

1. QUESTION: The proposed options (contained in reports submitted during the process) are completely different, as well as many of the facts. In the April report, it states Parkview P.S. has 2 portables and in the December report says it has 5 (My understanding is they are waiting on their 3rd portable). Caradoc P.S. also has zero portables in the April report and has 4 portables in December report. Can we have the facts and numbers checked and verified on the Watson & Associate Report?

ANSWER: There was a time span between the Initial Report completed in April 2018 and the Watson & Associate Report completed in December 2018 and enrolment numbers did change in this time period. A revised motion was also put forth by the Board after the presentation of the Initial Report in April which therefore changed the options. With the elapsed time in this process, Watson & Associates were engaged and updated enrolment data was utilized. In addition, the management of the portable allocations was in transition in the Facility Services department with the departure of staff. A such, databases did not get updated – this is currently underway and has been completed for this attendance area review. Each school has confirmed they have the following number of portables:

School	Number of Existing Portables	Number of Portables to be Delivered
Caradoc	0	0
Centennial Central	1	0
Delaware Central	0	0
East Williams	0	0
Oxbow	3	0
Parkview	2	1
Valleyview	0	0

2. QUESTION: What plans does the Board have for Delaware Public School to accommodate such a huge student population increase? Teaching staff? Learning support staff? Portables? School renovations? Increased gymnasium space for physical activity? Additional washrooms? Parkview Public School has already put these things in place to accommodate the student growth they have had to date.

ANSWER: Where there are enrolment changes that are significant enough to merit special considerations for staffing between schools impacted by boundary changes, a Reorganization Staffing Committee is established by TVDSB administration. The Reorganization Staffing Committee uses the following guiding philosophies when staffing schools:

- Ensuring that affected schools are accommodated prior to the TVDSB's regular staffing process
- Maintaining a regional aspect
- Seniority
- Anomalies that may be unique to the specific schools
- Mirroring regular staffing as much as possible, trying to make the process seamless

Staffing would reflect current Ministry of Education and Board regulations and guidelines.

Delaware Public School currently has the capacity to receive additional students and will complete school renewal items as required and based on available funding. The enrolment is annually tracked and projected, so if portables are required, this will be reviewed to accommodate the required increase in capacity.

3. COMMENT: I live in Kilworth in the old section and I find it troubling that someone who has had children in the school for nine years and has supported many a fundraiser and volunteering hours to help better the school for my children to learn in, will now have to take their children to another school.

That parents in the new Kilworth subdivisions coming from who-knows-where and never had ties to the school are allowed to have their children attend Parkview Public School.

May I suggest that we leave everybody attending Parkview continue to attend but anybody new to the Kilworth area whether old or new sections would have to attend at the Delaware School. This might take a while to thin out the students in Parkview but in the long run be fair for those students already attending and for all the students that would be new to Kilworth.

4. QUESTION: Why not build the new Kilworth school and bus the small population of Delaware to Kilworth?

ANSWER: At this time, the immediate concern is an increase in enrolment due to the residential development. This increase in enrolment does take time to warrant the building of a new school. In the short term, building a new school in the Kilworth area is not currently an option as it's unlikely the Ministry of Education would fund a new school when there are empty pupil places in the surrounding schools.

5. QUESTION: Why is Caradoc North public School excluded from this review? Caradoc North P.S. borders both Parkview P.S. and Caradoc P.S. and had less than 200 students enrolled, similar to Delaware PS.

ANSWER: Caradoc North PS was not included in the motion put forth by the Trustees at the 2018 April 24 Board Meeting. If you feel this should be reviewed, it can be an option put forth via the School Committee Meetings.

6. QUESTION: When is the proposed implementation of these changes? Kindergarten registration is fast approaching.

ANSWER: Parents and guardians should register their children at the designated public school, which may be found by entering your home address on the Find My Local School page on the TVDSB website: <https://www.tvdsb.ca/en/schools/find-my-local-school.aspx?mid=332>

However, parents and guardians should be aware that this school attendance area is currently under an Attendance Area Review. Final recommendations of this review are scheduled to be considered by the Trustees in May 2019. Any approved attendance area changes will be implemented in September 2020 to provide the opportunity for both TVDSB and parents and guardians to prepare and accommodate such changes in attendance areas.

7. COMMENT: We moved to Kilworth 4 years ago because we wanted our daughter to attend Parkview (for reasons you probably already know) she's been there for 3 years now. We live in old Kilworth which my understanding is that this area is in the new proposed zone.

At time of enrolling our daughter, there were no issues with enrollment numbers. I feel strongly that it is unfair to us, that we would be forced out, especially considering that we chose Parkview for her education. The other schools that are considered have less than desirable reputations.

I strongly believe that the zoning should be changed to the "newly developed areas, and planned developments to be enrolled in different schools, as that is the cause for this review.

Over the past few years, we have developed a strong rapport with the educators there and our daughter is thriving there! Please don't take that away from us? Surely the increased number of enrollments are high enough to support building a new school in Komoka.

With much respect.

8. COMMENT: Grandfathering should be practiced to phase in any change for students who have attended a school. Any changes need to be made very public and be clearly accessible so that parents moving within the county can make educated decisions.

9. COMMENT: The current holding zone for Timberwalk is creating segregation of the community. It is ridiculous that a child living in the house next door is going to Oxbow, yet mine will need to be bused over 30 mins away to Valleyview PS. The zones need to be reviewed and reset. Oxbow has been too full for way too long - time to look at building an extension or a new school. My father in law who is 60 said it was overflowing when he went ages ago and no one seems to be dealing with this problem. Ilderton continues to grow and the school needs to catch up.

10. QUESTION: Can you tell me exactly what the consideration is for Oxbow PS and what the proposed plan is. I currently live in the old area of Ilderton. I have looked at the website and do not see anything mentioning Oxbow and the zoning forecast. Can you please provide some insight on that.

ANSWER: The details for the options that are being considered are found at the website at www.tvdsb.ca/wmaar

Please track through the following sequence:

1. "Documents and Reports"
2. Under the heading "Western Middlesex Attendance Area Review", click to open "Reports and Shared Information".
3. Scroll down to December 17, 2018 and click to open "Middlesex Attendance Area Review (Supplementary Data)".

The report noted above identifies the options and considerations for each option. Oxbow PS is specifically noted on pages 2-14, but the report should be reviewed in its entirety to provide a full context for the study.

11. COMMENT: We are a rural family. Our child attends Oxbow and over the last few years there has been a lot of talk of sending rural students to another school to allow the newly created subdivision families access to our school. We find this an unfair alternative. As much as the families in the new subdivisions in Ilderton would like to come to Oxbow, is it fair to ask our child, along with many other rural children who have been attending Oxbow for multiple years to pick up and go elsewhere. It is my understanding that even if rural students are to be relocated, Oxbow will still be over capacity. It would be nice to find an alternative that benefits everyone.

12. QUESTION: You stated the age range for the 7 schools starts in 1938. If you are referring to Delaware Central....only the boiler room was built in 1938. The size of the boiler room might be 10 x10 feet? The rest of the school was built in the early 1960s and the latest addition was built in 1991. So it is very unfair to state the range start in 1938. Check the facts.....don't refer to the consultants report only.

In about 1998, a bus was cancelled at Delaware Central.....so my kids in grades JK, Grade 1 & Grade 3 had to ride the bus for an hour in the morning and another hour in the evening to get to school. We only live 12 minutes from the school. Another family was probably on the bus for 70 mins each way. It only lasted one year. But it was unfair.....how could my kids function properly in school compared to a kid who walked to school, who woke up at 8:30 to be to school by 9ish. Meanwhile my kids had already been on the bus for 30 mins. Remember that when you change the boundaries.....keep Valleyview open . . . some poor 3 year old might be on that bus for 2 hrs a day.

ANSWER: From TVDSB records, 1938 is the date noted on the building drawings for the boiler room and adjacent space at approximately 800 square feet. TVDSB and the Ministry notes this is the date the school was constructed and became an asset. There were two additions in the 1960s and another addition in 1991.

13. COMMENT: Thoughts for consideration

1. Valleyview currently has 193 students (+7 projected for 2020)
2. Parkview currently has 47 over capacity (+ 10 projected for 2020)
3. Delaware currently has 120 students and is declining.

All 3 schools are within 5 - 10 min. from each other.

That totals to 360 students projected to 375 total students including next years enrolment. That is 75% enrolment in a new school with a capacity of 500 and 83% enrolment for the year 2020 and climbing due to new developments

As a Mother who speaks with other Moms and Dads at the bus stop and in passing at school gatherings etc., none of us want to see our children moved to the schools selected as holding zones, particularly Delaware and Valleyview.

I understand how difficult of a situation this is for the board and the Ministry to find a solution that will please everyone involved, but it feels like this is simply being viewed as a tetras game to shift the numbers around to arrive at a more balanced enrolment per school, which makes logical sense.

14. QUESTION: The Attendance Boundary Sub-Areas - Student Breakdown indicates there are 56 students located in Area S. Is there further breakdown of that number detailing the students' current grade? How many of that 56 students will be no longer be in Parkview at the start of the 2020-21 school year?

Second question relates to any 'grandfather' clauses that will be considered. For instance, there may be only 2 or 3 students currently in grade 6 living in Area S. If option 3 ends up being selected, and students are moved for the 2020-21 school year, will a grandfather clause be implemented to allow these kids to graduate with their friends of 9 years?

ANSWER: Due to privacy reasons for the students, data is not released grade-by-grade as some of the numbers may be small and the students could possibly be identified. Watson has provided the following data:

- Progressing the grade 7 and 8's out of this area would remove approximately 12 students over the next 2 years.
- The entry enrolment (K1 and K2, 5 students per grade, 10 in total) is projected to remain relatively consistent in the primary division over the next couple of years.
- Projections are 53 students in 2019 and 54 students in 2020.

In the past, "grandfathering" decisions are usually made near the end of the attendance area review as it's more understood how the students will be relocated. These past decisions have been varied depending on the demographics of each attendance area review and the specific boundaries.

15. COMMENT: We propose that, as you did for the French program, should you choose to eliminate north London communities from the Centennial Central boundaries, that you do so by

no longer allowing JK registrations as of a certain date however allowing existing students from those boundaries to finish off their time at Centennial and slowly transition out of having children in those boundaries. You have the time to do this given the projected timeline on the enrollment pressures. So for example in 2021 say you would no longer be accepting new registrants from those neighborhoods however children already in attendance at Centennial from those neighborhoods would be allowed to continue attending Centennial until they are complete. This to me sounds fair and given that we are nowhere near reaching capacity at this time it would suit the long-term needs of the school while accommodating the family is there as of now. Please consider this approach as a viable option for Centennial School Community. Thank you and I look forward to hearing from you soon

RESPONSE: Thank you for identifying this option. It is encouraged that you participate in the Centennial Central School Committee Meeting for this attendance area review and bring forward this suggested alternative for consideration. The school community will be informed of the timing and location for this meeting.

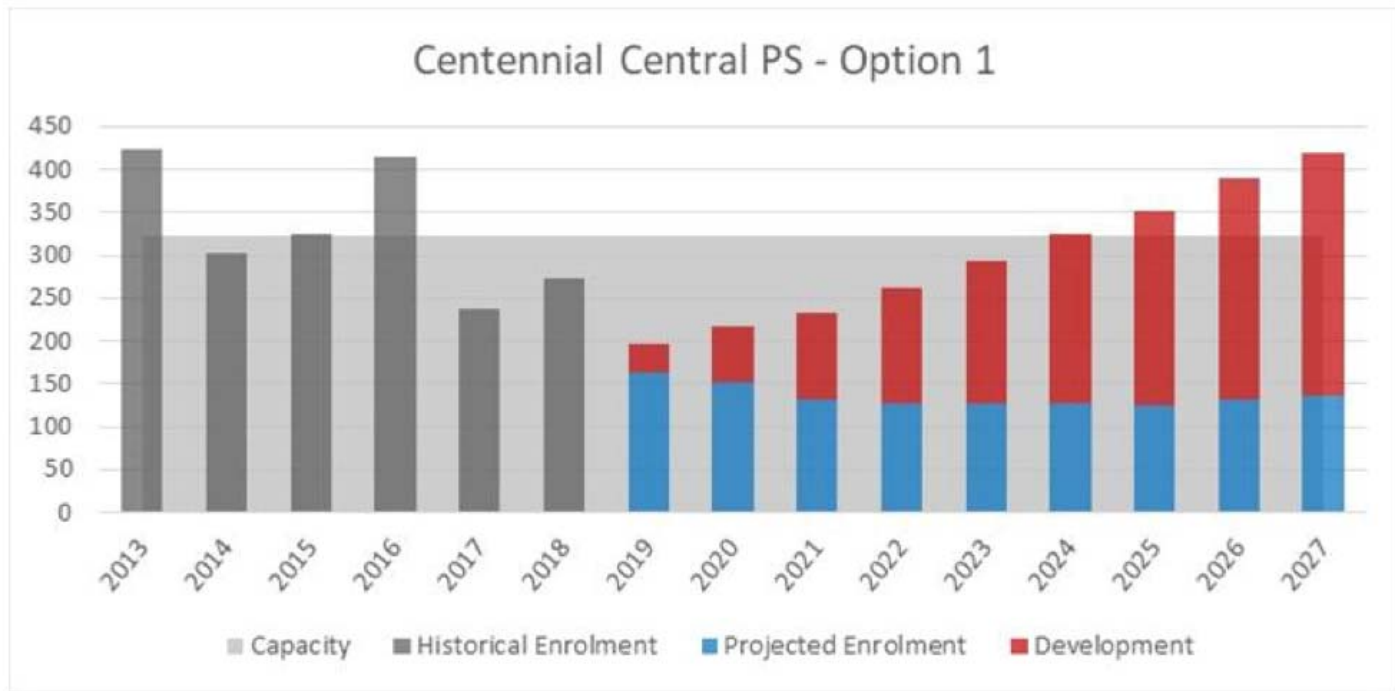
16. QUESTION: We reside in area 'V' of the Centennial Central attendance area. We are extremely disappointed to learn our daughter and the rest of our neighbourhood could be redirected to another school. My concern is what schools are you considering moving these kids to? (and I really don't want to hear it's 'TBD' because I'm pretty sure it's been discussed). All the elementary schools in the north end of London are already over capacity.

I would like to know the enrolment numbers for Centennial Central prior to students relocating to Louise Arbour FI and Sir Arthur Currie? I believe the school year was 2013-2014, how many students were enrolled then and the years prior to that? The school managed with portables in place then, I feel this could be a solution for the school now and in the foreseeable future. The projected enrolment numbers for 2027-2028 are high but a lot can change in 10 years ex. the government, people having less children, etc.

It's a fortunate opportunity to work hard and be able to choose where we want to live based on the school our children will attend. I know that's not the case for everyone. We picked our house based on the proximity of family members to assist us and the school our daughter would be attending. Please don't take that away from my neighbourhood.

ANSWER: There are no recommended options at this time for the identification of schools at the north end of London. TVDSB welcomes all options put forward by the Centennial Central PS School Committee and encourage input from the community.

Enrolment data from 2013 to 2018 for Centennial Central PS is identified on page 2-18 of the Watson Report dated December 17, 2018. It is provided below:



Previous years enrolment are identified below. Please note the following:

- The enrolment numbers reflect the October 31 (Full Time Equivalent) number of students for the specified year.
- The OTG (On-The-Ground) capacity increased from 273 to 323 in the 2013 / 14 reporting year.

Year	October 31 FTE	OTG	Capacity
2009	332	273	121.61 %
2010	334.5	273	122.53 %
2011	354	273	129.67 %
2012	358.5	273	131.32 %

17. QUESTION: I am one of the families in the north London communities that you are looking to eliminate from the Centennial Central boundaries. My concern is that any of the schools we are nearby are also at capacity and facing enrollment pressures. My fear is that you will send our children to yet another holding School that has space until you can accommodate these students in a more reasonable School closer to home which will mean essentially our students could be moving twice.

The other alternative is sending them to schools with enrollment of 800 + children such as Jack Chambers or Stoney Creek which are already facing fiercely high numbers. Or worse yet a school that requires a significant amount of travel time via the bus. I am wondering what the timeline looks like for these changes to happen and when we will know the schools that are being considered for the students to move to?

I have a child in JK, grade 2, and grade 4 and the idea of them being separated because one is grandfathered in and the others are not is extremely disruptive to their social emotional growth especially having a child who deals with significant anxiety. What is the anticipated timeline for these boundary changes and when will we be given information as to when to expect? This is really disappointing as we move to this area specifically to go to Centennial knowing it was a small pocket.

I would beg that you allow the children who are already at Centennial to complete their time there such as you did the French immersion program that was eliminated as well. My children already suffer the loss of friends when the community of Foxfield was eliminated from Centennial and now they face once again having to suffer the same fate.

The problem is the school is not that large and the communities you are looking at eliminating are not that big as of now so to move them to another school you would be separating a small percentage from a larger percentage of their friends and social networks that they have built and developed and really isolate them into new schools especially those in the higher grades.

I beg you to consider this as well and perhaps the better solution is to look at making changes to Centennial to accommodate the growth in the neighborhoods closest to it. Or perhaps making Centennial Central the school for this area and moving the small portion of County Children to the schools in the county that have spaces for them. Thank you for your consideration and I look forward to our response. Have a great day

ANSWER: The timelines for the 2018 Western Middlesex Attendance Area Review are identified on the dedicated website for this review (www.tvdsb.ca/wmaar) and are noted below:

- November 27, 2018 – Presentation to Trustees of information report regarding options for consideration by the school communities
- December 2018 – School Committees formed
- January 16, 2019 – Joint meeting of all Attendance Area Review Committees (AARC) Details
- January to February 2019 – Individual school Attendance Area Review Committee (AARC) meeting(s) held
- April 23, 2019 – Final Senior Administration Report presented to Board
- May 15 and 16, 2019 – Public Delegation
- May 28, 2019 – Final Board Decision

Final recommendations of this review will be considered and approved by the Trustees in May 2019. Any approved attendance area changes will be implemented in September 2020. This provides the opportunity for both TVDSB and parents and guardians to prepare and accommodate such changes in attendance areas.

18. QUESTION: I have read the reports and regarding Oxbow, I find that the expected enrollment projections are outdated and incorrect. The findings show that Oxbow is expecting a dwindling population but I do not believe that it so. As a resident that lives in Ilderton, it is a town where young families relocate. Many children play at our parks and street hockey in the road. It

is a place where empty nesters leave town when their kids grow up since many of the home are large family homes.

The findings in the report do not take into account the new Timberwalk and the clear skies subdivision. Timberwalk is existing and is planned for at least 235 homes. http://sifton.com/assets/pdf/new-homes-neighbourhoods/Sifton_TW_OverallSiteplan_oct30.pdf. Clear skies is in development with no existing homes. <http://liveatclearskies.ca/> I believe that plan expects at least 500 new homes. Young families are choosing not to move into those subdivisions given the fact that they cannot send their child to the local school which could be in walking distance if the authorities changed the speed limit in front of the school (it is 90KM right now).

I understand that there are thoughts to close Valleyview PS as well. My solution for this issue is to change the grade levels at Oxbow. Instead of a JK to 8 school, modify it to a JK-5 or 6 so that Oxbow can accommodate more young children.

ANSWER: It's agreed that there is residential growth occurring in Oxbow Elementary School's boundary. However, in the projections prepared by Watson, some existing students as well as all expected future students coming from the new residential subdivisions that are noted this query are being directed to Valleyview Elementary School. Over the next 10 years, the Watson projections expect approximately 140 new TVDSB elementary students from projected new residential development. As such, enrolment at Valleyview is expected to increase to over 260 students in the next 10 years compared with existing enrolment of 193.

As noted above, while enrolment at Oxbow is expected to decline, it does not have any residential growth associated with it. Declines in the existing community enrolment are fairly typical as schools in new development areas typically increase and peak and then start to stabilize and decline as households/families/children age.

Watson did follow-up with Middlesex Centre regarding development. It was confirmed there are two major ongoing developments in the Ilderton area, that being Clear Skies – Sifton Properties (61 housing units in phase 1, 250 +/- future units, and 2 medium density blocks in the future) and Timberwalk – Sifton Properties (50 +/- units available in ongoing phases, 50 +/- future units, 2 medium density blocks in the future).

The other factor used in enrolment projections is student yields. Below is information used by Watson:

TOTAL BOARD YIELDS

School	Year 1	Year 5	Year 10
Parkview	0.444	0.441	0.422
Oxbow/Valleyview	0.499	0.497	0.468
Centennial Central	0.238	0.240	0.230
Caradoc	0.201	0.200	0.211

These yields represent the total Board pupil yields by school boundary used in the preparation of the Watson enrolment projections.

Note that yields for Centennial Central are lower than the average because the boundary contains a higher number of projected townhomes and apartment type units which have lower yields compared to single family/low density dwellings.

The yields for Caradoc are also lower than the average because the participation rates of the general population that attend TVDSB is lower than the rates in other areas.

The Oxbow/Valleyview yields are combined in this example because the students expected from new residential growth associated with Valleyview are actually resident to Oxbow and designated to hold at Valleyview.

19. QUESTION: In 2014, Parkview completed its renovation. This included the following as outlined in the report from Chorley and Bissett:

"There was a nine classroom addition, a new activity room addition to the existing gymnasium, a library, computer room and office area addition/renovation, conversion of the existing library to two full day kindergarten classrooms and a boiler room replacement"

This renovation took place little over 4 years ago. Did the board not review the planning reports from the township and county for Kilworth and Komoka when determining the renovation to the school? The proposed Kilworth subdivision, which seems to be the major consideration for this review, was already in the works and well known by those in the area.

As well the renovation does not seem to have been significant enough to accommodate even the then student body and projected enrollment since less than a year after the renovation was completed (if my memory serves), a portable was back on site. Planning reports would have included estimated increases to population, where these not considered during the renovation planning of 2014?

ANSWER: Planning of capital projects typically start 3-5 years or more before the actual construction as there are many levels of approvals that need to take place prior for the work with the Ministry, internal approvals at the Board, municipal approvals, etc. Projections do play a role in capital projects along with consultations with local municipalities and developers. However, the Ministry in the past has typically funded projects based on immediate needs at the time.

As a result, enrolment can change in the time frame from the time of approval from the Ministry to when the project is completed and built. The Board did experience quite a large increase in elementary enrolment in 2015 / 2016 that was not predicted in the models, mainly due to immigration and migration. Residential development can also change from predicted models – either increase due to demand or slow due to change in interest rates, etc that the models cannot predict.

TVDSB was not the only Board who saw this sudden increase, it was experienced with many Boards in Ontario. As such, by the time the school was in construction, projection models had changed and accommodations had to be made with the addition of portables shortly after construction.

20. QUESTION: Can a larger map be provided to clearly define each of the area. Specifically Kilworth which has been broken up into many zones - it is difficult to determine what streets fall

into which zone. Or can a list of streets for each zone be provided so one can clearly know how they are impacted by each recommendation.

ANSWER: Thank you for your input to the Planning Department regarding the Western Middlesex Attendance Area Review. Please note a new drop down menu item (below) was added to the [Western Middlesex Attendance Area Review Website](#) titled “Maps”. A direct link to the maps is also provided below.

[Kilworth Area Map](#)

[Komoka Area Map](#)

21. COMMENT: These comments are based on: Being a Middlesex Centre resident; a grandparent of TVDSB students; a parent of 3 Valleyview School graduates; a retired teacher (including Oxbow and Delaware Central) and administrator with MCBE and TVDSB; MCBE trustee representing former Lobo TWP. (Valleyview and Parkview); an academic whose undergraduate and Master of Education degrees focussed on the rural community and rural education, and a historian

Student Learning

Student learning is the sole reason that a school board exists. The report from Watson & Associates Economists Ltd. failed to recognise student learning. It is a dollars, and bricks and mortar report only. A house does not make a home and a building does not make a place of student learning. For a home and a place of learning to thrive and achieve their potential, common values are required - love, support, safety, encouragement, understanding, parent/professional competence, a sense of family/community and many more.

The issues discussed in this response affect student learning.

1. School Size – the 400 Pupil School

The report is grounded in the Ministry of Education’s regulations that 400 pupil schools are the basis for funding for the whole of Ontario. However, one size does not fit all. A Toronto/GTA or large urban area solution is not a solution for rural and Northern Ontario. Thus grants and policies must start to reflect the differences.

Four hundred pupil schools require a large population base. Middlesex County is primarily a rural community with agriculture as its main industry. Less than one percent of the land base in Ontario is prime No. 1 agricultural land. Although agriculture has made more progress than any other industry in production improvements, it still requires that one non-renewable resource – land. Once covered in pavement, land has lost its productivity. Our agriculture base and food production are paramount to our survival. Four hundred pupil schools are a detriment to our rural society and livelihood. NOTE: Agriculture is the business that makes the greatest use of technology.

If the Ministry was truly supportive of all areas of the province equally, then the only way to achieve 400 pupil schools in the rural and Northern areas would be to combine the two publicly funded school systems into one publicly funded system. The combined school population may then start to approach the targeted school size, but not necessarily.

2. Community

In the transition from one-room rural schools to township central schools, the wise leaders

considered maintaining communities by incorporating the attendance boundaries of the former school sections; using the distance required to transport the students in kilometres/miles and time spent on the bus. Thus a 250 pupil school fit the requirements for community and student learning. The schools were built for that.

Both sense of community and distance to the school are still highly relevant to student learning. A community means the whole community, not only the parents of students but the wider community including all residents, municipal government, community organisations and businesses. TVDSB fails to recognise this aspect when it excludes the wider community from its committee structure. "It takes a community to raise a child".

When looking at specifically the Valleyview School community, there really is only one community, the rural community with the small hamlets of Coldstream and Poplar Hill. With the trend to larger farms, population in this area has declined. However, as a result of recent growth in Coldstream and Poplar Hill as well as home severances and new home construction throughout the catchment area, the school population is increasing again. As the farming community ages and relocates to other areas, the next generation farmers and younger families are beginning to move to the farms. Thus, there is an increase in school population from this segment too. In addition, the outside historic communities that Valleyview residents support are Strathroy and Ilderton. Ailsa Craig and Nairn are not part that community. Nairn and Ailsa Craig more aligned with the North Middlesex Communities including McGillivray and Parkhill.

When looking at the Oxbow Community, there are really several communities present: the obvious rural community, the Ilderton communities with various subdivisions and the Denfield area. With the growth of Ilderton as a bedroom community for the city of London, Oxbow School is now overcrowded. As new subdivisions come on board, the situation is going to become even more urgent. Subdivisions are often self-contained communities. To this end, new subdivisions that are coming on-stream could easily be bussed the 12 kilometres directly along Ilderton Road to Valleyview. The busses are loaded within the subdivision and students directly transported. Within the community, the Valleyview and Oxbow students are quite familiar with each other as they are involved in organisations, sports and other community events i.e., Ilderton Fair. There is a historical link between the two communities. When looking at some boundary changes, Oxbow students who live west of the Denfield Sideroad may be considered. However, when a boundary change is proposed, then grandfathering for present Oxbow students must be considered. On NO condition should a mass removal of the rural students from Oxbow to Valleyview ever be considered or undertaken! The distances and travel time are detrimental to good student learning! Some argue that the Ilderton students should go en masse to Oxbow because otherwise the village is split. Historically, the school has always been split between rural and village students. Now students from the village attend various schools – public, separate, private, religion-based and home schooling. In reality, once a child enters the school building, unless that child is in the same class as a friend, the chance for interaction is restricted to the playground. Involvement in youth and community organisations and events, and participation in sports give broader opportunities for peer interaction.

When looking at the Parkview School Community, there are really three communities - the Komoka community, the Kilworth community and the rural community. Although the Kilworth area is the oldest settlement in Middlesex County (1790s) and pre-dates the city of London, the community is often considered a bedroom community for the city of London. In its early history, this community was aligned with the Delaware community. It is a contained community separate from the village of Komoka. New subdivisions coming on-stream could be designated to the Delaware Central attendance area. The communities are close in distance and the population

base of Kilworth means that buses could be loaded to capacity within the village. Thus travel time is short. Grandfathering current Kilworth students at Parkview should be allowed. If boundary changes were considered, then moving some of the northern catchment area to Valleyview could take place. Again, grandfathering of present Parkview students must be offered.

The Caradoc community is a community with strong historical ties to Mount Brydges, Strathroy etc. It is another municipal area as well.

Keep the study and solutions to Middlesex Centre schools.

Bussing Distances and Times

The length of time a student spends on a bus directly impacts his/her learning. The bus ride adds time to the student's day, and is not a venue for academic growth. The thought that rural students can be transported over long distances and times, and urban students cannot is prevalent in this Report. That is discrimination.

To address the Report specifically, if Valleyview students are deemed to attend East Williams School, then a child from Amiens Road and Sinclair Drive would have to travel more than 23 kilometres in a direct route. Buses do not travel in direct routes but wind their way along concession roads. Thus, a 3-year-old kindergarten child is spending a lot of time on a long bus ride. That is not quality student learning!

In the same argument, rural students from Oxbow must not become the pawns in solving Oxbow's overcrowding. Students from the northeast catchment area of Oxbow would have to wind their way along concession roads to reach Valleyview. The distance and time are prohibitive to good student learning. Likewise, rural students who are in sight of Oxbow should not be transferred to Valleyview attendance catchment to make room for students from new subdivisions in Ilderton.

When considering any changes, boundaries etc., take into consideration the sense of community and the length of the bus ride. The Report is geographically challenged when relating to Middlesex County communities and distances.

Small Schools, Large Schools and Student Learning

Many studies in education support the premise that smaller schools provide quality student learning. This premise is upheld within TVDSB. In smaller schools, students are part of a smaller community. They do not get lost and fall through the cracks as may happen in larger schools. In smaller schools, the staff recognise all students, know their strengths and weaknesses, and can spot any changes more quickly in order to deal with the causes. Often small schools are in the top ranks of EQAO scores.

In smaller schools, students are afforded opportunities for leadership and participation in school activities such as sports. These opportunities may never open to them in larger schools. These opportunities are important to have throughout the lives of the students. Employers seek rural students for their ability to work, lead, persevere and be responsible. Many executives/leaders have a rural background.

Split grades may not be a detriment to learning. Indeed, they can afford opportunities for growth, independent studies and initiative. On the other hand, one grade classrooms can become a one-size-fits-all scenario when individual differences in ability and learning styles are not recognised.

Proponents of larger schools offer the rationale of wider, more varied opportunities. There may be some; however, one has to weigh these in the context of all the pros and cons. Well-developed student learning should be the key goal of any educational institution. As stated previously, that involves more than just increased opportunities. The core curriculum well taught, and school and community values should be fundamental in all schools.

Playground issues may be brought indoors to the classroom. Larger school populations tend to have significantly more issues including bullying. With the larger numbers of students on playgrounds in larger schools, issues can be missed. The issues then escalate. In smaller schools, the issues are often seen and dealt with immediately with less opportunity to escalate.

In smaller schools, if a student is experiencing difficulty with behavioural issues, other students often bring that student up to the expected behaviour and learning standards of his/her peers through their interactions. In larger schools, the troubled student has more opportunity to align with other students who also experiencing issues simply because there are more students. The issues multiply because, despite the efforts of staff and some students to modify behaviours, they cannot overcome the numbers and issues. School culture and community affect student learning. Personally, I have witnessed both scenarios.

General Comments Regarding Report

1. This Report is a “bricks and mortar, and dollars” report that fails to recognise student learning as the only reason for school boards to exist. It is an urban-based report that fails to recognise the needs of the rural community and its schools. Granted, the Ministry of Education does bear some of the responsibility with its mandate for 400 pupil schools.

2. In the Report, the scenarios for Parkview and Delaware Central School Communities were detailed and well-documented based on the prior TVDSB staff work that was incorporated into the Report. However, the Report had scant details for the northern Middlesex Centre schools’ issues. This area was poorly researched and thus the recommendations offer simplified solutions that neither reflect student learning nor community.

3. The Report reveals a significant lack of knowledge regarding Middlesex Centre geography. While Komoka, Delaware and Mount Brydges are deemed “wide spread geographically”, the longer distances from Coldstream to Nairn failed to be recognised. As well, the distances from the rural Oxbow catchment area to Valleyview failed to be recognised. This gives the Report a disturbingly urban bias.

4. Inaccuracies within the Report demonstrate that the research lacked depth. The Report itself then becomes less reputable and reliable. Example: Delaware School is not 80 years old. The original Delaware School burned in 1937. A new school opened on August 23, 1939 with 2 levels of classrooms – a continuation school and an elementary school. In 1963, a new wing was added to accommodate students from the closing one-room rural schools. In 1991, the 1939 addition was demolished and an addition of 5 classrooms, a library, computer lab, change room, storage and administrative space was added to the 1963 wing. The only 80 year old part of this school is the furnace room.

5. There are vague references without substantive documentation. The issue of overcrowding at Oxbow was never satisfactorily addressed. It was left hanging with the suggestion that the enrolment was going to decline eventually. When? Why?

Recommendations

1. ALWAYS put student learning first in any report."

2. See recommendations contained in Community section response for school boundaries etc.
3. Extend the scope of community involved in discussions. The parents in a school presently have a significant concern about what happens to the school and their children. However, at best that is a 10-year window. The wider school community can offer experience, history and even a broader vision.
4. Work with local municipalities to determine population growth areas that may be coming forth.
5. Maintain repairs in the present schools. Maintenance work made to several schools in the study have been costly because of past neglect. Do not take the route of school closures and building new schools. That is costly in terms of community involvement and dollars. Some of the already closed schools would have helped solve the present overcrowding issues.
6. When commissioning a report such as this, look locally and also to companies that have some expertise in education and student learning.
7. Work with your respective professional organisations as well as parent, community and municipal organisations to lobby the provincial government to change the funding formula to reflect the needs of Rural and Northern Ontario schools. After many, many years, that formula is in dire need of upgrading.

Respectfully Submitted

22. QUESTION: My kids have been at Parkview for the past 4 years, and I'm upset to hear that they may be sent to another school. I don't think it's fair to displace the students who are currently at Parkview because of the new subdivision that's coming. Why not direct new students to another school and leave the existing student population at Parkview as is? For many of us who live in Kilworth/Komoka, Parkview was part of the draw when we moved out here, so please don't take that away from us and our kids.

ANSWER: Thank you for identifying this option. It is encouraged that you participate in the Parkview School Committee Meeting for this attendance area review and bring forward this suggested alternative for consideration. The school community will be informed of the timing and location for this meeting.

23. QUESTION: We are a new family building a house in Kilworth. A main reason we choose the area was so that our two girls could attend Parkview (they are 1 and 2 years old). All of the builders we talked to are using the fact the development area is in Parkview's boundaries as a selling feature. I get we're going to be the new kids on the block so to speak but it doesn't seem like the right way to go about things and cause a possible divide in the neighbourhood if the review decides to just send the new kids to a different school.

There has to be a solution where all of Kilworth/Komoka can remain in Parkview's school boundaries. Another main selling feature for our family moving there was the close knit community in the area, which part of would be lost not being part of the majority of the neighbours school district. Please consider an option that keeps the neighbourhood together and doesn't just throw the new guys under the bus! Thank you for reading

ANSWER: Although you do not have children attending Parkview PS, it is encouraged that you attend the Parkview School Committee Meeting for this attendance area review to hear the discussions of the School Committee. The school community will be informed of the timing and

location for this meeting. Since you have no children yet attending Parkview, please refer to the dedicated website – www.tvdsb.ca/WMAAR – for details and meeting information. Public Delegation Meetings are scheduled for May 15 and 18, 2019 and are a forum to present your concerns. The procedure for presenting at this meeting is identified on the website.

24. QUESTION: Can you please advise if portable classrooms can be deployed at Centennial Central P.S. to accommodate increased student numbers, which I believe was previously done, thus avoiding any need for student redistributions. Thank you.

ANSWER: Temporary accommodations (portables) can be used as a planning tool. The allocation of portables is completed annually in the Spring and is based on a number of parameters in the system – enrolment projections, staffing requirements, program requirements, site conditions, municipal approvals, and availability either to purchase or relocate portables from another school site. All of these parameters would need to be investigated further at that time.

25. QUESTION: If the Oxbow holding zone for Ilderton is removed, and students attending Valleyview are returned to Oxbow, will parents have the OPTION of keeping their children at Valleyview (i.e. grandfathered attendance)? If yes, is it reasonable to assume then that transport to the school would be the parents' responsibility (i.e. no school buses provided)?

ANSWER: In the past, “grandfathering” decisions are usually made near the end of the attendance area review as it’s more understood how the students will be relocated. These past decisions have been varied depending on the demographics of each attendance area review and the specific boundaries. Transportation, in some instances, has been provided for a specified period of time but has not been a permanent provision. Generally at some point, transportation will become the responsibility of the parent.

26. QUESTION: Will Delaware Public school have on site childcare provided with any of the proposed Attendance area changes (the April report states there is none available)? Option 2 has 269 additional students attending Delaware (130 over “on the ground capacity”), a large percentage may currently be part of the before and after care program at Parkview PS.

ANSWER: Thanks for your question regarding the provision of on site childcare. You are correct that currently there is no before or after school program at Delaware PS, and at this time, there has not been an interest. The need for childcare is a collaborative decision made by the Consolidated Municipal Service Manager (CMSM) of a particular region and TVDSB if a school site in an area is the preferred location.

For this attendance area review, it would be the London-Middlesex CMSM. Factors considered in this collaboration are: the needs of the area, best location for a childcare, and if a school site is chosen, could the school accommodate this need. Schools are also surveyed as part of this collaboration for their need for before and after school care and to determine if there is sufficient interest (approximately 5 children). If the decision of this attendance area review is to relocate

students to Delaware, the collaboration meetings with the local CMSM and TVDSB may be initiated.

27. COMMENT: As a parent of children attending Centennial Central School (residing in Zone V on the Area map provided by the consultant company), I am unhappy by the consultant's suggestion of sending our children located within the City of London boundary to over-capacity schools in North London. According to table 1 provided in the Supplementary Data, Centennial is currently at 85% capacity. The projected capacity 4 years from now is only 111% (which could easily be accommodated by an additional portable). The numbers predict that the school is not expected to reach serious over-capacity levels until nearly 10 years from now. That is plenty of time for the board to consider expanding the building at Centennial Central or install portables. It does not make sense to uproot our children in 2019/2020 in order to have 6-7 years of surplus at Centennial. Given that the other schools within this Western Middlesex Attendance Area Review require a solution more urgently, I hope that the Board chooses to either defer the re-zoning of the City of London students of Centennial Central until a later date or simply maintain status quo and keep them at Centennial Central indefinitely (ie utilize the space surrounding the school to expand it BEFORE potential capacity issues become a reality). Further, the consultant's Summary of Options states there is "limited (if any) options to accommodate additional enrolment" from our boundary within existing North London schools. As there is no reasonable alternative school(s) for our students to attend, the best solution (at least for the next 6-7 years) is maintaining status quo

RESPONSE: Thank you for identifying these options. It is encouraged that you participate in the Centennial Central School Committee Meeting for this attendance area review and bring forward these suggested alternatives for consideration. The school community will be informed of the timing and location for this meeting.

28. QUESTION: What neighbourhoods are you looking to eliminate from the boundaries? I was told both south of Sunningdale and the new development on the north side. Sending students to Stoney Creek is unreasonable due to enrolment and location. Jack Chambers would be the only suitable alternative as kids could walk but is also above capacity. If projected numbers aren't at capacity for 6+ years then why are we looking at September 2020 to move these students? Why not bar new registrations from these neighborhoods starting in 2020 but allow students who are already there to complete their time at Centennial as this would alleviate your enrolment from getting higher but would not upset the families that are already there? Thank you.

ANSWER: At this time, the options from TVDSB have been put forward in the Watson & Associate reports (page 2-17 of the December 17, 2018 report). However, TVDSB welcomes all suggestions as part of the public consultation process which will be documented via the school committee meetings, the dedicated website, and the public delegation presentations scheduled for May 15 and 16, 2019.

29. QUESTION: Does the on the ground capacity in the reports for each school include the use of portables or does that number represent the capacity within the school walls?

ANSWER: On-The-Ground (OTG) does not include portables, it represents the capacity within the school walls.

30. QUESTION: Caradoc Public School currently has a special program that utilizes one classroom, but at a much lower student ratio than the regular classrooms. Does the board consider relocating these types of programs to schools with lower attendance levels instead of moving the boundaries for a school in order to create more capacity?

ANSWER: Schools under capacity may be considered as viable options for specialized programs provided the building meets both programming and facility needs. Several factors are considered when determining the location of specialized programming in schools. Considerations include equity of access based on region, number of applicants and demands for programming. For some specialized classrooms facility requirements must also be considered (e.g. accessible washrooms and entrances, wider doorways). Decisions for specialized programs are made annually and through collaboration between the Capital Planning and Special Education portfolios.

31. QUESTION: What are the capacity projections at Caradoc North? Could any of the students from Parkville be diverted to Caradoc North? Why was this school excluded from the review? Can it be included to see if it impacts any options?

ANSWER: Caradoc North PS was not included in the motion put forth by the Trustees at the 2018 April 24 Board Meeting. It is encouraged that you participate in the Caradoc PS School Committee Meeting for this attendance area review and bring forward suggestions for consideration. The school community will be informed of the timing and location for this meeting.

32. QUESTION: Will the new zones apply to where students attend high school? I live in subarea D. If this area is sent to Delaware, would my kids attend Medway or SDCI for HS?

ANSWER: At the current time, Delaware Central Public School is within the catchment area for Medway High School. As such the grade eight students move to grade nine at Medway High School. This enables students to be with their peers as they transition to high school and allows for consistent transportation supports to be in place.

33. QUESTION: If status quo is chosen for now for a school, does that prevent that school from being included in another review in the near future?

ANSWER: As per the TVDSB Attendance Area Procedure 4015c), Section 1.0, the procedure outlines parameters for attendance area reviews which include: student programs, current enrolment and accommodation, enrolment projections (which includes an analysis of historical enrolment, current and proposed residential development, and community trends), renewal

needs and facility condition, and Ministry initiatives pertaining to facilities and accommodation. The procedure does not specify that schools will be exempt from subsequent reviews in the future or for a specified time frame if one of these parameters should change. However, the frequency of these reviews per region are tracked for future planning initiatives also.

34. QUESTION: Caradoc was overhauled approximately 11 years ago and students diverted here when Caradoc South was closed. When the review and decision was completed at that time, what was the projected growth for Caradoc at that time? This would be useful to know as it might help us to understand how accurate the current projection numbers may be.

ANSWER: The Board Report and associated Trustee motions and approvals from 2008 were reviewed regarding the closing of Caradoc South and accommodating students at Caradoc Central and Eckoe Central PS. At this time, the procedure for closing schools and revising attendance areas did not occur simultaneously as per the current TVDSB practice, therefore enrolment projections were not included in the 2008 Board Report. Enrolment projections are based on known facts at the time the projections are completed and parameters can change during this projection period, for example the rate of residential development, demographic changes, and interest rate fluctuations which can affect both national and local economics.

35. QUESTION: Please clarify the separation of the boundary on Pioneer Drive which is shown down the middle of the street.

ANSWER: Based on the current delineated boundaries, any houses located north of Pioneer Drive would be Sub-Area T and any houses located south of Pioneer Drive would be Sub-Area S.

36. QUESTION: Is there any plan to change the boundary that would affect Denfield? Oxbow is the perfect location for Denfield children and it would be a major disruption in my life to send my children elsewhere. If the boundary does change, would my children be grandfathered in and be able to stay at Oxbow?

ANSWER: The detailed options being presented for this attendance area review can be reviewed in the Watson Report dated December 17, 2018 – specifically on page 2-14. It is encouraged that you participate in the Oxbow PS School Committee Meeting and bring forward suggestions for consideration. The school community will be informed of the timing and location for this meeting.

In the past, “grandfathering” decisions are usually made near the end of the attendance area review as it’s more understood how the students will be relocated. These past decisions have been varied depending on the demographics of each attendance area review and the specific boundaries.

37. COMMENT: Where is the study completed by the education experts and the child psychologists on the effects of splitting lifelong relationships, schools and neighbourhoods apart? Who examined the interplay between the cognitive, social, emotional, behavioural and biological characteristics in the children this move will affect so that their full potential is maximised in learning, wellness and their biological development?

The TVDSB clearly states their mental health and well being mandate:

“We strive to be a leader in championing the importance of mental health and well-being of students and staff, and consistently demonstrate a strong commitment to fostering safe and inclusive learning environments. The board acknowledges that mental health and well-being is an enabler for school success.”

from: Mental Health and Well-Being Strategic Plan 2015-2018 Executive Summary

“In a given year, in a class of 25-30, there may be 5-7 students who struggle with behaviour and emotions to a degree that will interfere with their academic performance.”

(Leading Mentally Healthy Schools, p. 15)

If this is the case then student mental health will be affected by this economic-based move of ‘part of a school community’ to a different town and building. Not only will these children lose their friends, their security, their resources, their traditions, but they will be put into a very difficult social situation being the ‘new students’ coming into an established social hierarchy. In some grades it may be one or two children alone entering the class. This is very difficult at any grade level. I am a high school teacher and I see how difficult it is for new students to break into established social groups and relationships. This can have negative effects on confidence, pre-existing anxiety and self esteem. In fact, it can lead to the emergence of low self esteem, and cause anxiety.

The 5-7 students that already struggle with emotional well-being will have problems. There is no guarantee that the children chosen to move because of their address will be resilient. So my question is: Where is the psychological evidence and completed studies to support the boards Mental Health and Well-Being Strategic Plan in the proposals presented to the Parkview community by the AARC?

38. QUESTION: How many portables would be required over the next 10 years if the current Ilderton holding zone was returned to Oxbow and no other changes are made to the existing boundary?

ANSWER: At this time, the number of portables that could be added to a site requires further information based on a number of parameters that must be considered – both enrolment projections and confirmed enrolment registrations, availability of efficient space at the site, availability of portables to either purchase or relocate from another site, parking availability, and municipal approvals.

Currently, Facility Services has been working with the local municipality to determine zoning requirements for additional portables at Oxbow PS in preparation to address future accommodation needs. Additional portables may require additional parking to meet zoning requirements. Facility Services will address the requirements to accommodate additional portables, focusing on all the parameters noted above which could limit the number of portables on the site.

It is encouraged that you participate in the School Committee Meetings being held for each school in this attendance area review and bring forward suggestions for consideration. The school community will be informed of the timing and location for these meetings. Please refer to the "School-Related News" page on the dedicated website – www.tvdsb.ca/WMAAR – for the timing of these meetings at each school.

39. QUESTION: Who compiled the initial report in April 2018? Why was Watson & Associate Economist Ltd. asked to do the second report? Was there a problem with the first report?

ANSWER: The Initial Report dated April 24, 2018 was completed by TVDSB's Planning Department. On November 13, 2018, it was reported to the [Board's Planning and Priorities Advisory Committee Meeting](#) that TVDSB had engaged Watson & Associates. An external consultant also provided an independent review of this area including an analysis which considered several mitigating factors that could affect the viability of various options.

40. QUESTION: If boundaries are adjusted to send additional children to Valleyview P.S. will there be renovations prior to the moving of students to create more washrooms for students?

ANSWER: At this time, the number of washrooms currently available in Valleyview P.S. meets the code requirements for additional students, so washrooms will not be added.

41. QUESTION: Currently, neither of the Valleyview P.S. Kindergarten classrooms have washrooms in them. The Kindergarten children use a wheelchair accessible washroom in the primary hall or go as a class to the girls and boys washroom located by the front entrance of the school (the only washroom available for all Grade 1 to 8 students). From what I have read on the TVDSB website, will only one of the options of redirected students be put in place to redirect to Valleyview?

ANSWER: The redirecting of students to Valleyview P.S. is identified in 2 areas of the Watson & Associates Report dated December 17, 2018. It is noted on page 2-10 as "Option 3" for the proposal of options for the focus area of: Caradoc P.S., Parkview P.S., and Delaware Central P.S. The second area is noted on Pages 2-14 for the focus area of Oxbow P.S., Valleyview P.S., and East Williams Memorial P.S.

42. QUESTION: If children were redirected from both Parkview and Oxbox (the holding zones) to Valleyview P.S., the enrolment surely would be higher than the OTG capacity and have limited washroom facilities for students.

ANSWER: As noted above, the current washroom count can accommodate additional students.

43. QUESTION: I am not opposed to additional students being redirected to Valleyview P.S. as (long as) an increase in enrolment comes additional funding dollars that will boost the amount of technology available to students for learning opportunities, as well as new educators bringing new teaching strategies. I am just a bit concerned about adding a possible 75 students to a current 193 current student population and facility that is 53 years old.

An additional note: do the families that will be effected/redirected also know their children are being moved from air conditioned facilities to a non-air conditioned facility? Studies continue to show that students grades decline in non-air conditioned facilities. Unless with the increased enrolment, dollars will be allotted for an upgrade to the facility to add air conditioning!

ANSWER: The air conditioning of schools is an item that is reviewed when schools undergo major renovations as part of school renewal and is also based on the availability of funding from the Ministry of Education.

44. QUESTION: I have been reading some of the reports on the TVDSB and have come across the 2017 Annual Planning Report. Under recommendations, it had "That the Kilworth Holding Zone be created for subdivision plans 39T-MC1301, 39T-MC0902 as outlined on Figure 5.1 of the Annual Planning Report, designated to Delaware PS as a Holding School, effective immediately."

From figure 5.1 this looks to be the new development in Kilworth. Why has the attendance review decided to alter this plan?

If the Board was to follow the original plans for the Holding Zone outlined in the 2017 Annual Planning Report, would this allow the current population at Parkview to be maintained? If so, this would keep current students at the current site and cause less distress for families who have roots in the community, and only impact the developer selling the new lots and housing in the new development.

Geographically, it does 'make sense' to have students residing closer to Parkview attend that site but if the plan was in place why change it? The prospective families should be aware that TVDSB designated their new development as a Holding Zone and that the children in this area will be transported to Delaware P.S. and not be 'sold on' the provincial grade ranking of Parkview P.S. by the developer.

This also would apply to the Ilderton families in the new development that would be within walking distance to Oxbow P.S. being bused past all the current residences.

If portables are part of the current school culture at one site, then does moving students to other sites that may then require portables seem fair to the current children at schools, such as Valleyview P.S. to possibly have to go from the tight knit school community to take on an additional 75+ students, and have to spend possibly their last 2-3 years in a portable (based on observed grades placed in portables at other locations, it usually seems that older students are housed in them).

Can the current number of portables assigned to Oxbow P.S. not meet the population if the enrollment is projected to decline, and if the Holding Zones in Ilderton were to attend Oxbow P.S.? Even an addition of one or two more portables to a school culture that currently has

portables would not be as large of an impact on school culture as it would be to add to Valleyview P.S.'s tight knit school community without portables.

ANSWER: You are correct, during the 2017 Annual Planning Report presentation, the Holding Zone recommendation was brought forward. At that time, the Board approved the motion to proceed with an Attendance Area Review and later revised this motion on 2018 April 24 to identify the specific schools that were to be included in the review. It is considered that the Attendance Area Review will provide a permanent solution.

It is encouraged that you participate in the Valleyview P.S. School Committee Meeting and bring forward suggestions for consideration. The school community will be informed of the timing and location for this meeting.

45. QUESTION: How much did it cost TVDSB to employ Watson & Associates Economists Ltd. to complete the economic AAR report? Have similar funds been spent to ensure the mental health and well-being of the affected children in the proposed area changes?

ANSWER: The Board continues to make the mental health and well-being of both students and staff a priority commitment by cultivating the conditions for healthy environments in which to learn and work. Ongoing supports for mental health and well-being include a full time staff Mental Health Lead. The Mental Health Lead supports: the enhancement of trauma-sensitive practices within schools and the system as a whole, equitable access to mental health services within the system and strengthening mental health promotion with students, families, staff, and community. In addition, the Board has a dedicated School Counselling and Social Work Department. The social work teams work directly in schools to provide evidence-informed individual, family and group support, counselling and consultation to help students overcome mental health/social/emotional barriers to learning using a strengths-based approach to help increase resiliency and promote positive mental health and well-being. The Board's Psychological Services Department conducts assessment and provides professional learning to support mental health and well-being. These services are accessible to all schools throughout the Board.

If a transition between schools is confirmed through the Board, a Transition Committee is formed to support a smooth transition for students. The role of the Transition Committee is to assist in planning for the transition of students to a new school location. This committee would be involved in planning events to help students to feel comfortable in their new location. This Committee would also discuss issues related to the move that may arise from community questions and concerns. Parent representatives would be assigned to this committee through School Council for each school involved in the transition.

46. QUESTION: If all of the non Ilderton resident students (and future students as per current boundaries) of Oxbow P.S. are redirected to either Valleyview P.S. or East Williams P.S., what will the plan be for high school catchment? Valleyview P.S. mainly catches to SDCI in Strathroy; and East Williams mainly catches to North Middlesex District H.S. in Parkhill. Currently, Oxbow P.S. catches to Medway S.S. – which offers diverse educational programs not available at either SDCI or NMDHS. As well, many of these students would end up being transported quite

lengthy distances to SDCI or NMDHS, when Medway would be a much closer school. I did not see this issue addressed at all in the consultant's report (presented on Dec. 17, 2018). I question whether the elementary plan is also part of a larger (not communicated) plan to divert students away from Medway S.S. which is also suffering enrollment pressures.

ANSWER: A similar question was submitted in this review as noted in “Questions, Answers and Comments” regarding what catchment areas would apply for students in the review entering into secondary school. The response provided was that students would attend the secondary school that is within the catchment area of the elementary school. Upon further investigation, secondary school designation is based on the student’s address and is not being proposed to change with this review.

47. COMMENT: The purpose of the attendance review as quoted: “As the needs of school communities change in response to residential development and/or enrolment, it is necessary to conduct an Attendance Area Review (AAR) in order to rationalize the student population through the optimization of program offerings and facility spaces to meet the needs of our students.”

Option #2 does not come close to achieving any of the goals set out in the Attendance Area Review. Sections B, T & S of Kilworth have a total of 269 existing students at Parkview. Moving them from Parkview P.S. to Delaware P.S. would put Delaware P.S. student count at 389 students, short- and long-term 150% capacity, with 130 student desks OUTSIDE of the school in portables. This would also put Parkview P.S. at a smaller student population than Delaware P.S. with short-term 378 students and at 63% short-term capacity. This would leave 224 empty desks INSIDE the school awaiting the development believed to happen over a 10 year period. The report suggests, in 10 years time, Parkview P.S. will then be at 85% capacity and still have 90 empty desks inside the school.

This option definitely does not support the goal “to rationalize the student population through the optimization of program offerings and facility spaces to meet the needs of our students.”

48. QUESTION: When reviewing the provided documents, the initial Middlesex Study Area Accommodation Options Report, dated October 30, 2018, presents 4 options – 1A/1B, 2 and 3 – along with a longer term recommendation of potentially closing Valleyview P.S. in 2022/23 and re-allocating the students to East Williams P.S.

Also noted in Appendix A of that report, the Detailed Accommodation Strategy Sheets for all 4 options show Valleyview P.S. as being closed starting in 2022. In contrast, the Supplementary Data report provided December 17, 2018, no longer mentions the option of closing Valleyview P.S. once/if the current holding zones are returned to Oxbow P.S.

As a parent of 3 Valleyview P.S. students, the initial report with this recommendation to close the school is quite alarming and concerning, whereas the Supplementary Data report is much less so. Do Valleyview's parents need to be concerned about the potential closing of the school as part of the final decisions being made in May? Or is this a decision that would require a separate review to be conducted at a later date?

ANSWER: You are correct in that the closing of a school involves a different procedure and is not being considered during the current review. Also please note that the Ministry of Education has not removed the moratorium for closing schools which is presently in place. School boards in Ontario are awaiting further direction.

49. QUESTION: Do the options presented in the Attendance Area Review (updated Jan. 21, 2019) reflect the TVDSB implementation date of September 2020? The data shown in the bar graphs imply 2019 as the year the options are implemented – should it not be 'status quo' for 2019?

ANSWER: The options presented reflect the enrolment projections for 2019 and beyond so, yes, the reports would reflect an implementation of 2020 as noted in the projection columns for 2020, and 2019 would be the current scenario of attendance areas. Final recommendations of this review will be considered and approved by the Trustees in May 2019. The year of 2019 was initially identified for implementation; however, both parents, guardians and TVDSB will require the opportunity to prepare and accommodate such changes in attendance areas.

50. COMMENT: I have 3 children who have attended Oxbow P.S.; two have graduated, and one is in Grade 5. We moved from London to a rural area and based that decision, primarily on school boundaries and where my children would attend public school and post-secondary school. I did research on the various schools, the facilities, teaching, programs offered, etc. If I wasn't happy with the options, we would have chosen not to move there. Education truly was our focus on this move. My eldest daughter at the time was in Grade 6 when we moved and we took her to the school, and made sure she was happy and comfortable with the change. This was all a choice we made. I am not trying to knock anyone who does otherwise, but stating this is how we chose our home and location and that appears to be in vein if that choice is now being taken away.

If this change comes into play, it would mean a relocation for my child to East Williams P.S., which is geographically the completely opposite way to where our place of work is. It means appointments, sick days, snow days – are all very inconvenient. And yes I can uproot my family of 5 and move to a boundary that allows my son to attend the school he has for the last 7 years, but should I have to? Probably not.

What I would like to point out is that many of the rural children do not have that opportunity to move and change locations due to this potential change. They live on or own farms that have been in their families for generations. The parents have attended Oxbow P.S., the grandparents have attended, their faces line the halls; they are the heart of the school and so to push them out when this is what has been the case for generations because it seems good on paper seems very wrong. The point is not to segregate anyone here but to make it known that when purchasing a home you are well aware of the schooling boundaries. Disruption and uprooting of the rural children who have always attended seems incredibly short sighted.

I would love if all the new subdivisions were able to attend Oxbow P.S. I understand this may not be sustainable and could cause overcrowding; however, the chart does appear to show that, even with the potential growth of the new developments and the projected numbers going down

in enrollment, this would be possible for the next 10 years without having to displace 85 students from their school.

51. QUESTION: As a parent whose children attended Oxbow P.S., and a grandparent whose grandchild currently resides within the Oxbow P.S. boundary, I have concerns about the proposed boundary changes.

With Oxbow being overcapacity, why are students who reside outside the Oxbow P.S. boundary allowed to attend Oxbow P.S.? What is the criteria for allowing these students to attend?

I would be curious to know how many students fall under this category as I personally know of 2. It seems to me that this should be addressed as part of the problem of overpopulation at Oxbow P.S. and possibly other area schools. As for some of the commentary above regarding the division of students in neighbourhoods, it would seem that not all students residing in one area attend Oxbow P.S. exclusively as some are enrolled in the Catholic or private systems as well. That doesn't seem to be particularly relevant in the discussion of boundaries in my opinion.

ANSWER: There are two students who attend Oxbow P.S., out of area, as noted in the Watson Report (Revised January 21, 2019). This is not simply a matter of choosing schools. Any students who are attending out of area have done so through a thorough vetting process involving the principal and the superintendent. The explicit reason for their attendance cannot be shared for privacy reasons. Most of our elementary schools do have a few students attending from out of area for various reasons including, but not limited to: Supporting Children and Youth in Care, CAS, emergent family dynamics, specialized support services, temporary admittance pending relocation and when families move, allowing a child to remain at the school until year end. In addition, often Grade 8 students are allowed to remain to minimize transitions and allow the student to finish their elementary program with their peers.

52. QUESTION: For Area S in Kilworth, it is indicated that there are 56 students. Do you have the breakdown of what grades these students are in? For example, how many are in Grade 6 students, etc?

ANSWER: TVDSB is not able to provide detailed enrolment for each grade; however, the number of students per division can be provided as noted below:

Breakdown for Sub-Area S:

Grade Cohort	2018/19
K1/K2	10
Primary (1-3)	9
Junior (4-6)	25
Intermediate (7-8)	12
Total	56

53. COMMENT: Echoing other comments about the mental health and well-being of current students at Parkview P.S. in options #2 and #3, the existing students (and their families) in areas B, T, S, and K may be displaced from their local school community and culture. Removing them from this local school community and culture, in addition to potentially facing a significant bus ride (especially for many of those students in area K who would go to Valleyview P.S. in option #3), will likely result in significant stress and anxiety for many of these students. It may have a significant negative impact on Parkview's school community and culture as well. Although Komoka-Kilworth is growing, there are families in the above areas who have lived here for decades, some with two or three generations of involvement in the Parkview P.S. school community.

The number of students from the new development area in Kilworth West (area A) are based on projections from the consultants. While these consultants have specialized knowledge, these projections vs. the actual number of students who would register at Parkview P.S. could differ significantly based on economic conditions (i.e., rising interest rates may slow down the rate of this development given the price point of many of these properties), the actual mix / makeup of buyers in this development (i.e., younger couples vs. young families vs. empty nesters vs. retirees), and the actual mix of students who end up registering with the Catholic board vs TVDSB. If the buyers in Kilworth West do not have any existing ties to Parkview P.S., they would have the opportunity to influence a new school culture at Delaware Central P.S.

Given that the Ministry of Education will typically not provide longer-term funding for school additions or upgrades without actual numbers of students registered (vs. projections), it may make sense for the Board to be consistent and consider actual numbers before making a significant decision to uproot existing students. Uprooting these students will have long-term impacts on the affected families and the school community as a whole. Short- and mid-term options such as additional portables or portapacks, as well as possible partnerships with the local municipality to provide programming at the nearby Komoka Community Centre (or Wellness Centre), may be viable solutions in the interim until actual student numbers from new development are known.

54. COMMENT: I attended the AAR meeting at Oxbow P.S. on Wednesday February 13 and at that meeting the committee and Board asked for alternate options to what is presented. Below is an option I would like to put forward:

Leave the current boundaries for Oxbow P.S. as is and open up the two subdivisions that are currently holding zones to Oxbow P.S.. As per the attendance forecast, the school with the 3 portables can handle the students and will start seeing a decrease in students around 2024. This allows the existing community, which includes rural students, including the Hamlet of Denfield, to continue being a part of the community of Ilderton. After all, the parents and the students of this area coach and play their sports in Ilderton. These parents work in London and commute that way as well.

East Williams Memorial P.S. is the only school listed in the Watson report that has continued declining enrollment. The students and parents of this school are a part of the Parkhill community. They coach and play their sports in Parkhill and belong to that community. It is approximately a 10- to 13-minute drive from Nairn to Parkhill.

The students currently in the rural south of Nairn are connected to the community of Strathroy and play their sports there. Close East Williams Memorial P.S. and move the students into the school zones of West Williams P.S., McGillivray Central P.S., Adelaide W.G. MacDonald P.S. and Valleyview Central P.S. which are all rural schools and have no new subdivisions scheduled to be built in the next 10 years.

This will sustain 4 or the 5 rural schools in the area. This is a cos-saving initiative for the TVDSB, it eliminates costs associated to this school, utilities etc., staff savings in terms of eliminating administrative staff, as well as provides an asset that can be sold. More importantly, this option keeps families and students in their community where they play their sports outside of school.

55. QUESTION: At the meeting of the Trustees following the Public Delegation Meeting, the Trustees will reach a decision on the Final Attendance Area Review Report. Regardless of the time and effort made by the school subcommittees in order to prepare a report and recommendation based on the school community input, the Trustees have the authority to approve any attendance area change.

Can you please confirm if rationale will be provided to the community if a change is approved, other than one that has been recommended by the school subcommittees? In order to maintain an open, transparent and fair attendance area review process, it is a reasonable request that the community be informed of the justification behind a decision.

ANSWER: At the May 28, 2018 Board meeting, Trustees will debate and provide a final decision. These meetings are open to the public to attend and are also live-streamed on the TVDSB website. In addition, minutes of the meetings are posted on the TVDSB website. It is through watching or the record of the debate that the public will gain a sense of the Trustee's rationale behind their decision.

56. QUESTION: In my opinion, Option 3 will be the decision made. If this does take place, my child will be moved to Valleyview P.S. My son is in Grade 2 now. Would we be able to enroll our son with Valleyview P.S. at the beginning of the new school year, instead of waiting until 2020 to make this change? Another year to wait would just make it harder to take him out of Parkview P.S., making more and more friends and missing out on the new friends at Valleyview P.S.

ANSWER: If a parent wanted to move their child prior to the implementation date of the Attendance Area Review, the request would be subject to the normal "out-of-area" procedures. This can be reviewed with the school Principal. The Principal and the Superintendent of Student Achievement for the respective school would provide the final approval. Transportation would not be provided.

I am on the Oxbow Public School AARC and we are hoping to get some responses for the following questions in advance of preparing our report:

57. QUESTION: Could we get a year-over-year graph of estimated student enrolment at Oxbow P.S. in the case of removing the holding zones on Timberwalk and Clear Skies in Ilderton and sending all children within the existing boundary to the school?

ANSWER: The charts below depict the status quo enrolment projections at Oxbow P.S. and Valleyview P.S. (i.e. holding areas continue to be accommodated at Valleyview P.S.) as well as what enrolment would like if the holding areas were retained in Oxbow P.S.'s boundary and students arising from that new development attended Oxbow P.S.

58. QUESTION: The Committee is concerned about the estimated yield number being used when considering future students (0.499) when other areas had a much lower yield used. Is it possible to get a current yield number for the area and then also yield number for lettered zones shown in the AARR report?

ANSWER: As indicated in previous correspondence, the yield number is based on 2016 Census data which is the most recent census data available. Watson is unable to provide yield data by smaller area (i.e. lettered zones), as the data becomes unreliable when the sample size is too small. Watson feels that, based on the aforementioned data, the yields used in the enrolment projections are reasonable. The yields for Oxbow P.S. are slightly higher than some of the other yields for other schools in the area because the Oxbow P.S. area gets a higher percentage of apportionment when considering total school aged children.

In addition, about 90% of the residential development expected in Oxbow P.S.'s boundary is projected to be low density development, which typically has higher pupil yields. In comparison, about 80% of development in Parkview P.S.'s boundary is expected to be low density and only about 30% in Centennial P.S.'s boundary area.

59. QUESTION: Was residential growth in East Williams P.S. and Valleyview P.S. catchment areas (e.g. Nairn, Ailsa Craig, and Parkhill, Poplar Hill, Coldstream etc.) considered by Watson?

ANSWER: The Watson growth forecast used for this boundary study is consistent with all forecasts that were available at the time of the study – which included discussions and correspondence with the municipality of Middlesex Centre's planning department regarding specific residential development or subdivisions. According to forecasts provided, limited residential development is expected to occur in many of the areas described in the question. For example, the total catchment area for East Williams P.S. has approximately 50 units projected over the next 10 years.

60. QUESTION: What would be the maximum number of portables allowed at Oxbow Public School?

ANSWER: At this time, the number of portables that could be added to the site requires further information based on a number of parameters that must be considered – both enrolment projections and confirmed enrolment registrations, availability of efficient space at the site, availability of portables to either purchase or relocate from another site, parking availability, and municipal approvals.

Currently, TVDSB's Facility Services Department has been working with the local municipality to determine zoning requirements for additional portables at Oxbow P.S. in preparation to address future accommodation needs. Additional portables may require additional parking to meet zoning requirements. Facility Services will address the requirements to accommodate additional portables as required focusing on all the parameters noted above which could limit the number of portables on the site.

61. QUESTION: What are the current yields for Oxbow P.S. students per household, by zone (L,M,N,O,P,Q,R, etc).

ANSWER: The yield number is based on 2016 Census data which is the most recent census data available. Watson is unable to provide yield data by smaller area (ie. lettered zones) as the data becomes unreliable when the sample size is too small. Watson feels that, based on the aforementioned data, the yields used in the enrolment projections are reasonable.

The response below was provided previously in the posted comments:

School	TOTAL BOARD YIELDS		
	Year 1	Year 5	Year 10
Parkview	0.444	0.441	0.422
Oxbow/Valleyview	0.499	0.497	0.468
Centennial Central	0.238	0.240	0.230
Caradoc	0.201	0.200	0.211

These yields represent the total Board pupil yields by school boundary used in the preparation of the Watson enrolment projections.

Note that yields for Centennial Central are lower than the average because the boundary contains a higher number of projected townhomes and apartment type units which have lower yields compared to single family/low density dwellings.

The yields for Caradoc are also lower than the average because the participation rates of the general population that attend TVDSB is lower than the rates in other areas.

The Oxbow/Valleyview yields are combined in this example because the students expected from new residential growth associated with Valleyview are actually resident to Oxbow and designated to hold at Valleyview.

62. QUESTION: We had asked specifically what the current/most recent yield is in Oxbow P.S. zones. Not about projections. Please advise the current/most recent yield for each of Oxbow P.S. zones and in total for Oxbow P.S. based upon the 2016 census.

If not possible for each zone, please advise for Zone R, and at the very least all Oxbow P.S. zones in total.

ANSWER: Watson has reviewed this again and note that the yield number is based on the 2016 Census data which is the most recent census data available. For individual zones, the data becomes unreliable when the sample size is too small and therefore this data is not available. Watson feels the yields used in the enrolment for year 1 and future years is reasonable.

63. COMMENT: The Thames Valley District School Board's mission is as follows: "We build each student's tomorrow, every day."

Currently, this statement has a very discouraging meaning to us. This is a statement that does not seem to be true any longer.

As parents to 3 children currently attending Oxbow P.S., (4th will begin JK in 2021), we also had the same objective for our children: to build their tomorrow, when we chose where we were going to raise our family. We, as parents have invested a great amount of time, money and consideration into where we choose to live. This decision is largely dependent on the school we choose to send our children.

We currently live 3.5 km away from Oxbow P.S. This close proximity to their school was an important factor when purchasing our home in order to minimize the duration of their bus ride each and every day. The report generated by Watson & Associates is proposing to send our children to a school that is nearly 20 km away. Our children are 2nd generation Oxbow P.S. students and would have been 4th generation Medway Secondary School students.

Our relationships within the Oxbow and Ilderton community have been formed over years of community involvement. You are proposing to make a decision to change the long-standing area boundaries and shatter the relationships by displacing the children and segregating the community for new developments. Many of these developments have not even begun, so you have put forth a proposal to remove children from their current school for children that do not even reside within the boundaries yet. This proposal is removing our right to choose for our children!

Additionally, the school Board states that their #1 commitment is "Putting the needs of all students first". We request that you please consider the implications of destroying the social element of their academic lives. We truly believe that a child's academic success is directly impacted by their social success and environment. Displacing children from their current school, current social circles and current familiar comfort zone will have a tremendous impact on their mental wellbeing and does not consider the needs of the students.

Elementary students do not comprehend politics and economics. They will question their displacement and view themselves as not being worthy of staying at their own school. Their friends can stay, but they are forced to leave so that others can occupy their spot. How can a

parent rationalize to their children that they are equals when they have been singled out to leave their own school?

To summarize, we feel as though many children's academic future has become very uncertain. It appears as though a parent's right to choose for their children will be robbed and their "tomorrow" will be at the discretion of a select few people that only see the children as numbers used to balance capacity rates within a building.

63. COMMENT: Upon review of the report provided by Watson & Associates, I am discouraged by the narrow-minded approach of the Attendance Area Review. Each and every proposal for each school simply considers geographic changes. These are lines drawn on a map to manipulate numbers in order to balance enrollment of schools. Many of the proposals will result in the displacement of children from their current schools. Removing them will have a massive impact on their social and mental well-being.

To avoid segregation of communities and displacing a portion of the population, has it been considered to change the grade enrollment at a school rather than change the geographic boundaries?

In an effort to avoid the divide and segregation of children, has it been considered that one school accommodate younger grades (i.e. FDK – Grade 5) while the other enroll the older grades? This approach will keep all children of the same age within a larger geographic area together. I also believe that this will eliminate the impact of change to individual children and their families if the children do not have to be individually removed from their friends and familiar environment.

64. QUESTION: Are there any plans to build a sidewalk linking the sidewalk in Ilderton, along Ilderton road, to Oxbow Public school? If yes, how many students (and projected future students) would switch from being bussed, to walking to Oxbow? How much of a cost savings on bussing would this be?

ANSWER: The installation of sidewalks is implemented by the local Municipality. If a sidewalk is being considered, TVDSB, the Southwestern Ontario Student Transportation Services (STS), and the Municipality would collaborate on the best options available and what the implementation would look like to reduce the hazards for students who are walking – would sidewalks be required on both sides of the road, would a pedestrian crosswalk be required, should a crossing guard be provided at a certain location. In addition, the number of students who may not be eligible to receive transportation could vary based on individual circumstances they may require for transportation. With these variables, cost savings cannot be identified at this time.

65. COMMENT: I would like to propose an idea that I didn't hear come forward from the live feed of (the Oxbow P.S. school-level) meeting. Perhaps designated Zone R needs to have the

boundaries lifted? Zone R really has no voice in this matter and I heard that come through the meeting as apparently not too many Zone R people were even in attendance.

Perhaps the Board needs to offer Zone R residents and the 2 holding zones and the county kids the option of whether they would like to send their children to attend Valleyview P.S. and see if you get volunteer families that would come forward and actually welcome the idea of sending their child to Valleyview instead of Oxbow P.S.

There is already currently a bus that attends to Timberwalk subdivision going to Valleyview P.S. If they could expand this bus route to attend other subdivisions in Ilderton, I am confident that you would have other families that would welcome the change and be interested in sending their child to Valleyview P.S.

This is an outside of the box idea that we need the Board to listen too. I think they should canvass Zone R residents and actually see how many families would perhaps be interested in the idea of sending their child to Valleyview P.S. as long as appropriate busing would be in place. This could help alleviate the overflow with Oxbow P.S. and provide a larger student body to Valleyview P.S. putting the numbers more in line with what the board would like. Valleyview P.S. is also a wonderful school and some people welcome the idea of expanding their circle of community to a bigger radius and many benefits can come from that, and there is no reason why people can't feel part of a larger community. This idea would then not segregate the two new communities that are trying to develop in Ilderton i.e. Timberwalk and Clear sky's as well as force off the country kids who have been a long part of the heritage Oxbow P.S.

I think it's important those country kids have the ability to remain at Oxbow P.S. as diversity and inclusion is a huge part of what makes up Oxbow P.S. and I just think zone R residents need options too and you may get your solution by opening that boundary up and seeing who would actually volunteer to come forward...Try canvassing the area??? If you don't get the response then I guess we have to take other measures but at least if we try that option we may get the solution we are all looking for!

RESPONSE: Thanks for submitting this proposal, noting you had watched the live feed of the School Committee Meeting. It's encouraged you also share this proposal to the School Committee so it can be considered in their final analysis and your email will be included in the report to the Board.

66. QUESTION: The Watson & Associates report has indicated that Oxbow P.S. may see a decline in enrollment as high as -27% if the boundary with holding zones remains status quo. It should be reminded that there are currently 2 holding zones within the current area boundary of Oxbow Public School. One holding zone is a new development not near completion and the other has yet to complete a single house. I would like to know why the report provided only the 2 recommendations of displacing current rural students for students that do not even live within the area boundaries yet or maintaining status quo.

If status quo causes a decline in enrollment at Oxbow P.S. and an eventual overcapacity of Valleyview P.S. (due to Oxbow P.S.'s holding zone student growth), why was it not considered to simply lift the holding zones within the Oxbow P.S. boundary and bring those students to Oxbow P.S. while maintaining the area boundary?

After many reviews of the report and the data provided, it seems as though this option will address the decline of current enrollment and growth of future developments and therefore result in a balance which will maintain Oxbow P.S.'s population similar to its current status. The Watson Report has not proved that there is an enrolment problem at Oxbow P.S. The report indicates that the current school status of having 3 portables will never be exceeded, even if all holding zone statuses are removed and no boundary changes are made.

Further, there is a surge in the student population at Oxbow P.S. within Grades 4-6. Can it be considered to defer the 2020 implementation date of the area review changes? Given the data provided in the report, the impact of removing the holding zones will be less as this enrollment surge begins to graduate from Oxbow. It is recommended that the data be reviewed while considering a deferral.

For the Oxbow P.S. parents that have seen your proposal to remove their children from their current school, it is important to show why their removal is necessary while your data shows that it is not. Displacing rural students would simply bring Oxbow P.S.'s current enrollment to below capacity, but would not stop the decline in enrollment. Additionally, moving the rural children to Valleyview P.S. or East Williams P.S. will not cause long term growth in enrollment at these schools and would be a temporary increase, at best. Growth comes from new developments and turnover in urban areas, not the rural population. Therefore, when the school Board is seeking ways in which to increase enrolment, focus should be put on urban areas because that is where the growth is.

ANSWER: It's encouraged you provide these suggested options to the School Committee so it can be considered in their final analysis, and your email will be included in the report to the Board.

67. COMMENT: Parents and community members should be looking at solutions that will have the least impact on all of our youth. Suggesting that a school like East Williams should close and displace all of their students would be akin to suggesting that Oxbow should close, and all of their students sent to a new school built in northwest London.

London needs another school in this geographical area and, due to Ilderton's close proximity, and the fact that many of the parents work there as stated, it would likely make sense from a cost savings perspective than to consider less disruptive options. I am certainly not suggesting this, but only using it as a comparison, as closing any school would have significant disruption for the youth and community as a whole. We need to consider the best interests of all of our children in this attendance review, and not just the direct impact on our own.

68. QUESTION: During our school level AARC meeting at Delaware Central Public School, it became apparent that our school boundary is very limited (asphalt surrounding school only) and that the majority of the school yard, including parking and play yard are actually situated on municipal land. First of all, is this accurate? Secondly, when enrolment exceeds the school's capacity (as it will in Option 1 and 2), how will this be handled? Are portables or an addition even an option on municipal land?

ANSWER: You are correct that a portion of the property surrounding Delaware Central PS is owned by the Municipality. At this time, portables would be considered to accommodate any enrolment increases. In the past, portables have been located to the east of the asphalt play area / south of the volleyball courts. This would be reviewed pending the number of portables required.

69. QUESTION: Could you please confirm that April 29 is the date you will release the details of the due date for the public delegation submissions?

ANSWER: Information regarding the process for public delegations, including the dates for submission, will be posted on the Western Middlesex Attendance Area Review website around mid-March, 2019. A link will be provided that will make available more details of the process.

70. COMMENT: I live in Kilworth with my children who attend Parkview P.S. They have been attending Parkview for four years so far and it is the only school they have ever known! We do not wish to be displaced from Parkview P.S. It is our home school!

My concern is with the current Kilworth P.S. students attending Parkview P.S. and their education and overall well-being. These children know Parkview P.S.; it is their home for 6 hours a day. They know their friends, teachers, principal, secretaries, custodians. They know the classrooms, hallways, library, gym, they know the special spots they meet their friends in the yard outside!

I know their friends, teachers, principal, secretaries, custodians. I know the classrooms, hallways, library, gym because I volunteer my time at the school. I am a parent of Parkview P.S. and I chose to have my children attend this school. What about my well-being as a parent who chose to live in Kilworth and thus became a member of the Parkview P.S. community! I paid to move here and live in this school boundary! I know Parkview P.S.!! The existing Kilworth parents and children have strong ties to Parkview that go well beyond my years at the school so far.

As a parent, you the Board have given me a voice and I have to be their voice here and ask for them not to be displaced! Any new students who will come from the new development in New Kilworth Heights do not have social, emotional or educational ties to Parkview P.S. They have not begun their school careers at Parkview P.S. like our existing Kilworth children. Parents of the New Kilworth Heights subdivision should be informed about the fact that they might not be attending Parkview P.S. before they build their homes here. I strongly believe that the Board does not wish to displace students and by sending the New Kilworth Heights subdivision to Delaware Central P.S., they would not be displacing any student. Please do not displace our existing Kilworth community from Parkview P.S.

71. QUESTION: Why was a portable removed from Oxbow P.S. last year? There was obviously room for it, so why didn't they replace it? Zone R residents don't seem to have a voice in this whole process.

Try lifting the boundaries for Zone R residents as you will likely find people residing in this Zone R would be willing to voluntarily send their children to Valleyview P.S. Can this be an option?

This would then allow for the 2 newer areas to not feel as segregated and allow the country children to remain as a part of Oxbow P.S. where the rural routes began. This would allow for diversity and inclusion. There are already buses attending Ilderton from Timberwalk subdivision driving to Valleyview P.S. Therefore, expand the bus service to the other areas of Ilderton and I think you would find many families would be happy to send their children to that school, too. Some of us want to expand our circle of friendships and are okay being a part of a larger culture.

Life is full of changes and some of us want to embrace and grow with these changes and be allowed to offer our children different experiences. Therefore give us options!

The only way this can happen is that the current boundaries have to be lifted and provide appropriate busing, and this may solve the whole issue and not force out particular groups of people. East Williams P.S. shortfall is too far removed and not Ilderton's issue to make up their lack of population. Trends are changing and people aren't living that far out and it is not convenient for anybody in this area to be forced to go in that direction as most people work in London.

ANSWER: In collaboration with Senior Administration, Facility Services reviews system-wide portable needs on a yearly basis in the spring. The portable from Oxbow P.S. was removed as it was deemed to be surplus, based on enrolment projections for the upcoming school year, and it was required at another location to address accommodation issues.

You are encouraged to provide the suggested options to the School Committee so it can be considered in their final analysis. Your comments will also be included in the report to the Board.

72. QUESTION: Most of the Sub-Area boundaries seem to be determine by roads. For example, the Watson report has provided an option to change the attendance area of Oxbow to only include sub-area R. This area is delineated by Denfield Road, Ten Mile Road, Highway 4 and Twelve Mile Road. If children live on any of these roads, can you please confirm which sub-area they are part of. It does not seem practical to have the areas split between the North/South or East/West side of the road for obvious transportation reasons if each side of the road is to be sent to a different school.

ANSWER: Roads are typically used (or sometimes other features like rivers/creeks etc) as logical divisions between boundaries. At this stage of the analysis, viable boundary delineators are investigated for the "right" number of students in the desired areas of change. Roads are typically split down the middle to create boundaries to determine the number of students. As final recommendations are debated, the TVDSB transportation provider will become involved as to how these changes will effect busing. It's fully understood the impact this can have on splitting up students who may live on the same street.

73. QUESTION: What (in numerical form) is the current/most recent yield for Oxbow P.S. zones (in total).

ANSWER: The most recent yield for Oxbow P.S. zones is 0.499.

74. QUESTION: We understand that the only Board-owned property at Delaware Central P.S. is the tarmac area and the small area of angled parking at the front of the school. If so, where would portables be placed if the school went over capacity?

ANSWER: In the past, portables have been located to the east of the asphalt play area / south of the volleyball courts. This would be reviewed pending the number of portables required.

75. QUESTION: Why was Area “S” chosen to peel off of the Kilworth neighbourhood to come to Delaware P.S.?

ANSWER: Area S was chosen/created because it was in geographic proximity to Delaware Central P.S., it has a viable number of students to impact the recommended boundary change and it also made an effort to divide that neighborhood along some type of dividing line and therefore chose one of the roadways. In one of the recommendations, Area S is combined with other areas and sent to Delaware Central P.S. In another recommendation where the aim was to lessen the number of students going to Delaware Central P.S., Area S is isolated.

76. QUESTION: Where would additional busses be routed to let off children?

ANSWER: The transportation provider for TVDSB has reviewed the Delaware Central PS for a potential increase in busses. They have confirmed that the current loading zone is capable of holding both an increase in the number of buses and also the size of the buses. If the number of students continues to increase, other options are available like staggering the arrival and departure of the vehicles within the stipulated timeframes.

77. QUESTION: In accordance with the Attendance Area Review procedure, the decision on the Final Attendance Area Review Report will be made by the Board of Trustees of TVDSB. It is assumed that the Trustees reside within the TVDSB boundaries and possibly within the area boundaries of the schools included in this Attendance Area Review.

If a Trustee's family can be impacted by a change in the area boundaries, can you please advise on what measures TVDSB will take for the avoidance of personal advantage and conflict of interest? It is encouraged that the bylaws of the Thames Valley District School Board be reviewed in order to maintain a fair and transparent process of the Attendance Area Review.

ANSWER: Section 3.4 of the Bylaws of the Thames Valley District School Board includes a Code of Conduct for Trustees which outlines conditions for Avoidance of Personal Advantage and Conflict of Interest. Section 3.5 of the Bylaws outlines Enforcement of Code of Conduct. This question has been forwarded to the Chair of the Board. For more information about the

Bylaws, see: <https://www.tvdsb.ca/en/our-board/resources/Documents/Board-Bylaws-November-28-2017.pdf> Trustees are also governed by the Municipal Conflict of Interest Act.