
1.6	In the event of a vote of the Committee resulting in a tie, the Chair must cast a vote to break the tie.	
1.7	The community representatives shall be appointed by their respective communities	
1.8	Every vacancy of a member on the Committee shall be filled by appointment from the respective community	
1.9	The Committee shall meet once per month or when required	
1.10	The Committee will make reports and recommendations to the Board relating to matters affecting the establishment and development of programs, services, policies, and facilities, in respect to First Nation students	
1.11	The Committee shall approve the expenditure of the First Nation Cultural Funds. An annual expenditure will not exceed \$12 000.00	
1.12	The Committee will annually review the Terms of Reference for the First Nation Advisory Committee	
2	TERMS OF REFERENCE	

2.1	<p>Reports and Recommendations</p> <p><i>The First Nation Advisory Committee will provide reports and recommendations to the Thames Valley District School Board with respect to the following matters:</i></p>	
2.1.1	<p><i>Programs</i></p> <p>The establishment and development of First Nation specific programs and resources, including print, non-print and speakers</p>	<p><u>The establishment, support, and development of specific programs, resources, and strategies to support the achievement, engagement, and well-being of First Nations students</u></p>
2.1.2	<p><i>Services</i></p> <p>The establishment and provision of services to meet the needs of First Nation students</p>	
2.1.3	<p><i>In Service/Orientation re: First Nation Issues</i></p> <p>The identification of items for inclusion in First Nation awareness sessions to be developed and presented as required, for trustees, administrative staff, principals, teachers, and school councils</p>	<p><u>The design and development, including the identification of items for inclusion, in orientation and in-service sessions to build understanding of local First Nations among trustees, system staff, administrators, school staff, and school councils</u></p>
2.1.4	<p><i>Cultural Funds</i></p> <p>The establishment and periodic review of criteria for the expenditure of school-based funds allocated for the purpose of providing cultural experiences for First Nation students covered by a First Nations tuition agreement</p>	
2.1.5	<p><i>Annual Report</i></p> <p>The First Nation Advisory Committee shall provide a</p>	

	written annual report of activities which will include the expenditure of cultural funds	
2.2	<p>Committee Roles and Responsibilities</p> <p><i>The First Nation Advisory Committee will be responsible for providing input and/or comment with respect to the following programs that affect Oneida, Chippewa and Munsee-Delaware Pupils.</i></p>	
2.2.1	<p><i>Program</i></p> <p>The Board will keep the First Nation Advisory Committee apprised of:</p> <ul style="list-style-type: none"> (a) Ministry developed curriculum guidelines related to programs for First Nation pupils, such as Native Language, Native Studies, and other programs related to the First Nations, Metis, and Inuit Framework. (b) Board developed curriculum documents pertaining directly to programs for First Nation students, prior to their adoption for use in the schools. (c) Board supervisory staff will conduct an annual review of First Nation specific programs to the First Nation Advisory Committee. (d) First Nation Alternative Education programs at the end of each semester or as requested by the Committee. 	<p><i>Program</i></p> <p>The Board will keep the First Nation Advisory Committee apprised of:</p> <ul style="list-style-type: none"> (a) Ministry developed curriculum guidelines related to programs for First Nation pupils, such as Native Language, Native Studies, and other programs related to the First Nations, Metis, and Inuit Framework. (b) Board developed <i>resources</i> supporting programs for First Nation students, prior to their adoption for use in the schools. (c) <u>Programs, strategies and initiatives aimed at supporting the achievement and well-being of First Nations pupils</u> (d) First Nation Alternative Education programs at the end of each semester or as requested by the Committee. (e) <u>Plans to increase and enhance engagement of First Nation families and communities in school events and activities</u>

<p>2.2.2</p> <p>2.2.3</p> <p>2.2.4</p>	<p><i>Assessment</i></p> <p>Each year the Board will make available to the Committee the assessment data for the previous school year with respect to First Nation Pupils on and off reserve.</p> <p><i>Scholarships</i></p> <p>The designation and/or selection of persons as representatives from each of the First Nations in the selection process of the annual J.C. Askew Scholarship award.</p> <p><i>Program Development Team</i></p> <p>The designation and/or selection of persons as representatives from each of the First Nations in the development of First Nation specific programs. This</p>	<p><u>Board supervisory staff will conduct an annual review of First Nation specific programs to the First Nation Advisory Committee.</u></p> <p>INSERT AND RE-NUMBER ACCORDINGLY:</p> <p><u>Services</u></p> <p><u>2.2.3 The Board will keep the Committee apprised of School Counselling and Social Work Services available and offered to First Nation students, and appropriate data on access by students to those services</u></p> <p><i>Assessment</i></p> <p><u>Throughout the year the Board will make available to the Committee assessment data pertaining to achievement, attendance, interventions, referrals and supports for First Nation students, and will report on processes for tracking and monitoring assessment data</u></p>
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2.3	<p>Participation</p> <p>The First Nation Advisory Committee designate from each of the First Nations representatives to participate in the following:</p> <p>2.3.1 <i>Orientation Sessions</i></p> <p>The planning and presentation of orientation sessions to trustees, administrative staff, principals, teachers and school councils to increase collaboration and awareness and to strengthen the relationship between the First Nations and the Board staff, trustees and school councils.</p>	<p>The First Nation Advisory Committee <u>may</u> designate from each of the First Nations representatives to participate in the following:</p>
2.4	<p>Meeting Agenda</p> <p>The Agenda will be set by the Chair of the First Nation Advisory committee in consultation with the First Nation and Board representatives.</p> <p>Agendas and information will be distributed two weeks prior to the regular established meeting.</p>	<p><u>Agendas and information will be distributed two weeks prior to the regular established meeting.</u></p>
2.5	<p>Role of the Principals</p> <p>2.5.1 Facilitate the provision of in service for staff. (To be defined and recommended by the First Nation Advisory Committee, i.e., review information about First Nation Studies Curriculum, School Policies.)</p> <p>2.5.2 Increase staff awareness and understanding of First Nation Studies programs and services.</p> <p>2.5.3 Respond to matters impacting First Nations persons</p>	<p>Facilitate the provision of in service for staff. (To be defined and recommended by the First Nation Advisory Committee, i.e., review information about First Nation Studies Curriculum, School Policies, <u>Education Service Agreement Commitments</u>.)</p>

	individually or collectively by consulting with the First Nation Education Workers / First Nation Counsellors.	
2.6	Superintendent's Role	
2.6.1	Provide support and resource for First Nation Advisory Committee initiatives including reports and recommendations pursuant to section 2.1.	
2.6.2	Provide updates on the Ministry's FNMI Framework initiative.	Provide updates on the Ministry's FNMI Framework, <u>including development and implementation of the Board's Indigenous Education Action Plan</u>
2.6.3	Ensure follow-up to First Nation Advisory Committee recommendations.	
2.6.4	Facilitate in consultation with Principals, First Nation Counsellors, the First Nation Advisory Committee, the establishment of measures to respond to matters involving First Nations pupils under the tuition agreements.	Facilitate in consultation with Principals, First Nation Counsellors, the First Nation Advisory Committee, the establishment of measures to respond to matters involving First Nations pupils under <u>Education Service Agreements</u>
2.7	The Role of Program Services	
2.7.1	To consult with the First Nation Advisory Committee in the planning, development and delivery of in-service programs for supervisory officers, school administrators, teachers and staff on matters dealing with cross-cultural learning reflecting the 3 local First Nation communities, or other issues impacting the relationship between the Board and the First Nations.	

**FIRST NATIONS ADVISORY COMMITTEE
SCHOOL PRINCIPAL'S REPORT**

School: Delaware Central Public School \ Lambeth Public School

PART 1 – Student Achievement

Quantitative achievement data for students from communities(aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students

- A Program Development Team meeting was held in September; a second is scheduled for October.
- Specialized technology training is being provided to students identified by Psychological Services as requiring technology to access curriculum expectations
- Reading assessments (DRA) are being conducted
- Empower Measures (reading) are being conducted to choose appropriate candidates for the program
- Prime math assessments are being conducted. Results will be used to plan instruction and inform IEPs
- IEP's are being generated for students who have exceptional learning needs
- Meeting s are being scheduled with advocates to review specific student needs

PART 2 – Initiatives to Support First Nations Students

Cultural events, student activities, staff development, parent and community engagement

- Opening exercises include a blessing recited in Oneida
- Orange Shirt Day; aerial photograph taken at Lambeth has five thousand twitter hits!
- Fourth R Program has begun
- Student Advocates have begun weekly lunches with grade 7/8 students
- A tri-school transition team meeting has been scheduled for October 10 (Lambeth, Delaware, Standing Stone)
- Psychological Services staff will be at the November staff meeting to share information about Intergenerational Trauma with educators from Lambeth and Delaware (Kelly Appleby will be speaking)
- Sarah Sanders, First Nations, Metis, and Inuit Education Instructional Coach, is planning classroom visits to support student learning about treaty agreements
- UWO Lacrosse Coach is training all grade 7/8 students at Lambeth in preparation for intramurals
- a room is staffed at Lambeth every day at 8:45am to support students who wish to smudge

PART 3 – School News

School-wide events and updates

- Meet the Staff Open House was held in September
- Nutrition program is up and running for all students
- Stream of Dreams watershed and community art project kicked off Delaware's year-long water inquiry. FNMI TOSA, Sarah Sanders, and Student Advocate, Wahsayzee Deleary, are supporting our learning
- 8 students from Oneida are participating in Student Council elections at Lambeth (they spoke in front of over 100 students and staff)
- Grade 8 students at Lambeth are starting cooking lessons; some traditional Oneida favourites will be included

<p style="text-align: center;">FIRST NATIONS ADVISORY COMMITTEE SCHOOL PRINCIPAL'S REPORT</p>
<p>School: HB Beal Secondary School</p>
<p>PART 1 – Student Achievement <i>Quantitative achievement data for students from communities (aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students</i></p> <p>October 2 2018 – First SST Team Meeting</p> <ul style="list-style-type: none"> - primary discussion was focused on students who were not attending. - plans were put in place to continue to maintain communication with parents – stressed first point of contact needed to come from the teachers. - initial review of students was positive. <p>TOSA & FNMI SST Lead will review early progress reports which will be distributed on October 16. ~ this will generate increased quantitative data to flag early risk indicators and to celebrate successes.</p> <p>November 13 2018 – Next SST Meeting</p>
<p>PART 2 – Initiatives to Support First Nations Students <i>Cultural events, student activities, staff development, parent and community engagement</i></p> <p>Urban Priority Funding money is being reallocated to fund an additional FNMI SST line which will run semester two. Alternative Education has been paired with the SST lines (internally) in order to support students by rescuing credits in risk and offering new credits to students to who thrive in an alternative setting and work at their own pace. The primary target for the Alternative Education options are for grade 11 and 12 students who are missing their Grade 9 and 10 compulsory credits.</p> <p>Monitoring: staff will maintain a record of students who access SST, engage in credit rescue and recovery options in addition to those who earn a new credit via the Alt. Ed. Option.</p>
<p>PART 3 – School News <i>School-wide events and updates</i></p> <p>Thank you to Oneida who continues to bring in food for a daily breakfast program. This opportunity has had a positive impact on building relationships. C. Sanders the FNMI TOSA has noted an increase in attendance which allows for informal check-ins with students on a daily basis. In addition, increased attendance has been noted during morning smudging including staff and teacher candidates.</p> <p>A dedicated FNMI space throughout the day is turning into a lunchtime hub where students are bringing their lunch and connecting with peers. During this time students are provided with information for upcoming events such as the 4th R Mentoring sessions at UWO.</p>

<p style="text-align: center;">FIRST NATIONS ADVISORY COMMITTEE SCHOOL PRINCIPAL'S REPORT</p>
<p>School: B. Davison -- October 2018</p>
<p>PART 1 – Student Achievement <i>Quantitative achievement data for students from communities (aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students</i></p> <p>Our last student success meeting on October 3rd welcomed a new student to our school from Oneida community. We addressed possible experiential opportunities for students both in and out their home community. Wasayzee suggested trying to connect with Saunders to give construction experiences that go back to community. We asked Wasayzee and Mabel to pass on opportunities to Davison students to construct needed items for the community.</p> <p>We also discussed the want for Davison to become more visible to the Communities we serve. Our student numbers are depleting and we want to work to providing understanding of what Davison has to offer.</p>
<p>PART 2 – Initiatives to Support First Nations Students <i>Cultural events, student activities, staff development, parent and community engagement</i></p> <p>Our school's display for Orange shirt day was heartbreaking, powerful and educational for our students. Our Native Studies class placed 6,000 hand prints on sheets of paper to represent the children lost to Residential Schools. The display was presented in our front foyer where all students and visitors could feel its impact.</p> <p>Students went to a work fair at Oneida Community Centre with Different displays –Fanshawe for Indigenous students, Military for FNMI students, colleges and community connections with an FNMI focus. A student said that the opening was really cool and made them do a rap and told stories before the day started. Before they left they had lunch and had the opportunity to go inside a helicopter. The student I spoke to thought it was pretty cool.</p>
<p>PART 3 – School News <i>School-wide events and updates</i></p> <p>Early Bird Reports: October 11th Project Day: October 24th October Spirit Day: October 31st</p>

**FIRST NATIONS ADVISORY COMMITTEE
SCHOOL PRINCIPAL'S REPORT**

School: Saunders Secondary School

PART 1 – Student Achievement

FNMI SST Meeting – The first FNMI SST meeting at Saunders will be held on October 11, 2018. This meeting will examine the achievement and attendance in the interim reports in order to discuss strategies, next steps and supports for our students.

Upcoming Meeting Dates:

Thursday November 29 th	Semester 1	Mid-term	Chippewa 9:00 am – 10:00 am Oneida 10:00 am – 11:30 am
Thursday February 14 th	Semester 1	Final	Chippewa 9:00 am – 10:00 am Oneida 10:00 am – 11:30 am
Thursday March 21 st	Semester 2	Interim	Chippewa 9:00 am – 10:00 am Oneida 10:00 am – 11:30 am
Thursday May 2 nd	Semester 2	Mid-term	Chippewa 9:00 am – 10:00 am Oneida 10:00 am – 11:30 am
Thursday June 27 th / Friday June 28 th	Semester 2	Final	Please connect with the VP for any specific student(s).

PART 2 – Initiatives to Support First Nations Students

- 1) **FNMI Planning Committee.** Saunders FNMI Planning committee meets the first Friday of the month to plan and discuss the cultural events and FNMI student activities throughout the school. In order to become more student focused, students have been invited and now attend these monthly meetings.
- 2) **4th R peer mentoring program** – The initial meeting has taken place and there are currently 15 mentees and 10 mentors. The mentoring takes place Wednesday at lunch with the help of Mike Cywink.
- 3) **League of Nations** – The group is up and running at Saunders. The first meeting is October 9th.
- 4) **Orange Shirt Day** - This year we tried something different at Saunders. We held a virtual assembly where all classrooms had the assembly broadcast over STAR TV. Along with the assembly, there were activities that teachers could facilitate with their classes. Teachers were assembled on the PD day and walked through the activities by the Orange Shirt Day Committee. Students were able to leave their thoughts on orange post it notes in the Library Learning Commons, which are displayed in the shape of an orange shirt. There has been some positive feedback from both staff and students.
- 5) **KPMG – Martin Family Initiative** - Initial meetings have taken place and this initiative will continue to be supported by Portia Clermont and Diana Van Oirschot. Currently recruiting students who might be interested in this initiative.
- 6) **Career Fair** – 25 Saunders students travelled to Oneida to participate in the Indigenous career fair.

- 7) **Fanshawe College Visit** – Sandra Miller arranged for a Fanshawe College representative to visit Saunders to help guide our FNMI students in their post secondary school options.

PART 3 – School News

Student Voice Conference – This conference is scheduled for October 24th and will take place all day. The 4 main areas for discussion are: 1) School participation/engagement, 2) physical space and safety, 3) mental health and wellness and 4) communication (of school events, policies and procedures). Although all Saunders students are welcomed, our indigenous students have been encouraged to participate.

Library Learning Commons – Our new Library Learning Commons had the official unveiling October 3rd. This renovated space has changed this space from a traditional library to a learning commons. It has become a hub for many Saunders students.

Important Dates:

October 9th – **Interim Reports Available on the Portal**

October 11th – **Parent – Teacher interviews** – 3:30-6:30 pm.

October 22nd – **Photo Retake day**

October 23rd – **Financial Planning for Post Secondary** – Parents and Students welcome 7-9pm.

October 24th – **Student Voice Conference** – 9am -2pm.

November 12th -15th – **Graduation Photos**

November 14th – **Take Our Kids to Work Day**

November 22nd – **Mid term Report Cards Sent Home**

<p style="text-align: center;">FIRST NATIONS ADVISORY COMMITTEE SCHOOL PRINCIPAL'S REPORT</p>
<p>School: Strathroy District Collegiate Institute</p>
<p>PART 1 – Student Achievement <i>Quantitative achievement data for students from communities (aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students</i></p> <ul style="list-style-type: none"> • Plans for FNMI SST meetings has been established: 1st meeting of the month – Chippewa, 3rd meeting of the month – Muncey and Oneida is on an as need bases as there is only a couple of students in the building. There also is regular connect with the educational leads from each community. • Early Progress reports are being distributed the Week of Oct. 9 – 12th. • Parent teacher meetings are scheduled for the October 24th. 6 - 8 pm • Nancy Peters, our FNMI lead, has been making 1 on 1 contacts with the students throughout the month of September and into October. • SST is going over last year's data to establish conversation points with the students for this semester.
<p>PART 2 – Initiatives to Support First Nations Students <i>Cultural events, student activities, staff development, parent and community engagement</i></p> <ul style="list-style-type: none"> • Orange Shirt day was well received at the school on the 27th of September • Mike Cywink visits weekly to meet with the students to do the Four R program with the students. • We have designated a specific room to be the base for all of FMNI SST, classes and social events. Currently in the process of bring in artifacts and materials to support the establishment of an FNMI community room in the school.
<p>PART 3 – School News <i>School-wide events and updates</i></p> <ul style="list-style-type: none"> • Commencement and Undergrad Awards Ceremony is Friday Oct 19 4- 6 awards, 7-9 Commencement. • United Way Kick Off Event, whole school Oct 1, United Way stair climb Nov 8th. • Friday nights light football Oct 12 at Cuddy Field in Strathroy.

REPORT OF THE POLICY WORKING COMMITTEE

2018 October 23
3:11 p.m. – 3:55 p.m.

MEMBERS

A. Morell (Chair) C. Goodall
R. Tisdale J. Bennett

ADMINISTRATION AND OTHERS

L. Elliott L. Munro (+3:42)(-3:52)
A. Chahbar B. Martin(+3:33)(-3:42)
J. Tozer (+3:14)(-3:33) R. Culhane(+3:42)(-3:52)
S. Smith L. Griffith-Jones(+3:14)(- 3:42)

1. **APPROVAL OF AGENDA** – The agenda was approved on motion.
2. **CONFLICTS OF INTEREST** – None declared.
3. **COMMITTEE REPORT OF 2018 SEPTEMBER 25 AND 2018 OCTOBER 23 TRACKING SHEET**
The minutes from 2018 September 25 and the tracking sheet were reviewed.

4. **NEW DRAFT POLICIES/PROCEDURES**

a. **Reporting Suspected Child Neglect and Abuse Independent Procedure**

L. Griffith-Jones and J. Tozer presented for approval the Procedure Reporting Suspected Child Neglect and Abuse Independent Procedure for review and input. It was noted the procedure has been updated to comply with new legislation.

The following motion was moved and CARRIED:

THAT the Reporting Suspected Child Neglect and Abuse Independent Procedure be posted for 60 days of public input.

b. **Teacher Hiring Independent Procedure**

L. Griffith-Jones and B. Martin presented for approval the proposed Teacher Hiring Independent Procedure for review and input. It was noted this procedure has been updated to align with Regulation 274.

The following recommendation was moved and CARRIED:

THAT the Teacher Hiring Independent Procedure be renamed to include the word “External”.

The following motion was moved and CARRIED:

THAT the Teacher Hiring Independent Procedure be posted for 60 days of public input.

5. **POLICY/PROCEDURES – REQUESTED FOR REVIEW BY COMMITTEE** – None.

6. **EXISTING POLICIES/PROCEDURES UNDER REVISION** – None.

7. **POLICIES/PROCEDURES FOLLOWING PUBLIC INPUT**

a. **School Rededications, Opening and Closure Policy and Procedure**

L. Munro reported no public input submissions were received regarding the School Rededications, Opening and Closure policy/procedure.

The following motions were moved and CARRIED:

THAT the revised School Rededications, Opening and Closure policy be approved.

THAT the revised School Rededications, Opening and Closure procedure be approved and provided to the Board for information.

b. Selection Procedures and Appointments of Learning Coordinators and Teachers on Special Assignment

L. Munro reported no public input submissions were received regarding the Selection Procedures and Appointments of Learning Coordinators and Teachers on Special Assignment Independent Procedure.

L. Munro noted the requirement to have a supporting letter from the principal has been removed.

The following motion was moved and CARRIED:

THAT the Selection Procedures and Appointments of Learning Coordinators and Teachers on Special Assignment Independent Procedure be approved and provided to the Board for information.

8. POLICY/PROCEDURE REQUIRING ADDITIONAL CONSIDERATION – None.

9. OTHER BUSINESS – None.

10. DATE AND TIME OF NEXT MEETING

The next meeting was scheduled for Tuesday, 2018 November 27 in the Governor Simcoe Room.

11. ADJOURNMENT

The meeting adjourned, by motion, at 3:55 p.m.

RECOMMENDATIONS:

THAT the revised School Rededications, Opening and Closure policy be approved.

ARLENE MORELL
Committee Chairperson



PROCEDURE

Title: **SCHOOL REDEDICATIONS
OPENINGS AND CLOSURES** Procedure No.: **2007**
Effective Date: **2000 November 21**

Department: Learning Support Services

Reference(s): Procedure: Naming of Schools
Policy: School Rededications, Openings and Closures
TVDSB Guide to Archival Appraisal and Selection

- 1.0 An official opening or rededication shall be held for a new school or where a school addition alters the school size or renovates the school by at least 25%. A Board flag will be presented at the event. An official opening or rededication shall be held for a newly built school, or as appropriate, due to significant building renovations, a program conversion and / or the amalgamation of two or more schools. Similarly, a ceremony celebrating the history of a school shall be held when it is to be closed.
- 2.0 Where a new school is being built or Board approval has been given to consider a name change to an existing school the Naming of Schools Procedure will be implemented.
- 3.0 A ceremony celebrating the history of a school to be closed will be held during the month of the closing. The TVDSB Guide to Archival, Appraisal and Selection will be used to take a consistent, structured approach to collecting, maintaining, and preserving items as a permanent memory. This guide is intended to assure that the most relevant items of the institution are collected and preserved. It applies to all applicable items regardless of format.
- 4.0 The Principal of the school shall be charged with the responsibility of coordinating the celebration in co-operation with Learning Support Services, Director's Services and the Chair of the Board. A planning guide is available through Learning Support Services
- 5.0 Generally, the platform party shall include but is not limited to:
 - Chair of the Board and area Trustees;
 - Director of Education;
 - Associate Directors;
 - Superintendent of Student Achievement;
 - Superintendent of Facility Services and Capital Planning;

Administered By: **Learning Support Services**

Amendment Date(s): 2006 May 2; 2009 March 2; 2018 November 27

- General Contractor;
- Architect.

Other guests may be added at the direction of the Principal in consultation with the Superintendent of Student Achievement and may include other individuals who have made a significant contribution to the project.

- 6.0 The program shall be student-focused and developed by the Principal in consultation with the Superintendent of Student Achievement, Director's Services, and the Chair of the Board. Where appropriate, other organizations may contribute to the development of the program. The program should not exceed one hour.

In addition to the students, staff and the school community, the list of invitees shall include but not be limited to the following (where applicable):

- Chair of the Board;
- Trustees;
- Director of Education;
- Associate Directors;
- Supervisory Officers;
- Individuals whose names appear on the dedication plaque;
- School Council;
- Home and School Association;
- Student Council representative;
- Local MPPs;
- Local MPs;
- Ministry of Education, Regional Manager, Field Services Branch;
- Others as recommended by the Board Chair and Administrative Council;
- Minister of Education (by email at least three weeks in advance);
- Architect;
- Project Manager;
- Project Coordinator;
- Board Communications representative;
- Co-Build Partners; and
- Local media.

NOTE: For all new school openings as well as openings of major additions which may also include child care, the Minister of Education must be invited as early as possible to the event. Invitations can be sent to Minister.EDU@ontario.ca with a copy sent to the Regional Manager, Field Services Branch. The event cannot proceed until a response is received from the Minister's Office regarding the Minister's attendance.

The Associate Director of Learning Support Services will confirm the invitation list with Administrative Council. Learning Support Services will distribute the invitations at the Principal's request.

- 7.0 A budget for each event shall be maintained by the area Superintendent of Student Achievement.

8.0 Building Dedication Plaque

- 8.1 The cost of a building dedication plaque will be incorporated into the building cost of a new school building, or the refurbishment costs for a significant school renovation.
- 8.2 The plaque shall be placed prominently at the entry inside the building.
- 8.3 To maintain consistency, a standard plaque template will be used as a guideline when designing the plaque.
- 8.4 The building dedication plaque will be unveiled at the official school opening.

9.0 Ground Breaking – New School

- 9.1 For all new school builds there will be a planned ground breaking ceremony, the purpose of which will be to celebrate the first day of construction.

10.0 Official Opening, Rededication or Closing Ceremony

10.1 Planning

10.1.1 The Principal shall establish a Planning Committee including representation of the following groups:

- Teaching and support staff;
- School Council;
- Home and School Association (if applicable);
- Student Council;
- Key community members.

10.1.2 The Principal will request a permit for the use of the school if necessary.

10.1.3 It is important to note that school closures / amalgamations can be very emotional for all school community stakeholders. It is key to establish a positive tone / celebratory atmosphere in the school very early on.

10.2 Date, Time and Location

10.2.1 A ceremony celebrating the history of a school to be closed will be held within a reasonable proximity of the closing date.

10.2.2 An official opening of a school / rededication of schools will be held within

a reasonable proximity of the official first day of school.

- 10.3 The Principal of the new school, or designate, (or the school which students will be amalgamated into), along with the Planning Committee, will have the responsibility of designing and printing programs. Programs should include:

10.3.1 “Official Opening”, School and TVDSB logo, Building name, Date of Event;

10.3.2 Background information of new building (e.g., size, capacity, grades, schools replaced, etc.);

10.3.3 O Canada;

10.3.4 Greetings / Speakers;

10.3.5 Ribbon cutting;

10.3.6 Unveiling of the plaque;

10.3.7 Closing remarks.

10.4 **Order of Presenters/ Speakers**

10.4.1 The order of presenters / speakers for all ceremonies should be as follows (where applicable and available);

- Principal / Vice Principal;
- Chairperson of the Board (or delegate);
- Trustees who represent students at the school;
- Student representative;
- School Council Chair;
- Director of Education;
- Superintendent of Student Achievement;
- First Nations representative;
- Provincial representative;
- Co-build partner(s).

10.5 **Thank You Notes**

The Principal and Planning Committee will be responsible for assigning committee member(s) to send Thank You Notes to all platform guests, speakers and other individuals involved in the process, as deemed appropriate.



PROCEDURE

Title: **SCHOOL REDEDICATIONS
OPENINGS AND CLOSURES** Procedure No.: **2007a**
Effective Date: **2000 November 21**

Department: Learning Support Services

Reference(s): Procedure: Naming of Schools
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- 5.0 Generally, the platform party shall include but is not limited to:
 - Chair of the Board and area Trustees;
 - Director of Education;
 - Associate Directors;
 - Superintendent of Student Achievement;
 - Superintendent of Facility Services and Capital Planning;

Administered By: **Learning Support Services**

Amendment Date(s): 2006 May 2; 2009 March 2; 2018 March 8; 2018 October 23

- General Contractor;
- Architect.

Other guests may be added at the direction of the Principal in consultation with the Superintendent of Student Achievement and may include other individuals who have made a significant contribution to the project.

- 6.0 The program shall be student-focused and developed by the Principal in consultation with the Superintendent of Student Achievement, Director's Services, and the Chair of the Board. Where appropriate, other organizations may contribute to the development of the program. The program should not exceed one hour.

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- Individuals whose names appear on the dedication plaque;
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- Student Council representative;
- Local MPPs;
- Local MPs;
- Ministry of Education, Regional Manager, Field Services Branch;
- Others as recommended by the Board Chair and Administrative Council;
- Minister of Education (by email at least three weeks in advance);
- Architect;
- Project Manager;
- Project Coordinator;
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NOTE: For all new school openings as well as openings of major additions which may also include child care, the Minister of Education must be invited as early as possible to the event. Invitations can be sent to Minister.EDU@ontario.ca with a copy sent to the Regional Manager, Field Services Branch. The event cannot proceed until a response is received from the Minister's Office regarding the Minister's attendance.

The Associate Director of Learning Support Services will confirm the invitation list with Administrative Council. Learning Support Services will distribute the invitations at the Principal's request.

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- 8.4 The building dedication plaque will be unveiled at the official school opening.

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- 9.1 For all new school builds there will be a planned ground breaking ceremony, the purpose of which will be to celebrate the first day of construction.

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10.1.1 The Principal shall establish a Planning Committee including representation of the following groups:

- Teaching and support staff;
- School Council;
- Home and School Association (if applicable);
- Student Council;
- Key community members.

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10.2 Date, Time and Location

10.2.1 A ceremony celebrating the history of a school to be closed will be held within a reasonable proximity of the closing date.

10.2.2 An official opening of a school / rededication of schools will be held within

a reasonable proximity of the official first day of school.

- 10.3 The Principal of the new school, or designate, (or the school which students will be amalgamated into), along with the Planning Committee, will have the responsibility of designing and printing programs. Programs should include:

10.3.1 “Official Opening”, School and TVDSB logo, Building name, Date of Event;

10.3.2 Background information of new building (e.g., size, capacity, grades, schools replaced, etc.);

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10.3.4 Greetings / Speakers;

10.3.5 Ribbon cutting;

10.3.6 Unveiling of the plaque;

10.3.7 Closing remarks.

10.4 **Order of Presenters/ Speakers**

10.4.1 The order of presenters / speakers for all ceremonies should be as follows (where applicable and available);

- Principal / Vice Principal;
- Chairperson of the Board (or delegate);
- Trustees who represent students at the school;
- Student representative;
- School Council Chair;
- Director of Education;
- Superintendent of Student Achievement;
- First Nations representative;
- Provincial representative;
- Co-build partner(s).

10.5 **Thank You Notes**

The Principal and Planning Committee will be responsible for assigning committee member(s) to send Thank You Notes to all platform guests, speakers and other individuals involved in the process, as deemed appropriate.



INDEPENDENT PROCEDURE

Title: **SELECTION PROCEDURES AND APPOINTMENTS OF**
- **LEARNING COORDINATORS**
- **TEACHERS ON SPECIAL ASSIGNMENT**

Procedure No.: **9017**
Effective Date: **2000 May 1**

Department: Learning Support Services

Reference(s):

PURPOSE:

The purpose of this procedures is to outline the process for the selection and appointment of the most competent and knowledgeable candidates for the role of Learning Coordinator or Teacher on Special Assignment (TOSA). The procedure ensures that appropriate and qualified personnel are in place to support the program needs of the system.

1.0 APPLICATION PROCESS

- 1.1 The selection of Learning Coordinator and Teacher on Special Assignment positions in Learning Support Services will be by the appointment of qualified Thames Valley District School Board teachers following an application and interview process.
- 1.2 As a part of their on-going professional growth planning, candidates considering the position of Learning Coordinator or Teacher on Special Assignment are encouraged to discuss with their Supervisor and Superintendent the range of school or central office experiences that would support their suitability and preparation for the role.
- 1.3 Positions for Learning Coordinators and Teachers on Special Assignment will be posted by the Associate Director, Organizational Support Services, as per Appendix A.
- 1.4 It is expected that candidates applying for a position of Learning Coordinator or Teacher on Special Assignment will have:
 - strong facilitation / presentation skills;
 - subject-specific skills, knowledge and experience directly related to the specific assignment;
 - a range of teaching experiences;
 - the recommendation of their Principal;
 - recent classroom experience.

Administered By: **Learning Support Services**

Amendment Date(s): 2008 September 23; 2018 October 23

- 1.5 Applicants will include in their application a covering letter, a resume, a personal statement about student learning specific to the role that is being applied for and a copy of their most recent Performance Appraisal.

2.0 INTERVIEW AND SELECTION PROCESS

- 2.1 Letters of application will be reviewed by the Interview Selection Committee. The purpose of the Interview Selection Committee is to provide consistency in the assessment of candidates who have been identified for consideration to participate in the interview process. The Interview Selection Committee will consist of a minimum of three (3) members, including Supervisory Officers, Learning Supervisors and/or one Principal or Vice Principal.
- 2.2 Upon request, feedback will be provided to candidates who do not receive an interview.
- 2.3 The purpose of the Interview Committee is to determine the individual candidates to be recommended for placement in the approved Learning Coordinator or Teacher on Special Assignment pool which shall exist for one year. The Interview Committee will consist of a minimum of three (3) members, including Supervisory Officers, Learning Supervisors and/or one Principal or Vice Principal.
- 2.4 Membership on the two committees may be identical. Upon request, feedback will be provided to candidates who are not selected for appointment.

3.0 APPOINTMENT

The term for a Learning Coordinator shall be for four (4) years, subject to funding. The position will be posted at the completion of the four (4) year term if the position is still needed and funded.

Leaves or secondments for up to one (1) year will not be counted as part of the term of four (4) years, subject to funding.

The term for a Teacher on Special Assignment shall be for one (1) year. Renewal of a position is not automatic and is to be determined in accordance with the needs of the system and subject to funding.



APPENDIX A – HUMAN RESOURCE SERVICES

Memo To: Principals
Associate Director, Learning Support Services
Office Managers, Learning Support Services
Secretarial Assistant, Learning Support Services

From: _____, Associate Director, Organizational Support Services

Subject: APPLICATIONS FOR LEARNING COORDINATOR POSITIONS
THAMES VALLEY DISTRICT SCHOOL BOARD

Copies: Supervisory Officers' Council
ETFO – Thames Valley Local
OSSTF – District 11

Date: _____

Please ensure that the following notice is brought to the immediate attention of appropriate staff.

LEADERSHIP OPPORTUNITIES – LEARNING COORDINATORS

1. The Thames Valley District School Board invites applications from qualified candidates for the following positions:

LEARNING COORDINATOR – [insert title of position]

These positions are posted as “District” positions under Learning Support Services. Specific details regarding position responsibilities, qualifications, location, etc. are attached.

2. The Independent Procedure “SELECTION PROCEDURES AND APPOINTMENTS OF – LEARNING COORDINATORS AND TEACHERS ON SPECIAL ASSIGNMENT” is on the Board’s website. The criteria required for these positions and other details concerning the application and selection process are described in that Independent Procedure.
3. A detailed role description is attached to this notice.

4. The term for a Learning Coordinator shall be for four (4) years, subject to funding. The position will be posted at the completion of the four (4) year term if the position is still needed and funded.

Leaves or secondments for up to one (1) year will not be counted as part of the term of four (4) years, subject to funding.

5. Duties in this position are expected to commence _____.

6. Learning Coordinators require facilitation skills and subject-specific skills and knowledge. Staff with the following backgrounds and skill sets are required in one or more of the following areas:

- 6.1. Special Education, or
- 6.2. Learning Technologies, or
- 6.3. Curriculum (*List subject specific areas for curriculum*), although this should not be considered an all-inclusive list.

7. Interested applicants in the areas of Special Education, Learning Technologies or eCurriculum who possess the required qualifications are invited to apply as follows:

- 7.1. Prepare a covering letter of application outlining your specific background, experiences, strengths and area(s) of interest which make you a viable candidate for the position of Learning Coordinator. Indicate, in your covering letter, the specific position (*Special Education, Learning Technologies, eCurriculum*) for which you are applying.

Include with your letter a detailed resume outlining your educational qualifications, previous school, system assignments and other relevant information.

- 7.2. Include a copy of your most recent Performance Appraisal.
- 7.3. Include a personal statement of what you believe about student learning (not to exceed 250 words).
- 7.4. Completed applications must be saved as a single pdf file and emailed to:

c/o _____ (tvxxxxx@tvdsb.ca)
_____, Superintendent of Student Achievement
Learning Support Services
Education Centre

No later than 4:00 p.m. on _____

Please note it is the responsibility of the applicant to ensure that the application is received by Learning Support Services on or before the deadline date.

- 8.0 The Thames Valley District School Board is committed to equity in employment. Our objective is to hire qualified staff who reflect the full diversity of our communities.

If you have a disability that requires an accommodation to assist you with any aspect of the hiring process please inform us of your needs.

- 9.0 Questions regarding the specific nature of the position should be directed to _____, Learning Supervisor at 519-452-2000, ext. _____. Only those selected for an interview will be contacted.

Associate Director
Operational Support Services



LEARNING SUPPORT SERVICES

ROLE: LEARNING COORDINATOR

1.0 POSITION SUMMARY

A Learning Coordinator shall be responsible to a Learning Supervisor and to the Superintendent of Student Achievement. As a member of the Learning Support Services learning team, the Learning Coordinator will assist Superintendents and Principals in the implementation of Ministry and system program initiatives.

2.0 AREAS OF RESPONSIBILITY

2.1 Resource for Schools:

- 2.1.1 Member of Learning Coordinator Team, Learning Support Services (where appropriate);
- 2.1.2 Provide to Principals and teachers clarification on system and Ministry directions;
- 2.1.3 Coordinate with Principals and school teams the implementation of Ministry and system program initiatives in schools;
- 2.1.4 Promote, encourage and facilitate teacher professional development that will assist schools in the implementation of quality instruction and learning;
- 2.1.5 Develop and share with Learning Supervisors, Learning Coordinators and other LSS staff a list of resources.

2.2 Resource For The System (Where applicable):

- 2.2.1 Communicate system philosophy and goals;
- 2.2.2 Take lead responsibilities for projects as assigned, facilitating professional learning opportunities;
- 2.2.3 Participate as a member of, and serve as a resource for, Action Teams, Task Forces and / or Working Committees as assigned;
- 2.2.4 Identify instructional resources on behalf of the system;
- 2.2.5 Assist in the identification of workshop presenters;
- 2.2.6 Liaise with subject associations, divisional groups and provincial organizations as assigned;
- 2.2.7 Perform and report other duties as assigned by the Learning Supervisor and the Superintendent of Student Achievement, Learning Support Services.

3.0 QUALIFICATIONS / EXPERIENCES

- 3.1 Ontario Teacher's Certification;
- 3.2 Specialist certification in a subject, or background service and experience, directly related to the assignment;
- 3.3 A minimum of five (5) years teaching experience;
- 3.4 Technology skills / aptitude;
- 3.5 Working knowledge of learning frameworks and in-depth understanding of the learning process;
- 3.6 High level of interpersonal, organizational and facilitation skills;
- 3.7 Capable of facilitating and implementing inter-disciplinary program initiatives;
- 3.8 Recent classroom experience.

4.0 REPORTS TO

Learning Supervisor and Superintendent of Student Achievement, Learning Support Services

5.0 TERM

The term for a Learning Coordinator shall be four (4) years, subject to funding. The position will be posted at the completion of the four (4) year term if the position is still needed and funded.

Leaves or secondments for up to one (1) year will not be counted as part of the term of four (4) years, subject to funding.

6.0 LOCATION

TVDSB Education Centre or site as assigned – Learning Support Services

7.0 SALARY

As per teacher affiliate collective agreement



APPENDIX A – HUMAN RESOURCE SERVICES

Memo To: Principals
Associate Director, Learning Support Services
Office Managers, Learning Support Services
Secretarial Assistant, Learning Support Services

From: _____, Associate Director, Organizational Support

Subject: APPLICATION FOR “TEACHER ON SPECIAL ASSIGNMENT” POSITIONS
THAMES VALLEY DISTRICT SCHOOL BOARD

Copies: Supervisory Officers’ Council
ETFO – Thames Valley Local
OSSTF – District 11

Date: _____

Please ensure that the following notice is brought to the immediate attention of appropriate staff.

LEADERSHIP OPPORTUNITIES - TEACHER ON SPECIAL ASSIGNMENT

1. The Thames Valley District School Board invites applications from qualified candidates for the following position:

TEACHER ON SPECIAL ASSIGNMENT (TOSA)

This position is posted as a “District” position under Learning Support Services. Specific details regarding position responsibilities, qualifications, location, etc. are attached.

2. The Independent Procedure “SELECTION PROCEDURES AND APPOINTMENTS OF – LEARNING COORDINATORS AND TEACHERS ON SPECIAL ASSIGNMENT” is on the Board’s website. The criteria required for these positions and other details concerning the application and selection process are described in that Independent Procedure.
3. A detailed role description is attached to this notice.
4. Duties are expected to commence _____.

5. Interested applicants who possess the required qualifications are invited to apply as follows:

- 5.1 Prepare a covering letter of application outlining your specific background, experiences, strengths and area(s) of interest which make you a viable candidate for the position of "Teacher on Special Assignment". Include with your letter a detailed resume outlining your educational qualifications, previous school and / or system assignments and other relevant information.
- 5.2 Include a copy of your most recent Performance Appraisal.
- 5.3 Include a personal statement of what you believe about student relation to the position for which you are applying (not to exceed 250 words).
- 5.4 Completed applications must be scanned as a single pdf file and emailed to:

c/o _____ (tvxxxxxx@tvdsb.ca)

_____, Superintendent of Student Achievement
Learning Support Services
Education Centre

No later than 4:00 p.m. on _____

Please note it is the responsibility of the applicant to ensure that the application is received by Learning Support Services on or before the deadline date and time.

6. The Thames Valley District School Board is committed to equity in employment. Our objective is to hire qualified staff who reflect the full diversity of our communities.

If you have a disability that requires an accommodation to assist you with any aspect of the hiring process please contact the Learning Supervisor listed below.

This is a system position and will entail working with schools across the Thames Valley District School Board.

7. Questions regarding the specific nature of the position should be directed to _____, Learning Supervisor at 519-452-2000, ext. _____.

Associate Director
Operational Support Services



LEARNING SUPPORT SERVICES

ROLE: TEACHER ON SPECIAL ASSIGNMENT (TOSA)

1.0 POSITION SUMMARY

A Teacher on Special Assignment shall be responsible to the Learning Supervisor and Superintendent of Student Achievement, Learning Support Services. As a member of the Learning Support Services learning team, the TOSA will assist in the implementation of Ministry and system program initiatives. The areas of focus for these teachers will be to support schools in specific learning programs, to form links with community partners, to coordinate staff development for teachers and to provide information sessions for parents and others as required.

2.0 AREAS OF RESPONSIBILITY

- 2.1 Provide to principals and teachers clarification on system program directions;
- 2.2 Help coordinate the implementation of system program initiatives in schools;
- 2.3 Identify instructional resources to support system program initiatives;
- 2.4 Promote, encourage and facilitate teacher professional development and parent information sessions;
- 2.5 Liaise with members of the community to support learning initiatives;
- 2.6 Perform other duties as assigned by the Learning Supervisor and Superintendent of Student Achievement, Learning Support Services.

3.0 QUALIFICATIONS / EXPERIENCES

- 3.1 Problem solving, creativity and teamwork skills;
- 3.2 Facilitating professional learning for educators;
- 3.3 Clear understanding of curriculum development and implementation;
- 3.4 Three (3) to five (5) years of teacher experience in the *(state division and program area)*;
- 3.5 Recent classroom experience.

4.0 REPORTS TO

Learning Supervisor and Superintendent of Student Achievement.

5.0 TERM

One (1) year term, subject to funding, with the possibility of annual renewal up to a total of four (4) years.

6.0 LOCATION

TVDSB Education Centre or site as assigned - Learning Support Services

7.0 SALARY

As per teacher affiliate collective agreement.

REPORT OF THE CHAIR'S COMMITTEE

2018 October 30
12:12 p.m. – 2:03 p.m.

MEMBERS

J. Bennett A. Morell
M. Reid (Chair)

Regrets: C. Goodall, R. Tisdale

ADMINISTRATION AND OTHERS

L. Elliott B. Williams
S. Kilbourn (-1:20)

1. APPROVAL OF AGENDA

The agenda was approved by motion.

2. CONFLICTS OF INTEREST – none declared**3. REVIEW OF UPCOMING MEETING AGENDAS**

The committee reviewed and discussed the agendas for the 2018 November 6 Program and School Services Advisory Committee meeting and the 2018 November 13 Planning and Priorities Advisory Committee meeting. The Planning and Priorities meeting was rescheduled to start at 6:30 p.m.

There was a request for a presentation on School Messenger at a future meeting. This will be added to the Future Agenda Items for Program and School Services Advisory.

a. Committee of the Whole, In-Camera Meeting

A Committee of the Whole, In-Camera meeting was called for 6:00 p.m. 2018 November 13 to proceed the Planning and Priorities Advisory Committee Meeting. A Special Meeting of the Board will follow to receive the report.

4. CORRESPONDENCE - none**5. PUBLIC INPUT REQUESTS**

Two applications for public input were reviewed and discussed. Both individuals will be referred to Administrative staff as a first step.

6. OPSBA'S PUBLIC EDUCATION SYMPOSIUM (PES) UPDATE

As a follow up to the previous meeting, ten rooms have been booked for PES in anticipation of Trustee attendance at the conference. The early bird date for registration is to be confirmed to ensure Trustees are able to take advantage of the discounted registration fee.

7. CALENDAR SCHEDULING

Discussion considered the outlook calendar scheduling and the functionality of the calendars. The importance of ensuring accuracy of information and functionality was highlighted.

8. TRUSTEE HONORARIA

L. Elliott shared for information, the Ministry's correspondence regarding in-year amendments to the Honoraria for Board Members. It was noted the TVDSB procedure aligns with the amendments.

9. TRUSTEE NEW TECHNOLOGY DEPLOYMENT

L. Elliott shared correspondence from Manager C. Glaser regarding the deployment of technology to Trustees for their 2018-2022 term.

Through discussion it was agreed to ask C. Glaser to meet with Trustees in advance of the November 6 Advisory meeting at 5:30 p.m. to engage trustees in a conversation about what has worked or not worked as it pertains to technology. Further, C. Glaser will be asked to complete a needs assessment in advance of that meeting.

10. TRUSTEE TRANSITION/NEW TRUSTEE ORIENTATION (STANDING ITEM)

Through discussion the following dates were established for Trustee orientation sessions: November 20, 6 pm to 9 pm and December 4, 6 pm to 9 pm. A. Morell offered to draft the agendas and provide those to L. Elliott. Dinner will be provided at both sessions.

It was agreed that Trustees would convene after the election on December 3 to select committee memberships.

It was noted some Trustees have raised concerns regarding the scheduling of Board committee meetings noting daytime meetings pose a challenge for some.

11. IN-CAMERA

On motion the committee moved in-camera at 1:20 p.m., reconvening in public session at 1:54 p.m.

12. UPCOMING EVENTS AND INITIATIVES

- Indigenous Student Trustee Election, 2019 April 17
- Student Trustee Elections, 2019 April 18
- Variety Is, 2019 April 25
- TVCHSA AGM and Dinner, 2019 May 13
- Award of Distinction, 2019 May 16
- Lawson Awards, 2019 June 12
- Annual Retirement Reception, 2019 September 11

13. OTHER BUSINESS

a. Membership

The following motion was moved and carried:

That Trustee C. Goodall be reappointed to the Chair's Committee.

b. Outgoing Trustees

Discussion considered the agenda and plans for honouring outgoing Trustees at the final meeting of the current Board on November 27.

14. DATE AND TIME OF NEXT MEETING

The next meetings scheduled are: November 20 and 27 at 12:00 p.m. A Chair's meeting was called for December 4.

15. ADJOURNMENT

The meeting adjourned at 2:03 p.m. by motion.

RECOMMENDATIONS:

That Trustee C. Goodall be reappointed to the Chair's Committee.

MATT REID
Chair

THAMES VALLEY DISTRICT SCHOOL BOARD

PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE

**November 6, 2018, 6:00 p.m.
Board Room, Education Centre**

Members: Trustees J. Bennett, R. Campbell, P. Jaffe, B. McKinnon, S. Polhill, M. Reid, R. G. Hart, A. Morell, J. Todd, J. Skinner

Regrets: P. Schuyler, R. Tisdale, C. Goodall; Student Trustee N. Bajaj, S. Chun, I. Frick

Administration: L. Elliott (Director), R. Culhane (Associate Director), D. Macpherson (Superintendent), S. Builder (Superintendent), Marion Moynihan (Superintendent), Melanie Stanley (Learning Supervisor)(-6:57), Angie Roth (Learning Coordinator) (-6:57), Mary Roes (Learning Supervisor)(-7:51), Christine Stager (Manager, Research & Assessment) (-7:51), Lori Kirkpatrick(Research Associate, Research and Assessment) (-7:51), S. Smith (Corporate Services)

1. **Approval of the Agenda**

The agenda was approved on motion.

2. **Conflicts of Interest**

None declared.

3. **Minutes of the Previous Meeting**

The minutes of the 2018 October 2 meeting were provided for information.

a. **Business Arising from the Previous Meeting**

None.

4. **Elementary Guidance Lead Initiative**

D. Macpherson, M. Stanley and A. Roth presented information on the development of the Elementary Guidance Leads Initiative, noting feedback has been obtained from staff and parents over the last few weeks.

A package was presented to the committee containing key points from Ministry research, Global Competencies, a sample of the Student Learning Individual Profile (SLIP), a description of the Elementary Guidance Lead position and a potential newsletter drafted for elementary schools to be sent out 2018 December.

An interactive demonstration of Plickers was performed with the Trustees to demonstrate how it would be applied in the classroom.

The committee was asked to reflect on their own "Hopes for Secondary School" and what they were "awesome at" as they transitioned into secondary school by filling out these two boxes on the Student Learning Individual Profile to put themselves in the student's shoes. These boxes on

the Student Learning Individual Profile will be used to help engage students in extracurricular activities.

Questions of clarification were addressed by M. Stanley and D. Macpherson.

It was noted the initiative currently aligns with the TVDSB 2018-2019 Operational Plan.

5. Chromebook Outcomes/Learning

S. Builder, M. Roes. C. Stager and L. Kirkpartick reported on the Chromebook Pilot Project.

An update was provided on the status of the pilot project, noting the pilot is in year two of the initiative. The seven participating schools currently have Chromebooks for students in grades nine and ten.

The focus group and survey results of students and teachers was shared.

Questions of clarification were address by S. Builder and L. Kirkpatrick and M. Moynihan. It was noted repair/replacement costs have been lower than anticipated.

Trustees raised concerns regarding the overuse of technology and the importance of putting limitations on use; and the equitable access to the internet across the system.

6. Cursive Writing Curriculum Expectations

S. Builder provided a verbal report outlining the references to cursive writing in the Ontario Language Curriculum, noting it is no longer part of the grade 1-8 curriculum.

Some trustees noted concerns regarding the declining skills of students to read and/or use cursive writing.

7. Other Business

None.

8. Questions and Comments by Members

Concerns were raised regarding the use of apps for school to home communication.

9. Community Advisory Updates (Standing Item)

B. McKinnon reported on the Safe and Active Healthy Schools Committee, it was noted that there are still issues with people parking in the No Stopping and No Parking Zones. The next meeting will be held 2018 December 5.

10. Future Agenda Items

No discussion.

11. Date and Time of Next Meeting

The next meeting is scheduled for 2019 January 8.

The meeting was adjourned on motion at 8:16 p.m.

Committee Chair

REPORT OF THE THAMES VALLEY PARENT INVOLVEMENT COMMITTEE

2018 November 8
6:40 p.m. to 9:20 p.m.

MEMBERS

A. Willsher, Co-Chair
R. Tisdale, Trustee
D. Macpherson, Superintendent
M. Bayes, Parent Member
A. Enriquez-Johnson, Community Member
K. Frisa, Parent Member (-9:00)
L. Gonzalez, Parent/Community Member
J. Jacob, Community Member
C. Rahman, Parent Member
S. Vries, Parent Member

ADMINISTRATION & OTHERS

S. Tucker, Operator, Graphic Services
S. Smith, Assistant, Corporate Services
D. Parsons, In-coming Parent Member (-8:55)
J. Grant, In-coming Parent Member
S. Blais, Principal (- 6:50)

Regrets:

L. Honsinger, M. Flumerfelt, C. Cordes

1. CALL TO ORDER

Co-Chair A. Willsher called the meeting to order at 6:40 p.m. in the Library at Cedar Hollow P.S in London. The Chair introduced Principal S. Blais who gave a brief introduction and shared highlights of the school. It was noted Cedar Hollow's School Council is hosting a parent engagement session 2018 November 28; it is open to any parent of TVDSB.

2. CONFIRMATION OF AGENDA

The agenda was approved by motion and carried.

3. CONFLICTS OF INTEREST

None declared.

4. MINUTES OF THE MEETING FROM 2018 September 13

The minutes of the 2018 September 13 meeting were provided for information.

5. BUSINESS ARISING FROM THE MINUTES OF 2018 SEPTEMBER 13

None.

6. REPORTS AND PRESENTATIONS

a. Operational Plan 2018- 2019 (Draft)

R. Tisdale presented for information the draft Operational Plan for 2018-2019 noting it is a working document. R. Tisdale highlighted the objectives most relevant to the Committee.

A group discussion was held with a focus on the objectives related to Enhanced Communication and Engagement. Feedback was captured by R. Tisdale. Committee members were asked to send any additional feedback to R. Tisdale and D. Macpherson.

b. TVDSB Parent Engagement Trustee Initiative

R. Tisdale presented information on the TVDSB Parent Engagement Trustee Initiative; a multi-phase project in response to the parent engagement report from last year. Plans for the initiative were described highlighting the involvement of Dr. Debbie Pushor from the University of Saskatchewan.

Questions of clarification were answered by R. Tisdale and D. Macpherson.

7. MEMBER UPDATES FROM TVDSB REPRESENTATIVES (Standing Item)

a. Director of Education/Delegate

On behalf of Director L. Elliott, D. Macpherson distributed the Administrative Overview chart for 2018-2019 outlining the responsibilities of Senior Administration.

D. Macpherson reported the Province is seeking public input regarding student performance, preparing students with needed job skills, provincial standardized testing, ensuring students graduate with important life skills, managing the use of technology, building a new age-appropriate health and physical education curriculum and developing the first-ever Parents Bill of Rights. The parent feedback page may be accessed at <https://www.ontario.ca/page/for-the-parents>.

A list of School Councils was distributed noting there are 13 schools without a School Council. Discussion considered how to support the development of a School Council in these schools. Resources available were identified.

b. Trustee

R. Tisdale extended her sincere appreciation to the Committee for all their hard work and dedication over the last number of years. The importance of continuing to encourage parent involvement was emphasized.

8. TVDSB ADMINISTRATION, TVCHSA, and COMMUNITY REPORTS (STANDING ITEM)

a. Thames Valley Administrators' Committee – Elementary

A written report submitted by C. Cordes was provided in the agenda package. Information was provided on math professional development sessions, progress reports, and Principal Learning Networks.

b. Thames Valley Secondary School Administrators' Council - No report.

c. Thames Valley Council of Home and School Associations (TVCHSA)

- i. L. Gonzalez reported on the TVCHSA Executive and General meetings held in September and October summarizing the topics discussed. It was noted the 2018 November meeting will focus on advocacy at the school board and sharing effective practices in building relationships
- ii. L. Gonzalez referred to the proposal provided in the agenda package that was developed by *With Equal Step* to deliver training to TVPIC on the importance of family engagement, roles and responsibilities of Parent Involvement Committees, and legislation pertaining to parent engagement.

Discussion considered the proposal. It was determined to revisit the proposal after the training with Dr. Debbie Pushor has been completed. In the interim D. Macpherson offered to bring the proposal forward to the Purchasing Department for their review for future consideration.

R. Tisdale offered to attend a future meeting of TVPIC to provide some training as it pertains to TVPIC Bylaws and legislation pertaining to parent engagement.

The following motion was moved and carried:

THAT R. Tisdale be invited to attend the 2019 January 10 meeting of TVPIC to provide training on the TVPIC Bylaws and legislation pertaining to parent engagement.

9. REPORTS FROM MEMBERS ON TVPIC SUBCOMMITTEES (STANDING ITEM)

a. Event Planning - No report.

b. Membership

On motion the Committee moved in camera at 8:53 p.m., reconvening in public session at 8:55 p.m. It was noted the recommendations of the Membership Committee for TVPIC membership were reviewed and approved. The recommendation moves forward to the TVDSB Board of Trustees for final approval.

Discussion considered membership classifications on TVPIC. It was suggested Principals continue as a resource to the Committee, but that they not be appointed as members. It was noted this would facilitate meeting the definition of quorum established in the TVPIC Bylaws.

c. Communications

Needed updates to the website were noted; S. Tucker will follow up. S. Tucker advised the Communication Subcommittee is working on materials -- these will be presented to TVPIC for review.

d. Parent Enhancement Fund

D. Parsons reported on the activities of the Parent Enhancement Fund Committee reviewing the communication plan and deadline for submitting applications.

e. Finance

i. D. Parsons reported the Finance Committee met 2018 September 3 referring to the written reports provided to committee members in their agenda package. Schools have received their \$500 Parent Involvement Funds (PIF) for 2018-2019. D. Parsons further reported the Finance Committee discussed improvements to processes to improve the spending of PIF.

Questions were addressed by D. Parsons and R. Tisdale.

f. Resources for School Councils

No report.

10. REPORTS FROM MEMBERS REPRESENTING TVPIC ON OTHER COMMITTEES

a. Active & Safe Routes to School – A. Willsher reported they are accepting members noting the work they are doing in the community.

b. Think About It – A. Willsher reported on the new campaign called *Rethink Your Drinking*. Information will be sent to TVPIC members and School Councils.

c. Community Member Reports - J. Jacob reported on the 2018 October 18 Communication Advisory Committee referring to the written report provided to the committee members in their agenda package. The work accomplished by the Communications department was highlighted.

Questions regarding rebranding were addressed by R. Tisdale and S. Tucker noting the review is a longer term initiative.

11. TVDSB SUPPORT UPDATES (STANDING ITEM)

a. Communications - Reported under item #9.c.

12. CORRESPONDENCE (Standing Item)

In response to a request for more brochures for School Councils, the work to update the brochure was referred to the Communications Subcommittee.

13. OTHER BUSINESS

A. Willsher reported that a member needs to be selected to speak on behalf of TVPIC at the Inaugural meeting on 2018 December 11. S. Vries and D. Parsons were appointed.

M. Bayes shared concerns regarding the TVDSB distribution lists, and getting too many emails not intended for them. A. Willsher said he would send a reminder.

A. Willsher noted an Adhoc Bylaw Review Committee will need to be struck. An email asking for volunteers will be sent out. The plan is to have the work of the committee completed for the April 2019 meeting.

R. Tisdale responded to questions regarding the transition of members and the formation of subcommittees.

C. Rahman reported there will be a pause placed on the dispersing of Reaching Out Grants. Through discussion it was determined the Board of Trustees be asked to write a joint letter to the Ministry expressing the concerns of TVPIC.

The following motion was moved and carried:

THAT the TVDSB Board of Trustees compose a joint letter with the Thames Valley Parent Involvement Committee to the Ministry of Education regarding the pause on the Reaching Out Grants.

The committee thanked A. Willsher for his service as Chair for TVPIC.

14. FUTURE MEETING DATES, SPEAKERS AND LOCATION

2019 January 10 - Katherine Harley Room
2019 February 7 - Katherine Harley Room
2019 April 11 - Katherine Harley Room
2019 May 9 - Katherine Harley Room

All meetings will take place at 6:30 p.m. in the Katherine Harley Room at the TVDSB Education Centre in London.

15. FUTURE AGENDA ITEMS

- Copyright
- Support Document for Parents (Future)
- Webinar (Future)
- TVPIC Volunteer Recognition (Future)
- Presentation on TVPIC by-laws and policies by R. Tisdale (January)

16. ADJOURNMENT

The meeting adjourned at 9:20 p.m. by motion.

RECOMMENDATIONS:

THAT the TVDSB Board of Trustees compose a joint letter with the Thames Valley Parent Involvement Committee to the Ministry of Education regarding the pause on the Reaching Out Grant.

A. WILLSSHER
Co-Chair

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

2018 November 12
6:30 p.m. to 9:10 p.m.

MEMBERS

M. Barbeau, Voice for Hearing Impaired Children
J. Bennett, Trustee
P. Cook, Learning Disabilities Association of Ontario
M. Cvetkovich, Children's Aid Society of London and Middlesex
C. Dendias, Chippewas of the Thames
T. Grant, Fetal Alcohol Spectrum Disorder Network-ELMO (Chair)
C. Goodall, Trustee
J. Gritzan, Thames Valley Children's Centre
S. Young, Autism Ontario London
R. Tisdale, Trustee(+6:40)
B. Harvey, Epilepsy Support Centre
A. Morse, Easter Seals
C. Thammavonga, Association for Bright Children
L. Turner-Otte, Ontario Parents Advocating for Children with Cancer
B. Furac, Community Living London
J. Nuyens, Thames Valley Council of Home & School Associations(+6:55)

ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education
A. Leatham, Learning Supervisor
R. Ferrara, Learning Supervisor
M. Chevalier, Elementary Principal
D. Clark, Secondary Principal
S. Smith, Corporate Services
P. Venesoen, Research and Assessment, Assistant
B. Mai, Association for Bright Children
D. Reed, Learning Disabilities Association of Ontario
N. Davidson, Voice for Hearing Impaired Children
I. Frick, Student Trustee(-7:16)
S. Polhill, Trustee
B. Yeoman, Trustee Elect
M. Ferdinand, Manager of Social Work (+6:35)(-7:44)
V. Fernandez, Manager of Speech and Language(+6:35)(-8:01)

Regrets: S. Dobaczewski, J. Schaeffer

1. CALL TO ORDER

Chair Grant called the meeting to order at 6:30 p.m. in the Dundas Room at the Education Centre.

2. CONFIRMATION OF AGENDA

The agenda with the addition of item #15 was approved on motion and carried. Agenda items #13, 11 and 14 were addressed first.

3. CONFLICTS OF INTEREST

None.

4. MINUTES OF THE MEETINGS FROM 2018 October 9

The minutes of the 2018 October 9 meeting were provided for information.

5. BUSINESS ARISING FROM THE MINUTES OF 2018 October 9

a. Meeting and SEAC Exit Survey Draft item 8.0

Chair Grant provided for information the revised SEAC Exit Survey and the revised SEAC Meeting Form. Copies were provided to the committee members prior to the meeting. There were no recommended changes to either document.

All members were invited to complete the Exit Survey and Meeting Form. The expectation was set that members fill out their meeting form based on the most recent meeting they attended.

A. Canham will send an electronic version of the survey to those members that did not complete the survey at the meeting within one week.

The following motion was moved and carried:

THAT the amended SEAC exit survey and amended SEAC meeting survey be used as tools to evaluate the committee.

6. SPECIAL EDUCATION ADVISORY COMMITTEE PRIORITIES (STANDING ITEM)

a. 2018 October 9 Activity Recap –“What should SEAC be working on this school year?”

Collated responses from the breakout activity at the committee meeting of 2018 October 9 meeting was deferred to the committee meeting of 2019 January 8.

7. SPECIAL NEEDS STRATEGY UPDATE (STANDING ITEM)

J. Gritzan noted the transfer of responsibility for school-based rehabilitation service contracts under the School Health Support Services program from the South West Local Health Integration Network (SW LHIN) to Thames Valley Children Centre (TVCC) will occur on 2019 January 1. This is for school-based Occupational Therapy, Physical Therapy, and Speech and Language Therapy services in publicly funded schools.

8. SPECIAL EDUCATION PLAN (STANDING ITEM)

a. Special Education Plan Standard Two

A. Canham noted that SEAC will be aligning the Special Education Plan with the 2018-2019 Operational Plan. It was noted that the 2018-2019 Operational Plan needs to be presented to the committee for discussion, with the opportunity to offer input (with how it relates to SEAC). The 2018-2019 Operational Plan will be presented at the 2019 January 8 meeting.

b. Special Education Plan Standard Five

When placing a student TVDSB currently has three options for placement which are allowed to be stated in the IPRC Statement of Decision: regular classroom with indirect support, regular classroom with withdrawal assistance (this applies to the Secondary Autism Spectrum Disorder (ASD), Transitions and Hearing Impaired Resource programs) and special education self-contained class full-time. There needs to be clarification where TVDSB fits as other school boards have varying numbers of options and the Education Act states there are five placement options. This will be addressed in 2019 through sub-committees. An overview will be provided to SEAC for discussion, before a decision is finalized.

It was noted that often families move between school boards and inconsistencies between school boards can be disruptive for the students, this is a factor that needs to be considered.

9. MODIFIED DAY GUIDELINES (STANDING ITEM)

A. Canham provided an updated on the number of students on modified days, noting the number of students in elementary has increased to a total of 36 students. The number of students on modified days for medical reasons was identified.

It was noted kindergarten students on modified days do not count towards the total number, if the request for modified days is initiated by the parent. Discussion considered the reasons for requests.

Questions of clarification were answered by A. Canham.

10. CORRESPONDENCE (STANDING ITEM)

a. Letter Upper Grand District School Board 2018 October 10

Chair Grant presented for information a letter from the Upper Grand District School Board in support of Bill 44, Education Amendment Act (Fetal Alcohol Spectrum Disorder). A copy was provided to the committee members prior to the meeting.

Discussion occurred around prenatal alcohol exposure, questions of clarification were answered by Chair Grant.

Chair Grant read a thankyou note from S. Builder, former Superintendent for Special Education to the committee.

11. OTHER BUSINESS

a. Mental Health and Behaviour Program Review

A. Leatham presented an update on the Mental Health and Behaviour Program. It was noted a *jurisdictional scan summary* was completed and results showed the program was consistently delivered across multiple boards including: a tiered approach, placement options and placement criteria. A. Leatham outlined the mental health and program review process map and provided a handout.

P. Venesoen presented information on the TVDSB Special Education Behaviour Support and Services Feedback Staff Survey 2018. The staff surveyed included Teachers and Early Childhood Educator's(ECE), Educational Assistant's(EA) and professional staff. Over 600 responses were received. P. Venesoen reviewed the categories of questions, the strengths and areas for improvements in each category were highlighted.

It was noted in response to a question that an EA floats to support multiple students or classrooms and can support grades K-12; an ECE is assigned to a specific classroom or student and supports only kindergarten.

A. Leatham reviewed results from the IEP Audit observations. The improvements that have been made to the program thus far were highlighted.

Questions of clarification were answered by A. Leatham, P. Venesoen and A. Canham.

Discussion occurred around parent engagement. Efforts to improve parent engagement were described including geographical, childcare and transportation barriers.

It was noted that two more self-contained classes have been added. Additional questions are welcomed by email to A. Leatham.

12. FORUM: ASSOCIATION UPDATES

Round table updates were completed; committee members highlighted some of the events and activities planned by various organizations in November and December. As a follow up to the meeting event flyers will be emailed out to the committee members as they are received by Corporate Services

13. CASE MANAGEMENT SYSTEMS UPDATE

A. Canham presented an update on the Case Management System (CMS). The number of elementary and secondary students with direct service contact, the referral process, the number of referrals, the 14 disciplines and the benefits were highlighted.

Questions of clarification were answered by A. Canham, M. Ferdinand, A. Leatham and V. Fernandez.

14. SPEECH-LANGUAGE PATHOLOGY SERVICES, SUMMER CAMP 2018

V. Fernandez provided an update on the Speech-Language Pathology (S-LP) summer camp, which hosted 97 students this summer. The camp hosted sites in Elgin County, Oxford County, Middlesex County, and two sites in London. The camp ran a morning session to improve articulation. The students that attended had been previously identified and referred to the camp; enrollment was up from 32 students last year to 46 this year.

The afternoon session was focused on phonological awareness. These students were also identified and referred by a speech pathologist. Student enrollment increased from 39 students last year to 51 students this summer.

V. Fernandez outlined a typical day of camp including books, crafts, games one-on-one time and camp ended with parent day. Parent Day saw an increase in attendance this year at 73% up from last year's attendance of 62%. Surveys were completed afterwards and the results were positive.

Questions of clarification were answered by V. Fernandez. It was noted the camp is always accepting volunteers

15. RECOGNITION

C. Goodall offered his appreciation to the committee for the daily contributions and support they continue to offer to the TVDSB students.

Chair Grant recognized the Trustees as the champions of the committee making sure the needs of the Special Education students are heard at the board level.

R. Tisdale extended her appreciation to the committee for their passion noting how much she has learned from committee members.

S. Polhill thanked J. Bennett and R. Tisdale for their work noting the impact they have had on implementing changes that have been reflected in schools over the years.

Chair Grant thanked all the members of SEAC for volunteering their time, for their contributions of knowledge, and dedication to the committee.

A. Canham expressed his gratitude to the committee for their engagement, effort and countless hours they have invested to make SEAC such an effective committee.

J. Bennett thanked Chair Grant for her dedication and drive to make sure things are always moving forward, and positive change is happening.

16. MEETING DATES

Unless noted otherwise, meetings will be held in the London Room.

Tuesday, January 8, 2019 12:15 p.m.

Tuesday, February 12, 2019 12:15 p.m. (Dundas)

Monday, March 4, 2019 6:30 p.m.

Tuesday, April 2, 2019 12:15 p.m. (Dundas)

Monday, May 6, 2019 6:30 p.m.

Monday, May 27, 2019 6:30 p.m.

Tuesday, June 11, 2019 12:15 p.m.

17. FUTURE AGENDA ITEMS

- Exceptionality Data & Trends (December & May)
- Informal Suspension (ongoing)
- Creating a Survey for Gifted Program (D. Ensing)
- Update on Phonological Awareness Screening Changes (V.Fernandes)
- Gifted Programming in Secondary (September)
- Self-Contained Class Process/Locations/Numbers (October)
- Primary Accelerate Class Video (September)
- Behaviour Analysts Update (November)
- November – LD Team (Update on Empower, Lexia)
- SAL – Supervised Alternative Learning/ Alt.Ed Process (SEAC Priority)

18. ADJOURNMENT

The meeting adjourned at 9:10 p.m. by motion.

TRACY GRANT
CHAIRPERSON

RECOMMENDATION:

REPORT OF THE AUDIT COMMITTEE

2018 November 13
3:33 p.m. – 5:08 p.m.

MEMBERS PRESENT

A. Morell (Chair) M. Laprise (-5:00)
M. Reid M. King
R. Tisdale

ADMINISTRATION AND OTHERS

C. Beal(-5:04) L. Elliott(-5:04)
J. Pratt(-5:04) B. Williams
J. Knight(-5:04) E. Otsuka
S. Macey(-5:04) P. Hearse(-5:04)
C. Dowding S. Hunt (-5:02; Trustee elect)

1. CALL TO ORDER

On motion the meeting was called to order by Committee Chair A. Morell at 3:33 p.m.

2. APPROVAL OF AGENDA

The agenda was approved by motion noting agenda items 6.a and 6.b would be presented and discussed in reverse order.

3. CONFLICTS OF INTEREST - none declared**4. MINUTES OF THE PREVIOUS MEETING**

The minutes of the 2018 October 9 meeting of the Audit Committee were provided for information.

5. REPORT OF THE AUDIT COMMITTEE ON THE 2018 AUDIT - DELOITTE

C. Dowding of Deloitte presented the *Report to the Audit Committee on the 2018 Audit*. The audit was conducted in accordance with Canadian generally accepted auditing standards. C. Dowding summarized the audit completed. Appreciation was extended to school Auditor E. Grosvenor, as Deloitte relies on the work she performs when they do their audit. There were no significant risks or qualifications on the audit report.

6. 2017-2018 AUDITED FINANCIAL STATEMENTS**a. 2017-2018 AUDITED FINANCIAL STATEMENTS RECOMMENDATIONS TO THE BOARD**

C. Beal presented for approval the draft consolidated Audited Financial Statements for the period ending 2018 August 31 (see Audit-1). Line items on the Consolidate Statement of Financial Position were explained. Discussion considered the Accumulated Surplus amounts. C. Beal explained the Ministry GSN holdback of \$27M in September noting the impact on interest income and cash flow.

The revenues listed on the Consolidated Statement of Operations were reviewed and explained. The reasons for the surplus in 2017-2018 were outlined. It was agreed to have C. Beal provide information about the surplus when the report is presented at the Board meeting. Questions of clarification were address by S. Macey and C. Beal.

C. Beal expressed her appreciation to Deloitte and to the Finance staff.

The following recommendation was moved and carried:

That the 2017-2018 Audited Financial Statements be approved.

b. 2017-2018 SUPPLEMENTAL REPORTS TO THE FINANCIAL STATEMENTS

S. Macey presented for approval the internal appropriations of accumulated surplus for the board and for the Thames Valley Education Foundation.

The 2017-2018 accumulated surplus appropriations, the capital surplus, and the deferred revenues were outlined. Questions of clarification were addressed by Administration.

Through discussion it was determined an additional amount of \$15M be appropriated from unappropriated accumulated surplus to address the technological infrastructure needs (video surveillance and communication system) previously presented to the board. The appropriation will allow Trustees to approve specific costs for the initiatives in the future.

C. Dowding noted schedule 5 of the Financial Statements would need to be amended.

The following recommendation was moved and carried:

THAT the 2017-2018 internal appropriations of accumulated surplus of \$23,680,833 and \$950,994 for Thames Valley Education Foundation as outlined in Chart 1 (See Audit-2), be approved.

7. EVALUATION OF THE EXTERNAL AUDITORS' PERFORMANCE

C. Beal asked committee members to complete and submit to her the *Audit Committee – Evaluation of External Auditors Performance* form.

8. IN-CAMERA

On motion, the Committee moved in camera at 5:02 p.m., reconvening in public session at 5:08 p.m.

9. ADDITIONAL ITEMS - none

10. DATE AND TIME OF NEXT MEETING

The next meeting was scheduled for 2018 January 8, 3:30 p.m..

11. ADJOURNMENT

A motion to adjourn was approved at 5:08 p.m.

RECOMMENDATIONS:

That the 2017-2018 Audited Financial Statements be approved.

THAT the 2017-2018 internal appropriations of accumulated surplus of \$23,680,833 and \$950,994 for Thames Valley Education Foundation as outlined in Chart 1 (See Audit-2), be approved.

ARLENE MORELL
Chairperson

Report and consolidated financial statements of

**Thames Valley District
School Board**

August 31, 2018

D R A F T

Thames Valley District School Board

August 31, 2018

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Management Report

Management's Responsibility for the Consolidated Financial Statements

The accompanying consolidated financial statements of the Thames Valley District School Board ("Board") are the responsibility of the Board's management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in Note 1 to the consolidated financial statements.

The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee of the Board meets with management and the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by Deloitte LLP, independent external auditors appointed by the Board. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.

Laura Elliott
Director of Education

November 27, 2018

Jeff Pratt
Associate Director & Treasurer

Independent Auditor's Report

To the Board of Trustees of
Thames Valley District School Board

We have audited the accompanying consolidated financial statements of the Thames Valley District School Board, which comprise the consolidated statement of financial position as at August 31, 2018 and the consolidated statements of operations, cash flows and change in net debt for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation of these consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements of the Thames Valley District School Board as at and for the year ended August 31, 2018 are prepared, in all material respects, in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 1 to the consolidated financial statements which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards.

Chartered Professional Accountants
Licensed Public Accountants
November 27, 2018

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Thames Valley District School Board

Consolidated statement of financial position

as at August 31, 2018

(In thousands of dollars)

	2018	2017
	\$	\$
Financial assets		
Cash and cash equivalents	85,208	45,071
Accounts receivable	33,356	34,872
Accounts receivable - Government of Ontario (Note 2)	190,000	218,489
Investments (Note 4)	7,049	6,636
Total financial assets	315,613	305,068
Liabilities		
Accounts payable and accrued liabilities	48,258	51,232
Deferred revenue (Note 8)	31,900	26,328
Retirement and other employee future benefits (Note 10)	17,589	18,583
Net long-term liabilities (Note 11)	160,098	167,165
Deferred capital contributions (Note 9)	647,249	613,506
Total liabilities	905,094	876,814
Net debt	(589,481)	(571,746)
Contractual obligations and contingent liabilities (Note 15)		
Non-financial assets		
Prepaid expenses	6,349	3,028
Inventories of supplies	103	85
Tangible capital assets (Note 6)	693,957	659,958
Assets held for sale (Note 5)	-	102
Total non-financial assets	700,409	663,173
Accumulated surplus (Note 7)	110,928	91,427

The accompanying notes to the consolidated financial statements are an integral part of this consolidated financial statement.

Thames Valley District School Board

Consolidated statement of operations

year ended August 31, 2018

(In thousands of dollars)

	2018 Approved budget (Unaudited) (Note 1)	2018	2017
	\$	\$	\$
Revenues			
Provincial grants - Grants for Student Needs	845,696	856,975	813,490
Provincial grants - other	7,148	16,743	10,195
Federal grants and fees	4,205	5,673	5,078
Other revenues - school boards	146	368	181
Other fees and revenues	5,741	9,625	10,294
Interest income	975	1,957	942
School generated funds (Note 21)	17,000	17,070	17,587
Amortization of deferred capital contributions	35,486	36,843	32,510
Total revenues	916,397	945,254	890,277
Expenses (Note 13)			
Instruction	713,148	712,124	677,521
Administration	24,084	24,546	22,899
Transportation	37,209	38,660	36,257
Pupil accommodation	122,533	120,135	113,975
Other	8,693	13,466	8,839
School funded activities (Note 21)	17,000	16,822	17,848
Total expenses	922,667	925,753	877,339
Annual surplus	(6,270)	19,501	12,938
Accumulated surplus, beginning of year	71,335	91,427	78,489
Accumulated surplus, end of year (Note 7)	65,065	110,928	91,427

The accompanying notes to the consolidated financial statements are an integral part of this consolidated financial statement.

Thames Valley District School Board

Consolidated statement of cash flows

year ended August 31, 2018

(In thousands of dollars)

	2018	2017
	\$	\$
Operating activities		
Annual surplus	19,501	12,938
Sources and (uses)		
Non-cash items		
Amortization of tangible capital assets	38,154	33,289
Loss on sale of tangible capital assets	5	500
Revenue recognized in period for deferred capital contributions	(36,843)	(32,510)
Decrease (increase) in accounts receivable	1,516	(7,225)
Decrease in assets held for sale	102	-
(Decrease) increase in accounts payable and accrued liabilities	(2,974)	15,036
Increase in deferred revenue - operating	809	1,311
Decrease in retirement and other employee future benefits	(994)	(332)
Increase in prepaid expenses	(3,321)	(1,292)
Increase in inventories of supplies	(18)	(13)
	15,937	21,702
Capital activities		
Proceeds on sale of tangible capital assets	-	903
Acquisition of tangible capital assets	(72,158)	(79,223)
	(72,158)	(78,320)
Investing activity		
Proceeds on sale of investments	909	455
Purchase of investments	(1,322)	(427)
	(413)	28
Financing activities		
Debt repayments	(7,099)	(6,768)
Increase (decrease) in capital leases	32	(497)
Decrease (increase) in accounts receivable - Government of Ontario - Approved capital	28,489	(19,224)
Additions to deferred capital contributions	70,586	74,552
Increase in deferred revenues - capital	4,763	8,445
	96,771	56,508
Change in cash	40,137	(82)
Cash, beginning of year	45,071	45,153
Cash, end of year	85,208	45,071

The accompanying notes to the consolidated financial statements are an integral part of this consolidated financial statement.

Thames Valley District School Board

Consolidated statement of changes in net debt year ended August 31, 2018

(In thousands of dollars)

	Budget	2018	2017
		\$	\$
Annual surplus	(6,270)	19,501	12,938
Tangible capital asset activity			
Amortization of tangible capital assets	36,786	38,154	33,289
Acquisition of tangible capital assets	(107,132)	(72,158)	(79,223)
Loss on sale of tangible capital assets	-	5	500
Proceeds on sale of tangible capital assets	-	-	903
	(70,346)	(33,999)	(44,531)
Other non-financial asset activity			
Increase in inventories of supplies	-	(18)	(13)
Decrease in assets held for sale	-	102	-
Increase in prepaid expenses	-	(3,321)	(1,292)
	-	(3,237)	(1,305)
Increase in net debt	(76,616)	(17,735)	(32,898)
Net debt, beginning of year	(571,746)	(571,746)	(538,848)
Net debt, end of year	(648,362)	(589,481)	(571,746)

The accompanying notes to the consolidated financial statements are an integral part of this consolidated financial statement.

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Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

1. Significant accounting policies

The consolidated financial statements are prepared by management in accordance with the basis of accounting described below:

Basis of accounting

The consolidated financial statements have been prepared in accordance with the financial reporting provision of the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and the accounting requirements of Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which require that

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

As a result, revenue recognized in the statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian public sector accounting standards.

Reporting entity

The consolidated financial statements reflect the assets, liabilities, revenues, expenses and fund balances of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Thames Valley District School Board ("the Board"), including the following:

Thames Valley Education Foundation ("Foundation")
School generated funds
Southwestern Ontario Student Transportation Services

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

1. Significant accounting policies (continued)

As detailed in Note 16, decisions related to the financial and operating activities of the Southwestern Ontario Student Transportation Services are shared. No partner is in a position to exercise unilateral control. School generated funds, which include the assets, liabilities, revenues, expenses and fund balances of various organizations that exist at the school level and which are controlled by the Board, have been reflected in the consolidated financial statements.

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated

Trust funds

The Board's trust funds for scholarships and awards (excluding scholarships and awards included in the Foundation) are not included in the consolidated financial statements as the Board does not control them according to PSAB Section 1300. These trust funds are administered and maintained by the Board according to the terms and conditions specified by the donor. Specifically, the Board's trust funds include both the Student Awards/Scholarships and Self-Funded Leaves. The total assets of each fund amount to \$2,021 (2017 - \$2,086) and \$2,527 (2017 - \$2,440) respectively.

Cash and cash equivalents

Cash and cash equivalents comprise of cash on hand, demand deposits and short-term investments. Short-term investments are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of less than 90 days.

Investments

Temporary investments consist of marketable securities which are liquid short-term investments with maturities of between three months and one year at the date of acquisition, and are carried on the consolidated statement of financial position at the lower of cost or market value.

Long-term investments consist of investments that have maturities of more than one year. Long-term investments are recorded at cost, and assessed regularly for permanent impairment.

A write-down of the carrying value is charged against income when evidence indicates a permanent decline in the underlying value and earnings. Gains and losses on disposition of investments are determined on a completed transaction basis. The Board's investments are governed by the Education Act while the Foundation's investments are governed by policies approved by the Foundation's Board of Directors.

Tangible capital assets

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases which transfer substantially all the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

1. Significant accounting policies (continued)

Tangible capital assets, except land, are amortized on a straight line basis over their estimated useful lives as follows:

Asset	Estimated useful life in years
Land improvements with finite lives	15
Buildings and building improvements	40
Portable structures	20
Other buildings	20
Equipment	5-15
First-time equipping of schools	10
Furniture	10
Computer hardware	5
Computer software	5
Capital leases	Over the lease term
Leasehold improvements	Over the lease term

Assets under construction are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing.

A building permanently removed from service ceases to be amortized. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the consolidated statement of financial position.

Works of art and cultural and historic assets are not recorded as assets in these consolidated financial statements.

Deferred revenue

Certain revenue amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenses are incurred or services performed.

Retirement and other employee future benefits

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance and health care benefits, dental benefits, retirement gratuities and workers' compensation.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals associations, the following Employee Life and Health Trusts ("ELHTs") were established in 2016-2017: ETFO and OSSTF. The following ELHTs were established in 2017-18: CUPE and One-T for non-unionized employees including principals and vice-principals. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to a school board's participation date into the ELHT. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. The Board is no longer responsible to provide certain benefits to ETFO and OSSTF; and CUPE, and non-unionized employees including principals and vice-principals (effective 2016-17 and 2017-18 respectively). Upon transition of the employee groups' health, dental and life benefits plans to the ELHT, school boards are required to remit a negotiated amount per full-time equivalency ("FTE") on a monthly basis. Funding for the ELHTs

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

is based on the existing benefits funding embedded within the Grants for Student Needs "(GSN)", additional ministry funding in the form of a Crown contribution as well as a Stabilization Adjustment.

Depending on prior arrangements and employee group, the Board provides health, dental and life insurance benefits for retired individuals for all groups and continues to have a liability for payment of benefits for those who are on long-term disability and for some retirees who are retired under these plans.

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care cost trends, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities are actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and the actuary's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vested or accumulated over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group.

For those self-insured benefit obligations that arise from specific events that occur periodically, such as obligations for workers' compensation and long-term disability, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (ii) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System pensions, are the employer's contributions due to the plan in the period.
- (iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

Deferred capital contribution

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contribution as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category

- (i) Government transfers received or receivable for capital purpose
- (ii) Other restricted contributions received or receivable for capital purpose
- (iii) Property taxation revenues which were historically used to fund capital assets

Government transfers

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions "(DCC)" and recognized as revenue in the consolidated statement of operations at the same rate and over the same periods as the asset is amortized.

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

1. Significant accounting policies (continued)

Investment income

Investment income earned on surplus operating funds and capital funds are reported as revenue in the period earned.

Investment income earned on externally restricted funds such as proceeds of disposition is added to the fund balance and forms part of the respective deferred revenue balances.

Budget figures

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Trustees on June 20, 2017. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. Given differences between the funding model and the basis of accounting used in the preparation of the consolidated financial statements, the budget figures presented have been adjusted to conform with this basis of accounting as it is used to prepare the consolidated financial statements.

Use of estimates

The preparation of consolidated financial statements in conformity with the basis of accounting described in this note above, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Actual results could differ from these estimates. Accounts subject to significant estimates include accrued liabilities (general & capital), useful lives of tangible capital assets, employee future benefits and contingent liabilities.

Property tax revenue

Under Canadian Public Sector Accounting Standards, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board, is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as part of Provincial grants - Grants for Student Needs.

2. Accounts receivable - Government of Ontario

The Province of Ontario (the "Province") replaced variable capital funding with a one-time debt support grant in 2009-10. The Board received a one-time grant that recognized capital debt as at August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs, which would be reflected in this accounts receivable.

As at August 31, 2018, the Board has an accounts receivable from the Province of \$190,000 (2017 - \$218,489) with respect to approved capital expenditures that is expected to be received as follows:

	\$
2018/19	37,360
2019/20	7,789
2020/21	8,162
2021/22	8,554
2022/23	8,965
Thereafter	119,170
	<hr/> 190,000

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

3. Borrowing facility

The Board has a bank overdraft which bears interest at prime less 0.65%. The Board has an authorized overdraft limit of \$60,000. The balance drawn on the overdraft at August 31, 2018 was \$Nil (2017 - \$Nil).

4. Investments

The investment portfolio includes equity and guaranteed investment certificates.

	2018		2017	
	Cost	Market value	Cost	Market value
	\$	\$	\$	\$
Thames Valley District School Board Guaranteed Investment Certificates	50	50	50	50
Thames Valley Education Foundation Guardian Capital Inc. Guaranteed Investment Certificates	6,919	7,975	6,494	7,437
	80	80	92	92
	7,049	8,105	6,636	7,579

5. Assets held for sale

As at August 31, 2018, \$Nil (2017 - \$102) related to buildings was recorded as assets held for sale. During the year, one (2017 - none) property was sold. Net proceeds of \$133 (2017 - \$Nil) were received on the sale of these properties, which had a carrying value of \$102 (2017 - \$Nil), resulting in a net gain of \$31 (2017 - \$Nil). The full amount of the 2017-2018 net proceeds was transferred to deferred revenue.

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

6. Tangible capital assets

				Cost	
	Opening balance	Additions and transfers	Disposals, write downs and transfers	Transfer to assets held for sale	Closing balance
	\$	\$	\$	\$	\$
Land	19,207	631	-	-	19,838
Land improvements	10,282	587	17	-	10,852
Buildings	923,108	88,965	1,975	-	1,010,098
Other buildings	98	-	-	-	98
Portable structures	6,920	634	-	-	7,554
Equipment	11,243	791	1,540	-	10,494
First-time equipping of schools	10,756	1,590	489	-	11,857
Furniture	789	73	33	-	829
Computer hardware	2,902	2,748	634	-	5,016
Computer software	3,592	-	195	-	3,397
Assets permanently removed from service	-	-	(1,975)	-	1,975
Assets under construction	25,265	(25,265)	-	-	-
Pre-acquisition costs	26	1,372	-	-	1,398
Capital leases	78	32	78	-	32
Total	1,014,266	72,158	2,986	-	1,083,438

				Accumulated amortization	
	Opening balance	Amortization	Disposals, write downs and transfers	Transfer to assets held for sale	Closing balance
	\$	\$	\$	\$	\$
Land	-	-	-	-	-
Land improvements	4,714	753	12	-	5,455
Buildings	332,810	33,276	1,250	-	364,836
Other buildings	17	5	-	-	22
Portable structures	2,137	350	-	-	2,487
Equipment	6,137	1,061	1,540	-	5,658
First-time equipping of schools	5,831	1,130	489	-	6,472
Furniture	333	81	33	-	381
Computer hardware	1,527	792	634	-	1,685
Computer software	725	699	195	-	1,229
Assets permanently removed from service	-	-	(1,250)	-	1,250
Assets under construction	-	-	-	-	-
Pre-acquisition costs	-	-	-	-	-
Capital leases	77	7	78	-	6
Total	354,308	38,154	2,981	-	389,481

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

6. Tangible capital assets (continued)

	Net book value	
	2018	2017
	\$	\$
Land	19,838	19,207
Land improvements	5,397	5,568
Buildings	645,262	590,298
Other buildings	76	81
Portable structures	5,067	4,783
Equipment	4,836	5,106
First-time equipping of schools	5,385	4,925
Furniture	448	456
Computer hardware	3,331	1,375
Computer software	2,168	2,867
Assets permanently removed from service	725	-
Assets under construction	-	25,265
Pre-acquisition costs	1,398	26
Capital leases	26	1
Total	693,957	659,958

Adjustments, totalling \$2,969 (2017 - \$3,753), relate to the removal of assets that are fully depreciated and represent a non-cash transaction that is not recorded in the consolidated statement of cash flows.

Assets under construction

Assets under construction having a value of \$Nil (2017 - \$25,265) have not been amortized. Amortization of these assets will commence when the asset is put into service.

Write-down of tangible capital assets

The write-down of tangible capital assets during the year was \$Nil (2017 - \$Nil).

Assets permanently removed from service

The Board has identified two building properties that qualify as "assets permanently removed from service" totaling \$725 (2017 - \$Nil). This amount has been included in the net book value ending balance as of August 31, 2018.

Capital leases

The Board has obligations under capital leases for vehicles. The leases contain no renewal options and the assets revert to the leasing company at the termination of the leases. Lease obligations are included in Note 11.

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

7. Accumulated surplus

Accumulated surplus consists of the following:

	2018	2017
	\$	\$
Total operating accumulated surplus - unappropriated	23,407	29,531
Available for budget compliance - internally appropriated		
Multi-purpose reserve	-	2,180
School carry-forwards	2,207	2,771
Other internal appropriations	66,048	39,623
Thames Valley Education Foundation	7,362	6,411
	75,617	50,985
Total accumulated surplus available for budget compliance	99,024	80,516
Unavailable for budget compliance		
Employee future benefits	(11,145)	(11,145)
Other unavailable for compliance	(2,218)	(2,316)
Revenues recognized for land	19,843	19,196
School generated funds	5,424	5,176
	11,904	10,911
Total accumulated surplus	110,928	91,427

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Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

8. Deferred revenue

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the consolidated statement of financial position.

Deferred revenue set aside for specific purposes by legislation, regulation or agreement as at August 31, 2018 is comprised of:

	Opening balance	Contributions and investment income	Revenue recognized in the period	Transfers to deferred capital contributions	Ending balance
	\$	\$	\$	\$	\$
Operating Grants for Student Needs (GSN's)	5,075	111,662	111,644	-	5,093
Other Ministry of Education operating grants	437	12,541	12,776	3	199
Other provincial operating grants	49	237	49	-	237
Third party - operating Ministry of Education	3,962	4,698	3,857	-	4,803
capital grants	15,374	44,168	27,255	12,635	19,652
Proceeds of disposition	891	133	-	-	1,024
Assets held for sale	102	(102)	-	-	-
Third party - capital	438	1,320	-	866	892
	26,328	174,657	155,581	13,504	31,900

9. Deferred capital contributions ("DCC")

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2018	2017
	\$	\$
Opening balance	613,506	571,464
Additions to DCC	70,586	75,451
Revenue recognized in the period	(36,843)	(32,510)
Disposals/transfers to financial assets	-	(899)
Closing balance	647,249	613,506

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

10. Retirement and other employee future benefits

Retirement and other employee future benefit liabilities

	2018		2017
	Retirement benefits	Other employee future benefits	Total employee future benefits
	\$	\$	\$
Accrued employee future benefit obligations, end of year	6,162	11,705	17,867
Unamortized actuarial loss	(278)	-	(278)
Total employee future benefit liability, end of year	5,884	11,705	17,589

Retirement and other employee future benefit expenses

	2018		2017
	Retirement benefits	Other employee future benefits	Total employee future benefits
	\$	\$	\$
Current year benefit cost	162	2,636	2,798
Change due to plan amendment	-	-	-
Interest on accrued benefit obligation	172	282	454
Recognized unamortized actuarial loss/(gain)	145	(147)	(2)
Employee future benefits expense	479	2,771	3,250

The amounts above exclude pension contributions to the Ontario Municipal Employee Retirement System ("OMERS"), a multi-employer pension plan, described below.

Retirement benefits

Ontario Teacher's Pension Plan

Teachers and related employee groups are eligible to be members of Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province of Ontario. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

10. Retirement and other employee future benefits (continued)

Retirement benefits (continued)

Ontario Municipal Employees Retirement System

All non-teaching employees of the Board are eligible to be members of the OMERS, a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. For 2018, eligible employees contributed at rates of up to 14.6% (2017 - 14.6%) of earnings. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2018, the Board contributed \$10,974 (2017 - \$10,948) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

Retirement gratuities

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The amount of the gratuities paid to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at retirement. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of the gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at August 31, 2012.

Retirement life insurance and health care benefits

The Board continues to provide life insurance, dental and health care benefits to certain employee groups after retirement until the members reach 65 years of age. The premiums are based on the Board's experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2013, employees retiring on or after this date, will no longer qualify for board subsidized premiums or contributions. Plan amendments resulted in \$Nil (2017 - \$929) of in-year expenses.

Other employee future benefits

Workplace Safety and Insurance Board obligations

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act ("the Act") and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. School boards are required to provide salary top-up to a maximum of 4 ½ years for employees receiving payments from the Workplace Safety and Insurance Board, where the collective agreements negotiated prior to 2012 included such a provision.

The Board's liability as at August 31, 2018 for worker's compensation is \$10,175 (2017 - \$9,935) and is included in the retirement and other employee future benefits figure in the Board's statement of financial position.

Sick leave top-up benefits

A maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The sick leave benefit costs expensed in the financial statements are \$490 (2017 - \$522).

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2018 (the date at which the probabilities of usage were determined) and is based on the average daily salary and banked sick days of employees as at August 31, 2018.

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

10. Retirement and other employee future benefits (continued)

Other employee future benefits (continued)

Long-term disability life insurance and health care benefits

The ELHT may provide life insurance, dental and health care benefits to employees on long-term disability leave at the request of employees; however employees are directly responsible for any associated costs. The costs of salary compensation paid to employees on long-term disability leave are fully insured and not included in this plan.

Actuarial assumptions

The accrued benefit obligations for employee future benefit plans as at August 31, 2018 are per an actuarial valuation for accounting purposes as of August 31, 2018 for sick leave to-up benefits and Workplace Safety and Insurance Board obligations. All other retirement and other employee future benefit balances as August 31, 2018 are per accounting extrapolations based on an actuarial valuation for accounting purposes as of August 31, 2016. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations are the actuary's best estimate of expected rates of:

	2018	2017
	%	%
Inflation	1.50	1.50
Discount rate	2.90	2.55
Wage and salary escalation - retirement gratuity	-	-
Wage and salary escalation - sick leave top-up benefits	2.00	2.00
Health care cost escalation	7.75-4.00	8.00-4.00
Dental care cost escalation	3.75-3.00	4.00-3.00
WSIB only		
Inflation	2.00	2.00
Discount rate	2.90	2.55

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

11. Net long-term liabilities

Net long-term liabilities reported on the consolidated statement of financial position is comprised of the following:

	2018	2017
	\$	\$
Ontario Financing Authority 2006 - 4.560%, due November 2031	16,261	17,117
Ontario Financing Authority 2008 - 4.900%, due March 2033	24,043	25,128
Ontario Financing Authority 2008 - 5.054%, due November 2028	12,577	13,465
Ontario Financing Authority 2009 - 5.062%, due March 2034	10,611	11,040
Ontario Financing Authority 2010 - 4.557%, due November 2026	7,633	8,354
Ontario Financing Authority 2010 - 5.232%, due April 2035	22,400	23,208
Ontario Financing Authority 2011 - 4.833%, due March 2036	41,494	42,936
Ontario Financing Authority 2011 - 3.970%, due November 2036	1,848	1,915
Ontario Financing Authority 2012 - 3.564%, due March 2037	6,927	7,181
Ontario Financing Authority 2013 - 3.799%, due March 2038	16,278	16,820
Capital leases	26	1
Balance as at August 31	160,098	167,165

Principal and interest payments relating to net long-term liabilities of \$160,098 outstanding as at August 31, 2018 are due as follows:

	Interest	Principal	Total
	\$	\$	\$
2018/19	7,470	7,440	14,910
2019/20	7,113	7,797	14,910
2020/21	6,739	8,170	14,909
2021/22	6,348	8,556	14,904
2022/23	5,937	8,965	14,902
Thereafter	35,459	119,170	154,629
Net long-term liabilities	69,066	160,098	229,164

12. Debt charges, capital loans and leases interest

The payments for debt charges, capital loans and capital lease interest includes principal and interest payments as follows:

	2018	2017
	\$	\$
Principal payments on long-term liabilities	7,092	6,768
Interest payments on long-term liabilities	7,809	8,133
Interest payments on temporary financing of capital projects	810	351
Principal payments on capital leases	7	8
Interest payments on capital leases	1	1
	15,719	15,261

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

13. Expenses by object

The following is a summary of the operating, capital and school funded activities expenses reported on the consolidated statement of operations by object:

	Budget	2018	2017
	\$	\$	\$
Expenses			
Salary and wages	643,018	643,234	614,615
Employee benefits	102,155	96,864	90,762
Staff development	1,894	2,490	1,727
Supplies and services	54,041	53,938	53,948
Interest	8,931	8,521	8,400
Rental expenditures	693	782	870
Fees and contractual services	45,777	51,346	46,357
Other	12,372	13,597	9,020
Amortization, writedowns and losses on disposal	36,786	38,159	33,792
School funded activities (Note 21)	17,000	16,822	17,848
	922,667	925,753	877,339

14. Ontario school board insurance exchange

The board is a member of the Ontario School Board Insurance Exchange ("OSBIE"), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$27,000 per occurrence.

The ultimate premiums over a five year period are based on the actual claims experience of OSBIE and the Board. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current five year term expires December 31, 2021.

15. Contractual obligations and contingent liabilities

In the normal course of operations, the Board becomes involved in various claims and legal proceedings. While the final outcome with respect to claims and legal proceedings pending at August 31, 2018 cannot be predicted with certainty, it is the opinion of the Board that their resolution will not have a material adverse effect on the Board's financial position or results of operations.

The Board is committed to capital expenditures in the amount of \$4,597.

The Board has committed to four contracts to purchase natural gas for specified delivery periods into the future. The sum of \$857 is payable with respect to these contracts during the next two years.

	\$
2018/19	733
2019/20	124
	857

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

15. Contractual obligations and contingent liabilities (continued)

The Board has ongoing commitments under operating leases for buildings, office equipment and vehicles. The sum of \$3,094 is payable with respect to these operating leases during the next four years as follows:

	\$
2018/19	1,166
2019/20	1,016
2020/21	887
2021/22	25
	3,094

16. Transportation consortium

On July 1, 2010, the Board entered into an agreement with the London District Catholic School Board in order to provide common administration of student transportation in the Region. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the following Boards: Thames Valley District School Board, London District Catholic School Board, Conseil scolaire de district des écoles catholiques du Sud-Ouest, and Conseil scolaire de district du Centre-Sud-Ouest. Under the agreement, decisions related to the financial and operating activities of the Southwestern Ontario Student Transportation Services are shared. No partner is in a position to exercise unilateral control.

As of September 1, 2010, the partnership only included the Thames Valley District School Board and the London District Catholic School Board.

The Board's consolidated financial statements reflect proportionate consolidation, whereby they include the assets that it controls, the liabilities that it has incurred, and its pro-rata share of revenues and expenses. Inter-organizational transactions and balances have been eliminated.

The following provides condensed financial information.

	2018		2017	
	Total	Board portion	Total	Board portion
	\$	\$	\$	\$
Financial position				
Assets	856	644	4,794	3,633
Liabilities	856	644	4,794	3,633
	-	-	-	-
Operations				
Revenues	50,007	37,608	46,645	35,352
Expenses	50,007	37,608	46,645	35,352
	-	-	-	-

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

17. Thames Valley Education Foundation

The Foundation supports programs and initiatives that directly benefit students and that promote equity across Thames Valley. The Foundation was incorporated in Ontario on September 22, 1997 as a not-for-profit organization and is a registered charity under the Income Tax Act. The Foundation's mission is to provide enhanced learning opportunities for students across the District. The goal of the Foundation is to improve the quality of public education by fostering parent, community and business support and attracting resources that complement provincial funding and local school fundraising.

The Foundation has been consolidated in the Board's financial statements. A financial summary of the Foundation for the year ended August 31, 2018 is as follows:

	2018	2017
	\$	\$
Financial assets		
Cash	1,558	286
Accounts receivable	5	2
Investments	6,999	6,586
	8,562	6,874
Liabilities	633	443
Deferred revenue	567	20
Accumulated surplus	7,362	6,411
	8,562	6,874
Operations		
Revenues	1,736	701
Expenses	785	853
Annual surplus (deficit)	951	(152)

18. Repayment of "55 School Board Trust" funding

On June 1, 2003, the Board received \$107,066 from the "55 School Board Trust" for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The "55 School Board Trust" was created to refinance without recourse the outstanding not permanently financed ("NPF") debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, the "55 School Board Trust" repaid the Board's debt in consideration for the assignment by the Board to the trust of future provincial grants payable to the Board in respect of the NPF debt.

The flow-through of \$7,976 (2017 - \$7,976) in respect of the above agreement for the year ended August 31, 2018, is recorded in these consolidated financial statements.

19. Government of Canada

The Board received tuition fees for Indigenous pupils attending the Board as follows:

	2018	2017
	\$	\$
Chippewas of the Thames First Nation	701	630
Oneida Nation of the Thames	1,551	1,461
Munsee-Delaware Nation	283	310
	2,535	2,401

Thames Valley District School Board

Notes to the consolidated financial statements

August 31, 2018

(In thousands of dollars)

20. Letters of credit

The Board has letters of credit outstanding at August 31, 2018 in the amount of \$3,484 (2017 - \$2,662).

21. School generated funds and funded activities

The following is a summary of the school generated funds and school funded activities reported in the consolidated statement of operations.

	2018			2017
	Schools	School Councils and other	Total	Total
	\$	\$		\$
School generated funds				
Field trips/excursions	4,811	-	4,811	4,827
Fundraising for external charities	754	-	754	748
Student activities and resources (including fees)	7,871	1,752	9,623	8,199
Other	1,851	31	1,882	3,813
	15,287	1,783	17,070	17,587
School funded activities				
Field trips/excursions	4,858	-	4,858	4,864
Donations to external charities	687	-	687	738
Student activities and resources	7,914	1,742	9,656	8,427
Other	1,595	26	1,621	3,819
	15,054	1,768	16,822	17,848

Chart 1
Accumulated Surplus Appropriations

	Balance August 31, 2017	In-Year Change	Balance August 31, 2018
Available for Compliance - Unappropriated (Utilized only by Board motion)			
Operating Accumulated Surplus	29,530,671	(6,123,457)	23,407,214
Available for Compliance - Internally Appropriated			
Amounts to be Brought Forward Only by Board Motion			
Multi-Purpose	2,179,621	(2,179,621)	0
Unfunded Employee Future Benefits	6,000,000	5,175,124	11,175,124
Future Amortization of Internally Supported Capital Projects	27,256,531	(390,517)	26,866,014
Amount for Future Internally Supported Capital Projects	2,085,168	2,936,217	5,021,385
Amounts to Fund Approved Budget in Future Years			
IT Technology and Infrastructure	0	15,000,000	15,000,000
Website Development	249,431	(249,431)	0
Amounts to be Brought Forward as Revised Budget After Revised Estimates			
Staff Development / Professional Development			
Director & S.O Staff Development	54,868	(2,152)	52,716
Principal & Vice-Principal Staff Development	448,941	(155)	448,786
Managers' Staff Development	22,846	3,631	26,477
Classroom Expenditures and Other			
Elementary School Carry Forward	1,847,418	(401,604)	1,445,814
Secondary School Carry Forward	923,522	(162,026)	761,496
Trustees' Reserve Fund	23,358	6,642	30,000
Ontario Parent Involvement	266,642	46,673	313,315
AED Maintenance	0	16,635	16,635
Unspent Project Funding	1,538,904	2,562,208	4,101,112
Community Use of Schools	86,990	103,186	190,176
Capital Planning Capacity	198,752	(39,544)	159,208
Safe Schools	491,959	(369,185)	122,774
Promote Positive Behaviour	268,837	(28,141)	240,696
Urban & Priority Schools	14,071	30,213	44,284
Indigenous Education - Board Action Plan	16,296	(16,296)	0
Collective Agreement Extensions - Local Priorities	0	1,197,104	1,197,104
Collective Agreement Extensions - Lump Sum Payments	0	364,045	364,045
Cafeteria Rebates	38,983	(5,237)	33,746
Behaviour Expertise Amount	483,277	129,632	612,909
Secondary Athletics	77,729	(46,568)	31,161
Total Internally Appropriated	44,574,144	23,680,833	68,254,977
Thames Valley Education Foundation	6,410,718	950,994	7,361,712
Total Available for Compliance for Ministry Purposes	80,515,533	18,508,370	99,023,903
Unavailable for Compliance			
Employee Future Benefits - other than retirement gratuity	(11,145,011)	0	(11,145,011)
Interest to be Accrued	(2,316,177)	98,591	(2,217,586)
School Generated Funds	5,176,679	247,318	5,423,997
Revenues recognized for land	19,195,860	646,790	19,842,650
Total Unavailable for Compliance	10,911,351	992,699	11,904,050
Total Accumulated Surplus	91,426,884	19,501,069	110,927,953

THAMES VALLEY DISTRICT SCHOOL BOARD

PLANNING AND PRIORITIES ADVISORY COMMITTEE

November 13, 2018, 6:30 p.m.
Board Room, Education Centre

Members: Trustees J. Bennett, R. Campbell, C. Goodall (Chair), P. Jaffe, B. McKinnon, S. Polhill, M. Reid, A. Morell, R. Tisdale, J. Todd, Student Trustees N. Bajaj, S. Chun, I. Frick

Regrets: Trustees G. Hart, P. Schuyler, J. Skinner

Administration: L. Elliott (Director), J. Pratt (Associate Director), R. Culhane (Associate Director), C. Beal (Superintendent), A. Mark (Superintendent), D. Macpherson (Superintendent), S. Builder (Superintendent), R. Kuiper (Superintendent), C. Henriquez (Manager), H. Gerrits (Manager), B. Williams (Supervisor)

1. **Approval of the Agenda**

The agenda was approved on motion.

2. **Conflicts of Interest**

None declared.

3. **Minutes of the Previous Meeting**

The minutes of the 2018 October 9 meeting were provided for information.

a. **Business Arising from the Previous Meeting**

None.

4. **2018 Western Middlesex Attendance Area Review**

S. Mark presented for feedback the analysis and findings from the Middlesex Study Area Accommodation Options Report. J. Ammendolia, Watson & Associates Economists Ltd., was welcomed to the meeting.

Background information on the rationale for the report was described noting the direction of the Board to conduct an Attendance Area Review for Western Middlesex.

J. Ammendolia reported on the environmental scan completed including a review of Ministry and Board policies and procedures; and on the school-based factors considered as part of the review. Factors included enrollment pressures, surplus spaces, enrollment imbalances, and school conditioning.

J. Ammendolia summarized the findings of Watson & Associates outlining three accommodation options for consideration. Additional options regarding Caradoc P.S., East Williams Memorial P.S. and Centennial Central P.S. also were outlined.

Questions of clarification were addressed by J. Ammendolia and S. Mark.

Discussion considered the timing of the report noting the approved motion of the 2018 April 24 meeting providing direction to conduct an Attendance Area Review for Western Middlesex.

Trustees requested additional information on the options considered pertaining to school boundary changes and on the divergent enrollment projections for Oxbow P.S.

5. Capital Priority Projects and Early Years Capital Projects Delayed

S. Marks presented for information capital project delays as a result of the current Ontario government's review of education funding across the province.

The impact on construction schedules for additions, renovations, and childcare/family center spaces was outlined.

J. Pratt advised that if approvals come forward in the next 4-6 weeks, the work could move forward as approved. If approvals are not received in this time frame, Administration will bring forward a report at the January meeting with recommendations for changing the dates.

C. Henriquez clarified the approval process is not on pause, but rather the process has slowed significantly. Projects are at different places in the approval process.

Trustee P. Jaffe suggested consideration be given to writing a letter to the Ministry expressing the concerns of Trustees highlighting the significant investment of resources, adherence to Ministry process, and the impacts the delay is having on communities.

In regards to communication, S. Mark advised one Municipality has been contacted to date; H. Gerrits advised on the monthly meetings with the childcare providers.

L. Elliott advised on meetings held between the CODE Executive and the Deputy Minister and ADMs. J. Pratt further advised on the conversations with Ministry staff at the Council of Senior Business Officials monthly meetings.

6. Elementary Pupil Accommodation Review 01 (EPAR01) Implementation Delays

S. Marks and C. Henriquez presented for information the implementation delays for EPAR 01 explaining the current Ontario government review of education funding across the province.

The impacts of the delays, on motions made at the 2017 May 23 meeting of the Board, were outlined. Those items not able to be completed until capital funding is received from the Ministry were identified. In addition, those items not able to be completed until capital funding dollars are received from the Ministry and requiring Board motion to reflect a new schedule were outlined.

S. Mark further advised there has not been an invitation from the Ministry to submit for Capital Priorities funding.

For those motions predicated on Ministry funding, there was a suggestion that revised motions only come forward with new dates once Ministry funding can be confirmed.

In response to a question regarding renovations to Kettle Creek, C. Henriquez advised the scope of work has not changed. Further, if the addition is not approved, the accessibility needs will be addressed through school renewal. It was noted Ministry approval is not required when the footprint of the school is not changed. In reference to site plan approvals, C. Henriquez confirmed the Municipality approved a draft site plan acknowledging the final site plan submissions are pending approval from the Municipal Building Facilities Manager. This was not at the request of the board.

In reference to the planned media release, there was a suggestion it be sent to Municipalities. It further was suggested a letter be sent home with each student to notify parents of the affected school communities.

7. Other Business

None.

8. Questions and Comments by Members

Trustee J. Todd thanked Trustee Goodall for his term as Chair of the Planning and Priorities Advisory Committee.

9. Future Agenda Items

No discussion.

10. Date and Time of Next Meeting

The next meeting is scheduled for 2019 January 15.

On motion the meeting adjourned at 8:17 p.m.

Committee Chair

REPORT OF THE CHAIR'S COMMITTEE

2018 November 20
12:08 p.m. – 1:07 p.m.

MEMBERS

J. Bennett A. Morell
M. Reid (Chair) R. Tisdale

Regrets: C. Goodall

ADMINISTRATION AND OTHERS

L. Elliott B. Williams
L. Nicholls (+12:45, - 12:52)

1. APPROVAL OF AGENDA

The agenda was approved by motion.

2. CONFLICTS OF INTEREST – none declared**3. REVIEW OF UPCOMING MEETING AGENDAS**

The committee reviewed and discussed the public and in-camera meeting agendas for 2018 November 27.

4. CORRESPONDENCE - none**5. INAUGURAL MEETING AGENDA**

The agenda for the 2018 December 11 Inaugural Meeting of the Board was reviewed.

6. SEAC MEMBERSHIP

It was agreed the appointments to the Special Education Advisory Committee for 2018-2022 would be referred to the new Chair's Committee for their review at the 2018 December 4 meeting. The list of applicants was reviewed. Discussion considered the process for appointing the First Nations representative.

7. SECONDARY PRINCIPAL/VICE PRINCIPAL INTERVIEWS

The following motion was moved and carried:

That Trustees B. McKinnon and A. Morell be appointed to the interview committees for Secondary Principal and Secondary Vice-Principal scheduled for December 2018.

8. POLICE RECORD CHECKS REFORM ACT

Superintendent L. Nicholls joined the meeting to present information on the Police Record Checks Reform Act, 2015 (PRCRA) that came into effect 2018 November 1. The PRCRA sets out standards to govern how police records checks are conducted and disclosed in Ontario.

Discussion considered the current practice and whether there should be the requirement for Trustees to have a police check completed. It was determined that while not required, the best practice is for Trustees to have a police check completed especially if they are regularly visiting schools. It was determined the cost for checks would follow board practice in that the cost is covered by the individual. It was advised the current procedure will be reviewed.

9. TRUSTEE TRANSITION/NEW TRUSTEE ORIENTATION (STANDING ITEM)

Plans for the Trustee orientation session scheduled for November 20 and December 4 were discussed.

10. PROFESSIONAL DEVELOPMENT (STANDING ITEM) - none**11. UPCOMING EVENTS AND INITIATIVES**

- Indigenous Student Trustee Election, 2019 April 17
- Student Trustee Elections, 2019 April 18
- Variety Is, 2019 April 25

- TVCHSA AGM and Dinner, 2019 May 13
- Award of Distinction, 2019 May 16
- Lawson Awards, 2019 June 12
- Annual Retirement Reception, 2019 September 11

Director Elliott advised the public delegation meetings, for the Western Middlesex Attendance Area Review, are scheduled for May 15/16, 2019.

12. DATE AND TIME OF NEXT MEETING

The next meetings scheduled are: November 27 at 12:00 p.m. and December 4.

13. ADJOURNMENT

The meeting adjourned at 1:07 p.m. by motion.

RECOMMENDATIONS: None

MATT REID
Chair

REPORT OF THE FIRST NATIONS ADVISORY COMMITTEE (FNAC) MEETING

2018 November 20
3:08 p.m. to 4:28 p.m.

MEMBERS

P. Schuyler, Chair
B. McKinnon, Trustee
J. Bennett, Trustee
F. Huff, Chippewas of the Thames (+3:10)
B. Summers, Oneida Nation of the Thames
O. Correia, Munsee-Delaware Nation

Regrets: M. Fisher, E. Young

ADMINISTRATION AND OTHERS

P. McKenzie, Superintendent of Student Achievement
B. Nielsen, FNMI Learning Supervisor
I. Frick, Student Trustee (+3:37)
S. McGahey-Albert, FNMI Education Advisor
C. Sanders, FNMI TOSA – Secondary (-3:33)
S. Folino, Research and Assessment
V. Jones, Principal, B. Davison S.S.
P. Spicer, Principal, Delaware Central P.S. (+3:20)
T. Langelaan, Principal, H.B. Beal Secondary School
J. Richmond, Principal, Lambeth P.S.
B. White, Principal, Saunders S.S.
L. Cribbs, Principal, S.D. C. I
S. Smith, Corporate Services

Guests: K. Huff, Former Student (+3:10)

1. CALL TO ORDER

The meeting convened at 3:08 p.m. at H. B. Beal Secondary School, London.

2. APPROVAL OF AGENDA

The agenda was approved on motion.

3. CONFLICTS OF INTEREST

None declared.

4. REPORT OF MEETING- 2018 October 16

The minutes of the 2018 October 16 meeting were provided for information.

5. BUSINESS ARISING FROM MINUTES

None.

6. PROGRAM SPOTLIGHT

a. H.B. Beal First Nations, Metis, and Inuit Student Success Program, Dedicated Space

The committee toured the First Nations, Metis and Inuit (FNMI) Dedicated Space where C. Sanders outlined the various uses for the space including: offering meals, 4th R, lunch and learn, smudging, homework and breaks between classes. Potential future uses for the space were highlighted. It was noted the space has created volunteer hours for students. It was also noted that the dedicated space has created a safe space, resulting in an increase of students self-identifying.

7. LEARNING SUPPORT SERVICES UPDATE

a. Board Action Plan (BAP) Update (Standing Item)

S. McGahey-Albert and P. McKenzie reported the Board Action Plan is in the final stage of updates and will be reviewed later this month; a copy will be provided to FNAC in 2019.

b. Student Trustee Update/Initiative

I. Frick shared plans for the Student Advisory Council to host a student conference for indigenous, self-identified females within Thames Valley. It was noted the focus of the conference will be indigenous traditions and female empowerment. I. Frick outlined the planned itinerary for the conference, noting the target date for the conference is 2019 March. I. Frick requested feedback from the committee as the conference is still in the planning stages. Suggestions were

captured by I. Frick. The committee members were invited to send additional feedback to I. Frick by email/phone.

Changes have been proposed to merge the Student Indigenous Elections, with existing Student Council Elections. Currently the elections are held on two separate days. It was noted the voting structure/elements, ballot process and debate are same in both elections. The Indigenous Election includes traditional components. S. McGahey-Albert outlined the First Nations Student Election process for the committee.

I. Frick requested feedback from the committee to help develop the role of Student Trustee, as this is the second year the Indigenous Student Trustee position has been in place and it is still developing.

8. SCHOOL COUNSELLING AND SOCIAL WORK SERVICES UPDATE (Standing Item)

P. McKenzie reported the FNMI Counsellor interviews occurred last week. Applicants are being reviewed and an announcement will be made when a candidate has been selected.

9. PRINCIPALS' UPDATE (Standing Item)

Principals, attending the meeting, referred to the written reports provided to committee members in their agenda packages. Initiatives, event and programming were highlighted.

10. COMMUNITY UPDATE (Standing Item)

a. Chippewas of the Thames First Nation

F. Huff provided an update on the Chippewas of the Thames Nation, noting they are currently developing language and culture changes in their education system. Discussion occurred around involving School Within a College (SWAC) at Chippewas of the Thames First Nations.

F. Huff thanked P. McKenzie for his work noting the progress FNAC has made under his leadership.

b. Munsee-Delaware Nation

O. Correia reported that during a meeting on 2018 November 7 with T. Smith at Munsee-Delaware, a number of students were identified as ideal candidates to participate in the SWAC program. He commended P. McKenzie on his comprehension of the needs of FNAC and FNMI students.

c. Oneida Nation of the Thames

B. Summers noted a new Trustee will be appointed soon, interviews are in progress. She also noted Standing Stone School is in the progress of appointing a new Principal. It was noted a signed Tuition Agreement will be completed by the end of the year. B. Summers outlined items Oneida would like to bring forward to FNAC in 2019.

11. ADDITIONAL ITEMS

B. Nielsen appreciated P. Schuyler for the leadership he has brought to the committee, and P. McKenzie for his leadership in developing the work of the committee.

The Trustee appointment process for FNAC was discussed. Questions of clarification were answered by B. Summers.

P. McKenzie thanked the committee for their time and efforts, during his tenure.

12. FUTURE MEETING DATES

All meetings will start at 3:00 p.m.

Tuesday, January 15, 2019 (Saunders)

Tuesday, February 19, 2019 (Lambeth)

Tuesday, March 19, 2019 (Delaware Central)

Tuesday, April 16, 2019 (B. Davison)

Tuesday, May 21, 2019 (SDCI)
Tuesday, June 18, 2019 (Munsee-Delaware)

13. ADJOURNMENT

The meeting adjourned at 4:28 p.m. by motion.

Recommendations: None.

P. Schuyler
Committee Chair