

THAMES VALLEY DISTRICT SCHOOL BOARD REGULAR BOARD MEETING AGENDA

February 23, 2021, 7:00 P.M.

Teams Meeting

- 1. CALL TO ORDER**
- 2. O CANADA**
- 3. STRATEGIC PLAN IN ACTION**
F.D. Roosevelt Public School
- 4. APPROVAL OF AGENDA**
- 5. OFFICIAL RECORD**
- 6. CONFLICTS OF INTEREST**
- 7. DIRECTOR'S ANNOUNCEMENTS**
- 8. CHAIR'S ANNOUNCEMENTS**
- 9. PUBLIC INPUT**
- 10. MINUTES OF THE 2021 FEBRUARY 9 REGULAR BOARD MEETING**
 - a. Confirmation of Minutes**
 - b. Business Arising from Minutes**
- 11. STUDENT TRUSTEE UPDATE**
- 12. REPORTS FROM ADMINISTRATION**
 - a. Health Unit Presentation**
Timed Item: 7:30 p.m. - 8:00 p.m.
 - b. Initial Attendance Area Review Report for the Oxford County French Immersion and City of Woodstock Elementary Panel Accommodation Review**
- 13. REPORTS FROM BOARD COMMITTEES**
 - a. Thames Valley Parent Involvement Committee, 2021 January 14**

- b. Special Education Advisory Committee, 2021 February 2
- c. Chair's Committee, 2021 February 16
- d. Board Governance and Bylaw Review Committee, 2021 February 16
- e. Committee of the Whole, In-Camera Report, 2021 February 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

That we initiate the program (as described in the accompanying information) to recognize exceptional work by frontline staff in a simple, timely, effective, and on-going manner.

18. QUESTIONS/COMMENTS BY MEMBERS

19. DIRECTOR'S NEWS FROM THE SYSTEM

20. ADJOURNMENT

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR MEETING

February 9, 2021, 7:00 P.M.
Teams Meeting

TRUSTEES

A. Morell
 J. Bennett (-7:53)
 L. Pizzolato
 M. Ruddock
 B. Yeoman
 C. Rahman
 T. Rahman
 N. Keller

B. McKinnon (Chair)
 S. Polhill
 B. Smith
 J. Skinner
 P. Cuddy
 C. Antone
 M. Dhaliwal

ADMINISTRATION AND OTHERS

M. Fisher
 J. Pratt
 S. Builder
 A. Canham
 R. Culhane
 C. Lynd
 T. Langelaan
 D. Wright
 T. Testa
 P. Skinner
 S. Powell
 B. Williams
 C. Stager
 K. Auckland

M. Moynihan
 P. Sydor
 K. Wilkinson
 L. Griffith-Jones
 C. Giannacopoulos
 L. Nicholls
 G. Vogt
 A. Chahbar
 S. Smith
 S. Macey (-8:56)
 M. Merrimen (-7:20)
 M. Miskiewicz (-7:20)

REGRETS

S. Hunt

1. CALL TO ORDER

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

2. O CANADA

The meeting opened with a virtual performance of O Canada by Masonville Public School.

3. STRATEGIC PLAN IN ACTION

P. Skinner introduced Principal M. Miskiewicz and Vice-Principal M. Merrimen from Bryon Northview Public School who presented information regarding their strategies for improving communication and building relationships. Connections to the strategic plan were highlighted.

Trustees asked questions of clarification to the presenters.

4. APPROVAL OF AGENDA

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

5. OFFICIAL RECORD

None.

6. CONFLICTS OF INTEREST

None declared.

7. DIRECTOR'S ANNOUNCEMENTS

Director Fisher advised February is Black History month and provided an update on the work of the TVDSB Equity Team.

Director Fisher noted the importance of creating a learning environment that is respectful and makes students feel safe and welcomed.

Director Fisher reported students at TVDSB have an opportunity to celebrate the many achievements of Black Canadians and a chance to learn about the many noteworthy individuals who, throughout history, have had significant impact inducing change in our society.

8. CHAIR'S ANNOUNCEMENTS

None.

9. PUBLIC INPUT

None.

10. MINUTES OF THE 2021 JANUARY 26 REGULAR BOARD MEETING

a. Confirmation of Minutes

The minutes of the 2021 January 26 meeting of the Board, with amendments to item 10.b (Business Arising from the Minutes), were approved on motion of Trustee Yeoman, seconded by Trustee Antone.

b. Business Arising from Minutes

None.

11. STUDENT TRUSTEE UPDATE

Student Trustee Rahman provided an update on their progress with their advocacy initiatives noting a focus on mental health and equity.

12. REPORTS FROM ADMINISTRATION

a. 2020-2021 TVDSB Operational Plan

Director Fisher provided for information the Operational Plan for 2020-2022. Key areas of focus, goals and objectives aligned to the Board's Strategic Priorities in support of student achievement and well-being were detailed.

Administration responded to questions of clarification regarding measuring results, collecting achievement data for FNMI students, aligning the Operational Plan with the Strategic Plan in the next cycle, addressing learning loss/gaps, planning/collaborating with FNMI communities, and completing assessments.

In response to a question, Director Fisher confirmed the 2020-2022 Operation Plan is a working document and may be updated as needed.

b. Budget

1. 2020-2021 Interim Financial Report

S. Macey presented for information the 2020-2021 Interim Financial Report outlining the revised budget estimates at 2020 November 30. Detailed in the

report were the changes in revenues and expenses differing from the approved budget noting the impact of lower enrollment and COVID related expenses and revenues.

Questions of clarification were addressed by Administration.

2. 2021-22 Budget Review of Public Input Process

C. Lynd presented for feedback the proposed public input process for the 2021-2022 budget. Similar to the previous year, a survey process was recommended.

Trustees provided feedback including amendments to the survey question, allowing for 60 days public input, and engagement of stakeholders.

Suggestions were captured by C. Lynd.

13. REPORTS FROM BOARD COMMITTEES

a. Chair's Committee, 2021 February 2

Trustee Ruddock highlighted items from the written report of the Chair's Committee provided to the Trustees in the agenda package. The recommendation of the Committee was outlined.

Moved by M. Ruddock

Seconded by B. Smith

That the Trustee allowance for printer expenses, for items such as paper and ink, be increased to \$250 for the current fiscal year to support Trustees working from home.

CARRIED

14. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

a. Ontario Public School Boards' Association (OPSBA)

Trustee Morell provided information on the Public Property Assessment Network/OPSBA Scholarship for Graduating Students noting registration will be open until 2021 May 21.

Trustee Morell advised on upcoming Advocacy Day detailing changes from previous years to accommodate hosting the event in a virtual environment.

Trustee Morell reported Dr. Hayley Hamilton will be the next speaker in the OPSBA speaker series. Dr. H. Hamilton will virtually present *Mental Health Among Students and Adults How are They Doing?* on 2021 February 11 at 12:00 p.m.

Trustee Morell reported the OPSBA legislative update is available for review and outlined the subject matter.

Trustee Morell reported the OPSBA Region meeting will be held virtually on 2021 February 20 at 9:00 a.m.

b. Thames Valley Education Foundation (TVEF)

Trustee Skinner advised this week would have marked TVEF's 11th annual Toonie Tuesday, a fundraising event for thousands of TVDSB students and staff to raise funds in support of the Caring Fund.

An email will be sent to staff and Trustees reminding them donations can be made to Thames Valley Education Foundation Caring Fund through payroll deduction.

Trustee Skinner extended appreciation to all staff and Trustees currently making payroll contributions to the Caring Fund noting over \$46,000.00 was raised through payroll deductions last school year.

15. COMMUNICATIONS

None.

16. NOTICE OF MOTION

Trustee Smith presented the following Notice of Motion:

That we initiate the program (as described in the accompanying information) to recognize exceptional work by frontline staff in a simple, timely, effective, and on-going manner.

17. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

None.

18. QUESTIONS/COMMENTS BY MEMBERS

Questions of clarification were addressed regarding waitlists for students to transition between FRL and in-person learning, connectivity/reintegration for students returning to in-person learning and communicating changes in masking requirements to families and staff.

19. DIRECTOR'S NEWS FROM THE SYSTEM

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

20. ADJOURNMENT

On motion of Trustee Cuddy, seconded by Trustee Morell the meeting adjourned at 9:14 p.m.

Bill McKinnon
Chairperson

REPORT OF THE STUDENT ADVISORY COUNCIL (SAC)

2021 February 10
4:00-6:01 p.m.

Student Trustees: M. Dhaliwal, N. Keller, T. Rahman

Students Senators: A.B. Lucas SS: K. Ding, B. Maudsley, H Cator; London Central SS: A. Haq, H. Satheeskumar; Central Elgin CI: Clarke Road SS: K. Doxtator, W. Slade; College Ave SS: J. Cote, J. Jawad; East Elgin SS: S. Shelly; Glencoe SS: C. Metivier, L. McFadden, J. Nicholls; Glendale HS: E. Mitchell; H. B. Beal SS: E. Deagle, J. Classen, L. Huston; Huron Park SS: P. Patel, M. Stuart, M. Panchel; Ingersoll DCI: J. Underwood; London South CI: Lord Dorchester SS: C. Zavitz; Montcalm SS: E. Shadbolt; Oakridge SS: D. Fosterdelmundo, J. Fan; Parkside CI: A. Master, C. Golding, M. Moore; Saunders SS: D. Antone, K. Burke, K. Ellis; B. Saidam; Sir Frederick Banting SS: R. Sharma, R. Hossian, H. Carr; Sir Wilfrid Laurier SS: J. Andre, K. Karout, A. Morales; Strathroy DCI: West Elgin SS: D. Fletcher; Westminster SS: N. Fayadh; Woodstock CI: M. LeConte, R. Gilbert.

Administration and Others: B. McKinnon (Chair), L. Pizzolato (Trustee), S. Builder (Superintendent), S. Hines (Executive Assistant to the Trustees).

1. INTRODUCTIONS, APPROVAL OF AGENDA AND MINUTES

Student Trustee Rahman called the meeting to order at 4:01 p.m. and Student Trustee Dhaliwal acknowledged the traditional territory on which the Student Advisory Council meeting was held. The current agenda and previous minutes were approved.

2. WELCOMING QUESTION: What is the one hobby, daily habit or skill you picked up over the course of the last year in quarantine?

Discussion was held and Student Senators shared their thoughts on new hobbies or habits acquired ranging from yoga, video making, leaving cell phones for at least one hour before viewing when they woke up in the morning, practiced organization skills, listened to new music, sewing, baking, as well as painting.

3. STUDENT TRUSTEES ON THE BOARD POLICY AND PROCEDURE - INPUT

Student Trustees Dhaliwal and Rahman shared with the group that the *Student Trustees on the Board* policy and procedure are currently under review. A request has made for the Student Senators on the Student Advisory Council to provide feedback. The Senators viewed a slide presentation, reviewing the information requested for feedback. A google form will be emailed to the Senators for feedback.

4. WHAT SOLUTIONS AS SENATORS CAN WE PROVIDE TO THE BOARD TO HELP WITH THE RECENT CHANGES MADE BY THE GOVERNMENT TO OUR LEARNING?

Indigenous Student Trustee Keller facilitated the conversation regarding possible solutions Senators could provide to Senior Administration surrounding recent changes made by the Ministry of Education around student learning. Indigenous Student Trustee Keller noted that there are some mandates that cannot be changed as the Ministry of Education implements them. The following feedback was taken from the Senators.

- Student 1 - Lunch later in the day – some students are provided snacks in their rooms to keep them nourished while others are not. Providing a healthy snack bucket in each classroom would be helpful.
- Student 2 - Durham District School Board has twice the amount of time to learn at school. The students have classes every other day. Students start class at 10:00 a.m., students go home after this class and have a second class on google meets. Both classes are held on the day they would normally go to school, the next day they would have a homework day. At Thames Valley the students attend school every other week.
Student 2 – The concern was raised that students learning at home are in toxic households. One suggestion was that perhaps the Ministry could give permission for libraries within schools to stay open for those students in need to do their work there instead of at home. Student 1 mentioned that teachers need to be aware and be able to recognize when a student enrolled in online learning is suffering from abuse at home.
- Student 3 – Some students have indicated that they wish there were more spots open for them to switch to full remote learning. Some students did not feel safe going back to school this time when the Minister of Education said that it was safe for them to do so, but the opportunity for them to make the switch to full remote learning was not available. Student Trustee Rahman noted that initially the board had scenario in their plan where there were two check points where students could switch back

and forth between the two models, but removed it because the switching would jeopardize the teaching models for other students. The structures would have to be reorganized to accommodate the switches. She also let the group know that there is no wait list, but that each request is assessed on a case by case basis.

- Student 4 – Since returning to school this quadmester, the break time for the students is to be spent in their classrooms at their desks. This has been problematic because the students are not able to get up and move around, as they should be able to. Students are only allowed to leave their seats to go to the washrooms.
- Student 5 – Raised a concern regarding equitable assessments among students. Perhaps the teachers could look at general assessments for common courses across the board. This might help with a more fair assessment of students.

CHAPTER 3: IMPORTANCE OF INDIGENOUS VOICE AND PERSPECTIVE IN SOCIETY-Mental Health within Education System and Society, Knowledge of Indigenous People

Indigenous Student Trustee Keller shared a video of called 'What I Wish My Teachers Knew About Me'. M. Cywink, program coordinator of the First Nations Métis Inuit Student Leadership Council at Western University narrates the video and explains how society affects an individual's mental health on a daily basis. Indigenous Student Trustee Keller explained that he has been in situations where he has needed to be away from school to attend Indigenous ceremonies. When he has returned to school, some teachers are supportive while others are not as supportive.

5. ACCESSIBILITY TALK AND JAMBOARD ACTIVITY

Student Trustee Rahman opened the discussion on accessibility, explaining that accessibility pertains to the tools, measures and guidelines in place for all students to learn at their full potential no matter what barriers they face. The Senators completed a JamBoard activity answering questions regarding accessibility at their schools. Some of the comments posted to the board were read aloud and discussed. (attachment)

6. VOLUME OF OUR VOICES

Student Trustee Dhaliwal let the group know that OSTA-AECO have released their latest advocacy project entitled *Volume of Our Voice*. The newest advocacy project, serves to amplify student voice in their stories as students in Ontario's education system. The group is looking to publish student stories in three volumes this year, each addressing one of the following themes: the impact of COVID-19, cultural diversity, and diversity in gender identities and sexual orientation. Student Trustee Dhaliwal asked the Senators to go back to their school communities and if they hear of stories that they would like heard and addressed they can go to <https://osta-aeco.org/our-work/the-volume-of-our-voices/> and click on *Share your story* to submit it.

7. CLOSING STATEMENTS AND ADJOURNMENT

Student Trustee Dhaliwal closed the Student Advisory Committee meeting asking the Senators to keep an eye on the SLACK groups. The group was reminded that if they had any immediate questions or concerns to reach out to any of the Student Trustees. The meeting was adjourned at 6:01 p.m. The next meeting will be held on 2021 March 10 at 4:00 p.m.

M. Dhaliwal
Student Trustee
Co-Chair

N. Keller
Indigenous Student Trustee
Co-Chair

T. Rahman
Student Trustee
Co-Chair

DATES TO REMEMBER

2021 April 21, Indigenous Student Trustee Election
2021 April 22, Student Trustees Election

UPCOMING STUDENT ADVISORY COUNCIL MEETINGS

2021 April 7
2021 May 12

What are some accessibility issues you have identified at your school?

two female bathrooms as opposed to three male

Free tampons and pads either are not refilled or are not supplied. the dispensers are always empty

All gender washrooms need to be more accessible to students, one per school makes it so they cannot be used practically and sometimes are locked away during events.

We need all gender change rooms, even if it is a single person at a time. Not being able to change for activities is dangerous physically and mentally to gender diverse students.

Washrooms are not all gender change rooms

Not everyone has access to good internet, or special resources in order to properly participate in class when we switch in and out of online and in person classes

Guidance needs better intervention, many students fall through the cracks even though they show warning signs such as missing too much school/falling grades

LACK OF OPPORTUNITY. compared to other schools there is virtually no clubs/opportunities and the ones there are, are barely advertised until its too late for us to get involved.

Learning disability awareness for students, many students do not realize they have one and blame themselves for not being able to work/keep up

i believe a lot of people feel there is too big a difference between the way academically proficient and challenged students are treated and supported (ie the latter is left behind)

There should be trained LGBTQ support personnel in schools. There should also be LGBTQ sensitivity training for teachers.

on that note i believe there should be some sort of material to explain pronouns to teachers and how to respect them

The desks are REALLY small and as a taller/bigger person my legs are too big and the desk doesn't touch the ground sometimes-

More deaf and hearing impaired awareness

This can't really be helped but the size of classrooms at my school are extremely small because the building is so old and we're squished in like sardines :/

We only have stairs, nothing in our school is really wheelchair accessible

More connection between schools and community resources.

Some classrooms are stuck with desks that have chairs physically attached to them and I could see that being a drag for someone who is physically disabled.

Classes are usually full of students, leaving no room for walking, etc. Before COVID, we weren't allowed to bring our backpacks in classrooms because of tripping hazards.

I feel you here

I can't live without my backpack lmao

I agree this should be resolved. The school board could probably enable Linux apps on student chromebooks so that they can execute a JRE / C compiler locally. Nerdy explanation but IT would understand lol

gym areas should have specific codes to be met, such as areas that are designed for privacy, it can be really difficult to change if you know someone can see you

My school really lacks promoting awareness with mental health and giving the students ways to show how they feel and make them comfortable talking about it.

how the heck do you take phys.ed at home

I'm taking Phys Ed right now and it's mostly at home workouts and health

I think that information relating to leadership positions should be more available to students.

portables aren't very accessible :/

You have to bring your own water bottle as the fountains are turned off. If you are a bused student and cannot afford this, what are you supposed to do?

No promotion of any clubs or team, unless it's the rare announcement. I think it would be a good idea to have a list given out at the start of the year with the starting dates of each team/club so you never miss any tryouts, etc

entrance, but it's from the back of the school, so that's not really effective for students

Invisible disability awareness, not everyone who needs the elevator "looks" like they do to others.

programs like excel and Photoshop are not free at home.

oof photoshop is really expensive too

some sport teams cost money like hotels etc...

Our main entrance is just stairs to go to the bottom floor or top floor. No ramps or anything.

Something that's interesting is that in my Computer Science course, you NEED a laptop at home that isn't a Chromebook to be able to code. This isn't an option for many students

Many extracurricular's hours involve transportation not accesible to a lot of students

especially for kids who live far away from school or do not have city busses

Some schools do not have the best internet connection in general, from what I have heard it is more of a rural school issue, but I am not totally sure.

Some schools still utilize the one piece desks that leave arm room for right-handed people, but none for left handed people, though less common to see today, they are still in circulation.

Which practices have you seen implemented in your learning environment?

**Snack
Program**

What are some areas which you think have good accessibility measures and what are some that you think needs improvement?

High schools tend to be more accessible, than elementary schools from my experiences.

We have all gender inclusive washrooms

For online learning, if you have bad wifi or aren't able to join the Google meet, teachers don't really try to help you catch up and expect you to do the work even if you don't know material.

Good accessibility- we have a ramp in the foyer. Students have access to Chromebooks if needed. Improvement- only one way to go upstairs and equal number of male, female bathrooms..

There should be ramps for accessibility to any building / class

We need better internet speeds in some areas and better functioning computers (that aren't Chromebooks)

We have a wheelchair accessible elevator, and also a mini ramp on our top floor and there's like a slight level change

Our school provides students with chromebooks and ipads who dont have them at home for virtual learning

which sucks if you have math or some heavy course and I think teachers should try to help more for the students that can't come to the meets

to mention covid lasts over in cold iirc

Safety check-ups should be done regularly on classes. Certain classes can become extremely hot or extremely cold which can trigger certain illnesses/disorders

We could get a larger variety within our snack program. You never know what peoples home lives are, the snacks that students take at school could be the only thing they are eating that day.

Where ever there's a female washroom there will be a men's one close by. But (to my knowledge) we only have one gender-inclusive washroom which is on the first floor out of 3.

Air conditioning and heating are a big issue within every school I have gone too, but the rooms that have proper access to it are typically temperate.

The school got rid of pads and tampons in bathrooms, but we can go to the office for them.

I was lucky enough to be provided a cell phone with data to use as a hotspot for my school needs. While not everyone has access to LTE, 3G seems to be sufficient.

Same with any irregular noises, I had someone in my class almost have a seizure due to their epilepsy being triggered by an on-going buzzing noise in class

Teachers can constantly remind students of mental health resources, everyday



Date of Meeting: 2021 FEB 23

Item #: 12.b

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:
	For Board Meetings: <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Initial Attendance Area Review Report for the Oxford County French Immersion and City of Woodstock Elementary Panel Accommodation Review
PRESENTED BY: <i>(list ONLY those attending the meeting)</i>	Jeff Pratt, Associate Director Geoff Vogt, Superintendent of Facility Services and Capital Planning Ben Puzanov, Manager of Planning
PRESENTED FOR:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input type="checkbox"/> Information
Recommendation(s):	That Administration be directed to proceed with the Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review and establish an Attendance Area Review Committee (AARC) for the purpose of obtaining public feedback regarding the two accommodation options included in the Initial Attendance Area Review Report.
Purpose:	To provide an overview of the accommodation options for addressing the overcapacity challenge at Roch Carrier French Immersion Public School and the student distribution imbalances across English track elementary schools in the City of Woodstock as well as to seek approval to proceed with this attendance area review.
Content:	<p>Background</p> <p>At the October 27, 2020 Board meeting, Trustees requested that Administration prepare an Initial Attendance Area Review Report with options for addressing the enrolment pressure at Roch Carrier French Immersion Public School as well as the student distribution imbalance across English track elementary schools in the City of Woodstock. Because of the moratorium in place on pupil accommodation reviews, the preferred approach identified was the establishment of a dual-track school to provide for additional instructional space to meet the TVDSB's FI needs in Oxford County.</p> <p>The enrolment pressure in the City of Woodstock extends beyond Roch Carrier FI PS and is occurring due to increased development activity across the City. Much of the growth in Woodstock is occurring at the north end of the City, with new subdivisions contributing to increasing enrolment across the elementary panel. Through discussions with Oxford County planning staff, Administration was advised that the pace of development in the north end of Woodstock is expected to continue over the next five years. In addition, a secondary plan exercise is anticipated to be initiated for a large tract of land that was recently annexed into the City's corporate boundary at its southwest.</p> <p>Through the Ministry of Education's feedback provided regarding the TVDSB's most recent business case submission for an addition at Springbank PS,</p>

Administration was advised that the Board should utilize vacant pupil places across the City as a first approach to addressing the enrolment pressure.

Accommodation Options

In developing options to relieve enrolment pressure at Roch Carrier FI PS, a number of potential scenarios were explored. Oliver Stephens PS is one of two schools in Woodstock with enrolment at approximately two-thirds of its capacity. Given the school's current utilization, central location at the south end of Woodstock, proximity to Highway 401 and its current split attendance area on either side of Southside PS, it was identified as the preferred candidate for dual-track programming.

There are two options being recommended for Trustees' consideration. Both options would maintain Roch Carrier FI PS as a single-track FI school, establish a dual-track school at Oliver Stephens PS, increase the utilization at Eastdale PS and Algonquin PS, return holding zone students from Winchester Street PS to Springbank PS and alleviate some of the current enrolment pressure at Springbank PS. The difference between the two options relates to FI boundaries and is described below.

The full Initial Attendance Area Review Report is included in Appendix A.

English Track Attendance Areas

The English track boundary change recommendations are the same in both options. The recommended school attendance area changes pertaining to the English track schools are specific to Springbank PS and Algonquin PS in the northeast portion of the City and Oliver Stephens PS and Eastdale PS in the south end of the City. In addition, the students currently holding at Winchester Street PS are returned to Springbank PS.

The portion of the Springbank PS boundary north of Devonshire Avenue is recommended to be directed to Algonquin PS in order to alleviate enrolment pressure at Springbank PS. The portion of the Oliver Stephens PS attendance area that is west of Southside PS (west of Mill Street) is recommended to be directed to Eastdale PS in order to create sufficient consolidated space for dual-track programming at Oliver Stephens PS.

The following facility utilization changes, based on current on-the-ground (OTG) capacity, would result in the English track schools during the first year of implementation:

- Algonquin PS: Utilization increase from 81% to 113% in 2022, with a projected decrease to 96% by 2027.
- Eastdale PS: Utilization increase from 64% to 87% in 2022, with a projected increase to 96% by 2027.
- Springbank PS: Utilization decrease from 167% to 134% in 2022, with a projected increase to 161% by 2027.
- Winchester Street PS: Utilization decrease from 120% to 102% in 2022, with a projected decrease to 101% by 2027.

FI Attendance Areas - Option 1 (Administration's preferred approach)

Option 1 would create two French Immersion boundaries in Oxford County following a north/south geographic split. Roch Carrier FI PS would remain as a single-track FI school serving the north end of Woodstock and the northern portion of the County whereas Oliver Stephens PS would become a dual-track English and FI school serving the south end of the City and the southern portion of the County as a whole.

Under this option, utilization at Roch Carrier FI PS would decrease from 199% to 125% in 2022, with a projected increase to 168% in 2027. The utilization at Oliver Stephens PS would increase from 66% to 104% in 2022 and remain stable through 2027.

FI Attendance Areas - Option 2 (Administration's alternative to preferred approach)

In Option 2, Roch Carrier FI PS would remain as a single-track FI school and Oliver Stephens would be converted to a dual-track English and FI school similar to Option 1. However, in Option 2 the FI enrolment from the portion of the County outside of Woodstock would all attend Oliver Stephens PS. In addition, Oliver Stephens would have a FI boundary immediately surrounding the school to provide a more intimate and largely walkable neighbourhood boundary. All other FI students in Woodstock would attend Roch Carrier FI PS.

Under this option, utilization at Roch Carrier FI PS would decrease from 199% to 133% in 2022, with a projected increase to 172% in 2027. The utilization at Oliver Stephens PS would increase from 66% to 97% in 2022 and increase to 101% by 2027.

Additional Considerations

Given the growth occurring across Woodstock schools as a whole, the TVDSB will require capital investment from the Ministry of Education in order to permanently accommodate growing enrolment. The intent of the subject attendance area review is to position the TVDSB more favourably for securing that investment in addition to providing more instructional space to meet current FI demand in Oxford County.

The two options under consideration would alleviate enrolment pressure at Roch Carrier FI PS and Springbank PS while at the same time improve space utilization at Oliver Stephens PS, Eastdale PS and Algonquin PS. Algonquin PS is expected to need portables in the short term in order to assist with alleviating the significant enrolment pressure at Springbank PS. Enrolment at Algonquin PS is expected to gradually decline while growth at Springbank PS will persist. It is anticipated that continued enrolment growth at Springbank would be accommodated through a future school addition or an attendance area review process.

Roch Carrier FI PS currently provides single-track grade 1-8 FI programming in Oxford County. The school's enrolment is currently over capacity and projected to continue increasing. Consideration was given to introducing English track JK and SK classes at Roch Carrier FI PS as part of the subject

	<p>review in order to be consistent with other FI schools across the district. However, because of the development activity forecast in the north end of Woodstock and the overall growth in enrolment that is anticipated, this is not preferred at this time. It is thus recommended that the introduction of English track JK and SK classes at Roch Carrier be re-evaluated at the time that an attendance area for a new English track school in north Woodstock is established through a subsequent attendance area review process.</p> <p>Administration has been in discussions with Oxford County Planning staff regarding the secondary plan process for the land that has been recently annexed into Woodstock's corporate boundary in the City's southwest. Depending on the type and density of residential development that is ultimately designated for this area as part of the secondary plan, it is anticipated that students in this part of the City would be accommodated at a new southwest school or an existing school in Woodstock through a subsequent attendance area review following the construction of a new school at the City's north end.</p>
Financial Implications:	The costs to complete the subject Attendance Area Review are expected to be accommodated within the 2020-2021 budget.
Timeline:	<p>Expected timeline if the Board of Trustees approves proceeding with the attendance area review and directs the formation of an Attendance Area Review Committee for the purposes of gathering public feedback:</p> <ul style="list-style-type: none"> • <u>February/March 2021</u>: Establish Attendance Area Review Committee (AARC). • <u>March 25, 2021</u>: Host Introductory AARC Meeting. • <u>April and May 2021</u>: Coordinate school-level AARC Subcommittee meetings. • <u>Summer 2021</u>: Review public comments and prepare Final Attendance Area Review Report. • <u>September 2021</u>: Provide Final Attendance Area Review Report to the Board of Trustees. • <u>September 2021</u>: Public Delegations Meeting(s). • <u>September 2021</u>: Decision of the Board of Trustees. • <u>September 2022</u>: Implementation of the Decision of the Board of Trustees.
Communications:	Administration is assembling a communications plan as part of the public consultation program for this attendance area review.
Appendices:	<p><u>Appendix A:</u></p> <p>Initial Attendance Area Review Report for the Oxford County French Immersion and City of Woodstock Elementary Panel Accommodation Review</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.

We build each student's tomorrow, every day

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



Oxford County French Immersion and City of Woodstock Elementary Panel Accommodation Review

Initial Attendance Area Review Report

Thames Valley District School Board

February 23, 2021

Watson & Associates Economists Ltd.
905-272-3600
info@watsonecon.ca

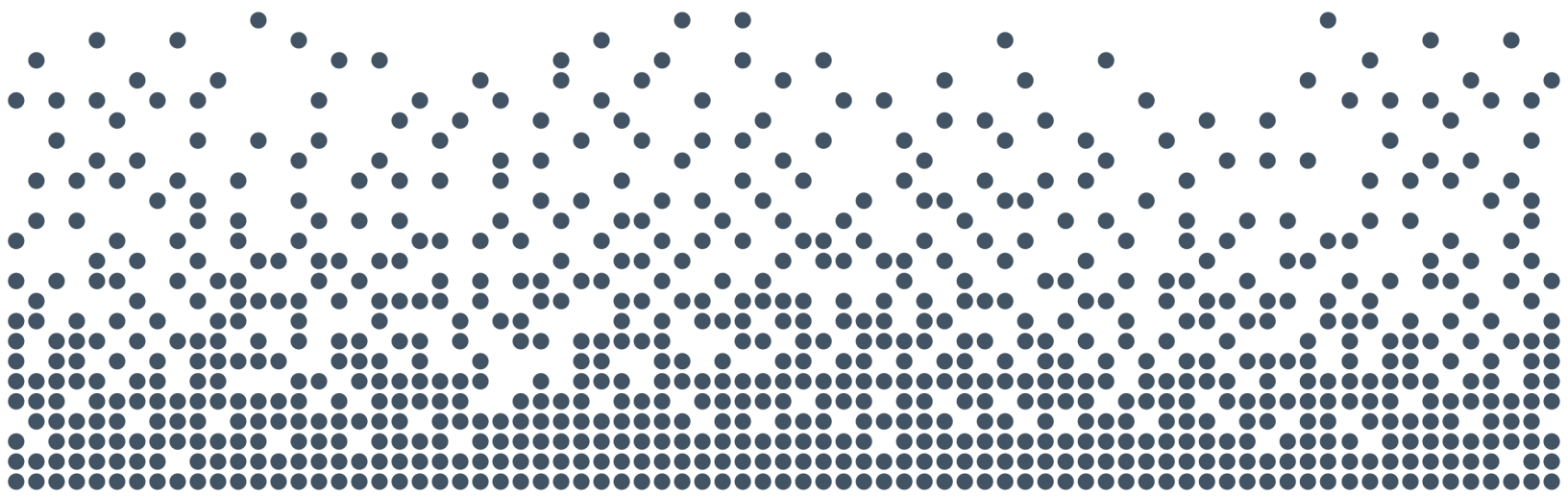
Table of Contents

	Page
Executive Summary	i
1. Background.....	1-1
1.1 Analysis Parameter.....	1-2
1.2 City of Woodstock Attendance Area Review.....	1-3
2. Current Situation	2-1
2.1 Woodstock Study Area	2-1
2.2 Issues Under Review.....	2-2
3. Current and Projected Residential Growth and Community Trends	3-1
3.1 Holding Zone Designation.....	3-1
3.2 Current and Projected Residential Development.....	3-1
3.3 Current and Projected Enrolment	3-3
4. Proposed Attendance Area Changes	4-1
4.1 Proposed English Track Boundary Changes	4-1
4.1.1 Proposed Changes	4-1
4.1.2 Expected Outcomes.....	4-2
4.2 French Immersion (FI) Option 1 – Preferred Option	4-6
4.2.1 Proposed Changes	4-6
4.2.2 Expected Outcomes.....	4-6
4.3 French Immersion (FI) Option 2 – Alternate Option	4-10
4.3.1 Proposed Changes	4-10
4.3.2 Expected Outcomes.....	4-10
5. Project Timelines.....	5-1
6. Community Outreach	6-1
7. Summary	7-1
Appendix A School Profiles	1



List of Acronyms, Abbreviations, and Terms

Acronym	Full Description of Acronym
MOE	Ministry of Education
OTG Capacity	On-the-Ground Permanent School Capacity
PS	Public School
TVDSB	Thames Valley District School Board
FI	French Immersion
ET	English Track
Functional Capacity	OTG Permanent Capacity Plus Portable Spaces



Executive Summary



Executive Summary

This report examines the schools within the City of Woodstock, and the enrolment pressures currently seen in both English Track and French Immersion programs. The recommendations presented within this report are based on an analysis of both the Board's current and short to mid-term needs. This report is not intended as a stand-alone document and should be consistent with other Board strategies, policies, and objectives.

The primary objectives of this study are to analyze relevant demographic, enrolment, and facility data and trends to identify schools within the City of Woodstock that could be better utilized through attendance area boundary changes. Select data, metrics and on-the-ground realities will highlight viable schools and boundaries that can accommodate both existing and projected enrolments. The City of Woodstock's population has been increasing and this growth is expected to be sustained. This increase in population is causing enrolment pressures at many of the Board's elementary schools which will necessitate additional elementary spaces over the coming years. However, to ensure that capital funding for additional spaces is secured and to deal with the more immediate pressures, the Board must first ensure that existing spaces and resources are used efficiently.

The options considered as part of this review attempt to deal with both the enrolment pressures at certain English Track English schools as well as the pressures at the Board's only French Immersion school in Woodstock. Two French Immersion and one English Track options have been provided that will help the Board identify opportunities to use its facilities more efficiently and to improve resource allocation. The options are intended to outline a strategic approach to address accommodation issues that will arise over the next five to ten years, while also providing the flexibility to address the immediate pressures.

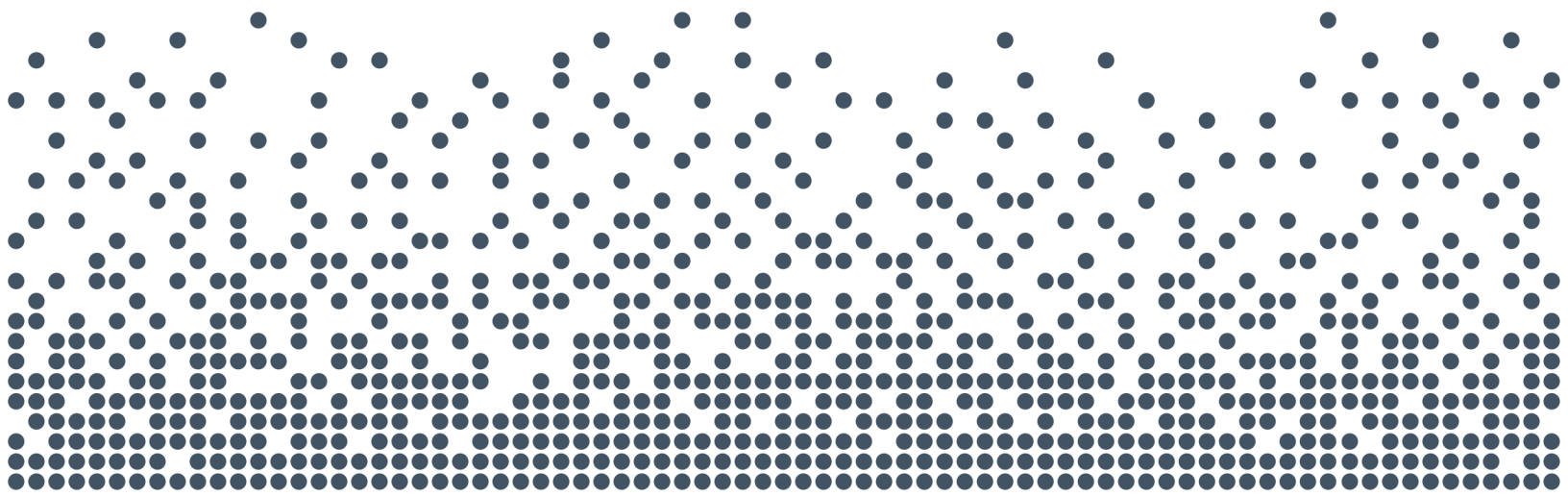
The proposed measures target the three most underutilized schools (Algonquin PS, Eastdale PS, and Oliver Stephens PS), as well as two critically overutilized schools (Roch Carrier FI PS and Springbank PS). No changes are proposed for Northdale PS as it is currently well utilized and does not face significant enrolment pressure. Similarly, enrolment at Winchester PS is stable and within its capacity, however this is evident only after redirecting students currently holding at Winchester PS back to their home school, Springbank PS. Likewise, Southside PS is not subject to proposed



changes although it, in contrast, is currently overutilized and is expected to remain so – this situation will be addressed at a future date, as the planned opening of a new school in north Woodstock will create additional student spaces in Central PS, allowing for more additional accommodation solutions at that time.

Meanwhile, the utilization metrics for each of the schools targeted by the proposed changes will improve significantly. Algonquin PS will see an increase in its utilization rate of about 20%. This school will likely require some portables in the short-term but will eventually be able to accommodate students within its permanent space. Similarly, Eastdale PS and Oliver Stephens PS will see significant increases in utilization, bringing them both to approximately 100% utilization.

Most importantly, enrolment pressures at Roch Carrier FI PS and Springbank PS will be alleviated, which will allow the removal of six portables from Roch Carrier FI PS and four from Springbank PS. This will result in both schools being well utilized in 2022 but, as new residential developments in Woodstock build out, both schools will have a functional utilization of around 115% by 2027 and may require further measures or additional temporary spaces.



Report



1. Background

The Thames Valley District School Board (TVDSB) provides educational services to the Cities of London, St. Thomas and the Counties of Middlesex, Oxford and Elgin. As with much of Canada, the Board's jurisdiction grew in population post World War II with what has come to be known as the Baby Boom. The population increases required infrastructure and construction development throughout the 1950s to the 1970s to respond to the needs of growing communities and cities. Consequently, most schools in both the Province and the Board's jurisdiction were constructed during this time. Over the past few decades, the Baby Boom population has aged while the pre- and school-aged population has declined (0-18 years). The Canadian total population grew by approximately 11% between 2001 and 2011; one of the highest rates of growth within any of the G8 countries globally. Since 2011, the Canadian population has continued to grow by an additional 5% (2011 to 2016), and by an additional estimated growth of 5% from 2016 to 2020. School-aged children growth rates were largely declining during the 2001 to 2011 period and by 2011 to 2016 started to stabilize and are now starting to increase as Canada saw a 1% growth of 5- to 19-year-olds over the 2011-2016 period and a 4% increase from 2016 to 2020¹.

The TVDSB is dealing with similar growth rates and changing settlement patterns across its jurisdiction. These changes in population and employment/migration patterns, have impacted Board enrolments and resulted in the need for continued accommodation planning to properly evaluate the Board's facilities. Over the next 10-years, it is anticipated that the growth and development within the Board's jurisdiction will continue to increase rapidly, which will cause enrolment pressures if not dealt with accordingly. Any future decisions must be made in the context of both Board and Ministry of Education initiatives and policies regarding possible consolidations, boundary changes and/or requests for capital funding.

¹ [Statistics Canada. Table 17-10-0005-01 Population estimates on July 1st, by age and sex](#)



1.1 Analysis Parameter

In past reviews, the TVDSB has defined the following parameters or principles to help guide the analysis of possible attendance area review options:

Sustainability with respect to enrolment projections and school utilization

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

Resolution of residential growth accommodation will allow the Board to properly plan for and provide long term stability for schools in the area.

From a program perspective, small grade cohorts can create challenges for organizing classes that meet Ministry class-size caps or targets and averages and can result in multi-grade classes. This can also result in other operational challenges such as teachers having fewer opportunities for team teaching and collaboration, fewer teachers being available for supervision and reduced offerings of extra-curricular activities.

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

The tools available to the TVDSB to achieve long-term sustainability are:

- The creation of (temporary) holding zones;
- The modification to attendance areas (Attendance Area Reviews); and,
- The request for Capital Priorities funding for the construction of additional pupil accommodation (such as additions, renovations, or new schools).



1.2 City of Woodstock Attendance Area Review

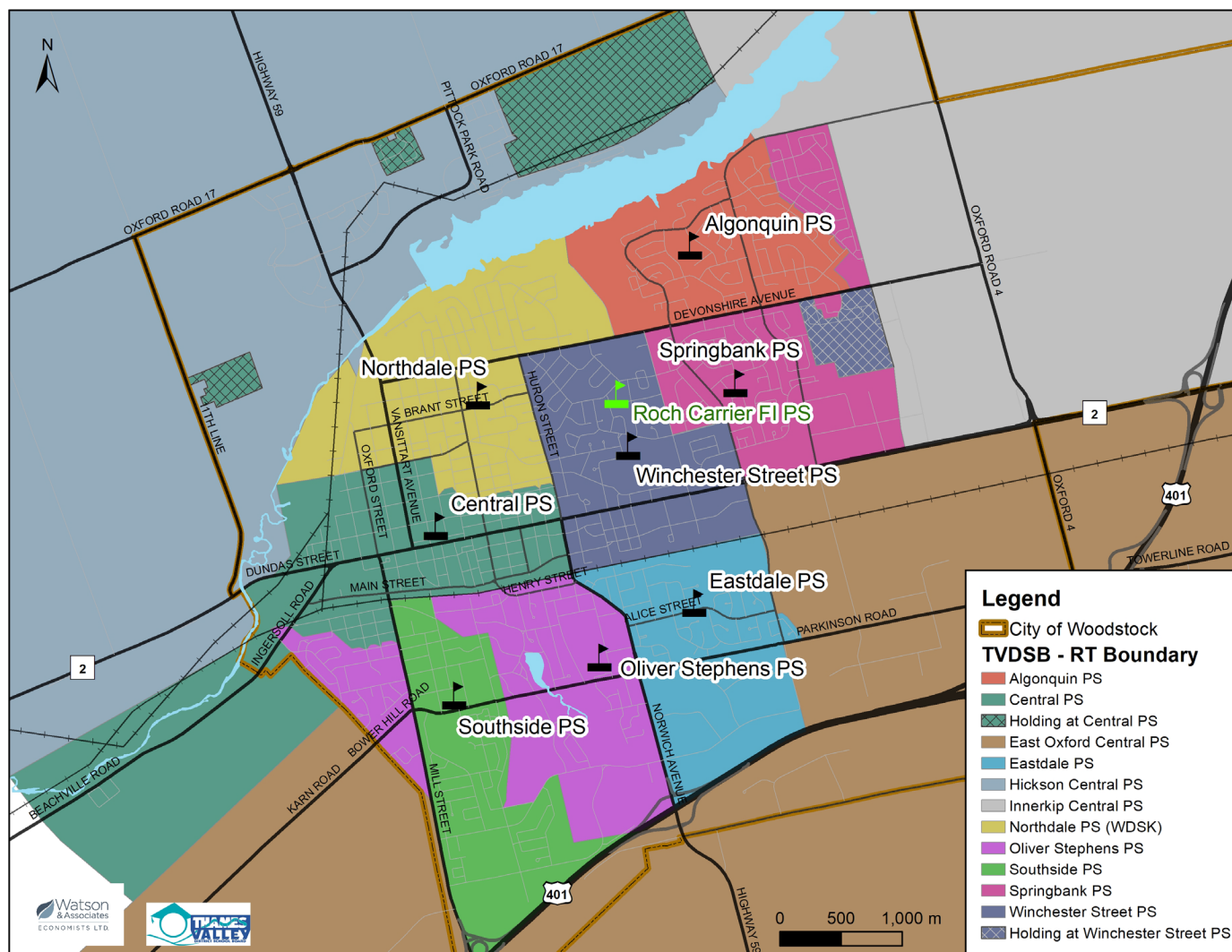
In order to address the accommodation challenges in Woodstock, the TVDSB is proposing to undertake an Attendance Area Review. This report details the technical aspects of that review and presents two accommodation options that, if adopted, would help alleviate enrolment pressures in overutilized schools in Woodstock, while increasing enrolments at underutilized schools. The aim of this analysis is to identify possible options using only existing facilities, without requiring the construction of new schools or additions. This will be primarily achieved through the reconfiguration of school attendance boundaries and holding areas.

One area of particular focus is the accommodation of French Immersion students, not only within the City of Woodstock, but throughout Oxford County as well. At present, all French Immersion students within the County of Oxford (including the City of Woodstock), attend the single-track French Immersion program at Roch Carrier FI PS, which is currently overutilized, and this situation is projected to worsen over the next several years. It is therefore necessary to consider the creation of an additional French Immersion school.

The locations of all existing schools within the City of Woodstock and their current attendance boundaries are presented in Figure 1-1 on the following page.



Figure 1-1: Current English Track Attendance Boundaries





2. Current Situation

2.1 Woodstock Study Area

Currently, the Board operates the following nine elementary schools in Woodstock:

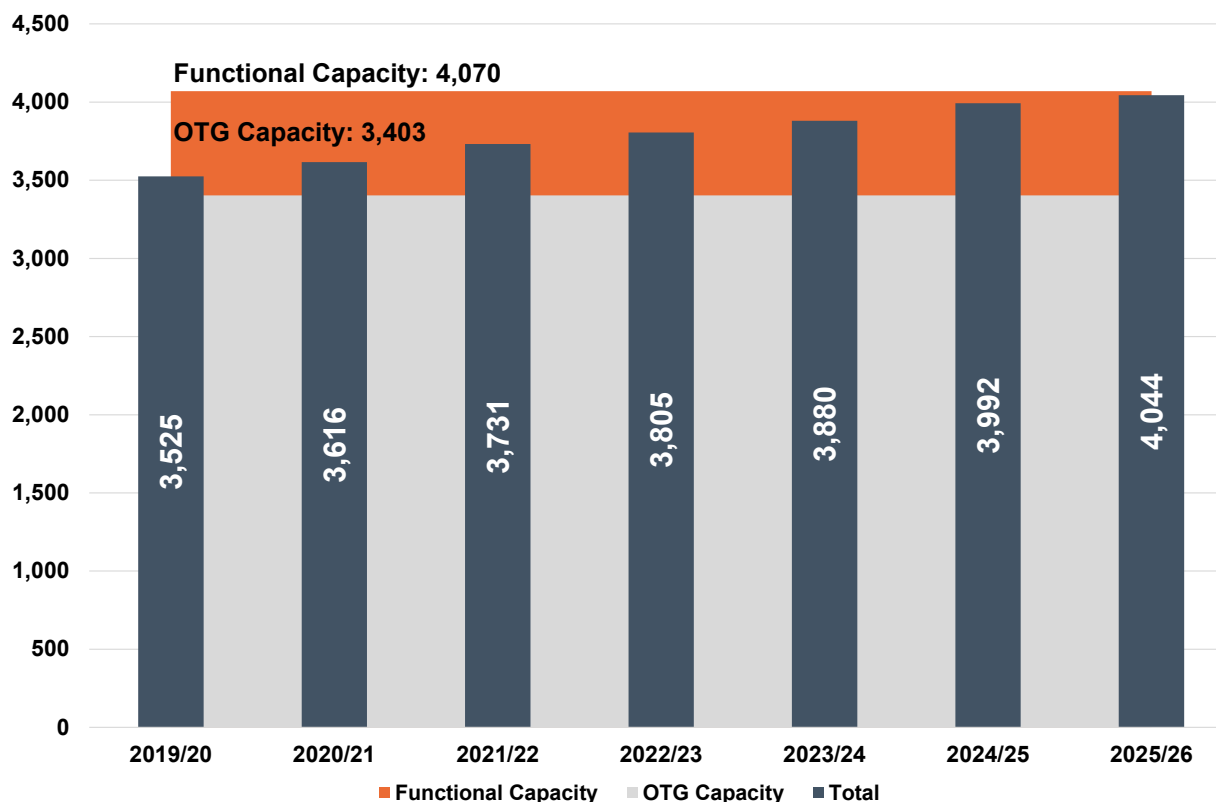
- Algonquin PS
- Central PS
- Eastdale PS
- Northdale PS
- Oliver Stephens PS
- Roch Carrier FI PS (Single Track FI)
- Southside PS
- Springbank PS
- Winchester Street PS

In addition to these nine, the attendance boundaries of East Oxford Central PS, Innerkip Central PS, and Hickson Central PS each extend into Woodstock, but only Hickson Central PS includes developed residential areas and, at present, receives a significant number of students from north Woodstock. TVDSB also offers French Immersion programming to students outside of the City, who are eligible for busing into Woodstock.

Figure 2-1 presents the total enrolment vs. the total on-the-ground (OTG) capacity and the functional capacity (defined as OTG capacity plus the number of spaces in portables, assuming 23 student spaces per portable) available within the nine schools. In 2019 there were 28 portables on sites in Woodstock, including Roch Carrier FI PS, which currently has twelve portables in total, six free-standing plus a six-room portapak. Looking at Woodstock as a whole, elementary enrolment exceeded the OTG capacity in 2019, and this enrolment pressure is expected to worsen over the forecast term, exceeding even the existing functional capacity by 2027/28.



Figure 2-1: Utilization of Woodstock Elementary Schools



2.2 Issues Under Review

This study will consider boundary reconfigurations at all schools receiving students from Woodstock, with the exception of Central PS and Hickson Central PS. These schools do face some enrolment pressures, but it is assumed that this will be relieved by a new elementary school that will be required in northern Woodstock as large new residential developments build-out. At present, students residing in northern Woodstock (north of the Thames River) are bused to Hickson Central PS, while Central PS also receives holding students from three major growth areas. A new school in north Woodstock would be expected to receive both groups, and it is therefore impractical to consider Central PS or Hickson Central PS for attendance area adjustments at this time.

Table 2-1 presents school utilizations in Woodstock, which are based on 2019 actual enrolment data, as well as projections for 2022 (assumed implementation year) and 2027 (5 years after implementation). 2019 enrolments were used instead of 2020 data to avoid any potential distortions that may have arisen due to the Covid-19 pandemic.



While total elementary enrolment in the study area is expected to increase by approximately 16% over the study term, this growth will not be evenly felt by all schools in Woodstock, and existing imbalances are expected to worsen over the coming decade. Looking first at permanent, OTG capacity, three schools are notable for low utilizations – utilization at Algonquin PS is expected to be 81% in 2022, which will worsen as enrolment in the community decreases, falling to 68% by 2027. Similarly, utilization at Eastdale PS and Oliver Stephens PS will respectively be 64% and 66% by 2022, which will improve slightly to 70% and 69% by 2027.

In contrast, four schools are significantly overutilized – Roch Carrier FI PS, Southside PS, Springbank PS, and Winchester PS. Enrolment pressures at Roch Carrier FI PS and Springbank are particularly noteworthy and are expected to nearly double each school's utilization rates by 2022 (199% and 167%, respectively), and to remain severe in 2027 (243% and 161%, respectively). These two schools are currently accommodating students using portables (12 at Roch Carrier FI PS and 10 at Springbank PS). While this temporary space is able to accommodate students in the immediate short-term, it is not a sustainable solution (at Roch Carrier FI PS, functional utilization, which includes spaces available in portables, will be 100% in 2022 and 123% in 2027).

Furthermore, the overutilization at Springbank is actually worse than it initially appears due to the holding zone located within the Springbank boundary, which currently sends existing students and future enrolment to Winchester PS. Table 2-2 presents similar figures as in Table 2-1, but assumes that all holding students are returned to their home schools, and also assumes the existence of a new elementary school in north Woodstock (the enrolments of Central PS and Hickson PS are accordingly adjusted). Under these assumptions, students holding at Winchester PS are redirected to Springbank PS, which will also apply to new students who will enter the system as the residential development builds out. This reveals worsening overutilization of Springbank PS, with 188% of its OTG capacity utilized in 2022, growing to 208% in 2027. Moreover, this situation remains critical even when factoring in temporary student spaces provided by portables – 115% of functional capacity is expected to be utilized by 2022, and 128% in 2027. Alternatively, the enrolment pressures at Winchester PS are eliminated once holding students are redirected back to Springbank PS.



Table 2-1: Status Quo Utilization

Schools				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	0	620	620	537	504	425	81%	68%	81%	68%
Eastdale PS	0	314	314	209	200	219	64%	70%	64%	70%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	236	243	253	66%	69%	66%	69%
Roch Carrier FI PS	12	282	558	478	561	686	199%	243%	100%	123%
Southside PS	1	343	366	385	409	490	119%	143%	112%	134%
Springbank PS	10	366	596	580	611	590	167%	161%	103%	99%
Winchester Street PS	2	407	453	396	490	582	120%	143%	108%	128%
Central PS	1	377	400	340	409	456	109%	121%	102%	114%
Hickson Central PS	6	481	619	565	683	646	142%	134%	110%	104%

1) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

2) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.



Table 2-2: Status Quo Utilization with Holding Students Returned to Home Schools

Schools				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	0	620	620	537	504	425	81%	68%	81%	68%
Eastdale PS	0	314	314	209	200	219	64%	70%	64%	70%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	236	243	253	66%	69%	66%	69%
Roch Carrier FI PS	12	282	558	478	561	686	199%	243%	100%	123%
Southside PS	1	343	366	385	409	471	119%	137%	112%	129%
Springbank PS	10	366	596	620	688	761	188%	208%	115%	128%
Winchester Street PS	2	407	453	356	413	411	102%	101%	91%	91%
Central PS	1	377	400	269	283	226	75%	60%	71%	56%
Hickson Central PS	6	481	619	287	357	382	74%	79%	58%	62%
New School North Woodstock				349	453	659				

1) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

2) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

3) New School assumed to receive students from holding zones and Hickson Central PS.



3. Current and Projected Residential Growth and Community Trends

3.1 Holding Zone Designation

The analysis incorporated Board approved holding zones when completing enrolment projections and considered these zones as part of the attendance area options presented. A definition of a holding zone is provided below as well as a table outlining the holding zones in this study area.

A holding zone is a geographically distinct area designated by the Board which is not part of a school attendance area. Each holding zone is designated to a specific school and therefore factors into the overall enrolment of that assigned facility. Table 3-1 lists the current holding zones and associated Holding School that currently exist in the Woodstock study area. Students from these holding zones are assigned temporary accommodation at holding schools that have space available. Temporary school assignments should be reconsidered from time to time. In some cases, students from these holding zones could continue to be assigned temporary accommodation until a new school is built in the community. In other cases, all or a portion of a holding zone could be incorporated into an existing school's attendance area.

Table 3-1: Holding Zone School Assignment

Holding Zone	Assigned Elementary School
Holding at Winchester Street PS (x1)	Springbank PS
Holding at Central PS (x3)	Hickson Central PS

3.2 Current and Projected Residential Development

As mentioned earlier in this report, the TVDSB is dealing with increased population and household growth as well as changing settlement patterns across in the City of Woodstock and across Oxford County. These changes in population and employment/migration patterns, have impacted school Board enrolments and produced both enrolment pressures as well as surplus spaces at schools across the City. From



2006 to 2016 the City of Woodstock has grown by approximately 15%, 4% higher than Ontario's growth from 35,500 in 2006 to 40,900 in 2016. The annual growth rate over the 2006-2016 period was 1.4%, slightly above the provincial growth rate of 1.0% as seen in Table 3-2.

Table 3-2: City of Woodstock
Population and Housing Trends, 2001-2016

Period	Population	Household
2001	33,061	13,195
2006	35,480	14,383
2011	37,754	15,694
2016	40,902	17,151
2006-2016	5,422	2,768
2006-2016	15%	19%

Source: Statistics Canada Census Profile, 2001-2016

More recently, the City of Woodstock has experienced significant growth within residential developments in the Board's holding zones (Winchester Street PS and Central PS). Table 3-3 represents historical units developed through building permits from 2016-2020. On average, there have been 437 units developed per year over the previous 5-years, with 51% low density (single and semi-detached homes), 23% medium density (townhomes), and 26% high density (apartments) units.

Table 3-3: City of Woodstock
Historical Building Permits, 2016-2020

Period	Low Density	Medium Density	High Density	Total Dwellings
2016	239	85	19	343
2017	238	62	7	307
2018	141	79	414	634
2019	183	172	25	380
2020	318	95	109	522
2016-2020	1,119	493	574	2,186
Annual Average	224	99	115	437

Source: City of Woodstock annual building permit reports.



Over the next 10-years, it is anticipated that the growth and development within the City of Woodstock will continue to increase at rapid rates and will cause severe enrolment pressures. It is anticipated that the City of Woodstock is expected to grow by 3,574 new units over the 2021-2031 period, 59% low density, 20% medium density and 21% high density. Over 66% of development is expected to occur within north Woodstock and the Springbank PS holding boundaries. More recently, the City of Woodstock had gained additional lands in the southwest through an annexation. These lands are located west of the current Oliver Stephens boundary and into the Central PS attendance area. The annex lands are still early in the development process but estimates show that these lands can accommodate approximately 750-1,000 new units and will most likely require an additional elementary school site when development starts to build-out.

3.3 Current and Projected Enrolment

The TVDSB currently has 55,101 elementary students enrolled (2019) across the Board's jurisdiction and has been and is expected to continue growing. Over the past 5-years, the Board's enrolment on the elementary panel has increased by approximately 8% from 50,991 to 55,101 students, as shown in Figure 3-1. By 2025/26 elementary enrolment is projected to reach 61,695, a growth of 9% and will exceed the on-the-ground capacity by 2023/24, as shown in Figure 3-2.



Figure 3-1: TVDSB Elementary - Historical Enrolment, 2015-2019

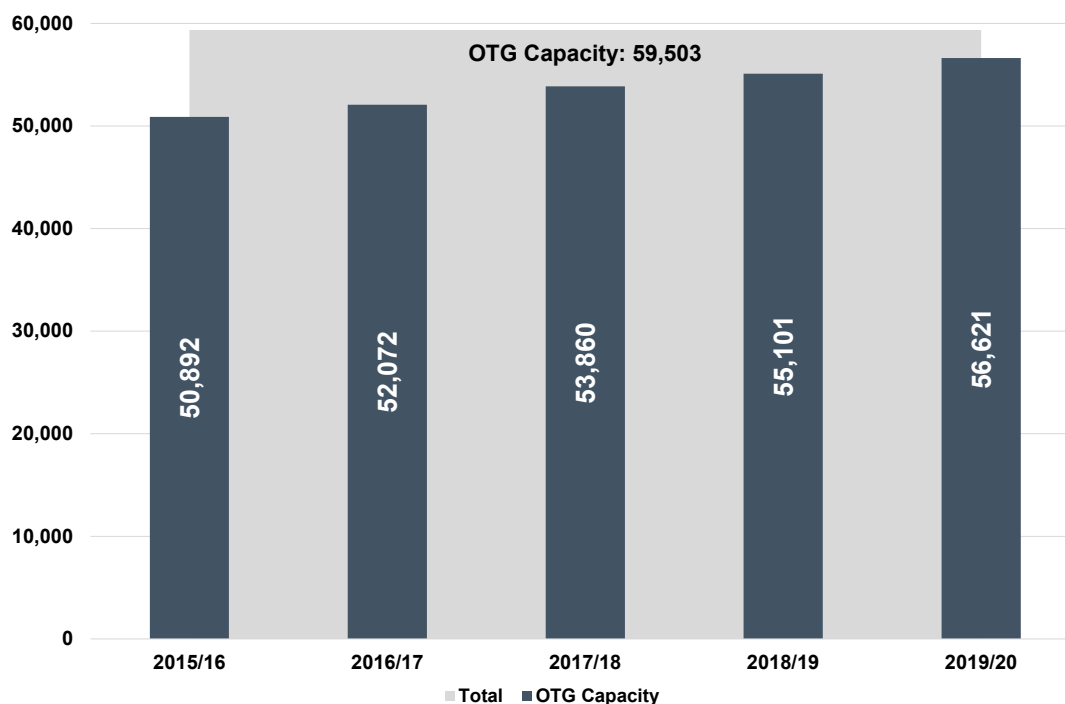
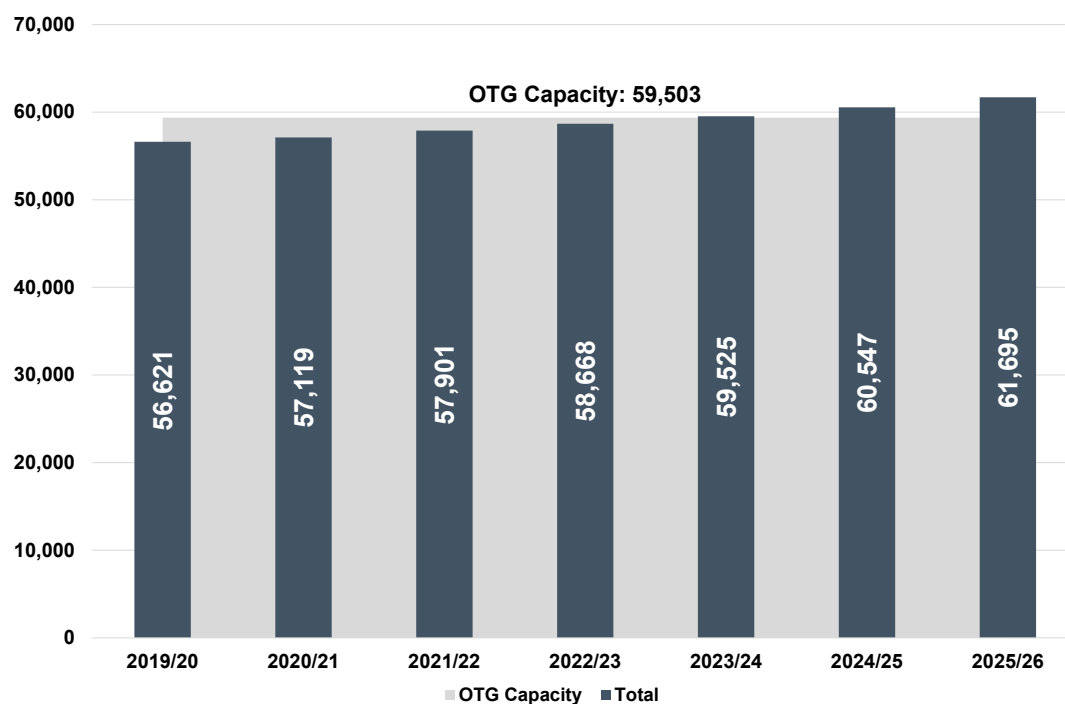


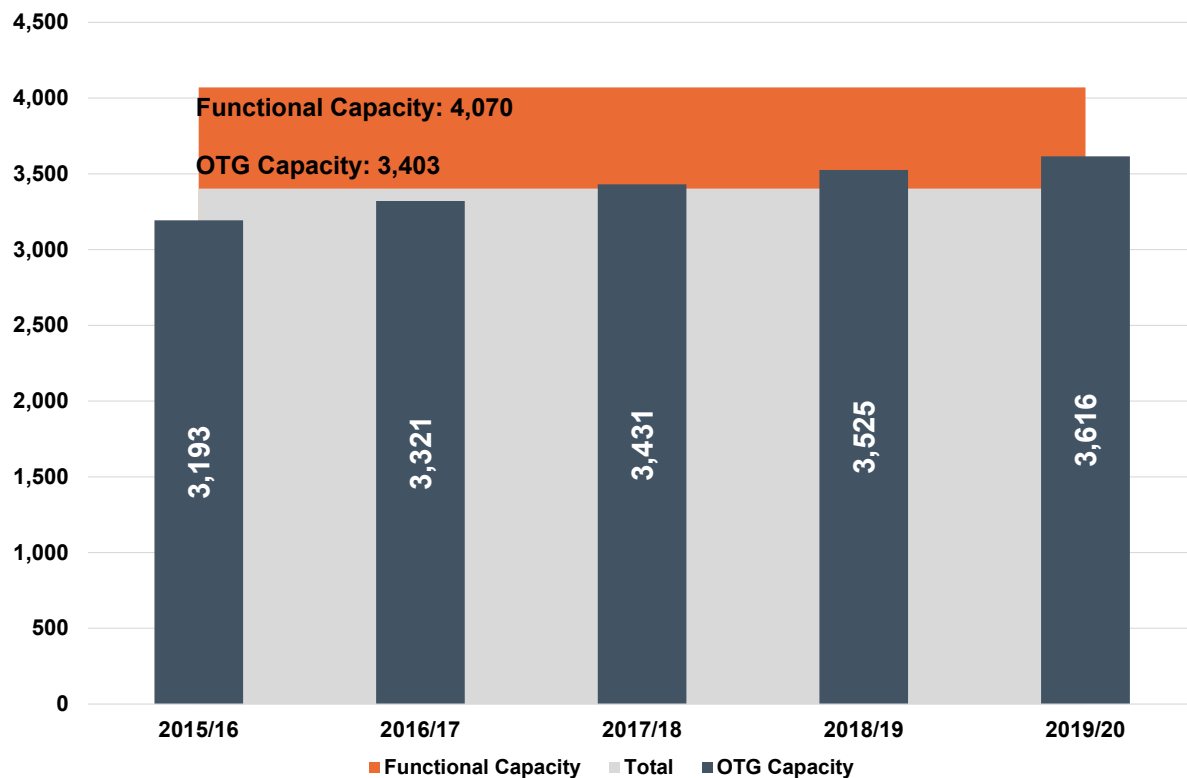
Figure 3-2: TVDSB Elementary - Projected Enrolment, 2020-2025





These historical growth trends across the Board are also reflective of what is occurring within the City of Woodstock elementary schools. Over the past 5 years the Board has seen a growth of 463 students, to a 2019 total enrolment of 3,525. The existing facilities within Woodstock have an on-the-ground capacity of 3,403, as shown in Figure 3-3. Enrolment growth has resulted in enrolment exceeding the OTG capacity and the need for portables has been necessary at multiple schools, most notably at Roch Carrier FI PS (12 portables) and Springbank PS (10 portables).

Figure 3-3: Woodstock Elementary Schools - Historical Enrolment, 2015-2019



As highlighted in Figure 3-4, enrolment will continue to grow within the City at a rapid rate. By 2022 enrolment will reach 3,805 students, and 4,044 by 2024/25 – a growth of nearly 12%. As these developments start to build out, enrolments will stay above the OTG capacity and almost fully utilizing all existing portables by 2024/25 posing additional enrolment issues. Status Quo projections can be found in Figure 3-4 through Figure 3-6.



Figure 3-4: Woodstock Elementary Schools - Projected Enrolment, 2020-2025

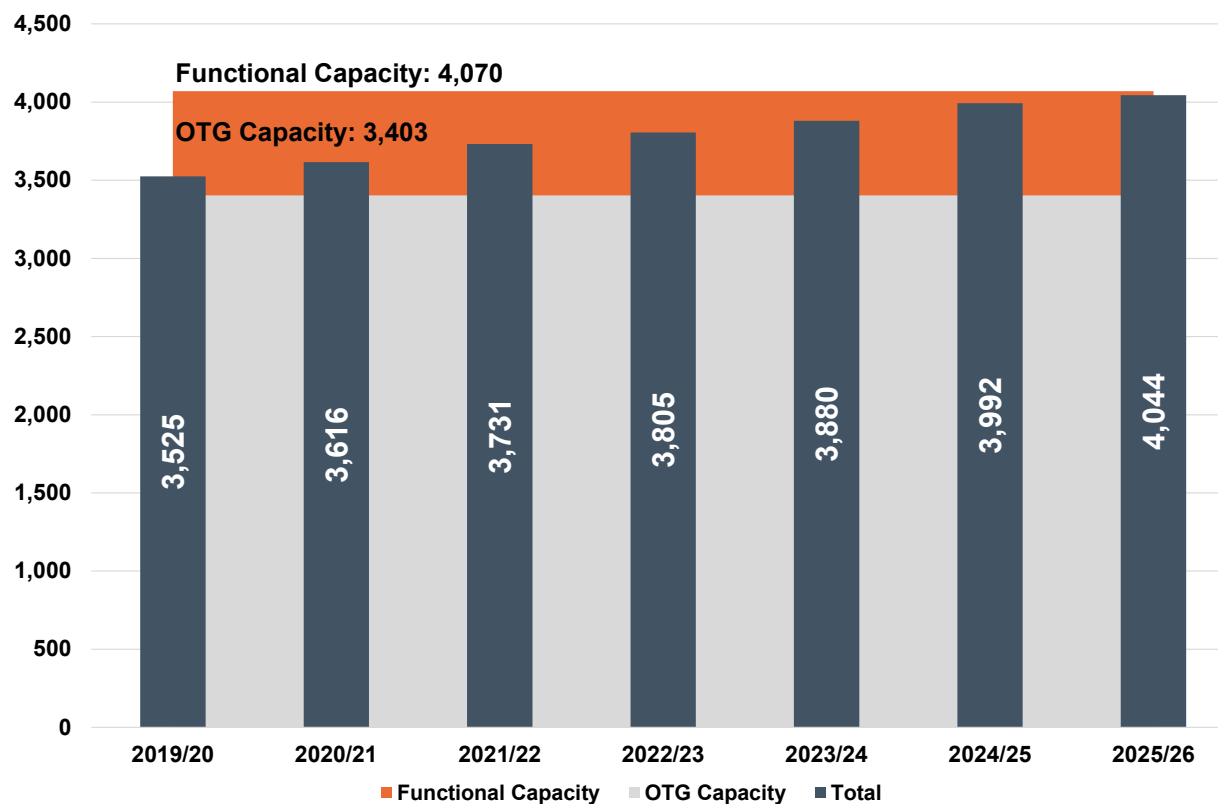




Figure 3-5: City of Woodstock 2019 Utilization

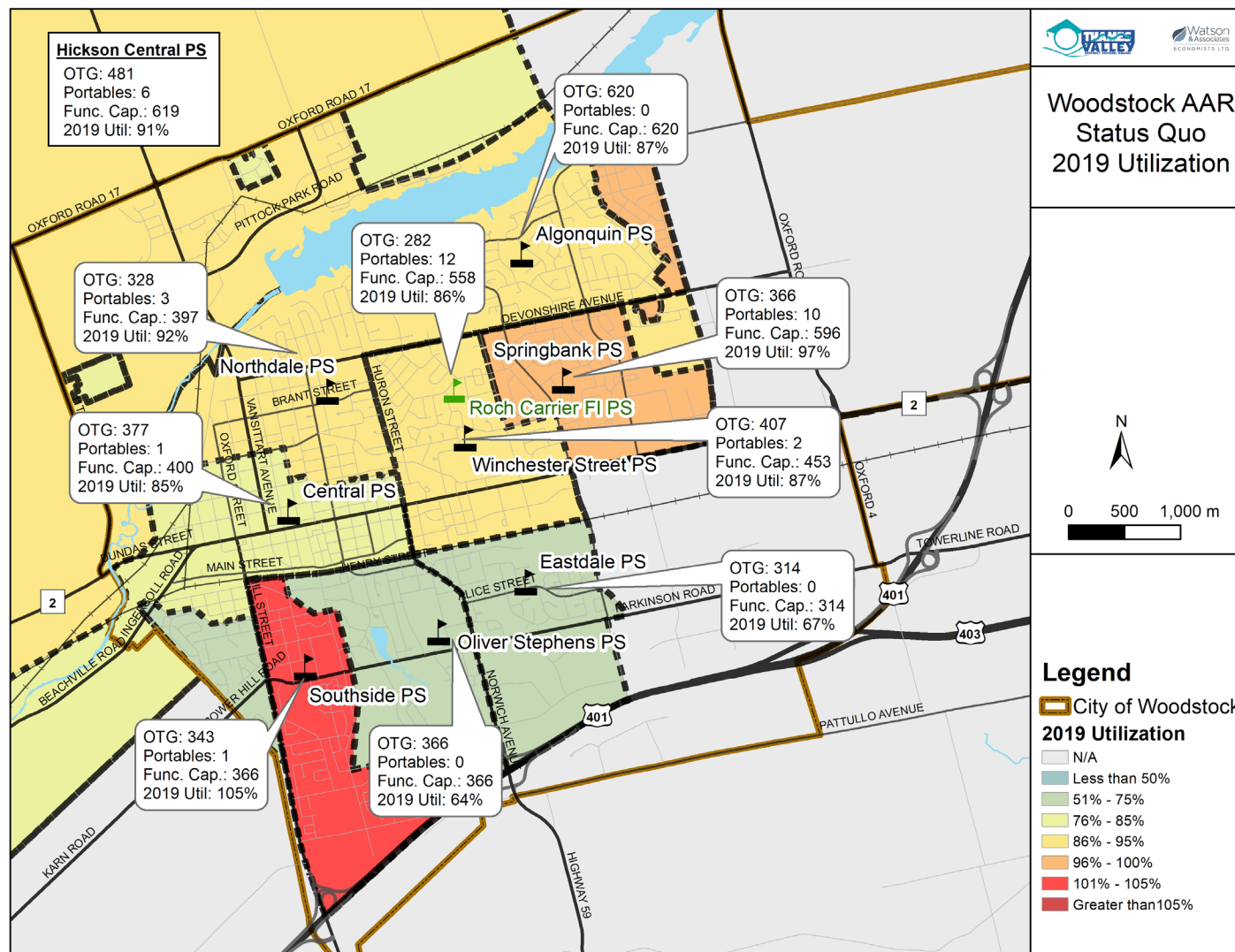
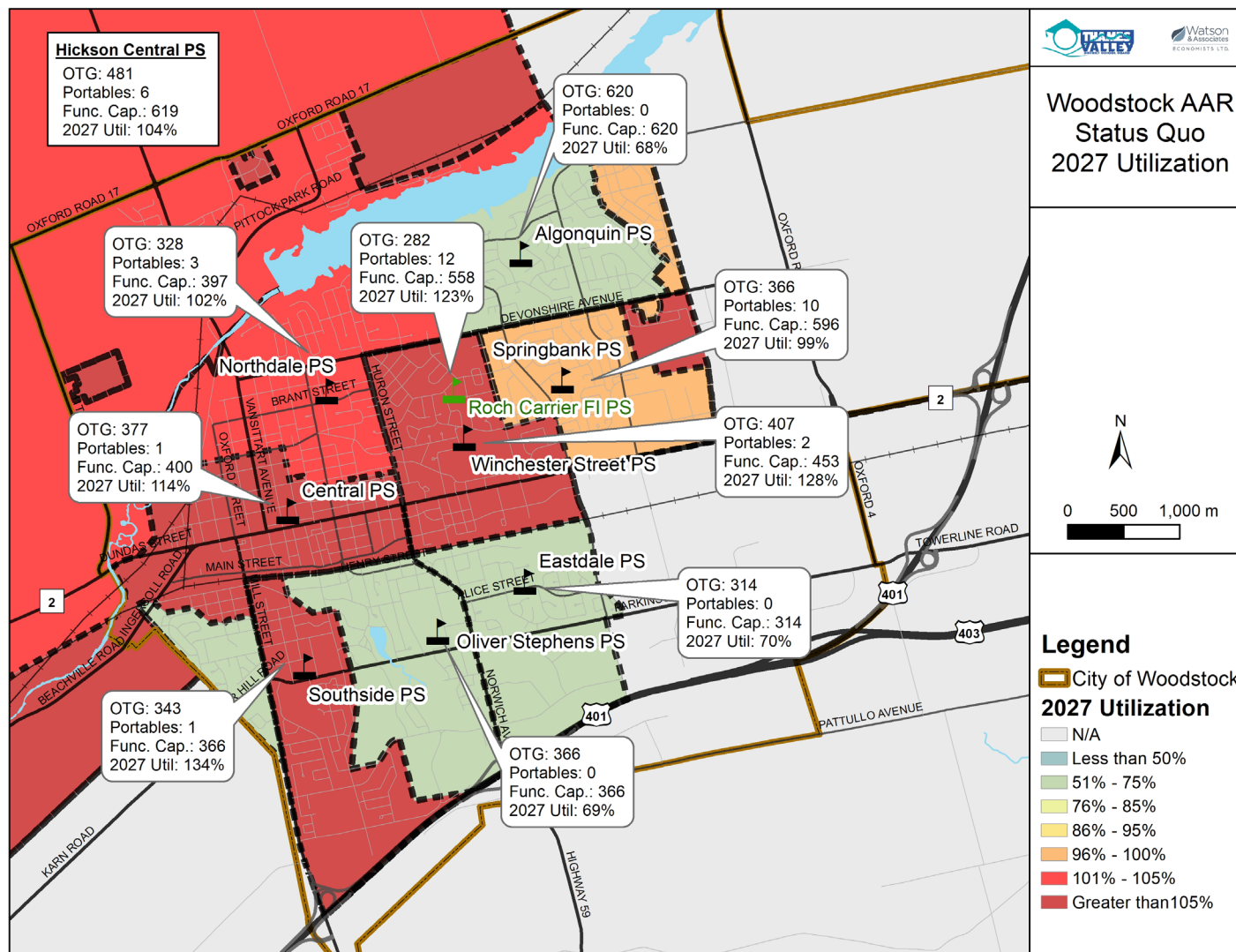




Figure 3-6: City of Woodstock 2027 Utilization





4. Proposed Attendance Area Changes

The following section presents recommended accommodation measures for English Track programming within Woodstock, as well as two distinct attendance boundary options for French Immersion programming. Each school within the City was evaluated as a possible location for French Immersion programming and Oliver Stephens PS has been identified as the most viable dual-track French Immersion school in both options. Both options also assume the same set of requisite adjustments to English Track attendance boundaries within the City.

4.1 Proposed English Track Boundary Changes

In order to effectively accommodate French Immersion students and deal with the aforementioned enrolment imbalances within Woodstock, it is first necessary to rationalize space in the English Track schools/program. Oliver Stephens PS has been selected as an additional site for the French Immersion program but in order to accommodate a sufficient number of students the English Track enrolment needs to be decreased.

4.1.1 Proposed Changes

Figure 4-1 depicts the following proposed boundary changes:

- As a starting point, the Springbank holding zone attending Winchester PS is to be absorbed back into its home boundary at Springbank PS.
- This will exacerbate the overutilization at Springbank PS, but further measures will move other students from Springbank, reducing its enrolment. The proposal is to redirect students in the northeastern portion of Springbank PS's boundary (outlined in yellow in Figure 4-1) to Algonquin PS. This is a natural adjustment to current attendance boundaries because the two schools are adjacent, imbalanced in their utilizations, and the portion that will be moved is geographically closer to Algonquin PS than to Springbank PS.
- Eastdale is currently underutilized, and is projected to remain so, while additional space is required at Oliver Stephens PS to accommodate FI. Therefore, the proposal is to redirect students from Oliver Stephens PS to Eastdale PS. A minimally interventive means to achieve this is to move the western satellite section of Oliver Stephen's current boundary (outlined in red in Figure 4-1) to



Eastdale. Students within this area are already eligible for busing to Oliver Stephens PS and, since Oliver Stephens and Eastdale are only about a kilometer apart, would only face a minor increase in commute time. This would make additional spaces available in Oliver Stephens PS while also improving utilization at Eastdale PS.

4.1.2 Expected Outcomes

- Winchester Street PS – Will be close to full utilization of permanent, OTG capacity (102% in the expected implementation year of 2022; 101% in 2027), which could allow the removal of both portables currently on site.
- Algonquin PS – The utilization will be 113% when these measures are implemented in 2022, and then will fall to around 96% by 2027. This moderate overutilization can be offset by the introduction of portables—three portables would bring the functional capacity to 689 (up from 620), resulting in a functional utilization rate of 102% in 2022 and 86% in 2027. Thus, Algonquin PS may require several portables in the short-term but, as pupil yields in its surrounding neighbourhood continue to decline, these portables can likely be removed in the longer term.
- Springbank PS – Following the implementation of the proposed boundary changes, utilization of OTG capacity will remain high and so the school will continue to require portables, however, the proposed measures would significantly relieve enrolment pressure and allow for some to be removed. In this scenario, Springbank would have 6 portables with a functional capacity of 504 (down from 10 portables with a functional capacity of 596, in the status quo). The resulting utilization of OTG capacity will be 134% in 2022 and 161% in 2027. Factoring in the remaining portables space, functional utilization will be 98% in 2022 and 117% in 2027. Thus, the proposed measures would be successful in addressing the overutilization at Springbank PS in the short-term but, since there is considerable pupil growth expected, particularly from within the current holding at Winchester PS, additional measures may be necessary in the mid to longer term.
- Eastdale PS – Utilization of OTG capacity would be 87% in 2022 (compared to 64%, status quo) and would then increase to 96% in 2027 (70% status quo).
- Northdale PS and Southside PS – Northdale PS is subject to no proposed changes as it is currently well utilized and is projected to remain so in the future.



It will continue to require three portables but will not face significant enrolment pressure or declines. Although utilization of Southside PS remains high, its boundaries are also left unchanged and will be the subject of further review in connection with the anticipated new school in north Woodstock.

- Table 4-1 outlines the proposed changes to capacities, enrolments, and utilization rates for the proposed English Track boundary changes.



Figure 4-1: Proposed English Track Boundary Changes

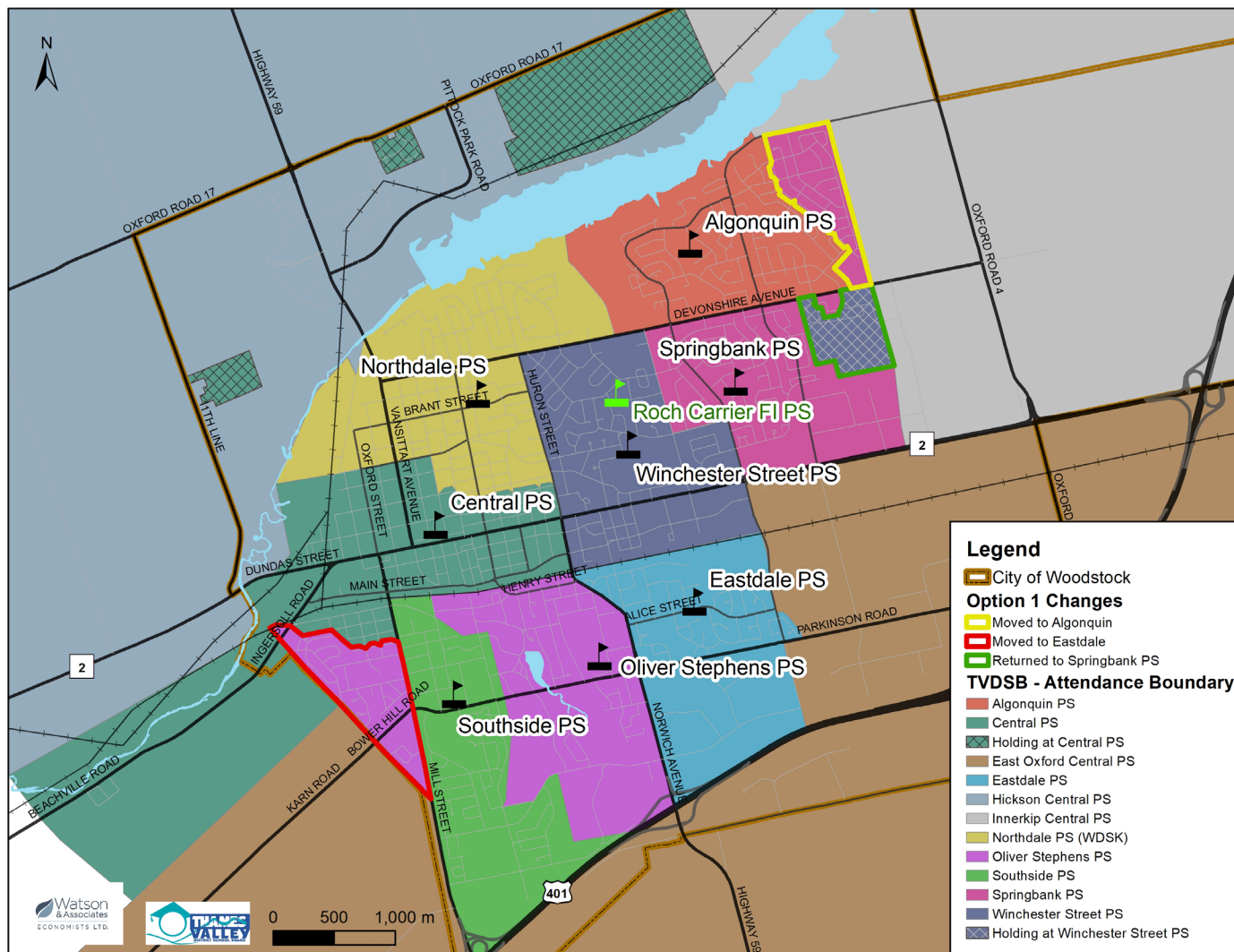




Table 4-1: Enrolment and Utilization Under Proposed English Track Boundary Changes

Schools				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%

1) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

2) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

3) Portables have been adjusted as per projected enrolments.



4.2 French Immersion (FI) Option 1 – Preferred Option

4.2.1 *Proposed Changes*

- The preferred option for French Immersion is to create two separate French Immersion boundaries for both the City of Woodstock and the County of Oxford outside the City—that is a north and south French Immersion boundary, extending through the County and bisecting the City of Woodstock. (See Figure 4-2 and Figure 4-3).
- Roch Carrier FI PS would remain a grade 1 to 8 single track French Immersion school that would service north Woodstock and the northern portion of the County outside the City (orange in Figure 4-2 and Figure 4-3).
- Oliver Stephens PS would become a dual track school, with both a French and English track, servicing south Woodstock and the southern portion of the County outside the City (purple in Figure 4-2 and Figure 4-3).

4.2.2 *Expected Outcomes*

- Roch Carrier FI PS – Utilization of OTG capacity remains high, at 125% in 2022 and 168% in 2027, but this is a significant improvement over the expected rates under the status quo (199% in 2022; 243% in 2027). This reduction in enrolment will allow 6 portables to be removed, resulting in a functional capacity of 420, down from 558. This will result in a functional utilization of 84% in 2022, but as the new developments in north Woodstock build-out this will rise to 113% by 2027. If French Immersion enrolment throughout the County continues to rise beyond that point it may be necessary to re-evaluate accommodation in the longer term.
- Oliver Stephens PS – Students residing in the satellite portion of Oliver Stephens PS's current boundary are redirected to Eastdale PS, as described in section 4.1, which opens capacity in the school to accommodate French Immersion students from southern Woodstock and southern Oxford County. This results in stable utilization of 104% in both 2022 and 2027, with no portables required.
- Table 4-2 outlines the proposed changes to capacities, enrolments, and utilization rates for the French Immersion Option 1.



Figure 4-2: French Immersion Option 1 Boundaries within Oxford County

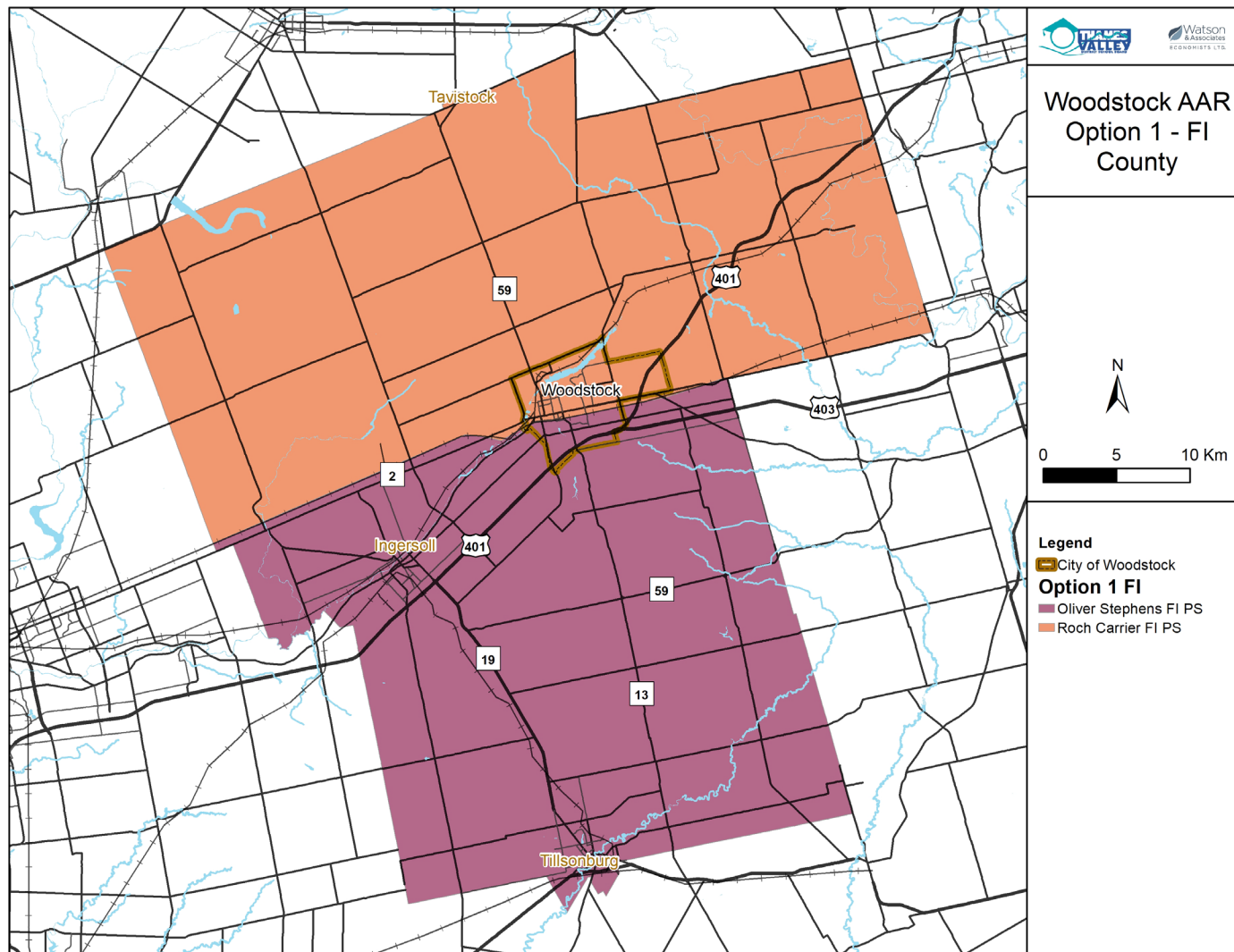




Figure 4-3: French Immersion Option 1 Boundaries Within the City of Woodstock

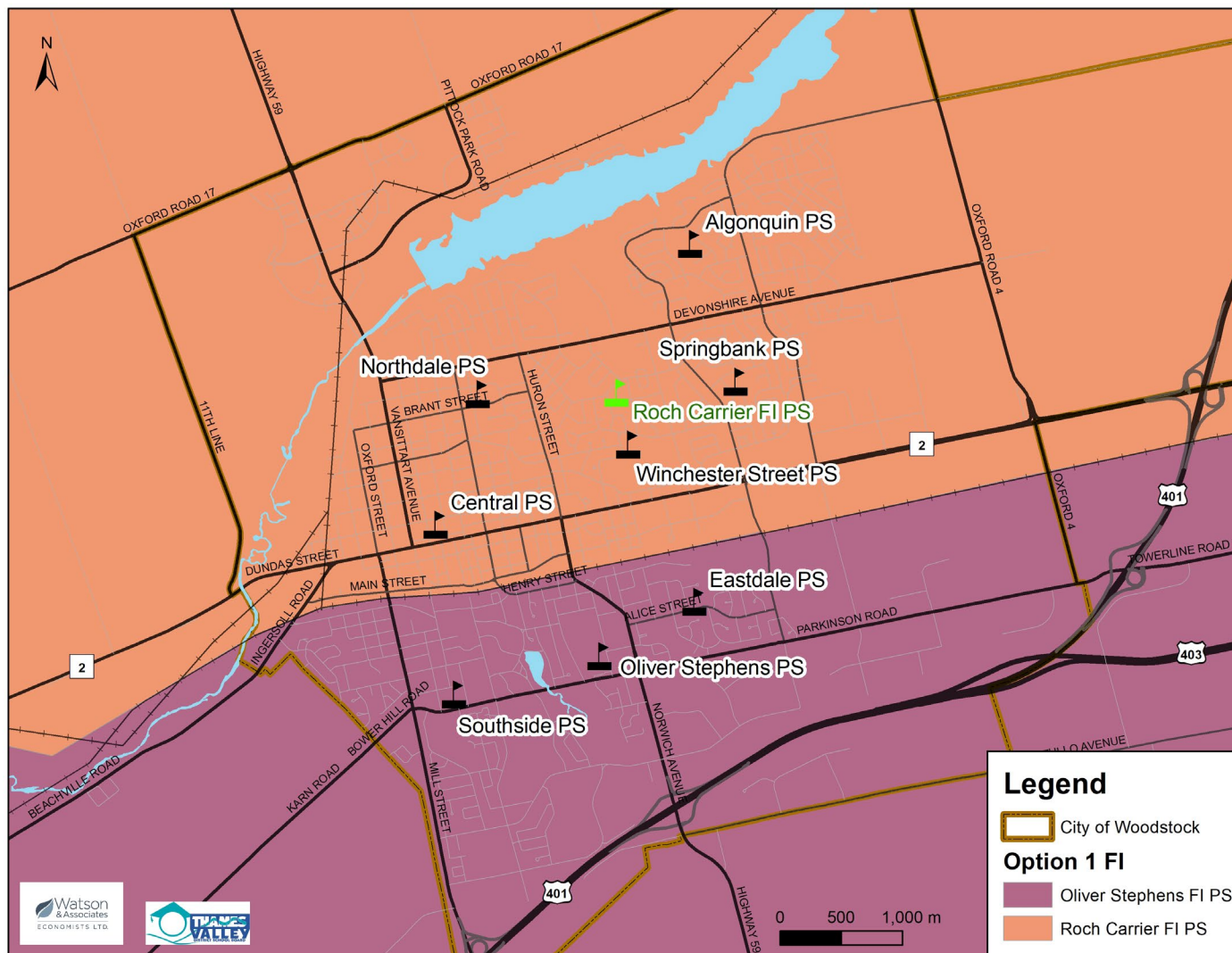




Table 4-2: Enrolment and Utilization Under French Immersion Option 1

Schools				OPTION 1						
Name	Portables	OTG Capacity	Functional Capacity	Enrolment			Utilization			
				Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	365	380	380	104%	104%	104%	104%
Roch Carrier FI PS	6	282	420	275	351	475	125%	168%	84%	113%
Southside PS	1	343	366	385	409	471	119%	137%	112%	129%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%

1) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

2) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

3) Portables have been adjusted as per projected enrolments.



4.3 French Immersion (FI) Option 2 – Alternate Option

4.3.1 *Proposed Changes*

- Oliver Stephens PS receives French Immersion students from Oxford County, outside Woodstock, but would also have a French Immersion boundary in the City. This is intended to create a largely walkable, neighbourhood French Immersion attendance area in the area immediately surrounding the school (Purple in Figure 4-4 and Figure 4-5).
- In this option, Oliver Stephens PS is recommended as the dual track French Immersion school for the County outside of the City of Woodstock and Roch Carrier FI PS would remain the single track French Immersion school for the remainder of the City of Woodstock (Orange in Figure 4-4 and Figure 4-5).

4.3.2 *Expected Outcomes*

- Roch Carrier FI PS – Enrolments and utilizations are very similar to those in Option 1, the key difference being the shape of the boundaries rather than utilization metrics. Roch Carrier FI PS can again reduce its number of portables from twelve to six, resulting in the same change in functional capacity from 558 to 420. Option 2 would have slightly higher functional utilization than Option 1, at 89% in 2022 and 116% in 2027.
- Oliver Stephens PS – Again, utilization metrics for Oliver Stephens PS are similar in both options. Enrolment and utilization are largely stable but slightly lower than in Option 1, with a functional utilization of 97% in 2022, which is expected to rise slightly to 101% by 2027.
- Table 4-3 outlines the proposed changes to capacities, enrolments, and utilization rates for the French Immersion Option 2.



Figure 4-4: French Immersion Option 2 Boundaries Within Oxford County

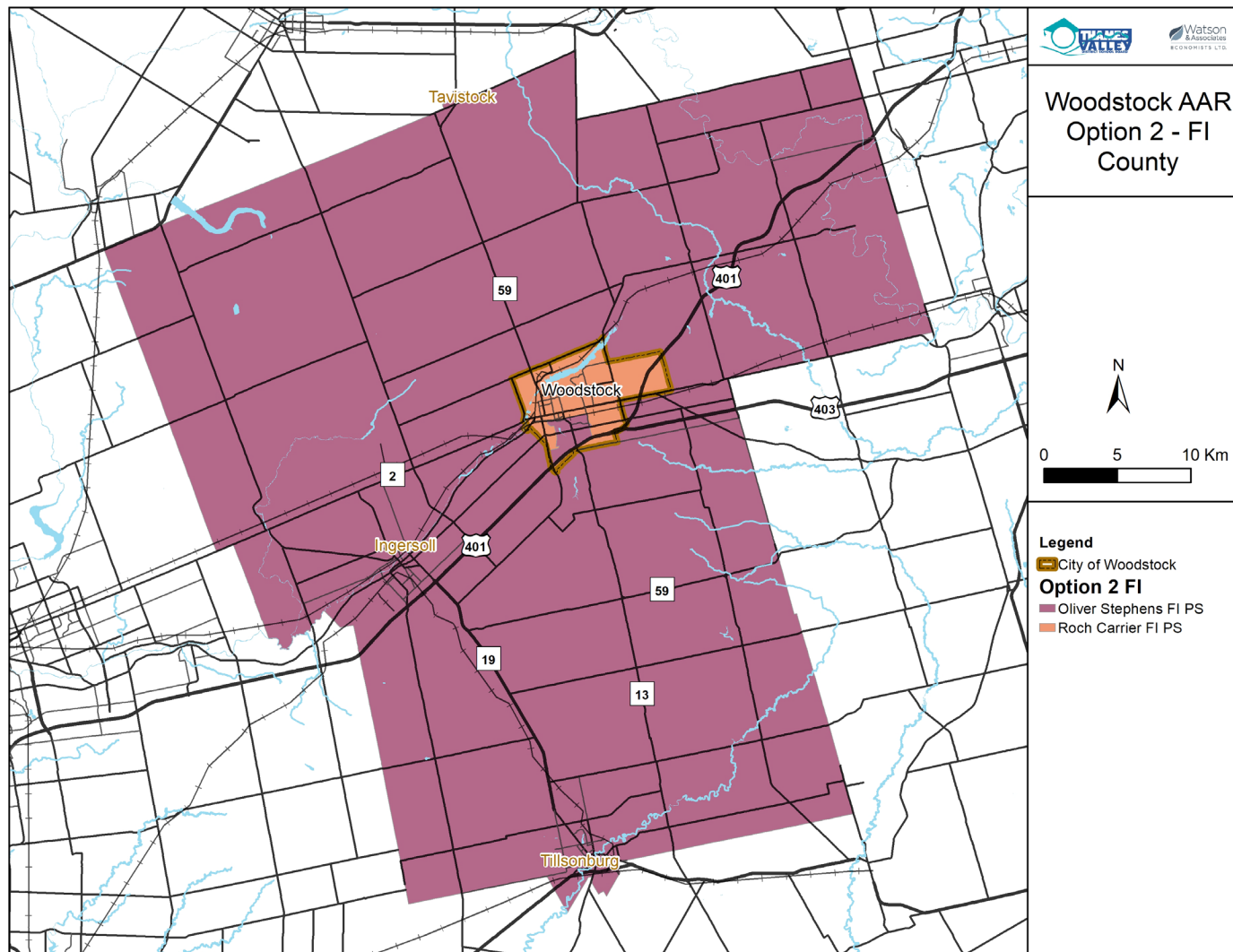




Figure 4-5: French Immersion Option 2 Boundaries Within the City of Woodstock

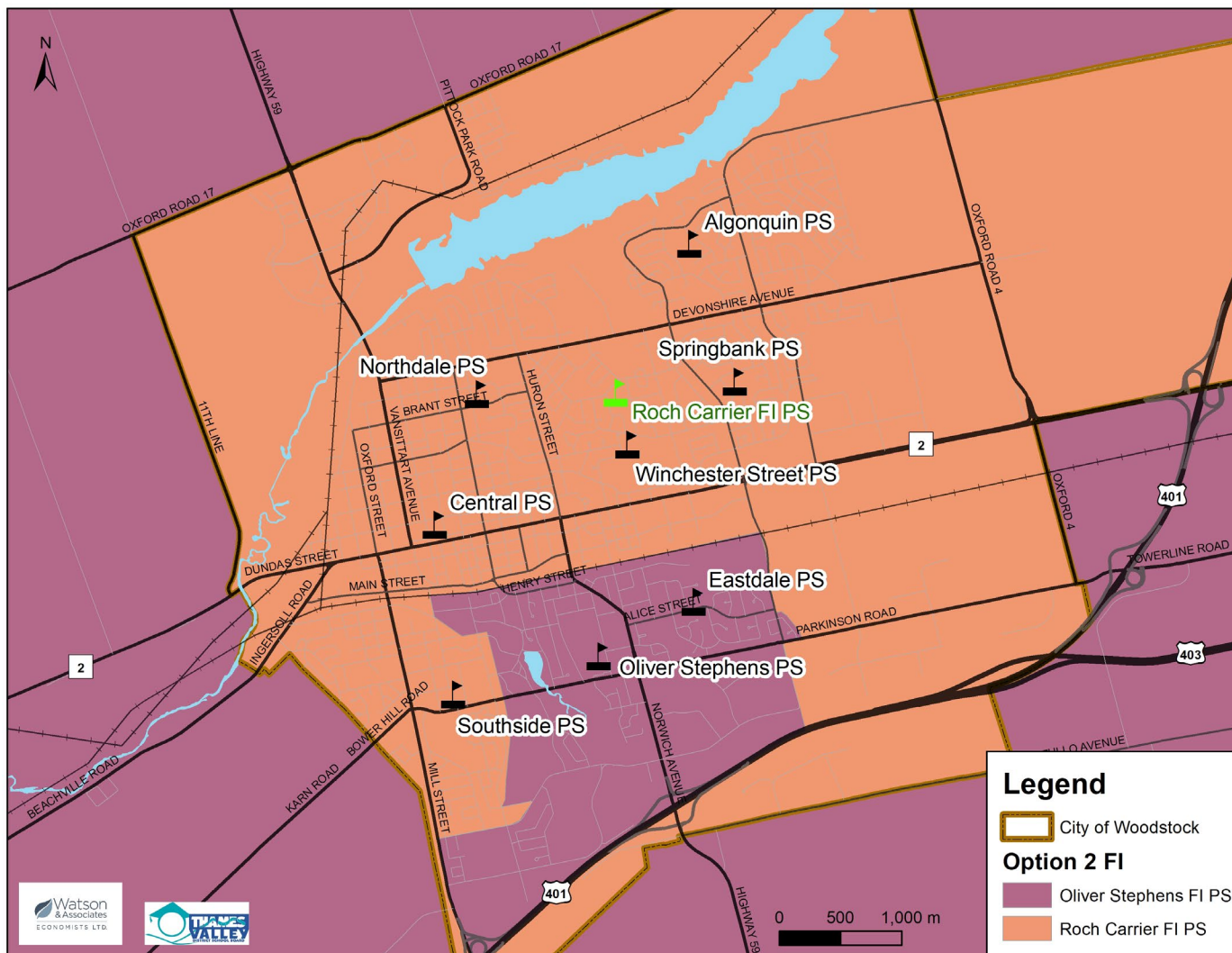




Table 4-3: Enrolment and Utilization Under French Immersion Option 2

Schools				OPTION 2						
Name	Portables	OTG Capacity	Functional Capacity	Enrolment			Utilization			
				Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	355	356	370	97%	101%	97%	101%
Roch Carrier FI PS	6	282	420	285	376	485	133%	172%	89%	116%
Southside PS	1	343	366	385	409	471	119%	137%	112%	129%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%

1) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

2) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

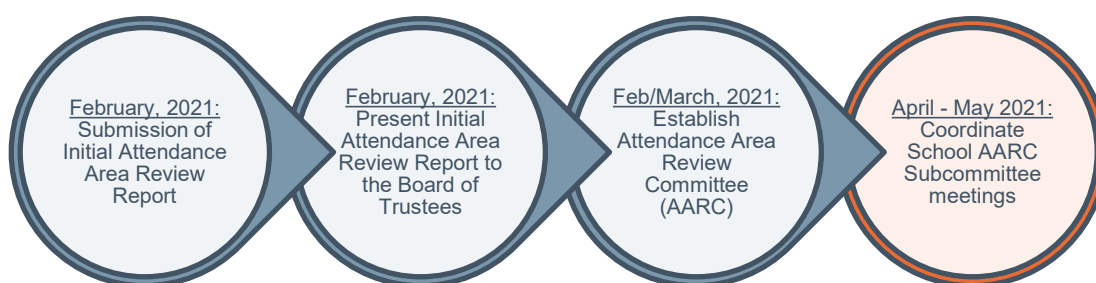
3) Portables have been adjusted as per projected enrolments.



5. Project Timelines

Phase 1:

Watson & Associates Economists Ltd. (Watson) was retained by the TVDSB on December 2020 to assist with an Attendance Area Review (AAR) for the nine elementary schools that fall within the City of Woodstock. A presentation of the Initial Attendance Area Review Report will be given to the Board of Trustees on February 23, 2021. Upon completion of this presentation, the TVDSB will establish an Attendance Area Review Committee (AARC) following the Trustee decision to proceed with an attendance area review based on the findings found within this report.

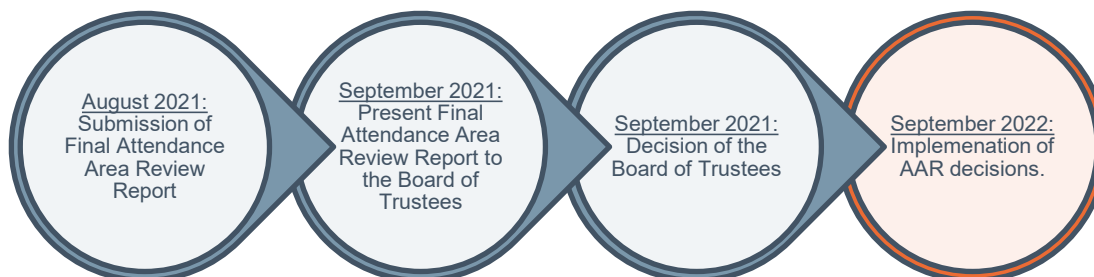


Phase 2:

On March 25, 2021, TVDSB will host an introductory AARC meeting to the established committee. Over the course of April to May 2021 multiple subcommittee meetings will be held. A Final Attendance Area Review Report will be delivered to the Board of Trustees in September 2021. Following the presentation of the Final Report, a public delegations meeting will be held, which will be followed by a meeting for a decision regarding the review by the Board of Trustees.



The decision is expected to be implemented for the start of the 2022/2023 school year.





6. Community Outreach

The TVDSB and Watson took steps to engage community organizations in order to gather crucial on-the-ground information, but also to inform them, raising awareness and helping to ensure a thorough and transparent review process. Some crucial measures were as follows:

- TVDSB and Watson met with County of Oxford planning staff on multiple occasions to receive input on our methodology and to ensure the accuracy of residential growth data employed in the projections.
- An overview of this Attendance Area Review was provided at the December 17, 2020 Community Planning and Facility Collaboration Opportunities meeting.



7. Summary

Table 7-1, below, summarizes the functional utilizations for all schools included in this Attendance Area Review. The goal of this analysis was to relieve enrolment pressure on the sole French Immersion school in Oxford County, Roch Carrier FI PS, while also addressing enrolment imbalances between English Track schools within the City of Woodstock. As a result, proposed measures targeted the three most underutilized schools (Algonquin PS, Eastdale PS, and Oliver Stephens PS), as well as two critically overutilized schools (Roch Carrier FI PS and Springbank PS). No changes are proposed for Northdale PS as it is well utilized and does not face significant enrolment pressure. Similarly, enrolment at Winchester PS is stable and within its capacity, however this is evident only after redirecting students currently holding at Winchester PS back to their home school, Springbank PS. Southside PS is also not subject to proposed changes although it, in contrast, is currently overutilized and is expected to remain so – this situation will be addressed at a future date as the opening of a new school in north Woodstock will free up student spaces in Central PS, allowing for more flexible accommodation solutions at that time.

Meanwhile, the utilization metrics for each of the schools targeted by the proposed changes will improve significantly. Algonquin PS will see an increase in its utilization rate of about 20% and will require three portables in the short-term but will eventually be able to accommodate students within permanent space. Likewise, Eastdale PS and Oliver Stephens PS will see significant increases in utilization, bringing them to approximately 100% utilization by 2027.

Enrolment pressures at Roch Carrier FI PS and Springbank PS will be alleviated, which will allow the removal of six portables from Roch Carrier FI PS and four from Springbank PS. This will result in both schools being well utilized in 2022 but, as new residential developments in Woodstock build-out, both schools will have a functional utilization of around 115% by 2027 and may require further evaluation in the future.



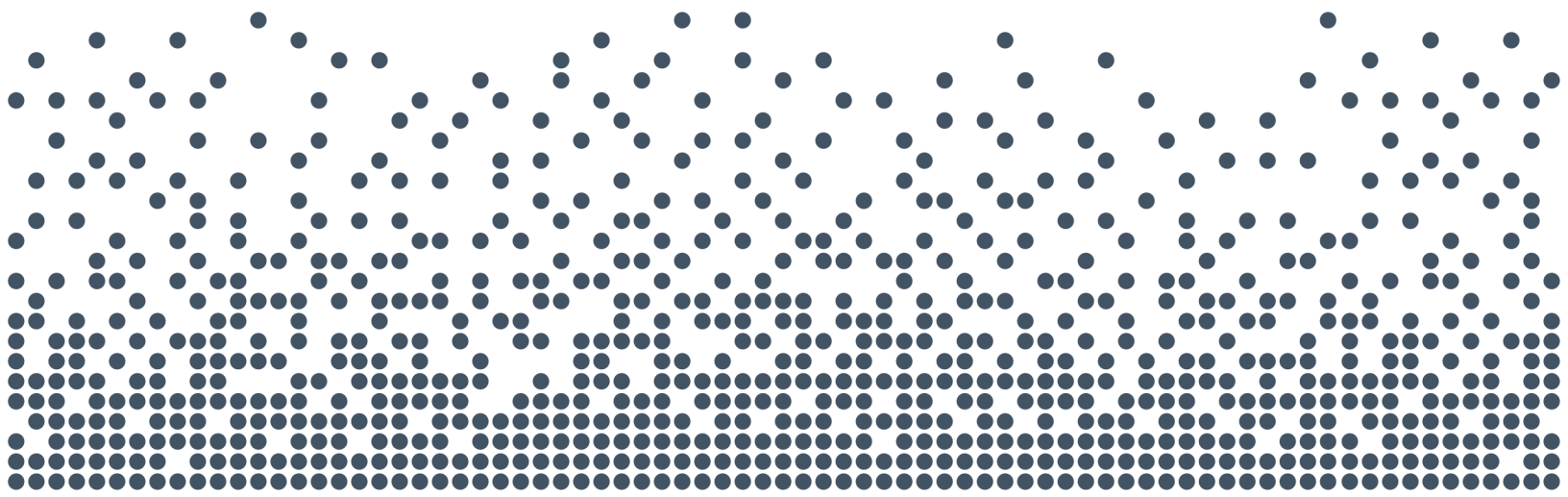
Table 7-1: Summary of Functional Utilization Changes

Schools	Portables		Functional Enrolment					
			Implementation Year (2022)			5 Years After Implementation (2027)		
	Existing	Proposed	Status Quo	Option 1	Option 2	Status Quo	Option 1	Option 2
Algonquin PS	0	3	81%	102%	102%	68%	86%	86%
Eastdale PS	0	0	64%	87%	87%	70%	96%	96%
Northdale PS	3	3	95%	95%	95%	102%	102%	102%
Oliver Stephens PS	0	0	66%	104%	97%	69%	104%	101%
Roch Carrier FI PS	12	6	100%	84%	89%	123%	113%	116%
Southside PS	1	1	112%	112%	112%	129%	129%	129%
Springbank PS	10	6	115%	98%	98%	128%	117%	117%
Winchester Street PS	2	0	91%	102%	102%	91%	101%	101%

1) Utilization is based on functional capacity, defined as a school's OTG capacity plus capacity associated with portables/portapaks.

3) Proposed utilization values assume that the number of portables are adjusted as per projected accommodation requirements.

3) Status quo values assume holding students are returned to home schools.



Appendices



Appendix A

School Profiles

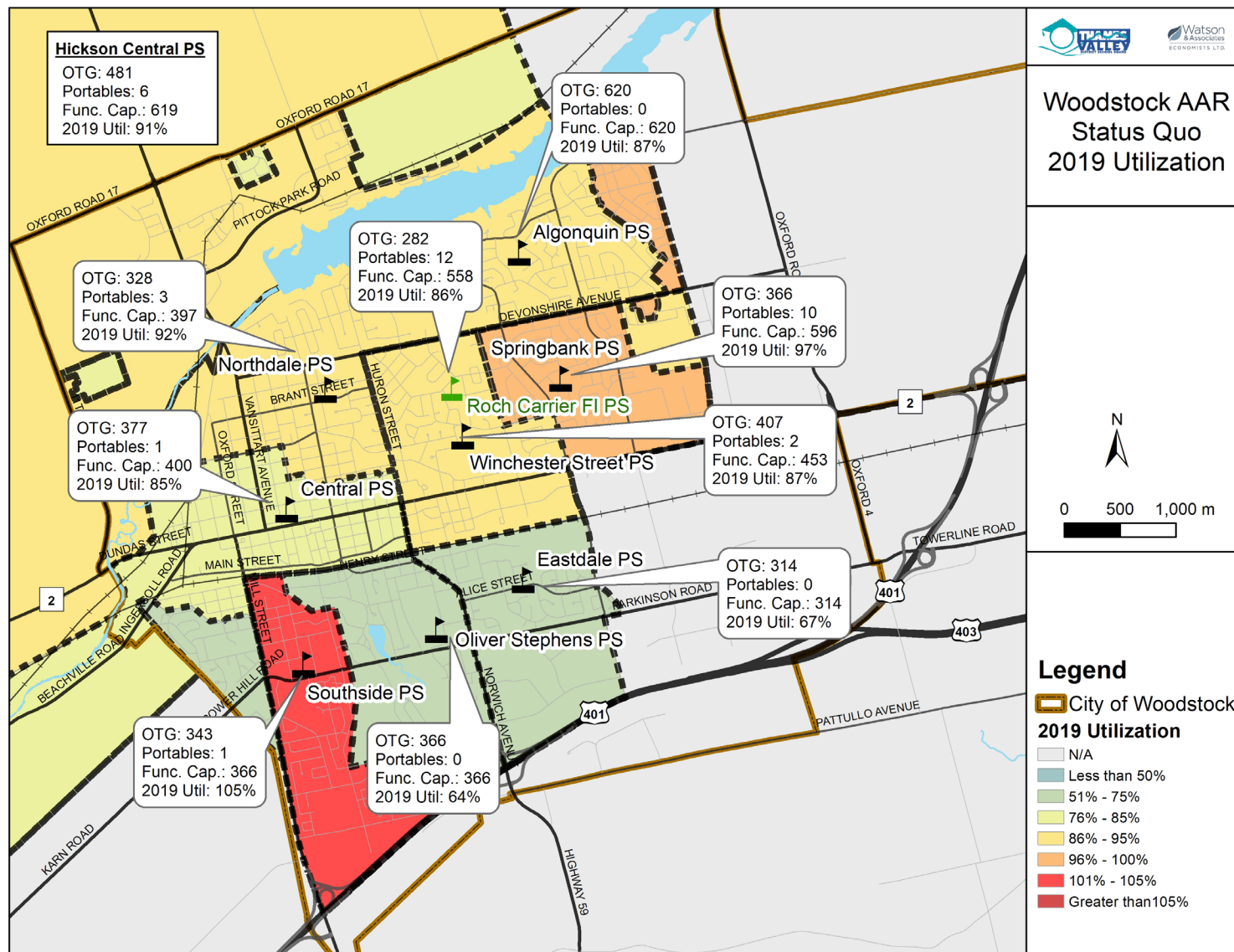


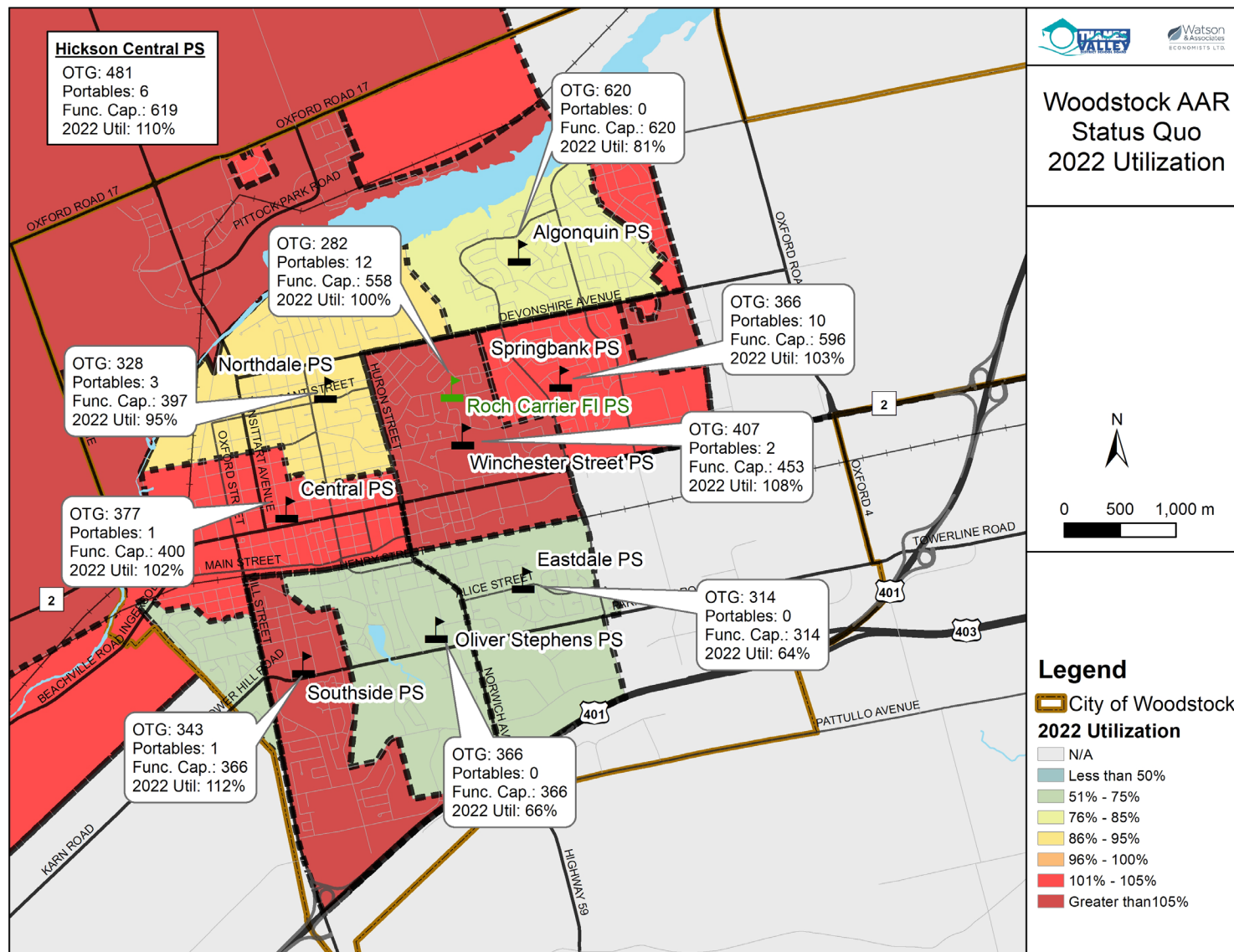
Appendix A-1: School Profiles – Status Quo

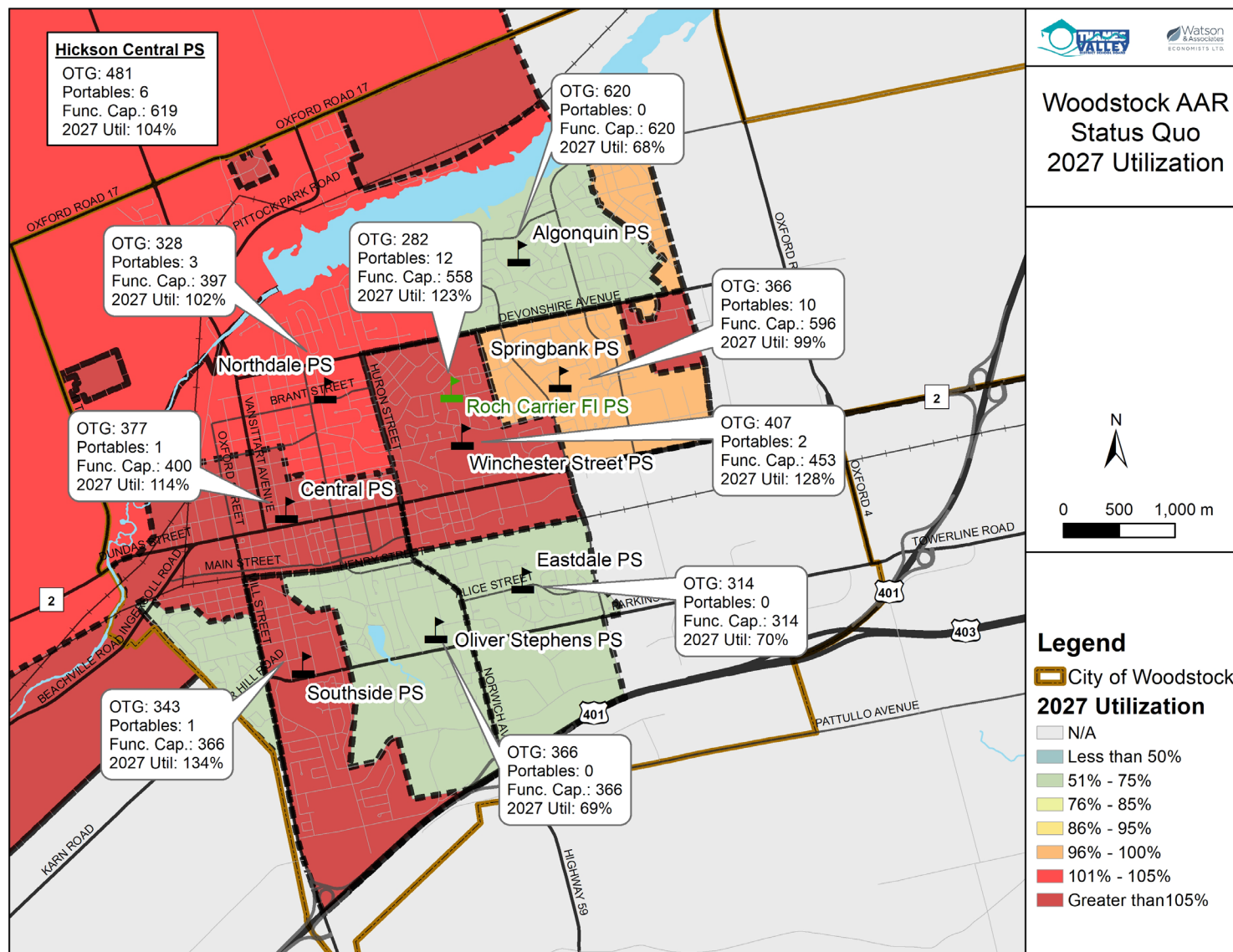
Schools				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	0	620	620	537	504	425	81%	68%	81%	68%
Eastdale PS	0	314	314	209	200	219	64%	70%	64%	70%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	236	243	253	66%	69%	66%	69%
Roch Carrier FI PS	12	282	558	478	561	686	199%	243%	100%	123%
Southside PS	1	343	366	385	409	490	119%	143%	112%	134%
Springbank PS	10	366	596	580	611	590	167%	161%	103%	99%
Winchester Street PS	2	407	453	396	490	582	120%	143%	108%	128%
Central PS	1	377	400	340	409	456	109%	121%	102%	114%
Hickson Central PS	6	481	619	565	683	646	142%	134%	110%	104%

1) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

2) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.









Appendix A-2: School Profiles – Status Quo with Holding Zone Returning Students

Schools				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	0	620	620	537	504	425	81%	68%	81%	68%
Eastdale PS	0	314	314	209	200	219	64%	70%	64%	70%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	236	243	253	66%	69%	66%	69%
Roch Carrier FI PS	12	282	558	478	561	686	199%	243%	100%	123%
Southside PS	1	343	366	385	409	471	119%	137%	112%	129%
Springbank PS	10	366	596	620	688	761	188%	208%	115%	128%
Winchester Street PS	2	407	453	356	413	411	102%	101%	91%	91%
Central PS	1	377	400	269	283	226	75%	60%	71%	56%
Hickson Central PS	6	481	619	287	357	382	74%	79%	58%	62%
New School North Woodstock				349	453	659				

1) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

2) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

3) New School assumed to receive students from holding zones and Hickson Central PS.



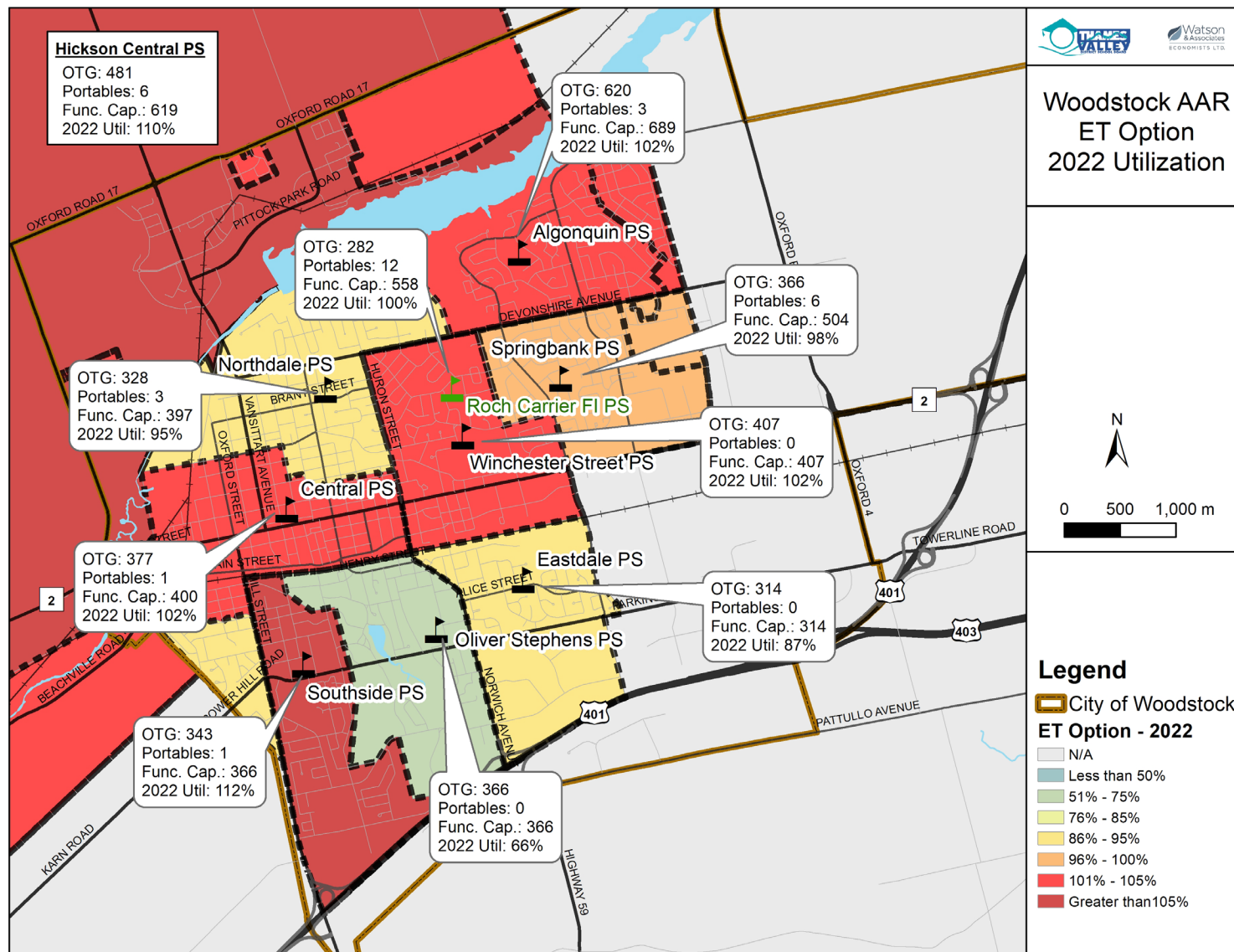
Appendix A-3: School Profiles - English Track Option

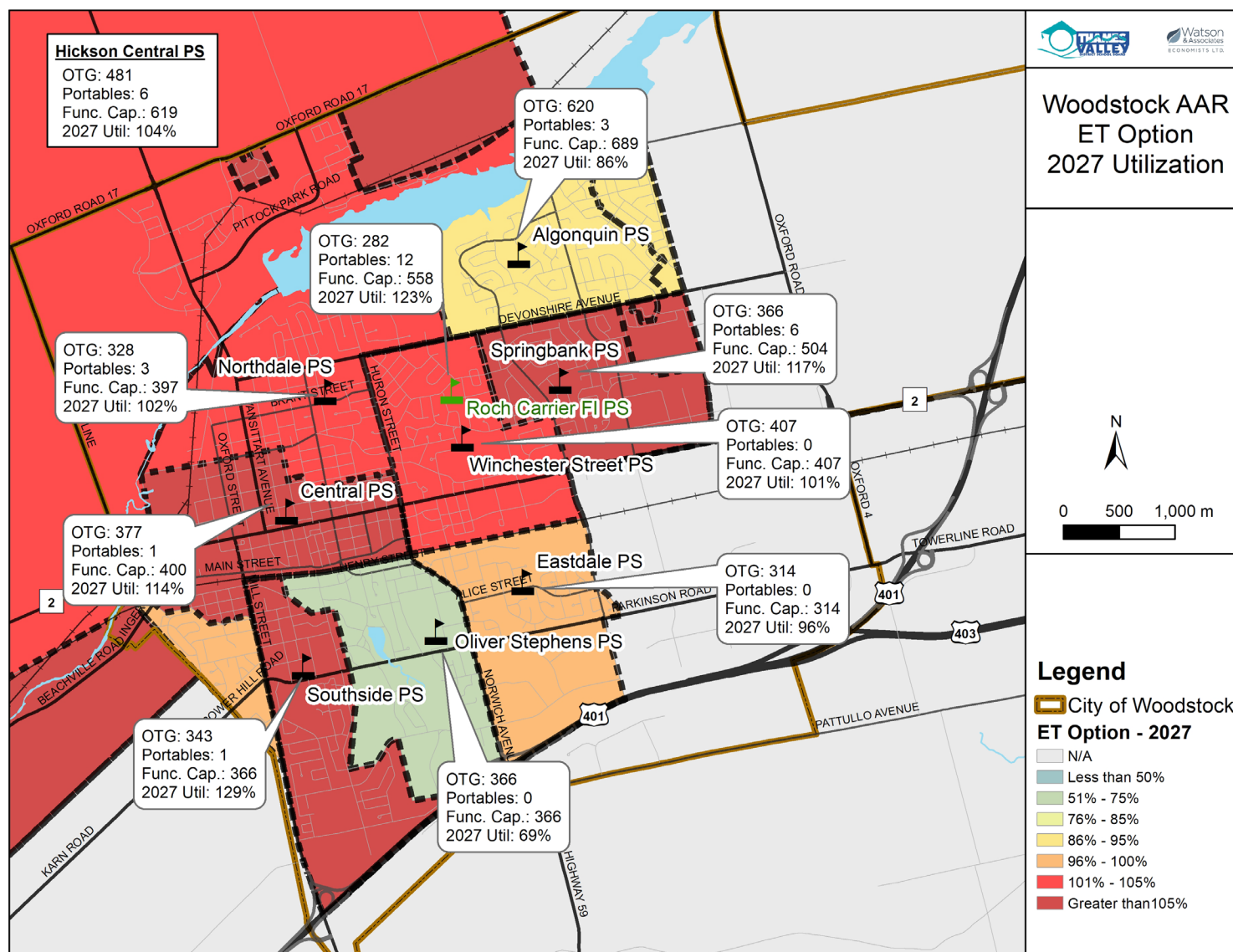
Schools				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%

1) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

2) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

3) Portables have been adjusted as per projected enrolments.







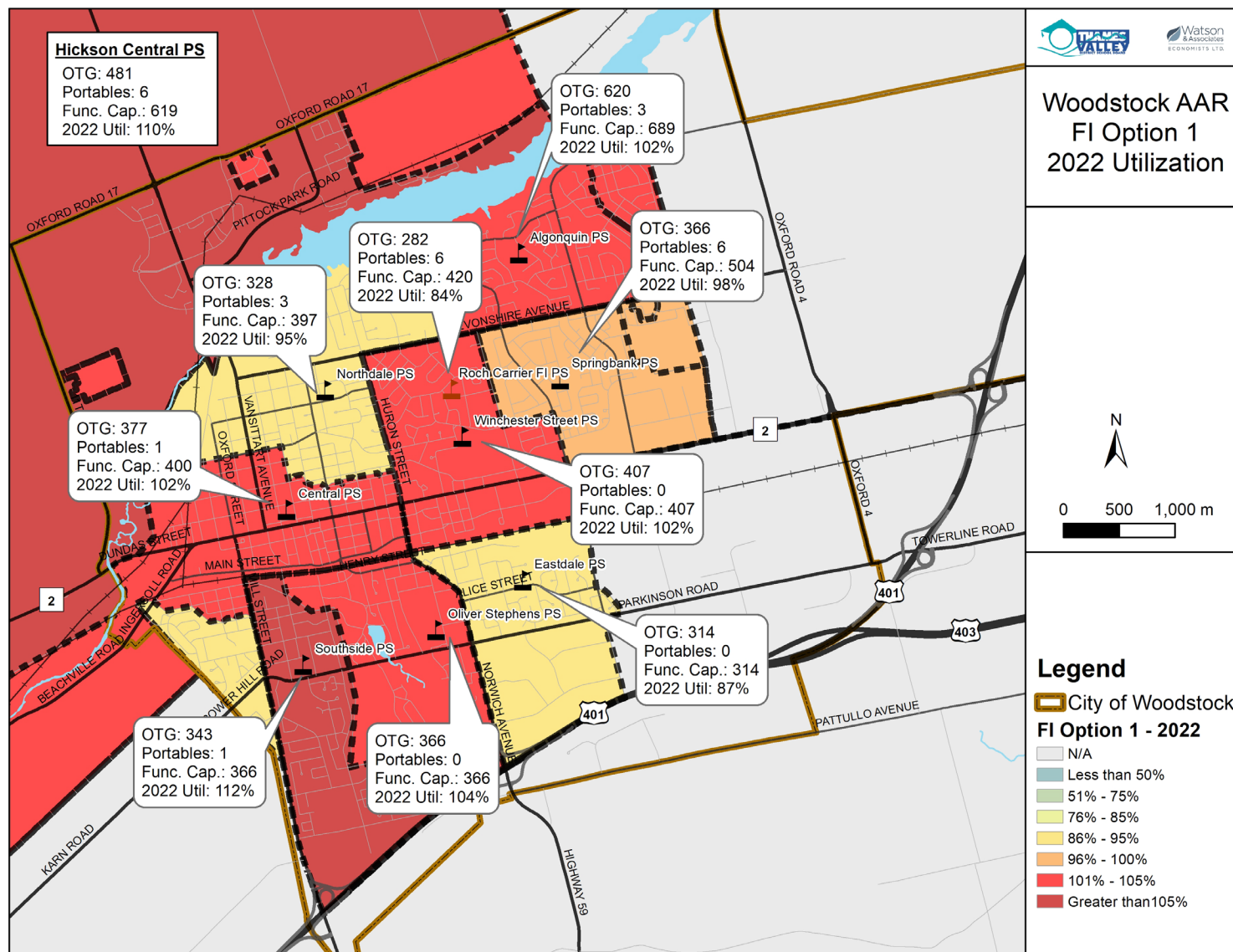
Appendix A-4: School Profiles - French Immersion Option #1

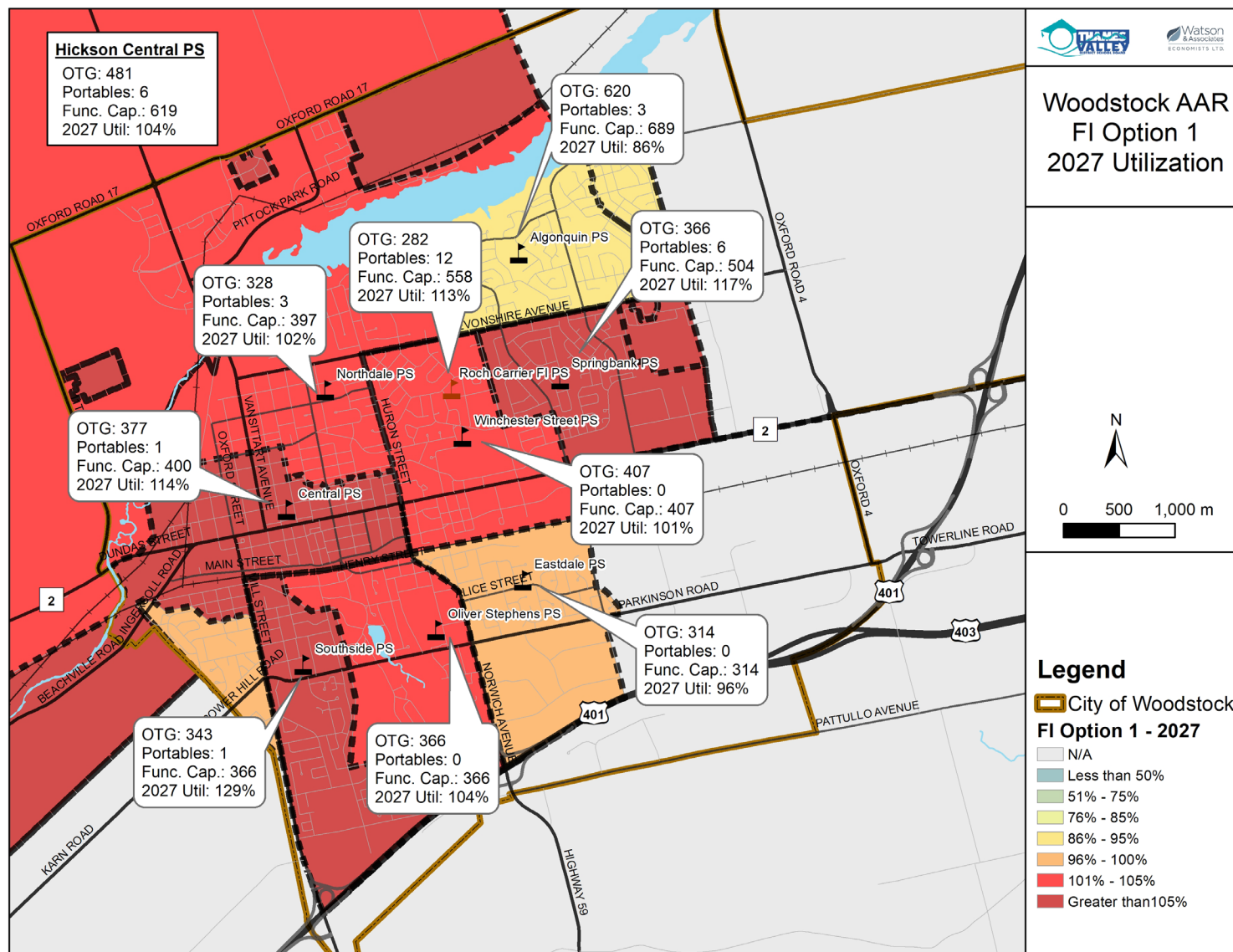
Schools				OPTION 1						
				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functiona Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	365	380	380	104%	104%	104%	104%
Roch Carrier FI PS	6	282	420	275	351	475	125%	168%	84%	113%
Southside PS	1	343	366	385	409	471	119%	137%	112%	129%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%

1) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

2) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

3) Portables have been adjusted as per projected enrolments.







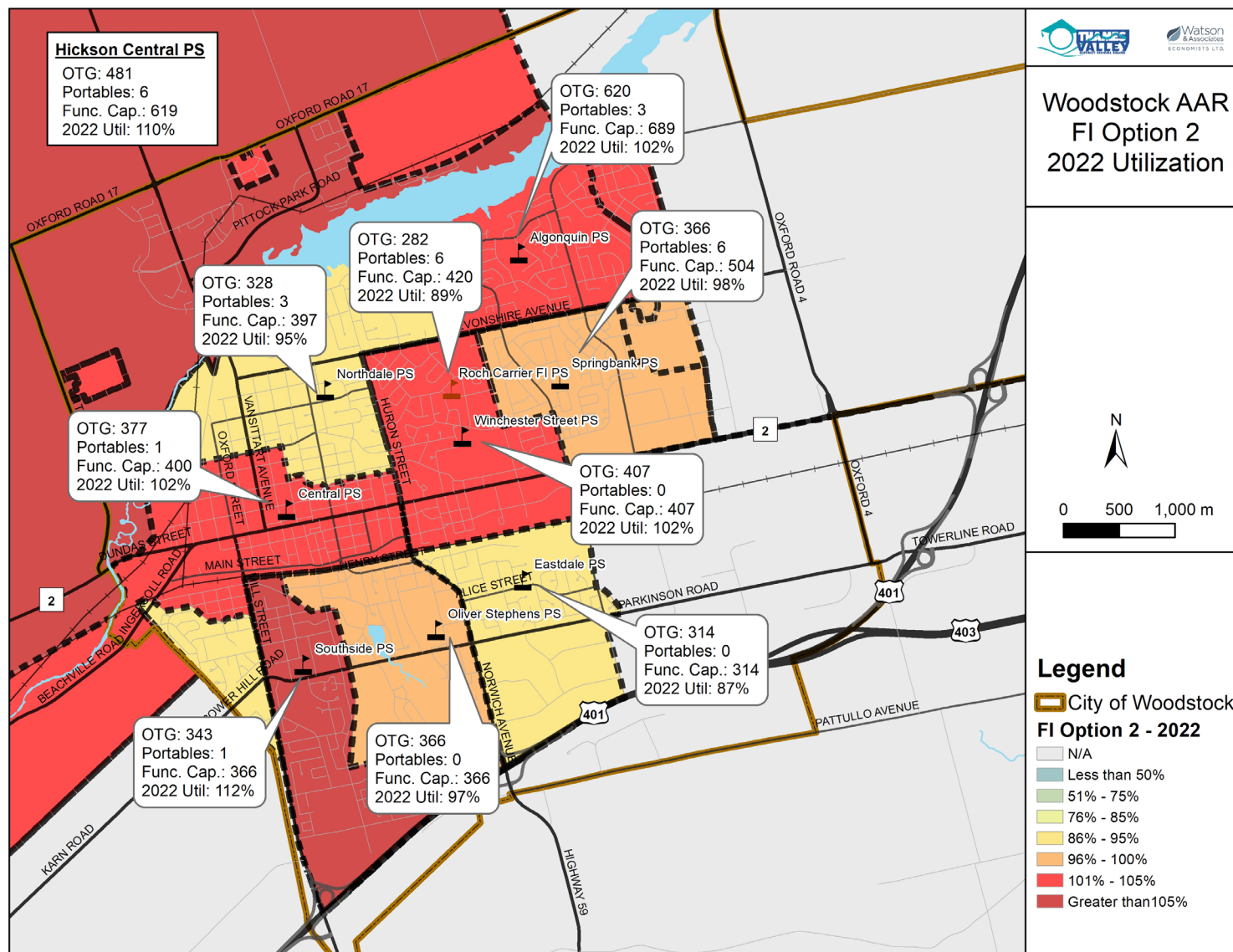
Appendix A-4: School Profiles - French Immersion Option #2

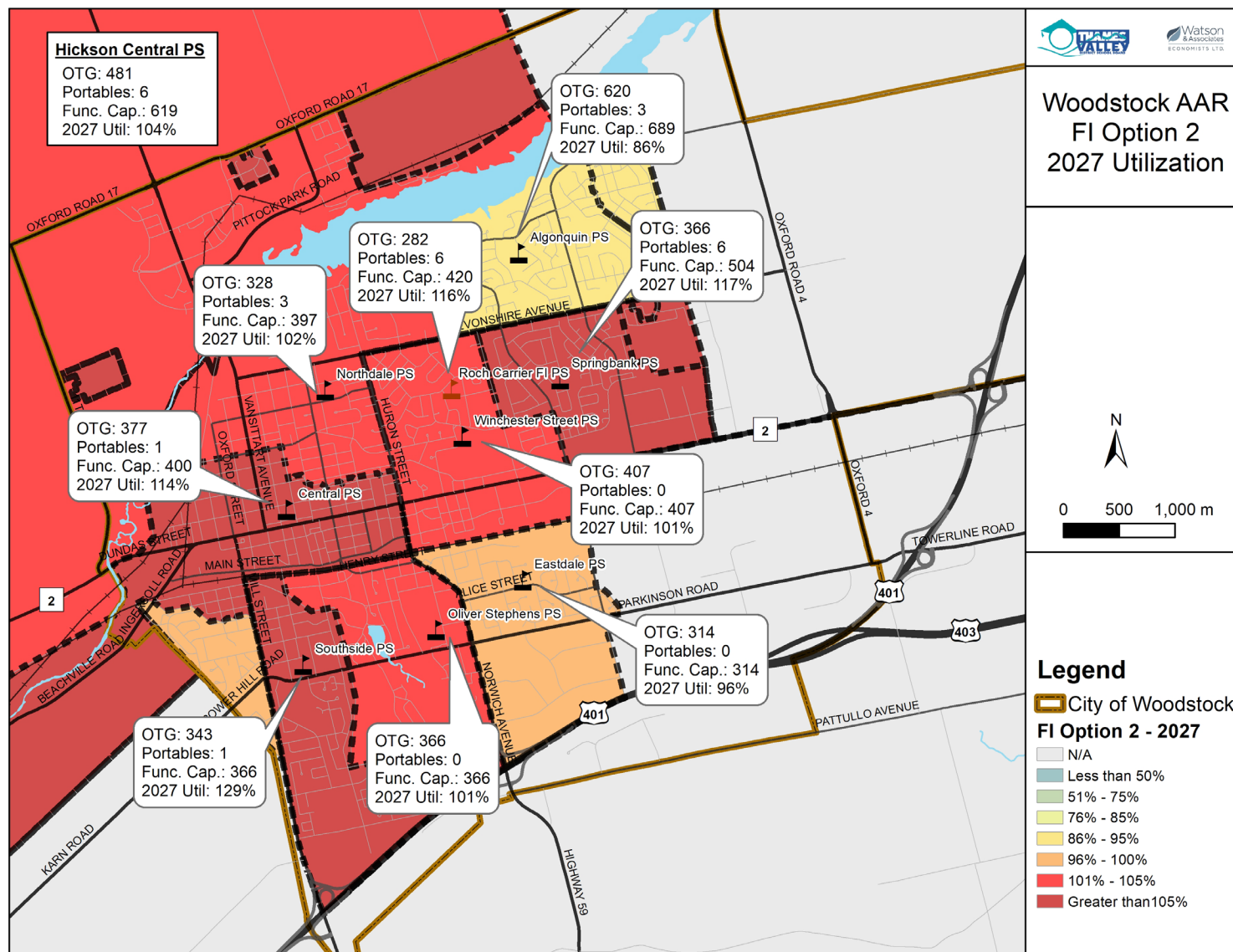
Schools				OPTION 2						
				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	355	356	370	97%	101%	97%	101%
Roch Carrier F I PS	6	282	420	285	376	485	133%	172%	89%	116%
Southside PS	1	343	366	385	409	471	119%	137%	112%	129%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%

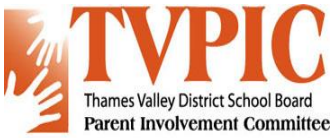
1) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

2) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

3) Portables have been adjusted as per projected enrolments.







NOTICE OF MEETING

THAMES VALLEY PARENT INVOLVEMENT COMMITTEE

DATE & TIME: Thursday, January 14, 2021 - 6:30 p.m.

Virtual Teams Meeting

MINUTES

1. Welcome

S. Thomson called the meeting to order at 6:30 p.m. via Microsoft Teams.

2. Conflicts of Interest

None declared.

3. Minutes of Meeting from November 12, 2020

The minutes of the 2020 December 10 were provided for information and approved.

4. Mental Health Team (Manager Ferdinand and Andrea Harvey)

Manager M. Ferdinand and Mental Health Lead Andrea Harvey joined the meeting to share what their team has been doing over the years and more specifically during this school year to support parents, students and the community. Recognized this is a very difficult time for families, students and parents; thanked the committee for a great turnout. The Mental Health department started this journey with Thames valley 10 years ago with the Health Strategic Plan. In fact, Thames Valley has lead the province in this; we had a Mental Health Lead before the province funded this position. The board has been recognized nationally and provincially for the work around mental health. Goal is to have every school mentally healthy. The Mental Health team offers educator capacity, coaching and support in the mental health journey. The department focuses on self – regulation, empathy, collaborative problem solving, and resiliency in the elementary panel. Currently, as a board, we have over 2000 Assist Suicide Intervention staff trained. Teacher Guides that Thames Valley created for the Elementary and Secondary panels have been picked up provincially. A. Harvey is new to the board as of November 2020 and complicated the board on their efforts around Mental Health and well – being. Brainstormed way to present the Fostering Calm presentation to parents. S. Thomson will follow up with Manager Ferdinand. Lots of great discussion and feedback. S. Thomson thanked them for coming and sharing the amazing work that is happening.

5. Member Updates from TVDSB Representatives (Standing Item)

a) Director of Education/Superintendent

S. Builder provided an update on the number of COVID-19 cases that the board had over the Holiday Break. There are many great things happening in Full Remote Learning, but as a board, we recognize there are some bumps, we continue to ask parents, staff and students to do their best. There are tips coming to Administrators for distribution to support families with the adjustment to remote learning. As a reminder, the first line of communication is with the teacher or with the students' home school. Also, important for everyone to be aware that Thames Valley hears the announcement when everyone else hears the announcement. Our schools are open to staff and our special education self – contained classes. The board and families will find out on Wednesday if full remote learning will be extended. As of December 23, 2020 Information Technology had an additional 11,000 device requests; 15 000 have already been deployed. The Kindergarten registration campaigns have already began and the transition planning for grade 8 to grade 9 students has started. The Every Student Belongs survey is still open, it is very important that every student have a voice. Senior Administrator received confirmation of funding for 16 million for the new Southeast School to be built. Students currently attending Westminster Central, Tweedsmuir and Princess Elizabeth will move to the new school. Senior Administration offers his or her sincere thanks and appreciation, know it is extremely challenging for everyone.

The Change of Learning models for Elementary and Secondary have been very disruptive to staff and students. A review committee has been established, each situation is reviewed case by case, but we cannot honour all requests. In the Full Remote Learning schools, we have worked very hard to create a sense of community. S. Noon thanked S. Builder and the Senior Team for their hard work.

b) Trustee Update

L. Pizzolato shared the change in schedule for board meetings for the remainder of the school year. There will be two meetings a month. A Trustee forum will be created for the 2020 – 2021 school year. Program and Planning Committee meetings have been suspended.

6. Chairs Message

S. Thomson reminded members that School Council meetings can occur virtually, but the Principal or Designate must attend. They can be recorded, but that needs to be communicated at the beginning of the meetings. Guest attending TVPIC meetings are always welcome.

7. Business Arising

a) New Business

Members gave a shout out to the Administrators for the smooth transition to Full Remote Learning.

8. Subcommittees work/ plans

This has been a quiet year. What can we do? Would like to share the Fostering Calm presentation made available to families. How many people know TVPIC exists? What can we do to create awareness? We are here for you, we can help you! This is the year to do something big. Brainstormed ideas to educate families and create awareness around TVPIC (podcasts, simple short YouTube videos). S. Tucker and the Communications department can help create videos, question and answer YouTube segments.

9. Future Agenda Items

10. Future Meeting Dates

a. February 11, 2021 via TEAMS

11. Adjournment

Meeting was adjourned at 8: 15 p.m.

Distribution: Members: Members: D. Goens, L. Martinez, L. Gonzalez, L. Bailey-Moore, S. Thomson, S. Miller, E. Pasch, D. Cripps, S. Vanloffeld, M. Bacon, G. General, K. Robertson, T. Whaley, S. Noon, A. Lynne, S. MacLean, K. Hurst, T. Paradis
Administration and Others: M. Fisher, A. Morell, R. Tamminga, K. Robertson, S. Builder, J. VanderMolen, S. Tucker
Guests: M. Ferdinand, A. Harvey

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

February 2, 2021
12:15 p.m. – 2:40 p.m.

MEMBERS

Representatives

C. Thammavongsa, Association for Bright Children
B. Furac, Community Living London
A. Morse, Easter Seals Ontario(+1:13)
B. Harvey, Epilepsy Support Centre
P. Cook, Learning Disabilities Association of Ontario
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(+12:17)
J. Gritzan, Thames Valley Children's Centre
L. Pizzolato, Trustee
B. Yeoman, Trustee

Alternates

K. Wilson, Autism Ontario London
D. Shore-Reid, Learning Disabilities Association London
N. Davison, VOICE for the Hearing Impaired
C. Krygsman, Community Services Coordination Network (CSCN)(+12:17)

Regrets: J. Bennett, L. Dunlop-Dibbs, S. Thomson

ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education
A. Leatham, System Principal
R. Ferrara, System Principal
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(+1:20)(-1:30)

1. Call to Order

Chair B. Yeoman called the meeting to order at 12:15 p.m. in the London Room at the Education Centre.

2. Welcome

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

4. Conflicts of Interest

None declared.

5. Report of the Previous Meeting

The report of the 2019 January 8 Special Education Advisory Committee meeting was provided for information.

On request members will be identified as representatives/alternates in the attendance of the minutes going forwards.

6. Business Arising from the Minutes

A. Canham provided an update regarding the clear masks provided by the Ministry of Education. The TVDSB is awaiting a response from the Ministry regarding the request for additional clear masks in smaller sizes.

7. Sub-Committee Reports

a. Giftedness

A. Canham advised on the activities of the Giftedness Sub-committee noting the sub-committee has met multiple times since the sub-committee was formed last spring. Sub-committee Chair P. Cook noted a report will be presented at the 2021 March 8 SEAC meeting.

b. SEAC Priorities

Sub-committee Chair A. Morse presented the SEAC Priorities Sub-committee Report and detailed each priority. The rationale for the selection of priorities was provided.

Sub-committee members include A. Morse, N. Davison, J. Wright, D. Shore-Reid and staff.

Questions of clarification were addressed regarding input from parents/guardians, early identification, identifying gaps, communicating with families, training on the new model and parent volunteers.

Discussion occurred regarding the five priority items.

Recommendations were captured by A. Morse.

A. Canham requested members email any additional recommended action items to himself and A. Morse.

8. Professional Assessment Strategy Update

A. Canham provided an update of the waitlist data for professional assessments.

Questions of clarification were addressed regarding staffing, referrals/screening, barriers for removing wait times and summer assessments. Discussion considered options for supporting continued improvements in lowering waitlist times.

9. SEAC Handbook Update

Corporate Services Supervisor B. Williams joined the meeting.

B. Williams presented the proposed addition to the SEAC Handbook regarding Minority Reports.

It was noted the information will be passed along to the sub-committee formed to review and update the SEAC Handbook. Sub-committee members are C. Thammavongsa, L. Pizzolato, T. Grant and staff.

10. After School Skills Development Program (ASSDP) Update

A. Leatham provided an update regarding the After School Skills Development Program (ASSDP) noting the addition of two groups: the One Children's Friendship Training (CFT) group and the One Program for the Education and Enrichment or Relation Skills (PEERS) group. Plans for the delivery of the groups was described.

Questions of clarification were addressed regarding messaging for parents, program criteria, future programming and monitoring the effectiveness of the program.

11. Future Agenda Items

B. Yeoman provided members an opportunity to recommend agenda items for future meetings.

Agenda item criteria was outlined. Recommended items were captured by A. Canham.

Discussion occurred regarding the recommended items; ASSDP Measures of Effectiveness, CCAT Testing, TOSA Referrals and an update on the Accessibility Plan. A. Canham conducted a poll to ensure each future item was supported by the majority of members.

Clarification was provided regarding the item "closed captioning" noting the full report will be presented as part of the Accessibility Plan update. A brief report will be provided at the next SEAC meeting.

12. Special Education Plan (Standing Item)

A. Canham advised on the 2021 Special Education Plan sub-committee requesting that members interested in joining the sub-committee email B. Yeoman and A. Canham.

13. Students on a Modified Day (Standing Item)

The next update will be provided at the 2021 March 8 meeting.

14. Correspondence (Standing Item)

None.

16. 2021 Meeting Dates

The 2021 meeting dates were provided in the agenda package. The next meeting is scheduled for 2021 March 8, 6:30 p.m.

17. Adjournment

The meeting adjourned at 2:41 p.m. by motion.

Recommendations: None.

B. Yeoman
Chairperson

REPORT OF THE CHAIR'S COMMITTEE

2021 February 16
12:01 p.m. – 12:38 p.m.

MEMBERS

B. McKinnon (Chair) A. Morell
L. Pizzolato M. Ruddock

ADMINISTRATION AND OTHERS

M. Fisher B. Williams

Regrets: C. Rahman

The Chair's Committee met virtually using the TEAMS platform.

1. APPROVAL OF AGENDA

The agenda was approved by motion.

2. CONFLICTS OF INTEREST – none declared**3. REVIEW UPCOMING BOARD MEETING AGENDAS**

The Committee of the Whole, In-Camera and public Board meeting agendas for 2021 February 23 were reviewed and discussed. The Committee of the Whole, In-Camera meeting was cancelled.

4. UPDATE – TRUSTEE FORUMS

Trustee Pizzolato reported on the input received from Trustees regarding the planned Trustee Forums; a written report will be provided at the next meeting for further discussion.

5. OPERATIONAL PLAN – TRACKING OF REPORTS

Through discussion it was agreed to have a tracking sheet of future reports coming to Board that would be reviewed. The tracking sheet would include the scheduling of Operational Plan reports.

It was noted the mandates of the Advisory Committee meetings are being reviewed by the Board Governance and Bylaw Review committee to identify required reports to be scheduled in the current year.

The process for asking for reports and tracking requests was discussed.

6. BOARD MEETING SCHEDULE

In consideration of the March break being rescheduled to the week of April 12th, it was determined the Board meeting scheduled on April 13 be moved to April 6, 2021. It was confirmed there are two Board meetings scheduled in March and in April.

The following recommendation was moved and carried:

That the 2021 April 13 meeting of the Board be rescheduled to 2021 April 6 in light of the new spring break schedule.

7. STRATEGIC PLAN

Discussion considered whether the current strategic plan should be extended for one year. The limits on face-to-face public consultation, the significant board resources required for the Woodstock and London attendance area reviews, and the Trustee forums were identified as reasons to delay the strategic planning process for one year. The need to show leadership and move forward with strategic planning regardless also was identified. No decision was made. It was noted discussion needs to occur at a future board meeting.

Chair McKinnon offered to enquire about approved board facilitators to support the strategic planning process and bring information back to the next meeting.

8. UPCOMING EVENTS/INITIATIVES

Student Trustee elections are scheduled for April 21 and April 22, 2021; the student leadership conference tentatively is scheduled for April 23, 2021.

The third session of the Indigenous Professional Development series is yet to be scheduled.

9. TRUSTEES' PROFESSIONAL DEVELOPMENT REQUESTS

The following motion previously was moved and carried through an electronic vote:

That Student Trustees M. Dhaliwal, N. Keller, and T. Rahman be approved to participate in the OSTA-AECO's Board Council Conferences 2021 that is being held virtually February 18-21.

10. OTHER BUSINESS - none

11. DATE AND TIME OF NEXT MEETING

The next meeting is scheduled for 2021 March 2, 12 p.m.

It was noted the Chair's meeting scheduled for 2021 April 6 will be rescheduled to 2021 March 30, 12 p.m.

12. ADJOURNMENT

The meeting adjourned at 12:38 p.m. by motion.

RECOMMENDATION:

That the 2021 April 13 meeting of the Board be rescheduled to 2021 April 6 in light of the new spring break schedule.

BILL MCKINNON
CHAIR

REPORT OF THE BOARD GOVERNANCE AND BYLAW REVIEW COMMITTEE

2021 February 16
5:01 p.m. – 6:44 p.m.

MEMBERS

A. Morell (Chair) B. McKinnon
S. Polhill J. Skinner

ADMINISTRATION AND OTHERS

A. Chahbar B. Williams

1. Call to Order

On motion, the meeting was called to order at 5:01 p.m.

2. Approval of Agenda

On motion, the agenda was approved.

3. Conflicts of Interest - None declared

4. Report of Previous Meeting

The report of the previous meeting was provided for information.

5. Business Arising from the Minutes

Committee Chair Morell referenced the materials posted in One Drive for committee members.

6. Bylaw Amendments

a. Review and Prioritize Sections

A draft work plan for reviewing the Board Bylaws was reviewed. It was agreed to review the Leave of Absence (Section 14.0) of the Bylaws first.

It was noted that Section 14.0: Leave of Absence of the Board Bylaws requires an update. During the last Bylaw review the content was removed pending review of changes to the Education Act.

Through discussion, the following recommendation was moved and carried:

That Section 14.0 of the Board Bylaws be amended as follows:

To meet the provisions of Section 228 (1)(b) of the Education Act, a Board Member applying for leave of absence shall make the request directly to the Board.

Any action on a request for leave of absence must be recorded as a motion of the Board.

Through discussion it was determined a policy regarding leave of absence of Trustees would be helpful and necessary noting the requirements of the Education Act.

The following recommendation was moved and carried:

That the Policy Working Committee be asked to create a Trustee Leave of Absence policy to address section 170(1) of the Education Act with respect to pregnancy leaves and parental leaves of members of the Board; and to cover general leaves of absences per section 14.0 of the Board Bylaws.

Committee members discussed potential items to be included in a policy; information will be shared with the Policy Working Committee.

The committee agreed to review Public Input and Notice of Motion/Motions at the next meeting.

b. Advisory Committee Mandates

A. Morell provided an overview of the calendar of reports generally presented to Trustees through the Advisory Committee meetings. It was noted most reports are presented as necessary rather than annually. Examples were outlined.

Discussion considered whether Advisory mandates need to be included in the Board Bylaws.

There was a suggestion that departmental updates at Advisory meetings may be a helpful tool in the future noting departmental updates were done in the past. B. Williams was asked to search historical records for these reports. It was agreed to defer this to a later date.

7. Governance Action Plan

Committee members reviewed a "wordle" created out of words related to board governance as a way of framing the work of the committee in this area.

A. Morell advised she sent Trustees links to OPSBA virtual workshops that were recorded this year noting the work of the committee involves offerings of professional learning in the area of governance.

Further discussion on the governance work plan was deferred to a future meeting.

8. 2021 Meeting Dates

The schedule of future meeting dates are: March 16, 5 pm; April 20, 5 pm; May 18, 5 pm; and June 15, 5 pm.

9. Adjournment

On motion, the committee adjourned at 6:44 p.m.

Recommendations:

That Section 14.0 of the Board Bylaws be amended as follows:

To meet the provisions of Section 228 (1)(b) of the Education Act, a Board Member applying for leave of absence shall make the request directly to the Board.

Any action on a request for leave of absence must be recorded as a motion of the Board.

That the Policy Working Committee be asked to create a Trustee Leave of Absence policy to address section 170(1) of the Education Act with respect to pregnancy leaves and parental leaves of members of the Board; and to cover general leaves of absences per section 14.0 of the Board Bylaws.

ARLENE MORELL
Committee Chair

“Certificate of Appreciation” Program

Goal: To improve student achievement through stronger recognition and encouragement of exceptional work done by front line staff.

We acknowledge that the work of frontline workers is “of utmost importance in our system and has the greatest impact on student achievement”. This is a way to allow principals to have excellent work by the staff members in their schools recognized by the Board without increasing school administration workload. It is important that this program be simple, yet very effective.

This acknowledgement program must:

1. Correspond to our Strategic and Operational Plans
2. Respond to and acknowledge excellence as opportunities arise
3. Be very simple yet extremely effective

One: Correspond to our Strategic and Operational Plans

The criteria for recognition be drawn directly from our Strategic Plan:

- Innovation in the classroom and focus on excellence for every child
- Engage and communicate with Thames Valley students, staff, families and community (Goal 3)
- Establish a culture of belonging, inclusion and respect that results in success for all students (Goal 2)
- Contributions beyond the classroom
- Contributions to school climate
- Staff leadership activities (not formally assigned)

Two: Respond to and acknowledge excellence as opportunities arise

Each principal be awarded the privilege of having two staff members a year recognized as an opportunity arises. There will be no deadline by which the names be put forward. Simply when an occasion warrants, the principal would forward the name to the Director’s office or HR(TBD) with an indication of which area of the strategic plan benefitted by the excellent work and a “Certificate of Appreciation”, signed by the Chair of the Board would be issued to the staff member to

- Acknowledge their exceptional work,
- Say “Thank You”
- Let them know that they are a valued member of our team.

Three: Simple, yet extremely effective

The principal would forward two names during the school year to the Director’s office or straight to HR. The principal would include the name and criteria area in which the staff member has shown exceptional work. The certificate would go out to the staff member’s mailbox in the courier system.