

THAMES VALLEY DISTRICT SCHOOL BOARD REGULAR BOARD MEETING AGENDA

June 23, 2020, 6:00 P.M.

Teams Meeting

1. CALL TO ORDER
2. O CANADA
3. APPROVAL OF AGENDA
4. OFFICIAL RECORD
None.
5. RECOGNITION OF OUTGOING STUDENT TRUSTEES
6. CONFLICTS OF INTEREST
7. DIRECTOR'S ANNOUNCEMENTS
8. CHAIR'S ANNOUNCEMENTS
9. PUBLIC INPUT
None.
10. MINUTES OF THE 2020 MAY 26 REGULAR BOARD MEETING AND THE 2020 JUNE 16 SPECIAL BOARD MEETING
 - a. Confirmation of Minutes
 - b. Business Arising from Minutes
11. STUDENT TRUSTEE UPDATE
12. REPORTS FROM ADMINISTRATION
 - a. Accommodation Plan
13. REPORTS FROM BOARD COMMITTEES
 - a. Special Education Advisory Committee, 2020 May 25
 - b. Special Education Advisory Committee, 2020 June 15

- c. Policy Working Committee, 2020 June 16
 - d. Chair's Committee, 2020 June 17
 - e. Committee of the Whole, In-Camera, 2020 June 23
14. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES
- a. Ontario Public School Boards' Association (OPSBA)
 - b. Thames Valley Education Foundation (TVEF)
15. COMMUNICATIONS
16. NOTICE OF MOTION
17. MOTION – NOTICE OF WHICH HAS BEEN GIVEN
18. QUESTIONS/COMMENTS BY MEMBERS
19. DIRECTOR'S NEWS FROM THE SYSTEM
20. ADJOURNMENT

OFFICIAL RECORD

We regret to record the death of Julia Wild on June 18. Julia was a Teacher at A.B. Lucas Secondary School.

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR MEETING

May 26, 2020
Teams Meeting

TRUSTEES

A. Morell (Chair)
L. Pizzolato
M. Ruddock
B. Yeoman
C. Rahman
C. Kennedy
S. Chun

B. McKinnon
S. Polhill
B. Smith
J. Skinner
P. Cuddy
C. Antone
S. Hunt
E. Butler

ADMINISTRATION AND OTHERS

M. Fisher
J. Pratt
S. Builder
A. Canham
R. Culhane
D. Macpherson
T. Testa
P. Skinner
C. Lynd
S. Powell
B. Williams
K. Auckland
J. Richmond (-6:15)
A. Elliott (-6:15)

M. Moynihan
P. Sydor
R. Kuiper
L. Griffith-Jones
C. Giannacopoulos
K. Edgar
L. Nicholls
A. Chahbar
C. Glaser
P. Hicks
S. Smith
R. Hoffman
S. Macey (+7:09)(-7:31)

REGRETS

J. Bennett

1. CALL TO ORDER

Board Chair Morell called the meeting to order at 6:03 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. STRATEGIC PLAN IN ACTION

Superintendent Builder introduced Principal J. Richmond who presented information about the FNMI program and community relationships at Lambeth Public School. Connections to the strategic plan were highlighted.

On behalf of Trustees, Chair Morell extended appreciation to the school Administration and Community partners at Lambeth Public School.

Questions of clarification regarding distanced learning were addressed.

4. APPROVAL OF AGENDA

The agenda was approved on motion by Trustee Hunt, seconded by Trustee McKinnon.

5. OFFICIAL RECORD

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

We regret to record the death of Lori Armstrong on May 20. Lori was a teacher at H. B. Beal Secondary School.

6. CONFLICTS OF INTEREST

None.

7. DIRECTOR'S ANNOUNCEMENTS

Director Fisher provided a COVID-19 pandemic update advising parents/students will have access to schools to collect personal belongings in June through an approved process.

It was noted only students not returning to TVDSB next year are expected to return their devices.

Director Fisher provided an update on the gas to groceries initiative noting over \$5000.00 was raised.

Associate Director Culhane provided an update on the FMNI team initiative in collaboration with Atlohsa Native Family Healing Services to provide smudge kits to Indigenous students noting 50 smudge kits will be sent out this week.

Updates were provided regarding report cards, summer school registration, High School Here I Come, device deployment, the delivery of printed workbooks, the graduation survey, Special Education resources and Individual Education Plan (IEP) planning, Graduation Coaches, parent engagement and mental health initiatives. It was noted the Speech, Language and Pathology support staff launched web and Instagram support pages to provide tips, information and ideas for families to help their child's communication skills at home.

Associate Director Pratt provided an updated on the purchasing process and further advised GSNs have not be released.

An update was provided on Masonville Public School, Tweedmuir Public School and Kettle Creek Public School. It was noted permits were submitted to start the relocation of portables. Community use of TVDSB facilities was cancelled until the end of June noting summer options are still being evaluated. As a result of the pandemic the Lester B. Pearson School for the Arts summer program was cancelled for 2020.

Questions of clarification were addressed regarding graduation, access to IT support for devices provided by TVDSB, communicating with parent/guardians of incoming kindergarten students, ESL summer programming, potential contingencies for returning to school and the viability of summer programming by third party providers.

8. CHAIR'S ANNOUNCEMENTS

Chair Morell shared a portion of the letter sent to staff on behalf of the Director and Chair of the Board.

9. PUBLIC INPUT

None.

10. MINUTES OF THE 2020 APRIL 28 REGULAR BOARD MEETING AND THE 2020 MAY 12 SPECIAL MEETING OF THE BOARD

a. Confirmation of Minutes

The minutes of the 2020 April 28 Regular Board meeting and the 2020 May 12 Special Board meeting were approved on motion of Trustee Pizzolato, seconded by Trustee Polhill.

b. Business Arising from Minutes

None.

11. STUDENT TRUSTEE UPDATE

Student Trustees provided an updated noting their attendance at the OSTA AECO Annual General Meeting. Appreciation was extended to Administration for supporting the Smudge Kit initiative.

12. REPORTS FROM ADMINISTRATION

a. 2019-2020 Interim Financial Report - 2020 March 31

C. Lynd introduced Manager S. Macey who presented the Interim Financial Report based on the financial results for the seven months ending 2020 March 31. Variances in projected expenditures and revenues were identified and explained.

Questions of clarification were addressed regarding returning unspent funds to the Ministry of Education, and transportation costs.

Associate Director Pratt advised additional costs related to COVID-19 will be offset with savings in expenditures. In response to a request for additional information, it was agreed to present information on additional costs related to COVID-19 at a future Board meeting.

Administration also was reminded to provide estimated costs for streaming Advisory meetings noting that decision is to be made in June.

b. School Year Calendar 2020-2021

K. Edgar presented the draft 2020-2021 school year calendar for approval. The agendas for the scheduled PA days were outlined.

It was noted the school year calendar structure is guided by Regulation 304 and Policy/Program Memorandum No. 151.

K. Edgar provided a summary of the public input received regarding the draft 2020-2021 school year calendar.

Questions of clarification were addressed regarding scheduled interview days, converting unused PA days and scheduling PA days prior to Labour Day.

Moved by B. Smith

Seconded by B. Yeoman

That the Draft 2020-2021 School Year Calendar be submitted to the Ministry of Education for approval.

CARRIED

13. REPORTS FROM BOARD COMMITTEES

a. Special Education Advisory Committee, 2020 May 4

Trustee Pizzolato referred to the written report of the Special Education Advisory Committee provided to Trustees in their agenda package. The Committee met 2020 May 4; highlights of the meeting were shared. There were no recommendations.

b. Chair's Committee, 2020 May 20

Trustee Ruddock referred to the written report of the Chair's Committee provided to Trustees in their agenda package. There were no recommendations.

In response to a question, Director Fisher explained the rationale for adding a Policy Working Committee to the schedule on 2020 June 16.

It was determined the Chair's Committee will review whether additional committees need to schedule meetings at this time.

c. Committee of the Whole, In-Camera, 2020 May 26

Trustee Ruddock reported the Committee of the Whole met in-camera from 5:00 p.m. to 6:00 p.m. The committee discussed confidential legal and personal matters.

Moved by M. Ruddock

Seconded by B. Smith

THAT the motion approved at the in-camera session of 2020 May 26 related to personal matters be approved.

THAT having found there exists insufficient evidence to support a finding of a breach of the Code of Conduct. The Inquiry Committee recommends that the Inquiry Committee be dissolved.

CARRIED

14. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

a. Ontario Public School Boards' Association (OPSBA)

Trustee Skinner reported he attended the OPSBA Director's meeting noting there was a focus on communication between Trustees and the Province. As a result Board Chairs will participate in weekly meetings with the Minister of Education.

b. Thames Valley Education Foundation (TVEF)

Trustee McKinnon provided an update on the TVEF noting the Caring Champions COVID-19 campaign has raised almost \$10,000. It was noted these funds will be matched by community partners to double the total funds raised.

15. COMMUNICATIONS

a. Thames Valley Council of Home and School Associations, Membership to Special Education Advisory Committee

A letter from the Thames Valley Council of Home and School Association (TVCHSA) was received regarding membership to the Special Education Advisory Committee.

Moved by L. Pizzolato

Seconded by C. Rahman

THAT Teresa Whaley be appointed to the Special Education Advisory Committee as an alternate for the remainder of the 2018 December 1 to 2022 November 30 term.

CARRIED

16. NOTICE OF MOTION

None.

17. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

Trustee Hunt spoke to the intent of the motion noting the access to broadband internet remains out of reach for many Canadians in rural regions. Rural Canadians are facing connectivity challenges limiting the ability for students and families to participate with internet conferencing and use of cloud applications.

Trustee Hunt acknowledged the success TVDSB has had with identifying gaps and finding temporary solutions where possible including working with Municipal partners.

Trustee Skinner spoke in favour of the motion highlighting the importance of equity. He asked that consideration be given to including urban centres in the motion. He noted in London there are many students in difficult socioeconomic circumstances who face similar problems in terms of internet access.

It was determined the letter will be shared with MPPs and partner municipalities.

Moved by S. Hunt

Seconded by M. Ruddock

That the Chair write a letter to the Premier and the Minister of Education regarding closing the gap in access to rural broadband in Ontario's rural communities and address access in urban centres as well.

CARRIED

18. QUESTIONS/COMMENTS BY MEMBERS

Questions of clarification regarding International students were addressed.

19. DIRECTOR'S NEWS FROM THE SYSTEM

Director Fisher showcased the Strategic Plan in action with a slideshow demonstrating each of the Strategic Priorities in action at a TVDSB school.

Director Fisher provided a summary of the activities TVDSB staff, students and families across the Valley participated in during mental health week through various virtual platforms.

20. ADJOURNMENT

On motion of Trustee Rahman, seconded by Trustee Skinner the meeting adjourned at 8:18 p.m.

Arlene Morell
Chairperson

THAMES VALLEY DISTRICT SCHOOL BOARD

SPECIAL MEETING

June 16, 2020
Teams Meeting

TRUSTEES

A. Morell (Chair)	B. McKinnon (-6:20)(+7:00)
J. Bennett	S. Polhill
L. Pizzolato	B. Smith
M. Ruddock	J. Skinner
B. Yeoman	P. Cuddy
C. Rahman	C. Antone
C. Kennedy	S. Hunt
S. Chun	E. Butler

ADMINISTRATION AND OTHERS

M. Fisher	M. Moynihan
J. Pratt	P. Sydor
S. Builder	R. Kuiper
A. Canham	L. Griffith-Jones
R. Culhane	C. Giannacopoulos
C. Lynd	K. Edgar
D. Macpherson	L. Nicholls
T. Testa	A. Chahbar
P. Skinner	C. Glaser
S. Powell	P. Hicks
B. Williams	S. Smith
S. Macey (-7:08)	H. Gerrits
K. Auckland	

1. CALL TO ORDER

Board Chair Morell called the meeting to order at 5:35 p.m. and acknowledged the traditional territory on which the Board meeting is held.

2. O CANADA

The meeting was opened with the playing of O Canada.

3. APPROVAL OF AGENDA

The agenda was approved on motion by Trustee Yeoman, seconded by Trustee Smith.

4. CONFLICTS OF INTEREST

None.

5. DIRECTOR'S UPDATE

Director Fisher provided an update on Thames Valley District School Board's (TVDSB) response to the Covid-19 pandemic noting this is week 11 of Learning at a Distance.

Director Fisher advised on the equity and diversity strategies that TVDSB implemented as part of the 2019 Operational Plan. Actions include improving the Equitable Recruitment, Selection and Promotion of Staff policy, job fairs, unconscious bias training, dedicated portfolios for equity and Indigenous students, and removing third party recruitment application fees.

P. Skinner advised on the plan to improve equitable access to a quality education for all students and outlined the next steps.

Associate Director Culhane provided updates on summer school registration, the Black student/Black parent focus group, the work of Graduation Coaches, credit recovery for Indigenous students, Tu Punte, Chromebooks and SEA devices, Special Education funding, report cards, the distribution of education materials for applicable students, IPRCs and Go for Gold Grads 2020.

Associate Director Pratt provided updates on the work of the Health and Safety team, tentative labour agreements, and the reopening of childcare centres.

Director Fisher recognized Warrant Officer Warren Levschuk from Medway Secondary School and Amy Donaldson from F.D. Roosevelt Public School noting their extended efforts in their communities during the COVID-19 pandemic and extended his appreciation.

Director Fisher confirmed TVDSBs commitment to equity and equitable outcomes for all students. An outline of the Operation Plan and next steps were provided.

Moved by M. Ruddock
Seconded by B. Smith

In response to the Black Lives Matter request that has been circulated in the media, the following recommendation is moved:

That Administration prepare a report by the end of November 2020 to include:

- the availability of nutrition programs,
- the availability of black and indigenous counsellors,
- the availability of mental health professionals and programs,
- information on the black and indigenous curriculum available to students,
- the role of School Resource Officers and which schools current utilize this service; and
- information on the equity training/programs provided to staff and students.

That the report be inclusive of all schools within Thames Valley.

Trustee Ruddock spoke to rationale for the motion noting the importance of research and gathering accurate data from multiple sources to best implement strategies for improvement.

A motion to recess was moved by Trustee Skinner, seconded by Trustee Cuddy at 6:16 p.m. The meeting reconvened at 6:30 p.m.

On motion of Trustee Pizzolato, seconded by Trustee Skinner the motion was deferred to the 2020 June 23 meeting of the Board.

Student Trustees shared feedback provided to them from students that have experienced social bias and expressed their desire change within the TVSDB.

Moved by C. Rahman
Seconded by J. Skinner

WHEREAS: We the Board of Trustees have heard from the community through the June 6th 2020, rally in Victoria Park, demonstrations in other TVDSB communities and protests at the Board office that real action is needed on anti-black racism, racism in schools, equitable hiring practices and reflective curriculum.

WHEREAS: Indigenous peoples have continuously faced issues of systemic discrimination and increased violence that require our acknowledgement at a system level. The deaths of Black people and Indigenous peoples are a result of a network of oppressive institutions in which the education system plays a role;

WHEREAS: There are a number of policies that focus on equity and inclusion at TVDSB, including the Strategic Plan and the Board is committed to the removal of systemic barriers to improve student learning, close achievement gaps, and to ensure equitable opportunities for students and staff;

WHEREAS: The Minister has the authority to make regulations governing the hiring practices for teachers.

BE IT RESOLVED THAT: TVDSB develop an anti-black racism/anti-racism strategy. That the board develop this strategy through extensive consultation. That the strategy include specific objectives tied to actions, measurable outcomes and timelines for meeting those objectives include provisions for engaging with students, parents/guardians, and other stakeholders. Include provisions for public reporting on progress towards achieving outcomes in the strategy on a monthly basis. That the board hear all recommendations no later than June 2021;

BE IT FURTHER RESOLVED THAT: The board establish an equity and inclusivity advisory committee as well as a student equity and advisory committee to help create the strategy. That the committee is representative of the demographics and intersectionality's of the Board's student body. That the committee be consulted with, in a meaningful way, on policies, programs and initiatives such as curriculum changes, dress codes, disciplinary policies and procedures etc;

BE IT FURTHER RESOLVED THAT: TVDSB explore the practice of collecting disaggregate data by school, grade, race, language, disability, sex, gender, Indigeneity, and socioeconomic status and report back to the board on any issues or concerns with doing so Disaggregated data could be used to put a critical lens on suspension, expulsion and graduation rates, representation in academic, applied and locally developed credit courses, representation in special education, credit accumulation and student absenteeism. This data could be used to assess, evaluate and report on progress towards improving outcomes for **all** students;

BE IT FURTHER RESOLVED THAT: TVDSB, commit to anti-racism and anti-oppression training for Trustees, teachers, administrators, staff and students;

BE IT FURTHER RESOLVED THAT: The Policy working committee, review the POLICE/SCHOOL BOARD PROTOCOL IN THE 2020/21 School year;

BE IT FURTHER RESOLVED THAT: TVDSB engage in extensive consultation with students, staff, community members, trustees and parents/guardians regarding the School Resource Officers (SROs) program. That the consultation probes the feelings and experiences of students in relationship to SROs and police presence in our schools. That staff prepare an accountability report for Trustees and the community in consultation with Police services across Thames Valley on the nature of the role of School Resource Officers, include the results of the survey and recommendations moving forward by December 2020;

BE IT FURTHER RESOLVED THAT: The Chair of the Board, in collaboration with the Board of Trustees, the mover and seconder of the motion and staff, send a letter to the Minister requesting the development of the Policy and Program Memorandum (PPM) on equity and diversity in hiring practices as requested by OPSBA. So that learners can see themselves reflected in the different positions of leadership in our schools;

BE IT FURTHER RESOLVED THAT: The Chair of the Board, in collaboration with the Board of Trustees, the mover and seconder of the motion and staff, send a letter to the Minister of Education encouraging the revision of the curriculum to better incorporate Black and Indigenous histories. We ask that the Government honour the Calls to Action of the Truth and Reconciliation Commission of Canada. To collaborate with Survivors, Aboriginal peoples, and educators to continue with curriculum revisions across subjects, grades and courses, to strengthen Indigenous content and learning.

On motion of Trustee Ruddock, seconded by Trustee Hunt the motion was deferred to the 2020 June 23 meeting of the Board.

Questions of clarification were addressed regarding posting the motions on the TVDSB website.

6. REVISED BUDGET CALENDAR

S. Macey presented for information the revised budget calendar. C. Lynd provided the rationale for the revisions.

Questions of clarification were addressed regarding budget deadlines.

7. ONLINE BUDGET SURVEY RESULTS

C. Lynd presented a summary of the budget input received online from seven respondents between 2020 May 4 and 2020 May 29.

8. 2020-2021 ENROLMENT PROJECTIONS

J. Pratt presented enrolment projections that will be used to develop the 2020-2021 budget.

Questions of clarification were addressed regarding planning for increased cohorts and under projected enrolment numbers.

9. COVID-19 RELATED COSTS

C. Lynd presented for information the realized reduced expenses and additional costs related to COVID-19. It was noted key savings resulting from the pandemic were primarily driven by decreased casual salaries, transportation and utilities/energy costs. The additional costs resulting from the pandemic were detailed including anticipated costs.

In response to questions regarding transportation costs/savings, Administration offered to follow up. It was noted the board is not privy to specific costs related to contractual costs between the bus operators and bus drivers.

10. PUBLIC INPUT

Fifteen speakers presented public input regarding programming for identified gifted students.

Trustees asked questions of clarification to the presenters.

11. COMMITTEE OF THE WHOLE, IN-CAMERA REPORT, 2020 JUNE 16

Trustee Ruddock reported the Committee of the Whole met in-camera on 2020 June 16, from 5:00 p.m. to 5:30 p.m. and from 9:05 p.m. to 10:08 p.m. The committee discussed personal matters.

On motion of Trustee Ruddock, seconded by Trustee Skinner the following recommendation was moved and carried:

That the motion approved at the in-camera session of 2020 June 16 related to personal matters be approved.

12. QUESTIONS/COMMENTS BY MEMBERS

In response to a question, A. Canham outlined the process for identifying gifted students.

On motion of Trustee Skinner, seconded by Trustee McKinnon the meeting recessed at 8:55 p.m. reconvening in public session at 10:10 p.m.

13. ADJOURNMENT

On motion of Trustee Hunt, seconded by Trustee Ruddock the meeting adjourned at 10:10 p.m.

Arlene Morell
Chairperson



Date of Meeting: 2020 June 23
 Item #: 12.a

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: CPCC
	For Board Meetings: <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	TVDSB Accommodation Plan – 2020-21 School Year Planning Approach
PRESENTED BY:	Jeff Pratt, Associate Director Cathy Lynd, Superintendent of Business
PRESENTED FOR:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Input/Advice <input type="checkbox"/> Information
Recommendation(s):	Motion for the Board of Trustees to select the 2020-21 capital planning approach, based on the options provided.
Purpose:	<p>To highlight four potential capital planning approaches for the 2020-21 school year, based on needs identified within the draft Accommodation Plan, for Trustee consideration, selection and approval.</p> <p>Each of the initiatives and options vary with respect to the level of complexity and scope of work. Based on the current exceptional circumstances, and as the Planning Department increases to full complement, the initiative and approach selected in any one area has a direct impact on the number and complexity of other initiatives that can be explored in the next school year.</p>
Content:	<p>Background</p> <p>Eagle Heights PS and the proposed new Belmont PS have been identified as the top priorities of the Board; however these two priorities are directly dependent on the outcome of the Capital Priorities Submission and feedback from the Ministry of Education. It is recommended that the Board not initiate a review or investigation into alternative accommodation solutions for these areas in the absence of this information. Once the results are received, the areas of focus and capital planning approach for 2020-21 may need to be re-prioritized.</p> <p>It is important to note that the timing related to the capital planning approach for 2020-21 may also be impacted by any necessary emergency accommodation planning required for COVID-19, and/or the announcement of submission timelines for the 2020-21 Capital Priorities Program.</p> <p>Appendix A</p> <p>Appendix A to this report outlines a series of proposed approaches and scope considerations reviewed by Administration for three (3) areas of focus identified within the Accommodation Plan.</p> <p>The identified areas of focus include:</p>

1. Elementary Panel – Roch Carrier FI PS + Oxford County
2. Secondary Panel – French Immersion (FI) Site Location – City of London
3. Elementary Panel – Southeast St. Thomas Holding Zone + City of St. Thomas / Elgin County

For each area of focus the context of the accommodation challenge is provided in Appendix A, along with the considerations for each proposed approach. The proposed approaches are outlined so that approach A is the least complex and each subsequent option is progressively more complex or comprehensive.

Capital Planning Options for Selection

Given all of the considerations, Administration is providing recommendations from a planning perspective as to four capital planning options for Trustees to consider and select to initiate for the 2020-21 school year:

1. Area of Focus 1, Proposed Approach C

Elementary Panel – Roch Carrier FI PS + Oxford County

- Explore alternative FI school site locations (single or dual track) while undertaking a balance exercise for FI and single-track elementary schools in the City of Woodstock.

2. Area of Focus 1, Proposed Approach C + Area of Focus 2, Proposed Approach B

Elementary Panel – Roch Carrier FI PS + Oxford County

- Explore alternative FI school site locations (single or dual track) while undertaking a balance exercise for FI and single-track elementary schools in the City of Woodstock.

and

Secondary Panel – French Immersion Site Location – City of London

- Explore an additional secondary FI site location in the City of London.

3. Area of Focus 3, Proposed Approach C

Elementary Panel – Southeast St. Thomas Holding Zone + City of St. Thomas / Elgin County

- Explore potential school sites with available capacity to permanently designate the holding zone while undertaking a balancing exercise for English, single-track elementary schools in St. Thomas / Central Elgin.

4. Area of Focus 3, Proposed Approach C + Area of Focus 2, Proposed Approach B

Elementary Panel – Southeast St. Thomas Holding Zone + City of St. Thomas / Elgin County

- Explore potential school sites with available capacity to permanently designate the holding zone while undertaking a balancing exercise for English, single-track elementary schools in St. Thomas / Central Elgin.

and

Secondary Panel – French Immersion Site Location – City of London

- Explore an additional secondary FI site location in the City of London.

	<p>These options provide a comprehensive review of one or two of the accommodation issues noted and at this time can reasonably be expected to be initiated over the next school year.</p> <p>Direction from the Board of Trustees is requested as to which of the above four options to initiate for the 2020-21 school year.</p> <p>Administration will present a comprehensive implementation plan for Trustee review and approval in the fall of 2020 based on the option selected and approved by Trustees.</p>
Financial Implications:	
Timeline:	
Communications:	
Appendices:	<p>Appendix A - Summary of Proposed Approaches by Area of Focus</p> <p>Appendix B – TVDSB Accommodation Plan (Note – this final version reflects minor updates from the draft version presented to the Planning and Priorities Committee March 10, 2020)</p>

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 January 2020

Appendix A - Summary of Proposed Approaches by Area of Focus

Area of Focus 1: Elementary Panel - Roch Carrier FI PS + Oxford County

Isolated Challenge: Accommodation Pressure at Roch Carrier FI PS (Planning Area 19 – Woodstock)

- Single FI school with facility capacity of 282 pupil places serving all of Oxford County
- Overutilization of existing school facility with increasing enrolment projected
- Portables on-site providing interim accommodation
- Grade structure change implemented in 2019/20 to relieve some enrolment pressures
- English JK/SK integration for prospective FI students not offered due to capacity constraints

Overall Challenge: Imbalances across Oxford County Planning Area 19 – Woodstock and Planning Area 20 – North / East Oxford

- Tier I Strategies for Action associated with 2019/20 Capital Priorities for Springbank PS addition, subject to funding announcement; submission not identified as a top priority
- Increasing enrolment pressures within holding zones designated to attend Central PS and Winchester Street PS
- Enrolment imbalances across elementary panel with fragmented attendance areas, projected enrolment shifts and limited facility capacities

Overview of Proposed Approach

Considerations for Proposed Approach

A Explore introduction of a second, single-track FI school site in Oxford County

Requires a vacant school site or an existing school to be vacated to accommodate single-track FI

- Limited by inability to undertake Pupil Accommodation Review
- Attendance Area Review, program location change(s) and potential grade restructuring at one or more school sites may be required
- Single-track FI program delivery model maintained; net gain in FI site locations for Oxford County
- Opportunity to offer English-track JK/SK programming in FI schools within Oxford County may be possible
- Approach is limited to addressing the isolated accommodation challenge

B Explore introduction of a dual-track school site with FI in Oxford County

Requires integration of FI programming at an existing English track school with sufficient capacity

- Attendance Area Review, program location change(s) and potential grade restructuring at one or more school sites may be required
- Consultation on dual-track school sites may be required
- Opportunity to offer English-track JK/SK programming in FI schools within Oxford County may be possible
- Moderate to significant student movement may be required
- Approach is limited to addressing the isolated accommodation challenge

C Explore alternative FI school site locations (single or dual-track) while undertaking a balancing exercise for FI and single-track elementary schools in the City of Woodstock

Requires more comprehensive review of Planning Area 19 to address multiple

- Attendance Area Review, program location change(s) and potential grade restructuring at one or more school sites may be required; managing enrolment across other schools in the area was a recommendation from a previous Capital Priorities submission
- Expanded review presents more opportunities for comprehensive student accommodation planning to address multiple accommodation challenges (including both over and under school utilization); permanent accommodation of some interim holding zones in Woodstock may be included within scope
- Significant student movement may be required

accommodation challenges, including but not limited to FI

- Hickson Central PS and interim holding zones designated to attend Central PS excluded from the scope of review
- Approach is inclusive of addressing isolated challenge and an initial step to addressing overall accommodation challenge

D Explore alternative FI school site locations (single or dual-track) while undertaking a balancing exercise for FI and single-track elementary schools in the City of Woodstock and North/East Oxford

Requires more comprehensive review of Planning Areas 19 and 20 to address multiple accommodation challenges, including but not limited to FI

- Attendance Area Review, program location change(s) and potential grade restructuring at one or more school sites may be required; managing enrolment across other schools in the area was a recommendation from a previous Capital Priorities submission
- Consultation on dual-track school sites may be required
- Expanded review presents more opportunities for comprehensive student accommodation planning; permanent accommodation of all interim holding zones in Woodstock
- Hickson Central PS included within scope
- Approach is inclusive of addressing isolated challenge and overall accommodation challenge but may be premature at this time

Area of Focus 2: Secondary Panel French Immersion Site Locations – City of London

Overall Challenge: Accommodation pressures at Sir Frederick Banting SS and Sir Wilfrid Laurier SS where French Immersion programming is offered

- Large attendance areas for secondary FI programs; over 500 students per site in the City of London
- City of London secondary schools with FI programs experiencing accommodation pressures
- Specialized programming, including FI and Special Education, are space intensive due to smaller class sizes

Overview of Proposed Approach

Considerations for Proposed Approach

- A** Explore potential alternative sites for existing site locations in the City of London

Requires movement of FI programming to a secondary school with sufficient capacity; no gain in program locations due to movement

- Represents possible optional program location change
- No attendance area review required; community consultation with enrolled students may be required
- Existing FI program may remain intact with minimal change between teachers and students
- Accommodation pressure may be reduced at one secondary school currently offering FI programming
- Significant student movement may be required
- Alternative FI site location may not be aligned with the location of existing concentrations of FI students
- Alternative FI site location may require additional programs offered to support FI students

- B** Explore an additional secondary FI site location in the City of London

Requires new location for FI programming in London; gain in program location and student redistribution required

- Attendance Area Review to recognize new / revised catchment areas for FI programming may be required
- Accommodation pressures at one or both existing FI site locations may be reduced
- Existing system facility space may be better utilized
- Moderate to significant student movement may be required; depending on additional FI site location, travel for some students may be reduced
- Existing FI programs may be impacted with change between teachers and students
- Additional FI site location may require additional programs offered to support FI students

Area of Focus 3: Elementary Panel - Southeast St. Thomas Holding Zone + City of St. Thomas / Elgin County

Isolated Challenge: Southeast St. Thomas Holding Zone Designated to Attend Kettle Creek PS on Interim Basis

Planning Area 23 – St. Thomas / Central Elgin

Tier I Strategy for Action

- Tied to 2019/20 Capital Priorities Program submission for proposed Southeast St. Thomas Elementary School, subject to funding announcement; submission not identified as a top priority
- Increased enrolment at Kettle Creek PS due to growth in the attendance area and holding zone; portables required for supplementary interim accommodation

Overall Challenge: Enrolment imbalances across elementary panel within Planning Area

Overview of Proposed Approach

Considerations for Proposed Approach

A Explore potential school sites with available capacity to permanently accommodate holding zone

Requires integration of holding zone at an existing English track school with sufficient capacity

- Holding Zone Amendment Report with notification to affected holding school and school communities may be required; no Attendance Area Review required but may result in fragmented attendance areas
- Permanent accommodation of interim holding zone to be included within scope
- Travel for students residing in holding zone may be reduced; bussing would likely remain a requirement
- Some student movement (students residing in holding zone) may be required

B Explore the feasibility of a dual-track site at Éva Circé-Côté FI PS to permanently accommodate holding zone

Requires integration of holding zone at existing FI school with sufficient capacity

- Attendance Area Review and potential program location change(s) at one or more sites may be required
- Consultation on dual-track school sites may be required
- Permanent accommodation of interim holding zone to be included within scope
- Travel for students residing in holding zone may be reduced; bussing would likely remain a requirement
- Some student movement (students residing in holding zone) may be required
- Available pupil places may not be sufficient to accommodate English programming

C Explore potential school sites with available capacity to permanently designate holding zone while undertaking a balancing exercise for English, single-track elementary schools in the St. Thomas / Central Elgin

Requires more comprehensive review of Planning Area 23 to address multiple accommodation challenges, including but not limited to the holding zone

- Attendance Area Review and potential program location change(s) at one or more sites may be required; managing enrolment across other schools in the area was a recommendation from a previous Capital Priorities submission
- Expanded review presents more opportunities for comprehensive student accommodation planning to address multiple accommodation challenges; permanent accommodation of interim holding zone within scope
- Moderate to significant student movement may be required
- Feasibility of dual-track site excluded from scope

D Explore potential school sites with available capacity to permanently designate holding zone while undertaking a balancing exercise for elementary schools within Planning Area 23 - St. Thomas / Central Elgin, including a dual-track site at Éva Circé-Côté FI PS

Requires more comprehensive review of Planning Area 23 to address multiple accommodation challenges, including but not limited to the holding zone, FI and dual-track feasibility

- Attendance Area Review and potential program location change(s) at one or more sites may be required; managing enrolment across other schools in the area was a recommendation from a previous Capital Priorities submission
- Expanded review presents more opportunities for comprehensive student accommodation planning to address multiple accommodation challenges; permanent accommodation of interim holding zone within scope
- Moderate to significant student movement may be required
- Feasibility of dual-track site included within scope; consultation on dual-track school sites may be required
- Available pupil places at Éva Circé-Côté FI PS may not be sufficient to accommodate English programming

One

Thames Valley District School Board Accommodation Plan



Why *One*?

As a **collective system** with the foremost goal of **fostering student achievement** and **well-being** in facilities that are welcoming and safe;

We are *one*.

Reflecting on our past, **shaped** by our reality and **inspired** by our future;

We are *one*.

Building on our **relationships** with all regions, all communities and all partners in education;

We are *one*.

Like the river running through this vast district,
extending across farm fields through the heart of downtown
and on the lands of our First Nations traditional territories;

We are *Thames Valley*.

We are *one*.

Everyone Belongs in **Thames Valley**

What is the *Accommodation Plan*?

A **system-wide assessment** and **synopsis** of student accommodation, including opportunities, challenges and limitations.

A **reflective** and **forward-thinking summary** of strategies for action across Thames Valley.

What is the purpose of the *Accommodation Plan*?

Exploration of the key question:

What does TVDSB need, for what purpose(s), in which locations and in what timeframe?

How?

Analysis of data and information-driven summaries by planning area over a 5-year horizon to inform strategies for action and assist in the scheduling and budgeting of accommodation and capital planning initiatives.



Why an *Accommodation Plan*?

- Thames Valley's student population is growing overall and has created significant immediate and short-term needs that must be addressed.
- Growth, demographic shifts and residential development have resulted in system-wide imbalances between available space, student enrolment and projected needs.
- Reflects a comprehensive, Board-wide view.

What are the outcomes of the *Accommodation Plan*?

The *Accommodation Plan* is the foundational building block for accommodation planning across Thames Valley.

The *Accommodation Plan* offers time-bound and system-wide strategies for action and progressive accommodation planning.

The *Accommodation Plan* sets priorities and highlights where further review, analysis and action are necessary across Thames Valley.



Overview

Thames Valley District School Board is changing as a result of significant migration and immigration to urban areas across the Board. The London Census Metropolitan Area (CMA), which includes the City of London, the City of St. Thomas and areas within Middlesex and Elgin Counties, recorded the 2nd highest growth rate in Canada in 2019 (tied with Ottawa – Gatineau) at 2.3%¹.

Current data indicates increasing pressures at schools in some areas of the district, while significant underutilization of facilities persists in other areas. More students are enrolling in areas where the Board is already experiencing classroom space shortages as growth is not evenly distributed across the district.

Action is required to address the distribution challenges associated with localized growth and enrolment pressures.

At this time, the planning tools available to immediately address concerns include:

- Attendance area reviews;
- Holding zone reviews;
- Grade structure reviews;
- Program delivery and location reviews; and,
- Interim accommodation, including the use of portables.

Pupil accommodation reviews to facilitate school consolidations or school closures are not currently an available planning tool.

As there are limited planning tools available, the priority should focus on enrolment pressure and balancing utilization across the Board, where possible.

¹ Source: Statistics Canada (2020). Population Estimates as of July 1, 2019 – London (Ont.) CMA. Interactive Dashboard.



The 19/20 Capital Priorities Program Funding submission identified the following critical system needs:

- Eagle Heights Public School – Addition
- New Belmont Elementary Public School
- New Northwest London Elementary Public School
- New Southwest London Elementary Public School
- Springbank Public School – Addition
- New Southeast St. Thomas Elementary Public School

Strategies for action related to any Capital Priorities Program Funding approvals are considered Tier I priorities. For any funding request not approved, alternative strategies for action are provided, where applicable. Included within Tier I strategies for action is exploring options to mitigate accommodation pressure at Roch Carrier French Immersion Public School.

The Accommodation Plan also identifies strategies for action in other areas of the Board. These strategies are included in the Tier II and Tier III strategies for action summary.

A summary of all strategies for action is included in Section 1.



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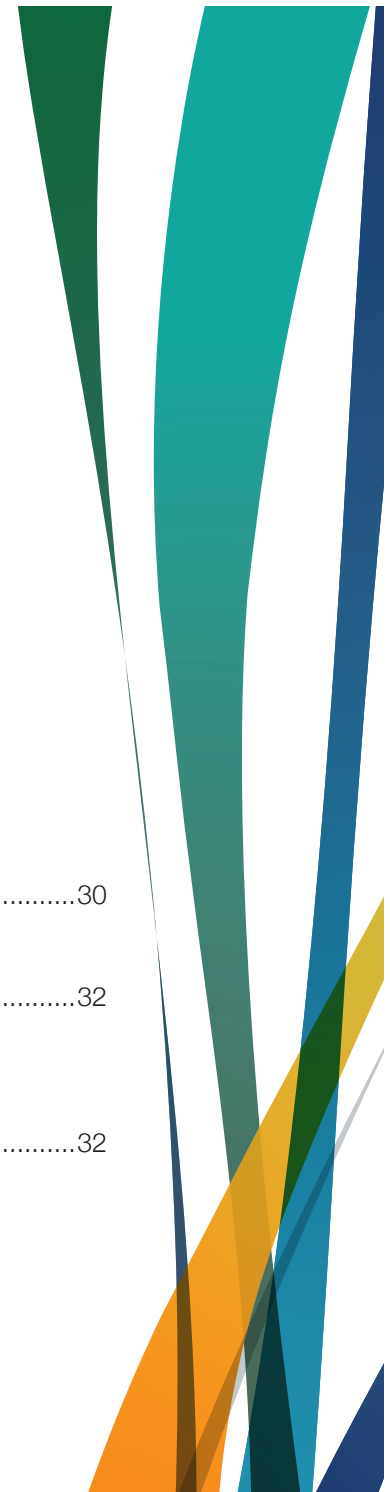
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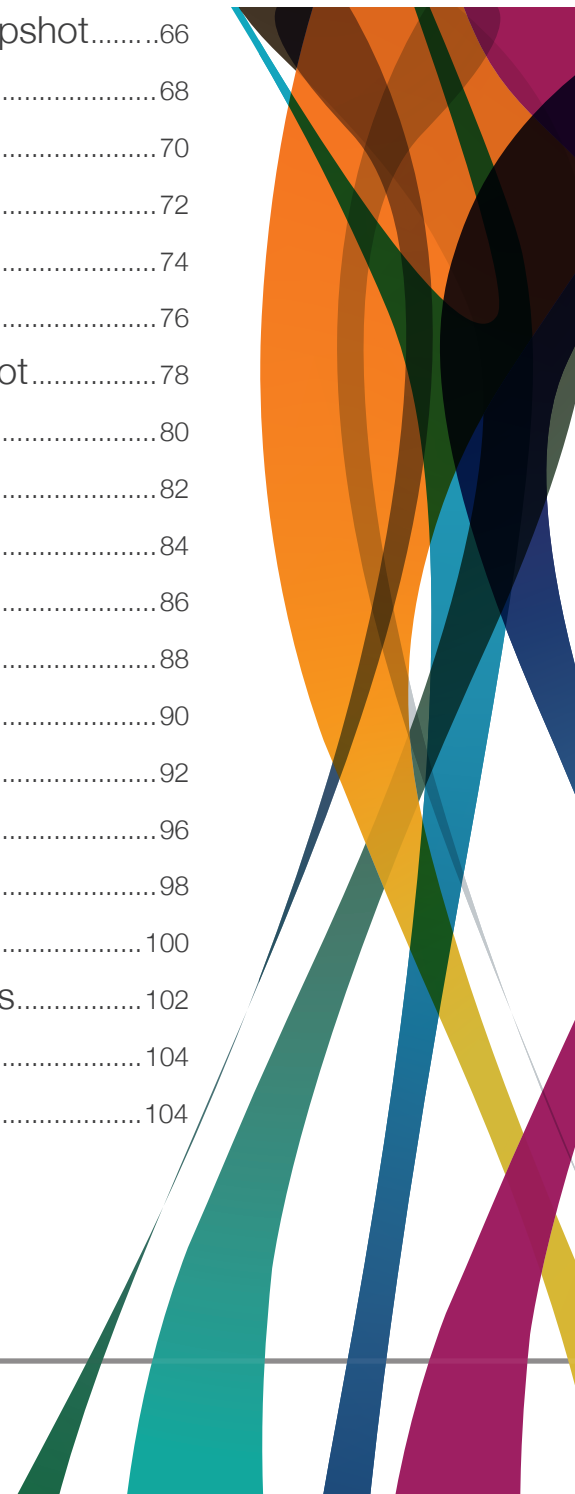
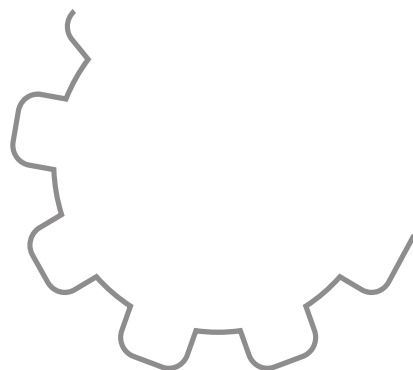
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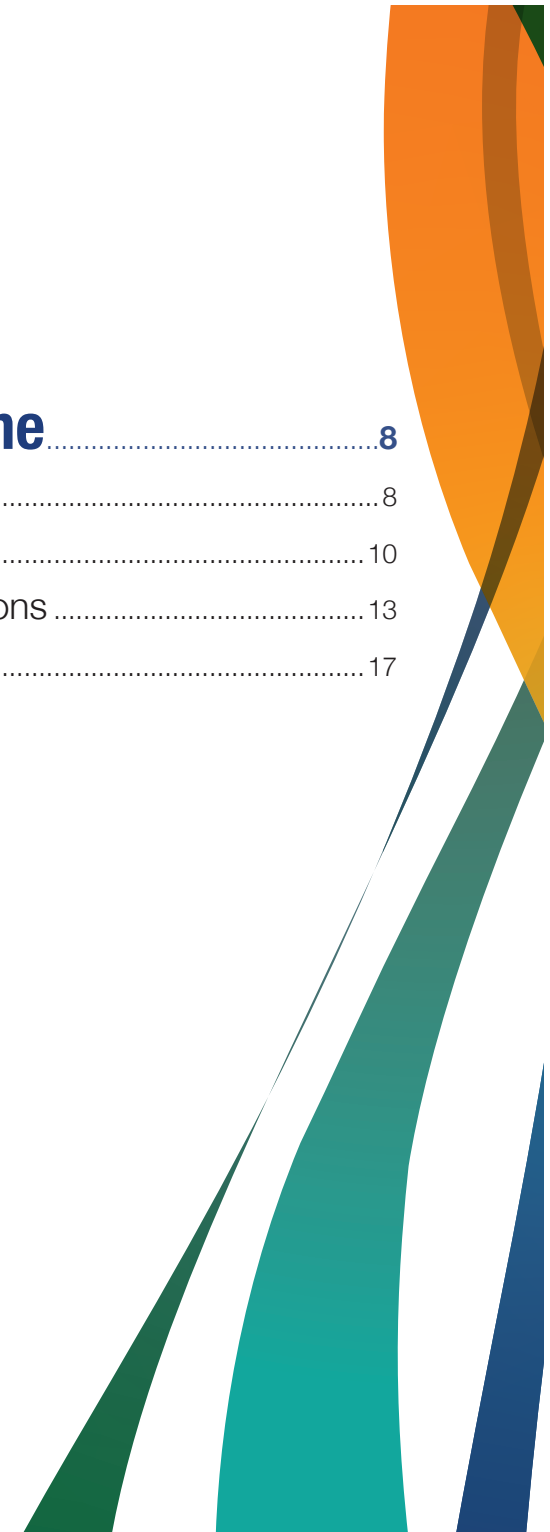
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Welcome

Section 1 of the Accommodation Plan is introductory and provides an overview of the guiding principles, the approaches used throughout the document and offers a summary of time-bound strategies for action.

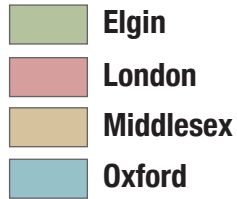
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The District

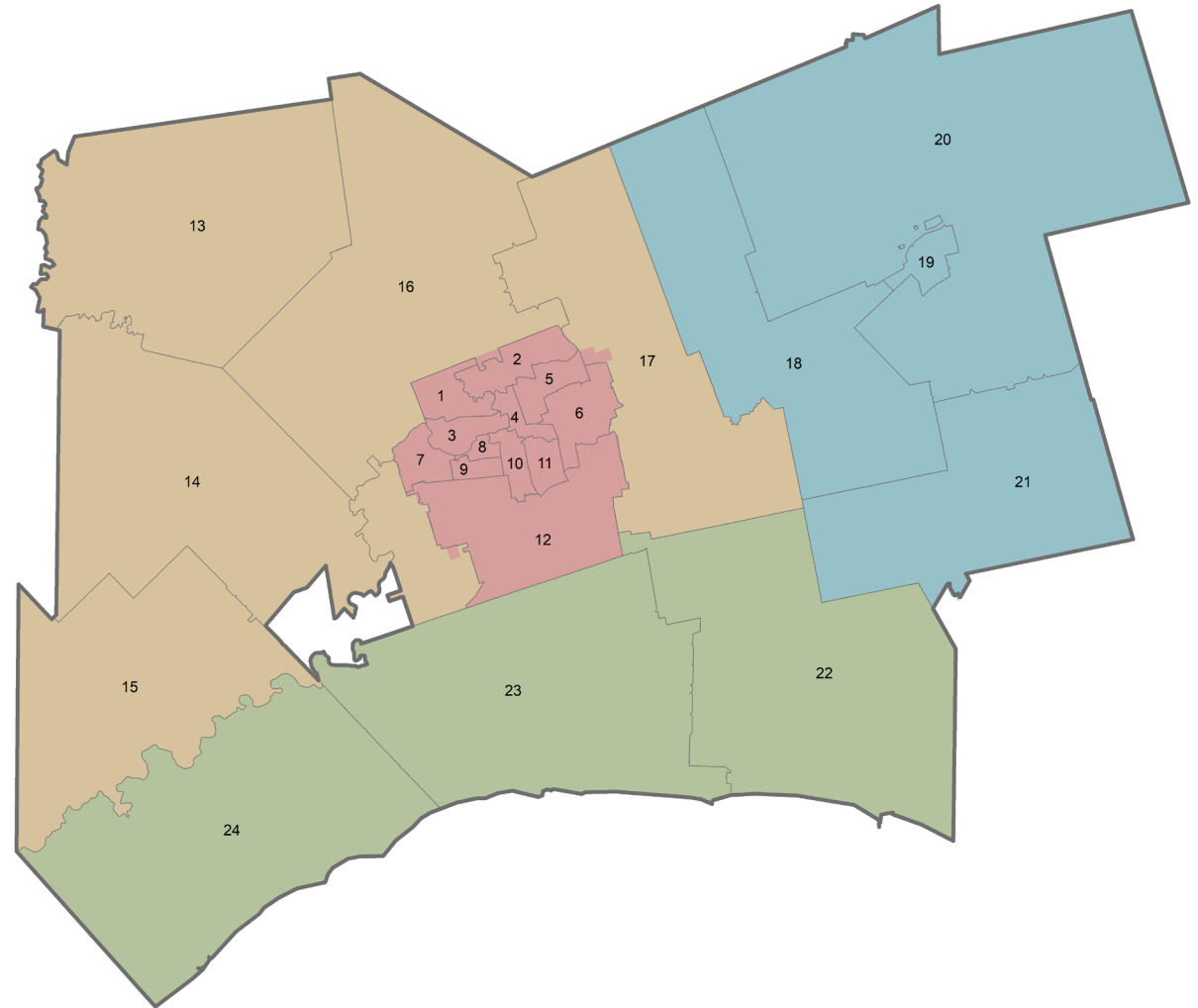
Thames Valley District School Board includes the cities of London and St. Thomas, and the counties of Elgin, Middlesex and Oxford.

Within the Accommodation Plan, the district is organized and colour-coded by region:



Each region has been further divided into Planning Areas. Planning Areas were developed based on a review of demographic profile, historic trends and strategies for action:

- | | |
|--|----------------------------------|
| PA01: Northwest London | PA13: North Middlesex |
| PA02: North Central / Northeast London | PA14: West Middlesex |
| PA03: West London | PA15: Southwest Middlesex |
| PA04: Downtown / Central London | PA16: Central Middlesex |
| PA05: East London | PA17: East Middlesex |
| PA06: Southeast London | PA18: West Oxford |
| PA07: Byron (London) | PA19: Woodstock |
| PA08: West Central London | PA20: North / East Oxford |
| PA09: South Central London | PA21: South Oxford |
| PA10: South London | PA22: East Elgin |
| PA11: East Central London | PA23: St. Thomas / Central Elgin |
| PA12: Southwest London | PA24: West Elgin |



Strategic Priorities

Thames Valley District School Board (TVDSB) is southwestern Ontario's largest public school board, providing public education to approximately 80,000 students across an area of over 7,000 sq.km.

2018 – 2021 Strategic Priorities

Achievement and Well-Being

We engage in innovative learning experiences that promote excellence in student achievement and well-being.

Equity and Diversity

We provide an equitable and inclusive environment that champions learning opportunities for all.

Relationships

We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.



Mission

We build each student's tomorrow, every day.

Vision

The Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - a strong foundation for all students.

Our 'Why'

Create a culture where educators consistently use data to inform practice

Deliver consistent and comprehensive instructional best practices

Provide students with optimal programming and supports

Engage families in their child's learning

Implement responsive policies, programs and practices for students and staff

Build positive school and work climates

Foster a culture of responsive feedback

Establish a culture of consistent service excellence

Guiding Principles

The Accommodation Plan reflects a number of key commitments to our students and families, our communities and our partners in public education. Strategies for action will:

Put Students First

Provide information and data-driven strategies that are sustainable, appropriate and reflective of the Thames Valley District School Board's mission to build each student's tomorrow, every day.

Demonstrate Responsibility

Provide students with accommodations which support student achievement, safety and well-being, while practicing stewardship of public resources.

Establish Intention

Ensure strategies are in alignment with Provincial legislation, Ministry frameworks, local plans and strategies, and the Thames Valley District School Board's Strategic Priorities and Board policies.

Communicate Openly

Enhance accommodation planning strategies and action plans progressively with feedback, consultation and meaningful engagement.

Embrace Community

Cultivate partnerships, grow relationships and pursue collaboration opportunities that support Thames Valley District School Board communities.





Monitor Change and Outcomes

Continue to monitor the changing needs of Thames Valley District School Board's stakeholders and communities to ensure accommodation plans, strategies and priorities are dynamic and adaptive.



Guided by the mission and vision of Thames Valley, the Board's Strategic Priorities, and the Guiding Principles of this document, the Accommodation Plan provides a system-wide summary and analysis of accommodation-related opportunities and challenges across the district.




Strategies are presented through the lens of four action-based categories:

	IMPLEMENT	Moving forward with an initiated action, including but not limited to capital investments and / or programming changes
	PARTNER	Creating opportunities to develop reciprocal relationships and efficiently use existing and future resources
	RETHINK	Programming to enhance student learning experiences in a range of learning spaces and environments
	REVIEW	Undertaking the necessary studies to provide appropriate, inclusive and responsible accommodation planning strategies

The Accommodation Plan and the strategy categories consider direction and feedback that has been offered by the Ministry of Education regarding capital planning, including:

- Optimizing the use of existing facility capacity when and wherever possible;
- Expanding review areas;
- Managing enrolment through attendance area reviews and grade reconfigurations; and,
- Changing program offerings and sites.

Attached to each strategy for action category within the Accommodation Plan are suggested timelines to initiate action:

	Near-Term	2019-2020 or 2020-2021 (Within 1 year)
	Short-Term	2020-2021 to 2022-2023 (Within 1 to 3 years)
	Medium to Long Term	2023-2024 or Beyond

Strategies for action within the Accommodation Plan are:

- Data-driven based on dynamic analysis of key indicators across place and time;
- Informed by active listening to ideas and strategies shared by the Ministry, the Board of Trustees, Administration and school communities; and,
- Committed to continued implementation and extension of the underlying principles and direction outlined within Rethink Secondary Learning across both the elementary and secondary panels.


Enrolment Projections

Planning staff worked closely with outside consultants (Watson & Associates Economists Ltd.) to prepare 5-year enrolment projections for the system.

The methodology is based on the relationships between demographic trends and historical enrolment across the Board. Planning staff have consulted with planning colleagues and municipal partners across the district to provide local knowledge and insight.

Within robust demographic and economic analyses, the following was evaluated when preparing projections

- Historical population and housing trends;
- Demographic trends (i.e. births, deaths and age structure);
- Residential building permit activity by structure type and geographic area over the past decade;
- Residential growth forecasts by planning area based on municipal data; and,
- Board share of school-aged children.



Methods and Assumptions

From this analysis, projections are prepared for each existing school community taking into account enrolment ratios and grade transitions, along with forecasted enrolment growth allocations resulting from new residential development. This two-part projection process ensures that mature and developing neighbourhoods are recognized and accounted for independently.

Components of Enrolment Projections

Elementary

Actual Enrolment
Year to Year Retention Rates

Live Birth Data
Junior Kindergarten Registrations
Residential Development
Pupil Yields from New
Development
Migration and Immigration

EXISTING COMMUNITY

Secondary

Actual Enrolment
Year to Year Retention Rates
Progression from Elementary to
Secondary



GROWTH

Residential Development
Pupil Yields from New
Development
Migration and Immigration

Enrolment Projection Assumptions

The enrolment projections include assumption-based enrolment shifts resulting from:

Consolidating entry into French Immersion programming at Grade 1 effective for the 20/21 school year;

Phasing out of Extended French Immersion programming in Grade 7 and Grade 8 over the 20/21 and 21/22 school years;

Sustained growth from international student and newcomer enrolment; and,

Variable residential growth and development within holding zones across the district.

Limitations

At this time, some projection adjustments have been excluded from the scope of this document due to insufficient data:

Integration of limited English track Junior and Senior Kindergarten enrolment into select elementary French Immersion schools;

Adjustment of enrolment projections to reflect potential changes to program offering locations effective for the 20/21 school year (i.e. English as a Second Language locations in London secondary schools, Special Education site changes); and,

Potential changes to classroom size/loading affecting school facility capacity.

Other Considerations

Pupil accommodation reviews to facilitate school consolidations or closures are not currently an available planning tool.

The projected number of pupils from new residential growth are allocated to the designated holding school however the number of new dwelling units remains in the Planning Area of origin.

Enrolment projections are expressed as October 31 total pupil body counts. Calculations for full-time equivalency (FTE), average daily enrolment (ADE) and pupils of the Board are calculated separately from pupil body counts based on historic trends and factors.

Enrolment in the elementary panel is expressed as total pupil counts which is assumed to equal FTE.

Projections included within this report are intended for accommodation planning only and are not to be used for staffing or budget purposes.

Methods and Assumptions

Ministry of Education On-the-Ground Capacity for School Facilities

The On-the-Ground (OTG) capacity of each school facility is based on the Ministry of Education’s School Facilities Inventory System (SFIS) 19/20 data and current instructional space loading per the Ministry’s space type categorization.

The OTG capacity of a facility is used along with pupil enrolment, expressed as full-time equivalent (FTE) opposed to body count, to calculate the utilization rate or the ratio between pupil places required relative to the FTE of enrolled pupils expressed as a percentage.

The OTG capacity data included within this document includes completed capital projects and additions and / or renovations effective for the 19/20 school year, as well as approved and / or under construction projects to be completed prior to the 23/24 school year.

As TVDSB has not yet received notice of decision for 19/20 Capital Priorities Program submissions, proposed OTG capacity changes associated with the submissions have not been contemplated within the scope of this document.

Refer to the data tables within the appendix for facility utilization rates for the 19/20 school year.



Ministry Space Categories and Loading

	Space Type	Loading 2019/2020 OTG Capacity (Pupil Places)
Loaded Spaces	Elementary Regular Classroom	23.0
	Kindergarten Classroom	26.0
	Secondary Regular Classroom	21.0
	Secondary Broad-Based Technology	21.0
	Elementary Special Education Classroom	9.0
	Secondary Special Education Classroom	9.0
	Loaded Resource Room (> 400 sq. ft.)	12.0
Unloaded Spaces	Unloaded Resource Room (< 400 sq. ft.)	0.0
	Library Resource Centre / Library Learning Commons	0.0
	General Purpose Room	0.0
	General Arts Room	0.0

Source: Ministry of Education, School Facility Inventory System 2019/2020



Summary



Strategies for Action

Tier I

19/20 Capital Priorities Program Funding Announcements and Critical System Needs

In September and December of 2019, capital funding requests were submitted to the Ministry of Education for consideration within the 19/20 Capital Priorities Program. Pending the outcome of funding announcements, accommodation action plans will be required to facilitate funding implementation or alternative accommodation measures.

Each submission requires strategies for action depending on the outcome of the funding request. Tier I strategies therefore, are considered the top priorities of Thames Valley District School Board at this time and supersede Tier II and Tier III strategies for action.

Tier I strategies for action apply to the elementary panel only.

Tier I strategies for action are highlighted in red.

Tier II

Near and Short-Term System Strategies for Action

Tier II strategies for action identify the most immediate and short-term needs within the next year (20/21) or the next 1 – 3 years (20/21 – 22/23), outside of Tier I strategies.

Tier II strategies for action are indicated within each of the planning area summaries included within Section 3 of the Accommodation Plan. Tier II strategies for action apply to both the elementary and secondary panels.

Tier II strategies for action are highlighted in red and orange.

Tier III

Medium to Long-Term Strategies for Action

Tier III strategies for action identifies medium to long-term strategies (beyond 3 years). Prior to action in the Tier III category, a review and update to Accommodation Plan is recommended to ensure Tier I and Tier II needs have been addressed.

Tier III strategies for action apply to both the elementary and secondary panels.

Tier III strategies for action are highlighted in blue.



Tier I

Tier I - Accommodating 19/20 Capital Priorities Program Funding Announcements and Critical System Needs

Critical Need	Planning Area	Strategy Capital Priorities Funding Granted	Strategy Capital Priorities Funding Not Granted
Eagle Heights PS <i>Addition</i>	Planning Area 03	Initiate capital approvals and construction process	<p>Consider resubmitting in a future round of the Capital Priorities Program</p> <p>Develop an interim accommodation plan while evaluating permanent accommodation solutions</p>
New Belmont PS <i>Elementary School Facility</i>	Planning Areas 12 & 22	Initiate capital approvals and construction process	<p>Consider resubmitting in a future round of the Capital Priorities Program</p> <p>Develop an action plan for alternative interim or permanent accommodation solutions for South Dorchester PS and Westminster Central PS</p>
New Northwest London PS <i>Elementary School Facility</i>	Planning Areas 01 & 04	<p>Initiate capital approvals and construction process</p> <p>Develop an action plan to accommodate holding zone students currently accommodated at Ryerson PS on an interim basis</p> <p>Develop an action plan to designate an attendance area for the New Northwest London PS</p>	<p>Consider resubmitting in a future round of the Capital Priorities Program</p> <p>Develop an action plan for alternative interim or permanent accommodation solutions for Sir Arthur Currie PS and Ryerson PS</p>

Section 1 - Summary

Tier I

Accommodating 19/20 Capital Priorities Program Funding Announcements and Critical System Needs

Critical Need	Planning Area	Strategy	
		Capital Priorities Funding Granted	Capital Priorities Funding Not Granted
New Southwest London PS <i>Elementary School Facility</i>	Planning Areas 09, 10 & 12	<p>Initiate capital approvals and construction process</p> <p>Develop an action plan to accommodate holding zone students currently accommodated at multiple schools on an interim basis</p> <p>Develop an action plan to designate an attendance area for the New Southwest London PS</p>	<p>Consider resubmitting in a future round of the Capital Priorities Program</p> <p>Develop an action plan for alternative interim or permanent accommodation solutions for Lambeth PS, White Oaks PS and multiple holding zones</p>
Springbank PS <i>Addition</i>	Planning Area 19	<p>Initiate capital approvals and construction process</p> <p>Develop an action plan to accommodate holding zone students currently accommodated at Winchester Street PS on an interim basis</p> <p>Develop an action plan to address accommodation challenges across the planning area</p>	<p>Consider resubmitting in a future round of the Capital Priorities Program</p> <p>Maintain holding zone within Springbank PS attendance area with interim accommodation at Winchester Street PS</p> <p>Evaluate alternative interim or permanent accommodation solutions across the planning area</p>
New Southeast St.Thomas PS <i>Elementary School Facility</i>	Planning Area 23	<p>Initiate capital approvals and construction process</p> <p>Develop an action plan to accommodate holding zone students currently accommodated at Kettle Creek PS on an interim basis</p> <p>Develop an action plan to designate a revised attendance area for the New Southeast St. Thomas PS</p>	<p>Consider resubmitting in a future round of the Capital Priorities Program</p> <p>Develop an action plan for alternative interim or permanent accommodation solutions for Kettle Creek PS and Mitchell Hepburn PS</p>

Tier I

Accommodating 19/20 Capital Priorities Program Funding Announcements and Critical System Needs

Critical Need	Planning Area	Strategy (Capital Priorities Funding not available)
Roch Carrier French Immersion PS <i>Accommodation Pressure</i>	Planning Area 19	Develop an interim accommodation plan while evaluating permanent accommodation solutions as part of Phase 2 of the French Immersion Program Delivery Review Evaluate alternative French Immersion program delivery options in Oxford County



Tier II

Accommodating Near and Short-Term System Needs

PARTNER	RETHINK	REVIEW
<ul style="list-style-type: none"> □ Pursue capital funding opportunities for new elementary schools and additions □ Explore facility collaboration and co-build opportunities 	<ul style="list-style-type: none"> □ Consider grade configuration changes (e.g. Gr 7-12) 	<ul style="list-style-type: none"> □ Consider undertaking London and Middlesex Secondary School attendance area review □ Consider undertaking London and St. Thomas Secondary School French Immersion Program Delivery Review □ Consider undertaking Board-wide holding zone review

Tier III

Accommodating Medium and Long-Term System Needs

PARTNER	RETHINK	REVIEW
<ul style="list-style-type: none"> □ Explore facility collaboration and co-build opportunities 	<ul style="list-style-type: none"> □ Explore opportunities to enhance access to special education programming 	<ul style="list-style-type: none"> □ Consider elementary attendance area reviews



Section 2

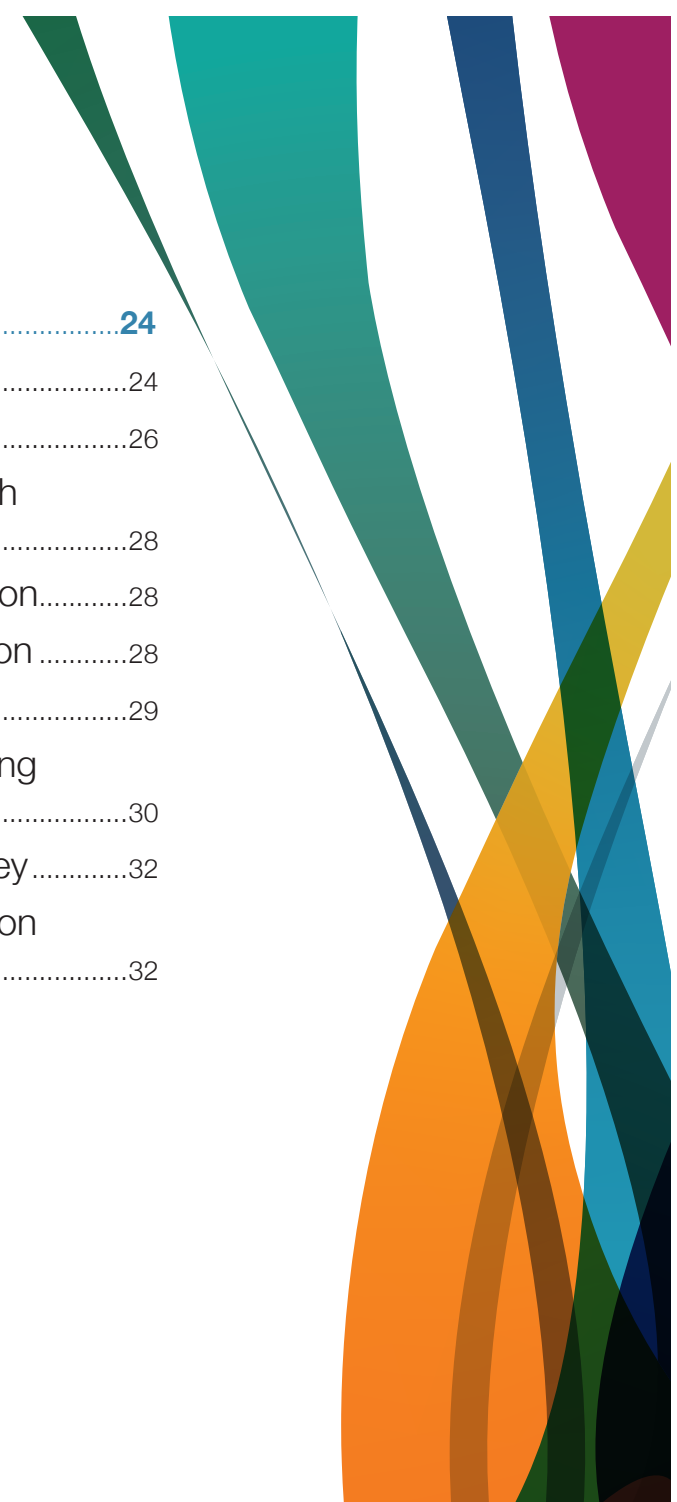
Reflect

Section 2 of the Accommodation Plan provides reflection on accommodation and capital planning at Thames Valley and the factors contributing to change across the district.

Section 2 is comprised of three main parts:

1. Summaries of demographic and residential development trends contributing to recent enrolment changes across the district;
2. An overview of system enrolment and facility utilization by panel from 14/15 to 18/19; and,
3. An outline of accommodation and capital planning milestones for the 18/19 school year and 19/20 school year to present.

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Drivers of Change Across Thames Valley

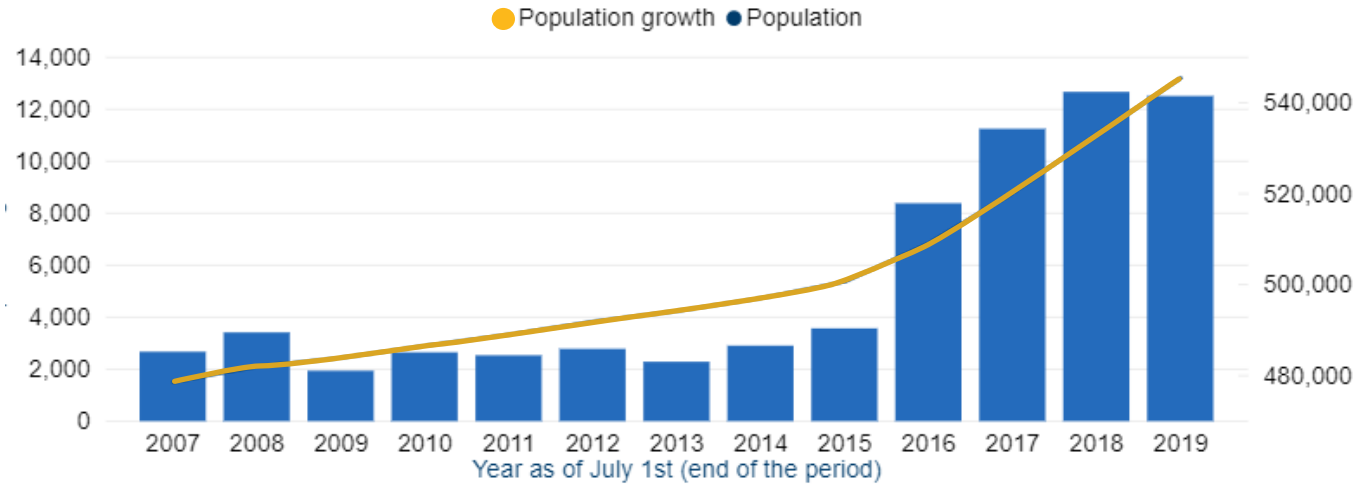
Data from the 2016 Census by Statistics Canada provided the basis for the population and demographic profile of the Accommodation Plan; however as southwestern Ontario and more specifically, the London Census Metropolitan Area (CMA) and the three census agglomerations (CA) in Oxford County that comprise the district, have experienced significant change in the period since 2016, the Census data has been supplemented with independent demographic analysis (Watson), findings of member municipality Development Charge Background Studies and population estimates provided by Statistics Canada.

Key Findings

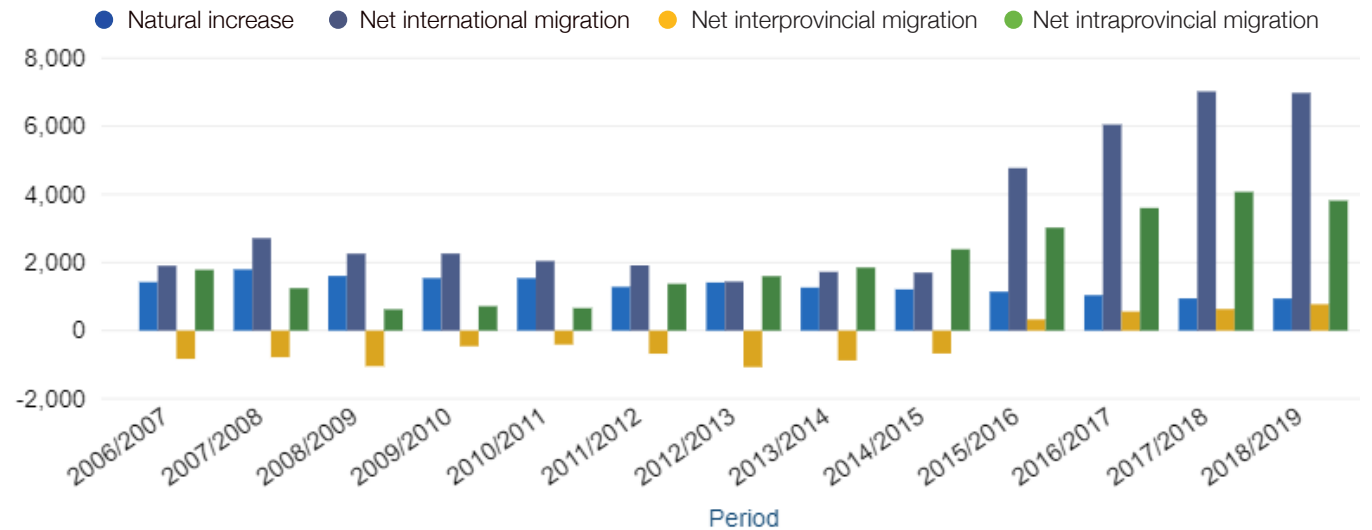
- The London CMA recorded the 2nd highest growth rate in Canada in 2019 (tied with Ottawa – Gatineau) at 2.3%
- Arrival of permanent and temporary immigrants has contributed significantly to population growth since 15/16
- As of July 1, 2019 in the London CMA: 15.8% of the population is aged 0-14, 66.9% 15-64 years, 17.3% 65 years and older

Note: The London CMA includes the City of London, the City of St. Thomas, and areas within Middlesex and Elgin Counties.

Population growth, London (Ont.)



Factors of population growth, London (Ont.)



Sources

Statistics Canada (2020). Population Estimates as of July 1, 2019 – London (Ont.) CMA. Interactive Dashboard.
 Statistics Canada (2020). Canada's Population Estimates: Subprovincial areas.
 Statistics Canada (2020). Table 17-10-0135-01: Distribution of Population by Age Group and CMA.

Drivers of Change Across Thames Valley

Beyond the London CMA, Thames Valley includes the following CAs in Oxford County:

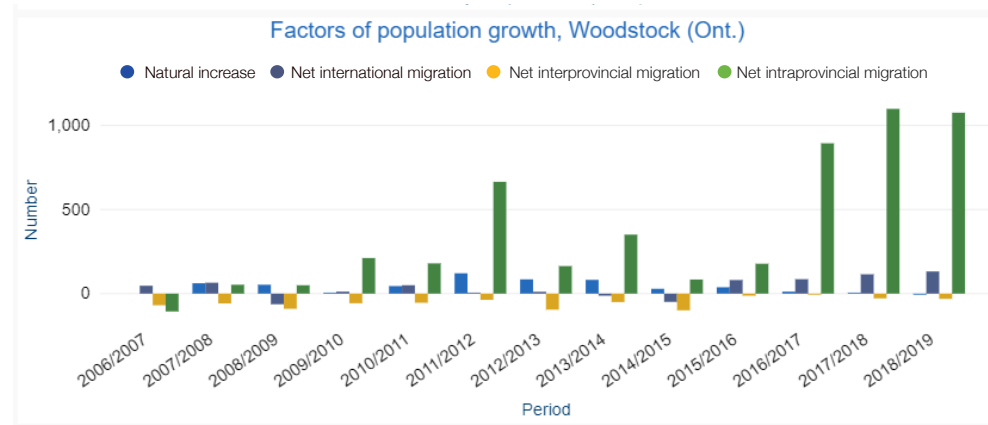
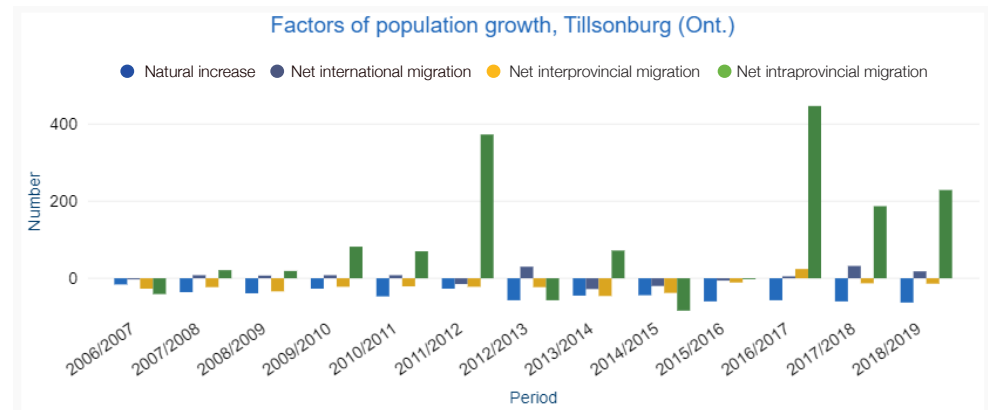
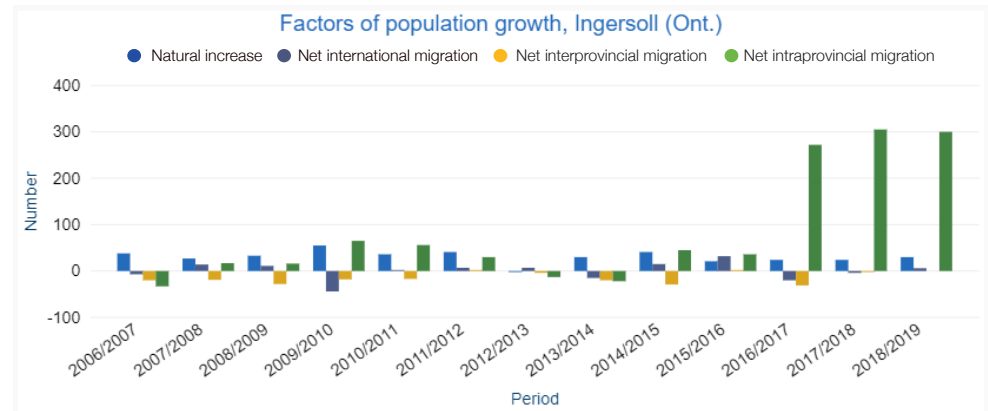
- Ingersoll
- Tillsonburg
- Woodstock

Key Findings

- Net intraprovincial migration (difference between in-migrants and out-migrants in a given region) represents greatest factors of population growth within the CAs
- Net international migration (immigration from outside of Canada) is most significant in the Woodstock CA and has remained consistent year over year since 16/17

	Natural Increase	Net International Migration	Net Interprovincial Migration	Net Intraprovincial Migration
Ingersoll CA	30	6	0	300
Tillsonburg CA	-63	18	-14	229
Woodstock CA	-4	132	-31	1,076

Source
 Statistics Canada (2020). Population Estimates as of July 1, 2019 – London (Ont.) CMA. Interactive Dashboard.



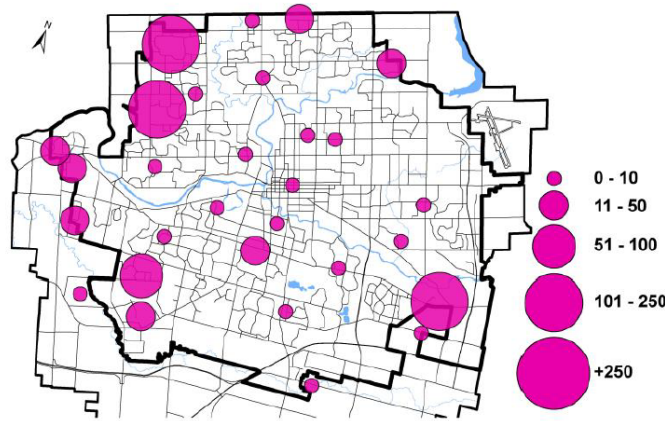
Growth Across Thames Valley

A further indicator of growth across the district is residential development and building activity.

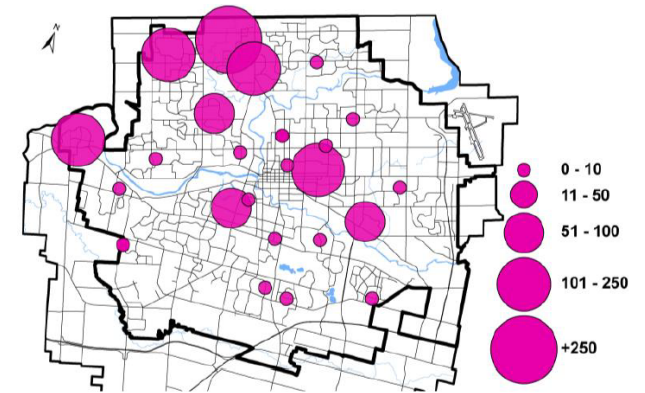
The City of London's Annual Development Report provides an overview of development activity within London. The 2019 Development Report highlighted the following:

- New dwelling permits up 3.9% in the City of London
 - 761 (29.2%) permits for single-detached dwellings
 - 636 (24.4%) permits for row houses and townhouses
 - 1209 (46.4%) permits for apartments
- Increases in new dwelling permits for medium and high density developments within new subdivisions and as infill
- Development occurring in all quadrants of the City
- The City's Growth Management Implementation Strategy (GMIS) will be updated in 2021. The GMIS creates opportunity for future development by establishing timelines for the construction of services.

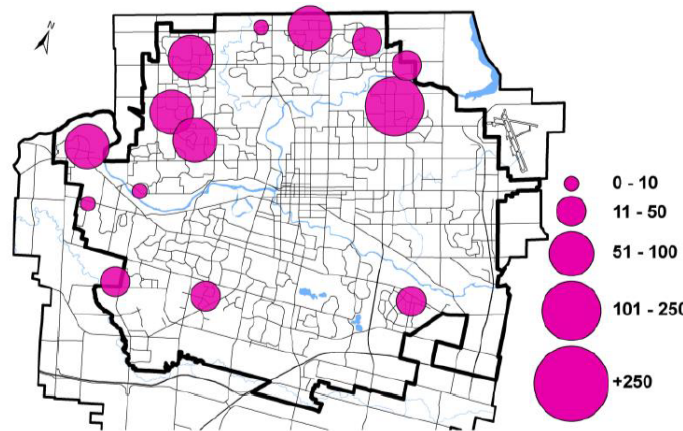
2019 Low Density Residential Permits by Location



2019 High Density Residential Permits by Location



2019 Medium Density Residential Permits by Location



Timelines for Development Approval
The City of London's Permit Ready Working Group has outlined timelines for subdivision approval to permit readiness:

Subdivision Approval Stage	Time in Years to Permit Readiness
No Application	4.0
Application Under Review	3.0
Application Draft Approved	2.5
Subdivision Agreement	1.0
Final Approval (No Clearance)	1.0 -0.1
Final Approval (Clearance Granted)	Today

Source: City of London (2020). 2019 Annual Development Report.

Growth Across Thames Valley

Beyond the City of London and the City of St. Thomas, the district is comprised of three upper-tier counties (Elgin, Middlesex and Oxford) and twenty-three lower-tier municipalities.

Across the district, population growth is occurring at variable rates, but is predominantly concentrated in urban centres and settlement areas.

Elgin County (Excludes City of St. Thomas)

- 2016 Census Population: 88,978 (increase of 1.7% from 2011)
- 2016 Census Households: 34,995 (increase of 4.5% from 2011)

Oxford County

- 2016 Census Population: 110,862 (increase of 4.9% from 2011)
- 2016 Census Households: 44,266 (increase of 6.5% from 2011)

Middlesex County

- 2016 Census Population: 455,526 (increase of 3.7% from 2011)
- 2016 Census Households: 190,045 (increase of 5.4% from 2011)

Key Findings

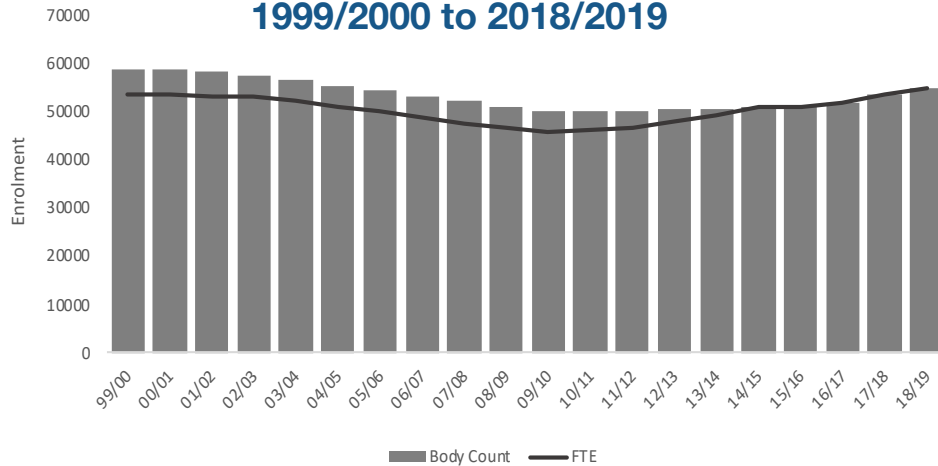
- Housing growth is outpacing population growth
- Decline in the number of people per unit

Alignment with Municipal Data and Growth Forecasts

In 2018 and 2019, many of the district's member municipalities undertook Development Charge (DC) Background Studies. DCs are levies applied to development to recover the capital costs of providing infrastructure and services associated with growth. In accordance with the Development Charges Act, 1997, one key deliverable that the background studies must include is the anticipated amount, type and location of development for which development charges can be imposed.

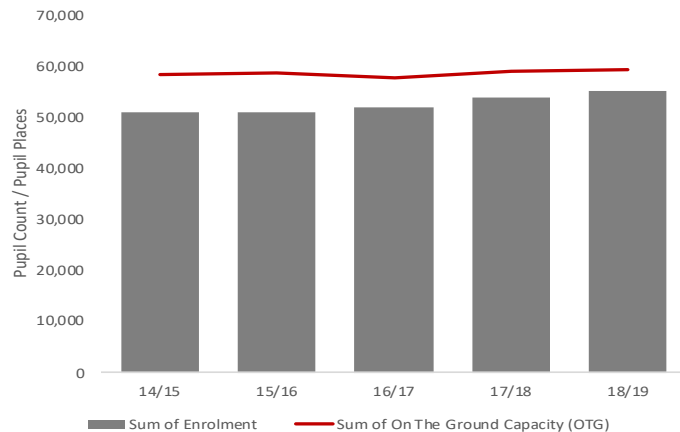
Alignment with population, household and growth forecasts and timelines contained within the DC Background Studies enhances the robustness of enrolment projections.

Historic System Elementary Enrolment 1999/2000 to 2018/2019



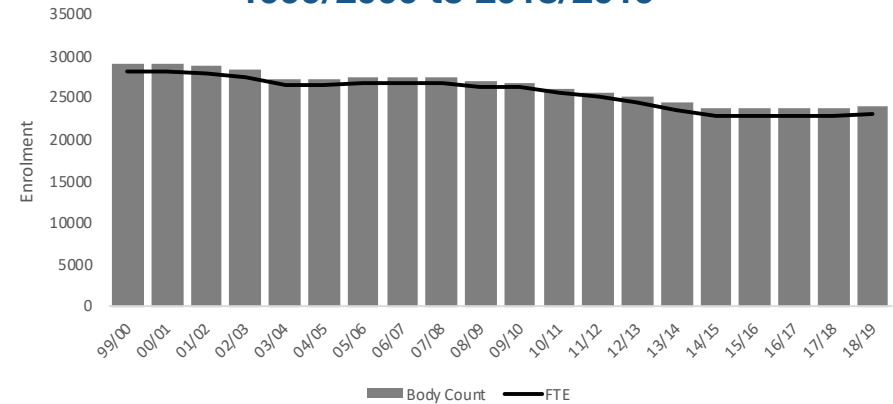
System Elementary Enrolment and Facility Utilization 14/15 to 18/19

- Enrolment growth has averaged 1.97% per year with a slight decline recorded from 14/15 to 15/16
- Significant enrolment growth occurred between 16/17 and 17/18 with a year over year increase of 3.43%
- Sustained enrolment growth over this period can be attributed to factors such as: immigration, migration, economic stability and relative cost of living across the district
- Overall enrolment growth has contributed to reducing the number of empty pupil places in some elementary school facilities across parts of the district while creating sustained space pressures in other areas



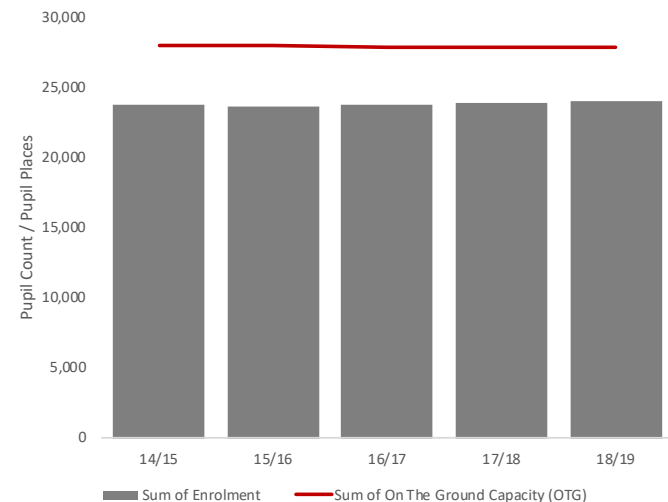
Note: The 14/15 school year was the milestone for completed implementation of Full Day Kindergarten (FDK) across the province. Using historic enrolment and facility data from 14/15 forward facilitates more consistent comparative analysis year over year.

Historic System Secondary Enrolment 1999/2000 to 2018/2019



System Secondary Enrolment and Facility Utilization 14/15 to 18/19

- Enrolment growth overall has averaged 0.15% per year from 14/15 to 18/19
- Enrolment growth has averaged 0.38% per year since 16/17
- Last year of declining secondary enrolment at Thames Valley was 15/16
- Stable enrolment over this period can be attributed to factors such as: immigration, migration, economic stability and relative cost of living particularly within urban centres across the district



School Facilities

Facility Inventory

Thames Valley District School Board offers elementary and secondary day school programming in 159 school facilities, in addition to a number of additional sites for alternative and adult education, recreational programming, and administration.

This Plan focuses on accommodation planning at elementary and secondary day schools.

Region	Elementary Panel	Secondary Panel
London	67	12
Middlesex	20	5
Oxford	25	5
Elgin	20	5



Elementary Panel (19/20)

English Track (RT) Grade JK-8	113
French Immersion Track (FI) Grade SK-8	10
English Track Grade JK-3	2
English Track Grade 4-8	3
English Track Grade JK-6	3
Dual Track - FI and RT FI Grade SK-8 / RT Grade JK-8	1
Total Elementary Schools	132

Secondary Panel (19/20)

English Track (RT) Grade 9-12	16
Dual Track - FI and RT Grade 9-12	5
RT and Technology Emphasis Grade 9-12	6
Total Secondary Schools	27

Elementary Panel Changes

Effective 20/21

- French Immersion track schools will consolidate program entry at Grade 1; Senior Kindergarten entry eliminated and Extended French Immersion Grade 7 and Grade 8 will be phased out over two years
- Most French Immersion track schools will integrate one or more English track, Junior and Senior Kindergarten classes, subject to available capacity

Overview of 19/20 Capital Priorities Program Funding Submissions

In July 2019, the Ministry of Education announced that school boards were able to submit funding requests to the Ministry under the 19/20 Capital Priorities Program.

The Ministry did not provide this program funding in 18/19.

In late September 2019, Thames Valley submitted six business cases requesting a total of \$73,497,940 in Capital Priorities Program funding.

In December 2019, two business case submissions were revised to align with a Board decision to keep two schools in Elgin County open. The revised total request was \$68,146,163

Requested New School Facilities

Belmont Elementary School
Category: Consolidation
Proposal: 507 pupil place elementary school
Benchmark cost: \$11 million

Northwest London Elementary School with Child Care
Category: Accommodation Pressure
Proposal: 830 pupil place elementary school with 88 child care spaces
Benchmark cost: \$18.7 million

Southeast St. Thomas Elementary School with Child Care
Category: Accommodation Pressure
Proposal: 305 pupil place elementary school with 88 child care spaces
Benchmark cost: \$10 million

Southwest London Elementary School with Child Care
Category: Accommodation Pressure
Proposal: 732 pupil place elementary school with 88 child care spaces
Benchmark cost: \$17.5 million

Requested Additions at Existing School Facilities

Addition at Eagle Heights PS
Category: Accommodation Pressure
Proposal: 14 Classroom Addition
Benchmark cost: \$6.8 million

Addition at Springbank PS
Category: Accommodation Pressure
Proposal: 8 Classroom Addition
Benchmark cost: \$4.1 million

Accommodation Planning at Thames Valley

18/19 Year in Review + 19/20 to Date

18/19

Western Middlesex Attendance Area Review

October 2018 – June 2019

2018 Annual Planning Report

November 2018

19/20 Accommodation Planning Priority Areas

June 2019

Annual Community Planning & Facility Collaboration Meetings

June 2019

Announcement of the 19/20 Capital Priorities Program by the Ministry of Education

July 2019

1st Annual PlanEd Workshop Hosted by TVDSB for Planning Professionals Across Thames Valley

August 2019

19/20 to Date

Submission Deadline for 19/20 Capital Priorities Program

September 2019

Elementary French Immersion Review Final Report Consolidation of Entry Points (Effective 20/21)

November 2019

Elementary Pupil Accommodation Review 01 Decision to Close New Sarum PS and Springfield PS Rescinded

November 2019

English Track Junior and Senior Kindergarten Integration at Select French Immersion Schools (Effective 20/21)

December 2019

Revised 19/20 Capital Priorities Program Business Cases Submitted to the Ministry

December 2019

Outstanding Updates

- Moratorium on school closures remains in place – full review of the accommodation review and school closure process by the Ministry of Education continues
- Awaiting direction on possible changes to classroom size/ loading
- Timeline for the announcement of 20/21 Capital Priorities Program unconfirmed



Capital Projects Related to Accommodation Planning at Thames Valley

18/19 Year in Review + 19/20 to Date

18/19

Renovations for program enhancement at Davenport PS

EPAR01 – Complete

Renovations for program enhancement at McGregor PS

EPAR01 – Complete

Renovations for program enhancements to create Library Learning Commons at Parkside CI and Saunders SS

Complete

19/20 to Date

Construction of One World International Welcome Centre at Louise Arbour French Immersion Public School

Complete

Renovations for program enhancements to create Library Learning Commons at Huron Park SS

Complete

Addition and renovations for student accommodation and programming enhancement at Kettle Creek PS

EPAR01 – In Progress

Addition and renovations for student accommodation and programming enhancement at Masonville PS

2017 Capital Priorities Funding – In Progress

Renovations for program enhancements to create Library Learning Commons at Sir Wilfrid Laurier SS and Clarke Road SS

Scheduled for Summer 2020

Construction of addition for student accommodation and consolidation at Tweedsmuir PS

EPAR02 and 2017 Capital Priorities Funding – Estimated Construction Start Date of Spring 2020



Share

Section 3 of the Accommodation Plan explores each of the twenty-four (24) Planning Areas across the district, summarizing strategies for action at both the individual school level and by Planning Area.

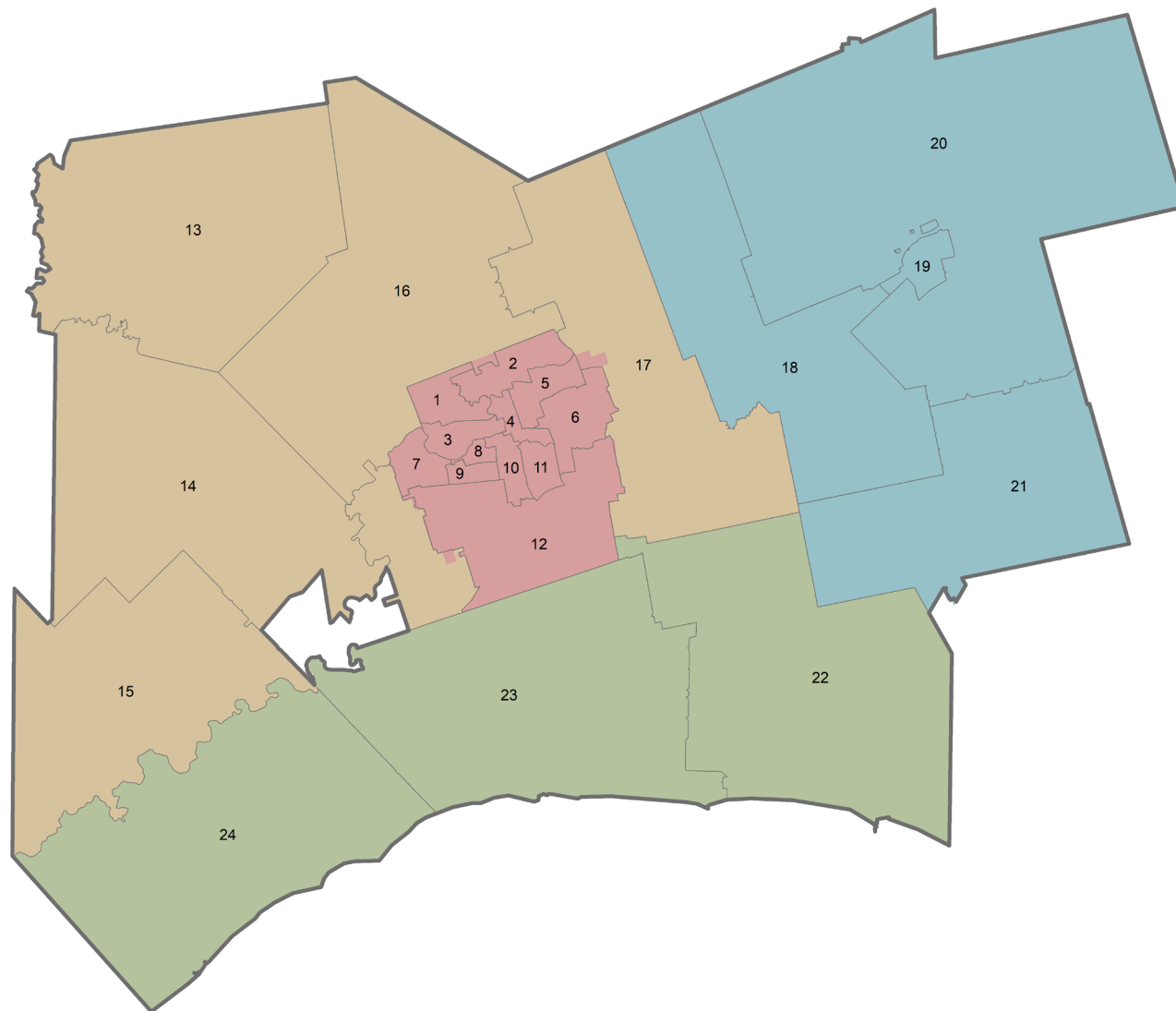
Each Planning Area within the Accommodation Plan aggregates a number of historically smaller study areas and combines data and information from across both the elementary and secondary panel in order to present connected and dynamic recommended strategies for action. Strategies for action are presented at the school level, where applicable, and for the Planning Area as a whole.

In addition to Planning Area summaries, this section includes an overview of French Immersion attendance areas, interim accommodations measures and the 19/20 opportunities for facility partnership based on facility utilization.

Section 1 - Share	34	
Key Map of Planning Areas	34	PA15: Southwest Middlesex..... 72
System Overview Elementary Panel	36	PA16: Central Middlesex
System Overview Secondary Panel.....	36	PA17: East Middlesex
City of London: Regional Snapshot.....	40	Oxford County: Regional Snapshot.....
PA01: Northwest London.....	42	PA18: Oxford Middlesex
PA02: North Central/Northeast London	44	PA19: Woodstock
PA03: West London	46	PA20: North/East Oxford.....
PA04: Downtown/Central London	48	PA21: South Oxford
PA05: East London.....	50	Elgin County: Regional Snapshot
PA06: Southeast London	52	PA22: East Elgin.....
PA07: Byron (London).....	54	PA23: St. Thomas/Central Elgin.....
PA08: West Central London	56	PA24: West Elgin
PA09: South Central London	58	Focus on French Immersion
PA10: South London	60	Focus on Interim Accommodation.....
PA11: East Central London.....	62	Focus on Partnership Opportunities.....
PA12: Southwest London.....	64	Glossary of Terms.....
Middlesex County: Regional Snapshot ..	66	Appendix.....
PA13: North Middlesex.....	68	
PA14: West Middlesex.....	70	

Key Map of Planning Areas

- PA01: Northwest London
- PA02: North Central / Northeast London
- PA03: West London
- PA04: Downtown / Central London
- PA05: East London
- PA06: Southeast London
- PA07: Byron (London)
- PA08: West Central London
- PA09: South Central London
- PA10: South London
- PA11: East Central London
- PA12: Southwest London
- PA13: North Middlesex
- PA14: West Middlesex
- PA15: Southwest Middlesex
- PA16: Central Middlesex
- PA17: East Middlesex
- PA18: West Oxford
- PA19: Woodstock
- PA20: North / East Oxford
- PA21: South Oxford
- PA22: East Elgin
- PA23: St. Thomas / Central Elgin
- PA24: West Elgin



Observations

- Enrolment is projected to increase an average of 1.8% per year from 19/20 to 23/24
- Facility utilization across the elementary panel is projected to exceed 100% by 23/24
- Projected increases in enrolment are attributed to factors such as: immigration, migration, economic stability, and relative cost of living across the district
- Enrolment growth is projected to be variable across the district with the majority of growth in urban centres and settlement areas
- Imbalance between enrolment and space is projected to continue

Assumptions

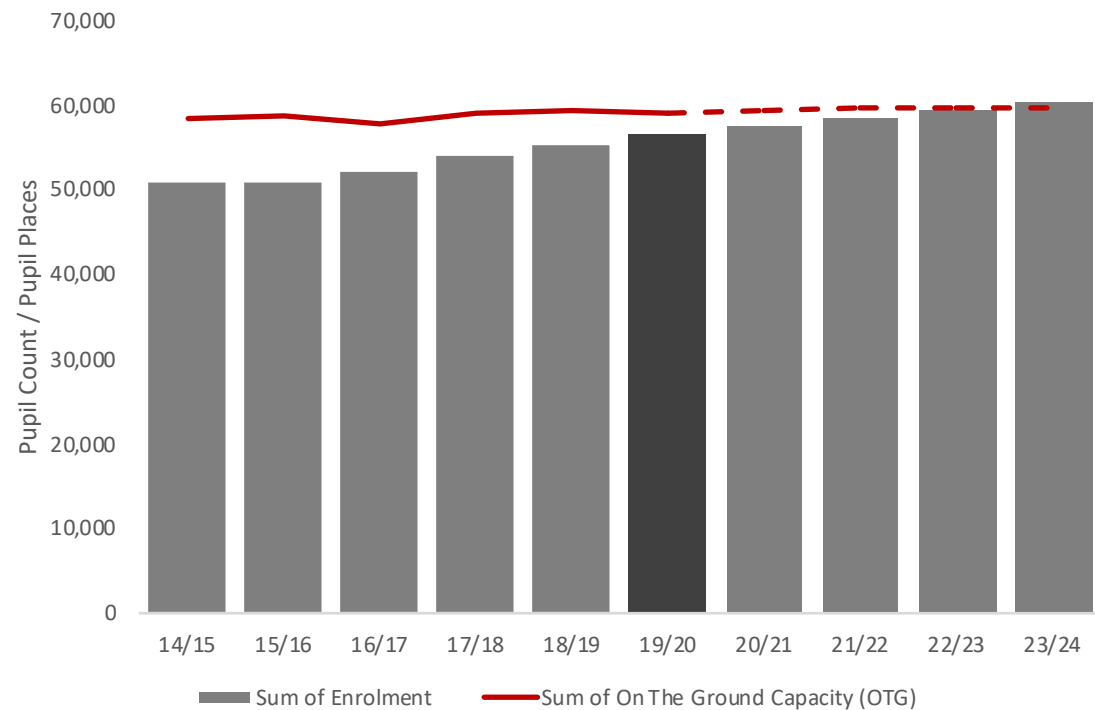
- Completion of Kettle Creek PS addition 20/21
- Completion of Masonville PS addition 20/21
- Completion of Tweedsmuir PS addition 21/22
- Consolidation of Fairmont PS at Tweedsmuir PS 21/22
- Opening of new Southeast London PS targeted for 21/22 (Dependent on capital approvals process)
- Projected capacity excludes 19/20 Capital Priorities Program funding submissions

Refer to Section 1 for Enrolment Projection Methods and Assumptions



System Overview

Elementary Panel



Observations

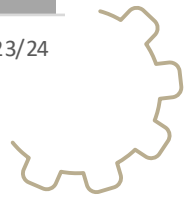
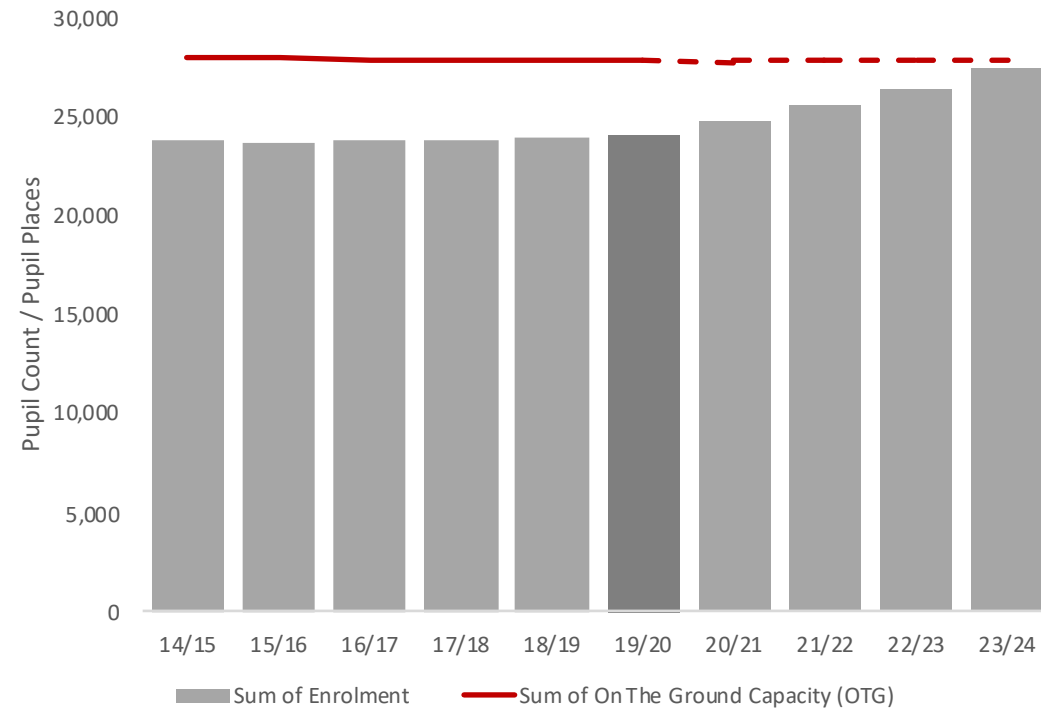
- Enrolment projected to increase an average of 2.7% per year from 19/20 to 23/24
- Projected increases in secondary enrolment are attributed to factors such as: progression from elementary to secondary, immigration, migration, economic stability and relative cost of living across the district
- Imbalance between enrolment and space is projected to continue

Assumptions

- Enrolment is projected as pupil count. Adjustments to enrolment as FTE (used to calculate utilization) is based on historic trends and factors
- Enrolment count and historic FTE includes enrolment from Thames Valley Alternative Education and GA Wheable SS



Secondary Panel

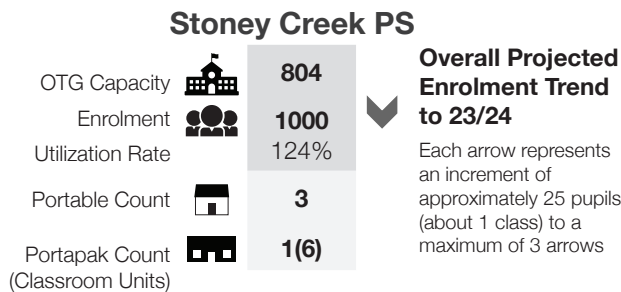


Planning Area Summaries

How to Read this Section

Each Planning Area summary is laid out across two pages. The top page provides a snapshot of key data, indicators and strategies for action. This page contains a map of the Planning Area with each of the schools within the Planning Area labelled.

Below each school label is a data summary based on 19/20 pupil enrolment, facility capacity, utilization rate, and number of portables / portapak on-site. The indicator to the right illustrates the projected enrolment trend to 23/24.



The above school summary for Stoney Creek PS indicates the following:

- The existing OTG Capacity of the school facility is 804 pupil places;
- October 31, 2019 FTE enrolment was 1000 pupils;
- October 31, 2019 utilization rate was 124% and 3 portables and 1 portapak with 6 classroom units provides interim accommodation;
- Enrolment is projected to decrease by approximately 25 pupils overall by 23/24

Strategies for Action

On the map, each elementary attendance area is delineated and within the attendance area are the time-bound strategies for action.



Implement

Moving forward with an initiated action, including but not limited to capital investments and / or programming changes



Partner

Creating opportunities to develop reciprocal relationships and efficiently use existing and future resources



Rethink

Programming to enhance student learning experiences in a range of learning spaces and environments



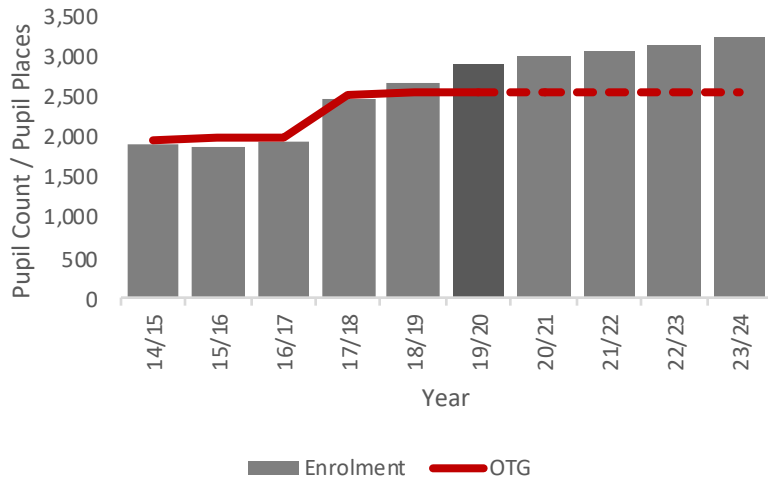
Review

Undertaking the necessary studies to provide appropriate, inclusive and responsible accommodation planning Strategies

Across the bottom of the top page are the strategies for action by panel summarized for the Planning Area.

How to Read this Section

The bottom portion of the Planning Area summary provides a visual overview of the historic and projected total pupil enrolment and OTG capacity and key figures and observations. This information reflects the Planning Area totals by panel, where applicable. Note: not all Planning Areas contain schools in both panels.



The right side highlights the number of schools, portables, portapak, and / or holding zones within a Planning Area, in addition to offering key observations accommodation planning considerations by panel.

Planning Area Facility and Interim Accommodation Summary

Programming considerations

Elementary Schools

6

Portables

32

Portapaks

1

Programming Profile
All K-8 English Track

Activity in the Area

- 17/18: Opening of Cedar Hollow PS
- 20/21: Target for completion of construction of addition at Masonville PS (in progress)

Observations

- Projected new dwelling units within Planning Area to 23/24: 1,015
- Average annual projected enrolment change: increase 1.9%
- Slow decline in existing community is projected to be offset by residential growth within the area
- Specialized programming opportunities limited by facility space constraints
- Split elementary attendance areas designated to attend multiple secondary schools
- Persistent overutilization with projected deficit of 643 pupil places projected in 23/24 if status quo

IMPLEMENT

REVIEW

RETHINK

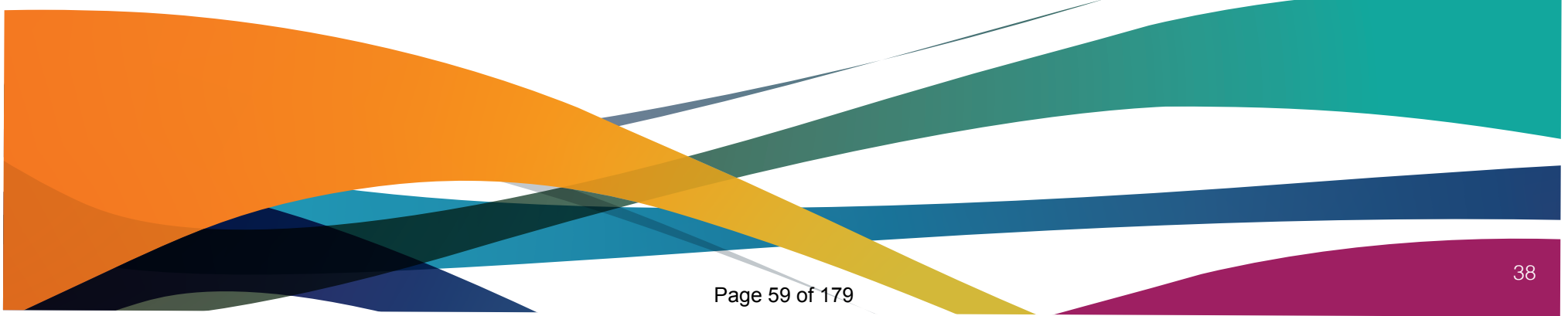
Basis for strategies

Time-bound visualization of strategies for action for Planning Area

Changes to the red line representing OTG capacity represent the addition or removal of pupil places through the opening of new schools, additions, consolidations or closures.

Changes to projected facility capacity has been included where the Ministry of Education has committed funding to a project.

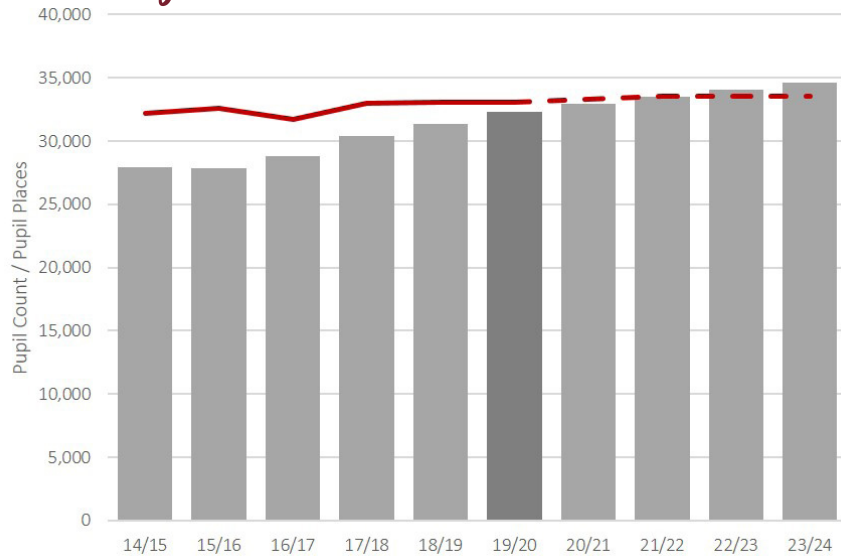
This area also provides an overview of programming available within the Planning Area and the number of classes within each school, where applicable.



Regional Snapshot

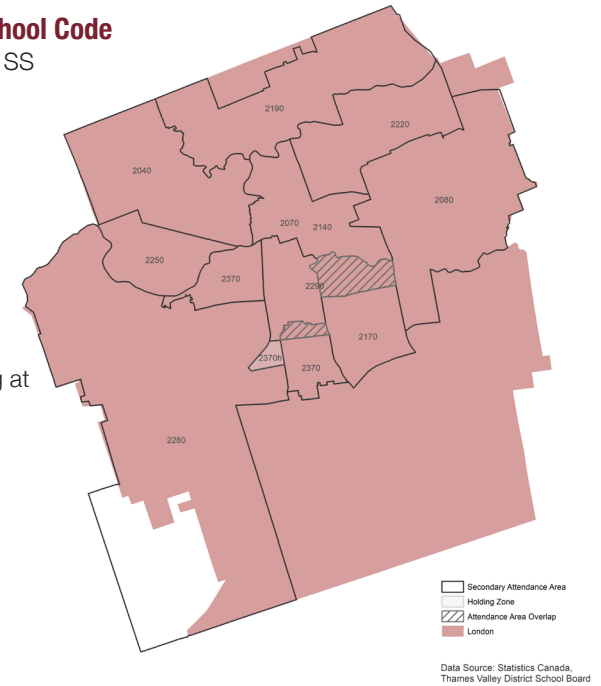
City of London

Elementary Panel Enrolment and Facility Capacity

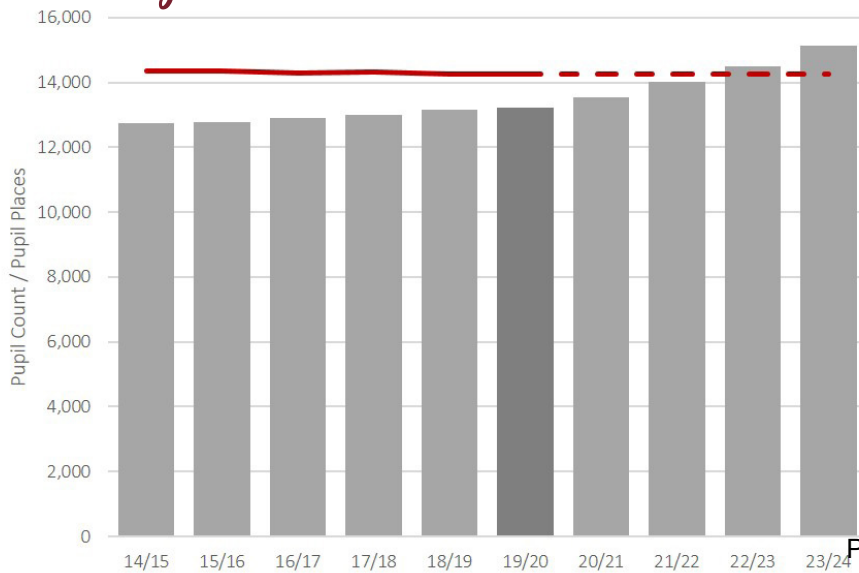


Secondary Schools by School Code

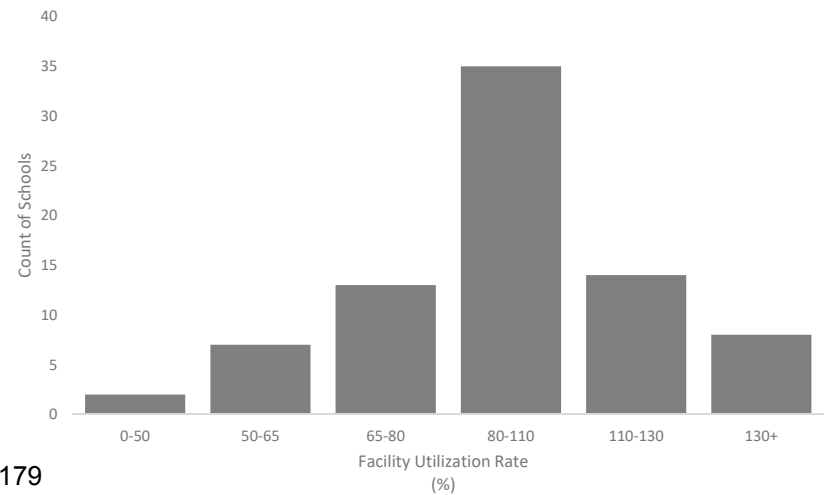
- 2040 - Sir Frederick Banting SS
- 2070 - Central SS
- 2080 - Clarke Road SS
- 2140 - H.B. Beal SS
- 2170 - Sir Wilfred Laurier SS
- 2190 - A.B. Lucas SS
- 2220 - Montcalm SS
- 2250 - Oakridge SS
- 2280 - Saunders SS
- 2290 - London South CI
- 2370 - Westminster SS
- 2370h - Longwoods Holding at Westminster SS



Secondary Panel Enrolment and Facility Capacity

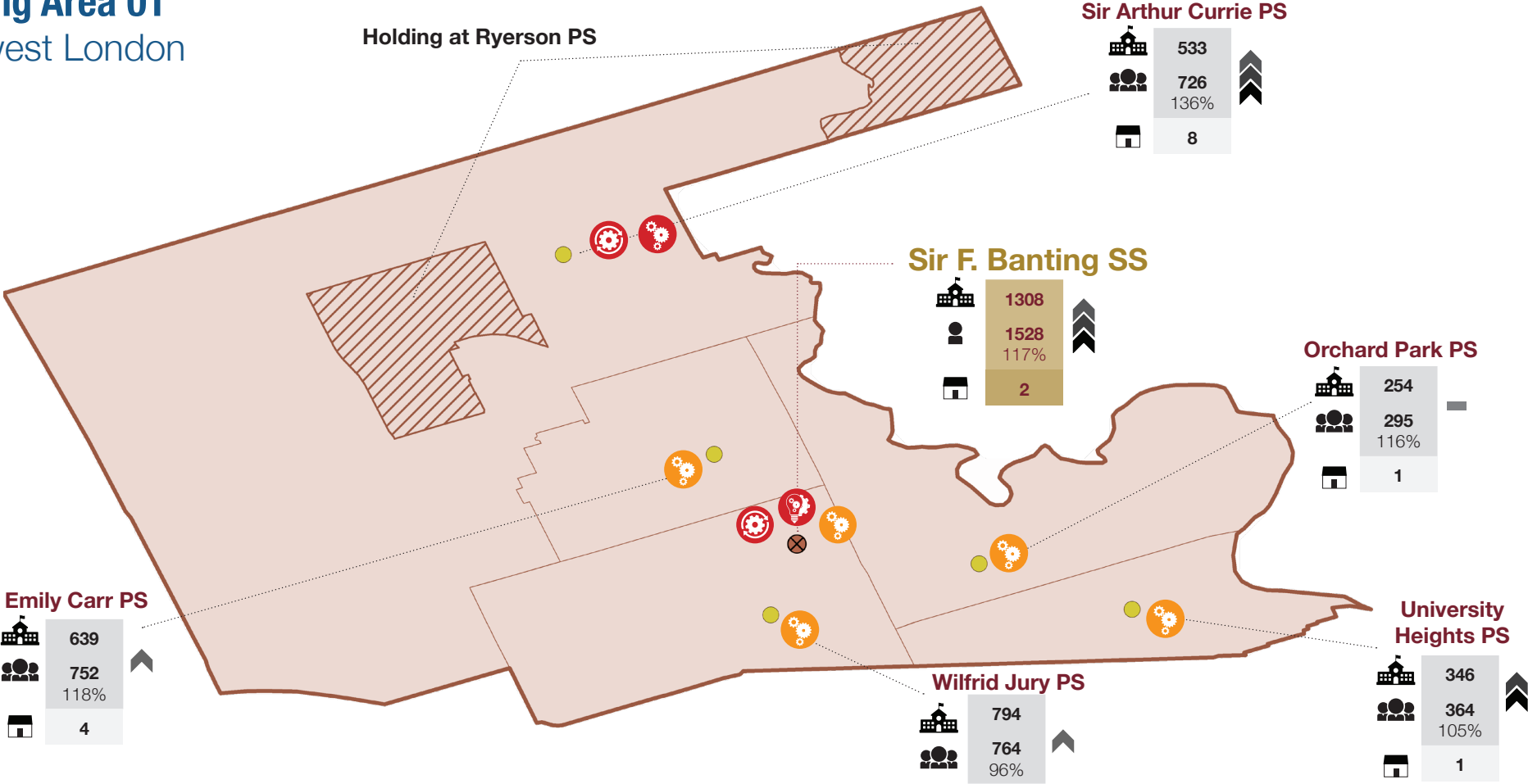


School Count by Facility Utilization Rate Range All Schools



Planning Area 01

Northwest London



Elementary Panel

Strategies for Action

- Refer to Tier I Strategies for Action regarding 19/20 Capital Priorities for Northwest London
- Evaluate existing holding zones

- Consider an elementary attendance area review to balance utilization
- Explore opportunities to enhance access to special education programming

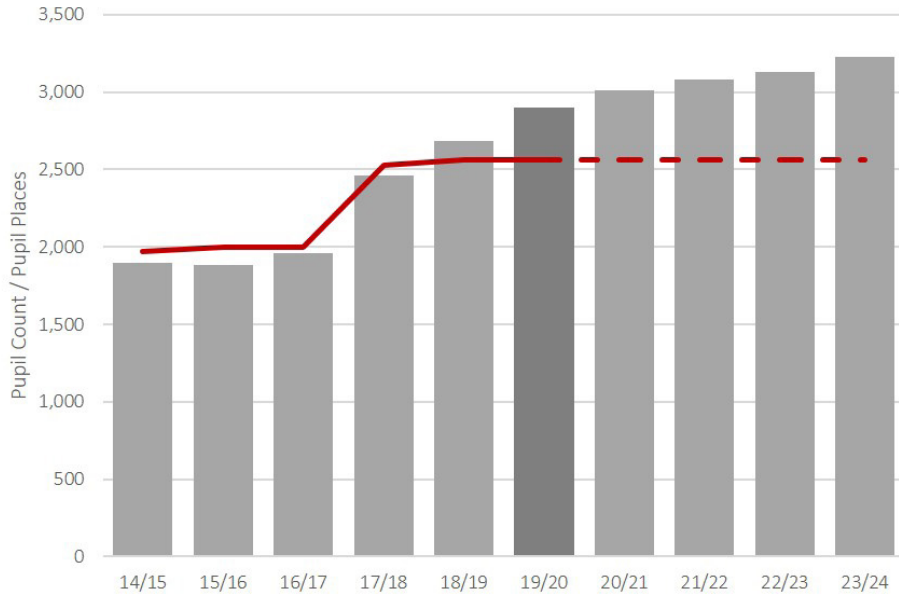
Secondary Panel

Strategies for Action

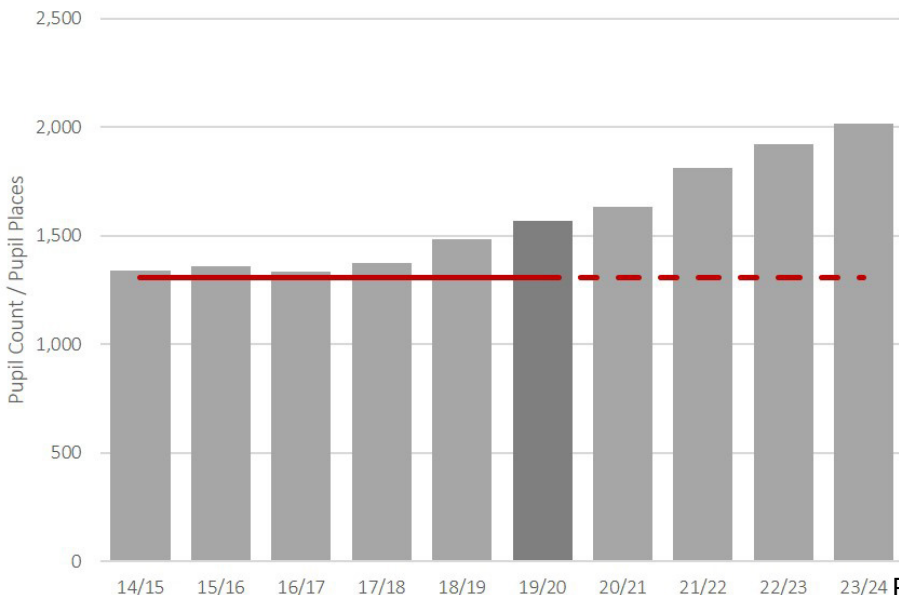
- Consider initiating a French Immersion program delivery review to evaluate an additional site within the City of London

- Consider a secondary school attendance area review to balance utilization across London and Middlesex regions and to align secondary attendance area with elementary school attendance areas

Elementary Panel



Secondary Panel



Elementary Schools

5

Portables

14

Holding Zones

2

Programming Profile

All K-8 English Track

Activity in the Area

- Holding Zones established in 2001 (Sunningdale) and 2013 (Fox Hollow)
- 17/18: Opening of Sir Arthur Currie PS

Observations

- Capital Priorities funding request for new elementary school in Northwest London submitted in 17/18 and 19/20
- Projected new dwelling units within Planning Area to 23/24: 1,709 (Includes new dwellings within holding zones)
- Average annual projected enrolment change: increase 2.7% Slight growth in existing community is projected alongside residential growth within the area
- Split elementary attendance area and holding zones designated to attend multiple secondary schools
- Persistent overutilization projected with deficit of 662 pupil places projected to 23/24 if status quo

IMPLEMENT

REVIEW

Secondary Schools

1

Portables

2

Programming Profile

Gr. 9 to Gr. 12 English Track
Gr. 9 to Gr. 12 French Immersion
Specialist High School Majors:
Business, Sports

Activity in the Area

- 19/20: Restrictions on new out of area registrations implemented

Observations

- Average annual projected enrolment change: increase 6.32%
- Significant growth projected in existing community due to large cohorts in elementary feeder schools
- Persistent and significant overutilization with projected deficit of 707 pupil places projected to 23/24 if status quo

IMPLEMENT

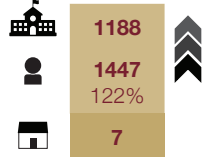
RETHINK

REVIEW

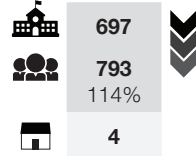
Planning Area 02

North Central / Northeast London

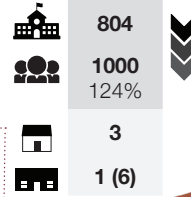
A.B. Lucas SS



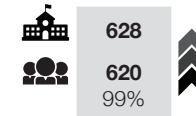
Jack Chambers PS



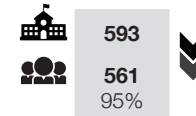
Stoney Creek PS



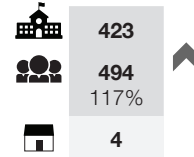
Cedar Hollow PS



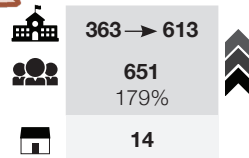
Northridge PS



Stoneybrook PS



Masonville PS



Elementary Panel

Strategies for Action

- Evaluate holding zone opportunities
- Consider an elementary attendance area review to balance utilization

- Consider opportunities for additional access to special education programming

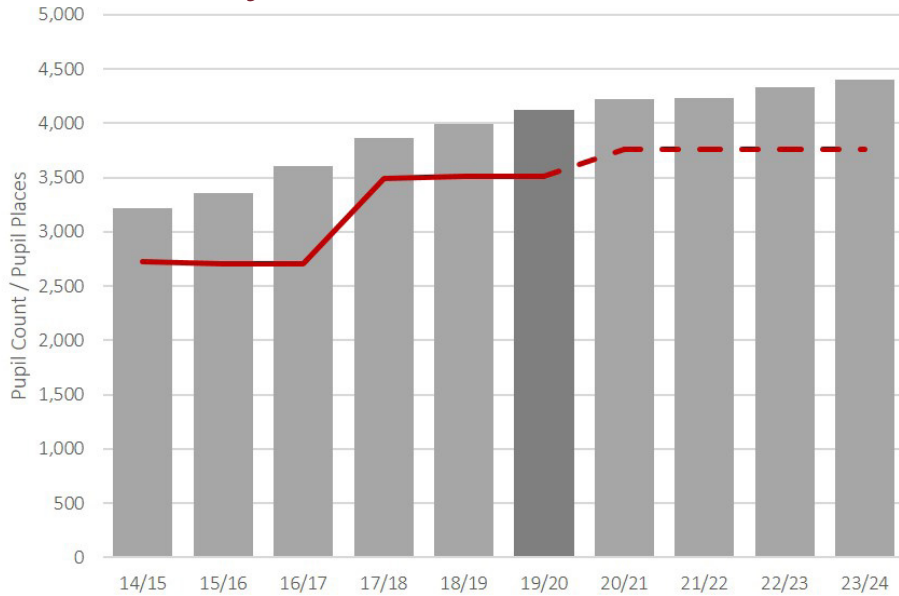
Secondary Panel

Strategies for Action

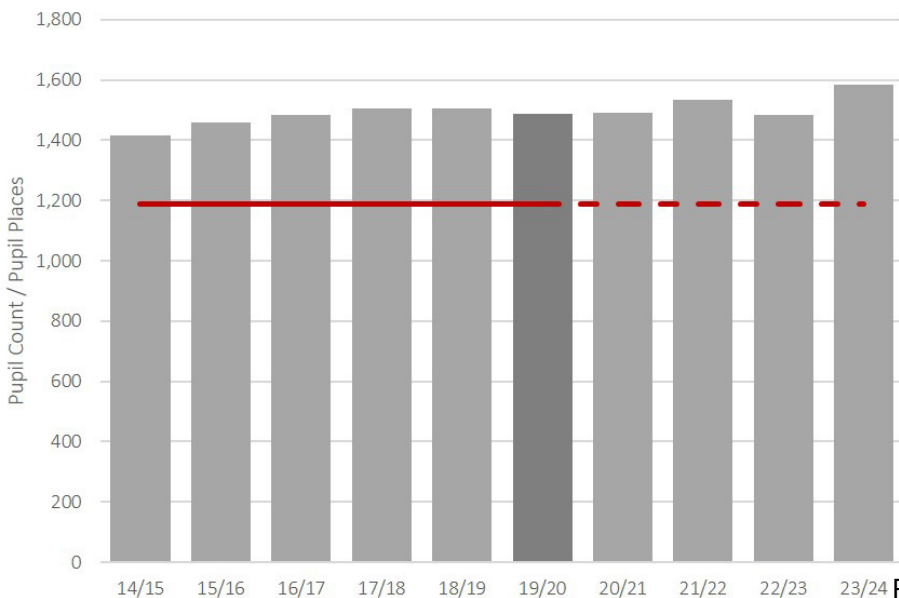
- Consider a secondary school attendance area review to balance utilization across London and Middlesex regions and to align secondary attendance area with elementary school attendance areas

- Evaluate re-integration of special education programming to enhance local access to programming

Elementary Panel



Secondary Panel



Elementary Schools

6

Portables

32

Portapaks

1

Programming Profile
All K-8 English Track

Activity in the Area

- 17/18: Opening of Cedar Hollow PS
- 20/21: Target for completion of construction of addition at Masonville PS (in progress)

Observations

- Projected new dwelling units within Planning Area to 23/24: 1,015
- Average annual projected enrolment change: increase 1.9%
- Slow decline in existing community is projected to be offset by residential growth within the area
- Specialized programming opportunities limited by facility space constraints
- Split elementary attendance areas designated to attend multiple secondary schools
- Persistent overutilization with projected deficit of 643 pupil places projected in 23/24 if status quo



IMPLEMENT



REVIEW



RETHINK

Secondary Schools

1

Portables

7

Programming Profile
Gr. 9 to Gr. 12 English Track
Specialist High School
Majors
Business, Construction,
Sports

Activity in the Area

- 19/20: Restrictions on new out of area registrations implemented

Observations

- Average annual projected enrolment change: increase 1.05%
- Growth projected in existing community due to large cohorts in elementary feeder schools
- Persistent overutilization with projected deficit of 395 pupil places projected to 23/24 if status quo



IMPLEMENT



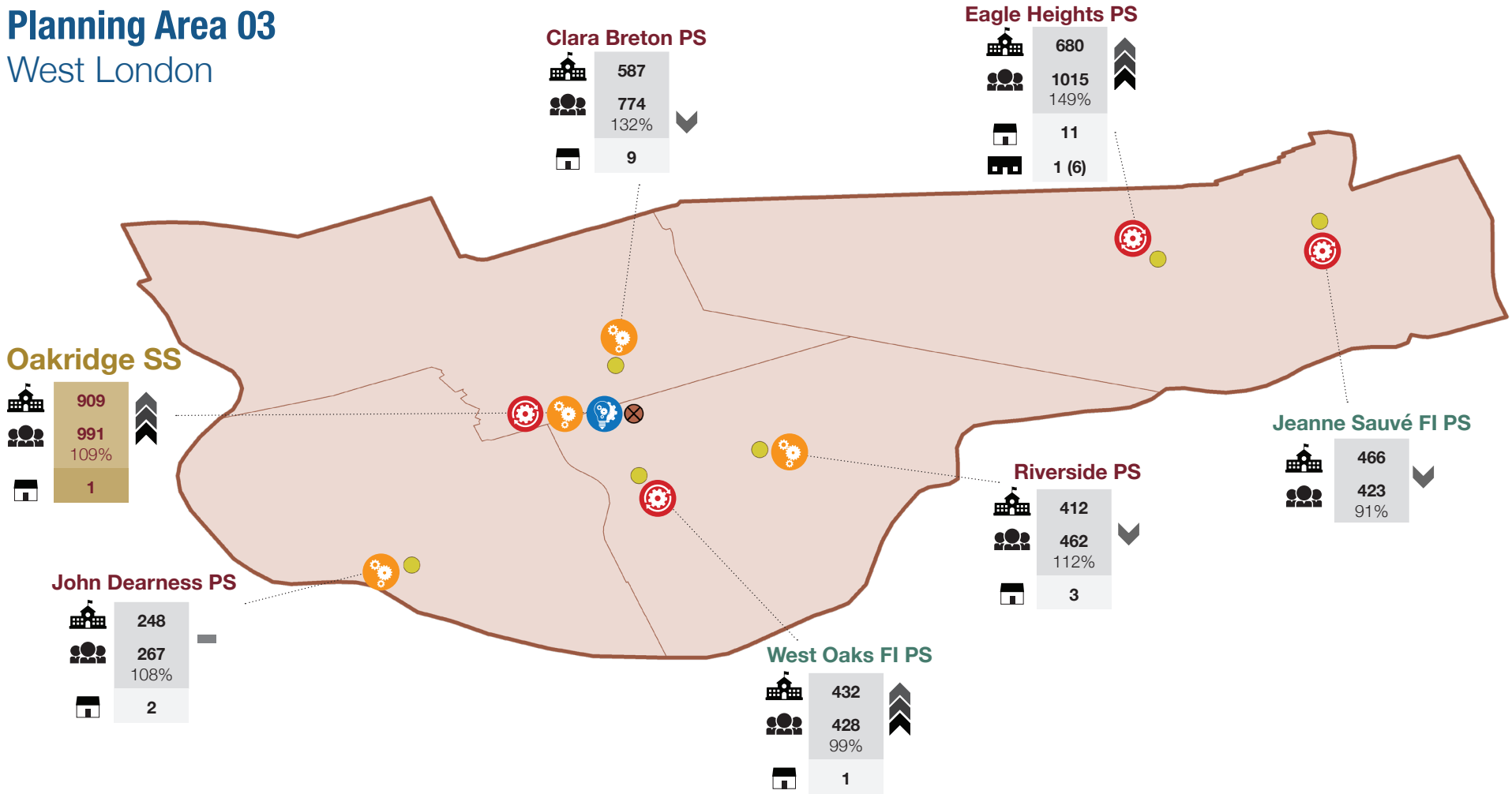
REVIEW



RETHINK

Planning Area 03

West London



Elementary Panel

Strategies for Action

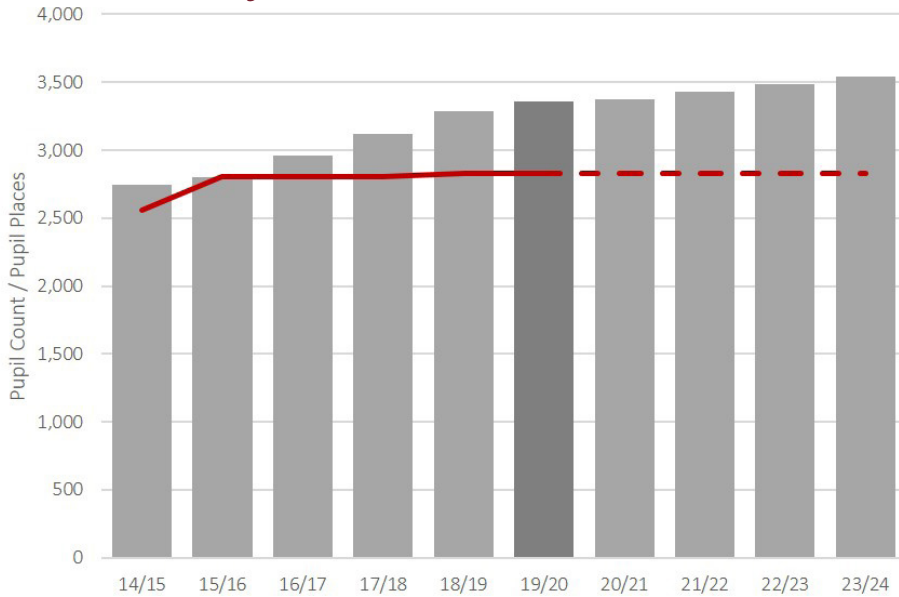
- Refer to Tier I Recommendations for Action regarding 19/20 Capital Priorities for Eagle Heights PS
- Consider an elementary attendance area review to balance utilization
- Evaluate opportunities to enhance access to special education programming

Secondary Panel

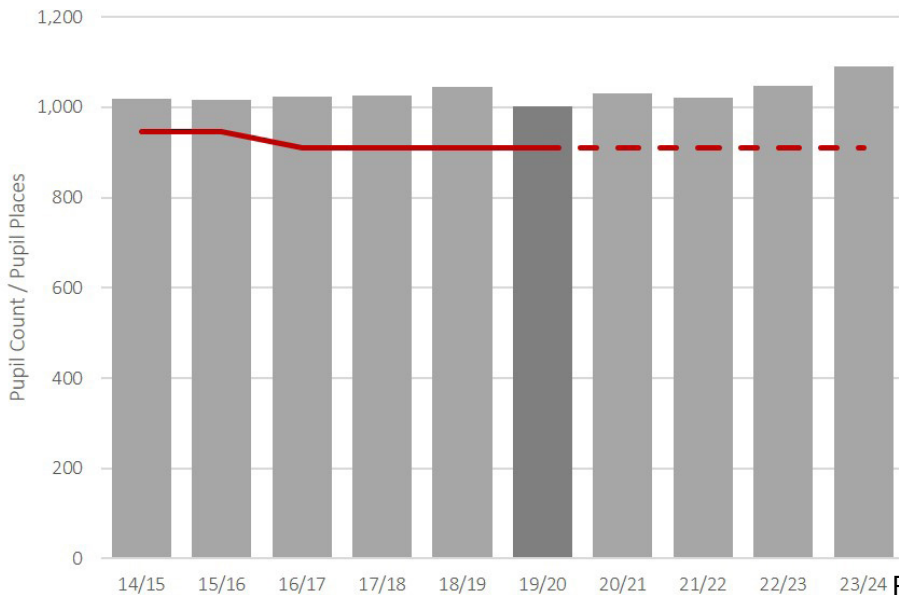
Strategies for Action

- Consider a secondary school attendance area review to balance utilization across London and Middlesex regions and to align secondary attendance area with elementary school attendance areas

Elementary Panel



Secondary Panel



Elementary Schools

6

Portables

26

Portapaks

1

Programming Profile

Four K-8 English Track

Two Gr. 1-8 French Immersion

Jeanne Sauvé FI PS

West Oaks FI PS

English JK/SK Integration Sites



IMPLEMENT



REVIEW

Activity in the Area

- 19/20: Capital Priorities funding request for addition at Eagle Heights PS submitted

Observations

- Projected new dwelling units within Planning Area to 23/24: 877
- Annual enrolment change 14/15 to 19/20: increase 5.3%
- Average annual projected enrolment change: increase 1.5%
- Slight growth in existing community is projected alongside some medium and higher density residential growth within the area; low yield per unit projected due to density type
- Split elementary attendance areas designated to attend multiple secondary schools
- Persistent overutilization with deficit of 772 pupil places projected in 23/24 if status quo

Secondary Schools

1

Programming Profile

Gr. 9 to Gr. 12 Regular Track

IB Diploma Programme

Specialist High School

Majors:

Business, Health and Wellness



IMPLEMENT



REVIEW



RETHINK

Activity in the Area

- 18/19: Introduction of International Baccalaureate (IB) Diploma Programme
- 19/20: Restrictions on new out of area registrations implemented

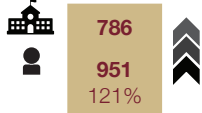
Observations

- Average annual projected enrolment change: increase 0.88%
- Minimal growth projected in existing community
- Persistent overutilization with deficit of 179 pupil places projected in 23/24 if status quo

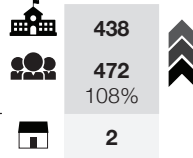
Planning Area 04

Downtown / Central London

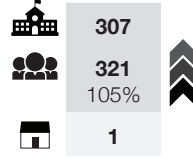
London Central SS



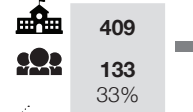
Ryerson PS



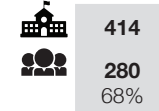
St. George's PS



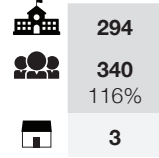
Trafalgar PS



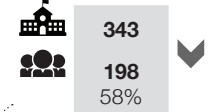
Lester B. Pearson



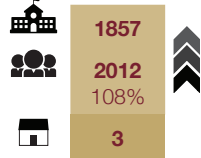
Lord Roberts FI PS



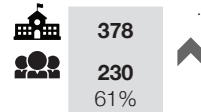
Ealing PS



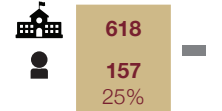
H.B. Beal SS



Aberdeen PS



B.Davison SS



Elementary Panel

Strategies for Action

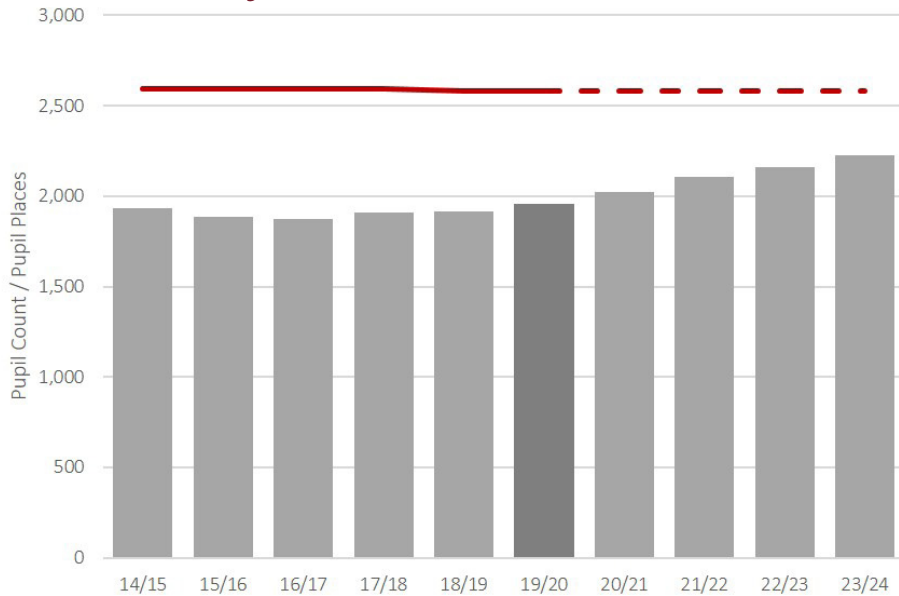
- Refer to Tier I Strategies for Action regarding 19/20 Capital Priorities for Northwest London PS (Holding at Ryerson PS)
- Explore facility collaboration partnerships
- Consider an elementary attendance area review to balance utilization
- Consider additional opportunities to enhance access to special education programming

Secondary Panel

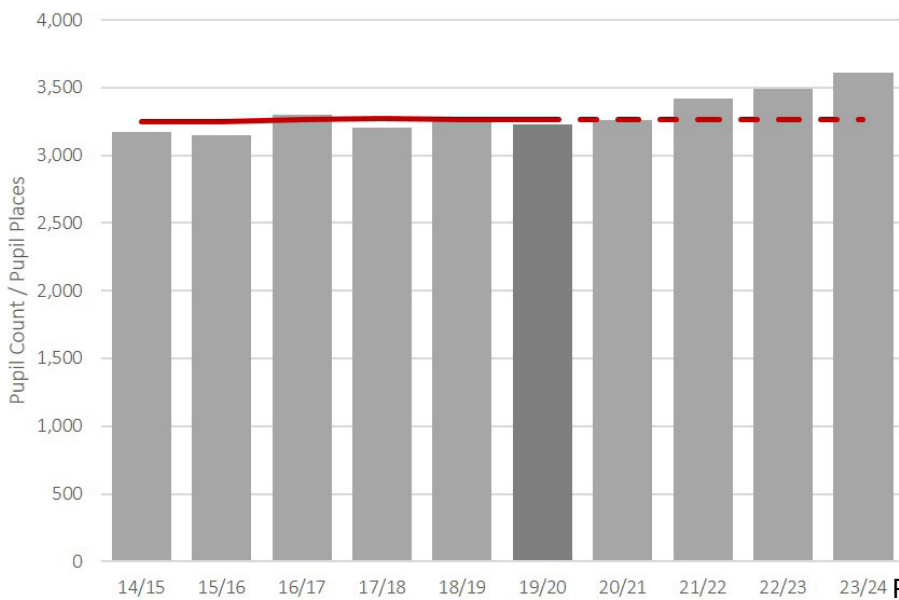
Strategies for Action

- Consider a secondary school attendance area review to balance utilization across London region and to align secondary attendance areas with elementary school attendance areas
- Explore facility collaboration partnerships

Elementary Panel



Secondary Panel



Elementary Schools

7

Holding Schools **Portables**

1 **5**

Activity in the Area

- 19/20: Capital Priorities funding request for Northwest London PS is intended to accommodate holding at Ryerson PS

Observations

- Projected new dwelling units within Planning Area to 23/24: 1,026 (excludes holding zone units)
- Average annual projected enrolment change: increase 3.1%
- Stable existing community with higher yield projected for new dwelling units
- Split elementary attendance areas designated to attend multiple secondary schools
- Overall underutilization with projected surplus of 355 pupil places in 23/24 if status quo
- Localized persistent overutilization at Lord Roberts FI PS, Ryerson PS and St. George's PS with projected deficit of 359 pupil places in 23/24 if status quo

Programming Profile

Five K-8 English Track
One Gr. 1-8 French Immersion
One Specialized School
 Lester B. Pearson School for the Arts (Gr 4-8)

Lord Roberts FI PS
 English JK/SK Integration Site

PARTNER

IMPLEMENT

REVIEW

Secondary Schools

3

Activity in the Area

- 19/20: Restrictions on new out of area registrations implemented at H.B. Beal SS

Observations

- Average annual projected enrolment change: increase 2.11%
- Slight growth projected in existing community
- Persistent overutilization at H.B. Beal SS and London Central SS with projected deficit of 798 pupil places between H.B. Beal SS and London Central SS
- Sustained underutilization at B. Davison SS with projected surplus of 457 pupil places in 23/24 if status quo
- Net projected deficit of 341 pupil places in 23/24 if status quo

Programming Profile

H.B. Beal SS
Grade 9 – 12 English Track
 ELD / ESL A+ B Designated Site
 BealART
 Specialist High Skills Majors:
 Arts and Culture, Business, Information and Communications Technology, Justice Community Safety, Emergency Services, Manufacturing, Sports Education Service Agreements (FNMI)

B. Davison SS
Experiential Learning Emphasis
 Education Service Agreements (FNMI)

London Central SS
Grade 9 – 12 English Track
 Non-Semestered Academic Emphasis

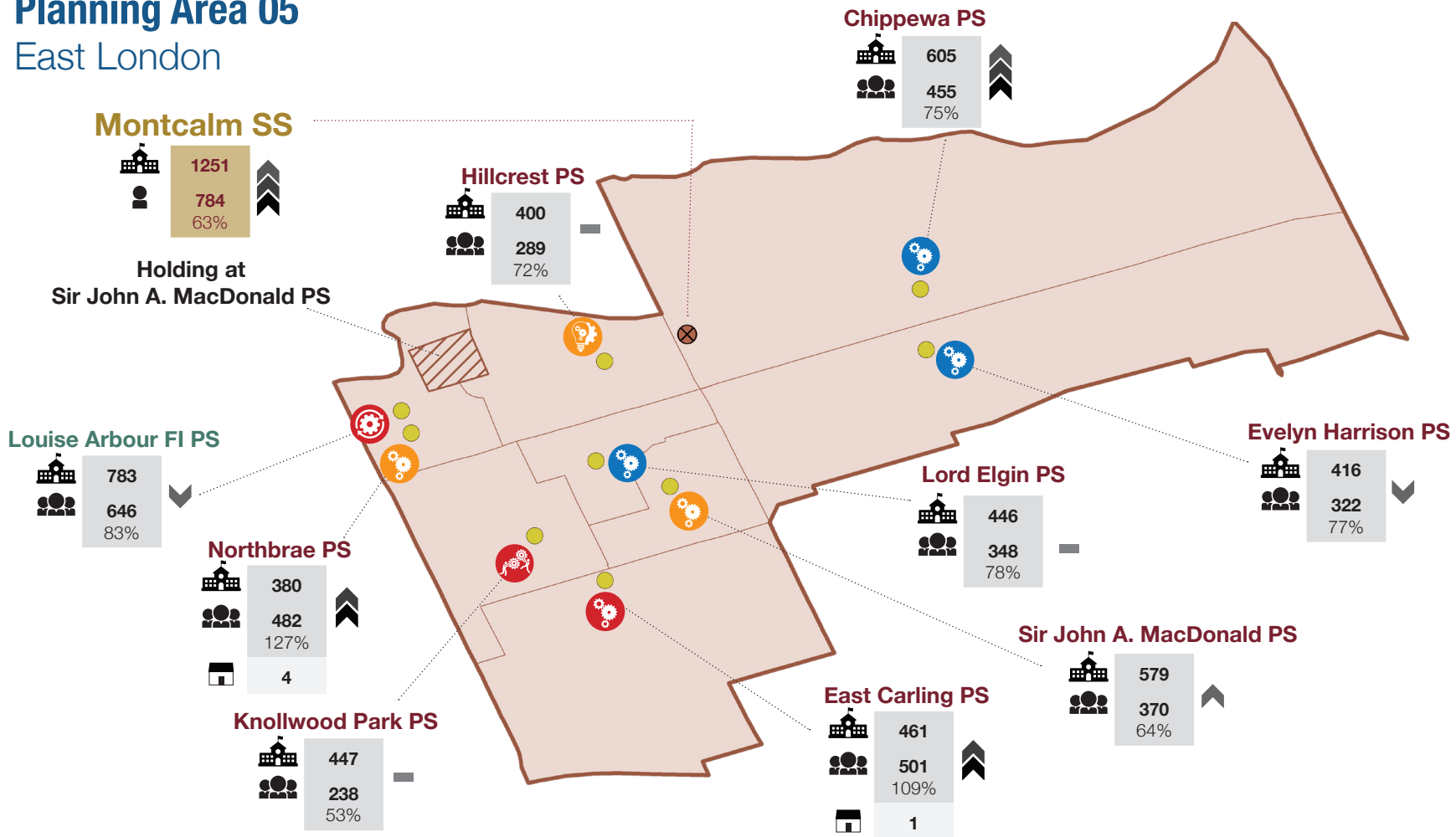
PARTNER

RETHINK

REVIEW

Planning Area 05

East London



Elementary Panel

Strategies for Action

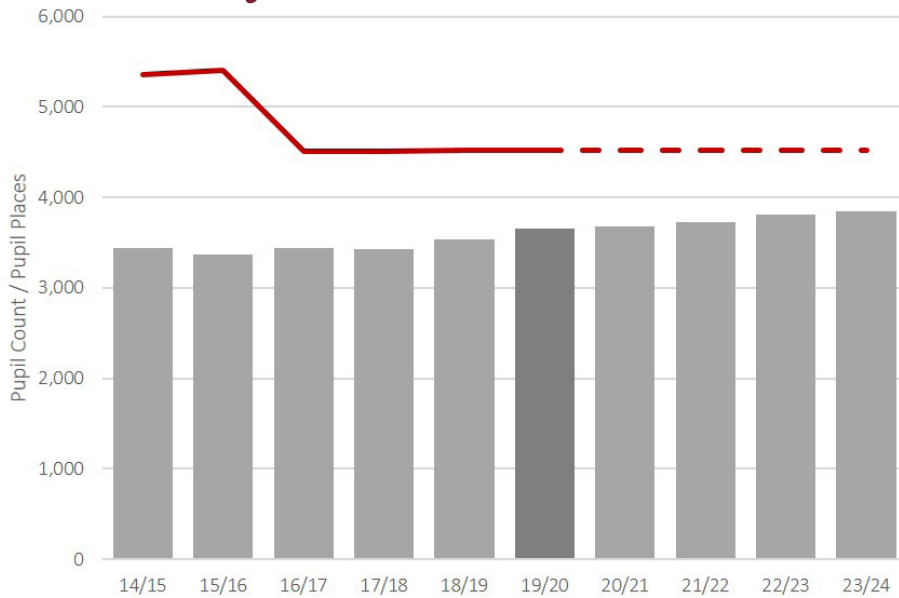
- Explore facility collaboration partnerships
- Evaluate existing and potential holding zone
- Consider an elementary attendance area review to balance utilization
- Consider additional opportunities to enhance access to special education programming

Secondary Panel

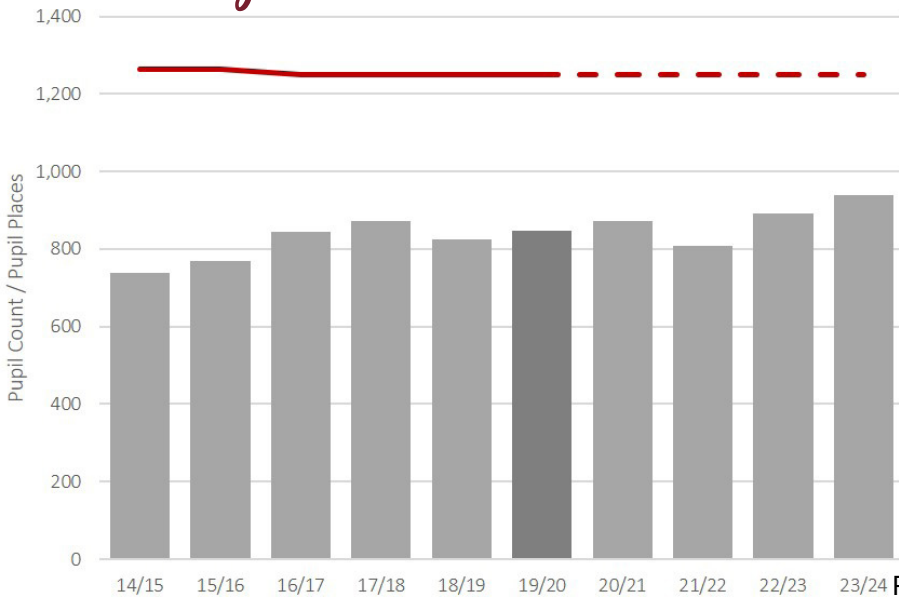
Strategies for Action

- Explore facility collaboration partnerships
- Consider initiating a French Immersion program delivery review to evaluate an additional site within the City of London
- Consider a secondary school attendance area review to balance utilization across London and Middlesex regions and to align secondary attendance area with elementary school attendance areas

Elementary Panel



Secondary Panel



Elementary Schools

9

Holding Zones

1

Programming Profile

Eight K-8 Regular Track

One Gr. 1-8 French Immersion

Louise Arbour FI PS

English JK/SK Integration Site

Portables

5

Holding Schools

1

Activity in the Area

- 15/16: Closure of Lorne Ave PS; Enrolment consolidated at East Carling PS (former Bishop Townshend PS)
- 19/20: Opening of One World International Welcome Centre at Louise Arbour FI PS
- Holding zone at Kipps Lane designated to attend Sir John A. MacDonald PS

Observations

- Projected new dwelling units within Planning Area to 23/24: 994
- Average annual projected enrolment change: increase 1.7%
- Stable existing community
- Split elementary attendance areas designated to attend multiple secondary schools
- Overall underutilization projected with projected surplus of 666 pupil places in 23/24 if status quo; localized persistent overutilization projected at East Carling PS and Northbrae PS



PARTNER



IMPLEMENT



REVIEW

Secondary Schools

1

Programming Profile

Grade 9 – 12 English Track

Aviation Program

Technology Emphasis

ELD / ESL A+ B Designated Site

Specialist High Skills Majors:

Transportation, Hospitality, Business

Observations

- Average annual projected enrolment change: increase 2.8%; variable enrolment trend projected with average annual change ranging from -7.2% to 10.16%
- Slight growth projected in existing community
- Projected surplus of 311 pupil places in 23/24 if status quo



PARTNER



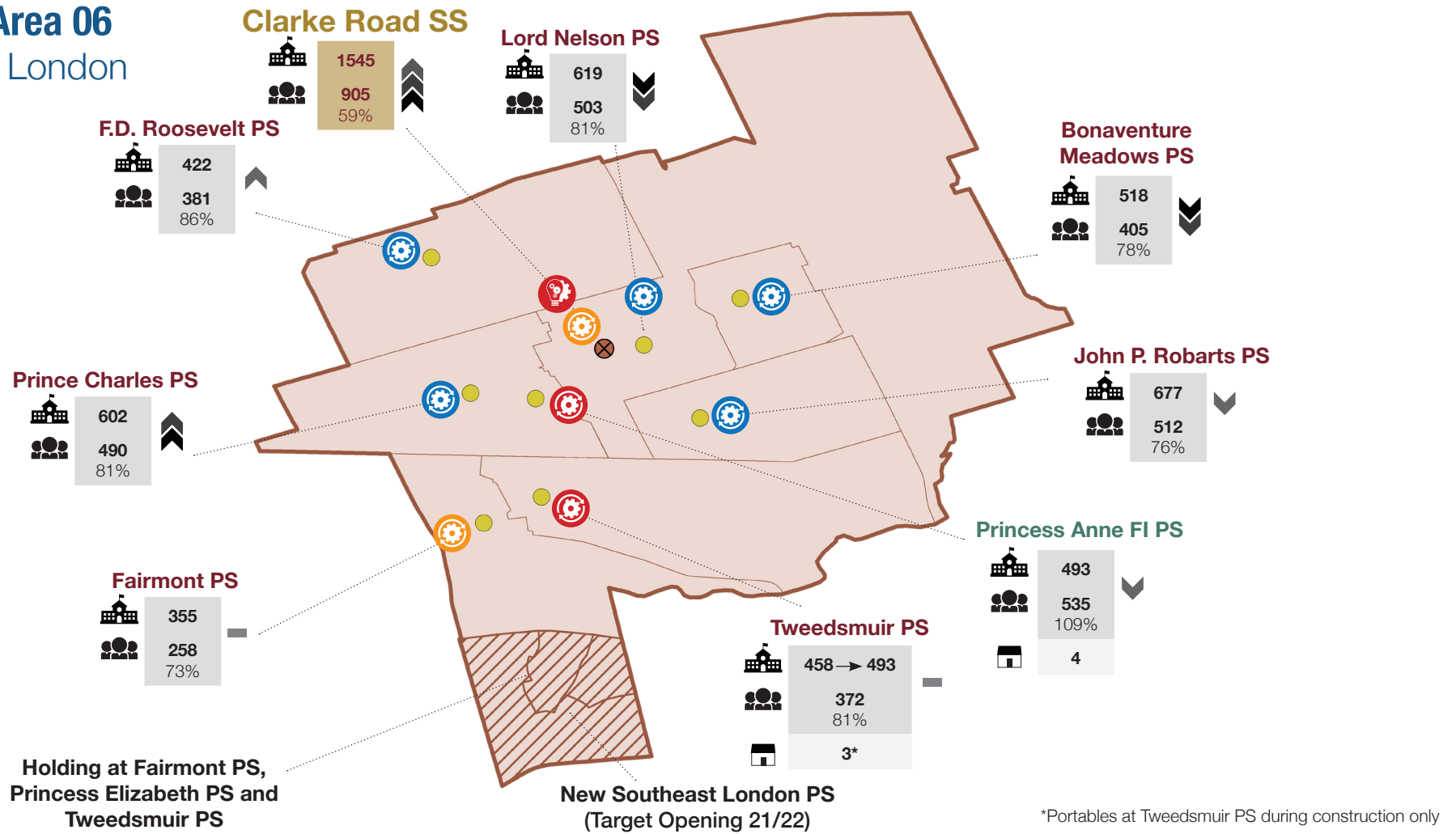
IMPLEMENT



REVIEW

Planning Area 06

Southeast London



Elementary Panel

Strategies for Action

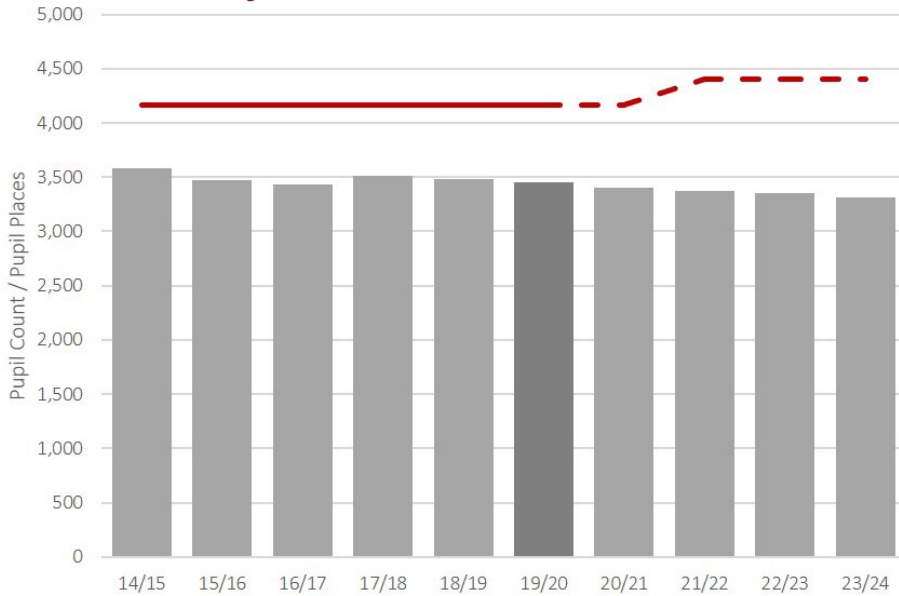
- Implement EPAR02 through opening of New Southeast London PS, closure of Fairmont PS and consolidation at Tweedsmuir PS
- Permanently accommodate interim holding from Fairmont PS, Tweedsmuir PS, and Princess Elizabeth PS at New Southeast London PS

Secondary Panel

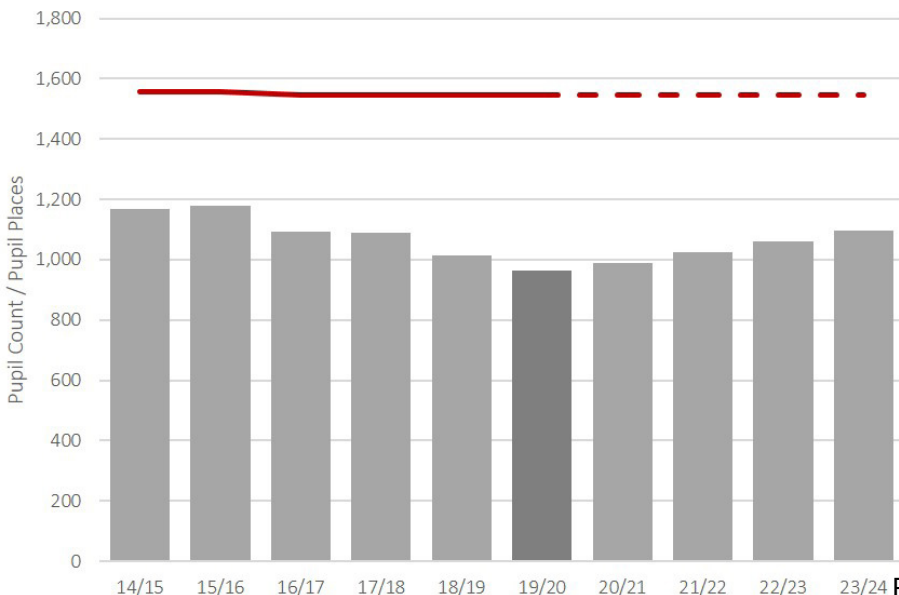
Strategies for Action

- Explore facility collaboration partnerships
- Consider initiating a French Immersion program delivery review to evaluate an additional site within the City of London
- Consider a secondary school attendance area review to balance utilization across London and Middlesex regions and to align secondary attendance area with elementary school attendance areas
- Consider engaging school communities and reviewing specialized program offerings and regional access

Elementary Panel



Secondary Panel

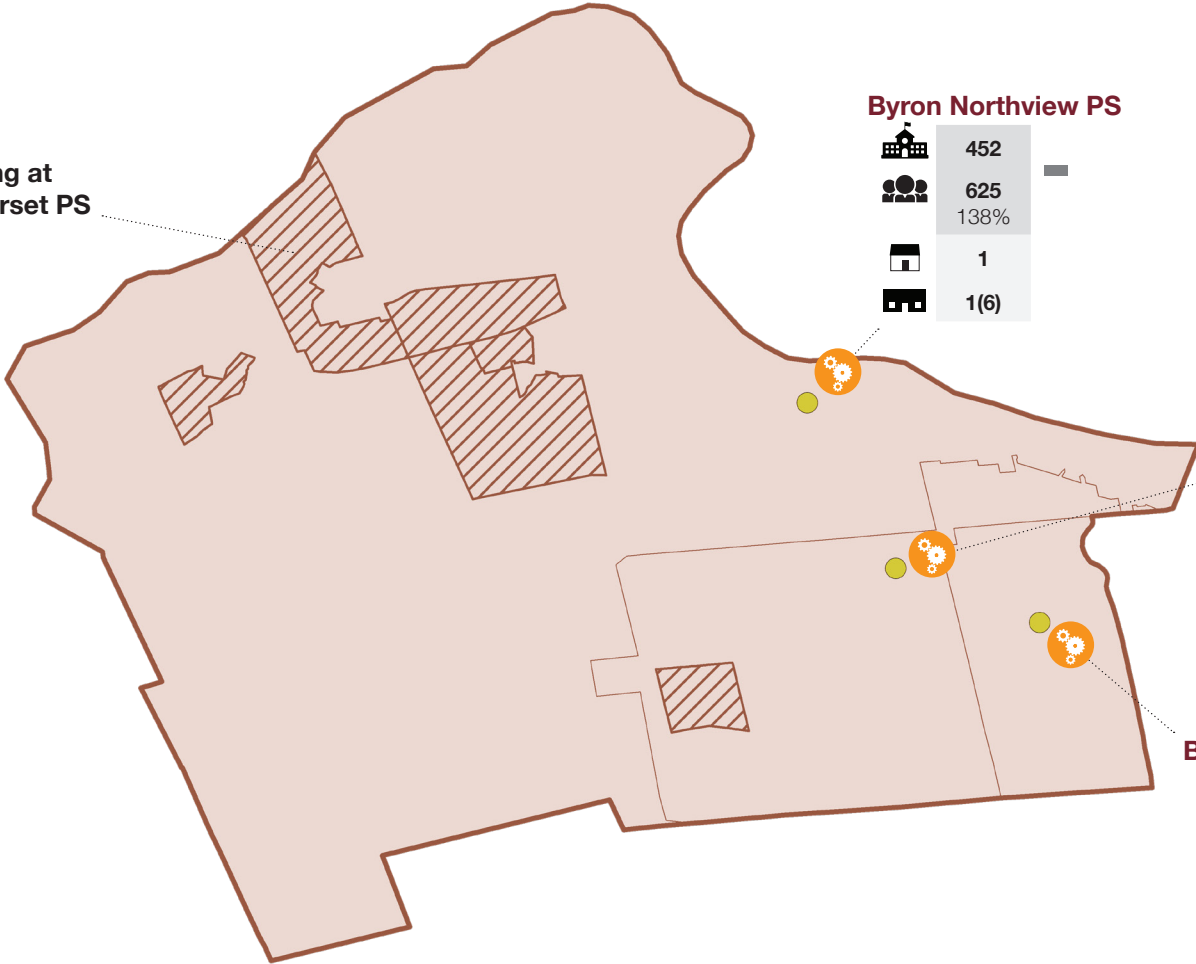


<p>Elementary Schools</p> <p>8</p>	<p>Holding Schools</p> <p>2</p>	<p>Activity in the Area</p> <ul style="list-style-type: none"> 16/17: Board approved closure of Fairmont PS and consolidation at Tweedsmuir PS through EPAR02 17/18: Capital Priorities funding approved for addition at Tweedsmuir PS and construction of new Southeast London PS (Dependent on capital approvals process) 21/22: Target opening of Southeast London PS 	
<p>Portables</p> <p>7</p>	<p>Holding Zones</p> <p>3</p>	<p>Observations</p> <ul style="list-style-type: none"> Projected new dwelling units within Planning Area to 23/24: 1,003 (Includes new dwelling units within holding zones) Split elementary attendance areas designated to attend multiple secondary schools 	
<p>Programming Profile</p> <p>Eight K-8 English Track</p> <p>One Gr. 1-8 French Immersion</p> <p>Princess Anne FI PS</p> <p>English JK/SK Integration Site</p>			
		<p></p> <p>IMPLEMENT</p>	<p></p> <p>REVIEW</p>
<p>Secondary Schools</p> <p>1</p>			<p>Activity in the Area</p> <ul style="list-style-type: none"> 20/21: Introduction of ESL C/D/E program offerings
<p>Programming Profile</p> <p>Grade 9 – 12 English Track</p> <p>Technology Emphasis</p> <p>ESL C/D/E Class</p> <p>Effective 20/21</p> <p>Specialist High Skills</p> <p>Majors:</p> <p>Hospitality and Tourism,</p> <p>Health and Wellness</p>			<p>Observations</p> <ul style="list-style-type: none"> Average annual projected enrolment change: increase 1.66% Slight growth projected in existing community Persistent underutilization with projected surplus of 447 pupil places in 23/24 if status quo
		<p></p> <p>RETHINK</p>	<p></p> <p>REVIEW</p>

Planning Area 07

Byron (London)

All Holding at Byron Somerset PS



Byron Northview PS

	452	
	625	138%
	1	
	1(6)	

Byron Somerset PS

	409	
	396	97%
	2	

Byron Southwood PS

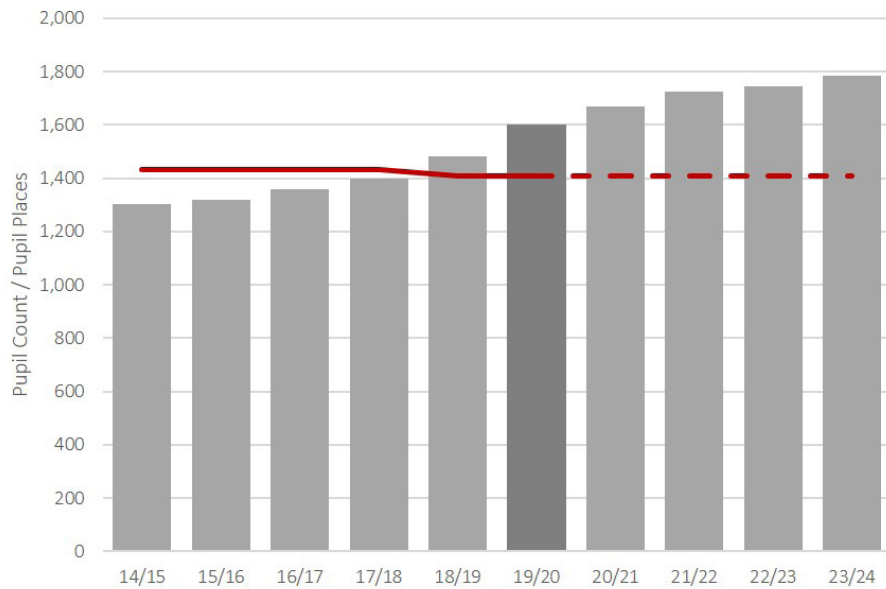
	547	
	581	106%
	1	
	1(6)	

Elementary Panel

Strategies for Action

- Evaluate existing and potential holding zones
- Consider an elementary attendance area review to balance utilization
- Consider additional opportunities to enhance access to special education programming
- Explore funding opportunities for a new elementary school

Elementary Panel



Elementary Schools

3

Portables

4

Portapaks

2

Holding Zones

6

Programming Profile
All K-8 English Track

Activity in the Area

- 13/14: Byron Holding Zones established

Observations

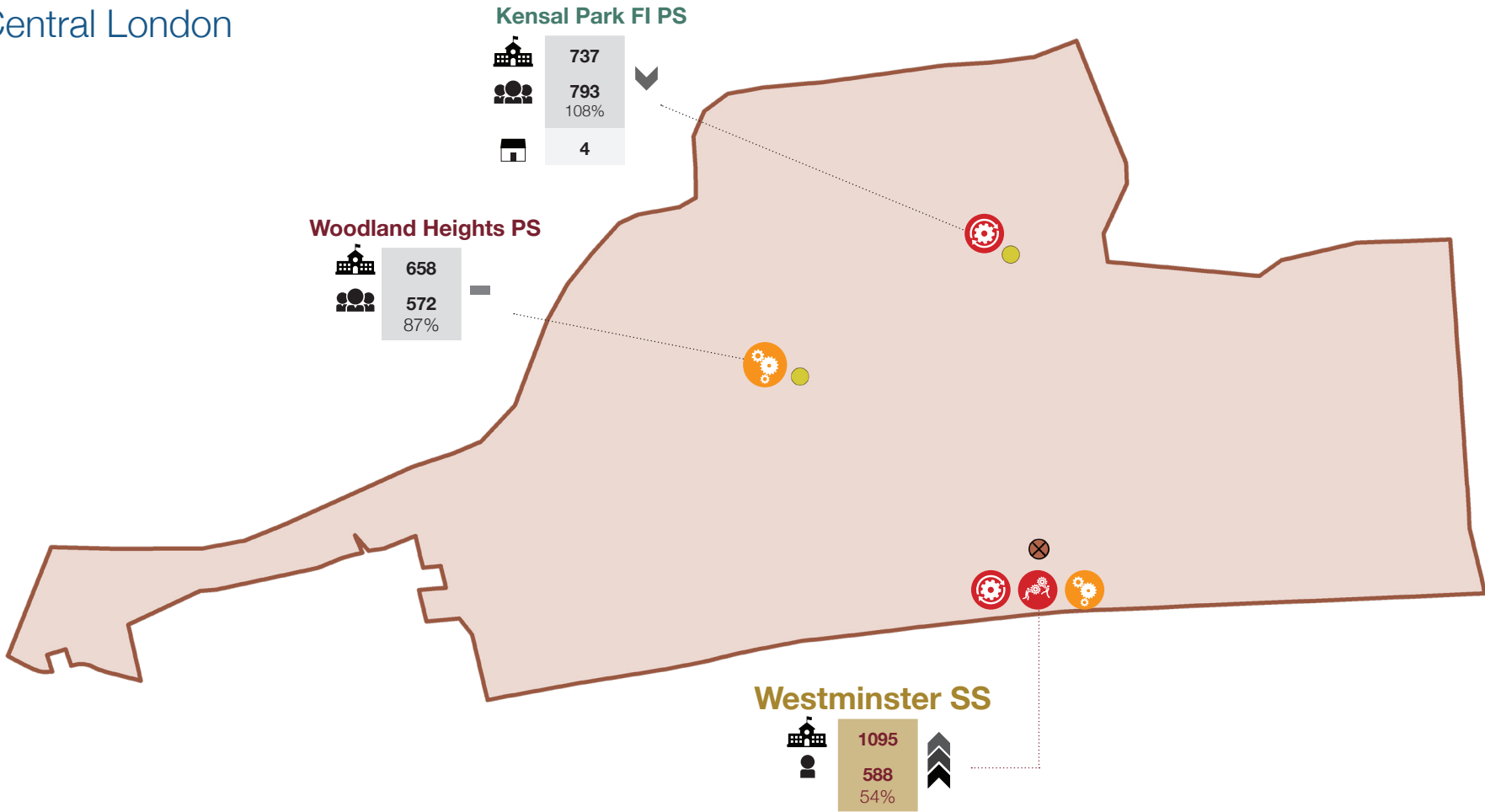
- Projected new dwelling units within Planning Area to 23/24: 875
- Average annual projected enrolment change: increase 3.8%
- Stable existing community; growth driven by residential development
- Persistent overutilization projected with deficit of 375 pupil places in 23/24 if status quo



REVIEW

Planning Area 08

West Central London



Elementary Panel

Strategies for Action

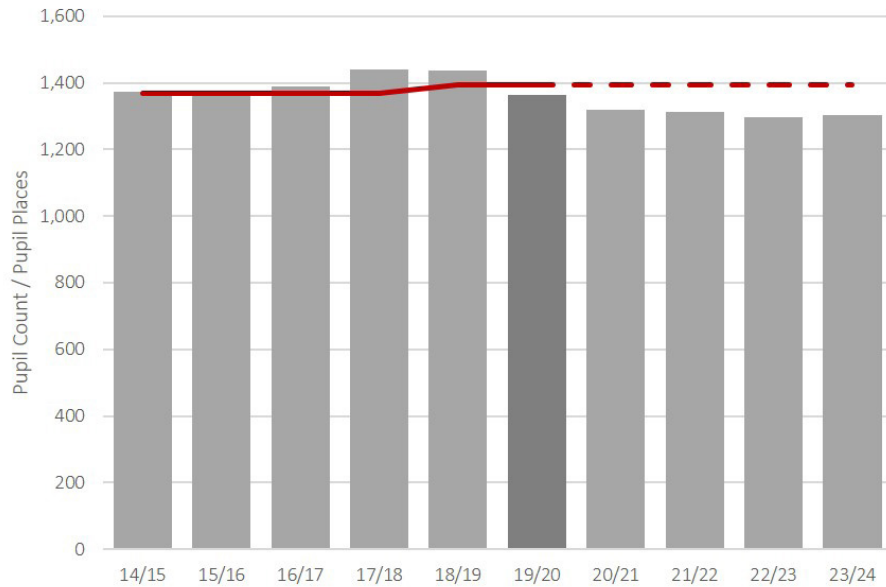
- Consider an elementary attendance area review to balance utilization

Secondary Panel

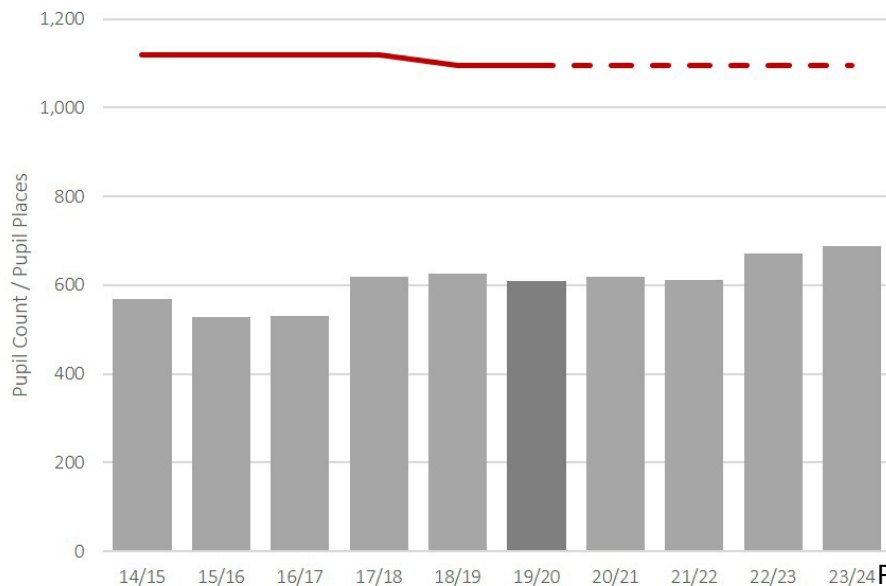
Strategies for Action

- Consider a secondary school attendance area review to balance utilization across London and Middlesex regions and to align secondary attendance areas with elementary school attendance areas
- Explore facility collaboration partnerships

Elementary Panel



Secondary Panel



Elementary Schools

2

Portables

4

Programming Profile
One K-8 English Track
One Gr. 1-8 French Immersion
 Kensal Park FI PS
 English JK/SK Integration Site

Observations

- Projected new dwelling units within Planning Area to 23/24: 595
- Average annual projected enrolment change: decrease 1.9%
- Declining existing community
- Low pupil yield projected for new dwelling units due to higher density development
- Overall underutilization with projected surplus of 91 pupil places in 23/24 if status quo



IMPLEMENT



REVIEW

Secondary Schools

1

Programming Profile
Grade 9 – 12 English Track
 ELD / ESL A+ B Designated Site
 Specialist High Skills Majors:
 Arts and Culture, Health and Wellness,
 Transportation

Activity in the Area

- 05/06: Westminster SS designated as a holding school to provide interim accommodation to Longwoods area residential development (Holding Zone in Planning Area 12)

Observations

- Average annual projected enrolment change: increase 2.0%
- Growth in existing community



IMPLEMENT



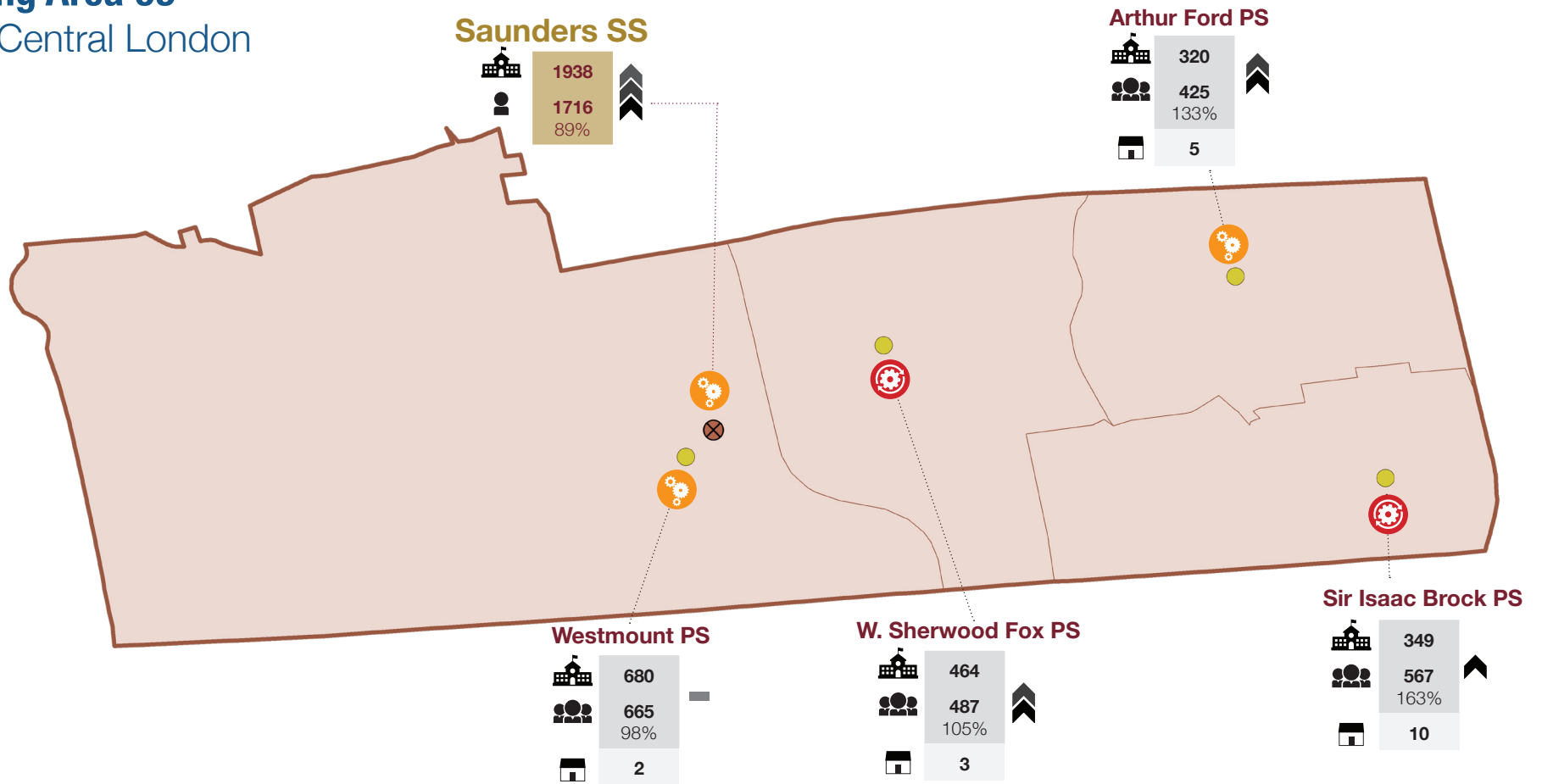
PARTNER



REVIEW

Planning Area 09

South Central London



Elementary Panel

Strategies for Action

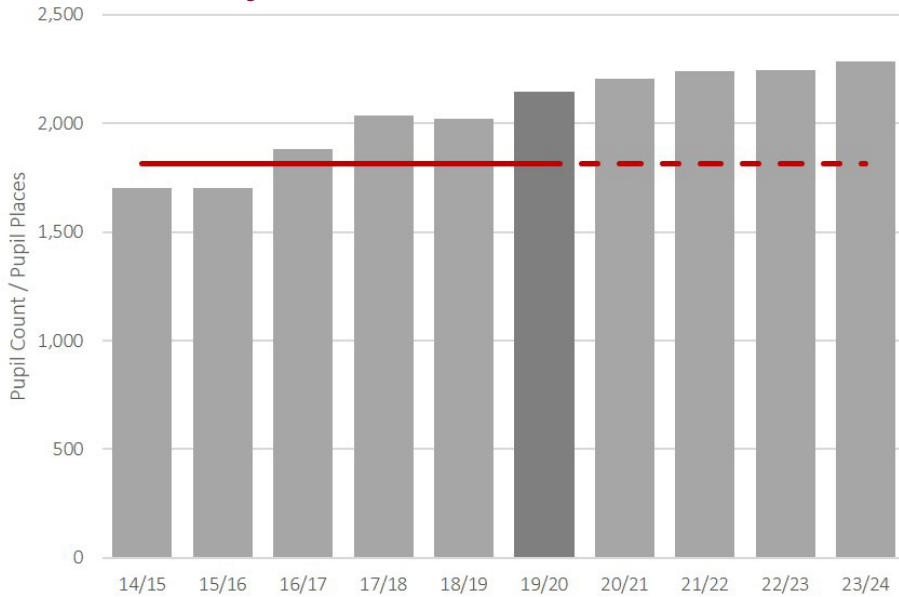
- Refer to Tier I Strategies for Action regarding 19/20 Capital Priorities for Southwest London (Holding at Sir I. Brock PS and W. Sherwood Fox PS)
- Evaluate existing and potential holding zones
- Consider an elementary attendance area review to balance utilization

Secondary Panel

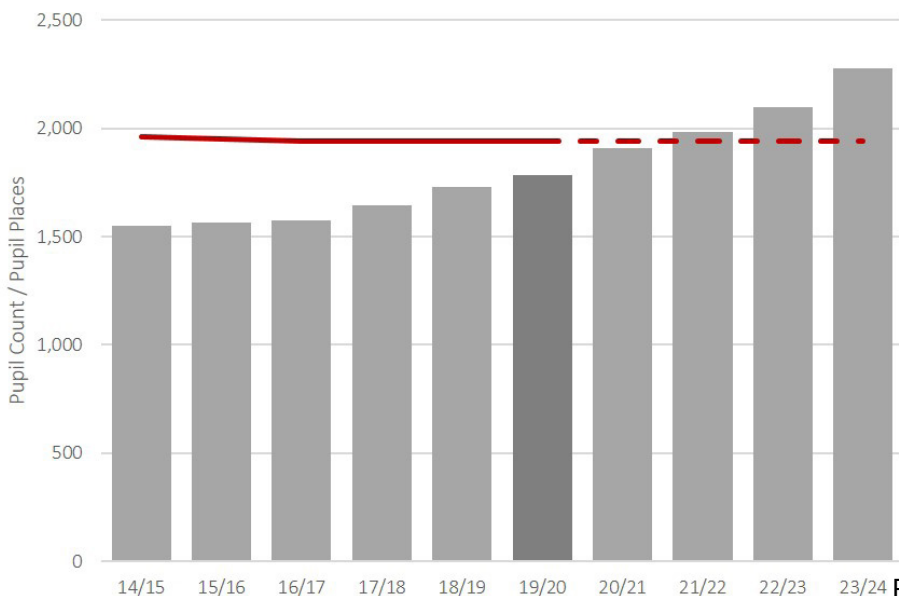
Strategies for Action

- Consider a secondary school attendance area review to balance utilization across London and Middlesex regions and to align secondary attendance area with elementary school attendance areas

Elementary Panel



Secondary Panel



Elementary Schools

4

Portables

20

Holding Schools

2

Programming Profile
Four K-8 English Track
 Arthur Ford PS
 APPLE Program

Activity in the Area

- 08/09: Sir Isaac Brock PS designated as a holding school to provide interim accommodation for Bostwick residential development (Holding zone in Planning Area 12)
- 13/14: W. Sherwood Fox PS designated as a holding school to provide interim accommodation for Talbot Village – Phase 2 residential development (Holding zone in Planning Area 12)
- 17/18 + 19/20: Submission of Capital Priorities Program funding requests for New Southwest London PS

Observations

- Projected new dwelling units within Planning Area to 23/24: 106 (Excludes new dwellings within holding zones – see Planning Area 12)
- Average annual projected enrolment change: increase 2.5%
- Moderate growth in existing community
- Overall overutilization projected with deficit of 472 pupil places in 23/24 if status quo



IMPLEMENT



REVIEW

Secondary Schools

1

Programming Profile
Grade 9 – 12 English Track
 Technology Emphasis
 Enrichment Program
 Education Service
 Agreements (FNMI)
 Specialist High Skills Majors:
 Arts and Culture,
 Construction,
 Health and Wellness,
 Manufacturing

Activity in the Area

- 19/20: Renovation to create Library Learning Commons completed

Observations

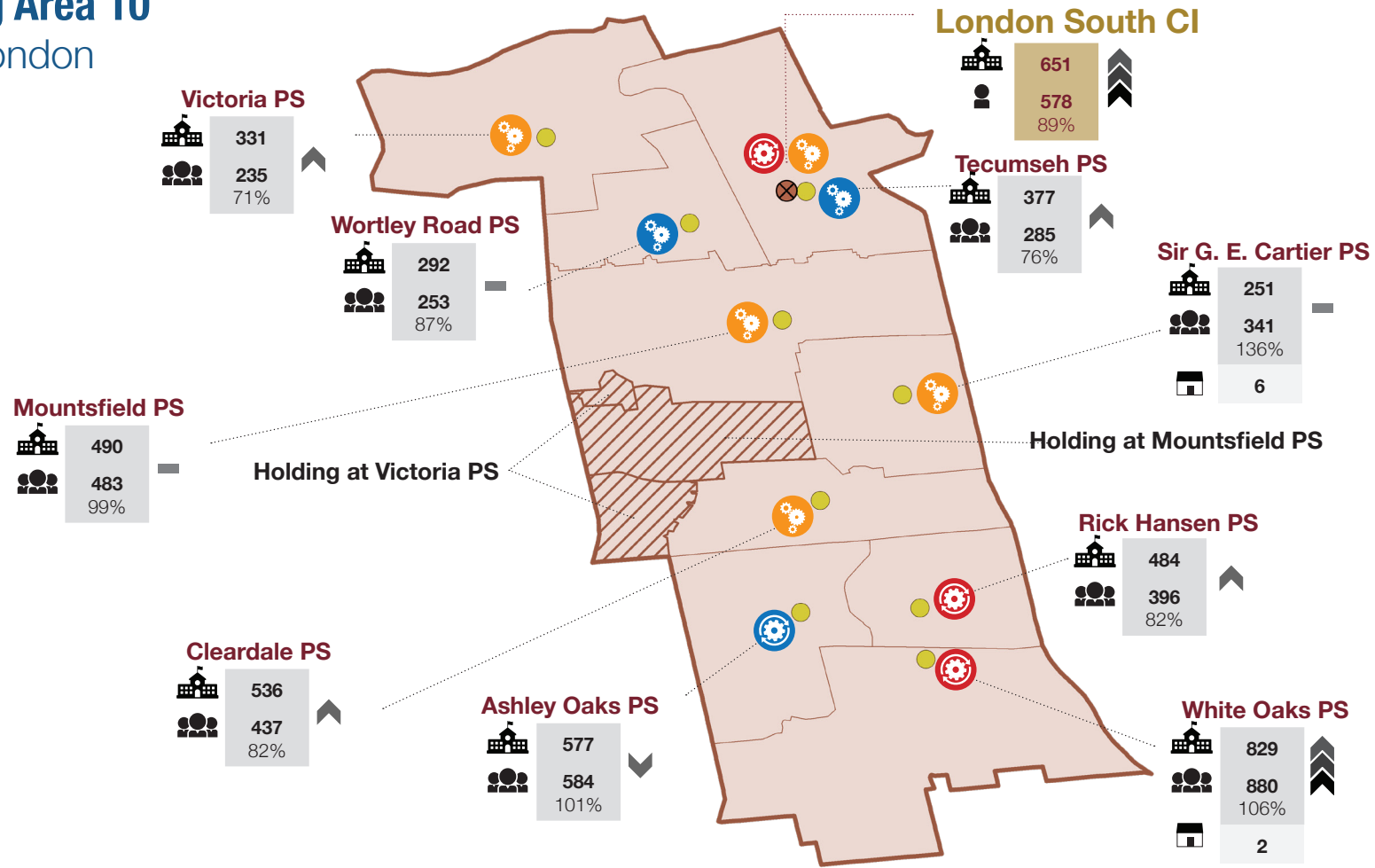
- Average annual projected enrolment change: increase 5.7%
- Growth projected in existing community and from residential development
- Overutilization projected with deficit of 336 pupil places in 23/24 if status quo



REVIEW

Planning Area 10

South London



Elementary Panel

Strategies for Action

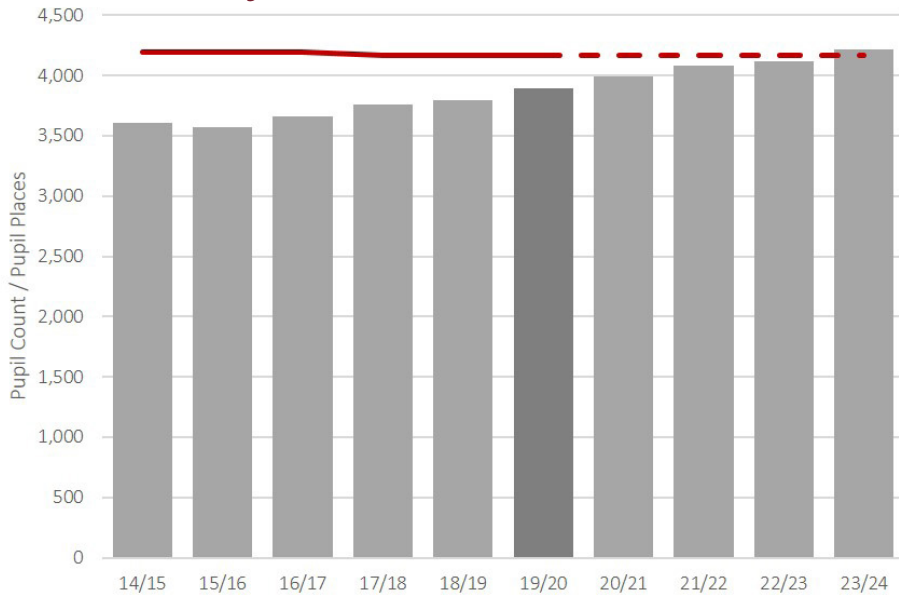
- Refer to Tier I Strategies for Action regarding 19/20 Capital Priorities for Southwest London (Holding at Rick Hansen PS and White Oaks PS)
- Evaluate existing holding zones

Secondary Panel

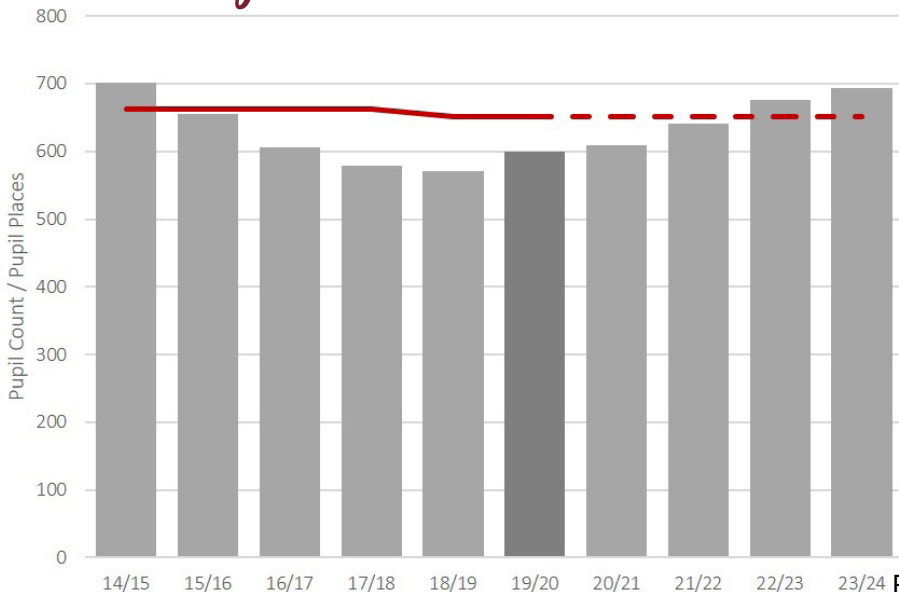
Strategies for Action

- Consider a secondary school attendance area review to balance utilization across London region and to align secondary attendance area with elementary school attendance areas

Elementary Panel



Secondary Panel



Elementary Schools

9

Portables

8

Holding Zones

3

Holding Schools

4

Programming Profile
Nine K-8 English Track

Activity in the Area

- 14/15: White Oaks PS designated as a holding school to provide interim accommodation for select southwest London / Longwoods area residential development (Holding Zone in Planning Area 12)
- 15/16: Rick Hansen PS designated as a holding school to provide interim accommodation for Colonel Talbot residential development (Holding Zone in Planning Area 12)
- 17/18 + 19/20: Submission of Capital Priorities Program funding requests for New Southwest London PS

Observations

- Projected new dwelling units within Planning Area to 23/24: 402 (Excludes new dwellings within holding zones – see Planning Area 12)
- Average annual projected enrolment change: increase 2.15%
- Slight growth in existing community; above average pupil yield for new dwelling units
- Overall overutilization with projected deficit of 51 pupil places in 23/24 if status quo
- Status quo includes maintaining all holding zones and designated holding schools



IMPLEMENT



REVIEW

Secondary Schools

1

Programming Profile
Grade 9 – 12 English Track
Specialist High Skills
Majors:
Sports

Activity in the Area

- 20/21: Implementation of ESL C/D/E program offerings

Observations

- Average annual projected enrolment change: increase 4.0%
- Growth projected in existing community and from residential development
- Overutilization with projected deficit of 31 pupil places in 23/24 if status quo



IMPLEMENT



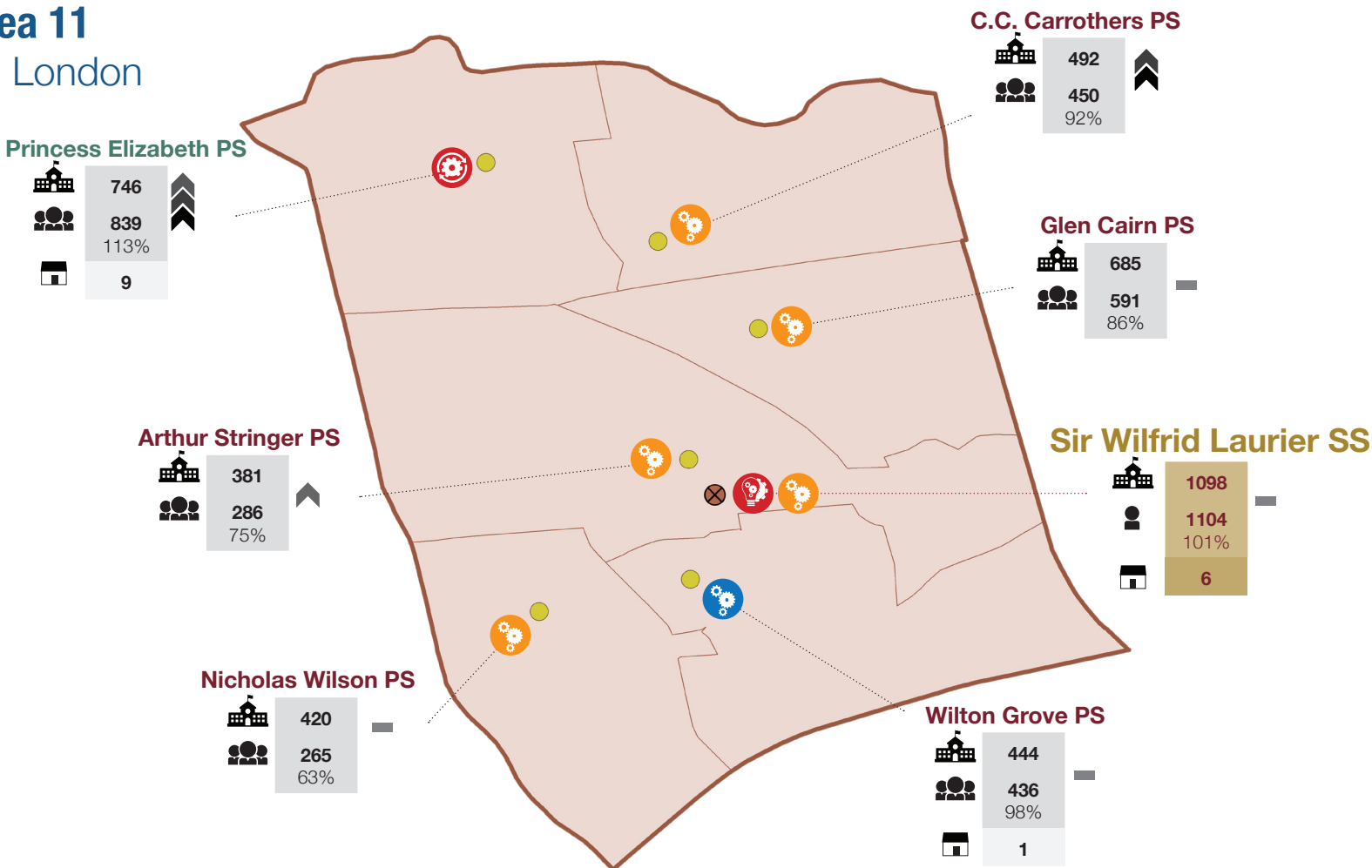
REVIEW



RETHINK

Planning Area 11

East Central London



Elementary Panel

Strategies for Action

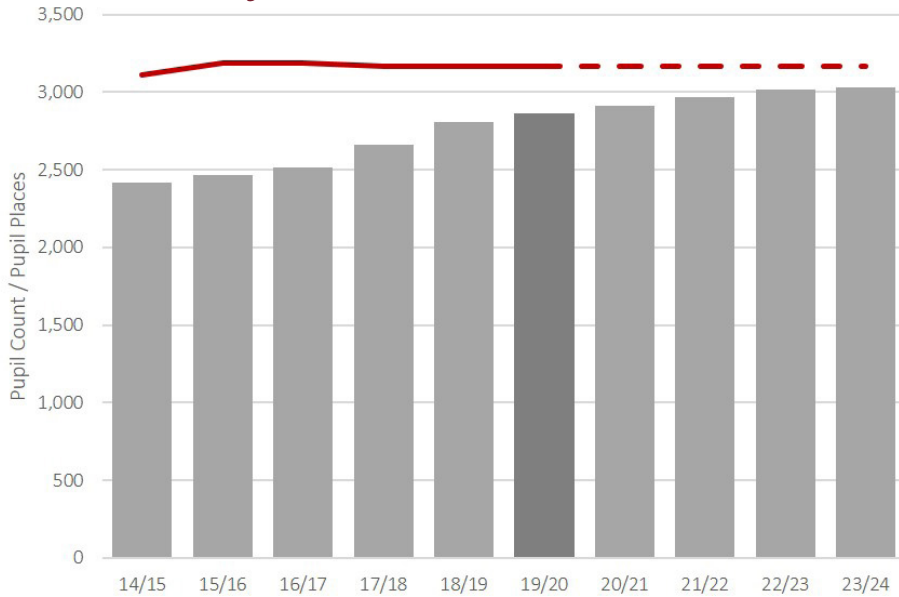
- Implement EPAR02 through opening of New Southeast London PS; permanently accommodate holding from Princess Elizabeth PS
- Consider an elementary attendance area review to balance utilization
- Consider additional opportunities to enhance access to special education programming

Secondary Panel

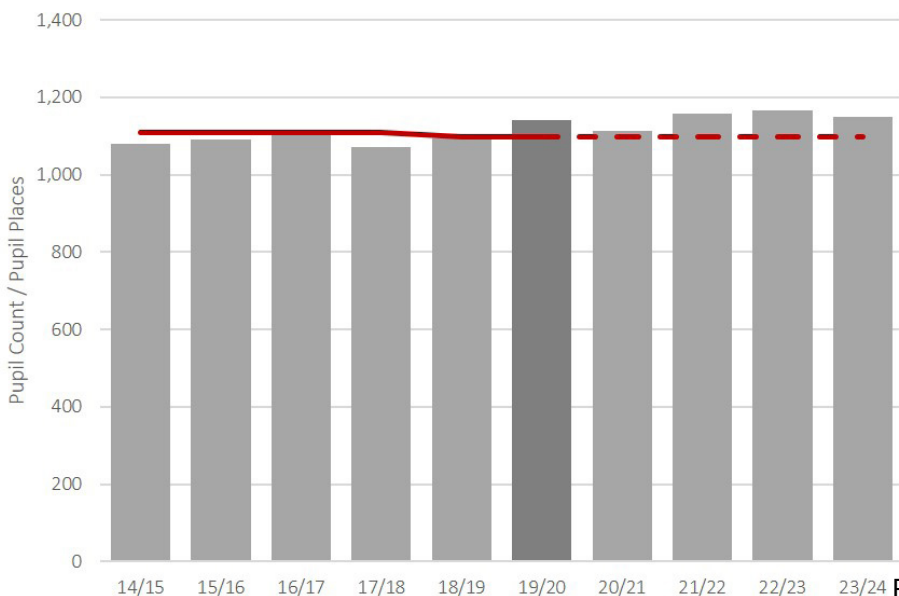
Strategies for Action

- Consider initiating a French Immersion program delivery review to evaluate an additional site within the City of London
- Consider a secondary school attendance area review to balance utilization across London region and to align secondary attendance area with elementary school attendance areas

Elementary Panel



Secondary Panel



Elementary Schools

6

Portables

10

Holding Schools

1

Programming Profile
Five K-8 Regular Track
One Dual Track School



IMPLEMENT



REVIEW

Observations

- 21/22: Target opening of Southeast London PS and accommodation of holding zone from Princess Elizabeth PS
- Projected new dwelling units within Planning Area to 23/24: 295 (Excludes new dwellings within holding zones located outside of Planning Area – see Planning Area 06)
- Slight growth in existing community; above average pupil yield for new dwelling units

Secondary Schools

1

Portables

6

Programming Profile
Grade 9 – 12 English Track
Grade 9 – 12 French Immersion
Specialist High Skills Majors:
Construction, Sports



RETHINK

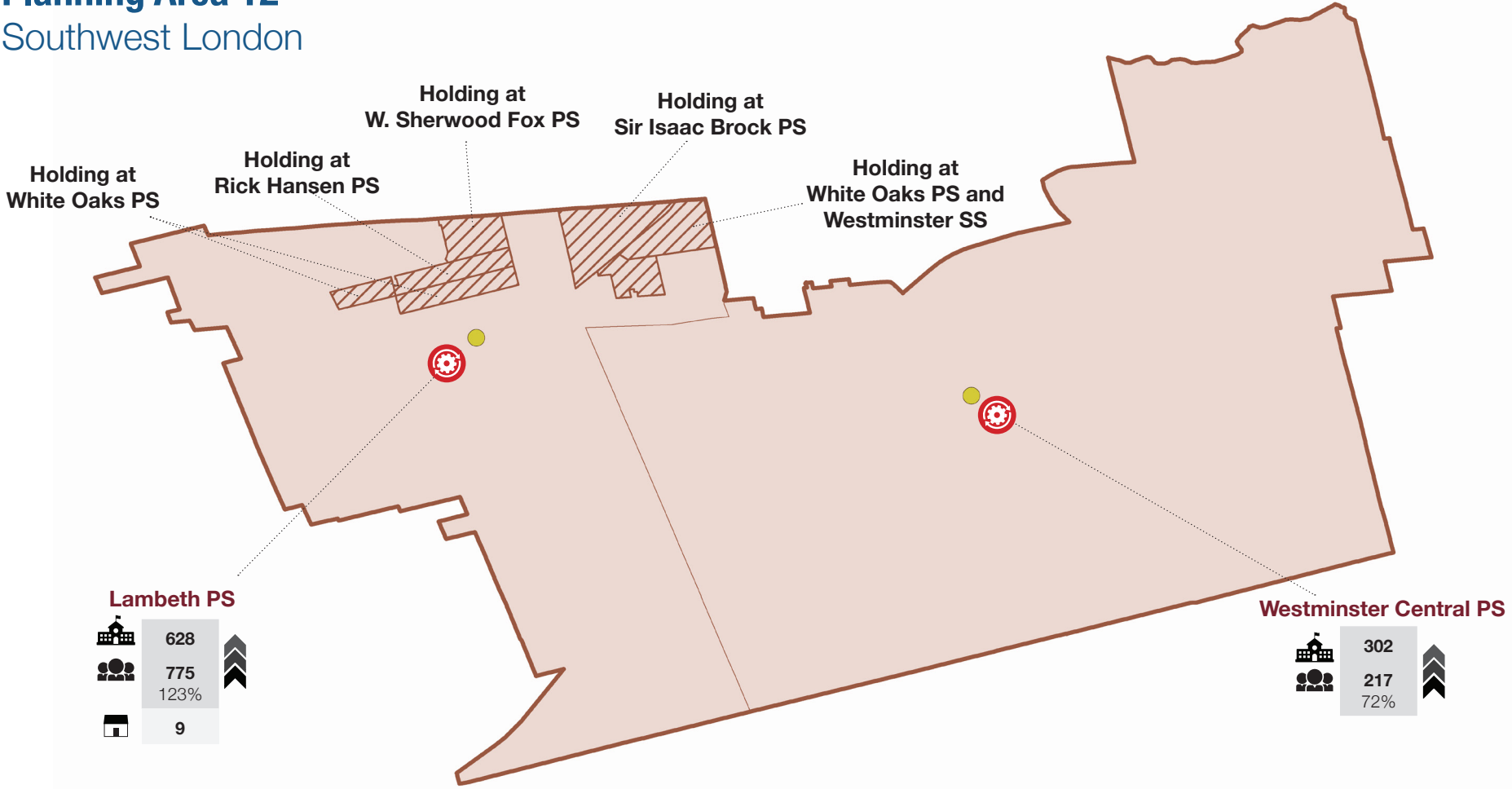


REVIEW

- Average annual projected enrolment change: increase 1.0%
- Slight decline projected in existing community
- Overutilization with projected deficit of 39 pupil places in 23/24 if status quo

Planning Area 12

Southwest London



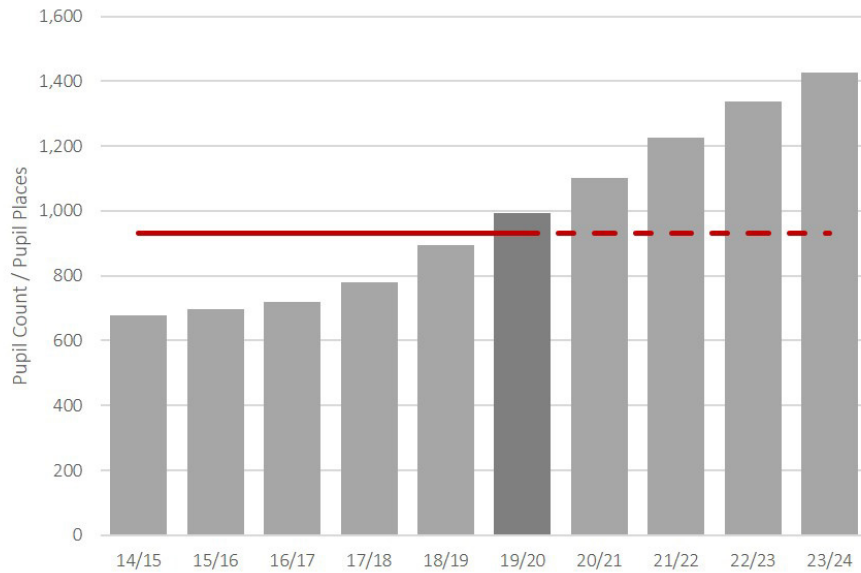
Elementary Panel

Strategies for Action

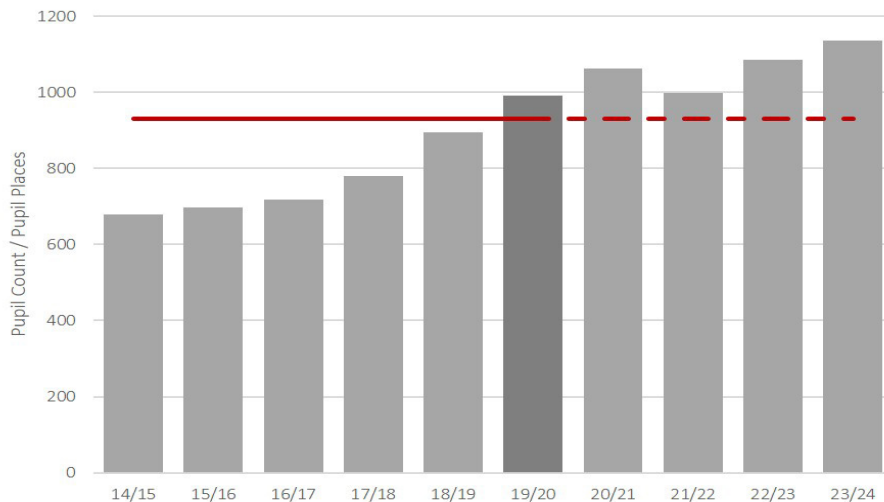
- Refer to Tier I Strategies for Action regarding 19/20 Capital Priorities for New Southwest London PS (Lambeth PS)
- Refer to Tier I Strategies for Action regarding 19/20 Capital Priorities for New Belmont PS (Westminster Central PS)

Elementary

Status Quo Scenario



Alternative Scenario



Alternative scenario includes a portion of Westminster Central PS accommodated at New Southeast London PS in 21/22 upon opening

Elementary Schools

2

Portables

9

Holding Zones

7

Programming Profile

Two K-8 English Track
Lambeth PS
Education Service
Agreements (FNMI)

Activity in the Area

- 08/09: Sir Isaac Brock PS designated as a holding school to provide interim accommodation for Bostwick residential development (Planning Area 09)
- 13/14: W. Sherwood Fox PS designated as a holding school to provide interim accommodation for Talbot Village – Phase 2 residential development (Planning Area 09)
- 14/15: White Oaks PS designated as a holding school to provide interim accommodation for select southwest London / Longwoods area residential development (Planning Area 10)
- 15/16: Rick Hansen PS designated as a holding school to provide interim accommodation for Colonel Talbot residential development (Planning Area 10)
- 17/18: EPAR01 - Approved closure and consolidation of Westminster Central PS to new Belmont PS and new Southeast London PS
- 19/20: Capital Priorities Funding request resubmitted for New Southwest London PS and New Belmont PS

Observations

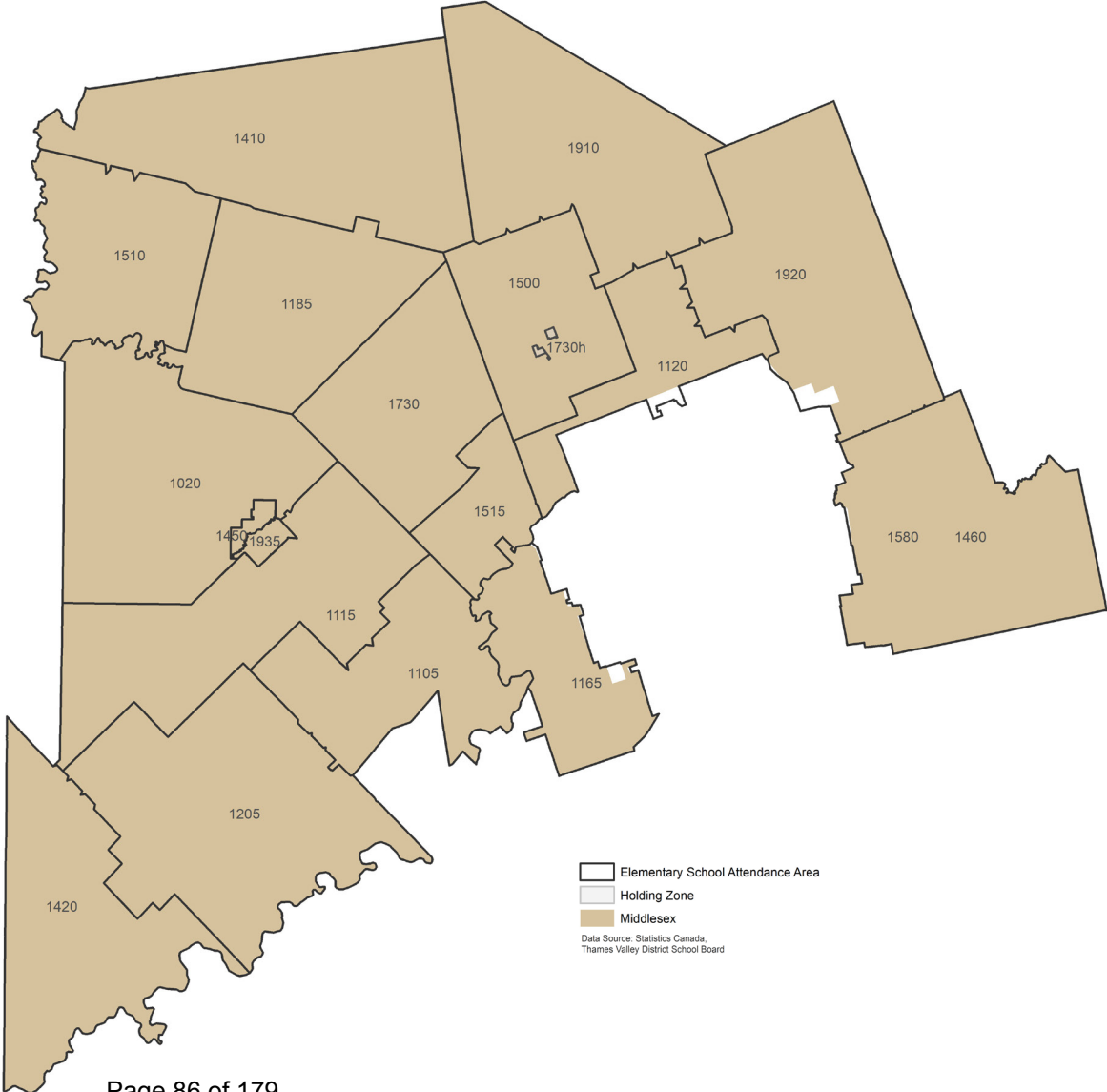
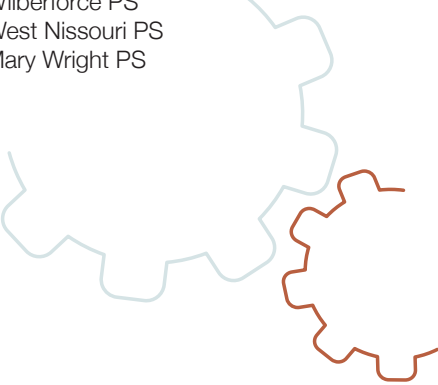
- Projected new dwelling units within Planning Area to 23/24: 2,131 (Includes new residential dwellings within holding zones designated to schools in Planning Areas 09 + 10)
- Average annual projected enrolment change: increase 9.8% (Status quo)
- Growth in existing community; below average pupil yield for new dwelling units
- Persistent overutilization projected with deficit of 497 pupil places in 23/24 if status quo
- Status quo includes maintaining holding zones across southwest London and no changes to Westminster Central PS attendance area pupil places projected to 23/24 if status quo



Middlesex County

Elementary Schools by School Code

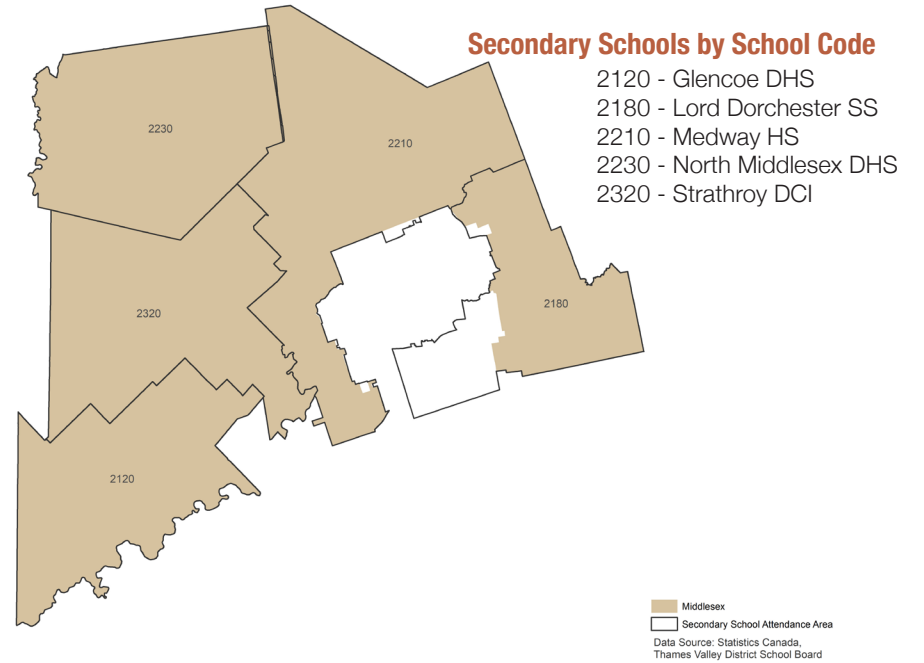
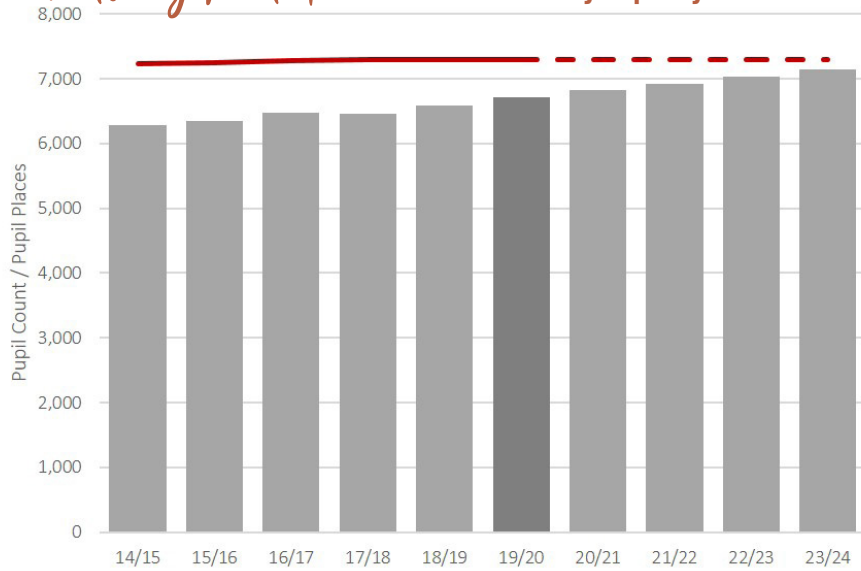
- 1020 - Adelaide-W.G. MacDonald PS
- 1105 - Caradoc PS
- 1115 - Caradoc North PS
- 1120 - Centennial Central PS
- 1165 - Delaware Central PS
- 1185 - East Williams Memorial PS
- 1205 - Ekcoe Central PS
- 1410 - McGillivray Central PS
- 1420 - Mosa Central PS
- 1450 - North Meadows PS
- 1460 - Northdale Central PS
- 1500 - Oxbow PS
- 1510 - Parkhill-West Williams PS
- 1515 - Parkview PS
- 1580 - River Heights PS
- 1730 - Valleyview Central PS
- 1730h - East Ilderton Holding at Valleyview Centre
- 1730h - West Ilderton Holding at Valleyview Centre
- 1910 - Wilberforce PS
- 1920 - West Nissouri PS
- 1935 - Mary Wright PS



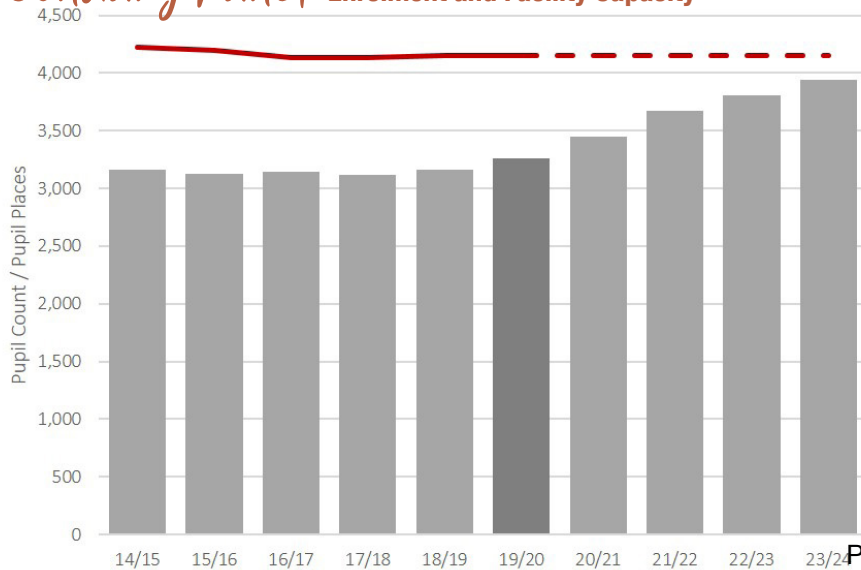
Elementary School Attendance Area
 Holding Zone
 Middlesex
Data Source: Statistics Canada,
Thames Valley District School Board

Regional Snapshot Middlesex County

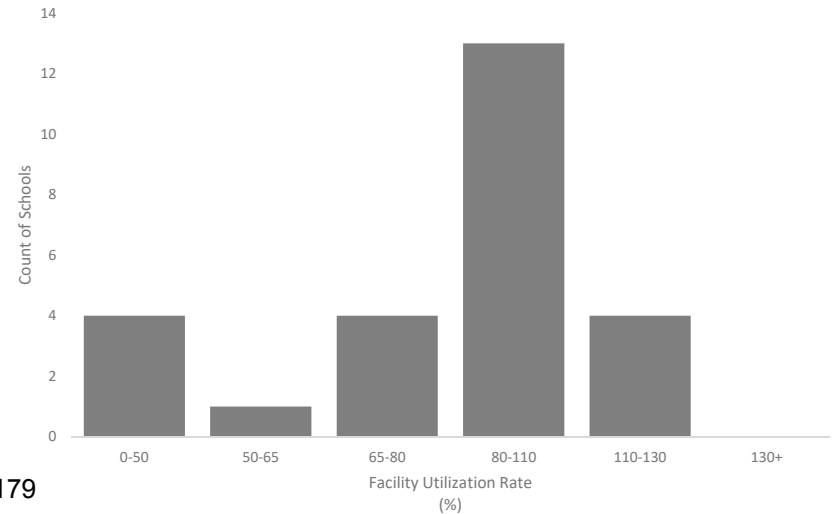
Elementary Panel Enrolment and Facility Capacity



Secondary Panel Enrolment and Facility Capacity

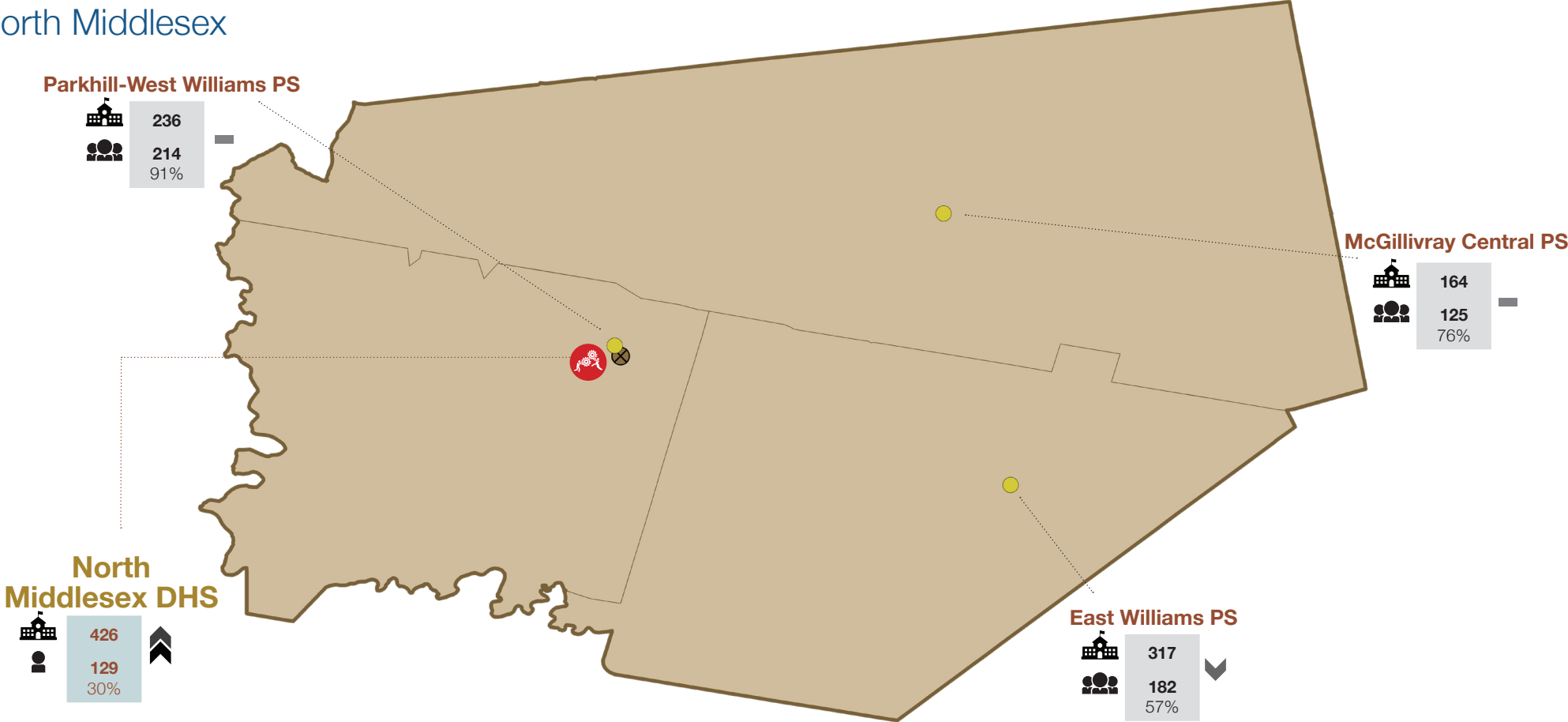


School Count by Facility Utilization Rate Range All Schools



Planning Area 13

North Middlesex



Elementary Panel

Strategies for Action

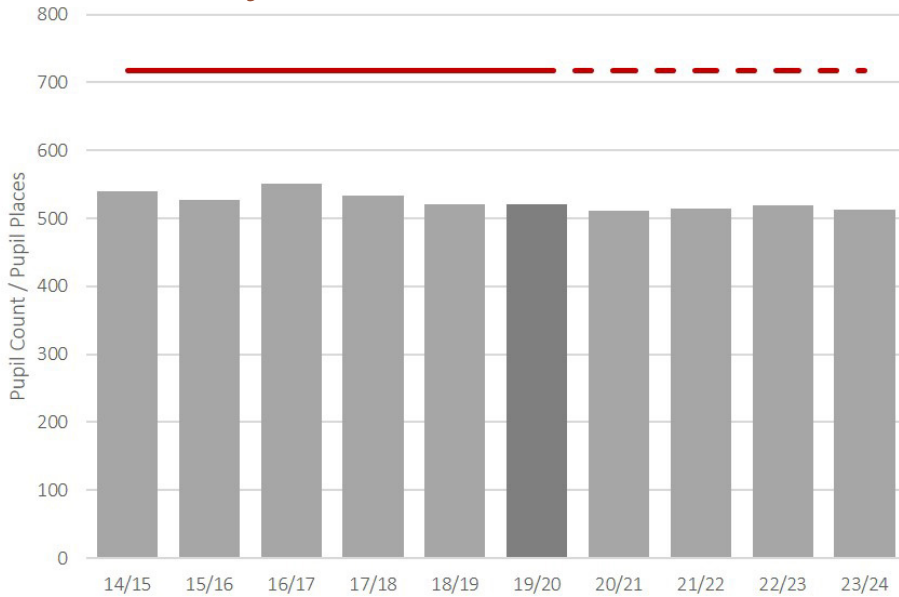
- No strategies for action at this time

Secondary Panel

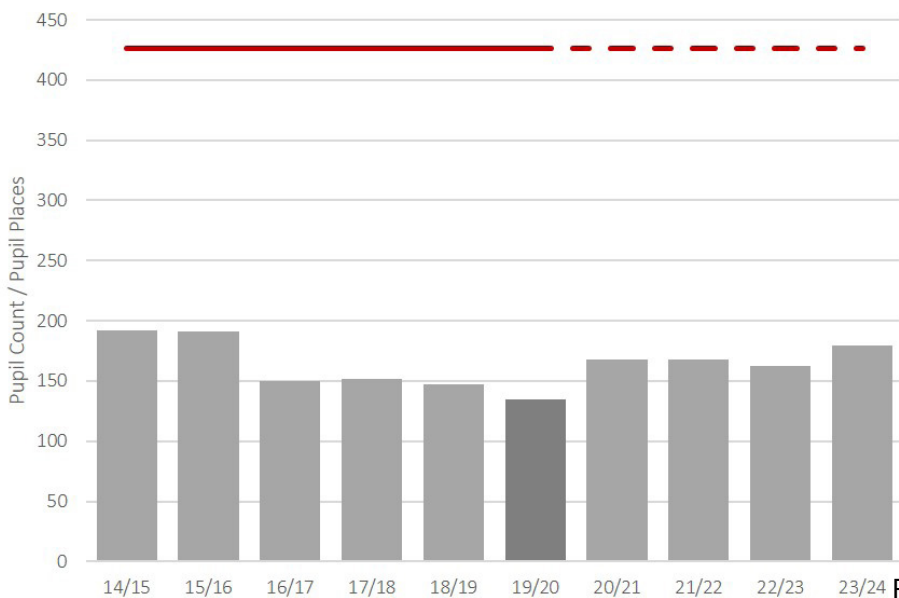
Strategies for Action

- Explore facility collaboration partnerships

Elementary Panel



Secondary Panel



Elementary Schools

3

Programming Profile Three K-8 English Track

Activity in the Area

- 18/19: McGillivray Central PS and East Williams PS included in Western Middlesex Attendance Area Review – no changes

Observations

- Projected new dwelling units within Planning Area to 23/24: 139
- Average annual projected enrolment change: decrease 0.3%
- Decline in existing community
- Persistent underutilization projected with surplus of 204 pupil places in 23/24 if status quo

Secondary Schools

1

Programming Profile

Grade 9 – 12 English Track

Specialist High Skills
Majors:

Agriculture, Transportation

Observations

- Average annual projected enrolment change: increase 4.7%
- Variable annual enrolment change ranging from -8.2% to 24.2%
- Slight growth projected in existing community
- Persistent underutilization projected with surplus of 246 pupil places in 23/24 status quo

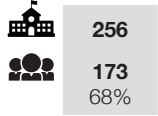


PARTNER

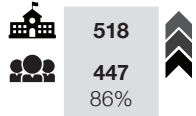
Planning Area 14

West Middlesex

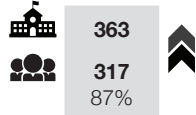
Adelaide-W.G. MacDonald PS



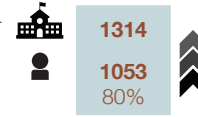
North Meadows PS



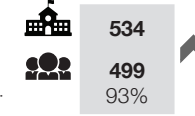
J.S. Buchanan FI PS



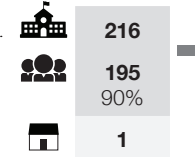
Strathroy DCI



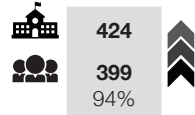
Mary Wright PS



Caradoc North PS



Caradoc PS



Elementary Panel

Strategies for Action

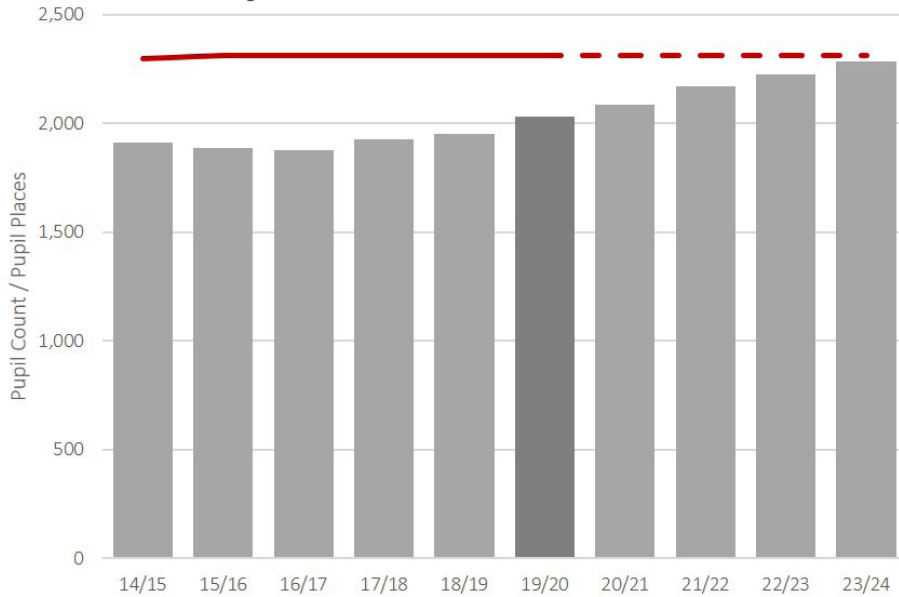
- Consider an elementary attendance area review to balance utilization
- Consider additional opportunities to enhance access to special education programming

Secondary Panel

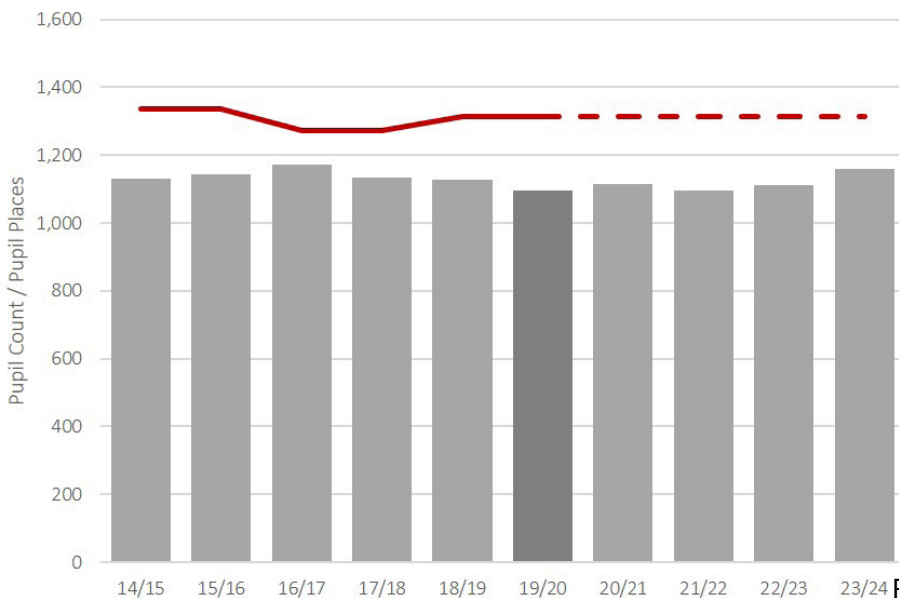
Strategies for Action

- No strategies for action at this time

Elementary Panel



Secondary Panel



Elementary Schools

6

Portables

1

Programming Profile
Five K-8 English Track
One Gr. 1-8 French Immersion
 J.S. Buchanan FI PS
 English JK/SK Integration Site

Activity in the Area

- 18/19: Caradoc PS included in Western Middlesex Attendance Area Review – no changes

Observations

- Projected new dwelling units within Planning Area to 23/24: 1304
- Average annual projected enrolment change: increase 3.0%
- Stable existing community with enrolment growth from residential development
- Slight underutilization projected with surplus of 24 pupil places in 23/24 if status quo



IMPLEMENT



REVIEW

Secondary Schools

1

Programming Profile
Grade 9 – 12 English Track
Grade 9 – 12 French Immersion
 Education Service Agreements (FNMI)
 Technology Emphasis
 Specialist High Skills Majors:
 Environmental, Health and Wellness, Hospitality and Tourism, Manufacturing

Activity in the Area

- Shared building with London District Catholic School Board

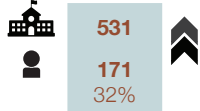
Observations

- Average annual projected enrolment change: increase 0.6%
- Stable existing community
- Persistent underutilization with projected surplus of 154 pupil places in 23/24 status quo

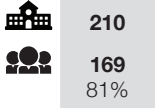
Planning Area 15

Southwest Middlesex

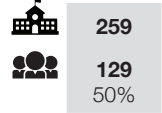
Glencoe DHS



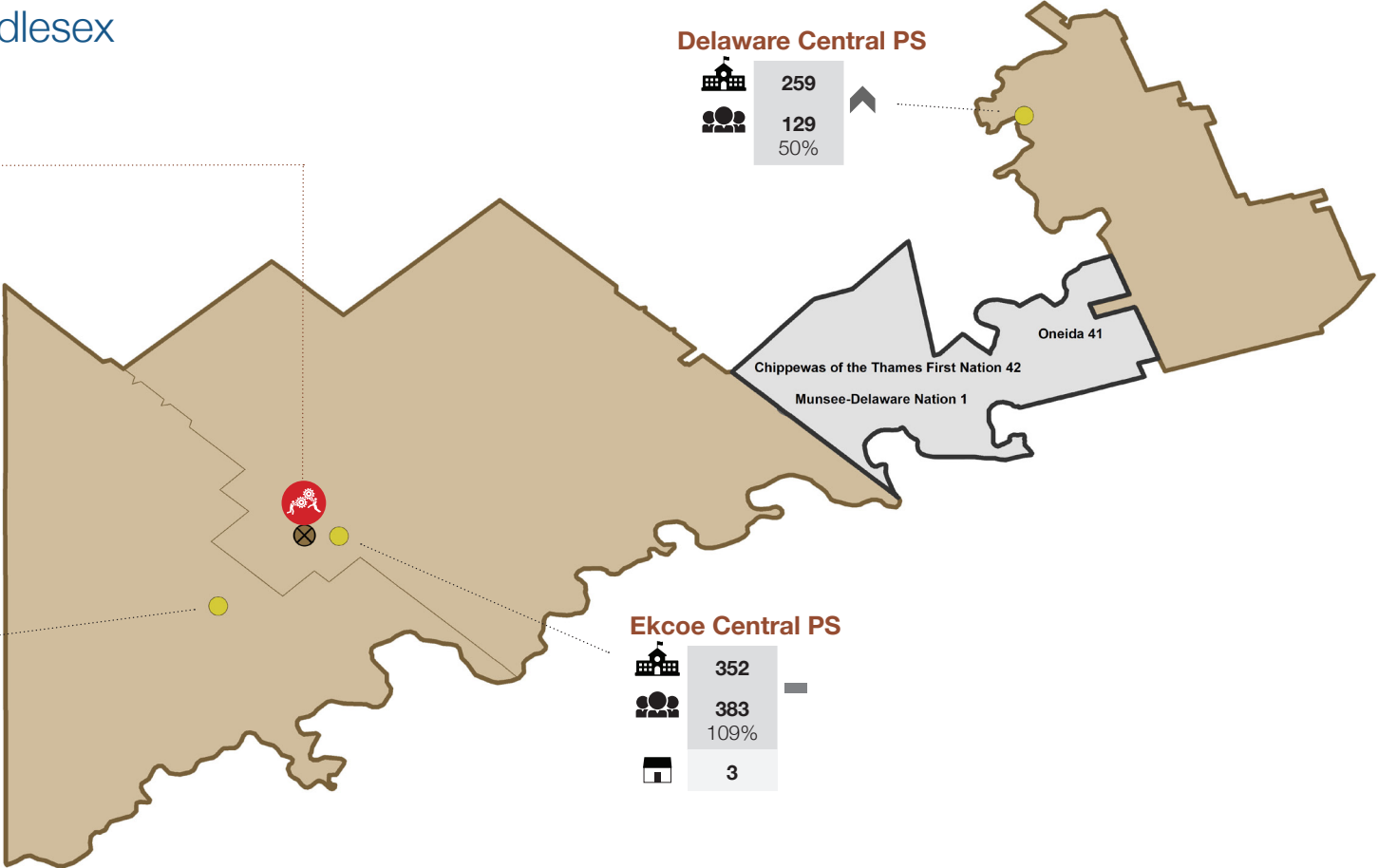
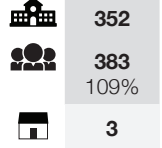
Mosa Central PS



Delaware Central PS



Ekcoe Central PS



Map Data Source: Statistics Canada

Elementary Panel

Strategies for Action

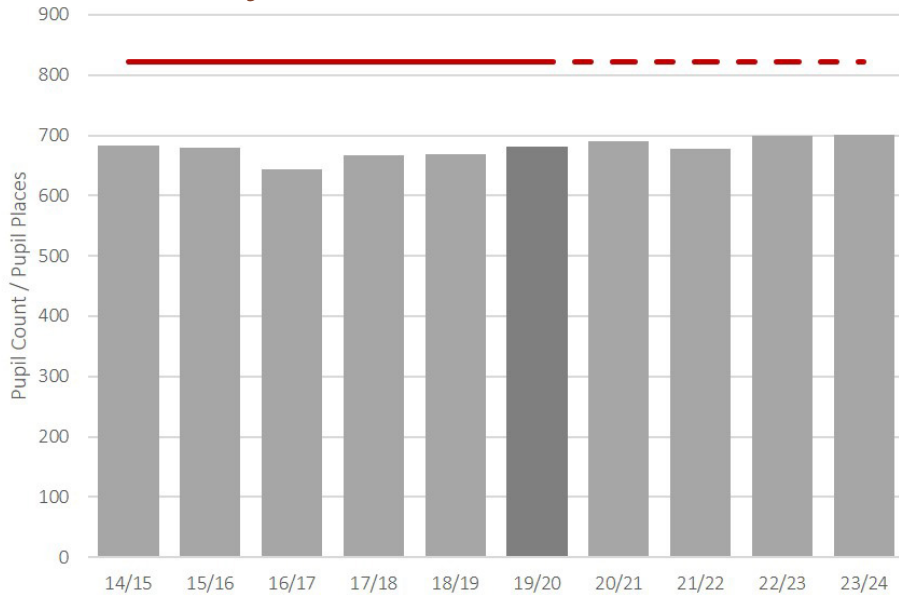
- No strategies for action at this time

Secondary Panel

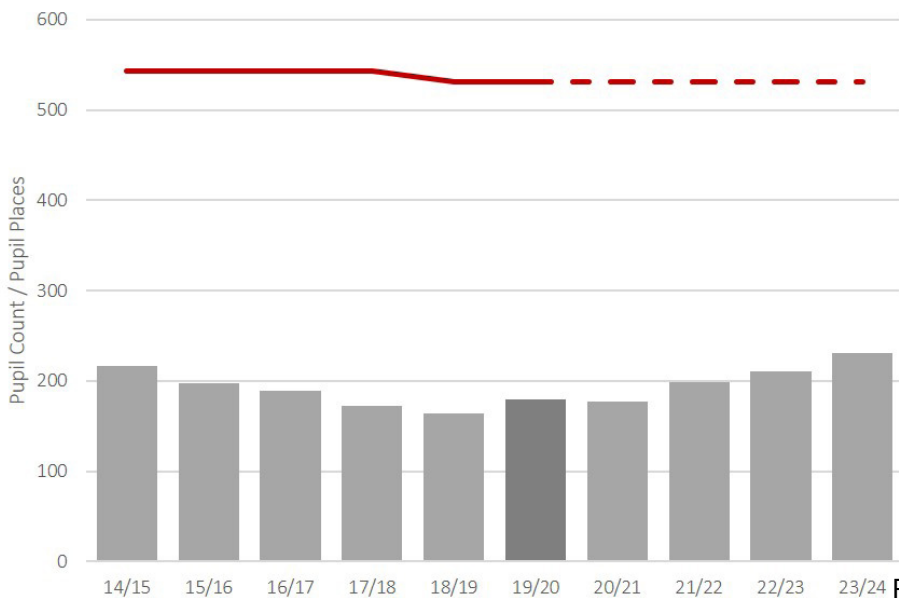
Strategies for Action

- Explore facility collaboration partnerships

Elementary Panel



Secondary Panel



Elementary Schools

3

Portables

3

Programming Profile

Three K-8 English Track

Delaware Central PS
Education Service
Agreements (FNMI)

Activity in the Area

- 18/19: Delaware Central PS included in Western Middlesex Attendance Area Review Attendance; attendance area adjusted to include an area within Kilworth previously designated to attend Parkview PS

Observations

- Projected new dwelling units within Planning Area to 23/24: 278
- Average annual projected enrolment change: increase 0.8%
- Decline in existing community
- Persistent underutilization projected with surplus of 120 pupil places in 23/24 if status quo

Secondary Schools

1

Observations

- Average annual projected enrolment change: increase 7.2%
- Variable annual enrolment change ranging from 1.56% to 12.3%
- Slight growth in existing community projected
- Persistent underutilization projected with surplus of 300 pupil places if status quo

Programming Profile

Grade 9 – 12 English Track

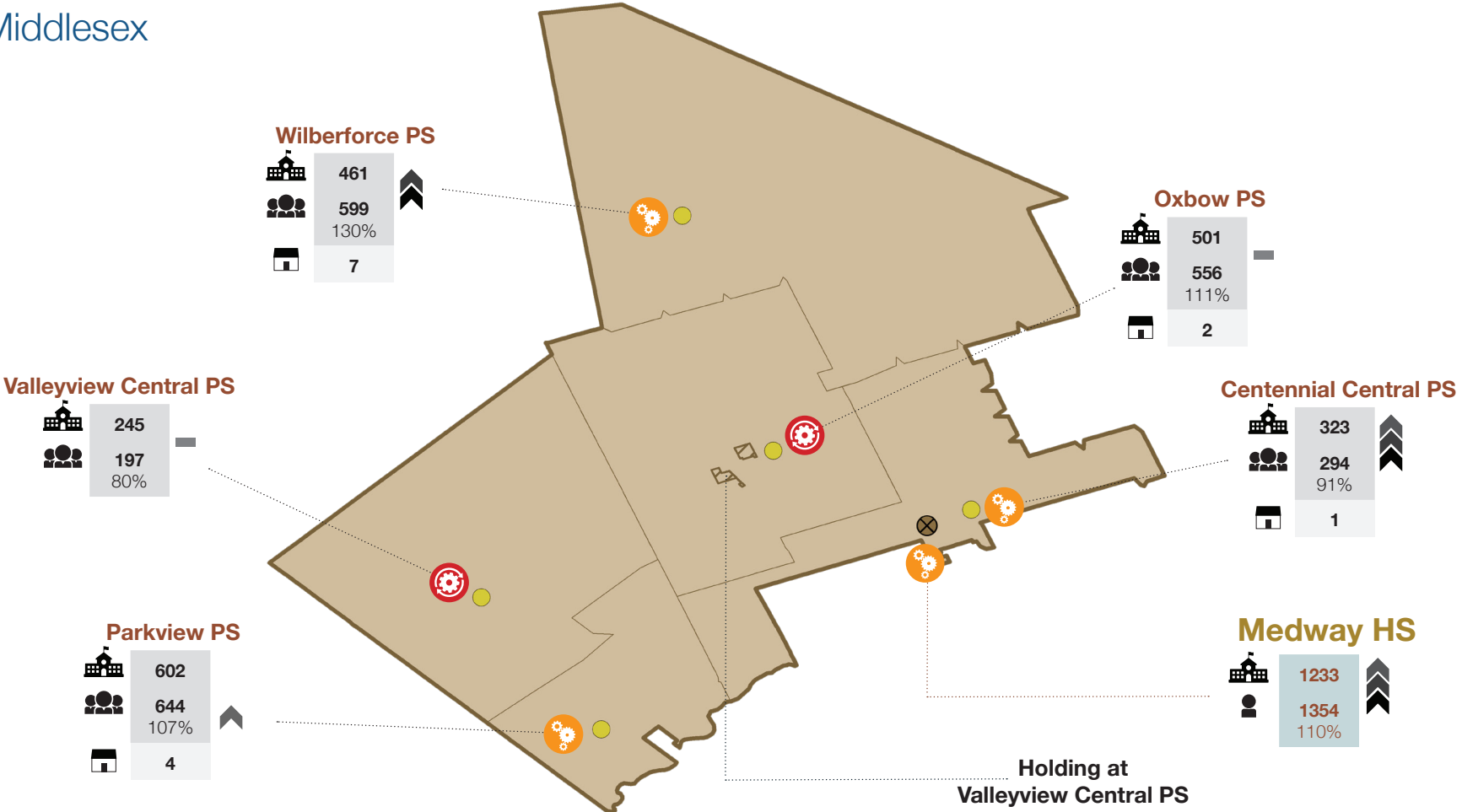
Specialist High Skills Majors:
Agriculture and Transportation



PARTNER

Planning Area 16

Central Middlesex



Elementary Panel

Strategies for Action

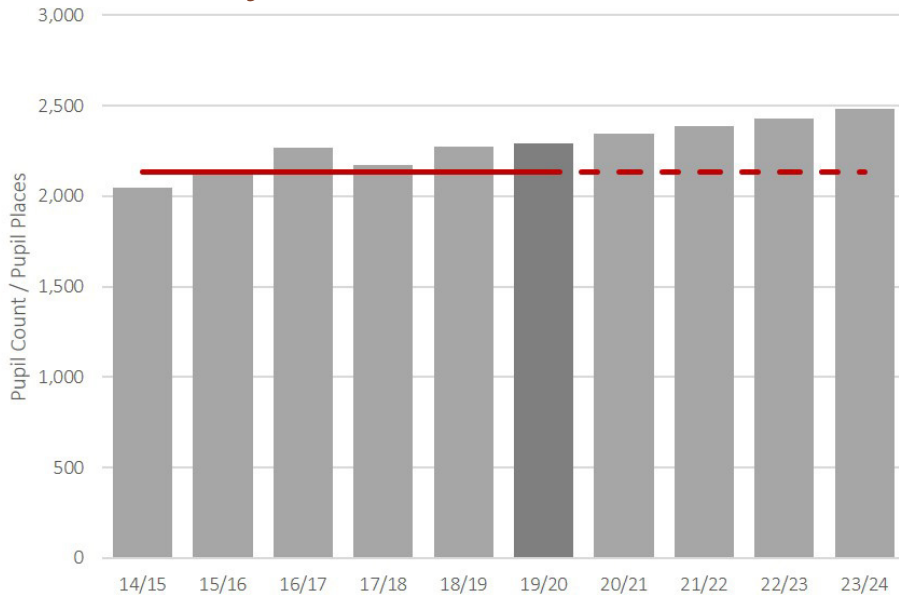
- Explore funding opportunities for a new elementary school and / or an addition
- Consider opportunities to enhance access to special education programming

Secondary Panel

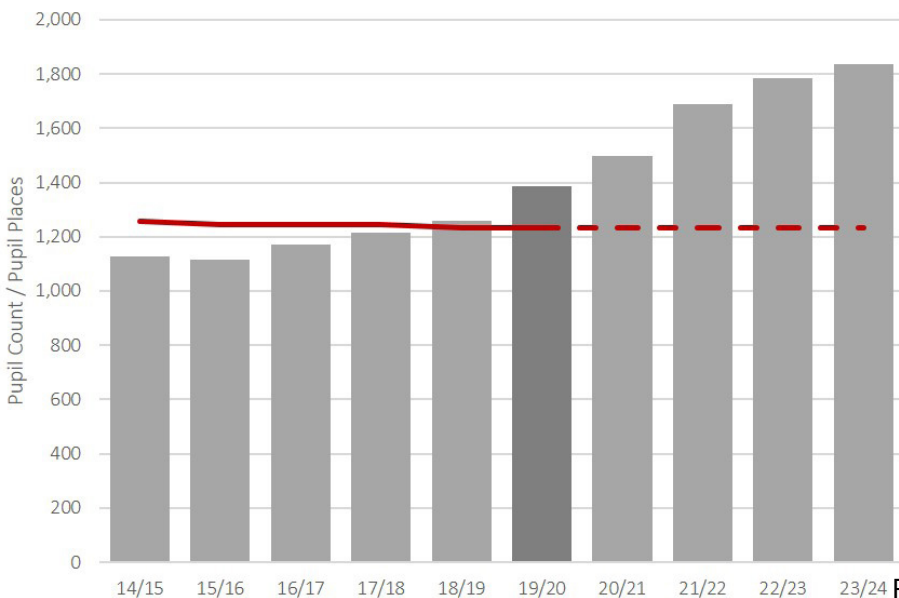
Strategies for Action

- Consider a secondary school attendance area review to balance utilization across London and Middlesex regions and to align secondary attendance area with elementary school attendance areas

Elementary Panel



Secondary Panel



Elementary Schools

5

Portables

14

Programming Profile Five K-8 English Track

Activity in the Area

- 18/19: All schools included in the Western Middlesex Attendance Area Review
- 19/20: Portion of Parkview PS attendance area permanently designated to Delaware Central PS
- 20/21: Holding zones in Ilderton to be permanently accommodated at Oxbow PS

Observations

- Projected new dwelling units within Planning Area to 23/24: 1046
- Average annual projected enrolment change: increase 1.8%
- Slight decline in existing community
- Persistent overutilization with projected deficit of 351 pupil places in 23/24 if status quo



IMPLEMENT



REVIEW

Secondary Schools

1

Programming Profile Grade 9 – 12 English Track Specialist High Skills Majors: Arts and Culture

Activity in the Area

- 19/20: Restrictions on new out of area registrations implemented

Observations

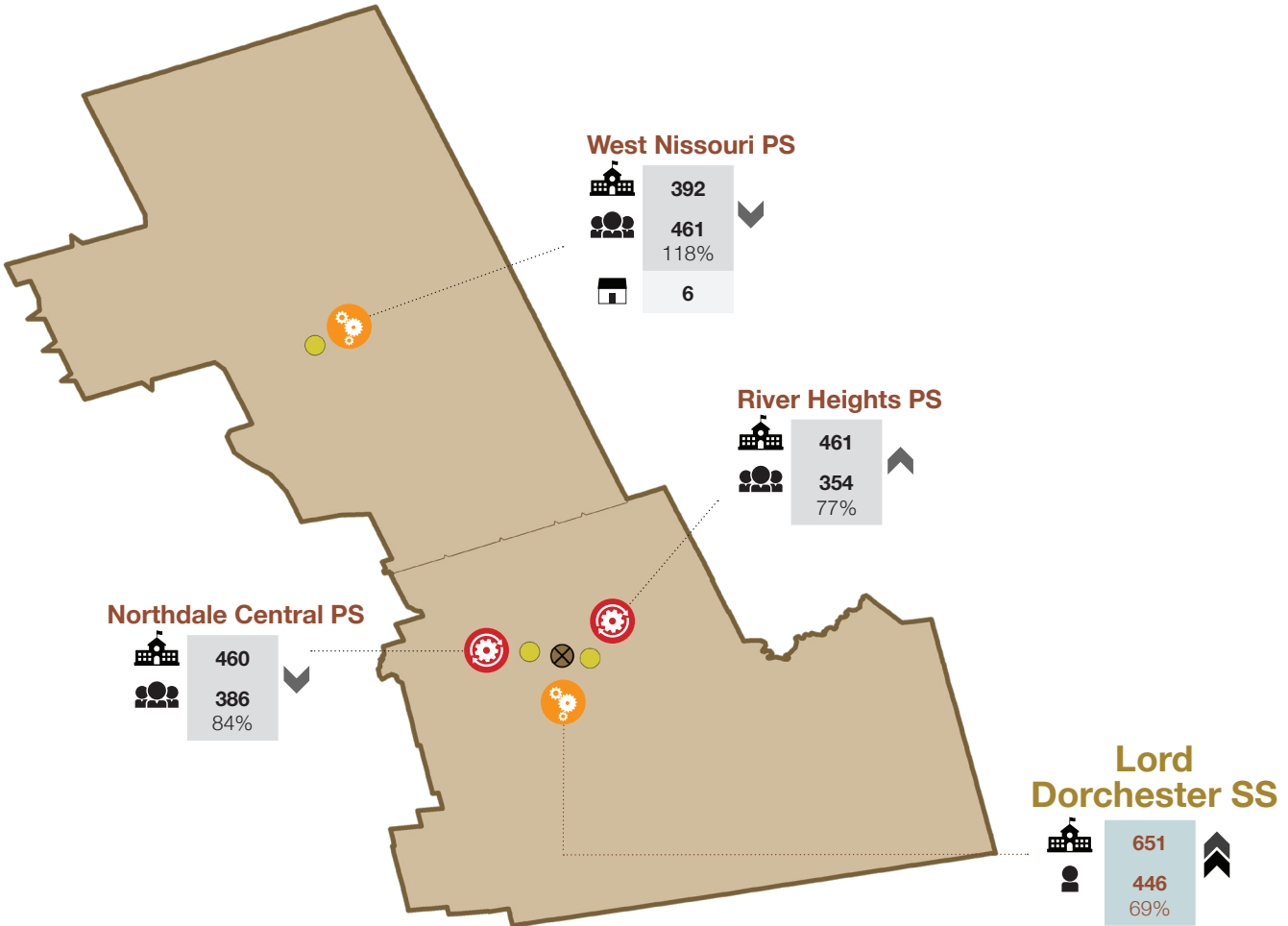
- Average annual projected enrolment change: increase 6.32%
- Significant growth projected in existing community due to large cohorts in elementary feeder schools
- Persistent and significant overutilization with projected deficit of 605 pupil places projected to 23/24 if status quo



REVIEW

Planning Area 17

East Middlesex



Elementary Panel

Strategies for Action

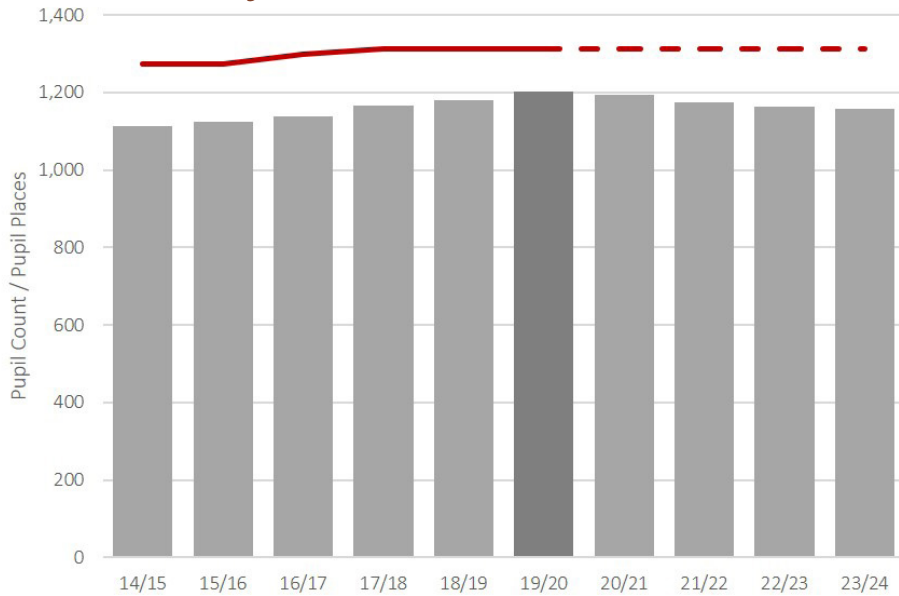
- Refer to Tier I Strategies for Action regarding 19/20 Capital Priorities for new Belmont PS
- Proceed with renovations to create child care facility at River Heights PS, subject to capital approvals process
- Consider opportunities to enhance access to special education programming
- Consider an elementary attendance area review to balance utilization

Secondary Panel

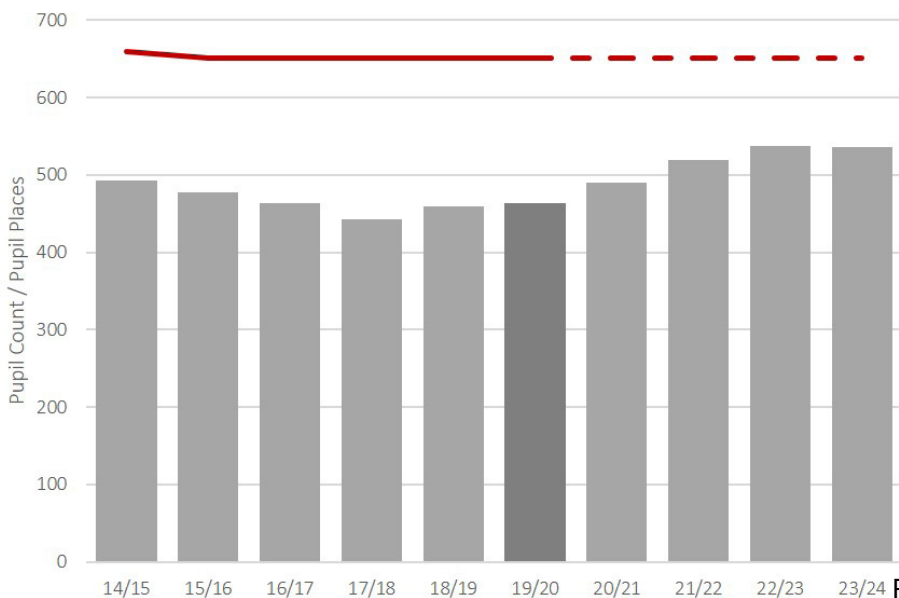
Strategies for Action

- Consider a secondary school attendance area review to balance utilization across London and Middlesex regions and to align secondary attendance area with elementary school attendance areas

Elementary Panel



Secondary Panel



Elementary Schools

3

Portables

6

Programming Profile

Northdale Central PS

JK – Grade 3 English Track

River Heights PS

Grade 4 – 8 English Track

West Nissouri PS

K-8 English Track



IMPLEMENT



REVIEW

Activity in the Area

- 17/18: Northdale Central PS and River Heights PS included in EPAR01 Board-approved changes to grade configuration and attendance areas for Northdale Central PS and River Heights PS; attendance area revisions contingent upon new Belmont PS

Observations

- Projected new dwelling units within Planning Area to 23/24: 244
- Average annual projected enrolment change: decrease 0.9%
- Slight decline in existing community
- Persistent underutilization projected with surplus of 155 pupil places in 23/24 if status quo
- Localized and declining overutilization at West Nissouri PS projected to persist with deficit of 44 pupil places in 23/24 if status quo
- Status quo does not include attendance area changes contingent upon New Belmont PS

Secondary Schools

1

Programming Profile

Grade 9 – 12 English Track

Specialist High Skills Majors:
Health and Wellness, Arts and Culture

Observations

- Average annual projected enrolment change: increase 3.2%
- Stable existing community projected with some growth due to residential development
- Persistent underutilization projected with surplus of 115 pupil places in 23/24 if status quo

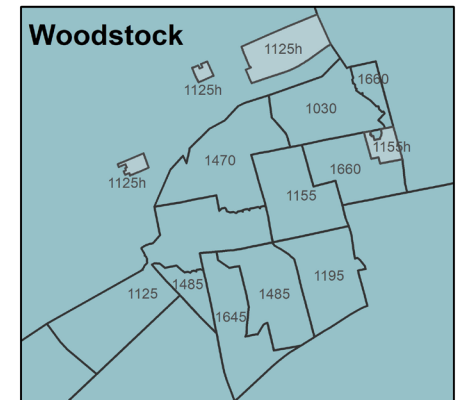
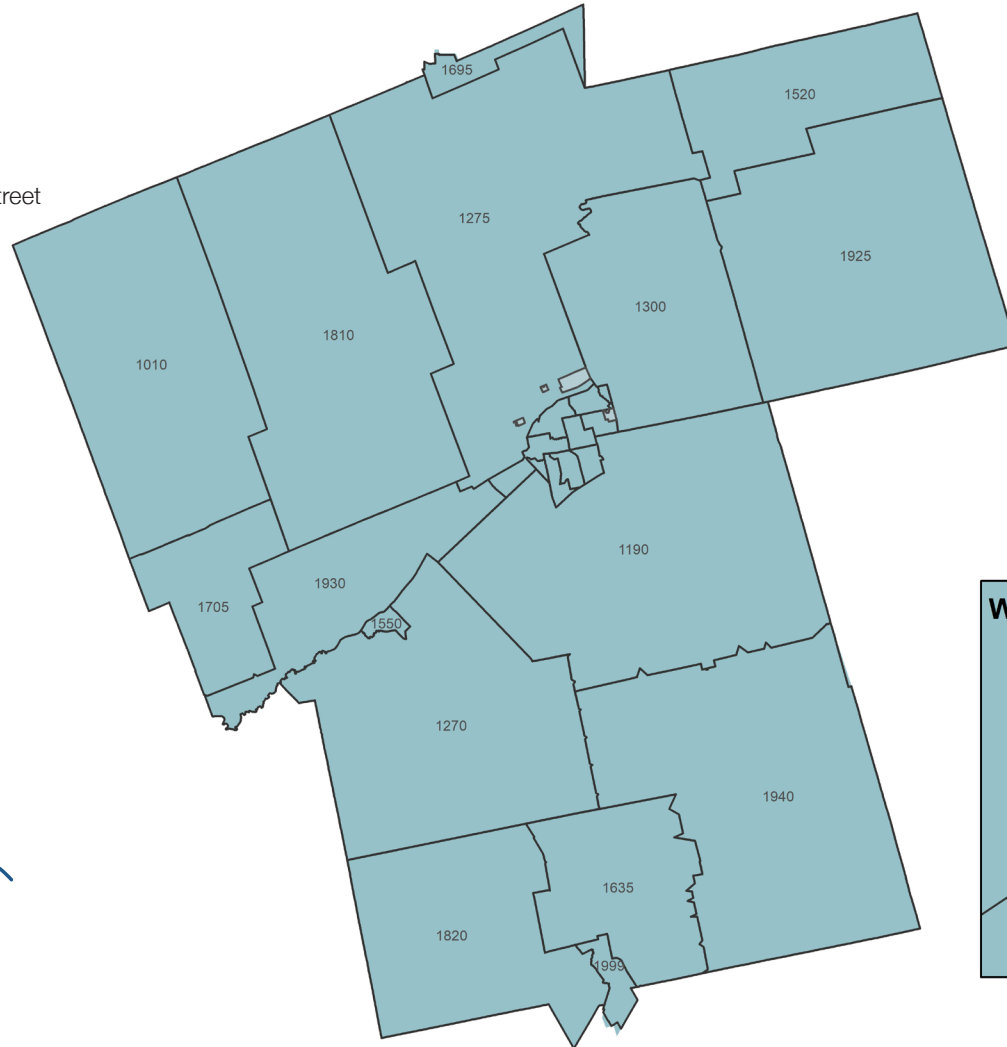





REVIEW

Oxford County

Elementary Schools by School Code

- 1010 - A. J. Baker PS
- 1030 - Algonquin PS
- 1125 - Central PS
- 1125h - North Woodstock Holding at Central PS
- 1155 - Winchester Street PS
- 1155h - East Woodstock Holding at Winchester Street
- 1190 - East Oxford Central PS
- 1195 - Eastdale PS
- 1270 - Harrisfield PS
- 1275 - Hickson Central PS
- 1300 - Innerkip Central PS
- 1470 - Northdale PS
- 1485 - Oliver Stephens PS
- 1520 - Plattsville & District PS
- 1550 - Royal Roads PS
- 1635 - South Ridge PS
- 1645 - Southside PS
- 1660 - Springbank PS
- 1695 - Tavistock PS
- 1705 - Thamesford PS
- 1810 - Zorra Highland Park PS
- 1820 - Westfield PS
- 1925 - Blenheim District PS
- 1930 - Laurie Hawkins PS
- 1940 - Emily Stowe PS
- 1999 - Annandale PS



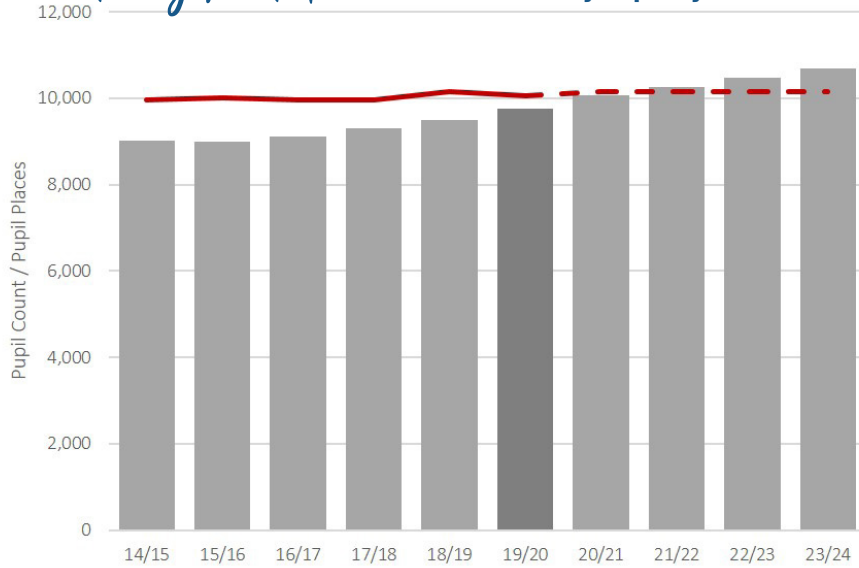
-  Elementary School Attendance Area
-  Holding Zone
-  Oxford

Data Source: Statistics Canada,
Thames Valley District School Board

Regional Snapshot

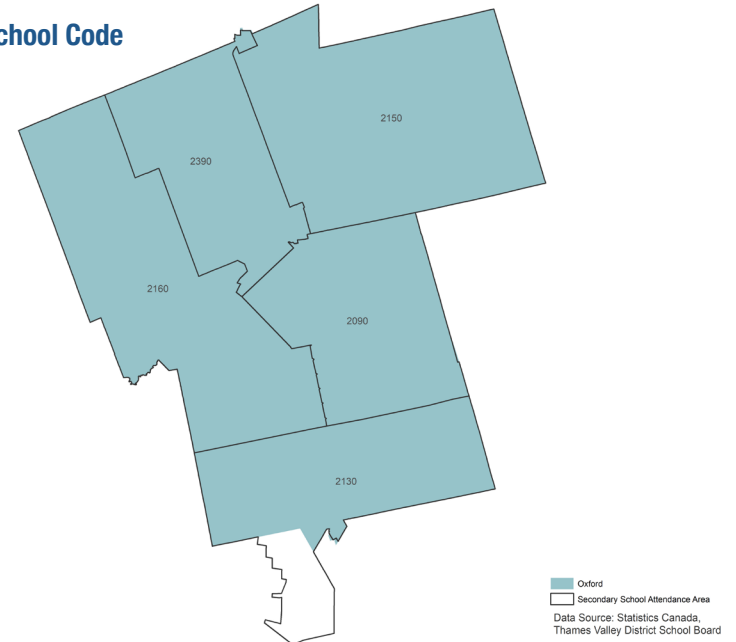
Oxford County

Elementary Panel Enrolment and Facility Capacity

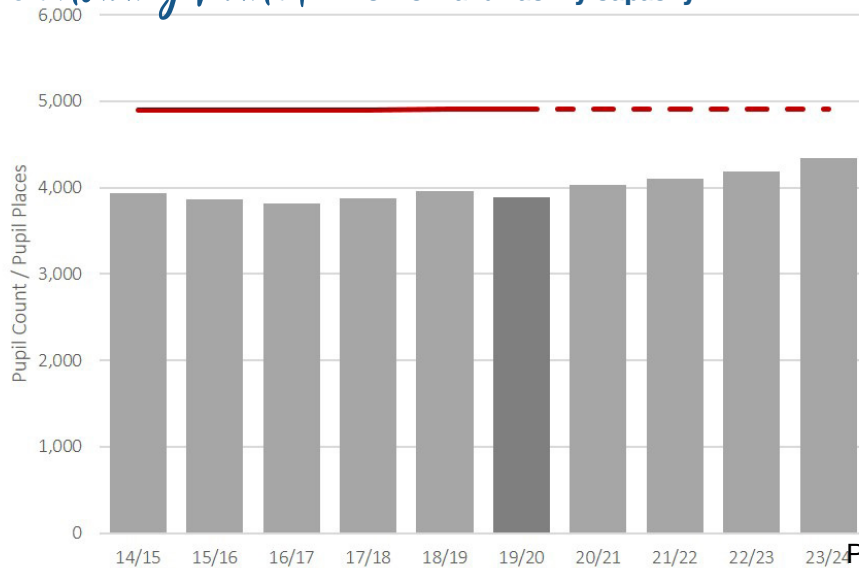


Secondary Schools by School Code

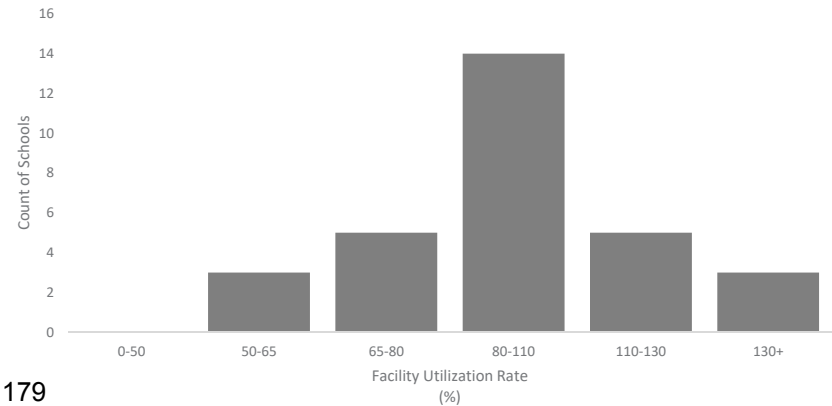
- 2090 - College Avenue SS
- 2130 - Glendale HS
- 2150 - Huron Park SS
- 2160 - Ingersoll DCI
- 2390 - Woodstock CI



Secondary Panel Enrolment and Facility Capacity

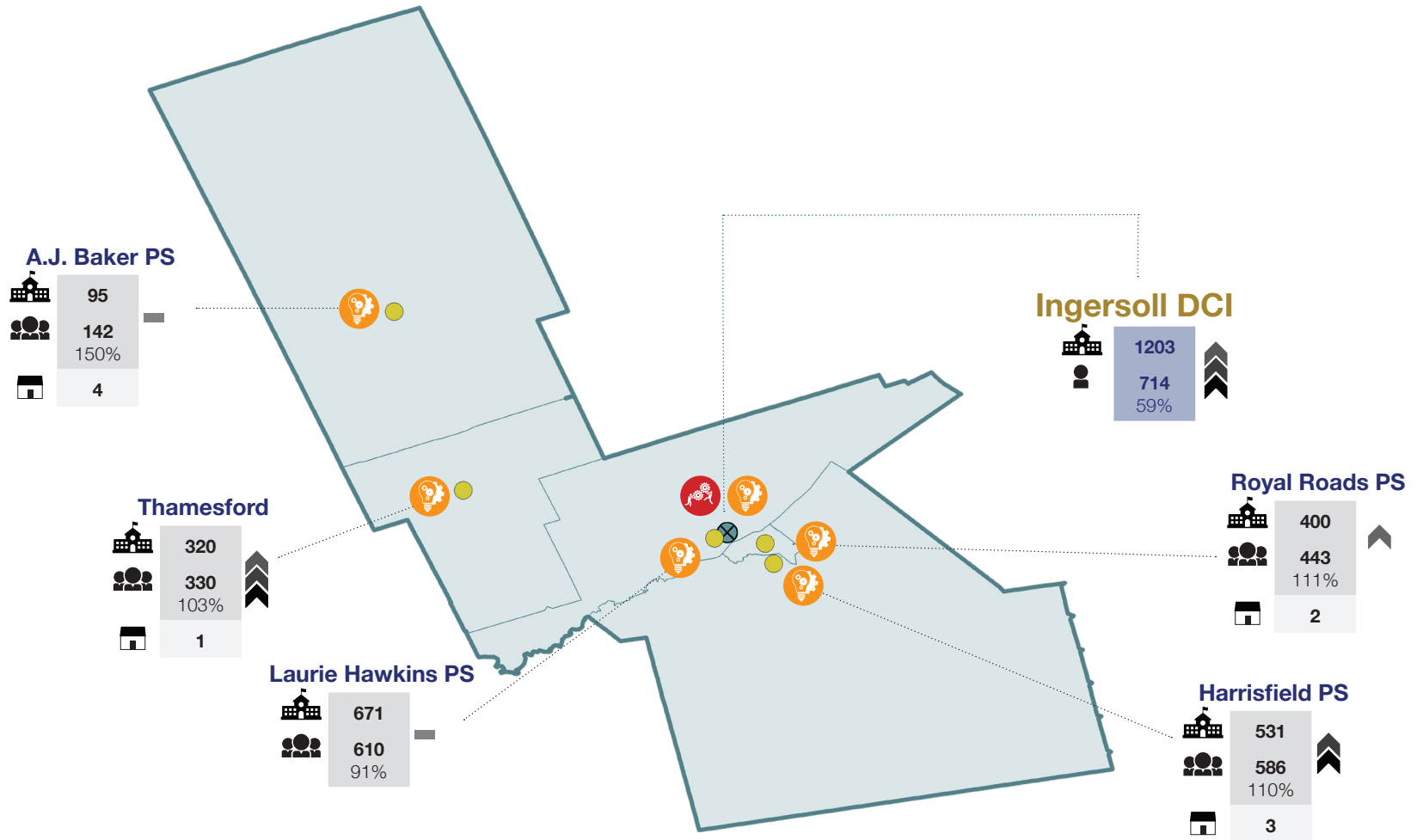


School Count by Facility Utilization Rate Range All Schools



Planning Area 18

West Oxford



Elementary Panel

Strategies for Action

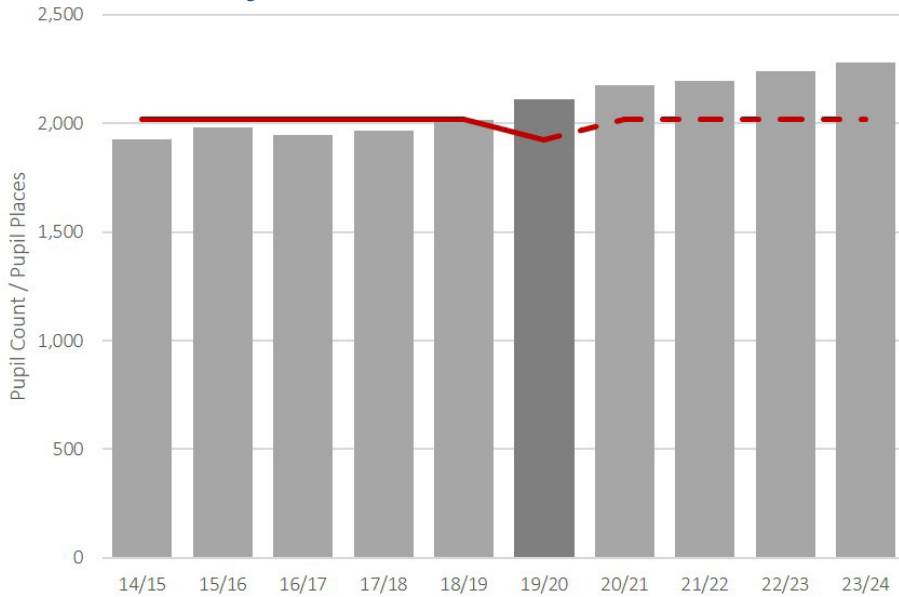
- Engage school communities on school grade structure changes (e.g.: Gr 7-12)
- Consider additional opportunities to enhance access to special education programming

Secondary Panel

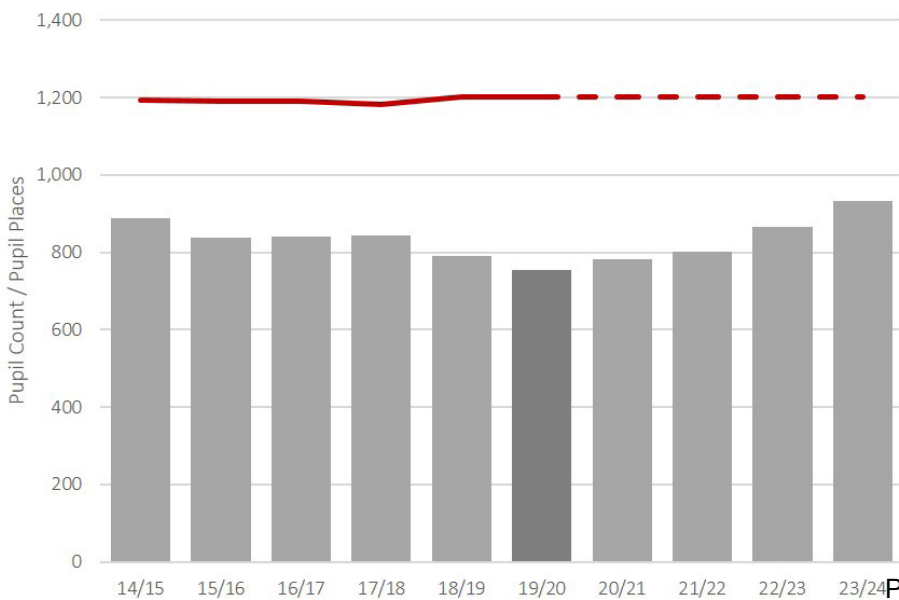
Strategies for Action

- Consider engaging school communities on school grade structure changes (e.g.: Gr 7-12)
- Explore facility collaboration partnerships

Elementary Panel



Secondary Panel



Elementary Schools

5

Portables

10

Programming Profile

Five K – 8 English Track

Observations

- Projected new dwelling units within Planning Area to 23/24: 244
- Average annual projected enrolment change: increase 2.5%
- Persistent overutilization projected with deficit of 260 pupil places in 23/24 if status quo



RETHINK

Secondary Schools

1

Programming Profile

Grade 9 – 12 English Track

Specialist High Skills

Majors:

Construction,
Manufacturing,
Transportation

Observations

- Average annual projected enrolment change: increase 3.4%
- Slight growth in existing community projected in addition to growth due to residential development
- Persistent underutilization projected with surplus of 272 pupil places in 23/24 if status quo



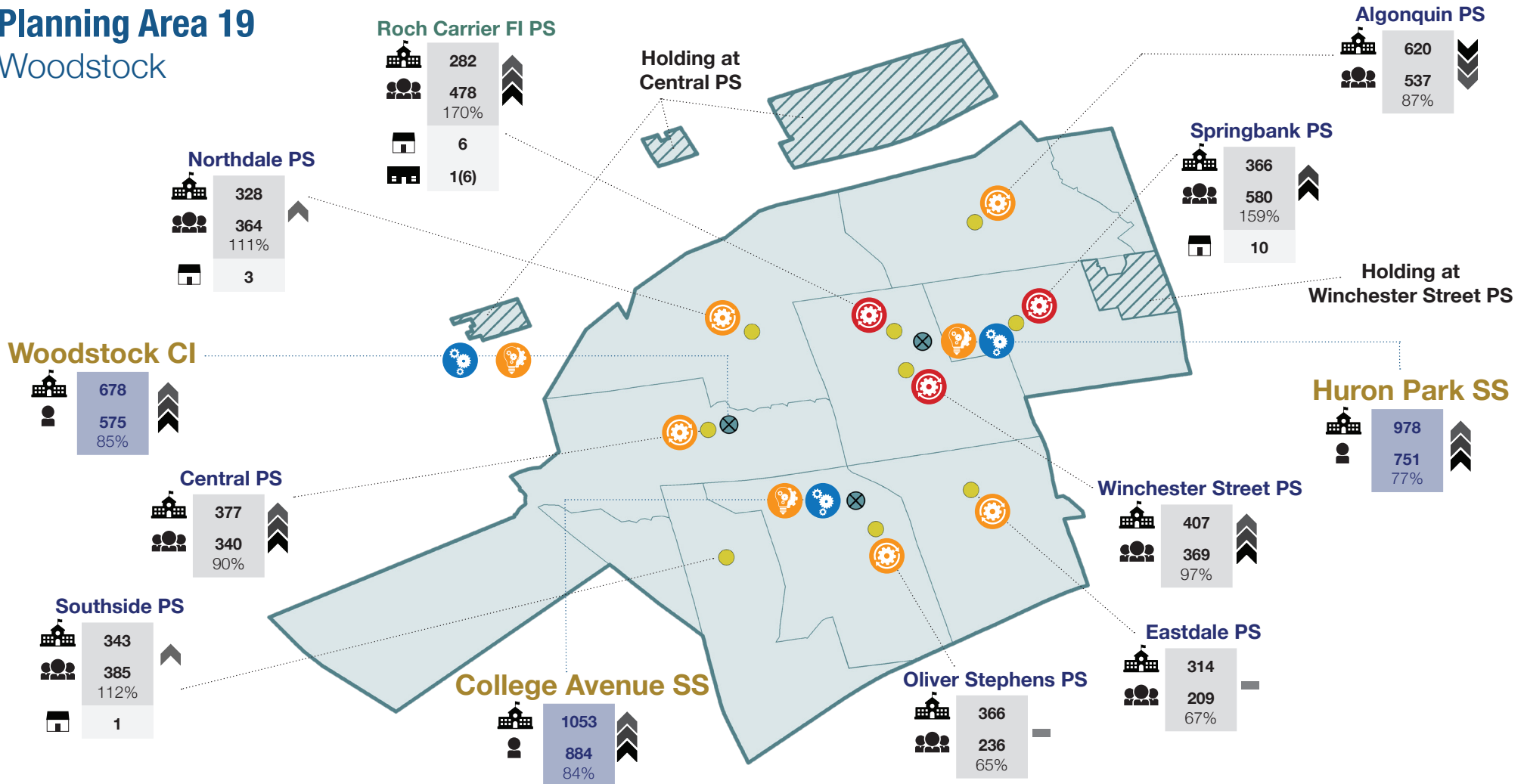
PARTNER



RETHINK

Planning Area 19

Woodstock



Elementary Panel

Strategies for Action

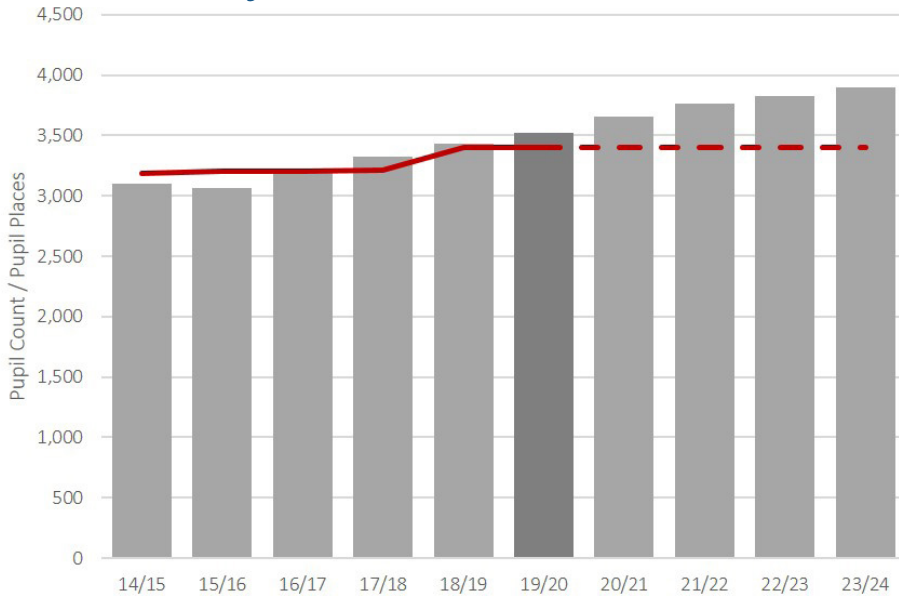
- Refer to Tier I Strategies for Action regarding 19/20 Capital Priorities for Springbank PS addition
- Evaluate existing and potential holding zones
- Consider undertaking elementary attendance area review to balance utilization
- Consider exploring capital funding for new elementary school

Secondary Panel

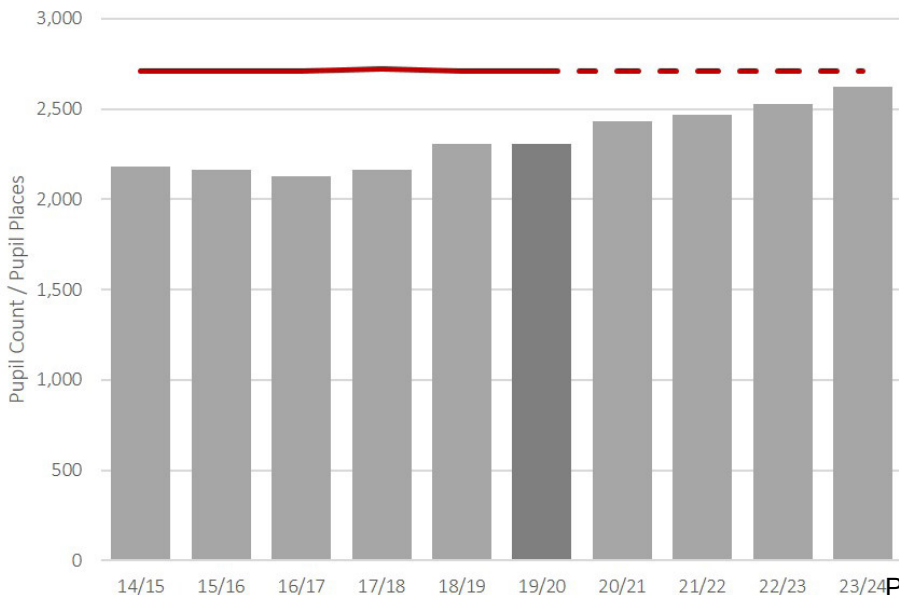
Strategies for Action

- Consider initiating a secondary school attendance area review to balance utilization across Woodstock and North Oxford to align secondary attendance area with elementary school attendance areas

Elementary Panel



Secondary Panel



Elementary Schools

9

Portables

20

Holding Zones

4

Portapaks

1

Holding Schools

2

Programming Profile
Eight K – 8 English Track
One Gr. 1-8 French Immersion

Activity in the Area

- 18/19: Completion of addition at Southside PS
- 19/20: Grade 1 Entry Point for French Immersion in Oxford County due to enrolment pressures

Observations

- Projected new dwelling units within Planning Area to 23/24: 1236 (Excludes new dwellings in holding area designated to attend Central PS)
- Average annual projected enrolment change: increase 2.6%
- Growth in existing community alongside growth from residential development
- Persistent overutilization projected with deficit of 493 pupil places in 23/24 if status quo



IMPLEMENT



REVIEW

Secondary Schools

3

Programming Profile

Huron Park SS

Grade 9 – 12 English Track

ELD / ESL A+ B
 Designated Site

Specialist High Skills
 Majors:

Health and Wellness
College Avenue SS

Grade 9 – 12 English Track

Technology Emphasis
 Specialist High Skills
 Majors:

Arts and Culture,
 Agriculture, Construction,
 Hospitality and Tourism

Woodstock CI

Grade 9 – 12 English Track

Grade 9 – 12 French Immersion

Specialist High Skills
 Majors:

Arts and Culture,
 Information and
 Communications
 Technology, Sports

Activity in the Area

- 19/20: Completion of Library Learning Commons at Huron Park SS

Observations

- Average annual projected enrolment change: increase 2.6%
- Moderate growth in existing community projected in addition to growth due to residential development
- Increasing utilization projected with surplus of 88 pupil places in 23/24 if status quo



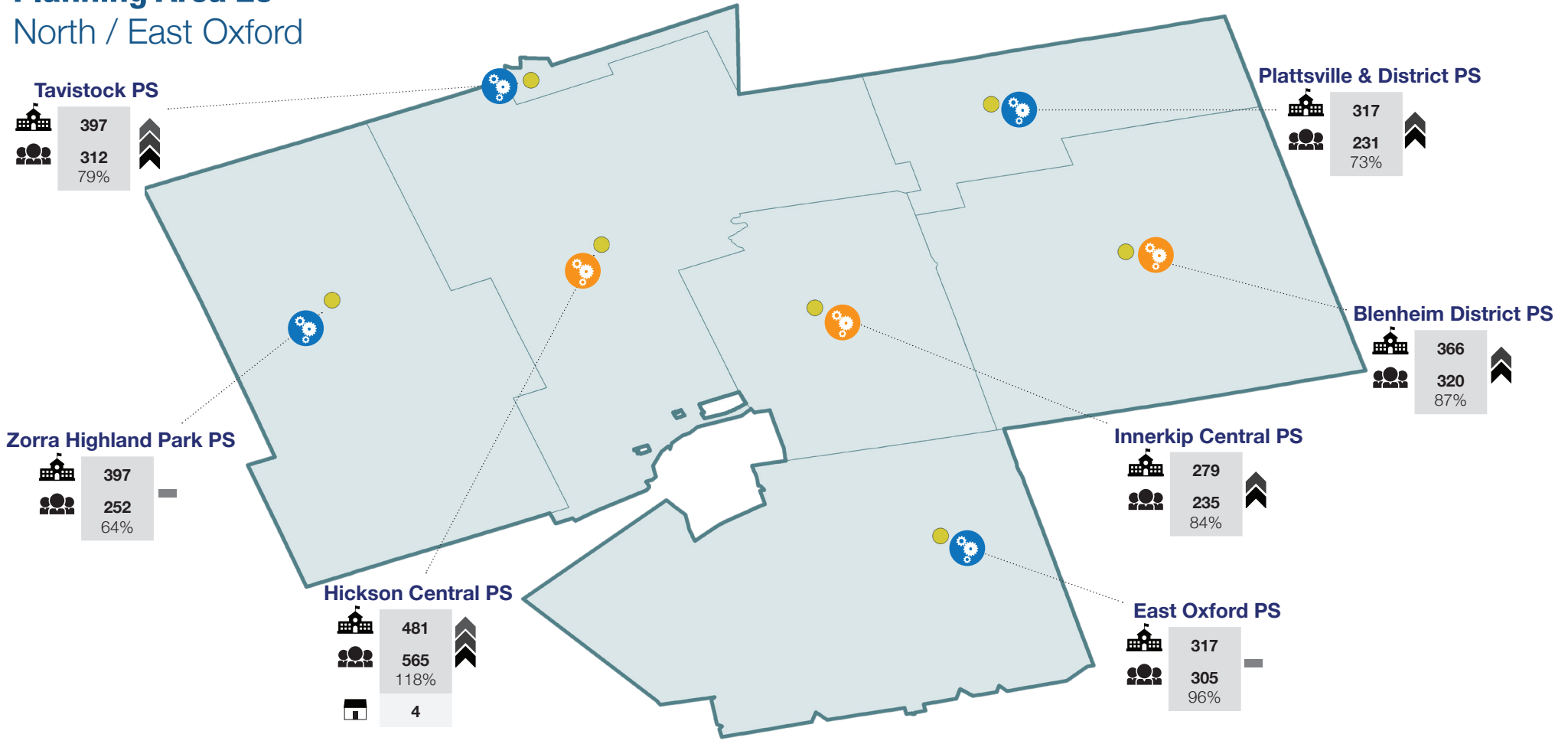
RETHINK



REVIEW

Planning Area 20

North / East Oxford

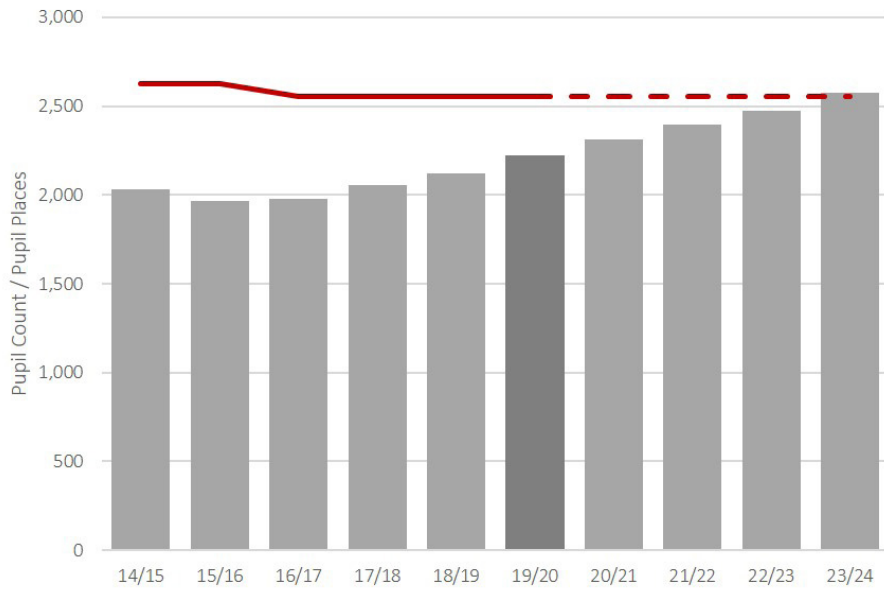


Elementary Panel

Strategies for Action

- Evaluate existing and potential holding zones
- Consider undertaking elementary attendance area review to balance utilization
- Consider creating additional opportunities for access to special education programming

Elementary Panel



Elementary Schools

7

Portables

4

Holding Zones

3

Activity in the Area

- 13/14: Developing areas within Hickson Central PS attendance area in north Woodstock designated to attend Central PS for interim accommodation (Planning Area 19)

Observations

- Projected new dwelling units within Planning Area to 23/24: 920 (Includes new dwellings in holding area designated to attend Central PS)
- Average annual projected enrolment change: increase 3.9%
- Growth in existing community alongside growth from residential development
- Overutilization projected with deficit of 19 pupil places in 23/24 if status quo
- Persistent localized overutilization projected at Hickson Central PS with deficit of 240 pupil places in 23/24 if status quo

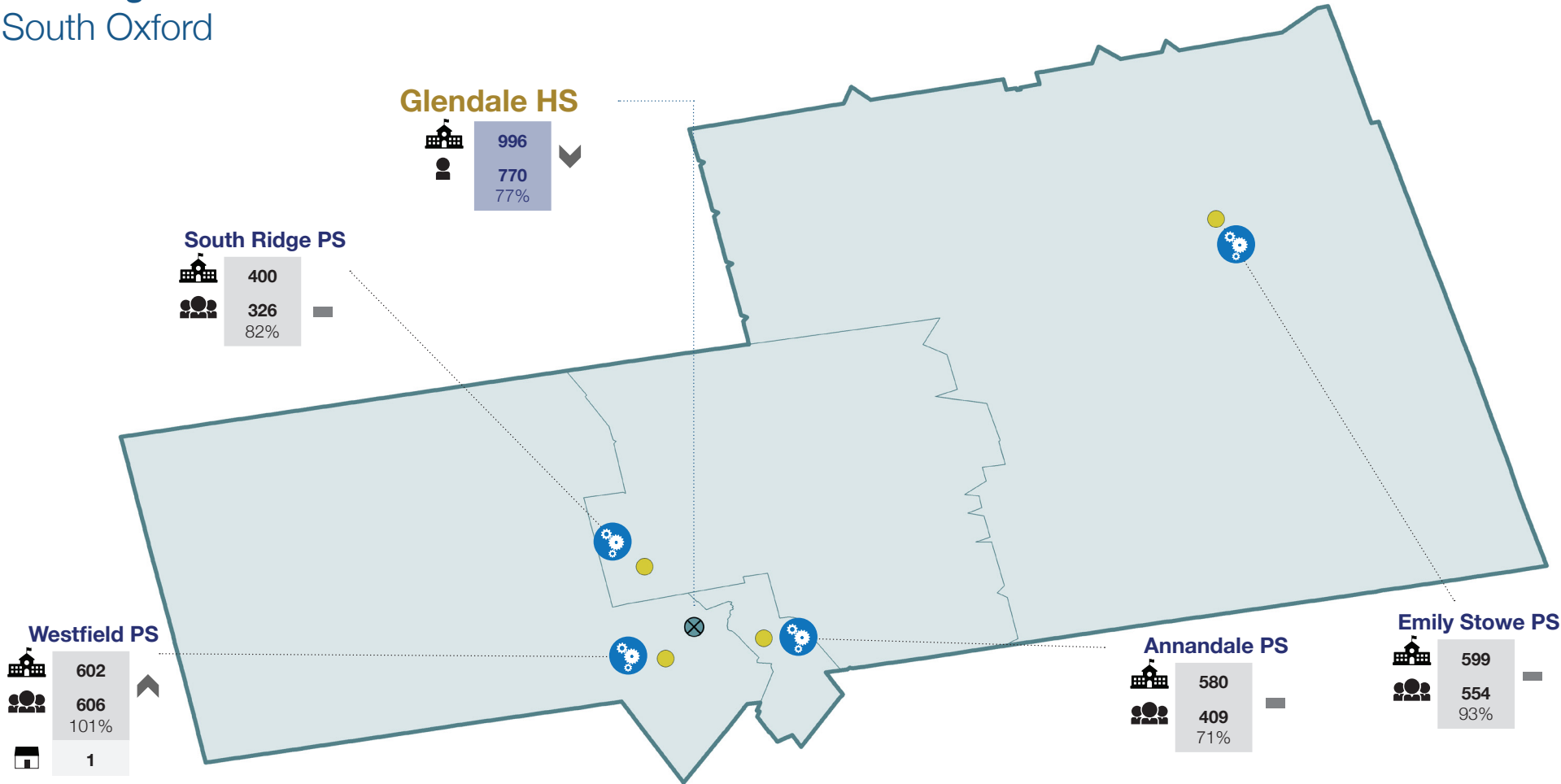


REVIEW

Programming Profile
Seven K – 8 English Track

Planning Area 21

South Oxford



Elementary Panel

Strategies for Action

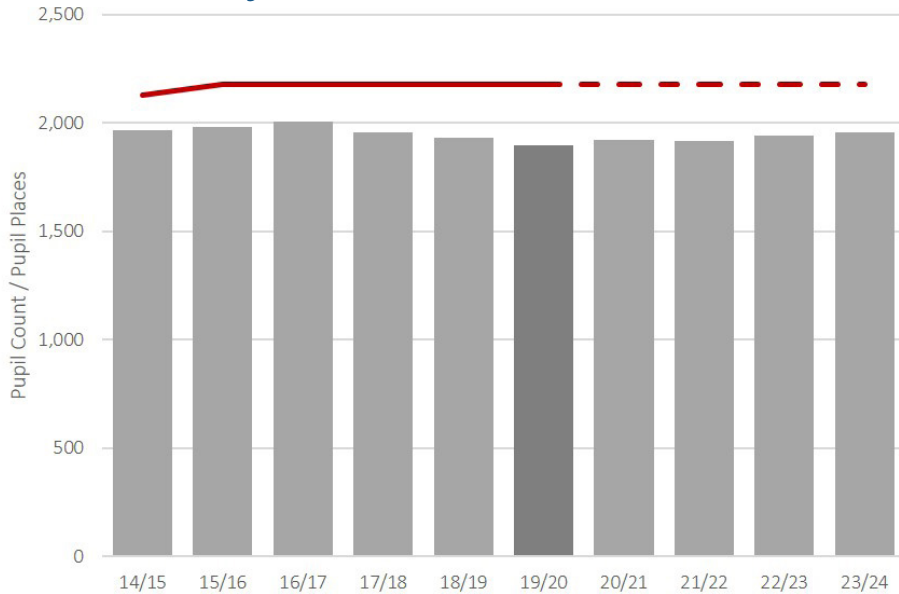
- Consider undertaking elementary attendance area review to balance utilization

Secondary Panel

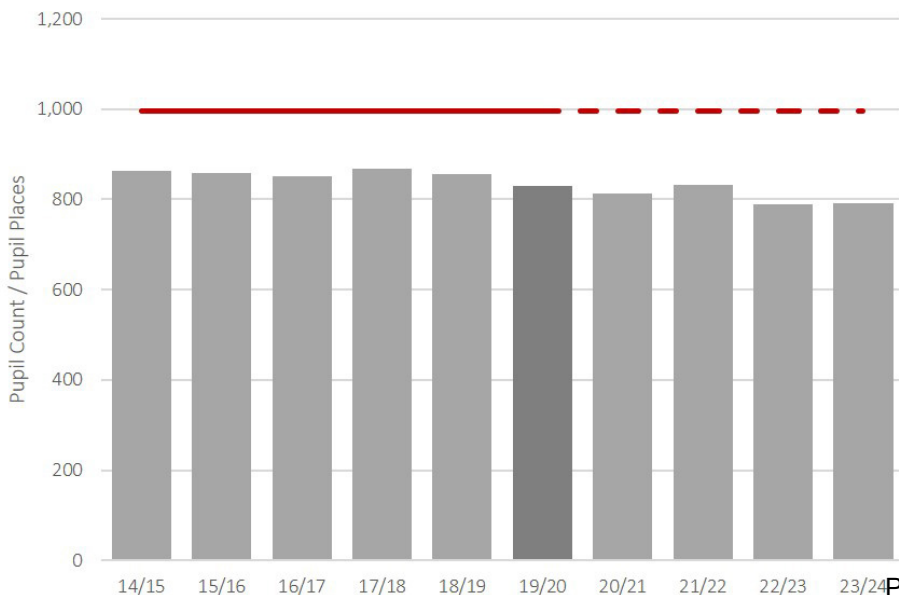
Strategies for Action

- No strategies for action at this time

Elementary Panel



Secondary Panel



Elementary Schools

4

Portables

1

Programming Profile

Four K – 8 English Track

Activity in the Area

- 14/15: Consolidation and closure of Maple Lane PS and Rolph Street PS
- 15/16: Opening of Westfield PS and grade configuration change at Annandale PS

Observations

- Projected new dwelling units within Planning Area to 23/24: 616
- Average annual projected enrolment change: increase 0.79%
- Slight decline in existing community; low pupil yield projected for new dwelling units due to low board-share
- Persistent underutilization projected with surplus of 186 pupil places in 23/24 if status quo



REVIEW

Secondary Schools

1

Programming Profile

Grade 9 – 12 English Track

Specialist High Skills

Majors

Transportation

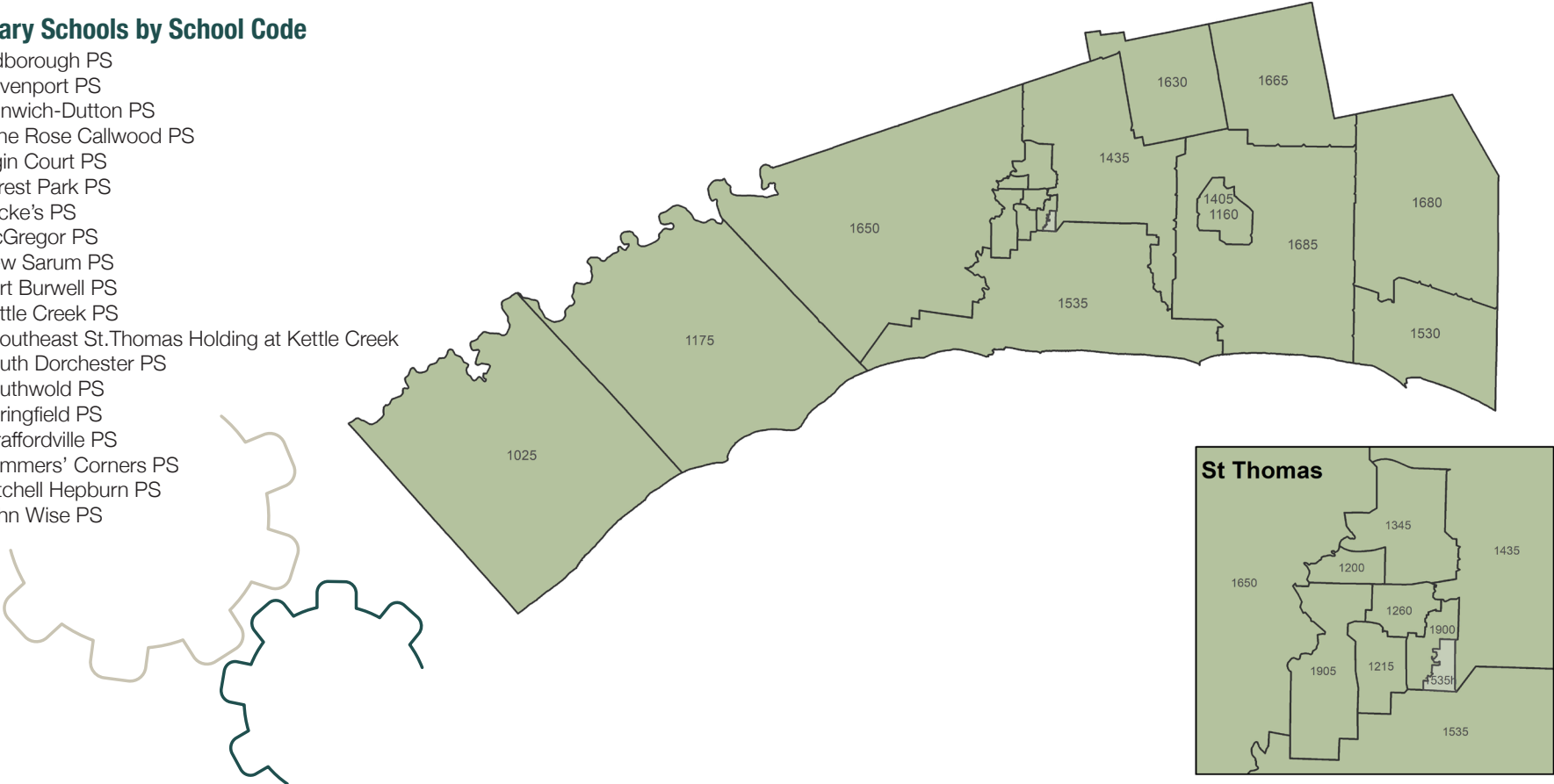
Observations

- Average annual projected enrolment change: decrease 1.5%
- Decline in existing community projected
- Persistent underutilization projected with surplus of 204 pupil places in 23/24 if status quo

Elgin County

Elementary Schools by School Code

- 1025 - Aldborough PS
- 1160 - Davenport PS
- 1175 - Dunwich-Dutton PS
- 1200 - June Rose Callwood PS
- 1215 - Elgin Court PS
- 1260 - Forest Park PS
- 1345 - Locke's PS
- 1405 - McGregor PS
- 1435 - New Sarum PS
- 1530 - Port Burwell PS
- 1535 - Kettle Creek PS
- 1535h - Southeast St. Thomas Holding at Kettle Creek
- 1630 - South Dorchester PS
- 1650 - Southwold PS
- 1665 - Springfield PS
- 1680 - Straffordville PS
- 1685 - Summers' Corners PS
- 1900 - Mitchell Hepburn PS
- 1905 - John Wise PS

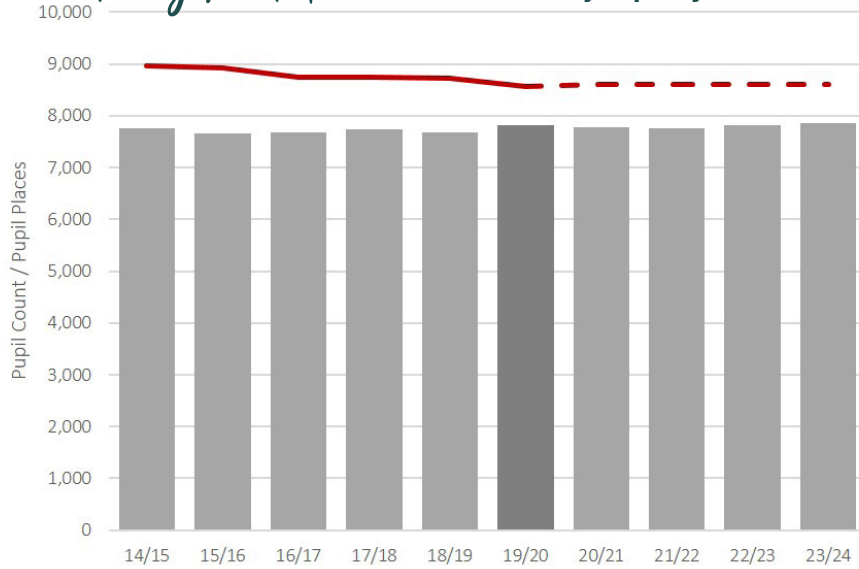


Elementary School Attendance Area
 Holding Zone
 Elgin
Data Source: Statistics Canada, Thames Valley District School Board

Regional Snapshot

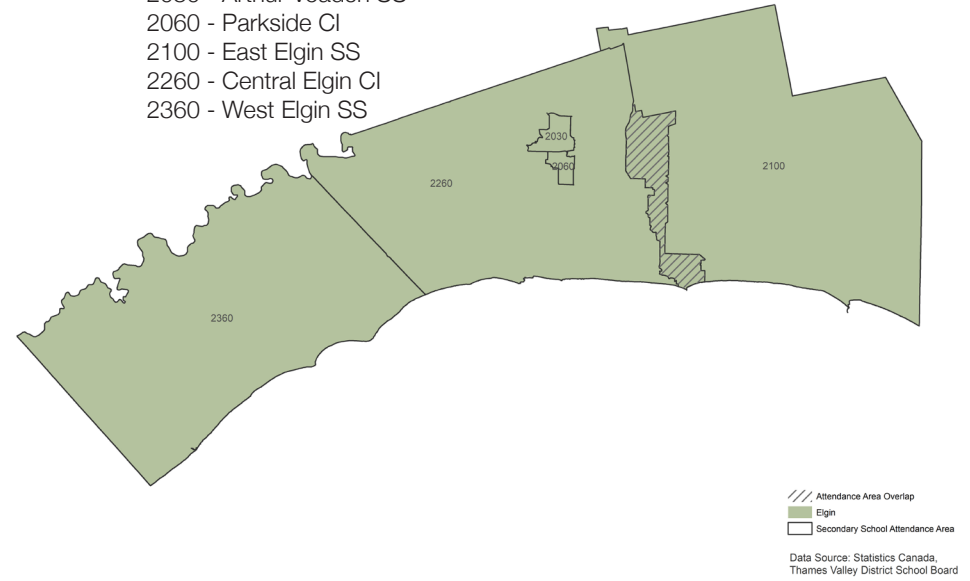
Elgin County/City of St. Thomas

Elementary Panel Enrolment and Facility Capacity

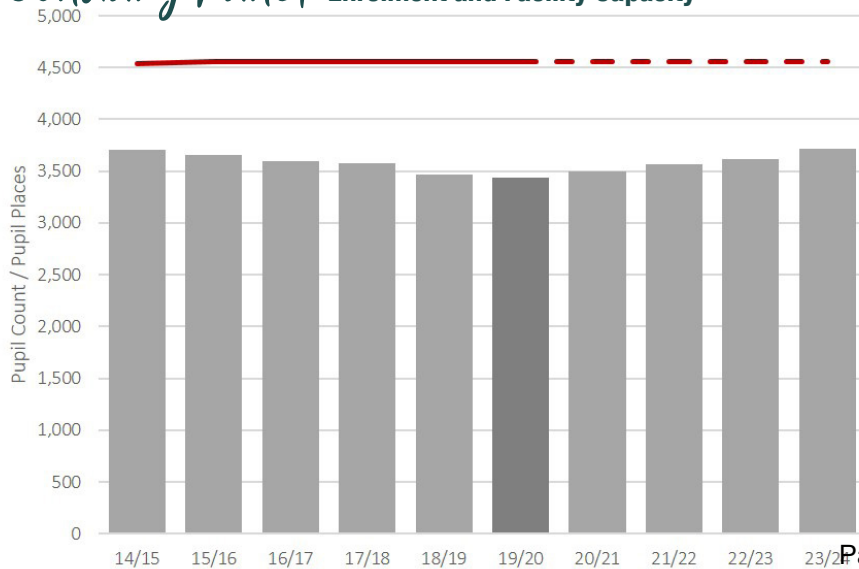


Secondary Schools by School Code

- 2030 - Arthur Voaden SS
- 2060 - Parkside CI
- 2100 - East Elgin SS
- 2260 - Central Elgin CI
- 2360 - West Elgin SS

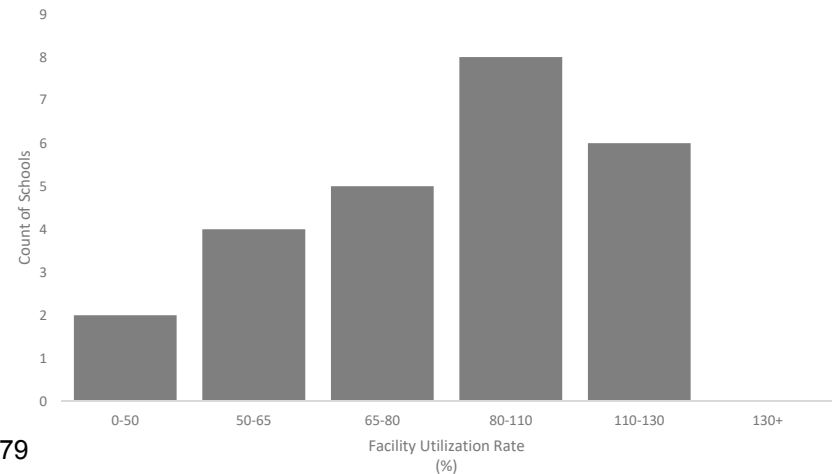


Secondary Panel Enrolment and Facility Capacity



School Count by Facility Utilization Rate Range

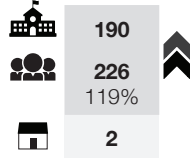
All Schools



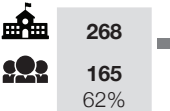
Planning Area 22

East Elgin

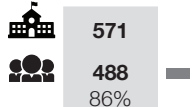
South Dorchester PS



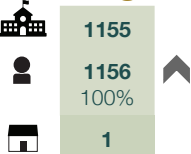
Springfield PS



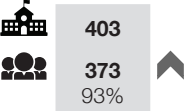
Summer's Corners PS



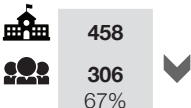
East Elgin SS



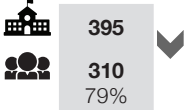
Davenport PS



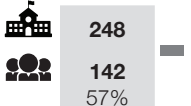
Straffordville PS



McGregor PS



Port Burwell PS



Elementary Panel

Strategies for Action

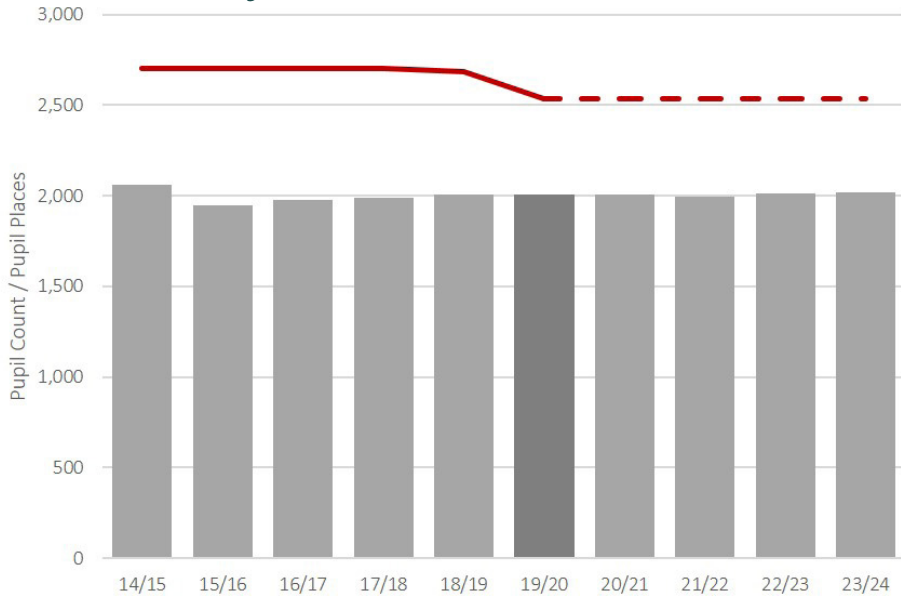
- Refer to Tier I Strategies for Action regarding 19/20 Capital Priorities for new Belmont PS
- Consider additional opportunities to enhance access to special education programming

Secondary Panel

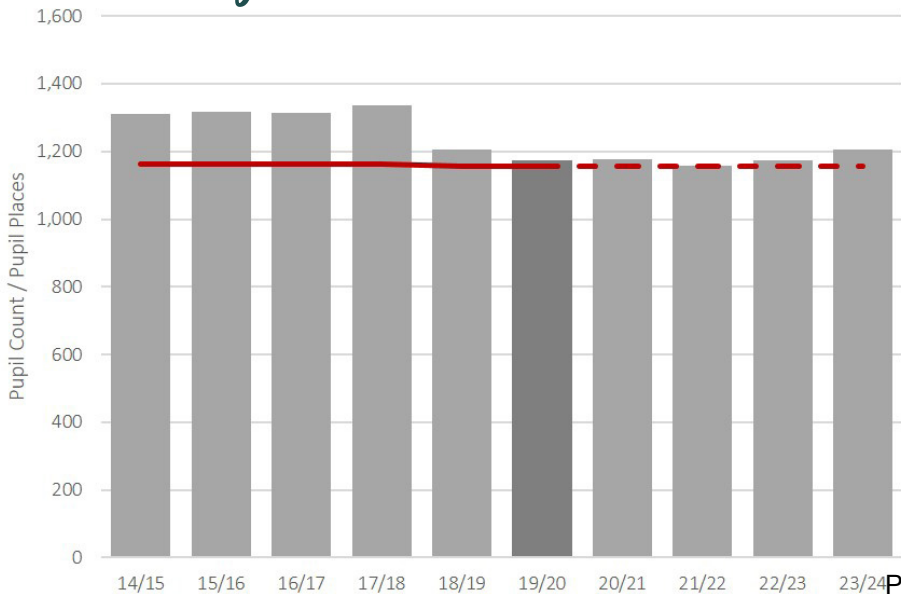
Strategies for Action

- Consider initiating secondary school attendance area review to align secondary attendance area with elementary school attendance areas

Elementary Panel



Secondary Panel



Elementary Schools

7

Portables

2

Programming Profile

Two K – 8 English Track

Two K – 6 English Track

McGregor PS

JK – Grade 3 English Track

Davenport PS

Grade 4 – 8 English Track

Activity in the Area

- 17/18: EPAR01 Board-approved Strategies to close and consolidate South Dorchester PS and Springfield PS at new Belmont PS; Capital Priorities funding request denied
- 18/19: Completion of programming enhancement renovations and grade structure changes at Davenport PS and McGregor PS
- 19/20: Board-approved recommendation to close Springfield PS rescinded; Capital Priorities funding request submitted

Observations

- Projected new dwelling units within Planning Area to 23/24: 411
- Average annual projected enrolment change: increase 0.1%
- Slight decline in existing community
- Persistent underutilization projected with surplus of 517 pupil places in 23/24 if status quo
- Status quo scenario excludes closures and new school facility in Belmont



IMPLEMENT



REVIEW

Secondary School

1

Portables

1

Programming Profile

Grade 9 – 12 English Track

ELD / ESL A+B Designated Site

ASPIRE

Tu Punte

Specialist High Skills Majors:

Environment, Manufacturing,
Health and Wellness



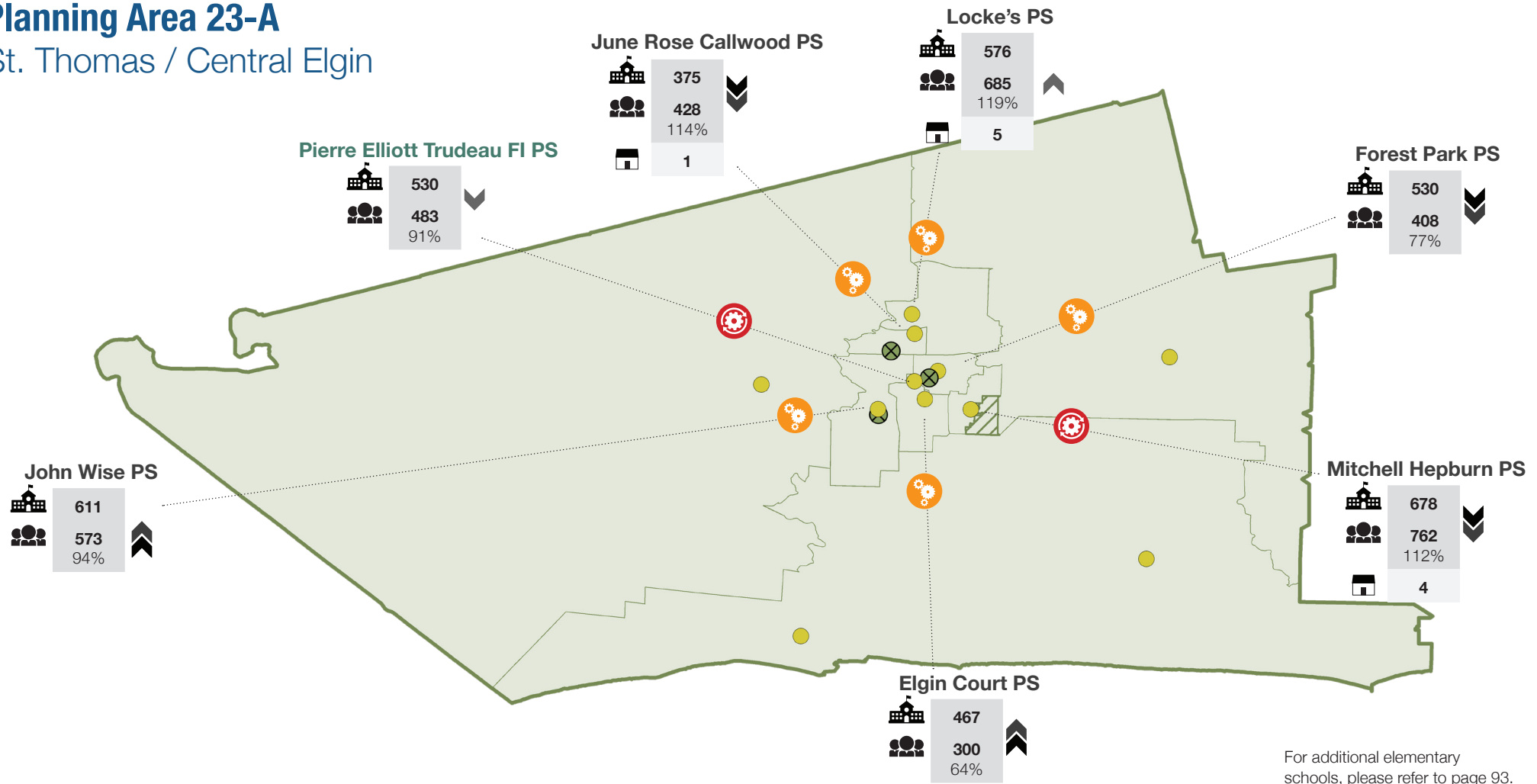
RETHINK



REVIEW

Planning Area 23-A

St. Thomas / Central Elgin



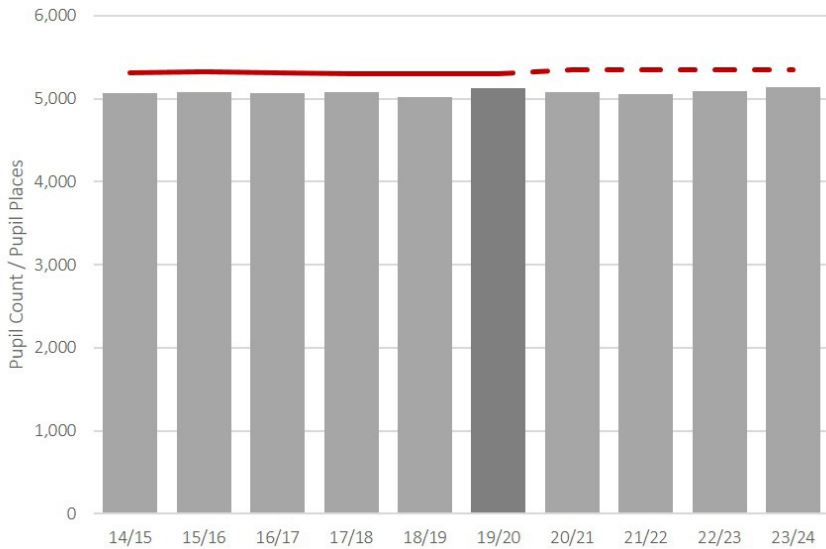
For additional elementary schools, please refer to page 93.

Elementary Panel

Strategies for Action

- Refer to Tier I Strategies for Action regarding 19/20 Capital Priorities for new Southeast St. Thomas PS
- Consider undertaking elementary attendance area review to balance utilization
- Explore additional opportunities to enhance access to special education programming

Elementary Panel



Elementary Schools

11

Portables

14

Holding Zones

1

Holding Schools

1

Programming Profile

Nine K – 8 English Track

Two Gr. 1-8 French Immersion

Éva Circé-Côté FI PS and Pierre Elliott Trudeau FI PS

English JK/SK Integration Sites

Activity in the Area

- 13/14: Kettle Creek PS designated as a holding school to provide interim accommodation residential
- 17/18: EPAR01 Board-approved recommendations to close and consolidate New Sarum PS and Sparta PS and construct new Southeast St. Thomas PS; Capital Priorities funding request submitted and denied
- 18/19: Opening of Éva Circé-Côté FI PS in former Sparta PS; former Sparta PS consolidated at Kettle Creek PS – addition at Kettle Creek PS
- 19/20: Board-approved recommendation to close New Sarum PS rescinded; Capital Priorities funding request submitted

Observations

- Projected new dwelling units within Planning Area to 23/24: 1,974
- Average annual projected enrolment change: increase 0.5%
- Decline in existing community offset by growth from residential development
- Consistent underutilization projected with surplus of 208 pupil places in 23/24 if status quo
- Status quo scenario excludes closures and new school facility in southeast St. Thomas designated to attend multiple secondary schools



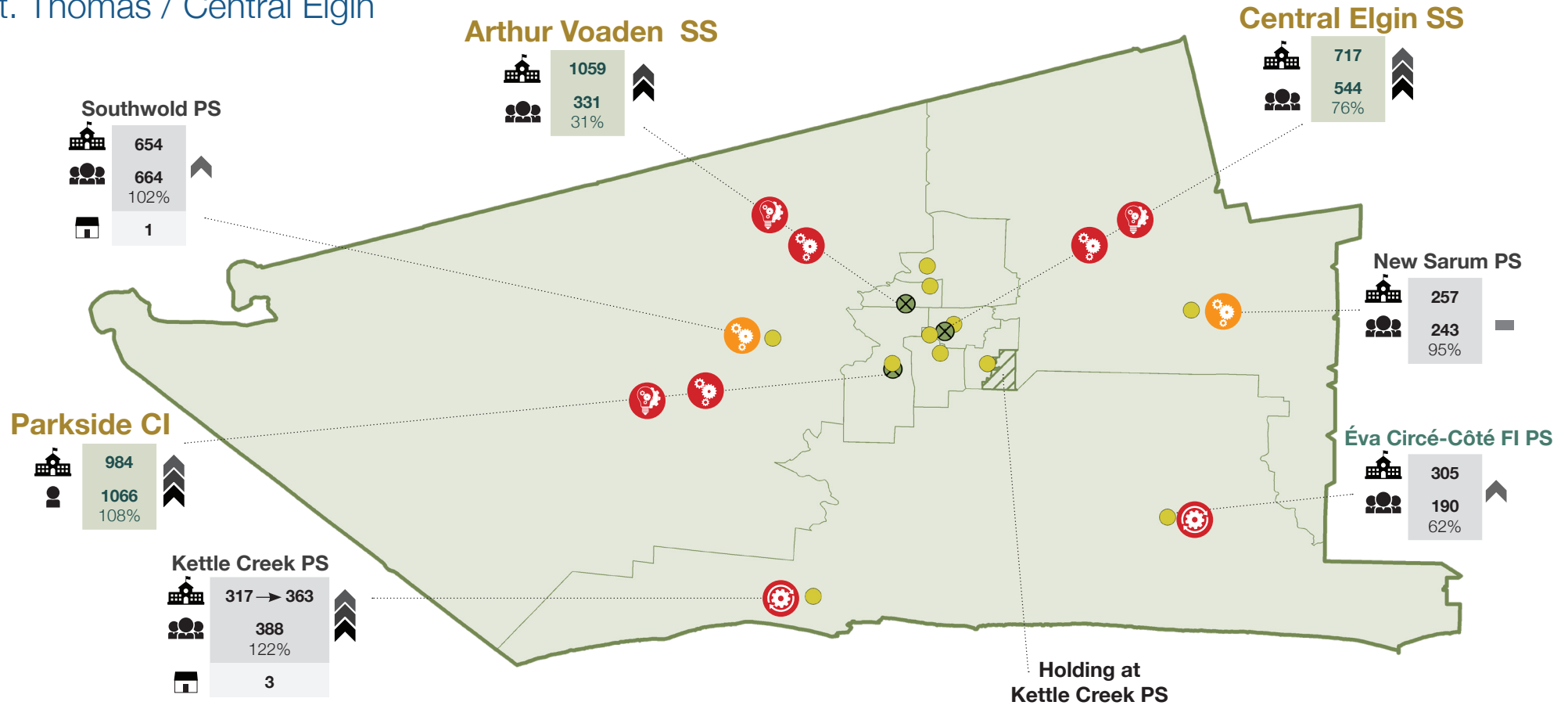
IMPLEMENT



REVIEW

Planning Area 23-B

St. Thomas / Central Elgin

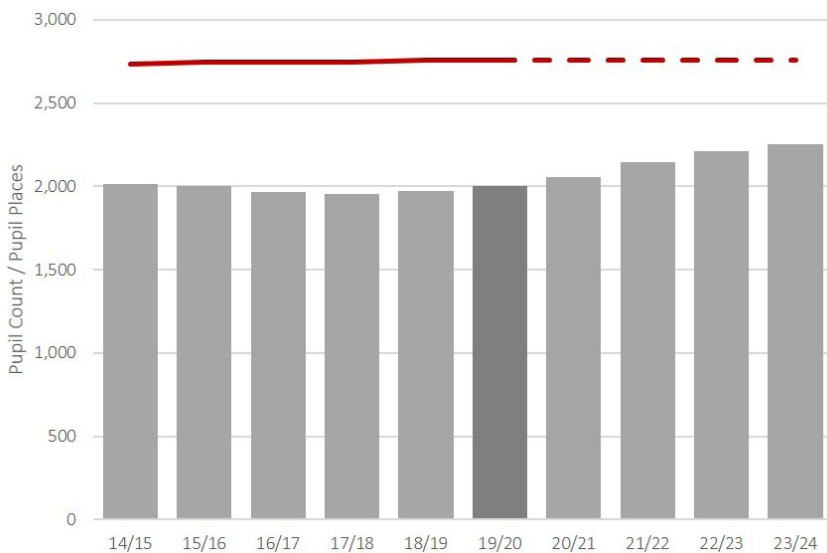


Secondary Panel

Strategies for Action

- Consider initiating French Immersion program delivery review to evaluate alternate site within St. Thomas
- Consider including all St. Thomas secondary schools within a secondary school attendance area review to define boundaries and to align secondary attendance areas with elementary school attendance areas

Secondary Panel



Secondary Schools

3

Programming Profile

Arthur Voaden SS

Grade 9 – 12 English Track

Technology Emphasis

Specialist High Skills Majors:

Arts and Culture,

Construction, Health and Wellness,
Hospitality and Tourism, Transportation

Parkside CI

Grade 9 – 12 English Track

Grade 9 – 12 French Immersion

Specialist High Skills Majors:

Arts and Culture, Horticulture and
Landscaping, Manufacturing, Sports,
Transportation

Central Elgin CI

Grade 9 – 12 English Track

Specialist High
Skills Majors:

Business

Activity in the Area

Observations

- 19/20: Completion of Library Learning Commons at Parkside CI
- Average annual projected enrolment change: increase 2.7%
- Growth in existing community projected alongside growth from residential development
- Overall underutilization projected with surplus of 507 pupil places in 23/24 if status quo
- Localized overutilization projected at Parkside CI with a deficit of 212 pupil places in 23/24 if status quo



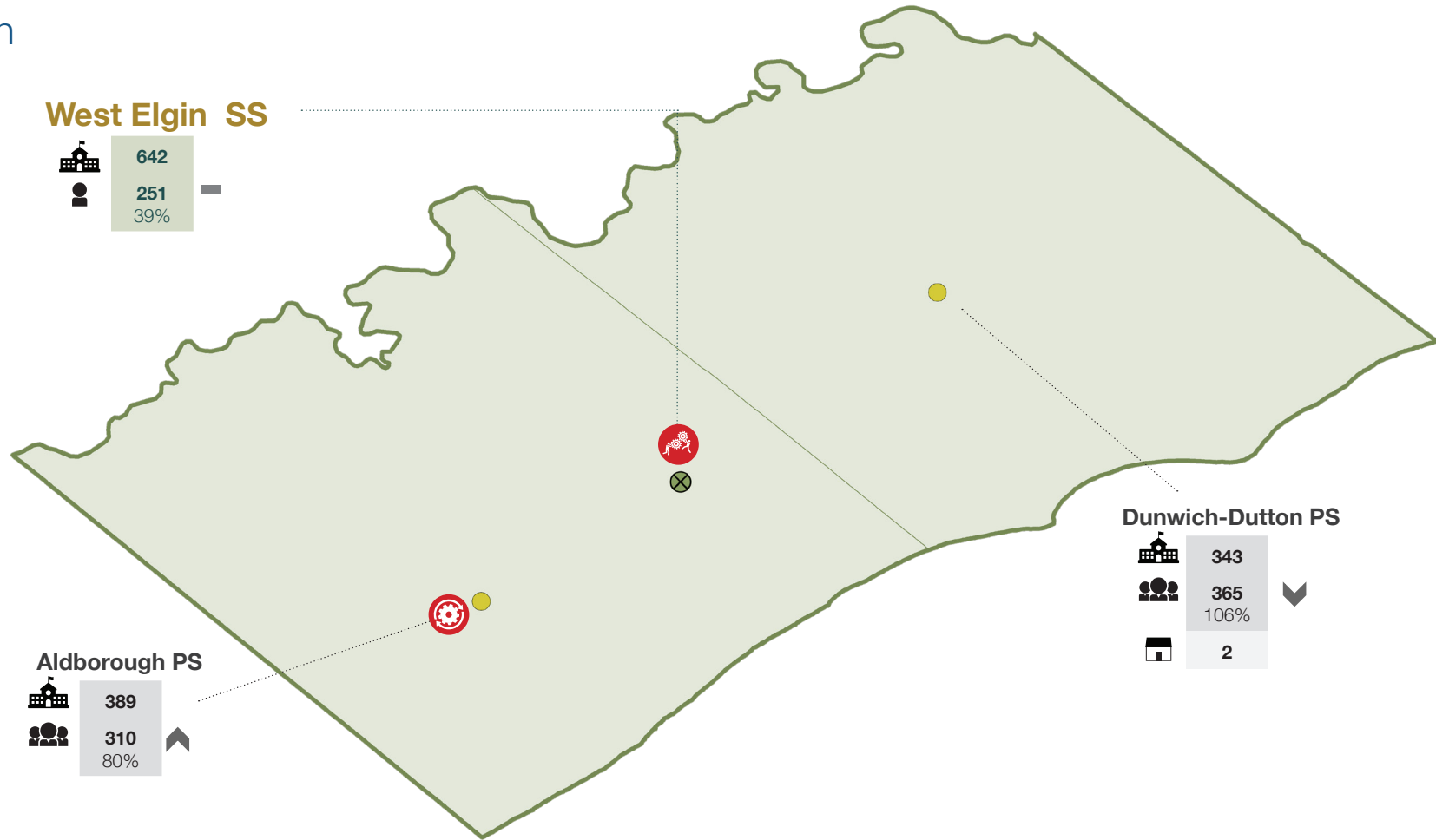
RETHINK



REVIEW

Planning Area 24

West Elgin



Elementary Panel

Strategies for Action

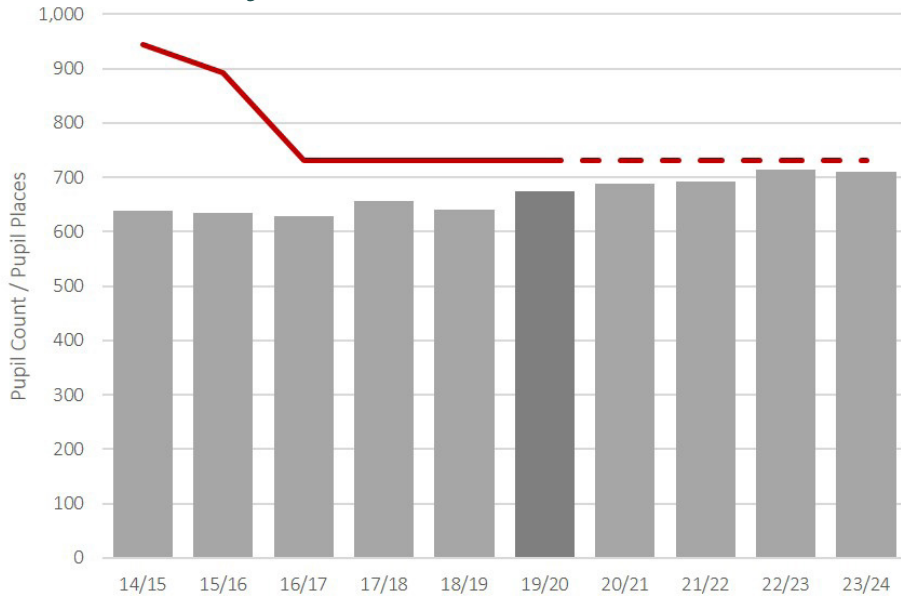
- Proceed with renovations to facilitate child care facility at Aldborough PS, subject to capital approvals process

Secondary Panel

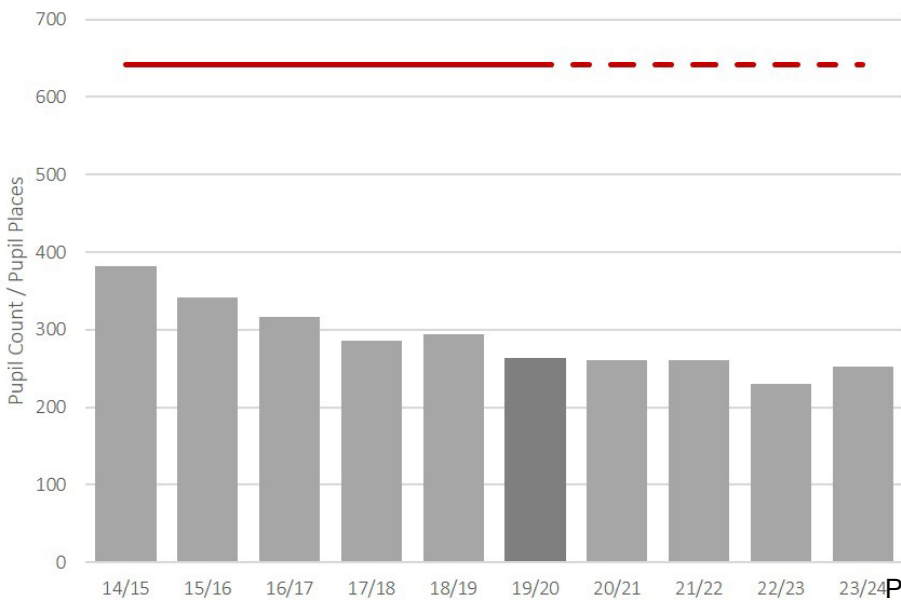
Strategies for Action

- Explore facility collaboration partnerships

Elementary Panel



Secondary Panel



Elementary Schools

2

Portables

2

Programming Profile Two K – 8 English Track

Activity in the Area

- 15/16: Closure of West Elgin Senior Elementary School
- 17/18: Grade re-configuration from K – 6 to K – 8 at Aldborough PS and Dunwich-Dutton PS
- 17/18: Capital Priorities funding for child care facility at Aldborough PS; capital approvals process underway

Observations

- Projected new dwelling units within Planning Area to 23/24: 85
- Average annual projected enrolment change: increase 2.1%
- Stable existing community
- Slight underutilization projected with surplus of 21 pupil places in 23/24 if status quo



IMPLEMENT

Secondary Schools

3

Programming Profile Grade 9 – 12 English Track Specialist High Skills Majors: Agriculture, Environment

Observations

- Average annual projected enrolment change: decrease 2.7%
- Projected enrolment change variable year over year ranging from -12.1% to 10.0%
- Slight decline in existing community projected
- Persistent underutilization projected with surplus of 390 pupil places if status quo



PARTNER

Section 3 - Share

Focus on French Immersion

Thames Valley DSB is proud to deliver consistent, equitable access to high-quality French Immersion programming across the district.

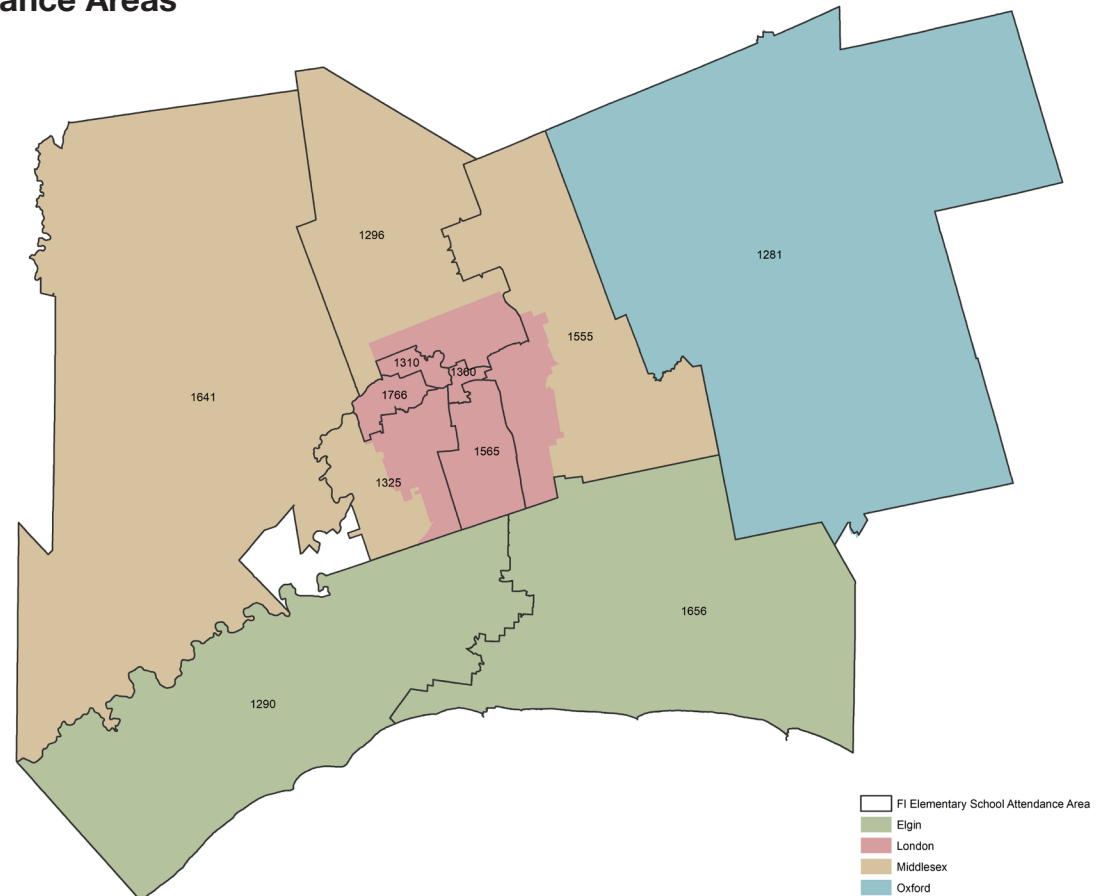
In 20/21, the district will begin to offer consolidated entry into French Immersion programming at Grade 1, with English Full Day Kindergarten available in designated elementary schools.

Approximately **5,000** students are enrolled in elementary French Immersion programming in 19/20.

Elementary Panel French Immersion Schools

- 1281 - Roch Carrier French Immersion PS
- 1290 - Pierre Elliott Trudeau French Immersion PS
- 1296 - Louise Arbour French Immersion PS
- 1310 - Jeanne Sauvé French Immersion PS
- 1325 - Kensal Park French Immersion PS
- 1360 - Lord Roberts French Immersion PS
- 1555 - Princess Anne French Immersion PS
- 1565 - Princess Elizabeth PS
- 1641 - J.S. Buchanan French Immersion PS
- 1656 - Éva Circé Côté French Immersion PS
- 1766 - West Oaks French Immersion PS

French Immersion Elementary School Attendance Areas



Data Source: Statistics Canada, Thames Valley District School Board

Focus on French Immersion

Approximately **1,500** secondary students are enrolled in secondary French Immersion programming in 19/20.

Secondary Panel Schools Offering French Immersion Programming

2040 - Sir Frederick Banting SS

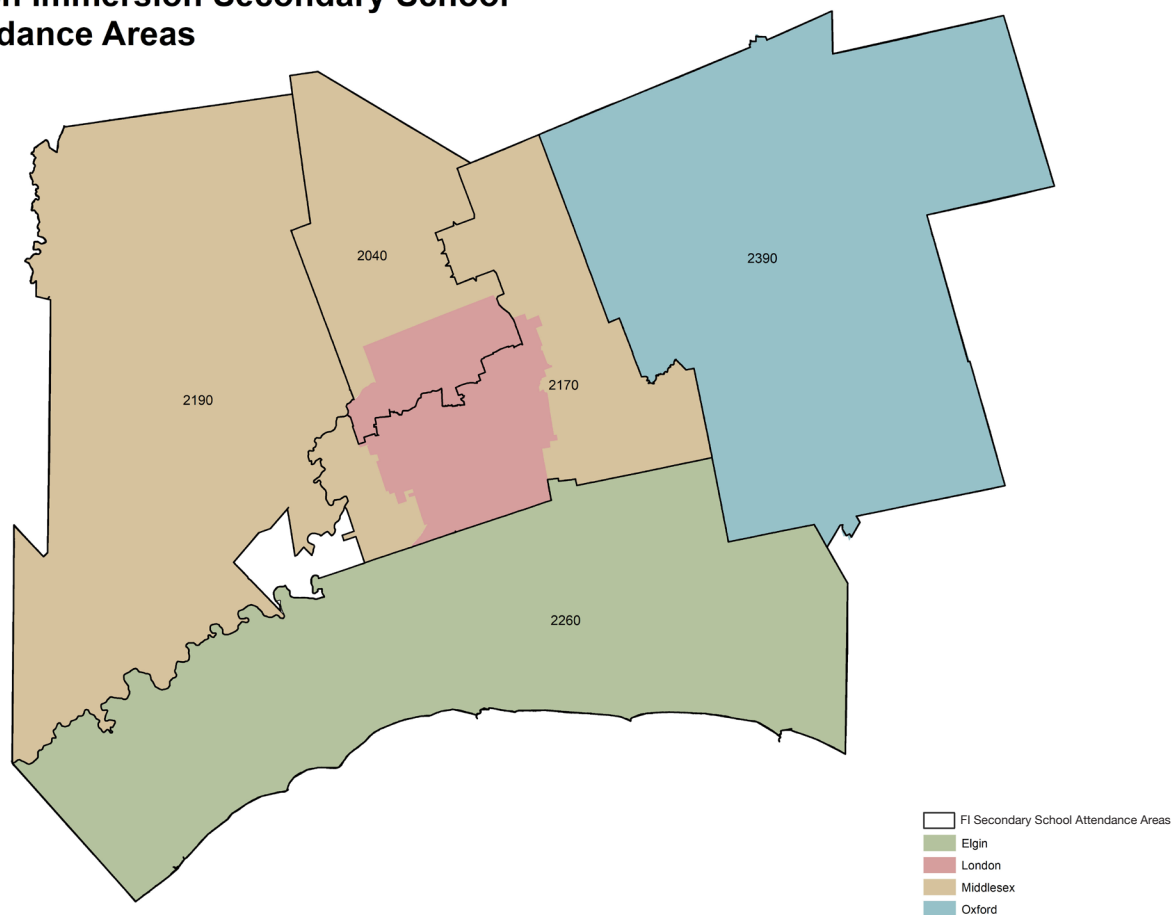
2170 - Sir Wilfrid Laurier SS

2190 - Strathroy DCI

2260 - Parkside CI

2390 - Woodstock CI

French Immersion Secondary School Attendance Areas



Section 3 - Share

Focus on Interim Accommodation

Interim accommodation measures include:

- 1) the use of portables and portapaks to provide space at existing school sites; and,
- 2) the application of holding zones to select areas of new residential development where local school facility capacity is already constrained.

Portables and Portapaks

Portables and portapaks are used across the system to provide supplementary non-permanent space in areas where pupil enrolment exceeds the available capacity of the school. Portables and portapaks enable Thames Valley to accommodate enrolment fluctuations while permanent accommodation strategies are developed and implemented.

Planning Area		Portable Count	Portapak Count
1	Northwest London	20	0
2	North Central / Northeast London	32	1
3	West London	27	1
4	Downtown / Central London	9	0
5	East London	5	0
6	Southeast London	7	0
7	Byron (London)	4	2
8	West Central London	4	0
9	South Central London	20	0
10	South London	8	0
11	East Central London	16	0
12	Southwest London	9	0
13	North Middlesex	0	0
14	West Middlesex	1	0
15	Southwest Middlesex	3	0
16	Central Middlesex	14	0
17	East Middlesex	6	0
18	West Oxford	8	0
19	Woodstock	20	1
20	North / East Oxford	4	0
21	South Oxford	1	0
22	East Elgin	3	0
23	St. Thomas / Central Elgin	14	0
24	West Elgin	2	0

Portable counts accurate as of February 2020.

Focus on Interim Accommodation

Holding Zones

Thames Valley DSB Procedure 4015d guides the use of holding zones and holding schools across the district. This procedure indicates that in circumstances where there is an area of pending residential development within an existing attendance area, it may be advisable for Thames Valley DSB to consider alternative interim accommodation measures, including designating the area to attend an alternative specified school based on available capacity. Holding zones may be in place until a permanent accommodation solution can be achieved through attendance area reconfigurations, construction of new school facilities or additions or renovations at an existing school facility.

Holding Zone Summary

Planning Area	Designated Holding School	Historical Enrolment				Current Enrolment	Projected Enrolment			
		15/16	16/17	17/18	18/19	October 31 - 19/20	20/21	21/22	22/23	23/24
ELEMENTARY										
01/04	Ryerson PS Fox Hollow + North of Sunningdale	16	23	50	92	159	213	266	320	374
5	Sir John A. Macdonald PS	199	217	234	238	230	239	243	247	248
06/11	Holding Schools for New Southeast London (Fairmont PS, Princess Elizabeth PS, Tweedsmuir PS)	273	282	291	270	286	303	NA	NA	NA
7	Byron Somerset PS	< 9	< 9	17	56	105	139	173	208	242
9	Sir Isaac Brock PS	73	128	158	178	210	211	212	213	215
9	W. Sherwood Fox PS	0	0	0	<9	24	32	41	49	57
10	Mountsfield PS	125	116	113	101	111	114	107	102	107
10	Rick Hansen PS	0	0	0	0	0	13	26	39	53
10	Victoria PS	87	79	78	84	84	84	83	82	85
10	White Oaks PS	113	124	137	160	162	194	226	258	290
19	Central PS	0	<9	<9	15	71	84	98	111	125
19	Winchester Street PS	0	10	16	31	41	59	78	96	115
23	Kettle Creek PS	0	<9	10	35	39	61	89	117	143
SECONDARY										
8	Westminster SS	30	19	20	27	21	17	19	20	21

Holding Zone projections effective as of February 2020.

Section 3 - Share

Focus on Partnership Opportunities

Community Planning and Partnership

The Ministry's Community Planning and Partnership Guideline provides school boards direction on building cooperative and collaborative relationships with community partners, in support of building strong, vibrant and sustainable communities.

In alignment with the Ministry's guideline, Thames Valley DSB Procedure 4015b includes the criteria for identifying existing facilities where Thames Valley DSB has unused space in operating and sustainable schools which may be suitable for potential collaboration opportunities:

- Any facility which has a utilization rate of 60% or below based on the Ministry's on-the-ground capacity for the facility; or,
- Any facility which has 200 or more empty pupil places

The applicable criteria must be met for at least two consecutive years.

In addition to the above, Thames Valley DSB is committed to exploring facility collaboration opportunities when:

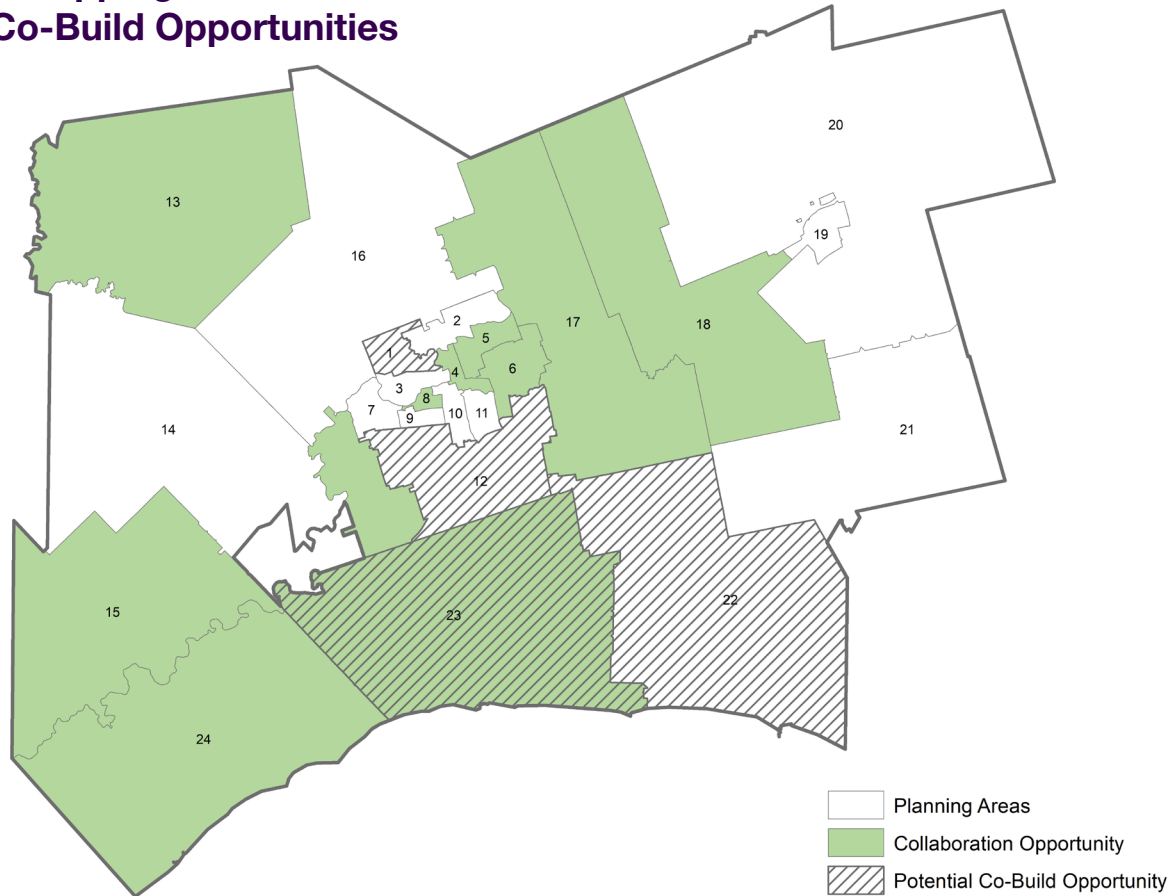
- Building new schools;
- Undertaking significant renovations or additions to its facilities; and,
- Considering properties for possible disposition.

19/20 List of School Facilities Meeting Minimum Criteria for Facility Collaboration

Planning Area Name	School Name	Utilization (19/20)	Empty Pupil Places (19/20)
4 - Downtown / Central London	B. Davison SS	25%	461
4 - Downtown / Central London	Ealing PS	58%	145
4 - Downtown / Central London	Trafalgar PS	33%	276
5 - East London	Knollwood Park PS	53%	209
5 - East London	Montcalm SS	63%	467
6 - Southeast London	Clarke Road SS	59%	640
8 - West Central London	Westminster SS	54%	507
9 - South Central London	Saunders SS	89%	222
13 - North Middlesex	North Middlesex DHS	30%	297
14 - West Middlesex	Strathroy DCI	80%	261
15 - Southwest Middlesex	Delaware Central PS	50%	130
15 - Southwest Middlesex	Glencoe DHS	32%	360
17 - East Middlesex	Lord Dorchester SS	69%	205
18 - West Oxford	Ingersoll District CI	59%	489
19 - Woodstock	Huron Park SS	77%	227
23 - St. Thomas / Central Elgin	Arthur Voaden SS	31%	728
24 - West Elgin	West Elgin SS	39%	391

When considering what unused space may be available for collaboration opportunities from the list of school facilities meeting the minimum criteria, Thames Valley considers a number of factors, including but not limited to student achievement, safety and well-being, impact on operations, cost implications, and municipal by-laws.

19/20 Mapping of Potential Collaboration and Co-Build Opportunities



19/20 Scoped List of Available School Facilities for Potential Collaboration Opportunities

Planning Area Name	School Name
4 - Downtown / Central London	B. Davison SS
4 - Downtown / Central London	Ealing PS
4 - Downtown / Central London	Trafalgar PS
5 - East London	Knollwood Park PS
6 - Southeast London	Clarke Road SS
8 - West Central London	Westminster SS
13 - North Middlesex	North Middlesex DHS
15 - Southwest Middlesex	Delaware Central PS
15 - Southwest Middlesex	Glencoe DHS
17 - East Middlesex	Lord Dorchester SS
18 - West Oxford	Ingersoll District CI
23 - St. Thomas / Central Elgin	Arthur Voaden SS
24 - West Elgin	West Elgin SS

Potential Co-Build Opportunities

(Pending Ministry of Education Approval for Funding)

- New Belmont Elementary PS
- New Southwest London Elementary PS
- New Northwest London Elementary PS
- New Southeast St. Thomas Elementary PS

Glossary of Terms

Body Count / Pupil Count

A measure of student enrolment regardless of individual course load or full or part-time status.

Census Agglomeration (CA)

A grouping of one or more adjacent and highly similar municipalities around a population centre. To be classified as a CA the population centre must have a population of at least 10,000. Unlike CMAs, CAs are retired if the population centre declines below 10,000. CAs are used by Statistics Canada for census tracking and measurement.

Census Metropolitan Area (CMA)

A grouping of one or more adjacent and highly similar municipalities around a population centre. To be classified as a CMA the total population must be over 100,000 with at least 50,000 or more living within the defined population centre. CMAs are used by Statistics Canada for census tracking and measurement.

English as a Second Language (ESL)

Support program for students who have attended school and can read and write in their first language at an age-appropriate level.

English Literacy Development (ELD)

Support program for students who have missed all or some of their schooling or who cannot yet read and write in their first language at an age-appropriate level.

Facility Utilization Rate

A school's enrolment divided by its Ministry rated on-the-ground capacity measured as a percentage value. Utilization rates do not include temporary accommodation measures (e.g. Portables, Portapaks).

FNMI

First Nations, Métis and Inuit

Full Time Equivalent (FTE)

A measure of enrolment relative to full course load counts. Student taking a fulltime course load counts as 1.0 FTE.

Migration/Immigration

Movement of people from one place to another. Migration is typically defined as the movement away from a place whereas immigration is the movement to a place.

Interprovincial: Movement of people between provinces (i.e. Quebec to Ontario).

Intraprovincial: Movement of people within a province (i.e. Toronto to London).

On-the-ground Capacity (OTG)

Measured in pupil places, the OTG is the official and permanent operating capacity of a school facility which may include additions or alterations to the school building. The OTG capacity of a school facility does not include temporary accommodation measures in place (e.g. portables, portapaks).

Pupil Place Deficit/Surplus:

A measurement of the difference between projected enrolment and OTG. The output value is used to identify the available space within a school facility. A deficit is identified as a negative value where enrolment exceeds capacity, whereas a surplus is shown as a positive value where capacity exceeds enrolment.

Self-Contained Class

A full-time special education class for a group of students with similar needs are together for the majority of the day.

Appendix

Appendix: 19/20 Accommodation Plan Data Tables

Elementary Panel

School Name	19.20 OTG	19.20 UTZ	19.20 Enrolment	20.21 Projection	21.22 Projection	22.23 Projection	23.24 Projection
Planning Area 1							
Emily Carr PS	639	117.7%	752	771	757	758	769
Orchard Park PS	254	116.1%	295	279	286	282	287
Sir Arthur Currie PS	533	136.2%	726	796	850	903	959
University Heights PS	346	105.2%	364	378	391	393	413
Wilfrid Jury PS	794	96.2%	764	790	797	796	800
Planning Area 2							
Cedar Hollow PS	628	98.7%	620	703	773	844	914
Jack Chambers PS	697	113.8%	793	792	760	739	718
Masonville PS	363	179.3%	651	691	732	766	810
Northridge PS	593	94.6%	561	531	504	517	504
Stoney Creek PS	804	124.4%	1000	997	951	939	919
Stoneybrook PS	423	116.8%	494	513	516	522	537
Planning Area 3							
Clara Brenton PS	587	131.9%	774	775	753	746	741
Eagle Heights PS	680	149.3%	1015	1080	1131	1149	1165
Jeanne Sauve FI	466	90.8%	423	387	366	380	389
John Dearness PS	248	107.7%	267	261	271	271	283
Riverside PS	412	112.1%	462	455	450	448	436
West Oaks FI PS	432	99.1%	428	421	460	493	528
Planning Area 4							
Aberdeen PS	378	60.8%	230	238	243	258	266
Ealing PS	343	57.7%	198	193	186	179	168
Lester B. Pearson School for Arts	414	67.6%	280	279	279	279	278
Lord Roberts Imm. French PS	294	115.6%	340	284	277	272	266
Ryerson PS	438	107.8%	472	537	611	658	726
St. George's PS	307	104.6%	321	359	379	389	405
Trafalgar PS	409	32.5%	133	135	134	122	119

Data tables reflect October 31, 2019 actual enrolment. Data is to be read in conjunction with the 19/20 Accommodation Plan.

Appendix

Appendix: 19/20 Accommodation Plan Data Tables

Elementary Panel

School Name	19.20 OTG	19.20 UTZ	19.20 Enrolment	20.21 Projection	21.22 Projection	22.23 Projection	23.24 Projection
Planning Area 5							
Chippewa PS	605	75.2%	455	486	513	526	542
East Carling PS	461	108.7%	501	512	524	543	554
Evelyn Harrison PS	416	77.4%	322	318	312	308	299
Hillcrest PS (Central)	400	72.3%	289	296	288	294	286
Knollwood Park PS	447	53.2%	238	254	248	252	256
Lord Elgin PS	446	78.0%	348	343	353	349	349
Louise Arbour FI PS	783	82.5%	646	605	583	605	620
Northbrae PS	380	126.8%	482	498	523	540	544
Sir John A. Macdonald PS	579	63.9%	370	373	380	392	402
Planning Area 6							
Bonaventure Meadows PS	518	78.2%	405	391	388	367	350
F.D. Roosevelt PS	442	86.2%	381	383	393	398	402
Fairmont PS	355	72.7%	258	263	259	263	266
John P. Robarts PS	677	75.6%	512	514	504	500	487
Lord Nelson PS	619	81.3%	503	495	479	463	443
Prince Charles PS	602	81.4%	490	503	515	530	540
Princess Anne FI	493	108.5%	535	488	483	489	483
Tweedsmuir PS	458	81.2%	372	370	355	349	341
Planning Area 7							
Byron Northview PS	452	138.3%	625	623	632	622	616
Byron Somerset PS	409	96.8%	396	453	501	550	597
Byron Southwood PS	547	106.2%	581	595	591	574	570

Data tables reflect October 31, 2019 actual enrolment. Data is to be read in conjunction with the 19/20 Accommodation Plan.

Appendix

Appendix: 19/20 Accommodation Plan Data Tables

Elementary Panel

School Name	19.20 OTG	19.20 UTZ	19.20 Enrolment	20.21 Projection	21.22 Projection	22.23 Projection	23.24 Projection
Planning Area 8							
Kensal Park FI PS	737	107.6%	793	728	731	725	729
Woodland Heights PS	658	86.9%	572	593	581	572	575
Planning Area 9							
Arthur Ford PS	320	132.8%	425	439	464	465	478
Sir Isaac Brock PS	349	162.5%	567	593	588	581	602
W. Sherwood Fox PS	464	105.0%	487	510	525	538	554
Westmount PS	680	97.8%	665	663	665	661	651
Planning Area 10							
Ashley Oaks PS	577	101.2%	584	579	581	557	556
Cleardale PS	536	81.5%	437	443	442	443	457
Mountsfield PS	490	98.6%	483	492	493	479	494
Rick Hansen PS	484	81.8%	396	398	398	412	428
Sir George Etienne Cartier Public PS	251	135.9%	341	342	353	349	353
Tecumseh PS	377	75.6%	285	303	313	318	324
Victoria PS	331	71.0%	235	244	274	266	256
White Oaks PS	829	106.2%	880	938	966	1036	1093
Wortley Road PS	292	86.6%	253	253	258	253	258
Planning Area 11							
Arthur Stringer PS	381	75.1%	286	297	302	299	307
C.C. Carrothers PS	492	91.5%	450	470	494	509	515
Glen Cairn PS	685	86.3%	591	582	578	588	585
Nicholas Wilson PS	420	63.1%	265	262	258	253	258
Princess Elizabeth PS	746	112.5%	839	861	894	922	944
Wilton Grove PS	444	98.2%	436	442	446	445	425

Data tables reflect October 31, 2019 actual enrolment. Data is to be read in conjunction with the 19/20 Accommodation Plan.

Appendix

Appendix: 19/20 Accommodation Plan Data Tables Elementary Panel

School Name	19.20 OTG	19.20 UTZ	19.20 Enrolment	20.21 Projection	21.22 Projection	22.23 Projection	23.24 Projection
Planning Area 12							
Lambeth PS	628	123.4%	775	839	916	1002	1055
Westminster Central PS	302	71.9%	217	262	308	336	373
Planning Area 13							
East Williams Memorial PS	317	57.4%	182	175	168	162	161
McGillivray Central PS	164	76.2%	125	124	132	138	134
Parkhill-West Williams PS	236	90.7%	214	212	214	219	218
Planning Area 14							
Adelaide-W.G. MacDonald PS	256	67.6%	173	175	179	177	180
Caradoc North PS	216	90.3%	195	192	195	191	197
Caradoc PS	424	94.1%	399	425	455	471	489
J.S. Buchanan FI PS	363	87.3%	317	316	333	351	368
Mary Wright PS	534	93.4%	499	506	512	516	522
North Meadows PS	518	86.3%	447	469	495	518	531
Planning Area 15							
Delaware Central PS	259	49.8%	129	135	125	139	147
Ekcoe Central PS	352	108.8%	383	383	382	382	379
Mosa Central PS	210	80.5%	169	171	171	179	175
Planning Area 16							
Centennial Central PS	323	91.0%	294	323	342	377	413
Oxbow PS	501	111.0%	556	563	565	551	545
Parkview PS	602	107.0%	644	644	650	669	676
Valleyview Central PS	245	80.4%	197	201	194	191	181
Wilberforce PS	461	129.9%	599	616	636	642	668

Data tables reflect October 31, 2019 actual enrolment. Data is to be read in conjunction with the 19/20 Accommodation Plan.

Appendix

Appendix: 19/20 Accommodation Plan Data Tables

Elementary Panel

School Name	19.20 OTG	19.20 UTZ	19.20 Enrolment	20.21 Projection	21.22 Projection	22.23 Projection	23.24 Projection
Planning Area 17							
West Missouri PS	392	117.6%	461	466	459	447	436
Northdale Central PS	460	83.9%	386	370	348	335	346
River Heights PS	461	76.8%	354	359	367	380	376
Planning Area 18							
Harrisfield PS	531	110.4%	586	612	628	628	641
Laurie Hawkins PS	671	90.9%	610	616	605	611	614
Royal Roads PS	400	110.8%	443	452	452	471	475
A.J. Baker PS	95	149.5%	142	145	147	145	148
Thamesford PS	320	103.1%	330	349	363	383	400
Planning Area 19							
Algonquin PS	620	86.6%	537	524	513	493	461
Central PS	377	90.2%	340	377	394	406	416
Eastdale PS	314	66.6%	209	207	204	203	213
Northdale PS (WDSK)	328	111.0%	364	375	382	384	398
Oliver Stephens PS	366	64.5%	236	243	243	238	240
Roch Carrier FIP PS	282	169.5%	478	511	540	578	612
Southside PS	343	112.2%	385	401	409	414	417
Springbank PS	366	158.5%	580	592	616	624	626
Winchester Street PS	407	97.3%	396	424	457	486	514
Planning Area 20							
Blenheim District PS	366	87.4%	320	338	349	349	365
Hickson Central PS	481	117.5%	565	611	642	685	721
Innerkip Central PS	279	84.2%	235	248	262	277	299
Plattsville & District PS	317	72.9%	231	233	250	268	276
Tavistock PS	397	78.6%	312	333	352	355	383
Zorra Highland Park PS	397	63.5%	252	252	247	245	243
East Oxford Central PS	317	96.2%	305	299	292	294	287

Data tables reflect October 31, 2019 actual enrolment. Data is to be read in conjunction with the 19/20 Accommodation Plan.

Appendix

Appendix: 19/20 Accommodation Plan Data Tables

Elementary Panel

School Name	19.20 OTG	19.20 UTZ	19.20 Enrolment	20.21 Projection	21.22 Projection	22.23 Projection	23.24 Projection
Planning Area 21							
Annandale PS	580	70.5%	409	408	409	409	409
Emily Stowe PS	599	92.5%	554	556	555	565	568
South Ridge PS	400	81.5%	326	334	331	333	339
Westfield PS	602	100.7%	606	622	621	635	639
Planning Area 22							
Davenport PS	403	93.3%	373	376	370	386	391
McGregor PS	395	78.5%	310	296	300	287	277
Port Burwell PS	248	57.3%	142	144	147	150	153
South Dorchester PS	190	118.9%	226	238	247	259	270
Springfield PS	268	61.6%	165	163	158	165	170
Straffordville PS	458	66.8%	306	306	285	281	279
Summers' Corners PS	571	85.5%	488	482	489	488	477
Planning Area 23							
Elgin Court PS	467	64.2%	300	307	327	348	361
Eva Circe Cote FI PS	305	62.3%	190	179	187	195	203
Forest Park PS	530	77.0%	408	397	380	363	356
John Wise PS	611	93.8%	573	588	591	615	618
June Rose Callwood PS	375	114.1%	428	431	411	389	370
Kettle Creek PS	317	122.4%	388	393	408	420	439
Locke's PS	576	118.9%	685	685	693	709	713
Mitchell Hepburn PS	678	112.4%	762	749	725	697	674
New Sarum PS	257	94.6%	243	252	256	261	256
P.E. Trudeau FI PS	530	91.1%	483	451	424	436	461
Southwold PS	654	101.5%	664	654	659	662	686
Planning Area 24							
Aldbrough PS	389	79.7%	310	313	315	331	327
Dunwich-Dutton PS	343	106.4%	365	374	377	383	384

Data tables reflect October 31, 2019 actual enrolment. Data is to be read in conjunction with the 19/20 Accommodation Plan.

Appendix

Secondary Panel

School Name	19.20 OTG	19.20 UTZ	Oct 31/19 FTE	Oct 31/19 Body	20.21 Projection	21.22 Projection	22.23 Projection	23.24 Projection
Planning Area 1								
Sir Frederick Banting SS	1308	116.8%	1528.31	1561	1633	1813	1921	2015
Planning Area 2								
A. B. Lucas SS	1188	121.8%	1446.55	1488	1490	1534	1484	1583
Planning Area 3								
Oakridge SS	909	109.0%	990.72	1003	1030	1021	1048	1090
Planning Area 4								
B. Davison SS	618	25.4%	156.9	169	168	189	192	173
Central SS	786	121.0%	950.75	967	1005	1055	1088	1136
H.B. Beal SS	1857	108.4%	2012.37	2083	2084	2172	2213	2304
Planning Area 5								
Montcalm SS	1251	62.7%	783.78	836	871	808	891	940
Planning Area 6								
Clarke Road SS	1545	58.6%	904.63	957	990	1024	1060	1098
Planning Area 8								
Westminster SS	1095	53.7%	588.21	608	620	611	671	687
Planning Area 9								
Saunders SS	1938	88.6%	1716.43	1775	1909	1983	2096	2274
Planning Area 10								
London South CI	651	88.8%	577.85	596	609	641	675	694
Planning Area 11								
Sir Wilfrid Laurier SS	1098	100.5%	1103.52	1137	1115	1158	1166	1149
Planning Area 13								
North Middlesex District HS	426	30.3%	129.09	135	168	168	162	180
Planning Area 14								
Strathroy District CI	1314	80.2%	1053.18	1088	1114	1096	1110	1160
Planning Area 15								
Glencoe District HS	531	32.2%	170.86	178	177	199	210	231

Data tables reflect October 31, 2019 actual enrolment. Data is to be read in conjunction with the 19/20 Accommodation Plan.

Appendix

Secondary Panel

School Name	19.20 OTG	19.20 UTZ	Oct 31/19 FTE	Oct 31/19 Body	20.21 Projection	21.22 Projection	22.23 Projection	23.24 Projection
Planning Area 16								
Medway HS	1233	109.8%	1354	1384	1499	1687	1784	1838
Planning Area 17								
Lord Dorchester SS	651	68.5%	446.04	463	490	519	537	536
Planning Area 18								
Ingersoll District CI	1203	59.4%	714.22	754	781	803	866	931
Planning Area 19								
College Avenue SS	1053	83.9%	883.92	928	979	998	1013	1031
Huron Park SS	978	76.8%	751.32	775	831	816	874	908
Woodstock CI	678	84.7%	574.5	593	624	655	640	682
Planning Area 21								
Glendale HS	996	77.3%	770	829	813	831	789	792
Planning Area 22								
East Elgin SS	1155	100.1%	1156.27	1171	1177	1157	1174	1206
Planning Area 23								
Arthur Voaden SS	1059	31.3%	331.33	347	338	344	379	409
Central Elgin CI	717	75.8%	543.48	557	603	612	646	649
Parkside CI	984	108.3%	1066.06	1097	1115	1191	1187	1196
Planning Area 24								
West Elgin SS	642	39.1%	250.89	264	260	261	229	252

Data tables reflect October 31, 2019 actual enrolment. Data is to be read in conjunction with the 19/20 Accommodation Plan.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

May 25, 2020
6:58 p.m. - 8:55 p.m.

MEMBERS

C. Thammavongsa, Association for Bright Children
 B. Mai, Association for Bright Children
 B. Furac, Community Living London
 A. Morse, Easter Seals Ontario
 B. Harvey, Epilepsy Support Centre (+7:15)
 P. Cook, Learning Disabilities Association of Ontario
 D. Shore-Reid, Learning Disabilities Association London
 L. Turner-Otte, Ontario Parents Advocating for Children with Cancer
 S. Grabstas, Vanier Children's Services
 M. Barbeau, Voice for Hearing Impaired Children
 M. Cvetkovich, Children's Aid Society of London and Middlesex
 J. Wright, Community Services Coordination Network (CSCN)(+8:00)
 T. Grant, Fetal Alcohol Spectrum Disorder Network
 S. Young, London Autism Developmental Disabilities
 J. Gritzan, Thames Valley Children's Centre
 S. Thomson, Thames Valley Council Home and School
 Associations
 J. Bennett, Trustee
 L. Pizzolato, Trustee
 B. Yeoman, Trustee

ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education
 A. Leatham, Learning Supervisor
 R. Ferrara, Learning Supervisor
 H. Mahabir, Elementary Principal
 T. Birtch, Secondary Principal
 M. Chevalier, Elementary Principal
 M. Phillips, Secondary Principal
 S. Smith, Corporate Services
 J. Capaldi, Communication Specialist
 B. Williams, Corporate Services
 S. McNaughton, Assistant to Superintendent
 A. Ajibowu, IT Projects and Training

Regrets: S. Lawrence Farrants

1. **Call to Order**

Chair Cook called the meeting to order at 6:58 p.m. through a virtual Teams meeting.

2. **Welcome and Introduction of Guests**

Chair Cook welcomed everyone and reviewed the virtual meeting norms.

3. **Confirmation of Agenda**

The agenda was approved on motion.

4. **Conflicts of Interest**

None declared.

5. **Report of the Previous Meeting**

The report of the 2020 May 4 Special Education Advisory Committee meeting was provided for information.

6. **Business Arising from the Minutes item #6**

Administration provided information, as a follow up to the previous meeting, regarding the number of students identified with an exceptionality in Elementary and the number of students by exceptionality including students with multiple exceptionalities.

7. IPRCs 2020 - Update

A. Canham provided an update on IPRCs reporting parents/guardians have been provided an opportunity to participate in a virtual Identification Placement Review Committee (IPRC) meeting. It was noted all other IPRCs will be held in the fall.

Waivers were sent to parents/guardians and documentation will be placed in each student's OSR.

R. Ferrara outlined the phases of the virtual IPRC process. The steps of each phase were detailed.

Questions of clarification regarding IPRC waivers, the communication sent to parents regarding waiving IPRCs and the consequences to waiving IPRCs were addressed.

In response to a question, A. Leatham reported all IPRCs for System Class students were held.

8. Learn at Home/Staff Development Update

A. Canham provided an update on Learning at Home noting Week at a Glance continues to be published and well received weekly.

Survey results around communication were provided by A. Canham.

A. Canham advised the Speech, Language and Pathology support staff launched web and Instagram support pages to provide tips, information and ideas for families to help their child's communication skills at home.

R. Ferrara advised that the Assistive Technology team organized professional development for educators through weekly online sessions. Additionally an assistive technology page was created to support parents/students with distance learning.

A. Leatham advised on upcoming training available for staff including: BMS (recertification) online, EA Professional Learning Modules, Geneva Centre for Autism, TRACKS Training and virtual LST Meetings.

Questions of clarification regarding Assistive Technology TOSA support for Learn at Home, support available for families without internet access and synchronous learning were addressed.

9. Updates from the Ministry of Education

A. Canham provided an update on report cards advising the Ministry of Education has indicated that signatures are required. Administration is seeking clarification regarding IEPs. Various options to implement the signature process are being reviewed. A. Canham reported grades/marks for June report cards will be determined based on student achievement from 2020 February to 2020 June with the understanding marks will not be less than what was achieved by March 13.

A. Canham provided an update on Individual Education Plans (IEPs) noting the requirement for a Board signature may impact the 2020 June 24 target date for posting to the Parent Portal.

Questions of clarification regarding transition IEPs, parent engagement for IEPs, final IEPs after parent consultation and the flexibility teachers will have for determining final grades/marks were addressed.

10. Special Education Staffing and Budget 2020-2021

A. Canham advised the Grants for Student Needs (GSNs) and Priorities and Partnership Fund (PPF) have not been released by the Ministry.

It was determined an additional SEAC meeting will be held 2020 June 22 or 29.

11. Supports for Students with a Giftedness Exceptionality 2020-2021

a. SEAC Feedback

A. Canham presented for review and input the summary of feedback from the “Gifted Service Model Literature Review and Feedback Form” as provided by Research and Assessment.

b. Sub-committee Update

The subcommittee members were identified and a recap of the purpose of the first meeting was provided.

The Research and Assessment team is in the process of creating a survey to solicit input from the community. The survey will be sent to the parents/guardians of students that have been formally identified through the Identification, Placement, and Review Committee (IPRC) process. The target date to release the survey is 2020 June 11. Next steps were outlined.

c. Next Steps

A. Canham outlined the next steps including the purpose of the survey, the target audience, target dates and it was noted the next subcommittee is 2020 May 29.

Questions of clarification regarding the process for creating the survey, access to the survey, and a timeline for the subcommittee were addressed.

12. Draft Policy and Procedure Update

a. Student Use of Guide Dogs and Service Animals Policy and Procedure

A. Canham provided an update on the draft Student Use of Guide Dogs and Service Animals Policy and Procedure. Next steps were outlined.

b. Exclusion of a Student Policy and Procedure

A. Canham provided an update on the draft Exclusion of a Student Policy and Procedure. Next steps were outlined. A. Canham reminded the committee this policy and procedure may not be used as a form of discipline. It was noted the appeal process was reduced from 30 days to 15 days.

13. SEAC/Departmental Priorities (Standing Item)

None.

14. Students on Modified Day (Standing Item)

None.

15. Special Education Plan (Standing Item)

a. Standards 1, 3, 6, 8, 15, 16

A. Canham presented revisions to Standards 1, 3, 6, 8, 15 and 16 of the Special Education Plan. A copy of the revisions were provided prior to the meeting.

Discussion occurred regarding the revisions. A. Canham requested any questions be emailed to him following the meeting.

It was noted Standards 2, 4, 5, 7 and 9 will be presented at the next SEAC meeting.

In response to a question, A. Canham offered to follow up with A. Marlowe regarding the Accessibility Plan for TVDSB.

b. Standards 10, 11, 13, 14, 17, 18

A. Canham presented revisions to Standards 10,11, 13, 14, 17 and 18 of the Special Education Plan. A copy of the revisions were provided prior to the meeting.

A. Canham requested any questions be emailed to him following the meeting.

The plan will be reviewed for endorsement at the 2020 June 15 SEAC meeting.

It was noted the 2020-2021 SEAC meeting dates were provided in the plan for review.

Questions of clarification were addressed regarding partial/virtual classrooms for the 2020-2021 school year and partnerships with other ministries and agencies.

16. Correspondence (Standing Item)

None.

17. Other Business

None.

18. Forum: Association Updates (Round Table)

None.

19. 2020 Meeting Dates

The next meeting is scheduled for Monday, June 15, 2020 6:30 p.m.

20. Future Agenda Items

- Sub-committee report
- Special Education Staffing and Budget 2020-2021
- September Student Re-entry to school

21. Adjournment

The meeting adjourned at 8:55 p.m. by motion.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

2020 June 15
6:30 p.m. - 9:02 p.m.

MEMBERS

C. Thammavongsa, Association for Bright Children
 B. Mai, Association for Bright Children
 S. Lawrence Farrants, Autism Ontario London
 B. Furac, Community Living London
 A. Morse, Easter Seals Ontario
 B. Harvey, Epilepsy Support Centre
 P. Cook, Learning Disabilities Association of Ontario
 D. Shore-Reid, Learning Disabilities Association London
 L. Turner-Otte, Ontario Parents Advocating for Children with Cancer
 L. Dunlop-Dibbs, Vanier Children's Services
 M. Barbeau, Voice for Hearing Impaired Children
 N. Davison, VOICE for the Hearing Impaired
 M. Cvetkovich, Children's Aid Society of London and Middlesex
 J. Wright, Community Services Coordination Network (CSCN)
 T. Grant, Fetal Alcohol Spectrum Disorder Network
 S. Young, London Autism Developmental Disabilities
 J. Gritzan, Thames Valley Children's Centre
 J. Bennett, Trustee
 L. Pizzolato, Trustee
 B. Yeoman, Trustee

Regrets: S. Thomson

ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education
 A. Leatham, Learning Supervisor
 R. Ferrara, Learning Supervisor
 H. Mahabir, Elementary Principal
 T. Birtch, Secondary Principal
 M. Chevalier, Elementary Principal
 M. Phillips, Secondary Principal
 S. Smith, Corporate Services
 K. Snake, Munsee-Delaware Nation (-8:03)
 B. Williams, Corporate Services
 A. Marlowe, Equity and Diversity Coordinator (-7:30)

1. **Call to Order**

Chair Cook called the meeting to order at 6:30 p.m. through a virtual Teams meeting.

2. **Welcome**

A. Canham welcomed everyone and reviewed the virtual meeting norms.

3. **Confirmation of Agenda**

The agenda was approved on motion.

4. **Conflicts of Interest**

None declared.

5. **Report of the Previous Meeting**

The report of the 2020 May 25 meeting was provided for information.

6. **Business Arising from the Minutes**

Future Items item#20

A. Canham provided for information a list of the SEAC Sub-committees: Special Education Plan Sub-Committee, Supports for Students with a Giftedness Exceptionality Sub-Committee Parent Resource Guide Sub-Committee, SEAC New-Member Orientation Sub-Committee and the SEAC Brochure Sub-Committee.

It was noted some of these committees are Ad-hoc committees.

A. Canham provided for information a list of the committees where SEAC is represented: IEP Audit Committee, Culture for Learning Committee and the Accessibility Committee.

Questions of clarification regarding summer programs, accommodation plans for students returning to school and SEAC sub-committee membership were addressed.

7. Accessibility Plan 2019-2021 Update

A. Marlowe provided an update on the progress of the TVDSB Accessibility Plan 2019-2021 and the work of the Accessibility Committee.

Questions of clarification were addressed regarding the accessible outdoor play/recreational spaces and guidelines for schools; text captioning for videos; website content compatibility; and community/student accommodation requests.

8. Special Education Staffing and Budget

a. In-year Surplus

A. Canham presented the in-year surplus and advised how the funds will be reinvested in the TVDSB's general account for technology equity and the COVID-19 response.

b. Priorities and Partnerships Fund (PPF) Summer 2020

A. Canham reported Priorities and Partnership Funds (PPF) would be invested in Special Education through two priorities; summer school and summer learning opportunities.

Questions of clarification were addressed regarding replacing damaged SEA equipment, targeted support for students with communication disorders, the number of assessments completed this year and plans to funds/support students returning to school.

c. Supports for Students Fund (SSF) 2020-2021

A. Canham provided a summary of the new Supports for Students Fund (SSF) noting these funds will support TVDSBs English Language Learners, Indigenous students, Special Education and the mental health of all students. Plans for use of the funds in Special Education were described.

A. Canham reported the Ministry of Education has allocated funds to provide subsidies to eligible teachers for Teaching Students with Communication Needs (Autism Spectrum Disorder). This course will be created in collaboration with Western University.

d. GSNs/PPF 2020-2021

A. Canham advised the release of Grants for Student Needs (GSNs) and Priorities and Partnership Fund (PPF) continues to be delayed by the Ministry. As a result the Special Education budget will not be presented to SEAC until 2020 July 13.

9. Ontario Human Rights Commission - Right to Read Update

A. Canham provided an update on the Ontario Human Rights Commission - Right to Read Inquiry Update. The process, timeline and next steps were reviewed.

10. Learn at Home/SEA Equipment Update

A. Canham provided an update on Learning at Home noting Week at a Glance continues to be published and well received.

Teaching support services has created targeted resources to support families with students on modified learning programming.

A. Canham advised that families/students received their personal effects from schools last week.

A. Canham reported TVDSB SEA equipment and devices will remain with students over the summer. It was noted students leaving the district are required to return their equipment.

R. Ferrara responded to questions of clarification regarding incomplete Empower lessons, transition meetings and synchronous Empower sessions.

A. Canham expressed appreciation to R. Ferrara and A. Leatham for pioneering synchronous Empower learning.

11. Support for Students with a Giftedness Exceptionality

a. Sub-Committee Update

A. Canham provided a summary of the 2020 May 29 subcommittee meeting. Meeting objective/outcomes and next steps were outlined.

b. Student and Parent/Guardian Feedback Survey Update

A. Canham reported there were 60 responses noting the survey will remain open until 2020 June 24.

A. Canham advised a summary of the survey data will be shared with SEAC in the fall.

Questions of clarification were addressed regarding the role of the Sub-committee.

A. Leatham provided clarification regarding the role of the TOSA noting they all serve grades K-12.

In response to a question, A. Leatham reported the number of TOSA referrals and the number of students supported are the same. It was noted if a student requires additional support the referral is reopened.

12. Special Education Plan (Standing Item)

a. Standards 2, 4, 5, 7, 9

A. Canham presented revisions to Standards 2, 4, 5, 7 and 9 of the Special Education Plan. A copy of the revisions were provided prior to the meeting.

Discussion occurred regarding the revisions. A. Canham requested any recommendations be emailed to himself and Chair Cook following the meeting.

The timeline and next steps for the Special Education Plan was detailed. It was noted Standard 12 will be provided upon completion of the budget.

Questions of clarification were addressed regarding system IPRCs, the Early ID process and tools, IPRC meetings/placements, initiating IPRCs, the five year graduation rate, forms of measurement, initiating PDTs and the Operational Plan.

13. SEAC/Departmental Priorities (Standing Item)

None.

14. Students on Modified Day (Standing Item)

None.

15. Correspondence (Standing Item)

None.

16. Other Business

None.

17. Forum: Association Updates (Round Table)

Round table updates were completed. Committee members highlighted some of the events and activities planned by their various organizations in the coming weeks. As a follow up to the meeting, event flyers will be emailed out to the committee members as they are received by Corporate Services.

18. Meeting Dates

The next meeting is scheduled for Monday, July 13, 2020 at 12:15 p.m.

19. Adjournment

The meeting adjourned at 9:02 p.m. by motion.

THAMES VALLEY DISTRICT SCHOOL BOARD
POLICY WORKING COMMITTEE

June 16, 2020, 3:00 p.m.
Teams Meeting

MEMBERS

J. Bennett L. Pizzolato
C. Rahman M. Ruddock (Chair)
B. Smith (-3:10) A. Morell (ex-officio)

ADMINISTRATION AND OTHERS

M. Fisher A. Marlowe
S. Smith B. Williams (-3:10)
A. Chahbar A. Canham (+3:12)(-3:22)

1. Approval of the Agenda

The agenda was approved on motion.

2. Conflicts of Interest

None declared.

3. Committee Report of the Previous Meeting

The minutes of the 2019 February 25 meeting were reviewed.

4. Tracking Sheet

The tracking sheet was reviewed and discussed.

5. Existing Policies/Procedures Under Revision

a. Use of Commercial Electronic Messages Independent Procedure (9056)

Supervisor B. Williams presented for information revisions to the Use of Commercial Electronic Messages Independent Procedure. It was noted the independent procedure is available for public input until 2020 June 22. Next steps were detailed.

6. New Draft Policies/Procedures

a. Exclusion of a Student Policy and Procedure

Superintendent A. Canham presented for information and input the draft Exclusion of a Student Policy and Procedure.

The following motion was moved and CARRIED:

THAT the Exclusion of a Student Policy be posted for 60 days of public input.

7. Policies/Procedures Following Public Input

a. Student Use of Guide Dogs and Service Animals Policy and Procedure

Superintendent A. Canham and presented for approval Student Use of Guide Dogs and Service Animals Policy.

It was noted the Student Use of Guide Dogs and Service Animals Procedure was approved by Administrative Council, the current Procedure (#5012f) was rescinded.

The following motions were moved and CARRIED:

THAT the Student Use of Guide Dogs and Service Animals Policy (PWC-1) be approved.

THAT the Student Use of Guide Dogs and Service Animals Procedure (PWC-2) be provided to the Board for information.

b. Equitable Recruitment Promotion and Selection of Staff Policy and Procedure

Superintendent L. Nicholls joined the meeting.

A. Marlowe presented for approval the Equitable Recruitment Promotion and Selection of Staff Policy. The public input was reviewed, noting there were no changes as a result of public input. The rationale was detailed.

The Equitable Recruitment Promotion and Selection of Staff Procedure was provided for information. It was noted the Procedure was approved by Administrative Council.

The following motions were moved and CARRIED:

THAT the Equitable Recruitment Promotion and Selection of Staff Policy (PWC-3) be approved.

THAT the Equitable Recruitment Promotion and Selection of Staff Procedure (PWC-4) be provided to the Board for information.

c. Display of Flags Policy and Procedure

A. Marlowe presented for approval the revisions to the Display of Flags Policy. A. Marlowe reported were 18 responses gathered as a result of public input. It was noted no changes were made as a result of public input.

The Display of Flags Procedure was provided for information. It was noted the Procedure was approved by Administrative Council.

The following motions were moved and CARRIED:

THAT the Display of Flags Policy (PWC-5) be approved.

THAT the Display of Flags Procedure (PWC-6) be provided to the Board for information.

8. Policies/Procedures Requiring Additional Consideration

a. Development and Management of Board Policies and Administrative Procedure Policy

M. Ruddock presented for information public input on the Development and Management of Board Policies and Administrative Procedure Policy. The policy will be reviewed at the next meeting.

9. Other Business

None.

10. Date and Time of Next Meeting

The next meeting is scheduled for 2020 September 22.

11. Adjournment

The meeting adjourned by motion at 3:45 p.m.

M. Ruddock
Committee Chair

Recommendations:

THAT the Student Use of Guide Dogs and Service Animals Policy (PWC-1) be approved.

THAT the Equitable Recruitment Policy (PWC-3) be approved.

THAT the Display of Flags Policy (PWC-5) be approved.



POLICY

Title: **STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS** Policy No.:
Effective Date:

Department: Learning Support Services: Special Education

Reference(s):

- Human Rights Code, RSO 1990, c.H.19
- Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11
- PPM 163 School Board Policies on Service Animals
- Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11
- Blind Persons' Rights Act, RSO 1990, c.B7,
- Dog Owners' Liability Act, RSO 1990, c.D16
- Health Protection and Promotion Act, RSO 1990, c.H7

1.0 Policy

- 1.1 It is the policy of the Thames Valley District School Board in accordance with its obligations pursuant to the *Ontario Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.
- a) The School Board utilizes a variety of placements, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning.
 - b) The School Board does not provide Guide Dogs, Service Dogs or Service Animals to students.
- 1.2 In circumstances where a parent(s) / guardian(s) / adult student requests to have the student's Guide Dog / Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the Thames Valley District School Board considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.

Administered By: Learning Support Services – Special Education

Amendment Date(s):

- 1.4 The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog / Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.
- 1.5 The Board shall retain data regarding the requests for Guide Dogs / Service Animals as outlined in its Student Use of Guide Dogs and Service Animals Procedure.



PROCEDURE

Title: **STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS** Procedure No.: 5018a
Effective Date: 2020 May 19

Department: Learning Support Services: Special Education

Reference(s):

- Human Rights Code, RSO 1990, c.H.19
- Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11
- PPM 163 School Board Policies on Service Animals
- Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11
- Blind Persons' Rights Act, RSO 1990, c.B7,
- Dog Owners' Liability Act, RSO 1990, c.D16
- Health Protection and Promotion Act, RSO 1990, c.H7

Statement

The use of Guide Dogs and Service Animals is one strategy used to accommodate the special needs of individuals with disabilities. This procedure provides direction to Principals / Supervisors regarding the admittance and implementation of Guide Dogs / Service Animals for students in the school environment.

The success of the implementation of Guide Dogs / Service Animals depends on clear communication, a well-informed school / work community and careful planning. The information provided will assist the Principal / Supervisor to make the best possible arrangements for the students with disabilities as well as other students, staff, volunteers and visitors in the school.

1.0 Definitions

For the purpose of this Procedure, the following definitions apply:

Accredited training organization for a guide dog or service animal is accreditation by:

- a) International Guide Dog Federation ("IGDF"): which develops and ensures compliance with the standards by which Guide Dogs for the blind / low vision are trained by its member organizations;
- b) Assistance Dogs International ("ADI"): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations; or
- c) A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).

Administered By: Learning Support Service – Special Education

Amendment Date (s):

Adult student shall be defined to mean a student who is 18 years of age or older, or 16 or 17 years of age and has removed themselves from the care and control of their custodial parent(s) / guardian(s).

Disability means:

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or in a wheelchair or other remedial appliance or device;
- b) a condition of mental impairment or a developmental disability;
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- d) a mental disorder; or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the [Workplace Safety and Insurance Act, 1997.](#)

Guide Dog is a dog trained as a guide for a blind / low vision person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*.

Handler refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog / Service Animal and who will be the student for whom the Guide Dog / Service Animal is provided.

Parent(s) / Guardian(s) shall be defined to mean the custodial parent(s) of the student or the guardian(s) pursuant to the *Education Act*.

Service Dog is a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

Service Animal is an animal that has been trained to perform specific tasks for people with disabilities. Service animals are trained to perform a wide variety of tasks, which may include, but are not limited to, deep pressure therapy, anchoring, stimulus distraction, and alerting their Handler to a change in medical status.

Emotional Support Animal refers to an animal that provides comfort and security. They do not, however, have training for specific tasks and therefore, Emotional Support Animals do not qualify as Service Animals under the AODA.

2.0 Introduction

- 2.1 The School Board encourages any family considering the purchase of a Guide Dog / Service Animal to accommodate the need(s) of a student at school, or at a school related function, to meet with the school principal or superintendent before making a commitment.

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- 2.2 This Administrative Procedure identifies the individualized process to be followed when a parent(s) / guardian(s) / adult student applies to the School Board to have a Guide Dog / Service Animal accompany the student while the student is attending school or a school-related event.
- 2.3 When a parent(s) / guardian(s) seeks to have their child attend, or an adult student seeks to attend school or school-related events with a Guide Dog / Service Animal, both the Guide Dog / Service Animal *and* the student Handler must be certified as having been successfully trained to a standard consistent with an accredited training facility.
- 2.4 Only in exceptional circumstances, subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Board consider Service Animals other than dogs, as an accommodation for a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

3.0 Background

- 3.1 Service Animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dogs, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).
- 3.2 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness / low vision, and the Guide Dog will provide the student Handler with greater independence, dignity and opportunity for integration.
- 3.3 The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act* (AODA), to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. A school is not a public space and is not generally accessible to the public. The AODA does *not* apply to a student's use of a Service Animal when accessing education services in school buildings.

The determination of whether the Service Animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need is a decision of the School Board.

Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and / or may be disruptive to the learning environment and / or may act as a distraction in the learning environment.

- 3.4 Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Board does **not** permit training of a potential Guide Dog / Service Animal in the school setting or during school activities.

4.0 Roles and Responsibilities

Principals

- 4.1 School Principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.
- a) A school Principal has authority to exclude any animal, including a Guide Dog / Service Animal, from entry onto school premises and into school building(s), as an accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
 - b) School Principals, before admitting a Guide Dog / Service Animal into the school or school-related activities with the student Handler, shall require the parent(s) / guardian(s) / adult student to submit a completed Application for Guide Dog / Service Animal, (see Appendix A).
- 4.2 On receipt of the Application for Guide Dog / Service Animal, the school Principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.
- 4.3 The school Principal shall complete the Principal's Checklist for Guide Dog / Service Animal (see Appendix B).
- 4.4 The school Principal shall be responsible for communication with the parent(s) / guardian(s) / adult student with respect to the accommodation process, and where approved, the implementation and management of the accommodation.

Parent(s) / Guardian(s) / Adult Student

- 4.5 The parent(s) / guardian(s) / adult student is required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog / Service Animal accompany the student at school and / or on school-related activities. The parent(s) / guardian(s) / adult student shall be responsible for:
- a) submission of the Application for Guide Dog / Service Animal, (see Appendix A);
 - b) all costs related to the Guide Dog / Service Animal, including but not limited to food, grooming, leash, harness, crate and / or mat, veterinary care, et cetera;
 - c) obtaining training and maintaining the Guide Dog / Service Animal training to provide the accommodation in a safe manner that does not disrupt student learning;
 - d) providing confirmation of municipal license for the Guide Dog / Service Animal (to be updated annually);
 - e) providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the Guide Dog / Service Animal and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;

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- f) providing confirmation of a diagnosis from a registered family physician, nurse practitioner, pediatrician, psychologist, psychiatrist, audiologist or optometrist with a recommendation for the use of a Guide Dog / Service Animal;
- g) providing a description of the services provided to the student by the Guide Dog / Service Animal and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and / or goals of daily living while at school;
- h) providing a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the animal is an adult; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; is in good health to assist the student; and identifying the age and breed, (to be updated annually);
- i) providing evidence confirming general liability insurance providing coverage in an amount of 1 million dollars in the event of an injury or death as a result of the Guide Dog / Service Animal's attendance on school property or on a school-related activity.

Students

- 4.6 Students will be expected to act as the Guide Dog / Service Animal's primary Handler. The student Handler must:
- a) demonstrate the ability to control the Guide Dog / Service Animal in accordance with the training received;
 - b) ensure that the Guide Dog / Service Animal is always wearing a vest and leash or harness when the animal is working;
 - c) ensure the Guide Dog / Service Animal does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
 - d) ensure that the Guide Dog / Service Animal's biological needs are addressed, complete Management Plan for the Care of Guide Dog / Service Animal (see Appendix C);
 - e) transition and maintain at all times the Guide Dog / Service Animal on a leash, a harness, or in a crate;
 - f) comply with an accommodation plan that addresses the competing rights of others.

Guide Dog / Service Animal

- 4.7 The Guide Dog / Service Animal:
- a) shall be highly trained and certified to the standard of an Accredited Training Organization;
 - (i) will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months, or as requested by the Principal.

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- b) must be groomed and clean;
- c) must at all times while on school property or at a school-related event, be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- d) must *not* engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
 - (i) such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating.
 - (ii) any such behaviour is grounds to prohibit the Guide Dog / Service Animal's attendance on school property and in the school building.
- e) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;
- f) must demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

5.0 Assessment of the Accommodation Request

- 5.1 Once the application and all necessary documentation is received by the school Principal, a review will take place by the Board team supporting the student and a meeting shall be scheduled to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable time frame.
- 5.2 A meeting with the Board team supporting the student, the parent(s) / guardian(s) / adult student and student (as appropriate), the health practitioner recommending the Guide Dog / Service Animal for the student, the trainer of the Guide Dog / Service Animal and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.
- 5.3 Each request for a Guide Dog / Service Animal will be addressed on an individual basis giving consideration to:
 - a) the individual learning strengths and needs of the student, the student's Individual Education Plan (IEP) goals, Management of Aggressive Behaviour Safety Plan, Behaviour Plan and / or student's Individual Plan of Care (IPOC);
 - b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
 - c) evidence of how the Guide Dog / Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and / or act of daily living necessary while at school;
 - d) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog / Service Animal;

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- e) the training and certification of the Guide Dog / Service Animal and student as Handler;
 - f) the impact of the accommodation on the student's dignity, integration and independence;
 - g) whether one or more alternative accommodations can meet the needs of the student;
 - h) whether the student's attendance with a Guide Dog / Service Animal might require an increase in the level of staff support provided to the student;
 - i) the impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;
 - j) any competing human rights of students, staff, and community members using the school pursuant to a permit.
 - (i) recommendations for accommodation plans to reconcile competing rights
- 5.4 The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and / or needs of daily living.
- 5.5 A Guide Dog / Service Animal shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. The parent(s) / guardian(s) / adult student must complete the Application for Guide Dog / Service Animal, (see Appendix A).
- a) The accommodation process following a request by a parent(s) / guardian(s) / adult student for a Guide Dog / Service Animal shall be consistent with the process noted above, but shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash or harness or in a crate and how such restrictions might impact accommodation.
- 5.6 The determination with respect to the application for a Guide Dog / Service Animal shall be communicated to the parent(s) / guardian(s) / adult student in writing. (See Sample Letter Decision Approving Guide Dog / Service Animal, Appendix D or Sample Letter Decision Declining Guide Dog / Service Animal, Appendix E).
- 5.7 In the event that an application has been declined, any questions or concerns should be directed to the Principal.

6.0 Implementing the Accommodation

Where approval is granted, the school Principal, in consultation with the student's educational team, will do the following:

- a) make changes to the student's IEP and / or the student's IPOC;

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- (i) may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
- b) organize an orientation session for school staff, students and the student Handler;
- c) develop a timetable identifying a bio-break, water break, location / process to be followed during instructional and non-instructional times;
 - (i) access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act* or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled.
 - (ii) assessment may be required by the School Board's Safety Specialist, of health and safety issues applicable to different areas / activities in the school.
- d) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- e) send notice to the community via a letter to parents / guardians (See Sample Letter to School Community, Appendix F); posting on the school's website / social media; presentation by the trainer of the Guide Dog / Service Animal during a School Council meeting; signage on the school's front door, gymnasium and library doors; communication to potential occasional staff accepting a position where the Guide Dog / Service Animal may be providing service to the student;
- f) hold a student assembly for introduction and orientation regarding the Guide Dog / Service Animal;
- g) make arrangements for transportation of the Guide Dog / Service Animal to and from school, if necessary;
 - (i) if the Guide Dog / Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights; the transportation plan must specify where the Guide Dog / Service Animal and student will be located; the vehicle shall have a sticker / sign identifying the presence of a Guide Dog / Service Animal on board.
 - (ii) documentation about the Guide Dog / Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog / Service Animal's presence.
 - (iii) specialized transportation shall **not** be provided solely for the purpose enabling the Guide Dog / Service Animal to travel to and from school with the student.

7.0 Continuous Assessment

- 7.1 A review of the effectiveness of the Guide Dog / Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.
- 7.2 Approval may be revoked at any time by the Principal if:
- a) there are any concerns for the health and safety of students, staff or the Guide Dog / Service Animal;
 - b) there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog / Service Animal from the classroom immediately, and the student's parent(s) / guardian(s) will be called to pick up the Guide Dog / Service Animal from the school. Alternative options for accommodation will be discussed;
 - c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students / staff such that there is a new competing right;
 - d) the Board in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

8.0 Records

- 8.1 A copy of the application, confirmation of approval / denial of application, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record.
- 8.2 The School Board shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent(s) / guardian(s) / adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3 The Board is required, pursuant to PPM 163 School Board Policies on Service Animals, to collect information regarding the implementation of the policy and procedure regarding Guide Dogs / Service Animals, including:
- a) Total number of requests for students to be accompanied by a Guide Dog / Service Animal;
 - (i) Whether requests are for elementary or secondary school students.
 - (ii) The student's grade.
 - b) The number of requests approved and denied;
 - (i) If denied, the rationale for the decision, including a description of other supports and / or services provided to the student to support their access to the Ontario Curriculum.

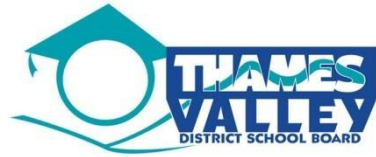
STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- (ii) Species of Service Animals requested and approved.
- (iii) Types of needs being supported: emotional, social, psychological, physical.

9.0 Food Areas

Regulation 493/17, of Ontario's *Health Protection and Promotion Act*, allows Guide Dogs / Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs / Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.

No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.



Student Use of Guide Dogs / Service Animals

Application for Guide Dog / Service Animal

This form is to be submitted to the School Principal.

School _____

Grade _____

Student Name _____

Address _____

Home / Cell Telephone Number _____

Disability-Related Needs to be Accommodated by the Guide Dog / Service Animal

- Please attach a copy of the assessment report from a registered family physician, pediatrician, nurse practitioner, psychologist, psychiatrist, optometrist or audiologist containing the student's diagnosis. This report describes, in detail the disability-related learning needs, or acts of daily living, to be accommodated and how the Guide Dog / Service Animal will provide accommodation in a school setting.

Municipal License

- Please attach a copy of the municipal license, not more than 12 months old. This license must be updated on an annual basis.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the breed of animal, age of animal and that the animal is an adult;
 - the animal does not have a disease or illness that might pose a risk to humans;
 - the animal has received all required vaccinations;
 - the animal is in good health to assist the student.

Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Animal's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR Standard for Training, as defined in the Student Use of Guide Dogs and Service Animals Procedure 5018a.
- A letter confirming that the trainer will attend a School Council Meeting to provide a presentation and respond to questions from the school community.

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- Please attach a copy of the certificate, not more than 6 months old, confirming the student handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR Standard for Training, as defined in the Student Use of Guide Dogs and Service Animals Procedure 5018a.

Information regarding Guide Dog / Service Animal

- Describe in detail the tasks or services performed by the Guide Dog / Service Animal.

- Identify the oral commands or visual signs to which the Guide Dog / Service Animal responds.

- Attestation will be required confirming that the Guide Dog / Service Animal does not make vocal noises, does not engage in distracting behaviour, and does not exhibit aggression.

- Identify whether the Guide Dog / Service Animal will be on a leash, or a harness, or in a crate.

- Describe the biological needs of the Guide Dog / Service Animal.

Student

- Can the student independently manage the Guide Dog / Service Animal?

- Describe in detail where, when and how the student currently utilizes the Guide Dog / Service Animal's services in public spaces for accommodation purposes.

- Please describe below what responsibilities the student is capable of performing independently.

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

Insurance

The owner of a service animal is responsible for any injury or death caused by the animal. Please attach a certificate of home or contents insurance. Where the animal is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the animal.

Personal information of the student and parent/guardian is being collected by the Thames Valley District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act s.170(1)7* and PPM 163 and the *Human Rights Code*, s.1.



Student Use of Guide Dogs / Service Animals

Principal's Checklist for Guide Dog / Service Animal

School _____

Grade _____

Student Name _____

Pre-Application Requirements for Guide Dog / Service Animal

- Meeting with applicant and school Principal
- Review and discuss requirements

Application Requirements for Guide Dog / Service Animal

- Assessment report with diagnosis and accommodation to be provided
- Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- Copy of municipal license (within 12 months)
- Veterinary certificate (within 3 months)
- Certificate of training or attestation for Guide Dog / Service Animal (within 6 months)
- Certificate of training or attestation for student Handler (within 6 months)
- Letter of confirmation that the trainer will present to School Council
- Certificate of insurance (within 3 months) or letter from the registered charity which owns the Guide Dog / Service Animal
- Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity

Implementation Requirements upon Approval

- Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom etc.)
- Management Plan for the Care of Guide Dog / Service Animal
- Timetable identifying bio breaks, when accompanying student, when in crate
- Emergency procedures (fire exit plan, lockdown plan, evacuation plan)

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- Confirmation letter to parent(s) / guardian(s) / adult student that Guide Dog / Service Animal will be accompanying student
- Information session at a School Council meeting
- Signage for front door, gymnasium door and library door advising of Guide Dog / Service Animal
- Transportation plan (if required)
- Orientation for school staff and students
- Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP)



Student Use of Guide Dogs / Service Animals

Management Plan for the Care of Guide Dog / Service Animal

Name of Student _____

Date _____

Name of Guide Dog / Service Animal _____

School / Site _____

Name(s) of individual(s) responsible for the implementation of the Management Plan for the Care of Guide Dog / Service Animal:

1. _____
2. _____
3. _____

NOTE: Responsibility for care of the animal rests 100% with the individual(s) listed above, not Thames Valley District School Board staff.

Water needs (e.g. provision of water bowl, procedures for use, cleaning, etc.)

Dietary Needs Procedure

Bladder / Bowel needs of the animal (e.g. frequency, location, disposal, etc.)

Other considerations

1. Rest periods from "work"

2. Hot weather

3. Winter weather

4. Additional Considerations

Signature of Parent(s) / Guardian(s) / Adult Student or registered charity staff

_____ Date _____

Signature / Name of Individual(s) responsible for care of the animal

_____ Date _____

_____ Date _____

Signature of Principal

_____ Date _____



Student Use of Guide Dogs / Service Animals

Sample Letter Decision Approving Guide Dog / Service Animal

[insert date]

Dear [insert Parent(s) / Guardian(s) / Adult Student]

I am writing to communicate the decision regarding your request that your child attend school with a Guide Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog / Service Animal in meeting your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog / Service Animal is groomed, has a vest, harness, leash or crate [if necessary], as well as a water bowl. All costs associated with the care of the Guide Dog / Service Animal will be your responsibility.

If concerns arise regarding the integration of the Guide Dog / Service Animal into the school community and your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Animal engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping et cetera, the Handler will be required to remove the Guide Dog / Service Animal from the classroom immediately and you will be required to arrange for the Guide Dog / Service Animal to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal



Student Use of Guide Dogs / Service Animals

Sample Letter Decision Declining Guide Dog / Service Animal

[insert date]

Dear [insert Parent(s) / Guardian(s) / Adult Student]

I am writing to communicate the decision regarding your request that your child attend school with a Guide Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to communicate that your request is being denied.

As we have discussed, your child is not able to perform the responsibilities of a Handler [and / or the Guide Dog / Service Animal is not trained and may be disruptive, or a distraction in the school environment], and reasonable alternative accommodations that respect your child's dignity, encourage independence and facilitate integration are available to support your child's learning needs and access to meaningful educational services.

If you wish to discuss this further, please arrange a time to meet with me.

Sincerely,

Principal



Student Use of Guide Dogs / Service Animals

Sample Letter to the School Community

[insert date]

Dear Parents/Guardians

This letter is to advise that a Guide Dog / Service Animal will be attending [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Animal is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest. The Guide Dog / Service Animal will be on a leash, a harness or in a crate at all times while on school property or at a school related function.

An information session has been scheduled to take place at a School Council meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of the Guide Dog / Service Animal.

An orientation session will be provided for all students, to explain the role of a Guide Dog / Service Animal as working animals, not pets, and to identify how the Guide Dog / Service Animal will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Animal in our school.

Thank you for your on-going support.

Sincerely,

Principal



POLICY

Title:	EQUITABLE RECRUITMENT, SELECTION AND PROMOTION OF STAFF	Policy No.: Effective Date:
Department:	Organizational Support Services – Human Resources	
Reference(s):	Ontario Human Rights Code Equity and Inclusive Education Policy 2022 Religious and Creed-Based Accommodation of Staff Procedure 2022b PPM 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools Accessibility for Ontarians with Disabilities Act, 2005 Constitution Act, 1982 Canadian Charter of Rights and Freedoms	

It is the policy of the Thames Valley District School Board to commit to excellence in education and equitable educational outcomes for all students.

The Board demonstrates this commitment by maintaining fairness, equity, and inclusion as essential principles governing its human resources systems and practices, and key determinants of educational environments in which all students, staff and families have a sense of belonging.

1.0 Objectives

1.1 The Board will, through an ongoing review of its human resources processes, procedures and practices, identify and remove discriminatory biases and systemic barriers that may limit opportunities for individuals for employment, mentoring, retention, and promotion in all Board positions. The Board will direct explicit and intentional efforts in this regard to groups of individuals identified as marginalized or having a historical experience of marginalization, exclusion or oppression.

1.2 The Board will implement strategies to actively engage, attract, and recruit diverse employees, and to retain and support a staff that reflects the diversity of the Thames Valley district.

1.3 The Board will recruit, select, mentor, and promote staff who demonstrate capacity to understand and respond to the lived experiences of the diverse communities within

Administered By:	Organizational Support Services – Human Resources
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Amendment Date(s):	2017 December 19
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the Board's jurisdiction.

2.0 Principles of Equitable Recruitment

- The Thames Valley District School Board workforce will increasingly reflect the diversity of the school communities being served within the Thames Valley district.
- All staff will demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable, meaningful access to education for all students.
- System and school leaders will model actions to enhance equity and inclusion as an essential leadership competency.
- All Human Resources processes, and actions by Thames Valley District School Board employees to implement these processes, will comply with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act.
- All applicants to positions with the Board will experience a selection process that is accessible, fair, consistent and transparent, regardless of the position being sought.
- The Equitable Recruitment, Selection and Promotion of Staff Procedure will govern all aspects of a job competition, regardless of the area or department responsible.
- Job competitions will be conducted within the parameters of Collective Agreements and Terms and Conditions where applicable.
- Tools, training and processes will be relied upon to mitigate bias in recruitment, selection, and promotional practices.
- Human Resources will support through training and education, model, and monitor for consistency and compliance the expectations outlined in the Procedure, and will be a resource for the organization at all stages of recruitment, selection and promotional practices.



PROCEDURE

Title:	EQUITABLE RECRUITMENT AND SELECTION OF STAFF	Procedure No.: 3018a Effective Date: 2020 June 08
Department:	Organizational Support Services – Human Resources	
Reference(s):	Equitable Recruitment, Selection and Promotion of Staff Policy 3013 Ontario Human Rights Code Equity and Inclusive Education Policy 2022 Religious and Creed-based Accommodation of Staff Procedure 2022b PPM 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools Constitution Act, 1982 Canadian Charter of Rights and Freedoms	

It is the policy of the Thames Valley District School Board to commit to excellence in education and equitable educational outcomes for all students.

The Board demonstrates this commitment by maintaining fairness, equity, and inclusion as essential principles governing its human resources systems and practices, and key determinants of educational environments in which all students, staff and families have a sense of belonging.

This Procedure outlines expectations for practice at each stage of the recruitment and selection process for all Thames Valley District School Board positions. The Procedure also sets out expectations for practice with respect to leadership development and promotion, to ensure alignment with the Equitable Recruitment, Selection and Promotion of Staff Policy and the legislation and policy referenced therein.

1.0 Principles of Equitable Recruitment

- The Thames Valley District School Board workforce will increasingly reflect the diversity of the school communities being served within the Thames Valley district.
- All Board staff will demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable, meaningful access to education for all students. System and school leaders will model actions to enhance equity and inclusion as an essential leadership

Administered By:	Organizational Support Services – Human Resources Services
Amendment Date(s):	

competency.

- All Human Resources processes, and actions by Thames Valley District School Board employees to implement these processes, will comply with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act.
- All applicants to positions with the Board will experience a selection process that is accessible, fair, consistent and transparent, regardless of the position being sought.
- The Equitable Recruitment, Selection and Promotion of Staff Procedure will govern all aspects of a job competition, regardless of the area or department responsible.
- Job competitions will be conducted within the parameters of Collective Agreements and Terms and Conditions where applicable.
- Tools, training and processes will be relied upon to mitigate bias in recruitment, selection, and promotional practices.
- Human Resources will support through training and education, model, and monitor for consistency and compliance the expectations outlined in the Procedure, and will be a resource for the organization at all stages of recruitment, selection and promotional practices.

2.0 **Recruiting Candidates**

- 2.1 For competitions open to the public, the Board will conduct active outreach to attract a diverse pool of qualified candidates reflective of Thames Valley communities. Outreach will be specific and targeted towards diverse candidate groups, and will include such strategies as:
- Advertising on websites and social media,
 - Attending job fairs and other recruitment events, and
 - Partnering with communities and organizations.
- 2.2 The Board will build and strengthen relationships with faculties of education to support the diversification of students and graduates.
- 2.3 The Board will actively communicate in all recruitment initiatives its commitment to meeting its obligations under the Ontario Human Rights Code, including through providing individual accommodations.
- 2.4 All Board staff involved in recruitment initiatives will participate in ongoing professional development to support best practices related to equitable recruitment.

3.0 **Posting Positions**

- 3.1 All job postings will contain the following equity, diversity, and accommodation

statement:

The Thames Valley District School Board is committed to equity and inclusion in the recruitment of qualified staff who reflect and support the diverse perspectives, experiences and needs of our students and school communities. The Thames Valley District School Board seeks to ensure that all recruiting processes are non-discriminatory and barrier-free and will provide accommodations to applicants in accordance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act (AODA). Please inform the Human Resources team member indicated below of the nature of any accommodation(s) that you require.

- 3.2 All postings and job descriptions will include, at a minimum, an expectation that the candidate can “understand and respond to the needs of diverse school communities.”
- 3.4 Postings will be reviewed to ensure all qualifications listed for a position (e.g. driver’s license) are *bona fide* job requirements, and do not represent unnecessary barriers to applicants.
- 3.5 At least one fully accessible and cost-free application method or service will be available for all job competitions.

4.0 **Shortlisting Candidates**

- 4.1 Criteria for shortlisting candidates, inclusive of the adjudication of minimum requirements for education and experience, will be determined by at least two (2) individuals. The Human Resources Manager responsible for staffing, and the Diversity and Equity Coordinator will be resources for determining shortlist criteria.
- 4.2 The rationale for all decisions to interview a candidate will be documented.
- 4.3 All aspects of the shortlisting process will comply with the Ontario Human Rights Code.

5.0 **Selection Process**

- 5.1 Selection teams will consist of a minimum of two (2) people, both of whom have received training related to bias-free interviewing and the impact of unconscious bias in the selection process.
- 5.2 One member of the selection team will act as Chair, and will be responsible for ensuring the selection process complies with this Procedure, including by coordinating or facilitating the team’s actions under the Procedure and documenting the selection process.
- 5.3 The selection process (including interview questions and evaluation by interview

team members) and the rationale for selection decisions will be documented. Records will be maintained by the Chair for one (1) year.

- 5.4 For each job competition, the selection process will be supported by screening tools – including, as applicable, assessments, interview questions, criteria for success, and reference check questions – that reflect the requirements outlined in the posting and selection criteria.
- 5.5 Interview format and questions will assess candidates' ability to support and engage a diverse student population, and to work collaboratively with a diverse group of co-workers.
- 5.6 Interview teams will use consensus scoring to evaluate candidates' responses to interview questions.
- 5.7 All candidates in a competition will experience a consistent process with respect to the format, timing, and content of interview and reference check questions. All candidates will receive complete and consistent information with respect to the process for selection and communication of outcomes.
- 5.8 All aspects of the selection process, including scheduling of interviews and reference checks, will take into consideration religious and cultural days of observance.
- 5.9 The availability of accommodation will be communicated to candidates throughout the recruitment and selection process, and all aspects of the process will otherwise comply with the Ontario Human Rights Code.

6.0 **“On-Boarding” and supporting staff**

- 6.1 Internal candidates who are unsuccessful in a selection process will be provided feedback upon request, with a view to growth and development. In particular, feedback will include, where applicable, areas for growth related to equity, diversity and inclusion.
- 6.2 Training related to equity, diversity and human rights-based accommodation will be part of the on-boarding process, and all newly hired employees will receive information about further professional development opportunities on these topics.

7.0 **Consistency, Transparency and Accountability**

- 7.1 Human Resources will conduct regular reviews of job competitions to ensure adherence with expected practices for equitable recruitment. Instances of non-compliance will be addressed by the Human Resources Manager responsible for staffing in consultation with the Superintendent of Human Resources.

- 7.2 Human Resources will work collaboratively with the Diversity and Equity Coordinator to monitor, review and amend this Procedure as appropriate.
- 7.3 All Board procedures related to selection and promotion of staff will be amended to include a statement of commitment similar to that outlined in 3.1 above.
- 7.4 All Board procedures related to selection and promotion of staff will be amended for consistency with this Procedure.



POLICY

Title: **DISPLAY OF FLAGS**

Policy No.:

Effective Date:

Department: Director's Services

Reference(s): Display of Flags Procedure
Equity and Inclusive Education Policy 2022

Safe Schools Policy 4008

[Education Act, Regulation 298](#)

[Department of Canadian Heritage National Flag of Canada Etiquette](#)

1.0 Policy Statement

It is the policy of the Thames Valley District School Board to display flags in a manner that:

- At all times reflects the dignity of, and respect for the National Flag of Canada;
- Demonstrates the Board's commitment, in principle and in action, to ensuring equitable and inclusive learning and working environments for all members of the TVDSB community; and
- Aligns with the Board's mandate and policies related to student achievement and well-being.

2.0 Roles and Responsibilities

It is the responsibility of the Director of Education to administer this policy.

It is the responsibility of Supervisory Officers, School Administrators, and Board staff to implement this policy, as outlined in the Display of Flags Procedure.

Administered By: **Director's Services**

Amendment Date(s):



PROCEDURE

Title: **DISPLAY OF FLAGS**

Procedure No.: 2033a

Effective Date: 2020 June 1

Department: Director's Services

Reference(s): Display of Flags Policy

Equity and Inclusive Education Policy 2022

Safe Schools Policy 4008

Advertising and Distribution of Political/Religious/Sectarian/Commercial and Non-Commercial Material in Schools Policy and Procedure 2001 / 2001a

Political Activity on Board Property Policy and Procedure 2006 / 2006a

Community Use of Buildings, Facilities and Equipment Policy and Procedure 4007 / 4007a

Expressions of Sympathy Independent Procedure 9057

[Education Act, Regulation 298](#)

[Government of Canada National Flag of Canada Etiquette](#)

1.0 Rationale

1.1 This Procedure governs the display and lowering to half-mast of flags at TVDSB schools and administrative buildings.

1.2 The National Flag of Canada as well as the flags of the provinces and territories have considerable significance as symbols of honour and pride for Canadians. In accordance with the TVDSB Display of Flags Policy, the display of all flags shall reflect this significance while supporting the Board's commitment to learning and working environments that are equitable and inclusive of the diverse TVDSB community.

1.3 Consistent with its commitment to equity and inclusion, TVDSB will support education and awareness regarding dates of remembrance and significance for TVDSB students, staff, and school communities. Schools may recognize these dates through a variety of means outside the scope of this Procedure, such as websites, newsletters, and social media.

2.0 Definitions

Half-mast: The positioning of a flag half-way down the mast as an act to bestow an honour and express a collective sense of sorrow. Its use in this Procedure is consistent with the *Education Act* and the Government of Canada's Rules for Flying the National Flag of Canada.

Flagpole: A cylindrical piece of wood or metal to which a flag is attached or from which it is hoisted. A flagpole may be independent of, affixed to, or mounted on a building.

Administered By: **Director's Services**

Amendment Date(s):

3.0 Flags and poles

3.1 All TVDSB buildings shall be equipped with an exterior flagpole.

3.2 All flags displayed at TVDSB sites shall be treated with dignity and respect at all times. Facility Services staff will ensure flags are in suitable condition, and that they are replaced when noticeably worn or damaged. Any National Flag to be discarded shall be returned to Corporate Services to be disposed of in a dignified manner.

3.3 Administration at each TVDSB site is responsible for purchasing any replacements of flags that have been approved for display in accordance with this Procedure.

4.0 National and Provincial Flags

4.1 Regulation 298 under the *Education Act* states as follows:

FLAG

5. (1) Every school shall fly both the National Flag of Canada and the Provincial Flag of Ontario on such occasions as the board directs. R.R.O. 1990, Reg. 298, s. 5 (1).

(2) Every school shall display in the school the National Flag of Canada and the Provincial Flag of Ontario

4.2 The National Flag of Canada shall be displayed on an exterior flagpole at all TVDSB buildings.

4.3 The National Flag of Canada is an important national symbol and when displayed with other flags, shall take precedence. The manner in which the National Flag of Canada is displayed is not governed by any legislation but by internationally established practice, as observed by the Government of Canada. The rules applied by the federal government are not mandatory, but rather serve as guidelines for individuals and organizations.

4.3.1 Another flag may be displayed on the same flagpole as the National Flag of Canada, in accordance with this Procedure.

4.4 The National Flag of Canada shall be flown in accordance with the Government of Canada's Rules for Flying the National Flag of Canada, in particular:

- No flag shall be larger than the National Flag of Canada.
- No flag shall fly higher than the National Flag of Canada.
- The National Flag of Canada should never be removed in order to fly another flag, banner, or pennant.
- When the National Flag of Canada is flown at a building with two flagpoles, it shall be flown on the flagpole to the left of an observer facing the Flag. Where three flagpoles are present, the National Flag of Canada shall be flown in the centre.

5.0 Display of Exterior Flags

5.1 With the approval of the Director of Education or designate, a principal may fly another

flag at their school in accordance with this Procedure, for a specified period.

5.2 Flag display requests shall be made electronically to the Director of Education or designate using the Flag Display Application Form, and must be received by the Director's Office at least 10 operational days prior to the requested flag display start date. The Director of Education or designate shall be responsible for determining an application in accordance with this Procedure, within five operational days.

5.2.1 In requesting to display a flag, principals must explain how the display aligns with the Board's commitment to ensuring equitable and inclusive learning and working environments, consistent with TVDSB's Display of Flags Policy and Equity and Inclusive Education Policy.

5.2.2 The Director or designate shall provide the rationale for approving or denying a request in writing. Questions or concerns regarding the outcome of a request shall be directed to the Director's office for a response.

5.2.3 School principals are responsible for communicating to their school communities the reason for displaying a flag and the duration of the display.

5.2.4 The Director's office shall notify the Communications Department of any approved flag display request.

5.3 The Director of Education or designate may direct the display of a flag at schools or administrative buildings, where such display aligns with the Board's mission, vision and values, and supports the principles and expectations of the TVDSB Safe Schools Policy and Equity and Inclusive Education Policy. In directing the display of any flag, the Director or designate shall specify the duration.

5.3.1 Communication to the system of the reason for displaying a flag in accordance with 5.3, and the duration of the display, shall be the responsibility of the Communications Department.

6.0 Half-Masting of Flags

6.1 A flag is flown at half-mast by raising it to the top of the flagpole and immediately lowering it slowly to half-mast. When one flag on a flagpole is flown at half-mast, all flags flown together shall also be at half-mast.

6.2 With the approval of the Director of Education or designate, a principal may lower flags at their school to half-mast in recognition of the death of a person, including an active student or staff member at their school.

6.3 The Director of Education or designate may direct that flags at all TVDSB schools and administrative buildings be flown at half-mast in recognition of the death of an active TVDSB staff member or student, or of another prominent individual recognized as having made significant contributions to the TVDSB community.

6.4 Flags at all TVDSB buildings shall be lowered to half-mast upon the death of a currently sitting Trustee or the Director of Education.

6.5 Flags at all TVDSB buildings in the relevant municipality or riding shall be lowered to half-mast on the death of:

- The Member of the House of Commons,
- The Member of the Legislature of Ontario,
- The Mayor or Warden.

6.6 The Director of Education or designate may direct that flags at schools and administrative buildings be flown at half-mast in recognition of other occasions of mourning or solemn recognition at the request or direction of the federal government or Government of Ontario, or as otherwise deemed consistent with the Board's mission, vision and values.

6.7 Flags flown at half-mast in recognition of the death of any person may remain at half-mast up to and including the day of the person's memorial service, where applicable, or in the alternative for a period of one week. Where a memorial service or other end date for a period of half-masting under this section falls on a non-operational day, the period will be considered to end on the next operational day.

6.8 Communication to the system of the reason for displaying a flag at half-mast in accordance with 6.3-6.6 shall be the responsibility of the Communications Department.

REPORT OF THE CHAIR'S COMMITTEE

2020 June 17
3:04 p.m. – 4:18 p.m.

MEMBERS

A. Morell (Chair) J. Bennett (by phone)
M. Ruddock B. Yeoman (by phone)
C. Rahman (by phone)

ADMINISTRATION AND OTHERS

M. Fisher B. Williams

1. APPROVAL OF AGENDA

The agenda, as amended, was approved by motion.

2. CONFLICTS OF INTEREST

As declared under item 6.0.

3. REVIEW UPCOMING BOARD MEETING AGENDAS

The upcoming in-camera and public Board meetings agendas for June and July were reviewed and discussed.

Recognizing Board motions from the 2020 April 21 and April 28 Board meetings pertaining to the 2020-21 Board meeting schedule and the use of video recordings for the Advisory Committees were deferred to the 2020 June 30 Board meeting; and

That, in consideration of the 2020 June 30 Special Meeting of the Board having been cancelled due to a change in the budget approval process resulting from a delay in receiving the Grants for Student Needs (GSNs) from the Ministry, the following recommendation was moved and carried:

That discussion and decision on the 2020-2021 Board meeting schedule and consideration of video recordings of Advisory Committee meetings be deferred to the 2020 July 14 Special Meeting of the Board, or if necessary, until a Special Meeting of the Board is called to receive the preliminary budget.

It was noted the 2020 July 14 Special Meeting of the Board was called to receive the preliminary budget. If further delays by the Ministry impact the ability to present a preliminary budget on July 14 that meeting may need to be rescheduled.

4. CORRESPONDENCE – none**5. STUDENT TRUSTEE MENTORS AND BOARD ROOM SEATING**

Board room seating and Student Trustee mentors was discussed.

The following recommendation was moved and carried:

That Trustees B. McKinnon, C. Rahman, and C. Antone be appointed as mentors to the three incoming Student Trustees.

Changes to the Boardroom seating plan were made and will be posted in the Trustee Conference Room in preparation for September meetings.

6. TRUSTEES' PROFESSIONAL DEVELOPMENT REQUESTS

Chair Morell and Trustee Ruddock declared a conflict of interest.

The following motion was moved and carried:

That Trustees A. Morell and M. Ruddock be approved to participate in an online training program being offered June-August, 2020 called *Culture, Covid and the Board: Navigating the Greatest Culture Transformation Opportunity and Threat of our Lifetime!*

7. OTHER BUSINESS

a. Governance Processes

Through discussion it was agreed to move forward with a facilitated session on governance processes. A. Morell identified two potential organizations that may be available. The importance of ensuring group work and discussion is a focus of the session was voiced. Quotes for services will be requested for the Chair's Committee to review. It was agreed, if possible, schedule the session for July.

b. Thought Exchange: ReEntry to School

A. Morell advised on the emails Trustees are receiving from parents wondering about the reentry to schools in September. Recognizing guidelines and direction will be provided from the Ministry in this regard, it was suggested a Thought Exchange be used to gather input/thoughts from parents. Director Fisher offered this was possible noting the other option was the use of Qualtrics.

In response to a question about potential regional differences in responses to COVID-19, Director Fisher advised on the consultations with each of the Health Units in the District and recognized regional considerations are likely.

c. City of London Motion

Understanding the City of London has passed a motion requesting action of the Thames Valley District School Board pertaining to Black Lives Matter, A. Morell advised that when that correspondence is received it will be included on a future Board agenda. Discussion centered on the process for adding items to the Board agenda in this respect.

d. Process for Deferred Motions

Discussion considered process issues pertaining to the deferred motions of the 2020 June 16 meeting.

8. DATE AND TIME OF NEXT MEETING

The next meeting will be at the call of the Chair.

9. ADJOURNMENT

The meeting adjourned at 4:18 p.m. by motion.

RECOMMENDATIONS:

That discussion and decision on the 2020-2021 Board meeting schedule and consideration of video recordings of Advisory Committee meetings be deferred to the 2020 July 14 Special Meeting of the Board, or if necessary, until a Special Meeting of the Board is called to receive the preliminary budget.

That Trustees B. McKinnon, C. Rahman, and C. Antone be appointed as mentors to the three incoming Student Trustees.

**ARLENE MORELL
CHAIR**