



Date of Meeting: 2018 November 27

Item #: 14.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: <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	2018 Annual Planning Report
PRESENTED BY:	Susan Mark, Superintendent of Facility Services and Capital Planning
PRESENTED FOR:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Advice
Recommendation(s):	<ol style="list-style-type: none">1. That the following schools be approved for potential facility collaborations:<ul style="list-style-type: none">• Aberdeen Public School• Ealing Public School• Knollwood Public School• Nicholas Wilson Public School• Trafalgar Public School• Arthur Voaden Secondary School• Clarke Road Secondary School• B. Davison Secondary School• Glencoe District High School• Ingersoll District Collegiate Institute• Montcalm Secondary School• North Middlesex District High School• West Elgin Secondary School• Westminster Secondary School 2. That the following proposed capital construction projects be approved for potential co-build opportunities and facility collaboration:<ul style="list-style-type: none">• Belmont – new Elementary School• London Southwest – new Elementary School• St. Thomas Southeast – new Elementary School• Springbank Public School – addition and renovation
Purpose:	<p>To provide a yearly summary of TVDSB's pupil accommodation status which includes: Ministry updates, program enhancements as a result of capital investments, student enrolment, overview of demographic trends and planning tools, priority areas experiencing a change in demographics, student accommodation / school capacity, update on capital funding initiatives for new, renovated and school renewal, community planning and facility collaboration opportunities, and status updates of accommodation and attendance area reviews.</p> <p>In addition, school boards are required to review and inform the public of possible collaboration opportunities at underutilized open and operating schools. Eligible schools include those which have calculated utilization rates of 60% or less for two years, and/or have 200 or more unused pupil places, and unless such facilities have otherwise been designated by TVDSB for another purpose or initiative. The recommendation is provided above for approval.</p>
Content:	2018 Annual Planning Report (attached) provides the yearly summary.

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

Strategic Priority Area(s):

Students, families and staff are welcomed, respected and valued as partners.

Relationships:

- Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community.
- Create opportunities for collaboration and partnerships.

Equity and Diversity:

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

Achievement and Well-Being:

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

Form Revised October 2018

2018 Annual Planning Report



Thames Valley District School Board

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SECTION 1.0: EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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

SECTION 2.0: MINISTRY OF EDUCATION UPDATES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.1: CAPITAL PRIORITIES PROGRAM

On 2018 March 02, the Ministry released memorandum *2018 B03: Capital Priorities – New Reporting and Accountability Requirements*. The memorandum outlined the new school board reporting and accountability requirements for major school capital projects, beginning with projects approved through the 2017-18 Capital Priorities Program.

Directors of Education were required to attest that their school board agrees with the scope of the project and accepts the responsibility of delivering the completed projects within the Ministry's funding allocation. This form was submitted in 2018 April. There was also a requirement for quarterly, Senior Business Official-approved status reports to the Ministry for each project that had been approved through the 2017-18 Capital Priorities Program. Templates were to be developed by the Ministry, however this did not occur prior to the change in the Provincial government in 2018 June, therefore no reports were submitted to the Ministry.

2.2: GREENHOUSE GAS REDUCTION FUNDING (GGRF)

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

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

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

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

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

SECTION 3.0: EDUCATIONAL OPPORTUNITES AND BENEFITS TO LEARNING

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

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

3.1: LIBRARY LEARNING COMMONS SECONDARY

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

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

3.2: OUTDOOR LEARNING ENVIRONMENTS

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

3.3: PROGRAMMING TO SUPPORT ENGLISH LANGUAGE LEARNERS

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

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

3.4: PROGRAMMING TO SUPPORT NEWCOMERS AND INTERNATIONAL STUDENTS

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

3.5: RETHINK SECONDARY LEARNING

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

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

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

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

Table 1: 2017-2018 Enrolment Below 600 FTE

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

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

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

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

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

SECTION 4.0: STUDENT ENROLMENT

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

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

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

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

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

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

4.1: HISTORICAL ENROLMENT TRENDS

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

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

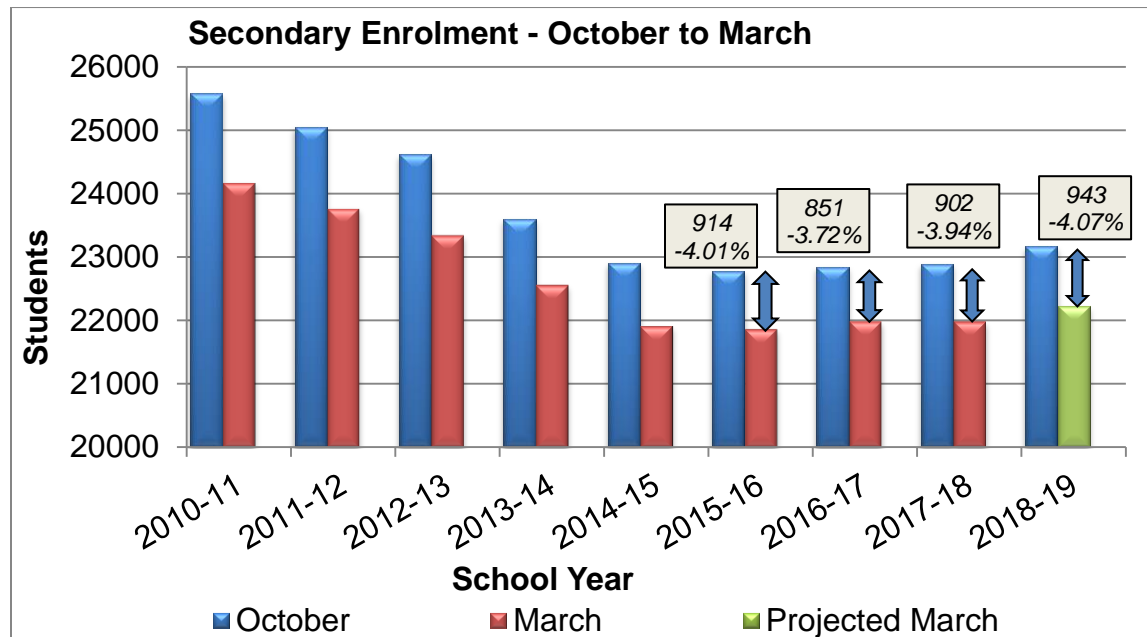
Over the course of the past three (3) years, the typical trends in enrolment have changed. Significant increases have been observed in the grade over grade progression in the elementary panel and secondary panel.

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

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

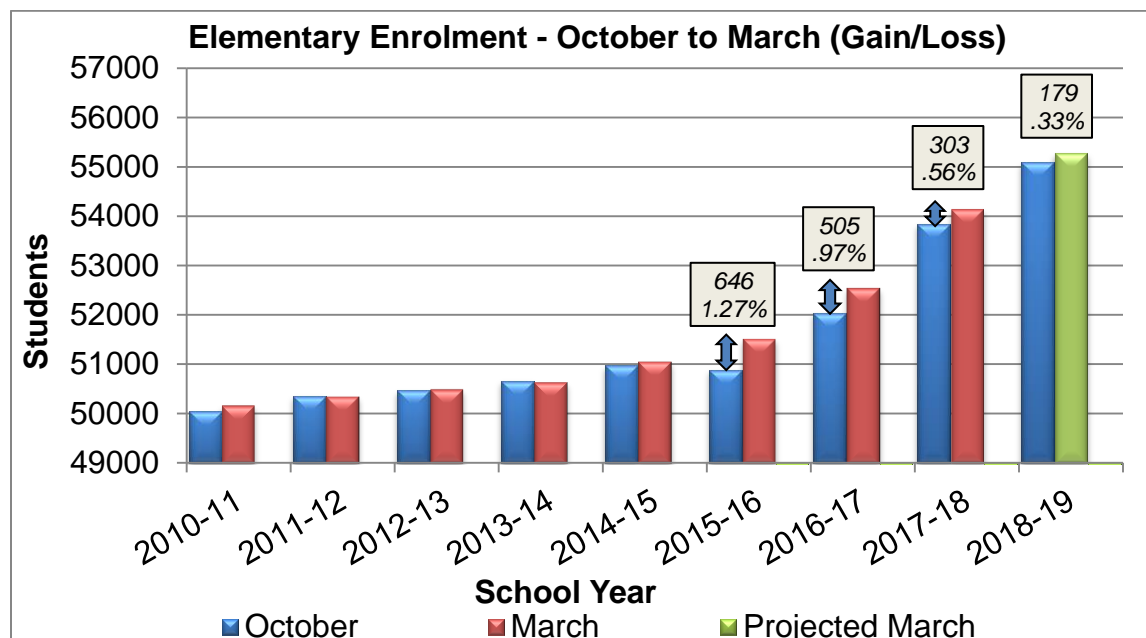
Figure 1 demonstrates the decrease experienced in the Secondary panel from October to March.

Figure 1: Secondary Enrolment – October to March



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

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



4.2: FACTORS IMPACTING ENROLMENT

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

4.2.1: Migration (Students Entering from Other Boards)

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

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

4.2.2: Immigration (Students Entering from Other Countries)

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

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

4.2.3: Challenges Due to Enrolment Increases

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

4.3: ELEMENTARY ENROLMENT

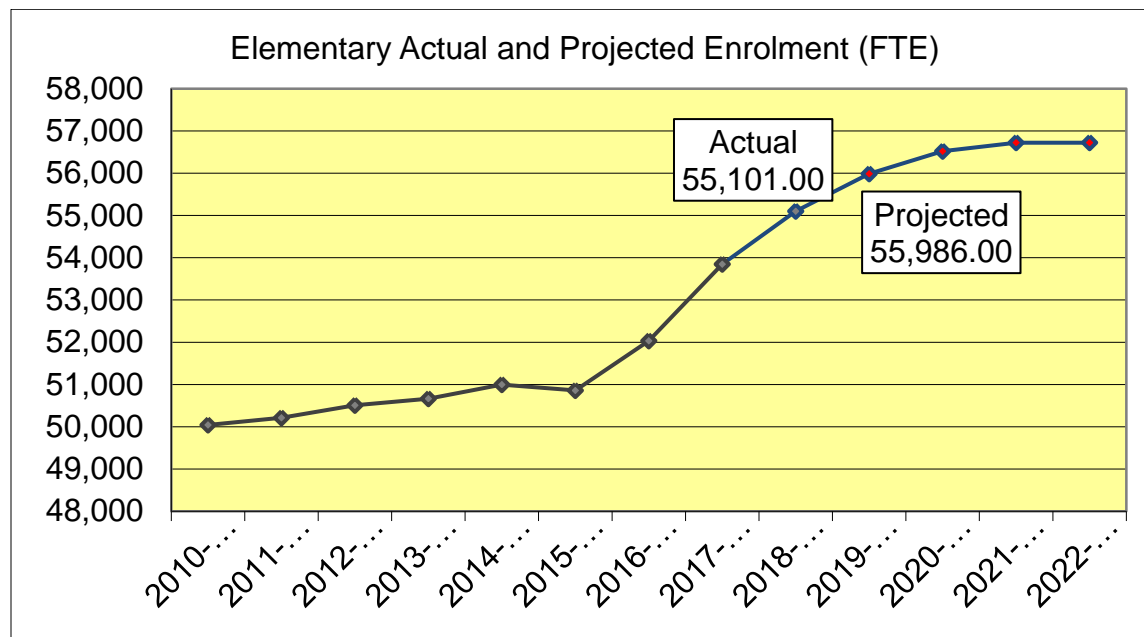
From October 31st 2017 to October 31st 2018, elementary enrolment increased by 1270 FTE or 2.36%. The 2018-19 preliminary elementary enrolment is 55,101 (Full Time Equivalent) FTE. Over the past three (3) years, TVDSB enrolment has seen significant increases in due to immigration and migration. Since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

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

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

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

Figure 3: Elementary Actual and Projected Enrolment (FTE)



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

4.4: SECONDARY ENROLMENT

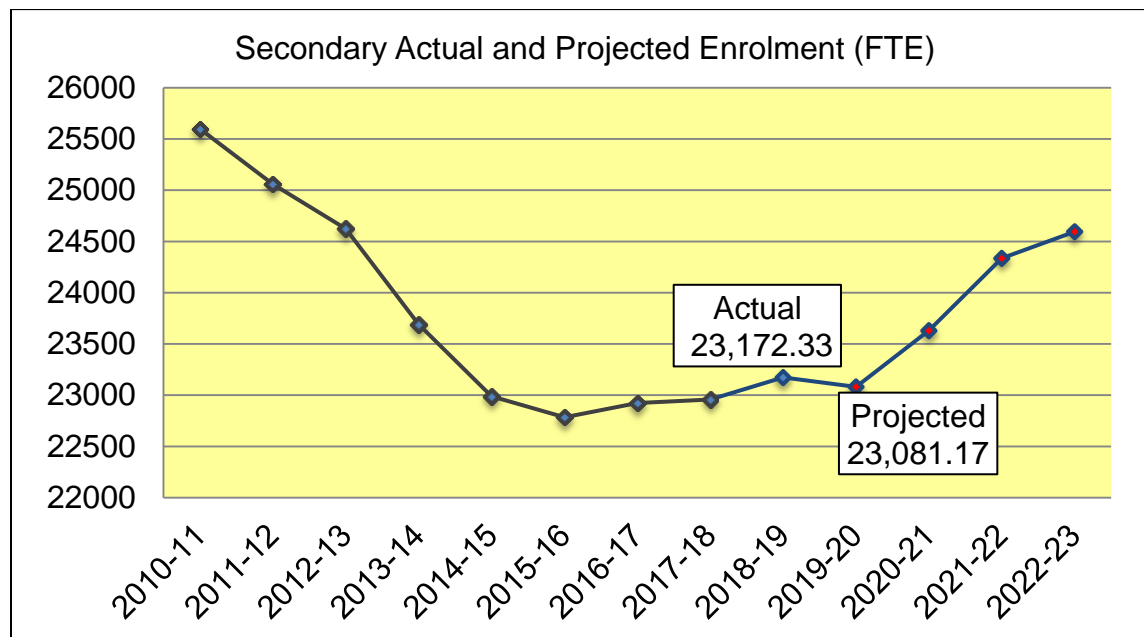
From October 31st 2017 to October 31st 2018, secondary enrolment increased by 214.16 FTE or 0.93%. The 2018-19 preliminary secondary enrolment is 23,172.33 FTE. Secondary enrolment is projected to decrease slightly to 23,081.17 FTE for the 2019-20 school year (a decrease of 91.16 FTE or -0.39%).

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

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

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

Figure 4: Secondary Actual and Projected Enrolment (FTE)



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

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

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

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

4.5: SUMMARY OF ELEMENTARY AND SECONDARY ENROLMENT

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

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

SECTION 5.0: DEMOGRAPHIC SHIFT AND ACCOMODATION OF STUDENTS

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

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

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

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

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

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

Table 3: High Priority Areas

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

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

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

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

5.1: TOOLS AVAILABLE FOR SHORT TERM PLANNING

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

Table 4: Total Non-Permanent Classrooms

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

5.2: TOOLS AVAILABLE FOR LONG TERM PLANNING

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

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

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

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

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

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

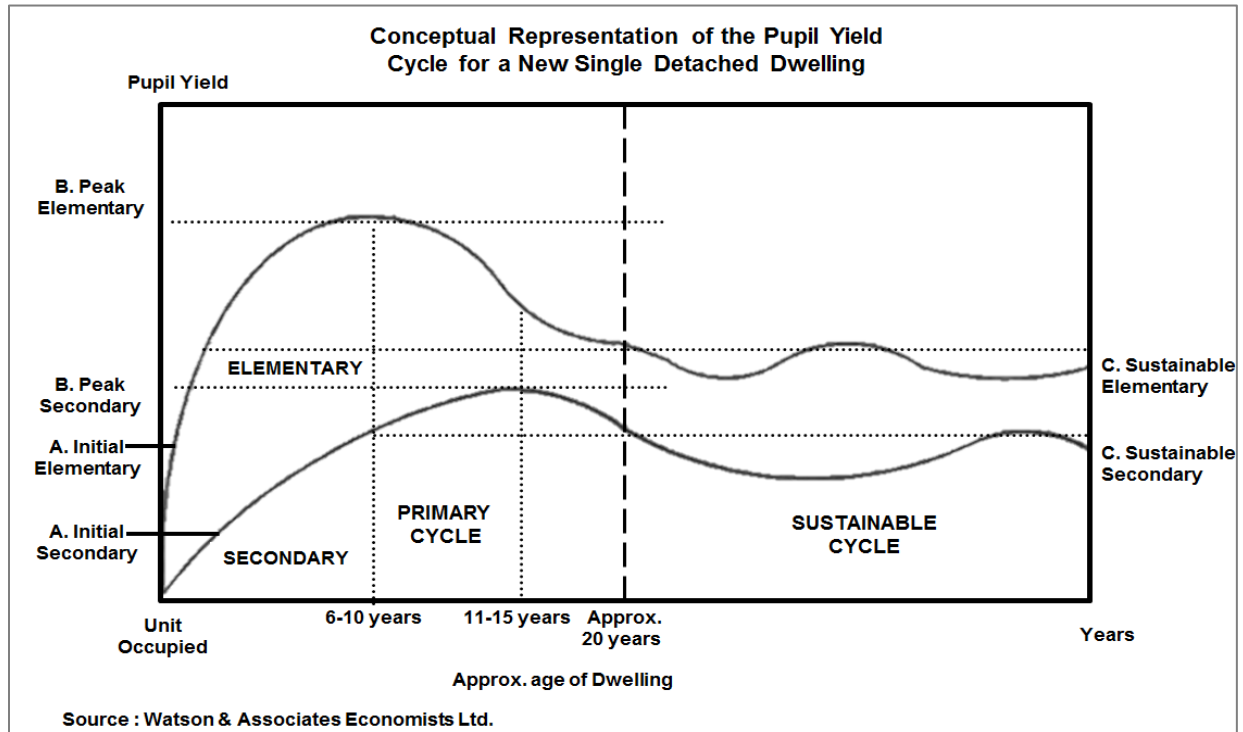
Public consultation is required to permanently accommodate students from a Holding Zone. A PAR or AAR would be required once a substantial amount of TVDSB students have materialized in the Holding Zone.

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

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

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

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



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

5.3: BOARD APPROVED HOLDING ZONES

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

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

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

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

5.3.1: Existing Board Approved Holding Zones

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

Table 6: Elementary Holding Zones

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

Table 7: Secondary Holding Zones

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

5.4: PROPOSED NEW SCHOOL SITES

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

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

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

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

SECTION 6.0: STUDENT ACCOMMODATION – SURPLUS CAPACITY

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

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

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

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

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

SECTION 7.0: SOURCES OF CAPITAL FUNDING

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

7.1: CAPITAL PRIORITIES

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

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

Table 10: Board Approved Priorities

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

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

Table 11: Projects that Received Ministry Approval

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

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

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

7.2 EARLY YEARS CAPITAL PROGRAM

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

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

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

7.2.1: Child Care Centres and Child and Family Centres

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

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

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

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

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

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

Table 13: Stand-Alone EYCP Submission Requests 2017 August

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

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

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

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

8.0: SCHOOL RENEWAL

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

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

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

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

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

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

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

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

8.1: GREENHOUSE GAS REDUCTION FUND (GGRF)

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

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

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

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

8.2: COMMUNITY HUBS CAPITAL FUNDING: MINOR RETROFITS AND ACCESSIBILITY

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

8.3: INTERNALLY FUNDED CAPITAL PROJECTS

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

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

SECTION 9.0: COMMUNITY PLANNING AND FACILITY COLLABORATION OPPORTUNITIES

9.1: ANNUAL COMMUNITY PLANNING AND FACILITY COLLABORATION MEETING

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

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

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

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

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

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

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

9.2: FACILITY COLLABORATIONS AND CO-BUILD OPPORTUNITIES

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

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

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

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

Table 15: Unused Space (Sorted by Utilization)

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

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

Table 16: Projects Eligible for Co-Building Opportunities

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

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

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

SECTION 10.0: COMMUNITY USE OF FACILITIES

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

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

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

Table 17: 2017-18 Total Number of Permits

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

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

SECTION 11.0: PUPIL ACCOMMODATION REVIEWS (PAR)

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

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

(Pupil Accommodation Policy, No. 4015)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11.3: FUTURE PUPIL ACCOMMODATION REVIEWS

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

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

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

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

SECTION 12.0: ATTENDANCE AREA REVIEW (AAR)

12.1: ELGIN COUNTY FRENCH IMMERSION AAR (2017)

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

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

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

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

The following occurred as per the AAR Procedure:

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

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

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

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

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

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

12.2: WESTERN MIDDLESEX ATTENDANCE AREA REVIEW (2018)

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

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

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

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

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

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

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

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

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

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

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

SECTION 13.0 RECOMMENDATIONS

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

That the following schools be approved for potential facility collaborations:

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

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

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

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

APPENDICES

APPENDIX A: CAPITAL INITIATIVES FEBRUARY 2006 TO PRESENT

APPENDIX A: CAPITAL INITIATIVES FEBRUARY 2006 TO PRESENT

New Schools, Additions & Renovations (Approved)

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

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

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

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

APPENDIX A: CAPITAL INITIATIVES FEBRUARY 2006 TO PRESENT

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

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

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

APPENDIX A: CAPITAL INITIATIVES FEBRUARY 2006 TO PRESENT

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

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

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

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

Surplus Pupil Spaces / Building Area

Capacity:

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

Permanent Space:

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

Capital Projects Funding in Progress (in Millions)

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

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

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

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

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

School Conversions

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

School Closures (Board Approved)

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

C.1: ELEMENTARY ACTUAL & PROJECTED OCTOBER 31 FTE

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX D: TVDSB BOARD APPROVED HOLDING ZONES

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

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

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

Acronyms: AAR - Attendance Area Review

PAR - Pupil Accommodation Review

* Pending Ministry of Education approval & funding

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

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