Date of Meeting:	*Posted Online: March 27* **2017 April 11**
Item #:	

REPORT TO:	☐ **Administrative Council**	☐ **Program and School Services Advisory Committee**	☐ **Planning and Priorities Advisory Committee**
	☒ **Board**	☐ **Policy Working Committee**	
	☒ **PUBLIC**	☐ **IN-CAMERA**	

TITLE OF REPORT:	FINAL SENIOR ADMINISTRATION REPORT – ELEMENTARY PUPIL ACCOMMODATION REVIEW 01
PRESENTED BY:	Kevin Bushell, Executive Officer, Facility Services and Capital Planning
PRESENTED FOR:	☒ **Approval** ☐ **Information** ☐ **Advice**

Recommendation(s):

1. THAT Sparta Public School, located at 45885 Sparta Line, St.Thomas, close effective 2018 June 30.
2. THAT New Sarum Public School, located at 9473 Belmont Road, St.Thomas, close effective 2020 June 30, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School and the new Southeast St. Thomas Public School.
3. THAT South Dorchester Public School, located at 48614 Crossley Hunter Line, Belmont, close effective 2020 June 30 and be declared surplus, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.
4. THAT Springfield Public School, located at 51336 Ron McNeil Line, Springfield, close effective 2020 June 30 and be declared surplus, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.
5. THAT Westminster Central Public School, located at 2835 Westminster Drive, London, close effective 2020 June 30 and be declared surplus, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.
6. THAT the Port Stanley Public School new attendance area be approved as per Figure 03, effective 2018 July 01
7. THAT an addition and renovations be constructed for student accommodation and program enhancement at Port Stanley Public School.
8. THAT an Attendance Area Review be conducted during the 2017-18 school year, for the creation of a French Immersion Public School located at Sparta Public School, effective 2018 July 01
9. THAT the grade 7 and 8 French Immersion and Extended French Immersion program be relocated from Port Stanley Public School to either Sparta Public School or Pierre Elliott Trudeau French Immersion Public School, effective 2018 July 01, as per the decision of the Board following a French Immersion Attendance Area Review.
10. THAT the Board post on-line and notify listed Community Organizations, by email, of the potential co-build opportunity at Port Stanley Public School.

11. THAT a Naming Committee be established to give consideration to renaming Port Stanley Public School.

12. THAT a new junior kindergarten to grade 8 elementary school be constructed in the village of Belmont, opening 2020 September 01, contingent upon Ministry of Education approval of capital funding.

13. THAT the new Belmont Public School attendance area be approved as per Figure 01, effective 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.

14. THAT the River Heights Public School junior kindergarten to grade 3 attendance area be approved as per Figure 02, effective 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.

15. THAT the Northdale Central Public School grade 4 to grade 8 attendance area be approved as per Figure 02, effective 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.

16. THAT a renovation for program enhancements be completed at Northdale Central Public School, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.

17. THAT the Davenport Public School grade 7 students and siblings, residing in the area to be accommodated at the new Belmont Public School and registered as of 2020 March 01, be provided the “grandparenting option” for the 2020-21 school year, to remain at Davenport Public School, with transportation if eligible, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.

18. THAT the Northdale Central Public School grade 7 students and siblings, residing in the area designated to the new Belmont Public School and registered as of 2020 March 01, be provided the “grandparenting option” for the 2020-21 school year, to remain at Northdale Central Public School, with transportation if eligible.

19. THAT the Summers’ Corners Public School grade 7 students and siblings, residing in the area to be accommodated at the new Belmont Public School and registered as of 2020 March 01, be provided the “grandparenting option” for the 2020-21 school year, to remain at Summers’ Corners Public School, with transportation if eligible, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.

20. THAT the Board post on-line and notify the listed Community Organizations by email of the potential co-build opportunity at the new Belmont Public School, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.

21. THAT a Design Committee be established to provide input regarding the design of the new Belmont Public School, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.

22. THAT a Naming Committee be established to give consideration to naming the new Belmont Public School, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.

23. THAT Davenport Public School configuration change to a grade 4 to grade 8 elementary school, effective 2018 July 01.

24. THAT the Davenport Public School grade 4 to grade 8 attendance area be approved as per Figure 04, effective 2018 July 01.

25. THAT the McGregor Public School configuration change to a junior kindergarten to grade 3 elementary school, as of 2018 July 01.

26. THAT the McGregor Public School junior kindergarten to grade 3 attendance area be approved as per Figure 04, effective 2018 July 01.

27. THAT renovations for program enhancements be completed at McGregor Public School.

28. THAT renovations for program enhancements be completed at Davenport Public School.

29. THAT the Board post on-line and notify listed Community Organizations by email, of the potential collaboration opportunity at McGregor Public School.

30. THAT the Board post on-line and notify listed Community Organizations by email, of the potential collaboration opportunity at Davenport Public School.

31. THAT the Summers' Corners Public School junior kindergarten to grade 8 attendance area be approved as per Figure 05, effective 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Belmont Public School.

32. THAT renovations for program enhancements be completed at Summers' Corners Public School.

33. THAT a new junior kindergarten to grade 8 elementary school be constructed in the southeastern area of the City of St. Thomas, opening 2020 September 01, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas Public School.

34. THAT the new junior kindergarten to grade 8 Southeast St. Thomas Public School attendance area be approved as per Figure 06, effective 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas Public School.

35. THAT a portion of the Southeast St.Thomas Holding Zone be permanently accommodated at the new Southeast St. Thomas Public School as of 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas Public School.

36. THAT the Southeast St.Thomas Holding Zone grade 7 students and siblings residing in the area to be accommodated at the new Southeast St. Thomas Public School and registered as of 2020 March 01, be provided the "grandparenting option" for the 2020-21 school year, to remain at Port Stanley Public School, with transportation if eligible, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas Public School.

37. THAT the Mitchell Hepburn Public School junior kindergarten to grade 8 attendance area be approved as per Figure 07 effective 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas Public School.

38. THAT the Mitchell Hepburn Public School grade 7 students and siblings residing in the area to be accommodated at the new Southeast St. Thomas Public School and registered as of 2020 March 01, be provided the "grandparenting option" for the 2020-21 school year, to remain at Mitchell Hepburn Public School, with transportation if eligible, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas Public School.

39. THAT a portion of the Southeast St. Thomas Holding Zone be permanently accommodated at Mitchell Hepburn Public School as of 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas Public School.

40. THAT the Southeast St.Thomas Holding Zone grade 7 students and siblings residing in the area to be accommodated at Mitchell Hepburn Public School and registered as of 2020 March 01, be provided the "grandparenting option" for the 2020-21 school year, to remain at Port Stanley Public School, with transportation if eligible, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas Public School.

41. THAT the Board post on-line and notify listed Community Organizations by email of the potential co-build opportunity at the new Southeast St. Thomas Public School, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas Pubic School.

42. THAT a Design Committee be established to provide input regarding the design of the new Southeast St. Thomas Public School, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas Public School.

43. THAT a Naming Committee be established to give consideration to the naming of the new Southeast St. Thomas Public School, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas Public School.

44. THAT the Elementary Pupil Accommodation Review-01 (EPAR-01) Committee be disbanded.

Purpose:

The purpose of this Final Senior Administration Report (FSAR) is to provide the Board with a summary of EPAR-01, information on the community consultation process and Senior Administration's final recommendations for student accommodation for EPAR-01.

Content:

BACKGROUND

The pupil accommodation review process can result in many debates regarding how best to educate students in school communities faced with declining student numbers and outdated facilities. To make the process of accommodation even more challenging declining enrolment within the Thames Valley District School Board (TVDSB) is not evenly distributed. The population of school age children in some communities has resulted in significant growth and over-capacity schools, while others have had a reduction resulting in under-capacity schools. Despite these challenges an important part of educating students is appropriate accommodation. The TVDSB must respond to the challenging distribution of students by using accommodation reviews to ensure schools are located in the areas where they are most needed.

The school consolidation debate is not a new one. It has long been a difficult process for school boards. One and two room classrooms that once dotted the rural landscape in the 1800s and early 1900s were later replaced by larger schools and now the realities of globalization, declining birth rates and the industrialization of agriculture have resulted in changing work patterns and shifts in residential locations. In order to manage enrolment resulting from shifting demographic patterns in both urban and rural settings, the Ontario Ministry of Education released a new set of guidelines for the consolidation of schools in 2015 March.

The Ministry's *Guide to Pupil Accommodation Reviews* states that: "school boards generally consolidate and close schools to enable improved educational options and opportunities for students" (Ontario Ministry of Education, p.4, 2016). Some of these improvements include: a range of programs and courses, the availability of specialized support services, access to specialized facilities, sufficient number of students to support sports teams, diverse extracurricular activities, better school buildings and also improved accessibility features (Ontario Ministry of Education, 2016).

The benefits for both current and future students are often challenged by adult concerns regarding the impact of consolidation on communities, which can also lead to political tensions. However, school boards have an accountability to ensure that now and future students experience their education within positive learning environments. The TVDSB must respond and react to population shifts and changes in order to offer quality educational experiences to students which prepare them for global citizenship and the needs of the 21st Century. In order to ensure effective accommodation planning, the board must plan for the future. While the consolidation process may present concerns for current stakeholders, long range planning for the needs of all students must continue to be a priority for the TVDSB. Schools are often viewed as a focal point of the community – a place where generations of adults maintain a sentimental connection to their formative years as students. Despite fears that communities will be lost through consolidation, vibrant new communities were created as one-room school houses grew into larger and larger facilities. History suggests that the best school communities are created when administrators, teachers, parents, family and community members join together with the common purpose of providing the highest quality learning experience for children – regardless of the size or location of the school building.

As the Ministry's *Guide to Pupil Accommodation Reviews* states, "Since school boards are mainly funded on a per-student basis through grants from the Ministry of Education, boards, and therefore schools, lose funding as their enrolment declines" (Ontario Ministry of Education, p.4, 2016). As this funding decreases, the costs of maintaining empty pupil places increases. The reality of this funding model is that the TVDSB must respond if we are to continue to operate schools in a sustainable manner. Small schools are more expensive to operate than larger schools. However, school size does not affect the board's continuing priority to offer the best educational experiences to all students. The focus then must be on the best interests of all students, their learning needs and aspirations and their futures in a world that is changing. Failure to proactively respond to issues that result from declining enrolment, will limit student choices. Therefore, Senior Administration created the recommendations for EPAR-01. These recommendations provide the TVDSB with a strategy that will allow the Board to move forward in a manner that will provide all students enhanced learning opportunities.

PARAMETERS OF EPAR-01

The lens through which Senior Administration reviewed the accommodation of students in EPAR-01, and structured the final recommendations, was filtered by the following questions:

Have any issues been identified as a priority of the Board?
Within EPAR-01, there are three accommodation issues which are a priority for the Board to resolve.

The first concern is the three low enrolment schools (Westminster PS at 82 students, Port Stanley PS English track at 94 students and Springfield PS at 167 students). Enrolment at all three schools are projected to remain stable over the next 10 years. Low enrolment schools are difficult to staff and the average cost per student is above the Board average.

The second accommodation issue within EPAR-01 is the number of empty pupil places located in the 12 schools that make up this PAR. Based on 2015-16 data, there were 1,156 empty pupil places within EPAR-01, with school utilization factors that range from 27% to 111%. These empty pupil places do not receive any accommodation funding from the Ministry of Education and must be funded from the Board's overall per pupil accommodation grant, which consequently reduces funding for all schools in the Board.

The third accommodation challenge with EPAR-01 is the current overcrowding at Mitchell Hepburn Public School (PS). In 2015-16, Mitchell Hepburn PS was operating at 111% capacity (with 75 students over its capacity). The Mitchell Hepburn PS attendance area still has the potential for additional residential development. In 2013, the Board approved a Holding Zone to designate students from ongoing residential development to Port Stanley PS to relieve enrolment pressure at Mitchell Hepburn PS. As Holding Zones are a temporary solution, the residential development in

Southeast St. Thomas will need to be permanently accommodated eventually. The projected growth will exceed the capacity limitations at the existing surrounding schools, therefore, construction of the new Southeast St. Thomas PS is warranted.

Is the current situation sustainable (with respect to enrolment projections, school utilization, and facility renewal/condition)?
The current student accommodations within EPAR-01 are not sustainable. The projected enrolment, school utilization and deferred facility renewal does not warrant keeping all 12 schools within EPAR-01 open and operating.

The projected recommendation reduces the empty pupil places by 421 and allows for an average school utilization rate of 85%. Also, with the closure of the 4 identified schools, $17.8M of high and urgent renewal needs will be removed from the Board's deferred renewal list.

Does the current situation provide equity of programming for all of our students?
The Board strives to provide equity of programming for all of our students. Due to the low enrolment and number of small schools within EPAR-01, the Board must proportionally allocate resources to ensure the integrity of the program at these schools. This impacts other schools in the system where there may be a greater need. The current Ministry of Education per pupil funding model requires the Board to average out the funding for all of our students. Keeping these low enrolment schools open negatively affects the funding available for programming for all TVDSB students.

Is there an opportunity to improve student learning?
Through the proposed construction of 2 new elementary schools, and the proposed program enhancements of Library Learning Commons, general art and kindergarten classrooms, as well as Developmental Centres, the Board will not only maintain but improve the educational experience at the remaining schools.

Is the current situation financially sustainable (with respect to funding available)?
The operational costs to maintain, clean, and heat the 1,156 empty pupil places are not funded. The staffing and learning resources to deliver the academic programs to our students are also funded per pupil. Smaller class sizes puts pressure on the funding formula due to the lack of flexibility. This funding shortfall must be subsidized by the system as a whole.

As indicated in the recommended solution section of the ISAR (Appendix A, page 64 of 71) the average cost per student for the proposed recommendations will be below the current board average.

Are there any potential facility collaboration opportunities with community organizations?
In keeping with the TVDSB's *Community Planning and Facility Organization Procedure (4015b)*, the Board will circulate the co-build opportunity to listed community organizations for both the new Belmont PS and new Southeast St. Thomas PS.

It should also be noted that the Board is currently working on a collaboration opportunity with the London-Middlesex Consolidated Municipal Services Manager (CMSM) to construct a child care facility at River Heights PS, which will not only service the village of Dorchester for child care, but will also remove 75 empty pupil places at the school.

The Board will also circulate the collaboration opportunities to community organizations to lease space at McGregor PS and Davenport PS.

COMMUNITY ORGANIZATIONS ENGAGEMENT / CONSULTATION WITH SCHOOL COMMUNITIES

On 2016 April 12, the Planning Department presented the *Draft Elementary Accommodation Study Report* to the Board of Trustees, a high-level report of observations on accommodation issues in the TVDSB that are being monitored closely. Identified in the Study was Elgin-Middlesex 01, consisting of Davenport PS, McGregor PS, Mitchell Hepburn PS, New Sarum PS, Northdale Central PS, Port Stanley PS, River Heights PS, South Dorchester PS, Sparta PS, Springfield PS, Summers' Corners PS and Westminster Central PS.

Further, on November 22, 2016, after receiving and carefully considering the *Initial Senior Administration's Report - Elementary Pupil Accommodation Review 01 (EPAR-01)*, the Board approved the initiation of a Pupil Accommodation Review (PAR) involving the schools identified in the Elgin-Middlesex 01 study area.

Key to the Pupil Accommodation Review process is consultation with community organizations, municipalities, school communities and the general public.

Community Organizations and Municipalities

Long term planning and analysis of existing needs for school boards, municipalities and community organizations allows for collaborative accommodation planning and strong communities. The TVDSB reaches out to community organizations and municipalities to ensure that the direction of the TVDSB's long term planning corresponds with municipal planning. Communication with community organizations allows for analysis and synchronization of needs through the potential of utilizing schools with available space or co-build opportunities.

Preliminary consultation with community organizations and municipalities began on June 15, 2016 with the Community Planning & Facility Collaboration Annual Meeting.

In September 2016, the Board approved staff to contact listed community organizations regarding the possible establishment of a PAR, requesting any technical planning information and any possible collaboration opportunities with the schools to be studied. A Post-Determination meeting was held on December 14, 2016 to explain Senior Administration's recommendations and opportunities for input.

Community organizations were also given the opportunity to submit written comments regarding the EPAR-01 for Trustee consideration. As of 2017 March 21, 4 submissions have been received and have been included in Appendix HH.

School Communities and the Public

Following the Board's decision to initiate a Pupil Accommodation Review, a webpage for EPAR-01 was created on the Board website with important and up-to-date PAR information for the general public. The website contains information about: the PAR process, important dates, agendas and meeting minutes, presentations and reports, as well as any other related documents.

Newspaper advertisements and social media were utilized by the Board to share information and communicate with the public concerning EPAR-01 through the TVDSB Engage webpage, Facebook, and Twitter.

School Principals kept their school communities informed through school webpages, newsletters, school council meetings, and by encouraging parents to contact them or the Board with any questions or concerns regarding the Pupil Accommodation Review.

EPAR-01 School Subcommittees

At the Initial and Second Public meetings, information was presented to the School Subcommittees with an opportunity for Subcommittees to ask questions of the TVDSB directly for clarification. The agenda, minutes and presentations for the Initial, Second and Final Public Meetings can be found in Appendix F, Appendix G, and Appendix H. A minimum of two School-level meetings were held for each School Subcommittee to share information and gather feedback from their school community. The Planning department received and answered 350 questions of clarification from

the School Subcommittees and the public through the Planning Department's email. The (questions and) answers were emailed directly to all of the PAR members and also posted on the TVDSB's Planning website for public access. These questions and answers from each school can be found in Appendix I, Appendix K, Appendix M, Appendix O, Appendix Q, Appendix S, Appendix U, Appendix W, Appendix Y, Appendix AA, Appendix CC, Appendix EE, Appendix GG.

REPORTS OF THE PAR SCHOOL SUBCOMMITTEE(S)

Each EPAR-01 School Subcommittee completed its task to provide feedback on the *Initial Senior Administration Report* (2016 November 22) on behalf of their school communities in accordance with the TVDSB procedure. At the Final Public Meeting, held March 8th 2017, the Subcommittees from each school presented their reports.

The School Subcommittee reports can be found as the following Appendices:

J. Davenport Public School
L. McGregor Public School
N. Mitchell Hepburn Public School
P. New Sarum Public School
R. Northdale Central Public School
T. Port Stanley Public School
V. River Heights Public School
X. South Dorchester Public School
Z. Sparta Public School
BB. Springfield Public School
DD. Summers' Corners Public School
FF. Westminster Central Public School

Appreciation is extended to the Pupil Accommodation Review Committee members for the work completed, the time spent, and the careful deliberations of the members. The work of PAR School Subcommittee members and input received from community organizations/municipalities contributes to many voices helping to ensure that a range of possibilities are considered in order to optimize program opportunities for the maximum number of students.

SENIOR ADMINISTRATION REVIEW OF SCHOOL SUBCOMMITTEE REPORTS, COMMUNITY CONSULTATION AND PUBLIC INPUT

As part of the revised Pupil Accommodation Review Guidelines, TVDSB is required to consider feedback received from the School Subcommittees, community organizations and the public. All input received has been reviewed and taken under advisement.

As a result of the input received from School Subcommittees, community organizations and the public, Senior Administration has made the following revisions from the original recommendations found in the Initial Senior Administration Report:

- *The proposed attendance area for River Heights PS and Northdale Central PS students to the new Belmont PS has been adjusted.*

- *The proposed attendance areas for the existing New Sarum PS students has been adjusted to either the new Belmont PS or the new Southeast St. Thomas PS.*

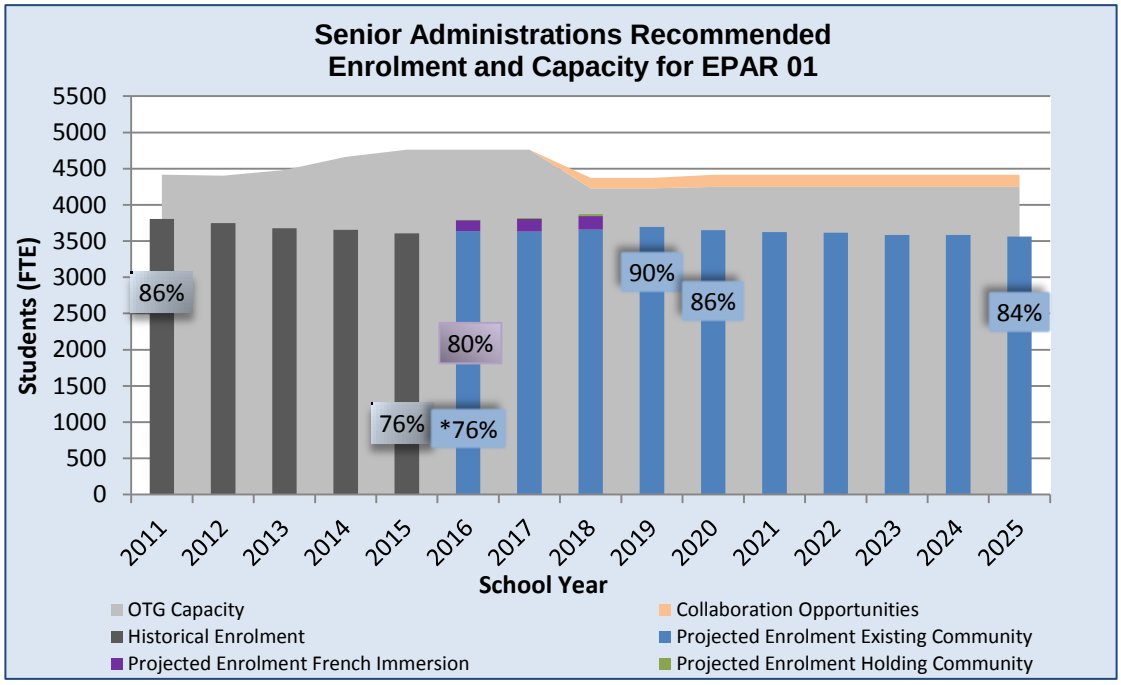
- *The attendance area adjustment of Summers' Corners PS students to McGregor PS and Davenport PS has been removed.*

RECOMMENDED SOLUTION

Boards must address the impacts and costs of declining enrolment, excess space in schools and aging facilities as well as overcrowding in newly developed residential areas. Senior Administration believes it is in the best interest of students to maintain school populations that support a range of opportunities in programming, extracurricular activities and services. The proposed recommendations will benefit students with enhanced program opportunities, harmonize projected enrolment with capacity, maximize resources and improve school utilization.

It should be noted that the Ministry of Education *Primary Class Size* (PCS) initiative, which dictates that primary classes are capped at 20 students, can impact school utilization. Primary classrooms do not differentiate architecturally from junior or intermediate classrooms. Depending on cohort sizes, classes will often move within a school from year to year. The Ministry does not identify or load primary classrooms different than junior or intermediate. As a result, primary classes (with a maximum of 20 students) can only operate at a maximum utilization of 86.9%. This lower utilization is often absorbed in a school with junior and intermediate classes. The impact of PCS on schools with a large primary cohort or only primary classes often skews the school utilization, making the school appear less occupied.

The following chart illustrates the total enrolment and capacity for EPAR-01 as a result of the recommended solution.



* Indicates the utilization excluding French Immersion enrolment

Senior Administration has recommended collaboration opportunities to fill available space at River Heights PS, McGregor PS and Davenport PS. As such the following capacity has been identified in orange and removed from the OTG in the above chart for collaboration opportunities: 75 pupil places at River Heights PS as of 2017-18, 69 pupil places at McGregor PS as of 2018-19, and 23 at Davenport PS as of 2020-21.

The Final Senior Administration Report recommendations for EPAR-01 are comprehensive and as laid out the Initial Senior Administration Report (ISAR), the PAR area has been grouped into four geographic regions: North, South, East, and West. This will allow for a focused analysis and detailed descriptions of the effects of the proposed recommendations.

NORTHERN REGION

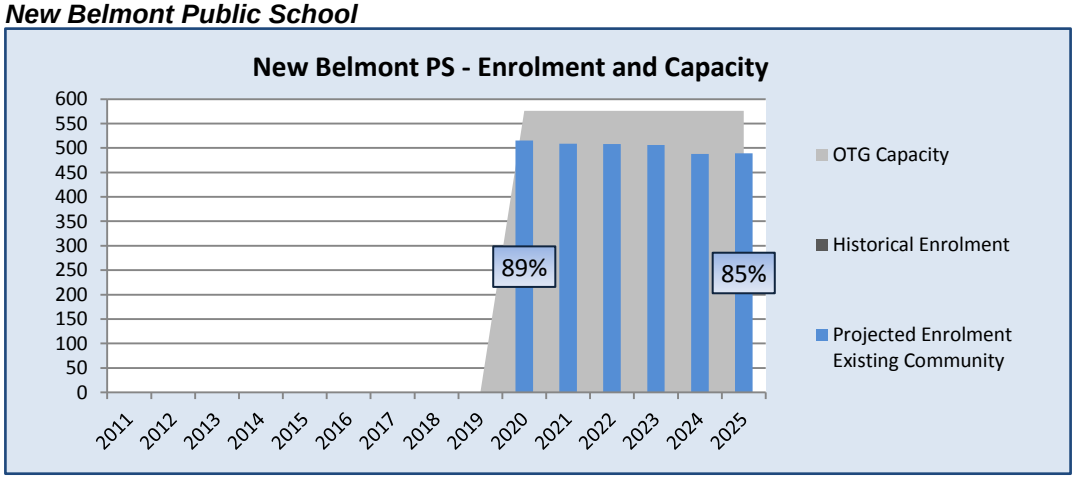
In the Northern Region, TVDSB students will be accommodated in the new Belmont PS, River Heights PS and Northdale Central PS.

Senior Administration's recommendations for this region encompass the following:

- Creation of a **new Belmont PS** and attendance area.
- **New Sarum PS** closes and a portion of the attendance area is designated to the new Belmont PS.
- **South Dorchester PS** closes and is declared surplus; the attendance area is designated to the new Belmont PS.
- The portion of **Davenport PS** attendance area (congruent with South Dorchester PS) is designated to the new Belmont PS.
- **Springfield PS** closes and is declared surplus; a portion of the attendance area is designated to the new Belmont PS.
- The portion of **Summers' Corners PS** attendance area (congruent with Springfield PS) is designated to the new Belmont PS.
- **Westminster Central PS** closes and is declared surplus; a portion of Westminster Central PS attendance area is designated to the new Belmont PS.
- A portion of the **River Heights PS /Northdale Central PS** attendance area is designated to the new Belmont PS.

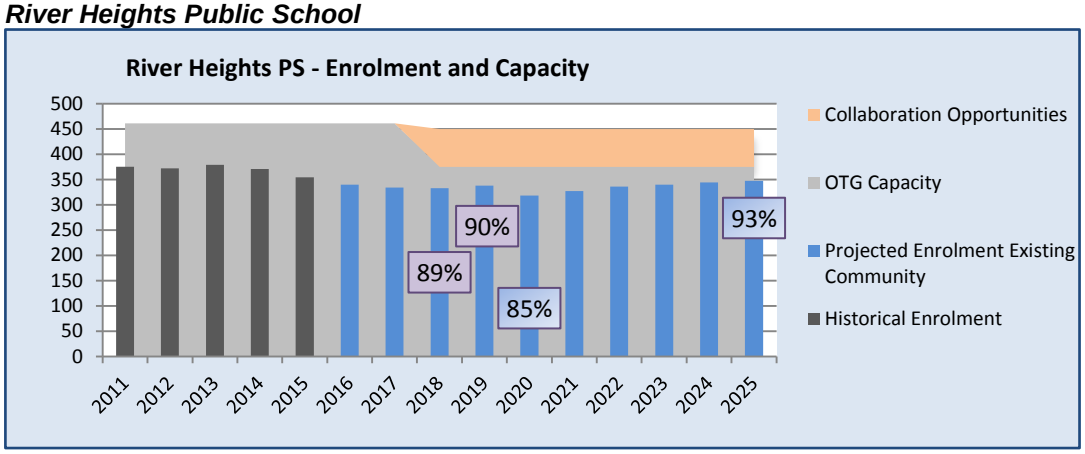
ENROLMENT & CAPACITY
The following graphs indicate the resulting enrolment and the capacity for the schools in the Northern Region:

New Belmont Public School



The new Belmont PS will open in 2020-21 with over 500 students and a utilization of 89%. The facility will accommodate students from 8 school communities which will balance the enrolment and capacity for the future. The new school population will achieve one of the Board's priorities within this EPAR, which is to reduce the challenges of low enrolment at 4 of the schools and allow for a more efficient school with enhanced facilities.

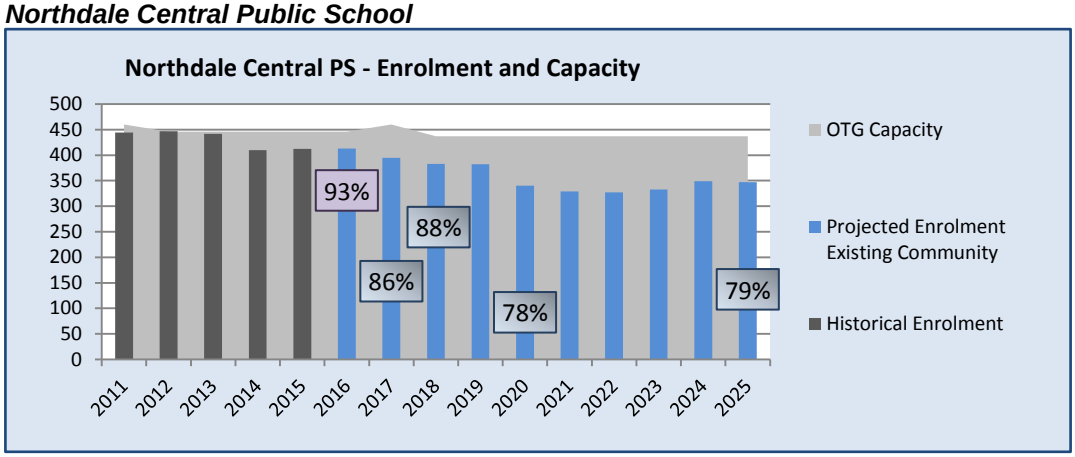
River Heights Public School



The impact of PCS at River Heights PS, with only Early Years and Primary classes, makes it appear as if the facility is not fully utilized. If the school was loaded using PCS loading (20) instead of standard classroom loading (23), the school would have a PCS OTG capacity of 348 in 2018 and 96% utilization, rather than the calculated OTG capacity of 375 and utilization of 89%.

River Heights PS will operate at 85% utilization in 2020, after 75 pupil places are removed for a collaboration opportunity. The Ministry of Education has approved funding of a Child Care and Child and Family Programs Centre at River Heights PS. This collaboration will help balance the drop in enrolment, by removing loaded space from the OTG capacity of the school.

Northdale Central Public School



In 2020, Northdale Central PS utilization drops by 10% due to the relocation of students to the new Belmont PS. The relocation of the Gifted program to Orchard Park PS (25 Students) will be implemented in 2017-18.

River Heights PS and Northdale Central PS are located in Dorchester, which has and will continue to experience residential growth in the community. The student population being designated to the new Belmont PS will allow for additional spaces for increased enrolment due to residential growth.

ATTENDANCE AREA

Figure 01 - Proposed new Belmont PS (junior kindergarten to grade 8) attendance area, effective 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Belmont PS.

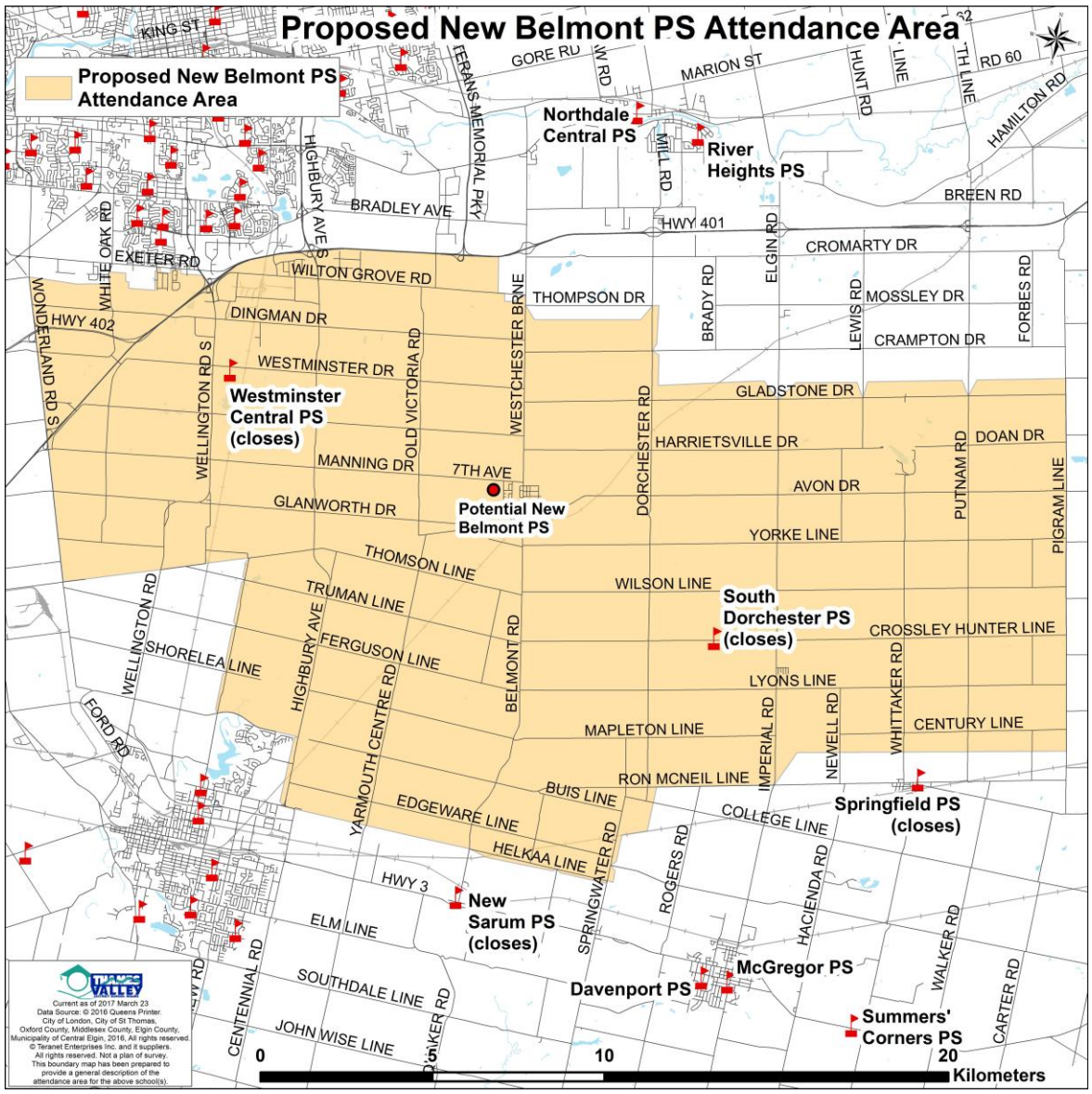
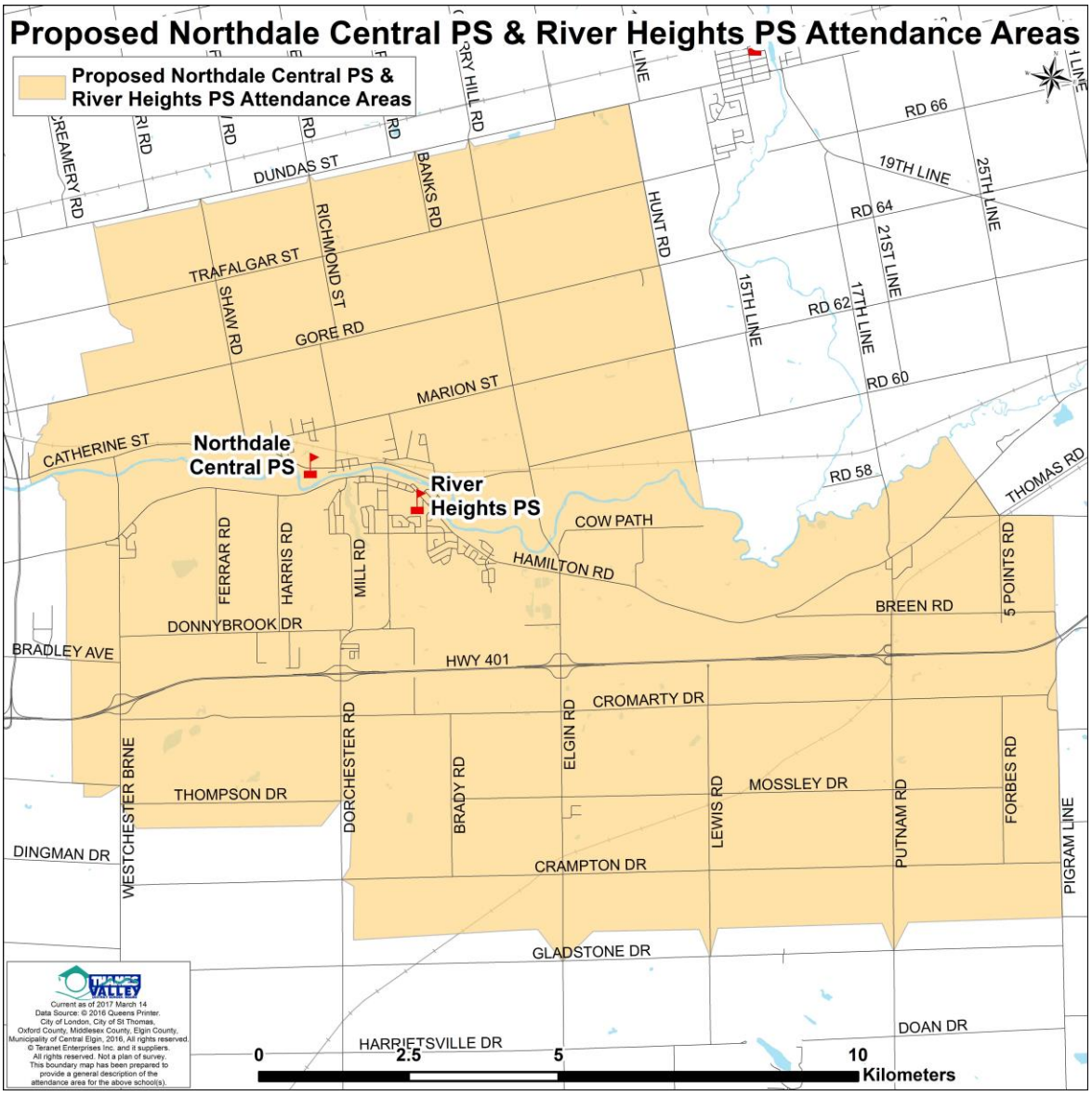


Figure 02 - Proposed River Heights PS (junior kindergarten to grade 3) and Northdale Central PS (grades 4 to 8) attendance area, effective 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Belmont PS.



PROPOSED FACILITY ENHANCEMENTS

Senior Administration is recommending the construction of a new junior kindergarten to grade 8 Elementary School located in the Village of Belmont. As indicated in the recommended solution section of the ISAR (Appendix A, page 35 of 71) the new Belmont PS is proposed to have an OTG capacity of 576, consisting of 4 kindergarten and 20 standard classrooms, a gymnasium and primary activity room, Library Learning Commons, General Arts room, and learning support room.

Senior Administration is recommending program enhancements to Northdale Central PS. As a junior and intermediate school, instrumental music is part of the intermediate curriculum; therefore Senior Administration is recommending a General Arts room renovation.

GRANDPARENTING OPTION

The grandparenting option is not available for the 2019-20 New Sarum PS, South Dorchester PS, Springfield PS and Westminster Central PS grade 7 students, as those schools are recommended to close.

The grandparenting option will be available for the 2019-20 Davenport PS, Northdale Central PS, and Summers' Corners PS grade 7 students, and siblings, for the 2020-21 school year, designated to the new Belmont PS.

CO-BUILD COLLABORATION OPPORTUNITY

In accordance with the *Community Planning and Partnership Guideline* and the TVDSB's *Community Planning and Facility Collaboration Procedure*, a potential co-build opportunity will be circulated to Community Organizations for the new Belmont PS.

TVDSB and the Consolidated Municipal Services Manager (CMSM) for London-Middlesex submitted a joint request to the Ministry of Education for funding to create a *Child Care* and *Child and Family Program Centre* at River Heights PS to resolve the service gap in the Dorchester area. On 2017, January 20 the Board received confirmation of approval and funding for this project. Design and construction of this project will begin later this year.

PROPOSED IMPLEMENTATION SCHEDULE - NORTHERN REGION

YEAR	DATE	ACTION
2018	Winter	Board submits School Consolidation Capital (SCC) Priorities request for approval and funding for the new Belmont PS
	Spring	Board receives notification of Ministry funding
	Fall	New Belmont PS Design Committee (New Sarum, Northdale Central, River Heights, South Dorchester, Springfield, Westminster Central) is formed and begins meeting
		Northdale Central PS design and construction begins
2019	Spring	New Belmont PS - Construction process begins
2020	Winter	New Belmont PS Transition Committees (New Sarum, Northdale Central, River Heights, South Dorchester, Springfield, Westminster Central) are formed and begin meeting
	June 30	New Sarum PS, South Dorchester PS, Springfield PS and Westminster Central PS - Closures
	July 01	New Belmont PS, River Heights PS, Northdale Central PS - Consolidation and amalgamated attendance areas in effect
	September 01	New Belmont PS opens

SOUTHERN REGION

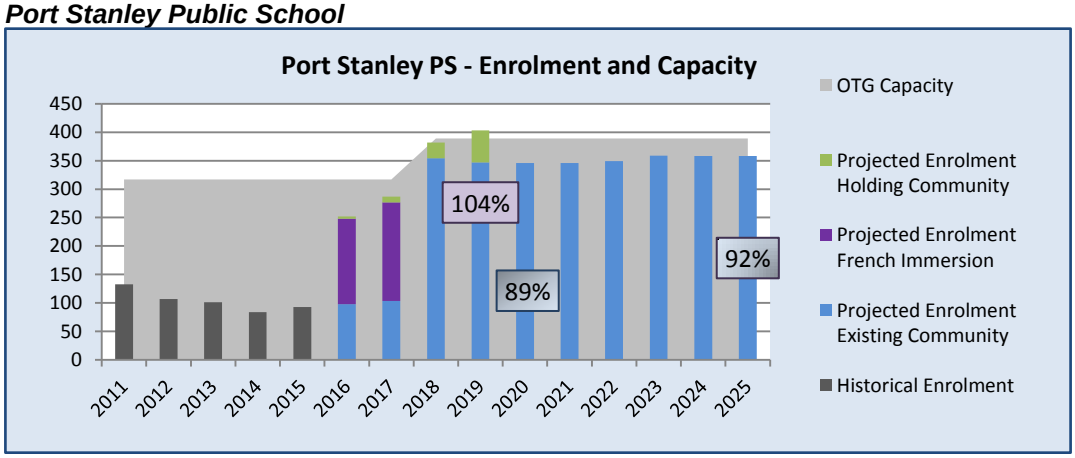
In the Southern Region, TVDSB students will be accommodated at Port Stanley PS and Sparta French Immersion PS.

Senior Administration's recommendations for this region include the following:

- **Sparta PS** closes and the attendance area is designated to **Port Stanley PS**.
- An Attendance Area Review for French Immersion in Elgin County is conducted.
- French Immersion program opens in the **Sparta PS** facility.

ENROLMENT & CAPACITY
The following graph indicates the resulting enrolment and capacity for the school in the Southern Region:

Port Stanley Public School

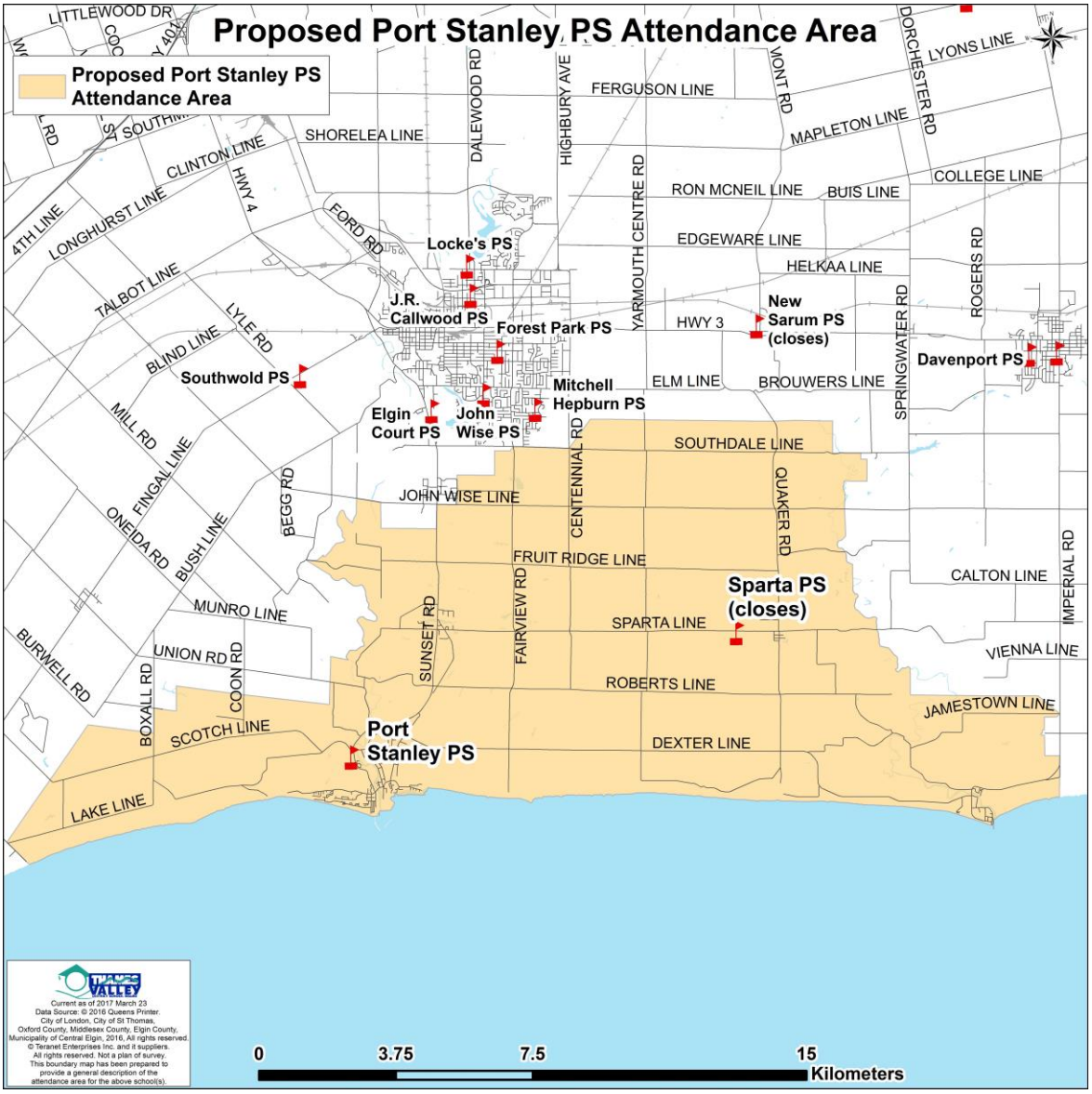


The consolidation of Port Stanley PS English track and Sparta PS enrolment at Port Stanley PS will result in 89% utilization in 2020. In the interim, the utilization will be higher at 104% due to the Southeast St.Thomas Holding Zone students, until 2020 when the new Southeast St. Thomas PS opens.

It is expected that the enrolment at the consolidated Port Stanley PS will remain relatively stable with a small increase due to residential development from the Port Stanley community. The consolidation of the two elementary schools will alleviate the issue of low enrolment and allow for a solution to the accommodation issue for the French Immersion program in Elgin County.

ATTENDANCE AREA

Figure 03 - Proposed Port Stanley PS attendance area, effective 2018 July 01.



PROPOSED FACILITY ENHANCEMENTS
Senior Administration is recommending an addition and renovations be constructed for student accommodation and program enhancements to meet TVDSB standards at Port Stanley PS. New construction will include the addition of a new Library Learning Commons and a kindergarten classroom. Renovations will create two additional standard classrooms along with improvements to accessibility.

SPECIAL PROGRAMS
EPAR-01 examined English track accommodation, while French Immersion and Extended French Immersion accommodation was outside the purview of the study. On 2016 January 12, the Board approved the following motion:

> THAT Port Stanley Public School become an interim dual track school offering both junior kindergarten to grade 8 in English and grades 7 to 8 in French Immersion and Extended French Immersion, effective 2016 July 01.

Without a Board decision to close a school, the French Immersion accommodation issue cannot be permanently resolved. Senior Administration has proposed that, following the Board decision to close Sparta PS, an Attendance Area Review be conducted during the 2017-18 school year, to address the accommodation pressure that exists in the elementary French Immersion programs in Elgin County.

EARLY ATTENDANCE/GRANDPARENTING OPTION
Kindergarten students, and their siblings, being re-designated to Port Stanley PS, would be eligible for early attendance, without transportation, for the 2017-18 school year.

The grandparenting option is not available for the 2018-19 Sparta PS grade 7 students, as the school is recommended to close.

The grandparenting option will be available for the Southeast St.Thomas Holding Zone 2019-20 grade 7 students designated to Mitchell Hepburn PS and new Southeast St.Thomas PS to remain at Port Stanley PS for their grade 8 year.

CO-BUILD COLLABORATION OPPORTUNITY
In accordance with the *Community Planning and Partnership Guideline* and the TVDSB's *Community Planning and Facility Collaboration Procedure*, a potential co-build opportunity will be circulated to Community Organizations for Port Stanley PS.

PROPOSED IMPLEMENTATION SCHEDULE - SOUTHERN REGION

YEAR	DATE	ACTION
2017	Fall	An Attendance Area review be conducted for the French Immersion Program serving Elgin County Design and construction process begins for Port Stanley PS
2018	Winter	Port Stanley Transition Committees (Port Stanley, Sparta) are formed and begin meeting
	June 30	Sparta PS - Closure as an English track school
	July 01	Port Stanley PS - Consolidation of students / amalgamated attendance area French Immersion program redirected to Sparta PS facility
	September 01	Port Stanley PS - Consolidated school opens with new accommodation New French Immersion school opens in Sparta PS facility

Note: Senior Administration is proposing that the above project be funded through various means, including Ministry of Education Capital grants or self-funding. If Capital grants are not approved the proposed project can still proceed.

EASTERN REGION

In the Eastern Region, TVDSB students will be accommodated at Davenport PS, McGregor PS and Summers' Corners PS.

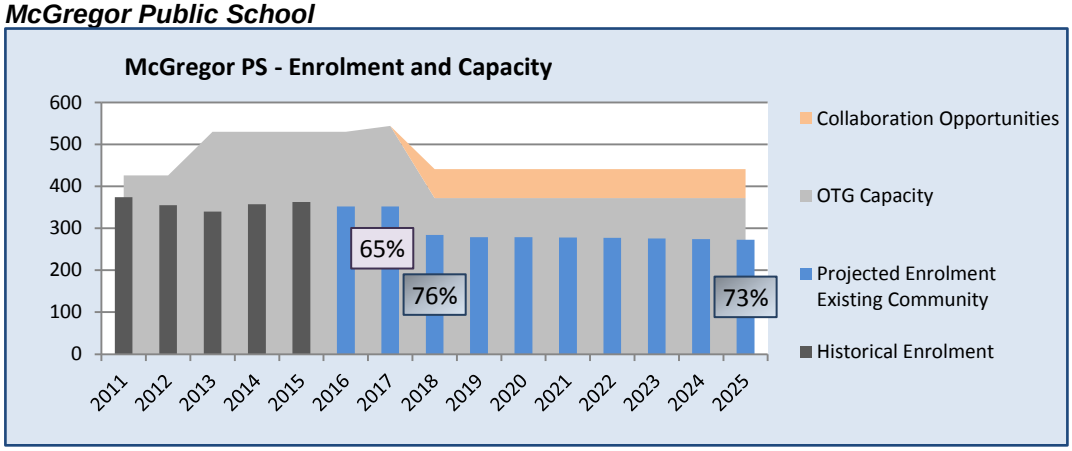
Senior Administration's recommendations for this region encompass the following:

- **McGregor PS** becomes junior kindergarten to grade 3.
- **Davenport PS** becomes grade 4 to grade 8.
- A portion of **Springfield PS** attendance area is designated to Summers' Corners Public School.

ENROLMENT & CAPACITY

The following graphs indicate the resulting enrolment and the capacity for the schools in the Eastern Region:

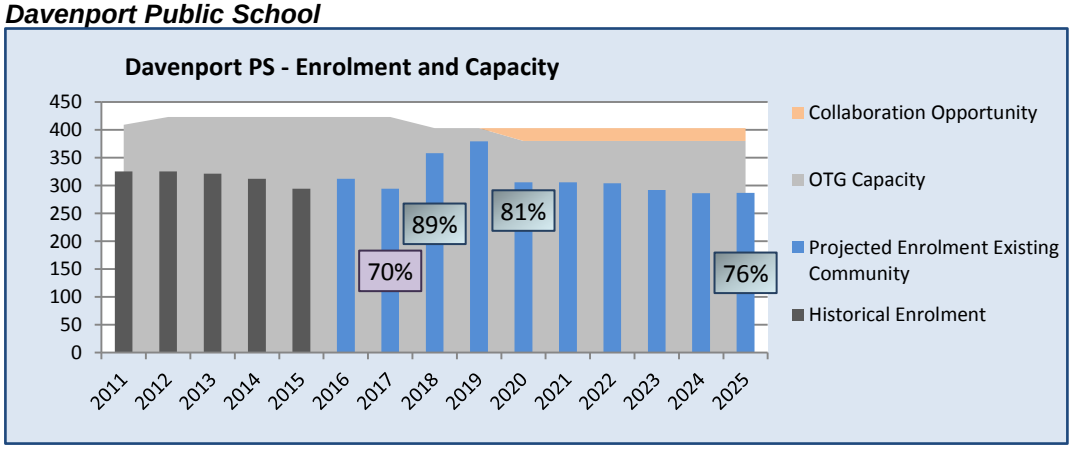
McGregor Public School



In 2017, McGregor PS will have a utilization of 65%. With the relocation of the grade 4 program to Davenport PS, proposed program enhancements and the allocation of 69 spaces for potential collaboration opportunities, McGregor PS will have a utilization rate of 76% in 2018.

The impact of PCS at McGregor PS, with only early years and primary classes, makes it appear as if the facility is not fully utilized. If the school was loaded using PCS loading (20) instead of standard classroom loading (23), the school would have a PCS OTG capacity of 342 in 2018 and 83% utilization, rather than the calculated OTG capacity of 372 and utilization of 76%.

Davenport Public School

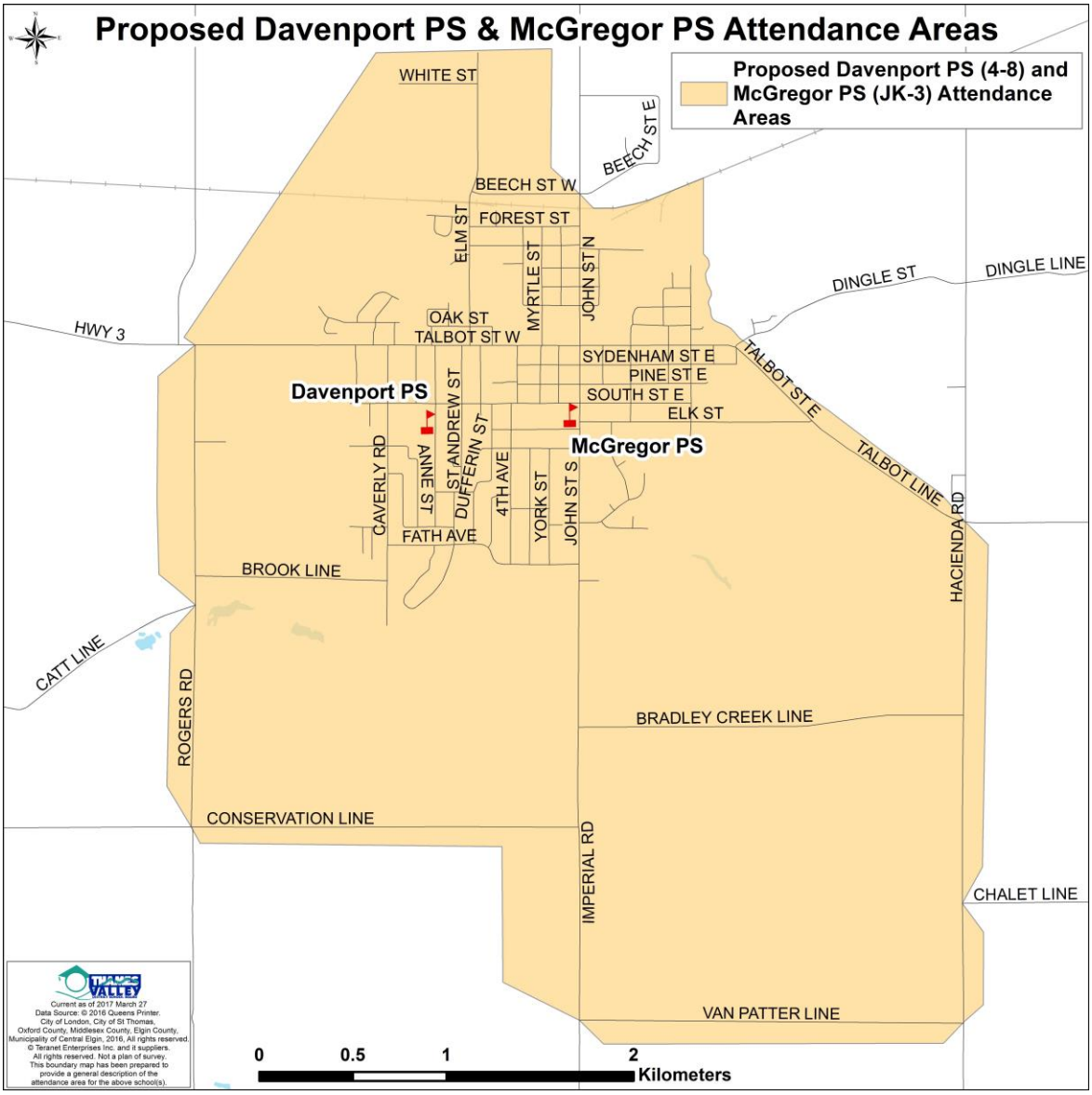


Davenport PS is projected to be at 70% utilization in 2017-18. In addition to the grade 4 students being relocated from McGregor PS in 2017-18, the enrolment will remain elevated for two years until the intermediate students residing in the South Dorchester PS attendance area are permanently accommodated at the new Belmont PS. In 2020-21, 23 pupil places have been removed from Davenport PS OTG, for a potential community collaboration opportunity, resulting in an OTG of 380 and utilization of 81%.

Senior Administration is proposing renovations and collaboration opportunities at Davenport PS and McGregor PS, following the restructuring of the junior program, which will help with the drop in utilization through the removal of loaded space from the OTG capacity of the schools.

ATTENDANCE AREA

Figure 04 - Proposed McGregor PS (junior kindergarten to grade 3) and Davenport PS (grade 4 to grade 8) attendance area, effective 2018 July 01.



PROPOSED FACILITY ENHANCEMENTS
Senior Administration is recommending renovations be constructed for program enhancement to meet TVDSB standards at McGregor PS and Davenport PS.

As indicated in the recommended solution section of the ISAR (Appendix A, page 48 of 71), a renovated Library Learning Commons, General Arts room, relocation of the main office to the front of the school, and barrier free enhancements are proposed at McGregor PS.

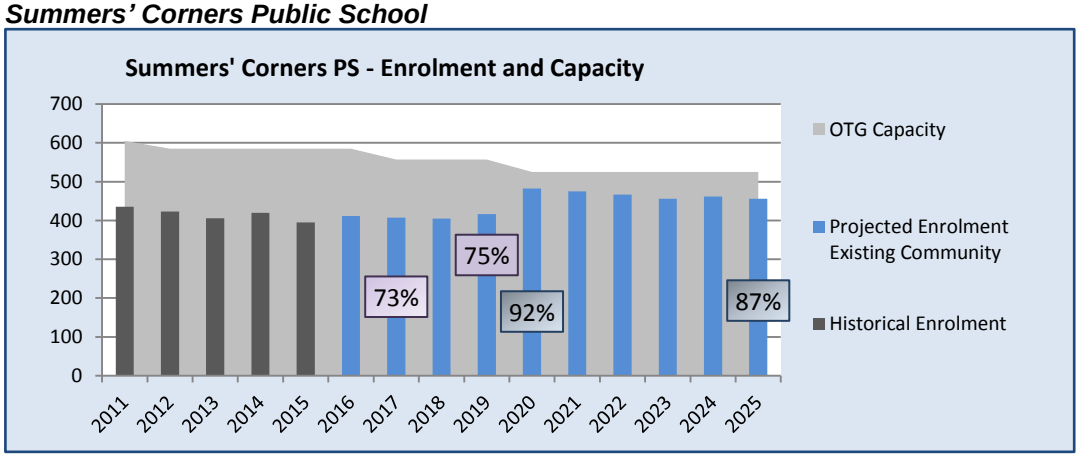
As indicated in the recommended solution section of the ISAR (Appendix A, page 51 of 71), a renovated Library Learning Commons and General Arts room are proposed at Davenport PS.

SPECIAL PROGRAMS
The Special Education department has confirmed the relocation of both the primary and junior/intermediate program classes from McGregor PS and Davenport PS to Summers' Corners PS effective 2017-18.

COLLABORATION OPPORTUNITY
In accordance with the *Community Planning and Partnership Guideline* and the TVDSB's *Community Planning and Facility Collaboration Procedure*, a potential collaboration opportunity will be circulated to Community Organizations for McGregor PS and Davenport PS.

ENROLMENT & CAPACITY

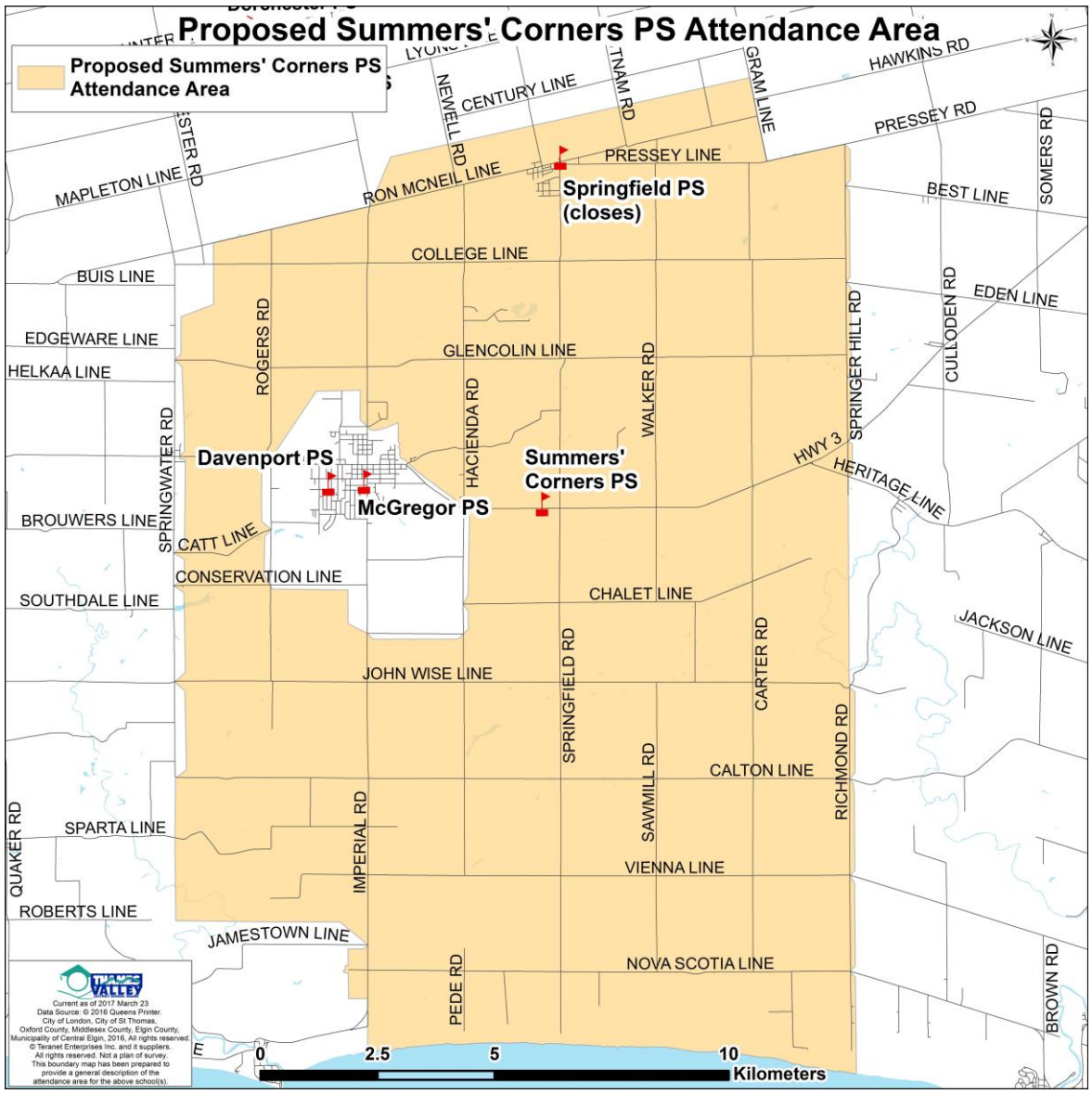
Summers' Corners Public School



The utilization at Summers' Corners PS is projected to be 73% in 2017-18 before the realignment of the attendance area to include a portion of the Springfield PS students. In 2020-21, with the consolidation of students from Springfield PS and renovations for student accommodation and a Developmental Education suite, the utilization at Summers' Corners PS will be 92%.

ATTENDANCE AREA

Figure 05 - Proposed Summers' Corners PS junior kindergarten to grade 8 attendance area, effective 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Belmont PS.



PROPOSED FACILITY ENHANCEMENTS
Senior Administration is recommending renovations be constructed for student accommodation and program enhancements to meet TVDSB standards at Summers' Corners PS. Renovations will include a Library Learning Commons, a Developmental Education suite and the creation of an additional kindergarten classroom.

SPECIAL PROGRAMS
The Special Education department has confirmed the relocation of both the primary and junior/intermediate program classes from McGregor PS and Davenport PS to Summers' Corners PS effective 2017-18.

EARLY ATTENDANCE/GRANDPARENTING OPTION
Kindergarten students, and their siblings, being re-designated to Summers' Corners PS from Springfield PS would be eligible for early attendance, without transportation, for the 2019-20 school year.

No grandparenting option is required for the Eastern region.

COLLABORATION OPPORTUNITY
Due to the change in the proposed attendance areas, from the ISAR, and the resulting increased utilization, no collaboration opportunities will be available at Summers' Corners PS.

PROPOSED IMPLEMENTATION SCHEDULE - EASTERN REGION

YEAR	DATE	ACTION
2018	Winter	Davenport Transition Committees (McGregor, Davenport) are formed and begin meeting McGregor/Davenport - Design and construction process begins
	September 01	McGregor/Davenport - new grade configuration (junior kindergarten-3 /Gr.4-8) implemented
2020	Winter	Summers' Corners PS Transition Committees (Springfield, Summers' Corners) are formed and begin meeting Summers' Corners - Design and construction process begins
	June 30	Springfield PS - Closure
	July 01	Summers' Corners PS - Consolidation and amalgamated attendance area in effect
	September 01	Summers' Corners PS - Consolidated school opens

Note: Senior Administration is proposing that the above projects be funded through various means, including Ministry of Education Capital grants or self-funding. If Capital grants are not approved the proposed projects can still proceed.

WESTERN REGION

In the Western Region, TVDSB students will be accommodated at the new Southeast St. Thomas PS and Mitchell Hepburn PS.

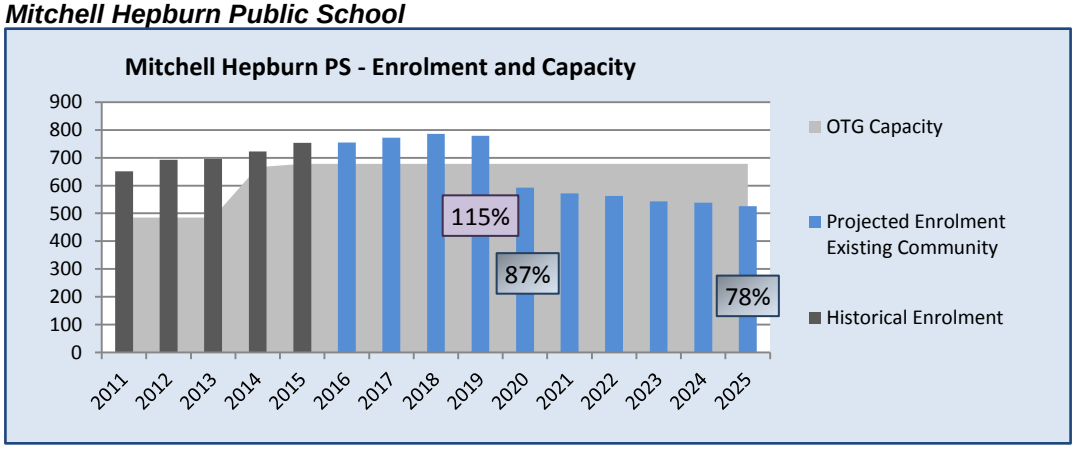
Senior Administration's recommendations for this region encompass the following:

- Creation of a **new Southeast St. Thomas PS** and attendance area.
- A portion of **Mitchell Hepburn PS** attendance area is designated to the new Southeast St.Thomas PS.
- A portion of **New Sarum PS** attendance area is designated to the new Southeast St.Thomas PS.
- The **Southeast St.Thomas Holding Zone** be permanently accommodated at the new Southeast St. Thomas PS and Mitchell Hepburn PS.

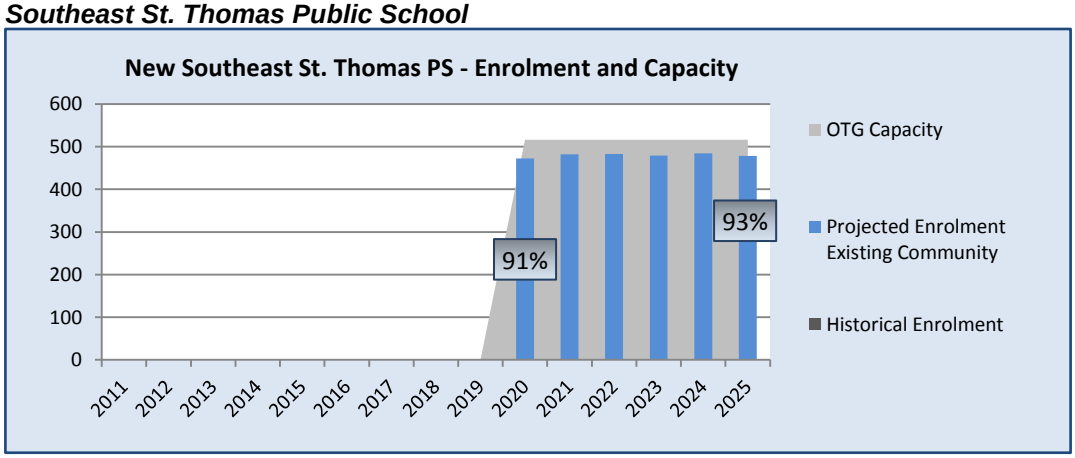
ENROLMENT & CAPACITY

The following graphs indicate the resulting enrolment and the capacity for the schools in the Southern Region:

Mitchell Hepburn Public School



Southeast St. Thomas Public School



Note: The proposed Mitchell Hepburn PS and New Southeast St. Thomas PS projected enrolment includes only development which is currently circulated and under construction.

The division of the Mitchell Hepburn PS attendance area between Mitchell Hepburn PS and the new Southeast St. Thomas PS, and the relocation of a portion of the New Sarum PS students to the new school, of which 76 of these students currently reside within the City of St. Thomas, will allow for proper accommodation of the students without overcrowding and will allow for future growth which is contained in these attendance areas.

The Southeast St. Thomas Holding Zone students currently accommodated at Port Stanley PS would be permanently accommodated at new Southeast St. Thomas PS and Mitchell Hepburn PS.

ATTENDANCE AREA

Figure 06 - Proposed new Southeast St. Thomas PS attendance area, effective 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas PS.

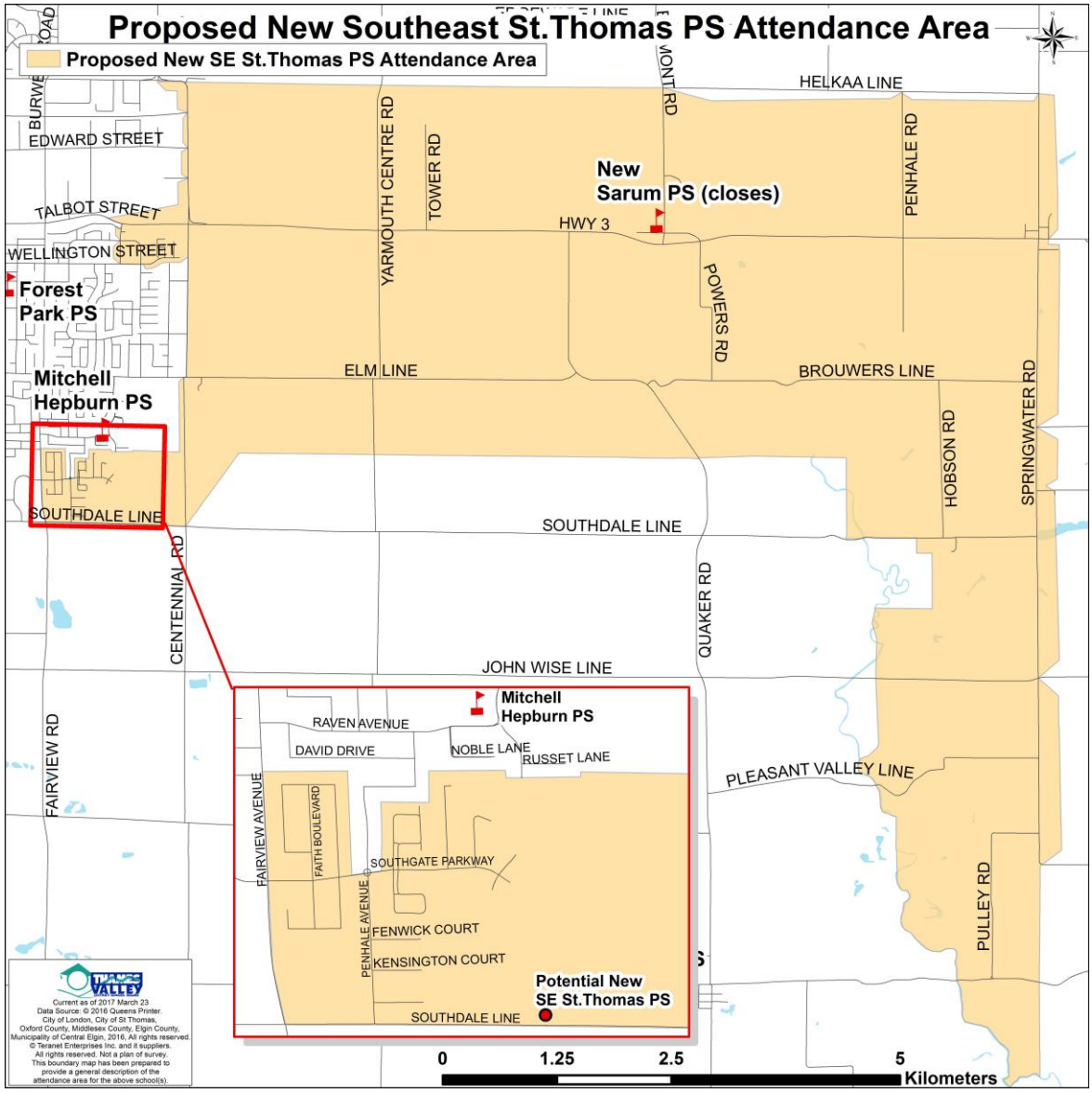
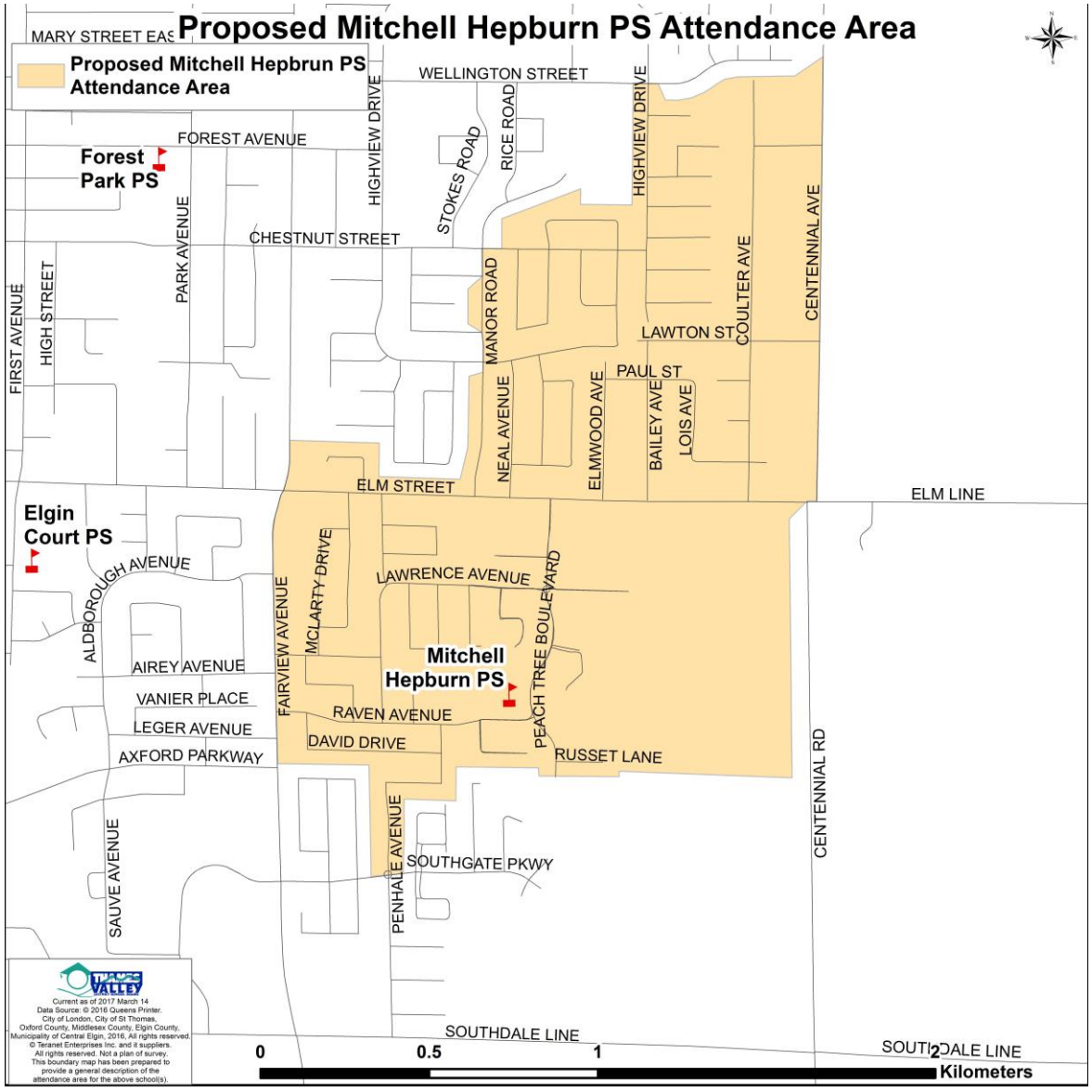


Figure 07 - Proposed Mitchell Hepburn PS attendance area, effective 2020 July 01, contingent upon Ministry of Education approval of capital funding for the new Southeast St. Thomas PS.



PROPOSED FACILITY ENHANCEMENTS

Senior Administration is recommending the construction of a new junior kindergarten to grade 8 Elementary School located in Southeast St. Thomas. As indicated in the recommended solution section of the ISAR (Appendix A, page 58 of 71) the new Southeast St.Thomas PS would have an OTG capacity of 516, consisting of 4 kindergarten and 17 standard classrooms, 1 Special Education classroom, a gymnasium and primary activity room, a Library Learning Commons, General Arts room and learning support room.

SPECIAL PROGRAMS

Final placement of the self-contained Transition class currently located at New Sarum PS is outside the purview of this process. The placements of all self-contained Special Education program classes are at the discretion of the Special Education department.

GRANDPARENTING OPTION

The grandparenting option is not available for the 2020-21 New Sarum PS grade 7 students, as New Sarum PS is recommended to close.

The grandparenting option will be available for the Mitchell Hepburn PS 2019-20 grade 7 students, and siblings, designated to new Southeast St.Thomas PS.

CO-BUILD COLLABORATION OPPORTUNITY

In accordance with the *Community Planning and Partnership Guideline* and the TVDSB's *Community Planning and Facility Collaboration Procedure*, a potential co-build opportunity will be circulated to Community Organizations for the new Southeast St.Thomas PS.

PROPOSED IMPLEMENTATION SCHEDULE - WESTERN REGION

YEAR	DATE	ACTION
2018	Winter	Board submits School Consolidation Capital (SCC) Priorities request for approval and funding for the new Southeast St.Thomas PS
	Spring	Board receives notification of Ministry funding
	Fall	New Southeast St.Thomas Design Committee (Mitchell Hepburn, New Sarum, Southeast St.Thomas Holding Zone) is formed and begins meeting
2019	Spring	New Southeast St.Thomas PS - Construction process begins
2020	Winter	New Southeast St.Thomas PS Transition Committees (Mitchell Hepburn, New Sarum, Southeast St.Thomas Holding Zone) are formed and begin meeting
	June 30	New Sarum PS - Closure
	July 01	Mitchell Hepburn PS - New attendance area New Southeast St.Thomas PS - Consolidation and amalgamated attendance area in effect
	September 01	Mitchell Hepburn PS - Consolidated school opens
		New Southeast St.Thomas PS - Opens

EPAR-01 IMPLEMENTATION

EARLY ATTENDANCE
Senior Administration supports early admission of kindergarten students, and siblings, residing in the attendance area to be re-designated when and where available. As identified in section 1.0 of the *Attendance Areas for Students Procedure (No. 4012)*

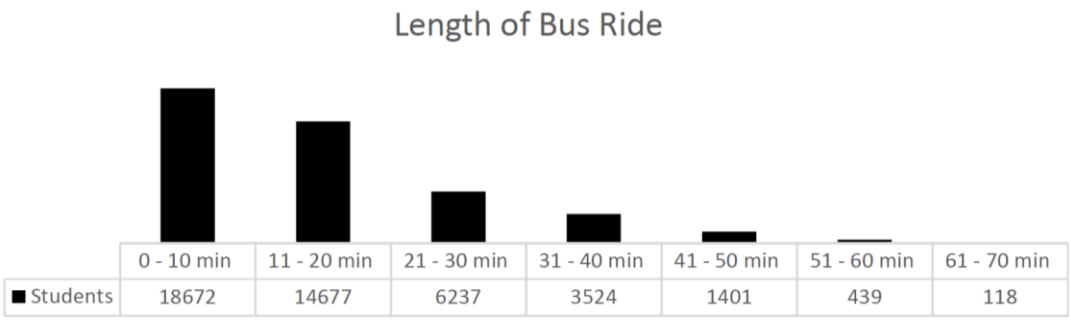
> Where space is available, circumstances where an out-of-area exemption request may be considered include … students attending schools involved in the Accommodation Review process may be allowed exemptions to minimize potential transitions for students.

The principal of the receiving school, with the Superintendent of Student Achievement, shall consider the approval of the Out-of-Area exemption requests.

TRANSPORTATION
Transportation eligibility is based on distance. Students who reside greater than 1.6 kms away from an elementary school site qualify for school bus service. Southwestern Ontario Student Transportation Services (STS) determines distance measurements using Geographic Information Software (GIS) based software and the municipal road and walkway network. Once the school board approves the school attendance area, STS establishes a transportation boundary in its planning software and develops a transportation solution at the time of implementation. Families are responsible for determining how a student will get to/from school if they do not qualify for bus service.

Exemptions to Distance Based Eligibility Criteria
STS has a process to determine if an exemption to distance-based eligibility criteria is warranted. The assessment is completed by STS staff approximately 4 months before the start of the school year so that the most current "on the ground" conditions are considered. Information on Exemptions to Distance Based Eligibility Criteria is available online at www.mybigyellowbus.ca.

Maximum Length of a Bus Ride
The maximum length of a bus ride is 70 minutes one way. 88% of students on STS service are on the bus 30 minutes or less.



Bus routes are planned using current student data, so it can be difficult to predict actual times in a planning scenario due to the uncertainty of where actual future students will live. Generally, urban bus routes tend to be 10-20 minutes long. County bus routes are longer because of the geography, usually 25-35 minutes. If a student is attending a specialty program ride times may be longer because they are traveling a greater distance over larger attendance areas. A good rule of thumb to estimate a potential change in ride time is to think about how long it would take to travel from School A to School B in the family car and then consider the bus stops to pick up students. When STS does annual route planning, they try to make routes as efficient as possible to minimize the amount of time students spend in transit each day.

Notification of Eligibility
STS posts transportation eligibility for the following school year by mid-April at www.mybigyellowbus.ca. This provides families time to plan well in advance of the coming school year. Parents/guardians will be notified by letter regarding transportation eligibility by mid-May and receive login information for parent portals.

PROPOSED IMPLEMENTATION SCHEDULE
Below is a comprehensive chart including the implementation timelines for the Senior Administration's EPAR-01 recommendations, contingent upon Ministry of Education approval of Capital funding.

YEAR	TIMING	ACTION
2017	Spring	Public Delegation to the Board on May 02
2017	Spring	Decision of the Board on EPAR-01, May 23
2017	Fall	French Immersion Attendance Area Review
2017	Fall	Port Stanley PS - Design and construction process begins
2018	Winter	McGregor/Davenport Transition Committees are formed and begin meeting
2018	Winter	Port Stanley Transition Committees (Port Stanley, Sparta) are formed and begin meeting
2018	Winter	McGregor/Davenport - Design and construction process begins
2018	Winter	New Belmont PS - Board submits School Consolidation Capital (SCC) Priorities request for approval and funding in January
2018	Winter	New Southeast St.Thomas PS - Board submits School Consolidation Capital (SCC) Priorities request for approval and funding in January
2018	Winter	Northdale Central PS - Design and construction process begin
2018	Spring	New Belmont PS - Board receives notification of Ministry funding
2018	Spring	New Southeast St.Thomas PS - Board receives notification of Ministry funding
2018	Summer	Sparta PS - Closure as an English track school as of June 30
2018	Summer	Port Stanley PS - Consolidation of students/amalgamated attendance area as of July 01
2018	Summer	French Immersion program redirected to Sparta facility as of July 01
2018	Fall	McGregor/Davenport PSs - new grade configuration (JK-3/Gr.4-8) implemented September 01
2018	Fall	New French Immersion school opens in Sparta facility September 01
2018	Fall	Port Stanley PS - Consolidated school opens September 01 with addition
2018	Fall	New Belmont PS Design Committee (New Sarum, Northdale Central, River Heights, South Dorchester, Springfield, Westminster Central) is formed and begins meeting
2018	Fall	New Southeast St.Thomas PS Design Committee (Mitchell Hepburn, New Sarum, Southeast St.Thomas Holding Zone) is formed and begins meeting
2019	Spring	New Belmont PS - Construction begins
2019	Spring	New Southeast St.Thomas PS - Construction begins
2020	Winter	New Southeast St.Thomas PS Transition Committees (Mitchell Hepburn, New Sarum, Southeast St.Thomas Holding Zone) are formed and begin meeting
2020	Winter	Summers' Corners PS Transition Committees (Springfield, Summers' Corners) are formed and begin meeting
2020	Winter	Summers' Corners PS - Design and construction process begins

YEAR	TIMING	ACTION
2020	Winter	New Belmont PS Transition Committees (New Sarum, Northdale Central, River Heights, South Dorchester, Springfield, Westminster Central) are formed and begin meeting
2020	Summer	New Sarum PS, South Dorchester PS, Springfield PS and Westminster Central PS - Closures as of June 30
2020	Summer	Mitchell Hepburn PS - Consolidation and amalgamated attendance area in effect as of July 01
2020	Summer	New Belmont PS - Consolidation and amalgamated attendance area in effect as of July 01
2020	Summer	New Southeast St.Thomas PS - Consolidation and amalgamated attendance area in effect as of July 01
2020	Summer	Summers' Corners PS - Consolidation and amalgamated attendance area as of July 01
2020	Fall	New Belmont PS - Opens September 01
2020	Fall	New Southeast St.Thomas PS - Opens September 01
2020	Fall	Mitchell Hepburn PS - Consolidated school opens September 01
2020	Fall	Summers' Corners PS - Consolidated school opens September 01

DESIGN COMMITTEE(S)
A Design Committee will be established to provide input regarding the design of additions and renovations or a new school. This committee will convene as needed, in order to establish a design for the school which meets the standards of the Board. The final design, estimated costs and schedule will then be presented to the Board of Trustees for approval.

A Design Committee is not established if the proposed addition or renovations do not increase the square footage significantly. If a Design Committee is not required, in accordance with the Board's criteria, the Principal will work with Facility Services and a Board appointed architect for the proposed addition/renovations. Communication between the Principal, School Council and the staff will keep the school community informed as design plans are developed.

TRANSITION COMMITTEE(S)
A Transition Committee will be formed to establish activities which will ensure a smooth transition for students and to provide input to Senior Administration regarding memorabilia and resources provided by parent groups contained within the current schools. Membership of the Transition Committee includes the current school administrators and parent representation from each school involved in the transition.

NAMING COMMITTEE(S)
A Naming Committee will be established in order to give consideration to naming a new school or re-naming an existing school, as per the *Naming of Schools Policy and Procedure (No. 2016)* of the Board. Community input will be received and considered by the Naming Committee. The Naming Committee shall recommend their choice of school name to the Board for consideration

SYSTEM CONSOLIDATION COMMITTEE
A System Consolidation Committee will monitor the implementation of the approved recommendations. This on-going system committee convenes monthly for the coordination of services associated with modifications to pupil accommodation which may include new schools, additions, renovations, closures and other facility enhancement initiatives of the Board. The TVDSB System Consolidation Committee is comprised of representatives from Senior Administration, Director's Services, Learning Support Services, Facility Services, Human Resource Services, Financial Services and Southwestern Ontario Student Transportation Services (STS).

SUMMARY

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

> *It is the policy of Thames Valley District School Board to: provide our students with accommodation which supports student achievement, safety and well-being; ensure the long-term sustainability of our school system; identify opportunities for collaborative facility arrangements with community organizations; and manage our resources effectively, in a manner which is well-informed, well-coordinated, transparent and sustainable. (Pupil Accommodation Policy, No. 4015)*

Senior Administration's proposed recommendations for EPAR-01 will achieve the following:

- Construction of 2 new elementary schools for existing enrolment and future growth
- Provide program enhancements to 5 existing schools
- Reduce empty pupil places by 421
- Improve the utilization rate from 74% (2015) to 85% (2020)
- Remove $17.8M of high and urgent renewal needs from TVDSB inventory
- Reduce the average cost per student for administration, Facility Services and IT from $1352.11 to $1190.52
- All consolidated schools will have a projected enrolment of greater than 300 students
- Provide estimated annual savings in excess of $400,000 to the taxpayer
- Potential for child care facilities in TVDSB schools in Dorchester, Belmont and St. Thomas.

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

Cost/Savings:

ANNUAL SAVINGS

As indicated in the Financial Analysis of the ISAR (Appendix A, page 63 of 71), it has been calculated that there would be an annual taxpayer savings of $413,300 through the recommended consolidation.

It should be noted that Financial Services has determined no material change in the estimated annual savings as a result of this revised recommendation from the ISAR to FSAR.

Also, through the proposed consolidations, closures and disposition of New Sarum PS, South Dorchester PS, Springfield PS and Westminster Central PS the Board will remove $17,784,122 of identified high and urgent school renewal needs.

ESTIMATED COST FOR DESIGN AND CONSTRUCTION (Including Site Cost)

New Schools	Project Cost
Belmont Public School	$ 14,557,930
Southeast St.Thomas Public School	$ 13,006,870
New Schools Total	$ 27,564,800

The new Belmont PS and new Southeast St.Thomas PS are contingent upon Ministry of Education approval and funding of the capital construction.

Senior Administration is proposing that the following projects be funded through various means, including Ministry of Education Capital grants or self-funding.

- Proposed renovations at Northdale Central PS.
- Proposed addition and renovations at Port Stanley PS.
- Proposed renovations at McGregor PS (junior kindergarten-3).
- Proposed renovations at Davenport PS (grades 4 to 8).
- Proposed renovations at Summers' Corners PS.

If Capital grants are not approved the proposed projects can still proceed.

Additions, Renovations and Program Enhancements	Project Cost
Davenport Public School	$ 693,000
McGregor Public School	$ 779,000
Northdale Central Public School	$ 144,000
Port Stanley Public School	$ 1,666,000
Summers' Corners Public School	$ 901,000
Additions, Renovation and Program Enhancements Total	$ 4,183,000

Total estimated Capital for the implementation of Senior Administration's recommendations is $31,747,800.

Timeline:

As noted in the report.

Communications:

A letter will be sent home to the parents of EPAR-01 regarding the Board decision and will indicate next steps in the process.

Appendices:	A. Initial Senior Administration Report B. Elementary Pupil Accommodation Review Timeline C. Minutes from the 2016 November 22 Board Meeting regarding the ISAR D. Orientation Meeting E. Post-Determination Meeting F. Initial Public Meeting G. Second Public Meeting H. Final Public Meeting I. Davenport PS: Subcommittee Q&A Documents J. Davenport PS: Subcommittee Final Report K. McGregor PS: Subcommittee Q&A Documents L. McGregor PS: Subcommittee Final Report M. Mitchell Hepburn PS: Subcommittee Q&A Documents N. Mitchell Hepburn PS: Subcommittee Final Report O. New Sarum PS: Subcommittee Q&A Documents P. New Sarum PS: Subcommittee Final Report Q. Northdale Central PS: Subcommittee Q&A Documents R. Northdale Central PS: Subcommittee Final Report S. Port Stanley PS: Subcommittee Q&A Documents T. Port Stanley PS: Subcommittee Final Report U. River Heights PS: Subcommittee Q&A Documents V. River Heights PS: Subcommittee Final Report W. South Dorchester PS: Subcommittee Q&A Documents X. South Dorchester PS: Subcommittee Final Report Y. Sparta PS: Subcommittee Q&A Documents Z. Sparta PS: Subcommittee Final Report AA. Springfield PS: Subcommittee Q&A Documents BB. Springfield PS: Subcommittee Final Report CC. Summers' Corners PS: Subcommittee Q&A Documents DD. Summers' Corners PS: Subcommittee Final Report EE. Westminster Central PS: Subcommittee Q&A Documents FF. Westminster Central PS: Subcommittee Final Report GG. Community Organizations and Public Q&A Input HH. Correspondence Received to TVDSB Trustees and Director of Education

Relation to Commitments:

☒ Putting students first.

☒ Actively engaging our students, staff, families and communities.

☐ Recognizing and encouraging leadership in all its forms.

☒ Being inclusive, fair, and equitable.

☒ Ensuring safe, positive learning and working environments.

☐ Inspiring new ideas and promoting innovation.

☒ Taking responsibility for the students and resources entrusted to our care.

Date of Meeting:	2016 November 22
Item #:	

REPORT TO:	☐ **Administrative Council**	☐ **Program and School Services Advisory Committee**	☐ **Planning and Priorities Advisory Committee**
	☒ **Board**	☐ **Policy Working Committee**	
	☒ **PUBLIC**	☐ **IN-CAMERA**	

TITLE OF REPORT:	**INITIAL SENIOR ADMINISTRATION'S REPORT – ELEMENTARY PUPIL ACCOMMODATION REVIEW 01**
PRESENTED BY:	Kevin Bushell, Executive Officer, Facility Services and Capital Planning
PRESENTED FOR:	☒ **Approval** ☐ **Information** ☐ **Advice**

Recommendation(s):

THAT the Board authorize Senior Administration to conduct a Pupil Accommodation Review, based on the information provided in the attached Elementary Pupil Accommodation Review-01 Initial Senior Administration's Report, for the following schools:

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

Purpose

It is the policy of Thames Valley District School Board to:

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

EDUCATIONAL OPPORTUNITIES AND BENEFITS TO LEARNING

Provincial guidelines note that school boards should make decisions about pupil accommodation based on the following reasons:

1. "…fostering student achievement and well-being/supporting the school board's student achievement and well-being strategy…"
2. "…effective stewardship of school board resources/the most effective use of its school building and funding…"

source: Ontario Pupil Accommodation Review (PAR) Guideline

As we work to develop the skills that our students require to be successful in today's global environment— with skills around collaboration, communication, innovation and creativity, we are called upon to provide students with best possible programming and facilities within the resources available. We need to create new school communities that will facilitate and support our learners to be the best they can be. Through the implementation of the various changes proposed in the Elementary Pupil Accommodation Review (EPAR-01), many schools will provide enhanced educational opportunities for our students.

As stated in the *Guide to Pupil Accommodation Reviews* by the Ontario Ministry of Education (2016), there are many benefits to students in schools involved in accommodation reviews.

Benefits to Students
School boards generally consolidate and close schools to enable improved educational options and opportunities for students.

By bringing students together through a school consolidation, school boards are often able to offer a better educational experience. Some of the potential improvements may include:

- The range of programming and courses available;
- The availability of specialized support services for individual students or small groups;
- Specialized facilities, such as gyms, libraries, design and technology, music and science rooms;
- Sufficient enrolment to support sports teams and other extracurricular activities;
- A school building in better condition than the one that is to close;
- Accessibility features with respect to entry, movement within the facility and outdoor play space.

Within Thames Valley District School Board, we see these benefits to students impacting in a variety of ways:

- The range of programming and courses available; and
- The availability of specialized support services for individual students or small groups.

  An increase in school size provides several benefits to students. Using a model where multiple educators are teaching a specific grade allows for more options for student class placement.

  A greater staff complement provides more opportunities for students to receive support from non-classroom teaching and support staff and better utilization of system support staff such as teachers on special assignment, gifted itinerant teachers, English language learner (ELL) teachers, instructional coaches and superintendents of student achievement. With fewer schools to support, less travel time for itinerant staff leads to increased time available to be spent with students.

  We know that the greatest impact on student learning is the quality of classroom instruction (Hattie, 2009). An increased school staff complement creates greater opportunities for staff to co-plan, co-learn and co-teach with like-grade partners. Collaboration amongst staff members provides dynamic and robust programming for students.

  Collaboration is a key competency for today's learners that engages them deeply and is transferrable to new learning situations. An increased student complement presents students with opportunities to collaborate with a greater number and more diverse group of peers benefitting them personally and in future business and work relationships.

- Sufficient enrolment to support sports teams and other extracurricular activities.

  A larger staffing complement also provides increased numbers of staff to volunteer their time in support of a wider variety of extracurricular responsibilities on behalf of students. As well, there would be sufficient numbers of students to support various sports teams.

- Specialized facilities, such as gyms, libraries, design and technology, music and science rooms.

One of the focus areas of the Accommodation Reviews is to improve the Library Learning Commons in each of the schools involved.

Not only would the Library Learning Commons be updated, but with more students in a school, the school would receive increased teacher librarian complement, allowing greater access for students to this valuable space and teacher. Teacher-librarians serve to enhance literacy instruction and learning across all subject areas when they partner with the classroom teacher.

- A school building in better condition than the one that is to close; and
- Accessibility features with respect to entry, movement within the facility and outdoor play space.

Learning environment enhancements, through capital planning initiatives, create a positive impact on the learning environment for our students. Enhancements to natural lighting, accessibility, display spaces, heating and ventilation, as well as the physical layout in renovated and newly-built school settings improve the opportunities for students to focus on collaborative, experiential and inquiry-based learning through the optimal use of all spaces in the school.

In newly built and renovated buildings an activity room will be created. During the instructional day the activity room may be used for, but is not limited to, physical education, large group activities, collaborative learning activities, presentations and performances.

Benefits to the Greater Community

Consolidating schools which have had a long history, memories and often generations of families who attended them can be a difficult process. The sense of community can be greatly enhanced with the collective creation of a new school identity. The amalgamation of school communities or the creation of a new school community provides opportunities for renewal; the enhancement of past traditions and establishment of new traditions. Consolidation provides schools with a wider range of resources and an increased number of experiences to draw upon. School Councils, teams and clubs can benefit from a greater diversity in their membership.

Enhanced facilities provide an updated venue for the community to use school facilities for activities that occur outside of the school day. An enhanced facility can provide a space for sports teams, clubs, and musical groups to work within the school.

A sense of connectedness is not dependent upon the size of a school. Connectedness is developed through the creation of a culture of learning and caring and the strengthening of community school values and can be seen in schools of all sizes.

The Thames Valley District School Board is committed to helping every child achieve success with the primary goal to enable students to develop the knowledge, skills, and characteristics that will lead them to be personally successful, economically productive, and actively engaged citizens. The TVDSB is committed to further developing a culture of learning and innovation as one of its key principles within the Board's vision. The creation of newly built and renovated facilities is one action that helps us work toward this commitment. Our TVDSB students deserve the very best learning environment where they are inspired to learn and be successful.

PUPIL ACCOMMODATION REVIEW

A Pupil Accommodation Review (PAR) is a community consultation process required by the Ministry of Education where school closure and/or consolidation is being considered to address changing demographics, enrolment, programming, and facility condition challenges facing a school or schools in a particular area under review.

The Initial Senior Administration's Report (ISAR) is intended to provide information to the Board of Trustees, and the public, regarding existing accommodation in the area, the current surplus spaces and growth needs and opportunities to redirect fixed resources to support student achievement and well-being in advance of the consultation process.

:

The ISAR includes a School Information Profile or SIP, which contains 2015-16 background data, for each school within the accommodation review, as well as the following:

- An analysis of the current situation;
- An accommodation proposal with accompanying rationale;
- An overview of the consultation process;
- Previous steps taken to address excess capacity within the area; and,
- Timelines for implementation of recommendations.

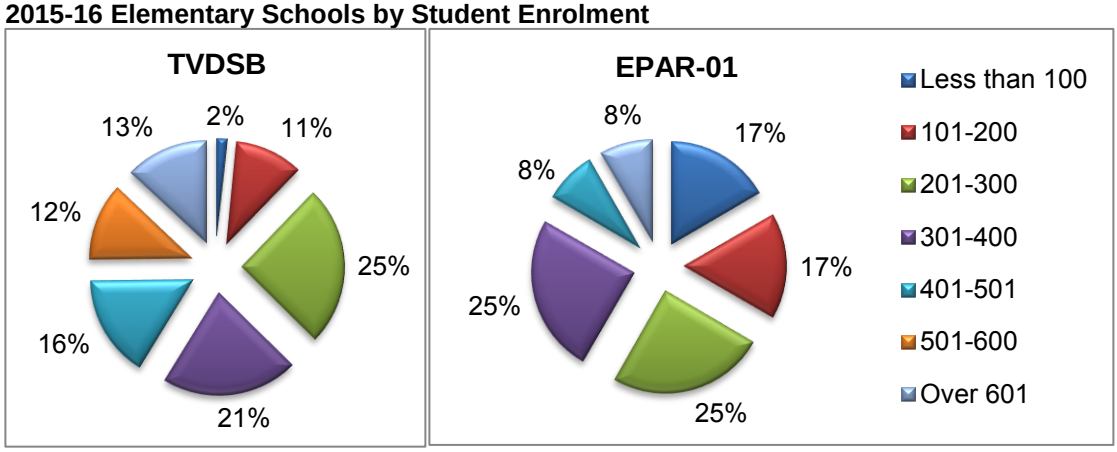
On 2016 April 12, the Planning Department presented the *Draft Elementary Accommodation Study* to the Board of Trustees, a high-level report of observations on accommodation issues in the TVDSB that are being monitored closely. Identified in the Study was Elgin-Middlesex 01, consisting of:

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

This is proposed to be Elementary Pupil Accommodation Review (EPAR-01).

This group of schools had a total enrolment of 3,606, total existing capacity of 4,762. For the schools operating below 100% utilization, there are 1156 Empty Pupil Places in EPAR-01. Within the TVDSB there were two schools operating with an enrolment of less than 100 students in 2015-16, both of these schools are included in this proposed PAR.

2015-16 Elementary Schools by Student Enrolment



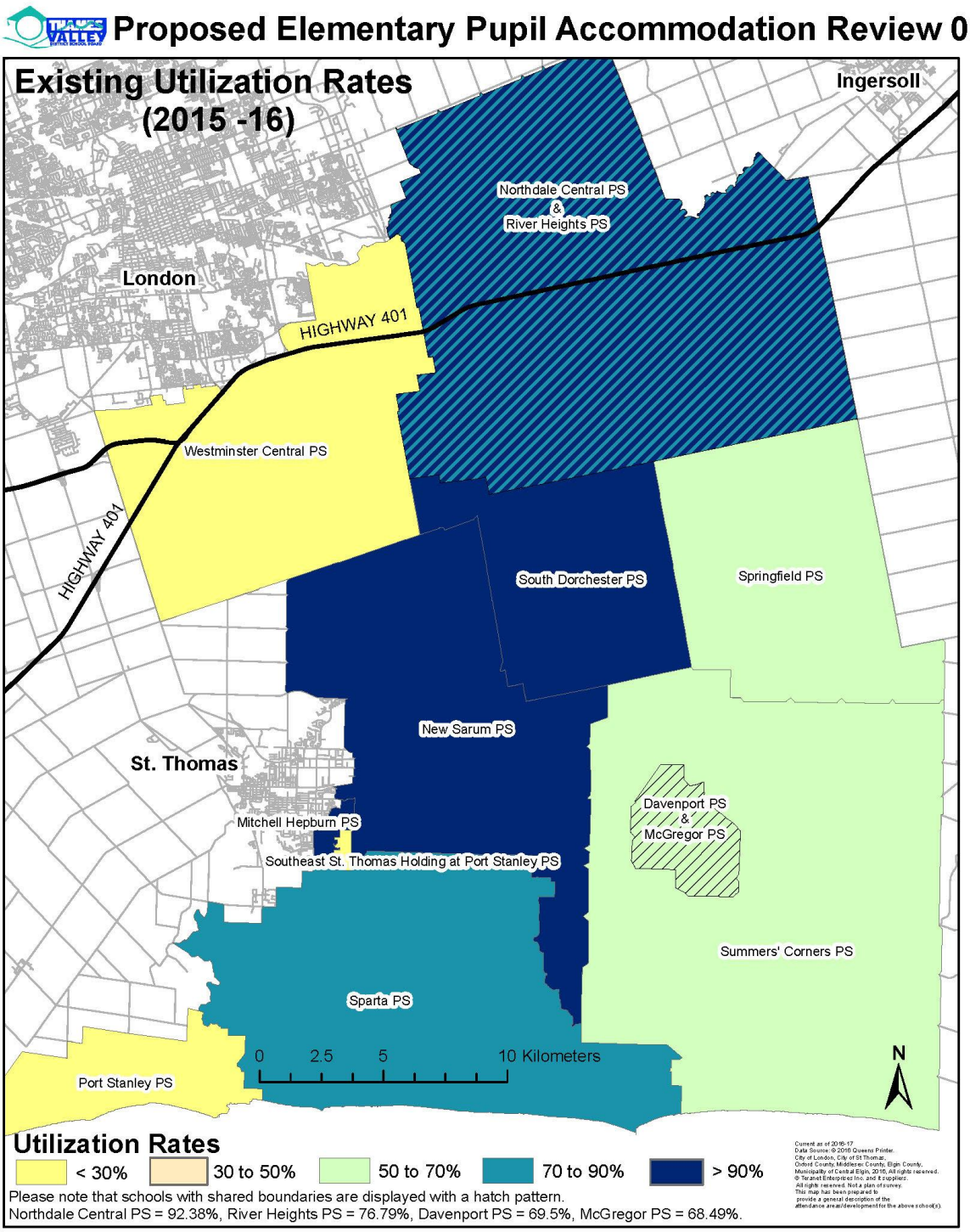
The 2014-15 *Provincial School Board Efficiencies and Modernization Strategy* (SBEM) emphasized the need for school boards to make more efficient use of their facilities. As of 2015-16, there were 8,844 empty (unfunded) Elementary pupil places across the TVDSB.

The operational costs to maintain, clean and heat these spaces are not funded by the province. Currently this operational funding shortfall is being subsidized by the system as a whole, resulting in fully-occupied classrooms being under allocated in funds and the dilution of resources. This financial burden will increase over time due to enrolment decline.

It should also be noted that cost per pupil in smaller schools is greater than larger schools. The current Board average for an elementary school is 386 students per elementary school.

There is an inequity of education opportunities for students residing within these attendance areas. Geography, student concentration and school locations are challenges to schools located within this region. This problem is particularly evident in the EPAR-01 area.

As a whole the EPAR-01 utilization rate was 75.76% in 2015-16, but individually the school utilizations ranged from 27% to 111%. The following map illustrates school utilization by attendance area.



After further examination of the schools' current and projected enrolment, utilization, facility renewal/condition and funding, it was determined that a Pupil Accommodation Review is merited as the current situation is not sustainable.

	The following recommendations are proposed to resolve the accommodation issues in this region will be included in the attached Elementary Pupil Accommodation Review-01 Initial Senior Administration's Report: • **The closure of 5 Elementary schools: New Sarum, South Dorchester, Sparta, Springfield and Westminster Central Public Schools.** • **School improvements (addition/or renovations/or program enhancements) for Davenport, McGregor, Northdale Central, Port Stanley and Summers' Corners Public Schools.** • **The construction of 2 new Elementary schools, located in Belmont and Southeast St. Thomas.** • **Re-purposing of Sparta Public Schools, following the closure of the regular track program, to create a second Elementary French Immersion school in Elgin County.** • **Possible collaboration opportunities at McGregor, River Heights and Summers' Corners Public Schools.** • **Possible co-build opportunities at the two new schools.**
Content:	See attached document
Cost/Savings:	See attached document
Timeline:	See attached document
Communications:	N/A
Appendices:	Elementary Pupil Accommodation Review-01 Initial Senior Administration's Report

Form Revised: January 2016

Relation to Commitments:

☒ Putting students first.

☒ Actively engaging our students, staff, families and communities.

☐ Recognizing and encouraging leadership in all its forms.

☒ Being inclusive, fair, and equitable.

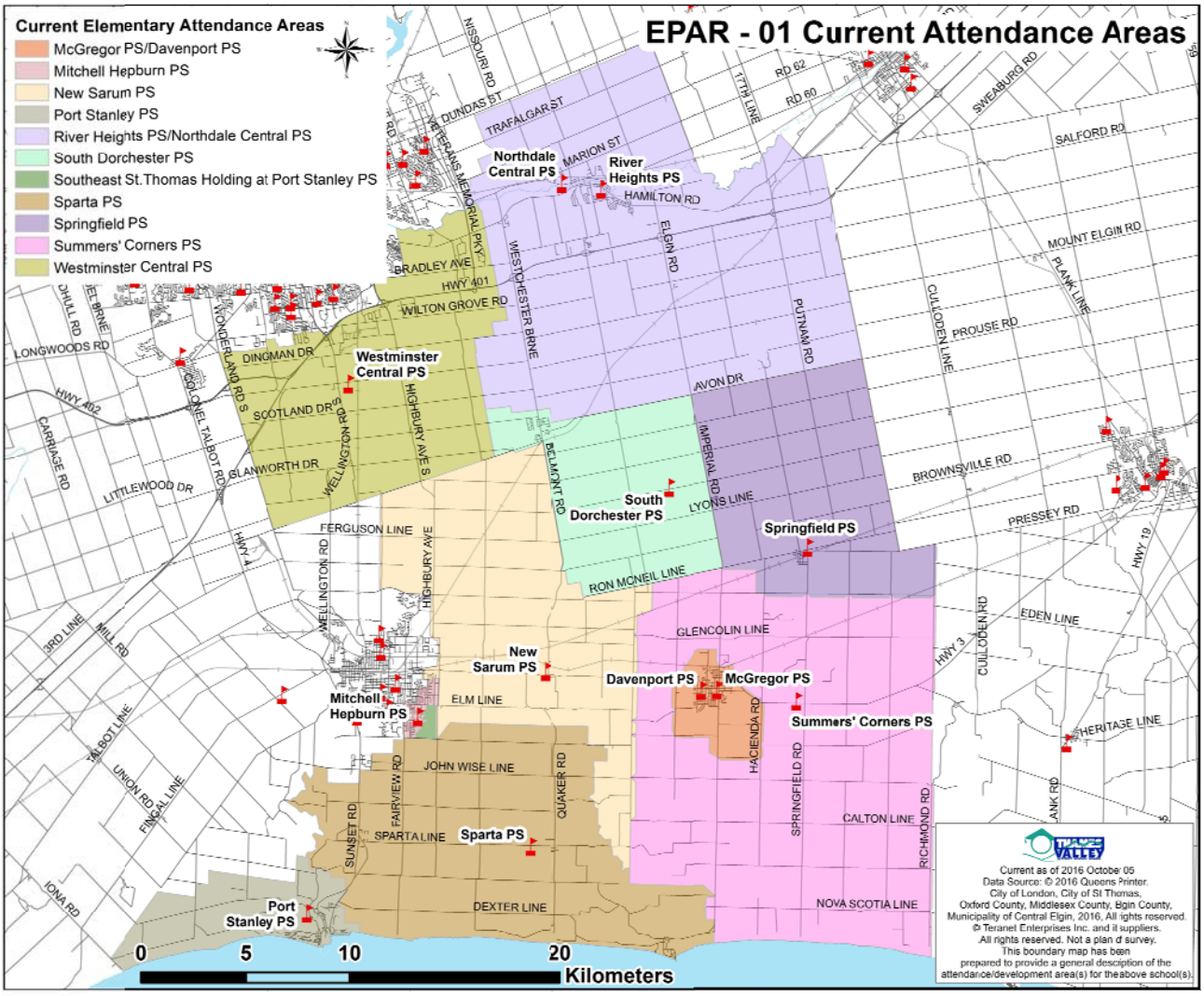
☒ Ensuring safe, positive learning and working environments.

☒ Inspiring new ideas and promoting innovation.

☒ Taking responsibility for the students and resources entrusted to our care.

Pupil Accommodation Review
Thames Valley District School Board

INITIAL SENIOR ADMINISTRATION REPORT



ELEMENTARY PUPIL ACCOMMODATION REVIEW - 01

POSTED ON THE PLANNING SERVICES WEBPAGE: 2016 NOVEMBER 15
PRESENTED TO THE BOARD OF TRUSTEES: 2016 NOVEMBER 22
REVISIONS / CORRECTIONS: 2016 DECEMBER 05, 2017 January 31

2017 January 31 - Corrections

TABLE OF CONTENTS

SECTION 1 - INTRODUCTION 3

BACKGROUND TO THE PUPIL ACCOMMODATION REVIEW PROCESS 3

STUDENT ACCOMMODATION 3

SUMMARY OF THE CURRENT SITUATION 4

NOTES 5

SCHOOL INFORMATION PROFILES 5

SECTION 2 - CURRENT ACCOMMODATION DETAILS 6

DAVENPORT PUBLIC SCHOOL: 6

Mc GREGOR PUBLIC SCHOOL: 8

MITCHELL HEPBURN PUBLIC SCHOOL: 10

NEW SARUM PUBLIC SCHOOL: 12

NORTHDALE CENTRAL PUBLIC SCHOOL: 14

PORT STANLEY PUBLIC SCHOOL: 16

RIVER HEIGHTS PUBLIC SCHOOL: 18

SOUTH DORCHESTER PUBLIC SCHOOL: 20

SPARTA PUBLIC SCHOOL: 22

SPRINGFIELD PUBLIC SCHOOL: 24

SUMMERS' CORNERS PUBLIC SCHOOL: 26

WESTMINSTER CENTRAL PUBLIC SCHOOL: 28

SECTION 3 – RECOMMENDED SOLUTION 30

NORTHERN REGION: 32

SOUTHERN REGION: 41

EASTERN REGION: 45

WESTERN REGION: 56

FINANCIAL ANALYSIS: 63

TIMELINE FOR IMPLEMENTATION: 65

SECTION 4 - COMMUNITY ORGANIZATIONS & MUNICIPAL INPUT 68

SECTION 5 - CO-BUILD AND COLLABORATION OPPORTUNITITES 69

SECTION 6 - PAR CALENDAR & TIMELINE..... 70

EPAR-01 TIMELINE:..... 70

APPENDICES..... 71

A. GLOSSARY

B. SCHOOL INFORMATION PROFILES:

B-1 DAVENPORT PUBLIC SCHOOL

B-2 MCGREGOR PUBLIC SCHOOL

B-3 MITCHELL HEPBURN PUBLIC SCHOOL

B-4 NEW SARUM PUBLIC SCHOOL

B-5 NORTHDALE CENTRAL PUBLIC SCHOOL

B-6 PORT STANLEY PUBLIC SCHOOL

B-7 RIVER HEIGHTS PUBLIC SCHOOL

B-8 SOUTH DORCHESTER PUBLIC SCHOOL

B-9 SPARTA PUBLIC SCHOOL

B-10 SPRINGFIELD PUBLIC SCHOOL

B-11 SUMMERS' CORNERS PUBLIC SCHOOL

B-12 WESTMINSTER CENTRAL PUBLIC SCHOOL

C. COMMUNITY PLANNING & FACILITY COLLABORATION MEETINGS INFORMATION

D. COMMUNITY ORGANIZATION INPUT

SECTION 1 - INTRODUCTION

BACKGROUND TO THE PUPIL ACCOMMODATION REVIEW PROCESS

The *School Board Efficiencies and Modernization Strategy (SBEM)* was introduced to provide incentives and supports for school boards to make more efficient use of schools. As part of this program the Ministry of Education announced a number of funding changes (such as the reduction and elimination of top-up funding) for operation and maintenance aimed at motivating school boards to address surplus capacity (unfunded space). The revenue loss is in the excess of $4M.

The Ministry of Education's *Pupil Accommodation Review Guideline* (2015 March) established expectations for all school boards on managing and reviewing underutilized school space, including potential school closures, and for the greater coordination and sharing of planning related information between school boards and other community partners.

A Pupil Accommodation Review (PAR) is a community consultation process required by the Ministry of Education where school closures and/or consolidations are being considered to address changing demographics, enrolment, programming, and facility condition challenges facing a school or schools in a particular area under review.

In order to determine the parameters of the proposed Elementary Pupil Accommodation Review-01 (EPAR-01), the following fundamental questions were posed related to each school included in this PAR:

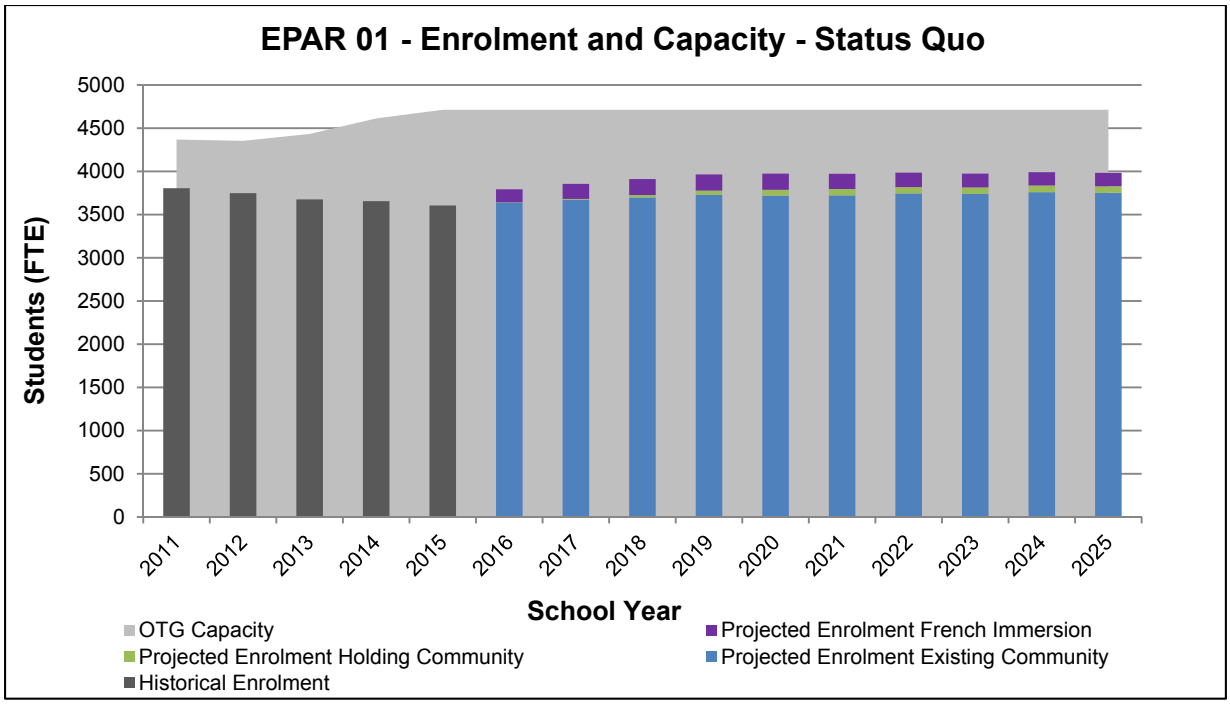
- Have any issues been identified as a priority of the Board?
- Is the current situation sustainable (with respect to enrolment projections, school utilization, and facility renewal/condition)?
- Does the current situation provide equity of programming for all of our students?
- Is there an opportunity to improve student learning?
- Is the current situation financially sustainable (with respect to funding available)?
- Are there any potential facility collaboration opportunities with community organizations?

School consolidation can often provide opportunities to invest in enhanced learning opportunities for students. Quality teaching and learning environments are key to effective program delivery. Schools built 50-60 years ago often do not meet the programming needs of today's curriculum and students. Access to up-to-date facilities with appropriate kindergarten spaces, gymnasia, learning commons with maker spaces, are examples of enhanced learning environments that can prepare our students for the future.

The purpose of a Pupil Accommodation Review is to discuss with parents, and our greater school communities, the Initial Senior Administration's Report (ISAR) which focuses on a fundamental question: Are we providing the optimal educational opportunities and facilities for our students?

STUDENT ACCOMMODATION

The schools within this accommodation study cover a vast geographical area that stretches over two counties with smaller agricultural communities and larger cities with ongoing urban expansion. The populations within this area have seen a shift with increasing high populations in urban areas and declining populations in rural communities. As the demographics have changed over time the Thames Valley District School Board has had challenges with low student enrolment in rural schools and enrolment pressure from urban residential growth. In the following enrolment and capacity chart the entire population of students and capacities of school facilities are compared.



Although the graph indicates that the total population of students from 2010 to 2015 has declined, additional capacity has been added to the areas of residential growth. In the past, rural schools were built to accommodate a thriving agricultural population with more children per household. (Statistics Canada 2001, 2006, 2011) The breakdown of persons per household can be viewed on a school by school basis in the demographics section of the School Information Profiles. Demographics also show that migration has occurred from agricultural settlements to larger towns and cities. Some settlements within this study area have grown to become urban outposts with thriving communities and improvements in infrastructure for residential, commercial and industrial expansion. Some settlements have remained hamlets, and although there is no long term plan for growth, these areas still have an appreciation of existing community and spirit. The Board must accommodate the student population using the facts of migration, population growth and decline, and municipal direction.

SUMMARY OF THE CURRENT SITUATION

The Draft Elementary Accommodation Study (2016 April 12) identified a number of issues in Elgin County and Middlesex County which merit an Elementary Pupil Accommodation Review (EPAR-01), including: historical and projected enrolment, school condition and proximity to students, as well as existing school model organizations. More efficient accommodation and enhanced programming of students can be achieved with fewer schools by aligning surrounding communities with the projected growth.

Through proposed school consolidations and new school openings, attendance area adjustments and school model re-organization, the distribution of students would become more balanced, the number of eligible walking students would increase, and school and facility operations would become more efficient.

NOTES

All information identified in the existing situation and the School Information Profiles are based on 2015-16 school year data.

The following Special Education assumptions have been utilized for the recommended solution:
As the student need is anticipated to remain consistent, the total Learning Support teachers and Educational Assistants allocation has remained unchanged from the 2015-16 staffing complement and the allocations have been distributed proportionately with the student movement.

The following Transportation assumptions have been utilized for the recommended solution:
The transportation calculations for the recommendations have been based on 2015-16 student numbers and residences.

SCHOOL INFORMATION PROFILES

The School Information Profiles (SIP), located in Appendix B, provide data from the 2015-16 school year for each of the schools involved in the EPAR-01. Each SIP provides a school overview, an instructional profile, a facility and site profile, and a municipality and community use profile. This information is provided to assist the Pupil Accommodation Review Committee (PARC) and the community in understanding the context surrounding the decision to include each for the specific schools in the EPAR-01 process.

SECTION 2 - CURRENT ACCOMMODATION DETAILS

DAVENPORT PUBLIC SCHOOL:

(See also School Information Profile (SIP) for further information)

Attendance Areas - A map of the current attendance area can be found in Section A of the SIP.

Program - Davenport Public School is an English track grades 5 to 8 elementary school. A self-contained Developmental Education program serving junior and intermediate students is also provided at this location.

School Organization: In 2015-16, there were 10 Junior and Intermediate (grades 5 - 8) classes in the English track program, including 1 split grade class.

In 2015-16, there was 1 Junior/Intermediate Developmental Education class. All Special Education classes meet the Ministry of Education standards for class size.

Before & After School Program - Before and After School programs are not offered at Junior/Intermediate schools.

Community Use - In 2015-16, 3 permits were taken out for the school building, totalling 113 booked hours and a total revenue of $792.75 through Community Use of Schools. No permits were taken out for the school grounds, through Community Use of Schools.

Collaborations - In 2015-16, no facility collaborations, non-school programs or services were located at the school.

Enrolment - The enrolment for Davenport Public School is projected to decline slightly: 312 pupils in 2016; 319 pupils in 2020; and finally, 295 pupils in 2024. Enrolment charts with grade by grade data can be found in Section B of the SIP.

Staffing Complement - In 2015-16, Davenport Public School had a total staff Full Time Equivalent (FTE) allocation of 24.71.

Administrative allocation: 1 Principal and 1 Secretary.
Teacher allocation: 14.73 teachers, 1.19 Special Education teachers, 0.44 teacher-librarian, 0.4 ESL teacher and 1.2 Learning Support teachers.
Educational Assistants: 2.5.
Custodial allocation: 2.25.

Demographics - Statistics Canada Census data indicates the total population of the Davenport Public School attendance area remained relatively stable between 2001 and 2011. However, the population of elementary school aged children (4-13 year olds) has declined 16% between 2001 and 2006 and further declined 7% between 2006 and 2011. A continued decline in the number of school aged children is anticipated as indicated in the Enrolment chart found in Section B of the Davenport Public School SIP.

Development - The Official Plan for the Township of Malahide indicates that the areas east and west of Aylmer are under consideration for growth and community expansion. Within the attendance area of Davenport Public School there are a total of 18 Single Family units and 30 High Density units currently circulated and under construction. The current circulated residential development plans for this attendance area are not expected to yield a significant number of students.

Accommodations - In 2015-16, Davenport Public School was at 69.5% utilization.
The 2015-16 On-The-Ground Capacity (or OTG) of Davenport Public School was 423. As determined by the Ministry of Education loading calculations, the loaded spaces included: 16 Standard Classrooms, 1 Science Lab, 1 Family Studies Classroom and 1 Special Education Classroom. Non-loaded space

included: a Learning Commons and computer lab, 1 Technical/Vocational Classroom, a gymnasium and stage (used for instrumental music) and seminar rooms.

The Space Template for Davenport Public School (found in Section C of the SIP) identifies Instructional and Operational spaces. Instructional spaces are broken down by room type, size and Ministry of Education loading calculations. Operational spaces are broken down by space type and size. The calculated area per pupil by OTG is 87.33 sq. ft. and the calculated area per pupil by 2015-16 enrolment is 125.65 sq. ft.

Facility Condition & Renewal - Davenport Public School was originally built in 1955 with additions built in 1960, 1971, and 1993. In the last 10 years, the TVDSB has invested $844,813 in renewal in the school. This work is identified by project in the chart located in Section C of the SIP.

The Ministry of Education's *School Facility Condition Assessment Program* retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The school condition data collected identified a renewal backlog of High and Urgent needs totalling $2,787,860 for Davenport Public School.

The Facility Condition Index or FCI (snapshot in time calculation) compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI, the greater the renewal needs. The FCI for Davenport Public School is 42%. (See the SIP and Glossary for further information on FCIs)

Transportation - Davenport Public School bus runs are shared with McGregor Public School and the London District Catholic School Board's Assumption Catholic School. ~~Springfield~~ South Dorchester Public School is a JK-grade 6 school; the grade 7 and 8 students from ~~Springfield~~ South Dorchester Public School are designated and transported to Davenport Public School. 10 vehicles were utilized to transport 96 Davenport Public School students at a cost of $109,311 (not including specialized transportation). The average ride time was 25 minutes.
The range of student residence proximity to Davenport Public School is 0.10 - 21.06km.

Financial Analysis of the School - Using the School based costs of Administration, Facility Services and Information Technology, it has been calculated that in 2015-16 the average cost per student at Davenport Public School was $1186.13 compared to the Board average cost per student of $1,416.06 as identified in the chart found in Section C of the SIP.

Mc GREGOR PUBLIC SCHOOL:

(See also School Information Profile (SIP) for further information)

Attendance Areas - A map of the current attendance area can be found in Section A of the SIP.

Program - McGregor Public School is an English track Junior Kindergarten (JK) to grade 4 elementary school. A self-contained Developmental Education program serving primary and junior students is also provided at this location.

School Organization - In 2015-16, there were 4 Full Day Kindergarten, 8.5 Primary (grade 1-3) and 3.5 Junior (grades 4) classes in the English track program, including 4 split grade classes. As kindergarten is considered a two year program in the TVDSB, classes contain both junior and senior students.

In 2015-16, there was 1 Primary/Junior Developmental Education class. All Special Education classes meet Ministry of Education standards for class size.

Before & After School Program - There was a Before and After School program available in 2015-16, offered by the YMCA of St.Thomas Elgin with a before school start time of 7:30 am and an after school end time of 6:00 pm. Before and After School program costs were fully recoverable. Total revenue from this program was $1,000.

Community Use - In 2015-16, 23 permits were taken out for the school building, totalling 3,222 booked hours and a total revenue of $1,490.23 through Community Use of Schools. There were also 6 permits taken out for the school grounds, totalling 1,167 booked hours with no revenue, through Community Use of Schools.

Collaborations - In 2015-16, no facility collaborations, non-school programs or services located were located at the school.

Enrolment - The enrolment for McGregor Public School is projected to decline slightly: 352 in pupils in 2016; 334 pupils 2020; and finally, 331 pupils in 2024. Enrolment charts with student breakdown by grade and program can be found in Section B of the SIP.

Staffing Complement - In 2015-16, McGregor Public School had a total staff Full Time Equivalent (FTE) allocation of 39.39.

Administrative allocation: 1 Principal and 1 Secretary.
Teacher allocation: 22.09 teachers, 1.19 Special Education teachers, 0.56 teacher-librarian, 0.5 ESL teacher and 1.3 Learning Support teachers.
Early Childhood Educator allocation: 4.0.
Educational Assistant allocation: 5.0.
Custodial allocation: 2.75.

Demographics - Statistics Canada Census data indicates the population of the McGregor Public School attendance area has remained relatively stable between 2006 and 2011. The number of elementary school aged children (4 to 13 year olds) has declined 16% between 2001 and 2006 and further declined between 2006 and 2011. A continued decline in the number of school aged children is anticipated as indicated in the Enrolment chart found in Section B of the McGregor Public School SIP.

Development - The Official Plan for the Township of Malahide indicates that the areas east and west of Aylmer are under consideration for growth and community expansion. Within the attendance area of McGregor PS there are a total of 18 Single Family units and 30 High Density units currently circulated and under construction. The current development is not expected to yield a significant amount of students.

Accommodations - In 2015-16, McGregor Public School was at 68.5% utilization.

The On-The-Ground Capacity (or OTG) in 2015-16 for McGregor Public School was 530. As determined by Ministry of Education loading calculations, the loaded spaces included: 5 FDK classrooms, 16 Standard Classrooms, 1 Computer lab, 1 Special Education Classroom. Non-loaded space included: 1 Learning Commons, 1 gymnasium and stage and seminar rooms.

The Space Template for McGregor Public School (found in Section C of the SIP) identifies Instructional and Operational spaces. Instructional spaces are broken down by room type, size and Ministry of Education loading calculations. Operational spaces are broken down by space type and size.
The calculated area per pupil by OTG is 88.30 sq. ft. and the calculated area per pupil by 2015-16 enrolment is 128.93 sq. ft.

Facility Condition & Renewal - McGregor Public School was originally built in 1950 with additions built in 1968 and 2013. In the last 10 years, the TVDSB has invested $1,136,322 in renewal in the school. This work is identified by project in the chart in Section C of the SIP.

The Ministry of Education's *School Facility Condition Assessment Program* retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The school condition data collected identified a renewal backlog of High and Urgent needs totalling $3,624,354 for McGregor Public School.

The Facility Condition Index or FCI (snapshot in time calculation) compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI the greater the renewal needs. The FCI for McGregor Public School is 48%. (See the SIP and Glossary for further information on FCIs)

Transportation - McGregor Public School bus runs are shared with Davenport Public School and the London District Catholic School Board's Assumption Catholic School. 5 vehicles were utilized to transport 147 McGregor Public School students at a cost of $91,944 (not including Specialized transportation). The average ride time was 15 minutes.
The range of student residence proximity to McGregor Public School is 0.07 - 4.89km.

Financial Analysis of the School - Using the School based costs of Administration, Facility Services and Information Technology, it has been calculated that in 2015-16 the average cost per student at McGregor Public School was $1,229.85 compared to the Board average cost per student of $1,416.06 as identified in the chart found in Section C of the SIP.

MITCHELL HEPBURN PUBLIC SCHOOL:

(See also School Information Profile (SIP) for further information)

Attendance Areas - A map of the current attendance area can be found in Section A of the SIP.

Program - Mitchell Hepburn Public School is an English track Junior Kindergarten (JK) to grade 8 elementary school. A self-contained Developmental Education program serving primary, junior and intermediate students is also provided at this location.

School Organization - In 2015-16, there were 5.5 Full Day Kindergarten, 11.5 Primary (grade 1-3), and 13 Junior and Intermediate (grades 4-8) classes in the English track program, including 3.5 split grade classes. As kindergarten is considered a two year program in the TVDSB, classes contain both junior and senior students.

In 2015-16, there were 0.5 Primary (grade 1-3), and 2.5 Junior and Intermediate (grades 4-8) Developmental Education classes. All Special Education classes meet Ministry of Education standards for class size.

Before & After School Program - There was a Before and After School program available in 2015-16, offered by the YMCA of St.Thomas Elgin with a before school start time of 7:00 am and an after school end time of 6:00 pm. Before and After School program costs were fully recoverable. Total revenue from this program was $2,000.

Community Use - In 2015-16, 35 permits were taken out for the school building, totalling 4020 hours and a total revenue of $1,843.85 through the Community Use of Schools. There were also 4 permits taken out for the school grounds, totalling 615 booked hours with no revenue, through Community Use of Schools.

Collaborations - The Board has an agreement with the City of St. Thomas for the use of the field and parking lot. In 2015-16, there were not any non-school programs or services located at the school.

Enrolment - The enrolment for Mitchell Hepburn Public School in area population is projected to fluctuate: 755 pupils in 2016; 775 pupils in 2020; and finally, 719 pupils in 2024. Enrolment charts with student breakdown by grade and program can be found in Section B of the SIP.

Staffing Complement - In 2015-16, Mitchell Hepburn Public School had a total staff Full Time Equivalent (FTE) allocation of 71.64.

Administrative allocation: 1 Principal, 1 Vice-Principal, and 1 Secretary.
Teacher allocation: 42.91 teachers, 3.57 Special Education teachers, 1.14 teacher-librarian, 0.02 ESL teacher and 2.5 Learning Support teachers.
Early Childhood Educator allocation: 5.0.
Educational Assistant allocation: 9.5.
Custodial allocation: 4.0.

Development - The current circulated residential development plans for Mitchell Hepburn Public School attendance area are expected to yield approximately 40 students.

On 2013 November 19, the Board approved the creation of the Southeast St. Thomas Holding Zone, due to continued development in the Mitchell Hepburn attendance area. With the current circulated residential development there are approximately 70 students projected from this Holding Zone. The projection does not include extended urban growth areas within this attendance area. Students residing in this Holding Zone will be accommodated at Port Stanley Public School until permanently accommodated.

Demographics - Statistics Canada Census data indicates the population of the Mitchell Hepburn Public School attendance area increased by 18% between 2001 and 2006. Furthermore, between 2006 and 2011 the population increased another 26%. The population of elementary school aged children, (4 to 13

year olds) has increased 14% from 2001 to 2006 and another 29% from 2006 to 2011. The number of school aged children in this area is anticipated to have a slight decline as the existing community ages from its boom of residential construction. This is indicated in the Enrolment chart found in Section B of the Mitchell Hepburn Public School SIP.

Accommodations - In 2015-16, Mitchell Hepburn Public School was at 110.8% utilization. The 2015-16 On-The-Ground Capacity (or OTG) of Mitchell Hepburn Public School was 701. As determined by the Ministry of Education loading calculation, the loaded spaces included: 6 FDK classrooms, 22 Standard Classrooms, 1 Learning Support room, and 1 Special Education Suite consisting of 3 classrooms. Non-loaded space included: 1 Learning Commons, 1 gymnasium, 1 primary activity room and stage, 1 general arts room, and seminar room. There were 5 portable classrooms.

The Space Template for Mitchell Hepburn Public School (found in Section C of the SIP) identifies Instructional and Operational spaces. Instructional spaces are broken down by room type, size and Ministry loading calculations. Operational spaces are broken down by space type and size. The calculated area per pupil by OTG is 87.62 sq. ft. and the calculated area per pupil by 2015-16 enrolment is 78.89 sq. ft.

Facility Condition & Renewal - Mitchell Hepburn Public School was originally built in 2008 with an addition in 2014. The TVDSB has invested $116,852 in the last 10 years in renewal in the school, as identified by project in the chart in Section C of the SIP.

The Ministry of Education's *School Facility Condition Assessment Program* retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The school condition data collected identified a renewal backlog of High and Urgent needs totalling $31,200 for Mitchell Hepburn Public School.

The Facility Condition Index or FCI (snapshot in time calculation) compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI, the greater the renewal needs. The FCI for Mitchell Hepburn Public School is 1%. (see the SIP and Glossary for further information on FCIs)

Transportation - 5 vehicles were utilized to transport 249 students to Mitchell Hepburn Public School at a cost of $113,398 (not including specialized transportation). The average ride time was 10 minutes. The range of student residence proximity to Mitchell Hepburn Public School is 0.01 - 2.63km.

Financial Analysis of the School - Using the School based costs of Administration, Facility Services and Information Technology, it has been calculated that in 2015-16 the average cost per student at Mitchell Hepburn Public School was $970.92 compared to the Board average cost average per student of $1,416.06 as identified in the chart found in Section C of the SIP.

NEW SARUM PUBLIC SCHOOL:

(See also School Information Profile (SIP) for further information)

Attendance Areas - A map of the current attendance area can be found in Section A of the SIP.

Program - New Sarum Public School is an English track Junior Kindergarten (JK) to grade 8 elementary school. A self-contained Transition program class serving intermediate students is also located at this school.

School Organization - In 2015-16, there were 2 Full Day Kindergarten, 4 Primary (grade 1-3), and 5 Junior and Intermediate (grades 4-8) classes in the English track program, including 1 split grade class. As kindergarten is considered a two year program in the TVDSB, classes contain both junior and senior students. In 2015-16, there was 1 Intermediate (grades 7-8) Transition class. All Special Education classes meet Ministry of Education standards for class size.

Before & After School Program - There was a Before and After School program available in 2015-16, offered by the YMCA of St.Thomas Elgin with a before school start time of 7:00 am and an after school end time of 6:00 pm. Before and After School program costs were fully recoverable. Total revenue from this program was $500.

Community Use - In 2015-16, 3 permits were taken out for the school building, totalling 20 hours and a total revenue of $142.80 through the Community Use of Schools. No permits were taken out for the school grounds, through the Community Use of Schools.

Collaborations - In 2015-16, no facility collaborations, non-school programs or services were located at the school.

Enrolment - The enrolment for New Sarum Public School is projected to remain relatively stable: 250 pupils in 2016; 257 pupils in 2020, and finally, 260 pupils in 2024. Enrolment charts with student breakdown by grade and program can be found in Section B of the SIP.

Staffing Complement - In 2015-16, New Sarum Public School had a total staff FTE allocation of 32.28.
Administrative allocation: 1 Principal, 0.5 Vice-Principal, and 1 Secretary.
Teacher allocation: 16.16 teachers, 1.19 Special Education teachers, 0.38 teacher-librarian, 0.3 ESL teacher and 1.5 Learning Support teachers.
Early Childhood Educator allocation: 2.0.
Educational Assistant allocation: 6.0.
Custodial allocation: 2.25.

Demographics - Statistics Canada Census data indicates the population of New Sarum Public School attendance area increased 13% between 2001 and 2006 and further increased 3% between 2006 and 2011. The number of elementary school aged children has declined 4% between 2001 and 2006 and a further 9% between 2006 and 2011. Relative stability of school aged children in this community is anticipated as indicated in the Enrolment chart found in Section B of the New Sarum Public School SIP.

Development - There is no significant residential growth. The municipality of Central Elgin has no current plans to service any of the rural communities within this attendance area.

Accommodations - In 2015-16, New Sarum Public School was at 97.3% utilization.
The 2015-16 On-The-Ground Capacity (or OTG) of New Sarum Public School was 257. As determined by the Ministry of Education loading calculation, the loaded spaces included: 2 FDK classrooms, 8 Standard Classrooms, 1 Special Education Classroom and 1 Learning Support room. Non-loaded space included: 1 Learning Commons, 1 gymnasium and stage, 1 general arts classroom and seminar room. There were also 2 portable classrooms.

The Space Template for New Sarum Public School (found in Section C of the SIP) identifies Instructional and Operational spaces. Instructional spaces are broken down by room type, size and Ministry of Education loading calculations. Operational spaces are broken down by space type and size.
The calculated area per pupil by OTG is 126.83 sq. ft. and the calculated area per pupil by 2015-16 enrolment is 130.38 sq. ft.

Facility Condition & Renewal - New Sarum Public School was originally built in 1969 with no further additions. In the last 10 years, the TVDSB has invested $804,932 in renewal in the school. This work is identified by project in the chart located in Section C of the SIP.

The Ministry of Education's *School Facility Condition Assessment Program* retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The school condition data collected identified a renewal backlog of High and Urgent needs totalling $3,464,094 for New Sarum Public School.

The Facility Condition Index or FCI (snapshot in time calculation) compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI, the greater the renewal needs. The FCI for New Sarum Public School is 75%. (See the SIP and Glossary for further information on FCIs)

Transportation - 6 vehicles were utilized to transport 216 students to New Sarum Public School at a cost of $148,132 (not including specialized transportation). The average ride time was 19 minutes.
The range of student residence proximity to New Sarum Public School is 0.02 - 13.39km.

Financial Analysis of the School - Using the School based costs of Administration, Facility Services and Information Technology, it has been calculated that in 2015-16 the average cost per student at New Sarum Public School was ~~$1,513.30~~ $1,592.30 compared to the Board average cost average per student of $1,416.06 as identified in the chart found in Section C of the SIP.

NORTHDALE CENTRAL PUBLIC SCHOOL:

(See also School Information Profile (SIP) for further information)

Attendance Areas - A map of the current attendance area can be found in Section A of the SIP.

Program - Northdale Central Public School is an English track grade 4 to grade 8 elementary school. A self-contained Gifted program serving Junior students is also provided at this location.

School Organization - In 2015-16, there were 14 Junior and Intermediate (grades 4-8) classes in the English track program, including 2 split grade classes. In 2015-16, there was 1 Junior (grades 4-6) Gifted program class. All Special Education classes meet Ministry standards for class size.

Before & After School Program - Before and After School programs are not offered at Junior/Intermediate schools.

Community Use - In 2015-16, 17 permits were taken out for the school building, totalling 65 booked hours and a total revenue of $146.00 through the Community Use of Schools. No permits were taken out for the school grounds, through the Community Use of Schools.

Collaborations - In 2015-16, no facility collaborations, non-school programs or services were located at the school.

Enrolment - The enrolment for Northdale Central Public School is projected to decline: 413 pupils in 2016; 405 pupils in 2020; and finally, 394 pupils in 2024. Enrolment charts by grade data can be found in Section B of the SIP.

Staffing Complement - In 2015-16, Northdale Central Public School had a total staff Full Time Equivalent (FTE) allocation of 29.76.

Administrative allocation: 1 Principal, 0.5 Vice-Principal, and 1.0 Secretary.
Teacher allocation: 19.96 teachers, 1.19 Special Education teachers, 0.61 teacher-librarian, and 1.5 Learning Support teachers.
Educational Assistants allocation: 2.0.
Custodial allocation: 2.0.

Demographics - Statistics Canada Census data indicates the population of the Northdale Central Public School attendance area grew by 5% between 2001 and 2006, and grew again by 1% between 2006 and 2011. The number of elementary school aged children decreased by 4% between 2001 and 2006 and a further decrease of 14% between 2006 and 2011. A continued decline of the number of school aged children in this area is anticipated as indicated in the Enrolment chart found in Section B of the Northdale Central Public School SIP.

Development – Within the shared attendance area of Northdale Central and River Heights Public Schools there are a total of 433 units residential developments circulated and under construction. The current circulated residential development plans for this attendance area are expected to yield approximately 65 students.

The majority of the development within Northdale Central and River Heights Public Schools attendance area is from a draft approved subdivision called The Boardwalk at Mill Pond. Although the current status is Draft Approved the development may be delayed due to servicing constraints within the town of Dorchester. Therefore the potential student yield from the subdivision is not expected in the near future unless service upgrades are made.

Accommodations - In 2015-16, Northdale Central Public School was at 92.1% utilization.
The 2015-16 On-The-Ground Capacity (or OTG) of Northdale Central Public School was 446. As determined by the Ministry of Education loading calculation, the loaded spaces included: 19 Standard

Classrooms (1 used for general arts), and 1 Special Education Classroom. Non-loaded space included: 1 Learning Commons and computer lab, 1 gymnasium and stage, and seminar rooms.

The Space Template for Northdale Central Public School (found in Section C of the SIP) identifies Instructional and Operational spaces. Instructional spaces are broken down by room type, size and Ministry of Education loading calculations. Operational spaces are broken down by space type and size. The calculated area per pupil by OTG is 73.22 sq. ft. and the calculated area per pupil by 2015-16 enrolment is 79.27 sq. ft.

Facility Condition & Renewal - Northdale Central Public School was originally built in 1959 with additions built in 1962, 1965, 1968 and 2001. In the last 10 years, the TVDSB has invested $1,035,813 in renewal in the school. This work is identified by project in the chart in Section C of the SIP.

The Ministry of Education's *School Facility Condition Assessment Program* retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The school condition data collected identified a renewal backlog of High and Urgent needs totalling $2,470,977 for Northdale Central Public School.

The Facility Condition Index or FCI (snapshot in time calculation) compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI, the greater the renewal needs. The FCI for Northdale Central Public School is 32%. (See the SIP and Glossary for further information on FCIs)

Transportation - Northdale Central Public School bus runs are shared the other two elementary schools located Dorchester, River Heights Public School and the London District Catholic School Board's St. David's Catholic School. 18 vehicles were utilized to transport 371 Northdale Central Public School students at a cost of $340,193 (not including specialized transportation). The average ride time was 18 minutes.
The range of student residence proximity to Northdale Central Public School is 0.45 - 19.02km.

Financial Analysis of the School - Using the School based costs of Administration, Facility Services and Information Technology, it has been calculated that in 2015-16 the average cost per student at Northdale Central Public School was $1,092.65 compared to the Board average cost average per student of $1,416.06 as identified in the chart found in Section C of the SIP.

PORT STANLEY PUBLIC SCHOOL:

(See also School Information Profile (SIP) for further information)

Attendance Area - A map of the current attendance area and associated Holding Zones can be found in Section A of the SIP.

Program - Port Stanley Public School is an English track Junior Kindergarten (JK) to grade 8 elementary school.

School Organization - In 2015-16, there were 1 Full Day Kindergarten, 1.5 Primary (grade 1-3), and 2.5 Junior and Intermediate (grades 4-8) classes, all classes were split grade. As kindergarten is considered a two year program in the TVDSB, classes contain both junior and senior students.

Note: In 2016-17, the intermediate French Immersion and Extended French Immersion program for Elgin County was designated to Port Stanley Public School following an Attendance Area Review, in order to relieve accommodation pressure at Pierre Elliott Trudeau French Immersion Public School. This was an interim measure for French Immersion until permanent accommodation can be provided.

Before & After School Program - There was a Before and After School program available in 2015-16, offered by Milestone Children's Centre with a before school start time of 7:00 am and an after school end time of 6:00 pm. Before and After School program costs were fully recoverable. Total revenue from this program was $500.

Community Use - In 2015-16, 1 permit was taken out for the school building, totalling 93 hours and a total revenue of $777.00 through the Community Use of Schools. No permits were taken out for the school grounds, through the Community Use of Schools.

Collaborations - ~~The Board has an agreement with the Port Stanley Arena Board to utilize the adjacent arena - interior and exterior facilities. There is no revenue associated with this agreement.~~ In 2015-16, there were not any non-school programs or services located at the school.

Enrolment - The enrolment for Port Stanley Public School is projected to increase (due to the Southeast St.Thomas Holding Zone students): 102 pupils in 2016; 184 pupils in 2020; and finally, 212 pupils in 2024. Enrolment charts with grade by grade data can be found in Section B of the SIP.

Staffing Complement - In 2015-16, Port Stanley Public School had a total staff Full Time Equivalent (FTE) allocation of 12.94.

Administrative allocation: 1 Principal and 1 Secretary.
Teacher allocation: 6.57 teachers, 0.12 teacher-librarian and 0.5 Learning Support teachers
Early Childhood Educator allocation: 1.0.
Educational Assistants allocation: 0.5.
Custodial allocation: 2.25.

Demographics - Statistics Canada Census data indicates the population of Port Stanley Public School attendance area decreased 2% between 2001 and 2006 and further decreased 8 between 2006 and 2011. The number of elementary school aged children decreased 7% between 2001 and 2006 and had a further decrease of 35% between 2006 and 2011. The anticipated increase of school aged children can be attributed to the Southeast St.Thomas Holding Zone as indicated in the Enrolment chart found in Section B of the Port Stanley Public School SIP.

Development - The village of Port Stanley has residential designated lands with potential for growth, and has been identified by the municipality of Central Elgin as an urban settlement area. The community is fully serviced with municipal water and sanitary systems. In the next 10 years, there are approximately 20 students projected from circulated and under construction residential development located in Port Stanley.

On 2013 November 19, the Board approved the creation of the Southeast St. Thomas Holding Zone, due to continued development in the Mitchell Hepburn attendance area. Students residing in this Holding Zone will be accommodated at Port Stanley Public School until permanently accommodated. There are approximately 70 students projected from this Holding Zone. There are currently no students residing in this Holding Zone attending Port Stanley Public School.

Accommodations - In 2015-16, Port Stanley Public School was at 29.7% utilization.
The 2015-16 On-The-Ground Capacity (or OTG) of Port Stanley Public School was 317. As determined by the Ministry of Education loading calculation, the loaded spaces included: 2 FDK classrooms, 10 Standard Classrooms, 1 Science lab and 1 Learning Support room. Non-loaded space included: 1 General Arts room, 1 Learning Commons, 1 gymnasium and stage, and seminar rooms.

The Space Template for Port Stanley Public School (found in Section C of the SIP) identifies Instructional and Operational spaces. Instructional spaces are broken down by room type, size and Ministry loading calculations. Operational spaces are broken down by space type and size
The calculated area per pupil by OTG is 109.23 sq. ft. and the calculated area per pupil by 2015-16 enrolment is 372.34 sq. ft.

Facility Condition & Renewal - Port Stanley Public School was originally built in 1972 with no further additions built. In the last 10 years, the TVDSB has invested $805,174 in renewal in the school. This work is identified by project in the chart in Section C of the SIP.

The Ministry of Education's School Facility Condition Assessment Program retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The school condition data collected identified a renewal backlog of High and Urgent needs totalling $4,305,421 for Port Stanley Public School.

The Facility Condition Index or FCI (snapshot in time calculation) compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI the greater the renewal needs. The FCI for Port Stanley Public School is 78%. (See also the Glossary for further information on FCIs)

Transportation - 3 vehicles were utilized to transport 98 in area students to Port Stanley Public School at a cost of $102,160. The average ride time was 16 minutes.
The range of student residence proximity to Port Stanley Public School is 0.05 - 9.05km.

Financial Analysis of the School - Using the School based costs of Administration, Facility Services and Information Technology, it has been calculated that in 2015-16 the average cost per student at Port Stanley Public School was $3,614.16 compared to the Board average cost average per student of $1,416.06 as identified in the chart found in Section C of the SIP.

RIVER HEIGHTS PUBLIC SCHOOL:

(See also School Information Profile (SIP) for further information)

Attendance Area - A map of the current attendance area can be found in Section A of the SIP.

Program - River Heights Public School is an English track Junior Kindergarten (JK) to grade 3 elementary school.

School Organization - In 2015-16, there were 5 Full Day Kindergarten and 11 Primary (grade 1-3) classes, including 1 split grade class. As kindergarten is considered a two year program in the TVDSB, classes contain both junior and senior students.

Before & After School Program - There was a Before and After School program available in 2015-16, offered by London Children's Connection with a before school start time of 7:30 am and an after school end time of 6:00 pm. Before and After School program costs were fully recoverable. Total revenue from this program was $1,000.

Community Use - In 2015-16, 8 permits were taken out for the school building, totalling 206 hours and a total revenue of $720.30 through the Community Use of Schools. No permits were taken out for the school grounds, through the Community Use of Schools.

Collaborations - In 2015-16, no facility collaborations, non-school programs or services were located at the school.

Enrolment - The enrolment for River Heights Public School is projected to increase slightly: 340 pupils in 2016; 337 pupils in 2020; and finally, 367 pupils in 2024. Enrolment charts with grade by grade data can be found in Section B of the SIP.

Staffing Complement - In 2015-16, River Heights Public School had a total staff Full Time Equivalent (FTE) allocation of 34.63.

Administrative allocation: 1 Principal and 1 Secretary.
Teacher allocation: 20.62 teachers, 0.58 teacher-librarian and 1.0 Learning Support teachers.
Early Childhood Educator allocation: 5.0.
Educational Assistant allocation: 1.5.
Custodial allocation: 2.25.

Demographics - The existing community of River Heights Public School grew by 5% between 2001 and 2006, and grew again by 1% between 2006 and 2011. The number of elementary school aged children has decreased by 4% from 2001 to 2006 and a further decrease of 14% from 2006 to 2011 The number of school aged children in this area is anticipated to have decline as indicated in the Enrolment chart found in Section B of the River Heights Public School SIP.

Development – Within the shared attendance area of Northdale Public School and River Heights Public School there are a total of 433 units residential developments circulated and under construction. The current circulated residential development plans for this attendance area are expected to yield approximately 65 students.
The majority of the development within Northdale Central and River Heights Public Schools attendance area is from a draft approved subdivision called The Boardwalk at Mill Pond. Although the current status is Draft Approved the development may be delayed due to servicing constraints within the town of Dorchester. Therefore the potential student yield from the subdivision is not expected in the near future unless service upgrades are made.

Accommodations - In 2015-16, River Heights Public School was at 76.6% utilization.
The 2015-16 On-The-Ground Capacity (or OTG) of River Heights Public School was 461. As determined by the Ministry of Education loading calculation, the loaded spaces included: 8 FDK classrooms and 11

Standard Classrooms. Non-loaded space included: 1 Learning Commons and computer lab, 1 gymnasium and stage, and seminar rooms.

The Space Template for River Heights Public School (found in Section C of the SIP) identifies Instructional and Operational spaces. Instructional spaces are broken down by room type, size and Ministry loading calculations. Operational spaces are broken down by space type and size
The calculated area per pupil by OTG is 79.08 sq. ft. and the calculated area per pupil by 2015-16 enrolment is 102.99 sq. ft.

Facility Condition & Renewal - River Heights Public School was originally built in 1958 with additions built in 1965, 1969, and 2011. In the last 10 years, the TVDSB has invested $542,672 in renewal in the school. This work is identified by project in the chart in Section C of the SIP.

The Ministry of Education's School Facility Condition Assessment Program retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The school condition data collected identified a renewal backlog of High and Urgent needs totalling $2,952,789 for River Heights Public School.

The Facility Condition Index or FCI (snapshot in time calculation) compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI, the greater the renewal needs. The FCI for River Heights Public School is 40%. (See also the Glossary for further information on FCIs)

Transportation - River Heights Public School bus runs are shared the other two elementary schools located Dorchester, Northdale Central Public School and the London District Catholic School Board's St. David's Catholic School. 18 vehicles were utilized to transport 266 River Heights Public School students at a cost of $192,061. The average ride time was 14 minutes.
The range of student residence proximity to River Heights Public School is 0.05 - 16.93km

Financial Analysis of the School - Using the School based costs of Administration, Facility Services and Information Technology, it has been calculated that in 2015-16 the average cost per student at River Heights Public School was $1,134.15 compared to the Board average cost average per student of $1,416.06 as identified in the chart found in Section C of the SIP.

SOUTH DORCHESTER PUBLIC SCHOOL:

(See also School Information Profile (SIP) for further information)

Attendance Area - A map of the current attendance area can be found in Section A of the SIP.

Program - South Dorchester Public School is a English track Junior Kindergarten (JK) to grade 6 elementary school.

School Organization - In 2015-16, there were 2 Full Day Kindergarten, 3.5 Primary (grade 1-3), and 2.5 Junior (grades 4-6) classes, including 3 split grade classes. As kindergarten is considered a two year program in the TVDSB, classes contain both junior and senior students.

Before & After School Program - There was insufficient interest to run a Before and After School program for 2015-16.

Community Use - In 2015-16, 1 permit was taken out for the school building, totalling 31 hours and a total revenue of $140.75 through the Community Use of Schools. No permits were taken out for the school grounds, through the Community Use of Schools.

Collaborations - In 2015-16, no facility collaborations, non-school programs or services were located at the school.

Enrolment - The enrolment for South Dorchester Public School is projected to increase slightly than remain stable: 205 pupils in 2016; 222 pupils in 2020; and finally, to 223 pupils in 2024. Enrolment charts with grade by grade data can be found in Section B of the SIP.

Staffing Complement - In 2015-16, South Dorchester Public School had a total staff Full Time Equivalent (FTE) allocation of 17.34.

Administrative allocation: 1 Principal and 1 Secretary.
Teacher allocation: 10.43 teachers, 0.31 teacher-librarian and 0.6 Learning Support teachers.
Early Childhood Educator allocation: 2.0.
Educational Assistant allocation: 0.5.
Custodial allocation: 1.5.

Demographics - Statistics Canada Census data indicates the total population of the South Dorchester Public School attendance area decreased 11% between 2001 and 2006 and further decreased 2% between 2006 and 2011. The number of elementary school aged children has decreased 3% between 2001 and 2006 and a further significant decrease of 29% between 2006 and 2011. A slight increase of school aged children in this community is anticipated as indicated in the Enrolment chart found in Section B of the South Dorchester Public School SIP.

Development - The village of Belmont continues to grow, and is identified by the municipality of Central Elgin as an Urban settlement area. The community is serviced with municipal water and sanitary systems. Approximately 30 students are projected from the 145 single family and condominium residential units currently circulated and under construction in Belmont. The village of Belmont has residential designated lands with potential for further growth.

Accommodations - In 2015-16, South Dorchester Public School was at 105.3% utilization.
The 2015-16 On-The-Ground Capacity (or OTG) of South Dorchester Public School was 190. As determined by the Ministry of Education loading calculation, the loaded spaces included: 2 FDK classrooms and 6 Standard Classrooms. Non-loaded space included: 1 Learning Commons, 1 gymnasium and stage, and seminar room. There were 3 portable classrooms.

The Space Template for South Dorchester Public School Public School (found in Section C of the SIP) identifies Instructional and Operational spaces. Instructional spaces are broken down by room type, size and Ministry loading calculations. Operational spaces are broken down by space type and size

The calculated area per pupil by OTG is 86.90 sq. ft. and the calculated area per pupil by 2015-16 enrolment is 82.56 sq. ft.

Facility Condition & Renewal - South Dorchester Public School Public School was originally built in 1966 and had an addition built in 1969. In the last 10 years, the TVDSB has invested $6,109 in renewal in the school. This work is identified by project in the chart in Section C of the SIP.

The Ministry of Education's School Facility Condition Assessment Program retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The school condition data collected identified a renewal backlog of High and Urgent needs totalling $5,346,994 for South Dorchester Public School.

The Facility Condition Index or FCI (snapshot in time calculation) compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI the greater the renewal needs. The FCI for South Dorchester Public School is 112%. (See also the Glossary for further information on FCIs)

Transportation - **4** ~~3~~ vehicles were utilized to transport 202 in area students to South Dorchester Public School at a cost of $176,737. The average ride time was 18 minutes.
The range of student residence proximity to South Dorchester Public School is 0.41 - 12.31km

Financial Analysis of the School - Using the School based costs of Administration, Facility Services and Information Technology, it has been calculated that in 2015-16 the average cost per student at South Dorchester Public School was $1,486.72 compared to the Board average cost average per student of $1,416.06 as identified in the chart found in Section C of the SIP.

SPARTA PUBLIC SCHOOL:

(See also School Information Profile for further information)

Attendance Area - A map of the current attendance area can be found in Section A of the SIP.

Program - Sparta Public School is a English track Junior Kindergarten (JK) to grade 8 elementary school.

School Organization - In 2015-16, there were 2 Full Day Kindergarten, 3.5 Primary (grade 1-3), and 4.5 Junior and Intermediate (grades 4-8) classes, all classes had split grades. As kindergarten is considered a two year program in the TVDSB, classes contain both junior and senior students.

Before & After School Program - There was a Before and After School program available in 2015-16, offered by the YMCA of St.Thomas Elgin with a before school start time of 7:00 am and an after school end time of 6:00 pm. Before and After School program costs were fully recoverable. Total revenue from this program was $500.

Community Use - In 2015-16, 1 permit was taken out for the school building, totalling 21 hours and a total revenue of $95.71 through the Community Use of Schools. No permits were taken out for the school grounds, through the Community Use of Schools.

Collaborations - In 2015-16, no facility collaborations, non-school programs or services were located at the school.

Enrolment - The enrolment for Sparta Public School is projected to decline: 241 pupils in 2016; 231 pupils in 2020; and finally, 227 pupils in 2024. Enrolment charts with grade by grade data can be found in Section B of the SIP.

Staffing Complement - In 2015-16, Sparta Public School had a total staff Full Time Equivalent (FTE) allocation of 23.61.

Administrative allocation: 1 Principal and 1 Secretary.
Teacher allocation: 13.08 teachers, 0.38 teacher-librarian, 0.1 ESL teacher and 0.8 Learning Support teachers.
Early Childhood Educator allocation: 2.0.
Educational Assistant allocation: 3.5.
Custodial allocation: 1.75.

Demographics - Statistics Canada Census data indicates the total population of the Sparta Public School attendance area remained relatively stable with a decrease of 3% between 2001 and 2011. The number of elementary school aged children has decreased 8% between 2001 and 2006 and a further decrease of 5% between 2006 and 2011. A slight decrease of school aged children in this community is anticipated as indicated in the Enrolment chart found in Section B of the Sparta Public School SIP..

Development - The current circulated residential development plans for this attendance area are not expected to yield a significant number of students.

There is the potential for growth within Sparta Public School attendance area. The Village of Union has been identified by the municipality of Central Elgin as an Urban settlement area. Although future development is planned, municipal water and sanitary systems are not serviced in this community and would be required. The Village of Port Bruce has been identified by the municipality of Malahide in the official plan as a recreational settlement encouraging seasonal residents. Port Bruce is serviced with municipal water, although sanitary systems would be required for significant expansion.

Accommodations - In 2015-16, Sparta Public School was at 79.3% utilization.
The 2015-16 On-The-Ground Capacity (or OTG) was 305. As determined by the Ministry of Education loading calculation, the loaded spaces included: 2 FDK classrooms, 11 Standard Classrooms. Non-

loaded space included: 1 General Arts room, 1 Learning Commons and computer lab, 1 gymnasium and stage.

The Space Template for Sparta Public School (found in Section C of the SIP) identifies Instructional and Operational spaces. Instructional spaces are broken down by room type, size and Ministry loading calculations. Operational spaces are broken down by space type and size.
The calculated area per pupil by OTG is 88.44 sq. ft. and the calculated area per pupil by 2015-16 enrolment is 111.46 sq. ft.

Facility Condition & Renewal - Sparta Public School was originally built in 1967 with an addition built in 1974. In the last 10 years, the TVDSB has invested $335,248 in the school. This work is identified by project in the chart in Section C of the SIP.

The Ministry of Education's School Facility Condition Assessment Program retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The school condition data collected identified a renewal backlog of High and Urgent needs totalling $2,785,120 for Sparta Public School.

The Facility Condition Index or FCI (snapshot in time calculation) compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI the greater the renewal needs. The FCI for Sparta Public School is 65%. (See also the Glossary for further information on FCIs)

Transportation - 6 vehicles were utilized to transport 248 students to Sparta Public School at a cost of $162,434. The average ride time was 17 minutes.
The range of student residence proximity to Sparta Public School is 0.48 - 13.52km

Financial Analysis of the School - Using the School based costs of Administration, Facility Services and Information Technology, it has been calculated that in 2015-16 the average cost per student at Sparta Public School was $1,483.57 compared to the Board average cost average per student of $1,416.06 as identified in the chart found in Section C of the SIP.

SPRINGFIELD PUBLIC SCHOOL:

(See also School Information Profile (SIP) for further information)

Attendance Area - A map of the current attendance area can be found in Section A of the SIP.

Program - Springfield Public School is an English track Junior Kindergarten (JK) to grade 6 elementary school.

School Organization - In 2015-16, there were 1.5 Full Day Kindergarten, 3.5 Primary (grade 1-3), and 2.5 Junior (grades 4-6) classes, including 4.5 split grade classes. As kindergarten is considered a two year program in the TVDSB, classes contain both junior and senior students.

Before & After School Program - There was a Before and After School program available in 2015-16, offered by the YMCA of St.Thomas Elgin with a before school start time of 7:00 am and an after school end time of 6:00 pm. Before and After School program costs were fully recoverable. Total revenue from this program was $500.

Community Use - In 2015-16, 4 permits were taken out for the school building, totalling 122 hours and a total revenue of $483.75 through the Community Use of Schools. No permits were taken out for the school grounds, through the Community Use of Schools.

Collaborations - In 2015-16, no facility collaborations, non-school programs or services were located at the school.

Enrolment - The enrolment for Springfield Public School is projected to decline: 165 pupils in 2016; 149 pupils in 2020; and finally, 145 pupils in 2024. Enrolment charts showing grade by grade data can be found in Section B of the SIP.

Staffing Complement - In 2015-16, Springfield Public School had a total staff Full Time Equivalent (FTE) allocation of 17.04.

Administrative allocation: 1 Principal and 1.0 Secretary.
Teacher allocation: 10.43 teachers, 0.31 teacher-librarian, 0.2 ESL teacher and 0.6 Learning Support teachers.
Early Childhood Educator allocation: 1.0
Educational Assistant allocation: 1.0.
Custodial allocation: 1.5.

Demographics - Statistics Canada Census data indicates that between 2001 and 2006 the total population increased by 10% and then decreased 6% between 2006 and 2011. The population of elementary school aged children (4 to 13 year olds) remained stable between 2001 and 2006 and decreased by 3% between 2006 and 2011. A slight decrease of school aged children in this community is anticipated as indicated in the Enrolment chart found in Section B of the Springfield Public School SIP.

Development - The current circulated residential development plans for this attendance area are not expected to yield a significant number of students.

The Village of Springfield is labelled as a primary growth area in the Official Plan for the Township of Malahide. At this time the village does not have the municipal services of municipal water but does have municipal sanitary sewers.

Accommodations - In 2015-16, Springfield Public School was at 62.3% utilization.
The 2015-16 On-The-Ground Capacity (or OTG) of Springfield Public School was 268. As determined by the Ministry of Education loading calculation, the loaded spaces included: 2 FDK classrooms, 8 Standard Classrooms, 1 Computer lab and 1 Special Education Classroom. Non-loaded space included: 1 Learning Commons, 1 gymnasium and stage, and seminar rooms

The Space Template for Springfield Public School (found in Section C of the SIP) identifies Instructional and Operational spaces. Instructional spaces are broken down by room type, size and Ministry loading calculations. Operational spaces are broken down by space type and size
The calculated area per pupil by OTG is 90.13 sq. ft. and the calculated area per pupil by 2015-16 enrolment is 144.64 sq. ft.

Facility Condition & Renewal - Springfield Public School was originally built in **1976** ~~1974~~, with no further additions built. In the last 10 years, the TVDSB has invested $518,738 in renewal in the school. This work is identified by project in the chart in Section C of the SIP.

The Ministry of Education's School Facility Condition Assessment Program retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The school condition data collected identified a renewal backlog of High and Urgent needs totalling $3,796,104 for Springfield Public School.

The Facility Condition Index or FCI (snapshot in time calculation) compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI the greater the renewal needs. The FCI for Springfield Public School is 72%. (See also the Glossary for further information on FCIs)

Transportation - 3 vehicles were utilized to transport 94 students to Springfield Public School at a cost of $116,462. The average ride time was 23 minutes.
The range of student residence proximity to Springfield Public School is 0.02 - 12.33km.

Financial Analysis of the School - Using the School based costs of Administration, Facility Services and Information Technology, it has been calculated that in 2015-16 the average cost per student at Springfield Public School was $1,848.90 compared to the Board average cost average per student of $1,416.06 as identified in the chart found in Section C of the SIP.

SUMMERS' CORNERS PUBLIC SCHOOL:

(See also School Information Profile (SIP) for further information)

Attendance Area - A map of the current attendance area can be found in Section A of the SIP.

Program - Summers' Corners Public School is an English track Junior Kindergarten (JK) to grade 8 elementary school.

School Organization - in 2015-16, there were 2 Full Day Kindergarten, 5.5 Primary (grade 1-3), and 9.5 Junior and Intermediate (grades 4-8) classes, including 4 split grade classes. As kindergarten is considered a two year program in the TVDSB, classes contain both junior and senior students

Before & After School Program - There was a Before and After School program available in 2015-16, offered by the YMCA of St.Thomas Elgin with a before school start time of 7:00 am and an after school end time of 6:00 pm. Before and After School program costs were fully recoverable. Total revenue from this program was $500.

Community Use - In 2015-16, 33 permits were taken out for the school building, totalling 959 hours and a total revenue of $6,040.35 through the Community Use of Schools. No permits were taken out for the school grounds, through the Community Use of Schools.

Collaborations - In 2015-16, there were no facility collaborations at the school. Non-school programs or services located at Summers' Corners included the Ontario Early Years Centre utilized a dedicated room (Tuesday mornings) for playgroup. There was no revenue associated with this program

Enrolment - The enrolment for Summers' Corners Public School is projected to decline: 411 pupils in 2016; 395 pupils in 2020; and finally, 368 pupils in 2024. Enrolment charts showing grade by grade data can be found in Section B of the SIP.

Staffing Complement - In 2015-16, Summers' Corners Public School had a total staff Full Time Equivalent (FTE) allocation of 35.10.

Administrative allocation: 1 Principal, 0.5 Vice-Principal, and 1 Secretary.
Teacher allocation: 22.29 teachers, 0.66 teacher-librarian, 2.0 ESL teacher and 1.4 Learning Support teachers.
Early Childhood Educator allocation: 2.0.
Educational Assistant allocation: 1.0.
Custodial allocation: 3.25.

Development - The rural communities within the attendance area of Summers' Corners PS are not serviced by the township. There is no significant residential growth within the attendance area of Summers' Corners.

Demographics – Statistics Canada Census data indicates between 2001 and 2006 the total population within the attendance area of Summers' Corners PS decreased by 2% and then increased 6% between 2006 and 2011. The population of elementary school aged children (4 to 13 year olds) increased 3% between 2001 and 2006 and further increased 8% between 2006 and 2011. Since 2011 the school's enrolment has decreased. A decrease of school aged children in this community is anticipated as indicated in the Enrolment chart found in Section B of the Summers' Corners' Public School SIP

Accommodations - In 2015-16, Summers' Corners Public School was at 68.2% utilization.
The 2015-16 On-The-Ground Capacity (or OTG) of Summers' Corners Public School was 585. As determined by the Ministry of Education loading calculation, the loaded spaces included: 3 FDK classrooms, 19 Standard Classrooms, 1 Art Classroom, 1 Science lab and 2 Learning Support rooms. Non-loaded space included: 1 General Arts room, 1 Learning Commons, 1 double gymnasium and stage, and seminar rooms.

The Space Template for Summers' Corners Public School Public School (found in Section C of the SIP) identifies Instructional and Operational spaces. Instructional spaces are broken down by room type, size and Ministry loading calculations. Operational spaces are broken down by space type and size.
The calculated area per pupil by OTG is 105.21 sq. ft. and the calculated area per pupil by 2015-16 enrolment is 155.82 sq. ft.

Facility Condition & Renewal - Summers' Corners Public School was originally built in 1965 with additions built in 1989 and 1994. In the last 10 years, the TVDSB has invested $112,594 in renewal in the school. This work is identified by project in the chart in Section C of the SIP.

The Ministry of Education's School Facility Condition Assessment Program retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The school condition data collected identified a renewal backlog of High and Urgent needs totalling $2,336,464 for Summers' Corners Public School

The Facility Condition Index or FCI (snapshot in time calculation) compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI, the greater the renewal needs. The FCI for Summers' Corners Public School is 26%. (See also the Glossary for further information on FCIs)

Transportation - 18 vehicles were utilized to transport **404** ~~94~~ students to Summers' Corners Public School at a cost of $351,430. The average ride time was 22 minutes.
The range of student residence proximity to Summers' Corners Public School is 0.01 - 19.43km

Financial Analysis of the School - Using the School based costs of Administration, Facility Services and Information Technology, it has been calculated that in 2015-16 the average cost per student at Summers' Corners Public School was $1,538.09 compared to the Board average cost average per student of $1,416.06 as identified in the chart found in Section C of the SIP.

WESTMINSTER CENTRAL PUBLIC SCHOOL:

(See also School Information Profile (SIP) for further information)

Attendance Area - A map of the current attendance area can be found in Section A of the SIP.

Program - Westminster Central Public School is an English track Junior Kindergarten (JK) to grade 8 elementary school.

School Organization - In 2015-16, there were 1 Full Day Kindergarten, 1.5 Primary (grade 1-3), and 2.5 Junior and Intermediate (grades 4-8) classes, all classes had split grades. As kindergarten is considered a two year program in the TVDSB, classes contain both junior and senior students

Before & After School Program - There was insufficient interest run a Before and After School program for 2015-16.

Community Use - In 2015-16, there were no permits were taken out for the school building, through the Community Use of Schools. For the school grounds, 9 permits were taken out totalling 178 hours and a total revenue of $552.00 through the Community Use of Schools.

Collaborations - In 2015-16, no facility collaborations, non-school programs or services were located at the school.

Enrolment - The enrolment for Westminster Central Public School is projected to increase: 96 pupils in 2016; 179 pupils in 2020; and finally, 298 pupils in 2024. Enrolment charts showing grade by grade data can be found in Section B of the SIP.

Staffing Complement - In 2015-16, Westminster Central Public School had a total staff Full Time Equivalent (FTE) allocation of 13.23.

Administrative allocation: 1 Principal and 1 Secretary.
Teacher allocation: 6.59 teachers, 0.14 teacher-librarian and 0.5 Learning Support teacher.
Early Childhood Educator allocation: 1.0.
Educational Assistant allocation: 1.5.
Custodial allocation: 1.5.

Development - The current population within the attendance area of Westminster Central Public School is expected to increase due to the planned subdivisions north of Highway 401. In the spring of 2015, the Southeast London Attendance Area Review was conducted to create an attendance area for the new Southeast London PS. On April 14th, 2015 a portion of Westminster Central Public School attendance area (north of Highway 401) was approved by the Board to be included in the New Southeast London Public School attendance area.
Within the current attendance area of Westminster Central Public School, 1355 single family, medium density and high density residential units are currently circulated or under construction. Within the next 10 years approximately 225 students are projected to be generated from this development.

Demographics – Statistics Canada Census data indicates the total population in the attendance area of Westminster Public School increased significantly by 41% between 2001 and 2006. Between 2006 and 2011 the population slightly increased again by 3%. The population of elementary school aged children (4 to 13 year olds) increased 15% between 2001 and 2006 and 11% between 2006 and 2011. An increase of school aged children in this community is anticipated as indicated in the Enrolment chart found in Section B of the Westminster Central Public School SIP

Accommodations - In 2015-16, Westminster Central Public School was at 27.2% utilization.
The 2015-16 On-The-Ground Capacity (or OTG) of Westminster Central Public School was 302. As determined by the Ministry of Education loading calculation, the loaded spaces included: 1 FDK classroom, 12 Standard Classrooms. Non-loaded space included: 1 General Arts room, 1 Learning Commons and computer lab, and 1 gymnasium and stage.

The Space Template for Westminster Central Public School (found in Section C of the SIP) identifies Instructional and Operational spaces. Instructional spaces are broken down by room type, size and Ministry loading calculations. Operational spaces are broken down by space type and size.
The calculated area per pupil by OTG is 93.10 sq. ft. and the calculated area per pupil by 2015-16 enrolment is 342.87 sq. ft.

Facility Condition & Renewal - Westminster Central Public School was originally built in 1965 with an addition built in 1968. In the last 10 years, the TVDSB has invested $90,455 in renewal in the school. This work is identified by project in the chart located in Section C of the SIP.

The Ministry of Education's School Facility Condition Assessment Program retained third-party consultants to inspect, assess and catalogue the condition of schools across Ontario. The school condition data collected identified a renewal backlog of High and Urgent needs totalling $5,176,930 for Westminster Central Public School.

The Facility Condition Index or FCI (snapshot in time calculation) compares the relative condition of a building's 5 year renewal needs and the cost to rebuild the facility. The higher the FCI, the greater the renewal needs. The FCI for Westminster Central Public School is 102%. (See also the Glossary for further information on FCIs)

Transportation - 4 vehicles were utilized to transport 87 students to Westminster Central Public School at a cost of $91,944. The average ride time was 20 minutes.
The range of student residence proximity to Westminster Central Public School is 0.29 - 13.54km

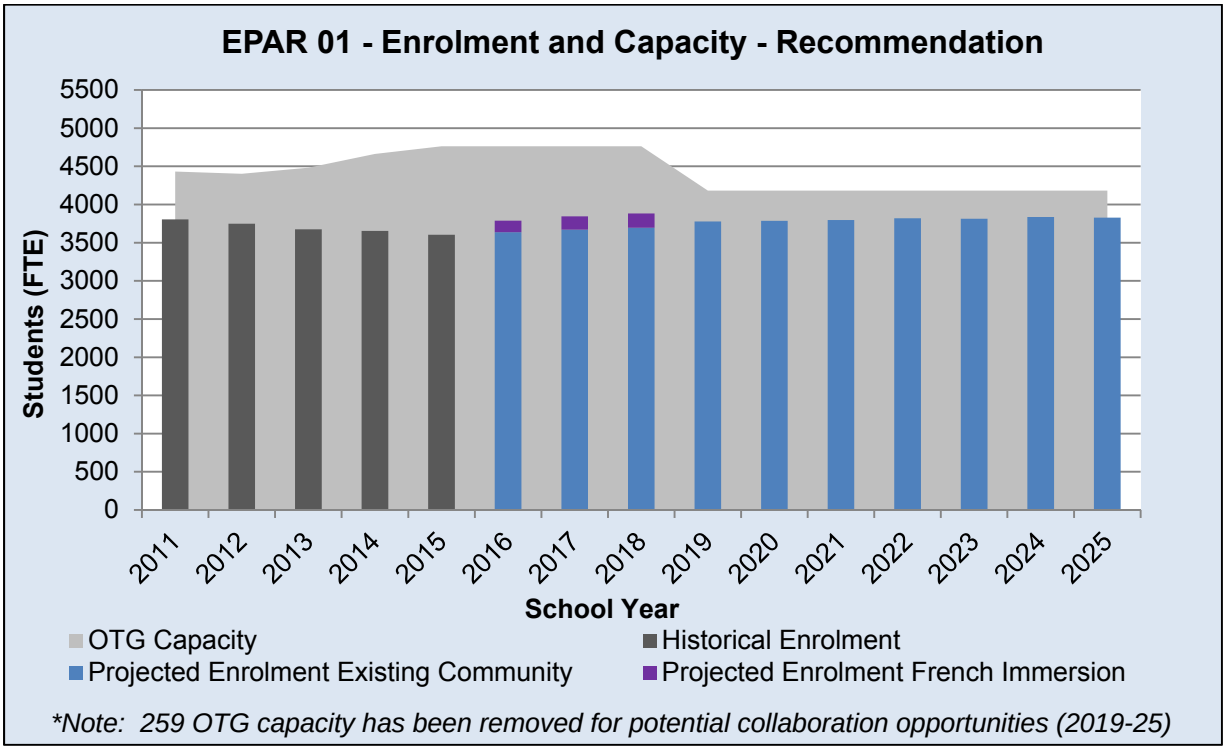
Financial Analysis of the School - Using the School based costs of Administration, Facility Services and Information Technology, it has been calculated that in 2015-16 the average cost per student at Westminster Central Public School was $4,064.89 compared to the Board average cost average per student of $1,416.06 as identified in the chart found in Section C of the SIP.

SECTION 3 – RECOMMENDED SOLUTION

The Senior Administration's recommended changes involve a comprehensive shift in attendance areas to align with the current and future demographic trends. It will allow for accommodation of students in the urban areas that municipalities are directing population growth and preserve the rural community with urban amenities. Aligning the future community direction with educational facilities will allow for a more efficient, economical and viable solution to the changes ahead.

Based on careful consideration of demographics, program offerings, historical enrolment trends, location of existing students and facility size/condition, the Senior Administration's recommendations have been developed to provide enhanced learning opportunities for students and to address the long term accommodation needs of the Board.

The resulting combined enrolments will provide greater opportunities for students of all schools within the Review area. The closure and disposition of four schools will assist in reducing the unfunded space operated by the Board as well as long term renewal and operating costs.



**Note: 259 OTG capacity has been removed for potential collaboration opportunities (2019-25)*

It should be noted that as of 2019, the intermediate French Immersion and Extended French Immersion students currently at Port Stanley Public School and the facility capacity of Sparta Public School have been removed from the graph above. Senior Administration is recommending an Attendance Area Review be conducted in 2018, in order to create an attendance area for a second SK-8 French Immersion School in Elgin County, those students have yet to be determined.

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

As the Senior Administration's recommendations for EPAR-01 are complex, the Pupil Accommodation Review area has been broken-down into geographic regions for clarity of explanation:

Northern Region: (New Belmont and River Height/ Northdale Central Public Schools)

- Creation of New Belmont Public School and attendance area;
- New Sarum Public School closes, the attendance area is designated to New Belmont, New Southeast St.Thomas, Davenport/McGregor Public Schools,
- South Dorchester Public School closes and is declared surplus, the attendance area is designated to New Belmont Public School;
- A portion of Davenport Public School's grade 7 and 8 attendance area (South Dorchester Public School) is designated to New Belmont Public School;
- Springfield Public School closes and is declared surplus, a portion of the attendance area is designated to New Belmont Public School;
- Westminster Central Public School closes and is declared surplus;
- A portion of Westminster Central Public School's attendance area is designated to New Belmont Public School;
- A portion of the River Heights Public School /Northdale Central Public School attendance area is designated to New Belmont Public School.

Southern Region: (Port Stanley Public School)

- Sparta Public School closes, the attendance area is designated to Port Stanley Public School;
- French Immersion program is relocated to Sparta Public School facility;

Eastern Region: (Davenport/ McGregor and Summers' Corners Public Schools)

- McGregor Public School becomes Junior Kindergarten to grade 3;
- Davenport Public School becomes grade 4 to 8;
- A portion of New Sarum Public School's attendance area is designated to Davenport/ McGregor Public Schools;
- A portion of Summers' Corners Public School's attendance area is designated to Davenport/ McGregor Public Schools;
- A portion of Springfield Public School's attendance area is designated to Summers' Corners Public School.

Western Region: (New Southeast St. Thomas and Mitchell Hepburn Public Schools)

- Creation of New St. Thomas Public School and attendance area;
- A portion of Mitchell Hepburn Public School's attendance area is designated to New Southeast St.Thomas Public School;
- A portion of New Sarum Public School's attendance area is designated to New Southeast St.Thomas Public School.

NORTHERN REGION:

The following are the Senior Administration's recommendations with respect to the Northern Region of EPAR-01:

- **THAT a new JK to grade 8 elementary school be constructed in the village of Belmont, opening 2019 September 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT New Sarum Public School close and be declared surplus as of 2019 June 30, contingent upon Ministry of Education approval of capital funding;**

- **THAT a portion of the New Sarum Public School students be accommodated at the new Belmont Public School, upon closure of New Sarum Public School, as per Figure 01, as of 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT South Dorchester Public School close and be declared surplus as of 2019 June 30, contingent upon Ministry of Education approval of capital funding;**

- **THAT South Dorchester Public School students be accommodated at new Belmont Public School, upon closure of South Dorchester Public School, as per Figure 01, as of 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT Westminster Central Public Schools close and be declared surplus as of 2019 June 30, contingent upon Ministry of Education approval of capital funding;**

- **THAT Westminster Central Public School students residing south of Highway 401 be accommodated at the new Belmont Public School, upon closure of Westminster Central Public School, as per Figure 01, as of 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT a portion of Springfield Public School students be accommodated at the new Belmont Public, upon closure of Springfield Public School, as per Figure 01, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT River Heights Public School (JK - grade 3) students residing south of Highway 401 be accommodated at the new Belmont Public School, as per Figure 01, as of 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT Northdale Central Public School (grades 4 -8) students residing south of Highway 401 be accommodated at the new Belmont Public School, as per Figure 01, as of 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT the new JK - grade 8 Belmont Public School attendance area be approved as per Figure 01, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT the River Heights Public School new attendance area be approved as per Figure 02, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT the Northdale Central Public School new attendance area be approved as per Figure 02, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT a program enhancement renovation be completed at Northdale Central PS, contingent upon Ministry of Education approval of capital funding;**

- **THAT the Northdale Central Public School grade 7 students residing in the area that will be accommodated at the new Belmont Public School as of 2019 March 01, be provided a "grandparenting option" that would allow them to remain at Northdale Central Public School for the 2019-20 school year, with transportation.**

- **THAT the Board post on-line and notify by email, the listed Community Organizations of the potential co-build opportunity at the new Belmont Public School, contingent upon Ministry of Education approval of capital funding.**

- **THAT the Board post on-line and notify by email, the listed Community Organizations of the potential collaboration opportunity at River Heights Public School, contingent upon Ministry of Education approval of capital funding.**

2017 January 31 - Corrections

NEW BELMONT PUBLIC SCHOOL:

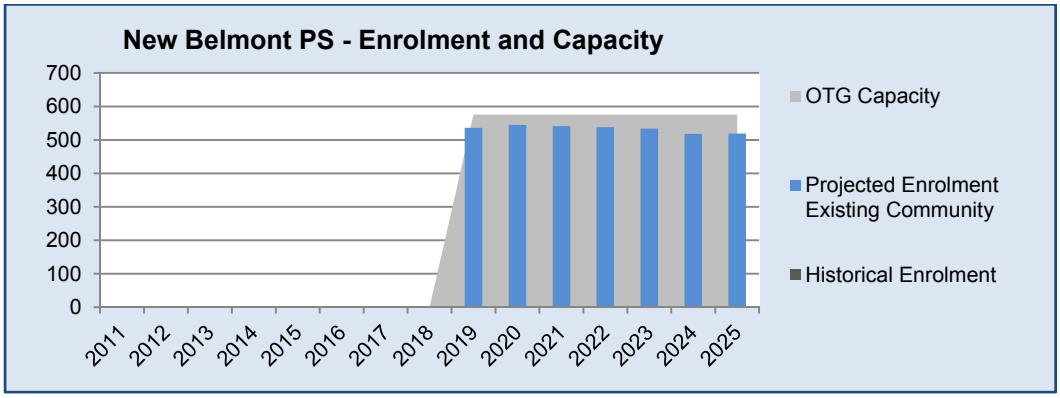
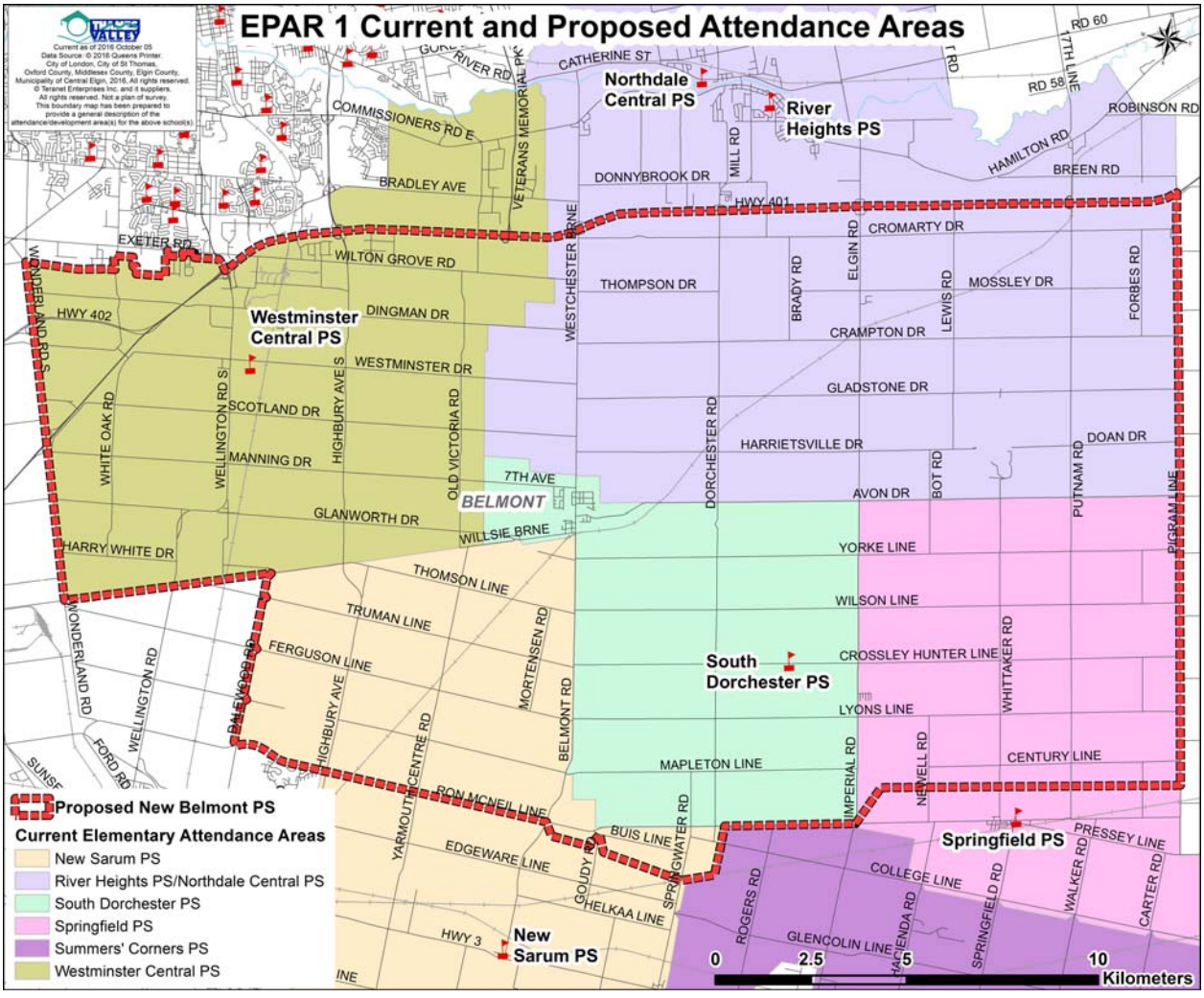


Figure 01, recommended New Belmont Public School attendance area, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding;



Development - The village of Belmont continues to grow, and is identified by the municipality of Central Elgin as an Urban settlement area. The community is serviced with municipal water and sanitary systems. Approximately 30 students are projected from the 145 single family and condominium residential units currently circulated and under construction in Belmont. The village of Belmont has residential designated lands with potential for further growth.

Enrolment Projections

New Belmont PS												
Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2019	50	50	52	53	53	64	49	57	62	46	0	536
2020	51	52	51	52	54	52	65	52	55	61	0	545
2021	52	53	54	52	53	53	53	66	50	55	0	541
2022	51	53	54	53	53	53	53	55	62	51	0	538
2023	51	52	54	53	54	52	53	52	51	62	0	534
2024	51	53	52	54	53	52	50	52	50	51	0	518
2025	51	52	53	53	54	53	52	51	49	51	0	519

Program - English track Junior Kindergarten to grade 8 elementary school.

School Organization: Projections indicate that as of 2019-20, there will be sufficient enrolment to have 4 Full Day Kindergarten, 8 Primary (grade 1-3), and 11 Junior and Intermediate (grades 4-8) classes.

Accommodations - The new school would have an OTG Capacity of 576 and consist of 4 FDK classrooms, 20 Standard Classrooms, 1 General Arts classroom, Learning Support room, Learning Commons, Gymnasium, Primary Activity room and stage, and seminar rooms. The new Belmont Public School would be LEED Silver certified, AODA compliant, and available for Community Use.

Educational Opportunities and Benefits to Learning
School boards generally consolidate and close schools to enable improved educational options and opportunities for students. By bringing students together through a school consolidation, school boards are often able to offer a better educational experience.

A greater staff complement provides more opportunities for students to receive support from non-classroom teaching and support staff and better utilization of system support staff such as teachers on special assignment, gifted itinerant teachers, English Language Learners (ELL) teachers, instructional coaches and superintendents of student achievement. With fewer schools to support, less travel time for itinerant staff leads to increased time available to be spent with students.

We know that the greatest impact on student learning is the quality of classroom instruction (Hattie, 2009). An increased school staff complement creates greater opportunities for staff to co-plan, co-learn and co-teach with like-grade partners. Collaboration amongst staff members provides dynamic and robust programming for students.

Collaboration is a key competency for today's learners that engages them deeply and is transferrable to new learning situations. An increased student complement presents students with opportunities to collaborate with a greater number and more diverse group of peers benefitting them personally and in future business and work relationships.

A larger staffing complement also provides increased numbers of staff to volunteer their time in support of a wider variety of extracurricular responsibilities on behalf of students. As well, there would be sufficient numbers of students to support various sports teams.

A new Library Learning Commons would be created, and with more students in a school, the school would receive an increased teacher librarian complement, allowing greater access for students to this

valuable space and teacher. Teacher-librarians serve to enhance literacy instruction and learning across all subject areas when they partner with the classroom teacher.

During the instructional day the activity room may be used for, but is not limited to, physical education, large group activities, collaborative learning activities, presentations and performances.

Learning environment enhancements, through capital planning initiatives, create a positive impact on the learning environment for our students. Enhancements to natural lighting, accessibility, display spaces, heating and ventilation, as well as the physical layout in renovated and newly-built school settings improve the opportunities for students to focus on collaborative, experiential and inquiry-based learning through the optimal use of all spaces in the school.

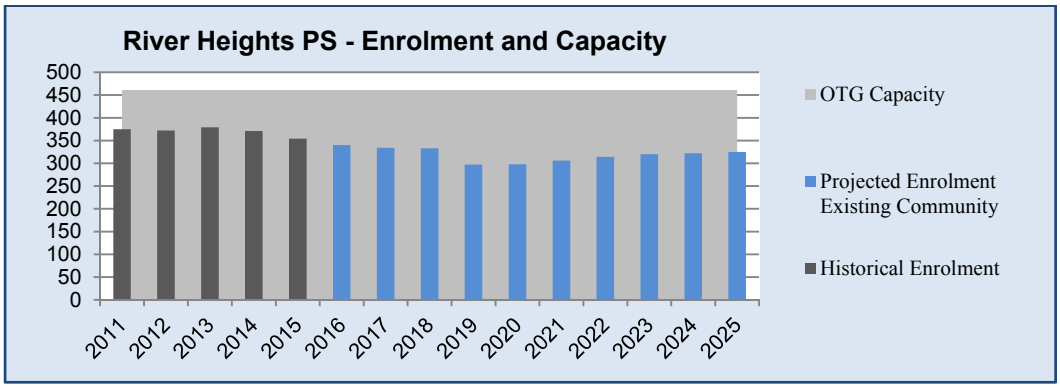
Transportation - It is anticipated that 80.7% or 455 students would be eligible for transportation, and 11 vehicles would be required. The average bus ride time would be 26 minutes. The student residence proximity to school average distance would be 8.4km.

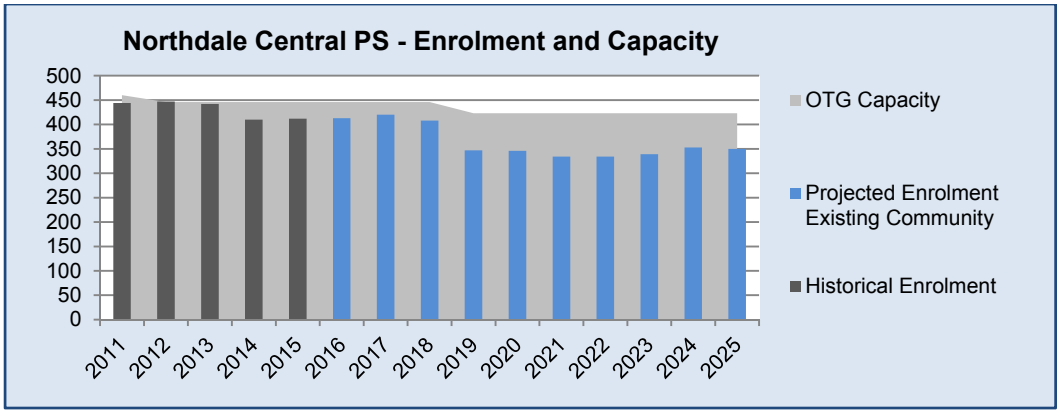
Grandparenting Option - Senior Administration is recommending that the 2018-19 grade 7 Northdale Central Public School students residing in the attendance area being designated to the new Belmont Public School be given the option to remain at Northdale Central Public School for their final grade 8 year, with transportation.

As Westminster Central, New Sarum, South Dorchester and Springfield Public Schools are recommended to close, the grandparenting option is not available for those 2018-19 grade 7 students.

Co-Build Opportunity - TVDSB will circulate potential Co-build opportunities to Community Organizations at the New Belmont Public School.

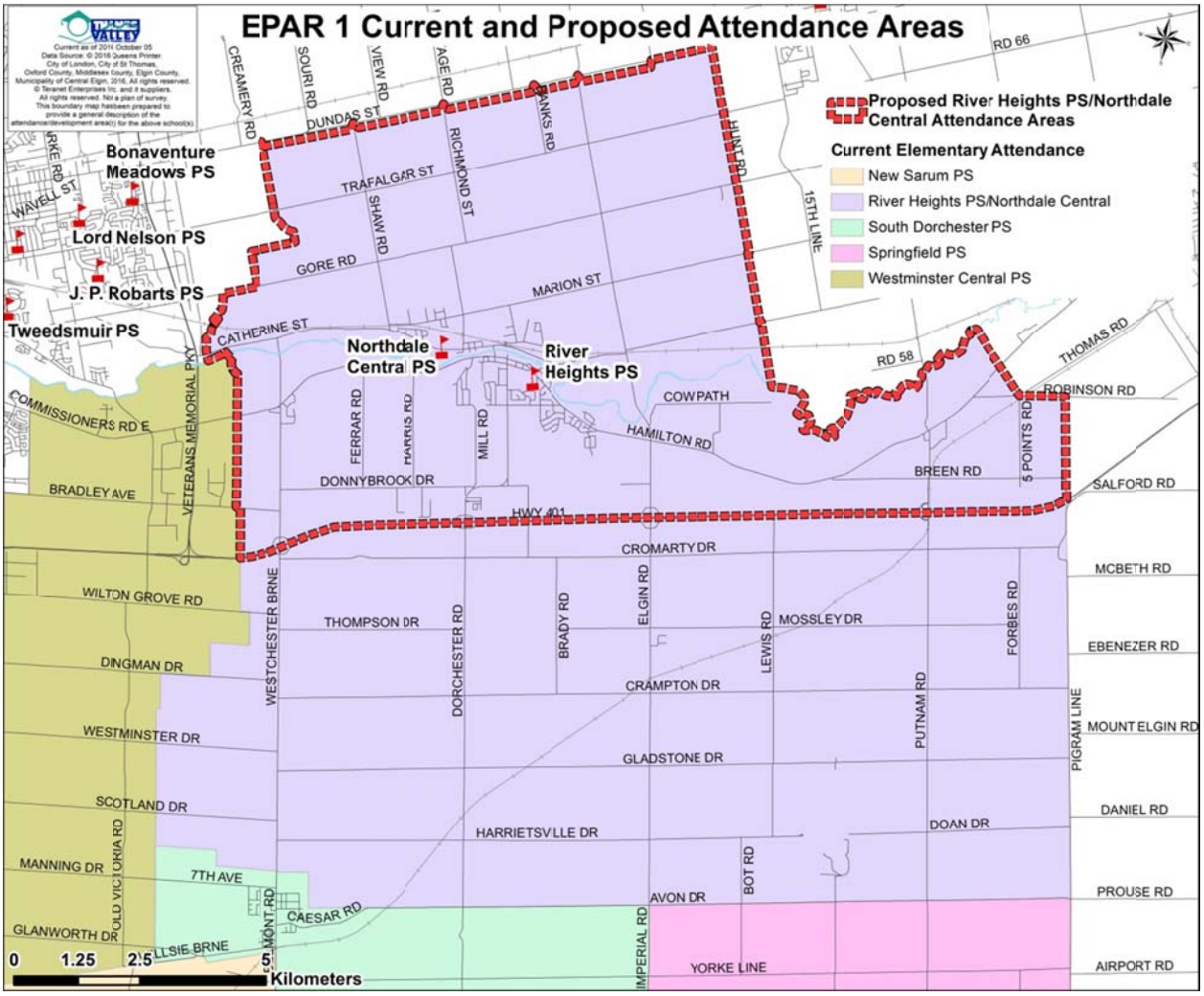
RIVER HEIGHTS PS and NORTHDALE CENTRAL PS





2017 January 31 - Corrections

Figure 02, recommended River Heights Public School and Northdale Central Public School attendance area, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding:



Development – By decreasing the attendance area for River Heights and Northdale Central Public Schools, the facilities will be able to sustain the pressure of future growth within the community of Dorchester. Currently there is a total of 433 residential developments circulated and under construction. The current circulated residential development plans for this attendance area are expected to yield approximately 65 students.
Although the current status of the development known as The Boardwalk at Mill Pond is Draft approved the subdivision is not expected in the near future unless service upgrades are made.

2017 January 31 - Corrections

Enrolment Projections

River Heights PS												
Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	77	77	70	73	78	0	0	0	0	0	0	375
2012	69	80	74	71	78	0	0	0	0	0	0	372
2013	63	79	81	83	73	0	0	0	0	0	0	379
2014	63	65	78	86	79	0	0	0	0	0	0	371
2015	67	60	68	74	85	0	0	0	0	0	0	354
2016	61	72	62	70	75	0	0	0	0	0	0	340
2017	64	63	74	63	70	0	0	0	0	0	0	334
2018	65	66	64	75	63	0	0	0	0	0	0	333
2019	58	58	59	57	65	0	0	0	0	0	0	297
2020	59	60	60	61	58	0	0	0	0	0	0	298
2021	60	61	62	62	61	0	0	0	0	0	0	306
2022	62	63	63	64	62	0	0	0	0	0	0	314
2023	63	64	64	65	64	0	0	0	0	0	0	320
2024	63	64	65	65	65	0	0	0	0	0	0	322
2025	64	65	65	66	65	0	0	0	0	0	0	325

Northdale Central PS												
Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	0	0	0	0	0	83	80	86	89	82	24	444
2012	0	0	0	0	0	79	84	80	89	90	25	447
2013	0	0	0	0	0	82	77	85	83	90	25	442
2014	0	0	0	0	0	66	81	69	85	84	25	410
2015	0	0	0	0	0	76	66	85	71	89	25	412
2016	0	0	0	0	0	87	79	65	86	71	25	413
2017	0	0	0	0	0	75	87	80	66	87	25	420
2018	0	0	0	0	0	70	76	89	81	67	25	408
2019	0	0	0	0	0	49	60	65	75	73	25	347
2020	0	0	0	0	0	66	50	62	66	77	25	346
2021	0	0	0	0	0	59	67	51	64	68	25	334
2022	0	0	0	0	0	62	60	69	53	65	25	334
2023	0	0	0	0	0	63	63	62	71	55	25	339
2024	0	0	0	0	0	65	64	64	63	72	25	353
2025	0	0	0	0	0	65	65	65	66	64	25	350

Program - No changes in the school's organizational model are recommended for River Heights Public School (JK - grade 3) or Northdale Central Public School (grades 4 - 8).

School Organization: Projections indicate that as of 2019-20, there will be sufficient enrolment to have 4 Full Day Kindergarten, 10 Primary (grade 1-3) located at River Heights Public School and 11 Junior and Intermediate (grades 4-8) classes located at Northdale Central Public School.

Accommodation Recommendations - Program enhancement of a General Arts room renovation is recommended for Northdale Central Public School.

Transportation - For River Heights Public School, it is anticipated that 68.37% or 196 students would be eligible for transportation, and 18 (shared) vehicles would be required. The average bus ride time would be 10 minutes. The student residence proximity to school average distance would be 1.98km.

For Northdale Central Public School, it is anticipated that 93.4% or 312 students would be eligible for transportation, and 18 (shared) vehicles would be required. The average bus ride time would be 12 minutes. The student residence proximity to school average distance would be 3.38km

Grandparenting Option - Senior Administration is recommending that the 2018-19 grade 7 Northdale Central Public School students residing in the attendance area being designated to the new Belmont Public school be given the option to remain at Northdale Central Public School for their final grade 8 year, with transportation.

Collaboration Opportunity - To offset the funding gap of excess space remaining at River Heights Public School, Senior Administration's recommends a reduction in pupil places through collaboration. It is estimated that approximately 6,000 sq. ft. will be available for non-board use.

As part of the 2016 Capital Priorities funding requests, the Board submitted a joint request with the London-Middlesex Consolidated Municipal Service Managers (CMSM) for funding of 88 Child Care spaces and 2 Child & Family Support Program Spaces. To date, the Board has not received notice from the Ministry of a decision.

2017 January 31 - Corrections

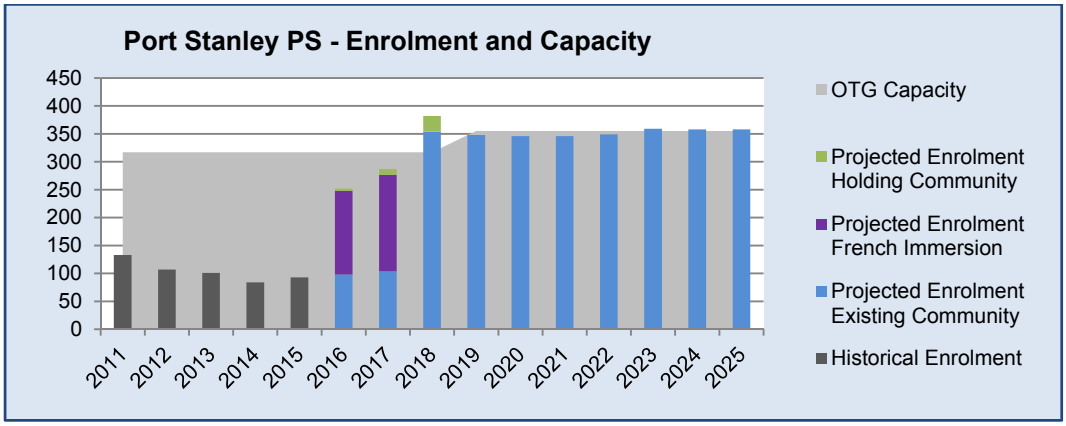
SOUTHERN REGION:

The following are the Senior Administration's recommendations with respect to the Southern Region of EPAR-01:

- **THAT Sparta Public School close as of 2018 June 30;**
- **THAT Sparta Public School students be accommodated at Port Stanley Public School, upon closure of Sparta Public School, as per Figure 03, as of 2018 July 01;**
- **THAT the Port Stanley Public School new attendance area be approved as per Figure 03, effective 2018 July 01;**
- **THAT an addition and renovations be completed for student accommodation and program enhancement at Port Stanley Public School, contingent upon Ministry of Education approval of capital funding;**
- **THAT the grade 7 and 8 French Immersion and Extended French Immersion program be relocated ~~at~~ from Port Stanley Public School, effective of 2018 July 01;**
- **THAT an Attendance Area Review be completed in 2017-18 for the elementary French Immersion program in Elgin County for the creation of a new SK-8 FI public school to be accommodated at Sparta Public School, effective 2018 July 01;**
- **THAT the Board post on-line and notify by email, listed Community Organization of the potential co-build opportunity at Port Stanley Public School, contingent upon Ministry of Education approval of capital funding.**

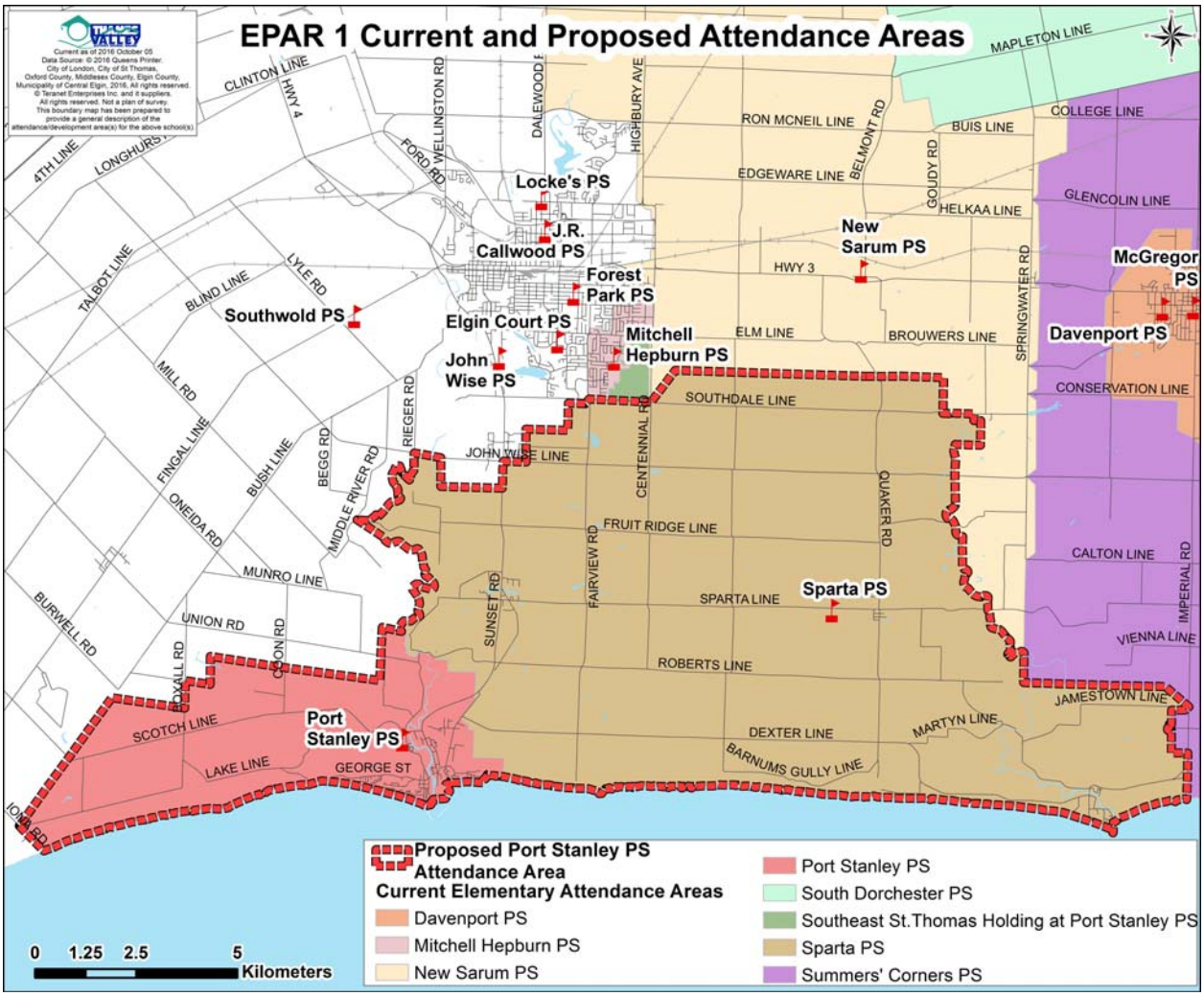
2017 January 31 - Corrections

PORT STANLEY PUBLIC SCHOOL:



(Corrections to above chart: 2018 only, all FI removed and Sparta PS enrolment included)

Figure 03, recommended Port Stanley Public School attendance area, effective 2018 July 01:



Development – The new attendance area for Port Stanley PS will encompass the villages of Port Stanley, Union and Port Bruce. The village of Port Stanley and Union have residential designated lands with potential for growth, and have been identified by the municipality of Central Elgin as urban settlement areas. The community of Port Stanley is fully serviced and in the next 10 years there are approximately 20 students projected from circulated and under construction residential development. The village of Union although planned for future development would require upgrades to services to allow for growth. The village of Port Bruce has been identified by the municipality of Malahide as a recreational settlement which will encourage seasonal residents. Port Bruce would require services for the expansion to take place.

Enrolment Projections –

Port Stanley PS

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	8	15	14	6	15	9	14	19	9	24	0	133
2012	13	8	11	12	5	12	8	12	15	11	0	107
2013	10	12	7	11	12	6	14	8	8	13	0	101
2014	11	7	11	6	10	8	4	12	7	8	0	84
2015	10	11	7	12	8	10	12	4	12	7	0	93
2016	14	9	10	6	11	11	12	12	5	12	0	102
2017	14	14	10	11	7	13	13	13	13	6	0	114
2018	39	36	35	36	39	35	41	41	44	36	0	382
2019	35	34	33	33	34	36	31	37	34	41	0	348
2020	36	34	35	35	35	34	37	31	35	34	0	346
2021	36	35	35	37	35	35	35	35	28	35	0	346
2022	36	35	36	37	38	36	36	34	33	28	0	349
2023	37	36	35	38	38	39	36	35	32	33	0	359
2024	36	36	35	37	38	39	38	35	32	32	0	358
2025	36	35	35	37	38	38	38	37	32	32	0	358

(Corrections to above chart: 2018 only, all French Immersion students removed)

Program - No change in the school's English track organizational model is recommended for Port Stanley Public School (JK - grade 8). The French Immersion and Extended French Immersion program is recommended to be relocated to Sparta Public School after an Attendance Area Review is conducted for French Immersion in Elgin County.

School Organization: English track Junior Kindergarten (JK) to grade 8 elementary school. Projections indicate that as of 2019-20, there will be sufficient enrolment to have 3 Full Day Kindergarten, 5 Primary (grade 1-3), and 7.5 Junior and Intermediate (grades 4-8) classes.

Accommodations - Program enhancements, an addition and renovations are recommended for student accommodation. Improvements include the addition of Learning Commons. Renovations would include a FDK classroom and standard classrooms.

Educational Opportunities and Benefits to Learning

An increase in school size provides several benefits to students. Using a model where multiple classes are available at each grade level allows for more options for student class placement.

A greater staff complement provides more opportunities for students to receive support from non-classroom teaching and support staff and better utilization of system support staff such as teachers on special assignment, gifted itinerant teachers, English Language Learners (ELL) teachers, instructional coaches and superintendents of student achievement. With fewer schools to support, less travel time for itinerant staff leads to increased time available to be spent with students.

We know that the greatest impact on student learning is the quality of classroom instruction (Hattie, 2009). An increased school staff complement creates greater opportunities for staff to co-plan, co-learn and co-teach with like-grade partners. Collaboration amongst staff members provides dynamic and robust programming for students.

Collaboration is a key competency for today's learners that engages them deeply and is transferrable to new learning situations. An increased student complement presents students with opportunities to collaborate with a greater number and more diverse group of peers benefitting them personally and in future business and work relationships.

A larger staffing complement also provides increased numbers of staff to volunteer their time in support of a wider variety of extracurricular responsibilities on behalf of students. As well, there would be sufficient numbers of students to support various sports teams.

One of the focus areas of the Accommodation Reviews is to improve the Library Learning Commons. Not only would the Library Learning Commons be updated, but with more students in a school, the school would receive increased teacher librarian complement, allowing greater access for students to this valuable space and teacher. Teacher-librarians serve to enhance literacy instruction and learning across all subject areas when they partner with the classroom teacher.

Learning environment enhancements, through capital planning initiatives, create a positive impact on the learning environment for our students. Enhancements improve the opportunities for students to focus on collaborative, experiential and inquiry-based learning through the optimal use of all spaces in the school.

Transportation - It is anticipated that 99.7% or 339 students would be eligible for transportation, and 9 vehicles would be required. The average bus ride time would be 26 minutes. The student residence proximity to school average distance would be 7.76km.

Grandparenting Option - As Sparta Public School is recommended to close, the grandparenting option is not available for those 2018-19 grade 7 students attending Sparta Public School.

The French Immersion program located at Port Stanley Public School will be relocated; therefore there is no grandparenting option available for 2018-19 grade 7 French Immersion and Extended French Immersion students.

Co-Build Opportunity - TVDSB will circulate potential Co-build opportunities to Community Organizations at Port Stanley Public School.

2017 January 31 - Corrections

EASTERN REGION:

The following are the Senior Administration's recommendations with respect to the Eastern Region:

- **THAT McGregor Public School become a Junior Kindergarten - grade 3 elementary school, as of 2018 June 30, contingent upon Ministry of Education approval of capital funding;**

- **THAT program enhancement renovations be completed at McGregor Public School, contingent upon Ministry of Education approval of capital funding;**

- **THAT the McGregor Public School (JK - grade 3) new attendance area be approved as per Figure 04, effective 2018 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT a portion of New Sarum Public School students be accommodated at McGregor Public School (JK - 3) and Davenport Public School (grades 4 - 8), upon closure of New Sarum Public School, as per Figure 04, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT a portion of Summers' Corners Public School students be accommodated at McGregor Public School (JK - 3) and Davenport Public School (grades 4 - 8), as per Figure 04, effective 2018 July 01;**

- **THAT Davenport Public School become a grades 4 -8 Elementary School, effective 2018 June 30, , contingent upon Ministry of Education approval of capital funding;;**

- **THAT program enhancement renovations be completed at Davenport Public School, contingent upon Ministry of Education approval of capital funding;**

- **THAT the Davenport Public School (grades 4-8) new attendance area be approved as per Figure 05, effective 2018 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT a portion of Davenport Public School students, residing in the South Dorchester (JK-6) attendance area be accommodated at new Belmont Public School, as per Figure 01, effective 2018 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT the Davenport Public School grade 7 students residing in the area to be accommodated at new Belmont Public School as of 2019 March 01, be provided with the a grandparenting option to remain at Davenport Public School for the 2019-20 school year, with transportation, contingent upon Ministry of Education approval of capital funding;**

- **THAT Springfield Public School close and be declared surplus as of 2019 June 30, contingent upon Ministry of Education approval of capital funding;**

- **THAT a portion of Springfield Public School students be accommodated at Summers' Corners Public School, upon closure of Springfield Public School, as per Figure 06, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT the Summers' Corners Public School grade 7 students residing in the area to be accommodated at Davenport Public School as of 2018 March 01, be provided with the a grandparenting option to remain at Summers' Corners Public School for the 2018-19 school year, with transportation.**

- **THAT the Summers' Corners Public School (JK - grade 8) new attendance area be approved as per Figure 06, effective 2018 July 01, contingent upon Ministry of Education approval of capital funding;**
- **THAT the Board post on-line and notify by email, the listed Community Organizations of the potential collaboration opportunity at McGregor Public School, contingent upon Ministry of Education approval of capital funding;**
- **THAT the Board post on-line and notify by email, the listed Community Organizations of the potential collaboration opportunity at Summers' Corners Public School, contingent upon Ministry of Education approval of capital funding.**

McGREGOR PUBLIC SCHOOL:

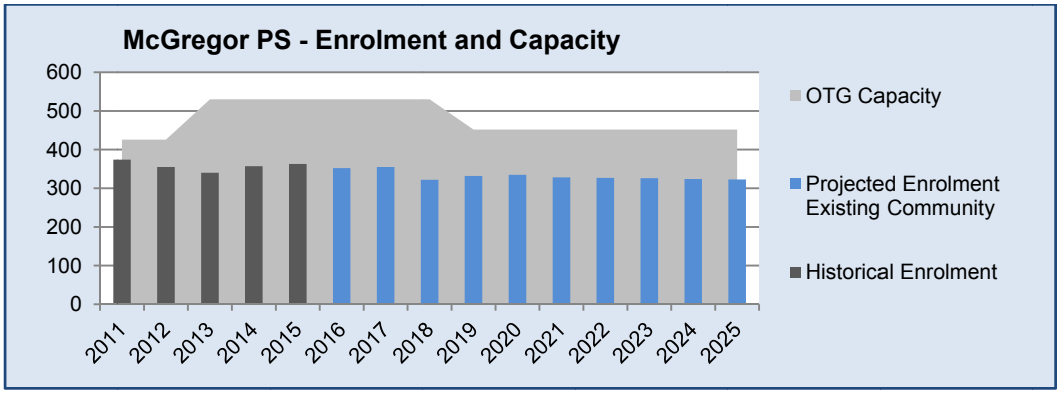
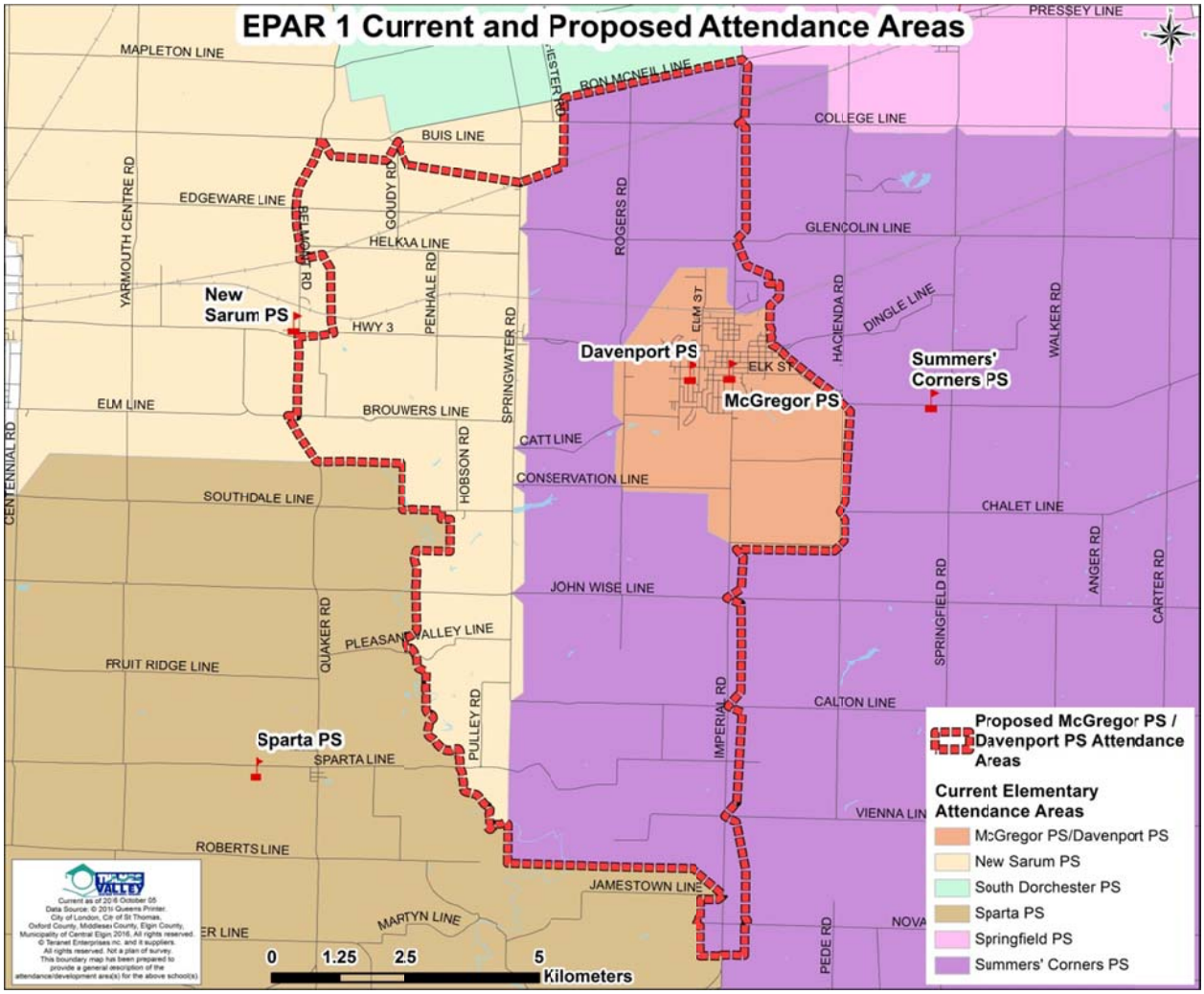


Figure 05, recommended McGregor Public School attendance area, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding:



Development - The Official Plan for the Township of Malahide indicates that the areas east and west of Aylmer are under consideration for growth and community expansion. The development within the recommended attendance area is not expected to yield a significant amount of students. With the decline in the urban areas encompassing the recommended attendance area and the municipalities plans to expand the residential land designation within Aylmer the facilities of McGregor and Davenport will be properly utilized into the future.

McGregor PS												
Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	58	66	54	62	67	60	0	0	0	0	7	374
2012	54	56	67	49	59	60	0	0	0	0	10	355
2013	56	58	51	67	45	56	0	0	0	0	7	340
2014	59	66	61	49	72	43	0	0	0	0	7	357
2015	52	65	62	54	52	74	0	0	0	0	4	363
2016	55	56	62	65	56	55	0	0	0	0	3	352
2017	56	59	54	60	67	56	0	0	0	0	3	355
2018	62	65	66	58	68	0	0	0	0	0	3	322
2019	66	69	66	70	61	0	0	0	0	0	0	332
2020	65	69	66	64	71	0	0	0	0	0	0	335
2021	65	68	66	64	65	0	0	0	0	0	0	328
2022	65	68	65	64	65	0	0	0	0	0	0	327
2023	65	68	65	63	65	0	0	0	0	0	0	326
2024	64	68	65	63	64	0	0	0	0	0	0	324
2025	64	67	65	63	64	0	0	0	0	0	0	323

Program – Changes to the school organization model are recommended for McGregor Public School from an English track Junior Kindergarten (JK) to grade 4 elementary School to an English track JK to grade 3 elementary school.

School Organization - Projections indicate, as of 2019-20 there will be sufficient enrolment to have 5 Full Day Kindergarten classes, 10 Primary (grade 1-3 classes).

The self-contained Developmental Education primary program class will no longer exist at McGregor Public School and has been relocated to Summers' Corners Public School.

Accommodations - Program enhancements and renovations are and include a new Learning Commons, standard classrooms and General Arts room improvements. As well, renovations to the Administration office would be completed.

Educational Opportunities and Benefits to Learning
One of the focus areas of the Accommodation Reviews is to improve the Library Learning Commons at McGregor P.S. Not only would the Library Learning Commons be updated, but with more students in a school, the school would receive increased teacher librarian complement, allowing greater access for students to this valuable space and teacher. Teacher-librarians serve to enhance literacy instruction and learning across all subject areas when they partner with the classroom teacher.

Learning environment enhancements, through capital planning initiatives, create a positive impact on the learning environment for our students. Enhancements improve the opportunities for students to focus on collaborative, experiential and inquiry-based learning through the optimal use of all spaces in the school.

Transportation - It is anticipated that 80.7% or 455 students would be eligible for transportation, and 5 (shared) vehicles would be required. The average bus ride time would be 23 minutes. The student residence proximity to school average distance would be 1.9km.

Grandparenting option - As McGregor Public School has no intermediate students, there is no grandparenting option.

Collaboration Opportunity - To offset the funding gap of excess space remaining at for McGregor Public School, Senior Administration's recommends a reduction in pupil places through collaboration. It is estimated that approximately 2,100 sq. ft. will be available for non-board use

TVDSB will circulate potential Collaboration opportunities to Community Organizations for McGregor Public School.

DAVENPORT PUBLIC SCHOOL:

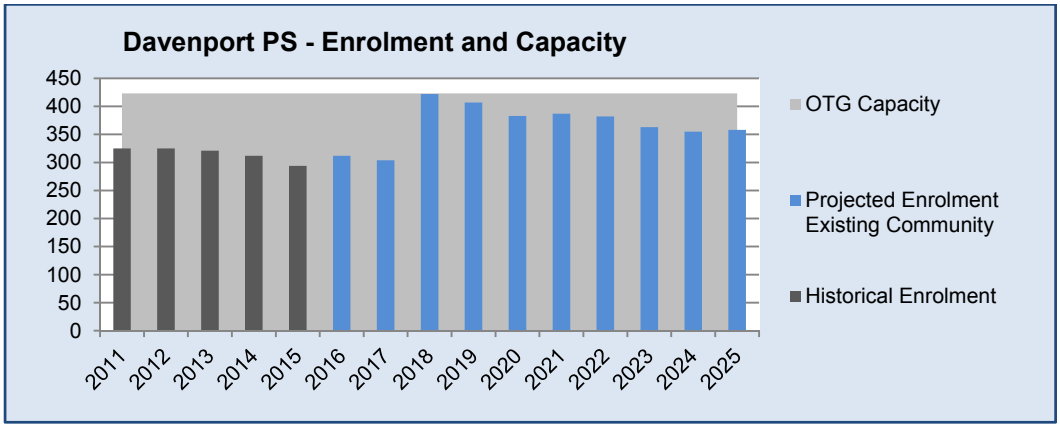
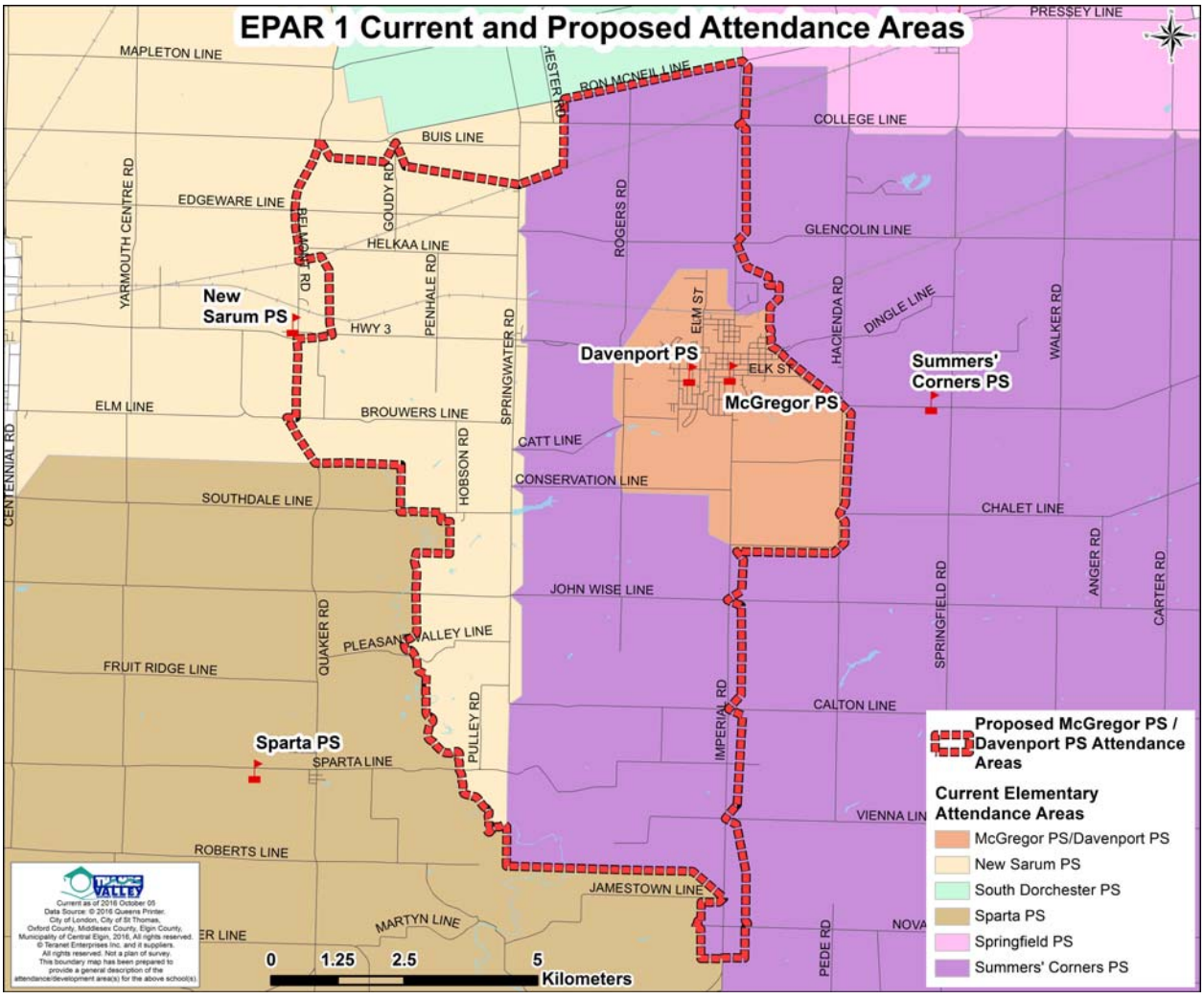


Figure 04, recommended Davenport Public School attendance area, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding:



Development - The Official Plan for the Township of Malahide indicates that the areas east and west of Aylmer are under consideration for growth and community expansion. The development within the recommended attendance area is not expected to yield a significant amount of students. With the decline in the urban areas encompassing the recommended attendance area and the municipalities plans to expand the residential land designation within Aylmer the facilities of McGregor and Davenport will be properly utilized into the future.

Enrolment Projections

Davenport PS												
Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	0	0	0	0	0	0	70	61	92	88	14	325
2012	0	0	0	0	0	0	68	65	88	94	10	325
2013	0	0	0	0	0	0	58	68	96	90	9	321
2014	0	0	0	0	0	0	60	63	88	92	9	312
2015	0	0	0	0	0	0	49	64	88	85	8	294
2016	0	0	0	0	0	0	77	49	81	95	10	312
2017	0	0	0	0	0	0	58	79	76	81	10	304
2018	0	0	0	0	0	74	71	69	112	86	10	422
2019	0	0	0	0	0	73	87	78	73	96	0	407
2020	0	0	0	0	0	60	78	91	80	74	0	383
2021	0	0	0	0	0	69	65	81	92	80	0	387
2022	0	0	0	0	0	64	76	68	82	92	0	382
2023	0	0	0	0	0	64	70	78	69	82	0	363
2024	0	0	0	0	0	64	70	72	80	69	0	355
2025	0	0	0	0	0	63	70	71	74	80	0	358

Program – Changes to the school organization model are recommended for Davenport Public School from an English track grade 5 to 8 to a English track grade 4 to 8 English track elementary school.

School Organization - Projections indicate that as of 2019-20, there will be sufficient enrolment to have 16.5 Junior and Intermediate (grades 4-8) classes

The self-contained Developmental Education Junior and intermediate program class will no longer exist at Davenport Public School and has been relocated to Summers' Corners Public School.

Accommodations - Program enhancements and renovations are recommended and would include a Learning Commons, standard classrooms and general arts room improvements.

Educational Opportunities and Benefits to Learning
Collaboration is a key competency for today's learners that engages them deeply and is transferrable to new learning situations. Moving grade 4 students to a location with other junior students presents the grade 4 students with opportunities to collaborate with a more diverse group of junior students.

A larger staffing complement also provides increased numbers of staff to volunteer their time in support of a wider variety of extracurricular responsibilities on behalf of students. As well, there would be sufficient numbers of students to support various sports teams.

One of the focus areas of the Accommodation Reviews is to improve the Library Learning Commons at Davenport Public School.

Not only would the Library Learning Commons be updated, but with more students in a school, the school would receive increased teacher librarian complement, allowing greater access for students to this valuable space and teacher. Teacher-librarians serve to enhance literacy instruction and learning across all subject areas when they partner with the classroom teacher.

Learning environment enhancements, through capital planning initiatives, create a positive impact on the learning environment for our students. Enhancements improve the opportunities for students to focus on collaborative, experiential and inquiry-based learning through the optimal use of all spaces in the school.

In a renovated building a general arts room would be created. The general arts room is a multi-purpose room. It is equipped with sound attenuation panels and increased storage for musical instruments and visual arts supplies.

Transportation - It is anticipated that 33.8% or 130 students would be eligible for transportation, and 5 (shared) vehicles would be required. The average bus ride time would be 21 minutes. The student residence proximity to school average distance would be 2.26km.

Grandparenting Option - Senior Administration is recommending that the 2018-19 grade 7 Summers' Corners Public School students residing in attendance area being designated to Davenport Public School be given the option to remain at Summers' Corners Public School for their final year, with transportation.

Senior Administration is recommending that the 2018-19 grade 7 Davenport Public School students residing in the South Dorchester Public School attendance area being designated to the new Belmont Public School be given the option to remain at Davenport Public School for their final year, with transportation.

As New Sarum and South Dorchester Public Schools are recommended to close, the grandparenting option is not available for those 2018-19 grade 7 students.

2017 January 31 - Corrections

SUMMERS' CORNERS PUBLIC SCHOOL:

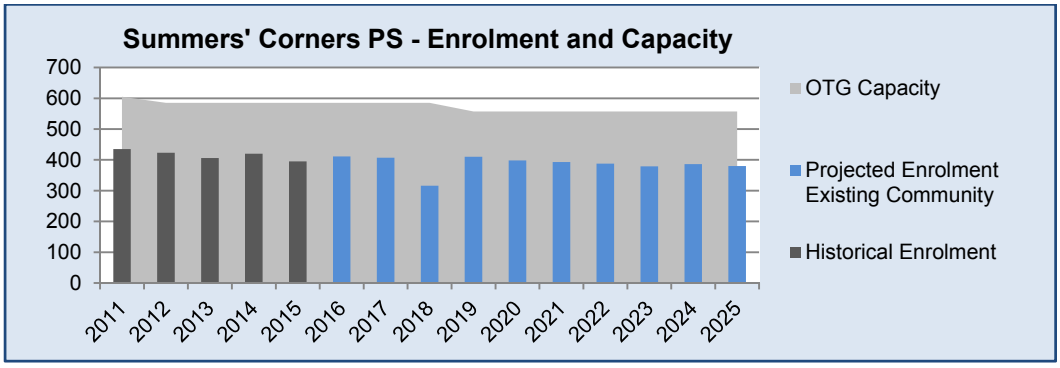
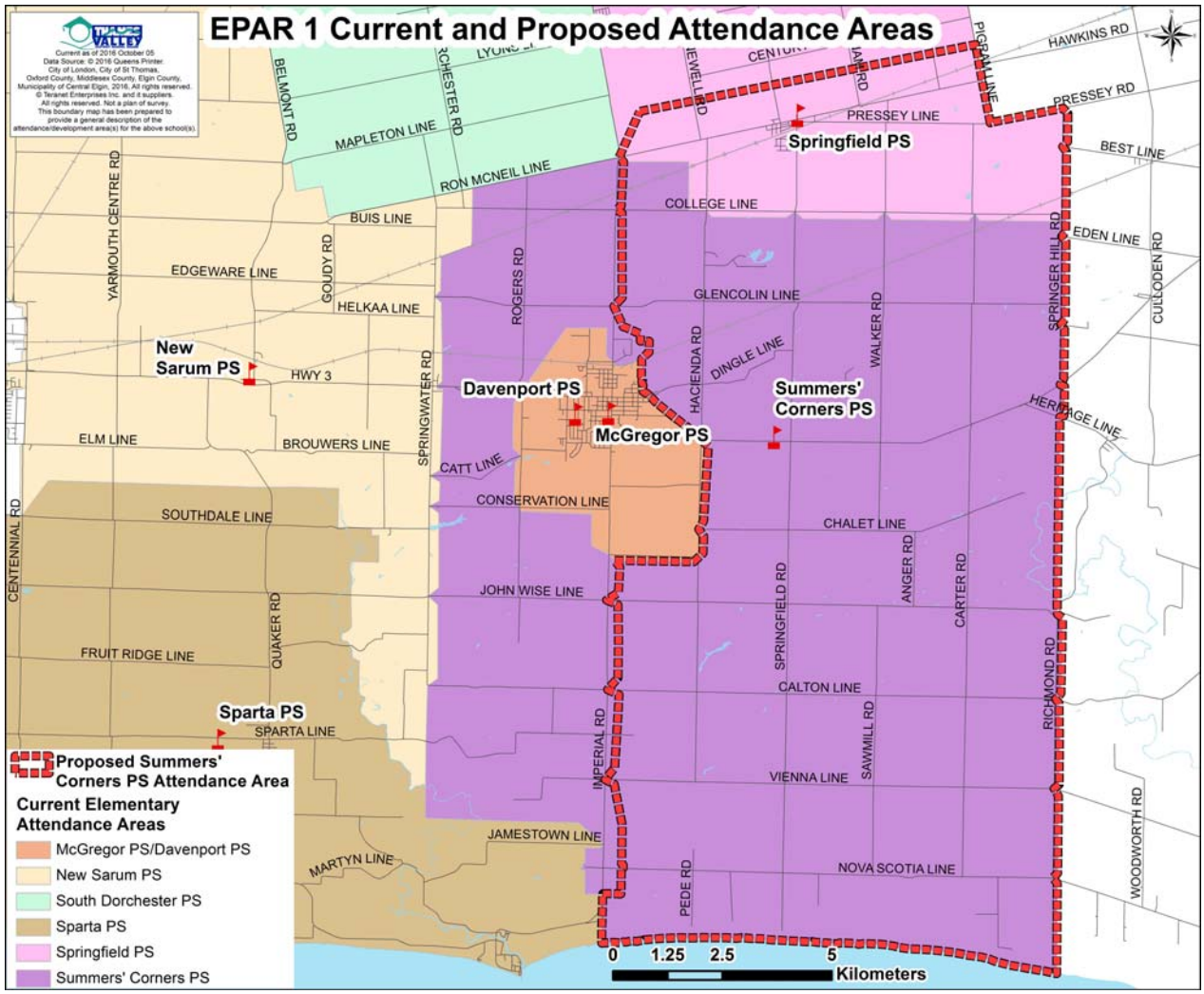


Figure 06, recommended Summers' Corners Public School attendance area, effective 2018 July 01, contingent upon Ministry of Education approval of capital funding:



Development – The new attendance area recommended for Summers Corners Public School is realigned and will act as a community school for the surrounding rural communities. The Village of Springfield is labelled as a primary growth area in the Official Plan for the Township of Malahide. At this time the village does require municipal services to accommodate any expansion. All other rural communities within the recommended attendance area of Summers' Corners PS are not serviced by the township.
There is no significant residential growth within the recommended attendance area of Summers' Corners.

Enrolment Projections

Summers' Corners PS												
Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	28	34	39	37	34	39	42	39	71	72	0	435
2012	23	34	33	37	38	36	40	43	70	69	0	423
2013	20	32	30	32	37	36	41	41	66	71	0	406
2014	26	32	35	36	37	41	36	36	68	73	0	420
2015	28	28	39	33	35	37	41	33	57	64	0	395
2016	29	40	29	38	38	35	39	44	61	58	0	411
2017	28	34	42	29	39	39	36	39	59	62	0	407
2018	22	26	25	35	23	31	26	27	52	49	0	316
2019	32	37	37	35	48	33	47	40	44	44	13	410
2020	32	37	38	36	36	47	30	44	41	44	13	398
2021	32	37	38	37	37	37	46	29	46	41	13	393
2022	32	38	38	38	38	37	35	44	29	46	13	388
2023	32	38	39	38	39	38	36	33	44	29	13	379
2024	32	38	39	39	39	39	37	34	33	43	13	386
2025	32	38	39	39	40	39	37	35	35	33	13	380

Program - No change in the school's organizational model are recommended for Summers' Corners Public School (JK - grade 8).

School Organization - Projections indicate, as of 2019-20 there will be sufficient enrolment to have 3 Full Day Kindergarten, 6 Primary (grade 1-3), and 8.5 Junior and Intermediate (grades 4-8) classes.

The self-contained Developmental Education program classes have been relocated from Davenport and McGregor Public Schools to Summers' Corners Public School. Staffing allocation will remain unchanged.

Accommodations - Program enhancements and renovations are recommended and include a new Special Education suite, Learning Commons and general arts classroom improvements.

Educational Opportunities and Benefits to Learning
Learning environment enhancements, through capital planning initiatives, create a positive impact on the learning environment for our students. Enhancements improve the opportunities for students to focus on collaborative, experiential and inquiry-based learning through the optimal use of all spaces in the school.

In a renovated building a general arts room will be created. The general arts room is a multi-purpose room. It is equipped with sound attenuation panels, storage for musical instruments and visual arts supplies.

One of the focus areas of the Accommodation Reviews is to improve the Library Learning Commons at Summers' Corners Public School.

Transportation - It is anticipated that 100% or 406 students would be eligible for transportation, and 9 vehicles would be required. The average bus ride time would be 23 minutes. The student residence proximity to school average distance would be 6.88km.

Grandparenting Option - Senior Administration is recommending that the 2018-19 grade 7 Summers' Corners Public School students residing in attendance area being designated to Davenport Public school be given the option to remain at Summers' Corners Public School for their final year, with transportation.

As New Sarum and Springfield Public Schools are recommended to close, the grandparenting option is not available for those 2018-19 grade 7 students.

Collaboration Opportunity - To offset the funding gap of excess space remaining at Summers' Corners Public School, Senior Administration's recommends a reduction in pupil places through collaboration. It is estimated that approximately 3,200 sq. ft. will be available for non-board use.

TVDSB will circulate potential Collaboration opportunities to Community Organizations for Summers' Corners Public School.

WESTERN REGION:

The following are the Senior Administration's recommendations applicable to the Western Region:

- **THAT a new JK to 8 elementary school be constructed in the southeastern area of the City of St. Thomas, opening 2019 September 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT the new JK - 8 Southeast St. Thomas Public School attendance area be approved as per Figure 07, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT upon the closure, a portion of the New Sarum Public School students be accommodated to new Southeast St.Thomas Public School, as per Figure 07, as of 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT the Southeast St.Thomas Holding Zone be permanently accommodated at the New Southeast St. Thomas Public School as of 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT the Southeast St.Thomas Holding Zone be dissolved as of 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT New Sarum Public School close, as of 2019 June 30, contingent upon Ministry of Education approval of capital funding;**

- **THAT a portion of Mitchell Hepburn Public School students be accommodated to new Southeast St.Thomas Public School, as per Figure 08 as of 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT the Mitchell Hepburn Public School grade 7 students residing in the area to be accommodated at New Southeast St. Thomas Public School as of 2019 March 01, be given the grandparenting option to remain at Mitchell Hepburn Public School for the 2019-20 school year, with transportation if eligible, contingent upon Ministry of Education approval of capital funding;**

- **THAT the Mitchell Hepburn Public School new attendance area be approved as per Figure 08, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding;**

- **THAT the Board post on-line and notify listed Community Organization of the potential co-build opportunity at the new Southeast St. Thomas Public School, contingent upon Ministry of Education approval of capital funding.**

NEW SOUTHEAST ST.THOMAS PUBLIC SCHOOL:

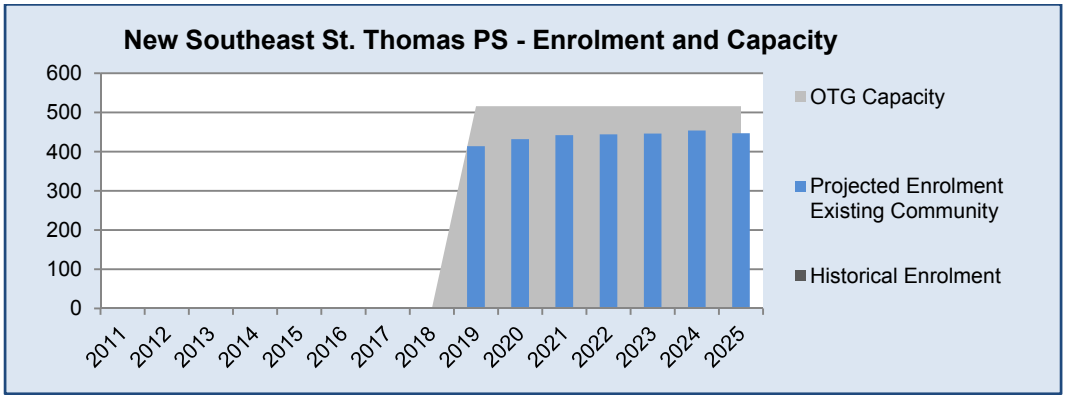
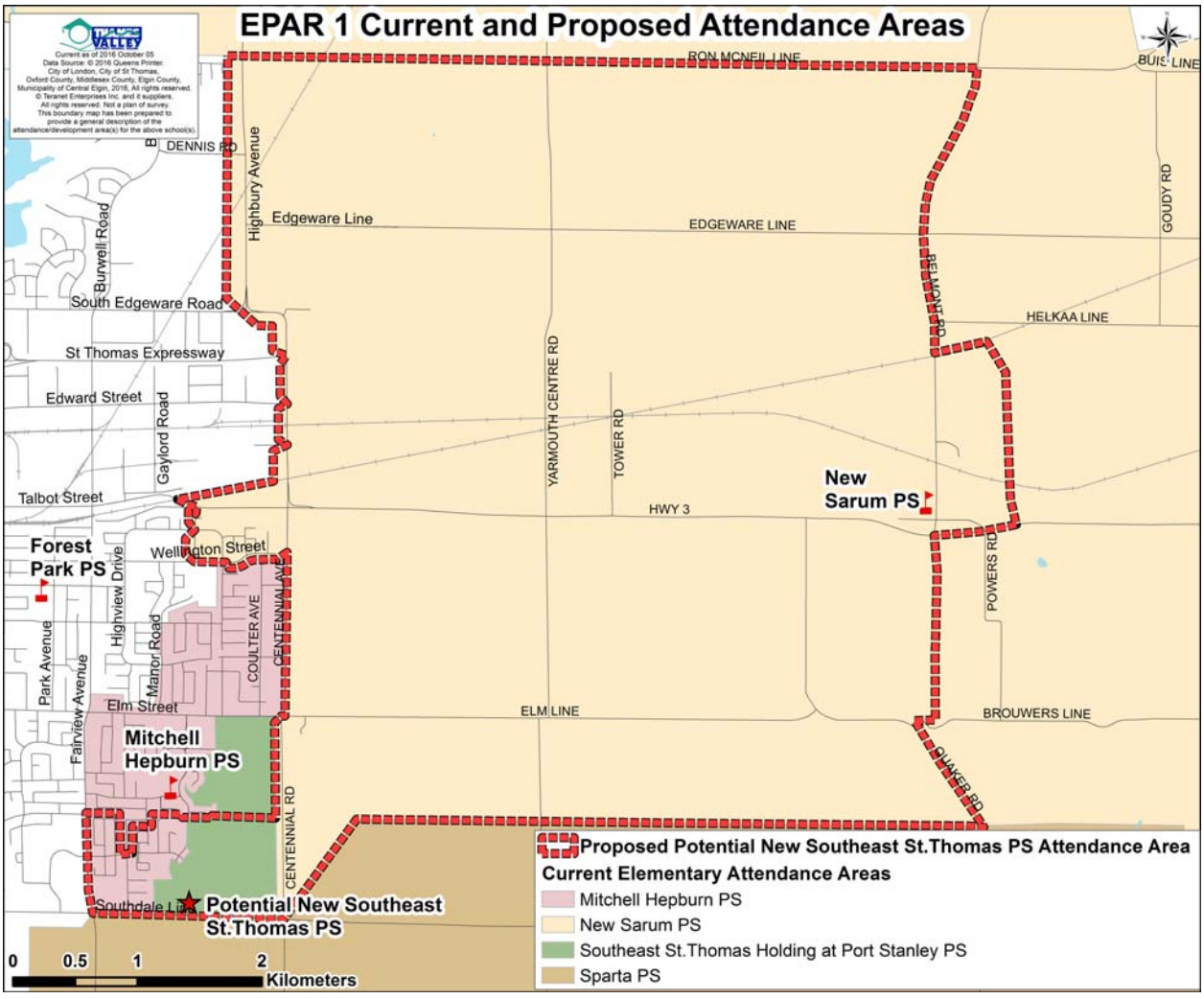


Figure 07, recommended new Southeast St. Thomas Public School attendance area, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding:



Development – The New Southeast St. Thomas Public School will relieve enrolment pressure from Mitchell Hepburn Public School as well as accommodate future growth in the approved residential plans and the lands designated for future residential expansion. New Sarum Public School students currently residing within the City of St. Thomas or within a close proximity will also be accommodated in the new school.

On 2013 November 19, the Board approved the creation of the Southeast St. Thomas Holding Zone, due to continued development in the Mitchell Hepburn attendance area. Students residing in this Holding Zone are currently accommodated at Port Stanley Public School. The Southern half of the Southeast St. Thomas Holding Zone will be included in the recommended attendance area for the New Southeast St. Thomas PS. There are currently 42 students proposed from future development within the next 10 years. As more plans are circulated from the designated residential lands to the east, students will receive proper accommodation through the enhanced program facility at the new Southeast St. Thomas Public School.

Enrolment Projections

New Southeast St. Thomas PS												
Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2019	42	42	41	35	50	39	46	40	38	35	6	414
2020	43	43	44	41	36	52	40	47	40	40	6	432
2021	43	43	44	44	42	36	53	42	47	42	6	442
2022	43	42	44	44	44	42	36	53	42	48	6	444
2023	44	42	44	44	44	44	43	38	54	43	6	446
2024	44	43	44	44	44	44	46	45	38	56	6	454
2025	44	43	45	44	44	44	46	48	44	39	6	447

Program - English track Junior Kindergarten (JK) to grade 8 elementary school with one self-contained Transition program class.

School Organization - English track Junior Kindergarten (JK) to grade 8 elementary school. Projections indicate, as of 2019-20 there will be sufficient enrolment to have 4 Full Day Kindergarten, 6.5 Primary (grade 1-3), and 8 Junior and Intermediate (grades 4-8) classes, and 1 self-contained Special Education class.

The self-contained Transition program class has been relocated from New Sarum Public School to New Southeast St.Thomas Public School. It is assumed the need for the class will continue; therefore staffing allocation will remain unchanged.

Accommodations - The new school would have an OTG Capacity of 516 and consist of 4 FDK classrooms, 17 Standard Classrooms, 1 General Arts classroom, Learning Support room, Learning Commons, Gymnasium, Primary Activity room and stage, and seminar rooms.

New Southeast St. Thomas Public School would be LEED Silver certified, AODA compliant, and available for Community Use.

Educational Opportunities and Benefits to Learning
School boards generally consolidate and close schools to enable improved educational options and opportunities for students. By bringing students together through a school consolidation, school boards are often able to offer a better educational experience.

A greater staff complement provides more opportunities for students to receive support from non-classroom teaching and support staff and better utilization of system support staff such as teachers on special assignment, gifted itinerant teachers, English Language Learners (ELL) teachers, instructional

coaches and superintendents of student achievement. With fewer schools to support, less travel time for itinerant staff leads to increased time available to be spent with students.

We know that the greatest impact on student learning is the quality of classroom instruction (Hattie, 2009). An increased school staff complement creates greater opportunities for staff to co-plan, co-learn and co-teach with like-grade partners. Collaboration amongst staff members provides dynamic and robust programming for students.

Collaboration is a key competency for today's learners that engages them deeply and is transferrable to new learning situations. An increased student complement presents students with opportunities to collaborate with a greater number and more diverse group of peers benefitting them personally and in future business and work relationships.

A larger staffing complement also provides increased numbers of staff to volunteer their time in support of a wider variety of extracurricular responsibilities on behalf of students. As well, there would be sufficient numbers of students to support various sports teams.

A new Library Learning Commons would be created, and with more students in a school, the school would receive increased teacher librarian complement, allowing greater access for students to this valuable space and teacher. Teacher-librarians serve to enhance literacy instruction and learning across all subject areas when they partner with the classroom teacher.

Learning environment enhancements, through capital planning initiatives, create a positive impact on the learning environment for our students. Enhancements to natural lighting, accessibility, display spaces, heating and ventilation, as well as the physical layout in renovated and newly-built school settings improve the opportunities for students to focus on collaborative, experiential and inquiry-based learning through the optimal use of all spaces in the school.

In newly built buildings an activity room will be created. During the instructional day the activity room may be used for, but is not limited to, physical education, large group activities, collaborative learning activities, presentations and performances.

Transportation - It is anticipated that 43.4% or 145 students would be eligible for transportation, and 3 vehicles would be required. The average bus ride time would be 17 minutes. The student residence proximity to school average distance would be 2.85km.

Grandparenting Option - Senior Administration is recommending that the 2018-19 grade 7 Mitchell Hepburn Public School students residing in attendance area being designated to New Southeast St.Thomas Public School be given the option to remain at Mitchell Hepburn Public School for their final year, with transportation if eligible.

As New Sarum Public School is recommended to close, the grandparenting option is not available for those 2018-19 grade 7 students.

Co-Build Opportunity - TVDSB will circulate potential Co-build opportunities to Community Organizations for the New Southeast St. Thomas Public School.

2017 January 31 - Corrections

MITCHELL HEPBURN PUBLIC SCHOOL

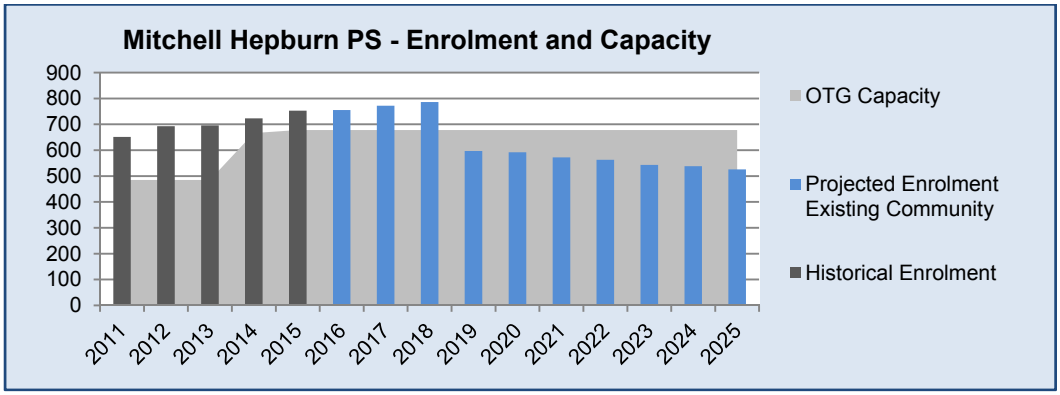
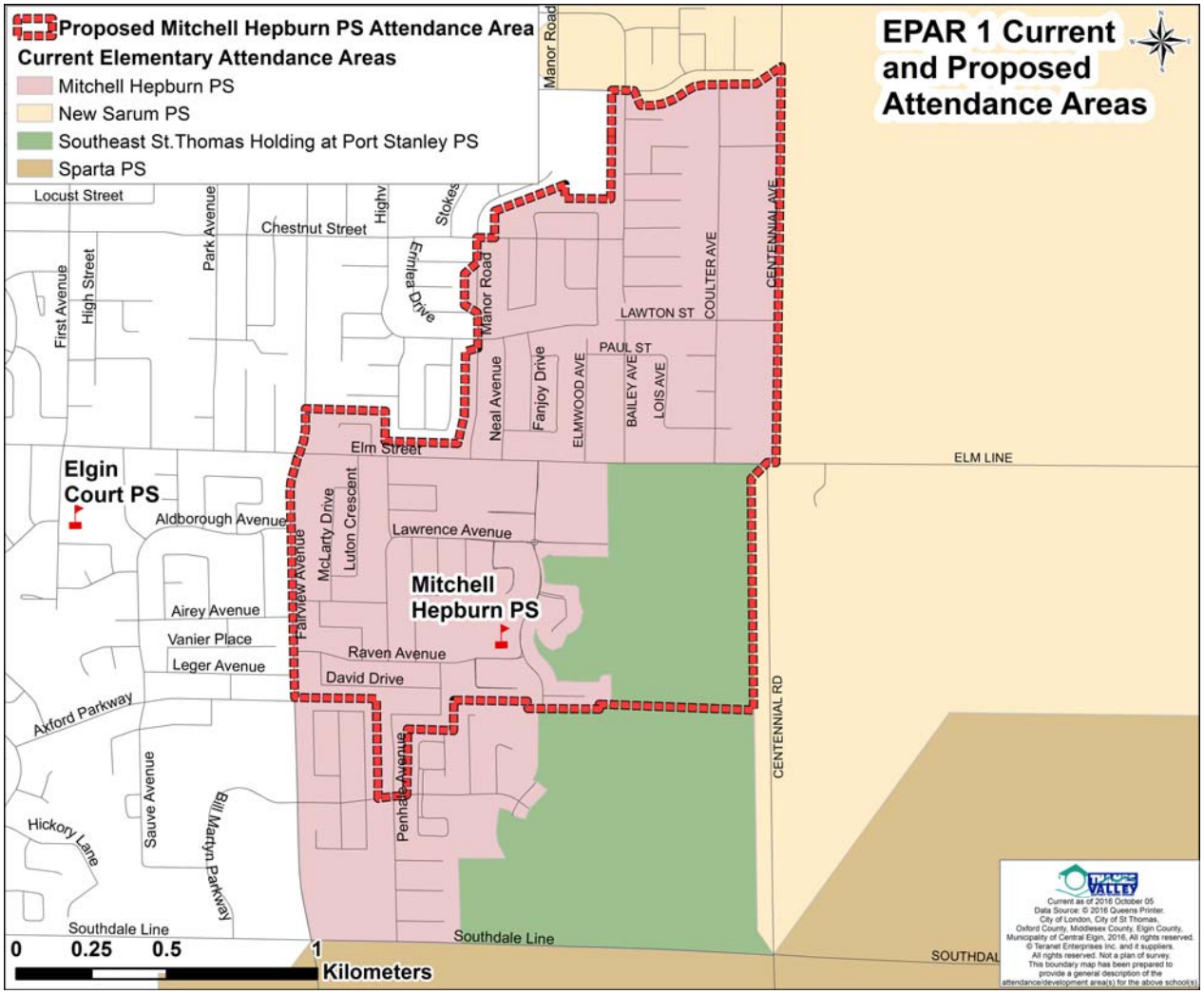


Figure 08, recommended Mitchell Hepburn Public School attendance area, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding:



Development – Mitchell Hepburn PS was opened in 2008 to accommodate students from the growing Orchard Park community. An addition was constructed on the school in 2014 to accommodate continued residential growth. The residential growth in Southeast St. Thomas continues constituting a second school within this community. The recommended attendance area will designate students from the south portion of the Orchard Park subdivision to the new elementary school to balance the student population.

On 2013 November 19, the Board approved the creation of the Southeast St. Thomas Holding Zone, due to continued development in the Mitchell Hepburn attendance area. Students residing in this Holding Zone are currently accommodated at Port Stanley Public School. The Northern half of the Southeast St. Thomas Holding Zone is included in the recommended attendance area for Mitchell Hepburn PS.

As the existing community of Mitchel Hepburn ages the newly designated residential growth will keep the school at a continued utilized occupancy. There are currently 68 students proposed from future development within the next 10 years. As more plans are circulated from the designated residential lands to the east, students will receive proper accommodation through the enhanced program facility at Mitchell Hepburn PS.

Enrolment Projections

Mitchell Hepburn PS												
Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	78	74	74	54	69	62	44	48	69	53	26	651
2012	79	73	73	76	58	73	67	48	47	74	25	693
2013	77	71	77	74	77	61	71	68	50	46	24	696
2014	66	77	73	82	75	80	61	68	63	53	25	723
2015	80	64	78	74	84	67	82	62	67	70	25	753
2016	55	78	65	83	74	89	70	81	66	71	23	755
2017	64	56	81	69	85	76	92	72	83	71	23	772
2018	66	64	57	84	71	86	78	94	74	89	23	786
2019	51	49	45	44	61	54	70	60	76	64	23	597
2020	52	51	45	47	45	61	56	71	61	80	23	592
2021	54	52	47	47	48	46	63	56	72	64	23	572
2022	54	53	47	48	48	48	47	63	57	75	23	563
2023	55	53	48	48	49	48	49	47	64	59	23	543
2024	55	54	48	49	49	49	49	49	47	66	23	538
2025	55	54	49	49	50	49	50	49	49	49	23	526

Program – No changes are recommended to the English track Junior Kindergarten (JK) to grade 8 elementary school or the self-contained Developmental Education program serving primary, junior and intermediate students.

School Organization - Projections indicate, as of 2019-20 there will be sufficient enrolment to have 4 Full Day Kindergarten, 7.5 Primary (grade 1-3), and 13.0 Junior and Intermediate (grades 4-8) classes, and 3 self-contained Special Education class.

The 3 self-contained classes will remain at Mitchell Hepburn Public School. It is assumed the need for the classes will continue; therefore staffing allocation will remain unchanged.

Accommodations - The school has an OTG Capacity of 678 and consist of 6 FDK classrooms, 22 Standard Classrooms, 1 General Arts classroom, 1 Resource room, 1 Learning Support room. Non-loaded areas include: Learning Commons, Gymnasium, Primary Activity room and stage, and seminar rooms.

Transportation - It is anticipated that 42.1% or 230 students would be eligible for transportation, and 5 vehicles would be required. The average bus ride time would be 8 minutes. The student residence proximity to school average distance would be 0.91km.

Grandparenting Option - Senior Administration is recommending that the 2018-19 grade 7 Mitchell Hepburn Public School students residing in attendance area being designated to New Southeast St.Thomas Public School be given the option to remain at Mitchell Hepburn Public School for their final year, with transportation if eligible.

As New Sarum Public School is recommended to close, the grandparenting option is not available for those 2018-19 grade 7 students.

FINANCIAL ANALYSIS:

OPERATIONAL COST/SAVINGS

It has been calculated that an annual savings of $413,297 would be achieved through the recommended consolidations.

	Pre Consolidation Cost	Post Consolidation Cost	Savings / (Cost)
Facilities	$2,382,000	$2,389,064	$(7,064)
Transportation	$2,678,942	$2,745,858	$(66,916)
IT	$135,447	$101,709	$33,738
Staffing	$25,339,703	$25,251,823	$87,880
	$30,536,092	$30,488,454	$47,638
Adjusted Teacher Costs Due to Enrolment Changes once consolidations are in place			$365,659
Adjusted Annual Savings			$413,297

CAPITAL COSTS

School	Project Type	Estimated Cost	Description
DAVENPORT	Renovations	$ 711,000	Renovations for General Arts, Learning Commons
MCGREGOR	Renovations	$ 702,000	Renovations for Administration, Learning Commons
NORTHDALE CENTRAL	Renovations	$ 147,000	Renovations for General Arts
PORT STANLEY	Addition and Renovations	$ 1,506,000	Learning Commons addition, renovations to classrooms
SUMMERS' CORNERS	Renovations	$ 912,000	Renovations for Learning Commons, General Arts, Special Education
NEW BELMONT	New School	$14,557,000	OTG 576 including site purchase
NEW SE ST. THOMAS	New School	$13,006,000	OTG 516 including site purchase
	Total	$31,541,000	

Note: All projects contingent on Ministry of Education Capital Funding approval

The accommodation changes required as a result of the proposed consolidation recommended in EPAR-01 deal with 3 main issues: Student Accommodation; Growth; and Program Enhancements.

It should be noted that through the proposed consolidation, closure and disposition of 4 schools, the Board has removed $17,784,122 of high and urgent renewal needs identified at the schools

2017 January 31 - Corrections

COST PER STUDENT:

Using the site base cost of School Administration, Facility Services and Information Technology, the following costs per student were calculated EPAR 01
The Board average per elementary student is $1416.06.

CURRENT SITUATION:

School	Cost
Davenport Public School	$1,186.13
McGregor Public School	$1,229.85
Mitchell Hepburn Public School	$970.92
New Sarum Public School	$1,592.30
Northdale Central Public School	$1,092.65
Port Stanley Public School	$3,614.16
River Heights Public School	$1,134.15
South Dorchester Public School	$1,486.72
Sparta Public School	$1,483.57
Springfield Public School	$1,848.90
Summers' Corners Public School	$1,538.09
Westminster Public School	$4,064.85

As noted above, there are 7 schools which cost per student is greater than the Board Average.
The average cost per student for the current student in EPAR 01 is $1392.11.

RECOMMENDED SOLUTION:

School	Cost
Davenport Public School	$1,074.07
McGregor Public School	$1,491.89
Mitchell Hepburn Public School	$1,223.60
Northdale Central Public School	$1,290.99
Port Stanley Public School	$1,159.73
River Heights Public School	$1,453.73
Summers' Corners Public School ~~South Dorchester Public School~~	$1,557.38
~~Summers' Corners Public School~~	~~$1,302.64~~
~~Westminster Public School~~	~~$1,529.02~~
New Belmont Public School	$1,302.64
New Southeast St. Thomas Public School	$1,529.02

As noted above, there will be 4 schools in the proposed recommendation that will be greater than the Board average. As noted previously; McGregor PS, River Heights PS, and Summers' Corners will be circulated to Community Organizations for possible Facility Collaboration to help offset the Facility costs.

The new Southeast St. Thomas Public School will achieve its capacity through growth which will lower its cost per student to the Board average.

The average cost per student for the students in the PAR proposed recommendation is $1190.53 which is a saving of $201.58 per student of the current situation.

2017 January 31 - Corrections

TIMELINE FOR IMPLEMENTATION:

Initial implementation is proposed for September 2018, for attendance area changes and where no/or limited capital funding is required. Full implementation would be complete for September 2019, contingent upon Ministry of Education approval and funding. The Board is unable to fund or complete the proposed recommendations without Ministry funding, other than as indicated below.

The transition planning will be completed in consultation with parents/guardians and school staff

Implementation Timeline by School			
Existing School	**Closure**	**Consolidated Attendance**	**New Accommodation**
Northdale Central PS		2019-07-01*	
River Heights PS		2019-07-01*	
South Dorchester PS	2019-06-30*		
Springfield PS	2019-06-30*		
Westminster Central PS	2019-06-30*		
New Belmont		2019-07-01*	2019-09-01*
New Sarum PS	2019-06-30*		
Port Stanley PS (English)		2018-07-01	
Port Stanley PS (FI/ Extended FI program)	2018-06-30	2018-07-01	2018-07-01* *at Sparta*
Sparta PS	2018-06-30*		
Davenport PS (Summers' Corners)		2018-07-01	
Davenport PS (Grade 4-8)		2018-07-01	
Davenoport PS (New Sarum)		2019-07-01*	
McGregor PS (Summers' Corners)		2018-07-01	
McGregor PS (JK -3)		2018-07-01	
McGregor PS (New Sarum)		2019-07-01*	
Summers' Corners PS (McGregor/Davenport)		2018-07-01*	
Summers' Corners PS (Springfield)		2019-07-01*	
Mitchell Hepburn PS		2019-07-01*	
New SE St. Thomas		2019-07-01*	2019-09-01*

* Dates that are contingent on Ministry of Education Capital Funding Approval

Grandparenting Option

Background

The Board has, on occasions, approved the grandparenting option for students, when possible. The grandparenting option for students to remain at their existing school is available when the school remains open and the appropriate program and grade continue to be available.

Parents are surveyed in the spring, whether their child would or would not be choosing the grandparenting option, prior to the implemented change (September). Transportation was provided for the first year only, afterwards parents/guardians are responsible for transportation.

Historically, new schools and consolidated schools opened without any grade eights in the initial year. Grade 8's have remained for their final year in elementary in order to graduate with their cohorts. Transportation was provided for that year. Siblings of grade eights were also allowed to remain for that year with transportation.

The grandparenting option was offered upon implementation of the elementary French Immersion solution as well as any Attendance Area Reviews conducted since 2013-14. It has been observed that the majority of students', who choose the grandparenting option, do so for the first year only and transfer to their designated school thereafter.

Challenges of Grandparenting

As the number of students opting for the grandparenting option is unknown until shortly before opening a school, this can often complicate the initial year for all schools involved. This can lead to challenges for both the existing school and new school in terms of funding, staffing, school budgets, school utilization and future Board projects.

Following a capital construction project which has been approved and funded by the Ministry of Education, the implementation and viability of the solution is assessed by the Ministry. They analyze such matters as:

- How successful was the Board in accommodating students?
- Was the project completed on budget?
- Was construction completed on time?
- Were enrolment projections on target?
- Was the school sized correctly for the number of students?

This information is utilized in the decision process when the Ministry receives new Capital Priority business cases, requests for site acquisition funding, or seeking approval to use Board Supported Capital by a school board. Since 2006, the TVDSB has a proven ability to open schools within Ministry benchmarks, on budget, on time, for the right number of student in the right sized schools.

For EPAR-01, Senior Administration is recommending that if and when grandparenting is a viable option only the grade eight students be offered the grandparenting option given the challenges noted above.

The following chart summarizes the grandparenting option, with respect to the Senior Administration's recommendations:

Grandparenting Option Availability for Grade 7 students:			
Existing School	New School Designation(s)	Yes/No	Rationale
Davenport PS (4-8 attendance area)	Davenport	No	No relocation for grade 7
Davenport PS (South Dorchester area)	New Belmont	Yes	School/program remains at Davenport
McGregor PS	N/A	N/A	No grade 7
Mitchell Hepburn PS	New SE St.Thomas	Yes	School/program remains at Mitchell Hepburn
New Sarum PS (JK-8, northern portion)	New Belmont	No	School closure
New Sarum PS (gr 4-8, eastern portion)	Davenport	No	School closure
New Sarum PS (JK- 3, eastern portion)	McGregor	N/A	No grade 7
New Sarum PS (JK-8, western portion)	New SE St.Thomas ~~Port Stanley~~	No	School closure
Northdale Central PS (portion)	New Belmont	Yes	School/program remains at Northdale Central
Port Stanley PS (English)	Port Stanley	No	No relocation for grade 7
Port Stanley PS (FI/ Extended FI program)	Sparta facility	No	Program relocating
River Heights PS	N/A	N/A	No grade 7
South Dorchester PS	N/A	N/A	No grade 7
Sparta PS	Port Stanley	No	School closure
Springfield PS	N/A	N/A	No grade 7
Summers' Corners PS (portion)	Davenport	Yes	Grade 7s may remain
Summers' Corners PS (North Springfield area)	New Belmont	Yes	Grade 7s may remain
Summers' Corners PS (South Springfield area)	Summers' Corners	No	No relocation for grade 7
Westminster Central PS	New Belmont	No	School closure

SECTION 4 - COMMUNITY ORGANIZATIONS & MUNICIPAL INPUT

The Board has provided opportunity for collaborations at schools within this PAR through the *Facility Organization and Collaboration Opportunity Procedure* and its predecessor *Encouraging Facility Partnerships Procedure*. To date, the Board has not received any interest in collaborations.

The Community Planning and Facility Collaboration Meetings were held on 2016 June 15, for the City of London and County of Middlesex, and 2016 June 16, for the County of Elgin and County of Oxford. (See Appendix C for the meeting invitation and agenda) Attendees were asked to provide feedback on the information presented, as well to provide the Planning Department with any relevant planning information of their own. The 2016 April 12, Draft Elementary Accommodation Study was shared and details were discussed, outlining areas of existing accommodation pressure or surplus and identified future Board needs.

In addition, on 2016 September 16, the Board of Trustees approved for Senior Administration to contact listed Community Organizations within the region of the proposed Elementary Pupil Accommodation Reviews.

On 2016 September 19, an email communication was sent to all listed Community Organizations within the regions of the proposed Elementary Pupil Accommodation Reviews identifying; the names of the schools involved, any potential school closures, and any proposed student long-term accommodation.

By Thursday, October 13, 2016, Community Organizations were asked to provide the TVDSB Planning Department, by email, with: a clear indication of any community planning or facility collaboration opportunities the respective recipient is aware of and which relate to the schools identified; and any relevant technical information the recipient may have and wish to provide, including but not limited to, in the case of any municipal level of government, the municipal level of governments population and future development projections for the affected region.

To this day, the Planning Department has received 14 communications from the Municipalities or Community Organizations who attended and/or were notified of the meeting. The input received has been attached as Appendix D.

2017 January 31 - Corrections

SECTION 5 - CO-BUILD AND COLLABORATION OPPORTUNITITES

As part of the Senior Administration's recommendations there is opportunity for co-build(s) and `collaboration(s) with Community Organizations. The chart below summarizes the potential opportunities with respect to the Senior Administration's recommendations:

Elementary School	Co-Build Opportunity	Collaboration Opportunity*	Collab. Space Available	
			~ Rooms	~ Sq. Ft.
Davenport	*No*	~~*Yes*~~	~~*1 CR*~~	~~*994*~~
French Immersion at Sparta	*No*	*No*		
McGregor	*No*	*Yes*	*3 CR*	*2,100*
Mitchell Hepburn	*No*	*No*		
Northdale Central	*No*	*No*		
Port Stanley	*Yes*	*No*		
River Heights	*No*	*Yes*	*2 FDK + 2 CR*	*5,985*
Summers' Corners	*No*	*Yes*	*4 CR*	*3,200*
New Belmont School	*Yes*	*No*		
New SE St.Thomas School	*Yes*	*No*		

* Or space available for Board use

2017 January 31 - Corrections

SECTION 6 - PAR CALENDAR & TIMELINE

EPAR-01 TIMELINE:

In accordance with the TVDSB *Pupil Accommodation and Facility Organization* and the *Community Planning and Facility Collaboration Opportunities* procedures and in compliance with Ministry of Education's *Pupil Accommodation Review* and *Community Planning and Partnership Guidelines*' minimum and maximum timelines, Senior Administration has outlined the following proposed Elementary Pupil Accommodation Review - 01 schedule of meetings and important dates:

Scheduled Dates	Meeting
2016 December 12	Orientation Meeting (for PAR committee members)
2016 December 14	Post Determination Meeting with listed Community Organizations
2017 January 9	Initial Public Meeting of EPAR-01
2017 January 16	School Level Meeting(s) #1
2017 February 8	Second Public Meeting of EPAR-01
2017 February 13	School Level Meeting #2
2017 March 8	Final Public Meeting of EPAR-01 (presentation of each school's reports)
2017 April 11	Final Senior Administration's Report (FSAR) presented to the Board (and tabled to allow for public delegation)
2017 May 2	Public Delegation Meeting
2017 May 23	FSAR including public delegation input returns to Board for Final Decisions by the Board of Trustees

The Final Senior Administration's Report will be posted for public viewing on the Board's Planning webpage and presented to the Board on 2017 April 11. It will contain the final recommendations and include feedback received through the Pupil Accommodation Review process (a report from each School involved in the accommodation review, and input received from listed Community Organizations and from the public) to assist the Board with deliberation and decisions.

Following the presentation of the FSAR at a special Board meeting on 2017 May 2, public delegations will be received. On 2017 May 23, two weeks following public delegations, the Board is scheduled to deliberate and make final decisions regarding EPAR-01.

2017 January 31 - Corrections

APPENDICES

A. GLOSSARY

B. SCHOOL INFORMATION PROFILES:

- **B-1 DAVENPORT PUBLIC SCHOOL**
- **B-2 MCGREGOR PUBLIC SCHOOL**
- **B-3 MITCHELL HEPBURN PUBLIC SCHOOL**
- **B-4 NEW SARUM PUBLIC SCHOOL**
- **B-5 NORTHDALE CENTRAL PUBLIC SCHOOL**
- **B-6 PORT STANLEY PUBLIC SCHOOL**
- **B-7 RIVER HEIGHTS PUBLIC SCHOOL**
- **B-8 SOUTH DORCHESTER PUBLIC SCHOOL**
- **B-9 SPARTA PUBLIC SCHOOL**
- **B-10 SPRINGFIELD PUBLIC SCHOOL**
- **B-11 SUMMERS' CORNERS PUBLIC SCHOOL**
- **B-12 WESTMINSTER CENTRAL PUBLIC SCHOOL**

C. COMMUNITY PLANNING & FACILITY COLLABORATION MEETINGS INFORMATION

D. COMMUNITY ORGANIZATION INPUT

APPENDIX A

GLOSSARY	
TERM	**DEFINITION**
Activity Room	Space used for the delivery of Physical Education curriculum for primary students. Calculated space includes: gym floor area and storage. This space is not loaded by the Ministry. The TVDSB standard for an Activity Room is 1,300 sq. ft.
Allocation of Custodial Staff	The number of Custodial Staff allocated to a School is calculated using the Board's current staffing formula. Where a School site does not use TVDSB Custodial Staff, the equivalent custodial full time equivalent will be calculated based on the hours provided in the current Contract Cleaning agreement.
Annual Planning Report (formerly Annual Pupil Accommodation Report)	An annual report that provides a summary of the Board's pupil accommodation status including both accomplishments and items requiring future studies.
Attendance Area	An area defined by a geographic boundary which determines students' designation to a particular School or program (e.g. French Immersion and Emphasis Technology), based on primary residence within that area.
Before and After School Program	A child minding service provided by community child care organizations occurring within the school facility outside the instructional day during the school year.
Cohort	A group of subjects who share a defining characteristic.
Collaboration Suitability	How suitable a school would be to accommodate a possible facility collaboration as deemed by TVDSB.
Community Organization	Regional entities (including municipalities) within the TVDSB, as identified on the TVDSB planning website.
Community Use of Grounds	The usage of the School's grounds is determined by the number of booked permits through the Community Use of Schools.
Community Use of School	The usage of the School building is determined by the number of booked permits (permits issued per space) and booked hours (hours booked per space) through the Community Use of Schools.
Computer Lab	Students vacate regular classrooms for rotary computer studies in this room. When not included in a Learning Commons, this space is loaded by the Ministry at 23.
Dwelling	A type of residence.
Enrolment	Total number of students that are attending a school at particular date.
Facility Condition Index (FCI)	The FCI is a standard benchmark that is used to compare the relative condition of a building. It compares a facility's total five year renewal needs to the cost of rebuilding the facility. FCI=Five year of renewal needs (year of assessment plus four (4)) divided Asset Replacement Value (based on Ministry Construction Benchmarks) In general, the higher the FCI, the more renewal needs and therefore the poorer condition of the building.
Final Senior Administration Report (FSAR)	The Final Senior Administration Report will include the final written reports of the applicable School PARC Subcommittees; the TVDSB Senior Administration's final recommendations on pupil accommodation and attendance areas, together with a proposed timeline for implementation; advise parties wishing to make presentations to the Trustees at the Public Delegation Meeting that they are required to submit a presenter package as per Board procedure; and any written views and/or materials received.

APPENDIX A

TERM	DEFINITION
Full Time Equivalent (FTE)	Full-time equivalent (FTE) is defined as the total hours worked or instruction minutes received divided by the average hours required for a full-time status.
Gymnasium	Space used for the delivery of Physical Education curriculum, School assemblies, community activities, etc. Calculated space includes; gym floor area, stage, change rooms, and storage. This space is not loaded by the Ministry. The TVDSB standards are based on OTG. The standard for Elementary schools up to 360 is 4,000 sq. ft., 361-630 is 6,000 sq. ft., and over 630 is 8,000 sq. ft.
High Density Unit	Housing with a higher population density than the average (apartment buildings).
Historical Enrolment	Total number of students that attended a school at particular date in the past.
Holding Zone	An area defined by a geographic boundary, within an Attendance Area (usually with high concentrations of new or imminent development), for which the Trustees have approved that students residing in it are to attend a specified School based on available capacity, until such time as long-term accommodation and related revised Attendance Areas can be established.
Holding Zone Students	Students who reside within a defined Holding Zone. These students attend a Holding School.
Imputted Expenditures to Transport Students to School	The cost to transport students as provided by Finance.
Initial Senior Administration Report (ISAR)	An Initial Senior Administration Report will contain a summary of accommodation issues; recommended option(s); information on actions taken by TVDSB Administration prior to formally submitting ISAR; School Information Profiles for each of the Schools involved and will specify meeting dates.
Instrumental Music / General Arts Room	An Instrumental Music Classroom has special architectural features such as sound baffling, instrumental storage, raised flooring, etc. A General Arts Room is a classroom which has special architectural features which facilitate the delivery of Dance, Drama, Music (Instrumental and Vocal) and Visual Arts. Students vacate their regular classrooms for programming in this room. This space is not loaded by the Ministry. The TVDSB standard for an Instrumental Music / General Arts Room is 1,000 sq. ft.
Intramural sports	Refers to (individual or team) sports conducted within the School which are in addition to the program requirements.
Inter-School Sports	Refers to (individual or team) sports conducted with other Schools which are in addition to the program requirements.
Land Use	As part of a community's' Official Plan which outlines short/long term development goals and appropriate uses of specified lands within a community.
Learning Commons	Learning Commons include a main reading area, the library collection, maker space, an attached audio-visual (AV) room,and work room in total area. This space is not loaded by the Ministry. The TVDSB standard for a Learning Commons is 3,200 sq. ft.
Medium Denisty Unit	A type of housing where more than one home is constructed and each new home has its own, separate footprint on the land (townhouses).
Official 2015 October 31 FTE Enrolment	Official Ministry of Education Full Time Equivalent student count as of that date, which has been actualized.

TERM	DEFINITION
On-The-Ground Capacity (OTG)	The Ministry has identified categories of instructional space. Each category has a designated room capacity (this differs for elementary and secondary instructional space). Room capacity ratings are closely associated with the student to teacher class size ratios that have been set by the Ministry for funding purposes. The sum of a school's designated room capacity ratings is the school's total capacity. Instructional space includes classrooms, art rooms, science rooms, computer labs and special education classrooms. Operational space, defined as space not available for instructional purposes, is not assigned a capacity rating. This includes staff rooms, washrooms, mechanical spaces, hallways, change rooms, staff meeting rooms and kitchens and academic storage area.
Out of Area Students	Students who do not attend their designated school.
Projected Enrolment	Calculated number of students to attend a school based on demographics and historical trends.
Pupil Accommodation Review (PAR)	A Pupil Accommodation Review (PAR) is a community consultation process required by the Ministry of Education where a school closure and/or consolidation is being considered to address changing demographics, enrolment, programming, and facility condition challenges facing a school or schools in a particular area under review. Pupil Accommodation Reviews are governed by Ministry guidelines and follow a Board approved policy and procedure.
Pupil Accommodation Review Committee (PARC)	The Pupil Accommodation Review Committee (PARC) is comprised of representatives from each school (School PARC Subcommittee) within the PAR.
Purpose built Kindergarten classroom	Purpose built Kindergarten classrooms are spaces designed to be self-contained and configured for the instruction of Kindergarten pupils. They include sufficient space for programming, storage, self-contained washrooms, a coat cubby area and a separate entrance. The TVDSB standard for a Kindergarten classroom is 1,100 sq. ft. which is inclusive of all the elements identified above
Replacement Value of the School	Calculation based on the benchmark costing of a School as provided by the Ministry of Education for new construction. The size of the School is based on current OTG.
Resource Room	A space used for general instruction, having an area of approximatley 400-700 sq.ft. and are loaded by the Ministry of Education at 12.
School Facilities Inventory System (SFIS)	The School Facilities Inventory System (SFIS) was developed by the Ministry of Education to compile key information on the physical inventory of all school facilities in Ontario. The inventory information allows for the measurement of school capacity and utilization on a consistent basis across the province and is reviewed annually.
School Information Profile (SIP)	School information Profile (SIP) is created for each School under consideration. Among other purposes, SIPs will serve as orientation documents for the respective Pupil Accommodation Review Committee and the School Communities involved.SIPs contain school specific information on Facility Profile, Instructional Profile and Community Use Profile.
School Level Meetings	The purpose of School-Level Meetings is to provide the School PARC Subcommittee with an opportunity to explain the information received at the respective Public Meetings and, obtain input from their School Community.

APPENDIX A

TERM	DEFINITION
Self-Contained Special Education Classroom/Suite	Special Education rooms are teaching spaces used to provide a range of self-contained programs for students. The provision of special education rooms varies from school to school given the range of students needs, flexibility is critical to allow the Board to support students. Each Self-Contained Special Education Class is loaded by the Ministry at 9. The TVDSB minimum standard for a Self-Contained Special Education classroom is 700 sq. ft. A Self-Contained Special Education Suite is a cluster of classrooms and ancillary spaces designed and built specifically for the needs of Special Education. Ancillary spaces are not loaded.
Single Family Unit	Is also called a single-detached dwelling, or separate house is a free-standing residential building.
Special Education/Spec. Ed. (SE)	Special education programs and services primarily consist of instruction and assessments that are different from those provided to the general student population. Only self-contained Special Education calsses have been identified in enrolment.
Staff Calculation	The determination of staff count is based on: Collective Agreements, Ministry of Education Guidelines and Funding, as well as Board practices.
Standard classroom	Standard Classrooms are spaces configured for general instruction, intended to deliver programs from grades one to eight, and are loaded by the Ministry at 23. Classroom count is based on space type, regardless of current use. The TVDSB minimum standard for a Standard Elementary Classroom is 700 sq. ft.
Student Count	Student Count is the total school enrolment as of October 31st of the school year in which the PAR was established.
Transportation Eligibility	Students attending their board-designated school are eligible for transportation based on the following distances: • Elementary aged students that reside greater than 1.6 kms from the school site • Secondary aged students that reside greater than 3.2 kms from the school site Historical “hazard designations” that pre-date the formation of Student Transportation Services (STS) may be included in the current and “post PAR” figures. Post PAR figures for new schools are solely distance based calculations. Future assessment of conditional bussing will be made on actual area conditions in advance of school openings.
Zoning	In community planning, zoning by-laws contain specific, legal regulations. Zoning establishes appropriate standards for land use, scale and intensity of development.

Thames Valley District School Board AODA Facility Assessment - Barrier Free Design Compliance Checklist	
Item Assessed	**Definition**
Minimum number of pedestrian entrances required to be barrier free	1 to 3 = 1 barrier free entrance 4 or 5 = 2 barrier free entrances more than 5 = not less than 50% must be barrier free entrances
Designated parking space	Proper size and number of spaces according to Municipal by-laws.
Accessibility signs	Sign indicating location of: barrier free entrance, parking, barrier free washroom, elevator.
Path of travel to the main entrance door .	The provided accessible path of travel from the designated Barrier Free Accessible parking space to an accessible building entrance is: - A minimum of **1100 mm wide** - Includes curb cuts and ramps - Exterior walks to be designed as a ramp where the gradient is greater than 1 in 20
Designated entrances	The provided designated Barrier Free Accessible entrance is: - Actual clear opening width 865mm. - Clearly marked with a sign incorporating the international symbol of access - Provided with an automatic door open device
Designated Wheelchair Spaces and Adaptable seating	See Table 3.8.2.1. OBC 2012
Assistive listening devices	All classrooms, auditoria, meeting rooms with an area of more than 100m2 and an occupant load of 75 shall be equipped with assistive listening systems.
Path of travel to all floors/elevations. Including stages.	The Barrier Free Accessible path of travel is provided with either: - An accessible ramp as per 3.8.3.4.OR - A vertical transportation device where a floor or an elevation difference exists (including stages)
Surface finish of ramps and stairs	Surfaces of ramps, landings and treads shall have: - a finish that is slip-resistant - colour contrast to demarcate leading edge - tactile attention indicator
Passenger Elevating Devices	The provided Barrier Free Accessible Elevator has the following: - Clear audible communication indicating floors and up/down direction - A control panel, which is provided with Braille - Emergency call system and where the top is at a maximum height of 1,100 mm above floor
Fire alarm system with strobe and audible signals	Fire alarm system is reported to include: - Strobe lights - Audible signals
Drinking Fountains	Spout located not more than 915 mm above finished floor…etc.
Universal washroom	A designated Barrier Free Accessible washroom is: - provided one per floor - centrally located within the floor Equipped with: - An automatic door open device - Grab bars - Shelf - Emergency call button - Lever handle or motion sensor faucets - A lavatory, where an insulated knee space is provided and the height of lavatory top is a maximum of 840 mm above the floor....etc. - Coat hook

SCHOOL INFORMATION PROFILE

DAVENPORT PUBLIC SCHOOL

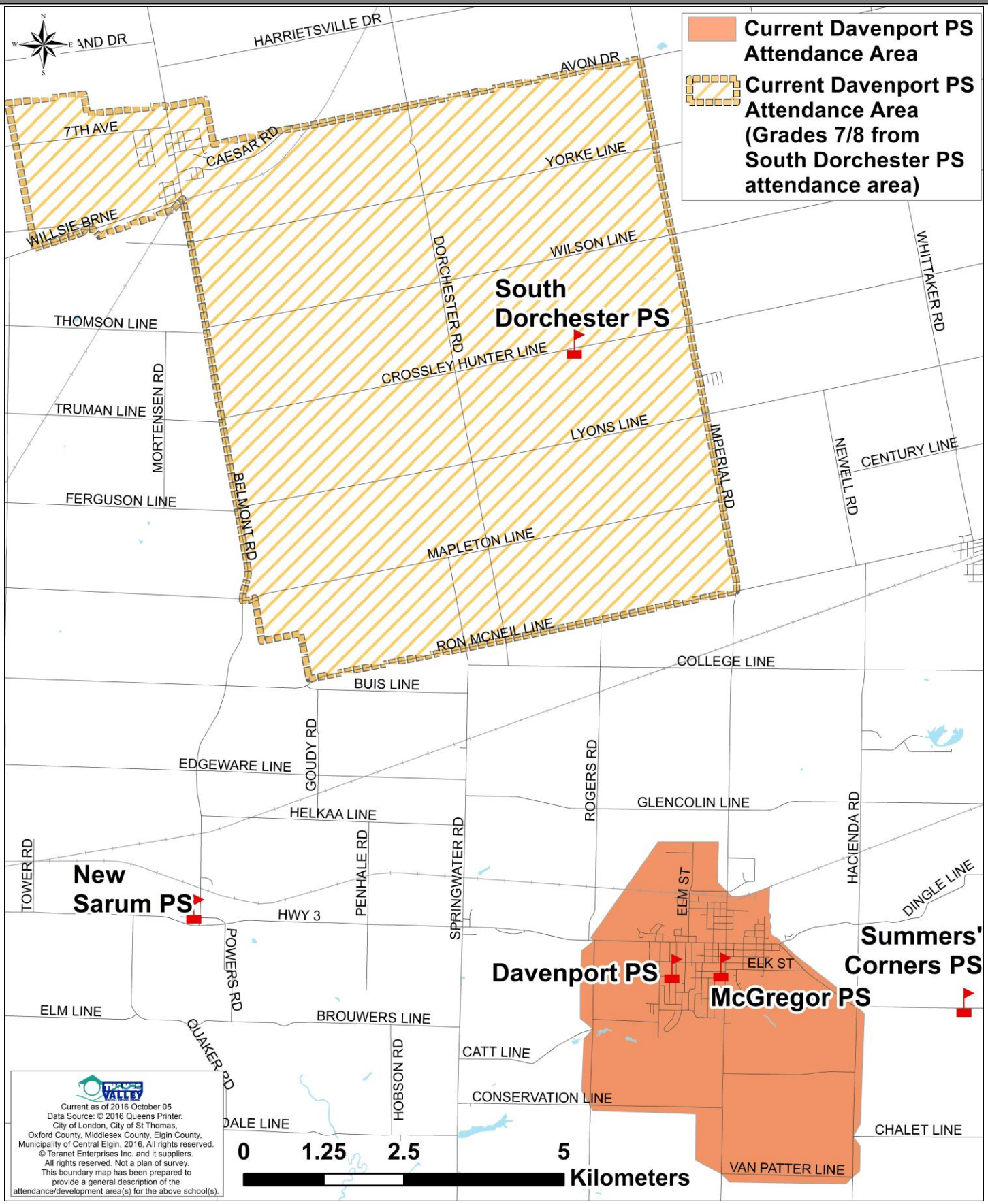
2015-16



ADDRESS:
80 RUTHERFORD AVENUE, AYLMER, N5H 2N8

SECTION A
SCHOOL OVERVIEW

Current Attendance Area



SECTION A
SCHOOL OVERVIEW

General Profile

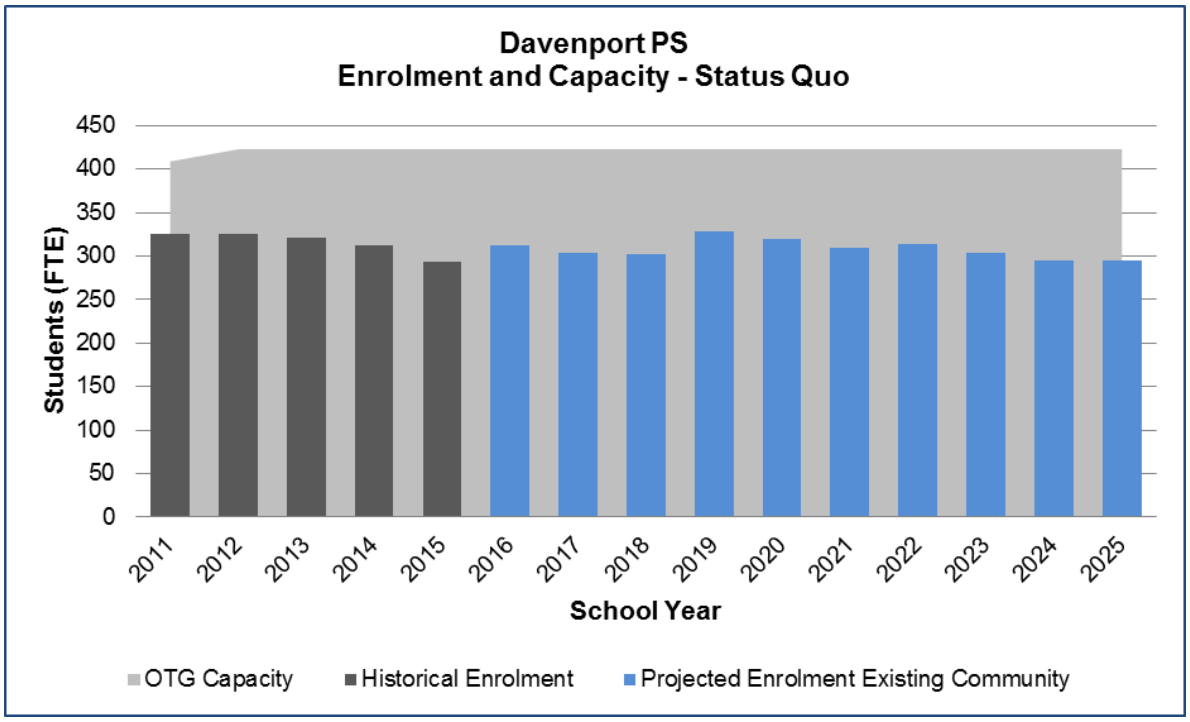
Criteria	Davenport PS	Board Average
Size of the school site (acres)	4.94	7.26
Year original school was built	1955	1977
Building area (square feet)	36, 941.74	44,701.66
Portable classrooms (2015-16)	0	2.86

Distance (km) to 5 closest TVDSB Elementary Schools

0.85	McGregor
5.03	Summers' Corners
8.20	New Sarum
11.29	Springfield
12.42	South Dorchester

Year addition(s) built	Grade Configuration
1960, 1971, 1993	5 - 8

Criteria	Davenport PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	423	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	294.00	385.00
Utilization factor	69.50%	87.17%
Excess or Shortage(-) of Pupil Places	129.00	58.59
Number of Holding Zone students (if any)	0	
Number of out of area students	5	



SECTION A
SCHOOL OVERVIEW

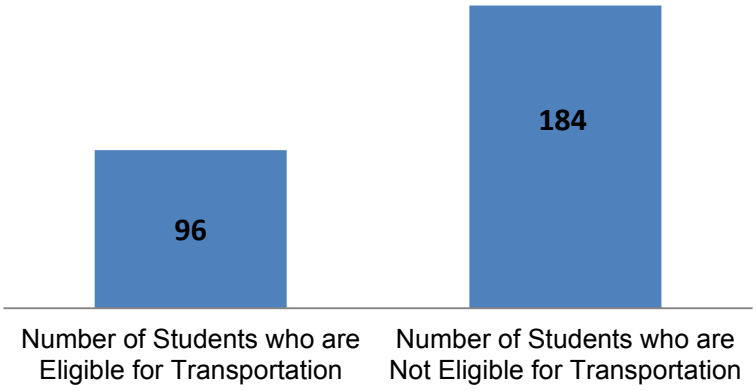
Transportation

Transportation - Length of bus ride	Davenport PS	Board
Shortest	4.00 min	1.00 min
Longest	54.00 min	71.00 min
Average	25.00 min	16.00 min

Percentage of Students Transported to School
34%

Number of Buses Required
10**

Note
** Buses shared with Assumption Catholic School (LDCSB), McGregor and Summers' Corners PS and East Elgin Secondary School



Distance - Proximity of Students to existing school	Davenport PS	Board
Shortest	0.10km	0.01km
Longest	21.06km	67.08km
Average	3.89km	2.45km

Transportation Costs	
Regular Home to School	$109,311
Specialized	$62,318
Total	$171,629

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

Davenport PS Enrolment

STATUS QUO - GRADES 5-8 - Davenport PS Regular Track Enrolment												
Year	**JK**	**SK**	**Gr1**	**Gr2**	**Gr3**	**Gr4**	**Gr5**	**Gr6**	**Gr7**	**Gr8**	**SE**	**FTE**
2011	0	0	0	0	0	0	70	61	92	88	14	325
2012	0	0	0	0	0	0	68	65	88	94	10	325
2013	0	0	0	0	0	0	58	68	96	90	9	321
2014	0	0	0	0	0	0	60	63	88	92	9	312
2015	0	0	0	0	0	0	49	64	88	85	8	294
2016	0	0	0	0	0	0	77	49	81	95	10	312
2017	0	0	0	0	0	0	58	79	76	81	10	304
2018	0	0	0	0	0	0	58	60	98	76	10	302
2019	0	0	0	0	0	0	69	60	92	98	10	329
2020	0	0	0	0	0	0	63	70	84	92	10	319
2021	0	0	0	0	0	0	55	65	96	83	10	309
2022	0	0	0	0	0	0	57	56	96	95	10	314
2023	0	0	0	0	0	0	57	58	84	95	10	304
2024	0	0	0	0	0	0	57	58	87	83	10	295
2025	0	0	0	0	0	0	57	58	84	86	10	295

*Information based on 2015 October 31

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

School Organization and Staffing

School Organization

Class Number	Enrolment By Grade (Student Count)										Spec. Ed.	Class Total
	JK	SK	1	2	3	4	5	6	7	8		
1							21	6				27
2							2	1	3	2	X	8
3							28					28
4								29				29
5								29				29
6									29			29
7									29			29
8									30			30
9										28		28
10										30		30
11										27		27
TOTAL							**51**	**65**	**91**	**87**		**294**

2015-16* Staffing Allocation (FTE)	Davenport PS
Principal	1.00
Vice-Principals	0.00
Secretaries	1.00
Teachers at the School	14.73
Self-Contained Special Education Teachers	1.19
Teacher-Librarians	0.44
English as a Second Language (ESL) Teachers	0.40
Native as a Second Language (NSL) Teachers	0.00
Learning Support Teachers (LST)	1.20
Early Childhood Educators (ECE)	0.00
Educational Assistants (EA)	2.50
Custodial	2.25
Total	**24.71**

Programming and Course Offering for 2015-2016

Davenport PS serves a population of 294 students from grade 5 to grade 8. There are 10 standard classes and 1 specialized class

Specialized Service offerings at Davenport PS

There is one Developmental Education class at Davenport PS.

Availability of Extra-Curricular Activities

Inter-School Sports?	Intramural Sports?	School Clubs?
YES	YES	YES

SECTION C
FACILITY AND SITE PROFILE

Facilities Space Template

Instructional Space	#	Size ft²	Floor Area ft²	Load	OTG
Kindergarten Classroom	-	-	-	26	-
Standard Classroom	16	772	12,350	23	368
Art Room	-	-	-	23	-
Science Room	1	1,084	1,084	23	23
Music Vocal	-	-	-	23	-
Computer Lab *(included in Library)*	-	-	-	23	-
Family Studies	1	664	664	23	23
Technical/Vocational	1	1,042	1,042	-	-
Special Education Area	1	1,169	1,169	9	9
General Arts / Musical Instrumental	on	stage	-	-	-
Resource Room - Loaded (400-699 sf)	-	-	-	12	-
Seminar Rooms - Unloaded (<400 sf)	2	154	308	-	-
Gymnasium Area and Stage	1	4,480	4,480	-	-
Change Rooms	2	631	1,262	-	-
Activity / General Purpose Room	-	-	-	-	-
Multiple Gymnasium	-	-	-	23	-
Learning Commons (formerly Library)	1	2,008	2,008	-	-
Total GFA and OTG of Instructional Area			24,365		423

Operational Space	Per Pupil ft²	Floor Area ft²
Main Office & Reception		619
Staff Room and Teacher Work Rooms		742
Servery		-
Custodial Areas		390
Meeting Room		-
Academic Storage		56
Washrooms		1,317
Gymnasium Storage		180
Chair Storage (in Gymnasium)		-
Mechanical Spaces		741
Total Operational Area		4,045
Total Operational and Instructional		28,410
Gross Up Added	30.03%	8,531
Gross Floor Area		36,941
Total Square Feet		**36,941**

Calculated Area per Pupil by OTG	Calculated Area per Pupil by Enrolment
87.33	125.65

SECTION C
FACILITY AND SITE PROFILE

Facility Profile

Barrier Free Accessibility	
Criteria	**Yes/No**
Minimum number of pedestrian entrances required to be barrier free	N
Designated parking space	Y
Accessibility signs	Y
Path of travel to the main entrance door	N
Designated entrances	N
Designated Wheelchair Spaces and Adaptable seating	N/A
Assistive listening devices	N
Path of travel to all floors/elevations (Including stages)	Y
Surface finish of ramps and stairs	N
Passenger Elevating Devices	N
Fire alarm system with strobe and audible signals	N
Drinking Fountains	Y
Universal washroom	N

Playing fields		Other site amenities
No.	Types	
5	Soccer (2), Basketball court (1), Basketball nets (2), Asphalt running track	Outdoor Classroom/ greening project

14,990 sq. ft.
Hard Surface Play Area

102,614 sq. ft.
Green Space Play Area

Number of Existing Parking Spaces		
Standard	BF	Total
31	0	31

TVDSB Parking Standard: Staff +10			
Staff FTE	Required	Plus/ Minus	% of Standard
24.71	34.71	-3.71	89.31%

Designated School Bus Bays / Loading Zones				Designed Student Drop off/Pick up Area
No. of Buses	Yes/No	Assessment	Note	Yes/No
10**	No	Insufficient.On street, loading staggered to accommodate number of buses.	** Buses shared with Assumption Catholic School (LDCSB), McGregor and Summers' Corners PS and East Elgin Secondary.	No

SECTION C
FACILITY AND SITE PROFILE

Financial Profile

Financial Analysis of School*			
	Cost ($)	Cost per Student ($)	Board Average per Student ($)
Cost of Administration	179,970.00	612.15	612.00
Cost of Facility Services	157,506.00	535.73	774.84
Cost of Information Technology	11,246.00	38.25	29.22
Total	348,722.00	1,186.13	1,416.06

* Board Average for Administration and Information Technology is based on the Elementary Panel
* Board Average for Facility Services is based on all schools operated by the Board

School Utility Costs**				
Cost($)	Cost per Sq. Ft.($)	Board Average per Sq. Ft.	Cost per Student ($)	Board Average per Student ($)
59,343.25	1.61	1.55	202.02	1.55

** Included in above Facility Services costs

Facility Condition Index
28% Provincial Average
37% Board Average
50% PAR Average
42% Davenport PS

Replacement Value of the School
$8,748,738

10 Year Repair History	
Project Description	**Total**
Asbestos Repairs	$ 1,738
Library Renovation	$ 19,543
Window Replacement - Phase 2	$ 393,085
Designated Substance Report	$ 173
Barrier Free Washroom Renovation	$ 31,015
Roof Moisture Survey	$ 4,086
1971 Steel Joist review	$ 5,540
Supply and install ceiling lift	$ 10,475
Anthes Joist Investigation	$ 8,485
Chimney Removal	$ 9,605
WIFI installation	$ 4,781
Roof Scan	$ 4,495
Replace VAT Flooring	$ 89,680
Phase 1 AODA Compliance Review	$ 490
Replace Boilers and Pumps	$ 260,434
Exterior Lighting upgrades	$ 1,188
Davenport PS Total	$ 844,813

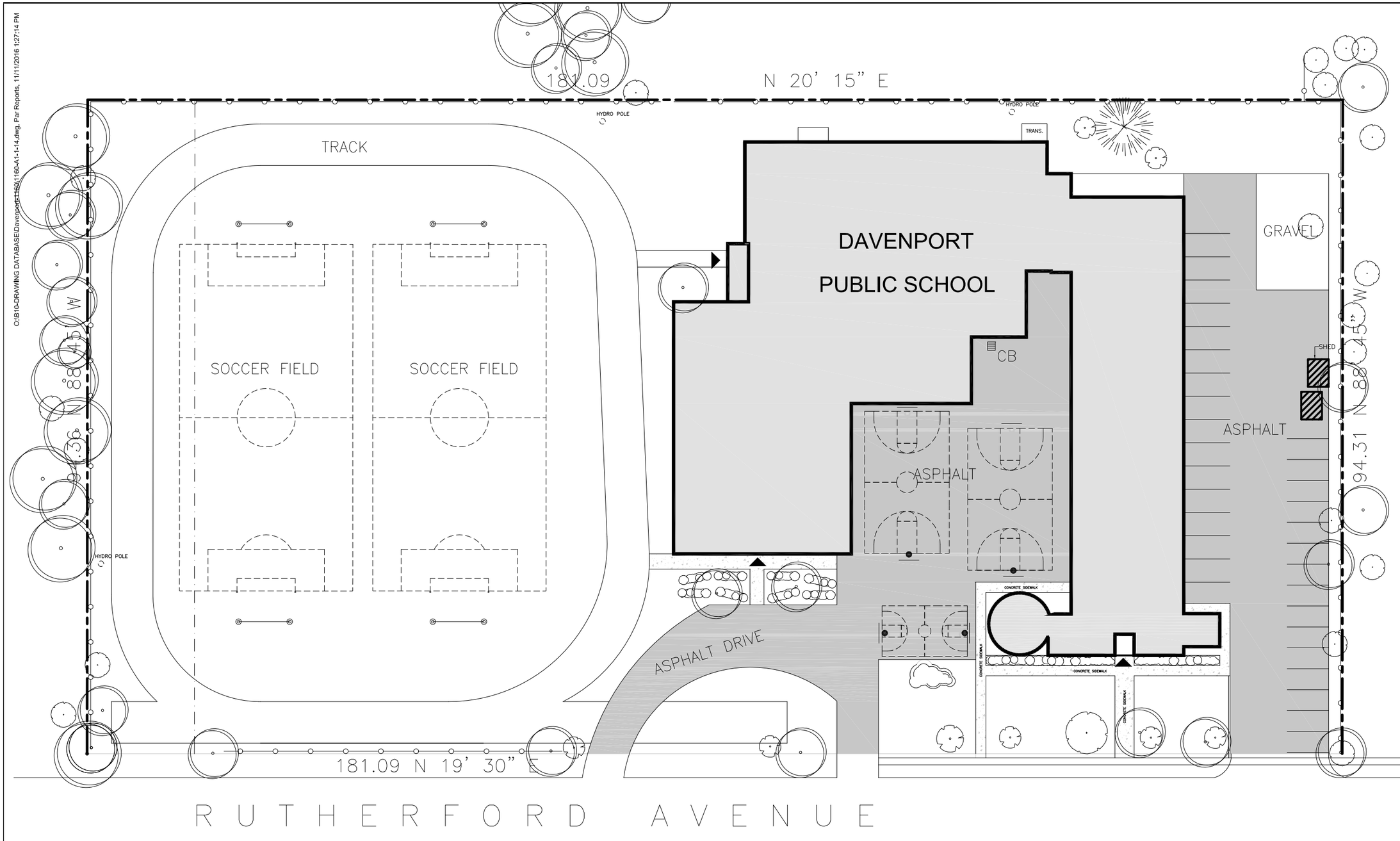
SECTION C
FACILITY AND SITE PROFILE

TVDSB Five Year Renewal Needs

Five Year Renewal Needs			
Cost	**Priority**	**Action Year**	**Renewal Requirement**
$ 10,400	Urgent	2015	Roof Coverings - Skylights Renewal
$ 197,600	Urgent	2015	Roof Coverings - Section C-1 & D Renewal
$ 57,200	Urgent	2015	Replace [Hot Water Boilers]
$ 57,200	Urgent	2015	Hot Water Boilers - Boiler 2 Renewal
$ 613,600	Urgent	2015	Heating/Chilling water distribution systems Renewal
$ 7,280	Urgent	2015	Study [Heating/Chilling water distribution systems]
$ 390,000	Urgent	2015	Site Civil/Mechanical Utilities - Site Renewal
$ 5,200	Urgent	2015	Study [Site Civil/Mechanical Utilities - Site]
$ 52,000	High	2015	Exterior Walls - Original Building Renewal
$ 48,500	High	2005	Replace [Exterior Windows - Addition 3]
$ 12,480	High	2015	Exterior Doors - Addition 3 Renewal
$ 10,400	High	2015	Partitions - Movable Partitions Renewal
$ 26,000	High	2015	Partitions - Clerestory Renewal
$ 21,840	High	2015	Fittings - Washroom Accessories Renewal
$ 104,000	High	2015	Plumbing Fixtures Renewal
$ 5,200	High	2015	Auxiliary Equipment - Chemical Treatment System Renewal
$ 15,600	High	2015	Auxiliary Equipment - HVAC Pumps Renewal
$ 26,000	High	2015	Other Heat Generating Systems - Make-Up AHU Renewal
$ 5,200	High	2015	Other Heat Generating Systems - Window A/C Renewal
$ 36,400	High	2015	Exhaust Systems Renewal
$ 104,000	High	2015	Terminal & Package Units - Perimeter Radiators Renewal
$ 124,800	High	2015	Terminal & Package Units - Unit Ventilators Renewal
$ 15,600	High	2015	Standpipe Systems Renewal
$ 74,880	High	2015	Secondary - Distribution Panels Renewal
$ 74,880	High	2015	Main Switchboards - Disconnect and Distribution Renewal
$ 5,200	High	2015	Study - Cabling Raceways & Bus Ducts, Pre-1993
$ 374,400	High	2015	Branch Wiring - Pre-1993 Renewal
$ 15,600	High	2015	Lighting Equipment - Exterior Lighting Renewal
$ 10,400	High	2015	Lighting Equipment - Emergency Lighting - Battery-Backup Renewal
$ 166,400	High	2015	Parking Lots - Asphalt Paved Renewal
$ 78,000	High	2015	Major Repair [Site Development - Unpaved Playing Fields]
$ 41,600	High	2015	Site Development - Fencing & Gates Renewal
$ 2,787,860			

APPENDIX B-1

O:\B10-DRAWING DATABASE\Davenport-1160\1160-A1-1-14.dwg, Par Reports, 11/11/2016 1:27:14 PM



0 5 10 15 20 25 m

0 10 20 30 40 50 60 70 80 ft

Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

DO NOT SCALE FROM DRAWING

PROJECT TITLE:

DAVENPORT P.S.
80 RUTHERFORD AVENUE
AYLMER, ON

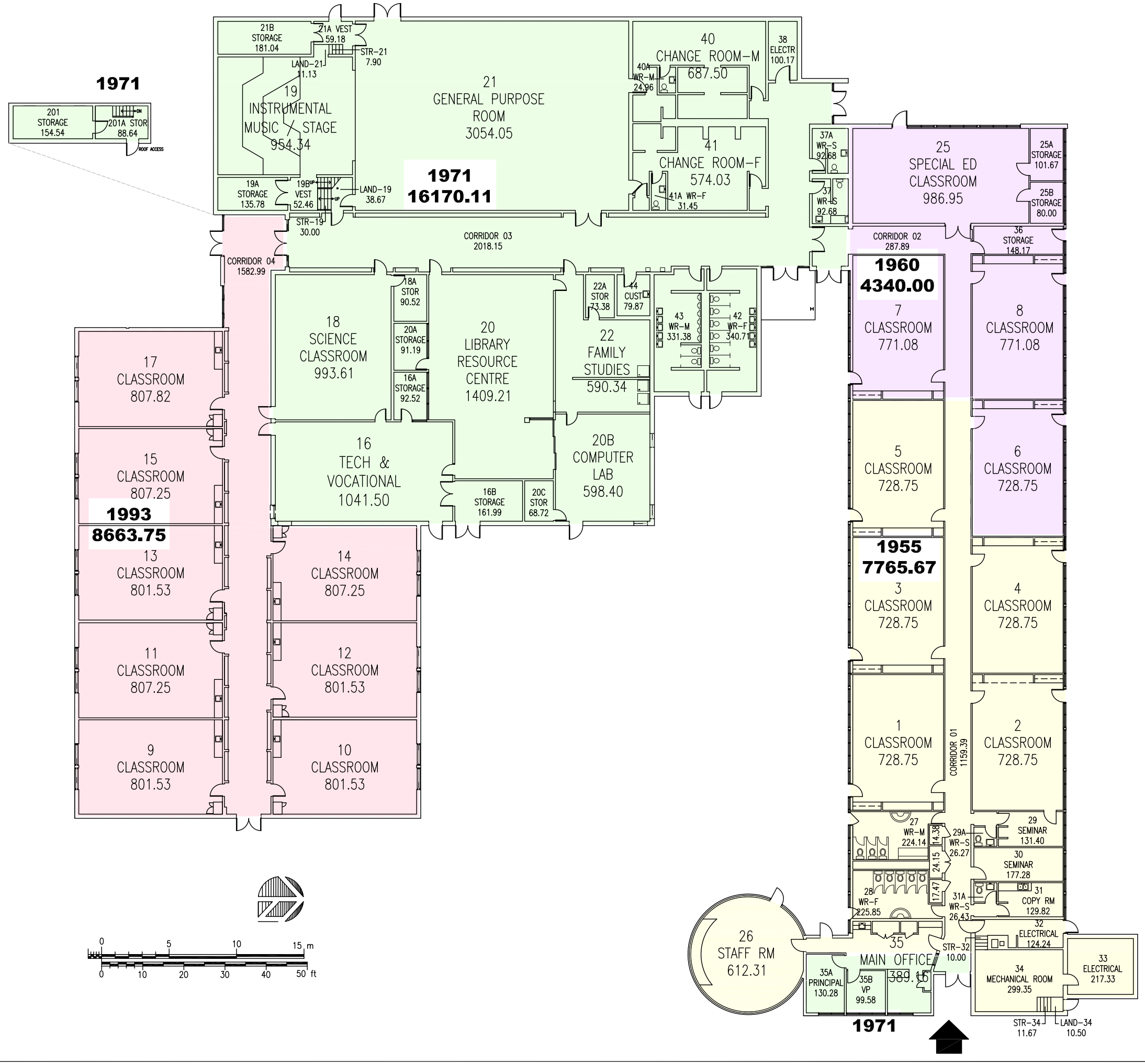
1160

DRAWING TITLE:

SITE

DATE:	SCALE:	SHEET NO.
10/03/04	N.T.S.	A1.1
DRAWN: DMK	CHECKED BY:	
FILE NAME: 1160—A1—1—14		

FSAR-EPAR-01: APPENDIX A



Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.
DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

1955
1960
1971
1993

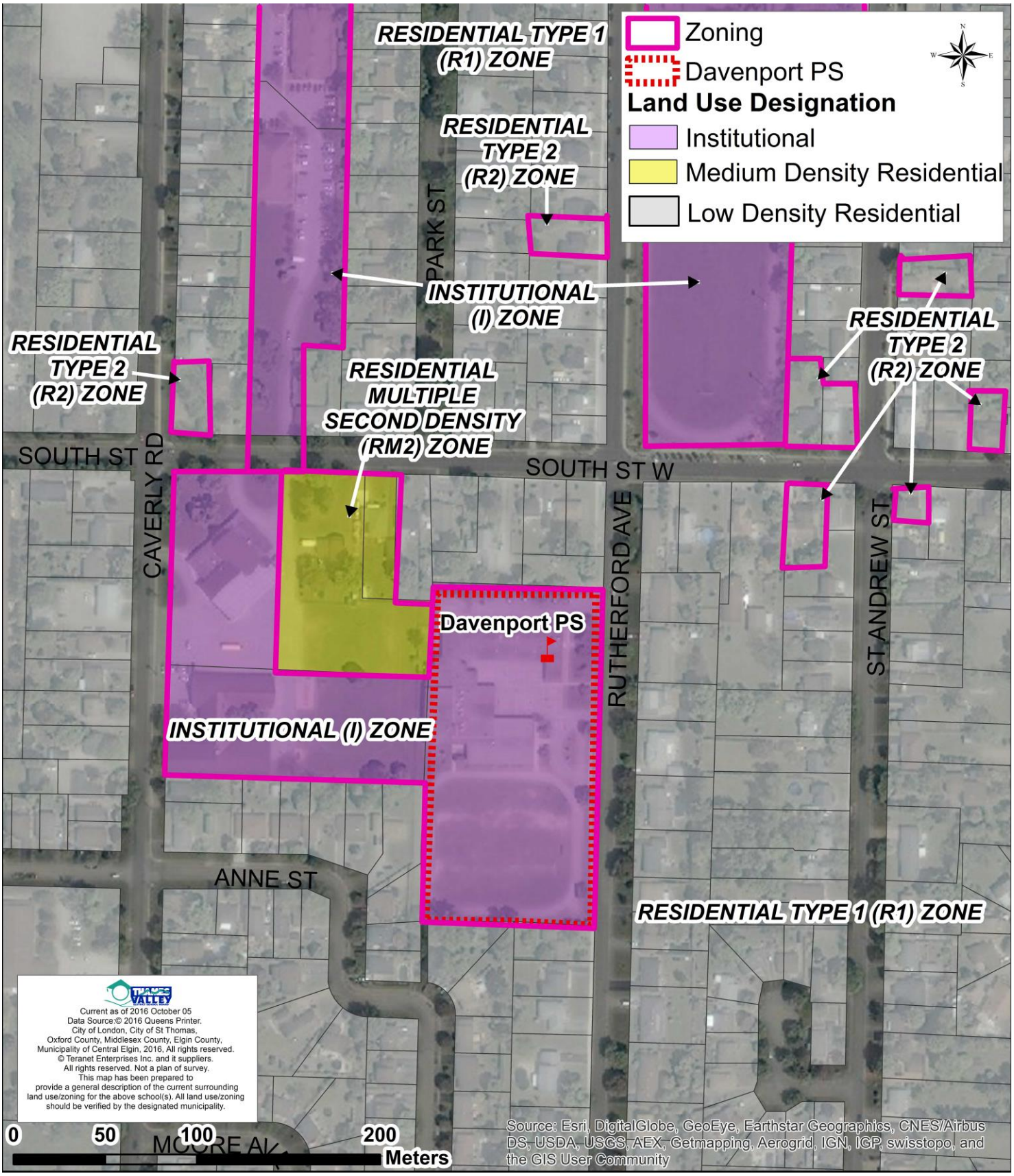
PROJECT TITLE:
DAVENPORT P.S.
80 RUTHERFORD AVENUE
AYLMER, ON
1160

DRAWING TITLE:
MAIN FLOOR

DATE: 09/09/02
SCALE: N.T.S.
SHEET NO. A2.1
DRAWN: CLC/MZ
CHECKED BY:
FILE NAME: 1160-A2-1-14

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Land Use and Zoning



SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Demographic Data for Davenport PS

2001 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
418	1200	652	5371	1026	2775	7641	2.8	0.43	0.23

2006 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
424	1008	568	5579	903	2808	7579	2.7	0.36	0.20

2011 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
438	941	554	5677	872	2943	7610	2.6	0.32	0.19

Source: Statistics Canada 2001, 2006, 2011 Census

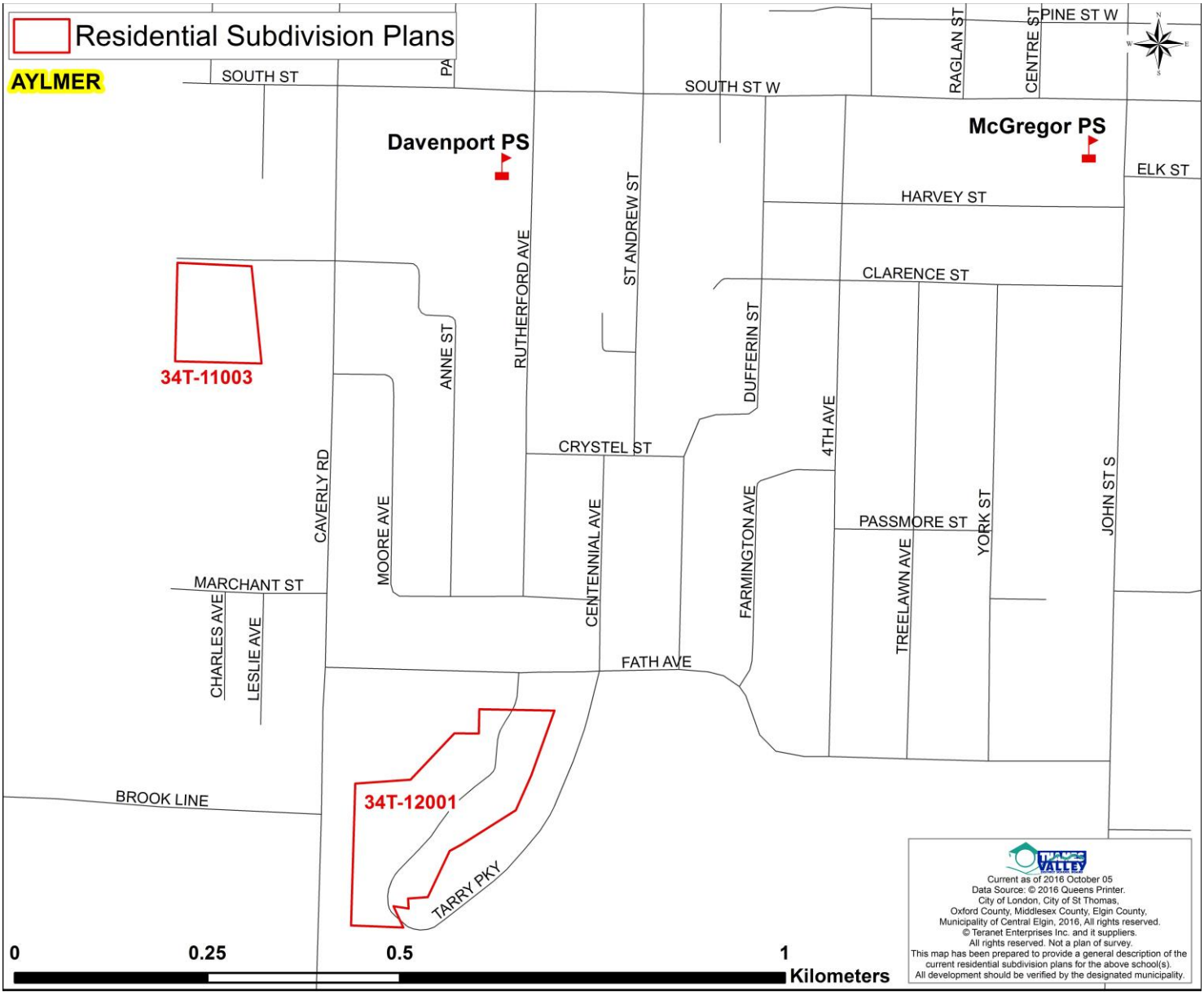
Demographics within the Davenport PS Attendance Area

Davenport PS is a grade 5 – 8 school in the town of Aylmer and also accommodates the 7 and 8 students from the South Dorchester PS attendance area. The school accommodates students from Aylmer, the hamlet of South Gore and rural students of Malahide Township. Grades JK - 4 students in these areas are accommodated at McGregor PS which has an attendance area that mirrors Davenport PS.

Within the attendance area of Davenport PS, Statistics Canada indicates that from 2001 to 2011 the total population has remained relatively stable. However, the population of elementary school aged children (4-13 year olds) has declined 16% from 2001 to 2006 and a further 7% from 2006 to 2011.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Residential Development



Growth and Development

The Malahide Township Official Plan indicates that the areas east and west of Aylmer are under consideration for growth and community expansion. Within the attendance area of McGregor PS and Davenport PS there are a total of 18 Single Family units and 30 High Density units currently circulated and under construction as indicated in the map above. The current development is not expected to yield a significant amount of students.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Community Use Profile

Were Before and After school programs or services (e.g., child care) avaiable at this school	Name of Child Care Provider	Revenue from the Before and After school programs	Were before and after school programs cost fully recoverable
N/A	N/A	N/A	N/A

Was the School building used by community groups through Community Use of Schools?	School Building Use:		
	Number of permits	Booked hours per year	Total revenue
YES	3	113	$ 792.75

Were Community Use of School costs fully recoverable?

YES

Were School Grounds used by community groups through Community Use of Schools?	School Grounds Use:		
	Number of permits	Booked hours per year	Total revenue
NO	0	0	$ -

Collaboration Suitability					
Suitable Vacant Space	Parking	Barrier-Free Accessibility	Municipal Services	Site Size	Dedicated Access to Space
Y	N	N	Y	N	Y
Air Conditioning	Compartmenta-lization	Dedicated Washroom Space	Existing Community Use	Existing Collaboration	
P	Y	Y	N/A	N/A	

SCHOOL INFORMATION PROFILE

McGREGOR PUBLIC SCHOOL

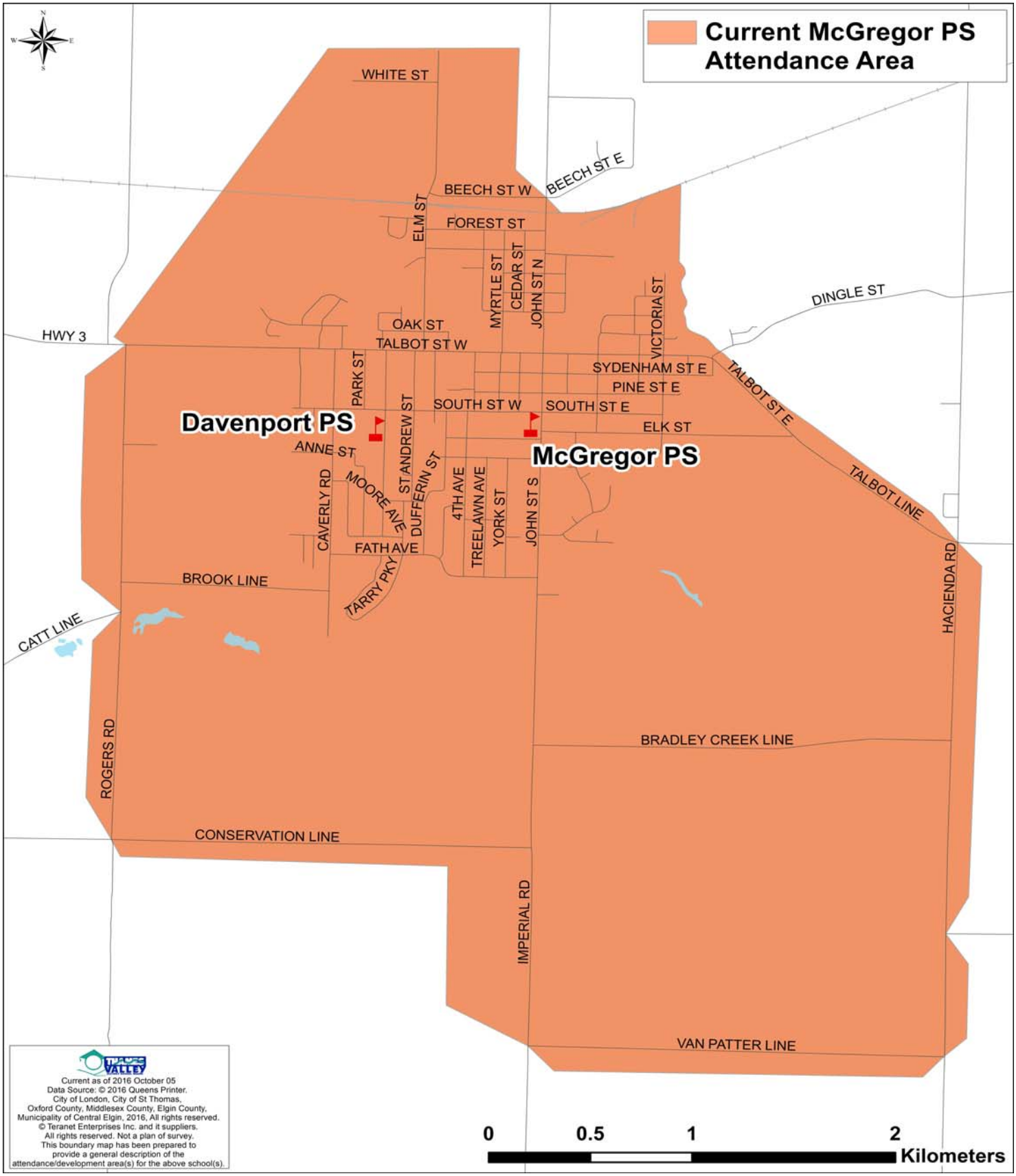
2015-16



ADDRESS:
204 JOHN STREET SOUTH, AYLMER, N5H 2C8

SECTION A
SCHOOL OVERVIEW

Current Attendance Area



SECTION A
SCHOOL OVERVIEW

General Profile

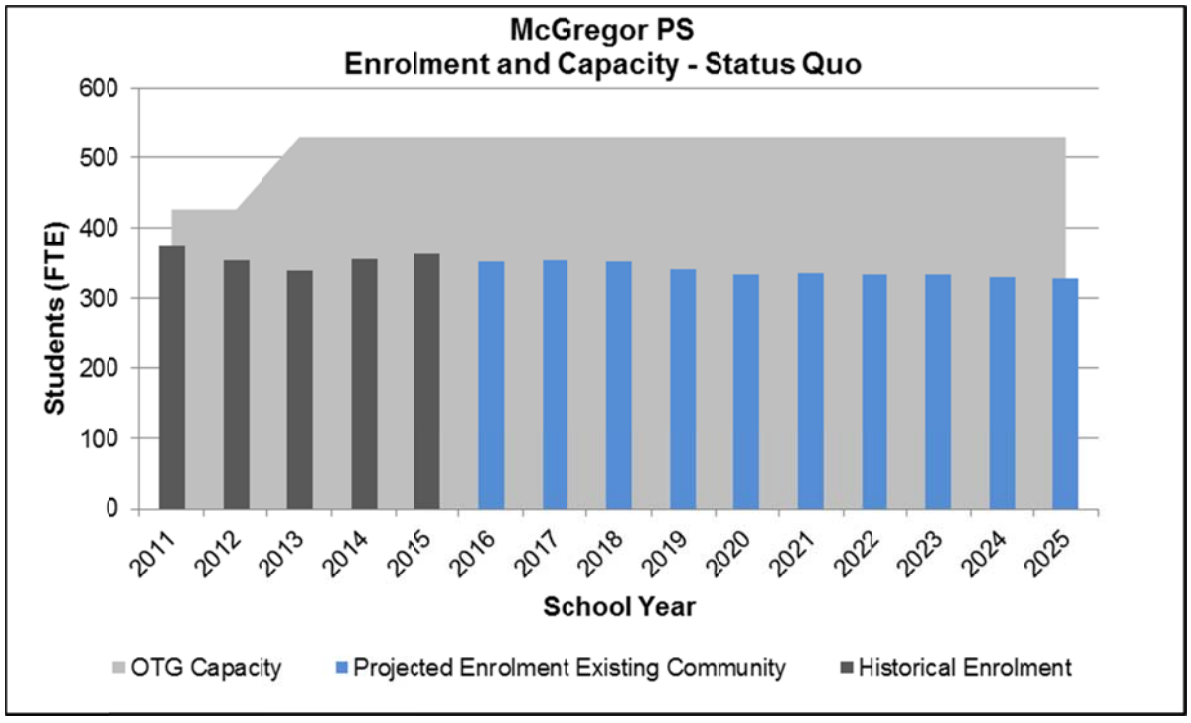
Criteria	McGregor PS	Board Average
Size of the school site (acres)	~~8.15~~ **3.54**	7.26
Year original school was built	1950	1977
Building area (square feet)	46,801.48	44,701.66
Portable classrooms (2015-16)	0	2.86

Distance (km) to 5 closest TVDSB Elementary Schools

0.85	Davenport
4.19	Summers' Corners
8.06	New Sarum
10.46	Springfield
11.58	South Dorchester

Year addition(s) built	Grade Configuration
1968, 2013	JK-4

Criteria	McGregor PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	530	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	363.00	385.00
Utilization factor	68.49%	87.17%
Excess or Shortage (-) of Pupil Places	167.00	58.59
Number of Holding Zone students (if any)	0	
Number of out of area students	5	



SECTION A
SCHOOL OVERVIEW

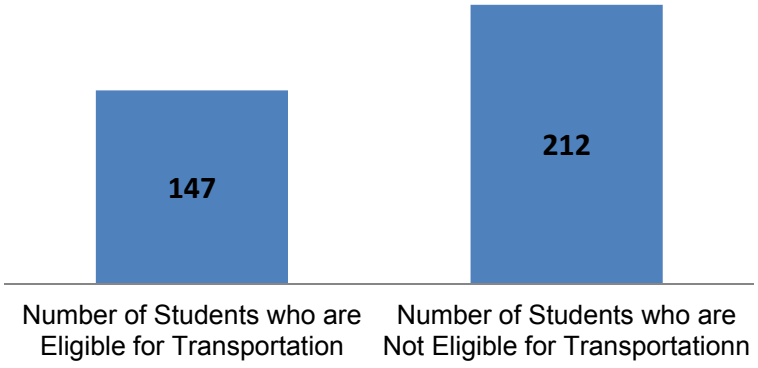
Transportation

Distance - Length of bus ride	McGregor PS	Board
Shortest	5.00 min	1.00 min
Longest	39.00 min	71.00 min
Average	15.00 min	16.00 min

Percentage of Students Transported to School
41%

Number of Busses Required
5**

Note
** Buses shared with Assumption Catholic School (LDCSB), Davenport and Summers' Corners PS and East Elgin Secondary School



Transportation - Proximity of Students to existing school	McGregor PS	Board
Shortest	0.07km	0.01km
Longest	4.89km	67.08km
Average	0.96km	2.45km

Transportation Costs	
Regular Home to School	$91,944
Specialized	$55,166
Total	$147,110

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

McGregor PS Enrolment

STATUS QUO - GRADES JK-4 - McGregor PS Regular Track Enrolment

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	58	66	54	62	67	60	0	0	0	0	7	374
2012	54	56	67	49	59	60	0	0	0	0	10	355
2013	56	58	51	67	45	56	0	0	0	0	7	340
2014	59	66	61	49	72	43	0	0	0	0	7	357
2015	52	65	62	54	52	74	0	0	0	0	4	363
2016	55	56	62	65	56	55	0	0	0	0	3	352
2017	56	59	54	60	67	56	0	0	0	0	3	355
2018	56	59	56	52	61	66	0	0	0	0	3	353
2019	56	59	56	54	54	60	0	0	0	0	3	342
2020	55	59	56	54	55	52	0	0	0	0	3	334
2021	55	58	56	54	55	54	0	0	0	0	3	335
2022	55	58	55	54	55	54	0	0	0	0	3	334
2023	55	58	55	53	55	54	0	0	0	0	3	333
2024	54	58	55	53	54	54	0	0	0	0	3	331
2025	54	57	55	53	54	53	0	0	0	0	3	329

*Information based on 2015 October 31

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

School Organization and Staffing

School Organization

Class Number	Enrolment By Grade (Student Count)										Spec. Ed.	Class Total
	JK	SK	1	2	3	4	5	6	7	8		
1	14	16										30
2	12	17										29
3	15	14										29
4	11	18										29
5			6	13								19
6			18									18
7			18									18
8			20									20
9				20								20
10				11	9							20
11				10	10							20
12					13	8						21
131					2	2					X	4
14					20							20
15						22						22
16						22						22
17						22						22
	52	**65**	**62**	**54**	**54**	**76**	**0**	**0**	**0**	**0**		**363**

2015-16* Staffing Allocation (FTE)	McGregor PS
Principal	1.00
Vice-Principals	0.00
Secretaries	1.00
Teachers at the School	22.09
Self-Contained Special Education Teachers	1.19
Teacher-Librarians	0.56
English as a Second Language (ESL) Teachers	0.50
Native as a Second Language (NSL) Teachers	0.00
Learning Support Teachers (LST)	1.30
Early Childhood Educators (ECE)	4.00
Educational Assistants (EA)	5.00
Custodial	2.75
Total	**39.39**

Programming and Course Offering for 2015-2016

McGregor PS serves a population of 363 students from kindergarten to grade 4. There are 16 standard classes and 1 specialized class.

Specialized Service offerings at McGregor PS

There is one Developmental Education class and one Parent & Family Literacy Centre classroom at McGregor PS

Availability of Extra-Curricular Activities

Inter-School Sports?	Intramural Sports?	School Clubs?
NO	YES	YES

SECTION C
FACILITY AND SITE PROFILE

Facilities Space Template

Instructional Space	#	Size ft²	Floor Area ft²	Load	OTG
Kindergarten Classroom	5	1,153	5,767	26	130
Standard Classroom	16	730	11,679	23	368
Art Room	-		-	23	-
Science Room	-		-	23	-
Music Vocal	-		-	23	-
Computer Lab	1	705	705	23	23
Technical / Vocational	-		-	23	-
Special Education Area	1	847	847	9	9
General Arts / Musical Instrumental	-		-		-
Resource Room - Loaded (400-699 sf)	-		-	12	-
Seminar Rooms - Unloaded (<400 sf)	2	206	412		-
Gymnasium Area and Stage	1	3,071	3,071		-
Change Rooms	-		-		-
Activity / General Purpose Room	-		-		-
Learning Commons (formerly Library)	1	2,674	2,674		-
Total GFA and OTG of Instructional Area			25,155		530

Operational Space	Per Pupil ft²	Floor Area ft²
Main Office & Reception		467
Staff Room and Teacher Work Rooms		788
Servery		377
Custodial Areas		418
Meeting Room		189
Academic Storage		639
Washrooms		1,413
Gymnasium Storage		318
Chair Storage (in Gymnasium)		-
Mechanical Spaces		987
Total Operational Area		5,596
Total Operational and Instructional		30,751
Gross Up Added	52.19%	16,050
Gross Floor Area		46,801
Total Square Feet		**46,801**

Calculated Area per Pupil by OTG	Calculated Area per Pupil by Enrolment
88.30	128.93

SECTION C
FACILITY AND SITE PROFILE

Facilities Profile

Barrier Free Accessibility Checklist	
Item	**Y/N**
Minimum number of pedestrian entrances required to be barrier free	N
Designated parking space	Y
Accessibility signs	Y
Path of travel to the main entrance door	Y
Designated entrances	Y
Designated Wheelchair Spaces and Adaptable seating	N/A
Assistive listening devices	Y
Path of travel to all floors/elevations. Including stages.	N
Surface finish of ramps and stairs	N
Passenger Elevating Devices	Y
Fire alarm system with strobe and audible signals	N
Drinking Fountains	Y
Universal washroom	Y

Playing fields		Other site amenities
No.	Types	
1	Soccer (1)	Wall mounted Basketball nets (4), Playground equipment (3) and Sand boxes (4)

24,108 sq. ft.
Hard Surface Play Area

44,619 sq. ft.
Green Space Play Area

Number of Existing Parking Spaces		
Standard	BF	Total
41	1	42

TVDSB Parking Standard: Staff +10			
Staff FTE	Required	Plus/ Minus	% of Standard
39.39	49.39	-6.39	85.04%

Designated School Bus Bays / Loading Zones				Designed Student Drop off/Pick up Area
No. of Buses	Yes/No	Assessment	Note	Yes/No
5**	Yes	Good. Room for additional bays to be installed	** Buses shared with Assumption Catholic School (LDCSB), Davenport and Summers' Corners PS and East Elgin Secondary School	No

SECTION C
FACILITY AND SITE PROFILE

Financial Profile

Financial Analysis of School*			
	Cost ($)	Cost per Student ($)	Board Average per Student ($)
Cost of Administration	179,970.00	495.79	612.00
Cost of Facility Services	255,217.00	703.08	774.84
Cost of Information Technology	11,246.00	30.98	29.22
Total	446,433.00	1229.85	1,416.06

* Board Average for Administration and Information Technology is based on the Elementary Panel
* Board Average for Facility Services is based on all schools operated by the Board

School Utility Costs**				
Cost($)	Cost per Sq. Ft.($)	Board Average per Sq. Ft.	Cost per Student ($)	Board Average per Student ($)
54,967.42	1.17	1.55	151.42	214.40

** Included in above Facility Services costs

Facility Condition Index
28% Provincial Average
37% Board Average
50% PAR Average
48% McGregor PS

Replacement Value of the School
$10,813,500

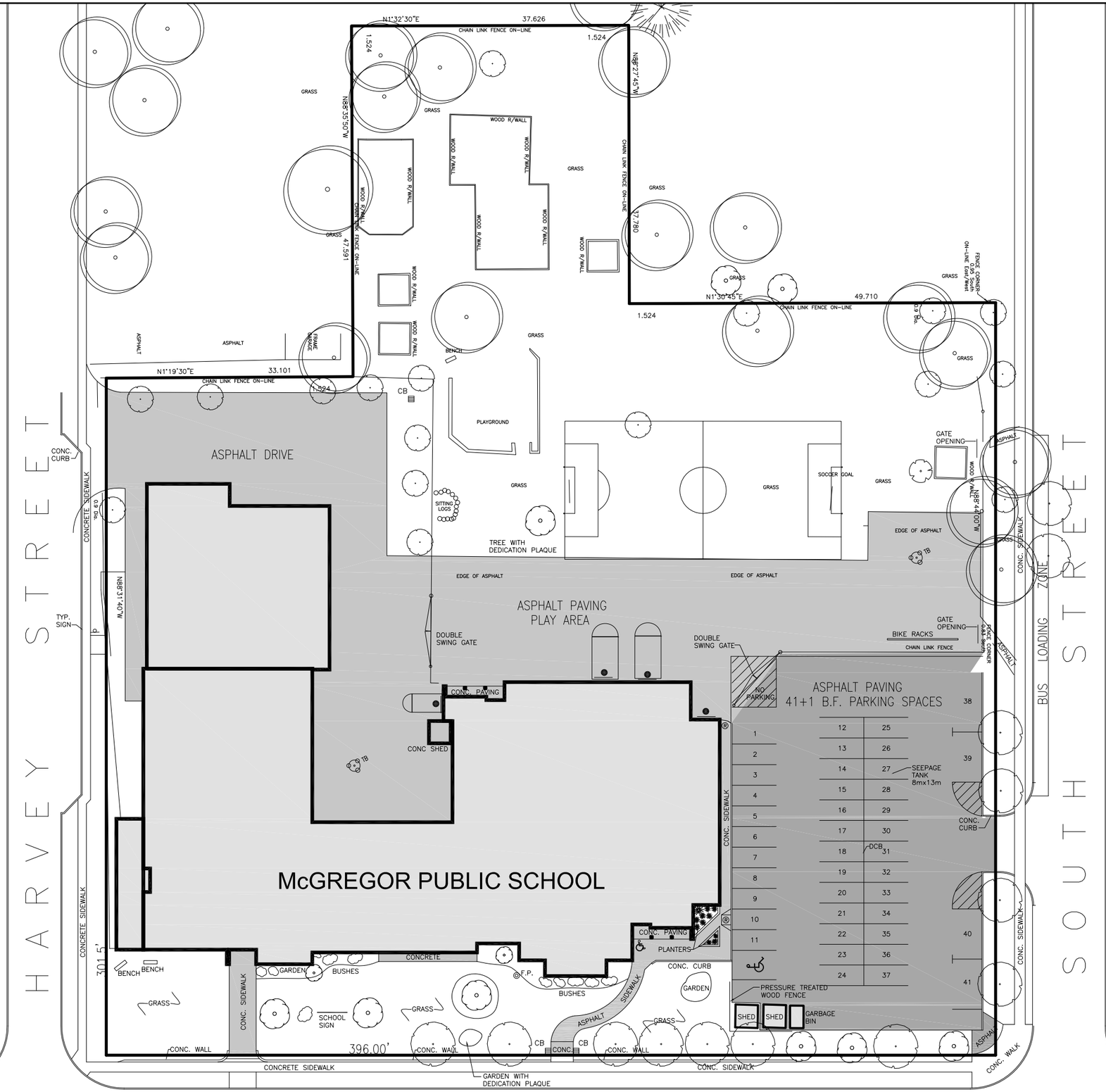
10 Year Repair History		
Project Description	**Total**	
Asbestos Report - O.Reg. 278/05	$	973
Asbestos Repairs	$	2,459
Replace Roof D1,D2,D3,E1,E2,F1,F2	$	310,778
Roof Guards	$	14,623
Provide Barrier Free Door Operator	$	5,156
Replace Central HVAC and Condensers	$	268,777
Designated Substance Report	$	173
Replace Boilers	$	105,830
Replace Roof A-1,A-2, B and C	$	55,544
Regulation Performance - MOE C of A	$	1,839
Roof Moisture Survey	$	4,086
Replace Roof A-1,A-2, B and C	$	172,775
Designated Substance Report Update	$	306
Replace Electrical Service	$	102,883
Fire Alarm	$	64,324
Roof Scan	$	4,495
Phase 1 AODA Compliance Review	$	378
Exterior Lighting upgrades	$	1,188
CCTV Installation	$	3,222
School Yard Greening	$	16,514
McGregor PS Total	$	1,136,322

SECTION C
FACILITY AND SITE PROFILE

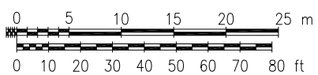
TVDSB Five Year Renewal Needs

Five Year Renewal Needs			
Cost	**Priority**	**Action Year**	**Renewal Requirement**
$ 615,160	Urgent	2016	Heating water distribution systems - Piping Systems Renewal
$ 10,400	Urgent	2015	Study - Replacement - D304003 Heating water distribution systems - Piping Systems - Beyond Rated Useful Life
$ 208,000	Urgent	2015	Panels - Distribution Equipment Renewal
$ 11,465	High	2018	Exterior Walls - Original Building Renewal
$ 33,746	High	2018	Exterior Doors - Addition 1 Renewal
$ 99,008	High	2015	Wall Finishes - Original Building Renewal
$ 108,056	High	2015	Ceiling Finishes - Original Construction to Addition 1 Renewal
$ 35,464	High	2015	Ceiling Finishes - Original Construction to Addition 1 Renewal
$ 303,784	High	2015	Air Distribution, Heating & Cooling - Insufficient Ventilation Renewal
$ 10,400	High	2015	Study - Replacement - D304001 Air Distribution, Heating & Cooling - Insufficient Ventilation
$ 124,800	High	2015	Plumbing Fixtures - Washroom Fixtures Renewal
$ 211,536	High	2015	Domestic Water Distribution - Piping System Renewal
$ 10,400	High	2015	Study - Replacement - D2020 Domestic Water Distribution - Piping System - Beyond Rated Useful Life
$ 211,536	High	2015	Sanitary Waste Renewal
$ 10,400	High	2015	Study - Replacement - D2030 Sanitary Waste - Beyond Rated Useful Life
$ 10,400	High	2015	Study - Replacement - D2040 Rain Water Drainage - Beyond Rated Useful Life
$ 211,536	High	2016	Rain Water Drainage Renewal
$ 20,800	High	2015	Auxiliary Equipment - HVAC Pumps Renewal
$ 31,200	High	2015	Exhaust Systems Renewal
$ 567,112	High	2015	Fin Tube Radiation Renewal
$ 249,600	High	2015	Controls & Instrumentation Renewal
$ 19,344	High	2015	Playing Fields - Site Renewal
$ 10,400	High	2017	Study - Replacement - G30 - Site Civil/Mechanical Utilities - Beyond Rated Useful Life
$ 499,807	High	2019	Site Civil/Mechanical Utilities - Site Renewal
$ 3,624,354			

O:\B10-DRAWING DATABASE\McGregor-1405\1405-A1-1-13.dwg, Par Reports, 11/8/2016 10:10:12 AM







Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

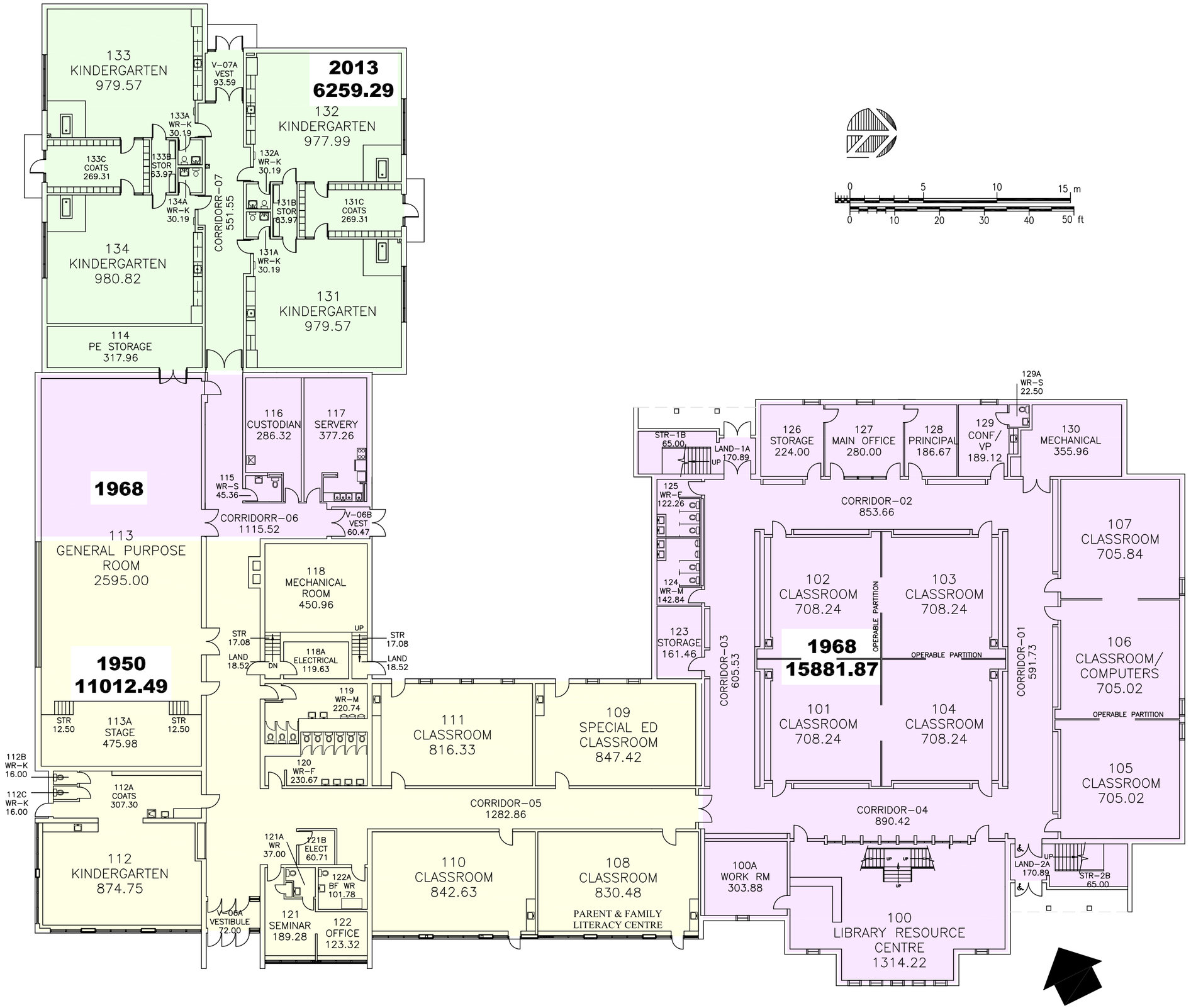
DO NOT SCALE FROM DRAWING

PROJECT TITLE:
MC GREGOR P.S.
204 JOHN ST. SOUTH
AYLMER, ON

1405

DRAWING TITLE:
SITE

DATE:	SCALE:	SHEET NO.
26/05/04	N.T.S.	A1.1
DRAWN: DMK	CHECKED BY:	
FILE NAME: 1405—A1—1—13		



Thames Valley
District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.
DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

1950
1968
2013

DATE	FLOOR	DESCRIPTION	BY:	No.
				10
				9
				8
JAN/13/14	FLOORS	EBASE UPDATING	CC	7
09/09/13	ALL	ADDITION RENOVATION - FDK	CC	6
30/12/10	SITE	UPDATED SITE PLAN PER NOTES TAKEN ON SITE	CA	5
24/04/07	1ST	RM USAGE CHNGE/WINDOW REPLACE-NEW OPENINGS	DK	4
09/01/07	1ST	ADD BF WR IN HEALTH AREA	DK	3
26/05/04	SITE	REPRODUCED FROM 1968 AND 1999		2
07/09/05	SITE	UPDATED PROPERTY LINES		1

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

PROJECT TITLE:

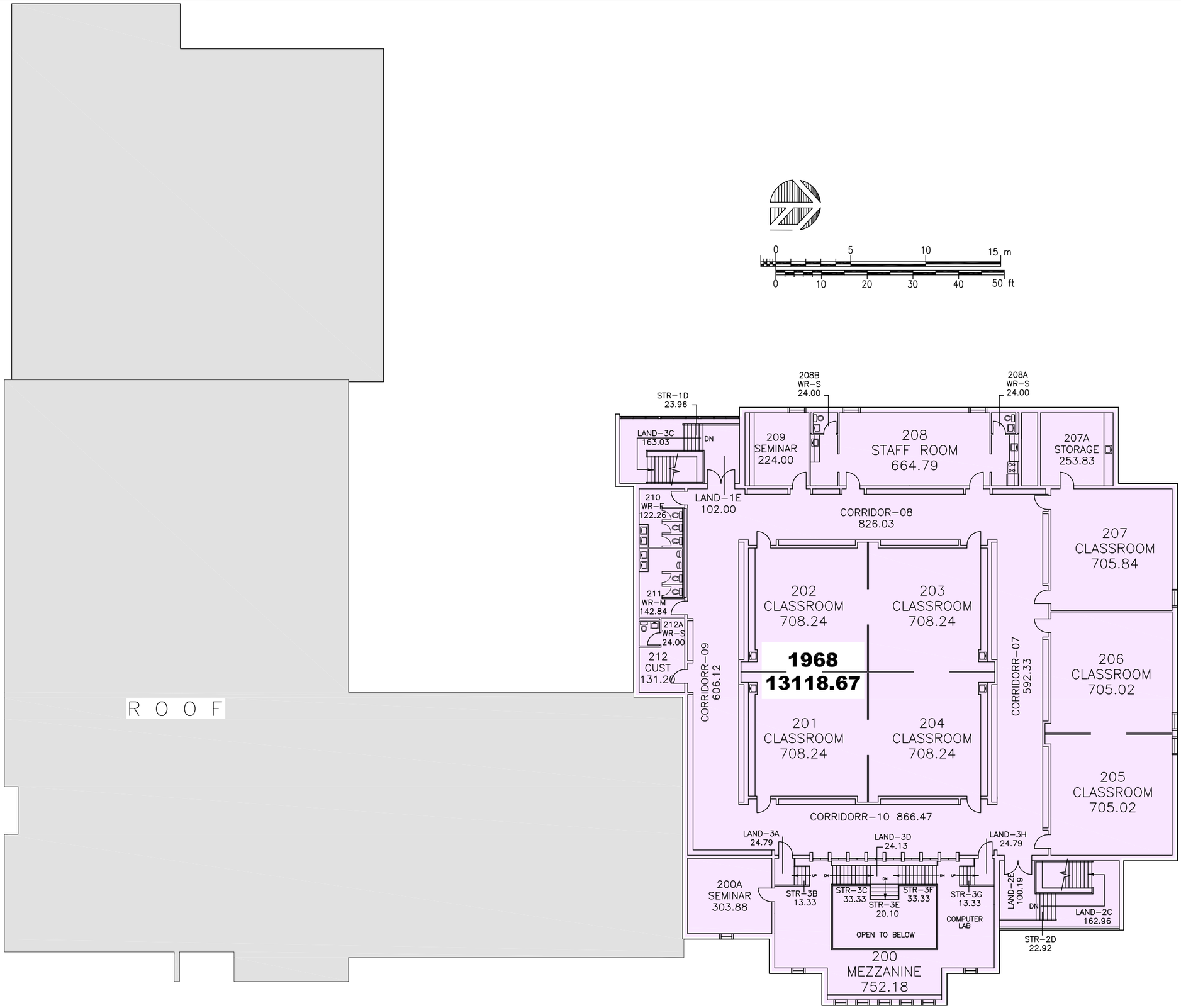
MC GREGOR P.S.
204 JOHN ST. SOUTH
AYLMER, ON

1405

DRAWING TITLE:

MAIN FLOOR

DATE:	SCALE:	SHEET NO.
07/01/02	N.T.S.	A2.1
DRAWN: MZ	CHECKED BY:	
FILE NAME: 1405-A2-1-13		



Thames Valley
District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.
DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

1950
1968
2013

DATE	FLOOR	DESCRIPTION	BY:	No
				10
				9
				8
JAN/13/14	FLOORS	EBASE UPDATING	CC	7
09/09/13	ALL	ADDITION RENOVATION – FDK	CC	6
30/12/10	SITE	UPDATED SITE PLAN PER NOTES TAKEN ON SITE	CA	5
24/04/07	1ST	RM USAGE CHNGE/WINDOW REPLACE-NEW OPENINGS	DK	4
09/01/07	1ST	ADD BF WR IN HEALTH AREA	DK	3
26/05/04	SITE	REPRODUCED FROM 1968 AND 1999		2
07/09/05	SITE	UPDATED PROPERTY LINES		1

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

PROJECT TITLE:
MC GREGOR P.S.
204 JOHN ST. SOUTH
AYLMER, ON

1405

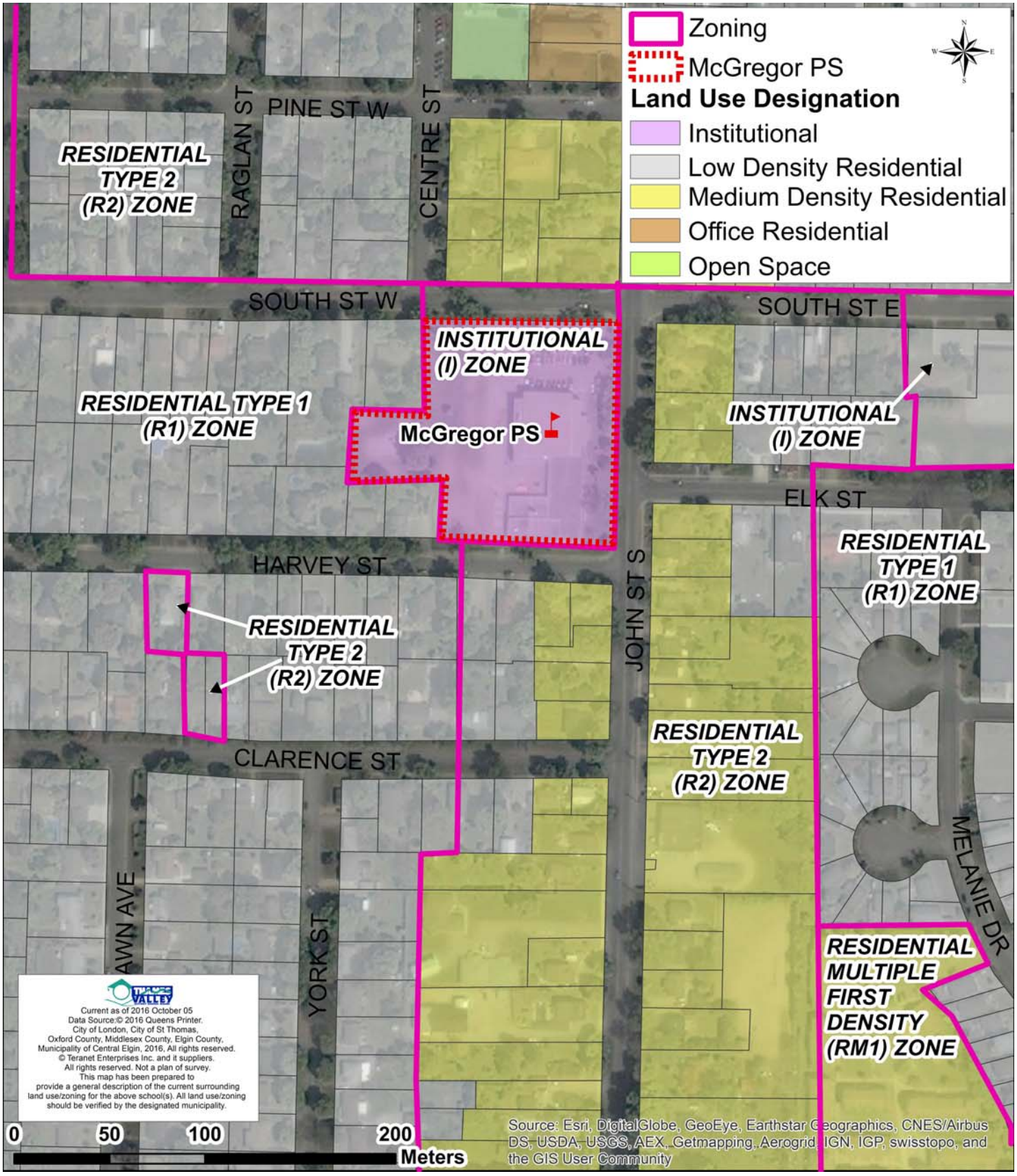
DRAWING TITLE:
SECOND FLOOR

DATE:	SCALE:	SHEET NO.
07/01/02	N.T.S.	A2.2
DRAWN: MZ	CHECKED BY:	

FILE NAME: 1405-A2-2-13

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Land Use and Zoning



SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Demographic Data for McGregor PS

2001 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
418	1200	652	5371	1026	2775	7641	2.8	0.43	0.23

2006 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
424	1008	568	5579	903	2808	7579	2.7	0.36	0.20

2011 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
438	941	554	5677	872	2943	7610	2.6	0.32	0.19

Source: Statistics Canada 2001, 2006, 2011 Census

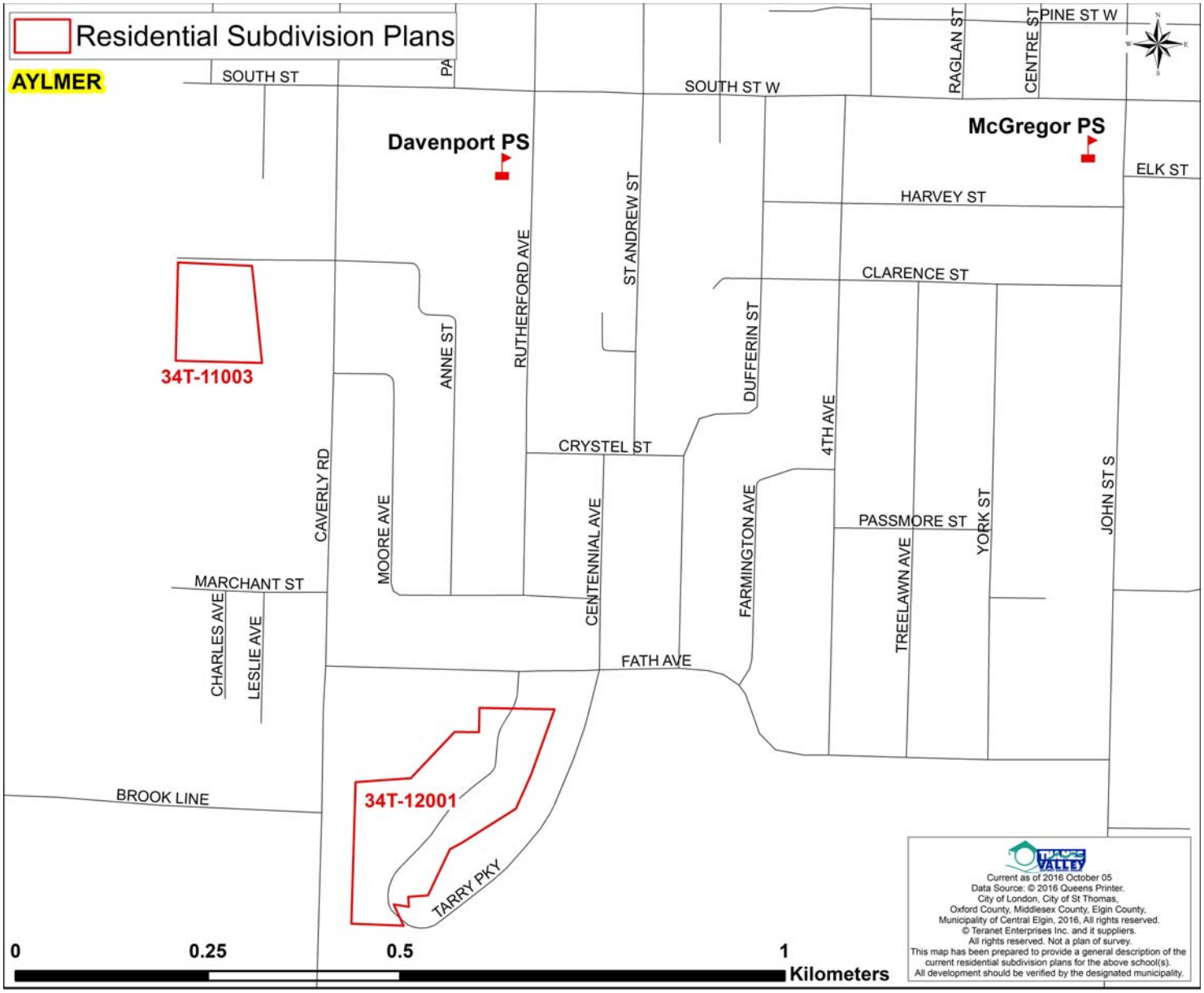
Demographics within the McGregor PS Attendance Area

McGregor PS is a JK - 4 school located in the town of Aylmer. The school accommodates students from Aylmer, the hamlet of South Gore and rural students of Malahide Township. Grade 5 to 8 students in these areas are accommodated at Davenport PS which has an attendance area that mirrors McGregor PS.

Within the attendance area of McGregor PS, Statistics Canada indicates that from 2001 to 2011 the total population has remained relatively stable. However, the population of elementary school aged children (4-13 year olds) has declined 16% from 2001 to 2006 and a further 7% from 2006 to 2011.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Residential Development



Growth and Development

Within the attendance area of McGregor PS and Davenport PS there are a total of 18 Single Family units and 30 High Density units currently circulated and under construction as indicated in the map above. The current development is not expected to yield a significant amount of students. The Malahide Township Official Plan indicates that the areas east and west of Aylmer are under consideration for growth and community expansion

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Community Use Profile

Were Before and After school programs or services (e.g., child care) avaiable at this school	Name of Child Care Provider	Revenue from the Before and After school programs	Were before and after school programs cost fully recoverable
YES	YMCA of St.Thomas-Elgin	$1,000.00	Yes

Was the School building used by community groups through Community Use of Schools?	School Building Use:		
	Number of permits	Booked hours per year	Total revenue
*YES	23	3222	$ 1,490.23

Were School Grounds used by community groups through Community Use of Schools?	School Grounds Use:		
	Number of permits	Booked hours per year	Total revenue
YES	6	1167	$ -

Were Community Use of School costs fully recoverable?

YES

Collaboration Suitability					
Suitable Vacant Space	Parking	Barrier-Free Accessibility	Municipal Services	Site Size	Dedicated Access to Space
Y	N	Y	Y	N	Y
Air Conditioning	Compartmenta-lization	Dedicated Washroom Space	Existing Community Use	Existing Collaboration	
P	Y	Y	N/A	N/A	

SCHOOL INFORMATION PROFILE

MITCHELL HEPBURN PUBLIC SCHOOL

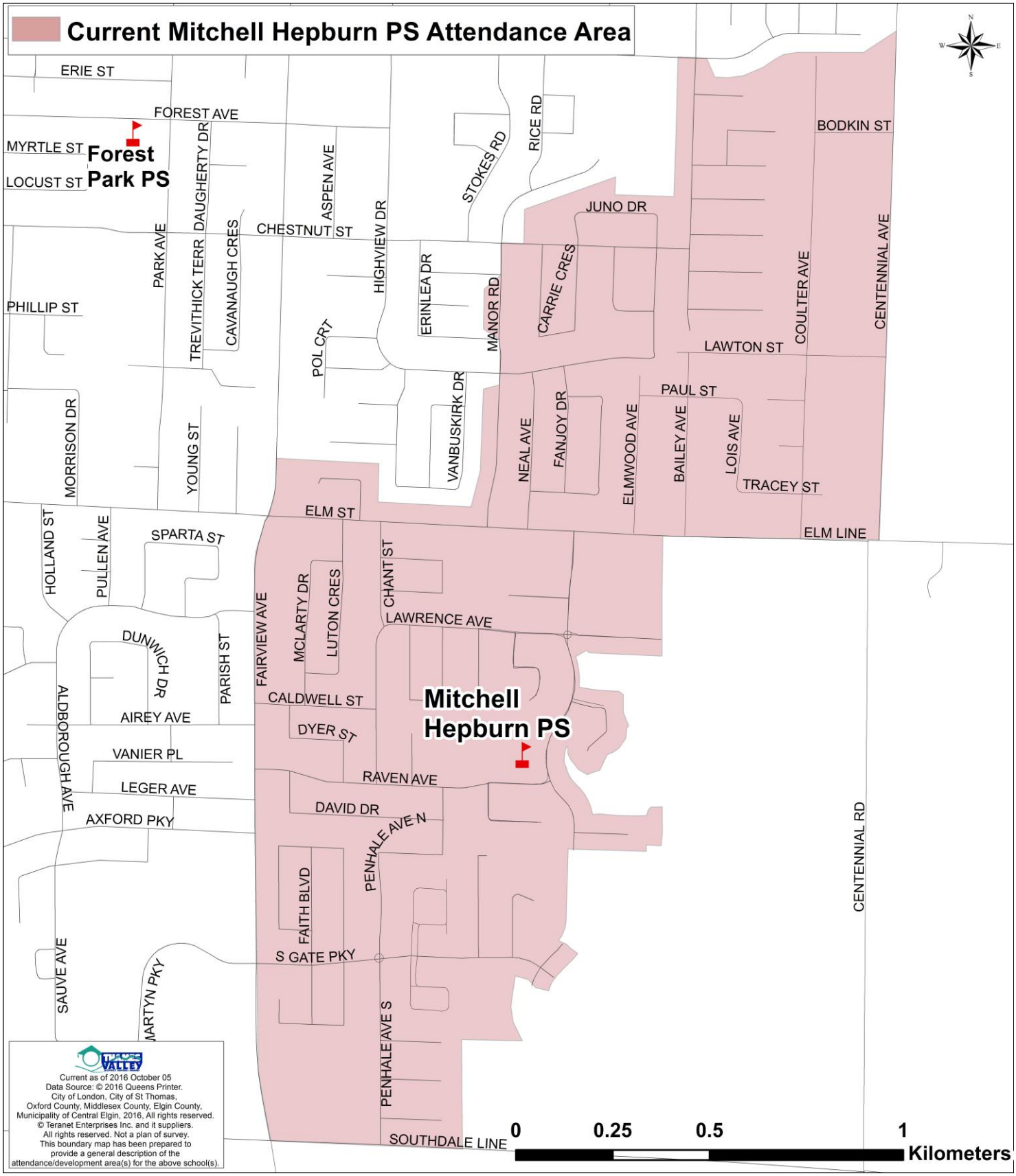
2015-16



ADDRESS:
95 RAVEN AVENUE, ST. THOMAS, N5R 0C2

SECTION A
SCHOOL OVERVIEW

Current Attendance Area



SECTION A
SCHOOL OVERVIEW

General Profile

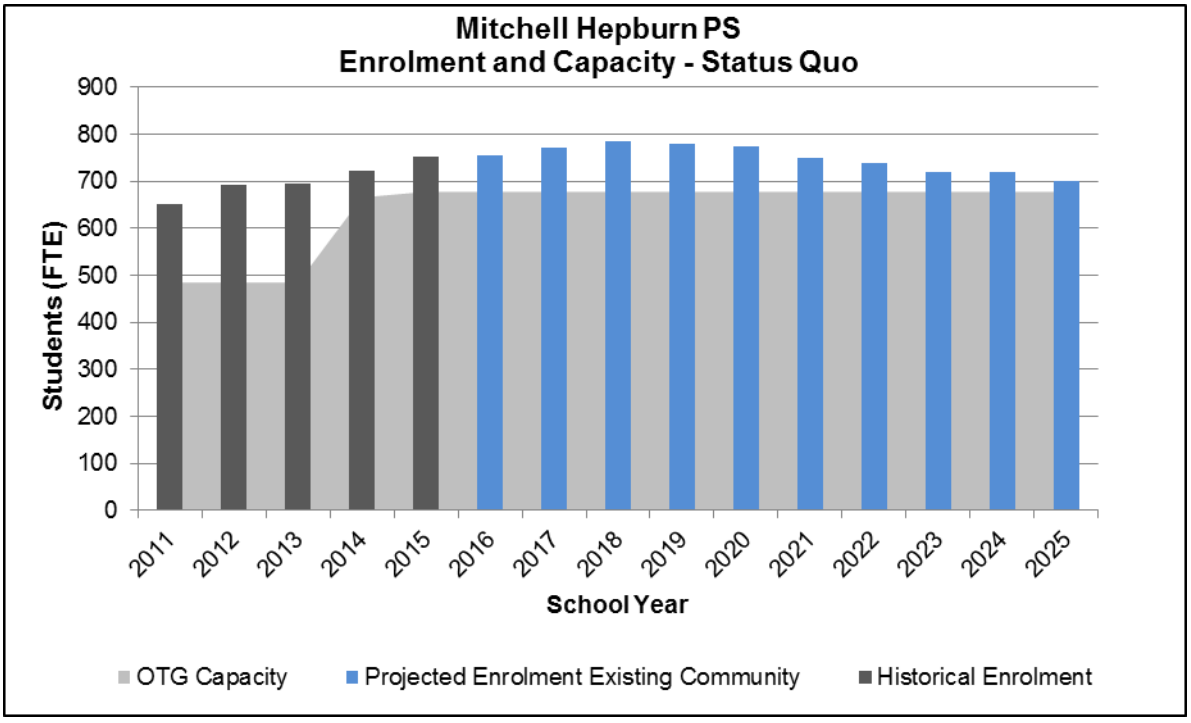
Criteria	Mitchell Hepburn PS	Board Average
Size of the school site (acres)	5.139	7.26
Year original school was built	2008	1977
Building area (square feet)	59,407.53	44,701.66
Portable classrooms (2015-16)	5	2.86

Distance (km) to 5 closest TVDSB Elementary Schools

1.76	Elgin Court
2.55	Forest Park
2.68	P.E. Trudeau Fl
4.04	John Wise
4.70	J.R. Callwood

Year addition(s) built	Grade Configuration
2014	JK-8

Criteria	Mitchell Hepburn PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	678	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	753	385.00
Utilization factor	110.77%	87.17%
Excess or Shortage (-) of Pupil Places	-73	58.59
Number of Holding Zone students (if any)	0	
Number of out of area students	6	



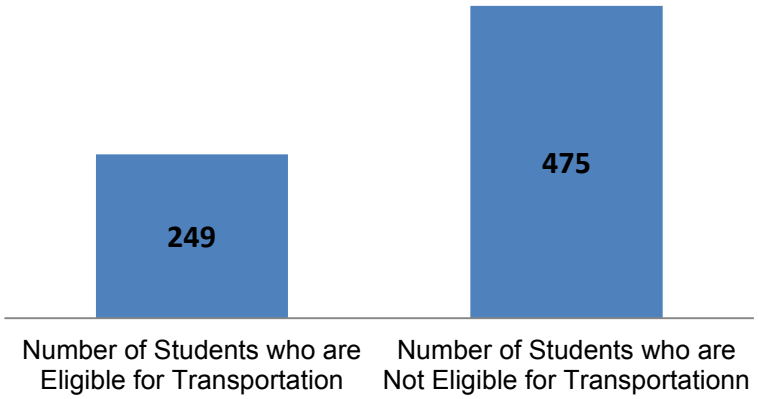
SECTION A
SCHOOL OVERVIEW

Transportation

Transportation - Length of bus ride	Mitchell Hepburn PS	Board
Shortest	4.00 min	1.00 min
Longest	21.00 min	71.00 min
Average	10.00 min	16.00 min

Percentage of Students Transported to School
34%

Number of Buses Required
5



Distance - Proximity of Students to existing school	Mitchell Hepburn PS	Board
Shortest	0.01 km	0.01 km
Longest	2.63 km	67.08 km
Average	0.93 km	2.45 km

Transportation Costs	
Regular Home to School	$113,398
Specialized	$169.589
Total	$282.984

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

Mitchell Hepburn PS Enrolment

STATUS QUO - GRADES JK-8 - Mitchell Hepburn PS Regular Track and Special Education Enrolment

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	78	74	74	54	69	62	44	48	69	53	26	651
2012	79	73	73	76	58	73	67	48	47	74	25	693
2013	77	71	77	74	77	61	71	68	50	46	24	696
2014	66	77	73	82	75	80	61	68	63	53	25	723
2015	80	64	78	74	84	67	82	62	67	70	25	753
2016	55	78	65	83	74	89	70	81	66	71	23	755
2017	64	56	81	69	85	76	92	72	83	71	23	772
2018	66	64	57	84	71	86	78	94	74	89	23	786
2019	69	66	63	59	87	72	88	79	95	78	23	779
2020	69	67	63	65	60	87	73	88	80	100	23	775
2021	70	67	64	65	66	60	88	73	89	84	23	749
2022	70	67	64	66	66	66	61	88	74	93	23	738
2023	71	67	65	66	67	66	68	61	89	77	23	720
2024	71	68	65	67	67	67	68	68	62	93	23	719
2025	71	68	66	67	68	67	69	68	68	65	23	700

*Information based on 2015 October 31

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

School Organization and Staffing

School Organization

Class Number	Enrolment By Grade (Student Count)										Spec. Ed.	Class Total
	JK	SK	1	2	3	4	5	6	7	8		
1	17	10										27
2	13	13										26
3	14	13										27
4	17	11										28
5	19	8										27
6		9	11									20
7			5	13								18
8			21									21
9			21									21
10			20									20
11				23								23
12				23								23
13				15	6							21
14					20							20
15					20							20
16					20							20
17					18							18
18					1	1	4				X	6
19						2	2	3	2		X	9
20						24						24
21						22						22
22						21						21
23							27					27
24							28					28
25							27					27
26							1		4	5	X	10
27								31				31
28								30				30
29									27			27
30									27			27
31									13	13		26
32										28		28
33										28		28
	80	**64**	**78**	**74**	**85**	**70**	**89**	**64**	**73**	**74**		**751**

SECTION C
FACILITY AND SITE PROFILE

School Organization and Staffing

2015-16* Staffing Allocation (FTE)	Mitchell Hepburn PS
Principal	1.00
Vice-Principals	1.00
Secretaries	1.00
Teachers at the School	42.91
Self-Contained Special Education Teachers	3.57
Teacher-Librarians	1.14
English as a Second Language (ESL) Teachers	0.02
Native as a Second Language (NSL) Teachers	0.00
Learning Support Teachers (LST)	2.50
Early Childhood Educators (ECE)	5.00
Educational Assistants (EA)	9.50
Custodial	4.00
Total	**71.64**

Programming and Course Offering for 2015-2016

Mitchell Hepburn PS serves a population of 751 students from kindergarten to grade 8. There are 30 standard classes and 3 specialized classes.

Specialized Service offerings at Mitchell Hepburn PS

There is one Empower class and three Developmental Education classes at Mitchell Hepburn PS

Availability of Extra-Curricular Activities

Inter-School Sports?	Intramural Sports?	School Clubs?
YES	YES	YES

SECTION C
FACILITY AND SITE PROFILE

Facilities Space Template

Instructional Space	#	Size ft²	Floor Area ft²	Load	OTG
Kindergarten Classroom	6	1,142	6,850	26	156
Standard Classroom	22	759	16,698	23	506
Art Room	-		-	23	-
Science Room	-		-	23	-
Music Vocal	-		-	23	-
Computer Lab	-		-	23	-
Technical / Vocational	-		-	23	-
Special Education Area	3	717	2,151	9	27
General Arts / Musical Instrumental	1	1,081	1,081		-
Resource Room - Loaded (400-699 sf)	1	407	407	12	12
Seminar Rooms - Unloaded (<400 sf)	1	195	195		-
Gymnasium Area and Stage	1	3,923	3,923		-
Change Rooms	2	317	634		-
Activity / General Purpose Room	1	1,345	1,345		-
Learning Commons (formerly Library)	1	3,024	3,024		-
Total GFA and OTG of Instructional Area			36,308		701

Operational Space	Per Pupil ft²	Floor Area ft²
Main Office & Reception		770
Staff Room and Teacher Work Rooms		1,318
Servery		113
Custodial Areas		333
Meeting Room		122
Academic Storage		461
Washrooms		1,892
Gymnasium Storage		353
Chair Storage (in Gymnasium)		-
Mechanical Spaces		1,609
Total Operational Area		6,973
Total Operational and Instructional		43,280
Gross Up Added	37.26%	16,126
Gross Floor Area		59,407
Total Square Feet		**59,407**

Calculated Area per Pupil by OTG	Calculated Area per Pupil by Enrolment
87.62	78.89

SECTION C
FACILITY AND SITE PROFILE

Facility Profile

Barrier Free Accessibility Checklist	
Item	**Y/N**
Minimum number of pedestrian entrances required to be barrier free	Y
Designated parking space	Y
Accessibility signs	Y
Path of travel to the main entrance door	Y
Designated entrances	Y
Designated Wheelchair Spaces and Adaptable seating	N/A
Assistive listening devices	Y
Path of travel to all floors/elevations. Including stages.	Y
Surface finish of ramps and stairs	Y
Passenger Elevating Devices	Y
Fire alarm system with strobe and audible signals	Y
Drinking Fountains	Y
Universal washroom	Y

Playing fields		Other site amenities
No.	Types	
2	Basketball nets (2)	Soccer field (1) on adjacent city park. Playground equipment (1) and FDK playyard.

15,532 sq. ft.
Hard Surface Play Area

85,315 sq. ft
Green Space Play Area

Number of Existing Parking Spaces		
Standard	BF	Total
71	2	73

TVDSB Parking Standard: Staff +10			
Staff FTE	Required	Plus/ Minus	% of Standard
71.64	81.64	-6.64	89.42%

Designated School Bus Bays / Loading Zones				Designed Student Drop off/Pick up Area
No. of Buses	Yes/No	Assessment	Note	Yes/No
5	Yes	Insufficient. Loading staggered to accommodate number of buses.		No

SECTION C
FACILITY AND SITE PROFILE

Financial Profile

Financial Analysis of School*			
	Cost ($)	Cost per Student ($)	Board Average per Student ($)
Cost of Administration	348,417.00	462.71	612.00
Cost of Facility Services	371,446.00	493.28	774.84
Cost of Information Technology	11,246.00	14.93	29.22
Total	731,109.00	970.92	1,416.06

* Board Average for Administration and Information Technology is based on the Elementary Panel
* Board Average for Facility Services is based on all schools operated by the Board

School Utility Costs**				
Cost($)	Cost per Sq. Ft.($)	Board Average per Sq. Ft.	Cost per Student ($)	Board Average per Student ($)
87,104.38	1.47	1.55	115.68	214.40

** Included in above Facility Services costs

Facility Condition Index
28% Provincial Average
37% Board Average
50% PAR Average
1% Mitchell Hepburn PS

Replacement Value of the School
$13,467,307

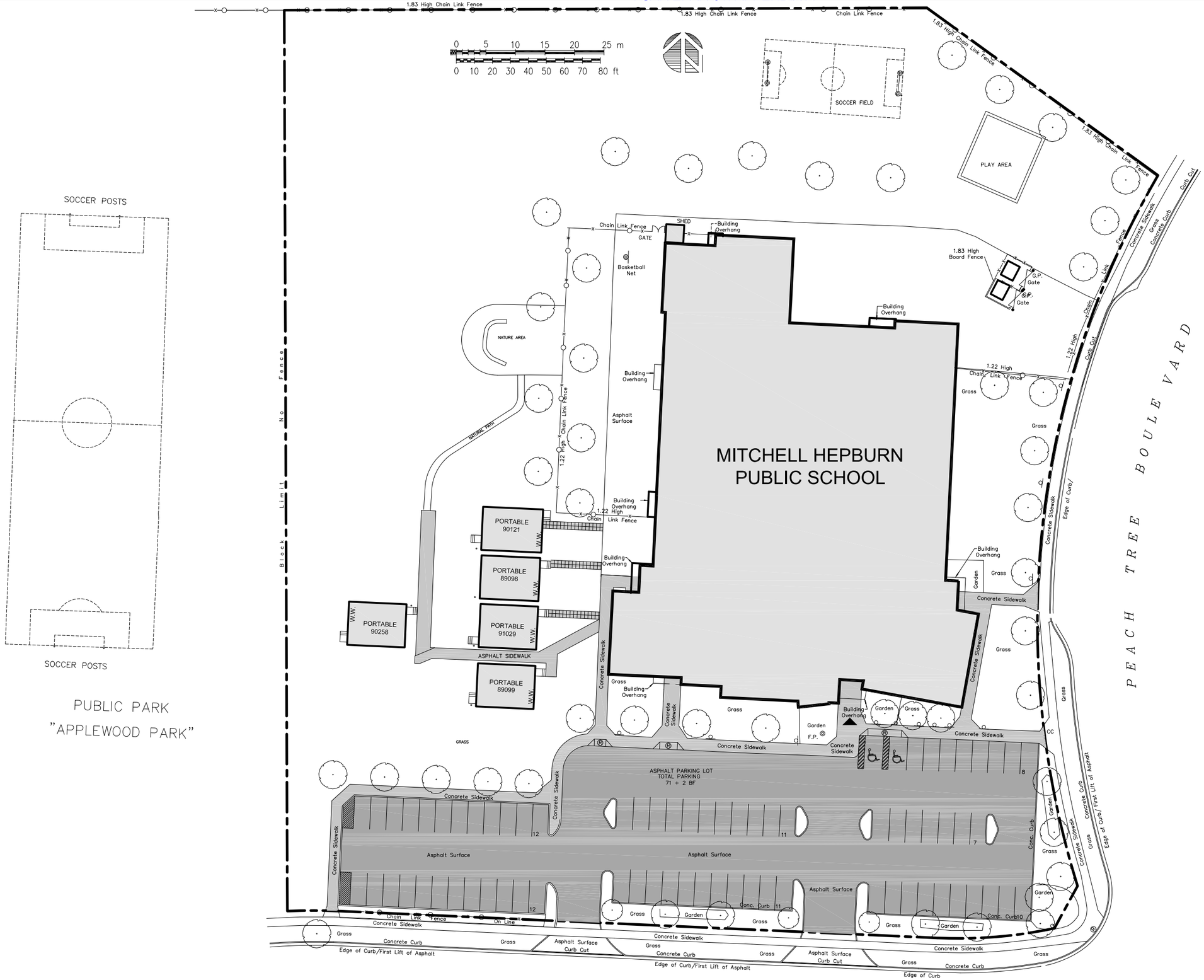
10 Year Repair History		
Project Description	**Total**	
Designated Substance Report	$	173
Barrier Free Washroom Alteration	$	4,752
Expand Parking Lot	$	107,189
WIFI installation	$	3,551
Exterior Lighting upgrades	$	1,188
Mitchell Hepburn PS Total	$	116,852

SECTION C
FACILITY AND SITE PROFILE

TVDSB Five Year Renewal Needs

Five Year Renewal Needs			
Cost	**Priority**	**Action Year**	**Renewal Requirement**
$ 10,400	High	2015	Study - A1030 Slab on Grade
$ 10,400	High	2017	Exterior Doors - Steel Frames Renewal
$ 10,400	High	2016	Pedestrian Paving Renewal
$ 31,200			

O:\B10-DRAWING DATABASE\Mitchell Hepburn PS - 1900\1900-A1-1-14.dwg, PAR REPORTS, 11/8/2016 1:10:50 PM



APPENDIX B-3

Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

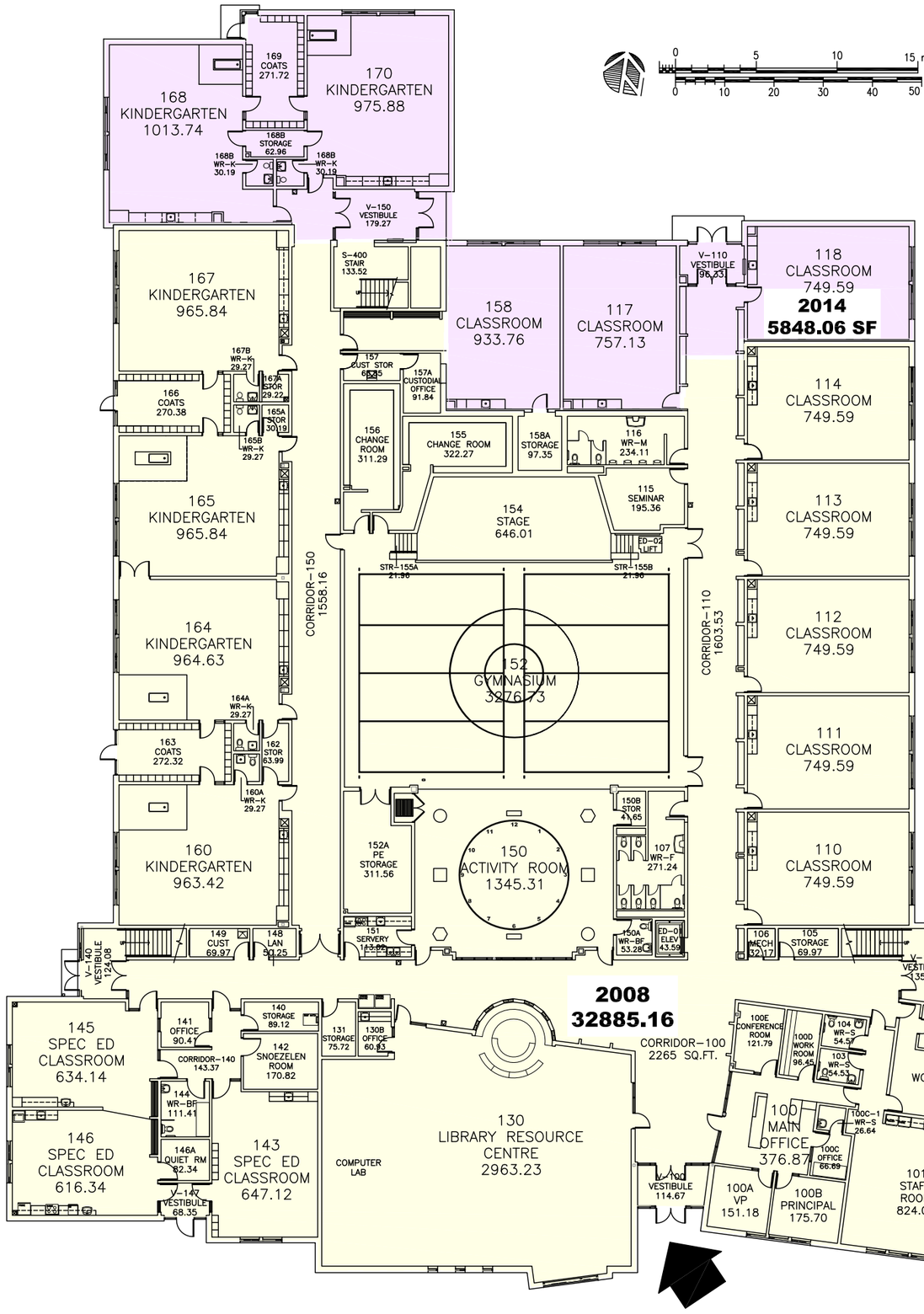
ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.
DO NOT SCALE FROM DRAWING

PROJECT TITLE:
MITCHELL HEPBURN P.S.
95 RAVEN AVENUE
ST. THOMAS, ON
1900

DRAWING TITLE:
SITE

DATE:	SCALE:	SHEET NO.
07/16/09	N.T.S.	A1.1
DRAWN: dk	CHECKED BY:	
FILE NAME: 1900—A1—1—14		

APPENDIX B-3



Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.
DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

2008
2014

DATE	FLOOR	DESCRIPTION	BY:	No
				10
				9
				8
				7
8/4/15	SITE	SITE PLAN UPDATES	CC	6
12/18/14	FL1	FDK RENO OF RM 167	CC	5
05/08/14	FL1&2	EBASE UPDATES	CC	4
07/10/14	ALL	ADDITION RENOVATION	CC	3
29/11/11	SITE	NEW PARKING /SITE NOTES	DK	2
08/05/09	SITE	2 PROPOSED PORTABLES	AT	1

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

PROJECT TITLE:
MITCHELL HEPBURN P.S.
95 RAVEN AVENUE
ST. THOMAS , ON
1900

DRAWING TITLE:
MAIN FLOOR

DATE: 11/11/08
SCALE: N.T.S.
DRAWN: DK
CHECKED BY:
FILE NAME: 1900—A2—1—14
SHEET NO. A2.1

APPENDIX B-3



Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.
DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

2008
2014

DATE	FLOOR	DESCRIPTION	BY:	No
				10
				9
				8
				7
8/4/15	SITE	SITE PLAN UPDATES	CC	6
12/18/14	FL1	FDK RENO OF RM 167	CC	5
05/08/14	FL1&2	EBASE UPDATES	CC	4
07/10/14	ALL	ADDITION RENOVATION	CC	3
29/11/11	SITE	NEW PARKING /SITE NOTES	DK	2
08/05/09	SITE	2 PROPOSED PORTABLES	AT	1

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

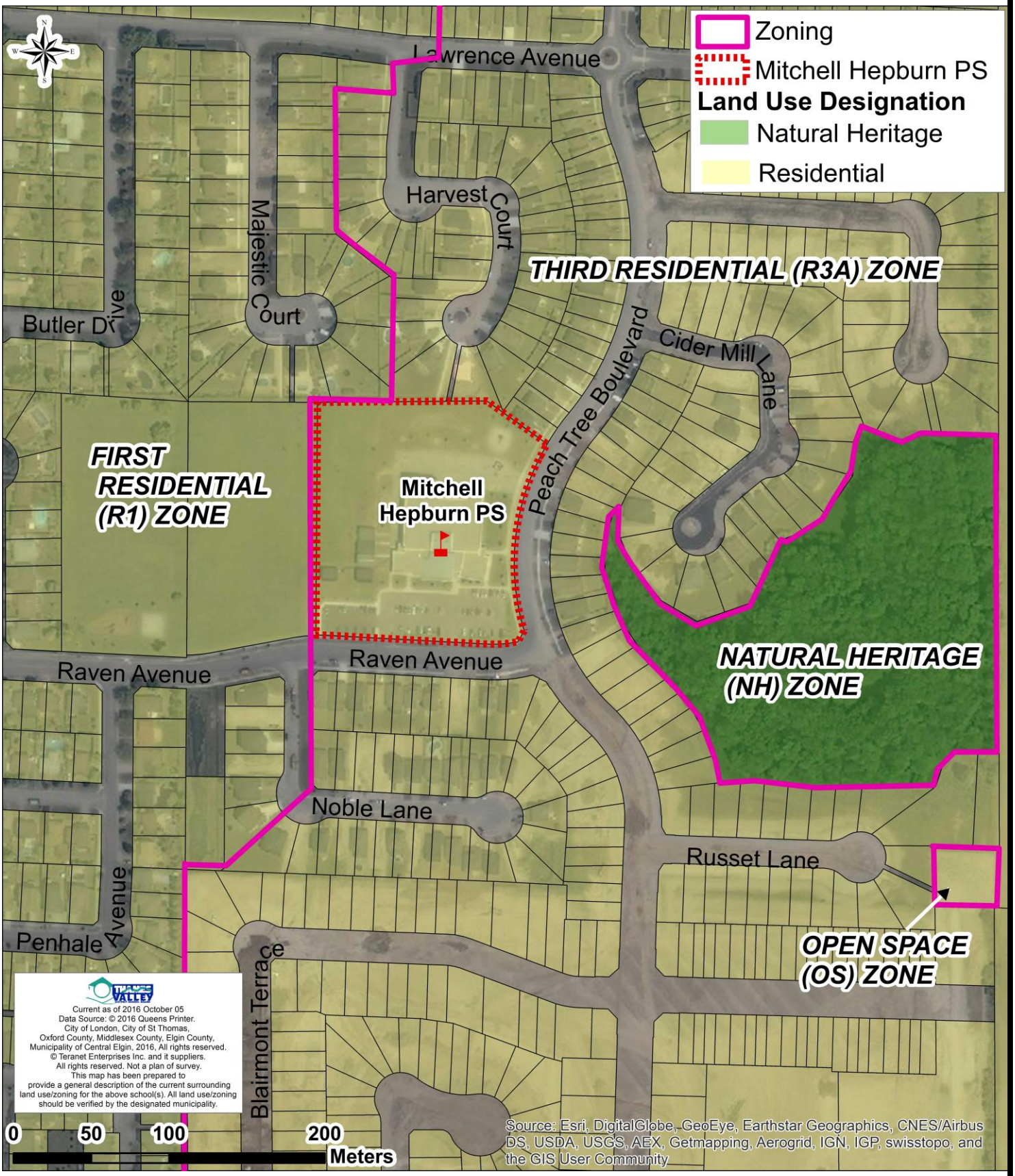
PROJECT TITLE:
MITCHELL HEPBURN PS
95 RAVEN AVE
ST. THOMAS, ON
1900

DRAWING TITLE:
SECOND FLOOR

DATE:	SCALE:	SHEET NO.
01/12/00	N.T.S.	A2.2
DRAWN: MZ	CHECKED BY:	
FILE NAME: 1900-A2-2-14		

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Land Use and Zoning



SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Demographic Data for Mitchell Hepburn PS

2001 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
231	616	314	3234	619	1496	4394	2.9	0.41	0.21

2006 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
284	704	398	3805	722	1858	5192	2.8	0.38	0.21

2011 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
374	908	424	4822	908	2362	6527	2.8	0.38	0.18

Source: Statistics Canada 2001, 2006, 2011 Census

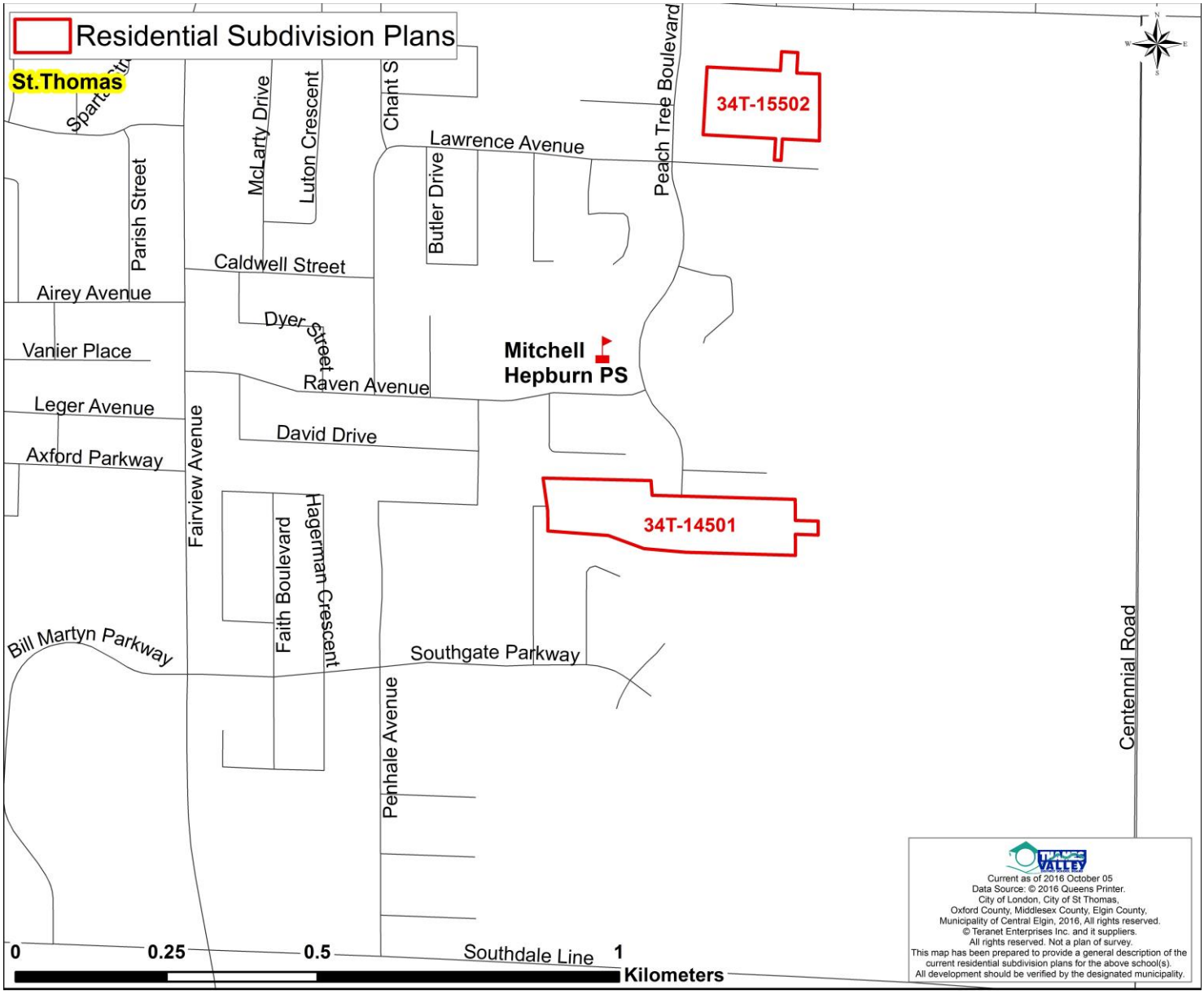
Demographics within the Mitchell Hepburn PS Attendance Area

Mitchell Hepburn PS is a JK - 8 school located in southeast St. Thomas. The facility was opened in 2008 to accommodate students from the growing Orchard Park community. An addition was constructed on the school in 2014 to accommodate continued residential growth.

Statistics Canada indicates that from 2001 to 2006 the total population, within the Mitchell Hepburn attendance area, has increased by 18%. Furthermore, from 2006 to 2011 the population increased another 26%. These increases are significantly higher than the 5 % growth in total population experienced by St. Thomas as a whole for the same time frame. (Lapointe Consulting, 2015, St. Thomas Housing, Population and Employment Projections, p.8) . The population increase is mainly due to the residential development of single family homes attracting young families. The population of elementary school aged children, (4 to 13 year olds) has increased 14% from 2001 to 2006 and another 29% from 2006 to 2011.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Residential Development



Growth and Development

The residential growth in Southeast St. Thomas continues. Within the current attendance area of Mitchell Hepburn PS, 127 residential units are currently being circulated or under construction. This current new development could potentially yield 40 students as indicated on the map above. Due to the continued development, on November 19, 2013 the Southeast St. Thomas Holding Zone was approved within the former attendance area of Mitchell Hepburn PS. There are 308 single family and medium density residential units within the Holding Zone currently circulated and under construction. The approximate 70 students projected from the development will be accommodated at Port Stanley PS until permanent accommodation can be met.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Community Use

Were Before and After school programs or services (e.g., child care) avaiable at this school	Name of Child Care Provider	Revenue from the Before and After school programs	Were before and after school programs cost fully recoverable
YES	YMCA of St.Thomas-Elgin	$2,000	Yes

Was the School building used by community groups through Community Use of Schools?	School Building Use:		
	Number of permits	Booked hours per year	Total revenue
*YES	35	4020	$ 1,843.85

Were School Grounds used by community groups through Community Use of Schools?	School Grounds Use:		
	Number of permits	Booked hours per year	Total revenue
YES	4	615	$ -

Were Community Use of School costs fully recoverable?
YES

Collaboration Suitability					
Suitable Vacant Space	Parking	Barrier-Free Accessibility	Municipal Services	Site Size	Dedicated Access to Space
N	N	Y	Y	Y	N
Air Conditioning	Compartmenta-lization	Dedicated Washroom Space	Existing Community Use	Existing Collaboration	
Y	N	N	N/A	City of St. Thomas	

SCHOOL INFORMATION PROFILE

NEW SARUM PUBLIC SCHOOL

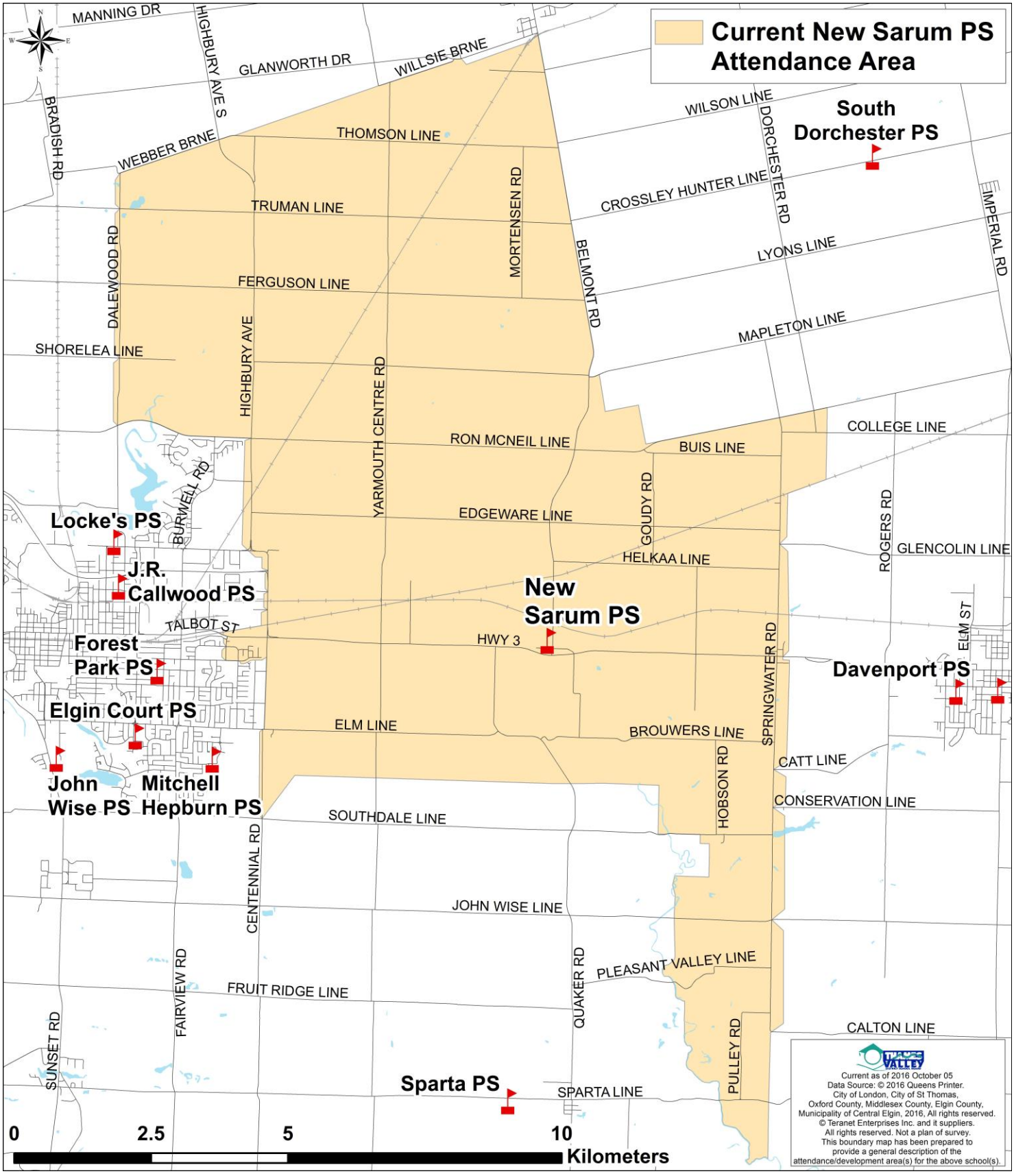
2015-16



ADDRESS:
9473 BELMONT ROAD, RR3, ST. THOMAS N5P 3S7

SECTION A
SCHOOL OVERVIEW

Current Attendance Area



SECTION A
SCHOOL OVERVIEW

General Profile

Criteria	New Sarum PS	Board Average
Size of the school site (acres)	12.35	7.26
Year original school was built	1969	1977
Building area (square feet)	32,595.27	44,701.66
Portable classrooms (2015-16)	2	2.86

Distance (km) to 5 closest TVDSB Elementary Schools

7.98	Forest Park
8.13	Davenport
8.72	McGregor
8.93	J.R. Callwood
9.06	P.E. Trudeau FI

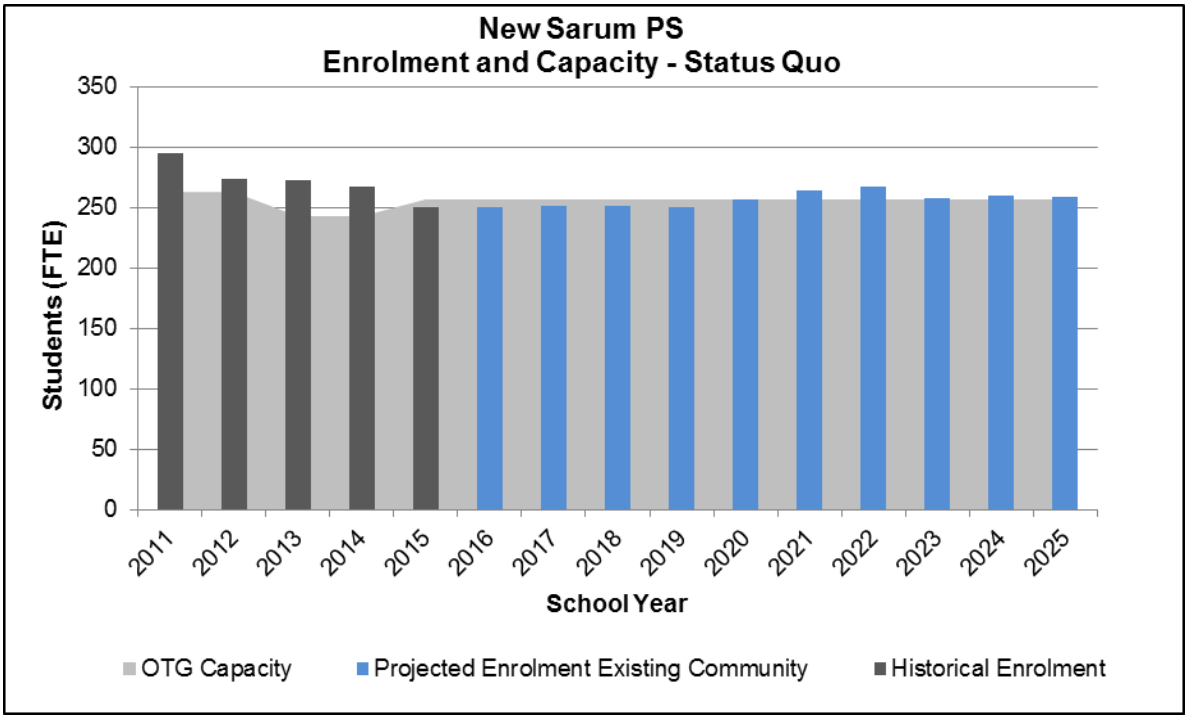
Year addition(s) built

Not applicable

Grade Configuration

JK-8

Criteria	New Sarum PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	257	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	250.00	385.00
Utilization factor	97.28%	87.17%
Excess or Shortage (-) of Pupil Places	7.00	-58.59
Number of Holding Zone students (if any)	0	
Number of out of area students	9	



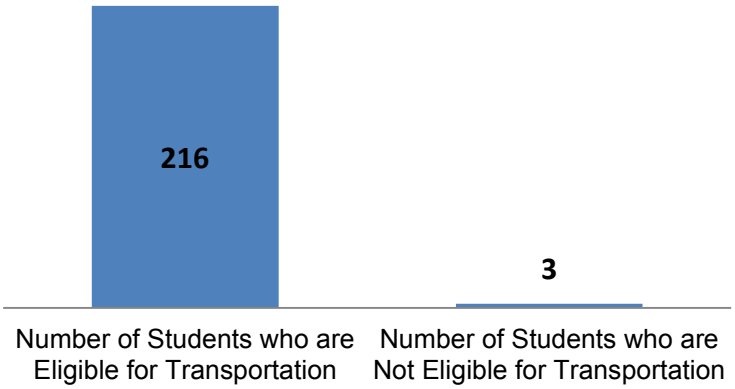
SECTION A
SCHOOL OVERVIEW

Transportation

Transportation – Length of bus ride	New Sarum PS	Board
Shortest	1.00 min	1.00 min
Longest	59.00 min	71.00 min
Average	19.00 min	16.00 min

Percentage of Students Transported to School
99%

Number of Buses Required
6



Distance - Proximity of Students to existing school	New Sarum PS	Board
Shortest	0.02 km	0.01 km
Longest	13.39 km	67.08 km
Average	5.24 km	2.45 km

Transportation Costs	
Regular Home to School	$148,132
Specialized	$105,225
Total	$253,357

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

New Sarum PS Enrolment

STATUS QUO - GRADES JK-8 - New Sarum PS Regular Track and Special Education Enrolment

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	30	17	24	20	31	24	39	34	30	30	16	295
2012	22	26	17	22	24	29	25	36	34	26	13	274
2013	30	27	21	15	19	25	24	25	36	36	15	273
2014	26	31	30	16	16	25	27	24	24	35	13	267
2015	23	25	30	25	19	18	25	27	27	24	7	250
2016	23	27	24	33	21	17	20	28	24	27	6	250
2017	22	24	27	24	33	22	19	22	28	24	6	251
2018	24	23	24	26	23	33	23	20	21	28	6	251
2019	24	25	23	23	26	24	35	24	19	21	6	250
2020	24	25	25	22	23	26	25	38	24	19	6	257
2021	24	25	25	24	22	23	28	26	37	24	6	264
2022	24	25	25	24	24	22	25	30	26	37	6	268
2023	25	25	25	24	24	24	24	26	29	26	6	258
2024	25	26	25	24	24	24	26	25	26	29	6	260
2025	25	26	26	24	24	24	26	27	25	26	6	259

*Information based on 2015 October 31

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

New Sarum PS Enrolment

School Organization

Class Number	Enrolment By Grade (Student Count)										Spec. Ed.	Class Total
	JK	SK	1	2	3	4	5	6	7	8		
1	12	13										25
2	11	12										23
3			11	8								19
4			19									19
5				17								17
6					19							19
7						18						18
8							25					25
9								27				27
10									3	4	X	7
11									27			27
12										24		24
	23	**25**	**30**	**25**	**19**	**18**	**25**	**27**	**30**	**28**		**250**

2015-16* Staffing Allocation (FTE)	New Sarum PS
Principal	1.00
Vice-Principals	0.50
Secretaries	1.00
Teachers at the School	16.16
Self-Contained Special Education Teachers	1.19
Teacher-Librarians	0.38
English as a Second Language (ESL) Teachers	0.30
Native as a Second Language (NSL) Teachers	0.00
Learning Support Teachers (LST)	1.50
Early Childhood Educators (ECE)	2.00
Educational Assistants (EA)	6.00
Custodial	2.25
Total	**32.283**

Programming and Course Offering for 2015-2016

New Sarum PS serves a population of 250 students from kindergarten to grade 8. There are 11 standard classes and one specialized class.

Specialized Service offerings at New Sarum PS

There is one Transitions/Mental Health class at New Sarum PS

Availability of Extra-Curricular Activities

Inter-School Sports?	Intramural Sports?	School Clubs?
YES	YES	YES

SECTION C
FACILITY AND SITE PROFILE

Facilities Space Template

Instructional Space	#	Size ft²	Floor Area ft²	Load	OTG
Kindergarten Classroom	2	1,445	2,890	26	52
Standard Classroom	8	838	6,700	23	184
Art Room	-		-	23	-
Science Room	-		-	23	-
Music Vocal	-		-	23	-
Computer Lab	*Resource + Library*		-	23	-
Technical / Vocational	-		-	23	-
Special Education Area	1	828	828	9	9
General Arts / Musical Instrumental	1	828	828		
Resource Room - Loaded (400-699 sf)	1	451	451	12	12
Seminar Rooms - Unloaded (<400 sf)	1	268	268		-
Gymnasium Area and Stage	1	3,546	3,546		-
Change Rooms	2	325	650		-
Activity / General Purpose Room	-		-		-
Learning Commons (formerly Library)	1	1,238	1,238		-
Total GFA and OTG of Instructional Area			17,399		257

Operational Space	Per Pupil ft²	Floor Area ft²
Main Office & Reception		663
Staff Room and Teacher Work Rooms		746
Servery		145
Custodial Areas		556
Meeting Room		25
Academic Storage		677
Washrooms		1,512
Gymnasium Storage		483
Chair Storage (in Gymnasium)		-
Mechanical Spaces		1,083
Total Operational Area		5,890
Total Operational and Instructional		23,289
Gross Up Added	39.96%	9,306
Gross Floor Area		32,595
Total Square Feet		**32,595**

Calculated Area per Pupil by OTG	Calculated Area per Pupil by Enrolment
126.83	130.38

SECTION C
FACILITY AND SITE PROFILE

Facility Profile

Barrier Free Accessibility Checklist	
Item	**Y/N**
Minimum number of pedestrian entrances required to be barrier free	N
Designated parking space	Y
Accessibility signs	N
Path of travel to the main entrance door.	N
Designated entrances	N
Designated Wheelchair Spaces and Adaptable seating	N/A
Assistive listening devices	N
Path of travel to all floors/elevations. Including stages.	N
Surface finish of ramps and stairs	N
Passenger Elevating Devices	N
Fire alarm system with strobe and audible signals	N
Drinking Fountains	N
Universal washroom	N

Playing fields		Other site amenities
No.	Types	
7	Baseball backstopS (2), Soccer (3), Basketball court (3)	Playground equipment (4) and FDK playyard, sandboxes (2) and long jump pits (2).

4,021 sq. ft.
Hard Surface Play Area

35,5382 sq. ft.
Green Space Play Area

Number of Existing Parking Spaces		
Standard	BF	Total
51	0	51

TVDSB Parking Standard: Staff +10			
Staff FTE	Required	Plus/ Minus	% of Standard
32.28	42.28	8.72	120.62%

Designated School Bus Bays / Loading Zones				Designed Student Drop off/Pick up Area
No. of Buses	Yes/No	Assessment	Note	Yes/No
6	Yes	Good. Fire route utilized.		No

SECTION C
FACILITY AND SITE PROFILE

Financial Profile

Financial Analysis of School*			
	Cost ($)	Cost per Student ($)	Board Average per Student ($)
Cost of Administration	237,912.00	951.65	612.00
Cost of Facility Services	149,668.00	598.67	774.84
Cost of Information Technology	11,246.00	44.98	29.22
Total	398,826.00	1,595.30	1,416.06

* Board Average for Administration and Information Technology is based on the Elementary Panel
* Board Average for Facility Services is based on all schools operated by the Board

48,917.74				
Cost($)	Cost per Sq. Ft.($)	Board Average per Sq. Ft.	Cost per Student ($)	Board Average per Student ($)
48,917.74	1.50	1.55	195.67	214.40

** Included in above Facility Services costs

Facility Condition Index
28% Provincial Average
37% Board Average
50% PAR Average
75% New Sarum PS

Replacement Value of the School
$6,049,829

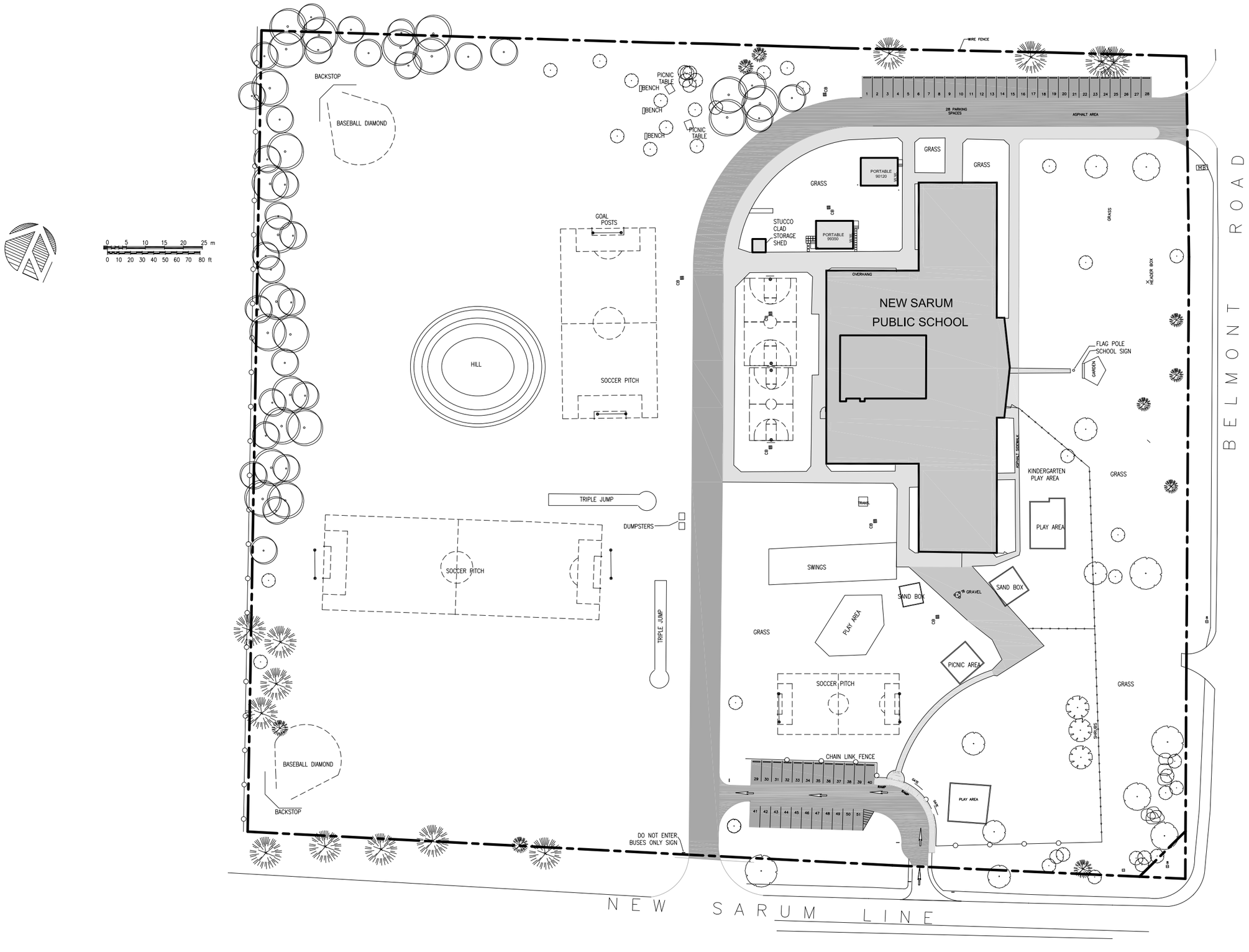
10 Year Repair History		
Project Description	**Total**	
Asbestos Report - O.Reg. 278/05	$	999
Boys Change Room Renovation	$	16,582
Replace Roof A,B	$	450,032
Asbestos Abatement	$	1,216
Supply and install barrier free ramp and curb cut.	$	8,294
Barrier Free Washroom Reno	$	49,218
Roof Moisture Survey	$	3,810
Masonry Repairs - Chimney and Pilasters	$	49,176
HVAC unit removals	$	895
Designated Substance Report	$	173
Replace exterior doors.	$	1,138
Install Mitsubishi A/C for room 102 Phase 1	$	5,976
Replace exterior doors.	$	50,947
Demolition of Annex Building	$	92,570
Install Controls for Mitsubishi Split Rm 102	$	1,013
Add receptacle to BF Washroom.	$	303
Boiler Vent Replacement	$	27,373
Upper Gym Metal Siding over Masonry	$	11,232
Replace VAT with VCT	$	33,608
Phase 1 AODA Compliance Review	$	378
New Sarum PS Total	$	804,932

SECTION C
FACILITY AND SITE PROFILE

TVDSB Five Year Renewal Needs

Five Year Renewal Needs			
Cost	**Priority**	**Action Year**	**Renewal Requirement**
$ 376,054	Urgent	2015	Hot Water Boilers Renewal
$ 149,760	Urgent	2015	Main Switchboards - Main Disconnect Renewal
$ 156,000	Urgent	2015	Fire Alarm Systems Renewal
$ 338,998	Urgent	2015	Site Civil/Mechanical Utilities Renewal
$ 10,400	Urgent	2015	Study - Replacement - G30 - Site Civil/Mechanical Utilities - Beyond Rated Useful Life
$ 50,544	High	2015	Major Repair [Exterior Walls - Original Building]
$ 140,400	High	2015	Exterior Windows - Original Building Renewal
$ 17,472	High	2015	Exterior Doors - Original Building Renewal
$ 124,800	High	2015	Partitions - Original Building - Moveable Partitiion Renewal
$ 29,952	High	2015	Interior Doors - Original Building Renewal
$ 35,880	High	2015	Classroom Sinks Renewal
$ 156,000	High	2015	Plumbing Fixtures - Washroom Fixtures Renewal
$ 186,451	High	2015	Domestic Water Distribution - Piping System Renewal
$ 10,400	High	2015	Study - Replacement - D2020 Domestic Water Distribution - Piping System - Beyond Rated Useful Life
$ 12,480	High	2015	Domestic Water Distribution - Water Storage Tanks Renewal
$ 186,451	High	2015	Sanitary Waste Renewal
$ 10,400	High	2015	Study - Replacement - D2030 Sanitary Waste - Beyond Rated Useful Life
$ 10,400	High	2015	Auxiliary Equipment - Stack & Breaching Renewal
$ 74,880	High	2015	Exhaust Systems Renewal
$ 224,640	High	2015	Air Handling Units Renewal
$ 54,912	High	2015	Fan Coil Units Renewal
$ 249,600	High	2015	Controls & Instrumentation Renewal
$ 23,920	High	2015	Lighting Equipment - Exterior Lighting - Wall Mounted Renewal
$ 20,800	High	2015	Lighting Equipment - Exit Lighting/Exit Signs Renewal
$ 10,400	High	2015	Study - Replacement - D502001 Branch Wiring - Cabling, Raceways & Bus Ducts - Beyond Rated Useful Life
$ 491,556	High	2015	Branch Wiring - Cabling, Raceways & Bus Ducts Renewal
$ 140,400	High	2015	Public Address Systems Renewal
$ 91,520	High	2015	Roadways - Site Renewal
$ 34,320	High	2017	Fencing & Gates Renewal
$ 10,400	High	2015	Study - Replacement - G40 - Aboveground Utilities - Beyond Rated Useful Life
$ 33,904	High	2015	Aboveground Utilities Renewal
$ 3,464,094			

O:\B10-DRAWING DATABASE\New Sarum-1435\1435-A1-1-16.dwg, Par Reports, 11/9/2016 9:26:10 AM



APPENDIX B-4

Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

DO NOT SCALE FROM DRAWING

PROJECT TITLE:

NEW SARUM P.S.
9473 BELMONT ROAD, RR#3
ST. THOMAS, ON

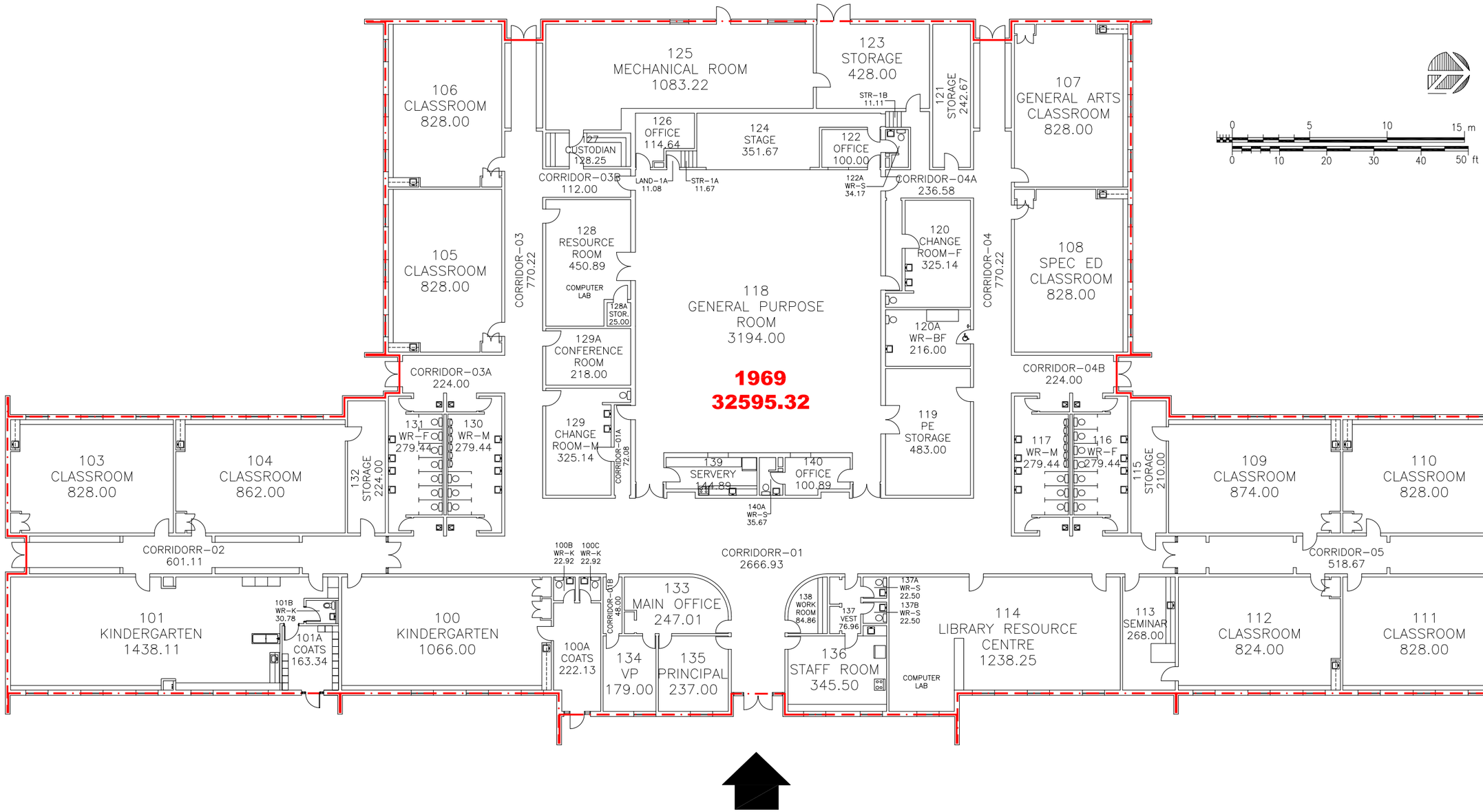
1435

DRAWING TITLE:

SITE

DATE:	SCALE:	SHEET NO.
22/03/04	N.T.S.	A1.1
DRAWN: DMK	CHECKED BY:	
FILE NAME: 1435-A1-1-16		

APPENDIX B-4



Thames Valley
District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.
DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

1969

			14
			13
			12
			11
01/10/15	SITE	PORTABLE MOVE UPDATES	CC 10
07/07/14	FL1	EBASE UPDATES	CC 9
09/05/13	ALL	RENOVATE 101 TO KINDERGARTEN	CC 8
05/24/11	ALL	BF WR IN SHOWER/ROOM USAGE/KIND FENCE	DK 7
26/11/10	SITE	UPDATED SITE PLAN PER NOTES TAKEN ON SITE	CA 6
06/04/09	SITE	REMOVED TEMPORARY PORTABLES	AT 5
24/07/08	SITE	PLACED TEMPORARY PORTABLES FOR #1900	AT 4
24/07/07	SITE	PLACED LEASED PORTABLE L0606	AT 3
02/07/07	1ST	2 NEW DOORS 129,129A SHOWER TO CONFER	DK 2
09/11/06	SITE	PLACED LEASED PORTABLES L0607, L0608	AT 1
DATE	FLOOR	DESCRIPTION	BY: No

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

PROJECT TITLE:

NEW SARUM P.S.
9473 BELMONT ROAD, RR#3
ST. THOMAS, ON

1435

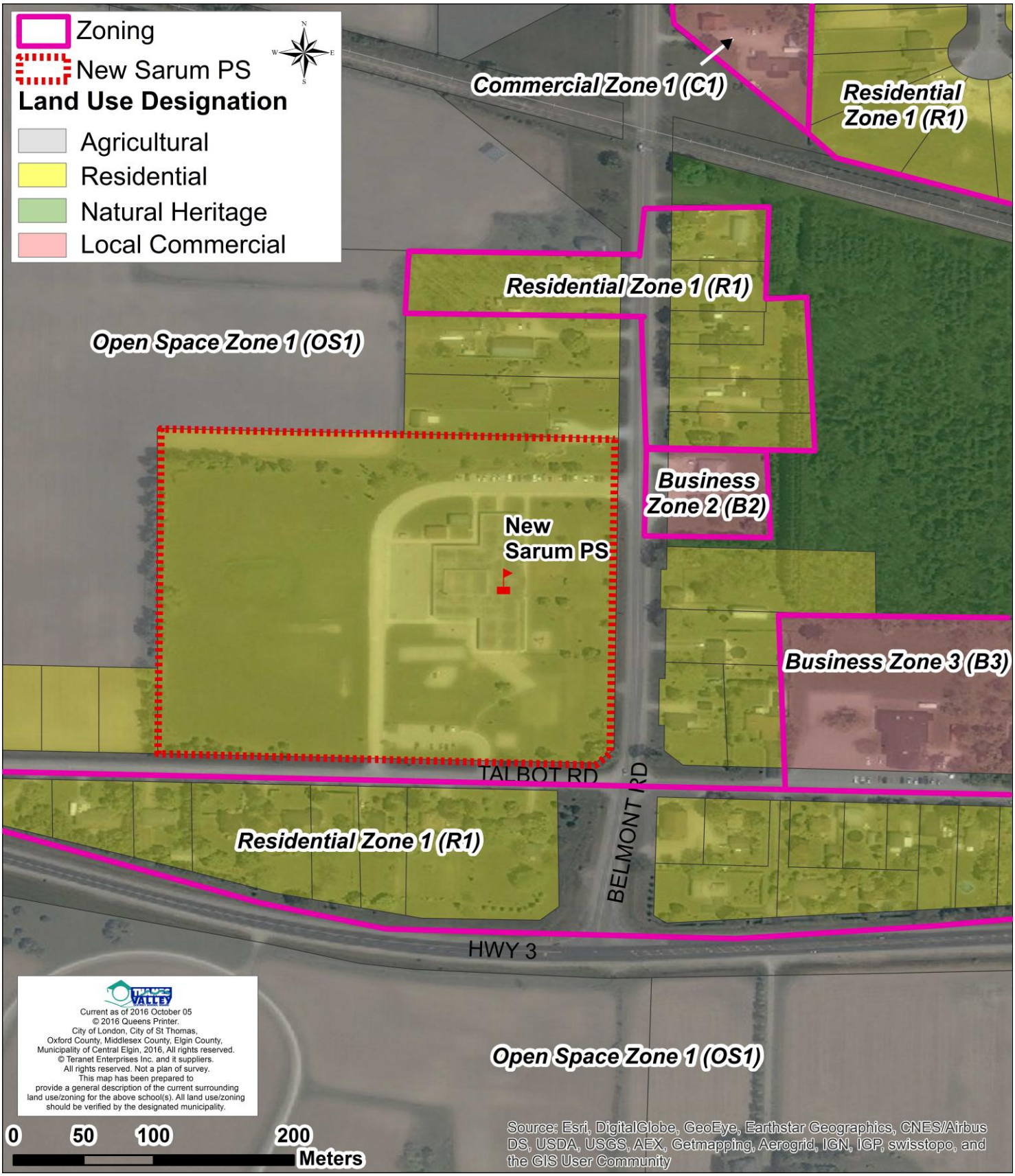
DRAWING TITLE:

FIRST FLOOR

DATE: 14/05/01	SCALE: N.T.S.	SHEET NO. A2.1
DRAWN: DD	CHECKED BY:	
FILE NAME: 1435-A2-1-14		

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Land Use and Zoning



SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Demographic Data for New Sarum PS

2001 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
150	490	207	2107	454	1036	2954	2.8	0.47	0.20

2006 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
147	473	283	2427	448	1188	3330	2.8	0.40	0.24

2011 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
158	432	245	2601	435	1263	3436	2.7	0.34	0.19

Source: Statistics Canada 2001, 2006, 2011 Census

Demographics within the New Sarum PS Attendance Area

New Sarum PS is a JK - 8 school within the community of New Sarum just east of St. Thomas. The school accommodates students within the urban area of Eastwood, and the rural areas of New Sarum and Orwell within the Municipality of Central Elgin. The school also accommodates students from the hamlet of Kingsmill Corner within the Township of Malahide. Many rural students residing outside these communities also attend New Sarum PS.

Within the attendance area of New Sarum PS, Statistics Canada indicates that from 2001 to 2006 the total population increased by 13%. From 2006 to 2011 the population increased again by 3%. Although the total population had increased the population of elementary school aged children (4 to 13 year olds) has decreased. The decrease from 2001 to 2006 was by 4% and another 9% decrease from 2006 to 2011.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Residential Development

Growth and Development

There is no significant residential growth within the attendance area of New Sarum PS. As well, the municipalities have no current plans to service any of the rural communities within the attendance area of New Sarum PS. Although the Eastwood subdivision is labelled as an Urban Settlement area in the Central Elgin Official, the area is completely built out.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Community Use Profile

Were Before and After school programs or services (e.g., child care) avaiable at this school	Name of Child Care Provider	Revenue from the Before and After school programs	Were before and after school programs cost fully recoverable
YES	YMCA of St.Thomas-Elgin	$500.00	Yes

Was the School building used by community groups through Community Use of Schools?	School Building Use:		
	Number of permits	Booked hours per year	Total revenue
YES	3	20	$ 142.80

Were School Grounds used by community groups through Community Use of Schools?	School Grounds Use:		
	Number of permits	Booked hours per year	Total revenue
NO	0	0	$ -

Were Community Use of School costs fully recoverable?
YES

Collaboration Suitability					
Suitable Vacant Space	Parking	Barrier-Free Accessibility	Municipal Services	Site Size	Dedicated Access to Space
N	Y	N	N	Y	Y
Air Conditioning	Compartmenta-lization	Dedicated Washroom Space	Existing Community Use	Existing Collaboration	
N	Y	N	N/A	N/A	

SCHOOL INFORMATION PROFILE

NORTHDALE CENTRAL PUBLIC SCHOOL

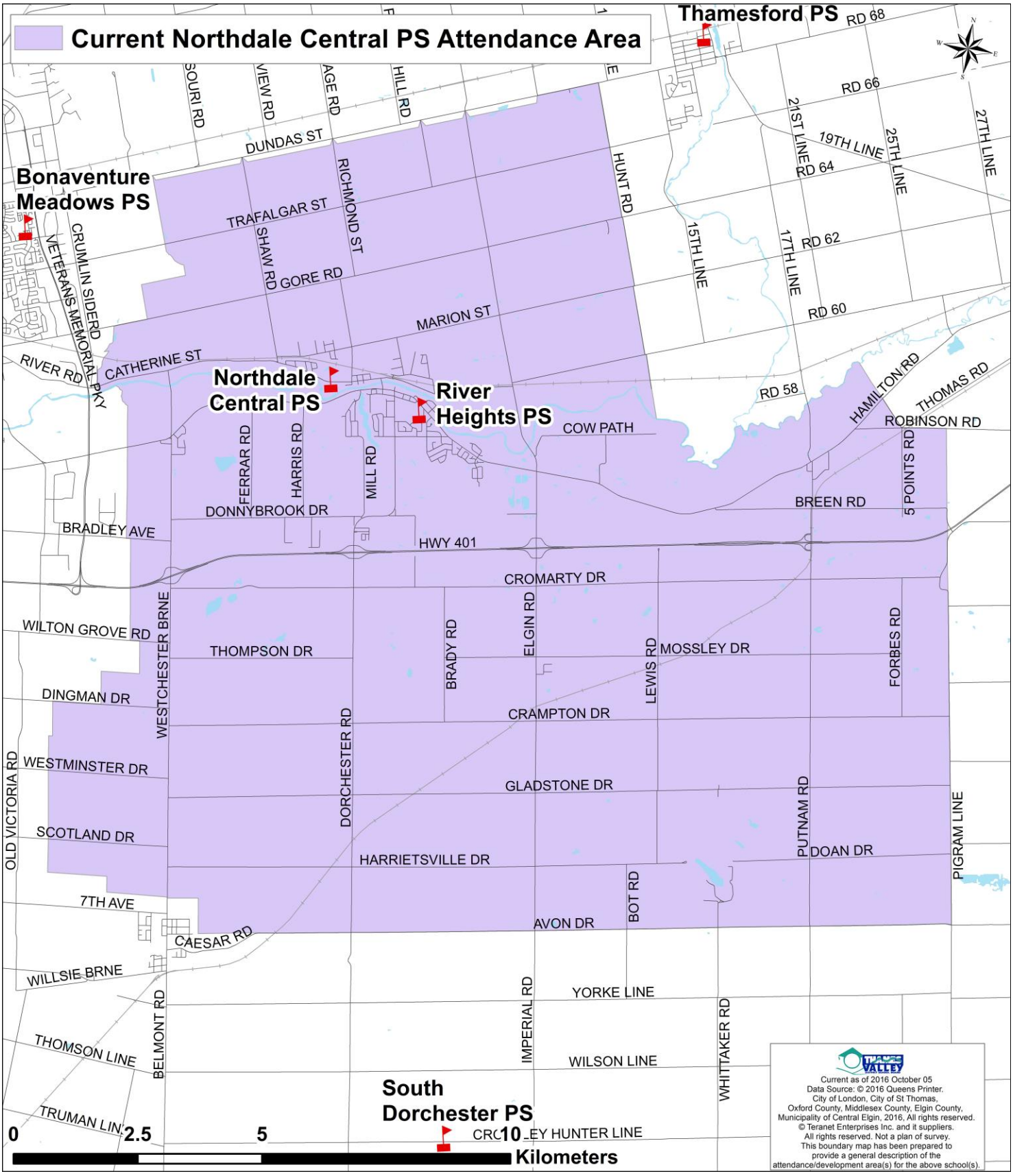
2015-16



ADDRESS:
3860 CATHERINE STREET, DORCHESTER, N0L 1G0

SECTION A
SCHOOL OVERVIEW

Current Attendance Area



SECTION A
SCHOOL OVERVIEW

General Profile

Criteria	Northdale Central PS	Board Average
Size of the school site (acres)	9.46	7.26
Year original school was built	1959	1977
Building area (square feet)	32,657.70	44,701.66
Portable classrooms (2015-16)	0	2.86

Distance (km) to 5 closest TVDSB Elementary Schools

2.13	River Heights
8.40	J.P. Robarts
8.72	Bonaventure Meadows
9.33	Tweedsmuir
9.67	Fairmont

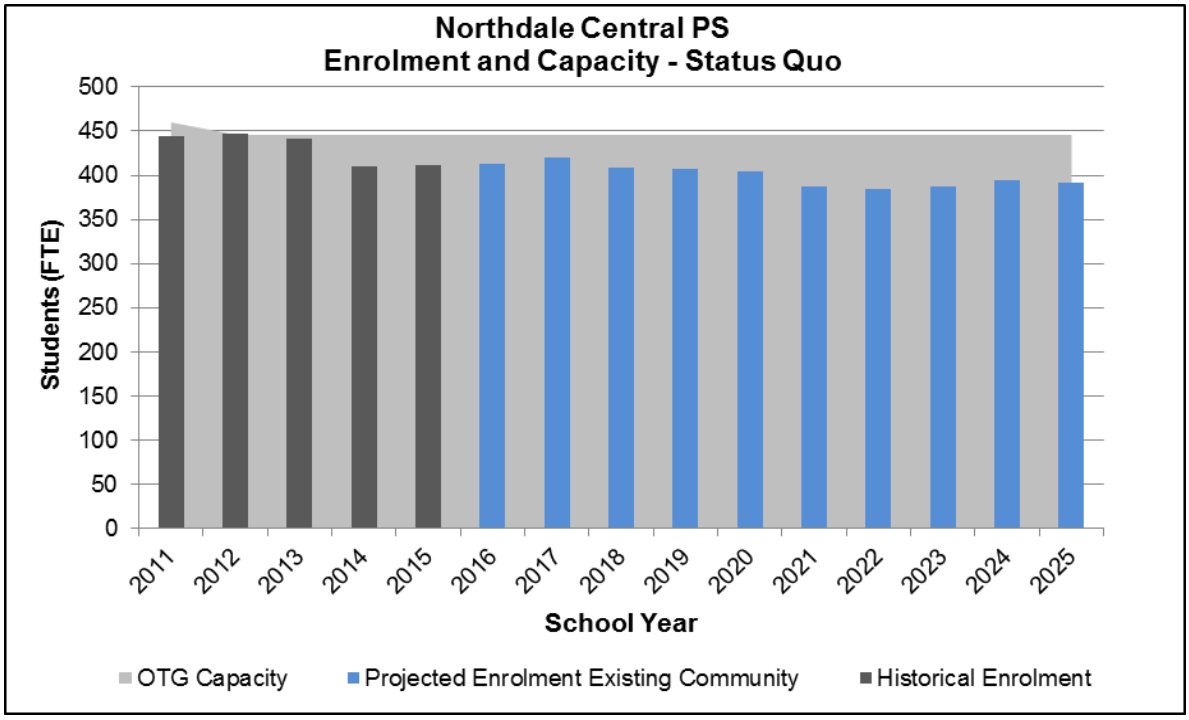
Year addition(s) built

1962, 1965, 1968, 2001

Grade Configuration

4-8

Criteria	Northdale Central PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	446	444
Student Full-Time Equivalent (FTE): Enrolment Official 2015 October 31	411	385.00
Utilization factor	92.15%	87.17%
Excess or Shortage (-) of Pupil Places	35.00	58.59
Number of Holding Zone students (if any)	0	
Number of out of area students	1	



SECTION A
SCHOOL OVERVIEW

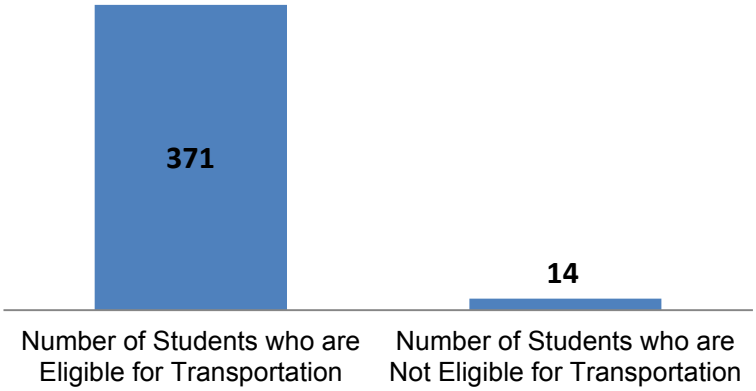
Transportation

Transportation - Length of bus ride	Northdale Central PS	Board
Shortest	5.00 min	1.00 min
Longest	52.00 min	71.00 min
Average	18.00 min	16.00 min

Percentage of Students Transported to School
96%

Number of Buses Required
18**

Note
** Buses shared with St.David Catholic School (LDCSB) and River Heights PS.



Distance Proximity of Students to existing school	Northdale Central PS	Board
Shortest	0.45 km	0.01 km
Longest	19.02 km	67.08 km
Average	5.02 km	2.45 km

Transportation Costs	
Regular Home to School	$340,193
Specialized	$200,234
Total	$540,427

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

Northdale Central PS Enrolment

STATUS QUO - GRADES 4-8 - Northdale Central PS Regular Track and Special Education Enrolment

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	0	0	0	0	0	83	80	86	89	82	24	444
2012	0	0	0	0	0	79	84	80	89	90	25	447
2013	0	0	0	0	0	82	77	85	83	90	25	442
2014	0	0	0	0	0	66	81	69	85	84	25	410
2015	0	0	0	0	0	76	66	85	71	89	25	412
2016	0	0	0	0	0	87	79	65	86	71	25	413
2017	0	0	0	0	0	75	87	80	66	87	25	420
2018	0	0	0	0	0	70	76	89	81	67	25	408
2019	0	0	0	0	0	63	70	77	90	82	25	407
2020	0	0	0	0	0	75	64	72	78	91	25	405
2021	0	0	0	0	0	66	76	66	74	80	25	387
2022	0	0	0	0	0	71	68	78	67	76	25	385
2023	0	0	0	0	0	72	72	69	80	69	25	387
2024	0	0	0	0	0	73	72	73	70	81	25	394
2025	0	0	0	0	0	74	74	73	74	72	25	392

*Information based on 2015 October 31

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

School Organization and Staffing

School Organization

Class Number	Enrolment By Grade (Student Count)										Spec. Ed.	Class Total
	JK	SK	1	2	3	4	5	6	7	8		
1						28						28
2						28						28
3						20	5					25
4							5	24				29
5							13	12			X	25
6							28					28
7							27					27
8								30				30
9								31				31
10									24			24
11									23			23
12									24			24
13										30		30
14										29		29
15										30		30
	0	**0**	**0**	**0**	**0**	**76**	**78**	**97**	**71**	**89**		**411**

2015-16* Staffing Allocation (FTE)	Northdale Central PS
Principal	1.00
Vice-Principals	0.50
Secretaries	1.00
Teachers at the School	19.96
Self-Contained Special Education Teachers	1.19
Teacher-Librarians	0.61
English as a Second Language (ESL) Teachers	0.00
Native as a Second Language (NSL) Teachers	0.00
Learning Support Teachers (LST)	1.50
Early Childhood Educators (ECE)	0.00
Educational Assistants (EA)	2.00
Custodial	2.00
Total	**29.76**

Programming and Course Offering for 2015-2016

Northdale Central PS serves a population of 411 students from grade 4 to grade 8. There are 14 standard classes and 1 specialized class.

Specialized Service offerings at Northdale Central PS

There is one system Gifted Class at Northdale Central PS.

Availability of Extra-Curricular Activities

Inter-School Sports?	Intramural Sports?	School Clubs?
YES	YES	YES

SECTION C
FACILITY AND SITE PROFILE

Facilities Space Template

Instructional Space	#	Size ft²	Floor Area ft²	Load	OTG
Kindergarten Classroom	-		-	26	-
Standard Classroom	19	810	15,388	23	437
Art Room	-		-	23	-
Science Room	-		-	23	-
Music Vocal	-		-	23	-
Computer Lab	*in*	*Library*	-	23	-
Technical / Vocational	-		-	23	-
Special Education Area	1	810	810	9	9
General Arts / Musical Instrumental	-		-		-
Resource Room - Loaded (400-699 sf)	-		-	12	-
Seminar Rooms - Unloaded (<400 sf)	2	294	588		-
Gymnasium Area and Stage	1	2,759	2,759		-
Change Rooms	-		-		-
Activity / General Purpose Room	-		-		-
Learning Commons (formerly Library)	1	1,628	1,628		-
Total GFA and OTG of Instructional Area			21,173		446

Operational Space	Per Pupil ft²	Floor Area ft²
Main Office & Reception		500
Staff Room and Teacher Work Rooms		607
Servery		-
Custodial Areas		302
Meeting Room		-
Academic Storage		321
Washrooms		883
Gymnasium Storage		577
Chair Storage (in Gymnasium)		-
Mechanical Spaces		486
Total Operational Area		3,676
Total Operational and Instructional		24,849
Gross Up Added	31.42%	7,808
Gross Floor Area		32,657
Total Square Feet		**32,657**

Calculated Area per Pupil by OTG	Calculated Area per Pupil by Enrolment
73.22	79.27

SECTION C
FACILITY AND SITE PROFILE

Facility Profile

Barrier Free Accessibility Checklist	
Item	**Y/N**
Minimum number of pedestrian entrances required to be barrier free	N
Designated parking space	Y
Accessibility signs	Y
Path of travel to the main entrance door.	Y
Designated entrances	Y
Designated Wheelchair Spaces and Adaptable seating	N/A
Assistive listening devices	N
Path of travel to all floors/elevations. Including stages.	N/A
Surface finish of ramps and stairs	N/A
Passenger Elevating Devices	N/A
Fire alarm system with strobe and audible signals	N
Drinking Fountains	Y
Universal washroom	Y

Playing fields		Other site amenities
No.	Types	
11	Soccer (3), Basketball courts (2), Basketball nets (4), Baseball backstop (2)	Wooden Pagoda seating area, Long Jump Pit, playground equipment (2)

41,175 sq. ft.
Hard Surface Play Area

30,6237 sq. ft.
Green Space Play Area

Number of Existing Parking Spaces		
Standard	BF	Total
53	4	57

TVDSB Parking Standard: Staff +10			
Staff FTE	Required	Plus/ Minus	% of Standard
29.76	39.76	21.24	143.36%

Designated School Bus Bays / Loading Zones				Designed Student Drop off/Pick up Area
No. of Buses	Yes/No	Assessment	Note	Yes/No
18**	Yes	Insufficient. Loading staggered to accommodate number of buses.	** Buses shared with St.David Catholic School (LDCSB) and River Heights PS.	No

SECTION C
FACILITY AND SITE PROFILE

Financial Profile

Financial Analysis of School*			
	Cost ($)	Cost per Student ($)	Board Average per Student ($)
Cost of Administration	237,912.00	577.46	612.00
Cost of Facility Services	201,012.00	487.89	774.84
Cost of Information Technology	11,246.00	27.30	29.22
Total	450,170	1,092.65	1,416.06

* Board Average for Administration and Information Technology is based on the Elementary Panel
* Board Average for Facility Services is based on all schools operated by the Board

School Utility Costs**				
Cost($)	Cost per Sq. Ft.($)	Board Average per Sq. Ft.	Cost per Student ($)	Board Average per Student ($)
53,908.60	1.65	1.55	130.85	214.40

** Included in above Facility Services costs

Facility Condition Index
28% Provincial Average
37% Board Average
50% PAR Average
32% Northdale Central PS

Replacement Value of the School
$9,320,076

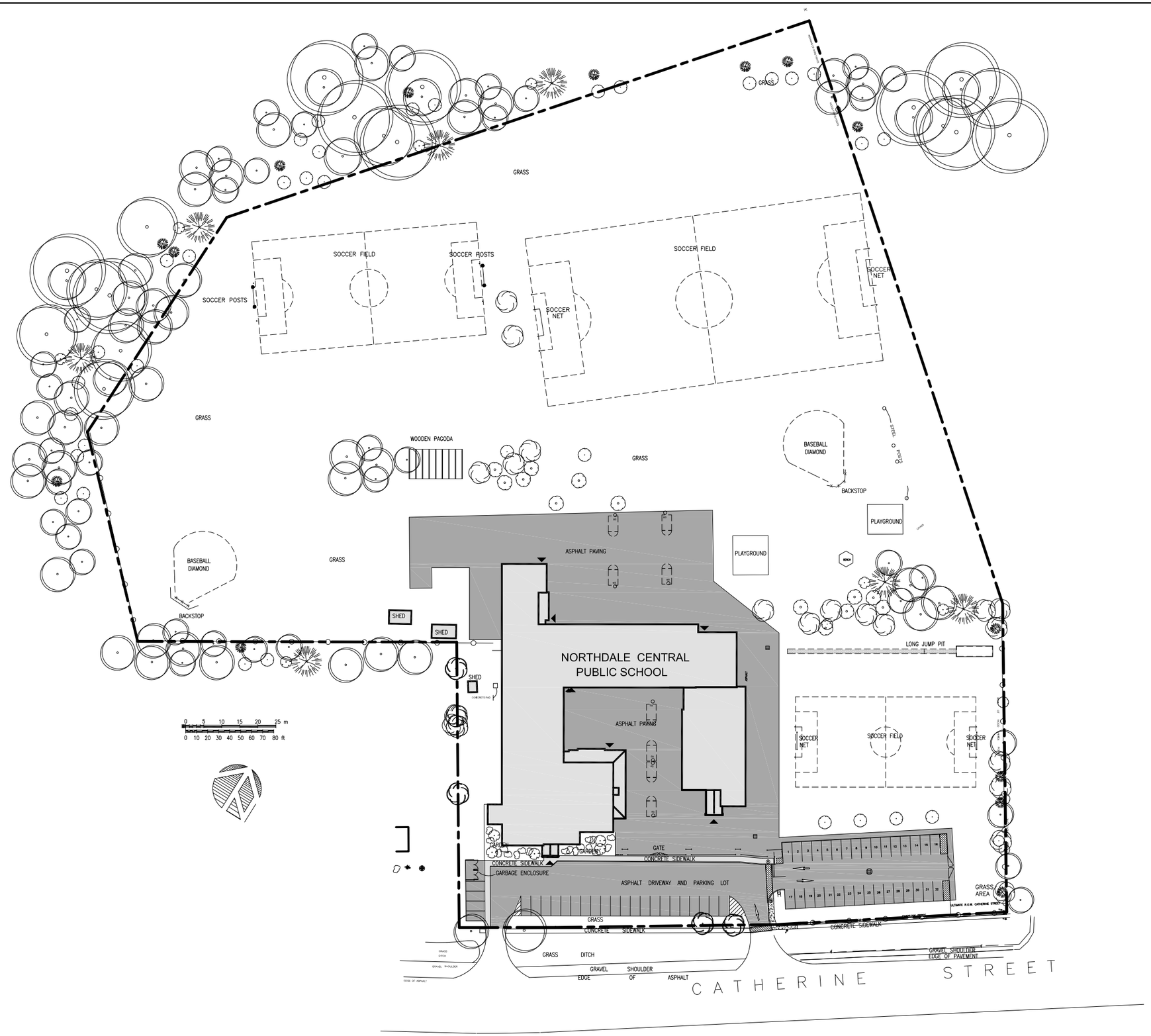
10 Year Repair History		
Project Description	**Total**	
Asbestos Report - O.Reg. 278/05	$	799
Divide Library and Comp. Lab	$	5,606
Window Replacement - Phase 2	$	186,234
Pave Damaged Areas and Additional Parking Area	$	34,348
Moisture Survey	$	3,567
Asbestos Abatement	$	696
Replace Roof D2	$	302,820
Designated Substance Report	$	173
Repave Playground Asphalt	$	38,078
Replace Water Service	$	22,242
New Parking and Drop Off	$	259,382
New Long Jump Runway and Pit/Playround Asphalt	$	20,036
Renovations for Special Needs washroom.	$	69,071
Supply and Install New Sump Pump	$	47,433
Roof Moisture Survey	$	4,495
Replace Exterior Door	$	15,185
Replace Heat Exchangers	$	25,158
Phase 1 AODA Compliance Review	$	490
Northdale Central PS Total	$	1,035,813

SECTION C
FACILITY AND SITE PROFILE

TVDSB Five Year Renewal Needs

Five Year Renewal Needs			
Cost	**Priority**	**Action Year**	**Renewal Requirement**
$ 270,385	Urgent	2015	Site Civil/Mechanical Utilities Renewal
$ 10,600	Urgent	2015	Study - Replacement - G30 - Site Civil/Mechanical Utilities - Beyond Rated Useful Life
$ 254,400	Urgent	2015	Septic Tanks Renewal
$ 10,600	Urgent	2015	Study - Replacement - G302005 Septic Tanks - Beyond Rated Useful Life
$ 17,808	High	2015	Major Repair
$ 11,024	High	2015	Major Repair
$ 10,600	High	2015	Major Repair [Partitions]
$ 84,800	High	2015	Interior Doors - Original Construction to Addition 3 Renewal
$ 25,440	High	2015	Interior Doors Hardware - Original Construction to Addition 3 Renewal
$ 114,480	High	2015	Wall Finishes - Original Construction to Addition 3 Renewal
$ 188,680	High	2015	Ceiling Finishes - Original Construction to Addition 3 Renewal
$ 127,200	High	2015	Plumbing Fixtures - Washroom Fixtures Renewal
$ 10,600	High	2015	Study - Replacement - D2020 Domestic Water Distribution - Piping System - Beyond Rated Useful Life
$ 10,600	High	2015	Domestic Water Distribution - Domestic Water Heaters Renewal
$ 148,718	High	2015	Domestic Water Distribution - Piping System Renewal
$ 10,600	High	2015	Study - Replacement - D2030 Sanitary Waste - Beyond Rated Useful Life
$ 148,718	High	2015	Sanitary Waste Renewal
$ 12,720	High	2015	Exhaust Systems Renewal
$ 305,280	High	2015	Air Handling Units Renewal
$ 111,544	High	2015	Fin Tube Radiation Renewal
$ 254,400	High	2015	Controls & Instrumentation Renewal
$ 24,380	High	2015	Lighting Equipment - Exterior Lighting - Wall Mounted Renewal
$ 143,100	High	2015	Telecommunications Systems - Telephone System Renewal
$ 143,100	High	2015	Public Address Systems Renewal
$ 21,200	High	2015	Security Systems Renewal
$ 2,470,977			

O:\B10-DRAWING DATABASE\Northdale Central - Dorch-1460\1460-A1-1-14.dwg, PAR REPORTS, 11/11/2016 3:23:14 PM



Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

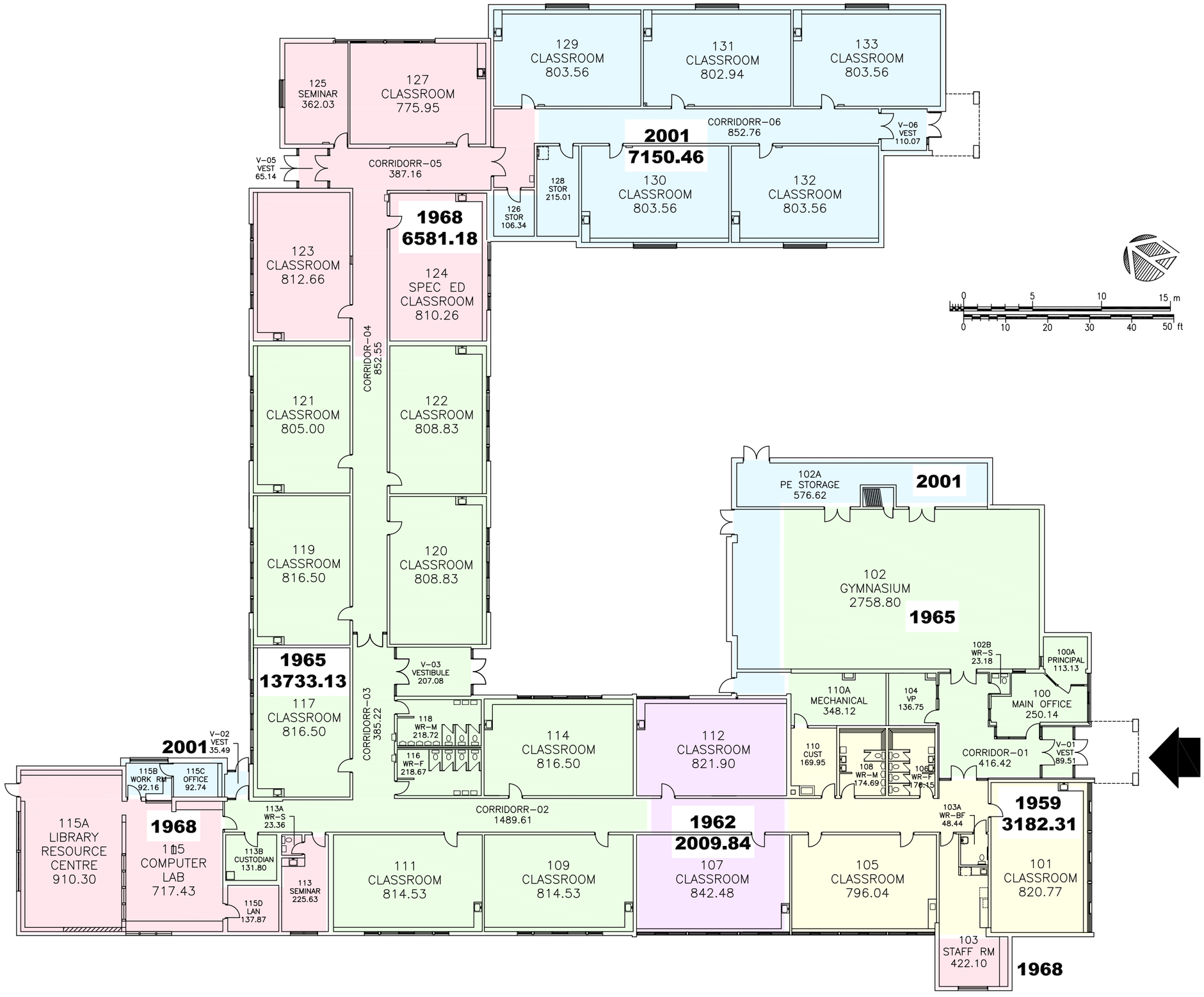
ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

DO NOT SCALE FROM DRAWING

PROJECT TITLE:
NORTHDALE CENTRAL P.S.
3860 CATHERINE STREET
DORCHESTER, ON
1460

DRAWING TITLE:
SITE

DATE:	SCALE:	SHEET NO.
12/05/04	N.T.S.	A1.1
DRAWN: MZ	CHECKED BY:	
FILE NAME: 1460—A1—1—14		



Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.
DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

1959
1962
1965
1968
2001

DATE	FLOOR	DESCRIPTION	BY:	No
				10
				9
				8
11/12/13	SITE	UPDATE SITE RE PORTABLE DEMOLITION	CC	7
25/03/08	1ST	PARKING LOT IMPROVEMENTS/REMOVE PORTABLE	DK	6
28/08/07	1ST	PRINCIPAL OFFICE RENO – RM # DOOR	DK	5
05/11/07	1ST	WINDOW REPLACEMENT UPDATE	DK	4
04/13/07	1ST	RM 123 FROM CLASSROOM TO SPECIAL ED	DK	3
10/15/06	SITE	ADDED LEASED PORTABLE L0609	AT	2
17/11/05	1ST	DIVIDE LIBRARY COMPUTER LAB	AT	1

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

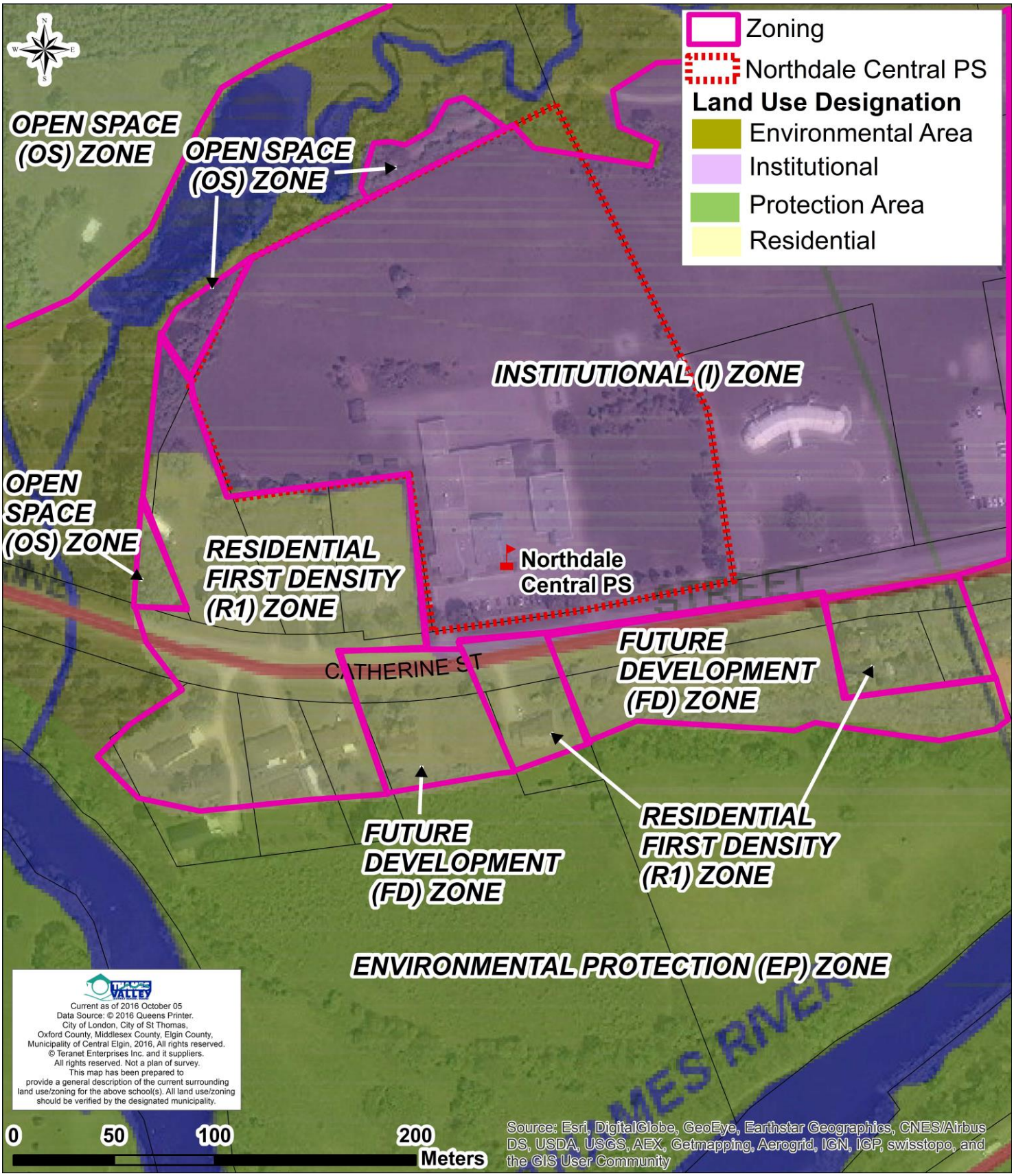
PROJECT TITLE:
NORTHDALE CENTRAL P.S.
3860 CATHERINE STREET
DORCHESTER, ON
1460

DRAWING TITLE:
MAIN FLOOR

DATE: 27/11/01
SCALE: N.T.S.
DRAWN: CC
CHECKED BY:
FILE NAME: 1460–A2–1–14
SHEET NO. A2.1

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Land Use and Zoning



SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Demographic Data for Northdale Central PS

2001 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
390	1485	760	6650	1280	3145	9285	3.0	0.47	0.24

2006 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
450	1420	760	7130	1225	3375	9760	2.9	0.42	0.23

2011 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
420	1270	805	7370	1050	3521	9865	2.8	0.36	0.23

Source: Statistics Canada 2001, 2006, 2011 Census

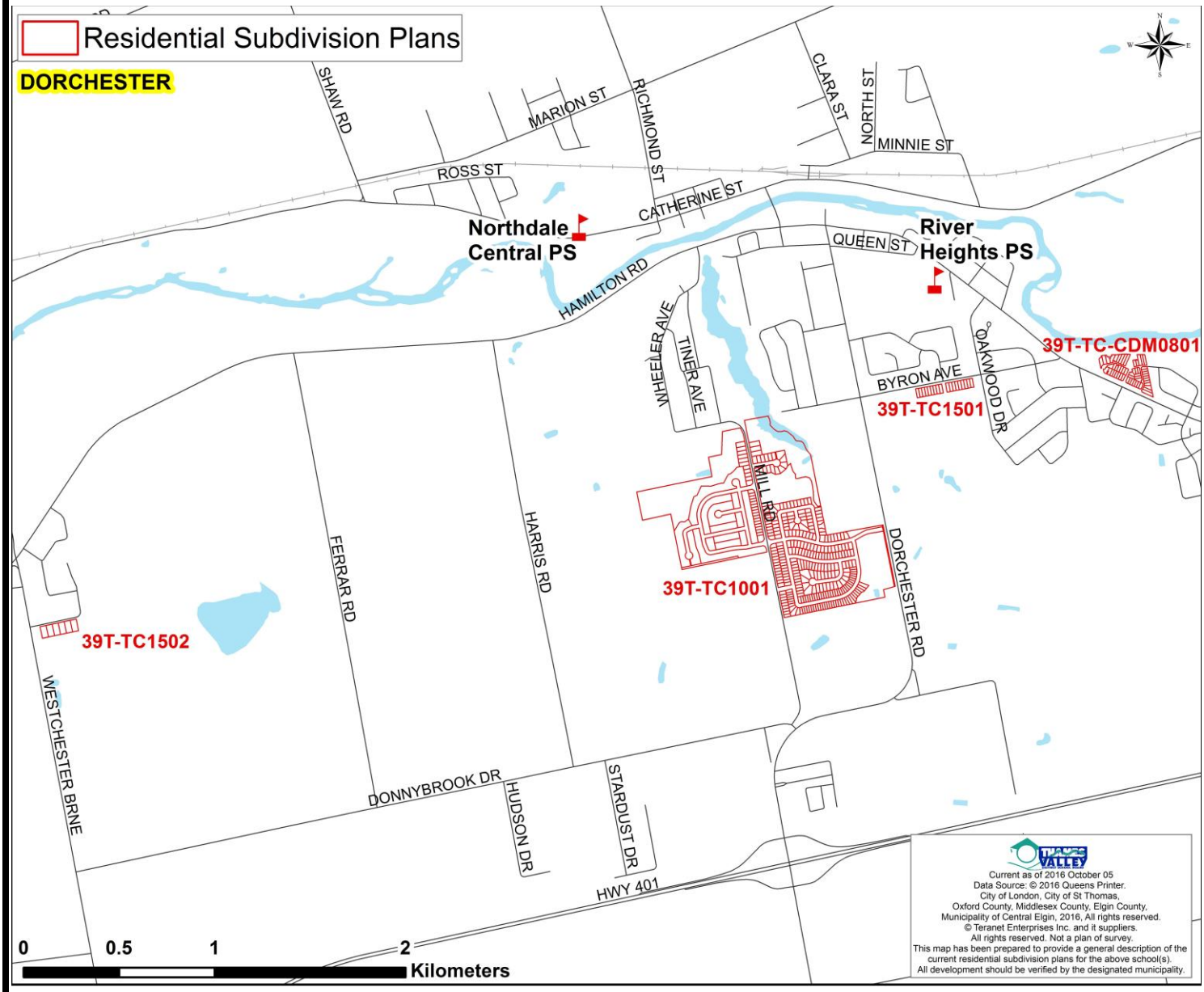
Demographics within the Northdale Central PS Attendance Area

Northdale Central PS is a grade 4-8 school within the town of Dorchester. JK-3 students are accommodated at River Heights PS. The attendance area for River Heights PS mirrors the attendance area of Northdale Central PS. Both schools accommodate students from the Town of Dorchester and the areas of Avon, Crampton, Harrietsville, Gladstone and Mossley within the Municipality of Thames Centre.

Statistics Canada indicates that from 2001 to 2006 the total population, within the attendance area of Northdale Central PS, has increased by 5%. From 2006 to 2011 the population increased again by 1%. Although the total population had increased the population of elementary school aged children (4 to 13 year olds) has decreased by 4% from 2001 to 2006 and from 2006 to 2011 a further 14% decrease.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Residential Development



Growth and Development

Within the attendance area of River Heights PS and Northdale Central PS there are a total of 433 units circulated and under construction. Within the next 10 years approximately 65 students are projected to be generated from these developments. The majority of the development within River Heights and Northdale Central Public Schools attendance area is from a draft approved subdivision called The Boardwalk at Mill Pond (39T-TC1001). Although the current status is draft approved, the development may be delayed due to servicing constraints. Therefore the potential student yields from the subdivision are not expected in the near future or until service upgrades are made.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Community Use Profile

Were Before and After school programs or services (e.g., child care) avaiable at this school	Name of Child Care Provider	Revenue from the Before and After school programs	Were before and after school programs cost fully recoverable
N/A	N/A	N/A	N/A

Was the School building used by community groups through Community Use of Schools?	School Building Use:		
	Number of permits	Booked hours per year	Total revenue
YES	17	65	$ 146.00

Were School Grounds used by community groups through Community Use of Schools?	School Grounds Use:		
	Number of permits	Booked hours per year	Total revenue
NO	0	0	$ -

Were Community Use of School costs fully recoverable?
YES

Collaboration Suitability					
Suitable Vacant Space	Parking	Barrier-Free Accessibility	Municipal Services	Site Size	Dedicated Access to Space
N	N	Y	Y	Y	Y
Air Conditioning	Compartmenta-lization	Dedicated Washroom Space	Existing Community Use	Existing Collaboration	
P	Y	N	N/A	N/A	

SCHOOL INFORMATION PROFILE

PORT STANLEY PUBLIC SCHOOL

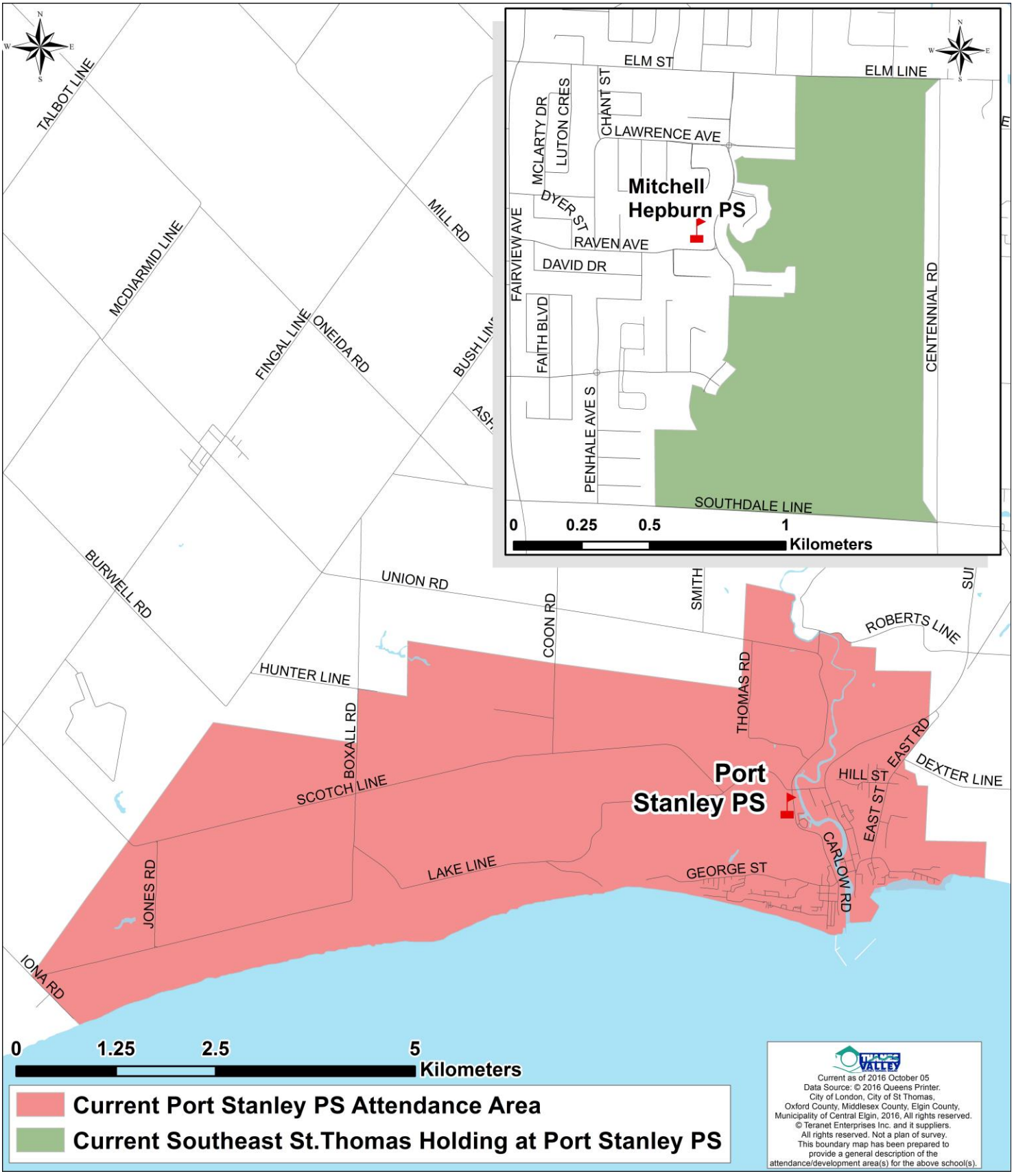
2015-16



ADDRESS:
350 CARLOW ROAD, PORT STANLEY, N5L 1B6

SECTION A
SCHOOL OVERVIEW

Current Attendance Area



SECTION A
SCHOOL OVERVIEW

General Profile

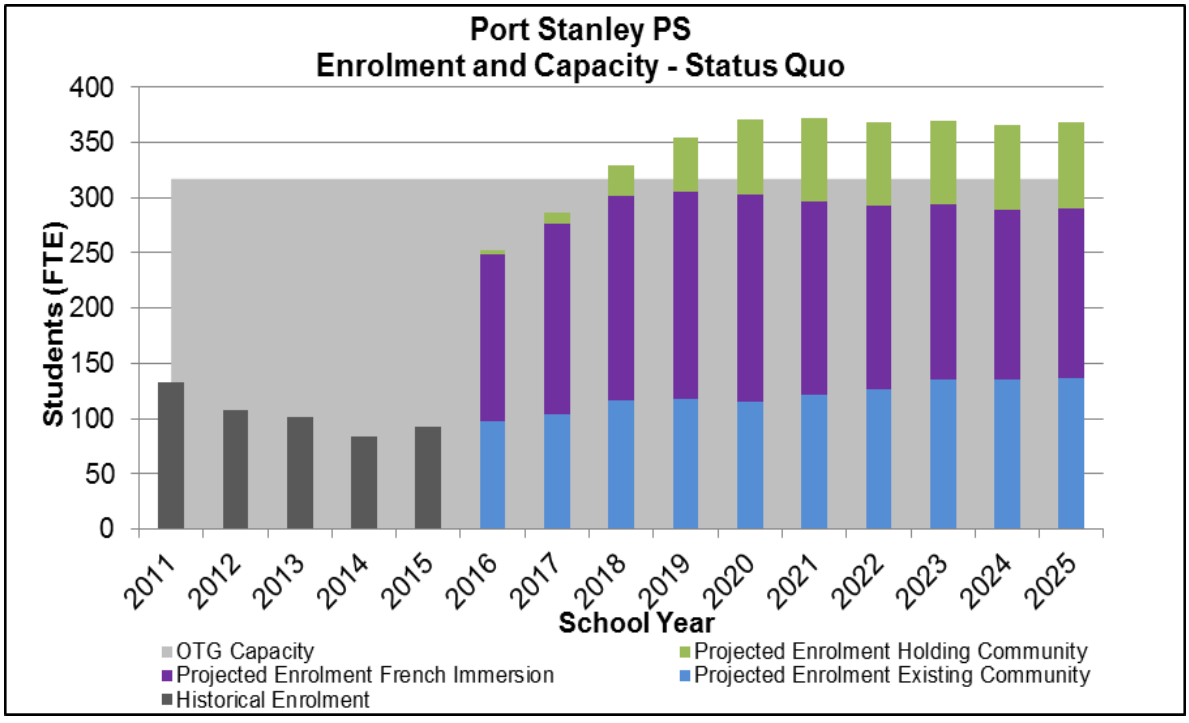
Criteria	Port Stanley PS	Board Average
Size of the school site (acres)	7.41	7.26
Year original school was built	1972	1977
Building area (square feet)	34,627.50	44,701.66
Portable classrooms (2015-16)	0	2.86

Distance (km) to 5 closest TVDSB Elementary Schools

12.52 John Wise
12.89 Elgin Court
13.01 Sparta
13.21 M. Hepburn
13.57 P.E. Trudeau FI

Year addition(s) built	Grade Configuration
Not Applicable	JK-8

Criteria	Port Stanley PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	317	444
Student Full-Time Equivalent (FTE): Enrolment Official 2015 October 31	94.00	385.00
Utilization factor	29.65%	87.17%
Excess or Shortage (-) of Pupil Places	223	58.59
Number of Holding Zone students (if any)	0	
Number of out of area student	0	



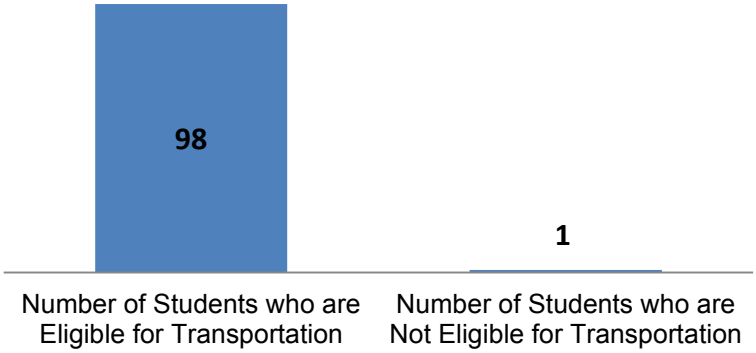
SECTION A
SCHOOL OVERVIEW

Transportation

Transportation - Length of bus ride	Port Stanley PS	Board
Shortest	4.00 min	1.00 min
Longest	22.00 min	71.00 min
Average	16.00 min	16.00 min

Percentage of Students Transported to School
99%

Number of Buses Required
3



Distance - Proximity of Students to existing school	Port Stanley PS	Board
Shortest	0.05 km	0.01 km
Longest	9.05 km	67.08 km
Average	2.00 km	2.45 km

Transportation Costs	
Regular Home to School	$102,160
Specialized	$4,597
Total	$106,757

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

Port Stanley PS Enrolment

STATUS QUO - GRADES JK-8 - Port Stanley PS Existing Community
AND Southeast St. Thomas Holding Zone Regular Track Enrolment

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	8	15	14	6	15	9	14	19	9	24	0	133
2012	13	8	11	12	5	12	8	12	15	11	0	107
2013	10	12	7	11	12	6	14	8	8	13	0	101
2014	11	7	11	6	10	8	4	12	7	8	0	84
2015	10	11	7	12	8	10	12	4	12	7	0	93
2016	14	9	10	6	11	11	12	12	5	12	0	102
2017	14	14	10	11	7	13	13	13	13	6	0	114
2018	17	16	15	12	14	10	15	15	15	15	0	144
2019	19	18	18	18	15	16	12	17	17	17	0	167
2020	22	20	19	19	20	16	18	14	18	18	0	184
2021	23	22	20	20	20	21	18	19	15	19	0	197
2022	23	22	21	20	21	21	22	18	19	15	0	202
2023	24	23	21	21	21	21	21	22	18	19	0	211
2024	24	23	21	21	21	21	21	21	21	18	0	212
2025	24	23	21	21	21	21	21	21	20	21	0	214

2016-2025 - STATUS QUO - GRADES 7-8 - Port Stanley PS French Immersion Program

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2016	0	0	0	0	0	0	0	0	64	61	0	125
2017	0	0	0	0	0	0	0	0	76	64	0	140
2018	0	0	0	0	0	0	0	0	75	76	0	151
2019	0	0	0	0	0	0	0	0	79	75	0	154
2020	0	0	0	0	0	0	0	0	75	79	0	154
2021	0	0	0	0	0	0	0	0	68	75	0	143
2022	0	0	0	0	0	0	0	0	66	68	0	134
2023	0	0	0	0	0	0	0	0	59	66	0	125
2024	0	0	0	0	0	0	0	0	60	59	0	119
2025	0	0	0	0	0	0	0	0	59	60	0	119

2016-2025 - STATUS QUO - GRADES 7-8 - Port Stanley PS Extended French Immersion Program

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2016	0	0	0	0	0	0	0	0	16	9	0	25
2017	0	0	0	0	0	0	0	0	17	16	0	33
2018	0	0	0	0	0	0	0	0	18	16	0	34
2019	0	0	0	0	0	0	0	0	17	17	0	34
2020	0	0	0	0	0	0	0	0	16	17	0	33
2021	0	0	0	0	0	0	0	0	16	16	0	32
2022	0	0	0	0	0	0	0	0	17	15	0	32
2023	0	0	0	0	0	0	0	0	18	16	0	34
2024	0	0	0	0	0	0	0	0	18	17	0	35
2025	0	0	0	0	0	0	0	0	18	17	0	35

*Information based on 2015 October 31

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

School Organization and Staffing

School Organization

Class Number	Enrolment By Grade (Student Count)										Spec. Ed.	Class Total
	JK	SK	1	2	3	4	5	6	7	8		
1	10	12										22
2			7	12								19
3					8	10						18
4							12	4				16
5									12	7		19
	10	**12**	**7**	**12**	**8**	**10**	**12**	**4**	**12**	**7**		**94**

2015-16* Staffing Allocation (FTE)	Port Stanley PS
Principal	1.00
Vice-Principals	0.00
Secretaries	1.00
Teachers at the School	6.57
Self-Contained Special Education Teachers	0.00
Teacher-Librarians	0.12
English as a Second Language (ESL) Teachers	0.00
Native as a Second Language (NSL) Teachers	0.00
Learning Support Teachers (LST)	0.50
Early Childhood Educators (ECE)	1.00
Educational Assistants (EA)	0.50
Custodial	2.25
Total	**12.94**

Programming and Course Offering for 2015-2016

Port Stanley PS serves a population of 94 students from kindergarten to grade 8. There are 5 standard classes.

Specialized Service offerings at Port Stanley PS

There are no specialized service offerings at Port Stanley PS

Availability of Extra-Curricular Activities

Inter-School Sports?	Intramural Sports?	School Clubs?
YES	YES	YES

SECTION C
FACILITY AND SITE PROFILE

Facilities Space Template

Instructional Space	#	Size ft²	Floor Area ft²	Load	OTG
Kindergarten Classroom	2	1,214	2,429	26	52
Standard Classroom	10	787	7,872	23	230
Art Room	-	-	-	23	-
Science Room	1	869	869	23	23
Music Vocal	-	-	-	23	-
Computer Lab	-	-	-	23	-
Technical / Vocational	-	-	-	23	-
Special Education Area	-	-	-	9	-
General Arts / Musical Instrumental	1	986	986		-
Resource Room - Loaded (400-699 sf)	1	691	691	12	12
Seminar Rooms - Unloaded (<400 sf)	2	230	460		-
Gymnasium Area and Stage	1	3,782	3,782		-
Change Rooms	2	337	675		-
Activity / General Purpose Room	-	-	-		-
Learning Commons (formerly Library)	1	1,287	1,287		-
Total GFA and OTG of Instructional Area			19,050		317

Operational Space		Floor Area ft²
Main Office & Reception		964
Staff Room and Teacher Work Rooms		949
Servery		215
Custodial Areas		449
Meeting Room		102
Academic Storage		706
Washrooms		1,119
Gymnasium Storage		314
Chair Storage (in Gymnasium)		-
Mechanical Spaces		1,060
Total Operational Area		5,877
Total Operational and Instructional		24,927
Gross Up Added	38.92%	9,700
Gross Floor Area		34,627
Total Square Feet		**34,627**

Calculated Area per Pupil by OTG	Calculated Area per Pupil by Enrolment
109.24	372.34

SECTION C
FACILITY AND SITE PROFILE

Facility Profile

Barrier Free Accessibility Checklist	
Item	**Y/N**
Minimum number of pedestrian entrances required to be barrier free	N
Designated parking space	N
Accessibility signs	N
Path of travel to the main entrance door.	N
Designated entrances	N
Designated Wheelchair Spaces and Adaptable seating	N/A
Assistive listening devices	N
Path of travel to all floors/elevations. Including stages.	N
Surface finish of ramps and stairs	N
Passenger Elevating Devices	N
Fire alarm system with strobe and audible signals	N
Drinking Fountains	N
Universal washroom	N

Playing fields		Other site amenities
No.	Types	
6	Basketball court (1), Basketball nets(2), Soccer/Football (1), Baseball backstop (2)	None

13,824 sq. ft.
Hard Surface Play Area

330,657 sq. ft.
Green Space Play Area

Number of Existing Parking Spaces		
Standard	BF	Total
30	0	30

TVDSB Parking Standard: Staff +10			
Staff FTE	Required	Plus/ Minus	% of Standard
12.94	22.94	7.06	130.78%

Designated School Bus Bays / Loading Zones				Designed Student Drop off/Pick up Area
No. of Buses	Yes/No	Assessment	Note	Yes/No
3	Yes	Good.		No

SECTION C
FACILITY AND SITE PROFILE

Financial Profile

Financial Analysis of School*			
	Cost ($)	Cost per Student ($)	Board Average per Student ($)
Cost of Administration	179,970.00	1,935.16	612.00
Cost of Facility Services	144,901.00	1,558.08	774.84
Cost of Information Technology	11,246.00	120.92	29.22
Total	336,117.00	3,614.16	1,416.02

* Board Average for Administration and Information Technology is based on the Elementary Panel
* Board Average for Facility Services is based on all schools operated by the Board

School Utility Costs**				
Cost($)	Cost per Sq. Ft.($)	Board Average per Sq. Ft.	Cost per Student ($)	Board Average per Student ($)
43,934.50	1.27	1.55	472.42	214.40

** Included in above Facility Services costs

Facility Condition Index
28% Provincial Average
37% Board Average
50% PAR Average
78% Port Stanley PS

Replacement Value of the School
7,265,866

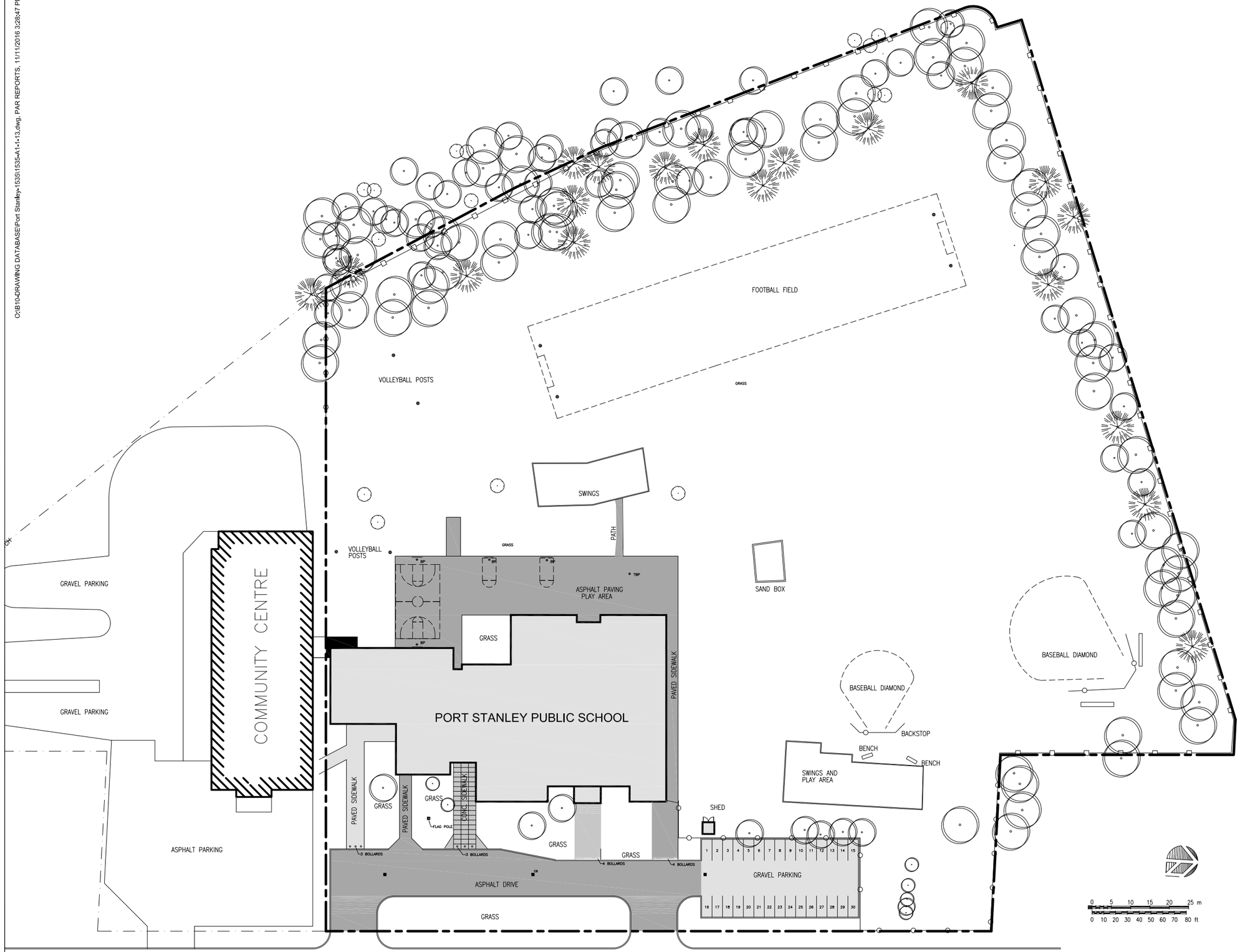
10 Year Repair History		
Project Description	**Total**	
Asbestos Report - O.Reg. 278/05	$	846
Asbestos Abatement	$	1,009
replacement of urinal flushing	$	1,381
Designated Substance Report	$	173
Roof Moisture Survey	$	4,775
Anthes Joist Review	$	14,073
Roof Deck Repairs	$	7,670
Replace Roof A, B	$	466,686
Phase 1 AODA Compliance Review	$	490
Electrical Service Replacement	$	10,451
Fire Alarm Replacement	$	10,451
Replace existing windows and doors	$	285,982
Exterior Lighting upgrades	$	1,188
Port Stanley PS Total	$	805,174

SECTION C
FACILITY AND SITE PROFILE

TVDSB Five Year Renewal Needs

Five Year Renewal Needs			
Cost	**Priority**	**Action Year**	**Renewal Requirement**
$ 709,592	Urgent	2015	Roof Coverings - Original Building (Section A, B, C) Renewal
$ 208,000	Urgent	2015	Electrical Service and Distribution - Original Building Renewal
$ 364,000	Urgent	2015	Main Switchboards - Main Disconnect (600V to 220/120V) Renewal
$ 156,000	Urgent	2015	Fire Alarm Systems Renewal
$ 374,558	Urgent	2018	Site Civil/Mechanical Utilities - Site Renewal
$ 10,400	Urgent	2017	Study - Replacement - G30 - Site Civil/Mechanical Utilities - Beyond Rated Useful Life
$ 119,080	High	2015	Ceiling Finishes - Original Building Renewal
$ 19,656	High	2015	Ceiling Finishes - Original Building Renewal
$ 124,800	High	2015	Plumbing Fixtures - Washroom Fixtures Renewal
$ 10,400	High	2015	Study - Replacement - D2020 Domestic Water Distribution - Piping System - Beyond Rated Useful Life
$ 198,120	High	2016	Domestic Water Distribution - Piping System Renewal
$ 198,120	High	2016	Sanitary Waste - Original Building Renewal
$ 10,400	High	2015	Study - Replacement - D2030 Sanitary Waste - Beyond Rated Useful Life
$ 10,400	High	2015	Study - Replacement - D2040 Rain Water Drainage - Beyond Rated Useful Life
$ 198,120	High	2016	Rain Water Drainage - Original Building Renewal
$ 388,856	High	2015	Air Distribution, Heating & Cooling - Ductwork Renewal
$ 31,200	High	2015	Exhaust Systems - Original Building Renewal
$ 37,856	High	2015	Electric Heating - Space Heater Renewal
$ 522,184	High	2016	Branch Wiring - Cabling, Raceways & Bus Ducts Renewal
$ 10,400	High	2015	Study - Replacement - D502001 Branch Wiring - Cabling, Raceways & Bus Ducts - Beyond Rated Useful Life
$ 33,800	High	2015	Lighting Equipment - Emergency Lighting - Battery Back-ups Renewal
$ 140,400	High	2015	Public Address Systems Renewal
$ 20,800	High	2015	Security Systems Renewal
$ 141,440	High	2015	Parking Lots - Site Renewal
$ 10,400	High	2017	Study - Replacement - G40 - Aboveground Utilities - Beyond Rated Useful Life
$ 4,048,982			

O:\B10-DRAWING DATABASE\Port Stanley+1535\1535-A1-1-13.dwg, PAR REPORTS, 11/11/2016 3:28:47 PM



Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

DO NOT SCALE FROM DRAWING

PROJECT TITLE:
PORT STANLEY P.S.
350 CARLOW ROAD
PORT STANLEY, ON

1535

DRAWING TITLE:
SITE

DATE:	SCALE:	SHEET NO.
24/03/04	N.T.S.	A1.1
DRAWN: DMK	CHECKED BY:	
FILE NAME: 1535—A1—1—13		

APPENDIX B-6

Thames Valley District School Board

NOTES:

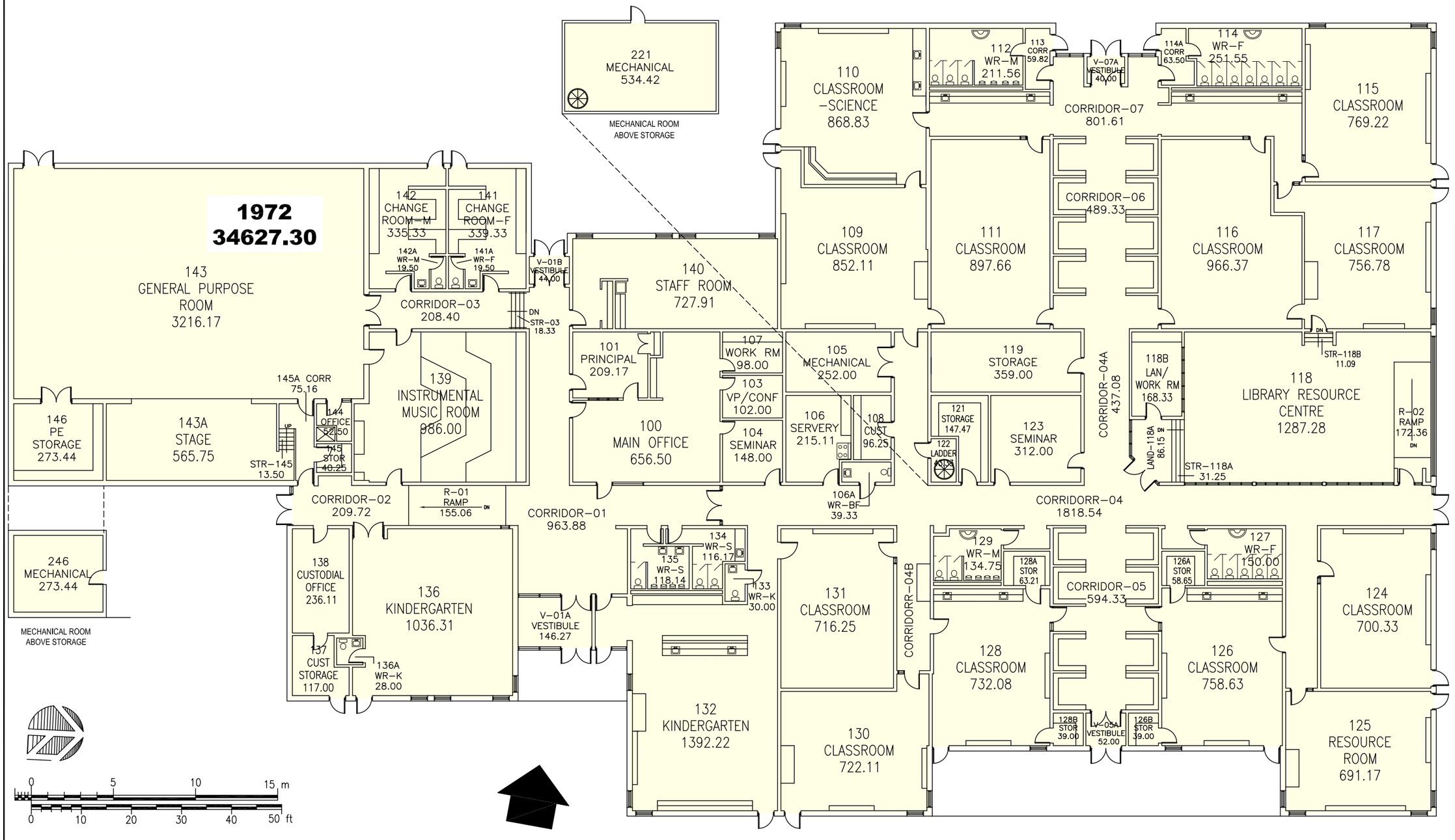
ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

1972



			10
			9
			8
			7
			6
			5
			4
07/06/16	SITE	ADDITION OF FDK SHED TO SITE	CC 3
01/13/14	FLI	EBASE UPDATING	CC 2
13/09/05	SITE	CORRECTION OF PROPERTY LINES	AT 1
DATE	FLOOR	DESCRIPTION	BY: No.

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

PROJECT TITLE:

PORT STANLEY P.S.
350 CARLOW ROAD
PORT STANLEY, ON

1535

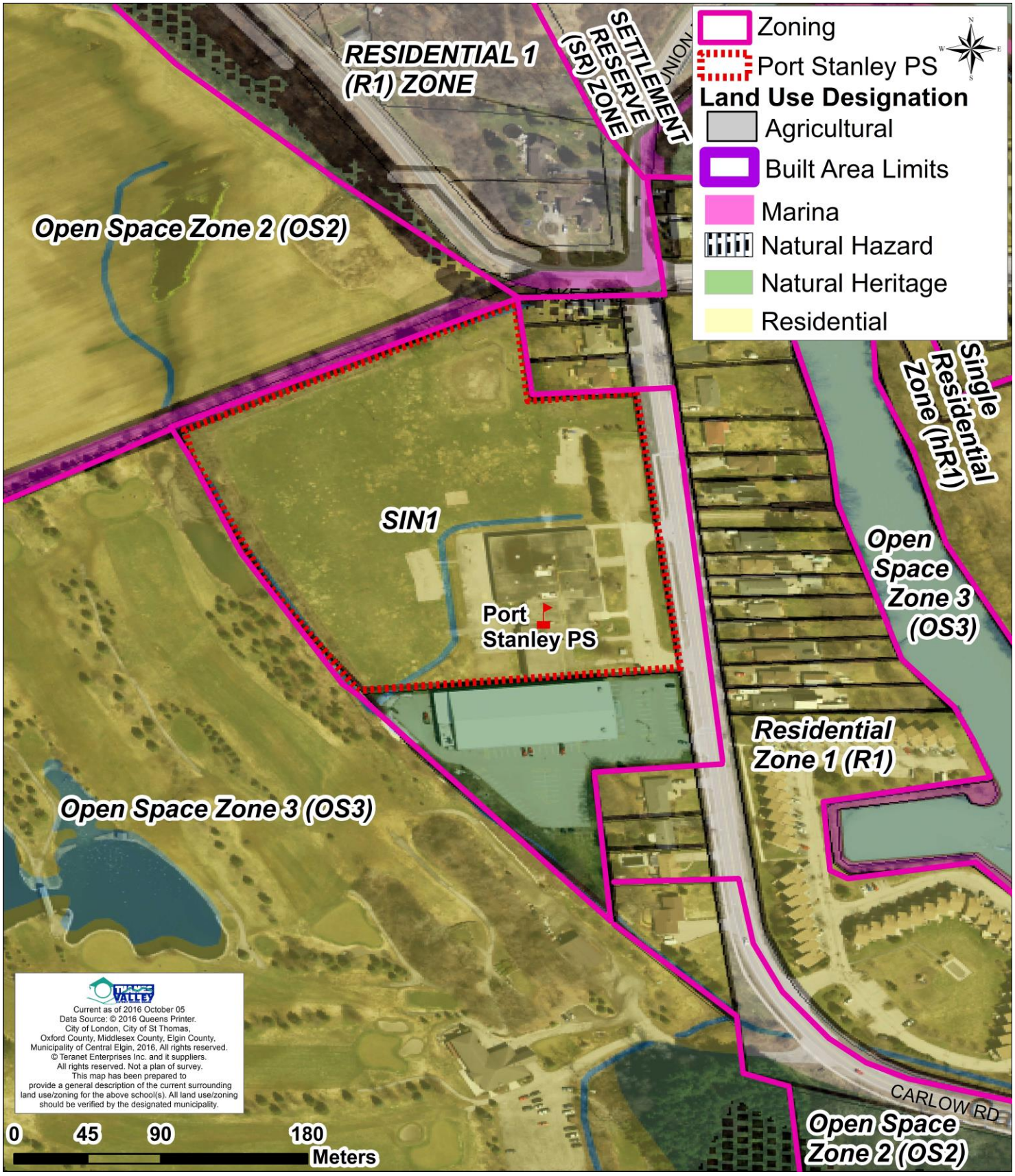
DRAWING TITLE:

FIRST FLOOR

DATE:	SCALE:	SHEET NO.
08/01/01	N.T.S.	A2.1
DRAWN: DD	CHECKED BY:	
FILE NAME: 1535-A2-1-13		

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Land Use and Zoning



SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Demographic Data for Port Stanley PS

2001 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
81	302	176	2331	334	1207	2891	2.4	0.25	0.15

2006 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
51	280	162	2337	284	1241	2830	2.3	0.23	0.13

2011 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
52	183	142	2227	213	1185	2604	2.2	0.15	0.12

Source: Statistics Canada 2001, 2006, 2011 Census

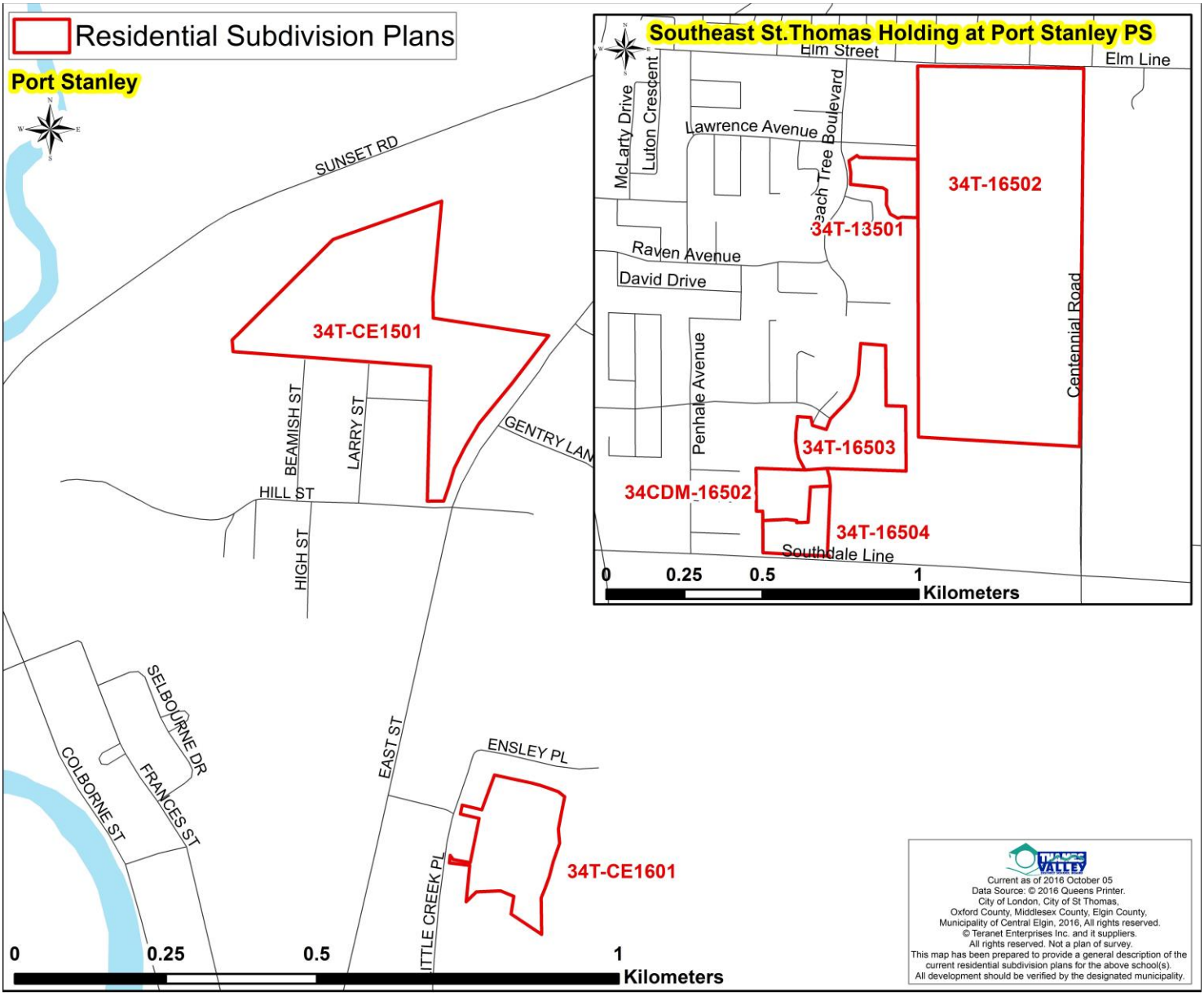
Demographics within the Port Stanley PS Attendance Area

Port Stanley PS is a JK - 8 school within the town of Port Stanley. The school accommodates students from Port Stanley within the Municipality of Central Elgin as well as rural students within Southwold Township. On November 19, 2013 the Southeast St. Thomas Holding Zone was approved within the former attendance area of Mitchell Hepburn PS. Students from the Holding zone will be accommodated at Port Stanley until permanent accommodation can be made. As well, on January 12th, 2016 the Board approved that grade 7 and 8 French Immersion students and 7 and 8 extended French Immersion from Elgin County be accommodated at Port Stanley PS for the interim to relieve pressure on Pierre Elliot Trudeau FI PS.

Within the attendance area of Port Stanley PS, Statistics Canada indicates that from 2001 to 2006 the total population decreased by 2%. From 2006 to 2011 the population decreased again by 8%. More significantly, the population of elementary school aged children (4 to 13 year olds) decreased by 7% from 2001 to 2006 and from 2006-2011 a further 35%.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Residential Development



Growth and Development

The community of Port Stanley is fully serviced and is labelled in the Central Elgin Official Plan as an urban settlement area. The village of Port Stanley has residential designated lands with potential for growth. Within the attendance area of Port Stanley PS there are a total of 130 units circulated and under construction. Within the next 10 years approximately 20 students are projected to be generated from these developments.

The Municipality is in the planning stages for a Harbor Front Secondary Plan. While there will likely be a residential component, there are limited details at this time. The Southeast St. Thomas Holding Zone currently has 308 single family and medium density residential units circulated and under construction. The approximate 70 students projected from the development will be accommodated at Port Stanley PS until permanent accommodation can be met.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Community Use Profile

Were Before and After school programs or services (e.g., child care) avaiable at this school	Name of Child Care Provider	Revenue from the Before and After school programs	Were before and after school programs cost fully recoverable
YES	Milestone Children's Centre	$500.00	Yes

Was the School building used by community groups through Community Use of Schools?	School Building Use:		
	Number of permits	Booked hours per year	Total revenue
YES	1	93	$ 777.00

Were School Grounds used by community groups through Community Use of Schools?	School Grounds Use:		
	Number of permits	Booked hours per year	Total revenue
NO	0	0	$ -

Were Community Use of School costs fully recoverable?

YES

Collaboration Suitability					
Suitable Vacant Space	Parking	Barrier-Free Accessibility	Municipal Services	Site Size	Dedicated Access to Space
N	Y	N	Y	Y	N
Air Conditioning	Compartmenta-lization	Dedicated Washroom Space	Existing Community Use	Existing Collaboration	
Y	N	N	N/A	~~Port Stanley Arena Board~~	

SCHOOL INFORMATION PROFILE

RIVER HEIGHTS PUBLIC SCHOOL

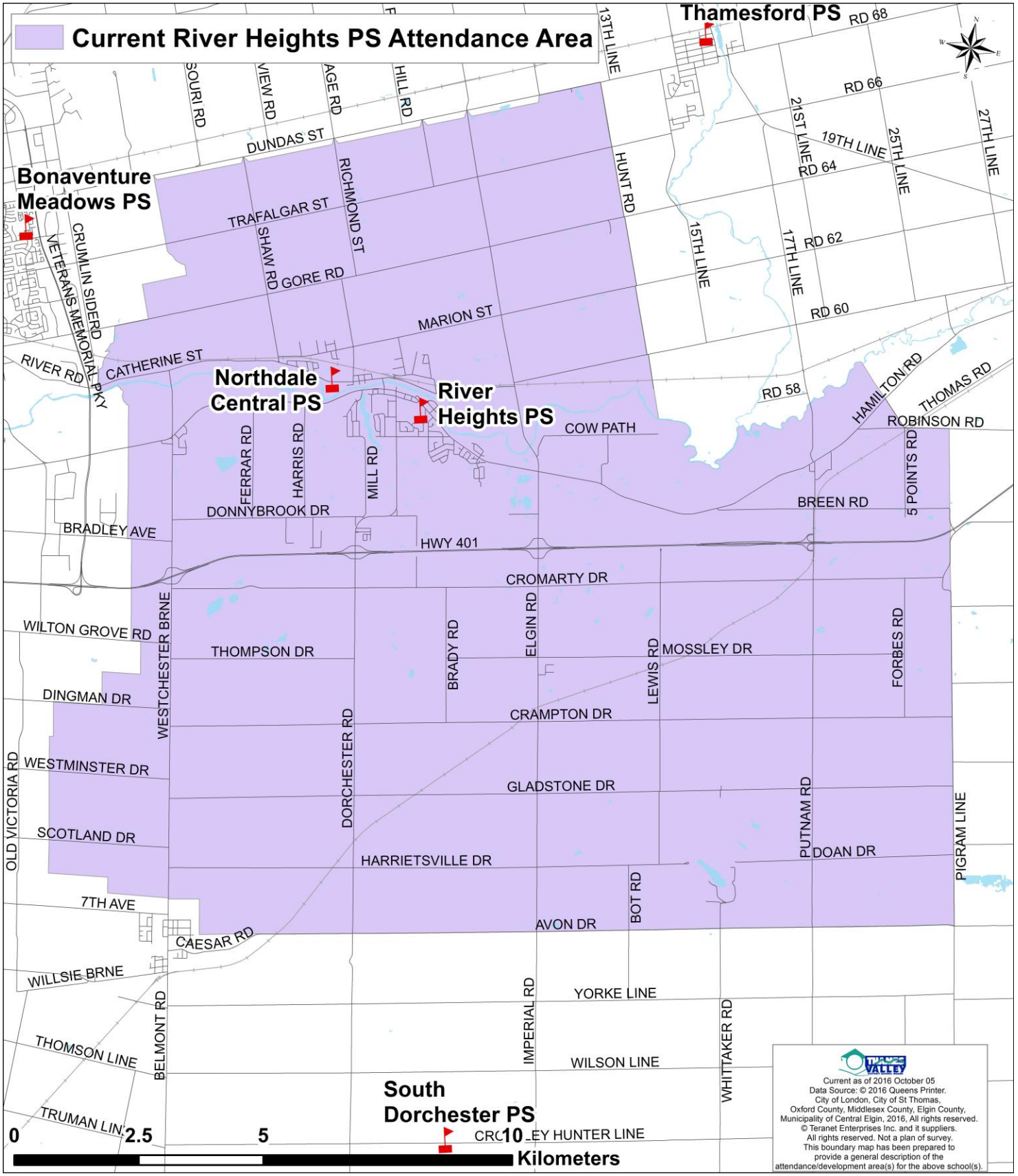
2015-16



ADDRESS:
4269 HAMILTON ROAD, DORCHESTER, N0L 1G3

SECTION A
SCHOOL OVERVIEW

Current Attendance Area



SECTION A
SCHOOL OVERVIEW

General Profile

Criteria	River Heights PS	Board Average
Size of the school site (acres)	7.37	7.26
Year original school was built	1958	1977
Building area (square feet)	36,458.44	44,701.66
Portable classrooms (2015-16)	0	2.86

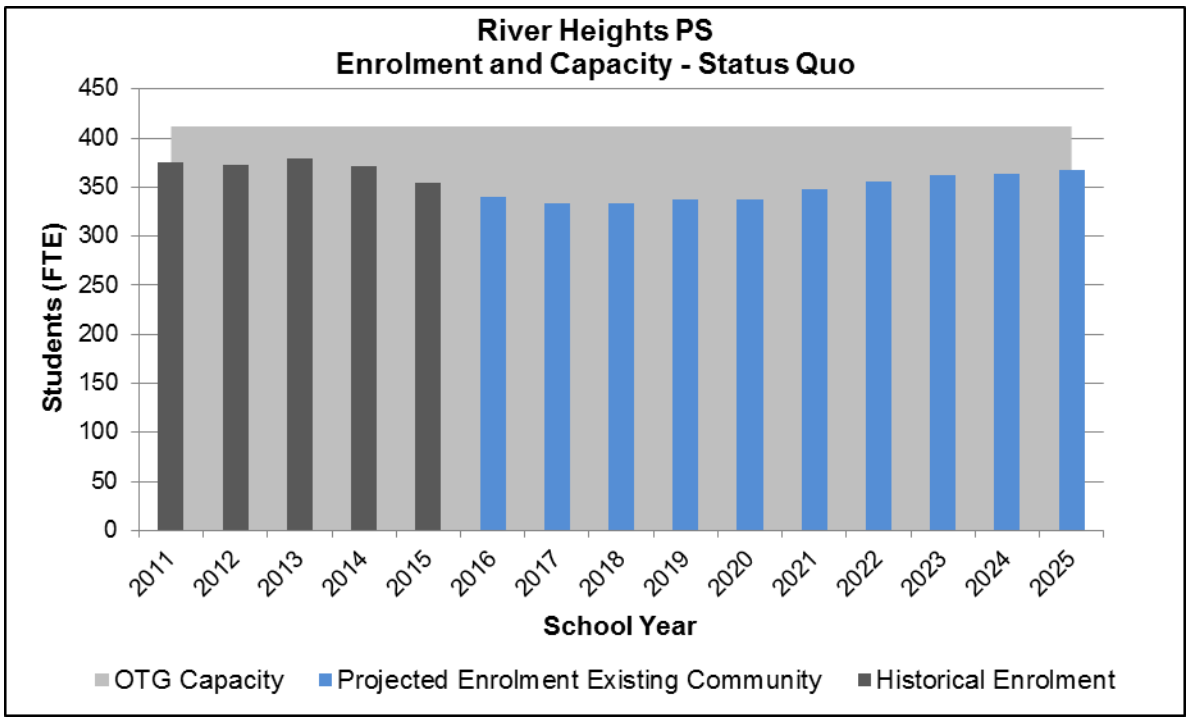
Distance (km) to 5 closest TVDSB Elementary Schools

2.13 Northdale Central
10.52 J.P. Robarts
10.84 Bonaventure Meadows
11.46 Tweedsmuir
11.8 Fairmont

Year addition(s) built
1965, 1969, 2011

Grade Configuration
JK-3

Criteria	River Heights PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	461	444
Student Full-Time Equivalent (FTE): Enrolment Official 2015 October 31	353.00	385.00
Utilization factor	76.57%	87.17%
Excess or Shortage (-) of Pupil Places	108.00	58.59
Number of Holding Zone students (if any)	0	
Number of out of area students	0	



SECTION A
SCHOOL OVERVIEW

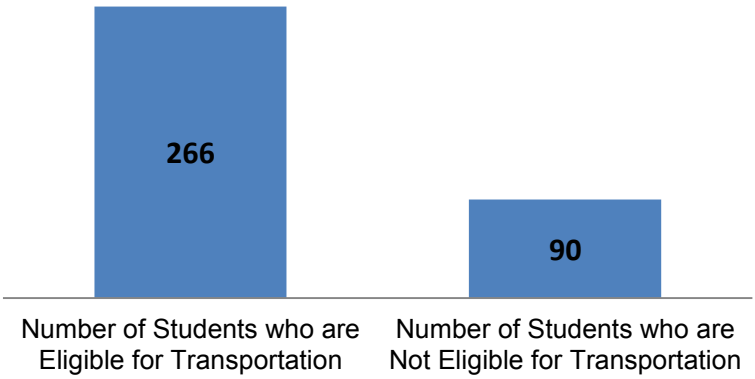
General Profile

Transportation - Length of bus ride	River Heights PS	Board
Shortest	1.00 min	1.00 min
Longest	58.00 min	71.00 min
Average	14.00 min	16.00 min

Percentage of Students Transported to School
75%

Number of Buses Required
18**

Note
** Buses shared with St.David Catholic School (LDCSB) and Northdale Central PS.



Distance - Proximity of Students to existing school	River Heights PS	Board
Shortest	0.05 km	0.01 km
Longest	16.93 km	67.08 km
Average	3.46 km	2.45 km

Transportation Costs	
Regular Home to School	$192,061
Specialized	$4,904
Total	$196,965

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

River Heights PS Enrolment

STATUS QUO - GRADES JK-3 - River Heights PS Regular Track Enrolment

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	77	77	70	73	78	0	0	0	0	0	0	375
2012	69	80	74	71	78	0	0	0	0	0	0	372
2013	63	79	81	83	73	0	0	0	0	0	0	379
2014	63	65	78	86	79	0	0	0	0	0	0	371
2015	67	60	68	74	85	0	0	0	0	0	0	354
2016	61	72	62	70	75	0	0	0	0	0	0	340
2017	64	63	74	63	70	0	0	0	0	0	0	334
2018	65	66	64	75	63	0	0	0	0	0	0	333
2019	66	66	67	65	74	0	0	0	0	0	0	338
2020	67	68	68	69	65	0	0	0	0	0	0	337
2021	68	70	71	70	69	0	0	0	0	0	0	348
2022	70	71	72	72	71	0	0	0	0	0	0	356
2023	71	72	73	73	73	0	0	0	0	0	0	362
2024	71	73	73	74	73	0	0	0	0	0	0	364
2025	72	73	74	74	74	0	0	0	0	0	0	367

*Information based on 2015 October 31

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

School Organization and Staffing

School Organization

Class Number	Enrolment By Grade (Student Count)										Spec. Ed.	Class Total
	JK	SK	1	2	3	4	5	6	7	8		
1	13	12										25
2	14	12										26
3	11	14										25
4	15	11										26
5	14	11										25
6			20									20
7			20									20
8			20									20
9			8	12								20
10				22								22
11				20								20
12				20								20
13					20							20
14					21							21
15					22							22
16					23							22
TOTAL	**67**	**60**	**68**	**74**	**86**	**0**	**0**	**0**	**0**	**0**		**354**

2015-16* Staffing Allocation (FTE)	River Heights PS
Principal	1.00
Vice-Principals	0.00
Secretaries	1.00
Teachers at the School	20.62
Self-Contained Special Education Teachers	0.00
Teacher-Librarians	0.58
English as a Second Language (ESL) Teachers	0.00
Native as a Second Language (NSL) Teachers	0.00
Learning Support Teachers (LST)	1.00
Early Childhood Educators (ECE)	5.00
Educational Assistants (EA)	1.50
Custodial	2.25
Total	**32.95**

Programming and Course Offering for 2015-2016

River Heights PS serves a population of 354 students from kindergarten to grade 3. There are 16 standard classes.

Specialized Service offerings at River Heights PS

There are no specialized service offerings at River Heights PS

Availability of Extra-Curricular Activities

Inter-School Sports?	Intramural Sports?	School Clubs?
YES	YES	YES

SECTION C
FACILITY AND SITE PROFILE

Facilities Space Template

Instructional Space	#	Size ft²	Floor Area ft²	Load	OTG
Kindergarten Classroom	8	1,141	9,129	26	208
Standard Classroom	11	799	8,788	23	253
Art Room	-		-	23	-
Science Room	-		-	23	-
Music Vocal	-		-	23	-
Computer Lab	*in*	*Library*	-	23	-
Technical / Vocational	-		-	23	-
Special Education Area	-		-	9	-
General Arts / Musical Instrumental	-		-		-
Resource Room - Loaded (400-699 sf)	-		-	12	-
Seminar Rooms - Unloaded (<400 sf)	5	247	1,235		-
Gymnasium Area and Stage	1	2,110	2,110		-
Change Rooms	-		-		-
Activity / General Purpose Room	-		-		-
Learning Commons (formerly Library)	1	1,918	1,918		-
Total GFA and OTG of Instructional Area			23,181		461

Operational Space	Per Pupil ft²	Floor Area ft²
Main Office & Reception		843
Staff Room and Teacher Work Rooms		639
Servery		97
Custodial Areas		557
Meeting Room		134
Academic Storage		95
Washrooms		1,578
Gymnasium Storage		119
Chair Storage (in Gymnasium)		-
Mechanical Spaces		419
Total Operational Area		4,481
Total Operational and Instructional		27,661
Gross Up Added	31.80%	8,797
Gross Floor Area		36,458
Total Square Feet		**36,458**

Calculated Area per Pupil by OTG	Calculated Area per Pupil by Enrolment
79.09	102.99

SECTION C
FACILITY AND SITE PROFILE

Facility Profile

Barrier Free Accessibility Checklist	
Item	**Y/N**
Minimum number of pedestrian entrances required to be barrier free	N
Designated parking space	Y
Accessibility signs	N
Path of travel to the main entrance door.	Y
Designated entrances	Y
Designated Wheelchair Spaces and Adaptable seating	N/A
Assistive listening devices	Y
Path of travel to all floors/elevations. Including stages.	N
Surface finish of ramps and stairs	N

Playing fields		Other site amenities
No.	Types	
2	Baseball backstop (1), Soccer FIELD (1)	Playground equipment (2) and sand boxes (3)

17,389 sq. ft.
Hard Surface Play Area

187,441 sq. ft.
Green Space Play Area

Number of Existing Parking Spaces		
Standard	BF	Total
53	2	55

TVDSB Parking Standard: Staff +10			
Staff FTE	Required	Plus/ Minus	% of Standard
32.95	42.95	14.05	128.06%

Designated School Bus Bays / Loading Zones				Designed Student Drop off/Pick up Area
No. of Buses	Yes/No	Assessment	Note	Yes/No
18**	Yes	Insufficient. Loading staggered to accommodate number of buses.	** Buses shared with St.David Catholic School (LDCSB) and Northdale Central PS.	No

SECTION C
FACILITY AND SITE PROFILE

Financial Profile

Financial Analysis of School*			
	Cost ($)	Cost per Student ($)	Board Average per Student ($)
Cost of Administration	179,970.00	508.39	612.00
Cost of Facility Services	210,272.00	593.99	774.84
Cost of Information Technology	11,246.00	31.77	29.22
Total	401,488.00	1,134.15	1,416.02

* Board Average for Administration and Information Technology is based on the Elementary Panel
* Board Average for Facility Services is based on all schools operated by the Board

School Utility Costs**				
Cost($)	Cost per Sq. Ft.($)	Board Average per Sq. Ft.	Cost per Student ($)	Board Average per Student ($)
43,989.99	1.21	1.55	124.27	214.40

** Included in above Facility Services costs

Facility Condition Index
28% Provincial Average
37% Board Average
50% PAR Average
40% River Heights PS

10 Year Repair History		
Project Description	**Total**	
Replace Roof E,F, B(cut out)	$	131,528
Window Replacement - Phase 2	$	233,704
Additional Asphalt and Catch Basin	$	14,829
Replace Water Main	$	10,447
Designated Substance Report	$	173
Roof Scan	$	4,495
Replace Roof A-1 and Partial Replacement Roof D	$	125,106
Phase 1 AODA Compliance Review	$	490
Upper Masonry Brick Replacement	$	21,899
River Heights PS Total	$	542,672

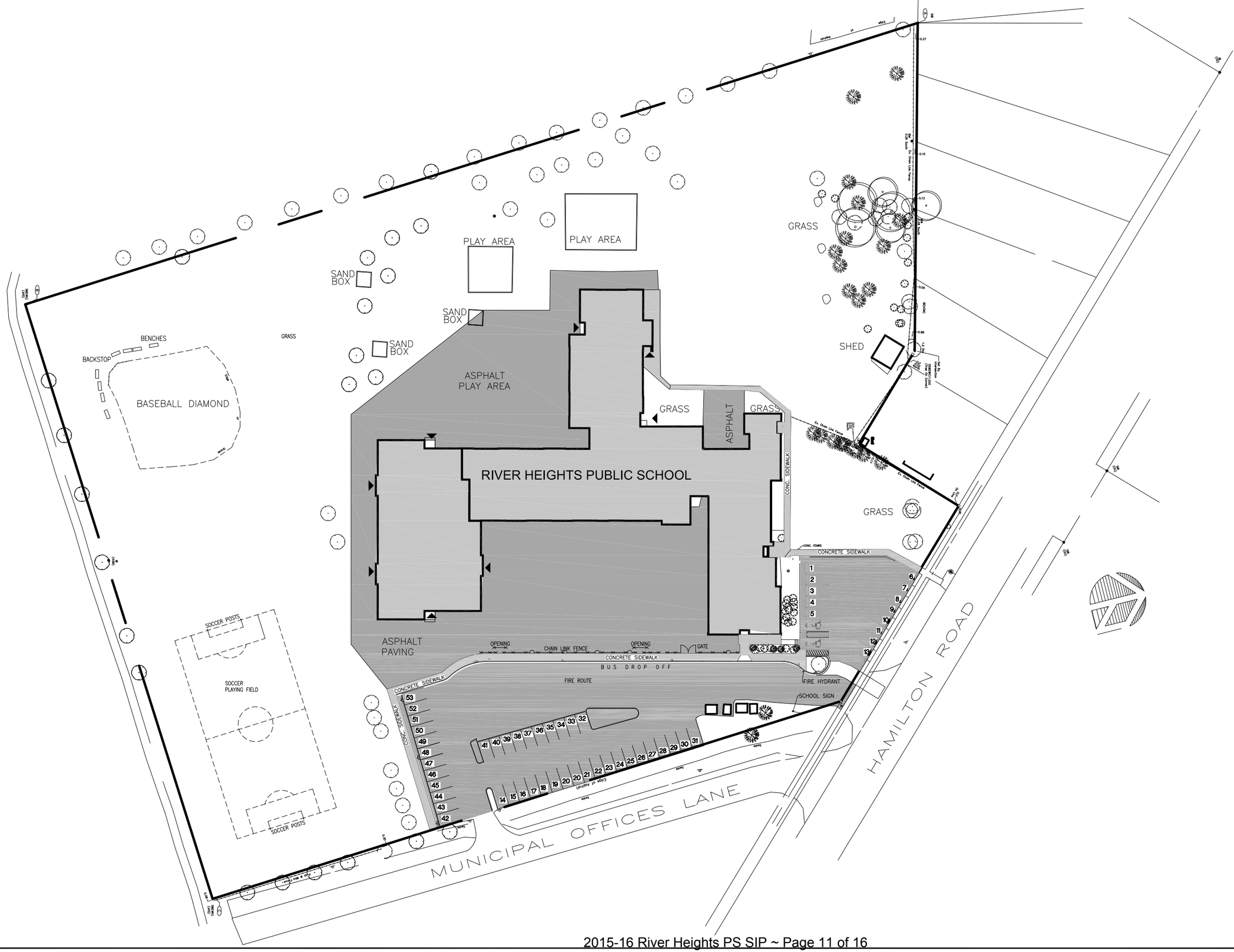
Replacement Value of the School
$9,764,983

SECTION C
FACILITY AND SITE PROFILE

TVDSB Five-Year Renewal Needs

Five Year Renewal Needs			
Cost	**Priority**	**Action Year**	**Renewal Requirement**
$ 10,600	Urgent	2015	Study - Replacement - D304003 Heating water distribution systems - Piping Systems - Beyond Rated Useful Life
$ 442,868	Urgent	2015	Heating Water Distribution Systems Renewal
$ 10,600	Urgent	2015	Study - Replacement - G30 - Site Civil/Mechanical Utilities - Beyond Rated Useful Life
$ 276,819	Urgent	2015	Site Civil/Mechanical Utilities - Site Renewal
$ 254,400	Urgent	2015	Septic Tanks Renewal
$ 10,600	Urgent	2015	Study - Replacement - G302005 Septic Tanks - Beyond Rated Useful Life
$ 26,288	High	2015	Major Repair
$ 130,910	High	2014	Roof Coverings - Section A-1 Renewal
$ 129,850	High	2015	Wall Finishes - Original Building to Addition 2 Renewal
$ 250,160	High	2015	Ceiling Finishes - Original Building to - Addition 2 Renewal
$ 16,960	High	2015	Domestic Water Distribution - Domestic Water Heaters Renewal
$ 10,600	High	2015	Study - Replacement - D2020 Domestic Water Distribution - Piping System - Beyond Rated Useful Life
$ 152,269	High	2015	Domestic Water Distribution - Piping System - 1958-1969 Renewal
$ 10,600	High	2016	Auxiliary Equipment - Stack & Breaching Renewal
$ 437,303	High	2015	Air Distribution, Heating & Cooling - Insufficient Ventilation Renewal
$ 10,600	High	2015	Study - Replacement - D304001 Air Distribution, Heating & Cooling - Insufficient Ventilation
$ 133,560	High	2015	Exhaust Systems - 1958-1961 Renewal
$ 114,215	High	2015	Fin Tube Radiation - 1958-1969 Renewal
$ 254,400	High	2015	Controls & Instrumentation Renewal
$ 24,380	High	2015	Lighting Equipment - Exterior Lighting - Wall Mounted Renewal
$ 104,357	High	2015	Lighting Equipment - Interior Lighting Fixtures Renewal
$ 34,450	High	2015	Lighting Equipment - Emergency Lighting - Battery Back-ups Renewal
$ 50,880	High	2015	Parking Lots Renewal
$ 44,520	High	2015	Playing Fields - Site Renewal
$ 10,600	High	2015	Site Development Renewal
$ 2,952,789			

O:\B10-DRAWING DATABASE\River Heights-1580\1580-A1-1-13.dwg, Par Reports, 11/11/2016 3:24:43 PM



APPENDIX B-7

Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

DO NOT SCALE FROM DRAWING

PROJECT TITLE:

RIVER HEIGHTS P.S.
4269 HAMILTON ROAD
DORCHESTER, ON

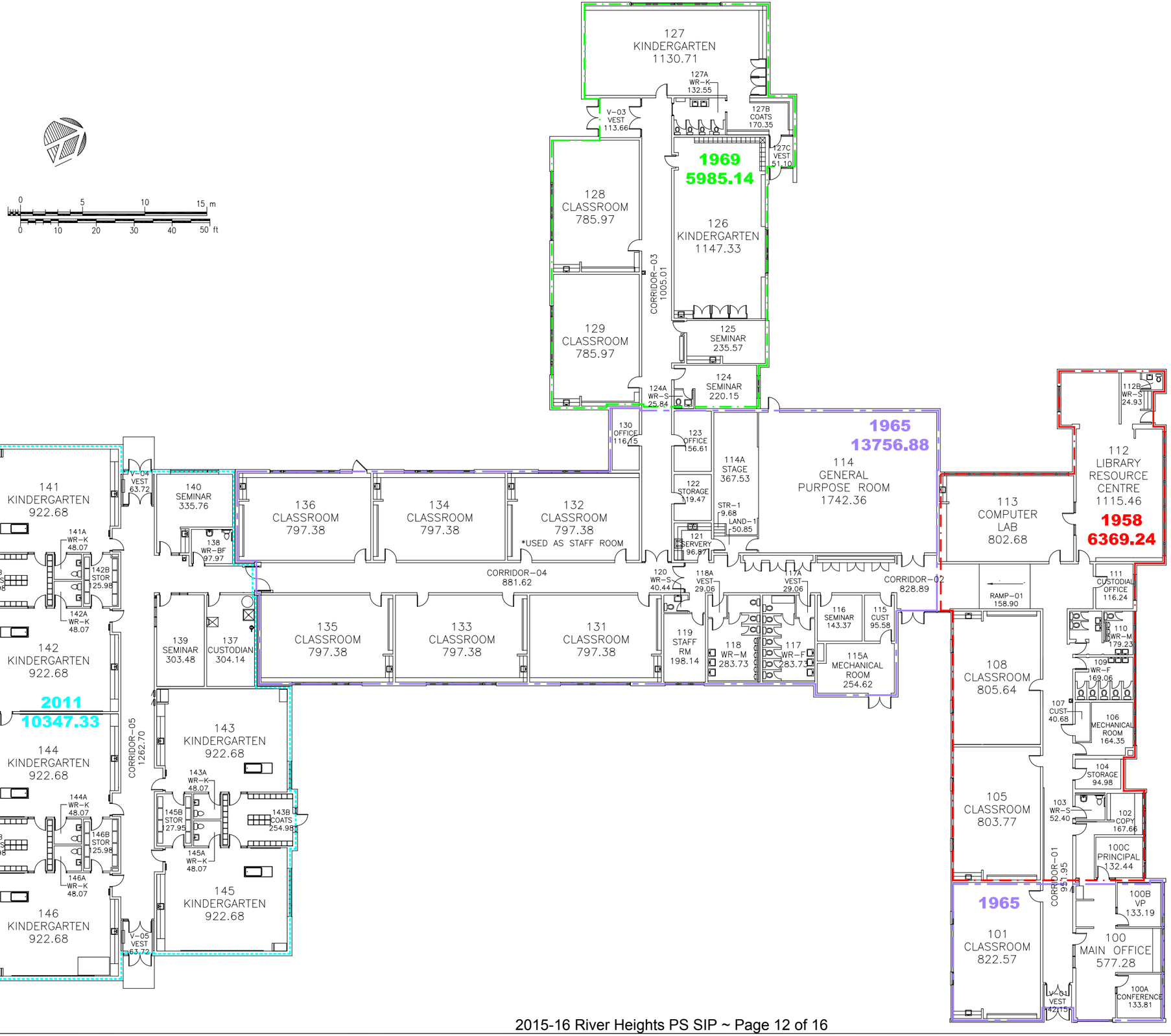
1580

DRAWING TITLE:

SITE

DATE:	SCALE:	SHEET NO.
15/03/00	N.T.S.	A1.1
DRAWN: BS	CHECKED BY:	
FILE NAME: 1580—A1—1—13		

APPENDIX B-7



Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.
DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

- 1958
- 1965
- 1969
- 2011

				10
				9
07/24/14	FL1	EBASE UPDATES	CC	8
22/02/11	FL1	2011 ADDITION AND RENOVATIONS	DK	7
09/23/10	SITE	ADDED CATCH BASIN AND SWALE	CA	6
08/19/09	SITE	UPDATED AS PER SITE VISIT	DK	5
31/01/07	SITE	ADDED 2 LEASED PORTABLES (ALGON, CLARA B)	AT	4
20/09/05	SITE	PROP. LINE CORRECTIONS BASED ON SURVEY	AT	3
07/03/05	MAIN	NEW LST RM 6A / RENOS TO RM 5, 5B, 5C	DK	2
05/03/02	MAIN	RENOVATIONS TO ROOM 5 AND 6 (RENUMBERED)	CC	1
DATE	FLOOR	DESCRIPTION	BY:	No

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

PROJECT TITLE:

RIVER HEIGHTS P.S.
4269 HAMILTON ROAD
DORCHESTER, ON

1580

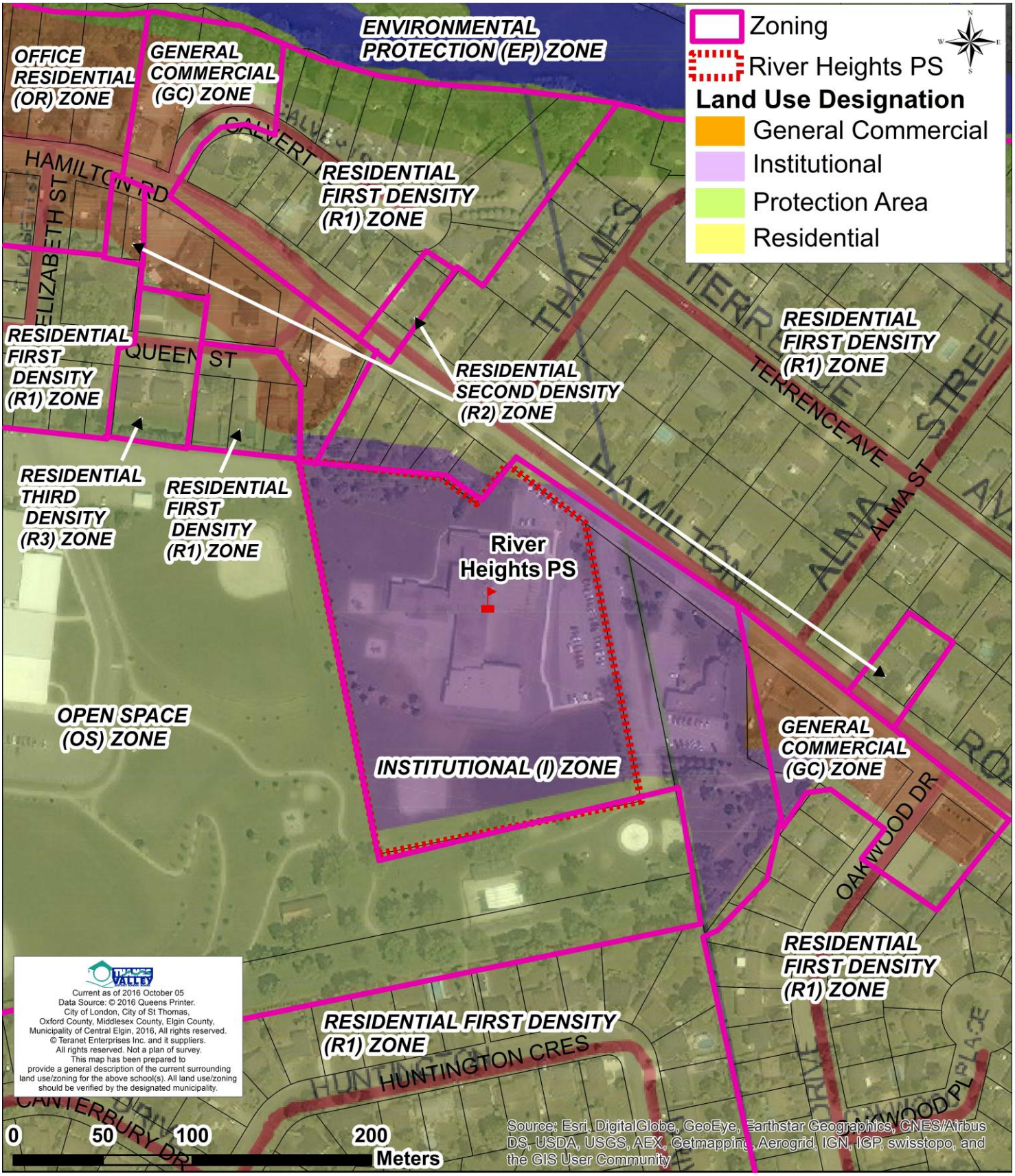
DRAWING TITLE:

MAIN FLOOR

DATE: 23/05/90	SCALE: N.T.S.	SHEET NO. A2.1
DRAWN: BS	CHECKED BY:	
FILE NAME: 1580—A2—1—13		

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Land Use and Zoning



SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Demographic Data for River Heights PS

2001 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
390	1485	760	6650	1280	3145	9285	3.0	0.47	0.24

2006 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
450	1420	760	7130	1225	3375	9760	2.9	0.42	0.23

2011 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
420	1270	805	7370	1050	3521	9865	2.8	0.36	0.23

Source: Statistics Canada 2001, 2006, 2011 Census

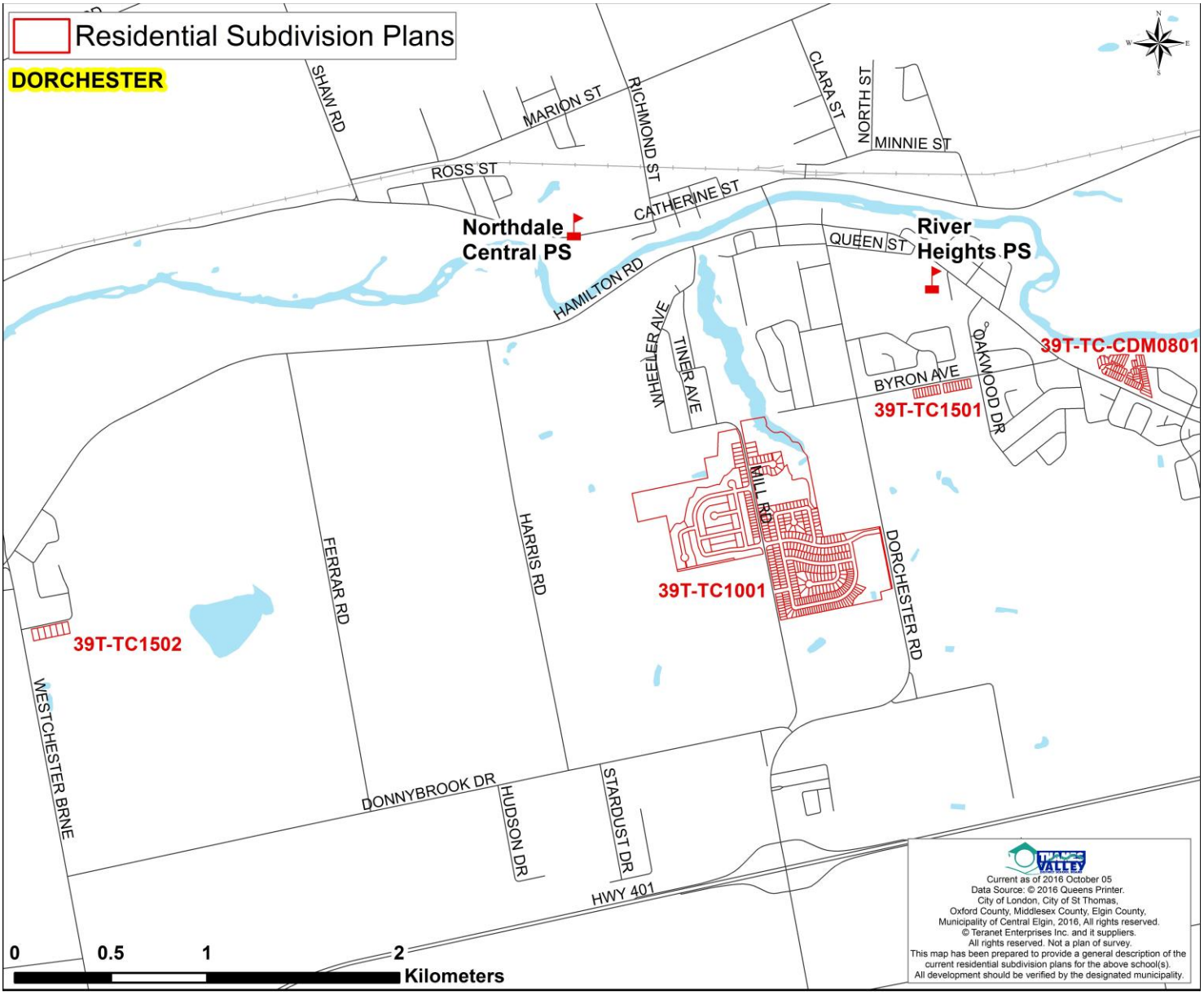
Demographics within the River Heights Attendance Area

River Heights PS is a JK - 3 school located within the town of Dorchester. Grade 4 to 8 students are accommodated at Northdale Central PS. The attendance area for River Heights PS mirrors the attendance area of Northdale Central PS. Both schools accommodate students from the Town of Dorchester and the areas of Avon, Crampton, Harrietsville, Gladstone and Mossley within the Municipality of Thames Centre.

Statistics Canada indicates that from 2001 to 2006 the total population within the attendance area of River Heights PS, has increased by 5%. From 2006 to 2011 the population increased again by 1%. Although the total population had increased the population of elementary school aged children (4 to 13 year olds) has decreased by 4% from 2001 to 2006 and from 2006 to 2011 a further 14% decrease.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Residential Development



Growth and Development

Within the attendance area of River Heights PS and Northdale Central PS there are a total of 433 units circulated and under construction. Within the next 10 years approximately 65 students are projected to be generated from these developments. The majority of the development within River Heights and Northdale Central PSs' attendance area is from a draft approved subdivision called The Boardwalk at Mill Pond (39T-TC1001). Although the current status is draft approved, the development may be delayed due to servicing constraints. Therefore the potential student yields from the subdivision are not expected in the near future or until service upgrades are made.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Community Use Profile

Were Before and After school programs or services (e.g., child care) avaiable at this school	Name of Child Care Provider	Revenue from the Before and After school programs	Were before and after school programs cost fully recoverable
YES	London Children's Connection	$1,000.00	Yes

Was the School building used by community groups through Community Use of Schools?	School Building Use:		
	Number of permits	Booked hours per year	Total revenue
*YES	8	206	$ 720.30

Were School Grounds used by community groups through Community Use of Schools?	School Grounds Use:		
	Number of permits	Booked hours per year	Total revenue
NO	0	0	$ -

Were Community Use of School costs fully recoverable?

YES

Collaboration Suitability					
Suitable Vacant Space	Parking	Barrier-Free Accessibility	Municipal Services	Site Size	Dedicated Access to Space
Y	Y	Y	Y	Y	Y
Air Conditioning	Compartmenta-lization	Dedicated Washroom Space	Existing Community Use	Existing Collaboration	
P	Y	N	N/A	N/A	

SCHOOL INFORMATION PROFILE

SOUTH DORCHESTER PUBLIC SCHOOL

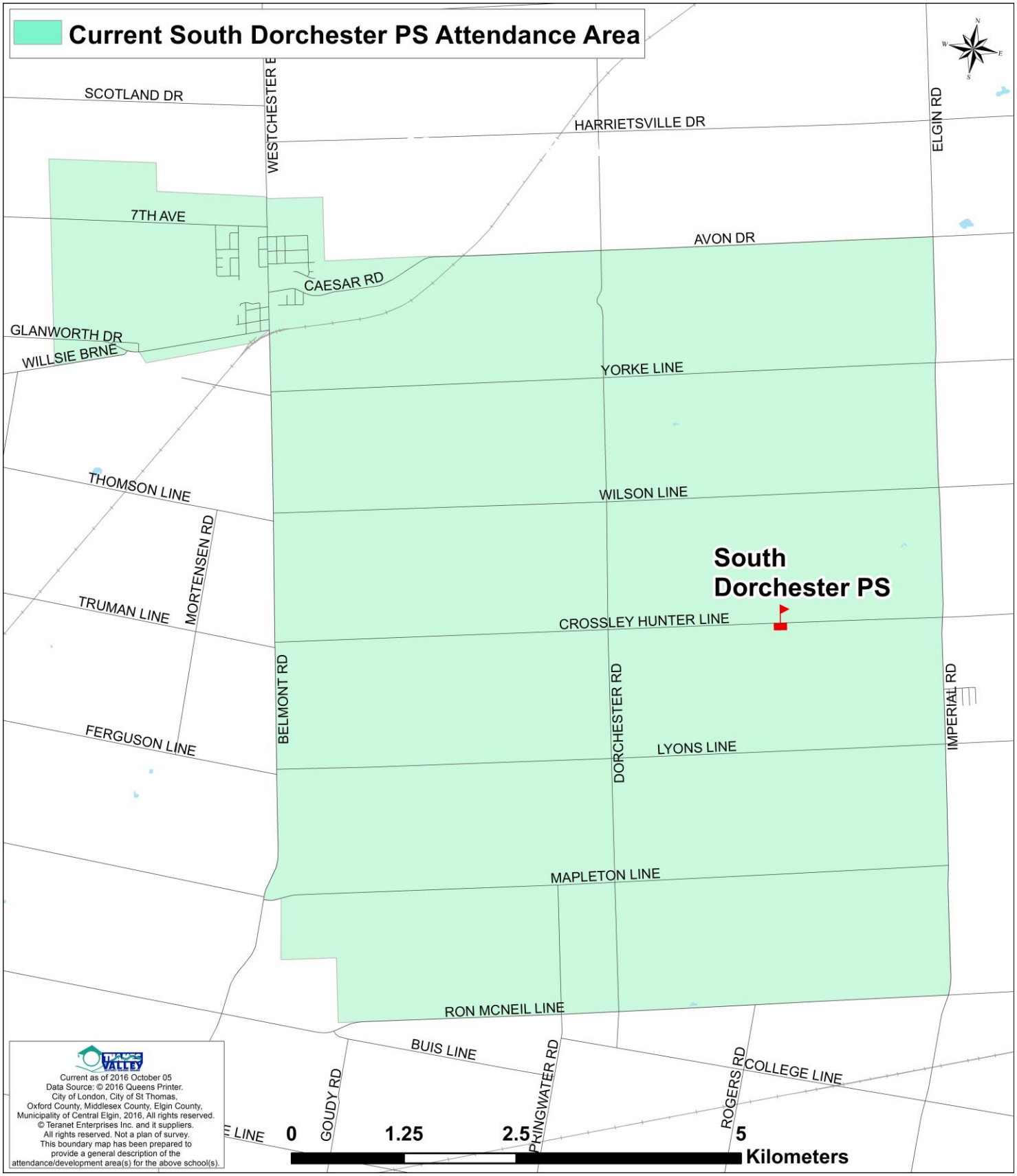
2015-16



ADDRESS:
48614 CROSSLEY HUNTER LINE, RR1, BELMONT N0L 1B0

SECTION A
SCHOOL OVERVIEW

Current Attendance Area



SECTION A
SCHOOL OVERVIEW

General Profile

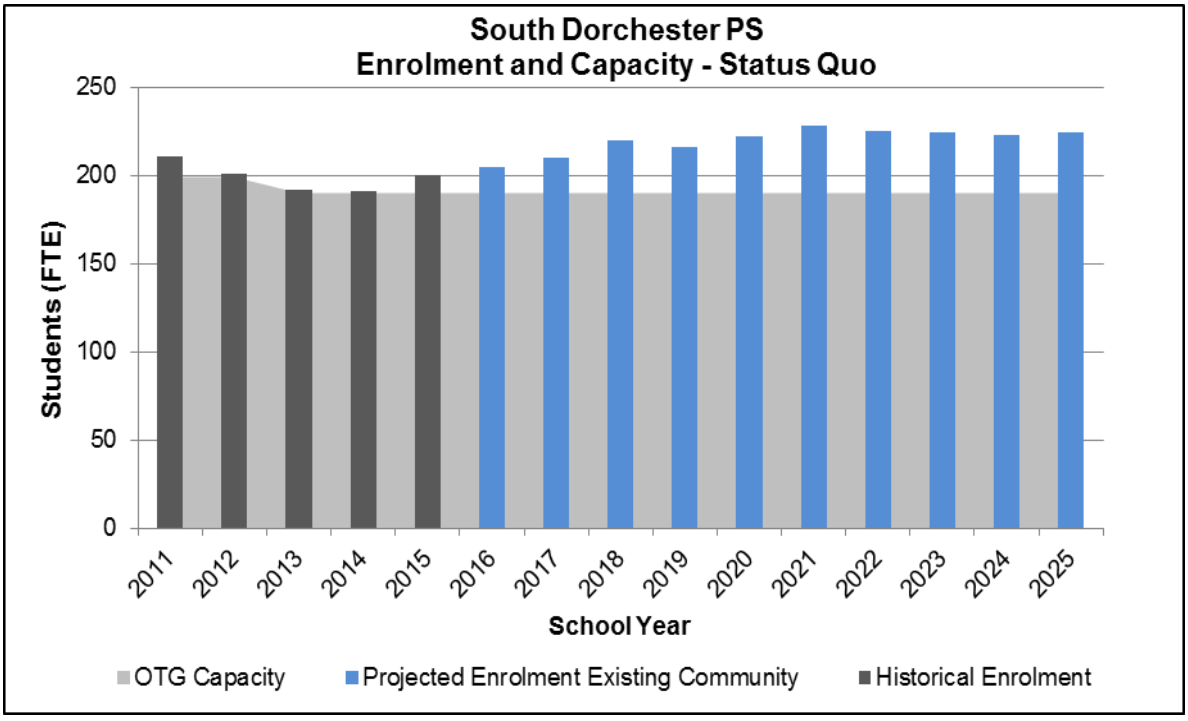
Criteria	South Dorchester PS	Board Average
Size of the school site (acres)	9.88	7.26
Year original school was built	1966	1977
Building area (square feet)	16,511.84	44,701.66
Portable classrooms (2015-16)	3	2.86

Distance (km) to 5 closest TVDSB Elementary Schools

10.24 Springfield
11.58 McGregor
12.43 Davenport
13.83 New Sarum
15.41 Summers' Corners

Year addition(s) built	Grade Configuration
1969	JK-6

Criteria	South Dorchester PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	190	444
Student Full-Time Equivalent (FTE): Enrolment Official 2015 October 31	200.00	385.00
Utilization factor	105.26%	87.17%
Excess or Shortage (-) of Pupil Places	-10.00	58.59
Number of Holding Zone students (if any)	0	
Number of out of area students	2	



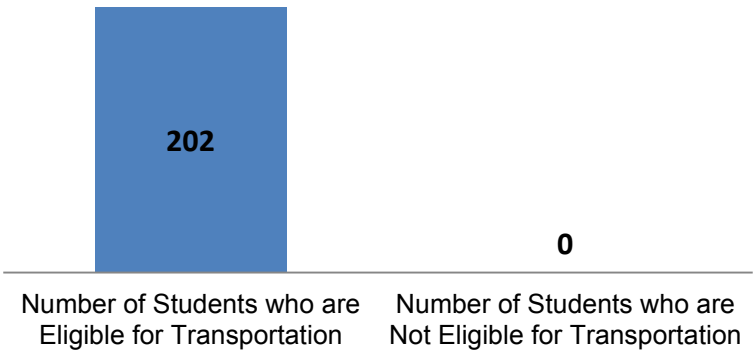
SECTION A
SCHOOL OVERVIEW

Transportation

Transportation - Length of bus ride	South Dorchester PS	Board
Shortest	1.00 min	1.00 min
Longest	33.00 min	71.00 min
Average	18.00 min	16.00 min

Number of Students Transported to School
100%

Number of Buses Required
4



Distance - Proximity of Students to existing school	South Dorchester PS	Board
Shortest	0.41 km	0.01 km
Longest	12.31 km	67.08 km
Average	8.79 km	2.45 km

Transportation Costs	
Regular Home to School	$176,737
Specialized	$0
Total	$176,737

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

South Dorchester PS Enrolment

STATUS QUO - GRADES JK-6 - South Dorchester PS Regular Track Enrolment

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	31	31	27	18	28	24	26	26	0	0	0	211
2012	19	33	25	27	19	27	24	27	0	0	0	201
2013	21	21	30	25	26	20	25	24	0	0	0	192
2014	25	22	22	30	25	26	18	23	0	0	0	191
2015	25	28	23	23	30	24	28	19	0	0	0	200
2016	25	25	30	24	23	32	19	27	0	0	0	205
2017	23	27	27	31	25	24	33	20	0	0	0	210
2018	25	25	29	27	32	25	24	33	0	0	0	220
2019	25	26	26	29	28	32	25	25	0	0	0	216
2020	26	27	27	26	30	28	32	26	0	0	0	222
2021	27	27	28	28	27	30	28	33	0	0	0	228
2022	27	28	28	28	28	27	30	29	0	0	0	225
2023	27	28	28	28	28	28	27	30	0	0	0	224
2024	27	28	28	29	28	28	28	27	0	0	0	223
2025	27	28	28	29	28	28	28	28	0	0	0	224

*Information based on 2015 October 31

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

School Organization and Staffing

School Organization

Class Number	Enrolment By Grade (Student Count)										Spec. Ed.	Class Total
	JK	SK	1	2	3	4	5	6	7	8		
1	11	16										27
2	14	12										26
3			23									23
4				23								23
5					20							20
6					10	13						23
7						11	18					29
8							10	19				29
TOTAL	**25**	**28**	**23**	**23**	**30**	**24**	**28**	**19**	**0**	**0**		**200**

2015-16* Staffing Allocation (FTE)	South Dorchester PS
Principal	1.00
Vice-Principals	0.00
Secretaries	1.00
Teachers at the School	10.43
Self-Contained Special Education Teachers	0.00
Teacher-Librarians	0.31
English as a Second Language (ESL) Teachers	0.00
Native as a Second Language (NSL) Teachers	0.00
Learning Support Teachers (LST)	0.60
Early Childhood Educators (ECE)	2.00
Educational Assistants (EA)	0.50
Custodial	1.50
Total	**17.34**

Programming and Course Offering for 2015-2016

South Dorchester PS serves a population of 200 students from kindergarten to grade 6. There are 8 standard classes.

Specialized Service offerings at South Dorchester PS

There are no specialized service offerings at South Dorchester PS.

Availability of Extra-Curricular Activities

Inter-School Sports?	Intramural Sports?	School Clubs?
YES	YES	YES

SECTION C
FACILITY AND SITE PROFILE

Facilities Space Template

Instructional Space	#	Size ft²	Floor Area ft²	Load	OTG
Kindergarten Classroom	2	995	1,990	26	52
Standard Classroom	6	839	5,031	23	138
Art Room	-		-	23	-
Science Room	-		-	23	-
Music Vocal	-		-	23	-
Computer Lab	-		-	23	-
Technical / Vocational	-		-	23	-
Special Education Area	-		-	9	-
General Arts / Musical Instrumental	-		-		-
Resource Room - Loaded (400-699 sf)	-		-	12	-
Seminar Rooms - Unloaded (<400 sf)	2	228	456		-
Gymnasium Area and Stage	1	2,172	2,172		-
Change Rooms	-		-		-
Activity / General Purpose Room	-		-		-
Learning Commons (formerly Library)	1	833	833		-
Total GFA and OTG of Instructional Area			10,482		190

Operational Space	Per Pupil ft²	Floor Area ft²
Main Office & Reception		261
Staff Room and Teacher Work Rooms		445
Servery		65
Custodial Areas		65
Meeting Room		-
Academic Storage		188
Washrooms		669
Gymnasium Storage		50
Chair Storage (in Gymnasium)		-
Mechanical Spaces		280
Total Operational Area		2,023
Total Operational and Instructional		12,505
Gross Up Added	32.03%	4,006
Gross Floor Area		16,511
Total Square Feet		**16,511**

Calculated Area per Pupil by OTG	Calculated Area per Pupil by Enrolment
86.90	82.56

SECTION C
FACILITY AND SITE PROFILE

Facility Profile

Barrier Free Accessibility Checklist	
Item	**Y/N**
Minimum number of pedestrian entrances required to be barrier free	N
Designated parking space	Y
Accessibility signs	N
Path of travel to the main entrance door.	N
Designated entrances	N
Designated Wheelchair Spaces and Adaptable seating	N/A
Assistive listening devices	N
Path of travel to all floors/elevations. Including stages.	N
Surface finish of ramps and stairs	N
Passenger Elevating Devices	N
Fire alarm system with strobe and audible signals	N
Drinking Fountains	N
Universal washroom	N

Playing fields		Other site amenities
No.	Types	
5	Baseball backstop (1), Soccer (3), Basketball court (1)	Outdoor Classroom/ greening project

16,601 sq. ft.
Hard Surface Play Area

273,034 sq. ft.
Green Space Play Area

Number of Existing Parking Spaces		
Standard	BF	Total
27	2	29

TVDSB Parking Standard: Staff +10			
Staff FTE	Required	Plus/ Minus	% of Standard
17.34	27.34	3.66	106.07%

Designated School Bus Bays / Loading Zones				Designed Student Drop off/Pick up Area
No. of Buses	Yes/No	Assessment	Note	Yes/No
4	Yes	Good. Fire route utilized.		No

SECTION C
FACILITY AND SITE PROFILE

Financial Profile

Financial Analysis of School*			
	Cost ($)	Cost per Student ($)	Board Average per Student ($)
Cost of Administration	179,970.00	899.85	612.00
Cost of Facility Services	106,127.00	530.64	774.84
Cost of Information Technology	11,246.00	56.23	29.22
Total	297,343.00	1,486.72	1,416.02

* Board Average for Administration and Information Technology is based on the Elementary Panel
* Board Average for Facility Services is based on all schools operated by the Board

School Utility Costs**				
Cost($)	Cost per Sq. Ft.($)	Board Average per Sq. Ft.	Cost per Student ($)	Board Average per Student ($)
26,522.15	1.61	1.55	132.61	214.40

** Included in above Facility Services costs

Facility Condition Index
28% Provincial Average
37% Board Average
50% PAR Average
112% South Dorchester PS

10 Year Repair History		
Project Description	**Total**	
Asbestos Report - O.Reg. 278/05	$	404
Asbestos Abatement	$	1,232
Roof Moisture Survey	$	3,810
Designated Substance Report	$	173
Phase 1 AODA Compliance Review	$	490
South Dorchester PS Total	$	6,109

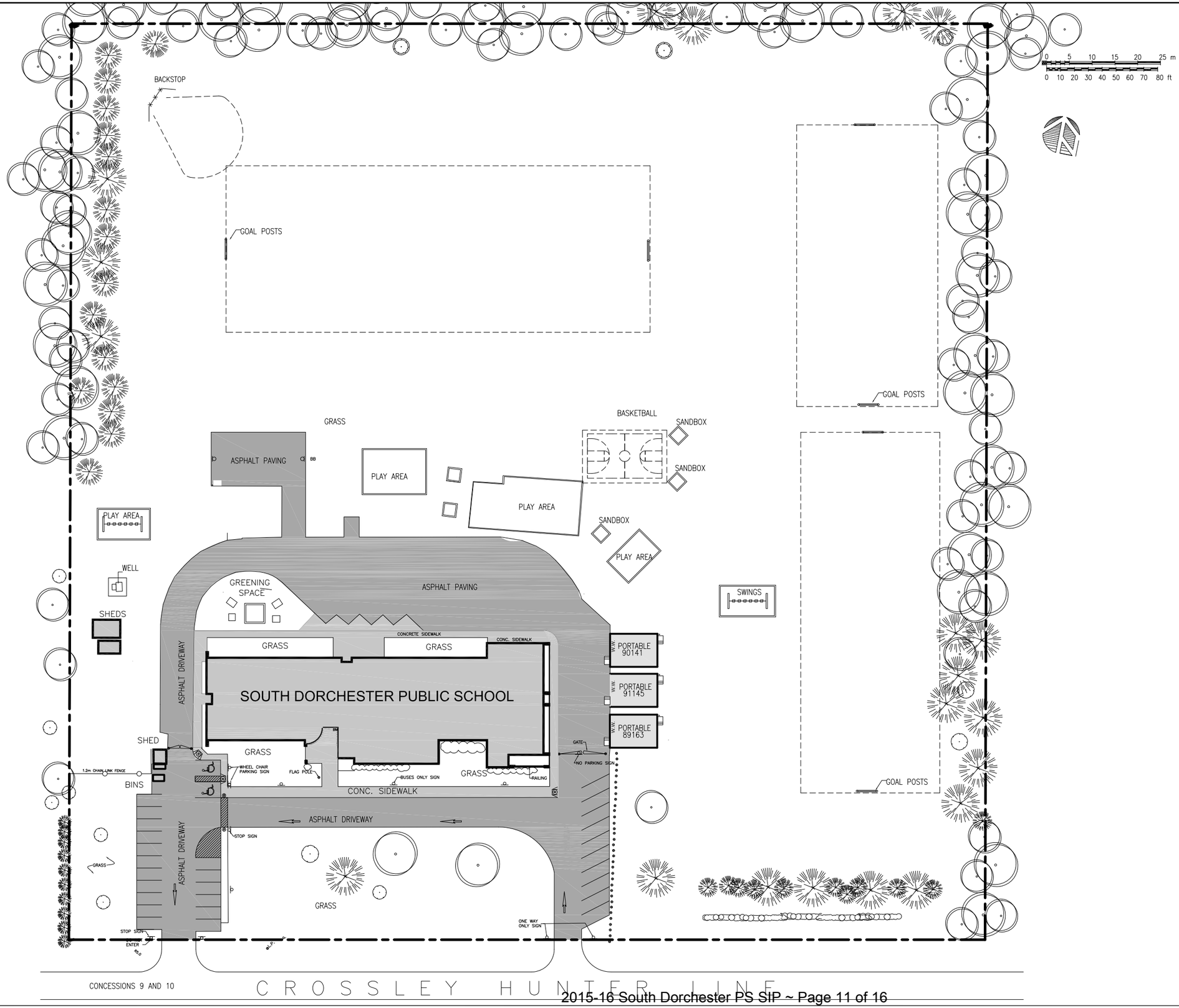
Replacement Value of the School
$5,266,168

SECTION C
FACILITY AND SITE PROFILE

TVDSB Five Year Renewal Needs

Five Year Renewal Needs			
Cost	**Priority**	**Action Year**	**Renewal Requirement**
$ 78,926	Urgent	2015	Hot Water Boilers Renewal
$ 2,439,050	Urgent	2015	Heating water distribution systems - Piping Systems Renewal
$ 10,400	Urgent	2015	Study - Replacement - D304003 Heating water distribution systems - Piping Systems - Beyond Rated Useful Life
$ 208,000	Urgent	2015	Main Switchboards - Main Distribution Panel Renewal
$ 149,760	Urgent	2015	Main Switchboards - Main Disconnect Renewal
$ 156,000	Urgent	2015	Fire Alarm Systems Renewal
$ 171,725	Urgent	2015	Site Civil/Mechanical Utilities Renewal
$ 10,400	Urgent	2015	Study - G30 - Site Civil/Mechanical Utilities
$ 83,200	Urgent	2015	Well Systems - Drilled Wells Renewal
$ 10,400	Urgent	2015	Study - Replacement - G301001 Well Systems - Drilled Wells - Beyond Rated Useful Life
$ 12,480	High	2017	Major Repair
$ 16,640	High	2015	Major Repair
$ 10,816	High	2015	Exterior Windows - Addition 1 Renewal
$ 54,080	High	2015	Exterior Doors - Original Construction to Addition 1 Renewal
$ 13,728	High	2015	Exterior Door Hardware - Original Construction to Addition 1 Renewal
$ 266,240	High	2017	Roof Coverings - Section A, Part B (Original Building) Renewal
$ 59,280	High	2017	Roof Coverings - Section Part B (Addition 1) Renewal
$ 58,240	High	2015	Interior Doors - Original Construction to Addition 1 Renewal
$ 17,472	High	2015	Interior Door Hardware - Original Construction to Addition 1 Renewal
$ 78,000	High	2015	Plumbing Fixtures - Washroom Fixtures Renewal
$ 10,400	High	2015	Study - Replacement - D2020 Domestic Water Distribution - Piping System - Beyond Rated Useful Life
$ 10,400	High	2015	Domestic Water Distribution - Domestic Water Heaters Renewal
$ 94,484	High	2015	Domestic Water Distribution - Piping System Renewal
$ 10,400	High	2015	Auxiliary Equipment - Stack & Breaching Renewal
$ 10,400	High	2015	Study - Replacement - D304001 Air Distribution, Heating & Cooling - Insufficient Ventilation
$ 271,326	High	2015	Air Distribution, Heating & Cooling - Insufficient Ventilation Renewal
$ 81,120	High	2015	Exhaust Systems Renewal
$ 70,845	High	2015	Fin Tube Radiation Renewal
$ 249,600	High	2015	Controls & Instrumentation Renewal
$ 249,007	High	2015	Branch Wiring - Cabling, Raceways & Bus Ducts Renewal
$ 10,400	High	2015	Study - Replacement - D502001 Branch Wiring - Cabling, Raceways & Bus Ducts - Beyond Rated Useful Life
$ 23,920	High	2015	Lighting Equipment - Exterior Lighting - Wall Mounted Renewal
$ 20,800	High	2015	Lighting Equipment - Exit Lighting/Exit Signs Renewal
$ 140,400	High	2015	Telecommunications Systems - Telephone System Renewal
$ 140,400	High	2015	Public Address Systems Renewal
$ 20,800	High	2015	Security Systems Renewal
$ 10,400	High	2015	Branch Wiring - Inadequate GFCI Protection Renewal
$ 17,056	High	2015	Pedestrian Paving Renewal
$ 5,346,994			

O:\B10-DRAWING DATABASE\South Dorchester-1630\1630-A1-1-15.dwg, PAR REPORTS, 11/10/2016 9:38:27 AM



Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

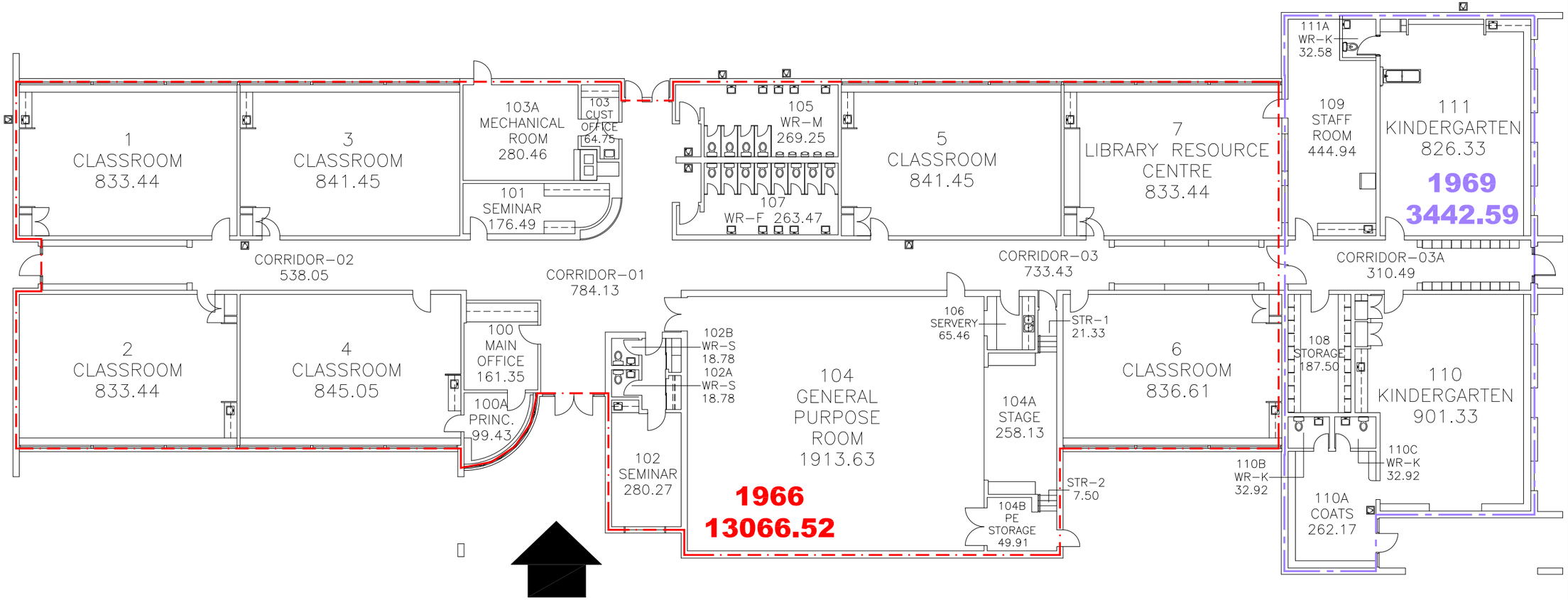
DO NOT SCALE FROM DRAWING

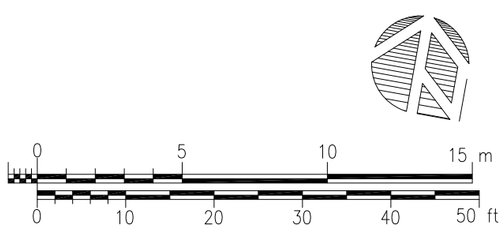
PROJECT TITLE:
SOUTH DORCHESTER P.S.
48614 CROSSLEY HUNTER LINE
BELMONT, ON
1630

DRAWING TITLE:
SITE

DATE:	SCALE:	SHEET NO.
04/06/04	N.T.S.	A1.1
DRAWN: DMK	CHECKED BY:	
FILE NAME: 1630—A1—1—15		

APPENDIX B-8





Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.
DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

1966

1969

DATE	FLOOR	DESCRIPTION	BY:	No
				10
				9
				8
01/10/15	SITE	PORTABLE MOVE UPDATES	CC	7
6/26/2014	MAIN	EBASE UPDATES	CC	6
09/06/13	MAIN	FDK RENOVATION	CC	5
03/10/07	MAIN	RM7 TO LIBRARY / RM101 TO SEMINAR	DK	4
24/05/06	ALL	TITLE BLOCKS/ AREA AGE PLAN	BF	3
24/10/05	MAIN	CREATE GYM STORAGE RM 104B	AT	2
04/06/04	SITE	DRAWN FROM 1994 SITE, 2003 PARK IMP.		1

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

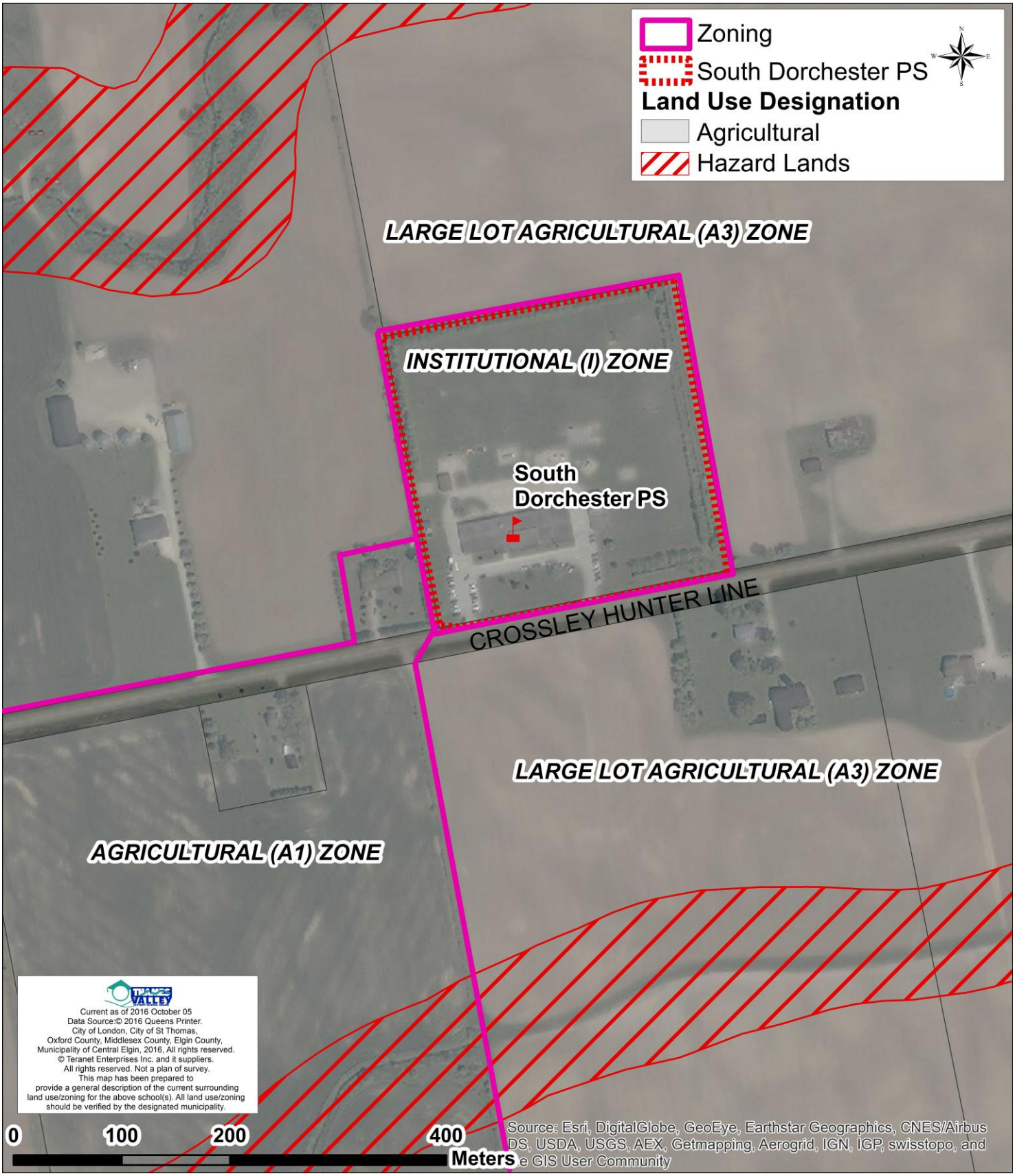
PROJECT TITLE:
SOUTH DORCHESTER P.S.
48614 CROSSLEY HUNTER LINE R.R#1
BELMONT, ON
1630

DRAWING TITLE:
MAIN FLOOR

DATE: 26/11/02
SCALE: N.T.S.
DRAWN: CM
CHECKED BY:
FILE NAME: 1630-A2-1-14
SHEET NO. A2.1

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Land Use and Zoning



SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Demographic Data for South Dorchester PS

2001 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
134	443	233	1920	441	912	2730	3.0	0.49	0.25

2006 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
119	429	239	1964	378	943	2751	2.9	0.46	0.25

2011 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
117	347	232	1965	324	958	2662	2.8	0.36	0.24

Source: Statistics Canada 2001, 2006, 2011 Census

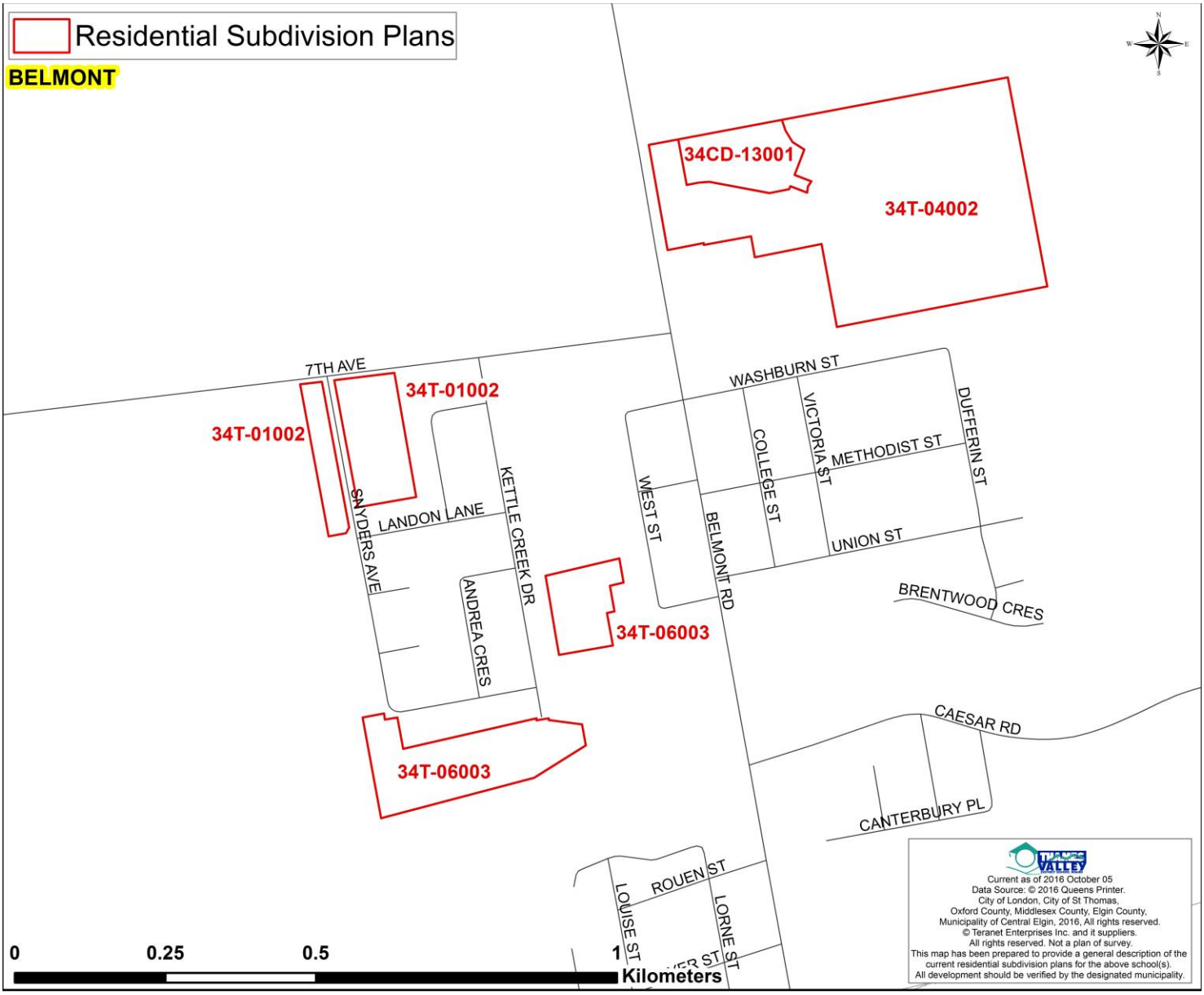
Demographics within the South Dorchester PS Attendance Area

South Dorchester PS is a JK - 6 school with grade 7 and 8 students accommodated at Davenport PS in the Town of Aylmer. The school accommodates students from the Village of Belmont, Lyons and Kingsmill Corners and rural students within Central Elgin and Malahide Township.

From 2001 to 2006 the total population within the South Dorchester PS attendance area has decreased by 11%. From 2006 to 2011 the population decreased again by 2%. The population of elementary school aged children (4 to 13 year olds) decreased by 3% from 2001 to 2006 and from 2006 to 2011 a significant decrease of 29%.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Residential Development



Growth and Development

Although the overall population within the South Dorchester PS attendance area has experienced a decline, the Village of Belmont will continue to grow and it is labelled in the Official Plan for Central Elgin as an urban settlement area. The community is serviced with municipal piped water and sanitary sewer disposal systems. The Village of Belmont has residential designated lands with potential for growth. Within the attendance area of South Dorchester PS there are a total of 145 single family and condominium units circulated and under construction as indicated on the map above. Within the next 10 years approximately 30 students are projected to be generated from these developments.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Community Use Profile

Were Before and After school programs or services (e.g., child care) avaiable at this school	Name of Child Care Provider	Revenue from the Before and After school programs	Were before and after school programs cost fully recoverable
NO	YMCA St. Thomas-Elgin	N/A	N/A

Was the School building used by community groups through Community Use of Schools?	School Building Use:		
	Number of permits	Booked hours per year	Total revenue
YES	1	31	$ 140.75

Were School Grounds used by community groups through Community Use of Schools?	School Grounds Use:		
	Number of permits	Booked hours per year	Total revenue
NO	0	0	$ -

Were Community Use of School costs fully recoverable?
YES

Collaboration Suitability					
Suitable Vacant Space	Parking	Barrier-Free Accessibility	Municipal Services	Site Size	Dedicated Access to Space
N	Y	N	N	Y	Y
Air Conditioning	Compartmenta-lization	Dedicated Washroom Space	Existing Community Use	Existing Collaboration	
N	Y	N	N/A	N/A	

SCHOOL INFORMATION PROFILE

SPARTA PUBLIC SCHOOL

2015-16



ADDRESS:
45885 SPARTA LINE, RR4, ST. THOMAS, N5P 3S8

SECTION A
SCHOOL OVERVIEW

Current Attendance Area



SECTION A
SCHOOL OVERVIEW

General Profile

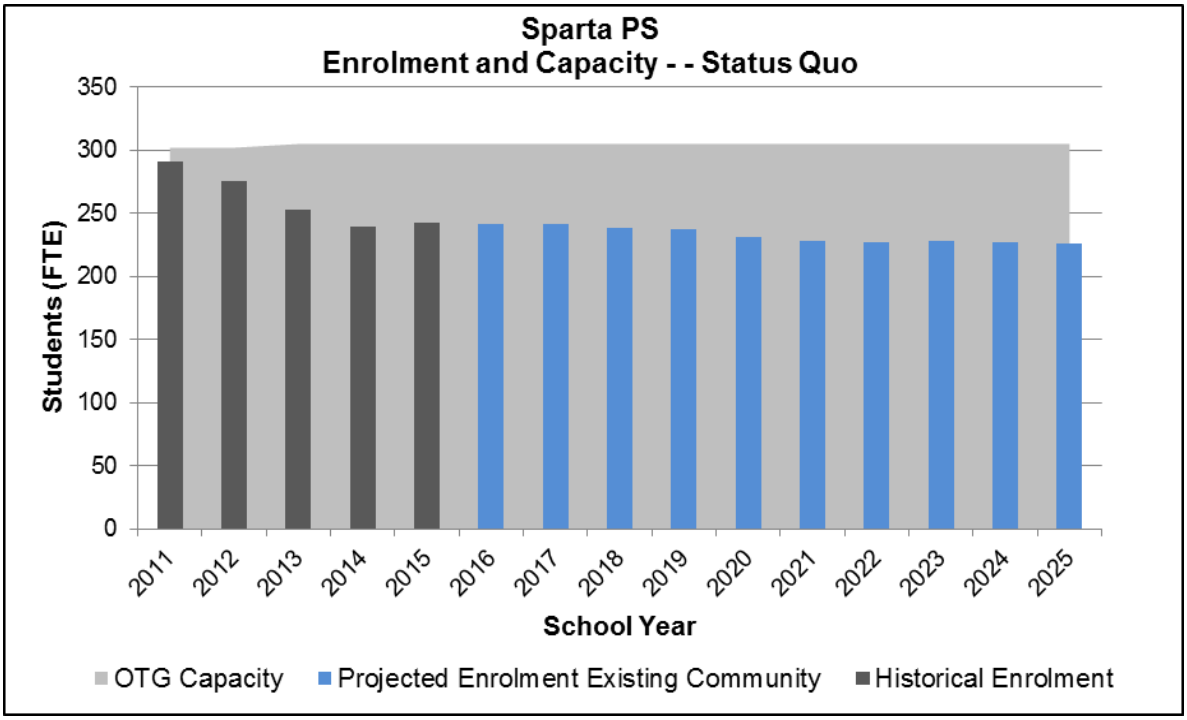
Criteria	Sparta PS	Board Average
Size of the school site (acres)	4.94	7.26
Year original school was built	1967	1977
Building area (square feet)	26,974.36	44,701.66
Portable classrooms (2015-16)	0	2.86

Distance (km) to 5 closest TVDSB Elementary Schools

10.85 New Sarum
11.99 Mitchell. Hepburn
13.02 Port Stanley
14.13 Forest Park
14.21 P.E. Trudeau Fl

Year addition(s) built	Grade Configuration
1974	JK-8

Criteria	Sparta PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	305	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	242.00	385.00
Utilization factor	79.34%	87.17%
Excess or Shortage (-) of Pupil Places	63.00	58.59
Number of Holding Zone students (if any)	0	
Number of out of area students	0	



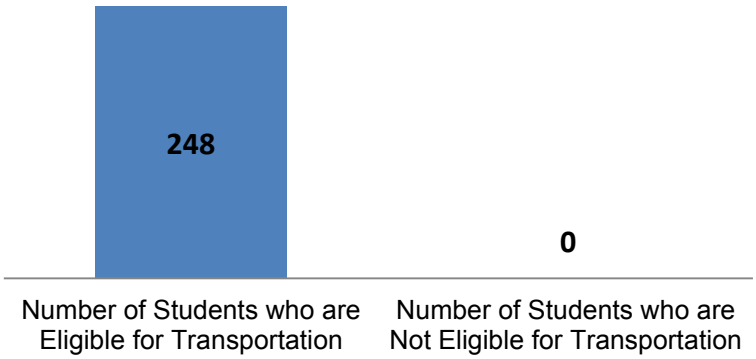
SECTION A
SCHOOL OVERVIEW

General Profile

Transportation Length of bus ride	Sparta PS	Board
Shortest	1.00 min	1.00 min
Longest	43.00 min	71.00 min
Average	17.00 min	16.00 min

Percentage of Students Transported to School
100%

Number of Buses Required
6



Distance - Proximity of Students to existing school	Sparta PS	Board
Shortest	0.48 km	0.01 km
Longest	13.52 km	67.08 km
Average	6.92 km	2.45 km

Transportation Costs	
Regular Home to School	$162,434
Specialized	$48,015
Total	$210,449

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

Sparta PS Enrolment

STATUS QUO - GRADES JK-8 - Sparta PS Regular Track Enrolment

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	25	26	23	27	29	30	31	31	31	38	0	291
2012	22	21	28	24	27	29	31	27	31	35	0	275
2013	21	22	21	31	25	26	26	26	24	31	0	253
2014	20	21	21	24	31	25	24	24	24	25	0	239
2015	19	21	24	23	27	33	26	24	22	23	0	242
2016	19	21	22	24	26	27	33	23	24	22	0	241
2017	20	19	22	24	25	27	27	32	21	24	0	241
2018	22	20	20	24	25	25	26	26	29	21	0	238
2019	22	22	21	21	24	25	25	25	23	29	0	237
2020	22	22	23	23	22	24	25	24	23	23	0	231
2021	22	22	23	25	23	22	24	23	21	23	0	228
2022	22	22	23	25	25	23	22	23	21	21	0	227
2023	22	22	22	25	25	26	23	21	21	21	0	228
2024	21	22	22	24	25	26	25	22	19	21	0	227
2025	21	21	22	24	25	25	25	24	20	19	0	226

*Information based on 2015 October 31

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

School Organization and Staffing

School Organization

Class Number	Enrolment By Grade (Student Count)										Spec. Ed.	Class Total
	JK	SK	1	2	3	4	5	6	7	8		
1	10	11										21
2	9	10										19
3			13	10								23
4			11	8								19
5				5	15							20
6					12	9						21
7						24	6					30
8							20	10				30
9								14	15			29
10									7	23		30
TOTAL	**19**	**21**	**24**	**23**	**27**	**33**	**26**	**24**	**22**	**23**		**242**

2015-16* Staffing Allocation (FTE)	Sparta PS
Principal	1.00
Vice-Principals	0.00
Secretaries	1.00
Teachers at the School	13.08
Self-Contained Special Education Teachers	0.00
Teacher-Librarians	0.38
English as a Second Language (ESL) Teachers	0.10
Native as a Second Language (NSL) Teachers	0.00
Learning Support Teachers (LST)	0.80
Early Childhood Educators (ECE)	2.00
Educational Assistants (EA)	3.50
Custodial	1.75
Total	**23.61**

Programming and Course Offering for 2015-2016

Sparta PS serves a population of 242 students from kindergarten to grade 8. There are 10 standard classes.

Specialized Service offerings at Sparta PS

There are no specialized service offerings at Sparta PS.

Availability of Extra-Curricular Activities

Inter-School Sports?	Intramural Sports?	School Clubs?
YES	YES	YES

SECTION C
FACILITY AND SITE PROFILE

Facilities Space Template

Instructional Space	#	Size ft²	Floor Area ft²	Load	OTG
Kindergarten Classroom	2	1,016	2,031	26	52
Standard Classroom	11	831	9,144	23	253
Art Room	-		-	23	-
Science Room	-		-	23	-
Music Vocal	-		-	23	-
Computer Lab	*in*	*Library*	-	23	-
Technical / Vocational	-		-	23	-
Special Education Area	-		-	9	-
General Arts / Musical Instrumental	1	828	828		-
Resource Room - Loaded (400-699 sf)	-		-	12	-
Seminar Rooms - Unloaded (<400 sf)			-		-
Gymnasium Area and Stage	1	2,534	2,534		-
Change Rooms	2	183	367		-
Activity / General Purpose Room	-		-		-
Learning Commons (formerly Library)	1	1,378	1,378		-
Total GFA and OTG of Instructional Area			16,281		305

Operational Space	Per Pupil ft²	Floor Area ft²
Main Office & Reception		276
Staff Room and Teacher Work Rooms		394
Servery		81
Custodial Areas		435
Meeting Room		-
Academic Storage		105
Washrooms		1,213
Gymnasium Storage		184
Chair Storage (in Gymnasium)		-
Mechanical Spaces		473
Total Operational Area		3,161
Total Operational and Instructional		19,442
Gross Up Added	38.74%	7,532
Gross Floor Area		26,974
Total Square Feet		**26,974**

Calculated Area per Pupil by OTG	Calculated Area per Pupil by Enrolment
88.44	111.46

SECTION C
FACILITY AND SITE PROFILE

Facility Profile

Barrier Free Accessibility Checklist	
Item	**Y/N**
Minimum number of pedestrian entrances required to be barrier free	N
Designated parking space	Y
Accessibility signs	Y
Path of travel to the main entrance door.	N
Designated entrances	Y
Designated Wheelchair Spaces and Adaptable seating	N/A
Assistive listening devices	N
Path of travel to all floors/elevations. Including stages.	N
Surface finish of ramps and stairs	N/A
Passenger Elevating Devices	N
Fire alarm system with strobe and audible signals	Y
Drinking Fountains	N
Universal washroom	Y

Playing fields		Other site amenities
No.	Types	
8	Basketball courts (3),Soccer fields (3) Baseball backstops (2)	Playground equipment (7) and sand box (1), Outdoor Classroom/ greening project?

23,639 sq. ft
Hard Surface Play Area

223,528 sq. ft.
Green Space Play Area

Number of Existing Parking Spaces		
Standard	BF	Total
29	0	29

TVDSB Parking Standard: Staff +10			
Staff FTE	Required	Plus/ Minus	% of Standard
23.61	33.61	-4.61	86.28%

Designated School Bus Bays / Loading Zones				Designed Student Drop off/Pick up Area
No. of Buses	Yes/No	Assessment	Note	Yes/No
6	Yes	Good. Fire route utilized.		No

SECTION C
FACILITY AND SITE PROFILE

Financial Profile

Financial Analysis of School*			
	Cost ($)	Cost per Student ($)	Board Average per Student ($)
Cost of Administration	179,970.00	743.68	612.00
Cost of Facility Services	167,808.00	693.42	774.84
Cost of Information Technology	11,246.00	46.47	29.22
Total	359,024.00	1,483.57	1,416.02

* Board Average for Administration and Information Technology is based on the Elementary Panel
* Board Average for Facility Services is based on all schools operated by the Board

School Utility Costs**				
Cost($)	Cost per Sq. Ft.($)	Board Average per Sq. Ft.	Cost per Student ($)	Board Average per Student ($)
33,221.29	1.42	1.55	137.28	214.40

** Included in above Facility Services costs

Facility Condition Index
28% Provincial Average
37% Board Average
50% PAR Average
65% Sparta PS

Replacement Value of the School
$7,027,386

10 Year Repair History		
Project Description	**Total**	
Asbestos Report - O.Reg. 278/05	$	660
Renovate Storage Room	$	754
Window Replacement	$	182,081
Asbestos Abatement	$	1,092
Moisture Survey	$	3,567
Designated Substance Report	$	173
Construct BF Washroom	$	58,222
Barrier Free ramp.	$	2,401
Roof Moisture Survey	$	4,495
Boiler Vent Replacement	$	24,866
Natural Gas metering- Phase 1	$	3,156
Replace VAT with new VCT	$	48,951
Phase 1 AODA Compliance Review	$	378
Natural gas metering- Phase 2	$	4,452
Sparta PS Total	$	335,248

SECTION C
FACILITY AND SITE PROFILE

TVDSB Five Year Renewal Needs

Five Year Renewal Needs			
Cost	**Priority**	**Action Year**	**Renewal Requirement**
$ 582,400	Urgent	2015	Roof Coverings - All Sections Renewal
$ 5,200	Urgent	2015	Study [Site Civil/Mechanical Utilities - Site]
$ 520,000	Urgent	2015	Site Civil/Mechanical Utilities - Site Renewal
$ 10,400	Urgent	2015	Septic Tanks - Site Renewal
$ 5,200	Urgent	2015	.Study [Septic Tanks - Site]
$ 5,200	High	2015	.Study [Structural Frame - Original Building]
$ 52,000	High	2015	Structural Frame - Original Building Renewal
$ 10,400	High	2015	Exterior Walls - Metal Panels Renewal
$ 10,400	High	2015	Chimney Renewal
$ 24,960	High	2015	Interior Doors - Interior Door Hardware - Original Building Renewal
$ 83,200	High	2015	Interior Doors - Original Building Renewal
$ 88,400	High	2015	Hot Water Boilers Renewal
$ 88,400	High	2015	Hot Water Boilers Renewal
$ 10,400	High	2015	Auxiliary Equipment - Chemical Feed System Renewal
$ 15,600	High	2015	Auxiliary Equipment - HVAC Pumps Renewal
$ 10,400	High	2015	Other Heat Generating Systems - Window Unit A/C Renewal
$ 364,000	High	2015	Heating/Chilling water distribution systems Renewal
$ 5,200	High	2015	Study - Heating Piping System
$ 49,920	High	2015	Air Handling Units - Gym Supply Renewal
$ 49,920	High	2015	Air Handling Units - Boiler Room Renewal
$ 52,000	High	2015	Terminal & Package Units - Perimeter Radiators Renewal
$ 249,600	High	2015	Controls & Instrumentation Renewal
$ 10,400	High	2015	Lighting Equipment - Exterior Lighting Renewal
$ 5,200	High	2015	Lighting Equipment - Exit Lighting Renewal
$ 10,400	High	2015	Lighting Equipment - Emergency Lighting - Battery Back-ups Renewal
$ 46,800	High	2015	Public Address Systems Renewal
$ 72,800	High	2015	Roadways - Gravel Paved Renewal
$ 88,400	High	2015	Parking Lots - Asphalt Paved (East Lot) & Gravel Paved (West Lot) Renewal
$ 18,720	High	2015	Site Development - Chain Link Fencing & Barb Wire Fencing Renewal
$ 239,200	High	2015	Site Development - Asphalt Paved Playing Field Renewal
$ 2,785,120			

O:\B10-DRAWING DATABASE\Sparta-1655\1655-A1-1-13.dwg, PAR REPORTS, 11/11/2016 3:19:04 PM

SPARTA LINE

TRANSFORMER
BINS
SHED
GATE
GRAVEL DRIVE
DROPPED CURB
CONC. SIDEWALK
WOOD BOLLARDS TYP
BIKES
ASPHALT
ASPHALT
CONC. SIDEWALK
GRASS
GRASS
CONC. SIDEWALK
SCHOOL SIGN
FLAG POLE
ARC WITH BELL
T-RAMP
SHED
SPARTA PUBLIC SCHOOL
GRASS
ASPHALT
CONC. SIDEWALK
GRAVEL DRIVE
ASPHALT
BENCH
CONC. SIDEWALK
BENCH
SHED
SAND BOX
CONC. SIDEWALK
GRAVEL DRIVE
GATE
WOOD CURB
500.00'
802.50'
PROPERTY LINE
PLAY AREA
BENCH
BENCH
BENCH
PLAY AREA
VOLLEYBALL
SOCCER FIELD
GRASS
BACKSTOP
BASEBALL DIAMOND
500.00'
PLAY AREA
CLIMBERS
CLIMBERS SWINGS
CLIMBERS SWINGS
802.50'
PLAY AREA
SOCCER FIELD
SOCCER FIELD
BASEBALL DIAMOND
BACKSTOP

0 5 10 15 20 25 m
0 10 20 30 40 50 60 70 80 ft

Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

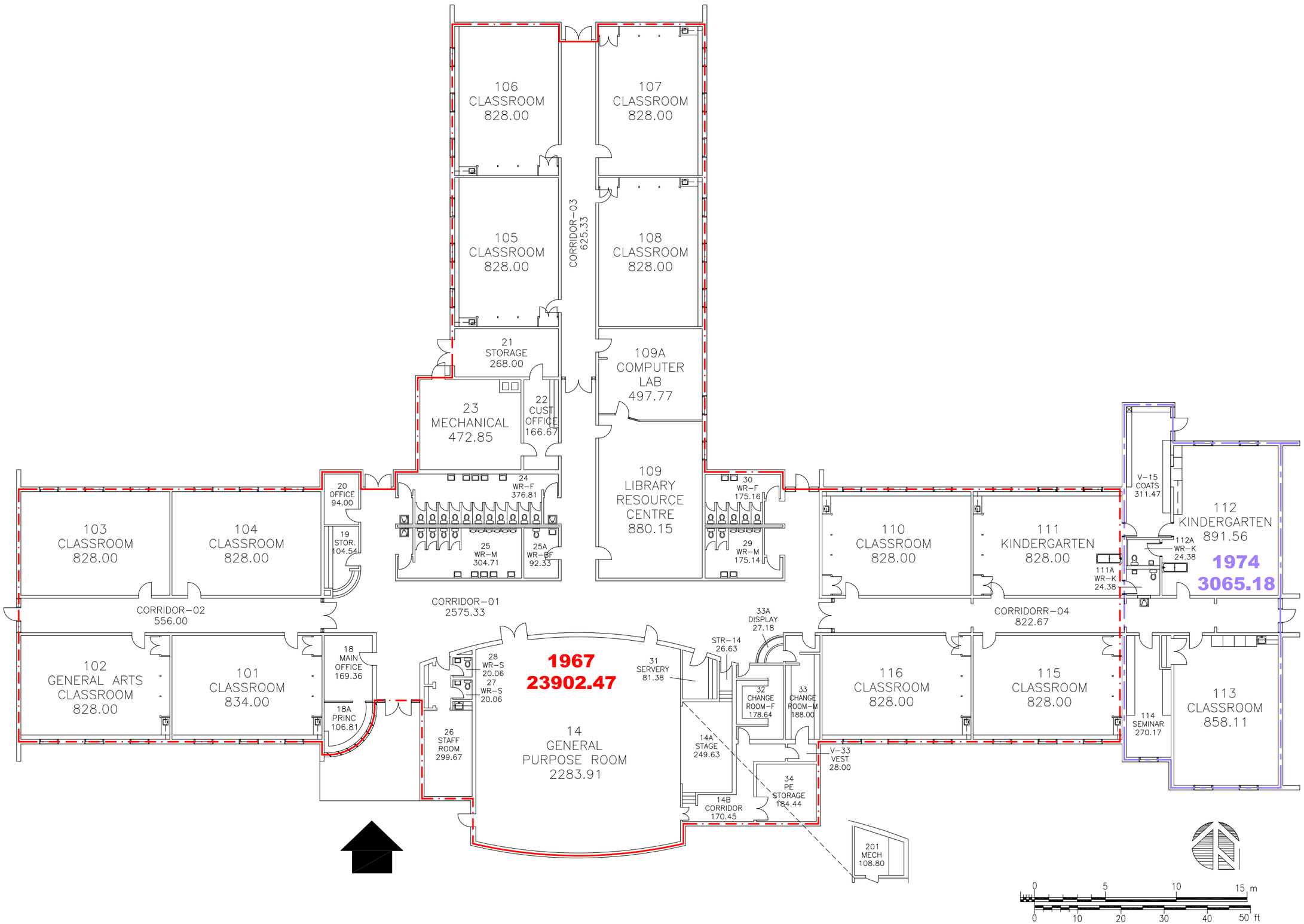
ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

DO NOT SCALE FROM DRAWING

PROJECT TITLE:
SPARTA P.S.
45885 SPARTA LINE
SPARTA, ON
1655

DRAWING TITLE:
SITE

DATE:	SCALE:	SHEET NO.
31/03/04	N.T.S.	A1.1
DRAWN: DMK	CHECKED BY:	
FILE NAME: 1655-A1-1-13		



Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

1967
1974

DATE	FLOOR	DESCRIPTION	BY:	No
				10
				9
				8
				7
				6
				5
6/26/14	FL1	eBASE UPDATES	CC	4
09/06/13	ALL	FDK RENOVATION ROOM 15	CC	3
06/20/08	ALL	SITE VISIT ADD MECH RM 201 AND EXT ROOF/RAMP FRONT ENTRANCE	DK	2
05/05/06	ALL	TITLE BLOCKS / AREA AGE PLANS	AT	1

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

PROJECT TITLE:

SPARTA P.S.
45885 SPARTA LINE, BOX 60
SPARTA, ON

1655

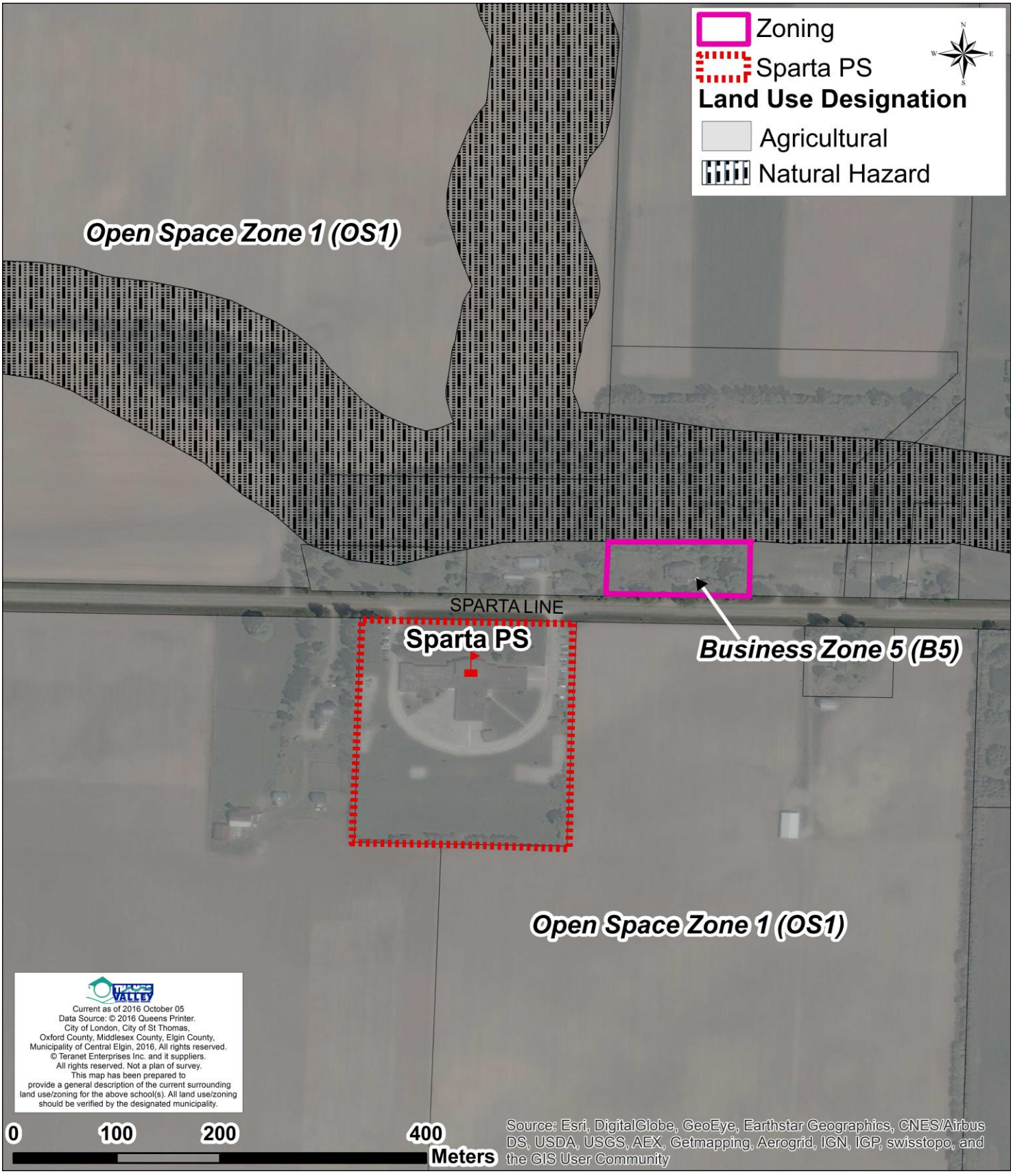
DRAWING TITLE:

FIRST FLOOR

DATE:	SCALE:	SHEET NO.
17/09/01	N.T.S.	A2.1
DRAWN: MZ	CHECKED BY:	
FILE NAME: 1655-A2-1-13		

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Land Use and Zoning



SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Demographic Data for Sparta PS

2001 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
137	502	292	2849	466	1318	3780	2.9	0.38	0.22

2006 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
122	460	278	2831	415	1321	3691	2.8	0.35	0.21

2011 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
140	436	258	2832	354	1316	3666	2.8	0.33	0.20

Source: Statistics Canada 2001, 2006, 2011 Census

Demographics for the Sparta PS Attendance Area

Sparta PS is a JK - 8 school located just west of the Village of Sparta. The school accommodates students from the rural settlement areas of Sparta and Union in the Municipality of Central Elgin and the Village of Port Bruce in the Township of Malahide.

Within the attendance area of Sparta PS, Statistics Canada indicates that the total population has remained relatively stable from 2001 to 2011 with a small decrease of 3%. The population of elementary school aged children (4 to 13 year olds) decreased by 8% from 2001 to 2006 and another 5% from 2006 to 2011.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Residential Development

Growth and Development

The potential for residential growth exists within some communities in Sparta PS's attendance area. Union has been designated by the Municipality of Central Elgin as an Urban Settlement area with unbuilt lands zoned residential within the settlement boundary. Although future growth within the community has been planned, sanitary sewage and municipal piped water services are still required. In the Malahide Official Plan, the Village of Port Bruce is designated as a recreational settlement with seasonal residents being encouraged. The Village of Port Bruce is serviced with municipal water but would require servicing for sanitary. Currently there are no significant residential developments within Sparta PS' attendance area.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Community Use Profile

Were Before and After school programs or services (e.g., child care) avaiable at this school	Name of Child Care Provider	Revenue from the Before and After school programs	Were before and after school programs cost fully recoverable
YES	YMCA St. Thomas-Elgin	$500.00	Yes

Was the School building used by community groups through Community Use of Schools?	School Building Use:		
	Number of permits	Booked hours per year	Total revenue
YES	1	21	$ 95.71

Were School Grounds used by community groups through Community Use of Schools?	School Grounds Use:		
	Number of permits	Booked hours per year	Total revenue
NO	0	0	$ -

Were Community Use of School costs fully recoverable?

YES

Collaboration Suitability					
Suitable Vacant Space	Parking	Barrier-Free Accessibility	Municipal Services	Site Size	Dedicated Access to Space
Y	Y	Y	N	Y	Y
Air Conditioning	Compartmenta-lization	Dedicated Washroom Space	Existing Community Use	Existing Collaboration	
N	Y	N	N/A	N/A	

SCHOOL INFORMATION PROFILE

SPRINGFIELD PUBLIC SCHOOL

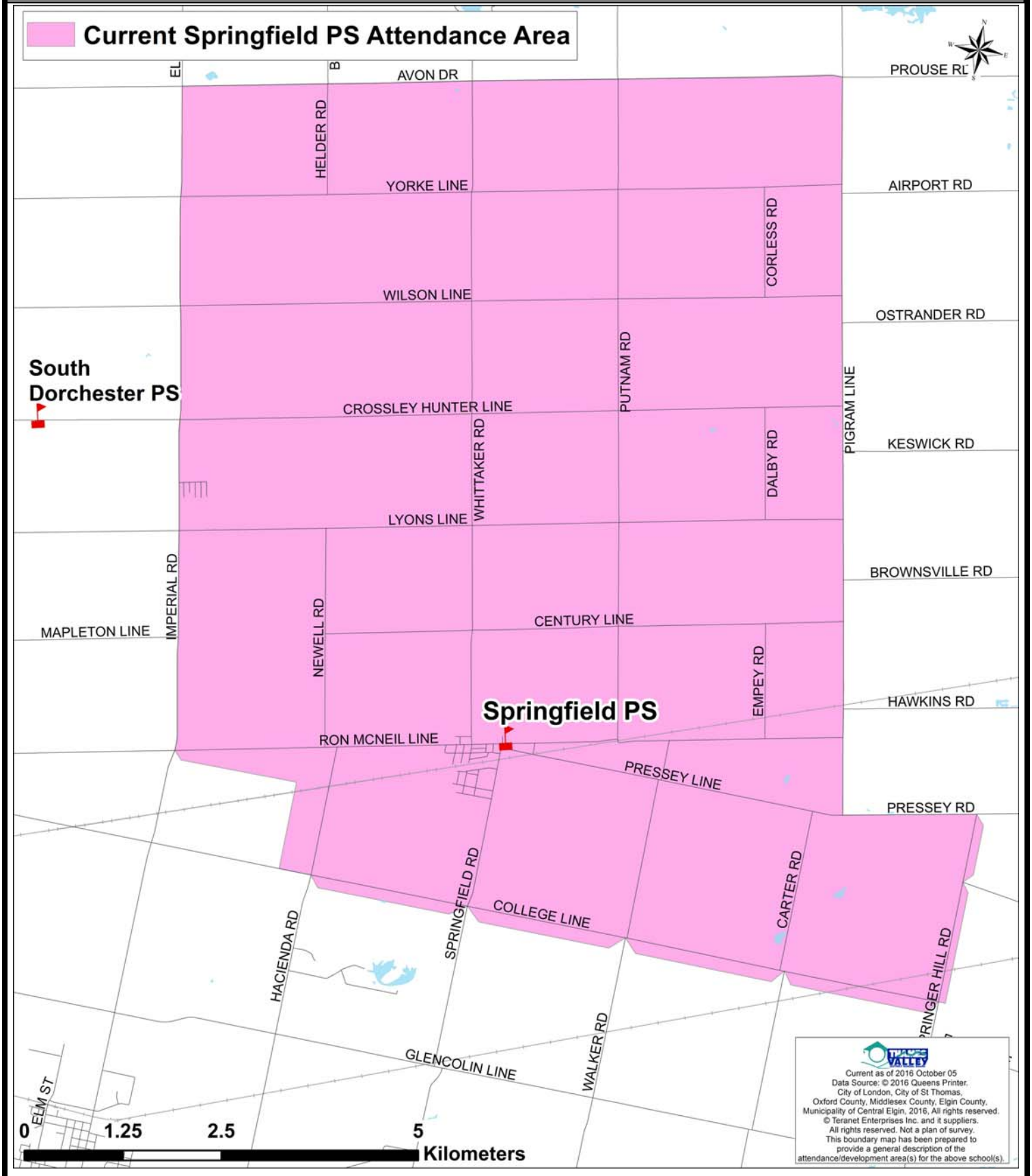
2015-16



ADDRESS:
51336 RON MCNEIL LINE, SPRINGFIELD, N0L 2J0

SECTION A
SCHOOL OVERVIEW

Current Attendance Area



SECTION A
SCHOOL OVERVIEW

General Profile

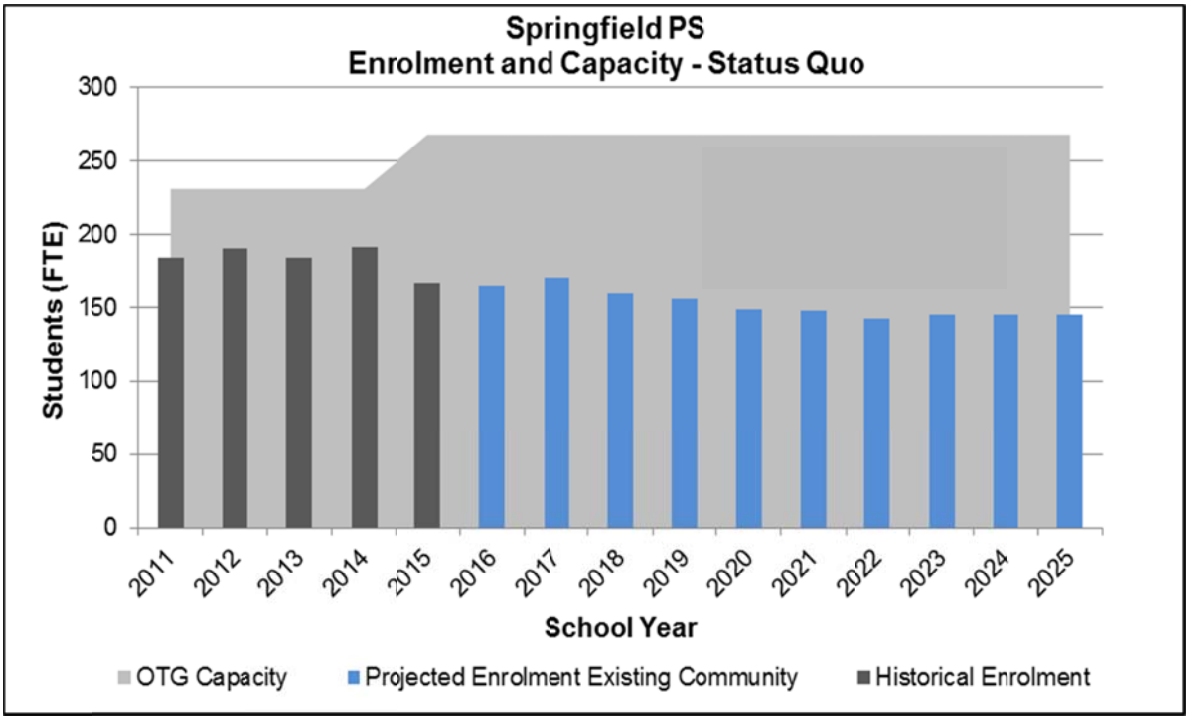
Criteria	Springfield PS	Board Average
Size of the school site (acres)	**5.04** ~~2.47~~	7.26
Year original school was built	**1976** ~~1974~~	1977
Building area (square feet)	24,154.21	44,701.66
Portable classrooms (2015-16)	0	2.86

Distance (km) to 5 closest TVDSB Elementary Schools

8.19	Summers' Corners
10.24	South Dorchester
10.46	McGregor
11.30	Davenport
16.24	Westfield

Year addition(s) built	Grade Configuration
Not Applicable	JK-6

Criteria	Springfield PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	268	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	167	385.00
Utilization factor	62.31%	87.17%
Excess or Shortage (-) of Pupil Places	101.00	58.59
Number of Holding Zone students (if any)	0	
Number of out of area students	0	



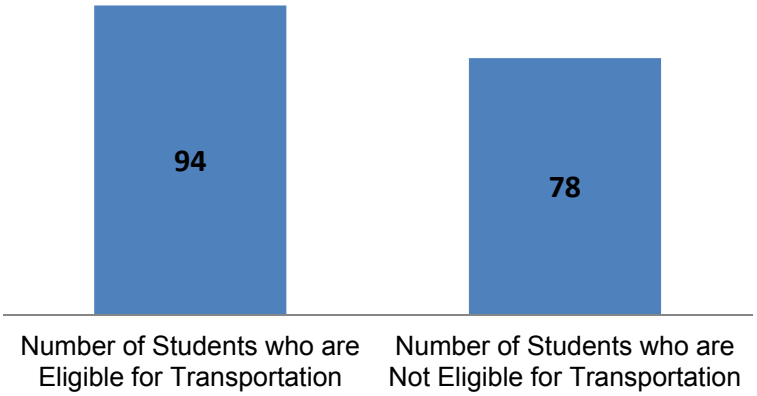
SECTION A
SCHOOL OVERVIEW

Transportation

Transportation - Length of bus ride	Springfield PS	Board
Shortest	2.00 min.	1.00 min
Longest	60.00 min	71.00 min
Average	23.00 min	16.00 min

Number of Students Transported to School
55%

Number of Buses Required
3



Distance - Proximity of Students to existing school	Springfield PS	Board
Shortest	0.02 km	0.01 km
Longest	12.33 km	67.08 km
Average	3.40 km	2.45 km

Transportation Costs	
Regular Home to School	$116,462
Specialized	$0
Total	$116,462

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

Springfield PS Enrolment

STATUS QUO - GRADES JK-6 - Springfield PS Regular Track Enrolment and past Special Education Enrolment

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	23	32	17	16	21	24	22	25	0	0	4	184
2012	28	23	32	20	18	23	22	21	0	0	4	191
2013	21	26	21	32	21	19	21	21	0	0	2	184
2014	26	21	28	23	32	19	23	20	0	0	0	192
2015	14	23	19	26	24	27	15	19	0	0	0	167
2016	16	15	23	21	27	23	27	13	0	0	0	165
2017	18	17	15	24	22	26	23	26	0	0	0	171
2018	17	19	17	15	25	21	25	21	0	0	0	160
2019	18	18	19	17	16	24	20	24	0	0	0	156
2020	18	19	18	19	18	15	23	19	0	0	0	149
2021	18	19	19	18	20	17	15	22	0	0	0	148
2022	17	19	19	19	19	19	16	14	0	0	0	142
2023	17	18	19	19	20	18	18	16	0	0	0	145
2024	17	18	18	19	20	19	17	17	0	0	0	145
2025	17	18	18	18	20	19	18	17	0	0	0	145

*Information based on 2015 October 31

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

School Organization and Staffing

School Organization

Class Number	Enrolment By Grade (Student Count)										Spec. Ed.	Class Total
	JK	SK	1	2	3	4	5	6	7	8		
1	14	14										28
2		9	8									17
3			11	7								18
4				19								19
5					18							18
6					6	16						22
7						11	11					22
8							4	19				23
TOTAL	**14**	**23**	**19**	**26**	**24**	**27**	**15**	**19**	**0**	**0**		**167**

2015-16* Staffing Allocation (FTE)	Springfield PS
Principal	1.00
Vice-Principals	0.00
Secretaries	1.00
Teachers at the School	10.43
Self-Contained Special Education Teachers	0.00
Teacher-Librarians	0.31
English as a Second Language (ESL) Teachers	0.20
Native as a Second Language (NSL) Teachers	0.00
Learning Support Teachers (LST)	0.60
Early Childhood Educators (ECE)	1.00
Educational Assistants (EA)	1.00
Custodial	1.50
Total	**17.04**

Programming and Course Offering for 2015-2016

Springfield PS serves a population of 167 students from kindergarten to grade 6. There are 8 standard classes.

Specialized Service offerings at Springfield PS

There are no specialized service offerings at Springfield PS

Availability of Extra-Curricular Activities

Inter-School Sports?	Intramural Sports?	School Clubs?
YES	YES	YES

SECTION C
FACILITY AND SITE PROFILE

Facilities Space Template

Instructional Space	#	Size ft²	Floor Area ft²	Load	OTG
Kindergarten Classroom	2	1,083	2,167	26	52
Standard Classroom	8	704	5,634	23	184
Art Room	-		-	23	-
Science Room	-		-	23	-
Music Vocal	-		-	23	-
Computer Lab	1	1,161	1,161	23	23
Technical / Vocational	-		-	23	-
Special Education Area	1	824	824	9	9
General Arts / Musical Instrumental	-		-		-
Resource Room - Loaded (400-699 sf)	-		-	12	-
Seminar Rooms - Unloaded (<400 sf)	1	326	326		-
Gymnasium Area and Stage	1	3,372	3,372		-
Change Rooms	-		-		-
Activity / General Purpose Room	-		-		-
Learning Commons (formerly Library)	1	1,353	1,353		-
Total GFA and OTG of Instructional Area			14,838		268

Operational Space	Per Pupil ft²	Floor Area ft²
Main Office & Reception		414
Staff Room and Teacher Work Rooms		595
Servery		144
Custodial Areas		261
Meeting Room		-
Academic Storage		451
Washrooms		829
Gymnasium Storage		155
Chair Storage (in Gymnasium)		-
Mechanical Spaces		243
Total Operational Area		3,093
Total Operational and Instructional		17,931
Gross Up Added	34.71%	6,224
Gross Floor Area		24,154
Total Square Feet		**24,154**

Calculated Area per Pupil by OTG	Calculated Area per Pupil by Enrolment
90.13	144.64

SECTION C
FACILITY AND SITE PROFILE

Facility Profile

Barrier Free Accessibility Checklist	
Item	**Y/N**
Minimum number of pedestrian entrances required to be barrier free	N
Designated parking space	N
Accessibility signs	Y
Path of travel to the main entrance door.	Y
Designated entrances	Y
Designated Wheelchair Spaces and Adaptable seating	N/A
Assistive listening devices	N
Path of travel to all floors/elevations. Including stages.	N
Surface finish of ramps and stairs	N
Passenger Elevating Devices	Y
Fire alarm system with strobe and audible signals	N
Drinking Fountains	N
Universal washroom	Y

Playing fields		Other site amenities
No.	Types	
4	Basketball court (1), Soccer (2), baseball backstop(1)	Playground equipment (3), covered sand pits (2) and where is the Outdoor Classroom/ greening project

17,411 sq. ft.
Hard Surface Play Area

103,456 sq. ft.
Green Space Play Area

Number of Existing Parking Spaces			TVDSB Parking Standard: Staff +10			
Standard	BF	Total	Staff FTE	Required	Plus/ Minus	% of Standard
23	0	23	17.04	27.04	-4.04	85.06%

Designated School Bus Bays / Loading Zones				Designed Student Drop off/Pick up Area
No. of Buses	Yes/No	Assessment	Note	Yes/No
3	Yes	Good.		No

SECTION C
FACILITY AND SITE PROFILE

Financial Profile

Financial Analysis of School*			
	Cost ($)	Cost per Student ($)	Board Average per Student ($)
Cost of Administration	179,970.00	1,077.66	612.00
Cost of Facility Services	117,552.00	703.90	774.84
Cost of Information Technology	11,246.00	67.34	29.22
Total	308,768.00	1,848.90	1,416.02

* Board Average for Administration and Information Technology is based on the Elementary Panel
* Board Average for Facility Services is based on all schools operated by the Board

School Utility Costs**				
Cost($)	Cost per Sq. Ft.($)	Board Average per Sq. Ft.	Cost per Student ($)	Board Average per Student ($)
34,323.86	1.42	1.55	205.53	214.40

** Included in above Facility Services costs

Facility Condition Index
28% Provincial Average
37% Board Average
50% PAR Average
72% Springfield PS

Replacement Value of the School
$6,281,994

10 Year Repair History		
Project Description	**Total**	
Asbestos Report - O.Reg. 278/05	$	591
Install UV System	$	6,853
Replace Roof B	$	261,568
Repair Damaged Asphalt and Entrance	$	16,448
Asbestos Abatement	$	2,193
Designated Substance Report	$	173
Structural Roof Deck Repair	$	17,235
Roof Moisture Survey	$	4,495
Partial Replacement of Roof A	$	15,770
Replace Roof A and D	$	101,152
Lighting Replacement (PCB's)	$	84,351
Phase 1 AODA Compliance Review	$	378
School Yard Greening	$	7,533
Springfield PS Total	$	518,738

SECTION C
FACILITY AND SITE PROFILE

TVDSB Five Year Renewal Needs

Five Year Renewal Needs			
Cost	**Priority**	**Action Year**	**Renewal Requirement**
$ 208,000	Urgent	2015	Roof Coverings - Section A, B, C, D (Original Building) Renewal
$ 149,188	Urgent	2015	Hot Water Boilers Renewal
$ 401,960	Urgent	2015	Heating water distribution systems - Piping Systems Renewal
$ 10,400	Urgent	2015	Study - Replacement - D304003 Heating water distribution systems - Piping Systems - Beyond Rated Useful Life
$ 449,280	Urgent	2015	Main Switchboards - Main Disconnect Renewal
$ 97,344	High	2017	Exterior Windows - Original Building Renewal
$ 26,208	High	2015	Exterior Door Hardware - Original Building Renewal
$ 84,240	High	2015	Exterior Doors - Original Building Renewal
$ 13,728	High	2015	Ceiling Finishes - Original Building Renewal
$ 43,680	High	2015	Ceiling Finishes - Original Building Renewal
$ 124,800	High	2015	Plumbing Fixtures - Washroom Fixtures Renewal
$ 18,720	High	2015	Domestic Water Distribution - Gas-Fired Water Heaters Renewal
$ 138,164	High	2015	Domestic Water Distribution - Piping System Renewal
$ 10,400	High	2015	Study - Replacement - D2020 Domestic Water Distribution - Piping System - Beyond Rated Useful Life
$ 52,000	High	2015	Domestic Water Distribution - Water Treatment Systems Renewal
$ 10,400	High	2015	Study - Replacement - D2040 Rain Water Drainage - Beyond Rated Useful Life
$ 202,748	High	2015	Rain Water Drainage Renewal
$ 10,400	High	2015	Auxiliary Equipment - HVAC Pumps Renewal
$ 10,400	High	2015	Auxiliary Equipment - Stack & Breaching Renewal
$ 44,928	High	2015	Air Distribution - Ductwork Renewal
$ 99,840	High	2015	Exhaust Systems Renewal
$ 49,920	High	2015	Air Handling Units Renewal
$ 72,436	High	2015	Fin Tube Radiation Renewal
$ 249,600	High	2015	Controls & Instrumentation - HVAC Controls Renewal
$ 208,000	High	2015	Panels Renewal
$ 364,312	High	2015	Branch Wiring - Cabling, Raceways & Bus Ducts Renewal
$ 10,400	High	2015	Study - Replacement - D502001 Branch Wiring - Cabling, Raceways & Bus Ducts - Beyond Rated Useful Life
$ 27,040	High	2015	Lighting Equipment - Exterior Lighting - Pole Mounted Renewal
$ 20,800	High	2015	Lighting Equipment - Exit Lighting / Signs Renewal
$ 33,800	High	2015	Lighting Equipment - Emergency Lighting - Battery Back-ups Renewal
$ 52,000	High	2015	Information Technology Systems Renewal
$ 65,000	High	2015	Clock and Program Systems Renewal
$ 49,920	High	2015	Parking Lots - Site Renewal
$ 12,480	High	2015	Pedestrian Paving Renewal
$ 62,400	High	2015	Playing Fields - Site Renewal
$ 49,504	High	2015	Fencing & Gates Renewal
$ 251,264	High	2017	Site Civil/Mechanical Utilities Renewal
$ 10,400	High	2016	Study - Replacement - G30 - Site Civil/Mechanical Utilities - Beyond Rated Useful Life
$ 3,796,104			

O:\B10-DRAWING DATABASES\Springfield-1665\1665-A1-1-14.dwg, PAGESETUP, 11/1/2016 3:32:48 PM

500.75'

PLAY AREAS

BASEBALL DIAMOND

ASPHALT

COVERED SANDBOX

SWINGS

100.00'

PLAYGROUND EQUIPMENT

COVERED SANDBOX

WELL

MH

MH

MH

TBP

132.5'

ASPHALT

CB

MEMORIAL PLAQUE

GARDEN

GARDEN

GARDEN

CONC. SIDEWALK

ASPHALT DRIVE

CB

368.13'

ASPHALT

SPRINGFIELD PUBLIC SCHOOL

CONCRETE PAVING

WELL

WELL

LP

MH

CB

ASPHALT DRIVE

SCHOOL SIGN

268.13'

MAIN STREET

BASKETBALL COURT

CONC. SIDEWALK

ASPHALT PAVING

CB

LP

SHED

CONC. SIDEWALK

BIKE RACK

BIKE RACK

634.29'

HP

MH

EAST STREET

Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

DO NOT SCALE FROM DRAWING

PROJECT TITLE:

SPRINGFIELD P.S.
51336 RON MC NEIL LINE
SPRINGFIELD, ON

1665

DRAWING TITLE:

SITE

DATE:	SCALE:	SHEET NO.
02/04/04	N.T.S.	A1.1
DRAWN: DMK	CHECKED BY:	
FILE NAME: 1665-A1-1-14		

FSAR-EPAR-01: APPENDIX A

126 CLASSROOM 568.65
127A WR-BF 196.67
127 SPECIAL ED CLASSROOM 823.95
EX-01 STOR 118.97
128 WR-M 232.89
125 CLASSROOM 565.72
124 COMPUTER LAB 1161.26
129 WR-F 222.24
125A WR-S 31.00
124A STORAGE 36.00
124B STORAGE 63.00
123 ELEC 24.00
V-124 VESTIBULE 270.84
STR-120D 22.50
STR-120C 22.50
120A STAGE 479.89
122 STORAGE 352.00
120B STORAGE 120.31
STR-120A 12.50
STR-120B 12.50
121 SEMINAR 325.96
120C STOR 35.07
120 GENERAL PURPOSE ROOM 2892.25
CORRIDOR-01 957.46
CORRIDOR-01A 616.42
115 CLASSROOM 750.00
114 CLASSROOM 750.00
113 CLASSROOM 750.00
CORRIDOR-04 602.79
118 CUSTODIAL OFFICE 141.95
117 SEMINAR 304.68
R-01 RAMP 38.50
RAMP
DN
STR-116B 4.16
116 LIBRARY RESOURCE CENTRE 883.99
KNEEWALL
119 OFFICE 119.43
119A WR-S 25.00
116A SEMINAR 164.67
STR-116A 8.06
STR-116C 5.30
CORRIDOR-02 1254.44
101 MAIN OFFICE 237.33
102 PRINC 176.57
103 OFFICE 115.81
104 STAFF RM 360.10
104A SERVERY 144.17
107 WR-S 30.42
106 WR-S 30.61
108C WR-K 30.00
108B WR-K 30.19
108A STORAGE 131.25
105 MECHANICAL ROOM 219.01
108 KINDERGARTEN 916.37
CORRIDOR-03 652.26
112 CLASSROOM 750.00
111 CLASSROOM 750.00
110 CLASSROOM 750.00
109 KINDERGARTEN 750.00
109A COATS 369.25

1974
24156.25

0 5 10 15 m
0 10 20 30 40 50 ft

Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

1974

DATE	FLOOR	DESCRIPTION	BY:	No
				10
				9
				8
				7
7/14/14	FL1	EBASE UPDATES	CC	6
10/29/13	ALL	FDK RENOVOVATION	CC	5
30/08/10	ALL	UPDATE FLOOR PLAN AND SITE PLAN	CA	4
24/05/06	ALL	TITLE BLOCKS/ AREA AGE PLAN	BF	3
31/08/05	SITE	REPRODUCED FROM 1975 SITE PLAN M1		2
31/08/05	SITE	INFO FROM 2000 SANITARY SEWER DWG		1

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

PROJECT TITLE:
SPRINGFIELD P.S.
51336 RON MC NEIL LINE
SPRINGFIELD, ON

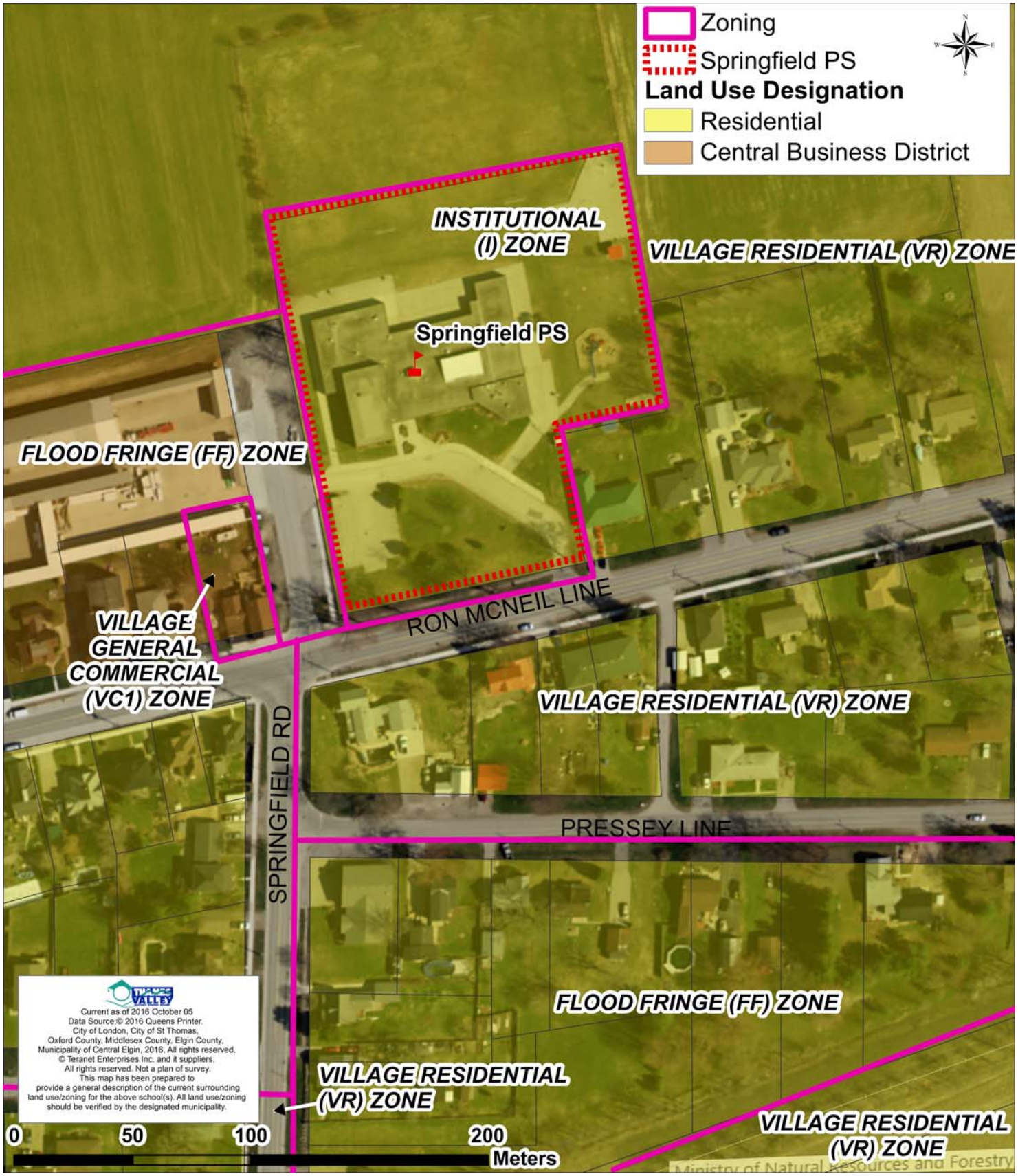
1665

DRAWING TITLE:
MAIN FLOOR

DATE: 07/23/01
SCALE: N.T.S.
DRAWN: MZ
CHECKED BY:
FILE NAME: 1665—A2—1—14
SHEET NO. A2.1

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Land Use and Zoning



SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Demographic Data for Springfield PS

2001 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
144	364	179	1357	288	650	2044	3.1	0.56	0.28

2006 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
157	365	180	1551	304	733	2253	3.1	0.50	0.25

2011 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
151	354	145	1471	265	719	2121	3.0	0.49	0.20

Source: Statistics Canada 2001, 2006, 2011 Census

Demographics within the Springfield PS Attendance Area

Springfield PS is a JK - 6 school with grade 7 to 8 students accommodated at Summers' Corners PS. The school is located in the Village of Springfield within the Township of Malahide. The school accommodates students from the Village of Springfield, and the Hamlets of Lyons and Avon as well as rural residents in the township of Malahide.

Within the attendance area for Springfield PS, Statistics Canada indicates that from 2001 to 2006 the total population increased by 10% and then decreased from 2006-2011 by 6%. The population of elementary school aged children (4 to 13 year olds) remained stable from 2001 to 2006 and decreased by 3% from 2006 to 2011.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Residential Development

Growth and Development

The village of Springfield is labelled as a primary growth area in the Malahide Township Official Plan. At this time the village does not have the municipal water services but does have municipal sanitary sewers. Currently there is no significant residential development within the Springfield PS attendance area.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Community Use Profile

Were Before and After school programs or services (e.g., child care) avaiable at this school	Name of Child Care Provider	Revenue from the Before and After school programs	Were before and after school programs cost fully recoverable
YES	YMCA St. Thomas-Elgin	$500.00	Yes

Was the School building used by community groups through Community Use of Schools?	School Building Use:		
	Number of permits	Booked hours per year	Total revenue
YES	4	122	$ 483.75

Were Community Use of School costs fully recoverable?

YES

Were School Grounds used by community groups through Community Use of Schools?	School Grounds Use:		
	Number of permits	Booked hours per year	Total revenue
NO	0	0	$ -

Collaboration Suitability					
Suitable Vacant Space	Parking	Barrier-Free Accessibility	Municipal Services	Site Size	Dedicated Access to Space
Y	Y	N	N	N	Y
Air Conditioning	Compartmenta-lization	Dedicated Washroom Space	Existing Community Use	Existing Collaboration	
P	Y	Y	N/A	N/A	

SCHOOL INFORMATION PROFILE

SUMMERS' CORNERS PUBLIC SCHOOL

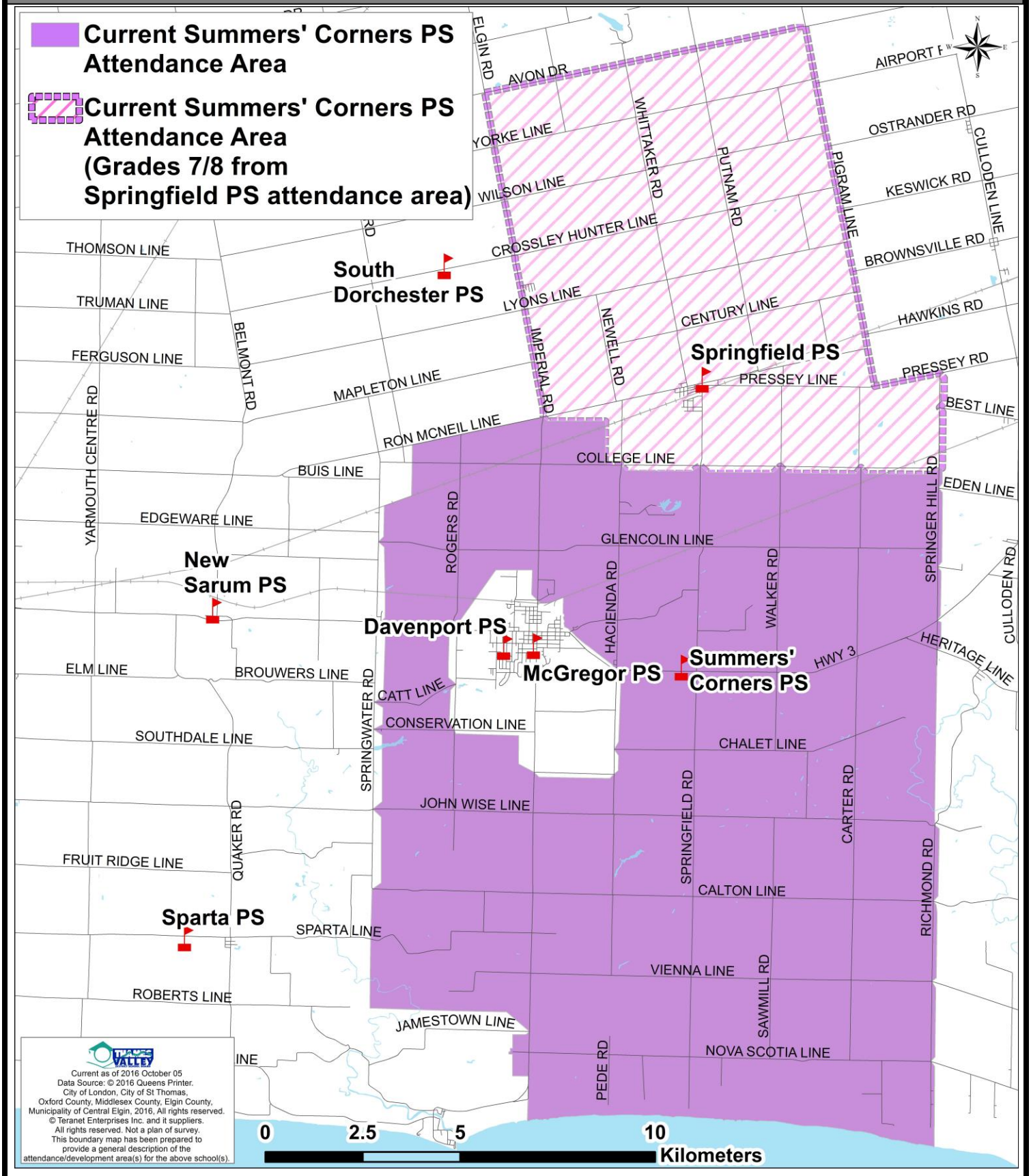
2015-16



ADDRESS:
50576 TALBOT STREET EAST, RR1, AYLMER, N5H 2R1

SECTION A
SCHOOL OVERVIEW

Current Attendance Area



SECTION A
SCHOOL OVERVIEW

General Profile

Criteria	Summers' Corners PS	Board Average
Size of the school site (acres)	9.88	7.26
Year original school was built	1965	1977
Building area (square feet)	61,548.04	44,701.66
Portable classrooms (2015-16)	0	2.86

Year addition(s) built

1989, 1994

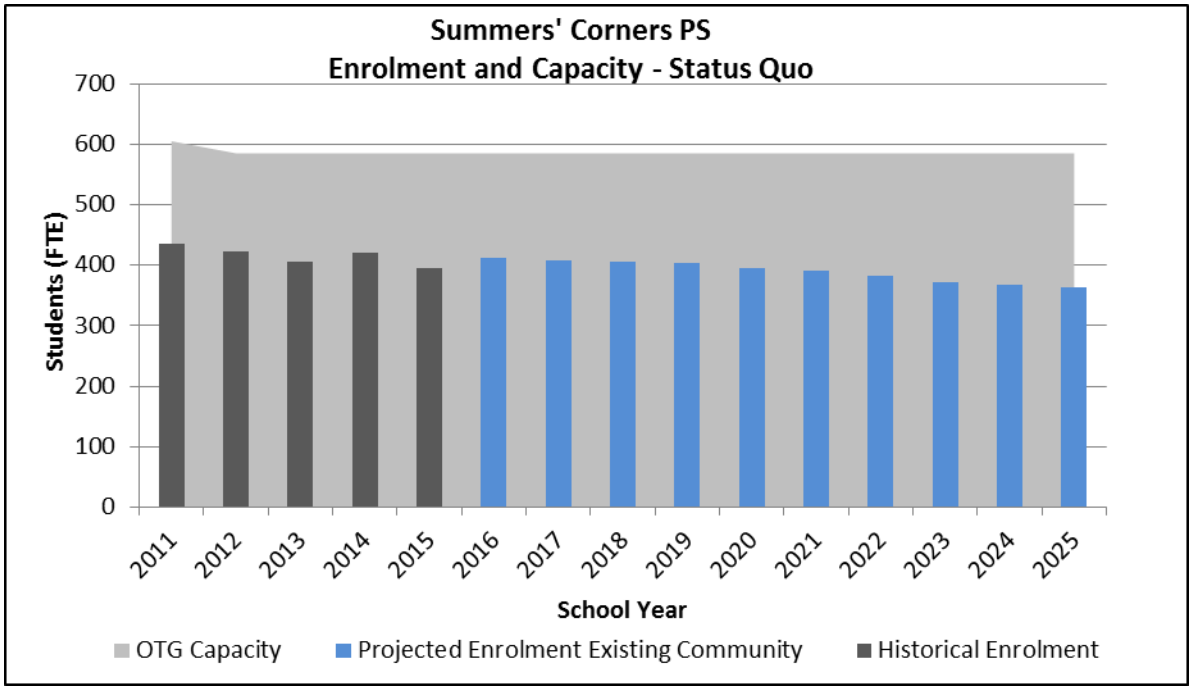
Grade Configuration

Jk-8

Distance (km) to 5 closest TVDSB Elementary Schools

4.19	McGregor
5.03	Davenport
8.19	Springfield
12.54	New Sarum
14.06	Straffordville

Criteria	Summers' Corners PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	585	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	399.00	385.00
Utilization factor	68.21%	87.17%
Excess or Shortage (-) of Pupil Places	186.00	58.59
Number of Holding Zone students (if any)	0	
Number of out of area students	14	



SECTION A
SCHOOL OVERVIEW

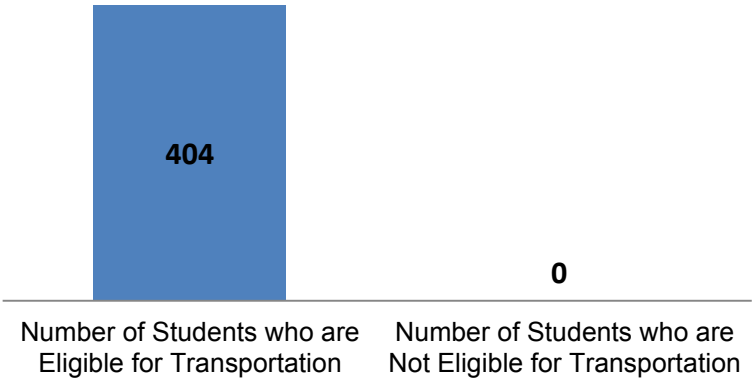
Transportation

Transportation – Length of bus ride	Summers' Corners PS	Board
Shortest	2.00 min	1.00 min
Longest	43.00 min	71.00 min
Average	22.00 min	16.00 min

Percentage of Students Transported to School
100%

Number of Buses Required
18**

Note
** Buses shared with Assumption Catholic School (LDCSB), Davenport and McGregor PSs and East Elgin Secondary School



Distance - Proximity of Students to existing school	Summers' Corners PS	Board
Shortest	0.01 km	0.01 km
Longest	19.43 km	67.08 km
Average	7.55 km	2.45 km

Transportation Costs	
Regular Home to School	$351,430
Specialized	$14,302
Total	$365,732

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

Summers' Corners PS Enrolment

STATUS QUO - GRADES JK-8 - Summers Corners' PS Regular Track Enrolment												
Year	**JK**	**SK**	**Gr1**	**Gr2**	**Gr3**	**Gr4**	**Gr5**	**Gr6**	**Gr7**	**Gr8**	**SE**	**FTE**
2011	28	34	39	37	34	39	42	39	71	72	0	435
2012	23	34	33	37	38	36	40	43	70	69	0	423
2013	20	32	30	32	37	36	41	41	66	71	0	406
2014	26	32	35	36	37	41	36	36	68	73	0	420
2015	28	28	39	33	35	37	41	33	57	64	0	395
2016	29	40	29	38	38	35	39	44	61	58	0	411
2017	28	34	42	29	39	39	36	39	59	62	0	407
2018	28	32	35	41	30	39	39	36	66	59	0	405
2019	28	32	33	34	42	30	40	39	58	67	0	403
2020	28	32	33	32	35	42	30	40	64	59	0	395
2021	27	32	33	32	33	35	43	30	60	65	0	390
2022	27	32	33	33	33	33	36	43	52	61	0	383
2023	27	32	33	33	34	33	34	35	57	53	0	371
2024	27	32	33	33	34	34	34	33	51	57	0	368
2025	27	32	33	33	34	34	34	33	51	52	0	363

*Information based on 2015 October 31

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

School Organization and Staffing

School Organization

Class Code	Enrolment By Grade (Student Count)										Spec. Ed.	Class Total
	JK	SK	1	2	3	4	5	6	7	8		
1	13	15										28
2	15	13										28
3			20									20
4			20									20
5				19								19
6				15	2							17
7					13	10						23
8					20							20
9						27						27
10							26					26
11							16	10				26
12								24				24
13									25			25
14									25			25
15									7	17		24
16										23		23
17										24		24
TOTAL	28	28	40	34	35	37	42	34	57	64		399

2015-16* Staffing Allocation (FTE)	Summers' Corners PS
Principal	1.00
Vice-Principals	0.50
Secretaries	1.00
Teachers at the School	22.29
Self-Contained Special Education Teachers	0.00
Teacher-Librarians	0.66
English as a Second Language (ESL) Teachers	2.00
Native as a Second Language (NSL) Teachers	0.00
Learning Support Teachers (LST)	1.40
Early Childhood Educators (ECE)	2.00
Educational Assistants (EA)	1.00
Custodial	3.25
Total	**35.10**

Programming and Course Offering for 2015-2016

Summers' Corners PS serves a population of 399 students from kindergarten to grade 8. There are 17 standard classes and 2 specialized classes.

Specialized Service offerings at Summers' Corners PS

There are 2 ESL LEARN classes offered at Summers' Corners PS

Availability of Extra-Curricular Activities

Inter-School Sports?	Intramural Sports?	School Clubs?
YES	YES	YES

SECTION C
FACILITY AND SITE PROFILE

Facilities Space Template

Instructional Space	#	Size ft²	Floor Area ft²	Load	OTG
Kindergarten Classroom	3	1,162	3,486	26	78
Standard Classroom	19	810	15,388	23	437
Art Room	1	1,235	1,235	23	23
Science Room	1	1,442	1,442	23	23
Music Vocal	-		-	23	-
Computer Lab	-		-	23	-
Technical / Vocational	-		-	23	-
Special Education Area	-		-	9	-
General Arts / Musical Instrumental	1	1,469	1,469		-
Resource Room - Loaded (400-699 sf)	2	511	1,022	12	24
Seminar Rooms - Unloaded (<400 sf)	3	137	411		-
Gymnasium Area and Stage	1	7,917	7,917		-
Change Rooms	2	519	1,037		-
Activity / General Purpose Room	-		-		-
Learning Commons (formerly Library)	1	2,159	2,159		-
Total GFA and OTG of Instructional Area			35,567		585

Operational Space	Per Pupil ft²	Floor Area ft²
Main Office & Reception		1,043
Staff Room and Teacher Work Rooms		844
Servery		105
Custodial Areas		482
Meeting Room		-
Academic Storage		732
Washrooms		2,290
Gymnasium Storage		579
Chair Storage (in Gymnasium)		-
Mechanical Spaces		1,782
Total Operational Area		7,858
Total Operational and Instructional		43,425
Gross Up Added	41.74%	18,123
Gross Floor Area		61,548
Total Square Feet		**61,548**

Calculated Area per Pupil by OTG	Calculated Area per Pupil by Enrolment
105.21	155.82

SECTION C
FACILITY AND SITE PROFILE

Facility Profile

Barrier Free Accessibility Checklist	
Item	**Y/N**
Minimum number of pedestrian entrances required to be barrier free	N
Designated parking space	Y
Accessibility signs	Y
Path of travel to the main entrance door.	N
Designated entrances	Y
Designated Wheelchair Spaces and Adaptable seating	N/A
Assistive listening devices	N
Path of travel to all floors/elevations. Including stages.	Y
Surface finish of ramps and stairs	Y
Passenger Elevating Devices	N
Fire alarm system with strobe and audible signals	N
Drinking Fountains	Y
Universal washroom	Y

Playing fields		Other site amenities
No.	Types	
10	Soccer (2),football (1), Basketball nets (4), Volleyball (1), Baseball backstops (2)	Playground equipment (4) and sand boxes (3)

47,959 sq. ft.
Hard Surface Play Area

276,636 sq. ft.
Green Space Play Area

Number of Existing Parking Spaces		
Standard	BF	Total
87	0	87

TVDSB Parking Standard: Staff +10			
Staff FTE	Required	Plus/ Minus	% of Standard
35.10	45.10	41.90	192.90%

Designated School Bus Bays / Loading Zones				Designed Student Drop off/Pick up Area
No. of Buses	Yes/No	Assessment	Note	Yes/No
18**	Yes	Good.	** Buses shared with Assumption Catholic School (LDCSB), Davenport and McGregor PSs and East Elgin Secondary.	No

SECTION C
FACILITY AND SITE PROFILE

Financial Profile

Financial Analysis of School*			
	Cost ($)	Cost per Student ($)	Board Average per Student ($)
Cost of Administration	237,912.00	602.31	612.00
Cost of Facility Services	358,387.00	907.31	774.84
Cost of Information Technology	11,246.00	28.47	29.22
Total	607,545.00	1,538.09	1,416.06

* Board Average for Administration and Information Technology is based on the Elementary Panel
* Board Average for Facility Services is based on all schools operated by the Board

School Utility Costs**				
Cost($)	Cost per Sq. Ft.($)	Board Average per Sq. Ft.	Cost per Student ($)	Board Average per Student ($)
121,211.91	1.97	1.55	306.87	214.40

** Included in above Facility Services costs

Facility Condition Index

28%
Provincial Average

37%
Board Average

50%
PAR Average

26%
Summers' Corners PS

10 Year Repair History		
Project Description	**Total**	
Metal Siding over 2nd Level Brick	$	12,828
Designated Substance Report	$	173
Replace domestic HW boilers	$	14,127
Replace Shingled Roof Section /Roof Moisture Survey of School Roof	$	26,346
Provide auto-door operator	$	6,661
Roof Scan	$	4,495
Phase 1 AODA Compliance Review	$	378
Improve Sanitary Wetwell Interior Coating	$	46,399
Exterior Lighting upgrades	$	1,188
Summers' Corners PS Total	$	112,594

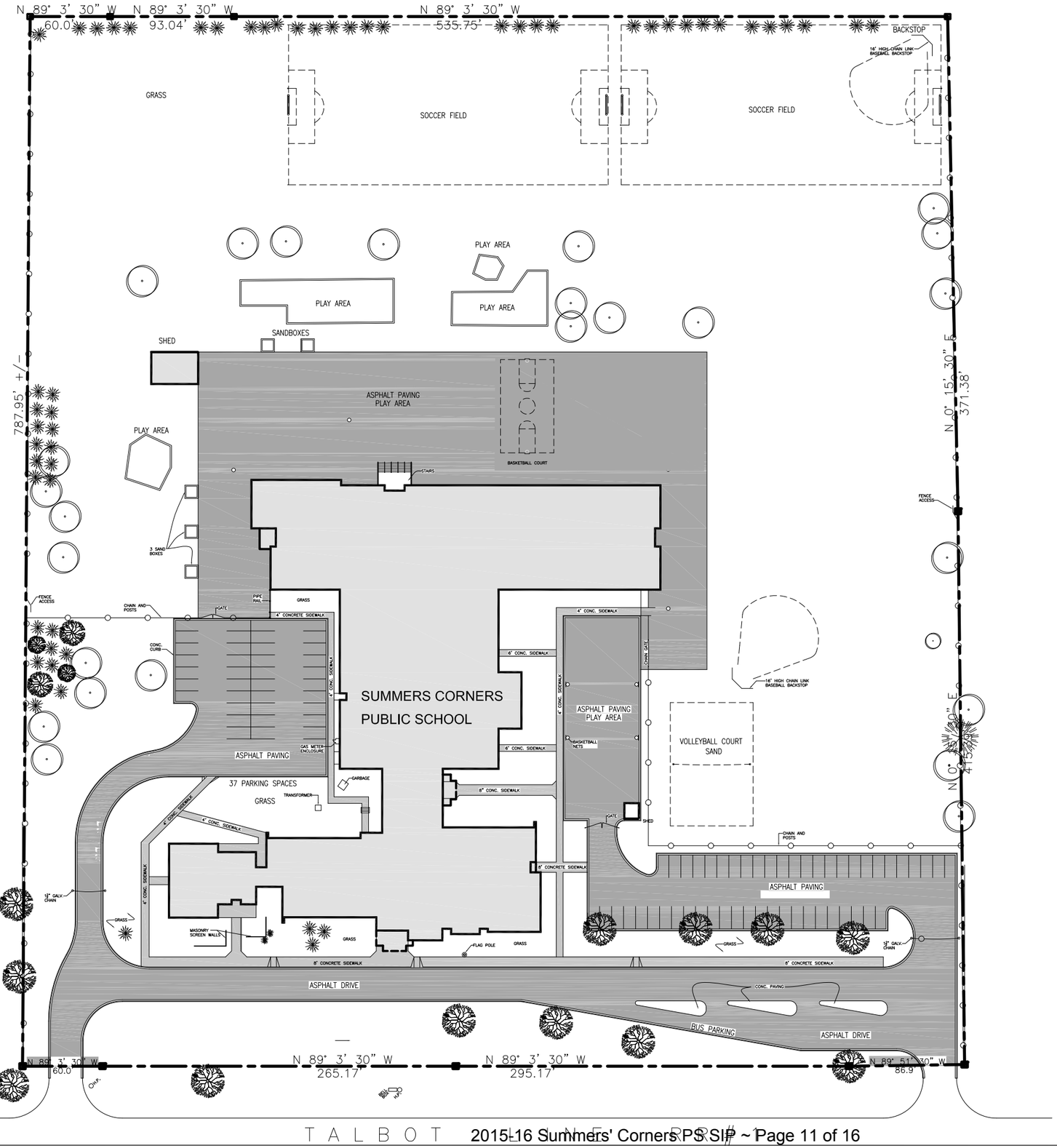
Replacement Value of the School
$11,830,445

SECTION C
FACILITY AND SITE PROFILE

TVDSB Five Year Renewal Needs

Five Year Renewal Needs			
Cost	**Priority**	**Action Year**	**Renewal Requirement**
$ 15,600	Urgent	2014	Roof Coverings - Roof Section C Renewal
$ 10,400	High	2015	Repair [Standard Foundations - Parging Repairs]
$ 520,000	High	2015	Major Repair [Exterior Walls - South and East Elevation]
$ 26,000	High	2015	Exterior Windows - 1965 Lobby CR05 Renewal
$ 5,200	High	2015	Study [Exterior Windows - 1965 Lobby CR05]
$ 520,000	High	2015	Roof Coverings - Roof Section A, B, D, F, G, H, I, J, K, L, M, N Renewal
$ 80,704	High	2015	Partitions - Moveable Partition Renewal
$ 43,680	High	2015	Fittings - Washroom Partitions Renewal
$ 208,000	High	2015	Wall Finishes - Painted Wall Coverings Renewal
$ 31,200	High	2015	Floor Finishes - Carpet Flooring Renewal
$ 28,080	High	2015	Domestic Water Distribution - Water Storage Tanks Renewal
$ 67,600	High	2015	Hot Water Boilers - Boiler 1 Renewal
$ 67,600	High	2015	Hot Water Boilers - Boiler 2 Renewal
$ 10,400	High	2015	Auxiliary Equipment - Chemical Feed System Renewal
$ 20,800	High	2015	Auxiliary Equipment - HVAC Pumps Renewal
$ 208,000	High	2015	Chilled Water Systems - Cooling Tower Renewal
$ 74,880	High	2015	Main Switchboards - Main Switchgear and Disconnect Renewal
$ 10,400	High	2015	Lighting Equipment - Exterior - Wall Mounted Renewal
$ 13,520	High	2015	Lighting Equipment - Emergency Lighting Renewal
$ 62,400	High	2015	Fire Alarm Systems Renewal
$ 52,000	High	2015	Site Development - Playing Fields Renewal
$ 260,000	High	2015	Septic Tanks - Septic Tanks Renewal
$ 2,336,464			

O:\B10-DRAWING DATABASE\Summers Corners~1685\1685-A1-1-14.dwg, par reports, 11/10/2016 3:41:54 PM



Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

DO NOT SCALE FROM DRAWING

PROJECT TITLE:

SUMMERS' CORNERS P.S.
50576 TALBOT LINE, R.R.#1
ALYMER, ON

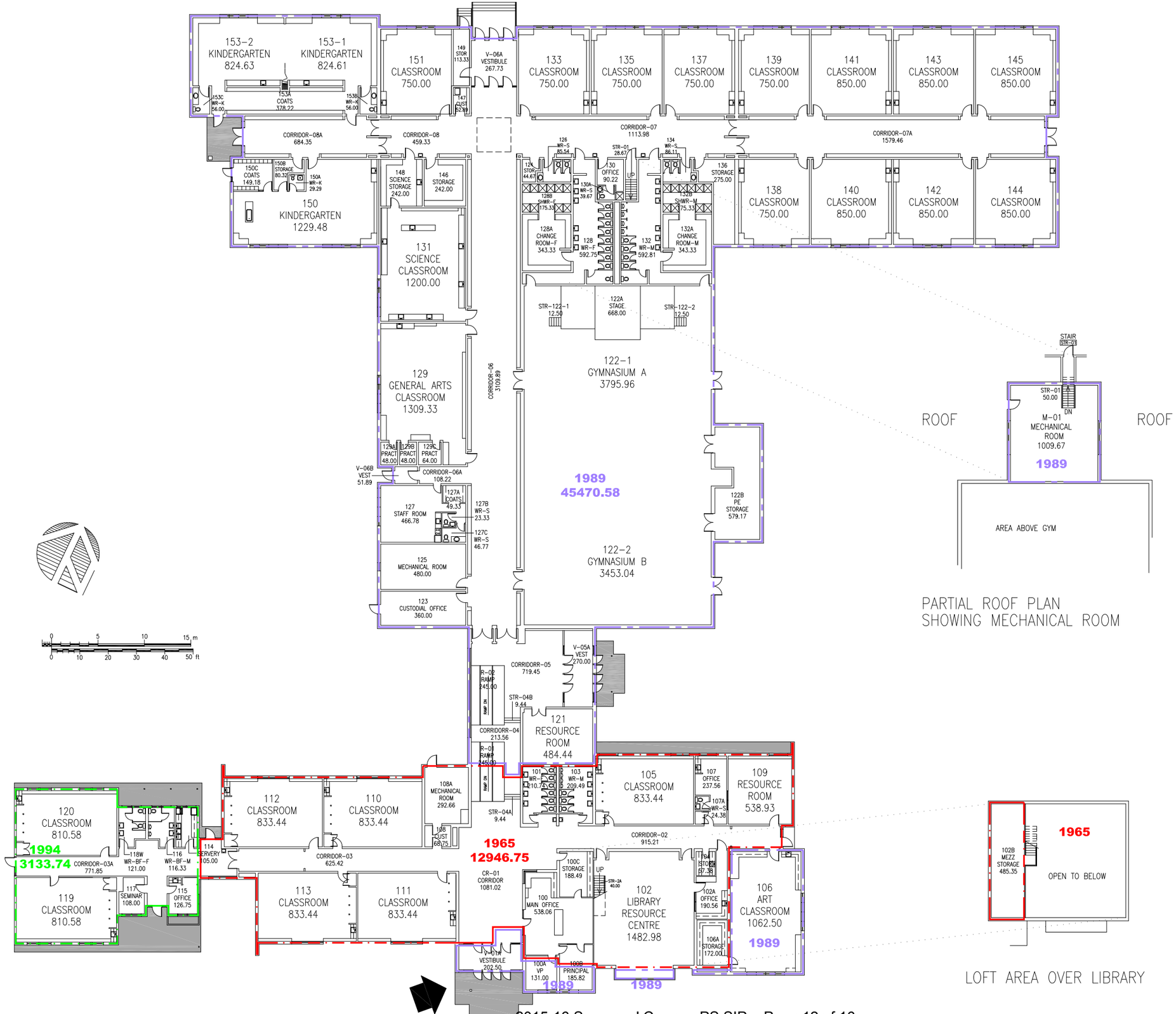
1685

DRAWING TITLE:

SITE

DATE:	SCALE:	SHEET NO.
02/04/04	N.T.S.	A1.1
DRAWN: DMK	CHECKED BY:	
FILE NAME: 1685—A1—1—14		

APPENDIX B-11



Thames Valley
District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

1965
1989
1994

DATE	FLOOR	DESCRIPTION	BY:	No
				10
				9
				8
				7
				6
07/15/14	FL1	EBASE UPDATES	CC	5
09/25/13	FL1	FDK RENO RM 150	CC	4
27/02/12	FL1	FDK RENO (2) CR TO 1 FDK	dk	3
16/03/06	ALL	TITLE BLOCKS / AREA AGE PLANS	AT	2
09/06/03	MAIN			1

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

PROJECT TITLE:

SUMMERS' CORNERS P.S.
50576 TALBOT LINE, R.R.#1
ALYMER, ON

1685

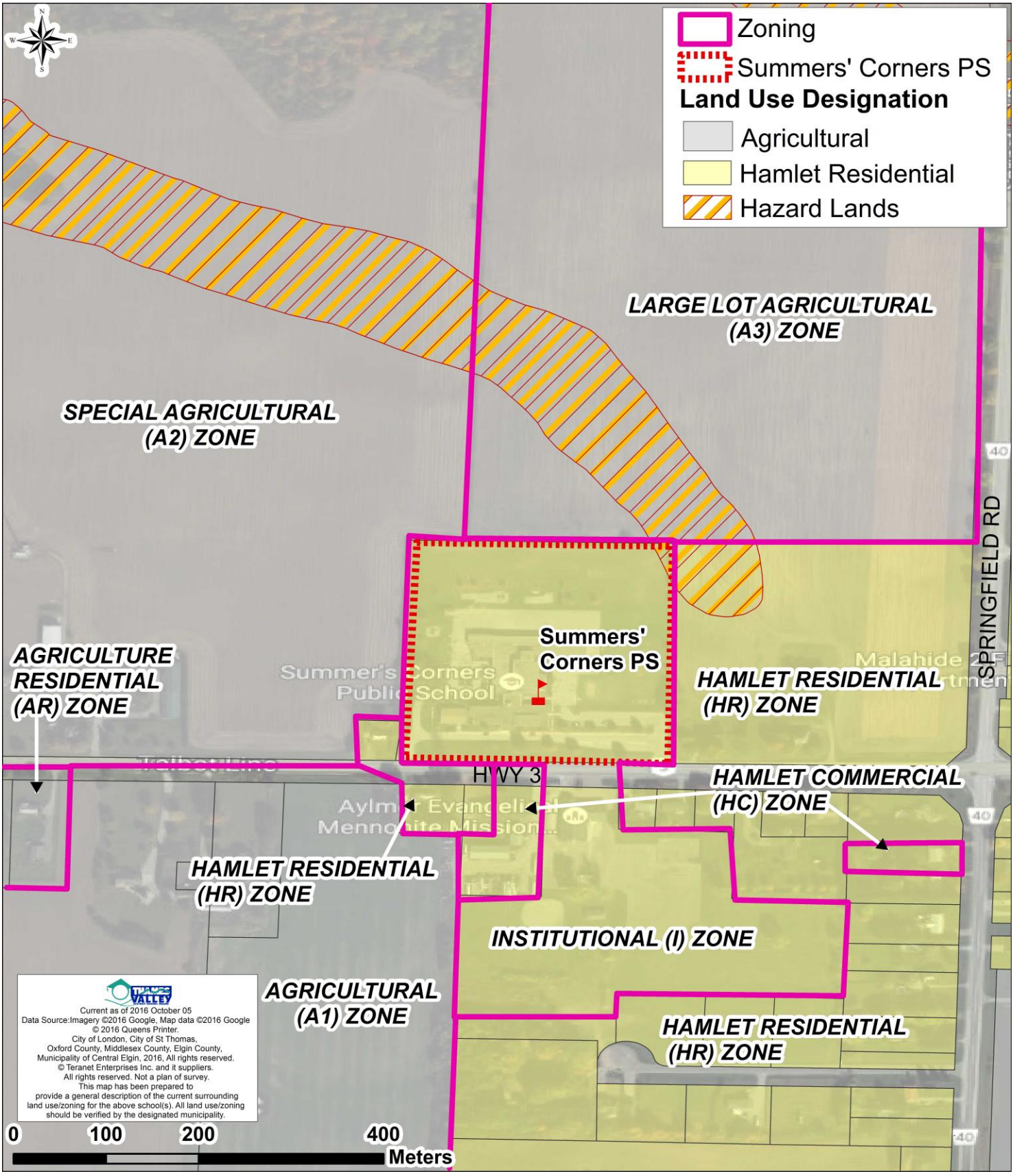
DRAWING TITLE:

MAIN FLOOR

DATE:	SCALE:	SHEET NO.
03/04/02	N.T.S.	A2.1
DRAWN: CLC	CHECKED BY:	
FILE NAME: 1685—A2—1—14		

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Land Use and Zoning



SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Demographic Data for Summers' Corners PS

2001 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
333	887	479	2993	622	1329	4693	3.5	0.67	0.36

2006 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
276	917	429	2996	566	1322	4619	3.5	0.69	0.32

2011 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
341	994	471	3174	564	1405	4980	3.5	0.71	0.34

Source: Statistics Canada 2001, 2006, 2011 Census

Demographics within the Summers' Corners Attendance Area

Summers' Corners PS is a JK - 8 school that also accommodates grade 6 to 8 students from the Springfield PS attendance area. The school is located in the Hamlet of Summers Corners in the Township of Malahide. The school accommodates students from parts of Aylmer, and the Hamlets of Summers Corners, Luton, Mount Salem, Calton and Copenhagen, as well as rural residents in the township of Malahide.

Within the attendance area of Summers' Corners PS from 2001 to 2006 the total population has decreased by 2% and then increased from 2006 to 2011 by 6%. The population of elementary school aged children (4 to 13 year olds) increased 3% from 2001 to 2006 and 8% from 2006 to 2011.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Residential Development

Growth and Development

The rural communities within the attendance area of Summers' Corners PS are not serviced by the township. There is currently one subdivision under construction that consists of 48 single family units within the Hamlet of Copenhagen. The remaining build out will not have significant impact on the enrolment at Summers' Corners PS.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Community Use Profile

Were Before and After school programs or services (e.g., child care) avaiable at this school	Name of Child Care Provider	Revenue from the Before and After school programs	Were before and after school programs cost fully recoverable
YES	YMCA St. Thomas-Elgin	$500.00	Yes

Was the School building used by community groups through Community Use of Schools?	School Building Use:		
	Number of permits	Booked hours per year	Total revenue
YES	33	959	$ 6,040.35

Were Community Use of School costs fully recoverable?

YES

Were School Grounds used by community groups through Community Use of Schools?	School Grounds Use:		
	Number of permits	Booked hours per year	Total revenue
NO	0	0	$ -

Collaboration Suitability					
Suitable Vacant Space	Parking	Barrier-Free Accessibility	Municipal Services	Site Size	Dedicated Access to Space
Y	Y	N	N	Y	Y
Air Conditioning	Compartmenta-lization	Dedicated Washroom Space	Existing Community Use	Existing Collaboration	
N	Y	Y	Ontario Early Years Centre	N/A	

SCHOOL INFORMATION PROFILE

WESTMINSTER CENTRAL PUBLIC SCHOOL

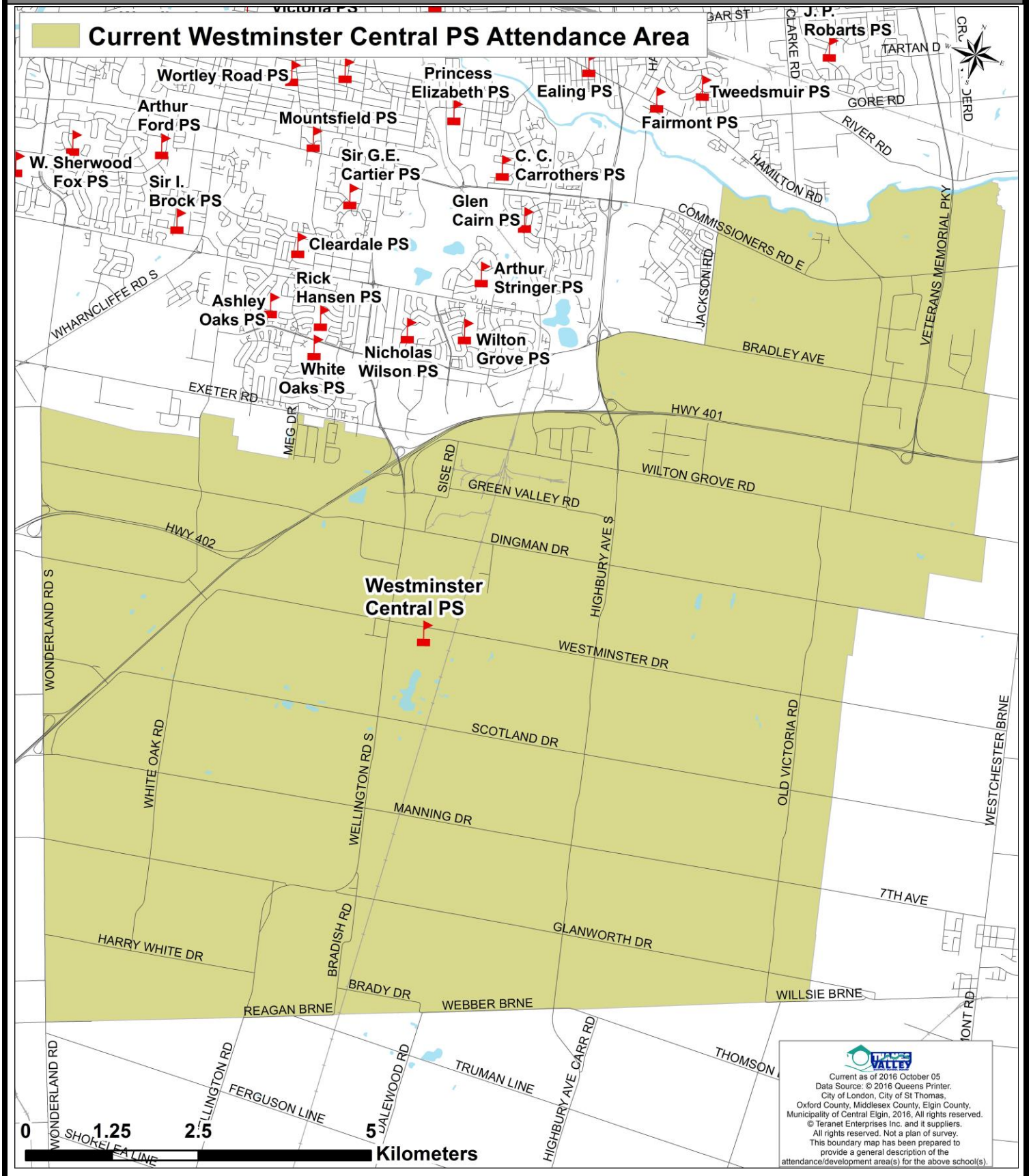
2015-16



ADDRESS:
2835 WESTMINSTER DRIVE, LONDON, N6N 1L7

SECTION A
SCHOOL OVERVIEW

Current Attendance Area



SECTION A
SCHOOL OVERVIEW

General Profile

Criteria	Westminster Central PS	Board Average
Size of the school site (acres)	12.4	7.26
Year original school was built	1965	1977
Building area (square feet)	28,115.33	44,701.66
Portable classrooms (2015-16)	0	2.86

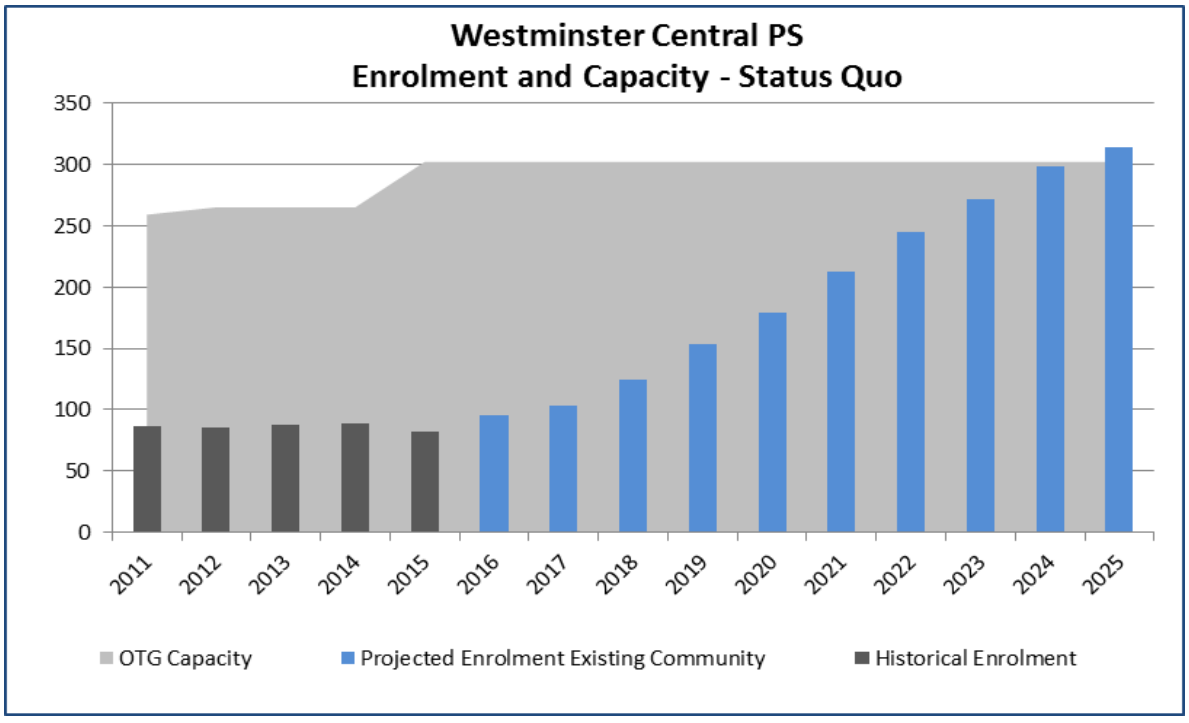
Year addition(s) built
1968

Grade Configuration
JK-8

Distance (km) to 5 closest TVDSB Elementary Schools

5.28	Nicholas Wilson
5.60	Rick Hansen
5.84	Wilton Grove
5.95	White Oaks
6.87	Ashley Oaks

Criteria	Westminster Central PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	302	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	82.00	385.00
Utilization factor	27.15%	87.17%
Excess or Shortage (-) of Pupil Places	222.00	58.59
Number of Holding Zone students (if any)	0	
Number of out of area students	1	



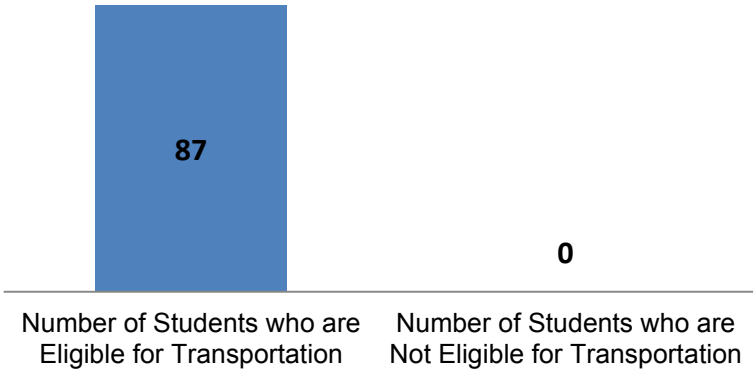
SECTION A
SCHOOL OVERVIEW

General Profile

Transportation - Length of bus ride	Westminster Central PS	Board
Shortest	2.00 min	1.00 min
Longest	63.00 min	71.00 min
Average	20.00 min	16.00 min

Number of Students Transported to School
100%

Number of Buses Required
4



Distance - Proximity of Students to existing school	Westminster Central PS	Board
Shortest	0.29 km	0.01 km
Longest	13.54 km	67.08 km
Average	6.03 km	2.45 km

Transportation Costs	
Regular Home to School	$91,944
Specialized	$18,389
Total	$110,333

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

Westminster Central PS Enrolment

STATUS QUO - GRADES JK-8 - Westminster Central PS Regular Track Enrolment

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	11	6	10	7	14	6	9	7	8	9	0	87
2012	7	11	7	10	6	14	8	8	5	9	0	85
2013	7	8	10	10	12	6	14	9	8	4	0	88
2014	5	8	10	11	9	11	6	12	8	9	0	89
2015	8	3	8	9	9	8	11	7	12	7	0	82
2016	12	7	4	8	8	10	11	12	9	15	0	96
2017	13	13	8	5	9	9	11	12	13	10	0	103
2018	15	15	15	10	7	10	11	13	14	15	0	125
2019	18	18	18	18	12	9	13	14	16	17	0	153
2020	21	21	20	20	20	15	12	16	16	18	0	179
2021	26	25	23	23	22	23	18	15	19	19	0	213
2022	28	29	26	26	25	25	25	21	18	22	0	245
2023	31	31	29	28	27	27	27	28	23	20	0	271
2024	33	33	30	30	29	29	29	30	30	25	0	298
2025	34	34	31	31	31	30	30	31	31	31	0	314

*Information based on 2015 October 31

SECTION B
STUDENT AND INSTRUCTIONAL PROFILE

School Organization and Staffing

School Organization

Class Number	Enrolment By Grade (Student Count)										Spec. Ed.	Class Total
	JK	SK	1	2	3	4	5	6	7	8		
1	8	3										11
2			8	9								17
3					9	8						17
4							11	7				18
5									12	7		19
TOTAL	**8**	**3**	**8**	**9**	**9**	**8**	**11**	**7**	**12**	**7**		**82**

2015-16* Staffing Allocation (FTE)	Westminster Central PS
Principal	1.00
Vice-Principals	0.00
Secretaries	1.00
Teachers at the School	6.59
Self-Contained Special Education Teachers	0.00
Teacher-Librarians	0.14
English as a Second Language (ESL) Teachers	0.00
Native as a Second Language (NSL) Teachers	0.00
Learning Support Teachers (LST)	0.50
Early Childhood Educators (ECE)	1.00
Educational Assistants (EA)	1.50
Custodial	1.50
Total	**13.23**

Programming and Course Offering for 2015-2016

Westminster Central PS serves a population of 82 students from kindergarten to grade 8. There are 5 standard classes.

Specialized Service offerings at Westminster Central PS

There are no specialized service offerings at Westminster PS.

Availability of Extra-Curricular Activities

Inter-School Sports?	Intramural Sports?	School Clubs?
YES	YES	YES

SECTION C
FACILITY AND SITE PROFILE

Facilities Space Template

Instructional Space	#	Size ft²	Floor Area ft²	Load	OTG
Kindergarten Classroom	1	1,501	1,501	26	26
Standard Classroom	12	783	9,399	23	276
Art Room			-	23	-
Science Room			-	23	-
Music Vocal			-	23	-
Computer Lab	*in*	*Library*	-	23	-
Technical / Vocational			-	23	-
Special Education Area			-	9	-
General Arts / Musical Instrumental	1	1,039	1,039		-
Resource Room - Loaded (400-699 sf)	-		-	12	-
Seminar Rooms - Unloaded (<400 sf)			-		-
Gymnasium Area and Stage	1	2,531	2,531		-
Change Rooms	-		-		-
Activity / General Purpose Room	-		-		-
Learning Commons (formerly Library)	1	1,609	1,609		-
Total GFA and OTG of Instructional Area			16,079		302

Operational Space	Per Pupil ft²	Floor Area ft²
Main Office & Reception		331
Staff Room and Teacher Work Rooms		673
Servery		96
Custodial Areas		435
Meeting Room		-
Academic Storage		112
Washrooms		1,416
Gymnasium Storage		201
Chair Storage (in Gymnasium)		-
Mechanical Spaces		471
Total Operational Area		3,734
Total Operational and Instructional		19,813
Gross Up Added	41.90%	8,302
Gross Floor Area		28,115
Total Square Feet		**28,115**

Calculated Area per Pupil by OTG
93.10

Calculated Area per Pupil by Enrolment
342.87

SECTION C
FACILITY AND SITE PROFILE

Facility Profile

Barrier Free Accessibility Checklist	
Item	**Y/N**
Minimum number of pedestrian entrances required to be barrier free	N
Designated parking space	N
Accessibility signs	N
Path of travel to the main entrance door.	Y
Designated entrances	N
Designated Wheelchair Spaces and Adaptable seating	N/A
Assistive listening devices	Y
Path of travel to all floors/elevations. Including stages.	N
Surface finish of ramps and stairs	N
Passenger Elevating Devices	N
Fire alarm system with strobe and audible signals	Y
Drinking Fountains	N
Universal washroom	Y

Playing fields		Other site amenities
No.	Types	
6	Soccer (2), Baseball baskstops (2), Basketball court (1) and Basketball net (1)	Playground equipment (1) and sand box (1)

28,560 sq. ft.
Hard Surface Play Area

356,790 sq. ft.
Green Space Play Area

Number of Existing Parking Spaces			TVDSB Parking Standard: Staff +10			
Standard	BF	Total	Staff FTE	Required	Plus/ Minus	% of Standard
32	1	33	13.23	23.23	10.77	142.06%

Designated School Bus Bays / Loading Zones				Designed Student Drop off/Pick up Area
No. of Buses	Yes/No	Assessment	Note	Yes/No
4	Yes	Good.		No

SECTION C
FACILITY AND SITE PROFILE

Financial Profile

Financial Analysis of School*			
	Cost ($)	Cost per Student ($)	Board Average per Student ($)
Cost of Administration	179,970.00	2,194.76	612.00
Cost of Facility Services	142,104.00	1,732.98	774.84
Cost of Information Technology	11,246.00	137.15	29.22
Total	333,320.00	4,064.89	1,416.06

* Board Average for Administration and Information Technology is based on the Elementary Panel
* Board Average for Facility Services is based on all schools operated by the Board

School Utility Costs**				
Cost($)	Cost per Sq. Ft.($)	Board Average per Sq. Ft.	Cost per Student ($)	Board Average per Student ($)
21,706.80	0.77	1.55	264.72	214.40

** Included in above Facility Services costs

Facility Condition Index
28% Provincial Average
37% Board Average
50% PAR Average
102% Westminster Central PS

10 Year Repair History		
Project Description	**Total**	
Asbestos Report - O.Reg. 278/05	$	688
Asbestos Abatement	$	459
Asbestos Abatement	$	968
Replace Well Pump	$	27,800
Replace Roof A	$	40,380
Designated Substance Report	$	173
Replace exterior door.	$	457
Replace Exterior Door.	$	9,262
Chimney Removal	$	10,269
Westminster Central PS Total	$	90,455

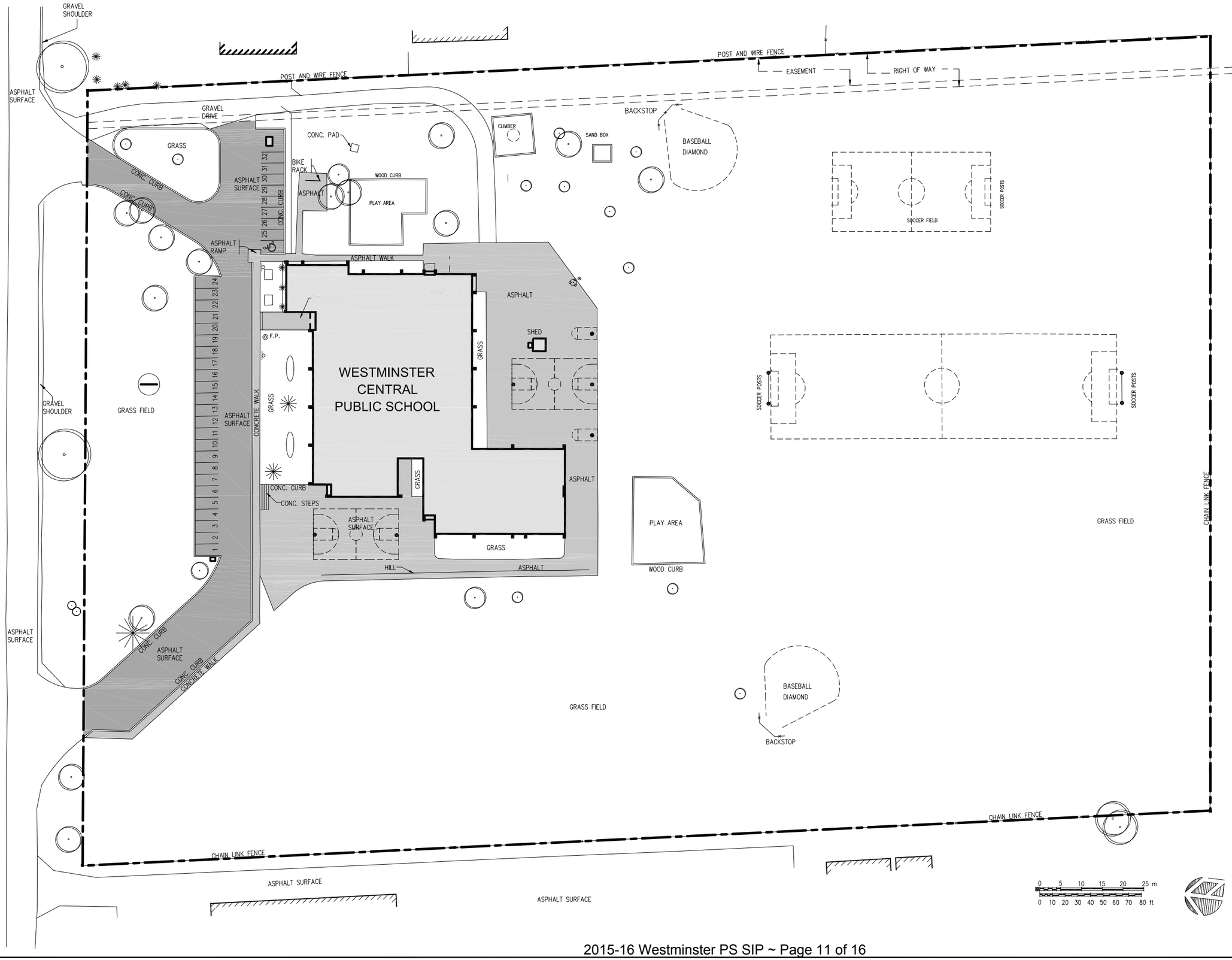
Replacement Value of the School
$6,742,864

SECTION C
FACILITY AND SITE PROFILE

TVDSB Five Year Renewal Needs

Five Year Renewal Needs			
Cost	**Priority**	**Action Year**	**Renewal Requirement**
$ 118,800	Urgent	2015	Hot Water Boilers Renewal
$ 2,345,240	Urgent	2015	Heating water distribution systems - Piping Systems Renewal
$ 10,000	Urgent	2015	Study - Replacement - D304003 Heating water distribution systems - Piping Systems - Beyond Rated Useful Life
$ 216,000	Urgent	2015	Main Switchboards - Main Disconnect (600V to 220/120V) Renewal
$ 10,000	Urgent	2015	Study - Replacement - G30 - Site Civil/Mechanical Utilities - Beyond Rated Useful Life
$ 281,160	Urgent	2015	Replacement - G30 - Site Civil/Mechanical Utilities - Beyond Rated Useful Life
$ 10,000	Urgent	2015	Study - Replacement - G301001 Well Systems - Drilled Wells - Beyond Rated Useful Life
$ 80,000	Urgent	2015	Well Systems - Drilled Wells Renewal
$ 10,000	Urgent	2015	Study - Replacement - G302005 Septic Tanks - Beyond Rated Useful Life
$ 240,000	Urgent	2015	Septic Tanks - Site Renewal
$ 68,000	High	2015	Major Repair
$ 156,000	High	2015	Exterior Windows - Original Construction to Addition 1 Renewal
$ 12,100	High	2015	Exterior Doors Hardware - Original Construction to Addition 1 Renewal
$ 30,000	High	2015	Exterior Doors - Original Building - Original Construction to Addition 1 Renewal
$ 39,600	High	2015	Interior Doors Hardware - Original Construction to Addition 1 Renewal
$ 132,000	High	2015	Interior Doors - Original Construction to Addition 1 Renewal
$ 126,400	High	2015	Wall Finishes - Original Construction to Addition 1 Renewal
$ 83,500	High	2015	Ceiling Finishes - Original Construction to Addition 1 Renewal
$ 150,000	High	2015	Plumbing Fixtures - Washroom Fixtures Renewal
$ 16,000	High	2015	Domestic Water Distribution - Domestic Water Heaters Renewal
$ 10,000	High	2015	Study - Replacement - D2020 Domestic Water Distribution - Piping System - Beyond Rated Useful Life
$ 154,640	High	2015	Domestic Water Distribution - Piping System Renewal
$ 10,000	High	2015	Auxiliary Equipment - Stack & Breaching Renewal
$ 10,000	High	2015	Study - Replacement - D304001 Air Distribution, Heating & Cooling - Insufficient Ventilation
$ 55,300	High	2015	Air Distribution, Heating & Cooling - Insufficient Ventilation - Gym Renewal
$ 54,000	High	2015	Exhaust Systems Renewal
$ 240,000	High	2015	Controls & Instrumentation Renewal
$ 10,000	High	2015	Lighting Equipment - Stage lighting Renewal
$ 32,500	High	2015	Lighting Equipment - Emergency Lighting - Battery Back-ups Renewal
$ 407,690	High	2015	Branch Wiring - Cabling, Raceways & Bus Ducts Renewal
$ 10,000	High	2015	Study - Replacement - D502001 Branch Wiring - Cabling, Raceways & Bus Ducts - Beyond Rated Useful Life
$ 48,000	High	2017	Fencing & Gates Renewal
$ 5,176,930			

O:\B10-DRAWING DATABASE\Westminster Central PS-1775\1775-A1-1-13.dwg, PAR REPORTS, 11/10/2016 2:52:38 PM



Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.

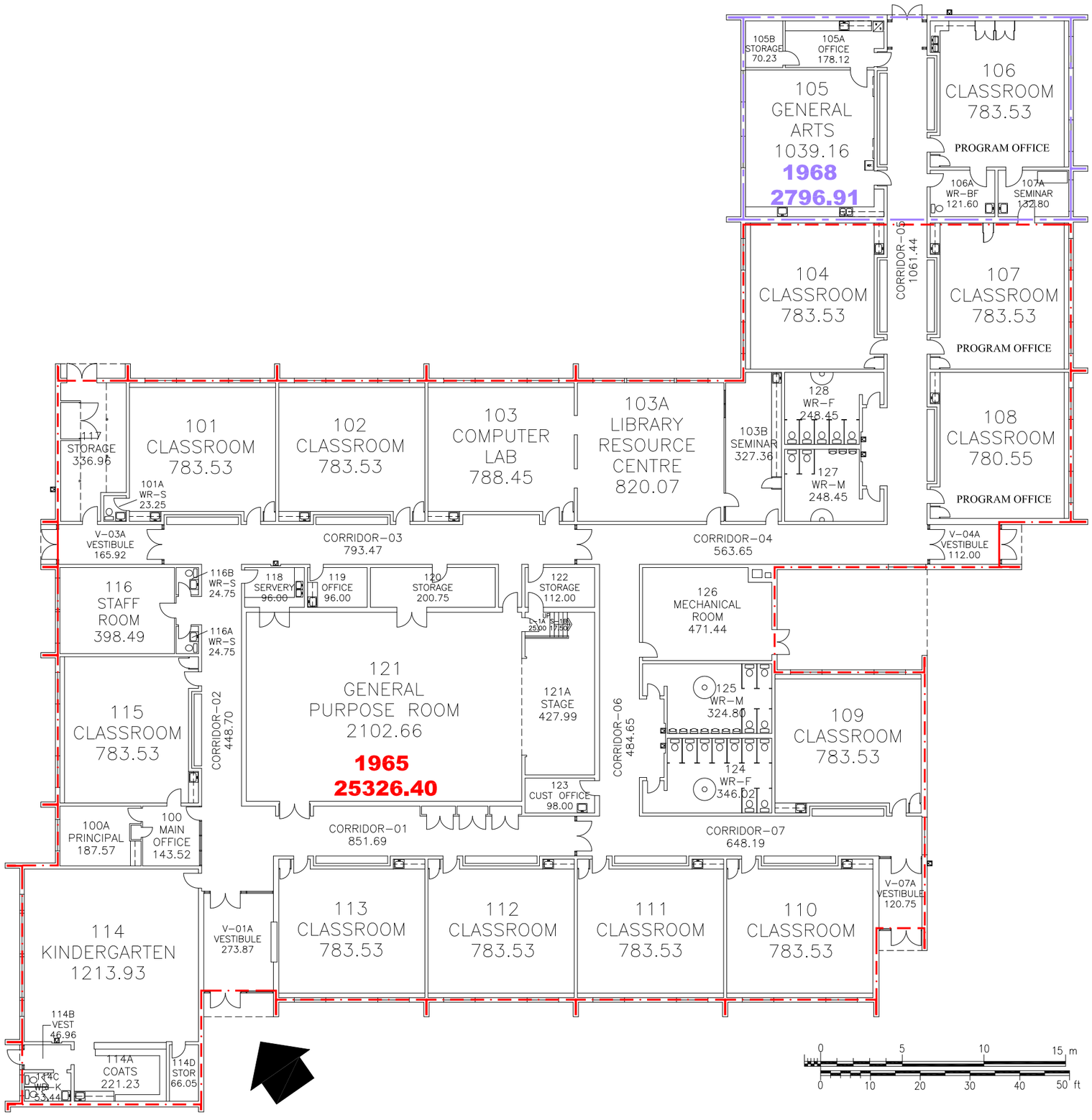
DO NOT SCALE FROM DRAWING

PROJECT TITLE:
WESTMINSTER CENTRAL P.S.
2835 WESTMINSTER DR.
LONDON, ON
1775

DRAWING TITLE:
SITE

DATE:	SCALE:	SHEET NO.
12/04/95	N.T.S.	A1.1
DRAWN: RJC	CHECKED BY:	
FILE NAME: 1775-A1-1-13		

APPENDIX B-12



Thames Valley District School Board

NOTES:

ALL DIMENSIONS MUST VERIFIED ON SITE AND ANY DISCREPANCIES REPORTED TO TVDSB BEFORE PROCEEDING WITH WORK.

ALL DRAWINGS AND SPECIFICATIONS ARE INSTRUMENTS OF SERVICE AND THE PROPERTY OF TVDSB AND MUST BE RETURNED AT THE COMPLETION OF THE WORK.
DO NOT SCALE FROM DRAWING

AREA AGE LEGEND

1965
1968

DATE	FLOOR	DESCRIPTION	BY:	No
				10
				9
				8
				7
				6
01/09/015	FL1	ROOM USE UPDATES	CC	5
6/26/14	FL1	EBASE UPDATES	CC	4
17/06/11	SITE	UPDATE SITE NOTES	CA	3
16/11/10	ALL	ADD QUIET RM/ OFFICE 105A/ DOOR TO BF WR/THERAPY RM	DK	2
26/05/06	ALL	TITLE BLOCKS/ AREA AGE PLAN	BF	1

REVISIONS TO DRAWING — ALL PREVIOUS ISSUES OF THIS DRAWING ARE SUPERSEDED

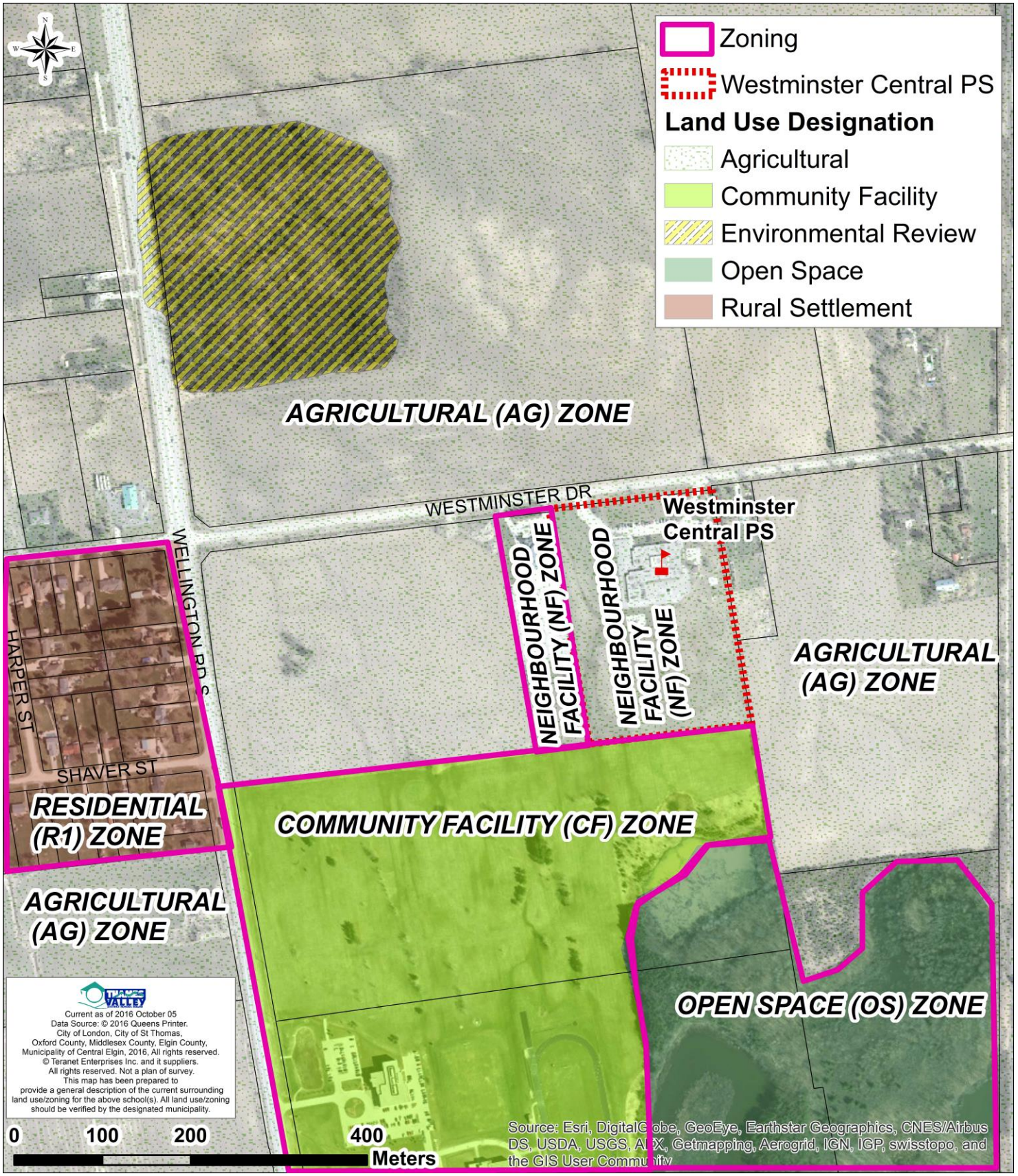
PROJECT TITLE:
WESTMINSTER CENTRAL P.S.
2835 WESTMINSTER DR.
LONDON, ON
1775

DRAWING TITLE:
MAIN FLOOR

DATE: 12/03/01
SCALE: N.T.S.
DRAWN: AS
CHECKED BY:
FILE NAME: 1775-A2-1-13
SHEET NO. A2.1

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Land Use and Zoning



SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Demographic Data for Westminster Central PS

2001 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
27	125	63	706	127	327	921	2.8	0.38	0.19

2006 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
54	144	93	1004	158	484	1295	2.7	0.30	0.19

2011 Census -AGE COHORTS AND DWELLINGS							Person Per Unit		
Yrs 0 - 3	*Yrs 4 - 13*	*Yrs 14 - 18*	*OVER 18*	*Females 25-44*	*Occupied Dwellings*	Total Population	Total	Elem	Sec
44	128	97	1067	135	515	1336	2.6	0.25	0.19

Source: Statistics Canada 2001, 2006, 2011 Census

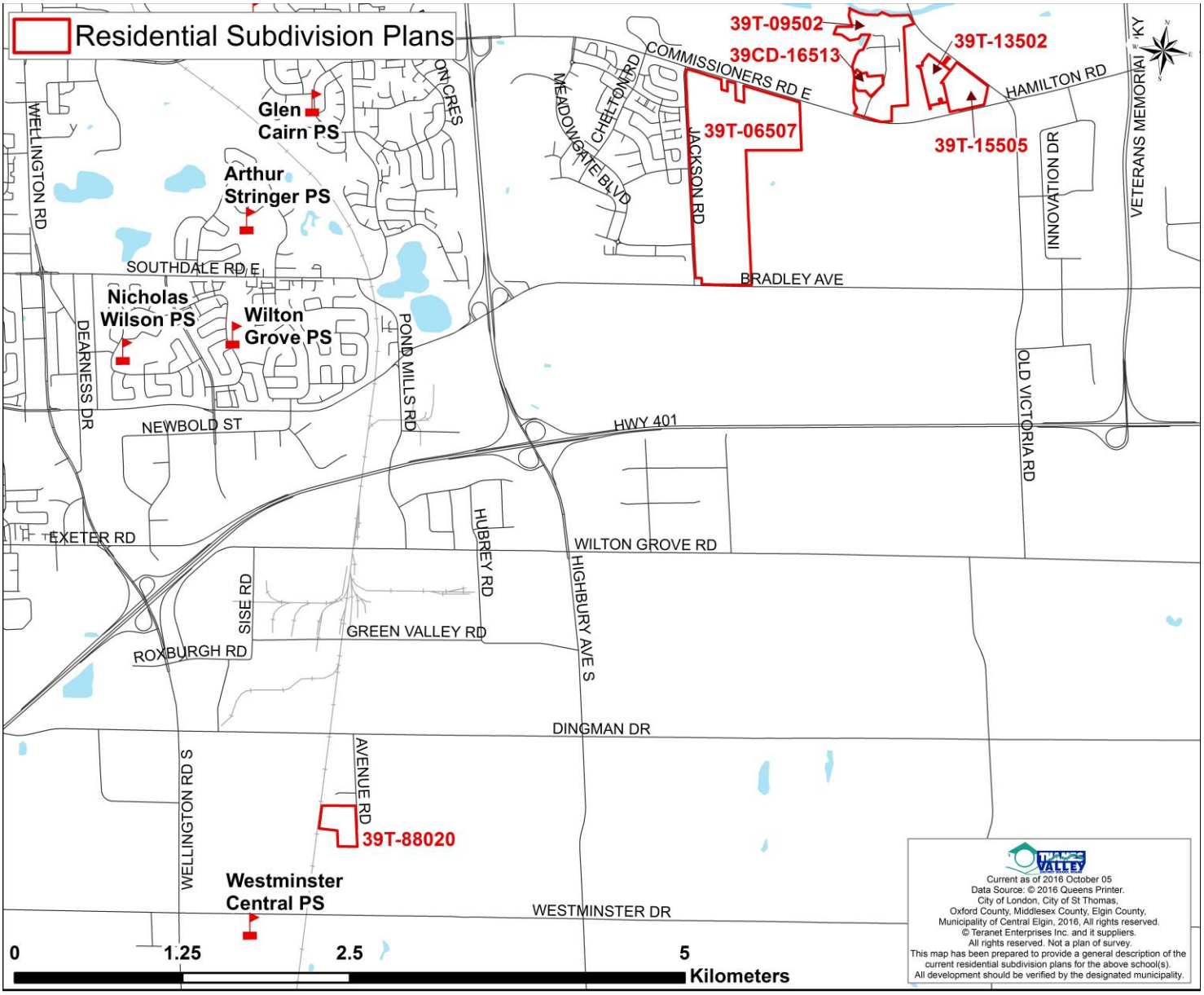
Demographics for the Westminster Central PS Attendance Area

Westminster Central PS is a JK - 8 school located in the southern rural area of the City of London. The school currently accommodates students from new developments adjacent to Commissioners Road, as well as rural areas within the City of London.

Within the attendance area of Westminster PS from 2001 to 2006 the total population increased significantly by 41%. From 2006 to 2011 the population slightly increased again by 3%. The population of elementary school aged children (4 to 13 year olds) increased 15% from 2001 to 2006 and decreased 11% from 2006 to 2011

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Residential Development



Growth and Development

The current population within the attendance area of Westminster Central PS is expected to grow due to the planned subdivisions north of Highway 401.
Within the current attendance area of Westminster Central PS, 1355 single family, medium density and high density residential units are currently circulated or under construction as indicated on the above map. Within the next 10 years approximately 225 students are projected to be generated from these developments.

In the spring of 2015, the Southeast London Attendance Area Review was conducted to create an attendance area for the new Southeast London PS. On April 14th, 2015 part of the Westminster attendance area north of Highway 401 was approved by the Board to be included in the New Southeast PS attendance area. Ministry Capital funding has not yet been received for the new school.

SECTION D
MUNICIPALITY AND COMMUNITY USE PROFILE

Community Use Profile

Were Before and After school programs or services (e.g., child care) avaiable at this school	Name of Child Care Provider	Revenue from the Before and After school programs	Were before and after school programs cost fully recoverable
NO	YMCA of Western Ontario	NIL	

Was the School building used by community groups through Community Use of Schools?	School Building Use:		
	Number of permits	Booked hours per year	Total revenue
NO	N/A	N/A	N/A

Were School Grounds used by community groups through Community Use of Schools?	School Grounds Use:		
	Number of permits	Booked hours per year	Total revenue
YES	9	178	$ 552.00

Were Community Use of School costs fully recoverable?

YES

Collaboration Suitability					
Suitable Vacant Space	Parking	Barrier-Free Accessibility	Municipal Services	Site Size	Dedicated Access to Space
Y	Y	N	N	Y	Y
Air Conditioning	Compartmenta-lization	Dedicated Washroom Space	Existing Community Use	Existing Collaboration	
N	Y	N	N/A	N/A	

You Are Invited to Attend Our

Annual Community Planning and Facility Collaboration Meeting

Meeting: *County of Elgin Municipalities*

Date: *2016 June 16*

Time: *9:00am – 10:30am*

Location: *Thames Valley District School Board*
Education Centre Board Room
1250 Dundas Street, London ON

The objective of the meeting is to provide an opportunity for TVDSB to share information on its long-term accommodation planning; and receive from listed Community Organizations information which may assist with the management of excess space, projected future needs, and otherwise help identify opportunities for facility collaborations.

Information sharing will allow the TVDSB and Community Organizations (which includes Municipalities) to work together to the benefit of the board, students and the community, and to optimize the use of public assets.

Please RSVP to *planning@tvdsb.on.ca* by
Tuesday, May 31, 2016

Please ensure that your RSVP includes the full name and position of the Community Organization representative(s) who will attend the meeting. Community Organizations are entitled to have two representatives attend the meeting.

If you wish to share relevant information and/or make a presentation at the meeting, please submit the information to TVDSB, by email, addressed to planning@tvdsb.on.ca, by Tuesday, May 31, 2016. Please bring to the meeting four copies of any of the above indicated planning information.

Any planning information provided in electronic format by a listed Community Organization will be posted on TVDSB's website, until the next scheduled annual meeting for that region.

For further information please visit our website at ***www.tvdsb.ca/planning***

You Are Invited to Attend Our

Annual Community Planning and Facility Collaboration Meeting

Meeting: *County of Elgin Community Organizations*

Date: *2016 June 16*

Time: *11:00am – 12:30pm*

Location: *Thames Valley District School Board*
Education Centre Board Room
1250 Dundas Street, London ON

The objective of the meeting is to provide an opportunity for TVDSB to share information on its long-term accommodation planning; and receive from listed Community Organizations information which may assist with the management of excess space, projected future needs, and otherwise help identify opportunities for facility collaborations.

Information sharing will allow the TVDSB and Community Organizations (which includes Municipalities) to work together to the benefit of the board, students and the community, and to optimize the use of public assets.

Please RSVP to *planning@tvdsb.on.ca* by
Tuesday, May 31, 2016

Please ensure that your RSVP includes the full name and position of the Community Organization representative(s) who will attend the meeting. Community Organizations are entitled to have two representatives attend the meeting.

If you wish to share relevant information and/or make a presentation at the meeting, please submit the information to TVDSB, by email, addressed to planning@tvdsb.on.ca, by Tuesday, May 31, 2016. Please bring to the meeting four copies of any of the above indicated planning information.

Any planning information provided in electronic format by a listed Community Organization will be posted on TVDSB's website, until the next scheduled annual meeting for that region.

For further information please visit our website at ***www.tvdsb.ca/planning***

Annual Community Planning and Facility Collaboration Meeting

Between the TVDSB and the County of Elgin

Date: *2016 June 16*

Time: *11:00 a.m. – 12:30 p.m.*

Location:
Thames Valley District School Board
Education Centre, Board Room
1250 Dundas Street, London ON

A G E N D A

1. Introduction

2. Ministry of Education Information Guidelines and Initiatives

3. Thames Valley District School Board Pupil Accommodation Policy and Procedures

4. Thames Valley District School Board Planning Information
   - **a.** Student Programs
   - **b.** Enrolment Projections
   - **c.** Current Enrolment and Accommodation
   - **d.** Financial Impacts of Declining Enrolment
   - **e.** Renewal Needs and Facility Conditions
   - **f.** Collaboration Opportunities
   - **g.** Status of TVDSB Surplus Space for Sale
   - **h.** Elementary Accommodation
   - **i.** Rethink Secondary Learning
   - **j.** Planning Website

5. Questions and comments

6. Adjournment

You Are Invited to Attend Our

Annual Community Planning and Facility Collaboration Meeting

Meeting: *City of London Municipalities*

Date: *2016 June 15*

Time: *9:00am – 10:30am*

Location: *Thames Valley District School Board*
Education Centre Board Room
1250 Dundas Street, London ON

The objective of the meeting is to provide an opportunity for TVDSB to share information on its long-term accommodation planning; and receive from listed Community Organizations information which may assist with the management of excess space, projected future needs, and otherwise help identify opportunities for facility collaborations.

Information sharing will allow the TVDSB and Community Organizations (which includes Municipalities) to work together to the benefit of the board, students and the community, and to optimize the use of public assets.

Please RSVP to *planning@tvdsb.on.ca* by
Tuesday, May 31, 2016

Please ensure that your RSVP includes the full name and position of the Community Organization representative(s) who will attend the meeting. Community Organizations are entitled to have two representatives attend the meeting.

If you wish to share relevant information and/or make a presentation at the meeting, please submit the information to TVDSB, by email, addressed to planning@tvdsb.on.ca, by Tuesday May 31, 2016. Please bring to the meeting four copies of any of the above indicated planning information.

Any planning information provided in electronic format by a listed Community Organization will be posted on TVDSB's website, until the next scheduled annual meeting for that region.

For further information please visit our website at ***www.tvdsb.ca/planning***

You Are Invited to Attend Our

Annual Community Planning and Facility Collaboration Meeting

Meeting: *City of London Community Organizations*

Date: *2016 June 15*

Time: *11:00am – 12:30pm*

Location: *Thames Valley District School Board*
Education Centre Board Room
1250 Dundas Street, London ON

The objective of the meeting is to provide an opportunity for TVDSB to share information on its long-term accommodation planning; and receive from listed Community Organizations information which may assist with the management of excess space, projected future needs, and otherwise help identify opportunities for facility collaborations.

Information sharing will allow the TVDSB and Community Organizations (which includes Municipalities) to work together to the benefit of the board, students and the community, and to optimize the use of public assets.

Please RSVP to *planning@tvdsb.on.ca* by
Tuesday, May 31, 2016

Please ensure that your RSVP includes the full name and position of the Community Organization representative(s) who will attend the meeting. Community Organizations are entitled to have two representatives attend the meeting.

If you wish to share relevant information and/or make a presentation at the meeting, please submit the information to TVDSB, by email, addressed to planning@tvdsb.on.ca, by Tuesday, May 31, 2016. Please bring to the meeting four copies of any of the above indicated planning information.

Any planning information provided in electronic format by a listed Community Organization will be posted on TVDSB's website, until the next scheduled annual meeting for that region.

For further information please visit our website at ***www.tvdsb.ca/planning***

Annual Community Planning and Facility Collaboration Meeting

Between the TVDSB and the City of London

Date: *2016 June 15*

Time: *11:00 a.m. – 12:30 p.m.*

Location:
Thames Valley District School Board
Education Centre, Board Room
1250 Dundas Street, London ON

A G E N D A

1. Introduction

2. Ministry of Education Information Guidelines and Initiatives

3. Thames Valley District School Board Pupil Accommodation Policy and Procedures

4. Thames Valley District School Board Planning Information
   - **a.** Student Programs
   - **b.** Enrolment Projections
   - **c.** Current Enrolment and Accommodation
   - **d.** Financial Impacts of Declining Enrolment
   - **e.** Renewal Needs and Facility Conditions
   - **f.** Collaboration Opportunities
   - **g.** Status of TVDSB Surplus Space for Sale
   - **h.** Elementary Accommodation
   - **i.** Rethink Secondary Learning
   - **j.** Planning Website

5. Questions and comments

6. Adjournment

You Are Invited to Attend Our

Annual Community Planning and Facility Collaboration Meeting

Meeting: *County of Middlesex Municipalities*

Date: *2016 June 15*

Time: *1:00pm – 2:30pm*

Location: *Thames Valley District School Board*
Education Centre Board Room
1250 Dundas Street, London ON

The objective of the meeting is to provide an opportunity for TVDSB to share information on its long-term accommodation planning; and receive from listed Community Organizations information which may assist with the management of excess space, projected future needs, and otherwise help identify opportunities for facility collaborations.

Information sharing will allow the TVDSB and Community Organizations (which includes Municipalities) to work together to the benefit of the board, students and the community, and to optimize the use of public assets.

Please RSVP to *planning@tvdsb.on.ca* by
Tuesday, May 31, 2016

Please ensure that your RSVP includes the full name and position of the Community Organization representative(s) who will attend the meeting. Community Organizations are entitled to have two representatives attend the meeting.

If you wish to share relevant information and/or make a presentation at the meeting, please submit the information to TVDSB, by email, addressed to planning@tvdsb.on.ca, by Tuesday, May 31, 2016. Please bring to the meeting four copies of any of the above indicated planning information.

Any planning information provided in electronic format by a listed Community Organization will be posted on TVDSB's website, until the next scheduled annual meeting for that region.

*For further information please visit our website at **www.tvdsb.ca/planning***

You Are Invited to Attend Our

Annual Community Planning and Facility Collaboration Meeting

Meeting: *County of Middlesex Community Organizations*

Date: *2016 June 15*

Time: *3:00pm – 4:30pm*

Location: *Thames Valley District School Board*
Education Centre Board Room
1250 Dundas Street, London ON

The objective of the meeting is to provide an opportunity for TVDSB to share information on its long-term accommodation planning; and receive from listed Community Organizations information which may assist with the management of excess space, projected future needs, and otherwise help identify opportunities for facility collaborations.

Information sharing will allow the TVDSB and Community Organizations (which includes Municipalities) to work together to the benefit of the board, students and the community, and to optimize the use of public assets.

Please RSVP to *planning@tvdsb.on.ca* by
Tuesday, May 31, 2016

Please ensure that your RSVP includes the full name and position of the Community Organization representative(s) who will attend the meeting. Community Organizations are entitled to have two representatives attend the meeting.

If you wish to share relevant information and/or make a presentation at the meeting, please submit the information to TVDSB, by email, addressed to planning@tvdsb.on.ca, by Tuesday, May 31, 2016. Please bring to the meeting four copies of any of the above indicated planning information.

Any planning information provided in electronic format by a listed Community Organization will be posted on TVDSB's website, until the next scheduled annual meeting for that region.

For further information please visit our website at ***www.tvdsb.ca/planning***

Annual Community Planning and Facility Collaboration Meeting

Between the TVDSB and the County of Middlesex

Date: *2016 June 15*

Time: *1:00 p.m. – 2:30 p.m.*

Location:
Thames Valley District School Board
Education Centre, Board Room
1250 Dundas Street, London ON

A G E N D A

1. Introduction

2. Ministry of Education Information Guidelines and Initiatives

3. Thames Valley District School Board Pupil Accommodation Policy and Procedures

4. Thames Valley District School Board Planning Information
   - **a.** Student Programs
   - **b.** Enrolment Projections
   - **c.** Current Enrolment and Accommodation
   - **d.** Financial Impacts of Declining Enrolment
   - **e.** Renewal Needs and Facility Conditions
   - **f.** Collaboration Opportunities
   - **g.** Status of TVDSB Surplus Space for Sale
   - **h.** Elementary Accommodation
   - **i.** Rethink Secondary Learning
   - **j.** Planning Website

5. Questions and comments

6. Adjournment

Date of Meeting:	2016 November 08
Item #:	

REPORT TO:	☐ **Administrative Council**	☐ **Program and School Services Advisory Committee**	☒ **Planning and Priorities Advisory Committee**
	☐ **Board**	☐ **Policy Working Committee**	
	☐ **PUBLIC**	☐ **IN-CAMERA**	

TITLE OF REPORT:	**COMMUNITY ORGANIZATION CONSULTATION INPUT RECEIVED FOR THE PROPOSED ELEMENTARY PUPIL ACCOMODATION REVIEW 01**
PRESENTED BY:	Kevin Bushell, Executive Officer, Facility Services and Capital Planning
PRESENTED FOR:	☐ **Approval** ☒ **Information** ☐ **Advice**
Recommendation(s):	
Purpose:	To present to the Board the input received, within the deadline, from Community Organizations, in regards to the Proposed Elementary Pupil Accommodation Review 01, as requested in the attached correspondence sent to listed Community Organizations on 2016 September 19. Following the deadline, input was received, and has been noted and attached to this report.
Content:	As stated in the *Pupil Accommodation and Facility Organization Procedure* (*No.4015a*), listed Community Organizations were given an opportunity to provide Senior Administration with input to be included in the upcoming Initial Senior Administration Report. The input requested from Community Organizations (see Appendix A: Community Organization Consultation) asked for the following: • A clear indication of any community planning or facility collaboration opportunities which relate to the schools identified; and • Any relevant technical information they may have and wish to provide including, but not limited to, in the case of any municipal level of government, the municipal level of government's population and future development projections for the affected region. As requested by the Trustees, the enclosed attachments include the input received from Community Organizations listed in the *Community Planning and Facility Collaboration Opportunities Procedure (4015b).*
Cost/Savings:	N/A
Timeline:	N/A
Communications:	N/A

Appendices:	A. Community Organization Consultation (2016 SEPT 13) B. EPAR 01: Email correspondence requesting Community Organizations input (2016 SEPT 19) C. EPAR 01: Community Organization Input Received D. EPAR 01: Listed Community Organizations

Form Revised: January 2016

Relation to Commitments:

☐ Putting students first.

☒ Actively engaging our students, staff, families and communities.

☐ Recognizing and encouraging leadership in all its forms.

☐ Being inclusive, fair, and equitable.

☐ Ensuring safe, positive learning and working environments.

☐ Inspiring new ideas and promoting innovation.

☒ Taking responsibility for the students and resources entrusted to our care.

APPENDIX D

Date of Meeting:	2016 September 13
Item #:	6.0

REPORT TO:	☐ **Administrative Council**	☐ **Program and School Services Advisory Committee**	☒ **Planning and Priorities Advisory Committee**
	☐ **Board**	☐ **Policy Working Committee**	
	☒ **PUBLIC**	☐ **IN-CAMERA**	

TITLE OF REPORT:	**COMMUNITY ORGANZATIONS CONSULTATION**
PRESENTED BY:	Kevin Bushell, Executive Officer, Facility Services and Capital Planning
PRESENTED FOR:	☒ **Approval** ☐ **Information** ☐ **Advice**

Recommendation(s):

THAT Senior Administration contact listed Community Organizations, within the region of the proposed Elementary Pupil Accommodation Review 01 to inform them of a Pupil Accommodation Review recommended to the Board for approval on 2016 November 22 for the following schools:

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

THAT Senior Administration contact listed Community Organizations, within the region of the proposed Elementary Pupil Accommodation Review 02 to inform them of a Pupil Accommodation Review recommended to the Board for approval on 2016 November 22 for the following schools:

- Fairmont Public School
- Tweedsmuir Public School

Purpose:

As stated in the Community Planning and Facility Collaboration Opportunities Procedure, (No. 4015b), Senior Administration requires authorization to contact listed Community Organizations for a proposed Pupil Accommodation Review.

Content:

On 2016 April 12, the Board received a document titled Draft Elementary Accommodation Study Report, in which the above named schools were reviewed.

As outlined in the Community Planning and Facility Collaboration Opportunities Procedure (No. 4015b);

	Section 7.1 states that: *Before presenting a recommendation to the Trustees to undertake a Pupil Accommodation Review, TVDSB Administration must have sought and the obtained approval of the Trustees to contact the Community Organizations then listed on TVDSB's website as being entitled to receive Notices and who are otherwise identified as being within the affected region, and advise them that TVDSB is considering a Pupil Accommodation Review in that region.* **Section 7.2 states that:** *When contacting listed Community Organizations, TVDSB Administration will identify: the names of the schools involved; any potential school closures; and, any proposed student long-term accommodation.* *TVDSB will request recipients to provide TVDSB, by email addressed to planning@tvdsb.on.ca, within ten (10) business days of the date of TVDSB's email to such Community Organizations, with:* • *A clear indication of any community planning or facility collaboration opportunities the respective recipient is aware of and which relate to the schools identified; and* • *any relevant technical information the recipient may have and wish to provide, including, but not limited to, in the case of any municipal level of government, the municipal level of government's population and future development projections for the affected region.* TVDSB Administration will contact, by email, listed Community Organizations on 2016 September 28. Any communication received from listed Community Organizations will be included in a report to the Board on 2016 November 22.
Cost/Savings:	N/A
Timeline:	2016 September 28 – Email sent to listed Community Organizations 2016 October 13 – Deadline for input from Community Organizations 2016 November 22 – Report presented to the Board
Communications:	As Noted
Appendices:	N/A

Form Revised: January 2016

Relation to Commitments:

☐ Putting students first.

☒ Actively engaging our students, staff, families and communities.

☐ Recognizing and encouraging leadership in all its forms.

☐ Being inclusive, fair, and equitable.

☒ Ensuring safe, positive learning and working environments.

☐ Inspiring new ideas and promoting innovation.

☒ Taking responsibility for the students and resources entrusted to our care.

From: **Theresa Levschuk** Monday, September 19, 2016 1:16:04 PM

Subject: Proposed Elementary Pupil Accommodation Review 01 (EPAR 01)

To: EPAR 01 - 2016/17

Cc: Trustees2014 **Planning Department** **Claudia Wiercinski**

Dear Community Partner:

In compliance with the TVDSB Community Planning and Facility Collaboration Opportunities Procedure (No. 4015b), TVDSB is required to contact listed Community Organizations, when proposing to conduct a Pupil Accommodation Review. Senior Administration is proposing the following Elementary Pupil Accommodation Review, be approved by the Board on November 22, 2016, for the following schools:

Elementary Pupil Accommodation Review 01:

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

The *Draft Elementary Accommodation Study* (2016 April 12) identified a number of issues in Elgin County which merit an *Elementary Pupil Accommodation Review (EPAR-01)*: projected enrolment, school condition and proximity to students, as well as existing school model organizations. Future enrolment projections suggest that fewer and more central schools could be used to accommodate these students. Through proposed school consolidations and new school openings, attendance area adjustments and school model re-organization, the distribution of students would become more balanced, the number of eligible walking students would increase, and school and facility operations would become more efficient.

The following proposed solution to the accommodation issues in this region will be presented in an Initial Senior Administration Report:

- Attendance area adjustments to Davenport PS, McGregor PS, Mitchell Hepburn PS Northdale Central PS, Port Stanley PS, River Heights PS and Summers' Corners PS;
- Modification of the school model organizations of Davenport PS and McGregor PS;
- Closure and disposition of South Dorchester PS, Springfield PS, Westminster Central PS and New Sarum PS;
- Repurposing of a school (Sparta PS) for the creation of a second SK-8 (single track) French Immersion elementary school in Elgin County;
- Possible school improvements (such as renovations or program enhancements) may be required at Davenport PS, McGregor PS and Port Stanley PS;
- Two new JK-8 elementary schools located in Belmont and Southeast St.Thomas areas.

Your organization has the opportunity to provide to the Board, by email addressed to ***planning@tvdsb.on.ca***, the following:

a A clear indication of any community planning or facility collaboration opportunities which relate to the schools identified; and
a any relevant technical information you may have and wish to provide including, but not limited to, in the case of any municipal level of government, the municipal level of government's population and future development projections for the affected region.

Please respond to TVDSB, by email, with your information no later than **Thursday, October 13, 2016.**

Laura Elliott
Director of Education

Theresa Levschuk
Executive Assistant to the Director
Thames Valley District School Board
1250 Dundas Street
London, Ontario N6A 5L1
Ph: 519-452-2000 ext. 20222 Fax: 519-452-2396
email: t.levschuk@tvdsb.on.ca

Confidentiality Warning: This message and any attachments are intended only for the use of the intended recipient(s) and may contain confidential or personal information that may be subject to the provisions of the Municipal Freedom of Information and Protection of Privacy Act. If you are not the intended recipient or an authorized representative of the intended recipient, you are notified that any dissemination of this communication is strictly prohibited. If you have received this communication in error, please notify the sender immediately and delete the message and any attachments.

From: "Lindsay Rice" <lr.ywca@bellnet.ca> 9/26/2016 2:01:01 PM

Subject: feedback from the YWCA

To: **Planning Department**

The YWCA St. Thomas-Elgin provides school age childcare before and after school for children ages 3.5-12 across Elgin County. Several of our schools appear to be impacted by the upcoming Pupil Accommodation Review including: Mitchell Hepburn, New Sarum, Sparta, Springfield, Summers' Corners, McGregor & South Dorchester. We would like to be included in conversations & decisions about childcare collaboration at these schools and the new schools identified for southeast St. Thomas and Belmont area. The YWCA would like to continue delivering childcare services at these schools and the new schools impacting our school communities such as Sparta. Please feel welcome to contact me by email or phone. We look forward to being a part of the process moving forward, but are unable to attend the meeting Sept 29th.

Lindsay Rice
Director of Community Programming
YWCA St. Thomas-Elgin
(519)631-9800 x225

Confidentiality Warning: This message and any attachments are intended only for the use of the intended recipient(s) and may contain confidential and/or privileged subject matter. If you are not the intended recipient or an authorized representative of the intended recipient, you are notified that any dissemination of this communication is strictly prohibited. If you have received this communication in error, please notify the sender immediately and delete the message and any attachments.

The Corporation of the Municipality of
Central Elgin

450 Sunset Drive, 1st Floor, St. Thomas, Ontario N5R 5V1 P: 519.631.4860 F: 519.631.4036

September 28th, 2016

Laura Elliott
Director of Education
Thames Valley District School Board

Via email to: t.levschuk@tvdsb.on.ca
Theresa Levschuk, Executive Assistant to the Director

Dear Ms. Elliott:

Re: Proposed Elementary Pupil Accommodation Review

Please be advised that Central Elgin Council discussed your correspondence respecting the above noted matter at their Regular Meeting dated Monday, September 26th, 2016 and the following resolution was passed:

WHEREAS Council has received email correspondence from the Thames Valley District School Board advising of a Proposed Elementary Pupil Accommodation Review;
AND WHEREAS the Proposed Elementary Pupil Accommodation Review includes schools located within the Municipality of Central Elgin;
NOW THEREFORE BE IT RESOLVED THAT The Council of the Municipality of Central Elgin request the Thames Valley District School Board to continue to provide public consultation opportunities, keep parents and students informed and work with the Municipality through the Proposed Elementary Pupil Accommodation Review process. CARRIED.

Please feel free to contact me at the municipal office should you have any questions regarding this information.

Yours truly,

Dianne Wilson
Deputy Clerk

ElginCounty

Office of the Warden

September 29, 2016

Chair and Members of the Thames Valley District School Board

Subject: Elementary Pupil Accommodation Review (Proposed)

Elgin County Council considered the letter dated September 19th, 2016 on the above-noted matter at its meeting held on September 27th, 2016.

While it is recognized and acknowledged that the main purpose of the letter is to seek technical information on future development and community planning opportunities, Council remains very concerned about the criteria used to determine pupil accommodation.

As mentioned on previous occasions, Council wants to emphasize the importance of schools as hubs in communities, the economic benefits of schools and the connection to residential development, the social impacts of dislocating students and transferring them to other schools and in particular the unique programs offered in rural schools, such as environmental programs. Any accommodation review should be cognizant of the broader impacts and not just focus on the bottom line.

In addition, Elgin County Council would appreciate receiving a copy of your staff's rationale for the various suggested closings, boundary adjustments and other proposed changes to enable Council to better understand the reasoning behind these recommendations.

Council understands that if the TVDSB accepts your staff's recommendations, then a public process will be initiated and input will be solicited from all stakeholders including Elgin County Council. Nevertheless, given what's at stake and the importance of this review, Council would appreciate a meeting with the board and staff to discuss these issues.

We look forward to your response.

Yours truly,

Bernie Wiehle,
Warden

cc County Council
Laura Elliot, Director of Education, Thames Valley District School Board
James Todd, Elgin County Trustee, Thames Valley District School Board
Chris Goodall, Elgin County Trustee, Thames Valley District School Board
Local Municipalities
City of St. Thomas

County of Elgin
Administrative Services
450 Sunset Drive
St. Thomas, ON N5R 5V1
Phone: 519-631-1460
www.elgincounty.ca

From: Cora Burns <cburns@milestonescc.ca> 10/4/2016 3:43:29 ...

Subject: EPAR-01

To: **Planning Department**

Good Afternoon,

See the following, in regards to a letter received on September 19, 2016 in reference to the proposed Elementary Pupil Accommodation Review, particularly for Port Stanley Public School and for new school construction.

Milestones Children's Centre is the operator of the Before and After School Age program for Port Stanley Public School and we support a proposed attendance area adjustment review with possible school improvements. At the completion of the process, MCC will continue to support the members of the community by providing Before and After School Age care for children aged 3.8 through 12 years of age.

In addition to the proposed two new elementary schools in Belmont and Southeast St. Thomas, Milestones Children's Centre support the construction and will apply to provide Before and After School Age care as we currently do in 5 public schools in Elgin County.

Providing a service to the families of Elgin County through collaboration with the TVDSB has been a successful experience and we look forward to continued and future opportunities.

Should you required any further information, I would be happy to provide it.

Respectfully,

Cora Burns, RECE

Executive Director
Milestones Children's Centre
5 Shaw Valley Drive, St. Thomas, ON, N5R 6J9
Tel: 519-631-0952
Fax: 519-631-8274
www.milestonescc.ca
Email: cburns@milestonescc.ca

MISSION STATEMENT

Milestones Children's Centre is committed to providing quality care and learning experiences for children and youth in a safe environment. Our programs enrich the emotional, social, physical and intellectual growth of each child.

VISION STATEMENT

Milestones Children's Centre will continue to be a valued community leader making a positive difference in the lives of children and families by providing exceptional care, expanding services and building relationships.

APPENDIX D

87 John Street South
Aylmer ON N5H 2C3
Phone: 519-773-5344
Fax: 519-773-5334
www.malahide.ca

the TOWNSHIP of MALAHIDE
A proud tradition, a bright future.

October 7, 2016

Email: planning@tvdsb.on.ca

Laura Elliott
Director of Education
Thames Valley District School Board
1250 Dundas Street
London, ON N6A 5L1

RE: Proposed Elementary Pupil Accommodation Review

At its regular meeting held on October 6, 2016, the Malahide Township Council reviewed your email correspondence, dated September 19, 2016, regarding the proposed Elementary Pupil Accommodation Review.

In response to your request for technical information regarding the municipality's population and future development projections, the Township wishes to provide you with the enclosed Background/Discussion Paper entitled "Residential Growth/ Economic Development (5 Year Official Plan Review)". This document was prepared in conjunction with the Township's 5 Year Official Plan Review process.

In addition, the Malahide Township Council expressed concerns regarding the proposed Elementary Pupil Accommodation Review and passed the following Resolution:

> *"THAT, in response to the correspondence received from the Thames Valley District School Board (TVDSB) regarding the proposed Elementary Pupil Accommodation Review, the TVDSB be advised that, while it is recognized and acknowledged that the main purpose of the correspondence is to seek technical information on future development and community planning opportunities, the Malahide Township Council is concerned about the criteria used to determine pupil accommodation;*
>
> *AND THAT the Township Council wishes to emphasize the importance of schools as hubs in communities, the economic benefits of schools and the connection to residential development, the social impacts of dislocating students and transferring them to other schools, the unique programs offered in rural schools, such as environmental programs; and requests that any accommodation review be cognizant of these broader impacts and not just be focused on the bottom line;*

AND THAT, in an effort for the Township Council to have a better understanding of the reasoning behind any recommendations, the TVDSB be requested to provide the Township with the rationale for the various suggested school closings, boundary adjustments, and other proposed changes;

AND THAT the TVDSB be requested to ensure continued consultation with the Township of Malahide throughout the proposed Elementary Pupil Accommodation Review process."

Please do not hesitate to contact this office if you require any further information or documentation.

Yours very truly,
TOWNSHIP OF MALAHIDE



M. CASAVECCHIA-SOMERS, D.P.A., C.M.O., CMM III
Chief Administrative Officer/Clerk

c. Jessica Goodwill, Springfield Save Our School Committee,
Email: njgoodwill@hotmail.com



Township of Malahide

RESIDENTIAL GROWTH / ECONOMIC DEVELOPMENT (5 YEAR OFFICIAL PLAN REVIEW)

DISCUSSION PAPER #2

NOVEMBER 2008

IBI GROUP

1. INTRODUCTION 1

2. PROVINCIAL POLICY STATEMENT 2005 2

2.1 Intensification and Redevelopment 2

2.2 Planned and Existing Infrastructure 3

2.3 Specialty Crop Soils / Prime Agricultural Areas 3

2.4 Agricultural Operations 4

3. SERVICING 4

4. QUANTITATIVE ANALYSIS 5

5. QUALITATIVE ANALYSIS 6

5.1 Avon 6

5.2 Lyons 7

5.3 Kingsmill Corner 7

5.4 Orwell 8

5.5 Summers Corners 8

5.6 South Gore 8

5.7 Luton 9

5.8 Mount Salem 9

5.9 Calton 10

5.10 Copenhagen 10

5.11 Port Bruce 10

5.12 Springfield 11

6. INDIVIDUAL LANDOWNER REQUESTS 12

6.1 Expansion of Mount Salem (Pt Lot 20, Conc 4) 12

7. ECONOMIC DIVERSIFICATION / SUSTAINABLE AGRICULTURE / SMART GROWTH 12

8. RECOMMENDATIONS 13

9. CONCLUSION 15

10. NEXT STEPS 15

1. INTRODUCTION

The purpose of this discussion paper is to study the potential for additional residential / employment area growth and/or urban boundary re-organization stemming from how growth has occurred over the last five years under the current Official Plan. New statistical information will be reviewed to determine if further growth is warranted. The Provincial Policy Statement 2005 states that settlement areas may only be expanded at the time of a comprehensive review of an Official Plan.

The Township has experienced residential growth to some extent in all of its various urban areas which include the hamlets of Avon, Lyons, Kingsmill Corner, Orwell, Summers Corners, South Gore, Luton, Mount Salem, Calton, and Copenhagen; as well as the Villages of Springfield and Port Bruce. Most growth has occurred through the consent process in the form of single detached residential building lots being created in groups of 1-5 lots at a time. There has been limited interest in employment area growth, or multi-lot residential development, through subdivision development.

As per the policies of the Official Plan, the preferred form of development in the Township is to allow small amounts of residential infilling to occur in the various hamlets within their specified boundaries, and direct the majority of residential growth to areas where municipal services are readily available. Due to changes in the Provincial Policy Statement specifically relating to servicing, the development patterns preferred by the Township can not be realized without significant investments in public water services in certain areas. This will be discussed in greater detail later in the report.

Some observations regarding growth in the Municipality over the last few years are as follows:

- The new hamlet of Luton has quickly maximized the majority of its infilling opportunities;
- The remaining hamlets have all seen scattered infill development take place to some degree;
- Areas designated for growth through plan of subdivision have been slow to develop mainly due to servicing constraints.

The existing servicing situation combined with Provincial policy direction and emphasis on sustainability have combined to create a situation in the Municipality that cannot maximize its potential for residential growth based on current settlement area boundaries.

This Growth Study discussion paper is divided into several parts that will form the basis for determining new or revised settlement area boundaries included as part of the Five-Year Review Official Plan amendments. These sections include:

- Provincial Policy Statement 2005;
- Servicing;
- Quantitative Analysis (statistical growth / future projections);
- Qualitative Analysis (market interests)

2. PROVINCIAL POLICY STATEMENT 2005

Section 1.1.3.9 of the Provincial Policy Statement states that a planning authority may identify a new settlement area or expansion of an existing settlement area only at the time of comprehensive review and subject to the following criteria:

- Sufficient opportunities for growth through intensification, redevelopment, and existing growth areas are not available;
- The planned or existing infrastructure are suitable to accommodate public health and safety;
- The lands do not comprise a specialty crop area, avoid prime agricultural areas where possible, or avoid highest classification of prime agricultural land surrounding a settlement area;
- That any impacts on agricultural operations are mitigated to the greatest extent possible.

2.1 Intensification and Redevelopment

Policy 1.6.4.2 specifically states that intensification and redevelopment should be promoted on existing municipal water and sewage systems where available. Given the existing servicing situation, opportunities intensification and redevelopment are limited to the Village of Springfield, being the only urban area with municipal sewers.

Within the Village of Springfield there is some room for redevelopment and intensification through infilling on the existing street network and intensifying of single unit dwellings to multi-unit dwellings provided they can obtain a private potable water supply.

There are also significant amounts of vacant agricultural land that has been designated for urban growth within Springfield. Of the approximately 540 lots and 127 hectares of land identified in the background studies to the Official Plan for long-term growth in Springfield, none has been

developed. This includes large portions of land in the areas northeast, southeast, and southwest of existing built-up areas.

There are no other settlement areas with municipal sewers in the Township. Areas that are partially serviced by municipal water but rely on private sewage disposal systems will not be considered for large-scale redevelopment or intensification for environmental and public health reasons. As such, intensification and redevelopment in other areas with partial or private services could only occur at a rate at which private services could effectively accommodate growth while ensuring a maximum level of public health and safety. This would predominately take the form of infilling with new single detached dwellings on frontages within the growth boundaries, or on oversized residential lots.

2.2 Planned and Existing Infrastructure

The existing piped infrastructure for the Township of Malahide is as follows:

Settlement Area	Sanitary Sewage Treatment and Disposal	Potable Water Supply
Springfield	Public Piped Sewers	Private Well
Port Bruce	Private Septic	Public Piped Water
Orwell	Private Septic	Public Piped Water
Copenhagen	Private Septic	Public Piped Water
Avon	Private Septic	Private Well
Lyons	Private Septic	Private Well
Kingsmill Corner	Private Septic	Private Well
Orwell	Private Septic	Private Well
Summers Corners	Private Septic	Private Well
South Gore	Private Septic	Private Well
Luton	Private Septic	Private Well
Mount Salem	Private Septic	Private Well
Calton	Private Septic	Private Well

As such there are four urban areas that may become fully serviced through future infrastructure developments. Currently there are no plans to undertake major infrastructure development.

2.3 Specialty Crop Soils / Prime Agricultural Areas

Specialty crop soils and prime agricultural lands form significant portions of Malahide and contribute greatly to agriculture being the prime economic force in the Township. The Province has placed a greater emphasis on protecting specialty crop soils from encroachment by urban development. As

part of the Background Study to the Official Plan, specialty crop soils (ie soils suitable for tobacco) and soil classifications were mapped indicating that the majority of the land base in Malahide is considered prime agricultural land, including those specialty crop soils areas. Pockets of non-prime agricultural lands are found within the Township east of Luton around Silver Creek; southwest of Aylmer in the South Gore area; and north of Port Bruce around the lower reaches of Catfish Creek. Not coincidentally, these areas generally contain significant natural heritage features reflecting the general absence of agricultural activities on such lands.

When considering urban boundary expansions into prime agricultural areas, municipalities must a) avoid specialty crop soils; b) look at options that first avoid prime agricultural areas, or c) if avoiding prime agricultural areas is not possible, then look at opportunities on lower priority agricultural lands within the prime agricultural area. Since the entire Township is considered a prime agricultural area, the Provincial Policy Statement requires that the Township look at expansion onto lower priority agricultural lands within the prime agricultural area when considering an expansion.

2.4 Agricultural Operations

Generally, the types of agricultural operations that would most impact, and/or be impacted by urban expansion are livestock operations. The exact location of current livestock operations has not been undertaken. Previous research on this matter undertaken in the 1980's indicated there were buildings capable of housing livestock all across the municipality. Since this criterion does not limit urban expansion, but rather requires consideration to mitigation measures between two land uses, a more detailed review of such uses would be considered upon final determination of any proposed urban expansions.

3. SERVICING

As noted, there are no settlement areas with full municipal services. Areas with full services are the preferred areas for growth as they can accommodate a higher range of residential dwelling types at higher density ranges; allow for maximum protection of public health and safety through protection of drinking water; and have the least amount of impact on the environment through the treatment of sewage effluent.

The next most desirable areas to accommodate growth would be those areas with partial services where public sanitary sewage disposal is provided, and potable water is acquired through private wells. This would include the Village of Springfield. The Province indicates that growth may occur in such areas provided that it is within the reserve sewage capacity of the system, and that site conditions are suitable for the long-term provision of such services. Scattered infill development

has occurred in the past five years but no large-scale developments through plan of subdivision have been undertaken.

The final consideration for servicing development is both private sewage disposal and private water supply. This servicing is applicable most of the hamlets. The current Official Plan policies, restrict major residential development through plan of subdivision, while allowing some infilling within the existing growth boundaries.

A form of servicing that is discouraged by the Province is partial servicing where public water is supplied, but sewage treatment and disposal is by private septic systems. This relates to Orwell, Copenhagen, and Port Bruce. Problems associated with this type of servicing relate to private septic systems not being able to accommodate large volumes of wastewater which may occur where residents are not as concerned with limiting water use. Such volumes may be handled by private septic systems where lot density is low and scattered, but problematic at higher densities.

4. QUANTITATIVE ANALYSIS

The overall population increase from the 2001 – 2006 period was 51 persons, from a population of 8777 to 8828 according to Statistics Canada. This indicates an annual growth rate of 0.12%. StatsCan also indicates that the total number of households increased from 2844 in 2001 to 2889 in 2006, or 45 dwellings. This indicates an average annual increase of 9 dwellings over a five year period. The difference in population growth and total number of households is negligible with similar sizes of 3.06 persons per household in 2001 and 2006.

Table 1 illustrates the projected growth rates for the next 10 year period of 2008 to 2018. The projections are based on assumed annual population growth rates of 0.1%, 0.25%, and 0.5%.

Table 1 – Future Population of the Township of Malahide at Selected Annual Growth Rates: 2008 – 2018 (2006 Assessed Population: 8828)

Year	Projected Increases – Average Annual Growth Rate		
	0.1%	0.25%	0.5%
2008	8837	8850	8872
2009	8846	8872	8917
2010	8855	8894	8961
2011	8863	8917	9006
2012	8872	8939	9051
2013	8881	8961	9096
2014	8890	8984	9142
2015	8899	9006	9187

2016	8908	9029	9233
2017	8917	9051	9279
2018	8926	9074	9326

At 0.12%, annual growth was far less than anticipated in the background study to the Official Plan undertaken in 2001 (a rate of 0.8% was used for growth forecasts for the 1999 – 2009 period). However, population projections are almost exact when looking at the projected population used in the background study (8845 in 2009), and the 2009 population using the current growth rate of 0.12% (8846 in 2009). This would suggest that growth was greater between 1996 and 2001 to make up for slower growth between 2001 and 2006 census periods. Assuming a similar growth rate over the next 10 years, the Municipality could anticipate a 2018 population ranging between 8926 and 9074. This scenario presently appears as the most probable population growth rate for the next planning period to the year 2018.

Such projections would translate to approximately 9 to 23 new people every year. With an average household size of 3.06 persons in 2006, This would result in the need for **3 to 8** new dwellings per year.

It can be concluded that, notwithstanding undue influences such as severe economic recession, nearby plant closures or openings, fluctuations in agricultural markets or unusual development pressure, the population growth of Malahide should continue to increase at a slow rate. This growth is measurable in terms of both total population and total number of households.

5. QUALITATIVE ANALYSIS

In the past five years growth has occurred in each of the individual settlement areas, albeit at different rates. This section will look at each settlement area from the perspective of recent growth, perceived desirability for further growth based on recent trends, and forces which may affect future growth.

5.1 Avon

The un-serviced Hamlet of Avon with a land area of approximately 32 hectares and a density of 0.6 units per hectare has not experienced any significant growth over the last five years. The existing development pattern consists of development fronting onto Avon Drive and Putnam Road. The lands are conveniently located in proximity to Highway No. 3 and larger urban centres including Tillsonburg and Ingersoll.

Approximately 22 short-term lots were accommodated for in Avon along existing road frontages, with a further 135 lots possible through plan of subdivision on large vacant interior parcels of land. Current Provincial policy discourages development through plan of subdivision due to the lack of public water and sewer services in Avon, thereby limiting potential to infill growth and subdivisions of five lots or less. The hamlet is also located in the midst of prime agricultural areas, thereby limiting its desirability to expand. The likelihood of municipal sewer and/or water services in the hamlet is low given its size and geographic location.

5.2 Lyons

The un-serviced Hamlet of Lyons with a land area of approximately 56 hectares and a density of approximately 1.0 unit per hectare has not experienced any significant growth over the last five years. The existing development pattern consists of development fronting onto Imperial Road, and Lyons Line with some interior road network in the s/w corner and a large mobile home park in the north end. The lands are conveniently located in proximity halfway between Aylmer and Highway 401.

Approximately 28 short-term lots were accommodated for in Lyons along existing road frontages, with a further 50 lots possible through plan of subdivision on large vacant interior parcels of land. Current Provincial policy discourages development through plan of subdivision due to the lack of public water and sewer services in Lyons, thereby limiting potential to infill growth and subdivisions of five lots or less. The hamlet is located in the midst of prime agricultural areas, thereby limiting its desirability to expand. The likelihood of municipal sewer and/or water services in the hamlet is low given its size and geographic location.

5.3 Kingsmill Corner

The un-serviced Hamlet of Kingsmill Corner with a land area of approximately 32 hectares and a density of approximately 1.5 units per hectare has experienced infill growth over the last five years and is nearing its developable limit. The hamlet was included at the time of adoption of the Official Plan to recognize the amount of existing development and allow for infilling within this area. The existing development pattern consists of development fronting onto Springwater Road, Ron McNeil Line, Dorchester Road, and College Line.

Approximately 26 short-term lots were accommodated for in Lyons along existing road frontages. No long term growth was expected or accommodated for in this hamlet. The hamlet is located in the midst of prime agricultural areas, thereby limiting its desirability to expand. The likelihood of municipal sewer and/or water services in the hamlet is low given its size and geographic location.

5.4 Orwell

The partially serviced Hamlet of Orwell with a land area of approximately 43 hectares and a density of approximately 1.5 units per hectare has not experienced any significant growth over the last five years. The existing development pattern consists of development fronting onto Springwater Road, and Talbot Line with some interior road network north and south of this intersection. The lands are conveniently located near Aylmer along Highway 3 and are partially serviced by municipal water.

Approximately 15 short-term lots were accommodated for in Orwell through infilling, with a further 25 lots possible through plan of subdivision on interior parcels of land south of Talbot Line. Current Provincial policy discourages development through plan of subdivision due to the lack of public sewer services in Orwell, thereby limiting potential to infill growth and subdivisions of five lots or less. The hamlet is located in the midst of prime agricultural areas, thereby limiting its desirability to expand. The likelihood of municipal sewer services in the hamlet is moderate given its existing public water services, major arterial road access and proximity to larger urban centres.

5.5 Summers Corners

The un-serviced Hamlet of Summers Corners with a land area of approximately 48 hectares and a density of less than 1.0 unit per hectare has not experienced any significant growth over the last five years. The existing development pattern consists of development fronting onto Talbot Line and Springfield Road. The lands are conveniently located in close proximity to Aylmer and include an elementary school. There are also two large livestock operations to the east of the hamlet boundary.

Approximately 7 short-term lots were accommodated for in Summers Corners along existing road frontages, with a further 50 lots possible through plan of subdivision on large vacant interior parcels mainly to the southwest. Current Provincial policy discourages development through plan of subdivision due to the lack of public water and sewer services in Summers Corners, thereby limiting potential to infill growth and subdivisions of five lots or less. There has been some minor interest in pursuing such smaller plans of subdivision in this area, while other interior areas have been converted to institutional / recreational uses. The hamlet is located in the midst of prime agricultural areas, and with active livestock uses in proximity, there is limited desirability to expand. The likelihood of municipal sewer and/or water services in the hamlet is low given its size.

5.6 South Gore

The un-serviced Hamlet of South Gore with a land area of approximately 33 hectares and a density of less than 1.25 units per hectare has not experienced any significant growth over the last five

years. The existing development pattern consists of development fronting onto Imperial Road and Conservation Line. The lands are conveniently located in close proximity to Aylmer.

Approximately 21 short-term lots were accommodated for in South Gore along existing road frontages, with a further 10 lots possible through small plans of subdivision on vacant interior parcels to the southwest. Current Provincial policy discourages development through plan of subdivision due to the lack of public water and sewer services in South Gore, thereby limiting potential to infill growth and subdivisions of five lots or less. The main reason for inclusion of South Gore as a hamlet was to recognize existing growth and allow for some limited infill development. The hamlet is surrounded by lower priority agricultural soils, but is actively farmed. Public water does extend through the area to access Port Bruce and Copenhagen, which makes the likelihood of full municipal services in the hamlet slightly higher than other small hamlets given its location on Imperial Road.

5.7 Luton

The un-serviced Hamlet of Luton with a land area of approximately 78 hectares and a density of approximately 1.5 units per hectare has experienced significant infill growth over the last five years and is nearing its developable limit. The hamlet was included at the time of adoption of the Official Plan to recognize the amount of existing development and allow for infilling mostly along both sides of Hacienda Road, between John Wise Line in the north and Calton Line in the south.

Approximately 38 short-term lots were accommodated for in Luton along existing road frontages. No long term growth was expected or accommodated for in this hamlet. The hamlet is located in the midst of prime agricultural lands; active farming operations on non-prime lands; and is buffered by natural barriers in some areas, thereby limiting its desirability to expand. The likelihood of municipal sewer and/or water services in the hamlet is low given its geographic location.

5.8 Mount Salem

The un-serviced Hamlet of Mount Salem with a land area of approximately 76 hectares and a density of approximately 1.25 units per hectare has experienced some growth over the last five years through infilling opportunities. The existing development pattern consists of development fronting onto Calton Line and Springfield Road with no current internal road network. The lands are located far from most urban centres and serve almost entirely as residential enclave.

Approximately 20 short-term lots were accommodated for along existing road frontages, with a further 50 lots possible through plan of subdivision on various remnant interior parcels. Current Provincial policy discourages development through plan of subdivision due to the lack of public water and sewer services in Mount Salem, thereby limiting potential to infill growth and subdivisions

of five lots or less. There has been some minor interest in pursuing such smaller plans of subdivision in this area, while other interior areas have been proposed for institutional / recreational uses. The hamlet is located in the midst of prime agricultural areas, thus providing little desirability to expand beyond its current boundary. The likelihood of municipal sewer and/or water services in the hamlet is low given its remote geographic location.

5.9 Calton

The un-serviced Hamlet of Calton with a land area of approximately 21 hectares and a density of approximately 1.0 unit per hectare has experienced very limited infill growth over the last five years. The hamlet includes a small amount of residential development along Calton Line and Richmond Road.

Approximately 7 short-term lots were accommodated for in Calton along existing road frontages with some larger interior portions included to accommodate approximately 50 lots on a future road network. The hamlet is located in the midst of prime agricultural lands and is geographically isolated, thereby limiting its desirability to expand. The likelihood of municipal sewer and/or water services in the hamlet is low given its remote location.

5.10 Copenhagen

The partially serviced Hamlet of Copenhagen with a land area of approximately 88 hectares and a current density of just over 1.0 unit per hectare has not experienced any significant growth over the last five years but does include two draft plans of subdivision which would significantly increase the density and size (84 lots) of development upon full build out. The existing development pattern consists of development fronting onto Imperial Road and Copenhagen Road.

Approximately 20 short-term lots were accommodated for in Copenhagen along existing road frontages, with a further 100 lots possible through plans of subdivision on vacant interior parcels in each corner of the hamlet. Current Provincial policy discourages development through plan of subdivision due to the lack of public sewer services in Copenhagen, thereby limiting potential to infill growth and development on the two aforementioned subdivisions. However, the likelihood of full services is slightly higher in Copenhagen, given its current access to public water and proximity to Port Bruce, which may in the long-term future warrant public sewers.

5.11 Port Bruce

The partially serviced Village of Port Bruce with a land area of over 200 hectares and a current density of just over 1.5 units per hectare has not experienced significant growth over the last five years but has continued to thrive as a seasonal residential community with some infilling and

redevelopment occurring in older areas of the Village. The existing development pattern consists of most development occurring between Lake Erie and Catfish Creek, with some slower development occurring north of the Creek along Rush Creek Line and Imperial Road. Development is limited in the older areas of the Village by flooding hazards associated with the Creek. Most new development will occur in the areas further from the Lake on higher ground.

Approximately 70 short-term lots were estimated to exist in Port Bruce along existing road frontages, with a further 60 lots possible through plans of subdivision on vacant interior parcels on the aforementioned higher areas of the Village off Imperial Road and Rush Creek Line. Current Provincial policy discourages development through plan of subdivision due to the lack of public sewer services in Copenhagen, thereby limiting potential to infill growth and future plans of subdivisions of five lots or less. However, the likelihood of full services is slightly higher in Port Bruce, given its current access to public water and higher population levels which may in the long-term future warrant public sewers. It is unknown if flooding hazards will restrict sewers in the Village, which would certainly impact on long-term growth in the area.

5.12 Springfield

The partially serviced Village of Springfield with a land area of over 170 hectares and a current density of approximately 1.4 units per hectare has experienced some growth over the last five years through infilling on the existing street network which is the most advanced of any urban area in the Township. The Village also offers the highest range of different land use types; has the most amount of vacant land to accommodate future development; and is the only urban area serviced by public sewers.

As such, previous estimates for growth were based on reserve sewage capacity. In 2001 it was estimated that 22 lots (or 10% of the existing 220 serviced lots) could be created in Springfield without need to expand the municipal sewage system. If sewage capacity were not an issue it was estimated that approximately 540 additional residential lots could be created through various plans of subdivision. Current Provincial policy discourages development through plan of subdivision due to the lack of public water services in Springfield, but the Province has given indications that larger subdivisions could be considered on public sewers, where there is proof of an adequate water supply provided through private or communal wells. The likelihood of full services is highest in Springfield, given its current access to public sewers, high population levels, and varied land base.

6. INDIVIDUAL LANDOWNER REQUESTS

Relatively few requests to expand growth areas have come forward from individuals or groups of landowners in leading up to this Official Plan Review. The following details the only proposal received to date.

6.1 Expansion of Mount Salem (Pt Lot 20, Conc 4)

This request involves a minor boundary expansion to the Hamlet of Mount Salem which would include 84 metres (276') of additional frontage on the west side of the Hamlet along the south side of Calton Line. This would include enough frontage to accommodate three (3) new building lots. The owners have also suggested that at the same time a large interior portion of lands they own within the Hamlet boundary are removed due to their lack of ability to be properly developed on municipal services as encouraged by the Province.

This proposal better reflects Provincial policy in terms of allowing for a limited amount of infill growth in unserviced areas, while directing long-term growth to serviced areas. Lands directly to the north are already developed for residential purposes.

7. ECONOMIC DIVERSIFICATION / SUSTAINABLE AGRICULTURE / SMART GROWTH

Changes to the agricultural industry have had a significant impact on Malahide and other areas of Elgin County traditionally involved in the farming of tobacco. In addition, changes to Provincial policy and funding programs regarding smart growth and sustainability, have made it more important than ever to consider policy changes that consider:

- economic diversification;
- long-term protection of agricultural resources; and
- promoting focused future growth that utilizes infrastructure and minimizes servicing costs.

As part of earlier workshop discussions, Council and staff have illustrated a desire to position Malahide to attract large-scale secondary employment uses that would rely on, collaborate with, and benefit from the strong primary agricultural base of the Township. The Township currently has similar policies intended to attract large-scale energy employment uses to the Township. However, the concern with the current policies is that the Province has not allowed the Township to permit such uses to be permitted through a local Zoning By-law amendment process in order to expedite

timelines and attract business. There are opportunities the Township can look at to ensure timelier approvals including the pre-designation of lands for such employment uses.

Along with such changes, the Township should consider new sustainable agriculture policies to protect and promote the primary industry of farming as a viable and integral part of local economies. As part of this initiative we have included a complete draft set of policies related to sustainability in agriculture to illustrate how changes to the current "Agriculture" policies found in the Official Plan should be revised (see Appendix 1).

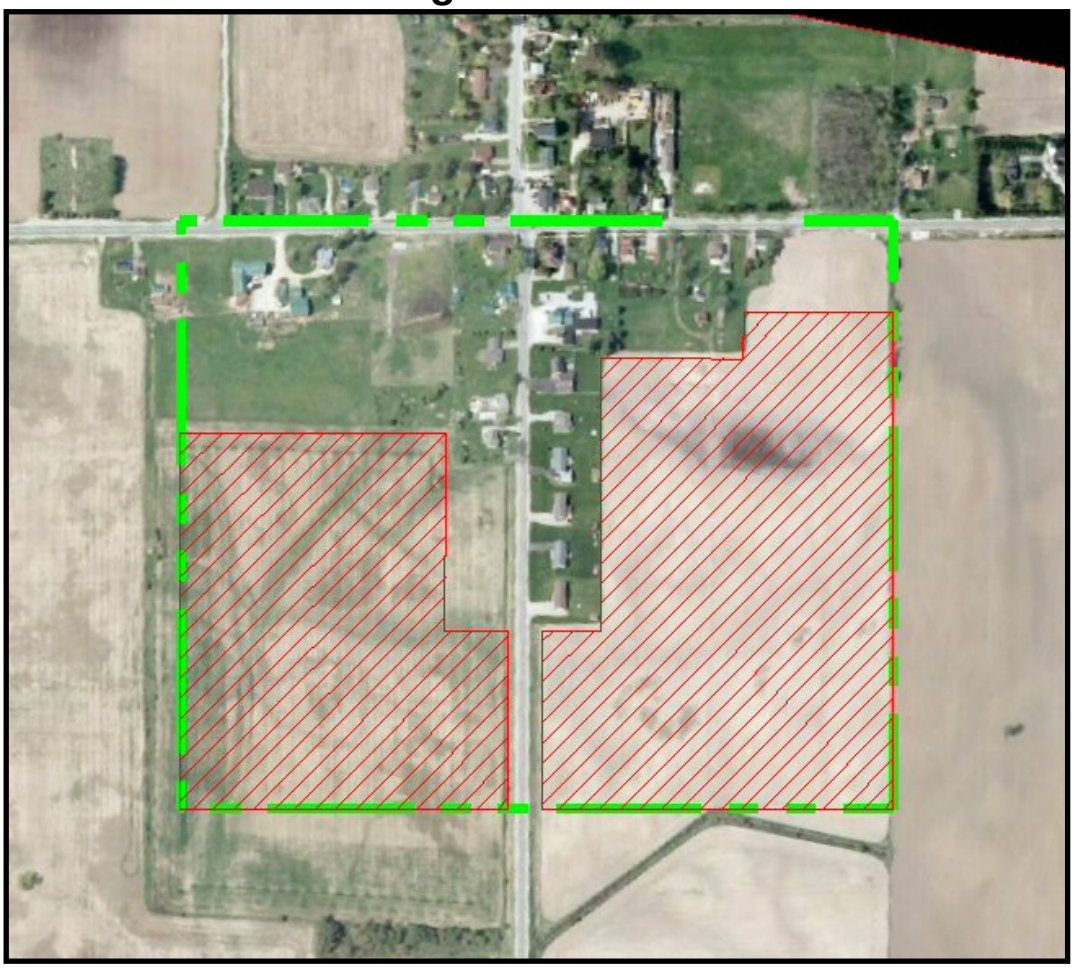
Finally, as recent initiatives have indicated (ie. funding, asset management), the Province is urging municipalities to look at policy direction which ensures that land use planning decisions are done in a manner that is sustainable by focusing growth in areas that utilizes existing infrastructure and investments made to servicing. As indicated in Section 5.12 above, the Village of Springfield currently offers the most attractive scenario for growth within the Township given its municipal sewer system, advanced road network, varied land uses, and level of services, most notably the Springfield Public School.

8. RECOMMENDATIONS

The following recommendations are included in a manner which addresses the major issues identified in this discussion paper. They are as follows:

1. ***Consider reducing various hamlet boundaries*** – Where long-term development is limited on large interiors parcels of land that have been traditionally included within Hamlet boundaries, Council should consider re-designating these lands to the Agriculture designation (ie. similar to the landowner request in Section 6.1). This serves the purpose of protecting agriculture, and directing growth to areas where it is preferred (ie. Springfield). The other advantage this approach has is to "swap" development areas, when statistical information may not necessarily warrant straightforward growth of urban areas, without in turn offering protection to agricultural lands. An example of this approach would be the Hamlet of Avon as shown in Figure 1 below, where the thick line indicates the current hamlet boundary and the hatched areas could be re-designated Agriculture, while still retaining some opportunities for infilling or development of lands on existing road frontages.

Figure 1



2. ***Include policies for large-scale agriculturally-related employment uses***. Such policies would take a similar approach as those developed for renewable and alternative energy systems pursued through OPA #8. While this may not expedite timelines, it would show potential developers that Malahide is receptive to development that can collaborate with the developed agricultural economic base of the Township.

3. ***Pre-designate lands for large-scale agriculturally-related employment uses***. Adding an area of the township as a major employment area either within or adjacent to the Village of Springfield would assist in expediting timelines for approval of major development, which may prove encouragement to attracting development investment. A location in proximity to Springfield reinforces the objective of focusing growth in this area.

4. ***Add policies which ensure Springfield becomes the focus of any growth and investment in services and infrastructure***. Such policies will assist in future

decision-making regarding "hard" and "soft" servicing priorities that are both sustainable and supportive of the existing investments and facilities found in Springfield. Policy changes of this nature support future funding from senior levels of government and provide clearer direction on issues relating to piped infrastructure, transportation/roads/bridges, energy planning, and solid waste management.

9. CONCLUSION

The proposed changes make more effective use of the existing road work; while recognizing the limitations of privately serviced areas; and simultaneously reinforcing the goals and objectives of the Township and the Province to provide long-term protection of agricultural lands; opportunities for economic diversification; and promotion of growth in serviced urban areas.

The quantitative analysis undertaken would not provide sufficient justification for a significant net increase to urban land use designations without some consideration of re-designating lands for agricultural purposes. The re-organization of some of the urban boundaries provides for the most efficient use of lands consistent with the goals and objectives of the Official Plan.

In summary, the Township of Malahide has an opportunity to maximize investment and protect existing services in the Village of Springfield, which should position the Township to make the best of opportunities in encouraging local employment investments and achieve funding for sustainable infrastructure requirements.

10. NEXT STEPS

Following this discussion paper we will undertake a review of all remaining matters that Council may wish to consider as amendments to the Official Plan that have not yet been considered. Following this step, a draft of all the amendments to the Official Plan will be prepared for Council and staff review.

J:\3405\377 OP Review\PTRdisc2_growth2008-10-30.doc\2008-11-10\DD

APPENDIX 1 – SUSTAINABLE AGRICULTURE POLICIES

PRELIMINARY DRAFT

MALAHIDE TOWNSHIP OFFICIAL PLAN REVIEW: IMPLEMENTING SUSTAINABLE AGRICULTURE

PART A – THE PREAMBLE

PURPOSE

According to Section 26 of the Planning Act, a municipality is required to review its Official Plan not less than every five years. IBI Group, on behalf of The Township of Malahide, is currently in the process of developing recommendations for the fulfillment of this requirement.

The general purpose of these amendment recommendations is to reflect, through Official Plan policy, changes made within the Provincial Policy Statement and Bill 51 as well as address the needs of the evolving local Township of Malahide.

LOCATION

The proposed amendments apply to the geographic area comprising the Township of Malahide.

BASIS

This issue paper will address the policies which impact the agriculture community within the Township of Malahide and provide suggestion for how these policies may become 'consistent with' current legislation implemented under the Planning Act.

The Province of Ontario brought into effect on March 1, 2005 a new Provincial Policy Statement which places a greater level of emphasis on policies which address issues including: efficient management of land and infrastructure, protection of the environment and resources; opportunities for employment and residential development, and support for mixed use development.

Secondly, these amendments will go beyond the minimum requirements that have been set by the PPS and will reflect on the policies being implemented by surrounding counties and municipalities. Thus, allowing for the Malahide OP to be a leading contemporary document seeking to combine agriculture with the prevailing demand for sustainable growth.

The recommendations within this paper will be presented in the form of modifications of a technical nature, addition of significant and previously non-existent policy sections, as well as a revamped policy template which will improve the flow and thus the effectiveness of the document.

The following Official Plans were reviewed during the preparation of this document:

- Town of LaSalle OP
- Middlesex Centre OP
- North Middlesex OP
- Perth County OP
- Central Huron OP
- Goderich OP
- West Elgin OP
- Huron-Kinloss OP
- Huron East OP
- Norfolk County OP
- Township of Centre Wellington OP
- Township of Strathroy-Caradoc OP
- Town of Essex OP
- Town of Stratford (P.E.I) OP

PART B – THE AMENDMENT

3.1 GOALS OF THE PLAN *is amended by altering or adding the following sections:*

3.1.1 To minimize land use conflicts ~~in all areas of the Township while accommodating, wherever possible, the various demands for land and resources as they arise.~~ by providing a variation of zones for residential, commercial, and industrial purposes, and by regulating rural and urban development patterns to provide for the demands of projected growth within the Township.

... This statement is now proactive rather than reactive in nature.

3.1.2.1 ~~To maintain the rural environmental character of the Township.~~

Heighten awareness about the role that agricultural and rural character play within the Township of Malahide as significant economic contributors, sources of local heritage, and vital components to the strength of community cultural values.

... This change places additional emphasis on the agricultural sector and the crucial role it plays within the Township. Maintaining the rural character can only be accomplished if the community understands the importance.

3.1.3 To place a high priority on maintaining or initiating ~~agricultural production on high quality agricultural lands.~~ land use practices which will improve viability of prime agricultural land. Diversification of rural production will be encouraged through appropriate secondary farming uses and growth of specialty crop areas as established by the Province.

... The changes made to this statement give it a broader scope which will allow for unique development and production concepts to be brought forward.

~~3.1.6~~ ~~To encourage public awareness and input in the local planning process.~~

... Policy removed due to repetition of section 3.1.5.

3.1.10 Protect and enhance air, soil, and water quality.

... There is virtually no policy which touches on these three topics. This creates an introductory statement which can be addressed in more detail later in the OP.

3.1.11 Encourage the development of a variety of styles and densities of residential dwellings within urban communities to provide for the needs of residents with a variety of social and economic backgrounds;

... By providing a range of residential styles within existing communities there will be less demand for non-conforming residential development within the agricultural environment.

3.1.13 Promote energy and water conservation by encouraging developers to implement efficient building and infrastructure design; LEED (Leadership in Energy and Environmental Design) standards in particular.[1] This can include techniques such as innovative building design, using alternative building materials, efficient road patterns, lot layouts, and landscaping; which can reduce future energy requirements.[2]

... This offers many unique opportunities for future public and private development to minimize use and preserve of local utilities.

3.1.14 Identify appropriate locations within existing urban settlements where Intensification can be encouraged. This can include redevelopment, development of a vacant or underutilized lot, infill, or the expansion or conversion of existing buildings.

... While this does not directly influence agriculture it will assist in the preservation of agricultural land within rural-urban fringe areas. It also addresses policy changes to PPS.

4.0 LAND USES

4.2 RURAL USES

4.2.1.2(b) The Township shall encourage industrial and commercial growth related to agriculture and renewable energy ~~the growth of agriculturally related industries and commercial~~ activities compatible with the rural character of the area and provide a source of employment.

…Slight policy rewording to allow for some acknowledgement of important investment and employment opportunities resulting from local growth in the renewable energy sector.

~~4.2.2~~

4.3 AGRICULTURE

4.3.1 Objectives

i) To minimize the conflicts between agriculture and other land uses;

ii) To encourage the viability and productivity of agricultural lands by allowing farm operators flexibility to engage in a wide range of agricultural activities;[3]

iii) To encourage energy efficiency within farming practices;

iv) To maintain the rural character by discouraging unnecessary fragmentation of existing farms;

v) To encourage best farm management, stewardship, and agricultural practices that will consider the health of the natural environment and sustainability.[4]

... Each section of the OP should be expanded to briefly outline the goals of each particular field. It will improve the clarity of the document as well as give added emphasis to preceding policies.

4.3.2 **~~Land Use~~ Permitted Uses** *amendments consist of modifications to existing sections and addition of new policy sections.*

Subject to the other policies of this Plan, the following policies shall apply in determining uses permitted on land designated Agricultural on Schedule "A".

~~4.2.2.2~~
4.3.2.1 Primary agricultural uses will consist of the growing of crops, including nursery and horticultural crops; raising of livestock; raising of other animals for food, fur or fibre, including poultry and fish; aquaculture; apiaries; agro-forestry; maple syrup production; and associated on-farm buildings and structures, including accommodation for full-time farm labour when the size and nature of the operation requires additional employment. ~~*Agricultural uses* will be permitted and encouraged in the Agricultural designation. *Agriculture-related uses* and *secondary uses* will also be permitted in the Agriculture designation provided they are compatible with agricultural uses and do not contribute to land use conflicts. These uses may include farm retirement lots, surplus farm dwellings on separate lots, infill residential lots, and farm-related industrial and commercial uses which are small scale and directly related to the farm operation and are required in close proximity to the farm operation. Lots for these types of residential uses will be created in conformity with the policies of subsections 4.2.2.11, 4.2.2.12, 4.2.2.13, 4.2.2.14, 4.2.2.15, 4.2.2.16, 4.2.2.17, and Section 7.2 of this Official Plan. These uses may be zoned to reflect their Agriculture/Residential character. Farm-related industrial and commercial uses will also be zoned in a special category to reflect their agriculture-related characteristics.~~

... The previous statement was obvious and ambiguous without providing any detail towards the classification of agricultural uses. This follows the definition within the PPS. The second portion of the statement formerly contained policy regarding secondary and agriculturally related uses, which deserve to have an independent section.

4.3.2.2 A secondary farm occupation may be permitted on a farm property as a part of the farm unit to provide supplementary income and be clearly secondary to the principal farming practice. The establishment of a secondary farm occupation on a farm property shall be subject to the following criteria:

(i) A secondary farm occupation shall be conducted only by farm family members residing on the farm property and who are actively involved in conducting the farm operation on a day-to-day basis;

(ii) The types of uses permitted as secondary farm occupations shall be limited to those which are primarily and directly related to agriculture and farming (e.g. feed, fertilizer and/or seed sales); value added processing or packing operations; the manufacture or fabrication of goods; a shop for a trade occupation (e.g. electrician, plumber, carpenter, welder); a craftsperson; and an artist. A small accessory office space for the secondary farm occupation is permitted;

(iii) It must not result in the loss of productive farmland and no way impede or interfere with the ability of the onsite farm or surrounding farm practices;

(iv) Where new building construction is required, such new building shall be designed and constructed such that it can readily be used in conjunction with the farming operation if the secondary farm occupation ceases to exist;

(v) Consent to sever a secondary farm occupation use from a farm property shall not be permitted;

(vi) Secondary farm occupations may require licensing, where licensing occurs, it should provide a specific term or time period for the license and further that license renewal is required for the secondary farm occupation to continue. License renewals shall not be issued where a previously conforming secondary farm occupation no longer meets the criteria established by this Plan. In such cases, the secondary farm occupation is to cease at its farm property location;

(vii) Secondary farm occupations will not be permitted if they require high water volumes; high energy usage, or produce significant volumes of effluent;[5]

(viii) A local municipality may, in its implementing Zoning By-law, make provisions to permit trades occupation uses (such as an electrician, plumber, carpenter, welder, painter) to be conducted accessory to an existing non-farm dwelling in the Agricultural Zone, subject to appropriate provisions regulating outdoor storage and other applicable secondary farm occupation use regulations;

(ix) Agricultural events shall be permitted in consultation with the Township;[6]

(x) Outlets for retail sail of local products will be permitted;[7]

(xi) Lots for these secondary uses or surplus dwellings will be created in conformity with the policies of subsections 4.2.2.11, ~~4.2.2.12, 4.2.2.13, 4.2.2.14, 4.2.2.15, 4.2.2.16,~~ through to 4.2.2.17, and Section 7.2 of this Official Plan.

... Provides individual policy regarding secondary and related farm uses, as well as a more structured format.

4.3.2.3 Bed and breakfast operations, as defined by S2.19 of the Zoning By-Law, carried out within principal farm dwellings in the "Agriculture" designation may be

permitted. The bed and breakfast/farm vacation operation must clearly be secondary to the main use of the dwelling as a private residence and it shall not change the overall character of the dwelling as a private residence.[8] Proposed Bed and breakfast establishments will be evaluated on the basis of the following criteria:[9]

(i) Suitability of the dwelling for the use intended;

(ii) Number of rooms proposed for use;

(iii) Adequacy of the municipal water supply system and sanitary sewage system to handle increased flows;

(iv) External changes proposed to the dwelling and yards including parking areas, driveways, signage and building additions;

(v) Accommodation of required parking;

(vi) The ability to meet the requirements of the Ontario Building Code; and

(vii) Compliance with the zoning by-law

... Allows for further diversified economic growth within the agricultural/ rural areas of Malahide.

4.3.2.4 Encourage development of local farmers markets within agricultural designations as to remain close to local farming community. In addition, local farmers will be encouraged to develop road side stands as a secondary use.

~~4.3.2.5~~
4.3.2.4 In evaluating proposals for non-farm uses, Council shall require a presentation of the proposal which will include a detailed site plan outlining building areas and locations, ingress and egress to the site, parking facilities, existing land use and surrounding land uses, building location, site characteristics, proposed buffering and landscaping, and an energy efficiency audit.

... Added condition which will help to improve sustainability within Malahide; under authority of s.34(16) of the Planning Act.

4.3.2.5 Construction of new agriculturally-related residential uses shall also be permitted. The zoning by-law shall only permit one residence per lot. However, more than one residence on a lot for the purposes of housing farm help may be allowed once the need for such housing has been adequately demonstrated in terms of the following: the farm helps' working activity is primarily, but not exclusively, devoted to the farm operation; and the farm operation requires the help to be accommodated close to the farm. This additional residence shall make use of an existing access route and will not be severable in the future.[10]

... This is a necessary policy for some farm operations to remain viable.

~~4.2.2.11.1(f)~~
4.3.2.6 Large Scale Industrial, Commercial, Recreational and Institutional Uses

Is adequately buffered from surrounding land uses so that there are no adverse effects from nor upon them due to noise, vibration, odours, smoke or dust. Adequate visual buffering or landscaping will be required where such uses may generally impact the agricultural or rural character of the Township.[11]

4.3.2.7 Intensive Livestock Operations ~~and Nutrient Management~~

(i) Livestock operations will be encouraged to explore alternative methods for treatment of effluent. One method in particular will be the use of Integrated Constructed Wetlands. These facilities will be permitted to operate on an individual farm basis or in relation to a group of local farms within close proximity to one another. [12]

… There are no standards for how these should be built i would recommend that Malahide develop a set of design guidelines so that ICWs can be implemented on a regulated manner.

4.3.3 Land Management

~~4.2.2.6~~
4.3.3.1 Intensive Livestock *amendment consists of modification of existing policies and the addition of the preceding sections.*

Livestock farming operations shall be characterized by the raising, keeping or propagation of animals and poultry for profit as listed in the table of animal units commonly used in the calculation of *Minimum Distance Separation formulae*. Without limiting the number or specific type of animals and poultry, the table will include units as normally characterized. ~~of units is normally characterized to include beef, dairy cattle and veal; laying and broiler chickens, turkeys, ducks, ostrich and emu; swine including sows, weaners, boars, and feeder hogs, horses, goats, sheep, mink, rabbits and fox.~~

… List of units is unnecessary and cumbersome.

4.3.3.2 Nutrient Management Plans

Nutrient Management Plans shall be completed in accordance with local Nutrient Management requirements or the Province's *Nutrient Management Act, 2002,* whichever applies. The Provincial *Nutrient Management Act* affects most operators who generate or receive nutrients. Implementation of the Provincial Regulations will be phased in based on the size and type of operator. Greenhouses, nurseries and farmers applying commercial fertilizer will also be subject to the Provincial Act and Regulations. Where provincial legislation permits, the Municipality may pass a by-law to address farm operations not regulated by the *Nutrient Management Act.*[13]

4.3.3.3 Lot Creation and Lot Adjustments

The following policies will apply to severance applications within agriculturally designated areas of the Township. These policies serve to complement the general severance policies throughout the rest of the Plan.

(i) Severances relating to minor boundary adjustments may be considered. Such severances must not create non-viable farm parcels, and must not adversely affect agricultural activities;

(ii) Severances for agriculture-related commercial and industrial uses may be considered, subject to additional policies of this Plan in Section 4.2.2.11;

(iii) Severances for conservation purposes may be considered, where a parcel or parcels or an interest in land is created for the purposes of protection of natural areas, features or functions. Such severances may only be permitted where the configuration of remnant parcels will not result in the potential for new non-farm uses or lots. Further, such applications may not result in farms which are less than 40 **(town of essex uses 20 hectares)** hectares in size. It is intended that lands severed for such purposes be rezoned for an appropriate conservation purpose, and conveyed to a government agency, conservation authority or charity registered under the Income Tax Act whose purpose relates to conservation issues;

(iv) The fragmentation of existing farm lots will be strongly discouraged. Severances for new farm lots will not be permitted where a farm lot of less than **40 hectares** will result;

(v) It is the policy of this Plan that farm lot size shall be sufficiently large to create large continuous farming blocks and maintain long term flexibility to adapt to future changes in agriculture, and to avoid the unwarranted fragmentation of farmland.[14]

(vi) The establishment of new lot lines as a result of a farm severance will require consideration of the surrounding natural features including bodies of water; woodlots; or any environmentally sensitive attribute or ecosystem. Where these features exist lot lines will follow the boundary of the feature, insofar as this will not interfere with subsequent policies 4.2.2.14(a), (b).

4.3.3.4 The expansion of farm parcels through lot assembly is encouraged wherever possible.[15]

4.3.3.5 Removal of Topsoil

(i) To preserve soil quality of the land within the Township, the Municipality may adopt a by-law pursuant to s.142(2) of the Municipal Act to set conditions in regards to removal of topsoil; dumping of topsoil; and grade alteration of the land.[16]

... Policies could include limiting types of crops which require lower sandy soils to be mixed with topsoil, when done continually can damage long term soil quality and affect productivity permanently thus decreasing land values. (ie. Potatoes). While it will be difficult to limit these uses specifically could require some sort of soil management study to be done.

4.3.3.6 Woodlots

(i) All woodlots located on farm properties in the "Agriculture" designation shall be considered to form part of the farm unit. The Municipality recognizes the importance of trees, woodlots and woodlands. The cutting of trees and the clearing of woodlots shall only be permitted in accordance with the County of Elgin Woodlands Conservation By-law.

In such cases, it is the policy of this plan[17], at a minimum, to plant and maintain a woodlot elsewhere in Malahide of an equivalent size, species and/or quality to the area as that of the area being cleared. The Municipality shall support, to the extent its resources permit, the efforts of other public bodies, organizations and landowners to improve the quantity and quality of woodlands in Malahide.[18]

(ii) Local municipal Councils and individual property owners are encouraged to consult with appropriate Ministries and agencies concerning reforestation matters.[19]

~~4.2.2.16 Farm Retirement Lots~~ *amendment removes this section and all applicable subsections.*

~~4.2.2.17 Infilling~~ *amendment removes this section and all applicable subsections.*

4.3.4 Renewable Energy *amendment consists of expansion of wind energy resource section.*

(i) Promote development of renewable energy sources within the agricultural community. Sources will include wind, solar, biomass, methane (anaerobic digestion), and geothermal.

~~4.2.8~~
4.3.4.1 Wind Energy Resources

(v) Small Scale Systems are generally those which tend to generate electricity for only the property owner. Small Scale systems produce a capacity of less than 50 kv.a. The establishment of a small scale generating system will be permitted under the zoning provisions of the Municipal Zoning By-law as an accessory structure to the principle use of the property.[20]

4.3.4.2 Other Alternative Energy Generation Systems[21, 22]

The Municipality encourages the use of alternative energy generation systems, including but not limited to wind, water, biomass, methane, solar and geothermal energy and the establishment of such systems.

For proposals for alternative energy generation systems, other than wind energy, both small and commercial scale, the policies of s.4.3.3.1 shall apply with any necessary modifications.

4.3.4.3 Energy Conservation

(i) The Town will explore and promote the use of energy conservation and alternative and renewable energy sources. In all types of development proposals, designs which attempt to minimize energy costs for future residents, businesses and agriculture through transportation design, lot layout, building location, material usage and design, solar orientation and sun exposure, will be encouraged. In both development and redevelopment, innovative building designs and construction techniques that conserve energy and lead to a reduction of energy consumption will be encouraged. Energy conservation lighting and heating systems will also be promoted. Programs assisting in the reduction of energy use within existing municipal buildings will be identified and promoted. *Council will encourage the application of Leadership in Energy and Environmental Design (LEED) standards in building and neighbourhood design.* The landscaping and siting of buildings on a lot to provide wind shelter and maximize sunlight exposure *and its energy potential* will be encouraged.[23]

~~4.2.5~~

4.3.6 Conservation Lands *amended through addition of the following at the end.*

4.3.6.11 Conservation Easement

The owner of land may convey, without the need for a consent, an easement, or enter into a covenant with the Town or lawfully recognized conservation body for the purposes of:

(a) The conservation, maintenance, restoration or enhancement of all or a portion of the land or wildlife on the land;

(b) The protection of water quality and quantity, including the protection of drinking water sources;

(c) Watershed protection and management;

(d) Access to the land for the purposes described above.

Where a conservation body that is party to an easement becomes the owner of the affected lands, the easement is suspended, but does not merge. If the conservation body afterwards conveys the lands, then the easement becomes effective again.

Where land is subject to such an easement or covenant, no person shall construct or demolish any building or structure without the written permission of the conservation body or its assigns.[24]

4.3.7 **Water Quality** *amendment consists of addition of the preceding section.*

i) Enhance and maintain surface and ground water quality;

ii) Limit the impacts and proximity of large and intensive farming operations to watershed headwaters, wetlands, recharge and discharge areas; and

iii) Develop a local watershed and subwatershed based source protection plan in co-operation with Kettle Creek, Catfish Creek, Upper Thames River, Long Point Region Conservation Authorities, and any other affected agencies to identify and protect watershed headwaters, wetlands, recharge and discharge areas. Upon approval of the watershed and subwatershed protection plan submittal of a stormwater management assessment will be a prerequisite to the approval of subdivision, zoning, building permit, or site plan approvals.[25]

4.3.7.1 Watershed and Sub-watershed Studies

(i) Until further criteria is established by a watershed and subwatershed protection plan, stormwater management plans shall be required for:

(a) any new development consisting of more than **'X'** lots;

(b) any new development consisting of more then **'X'** sq.km;

(c) any new farming operation with livestock densities exceeding **'X'** units per acre;

(d) for commercial and industrial developments with confined livestock areas such as feedlots, livestock and poultry barns and outdoor animal pens; and

(e) any such development as determined by the local municipality in consultation with appropriate agencies.

(ii) Until a watershed and sub-watershed protection plan has been approved stormwater management plans will be required to include:[26]

(a) A plan for the provision of storm water drainage facilities to accommodate the proposed development;

(b) A grading plan for the proposed development;

(c) An assessment of the pre-development and post-development discharge of water during flood conditions on any stream or watercourse;

(d) An assessment of the impacts of the proposed development on the water quality of any stream or watercourse, particularly in terms of water temperature, base flow, and fisheries potential, and the means of mitigating any potential reductions in water quality;

(e) An assessment of the storm water capacity on any proposed receiving watercourse;

(f) The means of controlling erosion and sedimentation using the best available construction and management practices during and after the construction of the development;

(g) An assessment of how development will maintain or enhance the minimum baseflow of a watercourse, and maintain storage levels during periods of minimum baseflow for flow augmentation;

(h) The potential impact of the development and any proposed storm water management techniques on groundwater resources; and

(i) The location of any flood lines associated with open watercourses.

4.3.7.2 The Township in consultation with the Conservation Authority shall have regard for individual stormwater management plans which reflect a detrimental impact of current farming operations on quality of water. Where water quality impacts deem appropriate, implementation of drainage remediation will be required; including but not limited to the use of buffers consisting of natural vegetation to assist in nutrient uptake.

[1] Goderich Official Plan C. Clean Air (2)
[2] Town of LaSalle Official Plan 2.6
[3] Town of LaSalle Official Plan 3.2.1(ii)
[4] Middlesex Centre Official Plan 2.1(f)
[5] Huron-Kinloss Official Plan 3.2.3.3 (f)
[6] Norfolk County Official Plan 4.2.1(e)
[7] Norfolk County Official Plan 4.2.1(d)
[8] Perth County Official Plan 5.5.9
[9] Township of Centre Wellington Official Plan C.16.5
[10] Town of LaSalle Official Plan 3.2.1(v)
[11] Middlesex County Official Plan 2.4(h)
[12] R. Harrington et al. *The Use of Integrated Constructed Wetlands (ICW's) in the Management of Farmyard Runoff and Waste Water. Minister for the Environment, Heritage and Local Government.*
[13] Central Huron Official Plan 3.1.3.5.
[14] Middlesex County Official Plan 10.3.2
[15] Middlesex County Official Plan 2.2(c)(d)
[16] Strathroy-Caradoc Official Plan 5.4.1.20
[17] Strathroy-Caradoc Official Plan 5.4.1.12
[18] West Elgin Official Plan 3.3.11
[19] Perth County Official Plan 5.5.5
[20] Central Huron Official Plan 4.3.3.4
[21] Middlesex County Official Plan 9.8.2
[22] Town of Essex Official Plan 4.21
[23] Town of Essex Official Plan 4.9
[24] Town of Essex (Draft) Official Plan 6.9
[25] North Middlesex County 7.2.2 (b)(c)
[26] Township of Centre Wellington Official Plan C.7.2

The Corporation of the Municipality of
Central Elgin

450 Sunset Drive, 1st Floor, St. Thomas, Ontario N5R 5V1 P: 519.631.4860 F: 519.631.4036

October 12th, 2016

Laura Elliott
Director of Education
Thames Valley District School Board
1250 Dundas Street
London, ON N6A 5L1

Via email

Dear Ms. Elliott:

Re: Proposed Elementary Pupil Accommodation Review
Proposed JK-8 Elementary School in Belmont

Please be advised that Central Elgin Council further discussed your email correspondence dated September 19th, 2016 and the following resolution was passed:

WHEREAS email correspondence dated September 19th from the Thames Valley District School Board regarding the Proposed Elementary Pupil Accommodation Review was considered by Council at their Regular Meeting dated Monday, September 26th, 2016;
AND WHEREAS said email correspondence included a proposal for a new JK-8 Elementary school located in Belmont;
NOW THEREFORE BE IT RESOLVED THAT The Council of the Municipality of Central Elgin supports the proposal to construct a new JK-8 Elementary School to be located in Belmont.
CARRIED.

Please feel free to contact me should you have any questions regarding this information.

Yours truly,

Dianne Wilson

Dianne Wilson
Deputy Clerk

c.c. B. Wiehle, Warden, County of Elgin
J. Todd, Elgin County Trustee, Thames Valley District School Board
C. Goodall, Elgin County Trustee, Thames Valley District School Board
T. Levschuk, Executive Assistant to the Director, Thames Valley District School Board

Suggestions and Rationale for Thames Valley District School Board Elementary Pupils Accommodation Issues

Thank you for the opportunity to provide feedback with regards to the proposed solutions to accommodate issues with schools in Belmont and St. Thomas. Please see the information below in answer to your two questions:

1. A clear indication of any community planning or facility collaboration opportunities which relate to the schools identified; and
2. Any relevant technical information you may have and wish to provide including, but not limited to, in the case of any municipal level of government, the municipal level of government's population and future development projections for the affected region.

1. Collaborative Opportunities		
Suggestion	**Rationale**	**Contact Person**
Community planning regarding establishing hubs	• The provincial government has requested that community partners establish community hubs which could be in schools. There is funding for this initiative through Ontario Works. A proposal is to be written by May 2017 for Ontario Early Years Child and Family Centres (hubs). • Such hubs could be multi-generational and/or provide day care within the school for the ease of the parents and to increase the mental well-being of children and grandparents.	Darrell Jutzi – 519-631-9900 ext 1249

Community planning regarding access to enough, healthy food for everyone (Food for All Network and Eat2Learn)	• To help students and their families access enough healthy food and to teach students about food, nutrition, and basic food preparation, consider what other schools have done: designate an appropriate plot of land to plant a school garden and/or fruit trees (with some of the harvest being used within student nutrition programs and cooking programs) and ensure there is an approved kitchen that is stocked with basic kitchen equipment to ensure the school's ability to offer a school nutrition breakfast, lunch and/or snack program and to be a forum for cooking opportunities for students.	Food for All – Kendall Chambers; 519-631-9900 ext 1279 Eat2Learn – Cathy Macpherson; 519-631-9900 ext 1251
School travel planning to increase safe active transportation for students via the work of Active and Safe Routes to school. This could include a walkabout for any new school location to identify areas for safety improvement.	• To identify walking/biking safety concerns and barriers, a survey of parents and students is done, along with a walkabout with community partners like police. • It encourages changes to signage, sidewalks, etc in order to boost safety which is why municipal representatives are included	Pam Ewart – 519-631-9900 ext 1258
Healthy Communities Partnership and Active Elgin work together to increase	• Municipal staff & politicians have suggested partnering with the	Jessica Lang, Health Promoter & Coordinator for Healthy Communities

access to affordable recreation.	Principal Association as the gatekeepers of the schools in Elgin. There is interest in utilizing gymnasiums and playgrounds for community use after school hours in a coordinated fashion that can be used by and accessible to all residents. • Increase connectivity of schools to Elgin St. Thomas Cycling Master Plan and promote cycling to school	Partnership, 631-9900 ext.1304

2. School Building		
Suggestion	**Rationale** A clear indication of any community planning or facility collaboration opportunities which relate to the schools also identified below	**Supporting Documents/Websites**
Infection Prevention and Control - Indoor Air Quality		
Ventilation system (Air Circulating systems) vented to the outside instead of into other classrooms	-Decreases the spread of illness from one class to another or one section of students. -The survival, dispersal, and removal of airborne pathogens are affected by relative humidity, ventilation rate, and the percentage of recirculated air in the air supply. Increased ventilation rates have been shown to speed the dilution and removal of viral material. The use of displacement ventilation and the reduction of the percentage of recirculated air in the air supply have the potential to reduce building occupants' exposures to airborne pathogens.	Building Characteristics and the Spread of Infectious Diseases https://www.nap.edu/read/11756/chapter/9 Association of classroom ventilation with reduced illness absence: a prospective study in California elementary schools http://onlinelibrary.wiley.com/doi/10.

	-See checklist: 1) Ventilation Checklist from Indoor Air Quality Tools for Schools https://www.epa.gov/iaq-schools/ventilation-checklist-indoor-air-quality-tools-schools	1111/ina.12042/full More Fresh Air in Classrooms Means Fewer Absences http://newscenter.lbl.gov/2013/06/05/more-fresh-air-in-classrooms-means-fewer-absences/ Mould contamination in schools and health effects on children www.moldbacteria.com/mold/mould-contamination-in-schools-and-health-effects-on-children.html Preventing Occupational Respiratory Disease from Exposures Caused by Dampness in Office Buildings, Schools, and Other Nonindustrial Buildings www.cdc.gov/niosh/docs/2013-102/pdfs/2013-102.pdf EPA Guides for Renovation, New Schools and Energy 2015 http://casle.ca/epa-guides-renovation-new-schools-energy-2015/ Indoor Air Quality: Tools for Schools Approach https://www.epa.gov/sites/production/files/2015-10/documents/iaq_management_framework_success_3_pager_2014.pdf
Windows that open	-Improved ventilation in classrooms may reduce student absenteeism due to illness (see comments under “ventilation system”)	
Mould prevention	-Moulds can be found almost anywhere, both in indoors and outdoors. Damp school buildings support the growth of indoor moulds. Many schools have plumbing problems, leaky roofs or poor ventilation systems and the resulted moisture problems favours mould growth. Delay in fixing the problems makes mould growth worse. -Occupants within damp office buildings, schools, and other nonindustrial buildings may develop respiratory symptoms and disease. -Ongoing inspection and monitoring plays an important role in fixing the mould problems. -See checklists: 1) Building and Grounds Maintenance Checklist from Indoor Air Quality Tools for Schools https://www.epa.gov/iaq-schools/building-and-grounds-maintenance-checklist-indoor-air-quality-tools-schools 2) Molds at School www.healthyschools.org/downloads/Mold_At_School.pdf	
Avoid Carpets	-Carpets are not recommended related to cleaning difficulties and allergy risks. -If carpet is desired, consider carpet tiles. Choose non-abrasive materials with a non-slip backing. Care should be taken that carpet	

	edges are bound and flat to avoid tripping. Secure area rugs to prevent tripping hazards. Area rugs in kindergarten allows for rooms to be rearranged as needed -All flooring requires daily attention to ensure cleanliness. Contact floor suppliers or manufacturers for recommended maintenance techniques and follow specific guidelines for properly maintaining carpets. Determine the appropriate frequency of vacuuming required for each area.	
Infection Prevention and Control – School Nutrition Program		
Designated hand-washing basin in kitchen or nutrition room	-A single hand-washing sink must be present in a convenient location to the food preparation area with liquid soap and disposable paper towels in dispensers. Teachers to clean-up Allergy considerations Wash hands	Refer to Food Premise Regulation 562 under the Health Protection and Promotion Act https://www.ontario.ca/laws/regulation/900562
Adequate dishwashing facilities for school nutrition program	If all dishes used for the school nutrition program are disposable then there has to be a two-compartment sink installed. If there are multi-service utensils being used such as bowls, plates etc. then a three- compartment sink must be installed or a two-compartment sink with a commercial dishwasher.	
Floors, walls and ceilings must be smooth in kitchen	To make surfaces easily cleanable	
Adequate ventilation in kitchen or nutrition room for school nutrition program,	To remove fumes after cooking food in the kitchen	
Adequate refrigeration in	School Nutrition programs require a dedicated refrigerator in which only food served in the school nutrition program is stored. Space	

kitchen or nutrition room	should be allocated for such a unit even if one isn't provided at time of construction.	
Adequate storage of cleaning and sanitizing chemicals for school nutrition program	All sanitizers should be kept in minimal quantities needed for the purpose prescribed and they should be stored separately from food items. A locked storage cabinet is needed for these supplies.	
Infection Prevention and Control – Hand Hygiene		
Sinks in classrooms Access to soap and water/alcohol-based hand sanitizer Washrooms equipped with hands free water dispensing and soap dispensers and paper towels Post instructional signage about hand hygiene in kitchens and washrooms.	-Hand hygiene can prevent illness related absenteeism in schools -The American Cleaning Institute has been teaching handwashing in schools since 1926, linking student hygiene to their health. In 2003 ACI joined forces with the Centers for Disease Control and Prevention to award students for creative handwashing programs The Healthy Schools, Healthy People program continues to reach hundreds of schools each year in an effort to improve hand hygiene habits among students to help prevent the spread of infectious disease and reduce related absenteeism. -Sinks in classrooms and access to soap and water or alcohol-based hand sanitizer promotes hand washing and decreases the spread of germs/ illness. -Sinks in classrooms support prevention of allergic reactions among children with sensitivities in the classroom and allows for closer monitoring of students keeping them in the classroom instead of sending them to the washrooms -The use of no-touch faucets, doorways, receptacles, and equipment seems to be a reasonable, though unproven, method for infection control (refer to study/link).	Healthy Schools, Healthy People. It's a SNAP www.cleaninginstitute.org/clean_living/handwashing_can_prevent_absenteeism_in_school.aspx Comparative studies of hand disinfection and handwashing procedures as tested by pupils in intervention programs. www.ncbi.nlm.nih.gov/pubmed/21802616

Infection Prevention and Control – Infectious Diseases		
Provide a quiet isolation area for a sick child -Space should provide privacy when needed. -Room for desk, chair, record storage and resource material. -Place for a cot for a child who is ill.	-Many childhood infections are communicable (passed from one person to another). Effectively managing infection means taking steps to prevent it from spreading. One strategy is to contain infection be separating one or more sick children from the rest of the group. This step is usually taken to control the spread of serious illnesses, but it may also be useful for containing milder contagious infections, such as conjunctivitis (pinkeye). -Space should be available for temporarily isolating a child who becomes ill at school. There should be sufficient staff for at least one adult to stay with the sick child until the child is picked up.	Well Beings: A Guide to Health in Childcare, 3rd ed. Canadian Paediatric Society
Infection Prevention and Control – Environmental Cleaning		
It is important that all facilities are free from garbage, debris, filth, and potentially infectious materials.	-Regular and thorough cleaning and building maintenance can prevent pest problems, minimize irritants and allergens and create healthier learning and working environments for children and staff. -A good operations and maintenance plan includes procedures for cleaning all parts of the school facility and maintaining the entire building infrastructure: the foundation, exterior and interior walls, windows and doors, and roofing.	Sanitation and Infection Control for Cleaning Staff www.ccohs.ca/oshanswers/hsprograms/cleaning_staff.html ISSA CLEAN STANDARD Measuring the Cleanliness of K-12 Schools www.issa.com/certification-standards/issa-clean-standards/clean-standard-k-12.html#.V-7HASErLcs
Support for the Mental Health of Students and Staff		
Support mental wellness through	Poor mental health is increasing in students and access to services can be poor in some areas. Students' having improved access to	Ready, Set, Go! Building Healthy Schools in Ontario

quiet space, colour and light.	services in the community within the school is important. A community room for services coming into school such as mental health services that provides a quiet space for students is essential in order for service providers to see them in private and in an environment conducive to counselling.	http://www.peopleforeducation.ca/wp-content/uploads/2013/03/Healthy-Schools-2013-WEB.pdf
Architectural Design Considerations		Planning and Design for Child Care Centres www.edu.gov.on.ca/eng/parents/planning_and_design.pdf
Large windows with adequate filters for light and UV in classrooms	Promotes natural sunlight but decreases the UV harm for students near the windows and reduces straining of eyes due to bright sunlight.	
Coat hooks and boxes for each student for hats/helmets	Head lice concerns, place to put helmets that they are not thrown around. Keeps rooms more organized and safe.	
Sound barriers between floors	Stop travel of sound from class above doing QDPA, distractions.	
Gym and separate activity room/primary gym	To be used for snack program, before and after school program, multipurpose room for dental screening, immunization clinics, QDPA or physical education in two areas simultaneously. Increases accessibility of gym time allocation for a large school.	
Kindergarten room	Washrooms available adjacent to or within the classroom that indicate when they are occupied. Classroom larger than a regular classroom to promote active centres, low shelving for organization of centres and supplies. Height appropriate and safe coat hooks and cubicles	
Accessibility issues for all students	Gender neutral bathrooms	

Closets and storage areas	Prevent injuries by adequate shelving and storage areas	
Water fountains accessible outside.	Decrease students travelling unsupervised into the school and promotes water consumption.	
Privacy curtains in change rooms	Promotes certain students concerned about changing in front of classmates who do not participate in gym to have the privacy to change	
Bulletin Boards in staff room for Health and Safety and Staff Wellness	Promotes awareness of issues. Public Health messaging space in staffroom and front lobby. Cork board is preferred. ESTPH uses this space for health walls that school staff have expressed a need for. Our 2015-2016 School Year-End Survey showed 17 out of 23 schools found our health walls worked well to provide clear and meaningful communications to the school community.	
Kitchen for food skill education that is large enough and sufficiently stocked with basic kitchen equipment (including the same infection prevention and control requirements for the Student Nutrition Program described above) to accommodate up to 16 students at a time.	To have a location in the school where children can learn food skills and apply their nutrition knowledge learned in the classroom. In a new build school, it would make the most sense for the kitchen for the student nutrition program and the kitchen for food skill teaching be one and the same and in close proximity to the exit to the school community garden. Involve volunteers who work in the Student Nutrition Program and food skill education for input.	Health Canada, *Improving cooking and food preparation skills.* *http://www.hc-sc.gc.ca/fn-an/alt_formats/pdf/nutrition/child-enfant/cfps-acc-synthes-eng.pdf* Conference Board of Canada, *What's to Eat? Improving Food Literacy in Canada.* http://www.conferenceboard.ca/temp/a5b53134-6b43-4d71-829f-25fd9d323bf6/14-091_whatstoeat_cfic_rpt.pdf

A designated location to plant a school garden (minimum 6 hours sun, protection from wind, good soil quality, near water supply, close to student nutrition program/student kitchen).	School gardens are a valuable platform for student learning. It can provide authentic learning about healthy eating, science, the environment and can help students make meaningful connections between classroom concepts and life skills. Not only can the garden be used as a teaching tool for students, it can also help to supply produce to the school's student nutrition program.	Durham Region Health Department, *A Guide to School Gardens*. http://www.durham.ca/departments/health/food_nutrition/healthy_eating/schoolGarden.pdf Power Up for Health, *Evidence Synthesis for Community Gardens and Local Food Procurement.* https://powerupforhealth.files.wordpress.com/2016/05/final_communitygardenslocalfoodprocurement.pdf
3. Outdoor Playground Area		
Shade in schoolyards & outdoor classrooms in the area that children spend their time	In relation to Cancer prevention and sun safety. Designing shade areas including outdoor classroom or covered area during peak sun hours – natural or manmade structures. Planned tree areas close to school to decrease on heat caused by asphalt- functionally located in the back playground area. Shaded naturalized schoolyards improve socialization, reduce aggression, decrease skin cancer risk and reduce the heat island effect of a flat roofed structure surrounded by cut turf and asphalt (reducing heating and cooling costs).	Toyota Evergreen Learning Grounds www.evergreen.ca Adam Bienstock www.naturalplaygrounds.ca TD Friends of the Environment grants for school yards and outdoor classrooms. Developing an Outdoor Classroom (includes curriculum connections) http://www.yrdsb.ca/schools/cornellvillage.ps/Documents/Outdoor%20Classroom%20Newsletter%20FINAL%20COPY.pdf

		www.earthscapeplay.com Shade Sails— http://www.ray-catchers.com/ A good resource about heat islands, the research was done in SW Ontario. http://www.moogk-soulis.com/wp-content/uploads/2011/05/Moogk-Soulis.pdf
Playground Layout	Include CSA approval for playground structures and surfacing. Design a playground which would target promotion of physical activities and age groupings.	
Outdoor playground and yard surfacing	Appropriate playground yard surfacing to prevent injuries. Provide playground equipment and shade for full day kindergarten yards as many tend to be empty lots.	
Peaceful Playgrounds	Peaceful playgrounds – pavement markings to increase physical educations while learning topics covered in curriculum (ie; geography – mapping; math; etc). Great way to turn boring black top into a colourful learning experience every time they go outside at school.	http://peacefulplaygrounds.com/
Fencing around yard	Safety	

4. School Built Environment		
Making the health of student's and the built environment a priority when making decisions about boundary changes, school closures, relocation/ amalgamations and new schools.	• Healthy children are better learners. • The needs of children and youth should be put first at every stage of transport and land use planning process. • In Canada, 25% of 5 to 17 year olds typically use active modes of transportation 58% use mainly inactive modes and 17% use a combination of active and inactive modes of transportation for getting to and from school. • Only 7% of 5-19 year olds take 12, 000 steps on every day of the week which is the approximate amount of physical activity recommended in the Canadian 24-Hour Movement guidelines. • According to the Canadian Health Measures Survey (CHMS) 2009–2011, nearly one-third of Canadian children and youth were overweight or obese. • Being overweight or obese and lack of physical activity puts children and youth at risk for heart disease, stroke, cardiovascular diseases, diabetes and various cancers. In Canada, incidences of Type 2 diabetes in children and youth, is appearing to rise in parallel with obesity rates. • Active transportation is recognized as an increasingly relevant issue in light of ever increasing traffic congestion issues and environmental concerns as well as the rise in obesity and chronic diseases associated with a lack of physical activity, and the need for personal mobility choices. • Walking is the most accessible, affordable and easiest way for children to increase their physical activity levels. Physical activity has shown to improve a student's focus, memory and	Canadian Child- And Youth-Friendly Land-Use and Transport Planning Guidelines. April 2010. http://www.kidsonthemove.ca/uploads/Canadian%20Guidelines,%202.pdf ParticipACTION. Are Canadian kids too tired to move? The 2016 ParticipACTION Report Card on Physical Activity and Youth. Toronto: ParticipACTION; 2016. https://www.participaction.com/en-ca/thought-leadership/report-card/2016 Addressing Obesity in Children and Youth: Evidence to Guide Action for Ontario Summary Report https://www.publichealthontario.ca/en/eRepository/Addressing_Obesity_Children_Youth-SUMMARY_Sept2013.pdf Planning Healthy Communities Fact Sheet Series No. 2. Active Living, Children & Youth: What is the Canadian evidence saying? https://www.cip-icu.ca/Files/Healthy-Communities/FACTSHEETS-ChildrenYouth-FINALenglish.aspx Healthy Communities and Planning

	improve academic performance. Walking to and from school also improves their mental health, connects them to their community and decrease vehicle traffic and congestion which improves traffic safety and air quality around the school.	for Active Transportation Planning and Implementing Active Transportation in Ontario Communities A Call to Action http://ontarioplanners.ca/PDF/Healthy-Communities/2012/Planning-and-Implementing-Active-Transportation-in.aspx Active and Safe Routes to School St. Thomas Elgin London Middlesex Oxford http://www.activesaferoutes.ca/school-travel-plans/benefits-to-stp-and-asrts/
Work in collaboration with amulti-disciplinary team including: engineers, urban designers, architects, landscape architects, public health professionals, politicians and members of the community, together with planners.	• Active transportation planning and design requires a multi-disciplinary team as facilities can be retrofitted to accommodate active modes of travel but it is costs more than upfront planning. • It is important to incorporate active transportation elements into plans at both the site plan and secondary plan level. • Community partners in Elgin-St. Thomas have been working together and have developed a Cycling Master Plan	Healthy Communities and Planning for Active Transportation Planning and Implementing Active Transportation in Ontario Communities A Call to Action http://ontarioplanners.ca/PDF/Healthy-Communities/2012/Planning-and-Implementing-Active-Transportation-in.aspx Elgin-St. Thomas Cycling Master Plan http://www.activeelgin.ca/sites/default/files/documents/Final%20Master%20Plan%20%28single%20sided%29%20-%20September%202014_0.pdf

Location of school should be away from major streets if possible and a walking/biking distance.	• Important factors in school travel choices are the students' proximity to school and the quality of the built environment. • A distance of one kilometre or less is especially supportive for active transportation. • High traffic volumes and major streets to cross significantly reduce the likelihood of children walking home from school. • Supportive built environments with traffic calming and safe crossings around schools may encourage students to use active travel as well as lower speed limits within the surrounding school area.	Planning Healthy Communities Fact Sheet Series No. 2. Active Living, Children & Youth: What is the Canadian evidence saying? https://www.cip-icu.ca/Files/Healthy-Communities/FACTSHEETS-ChildrenYouth-FINALenglish.aspx Canadian Child-And Youth-Friendly Land-Use And Transport Planning Guidelines http://www.kidsonthemove.ca/uploads/Canadian%20Guidelines,%202.pdf
Plan school bus routes that limits the time and kilometres students spend on the school bus and if possible,	• This will lessen their exposure to poor air quality inside the school bus, bullying and spending long periods of time sitting.	Canadian Child-And Youth-Friendly Land-Use And Transport Planning Guidelines http://www.kidsonthemove.ca/uploads/Canadian%20Guidelines,%202.pdf
Healthy community design features that support active travel may include: may include visually clear signs, safer narrower streets crossings with median	• According to the Ontario Ministry of Transportation's Transit Supportive Guidelines, sidewalks, on-road bicycle lanes, off-road trails, multi-use pathways, bike parking facilities, and crosswalks are all part of the active transportation network. • Infrastructure that supports active modes of travel encourages physical activity, improves pedestrian, bike and traffic safety, and reduces the risk of injury for children and youth. • It also influences how parents perceive neighbourhood	Healthy Communities and Planning for Active Transportation Planning and Implementing Active Transportation in Ontario Communities A Call to Action http://ontarioplanners.ca/PDF/Healthy-Communities/2012/Planning-and-Implementing-Active-Transportation-in.aspx Planning Healthy Communities Fact

refuges, sidewalks, well-lit sidewalks, bike lanes, and other clamming measures and space reallocation	safety which is a key predictor for parents/caregivers when it comes to decision-making for letting their child use active travel to and from school.	Sheet Series No. 2. Active Living, Children & Youth: What is the Canadian evidence saying? https://www.cip-icu.ca/Files/Healthy-Communities/FACTSHEETS-ChildrenYouth-FINALenglish.aspx
Bus area separate from Parking lot	• To decrease student pedestrians in parking lot. Prevent potential injuries related to students walking between buses to get to parents in parked cars and vehicles entering and leaving parking lot. • Planning bus stops that are a little distance from the school entrances reduce exposure to exhaust and increase walking of students into the school. Use of safety patrollers could reduce fear of parents regarding safety of their children if walking is required.	
Bike racks	• For students and teachers to encourage active transportation. • ESTPH has a collaborative agreement with East Elgin Secondary School and Parkside to make bike racks so it would be a win:win to use these bike racks at schools. • They should be installed in places that are visible to school traffic and offices, as it is more likely that bikes will be stolen when hidden behind a school and/or shrubs.	
Establish complete tobacco and e-cigarette free building and grounds	• Tobacco whether inhaled or chewed is harmful to health. Chewing tobacco also can make an incredible mess for maintenance workers. • E-cigarette use in young people is escalating and considered harmful to their health due to exploding e-cigarettes and the potential to adopt smoking through the behaviour of vaping. • We anticipate full implementation of the E-Cigarette Act early	

	in 2017 so it will be a requirement to prohibit use in schools and on school property.	

Dear TVDSB Planning Department, Senior Administration and Trustees,

The Belmont School Alliance is a group of parents whose children attend South Dorchester PS and Westminster Central PS. We self-indentify Belmont as our community. We strongly support amalgamating both school boundaries in their entirety if/when the proposed Belmont school is built. We would like to see all of the current South Dorchester PS and Westminster Central PS, as well as the South Dorchester students who are bussed to Davenport for their grade seven and eight school years to attend the proposed Belmont school. The following list details why we think this is a positive solution for the TVDSB and the children of Westminster Central PS and South Dorchester PS.

1) First and foremost, it puts the needs of our children first. It recognizes and embraces the rural diversity that exists in our community. It keeps our children in their community.
2) As we know, parent involvement plays an important role in student success. We know that parent involvement will remain high and in fact may increase with a school in Belmont as we already self-identify Belmont as our community. This is where many of our parents work, where we grocery shop and where many of our younger children attend childcare facilities. As parents we are already in the community. We support the Board's Parent Involvement initiatives and agree that the need for parent involvement is a huge asset not only to our schools but to the academic success of our children.
3) Currently the Westminster Central PS and South Dorchester PS students are being bussed out of Belmont to their current schools. A school in Belmont would bring the children together; together in the community where they already play soccer, hockey, take music lessons, go to church, attend parks, splash pads, parades, and other community activities. Moreover, South Dorchester students would no longer be bussed further out of their community to Davenport PS in Aylmer for grade 7 and 8.
4) A new K-8 public school in Belmont would allow the board to close two schools. The first school being Westminster Central - a school currently under capacity. We understand that the financial needs of the Board are structured around funding that is provided on a per pupil basis. Amalgamating Westminster Central PS and South Dorchester PS would decrease the number of empty places in the school board by approximately 200. This supports their financial needs to decrease these costs while continuing to provide our students with an educational environment that better suits the rural needs of our school. The second school being South Dorchester - a school currently comprised of K-6 students. Closing this school supports the Board's preferred K-8 delivery

model for its elementary schools and allows the grade 7 and 8 students from South Dorchester to remain in their community.

5) It has been stated by Senior Administration that schools on wells and septic tanks are a liability. A school in Belmont would have access to Municipal water and sewer, alleviating the concerns associated with schools currently on wells and septic tanks.
6) Depending on the location of the proposed new school, this option opens up the possibility for students to walk to school. Having children walking to school will help strengthen the existing community ties. This will also decrease the number of school buses required and will decrease the School Board's transportation costs. The environment will also benefit as a result of less school vehicles on the roads.
7) "The Ministry does not view school sizes as an overriding determinant of education quality" (http://www.edu.gov.on.ca/eng/document/reports/renfrew/summary.html). There is no policy at the Ministry level to suggest that a specified number of students are required to build a school.

Thank you for taking the time to consider our position regarding the proposed Belmont School.

Kindly,

Sarah Fletcher, Belmont School Alliance Chair

October 12, 2016

Ms. Tisdale and Trustees
Thames Valley District School Board
1250 Dundas Street
London, Ontario
N5W 5P2

Dear Ms. Tisdale and Trustees:

I am writing to you in regards to the proposal of building a new school in Belmont.
This discussion has been ongoing for sometime now and I believe the time is right for a more serious look at the advantages of such a proposal.

Belmont is a growing community literally on the door step of London. We have new homes being built on a continuing basis with Belmont Meadows subdivision near completion and Robin's Ridge steadily expanding. With these new homes comes a steady influx of young families, which of course will put more pressure on the already limited resources of South Dorchester public school.

I believe this presents us with an opportunity to reduce costs, modernize infrastructure and centralize education by amalgamating both South Dorchester and Westminster public schools into one new facility located in Belmont. Not only do we have the updated sewer and water capacity to support such a project but the families from both schools readily identify with Belmont as their community through activities such as hockey, soccer, church attendance and a myriad of service groups and social interaction.

The community as a whole supports this proposal and I believe if it is not acted on at this juncture, in a pragmatic and logical manner, it will become a necessity at a later date at much greater cost.

For your consideration.

Sincerely,

Fiona Roberts
Councillor Ward 5
Municipality of Central Elgin
519-852-2921



October 13, 2016

Thames Valley District School Board
1250 Dundas Street
P.O. Box 5888, London, ON
N6A 5L1

To whom it may concern,

On behalf of City of London as the Consolidated Service System Manager for London and Middlesex, and in accordance with the Thames Valley District School Board's (TVDSB) ***Community Planning and Facility Collaboration Opportunities Procedure***, we would like to explore community planning and facility collaboration opportunities for River Heights Public School. The City of London has for years worked in partnership with the TVDSB on community planning and facility collaboration opportunities, most recently including the new Northeast and Northwest facilities that received significant capital support from the Ministry of Education.

We are interested in discussing the inclusion of an 88-space Child Care space and a small Family Support Program space at River Heights PS, it being noted that we have previously worked with the TVDSB to submit a capital request to the Ministry of Education for this same purpose.

As part of the Province's modernization of child care, the Child Care and Early Years Act (2014) gives responsibility for integrated planning, notably including the management of Family Support Programs and Child Care, to the City of London as the Consolidated Municipal Service Manager for London and Middlesex. Currently, our data suggest there are insufficient child care spaces available in the Dorchester area to support the growing number of families in the area. Additionally, the opportunity to align with the Ministry of Education's vision for a seamless, integrated high quality system of supports for families makes River Heights PS an ideal location for the establishment of an Ontario Early Years Child and Family Centre in the Dorchester area, should capital funding be provided by the Ministry of Education.

The Child Care would potentially operate weekdays from 7:30am-6:00pm and include: one infant room; two toddler rooms; and two preschool rooms that would provide quality licensed early childhood education. An Ontario Early Years Child and Family Centre, if implemented, would provide early learning and parenting supports for families with children 0-12 years old.

The inclusion of licensed Child Care and Early Years programming within the school setting in the Dorchester community would provide quality early learning experiences that have been proven to lead to improved readiness to learn and educational outcomes for future students of the TVDSB and the community.

We look forward to exploring this opportunity further, subject to available resources, with the TVDSB; please contact Trevor Fowler at your earliest convenience to begin the planning process.

Please note that this submission focuses on community planning and facility collaboration opportunities; the City of London intends to provide additional comments regarding the current Pupil Accommodation Review process and potential school closures.



Lynne Livingstone
Managing Director
Neighbourhood, Children and Fire Services

C. Gregg Barrett, City of London, Manager, Long Range Planning and Research
John M. Fleming, City of London, Managing Director, Planning and City Planner, Planning and Development
Cindy Howard, Middlesex County, Director of Social Services

Ontario
LEGISLATIVE
ASSEMBLY

Jeff Yurek, MPP
Elgin-Middlesex-London

Queen's Park Office:
Room 444, Legislative Building
Queen's Park
Toronto, Ontario M7A1A8
Tel. (416) 325-3965
Fax: (416) 325-3988
E-mail: jeff.yurek@pc.ola.org

Constituency Office:
750 Talbot St., Suite 201, West Wing
St. Thomas, Ontario N5P 1E2
Tel. (519) 631-0666
Toll Free 1-800-265-7638
Fax (519) 631-9478
E-mail: jeff.yurekco@pc.ola.org

October 12, 2016

Ms. Tisdale & Trustees
Thames Valley District School Board
1250 Dundas Street
London, Ontario
N5W 5P2

Dear Ms. Tisdale & Trustees

I am writing you today about the recent proposal to launch a pupil accommodation review for the Elgin/Middlesex regions and more specifically for the proposal to build a new school in Belmont.

I recently met with the Belmont School Alliance, a group of parents from the South Dorchester and Westminster school areas. The group currently self-identifies Belmont as their community with many after school programs taking place in the town.

Belmont has the necessary infrastructure and growth potential to support a new school with South Dorchester and Westminster students. I hope you consider the support from the community and parents for the proposed school in Belmont

I thank you for your time and consideration in this matter and will forward your response to the concerned constituents. Should you have any questions or concerns please do not hesitate to contact me.

Sincerely,

Jeff Yurek, MPP,
Elgin-Middlesex-London

Cc: Belmont School Alliance

Next to Mom Inc. Child Care and School Age Programs
231 College Street, PO Box 249
Belmont ON N0L 1B0
Phone: 519-644-0201 Fax: 519-644-1494
www.nexttomom.ca

October 13, 2016

Laura Elliott

Thames Valley District School Board

1250 Dundas Street

London ON

N6A 5L1

Dear Ms. Elliott and Trustees

I am writing you today in response to the request for input regarding collaboration opportunities and relevant information regarding a new JK-8 Elementary School to be located in Belmont.

While I do not oppose the school coming to Belmont, as the only licensed child care operator in the area, I have some concerns regarding the inclusion of a child care facility within the school.

I have personally met with personnel from Thames Valley and although my concerns were heard, they could not do anything to alleviate my concerns.

The first question I asked was regarding background information in order to determine the viability of adding another child care centre into the village. I was told there was no viability study completed nor was there one in the works. I have been in operation in this village for 10 years. We opened our doors with 10 children and have grown to be able to accommodate 68 full day child care spaces and 49 before and after school spaces. In order to show the bank, this was indeed a good investment and opportunity for this community, I had to complete a business plan that would show viability. As you can appreciate there has been talk about this new school coming to Belmont and in speaking with parents, they feel that our great reputation, along with our personalized and flexible care far exceeds anywhere they have toured or taken their children to previously. Parents have said that they will continue to support our child care centre as long as we are here. Parents have also expressed that us not being able to oversee the care of their children is frankly something very scary for them and something that they do not want to give up.

Next to Mom Inc. Child Care and School Age Programs
231 College Street, PO Box 249
Belmont ON N0L 1B0
Phone: 519-644-0201 Fax: 519-644-1494
www.nexttomom.ca

The second question I asked was regarding the co-exisitng of two child care centres in the village. I was told that currently there is no contingency for existing child care operators in the same area. As mentioned above, I have spaces for 68 full day children. Although I have been close, I have never been at capacity in the 10 years of operation. The Board is being mandated by the Province to have a child care in the school and I am reluctant to believe that another 88 child care spaces are needed in this community.

Thirdly, I was told that I am not able to put forth a submission to operate a child care centre in the school as I am a for profit Centre. I was told by the Board that it is not allowed because they deem for profit centres to be of lesser quality and they tend to focus on profit rather than quality. I challenge this... as a for profit centre operator:

a) I take a similar wage that is close to those of my supervisors,

b) I have been told by parents that meals served to the children are far superior to those of any other child care centre.

c) My fees for child care are less than those of non-profit centre. I have compared my Centre to St. Thomas, Aylmer and London child care centres closest to Belmont.

d) Because I am a for profit business, I am not eligible for many grants that non-profit centres are eligible for and yet I manage to provide one of the most up kept, clean, and engaged child care centres in the area in which I do not have to get board approval to repair and upgrade supplies / furnishings and equipment.

These are just a few items.

I was also asked by a Board member how my licensing standards differ from that of a not for profit centre. The answer to that is there is no difference. I follow the same rules and regulations of any child care centre in the province.

Again, I have no objection to having a school come into Belmont. A new school has been needed for many years. Even though I will lose my 49 before and after school spaces (which account for half of my licensed spaces / income) I am not opposed.

My concerns lie in the fact that a child care centre will be added to this school without any viability study, without any concessions being made to work with the existing child care centre

Next to Mom Inc. Child Care and School Age Programs
231 College Street, PO Box 249
Belmont ON N0L 1B0
Phone: 519-644-0201 Fax: 519-644-1494
www.nexttomom.ca

because I operate a for profit centre and new school builds are mandated through provincial legislation that they must be built with 88 child care spaces, (I was told due to the estimated attendance of 525 pupils that this school will be built with maximum capacity), and there is no contingency to assist an existing child care operator in the same community.

It seems that I have three options in this project, none of which appeal to me:

1) Do nothing and hope for the best

2) Change status from for profit to non-profit

3) Sell my business

You may ask why these options aren't appealing. I currently employ 28 staff. If I do nothing, I may be forced to go bankrupt putting these 28 people of this community out of employment. (There is no guarantee that these staff members will find work in the school child care centre.) I do not want to change profit status as myself and my husband have worked hard, poured our savings into this child care centre and do not want to become employees to something we once owned and built up. These are the same reasons we do not want to sell our business.

I would be interested in being able to put forth a submission to operate a child care centre in the school, which would give me a fourth option (I am in agreement to all contracts, leases etc. the Board requires). It appears as though because there is additional funding dollars from the Province for child care spaces, that putting this child care centre in the new school is based on those funding dollars and not to meet the need of the community. Forcing a business to go bankrupt and putting 28 staff members and their families out of work is not what this community needs.

Should you wish to contact me further regarding this matter, I would be happy to meet with you.

Sincerley,

Laura Morris

Owner/Director

Next to Mom Inc

Child Care and School Age Programs; Belmont ON

APPENDIX D

RECEIVED LATE
DEADLINE: 2016 OCT 13
RECEIVED: 2016 OCT 20

Corporation of the Municipality of Thames Centre

4305 Hamilton Road, Dorchester, Ontario N0L 1G3 ~ Phone 519-268-7334 ~ Fax 519 268 3928 ~ www.thamescentre.on.ca ~ inquiries@thamescentre.on.ca

October 20, 2016

Kathleen Wynne, Premier
Legislative Building
Queen's Park
Toronto, Ontario M7A 1A1

RE: RESOLUTION – ACCOMMODATION REVIEW PROCESS

Dear Premier Wynne,

At its last regular meeting held on October 17, 2016, the Council of The Corporation of the Municipality of Thames Centre enacted a resolution seeking the Minister of Education to initiate an immediate moratorium on the Accommodation Review Process.

The Council is concerned that the current Accommodation Review Process does not reflect the school and community life in rural and small municipalities.

Attached find the resolution enacted by the Thames Centre Council.

Sincerely,

Margaret Alexander, C.M.O.
Clerk/Cemetery Manager

/ml

cc: Jeff Yurek, MPP, Elgin-Middlesex-London
Mitzie Hunter, Minister of Education
Thames Valley District School Board
Arlene Morrell, TVDSB Trustee
Rob Campbell, TVDSB Trustee
Community School Alliance
Association of Municipalities of Ontario (AMO)

FSAR EPAR-01: APPENDIX A

MUNICIPALITY OF THAMES CENTRE
RESOLUTION OF COUNCIL

DATE: October 17, 2016

NO: 190-2016
MOVED BY: Councillor Elliott
SECONDED BY: Councillor Coghlin

WHERAS, the current Accommodation Review process is not reflective of school and community life in rural and small municipalities; and
WHEREAS, school closures impact small rural communities in all educational, social and economic aspects to a far greater degrees than those impacts in multi-school urban communities; and
BE IT RESOLVED, that the Municipality of Thames Centre requests that the Minister of Education initiate an immediate moratorium on the Accommodation Review Process until such time as a review of the above mentioned impacts on small rural communities be studied working alongside rural municipalities and be completed with the results and recommendations being considered; and
THAT this resolution be circulated to Premier Kathleen Wynne; MPP Jeff Yurek, Elgin-Middlesex-London; MPP Mitzie Hunter, Minister of Education; Thames Valley District School Board; Arlene Morrell, Thames Valley District School Board Trustee for Middlesex County; Rob Campbell, Thames Valley District School Board Trustee for Middlesex County; Community School Alliance; and the Association of Municipalities of Ontario (AMO).

CONFLICTS OF INTEREST DECLARED: None.

DISPOSITION: Carried.

M. Alexander
Clerk

87 John Street South
Aylmer ON N5H 2C3
Telephone: 519-773-5344
Fax: 519-773-5334
www.malahide.ca

the TOWNSHIP of MALAHIDE
A proud tradition, a bright future.

October 24, 2016

RECEIVED LATE
DEADLINE: 2016 OCT 13
RECEIVED: 2016 OCT 25

Minister of Education
Mitzie Hunter, MPP
14th Floor, Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Dear Minister:

RE: Resolution – Pupil Accommodation Review Moratorium.

At its regular meeting held on October 20, 2016, the Malahide Township Council passed the following Resolution:

WHEREAS the current Accommodation Review Process is not reflective of the reality of rural school and community life in rural and small municipalities;

AND WHEREAS school closures impact small rural communities in all educational, social, and economic aspects to a far greater degree than those impacts in multi-school urban communities;

BE IT RESOLVED that the Township of Malahide requests that the Minister of Education initiate an immediate moratorium on the Accommodation Review Process until such time as a review of the above mentioned impacts on small rural communities can be studied, completed, and the results and recommendations be considered;

AND THAT a copy of this Resolution be forwarded to Premier Kathleen Wynne, MPP Jeff Yurek, Elgin-Middlesex-London, MPP Mitzie Hunter, Minister of Education, Thames Valley District School Board, Chris Goodall and James Todd, Thames Valley District School Board Trustees for Elgin County, County of Elgin, Community School Alliance, and the Association of Municipalities of Ontario (AMO).

Please do not hesitate to contact this office if you require any further information or documentation.

Yours very truly,
TOWNSHIP OF MALAHIDE

M. CASAVECCHIA-SOMERS, D.P.A., C.M.O., CMM III
Chief Administrative Officer/Clerk

Copy -Premier Kathleen Wynne
MPP Jeff Yurek, Elgin-Middlesex-London
Thames Valley District School Board
Chris Goodall, Thames Valley District School Board Trustee
James Todd, Thames Valley District School Board Trustee
County of Elgin
Community School Alliance
Association of Municipalities of Ontario (AMO)
Jessica Goodwill, Springfield Save Our School Committee

County of Elgin	
Anago Resources	Oxford-Elgin Child & Youth Centre
Best Buddies Canada	Public Works and Government Services Canada
Big Brothers Big Sisters of St. Thomas-Elgin	South West Community Care Access Centre
Central Community Health Centre	South West Local Health Integration Network (LHIN)
Child and Parent Resource Institute	Southwest Ontario Aboriginal Health Access Centre
Chippewa of the Thames	St. Thomas-Elgin Consolidated Municipal Service Manager (CMSM)
City of St. Thomas	Thames Valley Children's Services
College Boreal	The University of Western Ontario
Community Living Ontario	Tiny Tots Co-Operative Nursery School of Aldborough
Conseil Scolaire Catholique Providence	Town of Aylmer
Conseil Scolaire Viamonde	Township of Malahide
County of Elgin	Township of Southwold
Craigwood Youth Services	Vanier Children's Centre
Dutton Child Care	WAYS Mental Health Support
Early Learning Centre	YMCA
Elgin St.Thomas Public Health	YWCA
Family & Children's Services of St. Thomas and Elgin County (Children's Aid Society)	
Family Service Thames Valley	
Fanshawe College	
Infrastructure Ontario - Ontario Lands Division Strategic Asset Planning	
London District Catholic School Board	
London Health Sciences Centre	
Merrymount Children's Centre	
Milestones Children's Centre	
Municipality of Bayham	
Municipality of Central Elgin	
Municipality of Dutton/Dunwich	
Municipality of West Elgin	
Munsee Delaware Nation	
Next to Mom Inc	
NSTEP Registered Charity (Nutrition, Students, Teachers Exercising with Parents)	
Oneida Nation of the Thames	
Ontario Early Years Centre (OEYC)	

City of London	
Anago Resources ATN Access for Persons with Disabilities Inc. (ATN Access Inc.) Best Buddies Canada Big Brothers Big Sisters of London & Area Central Community Health Centre Child and Parent Resource Institute Childreach Children's Aid Society of London & Middlesex Children's Health Foundation Chippewa of the Thames Chippewa of the Thames Health Centre City of London College Boreal Community Living London Community Living Ontario Conseil Scolaire Catholique Providence Conseil Scolaire Viamonde Craigwood Youth Services Family Service Thames Valley Fanshawe College Growing Chefs! Ontario Society Infrastructure Ontario - Ontario Lands Division Strategic Asset Planning John Howard Society of London & District Let's Talk Science London Bridge Child Care Services Inc London Children's Connection London District Catholic School Board London Health Sciences Centre London InterCommunity Health Centre London Public Library London-Middlesex Consolidated Municipal Service Manager (CMSM) Merrymount Children's Centre Middlesex-London Health Unit Munsee Delaware Nation Munsee Delaware's Health Program NSTEP Registered Charity (Nutrition, Students, Teachers Exercising with Parents) Oneida Nation of the Thames Oneida Nation of the Thames Health Centre Oneida Nation of the Thames Mental Health/Social Health Center	Pillar Nonprofit Network Public Works and Government Services Canada South West Community Care Access Centre South West Local Health Integration Network (LHIN) Southwest Ontario Aboriginal Health Access Centre St. Joseph's Health Care, Regional Mental Health Care London Thames Valley Children's Services The University of Western Ontario Vanier Children's Centre WAYS Mental Health Support Whitehills Child Care YMCA Youth Opportunities Unlimited (YOU) YWCA

County of Middlesex	
Anago Resources	Oneida Nation of the Thames Health Centre
Best Buddies Canada	Oneida Nation of the Thames Mental Health/Social Health Center
Big Brothers Big Sisters of London & Area	Public Works and Government Services Canada
Central Community Health Centre	South West Community Care Access Centre
Child and Parent Resource Institute	South West Local Health Integration Network (LHIN)
Children's Aid Society of London & Middlesex	Southwest Ontario Aboriginal Health Access Centre
Chippewa of the Thames	St. Joseph's Health Care, Regional Mental Health Care London
Chippewa of the Thames Health Centre	Thames Valley Children's Services
College Boreal	The University of Western Ontario
Community Living Ontario	Thorndale Optimist Club
Conseil Scolaire Catholique Providence	Township of Lucan Biddulph
Conseil Scolaire Viamonde	Township of Adelaide Metcalfe
County of Middlesex	Township of Strathroy-Caradoc
Craigwood Youth Services	Vanier Children's Centre
Dorchester Block Parents	Village of Newbury
Family Service Thames Valley	WAYS Mental Health Support
Fanshawe College	Whitehills Child Care
Infrastructure Ontario - Ontario Lands Division Strategic Asset Planning	YMCA
John Howard Society of London & District	YWCA
Let's Talk Science	
London Children's Connection	
London District Catholic School Board	
London Health Sciences Centre	
London-Middlesex Consolidated Municipal Service Manager (CMSM)	
Merrymount Children's Centre	
Middlesex-London Health Unit	
Municipality of Middlesex Centre	
Municipality of North Middlesex	
Municipality of Southwest Middlesex	
Municipality of Thames Centre	
Munsee Delaware Nation	
Munsee Delaware's Health Program	
NSTEP Registered Charity (Nutrition, Students, Teachers Exercising with Parents)	
Oneida Nation of the Thames	

Elementary Pupil Accommodation Review
2016-2017 EPAR 01 Timeline

Action Date	Action Item	Timeline	Procedure Reference
2016 SEPT 06	Pupil Accommodation Review is reviewed by Admin Council		
2016 SEPT 13	Pupil Accommodation Review (PAR) proposed to Planning and Priorities Advisory Committee		
2016 SEPT 27	Board Approval of contacting Community Organizations regarding PAR		
2016 SEPT 28	Notification to Community Organizations is sent regarding PAR		7.0
2016 OCT 13	Final day for Community Organizations to respond	No later than 10* days after notification is sent	7.2.2
2016 OCT 24	Community Organization Input Received is presented to Admin Council		
2016 OCT 25	Initial Senior Administration Report (ISAR) presented to Capital Planning Coordinating Committee (CPCC)		
2016 OCT 25	Community Organization Input Received is presented to CPCC		
2016 NOV 07	ISAR is presented to Admin Council		
2016 NOV 08	Community Organization Input Received is presented to Planning and Priorities Advisory Committee		
2016 NOV 15	ISAR is posted on webpage	5 days prior to presenting ISAR to the Trustees	4.4
2016 NOV 22	ISAR is presented to the Board		4.1
2016 NOV 22	Board approves to conduct a PAR		
2016 NOV 23	Post Determination Meeting invitation is distributed to Community Organizations	Within 5 business days of Board approval to conduct a PAR	14.1
2016 NOV 25	Principals to inform Chairs and post notice of membership recruitment objectives	Within 2 business days of the Trustees' decision to undertake a PAR	6.4
2016 DEC 02	Notice of an Orientation Meeting is posted on the TVDSB webpage	At least 5 days prior to the Orientation Meeting	7.4

Pupil Accommodation Review
2016-2017 EPAR 01 Timeline

2016 DEC 07	Deadline for principals to determine PAR membership	Within 10 business days of the Trustee's decision to undertake the PAR	6.5
2016 DEC 12	Orientation Meeting	Prior to the Initial Public Meeting	7.0
2016 DEC 14	Post Determination Meeting		14.0
2016 DEC 22	Notice of Initial Public Meeting	At least 10 business days prior to meeting date	8.1
2016 DEC 27	Deadline for Public/Community Organizations to request a presentation at the Initial Public Meeting	At least 8 business days prior to the date of the Initial Public Meeting	8.3.5 8.3.6
2016 DEC 30	Initial Public Meeting Agenda is posted on the webpage	At least 5 Business days prior to scheduled meeting	8.2
2017 JAN 09	Initial Public Meeting	Not less than 30 business days of the Trustees decision to proceed with a PAR, but after the Orientation Meeting	8.1
2017 JAN 16	School Level Meetings set by TVDSB	Each School PARC Subcommittee is required to hold at least 1 School-Level Meeting prior to the Second Public Meeting	9.0
2017 JAN 24	Notice of Second Public Meeting	At least 10 business days prior to the scheduled date of the meeting	10.1
2017 JAN 26	Deadline for the Public to request a presentation at the Second Public Meeting	At least 8 business days prior to the date of the Second Public Meeting	10.3.5
2017 JAN 31	Deadline for Community Organizations to request a presentation at the Second Public Meeting	At least 5 business days prior to the date of the Second Public Meeting	10.3.4
2017 JAN 31	Second Public Meeting Agenda is posted on the webpage	At least 5 business days prior to the scheduled date of the meeting	10.2
2017 FEB 08	Second Public Meeting	At least 20 business days, and not more than 30 business days after the initial public meeting	10.1
2017 FEB 13 2017 FEB 9-24	School Level Meeting Set by TVDSB Further School Level Meetings	The School PARC Subcommittee will hold at least one additional School Level Meeting, following the Second Public Meeting Meetings are to be completed within 10 business days of the Second Public Meeting	11.0

|Tentative|Meetings of the Trustees|Internal Tasks|External Deadlines|CPCC/Admin Council|Public/School Meetings|

Pupil Accommodation Review
2016-2017 EPAR 01 Timeline

2017 FEB 21	Notice of Final Public Meeting	At least 10 business days prior to the scheduled date of the meeting	12.2
2017 FEB 23	Deadline for Public/Community Organizations views to be added to Final Senior Administration Report (FSAR).	At least 8 business days prior to the scheduled date of the Final Public Meeting	8.3.5 8.3.6 10.3.4 10.3.5
2017 FEB 24	Deadline for further school level meetings/additional information from TVDSB	At least 10 days after the Second Public Meeting	13.1
2017 FEB 28	Final Public Meeting Agenda posted on webpage	At least 5 business days prior to the scheduled date of the meeting	12.3
2017 MAR 08	Final Public Meeting	Not less than 40 business day after an Initial Public Meeting	12.2
2017 MAR 08	PARC Subcommittee Reports due		
2017 MAR 07	Final Senior Administration Report (FSAR) reviewed by CPCC		
2017 MAR 20	FSAR is presented to Admin Council		
2017 MAR 27	FSAR is posted on the webpage and emailed to PARC/Post Determination Invitees	Not less than 10 business days after the Final Public Meeting	15.1.1
2017 APR 11	FSAR is presented to the Board		
2017 APR 12	Notice of Public Delegation is posted on the webpage and included in FSAR	At least 10 business days prior to the date scheduled of the meeting	15.3.2
2017 MAY 02	Public Delegation Meeting		15.3
2017 MAY 03	Public Delegation Meeting overflow deadline	At least 10 business days between the Public Delegation Meeting and the date scheduled for the Meeting of the Final Trustees decision	15.4.2
2017 MAY 09	Report on Public Delegation is presented to CPCC		
2017 MAY 15	Report on Public Delegation is presented to Admin Council		
2017 MAY 23	Board Decision		

|Tentative|Meetings of the Trustees|Internal Tasks|External Deadlines|CPCC/Admin Council|Public/School Meetings|

The following motion was moved by Trustee P. Jaffe, seconded by Trustee J. Bennett and CARRIED.

That the Transcript from the Inaugural Valedictory Address video be included in the minutes of the 2016 November 22 Board meeting.

12. MINUTES OF THE 2016 OCTOBER 25 REGULAR BOARD MEETING

a. Confirmation of Minutes

The minutes of the Regular Board Meeting of 2016 October 25 were adopted on motion of Trustee Jaffe, seconded by Trustee J. Skinner and CARRIED.

b. Business Arising from the Minutes - None

13. STUDENT TRUSTEES' UPDATE

Student Trustees S. Suvajac and A. Pucchio shared the Student Trustees' Update.

The student trustees attended the Ontario Student Trustees' Association - l'Association des élèves conseillers et conseillères de l'Ontario (OSTA/AECO) Fall General Meeting from November 17 to 19. Student trustees interacted with engaging speakers, met in committees, discussed regional education issues and received training for making internal organization changes.

It was advised the Student Advisory Committee (SAC) met on October 27. Adobe connect was used at the meeting as a means to increase the accessibility to SAC meetings. The next meeting is scheduled for February 23, 2017. Student Advisory Committee meeting minutes will be shared at Board meetings to increase the accountability and draw awareness to the work of the committee.

14. REPORTS FROM THE ADMINISTRATION

a. Annual Planning Report

Associate Director J. Pratt; Associate Director V. Nielsen; Executive Officer K. Bushell; Learning Supervisor, L. Munro; Planning Coordinator, B. Moore; Capital Data Analyst D. Kettle; GIS Planning Technician, L. Cutler; Research and Assessment Associate, N. Rayfield and Assistant Planning, C. Wiercinski presented the Annual Planning Report.

The Annual Planning Report was shared through a presentation. The report provided a summary of the Board's pupil accommodation status including items requiring future studies and accomplishments. It included summaries of capital planning initiatives, program enhancements, student enrolment, capital funding, student accommodation, school renewal, community growth, the new Pupil Accommodation Policy and Procedures, facility collaborations and co-build opportunities as well as the proposed 2016-17 Pupil Accommodation Reviews. Finally, an introduction to the new Planning Services web site was provided.

The following recommendation was moved by Trustee Jaffe, seconded by Trustee G. Hart and CARRIED:

THAT the following schools be approved for potential facility collaborations:

- **Aberdeen Public School**
- **Knollwood Park Pubic School**
- **Nicholas Wilson Public School**
- **Trafalgar Public School**
- **Zorra Highland Park Public School**
- **Arthur Voaden Secondary School**
- **B. Davison Secondary School**
- **Clarke Road Secondary School**
- **College Avenue Secondary School**
- **Huron Park Secondary School**
- **Montcalm Secondary School**
- **Saunders Secondary School**

- **West Elgin Secondary School**
- **Westminster Secondary School**
- **Glencoe District High School**
- **North Middlesex District High School**
- **Ingersoll District Collegiate Institute**
- **Strathroy District Collegiate Institute**

THAT the following proposed capital construction projects be approved for potential cobuild opportunities and facility collaboration:

- **New Southeast London Elementary School**
- **New Southwest London Elementary School**
- **Masonville Public School – Addition & Renovation**
- **New West London Elementary School**
- **Springbank Public School – Addition & Renovation**

Administration responded to questions regarding capital priority projects in the Southeast London, Masonville, Southwest London, West London and Springbank areas. Clarification around empty pupil places and holding zones was provided.

b. Initial Senior Administration Report: Elementary Pupil Accommodation Review 02

The Initial Senior Administration Report: Elementary Pupil Accommodation Review 02 was presented by Executive Officer K. Bushell and members of the Planning team. The report was provided to the Trustees in advance of the meeting.

A Pupil Accommodation Review (PAR) was described as a community consultation process required by the Ministry of Education where school closure and/or consolidation is being considered to address the changing demographics, enrolment, programming, and facility condition challenges facing a school or schools in a particular area under review.

The Initial Senior Administration's Report (ISAR) provided information to the Board of Trustees and the public regarding existing accommodation in the area, the current surplus spaces and growth needs and opportunities to redirect fixed resources to support student achievement and well-being in advance of the consultation process.

Administration responded to questions of clarification regarding the PAR and ISAR process and advised that recommendations from Administration will be presented to Trustees in May after public consultation.

The following recommendation was moved by Trustee Jaffe, seconded by Trustee Bennett and CARRIED.

That the Board authorize Senior Administration to conduct a Pupil Accommodation Review, based on the information provided in the attached Elementary Pupil Accommodation Review – 02 Initial Senior Administration's Report, for the following schools.

- **Fairmont Public School**
- **Tweedsmuir Public School.**

At the request of Trustee Polhill, a poll vote was conducted.

POLL VOTE

YEA: Trustee Todd, Trustee Skinner, Trustee Schuyler, Vice-Chair Reid, Trustee Polhill, Trustee Morell, Trustee McKinnon, Trustee Jaffe, Trustee Hart, Trustee Goodall, Trustee Bennett, Chair Tisdale

NAY: None ABSENT: Trustee Campbell

Student Trustee: A. Pucchio – YEA

Student Trustee: S. Suvajac – YEA

c. Initial Senior Administration Report: EPAR 01

Executive Officer Bushell and members of the Planning Team presented the Initial Senior Administration Report: Elementary Pupil Accommodation Review 01. The report was provided to the Trustees in advance of the meeting. (Note: Following the meeting a number of edits were made to the report, they are indicated in red in the attached.)

The following recommendation was moved by Trustee S. Polhill, seconded by Trustee Jaffe and CARRIED:

That the Board authorize Senior Administration to conduct a Pupil Accommodation Review, based on the information provided in the attached Elementary Pupil Accommodation Review-01 Initial Senior Administration's Report, for the following schools:

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

Senior Administration responded to questions regarding the rationale of proposed closings and renovations to the recommended schools. The logistics of the five year renewal needs was described. It was advised that bus times and duration of bus rides must meet the requirements of the Board's procedure for maximum times allowed.

At the request of Trustee Polhill, a poll vote was conducted.

POLL VOTE
YEA: Chair Tisdale, Trustee Bennett, Trustee Goodall, Trustee Hart, Trustee Jaffe, Trustee McKinnon, Trustee Morell, Trustee Polhill, Vice-Chair Reid, Trustee Schuyler, Trustee Skinner, Trustee Todd
NAY: None ABSENT: R. Campbell,
Student Trustee: A. Pucchio – YEA
Student Trustee: S. Suvajac – YEA

At 10:23 p.m. a motion to recess was moved by Trustee Skinner, seconded by Trustee Bennett and CARRIED.

The meeting reconvened in public session at 10:35 p.m.

15. REPORTS FROM BOARD COMMITTEES

a. **First Nations Advisory Committee Report,** 2016 October 18

Trustee P. Schuyler referred to the written report of the First Nations Advisory Committee (Item 15.a) provided to Trustees in advance of the meeting. There were no recommendations.

b. Chair's Committee Report, 2016 October 25

Trustee McKinnon referred to the written report of the Chair's Committee (Item 15.b) provided to Trustees in advance of the meeting. There were no recommendations.

ORIENTATION MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW 01
ELEMENTARY PUPIL ACCOMMODATION REVIEW 02

Date	Location	Time
2016 December 12	Thames Room 1250 Dundas St. London, ON	7:00pm – 8:30pm

AGENDA

1. Welcome and Introduction
2. Review of Pupil Accommodation and Facility Organization Procedure
3. Review of Pupil Accommodation Review Committee Role and Responsibilities
4. Schedule of Meetings
5. Questions and Comments

ORIENTATION MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01/02
2016 DECEMBER 12

REVIEW OF THE PUPIL ACCOMMODATION AND FACILITY ORGANIZATION PROCEDURE

AGENDA

1. **Introductions**
2. **Review of Pupil Accommodation and Facility Organization Procedure**
3. **Roles and responsibilities of the Pupil Accommodation Review school subcommittees**
4. **Key Dates/Schedule (weather issues)**
5. **Questions**

REVIEW OF PUPIL ACCOMMODATION AND FACILITY ORGANIZATION PROCEDURE

TVDSB's ongoing long-term accommodation planning assesses:

- **Student programs**
- **Current enrolment and accommodation**
- **Enrolment projections**
- **Renewal needs and facility condition**
- **Ministry initiatives pertaining to facilities and accommodation**

REVIEW OF PUPIL ACCOMMODATION AND FACILITY ORGANIZATION PROCEURE

Through this process, TVDSB forecasts:

- **Which of its facilities may remain sustainable**
- **Where new schools and significant renovations or additions may be needed**
- **Potential adjustments to existing attendance areas**
- **Which operating and sustainable facilities have unused space**
- **Which facilities may be considered for consolidation and/or closure**

Initial Senior Administration Report (ISAR) → PAR Committee Formation → Orientation Meeting → Post Determination Meeting

The ISAR presented on November 22, 2016 contained:

- **Recommended option**
- **Information on actions taken by TVDSB prior to formally presenting the ISAR**
- **School Information Profiles (SIP)**

REVIEW OF PUPIL ACCOMMODATION AND FACILITY ORGANIZATION PROCEURE

TVDSB primary responsibilities:

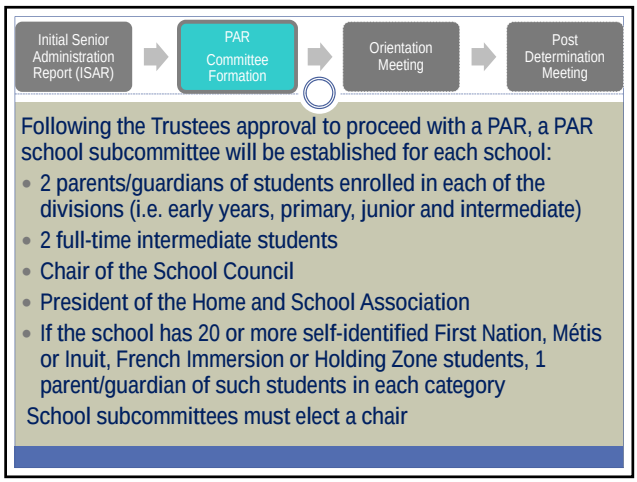
- **student achievement**
- **safety and well-being**
- **management of its assets**

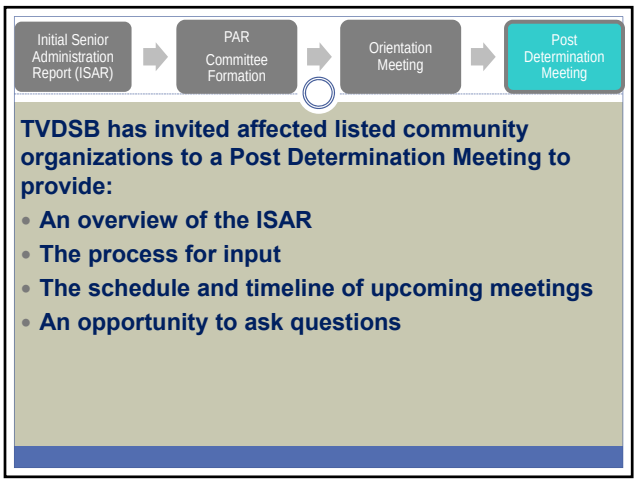
In some circumstances, it may be necessary to consider and recommend school consolidations and/or closures

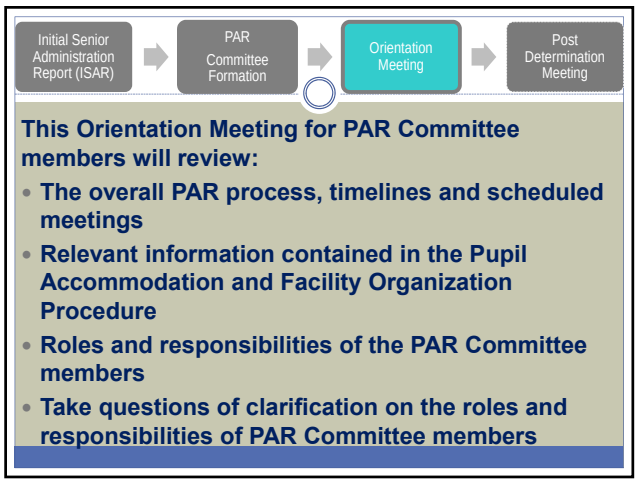
Initial Senior Administration Report (ISAR) → PAR Committee Formation → Orientation Meeting → Post Determination Meeting

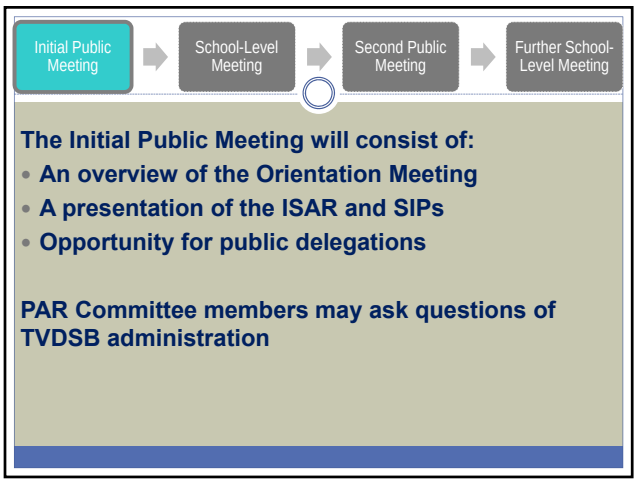
The ISAR presented on November 22, 2016 contained:

- **Dates for the respective**
  - **Orientation Meeting**
  - **Post Determination Meeting**
  - **Initial Public Meeting**
  - **School Level Meeting #1**
  - **Second Public Meeting**
  - **School Level Meeting #2**
  - **Final Public Meeting**


Initial Senior Administration Report (ISAR)
PAR Committee Formation
Orientation Meeting
Post Determination Meeting
Following the Trustees approval to proceed with a PAR, a PAR school subcommittee will be established for each school:
• 2 parents/guardians of students enrolled in each of the divisions (i.e. early years, primary, junior and intermediate)
• 2 full-time intermediate students
• Chair of the School Council
• President of the Home and School Association
• If the school has 20 or more self-identified First Nation, Métis or Inuit, French Immersion or Holding Zone students, 1 parent/guardian of such students in each category
School subcommittees must elect a chair


Initial Senior Administration Report (ISAR)
PAR Committee Formation
Orientation Meeting
Post Determination Meeting
TVDSB has invited affected listed community organizations to a Post Determination Meeting to provide:
• An overview of the ISAR
• The process for input
• The schedule and timeline of upcoming meetings
• An opportunity to ask questions


Initial Senior Administration Report (ISAR)
PAR Committee Formation
Orientation Meeting
Post Determination Meeting
This Orientation Meeting for PAR Committee members will review:
• The overall PAR process, timelines and scheduled meetings
• Relevant information contained in the Pupil Accommodation and Facility Organization Procedure
• Roles and responsibilities of the PAR Committee members
• Take questions of clarification on the roles and responsibilities of PAR Committee members


Initial Public Meeting
School-Level Meeting
Second Public Meeting
Further School-Level Meeting
The Initial Public Meeting will consist of:
• An overview of the Orientation Meeting
• A presentation of the ISAR and SIPs
• Opportunity for public delegations
PAR Committee members may ask questions of TVDSB administration

Initial Public Meeting → School-Level Meeting → Second Public Meeting → Further School-Level Meeting

- Members of the public and affected listed community organizations have the opportunity to make presentations to the PAR Committee
- Presentations will be limited to 5 minutes
- Must advise of their wish to do so, via e-mail to planning@tvdsb.on.ca, at least 8 Business Days (EPAR-01 December 22,2016, EPAR-02 December 23,2016) prior to Initial Public meeting

Initial Public Meeting → School-Level Meeting → Second Public Meeting → Further School-Level Meeting

At the school-level meetings:

- PAR school subcommittee will share the information received at the Orientation meeting and the Initial Public meeting
- Attendees may ask the PAR school subcommittee questions
- Gather feedback from the school community
- Determine if any additional information is required regarding the ISAR
- Discuss the need for and timing of further school-level meetings

Initial Public Meeting → School-Level Meeting → Second Public Meeting → Further School-Level Meeting

- PAR school subcommittees are required to hold at least 1 School-Level Meeting prior to the Second Public Meeting.
- These meetings have been scheduled for January 16, 2016
- Will be chaired by a member of the PAR school subcommittee
- These meetings will be open to the school community and the public

Initial Public Meeting → School-Level Meeting → Second Public Meeting → Further School-Level Meeting

Further School-Level Meetings, if required:

- Enable the PAR school subcommittee to understand the views of the school community on the ISAR
- Allow for further discussions

Initial Public Meeting → School-Level Meeting → **Second Public Meeting** → Further School-Level Meeting

At the Second Public Meeting:

- **Further clarification of the ISAR, if required**
- **TVDSB will share any additional requests for information received and the responses**
- **PAR school subcommittee Chairs will report on the comments made and discussions had at their school-level meeting(s)**
- **Opportunity for public presentations**

Initial Public Meeting → School-Level Meeting → Second Public Meeting → **Further School-Level Meeting**

- **PAR school subcommittees are required to hold at least 1 School-Level Meeting following the Second Public Meeting**
- **These meetings have been scheduled for February 13, 2016**
- **Will be chaired by a member of the PAR school subcommittee**
- **These meetings will be open to the school community and the public**

Initial Public Meeting → School-Level Meeting → **Second Public Meeting** → Further School-Level Meeting

- **Members of the public and affected listed community organizations have the opportunity to make presentations to the PAR Committee**
- **Presentations will be limited to 5 minutes**
- **Must advise of their wish to do so, via e-mail to planning@tvdsb.on.ca, at least 8 Business Days (EPAR-01 January 26,2017, EPAR-02 January 27,2017) prior to Second Public meeting**

Initial Public Meeting → School-Level Meeting → Second Public Meeting → **Further School-Level Meeting**

At the school-level meetings:

- **PAR school subcommittee will share the information received at the Second Public meeting**
- **Attendees may ask the PAR school subcommittee questions**
- **Gather feedback from the school community**
- **Determine if any additional information is required regarding the ISAR**
- **Discuss the need for and timing of further school-level meetings**

Initial Public Meeting → School-Level Meeting → Second Public Meeting → **Further School-Level Meeting**

If additional school-level meeting(s) with the school community are necessary, they must be completed within 10 Business Days following the Second Public meeting.

These meetings will be open to the school community and the public.

PAR school Subcommittee Report → **Final Public Meeting** → Final Senior Administration Report (FSAR) → Final Report Presentation Meeting

Opportunity for input:

- **Should a member of the public or Community Organization wish to have their views included in the Final Senior Administration Report, they are required to submit in writing, via e-mail (planning@tvdsb.on.ca) at least 8 Business Days (EPAR-01 February 23, 2016, EPAR-02 February 24, 2016) prior to the Final Public Meeting**
- **The input received will be shared with the PAR Committee at the Final Public Meeting**

PAR school Subcommittee Report → Final Public Meeting → Final Senior Administration Report (FSAR) → Final Report Presentation Meeting

Each PAR school subcommittee will prepare a written report:

- **Containing a summary of input received at their respective School-Level Meetings**
- **To be completed and submitted via e-mail (planning@tvdsb.on.ca) on or before the date scheduled for the Final Public Meeting**
- **A PAR school subcommittee need not reach consensus as to the content of their written report. Each member can prepare their own section to form part of the report**

Each report will be presented at the Final Public Meeting by the PAR school subcommittee chairs

PAR school Subcommittee Report → **Final Public Meeting** → Final Senior Administration Report (FSAR) → Final Report Presentation Meeting

At the Final Public Meeting:

- **PAR school subcommittees will present their reports on the input received from their school communities**
- **Report is not to exceed 10 minutes**
- **There will be no presentations from members of the public or Community Organizations**
- **Written input received from Community Organizations will be shared**

PAR school Subcommittee Report → Final Public Meeting → **Final Senior Administration Report (FSAR)** → Final Report Presentation Meeting

Final Senior Administration Report will contain:

- **Senior Administration's recommendations**
- **Proposed timeline for implementation**
- **PAR school subcommittee reports**
- **Any input received (consistent with the Pupil Accommodation and Facility Organization Procedure)**
- **Information regarding Public Delegations to the Board and the requirement to submit a presenter package**

PAR school Subcommittee Report → Final Public Meeting → Final Senior Administration Report (FSAR) → **Final Report Presentation Meeting**

At the Final Report Presentation Meeting:

- **The Final Senior Administration Report (FSAR) will be presented to the Board**
- **Trustees may ask TVDSB Senior Administration questions of clarification regarding the report or presentation**
- **There will be no debate or vote on the FSAR at that time**

PAR school Subcommittee Report → Final Public Meeting → **Final Senior Administration Report (FSAR)** → Final Report Presentation Meeting

The Final Senior Administration Report will be:

- **Emailed to the members of the PAR Committee and the affected listed community organizations**
- **Posted on TVDSB's website at least 10 business days prior (March 27, 2017) to the Final Report Presentation Meeting**

Public Delegation Meeting → Final Decision of the Trustees → Transition Planning

Prior to the Final Decision of the Board, the Public Delegation Meeting will:

- **Allow members of the PAR school subcommittee, community organizations and the public to provide input to the Board directly on the FSAR**

Public Delegation Meeting → Final Decision of the Trustees → Transition Planning

Public Delegation:

- **A presenter package, must be submitted in accordance with the instructions**
- **Be subject to the Board rules and protocols concerning Public Delegations**

Public Delegation Meeting → Final Decision of the Trustees → Transition Planning

Should a school be consolidated/closed, TVDSB will communicate the following information to the school community of the affected schools:

- **timelines for the consolidation/closure**
- **adjustments to attendance areas**
- **availability of school programs**
- **related student transportation information**
- **staffing compliments**

Public Delegation Meeting → Final Decision of the Trustees → Transition Planning

- **TVDSB Administration will compile and submit the feedback received in the Public Delegation Meeting(s) to the Board, prior to the final decision meeting**
- **The Board has the discretion to approve, modify or direct a different outcome than the recommendation(s) contained in the FSAR**

Public Delegation Meeting → Final Decision of the Trustees → Transition Planning

Transition working groups will be established to provide feedback on:

- **Orientation events for students and staff**
- **The distribution of memorabilia and school equipment**
- **School spirit matters**
- **School Council assets**



SCHEDULE OF MEETINGS EPAR 02

MEETING	DATE	TIME	LOCATION
Initial Public Meeting	2017 JAN 10	7:00PM	Fairmont PS
School Level Meeting #1	2017 JAN 16	TBD by PARC	TBD by PARC
Second Public Meeting	2017 FEB 09	7:00PM	Tweedsmuir PS
School Level Meeting #2	2017 FEB 13	TBD by PARC	TBD by PARC
Final Public Meeting	2017 MAR 09	7:00PM	Fairmont PS
FSAR Presented to the Board	2017 APR 11	TBD	Board Room
Public Delegation Meeting	2017 MAY 02	TBD	Board Room
Final Board Decision	2017 MAY 23	TBD	Board Room

SCHEDULE OF MEETINGS EPAR 01

MEETING	DATE	TIME	LOCATION
Initial Public Meeting	2017 JAN 09	7:00PM	East Elgin SS
School Level Meeting #1	2017 JAN 16	TBD by PARC	TBD by PARC
Second Public Meeting	2017 FEB 08	7:00PM	Parkside CI
School Level Meeting #2	2017 FEB 13	TBD by PARC	TBD by PARC
Final Public Meeting	2017 MAR 08	7:00PM	East Elgin SS
FSAR Presented to the Board	2017 APR 11	TBD	Board Room
Public Delegation Meeting	2017 MAY 02	TBD	Board Room
Final Board Decision	2017 MAY 23	TBD	Board Room



PAR SCHOOL SUBCOMMITTEE ROLES/ RESPONSIBILITIES

- **Attend:**
  - **Orientation meeting**
  - **Initial/Second/Final Public Meetings**
  - **All school-level meetings**
- **Elect the PAR school subcommittee chair**
- **Follow protocols set out in the Pupil Accommodation and Facility Organization Procedure for all meetings**

PARC SUBCOMMITTEE ROLES/ RESPONSIBILITIES

- **Not entitled to vote on or approve Senior Administration's recommendations**
- **Member name, email address and representation category will be posted online and made public (does not apply to student member information)**

PARC SUBCOMMITTEE ROLES/ RESPONSIBILITIES

- **Endeavor to accurately present to school communities information received by TVDSB Administration**
- **Following the initial public meeting, second public meeting and school-level meetings, request any additional information from TVDSB Administration**
- **Create and present a report containing the input received from their respective school-level meetings**

PARC SUBCOMMITTEE ROLES/ RESPONSIBILITIES

The PAR school subcommittee may hold working meetings in order to fulfil their roles and responsibilities such as:

- **Preparing for school-level meetings**
- **Analyzing school community feedback**
- **Compiling school community requests for information from TVDSB Administration**
- **Creating their final report**


PAR
Pupil Accommodation Review
Thames Valley District School Board
INPUT OPPORTUNITIES


PAR
Pupil Accommodation Review
Thames Valley District School Board
QUESTIONS
ORIENTATION MEETING
2016 DECEMBER 12


INPUT OPPORTUNITIES
Members of the public and affected listed Community Organizations may:
make presentations at the Initial Public Meeting and the Second Public Meeting
submit their input for inclusion in the FSAR
provide feedback to the Board on the FSAR at the Public Delegation Meeting

Orientation Meeting
Monday December 12, 2016
7:00pm – Thames Room, Education Centre

Introduction

K. Bushell welcomed everyone for coming, and introduced the TVDSB attendees.

Review of Pupil Accommodation and Facility Organization Procedure

B. Moore presented information regarding the Pupil Accommodation and Facility Organization Procedure; discussing the various stages of the procedure in relation to the current Elementary Pupil Accommodation Review 01 and 02 (EPAR-01 and EPAR-02).

Review of Pupil Accommodation Review Committee Role and Responsibilities

B. Moore discussed the various roles and responsibilities of the Principals and the PAR School Subcommittees throughout the process of the EPAR-01 and EPAR-02; referencing the specific location in the Pupil Accommodation and Facility Organization Procedure.

Schedule of Meetings

B. Moore outlined the schedule of the EPAR-01 and EPAR-02 Upcoming Meetings, including their times and locations. B. Moore also indicated where to locate meeting protocol and advised that all EPAR related information including schedules and timelines can be found on the TVDSB Planning Services webpage at www.tvdsb.ca/Planning.

Questions and Comments:

Springfield

Is the information in the binder the most up to date information, specifically referring to page 7 and page 64?

Following the presentation of the Initial Senior Administration Report (ISAR) to the Board, a few minor changes have been made. The Report in your binder and on the TVDSB Planning Services webpage is the most up to date version. (2016 December 05 – corrections).

What is the reasoning behind the timing of the School Level Meetings?

Each of the items on the schedule are based on a guideline provided from the Ministry of Education. The School Level Meetings have been set accordingly to provide each PAR School Subcommittee enough time to ask questions and prepare their final report.

If we provide you with information after the due date, but prior to the presentation of the Final Report, will you still accept it?

Unfortunately the dates outlined in the calendar are SOLID deadlines which cannot be adjusted. In regards to the deadline for the PAR School Subcommittee final report; these are presented at the Final Public Meeting, therefore they must be completed prior to the meeting.

What happens if a committee member is absent from a mandatory meeting?

There is no penalty for a member not attending a mandatory meeting, and the meeting will continue as scheduled. Although, if a member resigns from the committee, he/she cannot be replaced, and the committee must continue with the amount of members that they have.

New Sarum

Can you confirm the difference between the Pupil Accommodation Review Committee (PARC) and Pupil Accommodation Review (PAR) School Subcommittee?

Each school is a PAR School Subcommittee. All of the schools together in each Elementary Pupil Accommodation Review (EPAR-01 and EPAR-02) are considered the PARC.

At the Public Meetings, will we all be able to ask questions, or will we have to submit the questions to a forum beforehand?

It would be best to submit questions ahead of time so that we may prepare responses for you prior to the meeting, as we may not always have all of the answers on the spot, but it is not mandatory to do so, and you will be able to ask questions at the meeting.

Is there a template that you want the final report in or can each committee do it however they want it?

It is up to each individual PAR School Subcommittee to agree on a final report structure. The Procedure does not specify or provide an outline/template for the report.

If I have already emailed the planning department with a question –should I send my question again, together with my PAR School Subcommittee now?

Yes, please send your question again, as we will now begin compiling questions and answers, and forwarding them to all members of the PARC to ensure that everyone receives the same information.

South Dorchester

Will the questions emailed to the Planning Department be presented in a PowerPoint presentation at the Initial Public Meeting?

We have not decided on a method to review these questions and answers at the Initial Public Meeting yet, but, they will be presented and discussed with the PARC at the Initial Public Meeting.

New Sarum

Are the trustees going to be present at the Public Meetings?

Trustees are not required to attend the meetings

Sparta

From the Pupil Accommodation and Facility Organization Procedure, the section on page 19 states that if more time is needed for the presentation, the meeting may be rescheduled to a different time/location/date. Could you please clarify this?

This section of the procedure was created as a precautionary item for current and future PARs. Since the group for this EPAR is so large, it will be important to allow enough time to ensure that all presentation are heard during the meeting.

Springfield

Is it mandatory for the Principal to attend all School Subcommittee meetings, or any other meetings that the PAR School Subcommittee may wish to hold?

It is mandatory for the Principal to attend the Public School Level Meetings. If the School Subcommittee were to hold (non-public) working meetings the principal would not be required to attend.

What is the process for sending surveys home to parents in students backpacks?

It is important for the PAR School Subcommittee to engage the community, although it is important that the information that is sent home is factual and accurate. If a PAR School Subcommittee has a survey which they wish to send home with the students, it is important for the Principal to review the survey prior to it being sent out. If the Principal has any questions/concerns, he/she can send it to the Superintendents to review it as well, for approval.

From the Pupil Accommodation and Facility Organization Procedure, the section on page 07 states that if capital investment is required, a proposal on how TVDSB would plan on funding it should be included in the Initial Senior Administration Report. Could you please clarify where this is include in the report?

This information is indicated in the Report when stated that the recommendations are contingent on Ministry of Education funding.

The new PAR Process suggests the elimination of school to school rivalry; how do you propose we do this, if our suggestion may go against something another school says?

The new PAR Process allows for each PAR School Subcommittee to write their own independent report, which is based strictly on feedback from their school community. All of the PAR School Subcommittees are interconnected, but each school has an opportunity to present input on behalf of that school.

Summers corners

Knowing that not all community members will be able to attend all of the meetings, does the Board allow for PAR School Subcommittees to use Social Media as a form of communication with the community?

The Board procedure does not specify the method of communication that the committee should use, therefore, each PAR School Subcommittee is free to use any form of communication that they feel will work best for their community.

Springfield

If we write a 400 page report for you; outlining a different plan which we feel will work, but will still result in attaining your goals, will that be accepted?

There are no limitations or templates for the final report from each PAR School Subcommittee. All of the information you provide for us, for the final report, will be included unedited and unaltered to the Trustees in the Final Senior Administration Report (FSAR).

Sparta

For the School Level Meetings, are we restricted current students only, or can we involve potential students as well?

The School Level Meetings are open to the public, therefore anyone can attend.

Springfield

Are you willing to rewrite the recommendations if you receive strong and valuable information from the PAR School Subcommittees?

We definitely want to hear the information and opinions gathered by each PAR School Subcommittees. The information received will be reviewed and analyzed by TVDSB Senior Administration and considered for the Final Senior Administration Report (FSAR).

McGregor

Are the revised/proposed attendance areas completed?

The proposed attendance areas are in the Initial Senior Administration Report (ISAR) and can be found in your binder, as well as on the TVDSB Planning Services Webpage at www.tvdsb.ca/Planning.

Is there more detailed information available on the proposed attendance areas?

If further detailed information on a specific attendance area is needed, please email the Planning Services Department at Planning@tvdsb.on.ca with your request, and we will provide you with more specific information.

Sparta

If the final Board decision regarding these EPARs is made in May, what is the timeline between the points in time when the funding is received to the time when the changes begin?

Implementation timelines will be phased in, so each schools timeline may be different from one another. Please send this question to our Planning Department at Planning@tvdsb.on.ca, and we will then provide you with a response specific to your school.

When involving the Community in the various meetings, are TVDSB staff such as teachers able to voice their opinions?

TVDSB Staff are encouraged to voice their opinions directly through their federations or unions, as to not be put in a uncomfortable position between their employer and their Community.

Port Stanley

I have questions regarding the French Immersion Program moving to Sparta. Could you indicate what your plans with that are?

At this meeting we would like to answer Procedural and Role and Responsibilities questions only. Please send this question to our Planning Department at Planning@tvdsb.on.ca, and we will then provide you with a response. Any EPAR specific questions will also be answered at the Initial Public Meeting.

River Heights

If we receive questions from parents regarding Board standards, is that something we should be asking you?

Yes, please send these questions to our Planning Department at Planning@tvdsb.on.ca, and we will then provide you with a response.

Conclusion

K. Bushell concluded the meeting by thanking the members of the PAR School Subcommittees and Principals for attending the Orientation Meeting, and invited all members to begin submitting any questions they may have to the Planning Department email at Planning@tvdsb.on.ca.

POST-DETERMINATION MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW 01

Date	Location	Time
2016 December 14	Board Room 1250 Dundas St. London, ON	11:00am – 12:30pm

AGENDA

1. Welcome and Introduction
2. Review of Pupil Accommodation and Facility Organization Procedure
3. Review of Initial Senior Administration Report: EPAR-01
4. Overview of Recommendations
5. Schedule of Meetings concerning the Pupil Accommodation Review
6. Input Opportunities and Communication
7. Questions and Comments

Find more information on the Pupil Accommodation Reviews at:

WWW.TVDSB.CA/PLANNING

We build each student's tomorrow, every day.

ELEMENTARY PUPIL ACCOMMODATION REVIEW 01

POST DETERMINATION MEETING
2016 DECEMBER 14

INTRODUCTIONS

AGENDA

1. Welcome and introductions
2. Review of Pupil Accommodation and Facility Organization Procedure
3. Review of Initial Senior Administration Report: EPAR-01
4. Overview of recommendations
5. Schedule of meetings concerning the Pupil Accommodation Review
6. Input Opportunities and Communication
7. Questions

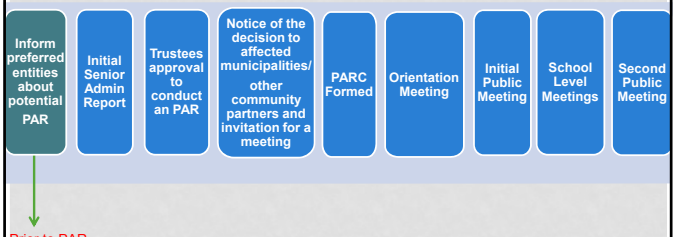
REVIEW OF PUPIL ACCOMMODATION AND FACILITY ORGANIZATION PROCEDURE

PUPIL ACCOMMODATION AND FACILITY ORGANIZATION PROCEDURE

Through its accommodation planning process, TVDSB forecasts:

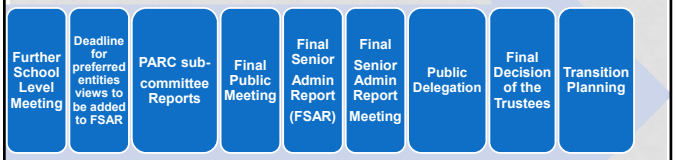
- •Which facilities may remain sustainable
- •Where new schools and significant renovations or additions may be needed
- •Potential adjustments to existing Attendance Areas
- •Which operating and sustainable facilities have unused space
- •Which facilities may be considered for consolidation and/or closure

PUPIL ACCOMMODATION AND FACILITY ORGANIZATION PROCEDURE



Prior to PAR
Part of Community Planning and Facility Collaboration Opportunities Procedure

PUPIL ACCOMMODATION AND FACILITY ORGANIZATION PROCEDURE



REVIEW OF INITAIL SENIOR ADMINISTRATION REPORT EPAR-01

RECOMMENDATION

THAT the Board authorize Senior Administration to conduct a Pupil Accommodation Review, based on the information provided in the attached Elementary Pupil Accommodation Review-01 Initial Senior Administration's Report, for the following schools:

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

TVDSB PUPIL ACCOMMODATION POLICY

It is the policy of Thames Valley District School Board to:

- provide our students with accommodation which supports student achievement, safety and well-being
- ensure the long-term sustainability of our school system
- manage our resources effectively
- identify opportunities for collaborative facility arrangements with community organizations

in a manner which is well-informed, well-coordinated, transparent and sustainable

EDUCATIONAL OPPORTUNITIES AND BENEFITS TO LEARNING

Through the implementation of the various changes proposed in the EPAR many schools will provide enhanced educational opportunities for our students

- Range of programming and courses available
- Availability of specialized support services for individual students or small groups
- Specialized facilities, such as gyms, activity rooms, library learning commons and general arts rooms
- Sufficient enrolment to support sports teams and other extracurricular activities
- A school building in better condition than the one that is to close
- Accessibility features with respect to entry, movement within the facility and outdoor play space

EDUCATIONAL OPPORTUNITIES AND BENEFITS TO LEARNING

Benefits to the greater community

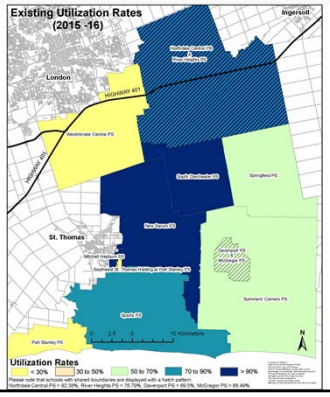
- Sense of community enhanced with creation of a new school identity
- Provide opportunities for renewal and the enhancement of past traditions and establishment of new traditions
- Wider range of resources and increased number of experiences to draw upon
- Greater diversity for school councils, teams and clubs
- Updated venue for community use

EDUCATIONAL OPPORTUNITIES AND BENEFITS TO LEARNING

Sense of Connectedness

- **Connectedness is not dependent on the size of the school**
- **Developed through the creation of a Culture for Learning, caring and the strengthening of community school values**

2015-16 EXISTING UTILIZATION RATES



PUPIL ACCOMMODATION REVIEW

The following recommendations are proposed to resolve the accommodation issues:

•The closure of 5 Elementary schools: New Sarum, South Dorchester, Sparta, Springfield and Westminster Central Public Schools.

•School improvements (addition/or renovations/or program enhancements) for Davenport, McGregor, Northdale Central, Port Stanley and Summers' Corners Public Schools.

•The construction of 2 new elementary schools, located in Belmont and Southeast St. Thomas.

PUPIL ACCOMMODATION REVIEW

The following recommendations are proposed to resolve the accommodation issues (Cont'd):

•Re-purposing of Sparta Public Schools, following the closure of the regular track program, to create a second elementary French Immersion school in Elgin County.

•Possible collaboration opportunities at McGregor, River Heights and Summers' Corners Public Schools.

•Possible co-build opportunities at the two new schools.

SECTION 1 - INTRODUCTION

SECTION 1 – INTRODUCTION BACKGROUND TO THE PAR PROCESS

- Ministry of Education's Pupil Accommodation Review Guideline (2015 March) established expectations for all school board on managing underutilized space
- Pupil Accommodation Review (PAR):
  - community consultation process required by the Ministry of Education
  - school closures and/or consolidations
  - address changing demographics, enrolment, programming, and facility condition challenges

SECTION 1 - INTRODUCTION SUMMARY OF THE CURRENT SITUATION

The Draft Elementary Accommodation Study (2016 April 12) identified a number of issues in the proposed EPAR-01:

- Historical and projected enrolment
- School condition and proximity to students
- Existing school model organizations

SECTION 1 - INTRODUCTION SUMMARY OF THE CURRENT SITUATION

The Senior Administration's recommendations will allow for:

- Aligning surrounding school community enrolment with permanent, efficient and sustainable student accommodation
- Enhanced programming of students
- Providing new or enhancing existing facilities

SECTION 1 – INTRODUCTION BACKGROUND TO THE PAR PROCESS

Determining schools in the PAR:

- Have any issues been identified as a priority of the Board?
- Is the current situation sustainable?
- Does the current situation provide equity for all of our students?
- Is there an opportunity to improve student learning and sustainability?
- Are there any potential facility collaboration opportunities with Community Organizations?

SECTION 1 – INTRODUCTION BACKGROUND TO THE PAR PROCESS

Consolidation allows for:

- Opportunity to invest in program needs
- Quality teaching and learning environments
- Access to up-to-date facilities with appropriate spaces

SECTION 1 - INTRODUCTION SCHOOL INFORMATION PROFILES

School Information Profiles (SIPs):

- Document with 2015-16 school year data for each school in the PAR
- Provide an understanding of the facilities under review
- Assists in an understanding of the context surrounding the decision to include the specific school(s) in a PAR

SECTION 1 - INTRODUCTION SCHOOL INFORMATION PROFILES

School Information Profiles (SIPs) contain:

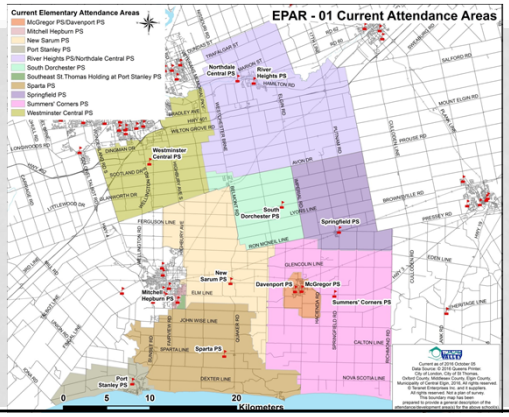
- Attendance area
- Enrolment and utilization
- Transportation
- School organization and staffing
- Facility space template
- Facility profile
- Financial profile

SECTION 1 - INTRODUCTION
SCHOOL INFORMATION PROFILES

School Information Profiles (SIPs) contain (cont'd):

- Overview of the school
- TVDSB five year renewal needs
- Site/Floor Plan(s)
- Surrounding Land Use/Zoning
- Demographic Data
- Residential Development
- Community Use Profile

SECTION 1 - INTRODUCTION
STUDENT ACCOMMODATION

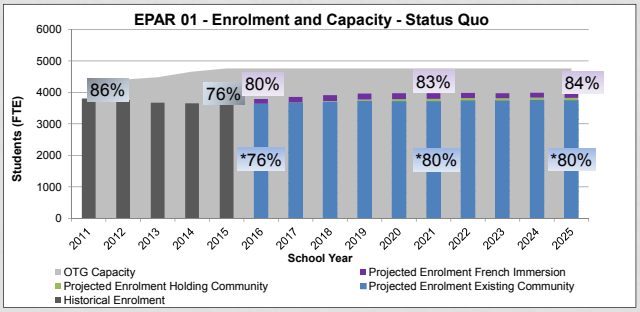


SECTION 1 – INTRODUCTION
STUDENT ACCOMMODATION

Schools within this PAR:

- cover a vast geographical area
- demographics have changed over time
- challenges with low student enrolment in rural schools and enrolment pressure from urban residential growth

SECTION 1 - INTRODUCTION
STUDENT ACCOMMODATION



* Indicates the percent vs capacity does not include French Immersion

SECTION 1 - INTRODUCTION STUDENT ACCOMMODATION

	Current (2015-16)
Empty Pupil Places	1157
Utilization Rate	76%

SECTION 2 - CURRENT ACCOMMODATION DETAILS

DAVENPORT PUBLIC SCHOOL



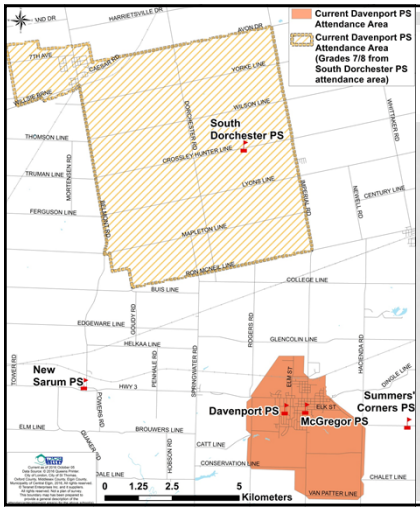
DAVENPORT PUBLIC SCHOOL

Programming and Course Offerings for 2015-2016

Davenport PS serves a population of 294 students from grades 5 to grade 8. There are 10 standard classes and 1 specialized class.

Specialized Service Offerings

There is one Developmental Education class at Davenport PS.



DAVENPORT PUBLIC SCHOOL

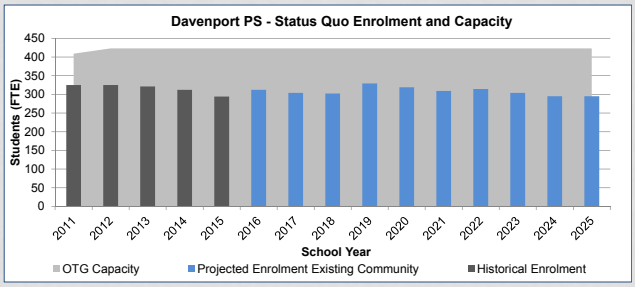
Within the attendance area of Davenport PS:

- **4-13 year olds have declined 16% from 2001 to 2006 and a further 7% from 2006 to 2011**
- **areas east and west of Aylmer are under consideration for growth**
- **current development is not expected to yield a significant amount of students**

DAVENPORT PUBLIC SCHOOL

Criteria	Davenport PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	423	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	294.00	385.00
Utilization factor	69.50%	87.17%
Excess or Shortage(-) of Pupil Places	129.00	58.59

DAVENPORT PUBLIC SCHOOL



DAVENPORT PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$348,722.00	$1,186.13	$1,416.06

Facility Condition Index (FCI)			
Provincial Average	Board Average	PAR Average	Davenport PS
28%	37%	50%	42%

10 year Renewal Investment
$844,813

5 year Renewal Needs
$2,787,860

School Replacement Value
$8,748,738

McGREGOR PUBLIC SCHOOL



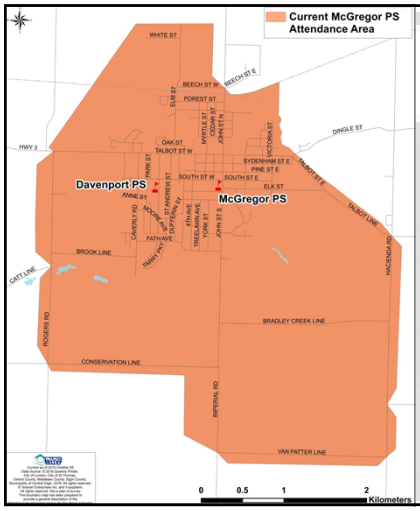
McGREGOR PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

McGregor PS serves a population of 363 students from Junior Kindergarten to grade 4. There are 16 standard classes and 1 specialized class.

Specialized Service Offerings

There is one Developmental Education class and a Parent & Family Literacy Centre located at McGregor PS.



McGREGOR PUBLIC SCHOOL

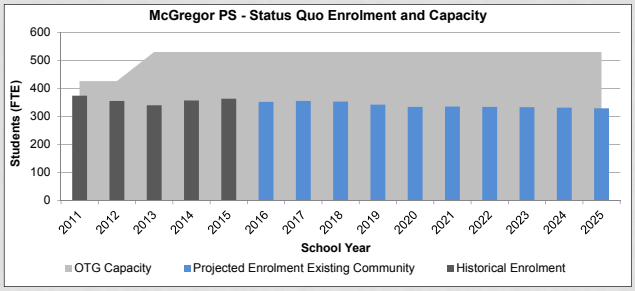
Within the attendance area of McGregor PS:

- **4-13 year olds have declined 16% from 2001 to 2006 and a further 7% from 2006 to 2011.**
- **areas east and west of Aylmer are under consideration for growth**
- **current development is not expected to yield a significant amount of students**

McGREGOR PUBLIC SCHOOL

Criteria	McGregor PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	530	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	363.00	385.00
Utilization factor	68.49%	87.17%
Excess or Shortage (-) of Pupil Places	167.00	58.59

McGREGOR PUBLIC SCHOOL



McGREGOR PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$ 446,433.00	$ 1,229.85	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**McGregor PS**
28%	**37%**	**50%**	**48%**

10 year Renewal Investment
$1,136,322

5 year Renewal Needs
$3,624,384

School Replacement Value
$10,813,500

MITCHELL HEPBURN PUBLIC SCHOOL



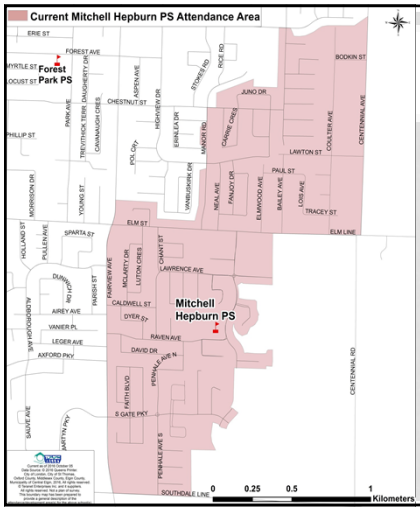
MITCHELL HEPBURN PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Mitchell Hepburn PS serves a population of 751 students from Junior Kindergarten to grade 8. There are 30 standard classes and 3 specialized classes.

Specialized Service Offerings

There is one Empower class and three Developmental Education classes at Mitchell Hepburn PS.



MITCHELL HEPBURN PUBLIC SCHOOL

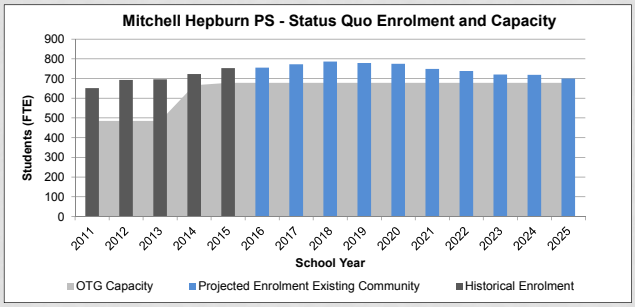
Within the attendance area of Mitchell Hepburn PS:

- **4 to 13 year olds have increased 14% from 2001 to 2006 and another 29% from 2006 to 2011.**
- **127 residential units are currently being circulated or under construction**

MITCHELL HEPBURN PUBLIC SCHOOL

Criteria	Mitchell Hepburn PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	678	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	753.00	385.00
Utilization factor	110.77%	87.17%
Excess or Shortage (-) of Pupil Places	-73	58.59

MITCHELL HEPBURN PUBLIC SCHOOL



MITCHELL HEPBURN PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$731,109.00	$970.92	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	Board Average	PAR Average	Mitchell Hepburn PS
28%	37%	50%	1%

10 year Renewal Investment $116,852
5 year Renewal Needs $31,200
School Replacement Value $13,467,307

NEW SARUM PUBLIC SCHOOL



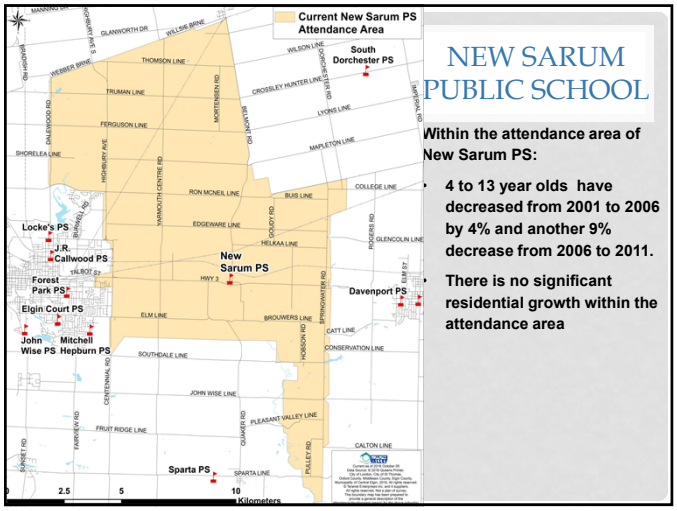
NEW SARUM PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

New Sarum PS serves a population of 250 students from Junior Kindergarten to grade 8. There are 11 standard classes and one specialized class.

Specialized Service Offerings

There is one Transitions/Mental Health class at New Sarum PS



NEW SARUM PUBLIC SCHOOL

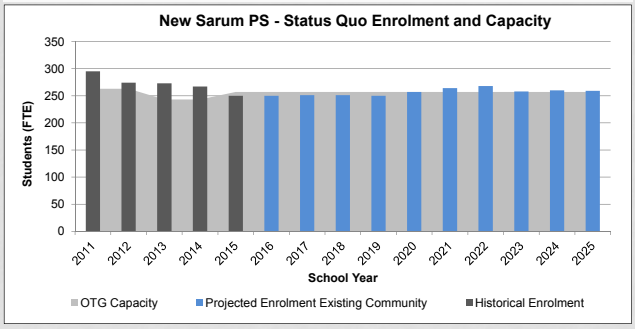
Within the attendance area of New Sarum PS:

- **4 to 13 year olds have decreased from 2001 to 2006 by 4% and another 9% decrease from 2006 to 2011.**
- **There is no significant residential growth within the attendance area**

NEW SARUM PUBLIC SCHOOL

Criteria	New Sarum PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	257	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	250.00	385.00
Utilization factor	97.28%	87.17%
Excess or Shortage (-) of Pupil Places	7.00	58.59

NEW SARUM PUBLIC SCHOOL



NEW SARUM PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$398,826.00	$1,595.30	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**New Sarum PS**
28%	**37%**	**50%**	**75%**

10 year Renewal Investment $804,932

5 year Renewal Needs $3,464,094

School Replacement Value $6,049,829

NORTHDALE CENTRAL PUBLIC SCHOOL



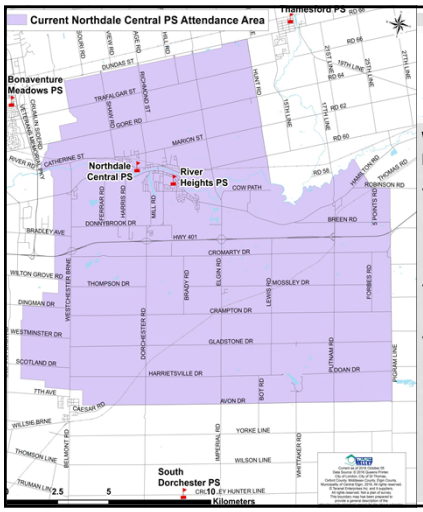
NORTHDALE CENTRAL PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Northdale Central PS serves a population of 411 students from grades 4 to grade 8. There are 14 standard classes and 1 specialized class.

Specialized Service Offerings

There is one Gifted class at Northdale Central PS.



NORTHDALE CENTRAL PUBLIC SCHOOL

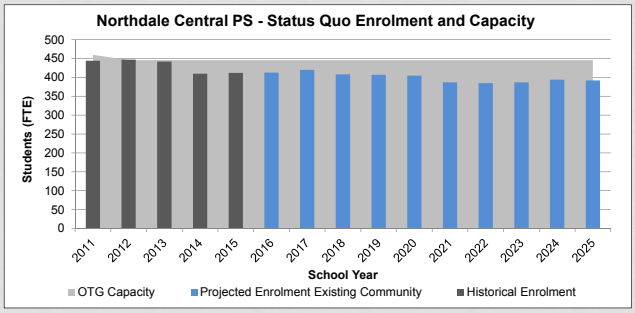
Within the attendance area of Northdale Central PS:

- **4 to 13 year olds have decreased by 4% from 2001 to 2006 and from 2006 to 2011 a further 14% decrease.**
- **433 units circulated and under construction.**
- **Within the next 10 years approximately 65 students are projected to be generated from these developments.**

NORTHDALE CENTRAL PUBLIC SCHOOL

Criteria	Northdale Central PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	446	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	411.00	385.00
Utilization factor	92.15%	87.17%
Excess or Shortage (-) of Pupil Places	35.00	58.59

NORTHDALE CENTRAL PUBLIC SCHOOL



NORTHDALE CENTRAL PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$450,170	$1,092.65	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**Northdale Central PS**
28%	**37%**	**50%**	**32%**

10 year Renewal Investment $1,035,813
5 year Renewal Needs $2,470,977
School Replacement Value $9,320,076

PORT STANLEY PUBLIC SCHOOL



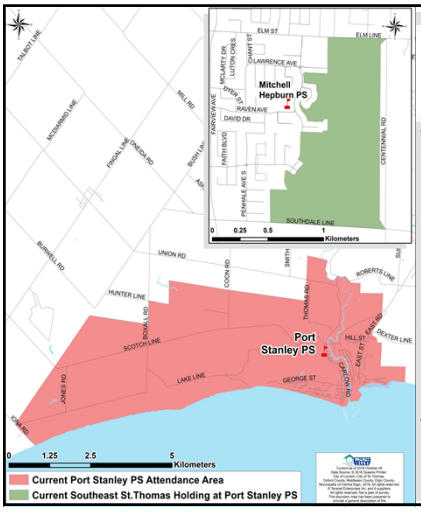
PORT STANLEY PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Port Stanley PS serves a population of 94 students from Junior Kindergarten to grade 8. There are 5 standard classes.

Specialized Service Offerings

There are no specialized service offerings at Port Stanley PS.



PORT STANLEY PUBLIC SCHOOL

Within the attendance area of Port Stanley PS:

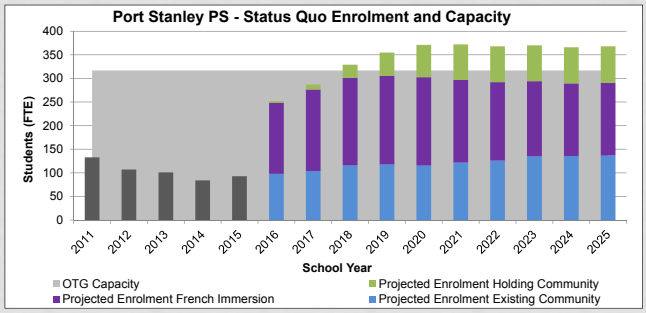
- **4 to 13 year olds have decreased by 7% from 2001 to 2006 and from 2006-2011 a further 35% decrease.**
- **Total of 130 units circulated and under construction.**
- **Municipality is in the planning stages for the Harbor Front Secondary Plan.**

Southeast St. Thomas Holding Zone currently has 308 residential units circulated and under construction. Approximately 70 students are projected from this development.

PORT STANLEY PUBLIC SCHOOL

Criteria	Port Stanley PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	317	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	94.00	385.00
Utilization factor	29.65%	87.17%
Excess or Shortage (-) of Pupil Places	223	58.59
Number of Holding Zone students (if any)	0	

PORT STANLEY PUBLIC SCHOOL



PORT STANLEY PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$336,117.00	$3,614.16	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**Port Stanley PS**
28%	**37%**	**50%**	**78%**

10 year Renewal Investment
$805,174

5 year Renewal Needs
$4,048,982

School Replacement Value
$7,265,866

RIVER HEIGHTS PUBLIC SCHOOL



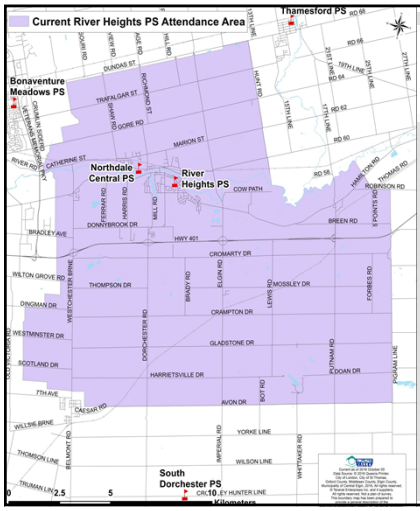
RIVER HEIGHTS PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

River Heights PS serves a population of 354 students from Junior Kindergarten to grade 3. There are 16 standard classes.

Specialized Service Offerings

There are no specialized service offerings at River Heights PS



RIVER HEIGHTS PUBLIC SCHOOL

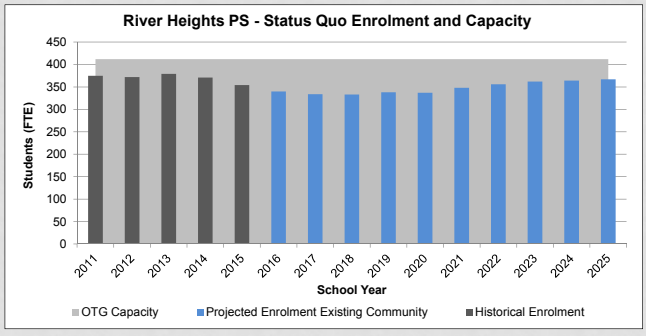
Within the attendance area of River Heights PS:

- **4 to 13 year olds have decreased by 4% from 2001 to 2006 and from 2006 to 2011 a further 14% decrease.**
- **433 units circulated and under construction.**
- **Within the next 10 years approximately 65 students are projected to be generated from these developments.**

RIVER HEIGHTS PUBLIC SCHOOL

Criteria	River Heights PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	461	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	353.00	385.00
Utilization factor	76.57%	87.17%
Excess or Shortage (-) of Pupil Places	108.00	58.59

RIVER HEIGHTS PUBLIC SCHOOL



RIVER HEIGHTS PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$401,488.00	$1,134.15	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**River Heights PS**
28%	**37%**	**50%**	**40%**

10 year Renewal Investment $2,952,789

5 year Renewal Needs $4,048,982

School Replacement Value $9,764,983

SOUTH DORCHESTER PUBLIC SCHOOL



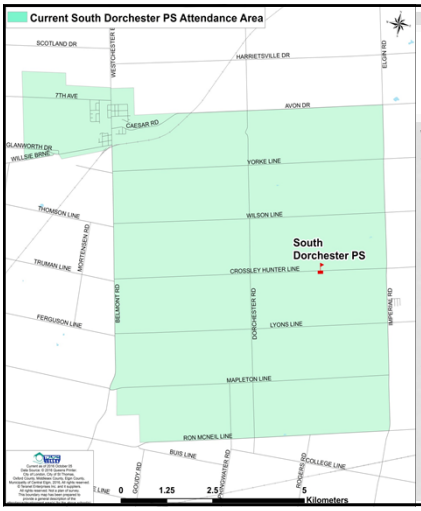
SOUTH DORCHESTER PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

South Dorchester PS serves a population of 200 students from Junior Kindergarten to grade 6. There are 8 standard classes.

Specialized Service Offerings

There are no specialized service offerings at South Dorchester PS.



SOUTH DORCHESTER PUBLIC SCHOOL

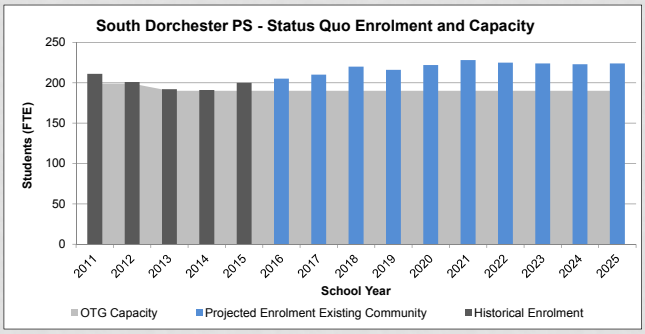
Within the attendance area of South Dorchester PS:

- **4 to 13 year olds have decreased by 3% from 2001 to 2006 and from 2006 to 2011 a decrease of 29%.**
- **Within Belmont there are a total of 145 single family and condominium units circulated and under construction.**
- **Although the overall population within the South Dorchester PS attendance area has experienced a decline, the Village of Belmont is expected to continue to grow.**

SOUTH DORCHESTER PUBLIC SCHOOL

Criteria	South Dorchester PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	190	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	200.00	385.00
Utilization factor	105.26%	87.17%
Excess or Shortage (-) of Pupil Places	-10.00	58.59

SOUTH DORCHESTER PUBLIC SCHOOL



SOUTH DORCHESTER PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$297,343.00	$1,486.72	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**South Dorchester PS**
28%	**37%**	**50%**	**112%**

10 year Renewal Investment
$6,109

5 year Renewal Needs
$5,346,994

School Replacement Value
$5,266,168

SPARTA PUBLIC SCHOOL



SPARTA PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Sparta PS serves a population of 242 students from Junior Kindergarten to grade 8. There are 10 standard classes.

Specialized Service Offerings
There are no specialized service offerings at Sparta PS.



SPARTA PUBLIC SCHOOL

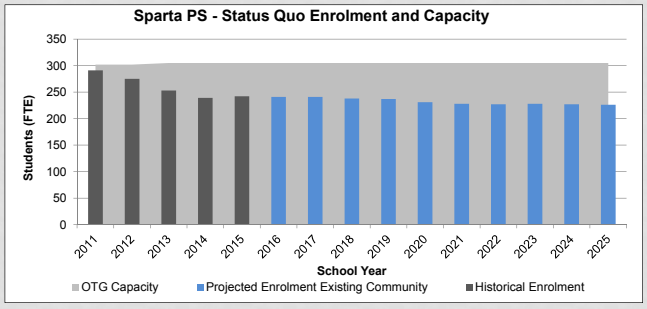
Within the attendance area of Sparta PS:

- **4 to 13 year olds have decreased by 8% from 2001 to 2006 and another 5% decrease from 2006 to 2011.**
- **Currently there are no significant residential developments within the attendance area.**

SPARTA PUBLIC SCHOOL

Criteria	Sparta PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	305	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	242.00	385.00
Utilization factor	79.34%	87.17%
Excess or Shortage (-) of Pupil Places	63.00	58.59

SPARTA PUBLIC SCHOOL



SPARTA PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$359,024.00	$1,483.57	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**Sparta PS**
28%	**37%**	**50%**	**65%**

10 year Renewal Investment $335,248

5 year Renewal Needs $2,785,120

School Replacement Value $7,027,386

SPRINGFIELD PUBLIC SCHOOL



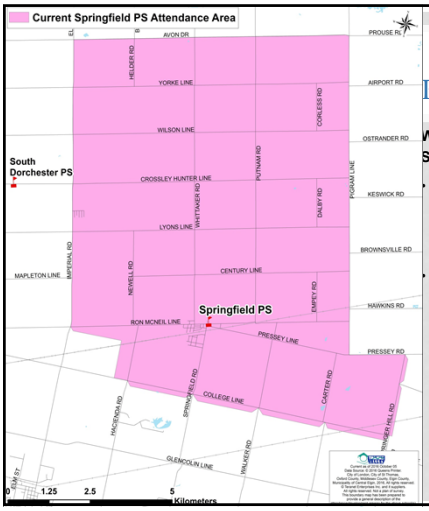
SPRINGFIELD PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Springfield PS serves a population of 167 students from Junior Kindergarten to grade 6. There are 8 standard classes.

Specialized Service Offerings

There are no specialized service offerings at Springfield PS.



SPRINGFIELD PUBLIC SCHOOL

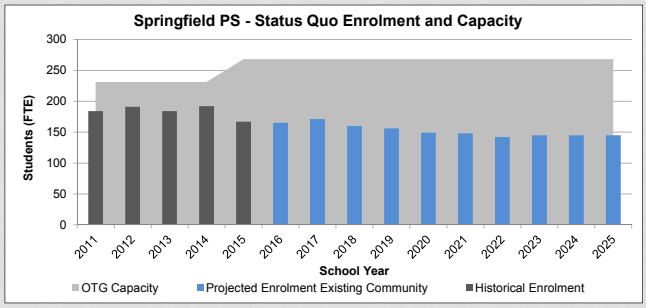
Within the attendance area of Springfield PS:

- **4 to 13 year olds have remained stable from 2001 to 2006 and decreased by 3% from 2006 to 2011.**
- **Currently there are no significant residential developments within the attendance area.**

SPRINGFIELD PUBLIC SCHOOL

Criteria	Springfield PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	268	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	167.00	385.00
Utilization factor	62.31%	87.17%
Excess or Shortage (-) of Pupil Places	101.00	58.59

SPRINGFIELD PUBLIC SCHOOL



SPRINGFIELD PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$308,768.00	$1,848.90	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**Springfield PS**
28%	**37%**	**50%**	**72%**

10 year Renewal Investment
$518,738

5 year Renewal Needs
$3,796,104

School Replacement Value
$6,281,994

SUMMERS' CORNERS PUBLIC SCHOOL



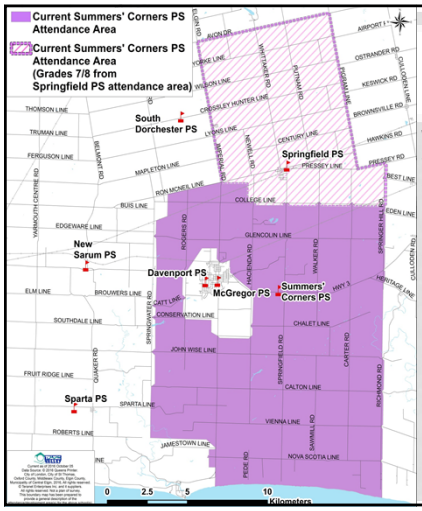
SUMMERS' CORNERS PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Summers' Corners PS serves a population of 399 students from Junior Kindergarten to grade 8. There are 17 standard classes and 2 specialized classes.

Specialized Service Offerings

There are 2 ESL LEARN classes offered at Summers' Corners PS



SUMMERS' CORNERS PUBLIC SCHOOL

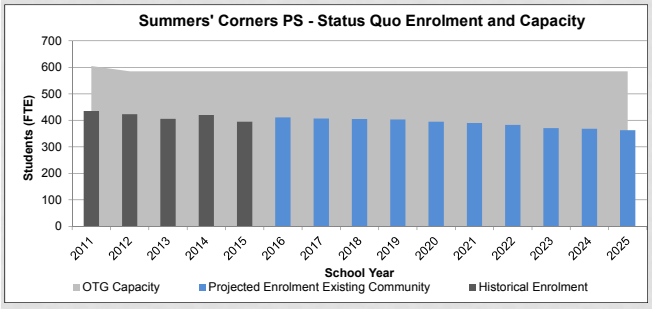
Within the attendance area of Summers' Corners PS:

- **4 to 13 year olds have increased 3% from 2001 to 2006 and 8% from 2006 to 2011.**
- **There is currently one subdivision under construction that consists of 48 single family units. The remaining build out will not have significant impact on the enrolment**

SUMMERS' CORNERS PUBLIC SCHOOL

Criteria	Summers' Corners PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	585	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	399.00	385.00
Utilization factor	68.21%	87.17%
Excess or Shortage (-) of Pupil Places	186.00	58.59

SUMMERS' CORNERS PUBLIC SCHOOL



SUMMERS' CORNERS PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$607,545.00	$1,538.09	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**Summers' Corners PS**
28%	**37%**	**50%**	**26%**

10 year Renewal Investment $112,594
5 year Renewal Needs $2,336,464
School Replacement Value $11,830,445

WESTMINSTER CENTRAL PUBLIC SCHOOL

Built in 1965
Addition in 1968



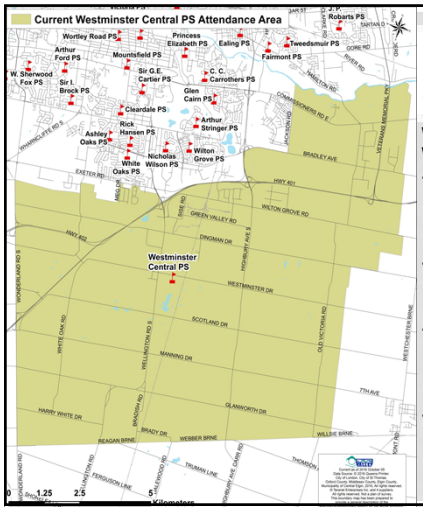
WESTMINSTER CENTRAL PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Westminster Central PS serves a population of 82 students from Junior Kindergarten to grade 8. There are 5 standard classes.

Specialized Service Offerings

There are no specialized service offerings at Westminster PS.



WESTMINSTER CENTRAL PUBLIC SCHOOL

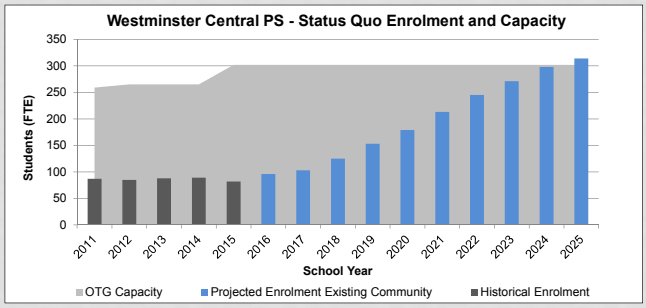
Within the attendance area of Westminster Central PS:

- **4 to 13 year olds have increased 15% from 2001 to 2006 and decreased 11% from 2006 to 2011.**
- **1355 residential units are currently circulated or under construction.**
- **Within the next 10 years approximately 225 students are projected to be generated from these developments.**
- **On April 14th, 2015 north of Highway 401 was approved to be included in the New Southeast London PS attendance area.**

WESTMINSTER CENTRAL PUBLIC SCHOOL

Criteria	Westminster Central PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	302	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	82.00	385.00
Utilization factor	27.15%	87.17%
Excess or Shortage (-) of Pupil Places	222.00	58.59

WESTMINSTER CENTRAL PUBLIC SCHOOL



WESTMINSTER CENTRAL PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$333,320.00	$4,064.89	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**Westminster Central PS**
28%	**37%**	**50%**	**102%**

10 year Renewal Investment
$90,455

5 year Renewal Needs
$5,176,930

School Replacement Value
$6,742,864

SECTION 3 – RECOMMENDED SOLUTION

SECTION 3 – RECOMMENDED SOLUTION

Recommended changes:

- **Comprehensive shift in attendance areas**
- **Align accommodation with current and future demographic trends**
- **Align future educational facilities to municipal direction**
- **Allow for a more efficient and viable solution**

SECTION 3 – RECOMMENDED SOLUTION

Senior Administration's recommendations have been developed to address the long term accommodation needs and provide equity of education, based on:

- demographics
- program offering
- historical enrolment trends
- location of existing students
- facility size /condition

SECTION 3 – RECOMMENDED SOLUTION

Consolidated schools will:

- provide greater opportunities for students
- allow for the permanent accommodation of growth and French Immersion

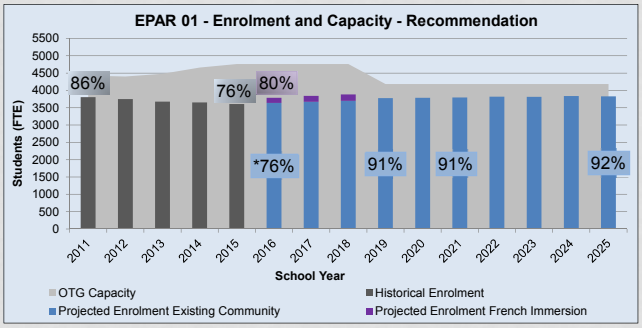
Closure and disposition of four schools will assist in reducing:

- unfunded space
- long term renewal
- operating costs

SECTION 3 – RECOMMENDED SOLUTION

	Current (2015-16)	Proposed (2019-20)
Empty Pupil Places	1,157	733
Utilization Rate	76%	83%
Number of schools	12	9

SECTION 3 – RECOMMENDED SOLUTION



Note: 259 OTG Capacity removed for Collaboration Opportunities (2019-2025)

*does not include French Immersion

SECTION 3 – RECOMMENDED SOLUTION

- Northern Region (New Belmont and River Heights/ Northdale Central Public Schools)
- Southern Region (Port Stanley)
- Eastern Region (Davenport/ McGregor and Summers' Corners Public Schools)
- Western Region (New Southeast St. Thomas and Mitchell Hepburn Public Schools)

SECTION 3 – RECOMMENDED SOLUTION

Northern Region:

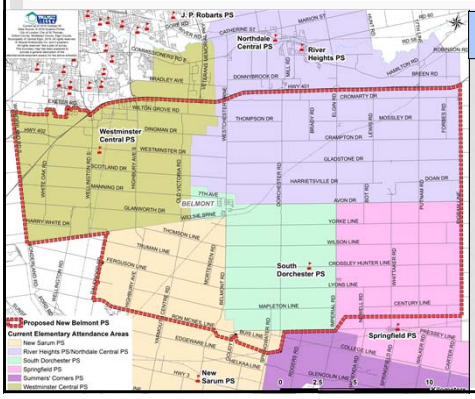
- Creation of New Belmont Public School and attendance area
- New Sarum Public School closes, the attendance area is designated to New Belmont, New Southeast St.Thomas, Davenport/McGregor Public Schools
- South Dorchester Public School closes and is declared surplus, the attendance area is designated to New Belmont Public School
- A portion of Davenport Public School's grade 7 and 8 attendance area (South Dorchester Public School) is designated to New Belmont Public School

SECTION 3 – RECOMMENDED SOLUTION

Northern Region (cont'd):

- Springfield Public School closes and is declared surplus, a portion of the attendance area is designated to New Belmont Public School
- Westminster Central Public School closes and is declared surplus
- A portion of Westminster Central Public School's attendance area is designated to New Belmont Public School
- A portion of the River Heights Public School /Northdale Central Public School attendance area is designated to New Belmont Public School

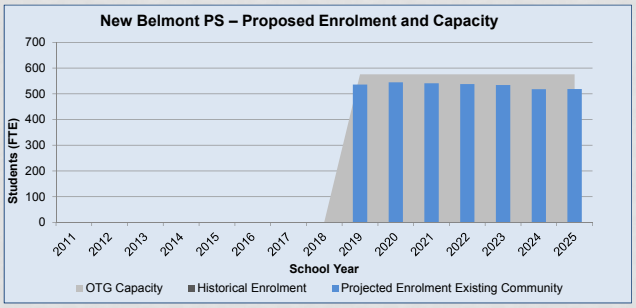
NEW BELMONT PUBLIC SCHOOL



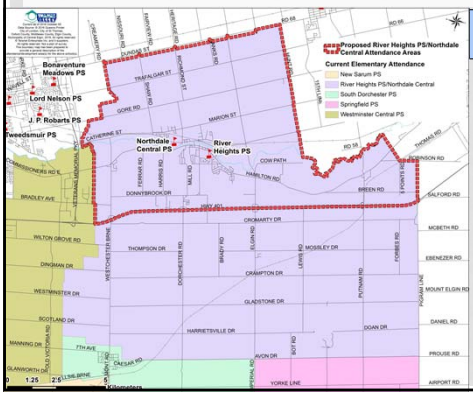
OTG	576

- 4 FDK classrooms
- 20 Standard Classrooms
- 1 General Arts classroom
- 1 Learning Support room
- Library Learning Commons
- Gymnasium
- Primary Activity room/stage
- Seminar rooms

NEW BELMONT PUBLIC SCHOOL



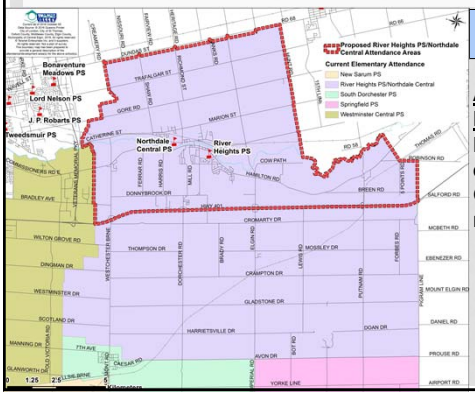
RIVER HEIGHTS PUBLIC SCHOOL



OTG	461

Accommodation Recommendation- No changes

NORTHDALE CENTRAL PUBLIC SCHOOL



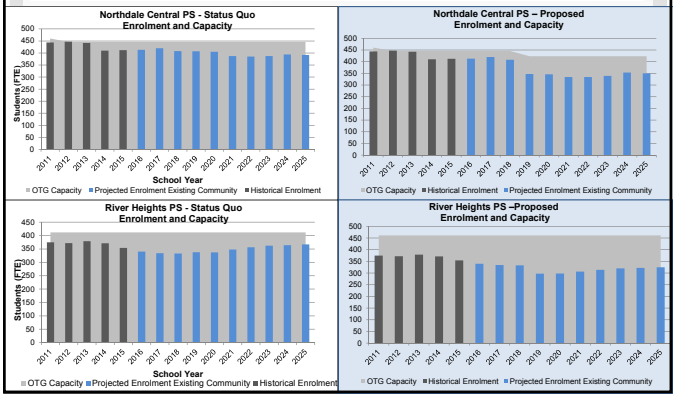
OTG	423

Accommodation Recommendation- Program enhancement of a General Arts room renovation

RIVER HEIGHTS PUBLIC SCHOOL/ NORTHDALE CENTRAL PUBLIC SCHOOL

- **By decreasing the attendance areas, the facilities will be able to sustain the pressure of future growth in Dorchester**

RIVER HEIGHTS PUBLIC SCHOOL/ NORTHDALE CENTRAL PUBLIC SCHOOL



NORTHERN REGION: FINANCIAL ANALYSIS

Capital Costs

School	Project Type	Estimated Cost	Description
NORTHDALE CENTRAL	Renovations	$147,000	Renovations for General Arts
NEW BELMONT	New School	$14,557,000	OTG 576 including site purchase
	Total	$14,704,000	

NORTHERN REGION: FINANCIAL ANALYSIS

Cost per student

School	Current Cost	Solution Cost
New Sarum Public School	$1,592.30	
Northdale Central Public School	$1,092.65	$1,290.99
River Heights Public School	$1,134.15	$1,453.73
South Dorchester Public School	$1,486.72	
Springfield Public School	$1,848.90	
Westminster Public School	$4,064.85	
New Belmont Public School		$1,302.64

Board average cost per student : $1,416.06

NORTHERN REGION: TIMELINE FOR IMPLEMENTATION

Timeline for Implementation

Implementation Timeline by School			
Existing School	**Closure**	**Consolidated Attendance Area**	**New Accommodation**
Northdale Central PS		2019-07-01*	
River Heights PS		2019-07-01*	
South Dorchester PS	2019-06-30*		
Springfield PS	2019-06-30*		
Westminster Central PS	2019-06-30*		
New Belmont		2019-07-01*	2019-09-01*
New Sarum PS	2019-06-30*		

***Contingent on Ministry of Education Capital Funding Approval**

NORTHERN REGION: GRANDPARENTING OPTION

Grandparenting for grade 7 (only when viable)

Grandparenting Option Availability for Grade 7 students:			
Existing School	New School Designation(s)	Yes/No	Rationale
Davenport PS (South Dorchester area)	New Belmont	Yes	School/program remains at Davenport
Northdale Central PS (portion)	New Belmont	Yes	School/program remains at Northdale Central
River Heights PS	N/A	N/A	No grade 7
Summers' Corners PS (North Springfield area)	New Belmont	Yes	Grade 7s may remain
Westminster Central PS	New Belmont	No	School closure
New Sarum PS	New Belmont	No	School closure

NORTHERN REGION : COLLABORATION/ CO-BUILD OPPORTUNITIES

Elementary School	Co-Build Opportunity	Collaboration Opportunity*	Collab. Space Available	
			~ Rooms	~ Sq. Ft.
Northdale Central	*No*	*No*		
River Heights	*No*	*Yes*	*2 FDK + 2 CR*	*5,985*
New Belmont School	*Yes*	*No*		

* Or space available for Board use

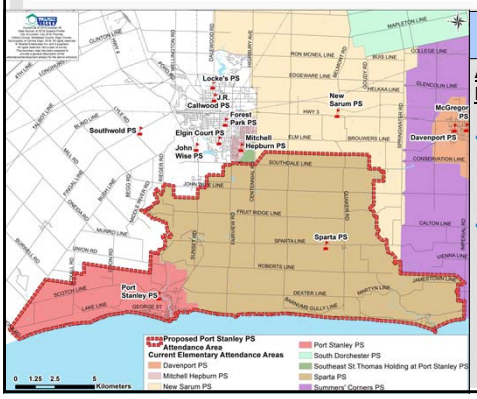
The Board and London-Middlesex CMSM submitted a 2016 Capital Priorities joint submission for funding for 88 Child Care and 2 Child & Family Support Program spaces at River Heights PS.

SECTION 3 – RECOMMENDED SOLUTION

Southern Region:

- **Sparta Public School closes, the attendance area is designated to Port Stanley Public School**
- **French Immersion and Extended French Immersion program is relocated to Sparta Public School facility**

PORT STANLEY PUBLIC SCHOOL:



OTG	355

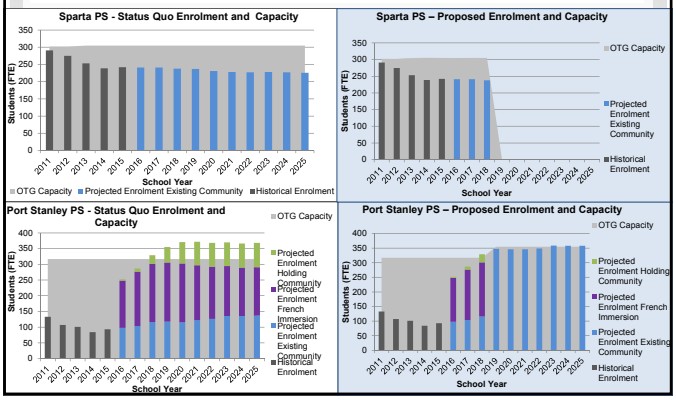
Accommodation Recommendation-

- **Addition of Library Learning Commons.**
- **Renovations include FDK and standard classrooms.**

PORT STANLEY PUBLIC SCHOOL

- **No change in the school's English track organizational model.**
- **The French Immersion and Extended French Immersion program is recommended to be relocated to Sparta Public School after an Attendance Area Review is conducted for the creation of a second French Immersion elementary school in Elgin County.**

PORT STANLEY PUBLIC SCHOOL



SOUTHERN REGION: FINANCIAL ANALYSIS

Capital Costs

School	Project Type	Estimated Cost	Description
PORT STANLEY	Addition and Renovations	$ 1,506,000	Learning Commons addition, renovations to classrooms

SOUTHERN REGION: FINANCIAL ANALYSIS

Cost per student

School	Current Cost	Solution Cost
Port Stanley Public School	$3,614.16	$1,159.73
Sparta Public School	$1,483.57	

Board average cost per student : $1,416.06

SOUTHERN REGION: TIMELINE FOR IMPLEMENTATION

Timeline for Implementation

Implementation Timeline by School			
Existing School	**Closure**	**Consolidated Attendance Area**	**New Accommodation**
Port Stanley PS (English)		2018-07-01	
Port Stanley PS (FI/ Extended FI program)	2018-06-30	2018-07-01	2018-07-01 at Sparta
Sparta PS	2018-06-30		

SOUTHERN REGION: GRANDPARENTING OPTION

Grandparenting for grade 7 (only when viable)

Grandparenting Option Availability for Grade 7 students:			
Existing School	New School Designation(s)	Yes/No	Rationale
Port Stanley PS (English)	Port Stanley	No	No relocation for grade 7
Port Stanley PS (FI/ Extended FI program)	Sparta facility	No	Program relocating
Sparta PS	Port Stanley	No	School closure

SOUTHERN REGION : COLLABORATION/ CO-BUILD OPPORTUNITIES

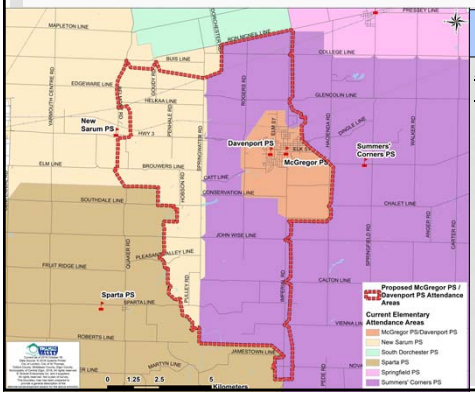
Elementary School	CoBuild Opportunity	Collaboration Opportunity	Collab. Space Available	
			~ Rooms	~ Sq. Ft.
French Immersion at Sparta	*No*	*No*		
Port Stanley	*Yes*	*No*		

SECTION 3 – RECOMMENDED SOLUTION

Eastern Region:

- **McGregor Public School becomes Junior Kindergarten to grade 3**
- **Davenport Public School becomes grade 4 to 8**
- **A portion of New Sarum Public School's attendance area is designated to Davenport/ McGregor Public Schools**
- **A portion of Summers' Corners Public School's attendance area is designated to Davenport/ McGregor Public Schools**
- **A portion of Springfield Public School's attendance area is designated to Summers' Corners Public School**

McGREGOR PUBLIC SCHOOL



OTG	452

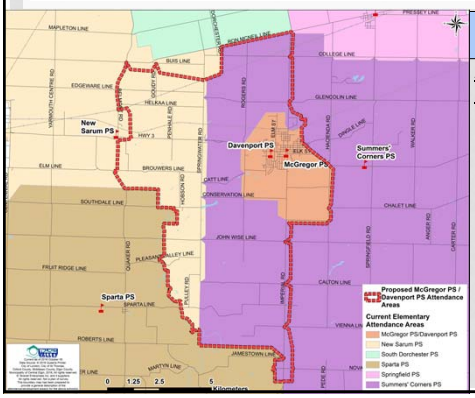
Accommodation Recommendation-

- Program enhancements and renovations
- Library Learning Commons renovation
- Standard classroom improvements
- Renovations to Administration space

McGREGOR PUBLIC SCHOOL

- The self-contained Developmental Education class is proposed to be relocated to Summers' Corners PS

DAVENPORT PUBLIC SCHOOL



OTG	403

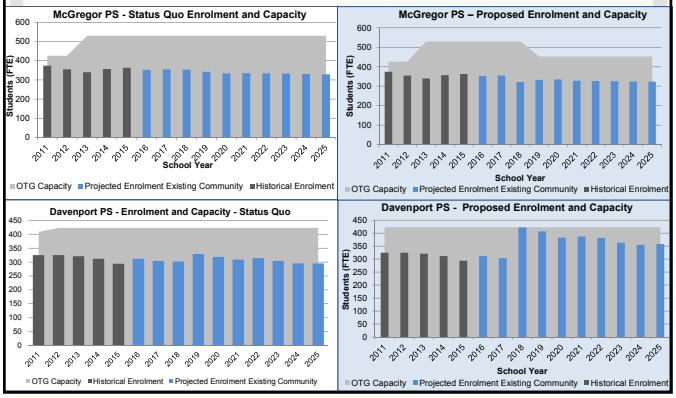
Accommodation Recommendation-

- Program enhancements and renovations
- Includes a Library Learning Commons, standard classrooms and general arts room improvements.

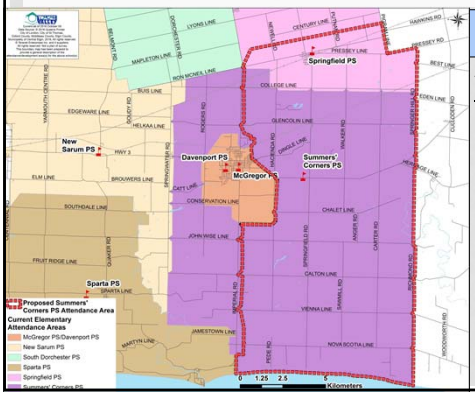
DAVENPORT PUBLIC SCHOOL

- The self-contained Developmental Education class is proposed to be relocated to Summers' Corners PS.

MCGREGOR PUBLIC SCHOOL/ DAVENPORT PUBLIC SCHOOL



SUMMERS' CORNERS PUBLIC SCHOOL



OTG	557

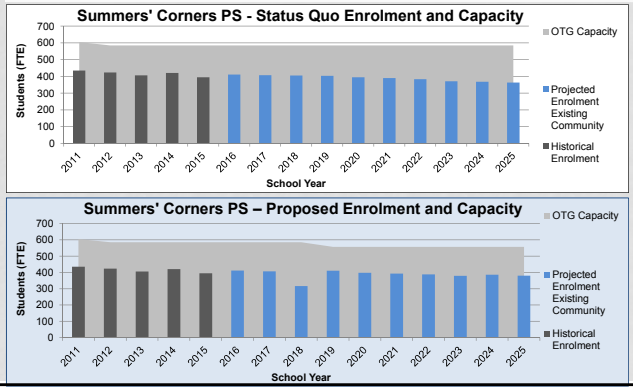
Accommodation Recommendation-

- **Program enhancements and renovations**
- **Includes a new Special Education suite, Library Learning Commons and general arts classroom improvements.**

SUMMERS' CORNERS PUBLIC SCHOOL

- **The self-contained Developmental Education is proposed to be relocated to Summers' Corners PS.**

SUMMERS' CORNERS PUBLIC SCHOOL



EASTERN REGION: FINANCIAL ANALYSIS

Capital Costs

School	Project Type	Estimated Cost	Description
DAVENPORT	Renovations	$711,000	Renovations for General Arts, Learning Commons
McGREGOR	Renovations	$702,000	Renovations for Administration, Learning Commons
SUMMERS' CORNERS	Renovations	$912,000	Renovations for Learning Commons, General Arts and Special Education suite
	Total	$2,325,000	

EASTERN REGION: FINANCIAL ANALYSIS

Cost per student

School	Current Cost	Solution Cost
Davenport Public School	$1,186.13	$1,074.07
McGregor Public School	$1,229.85	$1,491.89
Springfield Public School	$1,848.90	
Summers' Corners Public School	$1,538.09	$1,302.64

Board average cost per student : $1,416.06

EASTERN REGION: TIMELINE FOR IMPLEMENTATION

Timeline for Implementation

Implementation Timeline by School			
Existing School	**Closure**	**Consolidated Attendance Area**	**New Accommodation**
Springfield PS	2019-06-30*		
Davenport PS (Summers' Corners)		2018-07-01	
Davenport PS (Grade 4-8)		2018-07-01	
Davenport PS (New Sarum)		2019-07-01*	
McGregor PS (Summers' Corners)		2018-07-01	
McGregor PS (JK -3)		2018-07-01	
McGregor PS (New Sarum)		2019-07-01*	
Summers' Corners PS (McGregor/Davenport)		2018-07-01*	
Summers' Corners PS (Springfield)		2019-07-01*	
* Dates that are contingent on Ministry of Education Capital Funding Approval			

EASTERN REGION: GRANDPARENTING OPTION

Grandparenting for grade 7 (only when viable)

Grandparenting Option Availability for Grade 7 students:			
Existing School	New School Designation(s)	Yes/No	Rationale
McGregor PS	N/A	N/A	No grade 7
Springfield PS	N/A	N/A	No grade 7
Summers' Corners PS (portion)	Davenport	Yes	Grade 7s may remain
Summers' Corners PS (North Springfield area)	New Belmont	Yes	Grade 7s may remain
Summers' Corners PS (South Springfield area)	Summers' Corners	No	No relocation for grade 7
New Sarum PS	Davenport	No	School closure

EASTERN REGION : COLLABORATION/ CO-BUILD OPPORTUNITIES

Elementary School	CoBuild Opportunity	Collaboration Opportunity*	Collab. Space Available	
			~ Rooms	~ Sq. Ft.
McGregor	*No*	*Yes*	*3 CR*	*2,100*
Summers' Corners	*No*	*Yes*	*4 CR*	*3,200*

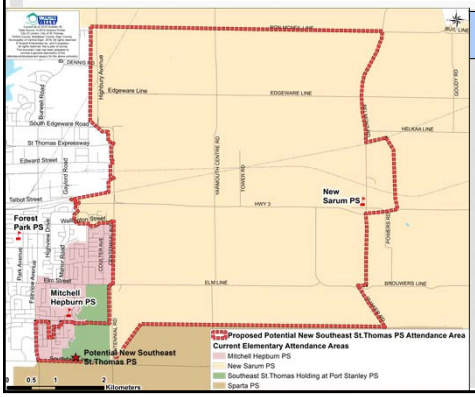
* Or space available for Board use

SECTION 3 – RECOMMENDED SOLUTION

Western Region:

- **Creation of New Southeast St. Thomas Public School and attendance area**
- **A portion of Mitchell Hepburn Public School's attendance area is designated to New Southeast St.Thomas Public School**
- **A portion of New Sarum Public School's attendance area is designated to New Southeast St.Thomas Public School**

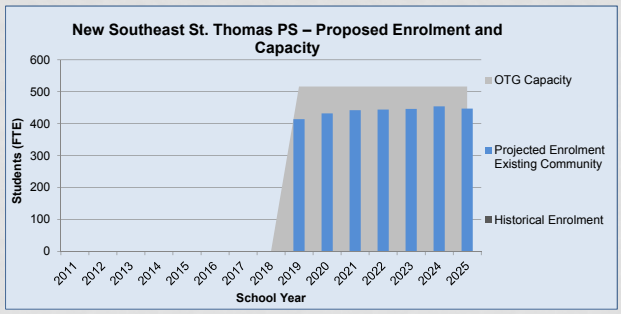
NEW SOUTHEAST ST.THOMAS PUBLIC SCHOOL



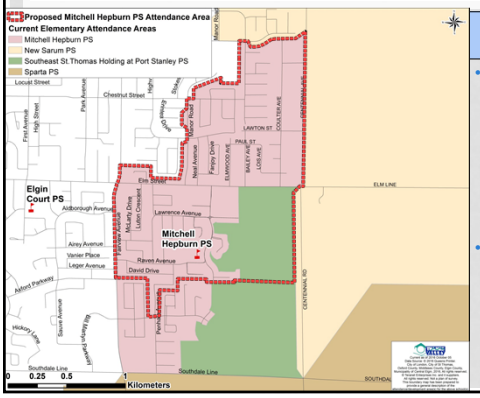
OTG	516

- **4 FDK classrooms**
- **17 Standard Classrooms**
- **1 General Arts classroom,**
- **Learning Support room**
- **Library Learning Commons**
- **Gymnasium**
- **Primary Activity room/stage**
- **Seminar rooms**

NEW SOUTHEAST ST.THOMAS PUBLIC SCHOOL



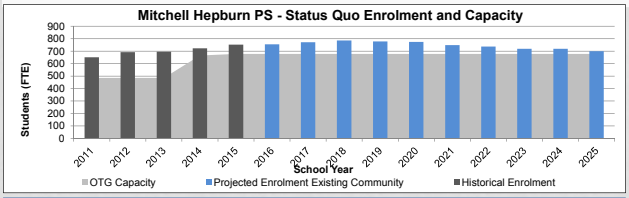
MITCHELL HEPBURN PUBLIC SCHOOL

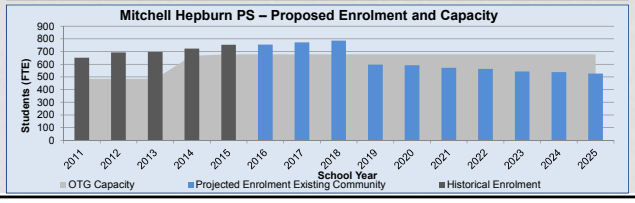


OTG	678

- **Board approved the Southeast St. Thomas Holding Zone, due to continued development in the Mitchell Hepburn attendance area.**
- **The Northern half of this Holding Zone is included in the recommended attendance area for Mitchell Hepburn PS.**

MITCHELL HEPBURN PUBLIC SCHOOL





WESTERN REGION: FINANCIAL ANALYSIS

Capital Costs

School	Project Type	Estimated Cost	Description
New SE St. Thomas	New School	$13,006,000	OTG 516 including site purchase

WESTERN REGION: FINANCIAL ANALYSIS

Cost per student

School	Current Cost	Solution Cost
Mitchell Hepburn Public School	$970.92	$1,223.60
New Sarum Public School	$1,592.30	
New Southeast St. Thomas Public School		$1,529.02

Board average cost per student : $1,416.06

WESTERN REGION: TIMELINE FOR IMPLEMENTATION

Timeline for Implementation

Implementation Timeline by School			
Existing School	**Closure**	**Consolidated Attendance Area**	**New Accommodation**
New Sarum PS	2019-06-30*		
Mitchell Hepburn PS		2019-07-01*	
New SE St. Thomas		2019-07-01*	2019-09-01*
* Dates that are contingent on Ministry of Education Capital Funding Approval			

WESTERN REGION: GRANDPARENTING OPTION

Grandparenting for grade 7 (only when viable)

Grandparenting Option Availability for Grade 7 students:			
Existing School	New School Designation(s)	Yes/No	Rationale
Mitchell Hepburn PS	New SE St.Thomas	Yes	School/program remains at Mitchell Hepburn
New Sarum PS	New SE St.Thomas	No	School closure

WESTERN REGION : COLLABORATION/ CO-BUILD OPPORTUNITIES

Elementary School	Co-Build Opportunity	Collaboration Opportunity*	Collab. Space Available	
			~ Rooms	~ Sq. Ft.
Mitchell Hepburn	*No*	*No*		
New SE St. Thomas School	*Yes*	*No*		

SECTION 3: RECOMMENDED SOLUTION FINANCIAL ANALYSIS

Operational Cost/Savings

	Pre Consolidation Cost	Post Consolidation Cost	Savings / (Cost)
Facilities	$2,382,000	$2,389,064	$(7,064)
Transportation	$2,678,942	$2,745,858	$(66,916)
IT	$135,447	$101,709	$33,738
Staffing	$25,339,703	$25,251,823	$87,880
Sub-Total	$30,536,092	$30,488,454	$47,638
Adjusted Teacher Costs Due to Enrolment Changes once consolidations are in place			$365,659
Annual Savings			**$413,297**

SECTION 3: RECOMMENDED SOLUTION FINANCIAL ANALYSIS

Capital Costs

School	Project Type	Estimated Cost	Description
DAVENPORT	Renovations	$ 711,000	Renovations for General Arts, Learning Commons
McGREGOR	Renovations	$ 702,000	Renovations for Administration, Learning Commons
NORTHDALE CENTRAL	Renovations	$ 147,000	Renovations for General Arts
PORT STANLEY	Addition and Renovations	$ 1,506,000	Learning Commons addition, renovations to classrooms
SUMMERS' CORNERS	Renovations	$ 912,000	Renovations for Learning Commons, General Arts, Special Education
NEW BELMONT	New School	$14,557,000	OTG 576 including site purchase
NEW SE ST. THOMAS	New School	$13,006,000	OTG 516 including site purchase
	Total	$31,541,000	

5 year renewal savings : $17,784,122.00

SECTION 3: RECOMMENDED SOLUTION FINANCIAL ANALYSIS

Cost Per Student:

School	Current Cost	Solution Cost
Davenport Public School	$1,186.13	$1,074.07
McGregor Public School	$1,229.85	$1,491.89
Mitchell Hepburn Public School	$970.92	$1,223.60
New Sarum Public School	$1,592.30	
Northdale Central Public School	$1,092.65	$1,290.99
Port Stanley Public School	$3,614.16	$1,159.73
River Heights Public School	$1,134.15	$1,453.73
South Dorchester Public School	$1,486.72	
Sparta Public School	$1,483.57	
Springfield Public School	$1,848.90	
Summers' Corners Public School	$1,538.09	$1,557.38
Westminster Central Public School	$4,064.85	
New Belmont Public School		$1,302.64
New Southeast St. Thomas Public School		$1,529.02

SECTION 3: RECOMMENDED SOLUTION FINANCIAL ANALYSIS

EPAR-01 Cost Per Student Summary:

- **Current average cost per student is $1392.11**
- **Proposed recommendation average cost per student is $1190.53**
- **Total savings per student $201.58**

SECTION 3: RECOMMENDED SOLUTION TIMELINE FOR IMPLEMENTATION

Proposed implementation:

- **September 2018 where no/or limited construction is required**
- **Complete for September 2019, contingent upon Ministry of Education approval of funding**
- **Transition planning will be completed in consultation with parents/guardians and school staff**

SECTION 4: COMMUNITY ORGANIZATIONS & MUNICIPAL INPUT

- **2015 June 15-16, Annual Community Planning and Collaboration Opportunity Meeting(s)**
- **2016 September 16, the Board of Trustees approved the contact of listed Community Organizations.**
- **2016 September 19, an email was sent to all listed Community Organizations within the Elementary PARs identifying; the names of the schools involved, any potential school closures, and any proposed student long-term accommodation.**
- **2016 October 13 Community Organizations deadline to provide the TVDSB any community planning or facility collaboration opportunities and any relevant technical information.**
- **TVDSB has received 14 communications from the Municipalities or Community Organizations who attended/were notified.**

SECTION 5: CO-BUILD AND COLLABORATION OPPORTUNITITES

Elementary School	Co-Build Opportunity	Collaboration Opportunity*	Collab. Space Available ~ Rooms	Collab. Space Available ~ Sq. Ft.
Davenport	*No*	*No*		
French Immersion at Sparta	*No*	*No*		
McGregor	*No*	*Yes*	*3 CR*	*2,100*
Mitchell Hepburn	*No*	*No*		
Northdale Central	*No*	*No*		
Port Stanley	*Yes*	*No*		
River Heights	*No*	*Yes*	*2 FDK + 2 CR*	*5,985*
Summers' Corners	*No*	*Yes*	*4 CR*	*3,200*
New Belmont School	*Yes*	*No*		
New SE St.Thomas School	*Yes*	*No*		

* Or space available for Board use

SECTION 5-PAR CALENDAR & TIMELINE

Scheduled Dates	Meeting
2016 December 12	Orientation Meeting (for PAR committee members)
2016 December 14	Post Determination Meeting with listed Community Organizations
2017 January 9	Initial Public Meeting of EPAR-01
2017 January 16	School Level Meeting(s) #1
2017 February 8	Second Public Meeting of EPAR-01
2017 February 13	School Level Meeting #2
2017 March 8	Final Public Meeting of EPAR-01 (presentation of each school's reports)
2017 April 11	Final Senior Administration's Report (FSAR) presented to the Board (and tabled to allow for public delegation)
2017 May 2	Public Delegation Meeting
2017 May 23	FSAR including public delegation input returns to Board for Final Decisions by the Board of Trustees

SECTION 5-PAR CALENDAR & TIMELINE

Final Senior Administration's Report:

- **posted for public viewing 2017 March (www.tvdsb.ca/planning)**
- **presented to the Board 2017 April 11**

- **2017 May 2 public delegations will be received**

- **2017 May 23 the Board is scheduled to deliberate and make final decisions regarding EPAR-01**

APPROVED RECOMMENDATION

THAT the Board authorize Senior Administration to conduct a Pupil Accommodation Review, based on the information provided in the attached Elementary Pupil Accommodation Review-01 Initial Senior Administration's Report, for the following schools:

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

SCHEDULE OF PUBLIC MEETINGS

SCHEDULE OF PUBLIC MEETINGS EPAR-01

MEETING	DATE	TIME	LOCATION
Initial Public Meeting	2017 JAN 09	7:00PM	East Elgin SS
School Level Meeting #1	2017 JAN 16	TBD by PARC	TBD by PARC
Second Public Meeting	2017 FEB 08	7:00PM	Parkside CI
School Level Meeting #2	2017 FEB 13	TBD by PARC	TBD by PARC
Final Public Meeting	2017 MAR 08	7:00PM	East Elgin SS
FSAR Presented to the Board	2017 APR 11	TBD	Board Room
Public Delegation Meeting	2017 MAY 02	TBD	Board Room
Final Board Decision	2017 MAY 23	TBD	Board Room

SCHEDULE OF PUBLIC MEETINGS EPAR-01

- **Please check www.tvdsb.ca/planning for further information on upcoming meeting times and dates as it becomes available**
- **School level meeting information will be posted on individual school websites**

INPUT OPPORTUNITIES & COMMUNICATION

INPUT OPPORTUNITIES: POST DETERMINATION MEETING

The Post Determination meeting will provide Community Organizations:

- **an opportunity to discuss and comment on the recommended options in TVDSB's Initial Senior Administration Report**
- **information on future dates for further input/presentations on the Pupil Accommodation Review**

INPUT OPPORTUNITIES: INITIAL AND SECOND PUBLIC MEETINGS

Members of the public and affected listed Community Organizations may make presentations at the Initial Public Meeting and the Second Public Meeting to the PARC:

- **Must advise of their wish to do so, via e-mail to planning@tvdsb.on.ca, at least 8 Business Days prior to Initial and Second Public meetings**
- **Presentations will be limited to 5 minutes**

INPUT OPPORTUNITIES: FINAL SENIOR ADMINSTRATION REPORT

Should a Community Organization or member of the public wish their views to be included in the respective Final Senior Administration Report it is:

- **required to submit in writing to planning@tvdsb.on.ca at least 8 Business Days prior to the Final Public Meeting**
- **Input received will be shared with the PARC**

INPUT OPPORTUNITIES: FINAL SENIOR ADMINSTRATION REPORT

Final Senior Administration Report:

- **Will be emailed to affected listed community organizations and posted on TVDSB's website at least 10 business days prior Final Report Presentation Meeting**

INPUT OPPORTUNITIES: PUBLIC DELEGATION

The Public Delegation Meeting will:

- **Allow members of the public to provide feedback to the Trustees on the Final Senior Administration Report**
- **Be subject to the rules and protocols set out in the Pupil Accommodation and Facility Organization Procedure**

INPUT OPPORTUNITIES: PUBLIC DELEGATION

Public Delegation:

- **To appear before the Trustees, a presenter package, in the form available on TVDSB's website must be submitted in accordance with the instructions**
- **Oral presentations will be a maximum of 5 minutes for individuals or representatives of an organization/group, including Community Organizations**
- **School Councils, Home and School Associations, Community Organizations and the public, will be limited to 1 presentation per PAR**

QUESTIONS

Post Determination Meeting
Elementary Pupil Accommodation Review 01

2016 December 14 **Board Room – Education Centre** **11:00am-12:30pm**

Introduction

K. Bushell introduced the TVDSB team present, and the attendees introduced themselves.

Review of Pupil Accommodation and Facility Organization Procedure

K. Bushell presented a brief overview of the Pupil Accommodation and Facility Organization Procedure; discussing the requirements from the Ministry of Education, and the timeline of the entire process.

Review of Initial Senior Administration Report – EPAR-01

K. Bushell and B. Moore presented the Initial Senior Administration Report EPAR-01 PowerPoint, which was presented to and approved by the Board of Trustees on 2016 November 22.

Overview of Recommendations

K. Bushell presented the recommended solutions for EPAR-01 as follows:

Northern Region

- Creation of New Belmont PS and attendance area
- New Sarum PS closes, the attendance area id designated to New Belmont, St. Thomas, Davenport/McGregor Public Schools
- South Dorchester PS closes and is declared surplus, the attendance area is designated to New Belmont PS
- A portion of Davenport PS grade 7 and 8 attendance area (South Dorchester PS) is designated to New Belmont PS
- Springfield PS closes and is declared surplus, a portion of the attendance are is designated to the New Belmont PS
- Westminster Central PS closes and is declared surplus
- A portion of Westminster Centrals PS attendance area is designated to the New Belmont PS
- A portion of the River Heights PS/Northdale Central PS attendance area is designated to the New Belmont PS

Southern Region

- Sparta PS closes, the attendance area is designated to Port Stanley PS
- French Immersion and Extended French Immersion Program is relocated to Sparta PS

Eastern Region

- McGregor PS becomes a JK-3
- Davenport PS becomes a 4-8
- A portion of New Sarum PS attendance area is designated to Davenport/MacGregor PS
- A portion of Summers' Corners PS attendance area is designated to Davenport/McGregor PS
- A portion of Springfield PS attendance area is designated to Summers' Corners PS

Western Region

- Creation of New Southeast St. Thomas PS and attendance areas
- A portion of Mitchell Hepburn PS attendance area is designated to New Southeast St. Thomas PS
- A portion of New Sarum PS attendance area is designated to New Southeast St. Thomas PS

K. Bushell presented the timelines for implementation of the recommended solution; indicating that some dates are contingent on Ministry of Education approval and capital funding. Capital funding is not contingent on accommodating/relocating students.

Schedule of Meetings concerning the Pupil Accommodation Review

B. Moore presented the dates, times, and locations of all of the meetings regarding the EPAR-01.

DATE	MEETING	LOCATION	TIME
2017 January 09	Initial Public Meeting	East Elgin S.S.	7:00pm
2017 January 16	School Level Meeting	TBD by PARC	TBD
2017 February 08	Second Public Meeting	Parkside C.I.	7:00pm
2017 February 13	School Level Meeting	TBD by PARC	TBD
2017 March 08	Final Public Meeting	East Elgin S.S.	7:00pm
2017 April 11	Final Senior Administration Report Meeting	Board Room	TBD
2017 May 02	Public Delegation Meeting	Board Room	TBD
2017 May 23	Final Board Decision	Board Room	TBD

B. Moore informed the attendees that all information can be found on the Planning Services website at www.tvdsb.ca/planning

Input Opportunities and Communication

B. Moore discussed the opportunities which Municipalities and Community Organizations have to provide input on the EPAR-01, including:

- Input for the FSAR
- Invitation to the Initial, Second, and Final Public Meeting
- Annual Community Planning and Facility Collaboration Opportunities Meeting

The deadlines that Municipalities and Community Organizations have to provide input for the Pupil Accommodation Review were presented in the PowerPoint.

Questions and Comments

1. **Could you please clarify on the delegation at the Pupil Accommodation Review Meetings? Can each School Council make a presentation?** ***Dave Marr, Mayor of Central Elgin***
   Each Municipality/Community Organization is permitted to make one presentation to the Pupil Accommodation Review Committee at the initial or second Public Meeting. The Meeting Protocols are outlined in the Pupil Accommodation and Facility Organization Procedure (4015a) in Schedule B, C, and D.

2. **In regards to the Capital Costs, can you provide more specific operational costing information regarding transportation?** ***Dave Marr, Mayor of Central Elgin***
   Transportation costs are fluid and cannot always be identified or projected in advance. The transportation costs will be predicted once the student locations are determined.

3. **[Opinion: Based on the information presented in the Report, I would recommend moving the Grade 7 and Grade 8 students from Davenport Springfield**. ***Dave Mennill, Mayor of Township of Malahide*** **]**

4. **What are the criteria used to support the words "sustainable" and "sustainability" within the Report?** ***Harold Winkworth, Councillor, Municipality of Central Elgin***
   Thames Valley District School Board evaluates the capacity and enrolment, and adjustments are made wherever possible to accommodate students to fill our school accordingly.

5. **Are students in portables included in the capacity? If so, how are you making calculations based on schools with portables?** ***Grant Jones, Warden, County of Elgin***
   Portables are not included in the School Capacity (OTG), as portables are considered as temporary accommodation.

6. **In educational studies, it is reported that the ideal school size is 350 students. This amount retains a sense of Community for the students. Why is there an emphasis on building larger schools, if there are many positive attributes to smaller schools?** ***Sally Martyn, Deputy Mayor, Municipality of Central Elgin***
   It is important to understand that the culture of the school is more important than the size of the school. There are many benefits to a larger school, such as a wider variety of program offerings, staff and student collaborations, sports opportunities, etc.

7. **[Opinion: Sparta is not the best location for the new French Immersion program, as it is still a far distance away from the population which is interested in the program. This program should be put at West Elgin Senior Elementary School, as the program would grow in this community. The Sparta Community is not a growth area for French Immersion.** ***Sally Martyn, Deputy Mayor, Municipality of Central Elgin]***

8. **The new Southeast St. Thomas school boundaries are basically the boundaries for New Sarum, with a piece in St. Thomas. Why can you not renovate New Sarum as opposed to building a new school?** ***Sally Martyn, Deputy Mayor, Municipality of Central Elgin***
   TVDSB has reviewed this option. Unfortunately due to the lack of municipal services and the lack of residential growth for Sparta, it was not recommended.

9. **Could you please provide us with more information on transportation including bussing routes and the length of bus rides for students? *Irma Pederson, St. Thomas-Elgin Consolidated Municipal Service Manager (CMSM)***
   We are able to provide you with any information that we have received from School Transportation Services (STS), in the Report.

10. **Is there a minimum on-the-ground (OTG) capacity for a new build? *Fiona Roberts, Councillor, Municipality of Central Elgin***
    Each school in the province has a different target OTG based on its location. The TVDSB is currently reviewing for a school OTG capacity of greater than 400 pupil places.

11. **In regards to the New Belmont school - the projected cost for a new school is equal to the cost of the 5-year renewal for the two schools combined, and those two schools would make up for the 400 students. What would the New Belmont School changes look like if those other students would not be included? *Fiona Roberts, Councillor, Municipality of Central Elgin***
    With less schools included in the consolidation, with less school closings, the capital funding business case would not be as strong.

12. **Has there been any discussion regarding locating Child Care operators for Community Collaboration for these schools? *Patricia Riddell-Laemers, Executive Director, Early Learning Centre***
    Please contact Holly Gerrits, Manager, Early Years, who can provide you with any preliminary information and discussion regarding a potential community collaboration.

13. **Is this an expectation for building capital? *Patricia Riddell-Laemers, Executive Director, Early Learning Centre***
    Building capital is available under certain circumstances that we are able to apply for Child Care Facilities.

14. **Will there be an expectation of capital costs from Community Organizations for thee collaborations? *Patricia Riddell-Laemers, Executive Director, Early Learning Centre***
    The Community Organization could fund it, or funding could be applied for from the Ministry of Education. The Ministry of Education has recently fully funded the new Child Care and Family Centre at the New Northeast and New Northwest London PS.

15. **Could you add Southwold to this recommendation? *Grant Jones, Warden, County of Elgin***
    The Pupil Accommodation Review cannot be altered at this time, since it has already been approved by the Board. You can certainly present this opinion to the Board, through either of your input opportunities.

16. **Central Elgin has plans for a new subdivision in the near future which would change the demographics. Would this information be useful to you for this Report, and would it possibly allow for a change in the boundaries? *Dave Marr, Mayor of Central Elgin***
    Any information we receive is beneficial and important. If you have any information such as this, please send it to our Planning Services email at planning@tvdsb.on.ca as soon as possible, as this is input we could potentially include in the Final Senior Administration Report (FSAR).

17. **Are the boundaries within this report fluid or absolute*? Marcel Meyer, Deputy Mayor, Municipality of Thames Centre***
    We are open to receiving input regarding the attendance areas to review and possibly adjust them.

18. **Has there been any discussion to extend the French Immersion program to JK?? *Patricia Riddell-Laemers, Executive Director, Early Learning Centre***

    Discussions regarding French Immersion are not included within this process. Through the previous French Immersion Review, the Board of Trustees has approved the French Immersion Student entry point to Senior Kindergarten and Grade One students.

Conclusion

Any questions and/or comments can be sent directly to the TVDSB Planning Services email at planning@tvdsb.on.ca. Please note that information regarding the Pupil Accommodation Review can also be located on the TVDSB Planning Services webpage, at www.tvdsb/ca/Planning.

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW 01

Date	Location	Time
2017 January 09	Cafeteria, East Elgin Secondary School 362 Talbot St. W., Aylmer, N5H 1K6	7:00pm – 9:00pm

AGENDA

1. Welcome and Introductions
2. Overview of the Agenda
3. Overview of the Orientation Meeting
4. Review of the Initial Senior Administration Report: EPAR-01
5. Presentations to the Pupil Accommodation Review Committee
    a. Township of Malahide – Dave Mennill
6. Questions and Comments from the Pupil Accommodation Review Committee
7. Adjournment

We build each student's tomorrow, every day.

ELEMENTARY PUPIL ACCOMMODATION REVIEW 01

INITIAL PUBLIC MEETING
2017 JANUARY 09

INTRODUCTIONS

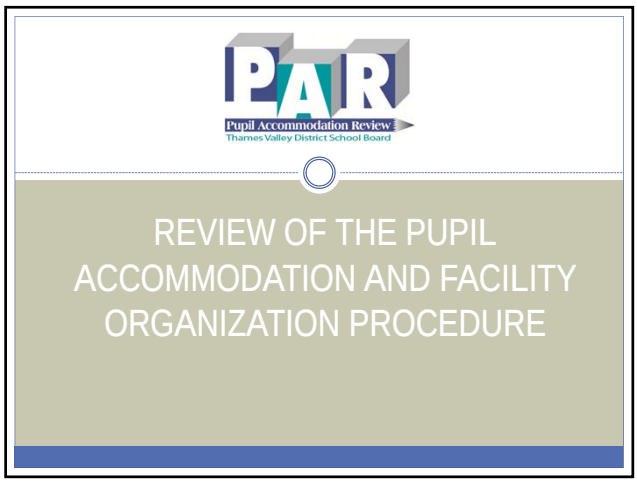
AGENDA

1. Welcome and Introductions
2. Overview of the Agenda
3. Overview of the Orientation Meeting
4. Review of the Initial Senior Administration Report: EPAR-01
5. Presentations to the Pupil Accommodation Review Committee
   a) Township of Malahide – Dave Mennill
6. Questions and Comments from the Pupil Accommodation Review Committee
7. Adjournment

PAR
Pupil Accommodation Review
Thames Valley District School Board

ORIENTATION MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01/02
2016 DECEMBER 12



REVIEW OF THE PUPIL ACCOMMODATION AND FACILITY ORGANIZATION PROCEDURE

Steps in a Pupil Accommodation Review:

- **Initial Senior Administration Report**
- **PAR Committee Formation**
- **Orientation Meeting**
- **Post Determination Meeting**
- **Initial Public Meeting**
- **School-level Meeting**
- **Second Public Meeting**
- **Further School-level Meetings**

REVIEW OF THE PUPIL ACCOMMODATION AND FACILITY ORGANIZATION PROCEDURE

Steps in a Pupil Accommodation Review (cont'd):

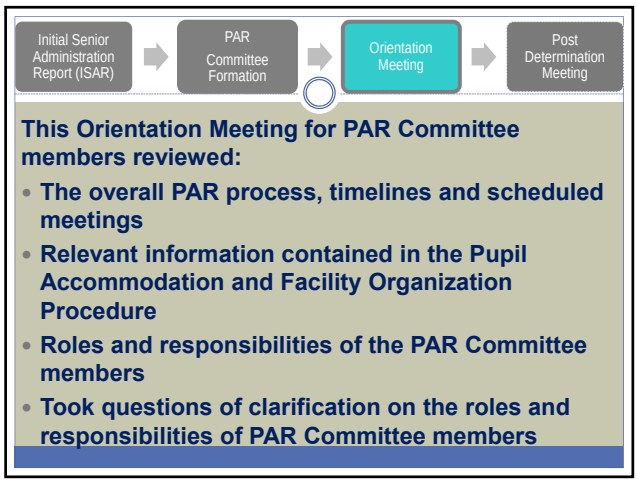
- **PAR School Subcommittee Reports**
- **Final Public Meeting**
- **Final Senior Administration Report**
- **Final Report Presentation Meeting**
- **Public Delegation Meeting**
- **Final Decision of the Trustees**
- **Transition Planning**

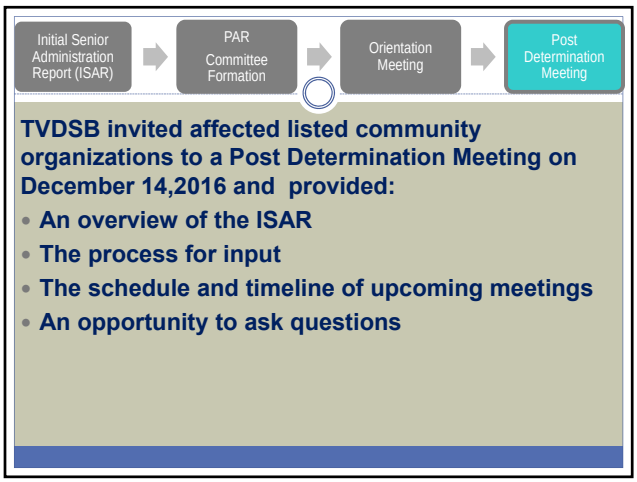
REVIEW OF PUPIL ACCOMMODATION AND FACILITY ORGANIZATION PROCEURE

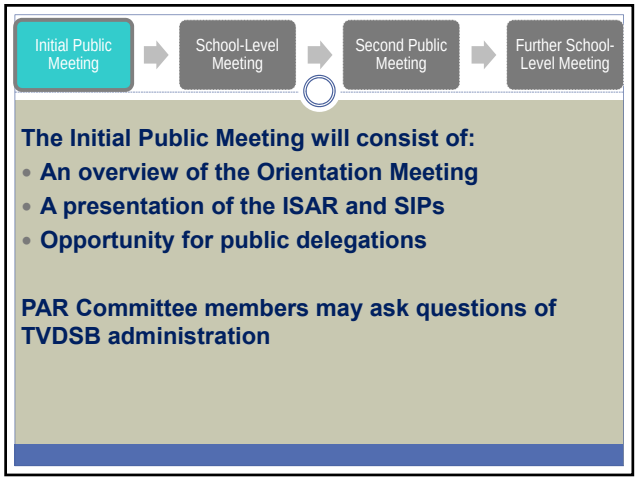
TVDSB primary responsibilities:

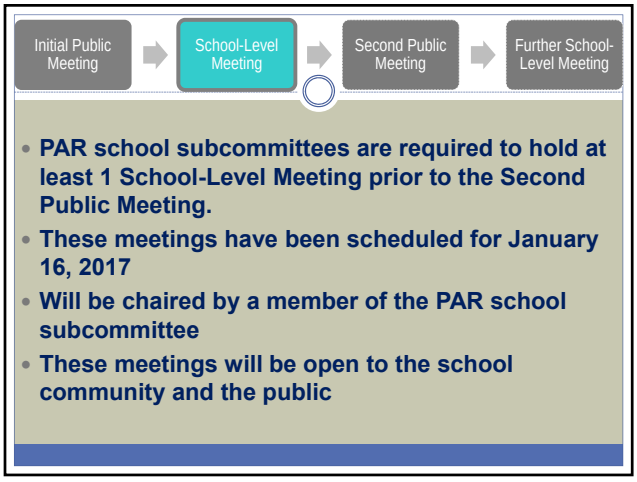
- **student achievement**
- **safety and well-being**
- **management of its assets**

In some circumstances, it may be necessary to consider and recommend school consolidations and/or closures


Initial Senior Administration Report (ISAR)
PAR Committee Formation
Orientation Meeting
Post Determination Meeting
This Orientation Meeting for PAR Committee members reviewed:
• The overall PAR process, timelines and scheduled meetings
• Relevant information contained in the Pupil Accommodation and Facility Organization Procedure
• Roles and responsibilities of the PAR Committee members
• Took questions of clarification on the roles and responsibilities of PAR Committee members


Initial Senior Administration Report (ISAR)
PAR Committee Formation
Orientation Meeting
Post Determination Meeting
TVDSB invited affected listed community organizations to a Post Determination Meeting on December 14,2016 and provided:
• An overview of the ISAR
• The process for input
• The schedule and timeline of upcoming meetings
• An opportunity to ask questions


Initial Public Meeting
School-Level Meeting
Second Public Meeting
Further School-Level Meeting
The Initial Public Meeting will consist of:
• An overview of the Orientation Meeting
• A presentation of the ISAR and SIPs
• Opportunity for public delegations
PAR Committee members may ask questions of TVDSB administration


Initial Public Meeting
School-Level Meeting
Second Public Meeting
Further School-Level Meeting
• PAR school subcommittees are required to hold at least 1 School-Level Meeting prior to the Second Public Meeting.
• These meetings have been scheduled for January 16, 2017
• Will be chaired by a member of the PAR school subcommittee
• These meetings will be open to the school community and the public

Initial Public Meeting → **School-Level Meeting** → Second Public Meeting → Further School-Level Meeting

At the school-level meetings:

- PAR school subcommittee will share the information received at the Orientation meeting and the Initial Public meeting
- Attendees may ask the PAR school subcommittee questions
- Gather feedback from the school community
- Determine if any additional information is required regarding the ISAR (questions to be answered at Second Public Meeting are due by January 20, 2017)
- Discuss the need for and timing of further school-level meetings

Initial Public Meeting → **School-Level Meeting** → Second Public Meeting → Further School-Level Meeting

Further School-Level Meetings, if required:

- Enable the PAR school subcommittee to understand the views of the school community on the ISAR
- Allow for further discussions

Initial Public Meeting → School-Level Meeting → **Second Public Meeting** → Further School-Level Meeting

At the Second Public Meeting:

- Further clarification of the ISAR, if required
- TVDSB will share any additional requests for information received and the responses
- PAR school subcommittee Chairs will report on the comments made and discussions had at their school-level meeting(s)
- Opportunity for public presentations

Initial Public Meeting → School-Level Meeting → **Second Public Meeting** → Further School-Level Meeting

- Members of the public and affected listed community organizations have the opportunity to make presentations to the PAR Committee
- Presentations will be limited to 5 minutes
- Must complete a request for presentation www.tvdsb.ca/epar, at least 8 Business Days (January 26, 2017) prior to Second Public meeting

Initial Public Meeting → School-Level Meeting → Second Public Meeting → Further School-Level Meeting

- **PAR school subcommittees are required to hold at least 1 School-Level Meeting following the Second Public Meeting**
- **These meetings have been scheduled for February 13, 2017**
- **Will be chaired by a member of the PAR school subcommittee**
- **These meetings will be open to the school community and the public**

Initial Public Meeting → School-Level Meeting → Second Public Meeting → Further School-Level Meeting

At the school-level meetings:

- **PAR school subcommittee will share the information received at the Second Public meeting**
- **Attendees may ask the PAR school subcommittee questions**
- **Gather feedback from the school community**
- **Determine if any additional information is required regarding the ISAR**
- **Discuss the need for and timing of further school-level meetings**

Initial Public Meeting → School-Level Meeting → Second Public Meeting → Further School-Level Meeting

If additional school-level meeting(s) with the school community are necessary, they must be completed within 10 Business Days following the Second Public meeting.

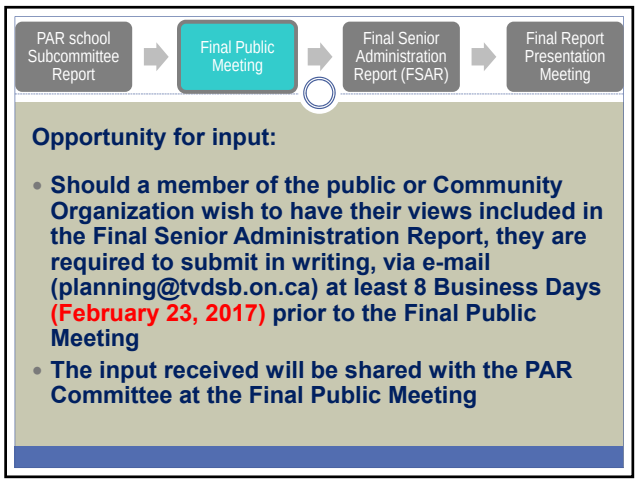
These meetings will be open to the school community and the public.

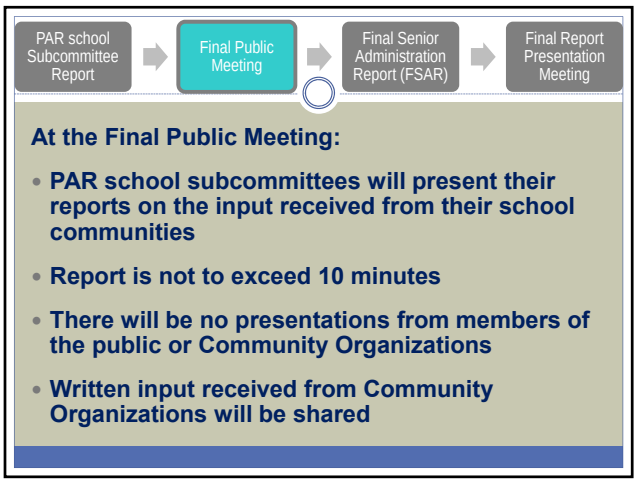
PAR school Subcommittee Report → Final Public Meeting → Final Senior Administration Report (FSAR) → Final Report Presentation Meeting

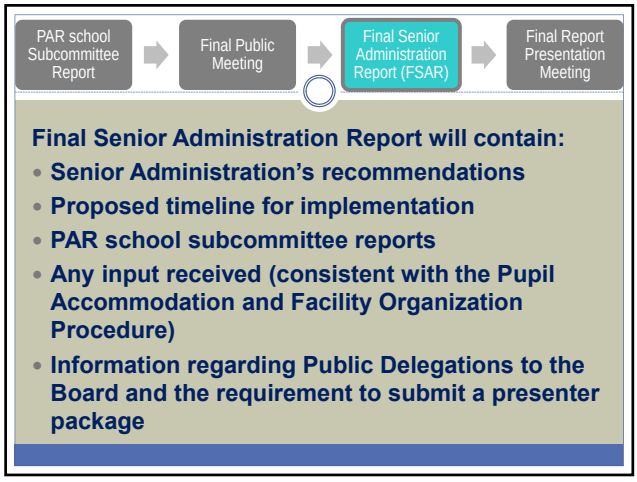
Each PAR school subcommittee will prepare a written report:

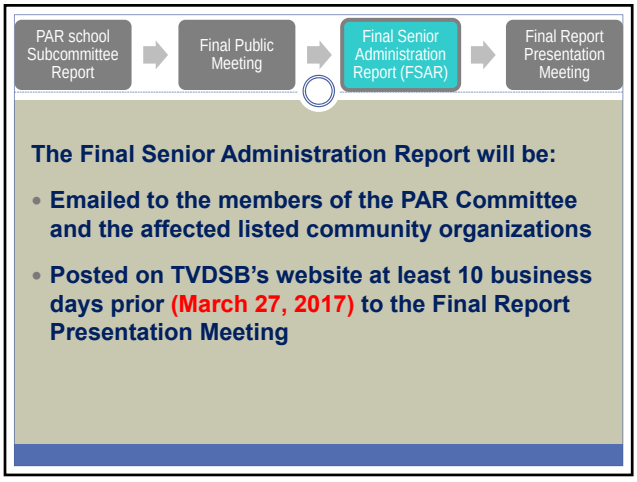
- **Containing a summary of input received at their respective School-Level Meetings**
- **To be completed and submitted via e-mail (planning@tvdsb.on.ca) on or before the date scheduled for the Final Public Meeting**
- **A PAR school subcommittee need not reach consensus as to the content of their written report. Each member can prepare their own section to form part of the report**

Each report will be presented at the Final Public Meeting by the PAR school subcommittee chairs


PAR school Subcommittee Report
Final Public Meeting
Final Senior Administration Report (FSAR)
Final Report Presentation Meeting
Opportunity for input:
• Should a member of the public or Community Organization wish to have their views included in the Final Senior Administration Report, they are required to submit in writing, via e-mail (planning@tvdsb.on.ca) at least 8 Business Days (February 23, 2017) prior to the Final Public Meeting
• The input received will be shared with the PAR Committee at the Final Public Meeting


PAR school Subcommittee Report
Final Public Meeting
Final Senior Administration Report (FSAR)
Final Report Presentation Meeting
At the Final Public Meeting:
• PAR school subcommittees will present their reports on the input received from their school communities
• Report is not to exceed 10 minutes
• There will be no presentations from members of the public or Community Organizations
• Written input received from Community Organizations will be shared


PAR school Subcommittee Report
Final Public Meeting
Final Senior Administration Report (FSAR)
Final Report Presentation Meeting
Final Senior Administration Report will contain:
• Senior Administration's recommendations
• Proposed timeline for implementation
• PAR school subcommittee reports
• Any input received (consistent with the Pupil Accommodation and Facility Organization Procedure)
• Information regarding Public Delegations to the Board and the requirement to submit a presenter package


PAR school Subcommittee Report
Final Public Meeting
Final Senior Administration Report (FSAR)
Final Report Presentation Meeting
The Final Senior Administration Report will be:
• Emailed to the members of the PAR Committee and the affected listed community organizations
• Posted on TVDSB's website at least 10 business days prior (March 27, 2017) to the Final Report Presentation Meeting

PAR school Subcommittee Report → Final Public Meeting → Final Senior Administration Report (FSAR) → **Final Report Presentation Meeting**

At the Final Report Presentation Meeting:

- **The Final Senior Administration Report (FSAR) will be presented to the Board**
- **Trustees may ask TVDSB Senior Administration questions of clarification regarding the report or presentation**
- **There will be no debate or vote on the FSAR at that time**

Public Delegation Meeting → Final Decision of the Trustees → Transition Planning

Prior to the Final Decision of the Board, the Public Delegation Meeting will:

- **Allow members of the PAR school subcommittee, community organizations and the public to provide input to the Board directly on the FSAR**

Public Delegation Meeting → Final Decision of the Trustees → Transition Planning

Public Delegation:

- **A presenter package, must be submitted in accordance with the instructions**
- **Be subject to the Board rules and protocols concerning Public Delegations**

Public Delegation Meeting → **Final Decision of the Trustees** → Transition Planning

- **TVDSB Administration will compile and submit the feedback received in the Public Delegation Meeting(s) to the Board, prior to the final decision meeting**
- **The Board has the discretion to approve, modify or direct a different outcome than the recommendation(s) contained in the FSAR**

Public Delegation Meeting → Final Decision of the Trustees → Transition Planning

Should a school be consolidated/closed, TVDSB will communicate the following information to the school community of the affected schools:

- **timelines for the consolidation/closure**
- **adjustments to attendance areas**
- **availability of school programs**
- **related student transportation information**
- **staffing compliments**

Public Delegation Meeting → Final Decision of the Trustees → Transition Planning

Transition working groups will be established to provide feedback on:

- **Orientation events for students and staff**
- **The distribution of memorabilia and school equipment**
- **School spirit matters**
- **School Council assets**

PAR Pupil Accommodation Review Thames Valley District School Board

PUPIL ACCOMMODATION REVIEW COMMITTEE ROLES/ RESPONSIBILITIES

PAR SCHOOL SUBCOMMITTEE ROLES/ RESPONSIBILITIES

- **Attend:**
  - **Orientation meeting**
  - **Initial/Second/Final Public Meetings**
  - **All school-level meetings**
- **Elect the PAR school subcommittee chair**
- **Follow protocols set out in the Pupil Accommodation and Facility Organization Procedure for all meetings**

PARC SUBCOMMITTEE ROLES/ RESPONSIBILITIES

- **Endeavor to accurately present to school communities information received from TVDSB Administration**
- **Following the Initial Public Meeting, Second Public Meeting and School-level Meetings, request any additional information from TVDSB Administration**
- **Create and present a report containing the input received from their respective school-level meetings**

PARC SUBCOMMITTEE ROLES/ RESPONSIBILITIES

- **Not entitled to vote on or approve Senior Administration's recommendations**
- **Member name, email address and representation category will be posted online and made public (does not apply to student member information)**

PARC SUBCOMMITTEE ROLES/ RESPONSIBILITIES

The PAR school subcommittee may hold working meetings in order to fulfil their roles and responsibilities such as:

- **Preparing for school-level meetings**
- **Analyzing school community feedback**
- **Compiling school community requests for information from TVDSB Administration**
- **Creating their final report**

REVIEW OF INITIAL SENIOR ADMINISTRATION REPORT EPAR-01

RECOMMENDATION

THAT the Board authorize Senior Administration to conduct a Pupil Accommodation Review, based on the information provided in the attached Elementary Pupil Accommodation Review-01 Initial Senior Administration's Report, for the following schools:

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

TVDSB PUPIL ACCOMMODATION POLICY

It is the policy of Thames Valley District School Board to:

- provide our students with accommodation which supports student achievement, safety and well-being
- ensure the long-term sustainability of our school system
- manage our resources effectively
- identify opportunities for collaborative facility arrangements with community organizations

in a manner which is well-informed, well-coordinated, transparent and sustainable

EDUCATIONAL OPPORTUNITIES AND BENEFITS TO LEARNING

Through the implementation of the various changes proposed in the EPAR many schools will provide enhanced educational opportunities for our students

- Range of programming and courses available
- Availability of specialized support services for individual students or small groups
- Specialized facilities, such as gyms, activity rooms, library learning commons and general arts rooms
- Sufficient enrolment to support sports teams and other extracurricular activities
- A school building in better condition than the one that is to close
- Accessibility features with respect to entry, movement within the facility and outdoor play space

EDUCATIONAL OPPORTUNITIES AND BENEFITS TO LEARNING

Benefits to the greater community

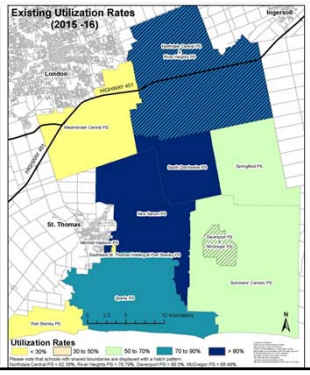
- Sense of community enhanced with creation of a new school identity
- Provide opportunities for renewal and the enhancement of past traditions and establishment of new traditions
- Wider range of resources and increased number of experiences to draw upon
- Greater diversity for school councils, teams and clubs
- Updated venue for community use

EDUCATIONAL OPPORTUNITIES AND BENEFITS TO LEARNING

Sense of Connectedness

- **Connectedness is not dependent on the size of the school**
- **Developed through the creation of a Culture for Learning, caring and the strengthening of community school values**

2015-16 EXISTING UTILIZATION RATES



PUPIL ACCOMMODATION REVIEW

The following recommendations are proposed to resolve the accommodation issues:

•The closure of 5 Elementary schools: New Sarum, South Dorchester, Sparta, Springfield and Westminster Central Public Schools.

•School improvements (addition/or renovations/or program enhancements) for Davenport, McGregor, Northdale Central, Port Stanley and Summers' Corners Public Schools.

•The construction of 2 new elementary schools, located in Belmont and Southeast St. Thomas.

PUPIL ACCOMMODATION REVIEW

The following recommendations are proposed to resolve the accommodation issues (Cont'd):

•Re-purposing of Sparta Public Schools, following the closure of the regular track program, to create a second elementary French Immersion school in Elgin County.

•Possible collaboration opportunities at McGregor, River Heights and Summers' Corners Public Schools.

•Possible co-build opportunities at the two new schools.

SECTION 1 - INTRODUCTION

SECTION 1 – INTRODUCTION BACKGROUND TO THE PAR PROCESS

- Ministry of Education's Pupil Accommodation Review Guideline (2015 March) established expectations for all school board on managing underutilized space
- Pupil Accommodation Review (PAR):
  - community consultation process required by the Ministry of Education
  - school closures and/or consolidations
  - address changing demographics, enrolment, programming, and facility condition challenges

SECTION 1 - INTRODUCTION SUMMARY OF THE CURRENT SITUATION

The Draft Elementary Accommodation Study (2016 April 12) identified a number of issues in the proposed EPAR-01:

- Historical and projected enrolment
- School condition and proximity to students
- Existing school model organizations

SECTION 1 - INTRODUCTION SUMMARY OF THE CURRENT SITUATION

The Senior Administration's recommendations will allow for:

- Aligning surrounding school community enrolment with permanent, efficient and sustainable student accommodation
- Enhanced programming of students
- Providing new or enhancing existing facilities

SECTION 1 – INTRODUCTION BACKGROUND TO THE PAR PROCESS

Determining schools in the PAR:

- Have any issues been identified as a priority of the Board?
- Is the current situation sustainable?
- Does the current situation provide equity for all of our students?
- Is there an opportunity to improve student learning and sustainability?
- Are there any potential facility collaboration opportunities with Community Organizations?

SECTION 1 – INTRODUCTION BACKGROUND TO THE PAR PROCESS

Consolidation allows for:

- Opportunity to invest in program needs
- Quality teaching and learning environments
- Access to up-to-date facilities with appropriate spaces

SECTION 1 - INTRODUCTION SCHOOL INFORMATION PROFILES

School Information Profiles (SIPs):

- Document with 2015-16 school year data for each school in the PAR
- Provide an understanding of the facilities under review
- Assists in an understanding of the context surrounding the decision to include the specific school(s) in a PAR

SECTION 1 - INTRODUCTION SCHOOL INFORMATION PROFILES

School Information Profiles (SIPs) contain:

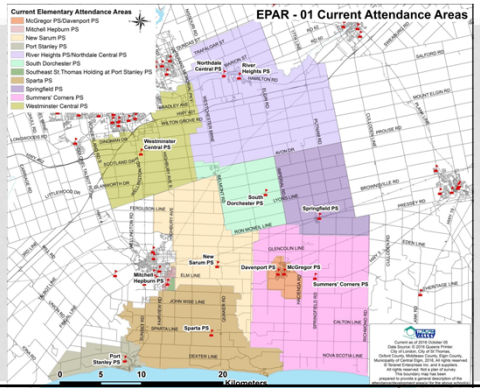
- Attendance area
- Enrolment and utilization
- Transportation
- School organization and staffing
- Facility space template
- Facility profile
- Financial profile

SECTION 1 - INTRODUCTION
SCHOOL INFORMATION PROFILES

School Information Profiles (SIPs) contain (cont'd):

- Overview of the school
- TVDSB five year renewal needs
- Site/Floor Plan(s)
- Surrounding Land Use/Zoning
- Demographic Data
- Residential Development
- Community Use Profile

SECTION 1 - INTRODUCTION
STUDENT ACCOMMODATION

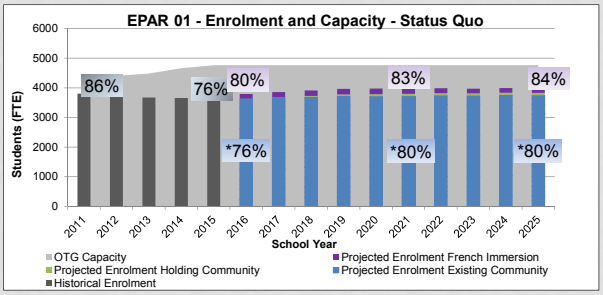


SECTION 1 – INTRODUCTION
STUDENT ACCOMMODATION

Schools within this PAR:

- cover a vast geographical area
- demographics have changed over time
- challenges with low student enrolment in rural schools and enrolment pressure from urban residential growth

SECTION 1 - INTRODUCTION
STUDENT ACCOMMODATION



* Indicates the percent vs capacity does not include French Immersion

SECTION 1 - INTRODUCTION STUDENT ACCOMMODATION

	Current (2015-16)
Empty Pupil Places	1157
Utilization Rate	76%

SECTION 2 - CURRENT ACCOMMODATION DETAILS

DAVENPORT PUBLIC SCHOOL



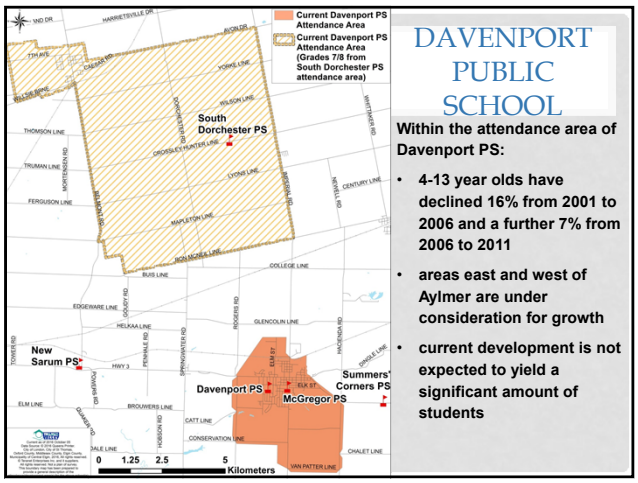
DAVENPORT PUBLIC SCHOOL

Programming and Course Offerings for 2015-2016

Davenport PS serves a population of 294 students from grades 5 to grade 8. There are 10 standard classes and 1 specialized class.

Specialized Service Offerings

There is one Developmental Education class at Davenport PS.



DAVENPORT PUBLIC SCHOOL

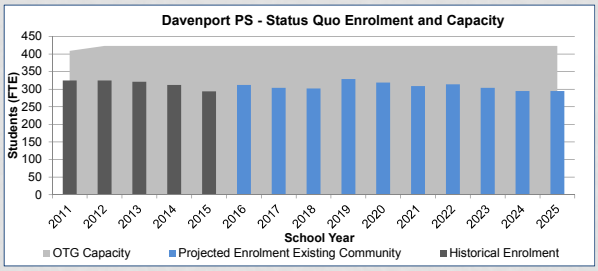
Within the attendance area of Davenport PS:

- **4-13 year olds have declined 16% from 2001 to 2006 and a further 7% from 2006 to 2011**
- **areas east and west of Aylmer are under consideration for growth**
- **current development is not expected to yield a significant amount of students**

DAVENPORT PUBLIC SCHOOL

Criteria	Davenport PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	423	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	294.00	385.00
Utilization factor	69.50%	87.17%
Excess or Shortage(-) of Pupil Places	129.00	58.59

DAVENPORT PUBLIC SCHOOL



DAVENPORT PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$348,722.00	$1,186.13	$1,416.06

Facility Condition Index (FCI)			
Provincial Average	Board Average	PAR Average	Davenport PS
28%	37%	50%	42%

10 year Renewal Investment
$844,813

5 year Renewal Needs
$2,787,860

School Replacement Value
$8,748,738

McGREGOR PUBLIC SCHOOL



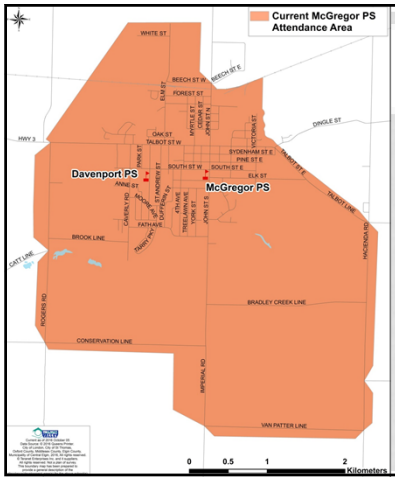
McGREGOR PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

McGregor PS serves a population of 363 students from Junior Kindergarten to grade 4. There are 16 standard classes and 1 specialized class.

Specialized Service Offerings

There is one Developmental Education class and a Parent & Family Literacy Centre located at McGregor PS.



McGREGOR PUBLIC SCHOOL

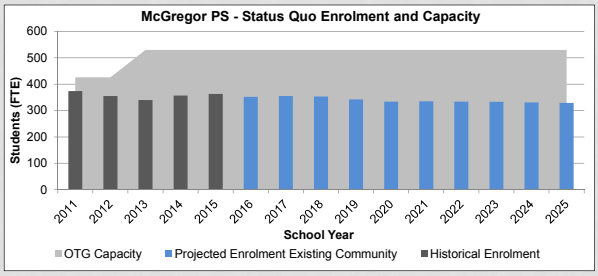
Within the attendance area of McGregor PS:

- **4-13 year olds have declined 16% from 2001 to 2006 and a further 7% from 2006 to 2011.**
- **areas east and west of Aylmer are under consideration for growth**
- **current development is not expected to yield a significant amount of students**

McGREGOR PUBLIC SCHOOL

Criteria	McGregor PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	530	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	363.00	385.00
Utilization factor	68.49%	87.17%
Excess or Shortage (-) of Pupil Places	167.00	58.59

McGREGOR PUBLIC SCHOOL



McGREGOR PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$ 446,433.00	$ 1,229.85	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**McGregor PS**
28%	**37%**	**50%**	**48%**

10 year Renewal Investment
$1,136,322

5 year Renewal Needs
$3,624,384

School Replacement Value
$10,813,500

MITCHELL HEPBURN PUBLIC SCHOOL



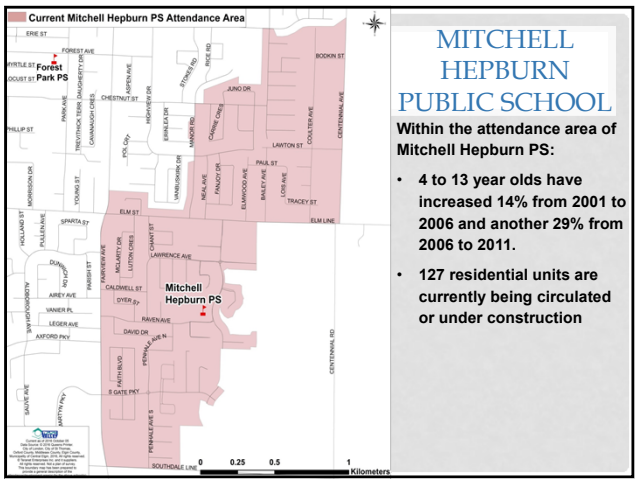
MITCHELL HEPBURN PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Mitchell Hepburn PS serves a population of 751 students from Junior Kindergarten to grade 8. There are 30 standard classes and 3 specialized classes.

Specialized Service Offerings

There is one Empower class and three Developmental Education classes at Mitchell Hepburn PS.



MITCHELL HEPBURN PUBLIC SCHOOL

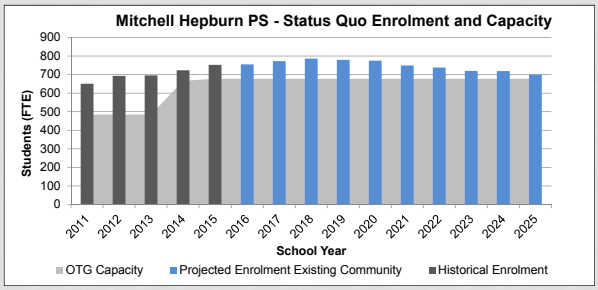
Within the attendance area of Mitchell Hepburn PS:

- **4 to 13 year olds have increased 14% from 2001 to 2006 and another 29% from 2006 to 2011.**
- **127 residential units are currently being circulated or under construction**

MITCHELL HEPBURN PUBLIC SCHOOL

Criteria	Mitchell Hepburn PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	678	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	753.00	385.00
Utilization factor	110.77%	87.17%
Excess or Shortage (-) of Pupil Places	-73	58.59

MITCHELL HEPBURN PUBLIC SCHOOL



MITCHELL HEPBURN PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$731,109.00	$970.92	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	Board Average	PAR Average	Mitchell Hepburn PS
28%	37%	50%	1%

10 year Renewal Investment $116,852
5 year Renewal Needs $31,200
School Replacement Value $13,467,307

NEW SARUM PUBLIC SCHOOL



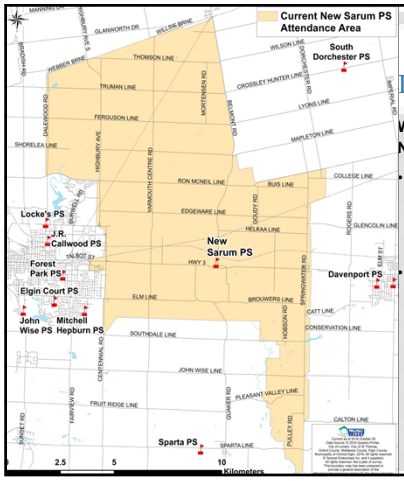
NEW SARUM PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

New Sarum PS serves a population of 250 students from Junior Kindergarten to grade 8. There are 11 standard classes and one specialized class.

Specialized Service Offerings

There is one Transitions/Mental Health class at New Sarum PS



NEW SARUM PUBLIC SCHOOL

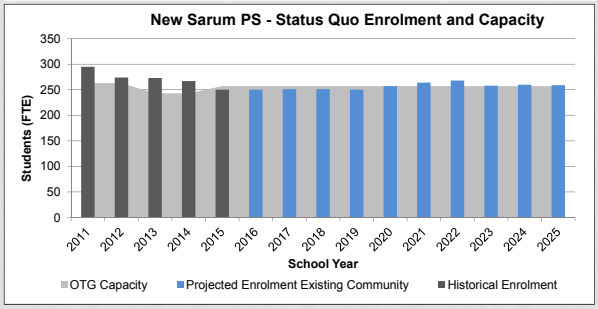
Within the attendance area of New Sarum PS:

- **4 to 13 year olds have decreased from 2001 to 2006 by 4% and another 9% decrease from 2006 to 2011.**
- **There is no significant residential growth within the attendance area**

NEW SARUM PUBLIC SCHOOL

Criteria	New Sarum PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	257	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	250.00	385.00
Utilization factor	97.28%	87.17%
Excess or Shortage (-) of Pupil Places	7.00	58.59

NEW SARUM PUBLIC SCHOOL



NEW SARUM PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$398,826.00	$1,595.30	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**New Sarum PS**
28%	**37%**	**50%**	**75%**

10 year Renewal Investment
$804,932

5 year Renewal Needs
$3,464,094

School Replacement Value
$6,049,829

NORTHDALE CENTRAL PUBLIC SCHOOL



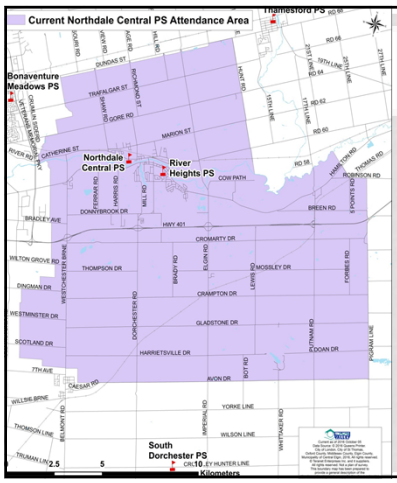
NORTHDALE CENTRAL PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Northdale Central PS serves a population of 411 students from grades 4 to grade 8. There are 14 standard classes and 1 specialized class.

Specialized Service Offerings

There is one Gifted class at Northdale Central PS.



NORTHDALE CENTRAL PUBLIC SCHOOL

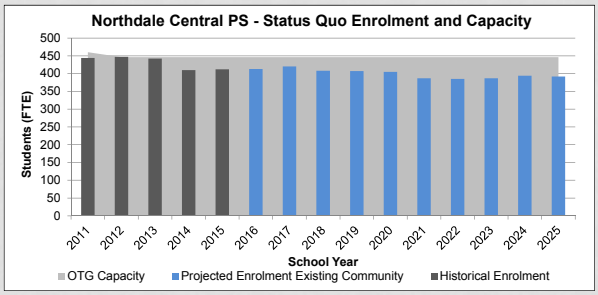
Within the attendance area of Northdale Central PS:

- **4 to 13 year olds have decreased by 4% from 2001 to 2006 and from 2006 to 2011 a further 14% decrease.**
- **433 units circulated and under construction.**
- **Within the next 10 years approximately 65 students are projected to be generated from these developments.**

NORTHDALE CENTRAL PUBLIC SCHOOL

Criteria	Northdale Central PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	446	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	411.00	385.00
Utilization factor	92.15%	87.17%
Excess or Shortage (-) of Pupil Places	35.00	58.59

NORTHDALE CENTRAL PUBLIC SCHOOL



NORTHDALE CENTRAL PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$450,170	$1,092.65	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**Northdale Central PS**
28%	**37%**	**50%**	**32%**

10 year Renewal Investment $1,035,813

5 year Renewal Needs $2,470,977

School Replacement Value $9,320,076

PORT STANLEY PUBLIC SCHOOL



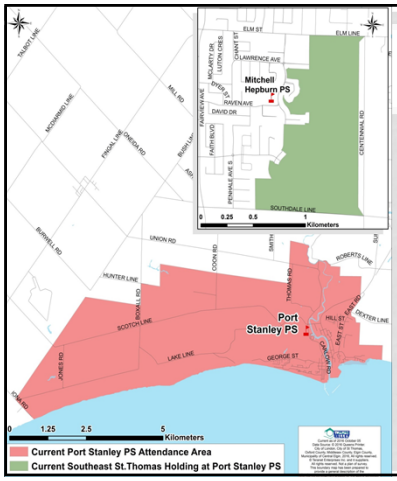
PORT STANLEY PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Port Stanley PS serves a population of 94 students from Junior Kindergarten to grade 8. There are 5 standard classes.

Specialized Service Offerings

There are no specialized service offerings at Port Stanley PS.



PORT STANLEY PUBLIC SCHOOL

Within the attendance area of Port Stanley PS:

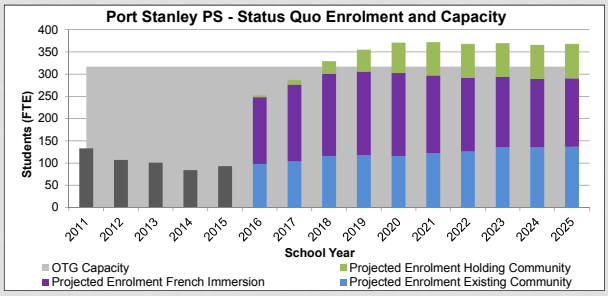
- **4 to 13 year olds have decreased by 7% from 2001 to 2006 and from 2006-2011 a further 35% decrease.**
- **Total of 130 units circulated and under construction.**
- **Municipality is in the planning stages for the Harbor Front Secondary Plan.**

Southeast St. Thomas Holding Zone currently has 308 residential units circulated and under construction. Approximately 70 students are projected from this development.

PORT STANLEY PUBLIC SCHOOL

Criteria	Port Stanley PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	317	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	94.00	385.00
Utilization factor	29.65%	87.17%
Excess or Shortage (-) of Pupil Places	223	58.59
Number of Holding Zone students (if any)	0	

PORT STANLEY PUBLIC SCHOOL



PORT STANLEY PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$336,117.00	$3,614.16	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**Port Stanley PS**
28%	**37%**	**50%**	**78%**

10 year Renewal Investment
$805,174

5 year Renewal Needs
$4,048,982

School Replacement Value
$7,265,866

RIVER HEIGHTS PUBLIC SCHOOL



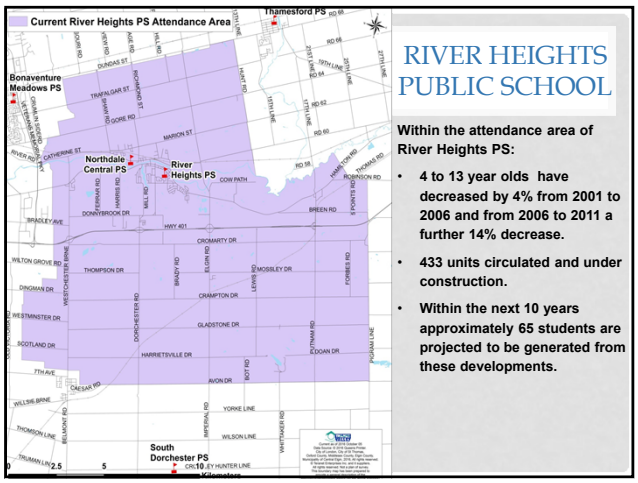
RIVER HEIGHTS PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

River Heights PS serves a population of 354 students from Junior Kindergarten to grade 3. There are 16 standard classes.

Specialized Service Offerings

There are no specialized service offerings at River Heights PS



RIVER HEIGHTS PUBLIC SCHOOL

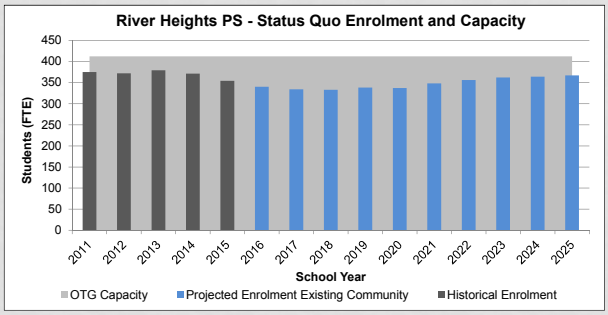
Within the attendance area of River Heights PS:

- **4 to 13 year olds have decreased by 4% from 2001 to 2006 and from 2006 to 2011 a further 14% decrease.**
- **433 units circulated and under construction.**
- **Within the next 10 years approximately 65 students are projected to be generated from these developments.**

RIVER HEIGHTS PUBLIC SCHOOL

Criteria	River Heights PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	461	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	353.00	385.00
Utilization factor	76.57%	87.17%
Excess or Shortage (-) of Pupil Places	108.00	58.59

RIVER HEIGHTS PUBLIC SCHOOL



RIVER HEIGHTS PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$401,488.00	$1,134.15	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	Board Average	PAR Average	River Heights PS
28%	37%	50%	40%

10 year Renewal Investment $2,952,789
5 year Renewal Needs $4,048,982
School Replacement Value $9,764,983

SOUTH DORCHESTER PUBLIC SCHOOL



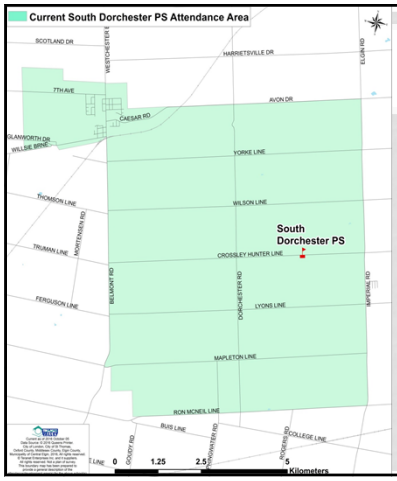
SOUTH DORCHESTER PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

South Dorchester PS serves a population of 200 students from Junior Kindergarten to grade 6. There are 8 standard classes.

Specialized Service Offerings

There are no specialized service offerings at South Dorchester PS.



SOUTH DORCHESTER PUBLIC SCHOOL

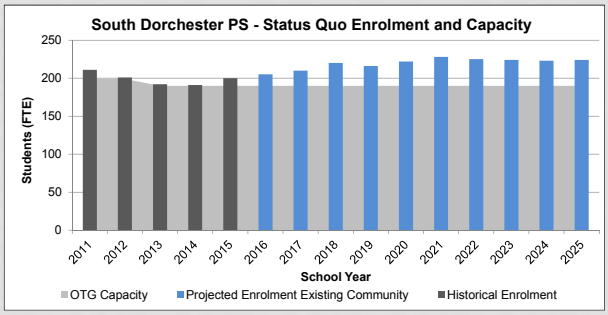
Within the attendance area of South Dorchester PS:

- **4 to 13 year olds have decreased by 3% from 2001 to 2006 and from 2006 to 2011 a decrease of 29%.**
- **Within Belmont there are a total of 145 single family and condominium units circulated and under construction.**
- **Although the overall population within the South Dorchester PS attendance area has experienced a decline, the Village of Belmont is expected to continue to grow.**

SOUTH DORCHESTER PUBLIC SCHOOL

Criteria	South Dorchester PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	190	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	200.00	385.00
Utilization factor	105.26%	87.17%
Excess or Shortage (-) of Pupil Places	-10.00	58.59

SOUTH DORCHESTER PUBLIC SCHOOL



SOUTH DORCHESTER PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$297,343.00	$1,486.72	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**South Dorchester PS**
28%	**37%**	**50%**	**112%**

10 year Renewal Investment
$6,109

5 year Renewal Needs
$5,346,994

School Replacement Value
$5,266,168

SPARTA PUBLIC SCHOOL



SPARTA PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Sparta PS serves a population of 242 students from Junior Kindergarten to grade 8. There are 10 standard classes.

Specialized Service Offerings

There are no specialized service offerings at Sparta PS.



SPARTA PUBLIC SCHOOL

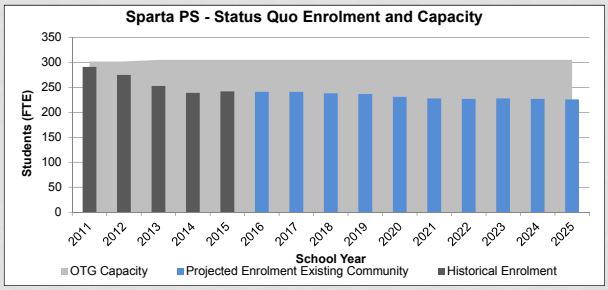
Within the attendance area of Sparta PS:

- **4 to 13 year olds have decreased by 8% from 2001 to 2006 and another 5% decrease from 2006 to 2011.**
- **Currently there are no significant residential developments within the attendance area.**

SPARTA PUBLIC SCHOOL

Criteria	Sparta PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	305	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	242.00	385.00
Utilization factor	79.34%	87.17%
Excess or Shortage (-) of Pupil Places	63.00	58.59

SPARTA PUBLIC SCHOOL



SPARTA PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$359,024.00	$1,483.57	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**Sparta PS**
28%	**37%**	**50%**	**65%**

10 year Renewal Investment $335,248

5 year Renewal Needs $2,785,120

School Replacement Value $7,027,386

SPRINGFIELD PUBLIC SCHOOL



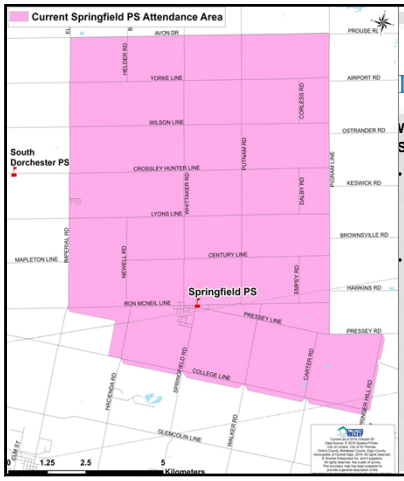
SPRINGFIELD PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Springfield PS serves a population of 167 students from Junior Kindergarten to grade 6. There are 8 standard classes.

Specialized Service Offerings

There are no specialized service offerings at Springfield PS.



SPRINGFIELD PUBLIC SCHOOL

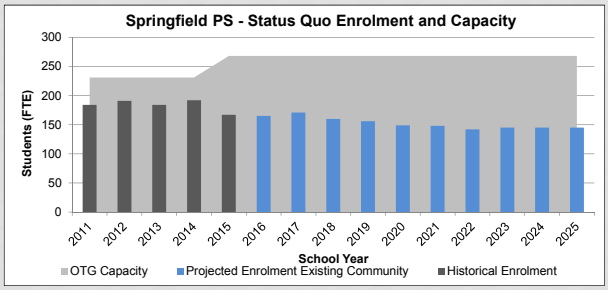
Within the attendance area of Springfield PS:

- **4 to 13 year olds have remained stable from 2001 to 2006 and decreased by 3% from 2006 to 2011.**
- **Currently there are no significant residential developments within the attendance area.**

SPRINGFIELD PUBLIC SCHOOL

Criteria	Springfield PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	268	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	167.00	385.00
Utilization factor	62.31%	87.17%
Excess or Shortage (-) of Pupil Places	101.00	58.59

SPRINGFIELD PUBLIC SCHOOL



SPRINGFIELD PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$308,768.00	$1,848.90	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**Springfield PS**
28%	**37%**	**50%**	**72%**

10 year Renewal Investment
$518,738

5 year Renewal Needs
$3,796,104

School Replacement Value
$6,281,994

SUMMERS' CORNERS PUBLIC SCHOOL



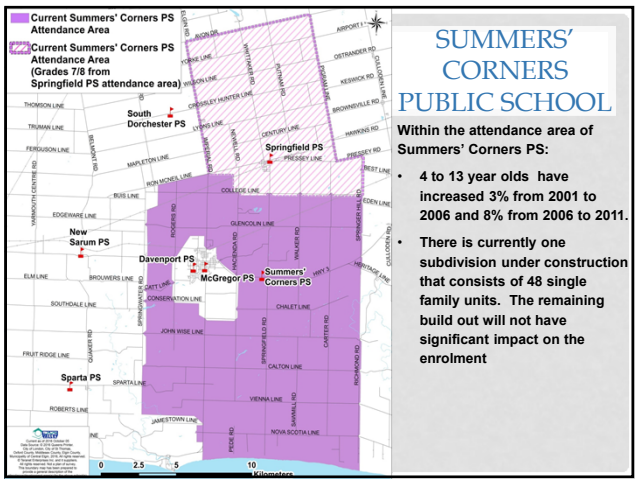
SUMMERS' CORNERS PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Summers' Corners PS serves a population of 399 students from Junior Kindergarten to grade 8. There are 17 standard classes and 2 specialized classes.

Specialized Service Offerings

There are 2 ESL LEARN classes offered at Summers' Corners PS



SUMMERS' CORNERS PUBLIC SCHOOL

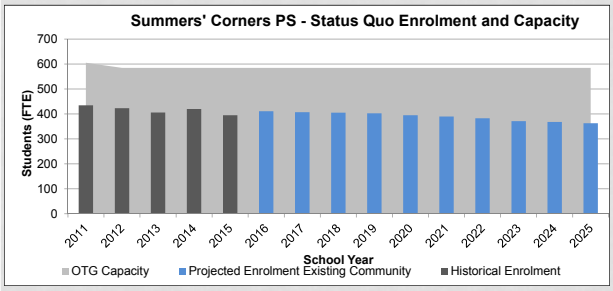
Within the attendance area of Summers' Corners PS:

- **4 to 13 year olds have increased 3% from 2001 to 2006 and 8% from 2006 to 2011.**
- **There is currently one subdivision under construction that consists of 48 single family units. The remaining build out will not have significant impact on the enrolment**

SUMMERS' CORNERS PUBLIC SCHOOL

Criteria	Summers' Corners PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	585	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	399.00	385.00
Utilization factor	68.21%	87.17%
Excess or Shortage (-) of Pupil Places	186.00	58.59

SUMMERS' CORNERS PUBLIC SCHOOL



SUMMERS' CORNERS PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$607,545.00	$1,538.09	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**Summers' Corners PS**
28%	**37%**	**50%**	**26%**

10 year Renewal Investment $112,594
5 year Renewal Needs $2,336,464
School Replacement Value $11,830,445

WESTMINSTER CENTRAL PUBLIC SCHOOL



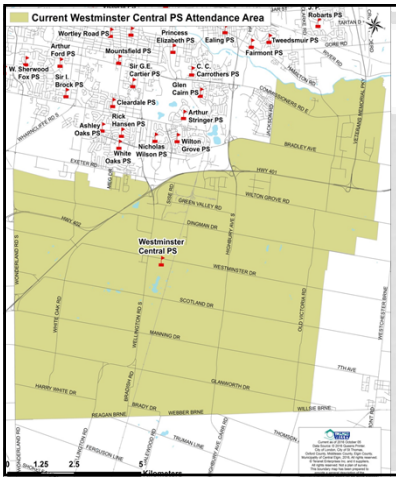
WESTMINSTER CENTRAL PUBLIC SCHOOL

Programming and Course Offering for 2015-2016

Westminster Central PS serves a population of 82 students from Junior Kindergarten to grade 8. There are 5 standard classes.

Specialized Service Offerings

There are no specialized service offerings at Westminster PS.



WESTMINSTER CENTRAL PUBLIC SCHOOL

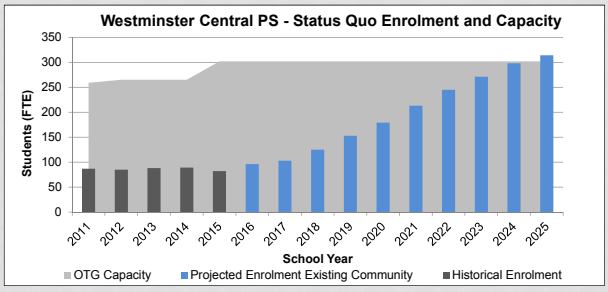
Within the attendance area of Westminster Central PS:

- **4 to 13 year olds have increased 15% from 2001 to 2006 and decreased 11% from 2006 to 2011.**
- **1355 residential units are currently circulated or under construction.**
- **Within the next 10 years approximately 225 students are projected to be generated from these developments.**
- **On April 14th, 2015 north of Highway 401 was approved to be included in the New Southeast London PS attendance area.**

WESTMINSTER CENTRAL PUBLIC SCHOOL

Criteria	Westminster Central PS	Board Average
On-The-Ground (OTG) Capacity (2015-16)	302	444
Student Full-Time Equivalent (FTE) Enrolment: Official 2015 October 31	82.00	385.00
Utilization factor	27.15%	87.17%
Excess or Shortage (-) of Pupil Places	222.00	58.59

WESTMINSTER CENTRAL PUBLIC SCHOOL



WESTMINSTER CENTRAL PUBLIC SCHOOL

School based costs consisting of Administration, Facility Services and Information Technology			
	Cost	Cost per Student	Board Average per Student
Total	$333,320.00	$4,064.89	$ 1,416.06

Facility Condition Index (FCI)			
Provincial Average	**Board Average**	**PAR Average**	**Westminster Central PS**
28%	**37%**	**50%**	**102%**

10 year Renewal Investment
$90,455

5 year Renewal Needs
$5,176,930

School Replacement Value
$6,742,864

SECTION 3 – RECOMMENDED SOLUTION

SECTION 3 – RECOMMENDED SOLUTION

Recommended changes:

- **Comprehensive shift in attendance areas**
- **Align accommodation with current and future demographic trends**
- **Align future educational facilities to municipal direction**
- **Allow for a more efficient and viable solution**

SECTION 3 – RECOMMENDED SOLUTION

Senior Administration's recommendations have been developed to address the long term accommodation needs and provide equity of education, based on:

- demographics
- program offering
- historical enrolment trends
- location of existing students
- facility size /condition

SECTION 3 – RECOMMENDED SOLUTION

Consolidated schools will:

- provide greater opportunities for students
- allow for the permanent accommodation of growth and French Immersion

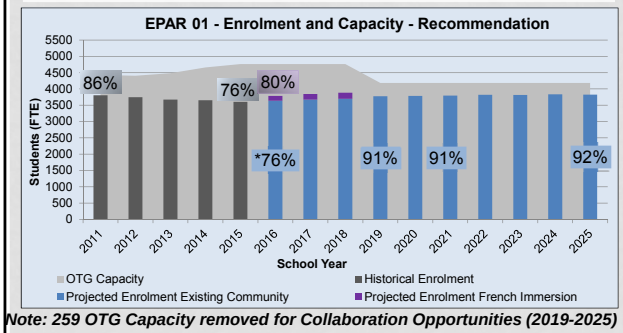
Closure and disposition of four schools will assist in reducing:

- unfunded space
- long term renewal
- operating costs

SECTION 3 – RECOMMENDED SOLUTION

	Current (2015-16)	Proposed (2019-20)
Empty Pupil Places	1,157	733
Utilization Rate	76%	83%
Number of schools	12	9

SECTION 3 – RECOMMENDED SOLUTION



Note: 259 OTG Capacity removed for Collaboration Opportunities (2019-2025)

*does not include French Immersion

SECTION 3 – RECOMMENDED SOLUTION

- Northern Region (New Belmont and River Heights/ Northdale Central Public Schools)
- Southern Region (Port Stanley)
- Eastern Region (Davenport/ McGregor and Summers' Corners Public Schools)
- Western Region (New Southeast St. Thomas and Mitchell Hepburn Public Schools)

SECTION 3 – RECOMMENDED SOLUTION

Northern Region:

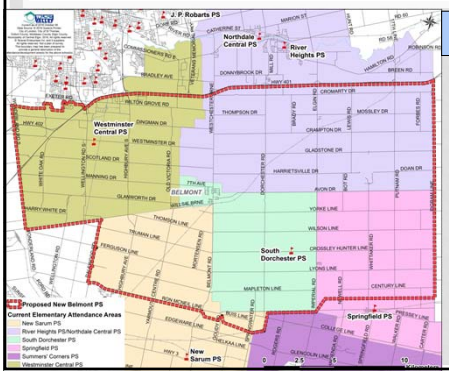
- Creation of New Belmont Public School and attendance area
- New Sarum Public School closes, the attendance area is designated to New Belmont, New Southeast St.Thomas, Davenport/McGregor Public Schools
- South Dorchester Public School closes and is declared surplus, the attendance area is designated to New Belmont Public School
- A portion of Davenport Public School's grade 7 and 8 attendance area (South Dorchester Public School) is designated to New Belmont Public School

SECTION 3 – RECOMMENDED SOLUTION

Northern Region (cont'd):

- Springfield Public School closes and is declared surplus, a portion of the attendance area is designated to New Belmont Public School
- Westminster Central Public School closes and is declared surplus
- A portion of Westminster Central Public School's attendance area is designated to New Belmont Public School
- A portion of the River Heights Public School /Northdale Central Public School attendance area is designated to New Belmont Public School

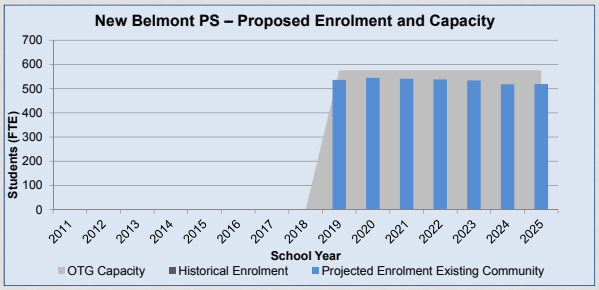
NEW BELMONT PUBLIC SCHOOL



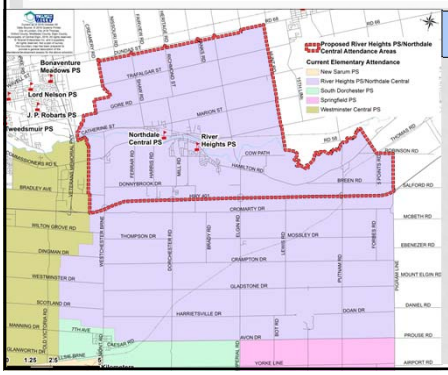
OTG	576

- 4 FDK classrooms
- 20 Standard Classrooms
- 1 General Arts classroom
- 1 Learning Support room
- Library Learning Commons
- Gymnasium
- Primary Activity room/stage
- Seminar rooms

NEW BELMONT PUBLIC SCHOOL



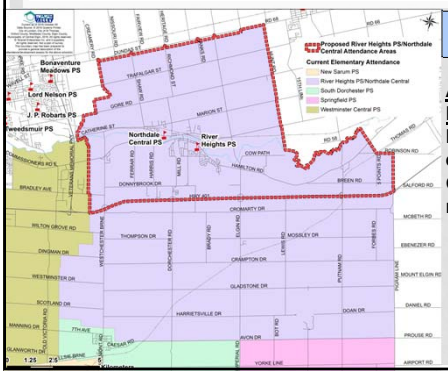
RIVER HEIGHTS PUBLIC SCHOOL



OTG	461

Accommodation Recommendation- No changes

NORTHDALE CENTRAL PUBLIC SCHOOL



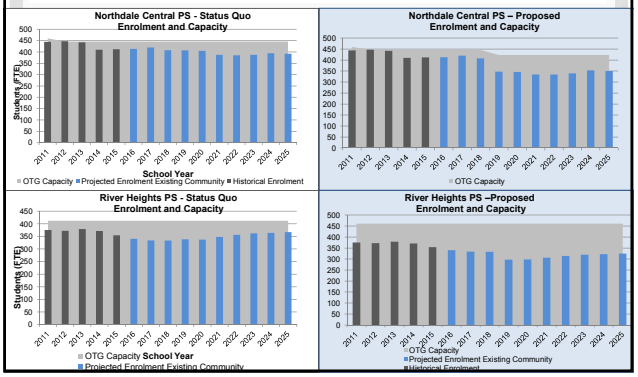
OTG	423

Accommodation Recommendation- Program enhancement of a General Arts room renovation

RIVER HEIGHTS PUBLIC SCHOOL/ NORTHDALE CENTRAL PUBLIC SCHOOL

- **By decreasing the attendance areas, the facilities will be able to sustain the pressure of future growth in Dorchester**

RIVER HEIGHTS PUBLIC SCHOOL/ NORTHDALE CENTRAL PUBLIC SCHOOL



NORTHERN REGION: FINANCIAL ANALYSIS

Capital Costs

School	Project Type	Estimated Cost	Description
NORTHDALE CENTRAL	Renovations	$147,000	Renovations for General Arts
NEW BELMONT	New School	$14,557,000	OTG 576 including site purchase
	Total	$14,704,000	

NORTHERN REGION: FINANCIAL ANALYSIS

Cost per student

School	Current Cost	Solution Cost
New Sarum Public School	$1,592.30	
Northdale Central Public School	$1,092.65	$1,290.99
River Heights Public School	$1,134.15	$1,453.73
South Dorchester Public School	$1,486.72	
Springfield Public School	$1,848.90	
Westminster Public School	$4,064.85	
New Belmont Public School		$1,302.64

Board average cost per student : $1,416.06

NORTHERN REGION: TIMELINE FOR IMPLEMENTATION

Timeline for Implementation

Implementation Timeline by School			
Existing School	**Closure**	**Consolidated Attendance Area**	**New Accommodation**
Northdale Central PS		2019-07-01*	
River Heights PS		2019-07-01*	
South Dorchester PS	2019-06-30*		
Springfield PS	2019-06-30*		
Westminster Central PS	2019-06-30*		
New Belmont		2019-07-01*	2019-09-01*
New Sarum PS	2019-06-30*		

***Contingent on Ministry of Education Capital Funding Approval**

NORTHERN REGION: GRANDPARENTING OPTION

Grandparenting for grade 7 (only when viable)

Grandparenting Option Availability for Grade 7 students:			
Existing School	New School Designation(s)	Yes/No	Rationale
Davenport PS (South Dorchester area)	New Belmont	Yes	School/program remains at Davenport
Northdale Central PS (portion)	New Belmont	Yes	School/program remains at Northdale Central
River Heights PS	N/A	N/A	No grade 7
Summers' Corners PS (North Springfield area)	New Belmont	Yes	Grade 7s may remain
Westminster Central PS	New Belmont	No	School closure
New Sarum PS	New Belmont	No	School closure

NORTHERN REGION : COLLABORATION/ CO-BUILD OPPORTUNITIES

Elementary School	Co-Build Opportunity	Collaboration Opportunity*	Collab. Space Available	
			~ Rooms	~ Sq. Ft.
Northdale Central	*No*	*No*		
River Heights	*No*	*Yes*	*2 FDK + 2 CR*	*5,985*
New Belmont School	*Yes*	*No*		

* Or space available for Board use

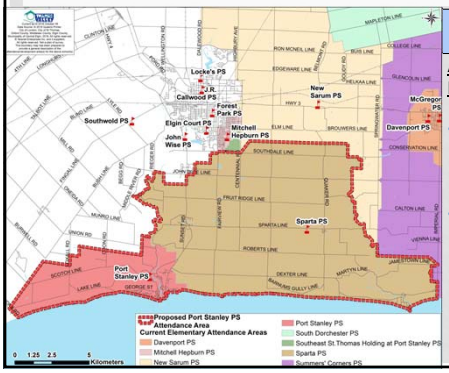
The Board and London-Middlesex CMSM submitted a 2016 Capital Priorities joint submission for funding for 88 Child Care and 2 Child & Family Support Program spaces at River Heights PS.

SECTION 3 – RECOMMENDED SOLUTION

Southern Region:

- **Sparta Public School closes, the attendance area is designated to Port Stanley Public School**
- **French Immersion and Extended French Immersion program is relocated to Sparta Public School facility**

PORT STANLEY PUBLIC SCHOOL:



OTG	355

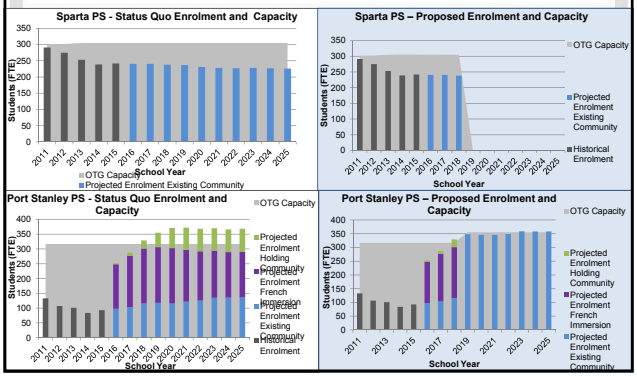
Accommodation Recommendation-

- **Addition of Library Learning Commons.**
- **Renovations include FDK and standard classrooms.**

PORT STANLEY PUBLIC SCHOOL

- **No change in the school's English track organizational model.**
- **The French Immersion and Extended French Immersion program is recommended to be relocated to Sparta Public School after an Attendance Area Review is conducted for the creation of a second French Immersion elementary school in Elgin County.**

PORT STANLEY PUBLIC SCHOOL



SOUTHERN REGION: FINANCIAL ANALYSIS

Capital Costs

School	Project Type	Estimated Cost	Description
PORT STANLEY	Addition and Renovations	$ 1,506,000	Learning Commons addition, renovations to classrooms

SOUTHERN REGION: FINANCIAL ANALYSIS

Cost per student

School	Current Cost	Solution Cost
Port Stanley Public School	$3,614.16	$1,159.73
Sparta Public School	$1,483.57	

Board average cost per student : $1,416.06

SOUTHERN REGION: TIMELINE FOR IMPLEMENTATION

Timeline for Implementation

Implementation Timeline by School			
Existing School	**Closure**	**Consolidated Attendance Area**	**New Accommodation**
Port Stanley PS (English)		2018-07-01	
Port Stanley PS (FI/ Extended FI program)	2018-06-30	2018-07-01	2018-07-01 at Sparta
Sparta PS	2018-06-30		

SOUTHERN REGION: GRANDPARENTING OPTION

Grandparenting for grade 7 (only when viable)

Grandparenting Option Availability for Grade 7 students:			
Existing School	New School Designation(s)	Yes/No	Rationale
Port Stanley PS (English)	Port Stanley	No	No relocation for grade 7
Port Stanley PS (FI/ Extended FI program)	Sparta facility	No	Program relocating
Sparta PS	Port Stanley	No	School closure

SOUTHERN REGION : COLLABORATION/ CO-BUILD OPPORTUNITIES

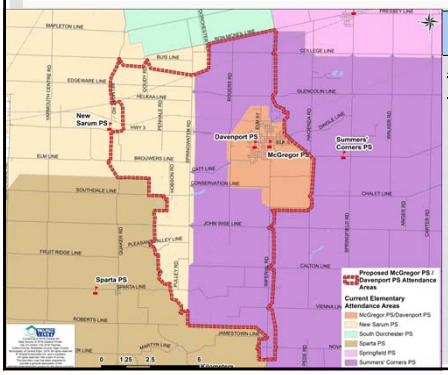
Elementary School	CoBuild Opportunity	Collaboration Opportunity	Collab. Space Available	
			~ Rooms	~ Sq. Ft.
French Immersion at Sparta	*No*	*No*		
Port Stanley	*Yes*	*No*		

SECTION 3 – RECOMMENDED SOLUTION

Eastern Region:

- **McGregor Public School becomes Junior Kindergarten to grade 3**
- **Davenport Public School becomes grade 4 to 8**
- **A portion of New Sarum Public School's attendance area is designated to Davenport/ McGregor Public Schools**
- **A portion of Summers' Corners Public School's attendance area is designated to Davenport/ McGregor Public Schools**
- **A portion of Springfield Public School's attendance area is designated to Summers' Corners Public School**

McGREGOR PUBLIC SCHOOL



OTG	452

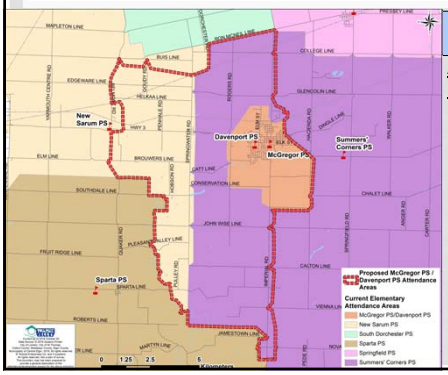
Accommodation Recommendation-

- Program enhancements and renovations
- Library Learning Commons renovation
- Standard classroom improvements
- Renovations to Administration space

McGREGOR PUBLIC SCHOOL

- The self-contained Developmental Education class is proposed to be relocated to Summers' Corners PS

DAVENPORT PUBLIC SCHOOL



OTG	403

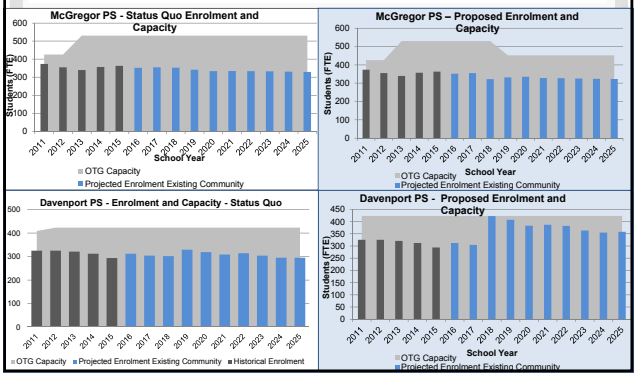
Accommodation Recommendation-

- Program enhancements and renovations
- Includes a Library Learning Commons, standard classrooms and general arts room improvements.

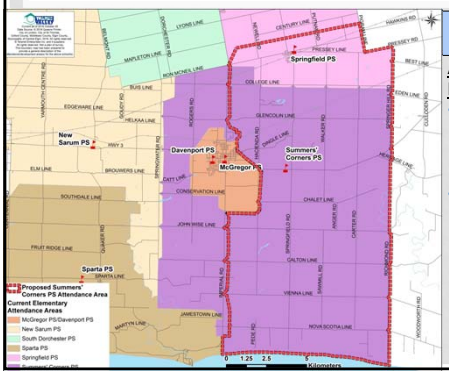
DAVENPORT PUBLIC SCHOOL

- The self-contained Developmental Education class is proposed to be relocated to Summers' Corners PS.

MCGREGOR PUBLIC SCHOOL/ DAVENPORT PUBLIC SCHOOL



SUMMERS' CORNERS PUBLIC SCHOOL



OTG	557

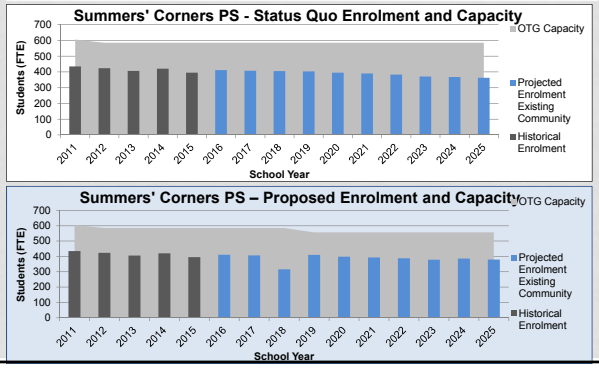
Accommodation Recommendation-

- **Program enhancements and renovations**
- **Includes a new Special Education suite, Library Learning Commons and general arts classroom improvements.**

SUMMERS' CORNERS PUBLIC SCHOOL

- **The self-contained Developmental Education is proposed to be relocated to Summers' Corners PS.**

SUMMERS' CORNERS PUBLIC SCHOOL



EASTERN REGION: FINANCIAL ANALYSIS

Capital Costs

School	Project Type	Estimated Cost	Description
DAVENPORT	Renovations	$711,000	Renovations for General Arts, Learning Commons
McGREGOR	Renovations	$702,000	Renovations for Administration, Learning Commons
SUMMERS' CORNERS	Renovations	$912,000	Renovations for Learning Commons, General Arts and Special Education suite
	Total	$2,325,000	

EASTERN REGION: FINANCIAL ANALYSIS

Cost per student

School	Current Cost	Solution Cost
Davenport Public School	$1,186.13	$1,074.07
McGregor Public School	$1,229.85	$1,491.89
Springfield Public School	$1,848.90	
Summers' Corners Public School	$1,538.09	$1,302.64

Board average cost per student : $1,416.06

EASTERN REGION: TIMELINE FOR IMPLEMENTATION

Timeline for Implementation

Implementation Timeline by School			
Existing School	**Closure**	**Consolidated Attendance Area**	**New Accommodation**
Springfield PS	2019-06-30*		
Davenport PS (Summers' Corners)		2018-07-01	
Davenport PS (Grade 4-8)		2018-07-01	
Davenport PS (New Sarum)		2019-07-01*	
McGregor PS (Summers' Corners)		2018-07-01	
McGregor PS (JK -3)		2018-07-01	
McGregor PS (New Sarum)		2019-07-01*	
Summers' Corners PS (McGregor/Davenport)		2018-07-01*	
Summers' Corners PS (Springfield)		2019-07-01*	
* Dates that are contingent on Ministry of Education Capital Funding Approval			

EASTERN REGION: GRANDPARENTING OPTION

Grandparenting for grade 7 (only when viable)

Grandparenting Option Availability for Grade 7 students:			
Existing School	New School Designation(s)	Yes/No	Rationale
McGregor PS	N/A	N/A	No grade 7
Springfield PS	N/A	N/A	No grade 7
Summers' Corners PS (portion)	Davenport	Yes	Grade 7s may remain
Summers' Corners PS (North Springfield area)	New Belmont	Yes	Grade 7s may remain
Summers' Corners PS (South Springfield area)	Summers' Corners	No	No relocation for grade 7
New Sarum PS	Davenport	No	School closure

EASTERN REGION : COLLABORATION/ CO-BUILD OPPORTUNITIES

Elementary School	CoBuild Opportunity	Collaboration Opportunity*	Collab. Space Available	
			~ Rooms	~ Sq. Ft.
McGregor	*No*	*Yes*	*3 CR*	*2,100*
Summers' Corners	*No*	*Yes*	*4 CR*	*3,200*

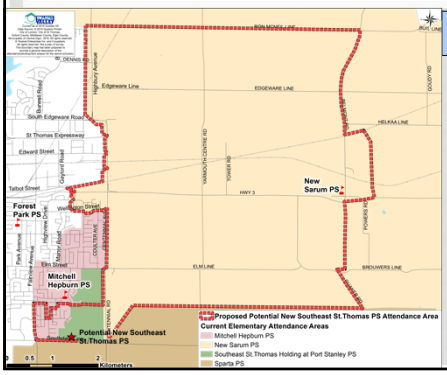
* Or space available for Board use

SECTION 3 – RECOMMENDED SOLUTION

Western Region:

- **Creation of New Southeast St. Thomas Public School and attendance area**
- **A portion of Mitchell Hepburn Public School's attendance area is designated to New Southeast St.Thomas Public School**
- **A portion of New Sarum Public School's attendance area is designated to New Southeast St.Thomas Public School**

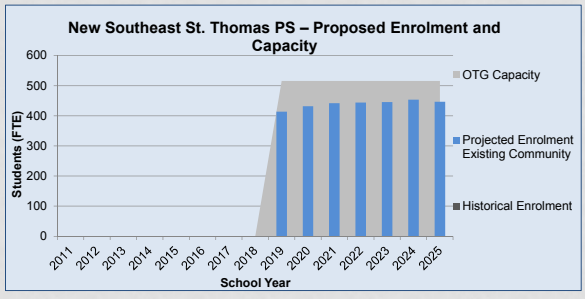
NEW SOUTHEAST ST.THOMAS PUBLIC SCHOOL



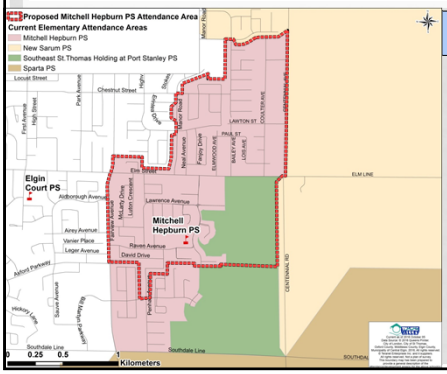
OTG	516

- **4 FDK classrooms**
- **17 Standard Classrooms**
- **1 General Arts classroom,**
- **Learning Support room**
- **Library Learning Commons**
- **Gymnasium**
- **Primary Activity room/stage**
- **Seminar rooms**

NEW SOUTHEAST ST.THOMAS PUBLIC SCHOOL



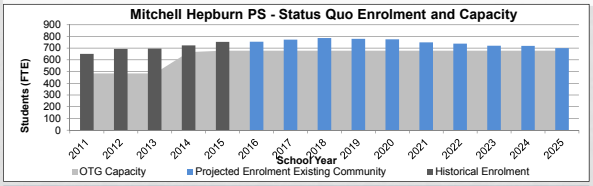
MITCHELL HEPBURN PUBLIC SCHOOL

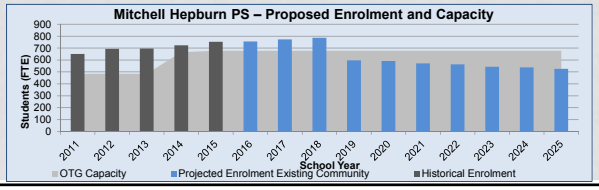


OTG	678

- Board approved the Southeast St. Thomas Holding Zone, due to continued development in the Mitchell Hepburn attendance area.
- The Northern half of this Holding Zone is included in the recommended attendance area

MITCHELL HEPBURN PUBLIC SCHOOL





WESTERN REGION: FINANCIAL ANALYSIS

Capital Costs

School	Project Type	Estimated Cost	Description
New SE St. Thomas	New School	$13,006,000	OTG 516 including site purchase

WESTERN REGION: FINANCIAL ANALYSIS

Cost per student

School	Current Cost	Solution Cost
Mitchell Hepburn Public School	$970.92	$1,223.60
New Sarum Public School	$1,592.30	
New Southeast St. Thomas Public School		$1,529.02

Board average cost per student : $1,416.06

WESTERN REGION: TIMELINE FOR IMPLEMENTATION

Timeline for Implementation

Implementation Timeline by School			
Existing School	**Closure**	**Consolidated Attendance Area**	**New Accommodation**
New Sarum PS	2019-06-30*		
Mitchell Hepburn PS		2019-07-01*	
New SE St. Thomas		2019-07-01*	2019-09-01*
* Dates that are contingent on Ministry of Education Capital Funding Approval			

WESTERN REGION: GRANDPARENTING OPTION

Grandparenting for grade 7 (only when viable)

Grandparenting Option Availability for Grade 7 students:			
Existing School	New School Designation(s)	Yes/No	Rationale
Mitchell Hepburn PS	New SE St.Thomas	Yes	School/program remains at Mitchell Hepburn
New Sarum PS	New SE St.Thomas	No	School closure

WESTERN REGION : COLLABORATION/ CO-BUILD OPPORTUNITIES

Elementary School	Co-Build Opportunity	Collaboration Opportunity*	Collab. Space Available	
			~ Rooms	~ Sq. Ft.
Mitchell Hepburn	*No*	*No*		
New SE St. Thomas School	*Yes*	*No*		

SECTION 3: RECOMMENDED SOLUTION FINANCIAL ANALYSIS

Operational Cost/Savings

	Pre Consolidation Cost	Post Consolidation Cost	Savings / (Cost)
Facilities	$2,382,000	$2,389,064	$(7,064)
Transportation	$2,678,942	$2,745,858	$(66,916)
IT	$135,447	$101,709	$33,738
Staffing	$25,339,703	$25,251,823	$87,880
Sub-Total	$30,536,092	$30,488,454	$47,638
Adjusted Teacher Costs Due to Enrolment Changes once consolidations are in place			$365,659
Annual Savings			**$413,297**

SECTION 3: RECOMMENDED SOLUTION FINANCIAL ANALYSIS

Capital Costs

School	Project Type	Estimated Cost	Description
DAVENPORT	Renovations	$ 711,000	Renovations for General Arts, Learning Commons
McGREGOR	Renovations	$ 702,000	Renovations for Administration, Learning Commons
NORTHDALE CENTRAL	Renovations	$ 147,000	Renovations for General Arts
PORT STANLEY	Addition and Renovations	$ 1,506,000	Learning Commons addition, renovations to classrooms
SUMMERS' CORNERS	Renovations	$ 912,000	Renovations for Learning Commons, General Arts, Special Education
NEW BELMONT	New School	$14,557,000	OTG 576 including site purchase
NEW SE ST. THOMAS	New School	$13,006,000	OTG 516 including site purchase
	Total	$31,541,000	

5 year renewal savings : $17,784,122.00

SECTION 3: RECOMMENDED SOLUTION FINANCIAL ANALYSIS

Cost Per Student:

School	Current Cost	Solution Cost
Davenport Public School	$1,186.13	$1,074.07
McGregor Public School	$1,229.85	$1,491.89
Mitchell Hepburn Public School	$970.92	$1,223.60
New Sarum Public School	$1,592.30	
Northdale Central Public School	$1,092.65	$1,290.99
Port Stanley Public School	$3,614.16	$1,159.73
River Heights Public School	$1,134.15	$1,453.73
South Dorchester Public School	$1,486.72	
Sparta Public School	$1,483.57	
Springfield Public School	$1,848.90	
Summers' Corners Public School	$1,538.09	$1,557.38
Westminster Central Public School	$4,064.85	
New Belmont Public School		$1,302.64
New Southeast St. Thomas Public School		$1,529.02

SECTION 3: RECOMMENDED SOLUTION FINANCIAL ANALYSIS

EPAR-01 Cost Per Student Summary:

- **Current average cost per student is $1392.11**
- **Proposed recommendation average cost per student is $1190.53**
- **Total savings per student $201.58**

SECTION 3: RECOMMENDED SOLUTION TIMELINE FOR IMPLEMENTATION

Proposed implementation:

- **September 2018 where no/or limited construction is required**
- **Complete for September 2019, contingent upon Ministry of Education approval of funding**
- **Transition planning will be completed in consultation with parents/guardians and school staff**

SECTION 4: COMMUNITY ORGANIZATIONS & MUNICIPAL INPUT

- 2015 June 15-16, Annual Community Planning and Collaboration Opportunity Meeting(s)
- 2016 September 16, the Board of Trustees approved the contact of listed Community Organizations.
- 2016 September 19, an email was sent to all listed Community Organizations within the Elementary PARs identifying; the names of the schools involved, any potential school closures, and any proposed student long-term accommodation.
- 2016 October 13 Community Organizations deadline to provide the TVDSB any community planning or facility collaboration opportunities and any relevant technical information.
- TVDSB has received 14 communications from the Municipalities or Community Organizations who attended/were notified.

SECTION 5: CO-BUILD AND COLLABORATION OPPORTUNITITES

Elementary School	Co-Build Opportunity	Collaboration Opportunity*	Collab. Space Available ~ Rooms	Collab. Space Available ~ Sq. Ft.
Davenport	*No*	*No*		
French Immersion at Sparta	*No*	*No*		
McGregor	*No*	*Yes*	*3 CR*	*2,100*
Mitchell Hepburn	*No*	*No*		
Northdale Central	*No*	*No*		
Port Stanley	*Yes*	*No*		
River Heights	*No*	*Yes*	*2 FDK + 2 CR*	*5,985*
Summers' Corners	*No*	*Yes*	*4 CR*	*3,200*
New Belmont School	*Yes*	*No*		
New SE St.Thomas School	*Yes*	*No*		

* Or space available for Board use

SECTION 5-PAR CALENDAR & TIMELINE

Scheduled Dates	Meeting
2016 December 12	Orientation Meeting (for PAR committee members)
2016 December 14	Post Determination Meeting with listed Community Organizations
2017 January 9	Initial Public Meeting of EPAR-01
2017 January 16	School Level Meeting(s) #1
2017 February 8	Second Public Meeting of EPAR-01
2017 February 13	School Level Meeting #2
2017 March 8	Final Public Meeting of EPAR-01 (presentation of each school's reports)
2017 April 11	Final Senior Administration's Report (FSAR) presented to the Board (and tabled to allow for public delegation)
2017 May 2	Public Delegation Meeting
2017 May 23	FSAR including public delegation input returns to Board for Final Decisions by the Board of Trustees

SECTION 5-PAR CALENDAR & TIMELINE

Final Senior Administration's Report:

- posted for public viewing 2017 March (www.tvdsb.ca/planning)
- presented to the Board 2017 April 11

- 2017 May 2 public delegations will be received

- 2017 May 23 the Board is scheduled to deliberate and make final decisions regarding EPAR-01

APPROVED RECOMMENDATION

THAT the Board authorize Senior Administration to conduct a Pupil Accommodation Review, based on the information provided in the attached Elementary Pupil Accommodation Review-01 Initial Senior Administration's Report, for the following schools:

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

SCHEDULE OF PUBLIC MEETINGS

SCHEDULE OF PUBLIC MEETINGS EPAR-01

MEETING	DATE	TIME	LOCATION
Initial Public Meeting	2017 JAN 09	7:00PM	East Elgin SS
School Level Meeting #1	2017 JAN 16	TBD by PARC	TBD by PARC
Second Public Meeting	2017 FEB 08	7:00PM	Parkside CI
School Level Meeting #2	2017 FEB 13	TBD by PARC	TBD by PARC
Final Public Meeting	2017 MAR 08	7:00PM	East Elgin SS
FSAR Presented to the Board	2017 APR 11	TBD	Board Room
Public Delegation Meeting	2017 MAY 02	TBD	Board Room
Final Board Decision	2017 MAY 23	TBD	Board Room

SCHEDULE OF PUBLIC MEETINGS EPAR-01

- **Please check www.tvdsb.ca/planning for further information on upcoming meeting times and dates as it becomes available**
- **School level meeting information will be posted on individual school websites**

INPUT OPPORTUNITIES & COMMUNICATION

INPUT OPPORTUNITIES: POST DETERMINATION MEETING

The Post Determination meeting will provide Community Organizations:

- **an opportunity to discuss and comment on the recommended options in TVDSB's Initial Senior Administration Report**
- **information on future dates for further input/presentations on the Pupil Accommodation Review**

INPUT OPPORTUNITIES: INITIAL AND SECOND PUBLIC MEETINGS

Members of the public and affected listed Community Organizations may make presentations at the Initial Public Meeting and the Second Public Meeting to the PARC:

- **Must advise of their wish to do so, via e-mail to planning@tvdsb.on.ca, at least 8 Business Days prior to Initial and Second Public meetings**
- **Presentations will be limited to 5 minutes**

PUBLIC MEETING PRESENTATION PROTOCOLS

Presentations:

- **should address the matters of the PAR**
- **should be on the topic they advised TVDSB they would be presenting on**
- **only members of the respective PAR Committee may ask questions of clarification regarding the information presented by TVDSB**
- **only TVDSB Administration and members of the PAR Committee may ask Community Organizations and members of the general public making presentations questions on their presentation**

INPUT OPPORTUNITIES: FINAL SENIOR ADMINSTRATION REPORT

Should a Community Organization or member of the public wish their views to be included in the respective Final Senior Administration Report it is:

- required to submit in writing to planning@tvdsb.on.ca at least 8 Business Days prior to the Final Public Meeting
- Input received will be shared with the PARC

INPUT OPPORTUNITIES: FINAL SENIOR ADMINSTRATION REPORT

Final Senior Administration Report:

- Will be emailed to affected listed community organizations and posted on TVDSB's website at least 10 business days prior Final Report Presentation Meeting

INPUT OPPORTUNITIES: PUBLIC DELEGATION

The Public Delegation Meeting will:

- Allow members of the public to provide feedback to the Trustees on the Final Senior Administration Report
- Be subject to the rules and protocols set out in the Pupil Accommodation and Facility Organization Procedure

INPUT OPPORTUNITIES: PUBLIC DELEGATION

Public Delegation:

- To appear before the Trustees, a presenter package, in the form available on TVDSB's website must be submitted in accordance with the instructions
- Oral presentations will be a maximum of 5 minutes for individuals or representatives of an organization/group, including Community Organizations
- School Councils, Home and School Associations, Community Organizations and the public, will be limited to 1 presentation per PAR

PRESENTATIONS TO THE PUPIL ACCOMMODATION REVIEW COMMITTEE

PRESENTATIONS TO THE PUPIL ACCOMMODATION REVIEW COMMITTEE

Presentation by Dave Mennill

- **Township of Malahide**

QUESTIONS FROM THE PUPIL ACCOMMODATION REVIEW COMMITTEE

Initial Public Meeting – EPAR-01
Monday, January 09, 2017
7:00pm – 9:00pm, East Elgin Secondary School

---

1. **Welcome and Introductions**

K. Bushell introduced the Planning Team, Supervisory Officers, and Trustees present at the meeting:

Planning Team	Supervisory Officers	Trustees
K. Bushell B. Moore C. Wiercinski D. Kettle L. Cutler L. Munro	D. McKenzie P. Macpherson S. Powell	M. Reid, A. Morell G. Hart R. Tisdale J. Bennett C. Goodall P. Schuyler

Please see attached Appendix A for the sign in sheets of the School PAR Subcommittee attendees.

2. **Overview of Agenda**

K. Bushell reviewed the Agenda with the attendees present, and advised that the meeting will adjourn at 9:00pm. If not all questions are answered during this meeting, attendees are encouraged to email their questions directly to the Planning Department email, at planning@tvdsb.on.ca.

3. **Overview of the Orientation Meeting**

B. Moore presented an overview of the information provided at the Orientation Meeting, which took place 2016 December 12, providing:

- A review of the Pupil Accommodation and Facility Organization Procedure
- The Pupil Accommodation Review Committee Roles and Responsibilities

4. **Review of Initial Senior Administration Report EPAR-01**

K. Bushell presented the Initial Senior Administration Report – EPAR-01, which was presented to the Board on 2016 November 22. K. Bushell informed the attendees that all financial and enrolment data is based on the 2015-16 school year.

The following topics were covered during this section:

- Recommendation
- TVDSB Pupil Accommodation Policy
- Education Opportunities and Benefits to Learning (presented by L. Munro)
- 2015-16 Existing Utilization Rates
- Pupil Accommodation Review Overview

- The School Information Profiles (presented by B. Moore)
- The Current and Recommended Solution (K. Bushell reviewed the recommended solutions individually by region, Northern, Southern, Eastern and Western, and as a whole, and indicated that some of these changes are contingent on Ministry of Education funding)
- Financial Statistics
- Timeline for Implementation for the Recommended Solution (presented by B. Moore)
- Community Organizations and Municipal Input (presented by B. Moore)
- Co-Build and Collaboration Opportunities (presented by B. Moore)
- PAR Calendar and Timeline (presented by B. Moore)
- Schedule of Public Meetings (presented by B. Moore)

5. Presentations to the Pupil Accommodation Review Committee

a. Township of Malahide – Mayor Dave Mennill

K. Bushell welcomed and invited Mayor Dave Mennill to the podium to share his presentation. Dave Mennill shared his presentation with the attendees, and will email a copy of this letter to Planning@tvdsb.on.ca. A copy of the presentation is also attached to these minutes as Appendix B.

D. Mennill was the only Community Organization/Municipality who expressed interest in sharing a presentation with the PARC at this Initial Public Meeting.

6. Questions and Comments from the Pupil Accommodation Review Committee

New Sarum PS:

The benefit to students resulting from school consolidation does not apply to us. Why are we recommended for closure?

Based on the geographical area, we search for opportunities to allow us to input more resources into our schools. New Sarum is part of a bigger plan for this opportunity.

Mitchell Hepburn required an addition after it was constructed – how can we be sure this won't be the case for the New School. There is projected growth and development in the SE St. Thomas area for the next few years.

The Ministry of Education funds on current enrolment data only, and will not fund on projected growth.

Can you apply for a smaller school?

The Board could submit a Business Case for a smaller school.

Northdale PS

Can you provide us with specifics on the General Arts Room? If we propose other option for this space will they be considered?

The General Arts room will meet Board Standards and include sound insulation, cabinets, and a large sink. You are more than welcome to include your proposal and any other requests in your PARC School Subcommittee Final Report.

Port Stanley PS

How was the Facility Condition Index (FCI) calculated, and what is included?

The Ministry of Education retained external consultants to review the actual components of the buildings such as the boilers, etc. Any component that is deemed in need of replacement within the next 5 years is then costed using set values by the province. The FCI is the cost of all the building component replacements, and the replacement cost of the school.

How up to date at the numbers?

This review is completed on a five year cycle.

River Heights

Based on the presented River Heights enrolment, the proposal to reduce the boundary reduces the efficiency of the school.

TVDSB has reviewed various options. There is projected growth in Dorchester, and a high need for Child Care in the area as well as a need to fill any empty space due to the attendance area adjustments.

The predicted growth still doesn't bring River Heights into a range that would change the enrolment or OTG.

The OTG is impacted by child care by removing the capacity from the calculated OTG.

South Dorchester

Can you tell us where the physical location of the proposed Belmont school will be?

Unfortunately we cannot share this information as it is a confidential item.

Sparta

In regards to the Board's recommendation to expand the Port Stanley catchment area – why are students being placed in a school that already has high renewal needs, instead of being relocated?

TVDSB has reviewed this situation, and the proposed recommendation is based on a long term plan, and where to best accommodate the students of this area in the future.

Was this decision based on future families, rather than the current families?

Yes, it was.

Springfield

Could you clarify the difference in loading for computer labs? Our computer lab is not attached to our library, it is in a separate room and it is loaded. While if you look at the River Heights library, it is right beside the library and it is not loaded. Is it possible to modify the loading of our computer lab?

The Ministry of Education does not load libraries; they are a resource for the whole school to use. If a computer lab is located in or adjacent to a library, it will not be loaded. If a computer lab is stand alone, the space is loaded at 23.

Your (Springfield's) computer lab used to be a general purpose space used (loaded at 0) for gross motor skills development by the Special Education program. After the program closed, the space was renovated to a computer lab to create more usable space for students in both the library and computer lab.

No, we can't change the loading of the spaces, as they are based on Ministry of Education criteria for a computer lab and libraries.

Summers' Corners

How many students will be moved out of Summers' Corners? Does this include Copenhagen?

There are 19 grade 7/8 Summers' Corners students, residing in the Springfield attendance area, who will be redirected to New Belmont, and there are 79 Summers' Corners students who will be redirected to McGregor and Davenport.

Yes, this does include Copenhagen.

Westminster Central

Which numbers are used in TVDSB Business Cases that are sent to the Ministry of Education?

The most current enrolment numbers are used in the Business Cases presented to the Ministry of Education.

New Sarum

Based on the annual budget – certain savings seem insignificant. Can you explain this?

The main goal for the TVDSB is to provide student accommodation in the most efficient and effective manner, together with providing more opportunities for the school.

Port Stanley

We want to be clear on what we should focus on at our School-Level Meetings – do we welcome the Sparta Community, or focus on the Boundary Areas? What type of feedback do we want?

The main idea is for each PAR School Subcommittee to share this information in the Report and formulate an opinion on feedback for Senior Administration and the Board. There is no specific feedback that is required; all feedback regarding the PAR will be accepted.

How do we deal with the Pierre Elliott Trudeau parents/students who will attend Port Stanley in the future?
It was indicated in the Initial Senior Administration Report that the FI accommodation plan which includes an attendance area review will be conducted after a decision is made by the Board concerning EPAR-01.

River Heights
What is the estimated final OTG with the collaborative/ loaded spaces removed?
Senior Administration is recommending that 2 classrooms (46) and 2 kindergarten classrooms (52) be offered up for collaboration. If that space was repurposed, the resulting OTG at River Heights would be 363.

South Dorchester
Before the final decision is made by the Trustees in May regarding the PAR, will the location of the New Belmont School be released to the public?
We are hoping that we will be able to release the proposed site information as soon as possible.

Sparta
Why isn't the Attendance Area Review included in the binder with the EPAR? Shouldn't the French Immersion Attendance Area Review be included in this study?
The recommendation to use Sparta as an FI School is included in the Report. The attendance area review cannot take place until a decision is made if Sparta would close as regular track school and would be available for the FI program.

Springfield
Our school is being penalized. We have a Spec Ed suite we can't use since you took that away, so that is 9; and a computer lab that is loaded at 23. I think it would be better to bring the Spec. Ed. students into Springfield, since the facility already has a Spec. Ed. suite instead of renovating a space at Summers' Corners. What is the breakdown of costs for Summers' Corners to create a Spec. Ed. Suite?
The renovation costs for Summers' Corners are all tied together, the Spec Ed suite, the Library Learning Commons, and the General Arts classroom. That number is identified in the ISAR. We can break down the cost for the Special Education suite, and get that back to you.

(*Follow up: The cost to renovate for the Special Education Suite at Summers' Corners PS is estimated to be $266,000)

Summers' Corners

Where is a Report to the Board stating the negative impacts that changes have on students, families, and communities?

Change can be difficult, what is difficult for some may not be for others. How students and families handle change (if it is negative) is not up to the Board to decide. I would invite you to share with the Board how you feel on this matter.

7. **Adjournment**

The Meeting was adjourned at 9:00pm as scheduled. K. Bushell thanked the attendees for participating, and informed all attendees that the next Public Meeting is scheduled for 2017 February 08, at Parkside Collegiate Institute.

Pupil Accommodation Review
Thames Valley District School Board

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 JANUARY 09	CAFETERIA, EAST ELGN S.S.	7:00PM - 9:00PM

SCHOOL	FULL NAME	INITIAL
South Dorchester	Catherine Hann	
South Dorchester	Jaclyn Wilson	
South Dorchester	Jessica Johnson	
South Dorchester	Julie Watson	
South Dorchester	Lynn Shoukri	
South Dorchester	Mallory Hesselmans	

APPENDIX A

Pupil Accommodation Review
Thames Valley District School Board

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 JANUARY 09	CAFETERIA, EAST ELGN S.S.	7:00PM - 9:00PM

SCHOOL	FULL NAME	INITIAL
River Heights	Jennifer Coghlin	
River Heights	Jonathan Crellin	
River Heights	Kerby Waud	
River Heights	Melissa Bayes	

APPENDIX A

Pupil Accommodation Review
Thames Valley District School Board

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 JANUARY 09	CAFETERIA, EAST ELGN S.S.	7:00PM - 9:00PM

SCHOOL	FULL NAME	INITIAL
McGregor	Char Ierullo	CI
McGregor	Charlotte Wall	
McGregor	Erin Lynch	
McGregor	Lisa Collard	
McGregor	Lisa Wiebe	

Pupil Accommodation Review
Thames Valley District School Board

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 JANUARY 09	CAFETERIA, EAST ELGN S.S.	7:00PM - 9:00PM

SCHOOL	FULL NAME	INITIAL
Springfield	Chris Cox	
Springfield	Greg Fentie	
Springfield	Jean Turner	
Springfield	Jennifer Burns	
Springfield	Jessica Goodwill	
Springfield	Johnny Wilson	
Springfield	Mary Giesbrecht	
Springfield	Rebecca Clark	

Pupil Accommodation Review
Thames Valley District School Board

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 JANUARY 09	CAFETERIA, EAST ELGN S.S.	7:00PM - 9:00PM

SCHOOL	FULL NAME	INITIAL
Summers' Corners	Carrie Otter	
Summers' Corners	Chris Otter	
Summers' Corners	Crystal Underhill	
Summers' Corners	Jennifer Kestaloot	
Summers' Corners	Joshua Hernandez	
Summers' Corners	Karen Kasza	
Summers' Corners	Nichol De Lee Beeck	
Summers' Corners	Patricia Tomico	
Summers' Corners	Tina Wiebe	
Summers' Corners	Trudy Friesen	

Samantha Hutton-Walker SHW

APPENDIX A

Pupil Accommodation Review
Thames Valley District School Board

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 JANUARY 09	CAFETERIA, EAST ELGN S.S.	7:00PM - 9:00PM

SCHOOL	FULL NAME	INITIAL
Northdale Central	Carissa McNeil	
Northdale Central	Catherine Zeisner	CZ
Northdale Central	Heather Householder	
Northdale Central	Jack Householder	
Northdale Central	Jen Nuyens	JeN.
Northdale Central	Mason Decock	
Northdale Central	Nicole Decock	

Pupil Accommodation Review
Thames Valley District School Board

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 JANUARY 09	CAFETERIA, EAST ELGN S.S.	7:00PM - 9:00PM

SCHOOL	FULL NAME	INITIAL
Port Stanley	Amanda Morrow	
Port Stanley	Farley See	
Port Stanley	Janet Palmer	
Port Stanley	Jocelyne Asselin	
Port Stanley	Ross Palmer	
Port Stanley	Sarah Baitz	
Port Stanley	Sheila Pinder	
Port Stanley	Trish Rodgers	

Pupil Accommodation Review
Thames Valley District School Board

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 JANUARY 09	CAFETERIA, EAST ELGN S.S.	7:00PM - 9:00PM

SCHOOL	FULL NAME	INITIAL
Mitchell Hepburn	Bev Galilanez	
Mitchell Hepburn	Burk Morgan	
Mitchell Hepburn	Christa Mobberley	
Mitchell Hepburn	Christine Cheema	
Mitchell Hepburn	Cliff Williams	
Mitchell Hepburn	Dave Remy	
Mitchell Hepburn	Donna Cowie	
Mitchell Hepburn	Lisa Rattray	
Mitchell Hepburn	Meredith Webster	
Mitchell Hepburn	Sarah Jackson	

2 family funerals

Pupil Accommodation Review
Thames Valley District School Board

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 JANUARY 09	CAFETERIA, EAST ELGN S.S.	7:00PM - 9:00PM

SCHOOL	FULL NAME	INITIAL
Sparta	Aaron Everatt	
Sparta	Alison Fleming	
Sparta	Bill Reid	
Sparta	Esther Wendel-Carather	
Sparta	Ethan Reid	
Sparta	Greg Fish	
Sparta	Heather Derks	
Sparta	Liz Stevens	
Sparta	Meagan Ruddock	
Sparta	Ronin Fleming	R.F
Sparta	Sarita Vandernault	
Sparta	Todd Sawyer	

APPENDIX A

Pupil Accommodation Review
Thames Valley District School Board

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 JANUARY 09	CAFETERIA, EAST ELGN S.S.	7:00PM - 9:00PM

SCHOOL	FULL NAME	INITIAL
New Sarum	Amy Smith	
New Sarum	Carroll Wiebe	
New Sarum	Kate Hurst	
New Sarum	Laura Morgan	
New Sarum	Melanie White	
New Sarum	Tammy Loucks	
New Sarum	Trudy Bunde	
New Sarum	Warren Zavarella	

APPENDIX A

Pupil Accommodation Review
Thames Valley District School Board

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 JANUARY 09	CAFETERIA, EAST ELGN S.S.	7:00PM - 9:00PM

SCHOOL	FULL NAME	INITIAL
Westminster Central	Adam Miller	
Westminster Central	Amanda Bradish	
Westminster Central	Bill Rabbitts	
Westminster Central	Jaydon Laidlaw	
Westminster Central	Louise Laidlaw	
Westminster Central	Melissa Hough-Givlin	
Westminster Central	Mohamed Mohamed	
Westminster Central	Nicole Hamilton	
Westminster Central	Paul DeActis	
Westminster Central	Sarah Fletcher	
Westminster Central	Tanya Brown	
Westminster Central	Walid Mohamed	

Pupil Accommodation Review
Thames Valley District School Board

INITIAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 JANUARY 09	CAFETERIA, EAST ELGN S.S.	7:00PM - 9:00PM

SCHOOL	FULL NAME	INITIAL
Davenport	Kimberly Simpson	
Davenport	Lisa McLeod	
Davenport	Margaret Harder	x has resigned as school council Chair
Davenport	Martin Haalstra	MH

FSAR EPAR-01: APPENDIX F

APPENDIX A

APPENDIX B

Good evening Ladies and Gentlemen,

On behalf of Malahide Township Council and the Springfield community, I would like to thank you for giving me the opportunity to speak with you tonight. I wish to address our concerns with respect to the proposal to close the Springfield Public School.

The 'Pupil Accommodation Review' is an in-depth and well researched project completed by the Thames Valley District School Board staff. I fully understand the School Board's position in trying to financially balance their ledger.

As Mayor of Malahide, I am quite familiar that every year at budget time, trying to maintain a level of service that is mandated by the Province, while at the same time receiving less transfer payments than the year before, is challenging. On occasion, we have made financial decisions that looked good on paper, but when it came to the actual implementation, it became clear that we did not always realize the impact that it would have on our ratepayers; and sometimes, in the best interests of our residents, we would reverse the initial decision.

My goal tonight is to point out to you the benefits of keeping the Springfield Public School open. I would ask that you consider the broader impacts of closing the school, both to the students and to the Springfield community as a whole, and to not just focus on the bottom line.

I cannot disagree with the current sixty two percent occupancy rate; however, one of the recommendations in Section Three of the Staff Report, is to transfer some of the students from Springfield to the proposed new school in Belmont, while another recommendation proposes to transfer some of the Springfield students to the Summers Corners Public School. As well, there is a recommendation to transfer some Grade Seven and Eight students from the Davenport Public School to the new school in Belmont.

Instead, I would like to suggest putting the Grade Seven and Eight students that were once a part of the Springfield Public School, back into that school to raise the occupancy up to the Board's desired eighty three percent minimum. This would reduce the average student cost and make the school more viable, while also maintaining its place as a key social and cultural resource to the community.

One policy of the Board is to promote "student achievement, safety and well-being". The Springfield Public School is accomplishing those goals!

When it comes to achievements, the Grade 6 provincial testing in 'Reading' put Springfield at eighty five percent, well above the Board average of seventy five percent

and the Provincial average of eighty one percent. In 'Writing', Springfield was at eighty five percent, again, well above the Board average of sixty nine percent and the Provincial average of eighty percent. In 'Math', although the results are lower at forty five percent, they are still above the Board average of forty four percent and almost at the Provincial level of fifty percent.

With respect to safety and wellbeing, more than forty percent of the students currently walk to school, and all of its students walk regularly to the local Malahide Public Library for programming throughout the year.

Under the new proposal, one hundred percent of the students will be bussed from Springfield and no one walks. As well, the distance that the majority of those students will be bussed will be substantially greater.

While I do not have specific data, I would argue that a longer bus ride may have negative impacts on student performance and health. Whereas walking to and from school promotes physical activity – a key goal of both the School Board and the Province.

There has been some research in the U.S. that suggests that many students that spend a longer amount of time on a bus report lower grades and poorer levels of fitness. They also participate in fewer social activities and have poorer study habits. The universal complaint by those students that were studied is the loss of choice in activities and the overall loss of sleep.

I am especially concerned that the research further suggests that it may have a negative impact on a healthy lifestyle – the longer the bus ride, the more likelihood of the student skipping breakfast.

The Springfield Public School is a school with an enviable community spirit. The students and teachers have worked collectively to engage in responsible and constructive community action. This past year, they won an award in the Ontario Schools Battery Recycling Challenge. This small, rural school came in first for all of Ontario in recycling batteries. There is a distinct sense of belonging and community spirit present in Springfield.
The Springfield Public School also benefits from its close proximity to the Malahide Public Library. As already mentioned, all students walk regularly to the Malahide Public Library for various programs throughout the year.

Our Springfield librarians give one hundred fifty percent when promoting literacy as is indicated by their success in the 'Toronto Dominion Canada Trust First Reading Program'. They came in first in 2007 and they came in second in 2010.

We are extremely proud of our local library; I was witness to a program that they offered where two times a month the Junior Kindergarten children and the Senior Kindergarten children were paired with Seniors from the Terrace Lodge Nursing Home for story time and art. That program benefitted the young children and the older residents both on an academic and an emotional level. While the children experienced the joy of reading, the Seniors were given a meaningful purpose as they gave individual attention to the students, a program that could not happen if the school were not located in the community. The Springfield librarians know the children by their name, as well as the names of their parents, and probably even their grandparents. You will never get that intimacy in a large school. The benefit of having such a partnership between the school and the Village library is similar to "putting on a pair of jeans fresh out of the drier on a cold day". It just feels soooo good.

Schools are the hubs of their communities and have an importance that goes beyond education; they play a major role in the economic development of their communities and they make communities more attractive to newcomers. Businesses are more likely to move to communities with schools, and families will not move to communities without schools.

The Village of Springfield is designated as the number one growth area in Malahide Township. This is not apparent in the Initial Senior Administration Report. In the past five years, there were twenty-five new homes built in the Springfield catchment area. There is a new subdivision on the west end of the Village where five homes were built in 2016 with a plan by a local developer to build thirty-five more homes. The Malahide Staff are always on the alert for grant programs to assist the Township in upgrading municipal services. We are currently trying to acquire grant money to extend the municipal water pipeline in to Springfield; if that could happen, it would enable the development of additional plans of subdivision in South Springfield totalling more than five hundred and forty single detached homes. Although this has not yet happened, there is a huge potential for an increase in student population in the future.

As well, the Township's median age is well below the provincial average. This tells me that young families want to raise their children in a small and more intimate community, complete with a neighbourhood school.

I am very concerned that if Springfield loses its school, its viability will be endangered. I am worried that some families with children will leave the community rather than have their children bused for long periods of the day, new families will not move to the community, real estate values will drop, and local businesses will suffer.

I hope that you will seriously consider my presentation and re-examine your position regarding the future of the Springfield Public School.

When you close a school in a small community, you take the heart out of that community. If I may quote a line out of the 'Griswald Christmas Vacation' when Mr. Shirley cancelled the Christmas bonus, he stated "what looked like a good idea on paper really loses its lustre in the long run. In the end, it is really people that count."

Sincerely,
Mayor Dave Mennill
Township of Malahide

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW 01

Date	Location	Time
2017 February 08	Cafeteria, Parkside Collegiate Institute 241 Sunset Dr., St. Thomas	6:00pm – 9:30pm

AGENDA

1. Welcome and Introductions
2. Overview of the Agenda
3. Update of the Initial Senior Administration Report: EPAR-01:
    a. Questions received to date
    b. Final Senior Administration Report Update
4. PARC Subcommittee update on School-Level Meetings *(10 minutes each)*
    a. Davenport PS
    b. McGregor PS
    c. Mitchell Hepburn PS
    d. New Sarum PS
    e. Northdale Central PS
    f. Port Stanley PS
    g. River Heights PS
    h. South Dorchester PS
    i. Sparta PS
    j. Springfield PS
    k. Summers' Corners PS
    l. Westminster Central PS
5. ***Five Minute Break***
6. Presentations to the Pupil Accommodation Review Committee
    a. Crystal Underhill - Summers' Corners PS Parent Council *(10 minutes)*
    b. Sally Martyn – Member of the Public *(5 minutes)*
    c. Alison Fleming – Sparta PS Parent Council *(10 minutes)*
    d. Laura Morris – Next to Mom, *Listed Community Organization (10 minutes)*
    e. Kellen De Vos – Member of the Public *(5 minutes)*
    f. Janet Kennedy – *Member of the Public (5 minutes)*
7. Questions from the Pupil Accommodation Review Committee
8. Adjournment

We build each student's tomorrow, every day.

ELEMENTARY PUPIL ACCOMMODATION REVIEW 01

SECOND PUBLIC MEETING
2017 FEBRUARY 08

INTRODUCTIONS

AGENDA

1. Welcome and Introductions
2. Overview of the Agenda
3. Update of the Initial Senior Administration Report
4. PARC Subcommittee update on School-Level Meetings
5. Break
6. Presentations to the Pupil Accommodation Review Committee
7. Questions from the Pupil Accommodation Review Committee
8. Adjournment

UPDATE OF THE INITIAL SENIOR ADMINISTRATION REPORT

REVISED IMPLEMENTATION SCHEDULE

Implementation Timeline by School			
Existing School	**Closure**	**Consolidated Attendance Area**	**New Accommodation**
Northdale Central PS		2020-07-01*	
River Heights PS		2020-07-01*	
South Dorchester PS	2020-06-30*		
Springfield PS	2020-06-30*		
Westminster Central PS	2020-06-30*		
New Belmont		2020-07-01*	2020-09-01*
New Sarum PS	2020-06-30*		
Port Stanley PS (English)		2018-07-01	
Port Stanley PS (FI/Extended FI program)	2018-06-30	2018-07-01	2018-09-01* *at Sparta*
Sparta PS	2018-06-30*		

*Dates that are contingent on Ministry of Education Capital Funding Approval
2016 December 05 - Corrections
Final Senior Administration Report (FSAR) changes from Initial Senior Administration Report (ISAR)

REVISED IMPLEMENTATION SCHEDULE

Implementation Timeline by School			
Existing School	**Closure**	**Consolidated Attendance Area**	**New Accommodation**
Davenport PS (Summers' Corners)		2020-07-01	
Davenport PS (Grade 4-8)		2018-07-01	
Davenport PS (New Sarum)		2020-07-01*	
McGregor PS (Summers' Corners)		2020-07-01	
McGregor PS (JK-3)		2018-07-01	
McGregor PS (New Sarum)		2020-07-01*	
Summers' Corners PS (McGregor/Davenport)		2020-07-01*	
Summers' Corners PS (Springfield)		2020-07-01*	
Mitchell Hepburn PS		2020-07-01*	
New SE St. Thomas		2020-07-01*	2020-09-01*

*Dates that are contingent on Ministry of Education Capital Funding Approval
2016 December 05 - Corrections
Final Senior Administration Report (FSAR) changes from Initial Senior Administration Report (ISAR)

UPCOMING PAR MEETINGS/TIMELINES

SCHEDULE OF PUBLIC MEETINGS EPAR-01

MEETING	DATE	TIME	LOCATION
Initial Public Meeting	2017 JAN 09	7:00PM	East Elgin SS
School Level Meeting #1	2017 JAN 16	TBD by PARC	TBD by PARC
Second Public Meeting	**2017 FEB 08**	**6:00PM**	**Parkside CI**
School Level Meeting #2	2017 FEB 13	TBD by PARC	TBD by PARC
Final Public Meeting	2017 MAR 08	TBD	East Elgin SS
FSAR Presented to the Board	2017 APR 11	TBD	Board Room
Public Delegation Meeting	2017 MAY 02	TBD	Board Room
Final Board Decision	2017 MAY 23	TBD	Board Room

SCHOOL LEVEL MEETINGS

- Next School-Level Meetings have been set by TVDSB for 2017 February 13
- Any further School-Level Meetings are to be completed by 2017 February 24
- All requests for additional information must be received by 2017 February 24 to planning@tvdsb.on.ca

REPORTS OF SCHOOL PARC SUBCOMMITTEE

- Each School PARC Subcommittee is to prepare a written report on the input received at their respective School-Level Meetings
- Completed and submitted to planning@tvdsb.on.ca on or before the Final Public Meeting (2017 March 8)
- A PARC School Subcommittee need not reach consensus as to the content of their written report and, if necessary, each member can prepare their own section to form the report
- In the event a School PARC Subcommittee elects not to submit a written report, the Pupil Accommodation Review Process will proceed without such report

FINAL PUBLIC MEETING

- PARC School Subcommittees will present their reports on the input received from their School Communities
- Such report is not to exceed 10 minutes
- There will be no presentations from Community Organizations or the public
- At the end of each report presentation, TVDSB Administration and the chairs of the other School PARC Subcommittees will be entitled to ask the presenter questions of clarification

INPUT OPPORTUNITIES: FINAL SENIOR ADMINSTRATION REPORT

Should a Community Organization or member of the public wish their views to be included in the respective Final Senior Administration Report it is:

- required to submit in writing to planning@tvdsb.on.ca by 2017 February 23
- Input received will be shared with the PARC

SCHOOL SUBCOMMITTEE UPDATES

DAVENPORT PS

MCGREGOR PS

MITCHELL HEPBURN PS

NEW SARUM PS

NORTHDALE CENTRAL PS

PORT STANLEY PS

RIVER HEIGHTS PS

SOUTH DORCHESTER PS

SPARTA PS

SPRINGFIELD PS

SUMMERS' CORNERS PS

WESTMINSTER CENTRAL PS

5 MINUTE BREAK

PRESENTATIONS TO THE PUPIL ACCOMMODATION REVIEW COMMITTEE

QUESTIONS FROM THE PUPIL ACCOMMODATION REVIEW COMMITTEE

Second Public Meeting – EPAR-01
Wednesday, February 08, 2017
6:00pm – 9:30pm, Parkside, Collegiate Institute

---

1. **Welcome and Introductions**

K. Bushell welcomed everyone to the meeting, introduced the Trustees present. The Planning team and Supervisory officers introduced themselves.

Planning Team	Supervisory Officers	Trustees
K. Bushell B. Moore D. Kettle C. Wiercinski L. Cutler L. Munro	D. Macpherson P. McKenzie S. Powell	J. Todd C. Goodall G. Hart J. Bennett A. Morell

Please see attached Appendix A for sign in sheets of the School PAR Subcommittee attendees.

2. **Overview of the Agenda**

K. Bushell provided the attendees an overview of the Agenda item to be discussed, and indicated two adjustments:

i. Prior to the presentations by the School PAR Subcommittees, Springfield will share a tribute to Mike Wolfe, the Deputy Mayor of the Township of Malahide.
ii. Laura Morris, from Next To Mom is unable to attend the meeting, but has forwarded her input, which will be attached to the meeting minutes.

K. Bushell informed the attendees of the contents of the packages they have received on their tables. Each member received an agenda, PowerPoint, updated implementation chart and ISAR corrections. A document of all PARC and Public questions submitted regarding the EPAR and the Schedule B: Public Meetings protocol was provided for the table to share.

3. **Update of the Initial Senior Administration Report: EPAR-01:**

a. Questions Received to date

Each PARC received a group copy of the Q&A documents for each School, submitted to the Planning Department. K. Bushell indicated that TVDSB has responded to 284 questions to date.

b. Final Senior Administration Report Update

Since the Initial Public Meeting, TVDSB has met with the Ministry of Education to discuss the Capital Funding release dates, and based on the information discussed and received, adjustments have been made to certain implementation dates in the ISAR.

K. Bushell provided an overview of the updated implementation chart (see attached Appendix B), outlining the adjusted dates for certain schools.

B. Moore provided a brief review of:

- The upcoming PAR meetings and timelines, highlighting the following important information:
  - The next School-Level Meetings date, set by TVDSB, for 2017 February 13
  - Any further School-Level Meetings are to be completed by 2017 February 24
  - All requests for additional information must be received by 2017 February 24 to planning@tvdsb.on.ca

- The Report of School PARC Subcommittees, which is to be submitted on or before the Final Public Meeting on 2017 March 08
- The outline of the Final Public Meeting on 2017 March 08
- The protocol and deadline of 2017 February 23 for Community Organizations and Members of the Public who wish to have their views included in the Final Senior Administration Report

Additional Item

As indicated at the beginning of the Meeting, a representative from Springfield PS was asked to the podium to give a brief memorial to Mike Wolfe, the Deputy Mayor of the Township of Malahide, who recently passed away.

A moment of silence was asked of the attendees.

4. PARC Subcommittee updates on School level Meetings (10 minutes each)

During this time, each of the School PAR Subcommittee Chairs (or their respective designate) updated the remaining School PAR Subcommittees on discussions had and comments made at their School level Meetings

Please see chart below for a listing of appendices included.

School Name	Attachment	School Name	Attachment
Davenport PS	Appendix C	River Heights PS	N/A
McGregor PS	N/A	South Dorchester PS	Appendix F
Mitchell Hepburn PS	Appendix D	Sparta PS	Appendix G
New Sarum PS	Appendix E	Springfield PS	Appendix H
Northdale Central PS	N/A	Summers' Corners	Appendix I
Port Stanley PS	N/A	Westminster Central PS	N/A

5. BREAK

K. Bushell indicated that there will be a break, prior to the start of the next section.

6. Presentations to the Pupil Accommodation Review Committee

During this time, Community Organizations and Members of the Public who completed a "Request for Presentation" form located on the TVDSB Planning Webpage, had the opportunity to share their input to the Pupil Accommodation Review Committee.

Name		Attachment
Sally Martyn	Member of the Public	Appendix J
Alison Fleming	Sparta PS Parent Council	N/A
Laura Morris	Next to Mom, Listed Community Organization	Appendix K
Kellen De Vos	Member of the Public	Appendix L
Janet Kennedy	Member of the Public	Appendix M
Crystal Underhill	Summers' Corners PS Parent Council	Appendix N

K. Bushell indicated that if the PARC members would like their presentation included in the Final Senior Administration Report which will be presented to the Trustees, they should email their file to planning@tvdsb.on.ca no later than 2017 February 24.

7. Questions from the Pupil Accommodation Review Committee

SPRINGFIELD:

[Comment: We reviewed the water well reports for both Springfield and Summers' Corners and from our findings they are very similar, if not worse for Summers' Corners. Taking into consideration the factory farms next door to the school which have expanded since the time of the Report. We have concerns that the servicing will not be enough to withhold the demand from the incoming students, since once the school is loaded to your predictions, the demand on the well and septic sewage will increase even more.]

TVDSB has stated that Springfield is not serviced and we do not agree with this based on the above information. Are your costs for the septic system at the school accurate?
The TVDSB has not indicated that the reason for the closing of Springfield is fully due to the servicing system. The servicing matters are dealt with at a municipal level, as they determine where they will be servicing. The School Board reviews these findings and looks for opportunities where Municipalities have potential growth.

If the Board decides to approve the proposed recommendations and students will be transferred to Summers' Corners, all of the above mentioned concerns will be taken into account and applicable reviews and tests will be completed to ensure the school and various systems are up to standards.

What are the nitrate levels at the School?
We do not have that information on hand.

Once the school is fully loaded what will the nitrate levels be? If you are not aware what they are now, how can you determine that the school is safe now?
If the recommendation to move students into Summers' Corners is approved, the Board will conduct its standard procedure of analyzing and testing the school to ensure the entire facility is up to legislation requirements. If there will be a need for any changes, these revisions will be completed.

SPARTA

Why are the needs for the New Belmont School and needs for New Southeast St. Thomas School being assessed in the same Pupil Accommodation Review?
Both of the schools are connected, as they are both located in the Central Elgin Region, and have similar growth/decline patters. In addition, as there is a natural break between the students, Senior Administration decided to complete on full analysis on the area altogether.

[Comment: We don't feel it is a complete review without Pierre Elliott Trudeau and Elgin Court PS]
Senior Administration did not include French Immersion with the EPAR 01 since any accommodation study for the FI Program will require a surplus school to maintain the single track program. We must have a surplus school before we can discuss a second French Immersion Public School. In regards to Elgin Court PS, the school was not included as there is a large growth development projected within the schools boundaries, therefore the space will be needed at the school in the future.

SOUTH DORCHESTER

Our school has many issues, such as water, building improvements, etc, which require attention – If the New Belmont School is not approved, will these renovations/updates be provided to our school?
If the recommendation is not supported, facility services will maintain the school. TVDSB will support the school remaining open, and potentially seek out another plan for accommodation.

RIVER HEIGHTS

We have been told that the Community Use and Day Care Proposals can only be considered if the capacity is under 60%. Would the school still be considered for this proposal if the capacity if over 60% due to the changes resulted from in the proposed recommendations?
This is a misunderstanding. The Ministry of Education requires Boards to publish a list of schools which have under 60% utilization or 200 empty pupil places for two years, for possible collaboration opportunities. For the Board, this is not the only form in which collaboration is available.

For your school (River Heights), with or without a recommendation, the Board will be going forward with a Child Care Centre. The amount of existing space that could be converted into the Child Care Centre is dependant on the Board decisions regarding the EPAR-01. The Board is committed to a child care space at this location.

PORT STANLEY

In regards to the natural boundaires, have you reviewed the scenario involving moving students into the Port Stanley boundary that are currently in the Southwold, Union, or Sparta area? Could this be an option to leave all the schools open?
Senior Administration has reviewed these options many times. Southwold is at capacity and is stable, and therefore we focused on combining the attendance areas of Port Stanley and Sparta

NEW SARUM

Our Committee is concerned over the growth at the proposed Southeast St. Thomas School. If the school is projected to grow to up to 700 students, where will you accommodate our students?
The plan for the New Southeast St. Thomas School would be to build it to a capacity of approximately 500 pupil places. The school would be designed to allow for additional classrooms in the future. As the school grows, portables could be required until a permanent addition is completed.

If you are looking to keep students within the community, why is there a Holding Zone designated to Port Stanley if there is a number of open spaces in Elgin County?
The Holding Zone Policy states that TVDSB must place students there until permanent accommodation can be determined. We cannot predetermine how quickly subdivisions will grow to fill this space.

McGREGOR

How serious is the Board about having a Child Care Centre at the School?
The Ministry of Education and the Board are very supportive of Child Care facilities at elementary schools. If there is an opportunity for a Child Care facility at McGregor, there are a number of conditions which the TVDSB has to follow and factor in, such as working with a local child care provider, and ensuring appropriate space is available at the school.

DAVENPORT

You keep mentioning that these recommendations are based on a 20-30 year horizon. Does this mean that once a decision is made in this process, there will not be any more opportunities to revisit this in the future? How long are these decisions in place? What happens if Springfield has major growth in the future?
When proposing these recommendations, planning is completed for a 15-20 year projection window, but accommodation must be reviewed regularly and development and residential growth must also be taken into account. TVDSB revisits various issues/solutions on a yearly basis.

SUMMERS' CORNERS

Why do you want to move Malahide students into the Town of Aylmer?
This is based on the attendance area surrounding Aylmer. Currently students are being bussed passed the schools in Aylmer to attend Summers' Corners. We are seeking input from the Community if it would be more efficient to have the students attend a school closer to their homes.

SPRINGFIELD

When a school has excess space it still costs money to staff, operate, etc. How does the French Immersion impact the low enrolment of English track? Can TVDSB put caps on the French Immersion Program?

There are various challenges with any program, and individuals have the opportunity to exercise that choice. The French Immersion program is a choice that the Ministry of Education supports. It is important to note that the Ministry of Education will not fund construction to meet French Immersion accommodation pressure; therefore the Board must find a way to provide this in a different manner. There is a growing interest in the County of Elgin to have a second language program, therefore we are trying to accommodate this.

SPARTA

In regards to the implementation timeline proposed, why is there a rush to close Sparta PS in 2018, when the other schools will be impact in 2020? Could Sparta PS also remain status quo until 2020?

This recommendation for Sparta PS is not impacted by Ministry of Education capital funding, therefore it remained as 2018. But, of course it could remain status quo until 2020; please include this input in your Report.

SOUTH DORCHESTER

How likely is it that there will be a Child Care centre at the New Belmont PS?

The Board is required by procedure to work with local Consolidate Municipal Services Manager (CMSM) to put in a joint submission for child care if local authority feels there is a need. This requests is sent to the Ministry of Education for approval and funding.

NEW SARUM

The School Communities are trying to make themselves as informed as possible to make meaningful recommendations in their Final Reports. How are we supposed to provide meaningful input if financial information is not available on certain options?

In order to provide you with the requested information, we would have has to separate New Sarum students from the proposed scenarios, re-run all the numbers etc. This request could not be completed in a reasonable time frame.

This EPAR encompasses twelve schools and two new ones into one scenario/option. How is this not a biased option?

Senior Administration is required to produce one recommendation to the Board, as we have done. Please feel free to include this input in your report.

MITCHELL HEPBURN

[Comment: When Mitchell Hepburn PS was built, the projected growth was not taken into account. We think that the same thing will happen to the new Southeast St. Thomas School in the future.]
The Ministry of Education will only fund accommodation that the Board has studied currently, or can project within a year. We cannot build extra classrooms to hold for future growth.

In regards to the timelines for 2020, as the growth may be different by this time, will the Board revisit closing New Sarum PS?
When the TVDSB projects growth it builds schools for the projected enrolment when the school is set to open.

McGREGOR

Will we be able to move ahead with proposed changes after this report or do we have to wait for new schools to be built?
The renovation timelines for your school will be tied to the Board approved recommendations.

SUMMERS' CORNERS

Referring back to the presentation by Sally Martyn, why can the Board build a smaller school in Belmont, and leave the smaller schools open? Is the 500-700 pupil place school the only option?
The Ministry of Education is looking for efficiency when funding new schools, and will be looking for the most efficient way to accommodate the students in the surrounding area.

What happens if recommendation falls through, who is accountable for the mistakes? Children and Communities pay the price now, but 5 years down the road who is accountable if this data is wrong?
The Board creates its recommendations and plans on information and projections provided for a specific timeframe set out by the Ministry of Education. Various numbers and statistics can change in this time frame, and the Board must accommodate and adapt for these changes as they appear.

SPRINGFIELD

[Comment: Funding is done based on the current students and levels, but the census data has indicated a percent increase for our community which should be taken into consideration, and is not in the Report. This information can also change because of the election.]

Springfield is identified as a growth area. Would the Board do the right thing and build a school for 300 to keep Springfield open?
We have been made aware that Springfield is a growth area, but it still has no plans for servicing to allow for residential growth.

SPARTA

What are the main problems that this PAR is seeking to address?

- Adjusting Attendance Areas in order to balance enrolment and capacity
- Growth
- Decline
- French Immersion

NEW SARUM

The Pupil Accommodation Review Policy states that it is the Policy of the Board to provide students with accommodation which supports student achievement, safety, and well-being. How was the ISAR formed to ensure student achievement, well being, and safety of students.
Senior Administration reviewed student achievement by the district; there is no consistent pattern or data that states that a bigger or smaller school is better for students. Academic results have to do with the learning culture of the schools, which is not related to school size directly. In regards to safety and well-being; all schools and staff regardless of the school, strive for this first and foremost.

MITCHELL HEPBURN

With the implementation timeline being pushed back, what further plans are being made to assist with the growth at Mitchell Hepburn?
The Board has approved the Southeast St. Thomas Holding Zone to direct students within the area to Port Stanley. Also, additional portables may be required until permanent accommodation is available.

MCGREGOR

Based on the implementation timelines, will any upgrade be done to the school in 2018?
If the Board approved the recommendations, the design and renovations will begin within the year on both schools.

8. Adjournment

The meeting was adjourned at 9:30pm. K. Bushell thanked the presenters for providing their input, and all the attendees for joining the meeting.

K. Bushell informed all the attendees that the Final Public Meeting will be held on 2017 March 08, at East Elgin S.S., and that at this meeting, all School PAR Subcommittees will be give an opportunity to present their Final Reports.

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 February 08	Cafeteria, Parkside C.I.	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Davenport	Kimberly Simpson	
Davenport	Lisa McLeod	
Davenport	Margaret Harder	N/A.
Davenport	Martin Haalstra	

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 February 08	Cafeteria, Parkside C.I.	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
McGregor	Charlotte Wall	
McGregor	Erin Lynch	
McGregor	Lisa Collard	
McGregor	Lisa Wiebe	
McGregor	Char Ierullo	

Pupil Accommodation Review
Thames Valley District School Board

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 February 08	Cafeteria, Parkside C.I.	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Mitchell Hepburn	Cliff Williams	
Mitchell Hepburn	Bev Galilanez	
Mitchell Hepburn	Burk Morgan	
Mitchell Hepburn	Christa Mobberley	
Mitchell Hepburn	Christine Cheema	Regrets
Mitchell Hepburn	Dave Remy	
Mitchell Hepburn	Donna Cowie	
Mitchell Hepburn	Lisa Rattray	
Mitchell Hepburn	Meredith Webster	
Mitchell Hepburn	Sarah Jackson	resigned

Pupil Accommodation Review
Thames Valley District School Board

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 February 08	Cafeteria, Parkside C.I.	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
New Sarum	Warren Zavarella	
New Sarum	Trudy Bunde	
New Sarum	Tammy Loucks	
New Sarum	Melanie White	
New Sarum	Laura Morgan	
New Sarum	Kate Hurst	
New Sarum	Carroll Wiebe	
New Sarum	Amy Smith	

Pupil Accommodation Review
Thames Valley District School Board

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 February 08	Cafeteria, Parkside C.I.	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Northdale Central	Catherine Zeisner	CZ
Northdale Central	Carissa McNeil	
Northdale Central	Heather Householder	
Northdale Central	Jack Householder	
Northdale Central	Jen Nuyens	
Northdale Central	Mason Decock	
Northdale Central	Nicole Decock	

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 February 08	Cafeteria, Parkside C.I.	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Port Stanley	Sheila Pinder	
Port Stanley	Amanda Morrow	
Port Stanley	Farley See	
Port Stanley	Janet Palmer	
Port Stanley	Jocelyne Asselin	
Port Stanley	Ross Palmer	
Port Stanley	Sarah Baitz	
Port Stanley	Trish Rodgers	

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 February 08	Cafeteria, Parkside C.I.	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
River Heights	Kerby Waud	
River Heights	Jennifer Coghlin	
River Heights	Jonathan Crellin	
River Heights	Melissa Bayes	

Pupil Accommodation Review
Thames Valley District School Board

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 February 08	Cafeteria, Parkside C.I.	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
South Dorchester	Lynn Shoukri	
South Dorchester	Catherine Hann	
South Dorchester	Jaclyn Wilson	
South Dorchester	Jessica Johnson	
South Dorchester	Julie Watson	
South Dorchester	Mallory Hesselmans	

Pupil Accommodation Review
Thames Valley District School Board

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 February 08	Cafeteria, Parkside C.I.	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Sparta	Esther Wendel-Carather	
Sparta	Aaron Everatt	
Sparta	Alison Fleming	
Sparta	Arika Everatt-Meeuse	
Sparta	Colt Meeuse	CM
Sparta	Greg Fish	
Sparta	Heather Derks	
Sparta	Liz Stevens	
Sparta	Meagan Ruddock	
Sparta	Ronin Fleming	RF
Sparta	Sarita Vandernault	
Sparta	Todd Sawyer	

Pupil Accommodation Review
Thames Valley District School Board

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 February 08	Cafeteria, Parkside C.I.	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Springfield	Jennifer Burns	
Springfield	Chris Cox	
Springfield	Greg Fentie	
Springfield	Jean Turner	
Springfield	Jessica Goodwill	
Springfield	Johnny Wilson	
Springfield	Mary Giesbrecht	
Springfield	Rebecca Clark	

Pupil Accommodation Review
Thames Valley District School Board

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 February 08	Cafeteria, Parkside C.I.	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Summers' Corners	Patricia Tomico	
Summers' Corners	Carrie Otter	
Summers' Corners	Chris Otter	
Summers' Corners	Crystal Underhill	
Summers' Corners	Jennifer Kestaloot	
Summers' Corners	Joshua Hernandez	
Summers' Corners	Karen Kasza	
Summers' Corners	Nichol De Lee Beeck	
Summers' Corners	Tina Wiebe	
Summers' Corners	Trudy Friesen	

APPENDIX A

Pupil Accommodation Review
Thames Valley District School Board

SECOND PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 February 08	Cafeteria, Parkside C.I.	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Westminster Central	Bill Rabbitts	✓
Westminster Central	Adam Miller	✓
Westminster Central	Tanya Brown	✓
Westminster Central	Walid Mohamed	
Westminster Central	Amanda Bradish	✓
Westminster Central	Jaydon Laidlaw	
Westminster Central	Louise Laidlaw	
Westminster Central	Melissa Hough-Givlin	✓
Westminster Central	Mohamed Mohamed	
Westminster Central	Nicole Hamilton	
Westminster Central	Paul DeActis	✓
Westminster Central	Sarah Fletcher	✓

APPENDIX B
2017 February 08

TIMELINE FOR IMPLEMENTATION *UPDATED*:

Initial implementation is proposed for September 2018, for attendance area changes and where no/or limited capital funding is required. Full implementation would be complete for September **2020**, contingent upon Ministry of Education approval and funding. The Board is unable to fund or complete the proposed recommendations without Ministry funding, other than as indicated below.

The transition planning will be completed in consultation with parents/guardians and school staff

Implementation Timeline by School			
Existing School	**Closure**	**Consolidated Attendance Area**	**New Accommodation**
Northdale Central PS		**2020**-07-01*	
River Heights PS		**2020**-07-01*	
South Dorchester PS	**2020**-06-30*		
Springfield PS	**2020**-06-30*		
Westminster Central PS	**2020**-06-30*		
New Belmont		**2020**-07-01*	**2020**-09-01*
New Sarum PS	**2020**-06-30*		
Port Stanley PS (English)		2018-07-01	
Port Stanley PS (FI/ Extended FI program)	2018-06-30	2018-07-01	2018-**09**-01* *at Sparta*
Sparta PS	2018-06-30*		
Davenport PS (Summers' Corners)		**2020**-07-01	
Davenport PS (Grade 4-8)		2018-07-01	
Davenoport PS (New Sarum)		**2020**-07-01*	
McGregor PS (Summers' Corners)		**2020**-07-01	
McGregor PS (JK -3)		2018-07-01	
McGregor PS (New Sarum)		**2020**-07-01*	
Summers' Corners PS (McGregor/Davenport)		**2020**-07-01*	
Summers' Corners PS (Springfield)		**2020**-07-01*	
Mitchell Hepburn PS		**2020**-07-01*	
New SE St. Thomas		**2020**-07-01*	**2020**-09-01*

*Dates that are contingent on Ministry of Education Capital Funding Approval

2016 December 05 - Corrections

Final Senior Administration Report (FSAR) changes from Initial Senior Administration Report (ISAR)

Davenport Public School PARC Initial Feedback

February, 8, 2017
Martin Haalstra, P. Eng., Intermediate Parent Rep
Lisa McLeod, Junior Parent Rep
Kim Simpson, Principal

Agenda

- Davenport and McGregor Schools
- New Belmont School

Davenport and McGregor Schools

- We understand JK-8 is the preferred model.
- We acknowledge that neither Davenport or McGregor buildings are well-suited to this model
- We believe that a new JK-8 school in Aylmer is justifiable in concert with a plan that consolidates to 2 schools in the SouthEast, one in Aylmer and the other in Springfield or Summers Corners and the appropriate rebalancing of the attendance areas

Davenport PARC - Initial Feb 8, 2017

Davenport and McGregor Schools

- In the absence of a new JK-8 school, we understand the desire and benefit to consolidate the Junior Grades at Davenport
- We are concerned that moving the DE students out of their community when facilities exist at Davenport and feel there is risk of segregation.

Davenport PARC - Initial Feb 8, 2017

Davenport Facility Issues

- We are concerned the current classroom layout of Davenport may not be conducive to a Junior / Intermediate split and believe this needs to be addressed in the transition plan.
- We are concerned that the existing safety issues related to the street out front and the intersection to the north will be worsened with younger students and suggest review of fencing and provision of crossing guards
- We are concerned over the lack of space and equipment for the younger children in the yard and request this be considered in any transition plan.

Davenport PARC - Initial Feb 8, 2017

New Belmont School

- The need for consolidation in the Westminster / South Dorchester area is clear.
- The historic decision to locate South Dorchester outside of a community was flawed, and is not consistent with the current School / Community Hub model.
- South Dorchester has been operating over capacity for a long time with the use of portables.
- The current excess capacity and limited enrollment at Westminster is not sustainable.

Davenport PARC - Initial Feb 8, 2017

New Belmont School

- There are strong community and sport ties through Belmont Minor Hockey, Soccer and BAD Girls Hockey, between the student populations at South Dorchester and Westminster
- Many Westminster students already self-identify with the Belmont community
- There is strong community support in Belmont for the South Dorchester school with partnerships with the Belmont Lions and The Belmont HUB that will be enhanced and extended by moving the school within the community proper

Davenport PARC - Initial Feb 8, 2017

New Belmont School

- The Municipal infrastructure in Belmont is dated and requires upgrades to current standards and to meet the Community Hub models supported by government.
- The construction of a new school in Belmont represents a generational opportunity for collaboration in building the Municipal infrastructure demanded by a growing Belmont coupled with the return of Belmont school children to their community while at the same time addressing the Board's operational capacity issues.

Davenport PARC - Initial Feb 8, 2017

Mitchell Hepburn PARC Presentation
2nd Public Meeting Feb 8, 2016

As a school we have been watching our community increase in size since inception for the past 9 years. Our current enrollment sits at 766 students which equates to 113% of our on the ground capacity. This is 3% higher than it was in October 2015 when the initial plan for this PAR was started. We believe significant action needs to happen in order to reduce these numbers so that every student and staff member feels safe and is being provided with the best educational experience possible. Our school community is in agreement that a new school in South East St Thomas would assist in accomplishing this.

The Mitchell Hepburn community believes all schools, urban and rural, are a vital part of community and neighbourhood life. Schools have historically been and continue to be a hub of community life and relationships. Mitchell Hepburn is in use by adults as well as children consistently with its sports and library facilities often occupied when the children are not in class. The prospect of having their children bussed outside of their community has many parents concerned. It eliminates students' ability to effectively take part in extracurricular sports teams or arts programs which, are vital for building interpersonal relationships. If you take the kids and put them in a community they have no connection to, they won't have the opportunity to get to know the community.

No matter what change materializes - a new school, bussing to other schools or some combination - the emotional toll and stress on the children will be significant. Relationships and friendships will be split and broken even if it's a friend who lives across the street. Opportunities to develop new friendships may be limited because children will be sitting on a bus "commuting" everyday. The impact of change should not be taken lightly no matter what numbers on a ledger book say. It is the desire of the Mitchell Hepburn community that transition teams be put in place to assist with the anxiety and loss these students will feel.

There are other concerns which have been expressed by Mitchell Hepburn families.

Location of the school. Although we acknowledge that TVDSB cannot currently comment on the location, there is a certain sense of security that would come with knowing where it will be built, as well as what the accessibility to the site will be like. Mitchell Hepburn has worked very closely

with the City of St Thomas and the Elgin St Thomas Public Health Unit since 2010 to address issues regarding the safe and active routes to school. As recent as 2016, information received from a joint survey showed a large concern among parents is the safety of their children while walking to and from school, especially through construction zones. The #1 concern from parents (76%) and students (78%) is the fact that there are no bicycle lanes or walking trails in their neighbourhood. Other concerns mentioned are the fact that there are not a lot of trees along the streets (52% parents, 55% students), the presence of heavy equipment and trade vehicles parked on the street, and the limited number of sidewalks due to construction, making it difficult for children to walk and bike safely. We feel this will be the same situation around the new school and will need to be addressed before the school opens. With these concerns many parents will most likely drive to drop off and pick up students so a well designed parking lot will be a necessity for a kiss and ride program.

Playground. Mitchell Hepburn families have been fundraising diligently for the 9 years in order to develop the playground. We have just now arrived at a place where we have activities for the different age groups in the school. Many of the families are concerned that they will need to begin this process all over again. It feels defeating for them to see what we have accomplished and know that their children will not be able to utilize these activities because they will be moving to the new school. What transition or assistance can be provided to equitably kick start funding at a new school?

In conclusion, both the Mitchell Hepburn community and the PAR committee believe the overcrowding at our school needs to be seriously addressed. Families have been moving to the south east St Thomas area steadily for 10 years to be a part of a close knit community and be involved in a school such as Mitchell Hepburn. With ongoing real estate development, this demographic growth will continue to stress our local school system. While our community recognizes this means change in who attends Mitchell Hepburn and any new proposed south east school, one value remains, children should remain in this community.

Second Public Meeting ~ Update from New Sarum PAR Subcommittee
Elementary Pupil Accommodation Review 01

February 8, 2017

Senior Administration, Trustees who are present this evening, the remaining schools who make up the PAR committee, and members of the public – thank you for listening to the views of the New Sarum school community regarding the current recommendation to close our school.

We have received input from our school community through various means; therefore, our presentation this evening encompasses feedback received in a variety of formats, including our school level meeting on January 16th.

We would like to initially state that our school community has tried very hard to understand the current environment and realities in which these initial recommendations have been put forth by Senior Administration.

We understand the Board's need to operate in the most efficient manner and work within the confines of a challenging Ministry funding formula. We understand that showing the Ministry that you are closing and consolidating schools builds a stronger business case to obtain capital funding.

However, our school community believes that the initial recommendation to close NS fails to consider the well being and current educational opportunities that our children are already afforded on a daily basis. Through our research and dialogue, we have concluded that in Senior Administration's enthusiasm to develop a strong business case, they neglected their own commitment to "put the needs of students first by keeping the needs of all students at the forefront during the decision making process". As leaders in public education, this is the Board's very first commitment outlined in their strategic plan.

We are also tax payers, and expect our dollars be used wisely. Our school community supports Senior Administration in their desire to optimize funding, but not at the expense of our children's well being and academic achievement, and not in a manner that is contrary to the Board's own mission, vision and commitments.

It is proposed that our students be divided into 4 different schools. Considering our school is at 97% capacity this alone speaks volumes. It says that our children are merely being used to fill seats in other school communities. We find this notion very troubling, and reiterate that from our view, this is failing to put the needs of students first.

It is recommended that 144 of our students be accommodated in a proposed SE St. Thomas school with an OTG capacity of 516.

- Again, we understand that Sr. Admin is doing their best to "strengthen their business case" to the Ministry to obtain capital funding to construct this school; however, we think this is a short sighted view
- Sr. Admin has told us this school could grow up to 700 students (**135% utilization**)
- If our 144 students were left at NS, the projected school population becomes 556 students, or 107% utilization.
- When Mitchell Hepburn was constructed, a portion of New Sarum and Elgin Court students were accommodated at this school. Mitchell Hepburn is now at

110% utilization, while Elgin Court is only at 68% utilization. What appeared to be an efficient solution in the short term, has resulted in an over capacity Mitchell Hepburn and an under utilized Elgin Court.

It is recommended that 61 of our students be accommodated at McGregor and Davenport

- This means families will be split up, and young students will have attended 3 different schools by the time they reach grade 4.
- This does not make sense to us. We are a K-8 school, which is the preferred Board model; splitting siblings and investing in a model that is not preferred does not add up.

It is recommended that 35 of our students be accommodated at a proposed new Belmont Public School.

- It goes without saying that these students will be separated from likely all of the friends they have grown close to, as our 250 students are dispersed in 4 different directions

In each of those scenarios, we are failing to see how senior administration has put the needs of students first.

We have examined the document posted on the Planning website, titled “TVDSB School Closures, Consolidations and Openings 2006 – present”. Out of the schools listed that have been closed since 2006, we can only find one school closure in which students were divided into 4 different directions, as is currently recommended for NS.

21 school closures resulted in **all** students being accommodated in a single new school.
10 school closures resulted in students being accommodated in 2 different schools.
3 closures resulted in students being accommodated in 3 different schools.

Clearly, dividing students into 4 different schools is not the norm, nor should it ever be.

Our PAR subcommittee has received feedback from many NS families through surveys and at our school level meetings. The vast majority are not supportive of Sr. Administration’s initial recommendation to close our school.

We shared with our school community that at the first public meeting, our subcommittee asked why such significant student upheaval was being proposed for such an insignificant annual savings. Mr. Bushell’s response was that $413,000 was not insignificant. Based on an $850M budget, our school community respectfully disagrees. Given that the Board’s own research shows no benefit to students from consolidation, but that there IS research that shows decreasing parent involvement with consolidation, our school community feels that as leaders in public education who commit to keeping the needs of all students at the forefront during the decision making process, that a 0.05% budget savings should be sacrificed to uphold this commitment.

Admittedly, our school community loves NS; it has a fantastic reputation and is one of the primary reasons many of us chose to live where we do. We love the sense of community and the personalized educational experience that each of our children receive daily. We have received over 200 individual comments from our school community regarding the negative impact of a school closure on our families and the educational benefits families believe their children receive at NS.

But it's much more than that. Senior Administration states that school closures and consolidations enable improved educational options and opportunities for students and a better educational experience. This is the lens through which our school community has chosen to evaluate the recommendation to close NS. Will closing our school lead to an improved education for our children? In short, all the research we have done points to NO. In fact, we can argue that our children are already receiving an optimal educational experience.

One of the many reasons for this belief is our EQAO scores. The Ministry and the TVDSB have made a commitment to increase achievement in math for all students. Our EQAO scores are between 8 and 38 points higher than comparable schools, including schools where our children are recommended to be accommodated. Rather than closing our school, perhaps the Board could learn from NS, as EQAO evidence points to an already above average educational environment.

In addition to that, the ISAR lists some of the potential improvements that result when schools close and consolidate. So naturally, we examined the potential improvements that the Board states our children will receive. In our research, our school community has found few, if any, improvements to our children's educational options through the recommendation to close our school.

Senior administration states that through consolidation, our students will have access to a **wider range of programs and courses and will have access to specialized support services for individual students or small groups.** However, when asked to provide specific programs, courses and support services that our students would benefit from, which they don't already receive at NS, senior admin stated that "specific programming has not yet been determined since programming is dependent upon the needs of students in a building" and that "the availability of specialized support services for individual student or small groups is based on the specific needs of a student or student population". In other words, they failed to provide any evidence of increased opportunities for our children in either of those areas.

New Sarum is home to one of only a few Transitions/Mental Health classes throughout the Board. Our school community agrees that this program is best facilitated in a school such as NS. A school where teachers know each student by name, and one where a strong sense of community and high parent engagement lead to an enhanced educational environment.

Senior administration states that through consolidation, our students would have access to **"specialized facilities, such as gyms, libraries, design and technology, music and science rooms."** Once again, we asked senior admin to share what specialized facilities that our students would have at their accommodated schools, which they don't already benefit from at New Sarum.

Sr. Admin shared with us that the New Belmont and Southeast St. Thomas Public Schools would have library learning commons, primary activity room, and purpose built general arts and kindergarten classrooms. Proposed renovations at McGregor include library learning commons, as well, there are purpose built kindergarten classrooms. Proposed renovations at Davenport include library learning commons, general arts classroom.

Based on the information contained in the ISAR, New Sarum already has a learning commons, a general arts room, a special education area, a computer lab, and seminar and resource rooms. Our school community once again fails to recognize any increased opportunity for our children.

Senior administration states that through consolidation, there would **"be sufficient enrolment to support sports teams and other extracurricular activities."** Again, we asked Sr. Admin to share with us what additional sports teams and extracurricular activities that our students would have the opportunity to participate in. The response received was that "there are many factors that impact volunteerism of staff to support extracurricular activities. As a result it is not possible to postulate what extracurricular activities will be available to students in any school". Once again, they were unable to provide any evidence of increased opportunities for our children.

New Sarum on the other hand has committed, engaged, and passionate staff who volunteer their time to support a wide array of extracurricular opportunities, including many sports teams, band, choir, environmental and library clubs, husky council and husky café helpers. This is a just a small sampling of the extracurricular opportunities that our students already benefit from. Our school community overwhelmingly agrees that our children would ultimately end up with fewer opportunities to participate in extra curricular activities.

Senior administration states that through consolidation, **our students would have a school building in better condition.** Our five year renewal needs are inline with other schools not recommended for closure. In fact, Davenport and McGregor are recommended to receive a portion of NS children, and their 5 year renewal needs are approximately the same as NS.

And lastly, senior administration states that through consolidation, improvements include **accessibility features with respect to entry, movement within the facility and outdoor play space.** We don't deny that our school requires some accessibility updates, but these are not significant barriers to NS remaining open. Our school community is concerned about the lack of green space at some of our area schools, specifically new builds, and truly believe that outdoor green space within a school yard contributes to student well being and academic achievement, in which the NS school yard far exceeds in this category.

We strongly believe that there are viable alternate solutions that will lead to increased efficiencies, while affording New Sarum the opportunity to remain open and prevent the division of our families into 4 different schools. Keeping NS status quo will ultimately uphold the well being and academic achievement of our children. We will be including those recommendations in our final school level report.

In conclusion, the pupil accommodation review policy states that the "Board's paramount responsibilities are student achievement, safety and well being". Our school community fails to see how closing NSPS, without providing any evidence of improved educational opportunity uphold this responsibility. Our school community can not support Senior Administration's recommendation to close NS, as we believe that would jeopardize our children's academic achievement, and would not be consistent with the Board's own mission, vision and commitments.

We look forward to submitting a more comprehensive school level report. We respectfully request that Senior Administration take the views and concerns of our school community into consideration when developing the recommendations contained in the final senior administration report.

Questions for Senior Administration at 2nd Public Meeting held on February 8, 2017:

1. With a view to the longer term, how does accommodating 144 of our students in a school you are already projecting will be up to 135% utilization support our students well being?

2. Through email, we requested that Senior Admin provide us the financial data for the EPAR-01, leaving NS status quo. The response received was a reference to the PAR procedure, and that the information was not readily available on an internal basis without undue demands on TVDSB's resources.

   How would senior administration give meaningful input and consider all options on an issue if financial information on certain options was not available?

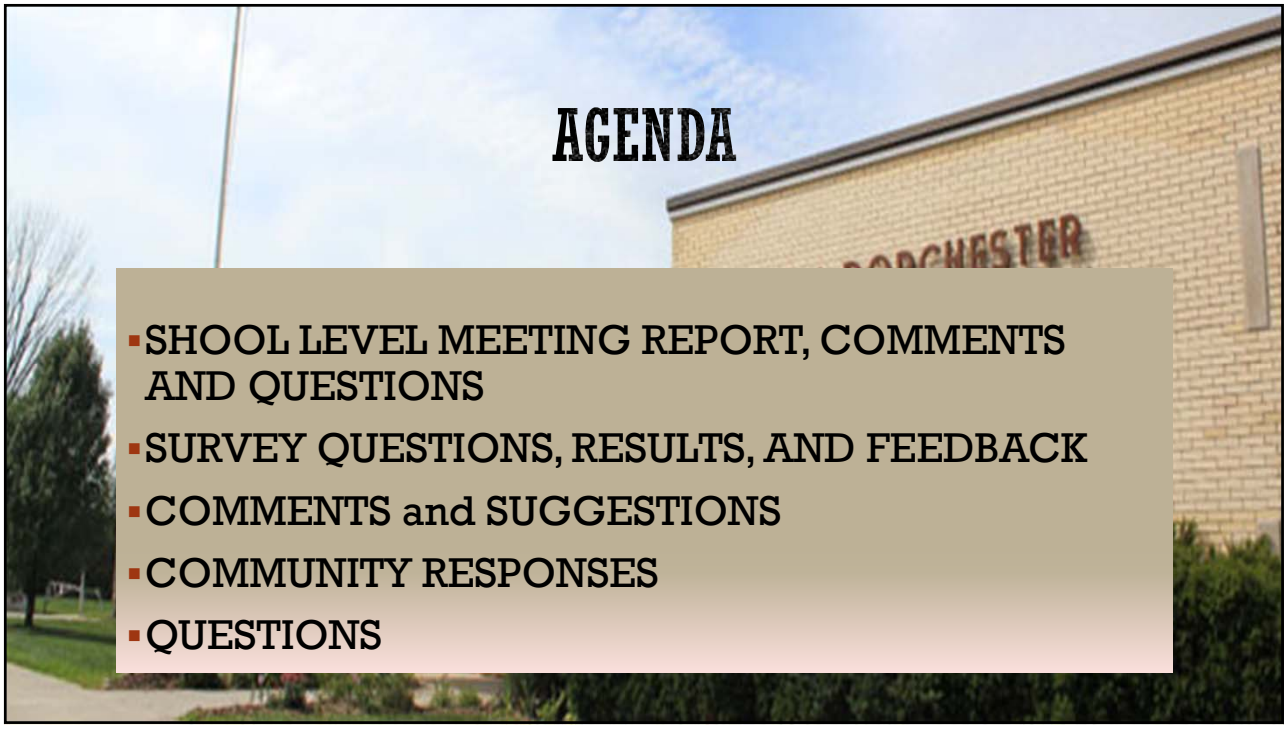
   Does this not inherently bias the process in favour of the only option with all financial information available?

3. Through this process we have heard a lot of massing students, creating a "business case", and efficiencies. The pupil accommodation review policy states that the "Board's paramount responsibilities are student achievement, safety and well being". In developing the ISAR, how did the planning department inform the report with respect to student achievement, safety and well being?

SOUTH DORCHESTER PUBLIC SCHOOL

EPAR-01 SDPS SUB COMMITTEE FINDINGS:

First School Level Meeting Report

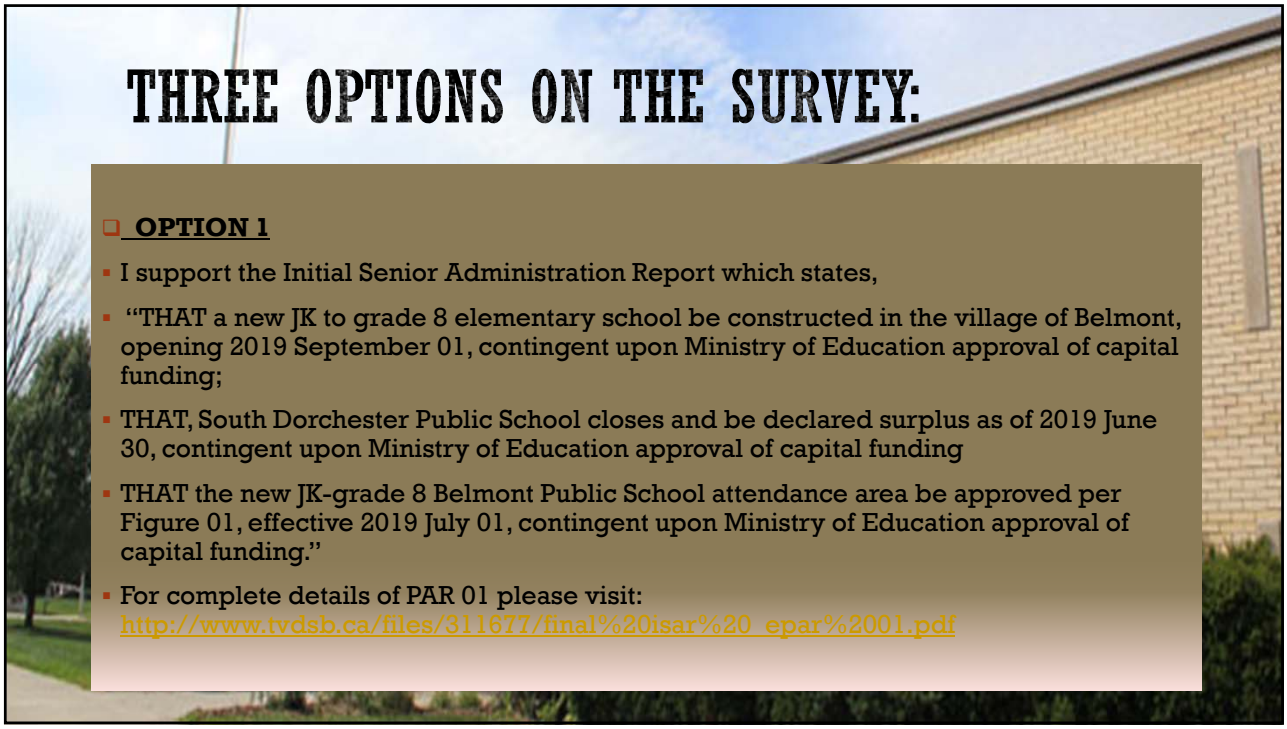


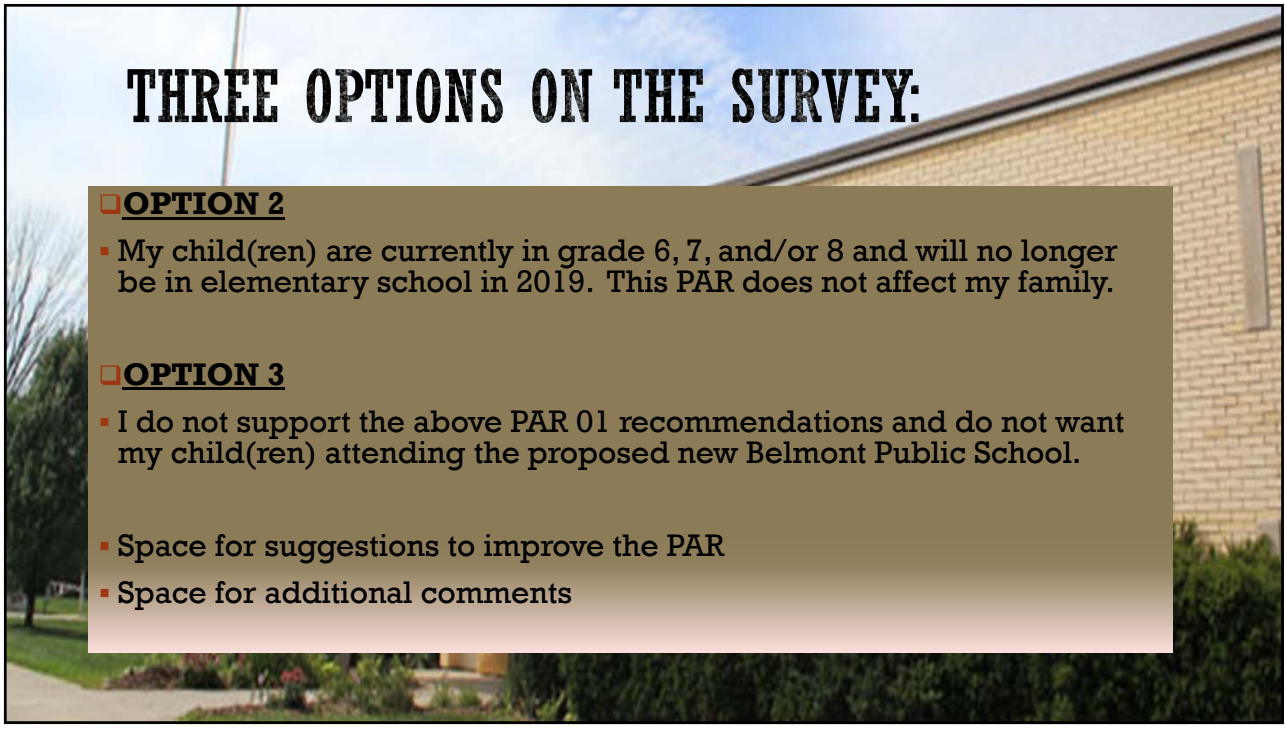
SCHOOL LEVEL MEETING REPORT & QUESTIONS

- **Delivered a Summary of the Orientation Meeting and the First Public Meeting**
- **Explained the EPAR process and the proposed ISAR**
- **Opened it to questions from the public.**
- 1. Where will the New Belmont School be built?
- 2. I used to go here and my daughter goes here, but it would be nice to have her in a New Belmont School - Where do we see the future of South Dorchester if the funding is **not** approved?
- 3. You have all seen the slogan: "Save our Country School" but could we focus on the fact that Belmont is a rural area – a small village and it is still a country school and very different from going to St. Thomas or White Oaks in London?
- 4. I moved many times when I was a kid as Tillsonburg kept switching schools and it didn't even occur to us to be upset…the kids are really resilient…as long as we don't make a big deal of it. Stay positive when talking about it in front of the students.

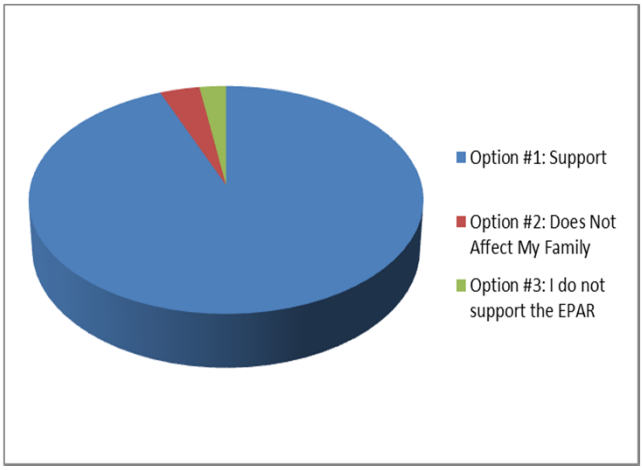
SURVEY – TO GATHER SDPS COMMUNITY INPUT

- **South Dorchester Public School Community Survey Re: Elementary Pupil Accommodation Review 01**
- We, the SDPS Elementary Pupil Accommodation Review Subcommittee, would appreciate you taking the time to complete this very important survey. The committee would like to know the perspectives of our school community as we proceed through the Pupil Accommodation Review (PAR) process. The outcome of this review determines where your child(ren) will complete the remainder of their JK-Grade 8 education.
- ***Please check off which option you support.***


THREE OPTIONS ON THE SURVEY:
OPTION 1
I support the Initial Senior Administration Report which states,
"THAT a new JK to grade 8 elementary school be constructed in the village of Belmont, opening 2019 September 01, contingent upon Ministry of Education approval of capital funding;
THAT, South Dorchester Public School closes and be declared surplus as of 2019 June 30, contingent upon Ministry of Education approval of capital funding
THAT the new JK-grade 8 Belmont Public School attendance area be approved per Figure 01, effective 2019 July 01, contingent upon Ministry of Education approval of capital funding."
For complete details of PAR 01 please visit:
http://www.tvdsb.ca/files/311677/final%20isar%20_epar%2001.pdf


THREE OPTIONS ON THE SURVEY:
OPTION 2
My child(ren) are currently in grade 6, 7, and/or 8 and will no longer be in elementary school in 2019. This PAR does not affect my family.
OPTION 3
I do not support the above PAR 01 recommendations and do not want my child(ren) attending the proposed new Belmont Public School.
Space for suggestions to improve the PAR
Space for additional comments

SDPS SURVEY AND RESULTS



- 139 Surveys were sent home to our "youngest or only" in each family.
- 83 responded
- Option #1 in Blue is in full support of a New Belmont School – 94% of the population (**78** SDPS families surveyed support the New Belmont school).
- Option #2 in Red "Does Not Affect my Family" – 4% selected this. (**3** SDPS families selected this).
- Option #3 in Green selected "I do not support the EPAR" – 2% selected this. (2 SDPS families)

OPTION #2 – THE PAR DOES NOT AFFECT MY FAMILY

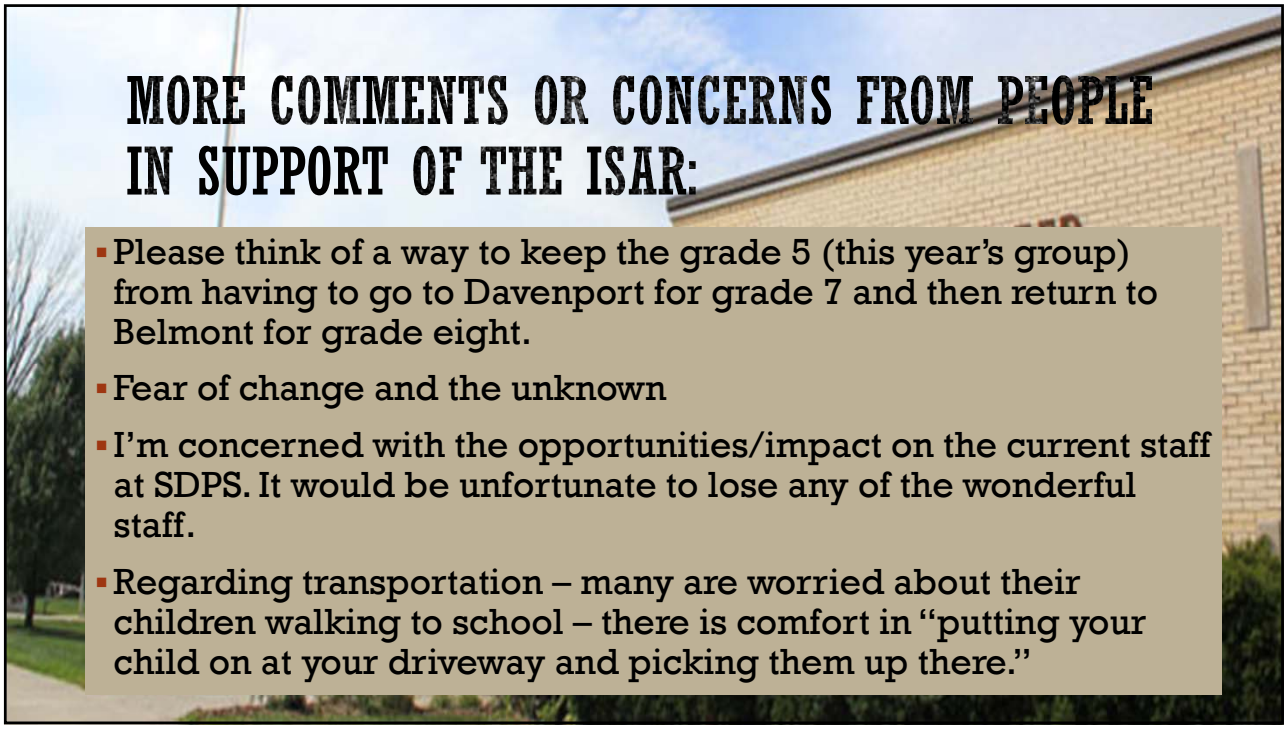
- 10 families surveyed could have selected this if their child was graduating and would not be affected by an elementary relocation.
- 3 responded.
- Of the three who responded this way, their comments were still in support of a new school for the greater good of the community.
- "Even though my children are in grades 6 & 8 I support the Initial Senior Administration Report. I feel it is extremely important to maintain the integrity of a rural school and I believe that has been important for my children's educational development and their socialization."

OPTION #1 - I SUPPORT THE INITIAL SENIOR ADMINISTRATION REPORT

- Such an amazing opportunity for our children in this and surrounding communities! An opportunity for new facilities, technology and growth.
- Love the idea of a new school coming to Belmont. For many reasons.
- Bring the school to Belmont, consider a co-build with a new arena and community centre
- FINALLY!
- Very excited about Initial Senior Administration Report. It represents a very exciting new opportunity to bring additional services and community to Belmont.
- I was bullied in a small school with no where to "escape" to and would prefer my children had friendship choices, rather than this is the "few" you must be friends with.
- In Canada Diversity is our strength. We welcome the new students and see them as a natural fit to our community.

COMMENTS OR CONCERNS FROM PEOPLE IN SUPPORT OF THE ISAR:

- OUR RURAL COMMUNITY is important AND
- BELMONT IS RURAL - KEEP OUR CHILDREN RURAL AND OUR COMMUNITY STRONG - Bring the school to Belmont.
- Some were worried about the size of the school and the loss of small numbers in classes
- Some considered re-evaluating the boundary lines to better accommodate other schools slotted to close
- Areas for partnership between school and Belmont Library will include resource sharing, early childhood programs, family literacy, electronic networking and intergenerational programs.


MORE COMMENTS OR CONCERNS FROM PEOPLE IN SUPPORT OF THE ISAR:
Please think of a way to keep the grade 5 (this year's group) from having to go to Davenport for grade 7 and then return to Belmont for grade eight.
Fear of change and the unknown
I'm concerned with the opportunities/impact on the current staff at SDPS. It would be unfortunate to lose any of the wonderful staff.
Regarding transportation – many are worried about their children walking to school – there is comfort in "putting your child on at your driveway and picking them up there."


COMMENTS: COMMUNITY SUPPORT
In the Belmont Community a PETITION TO BRING A SCHOOL TO BELMONT has been started and has 326 signatures as of this morning.
There is a COMMUNITY LEVEL MEETING happening later this month to educate, and gather more feedback from, citizens who live in the village of Belmont.
This meeting is not an EPAR meeting. It is hosted by the Belmont School Alliance.
The petition is publicly posted to view the many comments in support of a new school: https://www.gopetition.com/petitions/campaign-to-support-a-new-school-in-belmont-on.html

EQOA –

THE DATA IS TAKEN FROM THE EQAO WEB SITE AND IS FOR THE 2014-2016 DATA. THE % CHANGE SHOWS HOW MUCH IT HAS GONE UP OR DOWN SINCE THE 2013-2015 DATA. RED IS 1ST WITH HIGHEST RESULTS, BLUE 2ND

School	Grade 3						Grade 6					
	Reading	% Change	Writing	% Change	Math	% Change	Reading	% Change	Writing	% Change	Math	% Change
South Dorchester	87	3+	93	5-	85	10-	87	0	87	4+	60	7-
Davenport							68	2-	69	0	43	4-
McGregor	59	2-	61	8-	50	2-						
Mitchelle Hepburn	66	11+	71	9+	62	7+	77	6+	68	5+	48	6-
New Sarum	70	5+	68	8+	70	2-	76	1+	72	4+	69	1+
Northdale							82	1-	79	1-	69	1-
Port Stanley	62	9-	76	0	48	5-	79	9-	79	9-	57	10+
River Height	62	8-	68	6-	59	15-						
Sparta	60	3-	49	4-	57	0	65	2+	57	0	47	12+
Springfield	53	19-	40	14-	47	12-	73	4+	71	9+	33	5-
Summers Corners	64	2-	65	10-	67	3-	82	4+	70	8-	48	7-
Westminister	36	8-	23	21-	32	7-	89	1+	79	9-	68	3+



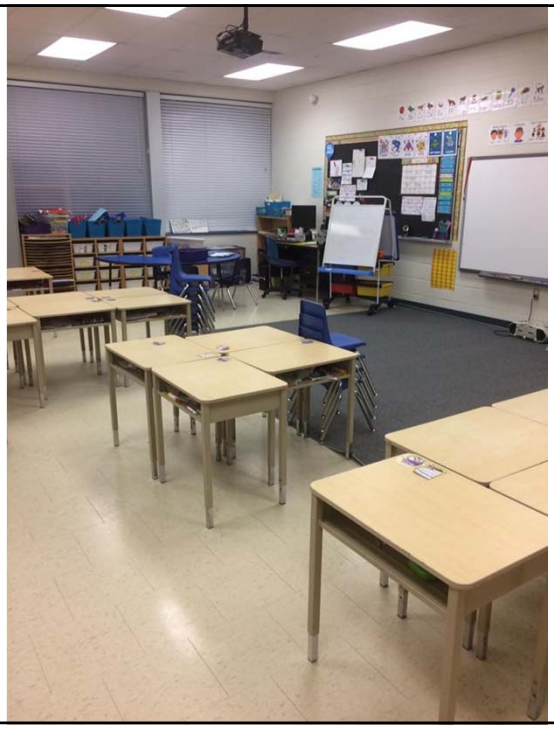

JAGUAR ATHLETICS &
CRAFT CLUB
INTRAMURALS
TRACK & FIELD
band
ME TO WE CLUB
ROCK BAND
SOCCER
VOLLEYBALL
JOHN WISE
JAGUARS
JAGUAR ATHLETICS & ACTIVITIES
CHESS CLUB
BUS BUDDIES
basketball
SPIRIT CLUB
GEEK SQUAD
CHOIR
STUDENT COUNCIL



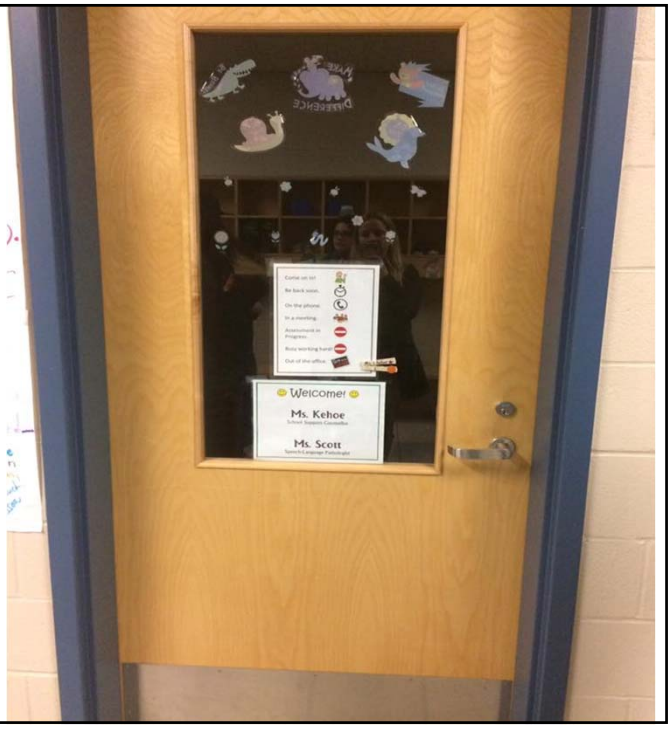

Math



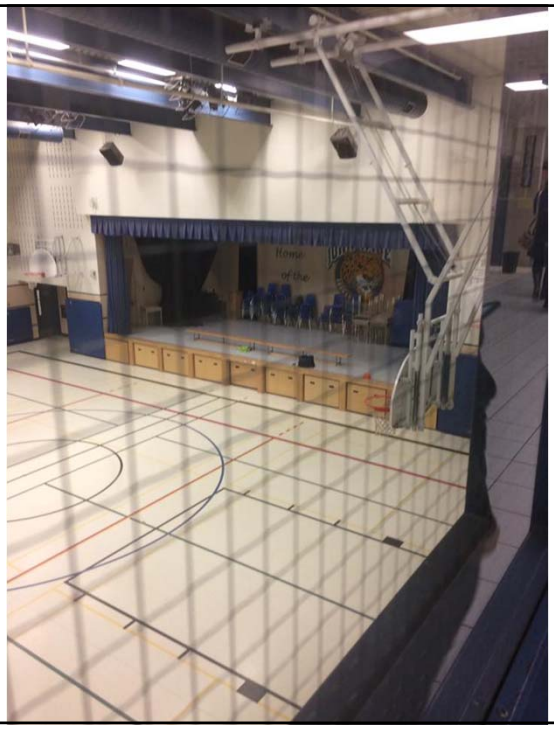







Welcome
Ms. Kehoe
Ms. Scott








HOME
GUEST




MUSIC









APPENDIX G

Speech for Feb 8th – Second Public Meeting of the TVDSB's EPAR01 attendance area review

Hello, I'm Heather Derks and I'm Sparta PAR committee Chair

I'm here tonight to present the outcome of the two school level meetings that we had at Sparta on January 11th and 16th. We wanted to have two meetings so that we could be confident that we had full understanding of our community's thoughts.

We held a vote that was witnessed by both Superintendent McPherson and our Deputy Mayor Sally Martyn, and received a unanimous outcome that the Sparta community wants the school to remain open English track.

There was broad consensus that we are a community of families who have purchased homes in the Sparta Union Catchment area because we see the value in the smaller rural school in terms of education, sports opportunities, and social interaction. We talked about feeling united with all families from all schools impacted in this EPAR and in the province, and a request was made that that we expect these core values that put our children first, to be respected.

We reported back to our community on the answers to the two questions we asked on January 9th: a) We were told that Sparta school must close because it does not have municipal water and sewer and b) the lack of municipal water and sewer were not considered a problem in the relocation of the French track school at Sparta.

Our community expressed confusion and frustration at these two conflicting answers, which were the only clarifications we received at the Initial Public Meeting other than the fact that these changes are being recommended more to accommodate potential future families that might move into Port Stanley than the actual current families that send 242 students to Sparta. The community expressed a lack of trust in the PAR process's ability to arrive at an equitable result, as well as a lack of confidence in the consolidation funding model.

We understand that this is not the Thames Valley District's funding model but rather, the Ministry of Education funding model that senior administration is forced to work within. But PAR committees are tasked tonight with reporting on what our communities feel, and frustration with this process and with a funding model that to all intent and purposes appears obsolete was unanimous.

Honoured representatives, we are not alone in feeling this way about the PAR process. We see feedback on the news that tells us that Across the province, communities, parents and our children are experiencing similar issues.. We're told that the Ministry of Education is seeking solutions to deal with . declining enrolment. The obvious question is, if the problem is empty seats in empty classrooms, how does it make sense to build more schools?

In 2015 Ontario's Auditor General recommended that the Ministry of Education invest more money into upgrading existing schools rather than building new ones.. The decisions being made in this EPAR, and in Ontario in the bigger picture, appear to run contrary the Auditor General's advice.

Another piece of Legislation that the Ministry of Education appears to ignore is the Ontario Five Year Climate Change Action Plan. As parents, every decision we make takes into account the environmental impact on our childrens' future resources, such as fresh water and air quality. To parents, a funding model that calls for getting rid of quality rural schools like they are poker chips you have to trade to get

to build a big brand new school fails to take into account the problem of resource consumption that entails. There are other costs besides financial costs. In today's day carbon costs must be considered as well.

If I stand at the front door of my children's school I can see that 12 kilometers away there is a school called Mitchell Hepburn that is currently over capacity by a total of 73. I can also see that 2 km away from that there is a school called Elgin Court that has 147 empty seats. That does not equate to 'critical mass,' which is the board's criteria for considering new school construction. If there is a school next door that has capacity to take the overflow from its neighbor, then the need for a new school has not been demonstrated. But I'm not allowed to talk about that at my school level meetings, because that neighboring school that's two kilometers away has not been included in this review. We have seen the board's response to New Sarum's question that the existing capacity at Elgin Court is being held for future growth. With the economic instability arising from across the border, we have already seen the first layoffs being announced. Many of our parents are wondering, why is Senior Administration holding existing pupil places for students from subdivisions that may never be built?

I also see that 14 kilometers away there is a school called Pierre Elliott Trudeau that's sitting at above capacity as well. How many places its above capacity Again, apparently, I'm not able to tell my school community because that information, is also absent from this review. And yet even though the French track overflow is currently being accommodated at Port Stanley which has plenty of room for them, we're being told that our school has to close make room for a second French immersion school in Elgin County.

Interestingly, what I don't have access to are enrolment projections for this second French track elementary school that's expected to be incorporated into the Sparta School building. This puts the Sparta PAR committee at a disadvantage, because while we have post-consolidation enrolment projections for other schools in this EPAR provided for us in the binders, what we don't have is the enrolment projections for our school. This means when a member of our school community asks us whether the Sparta school building will be at a higher or lower percentage of utilization once it becomes French track, we can't answer.

We were, however, able to access a document called Pierre Elliott Trudeau Attendance Area Review Report to the TVDSB Capital Planning Coordinating committee conducted just a few short months before the start of this review. In that Report we see the preference amongst the French Immersion Community that fav the creation of a second k-8 rural French Immersion school at Port Stanley.

In that study, the suggestion of relocating the second French track school to Sparta was not well-received by the French Immersion Community.

It begs the question, why is the board proposing to house the French track overflow at Sparta after spending the time and money to do an attendance review that indicates this was not a preferred option? That answer can only be the funding model that calls for the closure of existing schools to receive capital from the province to build new schools.

New Sarum and Sparta are vibrant, thriving quality rural schools that operate well within the board's parameters for cost per student and enrolment. They are too valuable in their own right to be thought

of as poker chips tossed on the province's table so that the board can secure funds to build a super school, despite the absence of demonstrable need..

Perhaps the most frustrating thing for our school community and for me as a PAR committee chair, has been watching Mitzie Hunter tell the province that the PAR process provides an opportunity for the school community to offer meaningful and valuable input on school closures. Until tonight, the Sparta school community has not had that opportunity. Clearly, the scope of information with which we've been provided does not take into account key facts and a clear picture of what is actually at stake. I therefore welcome this opportunity to provide you, on record, with the most meaningful input I can that should directly correlate to a sound, sensible and meaningful solution for our school community and in fact, the entire area..

1. This EPAR01 is not capable of providing the entire enrolment picture in the area because it does not include important information for two of the schools that are at play. Elgin Court should be included, and so should Pierre Elliott Trudeau. To argue that enrolment in the area has arrived at Critical Mass without including those schools is ludicrous.

2. The PAR process does not provide opportunity for meaningful debate and neither does the EPAR01. 12 schools in a single ARC is not realistic for the representatives to give meaningful input to the Trustees. Making it this complicated puts the Trustees in an unfair position whereby they are faced with an 'all or nothing' decision.

3. The province's funding model, should not view perfectly good buildings as though they are disposable. We are not living in a time when the province can look at non-renewable resources like they are infinite. 700 new school constructions in Ontario in the past few years and 600 schools right now on the block. In the province of Ontario, student enrolment is down. The number of schools and teachers are down. EQAO scores are down. And yet, the education price tag keeps on going up. What kind of value for the expenditure of education tax dollars is that? Decisions such as the one we are debating do not, in our view, funnel public funds to where they are most needed within our education system.

The funding model has to change. Parents across the province are standing up to demand that the education system recognize that rural areas have different needs than urban areas, and that a blanket approach of consolidating schools is not the answer. Abandoning perfectly serviceable buildings to pave the way for new construction super schools is not the answer. The funding model needs to be re-drawn to take environmental impact into account.

Therefore, on behalf of my school community, I respectfully but firmly call on you to hold the closure of Sparta Public School until such time as a truly equitable accommodation review can be conducted. We are willing to work with you through this process and provide you our informed perspective. Thank you.

Springfield Public School Report for the Second Public Meeting PAR01 February 8, 2017

Good evening Senior Administration team, trustees, fellow school committees, ladies, gentlemen and children.

My name is Jean Turner and I am the PAR committee representative for Springfield Public School for this report.

And so our story begins.....

On the night of January the 16th our community once again came through for us, which certainly wasn't a surprise. We appreciated everyone who turned up and the lovely refreshments provided by Cravings our local restaurant and by a farming parent, Tracy Goris. Parents of children enrolled at the school and community members with no specific ties to the school were welcomed to our meeting. Yes, we all know it was a lousy night with the freezing rain, **but as our school is centrally located in the town it enabled those who wouldn't risk the drive, to walk,** and we were delighted with the turn out.

After the mandatory process of outlining the PAR and providing the link for everyone to follow that night or read in the comfort of their own home, we guided our group through the current Springfield information, what the Senior Administration committee proposed (as if they hadn't heard it before), and outlined our rebuttal options which **include keeping or adding our 7 and 8 students instead of shipping them off to another school for 2 years, returning the Special Ed. class to our school or asking to use our excess space for collaborative use**. We shared some of the questions we had previously asked on their behalf and answers we had received from Senior Administration and followed this with **questions and answers from other schools** who have also shown concern about the changes of **boundaries, splitting of children as proposed for Springfield and even closure of their own schools**. In doing so, we let them know that we are not alone in this fight.

When all the mandatory guidelines were out of the way, we opened ourselves up to the questions and concerns of our community.

Our very first speaker taking the microphone was a young grade 4 student and his concern was; "I want to ride my bike to school every day, if I have to go to a new school I will have to ride a bus. How will this impact my health?" We know that almost 50% of our children like him, who walk, ride bikes, and skateboard to our community school everyday, have the same concerns. We couldn't give this child and others like him, a definitive answer and the **reassurance** he needed, because it is an unknown. One we are still grappling with in our own minds**. Make no mistake**, we would love to see children in other communities such as Belmont have the opportunity to be able to walk to school just as we do**, but not at the expense of our own children losing that privilege.**

Another question raised in connection to this was, "where does busing fit in with extra curricular sports and activities?" At which time our Superintendent, Paul McKenzie took the floor and answered, "From a management level they are looking into healthy living and how it impacts kids." Unfortunately this was another question we were unable to answer definitively but our thanks to Paul for braving the elements and attending our meeting for a short period of time and for being put on the spot.

We should never be surprised by our communities involvement and generosity when it comes to Springfield Public School. On this Monday night we were. When asked the question, "Is there anything we can do as a community to help offset the costs of the high need repairs list as given by the board," a community member whose children are not even enrolled in our school until 2019 and 2020 stood up and **offered to donate a new HVAC control system and his time to the board estimated cost of $249 000**. Our mind is still boggling by the generosity of this parent and even called him a few days later to verify his offer and ensure he was in right mind. He is, and he also informed us that if he is allowed to inspect the system he may estimate the cost to be considerably less. We are still overwhelmed by the enormity of it.

His donation stems from the fact that he believes he's **"investing in his children's future."**

Another concern raised was the **impact on mental health within larger schools, bullying as well as bullying on the bus**. Although our research indicates small school bullying is significantly less than in a larger school, our committee will be submitting a question to Senior Admin. asking if they have any research documents that indicate anything different that they can share with us.

A parent in the audience was curious about whether or not Springfield Public School would be able to have a **daycare facility on site to off set our low enrollment.** Unfortunately, our answer from the board was no, as we did not meet the criteria outlined by the Ministry. That criteria being that the schools enrollment be less than 60% to be on the list of available spaces for collaborative opportunities. Springfield sits at 62.31%. This left a bitter taste in many mouths and parents wondered if Springfield was ever given a fair chance before being slated to close. Many community members thought that no one ever wanted to use the empty space at our school as did PAR committee members until we were made aware of this crucial piece of information through this PAR process.

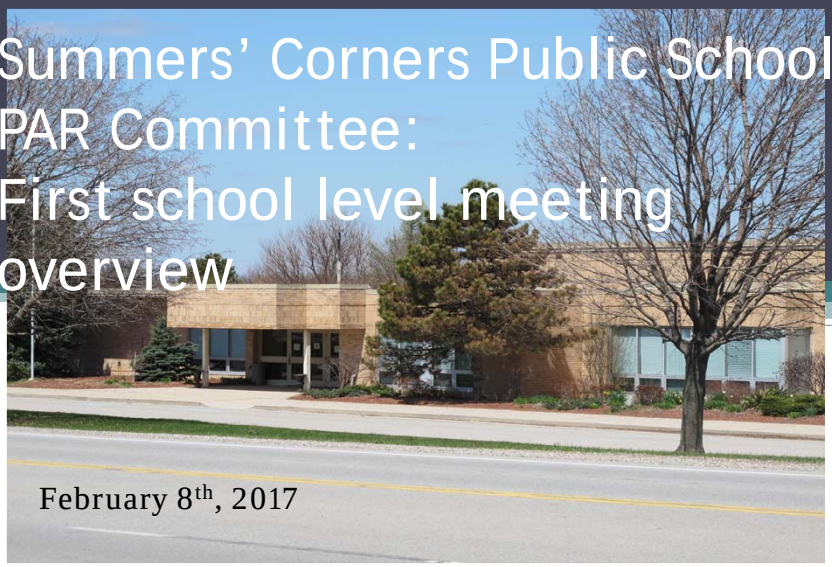
Other concerns included added teacher stresses with children falling through the cracks and long distance participation in extra curricular activities. These are just a few examples of the sort of questions and discussions we had during our meeting. All in all we had about 30 questions from the floor that night, many of which we were able to answer, some we have to research or submit to Senior Admin and some unfortunately remain unanswerable.

As our discussion period wound down we supplied our attendees with our PARC contact list for future reference, upcoming dates for future school level and public meetings and then closed our first official school level meeting.

Overall we felt our evening to be a success as we listened to concerns, comments and suggestions from our very passionate parents and community. Their frustration, fear of the unknown and unrest were very real over the course of the evening, **after all Springfield public school is not just a building to us but the hub and heart of our community.** These feelings also spilled into the foyer after the official closing as PARC members were corralled in smaller groups by those not quite comfortable speaking in a large hall to express their concerns. **Their voice was also heard with the assurance that we would do our very best and yes,**

Our story will continue.... Thank you all for your time and attention.

Summers' Corners Public School PAR Committee: First school level meeting overview



February 8th, 2017

Highlights of the meeting

- Provided a review of the orientation meeting and first public meeting.
- Provided an overview of the TVDSB's proposed changes, and how they relate to Summers' Corners.
- Reviewed the boundary changes, and confirmed the number of students impacted by the changes.

Highlights of the meeting

- Q&A session with those in attendance.
- Questions and comments were primarily focused on trying to make sense of the TVDSB's recommendation.
- SCPS PARC was not in a position to rationalize the TVDSB's position, beyond what has been presented by the Planning Department.
- Parents left with a sense that the recommendations were motivated by a miniscule amount of cost savings.

Some of what was shared by the SCPS PARC

TVDSB's proposal indicates a target utilization rate of around 80%.

Summers' Corners Public School current capacity (2016---411 Students OTG: 585) represents a utilization rate of 74% (below the Board average of 87%). Future enrolment projections show no material change in the enrolment levels.

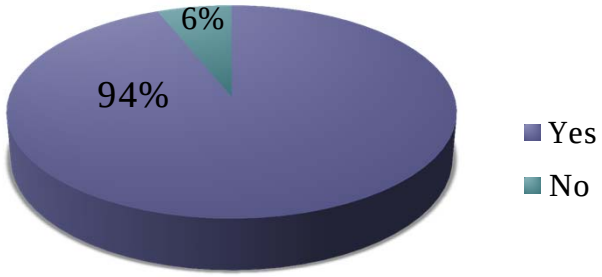
Under the proposed changes, the TVDSB intends to transition 100 Springfield students to SCPS, while forcing 79 SCPS students to attend McGregor, Davenport, or New Belmont schools. This represents a net gain of 21 students to SCPS, or a 5% change in the current enrolment levels.

With these changes, the Board's projected enrolment appears to bring the utilization rate down to less than 60% for 2018 (due to the lag in Springfield's closing), before recovering in higher levels in future years.

Our community doesn't support the boundary changes

Members of the public from Belmont, Aylmer, Sparta and Springfield signed a petition on Jan. 9th

They were asked: Do you DISAGREE with the TVDSB proposed boundary changes for Summers' Corners Public School?



Why is there lack of support for these changes?

- Parents worried about their children's fears and anxiety related to transitioning to a new school and a new community.
- Feeling that the recommendation, with respect to Summers' Corners, is just about shuffling kids around to satisfy an arbitrary quota.
- Feeling that the School Board is unfairly using schools and school children to meet unrealistic financial targets.
- No sense that the School Board is aware of the unique attributes associated with rural schools and rural communities.
- Sense of inevitability with this process. Are we wasting our time?

A few of the comments and feedback the SCPS PARC received

"It concerns me deeply that you are considering these changes. After reviewing the numbers many times it just simply doesn't make sense to me or all others that are affected that you've even considered these boundary changes for Summers' Corners. Our school is not closing, we have room to grow, why do we need to go through with this?" ----Concerned Parent

"I am writing this letter in hopes it can make a difference. We have been wanting our kids to go to Summers' Corners P.S for years. We were finally able to move into the district a few months back-on Imperial Rd in Copenhagen- and really wish there will be some way these new changes don't have to take place. We all love this school." ---Concerned Parent

"This group of adults [the planning department] are having such a good time sorting and dividing students here and there for miniscule financial gains. They remind me of myself as a girl, sorting my mother's container of buttons. It was satisfying to first sort them by colour, then change it all around and sort them by shape in order to get more of the same kind in each group. This treatment is appropriate for buttons. Children are not buttons, to be moved here and there with complete disregard for their well-being.

What is most distressing out of this report is that the move doesn't seem to be necessary. This is meant to fix something? At what cost? Please take the report for what it is, a strictly numbers-focused document with no regard for the people involved. I ask you to take a more balanced view."

–Sincerely, Concerned Parent

"I do understand the reasoning behind the proposed changes and being a business owner myself, I can appreciate the need to try to streamline and minimize costs. My issue is that changing the boundaries does not cut any costs, it does not shorten the bus ride, and with the grade splits at the two schools in Aylmer it would mean separating my two kids into different schools. I am extremely unhappy about this." ---Concerned Parent and local business owner

APPENDIX J

PAR presentation

As a teacher at Sparta School for 26 years as well as at New Sarum for 4 years and at Wellington during the beginning of the French Immersion programme, I believe I have a good understanding of the situation.

1. Belmont School is a must and should proceed first with students from South Dorchester P.S., and Westminister Central P.S. which will give an adequate population until the new housing is completed in Belmont.
2. Leave New Sarum P.S., Sparta P.S., Port Stanley P.S and Springfield P.S. as they are at present till more is known about French Immersion. A second French Immersion school in the centre is not logical.
3. In the future look at the boundaries of Southwold PS as it is too large and many of the students used to go to Port Stanley and were happy to do so because it is a smaller school.
4. If the board is truly interested in the French Immersion programme, families in West Elgin and East Elgin should be surveyed to see if the programme was offered nearer to them would they enroll their students. The current distances make it untenable to send your child which is why there is such low enrollment at the extremes of the county. If the west has a desire use a section WESS to make better use of this building. If more in the east, set up a school in the east.
5. Sparta and New Sarum are in the middle of their busing boundaries meaning student never have more than ½ hour on a bus. If you move Sparta to Port and New Sarum to SE ST. Thomas that is taking them to the extreme edge of their boundaries making double or more time on the bus for students. Move some of the students on the east edge of St. Thomas back to New Sarum where they used to go to relieve overcrowding. Cost of transportation is scheduled to double next year due to the new carbon tax. It is environmentally irresponsible to bus students even further. Sparta is at 80% capacity and its cost per student is at the board average. Sparta is also fully accessible and has mobility challenged students. With Port Stanley P.S> built with several areas at different levels it is almost impossible to make it accessible at today's standards.
6. Stop pitting schools against each other: ie moving all students from Sparta to Port Stanley to save Port. You already are creating animosity and getting those students to forget this if you proceed, will likely poison the school environment.
7. Yes, Port has municipal water and sewage but for 49 years Sparta has had well water that is fine. In the 26 years I taught there, we only had one problem when the pumps needed to be replaced. The students attending the school are mainly on wells as well and prefer them to municipally treated water.
8. Port Stanley could not even accommodate all Sparta students. And has 4 windowless classrooms. As mental health issues are on the rise, windowless rooms are unacceptable.
9. The most important item is that rural schools are community hubs, They unite communities and are very community oriented. Sparta and Union communities experience no vandalism because the children learn about their community through heritage presentations by the local Historical Society and take tours of their area. The children and families have been here for generations or have moved here because it is affordable to live here and has a great school. They attend

scouting groups in the community, play on joint baseball teams, raise funds for several charities, etc. These are not activities you find in urban schools to the same extent. Rural Schools are important to healthy development of future citizens.

10. Sparta has provided and excellent education as shown by a Rhodes Scholar, Drew Leyburne and the current MP Karen Vecchio who spent their entire elementary education at Sparta. New Sarum also has very high academic scores as well. Sparta has had a school since 1820 and is an important part of the community.

In conclusion my recommendations are:

1. Proceed with Belmont first.
2. Leave other three as is at this time.
3. Review Southwold boundaries in future.
4. Survey West and East Elgin parents as to their interest in a closer French Immersion programme to locate it where really needed.
5. Move some SE students back to New Sarum.
6. Move some Mitchell Hepburn students to fill the 100 spaces at Elgin Court and some to Forest Park as they are within walking distance of these schools.
7. Keep our rural schools at the logical size they are not mega schools. A school of three hundred is an ideal size for a sense of community and belonging.

The Honourable Jeff Leal, Minister of Agriculture, said at the ROMA conference in Toronto last week that the government realized the importance of rural schools to communities and would be having another look at the funding model. Maybe we are getting somewhere. Please listen

APPENDIX K

Next to Mom Inc. Child Care and School Age Programs
231 College Street, PO Box 249
Belmont ON N0L 1B0
Phone: 519-644-0201 Fax: 519-644-1494
www.nexttomom.ca l.morris@nexttomom.ca

February 6, 2017

Dear Members of the Planning Committee for EPAR-01.

I am writing to you today to voice my concerns regarding a child care centre being placed in the potential new school in Belmont.

I do not oppose the school being built in Belmont, in fact I think it is a great initiative that has been long awaited by the Belmont Community.

For the last 10 years, I have operated Next to Mom child care centre in Belmont. In 2006, my business partner and I knew there was a strong need for licensed child care. In consultation with a Program Advisor with the Ministry of Child and Youth Services (now the Ministry of Education), it was decided that we would start a before and after school program out of a community building called the HUB (Helping Unite Belmont). We started with 10 children and over the Summer we operated a licensed summer camp. We steadily grew. In September of 2016, we began operating a Tuesday and Thursday morning Preschool program. Our growth continued and in 2008 we began looking for a larger space. In early 2009, we purchased the decommissioned Presbyterian Church in Belmont. We totally renovated the inside, added a third floor and in November 2009 we opened our doors to the Community. We opened that November with 4 out of our 8 classrooms in operation. In 2013, I bought out my business partner and became the sole owner and operator of Next to Mom. Today, we are licensed for a total of 117 children and all 8 classrooms are open.

APPENDIX K

Next to Mom Inc. Child Care and School Age Programs
231 College Street, PO Box 249
Belmont ON N0L 1B0
Phone: 519-644-0201 Fax: 519-644-1494
www.nexttomom.ca l.morris@nexttomom.ca

We are licensed for 68 full day children from birth to 3.8 years and offer 49 spaces for school age programs namely care for before and after school. Our school age program also operates on non-instructional days, during the summer months and when busses are cancelled due to inclement weather. Our school age programs operate on the third floor since they are typically not used in excess of 6 hours per day.

Up to now this sounds like a great business story. We have met the needs of the Community, give back to the Community, employ 30 staff members from the Communtiy and have a great rapport with the families we serve. We slowly grew and although we are almost able to fill all 68 full day child care spaces – this has not yet happened.

Once the school in Belmont is built – things will ultimately change for our business. I have spoken with various representatives from the Ministry of Education as well as from Thames Valley District School Board. As per their direction from the Government, I was told that all new school builds are to have a child care centre built within. I was also told the operating capacity of the child care centre will be 88 children.

I am not able to bid on the child care centre space nor the space school age programs that it will hold because I am a for-profit entity. I was told that because I do not have non-profit status, I do not meet the criteria because in a nutshell I am in it for the money. Now anyone who is involved in the operation of child care knows you don't get into it for the money. You may ask then why don't you apply for non-profit status? I'd like you to think about this from my perspective. I saw a need within the Community, through much hard work, developed policies, procedures, met with bank personnel and built a business plan to ensure that the business would be successful. I put my house up as collateral should things not work out and worked 80 hours a week for much of the creation of this project and

Next to Mom Inc. Child Care and School Age Programs
231 College Street, PO Box 249
Belmont ON N0L 1B0
Phone: 519-644-0201 Fax: 519-644-1494
www.nexttomom.ca l.morris@nexttomom.ca

still work 60 hours a week to ensure this business runs smooth and do not get paid for all of my time. I did not and do not qualify for any government money during the creation or renovation of this project, I did not and do not qualify for government grants for building maintenance, retrofits or expansion. I did this on my own with my own money. Now think about going non-profit. After 10 years of you doing everything you can to ensure success of your business and hard earned money someone comes in and says no I'm sorry what you did and are doing is no longer good enough. You need to change your status and become an employee to a Board of Directors. Now these people that make up the Board of Directors can terminate you at any time, you have to get their approval to purchase upgrades, complete repairs and maintenance. Oh yes the plus side is that you will be able to apply for more grants. Will that matter if you aren't even there?

I am aware that many of my school age programs will likely leave my building and go to the new school. I provide before and after school care to children that attend Assumption in Aylmer, Pierre Elliott in St. Thomas as well as London Christian School and La Tamise in London. I will continue to serve these families as needed. For the most part this will leave the third floor of the child care Centre empty.

I understand that the Board and London –Middlesex CMSM submitted a 2016 Capital Priorities joint submission for funding for 88 child care and 2 Child and Family Support Program spaces at River Height PS. in Dorchester. I welcome this as Dorchester has needed licensed full day child care for many years. Currently Next to Mom provides services to 10 children from Dorchester and to an additional 7 children that come from Thamesford, Woodstock and areas not within the Thames Valley District School Board current boundaries of Next to Mom. If a child care centre is added to River Heights, I will potentially lose 17 children from my care.

Next to Mom Inc. Child Care and School Age Programs
231 College Street, PO Box 249
Belmont ON N0L 1B0
Phone: 519-644-0201 Fax: 519-644-1494
www.nexttomom.ca l.morris@nexttomom.ca

Currently I am not able to use the third floor for full day child care as it requires approval from the Ministry of Education. Keep in mind that the new school may have 88 child care spaces; currently I have 68 yet to be totally filled spaces. This leaves a difference of 20 spaces. I would be willing to have discussions with the Ministry of Education and Thames Valley District School Board to see how we can utilize the third floor for child care if this is required. Although, given that 17 children may leave to attend child care at River Heights this may not be required.

According to Thames Valley Procedure 2016:B11 under the child care Operational and Accountability Requirements; the child care spaces / rooms will not result in an operating pressure for the CMSM. Since Next to Mom has a purchase of service agreement with the St. Thomas-Elgin CMSM, I do not see how opening another child care centre mere blocks away from Next to Mom will not put operating pressures on the CMSM.

I also understand that in September 2016 there was an announcement of a Government initiative to create 100, 000 new child care spaces for infants toddlers, preschoolers over the next 5 years. The Government recognized that quality, affordable, accessible and flexible options for families regarding child care is needed. The plan to create 100, 000 spaces will include both capital and operating funding to support a mixed approach of school based, community based and home-based expansions. I have a total of 68 spaces that are not filled. The Thames Valley District School Board is regulated to build a school with 88 child care spaces. If the new school houses a child care centre, thus forcing me out of business, is it really a creation when you are redistributing numbers in order to meet this goal. If this occurs, 30 Community people will be left jobless.

Next to Mom Inc. Child Care and School Age Programs
231 College Street, PO Box 249
Belmont ON N0L 1B0
Phone: 519-644-0201 Fax: 519-644-1494
www.nexttomom.ca l.morris@nexttomom.ca

I run Next to Mom the same way as any other child care centre operates. With compassion, honesty, and a genuine concern and care for the children my staff and I serve. I follow the same rules and regulations as any other for profit or non-profit child care centre as defined by the Child Care and Early Years Act. In order to keep affordable, quality, accessible and flexible child care in Belmont, I strongly request that very careful reconsideration as to whether another child care centre in our small community is necessary and in fact in the best interests of the community and children. Should you wish to further discuss this request with myself, I would be most appreciative.

Sincerely

Laura Morris

Owner / Operator

Next to Mom Child Care

And School Age Programs

231 College Street

Belmont ON

Good evening everyone,

My name is Kellen De Vos. I am 30 yrs. old.

I am also the Founder of the registered Springfield based non-profit organization Out There Creative Therapy; an organization that hosts creative activities, events and productions for people affected by mental illness and their communities. I am also director of Springfield's signature Halloween Haunt - Screamfield.

As a '98 Graduate, Springfield Public School has played a pivotal role in not just my education, but also in my development as an individual, laying a secure foundation that I now realize was more important than I ever knew.

But maybe, being able to attend a school based in my own small rural community was the biggest.

In the Ontario Federation of Agriculture January 2, 2001 paper "Rural Schools and Educational Reform: Should We Keep Rural Schools Open?" prepared by Dr. Allan C. Lauzon and Ms. Danielle Leahy of the University of Guelph the authors state:

"Failure to acknowledge school /community relationships negates the potential role the community may play in the educational function. A community can serve as part of the curriculum where it can be examined in its history, its economy, its ecology. It becomes a living laboratory through which students learn.
It enhances their sense of connection to place, an important, and we could argue essential ingredient to developing sustainable rural communities.

Second, its a source for the development of entrepreneurial skill, leadership development, and a sense of civic responsibility. It gives the children a context in which to develop seeing the potential of their own community.

One of the challenges that rural communities face is the outmigration of their brightest and best youth. Saving rural schools provides them with the incentive to look to their own home community as a potential future.

Yes, I do believe the school needs to be used more by the community and on behalf of Out There and myself, I would be willing to work on what this would look like and I know it could happen.

Our organization is currently seeking funding to have a Creative Resource Space for youth in Springfield.

Our vision is to maintain a creative, multifaceted, rural space where youth can drop-in, be transported to, and become involved in different forms of art and performance.

Opportunities for rural youth to work with professional artists and participate in many co-creative activities like music recordings, collage creation, and outside mural creation of youth related works not often seen in rural areas thus far. But we need to maintain our connection with youth.

Out There is very interested in renting space at the school after hours for our many planned programs, performances and events as well as visiting classes on an outreach basis offering programs about student well being and mental illness prevention.

Again the OFA article states:

If we close our rural schools, we strip the children that live in rural areas of a sense of worth of where they come from, their sense of community and place. Our schools are becoming divorced from their communities; education is divorced from everyday life. The price of separation is high. It has cost educators resources and potential support. It has alienated adults, diminishing their understanding of education, their interest in lifelong learning and their ability to help their children learn. But most detrimental to society as a whole has been the weakening of children's ties to their parents, to their communities, and to the idea of learning as part of life.

Taking away Springfield school will mean a loss from the core of Springfield it-self. It shows a lack of belief in the important connection between schools and their rural communities as being valuable enough, or even "cool" enough, as "rel-evant communities" and valuing what they have to offer to one another.

As someone who moved back from the city, from the "Six" to the "Stix", I can tell you that bigger is not always better for every person. Out There is working hard to provide activities and events for youth in Springfield and the surrounding rural area.

I believe we are on the cusp of a new era in Springfield! I truly believe this. Students participating in the Christmas parade, headed down the street to a public library program, or on a brisk November walk to the Remembrance Day

service at our cenotaph are gaining an education that is available right outside their classroom doors. I can hear student voices at recess from our back porch and I too am reminded of the importance of our connection to each other. That all

might sound poetic, but many scholars believe poetry to be the highest form of word.

I'd like to conclude with what might seem like a side note:

I personally want to return to the school to finish what I started in regards to the collection of sharpie murals on the gym walls from 1996. A special project a former Principal created for a child in need of a creative outlet. I realize it's tough to paint over murals done by a child, but that child was me; and I have improved significantly.

And, as we at Out There happen to know them personally, both Batman and Spiderman are also willing to volunteer their time with the students of Springfield Public School.

Believe in rural communities. Believe in Springfield.

Help us to install a belief of the importance of where you come from in our rural youth.

Even people from urban areas will tell you that believing in where you're from is so very important to one's development.

Thank you for time.

Save Springfield School!

February 8, 2017

Submitted to: Thames Valley District School Board

Submitted by: Janet D. Kennedy, resident, and the Port Stanley Village Association

Subject: Port Stanley Public School Accommodation Review.

Thank you for giving me this time to share my views on the viability of keeping the PSPS open for educating our children. Actually, I am also here as the president of the PSVA, and am reporting to you their perspective as well.

In the 1970's the provincial government began steadily reducing its share of the cost of education from 50% to close to 20%. This meant that the rural boards had to shift their education costs to local taxpayers. At the same time, Ontario continues to be the ONLY province to support four different school boards: the English and French public, and English and French Catholic. This is very costly.

In the late 90's the fiscal management of our schools was taken away from all boards and put under the control of the province. They deemed that the costs be split 50/50. At the same time, however, school boards were greatly enlarged, but with fewer and lower (some would say poorly) paid trustees, to speak on behalf of the school population. This has led to considerable turmoil within the system. Now we have regular school reviews which pit small rural schools against one another within a very restricted framework.

The school in a small community has traditionally been a gathering place, a comfort and convenience for those with small children. Having schools nearby makes communication easier between the school and home, and draws people together. Local schools help keep small communities alive.

Research indicates that the ideal size for an elementary school is about 300 students; for a high school, about 900. Yet the province is looking toward larger schools for cost efficiencies.

For the last several years Port Stanley Public School, for some unknown reason, has had a school boundary about 1/8 the size of the surrounding schools. This has led in turn to a smaller school population. Our school is an integral part of our community.

Village volunteers help with individual pupils. Local artists coach students on art projects. Others help with the chess club and sports such as basketball, volleyball and soccer. Each year the students participate in lakeshore and village cleanups during which time they interact with villagers.

Our location provides wonderful opportunities for its school students. The school itself has a large outside play area. Next door there is an arena for skating and a community centre for other activities. Within the village there are potential field trips to the library, grocery store, theatre, fish factory, river, a great lake, and a variety of natural land ecological sites.

Port Stanley's school building is in good condition with new doors, windows, and roof. It is well maintained and includes features such as murals on the walls painted by local artists, a good-sized gym, and a well-equipped library. It has

town water which, unlike rural wells, is strictly regulated under provincial guidelines. It also has the benefit of a town sewer system which is getting a $15 million upgrade beginning this year. And let's not forget our teaching and admin staff; Port Stanley Public School is one of the top academic schools in the county. All this shows that our school is itself an active, vibrant force.

Central Elgin has designated Port Stanley as a growth area. There are two new subdivisions being built within the town, one near the water tower for 110 homes and the other on George Street for over 100 homes. On top of that, Central Elgin's Secondary Plan encompasses development of the harbour lands, which will consider single family homes and mixed use buildings including apartments and condominiums.

Port Stanley Public School is a very important part of our community. Our hard-to-match village resources paired with future growth should lead you to the decision that Port Stanley Public School is worthy of being fully utilized as a permanent public school within the Thames Valley District School Board.

SUMMERS CORNERS PARENT COUNCIL

How our students and families feel about

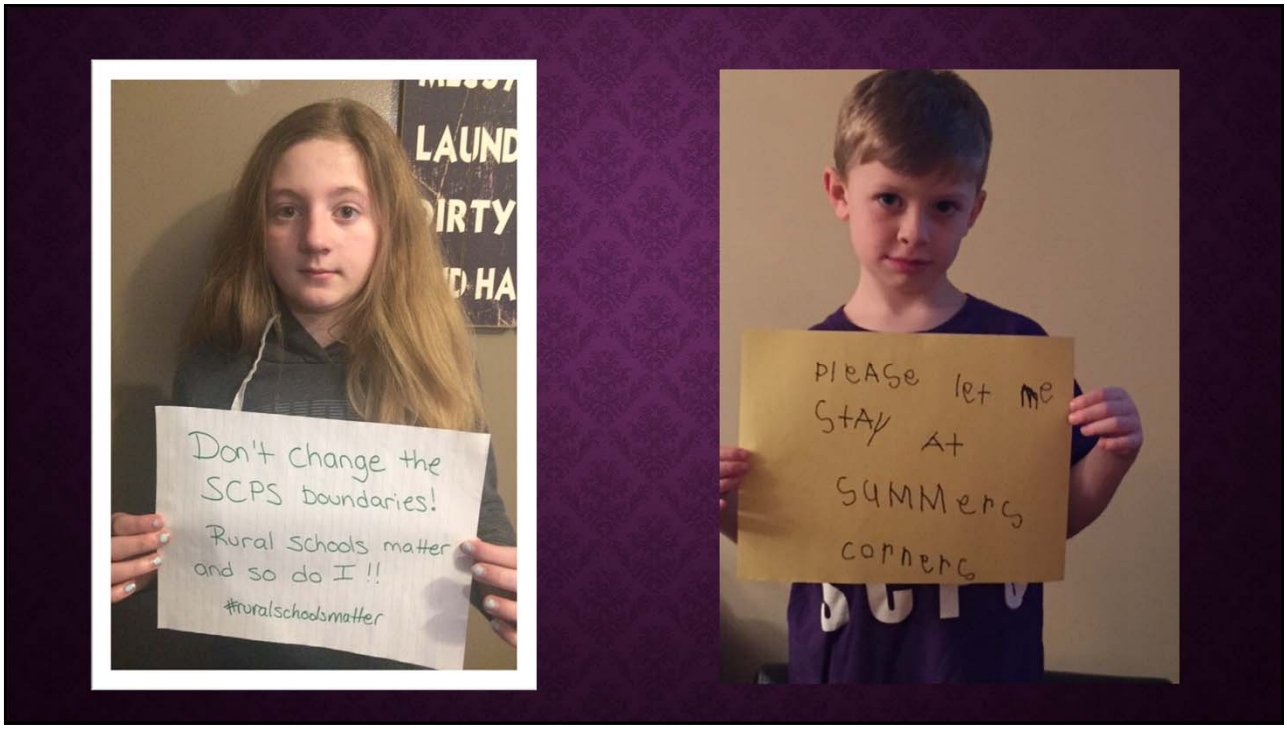
the proposed changes to Summers' Corners Boundaries

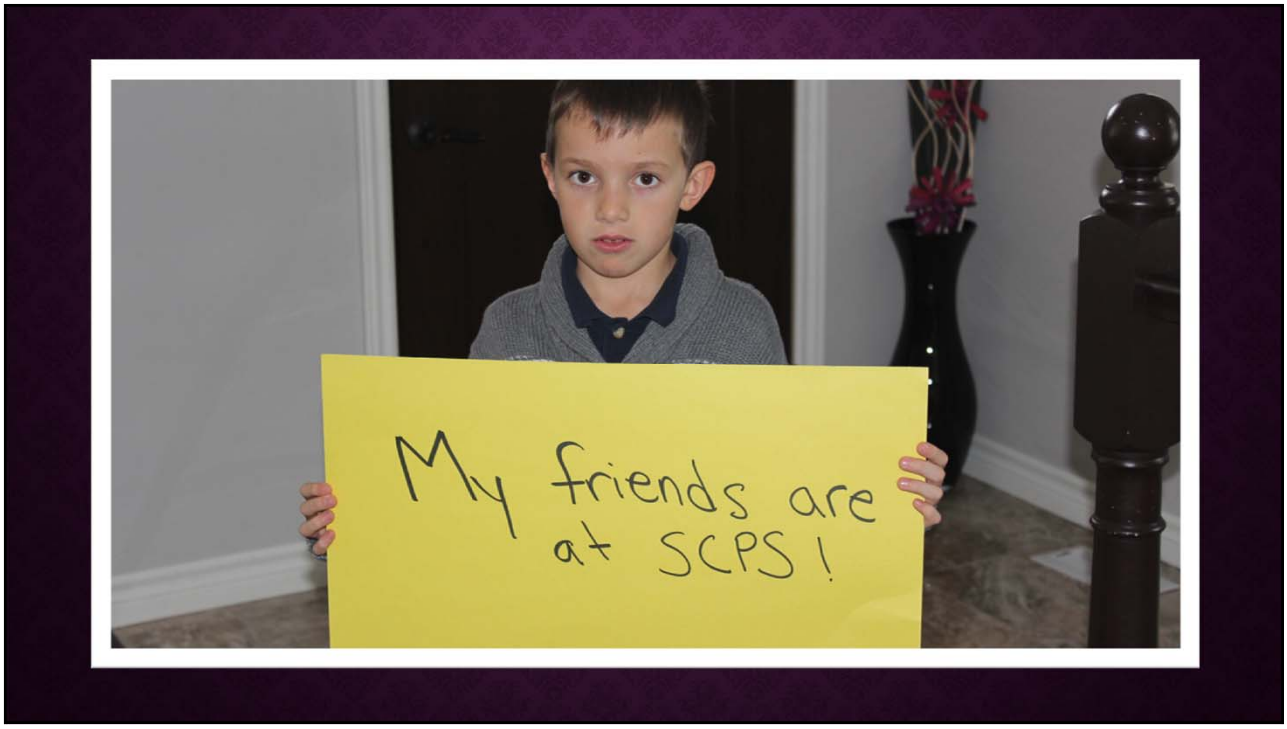
THOUGHTS FROM OUR FAMILIES

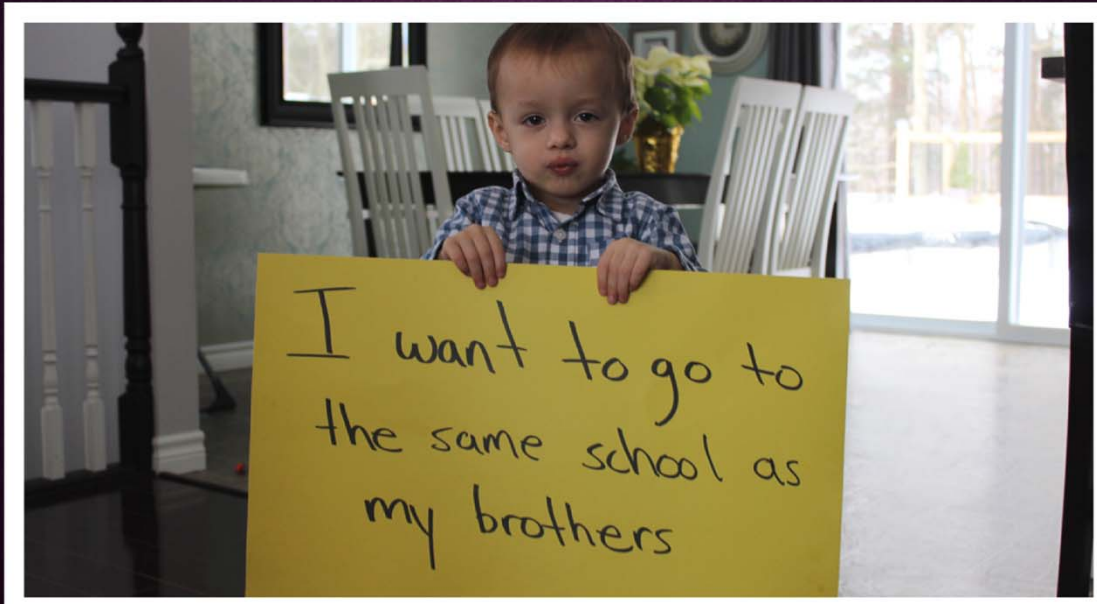
- Every one of the families we have spoken to is NOT in favour of the proposed changes to our school boundaries
- Many families have expressed concern for the emotional well being of their child if they are required to change schools
- Multiple families have advised that if the boundary changes, they will either move back into the Summers Corners' zone or switch to the Catholic School Board


I will not
Leave my
Friends!!!


We will miss all of our friends! There is room for us to stay!!!
Don't kick us out of our school we LOVE

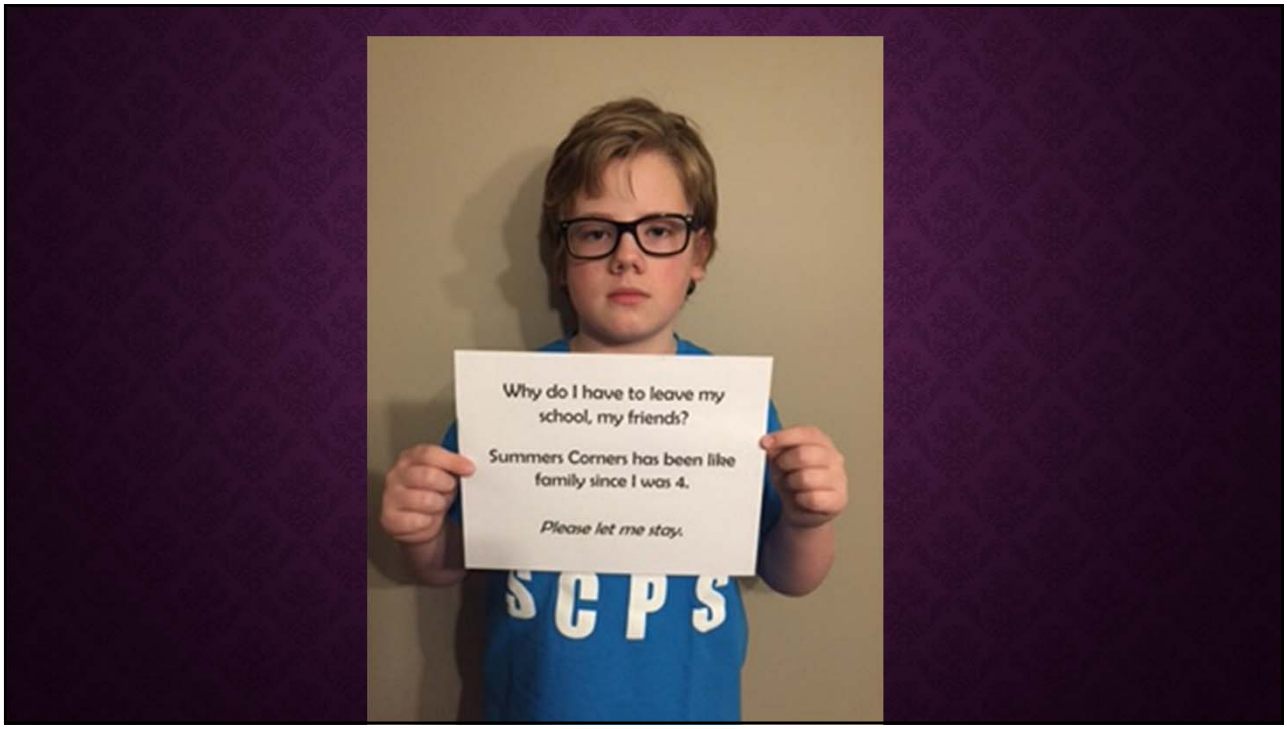

Don't change the SCPS boundaries!
Rural schools matter and so do I !!
#ruralschoolsmatter
PLEASE let me STAY At SUMMERS corners


My friends are at SCPS!



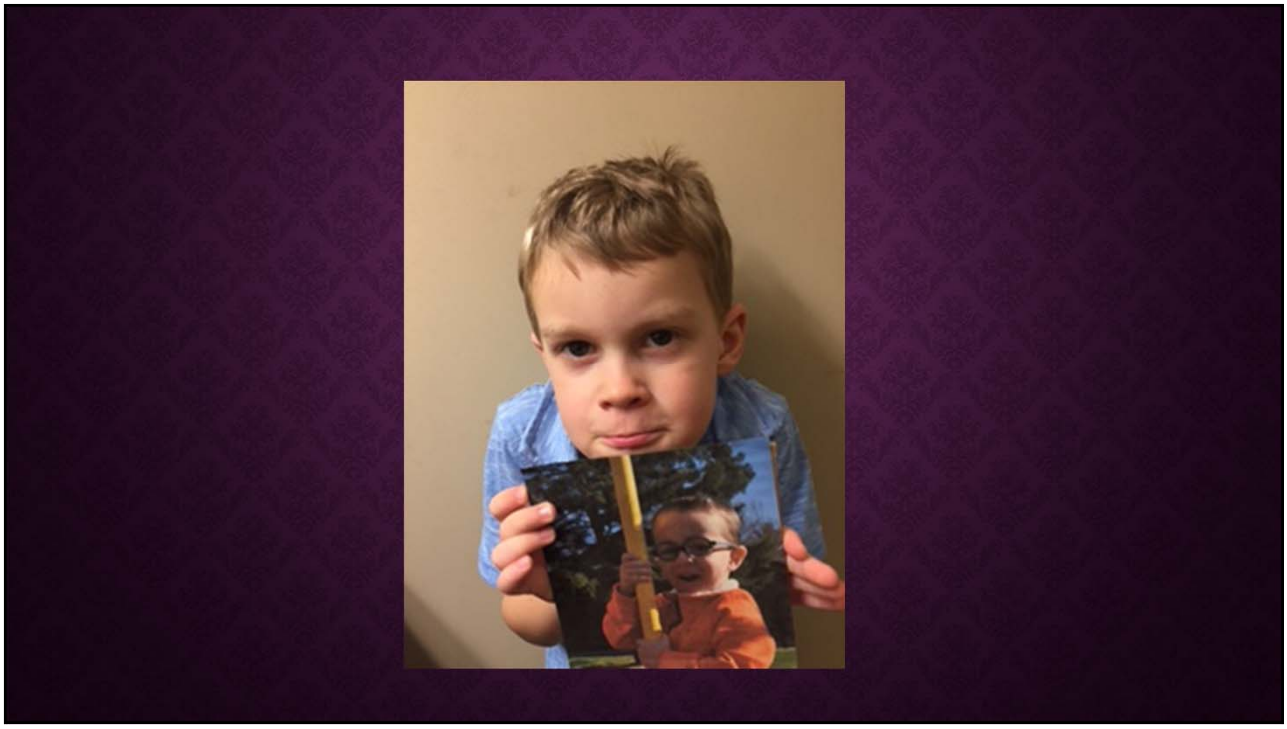
Heidi and Jelena have gone to school together since SK. These girls will be separated for the first time in their school life if the boundaries are changed. For the sake of our children....please do not change the boundaries for SCPS.

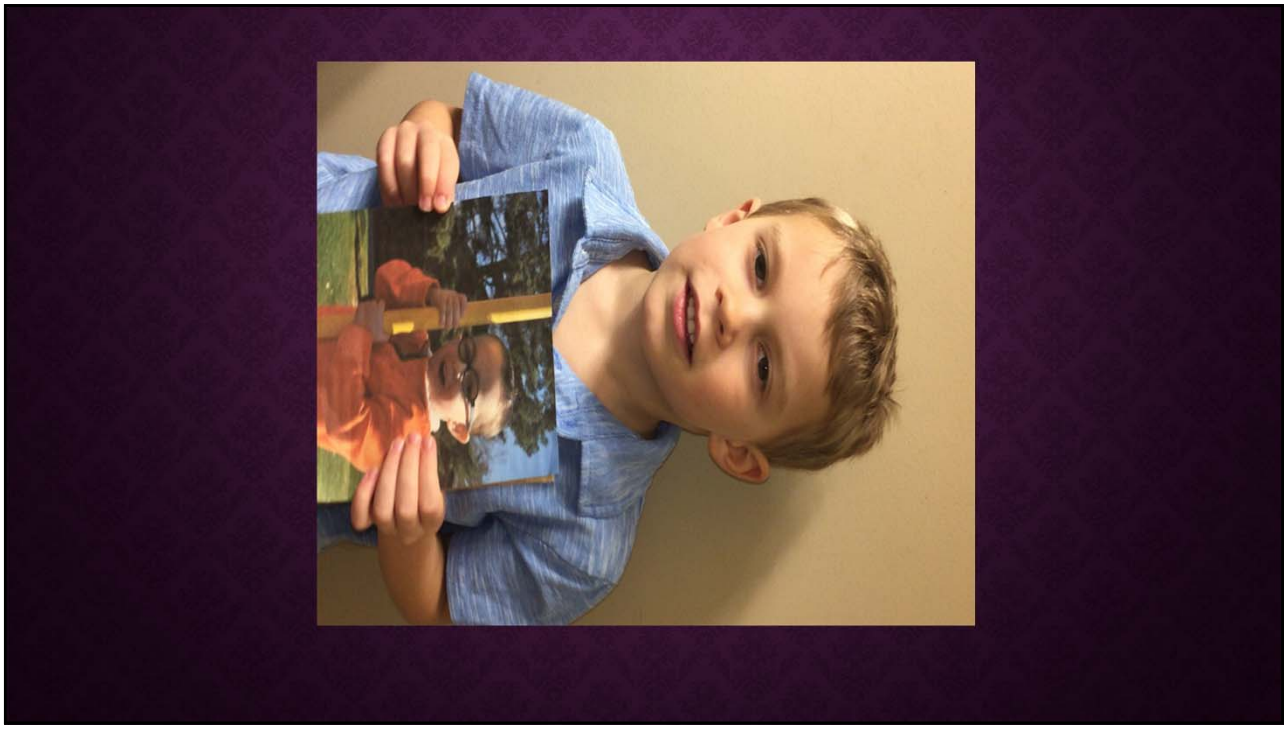


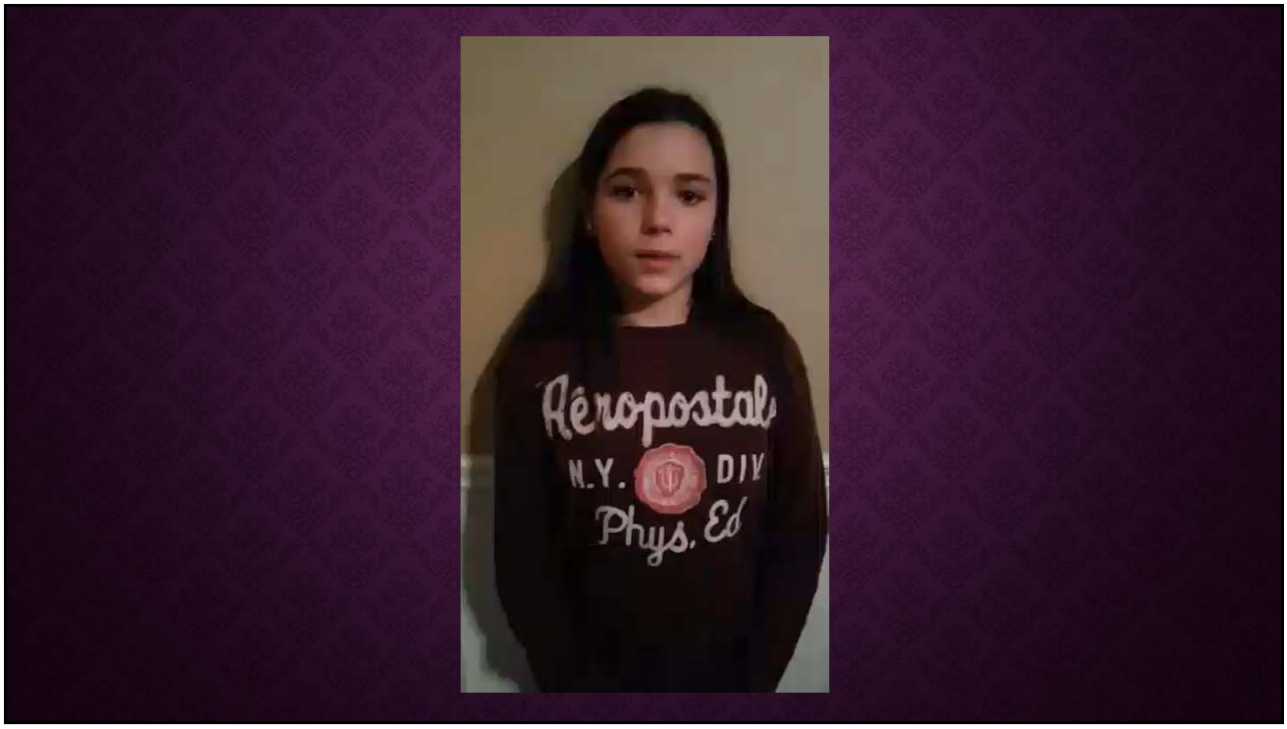

Why do I have to leave my school, my friends?
Summers Corners has been like family since I was 4.
Please let me stay.
SCPS

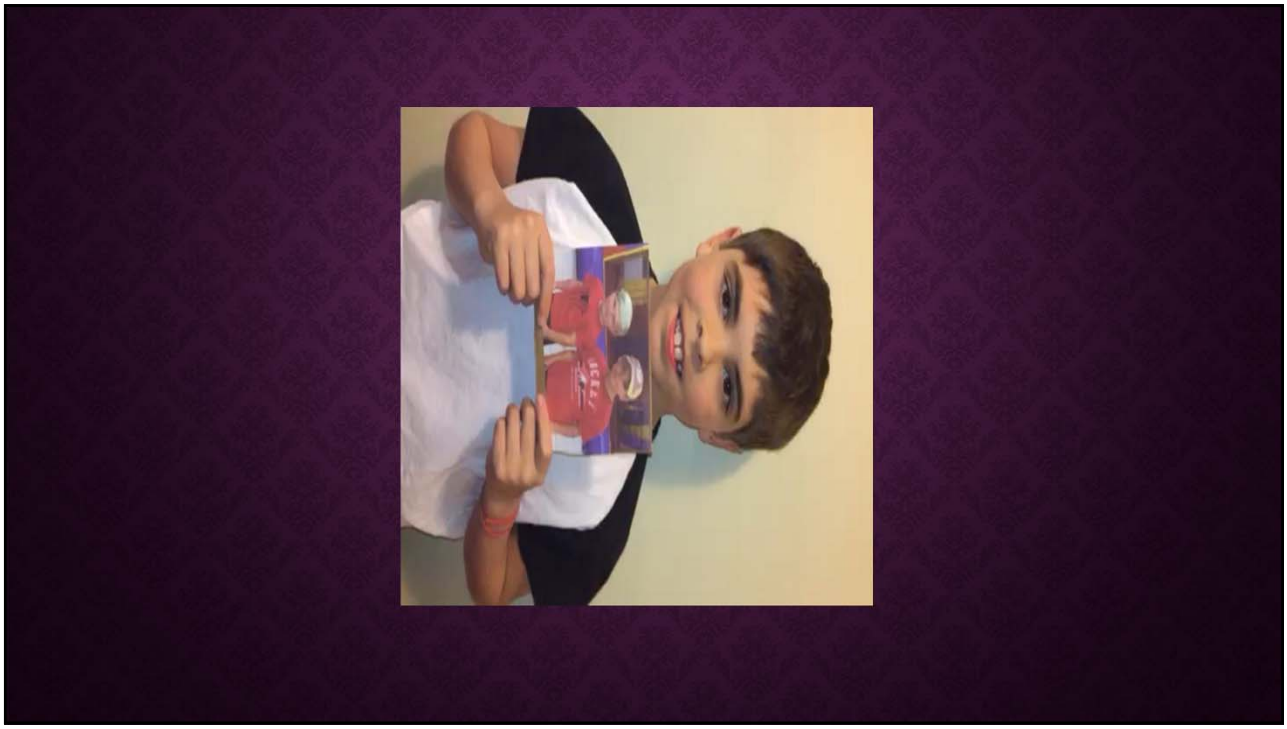

1 year at SCPS in not long enough !!


I struggle
deeply with
change

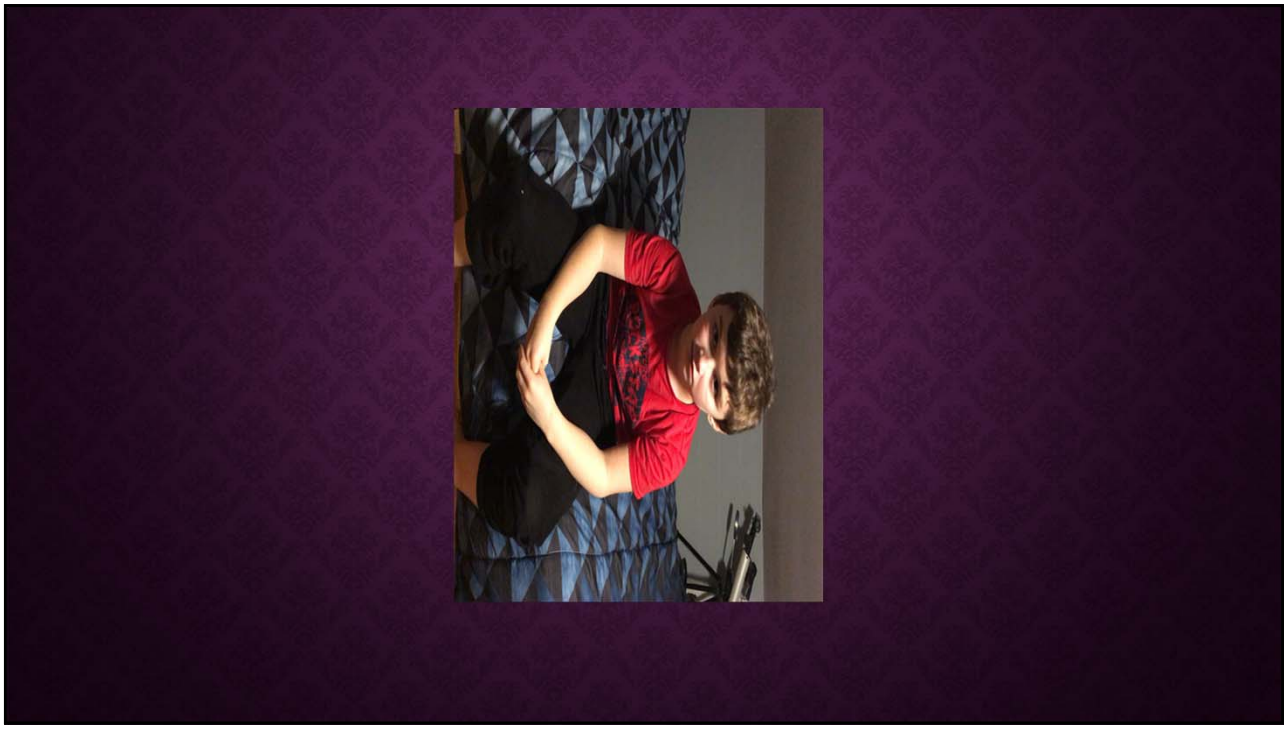


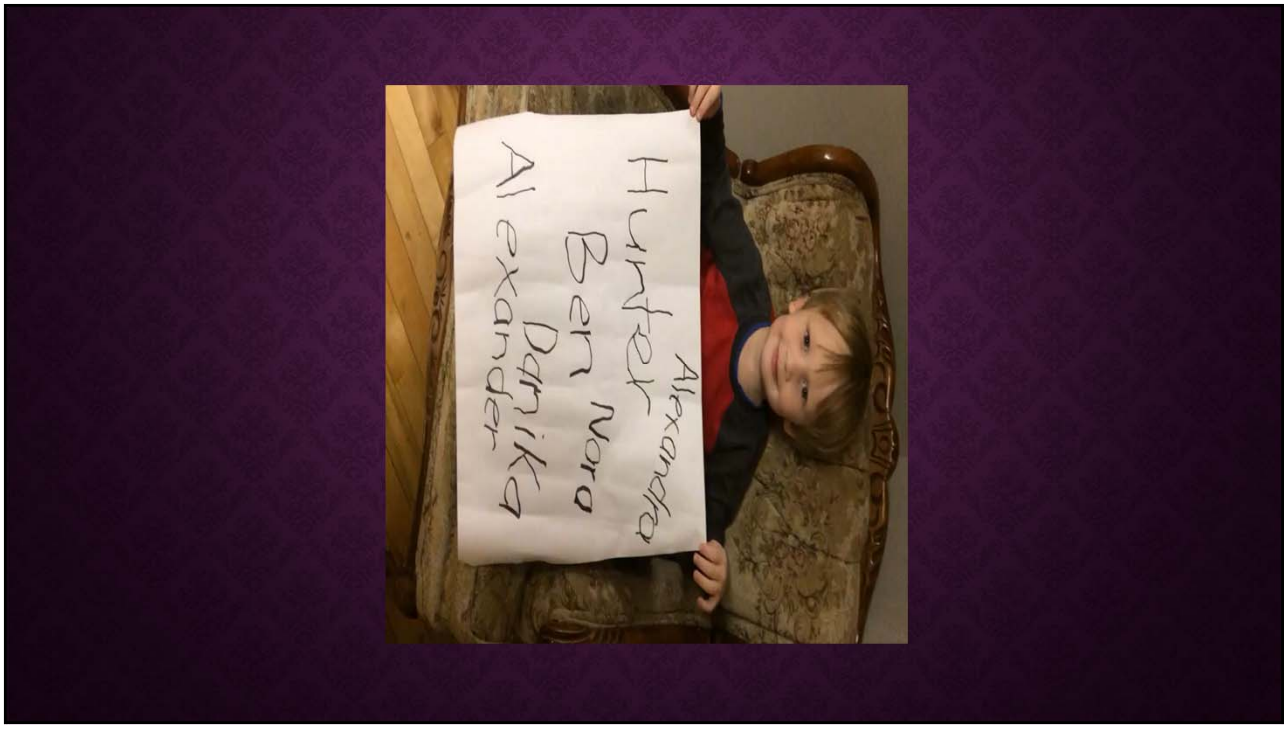


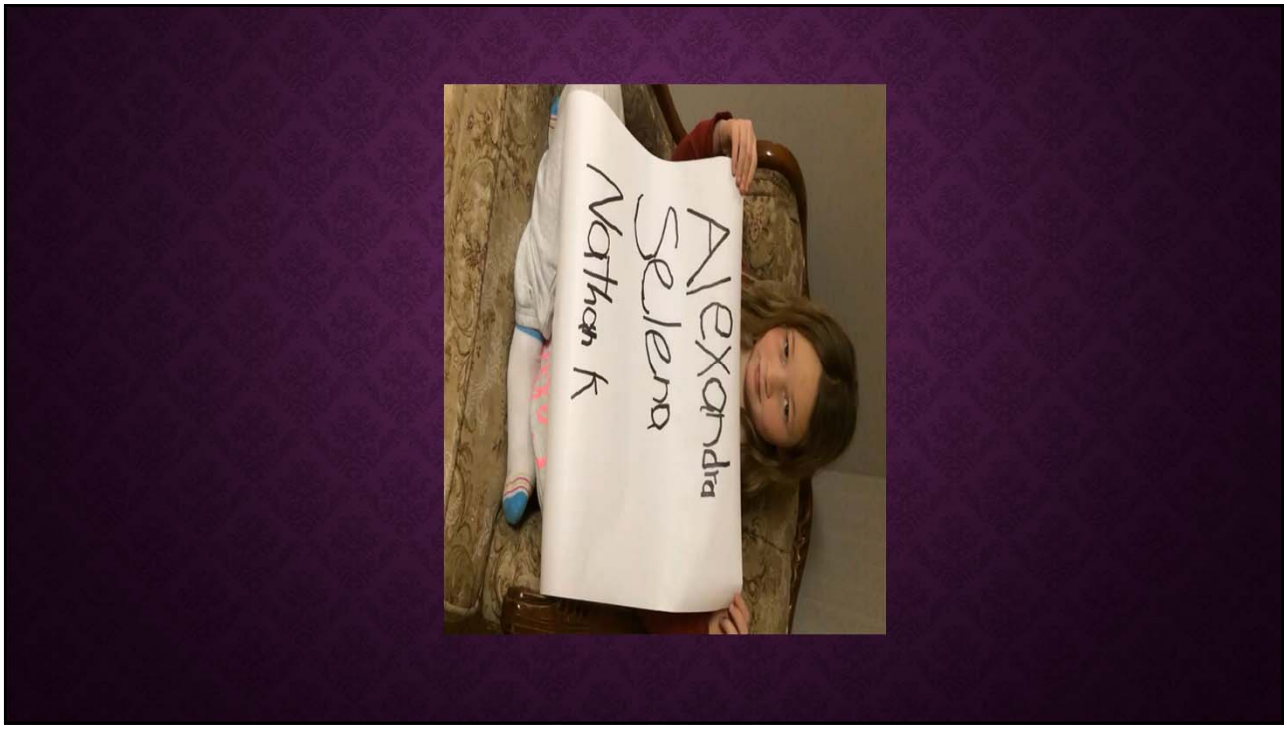

Aéropostale
N.Y.
DIV
Phys. Ed

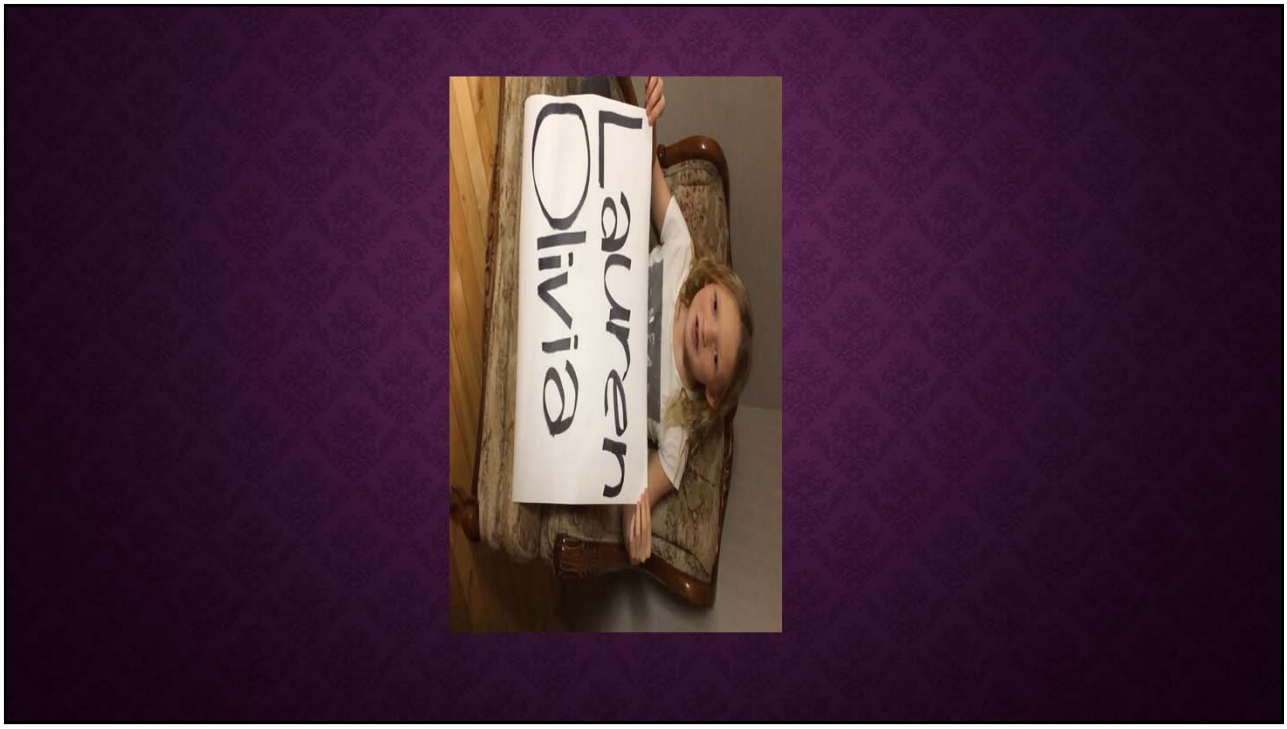




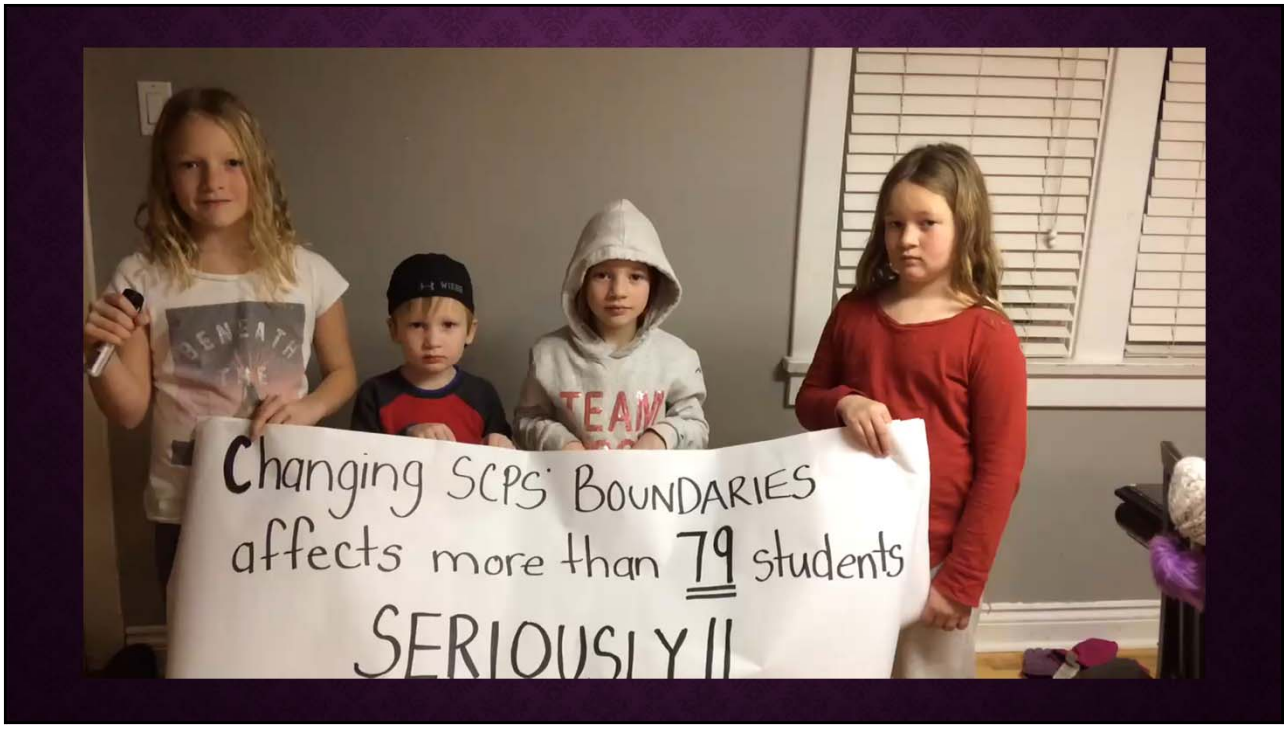



Alexander
Hunter
Ben
Nora
Dad
Annika
Alexander


Alexandra
Selena
Nathan K


Lauren
Olivia


Nora
Alexandra
Danika


Changing SCPS BOUNDARIES
affects more than 79 students
SERIOUSLY !!

In Conclusion ….

- The Pupil Accommodation review report is an excellent example of the financial goals of the Thames Valley District School but it lacks any information on the emotional and social effect that this will have on our students and our families
- Summers Corners Public School Parent Council understands that while change is often necessary for growth – removing 79 students from our school does not make sense
- Our school has the room and the capacity to keep our students as well as accommodate more

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW 01

Date	Location	Time
2017 March 08	Cafeteria, East Elgin Secondary School 362 Talbot St. W., Aylmer, N5H 1K6	6:00pm – 9:30pm

AGENDA

1. Welcome and Introductions
2. Overview of the Agenda
3. Overview of the upcoming meetings and timelines
4. School PAR Subcommittee Final Report Presentations (10 minutes each)
    a. Davenport PS
    b. McGregor PS
    c. Mitchell Hepburn PS
    d. New Sarum PS
    e. Northdale Central PS
    f. Port Stanley PS
    g. River Heights PS
    h. South Dorchester PS
    i. Sparta PS
    j. Springfield PS
    k. Summers' Corners PS
    l. Westminster Central PS
5. Adjournment

We build each student's tomorrow, every day.

ELEMENTARY PUPIL ACCOMMODATION REVIEW 01

FINAL PUBLIC MEETING
2017 MARCH 08

INTRODUCTIONS

AGENDA

1. Welcome and Introductions
2. Overview of the Agenda
3. Overview of the upcoming meetings and timelines
4. School PAR Subcommittee Final Report Presentations (10 minutes each)
5. Adjournment

UPCOMING PAR MEETINGS/TIMELINES

SCHEDULE OF PUBLIC MEETINGS EPAR-01

MEETING	DATE	TIME	LOCATION
Initial Public Meeting	2017 JAN 09	7:00PM	East Elgin SS
School Level Meeting #1	2017 JAN 16	TBD by PARC	TBD by PARC
Second Public Meeting	2017 FEB 08	6:00PM	Parkside CI
School Level Meeting #2	2017 FEB 13	TBD by PARC	TBD by PARC
Final Public Meeting	**2017 MAR 08**	**6:00PM-9:30PM**	**East Elgin SS**
FSAR Presented to the Board	2017 APR 11	**7:00PM**	Board Room
Public Delegation Meeting	2017 MAY 02	**TBD**	Board Room
Final Board Decision	2017 MAY 23	**7:00PM**	Board Room

FINAL SENIOR ADMINSTRATION REPORT

Final Senior Administration Report will:

- **be emailed to the members PAR Committee, Post-Determination Meeting Invitees and posted on TVDSB's website by 2017 March 27**
- **advise parties wishing to make presentations to the Trustees at the Public Delegation Meeting that they are required to submit a presenter package**
- **include as schedules, any written views and/or materials received**
- **include as a schedule the final written reports of the School PARC Subcommittees**
- **include TVDSB Senior Administration's final recommendations on pupil accommodation with a proposed timeline for implementation**

FINAL SENIOR ADMINSTRATION REPORT PRESENTATION MEETING

- **TVDSB Senior Administration will present the Final Senior Administration Report to the Trustees on 2017 April 11**
- **Trustees may ask TVDSB Senior Administration questions of clarification regarding a Final Senior Administration Report**
- **There will be no debate with respect to or vote on the Final Senior Administration Report at that time**
- **The final decision of the Trustees will be made on May 23, 2017**

INPUT OPPORTUNITIES: PUBLIC DELEGATION MEETING

- **Individuals and groups will be limited to one presentation to the Trustees per PAR**
- **To present before Trustees, an application must be submitted in accordance with the instructions on TVDSB's website. Instructions, including the deadline, for submitting an application will be posted by 2017 April 3 on the Board's website under Seeking Public Input. The deadline for applications generally is 8 working days prior to the Public Delegation Meeting.**
- **Applications will be reviewed by the Chair's Committee to ensure proposed presentations are applicable to the PAR; presentations will be scheduled in the order they are received.**
- **The Chairs' Committee will have the authority to disallow any presentation if they determine that the presentation is not applicable to the PAR**
- **Trustees will be advised of all presentation requests**

INPUT OPPORTUNITIES: PUBLIC DELEGATION MEETING

- Oral presentations for approved delegation representing a School Council, or a Home and School Association will be a maximum of 10 minutes.
- Oral presentations for an organization/group, including Community Organizations will be a maximum of 5 minutes.
- Presentations are to reflect the information provided in the submitted application. If the materials presented differ substantially from the written submission, the Chair has the right to rule the presentation out of order.
- At the conclusion of each public presentation, the Trustees may ask questions of clarification.

INPUT OPPORTUNITIES: PUBLIC DELEGATION MEETING

- For additional questions regarding public delegation please contact Bonnie Williams
  bonnie.williams@tvdsb.on.ca

INPUT RECEIVED: PUBLIC DELEGATION MEETING

TVDSB Administration will compile the feedback received through the presentations made during a Public Delegation Meeting, which will be submitted to the Trustees, prior to the May 23, 2017 Board meeting in which the Trustees are anticipated to make a final decision on the Final Senior Administration Report

FINAL DECISION OF THE TRUSTEES

Final decision of the Trustees is scheduled for
2017 May 23

The Trustees have the discretion:

- to approve the recommendation(s)
- modify the recommendation(s)
- or approve a different outcome contained in the Final Senior Administration Report

SCHOOL SUBCOMMITTEE REPORTS

DAVENPORT PS

MCGREGOR PS

MITCHELL HEPBURN PS

NEW SARUM PS

NORTHDALE CENTRAL PS

PORT STANLEY PS

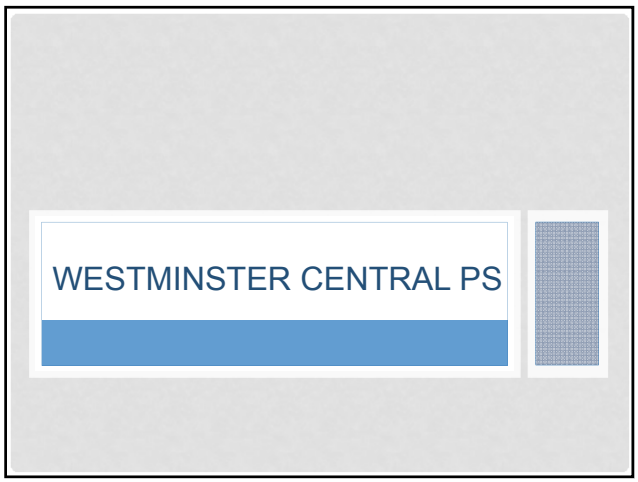
RIVER HEIGHTS PS

SOUTH DORCHESTER PS

SPARTA PS

SPRINGFIELD PS

SUMMERS' CORNERS PS


WESTMINSTER CENTRAL PS

Final Public Meeting – EPAR-01
Wednesday, March 08, 2017
6:00pm-9:30pm, East Elgin Secondary School

---

1. **Welcome and Introductions**
   K. Bushell welcomed everyone to the meeting, and introduced the Trustees present, the Supervisory Officers, and the Planning Department.

Planning Department	Supervisory Officers	Trustees	Director of Education
K. Bushell B. Moore D. Kettle C. Wiercinski L. Cutler L. Munro	D. Macpherson P. McKenzie S. Powell	J. Todd B. McKinnon A. Morell	L. Elliott

   Please see attached Appendix A for the sign in sheets of the School PAR Subcommittee attendees.

2. **Overview of the Agenda**
   K. Bushell provided the attendees an overview of the Agenda items to be discussed

   The attendees were informed of the contents of the packages they have received on their tables. Each member received an agenda, and PowerPoint. A copy of the document of all PARC questions submitted regarding the EPAR, and Schedule D regarding the Public Delegation Protocol from the Pupil Accommodation and Facility Organization Procedure was provided for the table to share.

3. **Overview of the upcoming meetings and timelines**
   The schedule of completed and upcoming meetings was reviewed, and the date and times for the meetings of the Trustees for the presentation of the Final Senior Administration Report and the Final Board decision were discussed. The date of the Public Delegation Meeting was provided, but the time is yet to be determined.

   The attendees were informed that the Final Senior Administration Report will be:
   - Emailed to all School PAR Subcommittee Members and TVDSB Listed Community Organizations
   - Posted on TVDSB's webpage on March 27, 2017
   - Presented to the Board of Trustees on April 11, 2017, for information, in preparation for the Final Board decision on May 23, 2017

K. Bushell provided the attendees an overview of the protocol for the Public Delegation, indicating that instructions and an application will be available on the main TVDSB webpage on April 03, 2017. All applications will be reviewed by the Chair's Committee, and Trustees will be advised on all presentation requests.

Any further questions regarding the Public Delegation Meeting should be directed to bonnie.williams@tvdsb.on.ca.

4. School PAR Subcommittee Final Report Presentations

During this time, each of the School PAR Subcommittee Chairs (or their respective delegate) presented their School PAR Subcommittee Final Report.

K. Bushell asked that all Final Reports are emailed directly to planning@tvdsb.on.ca no later than March 09, 2017.

Please note that each of the School PAR Subcommittee Final Reports will be included in the Final Senior Administration Report, therefore will not be attached to these meeting minutes.

5. Adjournment

The meeting was adjourned at 9:00pm. K. Bushell thanked the School PAR Subcommittees for their time and efforts for their schools, and for preparing and presenting their Final Reports. All attendees were thanked for joining the meeting.

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 March 08	East Elgin Secondary School	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Davenport	Kimberly Simpson	
Davenport	Lisa McLeod	
Davenport	Margaret Harder	
Davenport	Martin Haalstra	

Pupil Accommodation Review
Thames Valley District School Board

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 March 08	East Elgin Secondary School	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
McGregor	Charlotte Wall	
McGregor	Erin Lynch	
McGregor	Lisa Collard	
McGregor	Lisa Wiebe	
McGregor	Char Ierullo	Char Ierullo

Pupil Accommodation Review
Thames Valley District School Board

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 March 08	East Elgin Secondary School	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Mitchell Hepburn	Cliff Williams	
Mitchell Hepburn	Bev Galilanez	
Mitchell Hepburn	Burk Morgan	
Mitchell Hepburn	Christa Mobberley	
Mitchell Hepburn	Christine Cheema	
Mitchell Hepburn	Dave Remy	
Mitchell Hepburn	Donna Cowie	
Mitchell Hepburn	Lisa Rattray	
Mitchell Hepburn	Meredith Webster	
Mitchell Hepburn	Sarah Jackson	

Pupil Accommodation Review
Thames Valley District School Board

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 March 08	East Elgin Secondary School	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
New Sarum	Warren Zavarella	
New Sarum	Trudy Bunde	
New Sarum	Tammy Loucks	
New Sarum	Melanie White	
New Sarum	Laura Morgan	
New Sarum	Kate Hurst	
New Sarum	Carroll Wiebe	
New Sarum	Amy Smith	

APPENDIX A

Pupil Accommodation Review
Thames Valley District School Board

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 March 08	East Elgin Secondary School	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Northdale Central	Catherine Zeisner	
Northdale Central	Carissa McNeil	
Northdale Central	Heather Householder	
Northdale Central	Jack Householder	
Northdale Central	Jen Nuyens	
Northdale Central	Mason Decock	
Northdale Central	Nicole Decock	

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 March 08	East Elgin Secondary School	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Port Stanley	Sheila Pinder	
Port Stanley	Amanda Morrow	
Port Stanley	Farley See	
Port Stanley	Janet Palmer	
Port Stanley	Jocelyne Asselin	
Port Stanley	Ross Palmer	
Port Stanley	Sarah Baitz	
Port Stanley	Trish Rodgers	

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 March 08	East Elgin Secondary School	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
River Heights	Kerby Waud	
River Heights	Jennifer Coghlin	
River Heights	Jonathan Crellin	
River Heights	Melissa Bayes	

APPENDIX A

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 March 08	East Elgin Secondary School	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
South Dorchester	Lynn Shoukri	
South Dorchester	Catherine Hann	
South Dorchester	Jaclyn Wilson	
South Dorchester	Jessica Johnson	
South Dorchester	Julie Watson	
South Dorchester	Mallory Hesselmans	

Pupil Accommodation Review
Thames Valley District School Board

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 March 08	East Elgin Secondary School	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Sparta	Esther Wendel-Carather	
Sparta	Aaron Everatt	
Sparta	Alison Fleming	
Sparta	Arika Everatt-Meeuse	
Sparta	Colt Meeuse	
Sparta	Greg Fish	
Sparta	Heather Derks	
Sparta	Liz Stevens	
Sparta	Meagan Ruddock	
Sparta	Ronin Fleming	
Sparta	Sarita Vandernault	
Sparta	Todd Sawyer	

Pupil Accommodation Review
Thames Valley District School Board

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 March 08	East Elgin Secondary School	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Springfield	Jennifer Burns	
Springfield	Chris Cox	
Springfield	Greg Fentie	
Springfield	Jean Turner	
Springfield	Jessica Goodwill	
Springfield	Johnny Wilson	
Springfield	Mary Giesbrecht	
Springfield	Rebecca Clark	

Pupil Accommodation Review
Thames Valley District School Board

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 March 08	East Elgin Secondary School	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Summers' Corners	Patricia Tomico	
Summers' Corners	Carrie Otter	
Summers' Corners	Chris Otter	
Summers' Corners	Crystal Underhill	
Summers' Corners	Jennifer ~~Kestaloot~~ Kestelaot	
Summers' Corners	Joshua Hernandez	
Summers' Corners	Karen Kasza	
Summers' Corners	Nichol ~~De Lee Beeck~~ DeLeebeeck	
Summers' Corners	Tina Wiebe	
Summers' Corners	Trudy Friesen	

Pupil Accommodation Review
Thames Valley District School Board

FINAL PUBLIC MEETING

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01

****PLEASE SIGN IN****

DATE	LOCATION	TIME
2017 March 08	East Elgin Secondary School	6:00PM - 9:30PM

SCHOOL	FULL NAME	INITIAL
Westminster Central	Bill Rabbitts	
Westminster Central	Adam Miller	
Westminster Central	Tanya Brown	
Westminster Central	Walid Mohamed	
Westminster Central	Amanda Bradish	
Westminster Central	Jaydon Laidlaw	
Westminster Central	Louise Laidlaw	
Westminster Central	Melissa Hough-Givlin	
Westminster Central	Mohamed Mohamed	
Westminster Central	Nicole Hamilton	
Westminster Central	Paul DeActis	
Westminster Central	Sarah Fletcher	

PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
DAVENPORT QUESTION AND ANSWERS

Received On: 2016 December 21

Question #1:
How do the boundaries of New Belmont Public School align with the boundaries of the High Schools in the Area? Is there opportunity to re-align High School Boundaries to better match? Or are only public school boundaries within the scope of this work? If so, can the public school boundaries be better aligned to the High School boundaries? Please provide a map of the high school boundaries for the area for reference in reviewing the boundaries.

Answer #1:
Only Elementary attendance areas are within the purview of this Pupil Accommodation Review. The proposed boundaries were based on several factors, such as: harmonizing the current and projected enrolment with OTG capacities; population concentrations and shifts; program needs; geography and arterial roadways.

In order to adjust the Secondary School boundaries, an Attendance Area Review would be required so that the schools involved could have an opportunity for input as per our Attendance Area Review Procedure. Please see Appendix A map of Secondary attendance areas for the area identified as EPAR -01.

Question #2:
Page 36...Will a Grandparenting option be provided to Belmont students attending 2018-19 grade 7 at Davenport for their Grade 8 year to stay at Davenport?

Answer #2:
The grandparenting option has been proposed for grade 7 students, residing in the South Dorchester attendance area, attending Davenport PS, as indicated on page 67 of 71 of the EPAR-01 ISAR.

The following recommendation was omitted, in error, for the Northern Region (page 32 of 71):

- That Davenport Public School students (grades 7 - 8), residing in the South Dorchester Public School attendance area, be accommodated at the new Belmont Public School, as per Figure 01, as of 2019 July 01, contingent upon Ministry of Education approval of capital funding;

Question #3:
The report identifies a Recommended Solution but does not provide any alternatives either for comparison or to understand how the solution was arrived at. Will the board support review of the attendance areas by providing enrollment projections and similar information for alternate scenarios suggested by the PARCs? If yes please provide information for scenarios as outlined below:

As indicated in question 1 the proposed boundaries were based on several factors, such as: harmonizing the current and projected enrolment with OTG capacities; population concentrations and shifts; program needs; geography and arterial roadways. Senior Administration is open to re-examining the attendance areas based on feedback. A balance must be struck to harmonize enrolment and capacity for the proposed schools. Therefore the number of students currently (2016) within the areas described are listed below each suggestion. Please note that the Ungeocoded students have not been included in this count. These are students where address points cannot be determined.

1. Extend New Belmont Public School boundary to include all of Central Elgin Municipality north of Hwy 3 including New Sarum to better align with established Socio-Cultural boundaries and allow children of ratepayers to benefit from any Co-Build Opportunity with their Municipality
   The area from Ron McNeil Line to Belmont Road to Hwy 3 within New Sarum Boundary proposed to be designated to New Southeast St. Thomas currently has **32** students attending New Sarum PS.
   The area from Belmont Road to Hwy 3 to the centre line of Springwater Road (Boundary edge of the Township of Malahide and Central Elgin) within New Sarum Boundary proposed to be designated to McGregor and Davenport PS's currently has **40** students attending New Sarum PS. Please note that this would seperate Orwell and Kingsmill communities.

2. Align the Boundaries between Port Stanley and MacGregor / Davenport to Springwater Road, again for consistency with Socio-Economic boundaries and Municipal boundaries and to reduce capacity pressure on Port Stanley and need for addition.
   The boundary edge of the Township of Malahide and Central Elgin within Sparta PS's area proposed to be designated to Port Stanley currently has **23** students attending Sparta PS.

3. Extend the Summers Corners boundary further north to include more of the existing Springfield Area and better utilize existing capacity. Perhaps consolidate all of Springfield at Summers Corners to align better with existing Socio-Economic boundaries. It would appear there is capacity at Summers Corners to keep all of the Springfield students together in their new school without bussing rural students out of Municipality to a new Belmont School. This would also reduce the need to build additional capacity and further the consolidation goal.
   There are currently **69** students attending Springfield PS and **19** students attending Summers' Corners that are proposed to be redirected to New Belmont PS within Malahide County. Total of **89** students.

4. Align the Western boundary of McGregor and Davenport with Hacienda Rd
   The area "east" of Davenport and McGregor's boundary to Hacienda Road currently has **98** students attending Summers' Corners PS. Using the grade structure proposed for Davenport (JK-3) and McGregor (4-8) the breakdown of students is **38** in grades JK-3 and **60** in grades 4-8.

5. Shift new St Thomas school boundary south to eliminate capacity pressure on Port Stanley and eliminate need to provide addition
   The addition at Port Stanley PS will primarily be for program enhancements. See Question 8.
   There are currently **11** students residing from St. Thomas to John Wise Line within the attendance area of Sparta PS. There are currently **50** students residing from St. Thomas to Fruit Ridge Line within the attendance area of Sparta PS.

Question #4:
Please provide a comprehensive map showing a. the recommended plan attendance areas and b. the proposed areas above on one page each similar to the map on the title page for the existing areas.

Answer #4:
Please see Appendix B for a comprehensive map of the EPAR-01. Planning will produce maps if needed for the Final Subcommittee Report if required by the school PAR Subcommittee.

Question #5:
Page 48...Boilerplate comments used regarding Benefit to Learning based on increased students at McGregor whereas preferred plan is a reduction in students. Please explain. No rationale is provided to explain the change from JK-4 to JK-3, the transfer of the DE class or the surplusing of space when addition was built only 3 years ago presumably related to FDK. What impact would the addition of Port Bruce students have on the enrollment of these schools? Also moving boundary to Hacienda Rd

Answer #5:
The Developmental classes in Aylmer were spilt as a result of the existing school organizations. Standalone Developmental classes in schools are not preferred. The relocation of the Developmental classes at Davenport and McGregor will help to maximize resources and supports for students. Barrier-free alterations to the facility and renovations creating a Developmental suite to enhance the program opportunities for those students will allow for potentially expansion to the program at Summers' Corners PS.

The recommendation to relocate the grade 4 program to Davenport PS was based the alignment of students in a learning environment with the junior classes and curriculum expectations.

McGregor PS received an addition in 2013 as part of the Full Day Kindergarten initiative to accommodate kindergarten students in purposed built Kindergarten classrooms and ancillary spaces. This addition was funded and built based on actual enrolment needs.

Students residing in Port Bruce currently attend Sparta PS and are recommended for relocation to Port Stanley PS. There are currently **25** students residing in the Port Bruce area (East of Quaker line and south of Roberts line). These students could be accommodated at Davenport/McGregor PSs.

Question #6:
Is there opportunity to reduce transportation costs and increase utilization of McGregor and Davenport by aligning the western boundary generally with Hacienda Rd?

Answer #6:
Senior Administration is open to re-examining the attendance areas based on feedback. A balance must be struck to harmonize enrolment and capacity for Davenport/ McGregor as well as Summers' Corners Public Schools.

Questions regarding transportation have been forwarded to STS. Once a response has been received, it will be forwarded on.

Response from STS was received on 2017 January 12, as follows:
"The overall number of vehicles would remain the same in this scenario. We would require 1 additional vehicle at Davenport and McGregor and there would be 1 less vehicle at Summers Corners. The difference in costs would be insignificant."

Question #7:
Page 51... Boilerplate comments used regarding Benefit to Learning based on increased students at Davenport whereas this increase is a direct transfer of Grade 4 from McGregor so at most it is a wash or alternately if assigned as a benefit to Davenport should be listed as a negative impact to McGregor. Please explain.

Answer #7:
The increase in students at Davenport PS includes not only the grade 4s but also an increase across grades 5-8 from an expanded attendance area. Removing the intermediate students residing in the South Dorchester PS attendance area from Davenport will allow for a more balanced distribution of students in Davenport PS. (See also response to question 5)

Question #8:
South Dorchester Public School Page 9 of 18 ...Board average utility should read $214.40

Answer #8:
In the School Information Profile for Davenport PS, a typo has been noted for the Board Average cost per Student (page 9 of 16) and should read $214.40.
In the School Information Profile for South Dorchester PS (page 9 of 16) Board Average Cost per Student $214.40.

Question #9:
Can need for addition at Port Stanley be eliminated with boundary realignment and new St Thomas School? Has this been considered.

Answer #9:
The addition proposed at Port Stanley PS is a Library Learning Commons, intended to improve program opportunities for students and create a barrier-free space. The renovations proposed would create an additional purpose built kindergarten classroom and two standard classrooms from the former Library.

Senior Administration's recommendation will allow Port Stanley PS to have a viable enrolment close to the Board average size of school. Southeast St.Thomas PS, with the projected growth, will allow the school to grow to approximately 600-700 students.

Question #10:
Has the Municipality of Central Elgin been approached with respect to Co-Build opportunity for the new school? This would seem to be a generational opportunity for both the renewal of Belmont's Municipal Infrastructure with the construction of a new Arena / Community Hub / Municipal Satellite Office and Emergency Shelter that meets currents safety and accessibility standards.

Answer #10:
The Municipality has been notified of the Elementary Pupil Accommodation Review-01 and potential co-build and collaboration opportunities which are being recommended. Should the Trustees approve the recommendation to open new Belmont Public School, the Municipality and other Community Organizations will be formally notified of co-build and collaboration opportunities.

Received on: 2017 January 09

Question #1:
RE Question 3 Scenario 1. The intent was not to separate the Kingsmill and Orwell communities but to generally align the boundary with Springwater Road as it is now with the New Sarum Students generally north of Hwy 3 going to Belmont instead of Davenport without splitting any communities. Please revise the numbers accordingly based on a reasonable boundary along Hwy 3 and Springwater Road including those communities.

Answer #1
The area from Ron McNeil Line to Belmont Road to Hwy 3 within New Sarum Boundary proposed to be designated to New Southeast St. Thomas currently has 32 students attending New Sarum PS. The area from Belmont Road to Hwy 3 to the centre line of Springwater Road (Including the village of Orwell) within New Sarum Boundary proposed to be designated to McGregor and Davenport PS's currently has 54 students attending New Sarum PS. Please note that this would separate Orwell and Kingsmill communities.

To ensure the correct question you are referring to, the original question and answer has been pasted below.
Q - 1. Extend New Belmont Public School boundary to include all of Central Elgin Municipality north of Hwy 3 including New Sarum to better align with established Socio-Cultural boundaries and allow children of ratepayers to benefit from any CoBuild Opportunity with their Municipality

A - The area from Ron McNeil Line to Belmont Road to Hwy 3 within New Sarum Boundary proposed to be designated to New Southeast St. Thomas currently has 32 students attending New Sarum PS. The area from Belmont Road to Hwy 3 to the centre line of Springwater Road (Boundary edge of the Township of Malahide and Central Elgin) within New Sarum Boundary proposed to be designated to McGregor and Davenport PS's currently has 40 students attending New Sarum PS. Please note that this would separate Orwell and Kingsmill communities.

Question #2:
RE Question 3 Scenario 3: The response indicates 19 students from Summers Corners are currently being redirected to Belmont. Please advise where these students generally live. I could not find this area indicated in the mapping or the recommendations.

Answer #2
Grade 7 and 8 students residing within the current Springfield PS attendance area are designated to Summers' Corners PS for grades 7 and 8 as the current grade model for Springfield PS is JK - grade 6. The students reside within the proposed Springfield attendance area being designated to New Belmont PS.

To ensure the correct question you are referring to, the original question and answer has been pasted below*.*
Q - 3. Extend the Summers Corners boundary further north to include more of the existing Springfield Area and better utilize existing capacity. Perhaps consolidate all of Springfield at Summers Corners to align better with existing Socio-Economic boundaries. It would appear there is capacity at Summers Corners to keep all of the Springfield students together in their new school without bussing rural students out of Municipality to a new Belmont School. This would also reduce the need to build additional capacity and further the consolidation goal.

A - There are currently **69** students attending Springfield PS and **19** students attending Summers' Corners that are proposed to be redirected to New Belmont PS within Malahide County. Total of **89** students.

Question #3:
RE Question 5: From the answer given, I infer that their is a clear preference for JK-3 and 4-8 school models over JK-4 and 5-8 so that Junior grades 4-6 are together. Perhaps the wording can clearly state that?

Answer #3
Noted.

Question #4:
Please advise why Sparta PS has been identified for the French Immersion school in preference to the other three surplus schools.

Answer #4
There are no capital improvements required at Port Stanley in order to accommodate the Sparta students. The addition that is proposed is for program enhancements and could be completed after the students have been consolidated, if not before. Therefore, the Sparta facility could be available as of September 2018. All other school closures require either new schools to be built or additions/renovations in order to accommodate the re-directed students. This would then postpone the interim solution and resolution of the French Immersion pressure a further 1-2 years. As part of the proposed French Immersion Attendance Area Review recommended for 2017-18, French Immersion parents will be able to review if Sparta or New Sarum would be the best fit for their needs. Springfield and South Dorchester were not considered for a French Immersion school as they are less centrally located.

Question #5:
Could you provide a revised enrollment vs capacity projection for the schools impacted by the boundary change scenarios...just a simple chart in year 1 would suffice for now?

Answer #5
As outlined in the Pupil Accommodation and Facility Organization Procedure Section 13.1 material used to answer questions need to be readily available to TVDSB, on an internal basis, without undue demands on TVDSB's resources. The process of enrolment projections are time consuming and cannot be completed as requested. Although an estimate of proposed enrolment has been determined:

With the proposal Specified in the revised questions as well as previous questions the following changes apply;

- All of Springfield PS GR JK-6 and Summers Corners 7-8 within Springfield's attendance area (AA) to New Belmont Including students south of Hwy 3 and including Orwell currently in New Sarum PS AA to New Belmont
- Align the Boundaries between Port Stanley and McGregor/Davenport to Springwater Road
- Align the Western boundary of McGregor and Davenport with Hacienda Rd
- Shift new St Thomas school boundary south to eliminate capacity pressure on Port Stanley and eliminate need to provide addition

The enrolment would be as follows:

- New Belmont would be approximately 750-800
- New Southeast St. Thomas would be approximately 350-400
- McGregor approximately 300-325
- Davenport approximately 350-375
- River Heights / Northdale - Same as Proposed
- Mitchell Hepburn - Same as Proposed
- Port Stanley approximately 300

Question #6:
Boundary revisions cascade to impact many other schools. What is the process to get input an any suggestions from the other impacted schools? For instance...the 25 students impacted by a boundary revision in Port Bruce probably should be the ones making that decision since they may prefer to remain with the Sparta school community of which they are already a part, it would be consistent with High School boundaries and since there is limited potential for growth and in reality 25 students is probably within the margin of error of the projections and thus not critical to the overall capacity decisions. Can the Sparta PARC comment?

Answer #6
All School Subcommittees have the opportunity to solicit feedback from their school communities regarding all of the proposed attendance adjustments. Senior Administration will consider all suggestions for attendance area adjustments and assess the impact they may have on the final solution.

Question #7:
How many students are in the area of Westminster boundary northwest of 401 near Lambeth? Was the option to accommodate these students in schools to the north considered to avoid long bussing times? Can the Westminster PARC comment on their preference? I assume it is a small number and their preference should dictate.

Answer #7
There are currently **less than 9** students in the attendance area of Westminster Central attendance area north of the 401 near Lambeth. Senior Administration will consider all suggestions for attendance area adjustments and assess the impact they may have on the final solution.

Question #8:
What yard and playground facilities upgrades are required / planned to accommodate the additional / younger students at Davenport? Are their increased safety risks with the younger students at this location in comparison to McGregor with respect to the street and proximity to the high school?

Answer #8
No playground upgrades are required/ planned to accommodate the grade 4 students at Davenport. Student safety is a priority at all TVDSB schools. School facilities are regularly assessed and structures are in place to support student safety. When a safety need arises it is addressed by the school administration in consultation with relevant stakeholder. Several elementary schools in the TVDSB are successfully located in close proximity to TVDSB high schools.

Received on: 2017 January 10

Question #1:
What is the rationale for consolidating the student population at Summers Corners as opposed to Springfield? This would seem to require the bussing of 78 more students than is currently the case and is counter to the long-term term strategy of aligning the location of facilities with areas likely to experience growth?

Answer #1
Summers' Corners has an OTG Capacity of 585, the program space exceeds current standards and is centrally located in the proposed attendance area. Summers' Corners is more than double the size of Springfield. The renovations proposed for Summers' Corners are to improve program (Library Learning Commons) and to create a modern special education suite for that program, they are not required for accommodation. As indicated in the SIP and also identified in the power-point presentations by the TVDSB, there are residential developments within the Summers' Corners attendance area though it will not have significant impact on the enrolment.

If the proposed attendance area indicated in the ISAR for Summers Corners were reversed and the proposed students where accommodated at Springfield PS and Summers Corners' closed the following would be required:
Springfield PS has an OTG capacity of 268, limited program space and is located in the far north end of the proposed attendance area. Using the proposed student population in the ISAR, if Summers' Corners were to close and the students were combined with Springfield students, 3 Kindergarten classrooms and 17 classrooms, general arts, a learning support room and a second gymnasium would be required. An addition and renovations would be required to increase the OTG to 476 in order to accommodate all of the students at Springfield PS. As indicated in the SIP and also identified in the PowerPoint presentations by the TVDSB, there are no significant residential developments within the Springfield attendance area.

Question #2:
Please advise first year enrollment projections for the following scenario consistent with the changes previously suggested:

As outlined in the Pupil Accommodation and Facility Organization Procedure Section 13.1 material used to answer questions need to be readily available to TVDSB, on an internal basis, without undue demands on TVDSB's resources. The process of enrolment projections are time consuming and cannot be completed as requested

Closing Summers Corners, realigned boundaries to distribute students to Springfield, McGregor and Davenport.

Using the same attendance area in the ISAR for Davenport/McGregor with the split down Imperial Road as distribution of students from Summers Corners and including students west in Summers Corners including all of Springfield PS the approximate enrolment would be 480.

What improvements would be required at the three destination schools to accomplish this?
Springfield PS - 4 Kindergarten classrooms and 18 classrooms, general arts, a learning support room and a second gymnasium would be required. An addition and renovations would be required to increase the OTG to 527.
Davenport/McGregor - As indicated in the ISAR.

Would this allow more of the New Sarum school to be accommodated in Belmont together and still utilize capacity at McGregor and Davenport?

As answered in previous questions sent to the PAR, the enrolment at the New Belmont School would exceed 700 students with more New Sarum students attending.

To ensure the correct question of reference the original question and answer has been pasted below.
Q - 12. Could you provide a revised enrollment vs capacity projection for the schools impacted by the boundary change scenarios...just a simple chart in year 1 would suffice for now?

A - As outlined in the Pupil Accommodation and Facility Organization Procedure Section 13.1 material used to answer questions need to be readily available to TVDSB, on an internal basis, without undue demands on TVDSB's resources. The process of enrolment projections are time consuming and cannot be completed as requested. Although an estimate of proposed enrolment has been determined:

With the proposal Specified in the revised questions as well as previous questions the following changes apply;

- *All of Springfield PS GR JK-6 and Summers Corners 7-8 within Springfield's attendance area (AA) to New Belmont*
- *Including students south of Hwy 3 and including Orwell currently in New Sarum PS AA to New Belmont*
- *Align the Boundaries between Port Stanley and McGregor/Davenport to Springwater Road*
- *Align the Western boundary of McGregor and Davenport with Hacienda Rd*
- *Shift new St Thomas school boundary south to eliminate capacity pressure on Port Stanley and eliminate need to*
- *provide addition*

The enrolment would be as follows:

- *New Belmont would be approximately 750-800*
- *New Southeast St. Thomas would be approximately 350-400*
- *McGregor approximately 300-325*
- *Davenport approximately 350-375*
- *River Heights/Northdale - Same as Proposed*
- *Mitchell Hepburn - Same as Proposed*
- *Port Stanley approximately 300*

What would a reasonable western boundary for Davenport and McGregor then look like?
Senior Administration will consider all suggestions for attendance area adjustments and assess the impact they may have on the final solution.

Received On: 2017 January 18

Question #1:
Davenport's yard is not fenced in - there was one student struck by a motorcycle on Rutherford last year. Is it planned to have the yard fenced in should the grade 4's move?

Answer #1:
Student safety is a priority in TVDSB. All schools are encouraged to have a plan in place to support student safety both in the school and on the yard. The plan may or may not involve a fence. The EPAR subcommittee is welcome to submit this idea in the PAR school subcommittee final report

Question #2:
The crosswalk at Rutherford and South is controlled by a 4 way stop. This is a very busy intersection. It used to be controlled with a crossing guard. One student struck by vehicle last year. Could it be reviewed to go back to a crossing guard should grade 4's come to Davenport.

Answer #2:
Crossing guards are assigned by the municipality. School administration works collaboratively with municipalities to review the need for a crossing guard. Concerns around student safety can be reviewed with administration anytime it is deemed necessary.

Question #3:
Davenport's yard has no playground equipment. In the case that a school is closed could the equipment be assembled at Davenport?

Answer #3:
TVDSB has a process in place for the relocation of playground equipment when a school is closed. If the playground equipment can be CSA (Canadian Safety Authority) certified, it can be moved to a school where students are impacted by the closure. If the school does not wish to have the equipment, it is offered to other schools in the PAR, then to other TVDSB schools.

Question #4:
What are the benefits of moving DE classes to the suite proposed at Summers Corners when we are currently equipped?

Answer #4:
The relocation of the Developmental classes from Davenport and McGregor will help to maximize resources and supports for students. Barrier-free alterations to the facility and renovations creating a large developmental suite will enhance the program opportunities for those students. Relocating to Summers' Corners PS will allow for the future expansion of the program.

Question #5:
Is there potential that staff would decrease and class size cap increase?

Answer #5:
Combining the primary, junior and intermediate programs will help to maximize resources and supports for students not decease staff. There is the possibility that class size may increase, but all classes would be compliant with Ministry class size caps.

Question #6:
Does this not create segregation of these students? As they would potentially no longer be in the same school as neighbors, siblings.

Answer #6:
No this does not segregate students as not all schools have Special Education classes. The placement of a student in a Developmental Education program class is determined by the Special Education department who analyze many different factors. These factors may include, but are not limited to, such things as: student need and composition of the classes; the existing class requirements; student residence and location of classes; availability of an opening/space in specialized classes; and class size caps for Special Education classes, based on class type.

Question #7:
What structural changes would occur at Davenport?

Answer #7:
As indicated, on page 51 of 71, Senior Administration is recommending program enhancements and renovations including a Library Learning Commons, standard classrooms and general arts room improvements.

Question#8:
Why move the grade 4's to Davenport when there is enough room at McGregor for them?

Answer #8:
JK-8 is the preferred model for students. The TVDSB's proposed recommendations are intended to support an environment where experiences, opportunities and resources can be optimized for students. Including grade 4 students at Davenport allows students to be in an environment with other students in the junior division optimizing opportunities for extra-curricular, co-curricular and collaborative learning experiences with other junior division students

Question #9:
Is there a way to keep more New Sarum students together? If the school closes they are being split into 4 other schools.

Answer #9:
The proposed boundaries were based on several factors, such as: harmonizing the current and projected enrolment with OTG capacities; population concentrations and shifts; program needs; geography and arterial roadways. Senior Administration is open to re-examining the attendance areas based on feedback, but a balance must be struck to harmonize enrolment and capacity in a proposed solution.

Question #10:
What happens with staff and admin-do they move with their students? Is there going to be a large shuffle across the board?

Answer #10:
When there is a complex closure where there is no growth in student enrolment, the Reorganization Staffing Committee maintains 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

Question #11:
What does the preferred school model look like? K-3 and 4-8 or K-8?

Answer #11:
TVDSB's preferred model for elementary is JK-8.

Question #12:
What gets presented to trustee's?

Answer #12:
At the Final Report Presentation Meeting, the Final Senior Administration Report (FSAR) will be presented to the Board, at which time Trustees will have the opportunity to ask questions of clarification regarding the report or presentation.

- The Final Senior Administration Report (FSAR) will contain:
- Senior Administration's recommendations
- proposed timeline for implementation
- PAR School Subcommittee reports
- any input received (consistent with the procedure)
- information regarding public delegation to the Board.

Question #13:
Will our questions/comments be provided to the trustee's to review?

Answer #13:
Yes the responses to questions submitted to the planning email by the School Subcommittees will be an appendix to the FSAR.

Also, the questions received from School Subcommittees and responses are shared with other schools in the PAR and are posted online for the public to access. At any point during the PAR process,Trustees have the opportunity to review and access reports, agendas, presentations, minutes, and answers to questions received from School Subcommittees.

Received On: 2017 January 31

Question #1:
Was consolidation of Davenport and McGregor into a single JK-8 model school in Aylmer considered in the study? If so, what is the reasoning it was not included in the ISAR?

Answer #1:
While JK-8 is the TVDSB's preferred model of elementary school organization for English track, changing to that model is not always feasible. Ideally, if there was an opportunity and unlimited capital funding, to create a new school or combine the schools with an addition and expansion at either site, Senior Administration would be supportive.

Unfortunately neither school is large enough or has all the program space required to offer the JK-8 model. Existing program space types can be found for each school in the SIPs. Both McGregor and Davenport schools are land locked and any possible facility expansion would result in reducing already small outdoor play space.

As a result of the existing condition and capacity at McGregor/Davenport, Senior Administration is proposing a pragmatic approach to the elementary programming in Aylmer, as well as the monies already invested in the FDK addition, by maximizing the existing facilities by aligning the schools by the divisions of Early Years - Primary (JK-3) and Junior - Intermediate (4-8).

Given the competing capital needs required in other Boards as well as this Board and the limited Ministry funding opportunities, Senior Administration does not believe a strong business case could be created to attract enough capital funding to either construct a major addition or build a new school.

Received on: 2017 February 08

Question #1:
During transition planning, is there opportunity for the school community to provide input into the school renovations, updgrade and layout? When and how does this process occur?

Answer #1:
Facility Services will utilize TVDSB design standards for the size and layout for the proposed renovations at Davenport PS (Learning Commons, General Arts, and Learning Support Room). The actual location of the space will be determined in consolidation with the school principal. The design/consultation process will commence approximately one year prior to the implementation date approved by the Board.

Question #2:
Where will the Grade 4 classrooms be located at Davenport? What other classrooms will move to accommodate this and where?

Answer #2:
The actual location of classes within the school is the responsibility of the school principal.

Received on: 2017 February 15

Question #1:
Will air conditioning be installed in the old wing of Davenport?

Answer #1:
There are no plans to add air conditioning to Davenport PS.

Question #2:
Can the music room be relocated so it is not on the stage attached to the gym? Therefore being a dedicated music room?

Answer #2:
As part of the proposed renovations to Davenport PS, a general arts room renovation is proposed. This room would not be located on the stage and would have specialized sound attenuation panels and extra storage for instruments and art supplies.

Question #3:
In addition to our gym could we get an additional activity room?

Answer #3:
The purpose of an activity room is for primary grades physical activity, as they do not need a large gymnasium. This allows for more flexible use of spaces in order to comply with QDPA and physical education needs for larger schools. Without a primary division, an activity room is not required.

Question #4:
Will a security system be installed?

Answer #4:
Davenport currently has a security system. Any replacement and/or enhancements would be part of the Board's overall security system replacement program.

Question #5:
Should the DE class not stay within our community and within walking distance to post office, high school for plays, library, park etc. will additional transportation funding be available so these students can still participate without parents having to pay for bussing?

Answer #5:
The decision for placement of Developmental Education classes is made at a system level. The decision is made based on many factors and is not dependent upon the EPAR process. We believe that each school community offers unique community experiences for students to draw upon. With respect to transportation, schools with self-contained classes are able to apply for Field Trip funding to support the cost of transportation. They would be given an allotment based on the number of students within their D.E. classes.

Question #6:
Could we receive more instruments (Flutes, clarinets, trumpets etc.) so we are up to par with other schools?

Answer #6:
If there is an impact on the number of instruments required for the Grade 7&8 students at a school as a result of students being moved from one school to another, it would be addressed. (i.e., boundary changes). An increase in junior students at Davenport Public School would not impact the number of instruments at the school. Aside from the EPAR process, with principal support, schools may access instrument repair and replacement funds, school budgets and/or follow fundraising procedures to support the purchase of additional instruments.

Question #7:
Can school names be changed with new students coming in should a school community request it?

Answer #7:
This request could be included as part of the subcommittee report for input to the Trustees.

Question #8:
Can we automatically flip to balanced lunch day when new students come? Does a survey need to be conducted?

Answer #8:
In order for Davenport Public School to move to a balanced day schedule the Thames Valley District School Board's *Process for Implementing a Balanced Day* would need to be followed. Details of the process for implementation can be provided by school administration. As noted in the question, a survey is one of the steps in the process if a school is considering moving to a balanced day.

Question #9:
Can Davenports class time be 850 and end at 320 to allow time for the students to get to McGregor for their 330 dismissal and younger siblings?

Answer #9:
There is a required minimum instructional time per day. School hours are often determined by transportation requirements. This matter could be discussed with the Principal, Superintendent and the transportation consortium (STS).

Question #10:
Could the track in the yard be removed to create more play space for the students?

Answer #10:
Playground spaces are not part of the current purview of this PAR. In the future, if requested, adjustment could be made to the outdoor play space.

Question #11:
Are there options to work with Immanuel Christian School to potentially use some of their yard? Possibly purchase a bit or rent a piece for Davenports additional student body?

Answer #11:
This request could be included as part of the subcommittee report for input to the Trustees.

Received on: 2017 February 19

Question #1:
We have prepared and map and spreadsheet of the locations of existing students relative to both the existing boundaries and the new boundaries based on the responses to questions. We believe this type of map and table are helpful in understanding the boundary changes and suggest that it should be prepared as part of this and future SARs. Please review the map and table provided and revise as necessary to fix any errors. The exact numbers are not important but the general breakdowns are helpful. Can the Board prepare this formally for use in our report?

Answer #1:
Please see attached Appendix C

Question #2:
Please clarify the number of students from the South area of the Springfield area attending Summers Corners for 7-8?

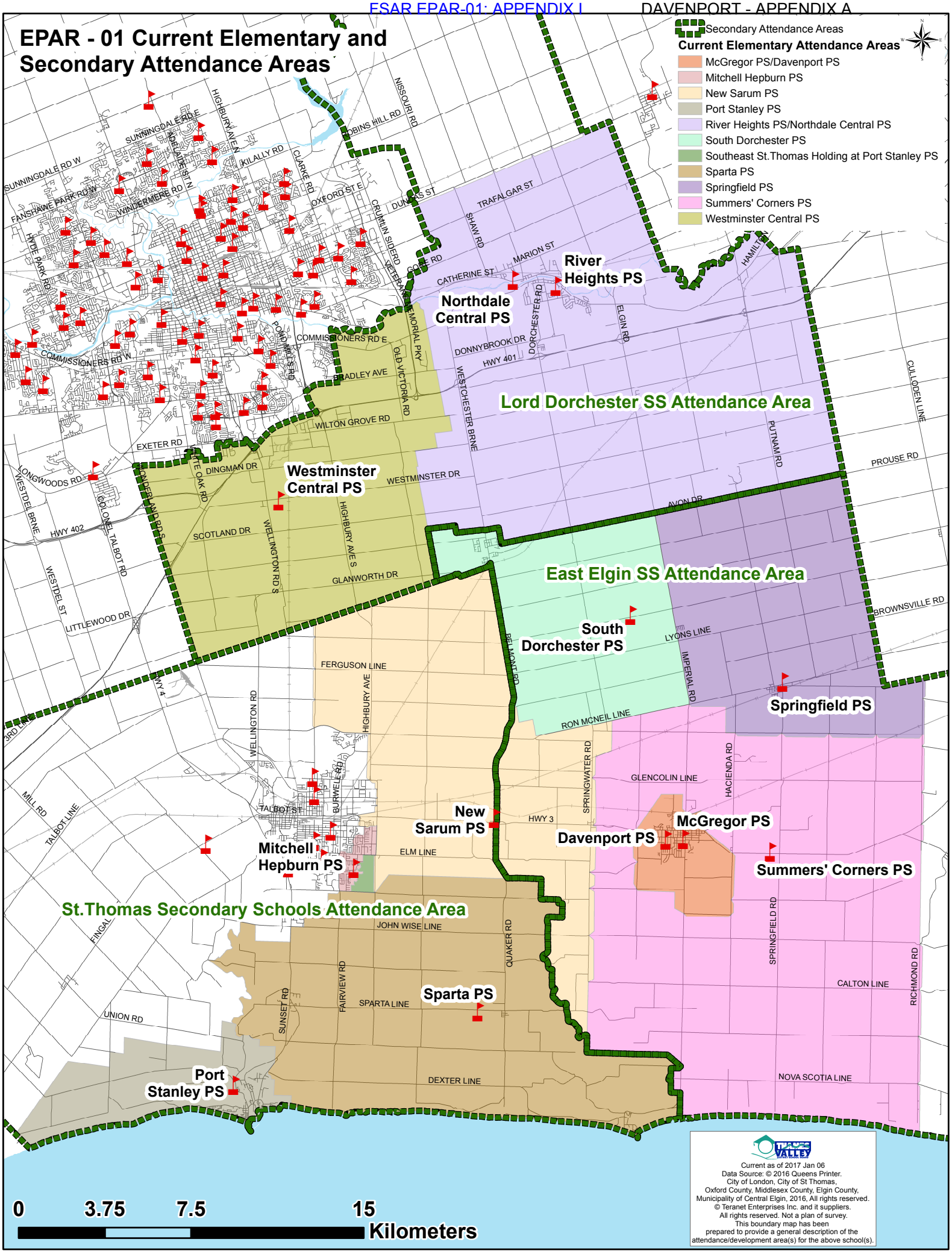
Answer #2:
In the area proposed to be designated to Summers Corners from Springfield PS their are:
100 JK-6 students and 21 grade 7-8 students

Question #3:
Please clarify the following for New Sarum the following areas, within St Thomas, North, South, East and Central? What is the breakdown of the East portion to McGregor and Davenport? For the two areas south of Hwy 3 East and West please confirm there are <9 students in each included in the other totals.

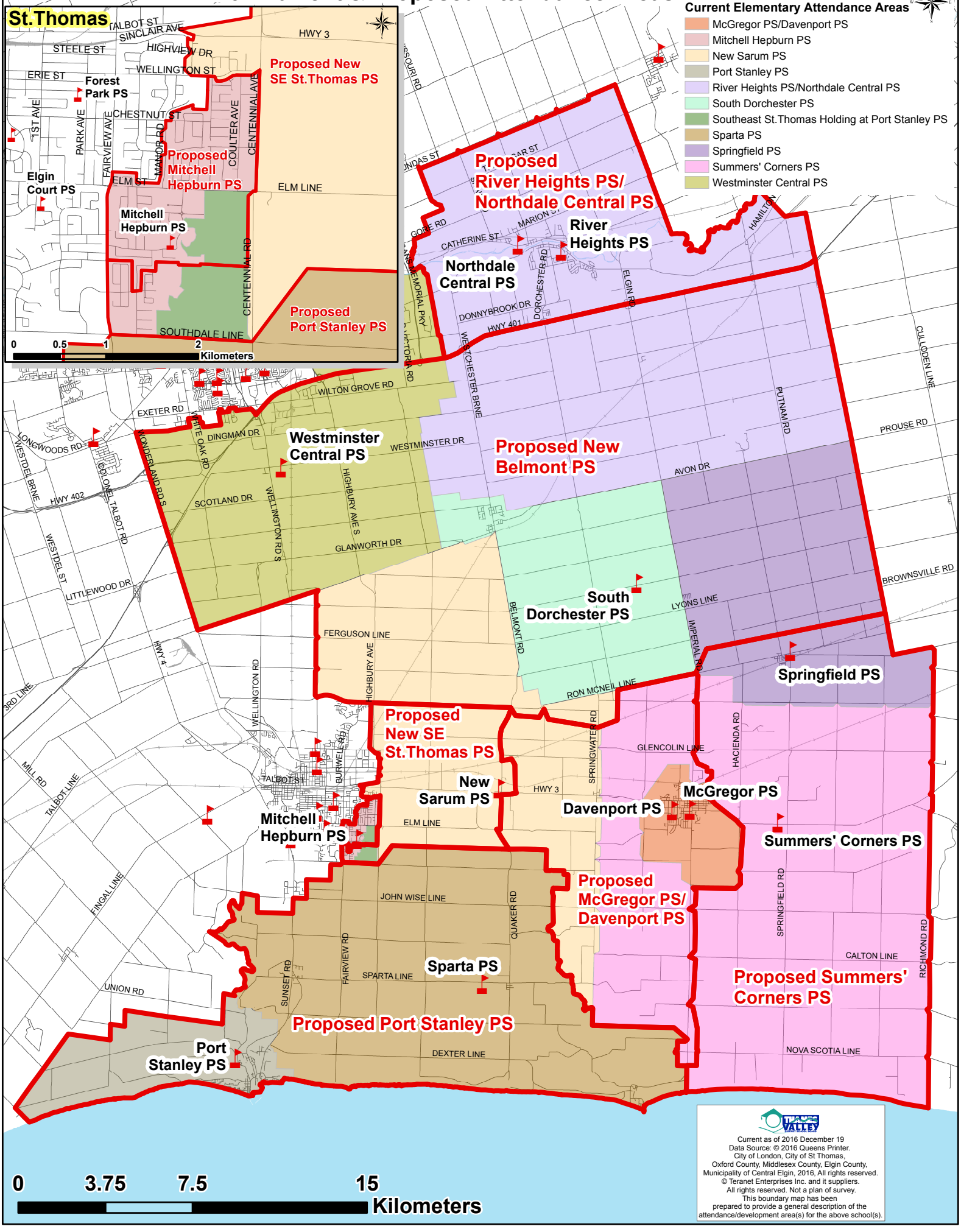
Answer #3:
- St. Thomas - 76
- North - 35
- All South - 68
- E - Proposed to Davenport/ McGregor = 61
- Area South of Hwy 3 and West of Quaker Road has 18 students
- Area South of Hwy 3 and East of Quaker Line has 29 students. (This splits Orwell)
- Area North of Hwy 3 within New Sarum Attendance area including all Orwell community is 54 students
- There are 23 students attending New Sarum and Summers Corners in the town of Orwell.

Question #4:
Please review the McGregor breakdown. We think we have missed some students based on the population after the switch?

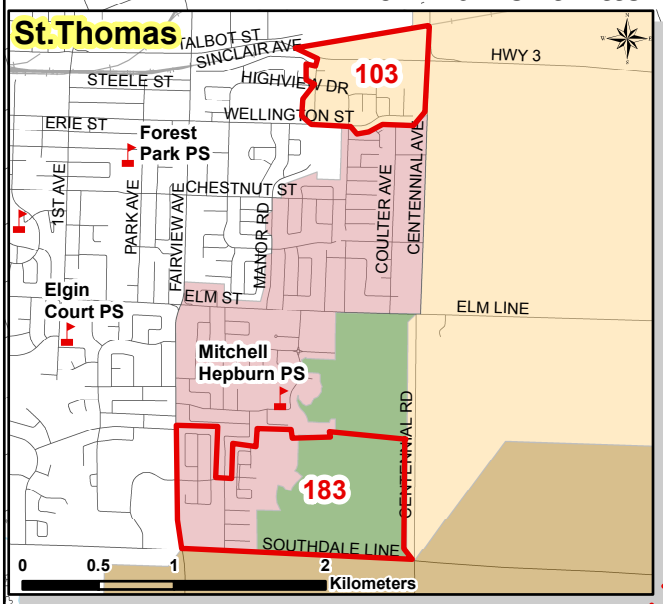
Answer #4:
The breakdown of students shown on the attached map matches the numbers sent as questions to the PAR.


EPAR - 01 Current Elementary and Secondary Attendance Areas
Secondary Attendance Areas
Current Elementary Attendance Areas
McGregor PS/Davenport PS
Mitchell Hepburn PS
New Sarum PS
Port Stanley PS
River Heights PS/Northdale Central PS
South Dorchester PS
Southeast St.Thomas Holding at Port Stanley PS
Sparta PS
Springfield PS
Summers' Corners PS
Westminster Central PS
River Heights PS
Northdale Central PS
Lord Dorchester SS Attendance Area
Westminster Central PS
East Elgin SS Attendance Area
South Dorchester PS
Springfield PS
New Sarum PS
Davenport PS
McGregor PS
Summers' Corners PS
Mitchell Hepburn PS
St.Thomas Secondary Schools Attendance Area
Sparta PS
Port Stanley PS
HWY 401
HWY 402
HWY 3
HWY 4
TRAFALGAR ST
MARION ST
CATHERINE ST
DONNYBROOK DR
DORCHESTER RD
ELGIN RD
HAMILTON
CULLODEN LINE
PROUSE RD
BROWNSVILLE RD
AVON DR
PUTNAM RD
WESTCHESTER BRNE
WESTMINSTER DR
BRADLEY AVE
WILTON GROVE RD
EXETER RD
DINGMAN DR
WHITE OAK RD
SCOTLAND DR
GLANWORTH DR
LITTLEWOOD DR
LONGWOODS RD
WESTDEL BRNE
WESTDEL ST
COLONEL TALBOT RD
HIGHBURY AVE S
WELLINGTON RD S
OLD VICTORIA RD
VETERANS MORIAL PKY
COMMISSIONERS RD E
COMMISSIONERS RD W
POND MILLS RD
OXFORD ST E
DUNDAS ST
CRUMLIN SIDERD
CLARKE RD
KILALLY RD
ROBINS HILL RD
NISSOURI RD
HIGHBURY AVE N
ADELAIDE ST N
SUNNINGDALE RD E
SUNNINGDALE RD W
WINDERMERE RD
HYDE PARK RD
FANSHAWE PARK RD W
SHAW RD
GORE RD
LYONS LINE
IMPERIAL RD
BELMONT RD
RON MCNEIL LINE
FERGUSON LINE
HIGHBURY AVE
WELLINGTON RD
BURWELL RD
TALBOT ST
SPRINGWATER RD
HACIENDA RD
GLENCOLIN LINE
ELM LINE
JOHN WISE LINE
QUAKER RD
SPRINGFIELD RD
CALTON LINE
RICHMOND RD
SPARTA LINE
FAIRVIEW RD
SUNSET RD
UNION RD
DEXTER LINE
NOVA SCOTIA LINE
FINGAL
MILL RD
TALBOT LINE
0
3.75
7.5
15
Kilometers
Current as of 2017 Jan 06
Data Source: © 2016 Queens Printer.
City of London, City of St Thomas,
Oxford County, Middlesex County, Elgin County,
Municipality of Central Elgin, 2016, All rights reserved.
© Teranet Enterprises Inc. and it suppliers.
All rights reserved. Not a plan of survey.
This boundary map has been
prepared to provide a general description of the
attendance/development area(s) for the above school(s).

EPAR - 01 Current & Proposed Attendance Areas



EPAR - 01 Current Attendance Areas and Student Section Counts



Student counts are approximate and based on geocoded students attending their designated school as of September 2016. Any points of clarification should be addressed to TVDSB administration.

Current Elementary Attendance Areas

- McGregor PS/Davenport PS
- Mitchell Hepburn PS
- New Sarum PS
- Port Stanley PS
- River Heights PS/Northdale Central PS
- South Dorchester PS
- Southeast St.Thomas Holding at Port Stanley PS
- Sparta PS
- Springfield PS
- Summers' Corners PS
- Westminster Central PS

THAMES VALLEY DISTRICT SCHOOL BOARD

DUNDAS ST
TRAFALGAR ST
SHAW RD
GORE RD
CATHERINE ST
MARION ST
River Heights PS
RH 289
Northdale Central PS
NC 329
DORCHESTER RD
HWY 401
ELGIN RD
RH 18
NC 18
RH 11
NC <9
RH 11
NC 20
RH 12
NC 14
WESTCHESTER BRNE
PUTNAM RD
PROUSE RD
AVON DR
HAMILTON RD
17TH LINE
RD 60
KING S
CULLODEN LINE
COMMISSIONERS RD E
COMMISSIONERS RD W
23
BRADLEY AVE
QUEEN VICTORIA RD
WILTON GROVE RD
EXETER RD
WHITE OAK RD
DINGMAN DR
Westminster Central PS
WESTMINSTER DR
<9
LONGWOODS RD
WESTDEL BRNE
HWY 402
COLONEL TALBOT RD
WESTDEL ST
LITTLEWOOD DR
SCOTLAND DR
WELLINGTON RD S
HIGHBURY AVE S
73
GLANWORTH DR
SD 207
DAV 45
252 T
South Dorchester PS
LYONS LINE
IMPERIAL RD
SC 19
SPR 61
80 T
104 T
Springfield PS
RON MCNEIL LINE
BELMONT RD
FERGUSON LINE
35
HIGHBURY AVE
WELLINGTON RD
3RD LINE
MILL RD
TALBOT LINE
32
54
42
A
GLENCOLIN LINE
McGregor PS
TALBOT ST
BURWELL RD
HWY 3
18
ELM LINE
Mitchell Hepburn PS
New Sarum PS
<9
SPRINGWATER RD
Davenport PS
HAGIENDA RD
181
Summers' Corners PS
11
JOHN WISE LINE
JK-3 40
4-8 39
79 T
B
39
39
QUAKER RD
FINGAL LINE
SUNSET RD
FAIRVIEW RD
SPARTA LINE
Sparta PS
SPRINGFIELD RD
CALTON LINE
RICHMOND RD
A+B=
JK-3 38
4-8 60
98 T
UNION RD
54
132
DEXTER LINE
NOVA SCOTIA LINE
Port Stanley PS
95
23
IONA RD
0 3.75 7.5 15
Kilometers

Current as of 2017 February 01
Data Source: © 2016 Queens Printer. City of London, City of St Thomas, Oxford County, Middlesex County, Elgin County, Municipality of Central Elgin, 2016, All rights reserved.© Teranet Enterprises Inc. and it suppliers. Not a plan of survey. This boundary map has been prepared to provide a general description of the current attendance area(s) and approximate student counts for the above school(s).

Davenport Public School PARC Final Report

March 8, 2017

Martin Haalstra, P. Eng., Intermediate Parent Rep
Lisa McLeod, Junior Parent Rep
Kim Simpson, Principal

Agenda

- Davenport and McGregor Schools
- New Belmont School
- Boundary Review

Davenport and McGregor Schools

- We understand JK-8 is the preferred model.
- We acknowledge that neither Davenport or McGregor buildings are well-suited to this model
- We believe that a new JK-8 school in Aylmer is justifiable in concert with a plan that consolidates to 2 schools in the SouthEast, one in Aylmer and the other in Springfield or Summers Corners and the appropriate rebalancing of the attendance areas
- We understand that this may be considered in a subsequent study once the results of this one are implemented

Davenport and McGregor Schools

- In the absence of a new JK-8 school, we understand the desire and benefit to consolidate the Junior Grades at Davenport
- We are concerned about moving the DE students out of their community when facilities exist at Davenport and feel there is risk of segregation.
- Since the split school model is not desirable, it is less than ideal to move additional students from New Sarum or Summers Corners to Davenport and McGregor as it will heighten transition issues.

Davenport Facility Issues

- We are concerned the current classroom layout of Davenport may not be conducive to a Junior / Intermediate split and believe this needs to be addressed in the transition plan.
- We are concerned that the existing safety issues related to the street out front and the intersection to the north will be worsened with younger students
- We are concerned over the lack of space and equipment for the younger children in the yard and request this be considered in any transition plan.

Davenport Facility Required Improvements

- Yard and playground equipment – use agreement with Immanuel Christian School, new and relocated equipment through transition process
- Install Air Conditioning in the old wing
- Complete yard fencing including along Rutherford St
- Align (start earlier, end earlier) school hours to facilitate student with siblings at McGregor to walk them
- Provide a crossing guard at the 4-stop for student safety
- Provide a dedicated General Arts room separate from the stage.
- Provide diversified instrument (all instruments) program as part of transition process

New Belmont School

- The need for consolidation in the Westminster / South Dorchester area is clear.
- The historic decision to locate South Dorchester outside of a community was flawed, and is not consistent with the current School / Community Hub model.
- South Dorchester has been operating over capacity for a long time with the use of portables.
- The current excess capacity and limited enrollment at Westminster is not sustainable.

New Belmont School

- There are strong community and sport ties through Belmont Minor Hockey, Soccer and BAD Girls Hockey, between the student populations at South Dorchester and Westminster
- Many Westminster students already self-identify with the Belmont community
- There is strong community support in Belmont for the South Dorchester school with partnerships with the Belmont Lions and The Belmont HUB that will be enhanced and extended by moving the school within the community proper

New Belmont School

- The Municipal infrastructure in Belmont is dated and requires upgrades to current standards and to meet the Community Hub models supported by government.
- The construction of a new school in Belmont represents a generational opportunity for collaboration in building the Municipal infrastructure demanded by a growing Belmont coupled with the return of Belmont school children to their community while at the same time addressing the Board's operational capacity issues.

Davenport PARC – Final March 8, 2017

Boundary Review

Acknowledging:

- small schools with low utilization are not sustainable in the current funding model.
- the basic assumption of the study requires closing of 2 schools in the South West (New Sarum and Sparta) and Springfield
- New schools planned in Belmont and St Thomas

Davenport PARC - Initial Feb 8, 2017

Boundary Review

A Sensitivity analysis was completed by:

- Identifying core minimum populations for each school
- Identifying maximum populations for each school
- Varying the boundaries between these values to produce reasonable school sizes for the new schools and to maximize utilization of existing schools

Boundary Review

- Both Sparta and Port Stanley could reasonably accommodate their combined population so there is no need to send the Sparta students out of area
- Without the St Thomas students the New Sarum school would be operating well below capacity.

Boundary Review

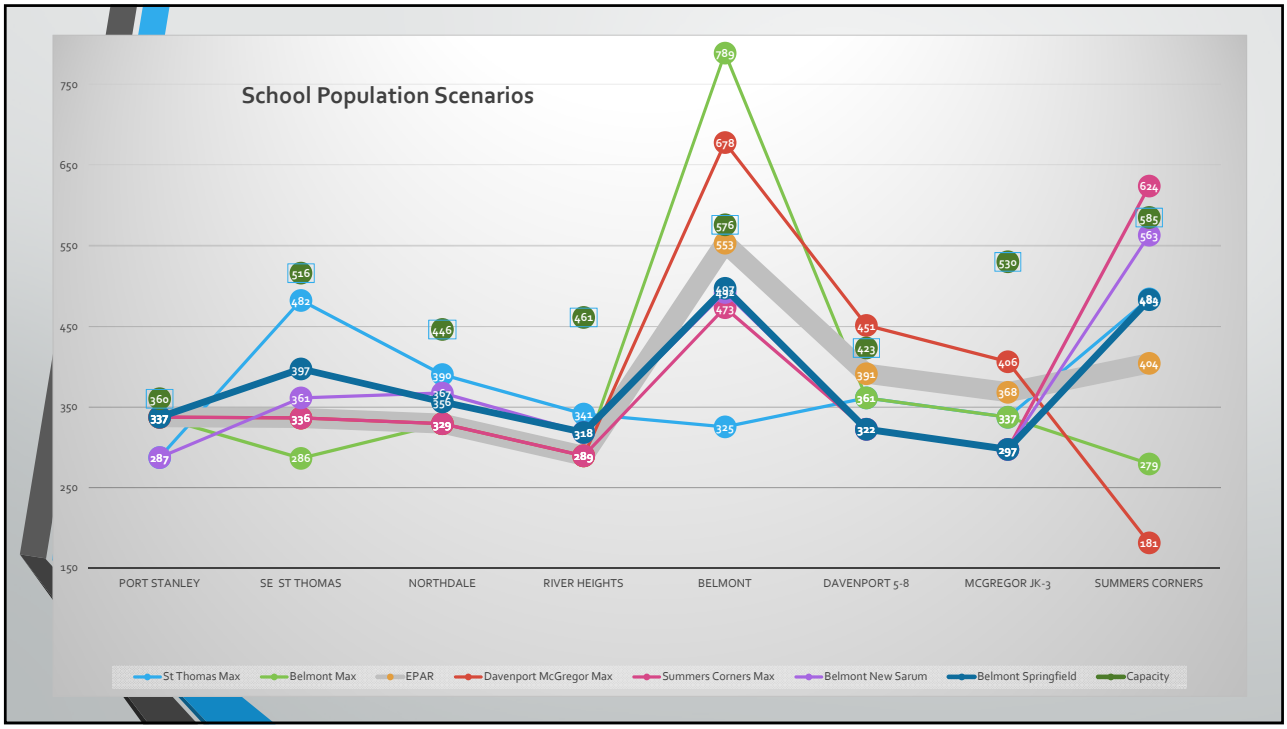
- Maximizing the Belmont school produces a school of 789 which is too large
- Maximizing SE St Thomas would allow all students from New Sarum to move to the same school
- The major issue with the proposed solution is the splitting of New Sarum 4 ways.
- Maximizing and in general moving students to Davenport and McGregor is not desirable because it means not only severing school populations but also siblings due to the undesirable split school model
- Maximizing Summers Corners results in a school of 624 which is large and would require an addition

Davenport PARC - Initial Feb 8, 2017

Boundary Review

- Moving more students from New Sarum to Belmont would keep a larger portion of the population together and allow moving all Springfield to Summers Corners maximizing it use
- The opposite decision to move all of New Sarum to the New St Thomas would also be possible.
- Accordingly the input of New Sarum is required on their preferred destination
- The immediate move of the Northdale and Riverside students could be deferred pending capacity pressure in Dorchester.

Davenport PARC - Initial Feb 8, 2017



Boundary Conclusions

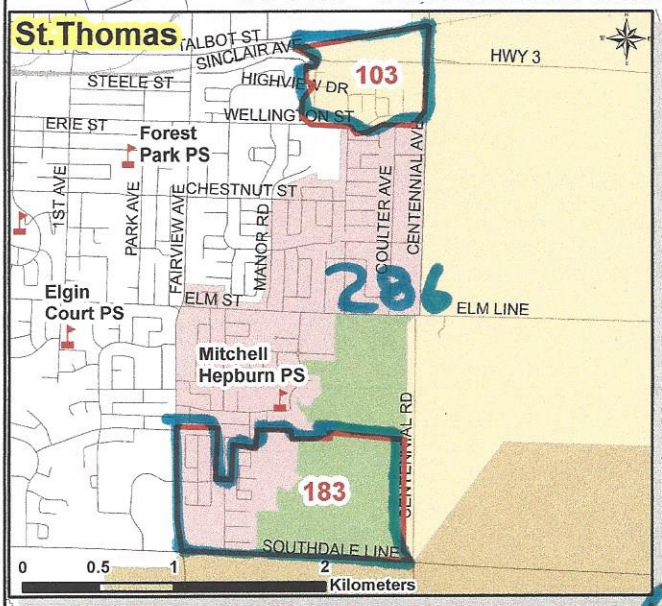
- Port Stanley and Sparta can be consolidated at either site
- The capacity of either the New St Thomas or Belmont school can be adjusted to accommodate New Sarum if desired
- Some or all of the Northdale and River Heights boundary adjustments can be deferred until there is capacity pressure in Dorchester
- The Springfield area allocated to Belmont could also be accommodated at Summers Corners particularly if capacity is required in Belmont for New Sarum students

Davenport PARC - Initial Feb 8, 2017

EPAR Process Feedback

- The compressed process was workable up until the Final Report
- There was not sufficient time from the answer of the Final PARC questions to the Final Meeting to adequately review the answers and prepare a final report.

EPAR - 01 Current Attendance Areas and Student Section Counts



Student counts are approximate and based on geocoded students attending their designated school as of September 2016. Any points of clarification should be addressed to TVDSB administration.

Current Elementary Attendance Areas

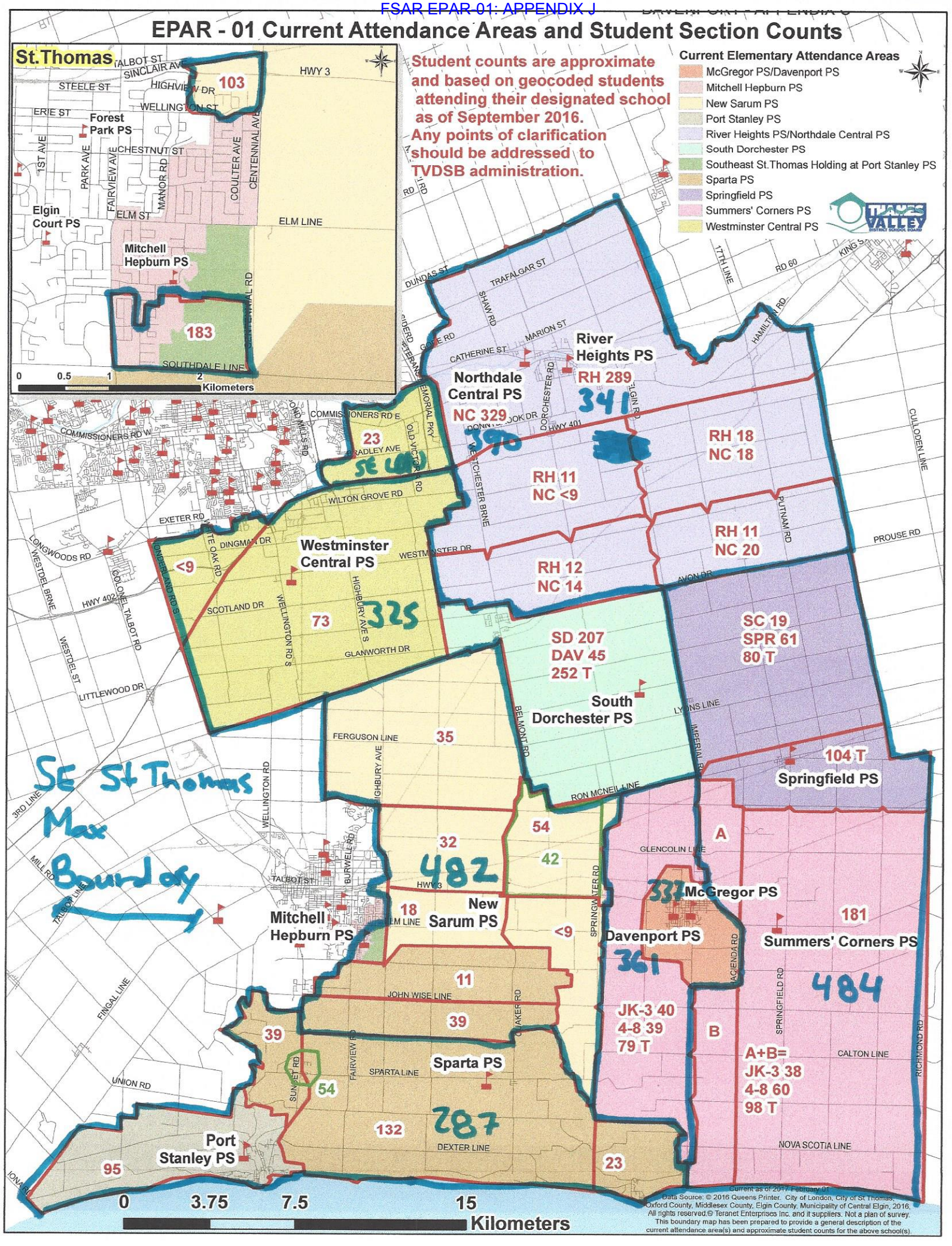
- McGregor PS/Davenport PS
- Mitchell Hepburn PS
- New Sarum PS
- Port Stanley PS
- River Heights PS/Northdale Central PS
- South Dorchester PS
- Southeast St.Thomas Holding at Port Stanley PS
- Sparta PS
- Springfield PS
- Summers' Corners PS
- Westminster Central PS

THAMES VALLEY DISTRICT SCHOOL BOARD

DUNDAS ST
TRAFALGAR ST
SHAW RD
MARION ST
CATHERINE ST
CORE RD
DORCHESTER RD
ELGIN RD
HWY 401
17TH LINE
RD 60
KING ST
HAMILTON RD
CULLODEN LINE
River Heights PS
RH 289
Northdale Central PS
NC 329
RH 18
NC 18
RH 11
NC <9
RH 11
NC 20
RH 12
NC 14
PUTNAM RD
PROUSE RD
AVON DR
WESTCHESTER BRNE
COMMISSIONERS RD W
COMMISSIONERS RD E
OLD VICTORIA RD
BRADLEY AVE
23
SC
LONDON
WILTON GROVE RD
EXETER RD
DINGMAN DR
WHITE OAK RD
LONGWOODS RD
WESTDEL BRNE
HWY 402
COLONEL TALBOT RD
WESTDEL ST
LITTLEWOOD DR
SONDERLAND RD S
<9
Westminster Central PS
WESTMINSTER DR
SCOTLAND DR
WELLINGTON RD S
HIGHBURY AVE S
73
325
GLANWORTH DR
SD 207
DAV 45
252 T
South Dorchester PS
SC 19
SPR 61
80 T
LYONS LINE
BELMONT RD
IMPERIAL RD
104 T
Springfield PS
RON MCNEIL LINE
FERGUSON LINE
35
HIGHBURY AVE
WELLINGTON RD
3RD LINE
CORE AREA BOUNDARY
MILL RD
TALBOT LINE
32
54
42
A
GLENCOLIN LINE
TALBOT ST
BURWELL RD
HWY 3
18
ELM LINE
New Sarum PS
Mitchell Hepburn PS
<9
SPRINGWATER RD
McGregor PS
297
Davenport PS
322
181
Summers' Corners PS
181
ARGENTA RD
SPRINGFIELD RD
11
JOHN WISE LINE
FINGAL LINE
39
39
QUAKER RD
JK-3 40
4-8 39
79 T
B
A+B=
JK-3 38
4-8 60
98 T
CALTON LINE
RICHMOND RD
FAIRVIEW RD
SUNSET RD
54
SPARTA LINE
Sparta PS
287
UNION RD
132
DEXTER LINE
NOVA SCOTIA LINE
Port Stanley PS
95
23
IONA RD
0
3.75
7.5
15
Kilometers

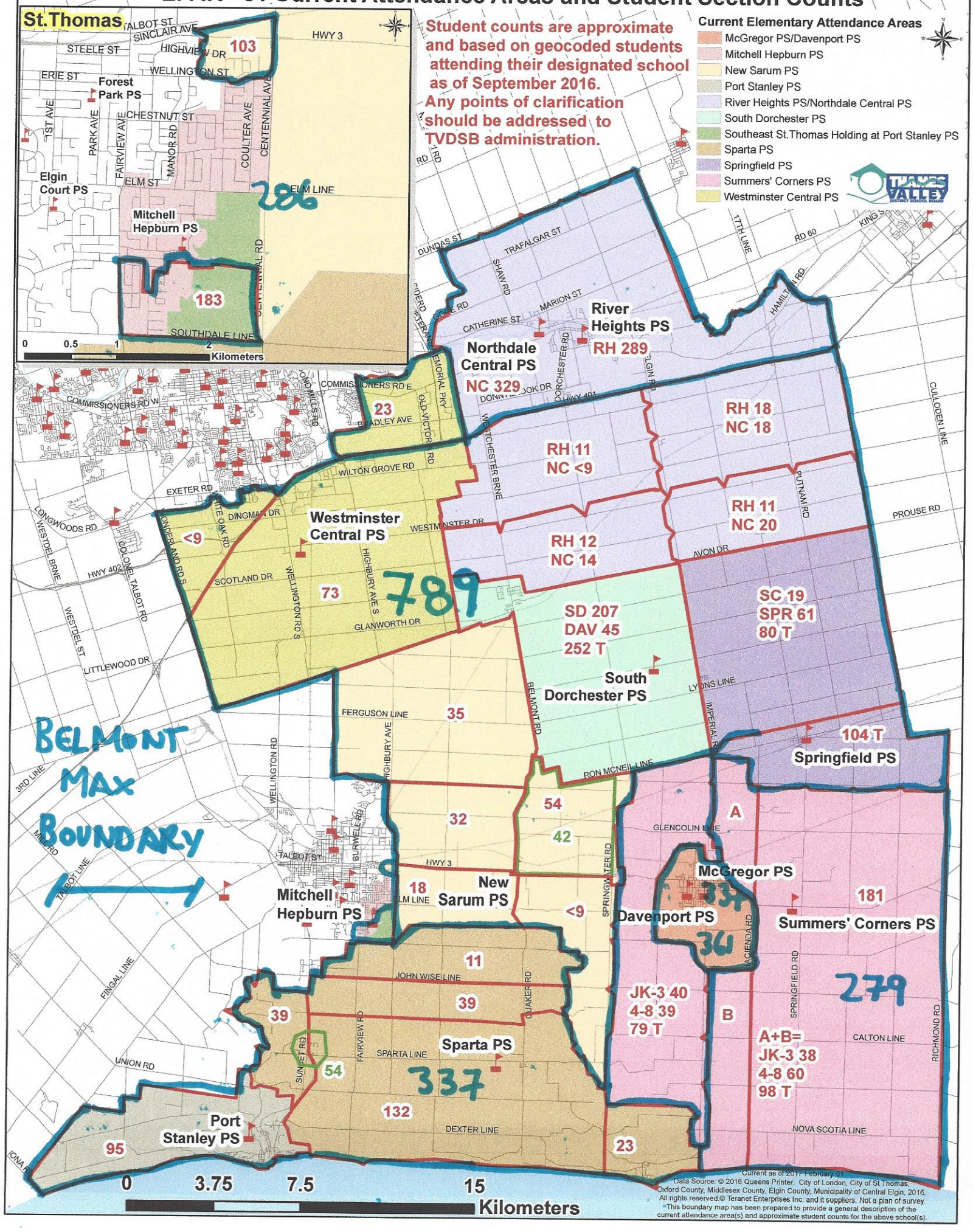
Current as of 2017 February 01
Data Source: © 2016 Queens Printer. City of London, City of St Thomas, Oxford County, Middlesex County, Elgin County, Municipality of Central Elgin, 2016. All rights reserved.© Teranet Enterprises Inc. and it suppliers. Not a plan of survey. This boundary map has been prepared to provide a general description of the current attendance area(s) and approximate student counts for the above school(s).

EPAR - 01 Current Attendance Areas and Student Section Counts

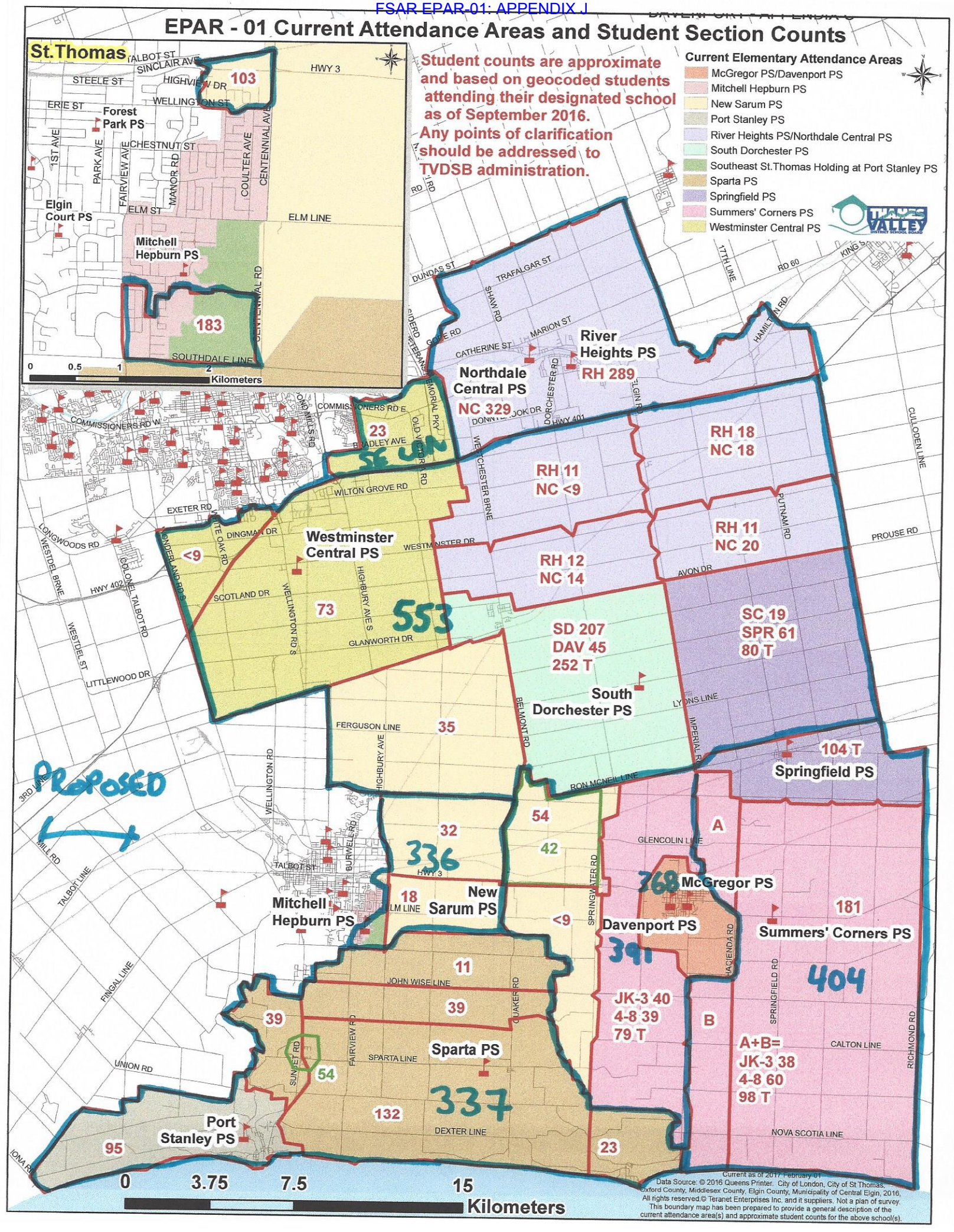


Current as of 2017 February 01
Data Source: © 2016 Queens Printer. City of London, City of St Thomas, Oxford County, Middlesex County, Elgin County, Municipality of Central Elgin, 2016. All rights reserved.© Teranet Enterprises Inc. and it suppliers. Not a plan of survey. This boundary map has been prepared to provide a general description of the current attendance area(s) and approximate student counts for the above school(s).

EPAR - 01 Current Attendance Areas and Student Section Counts



EPAR - 01 Current Attendance Areas and Student Section Counts



EPAR - 01 Current Attendance Areas and Student Section Counts

Student counts are approximate and based on geocoded students attending their designated school as of September 2016. Any points of clarification should be addressed to TVDSB administration.

Current Elementary Attendance Areas

- McGregor PS/Davenport PS
- Mitchell Hepburn PS
- New Sarum PS
- Port Stanley PS
- River Heights PS/Northdale Central PS
- South Dorchester PS
- Southeast St.Thomas Holding at Port Stanley PS
- Sparta PS
- Springfield PS
- Summers' Corners PS
- Westminster Central PS

TVDSB — Thames Valley District School Board

St.Thomas

103 — Forest Park PS

183 — Elgin Court PS

Mitchell Hepburn PS

0 0.5 1 2 Kilometers

23 — St. Thomas

River Heights PS — RH 289

Northdale Central PS — NC 329

RH 18 NC 18

RH 11 NC <9

RH 11 NC 20

RH 12 NC 14

Westminster Central PS — <9 — 73 — 678

SD 207 DAV 45 252 T

South Dorchester PS

SC 19 SPR 61 80 T

104 T — Springfield PS

35

Davenport McGregor Max

32 — 336

54 — 42 — DAV 451

18 — Mitchell Hepburn PS

New Sarum PS

<9 — NC 406

McGregor PS

Davenport PS

181 — Summers' Corners PS

11

39

39

JK-3 40 4-8 39 79 T

A+B= JK-3 38 4-8 60 98 T

54 — 337 — Sparta PS

132

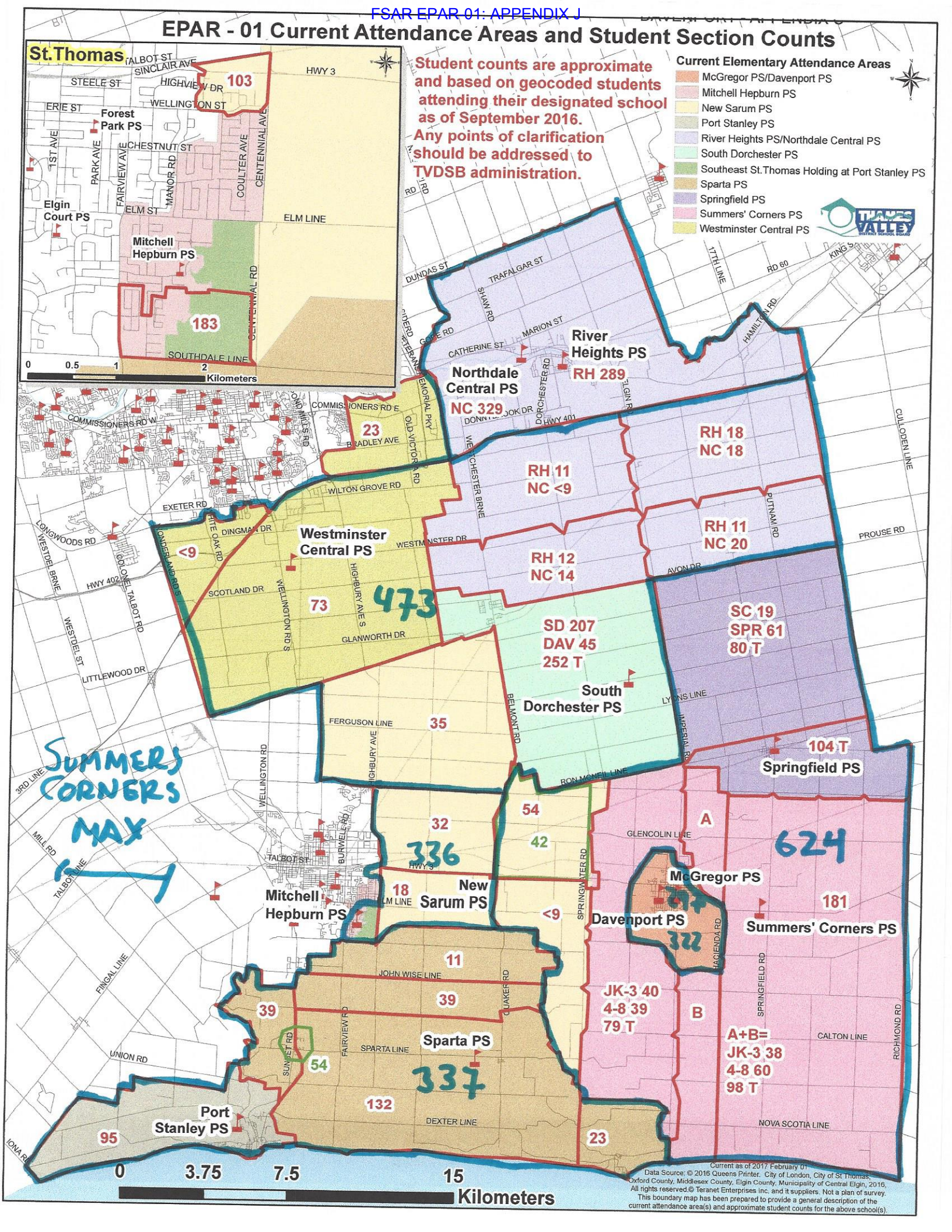
Port Stanley PS — 95

23

0 3.75 7.5 15 Kilometers

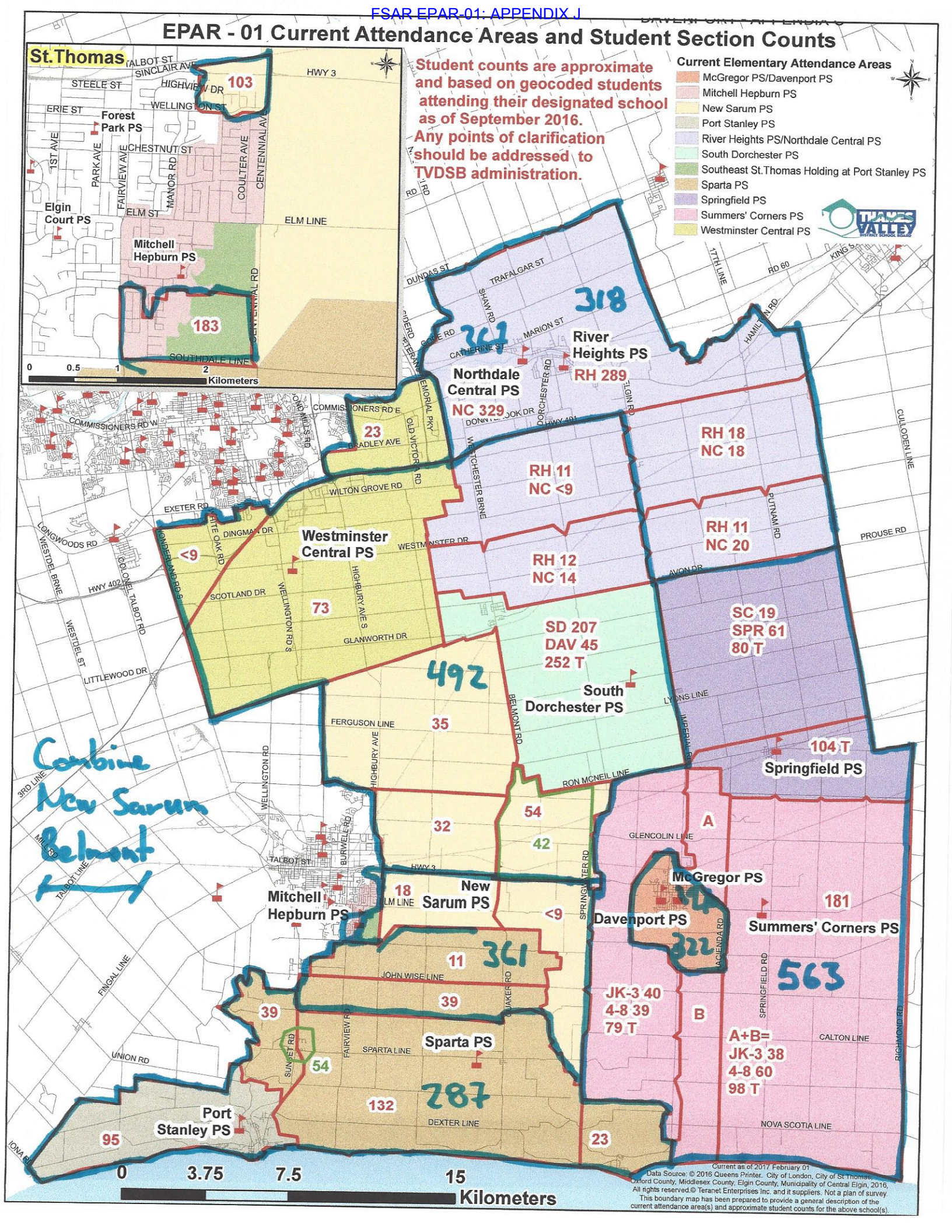
Current as of 2017 February 01
Data Source: © 2016 Queens Printer. City of London, City of St Thomas, Oxford County, Middlesex County, Elgin County, Municipality of Central Elgin, 2016, All rights reserved.© Teranet Enterprises Inc. and it suppliers. Not a plan of survey. This boundary map has been prepared to provide a general description of the current attendance area(s) and approximate student counts for the above school(s).

EPAR - 01 Current Attendance Areas and Student Section Counts



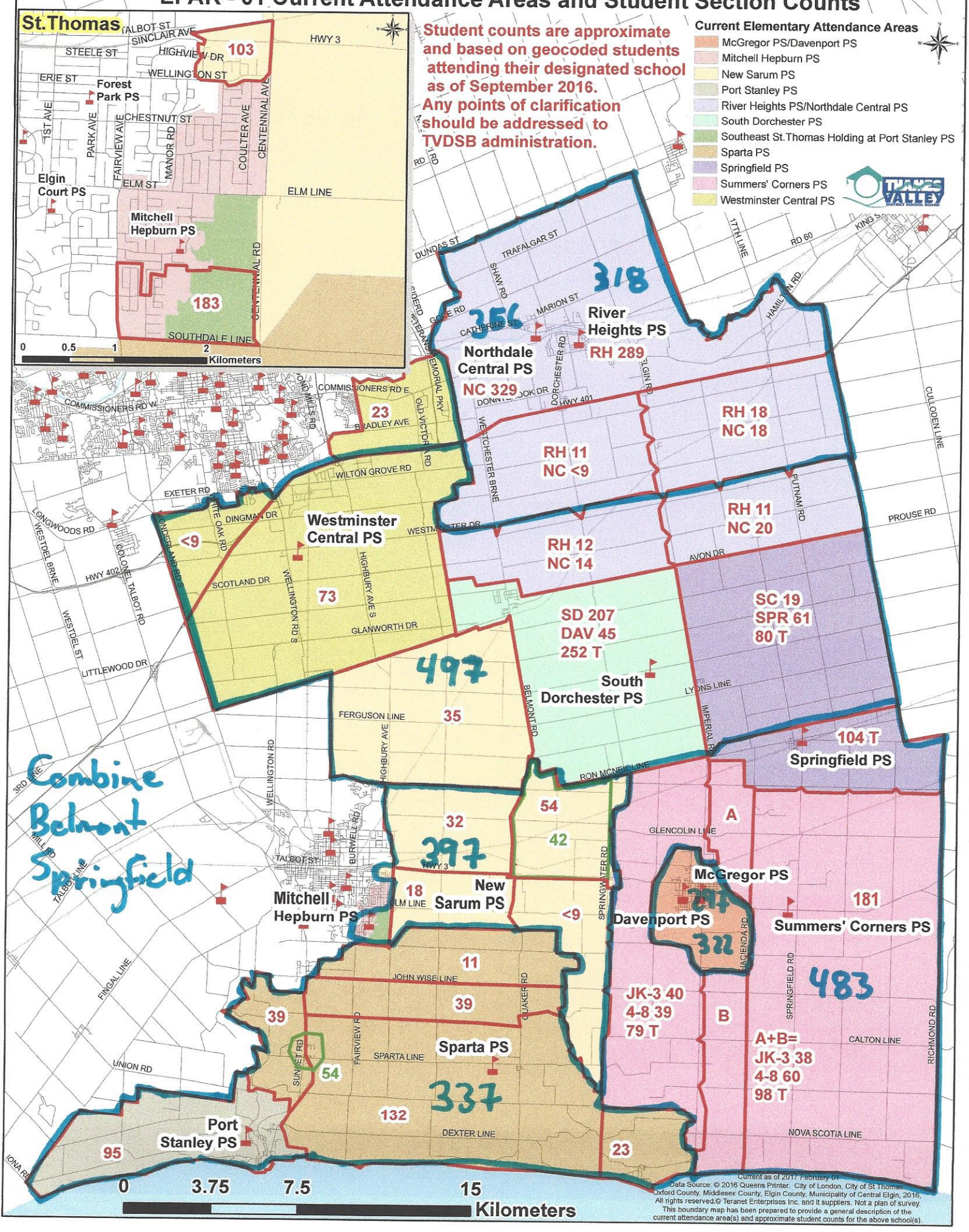
Current as of 2017 February 01
Data Source: © 2016 Queens Printer, City of London, City of St.Thomas, Oxford County, Middlesex County, Elgin County, Municipality of Central Elgin, 2016, All rights reserved.© Teranet Enterprises Inc. and it suppliers. Not a plan of survey. This boundary map has been prepared to provide a general description of the current attendance area(s) and approximate student counts for the above school(s).

EPAR - 01 Current Attendance Areas and Student Section Counts



Current as of 2017 February 01
Data Source: © 2016 Queens Printer, City of London, City of St.Thomas, Oxford County, Middlesex County, Elgin County, Municipality of Central Elgin, 2016, All rights reserved.© Teranet Enterprises Inc. and it suppliers. Not a plan of survey. This boundary map has been prepared to provide a general description of the current attendance area(s) and approximate student counts for the above school(s).

EPAR - 01 Current Attendance Areas and Student Section Counts



Current as of 2017 February 01.
Data Source: © 2016 Queens Printer, City of London, City of St.Thomas, Oxford County, Middlesex County, Elgin County, Municipality of Central Elgin, 2016. All rights reserved.© Teranet Enterprises Inc. and it suppliers. Not a plan of survey. This boundary map has been prepared to provide a general description of the current attendance area(s) and approximate student counts for the above school(s).

	Existing Attendance Area																																			
	Mitchell Hepburn	Southwest School							New Sarum					Belmont School		Northdale					River Heights					Aylmer School				Southeast School								
		Port Stanley	Sparta											South Dorch	Westminster											Davenport		McGregor		Springfield		Summers Corners					
Proposed Attendance Area	St Thomas	All	Rest	West	Union	North	Port Bruce	St Thomas	North	South	East[1]	Central	All	North	Rest	401N	NW	SW	NE	SE	401N	NW	SW	NE	SE	Base 5-8	SD 7-8	JK-3	4	South	North	West	Central	East	Spr 7-8	**Total**	**OTG Capacity**
Belmont									35				207		73		9	14	18	20		11	12	18	11		45				61				19	**553**	**576**
Davenport 5-8											30															267			55			39				**391**	**423**
East London														23																						**23**	**23**
McGregor JK-3											31																	297				40				**368**	**530**
Mitchell Hepburn	572																																			**572**	**678**
Northdale																329																				**329**	**446**
Port Stanley		93	78	39	54	50	23																													**337**	**360**
River Heights																					289															**289**	**461**
SE St Thomas	183							103		18		32																								**336**	**516**
Summers Corners																														104		98	181	21	**404**	**585**
Total	**755**	**93**	**244**					**249**					**207**	**96**		**390**					**341**					**312**		**352**		**165**		**398**				**3602**	**4598**
Area Total		**337**											**303**													**664**				**563**						**3602**	
OTG Capacity	**678**	**317**	**305**					**257**					**190**	**302**		**446**					**461**					**423**		**530**		**268**		**585**				**4762**	
Area OTG Capacity		**622**											**492**													**953**				**853**							

New Sarum Notes 1. Assume 30 /31 split for Davenport and McGregor

	Existing Attendance Area																																		
	Mitchell Hepburn	Southwest School							New Sarum					Belmont School			Northdale					River Heights					Aylmer School				Southeast School							
		Port Stanley	Sparta											South Dorch	Westminster												Davenport		McGregor		Springfield		Summers Corners					
Proposed Attendance Area	St Thomas	All	Rest	West	Union	North	Port Bruce	St Thomas	North	South	East[1]	Central	All	North	Rest	401N	NW	SW	NE	SE	401N	NW	SW	NE	SE	Base 5-8	SD 7-8	JK-3	4	South	North	West	Central	East	Spr 7-8	**Total**	**OTG Capacity**
Belmont													207		73												45								**325**	**350**
Davenport 5-8																										267			55						**361**	**423**
East London														23																					**23**	**23**
McGregor JK-3																												297					40		**337**	**530**
Mitchell Hepburn	572																																		**572**	**678**
Northdale																329	9	14	18	20															**390**	**446**
Port Stanley		93	78	39	54		23																												**287**	**360**
River Heights																					289	11	12	18	11										**341**	**461**
SE St Thomas	183					50		103	35	18	61	32																							**482**	**516**
Summers Corners																														104	61		98	181	40	**484**	**585**
Total	**755**	**93**	**244**					**249**					**207**	**96**		**390**					**341**					**312**		**352**		**165**		**398**				**3602**	**4372**
Area Total		**337**											**303**													**664**				**563**						**3602**	
OTG Capacity	**678**	**317**	**305**					**257**					**190**	**302**		**446**					**461**					**423**		**530**		**268**		**585**				**4762**	
Area OTG Capacity		**622**											**492**													**953**				**853**							

New Sarum Notes 1. Assume 30 /31 split for Davenport and McGregor

| | Existing Attendance Area | | |

	Existing Attendance Area																																					
	Mitchell Hepburn	Southwest School							New Sarum					Belmont School		Northdale					River Heights					Aylmer School				Southeast School										
		Port Stanley	Sparta											South Dorch	Westminster											Davenport		McGregor		Springfield		Summers Corners						
Proposed Attendance Area	St Thomas	All	Rest	West	Union	North	Port Bruce	St Thomas	North	South	East[1]	Central	All	North	Rest	401N	NW	SW	NE	SE	401N	NW	SW	NE	SE	Base 5-8	SD 7-8	JK-3	4	South	North	West	Central	East	Spr 7-8	**Total**	**OTG Capacity**
Belmont									35				207		73		9	14	18	20		11	12	18	11		45			104	61				40	**678**	**576**
Davenport 5-8											30															267			55			39	60			**451**	**423**
East London														23																						**23**	**23**
McGregor JK-3											31																	297				40	38			**406**	**530**
Mitchell Hepburn	572																																			**572**	**678**
Northdale																329																				**329**	**446**
Port Stanley		93	78	39	54	50	23																													**337**	**360**
River Heights																					289															**289**	**461**
SE St Thomas	183							103		18		32																								**336**	**516**
Summers Corners																																		181		**181**	**585**
Total	**755**	**93**	**244**					**249**					**207**	**96**		**390**					**341**					**312**		**352**		**165**		**398**				**3602**	**4598**
Area Total		**337**											**303**													**664**				**563**						**3602**	
OTG Capacity	**678**	**317**	**305**					**257**					**190**	**302**		**446**					**461**					**423**		**530**		**268**		**585**				**4762**	
Area OTG Capacity		**622**											**492**													**953**				**853**							

New Sarum Notes 1. Assume 30 /31 split for Davenport and McGregor

	Existing Attendance Area																																			
	Mitchell Hepburn	Southwest School							New Sarum					Belmont School			Northdale					River Heights					Aylmer School				Southeast School							
		Port Stanley	Sparta											South Dorch	Westminster												Davenport		McGregor		Springfield		Summers Corners					
Proposed Attendance Area	St Thomas	All	Rest	West	Union	North	Port Bruce	St Thomas	North	South	East[1]	Central	All	North	Rest	401N	NW	SW	NE	SE	401N	NW	SW	NE	SE	Base 5-8	SD 7-8	JK-3	4	South	North	West	Central	East	Spr 7-8	**Total**	**OTG Capacity**
Belmont									35				207		73		9	14	18	20		11	12	18	11		45								**473**	**500**
Davenport 5-8																										267			55						**322**	**423**
East London														23																					**23**	**23**
McGregor JK-3																												297							**297**	**530**
Mitchell Hepburn	572																																		**572**	**678**
Northdale																329																			**329**	**446**
Port Stanley		93	78	39	54	50	23																												**337**	**360**
River Heights																					289														**289**	**461**
SE St Thomas	183							103		18		32																							**336**	**350**
Summers Corners											61																			104	61	79	98	181	40	**624**	**585**
Total	**755**	**93**	**244**					**249**					**207**	**96**		**390**					**341**					**312**		**352**		**165**		**398**				**3602**	**4356**
Area Total		**337**											**303**													**664**						**563**				**3602**	
OTG Capacity	**678**	**317**	**305**					**257**					**190**	**302**		**446**					**461**					**423**		**530**		**268**		**585**				**4762**	
Area OTG Capacity		**622**											**492**													**953**						**853**					

New Sarum Notes 1. Assume 30 /31 split for Davenport and McGregor

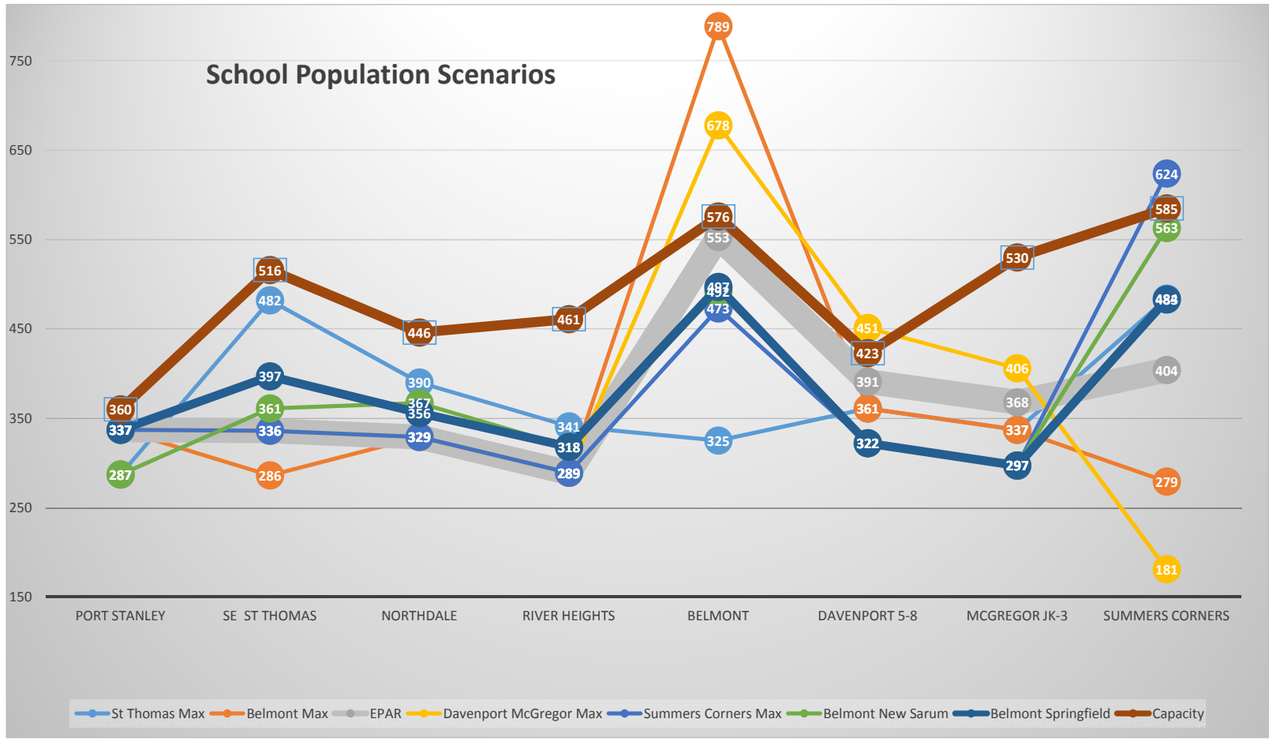
	Existing Attendance Area																																			
	Mitchell Hepburn	Southwest School							New Sarum					Belmont School			Northdale					River Heights					Aylmer School				Southeast School							
		Port Stanley	Sparta											South Dorch	Westminster												Davenport		McGregor		Springfield		Summers Corners					
Proposed Attendance Area	St Thomas	All	Rest	West	Union	North	Port Bruce	St Thomas	North	South	East[1]	Central	All	North	Rest	401N	NW	SW	NE	SE	401N	NW	SW	NE	SE	Base 5-8	SD 7-8	JK-3	4	South	North	West	Central	East	Spr 7-8	**Total**	**OTG Capacity**
Belmont									35				207		73			14		20			12		11		45				61				19	**497**	**550**
Davenport 5-8																										267			55							**322**	**423**
East London														23																						**23**	**23**
McGregor JK-3																												297								**297**	**530**
Mitchell Hepburn	572																																			**572**	**678**
Northdale																329	9		18																	**356**	**446**
Port Stanley		93	78	39	54	50	23																													**337**	**360**
River Heights																					289	11		18												**318**	**461**
SE St Thomas	183							103		18	61	32																								**397**	**516**
Summers Corners																														104		79	98	181	21	**483**	**585**
Total	**755**	**93**	**244**					**249**					**207**	**96**		**390**					**341**					**312**		**352**		**165**		**398**				**3602**	**4572**
Area Total		**337**											**303**													**664**				**563**						**3602**	
OTG Capacity	**678**	**317**	**305**					**257**					**190**	**302**		**446**					**461**					**423**		**530**		**268**		**585**				**4762**	
Area OTG Capacity		**622**											**492**													**953**				**853**							

New Sarum Notes 1. Assume 30 /31 split for Davenport and McGregor

	Existing Attendance Area																																		
	Mitchell Hepburn	Southwest School							New Sarum					Belmont School			Northdale					River Heights					Aylmer School				Southeast School							
		Port Stanley	Sparta											South Dorch	Westminster												Davenport		McGregor		Springfield		Summers Corners					
Proposed Attendance Area	St Thomas	All	Rest	West	Union	North	Port Bruce	St Thomas	North	South	East[1]	Central	All	North	Rest	401N	NW	SW	NE	SE	401N	NW	SW	NE	SE	Base 5-8	SD 7-8	JK-3	4	South	North	West	Central	East	Spr 7-8	**Total**	**OTG Capacity**
Belmont									35		54	32	207		73		9	14				11	12				45									**492**	**550**
Davenport 5-8																										267			55						**322**	**423**
East London														23																					**23**	**23**
McGregor JK-3																												297							**297**	**530**
Mitchell Hepburn	572																																		**572**	**678**
Northdale																329			18	20															**367**	**446**
Port Stanley		93	78	39	54		23																												**287**	**360**
River Heights																					289			18	11										**318**	**461**
SE St Thomas	183					50		103		18	7																								**361**	**516**
Summers Corners																														104	61	79	98	181	40	**563**	**585**
Total	**755**	**93**	**244**					**249**					**207**	**96**		**390**					**341**					**312**		**352**		**165**		**398**				**3602**	**4572**
Area Total		**337**											**303**													**664**				**563**						**3602**	
OTG Capacity	**678**	**317**	**305**					**257**					**190**	**302**		**446**					**461**					**423**		**530**		**268**		**585**				**4762**	
Area OTG Capacity		**622**											**492**													**953**				**853**							

New Sarum Notes 1. Assume 30 /31 split for Davenport and McGregor

	St Thomas Max	Belmont Max	EPAR	Davenport McGregor Max	Summers Corners Max	Belmont New Sarum	Belmont Springfield	Capacity
Port Stanley	287	337	337	**337**	337	287	337	360
SE St Thomas	482	286	336	**336**	336	361	397	516
Northdale	390	329	329	**329**	329	367	356	446
River Heights	341	289	289	**289**	289	318	318	461
Belmont	325	789	553	**678**	473	492	497	**576**
Davenport 5-8	361	361	391	**451**	322	322	322	423
McGregor JK-3	337	337	368	**406**	297	297	297	530
Summers Corners	484	279	404	**181**	624	563	483	585



PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
MCGREGOR PS QUESTION AND ANSWERS

Received on: 2017 January 17

Question #1:
What is the walking radius vs. transportation radius eligibility to and from McGregor?

Answer #1:
The non-transportation boundary is based on a distance calculation of 1.6 km's using the road network and walkways, it is not based on a radius. Each student has their own calculation and eligibility is determined based on this calculation.

Question #2:
What percentage of students will be bussed with the new proposals at McGregor PS?

Answer #2:
Under the post scenario there are 180 students who are eligible for transportation and 178 who are not eligible.

Question #3:
Can Davenport and McGregor meet together to collaborate on the PARC meeting dates? ~Since we have children from the same families attending both schools. Parents have stated that they want to hear what both schools decisions are, but they can only attend one since they are on the same night?

Answer #3:
Yes, the school level meetings can be conducted together with more than one PAR school subcommittee.

Question #4:
Will there be more classrooms available once the office moves? ~--We haven't seen the plans but we don't believe there are any NEW additions, but enhancements to existing structure.

Answer #4:
The proposal will be sent for final design only after the decision has been made by Trustees. The outlined proposed OTG in the recommended solution of the ISAR includes renovations to the office and to enhance programming (Library Learning Commons expansion), not an addition. Senior Administration will consider requests from PAR School Subcommittees regarding .

Question #5:
Can we see the plans that are proposed for 2018-2019? Can we submit a proposal for changes that we would like to see happen in and around our school and will our proposal be considered?

Answer #5:
The proposal will be sent for final design only after a decision has been made by Trustees following the PAR procedure. Any ideas and recommendations should be included in the report sent to the Board.

Question #6:
Does the TVDSB realize that Davenport and McGregor Public school have been working diligently for the last 4 years on making the schools a Safe and Active school in consultation with our local Health unit? We do have ideas that we would like addressed are we able to talk with facilities or the planning department about what our thoughts are?

Answer #6:
TVDSB is aware that many schools within the TVDSB work collaboratively with the Active and Safe Routes to Schools. The EPAR subcommittee is encouraged to submit their thoughts in the PAR school subcommittee final report. Outside of the EPAR process families are encouraged to work through their school administrator on issues around school safety.

Question #7:
Developmental Classrooms from Davenport and McGregor will all go to Summers' Corners to a 'suite'--has anyone spoken to the parents from developmental classrooms to get their opinion?

Answer #7:
The parents of the developmental classroom will be notified if the outcome of the Board decision is to relocate the classes as indicated in the ISAR. As with all members of the school community any concerns should be shared with the PAR subcommittees and included in the report sent to the Board.

Question #8:
What happens if this proposal is not accepted? ~Will the office move and enhancements to Learning commons still happen? ~--this was already proposed 2 years ago. ~The School council says they will still pursue either way. ~What about the "5 Year Renewal Needs". Will these all be addressed? ~p. ~48 of 71 says accommodations have identified numerous adjustments to enhance. ~Can you give us more specifics and define room numbers for these items?

Answer #8:
The renovation to the administration area and the Learning Commons identified in the report are both system initiatives for the Board and would still be identified as a need at McGregor PS. But the proposed timeline for implementation would not be tied to a Board recommendation so the projects would not be scheduled until funding was available.

The 5 year renewal needs which are detailed in the report and have been identified by the Ministry will be addressed within the priority rankings of all the renewal needs of the entire board. It should be noted that the annual renewal funding received by the Ministry is far less than the identified renewal needs at the schools.

We are unable to provide any specifics regarding the proposed renovations at this time, design work will not commence until the Board has made a decision on the recommendations proposed for EPAR-01

Question #9:
What about the lack of air conditioning in the central rooms (Room 108-111). ~Will this also be addressed?

Answer #9:
The air conditioning of rooms 108-111 will be reviewed with the proposed design of the renovations once the project is approved to proceed.

Question #10:
How many Gr. 4s access the Before and After program. ~Concerns over pickup at end of day with no older students--all have to walk over from Davenport to McGregor.

Answer #10:
There are 5 McGregor students in the B & A School program. The # of Students in the B & A school program in Grade 4 only = 5 (5 students in the morning & 4 in the afternoon). In addition, one (1) student walks from Davenport PS to McGregor for the After School Program only. The parents are in agreement that they are responsible for the transition of the child from Davenport to McGregor and therefore the YWCA is not accountable for this transition.

Question #11:
Can street names be provided for new boundaries so we know where the line is drawn?

Answer #11:
See Attached - Appendix A

Question #12:
How many children Jk-3 will be coming from the other schools as per the new boundary adjustment?

Answer #12:
40 JK-3 students

Question #13:
How many Grade 4s will be coming from the other schools as per the new boundary adjustment?

Answer #13:
< 9 students (For confidentiality reasons student counts under 9 cannot be identified.)

Question #14:
What happens to admin and teachers of schools that are closing? ~~For assignments at adjusted/enhanced schools?

Answer #14:
When there is a complex closure where there is no growth in student enrolment, the Reorganization Staffing Committee maintains 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

Question #15:
Is there still a valid road allowance running through the back yard of McGregor PS? ~Rumor has it that the town overturned it.

Answer #15:
In 2013, the Corporation of the Town of Aylmer passed a By-law to close a portion of Centre Street running through the McGregor PS property. The property was transferred to the Thames Valley District School Board prior to the construction of the FDK addition in 2014.

Question #16:
What is happening to PFLC- Parent family literacy centers?

Answer #16:
The Parent Family Literacy Center will remain at McGregor PS.

Question #17:
In the history of accommodation~reviews in Thames Valley how often has a school remained open that was slated to close?~

Answer #17:
All TVDSB schools that have been slated to close, as per Board motion, have been closed.

Question #18:
Would the~TVDSB~consider reaching out to the Christian School behind Davenport to potentially~rent/share some of their playground (if we had different recess times)?~

Answer #18:
TVDSB could propose a joint use agreement with the Christian School for playground space if deemed to be required and if the Christian School were agreeable.

Question #19:
If the proposed changes happen will~McGregor~qualify for a Vice Principal?~

Answer #19:
Many factors are used to determine if a school qualifies for a vice principal. Schools needs with respect to administration are assessed yearly to determine if the school requires a vice principal.

Question #20-#24:
If there is a Childcare facility that is being looked at here are some of our thoughts…
What about outdoor play space--do we have to also provide outdoor space?
What about parking for the daycare?
Where is the daycare slated to go? ~Concerns over safety (ease-of-access to school by visitors)--would there be access to school via daycare?
We shouldn't have to give up safety, yard space, parking to accommodate staff, visitor and parents for a daycare. It's not worth it for our own kids to collaborate on a daycare project if it means compromising our school/students.

Answers #20-#24:
Any possible facility collaboration with the TVDSB must follow the Community Planning and Facility Collaboration Opportunities Procedure, which states

2.4 In considering what unused space in operation and sustainable facilities may be available for community facility collaboration opportunities, TVDSB will examine and consider, among other things:
- 2.4.1 student safety and well-being;
- 2.4.2 student achievement;
- 2.4.3 available suitable space;
- 2.4.4 impact on school and TVDSB operations;
- 2.4.5 the cost to TVDSB of the unused space;
- 2.4.6 TVDSB's existing commitments for community use of its facilities; and
- 2.4.7 municipal by-laws and zoning issues.

TVDSB has the authority to determine what space, if any, in which of its facilities will be made available for facility collaboration opportunities and its decisions in this regard are not subject to review or appeal.

Question #25:
What is the timeline that the board is looking at for a childcare facility to collaborate with the school board?

Answer #25:
TVDSB will entertain enquiries from community organizations regarding unused and available space on an ongoing basis.

Question #26:
If a childcare facility is not being implemented what is going to happen with the empty rooms?

Answer #26:
If there are no community collaboration opportunities the rooms will remain empty.

Question #27:
When can we see a 'map' of the new proposed enhancements?

Answer #27:
The design on the enhancements will begin only if the Board approves Senior Administrations recommendations.

Question #28:
p. 48 of 71 General Arts Room improvements--what's that?

Answer #28:
The improvements to a General Arts room would bring the space to TVDSB standards. Improvements typically include sound attenuation panels, sinks, and millwork for instrument and/or art supply storage. Additional space is required for the music and arts programs therefore the TVDSB standard for a General Arts room is 1000 sq ft, whereas a standard classroom is a minimum 700 sq ft.

Question #29:
We strongly suggest that we are able to keep our Music program and have it as a dedicated classroom. This program is a valuable teaching room that every child has access to. We do NOT want to have this taken out of our school.

Answer #29:
Please include any ideas and recommendations regarding your schools in your report to the Board.

Apprehensions:

Question #30:
Concern over Gr. 4-8 over at Davenport.--At Davenport students can participate in sports but not here. ~Pros: ~sporting events, seem to grow up faster ~Cons: ~less skating days, no MOMA, no Christmas concerts unless in choir/music program, need teacher volunteers to have the sports and there has been in the past somewhat of an issue getting teacher support in that regard, bringing in another grade to the mix means less time for our kids,

Answer #30:
Senior Administration encourages the inclusion of the above concerns (pros and cons) in the School Subcommittee report for the Trustees consideration.

Question #31:
Our schools are not safely designed with congestion---concerns over additional bussing

Answer #31:
During the design process, pending Board decision, the existing parking and bus drop will be evaluated. Please include any ideas and recommendations regarding your schools in your report to the Board.

Question #32:
Rutherford and south Street are so busy and high traffic---it's chaotic and dangerous with no crossing guard.--maybe get flashing light crosswalk or crossing guard to address the safety concerns as 2 students have been recently struck on road.

Answer #32:
Safety of students is the number one priority of the Board. All road and crosswalk safety issues should be addressed to the Municipality. This should be done immediately if this is a safety concern.

Question #33:
Parking issues need to be addressed has this been looked into?

Answer #33:
Addressing issues pertaining to parking is not necessarily dependent upon the EPAR process. Under the guidance of school administration, school communities are encouraged to work collaboratively with community partners to address parking issues. The EPAR process provides another forum for the EPAR subcommittee to share their ideas and is encouraged to do so in the final report.

Question #34:
Playground needs to be addressed for space requirements at McGregor and for the lack of equipment at Davenport for the children

Answer #34:
The purchasing of playground equipment is not funded through Capital Planning. If a school community expresses a desire for new playground equipment they are encouraged to work through school administration, and potentially School Councils and/or Home and School Associations, to fundraise for such equipment. Schools are required to follow the TVDSB Fundraising Policies and Procedures when endeavoring to raise funds for new equipment. Any concerns about playground needs may be shared in the PAR school subcommittee final report.

These concern could be included in your Final Report

Question #35:
Davenport has no playground equipment--it is congested and not enough to play. ~Concern about the 4s going over nothing to do and not enough space; also recess is all at the same time which is also a concern--suggestion that perhaps Davenport stagger the recess times--expectation that if our 4s go to Davenport that equipment is an expectation for ALL grades to enjoy

Answer #35:
The purchasing of playground equipment is not funded through Capital Planning. If a school community expresses a desire for new playground equipment they are encouraged to work through school administration and potentially School Councils and/or Home and School Associations to fundraise for such equipment. Schools are required to follow the TVDSB Fundraising Policies and Procedures when endeavoring to raise funds for new equipment.

Staggered recess is a school-based decision. The decision to stagger recess does not need to be dependent upon the EPAR process and is made while considering many factors (e.g. supervision, student needs, size of yard) The EPAR subcommittee is encouraged to submit their ideas for staggered recess in the PAR school subcommittee final report.

Question #36:
There is repurposing of equipment from closing schools would we qualify for any of the materials during the whole process? Without the school budget or parent council having to offset the costs of removal and set up?

Answer #36:
A Transition Committee is formed when there is a school closure or consolidation. Schools impacted by consolidation or closing would first be considered in the repurposing of suitable materials. Any suitable materials not required by the consolidated schools would be made available to other TVDSB schools. There is no cost to the school budget or School Council associated with this transition.

Question #37:
No before and after school

Answer #37:
Davenport does not have a Before & After School Program . There is not sufficient interest for the B & A school program, up to and including age 12. However, we are currently surveying all elementary schools to determine family needs for September 2017.

Question #38:
Will playground equipment and line painting count as part of the budget? ~All new enhancements don't come out of the school budget but from the 'enhancements'

Answer #38:
Playground equipment purchases are not funded through Capital Planning or the EPAR process. School communities that express a desire for new playground equipment are encouraged to work through school administration, and potentially with the support of School Councils and/or Home and School Associations, to fundraise for such equipment. Schools are required to follow the TVDSB Fundraising Policies and Procedures when endeavoring to raise funds for new equipment. A request for line painting may be included in the PAR school subcommittee final report.

Question #39:
Davenport students go out for lunch--concern over gr. 4s to go out for lunch

Answer #39:
TVDSB supports students remaining at school during nutritional breaks. Students may only leave school property during nutritional breaks with parental/guardian permission. As such, if permission is not granted by a parent or guardian, it is expected that students will remain at school during nutrition breaks and will be supervised by TVDSB staff.

Question #40:
Would Davenport consider changing the out for lunch policy?--will there be any kind of cultural shifts like not allowing students to go out for lunch because of safety concerns?

Answer #40:
Please see above.

Recommendations:

Question #41:
One of the focus areas of the Accommodation Reviews is to improve the Library Learning Commons at McGregor PS. ~Not only would the Library Learning Commons be updated, allowing greater access for students to this valuable space and teacher. ~Teacher-librarians serve to enhance literacy instruction and learning across subject areas when they partner with the classroom teacher." ~p. 48 of 71--can you expand on this--what are these areas, which room numbers, and what enhancements do you mean? ~Does this include an elevator?

Answer #41:
Teacher-librarians serve to enhance instruction by partnering with the classroom teacher. Working collaboratively, the classroom teacher and the teacher-librarian would share responsibilities, supervision and expertise when working with students. The floor plan for Library Learning Commons follows a board standard. Features are predetermined. Features of the Library Learning Commons include makerspaces, communication spaces, collaboration spaces and spaces for more focused learning. In reference to the elevator the TVDSB plans to have all schools accessible by 2025.

Question #42:
Will the PAR address new bus drop off zone? ~The school council has already addressed this extensively and there is a ASRTS committee who will be promoting numerous parking, drop off, and bus loading zones as part of the process. We would like to send the planning department our proposal.

Answer #42:
During the design process, pending Board decision, the existing parking and bus drop will be evaluated. Please include any ideas and recommendations regarding your schools in your report to the Board.

Question #43:
Proposal: ~for Davenport and McGregor to merge to a new, less congested area, and a NEW build K-8 school.--This is a different dynamic.

Answer #43:
Please include any ideas and recommendations regarding your schools in your report to the Board.

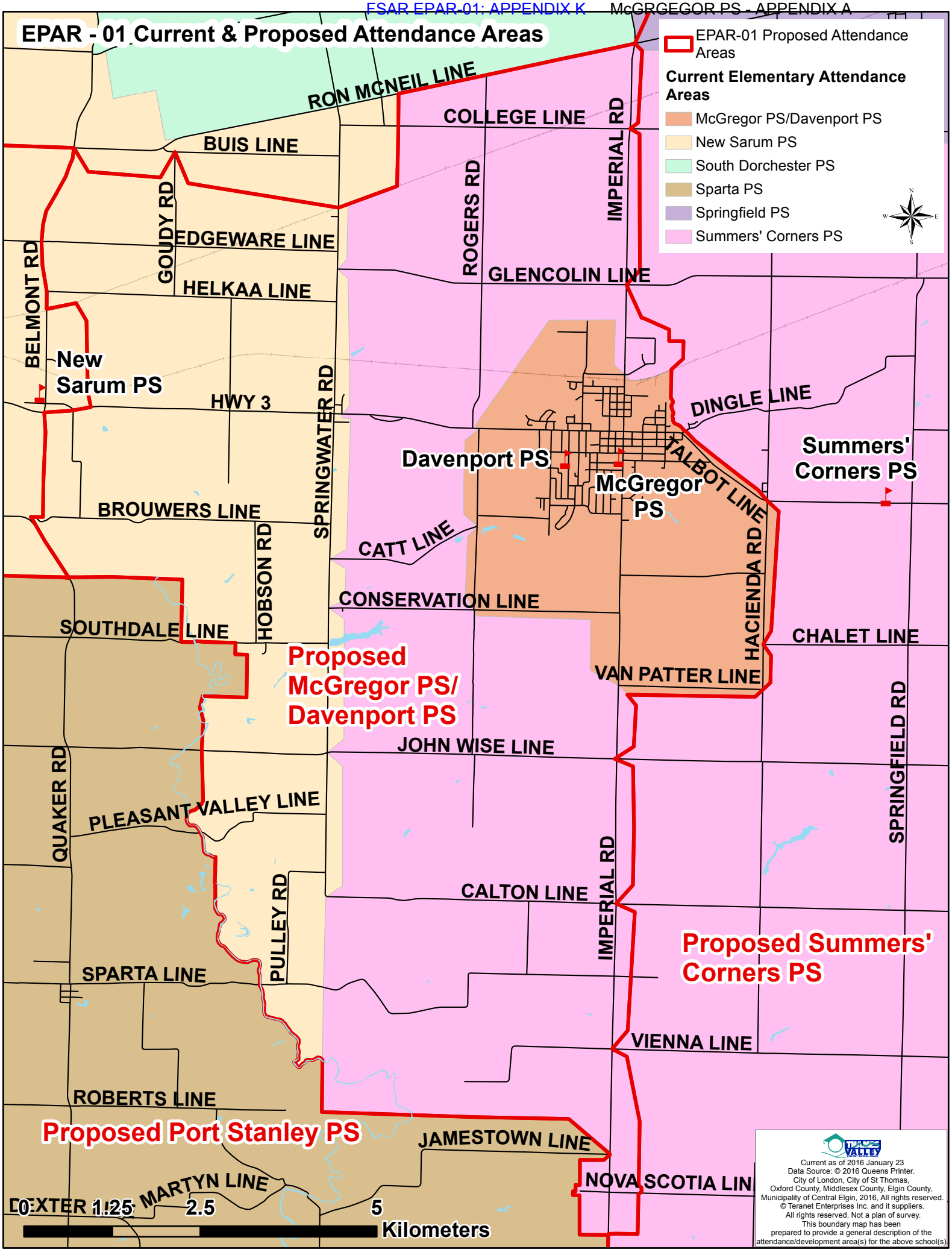
Question #44:
Another suggestion: ~that the 7s and/Or 8s move to EESS and let the high school accommodate those extra numbers and rejig Davenport and McGregor. EESS has the extra space to accommodate the students now that Grade 13 is not being offered. Has this been looked into? They do this in Ottawa?

Answer #44:
EESS has no extra space available to accommodate the proposed model in the suggestion above. Ideally TVDSB supports a JK-8 model for elementary schools and a 9-12 model for secondary schools.

Received on: 2017 February 21

Question #1:
I am wondering if you have a specific template that our school needs to have to write our final report? Or do we just set up our report as we see fit? We didn't know if there was a master sheet that everyone had to follow for your committee to read easily and in order so everyone's document looks the same?

Answer #1:
It is up to each individual PAR School Subcommittee to agree on a final report structure. The Procedure does not specify or provide an outline/template for the report.


EPAR - 01 Current & Proposed Attendance Areas
EPAR-01 Proposed Attendance Areas
Current Elementary Attendance Areas
McGregor PS/Davenport PS
New Sarum PS
South Dorchester PS
Sparta PS
Springfield PS
Summers' Corners PS
RON MCNEIL LINE
COLLEGE LINE
BUIS LINE
IMPERIAL RD
ROGERS RD
GOUDY RD
EDGEWARE LINE
BELMONT RD
HELKAA LINE
GLENCOLIN LINE
New Sarum PS
HWY 3
SPRINGWATER RD
DINGLE LINE
Davenport PS
McGregor PS
TALBOT LINE
Summers' Corners PS
BROUWERS LINE
HOBSON RD
CATT LINE
HACIENDA RD
CONSERVATION LINE
SOUTHDALE LINE
CHALET LINE
Proposed McGregor PS/ Davenport PS
VAN PATTER LINE
JOHN WISE LINE
SPRINGFIELD RD
QUAKER RD
PLEASANT VALLEY LINE
PULLEY RD
CALTON LINE
IMPERIAL RD
Proposed Summers' Corners PS
SPARTA LINE
VIENNA LINE
ROBERTS LINE
Proposed Port Stanley PS
JAMESTOWN LINE
MARTYN LINE
NOVA SCOTIA LIN
DEXTER
0 1.25 2.5 5
Kilometers
Current as of 2016 January 23
Data Source: © 2016 Queens Printer.
City of London, City of St Thomas,
Oxford County, Middlesex County, Elgin County,
Municipality of Central Elgin, 2016, All rights reserved.
© Teranet Enterprises Inc. and it suppliers.
All rights reserved. Not a plan of survey.
This boundary map has been
prepared to provide a general description of the
attendance/development area(s) for the above school(s)

The recommendation we would like to propose for McGregor Public School to ensure a safe and functional transition if and when the proposed changes occur for EPAR-01 are as follows:

Parking, Bus Zone and Kiss and Drop recommendations for McGregor Public School:

When the proposed new boundaries for McGregor are in place in 2020 McGregor will require 5 Buses to transport the Children. Therefore, we will need to redesign the Bus Zone as it is now too congested on South street with the 3-4 buses that arrive daily. Mc Gregor's Safe School Committee has been working with Active and Safe Routes to School alongside our Public Health Nurse Michelle Virdee since 2014. The Active and Safe Routes to School has helped McGregors Safe School Committee and PAR – Sub-Committee identify safety concerns around the school regarding our Bus Zone, Kiss and Drop for parents, as well as walking students.

It has been recommended though our Active and Safe Routes to School – School Travel Planning, that we move our Busing Zone to Harvey St. from its current location on South St. There is large drop off zone on Harvey St. with a gate for school yard access. There is enough room for 5 buses along the existing kiss and drop area. Lining the Bus children up from Kindergarten classes near Mrs K/Ms Ds doorway and putting in a NEW gate East of the existing fence for the kindergarten children to exit and enter the school yard. Mrs N/Mrs V, students exit out the southern door to line up for bus, Ms, C/Mrs P, and Ms D/Mrs A's busers exit out the West doors along the wall turning left to line up with the other kindergarten children. All Grade 1-3 students can line up along a painted lined area at the west end of the Kindergarten area with their EAs.
We are asking for support from the Trustee's and/or planning department in approaching our municipality to change the signs for parking to be on the North side of Harvey and no parking on the south side. All driving\walking parents will be notified that all students will be picked up in the playground behind the school.

It has been recommended by the Active and Safe Routes to School that an L Cove with parking spaces for up to 10 vehicles for parents and volunteers to utilize is created. This will be a great solution to our congested parking and safety of our students crossing on South Street West. We also request support from our Trustees or planning department to work with the Municipality to widen this section of the street. Making the street more like South Street East near Assumption School. Add two entrances along the parking lot that has fencing and a gate along the sidewalks to keep pedestrians and vehicles separated. Having two fenced in paths with gates to the school yard so children cannot walk through the parking lot to get to the school yard. Fence in the parking lot and L cove areas.

Another Concern that came from our Active and Safe Routes to School survey is closing off the man gate to the yard, from our current Staff parking lot. To avoid a misuse of parking lot and to avoid students traveling through the parking lot to access the school yard at busy times.

We also request support from the Trustee's and/or Planning Dept. with an inquiry sent to the Municipality to change the bus zone on John. We recommend asking for 2-hour parking in front of the school with painted lines on the roadway, leaving a Bus Zone area on John for possibly two buses to pick up and drop off students for field trips. We request support approaching our Municipality to lower the current speed limit on John St. S. from 50km to 40km to make it a Community Safety Zone, as this is a busy road that students and parents travel and cross to enter McGregor school and yard.

Outside work for McGregor Public school:

FDK area take out the one piece of fence that is now near the pavement in the playground on the west end of the playground. This will give the FDK children access to the play equipment. We now have 120 children playing on the tarmac without any shade at all. For the health and safety of the children we need to give them more space and shady areas to be out of the direct sun.

Make the long part of the fence go into the back-playground area up until the big tree that is there now. Take the fence to the right all the way to attach to the fence near the neighbours fence on the right of the playground equipment. Leaving room for a gate so access can be made for grade 1-3 children. As well the gate would be shut when FDK children are playing in the back-playground area. This will give our FDK classrooms more access to the play equipment and more room to run.

At the front of the building on John St install an accessible ramp coming off the sidewalk on John Street near the south end of the building. This was promised when John Street was redone but never done during construction.

We feel the administration office should be moved to the front of the school. Putting it in the existing classroom Room 108. Please see detailed map of our thoughts. Take out the single door that is there now and put in an electronic door to enter the building with entrance way so the cold air does not enter the building when one door is opened. The photocopy machine can also go into the classroom 108. Including a workstation for teachers to access their print materials. This room would also need to have locked cabinets for securing items. The storage shelves from the existing copy room can be moved into this room as well. Creating an office space for the Principal as well as the secretary. Which we can use all of the desks etc that we already have. On the North wall we could put in teacher mail slots as well.

Changing the office to the front of the building has many positive impacts.

1. The doors that are used now near the staff parking lot can be locked at all times and changing the locks would be beneficial. There are many keys that are out there in the public from many teachers etc that have come and gone. We could put in a new system using Key FOBs. Then Only the teachers, custodians and ones who need access can come in with using the FOB. All others must enter through the main office at John Street entrance. The secretary could start signing in and out Key FOBS to the new entrances this will be an effective way to keep our kids and staff safer with less keys out there.

2. This would be a good time to put in a security system of some type. Whether it be an alarm system or just a monitoring system which would be the most cost effective along with creating a safe environment. We believe we do have this in place so we would like to keep it for safety reasons.

3. The delivery people would have easy access to the John street office for all the paper and delivery items.

4.The office staff will be able to monitor who comes and goes into the school they must pass by the office window. Right now, anyone can enter and not be noticed.

5. As of now there is a separation from the Kindergarten wing to the Grade school wing and moving the office to the classroom 108 will have the potential of more collaboration between the teachers of the separate wings. As well the children from all ages will have more of a chance to see one another in the hallways. We believe the JK/SK students need to learn from our older grades and without seeing

each other in the hallways this is not helpful when they transition to grade one. As well we would like to have our Grade classes set good examples for our younger students and moving the office in between all classrooms will benefit everyone from students, parents and staff at McGregor.

Inside work for McGregor Public School building:
Elevator put into Room 209 and Room 126. May have less structural issues to deal with instead of putting this into the library. We currently have students in class with physical needs, installing an elevator would allow them access to all areas of the school.

Leave the Library as is and enhancing the learning commons room as planned.

Adding the elevator in the room 126 Storage room on the first floor and going up to the second floor into seminar room 209. This way there is less structural work to be done. As well the students in need will be closer to the playground for outside time. Rather than putting it near the office or in the Library commons.

Keeping our Before and After program and giving them space within the school.

Moving the Music room to the existing Kindergarten room 112 since it has 874.75 sq ft. plus extra storage and washroom space of 307.30 sq ft. We have noted that we need to have 1300 sq ft. This could be a perfect room for the dedicated music and general Arts room.

We are aware Room 112 is listed as a Kindergarten room, but we think you could move the 5th kindergarten room to Room 109 or Room 110 or Room 111. Since the washroom facility is right down the hallway?

#1. Make classroom 105 and 106 into a dedicated Activity room. This room could be used to keep our children actively engaged and for developing their gross motor skills. There are currently 16 classrooms and 1 gymnasium at McGregor. With the younger students being added to McGregor we would recommend this be a high priority. The T.V.D.S.B. Elementary Time Allocation for physical activity for grades 1-8 states that, a minimum time of 240 minutes in a 10-day cycle is recommended to meet standards. There are many uses for this type of room within McGregor.

OR

#2. If we moved the music room 107 and removed the computers in the lab room 106, and moved the classroom that is in room 105 this would free up three classrooms. This is where we can collaborate with our community to possibly welcome a child care facility. These 3 rooms are to ministry standards. There could be an Infant, Toddler, Preschool room run year-round in these classrooms.

The existing administration office and storage space together equals 504 sp ft and this could be transformed into a kitchen for the day care. The plumbing and electrical supplies would all be easily accessible as right above these areas we have the staff room which is equipped with a stove and fridge and washroom facilities.

The conference room Room 129 could also be converted into a washroom facility for the childcare facility.

For securing the childcare facility if it is not a fire code issue we could put up double doors at both ends

of the hallway that are locked as well the lockers could be taken out and have small cubbies put in place of the metal lockers.

The issue of a need of childcare parking that is needed for staff and parents would need addressed. One idea is to have a parking lot made at the front of the school near the North end of the school towards John St, then have the childcare workers and parents enter the building with a key fob.

Other Areas that need attention at McGregor Public School:

* All washroom sinks need to be lowered as they are too high for our JK/SK children.

* All washroom taps need to be replaced with energy efficient sensory taps. The children leave the water running and this is wasting a lot of water

* The lack of natural lighting should be looked at for our rooms in the center of the main floor as well as the second-floor classrooms. Maybe having a window into the hallway installed?

* We suggest to keep all our lockers as it keeps all student's belongings safe and tidy. We do suggest to lower the top shelf or remove it completely. As well if the hooks can be moved lower that would also be beneficial. If the safety of the students is not at risk.

* The back-entrance door into the playground should be totally accessible. Especially if we are receiving an elevator in the near future.

Please See Attached

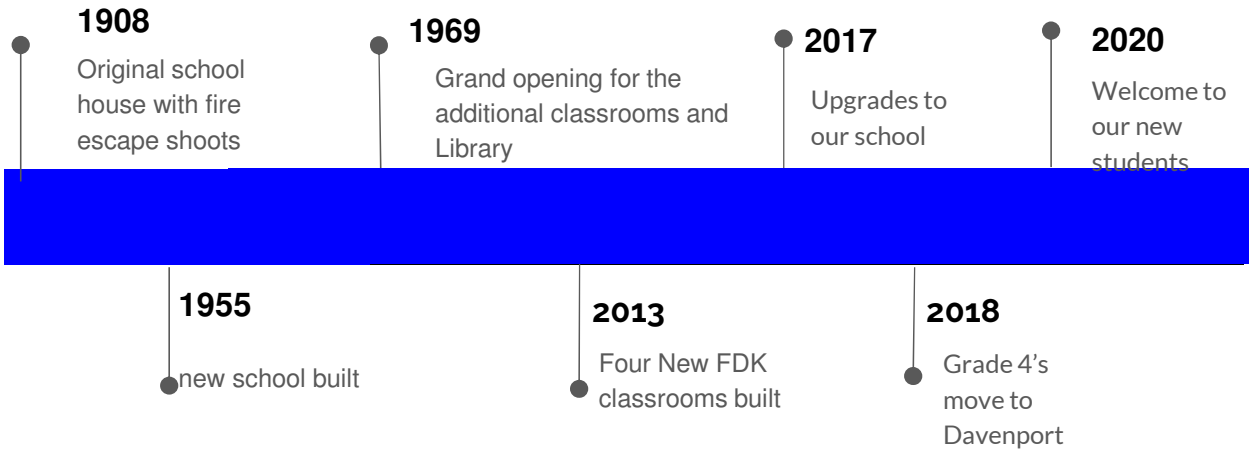
- Diagram for Harvey St. with recommended Bus Zone and South Street. recommended L cove parking lot.
- Active and Safe Routes to School Summary of Traffic Counts 2015
- Current data from most recent Parent Survey – And recommendation for School Travel Planning from Active and Safe Routes to School Summary
- Diagram of recommended changes to the inside and outside of the school.
- Copy of an article from the Aylmer Express New Paper regarding Council meeting outcome of request to make John St. S. in front of McGregor Public School a Community Safety Zone.
- A copy of the T.V.D.S.B. Elementary Time Allocation Document Re: Time Allocation for Grade 1 -8 – Health and Physical Education.

EPAR01

McGregor Mustangs



Timelines of McGregor



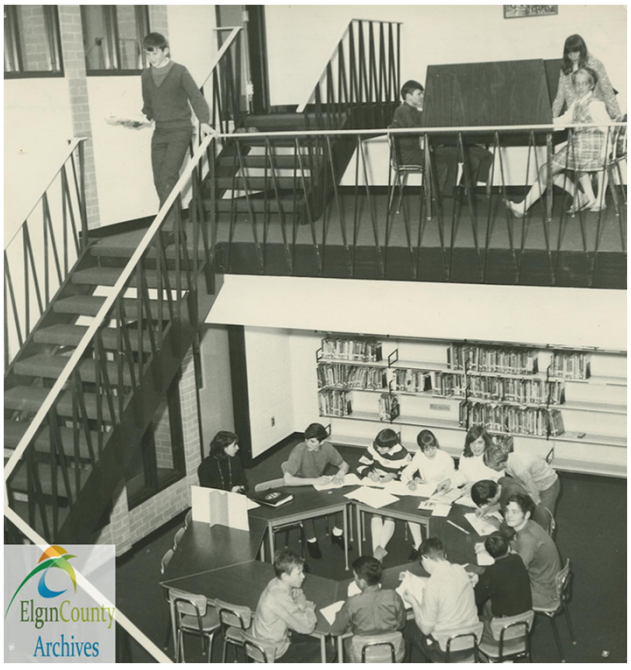
1964

1908-1950

1950-1968

McGregor P.S. Then

McGregor Public School, Aylmer- Official Opening, 1969. Includes 14 classrooms, Administration offices. Seen here is the school's library, which consisted of a main floor and a balcony with individual reading booths. Lately our library has been updated and the learning commons will be a great addition for our students and staff.



McGregor Public School Now 2017







We understand that when the EPAR proposed changes are passed our Grade 4 students will move to Davenport in 2018. We are looking forward to welcoming the new students from the new boundaries in 2020.

We'd like to start tonight by featuring some unique and positive things that our future McGregor Mustang families might enjoy to see that our school is involved with.

Our Grade 4 classes entered a recent competition called #ichoosetapwater they placed first receiving the $1,000 prize money and also the opportunity to create a 30 second commercial with myFM which encourages local residents to choose tap water.
The commercial will run for two weeks in March in conjunction with World Water Day.











- Concert
- Friends
- Skating
- IWalk
- Bike Rodeo



- **Safe and quality learning environment with a strong focus on Math and Literacy across the subjects**
- **A large parent group consisting of 20 active parent volunteers**
- **Walking field trips to the library, banks, stores downtown, post office and splash pad**
- **Outdoor classroom, MOMA, Choir, Kindergarten Ready for school program**
- **2 playgrounds with lots of green space, soccer field, basketball nets, sandboxes and tarmac play areas**
- **Our parent council hosts special events for the whole family like Christmas concerts, Monthly assemblies, a dance, Bike Rodeos, Movie nights, Pizza days weekly, Sub days, to list a few**
- **We also have many areas where parents are welcome to help our students**

Our proposal that we are presenting includes:

- Parking & Bus Zone solutions to address an ongoing problem
- A new alcove Kiss-N-Drop area with extra parking spaces added
- A New Activity Room for more access to physical fitness space
- Accessibility solutions looked at for our second floor and front of school
- Office Relocation proposal
- Readjustments of fence lines that exist within the playground
- Safety around the school - issues explained
- Have the speed limit on John Street reduced to 40km/hr
- Change No Parking to opposite sides of street on both South St and Harvey St. Therefore, the students no longer have to cross the busy streets to get into the school play yard.

In Closing

Milestones

Since 1908 to 2017 McGregor has built upon its successes and evolved into a learning environment that engages children to discover multiple perspectives and deeper understandings to enrich their lives.

What is next?

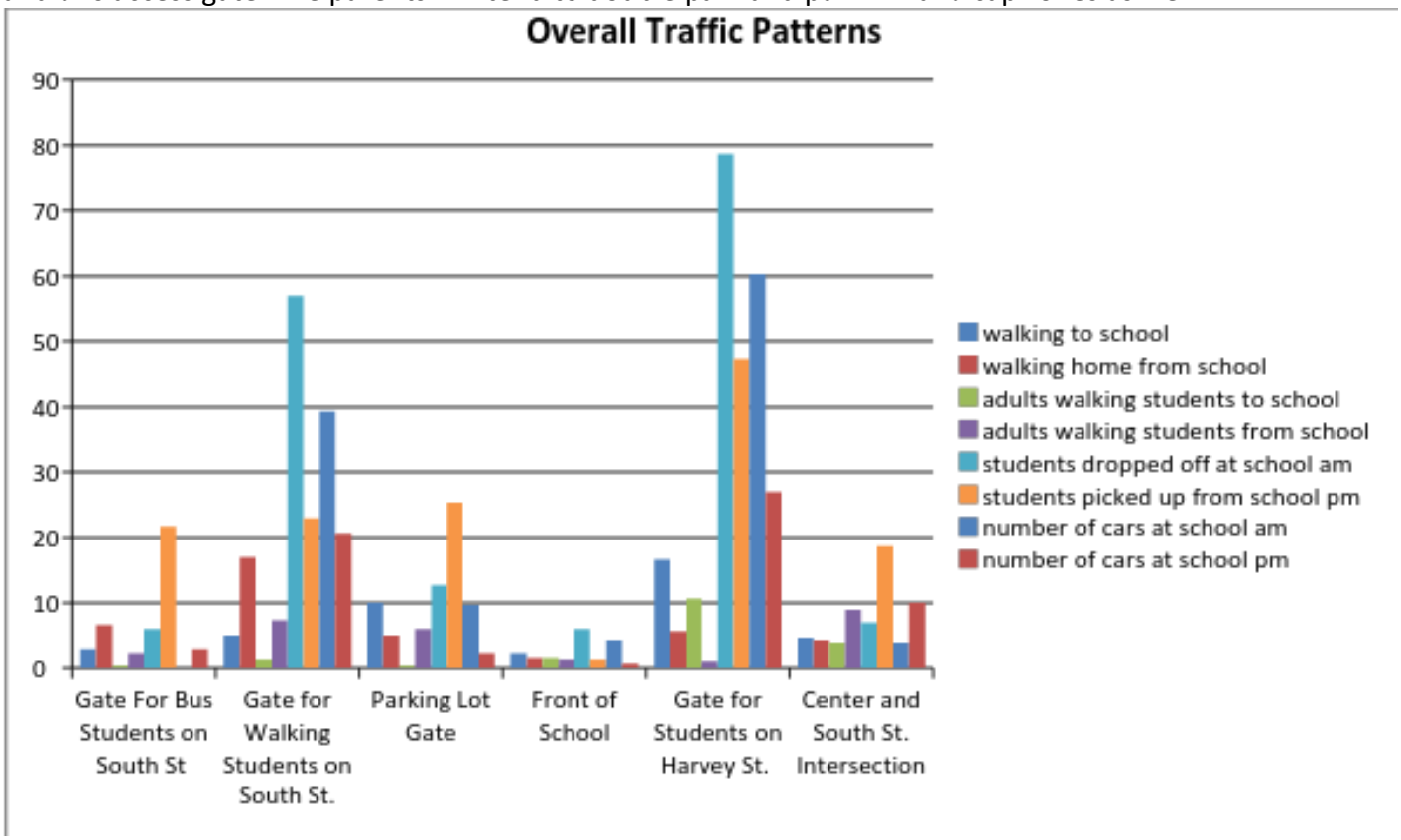
We envision a quality learning environment that all students will be proud to be part of. You may wonder How Does Learning Happen at McGregor? There is perhaps no relationship that holds greater responsibility or reward than the relationships we develop with children. As educators, family members, policy makers, or as administrators, we all know that the stronger our partnerships and the deeper and more valuable our connections, the greater the benefit for every child. It's an investment that allows us all to grow. (HDLH) Thank you

An Introduction to How Does Learning Happen?: Ontario's Pedagogy for the Early Years: For Leaders. **Toronto: Ministry of Education, 2014. Print.**

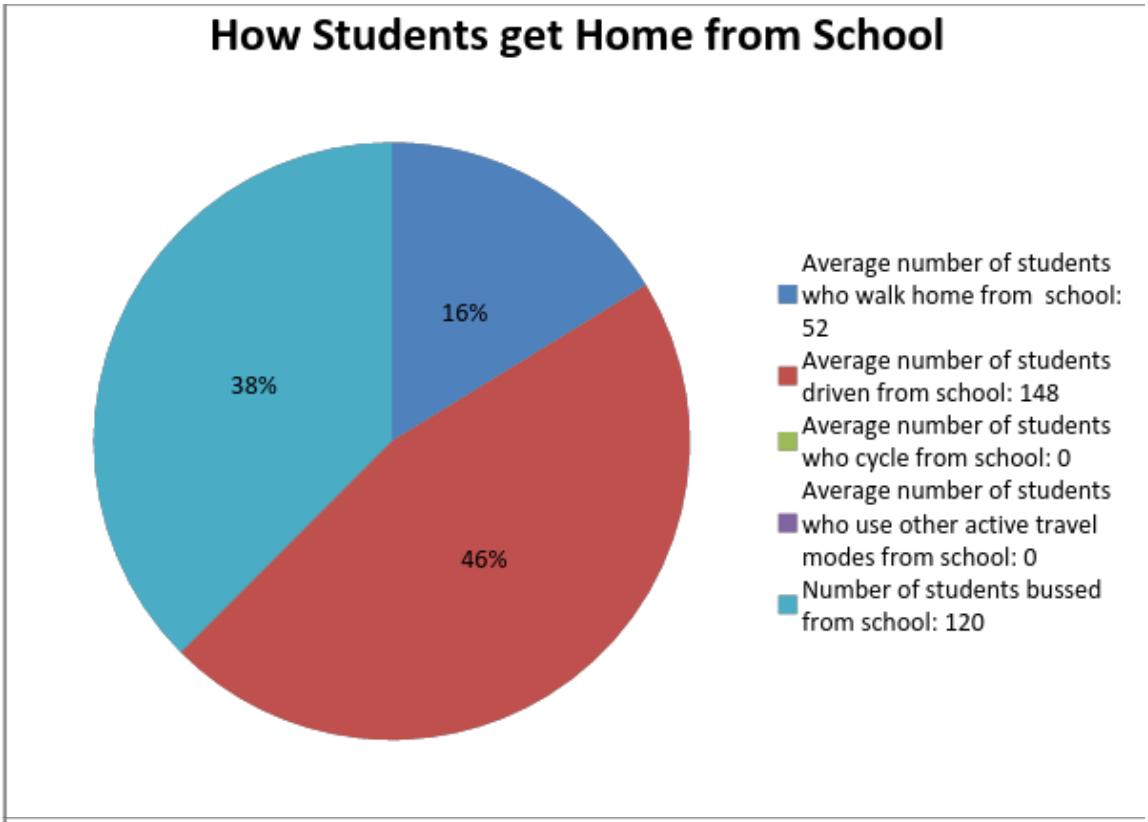
Summary of Traffic Counts at McGregor Public School: Morning and Afternoon Traffic Patterns for February 25-27, 2015

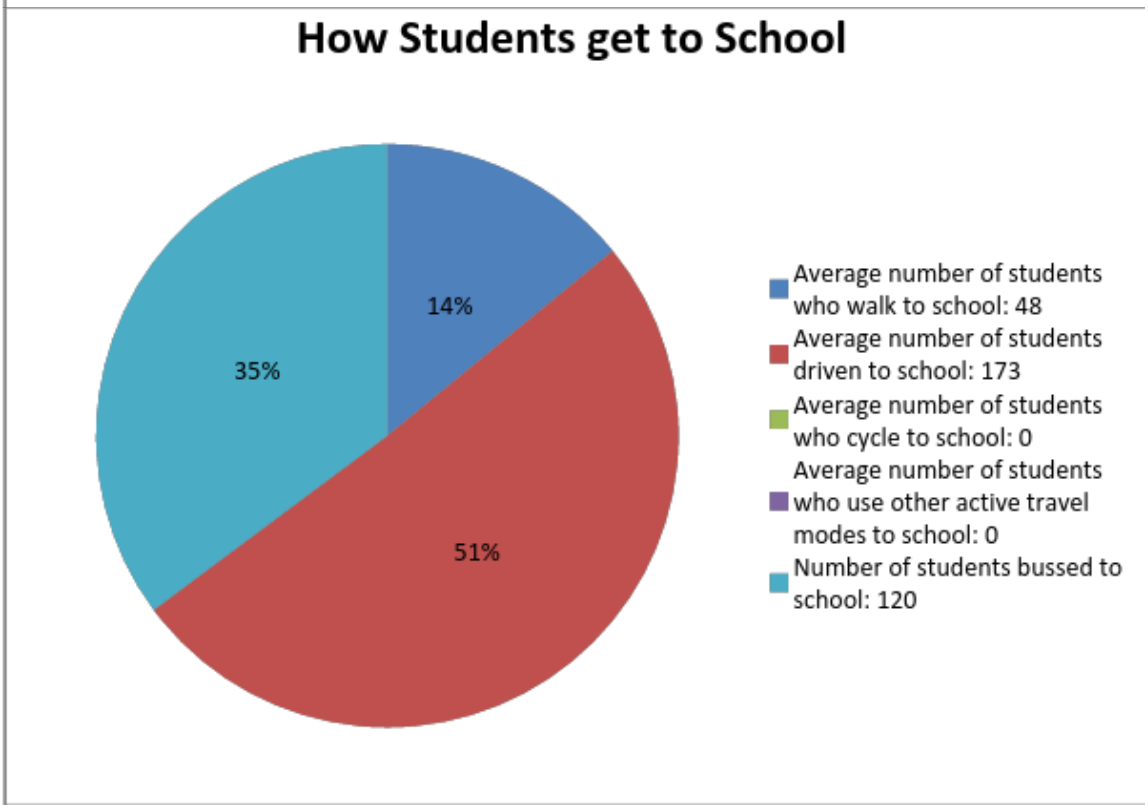
Traffic counts took place at six locations to assess the number of students walking/cycling to and from school as well as traffic patterns and concerns at each location. Two streets, South and Harvey St. are the busiest streets. These locations are where the majority of students get dropped off and picked up by parents. South St is where the buses will drop off students in the morning, but in the afternoon, John St is where the students will get picked up by the buses. Harvey St has a “no parking” zone on one side of the street, and on the other is a strictly drop off/pick up zone that should not be used for idling. Parents will park in the following places; in the bus zone in the morning and in “no parking” zones in both the morning and afternoon. Increased speed around pedestrians, loading students into vehicles on the driver’s side, and jaywalking across the street to and from the school were also observed in these areas.

There is a crossing guard at South and John St, but very rarely do parents use it, (observed that mostly students use the crossing guard in the afternoon with friends). The parking lot has an access gate to the playground for emergency use only. Students will use this access gate and walk through the parking lot to get to the crosswalk at South and John St. Parents use the lot to cut through in order to turn around, or to sit and idle while waiting for their children to finish school in the afternoon, where they are parking in front of the fire routes and this access gate. The parents will tend to double park and park in handicap zones as well.

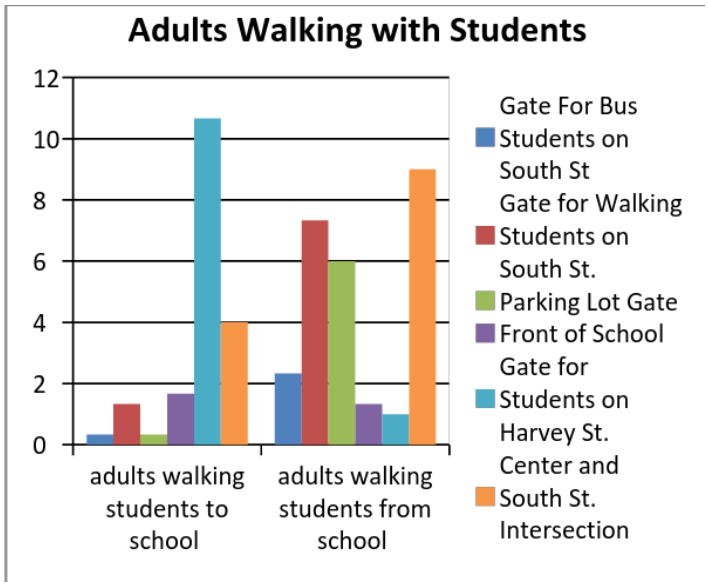


MCGREGOR PS

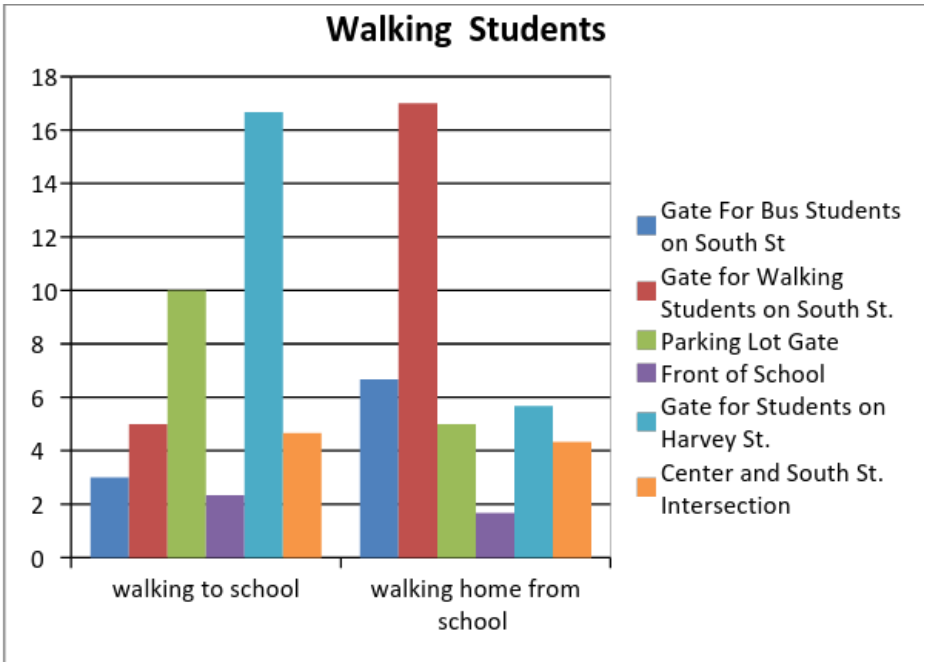

How Students get Home from School
16%
38%
46%
Average number of students who walk home from school: 52
Average number of students driven from school: 148
Average number of students who cycle from school: 0
Average number of students who use other active travel modes from school: 0
Number of students bussed from school: 120


How Students get to School
14%
35%
51%
Average number of students who walk to school: 48
Average number of students driven to school: 173
Average number of students who cycle to school: 0
Average number of students who use other active travel modes to school: 0
Number of students bussed to school: 120

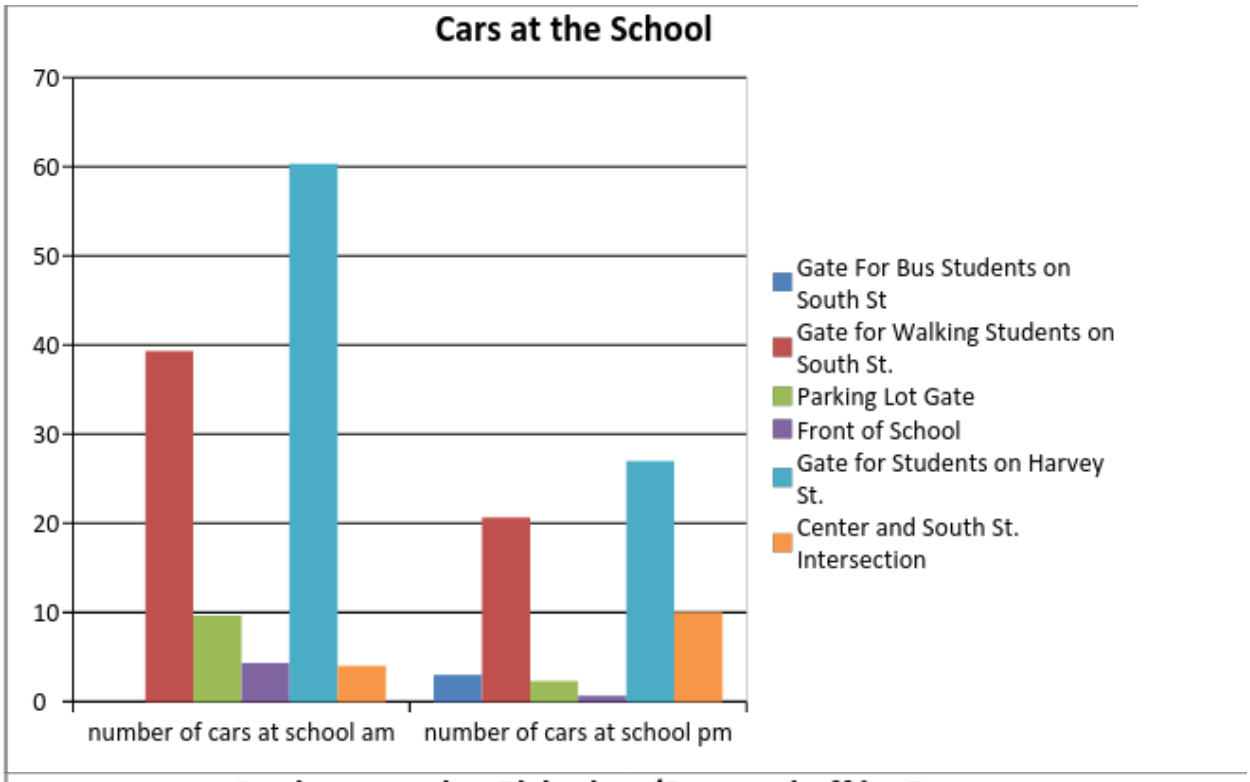
MCGREGOR PS

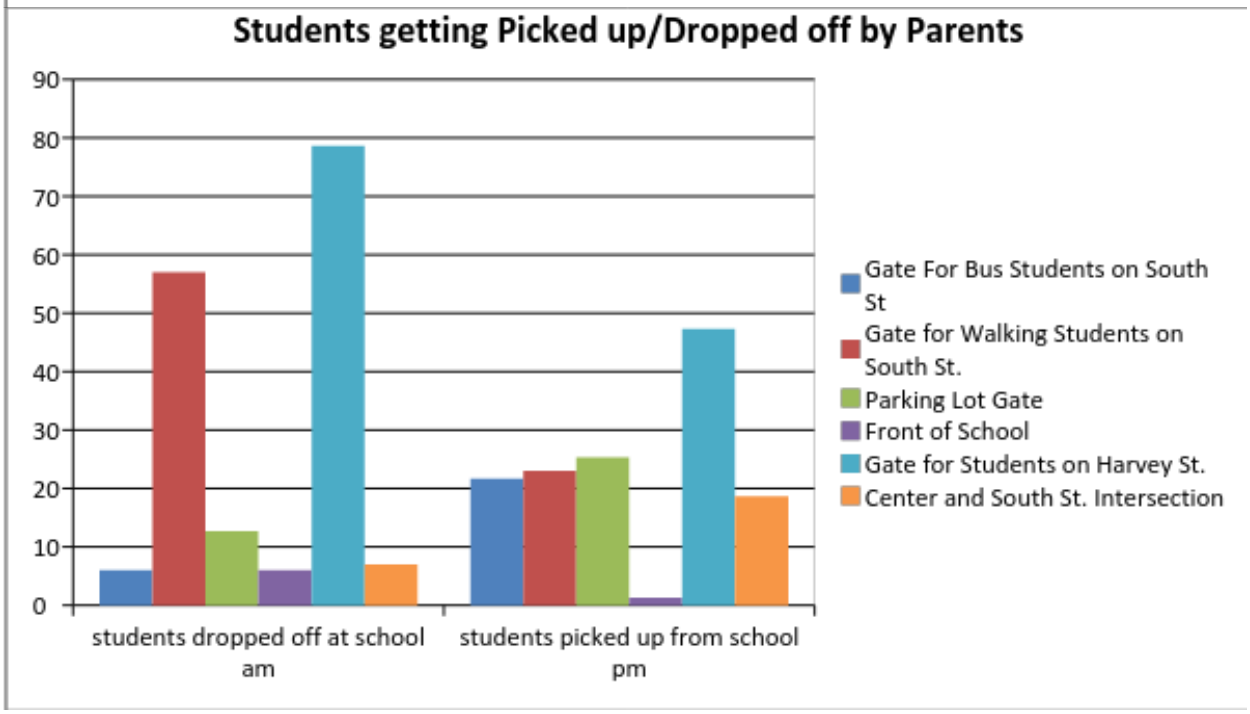

Adults Walking with Students
12
10
8
6
4
2
0
adults walking students to school
adults walking students from school
Gate For Bus Students on South St
Gate for Walking Students on South St.
Parking Lot Gate
Front of School
Gate for Students on Harvey St.
Center and South St. Intersection

MCGREGOR PS

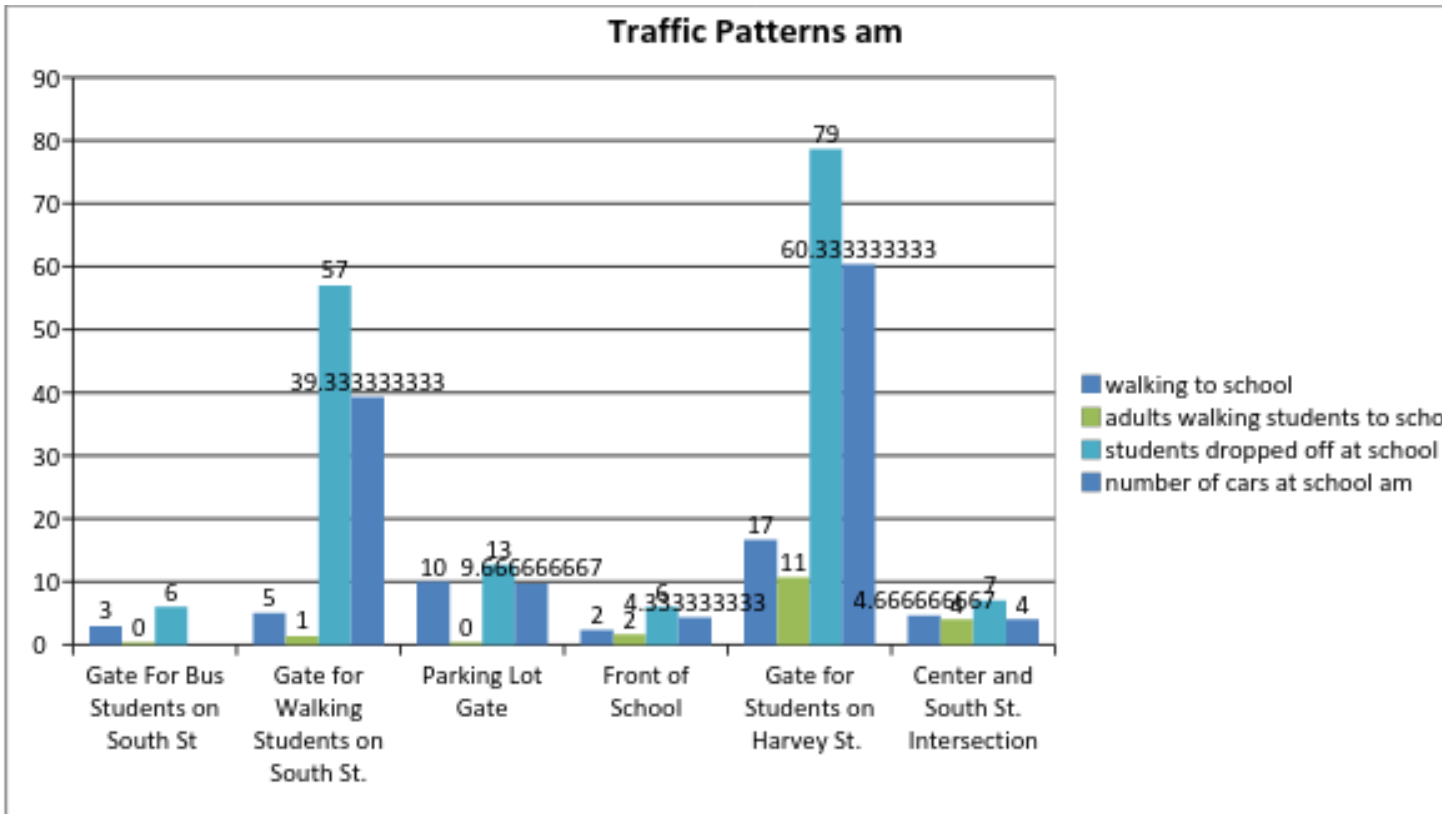

Walking Students
18
16
14
12
10
8
6
4
2
0
walking to school
walking home from school
Gate For Bus Students on South St
Gate for Walking Students on South St.
Parking Lot Gate
Front of School
Gate for Students on Harvey St.
Center and South St. Intersection

MCGREGOR PS

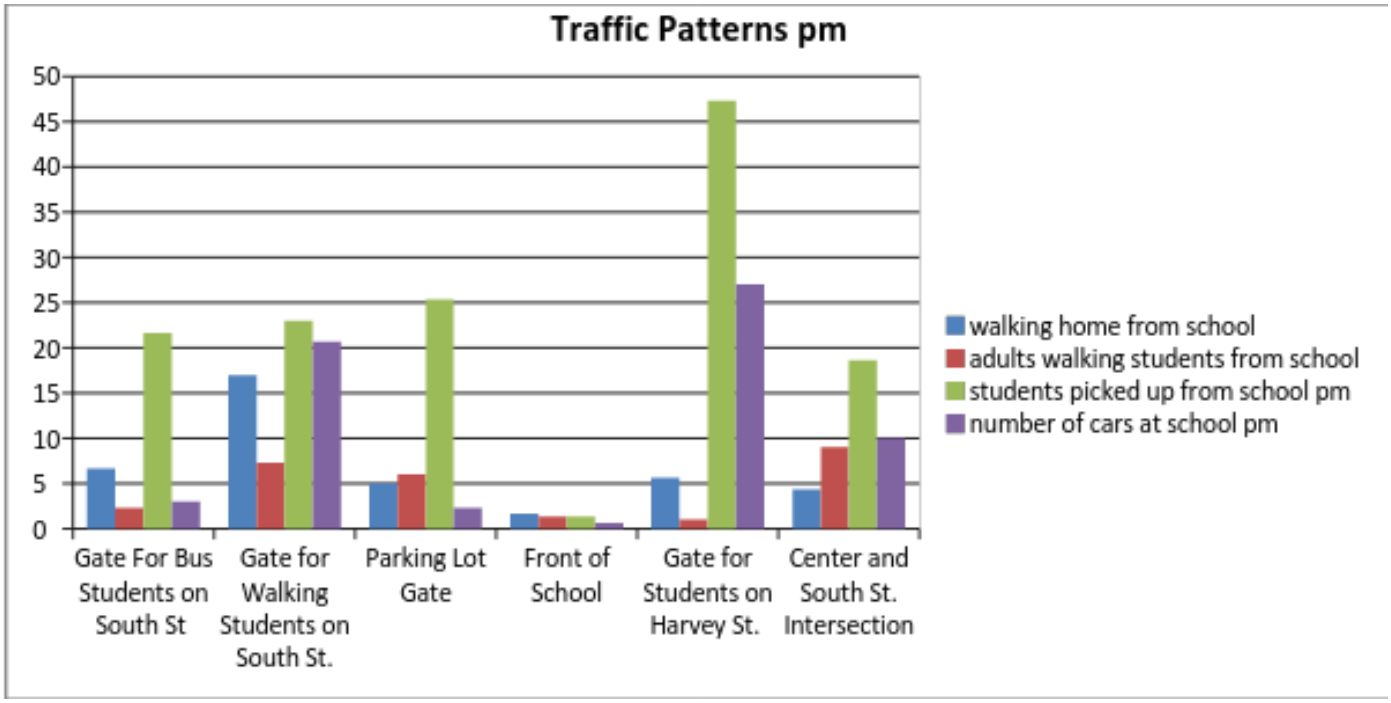

Cars at the School
70
60
50
40
30
20
10
0
number of cars at school am
number of cars at school pm
Gate For Bus Students on South St
Gate for Walking Students on South St.
Parking Lot Gate
Front of School
Gate for Students on Harvey St.
Center and South St. Intersection


Students getting Picked up/Dropped off by Parents
90
80
70
60
50
40
30
20
10
0
students dropped off at school am
students picked up from school pm
Gate For Bus Students on South St
Gate for Walking Students on South St.
Parking Lot Gate
Front of School
Gate for Students on Harvey St.
Center and South St. Intersection

MCGREGOR PS


Traffic Patterns am
90
80
70
60
50
40
30
20
10
0
3
0
6
5
1
57
39.333333333
10
0
13
9.666666667
2
2
6
4.333333333
17
11
79
60.333333333
4.666666667
4
7
4
Gate For Bus Students on South St
Gate for Walking Students on South St.
Parking Lot Gate
Front of School
Gate for Students on Harvey St.
Center and South St. Intersection
walking to school
adults walking students to scho
students dropped off at school
number of cars at school am

MCGREGOR PS


Traffic Patterns pm
50
45
40
35
30
25
20
15
10
5
0
Gate For Bus Students on South St
Gate for Walking Students on South St.
Parking Lot Gate
Front of School
Gate for Students on Harvey St.
Center and South St. Intersection
walking home from school
adults walking students from school
students picked up from school pm
number of cars at school pm

MCGREGOR PS

SUMMARY OF:

RECOMMENDATIONS FOR THE EPAR 01 PROCESS RE: MCGREGOR CHANGES/PROPOSALS

PARKING LOT SUGGESTIONS	**KISS/N/DROP ALCOVE**	**PARKING DESIGNATIONS ALONG ROADWAYS** (Harvey, John St. S, South St.)	**OFFICE/ENTRANCE CONSIDERATIONS**
Expand our staff parking lot to accommodate 50 vehicles. Staff Parking spots indicated with a few 15 min. parking and visitor parking spots? -no gate into yard from parking lot to avoid misuse of parking lot and to avoid students traveling through parking lot during busy times South Street Create an L cove with parking spaces for up to 10 vehicles for parents and volunteers to utilize.	Make Harvey St. our bus zone again. There is enough room for 4 buses along the existing kiss and drop area. Separating bus area and the parent kiss and drop area. Keeping the parent pick up and drop off area to the new recommended L cove parking lot. We want to recommend an L cove parking lot (off South St.) for parents to pull into with extra parking and entrance to a safe fenced in pathway to the yard. Removing congestion and traffic from South St.	Adjust parking allowance to north side of Harvey instead of south side Adjust parking allowance to south side of South St. instead of North side so students there is no need to cross the street Allow for some parking along John St. S where the current bus zone is as it so no longer used as the bus zone only for field trips. Leave enough room for two buses on John St.S out front of school for field trip pick up and drop off. We are asking the trustees to support us in continuing to bring these recommendations to our municipality.	Move the administration office to the front of the school. Putting it in the existing classroom Room 108. Please see detailed map of our thoughts. The office staff will be able to monitor who comes and goes into the school they must pass by the office window. Right now anyone can enter and not be noticed. Allow us to keep video surveillance system and enhance the security system. Add intercom entry since it's a primary school K-3 Have a TV/monitor for video announcements/photo loop We'd love to have a display wall/case with plaque to commemorate the "New" School population-- to showcase artifacts from McGregor and other schools

MCGREGOR PS

			that would represent our new catchment area (photos, small relics representing each of the schools who have closed whose students are now in our catchment area)
LEARNING COMMONS We are excited to see the planned enhancements to our Learning Commons	**ACTIVITY ROOM** Make classroom 105 and 106 into an activity room. This room could be used to keep our children actively engaged and for developing their gross motor skills. For QDPA since our gym is small and so many classes access Currently 1 Gym and 16 classes Recommended activity minimum of 240 minutes in a 10 day cycle for Grades 1 to 8 (taken from T.V.D.S.B Elementary time Allocation) FDK children could use this space for their gym time as it allows less space than the gym therefore less injuries. Also allowing more access to the gym for the grade classes.	**ACCESSIBILITY** Install an accessible ramp coming off the sidewalk on John Street near the south end of the building. Making the back door accessible that goes into the playground area. Elevator put into Room 209 and Room 126. May have less structural issues to deal with instead of putting this into the library. Also, giving easier access to the playground for anyone in need. There are currently students in classrooms with physical needs	**PLAYGROUNDS** Adjust and add on Fencing to allow both Kindergarten and Primary students to have access the two playground equipment and shaded grass area.

MCGREGOR PS

	ASRTS RECOMMENDATIONS	COMMUNITY USE	OTHER RECOMMENDATIONS/QUESTIONS
	L cove drop off zone beside parking lot, make parking lot bigger, no gate to yard from staff parking lot Move bus drop off and pick up to Harvey st. No parking zone moved to alternative side of roads	Daycare facility Enhancements to gym (new floor?) Ensure available meeting room for rentals as well?	All washroom sinks need to be lowered as they are too high for our JK/SK children. All washroom taps need to be replaced with energy efficient sensory taps. The children leave the water running and this is wasting a lot of water The lack of natural lighting should be looked at for our rooms in the center of the main floor as well as the second-floor classrooms. Maybe having a window into the hallway installed? We suggest to keep all of our lockers as it keeps all student's belongings safe and tidy. We do suggest to lower the top shelf or remove it completely. As well if the hooks can be moved lower that would also be beneficial. If the safety of the students is not at risk. The back-entrance door into the playground should be totally accessible. Especially if we are receiving an elevator.

MCGREGOR PS

Time Allocation – Grades 1 – 8 – Health and Physical Education

Subject Rationale:
A minimum time of 240 minutes in a 10 day cycle is recommended in order to meet the expectations outlined in the Active Living and Movement and Movement Competence: Skills, Concepts, Strategies strands of the Physical Education Curriculum..

Physical Education:

- The gymnasium or activity room time should be maximized, and is the preferred location for daily physical activity.
- Activity may also occur in classrooms, empty spaces or outdoors (see *Ontario Safety Guidelines*- DPA pull out section).
- Consider scheduling 30 minutes a day and integrating PE, DPA and Dance during that time.
- This time is not to be scheduled during recess, lunch or breaks.

Health:

- It is taught in a separate time from the active component of Physical Education.
- It takes place in a location other than the gymnasium/activity room.
- Consider integrating the Healthy Living Strand during the literacy block with instruction and evaluation based on the expectations in the Ontario Curriculum- Health and Physical Education (revised), Grades 1-8, 2010.
- Teachers are encouraged to refer to the OPHEA documents for further support.

Time Allocation – Grades 1 – 8 - The Arts

Subject Rationale: Dance

- a two or three week block of time per term, with daily instruction, and an opportunity for students to develop and refine dance compositions is preferable to once a cycle delivery
- an open space clear of obstacles is the preferred location to teach dance
- dance activities may be included as part of the time allotted to DPA, with instruction and evaluation based on the Ontario Curriculum for The Arts

Drama:

- a two or three week block of time per term with daily instruction and an opportunity for students to develop and refine performances is preferable to once a cycle delivery
- an open space clear of obstacles is the preferred location to teach drama
- drama activities may be included in the literacy block, with instruction and evaluation based on the expectations in the Ontario Curriculum for the Arts

Music:

- in Primary grades, explicit instruction in Music is most beneficial in shorter, more frequent intervals (e.g., daily or as frequently as possible) and may be included in the literacy block
- Junior and Intermediate students should receive explicit instruction every other day for a minimum of 35 minutes
- a devoted location, free of desks, is necessary for instrumental music

Visual Arts:

- Visual Arts requires a larger block of consecutive time due to the nature of the materials used and the tasks (e.g., the equivalent of two 60-80 minute blocks per cycle)
- all students should be exposed to drawing, painting, sculpture, and printmaking and have access to suitable resources and space
- skills should be taught explicitly but integration may occur in a variety of other subject areas

From TVDSB Elementary Time Allocation document.

School Travel Planning



McGregor P.S.

MCGREGOR PS

Partners























MCGREGOR PS

WALKING DISTANCE & PERMISSION FOR ACTIVE SCHOOL TRAVEL

71% of parents indicated they live within walking distance from school

Permission for AT for those living in walking distance to school:

WALK



Yes	*56%*
No	*44%*

BIKE



Yes	*45%*
No	*55%*

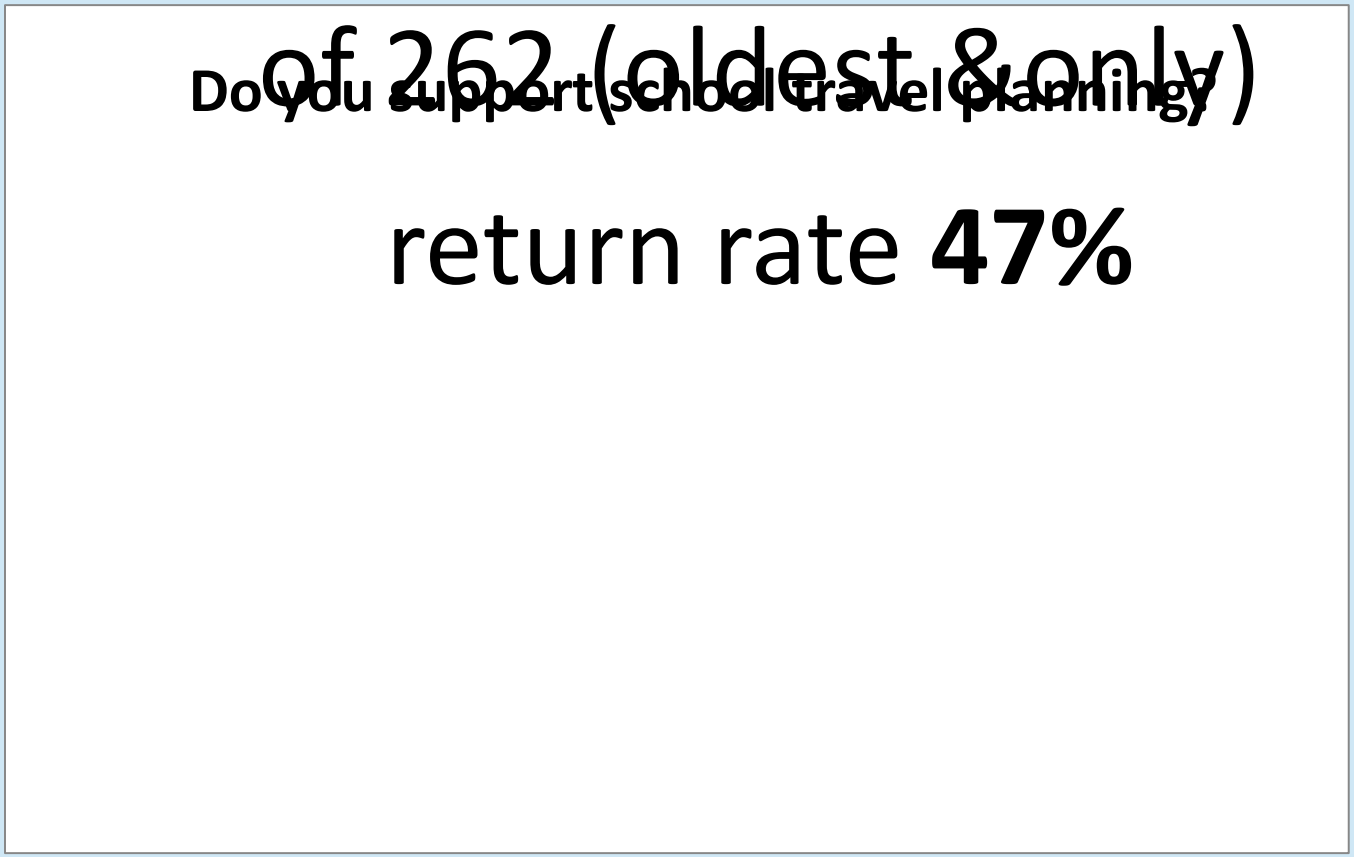
MCGREGOR PS

PARENT SURVEY RETURN RATE & SUPPORT FOR SCHOOL TRAVEL PLANNING

123 Parent Surveys returned

of 262 (oldest & only)

return rate **47%**



MCGREGOR PS

BARRIERS TO ACTIVE TRANSPORTATION TOP 5 PERSPECTIVES OF PARENTS



MCGREGOR PS

Rutherford and South St.

- Concerns: 24
- **Survey:**
- Busy & unsafe intersection
- Children are not paying attention to drivers when crossing
- Drivers are impatient, drivers rarely give right of way
- Need crossing guard
- No sidewalk

MCGREGOR PS

Rutherford and South St.

- **Traffic Count Observations:**
- Cars don’t let students cross
- Vehicles roll through the 4 way when there are no kids
- Students are let out of vehicles at 4 way stop

MCGREGOR PS

Rutherford and South St.

Recommendations

South St. W

Survey:

- Heavy/busy traffic
- Sidewalks congested and not wide enough
- No bike lanes, no place to safely ride a bike
- Speeding
- Hard to cross

MCGREGOR PS

What we have already done/Recommondations

- Implemented Kiss n Ride
- Moved the bussing drop off back

MCGREGOR PS

South Street and St. Andrews

Survey:

- No sidewalks
- Busy intersection
- Busy traffic before school
- The sidewalk isn’t plowed in the winter

MCGREGOR PS

South St. and Centre

Survey:

- Cars turning corner quickly and speed

Traffic Count Observations:

- Kids being let out on divers side on South St. into traffic
- A lot of cars turn off South St. onto Centre St., instead of turning on John St. where the crossing guard is standing.

- Cars park in bus zone. Bus had to honk at one

MCGREGOR PS

What has Been Done and Recommendations

Done

- Lobbied to Rod Tapp about having no parking moved to the other side of the road

Recommendations

- Would like L shaped drop off zone beside parking lot, make parking lot bigger, no gate to school yard in the parking lot
- Move bus drop off and pick up to Harvey st

MCGREGOR PS

Talbot Street

Survey:

- Speeding cars
- Heavy traffic
- Hard to cross, no crossing guards, need crossing guards
- Not enough/limited cross walks cross walks
- Concern for safety of children
- Cars do not stop

MCGREGOR PS

- **Fath and Fourth: 9 concerns / Fath and Farmington Ave.: 4 concerns**
- Comments:
- No sidewalks
- **Crystal St. and Centennial: 6 concerns**
- Comments:
- No sidewalks or bike lanes
- Very busy road with buses and cars

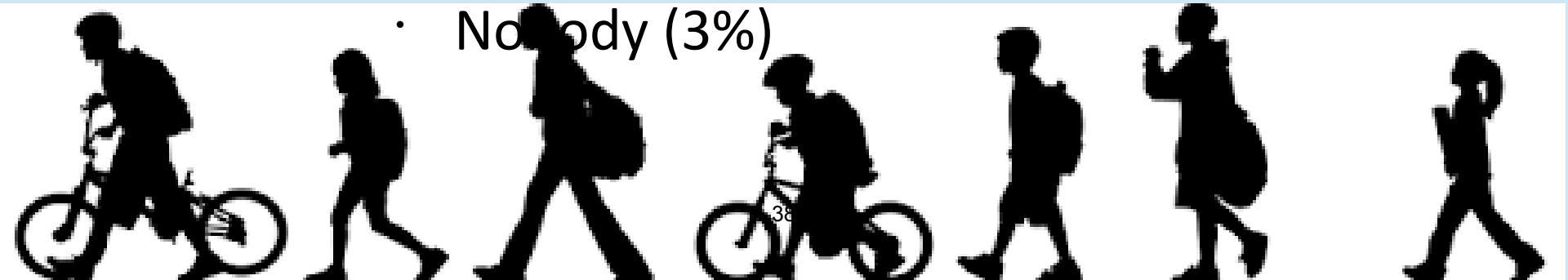
- **Crystal St. and Rutherford: 5 concerns**
- Comments:
- Very busy road with buses and cars
- No sidewalks
- Parked cars on Rutherford make it hard to see traffic coming from Rutherford North to South
- **Crystal St. and Dufferin Street: 2 concerns**
- No sidewalks

MCGREGOR PS

WHO DO KIDS TRAVEL TO/FROM SCHOOL WITH?

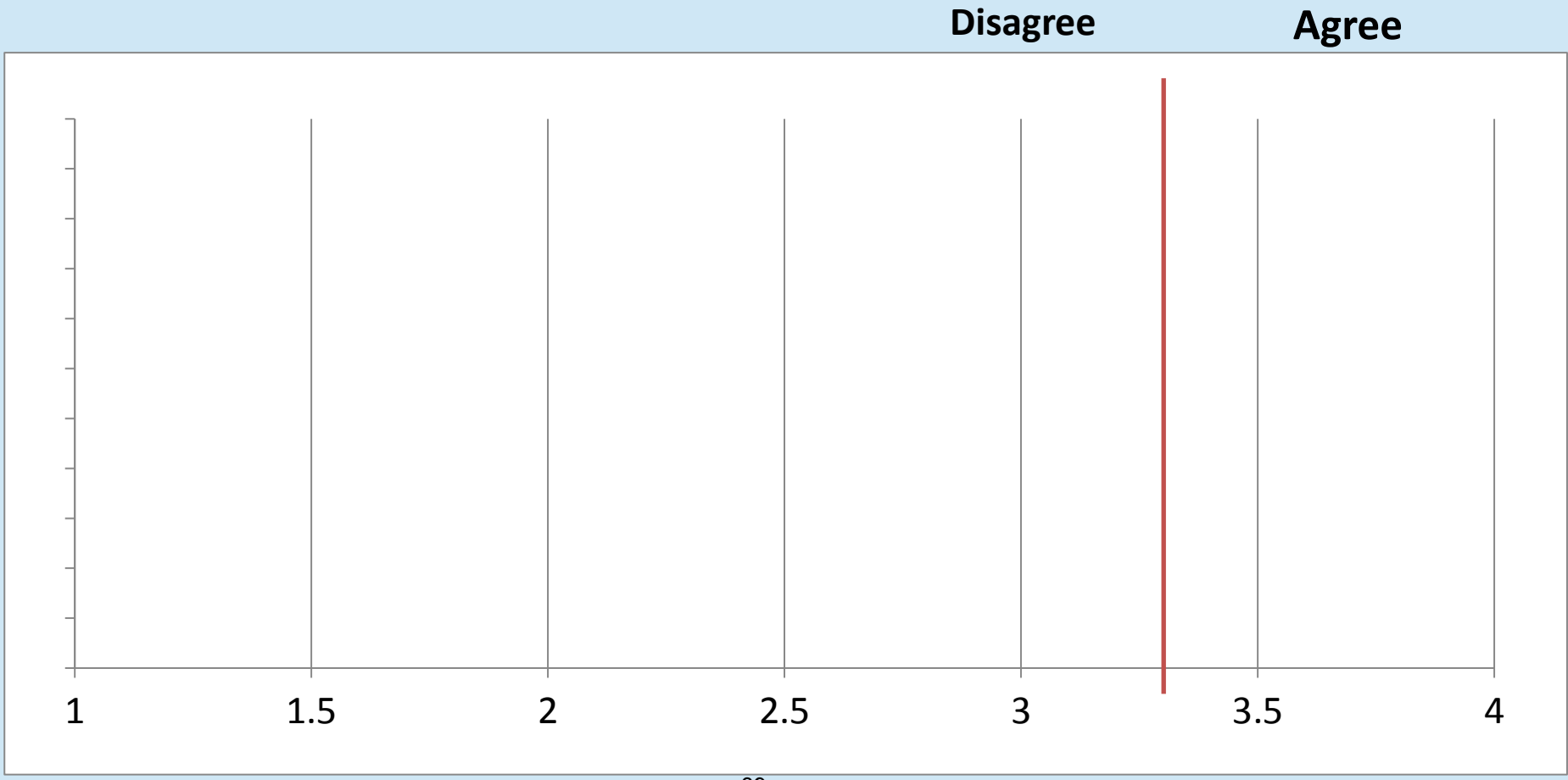
On average, students are travelling to & from school with…

- Parent(s) (70%)
- Brother(s) or Sister(s) (32%)
- Other Adults (26%)
- Other Students (8%)
- Friend(s) (6%)
- Nobody (3%)



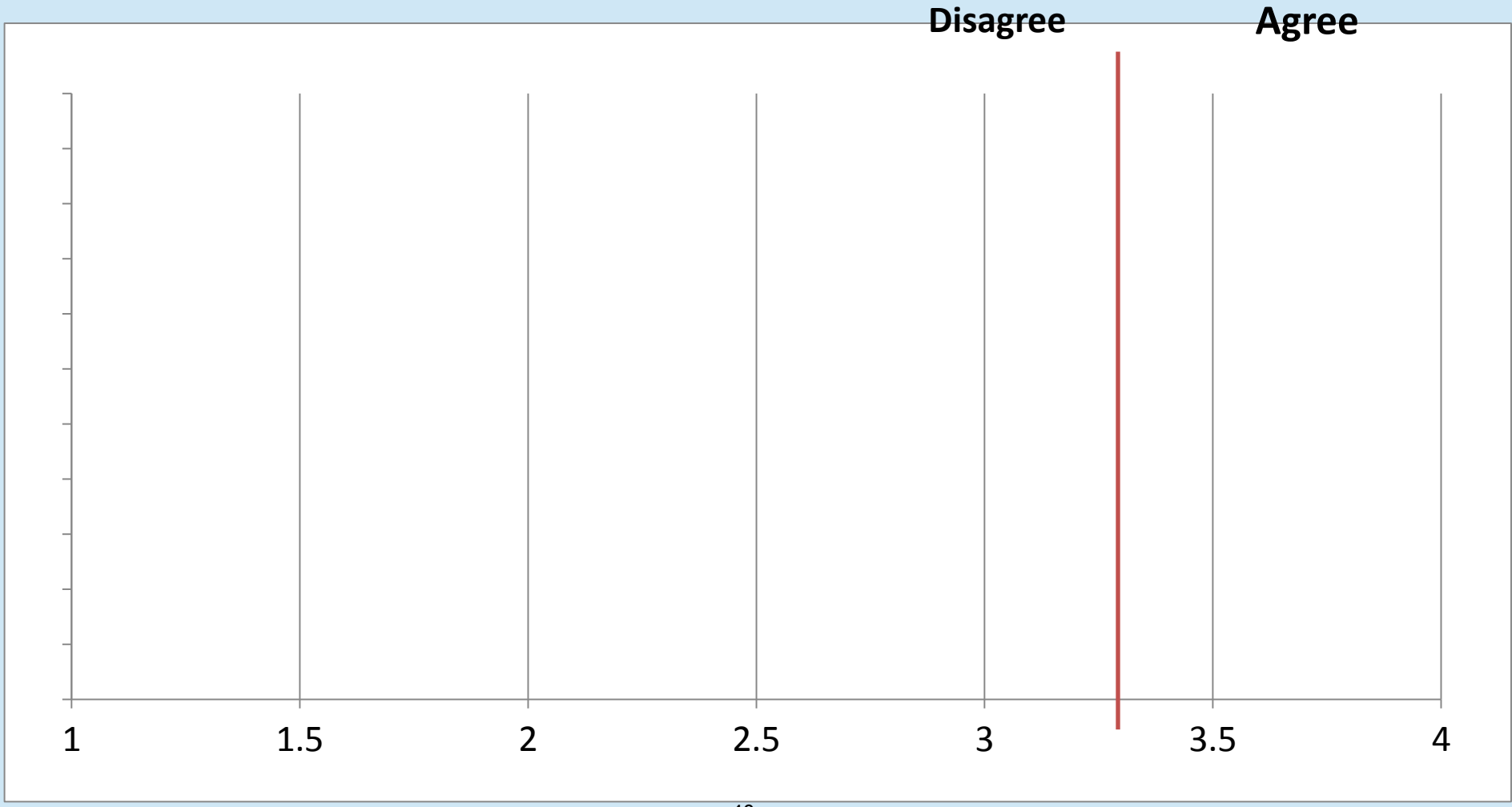
MCGREGOR PS

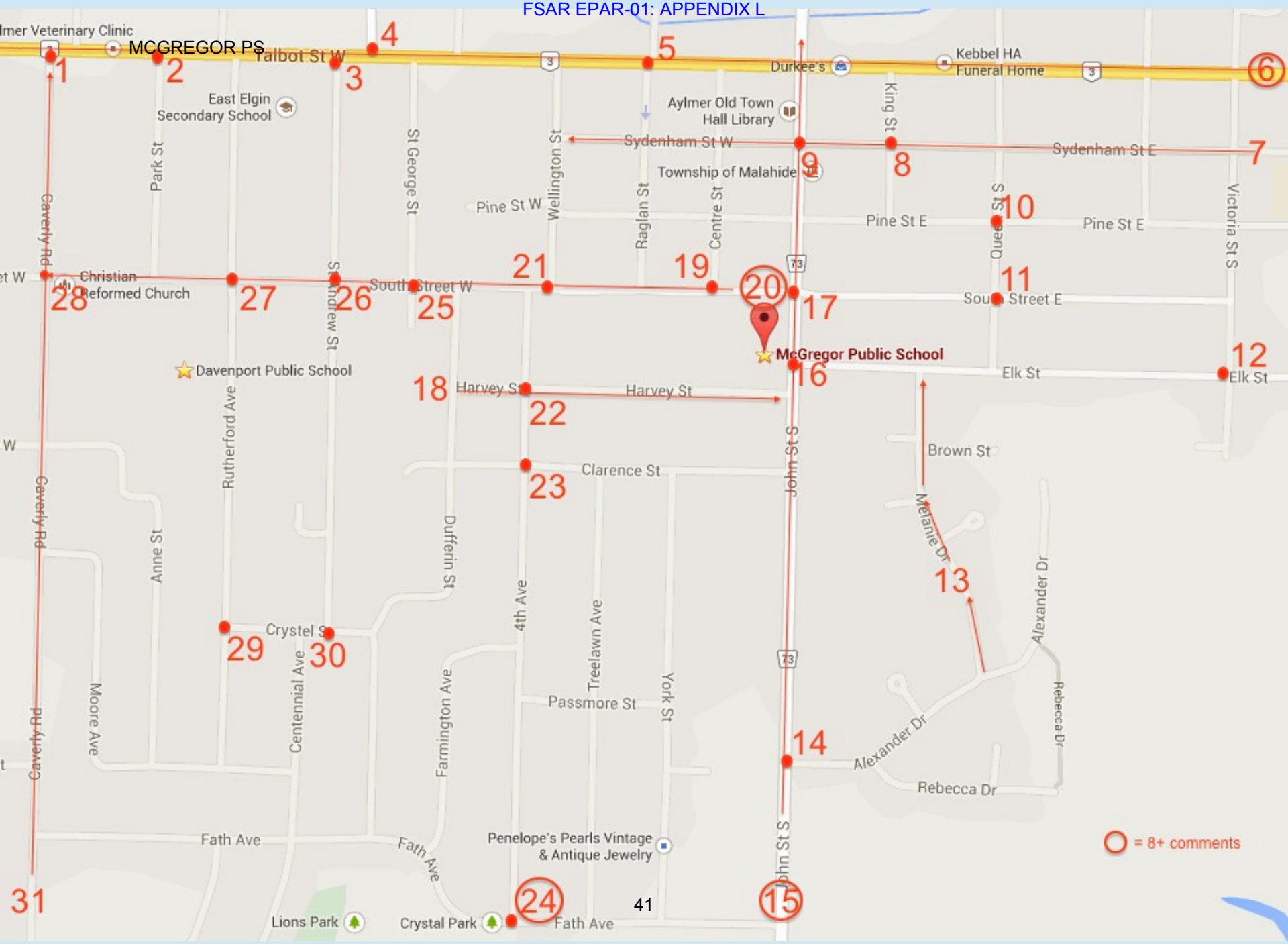
STREETS IN THE NEIGHBOURHOOD TOP 5 PERCEPTIONS OF PARENTS



MCGREGOR PS

NEIGHBOURHOOD SAFETY
TOP 5 PERCEPTIONS OF PARENTS




MCGREGOR PS
Talbot St W
Kebbel HA Funeral Home
Durkee's
East Elgin Secondary School
Aylmer Old Town Hall Library
Township of Malahide
Sydenham St W
Sydenham St E
Pine St W
Pine St E
Christian Reformed Church
South Street W
South Street E
McGregor Public School
Davenport Public School
Harvey St
Elk St
Clarence St
Brown St
Crystel St
Passmore St
Alexander Dr
Rebecca Dr
Fath Ave
Penelope's Pearls Vintage & Antique Jewelry
Lions Park
Crystal Park
Park St
St George St
Wellington St
Raglan St
Centre St
King St
Queen St S
Victoria St S
Caverly Rd
St Andrew St
Rutherford Ave
Anne St
Duffarin St
4th Ave
Treelawn Ave
York St
John St S
Melanie Dr
Moore Ave
Centennial Ave
Farmington Ave
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
= 8+ comments

MCGREGOR PS

MAPPING

Location #	# of concerns	Street 1	Street 2	Comments
1	1	Talbot	Caverly	Too much traffic
2	1	Talbot	Park	Too much traffic
3	2	Talbot	St. Andrew	Too much traffic
4	2	Talbot	Oak	Too much traffic, hard to cross
5	1	Talbot	Myrtle	Too much traffic, hard to cross
6	13	Talbot	n/a	Heavy traffic, hard to cross, cars speed, no crossing guards, limited cross walks
7	2	Sydenham	n/a	cars speed
8	1	Sydenham	King	Busy intersection, people looking for parking
9	1	Sydenham	John	Busy intersection, hard to cross or turn left
10	2	Pine	Queen	Poor visibility when cars are parked on the street
11	2	South	Queen	Speeding cars,
12	1	Elk	Victoria	Speeding cars
13	2	Melanie	n/a	Speeding cars
14	1	Alexander	John	Speeding cars
15	8	John	n/a	Busy road, hard to cross, no crossing guard, cars speed
16	4	Elk	John	No sidewalks, cars drive too fast, unsafe crossing

MCGREGOR PS

Location #	# of concerns	Street 1	Street 2	Comments
17	2	South	John	Busy road
18	5	Harvey	n/a	Too congested before work, people parking on both sides of the street, crossing over John St can't see clearly, buses parked on the road
19	2	South	Center	Cars turn corner quickly and speed
20	10	South	n/a	Speeding, busy traffic, no place to safely ride a bike, hard to cross the street
21	1	South	Wellington	Lots of congestion
22	1	Harvey	Fourth	People run stop sign regularly
23	2	Clarence	Fourth	Should be a four way stop
24	9	Fath	Fourth	No sidewalks
25	1	South	Dufferin	Busy street, hard to cross
26	4	South	St. Andrew	Busy intersection, busy traffic before school, the sidewalk isn't plowed in the winter
27	4	South	Rutherford	Busy intersection, drivers rarely give right of way
28	1	South	Caverly	Very busy intersection
29	1	Crystel	Rutherford	Very busy road with buses and cars
30	1	Crystel	Centennial	No sidewalks, very busy road with buses and cars
31	1	Caverly	n/a	No sidewalks
Total concerns:	89			

THANK YOU

This presentation was prepared by the Human Environments Analysis Laboratory at Western University in cooperation with ASRTS. For more information about these results email heal@uwo.ca.

Visit HEAL...

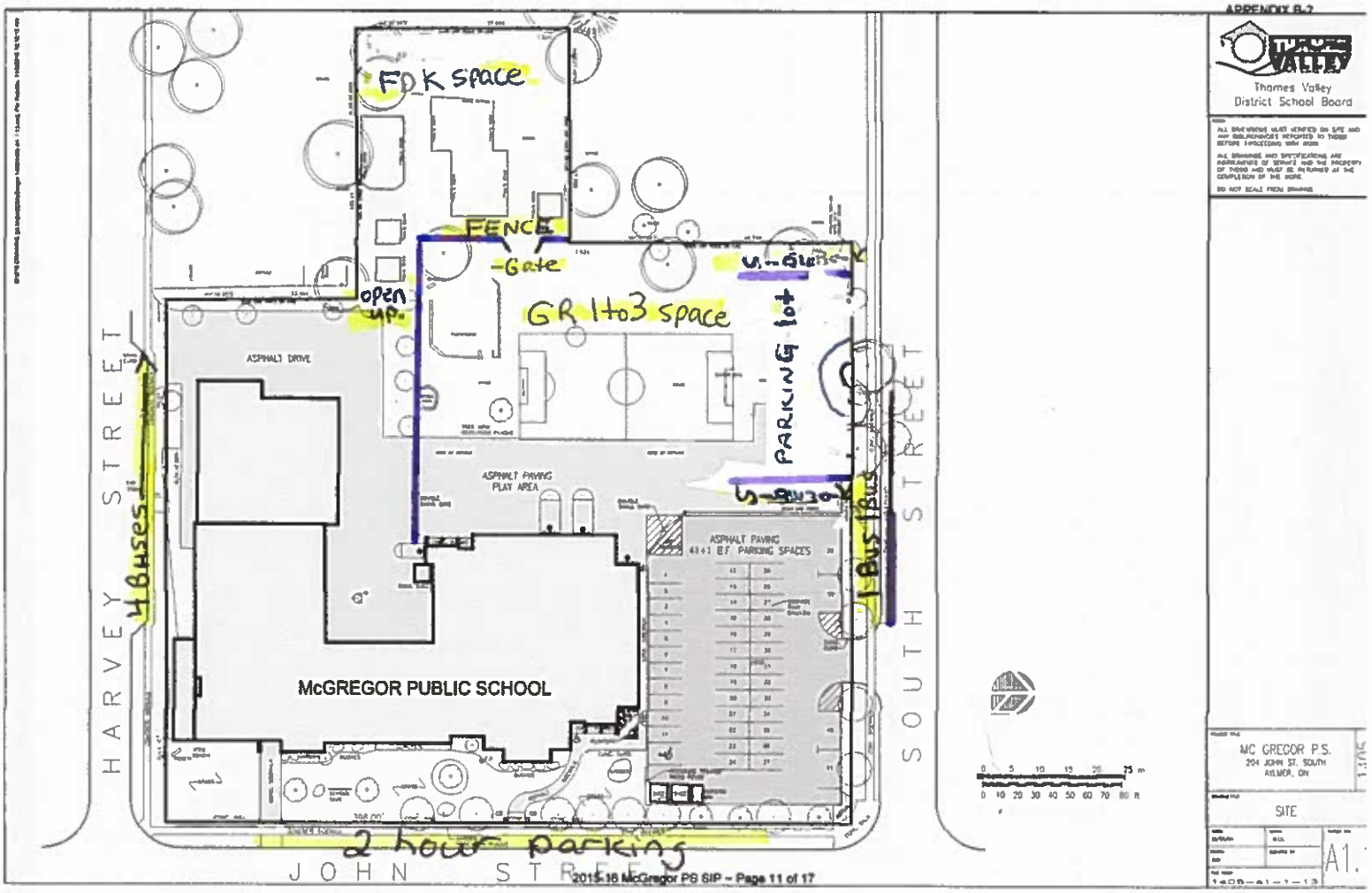
On the web: http://theheal.ca

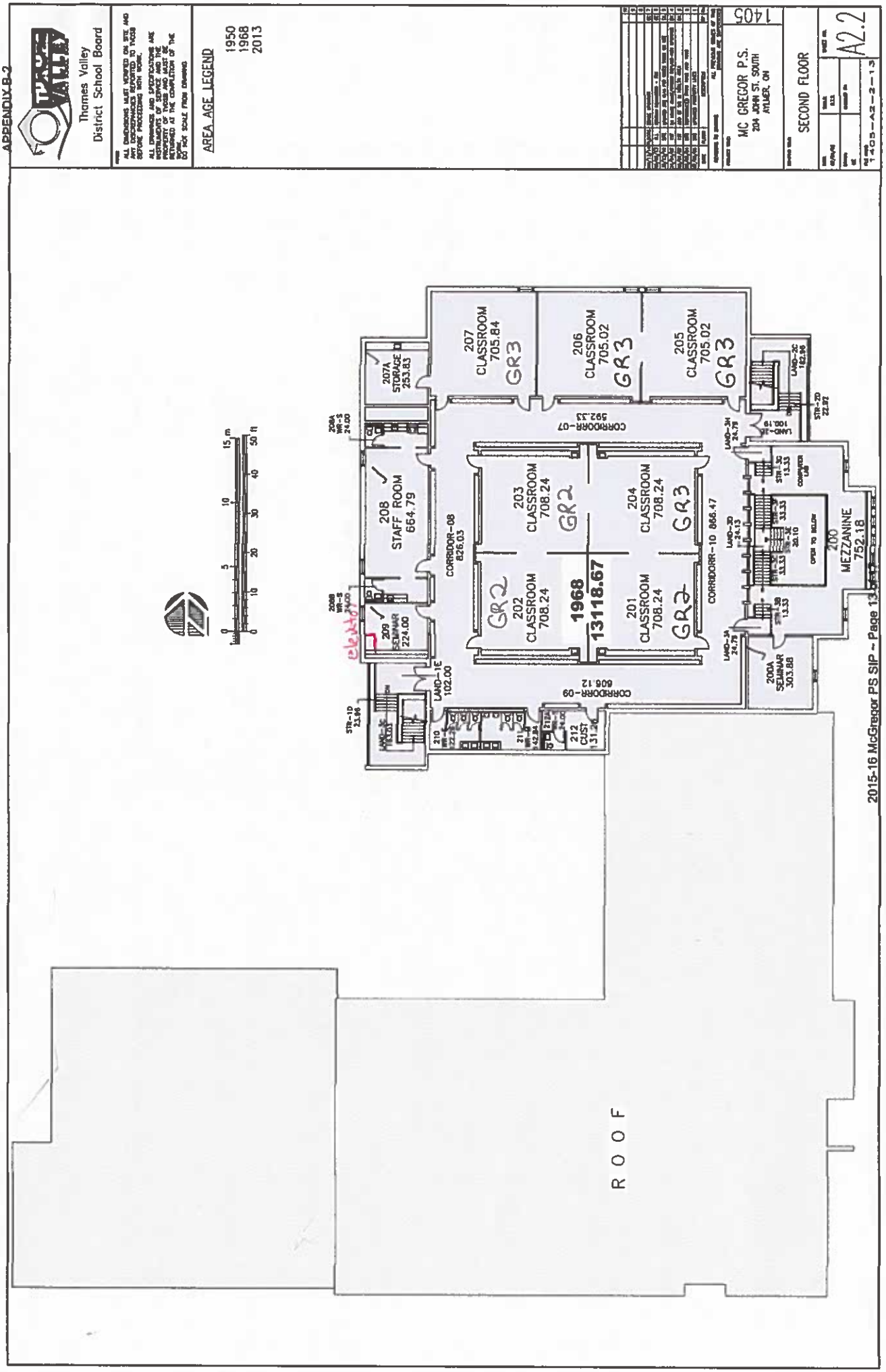
Twitter: @thehealab

Facebook: http://facebook.com/thehealab

MCGREGOR PS

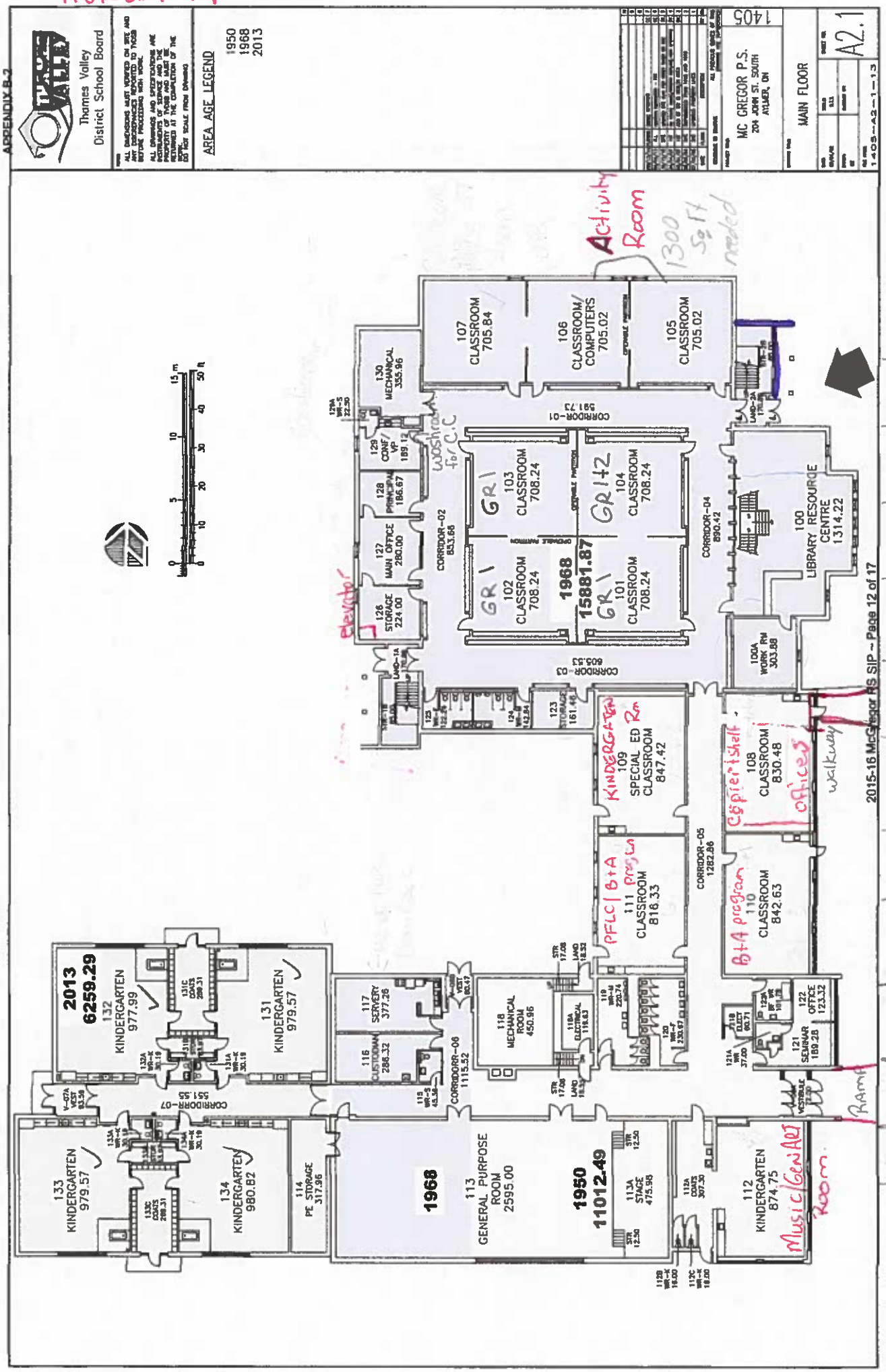
McGregor P.S




APPENDIX B-2
Thames Valley District School Board
AREA AGE LEGEND
1950
1968
2013
1405
MC GREGOR P.S.
284 JOHN ST. SOUTH
ATHER, ON
SECOND FLOOR
A2.2
207 CLASSROOM 705.84 GR3
206 CLASSROOM 705.02 GR3
205 CLASSROOM 705.02 GR3
207A STORAGE 253.83
208 STAFF ROOM 664.79
203 CLASSROOM 708.24 GR2
204 CLASSROOM 708.24 GR3
202 CLASSROOM 708.24 GR2
201 CLASSROOM 708.24 GR3
1968
13118.67
209 SEMINAR 224.00
200 MEZZANINE 752.18
200A SEMINAR 303.88
212 CUST 131.26
CORRIDOR-08 826.03
CORRIDOR-07 592.13
CORRIDOR-09 606.12
CORRIDOR-10 866.47
ROOF
2015-16 McGregor PS SIP – Page 13

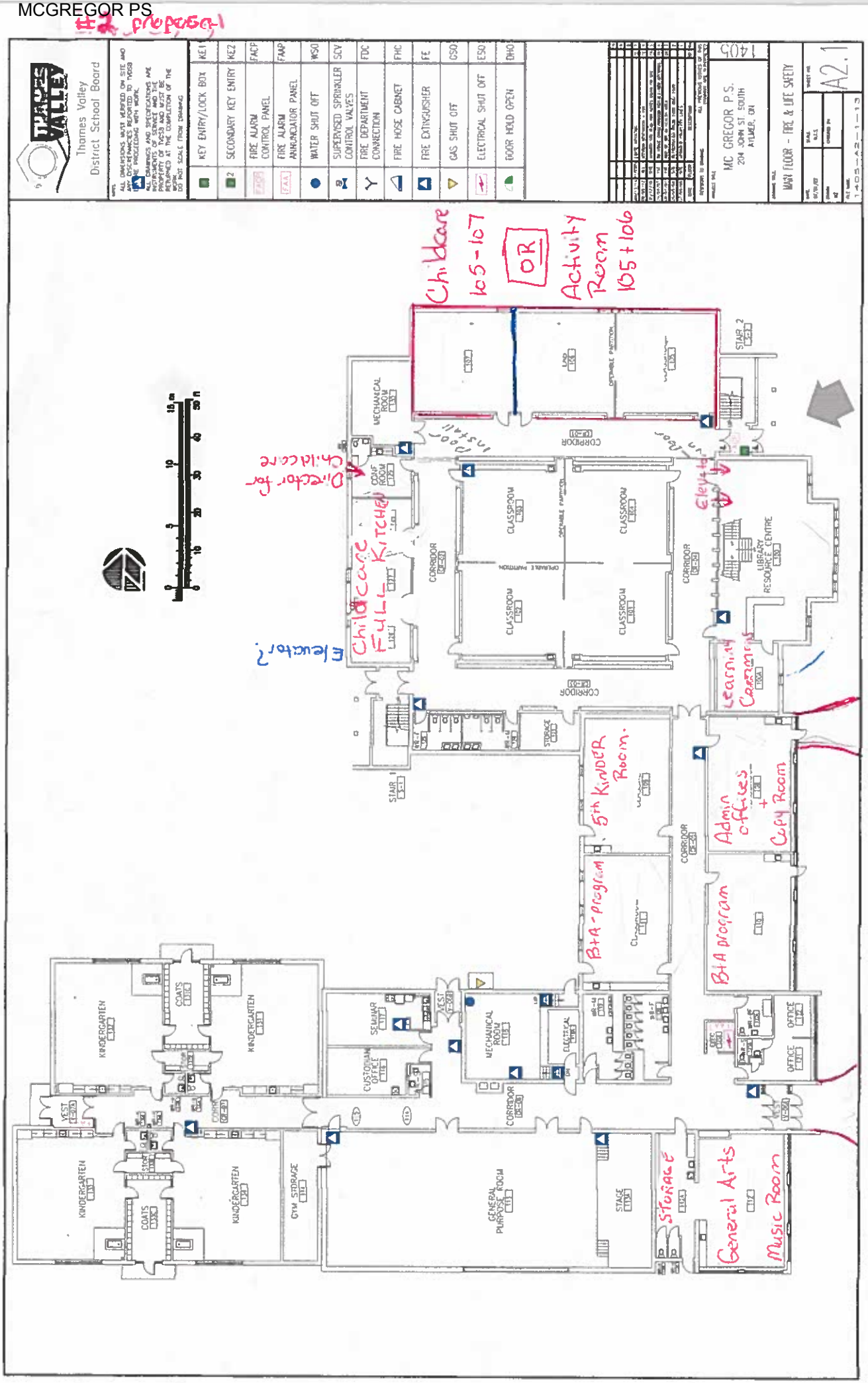
MCGREGOR PS

Proposal #1

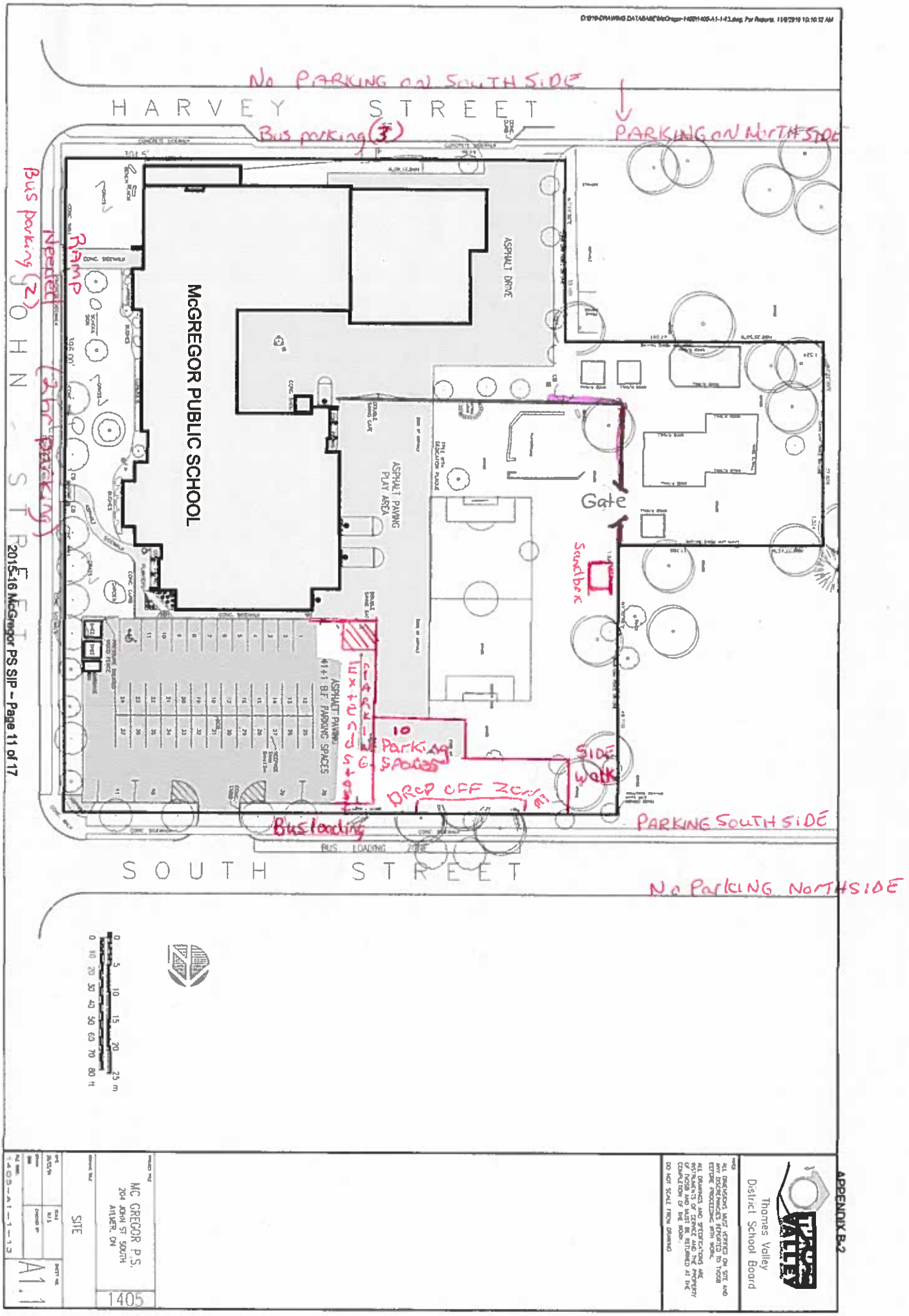


PARKING Along Roadway for 2 hrs

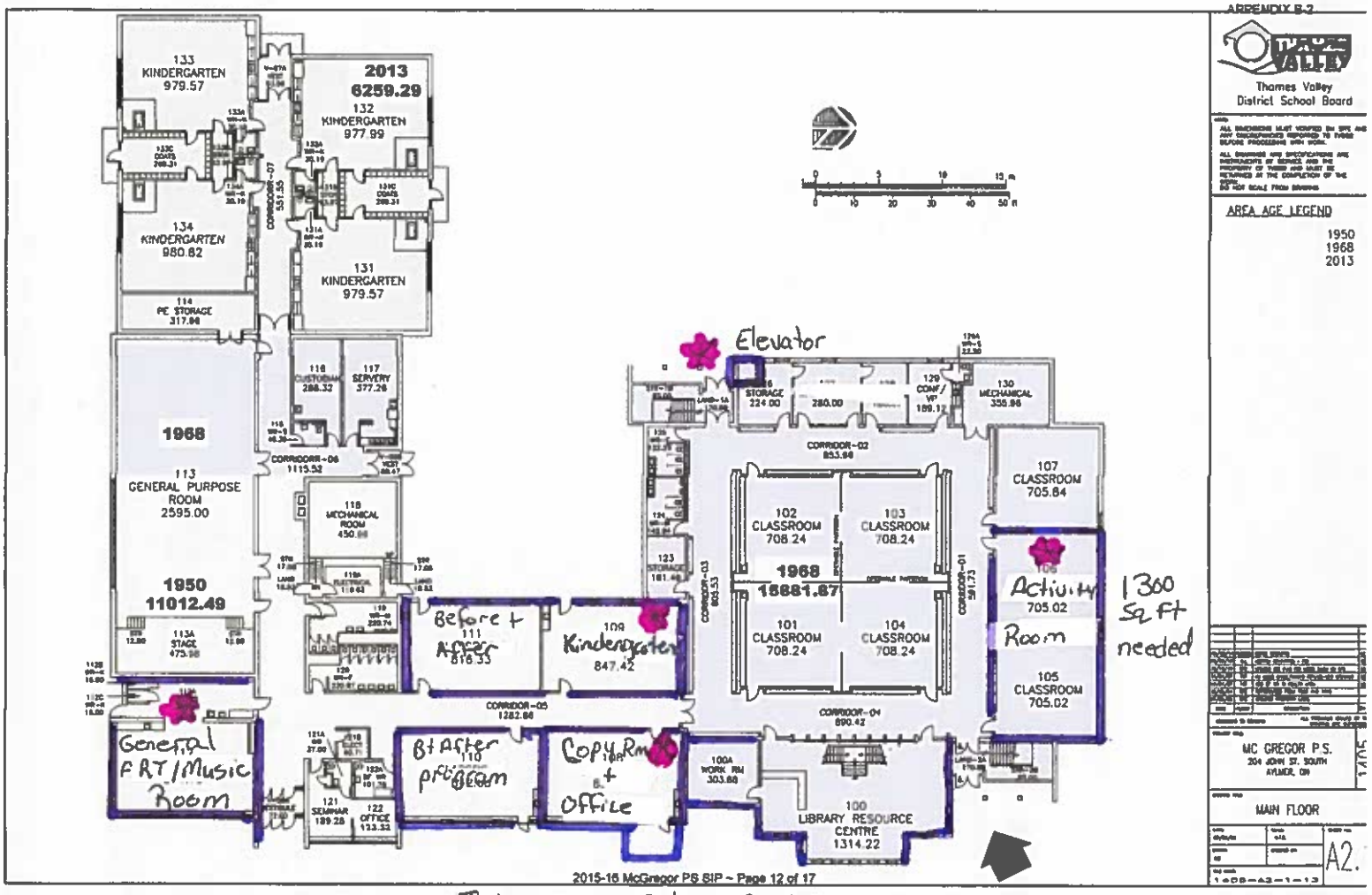
MCGREGOR PS


#2 proposal
Thames Valley District School Board
KEY ENTRY/LOCK BOX
SECONDARY KEY ENTRY
FIRE ALARM CONTROL PANEL
FIRE ALARM ANNUNCIATOR PANEL
WATER SHUT OFF
SUPERVISED SPRINKLER CONTROL VALVES
FIRE DEPARTMENT CONNECTION
FIRE HOSE CABINET
FIRE EXTINGUISHER
GAS SHUT OFF
ELECTRICAL SHUT OFF
DOOR HOLD OPEN
MC GREGOR P.S.
204 JOHN ST. SOUTH
AYLMER, ON
MAIN FLOOR - FIRE & LIFE SAFETY
A2.1
Childcare 105-107
OR
Activity Room 105+106
Elevator
Childcare Kitchen
Elevator for Childcare
Elevator?
Floor Insert
Learning Commons
5th Kinder Room
Admin offices + Copy Room
B+A program
B+A program
General Arts
Music Room
Storage
CLASSROOM
CORRIDOR
KINDERGARTEN
COATS
MECHANICAL ROOM
GENERAL PURPOSE ROOM
STAGE
GYM STORAGE
OFFICE
LIBRARY RESOURCE CENTRE

MCGREGOR PS


No PARKING on SOUTH SIDE
HARVEY STREET
Bus parking (3)
PARKING on NORTH SIDE
Bus parking (2)
Ramp Needed (shared parking)
JOHN ST
McGREGOR PUBLIC SCHOOL
ASPHALT DRIVE
ASPHALT PAVING PLAY AREA
Gate
Sandbox
Extended Sidewalk
10 Parking Spaces
DROP OFF ZONE
SIDE walk
ASPHALT PAVING 41+1 B.F. PARKING SPACES
Bus loading
PARKING SOUTH SIDE
BUS LOADING ZONE
SOUTH STREET
No Parking NORTH SIDE
2015-16 McGregor PS SIP – Page 11 of 17
SITE
MC GREGOR P.S.
204 JOHN ST SOUTH
AYLMER, ON
1405
A1.1
Thames Valley District School Board
APPENDIX B-2

MCGREGOR PS



John ST 2 hr Parking

Bus Zone (2)

* IDEAS

Aylmer wants status quo speed limit by McGreg

Aylmer councillors for the most part don't want the speed limit on John Street South by McGregor Public School to be reduced to 40 kilometres an hour from the existing 50 km/h.

Town councillors at their Monday, Dec. 12 meeting decided to refer a resolution and a report from Elgin County council on school zone signage to staff.

Town staff were directed to draft a response to the county request for information regarding McGregor Public School being located along a county road.

The resolution passed at the Nov. 22 county council meeting called for the implementation of a consistent roadway signage policy at each school zone along an Elgin County road.

The resolution asked each lower-tier municipality to provide a list of schools along county roads in their communities, to indicate the "need and desire" to have a Community Safety Zone established at those schools and whether or not 50 km/h or 40 km/h speed zones were preferred.

Aylmer Councillor Pete Barbour didn't want the speed limit along John Street South by McGregor Public School reduced to 40 km/h, calling the move "overkill."

Mayor Greg Currie agreed and said, "40 km is not for us," adding he was "hesitant" on the issue during the county council meeting, where he sits as the town's representative.

Cr. Ann Laur was the only councillor who wanted the speed limit on John Street South by McGregor lowered.

"McGregor had an incident where a student was almost struck this year," she said. "I am in favour of a speed limit reduction."

"How are we going to police this?" Cr. Arthur Oslach asked. "And we would have to pay to change all the signage."

Cr. Barbour corrected Cr. Oslach by saying the county had offered to pay for all replacement or new Community Safety Zone signage along areas of county roads by schools.

He also pointed out the John Street South and South Street intersection by McGregor is "controlled by a school crossing guard" before and after school.

Mayor Currie pointed out all of Aylmer's other schools were on side streets.

"Most of our school zones are 40 km/h now," Deputy Mayor Mary French said.

Almost the entire length of South Street is a Community Safety Zone with three schools having property abutting the road: Assumption Catholic Elementary, McGregor and East Elgin Secondary School.

Two other schools are located near South Street West: Davenport PS on Rutherford and Immanuel Christian School on Caverly Road, both south of South Street.

County report

The county offered to pay for oversized 80 centimetres by 80 cm yellow school area signs for the Community Safety Zones along county roads that would be in effect from Sept. 1 to June 30 each year.

Fines under the Highway Traffic Act in Community Safety Zones are doubled.

The county report on school zone signage came in response to a letter from the Port Stanley Community Policing Committee requesting additional safety signage for Port Stanley Public School on Carlow Road, a county road.

The report stated there are 12 schools known to staff that are adjacent to county roads and each one had consistent florescent yellow school area signage and were posted at a 50 km/h maximum speed.

Four schools are in Community Safety Zones: Aylmer's McGregor Public School, Springfield Public School, New Sarum Public School and Dutton-Dunwich Public School.

All of those schools have 50 km/h speed limits along the county roads passing by them.

County councillors had previously set warrant criteria for Community Safety Zones and county roads passing by schools.

The areas had to meet three out of four criteria: minimum traffic volume of 2,500 vehicles per day; high truck traffic of more than five percent; high volume of children and/or seniors crossing the road or walking on the shoulder of the road where sidewalks aren't present; and poor sight distance for the posted speed limit.

Regardless of the policy, county councillors could grant requests for Community Safety Zones by municipalities at any time as long as the costs are paid by those municipalities.

The report estimated the cost to implement Community Safety Zones at the remaining eight schools with consistent signage would be $12,500.

If the four existing Community Safety Zones on county roads, including the one by McGregor PS, had the speed limit reduced to 40 km/h, having all 12 school areas signed accordingly would cost about $27,500.

County staff recommended the first option but county councillors decided to ask municipalities if they wanted the second option for reduce speed limits by schools alo county roads.

Mayor Currie sugg

the m staff to informa

He county was re in Con along it

FSAR EPAR-01: APPENDIX L

MCGREGOR PS

er wants status quo speed limit by McGregor PS

s for the the speed South by ıool to be netres an ; 50 km/h. at their meeting resolution in County ıe signage

directed e to the formation r Public l along a

sed at the il meeting ımentation ıy signage ool zone y road.

asked ınicipality f schools in their licate the to have ıty Zone : schools

and whether or not 50 km/h or 40 km/h speed zones were preferred.

Aylmer Councillor Pete Barbour didn't want the speed limit along John Street South by McGregor Public School reduced to 40 km/h, calling the move "overkill."

Mayor Greg Currie agreed and said, "40 km is not for us," adding he was "hesitant" on the issue during the county council meeting, where he sits as the town's representative.

Cr. Ann Laur was the only councillor who wanted the speed limit on John Street South by McGregor lowered.

"McGregor had an incident where a student was almost struck this year," she said. "I am in favour of a speed limit reduction."

"How are we going to police this?" Cr. Arthur Oslach asked. "And we would have to pay to change all the signage."

Cr. Barbour corrected Cr. Oslach by saying the county had offered to pay for all replacement or new Community Safety Zone signage along areas of county roads by schools.

He also pointed out the John Street South and South Street intersection by McGregor is "controlled by a school crossing guard" before and after school.

Mayor Currie pointed out all of Aylmer's other schools were on side streets.

"Most of our school zones are 40 km/h now," Deputy Mayor Mary French said.

Almost the entire length of South Street is a Community Safety Zone with three schools having property abutting the road: Assumption Catholic Elementary, McGregor and East Elgin Secondary School.

Two other schools are located near South Street West: Davenport PS on Rutherford and Immanuel Christian School on Caverly Road, both south of South Street.

County report

The county offered to pay for oversized 80 centimetres by 80 cm yellow school area signs for the Community Safety Zones along county roads that would be in effect from Sept. 1 to June 30 each year.

Fines under the Highway Traffic Act in Community Safety Zones are doubled.

The county report on school zone signage came in response to a letter from the Port Stanley Community Policing Committee requesting additional safety signage for Port Stanley Public School on Carlow Road, a county road.

The report stated there are 12 schools known to staff that are adjacent to county roads and each one had consistent florescent yellow school area signage and were posted at a 50 km/h maximum speed.

Four schools are in Community Safety Zones: Aylmer's McGregor Public School, Springfield Public School, New Sarum Public School and Dutton-Dunwich Public School.

All of those schools have 50 km/h speed limits along the county roads passing by them.

County councillors had previously set warrant criteria for Community Safety Zones and county roads passing by schools.

The areas had to meet three out of four criteria: minimum traffic volume of 2,500 vehicles per day; high truck traffic of more than five percent; high volume of children and/or seniors crossing the road or walking on the shoulder of the road where sidewalks aren't present; and poor sight distance for the posted speed limit.

Regardless of the policy, county councillors could grant requests for Community Safety Zones by municipalities at any time as long as the costs are paid by those municipalities.

The report estimated the cost to implement Community Safety Zones at the remaining eight schools with consistent signage would be $12,500.

If the four existing Community Safety Zones on county roads, including the one by McGregor PS, had the speed limit reduced to 40 km/h, having all 12 school areas signed accordingly would cost about $27,500.

County staff recommended the first option but county councillors decided to ask municipalities if they wanted the second option for reduce speed limits by schools alo county roads.

Mayor Currie sugg the matter be referred to staff to provide the requested information to the county.

He believed what the county was trying to achieve was reducing the speed limit in Community Safety Zones along its roads to 40 km/h.

FSAR EPAR-01: APPENDIX L

MCGREGOR PS

PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
MITCHELL HEPBURN QUESTION AND ANSWERS

Received On: 2016 December 21

Question #1:
How many students are in the area to be removed from the Mitchell Hepburn community and what grades do they represent?

Answer #1:
There are currently **183** students to be relocated to the New Southeast St. Thomas School.

- JK=15
- SK=25
- Grade 1=18
- Grade 2=19
- Grade 3=20
- Grade 4=20
- Grade 5=14
- Grade 6=22
- Grade 7=16
- Grade 8=14

Question #2:
In the presentation to the trustees it was reported there are currently no students in the holding zone attending Port Stanley PS. Where are those students attending and how many of them can be estimated to switch to Mitchell Hepburn once the boundaries are realigned?

Answer #2:
The data used in the Reports are based on October 31st 2015. No students were attending Port Stanley PS from the Holding Zone on October 31st 2015. Currently October 31, 2016 there are less than **9** students in the holding zone attending Port Stanley and less than **9** students attending French Immersion. The exact number cannot be identified due to student confidentiality.

The historical progression would be used to determine student movement from French Immersion to Regular Track programming. No data is available on students attending other Boards or private schools.

Question #3:
How many students within the current Mitchell Hepburn boundaries attend Trudeau French Immersion?

Answer #3:
There are currently 67 students attending French Immersion within the Mitchell Hepburn attendance area.

Question #4:
If the funding is not approved what measures are in place to reduce overcrowding at Mitchell Hepburn?

Answer #4
As per past practice, the Board could create further Holding Zones to address any new development and portable classrooms to deal with accommodation pressure from the existing attendance area.

Question #5:
If the current boundaries are not adjusted for Mitchell Hepburn what is the estimated school population after September 2019?

Answer #5
The school population is projected as indicated in the Status Quo enrolment in the School Information Profiles (SIP) for Mitchell Hepburn Page 5.

Question #6:
Is there a budget in place to develop the playground space at the new south east school? Will any equipment be moved from the schools being closed?

Answer #6
No, there is no budget for playground equipment in the construction of a new school. As per past practice, if there is equipment available from schools that are closing, that equipment passes inspection and can be certified, it will be moved. Whenever possible, resources follow the students when schools close.

Question #7:
Can more specifics be provided on the location of the lot that is being considered for the new school in South St. Thomas.

Answer #7
Property matters are considered confidential until disclosed by the Board, as such no further details can be provided at this time.

Question #8:
If a family currently or will have by the time the new St. Thomas School is built, more than 1 child attending Mitchell Hepburn, live in the area where the children will be redirected from Mitchell Hepburn to the new South St Thomas school and some but not all of your children will meet the "grandfathering" requirements for staying at Mitchell Hepburn, will you be allowed to send all your school age children to Mitchell Hepburn, so that you don't have children in two different elementary schools during the same school year?

Answer #8
The grandparenting option recommended by Senior Administration is only available for grade 7 students.

Question #9:
Has any modelling been done to predict the growth of the community and associated school age children in the areas of Mitchell Hepburn and the proposed new South St Thomas School? If, yes are these numbers provided in the report, if no can they be.

Answer #9
All residential development is included in the enrolment projections in the report. Historical students yields from residential development and historical enrolment of schools is also used to identify community trends.

Question #10:
Does the grandfathering include students entering grade 7 and grade 8 in September 2019 or just grade 8?

Answer #10
The grandparenting option recommended by Senior Administration is for grade 8 students in the year of new attendance areas/school openings, to allow them to graduate with their peers.

Received on: 2017 January 10

Question #1:
I think we should also address that there is no DE class in the new South school what will happen if you have two children and one requires DE will one student go to Mitch and one to go to the new South school?

Answer #1:
Not all schools have Special Education classes. The placement of a student in a Developmental Education program class is determined by the Special Education department who analyze many different factors. These factors may include, but are not limited to, such things as: student need and composition of the classes; the existing class requirements; student residence and location of classes; availability of an opening/space in specialized classes; and class size caps for Special Education classes, based on class type. The proposed attendance areas are for English track students only, the placement of Special Education students are not included.

Received on: 2017 January 31

Question #1:
What are the boundaries for children whose parents have shared custody? What address is used?

Answer #1:
The designated school of a student is determined by the primary residence address of the student's parent or guardian

Question #2:
Is primary custody used vs custodial? How will they determine where the students primary residence is?

Answer #2:
Primary custody is used to determine a student's designated school. Upon registering a student at school parents/guardians are required to provide proof of address. Acceptable documentation includes: a utility bill, lease agreement or property tax where the identifying parent/guardian name and address matches the student address.

Question #3:
For those within district who have made friends, could they not grandparent students other than grade 8s, and new builds be bussed until enrolment of current students decreases?

Answer #3:
The above scenario would cause confusion for home owners and enrolment projections and a duplication of transportation costs in certain areas. Senior Administration is recommending that only grade 8 English track students be offered the grandparenting option and does not include siblings or specialized programs.

Question #4:
How did the Board determine the boundaries for each school?

Answer #4:
The proposed attendance areas were created using the current student data geographical areas of each school boundary within the PAR and sectioning them off into smaller portions. Criteria for sectioning the rural areas included keeping smaller communities together (such as Orwell, Lyons and Coppenhagen) and using major roadways (such as Highway 401).

For both urban and rural areas, parcel data and site visits were required to determine an appropriate split of boundaries. Residential development was also sectioned to allow for even distribution of growth mixed with an aging community. Many preliminary scenerios were created until the enrolment and capacity were harmonized for the proposed EPAR-01.

After a suitable preliminary scenario was determined, additional analysis and steps were taken to incorporate future outcomes using the municipality's official plans, growth projections from existing circulated residential development plans, census trends within the geographic areas and school level trends from historical enrolment. The final scenario was determined to be the most appropriate for long-term sustainability for the area encompassing EPAR-01.

Question #5:
What information can be provided regarding access to the new school both walking and driving? Will bussing be provided for all students as it will be in a construction zone?

Answer #5:
Elementary students are eligible for transportation provided they reside further than 1.6 kms from the school. A review of the school's non-transportation zone will be done prior to the school opening and a decision regarding student eligibility will be made at that point in time based on factors observed during the review.

Question #6:
If my child's caregiver is within the boundary can they remain at MHPS?

Answer #6:
No. A student's designated school is determined by the primary residence of a student's parent/guardian.

Question #7:
We all know that building comes with delays. If the new SE St Thomas school is delayed, where would the students be housed until the new school is completed – contingency plan for new south east school?

Answer #7:
The implementation schedule has allowed sufficient time to design and construct the proposed Southeast St. Thomas elementary school for the proposed opening date. Any changes to the schedule which would delay the opening of the school which would require a contingency plan would be reviewed once all the parameters of the issues were known. Any changes to the proposed opening of the school would be communicated to the school community as soon as possible.

Question #8:
I am going to have a daughter in Spec Ed at MH, and then her two siblings at the new school. How do I get them to both sites? If the student is in developmental program, you have access to specialized transportation. Is consideration given to keep siblings together at the same school?

Answer #8:
Senior Administration is recommending that only grade 8 English track students would be offered the grandparenting option. This does not include siblings or specialized programs. As you mentioned above, students eligible to attend a specialized program at another school facility would have access to specialized transportation.

Question #9:
With so many students having to transition and leave behind friends, is there a way to implement transition teams (support), social workers, counsellors for students and staff?

Answer #9:
Processes are in place to support students who transition to a different school through the EPAR process. Transition plans are dependent upon the needs of the students and the type of transition that students are a part of (e.g an existing school or a new school). Transition plans are developed collaboratively between staff and students of both the sending and receiving schools. One example of a possible transition planning activity may include students visiting the receiving school and connecting with future school mates prior to the transition. If a student requires additional supports for a successful transition this decision would be made through consultation between families, school administration and support staff.

Received on: 2017 February 10

Question #1:
How many portables does the Ministry of Education feel is appropriate for Mitchell Hepburn to have on their property when the school is already at 113% capacity? There is continual growth and development in the area and the new proposed school is not set to open until September 2020.

Answer #1:
The Ministry does not have a limit to the maximum number of portables for any school. In addition to implementing the Southeast St.Thomas Holding Zone, Senior Administration has had discussions with the Ministry of Education to discuss the ongoing accommodation pressure at Mitchell Hepburn PS and how to best resolve the problem. Senior Administration is following the Pupil Accommodation Review process to reduce the number of empty pupil places in the surrounding Elgin County schools and re-align the attendance areas in order to maximize board resources which will help the business case for the new Southeast St.Thomas PS.

Question #2:
Will the ISAR be a part of the FSAR? Can the recommendations for FSAR change significantly based on the schools' and communities' concerns?

Answer #2:
Yes, the full ISAR will be included in the Finial Senior Administration's Report along with the questions asked and answers given to School Subcommittees, agenda and minutes for the Initial, Second and Final Public Meetings, and any information received from Community Organizations regarding the EPAR. The Pupil Accommodation Review process is a public consultation process focused on community engagement (parents, school community, community organizations and municipalities) and feedback from the different perspectives on the Initial Senior Administration's Report. Senior Administration will review all the feedback received regarding the ISAR (from emails received, public meetings, and School Subcommittee Reports), if alternative options or compromises are viable they will be considered in the FSAR.

Question #3:
If the outcome from the FSAR is significantly different than the proposed ISAR changes, will there be an opportunity to inform the community of the recommendations that are being proposed? For example can a school level meeting be held?

Answer #3:
Once the School Subcommittee Report has been presented at the Final Public Meeting (2017 March 8th), the responsibilities of the School Subcommittees have been fulfilled according to the procedure. The Final Senior Administration's Report will be available 2017 March 27th, emailed to School Subcommittee members and posted for the public on the Board's website on. A School Subcommittee may hold a school-level information session on the FSAR for their school community, if they so wish, and may provide feedback directly to the Trustees at the Public Delegation meeting on May 2nd.

Good evening Par Committee Members, members of the public, and representatives from the Thames Valley School Board. My name is Lisa Rattray and I am the chair of the Mitchell Hepburn School Par Committee.

During the last public meeting, I discussed the parent's of Mitchell Hepburn perspective regarding the Board's plan to alleviate the overcrowding at our school. Although students at Mitchell Hepburn are not experiencing a "school closure" many of our kids will have a similar experience, as they will not return to some of their friends, their teachers, and the surroundings they know so well. They will instead attend a new school located in their community. Although we understand the transition will be difficult for some, we continue to support the board in their plan to build a new school.

We understand that other PAR committees have put forward alternative resolutions to prevent schools from closing. Some of the resolutions include bussing current Mitchell Hepburn students to Port Stanley, Sparta, and Elgin Court. **The parents of Mitchell Hepburn do not support this.** It is a short-term solution only and does not address the long term growth expected for south St. Thomas. The development in the south and south-east areas of St. Thomas is in a constant state of growth between 2-3%. Any attempt to alleviate the stress of Mitchell Hepburn by bussing students in our community to other schools will ultimately fail as more and more houses are built. The only viable option is a new school.

Many parents purchased homes in this steadily developing area so their children are able to attend school in their community. We do not believe it is appropriate to bus them out of an area that has the development capabilities of this area, and parents do not want their children to leave the area for school. **Again, we <u>do not</u> support bussing current Mitchell Hepburn students to Elgin Court, Port Stanley, Sparta, or any other school outside their community.**

As part of the plan to present a business case to the Ministry, the Board is leveraging the closure of New Sarum School to increase the number of students attending the potential new school. We feel this is a short-sighted approach and will only create another Mitchell Hepburn style overcrowding in a few short years. In conversation with Doug Tarry Homes, there are plans, although not currently circulated, to build an additional 600-800 homes in the Mitchell Hepburn area in the next 5 years. This is further supported by the Planning Justification Study for the Axford Farm Subdivision which was submitted to the City of St Thomas in April 2016 and has been included with our report.

What will happen when this is complete? If even half of these new homes have 2 children, there will be an influx of 700 students. We will have already taken over 100 students from New Sarum and quite probably end up in discussion for another PAR review. Further, these figures do not include the massive development planned for the Parish farmland expected to feed into Elgin Court. A development whose Planning Justification Report already includes space for yet another elementary school. We ask the Board to review this decision. **We do not believe New Sarum students are needed to make the case for this new school.**

Parents of Mitchell Hepburn still have concerns regarding the new school that have not been answered by the board. The fact that a location of the new school still has not been announced has created additional stress for parents. Parents need to know what the walk to school will look like in order to ensure their kids are safe. There is also the inability for the board to provide any funds for playground equipment. Parents of Mitchell Hepburn fundraised for 9 years to complete their outdoor space and now a portion of them will need to go out into the same community and ask for funds again. Our parents would argue that without appropriate outdoor space, a school is not ready to accept children and that should be the responsibility of the Board.

Lastly we want to thank the other members of the PAR committees for engaging in this process. This process seems to pit us against each other. Please know that we want nothing but the best for each of the schools here. Whatever the result of this process, we look forward to working with you all in the future as we have in the past.

Thank You

MITCHELL HEPBURN PS

Planning Justification Report

Axford Farm Subdivision

City of St. Thomas

Doug Tarry Limited



April 12, 2016

ZELINKA PRIAMO LTD
A Professional Planning Practice

MITCHELL HEPBURN PS

APPLICATION NUMBER 34T-16502

APPLICATION RECEIVED APR 08 2016 APR 12 2016

CHECKED BY

QUERIES: CONTACT CITY OF ST. THOMAS
PLANNING DEPARTMENT
1-519-633-2560

TABLE OF CONTENTS

Page No.

1.0 INTRODUCTION 3
1.1 The Subject lands 4
1.2 Context Within the City of St. Thomas Official Plan 7
1.3 Context Within the City of St. Thomas Zoning By-Law 8
2.0 PROPOSED DEVELOPMENT 9
3.0 PROPOSED APPLICATION 14
4.0 PLANNING DOCUMENTS AND ANALYSIS 16
4.1 Planning Act , RSO 1990 16
4.2 2014 Provincial Policy Statement (PPS) 19
4.3 Analysis of the City of St. Thomas Official Plan 20
4.4 Analysis of the City of St. Thomas Zoning By-Law 29
4.5 Catfish Creek Conservation Authority (CCCA) Guidelines 30
5.0 OTHER PLANNING CONSIDERATIONS 31
5.1 Servicing 31
5.2 Transportation 31
5.3 Archaeology 31
5.4 Natural Environment 31
5.5 Noise 32
6.0 CONCLUSIONS 33

1.0 INTRODUCTION

Doug Tarry Ltd. has made application to the City of St. Thomas to amend the Zoning By-Law and has also submitted an application for Draft Plan of Subdivision. The two applications are for lands in the southeast section of the City, known as the Axford Farm. The purpose of the Zoning By-Law Amendment is to re-zone portions of the lands to permit both single-detached and semi-detached dwellings, as well as parks and open space lands, stormwater management lands. The purpose of the Draft Plan of Subdivision is to create a number of single and semi-detached lots, as well as blocks for parkland, roads, and future development.

The purpose of the following land use Planning Justification Report is to evaluate the proposed Zoning By-Law Amendment and Draft Plan of Subdivision in the context of existing land use policies and regulations, including the Provincial Policy Statement, the City of St. Thomas Official Plan, and the City of St. Thomas Zoning By-law.

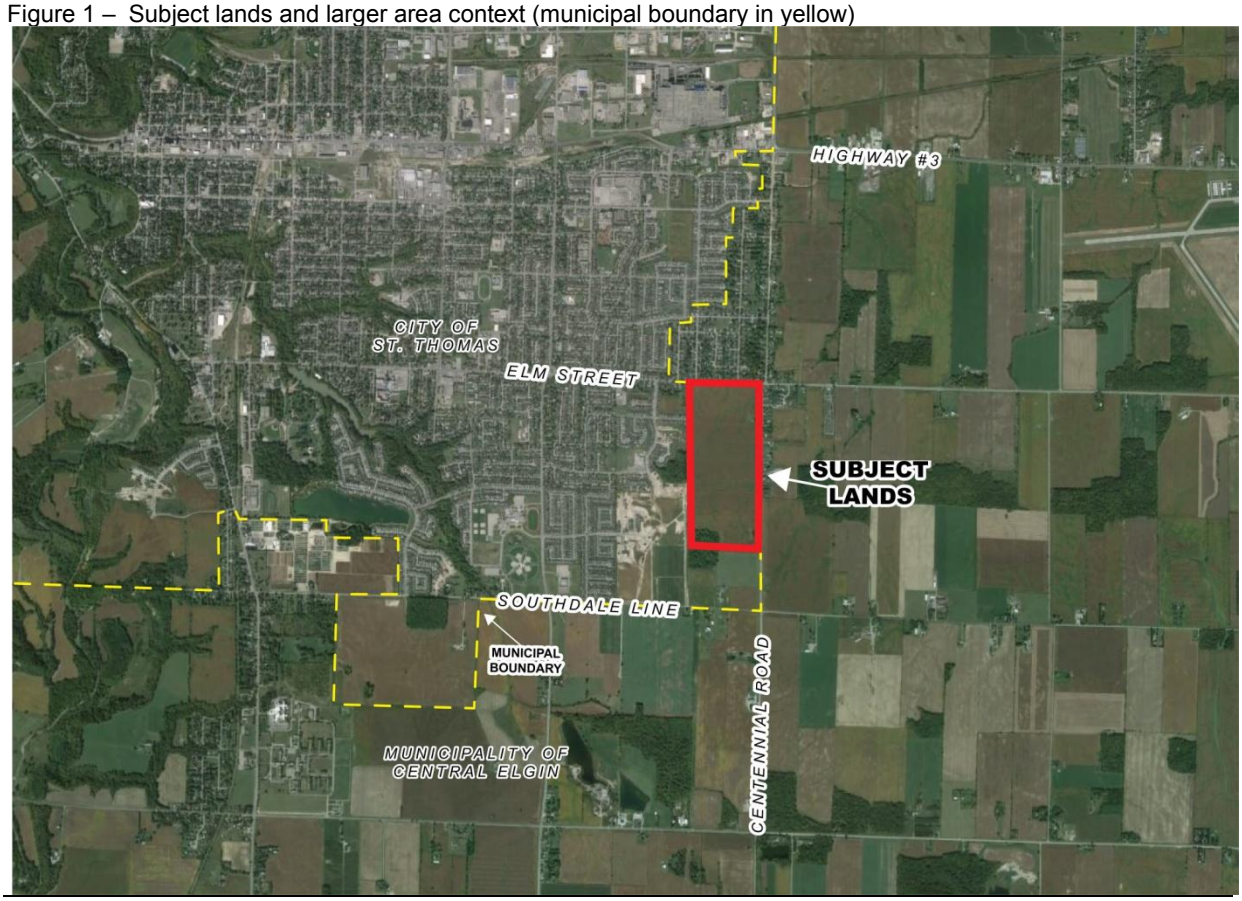
Supporting documentation in this report includes the following reports prepared for the present planning applications:

- Scoped Environmental Impact Study (Lynn Valley Consultants, February 2016)
- Environmental Management Plan (Lynn Valley Consultants, February 2016)
- Traffic Impact Assessment (F.R. Berry & Associates, March 2016)
- Geotechnical Engineering Report (LVM, December 2014)
- Noise Feasibility Study (HGC Engineering, November 2016)
- Archaeological Assessment (Mayer Archaeological Consultants, July 2015)
- Scoped Subwatershed Study (AECOM, April 2016)
- Axford Farm Subdivision: Preliminary Stormwater Management Report (CJDL, April 2016)
- Axford Farm Subdivision Servicing Report (CJDL, April 2016)

1.1 THE SUBJECT LANDS

The subject lands are generally located in the southeast section of the City of St. Thomas, abutting the municipal boundary with the Municipality of Central Elgin along Centennial Road (Figure 1). The lands have a total lot area of 62.33ha (154ac), with a frontage of approximately 526m (1,300ft) on Elm Street, and 1.2km (3,940ft) on Centennial Road (Figure 2). The lands are currently used for agricultural uses (cultivation), except for a 3.55ha (8.77ac) significant woodlot (Axford/Dunning woodlot) in the southwest corner (size based on wooded area within subject lands; actual size of the entire woodlot is approximately 5.4ha (13.3ac)).

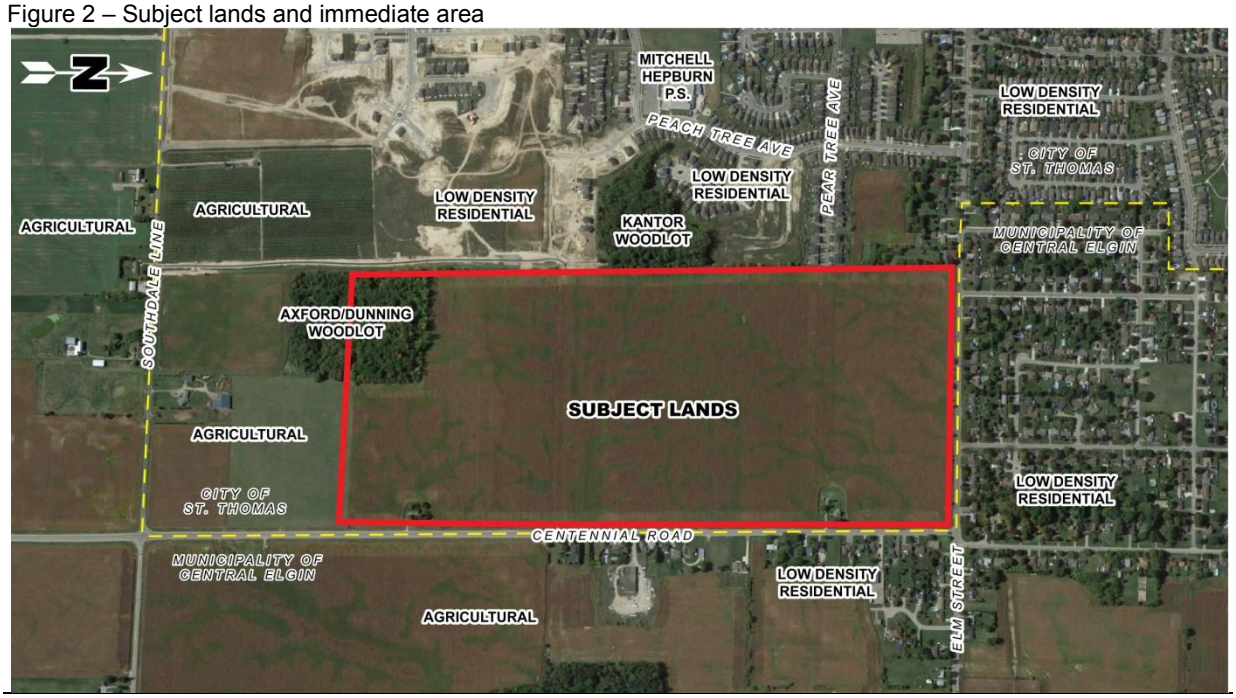
Figure 1 – Subject lands and larger area context (municipal boundary in yellow)



The lands abut single and semi-detached dwellings to the north, and west; agricultural lands to the east and south; and, rural residential lands to the east.

Land uses surrounding the subject lands consist of low density residential in the form of single detached and semi-detached dwellings (north, west), the Kantor woodlot (west) and agricultural lands (east, south). Lands to the west are currently under development for low density residential uses. Other notable features proximate to the subject lands include Mitchell Hepburn Public School (west), Fellowship Church (west), the municipal boundary with the Municipality of Central Elgin (north, east, south), St. Joseph's Highschool (west), and the Doug Tarry Sports Complex (southwest).

Figure 2 – Subject lands and immediate area



Building heights in the vicinity of the subject lands consist of 1 to 2-storey buildings, the majority of which are single detached dwellings.

Elm Street is designated as a 'Major Arterial with Bike Lane' on Schedule 'B' – Roads Plan in the City of St. Thomas Official Plan. Major Arterial roads are intended to convey a large volume of all traffic types at relatively high speeds and provide a through route in the City. Parking and access restrictions may be imposed to minimize traffic hazards and avoid interference traffic.

Peach Tree Avenue is designated as a 'Collector Road', which serves as a link between arterial roads and local streets, and has the function of providing traffic service and property access. Pear Tree Avenue is designated as a 'Local Road', which is intended to provide property access and is not meant to be a through route.

Centennial Road is not classified in the City of St. Thomas Official Plan as it lies outside the municipal boundary, but is classified as a County Road (Elgin County) in Municipality of Central Elgin Official Plan. County Roads are intended to convey large volumes of traffic at medium to high speeds.

Three "Future Arterial/Collector Intersection Road Need" roads are identified within the subject lands. These are roads that do not yet exist and are identified in a conceptual form only; they are anticipated to be constructed as part of future residential expansion to the area.

Figure 3 – Proposed entrance to subject lands along Pear Tree Avenue (facing east)



Figure 4 – Subject lands from intersection of Elm Street and Centennial Road (facing southwest)

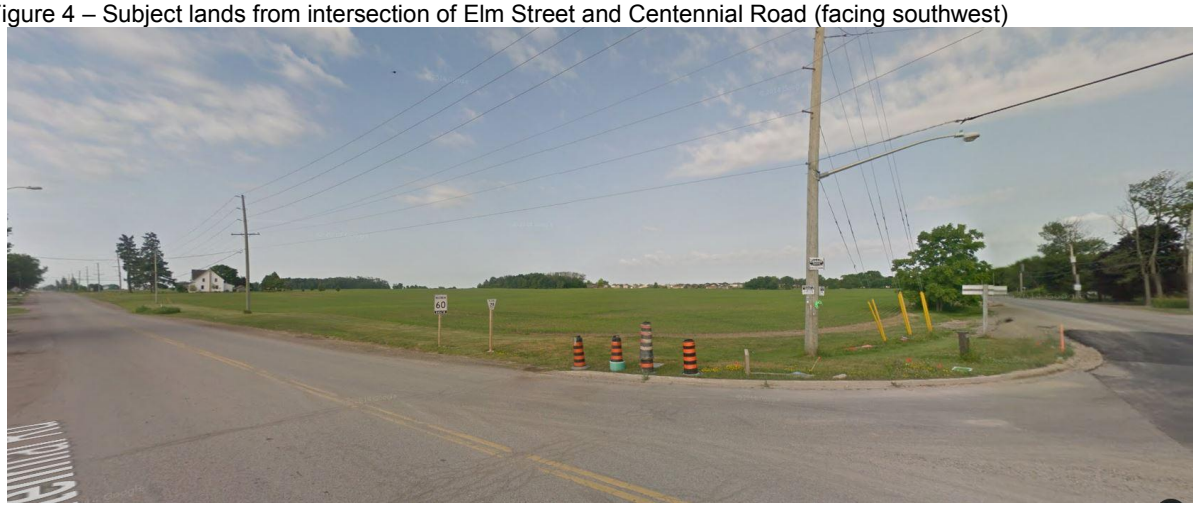


Figure 5 – Subject lands from Centennial Road (facing northwest)

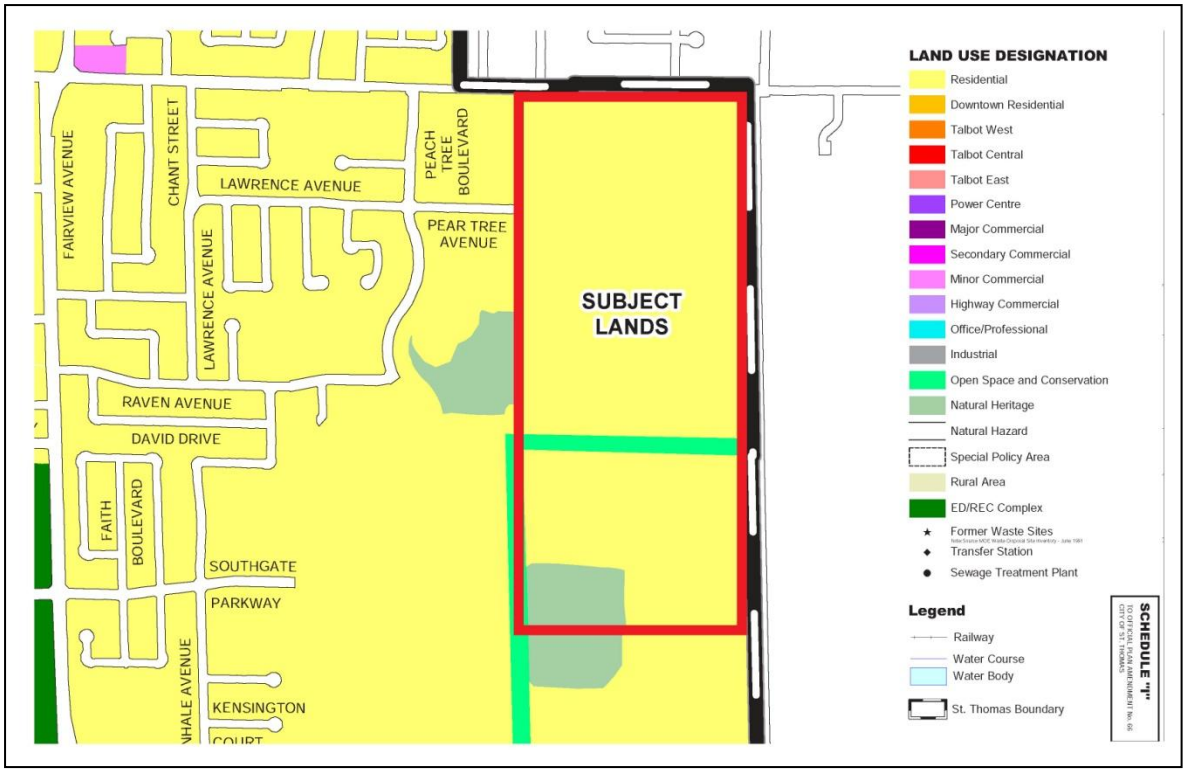


1.2 CONTEXT WITHIN THE CITY OF ST. THOMAS OFFICIAL PLAN

The subject lands are designated *"Residential", "Natural Heritage",* and *"Open Space and Conservation"* on Schedule 'T' in the City of St. Thomas Official Plan (Figure 6) and are further identified as *"Urban Expansion Area 4a"* on Schedule 'E'. The adjacent cultivated lands to the south are also designated *"Residential"* and, as such, are contemplated for future residential development. Permitted uses in the *"Residential"* designation include a broad range of low, medium and high density housing, including single detached dwellings. Low density residential uses are considered as having maximum density of 25 units per hectare.

The *"Natural Heritage"* designation is applied to the Axford/Dunning woodlot in the southwest corner of the subject lands. This designation extends south of the subject lands to include the entire woodlot. Permitted uses within the *"Natural Heritage"* designation include passive open space, walking/biking trails, forest and resource management uses, conservation uses and low-intensity public and private recreation uses.

Figure 6 – City of St. Thomas Official Plan – Schedule T (excerpt)



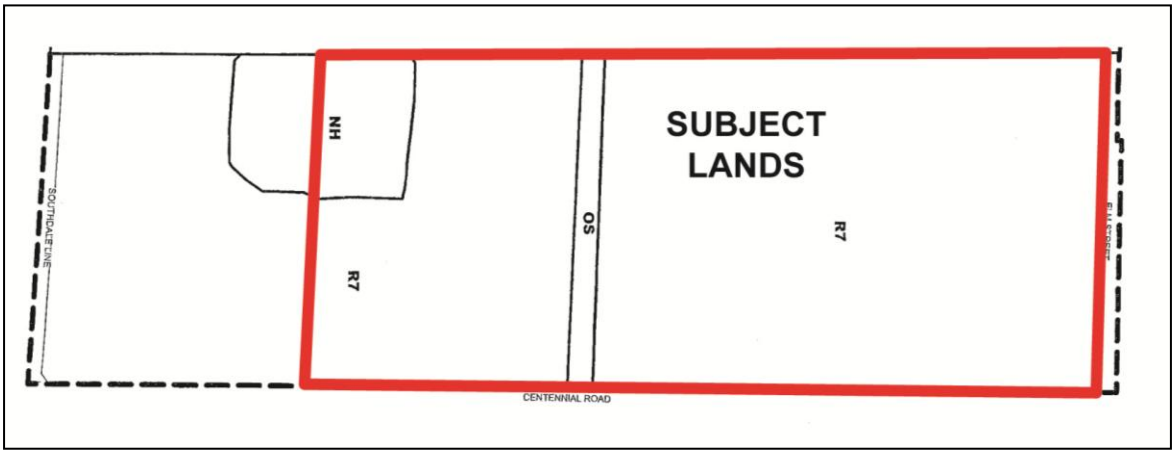
The *"Open Space and Conservation"* designation is applied to the Elgin Area Primary Water Supply System (EAPWSS) watermain easement which bisects the subject lands approximately 400m north of the southerly lot line. Permitted uses within this designation are community and neighbourhood parks, low intensity public and private recreation uses, conservation areas, conservation uses, and necessary public utilities and services. Due to the

linear nature of the EAPWSS watermain and the corresponding "*Open Space and Conservation"* designation, these lands are best suited for passive recreation uses in the form of a recreational trail.

1.3 CONTEXT WITHIN THE CITY OF ST. THOMAS ZONING BY-LAW

The subject lands are zoned *"Residential Development Zone (R7)"*, *"Open Space Zone (OS)"*, and *"Natural Heritage Zone (NH)"* in the City of St. Thomas Zoning By-Law (Figure 7).

Figure 7 – City of St. Thomas Zoning By-Law – Map 31 (excerpt)



The *""Residential Development Zone (R7)"* zone permits only existing uses and agricultural uses. New residential uses are not permitted under the current *"Residential Zone 7 (R7)"* zone.

The *"Open Space Zone (OS)"* zone permits parks; conservation works; recreation centres; cemeteries; parking lots; municipal works; and, accessory uses.

The *"Natural Heritage Zone (OS)"* zone permits only conservation of the natural environment; and, forest, wildlife, and fisheries management.

2.0 PROPOSED DEVELOPMENT

The subject lands are proposed to be developed as Phase 1 of the Axford Farm residential subdivision (Figure 8) consisting of single- and semi-detached dwelling units, parkland, roads, and stormwater management facilities. Land use areas are shown in Table 1:

Figure 8 – Proposed Draft Plan of Subdivision

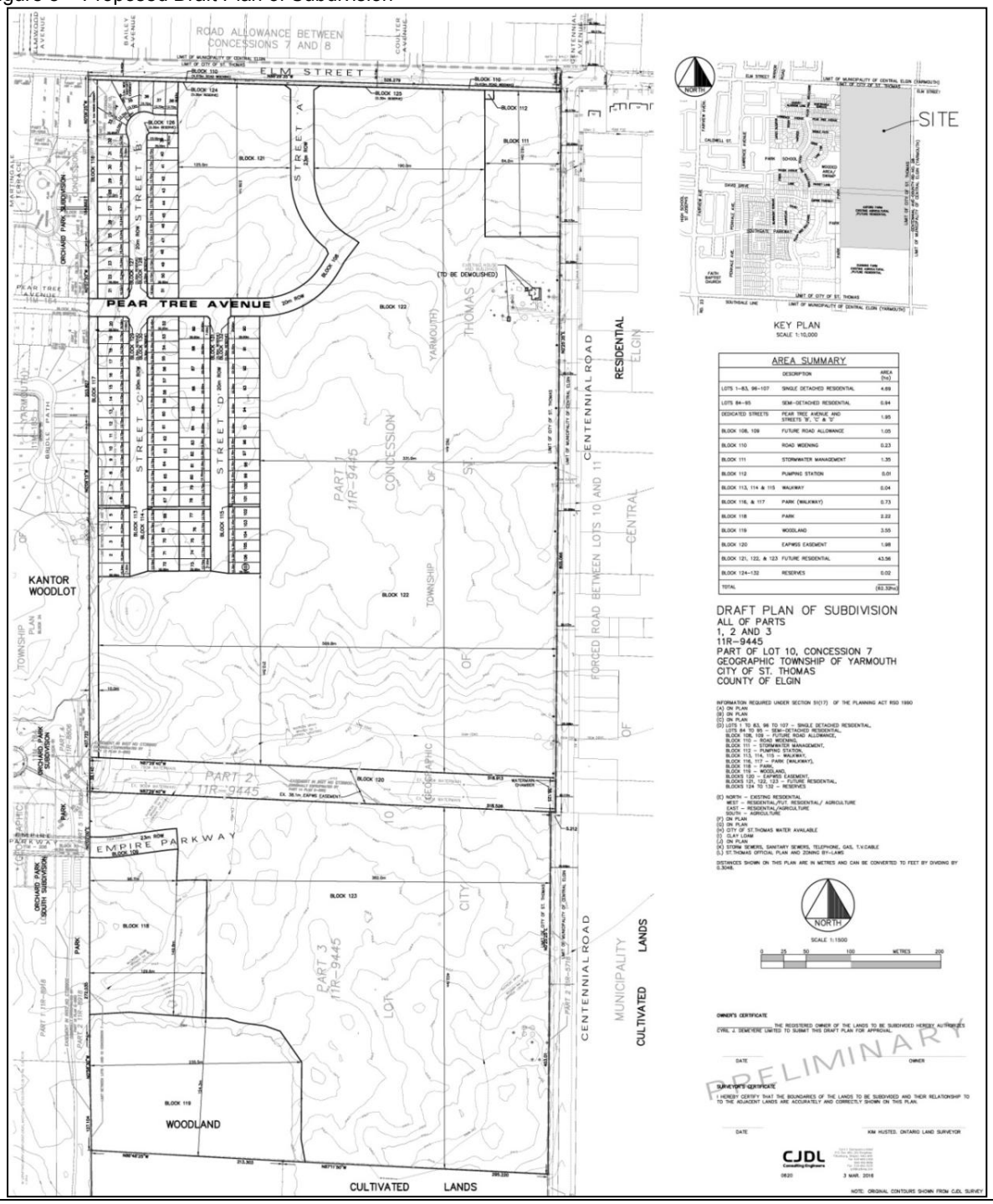


Table 1 – Area Summary

AREA SUMMARY		
	DESCRIPTION	AREA (ha)
LOTS 1–83, 96–107	SINGLE DETACHED RESIDENTIAL	4.69
LOTS 84–95	SEMI–DETACHED RESIDENTIAL	0.94
DEDICATED STREETS	PEAR TREE AVENUE AND STREETS 'B', 'C' & 'D'	1.95
BLOCK 108, 109	FUTURE ROAD ALLOWANCE	1.05
BLOCK 110	ROAD WIDENING	0.23
BLOCK 111	STORMWATER MANAGEMENT	1.35
BLOCK 112	PUMPING STATION	0.01
BLOCK 113, 114 & 115	WALKWAY	0.04
BLOCK 116, & 117	PARK (WALKWAY)	0.73
BLOCK 118	PARK	2.22
BLOCK 119	WOODLAND	3.55
BLOCK 120	EAPWSS EASEMENT	1.98
BLOCK 121, 122, & 123	FUTURE RESIDENTIAL	43.56
BLOCK 124–132	RESERVES	0.02
TOTAL		(62.32ha)

Phase 1 of the Axford Farm subdivision (Figure 9) consists of 95 single detached lots and 12 semi-detached lots (24 units) for a total of 119 dwelling units. The lot pattern for this initial phase of the Axford Farm Subdivision development consists largely of rectangular lots with five pie-shaped lots on Street 'B'. All of the proposed lots in this phase front on to new local roads; none front on to the extension of Pear Tree Avenue.

Lot frontages range from 12.35m (40.5ft) to 16.52m (54.2ft) for single detached dwellings and from 11.0m (36ft) to 12.4m (40.6ft) for semi-detached dwellings. Lots on the west side of Street 'B' and Street 'C' will back onto and interface with a proposed multi-use pathway along the west side of the subject lands, and a recently approved cul-de-sac on the west side of the pathway (Orchard Park Phase 1B). Lots on the north side of Street 'B' back onto Elm Street.

The northerly section of Street 'D' is proposed to accommodate 12 semi-detached dwellings (24 units) to add variety in housing type to this phase of the development.

Figure 9 – Proposed Draft Plan of Subdivision (excerpt)

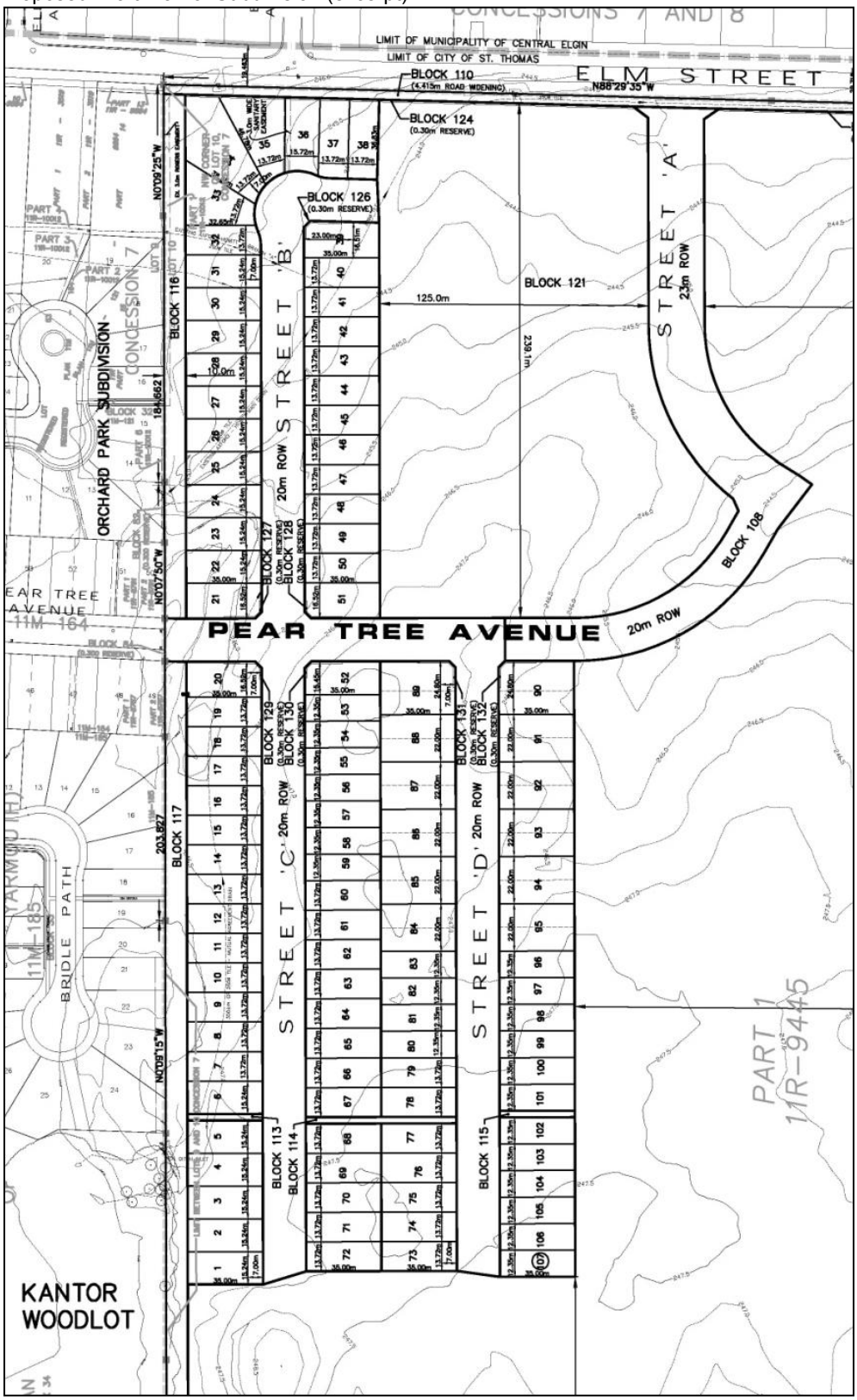


Figure 10 – Conceptual Parks and Trails Plan

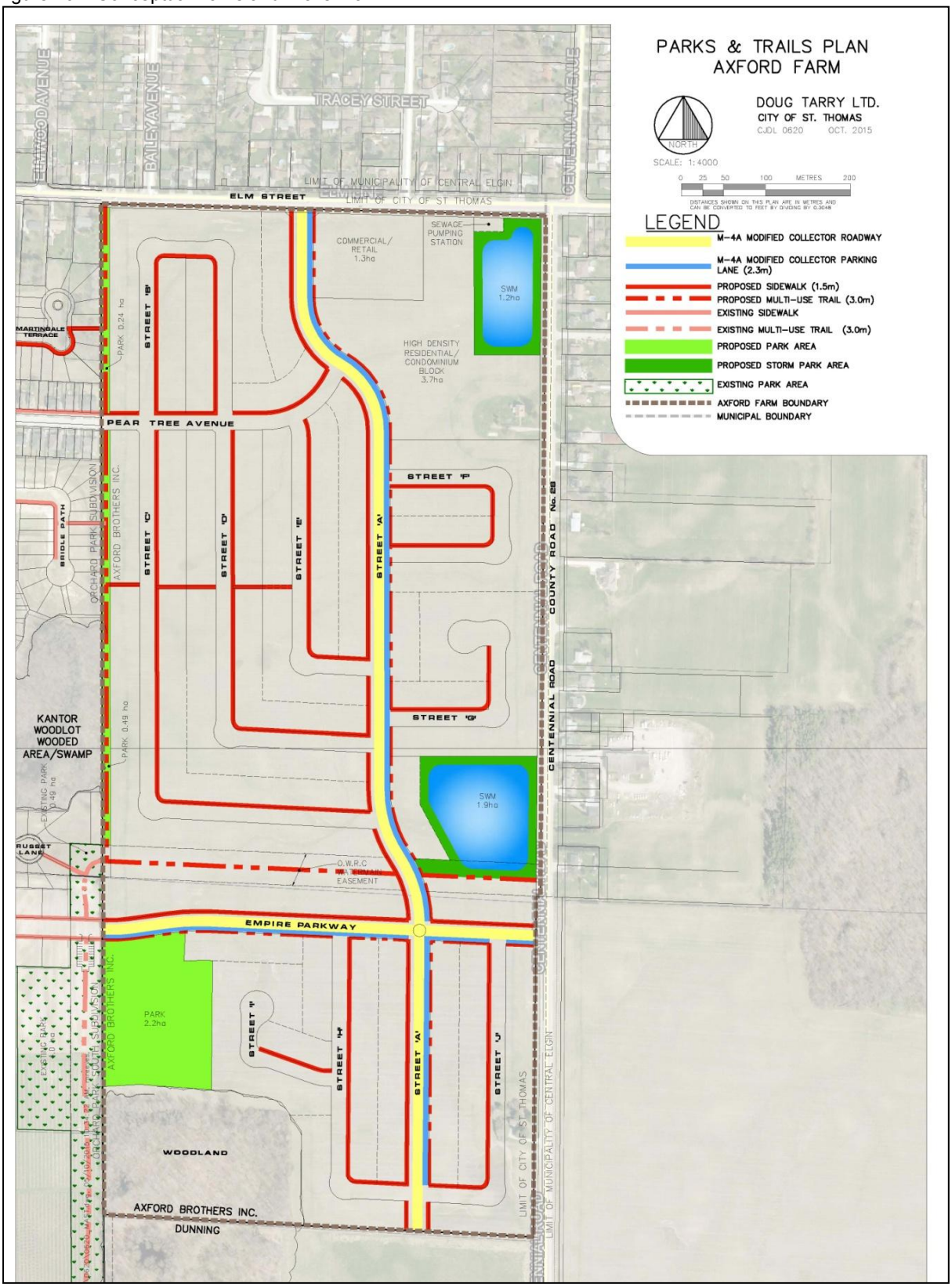


Figure 10 shows the conceptual lot and road layout for the entire development. It is noted that this figure is conceptual only, and proposed land uses and road layouts are subject to change through the planning and phasing process. Roads proposed in this phase of development consist of an extension of Pear Tree Avenue from its current terminus; a small extension of Empire Parkway (shown as Block 109); Street 'A' which provides access to the subject lands from Elm Street; and, internal roads being Streets 'A', 'B', 'C', and 'D'

A 3.0m multi-use trail is shown extending south from Elm Street along the westerly boundary of the subject lands, to the EAPWSS easement north of the Empire Parkway extension (Figure 8). In addition to standard sidewalks along roads, an internal mid-block sidewalk connection is proposed through streets 'C', 'D', and 'E' to provide pedestrian access to the multi-use trail at a convenient location.

Block 118 is proposed as a park. This area will function together with the abutting Axford/Dunning woodlot, multi-use pathways, and adjacent parkland to the west to form a community park for this area.

A stormwater management pond block is shown in the northeasterly corner of the subject lands, noted as Block 111. An additional stormwater management block will be required in subsequent phases of the development, as shown in Figure 10. Further information on stormwater management is found in the report *Axford Farm Subdivision: Preliminary Stormwater Management Report (CJDL, April 2016).*

As the current proposal for the initial phase of development encompasses a relatively small portion of the subject lands, the majority of the remainder of the lands, approximately 43.56(ha), is intended for future residential development.

The proposed development provides an extension to the existing low-density residential development in the adjacent Orchard Park subdivision to the west. It is anticipated that built form, including housing styles, will be generally consistent with that of the Orchard Park subdivision.

3.0 PROPOSED APPLICATION

The subject lands are proposed to be developed for a mix of single and semi-detached dwellings through Draft Plan of Subdivision, consisting of 95 single detached lots and 12 semi detached lots, new streets, and various other blocks as shown in Table 1 and Figure 8. A Zoning By-Law Amendment is also proposed to re-zone portions of the subject lands as follows below. The proposed zoning amendments are shown graphically in Figure 11.

- Lots 1-107 (single detached and semi-detached dwellings), and Blocks 111-112 (stormwater pond and pumping station) and 121-123 re-zoned to the *"Third Residential Zone (R3A)"* zone;

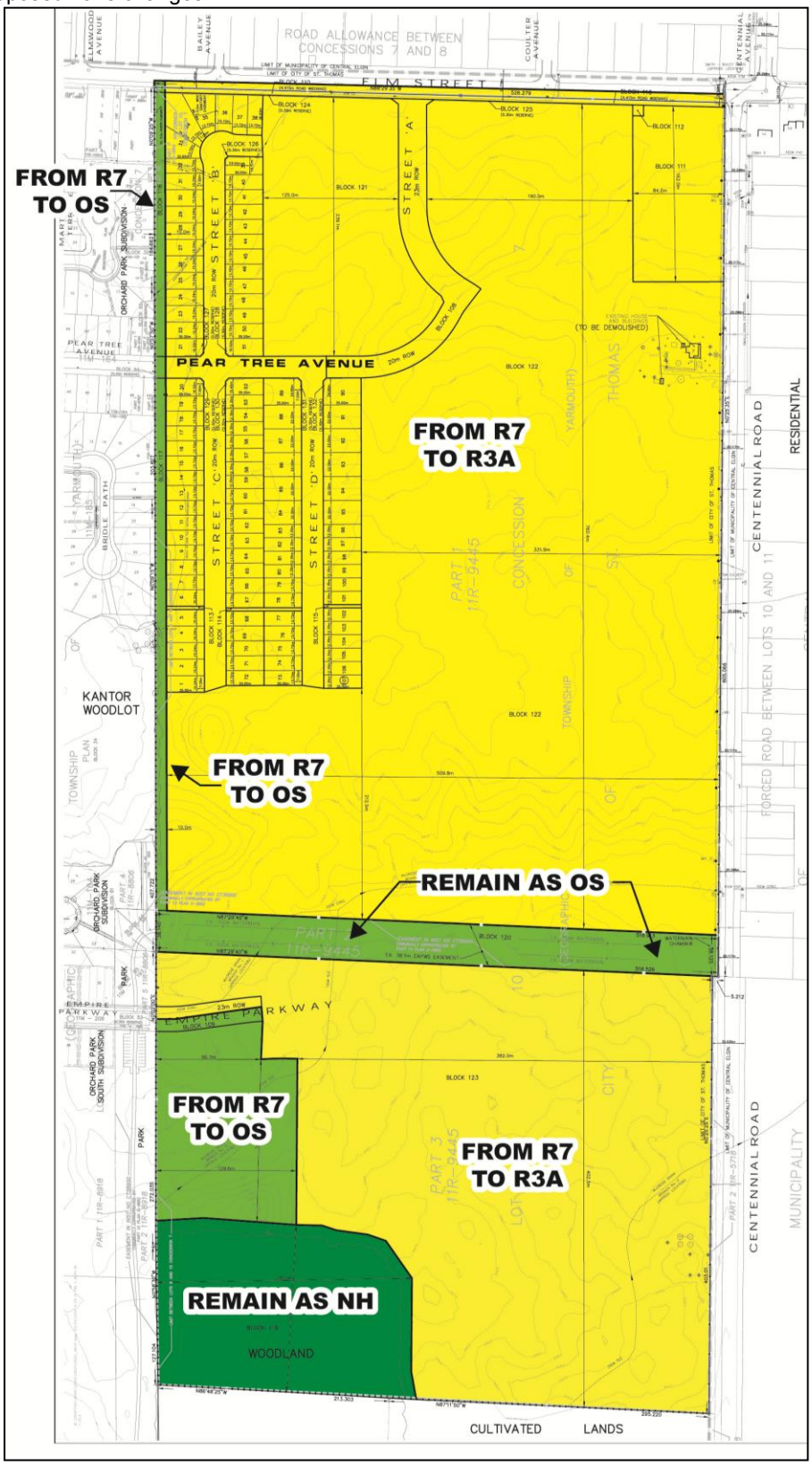
- Blocks 116-118 (parkland) to be re-zoned to the *"Open Space Zone (OS)";*

- The *"Natural Heritage Zone (NH)"* applied to the existing Axford/Dunning woodlot is to be reconciled with the boundaries of Block 119 to incorporate a recommended 10m dripline setback; and,

- Remaining road blocks, walkways, and reserves are to be zoned corresponding to their nearest applicable zone. In the vast majority of these cases the zone will be the proposed *"Third Residential Zone (R3A)"* zone.

Block 120 (EAPWSS easement) is to remain in the *"Open Space Zone (OS)".*

Figure 11 – Proposed zone changes



4.0 PLANNING DOCUMENTS AND ANALYSIS

4.1 PLANNING ACT , RSO 1990

In considering a draft plan of subdivision, the Planning Act states that regard shall be had for the items in Section 51(24). The proposed draft plan of subdivision addresses the items as follows:

(a) the effect of development of the proposed subdivision on matters of provincial interest as referred to in section 2;

- The proposed development is consistent with the policies of the Provincial Policy Statement, as discussed in Section 4.2 of this report, and is consistent with matters of provincial interest.

(b) whether the proposed subdivision is premature or in the public interest;

- The southwesterly area of St. Thomas is experiencing residential growth and demand for low density dwelling types. The proposed development adds to the supply of detached residential dwellings and is not considered pre-mature. The City of St. Thomas has intended for these lands to be developed for low density residential uses through the policies of the City of St. Thomas Official Plan, specifically the policies set out for *"Urban Expansion Area 4"*. Given the level of development this area has experienced recently, and the anticipated future demand for this type of housing, the proposed development is in the public interest.

(c) whether the plan conforms to the official plan and adjacent plans of subdivision, if any;

- The proposed Draft Plan of Subdivision is consistent with the City of St. Thomas Official Plan and interfaces well with the existing lot fabric to the west. Furthermore, provisions have been made to facilitate pedestrian connectivity with existing residential lands to the east and north, and a portion of the subject lands is to become a component of a large community park.

(d) the suitability of the land for the purposes for which it is to be subdivided;

- There are no significant constraints that would prevent the proposed development on the subject lands, and, as such, the lands are suitable for the proposed land uses.

(e) the number, width, location and proposed grades and elevations of highways, and the adequacy of them, and the highways linking the highways in the proposed subdivision with the established highway system in the vicinity and the adequacy of them;

- Peachtree Avenue and the proposed Street 'A' are sufficient to provide access to the subject lands. A review of traffic and roads by F.R. Berry & Associates confirms the existing and proposed transportation infrastructure can readily accommodate the additional traffic generated by Phase 1 of the proposed Axford Farm subdivision. It is

noted, however, that full build out of the subdivision will require subsequent traffic monitoring.

(f) the dimensions and shapes of the proposed lots;

- The proposed lot layout is consistent with adjacent lot fabric and is appropriate for the subdivision of the subject lands.

(g) the restrictions or proposed restrictions, if any, on the land proposed to be subdivided or the buildings and structures proposed to be erected on it and the restrictions, if any, on adjoining land;

- The lands are proposed to be developed for single detached dwellings, consistent with dwellings in the existing neighbourhood to the west. A watermain easement (noted as EAPWSS easement) bisects the subject lands, running east/west, approximately 35m north of the planned Empire Parkway extension. No development is proposed on these lands. Dwellings abutting Elm Street are to be accessed by new, local roads, rather than direct access from Elm Street.

(h) conservation of natural resources and flood control;

- The Axford woodlot is to be maintained in its entirety and protected by a 10m buffer. Stormwater management is accomplished through a stormwater management pond in the northeast area of the subject lands.

  A *Scoped Subwatershed Study* has been prepared for the Axford Farm lands by AECOM. This study recommends areas for development and preservation, and provides guidelines for development, monitoring and future investigations. These recommendations have been incorporated into the proposed subdivision design.

  The *Preliminary Stormwaster Management Report* has been prepared for the subject lands which provides a stormwater management strategy designed to preserve groundwater characteristics, protect water quality, and ensure that there will not be any increase in flooding potential. The report provides that the Axford Farm development will ultimately provide two (2) stormwater management ponds to collect stormwater and attenuate discharge into off-site drainage facilities.

(i) the adequacy of utilities and municipal services;

- It has been determined through the *Functional Servicing Report* that sufficient sanitary and water capacity exists to adequately service full build out of the Axford Farm lands. See the *Functional Servicing Report* for additional details.

(j) the adequacy of school sites;

- It is understood that new elementary students in this area are being bussed to Port Stanley Public School as Mitchell Hepburn Public School is currently over capacity. All secondary schools in St. Thomas are open to enrollment.

(k) the area of land, if any, within the proposed subdivision that, exclusive of highways, is to be conveyed or dedicated for public purposes;

- It is anticipated that Blocks 113-115 (walkways) Blocks 116-117 (10m multi-use path), Block 118 (park), Block 119 (woodlot), and Block 120 (EAPWSS easement and multi-use path) will be conveyed to the City of St. Thomas for parkland and open space purposes. Additional lands including the stormwater management area and pumping station may be conveyed to the City.

(l) the extent to which the plan's design optimizes the available supply, means of supplying, efficient use and conservation of energy; and

- Energy saving construction materials will be utilized where possible in the construction process.

(m) the interrelationship between the design of the proposed plan of subdivision and site plan control matters relating to any development on the land, if the land is also located within a site plan control area designated under subsection 41 (2) of this Act or subsection 114 (2) of the City of Toronto Act, 2006. 1994, c. 23, s. 30; 2001, c. 32, s. 31 (2); 2006, c. 23, s. 22 (3, 4).

- Single-detached and semi-detached dwellings are not subject to site plan control, as per the City of St. Thomas Site Plan Control By-Law.

4.2 2014 PROVINCIAL POLICY STATEMENT (PPS)

The Provincial Policy Statement (PPS), issued under the authority of Section 3 of the Planning Act *"provides policy direction on matters of provincial interest related to land use planning"* in order to ensure efficient, cost-efficient development and the protection of resources. All planning applications, including Zoning By-Law Amendment applications, are required to be consistent with these policies.

Development of the subject lands for a range of low-density residential uses, parks and open space uses, natural heritage, new roads, and stormwater management facilities, is consistent with the PPS as follows:

- The subject lands are located adjacent to a built-up residential area and are proposed to be connected to municipal services (*Sections 1.1.3.1 and 1.1.3.2*) and, as such, the proposed development promotes cost-effective development to minimize land consumption and servicing by utilizing existing facilities (*Section 1.1.1.e*));

- The proposed development provides housing consistent with housing needs in this area of St. Thomas (*Sections 1.1.1.b), 1.4.1, and 1.4.3.b)*);

- The proposed development makes efficient use of land in an existing built-up area (*Section 1.1.3.6*);

- Natural heritage features on the subject lands, notably the Axford/Dunning woodlot, are to be retained and protected, as per the recommendations of the Scoped EIS (*Sections 1.5.1.d) and 2.1*);

- Sidewalks are provided on at least one side of each street, in addition to multi-use pathways and mid-block connections, allowing for safe pedestrian circulation throughout the subdivision (*Section 1.5.1.a)*)

- Phase 1 of the proposed subdivision identifies lands to be dedicated to the City of St. Thomas for a community park, as well as a well-connected multi-use trail system, contributing to healthy communalities (*Section 1.5.1*);

- The proposed subdivision will make efficient use of full municipal services, as outlined in the accompanying *Functional Servicing Report* and includes a comprehensive stormwater management system (*Sections 1.6.6.1 and 1.6.6.7*)

- New roads proposed through Phase 1 of the Axford Farm development, and the ultimate road plan of full build out of the subdivision provide efficient connections to existing roads and have been determined to be appropriate to meet the projected needs of the subdivision. Furthermore, later phases of the subdivision contemplate a greater mix of uses, including commercial uses, which will minimize the length and number of trips generated. Active transportation is encouraged with the provision for

multi-use pathways which link Phase 1 to adjacent lands. (*Sections 1.6.7.4. and 1.6.7.5*);

- The Axford Farm subdivision will incorporate any required road widenings along abutting roadways and any required transportation infrastructure improvements which may be identified in this or any subsequent phases (*Section 1.6.8*)

- A *Preliminary Subwatershed Study* has been prepared to provide policy direction for the development of the subject lands, in accordance with Official Plan policies. The proposed development is consistent with the recommendations of this study. *(Section 2.2.1*)

- The subject lands have been reviewed for cultural heritage features and artefacts through a *Stage 1-2 Archaeological Assessment* which identified nine (9) archaeological sites. It was determined that these sites were sufficiently assessed through the Stage 2 process and no further archaeological work is required. (*Section 2.6.2*)

Based on the above, the proposed Draft Plan of Subdivision and Zoning By-Law Amendment are consistent with the policies of the 2014 Provincial Policy Statement.

4.3 ANALYSIS OF THE CITY OF ST. THOMAS OFFICIAL PLAN

The City of St. Thomas Official Plan provides broad policies regarding land use within the City of St. Thomas. Decisions regarding land use in the City of St. Thomas must be consistent with this Official Plan.

The subject lands are designated *"Residential", "Natural Heritage",* and *"Open Space and Conservation"* on Schedule 'T' (Figure 6) in the City of St. Thomas Official Plan and are further identified as *"Urban Expansion Area 4"* on Schedule 'E'.

Lands to be developed for residential uses are designed *"Residential".* This designation permits various residential forms of all three densities (low, medium, and high density), including single- and semi-detached dwellings, townhouse dwellings, and apartment buildings.

Section 5.1.3.2 provides policies for low density residential dwellings:

"LOW DENSITY RESIDENTIAL use shall mean a residential use to a maximum of twenty-five 25 residential dwelling units per net hectare. Within a low density residential area, the main permitted uses shall include single detached, semi-detached, duplex and triplex residential dwellings. Infilling and intensification of low density residential areas shall be encouraged where deemed appropriate. Council shall encourage the development of new residential units through intensification of low density residential dwellings as a means of contributing to the Provincial objective of providing housing that is affordable to moderate and lower income households in the municipality."

The proposed development addresses these policies as follows:

- The proposed development is considered Low Density Residential, consisting of single-detached and semi-detached dwellings;

- Single-detached and semi-detached dwellings are permitted within Low Density Residential areas; and,

- The subject lands are bordered on two sides (west and north) by existing urban residential uses.

Section 5.1.4.3 provides additional policies for reviewing proposed plans of subdivision. Relevant policies are noted as follows:

i) *the arrangement of street patterns must not only consider the need to discourage through traffic but also provide for efficient and economical service by public transit; walkways for transit access and ease of access are encouraged;*

ii) *a mixture of dwelling types is encouraged consistent with all other policies of the Plan and the City housing policy of the municipality;*

iii) *Planning Board and Council have considered all matters outlined in Section 33(4) of The Planning Act, as amended;*

[It is noted that the above Planning Act reference is outdated. The revised reference is to Section 51(24) of the Planning Act.]

iv) *adequate municipal services are required.*

The proposed development addresses these policies as follows:

- The ultimate street layout, as shown in Figure 10, provides a street network which discourages through traffic on local roads by providing more efficient collector roads. The proposed Street 'A', and extensions of Pear Tree Avenue and Empire Parkway all include on-street parking, a feature which is known to slow vehicular speeds and provides for a more compatible street type in the proposed low-density residential development.

  Each street is proposed to contain sidewalks on at least one side, and the proposed development features a multi-use trail and mid-block connections which provide active transportation opportunities through the area.

- The proposed dwelling types (single- and semi-detached) are consistent with the demand for housing in this area of St. Thomas. Subsequent phases of the Axford Farm subdivision may provide a wider range of housing, including medium or high density forms housing.

- Items in Section 51(24) of the Planning Act are discussed in Section 3.1 of this report.

- As discussed in the *Functional Servicing Report*, sufficient capacity exists to service the proposed development. New services are required to extend into the subject lands.

Section 5.13.4 (OPA 66) provides special policies for the subject lands, as they are identified as being within Special Development Area 4 on Schedule E of the Official Plan. Applicable policies are listed below *in italics* with a description of how the proposed development is consistent with each policy.

i) Residential development shall complement/enhance the natural beauty of the Kettle Creek Valleylands, Mill Creek Valleylands and Lake Margaret. The natural heritage resources associated with those features shall be protected and enhanced.

The proposed development seeks to recognize and protect the existing natural heritage feature in the southwest corner of the subject lands, and proposes a network of parks linked by trails that will enhance green space in the area, in accordance with the Parks and Trails Plan for the Axford/Dunning/Hepburn lands. Furthermore, a 10m buffer is proposed around the Axford woodlot to protect its natural heritage features.

ii) The Mill Creek - South Block Area Subwatershed Study Addendum identified a number of natural heritage features/areas that will require protection from adjacent urban development. No encroachment from adjacent development shall be permitted. These features shall be designated "Natural Heritage" on Schedule "A" – Land Use to this Official Plan.

The proposed Draft Plan of Subdivision notes the existing Axford/Dunning woodlot in the southwest corner of the subject lands and proposes a 10m buffer around the established drip-line. Further information is provided in the *Scoped EIS*.

iii) For the lands in the east part of Area 4 Concession 7 North Part Lot 10 and Concession 7 South Part Lot 10) that are within the Catfish Creek watershed, a Subwatershed Plan shall be prepared as a pre-condition to the approval of any proposed urban development in that area. That subwatershed study shall be prepared in accordance with the policies of subsection 8.5 of this plan.

AECOM has prepared the *Axford Farm Scoped Subwatershed Study* for the subject lands. The study was initiated to address impacts associated with the proposed Axford Farm residential subdivision and identifies policies for the protection of the natural heritage system, recommends areas for development and preservation, and provides guidelines for development, monitoring, and future study. Recommendations of the study have been incorporated into the design of the proposed Draft Plan of Subdivision.

iv) Provision for elementary school facilities shall be made in consultation with the public and separate school boards at the draft plan of subdivision stage of land development. If required, a school site should be located adjacent to and combined with a neighbourhood park where practical.

It is understood that Mitchell Hepburn Public School is operating over capacity and that elementary students are currently being bussed to Port Stanley Public School.

v) Provision for two 3-4 ha. neighbourhood parks in Area 3 and one 10-12 ha. community park and one 3 ha. neighbourhood park in Area 4 shall be made in consultation with the City of St. Thomas Planning Department and Parks and Recreation Department at the draft plan of subdivision stage of land development.

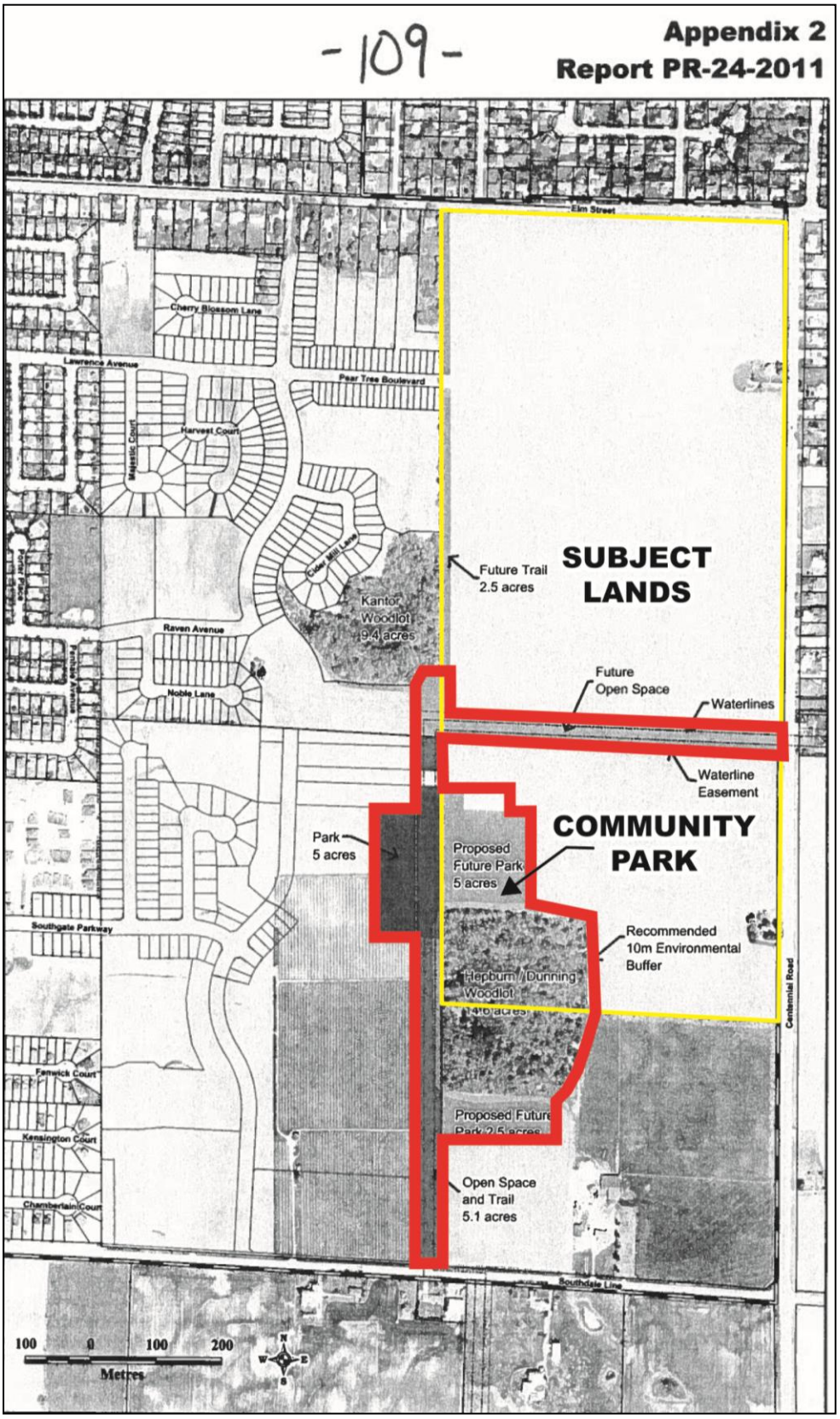
The proposed 2.2ha park (shown as Block 118) is located adjacent to an existing 4.0ha park to the west and the abutting multi-use pathway lands. These combined lands provide a community park feature that is approximately 10ha (24.7ac). This park layout has been planned through the approved Trails and Parks Plan for Urban Expansion Area 4 (Figure 12).

As the conceptual development plan shows in Figure 10, additional open space lands may be realized through subsequent phases of the Axford Farm subdivision.

vi) Efforts shall be made by the City through the development approvals process to facilitate the long-term implementation of a pedestrian/bikeway system that connects/links the Kettle Creek Valleylands, Mill Creek Valleylands, Lake Margaret, St. Thomas Elgin Education and Recreation Complex, Pinafore Park and the neighbourhood parks in the adjacent residential Areas.

The proposed subdivision design provides for a 10m wide corridor containing a multi-use pathway along the westerly limit of the subject lands, linking to Elm Street, Pear Tree Avenue, and the existing trail which leads to Southdale Line. The EAPWSS watermain lands are also proposed to be used as a multi-use pathway, providing a pedestrian/cycling link from Centennial Road to the existing pathway and proposed parkland to the west.

Figure 12 – Parks and Trails Plan



viii) A broad range of housing shall be permitted in accordance with the City's projected population and housing targeted as regularly updated.

The proposed Phase 1 of the Axford Farm development provides two forms of low-density housing; single-detached dwellings and semi-detached dwellings. Phase 1 of the development accounts for a relatively small portion of the total lands and it is anticipated that subsequent phases will accommodate a greater range of housing types.

ix) No above ground buildings, structures, enclosures and shelters or buried or partially buried infrastructure shall be permitted or trees planted within the Water Transmission Pipeline Easement of the Elgin Area Primary Water Supply System. Plantings and minor landscaping may be allowed in consultation with the Elgin Area Pipeline Water Supply System.

No development is proposed on these lands. A multi-use trail is proposed for these lands to provide passive recreation and active transportation links within the Axford Farm development, and to adjacent lands.

x) Infrastructure crossings across the Water Transmission Pipeline Easement such as roads, sanitary and storm sewers and watermains may be permitted in consultation with the Elgin Area Pipeline Water Supply System.

xi) No removal of soil (cuts), grade reductions, or changes in topography which reduce the amount of groundcover over the transmission pipeline(s) without prior consultation and permission from the Elgin Area Pipeline Water Supply System.

xii) Soil fill within the easement may be permitted in consultation with the Elgin Area Pipeline Water Supply System.

It is anticipated that approval from the Elgin Area Pipeline Water Supply System will be required prior to any works on the easement lands.

xiii) The Water Transmission Pipeline Easement may be used for open space and/or naturalized areas with walking trails and pedestrian/bicycle linkages.

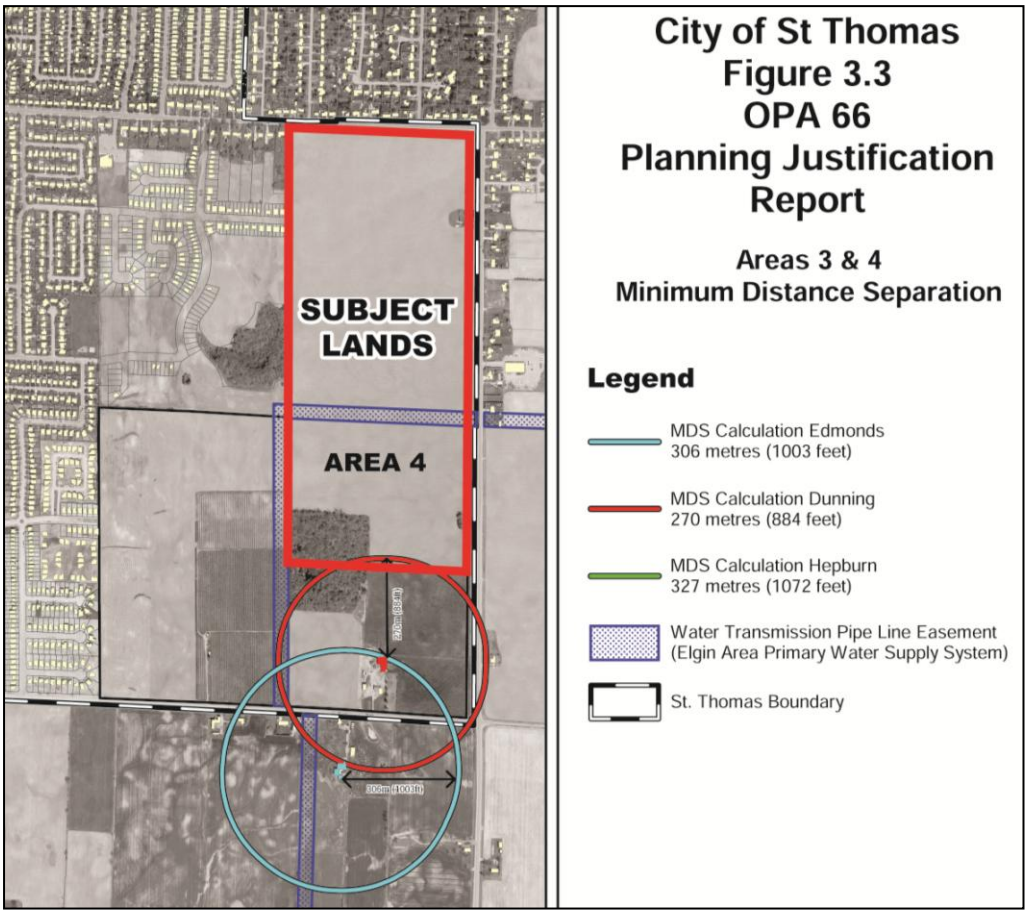
As shown in Figures 8, 10, and 11, the EAPWSS easement lands are to be used for open space with a multi-use trail, encouraging passive recreation and active transportation.

xiv) Development shall comply with the Minimum Distance Separation formulae.

As part of the background reports for OPA 66 (Official Plan update), farms proximate to the subject lands were reviewed for MDS purposes. One farm operation, located south of the subject lands at 43954 Southdale Line and known as the Dunning Farm, was calculated to have an MDS influence that affects a very small portion of the southerly portion of the subject lands (Figure 13). Correspondence with the Central Elgin building department shows that no building permits have been issued for these lands since 2009 when MDS was calculated. As such, the distance calculated for OPA 66 in 2009 is considered valid.

The area of influence that the Dunning farm poses on the subject lands does not affect the lands proposed to be developed as part of this phase of the Axford Farm subdivision. However, subsequent phases of the subdivision that address the southerly limit of the lands will be required to ensure dwellings are not located within the Dunning farm MDS radius if the farm is still in operation.

Figure 13 – MDS radius affecting subject lands



xv) As a part of the Development Charges review for Areas 3 and 4, the City shall assess the need for various hard services and facilities to service the development area.

Servicing needs are addressed in the *Functional Servicing Report*, prepared by CJDL Consulting Engineers.

Section 6 of the Official Plan contains policies relating to housing in St. Thomas. Generally, policies relating to the subject lands in this section provide that a balanced range of dwelling types should be provided as a mix across the entire City. The proposed Draft Plan of Subdivision provides housing consistent with market trends in this growing area of St. Thomas.

The proposed Draft Plan of Subdivision and associated Zoning By-Law Amendment provide housing in the form of single-detached and semi-detached dwellings in an area bordered on two sides (north and west) by existing low density urban residential uses. As the proposed land use is consistent with adjacent residential uses, and is permitted under the policies of the Official Plan, no land use conflicts are anticipated.

It is noted that a subsequent phase of the Axford Farm development may include a greater range of housing types, including high-density residential. Figure 10 shows a conceptual block in the northeast section of the lands intended for high-density residential development adjacent to a SWM pond. However, Figure 10 is presented as conceptual only, and is therefore subject to change.

Schedule 'B' of the Official Plan identifies the need for additional roads through the subject lands, connecting Elm Street to Pear Tree Avenue, Empire Parkway, and Centennial Road. While Schedule 'B' identifies these roads in a conceptual format only, the ultimate conceptual road layout of the Axford Farm subdivision is generally consistent with the need to provide internal roadways consisting of a collector road (Street 'A') and local roads. The proposed road network has been identified to meet the needs of the proposed development in the *Traffic Impact Statement*. We note, however, that due to the time frame for complete build out of the Axford Farm subdivision, monitoring and revisions to the *Traffic Impact Statement* will be required.

Section 8.3.2 (OPA 66) provides policies for natural heritage areas. Generally, no development is permitted within areas designated *"Natural Heritage"*. All of the lands designated *"Natural Heritage"* within the boundaries of the subject lands, being the Axford/Dunning woodlot, are to remain within the *"Natural Heritage"* land use designation, and will include a 10m buffer, consistent with the recommendations set out in the *Scoped EIS*.

Section 8.3.3 (OPA 66) provides policies for lands within 120m of lands designated *"Natural Heritage"*, known as adjacent lands. Applicable polices are noted below *in italics*, with an explanation as to how the proposed development is consistent with those policies below:

i) prepare in accordance with the policies of subsection 8.3.4 of this Plan, an Issues Scoping Report (ISR) and an Environmental Impact Study (EIS), if warranted by the ISR, that evaluates the ecological functions of the lands proposed for development or site alteration and demonstrates that there will be no negative impacts on the natural heritage features or on their ecological functions.

A *Scoped EIS* has been prepared by Lynn Valley Consultants. The EIS examines the natural heritage features on the subject lands, including species at risk, and provides recommendations for mitigating impacts on existing natural heritage features. The recommendations of the *Scoped EIS* have been incorporated into the Draft Plan of Subdivision.

ii) where new development or site alteration is proposed that would change the use(s) or the density or intensity of development within lands that have already been the subject of an EIS, an addendum to the EIS shall be prepared in accordance with the policies of subsection 8.3.4 to demonstrate that there will be no negative impacts on the natural heritage features or on their ecological functions as a result of a change in the density, intensity or use(s).

The EIS concludes that there will be no negative impacts on the natural heritage features on the subject lands, provided that the recommendations to mitigate impacts are adhered to.

Section 8.3.4 (OPA 66) provides policies for Issues Scoping Reports and Environmental Impact Studies (EIS). The *Scoped EIS* prepared by Lynn Valley Consultants is consistent with these policies.

The proposed Draft Plan of Subdivision and accompanying Zoning By-Law Amendment are intended to allow for the development of Phase 1 of the Axford Farm subdivision. The subject lands have been specifically identified through a comprehensive review by the City of St Thomas for residential uses. Phase 1 of the development is consistent with the established Official Plan policies for the development of these lands, including the provision of parkland, retention and protection of natural heritage features, and appropriate forms of housing to meet the needs of the community. The proposal provides logical and efficient vehicular and pedestrian connections to existing roads and walkways, and is conducive to active transportation. For the reasons noted above, the proposed Draft Plan of Subdivision and Zoning By-Law Amendment to permit Phase 1 of the Axford Farm subdivision is consistent with the policies of the City of St. Thomas Official Plan.

4.4 ANALYSIS OF THE CITY OF ST. THOMAS ZONING BY-LAW

Residential development, in the form of single-detached and semi-detached dwelling lots, of a portion of the subject lands, as shown in Figures 8 and 9, is not permitted under the current *"Residential Zone 7 (R7)"*, that applies to the subject lands. As such, Zoning By-Law Amendment is being sought to re-zone lands as follows:

- Lots 1-107 (single detached and semi-detached dwellings), and Blocks 111-112 (stornwater pond and pumping station) and Blocks 121-123 re-zoned to the *"Third Residential Zone (R3A)"* zone;

- Blocks 116-118 (parkland) to be re-zoned to the *"Open Space Zone (OS)";*

- The *"Natural Heritage Zone (NH)"* applied to the existing Axford/Dunning woodlot is to be reconciled with the boundaries of Block 119 to incorporate a recommended 10m dripline setback; and,

- Remaining road blocks, walkways, and reserves are to be zoned corresponding to their nearest applicable zone. In the vast majority of these cases the zone will be the proposed *"Third Residential Zone (R3A)"* zone.

The proposed zoning changes are shown graphically in Figure 11 on page 15 of this report.

The *R3A* zone is applied adjacent to the subject lands on existing residential lands to the west in the Orchard Park subdivision; these lands have developed for a mix of single detached and semi-detached dwellings. The proposed Draft Plan of Subdivision contains lot sizes and frontages that are consistent with these adjacent uses. The provisions of the *R3A* zone are sufficient to allow for the lot layout as proposed. Given that the *R3A* zone has been applied to adjacent lands for similar forms of low density residential development, and that R3A zone maintains the intent of the Official Plan, the single-detached and semi-detached lots are appropriate for the *R3A* zone.

The mid-block pedestrian connection pathways (Blocks 113,114, and 115) are proposed to be included in the *R3A* zone. This will allow for flexibility in the final location of the walkways should any revisions to the lot layout take place between Draft Plan approval and final approval.

Blocks 111-112 (stormwater pond and pumping station) and Blocks 121-123 (future residential development) are proposed to be re-zoned to the *R3A* zone. It is understood that it is standard practice in the City of St. Thomas to zone stormwater facilities with the encompassing residential zone, in this case being the *R3A* zone. It is anticipated that a holding provision requiring that a subdivision agreement be entered into, will be applied to all future development lands which are not proposed to be developed in Phase 1 of the Axford

Farm subdivision. A holding provision of this nature will restrict unphased development for these lands and is therefore appropriate.

The EAPWSS easement lands (Block 120) are currently zoned *"Open Space Zone (OS)"* and are intended to remain as such.

Blocks 116-117 (10m multi-use path) are intended to be re-zoned to the *"Open Space Zone (OS)"* to recognize their function as passive recreational lands. These walkways form a contiguous open space corridor from Elm Street, through the community park, to Southdale Line.

The Axford/Dunning woodlot is currently zoned *"Natural Heritage Zone (NH)"*. However, it is unclear exactly how the current *NH* zone relates to the physical boundary of the woodlot. In order to provide the recommended 10m buffer around the woodlot, it is proposed that the limit of the current *"Natural Heritage Zone (NH)"* be reconciled with the limits of Block 119 to ensure that the 10m buffer is applied to the woodlot to protect its natural heritage attributes and functions.

The majority of the Axford Farm lands are not proposed to be developed at this time. However, it is anticipated that the vast majority of the land will be developed in the future for low density residential uses which are permitted in the *R3A* zone. As such, these future development lands are to be re-zoned to the *R3A* zone. It is anticipated that future development lands will be placed under a holding provision, restricting development until such time that a subdivision agreement is entered into to develop the lands for residential uses.

It is noted that the conceptual development plan shown in Figure 10 shows high-density residential and commercial uses on the northeasterly portions of the subject lands. These are denoted as conceptual features only and are subject to change.

The proposed Zoning By-Law Amendment provides for a range of housing that is desired in this area of St. Thomas, and provides for a connected open space system. The proposed zones are consistent with the intent and policies of the City of St. Thomas Official Plan and are appropriate for Phase 1 of the Axford Farm subdivision.

4.5 CATFISH CREEK CONSERVATION AUTHORITY (CCCA) GUIDELINES

The subject lands lie outside the CCCA's regulated area.

5.0 OTHER PLANNING CONSIDERATIONS

5.1 SERVICING

Phase 1 of the Axford Farm subdivision will utilize the full municipal services that are available along Peach Tree Boulevard. The *Functional Servicing Report* provides that there is sufficient sanitary and stormwater capacity available to the subject lands.

5.2 TRANSPORTATION

An analysis of the proposed development as it relates to traffic impacts was prepared by F.R. Berry & Associates. The report concludes that Axford Farm Phase 1 would have no significant impact on traffic operation and safety on Peach Tree Boulevard and Elm Street, and no external transportation infrastructure improvements are required. The report also concludes that due to the time frame associated with full build-out of the subdivision, subsequent transportation studies will be required to ensure that the transportation network is adequate for the level of traffic generated from later development phases.

5.3 ARCHAEOLOGY

A *Stage 1-2 Archaeological Assessment* for the subject lands was completed by Meyer Archaeological Consultants in the summer of 2015. The report identified nine (9) archeological sites, including two (2) Aboriginal artifact findspots, four (4) Euro-Canadian artifact findspots, and three (3) Euro-Canadian scatters of domestic debris. The report provides that *"the cultural heritage value of all nine of these sites has been sufficiently assessed at Stage 2, and, therefore, Stage 3 is not recommended for any of the sites... it is recommended that no further archaeological assessment of the property is required".* As such, the subject lands have been properly assessed for archaeological artifacts and are now developable.

5.4 NATURAL ENVIRONMENT

Natural environment considerations for the subject lands can be classified into two general items: hydrological issues, including stormwater management; and, natural heritage.

Hydrological issues have been addressed through the *Preliminary Stormwater Management Plan* which provides a stormwater servicing solution in accordance with the *Scoped Subwatershed Study.*

Natrual heritage features on the subject lands consist of the Axford/Dunning significant woodlot. A *Scoped EIS*, prepared by Lynn Valley Consultants, has identified a number of species at risk present in the woodlot, including examples of the Butternut tree. As the woodlot has been deemed significant, and the presence of species at risk identified within the woodlot, the *Scoped EIS* recommends that a 10m wide development buffer be instituted

around the established drip-line of the woodlot. This buffer is intended to protect the woodlot and its function from the proposed surrounding residential development. While no residential development is proposed adjacent to the woodlot in Phase 1 of the Axford Farm subdivision, subsequent phases of the development are anticipated to place single-detached dwellings adjacent to the 10m setback. Establishment of the setback in this initial phase of development is important to clearly define the limit of development for future phases of the Axford Farm subdivision.

AECOM has prepared the *Axford Farm Scoped Subwatershed Study* for the subject lands. The study was initiated to address impacts associated with the proposed Axford Farm residential subdivision and identifies policies for the protection of the natural heritage system, recommends areas for development and preservation, and provides guidelines for development, monitoring, and future study. Recommendations of the study have been incorporated into the design of the proposed Draft Plan of Subdivision.

5.5 NOISE

A *Noise Feasibility Study* was prepared for the subject lands to examine the noise from traffic along Elm Street and Centennial Road. The study provides that:

"The sound level predictions indicate that the future road traffic sound levels will exceed MOECC guidelines at the dwelling units with exposure to Elm Street or Centennial Road. Acoustic barriers are required for the rear yards of lots backing onto Elm Street and are recommended for those lots backing onto Centennial road. Forced air ventilation systems with ductwork sized for the future installation of central air conditioning by the occupant is recommended for dwelling units backing or flanking onto Elm Street or Centennial Road. Warning clauses are also recommended to inform future owners and tenants of the road traffic noise impacts, future commercial uses and pumping station."

It is anticipated that the recommendations noted above will be included in a subdivision agreement for Phase 1.

6.0 CONCLUSIONS

The proposed Draft Plan of Subdivision and Zoning By-Law Amendment applications are intended to facilitate the development of a portion of the subject lands as Phase 1 of the Axford Farm development. This initial phase of the larger development proposes 95 single detached dwelling lots and 12 semi-detached lots (24 units) for a total of 119 dwelling units. In addition, approximately 8.52ha (21.05ac) of land is proposed to become public open space through a combination of multi-use trail lands and parkland. The existing Axford/Dunning woodlot is to be preserved and protected.

The proposed development is compatible with all adjacent land uses, including low-density residential uses to the north and west. The proposed road network has been determined to be sufficient to meet the needs of the development and no transportation infrastructure improvements are required at this time.

The development proposal set out in Phase 1 is consistent with the provisions of the Planning Act and Provincial Policy Statement. The City of St. Thomas Official Plan provides that these lands are planned for low-density residential development through the policies of OPA 66; the proposed development is consistent with these policies.

The proposed Zoning By-Law Amendment proposes a continuation of the *R3A* zone from the west to provide the same zoning regulations for the proposed single-detached and semi-detached lots. This zone has been demonstrated to function appropriately for low-density residential development, as evidenced by the recently constructed low-density residential lands to the west. As such, the *R3A* zone is appropriate for the lands to be developed for residential uses on the subject lands.

Open space and natural heritage are important features on the subject lands, and they are planned to be protected and enhanced. A network of multi-use trails, parkland, and the Axford/Dunning woodlot will provide ample parkland and open space for the community.

The proposed Phase 1 development will not create any land use compatibility conflicts; will not generate vehicular conflicts; and will not create any undue impacts on surrounding lands.

The proposed Draft Plan of Subdivision and Zoning By-Law Amendment applications are consistent with the 2014 PPS, maintain the intent of the Official Plan, and represent good planning practice.

PARISH FARM LANDS

PLANNING JUSTIFICATION REPORT

Prepared for:

Doug Tarry Limited
358 Elm Street,
St. Thomas Ontario

Prepared By:
Dan Weagant, OALA, CSLA
6 Pinehurst Place
St. Thomas ON N5P 3X4
(519) 694-5470
danweagant@rogers.com

March 5, 2015

APPLICATION NUMBER 34T-15501

APPLICATION RECEIVED MAR 05 2015 MAR 20 2015

CHECKED BY

QUERIES: CONTACT CITY OF ST. THOMAS
PLANNING DEPARTMENT
1-519-633-25)

MITCHELL HEPBURN PS

FSAR EPAR-01: APPENDIX N

TABLE OF CONTENTS

Introduction..... 1

Property Description..... 2

Development Proposal..... 3

Land Use.....4

Compatibility with Policy

Provincial Policy Statement..... 10

OPA 66..... 17

Zoning By-Law..... 18

Conclusion / Recommendations..... 19

Appendix 1 – Resources Cited..... 20

List of Figures:

Figure 1 – Context Plan

Figure 2 – Concept Plan

Figure 3 – Draft Plan of Subdivision

I. INTRODUCTION

The purpose of this Planning Justification Report (PJR) is to provide an evaluation of the proposed subdivision development on lands known as the Parish Farm Development ('the Lands'). The land use proposal involves the development of the Lands from its existing agricultural use to residential use with some ancillary commercial institutional and recreational uses. The proponent, Doug Tarry Limited (DTL) proposes to develop the Lands as a Live Work Play community within the City of St. Thomas.

The Lands are located at the south limit of the City. Residential development is contemplated for the Lands as part of the City of St. Thomas Official Plan Amendment No. 66 (OPA 66). OPA 66 was adopted and came into force and effect on October 18, 2010. The Lands lie to the south of Southdale Line and are bounded on the east, south and west by the Municipality of Central Elgin. Lands to the north are comprised of lands within the City of St. Thomas which are currently residentially designated and partially developed and additional lands directly north within the Municipality of Central Elgin that are currently supporting a commercial plant nursery. The municipality of Central Elgin Official Plan contemplates urban development for this area, owing to its geographical delineation and proximity to the City of St. Thomas.

The PJR takes a systematic approach in comparing the development plan proposed by Doug Tarry Ltd. (DTL) to existing planning documents that are relevant to its development. The PJR assesses the development form the perspective of the Provincial Policy Statement, under the Planning Act 2014 (PPS), the City of St. Thomas Official Plan, OPA 66 and the City of St. Thomas Zoning By-Law.

The opinions expressed in this PJR are based on the consultant's knowledge of the context of the development proposal, the physical characteristics of the Lands and the informed and detailed reports of other consultants in the areas of transportation, municipal servicing, natural heritage, geotechnical and hydrogeological engineering and acoustical engineering. The supporting reports and studies cited herein have been prepared to address the requirements of the Province of Ontario and the City of St. Thomas as they relate to a complete application for the Parish Farm Lands.

II. PROPERTY DESCRIPTION

The subject Lands are currently in an agricultural production and in past years the property has yielded cash crops (soybeans, corn and other grains.) The Lands are described as being gently rolling, with a gradual increase in elevation form northwest to southeast. The lands are comprised of approximately 202 acres (81.88 hectares) with three designated natural heritage features, a farm house and two farm storage buildings. The perimeter of the property has been previously planted by DTL with a range of tree species native to the local area.

The lands lie to the south of an arterial road, Southdale Line with a frontage of approximately 1,032 metres measured east-west, with a north-south dimension of approximately 789 metres. The Lake Margaret Estates subdivision is situated directly north of the Lands and is currently in the second last phase of its development. A full collector road system has been completed, including Lake Margaret Trail, that meets Southdale Line at a point roughly 600 metres from the east limit of the Lands. In addition, Hickory Line will also be extended from the Lake Margaret Estates lands south to Southdale Line near the eastern limit of the Lands. Figure 1 illustrates the location of the Lands in the context of the surrounding area.

III. DEVELOPMENT PROPOSAL

DTL proposes to develop the Lands primarily as a residential community, extending from the existing urban fabric of the City of St. Thomas immediately to the north. Land uses contemplated by the proposal include low density residential in the form of single detached and semi-detached residences, a proposed school block and active public park, three natural heritage preserves, storm water management area and passive park, and a mixed use / neighborhood commercial area in conjunction with medium density, multi-family residential development. The land use proposal is intended to meet the expanding need in St. Thomas for a range of housing types and convenience commercial establishments to serve the south end of the City including the area proposed by the development plan. The proposed development generally conforms to the City's R3A zone which permits low and medium density housing including townhouses and four-plexes. It is expected that a zoning by-law amendment will be required to increase density beyond what is contemplated by the R3A zone. Additional zoning by-law amendments are aslo expected to be required to support a future mixed use area, in the northwest quadrant of the Lands.

Community facilities are intended to be provided through two separate park blocks, a joint school / park block. Where possible these open space facilities are provided in conjunction with other open space areas; most notably the proposed storm water management block, fronting on Southdale Line. A multi-use trail system also transects the open space blocks and is intended to extend and connect the trail system established through the Lake Margaret Estates community. The proposed trails will ultimately form part of the Angus McKenzie Trail system, which serves the south end of the City of St. Thomas and will connect to the Lands at Southdale Line.

The development plan also includes off-road, three metre wide multi-use trails in addition to regular sidewalks. The sidewalk system provides a "u-loop" of pedestrian access throughout the development, within the collector road rights of way.

A Draft Plan of Subdivision has been prepared as a basis for development of the Lands. The Draft Plan includes a total of 33 lots for single-detached and semi-detached residential development in the first phase. In addition, 21 blocks have been created to designate future residential, open space, stormwater management, parkland, elementary school, woodlands and future commercial and reserve in future phases.

In summary, DTL intends to develop the Lands to create a neighborhood community with social and physical connections to the rest of St. Thomas while providing a range of residential types in a land use plan that provides a variety of experience within an economically feasible and sustainable development pattern. The plan is intended to make use of existing municipal infrastructure and to take advantage of existing capacity in existing sanitary and storm water sewer systems and existing transportation infrastructure.

IV. LANDUSE

Concept Plan

Through consultations with various departments within the City and other public agencies with local and provincial interest, DTL has developed a conceptual development plan for the Lands. This plan takes into account the proponent's desire to support a specific housing market in the area as well as their intent to provide for alternative housing types when the project has been fully developed. The concept was developed through discussions with City Departments, the Kettle Creek Conservation Authority (KCCA) and the Thames Valley District School Board (TVDSB). The goal of the concept plan is to develop a community that is integrated with the rest of the City and that will provide an opportunity for future residents to live and work in the same neighborhood. Future residents will be able to take advantage of nearby recreational, institutional and commercial services, thereby reducing travel time, with a resulting increase in their quality of life experience.

Where detailed technical studies were completed, the findings of these studies provide the background and rationale for the various land uses and their locations as depicted on the conceptual development plan, included herein as Figure 2.

Plan of Subdivision

The Draft Plan of Subdivision has been developed, based on the concept plan prepared for the Lands. The Plan of Subdivision has been advanced with a number of assumptions:

- Future Development will be carried out through the advancement of secondary or Block Plan development. This approach provides for the systematic development of lands for their intended purpose when the market and other external factors provide the opportunity. These external factors include the assignment of sewer capacity for a specific area and density of development. This approach allows the development to proceed without the City of St. Thomas having to account for the future capacity reduction of the sewer system.
- Transportation, sanitary sewer, water and stormwater management infrastructure is designed to integrate with the City's existing systems and to be flexible with respect to any future growth contemplated by the City or the Municipality of Central Elgin beyond the current planning horizon.
- Parkland dedication is provided for the subject property while also providing for parkland dedication from previous developments in the vicinity that were deferred for other reasons to this development, resulting in an excess of parkland dedicated for the area of the lands. The Parkland dedication is established by applying 5% of the net land area, once the woodland blocks have been subtracted from the total of the area of the lands. The parkland dedication reflected in the Plan of Subdivision includes one acre of the requirements determined from the

TABLE A – Proposed Land Use by Area

Land Use Type / Description	Area (Hectares)
Low Density Residential (Single detached / semi-detached) –Phase 1	2.42
Low Density Residential Development – Future	50.11
Dedicated Streets – Phase 1	1.20
Streets, Road Allowances, road widening and reserves - Future	3.01
Parkland	4.09
School	2.02
Woodlands / Natural Heritage Features	8.37
Stormwater Management	1.86
Mixed Use (Commercial / High Density Residential)	8.79
TOTAL	81.88 (rounded)

The first phase of the development includes 33 residential lots; seven of which are planned for semi-detached units, with the remainder planned for single family residential development. In addition, the required road connection to Southdale Line at the existing Lake Margaret trail intersection is included in Phase 1. A copy of the Draft Plan I is included herein as figure 3.

Road Network

As the Lands constitute the last southerly property in the City of St. Thomas, provision has been made for a block in the Draft Plan of Subdivision to provide road access from Southdale Line through the Lands to provide for future road linkages to lands to the south. In addition, two intersections along Southdale line are proposed to provide access to the Lands at existing three way intersections. The two intersections along Southdale Line, at Lake Margaret Trail (Street A) and the future Hickory Lane (Street F) mark two access points for the lands to Southdale Line. A third access point is planned as part of a future phase, with a connection to Block 48, west of Lake Margaret Trail. (Street C)

The present Draft Plan of Subdivision provides for the installation of an interim, two-lane traffic circle where Street 'A' intersects with Lake Margaret Trail at Southdale Line, to be expanded to a four lane roundabout ultimately, with the potential, future widening of Southdale Line. This intersection will be improved as part of the first phase of the development of the Lands, along with the extension of a collector road allowance southward to connect to future phases of development. (Street A)

Street 'A' is described as a 'modified collector' street with a cross section that is modified from a normal

The modified collector provides a significant off-road, but safe and visible transportation alternative while providing for a permanent and future connection to the broadening recreational, cycling and walking trail network that is expanding throughout St. Thomas and the broader geographic area of Elgin County. As such, the modified collector is an important component of the social and economic integration of the subdivision with the broader community, and will connect with the expanding Angus McKenzie Trail system.

The Traffic Impact Assessment prepared by F.R. Berry and Associates concludes that the collector street layout in the Concept plan, reflected in the Draft Plan for Phase 1, generally conforms to the City's Transportation Master Plan. In addition, it concludes that:

- Traffic lights are not justified at any of the three accesses onto Southdale Line from the Lands;
- Stop control for Street F and left turn lanes on Southdale Line at the intersection with Hickory Lane are appropriate;
- A roundabout at the intersection of Street A and Southdale Line is appropriate;
- The requirement of a left turn lane on Southdale Line is subject to a review of the proposed land uses for Block 48 when the nature of those uses is refined.

Public Open Space

The concept plan and draft plan of subdivision contemplate providing a range of public open space areas. The plans recognize the statutory requirements for the provision of parkland w while also recognizing the changing trends in recreational pursuits and opportunities in the local and broader communities.

Park Land – The plan includes a total of 4.09 hectares of parkland, meeting the requirement of the Planning Act for parkland dedication. This use is distributed between two areas on the plan. In the central portion of the Lands, a public park and joint school / park block is contemplated. This area is intended for active park land pursuits such as playground equipment, fitness trail facilities and ongoing, unstructured group play facilities in the form of safe and properly graded fields. Blocks 39, 40 and 41 of the Draft Plan of Subdivision encompass this area, with Block 39 designated as a passive and active recreation area with a trail component, picnic area, naturalization features and a BMX course. Block 40 will include active recreation facilities in the form of sportsfields, and play equipment. Blocks 39 and 40 are considered to contribute 100% of their land area to the required parkland dedication for the ultimate development of the Lands. Block 41 is considered to be a 100% school block and will have no parkland credit associated with it, although the open space component will be physically contiguous to Block 40.

Secondly, Block 38 is planned adjacent to the proposed storm water management facility located at the

The park block in this area is in addition to any outdoor amenity space that may be required by the City in conjunction with the associated multi-family residential zone for these higher density residential areas. This Park block is also intended to provide an appropriate urban design element in conjunction with the proposed higher density residential and potential commercial development in the area. The goal is to create a neighbourhood focal point where small scale commercial pursuits can coexist with open space recreation while providing a gathering point for community or neighborhood events.

Its location adjacent to the proposed storm water management block provides additional amenity value, providing views and vistas with a water feature along with the habitat of a wider range of flora and fauna; increasing the amenity value for the residents of the subdivision as a result.

It is envisioned that these public open space components will implement the range of recreational pursuits that are envisioned by the City of St. Thomas Draft Cycling Master Plan, the City's Recreation and Leisure Master Plan and specific goals for active transportation and other outdoor pursuits prescribed by the OPA 66 studies that relate to this area of urban expansion.

Natural Heritage – There are three specific natural heritage areas within the Lands that are identified through an Environmental Impact Study (EIS) prepared by Lynn Valley Consultants. (LVC) The conclusion reached by LVC was that then proposed development could proceed in accordance with OPA 66 and the PPS without negative impacts to the identified natural heritage features, provided that the recommendations and mitigation measures prescribed in the EIS are implemented.

After completion of the EIS LVC also developed an Environmental Management Plan (EMP) to direct the appropriate future development of the Lands in the context of the natural heritage features present, and in accordance with the findings of the EIS. The EMP provides a series of recommendations that are intended to maintain and enhance the natural heritage features on the Lands. These Recommendations apply to:

- Pre-development phase;
- Construction Phase
- Post- Construction Phase;
- Environmental Monitoring;
- Land Use Designation and Ownership of Natural Areas.

The EMP concludes that the implementation of its recommendations will provide for the protection and enhancement of the natural heritage features on the Lands, and that these recommendations should be included as Draft Plan Conditions for all phases of the development. The Draft Plan of Subdivision identifies these areas as Blocks 42, 43 and 44.

The plan reflects that these natural heritage features rely on certain elements like maintenance of ground water and separation distances form human activity for them to continue to function.

The plan provides for their conservation and, through the recommendation of the EIS and EMP, enhancement of these features. These types of features are known to provide additional amenity value for area residents while proving an opportunity to mitigate some of the effects of urban development.

In addition, Blocks 42, 43 and 44 are integral in the stormwater management design of the subdivision. Run off from the rear yards of some of the residential lots will be collected and conveyed to these areas in an effort to maintain the existing levels of groundwater recharge on the Lands.

A fourth area of natural heritage exists on the lands. A six to seven metre wide naturalized planting surrounds the perimeter of the Lands and will serve as a natural linkage within the development and will be connected to other natural features outside of the development limits. The perimeter planting will be part of the rear yards of all of the lots that back onto it. All of the affected lots will be designed with extra depth to facilitate the perimeter planting.

This six to seven metre buffer area is intended to become part of the privately owned rear portion of residential lands. Fencing is expected to occur that will traverse the perimeter planting area. The perimeter is intended to provide immediate natural heritage amenity for each residential lot that incudes it. While the planting will be located on private property, DTL believes that the precedent set in similar areas within the Lake Margaret Estates development indicates this perimeter planting will continue to be part of the urban fabric of the subdivision upon completion of development. DTL has agreed to provide each residential property owner in the development with an environmental stewardship brochure as part of a homeowner's package.

Servicing

Sanitary Sewer – Sanitary sewer service is to be provided through extension of the existing system that currently terminates at the south end of Hickory Lane and Lake Margaret Trail at the Southdale Line. Extensions to the Lands will be along the proposed road allowances as indicated within the Servicing Report prepared by CJDL and provided for in the Draft Plan of Subdivision. The subject lands are included in the service area of the City of St. Thomas Water Pollution Control Plant which is located north and west of the subject lands on the banks of Kettle Creek.

Sanitary sewers are to be provided without the necessity of additional pumping stations as the current downstream system is adequately designed to accept flows from the subject lands by way of gravity flow, owing to the favorable elevations at the subject site and proposed outlet. The Lands are tributary to the City's Axford-Ed / Rec Pumping Station located northeast of the Lands, on the East side of Mill

Storm Sewer – Currently, the Lands are drained by three different receptors, all of which drain to Kettle Creek. Twenty three hectares of the lands in the southwest sector drain through the Hepburn Municipal Drain; 40.7 hectares drain northward through the Eames Drain. The remaining 14.1 hectares drains to the east to Mill Creek which eventually flows northward, through Lake Pinafore to Kettle Creek. The drainage areas described include the lands identified in the Draft Plan as Blocks 42, 43 and 44, with Block 42 tributary to the Eames Drain, and Blocks 43 and 44 tributary to the Hepburn Drain.

The stormwater management design for the Lands (Preliminary Stormwater Management report, CJDL, October 2014) provides for the Parish Farm SWM facility. This facility is to be designed to capture and treat approximately 26.4 acres of the lands tributary to the Eames Drain, re-directing it to the Lake Margaret Estates SWM facility, northward on Lake Margaret Trail. CJDL concludes that the existing capacity of the Eames Drain will not be exceeded as a result.

Within the subdivision, storm water will be conveyed to the storm water management pond by way of storm sewers, generally following the alignments of the proposed road system. In localized areas around and adjacent to the three natural heritage features, some flow will be directed toward them to insure that post development flow is similar to the pre development flow of surface water that they have become dependent upon to support their local ecosystem. This approach will encourage infiltration where these natural processes can make use of additional storm water flow and where it can be stored, safely and intermittently. To further the encouragement of infiltration, overland flow will be directed to the perimeter planted area where stormwater collection swales have been constructed

Prior to entering the storm water management system, a series of best management practices are to be applied in the development of the subdivision. The measures include:

- Encouragement of infiltration in wooded areas;
- Reduction in the longitudinal grade of swales to encourage further infiltration;
- Secondary polishing of storm flows for quality purposes at the Lake Margaret Wetland.

The result of the stormwater management design for the Lands is that approximately 73.51 hectares of existing agricultural land, which is currently being drained without any management for water quality, will now be treated through modern stormwater facilities to reduce the elevated nutrient levels that are known to occur with agricultural runoff.

Water – Water service for the subdivision will occur through the extension of the existing municipal system to the north, through Lake Margaret Estates. Looping of the system will be achieved by the connection of the system through the Hickory Lane and Lake Margaret Trail road allowances as they extend southward into the subject Lands. The Servicing Report by CJDL indicates that:

- Three-300mm connections to the existing watermain on Southdale Line will meet fire flow and quality requirements for the proposed development;

V. COMPATABILITY WITH POLICY

A. PROVINCIAL POLICY STATEMENT, under the PLANNING ACT, 2014

Prior to assessing the current development proposal as compared to local planning documents, it is prudent to review it in the context of the Provincial Policy Statement (PPS). The PPS is issued under Section 3 of the Planning Act and came into effect on April 30, 2014. It is notable that the current Official Plan policies applicable to the subject lands were completed and finalized under the previous PPS of March 1, 2005.

The PPS "...provides policy direction on matters of Provincial Interest related to land use planning and development." The PPS document is divided into several parts, including Part V – Policies. Under the Policies heading, the PPS sets out specific policies and direction with regard to three general areas of land use Planning:

- Building Strong Healthy Communities;
- Wise Use of Management and Resources;
- Protecting Public Health and Safety.

This report focusses on these three policy areas and makes comment on a fourth area in the PPS titled "Implementation and Interpretation".

1.0 Building Strong Healthy Communities

1.1 Managing and Directing Land Use to Achieve Efficient and Resilient Development and Land Use Patterns

The proposed plan promotes efficient development and land use patterns by extending the existing infrastructure established by development to the north. The financial well-being of the municipality is promoted by this plan by increasing assessment of lands within it. The plan accommodates an appropriate range of land use including a range of housing types (including housing for older persons and opportunities to remain in the community as housing needs change), employment opportunities through the proposed inclusion of commercial lands, institutional uses by way of a proposed elementary school and potential long term care site and a range of recreational facilities (parkland and multi-use trails) to meet existing and future needs of the community. The plan avoids development that would create or cause any public health or environmental concerns by providing for the development of compatible use with the surrounding area and the broader St. Thomas community.

The plan also provides for future links to new development lands, through potential road and servicing connections to neighboring lands that are not yet designated for development. In doing so, it allows for the expansion of settlement areas to these lands if and when future land use policies are approved

The inclusion of a mixed use area improves accessibility for persons with disabilities by providing barrier free recreational facilities, close to home workplace opportunities, local access to a school and access to the City's transportation network and off-road multi-use trails. The plan ensures that the necessary infrastructure, electricity and other public service facilities by directing development to an area that is immediately adjacent to existing development lands and to areas that are designated through local planning documents that guide future development initiatives.

The development concept contemplated by this plan promotes development and a land use pattern that conserves biodiversity by integrating natural heritage area and their enhancement buffer zones within the larger plan framework and considers the impacts of climate change by establishing a well-designed storm water management system, ample open space and a settlement pattern that promotes a range of flexible uses.

The plan provides for sufficient land to accommodate and appropriate range of mixed land uses to meet the projected needs of the community for the next 20 years while being flexible enough to meet the demands of a changing economy, demand of housing and recreational preferences. By providing local commercial, institutional, residential and open space uses that meet current needs, residents will be able to reduce the necessity of travel outside of the community for these amenities.

The proposed subdivision concept fulfills the City's expansion plans by focussing growth and development to established settlement areas and by providing connections to areas adjacent to existing development. The plan provides for opportunities for intensification of residential land use through designation of higher density residential uses that are appropriate for the existing infrastructure and its timely and efficient expansion. The plan promotes energy efficiency by providing pre-designed vegetated areas that enhance the natural environment and take advantage of the positive aspects of vegetation corridors that provide wind breaks in winter and cooling effects in the summer months. Included in this initiative is the commitment by the proponent to increase the density of tree planting beyond the standards set by the City of St. Thomas. The plan promotes active transportation by linking the subject lands to the larger community to existing multi-use trail systems that are designed to accommodate a range of active transportation uses.

The PPS provides guidance to local planning authorities in designating future development lands in settlement areas. In turn, the City's OPA 66 provides for the expansion of the settlement area including the Parish Farm lands. This designation fulfills the PPS requirements for the identification of appropriate locations for new development in that the subject lands are adjacent to the existing built-up area of St. Thomas, providing for a compact form of development, with a mix of uses and densities. The plan makes efficient use of existing infrastructure and public service facilities. The proposed plan implements the designation attributed to the lands through OPA 66. OPA 66 fulfills the PPS requirement of permitting expanded settlement areas by having carried out a comprehensive review, including public consultation when adopting the amendment.

1.2 Coordination

The PPS stipulates that planning for new development areas should be coordinated with adjacent municipalities, upper tie municipalities and other agencies and Boards with planning interests in the local and broader community. The City-initiated OPA 66 provided a full coordination effort in this regard through consultation with local municipalities, the County of Elgin and other provincial agencies and ministries. Technical studies were carried out at the City's initiative that provided support for the land use envisioned by the Official Plan Amendment. These studies included:

- An assessment of managed growth and development;
- Economic strategies including an assessment of commercial lands in the surrounding area;
- The management of natural heritage resources, water service and cultural heritage resources;
- Infrastructure, transportation, public service and waste management systems;
- Emergency management and social planning considerations;
- Ecosystem and watershed issues;
- Population, housing and employment projections based on the regional market area; and
- An assessment of housing needs.

The proposed plan implements the findings of OPA 66.

1.3 Employment

The proposed plan fulfills the planning authority's requirement to plan for a range of employment area options. While the planning authority's mandate covers the City as a whole, this proposal includes a live-work component that serves to meet this broader range of employment options.

1.4 Housing

The PPS stipulates that planning authorities are to provide for a range and mix of housing types and densities. The proposed plan provides for low, medium and higher density residential development including a single family and semi-detached building area in the first phase. While this is the predominant density in the concept plan, additional density is provided for through a planned mixed-use area composed of higher density residential (four to six storey apartment) uses along with the potential for retirement residences and long term care facilities to provide for housing for the rapidly expanded seniors market. This range of housing will allow residents to remain in the community as their housing needs change. This is established within a planned and sustainable housing mix within the local housing market.

This range of housing is directed, through OPA 66 and the concept plan to locations where appropriate

1.5 Public Spaces, Recreation, Parks , Trails and Open Space

Central to the Parish lands development concept is the integration of the concept of healthy and active living. Specifically the plan includes a comprehensive trail system. Connected to other systems within the municipality and to the larger regional trail system. Recreation facilities in the form of active and passive public open space is further connected to the trail network, providing future residents with a range of recreational experiences for a range of user types.

1.6 Infrastructure and Public Service Facilities

The location of the subject lands provides for the economically viable and sustainable use of existing infrastructure for servicing the proposed development. Only a conveyance system within the subject lands is necessary to connect these lands with the existing sanitary sewage system of the City of St. Thomas.

Similarly, stormwater management for the lands makes use of the existing Eames Municipal Drain and the capacity within the existing Lake Margaret Estates stormwater management system to the north. The plan includes the implementation of a Ministry of the Environment approved stormwater management facility (wet pond) with the goal of achieving a higher level of water quality and quantity control than exists in the pre-development condition of the lands. For this development, contaminant loading is expected to decrease owing to the change in use from the less regulated agricultural use to residential and commercial uses that are subject to a hierarchy of design controls and measures to restrict contaminant loading.

The area water system has been determined to have the capacity to provide safe and sustainable water service to the planned development.

The infrastructure plan for the development provides for further extension of these systems for adjacent lands when these lands are designated for future development.

1.7 Long Term Economic Prosperity

Implementation of the development plan provides opportunities for economic development and community investment through the creation of construction related employment and, in the case of the proposed mixed use precinct, ongoing employment opportunities are provided for. The location of the Lands optimizes the long term availability and use of existing infrastructure and the economical extension of public service facilities.

By increasing assessment and the local tax revenue base, the development of the lands provides the City will further resources to enhance and promote the community in other areas, including the downtown

The planned community creates a sense of place by recognizing the cultural and natural heritage aspects of the subject lands. Recognition of the woodland areas and natural resources for the community and the linkages between these resources and those in adjacent neighborhoods creates a social and physical connection between the proposed development and the existing parts of the City. The inclusion of a mixed use area also promotes local community interactions that are fostered where the neighborhood creates more than just a place to live.

The development plan provides the internal infrastructure to support multi-modal transportation alternatives. Owing to the location of the Lands, adjacent to the existing City infrastructure, active transportation alternatives can be combined with the economical extension of public transit services, providing residents with alternative forms of transportation.

The inclusion of a multi-use trail system that connects the proposed park blocks with the open space network in the City, the plan provides opportunities to expand the City's tourism resources. The natural heritage areas can also link to other similar lands in the City, thereby expanding the communities overall resources in recreation and tourism pursuits.

Energy conservation is promoted by the plan in two ways. Firstly, the physical design of the subdivision creates proximity between the built areas and the designated natural heritage blocks. The detail design of the plan includes enhanced landscape planting in open space areas and road allowances and the existing perimeter planting area. Secondly, in providing an opportunity for a live-work environment allows residents to adopt lifestyle choices that are less dependent on automobiles for a larger part of their lives, leading to a reduction in the use of fossil fuels and a reduction in emissions.

Communications infrastructure is efficiently extended by the adoption of the plan. The location of the Lands in proximity to the urban area of St. Thomas allows direct and economical extension of these systems. The live-work aspect of the plan also provides communication service providers an opportunity to take advantage of efficiencies in providing service for a wider range of users, beyond residential, in a relatively compact urban area.

1.8 Energy Conservation, Air Quality and Climate Change

The implementation of the development plan gives the City an opportunity to promote a compact urban form and the use of active transportation. The plan provides physical linkages to other parts of the City with the multi-use trail system. The plan improves opportunities to provide alternative employment areas within the City, which shortens commute journeys and decreases congestion in the transportation network.

The design of the plan maximizes efficiency and conservation by providing opportunities for builders to implement and develop new technologies in new housing applications. The orientation of the residential

2.5 Mineral Aggregate Resources

The subject lands are not designated by any Provincial policy with respect to the protection of mineral aggregate resources. The proponents under took an aggregate resource assessment of the lands which determined that the quantity and quality of aggregate resources existing do not meet the necessary criteria for protection. (Atkinson Davies Inc., August 2001)

2.6 Cultural Heritage and Archaeology

Stage 1, 2, 3 and 4 archaeological investigation has occurred on the subject lands to determine the extent of the significant of any cultural heritage resources present. Through a series of investigations, some recovery of insignificant artifacts occurred within the lands. The completion of these investigation lead to the August 2000 finding by the Ministry of Citizenship, Culture and Recreation that no further archaeological investigation is recommended.

3.0 Protecting Public Health and Safety

3.1 Natural Hazards

Through the completion of studies on the subject lands, no natural hazards or hazardous lands are present on the subject property.

3.2 Human-Made Hazards

No human-made hazards meeting the definition in the PPS are present on or adjacent to the subject lands.

B. OFFICIAL PLAN AMENDMENT No. 66 – CITY OF ST. THOMAS (OPA 66)

Part B of OPA 66 provides for the future development of 'Special Development Area 4' and articulates the policies under which development will be permitted. The subject lands are part of Special Development Area 4 and are therefore subject to these policies. These Part B policies give specific guidance for development of the Lands as follows:

- Residential development shall complement the existing natural beauty of the area. Natural heritage features shall be protected and enhanced;
- Natural Heritage features on the subject lands are designated. These areas are to be protected from adjacent urban development and no encroachment is permitted;
- Provision for elementary school(s) shall be made in consultation with area school boards; any future school is to be centrally located and in conjunction with a public park;
- A 3 to 4 hectare park is to be established within Special Development rea 4 in consultation with the City planning and parks and recreation departments;
- Facilitation of the long term development of a pedestrian / bikeway system that links / connects to other trails and park facilities is required;
- The location and size of recreational features shall be implemented through the subdivision planning process;
- A broad range of housing types shall be permitted in accordance with the City's projected population and housing targeted as regularly updated;
- The existing Elgin Area Pipeline Water Supply System and its associated easement shall be respected with limited development and limited infrastructure impacts;
- Development shall occur in accordance with the Minimum Distance Separation formulae;
- The City shall assess the need for various hard services and facilities to service the development area as part of the Development Charges review.

The proposed plan addresses these policies as follows:

- Natural heritage features as prescribed by OPA 66 are designated and; enhancement and protection opportunities have been considered and have been included in the concept plan.
- An elementary school site has been established and the area required has been confirmed by the Thames Valley District School Board. This school site is adjacent to a planned public park and also includes a joint school park block that takes advantage of the economy of scale of the lands, providing a wider range of programming of recreational pursuits for the public.
- Further parkland has been provided as a result of consultation with the Department of Parks and Recreation and the Planning Department. The concept plan and proposed plan of subdivision provide the area and recreation types planned for the specific park blocks as a result of consultation with the Department of Parks and Recreation. It is expected that these uses and land areas will be

- The proposed plan provides for extended servicing and road systems that do not impact the Elgin Area Pipeline Water Supply System.
- The proposed plan and its uses has been developed in accordance with the Minimum Distance Separation formula with respect to adjacent agricultural uses.
- Servicing and infrastructure improvements and expansion have been undertaken in the plan through consultation with the City of St. Thomas.

As directed by OPA 66, the development of the proposed plan will necessitate the completion of Zoning By-Law and Official Plan Amendments to support the planned mixed housing and commercial uses in future phases.

C. ST. THOMAS ZONING BY-LAW

The subject lands are currently zoned R3-A (Third Residential Zone). This zone provides for a wide range of housing types with a limit of four dwelling units per lot. It also permits churches, private schools, nursing homes (long term care facilities), day nurseries and private schools. With the exception of the proposed mixed-use area, the proposed plan contemplates residential uses that are permitted in the R3-A zone.

In order to support the mixed use zone which is intended to provide for an enhanced range of residential uses as contemplated in the PPS, Official Plan and OPA 66, a zoning by-law amendment will be required. It is considered that the detail of this amendment will be refined as the subdivision approval process proceeds and that a new zone, not currently existing may be required to fully implement the Official Plan with respect to housing types, densities and the availability of a live-work precinct that includes commercial uses. It is noted that the proposed fifty one unit Wellington Road and Manor Road development in the City of St. Thomas, proposed by DTL would meet the regulations of the City's R5 zone and a similar development is contemplated as part of the development of Block 48.

APPENDIX I – RESOURCES CITED

Parish Farm Subdivision, City of St. Thomas Servicing Report – CJDL Consulting Engineers, November 2014

Parish Farm Subdivision, City of St. Thomas Preliminary Stormwater Management Report – CJDL Consulting Engineers, October 2014

Lake Margaret Constructed Wetland Functionality Review – Biologic, February 2015

Parish Farm, St. Thomas Environmental Impact Study – Lynn Valley Consultants, February 2015

Parish Farm, St. Thomas Environmental Management Plan – Lynn Valley Consultants, March 2015

Parish Farm Subdivision, St. Thomas Traffic Impact Assessment – F.R. Berry & Associates, September 2014

Geotechnical Investigation for Aggregate Assessment and Hydrogeological Investigation, Parish Farm, St. Thomas – Atkinson Davies Inc., August 2001

Noise Feasibility Study, Lake Margaret Phases 11 and 12 and Parish Farm Lands, City of St. Thomas – HGC Engineering, August 2011

Hydrogeological Assessment, Parish Farm Development St. Thomas Ontario – EXP Services Inc., September 2014

Archaeological Assessment (Letter) Dug Tarry Limited Parish Farm – Ministry of Citizenship, Culture and Recreation, Heritage and Libraries Branch, August 2000

Provincial Policy Statement under the Planning Act 2014 – Ministry of Municipal Affairs and Housing, April 2014

Official Plan of the City of St. Thomas Official Plan Amendment No. 66 and Appendices – City of St. Thomas Planning Department & Dillon Consulting Limited, October 2010

City of St. Thomas By-Law No. 46-2003 – City of St. Thomas Planning Department, April 2003

SUMMARY	
	AREA (ha)
HED RESIDENTIAL	0.83
CHED RESIDENTIAL	1.82
' AND 'B')	1.23
	0.01
D ALLOWANCE	2.52
NG	0.48
E MANAGEMENT	1.58
	1.15
	1.72
	1.21
ENTARY PUBLIC SCHOOL	2.02
	8.37
DENTIAL	53.11
/ FUTURE HIGH DENSITY RESIDENTIAL	8.76
	0.03
	(81.89ha)

NORTH

SCALE 1:1500

0 10 25 50 100 METRES 150

OWNER'S CERTIFICATE

DOUG TARRY LIMITED, THE REGISTERED OWNER OF THE LANDS TO BE SUBDIVIDED HEREBY AUTHORIZES CJDL & DONOHOE LIMITED TO SUBMIT THIS DRAFT PLAN FOR APPROVAL.

DATE — WILLIAM TARRY, VICE-PRESIDENT, DOUG TARRY LIMITED

SURVEYOR'S CERTIFICATE

I HEREBY CERTIFY THAT THE BOUNDARIES OF THE LANDS TO BE SUBDIVIDED AND THEIR RELATIONSHIP TO TO THE ADJACENT LANDS ARE ACCURATELY AND CORRECTLY SHOWN ON THIS PLAN.

12 FEBRUARY 2015
DATE — KIM HUSTED, ONTARIO LAND SURVEYOR

CJDL Consulting Engineers

1111 17 FEB 2015

DRAFT PLAN OF SUBDIVISION
PART OF
LOTS 5 AND 6 CONCESSION 6
GEOGRAPHIC TOWNSHIP OF YARMOUTH
CITY OF ST. THOMAS
COUNTY OF ELGIN

INFORMATION REQUIRED UNDER SECTION 51(17) OF THE PLANNING ACT RSO 1990

(a) ON PLAN
(b) ON PLAN
(c) ON PLAN
(d) LOTS 1 TO 7 – SEMI-DETACHED RESIDENTIAL,
LOTS 8 TO 33 – SINGLE DETACHED RESIDENTIAL
BLOCK 34 – WALKWAY,
BLOCK 35 – FUTURE ROAD ALLOWANCE,
BLOCK 36 – ROAD WIDENING,
BLOCK 37 – STORMWATER MANAGEMENT,
BLOCK 38,39,40 – PARKS,
BLOCK 41 – FUTURE ELEMENTARY PUBLIC SCHOOL
BLOCK 42,43,44 – WOODLOTS,
BLOCK 45,46,47 – FUTURE RESIDENTIAL,
BLOCK 48 – FUT. COMMERCIAL /FUT. HIGH DENSITY RESIDENTIAL,
BLOCKS 49 TO 54 – RESERVES
(e) NORTH – EXISTING RESIDENTIAL/AGRICULTURE
WEST – AGRICULTURE
EAST – AGRICULTURE
SOUTH – AGRICULTURE, SOUTHWEST CENTRE FOR FORENSIC MENTAL HEALTH CARE
(f) ON PLAN
(g) ON PLAN
(h) CITY OF ST.THOMAS WATER AVAILABLE
(i) CLAY LOAM
(j) ON PLAN
(k) ASSUME SEWERS, SANITARY SEWERS, TELEPHONE, GAS, T.V.CABLE
(l) ST.THOMAS OFFICIAL PLAN AND ZONING BY-LAWS

DISTANCES SHOWN ON THIS PLAN ARE IN METRES AND CAN BE CONVERTED TO FEET BY DIVIDING BY 0.3048.

NOTE: ORIGINAL CONTOURS SHOWN FROM CJDL SURVEY

NORTH

SCALE: 1:10,000

SECTION	APPROXIMATE LENGTH
A	385m
B1	155m
B2	325m
B3	215m
C	895m
D	290m

LEGEND

- PROPOSED RECREATION OR MULTI-USE TRAIL (3.0m MIN. WIDTH)
- EXISTING RECREATION TRAIL
- EXISTING WOODLOT BOUNDARIES
- PROPOSED PARISH FARM BOUNDARY
- PROPOSED PARK AREA
- EXISTING PARK AREA

CONCEPT PLAN
PARISH SUBDIVISION

DOUG TARRY LTD.
CITY OF ST. THOMAS
CJDL 1111 18 FEB 2015

NORTH

SCALE: 1:4000

0 25 50 100 METRES 200

DISTANCES SHOWN ON THIS PLAN ARE IN METRES AND CAN BE CONVERTED TO FEET BY DIVIDING BY 0.3048

LEGEND

- M-4A MODIFIED COLLECTOR ROADWAY (STREETS 'A', 'F' AND 'J')
- M-4A MODIFIED COLLECTOR ROADWAY (STREET 'C')
- COLLECTOR PARKING LANE (2.3m)
- PARALLEL PARKING BAY (2.8m)
- PROPOSED SIDEWALK (1.5m)
- PROPOSED MULTI-USE TRAIL (3.0m)
- EXISTING SIDEWALK
- EXISTING MULTI-USE TRAIL (2.5m)
- PROPOSED PARK AREA
- PARISH FARM BOUNDARY
- MUNICIPAL BOUNDARY
- PROPOSED ROUNDABOUT

LAKE MARGARET TRAIL

CITY OF ST. THOMAS

MUNICIPALITY OF CENTRAL ELGIN

LAKE MARGARET STATION CONDOMINIUMS

TANAGER PLACE

FUT.

HICKORY LANE

SOUTHDALE LINE

CITY OF ST. THOMAS

MUNICIPALITY OF CENTRAL ELGIN

STREET 'H'

STREET 'A'

STREET 'F'

WOODLAND B

STREET 'B'

STREET 'G'

STREET 'I'

STREET 'E'

3.0 Ac JOINT CITY/SCHOOL PARK

5.0 Ac SCHOOL

POSSIBLE FUTURE ELEMENTARY PUBLIC SCHOOL BLOCK

STREET 'K'

STREET 'L'

STREET 'J'

STREET 'J'

STREET 'N'

EX. AGRICULTURAL LANDS

CITY OF ST. THOMAS

MUNICIPALITY OF CENTRAL ELGIN

MILL CR

MITCHELL HEPBURN PARC FINAL REPORT

March 7th, 2017

Although students at Mitchell Hepburn are not experiencing a “school closure” many of our kids will have a similar experience, as they will not return to some of their friends, their teachers, and the surroundings they know so well. They will instead attend a new school located in their community. Although we understand the transition will be difficult for some, we continue to Support the board in their plan to build a new school.

The parents of Mitchell Hepburn do not support this as it is a short-term solution only and does not address the long term growth expected for south St. Thomas. The development in the south and south-east areas of St. Thomas is in a constant state of growth between 2-3%. Any attempt to alleviate the stress of Mitchell Hepburn by bussing students in our community to other schools will ultimately fail as more and more houses are built. The only viable option is a new school.

We do not believe it is appropriate to bus them out of an area that has the development capabilities of this area, and parents do not want their children to leave the area for school. Again, we do not support bussing current Mitchell Hepburn students to Elgin Court, Port Stanley, Sparta, or any other school outside their community.

In conversation with Doug Tarry Homes, there are plans, although not currently circulated, to build an additional 600-800 homes in the Mitchell Hepburn area in the next 5 years. What will happen when this is complete? If even half of these new homes have 2 children, there will be an influx of 700 students.

Further, these figures do not include the massive development planned for the Parish farmland expected to feed into Elgin Court. A development whose Planning Justification Report already includes space for yet another elementary school.

Parents of Mitchell Hepburn fundraised for 9 years to complete their outdoor space and now a portion of them will need to go out into the same community and ask for funds again. Our parents would argue that without appropriate outdoor space, a school is not ready to accept children and that should be the responsibility of the Board.

Please know that we want nothing but the best for each of the schools here. Whatever the result of this process, we look forward to working with you all in the future.

Thank You

PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
NEW SARUM PS QUESTIONS AND ANSWERS

Received On: 2016 December 13

Question #1:
For all schools included in the EPAR-01 we would like info that displays the number of students from various geographic regions - for example, under the recommended solution, we want to know how many of our 250 students would be accommodated at the proposed Belmont, proposed SE St. Thomas, McGregor, and Davenport Public Schools. We would appreciate this info for all schools affected in the EPAR-01.

Answer #1:
Breakdown of students redesignated from New Sarum PS:
- New Belmont PS = 35
- SE St. Thomas = 144
- Davenport/ McGregor = 61

(Please note that the Ungeocoded students have not been included in the above count. These are students where address points cannot be determined.)

Question #2:
How much Ministry funding has been received in the last 5 years to put towards school renewal needs at NSPS? Has this money been spent at NSPS?

Answer #2:
In the last 5 years the Board has received $169,007,845 in both School Renewal and School Condition funding. As noted in the New Sarum PS School Information Profile (SIP) $804,932 has been allocated to projects at New Sarum.

Question #3:
What are the various costs (if any) associated with closing a school?

Answer #3:
When a school is closed there are ongoing Facility Services costs such as utilities, maintenance, grounds (grass/snow plowing) and insurance premiums expended at the site until the property is sold. Facility Services estimates that a closed school costs approximately 25% of the cost to operate the open school.

Question #4:
We would like a list of all elementary schools in the TVDSB and their urgent and high renewal needs.

Answer #4
All TVDSB schools, other than schools constructed in the last 8 years, would have high and urgent renewal needs as identified by the Ministry of Education's Facility Assessment Program.

Question #5:
Costs to build smaller OTG capacity schools in Belmont and SE St. Thomas?

Answer #5:
The Ministry of Education funds new student accommodation per pupil place. Therefore the smaller the number of pupil places requested, which creates less OTG, the smaller the Capital Grant given by the Ministry.

Question #6:
At the November 22 meeting, Kevin mentioned that an addition at Mitchell Hepburn was possible. What are the pros and cons of an addition? What would the associated costs be?

Answer #6:
Senior Administration does not support an addition at Mitchell Hepburn PS due to the size of the site and the future requirements for a second elementary public school within the Southeast area of St. Thomas. Administration would recommend two elementary schools with a combined capacity of 1,200 students rather than one school of that size.

Question #7:
Is the Planning department aware that new development in SE St. Thomas (Axford FarmDevelopment Area) has recently been approved by the City of St. Thomas? Was this taken into account in the recommendations?

Answer #7:
Yes, the TVDSB has been circulated on all plans of subdivisions.

Received On: 2016, December 14

Question #1:
Can you clarify the statement on page 30 of 33: "Community Organizations, members of the general public, a School Council and a Home and School Association will be limited to one (1) presentation per pupil accommodation review."

Answer #1:
Prior to the above statement (Schedule B, #2), it is noted that at the Initial or Second Public Meeting, a School Council or Home and School Association may make an oral presentation to a maximum of 10 minutes, the individuals and representatives of a community organization may make oral presentations to a maximum of 5 minutes. While the PAR School Subcommittee members may also be on a School Council or Home and School Association, these groups are separate entities. The School Council or Home and School Association will have the opportunity to make presentation once during the Initial and Second Public meetings.

Question #2:
Does this mean our school level PARC can only make one (1) presentation throughout the 3 public meetings? And in addition to that our presentation to the Trustees on our school level report? Or are we able to make presentations at each of the public meetings?

Answer #2:
During the Second Public meeting of the EPAR Committee meetings, each School Subcommittee Chair (or designate) will report on discussions and comments made at their respective School Level meeting(s). (Section 10.3.3) During the Final Public meeting, the School Subcommittee will present their report on input received from their school communities; this presentation may not exceed 10 minutes, to allow each school report. (Section 12.4) During the Public Delegation to the Board, School Subcommittees may submit a presenters package (as per Board protocols) to make delegation to the Board. Only one presentation on behalf of a group or organization will be permitted.

Received On: 2016 December 19

Question #1:
Please provide high school graduation rates for New Sarum, Mitchell Hepburn and Davenport.

Answer #1:
The Board is unable to provide the requested graduation rates, for New Sarum, Mitchell Hepburn and Davenport Public Schools, by secondary school due to a lack of provincial level data. All graduation rates are calculated by the Ministry of Education at a board level only. This calculation is based on first time grade 9 entries. As such, some of these students will be transferred to non-TVDSB schools and these students are still considered TVDSB students by the Ministry in their calculation. The five year graduation rate for TVDSB as of 2015 is 78.2%.

Here is the Ministry link:
https://news.ontario.ca/edu/en/2016/05/2015-graduation-rates-across-the-province.html

Received On: 2016 December 22

Question #1:
Number of students who participated in various extra curricular activities at New Sarum, McGregor/Davenport and Mitchell Hepburn for the 2015/16 school year

Answer #1:
Accurate records of the number of students that participate in extra-curricular activities at New Sarum, McGregor/Davenport and Mitchell Hepburn were not kept for the 2015-2016 school year.

Question #2:
Number of parents who sit on parent council at McGregor/Davenport and Mitchell Hepburn

Answer #2:
The number of parents that were involved in School Councils for the 2015-2016 school year were as follows:

Davenport: 20 official members with 5-10 members attending meetings, on average
Mitchell Hepburn: 10 members with fluctuating attendance at meetings
McGregor: 19 members with 10-15 members attending meetings, on average

Received on: 2016 December 24

Question #1:
What utilization is Elgin Court PS at?

Answer #1:
Elgin Court:
2015-16

- OTG = 481
- Enrolment = 351.66
- Utilization = 73.11%

2016-17

- OTG = 467
- Enrolment = 321
- Utilization = 68.73%

Received on: 2017 January 09
***Received on**: 2017 January 13 (follow up questions)*

Question #1:
We've heard rumours (we assume they are rumours), that the proposed new school location land in both St. Thomas and Belmont has already been purchased by the Board. Is this true?

Answer #1:
The Board has not purchased the school site for the proposed new Southeast St. Thomas PS

Q1: We also asked about Belmont; however, a response was not received. Has the land for the proposed Belmont school been purchased?
A1:As indicated at the Initial Public Meeting, the Board has not purchased a school site for the proposed new Belmont PS.

Question #2:
Since 2006, the TVDSB has invested $237.9 million into school infrastructure / renewal and $804,932 into NSPS. It would appear to us that NS has been neglected, which now places us at a disadvantage when looking at our high and urgent renewal needs. Why has NSPS been neglected?

Answer #2:
Facility Services prioritizes school renewal projects on a needs basis and the needs of the system are much greater than the annual funding given by the Ministry of Education.
Also, it should be noted that when a school is being reviewed for possible consolidation, that any proposed school renewal projects are suspended until the Board decision has been finalized regarding the future of the school

Q2:We understand that; however, the review was just approved on November 22, 2016 and the $804K has been spent in the last 10 years.
A2: Yes, that is correct, as indicated in the New Sarum PS SIP on page 9 of 16. As of 2016 November 22, any proposed school renewal projects will suspended until the Board decision has been finalized.

Question #3:
We have been told that the Board's procedure for pupil accommodation reviews was updated in March 2016 after what was referred to as a "lengthy public consultation process" that took place between November 2015 and February 2016. Please share how this public consultation process took place.
Please see attached Appendix A

Including so many schools in a PAR would seem to justify a lengthier time to complete this PAR, but Senior Admin has set the minimum allowable time frames according to their policy and the Ministry Guidelines. If our input is genuinely considered valued by senior admin why the rushed process?
Administration is following the Procedure approved by the Board.

Question #4:
The ISAR recommendations are so inter connected it makes it difficult for us to make informed alternate recommendations; therefore, we would recommend that the Final Senior Administration report contain various options for the Trustees to consider with associated costs / savings and pros / cons outlined for each option. We would of course expect Senior Admin to identify which option they recommend and why.
Is this possible?

Answer #4:
School administration will prepare the Final Senior Administration Report as required under the Pupil Accommodation and Facility Organization Procedure…specifically 15.1.1 (d)
"Include TVDSB Senior Administration Recommendation on pupil accommodation and attendance areas together with a proposed timeline for implementation"

Q3: I don't believe the question asked was fully answered. Is it possible for Senior Admin to outline a number of options in the FSAR, and indicate which option they recommend? This would not be in violation of the Board approved procedure.
A3: Senior Administration is required to recommend one proposed accommodation plan including a timeline for implementation in the Final Senior Administration Report. The creation of a number of options for EPAR-01 would dilute the discussion and create confusion. All EPAR-01 reports and timelines have been created in accordance with the TVDSB procedure and MOE guidelines.

Question #5:
The Nov 22/16 Annual Planning report noted a new school being necessary in South Central St. Thomas – why wouldn't the Board look at this issue in conjunction with a new SE St. T school?

Answer #5:
The proposed South Central St. Thomas PS is not projected to be required for 10 to 15 years when further residential development for this area of St. Thomas requires additional elementary school accommodation. At this time the subdivision is part of Elgin Court PS's attendance area which has space to accommodate the development at this time. The developer has indicated the first phases of this development will be for retirees/ empty nesters. The potential for significant student yields would not be until further phases of the subdivision where single family lots are proposed.

Question #6:
Planning shared with us that maintaining a vacant school costs the board 25% of the operating costs. On average, how quickly does a vacant school property sell?

Answer #6:
Surplus schools which are disposed by the Board sell at various times after circulation/ listing. Some schools sell immediately while others have not sold for a number of years.

Q4: I would assume the Board keeps accurate records on when surplus schools sell; therefore, please provide a list of surplus schools over the last 15 years and length of time it took to sell each school.
A4:

SCHOOL	**CLOSURE DATE** (by Board Motion)	**SOLD DATE** (Transfer of Property)
Biddulph Central PS	30 June 2009	7 February 2014
Elmdale PS	30 June 2009	20 May 2015
Leesboro Central PS	30 June 2009	10 March 2014
Lucan PS	30 June 2009	25 July 2013
Myrtle Street PS	30 June 2009	30 May 2014
Princeton Central PS	30 June 2009	17 May 2016
Brick Street PS	30 June 2010	15 August 2011
Manor & Highland Park PS	30 June 2010	30 September 2013
M. B. McEachren PS	30 June 2010	27 October 2015
Metcalfe Central PS	30 June 2010	18 September 2014
Northdale PS	30 June 2010	27 July 2012
Beachville PS	30 June 2011	17 June 2013
Princess Elizabeth PS	30 June 2011	9 May 2014
Scott Street PS	30 June 2011	5 May 2016
Victory Memorial PS	30 June 2011	12 November 2015
Westfield PS	30 June 2011	19 December 2013
North Norwich PS	30 June 2012	10 July 2013
Norwich PS	30 June 2012	31 March 2016
Otterville PS	30 June 2012	10 July 2013
Sir Winston Churchill PS	30 June 2012	22 July 2016
Colborne Street PS	30 June 2013	30 January 2015
Sherwood Forest PS	30 June 2013	7 December 2014
Huron Heights PS	30 June 2013	23 December 2015
Lorne Avenue PS	30 June 2016	28 October 2016

Received on: 2017 January 10

Question #1:
[Based on earlier asked Elgin Court Utilization question/answer] Why is the SE St. Thomas holding zone designated to Port Stanley PS, when there are 146 empty pupil spaces at Elgin Court, which is less than 2 km from Mitchell Hepburn? At face value, bussing students to Port Stanley doesn't seem like the most efficient solution.

Answer #1:
The holding zone was approved by the Board in November of 2013. At that time Elgin Court was at 78% enrolment vs capacity. Also, within Elgin Court PS's attendance area there is a large development south of Southdale Line (Parish Farms - 34T-15501). The capacity at Elgin Court will be required to accommodate this residential development.

Question #2:
[Based on earlier asked Elgin Court Utilization question/answer] Given the fact that SE St. Thomas will continue to develop, what are the pros and cons related to holding off on the construction of a new school and accommodating over flow students at Elgin Court PS, until the approved Harvest Run subdivision is underway?

Answer #2:
The Parish Farms subdivision 34T-15501 is currently in the attendance area of Elgin Court PS and the capacity is required at Elgin Court PS for that development. The first phases of the Harvest Run subdivision (34T-16502) is included in the Port Stanley holding zone and is proposed to be designated to Mitchell Hepburn PS in the ISAR. The new school will be required to accommodate not only existing students but the continuation of the Orchard Park Subdivision and the second phases of the Harvest Run subdivisions.

Received on: 2017 January 11

Question #1:
How many students have been reallocated from New Sarum PS to Mitchell Hepburn PS since its construction?

Answer #1:
Since Mitchell Hepburns opening in 2008 there have been no attendance area changes. The new development east of Mitchell Hepburn is designated a Holding Zone holding at Port Stanley PS. There were no students present in the Holding Zones at that time

Question #2:
Please show us the financial information on page 63 factoring out New Sarum closing.

Answer #2:
As outlined in the Pupil Accommodation and Facility Organization Procedure Section 13.1 material used to answer questions need to be readily available to TVDSB, on an internal basis, without undue demands on TVDSB's resources. The process of enrolment projections are time consuming and cannot be completed as requested.

If New Sarum were to remain status quo, this would has a cascading effect on remaining schools operational costs and savings. A new scenario would have to be created and recalculated. This information is not readily available.

Question #3:
The TVDSB outlines reasons why school boards generally consolidate and close schools. (http://www.tvdsb.ca/planning.cfm?subpage=301169). We have outlined those reasons below, with a corresponding question for some of the reasons the Board outlines. "Some of the potential improvements may include":

"The range of programming and courses available." Please share with us what additional programs and courses that our students would have at Davenport, McGregor, New SE St. Thomas and New Belmont public schools, which they don't already have at New Sarum.

Specific programming has not been determined at this time since programming is dependent upon the needs of students in a building. The TVDSB's proposed recommendations are intended to support an environment with a critical number of students where experiences, opportunities and resources can be optimized. As a general example, if a school population has a critical number of ESL students then an educator who might otherwise be involved in a school in an itinerant capacity may be able to dedicate a more consistent amount of time to a building. Another general example is that a larger school would have a greater teacher-librarian complement. A greater teacher librarian complement has implications for flexibility of programming.

"The availability of specialized support services for individual students or small groups." Please share with us what specialized support services that our students would have at Davenport, McGregor, New SE St. Thomas and New Belmont public schools, which they don't already have at New Sarum.

The availability of specialized support services for individual student or small groups is based on the specific needs of a student or student population. The proposed EPAR recommendations are intended to support an environment with a critical number of students where experiences, opportunities and resources can be optimized. The potential benefits to students can be referenced on the slides #4 - #6 titled "Educational Opportunities and Benefits to Learning" from the EPAR 01 PowerPoint presentation shared at the Initial Public Meeting held on Jan. 9, 2017.

"Specialized facilities, such as gyms, libraries, design and technology, music and science rooms." Please share with us what specialized facilities that our students would have at Davenport, McGregor, New SE St. Thomas and New Belmont public schools, which they don't already have at New Sarum.

The New Belmont and Southeast St. Thomas Public Schools would have library learning commons, primary activity room, and purpose built general arts and kindergarten classrooms. Proposed renovations at McGregor include library learning commons, as well, there are purpose built kindergarten classrooms. Proposed renovations at Davenport include library learning commons,general arts classroom.

"Sufficient enrolment to support sports teams and other extracurricular activities." Please share with us what additional sports teams and extracurricular activities that our students would have the opportunity to participate in at Davenport, McGregor, New SE St. Thomas and New Belmont public schools, which they don't already have the opportunity to participate in at New Sarum.

There are many factors that impact volunteerism of staff to support extracurricular activities. As a result it is not possible to postulate what extracurricular activities will be available to students in any school. The EPAR 01 recommendations have been made to maximize potential opportunities for our students. Greater numbers of staff give the possibility of greater people to volunteer, with a wider range of skills and expertise available to support sports teams and other extracurricular activities.

Question #4:
In reading through the Q&A documents circulated for each school, I read more closely the Davenport document and came across the question and answer below. The new SE St. Thomas school is proposed to have an OTG capacity of 516 students; however, below, it is stated that "Southeast St. Thomas PS, with the projected growth, will allow the school to grow to approximately 600-700 students."

Please explain where the 186 / 86 students (700 / 600 projected minus 516 capacity) will be accommodated?

Answer #4:
When enrolment increases surpass school capacity non-permanent space (portables/portapaks) is utilized. As with other schools in the TVDSB, an enrolment increase of 86-186 students could be accommodated in 4-8 portable classrooms, until enrolment drops or until permanent accommodation can be approved by the Ministry and constructed by the Board.

Received on: 2017 January 18

Question #1:
We plan to use a power point to aid our presentation at the 2nd public meeting, and will bring it on a USB on February 8th, unless alternate direction is provided to the PAR Committee.

Answer #1:
If you have a PowerPoint that you would like to use to aid your presentation at the Second Public Meeting, please send this PowerPoint presentation to planning@tvdsb.on.ca prior to the meeting, or if you decide to bring it with you to the Meeting on a USB, please meet us at Parkside at 5:40pm to upload the presentation to our laptop in preparation for your presentation.

Question #2:
When will the notes be posted from the initial public meeting?

Answer #2:
The notes from the Initial Public are now posted on the TVDSB Planning webpage, at the following direct location: http://www.tvdsb.ca/planning.cfm?subpage=313936&adminActivate=1

Question #3:
When will the revised lists of questions asked by each school subcommittee be circulated and/or posted for the rest of the PAR committee?

Answer #3:
The responses to the questions received are emailed back to the PARC as soon as they are completed. Updated lists of questions are posted as the answers are completed. The most recent version of the Question and Answer documents has been posted on 2017 January 20.

Question #4:
Please provide a copy of the one source referenced in the ISAR – Hattie, 2009.

Answer #4:
The reference for this book is:
Hattie, J.A.C. (2009).~*Visible learning: A synthesis of 800+ meta-analyses on achievement.*~ Oxford, UK: Routledge.
ISBN 10: 0415476186

Question #5:
Please provide copies of all applications submitted to the MOE for capital funding in the last 5 years. In addition to that, please provide the copy of the application submitted to the MOE for funding to construct Mitchell Hepburn PS. If there are parts of the applications that are not public knowledge (for example, property matters), we understand that those parts of the report may not be shared. However, we believe the majority of the funding applications should be public knowledge.

Answer #5:
As per past practice, the Board does not release the business cases submitted to the Ministry of Education for Capital funding.

Question #6:
Please provide capacity vs enrollment figures for Mitchell Hepburn PS since it opened in 2008.

Answer #6:
Mitchell Hepburn's enrolment 2008-2011

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	Total
2008	51	68	50	35	48	65	54	51	45	0	16	483
2009	64	59	69	55	38	45	69	54	51	47	29	580
2010	68	63	55	69	59	41	50	70	54	52	29	610

The remaining enrolment from 2011-2025 can be found on page 5 of 18 of the Mitchell Hepburn PS SIP.

Question #7:
Page 144 of the ISAR shows NSPS having a cost of administration of $237,912.00 – does this include the cost of a 0.5 Vice Principal position?

Answer #7:
The cost of administration of $237,912.00 identified on page 9 of 16 of the New Sarum PS SIP does include a 0.5 Vice Principal position.

Question #8:
If so, what is the dollar figure included for a 0.5 VP?

Answer #8:
The amount included for a 0.5 VP was $57,942.

Question #9:
Do we have a 0.5 VP position due to the Transitions / Mental Health class?

Answer #9:
Many factors are used to determine the need for a vice principal in a school. School size, student complement, staff complement, student needs and system classes are some of the factors used to determine the need for a vice principal in a school.

Received on: 2017 January 24

Question #1:
Please show the breakdown of the $365,659 adjusted teacher costs due to enrolment changes once consolidations are in place.

Answer #1:
The costs of the increase in teachers attributable to the increase in enrolment from 2015-16 to projected 2019-20 enrollment is $365,659. This represents the cost of teachers solely due to the enrolment increase for all schools included in PAR01. Thus, these costs were removed from the grand total to provide comparative savings versus the costs in 2015-16.

Question #2:
Why was Elgin Court PS not included in the EPAR-01?

Answer #2:
Only schools that needed to be included in the pupil accommodation review process were included in EPAR-01. The composition of EPAR-01 was based on the students and schools affected by the proposed recommendations, due to the fact that the proposed relocation of school communities are all interconnected. Also, the Parish Farm is a large residential development currently underway within the Elgin Court attendance area. The capacity of Elgin Court PS will be required to accommodate students from the existing attendance area.

Question #3:
How does a longer bus ride and distance to school benefit our children's education time, family time, recreation time, and ability to participate in extracurricular activities?

Answer #3:
Education time and extra-curricular time should not be impacted by length of bus rides. Students will continue to have a 300 min. school day. Extra-curricular activities that occur during nutritional breaks would not be impacted. As is currently the case, Students would not ride on the bus when they are participating in extra-curricular activities outside of the school day. There are students in the TVDSB that are on the bus for varying lengths of time across the TVDSB. The maximum bus ride will continue to be within the lengths identified in the Transportation Policy and Procedure. Each child's experience is different so the impact on family time and recreational time cannot be measured through this response.

Question #4:
Please provide data displaying initial budgets vs final costs of new school builds for the last 10 years.

Answer #4:

Elementary School	Opening Date	Budget (Board Report includes F&E)	Expenditures	Under / (Overage)
Westfield	2015-16	$11,600,000	$11,451,464	$148,536
Mary Wright	2013-14	$10,363,142	$10,652,400	($289,258)
Laurie Hawkins	2011-12	$11,414,695	$11,107,617	$307,078
Stoney Creek	2010-11	$13,480,966	$13,365,596	$115,370
Blenheim District	2009-10	$8,609,452	$8,339,533	$269,919
John Wise	2009-10	$11,621,912	$11,660,700	($38,788)
West Nissouri	2009-10	$8,493,240	$8,635,409	($142,169)
Wilberforce	2009-10	$9,440,722	$9,340,494	$100,228
Mitchell Hepburn	2008-09	$9,723,254	$9,519,450	$203,804
		$94,747,383	$94,072,663	$674,720

Received on: 2017 February 07

Question #1:
what is the annual operating cost for New Sarum Public School?

Answer #1:
The annual operating cost for New Sarum Public School can be found in the New Sarum School Information Profile, in the Financial Profile found on page 9 of 16. The number that you should use is: $149,668.00; which is the cost of Facility Services.

Received on: 2017 February 08

Question #1:
We asked the following question awhile back:
Q: How many students have been reallocated from New Sarum PS to Mitchell Hepburn PS since its construction?
A: Since Mitchell Hepburns opening in 2008 there have been no attendance area changes. The new development east of Mitchell Hepburn is designated a Holding Zone holding at Port Stanley PS. There were no students present in the Holding Zones at that time.

The attached document (see appendix X) states that New Sarum, Elgin Court, and Forest Park contributed students to Mitchell Hepburn. How many student were initially re allocated from each of these schools to Mitchell Hepburn?

Answer #1:
The the following breakdown of students was taken from the *Boundary for New Southeast St.Thomas Elementary School*, 2007 September 25. The report identified the breakdown of students and the new boundary for Mitchell Hepburn PS and the modified boundaries for Elgin Court, Forest Park and New Sarum, effective 2008 September.

Grade	Homedale (Elgin Court)	Homedale (Forest Park)	New Sarum (North of Elm)	New Sarum (South of Elm)	Forest Park	Elgin Court	Total
JK	0	0	16	0	13	14	43
SK	0	0	8	0	11	13	32
Grade 1	0	0	14	0	11	16	41
Grade 2	0	0	16	1	17	12	46
Grade 3	0	0	19	1	13	14	47
Grade 4	0	0	8	0	12	25	45
Grade 5	0	0	17	0	9	11	37
Grade 6	0	0	15	1	23	16	55
Grade 7	22	11	18	0	0	0	51
Grade 8	12	21	13	1	0	0	47
TOTAL	**34**	**32**	**144**	**4**	**109**	**121**	**444**

Question #2:
What is the current Forest Park utilization?

Answer #2:
As of 2015-16, Forest Park PS utilization was 80.38%.

Received on: 2017 February 14
Received on: 2017 February 21 (follow up question)

Question #1:
If closure of NSPS is included in the FSAR, and the Trustees approve the final recommendation; however, the capital funds to build the 2 new schools are not granted by the Ministry, does NSPS revert to status quo? Or do we wait in limbo, while Senior Admin makes attempts to obtain capital funds from the MOE in subsequent years?

Answer #1:
In the above scenario, the status of New Sarum PS would depend upon the Ministry's rationale for not funding the application, such as:

- If the Ministry indicated they supported the requests but there were not enough funds, the Board would continue to resubmit funding requests to the Ministry. The Board and the public would be notified as to any timeline delays or postponements. New Sarum would remain status quo until the Board recommendation are implemented.

- If the Ministry indicated that they did not support the request, New Sarum PS will remain status quo or until the Board can determine an alternative outcome. Please note that the Ministry recommends that, wherever possible, schools should only be subject to a Pupil Accommodation Review once in a five year period.

Question #2:
Since our students are recommended to go to 4 different schools, what happens if the MOE approves capital funds to only build 1 new school?

Answer #2:
If the Ministry only approves the Capital funding for the New Belmont school and indicates support for the Southeast St. Thomas school, then New Sarum would continue to operate as a JK-8 school with the adjusted attendance area as approved by the Board.

If the Ministry does not support the Southeast St.Thomas school, administration would need to develop a plan or the accommodation of the remaining New Sarum students.

Q1: 144 is not a small number of students - please provide examples of the "plan" that administration would develop if the Ministry did not support the SE St. Thomas school. What are the various options admin would look at if this occurred (please provide specific details)?

A1: New Sarum Public School could continue to operate as a K-8 school even without a new Southeast St. Thomas elementary school

Question #3:
What happens to the children designated to the new Belmont school and McGregor/Davenport if capital funds are granted ONLY to build the new SE St. Thomas school?

Answer #3:
In the above scenario, New Sarum PS would operate until funding was received for the New Belmont PS.
Re-designation of students to McGregor/Davenport would occur as scheduled.

Students designated to McGregor/Davenport would be allowed to remain at New Sarum PS unit the SE St. Thomas PS opened.

See also the response to question #1.

Question #4:
What happens to the children designated to the new SE St. Thomas school and McGregor/Davenport if capital funds are granted ONLY to build the new Belmont school?

Answer #4:
In the above scenario, New Sarum PS would operate until funding was received for the New Southeast St. Thomas PS.
Students designated to McGregor/Davenport would be allowed to remain at New Sarum PS until the New SE St. Thomas PS opened.

See also the response to question #1.

Question #5:
Now that the recommended opening dates of the 2 new schools have been pushed to 2020, will senior admin be running new projected enrollment figures based on any new "circulated plans" they may have received from the municipalities? If the answer is yes, please provide those new projected enrollment figures to us. If the answer is no, why not?

Answer #5:
Please see the attached (Appendix B) projected enrolment based on the 2015-16 data for the revised implementation dates.

Question #6:
Senior Admin is recommending the new SE St. Thomas school as part of the EPAR-01, and has projected the future need for a new SC St. Thomas school in their annual planning report of Nov 2016. Could 1 school in SE St. Thomas not accommodate the harvest run and parish farm developments until the need for the 2nd school is evident (the sites are 2km away from each other)?

Answer #6:
The Southeast St. Thomas school is proposed to accommodate the attendance area outlined in the ISAR.
The Parish subdivision is currently being accommodated at Elgin Court PS where there is capacity.

Dependent on student yields within the Parish farm subdivision the second SC St Thomas school, if required, is projected to be needed in 10 to 15 years.

To ensure future accommodation of students in growth areas the potential for a required school is appropriate. Incorporating school blocks at the preliminary stages of subdivision plans allows for better student accommodation.

Received on: 2017 February 14

Question #1:
Please list the reasons why the Board's preferred model is K-8 (versus K-3 and 4-8)?

Answer #1:
The best school communities are created when administrators, teachers, families and community members join together to provide the highest quality learning experiences for students. That being said the K-8 model is currently used by the majority of our elementary schools. The TVDSB strives for this consistency, where possible. Operationally there may be some benefits. A K-8 model for a school of 400 -500 provides an optimal number of classes per grade. In addition, older students in a K-8 school have diverse opportunities to demonstrate leadership with their younger peers. Additionally, younger students can benefit from interactions and the leadership of their older peers. A K-8 school minimizes the number of transitions for students

Pupil Accommodation and Facility Organization Procedure (#4015a):
Timeline for Development, Input, and Approval

Date	Activity/Process
March 2015	Ministry of Education releases new pupil accommodation guidelines.
March- Oct. 2015	Draft Pupil Accommodation and Facility Organization Procedure (the Procedure) was developed with legal, administrative and trustee input/feedback.
October 27, 2015	Initial draft of the Procedure was presented to the Policy Working Committee. The revised Procedure was approved to be posted for public input for 90 days.
November 6, 2015	The Procedure was posted to website for public input. Email notification, inviting public input, was sent through TVDSB e-news to all subscribers (approximately 2000 stakeholders) + Principals, Vice Principals, School Councils, etc. The notification includes a message to recipients to further share the notice with school council members, home and school association members, and employee group members.
November 17, 2015	An information session was held for school communities on the draft Procedure. The meeting was videotaped and posted to YouTube with a link on the TVDSB website. Letters of invitation to the information session were sent to each school Principal at the end of October 2015. Principals were asked to share the invitation with their School Council Chair and Home and School Association President. A link to the Procedure was included in the invitation along with an invitation to submit input.
November 18, 2015	An information session was held for municipalities on the draft Procedure. Letters of invitation to the session were sent to Municipalities at the end of October 2015. A link to the Procedure was included in the invitation along with an invitation to submit input.
November 19, 2015	An information session was held for community groups and organizations on the draft Procedure. Letters of invitation to the session were sent to community groups and organizations at the end of October 2015. A link to the Procedure was included in the invitation along with an invitation to submit input.
February 8, 2016	Public Input was closed (it was open for 94 days).
February 23, 2016	The Policy Working Committee reviewed the Procedure, as amended following public input. The Procedure was approved by the Policy Working Committee.
March 29, 2016	The Procedure was presented to the Board for information.

Elementary Pupil Accommodation Review 01 - Associated Schools (Scenario)

New Belmont PS - Proposed

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2020	51	52	103	51	52	54	157	52	65	52	55	61	285	0	545
2021	52	53	105	54	52	53	159	53	53	66	50	55	277	0	541
2022	51	53	104	54	53	53	160	53	53	55	62	51	274	0	538
2023	51	52	103	54	53	54	161	52	53	52	51	62	270	0	534
2024	51	53	104	52	54	53	159	52	50	52	50	51	255	0	518
2025	51	52	103	53	53	54	160	53	52	51	49	51	256	0	519

New St. Thomas PS - Proposed

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2020	43	43	86	44	41	36	121	52	40	47	40	40	219	0	426
2021	43	43	86	44	44	42	130	36	53	42	47	42	220	0	436
2022	43	42	85	44	44	44	132	42	36	53	42	48	221	0	438
2023	44	42	86	44	44	44	132	44	43	38	54	43	222	0	440
2024	44	43	87	44	44	44	132	44	46	45	38	56	229	0	448
2025	44	43	87	45	44	44	133	44	46	48	44	39	221	0	441

Davenport PS - Proposed

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	0	0	0	0	0	0	0	0	70	61	92	88	311	14	325
2012	0	0	0	0	0	0	0	0	68	65	88	94	315	10	325
2013	0	0	0	0	0	0	0	0	58	68	96	90	312	9	321
2014	0	0	0	0	0	0	0	0	60	63	88	92	303	9	312
2015	0	0	0	0	0	0	0	0	49	64	88	85	286	8	294
2016	0	0	0	0	0	0	0	0	77	49	81	95	302	10	312
2017	0	0	0	0	0	0	0	0	58	79	76	81	294	10	304
2018	0	0	0	0	0	0	0	66	58	60	98	76	358	10	368
2019	0	0	0	0	0	0	0	60	69	60	92	98	379	10	389
2020	0	0	0	0	0	0	0	60	78	91	80	74	383	0	383
2021	0	0	0	0	0	0	0	69	65	81	92	80	387	0	387
2022	0	0	0	0	0	0	0	64	76	68	82	92	382	0	382
2023	0	0	0	0	0	0	0	64	70	78	69	82	363	0	363
2024	0	0	0	0	0	0	0	64	70	72	80	69	355	0	355
2025	0	0	0	0	0	0	0	63	70	71	74	80	358	0	358

McGregor PS - Proposed

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	58	66	124	54	62	67	183	60	0	0	0	0	60	7	374
2012	54	56	110	67	49	59	175	60	0	0	0	0	60	10	355
2013	56	58	114	51	67	45	163	56	0	0	0	0	56	7	340
2014	59	66	125	61	49	72	182	43	0	0	0	0	43	7	357
2015	52	65	117	62	54	52	168	74	0	0	0	0	74	4	363
2016	55	56	111	62	65	56	183	55	0	0	0	0	55	3	352
2017	56	59	115	54	60	67	181	56	0	0	0	0	56	3	355
2018	56	59	115	56	52	61	169	0	0	0	0	0	0	3	287
2019	56	59	115	56	54	54	164	0	0	0	0	0	0	3	282
2020	65	69	134	66	64	71	201	0	0	0	0	0	0	0	335
2021	65	68	133	66	64	65	195	0	0	0	0	0	0	0	328
2022	65	68	133	65	64	65	194	0	0	0	0	0	0	0	327
2023	65	68	133	65	63	65	193	0	0	0	0	0	0	0	326
2024	64	68	132	65	63	64	192	0	0	0	0	0	0	0	324
2025	64	67	131	65	63	64	192	0	0	0	0	0	0	0	323

Mitchell Hepburn PS - Proposed

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	78	74	152	74	54	69	197	62	44	48	69	53	276	26	651
2012	79	73	152	73	76	58	207	73	67	48	47	74	309	25	693
2013	77	71	148	77	74	77	228	61	71	68	50	46	296	24	696
2014	66	77	143	73	82	75	230	80	61	68	63	53	325	25	723
2015	80	64	144	78	74	84	236	67	82	62	67	70	348	25	753
2016	55	78	133	65	83	74	222	89	70	81	66	71	377	23	755
2017	64	56	120	81	69	85	235	76	92	72	83	71	394	23	772
2018	66	64	130	57	84	71	212	86	78	94	74	89	421	23	786
2019	69	66	135	63	59	87	209	72	88	79	95	78	412	23	779
2020	52	51	103	45	47	45	137	61	56	71	61	80	329	23	592
2021	54	52	106	47	47	48	142	46	63	56	72	64	301	23	572
2022	54	53	107	47	48	48	143	48	47	63	57	75	290	23	563
2023	55	53	108	48	48	49	145	48	49	47	64	59	267	23	543
2024	55	54	109	48	49	49	146	49	49	49	47	66	260	23	538
2025	55	54	109	49	49	50	148	49	50	49	49	49	246	23	526

New Sarum PS - Proposed

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	30	17	47	24	20	31	75	24	39	34	30	30	157	16	295
2012	22	26	48	17	22	24	63	29	25	36	34	26	150	13	274
2013	30	27	57	21	15	19	55	25	24	25	36	36	146	15	273
2014	26	31	57	30	16	16	62	25	27	24	24	35	135	13	267
2015	23	25	48	30	25	19	74	18	25	27	27	24	121	7	250
2016	23	27	50	24	33	21	78	17	20	28	24	27	116	6	250
2017	22	24	46	27	24	33	84	22	19	22	28	24	115	6	251
2018	24	23	47	24	26	23	73	33	23	20	21	28	125	6	251
2019	24	25	49	23	23	26	72	24	35	24	19	21	123	6	250
2020	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2021	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2024	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Northdale Central PS - Proposed

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	0	0	0	0	0	0	0	83	80	86	89	82	420	24	444
2012	0	0	0	0	0	0	0	79	84	80	89	90	422	25	447
2013	0	0	0	0	0	0	0	82	77	85	83	90	417	25	442
2014	0	0	0	0	0	0	0	66	81	69	85	84	385	25	410
2015	0	0	0	0	0	0	0	76	66	85	71	89	387	25	412
2016	0	0	0	0	0	0	0	87	79	65	86	71	388	25	413
2017	0	0	0	0	0	0	0	75	87	80	66	87	395	25	420
2018	0	0	0	0	0	0	0	70	76	89	81	67	383	25	408
2019	0	0	0	0	0	0	0	63	70	77	90	82	382	25	407
2020	0	0	0	0	0	0	0	66	50	62	66	77	321	25	346
2021	0	0	0	0	0	0	0	59	67	51	64	68	309	25	334
2022	0	0	0	0	0	0	0	62	60	69	53	65	309	25	334
2023	0	0	0	0	0	0	0	63	63	62	71	55	314	25	339
2024	0	0	0	0	0	0	0	65	64	64	63	72	328	25	353
2025	0	0	0	0	0	0	0	65	65	65	66	64	325	25	350

Port Stanley PS

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	8	15	23	14	6	15	35	9	14	19	9	24	75	0	133
2012	13	8	21	11	12	5	28	12	8	12	15	11	58	0	107
2013	10	12	22	7	11	12	30	6	14	8	8	13	49	0	101
2014	11	7	18	11	6	10	27	8	4	12	7	8	39	0	84
2015	10	11	21	7	12	8	27	10	12	4	12	7	45	0	93
2016	14	9	23	10	6	11	27	11	12	12	5	12	52	0	102
2017	14	14	28	10	11	7	28	13	13	13	13	6	58	0	114
2018	39	36	75	35	36	39	110	35	41	41	44	36	197	0	382
2019	41	40	81	39	39	39	117	41	37	42	40	45	205	0	403
2020	36	34	70	35	35	35	105	34	37	31	35	34	171	0	346
2021	36	35	71	35	37	35	107	35	35	35	28	35	168	0	346
2022	36	35	71	36	37	38	111	36	36	34	33	28	167	0	349
2023	37	36	73	35	38	38	111	39	36	35	32	33	175	0	359
2024	36	36	72	35	37	38	110	39	38	35	32	32	176	0	358
2025	36	35	71	35	37	38	110	38	38	37	32	32	177	0	358

Port Stanley PS

2016-2025 - STATUS QUO - GRADES 7-8 - Port Stanley PS French Immersion Program

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2016	0	0	0	0	0	0	0	0	0	0	64	61	125	0	125
2017	0	0	0	0	0	0	0	0	0	0	76	64	140	0	140
2018	0	0	0	0	0	0	0	0	0	0	75	76	151	0	151
2019	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2020	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2021	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2024	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Port Stanley PS

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2016	0	0	0	0	0	0	0	0	0	0	16	9	25	0	25
2017	0	0	0	0	0	0	0	0	0	0	17	16	33	0	33
2018	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2019	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2020	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2021	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2024	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Port Stanley PS - Proposed

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	8	15	23	14	6	15	35	9	14	19	9	24	75	0	133
2012	13	8	21	11	12	5	28	12	8	12	15	11	58	0	107
2013	10	12	22	7	11	12	30	6	14	8	8	13	49	0	101
2014	11	7	18	11	6	10	27	8	4	12	7	8	39	0	84
2015	10	11	21	7	12	8	27	10	12	4	12	7	45	0	93
2016	14	9	23	10	6	11	27	11	12	12	85	82	202	0	252
2017	14	14	28	10	11	7	28	13	13	13	106	86	231	0	287
2018	39	36	75	35	36	39	110	35	41	41	44	33	194	0	379
2019	41	40	81	39	39	39	117	41	37	42	40	45	205	0	403
2020	36	34	70	35	35	35	105	34	37	31	35	34	171	0	346
2021	36	35	71	35	37	35	107	35	35	35	28	35	168	0	346
2022	36	35	71	36	37	38	111	36	36	34	33	28	167	0	349
2023	37	36	73	35	38	38	111	39	36	35	32	33	175	0	359
2024	36	36	72	35	37	38	110	39	38	35	32	32	176	0	358
2025	36	35	71	35	37	38	110	38	38	37	32	32	177	0	358

River Heights PS, Total Body Count

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	77	77	154	70	73	78	221	0	0	0	0	0	0	0	375
2012	69	80	149	74	71	78	223	0	0	0	0	0	0	0	372
2013	63	79	142	81	83	73	237	0	0	0	0	0	0	0	379
2014	63	65	128	78	86	79	243	0	0	0	0	0	0	0	371
2015	67	60	127	68	74	85	227	0	0	0	0	0	0	0	354
2016	61	72	133	62	70	75	207	0	0	0	0	0	0	0	340
2017	64	63	127	74	63	70	207	0	0	0	0	0	0	0	334
2018	65	66	131	64	75	63	202	0	0	0	0	0	0	0	333
2019	66	66	132	67	65	74	206	0	0	0	0	0	0	0	338
2020	59	60	119	60	61	58	179	0	0	0	0	0	0	0	298
2021	60	61	121	62	62	61	185	0	0	0	0	0	0	0	306
2022	62	63	125	63	64	62	189	0	0	0	0	0	0	0	314
2023	63	64	127	64	65	64	193	0	0	0	0	0	0	0	320
2024	63	64	127	65	65	65	195	0	0	0	0	0	0	0	322
2025	64	65	129	65	66	65	196	0	0	0	0	0	0	0	325

South Dorchester PS, Total Body Count

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	31	31	62	27	18	28	73	24	26	26	0	0	76	0	211
2012	19	33	52	25	27	19	71	27	24	27	0	0	78	0	201
2013	21	21	42	30	25	26	81	20	25	24	0	0	69	0	192
2014	25	22	47	22	30	25	77	26	18	23	0	0	67	0	191
2015	25	28	53	23	23	30	76	24	28	19	0	0	71	0	200
2016	25	25	50	30	24	23	77	32	19	27	0	0	78	0	205
2017	23	27	50	27	31	25	83	24	33	20	0	0	77	0	210
2018	25	25	50	29	27	32	88	25	24	33	0	0	82	0	220
2019	25	26	51	26	29	28	83	32	25	25	0	0	82	0	216
2020	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2021	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2024	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Sparta PS, Total Body Count

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	25	26	51	23	27	29	79	30	31	31	31	38	161	0	291
2012	22	21	43	28	24	27	79	29	31	27	31	35	153	0	275
2013	21	22	43	21	31	25	77	26	26	26	24	31	133	0	253
2014	20	21	41	21	24	31	76	25	24	24	24	25	122	0	239
2015	19	21	40	24	23	27	74	33	26	24	22	23	128	0	242
2016	19	21	40	22	24	26	72	27	33	23	24	22	129	0	241
2017	20	19	39	22	24	25	71	27	27	32	21	24	131	0	241
2018	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2019	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2020	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2021	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2024	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Springfield PS, Total Body Count

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	23	32	55	17	16	21	54	24	22	25	0	0	71	4	184
2012	28	23	51	32	20	18	70	23	22	21	0	0	66	4	191
2013	21	26	47	21	32	21	74	19	21	21	0	0	61	2	184
2014	26	21	47	28	23	32	83	19	23	20	0	0	62	0	192
2015	14	23	37	19	26	24	69	27	15	19	0	0	61	0	167
2016	16	15	31	23	21	27	71	23	27	13	0	0	63	0	165
2017	18	17	35	15	24	22	61	26	23	26	0	0	75	0	171
2018	17	19	36	17	15	25	57	21	25	21	0	0	67	0	160
2019	18	18	36	19	17	16	52	24	20	24	0	0	68	0	156
2020	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2021	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2024	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Summers' Corners PS, Total Body Count

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	28	34	62	39	37	34	110	39	42	39	71	72	263	0	435
2012	23	34	57	33	37	38	108	36	40	43	70	69	258	0	423
2013	20	32	52	30	32	37	99	36	41	41	66	71	255	0	406
2014	26	32	58	35	36	37	108	41	36	36	68	73	254	0	420
2015	28	28	56	39	33	35	107	37	41	33	57	64	232	0	395
2016	29	40	69	29	38	38	105	35	39	44	61	58	237	0	411
2017	28	34	62	42	29	39	110	39	36	39	59	62	235	0	407
2018	28	32	60	35	41	30	106	39	39	36	66	59	239	0	405
2019	28	32	60	33	34	42	109	30	40	39	58	67	234	0	403
2020	32	37	69	38	36	36	110	47	30	44	41	44	206	13	398
2021	32	37	69	38	37	37	112	37	46	29	46	41	199	13	393
2022	32	38	70	38	38	38	114	37	35	44	29	46	191	13	388
2023	32	38	70	39	38	39	116	38	36	33	44	29	180	13	379
2024	32	38	70	39	39	39	117	39	37	34	33	43	186	13	386
2025	32	38	70	39	39	40	118	39	37	35	35	33	179	13	380

Westminster Central PS , Total Body Count

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body
2011	11	6	17	10	7	14	31	6	9	7	8	9	39	0	87
2012	7	11	18	7	10	6	23	14	8	8	5	9	44	0	85
2013	7	8	15	10	10	12	32	6	14	9	8	4	41	0	88
2014	5	8	13	10	11	9	30	11	6	12	8	9	46	0	89
2015	8	3	11	8	9	9	26	8	11	7	12	7	45	0	82
2016	12	7	19	4	8	8	20	10	11	12	9	15	57	0	96
2017	13	13	26	8	5	9	22	9	11	12	13	10	55	0	103
2018	15	15	30	15	10	7	32	10	11	13	14	15	63	0	125
2019	18	18	36	18	18	12	48	9	13	14	16	17	69	0	153
2020	14	14	28	13	13	13	39	8	9	9	9	10	45	0	112
2021	18	18	36	16	16	16	48	16	11	12	12	12	63	0	147
2022	20	21	41	19	19	19	57	19	19	14	15	15	82	0	180
2023	23	23	46	21	21	21	63	21	21	21	16	17	96	0	205
2024	25	25	50	22	23	23	68	23	23	23	23	18	110	0	228
2025	26	26	52	23	23	24	70	24	24	24	24	24	120	0	242

New Sarum Public School
Pupil Accommodation Review Subcommittee Report
EPAR-01

School Community Views
And
Alternative Proposals

Date: March 8, 2017

To: Chair Matthew Reid and Honourable Trustees, Thames Valley District School Board

Ms. Laura Elliot, Director of Education

Mr. Kevin Bushell, Executive Officer, Facility Services and Capital Planning

From: New Sarum Pupil Accommodation Review Subcommittee

Table of Contents

	Page Number
Executive Summary	3
Introduction	6
New Sarum School Community Recommendation	8
Rationale to Support School Community Recommendation	9
Alternate Recommended Proposals	25
Observations/Recommendations Regarding EPAR-01 Procedure	28
Conclusion	30
Appendix A – List of relevant questions and answers asked of senior administration during the EPAR-01 process	31
Appendix B – Annotated Bibliography	44
Appendix C – School Community Survey Results & Petition	49
Appendix D – Copies of Letters from Families, MPP Jeff Yurek, County of Elgin, Municipality of Central Elgin	65

Executive Summary

The New Sarum Public School community strongly believes that New Sarum should remain open as an English track K-8 elementary school, with current boundaries. Our school community has observed a disconnect between Ministry of Education and/or TVDSB goals and strategies and the recommendation as it pertains to the closure of New Sarum, and therefore offer the following rationale to support our recommendation.

1. The EPAR-01 divides our children into 4 different schools - proposed Belmont, proposed Southeast St. Thomas (senior administration is projecting this school will grow up to 135% utilization), Davenport and McGregor Public Schools (which do not align with the TVDSB's preferred elementary K-8 model)
2. A lack of evidence to support that our children will receive "increased educational opportunities" and/or a "better educational experience"
3. New Sarum's positive EQAO scores, particularly in Mathematics
4. High levels of parent engagement at New Sarum
5. A broad range of extracurricular opportunities at New Sarum
6. Educational programming and resources, including a sensory room, volunteer reading program, and a transitions/mental health class
7. Financial data showing insignificant operational annual savings for such significant student upheaval, as well as the cost of maintaining vacant schools over the average 3.5 year time frame exceeds projected annual savings of the EPAR-01
8. New Sarum is at 97% capacity, with a stable projection
9. Facility condition / renewal needs are in line with other schools not recommended for closure
10. Cost per student is only slightly higher than TVDSB average
11. Superior outdoor play/green space, leading to enhanced play-based and outdoor learning environments
12. At 257 OTG capacity, we are in line with 25% of the other schools in the TVDSB
13. Lack of evidence that school consolidations lead to improved educational outcomes, including the TVDSB's own research

Our school community has included a number of alternate viable proposals that would allow New Sarum to remain status quo while at the same time supporting the Ministry and TVDSB's desire to reduce empty (unfunded) pupil spaces.

Proposed Southeast St. Thomas School:

1. If the projections in the ISAR are accurate, our school community does not see the need for a new Southeast St. Thomas school within at least the next 10 years, allowing New Sarum to remain status quo. We recommend amending the current holding zone to Elgin Court, which has 146 empty pupil spaces. Elgin Court can easily accommodate the 110 students the ISAR projects from the holding zone over the next 10 years, at which time a

critical mass of students from new development may exist to justify a new Southeast St. Thomas school. It is stated that the proposed school is required to relieve enrollment pressure from Mitchell Hepburn; however, the status quo enrollment projections in the ISAR show the student population at Mitchell Hepburn reaches its peak in 2018, which is 2 years prior to the new school opening. By 2020, Mitchell Hepburn enrollment will already be declining. The Ministry and the Board consistently reference empty or unfunded pupil spaces as a primary reason to close and consolidate schools. We are struggling to understand why the Ministry of Education would approve capital funds to construct a new Southeast St. Thomas school, when Elgin Court is in close proximity to the current holding zone, is at 68% utilization, and has empty classrooms which will not be required for 10-15 years.

Amending the current holding zone to Elgin Court better aligns with the Ministry and the TVDSB's goal to reduce empty pupil spaces, in contrast to closing New Sarum, which is at 97% capacity, is not prohibitive to repair, and has excellent EQAO scores and parent engagement levels.

2. While the ISAR projections do not warrant a new Southeast St. Thomas school within the next 10 years, we understand that there is significant residential development planned for the Southeast St. Thomas area. If this development is more imminent than the ISAR projects and senior administration can justify a new Southeast St. Thomas school by 2020, the New Sarum community is not opposed, provided the business case made to the Ministry excludes the 144 pupils from New Sarum.

   Senior administration has indicated that the proposed Southeast St. Thomas school could eventually grow to 135% utilization. Leaving our 144 students at New Sarum would ensure this school does not become too overcrowded, much like the scenario currently faced by Mitchell Hepburn.

Proposed Belmont School:

1. Build a smaller OTG capacity school in Belmont, excluding our 35 students. This should not significantly weaken the business case to the Ministry for capital funding and allow New Sarum Public School to remain status quo.

McGregor/Davenport Public Schools:

1. If families were supportive, adjust current boundaries to accommodate additional children at Summers' Corners, reducing the student population at both McGregor and Davenport, potentially allowing them to be consolidated into a K-8 school at one location. This would decrease empty pupil spaces at both Summers' Corners and McGregor/Davenport, as well as allow McGregor/Davenport to become organized as a K-8 school, which aligns with the TVDSB's preferred elementary model. This proposal would also allow an additional option for a second French Immersion track school in Elgin County.

2. We understand that senior administration has indicated it is not feasible to construct a new

K-8 school in Aylmer at this time; however, it would appear based on the criteria the Ministry and TVDSB use to close and consolidate schools, that McGregor and Davenport fit that criteria, and additional consideration should be given to this option in the near future.

Since this is the first time the TVDSB is completing a pupil accommodation review as per their new procedure, our school community has provided observations and recommendations regarding the PAR procedure.

Observations Regarding the PAR Procedure

1. The EPAR-01 included too many schools
2. It was difficult to obtain certain information
3. Timeline was too short
4. The EPAR-01 had the potential to create conflict amongst school communities

Recommendations Regarding the PAR Procedure

1. Provide a variety of options in the Final Senior Administration Report (FSAR)
2. Complete a study regarding “large” vs “small” schools to provide an evidence-based resource for future planning
3. Review the public consultation process in development of TVDSB policies and procedures
4. Complete evidence based pupil accommodation reviews

The recommendation to close New Sarum is purely economically driven with no increased educational opportunities demonstrated. **We argue that when the economic benefit is so slight and the overall disruption to children is so great, the well being and academic achievement of our children must take precedence.** This decision would be putting the needs of students first, and fulfilling the Board’s mission, vision, and commitments.

In consideration of a lack of evidence to support the ISAR’s proposed recommendations for New Sarum and an overall consensus in the literature that rural school consolidations can be detrimental or at the very least not beneficial to students, including research by the TVDSB, our school community urges senior administration to reconsider the plan to close New Sarum. Closing this school without just cause is inequitable and short sighted. A decision to leave New Sarum status quo sends a message to the public that the TVDSB values student achievement and well-being, is responsive to community input and is innovative and flexible in their planning in order to support student success.

Introduction

We are pleased to submit our report outlining the views of the New Sarum Public School community regarding the recommendations contained in the Initial Senior Administration Report (ISAR) – Elementary Pupil Accommodation Review (EPAR) 01.

Our subcommittee and school community have spent countless hours engaging in dialogue about the recommendation to close New Sarum and the resulting impact on our children. We have completed considerable research in order to present an informed and educated report for your consideration.

Senior administration states that school boards generally:

"consolidate and close schools to enable improved educational options and opportunities for students" [1]

The ISAR goes on to state that some of the potential improvements of a school consolidation may include:

- ***The range of programming and courses available.***
- ***The availability of specialized support services for individual students or small groups.***
- ***Specialized facilities, such as gyms, libraries, design and technology, music and science rooms.***
- ***Sufficient enrolment to support sports teams and other extracurricular activities.***
- ***A school building in better condition than the one that is to close.***
- ***Accessibility features with respect to entry, movement within the facility and outdoor play space.*** [2]

We have analyzed the recommendation to close New Sarum through this lens. Will closing New Sarum provide increased educational opportunities for our children? All of the research we have completed points to "no". In fact, we can argue that our children are already receiving an optimal educational experience, and we believe as you read our report you will agree that the initial recommendation to close New Sarum and divide our children into 4 different schools will be a detriment to their well-being and more specifically, their academic achievement.

Our school community understands the current environment and realities in which the initial recommendations have been put forth by Senior Administration. We understand the Board's need to operate in the most efficient manner and work within the confines of a challenging Ministry funding formula. We understand that showing the Ministry that you are closing and consolidating schools builds a stronger business case to obtain capital funding.

[1] http://www.tvdsb.ca/planning.cfm?subpage=301169

[2] http://www.tvdsb.ca/planning.cfm?subpage=301169

However, we also want to take this opportunity to once again remind Senior Administration that the Board's first commitment as leaders in public education is:

"Keeping the needs of all students at the forefront during the decision making process" [3]

In addition, the Pupil Accommodation Policy states:

"When reviewing these procedures, interested parties should know that Thames Valley District School Board's paramount responsibilities are student achievement, safety and well-being" [4]

We believe that the recommendation contained in the ISAR as it pertains to the closure of New Sarum is contrary to the Board's own mission, vision, and commitments, as outlined in their strategic plan.

[3] http://www.tvdsb.ca/board.cfm?subpage=9

[4] http://www.tvdsb.ca/files/304575/Pupil%20Accommodation%20Policy.pdf

New Sarum School Community Recommendation

That New Sarum Public School remain open as an English track K-8 elementary school, with current boundaries.

This recommendation is supported by:

- The rationale provided in the next section of our report
- Appendix C which outlines the results of our school community survey
- Appendix D which includes copies of letters from our families, letters of support from MPP Jeff Yurek, the County of Elgin, and the Municipality of Central Elgin.

Rationale to Support School Community Recommendation

Below you will find our detailed rationale to support our recommendation that New Sarum Public School remain open as an English track K-8 elementary school.

1. The EPAR-01 recommendation divides our children into 4 different schools

This clearly causes us concern. It has become apparent to our school community that our children are simply being allocated to other schools to fill their empty pupil spaces, and to "strengthen the business case" to obtain capital funding from the Ministry of Education.

We have analyzed the document posted on the Planning website, titled "TVDSB School Closures, Consolidations and Openings (2006 – present)". [5] Out of the schools that have closed since 2006, we can only find one school closure in which students were divided into 4 different directions, as is recommended for New Sarum. We found that 21 school closures resulted in all students being accommodated in a single new school. 10 school closures resulted in students being accommodated in 2 different schools, and 3 closures resulted in students being accommodated in 3 different schools. Clearly, dividing students into 4 different directions is not the norm, nor should it be.

If the Board is truly committed to keeping the needs of students at the forefront of the decision making process, this initial recommendation related to the closure of New Sarum does not support that.

We have described below our specific concerns for each of the proposed 4 schools where our children are recommended to be accommodated.

Proposed Southeast St. Thomas Public School

144 of our current students are recommended to be accommodated at a proposed Southeast St. Thomas school. Southeast St. Thomas has significant residential growth projected through the completion of the Orchard Park subdivision, and the newly approved Harvest Run subdivision.

Senior administration has told us that growth will allow the Southeast St. Thomas School to grow to up to 700 pupils, which would put this school at 135% capacity. If our 144 students were left at New Sarum, the projected school population becomes 556 students, or 107% utilization, which is less likely to jeopardize student safety.

When Mitchell Hepburn was constructed, a portion of New Sarum and Elgin Court students

[5] http://www.tvdsb.ca/files/311677/school%20consol_closure_opening_2016_bm.pdf

were accommodated at this school. Mitchell Hepburn is now at 113% utilization, while Elgin Court is only at 68% utilization. We can only assume that what appeared to be an efficient solution in the short term, has resulted in an over capacity Mitchell Hepburn and an under utilized Elgin Court.

Although senior administration is projecting this school will reach 135% utilization, based on the ISAR projections, that is many years down the road. If the projections in the ISAR are accurate, our school community does not see the need for a new Southeast St. Thomas school within the next 10 years, until population in that area grows further. According to the ISAR there is a total of 110 students projected from future development within the next 10 years – 42 students that would be accommodated at the proposed Southeast St. Thomas School and 68 students that would be accommodated at Mitchell Hepburn (under the recommended solution). Elgin Court currently has 146 empty pupil spaces. If these 110 students were redirected to Elgin Court, this school would be at 92% utilization by 2025. This seems to align more closely with the Ministry and TVDSB's desire to reduce empty (unfunded) pupil spaces.

According to the ISAR, the proposed Southeast St. Thomas Public School would relieve enrolment pressure from Mitchell Hepburn Public School. It's important to highlight that according to the status quo enrollment projections contained in the ISAR (see below), by the time the proposed Southeast St. Thomas school opened in 2020, the enrolment at Mitchell Hepburn will have already started to decline. Mitchell Hepburn enrollment reaches its peak in 2018, which is 2 years prior to the projected opening date of the proposed Southeast St. Thomas school. It's also important to note that the recommended solution reduces Mitchell Hepburn's enrollment to 526 students in 2025, which puts this school at 78% utilization, creating empty pupil spaces.

Mitchell Hepburn Status Quo Enrolment Projections:

STATUS QUO - GRADES JK-8 - Mitchell Hepburn PS Regular Track and Special Education Enrolment												
Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	78	74	74	54	69	62	44	48	69	53	26	651
2012	79	73	73	76	58	73	67	48	47	74	25	693
2013	77	71	77	74	77	61	71	68	50	46	24	696
2014	66	77	73	82	75	80	61	68	63	53	25	723
2015	80	64	78	74	84	67	82	62	67	70	25	753
2016	55	78	65	83	74	89	70	81	66	71	23	755
2017	64	56	81	69	85	76	92	72	83	71	23	772
2018	66	64	57	84	71	86	78	94	74	89	23	786
2019	69	66	63	59	87	72	88	79	95	78	23	779
2020	69	67	63	65	60	87	73	88	80	100	23	775
2021	70	67	64	65	66	60	88	73	89	84	23	749
2022	70	67	64	66	66	66	61	88	74	93	23	738
2023	71	67	65	66	67	66	68	61	89	77	23	720
2024	71	68	65	67	67	67	68	68	62	93	23	719
2025	71	68	66	67	68	67	69	68	68	65	23	700

*Information based on 2015 October 31

Southeast St. Thomas PS Enrolment Projections (ISAR recommended solution):

Enrolment Projections

New Southeast St. Thomas PS												
Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2019	42	42	41	35	50	39	46	40	38	35	6	414
2020	43	43	44	41	36	52	40	47	40	40	6	432
2021	43	43	44	44	42	36	53	42	47	42	6	442
2022	43	42	44	44	44	42	36	53	42	48	6	444
2023	44	42	44	44	44	44	43	38	54	43	6	446
2024	44	43	44	44	44	44	46	45	38	56	6	454
2025	44	43	45	44	44	44	46	48	44	39	6	447

Mitchell Hepburn Enrolment Projections (ISAR recommended solution):

Enrolment Projections

Mitchell Hepburn PS												
Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	FTE
2011	78	74	74	54	69	62	44	48	69	53	26	651
2012	79	73	73	76	58	73	67	48	47	74	25	693
2013	77	71	77	74	77	61	71	68	50	46	24	696
2014	66	77	73	82	75	80	61	68	63	53	25	723
2015	80	64	78	74	84	67	82	62	67	70	25	753
2016	55	78	65	83	74	89	70	81	66	71	23	755
2017	64	56	81	69	85	76	92	72	83	71	23	772
2018	66	64	57	84	71	86	78	94	74	89	23	786
2019	51	49	45	44	61	54	70	60	76	64	23	597
2020	52	51	45	47	45	61	56	71	61	80	23	592
2021	54	52	47	47	48	46	63	56	72	64	23	572
2022	54	53	47	48	48	48	47	63	57	75	23	563
2023	55	53	48	48	49	48	49	47	64	59	23	543
2024	55	54	48	49	49	49	49	49	47	66	23	538
2025	55	54	49	49	50	49	50	49	49	49	23	526

Based on the information contained in the ISAR and summarized above, the 110 students projected from the current holding zone can easily be accommodated at Elgin Court Public School for at least the next 10 years. We understand that Elgin Court will be required to accommodate students within the current Elgin Court catchment area from the Parish Farm development; however, Senior Administration has stated that this need will exist within the next 10-15 years.

The Ministry and the Board consistently reference empty or unfunded pupil spaces as a primary reason to close and consolidate schools. Based on the information contained in the ISAR, we are struggling to understand why the Ministry of Education would approve capital funds to construct a new Southeast St. Thomas school, when Elgin Court is in close proximity to the current holding zone, is at 68% utilization, and whose empty classrooms will not be required for 10-15 years. As taxpayers, we firmly believe it makes better business sense to hold off on the construction of a $13M school when there are empty pupil spaces within close proximity to the current holding zone. Amending the current holding zone to Elgin Court would better align with the goals of the Ministry and the TVDSB, in contrast to closing New Sarum, which is at 97%

capacity, is not prohibitive to repair, and has excellent EQAO scores and parent engagement levels.

The recommendation to close New Sarum disrupts our children's education, in order to build a business case to the Ministry to provide children who don't even live in the new development yet an opportunity to attend a new Southeast St. Thomas school. Based on a London Free Press article from February 17, 2017, senior administration comments that taking children from schools they have been at for years and disrupting their education to give new kids an opportunity will not play out well in Middlesex County, so we are struggling to understand why Elgin County is receiving different consideration in a similar scenario. [6]

Based on all of these factors, this recommendation is NOT offering our children a "better educational experience".

McGregor and Davenport Public Schools

61 of our current students are recommended to be accommodated at McGregor and Davenport Public Schools. New Sarum Public School is a K – 8 grade model, while Davenport and McGregor Public School are split K – 4 and 5 – 8 schools. The Thames Valley District School Board states that their preferred elementary school model is K – 8, for the following reasons:

"The best school communities are created when administrators, teachers, families and community members join together to provide the highest quality learning experiences for students. That being said the K-8 model is currently used by the majority of our elementary schools. The TVDSB strives for this consistency, where possible. Operationally there may be some benefits. A K-8 model for a school of 400 -500 provides an optimal number of classes per grade. In addition, older students in a K-8 school have diverse opportunities to demonstrate leadership with their younger peers. Additionally, younger students can benefit from interactions and the leadership of their older peers. A K-8 school minimizes the number of transitions for students."

It is clear from this response that our children recommended to be accommodated at McGregor and Davenport, will lose out on benefits they would have had at New Sarum in the K-8 elementary model.

We understand that the area around McGregor and Davenport are highly congested traffic areas. We have read in the question and answer documents, as well as heard at the public meetings, that McGregor/Davenport families have concerns regarding the safety of their children, including students being struck by vehicles.

The families that are recommended to be accommodated at Davenport and McGregor have significant concerns regarding their families being split into different schools. This causes issues

[6] http://www.lfpress.com/2017/02/17/packed-public-school-in-fast-growing-ilderton-cant-accommodate-new-children--or-could-it

for before and after school care, overall busing arrangements, lack of supervision, coordinating extracurricular activities, and again, splitting families apart. If the recommendation contained in the ISAR is approved as presented, we have families whose children would start JK at New Sarum, move to McGregor, and then Davenport. This results in children attending 3 different schools by the time they reach grade 4.

Based on all of these factors, this recommendation is NOT offering our children a "better educational experience".

Proposed Belmont Public School

35 of our current students are recommended to be accommodated at the proposed Belmont Public School. With only 35 students allocated to the proposed Belmont school, it is obvious that these children will be divided from the majority of friendships they have built over the years at New Sarum.

Based on a February 23, 2017 London Free Press article, titled "TVDSB: Many pupils will not move to new school built to relieve pressure on Stoney Creek" [7] the Board is concerned with disrupting families, separating friends, and reducing the anxiety that accompanies being forced to change schools, as explained by Chairperson Matt Reid. Our school community would like to point out that disruption, separation, and anxiety is inevitable when dividing children into 4 different schools.

Again, based on these factors, this recommendation is NOT offering our children a "better educational experience".

2. Lack of evidence to support that our children will in fact receive "increased educational opportunities" and/or a "better educational experience"

As referenced in our introduction the TVDSB claims that school boards generally "consolidate and close schools to enable improved educational options and opportunities for students". Our school community can see how this would be true for schools with low enrollment; however, for New Sarum, this is just not the case.

We would like to draw your attention to our Appendix A, which is a list of the relevant questions and answers we have asked of senior administration though the PAR process. For the purpose of this section, we would like you to reference questions 5 through 8.

You will note that senior administration did not provide any concrete ways in which our children

[7] http://www.lfpress.com/2017/02/22/tvdsb-many-pupils-will-not-move-to-new-school-built-to-relieve-pressure-on-stoney-creek

would receive enhanced educational opportunities at any of the 4 schools being recommended to accommodate our families. In addition to that, the Board's own research shows that there is no evidence to suggest that consolidating schools leads to better student outcomes. The TVDSB's own research, presented by Research and Assessment Services on May 28, 2013 shows that "impacts on achievement were not significant".

Based on all of these factors, as well as the facts we will provide throughout the balance of our report, we are confident that this recommendation is NOT offering our children a "better educational experience".

3. EQAO Scores at New Sarum

We can argue that our children are already receiving an enhanced educational experience at New Sarum, which is supported through our EQAO scores. The EQAO Office states that "EQAO assesses and evaluates important aspects of the quality and effectiveness of elementary and secondary school education." [8]

As we have already mentioned, the ISAR states that our children will have a wider range of programs and services at their accommodated school. The EQAO Office states that "the information EQAO provides allows schools and boards to have richer discussions about their programs and practices, with an eye to improving them to meet their students' needs more effectively." [9]

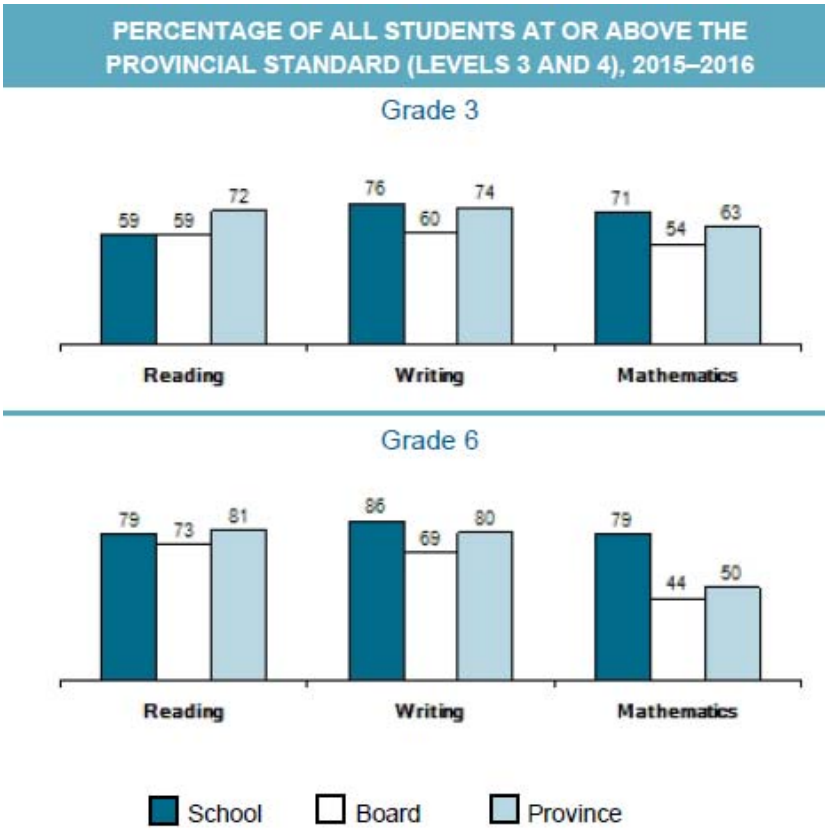
The ISAR references Hattie, 2009 numerous times and states "we know that the greatest impact on student learning is the quality of classroom instruction." Our school community agrees with this, and strongly believes that our EQAO scores are reflective of the quality of programs and classroom instruction that our children already benefit from at New Sarum.

Our 2015-2016 EQAO scores demonstrate that our students consistently meet, and most often exceed the TVDSB scores, as well as the Provincial scores.

[8] https://eqaoweb.eqao.com/eqaoweborgprofile/Download.aspx?rptType=PBS&_Mident=622346&YEAR=2016&assessmentType=3&orgType=S&nF=qSFRsUhIZuV3yitMkjXcK8r94G3WsYl8NPXP3apVGng=&displayLanguage=E

[9] https://eqaoweb.eqao.com/eqaoweborgprofile/Download.aspx?rptType=PBS&_Mident=622346&YEAR=2016&assessmentType=3&orgType=S&nF=qSFRsUhIZuV3yitMkjXcK8r94G3WsYl8NPXP3apVGng=&displayLanguage=E

2015-2016 New Sarum Public School EQAO Results



2015-2016 EQAO Mathematics Results Comparison

The Board's 2016 Annual Report outlines Strategic Priority #4: Numeracy K-12, with a corresponding goal, which is "To build and support leadership and instructional capacity in mathematics at all levels so all students are successful in mathematics." [10]

In an open letter to the Thames Valley District School Board Community, Director of Education, Ms. Laura Elliot, discusses her deep concern regarding declining EQAO scores in mathematics. Ms. Elliot discusses how non-routine and unpredictable jobs are the future and "mathematical skills and knowledge are increasingly becoming critical components of success". [11] The Ministry of Education has also recognized the need to improve academic achievement in math, and their renewed math strategy for Ontario can be found on the MOE website. [12]

Our school community agrees with Ms. Elliot and the Ministry of Education. Mathematical skills

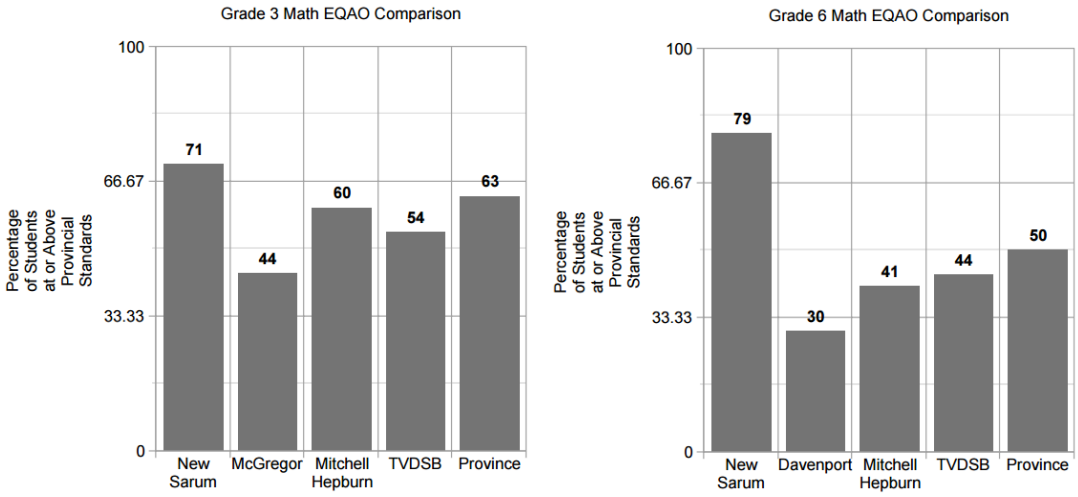
[10] http://annual.tvdsb.ca/strategic-priority---4.html

[11] http://www.tvdsb.ca/welcome.cfm?subpage=228535

[12] http://www.edu.gov.on.ca/eng/policyfunding/memos/april2016/min_math_strategy.html

are critical to the future success of our children, which is why we are so pleased that the quality of programming at New Sarum leads to consistently high EQAO scores in mathematics.

As you will see in the graph below, our EQAO math scores are consistently higher than McGregor/Davenport (where a portion of our children are recommended to be accommodated) and Mitchell Hepburn (which we compare to the proposed Southeast St. Thomas and Belmont public schools).



It is important to note that our EQAO math scores are consistently higher than Board and Provincial results for 2012-13, 2013-14, and 2015-16. Our Grade 3 results for 2011-12 are lower than Board and Provincial results; however, our Grade 6 results are higher.

Our school community strongly believes that the recommendation contained in the ISAR as it pertains to the closure of New Sarum jeopardizes the academic achievement of our children. It is clear that the programs at New Sarum and the quality of classroom instruction are already providing our children with an optimal educational environment - one that will not be replicated at their proposed accommodated schools, as evidenced through EQAO scores.

4. Parent Engagement at New Sarum

In 2010, The Ministry of Education released “A Parent Engagement Policy for Ontario Schools”, which discusses the benefits of parent involvement in our children’s schools. This policy states that “study after study has shown that student learning and achievement improve when parents play an active role in their children’s education and that good schools become even better when parents are involved.” [13] The policy goes on to say that: “Research on parent engagement tells us that there is a direct connection between parent engagement and:

[13] http://www.tvdsb.ca/files/filesystem/PE_Policy2010.pdf

- Improved academic achievement
- More positive attitudes about school
- More success with homework
- Higher rates of high school graduation
- More consistent school attendance
- Fewer behaviour problems
- A brighter future for students at school and later in life

The policy also discusses how parent engagement leads to benefits for the school overall: "Schools are connected to the communities around them. Together, parents, community members and schools can create a powerful support network to provide children and youth with the services they need, develop innovative school-community programs, and enrich the life of the school. As a result:

- Families and community organizations more fully support the school
- Whole-school and individual student achievement often improve
- Schools are connected to businesses, agencies and services in the community
- Schools gain greater recognition for their achievements and their valued role as an important part of community life. [14]

We believe parent engagement levels at New Sarum exceed that of the schools in which our children are recommended to be accommodated. Although obtaining key performance indicators from Senior Administration has proved challenging, we were able to gather data regarding parent involvement in school council for the 2015-16 school year, as shown below.

Number of Parents who Form School Council

School	# of parent members	# of students	% based on # of students
McGregor	19	363	5.2%
Davenport	20	294	6.8%
Mitchell Hepburn (comparable to proposed SE St. T and Belmont schools)	10	753	1.3%
New Sarum	23	250	9.2%

[14] http://www.edu.gov.on.ca/eng/parents/involvement/FS_PE_PolicyEn.pdf

Number of Parents who Attend School Council Regularly

School	# of parent members attending meetings	# of students	% based on # of students (higher number utilized)
McGregor	10-15	363	4.1%
Davenport	5-10	294	3.4%
Mitchell Hepburn (comparable to proposed SE St. T and Belmont schools)	fluctuating	753	1.3% (used 10 as per chart above)
New Sarum	18-20	250	8.0%

Although school council is only one manner in which parents are involved in their children's school, we believe it is a good indicator of parent engagement levels in other areas, as we can attest to from personal experience. We argue that New Sarum provides a better learning environment overall due to high levels of parent engagement and our children would clearly lose out on this benefit at their accommodated schools.

Research shows that parent involvement decreases in larger schools, which is inevitable in a consolidation. Our own research, as displayed above, supports this. Parents within our school community have already voiced their concern regarding their ability to actively participate in their children's new school(s), particularly if their children are separated between McGregor and Davenport.

5. Extracurricular Opportunities at New Sarum

The ISAR states that through closure and consolidation, our students would be in a school with *"sufficient enrolment to support sports teams and other extracurricular activities".* The ISAR also states that *"a larger staffing complement also provides increased numbers of staff to volunteer their time in support of a wider variety of extracurricular responsibilities on behalf of students. As well, there would be sufficient numbers of students to support various sports teams."*

Similar to the majority of the "increased opportunities" that Senior Administration states result from school consolidations, this does not apply to New Sarum.

When we asked Senior Administration to provide the increased extracurricular opportunities our students would benefit from at their accommodated schools, the response received was as follows:

"There are many factors that impact volunteerism of staff to support extracurricular activities. As a result it is not possible to postulate what extracurricular activities will be available to students in any school. The EPAR 01 recommendations have been made to maximize potential opportunities for our students. Greater numbers of staff give the possibility of greater people to volunteer, with

a wider range of skills and expertise available to support sports teams and other extracurricular activities."

New Sarum has a robust extracurricular program, with passionate and engaged staff who volunteer their time to facilitate these opportunities for our children. Our students have ample opportunity to participate in extracurricular opportunities, and evidence shows that involvement in extracurricular activities actually decreases as school size increases (Coladarci & Cobb, 1996).

Following is a sample of the extracurricular opportunities children at New Sarum are already afforded:

- Cross Country (Gr 2 - 3 / Junior / Intermediate)
- Volleyball (Junior / Intermediate)
- Baseball (Intermediate)
- Soccer (Junior and Intermediate)
- Basketball (Junior and Intermediate)
- Track and Field (Junior / Intermediate)
- Band (Junior / Intermediate)
- Choir (Junior / Intermediate)
- Environmental Club (Junior / Intermediate)
- Library Club (Junior / Intermediate)
- Year book (Junior / Intermediate)
- Friendship Club (Primary / Junior / Intermediate)
- Bible Club
- Husky Council (Junior / Intermediate)
- Office Helper (Gr. 6-8)
- Library / Learning Commons Helper (Junior / Intermediate)
- Husky Cafe Helpers (Junior/Intermediate)

6. Educational Programming and Resources

The Board states that through school closure and consolidation, potential improvements include a wider *"range of programming and courses available"* and *"availability of specialized support services for individual students or small groups."* [15] Again, we argue that the educational programming, courses, and specialized support services available at New Sarum are already meeting and exceeding our children's needs, and they would lose these benefits at their accommodated schools. Following are 3 programs and resources we would like to highlight:

Sensory Room

The sensory room at New Sarum was created out of the initiative of two of our Educational Assistants, who recognized this need while supporting a student who was struggling to manage their emotions, so that they were available for learning. The school had the space and a shoe string budget to purchase a few supplies to create this room. Years later, this is a resource that

[15] http://www.tvdsb.ca/planning.cfm?subpage=301169

has helped many students be successful in school through opportunities to engage in mindfulness, physical and occupational therapy, and a safe space to release emotions. Other schools have created their own sensory room in consultation with the New Sarum EA's who successfully established this room without any financial support or extra resources from the Board. Our students would lose this benefit at their accommodated school. As Trustee Skinner states in a 2017-2018 Budget Discussion Template which suggests a 1 year pilot project designed to equip elementary schools with fully functional sensory spaces, "this will promote positive learning and work environments and will promote physical and mental well-being which is necessary components to fostering a high level standard of student achievement." [16]

Volunteer Reading Program

The community is also very important to our children's educational experience. New Sarum has a fantastic Volunteer Reading Program for our Grade 1, 2 and 3 students. All the children who participate have involved parents who have agreed to help complete the home assignments and support their children. Many of the volunteers who make this program possible are dedicated community members who commit their entire morning to assisting children with their reading. These volunteers are trained either by staff or a qualified volunteer. This program is a wonderful example of how our students benefit academically from the close knit parent/teacher/community involvement New Sarum has grown into, and yet another benefit they would lose at their accommodated schools.

Transitions/Mental Health Class

Our Transitions class accommodates intermediate students who have complex mental health needs and specific treatment plans. Students must have attended a residential mental health program for intensive services in order to be eligible to attend the Transitions class. There are only 5 such classrooms in all of TVDSB.

The ability for these students to be accommodated in a smaller school setting is beneficial because it allows for consistency from staff and supports the relationship building that is often required to support success in school. The geographical location of this classroom both in the school and community of New Sarum is ideal to accommodate these students and their unique needs. The teaching and administration team at New Sarum have a reputation in the broader community for providing these students with the support and skills they require to experience academic success, and in the transition back to a community school. The efficacy of such a program is greatly dependant on the right combination of knowledge, skills and environment.

7. Financial Data

Operational Savings

The Thames Valley District School Board 2016 Annual Report states that the Board "strives to utilize the financial resources entrusted to us in the most efficient and transparent manner

[16] https://twitter.com/JakeskinnerPhDc/status/835141224428417026/photo/1

possible, with a continuing focus on the achievement and well-being of our students." [17]
Our school community continues to maintain that the estimated $413,297 operational savings outlined on page 63 of the ISAR is insignificant and does not warrant such significant student upheaval. Based on an annual budget in excess of $850 million, the estimated operational savings equate to 0.05% of the annual budget. It's important to note that this figure does not include the $27M capital costs necessary to construct the proposed new school builds in Southeast St. Thomas and Belmont.

Urgent and High Renewal Needs Costs

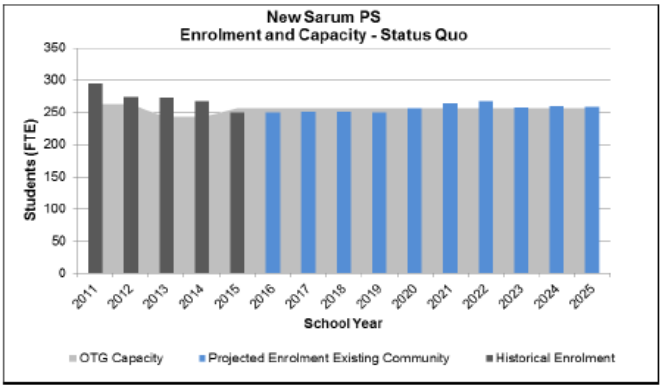
The ISAR states that there is $17M of urgent and high renewal needs that will disappear with the closure and consolidation of 4 schools. New Sarum only makes up $3.4M of that amount. South Dorchester and Westminster Public Schools, who we understand are supportive of the recommendation as it pertains to their school closures, make up more than $10M of that $17M.

Maintaining Vacant Schools

Senior Administration has shared that it costs the TVDSB approximately 25% of the annual facilities costs to maintain a vacant school. On average, it take 3.5 years to sell a vacant school, which means for New Sarum alone, the costs of maintaining the empty school will cost $36,667 annually, and if the property sells in the average 3.5 years, the total will be $128,334. When looking at all 4 schools proposed for closure (New Sarum, Springfield, Westminster, South Dorchester), the costs to maintain these vacant properties for 3.5 years, equates to $448,394, which is more than the projected annual savings for the EPAR-01.

8. Capacity

New Sarum Public School is at 97.3% utilization with a stable projection until at least 2025. The Board and Ministry consistently reference empty, or unfunded, pupil spaces as a primary reason to close and consolidate schools. It is clear that we do not have empty (unfunded) pupil places, nor are our demographics expected to shift to create empty (unfunded) pupil places.



from ISAR EPAR-01

[17] http://annual.tvdsb.ca/2016-enhancing-public-confidence.html

9. Facility Condition / Renewal Needs

The ISAR states that through closure and consolidation, *"some of the potential improvements may include…a school building in better condition than the one that is to close."*
Following are five year renewal needs as outlined in the EPAR-01:

- Davenport = $2,787,860
- McGregor = $3,624,354
- River Heights = $2,952,789
- New Sarum = $3,464,094

Davenport and McGregor are recommended to receive a portion of New Sarum children, and River Heights is recommended to stay open. Senior administration stated that *"all TVDSB schools other than schools constructed in the last 8 years would have high and urgent renewal needs."* Based on the above information, these school buildings are not in significantly better condition than New Sarum; therefore, our renewal needs can not be a significant barrier to us remaining open. In addition to that, a percentage of our students will not be accommodated in a school building in better condition than New Sarum.

Since 2006, the TVDSB has invested $237.9 million into school infrastructure / renewal and $804,932 into NSPS (which equates to 0.34%). It would appear to us that New Sarum has been neglected, which now places us at a disadvantage when looking at our high and urgent renewal needs.

10. Cost per Student

Our cost per student ($1592.30) is not significantly higher than Board average ($1416.06). It should be noted that our cost per student includes a 0.5 vice principal (VP) position, which not all schools our size have. When we asked senior administration why our school has a VP position, their response was: *"Many factors are used to determine the need for a vice principal in a school. School size, student complement, staff complement, student needs and system classes are some of the factors used to determine the need for a vice principal in a school".*

If you remove the 0.5 VP position, our cost per student is actually lower than the board average at $1,363.54. While we understand that there are many reasons a school would require a VP, we do believe our Transitions/Mental Health Class warrants this position and is a primary reason New Sarum does have a VP. In saying that, we strongly believe that New Sarum provides an optimum environment for students in the Transitions / Mental Health class, as we have outlined in section 6 above.

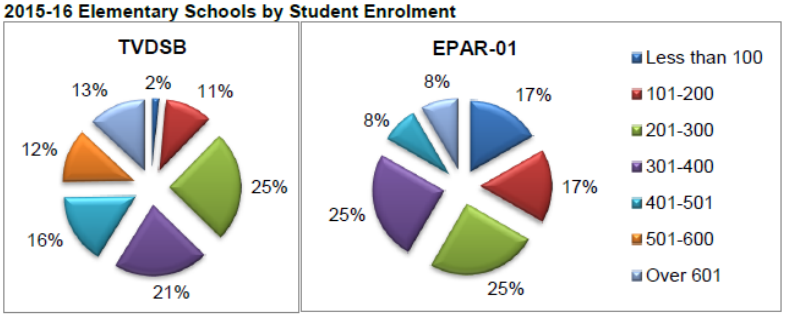
11. Outdoor Play Space

Many of our families expressed the fact that they chose to live in a rural setting so that their children could attend New Sarum, and learn and grow in a school where their education would be enhanced by adequate outdoor green space. There has been much research in recent years regarding the educational benefits that result from play-based and outdoor learning environments, which our children are clearly benefiting from at New Sarum, and this opportunity would be lessened at their accommodated schools, as demonstrated through the following figures:

School	Green space play area (sq. ft.)	Size of school site (sq. ft.)	% of green space
McGregor	44 619	355 014	13%
Davenport	102 614	215 186	48%
Mitchell Hepburn (comparable to proposed SE St. T and Belmont schools)	85 315	223 854	38%
New Sarum	355 382	537 966	66%

12. Size

Senior administration states that a school of 250 students is small. However, we are in line with 25% of the other schools within the TVDSB, as referenced below. Our school community does not believe that a thriving school, with excellent EQAO scores and a robust extra curricular program should be recommended for closure based on size.



from ISAR EPAR-01

It was brought to our attention by Senior Administration that there is no evidence that school size impacts student achievement. Upon completion of a review of the literature, we were able to locate several articles that suggest quite the opposite – see Appendix B.

13. Lack of Evidence Regarding School Consolidations

There is no evidence to suggest that consolidating schools leads to better student outcomes. In fact, the TVDSB's own research, presented by Research and Assessment Services on May 28, 2013 shows that *"impacts on achievement were not significant"*. In order to become better informed about this issue, our subcommittee conducted a brief literature review and compiled an annotated bibliography attached to the report as Appendix B.

Key words such as "elementary school consolidation", "elementary school size", "elementary extracurricular" and "rural elementary schools" were searched in our efforts to become better informed. Not only were there no articles that would support the ISAR recommendations for our school, the literature consistently reported rural school consolidation and elementary school size was an under researched area and conclusive findings were not available as no one seems to be evaluating this practice through a lens of student well-being and academic achievement.

In consideration of a lack of evidence to support the ISAR's proposed recommendations for our school and an overall consensus in the literature that rural school consolidations can be detrimental or at the very least not beneficial to students, including research by the TVDSB, our school community urges the Board to reconsider a plan to close New Sarum. Closing this school without just cause is inequitable and short-sighted.

Alternate Recommended Proposals

Our school community believes that there are alternate viable solutions than the proposed closure of New Sarum Public School. Although we know that our recommended solutions may not be perfect; clearly we do not think the recommendations contained in the ISAR provide any educational benefits to our children, and in fact we think the closure of New Sarum will have a negative impact on their well being and academic achievement.

We offer the following alternate proposals to support our recommendation to keep New Sarum status quo:

Proposed Southeast St. Thomas Public School	
Alternative Proposal	**Rationale for Alternative Proposal**
1. New Sarum Public School remain open as an English track K-8 elementary school, with current boundaries. If the projections in the ISAR are accurate, our school community does not see the need for a new Southeast St. Thomas school within the next 10 years, until population in that area grows further. Therefore, we propose reassessing the need for construction of a new school in Southeast St. Thomas once a critical mass of students exist from new residential development. In the meantime, amend the current holding zone from Port Stanley Public School to Elgin Court Public School as per the Boards Holding Zones and Holding Schools Procedure No. 4015d.	1. The ISAR states that the proposed school is required to relieve enrollment pressure from Mitchell Hepburn. According to the status quo enrollment projections contained in the ISAR, the student population at Mitchell Hepburn reaches its peak in 2018 at 786 students (115.9% utilization). The proposed Southeast St. Thomas school is recommended to open in 2020, at which time Mitchell Hepburn enrollment will already be declining. Elgin Court Public School is in close proximity to the current holding zone and has 146 empty pupil places. The ISAR projects 110 pupils from the holding zone over the next 10 years. If this holding zone was re-directed to Elgin Court, it would bring their utilization up to 92% over the next 10 years. Senior administration has stated that they require the empty pupil spaces at Elgin Court to accommodate students from the Parish Farm development; however, they have also indicated that students won't exist for 10-15 years rendering this a moot point.

	This proposal will allow current families to remain at New Sarum and at Mitchell Hepburn, and the families residing in the holding zone to be accommodated much closer to home, which will result in decreased transportation costs and increased student well being. This proposed solution will also bring enrollment at Elgin Court closer to its capacity, which aligns with the goals of the Ministry and the TVDSB. The notes from the 2nd public meeting also state that senior administration "cannot predetermine how quickly subdivisions will grow to fill this space" in regards to the current holding zone. The uncertainty that clearly exists surrounding new residential development supports our alternate proposal. As taxpayers and parents whose children are receiving an above average education at a school that is at 97% capacity, we believe this is the best approach for Southeast St. Thomas; provided the projections in the ISAR are accurate.
2. New Sarum Public School remain open as an English track K-8 elementary school, with current boundaries. While the ISAR projections do not warrant a new Southeast St. Thomas school within the next 10 years, we understand that there is significant residential development proposed for the area. If this development is more imminent than the ISAR projects, and senior administration can justify a new Southeast St. Thomas school by 2020, the New Sarum community is not opposed, provided the business case made to the Ministry excludes the 144 pupils from New Sarum. We would then propose a smaller OTG capacity school be constructed, which could include a plan for a future addition as the population in that area grows further.	2. The Board has indicated the need for a new South Central St. Thomas Public School in 10-15 years. An addition at the Southeast St. Thomas School, and the South Central area could potentially be looked at together in the future as population grows and demographics shift in both areas. Senior administration has indicated to us that the new Southeast St. Thomas school could eventually grow to up to 135% utilization. Leaving our 144 students at New Sarum would ensure this school does not become overcrowded, much like the scenario currently faced by Mitchell Hepburn.

Proposed Belmont Public School	
Alternative Proposal	**Rationale for Alternative Proposal**
1. New Sarum Public School remain open as an English track K-8 elementary school, with current boundaries. Build a smaller OTG capacity school in Belmont.	1. The removal of 35 students recommended to be accommodated in Belmont should not weaken the business case to the Ministry for capital funding and allow New Sarum Public School to remain status quo.

McGregor/Davenport Public Schools	
Alternative Proposal	**Rationale for Alternative Proposal**
1. New Sarum Public School remain open as an English track K-8 elementary school, with current boundaries. If families were supportive, adjust current boundaries to accommodate additional children at Summers' Corners, reducing the student population at both McGregor and Davenport, allowing them to be consolidated into a K-8 school at one location, while declaring the other location surplus or a conversion to a French Immersion track school. 2. While we understand that senior administration has indicated it is not feasible to construct a new K-8 school in Aylmer at this time, it would appear based on the criteria the Ministry and TVDSB use to close and consolidate schools, that McGregor and Davenport fit that criteria, and perhaps additional consideration should be given to this option in the near future.	1. This would decrease empty pupil spaces at both Summers Corners and McGregor/Davenport, as well as allow McGregor/Davenport to become organized as a K-8 school, the TVDSB's preferred elementary model. Efficiencies would be gained by operating one K-8 elementary school in Aylmer, and would provide an additional option for a second French Immersion track school in Elgin County. 2. This would align with the TVDSB's preferred elementary grade model (K-8), potentially allow the school to be located in a less congested traffic area, which would ensure student safety, and reduce empty pupil spaces.

Observations/Recommendations Regarding EPAR-01 Procedure

Observations Regarding the PAR Procedure

1. The EPAR-01 included too many schools

We believe it would have been more practical for senior administration to deal with the proposed new Belmont school this year, and review the need for a Southeast St. Thomas school in a subsequent year, once development in that area had progressed further.

2. It was difficult to obtain certain information

Since many of the recommendations for a particular school are contingent on other schools, it was difficult to obtain certain information from senior administration (for example, alternate financial scenarios) as the response received was *"as outlined in the Pupil Accommodation and Facility Organization Procedure Section 13.1 material used to answer questions need to be readily available to TVDSB, on an internal basis, without undue demands on TVDSB's resources"*. In a PAR that included less schools, this may not have been the case.

3. Timeline was too short

While the process that was followed regarding public meetings, and school level meetings, appeared to allow for sufficient engagement and dialogue, we felt the overall timeline should have been longer to allow the PAR subcommittees additional time. The majority of parents are working professionals, who lead busy personal and work lives. Although our subcommittee feels we have produced a quality report that accurately reflects the views of our school community, the timeline proved to be challenging.

4. The EPAR-01 had the potential to create conflict amongst school communities

Again, because of the number of schools involved in this particular PAR, there were many competing interests. When recommendations include consolidation of one school with another, we believe the last thing the TVDSB should want is conflict to exist among school communities.

Recommendations Regarding the PAR Procedure

1. Provide a variety of options in the Final Senior Administration Report (FSAR)

With so many schools included, we recommend that the FSAR contain a variety of options for the Trustees to consider, with associated financial information related to each option. We would expect senior administration to indicate their preferred option and rationale; therefore, this would not be in violation of the Pupil Accommodation Procedure. At the second public meeting on February 8, 2017, senior administration acknowledged that by only providing one option, the process is inherently biased towards the only option with all financial information available. Our recommendation would reduce that bias.

2. Complete a study regarding “large” vs “small” schools to provide an evidence-based resource for future planning

Our school community recommends that prior to recommending closure of smaller schools, which are at or near capacity; a study should be undertaken to determine how “larger” schools do in fact support and benefit the well being and academic achievement of our children.

3. Review the public consultation process in developing and amending TVDSB policies and procedures

Our school community recommends that the TVDSB review the manner in which they seek public consultation, particularly on an issue that has such far reaching impacts on families, such as the pupil accommodation review procedure. Not one person in our school community was aware that the procedure had been recently reviewed and public consultation sought.

4. Complete evidence based pupil accommodation reviews

Finally and most importantly, we highly recommend that future pupil accommodation reviews are evidence based. We would like to think that our public education system is a system that relies on evidence based decision making; unfortunately, this has not been our experience with the EPAR-01. Many of the generalized statements contained in the ISAR regarding the “increased educational opportunities” for our children were written as fact, with no supporting sources. Making these statements without having the ability to provide any evidence to support these statements clearly leaves families, particularly in a situation such as ours, strongly opposing the recommendations.

Conclusion

Our school community is convinced that the recommendation to close New Sarum fails to take into account the negative impact on our children. Our PAR subcommittee consistently received feedback in school level meetings that the ISAR recommendation for New Sarum was not only overlooking what is in the best interest of our children, but that building a new school in Southeast St. Thomas was premature and senior administration lacked an adequate business case with which to base their plans. As parents, taxpayers and voters the ISAR recommendations were not supported as they pertain to our school. It is clear to us the only reason a recommendation to close New Sarum has been put forth is to "build the business case" to obtain Ministry funding for the proposed new school builds at the expense of our students.

The vast majority of reasons that the Board and the Ministry state are benefits to consolidation do not apply to New Sarum Public School, as we have outlined in our report. Under the recommended solution in the ISAR, the **only** benefit 179 of our students would receive (144 at the new Southeast St. Thomas school and 35 at the new Belmont school) is a brand new school building. Senior administration and more importantly, Trustees - our families don't value a big, new building. Our families value the community our children already call home every morning. The community that has absolutely nothing to do with the bricks and mortar, but has everything to do with the environment that leads to our children's academic success, as evidenced through our EQAO scores.

We assume that senior administration made the recommendation to close New Sarum with the hope that the school community would be supportive, or at the very least indifferent towards the recommendation; however, our school community has spoken loud and clear and recommends that New Sarum remain status quo. We have built a strong business case to justify this recommendation, and we have offered alternate viable proposals.

We expect that senior administration will remove the recommendation to close New Sarum in the FSAR, given the views of our school community as outlined. A decision to leave New Sarum status quo sends a message to the public that the TVDSB values student achievement and wellbeing, is responsive to community input and is innovative and flexible in their planning in order to support student success.

Through our report, we have proven that the recommendation to close New Sarum is purely economically driven, with no increased educational opportunities demonstrated. **We argue that when the economic benefit is so slight and the overall disruption to children is so great, the well being and academic achievement of our children must take precedence.** This decision would be putting the needs of students first, and fulfilling the Board's mission, vision, and commitments.

APPENDIX A
Questions Asked of Senior Administration
EPAR-01

1. **We have reviewed the reasons the TVDSB closes and consolidates schools, and the majority do not apply to New Sarum. In addition, the Ministry and TVDSB consistently reference "empty (unfunded) pupil spaces", as the primary reason necessary to close and consolidate schools. NSPS is at 97.3% capacity, with a stable projection. We have made assumptions, but we need to understand why Senior Admin has recommended NS for closure?**

This question was asked at the initial public meeting; answer as per minutes/notes of initial public meeting: Based on the geographical area, we search for opportunities to allow us to input more resources into our schools. New Sarum is part of a bigger plan for this opportunity.

Questions Regarding "Improved Educational Opportunities" the TVDSB claims results from school consolidations

2. **Please provide high school graduation rates for New Sarum, Mitchell Hepburn and Davenport.**

The Board is unable to provide the requested graduation rates, for New Sarum, Mitchell Hepburn and Davenport Public Schools, by secondary school due to a lack of provincial level data. All graduation rates are calculated by the Ministry of Education at a board level only. This calculation is based on first time grade 9 entries. As such, some of these students will be transferred to non-TVDSB schools and these students are still considered TVDSB students by the Ministry in their calculation. The five year graduation rate for TVDSB as of 2015 is 78.2%.
Here is the Ministry link: https://news.ontario.ca/edu/en/2016/05/2015-graduation-rates-across-the-province.html

3. **Number of students who participated in various extra curricular activities at New Sarum, McGregor/Davenport and Mitchell Hepburn for the 2015/16 school year**

Accurate records of the number of students that participate in extra-curricular activities at New Sarum, McGregor/Davenport and Mitchell Hepburn were not kept for the 2015-2016 school year.

4. **Number of parents who sit on parent council at McGregor/Davenport and Mitchell Hepburn**

The number of parents that were involved in School Councils for the 2015-2016 school year were as follows:
Davenport: 20 official members with 5-10 members attending meetings, on average (6.8%)
Mitchell Hepburn: 10 members with fluctuating attendance at meetings (1.3%)

McGregor: 19 members with 10-15 members attending meetings, on average (5.2%)
New Sarum: had 23 members, with approx. 18-20 in attendance (9.2%)
New Sarum numbers and percentages added in by NSPS PAR Subcommittee

The TVDSB outlines reasons why school boards generally consolidate and close schools. (http://www.tvdsb.ca/planning.cfm?subpage=301169). We have outlined those reasons below, with a corresponding question for some of the reasons the Board outlines.

"Some of the potential improvements may include":

5. "The range of programming and courses available." **Please share with us what additional programs and courses that our students would have at Davenport, McGregor, New SE St. Thomas and New Belmont public schools, which they don't already have at New Sarum.**

Specific programming has not been determined at this time since programming is dependent upon the needs of students in a building. The TVDSB's proposed recommendations are intended to support an environment with a critical number of students where experiences, opportunities and resources can be optimized. As a general example, if a school population has a critical number of ESL students then an educator who might otherwise be involved in a school in an itinerant capacity may be able to dedicate a more consistent amount of time to a building. Another general example is that a larger school would have a greater teacher-librarian complement. A greater teacher librarian complement has implications for flexibility of programming

6. "The availability of specialized support services for individual students or small groups." **Please share with us what specialized support services that our students would have at Davenport, McGregor, New SE St. Thomas and New Belmont public schools, which they don't already have at New Sarum.**

The availability of specialized support services for individual student or small groups is based on the specific needs of a student or student population. The proposed EPAR recommendations are intended to support an environment with a critical number of students where experiences, opportunities and resources can be optimized. The potential benefits to students can be referenced on the slides #4 - #6 titled "Educational Opportunities and Benefits to Learning" from the EPAR 01 PowerPoint presentation shared at the Initial Public Meeting held on Jan. 9, 2017

7. "Specialized facilities, such as gyms, libraries, design and technology, music and science rooms." **Please share with us what specialized facilities that our students would have at Davenport, McGregor, New SE St. Thomas and New Belmont public schools, which they don't already have at New Sarum.**

The New Belmont and Southeast St. Thomas Public Schools would have library learning commons, primary activity room, and purpose built general arts and kindergarten classrooms. Proposed renovations at McGregor include library learning commons, as well, there

are purpose built kindergarten classrooms. Proposed renovations at Davenport include library learning commons, general arts classroom.

8. "Sufficient enrolment to support sports teams and other extracurricular activities." **Please share with us what additional sports teams and extracurricular activities that our students would have the opportunity to participate in at Davenport, McGregor, New SE St. Thomas and New Belmont public schools, which they don't already have the opportunity to participate in at New Sarum.**

There are many factors that impact volunteerism of staff to support extracurricular activities. As a result it is not possible to postulate what extracurricular activities will be available to students in any school. The EPAR 01 recommendations have been made to maximize potential opportunities for our students. Greater numbers of staff give the possibility of greater people to volunteer, with a wider range of skills and expertise available to support sports teams and other extracurricular activities

9. **How does a longer bus ride and distance to school benefit our children's education time, family time, recreation time, and ability to participate in extracurricular activities?**

Education time and extra-curricular time should not be impacted by length of bus rides. Students will continue to have a 300 min. school day. Extra-curricular activities that occur during nutritional breaks would not be impacted. As is currently the case, Students would not ride on the bus when they are participating in extra-curricular activities outside of the school day. There are students in the TVDSB that are on the bus for varying lengths of time across the TVDSB. The maximum bus ride will continue to be within the lengths identified in the Transportation Policy and Procedure. Each child's experience is different so the impact on family time and recreational time cannot be measured through this response.

Questions Regarding the Proposed SE St. Thomas school / St. Thomas Area

10. **At the November 22 meeting, Kevin mentioned that an addition at Mitchell Hepburn was possible. What are the pros and cons of an addition? What would the associated costs be?**

Senior Administration does not support an addition at Mitchell Hepburn PS due to the size of the site and the future requirements for a 2nd elementary public school within the Southeast area of St. Thomas. Administration would recommend two elementary schools with combined capacity of 1200 students rather than one school of that size.

11. The Nov 22/16 Annual Planning report noted a new school being necessary in South Central St. Thomas – why wouldn't the Board look at this issue in conjunction with a new SE St. T school?

The proposed South Central St. Thomas PS is not projected to be required for 10 to 15 years when further residential development for this area of St. Thomas requires additional elementary school accommodation. At this time the subdivision is part of Elgin Court PS's attendance area which has space to accommodate the development at this time. The developer has indicated the first phases of this development will be for retirees/ empty nesters. The potential for significant student yields would not be until further phases of the subdivision where single family lots are proposed.

12. What utilization is Elgin Court PS at?

2015-16 OTG = 481 Enrolment = 351.66 Utilization = 73.11%	2016-17 OTG = 467 Enrolment = 321 Utilization = 68.73%

13. Why is the SE St. Thomas holding zone designated to Port Stanley PS, when there are 146 empty pupil spaces at Elgin Court, which is less than 2 km from Mitchell Hepburn? At face value, bussing students to Port Stanley doesn't seem like the most efficient solution.

The holding zone was approved by the Board in November of 2013. At that time Elgin Court was at 78% enrolment vs capacity. Also, within Elgin Court PS's attendance area there is a large development south of Southdale Line (Parish Farms - 34T-15501). The capacity at Elgin Court will be required to accommodate this residential development.

14. Given the fact that SE St. Thomas will continue to develop, what are the pros and cons related to holding off on the construction of a new school and accommodating over flow students at Elgin Court PS, until the approved Harvest Run subdivision is underway?

The Parish Farms subdivision 34T-15501 is currently in the attendance area of Elgin Court PS and the capacity is required at Elgin Court PS for that development.

The first phases of the Harvest Run subdivision (34T-16502) is included in the Port Stanley holding zone and is proposed to be designated to Mitchell Hepburn PS in the ISAR. The new school will be required to accommodate not only existing students but the continuation of the Orchard Park Subdivision and the second phases of the Harvest Run subdivisions.

15. In reading through the Q&A documents circulated for each school, we read more closely the Davenport document and came across the question and answer below. The

new SE St. Thomas school is proposed to have an OTG capacity of 516 students; however, the response to Davenport stated that "Southeast St. Thomas PS, with the projected growth, will allow the school to grow to approximately 600-700 students."

Please explain where the 186 / 86 students (700 / 600 projected minus 516 capacity) will be accommodated?

When enrolment increases surpass school capacity non-permanent space (portables/portapaks) is utilized. As with other schools in the TVDSB, an enrolment increase of 86-186 students could be accommodated in 4-8 portable classrooms, until enrolment drops or until permanent accommodation can be approved by the Ministry and constructed by the Board.

16. **How many students have been reallocated from New Sarum PS to Mitchell Hepburn PS since its construction?**

Since Mitchell Hepburns opening in 2008 there have been no attendance area changes. The new development east of Mitchell Hepburn is designated a Holding Zone holding at Port Stanley PS. There were no students present in the Holding Zones at that time.

17. **Mitchell Hepburn required an addition 6 years after it was constructed, is currently at 110% utilization, with a holding zone. Please explain. How can we be sure this won't be the case with the new proposed SE St. Thomas school? Would a school with an OTG of 400 allow NSPS to remain open? Why are we repeating history (Mitchell Hepburn scenario) with all of the proposed development for SE St. Thomas?**

This question was asked at the initial public meeting; answer as per minutes/notes of initial public meeting: The Ministry of Education funds on current enrolment data only, and will not fund on projected growth. The Board could submit a Business Case for a smaller school.

18. **Please provide capacity vs enrollment figures for Mitchell Hepburn PS since it opened in 2008.** Mitchell Hepburn's enrolment 2008-2011

Year	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	SE	Total
2008	51	68	50	35	48	65	54	51	45	0	16	483
2009	64	59	69	55	38	45	69	54	51	47	29	580
2010	68	63	55	69	59	41	50	70	54	52	29	610

The remaining enrolment from 2011-2025 can be found on page 5 of 18 of the Mitchell Hepburn PS SIP.

19. How many student were initially reallocated from New Sarum, Elgin Court and Forest Park to Mitchell Hepburn?

The following breakdown of students was taken from the *Boundary for New Southeast St.Thomas Elementary School,* 2007 September 25. The report identified the breakdown of students and the new boundary for Mitchell Hepburn PS and the modified boundaries for Elgin Court, Forest Park and New Sarum, effective 2008 September.

Grade	Homedale (Elgin Court)	Homedale (Forest Park)	New Sarum (North of Elm)	New Sarum (South of Elm)	Forest Park	Elgin Court	Total
JK	0	0	16	0	13	14	43
SK	0	0	8	0	11	13	32
Grade 1	0	0	14	0	11	16	41
Grade 2	0	0	16	1	17	12	46
Grade 3	0	0	19	1	13	14	47
Grade 4	0	0	8	0	12	25	45
Grade 5	0	0	17	0	9	11	37
Grade 6	0	0	15	1	23	16	55
Grade 7	22	11	18	0	0	0	51
Grade 8	12	21	13	1	0	0	47
TOTAL	**34**	**32**	**144**	**4**	**109**	**121**	**444**

20. What is the current Forest Park utilization?

As of 2015-16, Forest Park PS utilization was 80.38%.

21. Senior Admin is recommending the new SE St. Thomas school as part of the EPAR-01, and has projected the future need for a new SC St. Thomas school in their annual planning report of Nov 2016. Could 1 school in SE St. Thomas not accommodate the harvest run and parish farm developments until the need for the 2nd school is evident (the sites are 2km away from each other)?

The Southeast St. Thomas school is proposed to accommodate the attendance area outlined in the ISAR.
The Parish subdivision is currently being accommodated at Elgin Court PS were there is capacity. Dependent on student yields within the Parish farm subdivision the second SC St Thomas school, if required, is projected to be needed in 10 to 15 years. To ensure future accommodation of students in growth areas the potential for a required school is appropriate. Incorporating school blocks at the preliminary stages of subdivision plans allows for better student accommodation.

Financial Related Questions

22. Please show us the financial information on page 63 factoring out New Sarum closing.

As outlined in the Pupil Accommodation and Facility Organization Procedure Section 13.1 material used to answer questions need to be readily available to TVDSB, on an internal basis, without undue demands on TVDSB's resources. The process of enrolment projections are time consuming and cannot be completed as requested.

If New Sarum were to remain status quo, this would has a cascading effect on remaining schools operational costs and savings. A new scenario would have to be created and recalculated. This information is not readily available.

23. What are the various costs (if any) associated with closing a school?

When a school is closed there are ongoing Facility Services costs such as utilities, maintenance, grounds (grass/snow plowing) and insurance premiums expended at the site until the property is sold. Facility Services estimates that a closed school costs approximately 25% of the cost to operate the open school.

24. Planning shared with us that maintaining a vacant school costs the board 25% of the operating costs. On average, how quickly does a vacant school property sell?

Surplus schools which are disposed by the Board sell at various times after circulation/ listing. Some schools sell immediately while others have not sold for a number of years.

Follow up question: "We would assume the Board keeps accurate records on when surplus schools sell; therefore, please provide a list of surplus schools over the last 15 years and length of time it took to sell each school."

School	CLOSED	SOLD
BIDDULPH CENTRAL PS	30-Jun-2009	7-Feb-2014
ELMDALE PS	30-Jun-2009	20-May-2015
LEESBORO CENTRAL PS	30-Jun-2009	10-Mar-2014
LUCAN PS	30-Jun-2009	25-Jul-2013
MYRTLE STREET PS	30-Jun-2009	30-May-2014
PRINCETON CENTRAL PS	30-Jun-2009	17-May-2016
BRICK STREET PS	30-Jun-2010	15-Aug-2011
MANOR & HIGHLAND PARK PS	20-Jun-2010	30-Sep-2013
M.B. McEACHRREN PS	30-Jun-2010	27-Oct-2015
METCALFE CENTRAL PS	30-Jun-2010	18-Sep-2014
NORTHDALE PS	30-Jun-2010	27-Jul-2012
BEACHVILLE PS	30-Jun-2011	17-Jun-2013
PRINCESS ELIZABETH PS	30-Jun-2011	9-May-2014
SCOTT STREET PS	30-Jun-2011	5-May-2016
VICTORY MEMORIAL PS	31-Dec-2011	12-Nov-2015
WESTFIELD PS	30-Jun-2011	19-Dec-2013
NORTH NORWICH PS	30-Jun-2012	10-Jul-2013
NORWICH PS	30-Jun-2012	31-Mar-2016
OTTERVILLE PS	30-Jun-2012	10-Jul-2013
SIR WINSTON CHURCHILL PS	30-Jun-2012	22-Jul-2016
COLBORNE STREET PS	30-Jun-2013	30-Jan-2015
SHERWOOD FOREST PS	30-Jun-2013	7-Dec-2014
HURON HEIGHTS PS	17-Dec-2013	23-Dec-2015
LORNE AVENUE PS	30-Jun-2016	28-Oct-2016

NSPS calculated on average it takes 3.25 years to sell a surplus school

25. **With an annual budget in excess of $850M, $413,000 savings (0.05%) could be considered insignificant. Why is such significant student upheaval being proposed for such an insignificant annual savings?**

At the initial public meeting, K. Bushell stated that $413,000 is not insignificant. Answer as per minutes/notes of initial public meeting: The main goal for the TVDSB is to provide student accommodation in the most efficient and effective manner, together with providing more opportunities for the school.

26. **Since 2006, the TVDSB has invested $237.9 million into school infrastructure / renewal and $804,932 into NSPS. It would appear to us that NS has been neglected, which now places us at a disadvantage when looking at our high and urgent renewal needs. Why has NSPS been neglected?**

Facility Services prioritizes school renewal projects on a needs basis and the needs of the system are much greater than the annual funding given by the Ministry of Education.

Also, it should be noted that when a school is being reviewed for possible consolidation, that any proposed school renewal projects are suspended until the Board decision has been finalized regarding the future of the school

27. Page 144 of the ISAR shows NSPS having a cost of administration of $237,912.00 – does this include the cost of a 0.5 Vice Principal position?

The cost of administration of $237,912.00 identified on page 9 of 16 of the New Sarum PS SIP does include a 0.5 Vice Principal position.

If so, what is the dollar figure included for a 0.5 VP?

The amount included for a 0.5 VP was $57,942.

Do we have a 0.5 VP position due to the Transitions / Mental Health class?

Many factors are used to determine the need for a vice principal in a school. School size, student complement, staff complement, student needs and system classes are some of the factors used to determine the need for a vice principal in a school.

28. Please show the breakdown of the $365,659 adjusted teacher costs due to enrolment changes once consolidations are in place.

The costs of the increase in teachers attributable to the increase in enrolment from 2015-16 to projected 2019-20 enrollment is $365,659. This represents the cost of teachers solely due to the enrolment increase for all schools included in PAR01. Thus, these costs were removed from the grand total to provide comparative savings versus the costs in 2015-16.

29. Please provide data displaying initial budgets vs final costs of new school builds for the last 10 years.

Elementary School	Opening Date	Budget (Board Report includes F&E)	Expenditures	Under / (Overage)
Westfield	2015-16	$11,600,000	$11,451,464	$148,536
Mary Wright	2013-14	$10,363,142	$10,652,400	($289,258)
Laurie Hawkins	2011-12	$11,414,695	$11,107,617	$307,078
Stoney Creek	2010-11	$13,480,966	$13,365,596	$115,370
Blenheim District	2009-10	$8,609,452	$8,339,533	$269,919
John Wise	2009-10	$11,621,912	$11,660,700	($38,788)
West Nissouri	2009-10	$8,493,240	$8,635,409	($142,169)
Wilberforce	2009-10	$9,440,722	$9,340,494	$100,228
Mitchell Hepburn	2008-09	$9,723,254	$9,519,450	$203,804
		$94,747,383	$94,072,663	$674,720

Miscellaneous Questions

30. We've heard rumours (we assume they are rumours), that the proposed new school location land in both St. Thomas and Belmont has already been purchased by the Board. Is this true?

The Board has not purchased the school site for the proposed new Southeast St. Thomas PS

We followed up for clarification, since they did not answer the question regarding Belmont PS Land:
As indicated at the Initial Public Meeting, the Board has not purchased a school site for the proposed new Belmont PS.

31. We have been told that the Board's procedure for pupil accommodation reviews was updated in March 2016 after what was referred to as a "lengthy public consultation process" that took place between November 2015 and February 2016. Please share how this public consultation process took place.

Answer received "Appendix A" – *basically, posted on Board's website*

32. Including so many schools in a PAR would seem to justify a lengthier time to complete this PAR, but Senior Admin has set the minimum allowable time frames according to their policy and the Ministry Guidelines. If our input is genuinely considered valued by senior admin why the rushed process?

Administration is following the Procedure approved by the Board.

33. The ISAR recommendations are so inter connected it makes it difficult for us to make informed alternate recommendations; therefore, we would recommend that the Final Senior Administration report contain various options for the Trustees to consider with associated costs / savings and pros / cons outlined for each option. We would of course expect Senior Admin to identify which option they recommend and why. Please comment on this recommendation.

School administration will prepare the Final Senior Administration Report as required under the Pupil Accommodation and Facility Organization Procedure…specifically 15.1.1 (d)
"Include TVDSB Senior Administration Recommendation on pupil accommodation and attendance areas together with a proposed timeline for implementation"

We followed up with: "I don't believe the question asked was fully answered. Is it possible for Senior Admin to outline a number of options in the FSAR, and indicate which option

they recommend? This would not be in violation of the Board approved procedure.

Senior Administration is required to recommend one proposed accommodation plan including a timeline for implementation in the Final Senior Administration Report. The creation of a number of options for EPAR-01 would dilute the discussion and create confusion. All EPAR-01 reports and timelines have been created in accordance with the TVDSB procedure and MOE guidelines.

34. Please provide a copy of the one source referenced in the ISAR – Hattie, 2009.

The reference for this book is:
Hattie, J.A.C. (2009).~*Visible learning: A synthesis of 800+ meta-analyses on achievement.*~ Oxford, UK: Routledge. ISBN 10: 0415476186

35. Please provide copies of all applications submitted to the MOE for capital funding in the last 5 years. In addition to that, please provide the copy of the application submitted to the MOE for funding to construct Mitchell Hepburn PS. If there are parts of the applications that are not public knowledge (for example, property matters), we understand that those parts of the report may not be shared. However, we believe the majority of the funding applications should be public knowledge.

As per past practice, the Board does not release the business cases submitted to the Ministry of Education for Capital funding.

36. Why was Elgin Court PS not included in the EPAR-01?

Only schools that needed to be included in the pupil accommodation review process were included in EPAR-01. The composition of EPAR-01 was based on the students and schools affected by the proposed recommendations, due to the fact that the proposed relocation of school communities are all interconnected. Also, the Parish Farm is a large residential development currently underway within the Elgin Court attendance area. The capacity of Elgin Court PS will be required to accommodate students from the existing attendance area.

37. If closure of NSPS is included in the FSAR, and the Trustees approve the final recommendation; however, the capital funds to build the 2 new schools are not granted by the Ministry, does NSPS revert to status quo? Or do we wait in limbo, while Senior Admin makes attempts to obtain capital funds from the MOE in subsequent years?

In the above scenario, the status of New Sarum PS would depend upon the Ministry's rationale for not funding the application, such as:

If the Ministry indicated they supported the requests but there were not enough funds, the Board would continue to resubmit funding requests to the Ministry. The Board and the public would be notified as to any timeline delays or postponements. New Sarum would remain status quo until the Board recommendation are implemented.

If the Ministry indicated that they did not support the request, New Sarum PS will remain status quo or until the Board can determine an alternative outcome. Please note that the Ministry recommends that, wherever possible, schools should only be subject to a Pupil Accommodation Review once in a five year period.

38. Since our students are recommended to go to 4 different schools, what happens if the MOE approves capital funds to only build 1 new school?

If the Ministry only approves the Capital funding for the New Belmont school and indicates support for the Southeast St.Thomas school, then New Sarum would continue to operate as a JK-8 school with the adjusted attendance area as approved by the Board. If the Ministry does not support the Southeast St.Thomas school, administration would need to develop a plan or the accommodation of the remaining New Sarum students.

What happens to the children designated to the new Belmont school and McGregor/Davenport if capital funds are granted ONLY to build the new SE St. Thomas school?

In the above scenario, New Sarum PS would operate until funding was received for the New Belmont PS. Re-designation of students to McGregor/Davenport would occur as scheduled. Students designated to McGregor/Davenport would be allowed to remain at New Sarum PS unit the SE St. Thomas PS opened. See also the response to question #1.

What happens to the children designated to the new SE St. Thomas school and McGregor/Davenport if capital funds are granted ONLY to build the new Belmont school?

In the above scenario, New Sarum PS would operate until funding was received for the New Southeast St. Thomas PS. Students designated to McGregor/Davenport would be allowed to remain at New Sarum PS until the New SE St. Thomas PS opened. See also the response to question #1.

39. Please list the reasons why the Board's preferred model is K-8 (versus K-3 and 4-8)?

The best school communities are created when administrators, teachers, families and community members join together to provide the highest quality learning experiences for students. That being said the K-8 model is currently used by the majority of our elementary schools. The TVDSB strives for this consistency, where possible. Operationally there may be some benefits. A K-8 model for a school of 400 -500 provides an optimal number of classes per grade. In addition, older students in a K-8 school have diverse opportunities to demonstrate leadership with their younger peers. Additionally, younger students can benefit from interactions and the leadership of their older peers. A K-8 school minimizes the number of transitions for students

40. With a view to the longer term, how does accommodating 144 of our students in a school you are already projecting will be up to 135% utilization support our students well being?

Response from notes/minutes of 2nd public meeting: The plan for the New Southeast St. Thomas School would be to build it to a capacity of approximately 500 pupil places. The school would be designed to allow for additional classrooms in the future. As the school grows, portables could be required until a permanent addition is completed.

Question and response from notes/minutes of 2nd public meeting: **If you are looking to keep students within the community, why is there a Holding Zone designated to Port Stanley if there is a number of open spaces in Elgin County?** The Holding Zone Policy states that TVDSB must place students there until permanent accommodation can be determined. We cannot predetermine how quickly subdivisions will grow to fill this space.
NSPS does not believe that the question was asked in this way. The question would have been asked to determine how senior administration believes bussing children to Port Stanley is the most efficient interim solution, when there are 146 empty pupil spaces at nearby Elgin Court.

41. **Through email, we requested that Senior Admin provide us the financial data for the EPAR-01, leaving NS status quo. The response received was a reference to the PAR procedure, and that the information was not readily available on an internal basis without undue demands on TVDSB's resources. How would senior administration give meaningful input and consider all options on an issue if financial information on certain options was not available? Does this not inherently bias the process in favour of the only option with all financial information available?**

Response from notes/minutes of 2nd public meeting: In order to provide you with the requested information, we would have has to separate New Sarum students from the proposed scenarios, re-run all the numbers etc. This request could not be completed in a reasonable time frame. Senior Administration is required to produce one recommendation to the Board, as we have done. Please feel free to include this input in your report.

42. **Through this process we have heard a lot of massing students, creating a "business case", and efficiencies. The pupil accommodation review policy states that the "Board's paramount responsibilities are student achievement, safety and well being". In developing the ISAR, how did the planning department inform the report with respect to student achievement, safety and well being?**

Response from notes/minutes of 2nd public meeting: Senior Administration reviewed student achievement by the district; there is no consistent pattern or data that states that a bigger or smaller school is better for students. Academic results have to do with the learning culture of the schools, which is not related to school size directly. In regards to safety and well-being; all schools and staff regardless of the school, strive for this first and foremost.

APPENDIX B
Annotated Bibliography

The Annotated Bibliography found below has been prepared by the New Sarum Public School PAR Subcommittee to assist in your decision-making as it relates to the EPAR-01 recommendations. We sincerely hope you find this information informative and helpful.

Ares Abalde, M. (2014), "School Size Policies: A Literature Review", *OECD Education Working Papers*, No. 106, OECD Publishing. http://dx.doi.org/10.1787/5jxt472ddkjl-en

This article discusses the consequences of school consolidation and the alternatives to consolidation through a literature review of over 50 sources. It also reviews the different mechanisms through which school size affects the quality and efficiency of schools, and the existing empirical evidence on these effects. Consolidation practices in other countries such as Portugal, England, Sweden and Norway where rural populations are dispersed through the country are discussed. The author concludes contrary to earlier claims arguing that larger schools were better, recent trends indicate there are benefits to smaller schools, and that there may be a limit to the positive effects of larger sizes. Even if there may be benefits to larger schools, such as broader academic curricula with specialized courses or a wider choice of extracurricular activities, these benefits can unequally affect student performance with some students benefitting more than others. This is also the case for consolidation practices. The benefits and costs of consolidation might be unequally distributed among those affected by it (students, teachers, parents) and it is fundamental to consider this distribution to reach a balanced assessment of the implications of school consolidation.

Bard, Joe, Gardener, Clark, Wieland, Regi. (2006). National Rural Education Association Report, Rural School Consolidation: History, Research Summary, Conclusions, and Recommendations. *The Rural Educator,* Winter 2006, Vol. 27:2 pp. 40-48.

This American report from the National Rural Education Association reviews the literature from both an evolutionary and evaluative perspective. The authors examine the effects of class and school size as well as the impacts of consolidation on student outcomes and communities. They conclude that decision-makers ought to give more weight to the views of the school's local community before consolidation is considered. School Boards should look in depth at the implications of fiscal, educational and community advantages or disadvantages. The authors recognized gaps in the literature with respect to quantitative information to support school consolidations, larger class sizes and larger school sizes. Benefits to students of attending smaller schools were apparent and included many of the same findings outlined in the other articles included in this bibliography.

Coladarci, T. & Cobb, C. (1996). Extracurricular Participation, School Size, and Achievement and Self-Esteem Among High School Students: A National Look. *Journal of Research in Rural Education, Fall, 1996. Vol. 12-2. pp. 92-103.*

In this study the authors first objective was to contribute to the extracurricular participation (EP) literature by examining the relation between EP and school size among students participating in the National Education Longitudinal Study of 1988 (NELS:88). The second objective was to test a causal model of school size, EP, and educational outcomes. Their meta-analysis concludes that students attending smaller schools had higher EP than those in larger schools.

Although the articles examined secondary schools students one could argue the conclusions are applicable to elementary students as well given school size variables appears to effects both elementary and secondary school students a like. Further, nearly all the research indicates there are gaps in the literature specific to factors that correlate with elementary school size.

Irwin, Bill & Seasons, Mark. (2012). "School Closure Decision-Making Processes: Problems and Prospects", *Canadian journal of Urban Research,* Vol. 21 No. 2 pp. 45-67.

This article is the result of local research examining the issue of public school closures in Ontario. The authors explore both the processes of decision-making relating to school closure and consolidation as well as consequences of school closures. A four part approach to the research was applied which entailed: understanding the role that schools play and the impacts of closure; examining the reasons for closures; exploring the closure process itself, comparing and contrasting process intent with application experiences; and identifying alternatives to existing school closures decision-making processes and frameworks. While discussing the school closure decision making processes the authors comment:

> " There is some evidence to suggest that these decisions are predetermined despite invitations to communities to participate; there are also indications that these processes are more political than rational (Kearns et al., 2009; Doern & Prince, 1989; Basu 2004, 2004a, 2007; Fredua-Kwarteng, 2005).

The author make the following observations and recommendations after a thorough review of the literature, both Canadian and international:

- We propose the adoption of a collaborative decision-making model that moves beyond traditional technical planning exercises to the explicit acknowledgement of complexity and values conflicts, the recognition and incorporation of the contributions of multiple stakeholders, and the integration of non-traditional, informal knowledge.
- Municipal planners and school board planners seem to operate in parallel planning universes; this is usually counter-productive and inefficient as well as ineffective.

Johnson, David & Brydon, Robbie. (2012). "Social Policy: Ontario's Best Public Schools: 2009-2011". ***C.D. Howe Institute. Essential Policy Intelligence. E-brief.*** **June 7, 2012.**

The authors examine the factors that appears to be most associated with obtaining high EQAO scores. The authors posit, several schools achieve positive student outcomes that exceed the expectations suggested by socio-economic factors. Another thought-provoking finding is that students who attend middle schools starting in Grade 6 underperform compared to similar students at other elementary schools. The authors have developed a statistical formula to control for socio-economic factors and apply this to focus in on school specific factors that appear to contribute to EQAO success. Parents and teachers can calculate their schools performance by applying this formula to determine if their school is in a high percentile, say
80 or over (considered a good outcome) or if their school is in the 20th percentile or less, there is likely to be considerable room for improvement.

Leithwood, Kenneth & Janzti, Doris, (2009), "A Review of Empirical Evidence About School Size Effects: A Policy Perspective", ***Review of Educational Research,*** **Vol. 79 No. 1 pp. 464-490. AERA. DOI:10.3102/0034654308326158**

The article is the result of research the authors completed at the Ontario Institute for Studies in Education at the University of Toronto. The authors conducted a review of the literature including 57 empirical sources published between 1990 and 2007. The research resulted in findings that include:

- Smaller schools are generally better for most purposes.
- Student background matters. Students with disadvantaged social and economic backgrounds benefit most from a smaller school environment.
- Breadth of curriculum is no longer a justification for larger schools. The recommended breadth of the curriculum and available programming is achievable in most smaller sized schools.
- Cost-efficient is no longer a justification for large schools. Contemporary studies, unlike earlier generations of studies, that small schools are more efficient or cost-effective. This reversal is the result of taking student graduation rates into account.

The authors go on to offer the following recommendations. First, elementary schools serving diverse or largely disadvantaged backgrounds should be limited in size to not larger than 300 students. Secondary school with this same student population group should be limited in size to 600 students.

- Elementary schools serving largely heterogeneous or advantaged students should be limited in size to not more than 500 students. Secondary school with this same student population group should be limited in size to 1000 students.

Patterson, J., Koenings, A., Mohn G. & Rassmussen, C. (2006). Working Against Ourselves: Decsions Making in a Rural School District. *Journal of Educational Administration, Vol. 44 No. 2, pp. 142-158.*

The authors remark, in these less than desirable circumstances, rural school districts must make difficult decisions regarding allocation of resources, including the possible closure of small schools with low enrollments. In this paper an analysis of qualitative data obtained through a study of a countywide rural school district located in a Midwestern American state occurred. At the time of the study, the district was operating nine schools located in five communities. The district was facing cutbacks in funding due to declining enrollment and the state's failure to generate adequate revenue to fund its public schools. Given their budget situation, district leaders (the Board of Education and a newly appointed Superintendent) asked us to gauge community perceptions regarding decision making and allocation of shrinking resources, including the possible closure of three schools.

The authors discuss a case study to illustrate how they used theories as analytic devices to uncover historical and tacit patterns of decision making resistant to change which, in this case, accelerated rather than resolved problems. We also explore the consequences of decision-making that contributed to inequitable resource distribution, pitted the district's communities against each other over scarce resources, and isolated the school district from other public and private endeavors.

The study concludes with findings that district leaders' failure to respond to their constituents ultimately resulted in the election of four new board members, the superintendent seeking a new position, and district issues unresolved. It is hoped that the newly constituted Board of Education will have learned from this experience and not fall into the same pattern of decision making that ultimately led to the previous board's downfall. Dysfunctional archetypes like my way or the highway, disseminating disinformation to accomplish goals, and success-to-the-successful accelerated the decline of these small, rural communities and their schools. Rather than fighting over scarce resources and working against each other, district and community leaders need to work together to capitalize and build on their assets. In this case, it could be recognizing the well-documented strengths of small, rural schools, and not allowing funding to be the sole determinant of a school's viability. It could also mean providing choices for families who desire the continuity and smallness of a K-8 school over a middle school that has options for team sports and other extracurricular activities.

Ready, Douglas D. & Lee, Valerie E. (2007). Optimal Context Size in Elementary Schools: Disentangling the Effects of Class Size and School Size. *Brookings Papers on Education Policy;* ProQuest Social Sciences Premium Collection pg. 99-135.

This meta-analysis examines the research as it relates to effects of elementary class size and school size and makes recommendations about elementary class and school size as they contribute to optimal student achievement. American longitudinal studies STAR (Tennessee) and SAGE (Wisconsin) are examined and their results help to inform the findings. Both descriptive and multivariate findings are offered in the concluding paragraphs that suggest students benefit

most from a smaller class in a smaller school. This may be attributed to teachers of smaller classes knowing the students better and thus can more easily tailor instruction to student need and spend less time on classroom management. Some evidence suggests smaller classroom foster a more positive classroom climate and require less teacher discipline and fewer student disruptions, leaving more time for teacher instruction.

APPENDIX C
Survey Data from New Sarum Public School Community & Petition

Following are the results from the survey our school community was asked to complete to obtain their views on the recommendation to close New Sarum. Our report was informed by these survey results, along with the input gathered at our 3 school level meetings.

Please note that this survey was first circulated when the proposed new schools were scheduled to open in 2019.

Our school community also circulated a petition, which received 559 signature (256 online + 339 paper based) signatures.

Answer Choices	Responses	
I do not support New Sarum Public School closing, and my child(ren) going to the proposed new Belmont School, proposed new SE St. Thomas school, Davenport or McGregor effective September 1, 2019.	88.41%	61
I do support New Sarum Public School closing, and my child(ren) going to the proposed new Belmont School, proposed new SE St. Thomas school, Davenport or McGregor (based on proposed boundary lines) effective September 1, 2019.	5.80%	4
My child(ren) are currently in grade 6, 7, and/or 8 and will no longer be in elementary school in 2019. This PAR does not affect my family.	5.80%	4
Total		69

If you chose one of the first 2 options above, please provide the reason(s) behind your choice:

My child has just transferred to nsps and I would not like her to have to meet new people/teachers again. Plus NSPS is amazing compared to the school she came from.

New Sarum has been the greatest school for my children. They go above and beyond in helping with their learning challenges etc.

I currently use the before and after school program. New Sarum is on my way to and from work and having to go to any of the new schools, I would have to find alternate child care as I would not be able to be there by 6pm to pick up my children

NSPS is a great school where my kids consistently get the attention and support they need; moving to a larger school in a city, next to a high school for grade 6, without most of the kids from NS, will be a detriment to my kid's education and social development. Already a bit shy, I think this situation could really create emotional issues. Larger classes will mean less teacher attention,

proximity to town means more opportunities to get into trouble.

Keeps a sense of community. Closer to home. Small numbers leads to a more friendlier environment and a greater chance that everyone knows your name.

My oldest daughter will not be impacted and my youngest will only be impacted in grade 8. I think going to a new bigger school in grade 8 will be beneficial in her transition to high school. New Sarum is a small school and most grades only have 1 class of each grade which has benefits; however, no competition for sports teams and have been in the same class with most kids since JK.

If New Sarum closes, we will send our children to a private school, we do Not like the Idea of bigger schools

New Sarum is a small very family orientated school that helps my daughter obtain a quality education. All the teachers know her by name even though she has only been in school 4 years. We do not want her attending a large over crowded school.

We would lose the community of a small school but would gain a bigger school community, presumably with more access to extra curriculars including a broader range of special activities than a small school can offer. The location in Belmont is more convenient than New Sarum for us. We will continue to have good teachers. Old schools become expensive to maintain and risky when it comes to outdated, dangerous building materials.
New Sarum is an amazing school and the staff is top notch! I think it would be a shame to see it close. There are 7.5acres that it is on could they not build a new school right on the premises?

NSPS is a great school! Keep country schools open

We purposely moved AWAY from a large St.Thomas "superschool" in favour of the community atmosphere and richer school life a "country school" could provide!

Larger school, loss of community, longer bus rides, friends and siblings separated. To state a few...

Small schools are better, teachers know the students, our children feel safe and loved by the staff.

We love New Sarum, the location, the support programs as well as the staff. My husband finished school there and our eldest son finished public school there as well. We want to continue the legacy and prefer our three younger kids finish there as well. We currently have a Grade 3, SK and a soon to be JK.

City schools are grossly overpopulated and I feel children do not get the appropriate level of attention. New Sarum is a great family school and the teachers genuinely care for the students, which is rare this day and age.

New Sarum is a great community school that has been neglected by the school board for years

and we are all still going strong. Changing schools is hard on children especially when they are already in a school that they love. You need to think about what you are doing to our children. You are planning on closing a school that is almost at full capacity and running very well, and putting these children into schools that they won't get any 1on1 time because they are so big that the teachers won't have the time to actually help the children that need the extra help.

I am very uncomfortable sending my child on a bus to Aylmer when we have a St. Thomas address, let alone a k-3 school that shares a bus with high school children. I know the board does not support this model splitting elementary years into two schools as well. We moved to our location FOR New Sarum. The school is not underpopulated nor do I feel it is too small to support my child. As a teacher in Elgin County I know this is a wonderful opportunity.

We moved to the country knowing our children would be going to a rural school! We have four children who are all attending New Sarum, only to have them going to two different schools? Does not make any sense! I love going into the school knowing every child knows everyone, and myself. This decision is like roping families apart. There will be too many students to remember, and I feel some students will end up feeling left behind, and it will be traumatizing! This will have an emotional effect on everyone and how do you plan to help them, or will they just be pushed through the system? Forgotten and neglected because these schools will be too full! It is my hope that you reconsider closing New Sarum Public School. Keep our rural schools open.

We bought our home so that our child could go to New Sarum because we knew it was a good school since his mother & her entire family went to New Sarum as well. We didn't want our child to have to change schools so we purchased our 'permanent' home before he started school. If Mew Sarum closes we will likely move our child over to the Catholic Board since that was our first choice for his schooling if we didn't move into the New Sarum PS zone.

New Sarum is not much over budget average and is near capacity 97%. The EQAO scores of the students is very good indicating to me that they are receiving a great education.

I strongly believe children thrive much better in a smaller institution. They need a home- like environment to feel safe and nurtured. The more children you have packed into one environment... the more bullying you have going on outside the classroom....added competition for positions on school teams....room to play on the playground....etc.....I have experienced this as my child attended Pierre Elliott school....and the environment was one of very high stress and competitiveness where on the other hand, New Sarum had none of that. Children are not adults and they require a different atmosphere. As parents, we pay high taxes and should have a say as to what type of environment our children have to learn in. In todays society we put too much of our focus on $ and not enough on what is best for our children as human beings with emotions. Too many young people today are slipping through the cracks that we have created ....too many suicides and stress related anxiety disorders.

I would prefer our children not go to a city school. In 2016 we moved to this area for the kids to attend this small rural school. We would have picked a different area had this information about the school closing been know.

NSPS is a good sized school that makes the students feel more comfortable and have succeed more with the amazing staff!

A lot of us in life do have problems with change and this is one change my family could do with out. We live in such a throw away society so just cause the school is older we are now to going to throw it away and buy a new one? What lessons are we really teaching if we have a school that isn't in bad shape and now we are going to close it just to get something new and Shiney? I think the values of the trustees need to be examined.

I bought my house based on the fact that my children would be going to New Sarum. Amazing school, amazing teachers

All people, especially children need to know they matter, their thoughts and feelings count and they can make a difference in the world. In a smaller school setting children and teachers actually get to know each other. When your child spends the majority of the day with someone it's nice to know that they are getting the attention and care they require and you can get an accurate update on how your child is doing. We feel our school provides a better education with children and is socially much more healthy for their development. We consider New Sarum like a second home and closing it would be ripping a family apart.

I have 3 children all going to New Sarum public school (SK, gr2, gr3). We moved to the area for the excellent school and the country school setting. New Sarum is a great school and I feel my children are getting a better education at a smaller school. My oldest child has ADHD and has received so much care and support from the staff at this school. Moving him to a larger school would be a very difficult transition for him and set him back further. Yes, New Sarum is an older school but we have the community support behind saving the school and supporting any upgrades that are necessary. We are aware that the school is on a well, however, there is a city water line that was put through to support the newest subdivision in 2008. Please let us keep our school! Sincerely, Carrie Elliott

I feel that the smaller schools can provide a more community minded approach. Also as a former student at NSPS, the bus rides for some were already over an hour. Going to less schools will not help with this.

We moved to the area we live in specifically to send our children to New Sarum.

New Sarum is a great school and my children love it there! There's no reason for the school to close. Country schools are far better then city schools it's a different atmosphere

We are very happy with the education and support that our children receive at New Sarum P.S.

I would prefer New Sarum would stay open. If the school does end up closing, I am at least pleased that the new boundaries would send our children to the new St. Thomas school and not Aylmer.

New Sarum is all my children have known. They are all thriving and enjoying every day in a school

filled with warm and wonderful teachers. We will not move out of the school district, we don't want to tear our children out of such an amazing environment. We hope that they aren't ripped away from all they know because of decisions made by people who do not have children attend this school and cannot know just how truly wonderful it is.

NSPS is a great school with a great staff. All the teachers know all the children. It is near capacity now and breaking it apart is the worst option to consider.

We like very much where our daughter is going to school. We love the staff and everything else about the school. It would be a shame to close.

I find tremendous value in a rural school both to my children and to families as a community.

Children will be separated from friends. School is close and like the rural aspect. All the teachers know the kids.

I moved to this area so my children could attend a rural school. New Sarum is a wonderful community that I want my children to be raised in, not in a city school....hence why we moved from the city. I do not want my children stuck in a bus for a long period of time. I also think it will be detrimental to my children's upbringing to be torn away from their friends and familiar small town surroundings.

My children are thriving at New Sarum school with teachers who are positive and provide the very best learning environment for my children. Also New Sarum has ample opportunities for our children be it sports, music, leadership building skills opportunities. Also New Sarum is at 98% occupancy!

New Sarum will provide a better education opportunity for my child.

the board is leading us to believe that our children will get more extra curricular experience, more resources., better learning environment...when in fact students at larger schools have less of an opportunity to participate in extra curricular activities, students do not have the ministry suggested gym and music times (due to overcrowding), students will be on the bus for lengthy periods of time, our school is more of a community where all staff know all students

Unfortunately the children will all be divided up. They have established friendships New Sarum Is a great school. The teachers and the community are exceptional. Hopefully the school will remain open

I do not agree with these large super schools they are not conductive of higher learning and have less one on one teacher involvement per child.

We specifically moved to new Sarum this summer so that our children would attend NSPS. However, if the school does close (which we hope it won't), we are happy they will at least be attending the new St Thomas school.

We are actually a family that has been grandfathered into New Sarum because of an error. Choosing to close New Sarum means that my son will have to go Locke's. While Locke's is a great school, I don't think he will get the attention that he gets now. My son is an average student. In a larger school it seems that average students tend to get forgotten and this doesn't happen at New Sarum.

I love that my kids go to a rural school I like that it's small and like a close knit community everyone knows everyone and that's a nice feeling to not be lost in a crowd as a parent (and for our children.)

I moved to a rural area from the city so my son could go to a nice country school with smaller classes!! And it would be very heartbreaking to separate so many of these children from their friends who they have grown up with since Jk...

We bought a home in the country so our kid(s) could attend a country school!

I prefer the small community feel in our small school.

We absolutely love NSPS, this rural school has a great sense of community.

An important consideration in choosing a place to live is where your children will go to school. NSPS has a great reputation and we wanted our children to attend here.

We chose to live where we do because it was New Sarum school district. We strongly believe that new sarum offers an education system valuable to our children's learning that is more valuable in a smaller school setting than a larger school setting with more students. New sarum has a strong and supportive community in which we enjoy being a part of!

I believe that it is a lot more money to open a new school then it is to use a perfectly good existing school. It can be updated and expended to house the growing St. Thomas community.

longer bus drive , increased class size, increased school size , loss of rural school, students are not being put first, splitting students from the teacher friends and community they know and love.

We love our rural school.

I have a child currently in grade 4 at New Sarum and with the potential of the school closing it would mean she would have to finish out her last few years at a totally different school. Also, the staff and admin at New Sarum are so much like a family. It's a country school that is all about community and strong ties between staff and patents. In bigger schools, you lose that closeness.

I feel that smaller schools provide better education than larger schools. Smaller schools allow for more students to participate in extra-curricular activities (ie: sports teams).

I believe my children will receive a higher quality education and have more opportunity to build relationships with staff and schoolmates that teach them valuable life lessons in their smaller rural

school than they would in a larger city school.
I believe that NSPS provides a greater educational opportunity for my son. Higher EQAO scores, a range of extra curricular options. Bigger is not better. In addition, we are at 97% capacity, with stable enrollment until 2024.

Do you have any concerns about your child(ren) changing schools in 2019?

Absolutely! I would rather have her in a small rural school over an over crowded city school. Been there and done that and I'd never do it again if I had the choice

My son has a high level of anxiety. I am very concerned about him changing schools.

Yes. I do not believe it will have positive benefits. They have a friend base and their social skills as well as other developmental milestones will be negatively affected.

Yes!! See above

My baby will not get to attend this school for very long and have the same experience as older siblings. The new school is much further away. The start and end times may change.

No I think it will be a positive experience and set my child up for the transition to High School.

Yes we do have concerns, really hard for children to change schools, especially to a bigger school

Yes large over crowded schools have more behavioural issues and no personal education

We are already changing to French immersion for 2017-18
My daughter is already sick thinking about changing schools and I am not sure that this would be good for her

Yes I hate city school in general the kids are exposed to more negative influences and just not as nice

Yes! How can my son expect to build a sense of community responsibility, respect for everyone's different abilities, and guided personal identity when he becomes just one amongst 700 other kids? HOW will we be able to notice the kind kids, the ones great at doing bubble letters, or helpful to a sick friend, or who are great at explaining something to a peer if the schools are all so big and crowded that only the "best of the best" rise high enough to stand out?

Many... as stated above, pulling them from they know to join a split school where siblings will be separated, children will be bussed with high school kids, their bus ride will be increase by at least 30 minutes.

Yes, they will not be treated with as much care with so many more children.

The change of location as well as concerns with my SK student. He received tremendous support at New Sarum and have done wonderful job in helping him in both JK and SK. A change of school and staff will impact him tremendously.

My children are wonderful and I don't think they will be affected as much as their education will.

New Sarum is a great community school that has been neglected by the school board for years and we are all still going strong. Changing schools is hard on children especially when they are already in a school that they love. You need to think about what you are doing to our children. You are planning on closing a school that is almost at full capacity and running very well, and putting these children into schools that they won't get any 1on1 time because they are so big that the teachers won't have the time to actually help the children that need the extra help.

My child will be in jk in 2019. I am VERY concerned with her having to be in a situation of moving to Davenport in grade 4

Do I ever! Do you consider the emotional aspect of this? Do you consider the things this could do to our children's welfare? Not only are you going to split up children and there friends, you are going to split up siblings who have always gone to the same schools. There is a difference when children know when they reach grade four, they go to a new school, but when they have gone to a JK to grade eight school and are going to have to go to a few different schools just isn't right. Our children benefit greatly at NSPS because from young on, they look up to the older ones, and the older ones are great mentors to them. We are losing too much support for our children.

Yes. We bought our home planning to never move so that he wouldn't have to ever change schools because he is an emotional child and doesn't do well with change.

Yes, mostly due to it be our youngest's last year. Starting a new school 2 years in a row will take its toll emotionally and academically.

Kids need a stable environment!!! They are CHILDREN!

Yes

I do have concerns in my child changing schools as change is hard for any child. He will have changed 2 different schools until 2019. That’s a lot of transitioning.

A lot of my children's friends may be in different schools and already coming from a split home makes it even more saddening that they won't have their besties to get them through a bad day.

You bet I do!! Why do I want my child to change schools? Starting all over again, losing friends, new bus system... no parent wants their child to feel lost at a new school

I fear for their mental health....and what making "new" friends will look like to a grade 4 5 and 6. Most kids have their "set group" of friends at this age and if split between multiple schools I think this will affect my children socially.

At New Sarum, the EQAO numbers show how wonderful the staff and their abilities are. What you can't see in numbers is what a wonderful job they are doing with the childrens social skills and personal development. We are also very concerned with longer bus times. Our kids already have a long day and dragging it out with unnecessary bus hours is not fair to the children or their parents.

The difficult transition for my oldest son who has ADHD and has a lot of anxiety over large changes. Also the fact my children will have to spend an extra 30 minutes on a bus every day.

Greatly extended bus ride times. Currently most staff at the school know a large number of the kids by name creating a very friendly atmosphere. At a larger school this is just not possible.

Yes I do not wish for my children to switch schools in grade 3 and 1.

Yes it's a tough transition to switch schools especially for my son who's ADHD and needs as much consistency and routine as possible

We prefer our children do not have the disruption of changing schools. We had to as children and if I can prevent that feeling for my children then I will choose that.

Change will be hard on all the kids.

Absolutely!! I have many concerns. My children are thriving in this amazing environment. They are quiet and I fear the stress of a new school would hinder them educationally, socially, mentally. They would be ripped away from friends and teachers who are like family to them. There are no positives if that situation were to occur. I would have broken hearted children.

Yes. He has established a network of friends at NSPS and with these changes, those friends will be ripped away to attend other schools. Leaving NSPS intact rather than splitting it up and spreading it around is a better option for the children. There are opportunities to consolidate entire schools and move the students together so that they remain with their peers that they have been with for so many years.

Yes we do have concerns. Early bussing, change of atmosphere, different teachers and some friends won't be able to attend the same school.

Being split from friends and/or being somewhere that doesn't have that warm, hometown feel of community that New Sarum currently has. And bigger schools can mean larger class sizes too. I do not agree with the ministry allowing so many children into one classroom with behaviours among students on the rise and support in classes (EAs) being cut!!! Where is there safety for students and staff??

School is farther. Fewer kids that they have been going to school with for most of their elementary years (they will be in grade 4 and 6) by 2019.

Yes many concerns!!!

Yes...larger classes which = more students per teacher ratio. Also losing the rural, close knit small school community feel.

Yes I do. This would greatly effect our family and community life. Our child will be in middle of his elementary school years and I feel that my child would lose valuable friendships that he has created and the boundary change would send student to 4 different schools.

Longer bus rides exposed to less personal experience...more of a number will not have better resources or more support friendships are being split three ways

Yes. We like the community if we wanted a St. Thomas school we would live in St Thomas

Yes I have a child with lots of anxiety and moving schools for grade 8 away from everyone of his friends as he will be 1 of 2 from his class moving to this school. Than to move schools again one year later for high school is a lot of changes to deal with.

I think it will be difficult on all children.

The New Sarum zone would getting split into 3 different schools. That means that a lot of kids are going to be split apart from their friends.

For one more than the other.

Absolutely, again we moved from the city so that our son could attend a small country school with smaller classes

Yes. I do not like the change idea as it's a young age to be uprooted from your routine and have such a drastic lifestyle change.

Yes my son will be loosing half of his friends because they are all going to different schools and have to start over making new friends for last 3 years of ps

We live in New Sarum and really appreciate how close the school is to our home. The hours of operation work very well with out family situation. The sense of community and support is outstanding and we fear that will be lost with the changing of schools.

We are not interested in having our children attend a consolidated (larger) school. They would have to leave their friends partway through primary school.

Yes! We are not looking forward to our children having to change school in 2019 should that be the end result. We do not feel it is in the best interest of our kids to leave behind their friends and

the small community school they've become to enjoy and feel comfortable in.
My child will be in grade 6 during that year and will be a whole new adjustment for him.

Many. First academically but secondly emotionally.

Yes, Considering NSPS will be split in 3 directions my child will be separated from his friends and the school community he loves.

Yes. We live on College Line which is in the middle of the 2 proposed schools. We are very concerned that our daughter who has been at New Sarum from JK on is going to have to graduate from a school that she has no affiliation with. It's sad. We want her to graduate from New Sarum which will be in 2020/2021.

Adjustment problems, making new friends, unable to participate in extra-curricular activities, more students = less personable, more students = less one-on-one time,

I am concerned about disrupting their relationships with staff and friends; a longer bus ride; how my kids will fit in at a city school and participate in extra curricular activities when they have to catch a bus; that they will be negatively influenced socially by "city kids" and that they will be overlooked or viewed by staff as an inconvenience given the higher volume of students and resulting demand and pressures on staff.

What, if any, benefits do you find unique to your child(ren) attending a smaller, rural school?

My child was bullied beyond belief from jk to grade 4 until going to nsps for grade 5. Staff and kids have been amazing and I've seen such a transformation in her

The staff knows the students very well.

It's a great school with a lot of one on one benefits. The faculty seem to genuinely care about my family's needs as well as what's best for my children

Close-knit family atmosphere, teachers and principals know all the kids in the school, support is offered appropriately

IT is nice that all of the kids, regardless of grade know one another.

They have a chance to be on the sports teams, which will not happen in a big school, the teachers know the students in the hallways, students feel safe and loved by the staff

Personal connections between teachers/parents/students

The kids are known by name throughout the school.

We like the fact that it is a smaller school and that for the most part the kids stay with the same kids each year

It's close knit and friendly

The undeniable social connections and care- the ability to know the names and families of an entire school community, to feel responsible and proud, to enjoy an incredible amount of community and parental support and involvement, the feeling of safety PARTICULARLY at New Sarum: a whole village built like a protective wall around a little crown jewel of a school! WITH GRASS!!!!

There are many articles that state the unique benefits of small schools. Smaller class sizes, less violence and exposure to bullying, more green space, more opportunity to play on teams,

They actually have a chance to be involved in the sport teams.

The closeness, the intimacy they get with the teaching and it is far from the city where kids can easily get in trouble with. New Sarum is the perfect spot where kids can just be kids and cannot do anything silly like cut class because where would they go??

Smaller schools in general, rural or not, are more beneficial for any student. The teachers are able to form a relationship with the students and can support their learning in smaller classes. I find, from teachers I know, that over populated schools, the teachers are just "trying to get through the day" as there are SO MANY kids and the work that goes along with that.

More 1on1 time from teachers Exercise walking to school

So many! -class sizes: being in education I see the benefits of this -strong sense of school community and connectedness -opportunities to join clubs and reams -shorter bus ride -peers in her geographical area

Mentors! Our children look up to the older children, and the older children know that what they do, they are setting the example to the younger ones. They have awesome buddy systems, they know everyone, the whole school works together as a family. You do not get that at every school. Your child just becomes a number. This is why people move to small communities, they want to send there children to a small school.

Community, safety, & it is also comforting for both our child and therefore is as parents. We truly appreciate that when we walk into the school with our child EVERY student & staff member in the school knows him and says hello to him by name- this creates a very secure environment for him.

There are lots of opportunities for growth and participation on school teams and other activities and clubs within the school. I think the kids learn better with the number of students/classroom and they have lots of room to play outside.

I find value in the fact that every teacher know who my child is and they are not crammed into a

super school where they are getting less attention.
Less stress....the teachers get to know all the children in the school, not just in their classroom. The children feel more like individuals instead of getting lost in the herd. Less chances of bullying. More chances of participating in extra curricular activities which gives the children a feeling of belonging.

Smaller class sizes therefore better learning opportunities as the teacher has more time to spend with each child.

It’s more personable and all kids get the attention they need.

The community we have and the values we get to teach our children.

New Sarum school is amazing for my shy kids. The principal knows the names and he sees so many kids a day. It's awesome. Teachers treat them amazing and I love how my kids have thrived!

Feeling of family. Individual Attention. Class sizes are appropriate.

Our children understand that their thoughts and feelings matter. In a smaller school you have a better connection with staff and peers. School hours are a long time to be away from family settings and the more close knit a school can feel for a child the more confident they will be allowing them to grow and learn to their fullest capacity. When you spend more of your waking hours with others than your own family it's important you know YOU are important - not another number.

My children all receive a higher level of education because the teachers are not spread so thin. This is just as much about the teachers as it is the students! Smaller class sizes equals a better educational experience for the children and the teachers.

The lower student count and close relationships of the staff help foster a sense of belonging and stewardship.

The class sizes are more realistic in the smaller rural school so my children get the proper attention they need.

Closer families relationships with school, everybody pretty much knows everyone.

Close knit community.

Greater sense of community. Proximity to where we live. Less time on the bus.

The quality of attention with the smaller class sizes. They all know each other creating a warm and caring environment. If something should happen to one of them I know they are well cared for and not "just another kid". Not overcrowded.

Children are known at smaller schools which makes them feel like they are part of something.

They are part of a school family, where everyone knows everyone else. There is safety in a smaller school for children with health concerns. Staff at NSPS know which kids may have medical needs, for instance asthma. If the asthmatic child has an attack, all the staff know the child, know what is happening to the child and know where the medication to treat the child is. I fear that at a larger school this immediate recognition would be lost and put children in danger. Smaller rural schools also help to give children more opportunities. Having smaller schools allow for more students, across the board, to engage in team sports, school clubs and activities, engage more with teachers, staff and students and overall take more pride in a school that they feel is a part of them rather than them feeling like it's just a place to go to.

Tighter bonds with friends/peers. A stronger community sense among families.

All the children and teachers know each other. Only a few portables. It is a nice small town school and tight knit community (and i grew up in a big city).

They have a close knit group of peers who they will grow up with. The teachers are like family and not just some staff at a school.

Smaller schools lead to a closer bond between students and teachers alike. Closer bonds lead to a more positive learning environment where my child can succeed academically!

Greater learning and community opportunities

more personal experience more of a community where they have a sense of belonging staff that can meet emotional needs of students given there is a smaller at new sarum teachers have variety of grades working together to build a strong team experience...students feel like they are contributing, develop personal relationships which is just as important as resources

99% of the teachers care about their jobs and not doing it for the summers off!!! We started school in London. And things are much better in new Sarum. I actually know who the principle is all the staff. It's a positive environment. The bigger school we attended before was very different. The management team didn't ever acknowledge me. I didn't even know their names. It was terrible. I love our country school. I know a lot of the families and I've only lived out this way for two years

I have 2 children, one with higher needs who have both thrived in the smaller school learning environment. I have not had to deal with bullying issues. It has been a very positive growing and learning environment for my children. I am very proud that my children have been fortunate to attend this fabulous school.

We felt our children would thrive better in a smaller school setting. "Mega schools" can be intimidating for anxious children. There is a greater sense of community and belonging in a smaller school.

There is a closeness at New Sarum that can't be offered at larger schools. Everyone knows everyone! I know a family that goes to Mitchell Hepburn and their son doesn't even know all the

kids in his grade!
The closeness. My oldest has had the same group of kids every year from jk till current in grade 5. Those relationships are so valuable. He has another family when he leaves here every morning and that's comforting. Sure diversity is nice changing things up I get it but I don't think he would gain from that.. he one that can sometimes get lost in the shuffle.

Our son suffers from anxiety and does not do well in such large groups nor adapt well to change

Smaller community setting, knowing your friends and the staff, feeling comfortable with other country kids becoming potential life time friends, I believe country living and a country school is healthier for kids as I do not like city populations. At New Sarum the amount of kids attending makes it a more friendly environment wear as a city over populated school doesn't provide that.

Very tight knit community and small classes. My son get distracted very easily and larger classes would really be hard for him to concentrate.

This rural school is smaller and everyone knows each other. The children feel safe and less intimidated here. I higher enrollment school would change that feel.

The individualized attention to the learning styles and plans of our children is greater in a school our size. We appreciate the personal atmosphere and feel that the opportunities for learning in a country environment are rich in ways a larger school could not provide.

The helpfulness and caring of staff and other students and families. The "close-knit" family feel. A strong presence of parent and community volunteers each and every day, a supportive and large parent council.

Smaller class sizes.

there are so many benefits. we chose to move to where we live so that our children could attend a rural school. not a superschool in a city center. rural schools provide a much different experience. my children are known by name by ALL staff and students. They are more than just another student.

Our children are not just a number. The sense of our school community will be lost.

Smaller class sizes which allows teachers more one on one. Very close connections between parents and staff and between staff and students. Small community allows for stronger friendships and bonds. The classes form huge bonds at a smaller, country school because they go from grade to grade all together. They rarely get separated from their peers. So the ones you started JK with you graduate grade 8 with.

NSPS is a very community based school.
-opportunity to build relationships with staff from other grades and feel connected to their school community -greater chances of making sports teams -more likely to receive the attention and extra learning support they might need given the smaller class sizes - school is close to home

and their dad also went to that school
The sense of community; the parent engagement; the large greenspace surrounding the school

Have you and your child(ren) been satisfied with the extra curricular (not limited to sports) activities offered at New Sarum?

Answer Choices		Responses	
Yes		87.88%	58
No		0.00%	0
Comments	Responses	12.12%	8
Total			66

New Sarum goes over above my expectations.
N/a as they are too young
My child does not attend yet
How many schools offer Bible Club????? Dodgeball Extravaganza? Movie Night???
You can tell the staff genuinely want our children to have the best experiences they can and they make every effort to get to know the families and welcome them to the school community
I think that the school should be able to engage in any sport if the teachers will support it. But it does seem limited at smaller schools.
Haven't had any yet
Yes, the smaller school allows more students to participate.

Appendix D – Copies of Letters from Families, MPP Jeff Yurek, County of Elgin, Municipality of Central Elgin

Chris Goodall,

I am writing you this letter in regards to rural school closures and the impact it will have on our communities, families, businesses and students. It seems as though the TVDSB has spent an enormous amount of time and money on their PAR report that only states what THEY believe to be a beneficial proposal for our children's education.

I would like you, our elected official, to stand up and voice our concerns in regards to the independent study that just shows the BENEFITS of consolidating schools, most of which we strongly disagree with! We feel more importantly, a study should be completed on the effects closing smaller schools will have on not just the community, but the mental health and well-being of our children and their education. I have read other studies from the US that claim higher school sizes lead to a poorer education, more anxiety in children and a higher rate of depression from bullying and social separation. I would be happy to provide you with articles I have reviewed!

When you remove a school from these communities you remove the attractiveness that brought families there in the first place. Many families move to these small communities because they WANT their children to have the best learning environment possible, and to be part of a smaller school community. In my opinion, the Government already has too much say in how we live our lives, so please don't let the TVDSB determine what is best for our children. Their one sided study that they think benefits our children is a stark contrast to how many of us parents feel. Our small schools have adequate services, equipment and sports teams to meet the needs of our children. We don't need a mega school where you need to be one of the best athletes in the county to make your volleyball, basketball or cross country team. In our school, almost all kids that want to participate in extracurricular activities have the ability to do so, and they have ample activities to choose from. They all feel included and supported in their involvement and are always encouraged in a positive manner to participate, and never give up.

The rural school that my 3 children attend has a strong group of educators, parent and community volunteers and local business support. We run a breakfast program that I believe is unmatched anywhere in this area. EVERY morning our children gather in the front hall of our school for a nutritious breakfast which includes fresh fruit, vegetables, cereal, yogurt, muffins, bagels etc. Just as important as the nutritional value of the breakfast, is the social aspect where kids, volunteers and staff members converse with each other and start the day off right. I would ask any person on the PAR committee to stop in for a surprise visit one morning, and if you're lucky you may just catch us on a day where we are making eggs or pancakes for breakfast. So, I challenge the argument that school size is not a direct factor in a healthy learning environment, as I can assure you this is not happening at the larger schools the board is strongly encouraging. I have a nephew that attends Mitchell Hepburn public school and I have been many times to drop him off or pick him up, the atmosphere in this larger school is completely different. There are no staff members there to welcome him in the hall, he walks in the doors and leads
his own way to find his class and friends. For a new child or one that suffers from anxiety, this could be detrimental to the healthy start of their day!

I would also like the TVDSB to challenge the Ministry of Education and their archaic logic of building new schools to current size of population and not future growth. They made this mistake once when they built Mitchell Hepburn, as boundaries changed to ensure they had enough numbers to support the new build, that is now overcrowded due to continued growth in that area. I believe the same will happen with the proposed new South East St Thomas school, as new construction of residential homes and continued land

development in that area are booming with the continued development of Orchard Park with roughly 350 still to be developed, and the new Harvest Run subdivision, which will house 600-700 new homes! I strongly urge the Ministry of Education to take a broader look at the future development within cities and municipalities and their absorption rates when making their proposals, completing reviews and making their conclusions. Mitchell Hepburn Public School was over capacity shortly after it was built due to continued growth in that school zone. I don't believe an elementary school of 500-700 plus kids is a good learning environment for any child, and the board should look at reducing these numbers substantially!
I would like to thank you for taking the time to read my letter and I hope that you can bring forward a strong case to keep these rural schools open for the benefit of our children and hopefully their children. We would like the TVDSB to consider the negative impacts that will occur when they separate our children at New Sarum Public School into 4 new schools, upon its closure! This means taking them away from their current friends, their community hub, their strong and positive learning environment they are so blessed to be a part of! Our children's overall education, social well being and mental health needs to be considered! Right now, they do not appear to fit into the TVDSB "best" BUSINESS MODEL, based on the EPAR-01 recommendations, quite as much as the bottom dollar and financial result of saving just over $400,000 per year in an $850,000,000 budget!

Regards,

Ron Fish
New Sarum Public School Parent

Dear Trustees of the TVDSB,

I am writing you this letter in regards to the possible school closures that are outlined in the Pupil Accommodation Review for the communities within Elgin and Middlesex counties. While we all know that school boards are under pressure from the Ministry to meet certain expectations and budget requirements, there are many key points that must also be considered when making these changes and accommodations.

The PAR clearly states that consolidating schools would benefit students in various ways. These include the range of programming, specialized supports, specialized facilities, sufficient enrolment in sports teams and accessibility features. In taking a further look into the three newest builds that have happened in Elgin County I would argue quite the contrary. Due to the oversight on growth projections, various schools in the community have become overcrowded, putting stress on both the students and staff. Firstly, June Rose Callwood was built in 2011 in the city center and soon after needed an addition. Secondly, John Wise Public School, (which has zero green space for the kids) has also proved to be built without the sufficient facilities to meet ministry guidelines. Lastly, Mitchell Hepburn was overcapacity the day it opened its doors, requiring an addition and 8 portables (the board maximum per school) within 5 years. Families living 3 minutes away from the school, have been required to sign building permits with an agreement stating their children will need to be bussed to Port Stanley Public School. Music and French teachers have been forced out of their classrooms; their designated desks now in storage rooms and their programming run on rotary carts. Is this the Boards idea of “enhanced programming”? Classes are not able to meet the Ministry mandated Physical Education requirements because ample gym space is not available in these “Super-schools”. Activity rooms that are to be used to teach Physical Education are not equipped to meet the needs. Teachers have been displaced, and classrooms closed during renovations due to overcrowding. Can you please tell me how this is best for the students? How can this be cost effective and have the best interest for everyone in mind?

New Sarum has been recommended for closure to “fill the seats” of the new St Thomas school which is desperately needed due to Mitchell Hepburn’s 110% overcapacity issue. However, if the board and ministry should choose to learn from the cost ridden mistakes of other schools in the community (as seen above), they would seriously consider leaving the doors of New Sarum open. Allow the over 1000 units (350 in Orchard Park and 600-700 in the New Harvest Run subdivision) that are currently being built to fill the school that is being proposed to build without making it over capacity like in the case of Mitchell Hepburn. Could a recommendation not be made to keep New Sarum open to see how the numbers play out? This way we do not end up with yet another school with overcapacity issues and displaced students.

Another large concern with the PAR report is the way New Sarum boundaries have been redrawn. With the proposed closing of our school, our students will be placed in 4 different schools. The two new proposed builds, as well as the two schools in Aylmer. Our two children, would not only have much longer

bus rides, but be separated from their friends at this point, and more importantly from each other. Due to our boundaries, sending them to Aylmer, where they would be split in a K-3 and 4-8 schooling system, our son in one school and our daughter in the other. (Which may I add is also against ministry recommendations as they lean towards K-8 schools). While the board plans to "save dollars" with these transitions, it should be noted that many New Sarum families are considering other education alternatives. This includes the Catholic Board, Christian School and homeschooling to avoid this "split schooling" option. The board should be made aware that they are "at risk" of losing students who would fill these seats, and their money saving tactics may be in vain.

New Sarum currently runs on city water, is at 97 percent capacity, a projected steady enrollment and is a thriving school community that offers numerous extracurricular activities for its students. It has an excellent breakfast program, ample green space for the children, as well as a transition classroom (1 of only 5 in all of TVDSB's elementary schools). The school has proven its value through excellent EQAO results, long term staff and a strong community support system through its parent council. New Sarum is known in Elgin County as one of the "best" schools in the county, and I would argue the TVDSB. Our family chose to move to New Sarum specifically on the recommendation of this school. From the day we registered our son, and now daughter, we have been proud to be called "Huskies". Closing the doors of this school would not only be going against the boards policy of serving "each student, everyday" but it would be doing an injustice to the community and the staff who have made New Sarum their home for so many years.

In closing, I'd like you to consider the TVDSBs motto "a strong foundation for ALL students". It is our hope that the trustees take a long hard look at the proposed changes and how they are impacting and will continue to impact communities. I do trust, that despite many peoples belief that the decision has already been made, that you have the power and responsibility to speak and voice concerns on behalf of the schools being impacted. My wife and I strongly value the education that our children receive. We as taxpayers, voters and members of a strongly valued community hope that you will think long and hard about the decisions being made here, and help the board learn from past oversights and decisions.

Don't close the doors on this school that's rich in culture, student success and has so much value.

Sincerely,

Wade Fitzgerald

Proud "Husky" Parent of New Sarum Public School

Hello Trustees;

Firstly, thank you for taking the time to (hopefully!) read this email. I know you have a lot on your plates these days, and I truly appreciate the time.

New Sarum is an amazing school. We just moved into the district on Feb 1st, and before that my 5yo son was at June Rose Caldwell P.S in central St.Thomas. The difference between these two schools couldn't be more marked.

There are arguments that there is little to no difference in the education and experiences available between big schools and small rural schools. There are arguments that big schools offer more opportunities to students and families than rural schools ... I can't speak to these arguments in anything but a very personal manner.

RURAL SCHOOLS OFFER MORE!

At New Sarum, even upon registration, we were treated to a personalized school tour by Principal Zaverella. We met my son's future teachers, saw the rooms- the SIZE! The rooms are bright, huge, accessible, open. At JRC, they are much, much smaller, cramped. There are fewer students in my son's class at New Sarum, even though the school is at 97.3% capacity (I asked.). At New Sarum, there is outside play space WITH GRASS- there is an incredible amount of parent interaction with the staff and community. There are children who NOTICE a new child, because of the smaller population, and who go out of their way to welcome him into their number.

THE TEACHERS NOTICED that my son can already read and print. He didn't learn these skills at June Rose. He learned them at home. At June Rose, that big school was so busy, they didn't have time to spend on an "easy" kid like mine (direct quote)- there are a lot more children and a lot more issues. At New Sarum, the teachers immediately took the time to notice his skill levels, and to encourage him to “do more”, and stretch his boundaries.

At the big school, we couldn’t do field trips, because there were so many little ones, and not enough parent volunteers. At New Sarum, there are only TWO JK/SK classes, and plenty of involved parents. No need to find a fleet of willing parents, when there are under 60 Jk/Sk kids in total! (And willing parents are NOT hard to find at New Sarum! Check out the statistics on this school and parental involvement!)

We are lucky enough to not struggle with breakfast at our house. We have enough time and resources that my son doesn't go to school hungry. There were ALWAYS hungry kids

at JRC... but New Sarum has the Husky Cafe!! Have you HEARD about this? TOTALLY FUNDED by some local parents, it offers breakfast EVERY DAY to EVERY SINGLE KID in the school, if they want it! Maybe some are too rushed because of chores, or because they slept in. Maybe some families struggle with bus schedules or with groceries, maybe someone is going through a growth spurt and is always hungry... but NO ONE is judged for needing more breakfast at New Sarum! What an amazing way to reach out to those who might need a little extra, without making them feel singled out or “needy” (and I hear sometimes there is even pancakes and eggs... can I place an order now?). Can you tell me this is available ANYWHERE else? Nope. I can pretty much guarantee this is a singular thing. (As well, there IS the standard snack basket available in the main office area)

The education, the experiences, the opportunities, the community, the open space, the loving embrace of a town BUILT AROUND the grade school like a little gem being protected- THIS IS WORTH SAVING.

Please keep New Sarum open. Our kids all deserve to enjoy education like this!
Thank you for your time
Morgan Brittan van Wyk
226-448-9931

To whom it may concern,

I'm contacting you in regards to New Sarum Public School being potentially closed and its impact on my children's education. Currently my three daughters attend New Sarum public school in grades 4, 1 and Senior Kindergarten. If their school closes they will have to attend the proposed new school in St. Thomas because we live within the city.

Four and a half years ago we bought our home mainly based on its school zone. Our children growing up in a rural school was a priority and desire of ours. We have no interest in our girls going to an oversized, overcrowded school where they're not going to have the deep sense of community New Sarum has and certainly less opportunities for extra-curricular activities because there will be far more competition.

We love their school. Our children love their school. Please consider keeping it open for the genuine, quality educational career it provides for them.

Kind regards,
Mary Herron

To Whom it May Concern,
My name is Christy Corby and I currently have 3 children attending New Sarum P.S., with a 4th to to begin in 2020. All 3 of my children began school from day one in J.K. at New Sarum, that is all they know, it is their home away from home, and they love it. They are thriving in this environment more than I could have ever hoped for, both academically and personally. They have built friendships so special, they are akin to family, both peers and teachers.
If New Sarum were to close it would break their hearts, and mine as well. There is no greater comfort than to leave your children in an environment where you know they are happy, and well taken care of, all while they are having fun learning.
To cram them into a packed, over populated school would not benefit them or their education in any way. I just do not see how closing our school and opening a new one would benefit my children. Despite the closer proximity of the proposed new location or the fancy classroom gadgets that they may be able to offer, I do NOT in any way support a new school being built and losing our beloved New Sarum. These things could never replace the quality of education and care they are receiving in their smaller classroom sizes and all of the benefits from this amazing environment.

I can't imagine not sending my baby girl to start her first days of school with anyone else, anywhere else and pray that I don't have to. That school is so very special to so many people. Please understand, to us it is more than numbers. It is heart, love, family, security, education and the best possible beginning to learning and life, giving these children an advantage in a world that can be so tough.

Please see the value beyond the numbers, and save our school!

Thank you for your time and consideration.
Sincerely,
Christy Corby
A New Sarum Parent for life.

The Corporation of the Municipality of
Central Elgin

450 Sunset Drive, 1st Floor, St. Thomas, Ontario N5R 5V1 P: 519.631.4860 F: 519.631.4036

March 3rd, 2017

Laura Elliott
Director of Education
Thames Valley District School Board

Via email to: t.levschuk@tvdsb.on.ca
Theresa Levschuk, Executive Assistant to the Director

Dear Ms. Elliott:

Re: EPAR01 – Pupil Accommodation Review by Thames Valley District School Board

Please note that Central Elgin Council had further discussion on the above noted matter at their meeting dated Monday, February 27th, 2017 and the following resolution was passed:

WHEREAS the current Accommodation Review Process is not reflective of the reality of rural school and community life;
WHEREAS EPAR01 does not take into account all available capacity in assessing the need for a new St. Thomas school;
NOW THEREFORE BE IT RESOLVED THAT the Municipality of Central Elgin agrees that EPAR01 should be broken into two reviews: one that supports the need for a new Belmont school and one that assesses the need for a new southeast St. Thomas school;
AND THAT all Central Elgin school closures be put on hold until such time as a complete boundary review is completed including St. Thomas and Southwold. CARRIED.

Please feel free to contact me should you have any questions or require additional information.

Yours truly,

Dianne Wilson
Deputy Clerk/Records Management Coordinator

Elgin County
Office of the Warden

February 14, 2017

Hon. Mitzie Hunter, Minister of Education
22nd Floor Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Mr. Matt Reid, Chair
Thames Valley District School Board
P.O. Box 5888
London, ON N6A 5L1

Dear Minister and Chair:

Elgin County Council considered the attached delegation material and adopted the following resolution at its meeting held on February 14, 2017:

> "WHEREAS the current Accommodation Review Process is not reflective of the reality of rural school and community life; and,
>
> WHEREAS EPAR01 does not take into account all available capacity in assessing the need for a new St. Thomas School; and,
>
> WHEREAS across the province municipalities and counties are calling for a moratorium on the closure of rural schools;
>
> BE IT RESOLVED THAT the County of Elgin agrees that EPAR01 should be broken into two pieces, one that supports the need for a new Belmont School and one that assesses the need for a new Southeast St. Thomas School. We further call for a hault on rural school closures in Elgin County until such time as the funding model can be reassessed to include all schools (not just those in the study area) as well as to incorporate elements of resource conservation and economic impact on rural and community life.
>
> - Carried Unanimously,
> (signed) Warden Grant Jones"

Please accept this resolution as the County of Elgin's official position on this matter.

Yours truly,



Grant Jones,
Warden

Enclosure

cc Laura Elliot, Director of Education, Thames Valley District School Board
James Todd & Chris Goodall, Thames Valley District School Board Trustees
Heather Derks, Sparta Public School Alliance
Local Elgin County Municipal Partners
Jeff Yurek, MPP, Elgin-Middlesex-London

County of Elgin
Administrative Services
450 Sunset Drive
St. Thomas, ON N5R 5V1
Phone: 519-631-1460
www.elgincounty.ca

Ontario
LEGISLATIVE
ASSEMBLY

Jeff Yurek, MPP
Elgin-Middlesex-London

Queen's Park Office:
Room 444, Legislative Building
Queen's Park
Toronto, Ontario M7A1A8
Tel. (416) 325-3965
Fax: (416) 325-3988
E-mail: jeff.yurek@pc.ola.org

Constituency Office:
750 Talbot St., Suite 201, West Wing
St. Thomas, Ontario N5P 1E2
Tel. (519) 631-0666
Toll Free 1-800-265-7638
Fax (519) 631-9478
E-mail: jeff.yurekco@pc.ola.org

February 10, 2017

Mr. Matt Reid, Chair
Thames Valley District School Board
P.O. Box 5888
London, ON N6A 5L1

Dear Mr. Reid and Trustees,

I am writing you today in support of the proposal submitted by the Sparta Public School Alliance in regards to the current Elementary Pupil Accommodation Review 01.

The Sparta plan allows the build of the new school in Belmont to proceed while ensuring the New Sarum, Springfield and Sparta schools remain open. This option would allow the EPAR 01 to split into two separate portions, allowing for an extensive period to thoroughly review and consult on the need to close the rural schools throughout our community.

Mr. Reid, a large number of parents and families, have voiced their concern with the current EPAR 01. Closing schools based on geography is inequitable and not in the best interests of students. In addition to the shorter bus rides, rural schools allow students to attend school in their communities, participate in extra-curricular activities, stimulate local economies and provide a green space for students to play, learn and do experiential learning.

Although I realize that due to a flawed funding formula the school board initiated this process, I am requesting that the school board give full consideration to the proposal and ensure this new process does not fail our children or rural communities.

Sincerely,

Jeff Yurek, MPP,
Elgin-Middlesex-London

Cc: Minister Mitzie Hunter, Education
Ms. Laura Elliot, Director, Thames Valley District School Board
New Sarum Public School Parent Alliance
Sparta Public School Parent Alliance
Belmont Public School Parent Alliance
Springfield Public School Parent Alliance



EPAR-01 Final Public Meeting
New Sarum Public School
School Level Report

School Community Report

- Recommendation
- Rationale for recommendation
- Alternate recommended proposals
- Observations / Recommendations regarding PAR procedure
- Appendix A – Q&A document
- Appendix B – Annotated Bibliography
- Appendix C – School Community Survey Results
- Appendix D – Copies of Letters

- School boards generally consolidate and close schools to **"enable improved educational options and opportunities"** for students
- By bringing students together through a school consolidation, "**school boards are often able to offer a better educational experience**"

This is the lens through which our school community has viewed the recommendation to close New Sarum:

- Does closing NSPS provide our children with a better educational experience, thereby increasing their well being and academic achievement?

School Community Recommendation

- That New Sarum Public School remain open as an English track K-8 elementary school, with current boundaries.
- Received input from school community through survey and school level meetings
- Support from County of Elgin, Central Elgin, MPP Jeff Yurek

Rationale for Recommendation



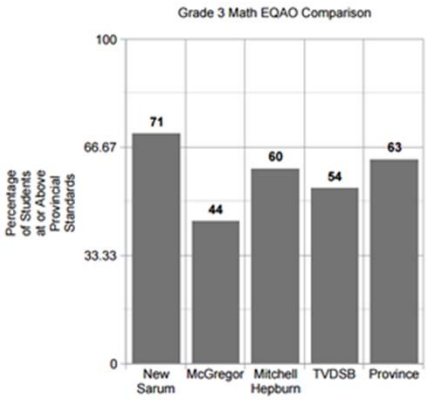
- Division of our students into 4 different schools
  - Proposed SE St. Thomas
  - McGregor
  - Davenport
  - Proposed Belmont

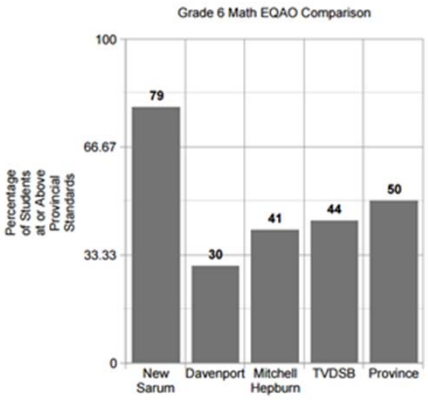
Rationale for Recommendation

- Lack of evidence provided to demonstrate increased educational opportunities for our children:
  - The range of programming and courses available.
  - The availability of specialized support services for individual students or small groups.
  - Specialized facilities, such as gyms, libraries, design and technology, music and science rooms.
  - Sufficient enrolment to support sports teams and other extracurricular activities.
  - A school building in better condition than the one that is to close.
  - Accessibility features with respect to entry, movement within the facility and outdoor play space.

Rationale for Recommendation

- EQAO results, particularly in math:





Rationale for Recommendation

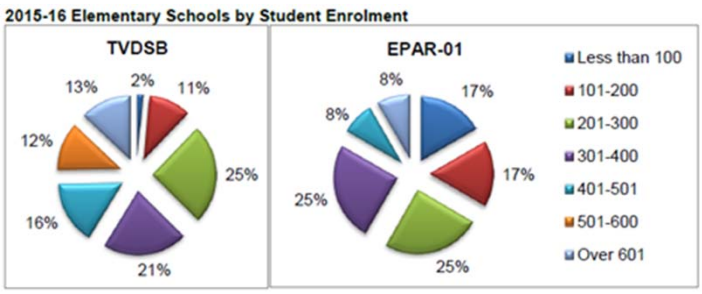
- Parent Engagement
  - In 2010, The Ministry of Education released “A Parent Engagement Policy for Ontario Schools”
  - Policy states increased parent engagement leads to improved outcomes **for students and school overall**
  - NSPS has the highest % of school council participation amongst schools our children are recommended to be accommodated
  - Research shows parent involvement decreases with consolidation

Rationale for Recommendation

- Broad range of extracurricular opportunities
- Educational programming & resources
- Financial data – operational savings, renewal needs, maintaining vacant schools
- Capacity – 97.3%
- Facility Condition / Renewal Needs
- Cost per student
- Outdoor space

Rationale for Recommendation

- Size



- Lack of evidence regarding school consolidations in general



Alternate Proposal – Southeast St. Thomas

1. If the ISAR projections are accurate, a business case does not currently exist for a new SE St. Thomas school
   - Amend the current holding zone from Port Stanley to Elgin Court, which has 146 empty pupil places – enough room to accommodate the 110 students projected from the holding zone over the next 10 years as stated in the ISAR
   - Senior administration has indicated the pupil spots at Elgin Court will be required for the Parish Farm development in 10-15 years
   - Mitchell Hepburn reaches peak enrollment in 2018 and then begins to decline
   - This solution aligns more closely with the desire of the Ministry and TVDSB to reduce empty pupil places

Alternate Proposal – Southeast St. Thomas

2. Significant residential development is planned; if development is more imminent than ISAR projects - build a smaller OTG capacity school in SE St. Thomas, with a plan for an addition as population in that area grows further
   - If by 2020, a critical mass of students will exist from new development, we do not oppose the construction of a new school, provided our 144 students are excluded
   - The Board has indicated the need for a new South Central St. Thomas Public School in 10-15 years
   - An addition at a new SE St. Thomas School, and the South Central area could potentially be looked at together in the future as population grows and demographics shift in both areas.

Alternate Proposal – new Belmont Public School

1. Build a smaller OTG school in Belmont
   - Decreasing by 35 pupil spaces should not weaken the business case to obtain capital funds from the Ministry

Alternate Proposal – McGregor and Davenport

1. If families were supportive, adjust boundaries so additional students are accommodated at Summers' Corners; which could allow McGregor and Davenport to be consolidated at one location; decreasing empty pupil spaces and aligning with the Board's preferred elementary model (K-8)

2. We understand senior administration has indicated it is not feasible to construct a new K-8 school in Aylmer at this time; however, it would appear based on the criteria the Ministry and TVDSB use to close and consolidate schools, that McGregor and Davenport fit that criteria, and perhaps additional consideration should be given to this option in the near future

Observations/Recommendations Regarding EPAR-01

- We included a number of observations and recommendations in our report
- Would like to highlight two:
  - Provide a variety of options in the FSAR
  - In future, complete evidence based PAR's

In Conclusion…

- The **only** benefit to **some** of our children is a new school building in SE St. Thomas and Belmont
- Our families **do not** value bricks and mortar
- Our families **do** value the educational environment that leads to high academic achievement, which they already receive at NSPS, as evidenced through EQAO scores

In Conclusion…

- We have proven that the recommendation to close New Sarum is **purely economically driven, and that our children are already receiving an optimal education**
- We argue that when the economic benefit is so slight and the overall disruption to children is so great, **the academic achievement and well being of our children and families must take precedence**

PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
NORTHDALE CENTRAL QUESTION AND ANSWERS

TVDSB Planning Department has not received any questions from the Northdale Central PS Subcommittee.

March 2017

PARC Report: Northdale Central Public School, Dorchester Ontario

The PARC of Northdale Central Public School would like to thank the Thames Valley District School Board for allowing us to provide input into this PAR and its final outcome.

In consultation with the wide and diverse community of Northdale Central, the following issues of concern have been raised.

We understand the need for a new educational facility located in the Town of Belmont, but ask that the Board of Trustees consider that the placing of geographic boundaries is not a neat and tidy issue. Highway 401 may seem like an easily drawn boundary line, but for the communities that are geographically and emotionally tied to Dorchester, it is arbitrary and punitive. For example, a child from Mossley travels on a bus to St. David's Catholic Elementary School in Dorchester, in 10-15 minutes, while thier next door neighbour has to travel twice as long, 20-30 minutes, to school in Belmont. This change will have a significant impact on students and families, adds unnecessary bussing costs, and is not of benefit to the environment.

If approved, the proposed boundary change would have significant impact on Northdale Central's population. We would lose an estimated 50-60 students. While any loss of students is unwanted, this coupled with the recent removal of the Gifted Class from Northdale Central, will certainly ensure that Northdale Central does not meet the population requirements to retain our .5 Vice Principal position. This is of great concern to all of us at Northdale Central with regards to the Safe Schools Policy and the required administrative support for staff, students, and parents.

If the PAR recommendations are approved, it has been stated that Northdale Central will receive $147,000.00 to create a General Arts Room. We ask that before any improvements or renovations are planned by the TVDSB, that the Northdale Central students, parents, staff, and administration are consulted. We live in this school 5-6 days a week. We wish to be involved in any plans for the future.

Thank you for your consideration of our concerns.

PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
PORT STANLEY PS QUESTION AND ANSWERS

Received On: 2017 January 19

Question #1:
Does Port Stanley PS have asbestos?

Answer #1:
Please see the summary report for Designated Substances for Port Stanley PS below:

3.0 FINDINGS

3.1 Building Description
The Site is a single-story building with upper level mechanical rooms. The building has a total footprint of approximately 35,000 square feet and appears to have been constructed in 1972.

3.2 Asbestos
The results of sampling for asbestos-containing materials are included as Appendix I. The ACM found during this survey is briefly summarized below. A more detailed summary of the asbestos-containing materials observed is provided in Appendix II – Room-By-Room Asbestos Materials Summary

3.2.1 Sprayed Fireproofing (Friable)
Sprayed fireproofing was not observed during the assessment of the building.

3.2.2 Textured Finish (Friable)
Texture coat ceiling finishes were not observed during the assessment of the building.

3.2.3 Mechanical Insulation (Friable)
The following types of insulation were observed: *"Asbestos parging cement", a* mixture of cement and asbestos fibre has been applied to elbows, tees and valves (fittings). The parging cement present in the building contains approximately 32% chrysotile asbestos (Sample Group 18). Non-asbestos fibreglass and PVC insulation was also noted throughout the building. Asbestos-containing mechanical insulation is present throughout this facility above ceilings and in occupied areas. Contractors and maintenance staff disturbing mechanical insulations during maintenance must follow appropriate asbestos-related precautions. Locations where asbestos-containing mechanical insulation has been identified during our assessment are listed in Appendix II – Room-By-Room Asbestos Materials Summary.

3.2.4 Acoustic Ceiling Tile (Non-Friable)
Several visually distinct styles or patterns of 2' x 4' lay-in ceiling tiles were observed by AEC during the assessment of the building. Representative samples of each pattern were collected and subsequently submitted for analysis. Of the samples submitted, none were noted to contain asbestos (Sample Groups 2 through 5, 7 through 9 and 11). 12" x 12" glue-on cellulose tiles were also noted during the assessment of the building. This material was visually identified as a non-asbestos product. Advanced Environmental Corp. Page 6 Asbestos Product Survey Thames Valley District School Board – Port Stanley Public School Port Stanley, Ontario January 18, 2008 AEC Project No. 06-3357

3.2.5 Plaster (Friable) and Drywall (Non-Friable)
Plaster finishes were noted within Storage Room 146. Representative samples were submitted for analysis and do not contain asbestos (Sample Group 17). Drywall finishes were noted in some classrooms and corridors. Representative samples were submitted for analysis and contains approximately 1.1% chrysotile asbestos (Sample Group 13). This material was noted to be in good condition at the time of the assessment. Locations with asbestos-containing drywall joint compound are identified on drawings located in Appendix III and within the Room-By-Room Asbestos Materials Summary in Appendix II.

3.2.6 Vinyl Sheet Flooring (Non-Friable)
Vinyl sheet flooring suspected to contain asbestos was not observed during the assessment.

3.2.7 Vinyl Floor Tile (Non-Friable)

Several samples of 12" x 12" floor tiles were identified and subsequently submitted for analysis. Of the samples submitted for analysis, the majority of tiles do not contain asbestos (Sample Groups 01, 06, 14 and 15). Asbestos was detected in Sample Group 10. This floor tile pattern is present in various locations within the building, contains approximately 2.6% chrysotile and is currently in good condition. Asbestos was detected in the flooring mastic used in the Gymnasium (Room 143) at a concentration of 0.3% chrysotile asbestos. Since the sampling strategy employed during the assessment complies with Table 1 of the Regulation and asbestos was not detected at a concentration in excess of 0.5% asbestos, this material can be treated as a non-asbestos product. The asbestos-containing mastic and associated flooring was noted to be in good condition at the time of the assessment. It should be noted that based on our experience samples with concentrations approaching the regulatory limit, concentrations of asbestos within building materials can meet or exceed 0.5% asbestos when additional samples are collected or alternative laboratory methods such as TEM (Transmission Electron Microscopy) are used. For these reasons, AEC recommends that additional Advanced Environmental Corp.

Asbestos Product Survey Thames Valley District School Board – Port Stanley Public School Port Stanley, Ontario January 18, 2008 AEC Project No. 06-3357 samples of this material be collected and subsequently submitted for analysis prior to future disturbance. Locations with asbestos-containing vinyl floor tile are identified on drawings located in Appendix III and within the Room-By-Room Asbestos Materials Summary in Appendix II.

3.2.8 Asbestos Cement Products (Non-Friable)

Asbestos cement products were not observed by AEC at the time of the assessment.

3.2.9 Asbestos Paper Products (Non-Friable)

No asbestos paper products were observed during building survey.

3.2.10 Vermiculite Insulation (Friable)

No loose fill vermiculite insulation was observed, however, it should be noted that this material may be present in inaccessible spaces such as cores of concrete blocks.

3.2.11 Other ACM

The presence of asbestos is possible in the following materials: material components or insulation within electrical switchgear, motors, lights, etc.; mechanical packings and pipe gaskets; plastic laboratory benches; moulded chair seats or other plastic products; fire door cores; window putty or caulking. Asbestos textile may have been used as vibration dampers with ductwork. No testing of these products has been performed.

Question #2:

In Section 3 Recommended Solution, there is a statement that reads : "Align future educational facilities to municipal direction". Can you please clarify what that statement means.

Answer #2:

The meaning of this statement is that the TVDSB is following the directions that municipalities are taking as indicated in their official plans. ie growth communities, current and future population density and municipal services.

Question #3:

The FCI provided in the documentation for Port Stanley PS is 78%. This does not include the $800 000 or more of the most recent renovations to the doors, windows, and roof. Can you provide a current FCI as of December 31, 2016?

Answer #3:

As of January 20, 2017 FCI at Port Stanley PS according to the Ministry's School Facility Condition Assessment Program is calculated to be 67%.

Question #4:
If Sparta remains status quo, what are the next steps for Port Stanley PS?

Answer #4:
Senior Administration has not developed a revised plan if the proposed recommendations included in the EPAR-01 are not approved by the Board. In the short term Port Stanley PS would remain status quo.

As indicated in the Pupil Accommodation and Facility Organization procedure, section 1.6, the Board can evaluate the area again in 5 years. The 5 years begins with the submission to the Trustees of an Initial Senior Administration Report containing a recommendation to close that School and ending five (5) years thereafter, unless the Trustees determine there are circumstances (including, without limitation, significant changes in enrolment or programs), which justify a departure from such convention.

Question #5:
We cannot find TVDSB's 5 year or long term strategic plan. Is there one?

Answer #5:
On 2016 April 12, the Planning Department presented the *Draft Elementary Accommodation Study* to the Board of Trustees, a high level report of observations on elementary accommodations issues in the TVDSB that are being monitored closely. This report forms the basis of upcoming elementary accommodation issues for the Board in the next 5 years.

Question #6:
How many Sparta students live in Union, or are West of Sunset Rd., or have a Port Stanley address and currently attend Sparta PS?

Answer #6:
Students residing in the Community of Union attending Sparta PS = 57
Students residing West of Sunset Road attending Sparta PS = 39
Students residing in Port Stanley's attendance area attending Sparta PS = <9 (For confidentiality reasons student counts under 9 cannot be identified.)

Question #7:
Southwold PS boundaries are at the edge of the village of Port Stanley and PSPS boundaries. Why has Southwold PS not been included in this EPAR-01?
Only schools that needed to be included in the pupil accommodation review process were included in EPAR-01, the composition of EPAR-01 was based on the students and schools affected by the proposed recommendations, due to the fact that the proposed relocation of school communities are all interconnected.

They are currently over capacity. It might be more sensible/practical to have those boundaries changed to Port Stanley PS?
The enrolment at Southwold PS has hovered at or near capacity (OTG of 654) in the last few years. According to the official October 31st count date, Southwold PS had an enrolment of 664 (101.5% utilization) in 2016, 654 (100.0% utilization) in 2015, and 662.39 (101.3% utilization) in 2014.

Can this occur even if Southwold is not in the included in this EPAR?
An attendance area adjustment for Southwold PS is not an option as the school was not included in the PAR.

Question #8:
The PAR documents indicate there are potential co-build opportunities for Port Stanley PS? What are they?

Answer #8:
Building new schools and undertaking significant renovations or additions, provide opportunities to leverage infrastructure investments by co-building with community organizations to provide services and programs for children, families and the broader community. Currently there is only opportunity, nothing can be decided until the Board makes the decision to approve a co-build. Examples of co-build opportunities undertaken by the TVDSB are: Glendale HS-gymnasium, Glencoe DHS- Quest Centre, New Northeast London PS-Family Centre and Child Care Centre, New Northwest London PS-Family Centre and Child Care Centre.

Question #9:
Will there be an overlap of FI students and Sparta students at Port Stanley when Sparta is closed and repurposed for FI?

Answer #9:
No, as indicated on page 65 of 71, the consolidated attendance area for Port Stanley (Port Stanley and Sparta) is effective 2018-07-01 and the new accommodation for the French Immersion program at Sparta is effective 2018-07-01. *(Please note: in the proposed Port Stanley PS enrolment projections chart on page 43 of 71, the enrolment for 2015 includes both Sparta and French Immersion students in error. This chart will be corrected and replaced.)*

Question #10:
If the current plan is approved, but funding for a new school isn't approved by the Ministry, how will the current holding zone students from St Thomas attending Port Stanley PS be dealt with? What other scenarios could the board implement? i.e. how long could the hold zone continue

Answer #10:
Southeast St.Thomas Holding students would remain at their Board approved Holding School (Port Stanley) until long-term accommodation can be determined by the Board. Once a Holding Zone has been established it cannot be re-designated to another Holding School.

Question #11:
If the current plan is approved, can parents in the current Sparta attendance area with children about to enter FDK in the fall of 2017 be allowed to enroll the children at Port Stanley PS? This would eliminate a change of school after 1 year. Similar question for children in any grade moving into the Sparta for the start of the 2017 school year.

Answer #11:
The early attendance option has been utilized in the past and would require approval by the Board. Transportation is not included in the early attendance option. Senior Administration is open to considering this option although viability would have to be determined on a school by school basis, similar to the grandparenting option recommended.

Question #12:
How does the board vote? Do they vote on the whole PAR with one vote or vote for each recommendation separately?

Answer #12:
The Board may vote on all the recommendations as a whole or separate the recommendations as they wish into individual or group recommendations.

Question #13:
Will there be an opportunity next year during the FI community's attendance area review to express a desire to utilize a different closed school, such as New Sarum, instead of Sparta.

Answer #13:
Depending on the outcome of EPAR-01 and if the Board declares Sparta and New Sarum closed, during the proposed Attendance Area Review the French Immersion parents may be given the option of the final location of a second French Immersion elementary school in Elgin County.

Question #14:
If they were to favour New Sarum, would the move of students from Sparta to Port Stanley be delayed another year until New Sarum is available?

Answer #14:
In this scenario, a delay would not be recommended. Depending on the outcome of the EPAR-01 and the proposed French Immersion Attendance Area Review, the new French Immersion school could be formed as early as 2018-19 at Sparta and then move in mass to the New Sarum facility for 2019-20.

Received on: 2017 February 16

Question #1:
This ePar has not proposed closure of Port Stanley PS. Our school community has approached this PAR from the perspective that we were under boundary review and not up for closure. Is it possible that trustees could propose to vote for closure of Port Stanley PS to have it repurposed for FI, and have Port Stanley students go to Sparta? If so, would Port Stanley be entitled to a new Par process to review that proposal.

Answer #1:
As indicated in section 15.4 of the Procedure, "The Trustees have the discretion to approve the recommendation(s) contained in the Final Senior Administration Report, modify the recommendation(s) contained in the Final Senior Administration Report, or to approve a different outcome." An additional Pupil Accommodation Review would not take place. Input from your School Subcommittee regarding the above scenario should be included in your report in order to be shared with the Trustees.

Question #2:
Should this process result in a proposal that Port Stanley PS become a dual track FI school, would Port Stanley and the FI community be entitled to an Attendance area review?

Answer #2:
The following clause from the Board Attendance Area Review Procedure would apply to Port Stanley PS with respect to becoming dual track French Immersion:

> 3.1.4:to change the location of any optional program, or part of an optional program, in either case operating as a School or within a School, and which has an associated Attendance Area which has been approved by the Trustees, so long as TVDSB Senior Administration has consulted with the parents and/or guardians of the students enrolled in that program in a manner which has been approved by the Trustees; or

Port Stanley Public School

PAR Subcommittee

EPAR-01 Report

The Planning Committee's Proposal to accommodate students from the Sparta PS attendance area at Port Stanley PS is supported by the Port Stanley PS community. We support it because it solves the long-held problem at our school of low student numbers and fear of closure that was created by our small attendance area. In saying we support the proposal, we want to be clear, we do not support rural school closure. We see the importance of rural schools to their community and don't want to see them closed for the same reasons we want our school to remain open. We regret that our community's gain comes at the cost of closing yet another rural school.

This unfortunately puts us in opposition with some, but not all our friends and neighbours in the Sparta PS community. That has made this process very difficult for us. We see the love and passion that the Sparta community has for their school. However, if we are put in a position where a choice must be made, we believe that Port Stanley PS provides more benefits to both populations long-term.

The Community Feedback:

The Port Stanley community, and English parents at our school, were 100% in support of the proposal. They are glad that there is an opportunity for more students to attend our school and that the school has potential to stay open.

See Appendix A for supportive documentation.

The Boundary Issue:

- **Port Stanley PS's attendance area is too small. This is the cause of our low enrollment.**
- It is evident from a review of the numbers, that the TVDSB is unable to support keeping both Port Stanley PS and Sparta PS open while maintaining school populations at over 300 pupils, and avoiding the TVSDB's preference of eliminating dual French/English track schools.
- There are students living on the outskirts of, or in closer proximity to Port Stanley than both Sparta and Southwold yet they are designated to those schools rather than Port Stanley. Union, which supplies Sparta with nearly a quarter of their student enrollment is three km's closer to Port than to Sparta.

- If boundaries were re-drawn to make the distance to travel to either Sparta or Port Stanley more equitable, both schools would be underpopulated.
- Ideally, the Port Stanley PS community would like to see an attendance area for Port Stanley PS that places the school at the centre of the attendance area rather than on the far west edge of the school boundary as is being proposed with this review. This would require a change in school attendance area for both Sparta and Southwold. Being as Southwold was not named as part of this PAR, a look at their school boundary cannot be mentioned.
  See Appendix B for Student Section Count Map to see the proximity to Port Stanley PS of a high number of students.

Status quo disadvantages at Port Stanley PS:

- **Port Stanley's current English track numbers are too small.**
- **Lack of sports teams, clubs, extracurricular activities.** Currently students in Port Stanley do not have sufficient numbers of students and teacher to support sports teams and extracurricular activities in all grades. While our grade 7/8's have benefited from the addition of French Immersion students this past school year, our younger grades continue to miss out on activities.
- **Decreased collaborative educational opportunities.**

  While the influx of French Immersion students has increased our overall population, it has not provided increased class sizes for our English track students. Our students have had no options for class placements and remain with the same students year after year. We have grades with only one or no girls as the male/female ratio becomes skewed with small numbers. Options for collaboration with different peers has been limited. Our teachers have no opportunities for co-planning, co-learning and collaboration as there are no like-grade partners within the school.

- **Dual track French Immersion and English Track.** We know from our Attendance area review of 2015/2016 that TVDSB is moving away from dual track schools. While we are currently making the dual track school work, we do not think that a ratio of English to French that is close to 1:3, and double the number of 7/8 students compared to JK- 6 is a healthy environment over the long-term. In our Attendance Area Review of 2015/2016, our favoured option was to have SK to Grade 8 French Immersion students come to our school to create a more balanced school population, but that was not the favoured option of the TVDSB.

The Port Stanley Advantage

We did not ask for Sparta to be closed. If you are forcing a school to close, this is why Port Stanley PS should remain open:

- **Projected growth in Port Stanley and proximity to the highest population of students.** Port Stanley's access to municipal water and sewage offers many advantages to both potential housing growth and ability to grow and add on to Port Stanley PS. Our town sewer system is being upgraded which will allow an increase in production from its current 1410 connections to potential of 3205 connections. There are 230 homes currently in development.
- **Space for both school populations.**
  Sparta's capacity of 305 pupil spaces is not sufficient to house the projected populations of the two schools to the anticipated enrollment of 358 in 2025 and would require two portables immediately. Given the lack of municipal services, an addition to Sparta to support increased student spaces is not likely feasible. The proposed addition of classrooms and a learning commons to Port Stanley PS will support the projected student enrollment. As well, further additions to Port Stanley could be accommodated should Port Stanley continue to experience further growth in population.
- **Port Stanley has a bigger gym.**
  At 2534 square feet, Sparta's gym is 2/3 the size compared to the 3782 square feet in Port Stanley. Sparta often goes to other schools for tournaments and practices as the gym is not of adequate size.
- **Greater density of community organizations, services and businesses which provides more opportunities for collaboration.**
  Organizations and businesses within the Port Stanley community have been exceptionally supportive to the school. Many organizations have supported the school in fundraising endeavors which provided us with sufficient funds for new playground equipment last year which was certainly a great achievement for a school with such a low student populations. The Port Stanley community also helps support events and activities at the school such as art days, music and provides refreshments for events.
- **Entire cohort from Sparta stays together.** Under this proposal, there is sufficient space at Port Stanley to house all the Sparta students so that no cohorts are split off to other schools.
- **Support from some Sparta parents to attend Port Stanley PS.** We have heard from many Sparta PS parents who have expressed looking forward to a move to Port Stanley. For many families living in the Sparta boundary, Port Stanley and not Sparta is their community hub. They attend activities in Port Stanley such as skating or hockey in the arena, library clubs, shopping, dining, and leisure.

Community organizations in Port Stanley include:

Lions Club	Lioness
Optimist Club	Legion
Artists Guild	Port Stanley Village Association
Port Stanley Community Policing	Port Stanley Festival Theatre
Port Stanley Volunteer Gardeners	Volunteer Firefighters Association

Businesses in Port Stanley that have supported fundraising in past year:

Apropos	Art Emporium
Barnacles Beerhouse	Buccaneer Restaurant
Century 21	Connections
Foodland	GT's
Hair on the Harbour	The Harbour Merchant Coffee Company
Harbourtown Fudge	Highland Pharmacy
Home Hardware	James Street
Joshua & Company	Mackies
Macs	Magpie Shoes and Accessories
Moore Water Gardens	Pepper Tree Spice Company
Pizzaxl's Pizza	Portside Gallery
Port's Pets	Remax
Rodgers Maple Syrup	Russell House Apparel
Shebaz's Shawarma & Falafel	The Storehouse/Barb's Brickle
Solo on Main	Studio Style
Succs on the Beach	Tapas Bar and Grill
That Breakfast Place	Village Square Coffeehouse

Services in Port Stanley Include:

Arena	Public Library
Community Policing	OPP
Doctors Offices	Greater than Half a Dozen Parks

Side by Side Comparison of Sparta and Port Stanley PS (using data provided in the documents from TVDSB)**:**

Criteria	**Sparta**	**Port Stanley**
Size of school site (acres)	4.94	7.41
Size of school building (square feet)	26 974	34 627
Size of Gym	2534 square feet	3782 square feet
Current FCI	65%	67% updated in January 2017
Aligns school communities with future residential growth (as stated in the Municipality of Central Elgin's long term plan & in EPAR-01)	No	YES
Is supplied by municipal water.	No. On well	YES
Has municipal waste water management	No.	YES
Current OTG	305	317 Proposed OTG: 355
Can accommodate the other school without portables?	No. Would require 2 portables immediately.	YES

Our Response to Delaying the Decision

- Central Elgin Council, Elgin County Council, MPP Jeff Yurek and Rural Schools Alliance has requested that the board halt to school closures until further review can be taken by the TVDSB.
- After waiting for so many years, we have a solution on the horizon that will keep our school open. We do not want to lose sight of that goal.
- We feel that continued uncertainty to a long-term solution for Port Stanley PS will only cause further exodus of students from Port Stanley to the Catholic school board or to French Immersion and further erode our English track numbers.
- With regards to increasing the timeline of when Sparta and Port Stanley communities amalgamate, and building of the new southeast St. Thomas school, our committee is mixed between sticking to the Board's currently proposed timeline, or waiting until a new Southeast school is built. A delay may lead to overcrowding at Port Stanley PS.
- Should the decision be made to include Port Stanley PS and Sparta PS in the revised implementation schedule to 2020, we would support French Immersion students remaining at Port Stanley until a permanent home for French Immersion is established.

The French Immersion Perspective

Our French Immersion Parent representing the French Immersion Grade 7/8's at Port Stanley Public school offered this perspective:

- It is unfortunate that Pierre Elliot Trudeau FIPS has not been included in this EPAR.
- The French Immersion Program wishes to remain at Port Stanley PS until an option for a permanent solution can be offered.
- The French Immersion community is eager to have a permanent solution found to address they overcrowding issues. They do not want to engage in another temporary solution after leaving Port Stanley and are hopeful Port Stanley is the last step before finding a permanent long-term solution.
- The French Immersion community is looking forward to participation fully in next year's Attendance Area Review for French Immersion in Elgin County.

Port Stanley PS is a Welcoming Learning Environment

We have experience in making a transition work effectively. This past fall Port Stanley Public School welcomed 148 French Immersion students to our school. The credit goes to our students, teachers, staff and administration who worked hard and listened to concerns expressed by students and parents. They provided the support system to improve and ease this transition. While it has gone well, and we will miss the French Immersion community, we look forward to welcoming new students to our school who will enrich *every* grade and *every* classroom.

Port Stanley Public School Makes Transitions Work

We understand how difficult change can be. We feel confident that if we can make it work between two very diverse student groups, we can work through any challenges arising from the amalgamation of Port Stanley and Sparta Public School

Thank you to the Planning Committee for providing our students and community with hope that a stable, long-term solution for our school is coming.

IN SUPPORT OF PORT STANLEY PUBLIC SCHOOL

Causes of low enrolment at PSPS:

1) the rumour by TVS13 and others that PSPS is closing. This stops young families from moving to Port and results in residents transferring their children to Catholic or French Immersion schools.

2) popularity and provincial support of French immersion and insistence on separate schools for it.

3) small catchment area. Because of the proximity to Lake Erie it can't be a large enrolment school. Therefore the area needs to be expanded.

4) the perception that Catholic schools are better at teaching morals and ethics.

5) lower birth rate.

The first 4 causes all need to be addressed.

As a parent of 3 graduates of PSPS, a former volunteer there and grandparent of 2 students still attending, I need to voice my opinion.
Don't close Port Stanley Public School. It is well built and maintained with a huge playground. Teachers,

staff and students are great and looking forward to welcoming Sparta school with the prospect of more class-mates for sports and other activities.

Port Stanley Public School is an integral part of the Port Stanley community. The Port Stanley arena was planned by civic leaders and built beside PSPS to support students' recreation and fitness, which is extremely important for this generation.

Please consider these points in your decision.

Colleen Rodgers

Glenn Rodgers

Hilroy

From: Meghan Peart megpeart@hotmail.com
Subject: Supporting Port Stanley School
Date: Feb 20, 2017, 4:30:30 PM
To: j.bennett@tvdsb.on.ca, rob.campbell@tvdsb.on.ca, a.morell@tvdsb.on.ca, c.goodall@tvdsb.on.ca, g.hart@tvdsb.on.ca, p.schuyler@tvdsb.on.ca, p.jaffe@tvdsb.on.ca, b.mckinnon@tvdsb.on.ca, s.polhill@tvdsb.on.ca, r.tisdale@tvdsb.on.ca, m.reid@tvdsb.on.ca, j.skinner@tvdsb.on.ca, james.todd@tvdsb.on.ca, s.suvajac@tvdsb.on.ca, a.pucchio@tvdsb.on.ca
Cc: jocelyneamanda@gmail.com

My daughter is very excited about starting "big school" in September. I recently took her to Port Stanley School to sign her up for Junior Kindergarten. After we registered I took her to show her the pictures of her aunts and I that hang in the wall. My sisters and I all attended Port Stanley School and I'm looking forward to my daughter going there as well. I have been telling her about the fun we had, not only in class, but going skating at the arena next door, playing games in the gym and running around the big school yard with my friends.

I hope the school stays open and she has the same enjoyment learning, growing and developing friendships that I had.

Meghan Peart Reyes

From: Nigel Howcroft nhowcroft@rogers.com
Subject: Elementary Pupil Accommodation Review
Date: Feb 14, 2017, 3:37:17 PM
To: ROBERT CAMPBELL randscampbell@bell.net
Cc: jocelyneamanda@gmail.com

Hi Rob,

I intend to write to all of the TVDSB Trustees but since I know you I thought I should send you a personalised message concerning the pending EPAR that could affect Port Stanley Public School. Of course you know the school because you taught dance lessons there and Mary and I were among your students.

I have seen all of the signs erected by parents worried that Sparta School may close and I certainly sympathise with and respect the concerns they have expressed so passionately at meetings and elsewhere. Parents naturally resist change when it comes to schools. The issue of school closure is complicated and inevitably fraught with emotion.
Nevertheless, I urge the Trustees to make a decision which makes the most sense based on logistics, budget and other objective factors, rather than responding unduly to emotional concerns. If the Trustees make a decision to move the Sparta students to Port Stanley, as proposed by TVDSB Senior Administration, there is little doubt that the expanded Port Stanley School will be an excellent school. I submit that the combined school will be better than either of the two schools is now. In time parents now objecting to the change will see that that is so.

I see from the press that an objection to the proposed closure of Sparta School is that the decision would mean more students would be affected than would be the case if Port Stanley School were to be closed instead. From numbers I have seen I understand that may be so only because (for historical reasons that no longer make sense) so many children who currently live closer to Port Stanley School are bussed to Sparta.

I need not repeat the objective reasons why Port Stanley School is the logical place to move the Sparta students because the reasons have been expressed by Senior Administration and they seem sound.

I am hopeful that the Board will make the right decision in May and that the amalgamated school will be located in Port Stanley. I also urge the Board not to defer the effective date of their decision, as urged by some individuals. The sooner the change is implemented, the better for everyone.

Yours sincerely,

Nigel

Nigel J Howcroft

"Beach Hill"
207 Prospect St
Port Stanley, ON
N5L 1A6
519-782-7761

F1

Name (optional): _____ Grade of your child/ren: _____

Comments:
If the Sparta School is suggested for FI, and there are $2.8 million renewal needs for the School, When would these renewal needs be complete? Where will the FI Students go in Sept 2019 when the Port School accepts the Sparta Students?
If Sparta renewal needs are $2.8 million, and Port Stanley renewal needs are $4 million, isn't it more cost efficient to move only 90 students to Sparta than the 242 Students to Port Stanley?

(We would love to hear your opinion/comments about the current Pupil Accommodation Review. We want to compile as much input and information as possible from parents and community members into our report that is to be submitted to the trustees. Please email the above address or return this cut off portion to the school by Tuesday, February 21.)

Name (optional): RICHARD WRIGHT Organization: _____

Comments:
I ATTENDED FEB 13 SCHOOL MTG. IN PORT STANLEY & HOPE THE TRUSTEES WILL APPROVE OF BOUNDARY LINES. THE PORT STANLEY SCHOOL WOULD BE A GREAT PLACE FOR CHILDREN TO LEARN & OPPORTUNITIES WITH THE ARENA & ELGIN HIKING TRAIL OUTSIDE THE DOORS. IT ALSO NEEDS TO BE OPEN FOR NEW FAMILIES COMING INTO PORT.

Name (optional): Loretta Vaughan Organization: Port Stanley resident.

Comments:

After attending Mon Feb 13 mtg we are happy with the trustees boundary lines. We also feel Port Stanley school will welcome other students and needs to be left open to support the ongoing growth of new homes with families, to keep our school.

We have more recreational opportunities with the Arena next door, Elgin Hiking Trail, steps from the door for Healthy living and phy Ed.

Name (optional): MS. POZZA Grade of your child/ren: FDK

Comments:

Port Stanley has several large residential developments currently being built - mearing many new members & children relocating to growing community. Sparta community can't say the same unfortunately; their community will remain similar size for many years. Thus, the potential need for school in Port is much higher in our families opinion. Thank you.

(We would love to hear your opinion/comments about the current Pupil Accommodation Review. We want to compile as much input and information as possible from parents and community members into our report that is to be submitted to the trustees. Please email the above address or return this cut off portion to the school by Tuesday, February 21.)

Name (optional): Jodi Annett-Kish Organization: _____

Comments:
I fully support doing what needs to be done in order to keep Port Stanley P.S. open. I think whatever decision is made should take into account what is best for the children. We as a family have had a very positive experience at this school. The teachers and administration are amazing and because of this, my son and daughter have thrived in this school environment. They would continue to do so with the addition of new students at PSPS. We welcome anyone & would be happy to have them!

Name (optional): Sarah Sclafani Organization: Parent of JK Student Port Stanley

Comments:
Port Stanley is a growing community. We moved our family from Toronto to Port Stanley 2 years ago. We would not have done so if there was not a school right in this community. There is a growing trend of people doing what we did & these families are looking to come to communities like Port Stanley because there are so many amenities and new homes being built. This community has so much to offer the kids & the support of the school.

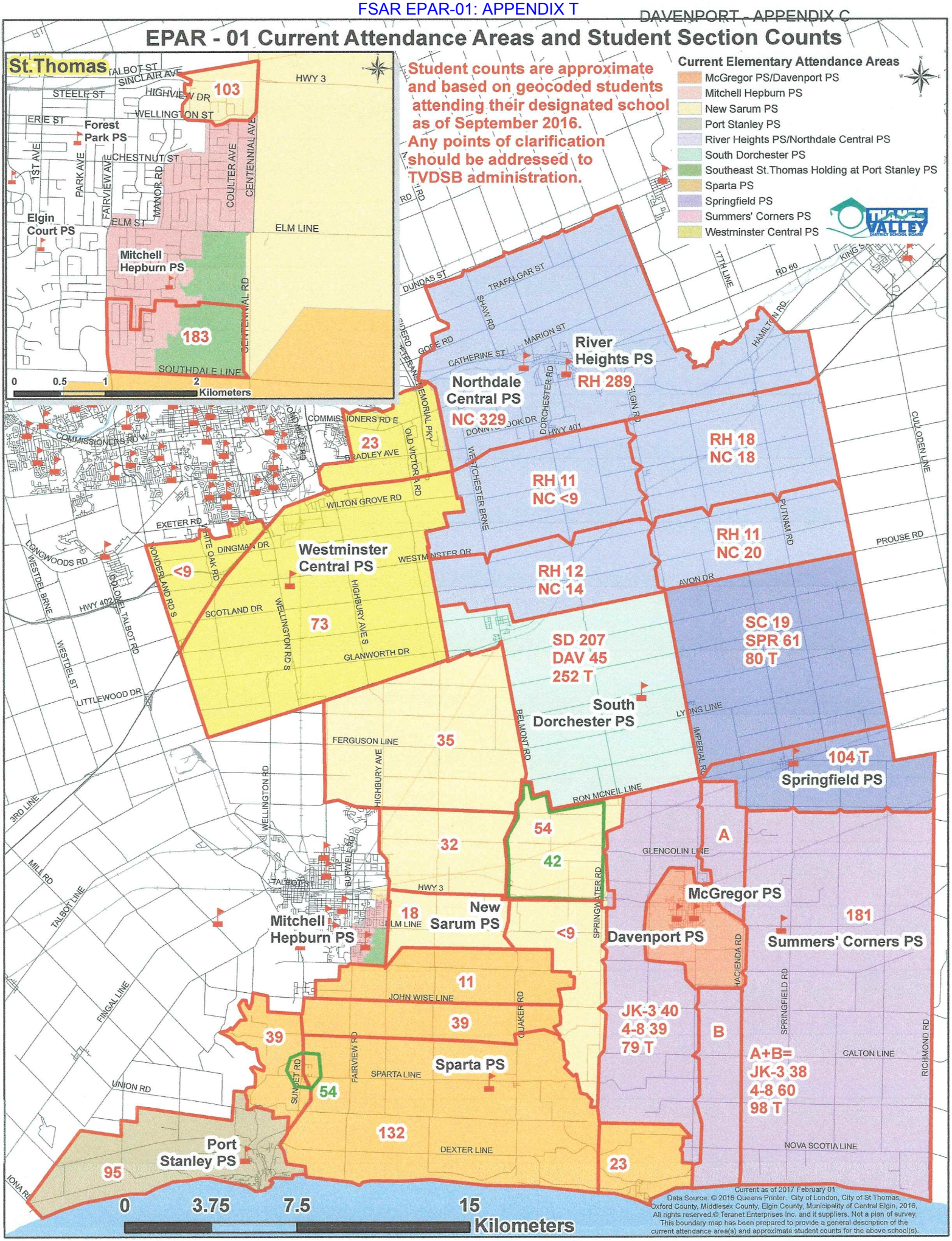
Name (optional): _____ Organization: Parent

Comments:

- Not in favour of staying status quo until 2020 ∴ want a more permanent solution for Port so we don't lose anymore families (e.g. to FI and/or Catholic system).

James Todd

Chris Goodall


EPAR - 01 Current Attendance Areas and Student Section Counts
St.Thomas
Student counts are approximate and based on geocoded students attending their designated school as of September 2016.
Any points of clarification should be addressed to TVDSB administration.
Current Elementary Attendance Areas
McGregor PS/Davenport PS
Mitchell Hepburn PS
New Sarum PS
Port Stanley PS
River Heights PS/Northdale Central PS
South Dorchester PS
Southeast St.Thomas Holding at Port Stanley PS
Sparta PS
Springfield PS
Summers' Corners PS
Westminster Central PS
Forest Park PS
Elgin Court PS
Mitchell Hepburn PS
103
183
River Heights PS
RH 289
Northdale Central PS
NC 329
RH 18
NC 18
RH 11
NC <9
RH 11
NC 20
RH 12
NC 14
Westminster Central PS
<9
73
23
SD 207
DAV 45
252 T
South Dorchester PS
SC 19
SPR 61
80 T
104 T
Springfield PS
35
54
42
32
18
New Sarum PS
<9
Mitchell Hepburn PS
McGregor PS
A
181
Summers' Corners PS
Davenport PS
11
39
JK-3 40
4-8 39
79 T
B
A+B=
JK-3 38
4-8 60
98 T
39
54
Sparta PS
132
Port Stanley PS
95
23
0 0.5 1 2 Kilometers
0 3.75 7.5 15 Kilometers
Current as of 2017 February 01
Data Source. © 2016 Queens Printer. City of London, City of St Thomas, Oxford County, Middlesex County, Elgin County, Municipality of Central Elgin, 2016, All rights reserved.© Teranet Enterprises Inc. and it suppliers. Not a plan of survey. This boundary map has been prepared to provide a general description of the current attendance area(s) and approximate student counts for the above school(s).

Port Stanley Public School

TVDSB PUPIL ACCOMMODATION REVIEW

Supporting the Recommendations of ePAR-01

- The Planning Committee's proposal to accommodate students from Sparta PS at Port Stanley PS, is supported by the Port Stanley PS community
- It solves an ongoing issue at our school of low student enrollment due to fear of closure created by our small attendance area
- The entire Sparta PS student body will remain together
- We believe in rural schools and their importance to rural communities

Background

For 10 years we have waited for a long term solution for Port Stanley Public School. Time and time again we have been reassured of our value to TVDSB.
These reassurances have not helped in giving our residents the faith they need in our school's viability. Young families are choosing French or Catholic education rather than risk having our school close due to low enrollment.

Boundary – Attendance Area - Issue

Port Stanley Public School's attendance area is too small.

Students living closer to Port Stanley PS than to Southwold or Sparta, are attending those other schools due to current attendance areas. This has contributed to our low enrollment.

Ideally, Port Stanley Public School would be located in the centre of its attendance area.

Status Quo – Disadvantages for PSPS

- Our English track numbers are too small
- Lack of sports teams, clubs and extra-curricular opportunities
- Fewer opportunities for staff collaboration as one teacher works independently with two grade levels in the English track
- The dual-track model is not optimal for French Immersion

Advantages offered at Port Stanley PS

- Port Stanley is designated as a Growth Community
- Municipal water and sewers
- Adequate space for combined school population (7.41 acres)
- Large gymnasium (3,782 square feet)
- Multiple opportunities for community collaboration (organizations & businesses)
- Fully accessible
- Natural light in all classrooms
- Special purpose rooms: Music, Learning Support Room

Community-Partner Feedback

The Port Stanley community is 100% in favour of Senior Admin's Report to the Planning Committee

- Lions Club
- Lioness
- Optimist Club
- Royal Canadian Legion
- Artists Guild
- Port Stanley Village Association
- Port Stanley Community Policing
- Port Stanley Festival Theatre
- Port Stanley Volunteer Gardeners
- Volunteer Firefighters Association

Our Response to a Potential Delay

- **After many years, there is a possible solution for our school.**
- **We implore TVDSB to keep this goal in the forefront.**
- **A delay will fuel existing uncertainty and further impact our school's enrollment.**

The French Immersion Perspective

- If a decision is made to include Port Stanley Public School and Sparta Public School in the revised implementation schedule (to September 2020), our entire PAR would support FI remaining at Port Stanley until a permanent home for the program is found

◆ ◆ ◆

- It is unfortunate that Pierre Elliot Trudeau FIPS has not been included in this ePAR
- The French Immersion program wishes to remain at Port Stanley P.S. until an option for a permanent solution can be offered
- Our community is looking forward to participating fully in next year's Attendance Area Review for French Immersion in Elgin County

Port Stanley Public School is a welcoming learning environment

- We have experience in making a transition work effectively. This past fall Port Stanley Public School welcomed 148 French Immersion students. The credit goes to our students, teachers, staff and administration who worked hard and listened to concerns expressed by students and parents. They provided the support system to improve and ease this transition. While it has gone well, and we will miss the French Immersion community, we look forward to welcoming new students to our school who will enrich *every* grade and *every* classroom.

Port Stanley Public School makes transitions work

We understand how difficult change can be. We feel confident that if we can make it work between two very diverse student groups, we can work through any challenges arising from the amalgamation of Port Stanley and Sparta Public School.

Thank you

PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
RIVER HEIGHTS QUESTION AND ANSWERS

Received On: 2017 January 18

Question #1:
The River Heights PARC would like to obtain counts on the home location of students who will be affected if the proposal moves forward. While we understand that you can't give exact locations, we were wondering if you could give counts for 4 quadrants south of the 401 in the existing River Heights boundaries. We would ask those 4 quadrants to be:

Answer #1:
For the Quadrants where both sides of Elgin Road are requested the inclusion of the entire village of Mossely was included in the numbers below.

Question #1a:
1st quadrant: west of Elgin Road (not including Elgin Road), north of Gladstone Drive (not including Gladstone Drive)

Answer #1a:
River Heights = 11 students
Northdale Central PS = <9 students (For confidentiality reasons student counts under 9 cannot be identified.)

Question #1b:
2nd quadrant: east of Elgin Road (including Elgin Road), north of Gladstone Drive (not including Gladstone Drive)

Answer #1b:
River Heights = 18
Northdale Central PS = 18

Question #1c:
3rd quadrant: east of Elgin Road (including Elgin Road), south of Gladstone Drive (including Gladstone Drive)

Answer #1c:
River Heights = 13
Northdale Central PS = 13

Question #1d:
4th quadrant: west of Elgin Road (not including Elgin Road), south of Gladstone Drive (including Gladstone Drive)

Answer #1d:
River Heights = 16
Northdale Central PS = 11

River Heights Public School



EPAR-01 Sub-Committee Presentation

Interactions with RHPS families & community members

We have had good interactions with parents at our recent School Council meetings, School-level PARC meetings, as well as general day-to-day interactions.

We have heard several points of view from our families & community members in regards to the proposed changes to our school boundary.

Interactions with RHPS families & community members

Parents have generally responded with the following concerns;

- HWY 401 is not considered an acceptable dividing line of our school boundary. Any new proposed boundary should be based on our families' geographical proximity to either River Heights or the proposed new Belmont school, rather than the arbitrary location of a major highway.
- Any changes to our current boundaries would essentially split the municipality of Thames Centre.

Interactions with RHPS families & community members

- An unwillingness to consider the proposed new Belmont school as an option due to their connection with the community of Dorchester rather than Belmont.
- Grave concerns over the unknown lengths of bus rides for students having to potentially attend the proposed new Belmont School (STS states that bus times could be up to 70 minutes each way). Longer bus rides are NOT beneficial to our students, their families or our community.

Interactions with RHPS families & community members

Longer bus rides add to the stress levels of the students, and can negatively affect their mental wellness.

Additional bus ride times also contribute to our carbon footprint and have a negative effect on our environment.



Interactions with RHPS families & community members

We are currently a three school system in Dorchester (Primary, Middle, Secondary). If the proposed changes take effect, many of our families will be navigating a four school system with the transition.

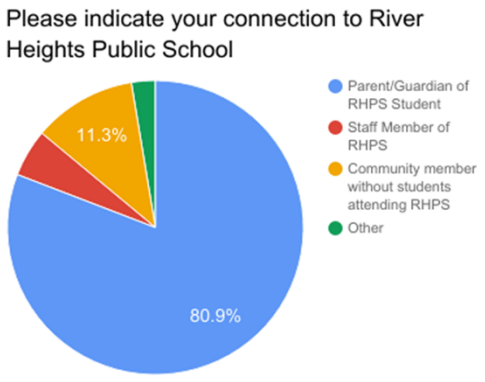
With our unique community school system, we share bussing with Northdale Central and St. David's. Families feel that it is unfair that busses would still be driving past their homes in order to accommodate St. David's students, but our students would no longer be welcome on those busses. This would also drive up the costs of transporting our students (to TVDSB) to the proposed new Belmont school.

RHPS Sub-Committee Survey

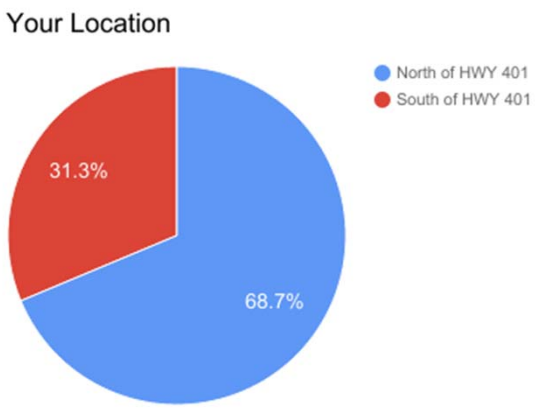
As a result of the discussions at our first school-level meeting, our school-level PAR sub-committee created a survey to acquire information/viewpoints from our RHPS students' families and community members. We received 115 responses to our survey, and in the following slides, we will share the insight we gained from those responses.

The information we collected will be shared over the next several slides.

Survey Results



Survey Results



Survey Results

Question #3:

What is your distance to RHPS?

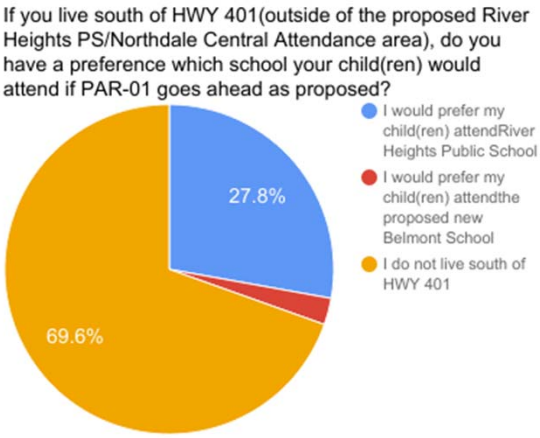
Respondents noted distances varying from .4km to 15km

Question #4:

What is your distance to Belmont (Location set as middle of Belmont since proposed location is currently unknown)

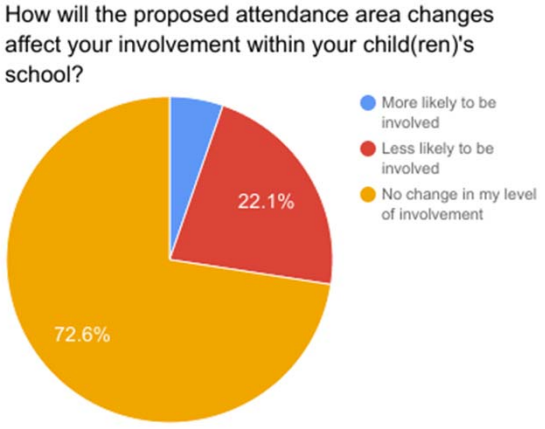
Respondents noted distances varying from 1.2km to 25km

Survey Results



Of the 31.3% who live south of HWY 401, 27.8% would prefer their children continue to attend river heights. This is 89% of affected families. Those who would prefer to attend the new Belmont School are likely those who live closest to Belmont.

Survey Results



Additional Findings

Proposed changes to our current boundaries would essentially split the municipality of Thames Centre. Families would be residing in, paying taxes in and participating in community activities in Thames Centre & Middlesex County, but families living south of HWY 401 would be sending their children to school in not only a different municipality, but also a different county.

Families do not find proposed maximum bus riding times acceptable, especially for our younger student population (our students are generally aged 3 to 9)

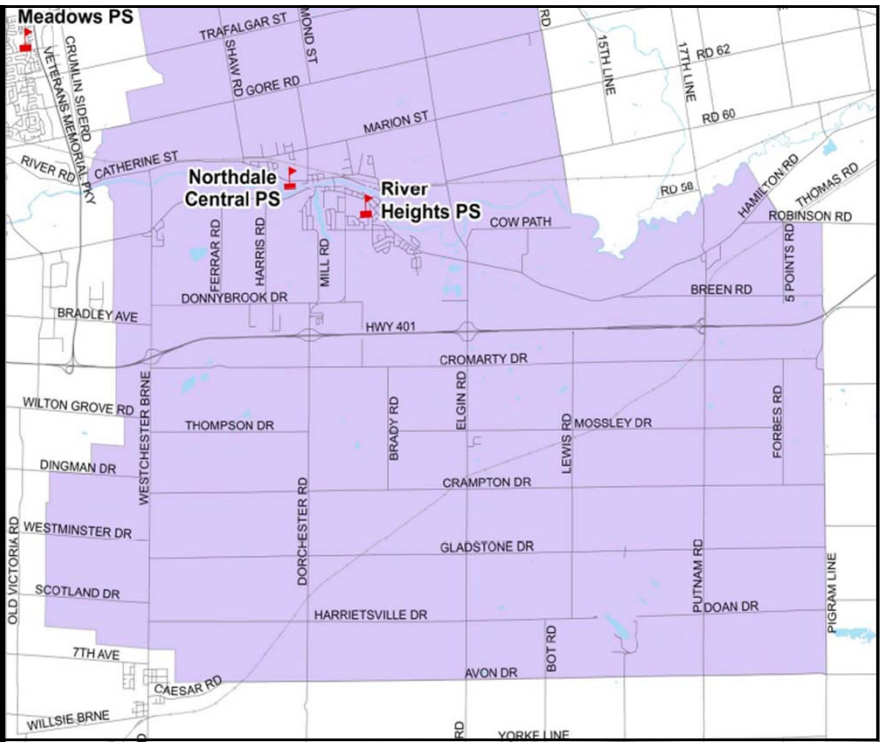
RHPS Sub-Committee Suggestions

Throughout the school-level meeting process, we have asked attendees to share with us their thoughts regarding possible suggestions/outcomes. Based on these discussions, as well as the findings of our sub-committee survey, we have come up with three possible options that we think will minimize the impact on our students, families and community while taking into consideration the business case that TVDSB is trying to present.

RHPS Sub-Committee Suggestion #1

Option 1: Leave the current boundary unchanged.

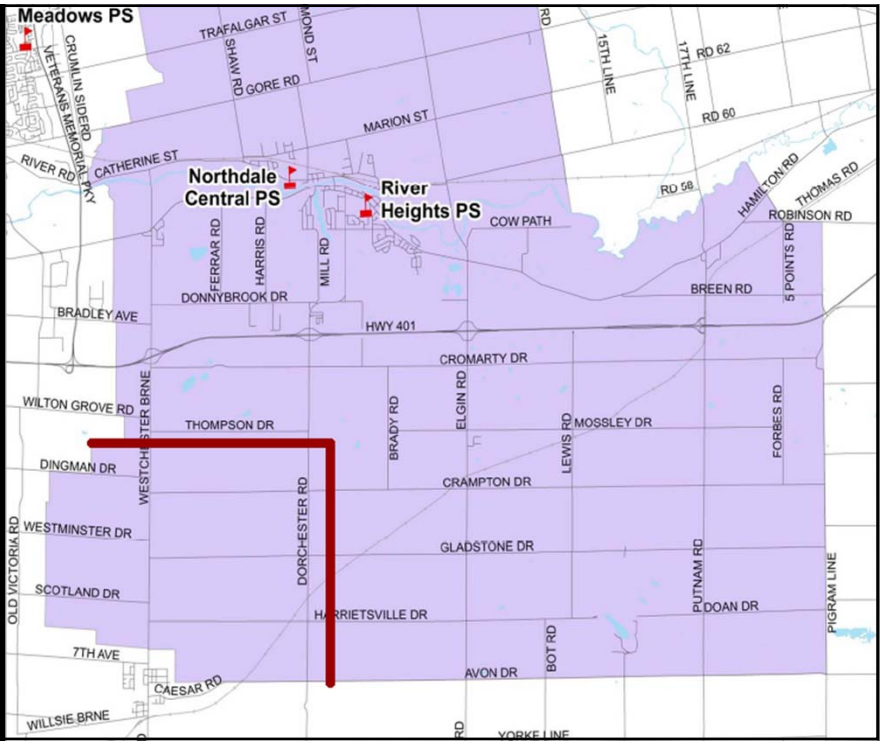
We believe that our numbers would have little effect on the business case put forward by TVDSB if the boundary were to remain unchanged.



RHPS Sub-Committee Suggestion #2

Option 2: South of Thompson Dr, not including Thomson Drive & East of Dorchester Rd, including Dorchester Rd.

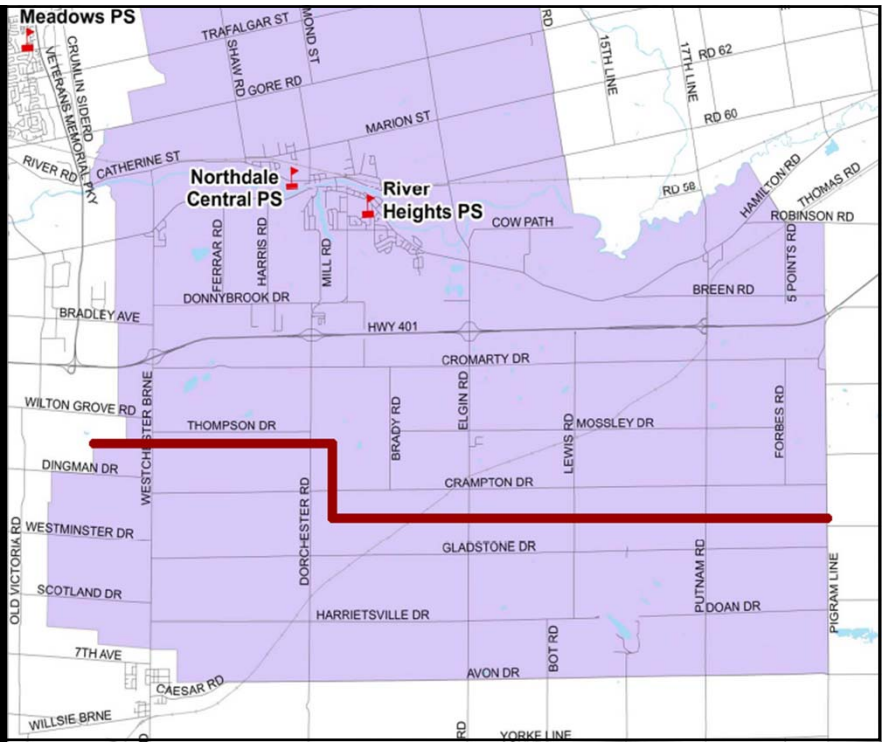
Students within the red outlined area, due to their geographical proximity to Belmont, would transition to the proposed new Belmont School.



RHPS Sub-Committee Suggestion #3

Option 3: South of Thompson Dr, South of Crampton Dr (East of Dorchester Rd).

Students within the red outlined area, due to their geographical proximity to Belmont, would transition to the proposed new Belmont School. Students north of the line would stay at RHPS (approx 25 students).



RHPS Sub-Committee Suggestion

We strongly urge the trustees to listen to the voices of our community and consider all of our suggested solutions. Allowing students who live south of the 401 but closer to River Heights, to continue at River Heights just makes sense.

- Dorchester is their community, not Belmont.
- This will minimally impact the business case for the Belmont School, which will still be a large school with a projected OTG of 576 students.
- Many of these students currently enjoy 10-15 minute or less bus rides to River Heights but could see their ride times triple or more if they attend the Belmont School. Please consider our younger student population (generally students are aged 3-9)
- River Heights can easily accommodate this small number of students even taking into account projected future enrollment.

Quotes from Community Members

- "I am not opposed to a new school but they really need to look at the boundaries and the effect it will have on the children. My daughter is currently in grade one and does not adjust well to change. She is very sensitive and a long bus ride will make it very difficult. The extra time away from home will cause a lot of stress for her which will affect her learning. She currently has a 15 minute bus ride which she cries about because she needs me." - *Parent of a RHPS Student living south of HWY 401*
- "Is this really fair to these young children? I know you may be saving some money with the new school, but is it worth it if the children's education suffers because of lengths of bus rides? And wouldn't this cost savings come back to harm our society if the kids' education isn't put first?" - *Parent of a RHPS Student living south of HWY 401*
- "We moved to Mossley specifically to be a part of the Dorchester community and to have our children attend the Dorchester school system. I can't imagine sending our 3 year old on a 30 or 45 minute bus ride to a school in a different county in a community she had no connection to." - *Jonathan and Rachael Crellin, Parents of RHPS*

Quotes from Community Members

- I attended the first public meeting to get a grasp of the severity of what was being proposed. With 5 schools with threatened closure, community spirit is at the top of the list as to why to "save our school" mentality. But yet now the board is going to ask us, those who are geographically in the wrong location, to support a new community and possibly 3 different ones at that throughout our children's educational career; That's the part that for me is tough to swallow!! - *Parent of RHPS Student living south of HWY 401*
- Throughout this process, it seems that TVDSB only wants to look at dollars, cents and numbers. There is so much more than that at play here. My child, their friends, their teachers, their coaches, their cheerleaders; they are not numbers, and they are what's important in this process. Their physical and mental health and wellbeing should be of paramount concern, not secondary concern! - *Parent of RHPS Student living south of HWY 401*

Family Impact Statement

The proposed school boundary change will greatly affect my daughter's schooling. The reason it will affect her schooling is the length of bus ride. Even though Mossley is not far from Belmont the commute would be greater.

A long bus ride will affect her in many ways. First the extra time away from home. Children need time with their family. Without adequate family time they lose out on so much. It is at home that a child learns so much that is not taught at school. They learn love and respect of a family. They will develop more separation anxiety. The could develop a hatred for school because they will not have any time in the evenings with their family which would result in poor grades. This alone will affect how they view school throughout their life robbing them of their full potential.

Could you imagine having a 3 year old starting school and having to be on a bus for up to 70 minutes each way? I know our children have it easier than we did as children because most families have 2 working parents, but 70 minutes on a bus is not acceptable.

Why should they have to go to a school that is further away than their current school? They would lose the security of the school they now call home, and also their friends.

Please leave the boundary for River Heights as it is!

- *Parent of RHPS student living south of HWY 401*

Family Impact Statement

We as a family of 2 children that are currently at River Heights don't like the idea of our children moving to a new school.

We have stayed in this area because my husband and I both went to River Heights and Northdale and wanted to have our children receive the same good education that we received.

At the proposed time of when the children will be switching schools it will only affect one of my children. One will be going into grade 7 september 2020 and from my understanding will be able to stay at Northdale with their friend but my other child will be starting grade 5 in September 2020. We think that having our child at a new school for 1 year and then moving them away from their friends to a completely new school is going to affect them emotionally and mentally which will in the end cause issues with their school work. Also from where we live it makes for a longer bus ride, going from about 30 minutes to almost 70 minutes. The 30 minutes they are on the bus now is sometimes proving to be an issue with behaviour.

Thank you.

- *Parent of RHPS student living south of HWY 401*

Family Impact Statement

I was devastated when I found out a month ago about the proposal for school boundary changes and new school proposal for Belmont. My husband and I made the decision to move to Gladstone just over a year ago because we wanted our children to attend school in Dorchester as I and numerous other family members and friends did. We had our future planned and were extremely excited to know they would be attending schools in Dorchester. Those future plans may now be affected by the boundary changes to all children south of the 401.

We are so upset at this proposal that if passed we may have to make the difficult decision to sell our home we just got settled into and move again. We feel we may need to move to allow our children to be in the school we had envisioned and planned for them to attend. It deeply bothers me to think that the well being of the children in these schools are not being put first however a budget is. Numerous children and families will be affected by these changes.

Has anyone stopped to ask how it will affect them emotionally leaving their friends, the comfort of familiar surroundings and teachers they have built relationships with. How am I to explain to my son (who will start school 2018) that after two years of being in school and settled in, he now has to up and move to another school and start from scratch? Also, is the new Belmont school going to offer as many opportunities for our children as the established schools and community support in Dorchester? I personally feel it will not. I will continue to wait until May when the final decision is made and at that time hopefully my family will not have to make some difficult decisions.

I thank you for the opportunity to express my concerns and for allowing families to express their thoughts.

Carly Christian-Tong - *Parent of RHPS student living south of HWY 401*

Family Impact Statement

My family is one of many that will be affected by this boundary change and I am not in agreement with the proposed changes. As a child, I went to River Heights and Northdale, and in turn bought my parents home, knowing that my children would also be attending these great schools. The proposed changes to the boundaries for these schools will affect my family/community in the following ways:

1. The distance from our home to River Heights is 5 km. The distance to Belmont will be 3 times as much at 15 kms. This will mean that my children will more than likely have longer bus rides, which in turn could affect them from being able to sign up for after school activities. Longer bus rides, also means bigger carbon footprints.
2. With a school being farther away, I as a parent will not be as involved with the school as I am now. At this time I work from home, so for me to go in and volunteer for an hour here and there, is not a big issue. But with the Belmont school being farther away, I will not be able to volunteer during working hours.
3. I would also not be driving my children into school on bus cancellation/snow days due to the distance.
4. If my children were to attend the Belmont school, then they would probably want to join after school sports/activities with their new friends in Belmont. This will mean a participation decrease in sports/activities in the community of Dorchester.
5. I also believe this separation of a community will have a negative effect on the entire community, making us feel like 2 different entities, rather than 1 whole.

If this boundary change needs to happen, then the boundary needs to be looked at closely and based on distance from the schools. Splitting the Dorchester community down the 401, just doesn't make sense.

- *Parent of RHPS Student living south of HWY 401*

Family Impact Statement

To whom it may concern,

My child is affected by the proposed new school boundaries change, and I am against this change. We are South of the 401, right in the middle of both schools. I thinks it's absurd to choose a landmark at random.

If given the choice, we would choose to stay at River Heights/Northdale. Taking us away from the Dorchester school zone will also mean I will be taking my child out of Dorchester sports activities (ie. Hockey, soccer, etc), and I know my fellow peers affected by the change will also not be involved in a Belmont school and Dorchester activities. We will choose Belmont, where our children's classmates and friends will be. This means Dorchester will be losing many children for community sports and activities.

We're very disappointed with this change and request that if a new school in Belmont is going to happen, that the proposed boundaries be looked at closer. A road like Scotland, Gladstone, or even Dingman Dr. would be a better boundary change point in my opinion.

Even though my address is technically Belmont, I've always considered myself part of the Dorchester community more, and go to Dorchester for groceries, activities, etc. If we are forced to change schools, I will also take my business to Belmont to support that community.

Thank you - *Parent of RHPS student living south of HWY 401*

Family Impact Statement

When I first learned of EPAR-01, my heart sank. As a mom of 4, my first thoughts were of course how the proposed changes were going to affect my children. My eldest son has special needs, and the proposed changes will affect him greatly. He struggles with ADHD, ODD as well as anxiety issues. Changes like these to his environment will not only affect his ability to learn, but also his sense of security, self esteem, his ability to form new relationships as well as affect his mental wellness in a very detrimental way. Add to this unacceptable bus ride times for all 4 children, going from a current bus ride time of 15 minutes to a possible ride time of 70 minutes each way, and it truly is a recipe for disaster for our family.

As a family, we searched for over 2 years to find our home, and were ecstatic that it meant staying within a school community that we have grown to love and respect. We are now faced with the possibility of having to choose between moving our family out of our home to remain in the school community, or our children attending schools in 2 different counties. What you are asking of our family, and others like ours, is not acceptable.

There is far more at stake here than budget lines; the well-being of children, families and communities far outweigh a few pupil places in a new school, especially when the costs of transporting those pupils to a school that is further away will force your proposed costs to rise.

In addition to being a parent to 4 affected students, I am the current Chair of the Parent Council at River Heights, a member of the Home & School Association at Northdale Central, as well as a parent member of TVPIC representing Middlesex County. From a parent involvement standpoint, these proposed changes could prove to be disastrous to our parent groups, their volunteer numbers and the students and families they support. Getting parents excited and interested in being involved in parent groups is a difficult enough task on its own, let alone introducing changes like the ones proposed that will further distance parents from our schools and programs. Most I have spoken with feel like they are being uprooted from a community they wish to continue to be a part of and placed in a new environment, especially for those where the transition may be for a very short period of time.

Please look past the numbers, and see the true effects this will have on our children, families, staff members and communities. Help us show our children that there are more important things in our world than money. Help us show our children that our school board still cares about student achievement and well-being. Help us show our children that they are more than a number.

Melissa Bayes - *RHPS Parent Council Chair, NCPS Home & School Association member, TVPIC parent member & parent of 1 NCPS student, 2 RHPS students, & 1 RHPS student enrolled for Sept, 2017*

Input from our Municipality

Thames Centre

RECEIVED LATE
DEADLINE: 2016 OCT 13
RECEIVED: 2016 OCT 20

Corporation of the Municipality of Thames Centre
4305 Hamilton Road, Dorchester, Ontario N0L 1G3 - Phone 519-268-7334 - Fax 519 268 3928 - www.thamescentre.on.ca - inquiries@thamescentre.on.ca

October 20, 2016

Kathleen Wynne, Premier
Legislative Building
Queen's Park
Toronto, Ontario M7A 1A1

RE: RESOLUTION – ACCOMMODATION REVIEW PROCESS

Dear Premier Wynne,

At its last regular meeting held on October 17, 2016, the Council of The Corporation of the Municipality of Thames Centre enacted a resolution seeking the Minister of Education to initiate an immediate moratorium on the Accommodation Review Process.

The Council is concerned that the current Accommodation Review Process does not reflect the school and community life in rural and small municipalities.

Attached find the resolution enacted by the Thames Centre Council.

Sincerely,

Margaret Alexander, C.M.O.
Clerk/Cemetery Manager

/ml
cc: Jeff Yurek, MPP, Elgin-Middlesex-London
Mitzie Hunter, Minister of Education
Thames Valley District School Board
Arlene Morrell, TVDSB Trustee
Rob Campbell, TVDSB Trustee
Community School Alliance
Association of Municipalities of Ontario (AMO)

Input from our Municipality

Thames Centre

MUNICIPALITY OF THAMES CENTRE
RESOLUTION OF COUNCIL

DATE: October 17, 2016

NO: 190-2016
MOVED BY: Councillor Elliott
SECONDED BY: Councillor Coghlin

WHERAS, the current Accommodation Review process is not reflective of school and community life in rural and small municipalities; and
WHEREAS, school closures impact small rural communities in all educational, social and economic aspects to a far greater degrees than those impacts in multi-school urban communities; and
BE IT RESOLVED, that the Municipality of Thames Centre requests that the Minister of Education initiate an immediate moratorium on the Accommodation Review Process until such time as a review of the above mentioned impacts on small rural communities be studied working alongside rural municipalities and be completed with the results and recommendations being considered; and
THAT this resolution be circulated to Premier Kathleen Wynne; MPP Jeff Yurek, Elgin-Middlesex-London; MPP Mitzie Hunter, Minister of Education; Thames Valley District School Board; Arlene Morrell, Thames Valley District School Board Trustee for Middlesex County; Rob Campbell, Thames Valley District School Board Trustee for Middlesex County; Community School Alliance; and the Association of Municipalities of Ontario (AMO).

CONFLICTS OF INTEREST DECLARED: None.

DISPOSITION: Carried.

M. Alexander
Clerk

Thank you for your time and consideration.

RHPS EPAR Sub-Committee



PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
SOUTH DORCHESTER QUESTION AND ANSWERS

Received on: 2017 January 10

Question #1:
Is there anyway to have the original power point sent in that format rather than PDF? We'd like to use this information for our school level meeting on Monday.

Answer #1:
In order to ensure consistency with documents and presentations distributed by TVDSB during a Pupil Accommodation Review, only PDF format will be provided.

Received On: 2017 January 19

Question #1:
Could you please specify the specific *program enhancements* the new Belmont School will offer our children?

Answer #1:
The New Belmont PS will provide enhanced educational opportunities for students, such as:

- Range of programming and courses available
- Availability of specialized support services for individual students or small groups
- Specialized facilities, such as gymnasiums, activity rooms, library learning commons and general arts rooms
- Sufficient enrolment to support sports teams and other extracurricular activities
- A school building in better condition than the one that is closing
- Accessibility features with respect to entry, movement within the facility and outdoor play space

Question #2:
May we have some concrete examples of programming that other schools have received in the past?

Answer #2:
Prior to the ARCs in the city of St.Thomas, elementary schools were JK-6 and the 7-8 students attended Homedale Senior Elementary School. Following the Board decisions to close schools (Elmdale, Myrtle, Homedale and Scott Street) all elementary schools in the the city were re-organized to JK-8 (SK-8 for FI). This allowed the program at each school to expand to include intermediate curriculum which includes instrumental music and provided leadership opportunity for older students with younger students. Many of the older facilities did not have program spaces that met TVDSB standards and limited program at those schools. An example of this was Elmdale PS: the gymnasium was undersized, had no walls and was adjacent to classrooms, there was no instrumental music program/classroom, the library and computer lab were located in a space smaller than a standard classroom and the facility was not accessible for student/public with mobility restrictions.

Question #3:
Could members of the South Dorchester Public School (SDPS) PARC be given the same opportunity as West Minister PS to tour a new school in TVDSB similar in size to the proposed new Belmont School? *This would provide us with an opportunity to present this experience to our school communities and speak first hand on the program enhancements our children would experience at a new Belmont School.* We would happily coordinate with the West Minister PS PAR group doing a tour of John Wise PS.

Answer #3:
The opportunity to tour a new school is available for any school subcommittee. As you indicated, arrangements are currently being made for Westminster Central's School Subcommittee to tour John Wise PS prior to the February 8th Second Public Meeting at Parkside Collegiate Institute. Once these arrangements have been finalized, details will also be forwarded to your School Subcommittee.

Question #4:
Once the TVDSB has commissioned a set of initial drawings or site plans for the new Belmont School how will we be notified? Will we receive a copy?~

Answer #4:
TVDSB will release information including the location of the site for the proposed new Belmont PS as soon as it is appropriate to do so**.** The schools involved in EPAR-01 will receive this information upon its release

Question #5:
When you secure the location (land) for the new Belmont school, will we be made aware of its location?

Answer #5:
See answer to question #4

Question #6:
Where will the new Belmont Public School students go for high school?

Answer #6:
There are no changes proposed to Secondary attendance areas through this report. Students residing within the proposed new Belmont PS attendance area are currently designated to Lord Dorchester SS, East Elgin SS, Arthur Voaden SS, Central Elgin CI and Parkside CI.

Question #7:
Is a daycare required in the proposed New Belmont School?

Answer #7:
TVDSB is required to consult with the Consolidated Municipal Service Manager (CMSM) regarding childcare accommodation need for the area in which the school is proposed. If the CMSM determines a need for childcare, then a joint Business Case will be submitted to the ministry for capital funding of the childcare portion of the facility.

Question #8:
If the proposed new Belmont school moves forward will we be able to bring the commemorative peace garden and benches from SDPS to the new school?

Answer #8:
Following a school closure, a transition working group is established to help the TVDSB by providing feedback on the distribution of memorabilia and school equipment, School Council assets, the orientation of events for students and staff an school spirit matters. (see page 27 of 33 of the *Pupil Accommodation and Facility Organization Procedure)*

Question #9:
SDPS is a 100% bussed school. Many of our children would be walking to the new Belmont school. Many parents are concerned about walking distances and safety measures. What distance do students have to be from the new Belmont school in order to be bused?

Answer #9:
School bus service is provided to students who reside greater than 1.6 kms away from the school site. Parents are responsible for student safety to and from school**.**

Question #10:
It was noted on January 9th's meeting that at the final public meeting on March 8th each subcommittee will "present their reports on the input received from their school communities." Could you more specifically outline what you would like included here (what you think is relevant and pertinent), and does the material presented need to be first discussed at the school level meetings?

Answer #10
It is stated in the procedure that each School Subcommittee will prepare a written report containing a summary of input received at their school level meetings regarding how their school community feels about the ISAR and make comments on the recommendations effecting your school/students. Nowhere in the procedure does it indicate the report (and/or contents to be included) must be shared with the school community prior to the presentation at the Final Public Meeting. It is up to each School Subcommittee to determine the what information to include in this report and at this meeting.

Question #11:
At the final delegation meeting on May 02 will each PAR sub-committee be in the agenda to speak automatically, or do we need to request one of the 5 minute speaking spaces? Moreover, from a time based planning perspective, how many 5 minute presentations will be allowed from the public on May 02? Will each school or community group get a speaker limit?

Answer #11:
School Subcommittees are not automatically on the agenda. Individuals or groups wishing to make a presentation are asked to complete a Presenters' Package and forward it to the Supervisor-Corporate Services, Thames Valley District School Board, 1250 Dundas Street, London, Ontario N6A 5L1. Included with the Package is a copy of Board Bylaw 5.0 Delegations.
These presentation package will be found on the Planning website and can also be found under Board, Seeking Public Input or by the following link http://www.tvdsb.ca/board.cfm?subpage=78336

The Supervisor-Corporate Services is responsible for determining the number of presenters at each Board meeting. Complete protocols regarding this meeting, can be found in the Public Delegation Meeting Protocols, Schedule D, found on page 33 of the *Pupil Accommodation and Facility Organization Procedure*.

Received on: 2017 February 24
Received on: 2017 March 02 (follow up question)

Question #1:
Can you please tell me the maximum distance students can be from their school? Is this by route? Or by straight point to point?

Answer #1:
Students who reside greater than 1.6 km's away from the school are provided bus service. The distance is calculated using the municipal road network & walkways.

Q1: I think my question was interpreted. I don't mean for busing. I just mean maximum distance from a school. I realize 70 mins on a bus, but distance...
A1: *TVDSB has no maximum distance students can be located from their school.*

Received on: 2017 February 24

Question #1:
Based on projected capital funding, funding models, and current projections/assessments, what is the minimum number of students a new school in Belmont or St. Thomas would need in order to be successful and receive approval from the current consolidation capital funding allotment?

Answer #1:
The stronger the business case submitted for the consolidation capital grant request with respect to the reduction of operating costs as well as the deferred renewal costs for the schools involved will provide the board with the greatest opportunity to receive the grant for the construction of a new school

The Ministry of Education will review the existing conditions for student accommodation to ensure the board has maximized the savings and providing the most efficient accommodation plan for the students within the area being studied.

Question #2:
How many students attend French Immersion, Catholic school, or private/alternative schools in the proposed New Belmont boundaries?

Answer #2:
33 students attend the Thames Valley District Schools Board's French Immersion program within the proposed new Belmont school boundary. We do not have enrolment details of students attending other Boards or private/alternative schools.

This is the South Dorchester Public School Final report on the EPAR-01.

To the members of the Planning Department, the following report supports your plan for a new school in Belmont and we would ask you to **keep the OTG** (in the FSAR) at a number that will be the **best business model** to receive the **optimal funding** needed for this new school to be approved.

To our valued Trustees, the following report of information is asking you to make the reasoned and responsible choice to consolidate schools in our area into a New Belmont school. The following information is what we would like you to consider as you make your decision: we are asking you to make the **hard but smart choices that will help to bring tax dollars back to our communities and that will help to run our schools more efficiently and effectively.** There is only so much money to go around, and education is very important, yet it is only one piece of the greater picture.

By consolidating schools, education will improve in several ways: these numerous small and exceptional communities will come together in one new building as one of the most exceptional elementary schools in Ontario, in which technology can be enjoyed, water can be consumed without worry, leadership opportunities can flourish, learning opportunities will abound, and there will be more money in the budget to provide a diverse and competitive education for our students.

We are asking you to put educating children first – not saving old buildings - schools whose budgets go mostly to operating costs and building maintenance are not functioning the way our education system intended. Moreover, they are putting a drain on the greater publicly funded system in Ontario. It is not realistic to keep these schools open that are running well below capacity. It is not helping anyone, especially not our children.

There is need for a new school in Belmont – SDPS was built in 1966 (most of the schools being looked at in this PAR were built in the 1960s), and due to years of funding neglect (there is more than a **3 billion dollar backlog** in **repair and renewal needs** provincially), SDPS has $5,346,994 in urgent and necessary renewal needs. Historically, these needs have not been met. A **new school is an opportunity to remove the neglect of the past and provide our children with the learning environment they deserve.**

Some people have asked, Is the condition of schools really that bad? Many of the items included in the $15-billion of outstanding repairs across Ontario public schools lurk beneath the surface. Most parents would have no way of seeing or knowing that a boiler needs replacing or that a roof is about to leak in the next rain storm or that there is a structural repair required, but as trustees we know that you are aware of these problems and that you realize we must act responsibly **now** to compete for the consolidation funding sitting there, waiting to be approved for our community. If we do not capitalize on this program funding, some other community will. We cannot accept that. We have waited far too long for this school in Belmont.

Out of all the communities being addressed in this PAR, with the exception of St. Thomas, we have the most industry, growth, and sustainability to maintain a flourishing school in our vibrant community. We are a **growing and thriving village**. We have a dentist, a veterinary clinic, a library, numerous hair salons/barbers, two massage therapist clinics and a chiropractor, a pharmacy, an arena, soccer fields, a splash pad, several

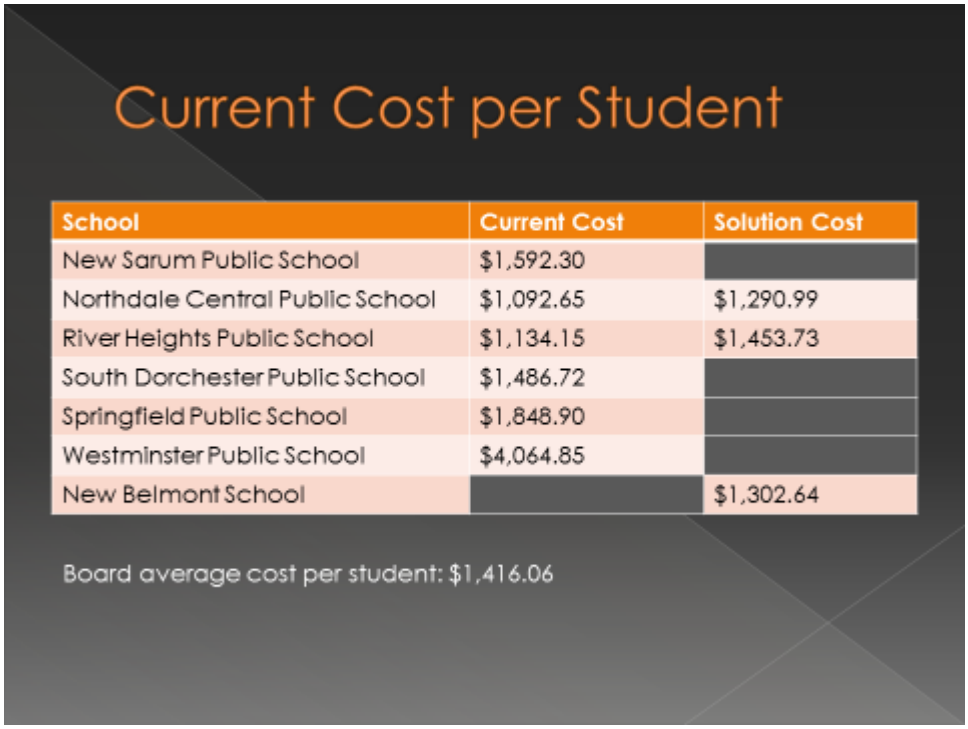
parks, a retirement community, a grocery store, a library, a day care, an OPP outpost, two restaurants, a catering business, two pizzerias, a financial institution, a car dealership, a repair shop, an equipment rental, a farm supply, a new fire hall and we even have an LBCO – all of which you can see in the 2 minutes it takes you to drive main street - but we don't have a school. **That is the missing link.**

Logistically, **Belmont is an active community** – physical activity and wellness are something our community shares and endorses. Our children love to stay fit; however, in our current school our gymnasium is too small to host a basketball game, for example. Even with two Christmas pageants, we overflow into the hallways. Moreover, there are not enough teachers to volunteer to support the younger grades in intramural sports, nor the space to allow them lunch time access to play them.

The greater Belmont community supports this as well: we have collected letters of support from many including the local library, day care, Belmont minor hockey, soccer, as well as many affiliates in dance, music and other recreational teams – we are a community offering support in droves. A new building in town provides an opportunity for our school to be Belmont's community Hub. Music teachers want to offer classes in the new building, members of the community hope to offer Intramural sports in the evenings, yoga, dance, cubs, brownies, girl guides – all of the things we currently do not have the space to offer – and all of this generates income that the school receives to improve opportunities for our children. This is a smart choice. It is economically advantageous and it is providing opportunities that our children will not receive otherwise.

Moreover, what will happen to **Westminster Central Public School's students** if a new Belmont school doesn't happen is also a concern of ours. These students and their parents are a very important part of our community. We are worried that our sports enrollments will decrease, businesses may close, and a sense of community will be lost for the over 80 students who call Belmont home.

Addressing this from a cost benefit perspective this proposal makes smart sense. **Bringing the per pupil costs in the New Belmont school under the board average means you are acting in an efficient and effective manner. This is the responsible choice.**



Tax benefits are also something that we cannot ignore:

In the 2014 Ontario Budget, the province made a commitment to invest $750 million over four years to support school capital projects that reduce excess space.

To date, the ministry has announced approximately $490 million in allocations to support more than 70 consolidation projects that reduce excess space.

There are over 4,900 publicly funded schools in Ontario (4,000 elementary and 920 secondary schools).

These schools represent 280 million square feet or 2.2 million pupil places.

Ontario's elementary and secondary schools have significant energy costs – **nearly half a billion dollars each year.**

Communities across Ontario are benefitting from 127 new schools and 133 additions and renovations since 2013. These projects are the result of a $2 billion investment to give students **better buildings for better learning**.

This means 260 buildings have either been built new or have had additions added since 2013.

But how many has TVDSB seen? 10 out of 260 schools are from TVDSB – only 10!

6 were additions

4 new schools

4 of these were in London, 1 in Adelaide Metcalfe, 1 in Middlesex center, 1 in St. Thomas, and 3 in Tillsonburg.

The New schools were in London (3) and Tillsonburg (1).

Out of the 260, only 1 was in our area since 2013 – St Thomas (an addition)

This is **OUR** turn – Central Elgin has this amazing opportunity to ***bring some of this publically funded money back to our community.***

We are asking you to support Senior Administrations proposal to bring our tax dollars back to the area! **We realize we are competing for this money that has been ear marked** – we are asking you to provide the **best plan** to get us this funding for a new school!

Trustees, you know the job you have to do and we believe you will do it – to act efficiently and effectively and help our community **bring this money back to our community, instead of it ending up in Toronto or the GTA, as the majority of the funding already has.**

Further to these newly funded projects, in 2016 there were 28 new schools approved for funding through the 2016 "Capital Priorities Program" – **The ministry received 205** requests, totaling approximately $2.6 billion. The ministry approved $474 million in funding to support 51 capital projects across Ontario in 2016 – **28 new** and 23 additions and renovations. **23** were elementary schools. Of these, 11 were part of the Catholic school board or were French schools. **12 were publicly funded English schools**. Of the 12, 10 had an OTG of over

500 (between 500-1000); two had an OTG of 423 (Grand Erie, Haldimand and Greater Essex, Prince Andrew). We cannot speak to these other communities as we do not know what their needs were, but what this does tell us is that over 83% of the approved schools are over 500 - **our best chance to get the Capitol Priorities Program" funding is to have an OTG of greater than 500**.

We had to learn for ourselves how a school budget works – in order to offer a researched and informed opinion, and the facts are that the more money in the budget, based on per pupil head, means the more money there is to offer our students an exceptional education (this means budgets won't just be keeping buildings open), and parents won't be fundraising for supplies, carpets, and functioning needs. Parents will be able to fundraise for other exciting opportunities for our children – trips, snack programs, school spirit days, musical instruments, experiences, technology, and the list goes on.

The funding document is over 600 pages as there are numerous separate grants that are allocated for various things (i.e. Spec Ed, urgent school needs etc.), which we know you are aware. But here are the basics that we took away as being important for our children's needs:

1) Municipal taxes from all across Ontario are sent to the government and are then re-allocated to each school board;
2) The school board then allocates money to individual schools on a per pupil basis to pay for **Admin, Facility Services, teacher salaries, supplies etc.;**
3) This illustrates that a few of the areas that present as challenges for small schools comes in **paying for operating and Admin costs** as there **is less pupil generated funds** (i.e. it could cost roughly the same per year to pay for snow removal and lawn maintenance at SDPS as a larger school and yet the smaller school would receive **less funding based on pupils**, the same would apply for Admin costs (Principal and Secretary) and teacher salaries - smaller schools may have 1 teacher per 12 students and yet barely have enough to cover the wages of that teacher little own needed building costs and supplies.

So here, we have an opportunity to receive more money in one building, which means more money is left over to spend on our children's education.

And isn't that what we should really be fighting for – offering our children the best possible education.

Using the current Funding models with an OTG of greater than 500 we would also receive diverse population funding, which means safe drinking water for our children; a gym they can play regulated sports in; space for clubs and music, and a building that isn't falling down around them.

Status Quo won't work this time! We cannot do nothing. Look at the repairs/needs for 4 of these schools – **will we get this money otherwise**?

Closing a school is hard – even when it is half empty.

Emotionally it is sad, but it is causing a drain on the rest of the system – these underused schools are a huge expense – and with a backlog of over 3 billion dollars in Ontario, that isn't a small point.

In South Dorchester Public School we have major roof problems. The leaky roof in our grade ¾ classroom is one of the worst.

In our school when a classroom window leaks or will not close properly it is sealed shut! This leaves the window forever closed. Our grade 1 classroom currently has one viable window. One window for a hot summer day with no air conditioning! What happens when that one window fails next year? Or this spring?

We also lack a fully functioning ventilation system. At present if we need to ventilate a room, we open a window.

SOUTH DORCHESTER PS

Electrical issues in our school are one of the largest obstacles in a technology driven curriculum. Most classrooms have 2 outlets, and many no longer work.

Our water has been deemed unsafe to drink by the local Health Unit due to high sodium levels.

We are currently overcapacity. This doesn't allow for effective teaching or learning. Our graduating class is in a portable. Our Learning commons is split between our small library and a portable due to space issues.

If a fire ever broke out, we have no sprinkler system to count on.

The facts argue strongly for consolidating schools - Keeping buildings open that are draining the system is not good for anyone, least of all students.

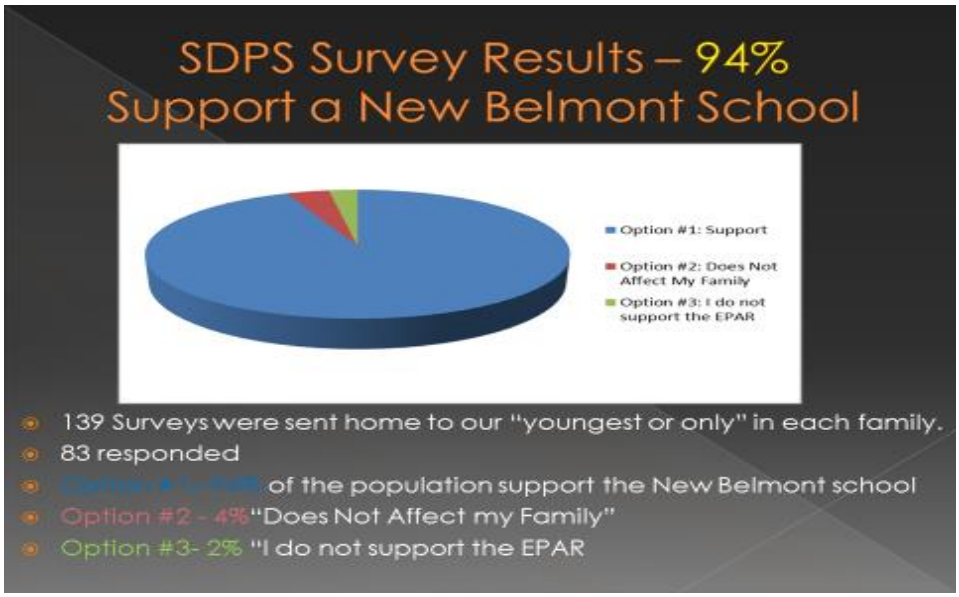
We have the infrastructure in Belmont for a new school – the mayor of Central Elgin says we're ready for this new school - with waste management and water systems in place.

We realize that there is a need to review and adjust boundary lines – in trying to keep more current populations together, while keeping Belmont at the best number to be competitive for funding. We trust that planning with the collaboration of other communities and the trustees will know how to make the best possible solution.

The Proposed Benefits for our students and communities is clear. The new school will reduce unfunded spaces; it will provide greater opportunities for our students; it will reduce overall operating costs and there will be more funding that can go to our children's education; it allows for long term renewal and growth in our growing community as well.

The support for this new school is clear: the Westminster Central PS community, the South Dorchester PS community and the Belmont community at large have wanted a school in Belmont for many years. We have the support of Jeff Yurek our local MPP, The Municipality of Central Elgin, and Fiona Roberts, Central Elgin's Ward 5 Councilor. To accurately represent the viewpoints of all SDPS families, our subcommittee created an anonymous survey consisting of three options and distributed one to each family. **94%** of those surveyed are in favour of the new Belmont school; we have also had a positive response to our petition to help "Bring a New School to Belmont."

When we combine the online support with the paper signatures we have received to date **716** signatures (493 online and 223 paper as of 3:00pm March 8th).



We have supplied evidence for you – survey results and petitions results to bring a new school to Belmont. We hope the evidence speaks volumes.

We are aware that other school communities conducted surveys, but we have not been shown their results. We hope you are curious why not?

In closing, almost two decades of inadequate funding for the repair of Ontario's schools has left all of our older schools with millions of dollars of needed repairs. "**Underused schools make for an inefficient school system. That's not good for anyone, least of all students."** We are asking you to support a plan that utilizes pupil spaces; brings more of our tax dollars back to our students; a new school in Belmont makes sense demographically – you have seen examples of our thriving community – the missing link is a school

Trustees, the planning committee saw the need; they made the plan for the new Belmont school; now it is up to YOU to recognize that a new school for Belmont is as a good plan for our community; it is impressively supported with numbers and evidence. Our children deserve this – it makes good sense – it meets the requests of the MOE (consolidating schools, improving utilization of pupil space, utilizing and maximizing the funding models AND in a school that is JK-8).

From a **pedagogical perspective**, this will be a great learning opportunity for our students as well – they can be involved with so much during the building process as a case study and teaching tool.

SDPS is special; it will be hard to say good bye to our tiny country school on its sprawling property, but **the things that matter will come with us** – the community, who fundraises using locally grown produce, maple syrup, and honey – supporting our local farmers. The community that holds spaghetti dinners in conjunction with our Lions Club at the Belmont Arena, while we watch the community hockey games, share in a meal, and hold a penny table raffle in support of SDPS. This community of smart children (as our EQAO test scores attest to) with loving, caring, and dedicated parents will grow as we fill this new building with new friends and old.

It is not ok to do nothing – to leave things status quo for us. We know these repairs will not get fixed!

And please remember, a new school in Belmont is a vote for Rural Education!

OUR RURAL COMMUNITY is important and BELMONT IS RURAL - KEEP OUR CHILDREN RURAL AND OUR COMMUNITY STRONG – Please help us bring the school to Belmont.

This new school makes good sense – for students, for tax dollars, and for our growing community.

This school is about the children and what they will receive – they deserve these opportunities. With our rural flare and unique community; help us create a plan that builds the best darn public school in Ontario, right here in Belmont.

Ontario is providing school boards across the province with more than $12 billion over 10 years to help build new schools in areas of high growth, improve the condition of existing schools and invest in projects to reduce surplus space through school consolidations.

A New School in Belmont helps Ontario meet these provisions!

Please look to the facts that will help the publically funded system be efficient and effective – this is the responsible choice.

Sincerely, Mallory Hesselmans, Catherine Hann, Jessica Johnson, Julie Watson, and Jaclyn Wilson

The SDPS PAR sub-committee

SOUTH DORCHESTER PS

EQAO Data: THE DATA IS TAKEN FROM THE EQAO WEB SITE AND IS FOR THE **2014-2016** DATA. THE % CHANGE SHOWS HOW MUCH IT HAS GONE UP OR DOWN SINCE THE 2013-2015 DATA.



School	Grade 3						Grade 6					
	Reading	% Change	Writing	% Change	Math	% Change	Reading	% Change	Writing	% Change	Math	% Change
South Dorchester	87	3+	83	5-	85	10-	87	0	87	4+	60	7-
Dawnport							69	2-	69	0	43	4-
McGregor	59	2-	61	8-	60	2-						
Mitchells Hapburn	66	11+	71	9+	62	7+	77	6+	69	5+	49	6-
New Sarum	70	5+	69	9+	70	2-	76	1+	72	4+	69	1+
Northdale							82	1-	79	1-	69	1-
Port Stanley	62	8-	76	0	48	5-	79	8-	79	8-	57	10+
River Height	62	9-	69	6-	59	15-						
Sparta	60	3-	49	4-	57	0	65	2+	57	0	47	12+
Springfield	53	18-	40	14-	47	12-	73	4+	71	9+	33	5-
Summers Corners	64	2-	65	10-	67	3-	82	4+	70	9-	49	7-
Westminister	36	8-	23	21-	32	7-	69	1+	79	9-	69	3+

Although we realize that EQAO data only offers one picture of success, and that it does not represent necessarily everything that it is supposed to, it is the tool that other committees have used to discuss why they don't want their schools to close and why they don't want to go to the new school in Belmont. Since there has been a lot of talk about it (and that talk does not seem to match the data we found on the EQAO website) we have uploaded a chart showing 2 year averages and comparing 2014-2016 to 2013-2015.

Red shows the school leading in EQAO scores and Blue is the school in 2nd – as you can see SDPS is at the top in most.

Some of our Letters or comments of Support

SOUTH DORCHESTER PS

Did you know that currently in South Dorchester Public School if a classroom window leaks or will not close properly they seal it shut? This leaves the window forever closed. Our grade 1 classroom currently has one viable window.

One window for a hot summer day with no air conditioning!
What happens when that window fails next year? Or this spring?

Supporting rural schools means the board has to fund them.
The money has to be provided to maintain all of these schools.

It is wonderful to hear that you support the continuation of our rural schools and a build in Belmont- but realistically it is hard to believe that the money exists to do all of this.

I am frustrated as a parent to have to fund raise for light bulbs for the smart boards in a classroom. As a parent I was part of fundraising for all the smart boards in all of our classes and then we had to buy the light bulbs too?

If there is not a build approved-who will pay to open the classroom windows? Will this be our next initiative to sell boxes of chicken?

This sounds ridiculous because it is just that.
I support our local farming communities. I love Belmont and our neighbouring communities and their rural schools. I hate that the economic resources do not exist to keep every school functioning at an equal capacity.

It is not enough to say "you support an extensive period to thoroughly review and consult on the need to close the rural schools throughout our community but to continue with their proposed plan to build a new Belmont school".

Our rural school is minimally maintained at this point. How long should these reviews take? When do we start to look at the quality of functionality of such choices like windows on a hot June and September day?

The window is one example. Westminster children miss out on so much more like school sports, clubs etc.

As a tax payer I want more, as a parent I want more, as a neighbour I understand the pain of additional communities. I don't want them to lose their schools.

The lack of population of school age children, money and resources has pinned neighbouring communities against each other- but if your solution is to postpone processes while a build is planned for Belmont- I question that anything will happen at all.

Parents will be asked to fundraise to repair roofs? Our grade 3 classroom has a leaky ceiling? There is no money to repair this as we are slated to close.

We all know that a school will not be built next year- I guess we better hope that last window holds up?

I don't mean to sound petty. Your response is appreciated. Our problems are first world problems.

But it is important to understand that the solutions here are not available where everyone walks away satisfied. We all know that not every school will be maintained.

There is not a feasible solution that is likely to be funded where everyone wins. In the end I worry that all of these schools will be eventually closed and the initiative to build one rural school will be lost. I am heartbroken

that this could happen. These problems are not new and the solutions are not easy. They will hurt many and that is a fact that is hard to face- not just for you but for all of us.

Thank you for your time.

Jennifer Lester

Parent, South Dorchester Public School

SOUTH DORCHESTER PS

To Whom It May Concern;

I fully support the EPAR-01 proposal but I can also understand everyone's point of view. That being said, I do think everyone is thinking emotionally not rationally. These small rural schools will not be kept open forever and if we miss out on this opportunity now, all of our kids will be bussed in to cities. People seem to be forgetting that Belmont is a small community and would still provide that rural setting that we all want our children to experience. Not supporting this school now will be detrimental across counties/townships within a few short years as these small schools are not a viable option for the ministry to continue to fund. Belmont is growing and the need for a school IN Belmont is larger now more than ever. This new school would also bring many students together who already play baseball, soccer, and hockey with each other but currently attend different schools - Springfield, South Dorchester, Westminster, New Sarum - thus creating an avenue for an already existing community to flourish.

At the second public meeting of EPAR-01, I heard multiple schools raise concerns in regards to bus travel time for their students. I was quite confused on this concern as I myself grew up in Harrietsville which is 9 km from Belmont, yet I was bused for grades Kindergarten through OAC to Dorchester which is 15 km. I survived a 45-60 min bus ride, along with many other students. It was not a big deal. In fact busing some students to Belmont would be a lot closer than what they currently experience. When you choose to raise your family in a rural setting you also choose to have a longer commute for work, school, sports, etc. and sacrifices have to be made.

Beyond the excitement of a new school, is the potential for an entire community centre build in conjunction with a school. I would refer to you to White Oaks P.S. that was built in conjunction with the South London Community Pool. This joint venture has now led to a Family Centre being opened which would be extremely beneficial for all of the new young families moving to Belmont. This too would create jobs and keep people local for swimming lessons, dance lessons, etc. While I am aware fundraising and support from multiple sources would be required for this to occur, the interest is there and discussions are being had. I do not have a business plan to propose on this aspect, but rather just want to point out the potential for this to occur. This would also align with Provincial funding plans as they are in full support of Family/Community Centres.

Furthermore, the potential for other community events with a new school cannot be overlooked. A couple friends of mine have started a new venture, Sportball. Please see their attached letter outlining the type of activities they could provide which would use rented space in a school gymnasium and provide activities for the community after hours and on weekends. There are many other organizations like this that would make use of a new facility too.

As I said, I grew up in a rural community and I think rural schools need to stay where viable, but I don't think everyone is being realistic on what is viable to today's standards. The bottom line is, this new school will save the ministry hundreds of thousands of dollars annually, while providing our children with the most up-to-date technology and tools to assist them in their development. Yes this comes down to dollars and cents for the ministry but it also comes down to what is best for our children. Keeping them in a rural setting like Belmont or sending them to Aylmer, St. Thomas, or London? I know what I want for my kids and for future generations to come and I truly hope this proposal gets approved.

Thank you for your time,

Julia Churchill-Cochrane

Parent of South Dorchester PS students

SOUTH DORCHESTER PS

A sample of Comments offered from the community, school level surveys and the online petition:

We currently have one child attending Springfield PS and would support a new school being built in Belmont if our child could attend school there.

Such an amazing opportunity for our children in this and surrounding communities! An opportunity for new facilities, technology and growth.

Love the idea of a new school coming to Belmont. For many reasons.

Bring the school to Belmont, consider a co-build with a new arena and community centre

FINALLY!

Very excited about Initial Senior Administration Report. It represents a very exciting new opportunity to bring additional services and community to Belmont.

I was bullied in a small school with nowhere to "escape" to and would prefer my children had friendship choices, rather than this is the "few" you must be friends with.

In Canada Diversity is our strength. We welcome the new students and see them as a natural fit to our community.

The TVDSB's mission is to build each student's tomorrow, every day. Please support building our children's future in Belmont.

The children of Belmont and the surrounding area need and deserve a new school with modern facilities.

With 100% of kids bused outside of the community, the village of Belmont NEEDS a school especially given the steady growth of our village.....long time coming!

As a local business own I support a new school in Belmont to aid in the growth and development of our rural local economy. I also have grandchildren that will benefit being able to go to a new school.

Not all EPARs have strong support. This one has-for a LONG time.

I think a new school would be a great idea for children. Other school around are getting old and out dated.

Belmont is a growing community and should have a school for their children. Keeping the other older, smaller schools are going to start costing more and more for up keep. These schools most if not all the kids are bused to school already, along with the kids from Belmont. Everyone needing to be bused doesn't making an sense, cost wise. Building a school in the village of Belmont at lease the community children can walk to and from school. Building a new school in Belmont, is going to be a huge cost savings for the T.V.D.S.B. over all.

I am in support of the construction of a new school in Belmont. This will create great opportunities for the current and future students as well as Belmont and the greater community.

As there has been several new housing areas in Belmont combined with the previous need of an elementary school - it is time for a school. I no longer have children at the age of elementary school however as the population of the town is building, the need for a Belmont Elementary school is key.

SOUTH DORCHESTER PS

We have waited too long. Too many children have waited while attending a school that is outdated and does not have necessities like proper drinking water and airconditioing. If the people at the board had to work in the same environment and conditions as these students this school would have been replaced years ago. Enough is enough

I am in favor of the construction of a new school in Belmont. This will create great opportunities for the current and future students as well as Belmont and the greater community.

We invite you to look at more of the many comments of support on the online petition at:
https://www.gopetition.com/petitions/campaign-to-support-a-new-school-in-belmont-on.html

SOUTH DORCHESTER PS

Ontario
LEGISLATIVE
ASSEMBLY

Jeff Yurek, MPP
Elgin-Middlesex-London

Queen's Park Office:
Room 444, Legislative Building
Queen's Park
Toronto, Ontario M7A1A8
Tel. (416) 325-3965
Fax: (416) 325-3988
E-mail: jeff.yurek@pc.ola.org

Constituency Office:
750 Talbot St., Suite 201, West Wing
St. Thomas, Ontario N5P 1E2
Tel. (519) 631-0666
Toll Free 1-800-265-7638
Fax (519) 631-9478
E-mail: jeff.yurekco@pc.ola.org

October 12, 2016

Ms. Tisdale & Trustees
Thames Valley District School Board
1250 Dundas Street
London, Ontario
N5W 5P2

Dear Ms. Tisdale & Trustees

I am writing you today about the recent proposal to launch a pupil accommodation review for the Elgin/Middlesex regions and more specifically for the proposal to build a new school in Belmont.

I recently met with the Belmont School Alliance, a group of parents from the South Dorchester and Westminster school areas. The group currently self-identifies Belmont as their community with many after school programs taking place in the town.

Belmont has the necessary infrastructure and growth potential to support a new school with South Dorchester and Westminster students. I hope you consider the support from the community and parents for the proposed school in Belmont

I thank you for your time and consideration in this matter and will forward your response to the concerned constituents. Should you have any questions or concerns please do not hesitate to contact me.

Sincerely,

Jeff Yurek, MPP,
Elgin-Middlesex-London

Cc: Belmont School Alliance

APPENDIX D

SOUTH DORCHESTER PS

The Corporation of the Municipality of
Central Elgin

450 Sunset Drive, 1st Floor, St. Thomas, Ontario N5R 5V1 P:519.631.4860 F:519.631.4036

October 12th, 2016

Laura Elliott
Director of Education
Thames Valley District School Board
1250 Dundas Street
London, ON N6A 5L1

Via email

Dear Ms. Elliott:

Re: Proposed Elementary Pupil Accommodation Review
Proposed JK-8 Elementary School in Belmont

Please be advised that Central Elgin Council further discussed your email correspondence dated September 19th, 2016 and the following resolution was passed:

WHEREAS email correspondence dated September 19th from the Thames Valley District School Board regarding the Proposed Elementary Pupil Accommodation Review was considered by Council at their Regular Meeting dated Monday, September 26th, 2016;
AND WHEREAS said email correspondence included a proposal for a new JK-8 Elementary school located in Belmont;
NOW THEREFORE BE IT RESOLVED THAT The Council of the Municipality of Central Elgin supports the proposal to construct a new JK-8 Elementary School to be located in Belmont.
CARRIED.

Please feel free to contact me should you have any questions regarding this information.

Yours truly,

Dianne Wilson

Dianne Wilson
Deputy Clerk

c.c. B. Wiehle, Warden, County of Elgin
J. Todd, Elgin County Trustee, Thames Valley District School Board
C. Goodall, Elgin County Trustee, Thames Valley District School Board
T. Levschuk, Executive Assistant to the Director, Thames Valley District School Board

October 12, 2016

Ms. Tisdale and Trustees
Thames Valley District School Board
1250 Dundas Street
London, Ontario
N5W 5P2

Dear Ms. Tisdale and Trustees:

I am writing to you in regards to the proposal of building a new school in Belmont.
This discussion has been ongoing for sometime now and I believe the time is right for a more serious look at the advantages of such a proposal.

Belmont is a growing community literally on the door step of London. We have new homes being built on a continuing basis with Belmont Meadows subdivision near completion and Robin's Ridge steadily expanding. With these new homes comes a steady influx of young families, which of course will put more pressure on the already limited resources of South Dorchester public school.

I believe this presents us with an opportunity to reduce costs, modernize infrastructure and centralize education by amalgamating both South Dorchester and Westminster public schools into one new facility located in Belmont. Not only do we have the updated sewer and water capacity to support such a project but the families from both schools readily identify with Belmont as their community through activities such as hockey, soccer, church attendance and a myriad of service groups and social interaction.

The community as a whole supports this proposal and I believe if it is not acted on at this juncture, in a pragmatic and logical manner, it will become a necessity at a later date at much greater cost.

For your consideration.

Sincerely,

Fiona Roberts
Councillor Ward 5
Municipality of Central Elgin
519-852-2921

Planning committee
TVDSB

I am interested in being added to the Community Organizations Contact List.

In particular, I am very interested in exploring the opportunity to teach piano lessons at the future Elementary school in Belmont. I would love an opportunity to sit down and discuss my thoughts in person.

I am the owner of the Let's Play Music Studio in Belmont as well as a life long resident. i currently offer early childhood music classes and group piano classes for all ages from beginner through senior piano. I have been teaching for over 35 years, offering group lessons for the last 15 years. Over the years, I have had many students successfully complete both piano and theory exams, including many Grade 8 piano and Advanced Theory exams.

I have the Grade 10 piano examination certificate, complete with the written exam requirements from the former Western Ontario Conservatory of Music and am certified as an Ultimate Music Theory teacher. I am also an Affiliate Member of the Ontario Registered Teacher's Music Association. I am also the games creator for the "Ultimate Music Theory" series. The games that I have created are currently being sold throughout North America. I routinely keep up to date with professional development through online seminars and webinars.

Over the course of my teaching years, I have been a speaker at the World Piano Pedagogy Conference in Atlanta, Georgia, the Ontario Music Educators Conference in London, Ontario and at numerous professional development days for group piano teachers including at conferences in Prince Edward Island; Woodstock, Ontario; Chicago, Illinois; Ottawa, Ontario; and Toronto, Ontario. The main focus on my presentations has been making lessons fun, the use of games in lessons, teaching early childhood classes, teaching composition and building a successful music studio.

I am keenly aware of how busy families are. Many families have two parents working full time and choose to participate in other activities like hockey, dance, figure skating and soccer. While they know piano is an important part of a well rounded childhood, and understand the benefits of music instruction for the development of their children, often there just is not enough time in an evening. The logistics of getting home from work and out the door to their activities often means piano has to take a back seat.

This year, I have had two students who had to withdraw from piano classes due to scheduling conflicts with hockey. While I try my best to accommodate scheduling conflicts, running a busy studio of almost 80 piano students, most in group classes, does mean I cannot accommodate every scheduling request. The ability to offer daytime, in school classes would allow more students to benefit from piano lessons, without having the added stress of after school travel and scheduling conflicts.

Much research has been done on the benefits of music instruction.

Daniel Levitin, This is Your Brain on Music, p.299

"Musical activity involves nearly every region of the brain that we know about, and nearly every neural subsystem"

Group music instruction beings another layer of benefits.

The Benefits of Group Music Instruction

· Develop poise and other performance skills when the student plays for others.

· Develop critical listening skills through listening to others.

· Develop rhythmic security and counting ability by providing an opportunity for several students to play the same pieces together.
· Develop communication skills and the ability to work in a group.

· Provide inspiration through peer performances.

· Motivate students through healthy competition.

· Provide a social outlet surrounding a common interest not normally available to private piano students.

· Promote enthusiasm and enjoyment as a result of sharing in ensemble work, rhythm drills and music games.
taken from ***Professional Piano Teaching*** by ***Jeanine M. Jacobson***

I strongly believe that group lessons are a huge benefit to both children and their families. Children learn from each other and become far more comfortable with performing as they play for each other in our classes. Families benefit as I am able to offer a lower tuition rate when compared to private lessons.

I am currently using material which I have created myself. This material represents a life time of teaching and learning what works for my students. I have structured my curriculum following the Royal Conservatory of Music Syllabus, which allows my students the ability to prepare for those examinations should they wish to do so.

I am a self employed business person and as such, I am completely funded by tuition from families. I do not conduct fund raising or look for community support for my classes.

At the current time, I am the only teacher at my studio, but, should there be enough demand, I would actively seek out other teachers that I could train to teach the materials and format that I have created.

Currently, I teach four evenings a week, from 3:00 to 8:30, plus one morning a week from 8:20 to 12:20 at a church in Dorchester. Teaching there is at the request of families who found the after school hours too busy. This is my 4th year in the Dorchester location.

I have found that the morning lessons can be quite different from the evening ones. The students are fresh, focussed and ready to go. We accomplish so much in a short time. There are some evening that the children are tired and not wanting to focus.
It is noted in the Education Act that students may be excused from their regular classes for one half day a week for the reason of receiving music instruction. Being able to attend the classes within the walls of the school would cut down on how much time a child would miss from class. Currently the students who attend my Dorchester classes must leave their school and walk to the church next door, adding approximately 20-30 minutes of loss class time. Being able to go to a class right within the school would mean they would miss only the class time, plus a few minutes to walk to and from class.

This past 4 years of teaching during the day has shown me a few constants. One is that students rarely forget their materials and come prepared, alert and ready to learn. With the format I use, even if students forget their books at home, we can continue as they receive their new material weekly in a handout.

Should this opportunity become a reality, I would focus my teaching on Belmont alone. I currently teach several students who attend both South Dorchester Public School and Westminster Public School. Many have already expressed their interest in attending lessons during the day.

I would propose to offer small group lesson for up to 6 children in a group. I already have sufficient keyboards and materials. I would require some where to plug in my keyboards and possibly store them between classes. I am very adaptable to room size. For group classes a room sized 12 feet by 15 feet or larger would be sufficient. Should there not be space for group lessons, I would be willing to offer private lessons which would require a much smaller space. Obviously, group lessons would be my first choice as I truly believe the format truly benefits my students.

I can make myself available to meet with members of the planning committee. As stated above, I teach evenings and Tuesday mornings, but could be available most other mornings and would consider taking a night off of classes if necessary.

Thank you,

Joanne Barker

Belmont Library
14134 Belmont Road
Belmont, ON, N0L 1B0

February 7, 2017

To Whom it May Concern;

Belmont Library, a branch of the Elgin County library system, is looking forward to having a new school built in our village. A school within walking distance to the local Library would benefit the entire community.

Partnering with the school, Belmont Library will provide in-library programs that would include regular visits from various classes, author visits, senior visits and after school drop-in programs. We currently have a partnership with the school to promote our annual Summer Reading Club and Forest of Reading events. Having a school in the village would make it easier to include more children and additional activities.

Areas for partnership between school and Belmont Library will include resource sharing, early childhood programs, family literacy, electronic networking and intergenerational programs.

Schools are a crucial part of any rural community and we understand the value of having an elementary school in our village of Belmont. Let's build a school in Belmont!

Sincerely,

Maria Smit
Supervisor, Belmont Library

SOUTH DORCHESTER PS

Belmont Minor Hockey Association
Belmont, ON
admin@belmontminorhockey.ca

The Board of Trustees
Thames Valley District School Board
P.O. Box 5888
London, ON
N6A 5L1

January 31, 2017

Dear Trustees,

We are writing you today to express the support of our Association for the current proposal to construct a school in Belmont.

For 60 years, Belmont Minor Hockey Association (BMHA) has provided recreational and representative hockey for the youth of Belmont and surrounding area. We have seen the support the community offers for the youth of our Association and those from neighbouring communities that choose to participate with BMHA. We are confident that our community will extend this support to a new school and community hub being considered for location in Belmont.

In fact, through Belmont Minor Hockey, Belmont Minor Soccer, and Belmont Aylmer Dorchester Girls Hockey Association, many of the children from the Westminister and New Sarum School communities already have a strong community sport link with Belmont. Although we recognize the turmoil involved with school closings, we also hope to welcome many of our friends in sport to a strong school community in the future.

We also recognize that the purchase of land and construction of a new school represents a generational opportunity to renew the existing municipal infrastructure in Belmont and possibly leverage additional facilities. Co-building a community hub, arena, municipal satellite office, and emergency shelter facility is a unique opportunity to address the aging infrastructure in Belmont and at the same time realize construction and operational efficiency that cannot be achieved in separate builds.

Although we are proud to call it home and recognize the great work of our community in the Belmont Arena, the facility is aging with substandard size ice surface, old-style rigid boards, and outdated stands and bench layouts. Despite every effort in making the facility accessible, the second floor location of the hall and kitchen is not ideal for events or emergency shelter purposes.

We would encourage the Board and the Municipality to collaborate to make every advantage of this unique opportunity for a new community hub and school in Belmont. To that end we have also copied the Council of the Municipality of Central Elgin on this correspondence.

We are also interested in any role our Association may take in furthering this endeavour. We request that you include BMHA in any future relevant notification. We would also like to explore any way we may be of assistance in raising funds for the arena and community hub portion of the facility that would specifically serve our members. Please feel free to contact us if we can be of any assistance.

Regards,

Board of Directors, Belmont Minor Hockey Association

Gord Helka

Jason Ferguson

Trish Crinklaw

Cam Telfer

Martin Haalstra

Jenn Lester

Blair Richardson

Jarret Farquhar

Sandy Richardson

Dani Bartlett

Jason Clark

Julie Willsie

Tracy Wintermute

CC: Council of the Municipality of Central Elgin
Fiona Roberts, Councillor, Ward 5
Jeff Yurek, MPP, Elgin Middlesex London
Belmont Minor Soccer Association
Belmont Aylmer Dorchester Girls Hockey Association
South Dorchester PARC
Westminister PARC
New Sarum PARC
Davenport PARC

BELMONT MINOR SOCCER ASSOCIATION
P.O. Box 512, Belmont, ON N0L 1B0

email: info@belmontminorsoccer.ca

March 8, 2017

Delivered Via Email

The Board of Trustees
Thames Valley District School Board
1250 Dundas Street
P.O. Box 5888
London ON N6A 5L1

Dear Trustees:

Re: Elementary Pupil Accommodation Review-01 (EPAR-01) Proposal

I am writing on behalf of the Belmont Minor Soccer Association in support of the current EPAR-01 Proposal to build a new school in Belmont.

Since 1978, Belmont Minor Soccer Association has provided recreational soccer to several children in the Belmont and surrounding community. Each year, we bring in anywhere from 300 to 320 children. From those children, 67% are from Belmont while the remaining 33% are from the surrounding communities of Springfield, Dorchester, Aylmer, St. Thomas, New Sarum, Mossley, Harrietsville and London.

The construction of a new school in Belmont would not only be beneficial to our current children but future generations as well. It would promote community growth within our soccer program. Future growth means more families moving to Belmont, more children playing soccer in our community, more parents to volunteer/coach and more Board members to facilitate our soccer program. Our community plays a key role in our success by ensuring we help more children participate in this organized sport.

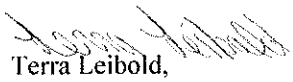
In addition, a new school in Belmont would permit our children to have access to more soccer fields. We have witnessed firsthand the benefit of sport and play and how important it is for children to have an outlet for them to become ambassadors of an organized sport. It helps children gain confidence and provides them with a sense of belonging. From understanding the importance of teamwork and goal setting, to the need for open communication and a strong work ethic, children can take these lessons and apply them to various parts of their life.

Lastly, a new school in Belmont would foster more part-time summer jobs for our children within our Association. Jobs like refereeing and linesman, which would give our children in our community the opportunity to learn critical life skills, such as independence and responsibility. It would also open-up more volunteer positions for our youth, like coaching. Coaching gives these young children the opportunity to give back to the community.

Our Association is passionate about young people, wanting them to reach their full potential as citizens who make valuable contributions to our communities. We would welcome any new school being built in Belmont. Our program would not be successful and/or possible, if it was not for the support of the

Belmont and surrounding community through the use of its sponsors, parent/coach volunteers and Board members.

Regards,



Terra Leibold,
Registrar of the Belmont Minor Soccer Association

Cc: *Council of the Municipality of Central Elgin (via email)*
Fiona Roberts, Councillor, Ward 5 (via email)
Jeff Yurek, MPP, Elgin Middlesex London (via email)
Belmont Minor Hockey Association (via email)
Belmont Aylmer Dorchester Girls Hockey Association (via email)
South Dorchester PARC (via email)
Westminister PARC (via email)
New Sarum PARC (via email)
Davenport PARC (via email)

SOUTH DORCHESTER PS

Sportball
Sports instruction for kids

At Sportball, we want everyone to have the opportunity to get in the game. We take pride in our ability to connect with kids of all ages and abilities.

Our Coaches receive specialized training in the Training and Mentorship Program that's required of all our Sportball Coaches. To ensure the quality and integrity of the program, classes typically run with a ratio of a maximum of 12 participants to 1 Coach. Although age ranges may vary, classes consist of participants who share similar needs and ability levels.

Here's a list of some of the programs we offer as well as a description below. We focus on eight main sports:

- Sportball Junior
- Sportball Parent & Child / Me & My Dad
- Multi-Sport
- Ball Hockey
- Baseball or T-Ball
- Basketball
- Football or Flag Football
- Golf
- Soccer
- Tennis
- Volleyball
- PD Day Programs

Sportball Junior

Toddlers and parents/caregivers focus on physical movements and social exploration, learn fundamental sport skills and participate in creative motor games, songs, stories, bubble time and more. Children are challenged according to their individual skill level and Coaches help grownups understand proven teaching techniques that can be applied outside of Sportball classes.

Sportball Parent & Child / Me & My Dad

Sportball Parent & Child / Me & My Dad programs help pre-schoolers to refine their motor skills, such as balance and coordination, as well as develop their social skills such as confidence, following instructions, turn-taking and sharing. Coaches introduce a different sport each class using developmentally appropriate games and activities.

Multi-Sport

Refine, rehearse, repeat. Multi-Sport classes are the heart of Sportball programming. Coaches focus on the basic skills common to all sports, like balance, coordination, stamina and timing in a fun, supportive, non-competitive setting that emphasizes teamwork. Each class focuses on one of eight different popular sports: hockey, soccer, football, baseball, basketball, volleyball, golf and tennis.

Sportball Fitkids

Healthy kids are happy kids. Fitkids is designed to improve agility, flexibility, endurance and core strength in a supportive setting that promotes healthy living at an early age. Coaches lead children through developmentally appropriate exercises and fun and exciting cooperative play. As children continue to progress, they are introduced to concepts such as leadership and problem-solving.

Camps

Available in full-day or half-day sessions. Sportball's action-packed camps introduce children to a variety of ball sports and waterplay games and activities PLUS **arts and crafts, snack time, stories, music, co-**

SOUTH DORCHESTER PS

operative games and more! Camps may run indoors and outdoors, depending on the location and weather.

PD Day Programs

Sportball's PD Day Programs keep your child active and engaged in a fun and safe environment on those days off! Trained, certified Coaches introduce co-operative games, time for crafts, and skill development in our eight core sports including hockey, soccer, tennis, baseball, basketball, volleyball, golf and football.

Please let us know if you have any questions, and we'd be more than happy to provide any extra information.

Best Regards,

Natalie Geerlinks and Victoria Gould

132 Thames Street P0 Box 335 Embro On N0J 1J0
t: 226.289.1690 | **c:**519.788.9026 | **london@sportball.ca** | **www.sportball.ca**

SOUTH DORCHESTER PS

To Whom It May Concern;

I fully support the EPAR-01 proposal but I can also understand everyone's point of view. That being said, I do think everyone is thinking emotionally not rationally. These small rural schools will not be kept open forever and if we miss out on this opportunity now, all of our kids will be bussed in to cities. People seem to be forgetting that Belmont is a small community and would still provide that rural setting that we all want our children to experience. Not supporting this school now will be detrimental across counties/townships within a few short years as these small schools are not a viable option for the ministry to continue to fund. Belmont is growing and the need for a school IN Belmont is larger now more than ever. This new school would also bring many students together who already play baseball, soccer, and hockey with each other but currently attend different schools - Springfield, South Dorchester, Westminster, New Sarum - thus creating an avenue for an already existing community to flourish.

At the second public meeting of EPAR-01, I heard multiple schools raise concerns in regards to bus travel time for their students. I was quite confused on this concern as I myself grew up in Harrietsville which is 9 km from Belmont, yet I was bused for grades Kindergarten through OAC to Dorchester which is 15 km. I survived a 45-60 min bus ride, along with many other students. It was not a big deal. In fact busing some students to Belmont would be a lot closer than what they currently experience. When you choose to raise your family in a rural setting you also choose to have a longer commute for work, school, sports, etc. and sacrifices have to be made.

Beyond the excitement of a new school, is the potential for an entire community centre build in conjunction with a school. I would refer to you to White Oaks P.S. that was built in conjunction with the South London Community Pool. This joint venture has now led to a Family Centre being opened which would be extremely beneficial for all of the new young families moving to Belmont. This too would create jobs and keep people local for swimming lessons, dance lessons, etc. While I am aware fundraising and support from multiple sources would be required for this to occur, the interest is there and discussions are being had. I do not have a business plan to propose on this aspect, but rather just want to point out the potential for this to occur. This would also align with Provincial funding plans as they are in full support of Family/Community Centres.

Furthermore, the potential for other community events with a new school cannot be overlooked. A couple friends of mine have started a new venture, Sportball. Please see their attached letter outlining the type of activities they could provide which would use rented space in a school gymnasium and provide activities for the community after hours and on weekends. There are many other organizations like this that would make use of a new facility too.

As I said, I grew up in a rural community and I think rural schools need to stay where viable, but I don't think everyone is being realistic on what is viable to today's standards. The bottom line is, this new school will save the ministry hundreds of thousands of dollars annually, while providing our children with the most up-to-date technology and tools to assist them in their development. Yes this comes down to dollars and cents for the ministry but it also comes down to what is best for our children. Keeping them in a rural setting like Belmont or sending them to Aylmer, St. Thomas, or London? I know what I want for my kids and for future generations to come and I truly hope this proposal gets approved.

Thank you for your time,

Julia Churchill-Cochrane
Parent of South Dorchester PS students

SOUTH DORCHESTER PUBLIC SCHOOL

We support a New Belmont School

Wednesday, March 8, 2017
6 PM

South Dorchester PS

- Built in 1966
- JK-6
- OTG (on the ground capacity) 190
- Current population 200
- 5 Year Renewal Needs
  - $5,346,994
- School Replacement Value
  - $5,266,168

Facility Condition Index (FCI)			
Prov Avg.	Board Avg.	PAR Avg.	SDPS
28%	37%	50%	112%

SOUTH DORCHESTER PS

Current & Proposed Cost/Benefit

New Belmont School Estimated Cost (Including site purchase)	**$14,557,000**
Westminster 5 Year Renewal Needs	$5,176,930
South Dorchester 5 Year Renewal Needs	$5,346,994
New Sarum 5 Year Renewal Needs	$3,464,094
Springfield 5 Year Renewal Needs	$3,796,104
Total 5 Year Renewal Costs	**$17,784,122**

SOUTH DORCHESTER PS

Current & Proposed Cost/Benefit

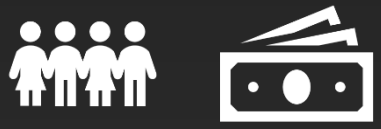
New Belmont School Estimated Cost **$14,557,000**
(Including site purchase)

Total 5 Year Renewal Costs **$17,784,122**

18% Estimated Savings

SOUTH DORCHESTER PS

Current & Proposed Cost/Benefit

	Current		Proposed	
				
New Sarum PS	250	$1,592	-	-
Northdale Central PS	411	$1,093	353	$1,291
River Heights PS	353	$1,134	301	$1,454
South Dorchester PS	200	$1,487	-	
Springfield PS	167	$1,849	-	-
Westminster PS	82	$4,065	-	-
New Belmont PS	-	-	576	$1,303
Weighted Avg Cost / Student		**$1,495**		**$1,337**

Average TVDSB Cost / Student **$1,416**

SOUTH DORCHESTER PS

Current & Proposed Cost/Benefit

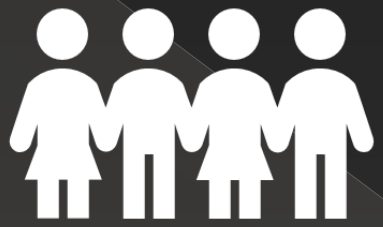
	Current	Proposed
Weight Avg Cost / Student	**$1,495**	**$1,337**

Average TVDSB Cost / Student **$1,416**

SOUTH DORCHESTER PS

Current & Proposed Cost/**Benefit**

Current



$1,495

Awesome Staff

Strong Community

Rural School

Proposed



$1,337

Awesome Staff

Strong Community

Rural School

In our thriving village

Keeping Westminster and SDPS local

Large Gymnasium

Diverse programing

Clubs

LSTs and Counsellors

Strong Budget

SOUTH DORCHESTER PS

Bring Tax Dollars Back to our Community



	Ontario	Rest	TVDSB
All Projects	260	250	10
New Build	127	123	4
Additions	133	127	6

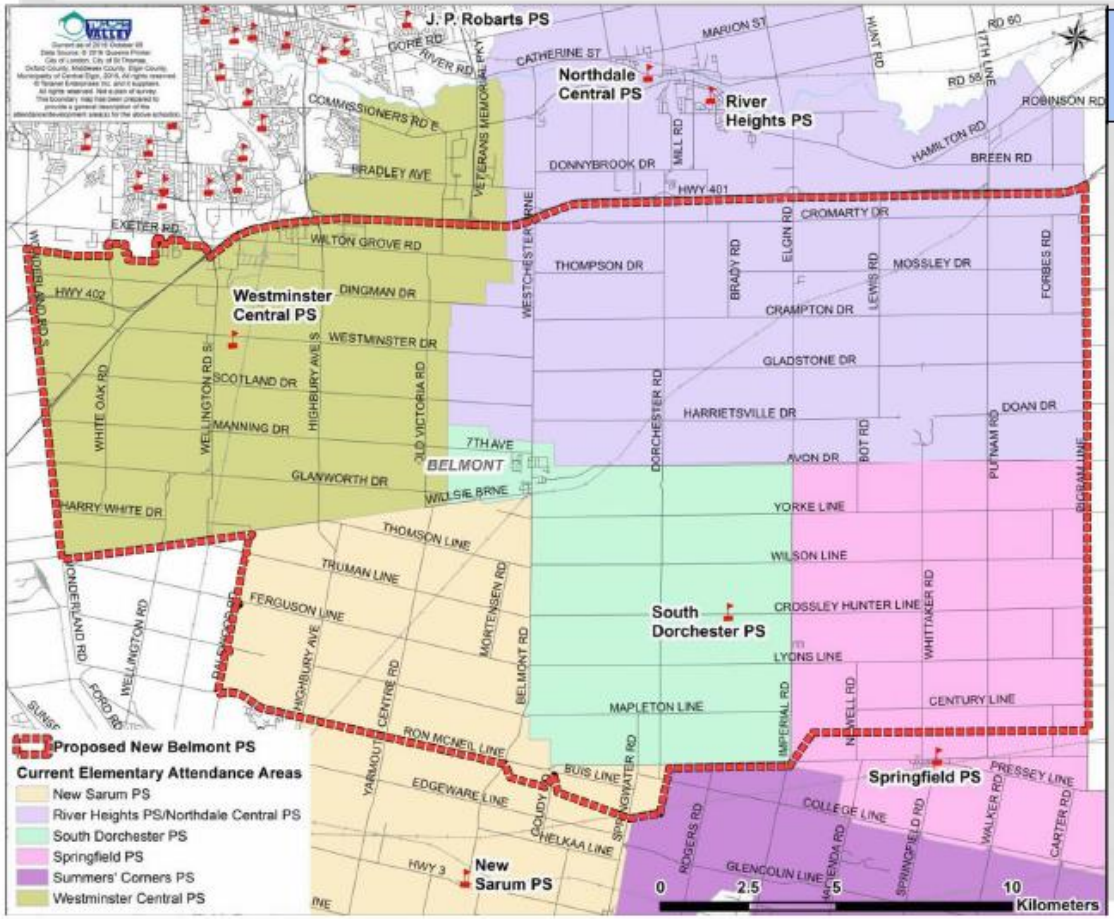
Our Region

Had 1 Renovation

Since 2013, in St Thomas

SOUTH DORCHESTER PS

NEW BELMONT PUBLIC SCHOOL



OTG	576

- 4 FDK classrooms
- 20 Standard Classrooms
- 1 General Arts classroom
- 1 Learning Support room
- Library Learning Commons
- Gymnasium
- Primary Activity room/stage
- Seminar rooms

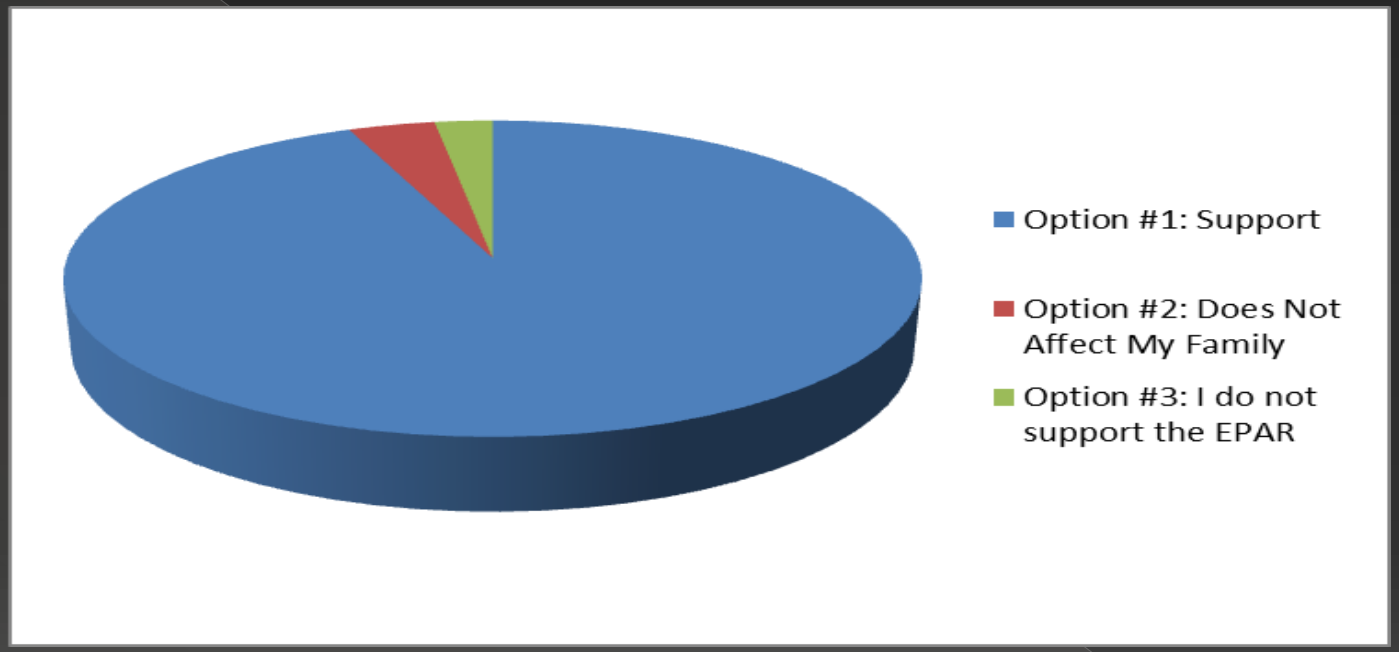
Proposal Benefits

- Reduce unfunded spaces
- Provide greater opportunity for students
- Reduce operating costs
- Reduce long term renewal
- Allow for permanent accommodation of growth and French immersion

	Current (2015-2016)	Proposed (2019-2020)
Empty Pupil Places	1,157	733
Utilization Rate	76%	83%
Number of Schools	12	9

SOUTH DORCHESTER PS

SDPS Survey Results – 94% Support a New Belmont School



- 139 Surveys were sent home to our "youngest or only" in each family.
- 83 responded
- Option #1– 94% of the population support the New Belmont school
- Option #2 - 4%"Does Not Affect my Family"
- Option #3- 2% "I do not support the EPAR

Efficient and Responsible Model Needed

- "almost two decades of inadequate funding for the repair of Ontario's schools has left all of our older schools with millions of dollars of needed repairs."

- "Underused schools make for an inefficient school system. That's not good for anyone, least of all students."

What does a new school mean for the Belmont community?

What happens next?

SOUTH DORCHESTER PS

Appendix A: EQAO
2014-2016

School	Grade 3						Grade 6					
	Reading	% Change	Writing	% Change	Math	% Change	Reading	% Change	Writing	% Change	Math	% Change
South Dorchester	87	3+	93	5-	85	10-	87	0	87	4+	60	7-
Davenport							68	2-	69	0	43	4-
McGregor	59	2-	61	8-	50	2-						
Mitchelle Hepburn	66	11+	71	9+	62	7+	77	6+	68	5+	48	6-
New Sarum	70	5+	68	8+	70	2-	76	1+	72	4+	69	1+
Northdale							82	1-	79	1-	69	1-
Port Stanley	62	9-	76	0	48	5-	79	9-	79	9-	57	10+
River Height	62	8-	68	6-	59	15-						
Sparta	60	3-	49	4-	57	0	65	2+	57	0	47	12+
Springfield	53	19-	40	14-	47	12-	73	4+	71	9+	33	5-
Summers Corners	64	2-	65	10-	67	3-	82	4+	70	8-	48	7-
Westminister	36	8-	23	21-	32	7-	89	1+	79	9-	68	3+

Highest EQAO Scores

Second Highest EQAO Scores

The % change shows how much it has gone up or down since the 2013-2015 data.

PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
SPARTA PS QUESTIONS AND ANSWERS

Received On: 2016 December 20

Question #1:
What are the board's long-term plans (2019-2025) for the building we currently know as Sparta Public School?

Answer #1:
Senior Administration is recommending that Sparta PS become an elementary French Immersion school as of September 01, 2018. An Elementary French Immersion Attendance Area Review (AAR) is proposed during the 2017-18 school year to address the accommodation pressure at Pierre Elliott Trudeau FI PS, receive feedback on the creation of the elementary French Immersion (FI) attendance areas, and receive input into the grade organizations for FI schools serving Elgin County. Should the Board approve the recommendation to close Sparta PS and New Sarum PS either facility will be an option for the AAR to give input to the Board on the final location of the second French Immersion school in Elgin County.

Repurposing of Sparta as a French Immersion school had been referenced (in the EPAR- 01 ISAR) on the following pages:

- p. 41 - Southern Region - recommendations (5th & 6th bullets)
- p. 43 – Program
- p. 65 - Timeline For Implementation
- p. 67 - Grandparenting Option Availability for Grade 7 students

---

Received on: 2017 January 05

Question #1:
How much money is the board saving in total through the changes proposed in the ISAR?

Answer #1:
As stated in EPAR-01, the total annual operational savings is estimated to be $413,297 and $17,784,122 would be removed from high and urgent renewal needs identified at the schools to be consolidated

Question #2:
As we do not understand some of the items in the Five Year Renewal Needs Table of projected expenses for the Sparta School, such as why it is felt that our Public Address system is in need of a $46800.00 upgrade, and why there are two identical items for $88,400 each under Hot Water Boiler Renewal, can we have access to the data from which the table of anticipated expenses at Sparta School was taken?

Answer #2:
The five year renewal needs were identified by the Ministry of Education inspection program for all schools in the Province using set criteria and costing. The public address system was identified from this inspection as needing replacement since it has exceeded its theoretical life. The two identical items for $88,400 for hot water boiler replacement represents the cost to replace each of the two boilers at the school. TVDSB does not release the detailed inspection reports for our schools which were prepared by the Province.

Question #3:
If the board has undertaken to determine any projected carbon footprint / environmental assessment of closing existing buildings and constructing new ones, may we please have access to those studies?

Answer #3:
No, the TVDSB has not undertaken any report to determine projected carbon footprint/environmental assessment of closing existing schools and constructing new schools

Question #4:
Are we sure 100% of Sparta students would go to Port? Will there be boundary changes where some of our current students would go to the new proposed St. Thomas school?

Answer #4:
As indicated in the Initial Senior Admin Report for EPAR-01 (page 41), all of Sparta's attendance area would be designated to Port Stanley PS. Recommendations of revised attendance areas that are different from the ISAR could be included in your report to the Board

Question #5:
What are the projected class sizes at the Port school if Sparta closes, broken down for each grade based on current numbers enrolled at both schools? Are there enough rooms at port to accommodate the students based on caps in all divisions with no portables?

Answer #5:
Using the 2019 projected enrolment for the combined Sparta and Port Stanley, the classes could be organized as follows:

	JK	SK	1	2	3	4	5	6	7	8	Total	Sums
FDK	13	10									23	
FDK	12	11									23	
FDK	10	13									23	3FDK
GR1			20								20	
GR 1/2			13	7							20	
GR2/3				20							20	
GR2/3				6	14						20	
GR3					20						20	5 GR1-3
GR4						26					26	
GR4/5						10	15				25	
GR5/6							16	10			26	
GR6								27			27	
GR7									26		26	
GR7/8									8	16	24	
GR8										25	25	7 GR4-8
	35	**34**	**33**	**33**	**34**	**36**	**31**	**37**	**34**	**41**	**348**	

The classrooms required for the projected enrolment are 3 kindergarten classrooms, 5 grade 1-3 classrooms and 4 grade 4-8 classrooms.

After the proposed renovations the classrooms would consist of 3 kindergarten classrooms, 10 standard classrooms, 1 science lab (currently used as a classroom), 2 LSR (1 large LSR is currently used as a classroom) and 1 General Arts classroom. Therefore, the enrolment could fit into the proposed school if the science and learning support classrooms are used.

Question #6:
Will Port be at capacity with Sparta students? If not what is the %?

Answer #6:
In 2019-20, the projected enrolment for at Port Stanley (including Port Stanley and the re-designated Sparta students) is 348, the proposed OTG is 355. The utilization would then be 98.03%.

Question #7:
If Sparta remained opened and New Sarum closed could some of those students go to Sparta to increase capacity closer to 100%?

Answer #7:
Yes, in that scenario alternative attendance areas would have to be created. Any feedback received from PAR Subcommittees concerning proposed and alternative attendance areas will be considered by Senior Administration.

Question #8:
Has the TVDSB ever closed a school with 80% utilization before?

Answer #8:
The chart below identifies schools which have closed that had a utilization of 80% or greater. Further schools have been closed, they had utilizations less than 80%.

Closed School - >80% Utilization

ARC	ARC Year	School Name	Utilization
Elgin 2	2006-07	Homedale Sr PS	156.12%
Middlesex 1		Caradoc South PS *(*PTR)*	136.25%
Elgin 2		Wellington PS	119.05%
Elgin 1		Myrtle Street PS	116.49%
London 1		Northdale PS (Ldn)	111.48%
Middlesex 2		Lucan PS	111.16%
London 3		Brick Street PS	97.96%
Middlesex 2		Biddulph Central PS	97.69%
Middlesex 1		Metcalfe Central PS	95.98%
Middlesex 2		Leesboro Central PS	93.75%
Elgin 1		Scott Street PS	89.65%
Oxford 1		Princeton Central PS	83.82%
Middlesex 2		Prince Andrew PS	82.87%
Elgin 1		Elmdale PS	81.65%
ARC 12	2007-08	Westfield PS (Ingersoll)	96.20%
ARC 13		Beachville PS	83.86%
ARC 13		Victory Memorial PS	80.20%
ARC 14		Hillcrest PS (Woodstock)	115.70%
ARC19	2009-10	North Norwich PS	107.77%
ARC19		Norwich PS	108.11%
ARC19		Otterville PS	150.00%
ARC21		Colborne Street PS	143.17%
Tillsonburg	2011-12	Maple Lane PS	143.60%
Tillsonburg		Rolph Street PS	86.83%

Question #9:
Why is it not feasible to bring the Port Stanley Students to Sparta instead?

Answer #9:
It would be possible to consolidate the Pot Stanley student into Sparta PS. Portable classrooms and or a permanent addition and renovation may be required to accommodate the students

Question #10:
What is the percentage of increased time on the bus for the Sparta Students if going to Port Stanley?

Answer #10:
The average ride time would increase from 17 mins to 26 mins. The increase would be due to the increased travel time for those students currently residing north and east of Sparta whose distance to Port Stanley would be greater than their current distance to Sparta.

Question #11:
How many kids from the Sparta Catchment area go to French Immersion?

Answer #11:
There are currently **34** students within Sparta's attendance area that attend French Immersion

Question #12:
Is Port Stanley going to meet the accessibility requirements for our current students and if yes, where is the money for that coming from>

Answer #12:
Port Stanley PS would receive improvements to the Facility to comply with the Board initiative to make all of its facilities barrier free. The funding for accessibility renovations come from School Renewal and School Condition Improvement grants.

Question #13:
Has the potentiality that not all Chairs may have the opportunity to present their reports at the Second Public Meeting been rectified?

Answer #13:
At the Second Public Meeting, all 12 PAR School Subcommittee Chair (or designate) will have 10 minutes to brief the other school subcommittees, TVDSB Administration, and the public on their school-level meeting(s), feedback from their community and ask further questions. If all School Subcommittees speak for the maximum allotted time, the presentations will take 2 hours. All PAR School Subcommittees will have an opportunity to present. The Agenda will be structured to ensure sufficient time to meet this requirement.

Question #14:
The literature states that " less travel time for itinerant staff (at larger schools) leads to increased time available to be spent with students". Has this claim been examined in relation to the increased travel time in terms of bussing for students with regards to student fatigue?

Answer #14:
The statement in the literature provided in EPAR 01 is intended to highlight the reality that an itinerant teacher with a larger caseload would potentially remain in a building for a greater length of time during the school day rather than traveling across schools.

Question #15:
The literature states that "An increased student complement presents students with opportunities to collaborate with a greater number and more diverse group of peers benefitting them personally and in future business and work relationships." May we be provided with the source or evidence to back up this claim? Has the board considered that greater peer groups leads to greater anonymity which can contribute to bullying?

Answer #15:
It is important to understand that collaboration can occur in a variety of settings. The TVDSB's proposed recommendations are intended to support an environment with a critical number of students where experiences, opportunities and resources can be optimized.

There are several Ministry of Education documents that support the value of collaboration and diversity. One such document, *21st Century Competencies – Foundation Document for Discussion* (2016) cites collaboration and global citizenship as competencies students require to be ready for future business and work relationships. These documents highlight competencies including: Participating in teams; Learning from and contributing to the learning of others; Managing conflict; Working with a variety of communities/groups.

Greater numbers of students provide the potential for flexible groupings. It is possible that two peers that struggle to work effectively in the same classroom may have the opportunity to work in a different classroom configuration that may not be possible in a smaller setting.

Bullying is often a covert action and not dependent on school size. Bullying is reduced when a school community works proactively to create a culture of inclusivity and open communication, has clear, enforceable rules and expectations for students and consequences for inappropriate behavior and structures in place to support students who are at-risk.

Question #16:
The literature states that "A larger staffing complement provides increased numbers of staff to volunteer their time in support of a wider variety of extra curricular activities on behalf of students." Is the board going to guarantee the volunteerism of the teachers in support of this claim? As we feel that the opposite is true, and the smaller rural schools benefit from tremendous volunteerism in terms of extra-curriculars amongst their smaller numbers of teachers, can the board please provide data from the rural schools regarding the level of volunteerism for extra curricular activities at the existing smaller-faculty rural schools as juxtaposed with that of the larger schools?

Answer #16:
There are many factors that impact volunteerism of staff. The TVDSB is looking at ways to maximize potential and opportunities for our students. The volunteerism of any staff cannot be predicted. Complete and accurate records of the level of volunteerism at various schools have not been kept on file and are not available. While volunteering cannot be mandated in a school of any size, greater numbers of staff give the possibility of greater people to volunteer, with a wider range of skills and expertise.

Received on: 2017 January 09

Question #1:
Why is the French track being looked at after the English rather than at the same time?

Answer #1:
This Pupil Accommodation Review is focused on examining English track programing accommodation, not French Immersion. The 12 schools included in the EPAR-01 were chosen to allow opportunity for flexibility of attendance areas and in order maximize harmonization of attendance area and schools' capacities for all schools involved. See also the answer below to question 2.). The Board needs to declare a school surplus so the Attendance Area Review can be conducted, using both the OTG and location as the basis of the review. Senior Administration does not want to predetermine the Board decision for a school consolidation.

Question #2:
Have the French Immersion families been notified of the proposal to put them in holding in Sparta in 2018?

Answer #2:
Pierre Elliott Trudeau (SK-6) and Port Stanley (7-8) schools provide elementary French Immersion and Extended French Immersion programing for Elgin County. Both schools were involved in an Attendance Area Review in 2015-16, that resulted in the intermediate programs moving to Port Stanley as of September 2016. At that time the Board indicated that this was an interim solution, as the Ministry of Education had indicated they will not fund accommodation for French Immersion, requiring Boards to come up with solutions to French Immersion accommodation pressure. As Elgin County had no surplus schools in which to open a French Immersion elementary school, the Board indicated that a school would only become available following an Pupil Accommodation Review and the decision of the Trustees to closed a regular track elementary school.

Senior Administration is not recommending holding French Immersion at Sparta. The recommendation is that a second Attendance Area Review be conducted for the French Immersion Program in 2017-18 with French Immersion parents for the creation of a SK-8 French Immersion school, located at Sparta effective 20018 July 01.

Question #3:
What is the driving factor in uprooting 242 Sparta students rather than 93 Port Stanley students for a school with only and increase in capacity of 12 and an increase in five year renewal needs of $1263862.00?

Answer #3:
Senior Administrations Recommendation to consolidate the students of Sparta PS to Port Stanley PS was based on the potential of residential growth in the Village of Port Stanley due to the availability of Municipal Services.

Received on: 2017 February 02

Question #1:
The ministry of education's 2015 PARG Guidelines state that: "School boards will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the school board's education and accommodation objectives in undertaking the ARC and reflect the school board's strategy for supporting student achievement and well-being." (http://www.edu.gov.on.ca/eng/funding/1516/2015B9appenAEN.pdf) Can planning please indicate where the Terms of Reference for the EPAR01 are located within our materials? What are the mandates of the EPAR01 and what are the TVDSB's education and accommodation objectives in undertaking this review that reflect the board's strategy for supporting student achievement?

Answer #1:
As indicated in the TVDSB's *Pupil Accommodation and Facility Organization Procedure* (section 6.1) "The role of a Pupil Accommodation Review Committee is to be the conduit for information shared between TVDSB and the School Communities for the Schools which are included in a particular pupil accommodation review, which role is to be fulfilled on the basis described in this Procedure." The terms of reference for the Pupil Accommodation Review School Subcommittees roles and responsibilities were distributed and detailed in the presentation at the Orientation meeting and reviewed again at the Initial Public Meeting. At the Orientation Meeting, administration reviewed:
• The overall PAR process, timelines and scheduled meetings
• Relevant information contained in the *Pupil Accommodation and Facility Organization Procedure*
• Roles and responsibilities of the PAR Committee members
• took questions of clarification on the roles and responsibilities of PAR Committee members
As indicated in the TVDSB's *Pupil Accommodation and Facility Organization Policy:*
It is the policy of Thames Valley District School Board to:

a. provide our students with accommodation which supports student achievement, Safety and well-being;
b. ensure the long-term sustainability of our school system;
c. identify opportunities for collaborative facility arrangements with community organizations; and
d. manage our resources effectively,

in a manner which is well-informed, well-coordinated, transparent and sustainable.

Question #2:
Is it the board's intention to separate the Port Bruce and area students from the main student body at Sparta?

Answer #2:
Senior Administration is recommending that the entire existing Sparta PS attendance area be designated to Port Stanley PS, as indicated in the Initial Senior Administration's Report.

Question #3:
What are the 5 year projected catchment areas for each of our sub-districts ie Port Bruce, Union, Sparta, etc. In other words, will peer cohorts remain together over the five year period from 2018-2023? If not where are they projected to be located?

Answer #3:
As Senior Administration is recommending that the entire existing Sparta PS attendance area be designated to Port Stanley PS cohorts would remain together.

	2016	2017	2018	2019	2020	2021
Union	57	56	55	51	53	55
Sparta	33	36	36	37	33	32
Port Bruce	<9	<9	11	12	13	13

Received on: 2017 February 17

Question #1:
What are the instructions for the Public Delegation Presenter Package?

Answer #1:
Instructions will be posted by April 4 to the Board website under Board, Seeking Public Input (http://www.tvdsb.ca/board.cfm?subpage=78336)

Question #2:
What is the deadline for the Public Delegation Presenter Package to be submitted?

Answer #2:
The deadline for submission of the Public Delegation Presenter Package will be confirmed and posted by April 4 to the Board website. Generally it must be submitted no later than 8 working days prior to the scheduled date for Public Input. Following the presentation of the Final Senior Administration's Report, information will be posting on the planning webpage as well.

Question #3:
On May 2nd, how much time will be given for PAR sub committees to present?

Answer #3:
Pupil Accommodation Review School Subcommittee are not required to make presentations the Board. Should they so choose, a Public Delegation Presenter's Package must be submitted. As per Board bylaw, School Councils and Home and School Associations in good standing will be given a maximum of 10 minutes; all other groups and individuals, including PAR sub committees, are given a maximum of 5 minutes.

Received on: 2017 February 17

Question #1:
What are Port Stanley's future projection pupil numbers within their own catchment area without the holding zone, FI or Sparta consolidation numbers? Up to 2025 and beyond if you have them.

Answer #1:

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	UG-S	Total
2011	8.0	15.0	14.0	6.0	15.0	9.0	14.0	19.0	9.0	24.0		133
2012	13.0	8.0	11.0	12.0	5.0	12.0	8.0	12.0	15.0	11.0		107
2013	10.0	12.0	7.0	11.0	12.0	6.0	14.0	8.0	8.0	13.0		101
2014	11.0	7.0	11.0	6.0	10.0	8.0	4.0	12.0	7.0	8.0		84
2015	10.0	11.0	7.0	12.0	8.0	10.0	12.0	4.0	12.0	7.0		93
2016	14.0	9.0	10.0	6.0	11.0	11.0	12.0	12.0	5.0	12.0		102
2017	13.0	13.0	9.0	10.0	6.0	12.0	12.0	12.0	12.0	5.0		104
2018	14.0	13.0	13.0	9.0	11.0	7.0	12.0	12.0	12.0	12.0		115
2019	14.0	13.0	12.0	13.0	10.0	11.0	7.0	12.0	11.0	12.0		115
2020	15.0	13.0	13.0	13.0	14.0	10.0	12.0	8.0	12.0	12.0		122
2021	15.0	14.0	13.0	13.0	13.0	14.0	11.0	12.0	8.0	12.0		125
2022	15.0	14.0	14.0	13.0	13.0	14.0	15.0	11.0	12.0	8.0		129
2023	16.0	15.0	14.0	14.0	14.0	14.0	14.0	15.0	11.0	12.0		139
2024	16.0	15.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	11.0		140
2025	16.0	15.0	14.0	14.0	14.0	14.0	14.0	14.0	13.0	14.0		142

March 8, 2017

The Sparta PAR committee is pleased to present our final report to Thames Valley District School Board Senior Administration, Planning Department.

We would like to begin by pointing out that in the recent letter dated March 6 2017 from Minister of Education Mitzie Hunter titled "Update: Pupil Accommodation Reviews and Support for Education Rural and Remote Communities," Minister Hunter indicates that :

"It is our hope that our engagement this coming spring will allow us to highlight further opportunities that will proactively enhance the quality and delivery of education in Rural and Remote Communities in Ontario. We will work with our partners to finalize the details of this engagement process and share these in the coming weeks." (Page 6).

It is our position that the Thames Valley District School board would be remiss in its obligation to provide quality education to rural Ontario students if it continued to pursue unwanted rural school closures during the very time frame in which changes to the funding formula are being updated by the Ministry of Education.

We acknowledge that the need for a new school in Belmont has been demonstrated and dispute that the need for a new school in Southeast St. Thomas has been demonstrated, therefore our Final Recommendation is that the EPAR01 be split into two pieces. (The proposed split line is contained in the slide deck from our presentation). We have also included support for this split from all layers of local government, in keeping with Minister Hunter's recommendation that Municipal partners should provide input on this process.

Because the expansion required to accommodate our children at Port Stanley Public School requires approval of Capital Funding from the Ministry of Education, and because the New Southeast St. Thomas school is contingent on same, and because if either or both of these applications for provincial funding are not approved the recommendations made by senior administration in the ISAR report place our students into an unjustified overcapacity situation at Port Stanley Public School, we further recommend that the Sparta School should remain status quo at minimum until September 2020 when the other schools in this EPAR are moved.

We trust that you will read through our Final Report contained in this package and thoroughly consider our Final Recommendations in your Final Senior Administrative Report.

Sparta PAR Committee

Table of Contents

The contents of our Final Report include:

1. Speakers Notes from our presentation
2. The Slide Deck from our Presentation
3. Support for our Recommendation to Split the EPAR from all layers of Local Government
4. Two alternative recommendations for right-sizing the catchment area to provide stable enrolment at Sparta Public School
5. Letters of Support and Petitions from our community

Part 1—Speaker's Notes – Final Report from Sparta PAR committee

By Heather Derks

We begin with the Presentation Overview:

Part One – Why Split the EPAR01?

Part Two – Where?

Part Three - Support

Part Four – Impacts of not Splitting

Conclusion

(Next Slide)

Goals of the EPAR

1. Resolving Over Capacity Issues at Some Schools and Under Utilization at others
2. Assessing need for New Belmont and New Southeast St. Thomas Schools

(Next Slide)

With the New Belmont School, we feel that the need for the school has been demonstrated.

(Next Slide)

Regarding the need for the New Southeast St. Thomas School, we feel that With Elgin Court left out of the PAR, it is not possible to accurately determine if there is in fact a need for the New Southeast St. Thomas School.

To assess the need, we have to take a look at the schools with Capacity Issues

(Next Slide)

Mitchell Hepburn has a current overage of 73 students. Pierre Elliott Trudeau has an estimated surplus of 175 pupils in that this is the number that is being accommodated at Port Stanley, for a total overage of 248 pupil places

Elgin Court has 147 available pupil places. Port Stanley has 235 available pupil places, and Sparta PS has 65 **There are a total of 447 Spaces Available**

That means that 447 pupil places exist to house 248 students, leaving 199 pupil places remaining to accommodate future growth.

(Next Slide)

Therefore it is our belief that The need for New Southeast has not been demonstrated. Because we don't wish to impede the new Belmont School, the SPARTA PAR committee is recommending for the EPAR01 to be split into two separate pieces – One that endorses the new Belmont School and one that reassesses the need for New Southeast

(Next Slide)

Problems with the EPAR – Why Split?

1. **Overcapacity at Port Stanley –** Implementation of the ISAR will result in Port Stanley being dangerously overcapacity from 2018-2020. 404 students from 3 different school populations will be vying for space in a facility with a capacity of 317. Even with the 1.5 million dollar expansion, the OTG will only go up to 355. The board would have to show a clear and present need to justify this negative impact on our students.

Proximal Schools - Elgin Court has not been included in this PAR, though it is 1.7km from the location of the concern at Mitchell Hepburn. Why is existing infrastructure not being leveraged or even considered? Since it has not been, how can the board justify inflicting the stress of the above situation on our children?
(Next Slide)

Transportation Costs – Post consolidation costs are not included in this PAR. If these costs are paid by the board, why aren't they provided?

5. **Consistency –** We have been given 3 different enrolment projections for Port Stanley Public School, one in the first binders, a second at the Initial Public Meeting, and a third in the answer to our question from Planning. How can we assess the impact on our students when the number is so fluid?

6. **Yields –** We have seen at TVDSB board meetings that yields from new growth areas have not materialized as projected. In the Southeast St. Thomas area, there are 5 streams for families to choose: English Public, English Catholic, French Public, French Catholic and the Christian school.

7. **No Mental Health Study -** Why does the TVDSB state "that supporting mental health and well-being is essential for development and learning and is an enabler for school success," but no study on the Mental Health effects of moving all these students has been conducted?

8. **Environmental Impact –** How can the board propose to educate students on the importance of conserving resources when they're closing perfectly viable buildings, increasing emissions by bussing students farther and building a new Southeast St. Thomas school without considering available capacity at current buildings?

2016 Long Form Census results – 10 years since the last long form census and we have the ability to get results in May. Why not use the most accurate demographic data to back up a $13 million spend?
(Next Slide)

10. Proposed New Development in Belmont – Has been submitted by Robin Ridge Estates at

14168 Belmont Road since the ISAR was proposed. The new Belmont School has only 40

existing pupil places available now and it isn't even built yet. It would be prudent to split the PAR and keep capacity in New Sarum and Springfield so as not to create an overcapacity situation at New Belmont before it's even built.

11. Secondary School Review – The SPAR may result in closure of another building. Why not wait and make the financially and environmentally responsible decision to repurpose it as a solution for new growth or French Immersion?

12. Proposed New Development in Southwold and Lynhurst – the possibility exists that Southwold will be well above capacity once these homes are built. Splitting the EPAR allows for this new development to be considered in right-sizing the catchment areas to reduce unfunded pupil places.

13. Funding Model – We are seeing evidence across the province that the funding model doesn't work, up to and including the debate at Queen's Park yesterday. By splitting the EPAR the new Belmont School can proceed even if a moratorium on school closures is called.

(Next Slide)

What is at Stake?

- With all of the missing information in this EPAR, the Sparta Community and the various levels of government that we have approached feel that it is utterly unwarranted to close the Sparta School.
- Even without any development plans our student enrolment has been stable for fifty years despite the option of enrolment in the Catholic, French or Private schools
- According to the 2001-2011 Census data, the Sparta area continually attracts young families which is evidenced by the 2% increase in the number of 0-3 year olds over that time frame
- Our cost per student is in line with the board average, and our OTG capacity is only five pupil places lower than the board average.
- We could go on to tell you all about how great our school is, but the truth is, we think all these schools are great. That's why they all deserve this Par to be reassessed, and so the split that we propose is as follows:

(Next Slide)

North of the Red Line, New Belmont would proceed (with modified catchment area at left).

South and West of the Red Line, EPAR01 is halted and reassessed. The schools below the redline should remain at status quo until a more complete picture of the need for proceeding with a review has been provided.

(Next slide)

Support for Splitting the EPAR

- **Jeff Yurek, MPP Elgin-London-Middlesex**

Elgin County Council

Municipality of Central Elgin Council

Municipality of Malahide Council

MP Karen Vecchio

The reason why support from these levels of government are so important is that right now, across the province, 1 in 8 Ontario schools are up for closure. This type of change is known as Education Reform, and if something as important as that is on the table with no informed perspective from any key stakeholders besides Senior Administrators at local boards, then that version of education reform is not democracy. If the average citizen feels that democracy is not being upheld, who then should they turn to besides the democratically elected officials in their local governments? These people all agree with us that this EPAR should be split and this side placed on hold and reassessed. These are the people who collect and oversee the portion of our property tax dollars that goes to fund the education system, and their resolutions should be considered. Minister of Education Mitzie Hunter stresses the need for municipal input on school closures, and we have provided exactly that in our report.

(Next Slide)

Implications of Proceeding with the ISAR Recommendations

-A very stressful 2 year overcapacity situation is inflicted on the Sparta, Port Stanley and Holding Zone kids

-Three Single Community Schools - Sparta, New Sarum, and Springfield close

-The Belmont school is built with very little room for population growth

-Transportation costs, emissions, and consumption of resources increase

-An underutilization situation is created at Mitchell Hepburn

-$13 million dollars is spent on the New Southeast St. Thomas School when the need has not been demonstrated.

(Next Slide)

Conclusion

The accommodation of our students at Port Stanley is contingent on MOE funding for both the expansion there and the New Southeast St. Thomas School. At minimum we want our timeline for implementation pushed back until September 2020.

The Final Senior Administrative Report has the ability to recommend splitting the EPAR. If Senior Administration goes that route, they have a single, well-supported, uncontested funding application to put forward to the province that is supported by resolutions from every level of government in this area.

If it isn't split, three very important, single community schools are lost. Nobody wants to see that happen.

We therefore recommend you split the PAR and Save the Sparta School. Thank you.

One thing that we've learned throughout this process is that population density is a very shifting and constantly changing thing. I have had my eyes opened up to the reality that the Planning Department deals with, and they are managing quite well. No matter what complaints I've heard, I've never once heard any parent say that there isn't a school for their child to go to. Kevin and his team do an amazing job of juggling a million different factors and keeping roofs above our children's heads.

But new information has come to light. We have the bigger picture challenges to the funding formula seen in the debate in Queens' Park yesterday. We have the March 6 letter from Minister of Education Mitzie Hunter indicating that revisions to the funding formula for rural schools will be released in the coming weeks. We now have new developments in Belmont, Lynhurst and Southwold that have the potential to Right-Size our existing catchment areas to make the rural schools function more efficiently. We heard in the motion put forward by Trustee Arlene Morell that Right-Sizing of our catchment areas is a tool that should be utilized and six of our trustees agreed with that.

We heard in our presentation from Susan Mackenzie of the Ontario Alliance Against School Closures that of more than $2 billion in funding applications received by the ministry last year, only 474 million was awarded. If the funding application is made for both New Belmont and New Southeast, what happens if the Ministry chooses to fund one and not the other like they did with Summerside, and what happens if the one they do not fund is Belmont?

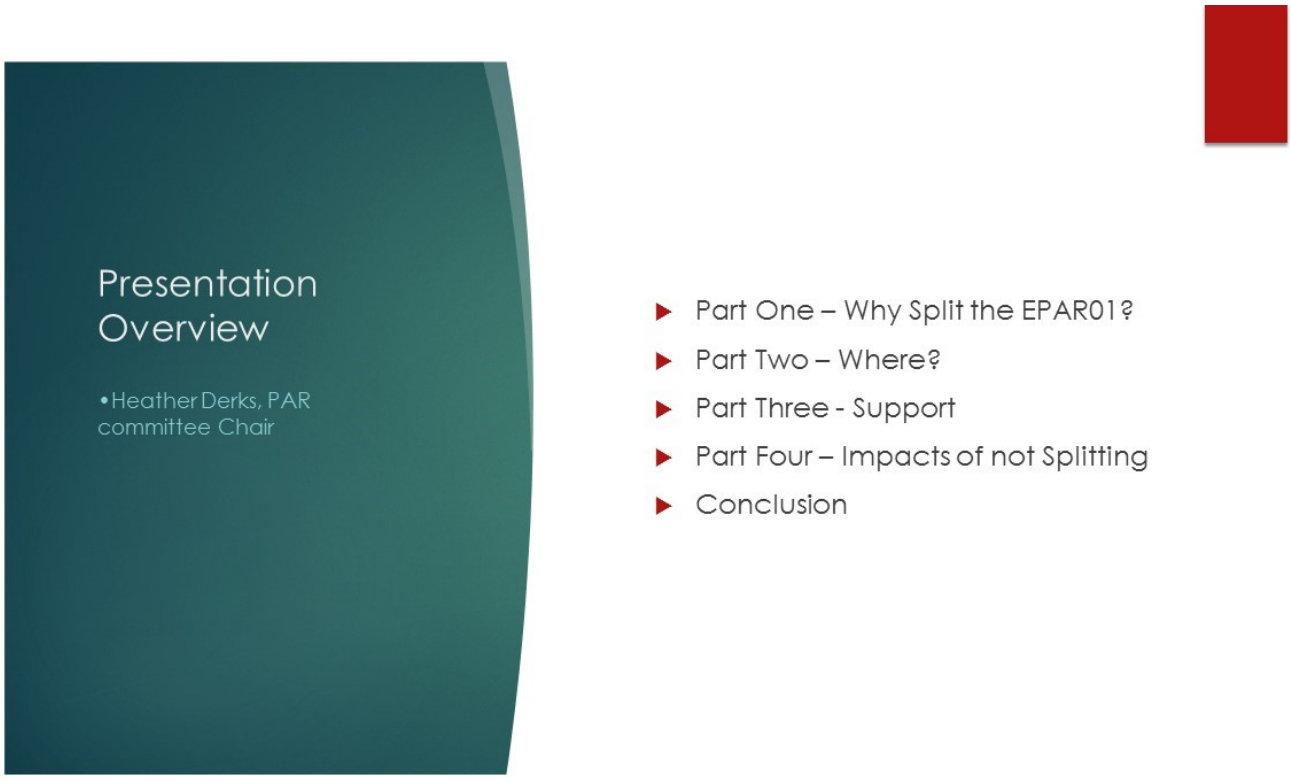
Splitting gives the board a single, uncontested, well documented application to make to the province that is supported by resolutions from every level of government in the area. It also puts the closure of our rural schools on hold until we see if bigger picture challenges to the funding model are successful.

The Final Senior Administration Report has the ability to recommend the split. If Senior Administration goes that route, they can truly say that they are building each student's tomorrow, every day.

Thank you.

Part 2. Slide Deck From Presentation





Goals of EPAR01

1. Resolving Over Capacity Issues at Some Schools and Under Utilization at others
2. Assessing need for New Belmont and New Southeast St. Thomas Schools

New Belmont School

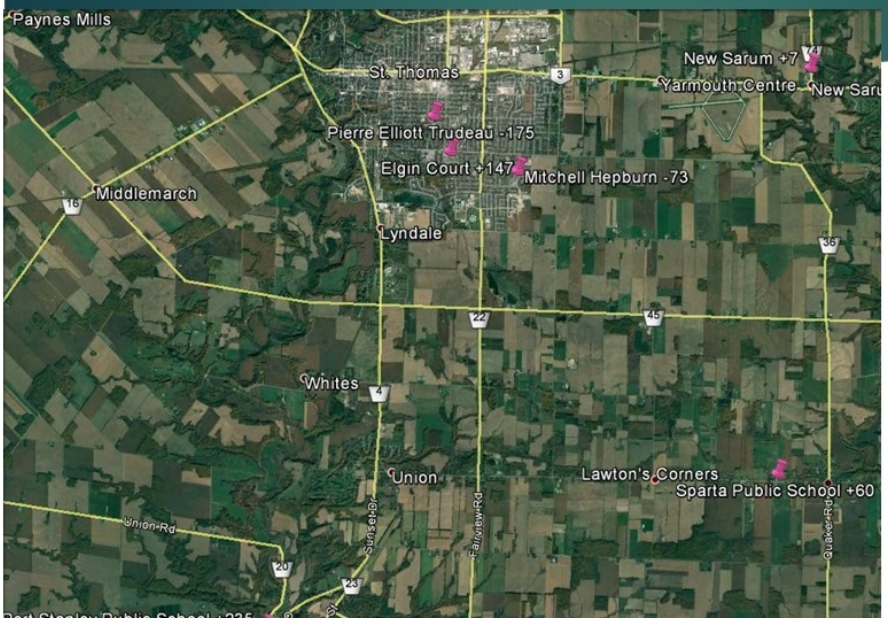
- Need has been demonstrated.



New Southeast St. Thomas School

- With Elgin Court left out of the PAR, it is not possible to accurately determine if there is in fact a need for the New Southeast St. Thomas School.
- To assess the need, we have to take a look at the schools with Capacity Issues.

Schools with Capacity Issues



Mitchell Hepburn	73
PETFIPS	175+/-
Spaces Needed	**248**
Elgin Court	147
Port Stanley	235
Sparta PS	65
Spaces Available	**447**

447 pupil places exist to house 248 students. 199 pupil places remain for growth.

Does the need Exist?

The need for New Southeast has not been demonstrated. Because we don't wish to impede the new Belmont School, the SPARTA PAR committee is recommending for the EPAR01 to be split into two separate pieces – One that endorses the new Belmont School and one that reassesses the need for New Southeast

Problems with the EPAR01- Why Split?

1. **Overcapacity at Port Stanley –** Implementation of the ISAR will result in Port Stanley being dangerously overcapacity from 2018-2020. 404 students from 3 different school populations will be vying for space in a facility with a capacity of 317. Even with the 1.5 million dollar expansion, the OTG will only go up to 355. The board would have to show a clear and present need to justify this negative impact on our students.
2. **Proximal Schools -** Elgin Court has not been included in this PAR, though it is 1.7km from the location of the concern at Mitchell Hepburn. Why is existing infrastructure not being leveraged or even considered? Since it has not been, how can the board justify inflicting the stress of the above situation on our children?

4. **Transportation Costs** – Post consolidation costs are not included in this PAR. If these costs are paid by the board, why aren't they provided?

5. **Consistency –** We have been given 3 different enrolment projections for Port Stanley Public School, one in the first binders, a second at the Initial Public Meeting, and a third in the answer to our question from Planning. How can we assess the impact on our students when the number is so fluid?
6. **Yields –** We have seen at TVDSB board meetings that yields from new growth areas have not materialized as projected. In the Southeast St. Thomas area, there are 5 streams for families to choose: English Public, English Catholic, French Public, French Catholic and the Christian school.

7. **No Mental Health Study -** Why does the TVDSB state "that supporting mental health and well-being is essential for development and learning and is an enabler for school success," but no study on the Mental Health effects of moving all these students has been conducted?

8. **Environmental Impact –** How can the board propose to educate students on the importance of conserving resources when they're closing perfectly viable buildings, increasing emissions by bussing students farther and building a new Southeast St. Thomas school without considering available capacity at current buildings?

9. **2016 Long Form Census results** – 10 years since the last long form census and we have the ability to get results in May. Why not use the most accurate demographic data to back up a $13 million spend?

10. Proposed New Development in Belmont – Has been submitted by Robin Ridge Estates at 14168 Belmont Road since the ISAR was proposed. The new Belmont School has only 40 existing pupil places available now and it isn't even built yet. It would be prudent to split the PAR and keep capacity in New Sarum and Springfield so as not to create an overcapacity situation at New Belmont before it's even built.

11. Secondary School Review – The SPAR may result in closure of another building. Why not wait and make the financially and environmentally responsible decision to repurpose it as a solution for new growth or French Immersion?

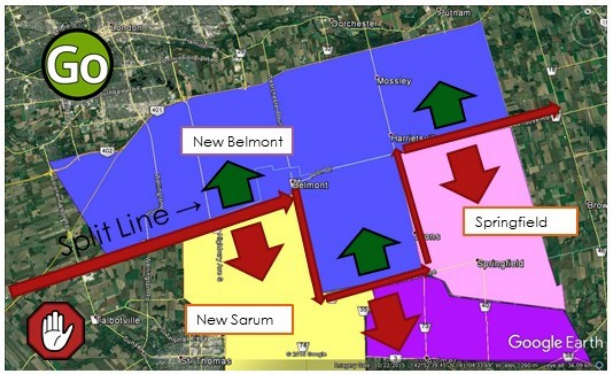
12. Proposed New Development in Southwold and Lynhurst – the possibility exists that Southwold will be well above capacity once these homes are built. Splitting the EPAR allows for this new development to be considered in right-sizing the catchment areas to reduce unfunded pupil places.

13. Funding Model – We are seeing evidence across the province that the funding model doesn't work, up to and including the debate at Queen's Park yesterday. By splitting the EPAR the new Belmont School can proceed even if a moratorium on school closures is called.

What is at Stake?

- With all of the missing information in this EPAR, the Sparta Community and the various levels of government that we have approached feel that it is utterly unwarranted to close the Sparta School.
- Even without any development plans our student enrolment has been stable for fifty years despite the option of enrolment in the Catholic, French or Private schools
- According to the 2001-2011 Census data, the Sparta area continually attracts young families which is evidenced by the 2% increase in the number of 0-3 year olds over that time frame
- Our cost per student is in line with the board average, and our OTG capacity is only five pupil places lower than the board average.

Proposed Split Line



North of the Red Line, New Belmont would proceed (with modified catchment, left).

South and West of the Red Line, EPAR01 is halted and reassessed.

Support for Splitting the EPAR

- **Jeff Yurek, MPP Elgin-London-Middlesex**
- **Elgin County Council**
- **Municipality of Central Elgin Council**
- **Municipality of Malahide Council**
- **MP Karen Vecchio**

Implications of Proceeding with the ISAR Recommendations

-A very stressful 2 year overcapacity situation is inflicted on the Sparta, Port Stanley and Holding Zone kids
-Three Single Community Schools - Sparta, New Sarum, and Springfield close
-The Belmont school is built with very little room for population growth
-Transportation costs, emissions, and consumption of resources increase
-An underutilization situation is created at Mitchell Hepburn
-$13 million dollars is spent on the New Southeast St. Thomas School when the need has not been demonstrated.

Conclusion

- The Final Senior Administrative Report has the ability to recommend the split. If Senior Administration goes that route, they have a single, well-supported, uncontested funding application to put forward to the province that is supported by resolutions from every level of government in this area.

- If it isn't split, three very important, single community schools are lost. Nobody wants to see that happen.

- We therefore recommend you split the PAR and Save the Sparta School. Thank you.

3. Letters of Support for Splitting the EPAR from Various Layers of Government

February 28th, 2017

HOUSE OF COMMONS
CHAMBRE DES COMMUNES
CANADA

Karen Vecchio
Member of Parliament
Elgin-Middlesex-London

I am pleased to write this letter in support of the work done by the Sparta School Pupil Accomation Sub Committee.

I have first-hand experience of rural schools being a graduate of Sparta Public School and am very familiar and supportive of rural schools.

Throughout my work on the Standing Committee for Human Resources, Skills and Social Development and Status of Persons with Disabilities, we have heard throughout our poverty reduction study the need for community hubs. Community hubs can include community centres, child care centres, but most often are schools.

Schools bring communities together and more specifically, rural schools offer a safe space close to children's residences. As a parent of 5 children who have all attended rural schools, I recognize the vast difference of the centres that include school-parent-community partnerships. Sparta Public School has been a huge part of the community since 1967 and a hub for activities, relationships and overall, purpose.

I have reviewed the studies that have been completed and the proposals tabled. As the Member of Parliament for Elgin-Middlesex-London, I feel that these proposals will not adequately sustain the community's needs.

I thank you for your time and am happy to discuss further.

Sincerely,

Karen Vecchio
Member of Parliament
Elgin-Middlesex-London

Ottawa
House of Commons
Ottawa, Ontario K1A 0A6
Tel.: 613-990-7769
Fax.: 613-996-0194
karen.vecchio@parl.gc.ca

Constituency Office
203-750 Talbot Street
St. Thomas, Ontario N5P 1E2
Tel.: 519-637-2255
Toll Free: 866-404-0406
Fax: 519-637-3358

Ontario
LEGISLATIVE
ASSEMBLY

Jeff Yurek, MPP
Elgin-Middlesex-London

Queen's Park Office:
Room 444, Legislative Building
Queen's Park
Toronto, Ontario M7A1A8
Tel. (416) 325-3965
Fax: (416) 325-3988
E-mail: jeff.yurek@pc.ola.org

Constituency Office:
750 Talbot St., Suite 201, West Wing
St. Thomas, Ontario N5P 1E2
Tel. (519) 631-0666
Toll Free 1-800-265-7638
Fax (519) 631-9478
E-mail: jeff.yurekco@pc.ola.org

February 10, 2017

Mr. Matt Reid, Chair
Thames Valley District School Board
P.O. Box 5888
London, ON N6A 5L1

Dear Mr. Reid and Trustees,

I am writing you today in support of the proposal submitted by the Sparta Public School Alliance in regards to the current Elementary Pupil Accommodation Review 01.

The Sparta plan allows the build of the new school in Belmont to proceed while ensuring the New Sarum, Springfield and Sparta schools remain open. This option would allow the EPAR 01 to split into two separate portions, allowing for an extensive period to thoroughly review and consult on the need to close the rural schools throughout our community.

Mr. Reid, a large number of parents and families, have voiced their concern with the current EPAR 01. Closing schools based on geography is inequitable and not in the best interests of students. In addition to the shorter bus rides, rural schools allow students to attend school in their communities, participate in extra-curricular activities, stimulate local economies and provide a green space for students to play, learn and do experiential learning.

Although I realize that due to a flawed funding formula the school board initiated this process, I am requesting that the school board give full consideration to the proposal and ensure this new process does not fail our children or rural communities.

Sincerely,

Jeff Yurek, MPP,
Elgin-Middlesex-London

Cc: Minister Mitzie Hunter, Education
Ms. Laura Elliot, Director, Thames Valley District School Board
New Sarum Public School Parent Alliance
Sparta Public School Parent Alliance
Belmont Public School Parent Alliance
Springfield Public School Parent Alliance

Elgin County
Office of the Warden

February 14, 2017

Hon. Mitzie Hunter, Minister of Education
22nd Floor Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Mr. Matt Reid, Chair
Thames Valley District School Board
P.O. Box 5888
London, ON N6A 5L1

Dear Minister and Chair:

Elgin County Council considered the attached delegation material and adopted the following resolution at its meeting held on February 14, 2017:

"WHEREAS the current Accommodation Review Process is not reflective of the reality of rural school and community life; and,

WHEREAS EPAR01 does not take into account all available capacity in assessing the need for a new St. Thomas School; and,

WHEREAS across the province municipalities and counties are calling for a moratorium on the closure of rural schools;

BE IT RESOLVED THAT the County of Elgin agrees that EPAR01 should be broken into two pieces, one that supports the need for a new Belmont School and one that assesses the need for a new Southeast St. Thomas School. We further call for a hault on rural school closures in Elgin County until such time as the funding model can be reassessed to include all schools (not just those in the study area) as well as to incorporate elements of resource conservation and economic impact on rural and community life.

- Carried Unanimously,
(signed) Warden Grant Jones"

Please accept this resolution as the County of Elgin's official position on this matter.

Yours truly,



Grant Jones,
Warden

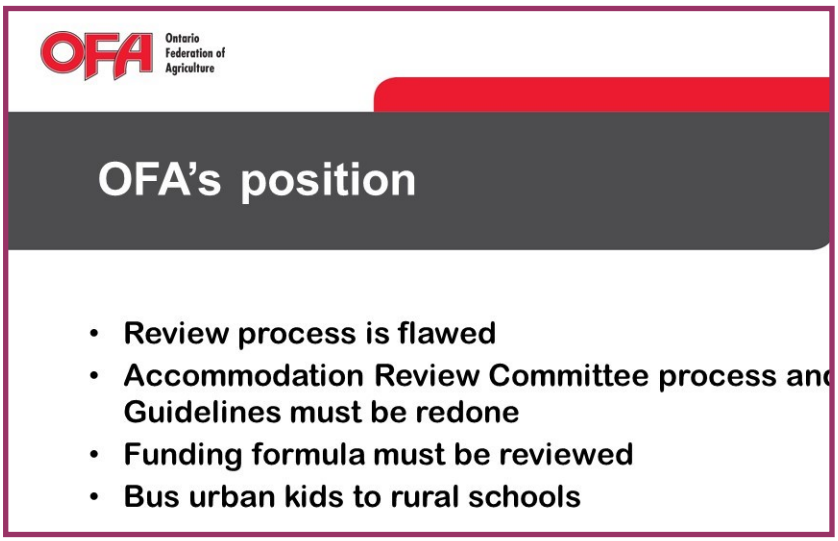
Enclosure

cc Laura Elliot, Director of Education, Thames Valley District School Board
James Todd & Chris Goodall, Thames Valley District School Board Trustees
Heather Derks, Sparta Public School Alliance
Local Elgin County Municipal Partners
Jeff Yurek, MPP, Elgin-Middlesex-London

County of Elgin
Administrative Services
450 Sunset Drive
St. Thomas, ON N5R 5V1
Phone: 519-631-1460
www.elgincounty.ca

OFA Annual General Meeting, 2016

Resolutions



Rural Students and Schools

WHEREAS current funding models fail to adequately address the needs of rural students and schools in Ontario;

WHEREAS transportation is a significant portion of the operating costs of rural schools;

WHEREAS agriculture is being asked to be the primary driver of economic growth in the Province of Ontario;

WHEREAS the future existence of rural schools is continuously threatened by funding gaps, despite their importance to primary production agriculture, the communities that serve farmers and the related agricultural businesses that reside in, and serve those same communities;

THEREFORE BE IT RESOLVED THAT the Ontario Federation of Agriculture support the campaign of the Ontario Alliance Against School Closures to address the rural school closure sweep in Ontario; and

FURTHER BE IT RESOLVED THAT OFA encourage all affected county federations to actively engage in the campaign at the local level.

Rural Schools Funding

WHEREAS rural schools are essential for continued growth in the agricultural sector and a vital part of rural communities; and

WHEREAS school boards are more and more inclined to close rural schools to meet funding shortfalls; and

WHEREAS school boards are no longer required by the province to consider the social and economical impact school closures have on communities,

THEREFORE BE IT RESOLVED THAT the Ontario Federation of Agriculture lobby the provincial government to address funding shortfalls for rural schools and to consider the social and economic impact of school closures on communities.

The Corporation of the Municipality of
Central Elgin

450 Sunset Drive, 1st Floor, St. Thomas, Ontario N5R 5V1 P:519.631.4860 F:519.

March 3rd, 2017

Laura Elliott
Director of Education
Thames Valley District School Board

Via email to: t.levschuk@tvdsb.on.ca
Theresa Levschuk, Executive Assistant to the Director

Dear Ms. Elliott:

Re: EPAR01 – Pupil Accommodation Review by Thames Valley District School Board

Please note that Central Elgin Council had further discussion on the above noted matter at their meeting dated Monday, February 27th, 2017 and the following resolution was passed:

WHEREAS the current Accommodation Review Process is not reflective of the reality of rural school and community life;
WHEREAS EPAR01 does not take into account all available capacity in assessing the need for a new St. Thomas school;
NOW THEREFORE BE IT RESOLVED THAT the Municipality of Central Elgin agrees that EPAR01 should be broken into two reviews: one that supports the need for a new Belmont school and one that assesses the need for a new southeast St. Thomas school;
AND THAT all Central Elgin school closures be put on hold until such time as a complete boundary review is completed including St. Thomas and Southwold. CARRIED.

Please feel free to contact me should you have any questions or require additional information.

Yours truly,

Dianne Wilson

Dianne Wilson
Deputy Clerk/Records Management Coordinator

The Corporation of the Municipality of

Central Elgin

Resolution 543/16
November 28, 2016

Moved Sally Marilyn

Seconded

WHERAS the Thames Valley District School Board and other district school boards across Ontario are proposing to close a significant number of rural elementary and secondary schools;
AND WHEREAS many of these schools are located in hamlets and villages where they serve as community hubs for meetings and other social events in addition to their primary educational role;
AND WHEREAS consolidation of schools into a more centralized school will result in increased transportation costs and longer bus rides for students impacting on students' capacity to learn;
AND WHEREAS studies have indicated that a maximum of 350 students is the optimal school capacity that permits the school to offer a full program while maintaining a sense of community among the students;
NOW THEREFORE BE IT RESOLVED THAT the Council of The Corporation of the Municipality of Central Elgin call on the Ministry of Education to ensure that the evaluation of proposals to close schools factor:

- a school's function as a community hub based on usage,
- maximum travel times for students attending any new school, and
- maximum capacity of the proposed new school to ensure that a full educational program can be offered while maintaining the sense of school community that a smaller school offers

AND FURTHER THAT a copy of this resolution be forwarded to the Hon. Mitzie Hunter, Minister of Education; Jeff Yurek, MPP Elgin-Middlesex-London; Elgin County Council; AMO and the Community Schools Alliance.

THE COUNCIL OF THE CORPORATION OF THE MUNICIPALITY OF CENTRAL ELGIN
CARRIED
MAYOR DAVID MARR

87 John Street South
Aylmer ON N5H 2C3
Phone: 519-773-5344
Fax: 519-773-5334
www.malahide.ca

the TOWNSHIP of MALAHIDE
A proud tradition, a bright future.

March 3, 2017

Hon. Mitzie Hunter, Minister of Education
22nd Floor Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Mr. Matt Reid, Chair
Thames Valley District School Board
P. O. Box 5888
London, ON N6A 5L1

RE: Current Elementary Pupil Accommodation Review

At its regular meeting held on March 2, 2017, the Malahide Township Council expressed concerns regarding the proposed Elementary Pupil Accommodation Review and passed the following Resolution:

WHEREAS the current Accommodation Review Process is not reflective of the reality of rural school and community life;

AND WHEREAS EPAR-01 does not take into account all available capacity in assessing the need for a new St. Thomas School;

AND WHEREAS across the Province municipalities and counties are calling for a moratorium on the closure of rural schools;

BE IT RESOLVED that the Council of The Corporation of the Township of Malahide agrees that EPAR-01 should be broken into two pieces, one that assesses the need for a new Belmont School (by consolidating South Dorchester Public School and Westminster Central Public School) and one that assesses the need for a new Southeast St. Thomas School; and further, that the Council of the Township of Malahide calls for a moratorium on rural school closures in Elgin County until such time as the funding model can be reassessed to incorporate elements of resource conservation and economic impact on rural and community life.

Please accept this resolution as the Township of Malahide's official position on this matter.

Yours very truly,
TOWNSHIP OF MALAHIDE

M. Casavecchia-Somers

M. CASAVECCHIA-SOMERS, D.P.A., C.M.O., CMM III
Chief Administrative Officer/Clerk

c. Laura Elliott, Director of Education, TVDSB
Jeff Yurek, MPP Elgin-Middlesex-London
Trustees James Todd and Chris Goodall, TVDSB
County of Elgin
Jessica Goodwill, Springfield Save Our School Committee,
Email: njgoodwill@hotmail.com

4. Two Alternative Recommendations for Stabilizing Enrolment at Sparta

Alternative Proposal For Sparta #1: Taking a Look at the Holding Zone

For our Final Recommendation of Splitting the EPAR to be complete, we need to address what would happen to the students from the area currently known as the Southeast St. Thomas Holding Zone. TVDSB policy and procedure states that after initially being assigned to a school, holding zones cannot be reassigned to other schools. They can, however, be permanently designated to the catchment area of an existing school. This is proven by the recommendation in the ISAR report to allocate the northern half of the Southeast St. Thomas Holding Zone as a permanent revision to Mitchell Hepburn's Catchment area.

Being that the Southern Half of the Holding Zone is located only 7km from the Existing Sparta Catchment area, our first alternative recommendation is that TVDSB Senior Administration take advantage of the opportunity provided by the FSAR report to permanently designate the Southern Half of the Holding Zone to the catchment area for Sparta School.

The lower half of the holding zone is projected to yield 42 students.

The Sparta School, (7 km away), has 60-65 available places

Permanently Allocating the Holding Zone to Sparta would Right – Size Sparta's catchment area.



School based costs consisting of Administration, Facility Services and Information Technology

	Cost	Cost per Student	Board Average per Student
Total	$359,024.00	$1,483.57	$ 1,416.06

This is what Sparta's catchment area would look like if the lower half of the holding zone was added. The blue piece at the top is the proposed addition. Being just 7km from Sparta School, the cost of bussing would be minimal, while the influx of new students would lower our already near-board-average cost per student.

Projected Enrolment Chart:

Blue Area	Sparta	Total Utilization
Projected to yield 42 students over the next ten years. (p.58 of 71, ISAR report)	Projected to yield between 226-241 students over the next five years (P. 5, Sparta SIP)	268-283 students if approved. OTG at Sparta is 305. Utilization of 87.8%-92.7%

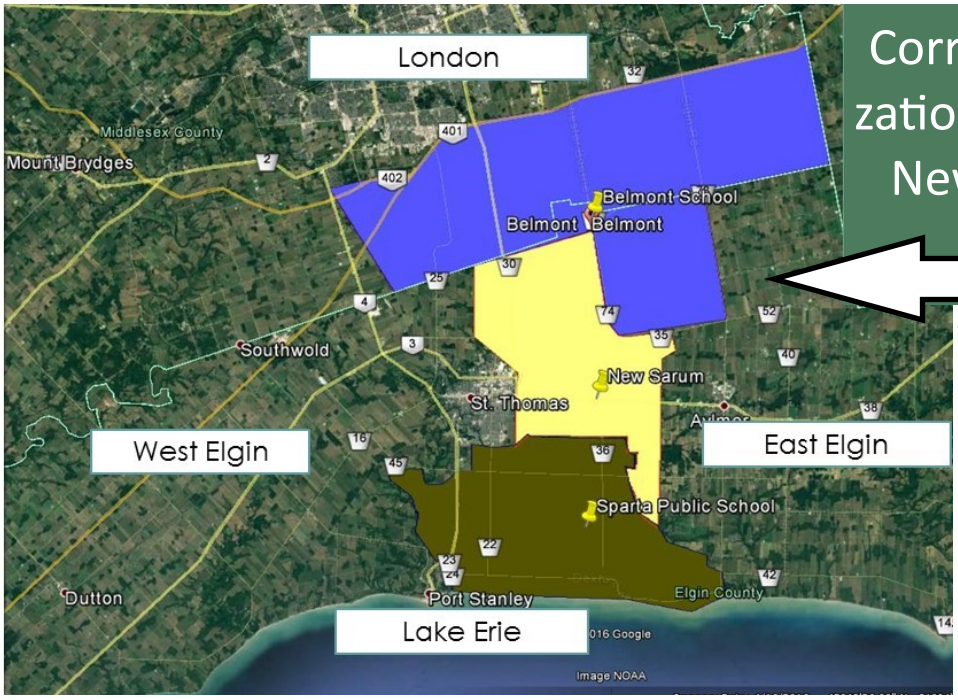
Allocating this portion of the Holding Zone to Sparta's Catchment area in the FSAR would account for stable and optimal enrolment at Sparta with no student disruption by motivating families with younger children to buy or build homes there. Our enrolment numbers have always been stable and the majority of the unfunded pupil places we currently have can be attributed to the board's decision not to cap enrolment in it's optional French Track program. (The Catholic Board capped theirs a month ago for similar reasons). Right Sizing the Sparta Catchment through this addition is a reasonable thing to do to account for Stable enrolment at Sparta.

What if we took the Whole Holding Zone?

The whole holding zone projects 110 students. If Sparta's enrolment continues on its forecasted path to 2030, with a similar percentage of our catchment's children enrolling in the uncapped French Track as are now, if the whole Holding Zone was allocated to Sparta the combined total would be around 325, or 20 students above capacity. One portable would be needed to accommodate this.

The holding zone is closer to Sparta (7km) than it is to Port Stanley (10km). Transportation costs would decrease if the area was designated permanently to Sparta, eliminating the uncertainty of 'holding zone status' for those students.

Implementing this allocation now would result in a geographical corridor of optimal utilization bordered by London on the North and Lake Erie on the South. If the EPAR is split and the Holding Zone designated to Sparta, East and West Elgin could be resolved through the ARC process.



Corridor of Optimal Utilization created in Belmont, New Sarum and Sparta

This is a good example of 'Right-Sizing a Catchment area,' something Trustee Arlene Morrell Addressed in her motion put forward Last week.

Optimized Utilization in Corridor

In both scenarios, a comfortable number of pupil places exist at Belmont for new growth. One alternate use of those spaces would be the proposal from childcare center Next to Moms Inc.
This would be the kind of collaborative opportunity that Senior Admin recommends.

	½ Holding Zone designated to Sparta	Whole Holding Zone designated to Sparta
Sparta	283	325
New Sarum	259	259
Belmont	440	440
Total	982	1024

Our alternate recommendations for the addition of the Southeast St. Thomas Holding Zone as a permanent addition to the Sparta Catchment area will result in a geographical corridor between London and Lake Erie with a great combined utilization. If the southern half of the Holding Zone is allocated to Sparta a combined utilization of 86.29% would apply to the whole corridor of Sparta, New Sarum, and the New Belmont School, leaving a comfortable number of pupil places to accommodate growth in Belmont. If the whole holding zone is assigned to Sparta, utilization in this corridor jumps to 90%.

Alternative Proposal For Sparta #2: Taking a Look at Port Stanley

Desired Outcome

Find a viable solution which leverages existing infrastructure to support the growing demand for French Immersion while keeping schools open in single school communities.

Minimize the quantity of students (423) who will experience upheaval due to the current ISAR.

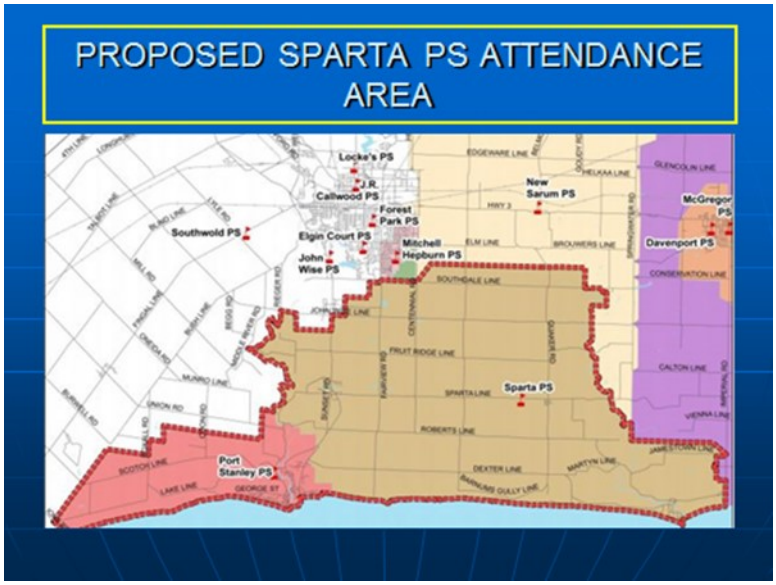
Recommendation

Accommodate Port Stanley English track students at Sparta Public School.

An addition and renovation be completed for student accommodation and program enhancement at Sparta Public School.

The grade 7/8 French Immersion and Extended French Immersion programs remain at Port Stanley Public School.

An Attendance Review is completed by TVDSB in 2017/2018 for the Elementary French Immersion in Elgin County for the permanent accommodation of the K-8 French Immersion program at Port Stanley Public School.



Background

The current PAR-01 Southern recommendation was built on the Planning Committee's belief that the projected growth in Port Stanley will result in additional student enrolment at Port Stanley Public School. In addition, the belief held is that since there is no new development occurring in the proximity of Sparta Public School that the student enrolment will decline. We respectively disagree on both fronts.

Facts vs Fiction

While it is true that the infrastructure (municipal water and sewer) in Port Stanley supports further housing development in the village, the reality is that young families are not the ones who are either choosing to buy in Port Stanley or being targeted as potential new residents.

In the 10 year window of 2001-2011 census, the population of elementary school aged children in Port Stanley decreased by 39%. The land area remained the same for the census collection and therefore the decrease in student enrolment cannot be solely attributed to a shifting catchment area.

In contrast, over the same 10 year window, the population of elementary school aged children in the Sparta catchment area only decreased by 13%.

Port Stanley had a decrease in population from 2006 to 2011 of 9.2%. In the same time period, Central Elgin saw their overall population increase by .2%. As housing development continued to occur during this timeframe in Port Stanley, one can draw the conclusion that families are being replaced by single adults or couples with no children.

In 2011, 59% of Port Stanley's population was over the age of 50, with a median age of 55.2. In comparison, Central Elgin had only 41% of their population over 50, with a median age of 44.9.

The target demographic for Port Stanley (as indicated clearly and multiple times in their "Port Stanley Harbour Economic Development Plan" is the "retiring boomer generation". This strategy appears to be effective.

Readers of the Globe and Mail picked Port Stanley, as one of Canada's six Retirement Hot Spots as reported by Christina Mushka, Retirement Property Editor for the Globe, in a story published on January 12, 2015.

The home prices in Port Stanley are out of reach for the average family. Immersion families have a higher family income and therefore can afford to purchase within Port Stanley. Stats Canada states "In general, students in French immersion programs tend to come from better off families than non-immersion students."

Families are continually attracted to the Sparta catchment area.

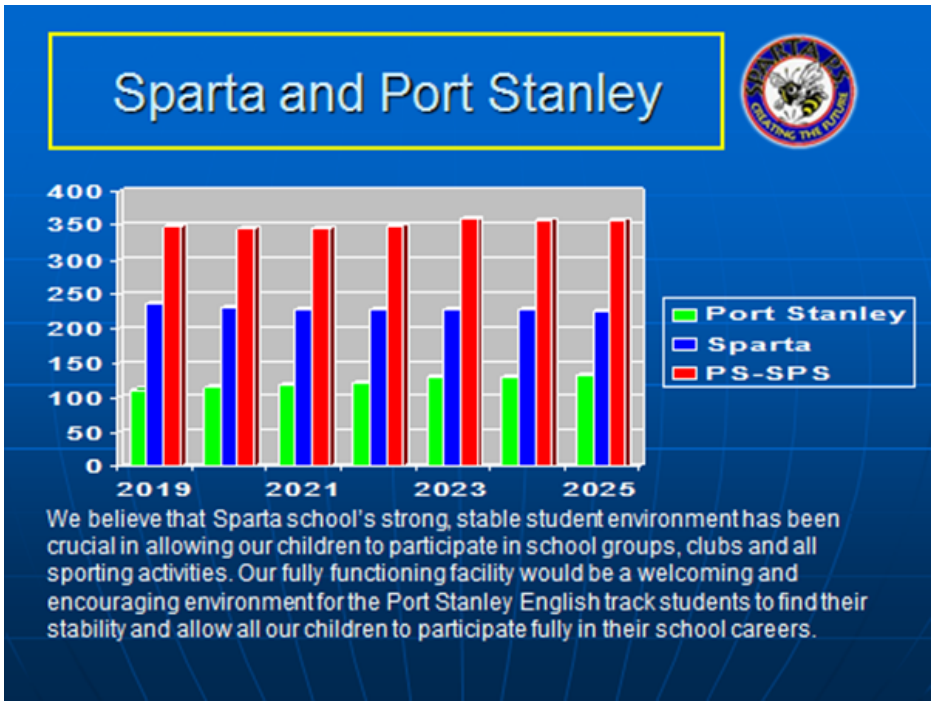
In the 10 year window of 2001-2011 census, the population of children (0-4yrs) in Sparta increased by 2%.

Sparta continues to maintain a stable enrolment even though there are competing options for schools; Catholic, private and French Immersion.

Sparta's total population only decreased by 3% in the same 10 year window.

There are zero incidents of vandalism in Sparta.

Homes are priced and sized for families.



Financial Savings

There is a significant difference of $1.2 million in the five year renewal needs between each school. This savings makes the Sparta Public School more attractive from a financial perspective.

Transportation costs will be less if Port Stanley students come to Sparta vs Sparta students go to Port Stanley.

The proposed average bus time for the Southern recommendation in the ISAR is 26 mins, with an average distance of 7.76km. We believe the transportation of Port Stanley students will only slightly increase the current average travel time of 17 mins and average distance of 6.92km, which Sparta students currently experience. This will result in a decrease in transportation costs in comparison to TVDSB's current recommendation.

Timing

As neither school can hold both the Sparta and Port Stanley catchment areas and the SE Holding Zone, the recommendation is that both schools continue to operate as is until the new school is built.

Summary

In conclusion, as stated in the facts above, they do not support the upheaval of 242 students to an area that is no longer attractive to young families; we strongly recommend moving the Port Stanley students to Sparta. Both communities deserve a fiscally responsible, stable, long term solution that would keep an open school within each of our communities for generations to come. A solution that would minimize the amount of mass moves our children and their families will face in their school careers. This recommendation satisfies the under capacity situation at Port Stanley and Sparta, provides a permanent location for French Immersion and uproots the fewest number of students while leveraging all existing resources.

4. Letters of Community Support / Petition singed by 500+ people and counting For Keeping Sparta Open

March 7, 2017

Dear Trustees and Senior Administration,

My name is Carol Mailing and I am the mother of Paul and Matthew, Sparta Public School alumni. I am the sister of the late Curtis T. Conrade and daughter of the late Sarah Ann Conrad. In their names, 3.5 million dollars has been given to the TVDSB for the betterment of children.

The Curtis T. Conrade Scholarship is awarded to the graduating student or students of Parksid legiate in St. Thomas, Ontario, who have achieved high academic standing during their high sch years and have shown a need for financial assistance to continue their education. The recipient be registered as a full time student at a post-secondary institution. The recipient/s may receive t scholarship or bursary over the term of their university or college terms, provided that they mair

The Sarah Conrad Fund was created by my brother Curtis, in honour of our mother and aimed to promote early literacy in Thames Valley District School Board schools in Elgin County. It is through this fund that we have been able to provide entire classes with musical instruments, children have received books to take home to add to, or start their own collections, and schools have been able to update reading material for young boys specifically,

Be it heard that I am 100% opposed to the closure of Sparta English track Public School and whole heartedly agree that Sparta should remain open as an English track school to the children of the community and surrounding area. Any other decision would be unjust to the vibrant and thriving village of Sparta and surrounding community.

Carol Mailing

Executor and Trustee of Estate of Curtis T. Conrade & the Sarah Ann Conrad Fund

Dear Trustees,

My name is Sarita Vandernaalt and I live in Sparta. I did not grow up here and our roots in this community are not deep. I therefore cannot speak intelligently to the historical value of our community. I can speak to why we chose this area to raise our children.

You see, we intentionally chose Sparta as our home for the proximity of the school, the K-8 option and the connectivity within the community. We needed to have a place where our children could start and end their elementary education with the same group of children. This is often very important for families however ours was incredibly intentional. You see, we were bringing two different minorities into a white community. My eldest is Chinese and my youngest is South African. We were advised multiple times to seek a multi-cultural community to raise them in. We disagreed. We felt as though living in a white community would provide opportunities for our children's friends to continue to see beyond the colour of their skin and to accept them for who they are. We knew it wouldn't always be easy and it hasn't been. Children were curious about my daughters eyes or my other daughters hair. Does her skin taste like chocolate? This is a normal reaction to exposure of people from different cultures. In a small community, we can work with teachers, principals and other parents to create awareness, change the wording, and educate each other on the beauty of our differences. We can also teach our daughters how to love people through ignorance, how to stand up for themselves and how to combat teasing. Now as we start hitting the middle grades, friends forget the differences and embrace the similarities. It is a sweet spot and if TVDSB gets its way, it will be short lived.

I believe that it is a very hard job to balance being financially responsible and "Building each student's tomorrow, every day". In fact, I would go so far as to say it is almost impossible to create that balance. But in order to truly try, you need to have all the information. You need to be able to look at the whole picture. Unfortunately, the TVDSB Planning Committee has given you a partial view and have asked to you make decisions based on missing information. This angers me. If our school needs to close because that is truly "best" then I accept this, but for our school to close or be transitioned into French Immersion without the French parents at the table, without proximal schools at the table, without leveraging existing capacity and without the 2016 long form census data – seems like a missed opportunity that will ultimately not be financially responsible nor does it "Build each student's tomorrow, every day".

The desire and need for a new Belmont school is not debatable. The information is there. Do it. It is necessary. The build of the SE St Thomas school is not. At least not until all the information is on the table. Ask for that. Demand that you are given all the data to make a wise decision. You hold the future of our community school in your hands. The least you can ask for is all the information. So I plead you to wait. Separate the southern part of this PAR from the north. Get the data you need so that your decision can be made with wisdom and with confidence.

Though our roots are not deep in the Sparta community, they are thriving and growing. Thank you for taking the time to read my letter.

SARITA VANDERNAALT519-775-0115

Dear Minister Hunter,

I am writing to you to request that you utilize your Ministerial powers to reconsider the recent proposal to close Sparta Public School in Sparta, Ontario or shift the curriculum to one of French immersion. The rich social fabric of my home community has been the foundation upon which I have grown both personally and professionally. This education enabled me as I staffed Steve Peters, MPP Elgin-Middlesex-London in his Constituency, Ministerial, and Speaker's offices - we never lost sight of what was important for our community; and it has provided me with a unique world view in my professional roles as a lobbyist and now strategist with RBC.

It may be difficult for people in boardrooms in Toronto to understand the impact that closures of rural schools can have on a community, and with this in mind, I encourage you to visit Sparta school to understand the devastating impact that would result with the loss of this community place.

My classmates (while small in number) grew up to be Doctors, X-ray technicians, Lawyers, Artists, and most importantly they grew up to be teachers, farmers and labourers and have raised their children in our community. While I decided to pursue an education at Queen's University and later at the Rotman School of Management, I have never lost sight of the invaluable lessons I learned at Sparta school during my formative years. In fact, I often reflect on the pen pals we had from schools in Toronto that would look in amazement at our school when they came to visit -- they were in awe of the green space we had, the fresh air, and the untold friendliness of everyone in our community.

Sparta is the embodiment of rural learning - situated beside a farm and right across from a landmark to the Quakers that settled the area. Students from Sparta school truly help one another learn in the most unique ways - students in my class came to school in horse-drawn buggies, they sowed the land to provide food for people not only in our community but across the country.

My hometown has been devastated economically by the loss of the Ford manufacturing plant, and the spin-off job losses that resulted. It is short-sighted for anyone in a boardroom other than in Sparta to decide the fate of this community school. Future generations need to be provided with the same learning environment I was fortunate to grow from. It would be a loss not only to the community if this school is closed or converted, but also to boardrooms across the globe that need the worldview these rural graduates provide.

Minister, I respect that you have asked the Thames Valley District School Board to make the final decision on the closure/ conversion of Sparta Public School but I respectfully request that you utilize your powers as Minister of Education to ensure that those doors, located just below the large bell atop the school remain open for future learners, leaders, community advocates and big dreamers (the world could use more rurally-educated students).

Sincerely,

Maggie Head

1005 - 20 Minowan Miikan Lane

Toronto, ON M6J0E5

Cc: Jeff Yurek, MPP Elgin-Middlesex-London

Patrick Brown, Leader of the Official Opposition and PC Critic for Education

Peggy Sattler, MPP London West and NDP Education Critic

James Berry, Director of Operations, Minister's Office

James Todd, Trustee Elgin County, Thames Valley District School Board

Chris Goodall, Trustee, Elgin County, Thames Valley District School Board

manager <manager@spartacandles.com>

Feb

to c.goodall, Coke, me We are a small business located at the one four corners in downtown Sparta. We have been fortunate enough to have been involved in this community for 25 years now and have lived in the immediate area for 43.

We implore you not to close this school. I personally lived ½ hour from my own school and missed out on so many events. Losing your school in your local community means that you are unable to participate in or attend any clubs, after school activities, sports , need I go on. This is when skills are learned, friendships forged and memories made. Take the school away from the community and those opportunities are lost. The children lose their sense and pride of community. City folks might not think this is important but I disagree. It takes a village to raise a child and the school is the center of that village. There are over 200 children at this school. Demographics do not a factor as in some areas.

Busing children adds to their already long day. It is hard work going to school and adding an extra hour on a bus onto their day makes it that much harder. Our children had a ½ hour bus ride to school and I remember our own son falling so fast asleep on the bus at the end of the day it would take several minutes to get him awake to get off.

Reality is there is no money because all of our hard earned tax dollars have been frittered away. I could fill pages with those facts.

Hard decisions have to be made but will they be the right decisions for the children or is it just economics. It should and must be the right decision for the children and the community.

Mary Muscat

519-775-0054

to m.reid, me

TO : Matt Reid , TVDSB

CC: Heather Dereks

I would like to voice my concern on the decision on school closures in the Boards

jurisdiction. There is a decline in some schools on enrollment so some amalgamation may make some sense. However, have all factors been taken into account?

When a school has good enrollment and a strong parental backing in the community why the need to close? New Sarum and Sparta, among others should remain open.

I would only ask one question via this letter. Under due diligence there should have been an environmental assessment done. New schools being built aren't pollution free in the building process. The greater concern is busing all these kids around, an environmental concern and children's safety. Also, extra buses are needed taking children to French Immersion, do the immersion at the same school as English.

We all know that a case can be made with figures as in the large upgrading amounts for Schools. We need not go far to get an example of someone wanting something and using figures. Ojibway , a colossal failure that made a case with figures.

I look forward to the results of your environmental assessment and validity for having separate French learning facilities.

Please read this letter at your next meeting.

Respectfully,

Ron Houghton , Central Elgin

FSAR EPAR-01: APPENDIX Z

Printed Name	Signature	Address	Email	Phone
Rose Clarke		392 Berkshire Dr London		519 777-0857
Shane Ardiel	Shane Ardiel	SPARTA LINE		519 719-5070
Makenzie White		John Wise Line		
Heather Johnston		Majestic Ct.		
Cody Jones	Cody Jones	Hiram Smith Line		
M. RANDA		JAMESTOWN LINE		
Phil HUBER		JAMESTOWN LINE		
C Cammaert	C. Cammaert	28 Beechbank Cres, London		519-686-6392
Rachel Huber		JAMESTOWN LINE		
Alex Huber		JAMESTOWN LINE		
Bow Jaclin		1532 Forest Ave		
Sarah Collins		113 Hagerman St. T.		
Nicole Murray		2 Metcalfe Apt 5		
Shelbi Charlton		12985 Imperial Rd.		
Rebecca Parkes		9 Osprey Lane		519-207 8899.
DAN THIBAULT		492 Delphine Dr. Burlington, ON		519 362-7167

FSAR EPAR-01: APPENDIX Z

Printed Name	Signature	Address	Email	Phone
Helen Powrie	Helen Powrie	London		
Rosina Donker	Rosina Donker	ST. Thomas		
Nicole Breckett	Nicole Breckett	Sparta raised, Spencerville		
Cecile Cox	Cecile Cox	ST. Thomas		
Mary Tuft	Mary Tuft	St. Thomas.		
ABBIE TAYLOR	Abbie Taylor	Sackville. N.B.		
Meranda Bethune	Meranda Bethune	Sparta		
Steve McMaster	Steve McMaster	46992 Sparta Line		
Pam Bethune	Pam Bethune	46992 Sparta Line		
Martha Larsen	M Larsen	40128 Talbotline Talbotville		
Amanda Milkit	Amanda Milkit	London		
Lucy Childs	Childs	St Thomas		
Amanda Childs	A Childs	St. Thomas.		
Leanne Pearson	Leanne Pearson	St. Thomas		
Kim Bradley	Kim Bradley	St. Thomas.		
Evelyn Ryckman	Evelyn Ryckman	Aylmer		519-765-2751

Printed Name	Signature	Address	Email	Phone
Bri McCurdy	Briannyn McCurdy	45230 Sparta Line	bri.christine.m@gmail.com	519 520 0116.
Vickie Helmer	Vickie Helmer	46775 Southdale Line.		
SCOTT GUNTHER		8 Gladstone Ave St. Thomas.		
WANDA MARACLE	Maracle	294 ST. THOMAS		519 207 2711
Jean Maracle		ST. THOMAS ON		519 207 0372
IAN Macpherson		St. thomas	/	226-378-0123
Janet Beattie	Janet Beattie	Sparta.		
Tiel Pasquarelli		St. Thomas.	tiel.pasquarelli@gmail.com	519-615-0795
KEN. D RATOS		LONDON		519-859-5661
Judy Wilson		St Thomas		
Sydney Hicky	Sydney Hicky	412 Beamish Port Stanley		22
Jeff Bullas		"		
MIKE BARENDREGT		43475 ROBERTS LINE		
Patti Twomey		London ON.		
Lindsay Pagnan		220 Sunset Drive St. Thomas.		
Karen Barendregt	Karen Barendregt	43475 Roberts Line		

FSAR EPAR-01: APPENDIX Z

Petition to Keep Sparta P.S open as an English Track school

Petition summary and background	TVDSB has proposed the closure of Sparta's English track school on **June 30 2018**. A TVDSB Attendance Area Review will then take place to decide if the building may possibly be suitable for a French Immersion program in the future.
Action petitioned for	We, the undersigned, are concerned citizens who urge TVDSB to act now to ensure Sparta retains its current status as an English language public school and that TVDSB ensures our children can continue to access their English school in their home community, avoiding upheaval and excess travel. Let's foster a learning environment and services that make sense and of which our community can be proud.

Printed Name	Signature	Address	Email	Phone
Lesley Jewell		6455 Bostwick Rd, Union	lesley6455@hotmail	519 631-6789
Amanda Young	Amanda Young	6429 Bostwick Rd, Union	angelwriter37@yahoo.com	
Joe Young		" "	" " 519-637-1136	514-207-0740
Jason Hindley	Jason Hindley	6539 Bostwick Rd.	hindley-jason@sympatico.com	
Robert WALTERS	Robert Walters	6569 BOSTWICK RD	rjw57@HOTMAIL.COM	519 633-2387
MARYANN WALTERS	MaryAnn Walters	6569 BOSTWICK ROAD UNION, ON N0L2H0	" "	" "
Donna Horton	Donna Horton	6309 Oakview Cres Union	donna_horton@yahoo.ca	519 633-9079
mike Bond	Mike Bond	43790 Fruitridge line	" "	637-0947
Michele Bond	Michele Bond	43790 Fruitridge line	" "	637-0947
Haley Scott	Haley Scott	47951 Pleasant Valley Line Aylmer	haleyscott87@hotmail.com	519 870 7511
CLINT SCOTT		47951 Pleasant Valley Line Aylmer	" "	519 521 6705

FSAR EPAR-01: APPENDIX Z

FSAR EPAR-01: APPENDIX Z

Printed Name	Signature	Address	Email	Phone
SUSAN LINDSAY	Susan Lindsay	25 Curtis St. St. Thomas		519 631-9523
Barb Molinaro	Barb Molinaro	6630 Riga Rd ST Thomas		519-494-4893
Sue MacMillan	Sue MacMillan	4295 Avon dr. Springfield		
Robert Kersten	Robert Kersten	11301 willey rd.		
Janice Wood	J Wood	48 Cottonwood Dr. St Thomas		519-633-4983
JAYSON HONSINGER		42382 FRUIT RIDGE LINE ST THOMAS		519 637-9869
Josh Locke		46324 Methodist St. SPARTA		
KERRY LOCKE		43506 JOHN WISE LINE ST. THOMAS		
Danielle Lale	Danielle Lale	6593 Bostwick Rd. Union		519-631-2845
DAVE LALE		6593 Bostwick Rd Union		519 631-2845

Petition to Keep Sparta P.S open as an English Track school

Petition summary and background	TVDSB has proposed the closure of Sparta's English track school on **June 30 2018**. A TVDSB Attendance Area Review will then take place to decide if the building may possibly be suitable for a French Immersion program in the future.
Action petitioned for	We, the undersigned, are concerned citizens who urge TVDSB to act now to ensure Sparta retains its current status as an English language public school and that TVDSB ensures our children can continue to access their English school in their home community, avoiding upheaval and excess travel. Let's foster a learning environment and services that make sense and of which our community can be proud.

Printed Name	Signature	Address	Email	Phone
Debra Vance	Debra Vance	6176 Fairview Rd St. Thomas	Vance.6176@rogers	633-7194
Ruth Hyatt	Ruth Hyatt	6154 Fairview Rd St. Thom	rhyatt@rogers.com	633-7123
Cliff Hyatt	Cliff Hyatt	6154 Fairview Rd St. Thom	racefan@rogers.com	"
CHRIS SIMONE		6064 " " "	DUKE166 ROGERS	com
Stuart K. Smith	Stuart K. Smith	6050 Fairview Rd.	None.	519-631-1509
✓ VICKI Houghton	Vicki Houghton	6028 Fairview Rd	vhoughton1@hotmail.com	519 633 8024
Ken Houghton	K Houghton	SAME	"	"
Asa Churchill	Asa Churchill	6004 Fairview Road.	—	631-7579
Marion Churchill	MARION CHURCHILL	"	—	
HENRIETTA KRAHN		5996 FAIRVIEW RD	—	631-6605

FSAR EPAR-01: APPENDIX Z

FSAR EPAR-01: APPENDIX Z

Printed Name	Signature	Address	Email	Phone
ANNA DIAS		5920 Fairview Rd		519-841-6136
Nick de Decker		6226 Fairview Rd		631-220
✓ Alana Graham		42056 McBain Line		519-207-2077
Tracey Spencer	Tracey Spencer	45 Hincks St St. Thomas.		519-636-4201
Shelley Whitehead		57 REDAN Sq. St. THOMAS		519-631-3718
Wendy Macdonald		45524 Fruit Ridge Line		519-775-2651
Brenda Sayers	Brenda Sayers	46271 North St. Sparta, ON		519-709-6970
Cindy Johnson		99 Hughes Street St Thomas		519-933-3108
Jacki Finney	Jacki Finney	31 Lyndale Ave. St. Thomas		519-633-3488
Sarah Gogen		19 Augusta Cr.		519 280 3022
Stacey White	Stacey White	35-2 Elizabeth St. Thomas		519-200-7515
Melody Little		9740 Tower Rd, St Thomas		(519) 319-6219
Steven Perry		24 Edgewell Cres		519 870 7558
Mandy Medeiros		66 Lake Margaret Trail		519 637 1165
Karen Grant		9649 Sunset		519-207-1235
DAN MUSCAT		42192 JOHN WISE LINE.		519 673-2212

Petition to Keep Sparta P.S open as an English Track school

Petition summary and background	TVDSB has proposed the closure of Sparta's English track school on **June 30 2018**. A TVDSB Attendance Area Review will then take place to decide if the building may possibly be suitable for a French Immersion program in the future.
Action petitioned for	We, the undersigned, are concerned citizens who urge TVDSB to act now to ensure Sparta retains its current status as an English language public school and that TVDSB ensures our children can continue to access their English school in their home community, avoiding upheaval and excess travel. Let's foster a learning environment and services that make sense and of which our community can be proud.

Printed Name	Signature	Address	Email	Phone
Joe Weninger		48747 Jamestown Line, Aylmer	joe@amtelecom.net	519-871-8976
Heidi Weninger		48747 Jamestown Line Aylmer	heidi@amtelecom.net	519-521-6735
Daniel Dale		44694 Fruit Ridge Line CE.	nasdandale@rogers.com	519-633 1515
Adam Pfeffer		45180 Fruit Ridge Line St. Thomas	adam.j.pfeffer@monsanto.com	519-784-6849
Shirley Dale		44694 Fruit Ridge Line, St. Thomas	northridge@rogers.com	519-633-1515
Beth Pfeffer		45180 Fruit Ridge Line St. Thomas	beth.pfeffer01@gmail.com	519-319-2665
Skye Keller		6474 Yarmouth Centre Rd St Thomas	skye.porter9@gmail.com	519 440 3735
Maureen Porter		6476 Yarmouth Centre Rd. St. Thomas		519 633-1418
Dan Keller		6474 Yarmouth Center Rd.	dan@[illegible]	519-614-2664
Alyse Payne		4883 Fairview Rd Union	payne alyse 4@gmail.com	(519)854-8182
Tiffany Graham		6351 Sunset Rd. St. Thomas	tiffanygraham@hotmail.ca	(519)639-7503

FSAR EPAR-01: APPENDIX Z

FSAR EPAR-01: APPENDIX Z

Printed Name	Signature	Address	Email	Phone
PAUL CLARKE		5931 FAIRVIEW RD		519-281-8275
KAREN CLARKE		" "		519-281-8274
Mary McKnight	Mary McKnight	5949 Fairview Ave		519 631-0227
Bob Lilley		Sparta.		879-2872.
Bob Lilley Sr.	Bob Lilley	5943 FAIRVIEW Rd		226-378-0790
Chris King	Chris King	5963 Fairview Rd	519-633-5565	
BRAD KING	Brad King	" " "	"	" "
Meg Lemke		5951 Fairview Rd.		519-631-0007.
Sherry Holden		5951 Fairview Rd		"
Tom Lucier		5993 Fairview Rd		519-280-5991
✓ CHAS. REWBOTHAM		6011 Fairview Rd.		637-2547
Betty Rewbotham	Betty Rewbotham	6011 Fairview Rd.		637-2547
Tom Daye	Tom Daye	6099 FAIRVIEW Rd		519-282-7496
		6039 " "		631-5593
LEENA SIBLEY		6039 Fairview Rd		631-5593
Ellyde Dockere		6226 Fairview Rd		631-0210

Petition to Keep Sparta P.S open as an English Track school

Petition summary and background	TVDSB has proposed the closure of Sparta's English track school on **June 30 2018**. A TVDSB Attendance Area Review will then take place to decide if the building may possibly be suitable for a French Immersion program in the future.
Action petitioned for	We, the undersigned, are concerned citizens who urge TVDSB to act now to ensure Sparta retains its current status as an English language public school and that TVDSB ensures our children can continue to access their English school in their home community, avoiding upheaval and excess travel. Let's foster a learning environment and services that make sense and of which our community can be proud.

Printed Name	Signature	Address	Email	Phone
Greg F.S.L		7435 Quaker Rd.		639 375
AARON EVERAR		6238 Fairview		
Meagan C. Ruddock		6409 Bostwick.	meaganruddock@gmail.com	519 670 4998
Todd Sawyer		44091 Dexter Line	toddsawyer-14@gmail.com	519 787 7491
Sarita Vandernaalt		46201 North St.	sarita@pgcbasketball.com	519 775 0115
Mallary McKinlay		45000 Sparta Line		519-614-2675
Megan McKinlay		45000 Sparta line		226 378 0689
Claire Moreland		42984 Sparta line		226-236 3099
The Amy Shaw		41642 Fulton Bridge Line		519-317-5059
Emily Glover		47158 Martyn Line		519-319-8092
Jason Wilkins		47640 Rush Creek line	j.wilkins2665@gmail.com	519 495 7043

FSAR EPAR-01: APPENDIX Z

change.org

Recipient: Thames Valley District School Board, James Todd, Chris Goodall, Mitzi Hunter, and Kathleen Wynne

Letter: Greetings,

Keep Sparta's English Track School OPEN

Signatures

Name	Location	Date
Liz Stevens	, Canada	2017-01-13
Meagan Ruddock	Union, Canada	2017-01-25
Connie Mills	Port Stanley, Canada	2017-01-25
Ryan Ruddock	Union, Canada	2017-01-25
Joanna DeBackere	Union, Canada	2017-01-25
Jennifer Schwehr	Calgary, Canada	2017-01-25
Christopher humphrey	Orillia, Canada	2017-01-25
Joan Cresswell	Saint Thomas, Canada	2017-01-25
Trevor Jeffs	Saint Thomas, Canada	2017-01-25
Ashley Weare	Sparta, Canada	2017-01-25
Adam Johnson	Doechester, Canada	2017-01-25
Steve WIlcox	Woodstock, Canada	2017-01-25
Heather Derks	Sparta, Canada	2017-01-25
Brent Hogarth	Saint Thomas, Canada	2017-01-25
Arika Everatt-Meeuse	st. thomas, Ont., Canada	2017-01-25
Adam Pfeffer	Saint Thomas, Canada	2017-01-25
Grayden Laing	Saint Thomas, Canada	2017-01-25
Judy Heil	Saint Thomas, Canada	2017-01-25
Nathan Stevens	Saint Thomas, Canada	2017-01-25
Lauren Smith	Saint Thomas, Canada	2017-01-25
Wendy Harry	Saint Thomas, Canada	2017-01-25
Chris Lisabeth	Sparta, Canada	2017-01-25
Sarita Vandernaalt	Sparta, Canada	2017-01-25
Deborah Williams	Sparta, Canada	2017-01-25
karlene rummel	Saint Thomas, Canada	2017-01-25
Heidi Weninger	Aylmer, Canada	2017-01-25
Jane Magri	Saint Thomas, Canada	2017-01-25
Nancy Knight Smith	Saint Thomas, Canada	2017-01-25
Dawn Morningstar	St Thomas, Canada	2017-01-25
Victoria St. Martin	Saint Thomas, Canada	2017-01-25

Name	Location	Date
Deborah Huber	Aylmer, Canada	2017-01-25
Aaron Everatt	Saint Thomas, Canada	2017-01-25
Wayne Williams	Southwold, Canada	2017-01-25
Darren Willand	Saint Thomas, Canada	2017-01-25
Brianna Trahan	Saint Thomas, Canada	2017-01-25
Jason Hindley	Union, Canada	2017-01-25
Jennifer Burton	Saint Thomas, Canada	2017-01-25
Jennifer Meeuse Kohler	Saint Thomas, Canada	2017-01-25
Karen Gorman	Stephenville Crossing, Canada	2017-01-25
Warren Scott	Saint Thomas, Canada	2017-01-25
Cindy heil	Saint Thomas, Canada	2017-01-25
Sheri Mitchell	St. Thomas, Canada	2017-01-25
Mallory Mckinlay	Saint Thomas, Canada	2017-01-25
Brent Crocker	Saint Thomas, Canada	2017-01-25
Haley Scott	Aylmer, Canada	2017-01-25
Peter Oleary	Sparta, Canada	2017-01-25
Clint Scott	Aylmer, Canada	2017-01-25
Scott Johnson	St. Thomas, Canada	2017-01-25
Michelle Sayers	Port Stanley, Canada	2017-01-25
Lorri Giannopoulos	Welland, Canada	2017-01-25
Priscilla and Vic Hindley	Union, Canada	2017-01-25
Julia Sayers	Port Stanley, Canada	2017-01-25
Denise Colledge	Union, Canada	2017-01-25
Nicole Roberts	Saint Thomas, Canada	2017-01-25
Lisa Carr	Saint Thomas, Canada	2017-01-25
Marilyn Haberer	Saint Thomas, Canada	2017-01-25
Donna Crocker	Saint Thomas, Canada	2017-01-25
Brittany Trojek	Union, Canada	2017-01-25
Melissa West	Saint Thomas, Canada	2017-01-25
Connie Russell	Port Stanley, Canada	2017-01-25
Cameron Hindley	Sparta, Canada	2017-01-25
Allison Williams	london , Ontario, Canada	2017-01-25

Name	Location	Date
Jason Wilkins	Aylmer, Canada	2017-01-25
Leslie Smale	Saint Thomas, Canada	2017-01-25
Daniel Keller	Saint Thomas, Canada	2017-01-25
Jennifer Bennett	Hamilton, Canada	2017-01-25
Jennifer Craig	Dorchester, Canada	2017-01-25
Kristen Vandenbroek	Sparta, Canada	2017-01-25
Sheri Lawrence	Saint Thomas, Canada	2017-01-25
Caitlin Vanlubeek	Englehart, Canada	2017-01-25
Roger Scott	Saint Thomas, Canada	2017-01-25
Rob Thomas	Saint Thomas, Canada	2017-01-25
Aly Sykes	Saint Thomas, Canada	2017-01-25
Sadie Slizewski	St. Thomas, Canada	2017-01-25
caroline porter	Halton Hills, Canada	2017-01-25
Amber Steele	Saint Thomas, Canada	2017-01-25
Steve Willand	Saint Thomas, Canada	2017-01-25
Brian Graham	Saint Thomas, Canada	2017-01-25
Rebecca Lehnen	Surrey, Canada	2017-01-25
Julee Dale	Sparta, Canada	2017-01-25
Alison Meeuse	Saint Thomas, Canada	2017-01-25
Cam c Campbell	Southwold, Canada	2017-01-25
Kelly Vanderwyst	Saint Thomas, Canada	2017-01-25
Janice MacVicar	Saint Thomas, Canada	2017-01-25
Jenn West (McDonald)	Woodstock, Canada	2017-01-25
dustin grogan	Saint Thomas, Canada	2017-01-25
Robin Campbell	London, Canada	2017-01-25
Karen Gray	Sparta, Canada	2017-01-25
Lauren Moon	London, Canada	2017-01-25
linda faulds	aylmer, Canada	2017-01-25
Patricia Pettit	Saint Thomas, Canada	2017-01-25
Lynda Wray	Iona Station, Canada	2017-01-25
Brynne Coleman	Sparta, Canada	2017-01-25
Nicole Walker	Union, Canada	2017-01-25

Name	Location	Date
George Maurer	Sparta, Canada	2017-01-25
Tammy Ford	Saint Thomas, Canada	2017-01-25
Tammy Weaver (Smith)	Saint Thomas, Canada	2017-01-25
MaryLynn Okkerse	Sparta, Canada	2017-01-25
Joan Lawton	Saint Thomas, Canada	2017-01-25
Alexandra Fowler	Union, Canada	2017-01-25
karol decker	London, Canada	2017-01-25
Deb Anderson	Saint Thomas, Canada	2017-01-25
Melany Colter	Saint Thomas, Canada	2017-01-25
Kathy Collier	St Thomas, Canada	2017-01-25
Kenzie Johnson	Union, Canada	2017-01-26
Marga Sym	Saint Thomas, Canada	2017-01-26
Laura Kuchma	Kincardine, Canada	2017-01-26
Claudette Rooyakkers	Saint Thomas, Canada	2017-01-26
Malerie Rollins	St. Thomas, Canada	2017-01-26
Madelaine Mills	Saint Thomas, Canada	2017-01-26
Sandy Andersen	Saint Thomas, Canada	2017-01-26
Jenna de Corte	St. Thomas, Canada	2017-01-26
Dean Willand	Union ON, Canada	2017-01-26
Amy hill	Saint Thomas, Canada	2017-01-26
Heather Payne	Saint Thomas, Canada	2017-01-26
Morgan Temple	St. Thomas, Canada	2017-01-26
Trudi Wilson	Saint Thomas, Canada	2017-01-26
Krysta Pardey	Union, Canada	2017-01-26
kelsey fratscher	Union, Canada	2017-01-26
Todd Sawyer	Union, Canada	2017-01-26
Charlene Baker	Saint Thomas, Canada	2017-01-26
Pam Higgs	Saint Thomas, Canada	2017-01-26
Irene Schaafsma	St. Thomas, Canada	2017-01-26
Kayla Lawrenson	London, Canada	2017-01-26
Lya Brown	St. Thomas, Canada	2017-01-26
Craig Powers	St.Thomas, Canada	2017-01-26

Name	Location	Date
Lindsay Fitzhugh	London, Canada	2017-01-26
Scott Graham	Saint Thomas, Canada	2017-01-26
Liza Visser	Saint Thomas, Canada	2017-01-26
nelly beier	London, Canada	2017-01-26
Henry Koolen	Sparta, Canada	2017-01-26
Vanessa Riley	Saint Thomas, Canada	2017-01-26
Alex MacKenzie	London, Canada	2017-01-26
Stephanie Meeuse	Saint Thomas, Canada	2017-01-26
Scott Shaw	Kitchener, Canada	2017-01-26
Cameron Milcz	Union, Canada	2017-01-26
Ken Kokko	St.Thomas, Canada	2017-01-26
Sam Edwards	Aylmer, Canada	2017-01-26
Sherri Prokop-Jones	London, Canada	2017-01-26
kathy hooghiem	ingersoll, Canada	2017-01-26
Sandra Dunbar	Union, Canada	2017-01-26
Josh Somerville	Saint Thomas, Canada	2017-01-26
Tracy Johnston	Ingersoll, Canada	2017-01-26
Jeff Nephin	Saint Thomas, Canada	2017-01-26
Trisha Dadson	Saint Thomas, Canada	2017-01-26
Jen Davies	Union, Canada	2017-01-26
Tessa Beier	London, Canada	2017-01-26
Natalie Hyatt	Saint Thomas, Canada	2017-01-26
Sandra Leeder	Springfield, ON, Canada	2017-01-26
Janice Burgess	London, Canada	2017-01-26
Lindsay Crow	Saint Thomas, Canada	2017-01-26
Becca Young	Central Elgin, Canada	2017-01-26
Kara Lynds	Saint Thomas, Canada	2017-01-26
Aly Turner	St.thomas, Canada	2017-01-26
Cathy McCarthy	Saint Thomas, Canada	2017-01-26
Leah Thompson	West lorne, Canada	2017-01-26
Jessica Zylstra	Saint Thomas, Canada	2017-01-26
Victoria Walker	Saint Thomas, Canada	2017-01-26

Name	Location	Date
Patti Wouters (Hepburn)	Saint Thomas, Canada	2017-01-26
Kendra Tracey	London, Canada	2017-01-26
Heather McCormick	Saint Thomas, Canada	2017-01-26
Danielle Henry	Dutton, Canada	2017-01-26
jack phillips	Saint Thomas, Canada	2017-01-26
Janice Sanguine	Saint Thomas, Canada	2017-01-26
Spencer Noble	Union, Canada	2017-01-26
Eric Gagne	London, Canada	2017-01-26
Amanda Kohler	The Valley, Anguilla	2017-01-26
Marcus Ryan	St. Marys, Canada	2017-01-26
cailyn kampers	Central Elgin, Canada	2017-01-26
Sarina Buckborough	St Thomas, Canada	2017-01-26
Augustin Kovacic-Rossouw	London, Canada	2017-01-26
casey baker	Saint Thomas, Canada	2017-01-26
Pamela rodrigue	Iroquois, Canada	2017-01-26
Judy Davey	Saint Thomas, Canada	2017-01-26
Courtney Fulton	Saint Thomas, Canada	2017-01-26
Maggie Head	Toronto, Canada	2017-01-26
Alannah Girden	Saint Thomas, Canada	2017-01-26
Angela Wachter	Saint Thomas, Canada	2017-01-26
Heather Taverner Kydd	London, Canada	2017-01-26
Daniel casemore	Hanover, Canada	2017-01-26
Caroline Borges	Nanticoke, Canada	2017-01-26
Wesley Hepburn	Smithville, Canada	2017-01-26
Glenn Lawrenson	London, Canada	2017-01-26
Peter McDermid	Sparta, Canada	2017-01-26
Jolyn Lawrenson	London, Canada	2017-01-26
Tiffany Heidt	Aylmer, Canada	2017-01-26
Tamara Kilmer	St.Thomas, Canada	2017-01-26
bethann vandevelde	blenheim, Canada	2017-01-26
Lynda McCormick (Malik)	Saint Thomas, Canada	2017-01-26
Megan Fielder	Bothwell, Canada	2017-01-26

Name	Location	Date
Stacey Ward	Saint Thomas, Canada	2017-01-26
Derek Thrupp	Glencoe, Canada	2017-01-26
Leisa Bubel	London, Canada	2017-01-26
Danielle Southerst	Union, Canada	2017-01-26
Carlie Streib	Port Stanley, Canada	2017-01-26
Alicia Derrough	Shedden, Canada	2017-01-26
Ashley Herron	Thamesford, Canada	2017-01-26
Christine Bond	Saint Thomas, Canada	2017-01-26
Jody Martin	Saint Thomas, Canada	2017-01-26
Diane Ketchabaw	Tillsonburg, Canada	2017-01-26
Katrina Schweyer	Sparta, Canada	2017-01-26
Erin hannah	London, Canada	2017-01-26
Tilly VandenBerk	Union, Canada	2017-01-26
Rachael Ward	London, Canada	2017-01-26
Dan Doyle	Union, Canada	2017-01-26
Julianne Cerna	Port Burwell, Canada	2017-01-26
Carol Chapman	St. Thomas Ontario, Canada	2017-01-26
Jan Mills	Sparta, Canada	2017-01-26
Heather Kazmer	Belmont, Canada	2017-01-26
Alex Duffy	Saint Thomas, Canada	2017-01-26
Candice Wakulich	Saint Thomas, Canada	2017-01-26
valeen baker	St Thomas, Canada	2017-01-26
Bruce White	Saint Marys, Canada	2017-01-26
Jaime-Anne Hunt-Wencel	Saint Thomas, Canada	2017-01-26
Tammy Caughill	Sparta, Canada	2017-01-26
Charlotte Smith	St. Thomas, Canada	2017-01-26
Monica Hoke	Ortonville, MI, United States	2017-01-26
Chris Schweyer	Sparta, Canada	2017-01-26
Amy Dale	Sparta, Canada	2017-01-26
angie Forbes	St Thomas, Canada	2017-01-26
Ashley Caughill	Aylmer, Canada	2017-01-26
Tanya Clark	Saint Thomas, Canada	2017-01-26

Name	Location	Date
Kelsey Barber	St thomas, Canada	2017-01-26
Susan Ford	Saint Thomas, Canada	2017-01-26
Tina McIntee	Saint Thomas, Canada	2017-01-26
Jackie Johnson	Union, Canada	2017-01-26
MARIE BIGGS	Saint Thomas, Canada	2017-01-26
Emer Ryan	Cobourg, Canada	2017-01-26
Kaitlin Zegers	Saint Thomas, Canada	2017-01-26
Marilyn Williams	St. Thomas, Canada	2017-01-26
Lindsay Tremblay	Saint Thomas, Canada	2017-01-26
Gilbert Smith	Port Stanley, Canada	2017-01-26
Darlene Toogood	Saint Thomas, Canada	2017-01-26
Christy Gee	Union, Canada	2017-01-26
Nina Caughill	Aylmer, Canada	2017-01-26
Anna Robson	Strathroy, Canada	2017-01-26
Karen Campbell	Iona Station, Canada	2017-01-26
Mandy Deboer	Saint Thomas, Canada	2017-01-26
john beaton	Saint Thomas, Canada	2017-01-26
Jenna Ford	Saint Thomas, Canada	2017-01-26
Nelly Thomas	Union, Canada	2017-01-26
Shirley Griffin	Saint Thomas, Canada	2017-01-26
Sarah Freeman	Saint Thomas, Canada	2017-01-26
Brittany Hardy	Pflugerville, TX, United States	2017-01-26
allison fish	Saint Thomas, Canada	2017-01-26
Lawrence W Chatterson	Brownsville, Canada	2017-01-26
Lana Brooks	Saint Thomas, Canada	2017-01-27
Richard Smith	Calgary, Canada	2017-01-27
Casey Brown	London, Canada	2017-01-27
Bryan Widner	Whitby, Canada	2017-01-27
Amy De Corte	Saint Thomas, Canada	2017-01-27
Marylynn Hepburn	London, Canada	2017-01-27
Lisa Prince	Embro, Canada	2017-01-27
Tracey Somerville	Saint Thomas, Canada	2017-01-27

Name	Location	Date
Laura Crocker	Saint Thomas, Canada	2017-01-27
Debra Miller	Wingham, Canada	2017-01-27
Sue Reitsma	Saint Thomas, Canada	2017-01-27
Julie Vandernaalt	Chatham-Kent, Canada	2017-01-27
Shelby Beer	Aylmer, Canada	2017-01-27
Brooke Leeder	Springfield, Canada	2017-01-27
Kate Watsa	New Hamburg, Canada	2017-01-27
GRAHAM MERFIELD	Sparta, Canada	2017-01-27
Pauline Intven-Casier	St. Thomas, Canada	2017-01-27
Christina Speers	PARIS, Canada	2017-01-27
Belinda Lidster	Saint Thomas, Canada	2017-01-27
Cathy Kostendt	Saint Thomas, Canada	2017-01-27
Dan DeBackere	Union, Canada	2017-01-27
Tanya Prescott	Southwold, Canada	2017-01-28
Karen Rader	Dashwood, Canada	2017-01-28
Adam Laing	Saint Thomas, Canada	2017-01-28
Roger Bergmann	Courtice, Canada	2017-01-28
Wendy Grosvenor	St Thomas, Canada	2017-01-28
NORMA BARBER	Port Elgin, Canada	2017-01-28
Karen Kosynski	Saint Thomas, Canada	2017-01-28
Charlene Burgess	St. Thomas, Canada	2017-01-30
Chantelina Phillips	London, Canada	2017-01-31
Mindy Cummings	Union, Canada	2017-01-31
Jacki Finney	Saint Thomas, Canada	2017-02-01
Kimberly Wilkinson	Chatham-Kent, Canada	2017-02-01
Nicole House	Belmont, Canada	2017-02-03
Allana McFadden	Sparta, Canada	2017-02-06
Michael Down	Aylmer, Canada	2017-02-08
Jennifer Harman	St Thomas, Canada	2017-02-09
Debbie Lamb	St. Thomas On., Canada	2017-02-09
Tawnya Pinylo	Saint Thomas, Canada	2017-02-09
Tracy Annett	Union, Canada	2017-02-09

Name	Location	Date
Kathy Sawyer	St. Thomas, Canada	2017-02-09
Roberta Lamb	Kingston, Canada	2017-02-10
Linda Leyten	London, CA, United States	2017-02-11
Jeremy Sharkey	Saint Thomas, Canada	2017-02-11
Tim Lobzun	Ingersoll, Canada	2017-02-11
Martha Fuller	Union, Canada	2017-02-15
Jonathan Fuller	Union, Canada	2017-02-15
Val Everatt	Saint Thomas, Canada	2017-02-23
Betty Green	Saint Thomas, Canada	2017-03-02



Port Stanley Harbour Economic Development Plan

Prepared for the Municipality of Central Elgin

April 2013

millierdickinsonblais

The Planning Partnership

Baird



Port Stanley Main Street, 2012. Creative Commons License under Wikicommons user Yoho2001

Contents

INTRODUCTION 1

PRIMARY OBJECTIVES 2
STUDY AREA 3
STUDY PROCESS 4

1 COMMUNITY PROFILE 6

1.1 DEMOGRAPHIC ANALYSIS 6
1.2 MARKET OPPORTUNITY 10

2 CURRENT PLANNING FRAMEWORK 18

2.1 A VISION FOR THE HARBOUR 18
2.2 TRANSPORT CANADA DIVESTITURE AGREEMENT 19
2.3 PORT STANLEY HARBOUR FEASIBILITY STUDY AND BUSINESS PLAN 20
2.4 COUNTY OF ELGIN TOURISM STRATEGY 20

3 SWOT ASSESSMENT 23

3.1 STRENGTHS 23
3.2 WEAKNESSES 24
3.3 OPPORTUNITIES 26
3.4 THREATS 27

4 ECONOMIC DEVELOPMENT PLAN 30

4.1 PRINCIPLES OF WATERFRONT PLANNING 30

4.2.1 PHASE 1 – SETTING THE STAGE 32
4.2.2 PHASE 2 – BUILDING ON THE INVESTMENT 37
4.2.3 PHASE 3 – NEARLY COMPLETE 41
4.2.4 PHASE 4 – TRANSFORMATION IS COMPLETE 45

5 ACTIONS + IMPLEMENTATION 49

5.1 THE PHILOSOPHY OF CHANGE 49
5.2 FORMULA FOR SUCCESS 50
5.3 THREE STRATEGIC ACTIONS TO STIMULATE CHANGE 51
5.4 KEY RECOMMENDATIONS 52

APPENDIX 1 – CASE STUDIES ..... - 1 -

APPENDIX 2 –- 10 - WATERFRONT DEVELOPMENT CORPORATION MODELS ..... - 10 -



West Pier, 2009. Creative Commons License under Wikicommons user Tudor Costache

Introduction

In 2010, as part of the Federal government's ongoing divestiture of small non-essential harbours, the Municipality of Central Elgin acquired the former Federal lands within Port Stanley's harbour. Since that time the Municipality has also acquired the Lakes Terminals & Warehousing and the Richardson International properties (Figure 1). The public ownership of these lands provides the Municipality of Central Elgin with a significant economic development opportunity, as it relates to the ongoing use and redevelopment of the Port Stanley Harbour and waterfront area. The lands also represent an opportunity to attract private sector investment that will act as a catalyst for re-investment in other adjacent areas of the harbour.

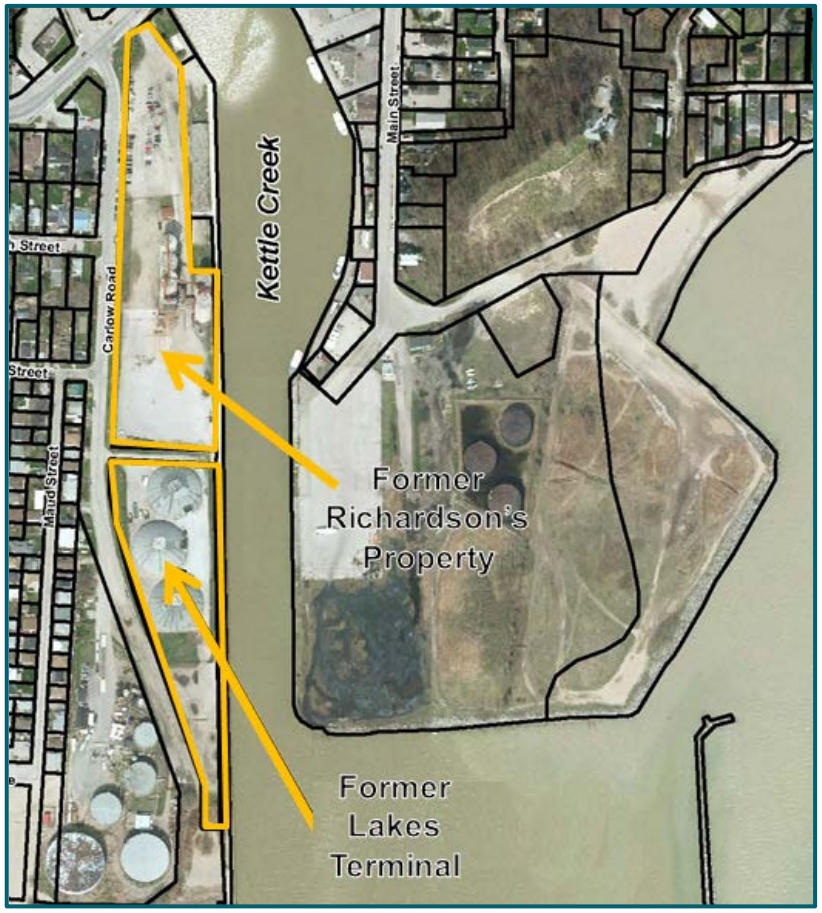
With considerable planning work previously completed, a permissive policy regime reflected in the municipality's Official Plan and the establishment of the Harbour Vision Committee, Central Elgin has demonstrated a clear commitment to transforming the harbour into an active, vibrant and sustainable community amenity that supports local residents, businesses and the region's tourism market.

To further leverage the economic opportunity associated with the harbour lands, Central Elgin has retained the services of Millier Dickinson Blais together with The Planning Partnership and Baird & Associates to assist the Municipality in developing an Economic Development Plan for the Port Stanley Harbour.

The Port Stanley Harbour Economic Development Plan is a strategic document intended to guide the Municipality of Central Elgin's efforts to transform the Port Stanley Harbour into a small craft harbour that still

Figure 1

Central Elgin's Acquired Port Stanley Harbour Lands



Source: Municipality of Central Elgin

supports the existing commercial fishing industry and recreational boaters. The proposed Plan and the forthcoming Secondary Plan for the area will also encourage private sector investment and redevelopment interest in Port Stanley over the long-term.

Primary Objectives

The following mission statement has been advanced by the Port Stanley Harbour Vision Committee:

"To create a thriving clean functional harbour that is self-sustaining, profitable and encourages economic development that enhances the historic nature of the community while ensuring public access to the waterfront and increased year-round recreational and residential opportunities for families in the region."

The objectives of the Economic Development Plan for Port Stanley Harbour are as follows:

- **Review of potential redevelopment concepts and plans for the lands acquired by the Municipality from Transport Canada and adjacent municipally owned lands**
- **Review past information and material prepared by staff and municipal consultants**
- **Identify innovative development concepts that build on Council's vision of a small craft harbour**
- **Identify economic development opportunities for Port Stanley Harbour**
- **Consider economic development, social and community development and environmental stewardship in the development of the harbour**
- **Provide recommendations for any modifications to the relevant land use policies of the Central Elgin Official Plan and subsequent secondary plan for the harbour area**
- **Develop specific actions that will assist with the transformation of the Port Stanley harbour into a small craft harbour that remains supportive of the existing commercial fishing industry and recreational boaters**

Study Area

Port Stanley is a community on the north shore of Lake Erie, located within the Municipality of Central Elgin at the mouth of Kettle Creek. Historically a key portal of entry for thousands of immigrants who came to Ontario in the early part of the 19th century, the village developed into an important centre for commercial fishing and a major summer resort for residents of London and St. Thomas[1]. Port Stanley remains a centre for a small, but active fishing fleet and continues to draw a significant number of summer vacationers and visitors. Port Stanley boasts a stunning blue flag beach and a quaint historic commercial core area, which contributes to a strong affiliation between residents of the community and the village's harbour area.

Port Stanley's downtown area, which straddles the harbour at the mouth of Kettle Creek, has two very distinct commercial areas – located on the east and west sides of Kettle Creek. The east side of the creek is characterized by a well-preserved historic mixed-use commercial main street area which includes Bridge Street and Main Street. This area includes a number of restaurants, several small inns and bed and breakfasts, a few small urban green spaces, boutiques and galleries, as well as a small-scale industrial fish plant. In contrast, William Street, the secondary commercial area, is located on the west side of the creek and in noticeably poorer condition. While it serves as the primary public access to the beach and is in proximity to a number of newer seasonal residential developments, it is characterized by a number of older and somewhat dilapidated houses/cottages, several vacant lots, municipal parking lots, a few retail establishments and beachfront bars/restaurants.

For the purposes of the Port Stanley Harbour Economic Development Plan, consideration will focus on the redevelopment opportunities of the harbour lands illustrated in Figure 2. Specifically, the study area includes all harbour lands south of Bridge and Main Street and east of Carlow Street on the western pier side.

Figure 2

Planning Study Area



1 Municipality of Central Elgin, Port Stanley Heritage Conservation District Study: Phase I Historical Report and Area Study, October 2012

Study Process

An economic development plan for Port Stanley Harbour requires consideration of a wide range of issues seen to have an impact on the redevelopment potential of the harbour lands. For this reason, Central Elgin has assembled a multi-disciplinary team with extensive experience in action oriented strategic plans, market analysis, expertise in waterfront re-development, urban design principles, and coastal engineering to ensure a strong basis for the implementation of the Plan.

The approach to the development of an economic development plan has involved the following:

- A **comprehensive literature review** that identifies the historical and emerging conditions and elements that impact the development of the harbour;
- An **economic and community profile** that illustrates opportunities associated with the re-development of the harbour;
- **In-person site visits and assessments** of the harbour lands and surrounding Port Stanley community
- A **strengths, weaknesses, opportunities and threats analysis** that informs the identification of options for the re-development of the harbour;
- A **case study review** that illustrates how similar Ontario or Canadian communities have successfully developed and transformed their harbour and waterfronts resulting in economic development and sustainable growth (Appendix 1) including a brief review of waterfront development corporations (Appendix 2);
- A **consultation process**, including interviews with potential private and public sector partners;
- A **comprehensive harbour economic development plan** that illustrates the economic development potential of the Harbour, including a vision and understanding of the financial obligations or costs associated with improving the harbour area; and
- An **implementation plan 'roadmap'** that will set out recommended actions and initiatives for Council over the next five years including any proposed changes to the Municipality's land use policy framework.

The discussion that follows summarizes the key findings considered relevant to the redevelop potential of Port Stanley Harbour.



Under the Bridge, 2012, Creative Commons License under Flickr user Loozrboy

1 Community Profile

The economic landscape of Elgin County and by extension the Municipality of Central Elgin is undergoing a transition towards a more service-based economy. Increasingly, the types of jobs being created in the region are those aligned with the needs of businesses, residents and tourists. As a result, the commercial sector continues to play an important role in the diversification of the county's economic base, and has helped to stimulate the development of a vital and growing tourism and leisure base. It is also true that small, entrepreneurial based businesses have significantly outpaced the development of larger industrial plant type operations which have generally been downsizing (including those in Port Stanley) rather than expanding over the past decade. The County's recent economic development strategy points quite clearly to the growing importance of entrepreneurs, small business, education, tourism, professional services and healthcare as important sources of economic growth for Elgin.

In recent years, Elgin has emerged as a popular day-trip destination for residents that live outside of the county. The region offers exceptional opportunities for 'main-street' shopping, fine dining, live theatre, cultural events, as well as a broad range of outdoor recreational and leisure pursuits. The region's business community has worked closely with local and County officials and other levels of government to help broaden the area's market appeal, and to convert more of the day-trippers into overnight and longer-stay visitors and guests. As people 'discover' Elgin County there are a growing number of visitors who appreciate the lifestyle benefits of moving their families or retiring to the region.

1.1 Demographic Analysis

1.1.1 Population

Most of the population growth (seen in Figure 3) in the County between 1986 and 2011 has occurred in the St. Thomas area with much of the growth in Central Elgin (2,116), Aylmer (2,024), Bayham (1,975) and Malahide (1,487). Collectively these four municipalities grew by 7,602 between 1986 and 2011 – which accounts for 86% of the County's overall growth over that period (not including St. Thomas).

Figure 3

Total Population of Elgin by Municipality

Municipality	1986	1991	1996	2001	2006	2011	Change 1986-2011
St. Thomas	29830	31340	32530	34680	37510	39402	32.6%
Elgin County	42660	46630	49780	50240	51160	51514	20.8%
Central Elgin	11130	11830	12520	12800	13220	13246	14.5%
Port Stanley*	-	-	-	-	2454	2229	-9.2%*
Bayham	5290	5860	6420	6640	6990	7265	37.3%
Aylmer	5410	6450	7230	7450	7340	7434	37.4%
Malahide	8020	8800	9160	9140	9170	9507	18.5%
West Elgin	5120	5540	5740	5690	5560	5361	4.7%
Southwold	4390	4500	4400	4670	4910	4672	6.4%
Dutton/ Dunwich	3300	3650	3710	3850	3970	4029	22%

Source: County of Elgin Official Plan. Note: 2011 figures based on 2011 census adjusted using 2006 undercount assumption ratio of 96.2.
***Port Stanley numbers were retrieved from Statistics Canada 2011 Census Profile data.**

Despite the strong showing of Central Elgin, Port Stanley has experienced a loss of population in recent years. Between 2006 and 2011, Port Stanley's population declined by 225 residents (-9.2% growth rate); in comparison, the remaining Central Elgin communities added 245 residents (2.4%). The County population also grew at a rate of 2.5% (2,110). This rate of growth is expected to continue.

Projected population counts contained within Elgin County's new Official Plan suggest that the county will see an increase from approximately 51,514 in 2011 to 54,700-55,287by 2031[2].

It is expected that about 80% of the population in the County in 2031 will occur in the central and eastern parts of Elgin County (Bayham/Alymer/Malahide/*Central Elgin*/Southwold), as it has in the period between 1986 and 2011. The majority of the expected population growth will occur in settlement areas that have both municipal sewer and water services (labeled Tier 1 settlement areas).

2 County of Elgin Official Plan, July 2012

Out of eight settlement areas found in Central Elgin, three settlement areas are designated as Tier 1 settlement areas. These three are: Belmont, Lynhurst and Port Stanley. Port Stanley is one of two ports labelled as a Tier 1 settlement area in Elgin County. The second port is Bayham's Port Burwell.

Given Port Stanley's location in Central Elgin and its proximity to both St. Thomas and London, there is considerable opportunity to position the village as a waterfront lifestyle community offering an alternative to urban living. To achieve this however, greater attention must be given to available housing options for current and future residents, the range of four season amenities available to visitors and residents and the quality and offerings of its business district.

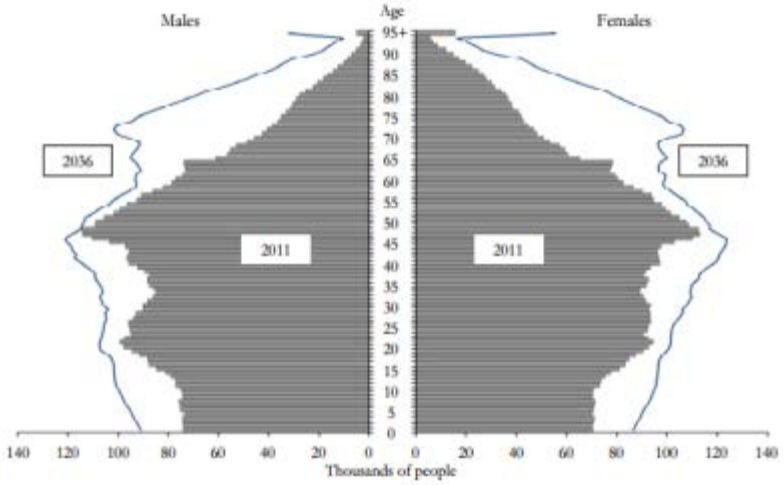
1.1.2 Age

It has been widely reported that the structure of the Canadian population is undergoing a significant shift. As life expectancies in developed economies rise, fertility rates drop, and the so-called 'baby-boom' age cohort of the post-war period begins to enter retirement, the population as a whole is aging at a considerable pace. Statistics Canada estimates that Canada's senior population – defined as those over the age of 65 – is projected to account for between 23% and 25% of the population by 2036, almost twice the percentage they represented in 2009[3]. Taken together with those over 55 years of age, this cohort becomes even more significant. Nor is this trending a new phenomenon; the senior population grew by two-thirds between 1981 and 2001, compared to a one-quarter increase for the population as a whole[4]. This is due in large part to the movement of the large 'boomer' generation – estimated to account for nearly a third of the Country's population[5] – moving into this age bracket (see Figure 4).

This has implications for the range of public services and amenities that will need to be available to residents in the future including housing. It also has a direct impact on a municipality's business and investment attraction efforts.

Figure 4

Age Pyramid of Ontario's Population from 2011-2036



Source: Ontario Population Projections Update 2011-2036, Ministry of Finance, Government of Ontario

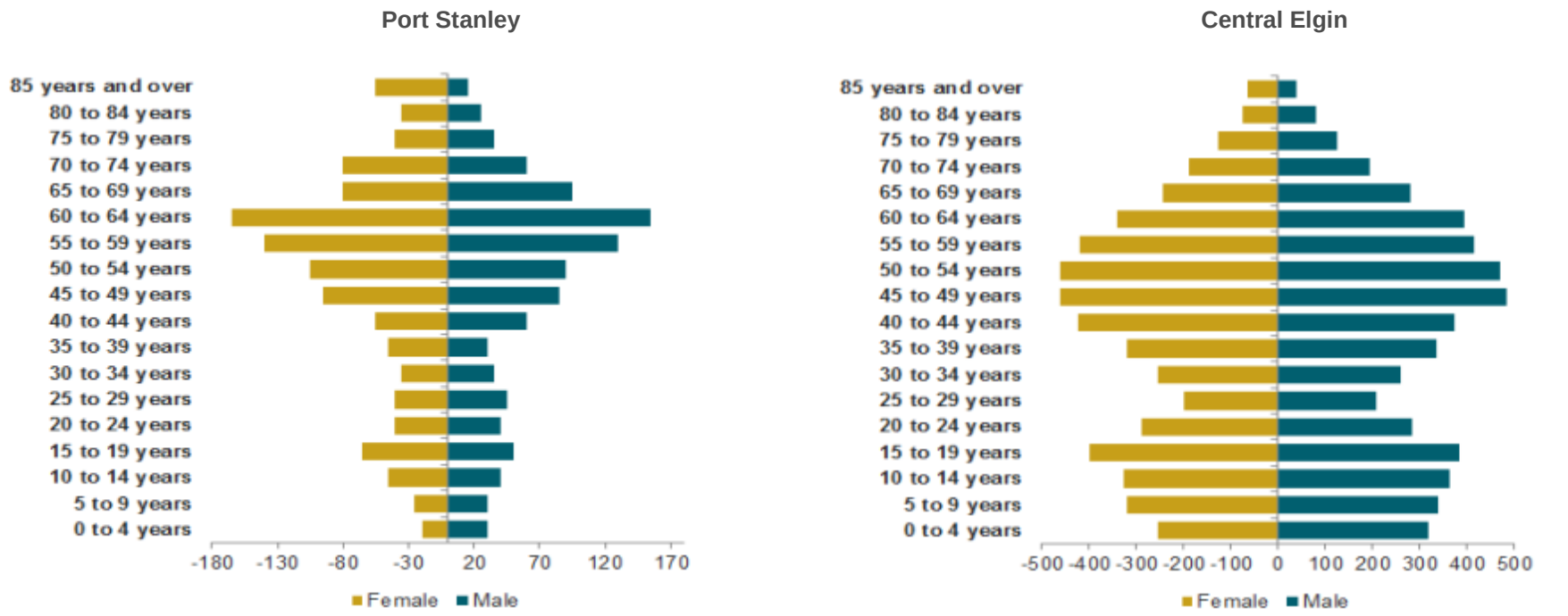
3 Statistics Canada. The Daily, May 26, 2010.
4 Public Health Agency of Canada. 2009. "Who are Canada's Seniors?" <http://www.phac-aspc.gc.ca/seniors-aines/publications/public/various-varies/papier-fed-paper/fedreport1-eng.php>
5 Foot, D. and Stoffman, D. 1996. "Boom, Bust and Echo: how to profit from the coming demographic shift." MacFarlane, Walter and Ross: Toronto, 1996.

Statistics Canada 2011 census figures provides a clear picture of the age of residents that have been attracted to Central Elgin and Port Stanley. The age pyramids illustrated in Figure 5 show that Port Stanley has a comparatively high senior (55+) population (50%) and a comparatively low youth (under 20) population (14%); in comparison, the remaining Central Elgin communities have a comparatively low senior (55+) population (28%) and a comparatively higher youth (under 20) population (26%).

Government of Ontario Ministry of Finance population projections suggest that Elgin County will see approximately 30% of their population base age 65 and older by 2036. While this scenario does present challenges, it also reinforces the opportunity to create more of a lifestyle community in Port Stanley that includes the attraction of retirees.

Figure 5

Port Stanley and Central Elgin Age Pyramids



Source: Statistics Canada, Census of Population (2011)

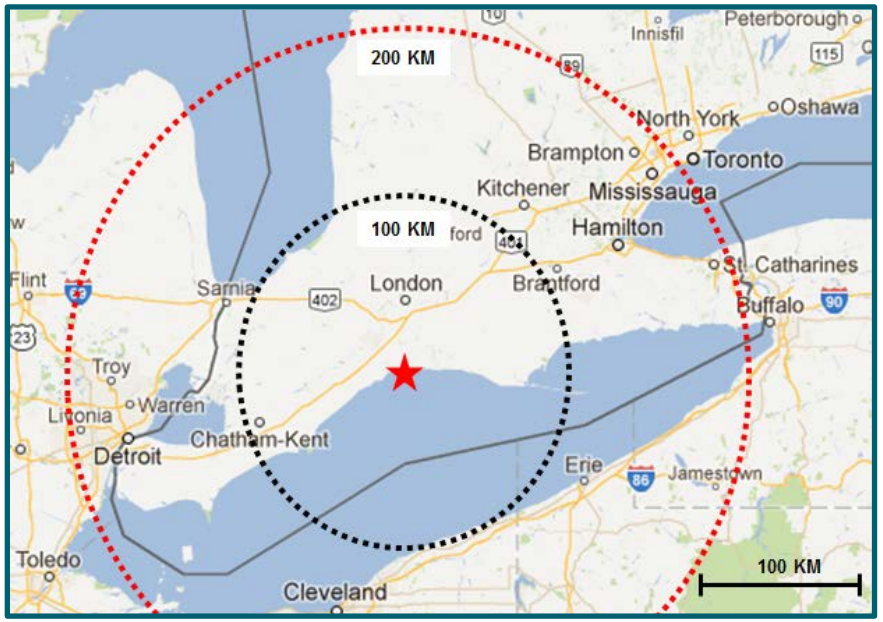
1.2 Market Opportunity

Port Stanley has a long history as a small commercial village dependent on its harbour for its livelihood. While it only emerged as a commercial fishery at the end of the 19th century, the status of the community as a leisure and resort destination has been firmly entrenched since the arrival of the London and Port Stanley Railway. Like other port communities across Ontario, Port Stanley continues to grow as a visitor's destination (accelerated by the Main Beach reputation as a Blue Flag Beach), but there is also has an opportunity to capitalize on projected growth and attraction of new residents and investment to the region.

Port Stanley is easily accessible by two large metropolitan regions, the Greater Golden Horseshoe (8,759,000 people) and the Metro Detroit-Windsor Area (4,610,000 people); all within a two-three hour drive (Figure 6). Port Stanley also has a strong and growing local market from which to attract visitors, new residents and investors. Within 100km the City of London, City of St. Thomas and Waterloo region provide a market of 911,000 people.

Figure 6

Port Stanley Primary Market Area



Source: Google Maps (2013)

1.2.1 Housing Market

Waterfront living can be a significant driver of residential housing demand in a community and can have a positive impact on property values and private sector investment. The introduction of residential development to Port Stanley Harbour can contribute to more overall economic activity in its commercial core, provide for greater public and visitor use of the waterfront, support municipal investment in the harbour public realm and inspire community interest in preserving the character, views and access to the waterfront.

One illustration of demand for residential housing in Port Stanley can be observed in a review of the number of housing starts (new development units) in the London CMA over the past 4 years (Figure 7).

Figure 7

London CMA Housing Starts

New Home Market	2009	2010	2011	2012f	2013f	Change in % from 2009-2013f
Single Family	1056	1461	1176	1280	1300	**23.1%**
Multi-Family	1112	618	572	990	805	**-27.6%**
Average Price ($000s)	$342	$348	$347	$352	$356	**4%**

Source: CMHC (Starts and Completions Survey, Market Absorption Survey), adapted from Statistics Canada (CANSIM), London & St. Thomas Association of Realtors (LSTAR), Statistics Canada (CANSIM)

Note: London CMA includes the Municipality of Central Elgin, the County of Elgin, the City of St.Thomas, and the City of London

This information suggests that demand for single family homes remained strong as a percentage of total housing starts over the period 2009-2013, although these is a noted decline in 2010 that likely aligns with impact of the global financial crisis and recession. In contrast, multi family unit housing starts appear to have been more impacted by the general decline in the economy in 2009. However, first quarter 2013 appears to suggest that multi-family unit housing starts will outpace the growth seen in previous years. Development in Port Stanley appears to mirror the pattern of housing starts seen across the London CMA. Currently, there is a draft plan of subdivision for 6 semi-detached dwellings and a single detached dwelling fronting onto George Street, a draft plan of subdivision for 15 units on Edith Cavell Blvd., and a block plan development for 38 single detached dwellings as part of a Phase II build out of the lands. Remaining phases will include additional single detached dwellings and a condominium. In addition, an application is anticipated for a proposed mixed use development on William Street[6].

1.2.2 Tourism Overview

Available visitor statistics suggest that Port Stanley today has approximately 100,000[7] annual visitors to the community resulting in a high demand for tourist accommodation and services during the summer months. In addition to its Main Beach, Port Stanley offers attractions such as the Port Stanley Festival Theatre, the Port Stanley Terminal Rail, and marina facilities for recreational boating.

6 Development Records, St. Thomas Planning Department, November 2012
7 Port, Coastal and Riverfront Communities Development & Investment Attract Strategy, SWOTC, 2011

In 2011, the Ministry of Tourism, Culture and Sport's Tourism Research Unit produced a report entitled 'Tourism Statistics for Region One', which includes Elgin County and by extension the village of Port Stanley. The report projected that Tourism activity in Ontario is expected to continue to grow between 2011 and 2014.

In 2008, Region 1 accounted for 13.2% of total visits to Ontario. This activity accounted for $1.4 billion in visitor spending[8]. The majority of visits to Region 1 were same-day visits with the most predominant reason for visiting Region 1 outside of visiting relatives being to participate in outdoor activities such as hiking, golfing, motorcycling/cycling, swimming at a beach, and/or camping and visiting heritage sites[9].

Port Stanley is in prime position to attract visitors to Region 1. Figure 8 showcases available attractions, facilities, events and tourism businesses considered relevant to a visitor or tourist to the community. This range of amenities should factor into any marketing effort intended to draw visitors and spending to the community.

Figure 8

Port Stanley's Tourism Overview – Supply Side

Tourism Businesses – 130 (Rounded)
Main Attractions - Bluffs Golf Club, Elgin Hiking Trail, Hawkwatching, Kettle Creek Golf Club, King Georve VI Bascule Bridge, Lions Landing Marina Park, Moore Water Gardens, Port Stanley Artists Guild, Port Stanley Jail, Port Stanley Terminal Rail, Port Stanley Festival Theatre, The Cork Kiln, The Stork Club Big Band Museum, World Class Blue Flag Beach
Annual Main Events – CanFest, Craft and Bake Sale, Dickens Day Parade, Fish Fry and Dance, HarbourFest
Accommodations - Eagles Rest Bed and Breakfast, Harbourview Bed & Breakfast, Inn on the Harbour & Little Inn, Kettle Creek Inn, Port Stanley Beach Hotel, Port Stanley House Bed & Breakfast, Telegraph House, Windjammer Inn
Key Service Facilities - Kettle Creek Marina, Portside Marina, Stan's Marina
Restaurants - GT's Beach Bar & Grill, Mackie's, ME & Suzie's Restaurant, Pizzaworx, The Buccaneer Restaurant, The Captain's Corner Pub, The Pierside Pub, The Roxy Diner Restaurant ,Wharf Restaurant, Windjammer

Source: Port Stanley Business Improvement Area Organization, and Port, Coastal and Riverfront Communities Development & Investment Attract Strategy, SWOTC, 2011

8 Statistics Canada, Travel Survey of the Residents of Canada 2008, International Travel Survey 2008, Ontario Ministry of Tourism, Culture and Sport
9 Ibid

The Port, Coastal and Riverfront Communities Development & Investment Attract Strategy prepared for Region 1's tourism organization (Southwest Ontario Tourism Corporation) provided further insight into the estimated number of visitors to Port Stanley. Figure 9 illustrates Port Stanley's demand side.

Figure 9

Port Stanley's Tourism Overview – Demand Side

Estimated Annual Number of Tourists to Port Stanley	104,000
Estimated Day Trips	65,000
Estimated Overnight Trips	39,000
Average Nights Spent	2.9 nights
Estimated Visitor-Nights Spent	107,000
Estimated Tourist Expenditure per year in Port Stanley	$9 million

Source: Port, Coastal and Riverfront Communities Development & Investment Attract Strategy, SWOTC, 2011

These results, coupled with the proximity to the London and Western GTA market, would suggest a compelling argument for the development of rental accommodation that will appeal to seasonal residents and visitors to the area.

Accommodations in Port Stanley

Notwithstanding the perceived demand, the overnight accommodations market in Port Stanley is seen as highly seasonal, relying largely on tourism and conventions and meetings activity; both of which are focused on prime visitation season from June to September. Opportunities to expand or enhance the tourism market in Port Stanley and attract further accommodation investment could be explored as part of hotel feasibility study.

Figure 10 provides a snapshot of the current accommodations and room availability in Port Stanley. Inn keepers consulted as part of the study process have suggested that while they are not opposed to having additional hotels or inns come into the area, they are cautious about the demand for such development, as they struggle to fill rooms outside of the peak summer months.

Figure 10

Port Stanley's Accommodations

Accommodations	Number of Rooms
Eagles Rest Bed & Breakfast	2 Rooms
Harbourview Bed & Breakfast	3 Rooms
Inn on the Harbour & Little Inn	16 Rooms
Kettle Creek Inn	19 Rooms
Port Stanley Beach Hotel	9 Rooms
Port Stanley House	3 Rooms
Telegraph House	2 Rooms
Windjammer Inn	5 Rooms

Tourism Marketing in Port Stanley

The Port Stanley BIA is responsible for much of the local marketing efforts. The BIA works closely with Elgin-St.Thomas Tourism and has assisted in the *Elgin-St.Thomas Tourism Ports of Elgin Campaign*. The Ports of Elgin campaign is a key lure attraction effort designed to increase shopping and promote the use of local accommodations, waterfront recreation, restaurants, festival and events, and surrounding area sight-seeing. The campaign was launched in 2011 and includes a website and brochure. The program is promoted through advertising, tradeshows and events and brochure distribution.

Elgin-St. Thomas Tourism has also supported the marketing of Port Stanley in other ways:

- **Funding Opportunities –** Port Stanley events such as CanFest and HarbourFest have been recipients of the Commmunity Festivals and Events Partnership Program.
- **Port Stanley Tourism Kiosks** – In partnership with the Stork Club, Elgin-St.Thomas has assisted in supplying staff to coordinate tourism information.
- Port Stanley restaurants can be found on the **Elgin Arts Trail and Savour Elgin Initiative**.
- Port Stanley promoted through the **Signage Program**.
- Port Stanley historic sites can be found in the **Elgin County Heritage Guide**.

In moving forward with the re-development of the Port Stanley Harbour an effective marketing strategy that promotes both the development potential and the amenity opportunities and experiences for visitors and residents (year round) will be essential in attracting private sector interest and investment to Port Stanley. Opportunities to further engage Elgin County in this effort will be an important consideration for the successful implementation of the plan.

1.2.3 Lifestyle Opportunities

It is apparent from the earlier discussion of the demographic profile of Elgin County and Port Stanley in particular, that the region is attracting and attractive to an older population. This by no means has to limit the investment or redevelopment potential of the Port Stanley harbour lands.

A senior population, (aged 55 years and older) value quality and service in their purchases, which increases the emphasis on both customer service and skills in the delivery of goods, such as the trades, and professional services. It is also clear that, by and large, affluent seniors – primarily of the boomer cohort – are willing to pay for this enhanced quality across a range of products, as their share of disposable income is generally expanded as mortgages clear and child-related

expenses drop[10]. The implications of this for economic development in Port Stanley Harbour are significant, especially as it pertains to real estate and local business opportunities. For example, seniors and empty-nesters often prefer locating in smaller urban centres, away from both the inactivity of the suburbs and the bustle of large cities, driving up real estate values and local niche retail in these markets.

As the boomer generation moves towards the end of their working age, they are also confronted with diminished career prospects within a business or corporation. This has contributed to boomers leaving the workforce early and starting their own businesses or devoting their talents to non-profits, volunteerism and arts and cultural pursuits. This represents a significant social and economic opportunity for smaller communities like Port Stanley.

Comparatively, Port Stanley is well positioned to attract the early retirees and older boomer cohort to the community. Figure 11 illustrates a comparison between Port Stanley and neighbouring Ports in Elgin County and Southern Ontario on the availability of lifestyle amenities, activities, recreation and leisure clubs, and events available to residents in the community. It is worth noting that while Port Dover and Grand Bend have a long term care facility, Port Stanley does not.

10 Morgan, C. and Levy, D. 2002. “Marketing to the Mindset of Boomers and their Elders”. Attitude Base: St. Paul, 2002.

Figure 11

Port Stanley's Lifestyle Amenities

	Port Stanley	Port Burwell	Port Glasgow	Port Bruce	Port Dover	Grand Bend
Grocery Store	YES	YES	NO	NO	YES	YES
Liquor Store	YES	YES	NO	NO	YES	YES
Community Centre	YES	NO	NO	NO	YES	NO
Beach	YES	YES	NO	YES	YES	YES
Leisure Clubs (Golf/Curling)	YES	NO	NO	NO	NO	YES
Festivals and Events	YES	YES	YES	NO	YES	YES
Restaurants	YES	YES	NO	YES	YES	YES
Long Term Care	YES	NO	NO	NO	YES	YES
Boutiques	YES	YES	NO	NO	YES	YES
Hardware Stores	YES	YES	NO	NO	YES	YES
Health Clinics (Chiro/Medical)	YES	YES	NO	NO	YES	YES
Coffee Shop/Book Store/Home Décor	YES	NO	NO	NO	YES	NO

Sources: Local Port websites, Elgin Tourism and Yellow Pages Directory



Port Stanley Harbour, 2012. Creative Commons License under Flickr user Loozrboy

2 Current Planning Framework

2.1 A Vision for the Harbour

Recognizing the potential associated with the harbour area, the Municipality of Central Elgin commissioned the Port Stanley Harbour Feasibility Study and Business Plan in 2009. Since that time the municipality has hosted the Fanshawe Student Port Stanley Harbour Charette and struck a Harbour Vision Committee comprised of elected members of Council, the County of Elgin, a representative from the City of St. Thomas, and three municipal residents. The primary purpose of the committee is to provide input in achieving Council's vision for the harbour.

The Committee comprised of 16 persons who since September 2011, have met periodically to discuss the variety of concepts and ideas in relation to the redevelopment of the harbour lands, have had responsibility and oversight for the development of the Port Stanley Harbour Economic Development Plan.

To assist the Committee with its mission, it crafted the following statement to guide the vision for the harbour development in Port Stanley:

"To create a thriving clean functional harbour that is self-sustaining, profitable and encourages economic development that enhances the historic nature of the community while ensuring public access to the waterfront and increased year-round recreational and residential opportunities for families in the region."

Harbour Vision Committee

The above vision statement highlights the importance of incorporating the following elements into the re-development of the Port Stanley Harbour:

- Historic Nature of Harbour and Environmental Considerations
- Waterfront Development
- Recreation and Tourism
- Residential Development

Taking these elements into consideration, the Committee also identified a number of preferred projects to be considered as part of any redevelopment options. These priorities have been reflected in the Port Stanley Harbour Economic Development Plan:

- Residential Development
- Walkways with Lookouts
- Extension of Port Stanley Terminal Rail
- Marina Development
- Conference Centre with Hotel

It should be noted however, that the revenue derived from the residential component of the re-development plan can provide the funding required to undertake or offset the improvements to the port's public spaces and amenity areas. The residential development will also fuel the demand for the marina development.

2.2 Transport Canada Divestiture Agreement

In 2010, an agreement was signed between the Government of Canada and the Municipality of Central Elgin, which saw the municipality take ownership of the Port Stanley Harbour and its associated infrastructure. This included a transfer of 53 hectares of water lots and 12 hectares of land along with $13.6 million for the purposes of infrastructure repairs, environmental cleanup and any costs associated with bringing the previously federally owned port lands up to an applicable safety and regulatory standard.

The term of the agreement is set as 20 years from date of close (September 8, 2010). It is worth noting that if Central Elgin sells any portion of the federal port lands in that time, it must account to the Government of Canada the proceeds of sale on a diminishing scale of 15 years.

The agreement also makes clear that if at any time during this agreement, Central Elgin receives any other funding for the purpose of infrastructure repairs, environmental cleanup and/or any costs associated with bringing the harbour lands up to an applicable safety and regulatory standard, Canada can request a refund. There is no provision for the Government of Canada in this agreement to undertake to dredge the harbour before the transfer to Central Elgin.

As part of the agreement, the Federal government has agreed to complete a risk assessment of the lands and if such remediation efforts are required, the Government of Canada will remediate the lands to make them suitable for parkland. If Central Elgin is ordered under the Environment Protection Act (EPA) to do any further clean up on the lands, Canada will be required to remediate the lands that are subject to risk assessment. If Central Elgin changes the use of these lands from Parkland to a use more sensitive than parkland, Canada will not be required to remediate any further.

As the remediation of these lands is essential to the re-development of the port lands, every effort should be made to expedite this process to the extent possible.

2.3 Port Stanley Harbour Feasibility Study and Business Plan

The Port Stanley Harbour Feasibility Study and Business Plan was prepared for the Municipality of Central Elgin in 2009 and gave consideration to the most appropriate future use of the east half of the harbour from an economic, environmental market and community planning perspective. A business plan was prepared that would allow the harbour to be sustained by the municipality with no negative impact on the tax base.

The study concluded the following:

- Operating Port Stanley in its current format was not sustainable and that there were no reasonable outlook that suggested future revenues from commercial shipping would be sufficient to address operating costs.
- A mixed use port that offers a waterfront park, berthage for shallow draft vessels including the commercial fishery and recreational uses can be self-sustaining, if capital funding can be provided.
- In addition to any capital costs to improve the harbour, $6 million is required to fund the dredging of the harbour. This funding, properly invested, was considered sufficient to address the long term dredging requirements of the harbour.

In preparing a preferred development plan, the public communicated their desire to see the harbour lands comprised of more than just green space, providing opportunities to draw the community to the waterfront throughout the year. There was recognition that increased development density was an essential component of the harbour's redevelopment potential and would contribute to increased activity at the water's edge especially in the winter months. As part of this effort there was a desire to see the extension of Main Street down to the water's edge in a way that reflected the street's existing character.

Many of those that participated in the consultation process agreed with the idea of starting with the introduction of green space adding more activity and development opportunities as market demand and opportunity emerged.

2.4 County of Elgin Tourism Strategy

The Tourism Development Strategy and Marketing Plan for the County of Elgin and City of St. Thomas provides strategic direction for the development of the County's tourism industry and outlines new and creative marketing activities for the

County over a five year period. The plan assists in the growth and advancement of tourism in Elgin/St. Thomas by providing the vehicles to create employment, increase profile and awareness of local tourism opportunities and generate a new era of prosperity for the County and the City of St. Thomas.

A tourism asset analysis revealed an extensive quantity of tourism product is available at various quality stages, suitable for a variety of target audiences and spread out over the entire County. This product is available and ready to be promoted. As such, the premise of the marketing approach is to:

'Promote what we have'

This was achieved through the implementation and ongoing management of the following 3 programs:

1. Primary Lure Attractions, including:

- Elgin County Culinary Trail
- Ports of Elgin County
- Railway Capital of Canada

2. General Tourism Attraction, including:

- 3 generic marketing themes, such as "Summer in Elgin County"
- 13 niche marketing themes, such as "Touring Elgin County"

3. Partners, including:

- Tourism Services Members – such as the Port Stanley BIA

Given the importance of marketing to the advancement of any redevelopment effort, the County's efforts to promote the Ports of Elgin should be leveraged by Central Elgin as one way to increase awareness of the municipality's plans for the Port Stanley harbour area



3 SWOT Assessment

The SWOT Assessment that follows (Strengths, Weaknesses, Opportunities and Threats) summarizes the major issues to be considered in the re-development of the harbour. The SWOT results reflect the findings of the 2009 Business Plan, as well as input from community and business stakeholders, representatives from the development community and the contribution and observations of the consulting team.

3.1 Strengths

It is essential that the Plan build off and capitalize on the unique elements and strengths of Port Stanley in a way that will attract investment, residents and visitors to the village and lead to the expansion of economic activity. The following strengths are some of the key elements that can be leveraged in the re-development of the Port Stanley's port lands.

- **Proximity to City of London and Highway 401** – Port Stanley's proximity to the London CMA provides it with a strong local market for any future development and visitor attraction efforts. The ease of access from Highway 401 also contributes to the marketability of any future port lands development.
- **Port Stanley Main Beach and Little Beach a Strong Draw for Tourists and Visitors** – Main Beach's wide sandy beach and swimming area is Port Stanley's largest attraction and greatly contributes to the village's quality of life experience for visitors and residents. Drawing upwards to 100,000 annual visitors, the Main Beach is an essential element to sustaining businesses and attractions in Port Stanley. Where Main Beach attracts the crowds, Little Beach offers up a quieter alternative for families.
- **A Quaint Historic Downtown Area –** Port Stanley's commercial area, which straddles the Port at the mouth of Kettle Creek, has two very distinct 'main street' areas – located on the east and west sides of the creek. The east side of the creek which is concentrated along Main and Bridge Streets is characterized by a well-preserved historic mixed-use commercial main street area that best characterizes the development of the historic port. The area includes a number of restaurants, small hotels and bed and breakfasts, a live theatre, boutiques, and galleries as well as a commercial

fishery operation and fish market. The commercial area along the west side of the port area is concentrated along William Street and comprises a mixture of seasonal retail establishments and several restaurants. William Street also provides the primary access to Main Beach.

- **Village Attractive to Retiring Boomers** – Port Stanley is in prime position to attract retiring boomer generation residents based on its picturesque location, the availability of lifestyle amenities, activities, recreation and leisure clubs, and events.
- **A Vibrant Commercial Fishery –** Unlike other ports in Elgin County, Port Stanley continues to support a local commercial fishery which adds to the authentic experience of the village, as well as providing a source of local jobs. Work undertaken as part of the Port Stanley Harbour Feasibility Study suggests that commercial uses that make use of shallow draft vessels such as fishing vessels and barges could likely continue to operate in Port Stanley and should be factored into any redevelopment plans for the harbour.
- **Ports of Elgin Marketing Campaign** – The Ports of Elgin campaign is a key lure attraction effort designed to increase shopping, use of accommodations, waterfront recreation, restaurants, festival and events, and surrounding area sight-seeing in Elgin County and by extension Port Stanley. The campaign was launched in 2011 and includes a website and brochure. The program is promoted through advertising, tradeshows and events and brochure distribution. Elgin-St. Thomas Tourism has also supported the marketing of Port Stanley in a variety of ways including the operation of tourism kiosks and funding support.

3.2 Weaknesses

While the previous sub-section outlined the key strengths that can be leveraged in advancing a plan for the re-development of the harbour lands, this does not imply that Port Stanley is ready or able to capitalize on these opportunities. The following discussion summarizes some of the weaknesses that may constrain the re-development of the harbour area.

- **Current Land Use Framework Does Not Support Residential Development –** While the Municipality's Official Plan supports a range of development on the harbour lands, it does not yet include provisions for residential development. It also assumes that the east side of the harbour and much of the west side of the harbour – designated 'harbour lands' will remain a working waterfront. These facts may act as a deterrent to private sector investment and interest in the redevelopment of the lands.

Under the 'Adjacent Harbour Lands' designation, residential uses are permitted, subject to achieving detailed development Section 4.6.6.4 of the Official Plan acknowledges that both the Harbour Lands and Adjacent Harbour Lands policies are intended to provide interim direction on land use while subsection 4.6.6.4 (e) notes that a secondary plan will be prepared to lay out the long term planning for the harbour area, including the integration with other waterfront areas in Port Stanley. The completion of the Secondary Plan will send a strong message to the development and investor community as to the port's long term development potential and that the Municipality is serious in its efforts to attract investment to Port Stanley.

- **Cost of Contamination Clean-up is Unknown –** The federal government has committed to remediating the harbour lands on the east side of the creek to a parkland standard. There are no such provisions for the lands on the west side of the harbour. Given the lack of understanding as to the extent of the contamination and the associated cost to remediate, there is considerable risk associated with the sale and development of these lands particularly for residential use.
- **Parking in Short Supply** – Parking has been raised as a primary concern for Port Stanley from a number of perspectives. It has been suggested that there is insufficient parking in the summer months to accommodate visitors to Main Beach or the downtown area and inadequate parking for cars and boats associated with the existing marina operations.
- **Lack of Recreational Amenities** – While Port Stanley currently boasts a range of attractions for residents and visitors to the community, there is a lack of year round leisure and recreational activities and programming. This will be an important consideration in the attraction of new investment and new residents to the harbour area. The community has previously identified the desire for additional recreation and leisure amenities that will draw people to the harbour even in winter –this includes ice rinks in the winter, park spaces for spring and fall activities, soccer and baseball fields, as well as community venues that allow for local musicians and music concerts to take place (i.e. amphitheatre/music hall).
- **Seasonal Nature of Business Opportunities** – Business opportunities in Port Stanley, particularly retail, is seen as being very seasonal. Summer is high traffic season, but with few attractions and activities to draw people to the harbour or the commercial core during the winter months, businesses must thrive in the summer to survive for the rest of the year. This uncertainty makes it difficult for existing businesses to plan and may act a deterrent for new investors.
- **Weak Marketing Efforts –** The reliability of marketing and promotional efforts for Port Stanley was a consistent theme that emerged through the stakeholder consultation. It was suggested that there is no easily accessible stream

of information regarding available tools for marketing and promotion of businesses in Port Stanley and that more effort needs to be given to promoting the opportunities for visitors, as well as would be residents.

- **Heritage Character Needs a Facelift** – While Port Stanley's historical charm contributes to its appeal and visitor experience, the upkeep of older buildings can be a challenge. It was observed that there are several heritage and historic properties on the east and west side of the harbour that have been neglected and in several instances appear vacant or abandoned. If the community is to be successful in the attraction of investment and investors, consideration must be given to the preservation and enhancement of the character of the port area.
- **Lack of Affordable Tourist Accommodations** – While Port Stanley is currently home to a number of high quality bed and breakfasts and several boutique inns, there is a lack of affordable accommodation for the significant number of tourists, particularly families that visit the area in the summer months. Families wanting to remain overnight in the area must travel to St. Thomas to find suitable hotel/motel accommodation. This fact undermines the economic viability of businesses in Port Stanley.

3.3 Opportunities

External factors can also play a significant role in influencing the growth of a local economy. These factors can include structural changes in the broader economy, new consumer trends, as a result of shifts in demographics and the impact of technology. The following identifies are some of the major opportunities impacting the Harbour Economic Development Plan.

- **Place-based Approach to Tourism –** Utilizing Port Stanley's historic character and story as its foundation, there is an opportunity to develop a different approach to tourism attraction and promotion. Rather than a focus on major attractions, place-based cultural tourism provides the visitor with an authentic and memorable experience through discoveries of the destination's history and heritage, its stories, landscape, and culture.
- **Lake Erie Marine Museum** - Building on the theme of place- based tourism, a Lake Erie Marine Museum allows for further interpretation and celebration of the heritage of the Great Lakes and the stories and history of Port Stanley. Given the desire to locate a multi-purpose community building on the waterfront coupled with the need to draw people and visitors to the harbour year round, consideration of these uses in combination might be appropriate. Such a use could also be considered in conjunction with a hotel development.

- **Large Target Market** – Port Stanley is easily accessible to a large target market that includes portions of the City of London, the Western GTA and northern Ohio. This large market provides Port Stanley a significant opportunity to focus and market the redevelopment plans for the harbour directly to potential visitors and residents.
- **Invest in the Harbour's Public Realm** - Municipal investment in the harbour's public realm will enhance Port Stanley's reputation as a tourist destination because of the resulting activities, events and experiences that will emerge in association with the waterfront. It will position the community as a desirable place to live and work which in turn will attract new jobs, enhance the commercial core and attract new businesses and encourage re-investment by the private sector.
- **Community Improvement Plan** – Communities across Ontario are deploying a range of fiscal and land use planning tools to assist with the revitalization of downtowns and older industrial areas or encourage higher density residential development or investment in select areas of their communities. Typically, a CIP can include two types of financial incentive programs – ones that maintain and enhance the existing building stock, including heritage building; and others that are intended to facilitate new development projects. In the case of Port Stanley, both types of incentive programs should be considered, including a program that assists the private sector in dealing with site remediation as a key issue.

3.4 Threats

The obvious measure of success for any economic development plan will be how well a Municipality capitalizes on its opportunities in an attempt to drive economic prosperity to their community. Equally important is how the Municipality addresses or manages the threats or challenges that may keep it from achieving its longer term vision for the harbour redevelopment. The following discussion reflects on the key threats that may impede the successful implementation of the Port Stanley Harbour Economic Development Plan.

- **Divestiture Agreement Limits Sale of Eastern Harbour Lands** – the divestiture agreement with the federal government limits the sale of the eastern harbour lands over the short to medium term. While the municipality is able to move forward with the development of the public realm elements of the plan including a public boat launch, the balance of development will be constrained by these terms. Every effort should be made to understand the range of options available to the community (e.g. lease to own etc.)
- **Ongoing Dredging Requirements** – Sediment deposits from the littoral drift of Lake Erie and alluvial material from Kettle Creek create a need for continuous and regular dredging of the entry channel into the harbour and the harbour

itself. Regular dredging is required to provide a safe in and out access. Existing marina operations have complained about the creek's poor condition which has resulted in several stranded or downed vessels.

- **Long Term Sustainability of Marina Operation** – The results of the municipal marina analysis contained in the Port Stanley Harbour Feasibility Study raises issues for the long term sustainability of new marina in Port Stanley. While the analysis suggests that the marina will produce a positive net cash flow that is assuming that market conditions continue to improve and that no significant changes in market economic factors (e.g. higher fuel costs). A public-private partnership may be a consideration in order to achieve a marina over the long term.
- **Capacity of Municipality to Implement Economic Development Plan -** While the Municipality of Central Elgin has the capacity to manage the required changes to the planning framework (i.e. Secondary Plan, Community Improvement Plan and Historic Conservation District) and implement the public realm improvements, there is no economic development function within the municipality that could oversee the attraction of investors and development of the Harbour Lands over the longer term. Without an appropriate governance structure to oversee the implementation of the plan, the successful re-development of the port could be jeopardized.



Main Beach, 2008. Creative Commons License under Flickr user Wankanerd

4 Economic Development Plan

4.1 Principles of Waterfront Planning

Reflecting on past approaches to waterfront development that are no longer deemed sufficient helps to build an understanding of how we arrived at the current principles of waterfront planning. When municipalities began to re-imagine their post-industrial waterfronts in the 1960s and 70s, there was a tendency to go big and replicate model strategies pioneered in places such as Boston. This cookie-cutter approach produced numerous “festival marketplaces” and fisherman’s wharfs, which turned out not to be economically viable in the long run. Rather than facilitating long-term reinvestment in the waterfront, many of these initiatives floundered and led to a second round of disinvestment and decline.

In recognition of past failures, waterfront planning in the last 20 to 30 years has focused on the local, attempting to draw out the unique characteristics and assets of a particular waterfront. Current day waterfront development also reflects the multi-use and multi-modal thinking that predominates contemporary urban planning and design, which is similarly a departure from post-war paradigms. The common principles related to *pedestrian-oriented, mixed use places* that include residential development, are applied within a framework that recognizes what makes waterfronts special – most often their history, natural draw, challenges/opportunities associated with their post-industrial state, and their central location within the town. There is a consistent focus on *connectivity,* as planners and designers seek to enhance a sense of proximity between the urban core and the water’s edge.

The following principles or “moves” were identified as being most common to current approaches:

- **Locally specific -** Use placemaking to create a distinctive waterfront that demonstrates local variation, assets, characteristics and values.
- **Connected -** Visually and physically reintegrate the waterfront with the city (with adjacent neighbourhoods, the downtown). Reinforce key perpendicular streets and activity corridors. Avoid creating a “thin line” of development at



the water's edge by extending waterfront uses inland and inland uses to the waterfront. Connect places along the waterfront.

- **Public -** Ensure public access to the waterfront. Enlist the public in shaping a vision for the waterfront's development.
- **Multi-use -** Incorporate a variety of uses that provide activity all day and all year long. This includes seasonal outdoor activities, and a balance of residential and commercial uses. Layer activities and uses to create a network of destinations that produce "a whole that is greater than its parts".
- **Multi-modal -** Provide quality infrastructure for all transportation modes (walking, cycling, rollerblading, public transit, motor vehicles, and boats).
- **Dynamic -** The waterfront reflects and is constantly transformed by economic and cultural shifts that occur in a place. To support long term evolution and success, the waterfront should be planned and designed with flexible elements that will allow it to adapt to change.

Other principles, premises, objectives and strategies can also be identified that support these overarching "moves". More often than not these principles reflect local values and needs, for example as they relate to ecological sustainability, economic vitality, social equity, cultural assets, etc.

4.2 Key Elements of the Harbour Economic Development Plan

The Port Stanley Harbour Economic Development Plan is based on a review of the previous Waterfront Feasibility Study prepared by N. Barry Lyon Consultants, et al., as well as the design ideas prepared by students at Fanshawe College. This work has been reviewed by the consulting team, in conjunction with the stated priorities of the Municipality of Central Elgin and the Visioning Committee. .

The consulting team, including planners, urban designers and landscape architects convened a design charrette to consider the previous work, and to establish a new plan that was grounded in fiscal realities, realistic economic development opportunities and a phased approach to the redevelopment of the Port Stanley Harbour. Key to the proposed plan is the need for revenue generators that will allow the municipality to undertake the needed investment in the public space amenities. A further consideration is the Municipality's desire for a plan that is cost neutral to the community on an ongoing basis. While mixed use development is included in the plan, residential development is seen as the most appropriate form of development.

The Economic Development Plan is broken into 4 phases, with some overlap in development initiatives, and including flexibility to mix and match development priorities over time. Where possible, examples of built form or parkland typologies are provided to give three dimensional forms to the proposed concepts.

Timing for the development of this proposed Plan is long-term, likely well beyond 20 years. Over that time period, priorities and opportunities are likely to change. The proposed Plan is not to be considered so rigid as to not be able to accommodate those evolving contextual issues.

The following describes the components of each phase of development, leading to a full build out.

4.2.1 PHASE 1 – Setting the Stage

It is the intent of Phase 1 to begin the process of transformation. Phase 1 will permit some development that can be accommodated relatively easily, and set the stage for the overall Plan. There are 8 key components to Phase 1:


Mixed-Use Development

1. Mixed-Use Waterfront

On the East Waterfront, make available for sale, or long term-lease properties for the development of mixed-use buildings that are for employment uses, including retail, artisan workshops, artists' studios, restaurants, hotels and live-work units. Residential units may be permitted only on a second storey. The maximum heights of these buildings should be two storeys, in building styles similar to what exists just to the north.

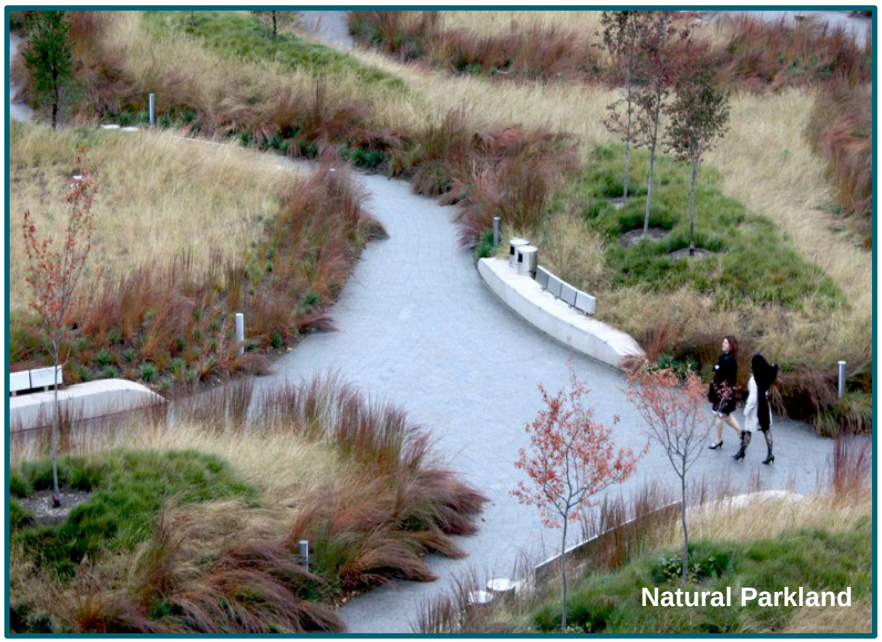
Crucial to this form of development is the securement of public access to the water's edge via a formal pedestrian promenade, and associated connections back to the extended roadway

2. Road Extension

Main Street should be extended from the downtown to provide access to the new mixed-use waterfront development area, and the water's edge. This road is a crucial component of the Plan as it will define the future development blocks, and provide a framework for public park development.

3. Remediate Lands

Remove existing industrial facilities and remediate these lands to levels appropriate for residential and/or public open space development. Again, this activity is a stepping stone to preparing these lands for sale or long-term lease. Without remediation, it will be difficult to market this crucial asset, an asset that is expected to fund the public realm improvements.


Natural Parkland

4. Natural Parkland

The Plan proposes a major “Naturalized Park” along the far east shoreline, connecting to the existing public Beach. Almost immediately, a plan identifying the desired grading as well as plant species and tree planting program can begin. The intent is to ensure that this area is constantly maturing, creating a public asset, as well as enhancing the value of the adjacent development lands.

5. Waterfront Park/Boat Launch

Develop a formal waterfront park adjacent to the mixed-use development, with a boat launch and associated parking. A new boat launch was considered a key municipal priority.

This is an appropriate location for a boat launch with shelter from wave action, adequate depths though maintenance dredging may be required and adequate space for trailer parking.

In addition, the formal public park component included here would be appropriate for accommodating civic events and festivals.

6. Dredging, Break wall & Pier Maintenance

It is understood that there will be a relatively constant supply of dredge material. This material needs to be utilized to enhance the existing channel walls, ultimately creating new areas for park development, either as formal urban parks, or naturalized parks for ecosystem enhancement. It is anticipated that dredge material will be placed in two locations, one on each side of the harbor, extending along existing piers.

7. Retail/Food Kiosks/ Public Market

Create an area for the establishment of moveable food carts/trucks and retail kiosks. This area is expected to be seasonal, to provide opportunities for food and retail sales to summer tourists. Festivals can also be held to promote the food vendors and encourage summer tourists to come out to the harbour.

8. Industrial Infrastructure

Existing industrial infrastructure to be removed to accommodate for development in future phases.

9. Parking Lots

Develop the grid of streets, and parking lots on future waterfront development sites.

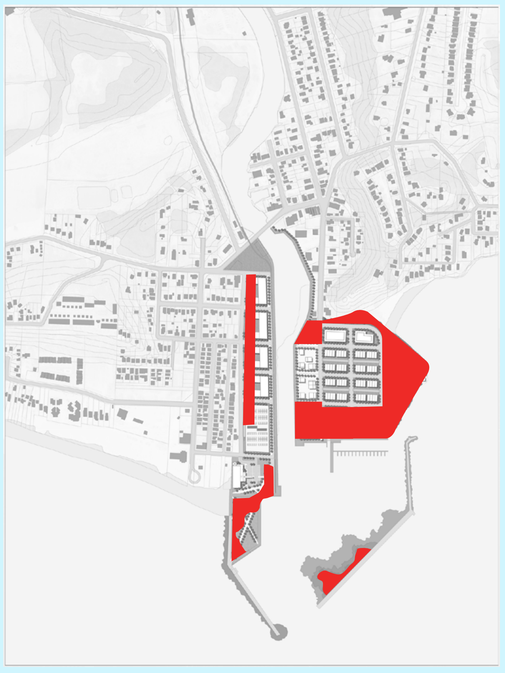


Retail / Food Kiosks / Public Market

PHASE 1

1. Mixed-Use Waterfront
2. Road Extension
3. Remediate Lands
4. Natural Parkland
5. Waterfront Park/Boat Launch
6. Dredge Material
7. Retail/Food Kiosks
8. Industrial Infrastructure to Remain
9. Parking Lots

PHASE 1



Preliminary Cost Estimate – Phase 1

Item	Unit	Qty	Rate	Total
1.0 Mixed Use Waterfront				
1.1 waters edge promenade	m2	1232	$ 80.00	$ 98,560.00
1.2 paved access points (concrete)	m2	500	$ 80.00	$ 40,000.00
1.3 Trees	Each	12	$ 750.00	$ 9,000.00
1.4 furnishings	Each	7	$ 2,000.00	$ 14,000.00
1.5 lighting	Each	9	$ 5,000.00	$ 45,000.00
			Sub Total	**$ 206,560.00**
2.0 Waterfront Park East				
2.1 Trees	each	89	$ 750.00	$ 66,750.00
2.2 paths	m2	3754	$ 30.00	$ 112,620.00
2.3 furnishings	each	20	$ 2,000.00	$ 40,000.00
2.4 lighting	each	20	$ 5,000.00	$ 100,000.00
2.5 grass mix	m2	9500	$ 5.00	$ 47,500.00
			Sub Total	**$ 366,870.00**
3.0 Road Extension				
3.1 Road	m2	3684	$ 50.00	$ 184,200.00
3.2 Curbs	lm	640	$ 60.00	$ 38,400.00
3.3 Sidewalk	m2	438	$ 100.00	$ 43,800.00
			Sub Total	**$ 266,400.00**
4.0 Natural Parkland				
4.3 Plantings	lumpsum	1	$ 250,000.00	$ 250,000.00
			Sub Total	**$ 250,000.00**
5.0 Kiosks				
5.1 paved area (gravel)	m2	888	$ 30.00	$ 26,640.00
5.2 structures	each	18	$ 2,000.00	$ 36,000.00
5.3 lighting	each	2	$ 5,000.00	$ 10,000.00
			Sub Total	**$ 72,640.00**
6.0 Parking				
6.1 Gravel	m2	15000	$ 5.00	$ 75,000.00
			Sub Total	**$ 75,000.00**
			PHASE 1 - SUB TOTAL	**$ 1,237,470.00**

4.2.2 PHASE 2 – Building on the Investment

It is the intent of Phase 2 to begin to reap the benefits of the original investment in site clearing and remediation and in road and parkland development. Fundamental to this Plan is the ability of the municipality to fund public amenities through the sale/lease of land for residential development.

10. Mixed-Use Waterfront

Continue development of these sites as identified in Phase 1.

11. Residential Neighbourhood

Sell or lease land for development of a residential neighbourhood, including maximum 2 ½ storey townhouses and 3 storey apartments. The apartment component could be focused on housing for seniors. It is intended that the proceeds from the land sale or lease arrangement would begin to pay for the municipality's investments and new public parkland features.


2 Storey Townhouses

12. Parking and Washroom Facilities

Develop a parking lot and washroom facilities for both Little Beach and the Natural Parkland.

13. Natural Parkland

Continue to plant this defined area as identified in Phase 1. Establish start of trail network.

14. Dredging, Break wall & Pier Maintenance

Continue to deposit dredge material as identified in Phase 1.

15. Waterfront Park West

Develop a formal waterfront park with plantings on dredge materials. This park will provide the key link between the break wall and the former industrial sites. It is intended to enhance the value of adjacent properties as well to reinforce this area as an arrival hub for tourists, including parking and other services at the primary access point to the beach further west.

This area is appropriate for a waterfront park including opportunities to accommodate significant civic events and festivals. Flood and erosion hazard setbacks have not been mapped as this area is presently lake and lakefill would be required. An application to DFO will be required under the Fisheries Act for any lakefilling.


Waterfront Park

16. Industrial Infrastructure/Remediate Lands

Remove industrial infrastructure and remediate lands for use as a hotel/convention centre and associated parking.

17. Parking Lots

Develop the grid of streets, and parking lots on future waterfront development sites.

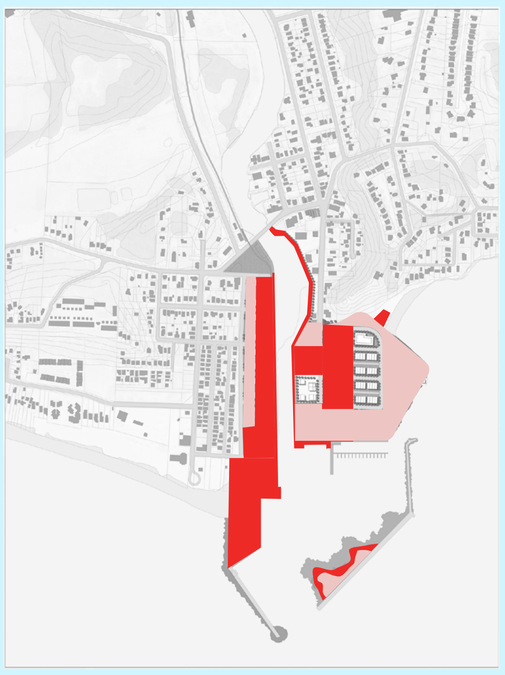
PHASE 1

1. Mixed-Use Waterfront
2. Road Extension
3. Remediate Lands
4. Natural Parkland
5. Waterfront Park/Boat Launch
6. Dredge Material
7. Retail/Food Kiosks
8. Industrial Infrastructure to Remain
9. Parking Lots

PHASE 2

10. Mixed-Use Waterfront
11. Residential Neighbourhood
12. Parking and Washroom Facilities
13. Natural Parkland
14. Dredge Material
15. Waterfront Park
16. Industrial Infrastructure/Remediate Lands
17. Parking Lots

PHASE 2



Preliminary Cost Estimate – Phase 2

Item	Unit	Qty	Rate	Total
7.0 Natural Parkland				
7.1 trails (gravel)	m2	956	$ 30.00	$ 28,680.00
			Sub Total	**$ 28,680.00**
8.0 Mixed Use Waterfront				
8.1 waters edge promenade	m2	3000	$ 80.00	$ 240,000.00
8.2 paved access points (concrete)	m2	500	$ 80.00	$ 40,000.00
8.3 Trees	Each	85	$ 750.00	$ 63,750.00
8.4 furnishings	Each	7	$ 2,000.00	$ 14,000.00
8.5 lighting	Each	9	$ 5,000.00	$ 45,000.00
			Sub Total	**$ 402,750.00**
9.0 Waterfront Park West				
9.1 Trees	each	100	$ 750.00	$ 75,000.00
9.2 paths	m2	5000	$ 30.00	$ 150,000.00
9.3 furnishings	each	20	$ 2,000.00	$ 40,000.00
9.4 lighting	each	20	$ 5,000.00	$ 100,000.00
9.5 grass mix	m2	14000	$ 5.00	$ 70,000.00
			Sub Total	**$ 435,000.00**
10.0 Parking				
10.1 Gravel	m2	15000	$ 5.00	$ 75,000.00
			Sub Total	**$ 75,000.00**
11.0 Residential Development				
11.1 Asphalt road	m2	4400	$ 50.00	$ 220,000.00
11.2 Curbs	lm	1050	$ 60.00	$ 63,000.00
11.3 Sidewalk	m2	1290	$ 100.00	$ 129,000.00
			Sub Total	**$ 412,000.00**
12.0 Little Beach Facilities				
12.1 parking lot	m2	750	$ 5.00	$ 3,750.00
12.2 washroom	lumpsum	1	$ 10,000.00	$ 10,000.00
			Sub Total	**$ 13,750.00**
			PHASE 2 - SUB TOTAL	**$ 1,734,050.00**

4.2.3 PHASE 3 – Nearly Complete

18. Mixed-Use Waterfront

Continue development of these sites as identified in Phases 1 & 2. By this point, the public waterfront promenade should be fully established connecting the Downtown with the new Waterfront Park/Boat Launch Ramp

19. Natural Parkland

Continue to plant this defined area as identified in Phases 1 & 2, extend the development of the connected trail network. Include a point of interest within the trail network, which would be a lookout point to the harbour and the open waters.

20. Dredging, Breakwall & Pier Maintenance

Continue to deposit dredge material as identified in Phases 1 & 2. This will reinforce the existing wall and provide opportunity to create a more naturalized point of entry into the marina.[11]

21. Residential Neighbourhood

Continue to sell or lease land for the development of a residential neighbourhood, including maximum 2 ½ storey townhouses and 3 storey apartments.

Flood and erosion hazard setbacks should be mapped for the lakefill located on the east side of the harbour. Setbacks should also be observed on an ongoing basis as required under the Provincial Policy, for any housing development on the lakefill.

22. Outer Breakwater Park

Expand the waterfront park 2 out along the breakwater. Add dredge material to reinforce the break wall.

11 It should be noted that there is a risk of migration of dredge spoil into the navigation channel; map provided as part of the Port Stanley Feasibility Study indicates dredge spoil in navigation channel. A review by Transport Canada under the Navigable Waters Protection Act would be required. Dredge spoil is shown along the entire east breakwater, extending along the offshore side of the breakwater. This location is not recommended for dredge spoil disposal.

23. Hotel/Convention Centre

These lands are the most desirable for development. The development of a hotel/convention centre, with associated parking, is considered a key priority by the municipality. This building should be a maximum of 8 storeys in height.

If a hotel/convention centre does not ultimately materialize, this site would be suitable for a mixed use residential development, maximizing its views to the Town and Lake.

24. Hard Waterfront Edge

Harden the waterfront edge in anticipation of a future transient marina.

25. Port Stanley – St. Thomas – London Railway

As an interesting idea, it has been suggested that the historic railway be reintroduced southward, along the west side of the harbour, and to expand the existing public realm/riverwalk to match. This would be in the form of a pedestrian promenade along the west side of the river, much of which already exists.

The objective of the railway extension would be to potentially provide a tourist link from St. Thomas to Port Stanley, terminating at an urban park at Lake Erie, providing, at that point retail opportunities, food, and a clear access to the beach further west.

There also exists the potential to extend the railway linkage further north to London, utilizing an existing unused rail right-of-way, thereby providing an alternative mode of access to Port Stanley and Lake Erie.



Waterfront Hotel / Convention Centre

PHASE 1

1. Mixed-Use Waterfront
2. Road Extension
3. Remediate Lands
4. Natural Parkland
5. Waterfront Park/Boat Launch
6. Dredge Material
7. Retail/Food Kiosks
8. Industrial Infrastructure to Remain
9. Parking Lots

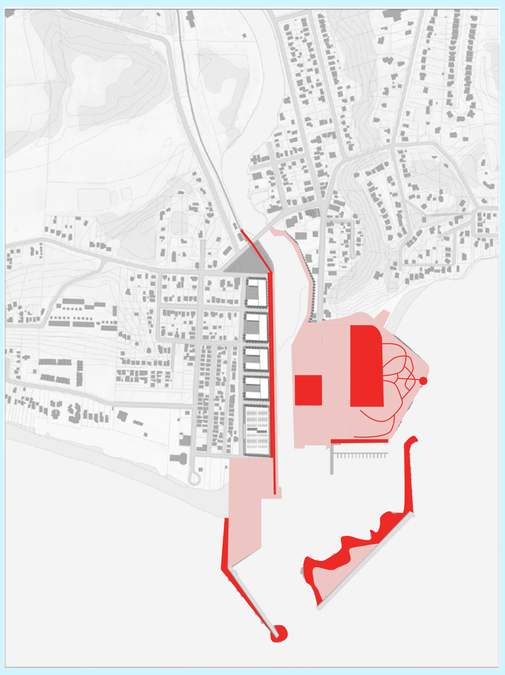
PHASE 2

10. Mixed-Use Waterfront
11. Residential Neighbourhood
12. Parking and Washroom Facilities
13. Natural Parkland
14. Dredge Material
15. Waterfront Park
16. Industrial Infrastructure/Remediate Lands
17. Parking Lots

PHASE 3

18. Mixed-Use Waterfront
19. Natural Parkland
20. Dredge Material
21. Residential Neighbourhood
22. Outer Breakwater Park
23. Hotel/Convention Centre
24. Hard Waterfront Edge
25. Port Stanley - St. Thomas - London Railway

PHASE 3



Preliminary Cost Estimate – Phase 3

Item	Unit	Qty	Rate	Total
13.0 Natural Parkland				
13.1 trails (gravel)	m2	8400	$ 30.00	$ 252,000.00
13.2 viewpoint gazebo	lump sum	1	$ 40,000.00	$ 40,000.00
			Sub Total	**$ 292,000.00**
14.0 Residential Development				
14.1 Asphalt road	m2	4400	$ 50.00	$ 220,000.00
14.2 Curbs	lm	1050	$ 60.00	$ 63,000.00
14.3 Sidewalk	m2	1290	$ 100.00	$ 129,000.00
			Sub Total	**$ 412,000.00**
15.0 Mixed Use Waterfront				
15.2 paved access points (concrete)	m2	500	$ 80.00	$ 40,000.00
15.3 Trees	Each	20	$ 750.00	$ 15,000.00
15.4 furnishings	Each	7	$ 2,000.00	$ 14,000.00
15.5 lighting	Each	9	$ 5,000.00	$ 45,000.00
			Sub Total	**$ 114,000.00**
			PHASE 3 - SUB TOTAL	**$ 818,000.00**

4.2.4 PHASE 4 – Transformation is Complete

26. Transient Marina

Build a transient marina facility to accommodate boats in the harbour.

Dredging would be required as depths in 2009 survey are less than 2 m in the area indicated. Limited historical bathymetry data were provided in Port Stanley Harbour Feasibility Study and Business Plan to evaluate maintenance dredging requirements.[12]


Transient Marina

27. Waterfront Condominiums

Sell or lease lands for the development of residential condominiums. These projects could include townhouses, mid-rise apartments, in association with some small-scale retail and restaurant facilities at grade. The maximum building height would be 4 to 6 storeys. These buildings should be of a scale to accommodate and integrate structured parking on-site.

Once again, public access and use of the water's edge would be maintained, along with clear connections for pedestrians and potentially automobiles westward, back into the community.

It is anticipated that the municipality would not remediate these sites in advance of their sale, and that remediation would be the responsibility of the landowner. Site remediation requirements will have a substantial impact on land value.


Waterfront Condominiums

12 A sediment transport study is beyond the scope of this work, but the stability of sediment deposited in the harbour should be reviewed to evaluate the potential for sediment migration into the navigation channel. In addition, the capacity of these proposed spoil grounds inside the harbour is limited. Sediment transport rates are significant as observed by the beach that has deposited on the west side of the breakwater. The breakwater has reached capacity and a bypassing bar is visible in the bathymetry comparison provided in Figure 10, Port Stanley Harbour Feasibility Study and Business Plan (2009). Ultimately another location will be required for disposal of the dredge spoil. Permitting will be required for in-water dredge spoil disposal.

PHASE 1

1. Mixed-Use Waterfront
2. Road Extension
3. Remediate Lands
4. Natural Parkland
5. Waterfront Park/Boat Launch
6. Dredge Material
7. Retail/Food Kiosks
8. Industrial Infrastructure to Remain
9. Parking Lots

PHASE 2

10. Mixed-Use Waterfront
11. Residential Neighbourhood
12. Parking and Washroom Facilities
13. Natural Parkland
14. Dredge Material
15. Waterfront Park
16. Industrial Infrastructure/Remediate Lands
17. Parking Lots

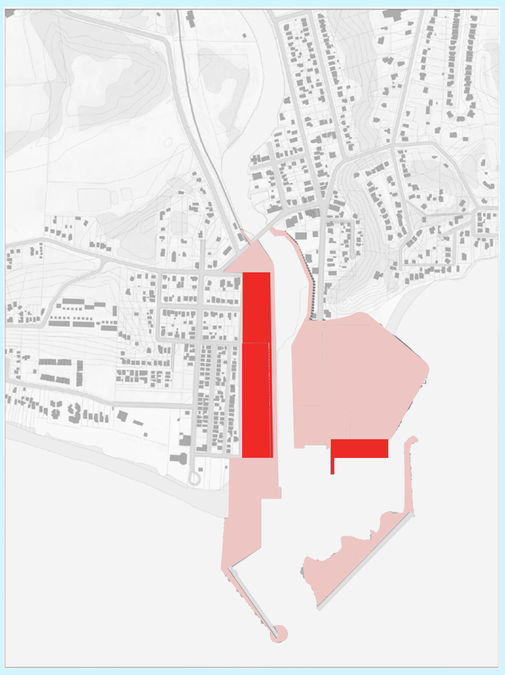
PHASE 3

18. Mixed-Use Waterfront
19. Natural Parkland
20. Dredge Material
21. Residential Neighbourhood
22. Outer Breakwater Park
23. Hotel/Convention Centre
24. Hard Waterfront Edge
25. Port Stanley - St. Thomas - London Railway

PHASE 4

26. Transient Marina
27. Waterfront Condominiums

PHASE 4



Preliminary Cost Estimate – Phase 4

Item	Unit	Qty	Rate	Total
16.0 Residential Development				
16.1 Asphalt road	m2	7500	$ 50.00	$ 375,000.00
16.2 Curbs	lm	2000	$ 125.00	$ 250,000.00
16.3 Sidewalk	m2	4300	$ 100.00	$ 430,000.00
			Sub Total	**$ 1,055,000.00**
			PHASE 4 - SUB TOTAL	**$ 1,055,000.00**
			ALL PHASES - SUB TOTAL	**$ 4,844,520.00**



Port Stanley Mural, 2012. The Planning Partnership

5 Actions + Implementation

5.1 The Philosophy of Change

This Report represents the ongoing process of establishing Port Stanley Harbour Area as one of key locations for tourist and community activity in the municipality. Tourism in particular, is a crucial element of economic development activity at the local and regional level.

Success will take time and come from a series of activities

The Port Stanley Harbour is historic, diverse and unique. In this regard, the Report has identified a broad array of public sector initiatives and private sector redevelopment opportunities, within the context of an overall vision for the future. The success of this Plan is not related to one specific action, or the development of one large project. It is a series of activities that can be completed over a long period of time. Incremental success will be achieved in direct relation to the ability of the municipality and its partners to invest in public infrastructure and supportive programs, and the ability of the private sector to respond to market demands for redevelopment.

Sustaining strategic partnerships will be crucial

The Report is intended to identify an “implementation toolbox” that will assist the municipality in achieving the vision for the Port Stanley Harbour Area over a relatively long period of time – 20 years. As a result, the role of the public sector is extremely complex. The promotion of the vision will require a high degree of ongoing cooperation and leadership in order to achieve success.

As key landowners and funding partners, the activities of the municipality and the federal government will dramatically influence the long-term evolution of the Harbour Area into a successful commercial district, a tourist destination, and a great residential neighbourhood. Other government agencies, including the County of Elgin will play a role in the evolution, either as funding partners for key initiatives, or as promoters in other complementary infrastructure components.

5.2 Formula for Success

Ongoing change is a positive sign of a healthy community. In order for the Port Stanley to continue to be successful - economically, aesthetically and in terms of quality of life - a Harbour Area that includes and supports businesses, culture, social activities and community events, with a focus on new residential development opportunities, must be promoted and, more importantly, achieved.

Variety of tools to achieve success

There are a variety of tools that have been used to help stimulate waterfront redevelopment. Across North America, various levels of government have used a vast array of planning, financial and other tools to facilitate the desired mixed-use, pedestrian- friendly environments. However, success is usually a result of a combination of tools and circumstances, as opposed to one critical action. Typically, government intervention beyond site remediation and infrastructure investment, for example through financial incentives and permissive planning policy regimes, is seen as a key development catalyst that can influence private sector investment decisions.

Change takes time

Improving and facilitating the evolution of an historic waterfront takes time and will occur incrementally. It is not anticipated that wholesale changes to the Port Stanley Harbour can occur overnight.

Cooperation and commitment are required

It is critical that all appropriate private sector initiatives within the Port Stanley Harbour Area be supported by a reciprocal commitment between the municipality and other public agencies to create components of the road system, the pedestrian realm, public buildings and infrastructure. In addition, fiscal assistance with site remediation should be considered. The improvements to the pedestrian realm and public infrastructure must be developed in coordination with private sector investment.

The financial question is crucial. Private sector investment will require stimulation and it is that investment that will eventually pay for the public realm improvements. The key is to determine how much public investment is required to initiate the desired private sector investment response. Public sector investment is linked to private sector investment.

5.3 Three Strategic Actions to Stimulate Change

Previous sections of this report have identified an overall vision for the Port Stanley Harbour, and have provided guidance on facilitating public realm improvements and private realm built form development. Experience in other jurisdictions across Ontario suggests that a strategy for the successful implementation of the vision for the Harbour requires that the municipality focus their activities into three basic categories. In a general sense, starting and sustaining the successful evolution of the Harbour will require that public sector partners lead the way. The private sector will respond only when a clear and substantial level of commitment is established by the public sector. There are typically three crucial elements of public sector commitment that are required:

1. Establish the Environment for Change

Establishing the environment for change begins by having a clearly stated and supported “vision” for the future. Public sector investment in streetscapes, water’s edge promenades, new park space, and marina facilities also sends an important message of commitment to the development industry. A supportive administrative structure including appropriate land use policies helps remove confusion, and supports the environment for change.

The municipality must:

- Codify its “vision” for the Port Stanley Harbour through a new Secondary Plan;
- Prepare a Community Improvement Plan that includes an array of incentive programs that assist with improving the existing building/site among other incentives aimed at facilitating new development;
- Identify and prioritize public realm improvements and include these in future capital budgets; and
- Articulate objectives for private sector development and prepare a strategy to facilitate improvements.

2. Reduce the Risk of Development

Reducing the inherent risks of the planning approvals process is necessary because the development industry is typically conservative, and averse to risk. The public sector needs to promote and champion private sector redevelopment, particularly residential development that achieves the vision.

As-of-right planning approvals, created and promoted by the public sector (including a Secondary Plan, a Community Improvement Plan and pre-zoning of development sites), will reduce the time and risk of the planning approvals process, and will be seen as a key redevelopment incentive. The municipality must ensure political will and administrative support for development which can include an appropriate governance structure to oversee the implementation of the plan.

3. Reduce the Costs of Private Sector Development

Reducing the costs of private development is required because in many instances, existing planning and fiscal policy makes redevelopment too costly. Indirect cost savings should be promoted within some areas of Port Stanley Harbour Area including reduced parking and parkland standards. More direct financial incentives can include direct grants or loans for appropriate forms of development, as well as façade and landscape improvement grant programs. Key fiscal consideration in Port Stanley must be given to incentives for site remediation.

5.4 Key Recommendations

The following recommendations are considered crucial considerations for the redevelopment of Port Stanley Harbour. They reflect the earlier discussion on the steps required to stimulate re-investment and create the environment for change. They also reflect on the lessons learned from other municipalities and take into consideration the current capacity of the Municipality of Central Elgin to implement the Plan itself. While the anticipated development of the Harbour lands will occur over the long term, the recommendations contained herein focus on the efforts required over the next 5 years.

All of the actions are inter-related and required to enable the successful transformation of the harbour area.

1. Undertake the completion of a Secondary Plan process for the Port Stanley Harbour as the first step in conveying the desired development of the Port Stanley Harbour.

- Establish the land use distribution pattern, road network and height and density controls for Port Stanley Harbour Area.
- Enshrine the principle of public access to water's edge, and the public use of waterfront amenities.
- Empower the implementation of urban design and architectural controls, including a design review process.
- Identify the Port Stanley Harbour Area as an area for Community Improvement.
- Identify the Port Stanley Harbour Area as an area for consideration of a Heritage Conservation District.

Timing: 2013-2014

Partners: Port Stanley Village Association, landowners, development community, general public

2. Undertake a Community Improvement Plan process, as a way to offset the costs associated with the clean- up of the harbour's contaminated lands. Retain external expertise as required.
Timing: 2014 **Partners: Port Stanley Village Association, landowners, development community, general public**

3. Adopt the Historic Conservation District Plan and Guidelines as a way to protect local heritage properties and further shape the intended development of the Harbour lands.
Timing: 2013 **Partners: Port Stanley Village Association, landowners**

4. In cooperation with the Government of Canada, expedite the environmental remediation of lands on the *eastern* side of Port Stanley Harbour.
Timing: 2013 and ongoing **Partners: Government of Canada**

5. Initiate a preliminary risk assessment for the public lands on the western half of Port Stanley Harbour as a means to engage the private sector in the re-development of the western harbour lands.
Timing: 2015 **Partners: TBD**

6. Initiate the Phase I public realm improvements.
▪ Remediate lands on the east side of the Harbour to facilitate private sector development and the establishment of public parks; ▪ Build road extension, including parking lot and boat launch ramp; ▪ Initiate linear parking lot facility on west side of harbour; and ▪ Promote retail/food kiosks on west side of Harbour
Timing: 2015 and ongoing **Partners: TBD**

7. Initiate discussions with area MPPs and MPs to secure support (including financial) for the redevelopment of the harbour lands and the proposed public realm improvements. Pursue opportunities to secure funding for the redevelopment of the Port Stanley Harbour associated with:
▪ Build Canada Fund ▪ South West Ontario Economic Development Fund
Timing: 2014 and ongoing **Partners: County of Elgin, Port Stanley Village Association, MTCR**

8. Attracting people and visitors to Port Stanley Harbour is an essential element of generating demand for reinvestment in the Harbour area. Work with the County of Elgin, the Port Stanley BIA and the Port Stanley Village Association to develop a four season event strategy that will attract residents and visitors to Port Stanley that includes cultural, arts and heritage experiences. It is recommended that Central Elgin target one event per season. As the waterside park is completed, it should become a focal point for community events in Port Stanley.
Timing: 2013 and ongoing **Partners: County of Elgin, Port Stanley BIA, Port Stanley Village Association, business owners**

9. Conduct bi-annual Port Stanley visitor surveys to gauge satisfaction with local events, amenities, services etc. Use the information on an ongoing basis to inform the need for new business and event attraction, the development of promotional material and in the preparation of a prospectus that can be used to attract developers and investors to Port Stanley.

Timing: 2013/2014 and ongoing

Partners: County of Elgin, Port Stanley BIA

10. While it is recognised that there are a range of commercial services in proximity to the harbour, principally in Port Stanley's 'downtown', there is a need to develop greater choice services including additional destination retail opportunities and food and beverage venues while at the same time sprucing up the existing streetscape. The community improvement planning exercise provides one opportunity to focus the enhancement and encouragement of the local services sector through the use of façade improvement programs, landscape improvement grants or tax increment financing.

Timing: 2014/2015

Partners: County of Elgin, Port Stanley BIA, business owners

11. Community commitment to the changes to Port Stanley Harbour is a key element to the long term success of the plan. Engage local service clubs, area businesses and the community at large in fundraising for the public realm initiatives.

Timing: 2014 and ongoing

Partners: Port Stanley Village Association, Port Stanley BIA, local residents

12. Complete a parking study for Port Stanley harbour area to determine the need for additional off-street and on street parking in and around the harbour area taking into consideration the planned redevelopment of the harbour.

Timing: 2015

Partners: Port Stanley BIA

13. The market for brand name hotel development is very limited, a situation not unique to Port Stanley. As such, a hotel/convention feasibility study should be completed to illustrate and support the potential for additional accommodation in this region of Elgin County. Demand for a location in Port Stanley outside of the principal tourist season should be supported by the cultural and recreational assets in the area together with a stronger events planning effort.

Timing: 2015

Partners: County of Elgin, developers

14. Improve the marketing of Port Stanley in way that more effectively showcases local retailers, the size of the service area, consumer profile and the direct marketing of the waterfront lands once the secondary process has concluded. Such material should provide an effective way to engage prospective business owners and investors and should be included in any prospectus for the attraction of developers or investors.

Timing: 2014-2015

Partners: County of Elgin, Port Stanley BIA, business owners

15. Develop a specialized tool kit of web based resources to assist companies considering downtown Port Stanley for business investment such as:

- Information on how to locate a business downtown
- Investment attraction package
- Market research
- Community profile
- Business support programs

Timing: 2013 and ongoing

Partners: County of Elgin, Port Stanley BIA, Ministry of Tourism, Culture and Recreation (MTCR)

16. The capacity of the Municipality of Central Elgin to implement the Port Stanley Harbour Economic Development Plan is a factor in the plan's implementation. The municipality is well positioned to manage the required changes to the planning framework (i.e. Secondary Plan, Community Improvement Plan and Historic Conservation District) and implement the public realm improvements; however, there is currently no economic development function within the municipality that could oversee the attraction of investors and development of the Harbour Lands over the longer term. In collaboration with the County of Elgin, give consideration to the creation of a waterfront development corporation (or other appropriate governance model) to:

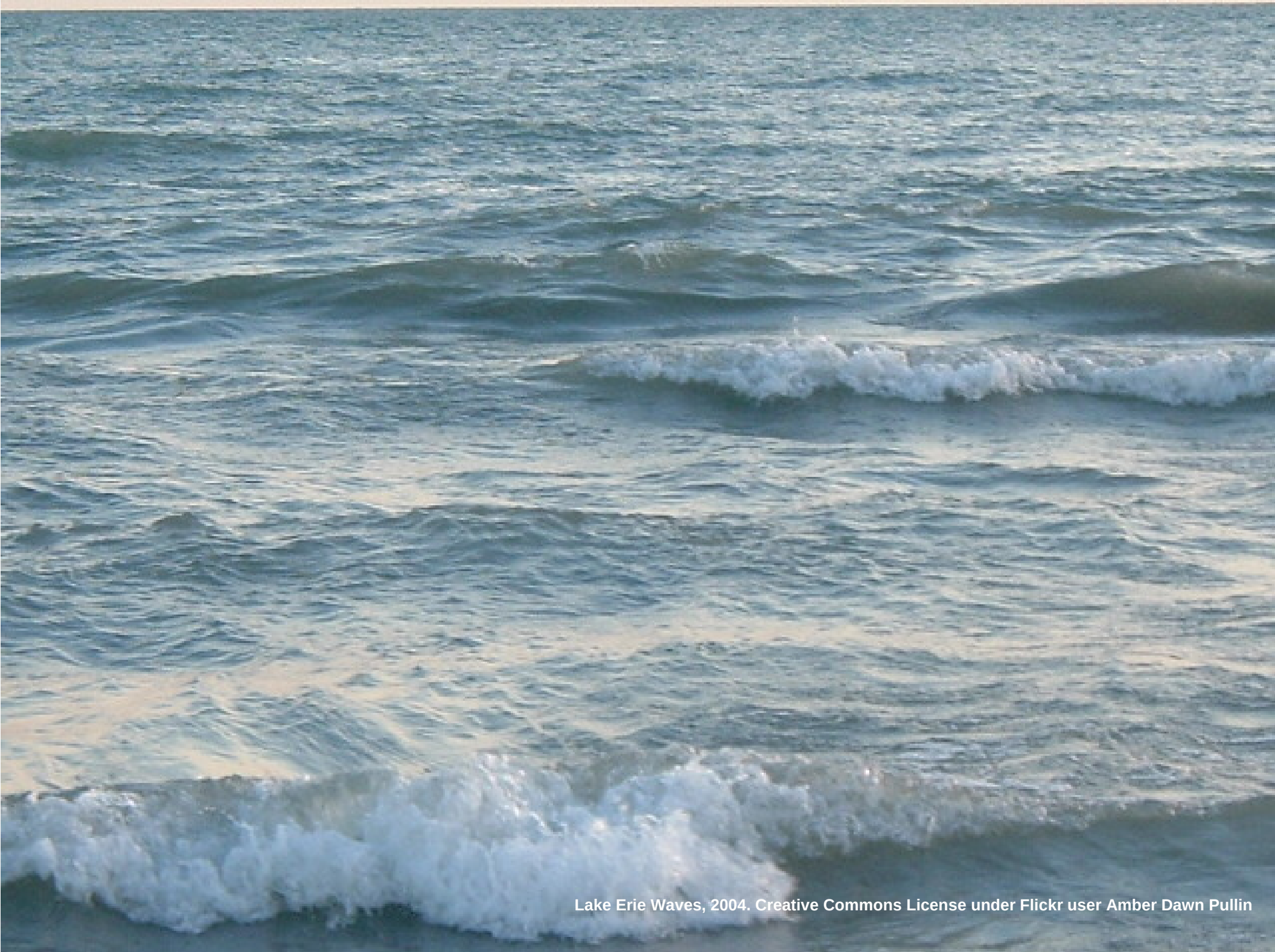
- Oversee the transformation of the Port Stanley Waterfront including detailed design and specifications drawings
- Complete a highest and best use analysis of the Olmstead Property
- Issue tender calls and make recommendations to Council for the selection of contractors
- Prepare a development/business prospectus for the harbour lands to be shared with interested parties
- Pursue provincial and federal funding and incentives for the redevelopment of the harbour lands
- Conduct meetings with development community to promote the harbour's re-development potential

Timing: 2015

Partners: County of Elgin, Port Stanley BIA

5.4.1 Summary of Recommendations

Recommendation	2013 Year 1	2014 Year 2	2015 Year 3	2016 Year 4	2017 Year 5
1. Undertake a Secondary Plan process for the Port Stanley Harbour					
2. Undertake a Community Improvement Plan for Port Stanley Harbour					
3. Adopt the Historic Conservation District Plan and Guidelines					
4. Expedite the environmental remediation of lands on the east side of harbour					
5. Initiate a preliminary risk assessment for the public lands on the west side of harbour					
6. Initiate Phase 1 public realm improvements					
7. Secure political support for the redevelopment of the harbour lands and public realm improvements					
8. Develop a four season event strategy for Port Stanley and implement its actions					
9. Conduct bi-annual Port Stanley visitor surveys					
10. Attract additional retail services to downtown					
11. Engage local service clubs, area businesses and the community in fundraising for public realm initiatives					
12. Complete a parking study for the Harbour area					
13. Undertake a hotel/convention feasibility study for Port Stanley					
14. Improve the marketing of Port Stanley					
15. Develop a specialized tool kit of web based resources to assist business investment in Port Stanley					
16. Creation of a Waterfront Development Corporation					



Lake Erie Waves, 2004. Creative Commons License under Flickr user Amber Dawn Pullin

Appendix 1 – Case Studies

The Port Stanley Harbour Economic Development Plan undertook a case study research on successful waterfront development communities in Ontario. Four communities (Barrie, Thunder Bay, Port Dover and Port Dalhousie) were selected that best represent lessons and insights that Port Stanley's harbour can borrow in its vision to creating a sustainable and profitable waterfront.

Each case provides a breadth of issues that communities face in the development of waterfront properties, including the following:

- Community engagement
- Private sector engagement; ideal timing and approach
- Development opportunities; from restaurants, to condominiums and hotels, to parks and trails, to marinas
- Financing strategies
- Non-profit organizations; potential roles and contribution

The case studies were researched through a media scan and a review of waterfront planning documents, where these documents were available, as well as one or two interviews with business associations, planning and economic development staff in each community.

Barrie, Ontario

The city of Barrie surrounds Kempenfelt Bay of Lake Simcoe and is approximately an hour north of the city of Toronto. Barrie's population is increasing, and reached 135,711 people in 2011 and is projected to experience continued strong population growth. One of Barrie's prominent features is its recreational waterfront.

There are a few factors that may have influenced Barrie's focus on recreational uses along the waterfront. Barrie is isolated from Great Lakes trade and shipping routes, and has far less significant commercial shipping or industrial uses

than many other lakefront communities in Ontario. The waterfront is also well connected to Barrie's Downtown Commercial District. Practically, this means that visitors to the downtown, employees of local businesses and residents located in the existing high density condominium developments are all well positioned for waterfront access, leading to the high usage of waterfront parks and trails as well as significant attendance for the numerous festivals and events held on the waterfront. Understandably, the waterfront is integral to Barrie's community brand.

Barrie's waterfront development process is characterized by a strong public sector leadership. Much of the extensive shoreline in Barrie is owned by the City, and the City has specifically worked to increase its share of land ownership as well as to limit private development on or near the waterfront. This tradition was established in the mid 1960's with a land reclamation project that created two of the major waterfront parks. Active service clubs have also continuously contributed to the developing and funding of projects to improve the waterfront.

In 2009, the City of Barrie's Economic Development Strategy recommended an approach to waterfront development, incorporating private sector investment that would build more attractions on the waterfront. The City has followed through with this recommendation and is currently developing an update for its waterfront plan that incorporates private investment.

Barrie's current waterfront features the following:

- A public marina
- Public beach areas
- Public parks
- An extensive trail network, based on the conversion of the decommissioned railway

Although the community is currently in the planning process, the following elements are reported to be under consideration for the waterfront area:

- Events and public space programming
- Group events at park pavilions
- Commercial fitness use in parks
- Small scale commercial opportunities and kiosks
- Larger scale commercial opportunities; restaurants, hotels with convention facilities, commercial and office space
- New and expanded marina facilities
- Sports tourism



Barrie is therefore taking its first steps towards engaging the private sector in waterfront development, with the goal of creating revenues for the community and increasing the opportunities for the public to enjoy the waterfront. The transition from acquiring and preserving waterfront lands to considering the lease or sale of land to the private sector is a big change and although there is some uneasiness on the part of the public around selling or leasing land, it is acknowledged that businesses provide services that the public appreciates.

Lessons for Port Stanley

Barrie has benefitted from preserving public ownership of waterfront lands, and Port Stanley is in a position to do the same. Similar to Barrie, Port Stanley can increase the quality of life in its community with a waterfront focused on recreation and private investment. The following principles in Barrie can be applied to Port Stanley.

- When park development is needed, engage the community to ensure that local service clubs and non-profit corporations have the opportunity to contribute to waterfront development by raising funds
- In the case of a lack of private sector engagement, use planning as a first step to include private sector development in the waterfront and provide a variety of opportunities for businesses to use waterfront properties
- When tourism development is desired, encourage festivals and events on the waterfront and design facilities to accommodate these events

Thunder Bay, Ontario

The city of Thunder Bay is located on the shore of Lake Superior, and was traditionally an important port in cross country transportation, being the first point of access for the Great Lakes when travelling east across the country. In keeping with this history, Grain elevators and railways dominate the waterfront, limiting public access and enjoyment.

Thunder Bay has been through more than one cycle of waterfront planning before realizing its waterfront development. Financing was a stumbling block for previous plans, which did not secure funding support from Provincial and Federal levels of government to move forward.

The current Waterfront Development Plan developed in 2006 focuses on bringing more people to the waterfront to overcome the lack of connection between downtown Port Arthur and the public waterfront.

Before the current waterfront project, the Thunder Bay waterfront featured the following:

- A public marina
- Children's playground
- A public walkway
- Historic buildings (unused)



The Thunder Bay Waterfront Development Plan included:

- Two condominium towers and hotel development
- Renovation and re-purposing of existing historic buildings
- New public facilities with leasing options for the private sector, including a restaurant and an arts centre
- Public facilities; a splash pool that converts into a skating rink, playground
- Public art and spirit garden
- Marina expansion
- Outdoor performance space

The Plan was developed with extensive public input, including local First Nations communities. Implementation was planned over many years, in a series of manageable phases as the total investment required by the community was estimated to be more than 20 million dollars at the time.

Once the Plan was approved, Thunder Bay issued a request for expressions of interest from the development community for the condominium and hotel development. A consortium of developers successfully secured the opportunity to work with the City to develop a design for the waterfront. One of the challenges that the private sector struggled with at this point was confidence that the City would move forward with its plans, as previous plan had not been implemented.

Thunder Bay was provided with the opportunity of using the Build Canada grant to complete the waterfront project, including all phases, at once. The public portions of the project began immediately upon approval of the Federal funding and have successfully attracted significant visitation from residents and tourists in the first season of operation..

As of the writing of this report, the first condominium tower is 80% sold and the second tower is 30% sold. A hotel has been confirmed with supporting occupancy rates (73.8% across Thunder Bay in 2011) and the lack of waterfront accommodation spaces validated the need for a waterfront hotel.

Private sector engagement has also been successful, with strong responses to expressions of interest for leasing the redeveloped facilities. One renovated heritage building is now an arts centre operated by a business previously located in the downtown.

Lessons for Port Stanley

Thunder Bay's waterfront development is an excellent example of successful planning and private sector engagement. Port Stanley has taken the first steps in its waterfront development by communicating with its community and understanding their vision for waterfront development. The following Thunder Bay principles can be applied to Port Stanley's context:

- In the case where public investment is necessary to spur private investment, it is advisable to have a plan in place prior to the grant opportunity
- In the case where new attractions need to be developed, the private sector can lease space in public facilities to create more attractions, programming and services
- Where there is a lack of use of the waterfront, locating residences, hotels and restaurants on the waterfront are techniques to create more traffic

It should be noted that not every community is well suited to the type of development that Thunder Bay pursued. Where hotel and condominiums are desired, high occupancy rates and a lack of accommodations in the waterfront area are important factors in the investment decision.

Port Dover, Ontario

Port Dover is an unincorporated community in Norfolk County with a population of approximately 6,000 residents. Port Dover is located on the shore of Lake Erie, and is known for its active commercial fishery, and popular beach.

The waterfront is central to the identity of Port Dover because of its active fishery, which supports the local economy through industry as well as tourism. Port Dover also values the beach lifestyle, with its recreational amenities and ability to draw tourists.

Port Dover has been engaged in waterfront planning since the early 90's and has developed policy and planning tools to encourage revitalization and development of the downtown and the waterfront jointly. For example, Port Dover has put a Community Improvement Area (CIP) in place, which supports façade improvements and other enhancements through tax

incentives. The overall architectural feel of the Port is intended to be a marine maritime theme. The theme is part of their waterfront planning principles and has been effective in encouraging businesses, such as Tim Horton's for example, to modify their standard designs to match the feeling of an area.



Port Dover has many amenities close to the waterfront, including tour operators, recreational boaters, a main street downtown, a festival theatre, and events held throughout the summer. These events and the attraction of niche retail businesses bring tourists from across the region into the community. Port Dover also benefits from recreational boats that travel from port to port. This type of touring is found throughout the Great Lakes; as travellers see small ports such as Port Dover as one of many enjoyable stops along a road trip or water route along the lake shore.

To assist with the continued enhancement of the waterfront, Port Dover established a Revitalization Society that supports waterfront and downtown enhancement by contributing funds to community improvement projects. This initial funding is multiplied through grants and other fundraising opportunities. The Society is responsible for many improvements to the waterfront and downtown, including securing nearly 150,000 in grant money from the Ontario Ministry of Agriculture, Food and Rural Affairs for downtown revitalization projects.

While the primary output of the waterfront is for the delivery of recreational opportunities, it is also a place of employment for the community. The active fishery and ship building industries play an integral role in the identity of the port and have assisted in balancing the quality of life available in Port Dover.

Lessons for Port Stanley

Port Dover is a great example of public engagement in beautifying the downtown, and in benefitting from the fundraising efforts of non-profit groups. The following Port Dover principles can be applied to Port Stanley's waterfront development:

- Where there is industrial and commercial fishery activity, managing uses to ensure safety is important, and the cultural connection between the commercial fishery and the waterfront can be expressed through urban design guidelines
- Where public control may be limited, a step by step approach to slowly improving the waterfront over time can be effective, engaging the downtown business community, heritage groups and community members as well as investors as partners can ensure development occurs

A valuable recommendation that Port Dover shares is to set clear expectations with the community around the amount of time that it can take to realize waterfront development, and the feasible scope of development. The truth of this statement is illustrated in all of the case studies, many of which have been worked on for years and in some cases have evolved over decades.

Port Dalhousie, St. Catharines, Ontario

The community of Port Dalhousie is located within the city of St. Catharines, and positioned at the mouth of the Welland Canal, a significant historic trade route for shipping on the Great Lakes.

The Community Development Strategy that was established for Port Dalhousie in the year 2000 has recommendations that relate to the development of their waterfront. The plan featured desired improvements to the cleanliness of the neighbourhood, the quality of the tourism product including; encouraging renovations and improvements to existing businesses, increasing public green space, increasing accommodations and retail shopping for tourists, improvements to the quality of restaurants, and the addition of parking spaces. The Strategy often refers to community partnerships and supports initiatives with existing non-profit organizations, expansion of existing businesses, and utilization of empty buildings, exemplifying a grassroots approach to waterfront development.

In 2005 a group of business leaders, including local property owners, created the Port Dalhousie Vitalization Corp (PDVC), a private development corporation and put forward a development proposal called “Port Place”, which included condominiums, commercial space as well as a theatre development on the waterfront. The development costs included upgrades to infrastructure, and would be entirely privately funded.

Negotiations ensued with the community’s planning department and after numerous revisions the development plans were adjusted to more clearly reflect the character and heritage of the community, to include the preservation of heritage buildings and a lowering of the height of the condominium towers. Significant concessions were also made by St. Catharine’s through amendments to the community’s official plan to allow the planned development to be approved.

The community’s reaction to PDVC’s Port Place proposal was strongly divided.

Public interest groups and heritage organizations such as the Canadian Heritage Federation mounted protests centered on the destruction of heritage buildings on the site, which were part of the initial proposal[13]. Some residents rallied around an existing non-profit group called PROUD, which protested the height of the condominiums[14], as well as what the group saw as an irreparable alteration of heritage assets.

Other residents supported the development, anticipating positive benefits such as an increase in property values and a decrease in noise and other complaints related to success of the local entertainment businesses, while students are reported to have lamented the diminished beach bar scene that they enjoyed each summer[15].

The development proposal was approved by the City of St. Catharines in 2006, and an appeal with the Ontario Municipal Board (OMB) followed. The media has reported the cost of the hearings as two million dollars for the PDVC and five hundred thousand dollars for PROUD.[16] The Ontario Municipal Board approved the development in 2009. Ownership of PDVC, the development corporation, changed after the OMB approval.



Discussions between the City and PDVC continued after the OMB approval until the final approval of the design in early 2012. The development is reported to be moving ahead as planned, with marketing and sales efforts focused on retirees in Toronto.

The final approved design included the following amenities to the waterfront

- Two condominium towers
- A hotel
- A theatre
- Commercial development; retail and 'high end' restaurant
- A public plaza
- Connectivity improvements for pedestrians to reach the downtown core

[13] Top Ten Endangered Places List (archived), Heritage Canada Foundation, [Online Nov 2, 2012 http://www.heritagecanada.org/en/issues-campaigns/top-ten-endangered/explore-past-listings/ontario/port-dalhousie]
[14] Controversial Port development approved, stcatherinesstandard.ca, June 5, 2012 http://www.stcatharinesstandard.ca/2012/06/05/controversial-port-development-approved
[15] Port Dalhousie's lakeside bars and clubs being shut down to make way for condos Niagara News, 11 April, 2012 http://www.niagara-news.com/index.php?option=com_content&view=article&id=1649:port-dalhousies-lakeside-bars-and-clubs-being-shut-down-to-make-way-for-condos&catid=24:arts-a-entertainment&Itemid=221
[16] Port Dalhousie theatre plan may be axed, Welland Tribune, Feb 9th, 2012 [Online Nov 2, 2012: http://www.wellandtribune.ca/2012/02/08/port-dalhousie-theatre-plan-may-be-axed]

Lessons for Port Stanley

When a development is brought forward by the private sector, such as was the case in Port Dalhousie, the proposal may or may not align with existing plans. Unplanned development can be associated with public resistance, high costs and extensive negotiations, leading to long timelines for implementation. While Port Stanley's position is quite different from Port Dalhousie's Port Place, the lessons learned from increased local buy in and community consideration can help avoid public division. The following principles can be applied to Port Stanley's context:

- Important for local government to ensure that there is sufficient consideration of public interests and communication with non-profit groups
- In the case of heritage properties, the preservation of the look and feel of the community are common development requirements, as well as limitations on the disturbance of heritage sites
- In the case of condominium towers, height restrictions and public access are common points of negotiation to minimize disturbances to the views of residents and ensure public access to the waterfront

Appendix 2 – Waterfront Development Corporation Models

Research indicates that many jurisdictions across Ontario, Canada and throughout North America have considered a variety of means for government to act as a catalyst for urban redevelopment in communities or neighbourhoods that are in transition.

Although waterfront land development opportunities tend to be viewed very positively by private sector investors and end-market users; older urban areas, with former or even current industrial land uses, with extensive environmental risks, have an inherent complexity and financial risk that act as a significant barrier to their redevelopment. Simply stated, an ability to forecast a positive financial return over and above the financial investment and risks involved is the key determinant for private sector development to take place.

This lack of interest by the private sector has led many communities to assess how active or aggressive public investment should be in the role in spurring development, specifically in areas/communities/neighbourhoods that can achieve a positive public return on investment. The highlighted research suggests three (3) specific considerations where jurisdictions have proceeded with publicly led investments.

First, there was a realization and an understanding of the true market dynamics inherent in the private sector development industry in the respective communities. The facts typically showed that although there was a potential for a return on investment, the private sector did not see the likely return outweighing the risk and complexity involved.

In some instances this was due to location, in others it was cost, and in other situations it was simply the proposed scale of devleopment, but regardless, there was a perception, real or otherwise, that the ‘numbers just didn’t work’.

Secondly, public sector return on investment is calculated in a much different way than that of the private sector. Quantifiably, future revenue streams from sources such as property taxes, development fees and property value increases in neighbouring properties and job creation for example, can be used to calculate the value of public investment. This can be combined with qualitative and intuitive returns such as creating liveable neighbourhoods, improvement a waterfront's image, maximizing public infrastructure, or the change in perception of an area as it transition to something more viable or liveable.

Lastly, there is recognition that public investment receives the highest return on investment when it can leverage or be a catalyst for additional private sector investment. Even with positive public returns on investment, enabling private sector investment on its own typically involves the highest return on investment and is the preferred option.

Led by this thinking, governmental at all levels, have initiated, created and implemented several programs and development vehicles intended to drive capital investment into priority areas. This includes waterfronts with older and industrialized pasts and older urban centres and downtown cores.

Whether defined and termed as a 'development corporation', 'development bank', 'development partnership', 'development authority', 'commission', or some other term, practical research indicates that successful redevelopment in both urban and waterfront communities tend to be seen in areas where the issue has been deemed a priority and where a focus for implementation has been created.

Organizationally, this focus is typically seen by the consolidation of programs, services, and resources into an entity that can be directed to a specific task or redevelopment with dedicated resources to implement.

Development Corporation – 'Arms-Length' Relationship to Government

Typically, this consolidation is manifested through an entity that in some way is separated from the typical departmental relationship within a municipality, county or province. Further, it is often characterized by an 'arms-length' governance structure from the specific governmental jurisdiction which initiates and is responsible for it. This "arms-length" relationship, however, is measured by varying degrees along a continuum, but all containing a clear and direct form of governmental oversight, through a formal reporting structure, shareholder agreement, staff or board representation.

Of the examples examined in detail, all were represented by this 'arms-length' relationship. Halifax and Saint John New Brunswick corporations, Niagara Parks Commission and the Waterfront Toronto Corporation were all formed through various relationships with all three (3) levels of government and their creation was enacted by legislation. Pittsburgh's Urban Development Authority was created by way of State legislation. Winnipeg's Centre Venture however, was created at the municipal level but operates in a similar fashion.

In all cases, governmental oversight was seen and remains a critical element of its structure. Board representation with a direct reporting line is clear in all cases. It is important to note however, that although some elected officials were represented on many of the boards, in many cases this governmental oversight was delegated to governmental board appointments that contained direct private sector experience in the field of interest.

Development Corporation - Mandate

Specific mandates for these entities vary by jurisdiction, but typically they correspond to 'being a catalyst for business investment, development and economic growth' or to 'develop, promote, encourage, coordinate, assist and advance the commercial and residential development' within the geographic region or area that it is created.

These mandates are carried out through a variety of implementation programs and projects as distinct as the jurisdictions examined; meaning that although the mandates use similar wording, there was no general across-the-board implementation tactic or strategy that can be used to illustrate implementation of its respective mandate.

To illustrate, acting as a financing vehicle seemed to initiate Winnipeg's Centre Venture, whereas Halifax increased its planning and marketing role. Conversely, while Waterfront Toronto's is looking to 'transform 800 hectares of Brownfield lands into beautiful, accessible, sustainable, mixed use communities and public spaces', the Niagara Parks Commission balances the desire to develop its lands while maintaining public ownership.

Development Corporation – Day-to-Day Operations

Operationally, the 'arm's length' relationship is carried over to the staff level, where all of the highlighted organizations are staffed by professionals that operate through the direction of their respective Board of Directors, and not by officials within the governmental body itself, whether it is at a staff or elected level.

Development Corporation - Financing Models

With the financing model of a development corporation being critical to its success, there is however no easy comparison between the examples, as each organization has a unique funding structure, due in many ways to its unique legislative framework established at the time it was created.

In an attempt to find common ground in today's terms, there seems to be three (3) distinct funding parameters:

- Initial investment;
- Ongoing operational funding; and,
- Project-by-project investment and funding.

Generally, there was an initial public investment in the creation of the entity. In the case of Halifax, Saint John New Brunswick and Toronto, that investment came from all three (3) levels of government, while in Winnipeg; it came from the local and provincial levels.

Ongoing operational funding models vary substantially. Niagara Parks Commission is fully self-supporting, as its revenue base comes from the total operations of the lands within its portfolio. Halifax claims “to the largest extent…has been financially self-sustaining, that is without significant taxpayer support”, primarily from its extensive parking lot revenue. Saint John New Brunswick has annual support from all three (3) levels of government plus additional annual funding from five (5) other private sector and NGOs. Pittsburgh receives approximately 31% of its revenue from the three (3) levels of government, another 15% from taxing sources and the remainder from its operations.

Project financing is even more difficult to fully understand, as obviously the nature of the development would have a direct impact on its funding. A project that was a public recreational facility for example would rely much more on public investment than a private sector residential project that may not rely on governmental investment at all, but rather may in fact provide a return to the development corporation itself. Intuitively, it would be likely to conclude that project-by-project funding would be approached in similar investment terms as the private sector, and therefore that most projects would be self-financed by the project itself.

City of Winnipeg – CentreVenture

CentreVenture Development Corporation (CV), an arms-length agency of the City of Winnipeg, is an advocate and catalyst for business investment, development and economic growth in downtown Winnipeg.

Created in May 1999 by Winnipeg City Council and based on the principal recommendation of the Downtown Winnipeg Task Force, it was established as a "downtown development authority" to plan, coordinate and implement revitalization projects and improve the downtown's fortunes.

City Council enabled CentreVenture to adopt a public-private partnership approach that would capitalize on the expertise of the private sector and the policy development strength of government. The goal was the economic, physical and social rebirth of Winnipeg's downtown.

CentreVenture's staffs, under the guidance of a volunteer, private-sector board of directors, develops and implements strategies to identify and capitalize on economic, physical and social development opportunities in Winnipeg's downtown. CV is charged with fostering the revitalization of downtown Winnipeg through strategic management, financial, and other support, where possible, of downtown development.

CentreVenture expedites development in Winnipeg's downtown by promoting private public cooperation and innovative partnerships. CV encourages new retail, entertainment, housing and commercial ventures, along with public sector investment in public spaces, amenities and services. CV puts particular emphasis on the rejuvenation of the City's heritage buildings, development of vacant or underutilized downtown property and on identifying development opportunities linked to area megaprojects such as Red River College's downtown campus and Manitoba Hydro's new head office.

Under the Asset Agreement with The City of Winnipeg, CV markets surplus city-owned properties for sale and redevelopment. Initially, the City of Winnipeg provided $3 million seed capital to establish an Urban Development Bank which offers gap financing, mortgages and loan guarantees for small and medium-size projects.

In June 2002, Winnipeg City Council renewed CentreVenture's mandate and in 2006 expanded its geographic reach. The City also approved an additional $7 million deposit to fuel Urban Development Bank activities, for a total investment of $10 million.

In June 2006, City Council endorsed a further three year renewal of CentreVenture's operating agreement on the basis of an updated and expanded strategic plan that focuses on developing clusters of new activity along Portage and Main, the city's signature streets.

The Government of Manitoba made an initial $250,000 contribution to the Urban Development Bank fund and continues to provide additional annual contributions of $250,000.

CentreVenture's mandated area of responsibility now covers one of the largest downtown areas in North America, bordered by the Assiniboine River to the south, CP Rail Highline to the north and the Red River to the east. The area's western edge is roughly defined by Osborne, Young, Balmoral and Hargrave Streets.

Niagara Parks Commission

The Niagara Parks Commission (NPC) is a Provincial Crown Agency, incorporated by the act of the Provincial Legislature on April 23, 1887, and functions under the terms of the Niagara Parks Act, the Memorandum of Understanding between the Minister of Tourism and Recreation and the Commission, and some sections of the Corporations Act.

When it was first established, NPC controlled only the lands and buildings immediately surrounding the Canadian Horseshoe Falls. This area, now known as Queen Victoria Park, encompassed some 62.2 hectares (154 acres) of land. Today the area is owned and maintained by Niagara Parks has grown into what is North America’s most completely

maintained Parks system, encompassing 1,720 hectares (4,250 acres) of parkland and 56 kilometers (35 miles) of roadway and recreational trail along the Niagara River from Lake Erie to Lake Ontario.

NPC is similar to a private corporation, with all the objects, powers and duties prescribed under the Niagara Parks Act. The Commission operates like a Board of Directors and is composed of twelve (12) members: eight (8) appointed by the Province and one each appointed by the Councils of the Regional Municipality of Niagara, the Town of Fort Erie, the City of Niagara Falls and the Town of Niagara-on-the-Lake. The Province designates one member of the Commission as Chairman and another as Vice-Chairman. The Members of the Commission are responsible and accountable to the Government of Ontario, the sole shareholder of the Commission. The Commission's Chairman reports to the Ontario Minister of Tourism and Recreation. Founded as guardian of a national trust, they are mandated to preserve and commemorate the historical, cultural and environmental significance of the Niagara River corridor. Stewardship roles assumed by Niagara Parks have been an important aspect of the Commission since its inception.

NPC is completely self-supporting and receives no funding from Ontario taxpayers. They raise their own revenue through the operation of attractions, gift shops, historic sites, restaurants, golf courses and parking lots. Although self-funding, the NPC does rely on the government of Ontario for guarantees of its bank loans.

NPC maintains the Niagara River Recreation Trail and many picnic, park venues, playgrounds with splash pads, hiking trails, boat launches and other public recreation areas. Today's NPC maintains and operates attractions, historic sites, golf courses, picnic grounds, a marina, restaurants, gift shops, a School of Horticulture and Botanical Gardens and hundreds of acres of gardens and floral displays.

Halifax Nova Scotia – Waterfront Development Corporation

Waterfront Development Corporation Limited (WDCL) is a Provincial Crown Corporation, established in 1976 with the mandate to champion the overall planning strategy for lands and water lots owned by the Corporation around Halifax Harbour and Bedford Basin. It accomplishes this mission through planning, coordinating, promoting and developing properties, events and activities.

WDCL works with various government organizations, including Halifax Regional Municipality, the Province of Nova Scotia, the Halifax Port Authority and the former cities of Bedford and Dartmouth to move forward with an overall vision for this capital district. As a result of the Municipal reorganization, Bedford Waterfront Development Corporation was dissolved and in May 1999, merged with Waterfront Development Corporation Limited.

The WDCL currently owns 66 acres of property and manages over $20 million of public infrastructure for the residents of the Province. Corporately, the WDCL reports directly to the (Provincial) Minister of Economic and Rural Development and has a Board of Directors comprised of members representing Bedford, Dartmouth and Halifax. WDCL has a staff of fifteen, seven involved in planning, development and administration and eight in maintenance and parking operations. WDCL maintains effective relations with the Province, the federal government and local communities. As a result, the Corporation is making an increasing contribution to the economic development of the harbour and the Province.

Specifically, the WDCL's mandate, which highlights the core business and areas of responsibility includes:

- Acquire property, coordination, planning and property management within designated areas of Halifax Harbour including Bedford, Dartmouth, Halifax and other areas so designated by the Corporation's Shareholder (Department of Economic Development), which presently includes certain properties on the Town of Lunenburg waterfront
- Marketing, promotion and events designed to attract public use of the Halifax Harbour waterfronts
- Overseeing Provincial interest in the industrial development of Halifax Harbour through coordinating best use of Provincial land

The WDCL's business plan and priorities are aligned with the overall corporate goals of the Province through providing existing and planned public infrastructure, spaces and events on the waterfronts. These elements significantly add to the regional ability to compete globally in terms of important amenities that attract business investment and visitors to the region.

The WDCL has a unique role within the Province. Through ownership, it is directly responsible for over $100 million of waterfront real estate located in economically significant and culturally important centers of Halifax Regional Municipality and the Town of Lunenburg. Over the past 32 years more than $400 million of private and public investment in land and infrastructure has been possible. Planning and coordination of responsibilities for much broader areas surrounding Halifax Harbour for

Provincially-owned property with port, industrial potential has been recently assigned by the Provincial government. Championing the Provincial interest in these areas of responsibility intersects with the interest and jurisdiction of municipal and federal government agencies and private landowners. Managing these relations responding to the diverse expectations and stakeholder interests, and the community at large has significant challenges.

This broad mandate and responsibility requires considerable attention to human resources allocation and the establishment of priorities within the confines of Provincial financial management goals. The Corporation's financial and business planning is based on market forces.

To the largest extent, the WDCL has been financially self-sustaining, that is without significant taxpayer support, for more than a decade. A loan guarantee from the Province and targeted grants for specific programs e.g. Tall Ships, has assisted in achieving this self-sustainability. Lack of dependence on the Provincial taxpayer has allowed the Corporation flexibility in its plans and programs.

As development of waterfront land proceeds, the ability to be self-sustaining may diminish due to the market forces that determine income from property development. In addition, as development of vacant land (with temporary parking lots) proceeds, revenue from parking naturally diminishes. These market forces together with increased cost for maintaining important public spaces and infrastructure and the expectation to meet Provincial financial debt management goals create significant challenges.

Designated waterfront areas under its jurisdiction have become the most visited public spaces in Nova Scotia by visitors and Nova Scotians alike. This has increased public and stakeholder expectations and demands for such things as maintenance, high quality experiences, and repair of aging infrastructure, event management, and risk management including safety and security services, and the development of new infrastructure such as recreational vessel docking facilities. All of these demands require additional, and sometimes specialized, expertise, resources and operational expenditures.

Waterfront Toronto

Created in 2001, Waterfront Toronto (WT) is a tri-government funded corporation with a 25-year mandate to transform 800 hectares of brownfield lands on Toronto's waterfront into beautiful, accessible, sustainable mixed-use communities and dynamic public spaces.

Waterfront Toronto's approach is strategic revitalization, as opposed to simple redevelopment, meaning that the successful revitalization of the waterfront requires bringing together the most innovative approaches to sustainable development, excellence in urban design, real estate development, leading technology infrastructure and the delivery of important public policy objectives, all with the goal of placing Toronto at the forefront of global cities in the 21st century.

Based in part on research from waterfront projects in other cities such as London, New York, and Barcelona, the Toronto Waterfront Revitalization Task Force's report recommended that a separate corporation, with a strong mandate to coordinate and oversee an integrated strategy, is crucial to making waterfront revitalization a reality.

Following this report, Waterfront Toronto was formally established in the fall of 2001 and was up and running in February 2002. The Government of Canada, the Province of Ontario, and the City of Toronto jointly announced their support for the creation of

Waterfront Toronto (formerly Toronto Waterfront Revitalization Corporation) to oversee and lead waterfront renewal. The governments jointly fund the Corporation and appoint the Board of Directors. Federally, the Department of Finance Canada is responsible for waterfront revitalization. At the Provincial level, responsibility rests with the Ministry of Energy and Infrastructure. The Waterfront Project Secretariat, under the Deputy City Manager, oversees revitalization activities at the municipal level.

Waterfront Toronto is governed by a 12-member Board of Directors, including the chair, appointed by the Federal and Provincial governments and the City of Toronto, with its corporate authorities and accountabilities set out in Bill 151.

The Board of Directors of the corporation is comprised of representatives appointed by each of the three levels of government. The current board is made up of members with a wide range of relevant skills and expertise. These include legal, residential and commercial real estate, accounting and tax, investment and finance, environmental management, not-for-profit and public sector organizations, public companies, entrepreneurship, urban planning and information technology, among others.

Waterfront Toronto has a mission to put Toronto at the forefront of global cities in the 21st century by transforming the waterfront into beautiful, sustainable new communities, parks and public spaces, fostering economic growth in knowledge based, creative industries and ultimately: re-defining how the city, province and country are perceived by the world.

Supporting the mandate, Waterfront Toronto's vision statement is "working with the community and public and private sector partners, the Corporation will create waterfront parks, public spaces, cultural institutions and diverse and sustainable commercial and residential communities. We will strive to ensure that Toronto becomes the city where the world desires to live."

Beyond the overall mission and vision statements, operationally the Corporation has four (4) specific overall corporate objectives that focus on core implementation measures. They include:

- Develop accessible new waterfront communities that offer a high quality of life for residents and visitors alike;
- Attract innovative, knowledge based industries to the Port lands;
- Engage the community as an active partner in revitalization; and
- Develop strategic partnerships to attract private sector investment.

The Corporation's main asset base is in the ownership of land and buildings, much of which contains significant environmental contamination. Built into its model, the Corporation does not have any legal obligation to remediate the lands, and therefore financially, there is no environmental remediation liability recognized within their financial statements. Any costs associated with voluntary environmental remediation, or costs of demolition, which depends on the ultimate use of the lands, is recognized in the valuations of the related project.

Waterfront Toronto has expressed a desire for development to be characterized by excellence in urban design. As such, they have established a Design Review Panel which has been modeled out of experiences in Vancouver, Niagara Falls and the National Capital Commission in Ottawa as well as the City of Ottawa. This panel provides objective, professional advice and contributes to a culture of quality by signaling to developers and designers that high quality design is a critical consideration for the development of Toronto's waterfront. The panel will be advisory and in no way replace the City of Toronto's regulatory approvals process

In 2004/05 WT released the final version of the Sustainability Framework, the goal of which is to ensure that sustainability principles are integrated into all facets of waterfront revitalization management, operations and decision making. Focused around five (5) broad goals, the Sustainability Framework identifies concrete short, medium and long term actions that will lead to remediation brownfields, reduced energy consumption, the construction of green buildings, improved air and water quality, expanded public transit and diverse, vibrant downtown communities.

Recently, in the 2007/2008 business plan, the Corporation expanded its core business from planning and smaller scale project management to implementation and development of such projects as major parks and recreational facilities, waterside destinations and new sustainable, downtown communities.

Saint John, New Brunswick – Waterfront Development Partnership

The Saint John Development Corporation was incorporated in July 1980 with a mandate to "develop, promote, encourage, co-ordinate, assist and advance the commercial, residential, recreational, cultural, social, economic welfare of the City of Saint John in connection with the Market Square Project site including the area within the City Centre District".

The Waterfront Development Partnership (WDP) was established in 2001 to act as a catalyst for Saint John achieving its waterfront's potential. Operationally, it acts under the direction of the Saint John Development Corporation, and is a partnership comprised of the City of Saint John, Uptown Saint John Inc., Enterprise Saint John Inc., Saint John Board of Trade, Saint John Port Authority, and the Province of New Brunswick.

The Inner Harbour Land Use Plan, a master plan for development of the Saint John Inner Harbour and Waterfront, was introduced in 2003. The plan defines a strong system of fully connected, high quality public spaces that will form a framework for high quality private development and was developed around a set of guiding principles, which include:

- Public Access
- Support a strong working port
- Encourage economic growth and diversification
- Promote arts culture, interpretation and education
- Significant, sustainable, balanced economic and environmental development, collaboration with private-public partnerships, and community involvement and appeal.
- Stakeholders are committed to continued development in a vibrant waterfront and uptown.

The Saint John Waterfront Development and its projects are funded by donations from the three (3) levels of government, corporations, community organizations and individuals.

Pittsburgh – Urban Redevelopment Authority of Pittsburgh

The Urban Redevelopment Authority (URA) of Pittsburgh was created to fight blight through urban renewal. The URA achieves this mission by assembling, preparing and conveying sites for major mixed-use developments; and by providing a portfolio of programs that include financing for business location, relocation and expansion, housing construction and rehabilitation, and home purchases and improvements.

Incorporated in 1946, the URA was one of the first redevelopment authorities in Pennsylvania. Organized by corporate and civic leaders, the URA undertook the first privately financed downtown redevelopment project in the United States - Gateway Center.

The URA buys old sites, cleans them up and sometimes acts as a non-profit developer. It has constructed and rehabilitated tens of thousands of homes, reclaimed thousands of acres of contaminated brownfield and riverfront sites, and assisted hundreds of businesses in neighborhoods throughout the City of Pittsburgh.

Today, the URA offers a variety of programs and financing products that range from assisting low income clients achieve home ownership to reclaiming brownfields for new development and helping communities reinvent themselves.

The URA also provides administrative, financial, accounting, economic, legal and secretarial services for The Pittsburgh Economic and Industrial Development Corporation (PEIDC), which acts as Pittsburgh's industrial development corporation for real estate development.

With this designation, the PEIDC is able to purchase real estate, obtain private and public financing (including low interest loans from the state) and sell or lease property. The PEIDC becomes involved in commercial or industrial development projects when private real estate developers are unwilling. As a certified industrial development corporation, the PEIDC can obtain, on behalf of a company, low interest financing for industrial real estate renovation and construction.

The URA has repeatedly demonstrated the value of land preparation as an economic development tool. The authority has been able to use its ability to secure low cost financing to prepare land for development when private sector developers are deterred by the financial risks. This has been particularly useful in redeveloping sites that were plagued by environmental hazards.

Redevelopment of a former steel mill site on the City's south side is one of the most visible examples of the URA's work. Soon after LTV closed the steel mill, the URA acquired the 123 acre property. While private developers may not have been willing or able to finance the cleanup and redevelopment of such a large site, the URA capitalized on its ability to secure public and private funding. It completed most environmental testing and remediation within a relatively short time.

The site is now home to several new developments, including a distribution facility and sports medicine complex for the University of Pittsburgh Medical Center, practice facilities for the Pittsburgh Steelers and University of Pittsburgh football teams, an FBI office building and the University of Pittsburgh's McGowan Center for Artificial Organ Development.

Governed as an “arms-length public authority”, the URA is led by a six (6) member Board of Directors. Although the legislative criteria for the board make-up is unclear, the current Board is chaired by the Office of the Mayor, the URA’s Executive Director, elected state and local council representation, as well as representation from both labour and the private sector.

Led by an Executive Director and a staff of sixty (60), the URA is operationally divided into five (5) departments: Executive, Business Development, Economic Development, Engineering and Construction, Housing, and finally Real Estate.

The URA works closely with Federal, State and local government, the private sector, foundations and community based organizations. According to its 2005 Annual Report, revenue of the URA was approximately $88.5 million with expenses of $110.3 million.

Of note, the 2005 expenditures exceed revenues because of debt service payments from the URA's bond funded programs. These highly rated programs are designed to keep fund balances and reserves large enough to make up the difference in years where disbursements are more than receipts.

It must be noted however that the Pittsburgh URA operates under a much different legislative and approval framework than could exist in Ontario. As a dedicated state authority, the URA has delegated, mandated and legislative authority in areas that rest with multiple Ministries and agencies here in Ontario. One example would be land use planning where the approval authority rests with the URA.



Inn on the Harbour (Cover Photo), 2012. Creative Commons License under Flickr user Loozrboy

Final Report Addendum

Port Stanley Harbour Economic Development Plan Final Report

In Reviewing the document that we submitted it became clear that the link that we embedded regarding the information contained in the Port Stanley Harbour Economic Development Plan Final Report is not working properly.

We are submitting the document again as a .pdf as we feel that it is a key piece in understanding the Sparta PAR Committee's final recommendations.

We have been told that the fact that Port Stanley has been designated a growth area by the Municipality of Central Elgin is an important factor in the recommendation to accommodate both the Port Stanley and Sparta students at the school in Port Stanley. We have received three conflicting enrolment projections for the new growth areas over the past four months, all of which point to a dramatic increase in the projections of the numbers of school age children that these areas are forecasted to yield.

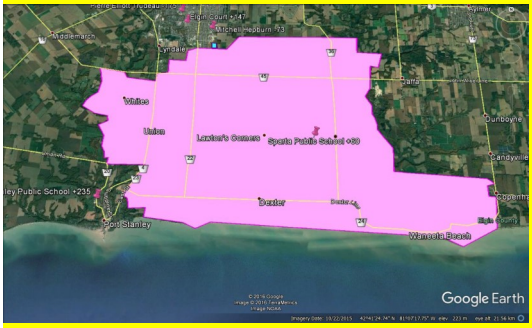
The significance of the Port Stanley Harbour Economic Development Plan Final Report lies in the fact that these growth areas are clearly being designed and marketed by the municipality as retirement communities. This makes us wonder how it can be that the Planning Department is continuing to forecast ever-increasing numbers of school age children being yielded from these homes. The high cost of purchasing these homes is prohibitive to young families and moreover, the amenities that are described are geared towards the retirement demographic.

It should also be noted that if the most recent yields projected by the planning department were to actually materialize from the growth areas, there would not be room in the school for those new growth students as the incorporation of the Sparta Community in conjunction with the existing Port Stanley Community already puts the Port Stanley Public School at or above capacity.

Sparta Recruitment Flyer

Another key piece of information that we are submitting as an addendum is the Recruitment Flyer that we have created. We recognize that enrolment numbers are important and are willing to work towards attracting younger families to the Sparta Catchment. Towards that end, we have created a document listing some of the great features that the Sparta School has to offer and have submitted it to realtors operating in the area so that families with young children considering the purchase or rental of homes have a direct link to our Home and School Association. It is our intention that our parent volunteers will help streamline the process of relocating and enrolling in the Sparta School in an effort to build our already stable utilization. The Flyer is featured on the second page of this Addendum. Thank you for adding this document.

Buying in the Sparta Catchment Area– A Great Choice for Families!



Sparta Public School is a wonderful country school with a capacity of 305, just the perfect size! We have an **active PTA** with several long-running traditions such as **Book Swap, Family Dances, Family Fun Nights, Hot Lunches, Pizza Days, and Meet the Teacher BBQ's**! We are an **ECO-SCHOOL** that composts and are working to get approval for a **school garden!**

If you would like more information on the many great features that the Sparta Public School has to offer, contact our PTA:

spartascpta@gmail.com

Or Heather Derks at 226-653-0058

We will be happy to provide you with additional information including how to register.



PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
SPRINGFIELD PS QUESTIONS AND ANSWERS

Received On: 2016, December 15

Question #1:
Would it be possible to get School Information Profiles for all the remaining TVDSB elementary schools in St. Thomas which we do not currently have information on. These include: Southwold Public School Elgin Court Public School, Forest Park Public School, John Wise Public School, June Rose Callwood Public School, Lockes Public School, and the School Pierre Elliot Trudeau French Immersion Public School. Would it also be possible to be provided School Information Profiles for the following secondary schools: Arthur Voaden Secondary School, Parkside Collegiate Institute, Central Elgin Collegiate Institute, East Elgin Secondary School, and Lord Dorchester Secondary School. If you have time we would also appreciate School Information Profiles on Glendale High School, Annandale Public School, Westfield Public School, and South Ridge Public School.

Answer #1:
School Information Profiles (SIPs) are created for schools involved in a Pupil Accommodation Review. The SIPs contain information from many different departments pertaining to the last complete school year. The requested SIPs do not exist. If there is specific information you are looking to review, and the information is readily attainable, we will endeavor to provide it to your School Subcommittee.

Question #2:
Mitchell Hepburn in St. Thomas and South Ridge in Tillsonburg are both relatively new schools in our region. Would it be possible to have enrollment projections for both schools that were used prior to receiving Ministry of Education capital funding to build such schools?

Answer #2:
Mitchell Hepburn PS and South Ridge PS are not new but additions were recently funded by the Ministry of Education for Mitchell Hepburn PS (completed 2014) and South Ridge PS (completed 2015). We are assuming that the information you are requesting are the enrolment projections submitted to the Ministry for funding. Mitchell Hepburn PS was not involved in an Accommodation Review (ARC). The TVDSB submitted a request for growth funding. South Ridge PS was part of a larger accommodation solution and business case for the Tillsonburg area which saw the reorganization of all elementary schools, a change in models and the closure of two elementary schools following an Accommodation Review (ARC). Below are the enrolment projections submitted to the Ministry of Education for funding for Mitchell Hepburn PS and South Ridge PS:

Mitchell Hepburn Enrolment Projections, Scenario 24, Oct 31 Actuals, May 15 2012
(Excluding Holding Zone)

*Adjusted for FDK Program

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Spec Ed	Total Body	FTE	FTE *
2008	51	68	119	50	35	48	65	54	51	45	0	16	483	423.5	
2009	64	59	123	69	55	38	45	69	54	51	47	29	580	518.5	
2010	68	63	131	55	69	59	41	50	70	54	52	29	610	544.5	
2011	78	74	152	74	54	69	62	44	48	69	53	26	651	575	
2012	81	81	163	75	79	57	73	68	50	48	70	26	707	626	
2013	87	84	171	85	75	82	59	79	67	50	49	26	743	658	
2014	87	82	169	80	85	75	82	59	79	65	50	26	771		771
2015	87	82	169	78	80	85	75	82	59	77	65	26	798		798
2016	87	82	169	78	78	80	85	75	82	58	77	26	809		809
2017	87	82	169	78	78	78	80	85	75	81	58	26	809		809
2018	87	82	169	78	78	78	78	80	85	74	81	26	827		827
2019	87	82	169	78	78	78	78	78	80	84	74	26	822		822
2020	86	81	168	77	77	77	77	77	77	78	83	26	817		817
2021	85	80	165	76	76	76	76	76	76	75	77	26	799		799

Mitchell Hepburn Enrolment Projections, Scenario 24, Oct 31 Actuals, May 15 2012
(Holding Zone Only)

*Adjusted for FDK Program

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Spec Ed	Total Body	FTE	FTE *
2011	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2012	0.2	0.2	0.5	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0	2.4	2.2	
2013	1.4	1.4	2.8	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	0	14.1	12.7	
2014	3.0	3.0	6.1	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	0	30.4		30.4
2015	4.3	4.3	8.6	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	0	42.8		42.8
2016	5.0	5.0	10.1	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	0	50.3		50.3
2017	5.8	5.8	11.6	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	0	57.8		57.8
2018	6.5	6.5	13.1	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	0	65.3		65.3
2019	7.3	7.3	14.6	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.3	0	72.8		72.8
2020	8.0	8.0	16.1	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	0	80.3		80.3
2021	8.8	8.8	17.6	8.8	8.8	8.8	8.8	8.8	8.8	8.8	8.8	0	87.8		87.8

Notes:
Shaded areas represent actual enrolment numbers based on October 31 count dates
Full Time Equivalent FTE = **((JK + SK) x 0.5) + Gr1 + Gr2 + Gr3 + Gr4 + Gr5 + Gr6 + Gr7 + Gr8 + SpecEd**
Full Time Equivalent Adjusted for FDK FTE* = **JK + SK + Gr1 + Gr2 + Gr3 + Gr4 + Gr5 + Gr6 + Gr7 + Gr8 + SpecEd**
Scheduled to receive Full Day Kindgergarden (FDK) in September 2014
Projections are revised periodically, please contact the TVDSB Planning Department for further details.

South Ridge PS Enrolment Projections (Board Approved New Attendance Area and Grade model),
Total Body Count, Scenario 47, May 22nd 2013

*Adjusted for FDK Program

Year	JK	SK	JK + SK	Gr1	Gr2	Gr3	GR1-3	Gr4	Gr5	Gr6	Gr7	Gr8	GR4-8	Spec. Ed	Total Body	FTE	FTE *
2000	40	56	96	50	44	58	152	46	51	51	0	0	148	16	412	364	
2001	44	40	84	58	51	45	154	57	43	51	0	0	151	16	405	363	
2002	36	53	89	46	61	52	159	50	55	43	0	0	148	13	409	365	
2003	45	34	79	52	49	64	165	51	51	54	0	0	156	11	411	372	
2004	46	58	104	38	50	45	133	64	52	55	0	0	171	4	412	360	
2005	41	46	87	60	42	47	149	49	63	51	0	0	163	9	408	365	
2006	44	44	88	52	58	40	150	49	50	61	0	0	160	7	405	361	
2007	45	58	103	45	52	59	156	42	43	49	0	0	134	5	398	347	
2008	53	54	107	54	43	47	144	61	45	45	0	0	151	5	407	354	
2009	41	59	100	59	55	47	161	48	52	44	0	0	144	5	410	360	
2010	39	45	84	64	54	53	171	47	48	55	0	0	150	7	412	370	
2011	50	39	89	44	64	52	160	53	48	45	0	0	146	10	405	361	
2012	50	51	101	40	46	62	148	54	51	48	0	0	153	10	412	362	
2013	48	52	100	52	40	46	138	63	54	51	0	0	168	10	416	366	
2014	36	36	72	38	34	32	104	33	51	32	43	0	159	0	335		335
2015	36	36	72	36	37	34	107	32	33	51	32	44	192	0	371		371
2016	36	37	73	36	37	39	112	35	32	33	52	33	185	0	370		370
2017	37	37	74	36	37	37	110	39	35	32	33	53	192	0	376		376
2018	37	37	74	37	36	38	111	37	39	35	33	33	177	0	362		362
2019	37	37	74	37	37	36	110	37	37	39	36	33	182	0	366		366
2020	38	37	75	37	37	38	112	36	38	37	39	36	186	0	373		373
2021	38	38	76	37	37	36	110	37	35	38	37	40	187	0	373		373
2022	39	38	77	38	37	37	112	36	37	36	38	37	184	0	373		373
2023	40	38	78	38	38	37	113	37	37	37	36	38	185	0	376		376

Question #3:
Under proposed revised attendance area's many school's are being divided. Springfield's area will be divided into a north section and a south section. Could we have the specific student numbers for each area being divided. This could easily be done by using student's home addresses. Would it also be possible to get projected enrollments from each area.

Answer #3:
Breakdown of students redesignated from Springfield PS:
• Summers' Corners = 100
• New Belmont = 61

(Please note that the Ungeocoded students have not been included in the above count. These are students where address points cannot be determined.)

Projected Enrolment by Proposed Designation Area:

Springfield PS	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
New Belmont	65	67	61	62	60	63	55	56	55	53
Summers' Corners	100	104	99	94	89	85	87	89	90	92
Total Enrolment	165	171	160	156	149	148	142	145	145	145

Question #4:
Could we also (using home addresses of students) specifically determine the number of students from New Sarum destined for Belmont, McGregor/Davenport, and the new St. Thomas School. From their determined projected enrollments for each area?

Answer #4:
Breakdown of students redesignated from New Sarum PS:
- New Belmont PS = 35
- SE St. Thomas = 144
- McGregor PS/ Davenport = 61

(Please note that the Ungeocoded students have not been included in the above count. These are students where address points cannot be determined.)

Received On: 2016 December 19

Question #1:
Would be able to provide us with a map showing the current school catchment areas for all of EPAR01 and then the same map showing the new catchment areas for the proposed changes?

Answer #1:
See Appendix A

Question #2:
If we have a bunch of questions for the Jan 9th meeting can we do it as a PowerPoint presentation or just verbal?

Answer #2:
At the Initial Public Meeting there will be an opportunity for all PAR School Subcommittees to ask questions. In order to ensure that all schools have an equal opportunity to have there questions answered, we will allow each school to ask a question, once each school has had an opportunity, we will return to the top of the list of schools for another round of questions. A power-point presentation may be helpful to your chair (or designate) at the Second Public Meeting where each school will have 5 minutes to update the PAR Committee on their Initial Public Meeting and share feedback received from their school community. If your School Subcommittee has a "bunch of questions", it may be helpful to forward them now to allow us the opportunity to research the answers in order to get the response back to you in a timely manner. Please note if questions are submitted over the winter break that staff will be limited and may not be able to respond prior to the Initial Public Meeting on 2017 January 9th.

Received on: 2017 January 04

Question #1:
Between 2014 and 2015 out OTG increased. We had no renovations done and no additions built. How is this possible?

Answer #1:
The capacity at Springfield PS increased by 37, as a result of information received from the Program department and a review of the space type. Room 124 formerly identified as a general purpose room (loaded at 0) was changed to a computer lab (loaded at 23). Room 126 formerly identified as Special Education (loaded at 9) was changed to a classroom (loaded at 23). Room 127 identified as Special Education (loaded at 9) remains as it is a purpose built space, despite there no longer being a program located at Springfield PS

Question #2:
When examining OTG; it appears that computer labs are only assessed OTG when the labs are not adjacent the library or learning commons. For Springfield and MacGregor this means our OTG is 23 pupils higher than other schools such as River Heights or Sparta.
(River Heights PS floor plan) Difficult to see but upper right corner of school contains library resource centre with separate but adjacent Computer lab. This configuration carries no OTG load.
(Springfield PS floor plan) Again difficult to see but our library is centrally located with beautiful skylights. Our computer lab is located elsewhere within the school and as such is not adjacent the library and therefore carries an OTG load of 23. Can you explain how this is considered a classroom?

Answer #2:
That is correct, computer labs adjacent to or in a Library Learning commons are not loaded as they function as part of that space. A stand alone computer lab is loaded at 23 as determined by the Ministry of Education loading calculations. See also answer to question 1.

Question #3:
Are the busing numbers used in this report based on current students or projected students enrollment for the revised schools?

Answer #3:
The transportation calculations for the recommendations have been based on the 2015-16 student numbers and residences.

Question #4:
Also, how do the bus transfers that currently take place for students show in this report to show the actual cost/number of buses being used?

Answer #4:
Total transportation costing for each school is calculated based on the number of riders per bus servicing the school. If a student rides more than one bus then their total cost is calculated by adding their cost share on each vehicle together.

Question #5:
Can you please provide what TVDSB spent on upgrades to Springfield 4 years ago to make it ready for the FDK program as it does not show anything in the EPAR? (Appendix B-10, 9 of 16)

Answer #5:
The costs identified on Appendix B-10 page 9 of 16 were a 10 Year Renewal History for the school.
The total cost of the FDK renovation at Springfield PS was $183,691.17.

Question #6:
What are the benefits to the students and the community of Springfield with these changes? (page 2 an 3 of EPAR)

Answer #6:
The TVDSB's proposed recommendations are intended to support an environment with a critical number of students where experiences, opportunities and resources can be optimized. The intended benefits to students can be referenced on the slides #4 - #6 titled "Educational Opportunities and Benefits to Learning" from the EPAR 01 PowerPoint presentation shared at the First Public Meeting held on Jan. 9, 2017.

Question #7:
The Planning department has used the term "Community Hub" in different presentations and conversations in regards to the schools and we are wondering what TVDSB considers as the definition of "Community Hubs":

Answer #7:
The TVDSB follows the Provincial understanding of a Community Hub as noted in the ***Community Hubs in Ontario: A Strategic Framework and Action Plan:***

Community hubs provide a central access point for a range of needed health and social services, a long with cultural, recreational, and green spaces to nourish community life. A community hub can be a school, a neighborhood centre, an early learning centre, a library, an elderly persons centre, a community health centre, an old government building, a place of worship or another public space. Whether virtual or located in a physical building, whether located in a high-density urban neighborhood or an isolated rural community, each hub is as unique as the community it serves and is defined by local needs, services and resources.
(***Community Hubs in Ontario: A Strategic Framework and Action Plan****, p.7)*

Further information and the full report can be found at https://www.ontario.ca/page/community-hubs-ontario-strategic-framework-and-action-plan

Question #8:
In the EPAR it uses the term/statement "classroom is not loaded", can you please provide the actual meaning of this term/statement?

Answer #8:
A standard classroom is loaded at 23, whereas a General Arts or Instrumental Music classrooms are not loaded by the Ministry. The spaces are used in a rotary setting allowing multiple classes to leave their classrooms throughout the day and travel to these spaces. Typically, these rooms are architecturally distinct, having such features as sound attenuation panels, additional storage for instruments,as well as possible risers.
A list of spaces that are loaded or not and the amount of each loading, for each school can be found in the Facility Space Template of the Facility and Site Profile located in the SIPs.

Question #9:
What is taken in to account for the increase/decrease in a schools enrollment other than physical housing growth of an area. Is curriculum changes ever considered or other factors?

Answer #9:
The Board uses census data and live birth data to determine JK intake of students. The enrolment projections on a system level are cross examined against the Ministry of Finance data projections which is broken down by municipality. From SK to Grade 8, the analysis of historical enrolment trends is used to determine movement from grade to grade. This is examined on a school level as well as a system level. Municipal reports on demographics such as projected housing yields, population projections are also examined and included in the process of determining student enrolment. Another factor taken into account is program changes that may effect school population. Some examples of this are the Full Day Kindergarten program implementation and French Immersion movement.

Question #10:
Are there any specific needs for a school to have Grade 7 & 8 classes, for example dedicated music or science rooms?

Answer #10:
A dedicated music or science room is not required to meet the curricular needs of grade 7 and grade 8 students. However, Library Learning Commons and general arts rooms are being established across schools in TVDSB, where possible. Library Learning Commons are intended to provide enhanced opportunities for collaboration, communication, creation, and connection. General arts rooms are architecturally distinct, having such features as sound attenuation panels, additional storage for instruments, as well as possible risers making them equipped with the unique supports that would complement an instrumental music program for intermediate students.

Errors/Concerns in the EPAR

1. Pg #21 – reports 3 buses to South Dorchester, however in the SIP file Pg 4 of 16 it shows 4 buses, which is the correct number.
There are 4 vehicles. This error will be corrected in the EPAR-01 ISAR.

2. Pg #27 – under transportation it states 18 vehicles were utilized to transport 94 students, however in the SIP file Pg 4 of 16 it shows 18 buses with 404 students eligible for transportation
There are 404 students eligible for transportation at Summers' Corners. This error will be corrected in the EPAR-01 ISAR.

3. Pg #49 – Transportation information for McGregor "80.7%, or 455 students…" is just a copy of the new Belmont school Transportation information. As on Pg #48 McGregor only has a projection of 355 (2017) and 322 (2018) students
There was an error found in the McGregor (p 49 of 71) Transportation information, 50.3% or 180 students would be eligible for transportation. The remaining information has been verified and is accurate. This error will be corrected in the EPAR-01 ISAR.

4. SIP File for McGregor Public School shows the land size as being 8.15 acres, however when it is mapped out it is roughly 3.3 acres
TVDSB is investigating the claim and if edits are required, will update the SIPs accordingly.
After further review, the original information included of 8.15 acres was incorrect. It has been determined that the actual site size of McGregor PS is 3.54 acres or 1.432 hectares

5. SIP File for Springfield Public School shows the land size as being 2.47 acres, when in reality the property is 3.56 acres.
TVDSB is investigating the claim and if edits are required, will update the SIPs accordingly.
After further review, the original information included of 2.47 acres was incorrect. It has been determined that the actual site size of Springfield PS is 5.0478 acres or 2.042 hectares.

Also in the SIP File it has two different maps of the property, one that includes the soccer fields, etc and one that does not
Yes, in the SIP there is a site plan (Appendix B-10, page 12 of 16), which is not a survey and is to be used as a graphic illustration of the site and it's amenities, there is also a Land Use and Zoning Map (Appendix B-10, page 13 of 16) which is an ariel photo with the zoning and land use information overlayed. The soccer posts are visible in this photo.

6. Enrollment numbers:
1) On Pg 4 of the non-marked pre-table of contents it states there are 3606 students in the current EPAR-01 however if you add everything up for the schools it is 3649 students
Please indicate where the number 3,649 is determined from.
2) On Pg 24 of 71 it states Springfield enrolment of 165 students, however , there where 167 enrolled as stated in Appendix B-10 page 3 of 16
That information is correct. In 2015, there were 167 students, and in 2016 it is projected there will be 165.

7. Pg 7 of 71 it states "Springfield Public School is a JK-6 school; the grade 7 and 8 students from Springfield Public School are designated and transported to Davenport Public School.", this is incorrect as our Grade 7 & 8's attend Summers Corners Public School
This was already corrected as part of the 2016 December 05 - Corrections.

8. On Pg 2 of the unmarked pre-table of contents it states "with fewer school to support, less travel time for itinerant staff leads to increased time available to be spent with students". So decreasing staff travel time is more important than the increased travel time of students, seems to go against the "We build each students' tomorrow, every day" and "We put students first" slogans that TVDSB uses
Yes, with fewer schools decreased staff travel time will allow for an increased time with students for itinerant staff or allow for increased staff allocation to a school.

9. Concern that the PAR committees are not being provided with all the correct or up to date information. Even the binders provided to us at Orientation where not the updated version.
Information provided at the Orientation meeting was up to date. Updates will be provided online and to PARC members when necessary.

Received on: 2017 January 10

Question #1:
We are currently trying to prepare our presentation for our school level meeting. We want to include information from ISAR. It is in pdf format and we aren't able to pull individual slides pertinent to our situation. Do you have it available as a file we can extract slides to prepare a presentation. Would that be available?

Answer #1:
In order to ensure consistency with documents and presentations distributed by TVDSB during a Pupil Accommodation Review, only PDF format will be provided.

Question #2:
What formula adjustments are you making to determine appropriate school size based on population density and serving area?

Answer #2
The proposed school sizes have been calculated using Ministry of Education loading for the projected enrolment. The number of classes for each division (Early Years, Primary, Junior, Intermediate) is determined using Ministry of Education class size caps. The number of classrooms required for those classes are determined by multiplying by the loading. For example, As grade 1 has a class size cap of 20, 40 grade one students would necessitate 2 standard classroom to accommodate. Ministry loads standard classrooms at 23, if does not differentiate between primary, junior or intermediate classrooms.

Question #3:
How is school size and student achievement research incorporated into the senior administration recommendation?

Answer #3
There are many factors that contribute to student achievement. High student achievement is possible in schools of varying sizes.

Question #4:
Split classes is often an argument that comes up with smaller schools, why do you approve of the junior kindergarten / senior kindergarten model when you end up having 3 year olds and 6 year olds together but it is such a draw back in other grades where the age gap is much less.

Answer #4
All classes, whether single-grade or combined, include students performing at a range of achievement levels. To support the diverse learning needs of students, educators are trained to differentiate instruction in order to reach all learners in single-grade or combined classes.

Question #5:
Kevin, you have often said that this PAR is very complex and come up with excuses for the mistakes we have found. If you found this too complex to present an errorless report, what makes you feel confident in a plan this big and why wouldn't you break it down into smaller PARS.

Answer #5
The composition of EPAR-01 was based on the students and schools affected by the proposed recommendations, due to the fact that the proposed relocation of school communities are all interconnected all the schools included in EPAR-01 needed to be included in the pupil accommodation process.

Question #6:
We are wasting a lot of our time correcting and debating small and very large errors in the PAR recommendation when we should be reviewing and building our case on ACCURATE information provided by you, why should the trustees and parents feel confident in supporting this plan?

Answer #6
The errors discovered do not substantially change the rational on the recommendations within the Report. We apologize for the errors, but unfortunately, as in any large report there are often errors found after printing.

Question #7:
Is there research on the living proximity to school and parental involvement?

Answer #7
There are many factors that contribute to parental involvement. High levels of parent engagement are possible and occur in schools of varying sizes.

Question #8:
Before using Port Stanley as a holding zone for Pierre Elliot Trudeau, their enrollment was only 94. This is far worse than Springfield's current state, why were they not considered for closure? Why wouldn't you choose to close Port Stanley and better use Springfield?

Answer #8
The enrolment of Port Stanley PS has been a concern of the TVDSB for a number of years and the potential consolidation of the Sparta PS and Port Stanley PS attendance area has been discussed as a possible solution. The Board is now in the position to study this accommodation issue in conjunction with all of Central Elgin in EPAR-01

Question #9:
We are curious where you got your information on Springfield P.S being built in 1974. Our school was built in 1976.

Answer #9
TVDSB drawings for Springfield PS state 1974. This is considered the start of the building process and not necessarily the opening of the school. Please forward any any documents you have supporting the 1976 build date to planning.

Question #10:
What is the cost to renovate Summers Corners to have a special needs suite. Would you not find it more cost effective to put the students where the suite is and where they were before.

Answer #10
The cost to renovate to create a Special Education suite at Summers' Corners is estimated to be $266,000.
The placement of a student in a Developmental Education program class is determined by the Special Education department who analyze many different factors. These factors may include, but are not limited to, such things as: student need and composition of the classes; the existing class requirements; student residence and location of classes; availability of an opening/space in specialized classes; and class size caps for Special Education classes, based on class type. If it is the decision of the Board that Springfield PS remain open, this space would be available for the placement of a Special Education class as determined by the Special Education department.

Question #11:
How can we get applications in from the community groups and organizations to use school space, ie daycares, mental health programs etc when the space isn't shown as available because we are slated to close?

Answer #11
Prior to commencing the Pupil Accommodation Review , TVDSB contacted listed Community Organizations/Municipalities and requested community planning or facility collaboration opportunities and any relevant technical information. TVDSB received 14 communications in response which were included in the 2016 November 22 Initial Senior Administration Report.

Question #12:
How long has Springfield P.S not been on the list for available spaces. If it has never been on the list, do you feel springfield was given a fair chance to use the empty space when you took the special ed program out?

Answer #12
The Special Education program class was relocated from Springfield PS as of 2014-15. Relocating the Special Education program class from Springfield PS did not have a significant impact on the utilization of the school. We can confirm that there were "less than 9" students (for privacy purposes, the board does not identify students less than 9) enrolled in the program since 2010. Since the removal of the Special Education program class, Springfield PS has not been on the list for available spaces.

The Ministry of Education's Community Planning and Partnerships Guideline or CPPG (2015 March), and its predecessor the Facility Partnerships Guideline, outlines minimum standards for school boards when planning to address underutilized space in schools.

As part of the annual Accommodation Report in November, the TVDSB identifies available schools with 200 empty pupil places and/or at 60% utilization or less for 2 years, for potential collaboration opportunities as required by the CPPG and TVDSB Community Planning and Facility Collaboration Opportunities Procedure (4015b). Springfield PS has not met the minimum requirements to be listed.

Question #13:
What is the TVDSB definition of serviced and how is it assigned to the schools as it does not seem to be consistent in the EPAR.

Answer #13
Within this context the word "serviced" can be defined as a publicly available service that is provided by the Municipality, which includes sanitary sewers and potable water.

Question #14:
Could you please provide specific examples of programming differences between schools of 200-300 pupils and 400-600 pupils?

Answer #14
The proposed recommendations are intended to support a learning environment with a critical number of students where experiences, opportunities and resources can be optimized. Possible programming differences for schools with 400-600 pupils may include:

Maximizing opportunities for a Professional Learning Community:
- Staff sharing grade responsibilities
- Staff sharing subject responsibilities
- Staff sharing co-curricular responsibilities
- Staff sharing division responsibilities
- Enough staff for an "early years" division
- Staff share the responsibility for implementing new curriculum
- Opportunities for mentors/critical friends
- Continuity from year to year with grade/division
- Less impact when one key staff leaves the school
- Opportunity for study groups

Increased number of students increases school budget allowing for more centralized resources; e.g. Library Learning Commons, Athletics, Literacy

Number of staff members increases:
- Opportunities for specialization e.g. the Arts
- Time for teacher-librarian allocation; therefore, a library staffed with specialist for increased hours
- Learning Support Teacher allocation to share responsibilities and increase focus on learning rather than administration
- Potential number of E.A.s allow for more flexibility in assignment and assistance to students
- The potential of a Vice Principal allowing an administrator to be on-site more often; have two instructional leaders to share learning responsibilities with staff; increase leadership training for system
- Individuals available to volunteer for extra-curricular

Question #15:
Does TVDSB have any links or resources that they can provide that shows new facilities improves student performance, experience, outcome, achievement?

Answer #15
As directed by the Board of Trustees, research conducted by Research and Assessment Services on the effects of consolidated schools was presented to the Board on May 28, 2013. This report is available to the public on our web site: http://www.tvdsb.ca/files/filesystem/2013%20May%2028%20Full%20Package1.pdf
Research was conducted in which impact, defined as school EQAO achievement and parent perceptions of school consolidations were examined. As the report indicates, while parent views of the school climate and culture did vary as a function of the origin of the students prior to a consolidation, there were no significant differences in terms of student achievement between students who attended the consolidated school and those who went elsewhere following a consolidation. As well, examination of school level trends indicated that there are no significant differences in EQAO achievement scores pre- and post-consolidation except for junior writing where there was significant growth in the pre-consolidation phase, although those achievement advances were maintained post-consolidation.

Question #16:
Can you please provide us with the funding per student that TVDSB gets from the Ministry of Education?

Answer #16
The operating funding that the TVDSB received in 2015-16 from the Ministry of Education funding (Grants for Student Needs or GSNs) was $10,207 per elementary student.

Question #17:
In the proposal it states that the overall walking of students to schools will increase, can you provide that number and also can you provide the specific break down of this for Belmont and Summers Corners? Exactly how many more students will now be walking to school with the proposed plan?

Answer #17
Locating a school within an existing residential development increases the opportunity for students to walk to school. Specific numbers cannot be provided, as the walk boundaries have not been determined. Walk boundaries will be reviewed and determined by STS prior to the implementation of new attendance areas and openings of new schools.

Received on: 2017 January 20

Question #1:
Can you please provide OTG, Utilization % and the 10 year projected enrollments for June Rose Callwood, Lockes and John Wise Line Public School.

Answer #1:

June Rose Callwood PS Enrolment vs Capacity											
Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Total	429	422	437	447	447	434	431	413	415	409	406
OTG	375	375	375	375	375	375	375	375	375	375	375
Utilization	114%	113%	117%	119%	119%	116%	115%	110%	111%	109%	108%
Locke's PS Enrolment vs Capacity											
Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Total	584	603	597	619	596	585	587	577	566	556	551
OTG	576	576	576	576	576	576	576	576	576	576	576
Utilization	101%	105%	104%	107%	103%	102%	102%	100%	98%	97%	96%
John Wise PS Enrolment vs Capacity											
Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Total	585	572	588	588	603	587	585	574	572	564	564
OTG	611	611	611	611	611	611	611	611	611	611	611
Utilization	96%	94%	96%	96%	99%	96%	96%	94%	94%	92%	92%

Received on: 2017 February 09

Question #1:
What happens when some of springfield public schools students are brought into belmont and then in 5 years belmont is at capacity? Will there be a potential that there would be an attendance area review and these children would end up being sent somewhere else such as summers corners.

Answer #1:
When student's enrolment exceeds the accommodation capacity of a school, students are accommodated in portable classrooms as is the case at other elementary schools in the TVDSB and the province. In the above scenario, the students could be accommodated in a variety of ways such as portable classrooms, construction of an addition to the school, or an attendance area review.

Question #2:
How will planning deal with future growth of belmont that a school will attract?

Answer #2:
It is the standard practice of the TVDSB to plan for a future classroom addition designing a school. If and when the enrolment exceeds the accommodation capacity of the school and is projected to be stabilized, an addition would be proposed and capital funding would be required to be provided by the Ministry.

Received on: 2017 February 17

Question #1:
Before the Second Public Meeting some of the schools had an opportunity to visit John Wise Public School, we are wondering why this was not opened up / offered to all of the current schools that are proposed to be closed?

Answer #1:
Both Westminster Central PS and South Dorchester PS requested a tour of a recently constructed elementary school to review program spaces and general layout. If your subcommittee wishes to tour John Wise PS, TVDSB could coordinate a tour for your community.

Question #2:
Could you please let us know the third party consulting firm that has determined the renewal needs and costs for the schools included in this EPAR.

Answer #2:
The third party consulting firm that was utilized for this is called VFA Canada Corporation.

Question #3:
Could you please provide us the opening dates for all of the current elementary schools in St. Thomas as well as any dates for additions to these schools.

Answer #3:

The chart below indicates the original year of original construction and year of additions as requested.

School	Original	Addition(s)
Elgin Court PS	1958	1971
Forest Park PS	1967	2001, 2007
June Rose Callwood PS	1949	1957, 1968, 2011
John Wise PS	2009	
Locke's PS	1919	1952, 1958, 1962, 1974, 2011
Mitchell Hepburn PS	2008	2014
P. E. Trudeau FI PS	1949	1951, 1968, 1981, 2010

Question #4:
For any of these schools that have opened since 2000 could you please provide the enrollment projections used in determining the size of these schools (5-10 year projections).

Answer #4:
This information is not readily available and cannot be supplied at this time.

Only John Wise and Mitchell Hepburn elementary schools have been constructed in St. Thomas since 2000. John Wise was funded through the Prohibitive to Repair, Disposition of Properties and Other funding sources. Mitchell Hepburn was funded as a Growth school. As neither school was funded through the Capital Priorities Grant, submission process varied.

Question #5:
Further to this can we please get the actual historical enrollments dating back to the opening of the school.

Answer #5:
Mitchell Hepburn PS

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	Total
2008	51	68	50	35	48	65	54	51	45	0	16	483
2009	64	59	69	55	38	45	69	54	51	47	29	580
2010	68	63	55	69	59	41	50	70	54	52	29	610
2011	78	74	74	54	69	62	44	48	69	53	26	651
2012	79	73	73	76	58	73	67	48	47	74	25	693
2013	77	71	77	74	77	61	71	68	50	46	24	696
2014	66	77	73	82	75	80	61	68	63	53	25	723
2015	80	64	78	74	84	67	82	61	67	69	25	751
2016	54	78	65	84	74	88	69	80	69	72	24	757

John Wise PS

Year	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	SE	Total
2009	55	56	57	42	44	52	62	57	48	51	12	536
2010	62	62	55	56	44	49	49	68	51	54	11	561
2011	71	60	59	53	62	42	43	47	75	50	9	571
2012	72	76	44	64	50	59	43	45	43	73	11	580
2013	59	66	65	38	62	48	61	45	46	46	8	544
2014	64	61	51	67	42	63	48	60	48	48	8	560
2015	69	59	60	56	69	46	64	48	65	54	8	598
2016	56	56	56	63	56	70	46	65	46	63	8	585

Question #6:
Can you please provide us with the 5 year renewal needs and 10 year repair history for all schools in St. Thomas.

Answer #6:
Please see attached Appendix B for the 5 year renewal needs and Appendix C for the 10 year repair history

Question #7:
Can you please let us know the schools that have opened in London since 2013.

Answer #7:
Northeast London PS - September 2017
Northwest London PS - September 2017

Received on: 2017 February 23

Question #1:
We are wondering if you can please provide us the size of the new proposed Belmont school catchment area in square kilometres.

Answer #1:
The approximate size of the new proposed Belmont School catchment area is 420 square kilometres.

Received on: 2017 February 23

Question #1:
How many new schools have been built in TVDSB in the last 12 years? And what are their names?

Answer #1:
The following is a list of elementary schools that have been recently built in TVDSB.

Year	School	Portables
2017-18	Northwest London PS	0
2017-18	Northeast London PS	0
2015-16	Westfield PS	0
2013-14	Mary Wrights PS	0
2011-12	Laurie Hawkins PS	0
2010-11	Stoney Creek PS	8
2009-10	Blenheim District PS	0
2009-10	John Wise PS	0
2009-10	West Nissouri PS	1
2009-10	Wilberforce PS	3
2008-09	Mitchell Hepburn PS	5

Question #2:
How many schools have had additions built onto them in the last 12 years? And what are their names?

Year	School	Portables
2017-18	Stoney Creek PS	8
2016-17	East Carling (Bishop Townshend)	1
2016-17	Aldborough PS	0
2015-16	South Ridge PS	0
2015-16	West Oaks FI PS	0
2014-15	Algonquin PS	0
2014-15	Byron Northview PS	6
2014-15	Centennial Central PS	5
2014-15	Eagle Heights PS	9
2014-15	Jack Chambers PS	3
2014-15	Kensal Park PS	6
2014-15	Mitchell Hepburn PS	5
2014-15	Parkview PS	1
2014-15	Princess Anne FI PS	2
2014-15	Princess Elizabeth PS	0
2013-14	Hillcrest PS	0
2013-14	J.S. Buchanan FI PS (Southdale)	0
2013-14	John P. Robarts PS	0
2013-14	McGregor PS	0
2013-14	North Meadows PS	0
2013-14	Orchard Park PS	0
2013-14	Prince Charles PS	0
2013-14	Sir Issac Brock PS	0
2013-14	Southwold PS	1
2013-14	University Heights PS	1
2012-13	Byron Southwood PS	
2012-13	Oxbow PS	4
2012-13	Sir G.E. Cartier PS	6
2012-13	Thamesford PS	1
2011-12	Harrisfield PS	1
2011-12	June Rose Callwood PS	3
2011-12	Locke's PS	3
2011-12	River Heights PS	0
2011-12	Royal Roads PS	1
2011-12	Springbank PS	7

2011-12	Winchester Street PS	0
2010-11	Lambeth PS	3
2010-11	Northridge PS	8
2009-10	Pierre Elliott Trudeau FI PS	6
2009-10	Princess Anne FI PS	2
2007-08	Algonquin PS	0
2007-08	Chippewa PS	0
2007-08	Clara Brenton PS	4
2007-08	Forest Park PS	0
2007-08	Hickson PS	0
2007-08	Kensal Park FI PS	6
2006-07	Jack Chambers PS	3

Answer #2:
The following is a list of elementary schools that have had an addition recently built onto them.

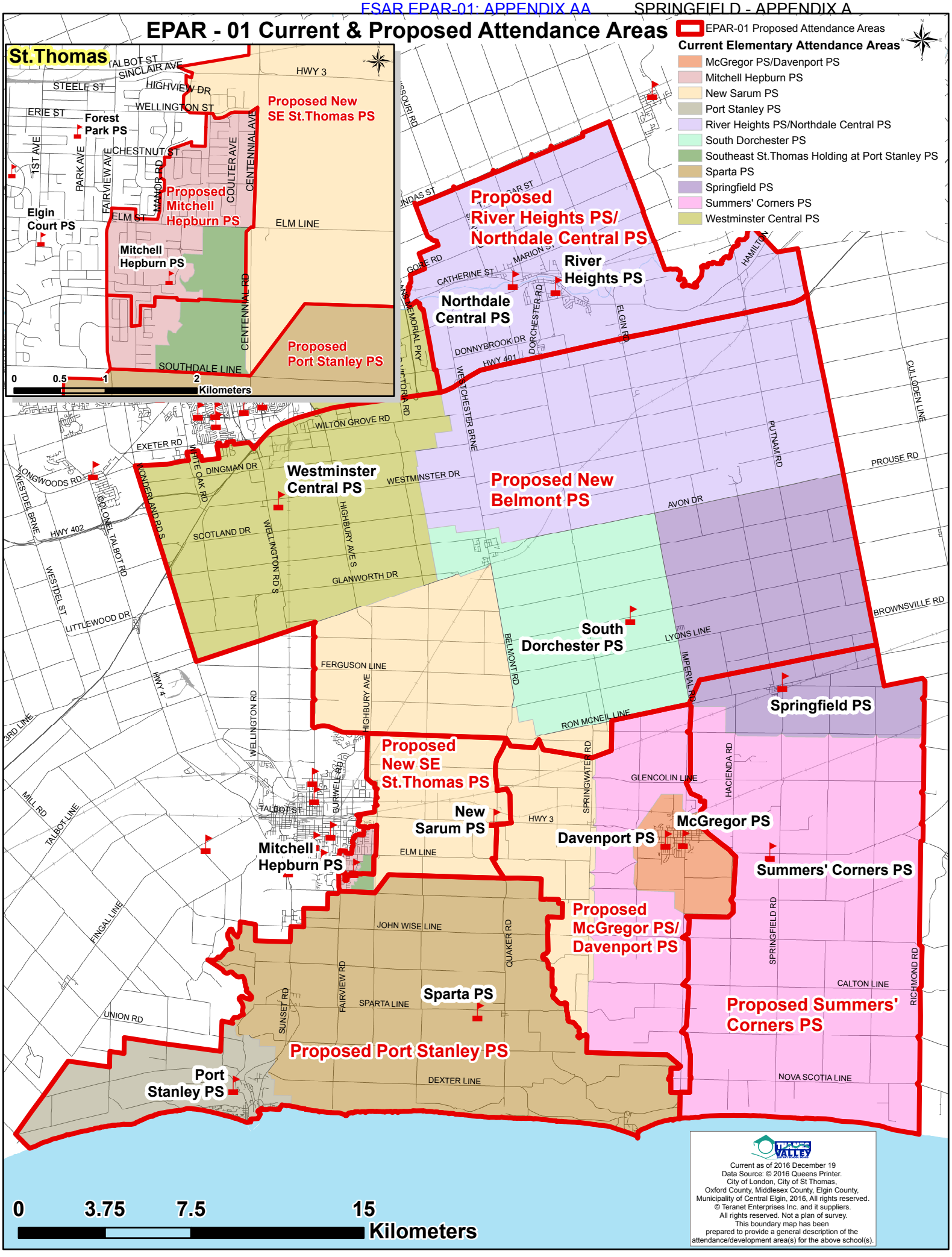
Question #3:
Of these schools, that have been new builds, or have had additions built onto them, how many portables are presently at each of these schools? (name of school and number of portables)

Answer #3:
Please see charts above for number of portables for each of the above mentioned schools.

Received on: 2017 February 23

Questions #1:
What is the size of the current Springfield Public School catchment area in square kilometres.

Answer #1:
The size of the current Springfield Public School catchment area is 93 square kilometres.


EPAR - 01 Current & Proposed Attendance Areas
EPAR-01 Proposed Attendance Areas
Current Elementary Attendance Areas
McGregor PS/Davenport PS
Mitchell Hepburn PS
New Sarum PS
Port Stanley PS
River Heights PS/Northdale Central PS
South Dorchester PS
Southeast St.Thomas Holding at Port Stanley PS
Sparta PS
Springfield PS
Summers' Corners PS
Westminster Central PS
St.Thomas
Proposed New SE St.Thomas PS
Proposed Mitchell Hepburn PS
Proposed Port Stanley PS
Forest Park PS
Elgin Court PS
Mitchell Hepburn PS
ELM LINE
SOUTHDALE LINE
HWY 3
TALBOT ST
SINCLAIR AVE
HIGHVIEW DR
WELLINGTON ST
STEELE ST
ERIE ST
CHESTNUT ST
ELM ST
MANOR RD
COULTER AVE
CENTENNIAL AVE
CENTENNIAL RD
0 0.5 1 2 Kilometers
Proposed River Heights PS/ Northdale Central PS
River Heights PS
Northdale Central PS
CATHERINE ST
MARION ST
GORE RD
DONNYBROOK DR
HWY 401
DORCHESTER RD
ELGIN RD
HAMILTON
CULLODEN LINE
PROUSE RD
PUTNAM RD
WESTCHESTER BRNE
WILTON GROVE RD
EXETER RD
WHITE OAK RD
DINGMAN DR
Westminster Central PS
WESTMINSTER DR
Proposed New Belmont PS
AVON DR
LONGWOODS RD
WESTDEL BRNE
HWY 402
COLONEL TALBOT RD
WESTDEL ST
LITTLEWOOD DR
MONDERLAND RD S
SCOTLAND DR
WELLINGTON RD S
HIGHBURY AVE S
GLANWORTH DR
South Dorchester PS
LYONS LINE
BROWNSVILLE RD
BELMONT RD
IMPERIAL RD
FERGUSON LINE
HIGHBURY AVE
RON MCNEIL LINE
Springfield PS
HWY 4
3RD LINE
WELLINGTON RD
Proposed New SE St.Thomas PS
SPRINGWATER RD
GLENCOLIN LINE
HACIENDA RD
MILL RD
TALBOT LINE
TALBOT ST
BURWELL RD
New Sarum PS
HWY 3
Davenport PS
McGregor PS
Mitchell Hepburn PS
ELM LINE
Summers' Corners PS
FINGAL LINE
JOHN WISE LINE
QUAKER RD
Proposed McGregor PS/ Davenport PS
SPRINGFIELD RD
FAIRVIEW RD
SUNSET RD
SPARTA LINE
Sparta PS
CALTON LINE
RICHMOND RD
UNION RD
Proposed Summers' Corners PS
Proposed Port Stanley PS
Port Stanley PS
DEXTER LINE
NOVA SCOTIA LINE
0 3.75 7.5 15 Kilometers
Current as of 2016 December 19
Data Source: © 2016 Queens Printer.
City of London, City of St Thomas,
Oxford County, Middlesex County, Elgin County,
Municipality of Central Elgin, 2016, All rights reserved.
© Teranet Enterprises Inc. and it suppliers.
All rights reserved. Not a plan of survey.
This boundary map has been
prepared to provide a general description of the
attendance/development area(s) for the above school(s).

City of St.Thomas Elementary Schools - 5 Year High & Urgent Renewal Needs					
School	TVDSB ID	Requirement - Requirement Name	Cost	Priority	Action Year
June Rose Callwood PS	1200	Study - A1010 Standard Foundations - Original Building	$ 10,400	Urgent	2015
June Rose Callwood PS	1200	Study - G30 - Site Civil/Mechanical Utilities - Beyond Rated Useful Life	$ 10,400	Urgent	2016
June Rose Callwood PS	1200	Site Civil/Mechanical Utilities - Site Renewal	$ 280,072	Urgent	2017
June Rose Callwood PS	1200	Air Distribution, Heating & Cooling Renewal	$ 10,494	High	2015
June Rose Callwood PS	1200	Exterior Walls - Original Building Renewal	$ 17,472	High	2016
1200 Total		**June Rose Callwood PS**	$ 328,838		
Elgin Court PS	1215	Repair [Standard Foundations - Parging Repairs]	$ 10,400	High	2015
Elgin Court PS	1215	Exterior Walls - Sealants Renewal	$ 10,400	High	2015
Elgin Court PS	1215	Fittings- Fittings and Equipment Renewal	$ 33,280	High	2015
Elgin Court PS	1215	Fittings - Washroom Partitions Renewal	$ 41,600	High	2015
Elgin Court PS	1215	Wall Finishes - Paint Wall Finish Renewal	$ 46,800	High	2015
Elgin Court PS	1215	Floor Finishes - Vinyl Asbestos Tiles ? 25% Renewal	$ 88,400	High	2015
Elgin Court PS	1215	Ceiling Finishes- Acoustic Tiles Renewal	$ 46,800	High	2015
Elgin Court PS	1215	Heating water distribution systems Renewal	$ 676,000	High	2015
Elgin Court PS	1215	Study [Heating water distribution systems]	$ 7,280	High	2015
Elgin Court PS	1215	Exhaust Systems - 1971 Renewal	$ 21,840	High	2015
Elgin Court PS	1215	Air Handling Units Renewal	$ 104,000	High	2015
Elgin Court PS	1215	Terminal & Package Units - Terminal Units Renewal	$ 104,000	High	2015
Elgin Court PS	1215	Major Repair - [Controls & Instrumentation - Control Systems]	$ 104,000	High	2015
Elgin Court PS	1215	Main Switchboards - Main Disconnect and Distribution Panel Renewal	$ 208,000	High	2015
Elgin Court PS	1215	Lighting Equipment - Exit Lighting Renewal	$ 11,440	High	2015
Elgin Court PS	1215	Lighting Equipment - Emergency Lighting Renewal	$ 31,200	High	2015
Elgin Court PS	1215	Site Development - Asphalt Play Areas Renewal	$ 130,000	High	2015
Elgin Court PS	1215	Study [Underground Utilities]	$ 5,200	High	2015
Elgin Court PS	1215	Underground Utilities Renewal	$ 520,000	High	2015
1215 Total		**Elgin Court PS**	$ 2,200,640		
Forest Park PS	1260	Roof Coverings - Section B, C (Original Building) Renewal	$ 212,368	Urgent	2015
Forest Park PS	1260	Hot Water Boilers Renewal	$ 115,315	Urgent	2015
Forest Park PS	1260	Study - Replacement - D304003 Heating water distribution systems - Piping Systems - Beyond Rated Useful Life	$ 10,400	Urgent	2015
Forest Park PS	1260	Heating water distribution systems - Piping Systems Renewal	$ 475,374	Urgent	2015
Forest Park PS	1260	Panels - Distribution Equipment Renewal	$ 208,000	Urgent	2015
Forest Park PS	1260	Study - Replacement - G30 - Site Civil/Mechanical Utilities - Beyond Rated Useful Life	$ 10,400	Urgent	2015
Forest Park PS	1260	Site Civil/Mechanical Utilities Renewal	$ 297,107	Urgent	2015
Forest Park PS	1260	Study	$ 17,472	High	2015
Forest Park PS	1260	Ceiling Finishes - Original Building Renewal	$ 205,920	High	2015
Forest Park PS	1260	Plumbing Fixtures - Washroom Fixtures Renewal	$ 124,800	High	2015
Forest Park PS	1260	Classroom Sinks Renewal	$ 38,272	High	2015
Forest Park PS	1260	Domestic Water Distribution - Domestic Water Heaters Renewal	$ 10,816	High	2015
Forest Park PS	1260	Study - Replacement - D2020 Domestic Water Distribution - Piping System - Beyond Rated Useful Life	$ 10,400	High	2015
Forest Park PS	1260	Domestic Water Distribution - Piping System Renewal	$ 163,415	High	2015
Forest Park PS	1260	Study - Replacement - D2030 Sanitary Waste - Beyond Rated Useful Life	$ 10,400	High	2015
Forest Park PS	1260	Sanitary Waste Renewal	$ 163,415	High	2015

School	TVDSB ID	Requirement - Requirement Name	Cost	Priority	Action Year
Forest Park PS	1260	Study - Replacement - D2040 Rain Water Drainage - Beyond Rated Useful Life	$ 10,400	High	2015
Forest Park PS	1260	Rain Water Drainage Renewal	$ 163,415	High	2015
Forest Park PS	1260	Auxiliary Equipment - Expansion Tanks Renewal	$ 15,600	High	2015
Forest Park PS	1260	Auxiliary Equipment - HVAC Pumps Renewal	$ 15,600	High	2015
Forest Park PS	1260	Auxiliary Equipment - Stack & Breaching Renewal	$ 20,800	High	2015
Forest Park PS	1260	Air Handling Units Renewal	$ 74,880	High	2015
Forest Park PS	1260	Fin Tube Radiation Renewal	$ 122,564	High	2015
Forest Park PS	1260	Controls & Instrumentation Renewal	$ 249,600	High	2015
Forest Park PS	1260	Study - Replacement - D502001 Branch Wiring - Cabling, Raceways & Bus Ducts - Beyond Rated Useful Life	$ 10,400	High	2015
Forest Park PS	1260	Branch Wiring - Cabling, Raceways & Bus Ducts Renewal	$ 430,810	High	2015
Forest Park PS	1260	Lighting Equipment - Exit Lighting / Signs Renewal	$ 20,800	High	2015
Forest Park PS	1260	Public Address Systems Renewal	$ 140,400	High	2015
Forest Park PS	1260	Security Systems Renewal	$ 20,800	High	2015
Forest Park PS	1260	Playing Fields - Paved Renewal	$ 83,200	High	2015
Forest Park PS	1260	Playing Fields - Site Renewal	$ 29,120	High	2015
Forest Park PS	1260	Fencing & Gates - Site Renewal	$ 30,680	High	2016
1260 Total		**Forest Park PS**	$ 3,512,943		
P. E. Trudeau FI PS	1290	Study - A1010 Standard Foundations - Addition 1	$ 10,400	Urgent	2015
P. E. Trudeau FI PS	1290	Study - A1010 Standard Foundations - Original Building	$ 10,400	Urgent	2015
P. E. Trudeau FI PS	1290	Exterior Walls - Addition 1 Renewal	$ 12,480	High	2016
P. E. Trudeau FI PS	1290	Major Repair - G204007 Playing Fields	$ 43,805	High	2016
P. E. Trudeau FI PS	1290	Exterior Doors - Frames - Addition 1 Renewal	$ 10,400	High	2017
P. E. Trudeau FI PS	1290	Study - G30 - Site Civil/Mechanical Utilities - Beyond Rated Useful Life	$ 10,400	High	2017
P. E. Trudeau FI PS	1290	Site Civil/Mechanical Utilities - Site Renewal	$ 318,603	High	2018
1290 Total		**P. E. Trudeau FI PS**	$ 416,488		
Locke's PS	1345	Telecommunication Systems Renewal	$ 141,336	Urgent	2016
Locke's PS	1345	Study - D304001 Air Distribution, Heating & Cooling - Insufficient Ventilation	$ 10,400	High	2015
Locke's PS	1345	Air Distribution, Heating & Cooling Renewal	$ 41,184	High	2015
Locke's PS	1345	Study - D2020 Domestic Water Distribution - Piping System - Beyond Rated Useful Life	$ 10,400	High	2016
Locke's PS	1345	Study - D2030 Sanitary Waste - Beyond Rated Useful Life	$ 10,400	High	2016
Locke's PS	1345	Public Address Systems Renewal	$ 48,672	High	2016
Locke's PS	1345	Exterior Walls - Addition 1 Renewal	$ 12,480	High	2017
Locke's PS	1345	Domestic Water Distribution Renewal	$ 230,984	High	2017
Locke's PS	1345	Sanitary Waste Renewal	$ 230,984	High	2017
1345 Total		**Locke's PS**	$ 736,840		
John Wise PS	1905	Playing Fields Renewal	$ 73,736	High	2016
1905 Total		**John Wise PS**	$ 73,736		

City of St.Thomas Elementary Schools - 10 Year Repair History

School Name	Project Description	Total
Elgin Court P.S.	Asbestos Report - O.Reg. 278/05	$ 990.00
Elgin Court P.S.	Asbestos Repairs	$ 1,274.37
Elgin Court P.S.	Stage Lighting / Electric screen	$ 13,198.50
Elgin Court P.S.	Replace Boilers & DHWT	$ 257,298.46
Elgin Court P.S.	Repave West Walkway	$ 50,049.60
Elgin Court P.S.	Entrance/ Exit Replacement	$ 71,266.99
Elgin Court P.S.	Designated Substance Report	$ 172.72
Elgin Court P.S.	Replace Roof A & B Under Warranty	$ 31,771.59
Elgin Court P.S.	Repave Parking Lot	$ 150,717.61
Elgin Court P.S.	Replace Roof C and D	$ 142,431.06
Elgin Court P.S.	Coal Bin Removal	$ 94,718.47
Elgin Court P.S.	Phase 1 AODA Compliance Review	$ 490.37
Elgin Court P.S.	Roof Moisture Study	$ 4,495.04
Elgin Court P.S.	Exterior Lighting upgrade	$ 9,525.92
Elgin Court P.S.	WiFi Cabling Installation (Zone #4) -Installation / Cabling	$ 4,869.40
Elgin Court P.S.	WiFi Cabling Installation (Zone #4) - WiFi AP's	$ 14,048.39
Elgin Court P.S. Total		$ 847,318.49
Forest Park P.S.	Asbestos Abatement - Sprayed Fireproofing in Main Corridor	$ 3,533.43
Forest Park P.S.	Asbestos Repairs	$ 1,146.60
Forest Park P.S.	Replace Damaged Asphalt	$ 16,386.91
Forest Park P.S.	Report on Precast Panel Repairs	$ 164.09
Forest Park P.S.	Asbestos Abatement	$ 1,244.60
Forest Park P.S.	Pre-cast Panel Cladding	$ 79,161.53
Forest Park P.S.	Asbestos Report Reassessment	$ 835.66
Forest Park P.S.	Exterior Window/Door Replacement	$ 154,482.12
Forest Park P.S.	Designated Substance Report	$ 172.72
Forest Park P.S.	Roof Moisture Survey	$ 4,775.20
Forest Park P.S.	Replace Roof A	$ 134,529.73
Forest Park P.S.	Provide A/C in Classroom	$ 6,000.75
Forest Park P.S.	Rebuild In Line Fan	$ 21,811.41
Forest Park P.S.	Asbestos Fire-proofing Replacement	$ 191,806.89
Forest Park P.S.	Provide a/c in Special Needs Room	$ 9,807.36
Forest Park P.S.	Roof Moisture Study	$ 4,495.04
Forest Park P.S.	Exterior Lighting upgrades	$ 19,408.11
Forest Park P.S.	WiFi Cabling Installation (Zone #4) -Installation / Cabling	$ 6,671.05
Forest Park P.S.	WiFi Cabling Installation (Zone #4) - WiFi AP's	$ 15,211.89
Forest Park P.S.	Replace boilers, pumps, breaching, AHU and install new unit ventilators	$ 2,043.20
Forest Park P.S. Total		$ 673,688.29
John Wise P.S.	Designated Substance Report	$ 172.72
John Wise P.S.	Regulation Performance - MOE C of A	$ 2,898.60
John Wise P.S.	Natural gas metering- Phase 1	$ 3,156.41
John Wise P.S.	Natural gas metering- Phase 2	$ 3,706.15
John Wise P.S.	Exterior Lighting upgrades	$ 4,718.31
John Wise P.S.	WiFi Cabling Installation (Zone #4) -Installation / Cabling	$ 6,337.89
John Wise P.S.	WiFi Cabling Installation (Zone #4) - WiFi AP's	$ 16,720.16
John Wise P.S.	Heat pump loop VFD	$ 4,515.47
John Wise P.S. Total		$ 42,225.71

City of St.Thomas Elementary Schools - 10 Year Repair History

School Name	Project Description	Total
June Rose Callwood P.S.	Asbestos Repairs	$ 1,365.73
June Rose Callwood P.S.	Asbestos Report - O.Reg. 278/05	$ 493.72
June Rose Callwood P.S.	Replace Roof A,D,E & F	$ 222,061.38
June Rose Callwood P.S.	Asbestos Report - Additional Sampling	$ 1,503.68
June Rose Callwood P.S.	Designated Substance Report	$ 172.72
June Rose Callwood P.S.	Roof Moisture Survey	$ 4,775.20
June Rose Callwood P.S.	Supply and install ceiling lift.	$ 11,243.00
June Rose Callwood P.S.	JK/SK Walkway	$ 13,766.29
June Rose Callwood P.S.	Repairs to Interior Storm and Sanitary Lines	$ 18,825.33
June Rose Callwood P.S.	Roof Scan	$ 4,495.04
June Rose Callwood P.S.	WiFi Cabling Installation (Zone #4) -Installation / Cabling	$ 5,976.55
June Rose Callwood P.S.	WiFi Cabling Installation (Zone #4) - WiFi AP's	$ 14,938.98
June Rose Callwood P.S.	AODA Compliance Review	$ 255.40
June Rose Callwood P.S. Total		$ 299,873.01
Locke's P.S.	Asbestos Report - O.Reg. 278/05	$ 964.81
Locke's P.S.	Asbestos Repairs	$ 2,903.19
Locke's P.S.	Replace Roof E,F-1,F-2	$ 105,123.02
Locke's P.S.	Replace Boilers	$ 257,111.01
Locke's P.S.	Replace Roof H	$ 208,194.09
Locke's P.S.	Designated Substance Report	$ 172.72
Locke's P.S.	Provide barrier free operator to Library door.	$ 1,778.00
Locke's P.S.	Replace Roof A and B-2	$ 126,910.91
Locke's P.S.	Designated Substance Report Update	$ 1,921.77
Locke's P.S.	Replace Existing Flashing	$ 32,613.56
Locke's P.S.	Repave west Parking Area	$ 123,838.97
Locke's P.S.	Provide barrier free ramp from Kindergarten entrance.	$ 6,047.87
Locke's P.S.	Replace Roof B-1	$ 163,177.04
Locke's P.S.	Provide power door operator to Library	$ 2,135.90
Locke's P.S.	Roof Scan	$ 4,495.04
Locke's P.S.	Improve boiler piping	$ 6,111.19
Locke's P.S.	WiFi Cabling Installation (Zone #4) -Installation / Cabling	$ 7,505.05
Locke's P.S.	WiFi Cabling Installation (Zone #4) - WiFi AP's	$ 18,328.96
Locke's P.S.	AODA Compliance Review	$ 255.40
Locke's P.S.	P/A Replacement	$ 21,934.01
Locke's P.S. Total		$ 1,091,522.51
P. E. Trudeau F.I. P.S.	Asbestos Report - O.Reg. 278/05	$ 722.81
P. E. Trudeau F.I. P.S.	Electrical Service Upgrade	$ 156,454.10
P. E. Trudeau F.I. P.S.	Installation of 6 New Portables	$ 24,885.03
P. E. Trudeau F.I. P.S.	Asbestos Abatement	$ 1,270.00
P. E. Trudeau F.I. P.S.	Partial Replacement of Roof C	$ 49,472.09
P. E. Trudeau F.I. P.S.	Designated Substance Report	$ 172.72
P. E. Trudeau F.I. P.S.	Install chain link fence for playground.	$ 20,330.16
P. E. Trudeau F.I. P.S.	Masonry Repairs	$ 6,196.00
P. E. Trudeau F.I. P.S.	Regulation Performance - MOE C of A	$ 2,898.60
P. E. Trudeau F.I. P.S.	Replace Roof C	$ 132,162.15
P. E. Trudeau F.I. P.S.	Phase 1 AODA Compliance Review	$ 490.37
P. E. Trudeau F.I. P.S.	Exterior Lighting upgrades	$ 12,343.63
P. E. Trudeau F.I. P.S.	WiFi Cabling Installation (Zone #4) -Installation / Cabling	$ 7,089.07
P. E. Trudeau F.I. P.S.	WiFi Cabling Installation (Zone #4) - WiFi AP's	$ 17,883.66
P. E. Trudeau F.I. P.S.	Field Regrading	$ 10,062.28
P. E. Trudeau F.I. P.S. Total		$ 442,432.67

SAVE

SPRINGFIELD P. S.

• RURAL SCHOOLS MATTER •



Presentation for TVDSB Senior Administration and TVDSB Trustees from the Springfield Public School PAR Committee

Good evening ladies and gentleman, and thank you for being here tonight.

Community is a feeling of fellowship with others, as a result of sharing common attitudes, interests and goals. To us, community IS the village of Springfield and an integral part of that village is our school. As Duyar and Collins stated “Schools are the lifeblood of the community” (2008, p.1). This has been true in Springfield since 1837 and we are here tonight on behalf of our community to reject the proposal to close our school.

Research shows that “small schools do a better job at promoting better educational attainment through a cohesive sense of community” (Schmidt, Murray, Nguyen, 2007, p. 60). The Ontario Curriculum for grade 1 to 6 for Social Studies states that, “community partners are an important resource for a school’s … program” (Government of Ontario, 2013, p. 17). Springfield realizes the importance of community led education and has a network of members to support our children throughout the school year. In collaboration with the community and the school, students walk to the cenotaph each year for Remembrance Day, learning about significant historical events and gaining long-lasting community connections. Classes walk to the library throughout the school year for activities, such as read alouds and occasional visits with seniors from Terrace Lodge, a local retirement residence. These walks promote healthy living and community awareness for our children’s young impressionable minds. Our wonderful librarians organize the Forest of Reading program where members of our community such as OPP officers, council members, senior volunteers of the village, volunteer firefighters and many others visit the school to read to our children and share their experiences. Local firefighters volunteer their time to visit the school to teach fire prevention. Also, we have parents who drop in to share their knowledge about agriculture, geology, world travels and to help struggling students, all because the school is close to home and work for the majority of these individuals (Appendix A). As Cotton suggested, community members are more involved with the life of small schools than those of large schools (2001, p. 27). These opportunities to be involved in our children’s education would be limited if their school was further away.

If our school closed, many parents wouldn’t have the extra time in their day to travel the distance to Belmont or Summers Corners to serve pizza at lunch, help with healthy snack and other classroom activities. Our sense of community would be depleted if we weren’t able to walk past each other on the way to and from school, or chat for a few minutes while waiting for our children to get out of Kids Club, a free after school program run by one of our three local churches. It is unlikely that our children would have the opportunity to know other families so close to home if their new normal was to wake up and get on a bus to leave town for school. This would negatively affect their chance to have other role models and safe places to go within the village.

The community’s bond to the school was exemplified when Springfield Public School won the 2016 Provincial Battery Recycling Challenge enabling us to purchase technology for our students. We were told by a Raw Materials Inc. representative that, “Springfield PS is a model for other schools and [we’ve] done a great deal to inspire and motivate everyone around [us]” (Appendix B). Springfield recycled 75% of the batteries that would be expected to be used by ALL of the Malahide Township in an entire year! Moving the children to a new school means

many of these opportunities they, as well as the community, have had so close to home, would cease to exist.

Another example of community is the great gift that Mr. Richmond Beck has provided to the students of Springfield Public School. When he passed away, Mr. Beck left half of his fortune in a trust fund for graduates to help them with post-secondary education. Since 1975, this scholarship has aided 175 students. Mr. Beck was a bachelor with no children, who lived most of his life working in Northern Ontario, so this donation speaks volumes to the impact that Springfield left on him.

Furthermore, if Springfield public school closes, Mark Hulst of Royal Lepage suggests that there would be a negative effect on the future economic growth of the village. Research proves that, "the lack of a neighbourhood school [will] cause property values to decline" (Lawrence et al, 2002). Mr. Hulst also says that, "Springfield is a desired area in which to live in because of the small village feel and the safety of a small community" (Appendix C). In fact, according to census information, from 2006 to 2011, Springfield grew only 3%, with a median age of 30. From 2011 – 2016 Springfield grew an additional 15%. This equated to 34 new homes being built in a 1.92 square kilometer town that doesn't have municipal water services. This past year the first phase of a new 50 house subdivision was started and is now almost complete. The first five families in this phase have added 13 school age children to our village. These statistics alone show couples have chosen to build homes and start families here. Springfield IS growing and WILL continue to grow. Closing the school decreases the desirability of the community because of the need to transport children away from their home for school, which in turn decreases the long-term stability of the village.

People for Education say that, "schools are the hubs of their communities and have an importance that goes beyond education..." (2003). We as a community agree with the notion that this type of hub "builds resiliency in children by building support systems and [therefore will] develop relationships…" (Graves, 2011, p. 22) that cannot be built outside of their home neighbourhood. Throughout this report, it has been proven that we as the village of Springfield have a strong connection as a community, offering programs and activities, in collaboration with the school, that benefit individuals of all ages. We know that these relationships help children grow and develop into mature individuals that will one day give back to the village, as many have in the past. In fact, many people that grew up in Springfield many years ago, still live in the village as adults growing families and contributing to the population of our school, all because the community means so much to them.

Our own Springfield resident and alumni Kellen De Vos, founder of the non-profit organization Out There Creative Therapy, would like to enhance our community hub even further by creating a collaborative space where rural youth can participate in forms of art and performance as an outlet. He would like to visit classes on an outreach basis, offering students educational programs on well-being and mental health prevention (Appendix D). In Ketterling's article, *Mental Health and School Closures,* she quotes Children's Mental Health Ontario stating that, "kids wait anywhere from 2 weeks to 2 years for counselling and therapy and in some cases longer for intensive treatment" (2017). Furthermore, the vision of the board's Mental Health and

Well-Being Strategic Plan is “to support learning and development by enhancing the mental health and well-being of students and staff” (Thames Valley District School Board, n.d.). Our school remaining open and a part of our community gives Out There Creative Therapy an opportunity to give our children a resource that is so hard to attain and helps to accomplish your strategic plan for them.

It is suggested in the PAR that some of the benefits to school consolidations include, sufficient enrollment to support sports teams and other extra-curricular activities, availability of specialized support services for students, and a better building structure than the one that is to close.

First, we believe that having more students in a school actually inhibits the children who are less athletic from making the team because there are more students trying out. This causes a higher rate of exclusion leading to confidence and self esteem issues. Cotton argues, “in small schools everyone is needed to populate teams and clubs, thus even shy and less able students are encouraged to participate and made to feel they belong” (1996). Springfield Public School’s enrolment has never been an issue when populating sports teams and clubs. In fact, Springfield has won top places in many different competitions, such as cross country, volley ball and free throw (Appendix A).

Second, a smaller school allows teachers to foster closer relationships with students, creating a more intimate learning environment for them to feel secure in. Students are less likely to “get lost” (The People for Education, 2005, p. 8). A smaller school allows teachers to foster closer relationships with the students, creating a more intimate environment for them to feel secure in. With fewer pupils in the environment, teachers are able to get to know students on a more personal level and will have greater ability to specialize lesson plans to their needs. Also, we feel that teachers are more approachable when they know all the children by name. Therefore, there is a better sense of safety and well-being on the school yard and in the hallways when the entire school population knows one another. This results in added comfort for parents of our community as we know that if our children ever have a problem or concern at school, that they will have numerous individuals to go to if in need. According to the Ministry of Education, ALL teachers should be teaching the same curriculum despite school size; therefore our children should be receiving an equal education across the Board.

To date, there is no research to prove that a bigger and new school building will provide a more adequate educational outcome for students. However, a bigger building could lead to issues for some of the small children who are unfamiliar with the atmosphere. Furthermore, it could cause stress and anxiety for some of our students struggling with mental health, an issue that we know is extremely important to the board. Schools play an essential role in the promotion of positive mental health and well-being, can aid in early identification, reduce stigma, and provide pathways to both board and community-based supports for students who may be struggling. For some of our students, knowing that they are within walking distance to their homes stabilizes their anxious tendencies. Dr. Fillion notes that, “‘closer individual attention’ offered through smaller schools [as discussed earlier in this report] helps develop resiliency in children and foster better mental health” (Tessier-Burns, 2017, para. 8). Therefore, taking children out of

their natural environment during their most influential years would have a negative effect on their well-being.

In Flowers article, *Closing Small Rural Schools* it states that, "students in small schools typically less than 300 for elementary schools…have…better grades and higher test scores (2010). To this date there is no evidence that larger schools will help students achieve better test scores. In fact, even the board's own research found that there are no significant differences in EQAO scores pre and post consolidation. (Thames Valley District School Board, 2013). Howley, Johnson and Petrie echo this point stating, "even when consolidation does produce a wider menu of educational experiences for students, evidence suggests that a large school…negatively effects desirable academic outcomes" (2011, p. 9). If our students are thriving and happy, why close our school? Springfield Public School is working! Springfield Public School is educating students!

From the beginning of this process, we have tried to understand why our school was targeted for closure and our community could not come up with any valid reasons. By following through with your suggestions this means taking our children out of their own township, which is a move that has been frowned upon by the board in the past. Furthermore, this process does not follow through with the board's own perspective of the importance of community to school connections. It seems as though the only issue that reflects poorly on our school is our low utilization rate of 62.3%. We have tried to correct this through collaboration, but due to the board's policy of being under 60% utilization for two years, we were ignored. While the board claims that unused space hurts students, we have found uses for all classrooms at Springfield, which actually benefit our students.

We understand that Belmont deserves a school to accommodate its growing population and to replace two schools that need extreme updates. Although, our community and other subcommittees in this EPAR believe that it can be done without pulling from 6 different schools to create a catchment of 576 students over 420 square kilometers. It has been said that our school is "destined to close," however on November 22nd when a trustee asked if Springfield PS was needed for a new Belmont school the answer was "no". Why are you taking our children's privileges away when the board could leave our school alone? Recently, Matt Reid was quoted in the *London Free Press* saying "[the flexible boundary rules of the new Killaly School, a school being built in London, are] aimed at keeping groups of friends together and to avoid anxiety for parents and students if we force them to change schools" (Daniszewski, 2017, para. 6). By closing our school you are forcing us to endure the problems that you are preventing in this family of schools. How is it that you are concerned about community relationships and the mental health in these schools, however with the schools in our EPAR you say that the students will adapt? In the past three years the Ministry of Education has funded the following schools with an OTG capacity of less than 461 students:

- In Severn, a consolidation of two schools with a new school build
- In East Gwillimbury, a new school build to meet growth and FDK needs.
- In Ottawa, a new school build to meet growth and FDK needs.

(Ministry of Education, 2014). The same can be done in Belmont. Build a school for the students that need it, but leave the schools that are working alone.

Trustees and Senior Admin, may we propose that you help us invest in our village by bringing our grade 7 and 8 students back to Springfield. This is THIER community and where they belong. Not only does our proposal meet the Board's ideal JK – 8 model, but it is also the most financially attractive. The Ministry of Education funds students at a rate of $10,207 per student. With an average of 20.9 students per grade, this would net approximately 42 students into the intermediate grades totaling approximately $428,692 directed to the students' education in our school. As well, with minimal renovations a computer lab could be turned into a general arts room that carries no loads for the OTG capacity, a room that is currently hindering our utilization rate. With the proposed changes, the current school population would total 209 pupils in a school with an OTG capacity of 245, a utilization rate of 83.5%, very close to the board average of 87.2%. Furthermore, you will find that our School Administration, Facility Services and IT cost per student will be $1477.35, comparable to board average of $1416.06.

By Springfield Public School housing grade 7 & 8 pupils, this would also increase the social education to our students by allowing them more leadership opportunities. A small school is conducive by allowing older students to organize and run several activities for younger children such as intermural sports, student council, fun days or simply being role models within the environment. This would help prepare older students for leadership positions in their future as well as benefit our current student population.

A second suggestion is that you designate our unused space for collaborative opportunities. There is a need for full time child care in Springfield and child care operators are eager to use our school as their site. Designing a space for collaboration has been viewed favourable by the board and is also a method used to reduce empty pupil spaces in this EPAR. The space on the West side of the school, which once housed the Special Education Program, is already equipped with bathrooms, a meal preparation area and its own access. With minimal renovations this could easily be converted to a childcare facility with approximately 40 full time spaces. This collaboration space would generate additional revenue that the board has not yet captured, as well as reduce our OTG capacity to 190 pupil spaces and bring our current utilization rate to 87.9%.

Throughout our research for this EPAR, we asked ourselves the following questions:

- Have we supported our students in the vital areas of health and well-being? YES
- Have we addressed our community concerns about the closure and loss of our community hub? YES
- Have we put forward a proposal meeting the board's vision of an ideal school? YES
- Does our proposal meet the financial & utilization needs? YES
- Does our proposal encompass all facts and figures put forward by Senior Planning? YES
- Have we as a PAR committee fulfilled our obligation to our students, school and community to the best of our ability by presenting a viable alternative to the closure of our school? YES

TVDSB Senior Administration and Trustees are working hard to see that every student has a community school to attend. Springfield Public School is one of them, and we urge you to leave it open. No one town is worthy of a school over another. So we ask as a COMMUNITY and a TOWNSHIP that instead of dismantling our hub, that you invest in it (Appendix E & Appendix F). Our COMMUNITY, as it has in the past, will continue to invest in our students get the best education, one that they DESERVE.

HAS SPRINGFIELD PUBLIC SCHOOL PAR SUBCOMMITTEE PUT STUDENTS FIRST? YES!

References

Cotton, K. (1996, December). “Affective and social benefits of small-scale schooling.” *ERIC clearinghouse on rural education and small schools,* pp. 1-7. Retrieved from http://files.eric.ed.gov/fulltext/ED401088.pdf

Cotton, K. (2001, December). “New small learning communities: Findings from recent literature.” *Northwest Regional Educational Laboratory*, 1-71. Retrieved from http://files.eric.ed.gov/fulltext/ED459539.pdf

Daniszewski, H. (22, February 2017). “TVDSB: Many pupils will not move to new school built to relieve pressure on Stoney Creek.” Retrieved from http://www.lfpress.com/2017/02/22/tvdsb-many-pupils-will-not-move-to-new-school-built-to-relieve-pressure-on-stoney-creek

Duyar, I, & Collins, D. (2008). “The effects of consolidation on extracurricular activity participation.” *Academic Leadership.* Retrieved from http://www.acdemicleadership.org/emperical_research/444.shtml

Flowers, R. (28, April 2010). “Closing small rural schools.” *Education Partnership Inc.* 1-7. Retrieved from https://archive.org/details/ERIC_ED538325

Government of Ontario. (2013). “The Ontario curriculum: Social studies grades 1 to 6 & history and geography grades 7 and 8.” Retrieved from http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf

Graves, D. (2011). “Exploring schools as community hubs: Investigating application of the community hub model in context of the closure of Athabasca School, Regina, Saskatchewan, Canada and other small schools.” Retrieved from http://ourspace.uregina.ca/bitstream/handle/10294/3397/Community%20Hub%20Final%20Report.pdf?sequence=3

Ministry of Education. (26, August 2014). “New and renovated schools for Ontario students.” Retrieved from https://news.ontario.ca/edu/en/2014/08/new-and-renovated-schools-for-ontario-students-1.html

Government of Ontario. (n.d). “Community hubs in Ontario: A strategic framework and action plan.” Retrieved from https://dr6j45jk9xcmk.cloudfront.net/documents/4815/community-hubs-a-strategic-framework-and-action.pdf

Howley, C., Johnson, J., & Petrie, J. (1, February 2011). “Consolidation of schools and districts: What the research says and what it means.” *National Education Policy Center*, 1-24. Retrieved from http://nepc.colorado.edu/publication/consolidation-schools-districts

Ketterling, T. (25, January 2017). “Mental health and school closures.” *The Review*. Retrieved from https://thereview.ca/2017/01/25/mental-health-and-school-closures/

People for education. (January 2005). “Ontario’s small schools.” 1-18. Retrieved from http://www.peopleforeducation.ca/wp-content/uploads/2011/07/Ontarios-Small-Schools-2005.pdf

Schmidt, M., Murray, C., & Nguyen H. (2007). “Cohesive communities, improved outcomes: A case for small schools.” *Education Canada*, 47(4), 59-62. Retrieved from https://www.researchgate.net/profile/Hien_Nguyen9/publication/216792855_Cohesive_communities_improved_outcomes_A_case_for_small_schools/links/09e4150f31bef500cd000000.pdf?origin=publication_list

Tessier-Burns, F. (25, January 2017). “Public meeting about school closures highlights mental health.” *The Review*. Retrieved from https://thereview.ca/2017/01/25/public-meeting-about-school-closures-highlights-mental-health/

Thames Valley District School Board. (n.d.). “Mental health and well-being strategic plan 2015-2018Executive Summary.” Retrieved from http://www.tvdsb.ca/files/300557/mental%20health%20strategic%20plan%20pdf.pdf

Thames Valley District School Board – Research and Assessment Services. (28, May 2013). “Examining effects of consolidated schools.” PDF.

APPENDIX A:

ARTICLES FROM THE AYLMER EXPRESS



Springfield area farmer Pat Goris, left, showed his son Jackson a sample of corn silage while Troy Giesbrecht and Travis MacIntyre looked on after an Ag Day presentation at Springfield Public School by Mr. Goris and five other local farmers on Thursday, Feb. 16. The farmers visited the school that day to tell pupils about their farm operations, what food products they produce and how they grow and harvest their various grain and vegetable crops, livestock and dairy. Mr. Goris is a cash crop farmer who grows corn and soybeans along Lyons Line. The farmers brought along samples of food products incorporating their crops including goat's milk, dairy cheese, ice cream, corn, peas, crackers, smoked sausage and chicken. Local Ag Day organizer Wendy Abell, a chicken producer, hoped this year's presentation at Springfield PS would encourage more farmers to get involved at their home schools next year and have other schools become interested in celebrating the event. (AE/Craig Bradford)



South Dorchester Optimist Club recently donated $1,672 to Springfield Public School to fund special science lessons for pupils there this spring. Pictured here are front, from left: pupils Kaidy Shackelton, Anneka Drader, Nolan Shackelton, Kiesten Martens, Lily Giesbrecht, Tyler Smith, Jayme Woolley, Lilah Goodwill, Selena Giesbrecht; back: Raymond Vanhoucke and Margaret Vanhoucke on behalf of the Optimist Club; and pupils Kiara Ivanyshyn, Taryn Sullivan, Jordan Kremers, Johnny Peters, Lana McGurran, Alexa Shackelton and Daniel Epp.

(AE/Rob Perry)

Knights of Columbus free-throw results



by Darren Walcarius

Congratulations to all of the kids who took part in the Feb. 2 District Competition in Tillsonburg. It was the best showing ever by our Aylmer participants.

The winners of the District Competition advance to the Knights of Columbus Regional Free Throw Championships Saturday March 4 at 9 a.m. at St. Thomas Aquianas Catholic High School in London. This is the largest contingent from Aylmer ever to advance to the regionals. Congrats and good luck to all of you there!

Individual results

Age 9

Girls: Taylor Kana, Springfield, 9/25 points, 1st.

Boys: Jeff Heide, Summers Corners, 6/25 points, 1st.

Age 10

Girls: Megan Sleegers, Assumption, 11/25 points, 1st.

Boys: Hunter Norris, Springfield, 17/25 points, 1st.

Age 11

Girls: Claire Vording, Immanuel Christian, 9/25 points, 1st.

Boys: Tyler Beamish, Assumption, 8/25 points, 2nd.

Age 12

Girls: Ella Cattrysse, Summers Corners, 19/25 points, 1st.

Boys: Jackson Groves, Davenport, 12/25 points, 1st.

Age 13

Girls: Emily Suffel, Assumption, 4/25 points, 1st.

Boys: Tyson Foster, Immanuel Christian, 16/25 points, 1st.

Age 14

Girls: Riley Pratt, East Elgin, 18/25 points, 1st.



The Springfield Public School team won the Pat Bourgeois Memorial Award for the best team performance at the Aylmer free-throw championship held at Assumption Catholic Elementary School on Jan. 26. The Springfield PS shooters earned a combined 30 points. Pictured with the trophy in their school gymnasium on Wednesday, Feb. 8. Front row, from left: Gregory Killough, Taylor Kana, Shalen Hernandez; back row: Hunter Norris, Mackenzie McMillan and Kiara Ivanyshyn. (AE/Craig Bradford)

K of C free-throw results

by Darren Walcarius

Each of the contestants were selected to represent their schools at the Aylmer contest, through competitions held at their respective schools. The winners of the Aylmer Contest now advance to the District Championships to be held on Thursday, Feb. 2, at Monsignor O'Neil School in Tillsonburg at 7 p.m.

Good Luck to the Aylmer contingent. Special Thanks to Dale Meginnis, Karen Walcarius and Brayden Walcarius for their help in running the competition.

The Pat Bourgeois Memorial Award is presented to the school with the best showing at the Aylmer Knights of Columbus Free Throw Competition. Pat was a long-time member of the Knights of Columbus and he was very involved in several community programs. He spent countless hours cutting grass at the soccer fields south of Aylmer and was the only Knight to be present annually at the Aylmer Free Throw competition. He is sadly missed and this award was created in his honour. For team purposes McGregor public school's scores will be combined with Davenport. The results of this year's Team competition were as follows:

1st – Springfield; 2nd – Summers Corners; 3rd – Assumption; 4th – Immanuel Christian; 5th – Davenport/ McGregor (Springfield is given an average score for each age group as they do not have shooters in for team scoring purposes.)

Individual results

Age 9

Girls: Taylor Kana, Springfield, 1st; Eden Shelton, Immanuel Christian, 2nd; Kairi Warren, McGregor, 3rd; Avery Heynen, Summers Corners, 4th.

Boys: Jeff Heide, Summers Corners, 1st; Michael Ham, McGregor, 2nd; Marek Mason, Assumption, 3rd; Luke Foster, Immanuel Christian, 4th; Shalem Hernandez, Springfield, 5th.

Age 10

Girls: Megan Sleegers, Assumption, 1st, Kiera Giesbrect, Springfield, 2nd; Mackenzie McMillan, Springfield, 3rd; Sophia Krahn, Summers Corners, 4th; Reann Smith, Davenport, 5th.

Boys: Hunter Norris, Springfield, 1st; Caden Lautebach, Davenport, 2nd; Dawson Walcarius, Assumption, 3rd; Jonathan Weninger, Summers Corners, 4th; Marcel Guenther, Immanuel Christian, 5th.

Age 11

Girls: Clair Vording, Immanuel Christian, 1st; Page Collins, Summers Corners, 2nd; Katelyn Dance, Assumption, 3rd; Kiara Ivanshyn, Springfield, 4th; Cadyn Hewbank, Davenport, 5th.

Boys: Tyler Beamish, Assumption, 1st; Gregory Killough, Springfield, 2nd; Caleb Poortinga, Immanuel Christian, 3rd; Miguel Heide, Summers Corners, 4th; Alan Wall, Davenport, 5th.

Age 12

Girls: Ella Cattrysse, Summers Corners, 1st; Jocelyn Shelton, Immanuel Christian, 2nd; Makayla Rice, Davenport, 3rd; Daniella Taylor, Assumption, 4th.

Boys: Jackson Groves, Davenport, 1st; Jackson White-Drury, Summers Corners, 2nd; Adam Novak, Assumption, 3rd; Jonah Guenther, DNP.

Age 13

Girls: Emily Suffel, Assumption, 1st; Kiki Ball, Davenport, 2nd; Jessica Weninger, 3rd; Kaylynn Mantel, Immanuel Christian, DNP.

Boys: Tyson Foster, Immanuel Christian, 1st; John Orlebar, Summers Corners, 2nd; Justice Csinos, Davenport, DNP; Aidan Vanderwyst, Assumption, DNP.

Age 14

Girls: Riley Pratt, East Elgin, 1st; Meagan Wright, East Elgin, 2nd.

Boys: Adam Martens, East Elgin, 1st; Cody Bergen, Immanuel Christian, 2nd; Joseph Verhaeghe, Assumption, 3rd.

Springfield PS edges Davenport for B title

Tuesday, April 26th, 2016



Springfield Public School Junior girls basketball player Taryn Sullivan, left, aimed before attempting a shot at the hoop while Davenport Public School's Johannah Walker went for the block during the B Division Elgin County Elementary School season-ending tournament at East Elgin Secondary School on Friday, April 22. Springfield ended up winning that close game 15-14 and then edged Davenport again in the championship final 14-13 to claim the B Division title.

Unplug & Play at Springfield PS

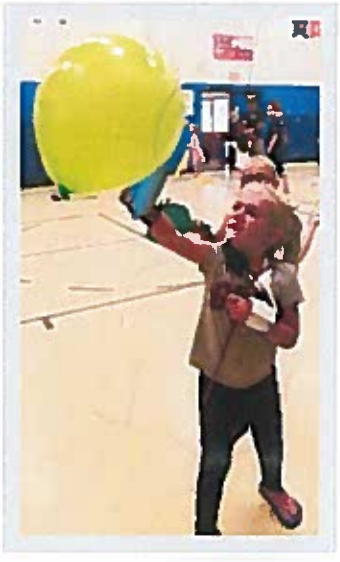
Monday, April 25th, 2016



Children played "scooterboard tag," badminton and other games in a public "Unplug & Play" session hosted by Springfield Public School after classes ended on Monday, April 25. Events at schools and other sites around East Elgin continue through this week, as young and old alike are encouraged to set aside electronic devices and find more active ways to have fun.

Family Fun Night at Springfield PS

Friday, June 10th, 2016



Kindergartener Kaidy Shackelton flipped a balloon back over a net during an improvised game at Springfield Public School's Family Fun Night on Thursday, June 9. Other events included hula-hoop tic-tac-toe and bowling in a hallway.

Photography by : Rob Perry

APPENDIX B:

BATTERY CHALLENGE MATERIAL

Springfield Public School Wins Provincial Recycling Challenge!

June 14, 2016



Springfield, ON - On June 14th, Raw Materials Company of Port Colborne stopped by Springfield Public School to award them with a first place trophy and a cheque for $6,446!

Springfield Public School was the winner of the Ontario Schools Battery Recycling Challenge (OSBRC), a recycling competition between elementary and secondary schools in the province. The program reached 70,000 students and together they recycled over 1 million batteries this year! A 43% increase over last year's Challenge. Springfield Public School earned 38,194 points, securing first place in the competition.

This was Springfield's second year participating in the OSBRC. Last year they had a tough finish well outside of the leaderboard, but renewed buy-in and a fresh outlook made all the difference for this rural Ontario school this time around.

"We are ecstatic to learn the efforts of recycling batteries have made a difference for our little rural school in Springfield but more importantly for the environment," said Sheri Webb, Secretary at Springfield Public School. "It has been fantastic to see the students, staff, parents and community come together for a common goal. The students have learned so much through this process about how they can make a positive change in the world."

Early in the Challenge, the school's secretary Mrs. Webb invited students to create posters to hang around the school. Soon after, Mrs. McQuiggan's grade 4/5 class jumped on board and Springfield's program really took off after that.



As a part of the Challenge, students were invited to participate in Student Missions for a chance to win individual prizes. Students that completed five missions were given a certificate along with the title 'Battery Boss'. To encourage the students to participate, the school setup a 'Battery Boss Wall of Fame' and every student that received a certificate had their picture put up on the wall. Springfield Public School had 64 Battery Bosses, the highest count out of all of the schools participating.

With help from their parents, these dedicated Battery Bosses and the students and staff of Springfield Public school made a tremendous effort to save dead batteries from the landfill in their community. They hung posters around town, reached out to the local press and once the word spread, community support and battery collections rallied.

"We were very impressed with Springfield's campaign this year. It was great to see the community come together to support the local school and their efforts really paid off," said Sarah Lacharity of Raw Materials Company. "It's inspiring to see students rally behind an environmental cause and the local community and the environment will benefit from all of their hard work."

Similar to last year's winner, Springfield plans to use some of the money to plant some greenery and build a pergola over their outdoor eco-classroom.

"It's exciting to have extra funds to enhance our green space outside and continue to teach our children about the importance of being responsible for our environment. Students will know they played an important part in making our outdoor classroom a reality," said Mrs Webb.

Woodstock Christian School, just down the road from Springfield, came in third place and received a cheque for $1,933. Quintilian Private School of Kingston finished in second and received $3,223. 10% of the prize pool will be donated to SickKids Foundation on behalf of all participants during a visit to the SickKids Children's Hospital on June 22nd 2016.

The OSBRC is meant to teach children and their families about the proper ways to handle, store and recycle batteries at home and at school. The program offers many free resources for educators and there is no cost for a school to participate.

Prize money is awarded based on the total number of alkaline batteries collected during the contest. For every kilogram of single-use alkaline batteries recycled, RMC pays money into a provincial prize pool to award the top three schools.

Funding for the transportation and recycling of the batteries was provided through the Stewardship Ontario Orange Drop program.

Since 2015, schools participating in the Ontario Schools Battery Recycling Challenge have recycled more than 1.8 million household batteries, a 255% increase in school recycling since the Challenge started. 100% of the alkaline batteries they recycled are reused and nothing is sent to the landfill. Recycling displaces the need to mine for the equivalent amount of raw materials from ore, a major cause of green house gas emissions.

About Raw Materials Company:

Raw Materials Company is the industry leading battery recycling company whose process achieves the highest recovery and recycling rate in North America. RMC was established in 1985 and employs 50 people in the community of Port Colborne, Ontario. RMC is an approved transporter and processor under the Stewardship Ontario Battery Incentive Program.

- See more at: http://www.rawmaterials.com/news/article/springfield-public-school-wins-provincial-recycling-challenge#sthash.SS32DyS1.dpuf

APPENDIX C:

LETTER FROM REAL ESTATE AGENT, MARK HULST

Springfield School

Mark Hulst

Tue 2016-10-18 12:45 PM

Inbox

To: michelle_demelo@hotmail.com <michelle_demelo@hotmail.com>;

Hi Michelle

It is in my opinion that "if" the Springfield public school is closed it would have a negative effect on Real Estate Values and future economic growth.

Currently Springfield is a desired area in which to live in because of the "small village feel" & the "safety" of a small Community.
Springfield's also currently offers a brand new fire hall / community centre with adjoining baseball diamonds. Springfield is one of the few remaining communities that utilizes the community center and diamonds with activities , geared towards the youth of Springfield residents and also the surrounding areas.

Springfield has always had a demographical blend of both young and older residents, In my opinion this demographic will change if the public School is closed down. Springfield has also grown rapidly in the past 10-15 years with new home construction leading the way to increasing the population base, and tax base I might ad. Currently there is a residential/development on the west side of Springfield, in my opinion this developer will see a negative effect on his sales in the subdivision which in turn, will effect the resale value of the other homes in Springfield. (also limiting future tax revenue associated with property taxes)

If the school closures go forward as proposed, in my opinion some of the residents will list their property for sale there fore creating a surplus of Inventory which in turn swings the market from its current "Seller's Market" to more of a "Buyer's Market"

Hopefully these events will not happen to the residents of Springfield.

I cant see it being a benefit to anyone but the " Powers that be at the school board's head table" , perhaps the school board should look in the mirror to save money.

Sincerely

Mark Hulst
Broker /Owner
Royal Lepage Results Realty Brokerage.
Proudly serving Springfield and the surrounding areas for over 20 years

APPENDIX D:

SPEECH FROM KELLEN DE VOS

Good evening everyone,

My name is Kellen De Vos. I am 30 yrs. old.

I am also the Founder of the registered Springfield based non-profit organization Out There Creative Therapy; an organization that hosts creative activities, events and productions for people affected by mental illness and their communities. I am also director of Springfield's signature Halloween Haunt - Screamfield.

As a '98 Graduate, Springfield Public School has played a pivotal role in not just my education, but also in my development as an individual, laying a secure foundation that I now realize was more important than I ever knew.

But maybe, being able to attend a school based in my own small rural community was the biggest.

In the Ontario Federation of Agriculture January 2, 2001 paper "Rural Schools and Educational Reform: Should We Keep Rural Schools Open?" prepared by Dr. Allan C. Lauzon and Ms. Danielle Leahy of the University of Guelph the authors state:

"Failure to acknowledge school /community relationships negates the potential role the community may play in the educational function. A community can serve as part of the curriculum where it can be examined in its history, its economy, its ecology. It becomes a living laboratory through which students learn.
It enhances their sense of connection to place, an important, and we could argue essential ingredient to developing sustainable rural communities.

Second, its a source for the development of entrepreneurial skill, leadership development, and a sense of civic responsibility. It gives the children a context in which to develop seeing the potential of their own community.

One of the challenges that rural communities face is the outmigration of their brightest and best youth. Saving rural schools provides them with the incentive to look to their own home community as a potential future.

Yes, I do believe the school needs to be used more by the community and on behalf of Out There and myself, I would be willing to work on what this would look like and I know it could happen.

Our organization is currently seeking funding to have a Creative Resource Space for youth in Springfield.

Our vision is to maintain a creative, multifaceted, rural space where youth can drop-in, be transported to, and become involved in different forms of art and performance.

Opportunities for rural youth to work with professional artists and participate in many co-creative activities like music recordings, collage creation, and outside mural creation of youth related works not often seen in rural areas thus far. But we need to maintain our connection with youth.

Out There is very interested in renting space at the school after hours for our many planned programs, performances and events as well as visiting classes on an outreach basis offering programs about student well being and mental illness prevention.

Again the OFA article states:

If we close our rural schools, we strip the children that live in rural areas of a sense of worth of where they come from, their sense of community and place. Our schools are becoming divorced from their communities; education is divorced from everyday life. The price of separation is high. It has cost educators resources and potential support. It has alienated adults, diminishing their understanding of education, their interest in lifelong learning and their ability to help their children learn. But most detrimental to society as a whole has been the weakening of children's ties to their parents, to their communities, and to the idea of learning as part of life.

Taking away Springfield school will mean a loss from the core of Springfield it-self. It shows a lack of belief in the important connection between schools and their rural communities as being valuable enough, or even "cool" enough, as "rel-evant communities" and valuing what they have to offer to one another.

As someone who moved back from the city, from the "Six" to the "Stix", I can tell you that bigger is not always better for every person. Out There is working hard to provide activities and events for youth in Springfield and the surrounding rural area.

I believe we are on the cusp of a new era in Springfield! I truly believe this. Students participating in the Christmas parade, headed down the street to a public library program, or on a brisk November walk to the Remembrance Day

service at our cenotaph are gaining an education that is available right outside their classroom doors. I can hear student voices at recess from our back porch and I too am reminded of the importance of our connection to each other. That all

might sound poetic, but many scholars believe poetry to be the highest form of word.

I'd like to conclude with what might seem like a side note:

I personally want to return to the school to finish what I started in regards to the collection of sharpie murals on the gym walls from 1996. A special project a former Principal created for a child in need of a creative outlet. I realize it's tough to paint over murals done by a child, but that child was me; and I have improved significantly.

And, as we at Out There happen to know them personally, both Batman and Spiderman are also willing to volunteer their time with the students of Springfield Public School.

Believe in rural communities. Believe in Springfield.

Help us to install a belief of the importance of where you come from in our rural youth.

Even people from urban areas will tell you that believing in where you're from is so very important to one's development.

Thank you for time.

Save Springfield School!

APPENDIX E:

COMMUNITY SUPPORT LETTERS

15 February 2017

My name is Kelly Pearson, and I am a life time member of the Springfield community. I'm 55 years of age, not married, no children. You may wonder why someone like me would care if Springfield PS closes. Since I graduated in 1973 I have had no direct ties to the school for literally decades, but this is my community and I have concerns.

I am concerned for the children most of all. As a graduate of Springfield Public School way back in 1973, I had the opportunity to experience what a rural school can offer. It was in Grade 4 when I learned that I would not be graduating from Grade 8 at my school. Someone had a (and I use the term lightly) bright idea to ship all Grade 7's and 8's to Davenport in Aylmer, so in the fall of 1971 all students in the area were sent to Aylmer. That idea was wrong on so many levels for so many of us. It's probably what the students now feel as they go through until Grade 6 here in Springfield, then are shipped off to Summers Corners for two years, then shipped off again to another place for high school. I felt like a sardine in a can. I felt overwhelmed and teachers did not have the time for us like they did at Springfield. I cannot remember how many classes of Grade 7 there were, but there were probably between six and eight. Most of my friends chose the instrumental music option instead of vocal like I did. At the time I was already taking piano lessons and had no desire to spend more time practicing an instrument as we lived on a farm, and I was just beginning to have more responsibilities. Having to make new friends was trying enough for me.

I am concerned about the mental well-being of these students. Having been through this myself, as well as watching my sister's children endure a boundary change in 1991, I understand the problems that can arise from moves like this. In today's society, the mental health of our children needs to be strongly considered before any necessary changes are made. According to Statistics Canada 2011 and 2012 reports, suicide is ranked the number two cause of death in aged 1 to 24 year olds. Maybe the media is just bringing these more to our attention, but there are too many suicides in youth lately, especially in our area. This really concerns me.

I am concerned for my community. Volunteering is a way of life for me. I am involved with the Springfield Lioness Club, the Springfield Family Fun Day Committee and the Springfield Santa Claus Parade Committee. Within the Lioness Club, our mandate is to assist our community be it seniors, youth, hearing, or sight, etc. We donate to the school whenever needed and in the past 35 years we have helped with library needs, outdoor classroom, and playground equipment to name a few. Every Christmas, and at other times of the year, if required, we donate to families in need. Many times those donations are made with the help of the school as the principal is aware of the needs of the families. Each June our club acknowledges monetarily the top boy and girl student graduating from Grade 6. This recognition goes back to the 1970's (or earlier) when the classes went to Grade 8. The now defunct Springfield Women's Institute began the idea, and when they disbanded in the 1990's they approached our organization about continuing it. We were happy to do so and the tradition continues. If Springfield Public School closes, our organization cannot guarantee the level of commitment to another school as our area students will now be distributed to two or more. It will be difficult to maintain the same level when we will have multiple places to decide on where the need is greatest. Some of our records are missing but we have donated in excess of $15,000 just in extras to the school not including the needy families and graduating students.

Springfield Family Fun Day is a community day held in June, organized by community members that is basically a free event for all that attend. There is a breakfast, games, educational events, shows, contests and sometimes dances. 2017 marks the twenty seventh year of this event and without the inclusion of the school community I do not believe we could continue to effectively offer this annual free day. The community organizations, churches, school and some businesses are instrumental to the success of Fun Day. This is definitely a team effort.

Our Santa Claus Parade is older than I am. The support and participation by the school children and parents has been ongoing for all those years. This is an example of another community event that brings the students and their families together with the rest of the Village and area.

I am concerned for my neighbours and friends that may have to choose between small village life here in Springfield and moving closer to a new school for the sake of their children's well being. How will these changes impact my community? Will houses that were built for families now sit empty as those families choose another community?

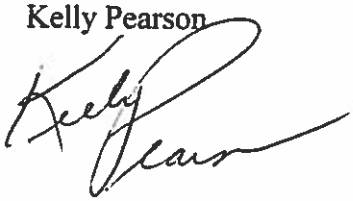
I am concerned for my Village. Springfield is a designated growth area for our Township and while we may not be growing as fast as the School Board dictates we should to remain open, what will happen if, in a few years, that annual five house limit is lifted and our Village grows in leaps and bounds? There are subdivisions waiting to happen. At these PAR meetings we hear about the need to "accommodate the students in the future" but what if our community's future is expansion and you have already closed our school?

I am concerned because usually the same rules for urban and rural do not make sense, and the current process of accommodation review do not make sense for our rural schools. A wise man I knew said in 1998 upon the amalgamation of Ontario school boards, that the Thames Valley Board was a bad move and would be detrimental to Elgin County. It mixes urban with rural and is way too big to effectively manage the needs of the students. This wise man was my father, a former school trustee for Springfield Public School from 1961 to 1964 and a member of Malahide Council from 1966 to 1974. I am concerned as I feel this PAR is way too big to withhold the mandate of a school board which "must place all students first when making decisions."

I am concerned that the monetary savings that will be realized by the completion of this PAR will outweigh the needs of the students, especially all rural students. Quite frankly, it is my belief and that of others, that most schools want what our school has now.

There is a better way to accomplish the goals of getting new schools in Belmont and St Thomas and I hope from the reports of each school's PARC that the Trustees will vote in favour of what is best for all students both urban and rural.

Kelly Pearson



February 11, 2017.

To Whom it May Concern:

My name is John Twinem, and I am writing this letter as part of an appeal to see that Springfield Public School remains open to serve the community.

My wife and I moved to Springfield approximately 29 years ago, and when we did, we found that we had settled in a unique community, something of a "throw-back" really. While it seems that many residential settings are becoming less and less integrally connected, this particular village has maintained a greater sense of communal life and neighbours who know neighbours. As a village of about 700, it has its own Santa Claus parade. Somehow, a few hundred residents (many of them kids from SPS) participate, while about 1500 people from the village and surrounding area line the streets to watch. It has its own Remembrance Day Cenotaph service (the school kids attend this). Residents, organizations, local entertainment and a community committee host a yearly Community day in the early summer—a free fair/gathering for families and kids where hundreds come together for the day. The Springfield Brewers softball association has somewhere over 250 children and teens registered and participating.

Integral to all of this is a school that to which approximately 45 per cent of the student population can walk. My own four children, now young adults and university graduates, all walked, kindergarten to grade 6, approximately 100 meters from home to school.

The school provided a safe, gentle, inclusive culture for my children and many others. I had one principal, a native of South London who had primarily worked in urban centers and larger schools, say to me "This school is the hidden gem of TVDSB". Another principal, also a London resident, told me "I have none of the discipline issues here that I have at other places." My nephew, who is now attending SPS, was surprised, having been from a much larger school, to see that children play together across age groups. He told me that he figured he'd become a better runner because they get to run around a lot more in the school yard. It provides a great point of introduction for younger children to school, as they come into a smaller setting where they find that the older children treat them well, play with them across age lines, and look out for them.

The result of this has been that the school culture opens the way for far greater student participation and community involvement than is often the norm. I was involved in the last round of accommodation studies a number of years ago. It was clear, as the representatives of various schools talked with each other, and as I observed other school cultures, that staff and parent volunteers at SPS were able to offer a wider slate of activities and teams to a greater percentage of student participants than was the case in different ones of the larger schools surrounding us. For instance, Springfield offered "junior" sports teams, boys and girls, in all sports, at the same time that the three times larger school it fed offered no "junior" sports opportunities. Furthermore, the smaller school population meant that children who might not have made teams in larger settings were able to participate. On top of this, since many students lived within walking distance, children from families whose socio-economic status might, in other settings, have been less likely to participate, did so at SPS.

The centrality of school to community is particularly evident at school assemblies and Christmas pageants. These are characterized by a full parking lot with cars lining the street on both sides, and a full gymnasium. Again, another principal from London told me that she had never seen the kind of attendance at other schools that she saw at Springfield Christmas pageants.

I believe that the closure of SPS would be an enormous blow to a healthy rural community. This small school can organically accomplish a sense of community that larger schools work to foster artificially. Closing the school is not a beneficial decision for students, for their families, or for the village and surrounding are. On a side note, TVDSB's own numbers indicate that transportation costs related to moving students (45% of whom presently walk) would outweigh the "per student" savings of the larger school setting by thousands of dollars, as the proposed closure would mean that 100% of students would need to be bussed a significant distance. Really, the only beneficiary in all of this is a school board that obtains a grant from the Ministry of Education to close a school. If that grant drives the decision, then clearly the board will have lost sight of the well-being and interests of those it was formulated to serve.

Sincerely Yours,

John Twinem

To The Trustees of Thames Valley District School Board:

I am writing in regards to the potential closure of Springfield Public School. Closing our school would be a huge mistake. A better, more viable option would be to keep the school open and expand it to include Kindergarten to Grade Eight.

Registering a child for their first year of school can be an emotional process. There is comfort in knowing that your child will be starting their school career close to home in a well-established, caring environment. As the children grow older, they reach the milestone of walking or riding their bikes to school without a parent. This is another big step that is taken with the knowledge that there are many watchful, loving eyes along the route. Nothing could ever replace this secure support system.

The location of Springfield Public School allows many opportunities for the student body to explore their community. They are able to walk to the Springfield library to participate in programming, visit the post office or fire station, and be a part of the Rememberance Day service at the local cenotaph each November. These are all important educational experiences that encourage involvement in the community.

The relationships with the teaching staff are also an important part of the school experience. Chance encounters with former teachers are often filled with laughter and reminiscing as they ask for updates on their former students. This is a testament to the committed and nurturng atmosphere the children experience when they enter their classroom at Springfield Public School. It is vital to the growth and mental well-being of young minds to feel this kind of unconditional acceptance.

Springfield is a thriving community. It is not an exaggeration to state that Springfield Public School provides a quality education while being the hub of the village. If the school was closed, it would break the heart of our community.

Sincerely,

Catherine Lindsay

Dear, TVDSB Trustees and Senior Planning Committee

I am writing to you today in response to the Initial Senior Administration's report – Elementary Pupil Accommodation Review 01 and included proposal to close Springfield Public School. My Name is Rebecca Clark; I am a parent of two children currently attending Springfield P.S., an involved parent in the school council, and active community member. I am very concerned about this proposal, and if successful the consequences for my children, family and our community.

My family made the decision to purchase our first home and move to Springfield in June 2015 from the city of London. We were attracted to the small rural community, which included a centrally located school within walking distance of our new home. We wanted to be outside the busy and loud city which for us lacked community, but within a village where our children could have access to essential services, and playmates. Right away we were pleasantly greeted by the friendly and welcoming nature of our neighbours and the community. It was easy to meet other parents and families in our small village, especially through common activities at Springfield PS. One of our favourite is the family movie nights, occurring a couple times a year in the school gymnasium.

My 9 year old daughter, who struggles with learning disabilities and social interaction has greatly benefited from the small community school where she is able to gain more one-to-one contact, personal connection and individual strategies to assist in optimizing her learning outcomes. She actively participates in school activities and fundraisers, and was excited when she earned the title battery boss through the Recycling Challenge. She beamed with pride when her school, little Springfield PS won FIRST PLACE in the provincial battery challenge! The whole community was proud!

I have had to strongly advocate for any assessments and services for my daughter in the past, and it was not until we removed her from a larger school environment, that her needs were finally addressed. For 4 years at her previous, larger city based school we fought to receive speech therapy, OT, PT, psychological services and an IEP and it was not until we arrived at Springfield PS that we truly received these services. Within the first week joining the Springfield school community we were invited to a meeting with her teacher, support teacher and principal to discuss ways to optimize my daughters learning and success. She has been embraced, and cared for. She is receiving the attention and services that she needs and deserves, finally. I owe that to our wonderful school, teachers and staff, as well as the fact that its smaller size allows all children to be seen.

When I first heard about intentions of the potential closure of Springfield PS I couldn't believe it. Not only is Springfield PS a unique learning environment which prides itself in its close connections, but it is the heart of the community of Springfield. The school unites parents, children, and community members on a daily basis from its simple central location within the town where parents often walk with their children to school and connect for a chat, coffee, or walk to its fundraising activities, local events, or appearance in the community parade. Springfield has a lovely spirit which is the exact reason why our family moved here. I didn't want my child to grow up in the city where it feels like survival of the fittest. I don't believe that parents, children and families can do it alone because they don't exist within a vacuum. We cannot discount the importance of our community. Communities need to be developed to be as strong as possible because a cohesive community develops stronger families which in turn lead to healthier youth. A strong community assists in the positive mental health for all as it provides a sense of belonging.

Over the past year I have become more actively involved with volunteering at the school, since leaving my previous employment as a social worker. I love being able to walk down to the school to volunteer with pizza days, and healthy snack on a weekly basis. I would no longer be able to volunteer this way if the school was not located within the village. I enjoy walking my girls to and from school every day and they love biking in the good weather. At a time when it can be difficult to get children to engage in physical activity, this would be an unacceptable loss. Many of our local children walk, and bike to school benefiting from daily physical activity and this would change to 100% bussed population under your proposal to close our school. Our children are also known to those in our small community and we all work together to increase safety. Not only would the children lose an essential opportunity for physical exercise, they would also be losing valuable time with family or loved ones in the morning and after school. This would be further impacted by limited opportunities to engage in extracurricular activities. My daughter who is in grade 4 was able to gather up the confidence to try out for the basketball team this year, and although she did not make it, her self esteem was increased in being supported to try. She is hopeful to try, and make the basketball team in the future; however, this would not be possible should she require bus transportation home after school. I also doubt children like her would have the confidence, support and encouragement to put themselves out there in a large school where they are less likely to be successful in making a team.

In reviewing the Initial Senior Administration's Report (ISAR), I was extremely disappointed as it is completely ignorant to how this will affect the students, educational outcomes, and the communities where schools are being proposed to close. TVDSB you say on your website that you are innovative; that you "put students first"; your mission is "We build

each student's tomorrow, everyday" and you have identified your commitments 'As leaders in public education, we commit to putting the needs of the students first by keeping the needs of all students at the forefront during the decision making process". You further state on your website "At the Thames Valley District School Board we believe that supporting mental health and well-being is essential for development and learning and is an enabler for school success", backed by a Mental Health and Well-Being Strategic Plan 2015-2018 stating a goal to "strengthen engagement with students, families and our community". However, I do not see any of these included or reflected in the ISAR. The children of Springfield do not benefit from the proposed changes, but I believe they will lose. Lose individual attention. Lose time for physical activity, time with loved ones. The community will lose, and a growing village would become less desirable to young families.

Closing Springfield Public School would be a devastating loss to me, my family, and the larger community; the negative effects being felt far into the future. I respectfully request that you honor all your above stated responsibilities and values. I request that you support me in my decision to do what is best for my family and for my children's learning needs. I request that you invest in, and support our school, our community as we do. Please DO NOT close Springfield Public School.

Sincerely,

Rebecca Clark

Dear TVDSB Trustees and Senior Administration

My name is Mike Percy and I am the father of 2 children currently in attendance at Springfield Public School in Springfield Ontario. I am contacting you now to voice my grave concerns over the possible closure of this school, and the drastic effects it poses to my family.

In my opinion, reinforced with knowledge through personal experience and a fiancé who participates on the Springfield PAR Committee, the closure of Springfield Public School is an unwarranted and unacceptable option posed by the EPAR-01 our community is currently involved in. Not only does it fail to appropriately view our children as anything but "Financial Assets", it avoids all attempts to acknowledge or calculate the devastating effect the closure would have on the community.

Springfield PS is a true example of a community hub, and has resulted in the consistent opportunity for the families of the area to meet in person. The regular contact creates an atmosphere where people can ease into social interaction slowly over time, helping those who aren't as extroverted. This is made possible, in greater fashion than other schools, by the large percentage of students who walk/ride to and from school with their families. A feature which will be destroyed with the separating and bussing of our children to 2 different schools

Bussing is a grave concern for many of our families because of the impact it'll have on our children's Health, and Time. Almost half our school does not require a bus, and the ones who do have a short trip. My daughters personally benefit from the opportunity to ride their bikes to and from as often as they do. Those of us who live out here also understand how volatile the weather is out here. The fog, wind, snow and uncontrolled railway crossings all pose increased risk of calamity we would prefer to avoid until High School makes it mandatory.

Will Senior Administration send me a cheque for the lose property value due to the undesirable situation losing the school will create for the development of our Village? Springfield is an ideal location for young families coming out of the cities to buy an affordable home and raise their kids at a local school. My family is a perfect example of this, and there are many more of us here. We specifically chose Springfield over Belmont because we wanted to be located close to a school and a more rural setting. If you close Springfield, I will have to consider moving because close proximity to our school is mandatory for us, as our oldest has special needs and often needs parental assistance at school. So now we have:

- My house is Springfield is now valued less because there is no School.

- Any Belmont homes worth considering are now more expensive because of the addition of the new school.

- Summers Corners has no community around it, and Aylmer does not supply the Country atmosphere we desire.

- Sparta and New Sarum can't be considered because there are targeted for closure as well

To me, the only considerable option, besides a complete relocation to another region, is to stay in Springfield and accept the increased complications and dismal community development prospects of the future. I find this depressing and hurtful. It is utterly mind-blowing to me that such a disastrous process truly lacks the ability to gage its own impact without demanding the communities it effects to climb up obstacle covered hills to express the facts and circumstances our school board administration is paid well enough to be informed of.

As a community, Springfield has already presented everything it needs to in order to prove that our School should not be closed. Those reading this now have simply to choose whether to ignore that information and proceed to prove your disregard for those your obligated to hold in best interest, or make the morally responsible choice and not only leave Springfield open, but restore its senior grades and encourage the investment of the board in it's future.

Sincerely,

Mike Percy

To Senior Administration and Trustees,

I am writing this letter urging you to please think long and hard about closing Springfield Public School. While I am aware it appears this is the way the world is going, but there are so many reasons that people choose to raise their families in small towns.

18 months ago, we decided to pack up our house and move over an hour away from our home in Brantford to live in a small town called Springfield. I knew right away I was going to continue my children's French Immersion education and send them to Pierre Elliot Trudeau. Unfortunately, this school board doesn't offer French immersion in JK, so my second daughter had to go to Springfield PS for her first year, while my older daughter went off to grade 1 at Pierre Elliot. As the girls got into routine in their new schools and weeks passed, I couldn't help but notice how different their experiences were. My older daughter would be on the bus at 810 wouldn't get home from school until 430, she was often exhausted and felt like she had missed so much at home with her siblings. She was constantly flip flopping friends because there were so many grade 1 classes (8 to be exact) and no one wanted to play with her on a consistent basis. On the school yard, she often couldn't find the one person she knew from class because there were so many children on the yard, so she would sit by herself. If I had to bring her something at the school, I wasn't allowed near her classroom, I constantly had to meet her in the office. I was told that I would be a distraction because of all the students. I was unable to volunteer and be a part of her education because the school was so far away and I had 3 other children at home that I would have to find child care for. No one knew her name, she only knew her teachers name.

On the other end, I had my second daughter in JK at Springfield PS. Everyday she hugged her teacher goodbye. All of the teachers in every grade knew who she was when she walked the hall ways. She was happy! She had so many positive stories to tell about all her new friends in the school, not just her class. I signed up to help with healthy snack, a program that I was able to bring my children to be a part of. If she forgot her hat or sunscreen, I was able to sign in at the office and then quietly go tuck it into her back pack. I was able to walk her to school after my older daughter got on a bus.

My two children were receiving completely different educations. On paper, they may have been learning the same curriculum, but their experiences were totally different. I didn't want to make any impulsive decisions, so I waited weeks to see if my older daughter would adjust to being at her new school. At the end of the first term, after approximately 8 weeks in school, there were no changes. She still didn't have a steady friend or confidence on the school yard. I prompt took her our of Pierre Elliot Trudeau and enrolled her in Springfield Public School. I walked her to her first class and when everyone lined up, she had 4 girls EAGER to welcome her, EAGER to have a new friend on the yard, EAGER to know her name. Those girls are still her friends a year and a half later. She is thriving, and began to come home from school as happy as my second daughter. She was able to sleep in longer, eat breakfast with us, walk to school with us. She had time to play outside after school before dinner or rushing off to an activity.

Taking her out of French immersion was a permanent decision. It was made very clear to us that we could not change our minds but we gave up that opportunity so that our children could have a close knit school to attend. To think that Springfield Public School could close, and my children will go back to long bus rides and over crowded school yards and hallways over whelms me. I saw first hand the difference it makes in a child's life. Not every child is created equal, and not every child will adjust.

PLEASE KEEP SPRINGFIELD PUBLIC SCHOOL OPEN!!!!!

Regards,

Jessica, Springfield resident and mother of 5.

Thomas M. & Linda Charlton

53 Tarry Parkway, Aylmer, ON N5H 3E2

519-765-4020 (h) 519-878-2266 (c)

February 10, 2017

To: Thames Valley District School Board

Subject: Springfield Public School

We wish to add our support to the large numbers of people who want desperately to keep Springfield Public School open; and to keep the school open years and years into the future.

We personally have three generations involved in this school, from students to teachers. We are privileged to have grown through this rural and fantastic educational resource in Springfield. It serves the Town and the surrounding communities with opportunities, teaching excellence, community involvement and compassion and inclusion for everyone.

The Town itself has a long range plan for growth and service to the community that includes a library, community centre, churches, convenience shop, restaurants, and A SCHOOL. The school is an integral part of this long range plan for Springfield.

We feel other plans could be made to ensure the necessary number adjustments for the viability of the school – perhaps grade 6 & 7 should return to Springfield. These classes were taken out because of a shift of population. The shift is back and should be addressed that way to keep Springfield school open and thriving.

The last number of years the school has operated exceptionally well under constant threat of closure. It is like living with a reprieve on a death sentence. The emotion and challenge working in this environment must take a great toll on everyone. However the proactive approach to keep the children as the priority has prevailed.

Thomas M. & Linda Charlton

53 Tarry Parkway, Aylmer, ON N5H 3E2

519-765-4020 (h) 519-878-2266 (c)

Are the numbers declining in part because of people choosing to move their children to homeschooling or faith based schools? The programming and vision to keep fresh to the needs of the community change all the time. Is this a priority of the school board to assess how the programs can change to keep the school attendance at a premium? Can this focus help to improve attendance rather than closing a school?

A new building and transporting children long distances out of their community and spending hours a day on a bus are counterproductive to successful school days for children.

Please keep Springfield School open. The Town, community and children deserve to have their school open. They deserve the quality education and sense of community and citizenship skills that come with living, learning and growing in a community.

Thank you sincerely

Tom & Linda Charlton, Malahide/Springfield farmers

To Whom It May Concern:

What to write?

Know 'dollars' and best informed use re, do RULE decisions made. However, sincerely hope trustees and Thames Valley Board Administration do listen to 'concerns' and 'fight for us'. Decisions made by Big Administration deal, Toronto (suppose)...they've little knowledge of 'small community commitment'....probably no concern re. Wish correct thought could truly be: FOR BENEFIT OF ALL CHILDREN.

Personally, am long-time community member. Have lived (married) in Springfield almost 50 yrs. Retired 6 yrs., as former school secretary, Thames Valley. My husband, from birth to age '71' now....always part of this community. He attended Springfield School when lots of kids from air-force base attended at Springfield. (Now Police College). My mother, although not from Springfield attended a 'Continuation School' in Springfield, then on to Aylmer High School. Know 'tiss all old history and many will tell their stories. But 'old stories are important' to listen to. Long-Time Established Springfield School within village that has been so supported, so 'cared about' for Many Years....and SO CONTINUES. Sometimes the 'heart' needs to be more important than the 'dollar'.

Throughout many yrs saw many of OUR kids go on to become Ontario Scholars. Won: annual Richmond Beck award, Lioness Award, (was formerly Womens' Institute), Summerhayes award. Yearly recognition: 'Participation', 'Principal's' awards, etc. Community support through fund-raising activies: South Dorchester Optimist Club, Springfield Lions and Lioness, etc.

Also have seen throughout yrs many of our kids 'GO ON' into further athletic activities...into Gr. 7/8 at Summers Corners and on into East Elgin. From our little Springfield School...support, caring, encouragement.....made our kids equal or 'above' re team participations.

Springfield, little community that it is: Library (well supports with programs, our kids through Summer Reading program, PA Day activites, etc.). Library close enough that Grades with teacher, volunteer parents....Just a walk and kids can take part in planned activities. Kids take part in annual Santa Claus parade. Many yrs conducted by Springfield Baptist Church...a 'Kids Club'...non-demonational. Staffed by volunteers. On-going after-school activity, many yrs. Think 'Caring About Others' is important to learn.

School, so MANY YRS. (an important part of our community). Families gather, visit, support each other and our KIDS. I never saw 'BULLYING' expecially. If 'thought', teachers, parents quickly acted to prevent. So much these days written re 'consequenses of bullying', knives, guns, necessary police presence, etc.

Do believe and trust that 'consideration' will be given. Perhaps necessary change with closing of South Dorchester P.S. (anticipated), boundary change could bring more students presently attending there to Springfield....CLOSER. Well established area (many yrs.)...for Developemtnally Delayed already within Springfield School. Thought to build all again at Summers Corners??

Many thoughts, by MANY.

Sheila Craik

ElginCounty

24/11/2016

To Whom it May Concern;

Springfield Library, a branch of Elgin County library system, has the pleasure of partnering with Springfield Public School for many years. We would be very disappointed if Springfield Public School were to close.

Here are highlights of our partnership over the years, which have a positive impact on all:

~**Summer Reading Club** - this program encourages reading and learning in a non-competitive, fun environment. Library staff promotes SRC at the school in May by running a bookmark contest. The past few summers we had over 120 children registered in this program. The library has won 1st, 3rd and 3 honourable mention awards from Library and Archives Canada. This award is open to libraries across Canada.

~**FDK monthly visits** - On a monthly basis, the FDK children walk to Springfield Library for a time of listening to stories and participating in activities. School staff and children appreciate having this opportunity.

~**FDK visits with seniors from Terrace Lodge** - Seasonal visits are made with local Nursing Home residents and FDK children. The school children walk to the library and are excited to present a short program for the residents of the Nursing Home.

~**Forest of Reading** - This event is Canada's largest recreational reading program and has more than 250,000 readers participating. Each year in March/April Library staff together with students in Grades FDK to 3 listens to 10 stories written by Canadian authors. The full day event is a time to promote Canadian authors and at the end of the day, the children vote for their favourite book. Members from the community are invited to read to the children.

~**Drop-in after school** - Children from Springfield Public School hop on their bikes or walk to the library after school. This is a time when we as staff connect with the children and listen as they excitedly share special things that happened during their day at school.

~**Family Literacy** - Springfield Library provides many literacy-based programs. The children at Springfield Public School are informed via flyers, newsletters and social media.

Schools are a crucial part of any rural community and we value having a local elementary school in our village of Springfield.

Sincerely,

Maria Smit
Supervisor, Springfield Library

County of Elgin
450 Sunset Drive
St. Thomas, Ontario
N5R 5V1 Canada
Phone: 519-631-1460
www.elgin-county.on.ca

Progressive by Nature

To Whom It May Concern:

I am writing this letter because I am concerned about the proposed closure of Springfield Public School.

As a tax payer I feel this will have far reaching impacts on the Community of Springfield, one of which is the fact that property values will decrease. Who will want to move to a community without a school? The village will become a ghost town.

Another concern is the fact that more childern will have to be bused. This will led to more inactivity in our youth which is already at an all time low. Longer bus rides for students will lead to less time for physical activities. What are the long term effects on children that spend longer times on a bus?

An increase in the number of buses on the road could also lead to an increased potential for serious vehicel collissions occuring and childern being injured.

The PAR states that they are doing this for the childerns well being, however, I do not understand why everyone seem to think that new and bigger structures are better. It appears that spending money on new structures is more important then spending the money on classroom materials and teachers.

At the public meetings that I have attended the Thames Valley senior management team states that we can not make decisions based on potential future growth but then says that we have to plan for the future. How does this make any sense?

I can see a need for new schools in some locations but why are you closing schools to get to this stage? Are cost projections for these new buildings including the cost to purchase the land?

If this process was done looking at all the schools in St Thomas as one PAR for the issues there and then looked at the rual schools in a different PAR, it might show a different perspective. I feel this review is only pitting the small rural schools agaisnt each other to try and save their own schools.

In closing I do not agree with the closing of Springfield Public School. It is the heart of Springfield and if you lose the school you will lose the community.

Sincerely,

Rob Lindsay

Mike & Ginger Abbott
52483 Century Line
Springfield ON N0L 2J0

February 17, 2017

Trustees of Thames Valley District School Board
1250 Dundas St
London ON N5W 5P2

Dear Trustees of Thames Valley District School Board:

I am writing to voice my opinion regarding the possibility of the closure of Springfield Public School on behalf of my daughter, currently a grade two student at Springfield.

Kate is a quiet, shy, observant girl who is always willing to help her fellow classmates and teachers. She has an eagerness for learning. She is comfortable in this school. A small, country school that includes everyone and where everyone, teachers, students, parents, all know each other.

Kate has some difficulties regarding attention and focusing. Her teacher, whom she also had for Grade one, is working with us to find a solution to this problem. I have attached a letter from Dr. Gloor, the pediatrician who has evaluated Kate recently. In the letter, she states that Kate does meet diagnostic criteria for ADHD inattentive subtype of mild to moderate severity. She has recommended that she continue to be in a smaller class.

If Springfield school is closed, Kate will have to be bused from the furthest point in the catchment area (Century Line and Pigram Rd) to a much larger school with potentially larger classes. Given her demeanor, the large student body may overwhelm her and cause her to retreat more into herself and could cause mental health issues. This is not a good fit for Kate or our family.

Sincerely,

Mike & Ginger Abbott
Parents

Enclosure

Jane E. Gloor Medicine Professional Corporation
Springbank Pediatics
460 Springbank Dr Suite 206
London, ON
N6J 0A8
Phone: 519-641-8687
Fax: 519-641-6518

Dec 5, 2016

To Whom It May Concern:

Re: Kate Abbott Aug 2, 2009 Age: 7
519-765-4767 (H)

Kate has been seen for issues with attention. By history and review of school report card and rating scales she does meet diagnostic criteria for ADHD Inattentive subtype of mild to moderate severity. From a functional perspective she is doing well in the classroom this year, it is a small class and she has some accommodations as well as SLP support. I have recommended testing for central auditory processing disorder and parent will explore having this done in Alymer and share the results with the school as needed.

Accommodations to consider that may be of benefit to KAte in the classroom would include a smaller class size, sitting near the front to minimize distractions and increase her ability to focus on teacher as well as extra time for tests and copies of written notes when writing expectations increase in higher grades.

If Kate begins to experience increasing academic ~~frustrations~~ frustrations or teachers report increased difficulties or there are clear social or academic difficulties relating to inattention and behaviour strategies alone are not sufficient to manage them, a trial of medication may be warranted.

Yours truly,

Jane Gloor

Dr. Jane Gloor, MD, FRCPC

Ontario
LEGISLATIVE
ASSEMBLY

Jeff Yurek, MPP
Elgin-Middlesex-London

Queen's Park Office:
Room 444, Legislative Building
Queen's Park
Toronto, Ontario M7A1A8
Tel. (416) 325-3965
Fax: (416) 325-3988
E-mail: jeff.yurek@pc.ola.org

Constituency Office:
750 Talbot St., Suite 201, West Wing
St. Thomas, Ontario N5P 1E2
Tel. (519) 631-0666
Toll Free 1-800-265-7638
Fax (519) 631-9478
E-mail: jeff.yurekco@pc.ola.org

February 10, 2017

Mr. Matt Reid, Chair
Thames Valley District School Board
P.O. Box 5888
London, ON N6A 5L1

Dear Mr. Reid and Trustees,

I am writing you today in support of the proposal submitted by the Sparta Public School Alliance in regards to the current Elementary Pupil Accommodation Review 01.

The Sparta plan allows the build of the new school in Belmont to proceed while ensuring the New Sarum, Springfield and Sparta schools remain open. This option would allow the EPAR 01 to split into two separate portions, allowing for an extensive period to thoroughly review and consult on the need to close the rural schools throughout our community.

Mr. Reid, a large number of parents and families, have voiced their concern with the current EPAR 01. Closing schools based on geography is inequitable and not in the best interests of students. In addition to the shorter bus rides, rural schools allow students to attend school in their communities, participate in extra-curricular activities, stimulate local economies and provide a green space for students to play, learn and do experiential learning.

Although I realize that due to a flawed funding formula the school board initiated this process, I am requesting that the school board give full consideration to the proposal and ensure this new process does not fail our children or rural communities.

Sincerely,

Jeff Yurek, MPP,
Elgin-Middlesex-London

Cc: Minister Mitzie Hunter, Education
Ms. Laura Elliot, Director, Thames Valley District School Board
New Sarum Public School Parent Alliance
Sparta Public School Parent Alliance
Belmont Public School Parent Alliance
Springfield Public School Parent Alliance

Ontario Federation of Agriculture

Ontario AgriCentre
100 Stone Road West, Suite 206, Guelph, Ontario N1G 5L3
Tel: (519) 821-8883 • Fax: (519) 821-8810 • www.ofa.on.ca

November 11, 2016

Laura Elliott, Director of Education
Thames Valley District School Board
P.O. Box 5888
London, ON
N6A 5L1

Laura.Elliott@tvdsb.on.ca

Dear Ms. Elliott,

The Ontario Federation of Agriculture (OFA) is Canada's largest voluntary general farm organization, representing more than 36,000 farm family businesses across Ontario. These farm businesses form the backbone of a robust food system and rural communities with the potential to drive the Ontario economy forward. The OFA is committed to addressing issues regarding the economic and service infrastructure required for agricultural prosperity. Schools are critical infrastructure for farm families.

It has come to our attention that the Thames Valley District School Board is considering closing low enrolment schools in the area. The Ontario Federation of Agriculture (OFA) is opposed to such decisions being made prior to consideration of a number of critical factors impacting the well-being and success of the students and the potential impact on the local community of school closures.

In our opinion, there are several questions which must be answered before the decision to close a school is made. These questions include the following:

- How will students get to school? What is the impact on students if they are required to spend hours each day on the bus just getting to and from school? Will they be too tired to learn to their full potential as a result of how early they must rise just to catch the bus? Will they be able to participate in extracurricular activities, which are so important to children's development?
- How will parents' involvement in their children's education change? Will the school be too far away for parents to be able to volunteer / participate at the school? What is the potential impact to the school from this loss of volunteer basis? How does this impact the children?

- What is the impact of larger schools on the students learning environment and opportunities? It has been demonstrated empirically that in general, learning outcomes are better for smaller schools than they are for larger schools and that smaller schools do not have as many of the social problems that larger schools have[1]. Has this fact been considered in the decision making process to date?

The welfare and best interests of our future generation cannot be ignored, and must be considered even in budgetary decisions. The OFA is committed to lobbying for education and childcare funding that is appropriate for rural Ontario. School boards must also send the message that rural Ontario values its children by making decisions that support their development and growth.

We encourage the Thames Valley District School Board to reassess the issue of school closures with consideration to the impact on the students and the local community.

Sincerely,

Don McCabe
OFA President

cc: Ed Ketchabaw, Elgin County Federation President office@elginfarmers.ca

[1] Dr. Al Lauzon and Ms. Maureen McCallum. Negotiating Rural Futures: A Study of Relationships Between Boards of Education and Rural Communities During a Period of School Consolidation.

Good evening Ladies and Gentlemen,

On behalf of Malahide Township Council and the Springfield community, I would like to thank you for giving me the opportunity to speak with you tonight. I wish to address our concerns with respect to the proposal to close the Springfield Public School.

The 'Pupil Accommodation Review' is an in-depth and well researched project completed by the Thames Valley District School Board staff. I fully understand the School Board's position in trying to financially balance their ledger.

As Mayor of Malahide, I am quite familiar that every year at budget time, trying to maintain a level of service that is mandated by the Province, while at the same time receiving less transfer payments than the year before, is challenging. On occasion, we have made financial decisions that looked good on paper, but when it came to the actual implementation, it became clear that we did not always realize the impact that it would have on our ratepayers, and sometimes, in the best interests of our residents, we would reverse the initial decision.

My goal tonight is to point out to you the benefits of keeping the Springfield Public School open. I would ask that you consider the broader impacts of closing the school, both to the students and to the Springfield community as a whole, and to not just focus on the bottom line.

I cannot disagree with the current sixty two percent occupancy rate; however, one of the recommendations in Section Three of the Staff Report, is to transfer some of the students from Springfield to the proposed new school in Belmont, while another recommendation proposes to transfer some of the Springfield students to the Summers Corners Public School. As well, there is a recommendation to transfer some Grade Seven and Eight students from the Davenport Public School to the new school in Belmont.

Instead, I would like to suggest putting the Grade Seven and Eight students that were once a part of the Springfield Public School, back into that school to raise the occupancy up to the Board's desired eighty three percent minimum. This would reduce the average student cost and make the school more viable, while also maintaining its place as a key social and cultural resource to the community.

One policy of the Board is to promote "student achievement, safety and well-being". The Springfield Public School is accomplishing those goals!

When it comes to achievements, the Grade 6 provincial testing in 'Reading' put Springfield at eighty five percent, well above the Board average of seventy five percent

APPENDIX F:

MALAHIDE TOWNSHIP SUPPORT

87 John Street South
Aylmer ON N5H 2C3
Phone: 519-773-5344
Fax: 519-773-5334
www.malahide.ca

the TOWNSHIP of MALAHIDE
A proud tradition, a bright future.

March 3, 2017

Hon. Mitzie Hunter, Minister of Education
22nd Floor Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Mr. Matt Reid, Chair
Thames Valley District School Board
P. O. Box 5888
London, ON N6A 5L1

RE: Current Elementary Pupil Accommodation Review

At its regular meeting held on March 2, 2017, the Malahide Township Council expressed concerns regarding the proposed Elementary Pupil Accommodation Review and passed the following Resolution:

WHEREAS the current Accommodation Review Process is not reflective of the reality of rural school and community life;

AND WHEREAS EPAR-01 does not take into account all available capacity in assessing the need for a new St. Thomas School;

AND WHEREAS across the Province municipalities and counties are calling for a moratorium on the closure of rural schools;

BE IT RESOLVED that the Council of The Corporation of the Township of Malahide agrees that EPAR-01 should be broken into two pieces, one that assesses the need for a new Belmont School (by consolidating South Dorchester Public School and Westminster Central Public School) and one that assesses the need for a new Southeast St. Thomas School; and further, that the Council of the Township of Malahide calls for a moratorium on rural school closures in Elgin County until such time as the funding model can be reassessed to incorporate elements of resource conservation and economic impact on rural and community life.

Please accept this resolution as the Township of Malahide's official position on this matter.

Yours very truly,
TOWNSHIP OF MALAHIDE

M. CASAVECCHIA-SOMERS, D.P.A., C.M.O., CMM III
Chief Administrative Officer/Clerk

c. Laura Elliott, Director of Education, TVDSB
Jeff Yurek, MPP Elgin-Middlesex-London
Trustees James Todd and Chris Goodall, TVDSB
County of Elgin
Jessica Goodwill, Springfield Save Our School Committee,
Email: njgoodwill@hotmail.com

and the Provincial average of eighty one percent. In 'Writing', Springfield was at eighty five percent, again, well above the Board average of sixty nine percent and the Provincial average of eighty percent. In 'Math', although the results are lower at forty five percent, they are still above the Board average of forty four percent and almost at the Provincial level of fifty percent.

With respect to safety and wellbeing, more than forty percent of the students currently walk to school, and all of its students walk regularly to the local Malahide Public Library for programming throughout the year.

Under the new proposal, one hundred percent of the students will be bussed from Springfield and no one walks. As well, the distance that the majority of those students will be bussed will be substantially greater.

While I do not have specific data, I would argue that a longer bus ride may have negative impacts on student performance and health. Whereas walking to and from school promotes physical activity – a key goal of both the School Board and the Province.

There has been some research in the U.S. that suggests that many students that spend a longer amount of time on a bus report lower grades and poorer levels of fitness. They also participate in fewer social activities and have poorer study habits. The universal complaint by those students that were studied is the loss of choice in activities and the overall loss of sleep.

I am especially concerned that the research further suggests that it may have a negative impact on a healthy lifestyle – the longer the bus ride, the more likelihood of the student skipping breakfast.

The Springfield Public School is a school with an enviable community spirit. The students and teachers have worked collectively to engage in responsible and constructive community action. This past year, they won an award in the Ontario Schools Battery Recycling Challenge. This small, rural school came in first for all of Ontario in recycling batteries. There is a distinct sense of belonging and community spirit present in Springfield.
The Springfield Public School also benefits from its close proximity to the Malahide Public Library. As already mentioned, all students walk regularly to the Malahide Public Library for various programs throughout the year.

Our Springfield librarians give one hundred fifty percent when promoting literacy as is indicated by their success in the 'Toronto Dominion Canada Trust First Reading Program'. They came in first in 2007 and they came in second in 2010.

We are extremely proud of our local library; I was witness to a program that they offered where two times a month the Junior Kindergarten children and the Senior Kindergarten children were paired with Seniors from the Terrace Lodge Nursing Home for story time and art. That program benefitted the young children and the older residents both on an academic and an emotional level. While the children experienced the joy of reading, the Seniors were given a meaningful purpose as they gave individual attention to the students, a program that could not happen if the school were not located in the community. The Springfield librarians know the children by their name, as well as the names of their parents, and probably even their grandparents. You will never get that intimacy in a large school. The benefit of having such a partnership between the school and the Village library **is similar to "putting on a pair of jeans fresh out of the drier on a cold day". It just feels soooo good.**

Schools are the hubs of their communities and have an importance that goes beyond education; they play a major role in the economic development of their communities and they make communities more attractive to newcomers. Businesses are more likely to move to communities with schools, and families will not move to communities without schools.

The Village of Springfield is designated as the number one growth area in Malahide Township. This is not apparent in the Initial Senior Administration Report. In the past five years, there were twenty-five new homes built in the Springfield catchment area. There is a new subdivision on the west end of the Village where five homes were built in 2016 with a plan by a local developer to build thirty-five more homes. The Malahide Staff are always on the alert for grant programs to assist the Township in upgrading municipal services. We are currently trying to acquire grant money to extend the municipal water pipeline in to Springfield; if that could happen, it would enable the development of additional plans of subdivision in South Springfield totalling more than five hundred and forty single detached homes. Although this has not yet happened, there is a huge potential for an increase in student population in the future.

As well, the Township's median age is well below the provincial average. This tells me that young families want to raise their children in a small and more intimate community, complete with a neighbourhood school.

I am very concerned that if Springfield loses its school, its viability will be endangered. I am worried that some families with children will leave the community rather than have their children bused for long periods of the day, new families will not move to the community, real estate values will drop, and local businesses will suffer.

I hope that you will seriously consider my presentation and re-examine your position regarding the future of the Springfield Public School.

When you close a school in a small community, you take the heart out of that community. If I may quote a line out of the 'Griswald Christmas Vacation' when Mr. Shirley cancelled the Christmas bonus, he stated "what looked like a good idea on paper really loses its lustre in the long run. In the end, it is really people that count."

Sincerely,
Mayor Dave Mennill
Township of Malahide

PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
SUMMERS' CORNERS QUESTION AND ANSWERS

Received On: 2016 December 21

Question #1:
Can you please advise as to how many students will be affected by the boundary change that are currently attending summers corners.

Answer #1:
As Senior Administrations recommendations are phased in, with New Belmont opening in 2019 and the relocation to McGregor/Davenport in 2018, the students identified in the numbers below would be different given grade progression.

Currently there are **19** students in grade 7 and 8 with redirection proposed to New Belmont.

Currently there are **79** students in grades JK-8 with redirection to McGregor and Davenport PS's.

The breakdown with the proposed grade model is

- JK-3 (McGregor PS) = **40** students
- 4-8 (Davenport PS) = **39** students

Received on: 2017 January 02

Question #1:
[In regards to Summers' Corners rezoning] How many students will be affected that are currently attending SCPS and will be required to move schools

Answer #1:
Currently there are **19** students in grade 7 and 8 with redirection proposed to New Belmont.
Currently there are **79** students in grades JK-8 with redirection to McGregor and Davenport PS's.

The breakdown with the proposed grade model is
JK-3 (McGregor PS) = **40** students
4-8 (Davenport PS) = **39** students

Question #2:
[In regards to Summers' Corners rezoning] Does the proposed changes affect all of the Village of Copenhagen? Including east and west of Hwy 73.

Answer #2:
Yes, students residing in the village of Copenhagen will be redirected to McGregor / Davenport. Students on both sides of Hwy 73 will be redirected to McGregor and Davenport.
Please see map attached for further reference. (Appendix A)

Received on: 2017 January 10
Received on: *2017 January 16 (follow-up questions)*

Question #1:
With respect to the proposed boundary changes for Summers' Corners, is the realignment designed to meet a financial target/goal related to another school(s), or is is the new boundary based on the social and educational well being of the affected students? If so, how will shifting ~80 students from their rural school to a more urban-type setting be to their benefit? If there will be no value-added benefit to those affected by the boundary change, would it not seem entirely reasonable to forego any realignment at all.

Answer #1:
As indicated in the TVDSB Pupil Accommodation Policy (4015), it is the policy of the Thames Valley District School Board to:
provide our students with accommodation which supports student achievement, safety and well-being
ensure the long-term sustainability of our school system
manage our resources effectively
identify opportunities for collaborative facility arrangements with community organization
in a manner which is well-informed, well-coordinated, transparent and sustainable.

Q1: Which of the above points are contravened by Summers' Corners current situation?

A1:See response to question below.

Q2:The students that are slated for re-designation for Aylmer schools are not currently at risk of having their achievement, safety, or well being diminished (or if they are at risk, this has not been demonstrated yet). The EPAR-01 report doesn't suggest that the school system is at risk of being unsustainable over the long term (if it is, this should be made clear, and supported with appropriate evidence). In terms of resource management, it would appear, under the current recommendation, that Summers' Corners will continue to be under utilised, and not meet the board average nor the EPAR-01 target. Future projections indicate virtually no change (i.e. within a 5% margin). It would make more sense to maintain the current boundaries (keeping the ~80 students designated for new schools), combined with absorbing some from Springfield (if its closure is approved), in order to achieve a desired utilisation rate of 80%. Regardless, the answer provided does not yet justify the recommendation outlined for Summers' Corners Public School (let alone the other schools impacted by EPAR-01).

A2:The schools in EPAR-01 cannot be viewed in isolation. As a result of declining enrolment school utilization is dropping, the cost to maintain schools is increasing and the Ministry has removed grants (top-up) that help fund partially empty schools. Senior Administration has proposed the EPAR-01 recommendations to help manage our resources effectively.

The Trustees must consider the points outlined in the policy (above). Trustees make decisions not only on today's students' needs but also for future students' needs for the next 20-30 years. As well, Trustees must consider not only what is best for an individual school but what is best for the Board as a whole in order to ensure the long-term sustainability of our school system.

Question #2:
With the imminent release of 2016 census data, would it not be more prudent to reevaluate the student population projections based on more recent data?

Answer #2:
The 2016 census data will be available in February 2017. The data will be released in a format that does not align with our attendance areas and will need to be customized in order to be utilized on a school by school level. As noted in the Demographics section of the SIP's, it is the historical decline in children per household that is causing empty pupil places in rural schools. Census data information is helpful when looking at the intake of students entering JK and determining our Board Share of students. The student projections are not only based on Census data.

The Board uses census data and live birth data to determine JK intake of students. The enrolment projections on a system level are cross examined against the Ministry of Finance data projections which is broken down by municipality. From SK to Grade 8, the analysis of historical enrolment trends is used to determine movement from grade to grade. This is examined on a school level as well as a system level. Municipal reports on demographics such as projected housing yields, population projections are also examined and included in the process of determining student enrolment. Another factor taken into account is program changes that may effect school population. Some examples of this are the Full Day Kindergarten program implementation and French Immersion movement.

Question #3:
How have the social and educational aspects of impacted students' lives been accounted for in EPAR-01? It currently appears as if the recommendations are entirely financially motivated, with only cursory respect being paid to the potential impact on students. For example, what studies were commissioned to better understand the impact of closing/realigning rural schools on both the student body, and the community at large? Simply asking for public input (which will be almost entirely visceral and emotional) is not enough.Barring TVDSB sponsored investigation into this aspect of the recommendations, what external sources of information have been sourced to support the proposed changes? If no work has been done to date, does the TVDSB intend to do so in the near future (prior to putting the decision before the Trustees)?

Answer #3:
As directed by the Board of Trustees, research conducted by Research and Assessment Services on the effects of consolidated schools was presented to the Board on May 28, 2013. This report is available to the public on our web site: http://www.tvdsb.ca/files/filesystem/2013%20May%2028%20Full%20Package1.pdf Research was conducted in which impact, defined as school EQAO achievement and parent perceptions of school consolidations were examined. As the report indicates, while parent views of the school climate and culture did vary as a function of the origin of the students prior to a consolidation, there were no significant differences in terms of student achievement between students who attended the consolidated school and those who went elsewhere following a consolidation. As well, examination of school level trends indicated that there are no significant differences in EQAO achievement scores pre- and post-consolidation except for junior writing where there was significant growth in the pre-consolidation phase, although those achievement advances were maintained post-consolidation.

Q3:The report only addresses the issues of academic achievement and parental perceptions, and calls into question its own validity by citing the availability of limited data and collection techniques. There is no consideration paid (albeit intentionally) to the social/psychological aspect of these changes could have on students, their families, or the community as a whole. Furthermore, the study is limited to schools in an urban setting and does not address the specific scenario that permeates EPAR-01; the closing and consolidation of rural schools.

Here's a cursory look at some of the literature review provided in the report:

Bard, J., C. Gardener, & R. Wieland. (2006). Rural school consolidation: History, research summary, conclusions, and recommendations. Rural Educator, 27(2), 40-48.

This is the conclusion of this article's authors: After a thorough study of the history and research on school consolidation, it is the conclusion of the Consolidation Task Force Committee that NREA continue to support the local decision making process of rural school districts and oppose arbitrary consolidation efforts at the state and local levels. NREA will not support decisions made at the state level that mandate consolidation – this is a violation of local control. Rural communities should make every possible effort to maintain a physical school presence, and rural community and school leaders should take into account every possible variable to decide if "two are better than one."

Boddington, Steven. (2010). The Atlee School Question: The Effects of School Consolidation in Rural Alberta. Contemporary Issues in Education Research, 3(2), 17-27

This is a strange source to use, as it is about a 60 year old event detailing the closure of one-room schools in rural Alberta, and how the tiny community of Atlee managed to stave off the Government's decision to consolidate rural schools. It continually highlights the perceived incompetence of the School Board's handling of their proposed merger and elimination of one-room schools in rural Alberta. There isn't anything relevant to the report's intent or findings.

Elliott, Patricia. School Consolidation and Notions of Progress: Why Community Actors Almost Always Lose the Fight to Keep Local Schools and How They Can Turn the Tables. Retrieved April 23, 2013 from http://ineducation.ca/article/school-consolidation-and-notionsprogress-why-community-actors-almost-always-lose-fight-keep.

This was a fascinating read, albeit its purpose is more to serve as a blueprint for how communities should defend/state their objections against proposed school closures and consolidations. If anything, the various sub-committees should have this on their "must read" list.

Howley, A., and C.B. Howley. (2006). Small schools and the pressure to consolidate. Education Policy Analysis Archives, 14(10). Retrieved April 1, 2013 from http://epaa.asu.edu/epaa/v14n10/.

The Howley's work runs entirely counter to what is proposed in EPAR-01 (and to some extent, it refutes and rejects the findings in the 2013 report).

Very little of the cited literature actually supports the recommendation put forth in EPAR-01. It is discouraging to see that the TVDSB will do nothing more than use this 2013 report to form the basis of its assumptions on the impact that EPAR-01 will have on students and the community at large. Given the wide ranging impact of the proposed changes, why is it unreasonable to move forward with a more comprehensive study of the possible socio-economic affects of these changes?

A3: The TVDSB remains dedicated to the mental health and well-being of students and has consistently demonstrated a strong commitment to fostering safe and inclusive learning environments. We invite you to read our Mental Health and Well-Being Strategic Plan 2015-2018 titled Growing Mentally Healthy Schools. This document is available on our website at the following link: http://www.tvdsb.ca/programs.cfm?subpage=308090

If the Summer's Corners PARC feel that a further research project, conducted by the TVDSB, is required then this request can certainly be included in your input to Trustees.

Question #4:
What, if any, projection models were used to determine future enrollment statistics as outlined in EPAR-01 (i.e. how did the planning department arrive at the numbers used in the future projections)? Historical trends point to some large swings in the populations for some of the schools involved, yet future projections show a flat trendline in terms of enrollment. The recommendation does not consider large variations - why is that?

Answer #4:
The historical trends are used to determine enrolment projections from grade to grade. For example, loss of students to French Immersion from SK and Grade 1, as well as extended french from grade 6 to 7. Live birth data and Census data is another tool to determine JK / SK intake of students as well as our Board share of the census/ live birth data. Each school has differences in historical enrolment. Some increases or decreases can be explained due to curriculum changes or changes to program ie FDK.

Question #5:
Is the data used in the various tables/graphs/charts of EPAR-01 available in another format other than PDF? Excel tables perhaps?

Question #5:
In order to ensure consistency with documents and presentations distributed by TVDSB during a Pupil Accommodation Review, only PDF format will be provided.

Received on: 2017 January 12
We've received a number of questions on the issue of grandparenting at Summers' Corners (as there has been some confusion about the wording in some of the presentations). Can you please confirm if the following statements are accurate:

Question #1:
Students entering Grade 8 effective the Sept 2018 - Jun 2019 school year will be allowed to remain at Summers' Corners Public School, with transportation.

Answer #1:
Yes this is accurate.

Question #2:
Students entering Grade 7 effective the Sept 2018 - Jun 2019 school year will NOT be allowed to remain at Summers' Corners Public School. This group will be moved to their new designated schools (Davenport, New Belmont).

Answer #2:
Yes this is accurate, Senior Administration is only recommending the grandparenting option for the grade 8 class in order that they may graduating with their peers.

Question #3:
For the purpose of clarity, the header of the grandparenting table states the following: "Grandparenting for grade 7 ***(only when viable)***" - does this mean the TVDSB may deem the grandparenting option unfeasible for some/all of the students who potentially qualify for the grandparenting option? If so, how is this determination made, and when will notification be provided to affected parents?

Answer #3:
The phrase "only when viable" was inserted as some students, at schools such as a JK-6 school, if a school was closing or if the program was relocating (no longer offered), could not be eligible for the option (as indicated in the chart on p.67 of 71). If a student is eligible for the grandparenting option, they have the option to choose to attend their existing school or their newly designated school for their grade 8 year.

Question #4:
Will 100% of the staff of the schools being closed be provided positions at the consolidated and/or new schools? Could this not create an issue of surplus staff at some of these locations?

Answer #4:
When there is a complex closure where there is no growth in student enrolment, the Reorganization Staffing Committee maintains 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

Question #5:
Is the board looking to reduce staff through attrition or early retirement as an alternative to EPAR-01?

Answer #5:
Reducing the staffing complement is not a goal of the proposed EPAR 01 recommendations. Please see the response to question #1 to address the TVDSB's process for staffing based on the proposed EPAR 01 recommendations.

Question #6:
Finally, the response fails to appropriately address the comment. The projected annual savings certainly is not significant in the context of the annual budget. It represents: 00.05% of the total budget (on a personal scale, it's equivalent to ***5 cents*** out of $100) less than 1% of the salary/benefit cost for teachers in the TVDSB. From a financial and mathematical perspective, the savings are far from significant. Given the reality of the situation, will the Planning Department issue a retraction or clarification of their response to the question?

Answer #6:
No, the Planning department is not prepared to retract the statement.

Received on: 2017 January 19

Question #1:
Please confirm the exact limit to the northern boundary of your proposed change for the Summers' Corners attendance area.

Answer #1:
See attached map - Appendix B

Question #2:
Based on the map in EPAR-01, the boundary appears to go through farmers' fields and small tracts of forest.

Answer #2:
The proposed Summers' Corners PS attendance area follows parcel lines where possible. Address points are placed in the centriod of a parcel or near the road which allows for the attendance area to be simplified for ease of display (through fields etc) while still allowing addresses to be designated appropriately.

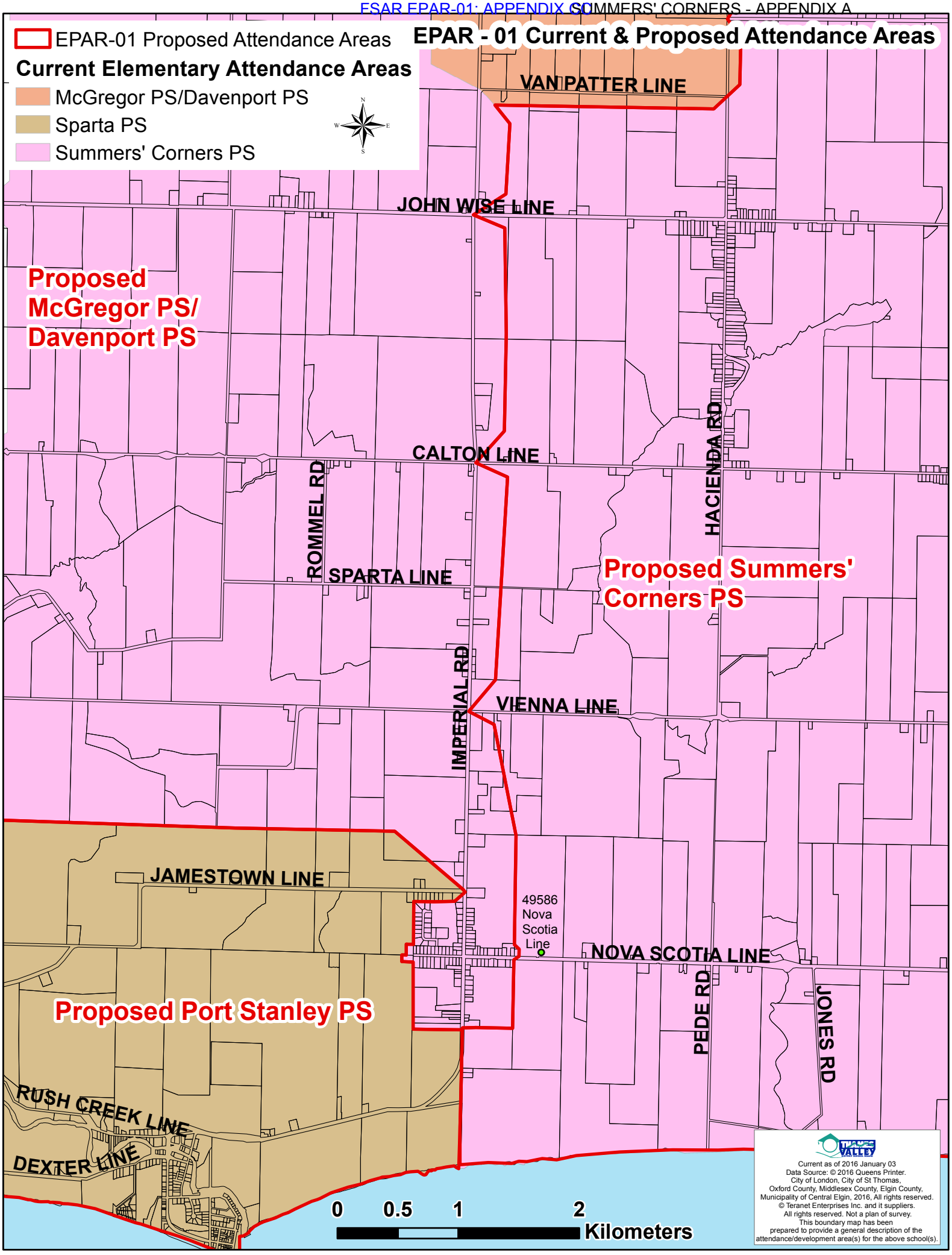
Question #3:
Is Ron McNeil line the boundary? Or does it extend part way up Newell, Whittaker, Putnam, Empey, and Pilgrim roads, as pictured in the Planning departments' map?

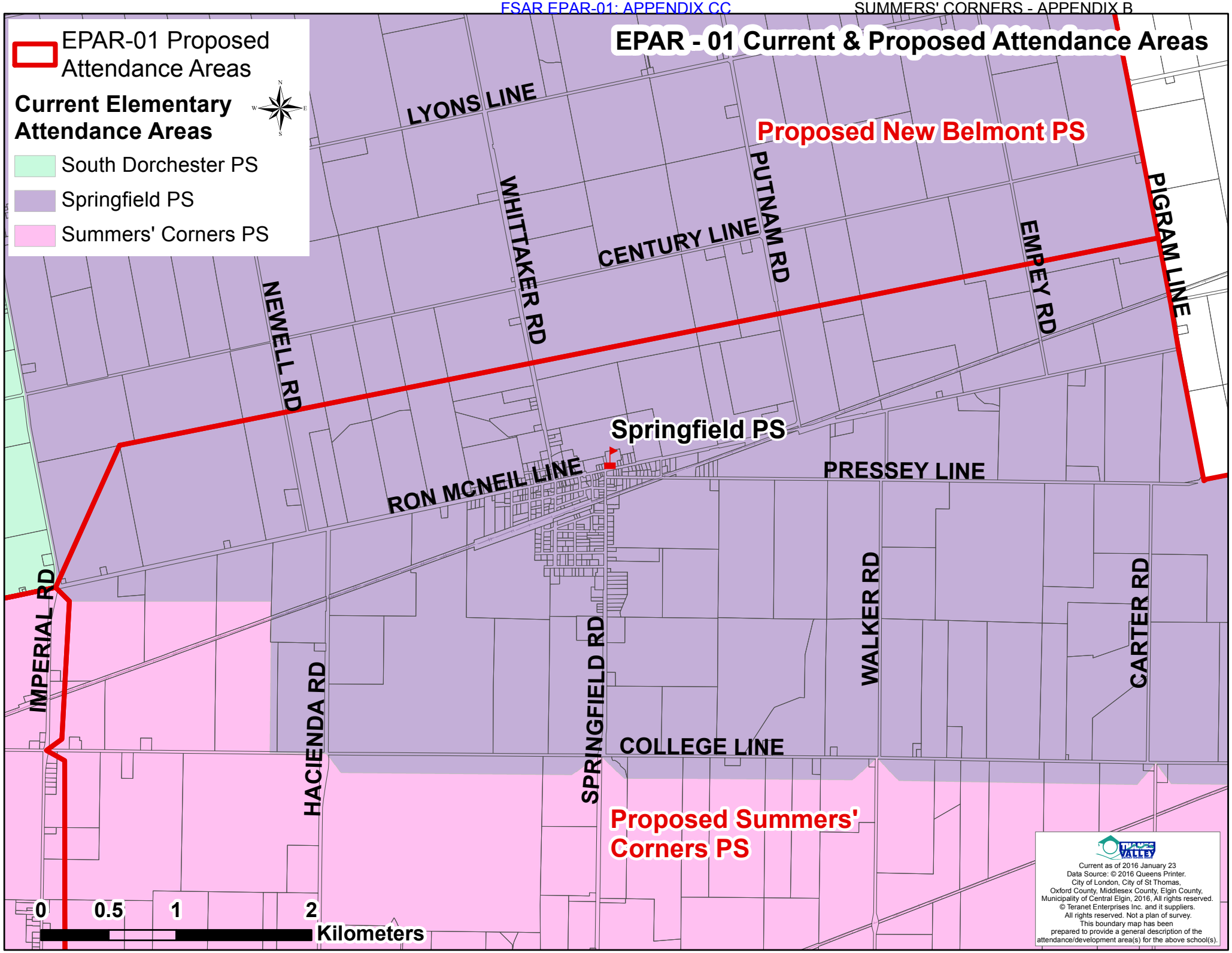
Answer #3:
See attached map-Appendix B

Received On: 2017 January 20

Question #1:
Are the boundary changes for summers corners contingent of receipt of capital funding being received?

Answer #1:
Due to the interconnectivity of the Summers' Corners PS proposed attendance area adjustments with other EPAR-01 schools (such as Springfield and Davenport/McGregor (South Dorchester PS's 7-8) to the New Belmont PS, as well as New Sarum to Davenport/McGregor and New SE St. Thomas PS) the adjustments are contingent upon capital funding.


EPAR-01 Proposed Attendance Areas
Current Elementary Attendance Areas
McGregor PS/Davenport PS
Sparta PS
Summers' Corners PS
EPAR - 01 Current & Proposed Attendance Areas
VAN PATTER LINE
JOHN WISE LINE
Proposed McGregor PS/ Davenport PS
CALTON LINE
ROMMEL RD
HACIENDA RD
SPARTA LINE
Proposed Summers' Corners PS
IMPERIAL RD
VIENNA LINE
JAMESTOWN LINE
49586 Nova Scotia Line
NOVA SCOTIA LINE
PEDE RD
JONES RD
Proposed Port Stanley PS
RUSH CREEK LINE
DEXTER LINE
0 0.5 1 2
Kilometers
Current as of 2016 January 03
Data Source: © 2016 Queens Printer.
City of London, City of St Thomas,
Oxford County, Middlesex County, Elgin County,
Municipality of Central Elgin, 2016, All rights reserved.
© Teranet Enterprises Inc. and it suppliers.
All rights reserved. Not a plan of survey.
This boundary map has been
prepared to provide a general description of the
attendance/development area(s) for the above school(s).


EPAR - 01 Current & Proposed Attendance Areas
EPAR-01 Proposed Attendance Areas
Current Elementary Attendance Areas
South Dorchester PS
Springfield PS
Summers' Corners PS
Proposed New Belmont PS
Springfield PS
Proposed Summers' Corners PS
LYONS LINE
WHITTAKER RD
PUTNAM RD
CENTURY LINE
EMPEY RD
PIGRAM LINE
NEWELL RD
RON MCNEIL LINE
PRESSEY LINE
IMPERIAL RD
HACIENDA RD
SPRINGFIELD RD
WALKER RD
CARTER RD
COLLEGE LINE
0 0.5 1 2 Kilometers
Current as of 2016 January 23
Data Source: © 2016 Queens Printer.
City of London, City of St Thomas,
Oxford County, Middlesex County, Elgin County,
Municipality of Central Elgin, 2016, All rights reserved.
© Teranet Enterprises Inc. and it suppliers.
All rights reserved. Not a plan of survey.
This boundary map has been
prepared to provide a general description of the
attendance/development area(s) for the above school(s).

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

Contents

Sub-committee members 2
Introduction 2
Analysis of the recommendation as it relates to Summers' Corners 2
Our recommendation to the Trustees 5
Appendix A: Our experience with the EPAR process 6
Appendix B: Letters from the community 7
Jeff Yurek – Elgin-Middlesex MPP 7
The Mills family 8
The Mahovlich family 9
The Friesen family 11
The Dyck family 12
The Otter family 12
The Giesbrecht family 13
The Gavey family 14
The Fehr family 15
Appendix C: Questions and answers received during the PAR process 16

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

Sub-committee members

Chairperson – rule by consensus.

Members

- Patricia Tomico – Principal
- Carrie Otter – Parent of primary student
- Chris Otter – Parent of junior student
- Crystal Underhill – Parent of junior student
- Jennifer Kesteloot – Parent of early years student
- Karen Kasza – Parent of intermediate student
- Nichol DeLeebeeck – Parent of early years student
- Tina Wiebe – School council chair
- Trudy Friesen – Parent of primary student
- Josh (*last name withheld)* – Intermediate student

Introduction

We would first like to thank the TVDSB planning department, and the Trustees of the TVDSB for the opportunity to present our community's reaction to the recommendations proposed under EPAR-01.

We endeavored to ensure that we solicited feedback from as much of the Summers' Corners school community as possible. In doing so, we established a dedicated email address that allowed a centralized collection and dissemination point for questions, feedback, and information. In addition, both school level meetings were promoted well in advance in order to generate as much interest as possible. Many of the sub-committee members were actively engaged within the community, and on the Summers' Corners Facebook page.

Analysis of the recommendation as it relates to Summers' Corners

Although the potential impact to Summers' Corners is not as significant as that which will be experienced by other schools, the proposed boundary change puts our school community at risk of being broken apart for what amounts to a misinformed desire to reduce travel times.

We feel that EPAR-01 fails to provide adequate justification for the proposed changes to the current attendance boundary of Summers' Corners. The students that are slated for re-designation for Aylmer schools are not currently at risk of having their achievement, safety, or well being diminished if they remained at Summers' Corners Public School.

The recommendation under EPAR-01 doesn't suggest that the school is at risk of being unsustainable over the long term. There does not appear to be any concerns, issues, or risks relating to the current or future On-The-Ground (OTG) capacity of Summers' Corners. In terms of resource management, it would

appear that under the current recommendation Summers' Corners is, and will continue to be in a position to retain the affected students under the proposal, as well as any additional students resulting from the closure of Springfield PS. Future enrolment projections indicate virtually no change (i.e. within a 5% margin).

Over the four month review process, the Summers' Corners PARC sub-committee received letters, emails, and Facebook posts from concerned parents and community members who were very much opposed to the proposed changes (some of which are included in Appendix A).

Parents and community members used the school level meetings to voice their concerns and opposition to the recommendation. A survey of parents showed an overwhelming majority (94%) of respondents do not support the recommendation. The Summers' Corners Parent-Teacher council received similar feedback from parents and children who were against the boundary re-alignment.

Some parents will consider relocating, or look for ways to ensure their children remain at SCPS. Many expressed concerns relating to the anxiety their children are experiencing merely at the prospect of having to change schools.

The situation facing this small group of students is unique within EPAR-01. They will be carved out of their current community and peer groups and separated into two different schools. There is little opportunity for them to maintain their social or cultural identity, unlike what is possible where whole schools are relocated or consolidated. These students will be forced to adapt to a completely alien environment, with little support. Transitions like these (involving small groups of students) can be problematic, and are not accounted for in any of the case studies or research studies undertaken by the TVDSB or the Ministry of Education.

Research supports our view that the students facing relocation are subject to a higher degree of negative repercussions:

- "More generally, [researchers] find a negative relationship between school transitions – whether structural or nonstructural - and academic performance."[1]
- "Changing schools can be very stressful for students. Our study found that the process of moving schools may itself increase the risk of psychotic symptoms – independent of other factors. But additionally, being involved in bullying, sometimes as a consequence of repeated school moves, may exacerbate risk for the individual."[2]
- "Moving schools often may lead to feelings of low self-esteem and a sense of social defeat."[3]

At the last public meeting (on February 8th) our sub-committee asked the planning department for its motive behind the proposed boundary changes for Summers' Corners. The planning department's justification for the change was positioned as a way to merely save time. They felt it would be easier to send school buses into Aylmer, instead of around it to Summers' Corners.

---

[1] Scwartz, et al,Moving Matters: The Causal Effect of Moving Schools on Student Performance. *Steinhardt School of Culture, Education, and Human Development research paper*, March 2015.
[2] Singh, et al. School Mobility and Prospective Pathways to Psychotic-like Symptoms in Early Adolescence: A Prospective Birth Cohort Study. *Journal of the American Academy of Child and Adolescent Psychiatry*. May 2014.
[3] Ibid.

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

This response is missing the trappings associated with the more significant changes outlined in EPAR-01. "Saving time" as the only reason for disrupting the Summers' Corners school community is an affront to those who will be impacted.

The following concerns and issues were noted during the PAR process, with respect to the planning department's position:

- No clearly defined objectives for the decision.
- No educational benefits related to the decision.
- No expected cost-savings outlined in the EPAR.
- No consideration made to the impact of additional buses in an already congested section of Aylmer.
- While the distances traversed will be shorter, there will be additional costs associated with the change:
    - Travel time between the hamlet of Copenhagen to either McGregor or Davenport will increase due to congestion within the town of Aylmer.
    - Travel time between the western and northern regions of the new school zone will be affected by having to go through two very busy arteries of Aylmer.
    - Lack of adequate school bus loading space along the new routes will increase wait and bus idling times.
    - Increased traffic means increased safety concerns (as expressed by both McGregor and Davenport sub-committees).
    - Potential for the TVDSB to increase the number of buses required used to service the new areas as the student population will be spread over multiple schools.
    - Potential environmental impact not considered by the EPAR.

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

Our recommendation to the Trustees

Our unanimous recommendation is that the Trustees reject the proposal to amend the Summers' Corners attendance zone. It is not supported by the school community, it is not supported by the student body of SCPS, and it completely lacks any merit when viewed separately or within the context of the EPAR as a whole.

Overall, there is nothing to suggest that there will be any realized benefits associated with the re-drawing of the Summers' Corners boundary. Unfortunately, our school community is left with the sense that the recommendation is arbitrary and lacks any due respect to the impacted community. If legitimate reasons exist for approving and proceeding with this change, the Summers' Corners school community would kindly ask for an opportunity to review them. Until now, no such rationale has been provided by the planning department.

With the above objections in mind, we suggest that maintaining the current Summers' Corners school boundary will achieve the following:

- No need for the planning department to assess the true cost of their proposed change.
- The TVDSB will not have made a decision that contravenes its own Mission statement and vision.
- Most importantly, the Summers' Corners community will remain intact.

With respect to the re-location of the Developmental Education program to Summers' Corners, we have no specific objections to this proposal, assuming it will be properly serviced and accommodated, and does not interfere with or negatively impact other school communities.

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

Appendix A: Our experience with the EPAR process

It is evident that this process (in its current form) is controversial. It fosters and seems to encourage negative feelings from the communities involved. We have witnessed some very heated public debates that have divided communities and families alike. There is a tangible sense of anger and resentment towards the TVDSB, the planning department, and other governing bodies (which speaks to the visceral nature of these decisions).

We have found that there is a growing body of evidence that strongly suggests that school closures and consolidations do not save money in the long run. Much of the contemporary research on the issue of school closure and consolidations is largely ignored by the TVDSB. It would benefit all parties to pay more due consideration to available research on the issue.

It is concerning that the process appears to be financially motivated and ignorant of other important factors that MUST be considered when making decisions that will fundamentally reshape entire communities. The current PARC process lacks key components usually required by those looking to make sound, strategic decisions: due diligence, fiduciary accountabilities, an informed decision making process, and common sense.

While we recognize that the Board is put in a position whereby it is required to abide by the Ministry of Education's direction, we feel that the process and the public education funding model, by and large, are broken, misguided and dysfunctional. Since we are all stakeholders in the success of Ontario's schools and students, we feel a more concerted effort should be put forth to encourage our elected officials to explore solutions where the bottom line is not paramount in the decision making process. The students, on who we are imposing these decisions, are the future of this province and this country. How we affect their educational journey is not something we should take lightly – their experiences will have a direct impact on their ability to become valuable and contributing members of society.

Appendix B: Letters from the community

Jeff Yurek – Elgin-Middlesex MPP

Dear Chris,

Thank you for your e-mail and taking the time to share your concerns about the pupil accommodation review that the Thames Valley District School Board (TVDSB) has started.

The final decision to move forward with the current plant which proposes to close rural schools is up to the Thames Valley District School board. The current funding formula does not support rural schools and unfortunately the current Liberal government refuses to change it.

The closure of schools in my riding and across Ontario is concerning. Since the school board's announcement of this proposal I have attended many meetings with the different school groups and would welcome the opportunity to meet with your parent alliance should you wish. My staff has also been actively involved. We have reached out to the school board trustees requesting they connect with each group, as well as the school board, Minister of Education and the affected municipalities.

I will continue to work with my constituents to ensure their voices are heard and to help provide information they need to protest the decisions of the school board. As well, I will be pressuring the Minister of Education to fix the funding formula especially for rural schools. Please do not hesitate to e-mail me should you have any additional questions or concerns.

Sincerely,

Jeff Yurek, MPP,
Elgin-Middlesex-London

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

The Mills family

To Whom it may concern,

We are one of many families that would be directly affected by these proposed school boundary changes.

We built our home in the hamlet of Copenhagen, knowing that our children would be attending Summer's Corners public school. We were happy that our children would be attending this country school that goes from Junior Kindergarten up to grade 8.

We did not, and do not want our children to be in separate public schools. We moved while our 2 oldest children were just starting out with school (JK and grade 1) ; as we did not want our children to have to move schools once they were older. We built our home with no intention of moving while our children are in the public school system; as we did not want our children to have to uproot and change schools again.

We have 3 children who in the 2018 school year will be in grades 2, 5, and 7. The proposed changes would force our children to attend 2 separate schools within the town of Aylmer. This would negatively affect our family. Our family may have to look towards finding outside sources for childcare, which is difficult for our family with our schedules, and no family living close by. Our children having had to move once and change scools had found it difficult to adjust and fit in with their new peers. We know that changing schools can be very stressful on young children.

How would the busing system work, with our children attending separate public schools? Would our children be required to ride separate buses, which means separate pick up and drop off times? Is there any way that does not include moving, that would allow us to keep our children attending Summer's Corners?

Sincerely,

Darren and Elaine Mills

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

The Mahovlich family

To whom it may concern,

I am writing in response to the proposed changes with respect to Thames Valley District School board school system, in particular what is happening with Summers Corners Public School and its students. I have 2 boys, ages 4 and 8, who attend SCPS.

The other day when the boys came home school with the information outlining the new boundaries for Summers Corners they asked me to explain what it meant. When I told them that with the new plan our house would no longer be considered part of the Summers Corners community, they both became quite upset.

My youngest, in FDK couldn't understand why his new school could no longer be his school, especially since he just started school this year and finally adjusted and made new friends. What is really sad is that his new friends get to stay at the school they all call theirs, but not my kid. He is being forced out and can't understand why. His school is not closing. Why is he being asked to leave when he just FINALLY got used to going, and when he was told he would have the same kindergarten teacher again next year, as is how the FDK program is supposed to run?

My oldest reacted in much the same way. There were quiet tears and questions like ' how can they ask me to leave when I've been a member of the school for 5 years. One thing that greatly concerns me with respect to my oldest is that he has anxiety issues and knows that having to start a new school in the tween years won't be easy for him socially. He knows there will be a pecking order to contend with amongst the blending of the school students. He is especially anxious and disheartened since his oldest, best friends all seem to get to stay at Summers Corners.

I do understand the reasoning behind the proposed changes and being a business owner myself, I can appreciate the need to try to streamline and minimize costs. My issue is that changing the boundaries does not cut any costs, it does not shorten the bus ride, and with the grade splits at the two schools in Aylmer it would mean separating my two kids into different schools. I am extremely unhappy about this. This will place extra strain on my family with respect to after school care / distances needed to travel from workplaces to school / getting kids on and off buses / and potentially increase my own after school care expenses (which is unacceptable). The proposed plan speaks to relocating so few children, (79 I believe) when there is ample room to keep them right where they are. Why not leave the current students where they are and only change the boundaries for new students as they work their way into the system?

Perhaps it is because of the Springfield students joining the school? But I am told SCPS can easily accommodate them and all of the current students. Perhaps it is because of the new special education suite possibly being built at the school? But why would the board want to relocate this special class, knowing full well that these students thrive on predictability and routine? It would cost a lot less money to keep the class at Davenport, (where it has been relocated from Springfield and disrupted everyone once already!)

My final comment and main reason for writing this letter is to say let the children who have been attending Summers Corners stay there. Our school is not closing! It is not fair to the students to make

them leave. My feeling is that this part of the proposed plan is cold hearted, and not representative of the CARING, learning COMMUNITY that Thames Valley claims to be. Let's pay attention to this mission statement rather than the bottom dollar.

Sincerely

Adam Mahovlich

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

The Friesen family

To all those involved in making these decisions:

It concerns me deeply that you are considering these changes. After reviewing the numbers many times it just simply doesn't make sense to me or all others that are affected that you've even considered these boundary changes for Summers Corners. Our school is not closing, we have room to grow, why do we need to go through with this? On a personal note, we moved to our current address 4 years ago because it's in the Summers Corners district. My husband went through that school from jk-grade 8 and loved it and we wanted the same for our boys. Not to mention we moved out of town to go to a COUNTRY SCHOOL. Currently we have 2 sons there and one entering in September. Our second son struggles with anxiety and separation. It took him 5 weeks last year to get on the bus to go to school without hanging onto me and bawling. He's finally used to it and some days still unsure but i am not willing to go through that again. Change does not come easy to most students and I've experienced that first hand. Also, I've made it a priority to volunteer at the school on a weekly basis and i don't have the time or energy to do that at multiple schools because McGregor and Davenport are split. Yes "only" 79 students are affected by these changes in our school but that in a school community is a lot. Also, the children left at the school are losing best friends they have already made in their short years there. Children spend more time at school during week days then they even do at home. That is reason enough to make sure our children are safe, learning and in an environment with friends that they enjoy and Summers Corners is the answer for them. Please, let us stay at Summers Corners....."if it's not broken don't fix it."

Trudy Friesen

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

The Dyck family

To Whom It May Concern:
I'm extremely concerned and upset with the possible border changes for Summer's Corners School. We specifically purchased our house in the Summers' Corners district so that our children can attend school there from kindergarten through grade 8. This change will force our family to sell our home and purchase in the school district.

Mostly and importantly we are very concerned how this possible school change will impact our daughter. She loves Summers' Corners and is finally getting out of her shell! She has made amazing friendships there and will be completely devastated to be forced to leave.
This isn't right and we will do everything it takes to keep our kids in this school.
Nancy Dyck

The Otter family

Deciding to have children is a big decision for any couple. Who knew once that decision was made there would be countless other decisions you would be faced with, all varying in degrees of importance and level of impact. Education has always been something we have placed a lot of significance on for our children. Following much research into Aylmer and the surrounding areas, we made the decision to build a home in a community (the hamlet of Copenhagen) which provided our children with the opportunity to attend a great school, Summers' Corners. We wanted our children to feel safe, comfortable and welcomed as they embarked on their educational journeys.

Summers' Corners offered our children everything we were looking for, a small learning environment, excellent teachers, a close knit peer group, and ties to the community. Over the last 6 years our children have been supported, encouraged, challenged, and exposed to diverse cultures and thoughts. Our children have developed relationships with not only peers, but also with teachers and support staff. Some of the teachers we have had the pleasure of working with have become much more than merely an educator, they have become cheerleaders, sounding boards, and family friends.

Our children, as many other children, have experienced some anxiety over attending school. But the welcoming environment has assisted them in overcoming the barriers, both internal barriers such as fears and nerves, and external barriers such as being able to ride the bus on their own. The community at Summers Corners has helped shape them into the students we see.

The friendships they have cultivated are strong, based on respect, trust, and kindness. We worry they will struggle to reestablish themselves in a new school. We question ourselves why would we place them in positions of struggle for no demonstrated reason.

We choose this area. We chose to build our home and our lives in this area. We chose this area for Summers' Corners.

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

The Giesbrecht family

To whom it may concern,

Fourteen years ago, my husband and I were searching for our first home. A lot of time and effort goes into searching for a home, as I am sure you know. We knew for certain 2 things that we needed out of this home; we needed 2 bathrooms and for it to be in the Summers' Corners school district.

The Summers' Corners Public School reputation as being one of the best rural schools around, and from some of my family members attending it, had lead us to search for a home in its district. It had, even then, the reputation of caring teachers, humble and helpful students, and dedication to learning.

Fast forward and I have 2 children, happily ensconced in Summers' Corners' daily life. They both work hard at their lessons, they participate in school functions and they absolutely lover their school. They have school spirit, they have a sense of community, they have confident and they have the knowledge that each teacher in the school knows who they are. They are not a nameless face at Summers' Corners. In fact, no student is!

We learned of the proposed boundary changes in November, 2016. My children both looked at me with terrified eyes…"Am I going to have to change schools?" My response was "No, Copenhagen is Summers' Corners district. Don't worry about it".

Well, my son did worry about it, and has been worrying about it since then. He has woken up in the night, having bad dreams. It turns out that he was dreaming of being at a strange school. He has had this dream multiple times. He is very worried that he may need to change schools. Worry and stress make him retreat into himself, it affects his self esteem. My son does not make friends easily and he be going into grade 5 when this is to be in effect. He has his set of 2 or 3 friends but none of them will be moving to the new school. This is a critical time in any child's life. A child has developed friends, a group, a place where they feel comfortable. To take them from their group at such a crucial time is harmful, very harmful to the child! They will not develop socially, their academics will suffer, and even their physical state will be affected. It is proven stressful situations such as changing schools will affect a child. You cannot tell an 8yr old "change happens, get over it"!! They will not understand that concept. As a mother, anything I can do to ease my child's fears or anxieties, I will!

There is a simple solution to this. Do not change the current boundary for Summers' Corners PS, simply increase it to include Springfield PS (if it will close). There is no reason why the current boundaries need to be redirected to McGregor and Davenport when Summers' Corners PS can house an increased # of students from Springfield.

There changes may look fine on paper, but believe me, the negative impact of these changes will be high and far reaching. Students will do poorly on provincial testing, there will be an increase in anxiety in all the children affected and this is just to name two. Please consider this when you are considering your decision.

My children will go to Summers' Corners PS, they will both finish out their elementary years there, and I will move to a new home within the district so that they can. Believe it or not, moving is less stressful to my son and daughter than having to change schools.

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

Thank you
Mary Giesbrecht – a VERY concerned parent of some wonderful Summers' Corners PS kids!

The Gavey family

To whom it may concern,

Re: Zoning bus changes at Summers Corners Public School

I have two daughters that currently attend Summers Corners Public School (SCPS). They are both on the short list of students who will be removed from their "home" school and sent to McGregor public school in Aylmer. Although I understand that changes need to be made within the Thames Valley District school Board for budgeting purposes, I cannot comprehend why the school board is willing to change bussing zones to move less than 80 students from Summers Corners to McGregor.

When I calculate using basic math, I can see that SCPS can host the approximate 100 students that may be coming from Springfield Public School AND the approximate 80 students that are being forced to attend McGregor - the math doesn't seem worth the upheaval or effort.

One of my main concerns when buying my property was school zoning. The demographic is quite different from where I live compared to the town of Aylmer. Although Aylmer is not as big as London and you may not feel there will be an impact on my two young girls I can assure you there will be. I am not only speaking to the fact that they will lose their after school babysitter (as she attends SCPS), their before school care provider (who is a SCPS parent/family member) or be torn away from 98% of the relationships that they have built.

The impact that concerns me is the differing set of values that are within the town of Aylmer versus rural communities and therefore SCPS.

I will teach my children to be resilient and work hard through any circumstance. I will teach them to respect their elders and those in charge. I will teach them to be kind and think of others. I'm asking that you think of MY children now as those are the things I can control; apparently choosing what I believe is best for my children in terms of their "home" school is a decision you feel you can make best.

Sincerely,
G. Benjamin Gavey

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

The Fehr family

To whom it may concern,

I am writing this letter in hopes it can make a difference. We have been wanting our kids to go to Summer Corners P.S for years. We were finally able to move into the district a few months back-on Imperial in Copenhagen- and really wish there will be some way these new changes don't have to take place. We all love this school so far which everyone said we would and its because it has what we were looking for. They have the opportunity to take part in religious activities (bible club) and the school itself is small enough where teachers actually have time to care about all the students. We were so excited to finally be able to send the kids there, only to find out they might only be able to for 2 school years. We are very disappointed about possibly having to switch schools again, especially back into town. We got them out for a reason. Not to be judgmental against in-town schools but from my experience, the small or "rural" schools are the ones I've learned the most from and met better people overall. I am not familiar with the schools that are supposed to be shut down but I'm sure there's more respect and compassion in them. Not sure what else to really say since I am terrible at expressing my opinions but I do hope that there will be enough people against this to win for the kids' sake.

Sincerely, Esther Fehr

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

Appendix C: Questions and answers received during the PAR process

SUMMERS' CORNERS PS: PAR SCHOOL SUBCOMMITTEE EPAR-01 *last updated: 2017 March 03*

PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
SUMMERS' CORNERS QUESTION AND ANSWERS

Received On: 2016 December 21

Question #1:
Can you please advise as to how many students will be affected by the boundary change that are currently attending summers corners.

Answer #1:
As Senior Administrations recommendations are phased in, with New Belmont opening in 2019 and the relocation to McGregor/Davenport in 2018, the students identified in the numbers below would be different given grade progression.

Currently there are **19** students in grade 7 and 8 with redirection proposed to New Belmont.

Currently there are **79** students in grades JK-8 with redirection to McGregor and Davenport PS's.

The breakdown with the proposed grade model is
- JK-3 (McGregor PS) = **40** students
- 4-8 (Davenport PS) = **39** students

Received on: 2017 January 02

Question #1:
[In regards to Summers' Corners rezoning] How many students will be affected that are currently attending SCPS and will be required to move schools

Answer #1:
Currently there are **19** students in grade 7 and 8 with redirection proposed to New Belmont.
Currently there are **79** students in grades JK-8 with redirection to McGregor and Davenport PS's.

The breakdown with the proposed grade model is
JK-3 (McGregor PS) = **40** students
4-8 (Davenport PS) = **39** students

Question #2:
[In regards to Summers' Corners rezoning] Does the proposed changes affect all of the Village of Copenhagen? Including east and west of Hwy 73.

Answer #2:
Yes, students residing in the village of Copenhagen will be redirected to McGregor / Davenport. Students on both sides of Hwy 73 will be redirected to McGregor and Davenport.
Please see map attached for further reference. (Appendix A)

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

Received on: 2017 January 10
Received on: *2017 January 16 (follow-up questions)*

Question #1:
With respect to the proposed boundary changes for Summers' Corners, is the realignment designed to meet a financial target/goal related to another school(s), or is is the new boundary based on the social and educational well being of the affected students? If so, how will shifting ~80 students from their rural school to a more urban-type setting be to their benefit? If there will be no value-added benefit to those affected by the boundary change, would it not seem entirely reasonable to forego any realignment at all.

Answer #1:
As indicated in the TVDSB Pupil Accommodation Policy (4015), it is the policy of the Thames Valley District School Board to:
provide our students with accommodation which supports student achievement, safety and well-being
ensure the long-term sustainability of our school system
manage our resources effectively
identify opportunities for collaborative facility arrangements with community organization
in a manner which is well-informed, well-coordinated, transparent and sustainable.

Q1: Which of the above points are contravened by Summers' Corners current situation?

A1:See response to question below.

Q2:The students that are slated for re-designation for Aylmer schools are not currently at risk of having their achievement, safety, or well being diminished (or if they are at risk, this has not been demonstrated yet). The EPAR-01 report doesn't suggest that the school system is at risk of being unsustainable over the long term (if it is, this should be made clear, and supported with appropriate evidence). In terms of resource management, it would appear, under the current recommendation, that Summers' Corners will continue to be under utilised, and not meet the board average nor the EPAR-01 target. Future projections indicate virtually no change (i.e. within a 5% margin). It would make more sense to maintain the current boundaries (keeping the ~80 students designated for new schools), combined with absorbing some from Springfield (if its closure is approved), in order to achieve a desired utilisation rate of 80%. Regardless, the answer provided does not yet justify the recommendation outlined for Summers' Corners Public School (let alone the other schools impacted by EPAR-01).

A2:The schools in EPAR-01 cannot be viewed in isolation. As a result of declining enrolment school utilization is dropping, the cost to maintain schools is increasing and the Ministry has removed grants (top-up) that help fund partially empty schools. Senior Administration has proposed the EPAR-01 recommendations to help manage our resources effectively.

The Trustees must consider the points outlined in the policy (above). Trustees make decisions not only on today's students' needs but also for future students' needs for the next 20-30 years. As well, Trustees must consider not only what is best for an individual school but what is best for the Board as a whole in order to ensure the long-term sustainability of our school system.

Question #2:
With the imminent release of 2016 census data, would it not be more prudent to reevaluate the student population projections based on more recent data?

Answer #2:
The 2016 census data will be available in February 2017. The data will be released in a format that does not align with our attendance areas and will need to be customized in order to be utilized on a school by school level. As noted in the Demographics section of the SIP's, it is the historical decline in children per household that is causing empty pupil places in rural schools. Census data information is helpful when looking at the intake of students entering JK and determining our Board Share of students. The student projections are not only based on Census data.

The Board uses census data and live birth data to determine JK intake of students. The enrolment projections on a system level are cross examined against the Ministry of Finance data projections which is broken down by municipality. From SK to Grade 8, the analysis of historical enrolment trends is used to determine movement from grade to grade. This is examined on a school level as well as a system level. Municipal reports on demographics such as projected housing yields, population projections are also examined and included in the process of determining student enrolment. Another factor taken into account is program changes that may effect school population. Some examples of this are the Full Day Kindergarten program implementation and French Immersion movement.

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

Question #3:
How have the social and educational aspects of impacted students' lives been accounted for in EPAR-01? It currently appears as if the recommendations are entirely financially motivated, with only cursory respect being paid to the potential impact on students. For example, what studies were commissioned to better understand the impact of closing/realigning rural schools on both the student body, and the community at large? Simply asking for public input (which will be almost entirely visceral and emotional) is not enough.Barring TVDSB sponsored investigation into this aspect of the recommendations, what external sources of information have been sourced to support the proposed changes? If no work has been done to date, does the TVDSB intend to do so in the near future (prior to putting the decision before the Trustees)?

Answer #3:
As directed by the Board of Trustees, research conducted by Research and Assessment Services on the effects of consolidated schools was presented to the Board on May 28, 2013. This report is available to the public on our web site: http://www.tvdsb.ca/files/filesystem/2013%20May%2028%20Full%20Package1.pdf Research was conducted in which impact, defined as school EQAO achievement and parent perceptions of school consolidations were examined. As the report indicates, while parent views of the school climate and culture did vary as a function of the origin of the students prior to a consolidation, there were no significant differences in terms of student achievement between students who attended the consolidated school and those who went elsewhere following a consolidation. As well, examination of school level trends indicated that there are no significant differences in EQAO achievement scores pre- and post-consolidation except for junior writing where there was significant growth in the pre-consolidation phase, although those achievement advances were maintained post-consolidation.

Q3:The report only addresses the issues of academic achievement and parental perceptions, and calls into question its own validity by citing the availability of limited data and collection techniques. There is no consideration paid (albeit intentionally) to the social/psychological aspect of these changes could have on students, their families, or the community as a whole. Furthermore, the study is limited to schools in an urban setting and does not address the specific scenario that permeates EPAR-01; the closing and consolidation of rural schools.

Here's a cursory look at some of the literature review provided in the report:

Bard, J., C. Gardener, & R. Wieland. (2006). Rural school consolidation: History, research summary, conclusions, and recommendations. Rural Educator, 27(2), 40-48.

This is the conclusion of this article's authors: After a thorough study of the history and research on school consolidation, it is the conclusion of the Consolidation Task Force Committee that NREA continue to support the local decision making process of rural school districts and oppose arbitrary consolidation efforts at the state and local levels. NREA will not support decisions made at the state level that mandate consolidation – this is a violation of local control. Rural communities should make every possible effort to maintain a physical school presence, and rural community and school leaders should take into account every possible variable to decide if "two are better than one."

Boddington, Steven. (2010). The Atlee School Question: The Effects of School Consolidation in Rural Alberta. Contemporary Issues in Education Research, 3(2), 17-27

This is a strange source to use, as it is about a 60 year old event detailing the closure of one-room schools in rural Alberta, and how the tiny community of Atlee managed to stave off the Government's decision to consolidate rural schools. It continually highlights the perceived incompetence of the School Board's handling of their proposed merger and elimination of one-room schools in rural Alberta. There isn't anything relevant to the report's intent or findings.

Elliott, Patricia. School Consolidation and Notions of Progress: Why Community Actors Almost Always Lose the Fight to Keep Local Schools and How They Can Turn the Tables. Retrieved April 23, 2013 from http://ineducation.ca/article/school-consolidation-and-notionsprogress-why-community-actors-almost-always-lose-fight-keep.

This was a fascinating read, albeit its purpose is more to serve as a blueprint for how communities should defend/state their objections against proposed school closures and consolidations. If anything, the various sub-committees should have this on their "must read" list.

Howley, A., and C.B. Howley. (2006). Small schools and the pressure to consolidate. Education Policy Analysis Archives, 14(10). Retrieved April 1, 2013 from http://epaa.asu.edu/epaa/v14n10/.

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

The Howley's work runs entirely counter to what is proposed in EPAR-01 (and to some extent, it refutes and rejects the findings in the 2013 report).

Very little of the cited literature actually supports the recommendation put forth in EPAR-01. It is discouraging to see that the TVDSB will do nothing more than use this 2013 report to form the basis of its assumptions on the impact that EPAR-01 will have on students and the community at large. Given the wide ranging impact of the proposed changes, why is it unreasonable to move forward with a more comprehensive study of the possible socio-economic affects of these changes?

A3: The TVDSB remains dedicated to the mental health and well-being of students and has consistently demonstrated a strong commitment to fostering safe and inclusive learning environments. We invite you to read our Mental Health and Well-Being Strategic Plan 2015-2018 titled Growing Mentally Healthy Schools. This document is available on our website at the following link: http://www.tvdsb.ca/programs.cfm?subpage=308090

If the Summer's Corners PARC feel that a further research project, conducted by the TVDSB, is required then this request can certainly be included in your input to Trustees.

Question #4:
What, if any, projection models were used to determine future enrollment statistics as outlined in EPAR-01 (i.e. how did the planning department arrive at the numbers used in the future projections)? Historical trends point to some large swings in the populations for some of the schools involved, yet future projections show a flat trendline in terms of enrollment. The recommendation does not consider large variations - why is that?

Answer #4:
The historical trends are used to determine enrolment projections from grade to grade. For example, loss of students to French Immersion from SK and Grade 1, as well as extended french from grade 6 to 7. Live birth data and Census data is another tool to determine JK / SK intake of students as well as our Board share of the census/ live birth data. Each school has differences in historical enrolment. Some increases or decreases can be explained due to curriculum changes or changes to program ie FDK.

Question #5:
Is the data used in the various tables/graphs/charts of EPAR-01 available in another format other than PDF? Excel tables perhaps?

Question #5:
In order to ensure consistency with documents and presentations distributed by TVDSB during a Pupil Accommodation Review, only PDF format will be provided.

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

Received on: 2017 January 12
We've received a number of questions on the issue of grandparenting at Summers' Corners (as there has been some confusion about the wording in some of the presentations). Can you please confirm if the following statements are accurate:

Question #1:
Students entering Grade 8 effective the Sept 2018 - Jun 2019 school year will be allowed to remain at Summers' Corners Public School, with transportation.

Answer #1:
Yes this is accurate.

Question #2:
Students entering Grade 7 effective the Sept 2018 - Jun 2019 school year will NOT be allowed to remain at Summers' Corners Public School. This group will be moved to their new designated schools (Davenport, New Belmont).

Answer #2:
Yes this is accurate, Senior Administration is only recommending the grandparenting option for the grade 8 class in order that they may graduating with their peers.

Question #3:
For the purpose of clarity, the header of the grandparenting table states the following: "Grandparenting for grade 7 ***(only when viable)***" - does this mean the TVDSB may deem the grandparenting option unfeasible for some/all of the students who potentially qualify for the grandparenting option? If so, how is this determination made, and when will notification be provided to affected parents?

Answer #3:
The phrase "only when viable" was inserted as some students, at schools such as a JK-6 school, if a school was closing or if the program was relocating (no longer offered), could not be eligible for the option (as indicated in the chart on p.67 of 71). If a student is eligible for the grandparenting option, they have the option to choose to attend their existing school or their newly designated school for their grade 8 year.

Question #4:
Will 100% of the staff of the schools being closed be provided positions at the consolidated and/or new schools? Could this not create an issue of surplus staff at some of these locations?

Answer #4:
When there is a complex closure where there is no growth in student enrolment, the Reorganization Staffing Committee maintains 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

Question #5:
Is the board looking to reduce staff through attrition or early retirement as an alternative to EPAR-01?

Answer #5:
Reducing the staffing complement is not a goal of the proposed EPAR 01 recommendations. Please see the response to question #1 to address the TVDSB's process for staffing based on the proposed EPAR 01 recommendations.

Question #6:
Finally, the response fails to appropriately address the comment. The projected annual savings certainly is not significant in the context of the annual budget. It represents: 00.05% of the total budget (on a personal scale, it's equivalent to ***5 cents*** out of $100) less than 1% of the salary/benefit cost for teachers in the TVDSB. From a financial and mathematical perspective, the savings are far from significant. Given the reality of the situation, will the Planning Department issue a retraction or clarification of their response to the question?

Answer #6:
No, the Planning department is not prepared to retract the statement.

EPAR 01 – Summers' Corners Public School PARC sub-committee
Final Report – March 8th, 2017

Received on: 2017 January 19

Question #1:
Please confirm the exact limit to the northern boundary of your proposed change for the Summers' Corners attendance area.

Answer #1:
See attached map - Appendix B

Question #2:
Based on the map in EPAR-01, the boundary appears to go through farmers' fields and small tracts of forest.

Answer #2:
The proposed Summers' Corners PS attendance area follows parcel lines where possible. Address points are placed in the centriod of a parcel or near the road which allows for the attendance area to be simplified for ease of display (through fields etc) while still allowing addresses to be designated appropriately.

Question #3:
Is Ron McNeil line the boundary? Or does it extend part way up Newell, Whittaker, Putnam, Empey, and Pilgrim roads, as pictured in the Planning departments' map?

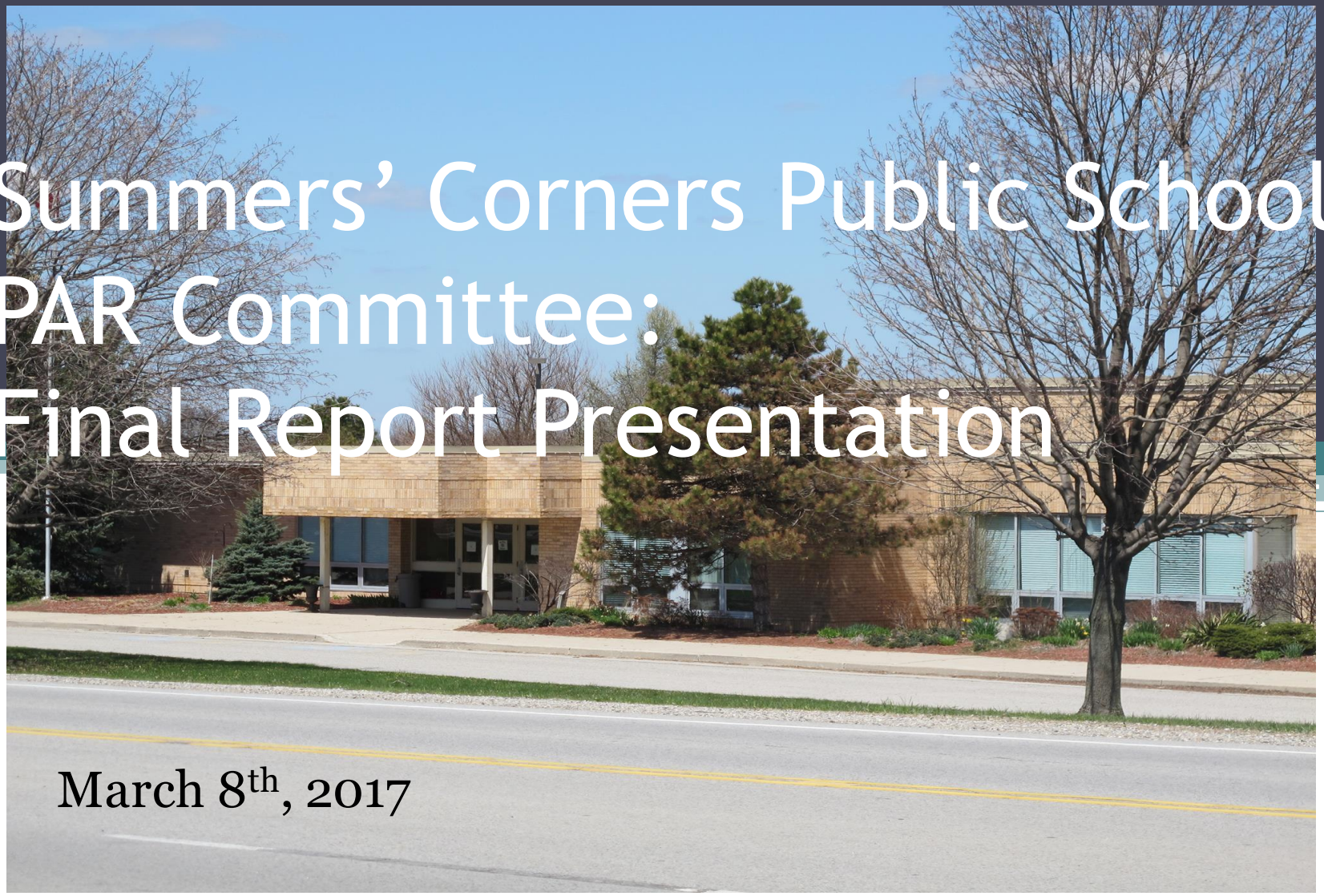
Answer #3:
See attached map-Appendix B

Received On: 2017 January 20

Question #1:
Are the boundary changes for summers corners contingent of receipt of capital funding being received?

Answer #1:
Due to the interconnectivity of the Summers' Corners PS proposed attendance area adjustments with other EPAR-01 schools (such as Springfield and Davenport/McGregor (South Dorchester PS's 7-8) to the New Belmont PS, as well as New Sarum to Davenport/McGregor and New SE St. Thomas PS) the adjustments are contingent upon capital funding.

Summers' Corners Public School PAR Committee: Final Report Presentation



March 8th, 2017

Position of the Summers' Corners PARC

- Members of the Summers' Corners sub-committee approached our responsibilities as objectively as possible. More than half of the SC PARC was made up of individuals whose families would not be directly impacted by the recommendation.
- We aimed to give as much opportunity as possible for the Summers' Corners community to provide its input on the proposed recommendation.
- We have reached a consensus that the recommendation cannot be supported by the Summers' Corners PARC.

Position of the Summers' Corners PARC

- Our conclusion is based on a number of factors:
  - Lack of support from the school community
  - Lack of support from the student body
  - Lack of support from the community at large
  - The arbitrary nature of the recommendation as it is related to Summers' Corners Public School
  - The nature of the EPAR process as a whole is flawed and runs counter to the TVDSB's mission statement

Input from the Community

- The Summers' Corners PARC received letters, emails, and Facebook posts from concerned parents and community members who were very much opposed to the proposed changes. Some parents will consider relocating, or look for ways to ensure their children remain at SCPS.
- Parents and community members used the school level meetings to voice their concerns and opposition to the recommendation.
- A survey of parents showed an overwhelming majority (94%) of respondents do not support the recommendation.
- Summers' Corners Parent-Teacher council received similar feedback from parents and children who were against the boundary re-alignment.

Brief Analysis of the Proposal

- At the last public meeting our PARC asked the planning department for its motive behind the proposed boundary changes for Summers' Corners.
  - The planning department's justification for the change was positioned as a way to save time. They felt it would be easier to send school buses into Aylmer, instead of around it.
- This response is missing the trappings associated with the more significant changes outlined in EPAR-01.
  - "Saving time" as the only reason for disrupting the Summers' Corners school community is an affront to those who will be impacted.
  - No clearly defined objectives for the decision.
  - No educational benefits related to the decision.
  - No expected cost-savings outlined in the EPAR.
  - No consideration made to the impact of additional buses in an already congested section of Aylmer.

Brief Analysis of the Proposal

- While the distances traversed will be shorter, there will be additional costs associated with the change:
  - Travel time between the hamlet of Copenhagen to either McGregor or Davenport will increase due to congestion within the town of Aylmer.
  - Travel time between the western and northern regions of the new school zone will be affected by having to go through two very busy arteries of Aylmer.
  - Lack of adequate school bus loading space along the new routes will increase wait and bus idling times.
  - Increased traffic means increased safety concerns.
  - Potential for the TVDSB to increase the number of buses required used to service the new areas as the student population will be spread over multiple schools.
  - Potential environmental impact not considered by the EPAR.

Brief Analysis of the Proposal

- Research supports the SC PARC's position:
  - "More generally, [researchers] find a negative relationship between school transitions – whether structural or nonstructural - and academic performance."
  - "Changing schools can be very stressful for students. Our study found that the process of moving schools may itself increase the risk of psychotic symptoms – independent of other factors. But additionally, being involved in bullying, sometimes as a consequence of repeated school moves, may exacerbate risk for the individual."
  - "Moving schools often may lead to feelings of low self-esteem and a sense of social defeat."

Brief Analysis of the Proposal

- Maintaining the current Summers' Corners school boundary will achieve the following:
  - No need for the planning department to assess the true cost of their proposed change.
  - The TVDSB will not have made a decision that contravenes its own Mission statements.
  - Most importantly, the Summers' Corners community will remain intact.

Our View of the EPAR Process

- Overall, it is evident that this process (in its current form) is controversial.
- It fosters and seems to encourage mostly negative feelings from the communities involved.
  - It has divided communities and families.
  - Anger and resentment towards the TVDSB, the planning department, and other governing bodies.
- There is a growing body of evidence that strongly suggests that school closures and consolidations do not save money in the long run.
- It is concerning that the process appears to be financially motivated and ignorant of other important factors that MUST be considered when making decisions that will fundamentally reshape entire communities.

Our View of the EPAR Process

- It is our view that a greater effort should be put forward by the TVDSB (in concert with other school boards) to lobby the provincial government to make changes to the review process and the current school funding model.
- Rural communities and rural schools play a vital role in the economic and social well being of Ontario.
- Our children should not be viewed as a means to achieve greater funding. Education shouldn't be run like a business. When cost-cutting is the primary objective of the Ministry of Education it will be the next generation of tax-paying community members that suffer the consequences.

PUPIL ACCOMMODATION REVIEW SCHOOL SUBCOMMITTEE
ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
WESTMINSTER CENTRAL QUESTION AND ANSWERS

Received on: 2016 December 22

Question #1:
Could you please specify the specific *program enhancements* the new Belmont School will offer our children?

Answer #1:
The New Belmont PS will provide enhanced educational opportunities for students, such as:

- Range of programming and courses available
- Availability of specialized support services for individual students or small groups
- Specialized facilities, such as gymnasiums, activity rooms, library learning commons and general arts rooms
- Sufficient enrolment to support sports teams and other extracurricular activities
- A school building in better condition than the one that is closing
- Accessibility features with respect to entry, movement within the facility and outdoor play space

Question #2:
Could members of the Westminster Central Public School (WCPS) PARC be given the opportunity to tour a new school in TVDSB similar in size to the proposed new Belmont School? *This would provide us with an opportunity to present this experience to our school community and speak first hand on the program enhancements our children would experience at a new Belmont School.*

Answer #2:
An opportunity to for PARC members to tour John Wise Public School has been arranged on February 8th, prior to the Second Public Meeting. More details will follow closer to the date.

Question #3:
At this point, has the TVDSB commissioned a set of initial drawings or site plans for the new Belmont School? If so, can we get a copy?

Answer #3:
TVDSB will not commence the design process for the new school until the PAR recommendation has been decided by the Board concerning the construction of the New Belmont school.

Question #4:
Where will the WCPS children that currently reside north of the 401 go if a new Belmont School is opens before the new SE London School?

Answer #4:
The current recommended schedule allows for both schools to open before Westminster Central PS is closed.

Question #5:
When are current school numbers released?

Answer #5:
The official 2016 October 31st enrolments numbers were released November 25th, 2016. The enrolment is broken down by grade and by school, and is posted on the Board's website under Schools, then General Information or by using http://www.tvdsb.ca/schools.cfm?subpage=3826

Question #6:
Are current school enrolment numbers used during this PAR or are the 2015-2016 enrolments used? *It was noted that the information presented at the TVDSB meeting on November 22nd used school enrolment numbers from 2015-2016.*

Answer #6:
According to the Ministry's Pupil Accommodation Review Guideline and Board Procedure, we are required to use data from the last complete school year. Enrolment counts used in the PAR are from 2015-2016.

Question #7:
May we request clarification regarding school consolidation; it has been mentioned in the PAR presentation on November 22nd that consolidation includes closing two or more schools. Are two school closures sufficient to receive funding?

Answer #7:
All requests for capital funding from the Ministry of Education require the TVDSB to prepare a Business Case detailing enrolment information, proximity of schools to each other, school condition, operating costs etc. Each Business Case is reviewed on its merit and is funded if the Ministry sees the benefit for capital funding. The more effective the business case, the greater the chance the Ministry will approve the capital funding.

Question #8:
Is there a minimum OTG for new builds? If so, how is it determined?

Answer #8:
The Ministry expects to see a minimum of 400 OTG for a new school in the Thames Valley area of the Province. The school size varies from Northern Ontario which smaller schools could be approved, to larger schools in the Toronto area.

Question #9:
Further to that, is there a minimum utilization percentage requirement for new builds? *It was noted that the TVDSB's average utilization percentage is 87 and that the average OTG is 444. The New SE St. Thomas School has a proposed OTG of 516 and a FTE of 414 and therefore a utilization percentage of 80. The New Belmont School has a proposed OTG 576 and a FTE of 536, therefore a utilization percentage of 93.*

Answer #9*:*
While there is no "required" utilization percentage for new schools, the Ministry will not support or fund schools without a Board identifying the need. The Ministy reviews the school utilization and surrounding empty pupil places once a new school opens. This information is factored into future funding grant decisions.

The Board is aware of future residential developments, in Southeast St. Thomas, which will result in growth. Student yield and enrolment projections for these areas will be calculated once draft plans have been circulated. This growth is anticipated to fill the proposed new Southeast St. Thomas PS.

Question #10:
Is an OTG of 576 necessary and required in Belmont and do we need 536 students to open in 2019?

Answer #10:
The 576 On-The-Ground capacity that was utilized at Belmont was calculated using class size caps and allows the school to operate at 93% utilization. One additional classroom was added to help with minor fluctuations in class sizes. If there were less students a smaller school would be required.

Question #11:
Is it possible for the new Belmont school to be built with a smaller OTG? If so, does it weaken the changes of being granted funding?

Answer #11:
See question #7

Question #12:
Is a daycare required in the proposed New Belmont School?

Answer #12:
TVDSB is required to consult with the Consolidated Municipal Service Manager (CMSM) to see if there is a childcare accommodation need for the area in which the school is proposed. If the CMSM determines a need for childcare, then a joint Business Case will be submitted to the ministry for capital funding of the childcare portion of the facility.

Question #13:
Could we please be given the breakdown of the New Belmont School student population by number of students coming from:

Proposed River Heights/Northdale boundary change to be accommodated at the new Belmont PS
Currently **110** students attend River Heights (**52** students) Northdale Central (**58** students) and will be redirected to the new Belmont PS

Proposed New Sarum boundary change to be accommodated at the new Belmont PS
Currently **35** students attend New Sarum and will be redirected to the new Belmont PS

South Dorchester i) K-6 to be accommodated at the new Belmont PS and ii) 7-8 to be accommodated at the new Belmont PS
Currently **207** students JK-6 attend South Dorchester PS and **45** students in 7-8 attend Davenport PS

Westminster Central PS excluding north of 401 to be accommodated at the new Belmont PS
Currently **73** students JK-8 attend Westminster Central PS, South of the 401.

Proposed Springfield boundary change to be accommodated at the New Belmont PS
In the area redirected to the New Belmont PS
Currently **61** JK-6 students attend Springfield PS. Currently **19** students in grade 7/8 attending Summers' Corners.

Projected new development in Belmont are these projections included in the funding proposal?
The development is included in the enrolment projections for South Dorchester PS (Status Quo) and New Belmont (proposed solution).

Question #14:
What is the proposed plan for the existing land at Westminster Central? Will it be sold and if so, how soon after the school closes does property go up for sale?

Answer #14:
Senior Administration is recommending that Westminster Central PS be closed and declared surplus. If the recommendation is approved by the Board, the property will be disposed of following the Provincial requirements for disposal of surplus property once the students are no longer at the school.

Question #15:
The city of London approved a new Commercial/Retail development along the south edge of the 401 corridor and the north edge of Dingman Drive. Does the city's current master plan include any rezoning south of the 401 to include or expand residential areas?

Answer #15:
There is currently one active subdivision application south of Highway 401 (39T-88020) with a total of 8 lots proposed. Based on the City of London's current Official Plan (Schedule A - Land Use), south of Highway 401 within the Urban Growth Boundary has been designated as a mix of Industrial, Commercial and Environmental land uses. Up to date information on the City of London's Official Plan can be found on the city's website www.london.ca.

Question #16:
On page 13 of Appendix B-12, a partial map shows the immediate proximity zoning area for Westminster Central, however is there a complete map available illustrating the current zoning south of the 401 within the full school boundary area?

Answer #16
Current zoning for the City of London can be located on the city's website www.london.ca

Received On: 2017 January 19

Question #1:
What is the current designated high school for Westminster Central PS? What is the designated high school for the proposed New Belmont school? Do changes in elementary school boundaries affect high school boundaries?

Answer #1:
There are no changes proposed to Secondary attendance areas through this report. Students residing within the Westminster Central PS attendance area currently attend Lord Dorchester SS.

Question #2:
On April 14th, 2015 WCPS students north of the 401 were approved to be included in the new SE London School attendance area.

i) Is a grandfathering option available for all of these students to attend the proposed New Belmont PS if they so choose? If so, would this include transportation?

The Trustees have approved grandparenting in the past with one year transportation. Please include any ideas and recommendations regarding your school in your report to the Board.

ii) If all of the students are not permitted to attend the new Belmont school, could the grandfathering option be extended to only the rural students, specifically students currently residing on and south of Bradley Ave? If so, would this include transportation?

The Trustees have approved grandparenting in the past with one year transportation. Please include any ideas and recommendations regarding your school in your report to the Board.

Question #3:
Could a breakdown of the WCPS student population be provided for both the 2015-2016 and current school years with respect to students residing north of the 401 (SE London attendance area) and the proposed New Belmont attendance area?

Answer #3:
North of 401 in the New Southeast London PS attendance area
2015 = 13
2016 = 23
South of 401 in the proposed New Belmont attendance area
2015 = 68
2016 = 73

Question #4:
Range of programming and courses available and availability of specialized support services for individual students or small groups are reported as programming enhancements our children will receive at the proposed New Belmont School. Could you please provide specific examples of each?

Answer #4:
Specific programming has not been determined at this time since programming is dependent upon the needs of students in a building. The TVDSB's proposed recommendations are intended to support an environment with a critical number of students where experiences, opportunities and resources can be optimized. As a general example, if a school population has a critical number of ESL students then an educator who might otherwise be involved in a school in an itinerant capacity may be able to dedicate a more consistent amount of time to a building. Another general example is that a larger school would have a greater teacher-librarian complement. A greater teacher librarian complement has implications for flexibility of programming.

Possible programming differences for schools with 400-600 pupils may include:

Maximizing opportunities for a Professional Learning Community:
- Staff sharing grade responsibilities
- Staff sharing subject responsibilities
- Staff sharing co-curricular responsibilities
- Staff sharing division responsibilities
- Enough staff for an "early years" division
- Staff sharing the responsibility for implementing new curriculum
- Opportunities for mentors/critical friends
- Continuity from year to year with grade/division
- Less impact when one key staff leaves the school
- Opportunity for study groups

Increased numbers of students increases school budget allowing for more centralized resources; e.g. Library Learning Commons, Athletics, Literacy

Number of staff members increases:
- Opportunities for specialization e.g. the Arts
- Time for teacher-librarian allocation; therefore, a library staffed with specialist for increased hours
- Learning Support Teacher allocation to share responsibilities and increase focus on learning rather than administration
- Potential number of E.A.s allow for more flexibility in assignment and assistance to students
- The potential of a Vice Principal allowing an administrator to be on-site more often; have two instructional leaders to share learning responsibilities with staff; increase leadership training for system
- Individuals available to volunteer for extra-curricular

Question #5:
What technological enhancements will our children receive at the proposed New Belmont School?

Answer #5:
Upon the opening of a new school, viable technology is transferable for students who would be moving to the proposed New Belmont School. In addition 5% of the budget for the new school is set aside for furniture and equipment. The school administrator would determine what specific technology would be purchased to enhance student programming. The purchased enhancements would reflect current, viable options that support effective practices in teaching and learning.

Question #6:
Approximately how many children will be able to walk to the proposed New Belmont School?

Answer #6:
Locating a school within an existing residential development increases the opportunity for students to walk to school. Specific numbers cannot be provided, as the walk boundaries have not been determined. Walk boundaries will be reviewed and determined by STS prior to the implementation of new attendance areas and openings of new schools.

Received on: 2017 February 24

Question #1:
Could we please be given the breakdown of the WCPS student population by number of students coming from the SE London Attendance Area and the proposed New Belmont area for the 2017-18, 2018-19, and 2019-20 school years?

Answer #1:
Students from the Southeast London Attendance Area attending Westminster Central PS

2017 = 32 students
2018 = 57 Students
2019 = 89 students

Students from the proposed Belmont Area attending Westminster Central PS

2017 = 71 students
2018 = 68 Students
2019 = 64 students

Question #2:
Can you please provide examples of the energy efficient features found in new schools?

Answer #2:
- Condensing boilers
- Condensing domestic water heater
- Variable frequency drives on fans and pumps
- Energy recovery wheel on make up air unit
- LED lighting- interior and exterior
- Occupancy sensor controlled lighting and HVAC systems
- Comprehensive Building Automation system
- Low flow water fixtures
- Windows with insulating glass units that are argon filled and have low E coating

Question #3:
What year of student enrolment numbers will be used for the new Belmont PS business case being submitted to the Ministry of Education for School Consolidation Capital?

Answer #3:
The Ministry requires enrolment projections for both status quo and a proposed scenario (solution). Data sets are based on the most recently completed school year, year of implementation, then 4 and 8 years following. For the Belmont business case, we would be submitting 2016-17, 2020-21, 2024-25 and 2028-29.

Question #4:
What level of risk is associated with receiving School Consolidation Capital if the proposed new Belmont Public School catchment area decreases in size?

Answer #4:
The stronger the business case submitted for the consolidation capital grant request with respect to the reduction of operating costs as well as the deferred renewal costs for the schools involved will provide the board with the greatest opportunity to receive the grant for the construction of a new school

The Ministry of Education will review the existing conditions for student accommodation to ensure the board has maximized the savings and providing the most efficient accommodation plan for the students within the area being studied.

To the Thames Valley District School Board Trustees and Senior Administration,

We recognize that on May 23rd a very difficult decision will be made. This report is intended to share the perspective and viewpoints of the Westminster Central Public School community.

The Westminster Central Public School community supports the recommendation made for our children in the Initial Senior Administration Report and would like our children to remain at Westminster Central Public School until the proposed new Belmont School opens in 2020. The Westminster Central community, the South Dorchester Public School community and the Belmont community at large have wanted a school in Belmont for many years. We have the support of Jeff Yurek our local MPP, the Municipality of Central Elgin, and Fiona Roberts, Ward 5 Councillor for Central Elgin. 94% of the Westminster Central Public School community supports this proposal, 94% of the South Dorchester Public Schools community supports this proposal, and currently 716 signatures are on our petition to show support for the proposed new Belmont School.

This idea was first supported in the CN Watson Report in 2005, was proposed as ARC #19 on November 25, 2008, was approved on March 10, 2009 and remained on the "ARC Status Report" from 2009- 2013. In 2014, Westminster Central was involved in the South East London Attendance Area Review, at which time the potential for a Belmont school was revisited once again. We are hopeful that the proposed new Belmont School becomes a reality in May.

As parents advocating for our children, we are confident the proposed new school in Belmont is the best solution for our children. Our community places a strong emphasis on our rural identity and a school in Belmont embraces this. The proposed new school will offer our children modern and specialized facilities, upgraded technology and program enhancements in their rural community.

To accurately represent the viewpoints of all Westminster Central families, our subcommittee created an anonymous survey consisting of four options and distributed one to each family. Of the surveys returned, 94% of families recommended to attend the new Belmont School are in support of the proposal. The remaining surveys returned will no longer have children in elementary school in 2020 or reside north of the 401 and east of Highbury and are included in the new southeast London public school attendance area.

We would like to recommend that children currently living in the new southeast London Public School attendance area be approved grandparenting with permanent transportation to the proposed new Belmont school.

A school of approximately 100 students is special in many ways, however, we welcome the opportunities and experiences a larger school will offer our children; opportunities and experiences our small school quite simply cannot. For example, our Parent Council

is unable to fundraise for an outdoor learning environment and we were unable to accept the School Community Tree Challenge Grant through Reforest London due to our school's uncertain future. Westminster Central also lacks sufficient numbers to offer certain extra-curricular sports, peer socialization is limited due to low enrolment, and our grade eight children are unable to participate in common graduation traditions because our graduating classes are so small. The two most recent graduating classes had only 6 and 8 children. We lack permanent outdoor play equipment and the approval to fundraise for it. Despite the best efforts of our Parent Council, fundraising in a small school has its limitations. Fundraising profits are low and funds are often used to purchase items our small school's budget cannot. We would like to provide our children with these opportunities and we know at the proposed new Belmont School they will be possible.

Belmont is a strong and supportive community. Whenever there is a need, this wonderful community responds. A recent fundraiser highlights this support. "Wheels for Kevin" was a fundraiser held in September to raise money for a wheelchair accessible vehicle for a young man paralyzed in a car accident. This fundraiser was a joint effort between Belmont Lions Club, a group of dedicated community volunteers and a local family that hosted the event at their farm. Community members and businesses donated approximately 160 silent auction items and over 60 items for a live auction. Approximately 1000 people attended and a total of $92,000 was raised; an incredible accomplishment for our small, rural community. We are confident that this community support will be extended to fundraising initiatives at the proposed new Belmont school.

After touring John Wise, a new school similar in size to the proposed new Belmont School, we have become even more aware of the increased opportunities our children will have.

Some examples include:

-An extensive and improved learning commons
-larger, brighter classrooms
-Increased access to current technology
-improved gymnasium and activity room
-a school layout more conducive to collaborative learning and leadership opportunities
-air conditioning
-enhanced security system and cameras
These enhanced facilities are more attractive for community rental use which consequently generates additional revenue for the school.

We recognize many benefits to the proposed new Belmont School for the Thames Valley District School Board and our school community. I would like to take a moment to highlight them:

1) First and foremost, it puts the needs of our children first. It recognizes and embraces the rural diversity that exists in our school community.
2) As we know, parent involvement plays an important role in the social well-being and academic success of our children. We know that parent involvement will remain high and in fact may increase with a school in Belmont as we already self-identify Belmont as our community. This is where many of our parents work, where we grocery shop and where many of our younger children attend childcare facilities. As parents, we are already in the community.
3) Rather than the Westminster Central Public School children being bussed out of their community, they will be bussed into their community. The community where they already play soccer, hockey, take music lessons, go to church, attend parks, splash pads, parades, and other community activities. A community where strong ties already exist. South Dorchester children would no longer be bussed out of their community to Davenport Public School in Aylmer for their grade 7 and 8 school years.
4) A new K-8 public school in Belmont would allow the board to willingly close two schools. The first being Westminster Central; a school currently under capacity. We understand that the financial needs of the Board are structured around funding that is provided on a per pupil basis. Consolidating Westminster Central Public School and South Dorchester Public School would decrease the number of empty places in our school board by approximately 200. This supports their financial need to decrease costs while offering our children an optimal educational environment. The second school being South Dorchester; a school currently overcapacity and comprised of K-6 students. Closing this school supports the Board's preferred K-8 delivery model and allows the grade 7 and 8 students from South Dorchester Public School to remain in their community. This solution will eliminate the need for the three portables currently in use at South Dorchester Public School.
5) It has been stated by Senior Administration that schools on wells and septic tanks are a liability. A school in Belmont would have access to Municipal water and sewer, alleviating these concerns.
6) A new school in Belmont would provide the greater Belmont community with a new facility for community programs and events.
7) The proposed new Belmont School would allow our Parent Council to expand our fundraising efforts beyond necessities to items and experiences that enhance our children's learning. We are eager to fundraise for items such as permanent outdoor playground equipment and an outdoor learning environment. Westminster Central Public School lacks permanent outdoor playground equipment and the approval to fundraise for it.
8) Depending on the location of the proposed new school, this option opens the possibility for students to walk to school.
9) A larger student population offers our children increased extracurricular opportunities.
10) We know that the Ministry is building schools in areas of growth. Belmont has been deemed a growth area by the municipality of Central Elgin. There are

currently two subdivisions actively building and another development seeking approval from Central Elgin this month.

11) The Facility Condition Index of Westminster Central Public School is 102% and South Dorchester Public School is 112%, significantly higher than the Thames Valley District School Board's Facility Condition Index average of 37%. Our school's renewal needs are significant and backlogged. Closing and consolidating Westminster Central Public School and South Dorchester Public School is a fiscally responsible decision, permanently eliminating $10,523, 924 in combined five-year renewal needs.
12) Lastly, this proposal offers our children with modern and specialized facilities, upgraded technology and increased programming opportunities and enhancements.

In 2016 the Ministry of Education received 205 project requests totally approximately 2.6 billion dollars. The Ministry approved $474 million in funding to support 51 capital projects; 28 schools and 23 major additions and renovations. Of the 28 new schools, 23 were elementary schools. Fifteen of the twenty-three schools have an on-the-ground capacity of greater than five hundred, while eight of the twenty-three schools had an on-the-ground capacity of less than 500 students. Clearly the funding needs for project requests far exceed the funding available. For this reason, we support and believe a strong business case must be submitted to the Ministry of Education to obtain School Consolidation Capital Priority Funding for the proposed new Belmont School.

In closing, the Westminster Central school community supports the consolidation of Westminster Central and South Dorchester Public Schools, the redirection of South Dorchester's grade 7 and 8 children from Davenport Public School to the proposed new Belmont School, and boundary adjustments to surrounding areas to create a new Belmont Public School catchment area that is both reasonable and sustainable for current and future children.

The closure of Westminster Central will be bittersweet but it is simply the physical building we will be saying goodbye to. We believe everything great that takes place at Westminster Central will continue to take place in Belmont, because this greatness lives in the children who learn and grow here and our community that supports and fosters their growth. Relocating our children to a new school in their rural community is as a positive change. We want to provide our children with the best possible learning environment so that they can reach their greatest potential. We believe that the proposed new Belmont school will accomplish this.

The TVDSB's mission is to build each student's tomorrow, every day. Please support building our children's future in Belmont.

Thank you kindly for your consideration. Should you have any questions or require clarification please feel free to contact us.

The Westminster Central Public School PARC

Ontario
LEGISLATIVE
ASSEMBLY

Jeff Yurek, MPP
Elgin-Middlesex-London

Queen's Park Office:
Room 444, Legislative Building
Queen's Park
Toronto, Ontario M7A1A8
Tel. (416) 325-3965
Fax: (416) 325-3988
E-mail: jeff.yurek@pc.ola.org

Constituency Office:
750 Talbot St., Suite 201, West Wing
St. Thomas, Ontario N5P 1E2
Tel. (519) 631-0666
Toll Free 1-800-265-7638
Fax (519) 631-9478
E-mail: jeff.yurekco@pc.ola.org

October 12, 2016

Ms. Tisdale & Trustees
Thames Valley District School Board
1250 Dundas Street
London, Ontario
N5W 5P2

Dear Ms. Tisdale & Trustees

I am writing you today about the recent proposal to launch a pupil accommodation review for the Elgin/Middlesex regions and more specifically for the proposal to build a new school in Belmont.

I recently met with the Belmont School Alliance, a group of parents from the South Dorchester and Westminster school areas. The group currently self-identifies Belmont as their community with many after school programs taking place in the town.

Belmont has the necessary infrastructure and growth potential to support a new school with South Dorchester and Westminster students. I hope you consider the support from the community and parents for the proposed school in Belmont

I thank you for your time and consideration in this matter and will forward your response to the concerned constituents. Should you have any questions or concerns please do not hesitate to contact me.

Sincerely,

Jeff Yurek, MPP,
Elgin-Middlesex-London

Cc: Belmont School Alliance

The Corporation of the Municipality of
Central Elgin

450 Sunset Drive, 1st Floor, St. Thomas, Ontario N5R 5V1 P:519.631.4860 F:519.631.4036

October 12th, 2016

Laura Elliott
Director of Education
Thames Valley District School Board
1250 Dundas Street
London, ON N6A 5L1

Via email

Dear Ms. Elliott:

Re: Proposed Elementary Pupil Accommodation Review
Proposed JK-8 Elementary School in Belmont

Please be advised that Central Elgin Council further discussed your email correspondence dated September 19th, 2016 and the following resolution was passed:

WHEREAS email correspondence dated September 19th from the Thames Valley District School Board regarding the Proposed Elementary Pupil Accommodation Review was considered by Council at their Regular Meeting dated Monday, September 26th, 2016;
AND WHEREAS said email correspondence included a proposal for a new JK-8 Elementary school located in Belmont;
NOW THEREFORE BE IT RESOLVED THAT The Council of the Municipality of Central Elgin supports the proposal to construct a new JK-8 Elementary School to be located in Belmont.
CARRIED.

Please feel free to contact me should you have any questions regarding this information.

Yours truly,

Dianne Wilson

Dianne Wilson
Deputy Clerk

c.c. B. Wiehle, Warden, County of Elgin
J. Todd, Elgin County Trustee, Thames Valley District School Board
C. Goodall, Elgin County Trustee, Thames Valley District School Board
T. Levschuk, Executive Assistant to the Director, Thames Valley District School Board

October 12, 2016

Ms. Tisdale and Trustees
Thames Valley District School Board
1250 Dundas Street
London, Ontario
N5W 5P2

Dear Ms. Tisdale and Trustees:

I am writing to you in regards to the proposal of building a new school in Belmont.
This discussion has been ongoing for sometime now and I believe the time is right for a more serious look at the advantages of such a proposal.

Belmont is a growing community literally on the door step of London. We have new homes being built on a continuing basis with Belmont Meadows subdivision near completion and Robin's Ridge steadily expanding. With these new homes comes a steady influx of young families, which of course will put more pressure on the already limited resources of South Dorchester public school.

I believe this presents us with an opportunity to reduce costs, modernize infrastructure and centralize education by amalgamating both South Dorchester and Westminster public schools into one new facility located in Belmont. Not only do we have the updated sewer and water capacity to support such a project but the families from both schools readily identify with Belmont as their community through activities such as hockey, soccer, church attendance and a myriad of service groups and social interaction.

The community as a whole supports this proposal and I believe if it is not acted on at this juncture, in a pragmatic and logical manner, it will become a necessity at a later date at much greater cost.

For your consideration.

Sincerely,

Fiona Roberts
Councillor Ward 5
Municipality of Central Elgin
519-852-2921

Planning committee
TVDSB

I am interested in being added to the Community Organizations Contact List.

In particular, I am very interested in exploring the opportunity to teach piano lessons at the future Elementary school in Belmont. I would love an opportunity to sit down and discuss my thoughts in person.

I am the owner of the Let's Play Music Studio in Belmont as well as a life long resident. i currently offer early childhood music classes and group piano classes for all ages from beginner through senior piano. I have been teaching for over 35 years, offering group lessons for the last 15 years. Over the years, I have had many students successfully complete both piano and theory exams, including many Grade 8 piano and Advanced Theory exams.

I have the Grade 10 piano examination certificate, complete with the written exam requirements from the former Western Ontario Conservatory of Music and am certified as an Ultimate Music Theory teacher. I am also an Affiliate Member of the Ontario Registered Teacher's Music Association. I am also the games creator for the "Ultimate Music Theory" series. The games that I have created are currently being sold throughout North America. I routinely keep up to date with professional development through online seminars and webinars.

Over the course of my teaching years, I have been a speaker at the World Piano Pedagogy Conference in Atlanta, Georgia, the Ontario Music Educators Conference in London, Ontario and at numerous professional development days for group piano teachers including at conferences in Prince Edward Island; Woodstock, Ontario; Chicago, Illinois; Ottawa, Ontario; and Toronto, Ontario. The main focus on my presentations has been making lessons fun, the use of games in lessons, teaching early childhood classes, teaching composition and building a successful music studio.

I am keenly aware of how busy families are. Many families have two parents working full time and choose to participate in other activities like hockey, dance, figure skating and soccer. While they know piano is an important part of a well rounded childhood, and understand the benefits of music instruction for the development of their children, often there just is not enough time in an evening. The logistics of getting home from work and out the door to their activities often means piano has to take a back seat.

This year, I have had two students who had to withdraw from piano classes due to scheduling conflicts with hockey. While I try my best to accommodate scheduling conflicts, running a busy studio of almost 80 piano students, most in group classes, does mean I cannot accommodate every scheduling request. The ability to offer daytime, in school classes would allow more students to benefit from piano lessons, without having the added stress of after school travel and scheduling conflicts.

Much research has been done on the benefits of music instruction.

Daniel Levitin, This is Your Brain on Music, p.299

"Musical activity involves nearly every region of the brain that we know about, and nearly every neural subsystem"

Group music instruction beings another layer of benefits.

The Benefits of Group Music Instruction

· Develop poise and other performance skills when the student plays for others.

· Develop critical listening skills through listening to others.

· Develop rhythmic security and counting ability by providing an opportunity for several students to play the same pieces together.
· Develop communication skills and the ability to work in a group.

· Provide inspiration through peer performances.

· Motivate students through healthy competition.

· Provide a social outlet surrounding a common interest not normally available to private piano students.

· Promote enthusiasm and enjoyment as a result of sharing in ensemble work, rhythm drills and music games.
taken from ***Professional Piano Teaching*** by ***Jeanine M. Jacobson***

I strongly believe that group lessons are a huge benefit to both children and their families. Children learn from each other and become far more comfortable with performing as they play for each other in our classes. Families benefit as I am able to offer a lower tuition rate when compared to private lessons.

I am currently using material which I have created myself. This material represents a life time of teaching and learning what works for my students. I have structured my curriculum following the Royal Conservatory of Music Syllabus, which allows my students the ability to prepare for those examinations should they wish to do so.

I am a self employed business person and as such, I am completely funded by tuition from families. I do not conduct fund raising or look for community support for my classes.

At the current time, I am the only teacher at my studio, but, should there be enough demand, I would actively seek out other teachers that I could train to teach the materials and format that I have created.

Currently, I teach four evenings a week, from 3:00 to 8:30, plus one morning a week from 8:20 to 12:20 at a church in Dorchester. Teaching there is at the request of families who found the after school hours too busy. This is my 4th year in the Dorchester location.

I have found that the morning lessons can be quite different from the evening ones. The students are fresh, focussed and ready to go. We accomplish so much in a short time. There are some evening that the children are tired and not wanting to focus.
It is noted in the Education Act that students may be excused from their regular classes for one half day a week for the reason of receiving music instruction. Being able to attend the classes within the walls of the school would cut down on how much time a child would miss from class. Currently the students who attend my Dorchester classes must leave their school and walk to the church next door, adding approximately 20-30 minutes of loss class time. Being able to go to a class right within the school would mean they would miss only the class time, plus a few minutes to walk to and from class.

This past 4 years of teaching during the day has shown me a few constants. One is that students rarely forget their materials and come prepared, alert and ready to learn. With the format I use, even if students forget their books at home, we can continue as they receive their new material weekly in a handout.

Should this opportunity become a reality, I would focus my teaching on Belmont alone. I currently teach several students who attend both South Dorchester Public School and Westminster Public School. Many have already expressed their interest in attending lessons during the day.

I would propose to offer small group lesson for up to 6 children in a group. I already have sufficient keyboards and materials. I would require some where to plug in my keyboards and possibly store them between classes. I am very adaptable to room size. For group classes a room sized 12 feet by 15 feet or larger would be sufficient. Should there not be space for group lessons, I would be willing to offer private lessons which would require a much smaller space. Obviously, group lessons would be my first choice as I truly believe the format truly benefits my students.

I can make myself available to meet with members of the planning committee. As stated above, I teach evenings and Tuesday mornings, but could be available most other mornings and would consider taking a night off of classes if necessary.

Thank you,

Joanne Barker

Belmont Library
14134 Belmont Road
Belmont, ON, N0L 1B0

February 7, 2017

To Whom it May Concern;

Belmont Library, a branch of the Elgin County library system, is looking forward to having a new school built in our village. A school within walking distance to the local Library would benefit the entire community.

Partnering with the school, Belmont Library will provide in-library programs that would include regular visits from various classes, author visits, senior visits and after school drop-in programs. We currently have a partnership with the school to promote our annual Summer Reading Club and Forest of Reading events. Having a school in the village would make it easier to include more children and additional activities.

Areas for partnership between school and Belmont Library will include resource sharing, early childhood programs, family literacy, electronic networking and intergenerational programs.

Schools are a crucial part of any rural community and we understand the value of having an elementary school in our village of Belmont. Let's build a school in Belmont!

Sincerely,

Maria Smit
Supervisor, Belmont Library

Belmont Minor Hockey Association
Belmont, ON
admin@belmontminorhockey.ca

The Board of Trustees
Thames Valley District School Board
P.O. Box 5888
London, ON
N6A 5L1

January 31, 2017

Dear Trustees,

We are writing you today to express the support of our Association for the current proposal to construct a school in Belmont.

For 60 years, Belmont Minor Hockey Association (BMHA) has provided recreational and representative hockey for the youth of Belmont and surrounding area. We have seen the support the community offers for the youth of our Association and those from neighbouring communities that choose to participate with BMHA. We are confident that our community will extend this support to a new school and community hub being considered for location in Belmont.

In fact, through Belmont Minor Hockey, Belmont Minor Soccer, and Belmont Aylmer Dorchester Girls Hockey Association, many of the children from the Westminister and New Sarum School communities already have a strong community sport link with Belmont. Although we recognize the turmoil involved with school closings, we also hope to welcome many of our friends in sport to a strong school community in the future.

We also recognize that the purchase of land and construction of a new school represents a generational opportunity to renew the existing municipal infrastructure in Belmont and possibly leverage additional facilities. Co-building a community hub, arena, municipal satellite office, and emergency shelter facility is a unique opportunity to address the aging infrastructure in Belmont and at the same time realize construction and operational efficiency that cannot be achieved in separate builds.

Although we are proud to call it home and recognize the great work of our community in the Belmont Arena, the facility is aging with substandard size ice surface, old-style rigid boards, and outdated stands and bench layouts. Despite every effort in making the facility accessible, the second floor location of the hall and kitchen is not ideal for events or emergency shelter purposes.

We would encourage the Board and the Municipality to collaborate to make every advantage of this unique opportunity for a new community hub and school in Belmont. To that end we have also copied the Council of the Municipality of Central Elgin on this correspondence.

We are also interested in any role our Association may take in furthering this endeavour. We request that you include BMHA in any future relevant notification. We would also like to explore any way we may be of assistance in raising funds for the arena and community hub portion of the facility that would specifically serve our members. Please feel free to contact us if we can be of any assistance.

Regards,

Board of Directors, Belmont Minor Hockey Association

Gord Helka

Jason Ferguson

Trish Crinklaw

Cam Telfer

Martin Haalstra

Jenn Lester

Blair Richardson

Jarret Farquhar

Sandy Richardson

Dani Bartlett

Jason Clark

Julie Willsie

Tracy Wintermute

CC: Council of the Municipality of Central Elgin
Fiona Roberts, Councillor, Ward 5
Jeff Yurek, MPP, Elgin Middlesex London
Belmont Minor Soccer Association
Belmont Aylmer Dorchester Girls Hockey Association
South Dorchester PARC
Westminister PARC
New Sarum PARC
Davenport PARC

BELMONT MINOR SOCCER ASSOCIATION
P.O. Box 512, Belmont, ON N0L 1B0

email: info@belmontminorsoccer.ca

March 8, 2017

Delivered Via Email

The Board of Trustees
Thames Valley District School Board
1250 Dundas Street
P.O. Box 5888
London ON N6A 5L1

Dear Trustees:

Re: Elementary Pupil Accommodation Review-01 (EPAR-01) Proposal

I am writing on behalf of the Belmont Minor Soccer Association in support of the current EPAR-01 Proposal to build a new school in Belmont.

Since 1978, Belmont Minor Soccer Association has provided recreational soccer to several children in the Belmont and surrounding community. Each year, we bring in anywhere from 300 to 320 children. From those children, 67% are from Belmont while the remaining 33% are from the surrounding communities of Springfield, Dorchester, Aylmer, St. Thomas, New Sarum, Mossley, Harrietsville and London.

The construction of a new school in Belmont would not only be beneficial to our current children but future generations as well. It would promote community growth within our soccer program. Future growth means more families moving to Belmont, more children playing soccer in our community, more parents to volunteer/coach and more Board members to facilitate our soccer program. Our community plays a key role in our success by ensuring we help more children participate in this organized sport.

In addition, a new school in Belmont would permit our children to have access to more soccer fields. We have witnessed firsthand the benefit of sport and play and how important it is for children to have an outlet for them to become ambassadors of an organized sport. It helps children gain confidence and provides them with a sense of belonging. From understanding the importance of teamwork and goal setting, to the need for open communication and a strong work ethic, children can take these lessons and apply them to various parts of their life.

Lastly, a new school in Belmont would foster more part-time summer jobs for our children within our Association. Jobs like refereeing and linesman, which would give our children in our community the opportunity to learn critical life skills, such as independence and responsibility. It would also open-up more volunteer positions for our youth, like coaching. Coaching gives these young children the opportunity to give back to the community.

Our Association is passionate about young people, wanting them to reach their full potential as citizens who make valuable contributions to our communities. We would welcome any new school being built in Belmont. Our program would not be successful and/or possible, if it was not for the support of the

Belmont and surrounding community through the use of its sponsors, parent/coach volunteers and Board members.

Regards,

Terra Leibold,
Registrar of the Belmont Minor Soccer Association

Cc: *Council of the Municipality of Central Elgin (via email)*
Fiona Roberts, Councillor, Ward 5 (via email)
Jeff Yurek, MPP, Elgin Middlesex London (via email)
Belmont Minor Hockey Association (via email)
Belmont Aylmer Dorchester Girls Hockey Association (via email)
South Dorchester PARC (via email)
Westminister PARC (via email)
New Sarum PARC (via email)
Davenport PARC (via email)

Sportball
Sports instruction for kids

At Sportball, we want everyone to have the opportunity to get in the game. We take pride in our ability to connect with kids of all ages and abilities.

Our Coaches receive specialized training in the Training and Mentorship Program that's required of all our Sportball Coaches. To ensure the quality and integrity of the program, classes typically run with a ratio of a maximum of 12 participants to 1 Coach. Although age ranges may vary, classes consist of participants who share similar needs and ability levels.

Here's a list of some of the programs we offer as well as a description below. We focus on eight main sports:

- Sportball Junior
- Sportball Parent & Child / Me & My Dad
- Multi-Sport
- Ball Hockey
- Baseball or T-Ball
- Basketball
- Football or Flag Football
- Golf
- Soccer
- Tennis
- Volleyball
- PD Day Programs

Sportball Junior

Toddlers and parents/caregivers focus on physical movements and social exploration, learn fundamental sport skills and participate in creative motor games, songs, stories, bubble time and more. Children are challenged according to their individual skill level and Coaches help grownups understand proven teaching techniques that can be applied outside of Sportball classes.

Sportball Parent & Child / Me & My Dad

Sportball Parent & Child / Me & My Dad programs help pre-schoolers to refine their motor skills, such as balance and coordination, as well as develop their social skills such as confidence, following instructions, turn-taking and sharing. Coaches introduce a different sport each class using developmentally appropriate games and activities.

Multi-Sport

Refine, rehearse, repeat. Multi-Sport classes are the heart of Sportball programming. Coaches focus on the basic skills common to all sports, like balance, coordination, stamina and timing in a fun, supportive, non-competitive setting that emphasizes teamwork. Each class focuses on one of eight different popular sports: hockey, soccer, football, baseball, basketball, volleyball, golf and tennis.

Sportball Fitkids

Healthy kids are happy kids. Fitkids is designed to improve agility, flexibility, endurance and core strength in a supportive setting that promotes healthy living at an early age. Coaches lead children through developmentally appropriate exercises and fun and exciting cooperative play. As children continue to progress, they are introduced to concepts such as leadership and problem-solving.

Camps

Available in full-day or half-day sessions. Sportball's action-packed camps introduce children to a variety of ball sports and waterplay games and activities PLUS **arts and crafts, snack time, stories, music, co-**

Sportball
Sports instruction for kids

operative games and more! Camps may run indoors and outdoors, depending on the location and weather.

PD Day Programs

Sportball's PD Day Programs keep your child active and engaged in a fun and safe environment on those days off! Trained, certified Coaches introduce co-operative games, time for crafts, and skill development in our eight core sports including hockey, soccer, tennis, baseball, basketball, volleyball, golf and football.

Please let us know if you have any questions, and we'd be more than happy to provide any extra information.

Best Regards,

Natalie Geerlinks and Victoria Gould

132 Thames Street P0 Box 335 Embro On N0J 1J0
t: 226.289.1690 | **c:**519.788.9026 | **london@sportball.ca** | **www.sportball.ca**

WESTMINSTER CENTRAL PS

To Whom It May Concern;

I fully support the EPAR-01 proposal but I can also understand everyone's point of view. That being said, I do think everyone is thinking emotionally not rationally. These small rural schools will not be kept open forever and if we miss out on this opportunity now, all of our kids will be bussed in to cities. People seem to be forgetting that Belmont is a small community and would still provide that rural setting that we all want our children to experience. Not supporting this school now will be detrimental across counties/townships within a few short years as these small schools are not a viable option for the ministry to continue to fund. Belmont is growing and the need for a school IN Belmont is larger now more than ever. This new school would also bring many students together who already play baseball, soccer, and hockey with each other but currently attend different schools - Springfield, South Dorchester, Westminster, New Sarum - thus creating an avenue for an already existing community to flourish.

At the second public meeting of EPAR-01, I heard multiple schools raise concerns in regards to bus travel time for their students. I was quite confused on this concern as I myself grew up in Harrietsville which is 9 km from Belmont, yet I was bused for grades Kindergarten through OAC to Dorchester which is 15 km. I survived a 45-60 min bus ride, along with many other students. It was not a big deal. In fact busing some students to Belmont would be a lot closer than what they currently experience. When you choose to raise your family in a rural setting you also choose to have a longer commute for work, school, sports, etc. and sacrifices have to be made.

Beyond the excitement of a new school, is the potential for an entire community centre build in conjunction with a school. I would refer to you to White Oaks P.S. that was built in conjunction with the South London Community Pool. This joint venture has now led to a Family Centre being opened which would be extremely beneficial for all of the new young families moving to Belmont. This too would create jobs and keep people local for swimming lessons, dance lessons, etc. While I am aware fundraising and support from multiple sources would be required for this to occur, the interest is there and discussions are being had. I do not have a business plan to propose on this aspect, but rather just want to point out the potential for this to occur. This would also align with Provincial funding plans as they are in full support of Family/Community Centres.

Furthermore, the potential for other community events with a new school cannot be overlooked. A couple friends of mine have started a new venture, Sportball. Please see their attached letter outlining the type of activities they could provide which would use rented space in a school gymnasium and provide activities for the community after hours and on weekends. There are many other organizations like this that would make use of a new facility too.

As I said, I grew up in a rural community and I think rural schools need to stay where viable, but I don't think everyone is being realistic on what is viable to today's standards. The bottom line is, this new school will save the ministry hundreds of thousands of dollars annually, while providing our children with the most up-to-date technology and tools to assist them in their development. Yes this comes down to dollars and cents for the ministry but it also comes down to what is best for our children. Keeping them in a rural setting like Belmont or sending them to Aylmer, St. Thomas, or London? I know what I want for my kids and for future generations to come and I truly hope this proposal gets approved.

Thank you for your time,

Julia Churchill-Cochrane
Parent of South Dorchester PS students

ELEMENTARY PUPIL ACCOMMODATION REVIEW-01
MUNICIPALITY/COMMUNITY ORGANIZATION AND PUBLIC QUESTION AND ANSWERS

Received On: 2016 December 15
Received From: *TVDSB Listed Community Organization*; Next to Moms Inc.

Questions regarding the New Belmont school:

Question #1:
Is it still the intention to put an 88 space child care in the school?

Answer #1:
The Board is required to consult with the County of Elgin Consolidated Municipal Services Manager (CMSM) to determine if there is a need for child care spaces in the Belmont area. If the CMSM determines a need for childcare, a joint business case submission from the Board and the County will request Capital funding from the Ministry for Capital funding for child care in the new school. The number of child care spaces required will be determined by the CMSM.

Question #2:
If this is the case and there is no one from Elgin County who wishes to operate the child care centre will the offer be put out to London - Middlesex providers or is anyone permitted to bid on the child care centre.

Answer #2:
The Board will circulate a public proposal call for child care providers to operate the child care and will not be limited to child care providers in Elgin County.

Question #3:
Just wanting to clarify that if I wish to provide input and do a presentation - the first meeting to do this would be on January 9, 2017?

Answer #3:
Yes, the Initial Public Meeting for EPAR-01, held on January 9th at East Elgin Secondary School, will be the first opportunity for individuals and representatives of a Community Organization to make oral presentations to a maximum of 5 minutes. Only one presentation on behalf of a group or organization will be permitted during a PAR. The deadline to submit a presenters notice is December 27th, 2016 - this form is available on the planning website under *Input Opportunities* or using the following link: http://www.tvdsb.ca/forms.cfm?myForm=3441

Received on: 2017 January 19
Received from: *Member of the Public;* Teresa Campbell

Question #1:
I have a quick question regarding the change of boundaries for River Heights PS. Those kids who will be forced to go to the new Belmont school, where will they go to High school? Will their bus stop change? How long of a bus ride will they have?

Answer #1:
There are no changes proposed to Secondary attendance areas through this report. Students residing within the River Heights PS attendance area currently attend Lord Dorchester SS.
As Lord Dorchester is not part of the attendance review it will be reviewed just like all other schools during our annual review process. Stops may or may not change depending on student enrollment. Secondary aged students can be expected to travel up to 1.6 km's to their bus stop and can be expected to ride up to 70 min's one way to school per policy.

Received on: 2017 January 23
Received from: *Member of the Public;* Teresa Campbell

Question #1:
(Follow up from question received on 2017 January 19) What about the bus stops for the Public school students who were attending River Heights. Will they change? How long of bus rides will the public school students have from Mossley to the new Belmont school?

Answer #1:
Where possible we will attempt to keep the same River Heights bus stops for families to the new Belmont school. In terms of bus ride length, students can be expected to ride up to 70 mins one way to school per policy. Planning for the new school will commence the spring before the school opens. Ride times for students in Mossley will depend on where the remainder of eligible students attending the school are residing at that point in time.

Received on: 2017 January 25
Received from: *Member of the Public;* Neil Clarke

Question #1:
The proximity of the two schools in St Thomas (1 city block) and the fact they are in the same Urban city should be reason enough to consider this and Elgin Court PS is not even included in this report.

Answer #1:
It is not included in this Report, as the Parish Farms subdivision 34T-15501 is currently in the attendance area of Elgin Court PS and the excess capacity is required at Elgin Court PS for that development.

Question #2:
How can the board be buying land in Belmont if we are in the process of reviewing the proposal with the public and government if their mind is not already made up?

Answer #2:
The purchase agreement for the proposed school site in Belmont will be conditional on Board and Ministry of Education approval. The closing date for the land transfer will be set after the recommendation of EPAR-01 has been approved by the Board. If the Trustees decide that the site is not needed the offer will be withdrawn.

Question #3:
How can the Trustees make an educated vote if they only see the positives of a proposal most of which are financial and focused on the strongest business case to get funded from the government?~

Answer #3:
The proposed EPAR-01 Report provides accurate information of the current status of each school and the recommended solution to enhance the status, by following the Board policy to:

- provide our students with accommodation which supports student achievement, safety and well-being;
- ensure the long-term sustainability of our school system;
- identify opportunities for collaborative facility arrangements with community organizations; and
- manage our resources effectively

Question #4:
What is the plan to balance the budget when the amount of rate payers in the area drop due to communities dying, families moving to catholic or private schools, or people moving out of the effected communities all together?~

Answer #4:
The Board is totally funded by the Ministry of Education and is not dependent on the rate payers in any particular area to fund a school. All decisions on the Board budget are based on the total Boards projected expenditures and funding.

Question #5:
If this plan is approved how does the board maintain the current level of services in New Sarum during the 2 years it is scheduled to be shuttered?~

Answer #5:
If the Board approves the recommendations in the proposed EPAR, the current level of services will be maintained during and up to the time that the School is scheduled to close. Throughout the implementation process and up to the proposed date for the closing of the school, the school remains a TVDSB school and is maintained equally as any other would be.

Received on: 2017 January 27
Received from: *The Aylmer News;* Kirk Barons

Question #1:
I am interested in knowing about student destinations if the EPAR in Elgin goes through, ie. where will New Sarum students go exactly, where will Summers Corners students be distributed etc.. – but I couldn't' find that on the site, can you direct me?

Answer #1:
The information regarding student destinations, if the recommendations for EPAR-01 are approved, can be found in the ***Initial Senior Administration Report***; which is located on the Planning Website on the EPAR-01 subpage. The direct link is as follows: http://www.tvdsb.ca/planning.cfm?subpage=313936&adminActivate=1 . From this page you can click to open the Initial Senior Administration Report (ISAR) *PDF document*. All of the recommendations for the EPAR-01 schools can be found in ***Section Three: Recommended Solution***.

The specific location within the ISAR for EPAR-01 where you can find this information is as follows:

Northern Region
- Page 32 of the ISAR (which is page 39 of the document posted online), outlines the overall recommendation for the Northern Region; which includes New Sarum PS
- Figure 01 on page 34 of the ISAR (which is page 41 of the online document) provides an outline of the current and proposed attendance area which includes New Sarum

Eastern Region
- page 45 of the ISAR (which is page 52 of the document posted online), outlines the overall recommendations for the Eastern Region; which includes New Sarum PS and Summers' Corners PS.
- Figure 04 (found on page 50 of the ISAR; and page 57 of the online document) figure 05 (found on page 47 of the ISAR; and page 54 of the online document), and figure 06 (found on page 53 of the ISAR; and page 60 of the online document) outline the current and proposed attendance areas for the above two questioned schools

Western Region
- Page 56 of the ISAR (which is page 63 of the online document) outlines the overall recommendations for the Western Region; which includes New Sarum PS
- Figure 07 (found on page 57 of the ISAR; and page 64 of the online document) outlines the current and proposed attendance areas for the above questioned school

Received on: 2017 January 30
Received from: *Member of the Public;* Teresa Campbell

Question #1:
Approximately how long of a bus ride will they have? I heard they could be on the bus for over an hour! I would like to know approx. how long her bus ride will be! Is this really fair to the young children! I know you may be saving some money with the new school, but is it worth it if the children's education suffers because of lengths of bus rides? And wouldn't this cost savings come back to harm our society if the kids education isn't put first?

Answer #1:
(See Question #1/Answer #1 received on 2017 January 23, from Teresa Campbell)

From: **Richard Hoffman**
"Tania Testa" <t.testa@tvdsb.on.ca>
Theresa Levschuk
James Todd
Laura Elliott
[redacted]

To...
Cc...

Subject: Fwd(4): RE: Malahide Resolution - TVDSB Elementary Pupil Accommodation Review.

Attachments: Attach0.html / Uploaded File (12K)
Attach0.html / Uploaded File (7.1K)
Attach0.html / Uploaded File (11K)
Attach0.html / Uploaded File (7.1K)
Elementary Pupil Accommodation Review.pdf / Uploaded File (267K)

----- Original Message -----

As with the County of Elgin, the Township of Malahide, home of Springfield School, is requesting that we attend at there Council meeting to answer questions about the plans for pupil accommodation in Elgin County.

I am not sure who has received this message, but I think a similar letter should go out to the Township as was sent to the County, carefully explaining our process.Once again, while I would be willing to go, it may not be good for the process.

Please let me know how you feel the Board should respond.

James Todd

Good afternoon,

Last evening, the Malahide Township Council received the attached correspondence from the Director of Education regarding the proposed Elementary Pupil Accommodation Review for the TVDSB.

While the Council recognizes that it is early in the process, it is quite concerned about several aspects of the proposal that will be put forward to the Board for consideration at its upcoming meeting to be held on November 22, 2016.

As a result, the Malahide Township Council respectfully requests your attendance at its next meeting to be held on Thursday, November 3, 2016 at 7:30 p.m. The Council wishes to be able to relay its concerns directly to you, in person, and seek your assistance with regard to this important community matter.

Please respond to this email to confirm that you will be in attendance at the November 3rd meeting of the Malahide Township Council.

Sincerely,

[redacted]

"This communication is confidential and may contain information that is privileged, confidential and exempt from disclosure under Privacy legislation. Unauthorized use is strictly prohibited. If you have received this communication in error, please notify the sender immediately by telephone and delete the message without making a copy."

Ontario Federation of Agriculture

Ontario AgriCentre
100 Stone Road West, Suite 206, Guelph, Ontario N1G 5L3
Tel: (519) 821-8883 • Fax: (519) 821-8810 • www.ofa.on.ca

November 11, 2016

Laura Elliott, Director of Education
Thames Valley District School Board
P.O. Box 5888
London, ON
N6A 5L1

Laura.Elliott@tvdsb.on.ca

Dear Ms. Elliott,

The Ontario Federation of Agriculture (OFA) is Canada's largest voluntary general farm organization, representing more than 36,000 farm family businesses across Ontario. These farm businesses form the backbone of a robust food system and rural communities with the potential to drive the Ontario economy forward. The OFA is committed to addressing issues regarding the economic and service infrastructure required for agricultural prosperity. Schools are critical infrastructure for farm families.

It has come to our attention that the Thames Valley District School Board is considering closing low enrolment schools in the area. The Ontario Federation of Agriculture (OFA) is opposed to such decisions being made prior to consideration of a number of critical factors impacting the well-being and success of the students and the potential impact on the local community of school closures.

In our opinion, there are several questions which must be answered before the decision to close a school is made. These questions include the following:

- How will students get to school? What is the impact on students if they are required to spend hours each day on the bus just getting to and from school? Will they be too tired to learn to their full potential as a result of how early they must rise just to catch the bus? Will they be able to participate in extracurricular activities, which are so important to children's development?
- How will parents' involvement in their children's education change? Will the school be too far away for parents to be able to volunteer / participate at the school? What is the potential impact to the school from this loss of volunteer basis? How does this impact the children?

- What is the impact of larger schools on the students learning environment and opportunities? It has been demonstrated empirically that in general, learning outcomes are better for smaller schools than they are for larger schools and that smaller schools do not have as many of the social problems that larger schools have[1]. Has this fact been considered in the decision making process to date?

The welfare and best interests of our future generation cannot be ignored, and must be considered even in budgetary decisions. The OFA is committed to lobbying for education and childcare funding that is appropriate for rural Ontario. School boards must also send the message that rural Ontario values its children by making decisions that support their development and growth.

We encourage the Thames Valley District School Board to reassess the issue of school closures with consideration to the impact on the students and the local community.

Sincerely,

Don McCabe
OFA President

cc: Ed Ketchabaw, Elgin County Federation President office@elginfarmers.ca

[1] Dr. Al Lauzon and Ms. Maureen McCallum. Negotiating Rural Futures: A Study of Relationships Between Boards of Education and Rural Communities During a Period of School Consolidation.

[redacted] **on November 24, 2016 at 10:58 PM -0500 wrote:**

Trustee Goodall and Trustee Todd, the families of New Sarum Public School would like to invite you to the Central Elgin Council meeting on November 28th at 7 p.m. to hear our delegation. If you could kindly let me know if you are able to attend, that would be appreciated.

[redacted]

From: [redacted]
Sent: Saturday, December 17, 2016 6:23 AM
To: Matthew D. Reid; Deb Giesbrecht; j.bennett@tbdsb.on.ca; rob.campell@tvdsb.on.ca; a.morell@tvdsb.on.ca; c.goodall@tvdsb.on.ca; g.hart@tvdsb.on.ca; p.schuyler@tvdsb.on.ca; bmckinnon@tvdsb.on.ca; s.polhill@tvdsb.on.ca; r.tisdale@tvdsb.on.ca; r.tisdale@tvdsb.on.ca; Matthew Reid; j.skinner@tvdsb.on.ca; james.todd@tvdsb.on.ca; s.suvajac@tvdsb.on.ca; bonnie.2illiams@tvdsb.on.ca; planning@tvdsb.on.ca; [redacted]
Subject: Consideration for Closure - Springfield Public School

From the voice of a parent who's children have long since graduated from Springfield Public School;

So many years ago, I was only one of a group of parents fighting to keep this beautiful rural school open. And we were successful with the help of dedicated community members and parents, businesses, faith groups and of course, our students.

A little perspective then on what it means as an adult, to have had children attend a rural school in a small village. Where to begin? They say it takes a village to raise a child, and certainly, at the heart of this village, and so many others, it is the school and the community that provide that heartbeat. Teachers who are our neighbours, who sit in church a few pews over, families who get to know each other and form friendships because their children attend school together. The examples are endless, but the common bond is our children and their school.

Both of our children thrived at Springfield Public School over their 8 years from JK to sixth grade. They had the benefit of teachers who were involved in the community, not just the school. And when public speaking and extra curricular sports were on the calendar, it was our neighbours we saw, coaching, providing rides and cheering our students on. And our students were often competing against others in the larger extended community, from other rural schools, who our children played with on other teams and at other events at our local library or churches.

And when bullying was an issue, it was addressed. Immediately. Because our teachers are our neighbours, and our children are their charges as well, not only at school, but on our village streets.

And so, I am pleased to tell you what became of some of the students in our childrens' classes. And we, as families, know that their beginnings at Springfield Public School, in our village, lead to overwhelming success. It was our neighbours at the front of the class, at the secretary's desk, driving the school buses, custodians who knew every student's name, and a host of principals who were invested, because the village was invested. Our neighbours are also those individuals who volunteer on the village fire department, run the library and the post office and the ball teams, manage Malahide Community Place, provide hair salon services and serve our meals at their own restaurant. The rural living experience is a package, and it includes a local school.

As parents, we have gone on to raise several teachers (many of them inspired by their time and their own teachers in Springfield School), a national news reporter, a champion swimmer, members of the military, farmers, electricians, plumbers, business owners, the President of a non-profit, nurses, doctors, lawyers and artists to name but a few. And, even more importantly, an overwhelming number of these former students have chosen to put their own roots down in Springfield and are raising their children there, volunteering at the school, on the fire department and at the community centre.

Not to be forgotten in the number crunching and the rhetoric; the importance of the support found in a small community, for students and parents making their way through the formative years in young people's lives. There will be the financial studies, the building studies, the boundary studies, and all the rest. But for us, there has been, is now and always will be the human study, and the overwhelming success of our village children, who began their education journey in this place, and thrive now because of it.



From: [redacted]
Sent: December 17, 2016 12:39 PM
To:c.goodall@tvdsb.on.ca;james.todd@tvdsb.on.ca;s.suvajac@tvdsb.on.ca;a.pucchio@tvdsb.on.ca;m.reid@tvdsb.on.ca;j.skinner@tvdsb.on.ca;s.polhill@tvdsb.on.ca;r.tisdale@tvdsb.on.ca;p.jaffe@tvdsb.on.ca;b.mckinnon@tvdsb.on.ca;g.hart@tvdsb.on.ca;p.schuyler@tvdsb.on.ca;a.morell@tvdsb.on.ca;rob.campbell@tvdsb.on.ca;j.bennett@tvdsb.on.ca;goodall4trustee@gmail.com;getjamestodd@hotmail.com
Cc: [redacted]
Subject: Request for Trustee attendance at TVDSB EPAR-01 Public meetings

Dear TVDSB Trustees,
I, along with my fellow PARC members, are concerned that TVDSB Senior Administration is interfering in our ability to connect and communicate directly with our TVDSB Trustees. The lack of response we have been receiving from Trustees in our efforts to engage you in the EPAR-01 process is disappointing and is causing us to lose faith in the EPAR-01 process. We have reviewed the “Governance Principles” outlined on the TVDSB website. These indicate that our Trustees are accountable to and must represent the interests of students, parents, and the community. We are having a difficult time understanding how this is occurring when e-mails are being ignored by Trustees and a “cut and paste” response is received time and time again from the Board’s Public Affairs Coordinator.

Please consider that we are “lay people” and while you may feel comfortable in the EPAR-01 process we are less confident in the accurate and complete transference of information that is to occur. While we were made aware that the presence of Trustees at the EPAR-01 public meetings is optional, we believe this is not conducive to an open and transparent process. We are finding it difficult to believe the proposed closures are not a foregone conclusion and the hurried community involvement is not mere lip service. If the Trustees are seen participating in the EPAR-01 process with us this may assist us to build confidence in the PAR process currently underway. The absence of our elected officials in this process seems like deliberate avoidance of those whose interests and opinions they should be representing accurately to Senior Administration.

After all, the role of trustee is not to represent the interests of Senior Administration or the Ministry of Education. We hope that attendance at the public meetings is viewed by the Trustee’s as beneficial to them in their positions and an opportunity to get to know our stories and understand the impact the proposed changes that EPAR-01 would impose on our children and community.

We sincerely look forward to seeing you at the first EPAR-01 public meeting on January 9, 2017.

Respectfully,

New Sarum Public School PARC for TVDSB EPAR-01
[redacted]

Chris Goodall,

I am writing you this letter in regards to rural school closures and the impact it will have on our communities, families, businesses and students. It seems as though the TVDSB has spent an enormous amount of time and money on their PAR report that only states what THEY believe to be a beneficial proposal for our children's education.

I would like you, our elected official, to stand up and voice our concerns in regards to the independent study that just shows the BENEFITS of consolidating schools, most of which we strongly disagree with! We feel more importantly, a study should be completed on the effects closing smaller schools will have on not just the community, but the mental health and well-being of our children and their education. I have read other studies from the US that claim higher school sizes lead to a poorer education, more anxiety in children and a higher rate of depression from bullying and social separation. I would be happy to provide you with articles I have reviewed!

When you remove a school from these communities you remove the attractiveness that brought families there in the first place. Many families move to these small communities because they WANT their children to have the best learning environment possible, and to be part of a smaller school community. In my opinion, the Government already has too much say in how we live our lives, so please don't let the TVDSB determine what is best for our children. Their one sided study that they think benefits our children is a stark contrast to how many of us parents feel. Our small schools have adequate services, equipment and sports teams to meet the needs of our children. We don't need a mega school where you need to be one of the best athletes in the county to make your volleyball, basketball or cross country team. In our school, almost all kids that want to participate in extracurricular activities have the ability to do so, and they have ample activities to chose from. They all feel included and supported in their involvement and are always encouraged in a positive manner to participate, and never give up.

The rural school that my 3 children attend has a strong group of educators, parent and community volunteers and local business support. We run a breakfast program that I believe is unmatched anywhere in this area. EVERY morning our children gather in the front hall of our school for a nutritious breakfast which includes fresh fruit, vegetables, cereal, yogurt, muffins, bagels etc. Just as important as the nutritional value of the breakfast, is the social aspect where kids, volunteers and staff members converse with each other and start the day off right. I would ask any person on the PAR committee to stop in for a surprise visit one morning, and if you're lucky you may just catch us on a day where we are making eggs or pancakes for breakfast. So, I challenge the argument that school size is not a direct factor in a healthy learning environment, as I can assure you this is not happening at the larger schools the board is strongly encouraging. I have a nephew that attends Mitchell Hepburn public school and I have been many times to drop him off or pick him up, the atmosphere in this larger school is completely different. There are no staff members there to welcome him in the hall, he walks in the doors and leads

his own way to find his class and friends. For a new child or one that suffers from anxiety, this could be detrimental to the healthy start of their day!

I would also like the TVDSB to challenge the Ministry of Education and their archaic logic of building new schools to current size of population and not future growth. They made this mistake once when they built Mitchell Hepburn, as boundaries changed to ensure they had enough numbers to support the new build, that is now overcrowded due to continued growth in that area. I believe the same will happen with the proposed new South East St Thomas school, as new construction of residential homes and continued land development in that area are booming with the continued development of Orchard Park with roughly 350 still to be developed, and the new Harvest Run subdivision, which will house 600-700 new homes! I strongly urge the Ministry of Education to take a broader look at the future development within cities and municipalities and their absorption rates when making their proposals, completing reviews and making their conclusions. Mitchell Hepburn Public School was over capacity shortly after it was built due to continued growth in that school zone. I don't believe an elementary school of 500-700 plus kids is a good learning environment for any child, and the board should look at reducing these numbers substantially!

I would like to thank you for taking the time to read my letter and I hope that you can bring forward a strong case to keep these rural schools open for the benefit of our children and hopefully their children. We would like the TVDSB to consider the negative impacts that will occur when they separate our children at New Sarum Public School into 4 new schools, upon its closure! This means taking them away from their current friends, their community hub, their strong and positive learning environment they are so blessed to be a part of! Our children's overall education, social well being and mental health needs to be considered! Right now, they do not appear to fit into the TVDSB "best" BUSINESS MODEL, based on the EPAR-01 recommendations, quite as much as the bottom dollar and financial result of saving just over $400,000 per year in an $850,000,000 budget!

Regards,

[redacted]

[redacted]

[redacted] **on Tuesday, January 10, 2017 at 2:09 PM -0500 wrote:**

Thank you for responding to my previous letter but you missed the meat of the letter. I know the criteria you use and it has very likely been studied to death and school boards use this formula as there is no alternative as yet My letter suggested a different formula to use and perhaps an element of parental choice would be a good idea. I am writing to you because you are young and hopefully still willing to think outside the box Perhaps in schools that are over crowded and are using portable classrooms the parents could be given a choice of having their child bussed to an underutilized school or remain in the portable situation. I truly believe that city kids would benefit from exposure to rural schools it would also allow for all schools to go from grade 1 to 8. Having had the experience of my children going to homedale when it was just grade 7 and 8 and having large blocks of preteens in one spot it was was trouble with a capital T. I am thinking thatsome city parents would be willing to have their kids bussed out of town so that they are not hanging around after school thinking of things to do for excitement. Instead they would be riding on a bus and be supervised.
.Thank you for your attention and please do not send back a predefined standard form response I am not interested in that

[redacted]

From: [redacted] ahoogsteen@gmail.com
Date: January 10, 2017 at 10:02:55 PM EST
To: m.reid@tvdsb.on.ca, s.suvajac@tvdsb.on.ca, c.goodall@tvdsb.on.ca, james.todd@tvdsb.on.ca, j.skinner@tvdsb.on.ca, a.pucchio@tvdsb.on.ca, rob.campbell@tvdsb.on.ca, s.polhill@tvdsb.on.ca, r.tisdale@tvdsb.on.ca, a.morell@tvdsb.on.ca, p.jaffe@tvdsb.on.ca, j.bennett@tvdsb.on.ca, p.schuyler@tvdsb.on.ca, g.hart@tvdsb.on.ca, b.mckinnon@tvdsb.on.ca
Cc: "[redacted]
Subject: Initial Public Meeting - Jan 9th

Good Evening, thank you to those of you who attended the initial public meeting of the current EPAR01 process yesterday evening. We hope it allowed you to gain some insight into the school communities and how the recommendations impact our children and families.

Our school PARC, and the members of our school community who also attended this meeting, were very disappointed in the manner in which this meeting unfolded. We understand that the Board approved PAR Procedure outlines that at the initial public meeting, Senior Administration is to outline their initial report. The way in which this report was presented (again) was much too lengthy and disengaging. This information could have been summarized in 15 minutes, which would have then allowed for a sufficient question and answer period from each of the PAR sub-committees.

If Senior Administration truly values our input, that meeting was a poor demonstration of that commitment. We are struggling to see how Senior Administration ever imagined 2 hours would be sufficient, given the size of this particular EPAR.

Please see below for our entire list of questions we had prepared, in which we were granted the opportunity to ask 2. We have emailed the remainder to Planning for response; however, I am sure you can understand that asking questions via e-mail does not allow for any necessary clarification or follow up to be readily asked.

Once again, the way this meeting unfolded was very disappointing and frustrating; especially when we attended the meeting with the expectation that the majority of the public meeting would be devoted to a question and answer period.

Thank you again to those of you attended.
New Sarum PARC

1. We have reviewed the reasons the TVDSB closes and consolidates schools, and the majority do not apply to New Sarum. In addition, the Ministry and TVDSB consistently reference "empty (unfunded) pupil spaces", as the primary reason necessary to close and consolidate schools. NSPS is at 97.3% capacity, with a stable projection. We have made assumptions, but we need to understand why Sr Admin has recommended NS for closure?

2. With an annual budget in excess of $850M, $413,000 savings (0.05%) could be considered insignificant. Why is such significant student upheaval being proposed for such an insignificant annual savings?

3. Can you confirm or deny that the savings outlined on page 63 of the ISAR are estimates at best?

4. We've heard rumours (we assume they are rumours), that the proposed new school location land in both St. Thomas and Belmont has already been purchased by the Board. Please confirm or deny this information.

5. Since 2006, the TVDSB has invested $237.9 million into school infrastructure / renewal and $804,932 into NSPS (which equals 0.34%). It would appear to us that NS has been neglected, which now places us at a disadvantage when looking at our high and urgent renewal needs. Please comment.

6. We have been told that the Board's procedure for pupil accommodation reviews was updated in March 2016 after what was referred to as a "lengthy public consultation process" that took place between November 2015 and February 2016. Please share how this public consultation process took place.

7. Including so many schools in a PAR would seem to justify a lengthier time to complete this PAR, but Senior Admin has set the minimum allowable time frames according to their policy and the Ministry Guidelines. If our input is genuinely considered valued by senior admin why the rushed process?

8. The ISAR recommendations are so inter connected it makes it difficult for us to make informed alternate recommendations; therefore, we would recommend that the Final Senior Administration report contain various options for the Trustees to consider with associated costs / savings and pros / cons outlined for each option. We would of course expect Senior Admin to identify which option they recommend and why. Please comment on this recommendation.

9. The Nov 22/16 Annual Planning report noted a new school being necessary in South Central St. Thomas – why wouldn't the Board look at this issue in conjunction with a new SE St. T school, as they are less than 2km apart?

10. Mitchell Hepburn required an addition 6 years after it was constructed, is currently at 110% utilization, with a holding zone. Please explain. How can we be sure this won't be the case with the new proposed SE St. Thomas school? Would a school with an OTG of 400 allow NSPS to remain open? Why are we repeating history (Mitchell Hepburn scenario) with all of the proposed development for SE St. Thomas?

11. Planning shared with us that maintaining a vacant school costs the board 25% of the operating costs. On average, how quickly does a vacant school property sell?

From: [redacted]
Sent: Tuesday, January 10, 2017 9:24 AM
To: Matthew D. Reid; Deb Giesbrecht; planning@tvdsb.on.ca
Cc: [redacted]
J.Burns@tvdsb.on.ca; [redacted] a.morell@tvdsb.on.ca; b.mckinnon@tvdsb.on.ca; bonnie.williams@tvdsb.on.ca; c.goodall@tvdsb.on.ca; g.hart@tvdsb.on.ca; j.bennett@tvdsb.on.ca; j.skinner@tvdsb.on.ca; james.todd@tvdsb.on.ca; Matthew Reid; p.jaffe@tvdsb.on.ca; p.schuyler@tvdsb.on.ca; r.tisdale@tvdsb.on.ca; rob.campbell@tvdsb.on.ca; s.polhill@tvdsb.on.ca; s.suvajac@tvdsb.on.ca
Subject: EPAR-01 Frustration

Good morning Mr. Bushell,

I would like to bring to your attention the frustration that we as the Springfield Public School PAR Committee have with the current process and especially with the first public meeting last night. I unfortunately was not in attendance due to unforseen circumstances but have been in touch with the rest of my committee and the abrupt end to last night's meeting when there where still questions to be asked does not seem to represent a fair process for the schools involved in this EPAR.

Not only has the overall process been shortened to a seven month process which does not give schools a lot of time, you also cut events off when more information is required. The answer to Jessica asking for more time for questions was "email them in" is not suitable as we have to put together our school level meeting for next Monday and it will take at least two days to get answers back from you on email questions.

The Trustees and the media need to know how controlling you have made this process and how limited time / information you are providing to the schools. Or for that matter correct information is being given out. I sincerely hope the second public meeting is run with an open ended time frame to allow all questions not only from us but from all schools get answered to help us inform our school community

Thanks

[redacted]

Sent from my BlackBerry 10 smartphone on the Bell network.

January 31, 2017

TO: Summers Corners PAR Committee
Thames Valley District School Board Trustees

RE: EPAR-01

I am writing in response to the proposed Elementary Pupil Accommodation Review-01, specifically in relation to Summers Corners Public School.

As an employee of the Ontario Public Service (OPS), I understand the fiscal responsibility and that a decision of this calibre is not intentionally made in bad faith. It is human nature not to embrace change but with our current government, we are in a climate of change.

That being said, there must also be a degree of responsibility to the rate payer and members of the community in which you serve. While not your primary objective, I implore you to consider the human impact of your decision(s). There appears to be many other viable options and this proposed plan should not be cut in stone. The decision(s) will create a domino scenario but unfortunately once TVDSB invokes its decision, the PARC will not have an option for counter-proposal.

My family's personal situation, if the Board's proposal is implemented, is that our son will attend three different schools in three years. Our son suffers anxiety from very minor disruptions and I am fearful his condition will worsen due to changing schools twice (Summers Corners to McGregor for one year then to Davenport). My daughter is eligible for JK in 2018 and after her first year, they will be attending different schools.

The reality is the dynamics are different between town/city and rural schools. A rural school is the type of environment we want our children to be educated in and is a factor of where we reside.

It is my understanding that SCPS has enough room to maintain current students and absorb Springfield PS students. With only 79 students over 10 grades (JK-8), those are minimal numbers and would not have any impact if they remained status quo, especially if grade 8s are grandfathered to remain (100 Springfield students-79 SCPS to McGregor/Davenport = a difference of 21 students). Leaving SCPS as is will therefore not impact McGregor/Davenport.

Investigation into another option that is viable for the Board and satisfactory for the parents and students would potentially alleviate the need to have students separated.

Why isn't Southwold PS a part of this process?

One thing I've learned through my career is that bigger isn't always better. Bigger 'super schools' may offer more programs such as arts, etc., but there is less opportunity to participate in sports and clubs and extra-curricular activities. Space is limited within these programs (i.e. there will still only be one basketball team for the school); more students means more competition and many students not being able to participate. In areas where families may not have the opportunity for their children to participate in organized sports, dance, etc., school teams give them the opportunity to be part of a team

and allows them to expand their learning and development. With less of a chance to be selected for a team, self-esteem can diminish and obesity increases and wellness decreases.

We are adamant our children continue their schooling at Summers Corners PS. While we do not have the option of moving to remain within the proposed new boundary; if the Board's proposal is put into action, we will remove our children from the public school system, thus lowering your numbers for populating McGregor and Davenport.

These circumstances as laid out do not allow for everyone to be content with the final decision, it's impossible; but surely there is room for negotiations and decisions that allow for a majority to be comfortable with the outcome. I know I am one of many you will receive pleas from and I hope that our concerns are not tossed aside. Our communities are tight knit, our children are the future of our communities and their health and wellness should be put in the forefront; and it is my hope that you can see beyond the numbers on a spreadsheet.

In conclusion, my recommendations/requests are:
- leave SCPS boundaries status quo;
- developmental students remain at McGregor (no impact to McGregor's numbers).

Sincerely,

[redacted]

[redacted]

From: [redacted]
Matthew Reid
Monday, January 23, 2017 10:41:21 PM
Subject: New Sarum Public School PAR
To: reid@cohenhighley.com Deb Giesbrecht j.bennett@tvdsb.on.ca rob.campbell@tvdsb.on.ca a.morell@tvdsb.on.ca c.goodall@tvdsb.on.ca g.hart@tvdsb.on.ca p.schuyler@tvdsb.on.ca p.jaffe@tvdsb.on.ca b.mckinnon@tvdsb.on.ca s.polhill@tvdsb.on.ca r.tisdale@tvdsb.on.ca
Matthew Reid j.skinner@tvdsb.on.ca james.todd@tvdsb.on.ca
Attachments: trusteesletter.docx Uploaded File 19K

Dear Trustees,
Please take a moment to read the attached letter reflecting on the community as well as my personal concerns and viewpoints on the considered closing of New Sarum Public School.
In reading your profiles, I see many years of experience and knowledge behind all of you on the board. With this, I am hoping to engage in some details that may or may not have been over looked.
I know that you each take this review, and your vote very seriously and our community would greatly appreciate your support.

Regards,
[redacted]

Dear Trustees of the TVDSB,

I am writing you this letter in regards to the possible school closures that are outlined in the Pupil Accommodation Review for the communities within Elgin and Middlesex counties. While we all know that school boards are under pressure from the Ministry to meet certain expectations and budget requirements, there are many key points that must also be considered when making these changes and accommodations.

The PAR clearly states that consolidating schools would benefit students in various ways. These include the range of programming, specialized supports, specialized facilities, sufficient enrolment in sports teams and accessibility features. In taking a further look into the three newest builds that have happened in Elgin County I would argue quite the contrary. Due to the oversight on growth projections, various schools in the community have become overcrowded, putting stress on both the students and staff. Firstly, June Rose Callwood was built in 2011 in the city center and soon after needed an addition. Secondly, John Wise Public School, (which has zero green space for the kids) has also proved to be built without the sufficient facilities to meet ministry guidelines. Lastly, Mitchell Hepburn was overcapacity the day it opened its doors, requiring an addition and 8 portables (the board maximum per school) within 5 years. Families living 3 minutes away from the school, have been required to sign building permits with an agreement stating their children will need to be bussed to Port Stanley Public School. Music and French teachers have been forced out of their classrooms; their designated desks now in storage rooms and their programming run on rotary carts. Is this the Boards idea of “enhanced programming”? Classes are not able to meet the Ministry mandated Physical Education requirements because ample gym space is not available in these “Super-schools”. Activity rooms that are to be used to teach Physical Education are not equipped to meet the needs. Teachers have been displaced, and classrooms closed during renovations due to overcrowding. Can you please tell me how this is best for the students? How can this be cost effective and have the best interest for everyone in mind?

New Sarum has been recommended for closure to “fill the seats” of the new St Thomas school which is desperately needed due to Mitchell Hepburn’s 110% overcapacity issue. However, if the board and ministry should choose to learn from the cost ridden mistakes of other schools in the community (as seen above), they would seriously consider leaving the doors of New Sarum open. Allow the over 1000 units (350 in Orchard Park and 600-700 in the New Harvest Run subdivision) that are currently being built to fill the school that is being proposed to build without making it over capacity like in the case of Mitchell Hepburn. Could a

recommendation not be made to keep New Sarum open to see how the numbers play out? This way we do not end up with yet another school with overcapacity issues and displaced students.

Another large concern with the PAR report is the way New Sarum boundaries have been redrawn. With the proposed closing of our school, our students will be placed in 4 different schools. The two new proposed builds, as well as the two schools in Aylmer. Our two children, would not only have much longer bus rides, but be separated from their friends at this point, and more importantly from each other. Due to our boundaries, sending them to Aylmer, where they would be split in a K-3 and 4-8 schooling system, our son in one school and our daughter in the other. (Which may I add is also against ministry recommendations as they lean towards K-8 schools). While the board plans to "save dollars" with these transitions, it should be noted that many New Sarum families are considering other education alternatives. This includes the Catholic Board, Christian School and homeschooling to avoid this "split schooling" option. The board should be made aware that they are "at risk" of losing students who would fill these seats, and their money saving tactics may be in vain.

New Sarum currently runs on city water, is at 97 percent capacity, a projected steady enrollment and is a thriving school community that offers numerous extracurricular activities for its students. It has an excellent breakfast program, ample green space for the children, as well as a transition classroom (1 of only 5 in all of TVDSB's elementary schools). The school has proven its value through excellent EQAO results, long term staff and a strong community support system through its parent council. New Sarum is known in Elgin County as one of the "best" schools in the county, and I would argue the TVDSB. Our family chose to move to New Sarum specifically on the recommendation of this school. From the day we registered our son, and now daughter, we have been proud to be called "Huskies". Closing the doors of this school would not only be going against the boards policy of serving "each student, everyday" but it would be doing an injustice to the community and the staff who have made New Sarum their home for so many years.

In closing, I'd like you to consider the TVDSBs motto " a strong foundation for ALL students" . It is our hope that the trustees take a long hard look at the proposed changes and how they are impacting and will continue to impact communities. I do trust, that despite many peoples belief that the decision has already been made, that you have the power and responsibility to speak and voice concerns on behalf of the schools being impacted. My wife and I strongly value the education that our children receive. We as taxpayers, voters and members of a strongly valued community hope that you will think long and hard about the decisions being made here, and help the board learn from past oversights and decisions.

Don't close the doors on this school that's rich in culture, student success and has so much value.

Sincerely,

[redacted]

[redacted]

---- Original Message -----
From: [redacted]
Tuesday, January 31, 2017 12:59:49 PM
Subject: FYI: EPAR-01, the view from one parent
To: reid@cohenhighley.com Deb Giesbrecht james.todd@tvdsb.on.ca Matthew Reid j.skinner@tvdsb.on.ca r.tisdale@tvdsb.on.ca s.polhill@tvdsb.on.ca b.mckinnon@tvdsb.on.ca g.hart@tvdsb.on.ca c.goodall@tvdsb.on.ca a.morell@tvdsb.on.ca rob.campbell@tvdsb.on.ca j.bennett@tvdsb.on.ca p.schuyler@tvdsb.on.ca p.jaffe@tvdsb.on.ca

Dear Trustees,

My name is [redacted] and I live in Sparta. I did not grow up here and our roots in this community are not deep. I therefore cannot speak intelligently to the historical value of our community. I can speak to why we chose this area to raise our children.

You see, we intentionally chose Sparta as our home for the proximity of the school, the K-8 option and the connectivity within the community. We needed to have a place where our children could start and end their elementary education with the same group of children. This is often very important for families however ours was incredibly intentional. You see, we were bringing two different minorities into a white community. My eldest is Chinese and my youngest is South African. We were advised multiple times to seek a multi-cultural community to raise them in. We disagreed. We felt as though living in a white community would provide opportunities for our children's friends to continue to see beyond the colour of their skin and to accept them for who they are. We knew it wouldn't always be easy and it hasn't been. Children were curious about my daughters eyes or my other daughters hair. Does her skin taste like chocolate? This is a normal reaction to exposure of people from different cultures.

In a small community, we can work with teachers, principals and other parents to create awareness, change the wording, and educate each other on the beauty of our differences. We can also teach our daughters how to love people through ignorance, how to stand up for themselves and how to combat teasing. Now as we start hitting the middle grades, friends forget the differences and embrace the similarities. It is a sweet spot and if TVDSB gets its way, it will be short lived.

I believe that it is a very hard job to balance being financially responsible and "Building each student's tomorrow, every day". In fact, I would go so far as to say it is almost impossible to create that balance. But in order to truly try, you need to have all the information. You need to be able to look at the whole picture. Unfortunately, the TVDSB Planning Committee has given you a partial view and have asked to you make decisions based on missing information. This angers me.

If our school needs to close because that is truly "best" then I accept this, but for our school to close or be transitioned into French Immersion without the French parents at the table, without proximal schools at the table, without leveraging existing capacity and without the 2016 long form census data – seems like a missed opportunity that will ultimately not be financially responsible nor does it "Build each student's tomorrow, every day".

The desire and need for a new Belmont school is not debatable. The information is there. Do it. It is necessary. The build of the SE St Thomas school is not. At least not until all the information is on the table. Ask for that. Demand that you are given all the data to make a wise decision. You hold the future of our community school in your hands. The least you can ask for is all the information. So I plead you to wait. Separate the southern part of this PAR from the north. Get the data you need so that your decision can be made with wisdom and with confidence.

Though our roots are not deep in the Sparta community, they are thriving and growing. Thank you for taking the time to read my letter.

[redacted]

Belmont Minor Hockey Association
Belmont, ON
admin@belmontminorhockey.ca

The Board of Trustees
Thames Valley District School Board
P.O. Box 5888
London, ON
N6A 5L1

January 31, 2017

Dear Trustees,

We are writing you today to express the support of our Association for the current proposal to construct a school in Belmont.

For 60 years, Belmont Minor Hockey Association (BMHA) has provided recreational and representative hockey for the youth of Belmont and surrounding area. We have seen the support the community offers for the youth of our Association and those from neighbouring communities that choose to participate with BMHA. We are confident that our community will extend this support to a new school and community hub being considered for location in Belmont.

In fact, through Belmont Minor Hockey, Belmont Minor Soccer, and Belmont Aylmer Dorchester Girls Hockey Association, many of the children from the Westminister and New Sarum School communities already have a strong community sport link with Belmont. Although we recognize the turmoil involved with school closings, we also hope to welcome many of our friends in sport to a strong school community in the future.

We also recognize that the purchase of land and construction of a new school represents a generational opportunity to renew the existing municipal infrastructure in Belmont and possibly leverage additional facilities. Co-building a community hub, arena, municipal satellite office, and emergency shelter facility is a unique opportunity to address the aging infrastructure in Belmont and at the same time realize construction and operational efficiency that cannot be achieved in separate builds.

Although we are proud to call it home and recognize the great work of our community in the Belmont Arena, the facility is aging with substandard size ice surface, old-style rigid boards, and outdated stands and bench layouts. Despite every effort in making the facility accessible, the second floor location of the hall and kitchen is not ideal for events or emergency shelter purposes.

We would encourage the Board and the Municipality to collaborate to make every advantage of this unique opportunity for a new community hub and school in Belmont. To that end we have also copied the Council of the Municipality of Central Elgin on this correspondence.

We are also interested in any role our Association may take in furthering this endeavour. We request that you include BMHA in any future relevant notification. We would also like to explore any way we may be of assistance in raising funds for the arena and community hub portion of the facility that would specifically serve our members. Please feel free to contact us if we can be of any assistance.

Regards,

Board of Directors, Belmont Minor Hockey Association

Gord Helka | Jason Ferguson | Trish Crinklaw | Cam Telfer

Martin Haalstra | Jenn Lester | Blair Richardson | Jarret Farquhar

Sandy Richardson | Dani Bartlett | Jason Clark | Julie Willsie

Tracy Wintermute

CC: Council of the Municipality of Central Elgin
Fiona Roberts, Councillor, Ward 5
Jeff Yurek, MPP, Elgin Middlesex London
Belmont Minor Soccer Association
Belmont Aylmer Dorchester Girls Hockey Association
South Dorchester PARC
Westminister PARC
New Sarum PARC
Davenport PARC

----- Original Message -----
To TVDSB Trustees

Read this.

These are experts in mental health. Consolidating kids out of their community is bad for their mental health.

https://www.thereview.ca/2017/01/25/mental-health-and-school-closures/

[redacted]

[redacted]

To the trustees of the TVDSB,

I am writing to you in regards to the proposal of closing New Sarum Public School according to the EPAR-01. We have two children who attend there in grade one and J.K. and a third child who will attend in 2018. We purchased our home in this area in 2014 and one of the biggest deciding factors for where we chose to buy was a favourable school district. In the short time our children have attended NSPS and in the few times I have volunteered at the school I have noticed the positive environment these children are privileged to learn in. The teachers are invested in these children and are truly concerned with giving these children the best education possible. The children are valued not only by the teachers but also by the principal, the vice prinicipal, and other support staff. On several ocassions our children have come

home and told us about the picture they drew or the story they wrote and how they were able to go to the principal's office and show him their good work. What an amazing way to encourage that student to continue working hard!

The EPAR-01 emphasizes a reason for closure is empty pupil places. This does not apply to NSPS. Our school is at 97% capacity. It is also mentioned in the EPAR-01 that students have more opportunity in extracurricular activities in bigger schools. I beg to differ. NSPS offers all the extracurricular activities that any bigger school does. They have wonderful music programs, plenty of sports teams and the breakfast club that runs 5 days per week. It offers students a healthy breakfast and also is a place where staff, parent volunteers and students connect EVERY morning. There are also wonderful opportunities for the older children at the school to go to

leadership camps to learn important leadership qualities and bring that back to the students at NSPS. As far as I am concerned, there is less opportunity for children to get into programs in a bigger school because there are more children to compete against.

We have proven that our students are receiving a quality education at NSPS as our EQAO scores are higher than all of the schools our children are proposed to move to!

NSPS has an amazing group of supportive parents as proven by our attendance at our parent council meetings.

Also, the TVDSB prefers and supports the JK to gr. 8 model schools. If this proposal is approved two of my children will have changed schools three times between J.K. and grade four. How is that in the best interest of my children and the students in your district?

If the proposal is approved the majority of NSPS students will go to the new SE St. Thomas school. What happens to NSPS students in 5 years from now when the new SE St. Thomas school is at capacity with the visible growth in the southeast St. Thomas area?

Our family is asking you to please reconsider the proposal to close New Sarum and keep this incredible school open for the sake of our community and our children!

Thank you!

[redacted]

From: [redacted]
Matthew Reid
Thursday, February 9, 2017 2:07:29 PM
Subject: Springfield Public School PAR Committee Information
To: reid@cohenhighley.com Deb Giesbrecht a.pucchio@tvdsb.on.c
a.morell@tvdsb.on.ca b.mckinnon@tvdsb.on.ca c.goodall@tvdsb.on.ca
g.hart@tvdsb.on.ca j.skinner@tvdsb.on.ca james.todd@tvdsb.on.ca
j.bennett@tvdsb.on.ca Matthew Reid p.jaffe@tvdsb.on.ca p.schuyler@tvdsb.on.c
rob.campbell@tvdsb.on.ca R.Tisdale@tvdsb.on.ca S.Polhill@tvdsb.on.ca
s.suvajac@tvdsb.on.ca

Cc: [redacted]

Hello Trustees;

I wanted to take this opportunity to send you over some information from the Springfield Public School PAR Committee. I have attached the presentation that we did at our First School Level meeting, in this presentation we have added in the questions that where asked during our discussion time along with the answers that we had for them at that time. Along with this I have included our presentation from last night's Public Meeting, unfortunately you won't get the special wording and feeling of it as it was presented last night by Jean from our committee in her nice English accent.

Lastly I have included the presentation done by Kellen Devos from Out There Creative Therapy. This is a very moving presentation from a former student of Springfield who has come back to the community and is running a registered non-profit organization to help youth deal with mental health issues and developing programs in a creative way for them to get through. What makes this presentation more hard hitting is Kellen's story which he didn't want to present last night but I thought I would share with you. Kellen has struggled with schizophrenia all of his life and has had many ups and downs. Like all kids growing up he had plans to move from a small rural town and do great things in the big city, this plan didn't work out. Struggles throughout the years with mental health issues kept bringing him home to Springfield. This is where it was best for him and to help him continue to grow and with this growth was the birth of Out There Creative Therapy. Kellen has a hard time in large groups of people unless it is done in a creative way where he can express himself. As shown last night with the support of Batman (his father) and a small community Kellen is working to improve the lives of youth and show how great small communities, especially Springfield, are in this process.

Thanks

[redacted]

[redacted]

From: [redacted]

Thursday, February 9, 2017 1:28:59 PM
Subject:
To: reid@cohenhighley.com Deb Giesbrecht Matthew Reid View in Browser

TO: Matt Reid

Hi, I'm [redacted]

On behalf of my family and I'm writing this letter due to some changes EPAR in school closure and school boundaries that will affect hundreds of students and parents. We currently have 2 girls at Summers Corners Public School one in grade 3 and one in grade 5, for the last weeks our kids have been asking over and over if their friends or even them-self are going to have a deferent school in the next years if the questions are asked at home that indicates that the question will be asked in school among their friends and we all know that is not mentally good for any child at any age or time to have when they should be learning. I have heard from many parents that they are deeply concerned about the change and not been able to chose a school that they feel comfortable with or not able to send their kids to a school that they think is best for their kids. Let's not forget people have moved to certain towns or place to send their kids to a pacific school, changing the boundaries or closing schools takes that freedom away.

I can't help but think that there is a finical drive behind the school closures simple because been on the parent council board I know that the bigger the numbers of students are the easier it is to get government funding. Here is the problem, all parents that I have talked to that will be affected on the changes regards SCPS are not planning to send the kids to McGregor or Davenport, when I asked what their plan is if the changes come inaction the respond from the parents is that they are going to move to a place so that they can send the kids to the school they want or some are going to do home school also a number of parents are got to French Immersion in St Thomas some parents also going to a private school and that will impact there finical in a big way.

If the change happens and parents don't send the kids to the schools that the school board is banking he board will not get the number also the finical support. If the changes is going to be implemented people will move the housing market will be bad in dose arias and if the people move business will shut down people will lose their jobs and it’s a much bigger problem that we as the community can handle. I totally understand that some schools need to be closed due to the number of students however change the boundaries for Summers Corners and Springfield also New Serum makes no sense. New Serum is starting a new housing

division and closing that school will be a big impact on the marked.

Let's not forget that the country schools play a very important roll in the farming marked. They need their kids to stay in the farming because farming is the key to a country economy and if we put all the kids in city schools that will impact our country in a very big way in the future. I would recommend that the boundaries stay the same for Summers Corners, Springfield and New Serum. At this point all the grade 7 and 8 are from Springfield are going to Summers Corners, it would make a lot more sense to keep the 7 and 8 graders that belong to Springfield boundaries at Springfield and that would give room for Summers Corners to enroll more students and we could expand the boundaries for Summers Corners instead of decreasing it. How about building one new School on the North-East of St Thomas for the kids at Port Stanly and St Thomas.

Over all I think we as parents and the public that need to be asked on our opinions after all we pay out tax, vote for the people that make big decisions don't disappoint us.

Please consider our community's and the students that are going to be impact a big way for the rest off their lives.

Thank You



Feb. 9, 2017

[redacted] **writes:**

Good Afternoon Ms. Elliot,

As the most senior administrator of the TVDSB you hold much accountability for the safety, well being and academic achievement of our children. It is our hope that you have a vested interest in the EPAR-01 process, given the number of changes proposed and the impact of those changes on many families within the school board you lead.

We had hoped to see you last night at the second public meeting, so you could hear the views of our school community. We understand you are busy. We are all working professionals, with young families and busy personal lives, who have volunteered to participate in this time consuming, but very important, process.

Hopefully we will see you at the final public meeting on March 8th. In the meantime, we would like to attach our presentation for you from last evening, so you can read the views of the New Sarum school community regarding the recommendation to close our school. As you will read in the attached, our school community is having difficulty with this recommendation, given no evidence of increased educational opportunities for our children can be provided.

Please don't hesitate to contact us should you have any questions or comments.

[redacted]

Ontario
LEGISLATIVE
ASSEMBLY

Jeff Yurek, MPP
Elgin-Middlesex-London

Queen's Park Office:
Room 444, Legislative Building
Queen's Park
Toronto, Ontario M7A1A8
Tel. (416) 325-3965
Fax: (416) 325-3988
E-mail: jeff.yurek@pc.ola.org

Constituency Office:
750 Talbot St., Suite 201, West Wing
St. Thomas, Ontario N5P 1E2
Tel. (519) 631-0666
Toll Free 1-800-265-7638
Fax (519) 631-9478
E-mail: jeff.yurekco@pc.ola.org

RECEIVED
FEB 15 2017
OFFICE OF THE CHAIR

February 10, 2017

Mr. Matt Reid, Chair
Thames Valley District School Board
P.O. Box 5888
London, ON N6A 5L1

Dear Mr. Reid and Trustees,

I am writing you today in support of the proposal submitted by the Sparta Public School Alliance in regards to the current Elementary Pupil Accommodation Review 01.

The Sparta plan allows the build of the new school in Belmont to proceed while ensuring the New Sarum, Springfield and Sparta schools remain open. This option would allow the EPAR 01 to split into two separate portions, allowing for an extensive period to thoroughly review and consult on the need to close the rural schools throughout our community.

Mr. Reid, a large number of parents and families, have voiced their concern with the current EPAR 01. Closing schools based on geography is inequitable and not in the best interests of students. In addition to the shorter bus rides, rural schools allow students to attend school in their communities, participate in extra-curricular activities, stimulate local economies and provide a green space for students to play, learn and do experiential learning.

Although I realize that due to a flawed funding formula the school board initiated this process, I am requesting that the school board give full consideration to the proposal and ensure this new process does not fail our children or rural communities.

Sincerely,

Jeff Yurek, MPP,
Elgin-Middlesex-London

Cc: Minister Mitzie Hunter, Education
Ms. Laura Elliot, Director, Thames Valley District School Board
New Sarum Public School Parent Alliance
Sparta Public School Parent Alliance
Belmont Public School Parent Alliance
Springfield Public School Parent Alliance

From: Belmont School Alliance [mailto:belmontschoolalliance@gmail.com]
Sent: Sunday, February 12, 2017 5:10 PM
To: Matthew D. Reid; Deb Giesbrecht; Matthew Reid
Subject: Belmont School Alliance Invitation

The Belmont School Alliance
We Support A New School
Keep our Children Rural and our Community Strong

Dear Matt Reid,

The Belmont School Alliance (BSA) would like to invite you to our upcoming community meeting on Wednesday February 22nd from 7:00pm-9:00pm in the Belmont Arena community room (14020 Belmont Road, Belmont On.). The purpose of this meeting is to share current information about the Thames Valley District School Board Elementary Pupil Accommodation Review 01 (EPAR-01) and give community members the opportunity to provide input and have their questions answered.

As you know, an elementary school in Belmont has been desired by the South Dorchester School community, the Westminster Central Public School community, and the community of Belmont for many years. A new kindergarten to grade eight elementary school in Belmont has been proposed in the EPAR-01. The proposed new school will offer our children modern and specialized facilities, updated technology and program enhancements while keeping them in their rural community.

We look forward to presenting the details of EPAR-01 to the Belmont Community and would be pleased to have you attend.

If you have any questions, please email the Belmont School Alliance at belmontschoolalliance@gmail.com.

Thank you in advance for your consideration.

[redacted]

From: [redacted]

Monday, February 13, 2017 9:34:08 AM
Subject: Sparta School Debate
To: reid@cohenhighley.com Deb Giesbrecht rob.campbell@tvdsb.on.ca j.bennett@tvdsb.on.ca a.morell@tvdsb.on.ca c.goodall@tvdsb.on.ca g.hart@tvdsb.on.ca p.schuyler@tvdsb.on.ca p.jaffe@tvdsb.on.ca b.mckinnon@tvdsb.on.ca s.polhill@tvdsb.on.ca r.tisdale@tvdsb.on.ca
Matthew Reid j.skinner@tvdsb.on.ca james.todd@tvdsb.on.ca
View in Browser

Good morning!

I am a parent whose child attends Sparta Public School, and we live in Union. I know you've heard from a lot of parents who are against Sparta School closing, but I wanted to give you a different opinion. We would be happy if my child ended up at Port Stanley School. We have no issues if he had to change schools. Port Stanley is a good community and the school is just as good as Sparta School.

Everyone is saying if they transferred schools the bus rides would be longer, but my son is currently on a 45 minute bus ride (to go less than 10 minutes down the road), so his bus ride would probably be shorter.

I know the parents who don't want Sparta School to close are being the most vocal, but there are many parents who do want to go to Port Stanley. They are just afraid to say anything because our kids still attend Sparta and we don't want the teachers to take it personally. We love Sparta School, but would be happy to attend Port Stanley also.

Thank you for your time!

ElginCounty
Office of the Warden

RECEIVED
FEB 17 2017
OFFICE OF THE CHAIR

February 14, 2017

Hon. Mitzie Hunter, Minister of Education
22nd Floor Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Mr. Matt Reid, Chair
Thames Valley District School Board
P.O. Box 5888
London, ON N6A 5L1

Dear Minister and Chair:

Elgin County Council considered the attached delegation material and adopted the following resolution at its meeting held on February 14, 2017:

> "WHEREAS the current Accommodation Review Process is not reflective of the reality of rural school and community life; and,
>
> WHEREAS EPAR01 does not take into account all available capacity in assessing the need for a new St. Thomas School; and,
>
> WHEREAS across the province municipalities and counties are calling for a moratorium on the closure of rural schools;
>
> BE IT RESOLVED THAT the County of Elgin agrees that EPAR01 should be broken into two pieces, one that supports the need for a new Belmont School and one that assesses the need for a new Southeast St. Thomas School. We further call for a hault on rural school closures in Elgin County until such time as the funding model can be reassessed to include all schools (not just those in the study area) as well as to incorporate elements of resource conservation and economic impact on rural and community life.
>
> - Carried Unanimously,
> (signed) Warden Grant Jones"

Please accept this resolution as the County of Elgin's official position on this matter.

Yours truly,



Grant Jones,
Warden

Enclosure

cc Laura Elliot, Director of Education, Thames Valley District School Board
James Todd & Chris Goodall, Thames Valley District School Board Trustees
Heather Derks, Sparta Public School Alliance
Local Elgin County Municipal Partners
Jeff Yurek, MPP, Elgin-Middlesex-London

County of Elgin
Administrative Services
450 Sunset Drive
St. Thomas, ON N5R 5V1
Phone: 519-631-1460
www.elgincounty.ca

FSAR EPAR-01: APPENDIX HH



Request for Support

FROM SPARTA PAR COMMITTEE

Presentation Overview

- Heather Derks, PAR committee Chair

- Part One – Sparta in the EPAR01
- Part Two – Province Reacts to the PARs
- Conclusion
- Request for Support from Elgin County Council

FSAR EPAR-01: APPENDIX HH

FSAR EPAR-01: APPENDIX HH

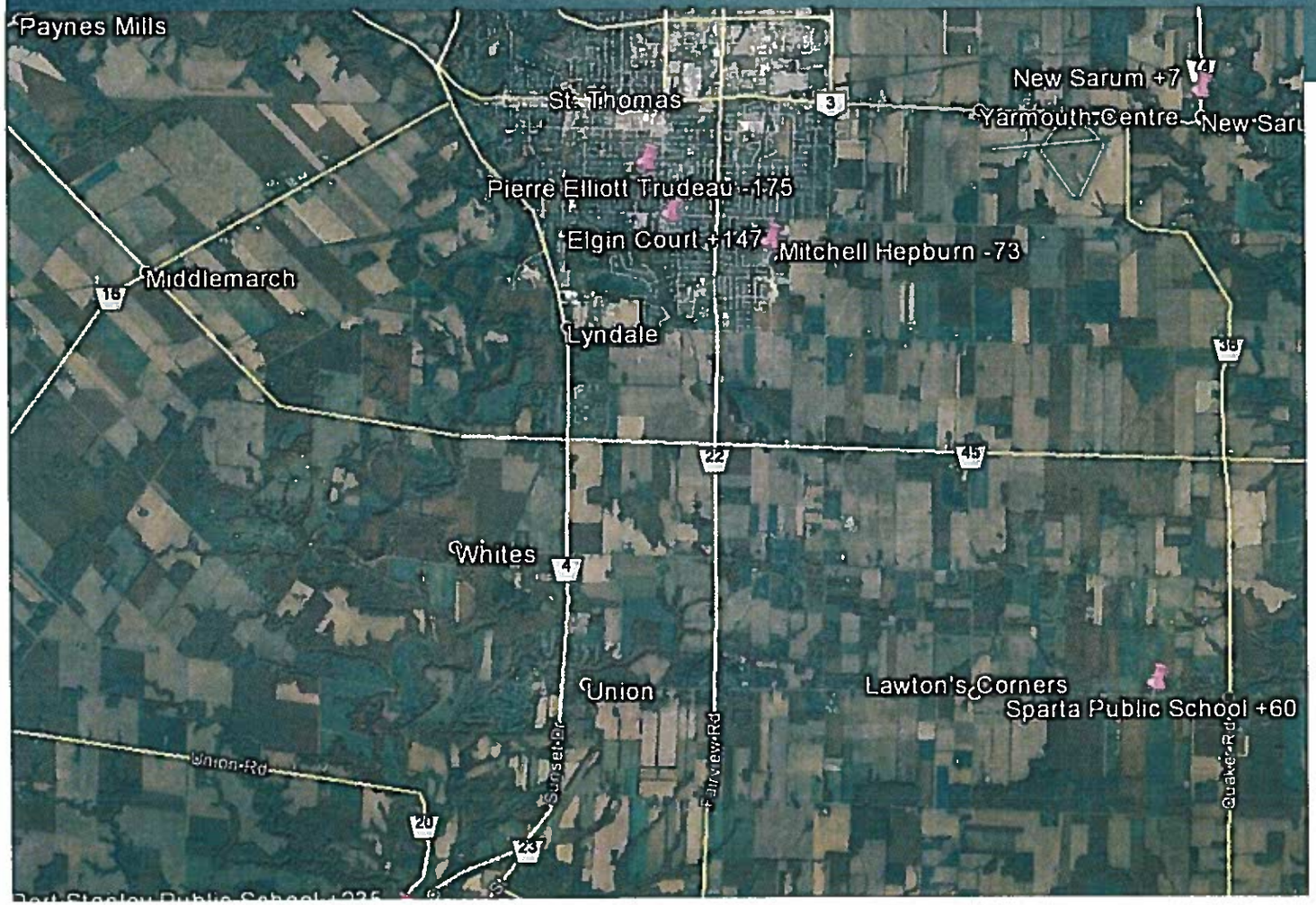
Sparta in the EPAR01

Part One – While we support the need for a new Belmont School, we don't believe that Thames Valley District School Board has proven the need for a new Southeast St. Thomas school at this time.



- TVDSB Senior Admin recommends the closure of Sparta PS effective June 30, 2018
- 242 Sparta students to be relocated to Port Stanley
- July 1 2018 Sparta School becomes Second French Track school for Elgin County

EPAR01 Southern Region



Over Capacity Schools:

Mitchell Hepburn	73
PETFIPS	175+/-
Total	248

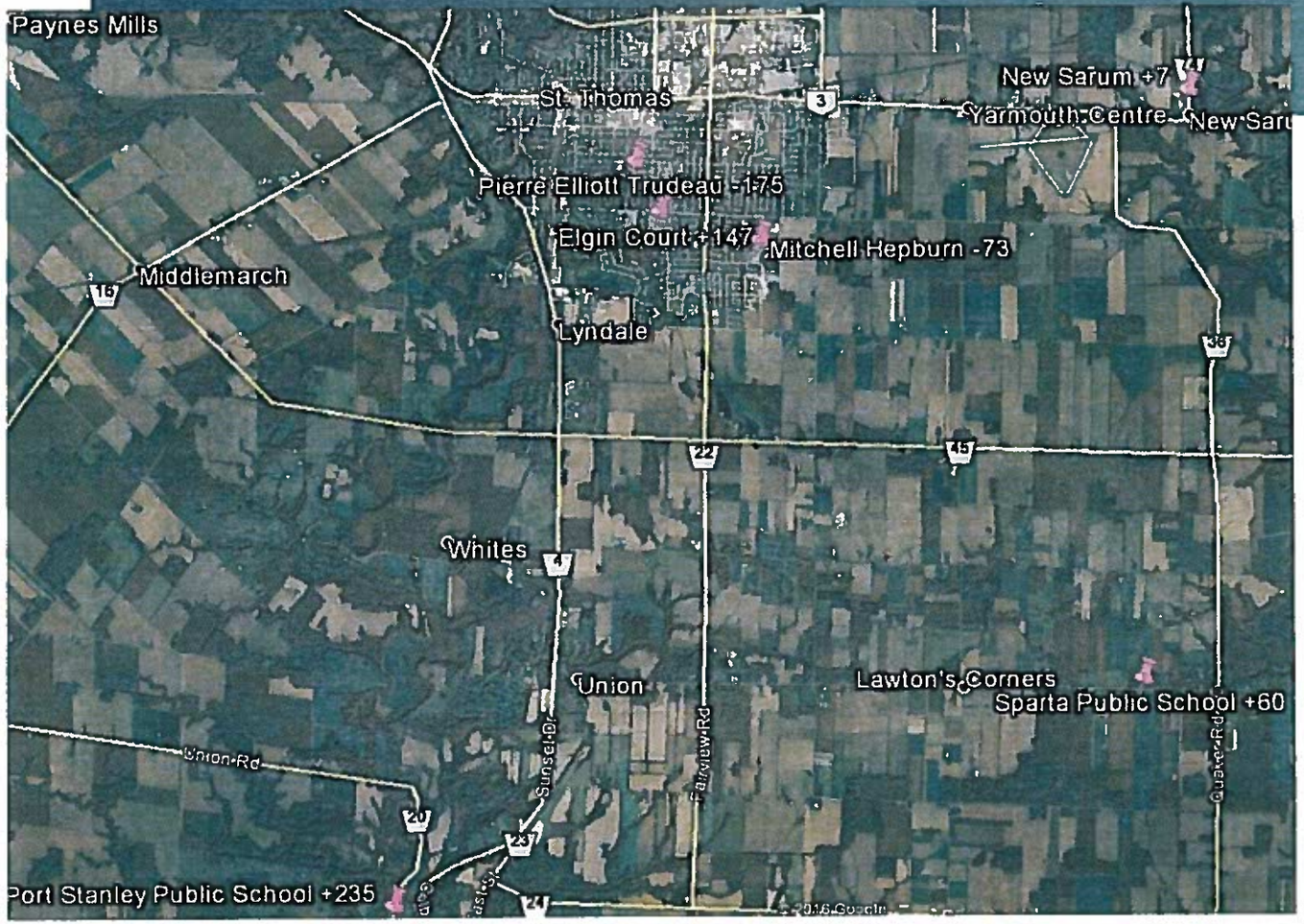
Under Capacity Schools:

Elgin Court	147
Port Stanley	235
Sparta PS	60
Total	442

Since enough pupil places currently exist for the students that are overcapacity, a solution can be found without the need for a new Southeast St. Thomas school

FSAR EPAR-01: APPENDIX HH

Why are Sparta and New Sarum being closed?



The Ministry of Education Funding Model advocates consolidating schools. By closing New Sarum and Sparta, TVDSB can get funding for a new Southeast St. Thomas super school. On paper they can then cross off projected renewal costs.

We argue that EPAR01 does not give an accurate picture of the need for this new school because available capacity at Elgin Court has not been included.

FSAR EPAR-01: APPENDIX HH

FSAR EPAR-01: APPENDIX HH

F1 over flow was addressed in the TVDSB PETFIPS Accommodation Review (Jan. 2016) (tvdsb/planning.on.ca)

OPTION 1
(Senior Administrative Recommendation)

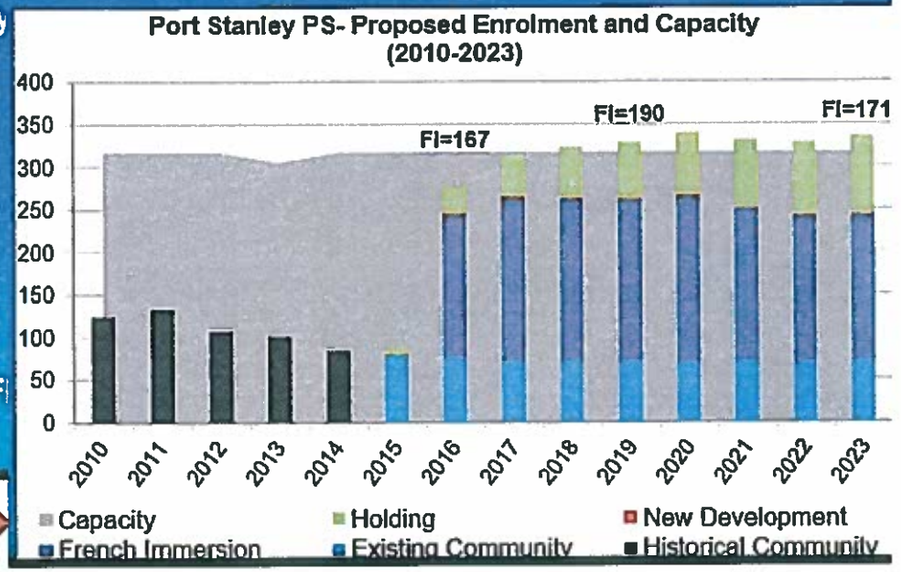
TVDSB planning recommended and implemented the F1 overflow at Port Stanley, providing data that proved it viable.

OPTION 1

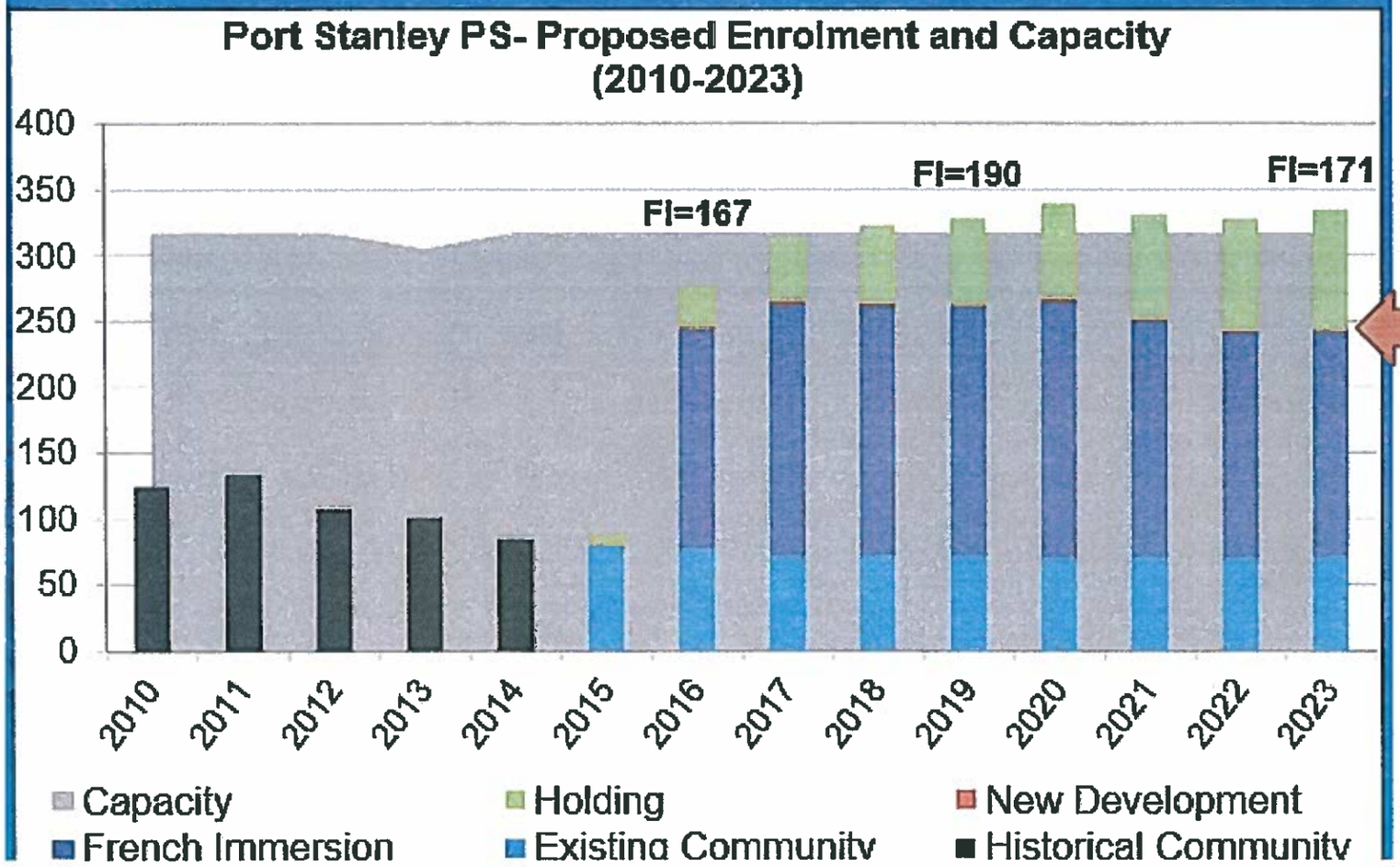
Port Stanley PS:

- English track attendance area as well as Southeast St. Thomas Holding at Port Stanley PS and grade structure remains status quo
- Becomes an interim dual track PS
- French Immersion grade structure becomes 7/8 and EXT 7/8
- French Immersion attendance area for Port Stanley PS will mirror Pierre Elliott Trudeau FI PS (Elgin County)

Port Stanley PS
Option 1 Enrolment and Capacity



Port Stanley PS
Option 1 Enrolment and Capacity



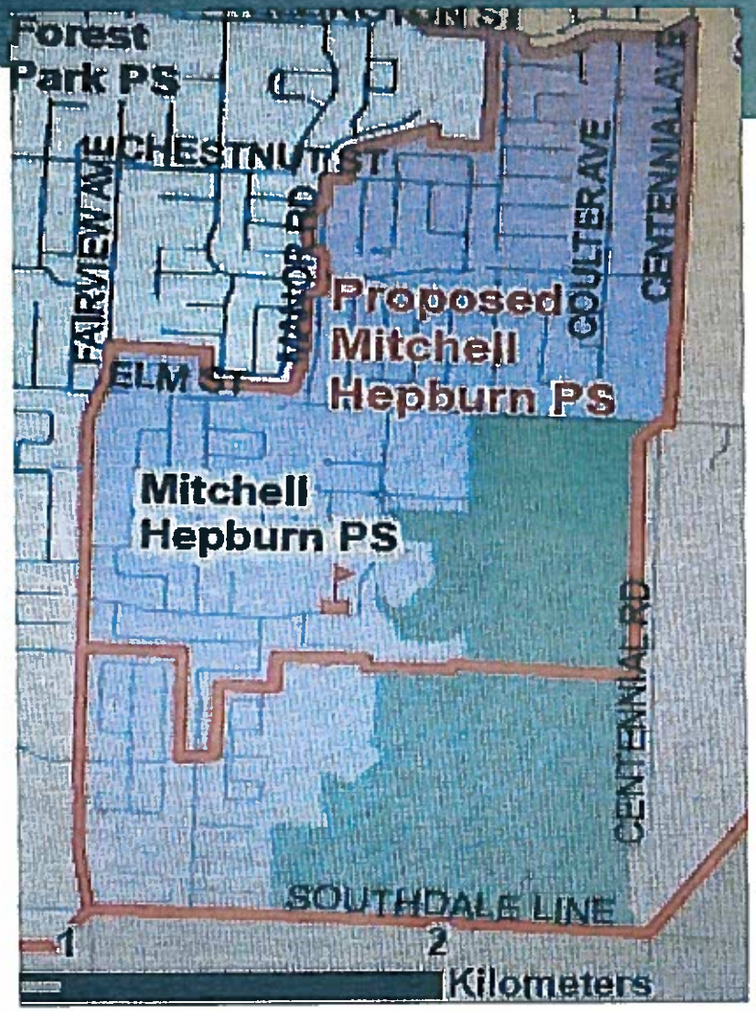
The TVDSB has stated that as Sparta is not equipped with Municipal Water and Sewer, that Port Stanley should remain open and Sparta close because Port Stanley has more potential for population growth.

The red area on this 2015 graph demonstrates the enrolment growth from new development in Port Stanley that Planning then anticipated up to 2023.

The red area is very small.

FSAR EPAR-01: APPENDIX HH

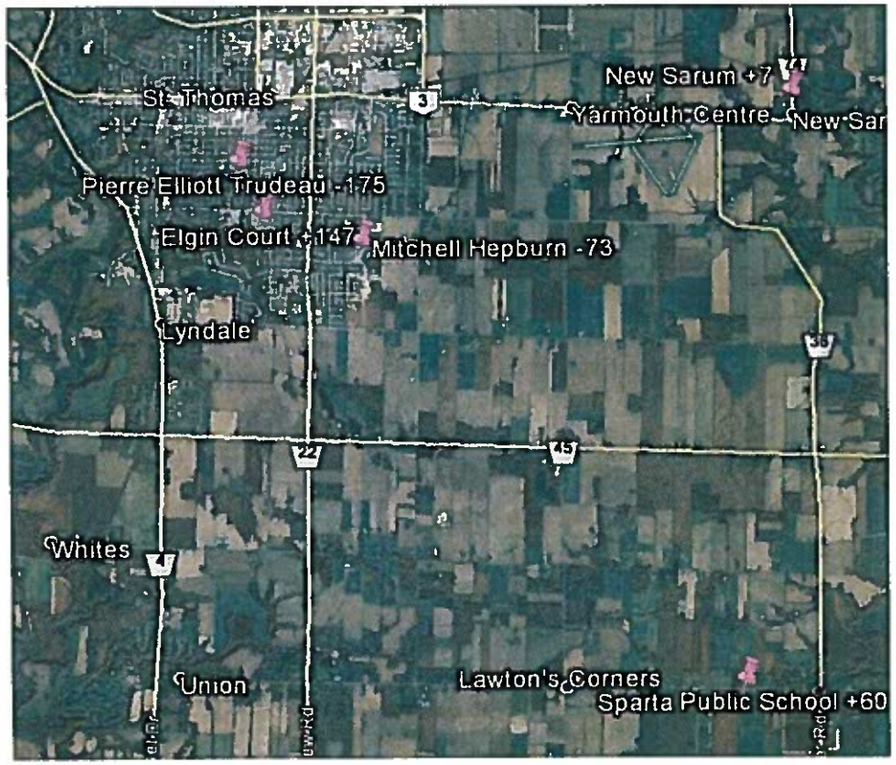
Southeast St. Thomas Holding Zone



- The green area represents the Southeast St. Thomas Holding Zone
- PETFIPS ARC concludes that both the F1 overflow and most of the new growth Holding Zone students can be accommodated at Port Stanley Public School. (See previous slide).
- We are going to request that the lower half of the green space be allocated to Sparta since we have existing capacity and the boundary lines adjoin

FSAR EPAR-01: APPENDIX HH

Mitchell Hepburn's Over Capacity



- As the F1 overflow was already resolved by the PETFIPS ARC, Mitchell Hepburn being over by 73 is the board's only justification for closing New Sarum and Sparta to build the New Southeast St. Thomas school.
- Elgin Court PS, just 1.7km away, has 147 empty pupil places, ample room for 73, but Elgin Court is not included in this review.

FSAR EPAR-01: APPENDIX HH



FSAR EPAR-01: APPENDIX HH

OUR PROPOSED SOLUTIONS:

1. MITCHELL HEPBURN OVERFLOW CAN BE ACCOMMODATED AT ELGIN COURT SEPT. 2017 (74 PUPIL PLACES REMAIN FOR FUTURE GROWTH)
2. PETFIPS OVERFLOW REMAINS AT PORT STANLEY, AS DOES NORTHERN HALF OF HOLDING ZONE
3. SOUTHERN HALF OF HOLDING ZONE IS REALLOCATED TO SPARTA
4. OVER CAPACITY IS DEALT WITH, GROWTH IS ACCOUNTED FOR AND UNDER CAPACITY FUNDING ISSUES ARE RESOLVED AS WELL

FSAR EPAR-01: APPENDIX HH

2016 Census Program release schedule

Release dates, 2016 Census Program

Release date	Release topic
February 8, 2017	Population and dwelling counts
May 3, 2017	Age and sex
	Type of dwelling
May 10, 2017	Census of Agriculture
August 2, 2017	Families, households and marital status
	Language

Part 1 Summary

The portion of the EPAR01 that pertains to assessing the need for a new Southeast St. Thomas School should be postponed until a PAR that includes the available capacity at Elgin Court can be conducted.

This would give the planning department access to data from the Long Form Census due to be released over 2017.
(existing enrolment projections are based on 2011 census data.)

FSAR EPAR-01: APPENDIX HH

Province Reacts to Pupil Accommodation Reviews

PART TWO, SPARTA PAR COMMITTEE DELEGATION TO COUNCIL

From *The Weekly News*, Jan. 23 2017

"Ontario's auditor general recommended in 2015 the ministry allocate two-thirds of its capital priority funding to renewal needs and maintaining existing schools, not to build new infrastructure"

- Across the Province, officials from all levels of government object to the PAR Consolidation Process
- The Auditor General wants the Ministry of Education to focus on maintaining existing schools, not building new ones

FSAR EPAR-01: APPENDIX HH

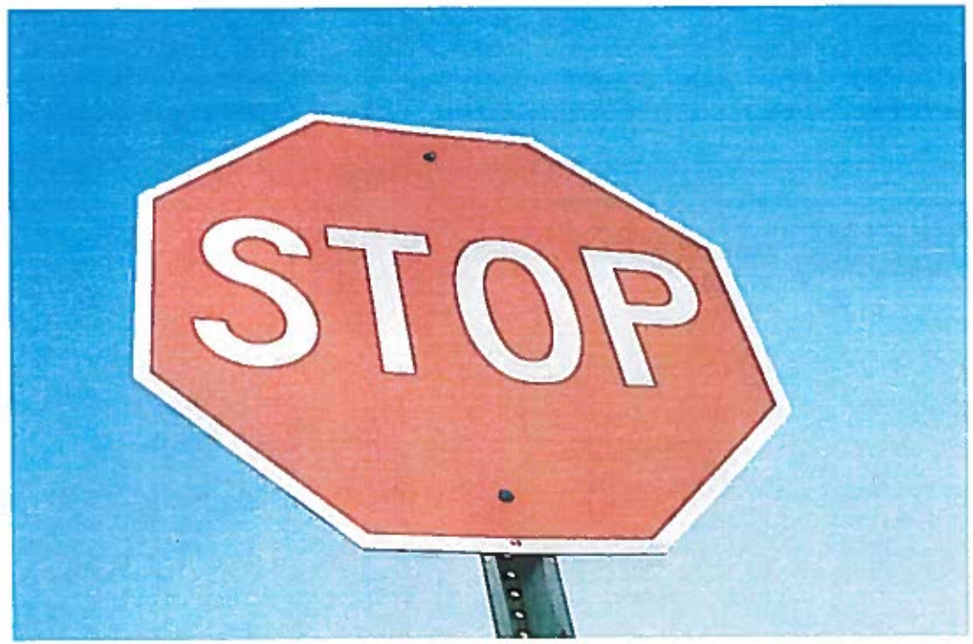
FSAR EPAR-01: APPENDIX HH

> **The motion reads as follows:** *That, in the opinion of this House, the Government should place a moratorium on rural school closures and suspend Pupil Accommodation Reviews until it has developed a long term plan for rural education by consulting with all local rural school boards, school communities, students, and municipalities and that it considers the value of local education, ensures students receive a quality education that includes access to important extra-curricular activities and after school employment, and that it establishes a stable, sustainable funding formula for rural areas.*
>
> MOTION BROUGHT FORWARD BY MPP JIM MCDONELL NOVEMBER 1 2016

A Motion calling for a moratorium on rural school closures has been brought before the House of Commons

(MPP Jim McDonell, 11/01/2016

Municipalities Call for a Moratorium on Rural School Closures in Ontario - Headlines



- "MPP, Sudbury Parents Demand Moratorium" – Sudbury Star, 11/23/2016
- "Locals to Rally for School Closures Moratorium" – Owen Sound Sun Times 11/17/2016
- "Group Renews Call for Moratorium on Rural School Closures" – blackburnnews.com/London 01/20/2017
- "Moratorium Calls Renewed For Rural School Closures" – The St. Thomas Weekly News 01/23/2017
- "Dufferin Politicians Demand Ontario-Wide Moratorium On Rural School Closures" – Orangevill.com/news 01/17/2017

FSAR EPAR-01: APPENDIX HH

FSAR EPAR-01: APPENDIX HH

From the Office of the Clerk
The Corporation of the County of Prince Edward
332 Picton Main Street, Picton, ON K0K 2T0
T: 613.476.2148 x 1021 | F: 613.476.5727
clerks@pecounty.on.ca | www.thecounty.ca

January 26, 2017

Re: Request to Minister of Education to Initiate Immediate Stay of Execution on the Accommodation Review Process

Please be advised that, at the regular meeting of Council for The Corporation of the County of Prince Edward held January 24, 2017, the following motion was passed:

Motion 2017-32
Moved by Councillor Roberts
Seconded by Councillor Gale

WHEREAS the current Accommodation Review Process is not reflective of the reality of rural school and community life;

AND WHEREAS school closures impact single-school small rural communities in all educational, social and economic aspects to a far greater degree than those impacts in multi-school urban communities;

AND WHEREAS the Board of Education has initiated an unachievable timeline for the proposed transition plan and will have a negative impact on the health and safety of the students;

BE IT RESOLVED THAT the Municipality of Prince Edward County requests the Minister of Education initiate an immediate Stay of Execution on the Accommodation Review Process until such time as a review of the above mentioned impacts on small rural communities can be studied, completed and the results and recommendations be considered; and

From the Office of the Clerk
The Corporation of the County of Prince Edward
332 Picton Main Street, Picton, ON K0K 2T0
T: 613.476.2148 x 1021 | F: 613.476.5727
clerks@pecounty.on.ca | www.thecounty.ca

THAT this resolution be circulated to Premier Kathleen Wynne, OMAFRA Minister Jeff Leal, MPP Todd Smith, Hastings and Prince Edward School Board, Community School Alliance, and all municipalities in Ontario.

CARRIED

Yours truly,

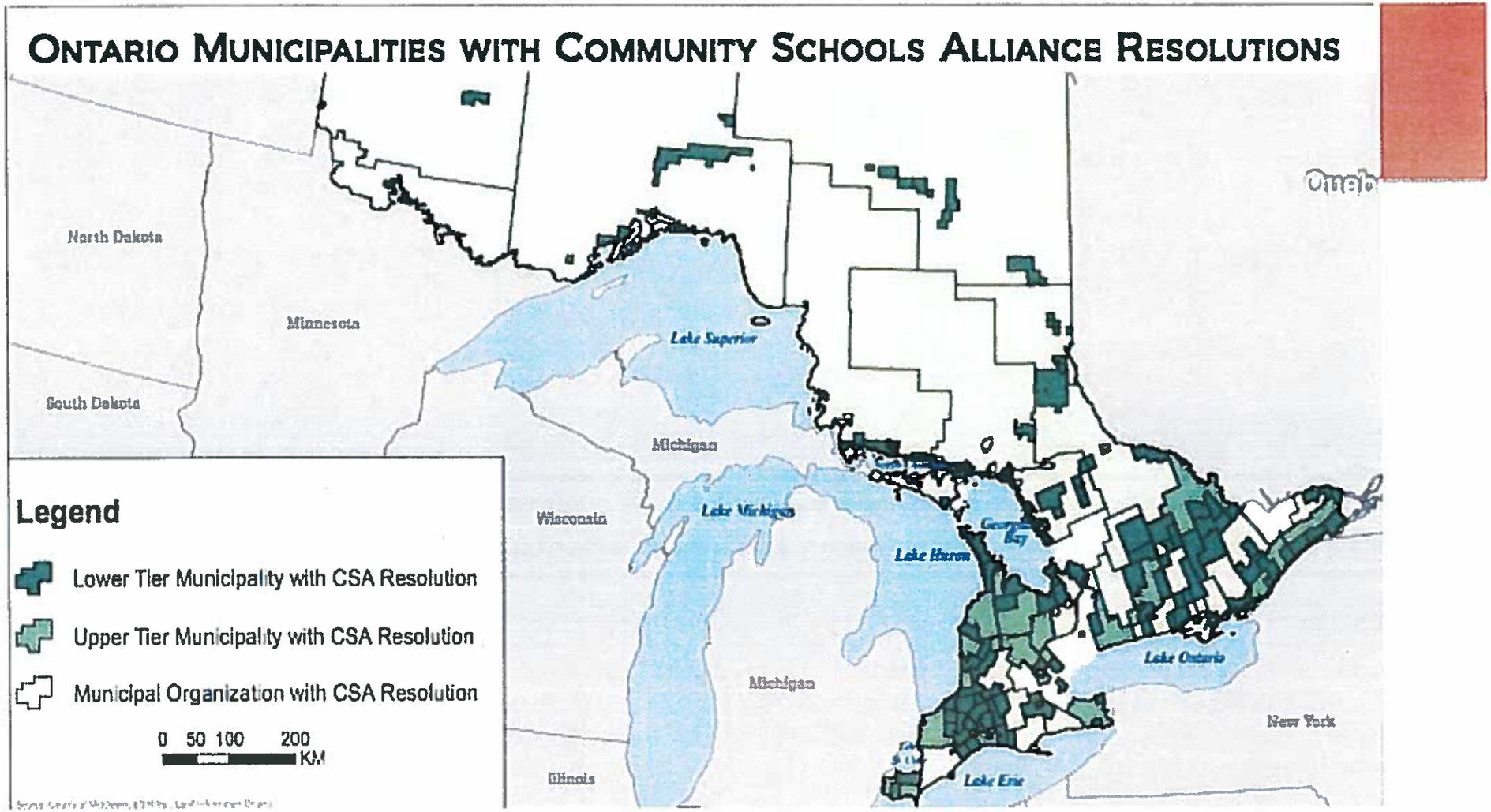
Kim White

Kim White
Clerk

Copy: The Honourable Kathleen Wynne, Premier of Ontario
The Honourable Mitzie Hunter, Minister of Education
The Honourable Jeff Leal, Minister of Agriculture Food & Rural Affairs
Todd Smith, MPP Hastings-Prince Edward
Hastings and Prince Edward District School Board
Community School Alliance
Association of Municipalities of Ontario (AMO)

Prince Edward County calls for "an Immediate Stay of Execution on the Accommodation Review Process"

FSAR EPAR-01: APPENDIX HH



The Community Schools Alliance is calling for a "Smart Moratorium" on rural school closures. In some cases, closures and consolidations do make sense. By proposing to split this PAR so that the Belmont school can proceed and the new Southeast St. Thomas school is placed on hold, SPARTA PAR committee is making a recommendation that is in alignment with what the Community Schools Alliance advocates.

FSAR EPAR-01: APPENDIX HH

"OAASC Calls for Moratorium on Rural School Closures"

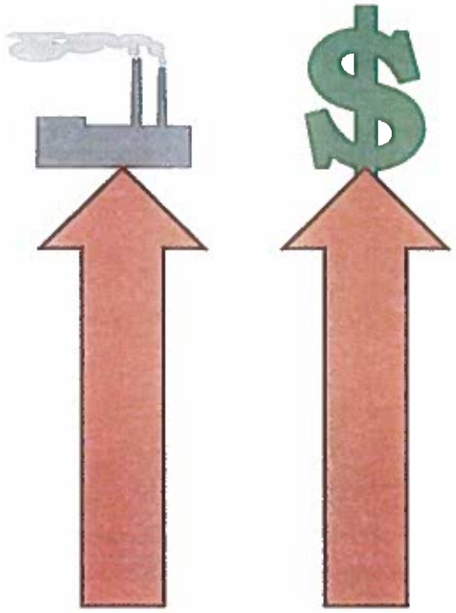
JANUARY 23 2017



Ontario Alliance Against School Closures represents more than 885,000 Ontarians who are calling for a revamp of the funding formula.

"Over a 15-year duration the transportation grant has risen an average of $17.9 million annually. The upcoming proposed school closures will trigger a rapid escalation in transportation needs and costs, especially in rural Ontario."
–Susan Mackenzie, OAASC

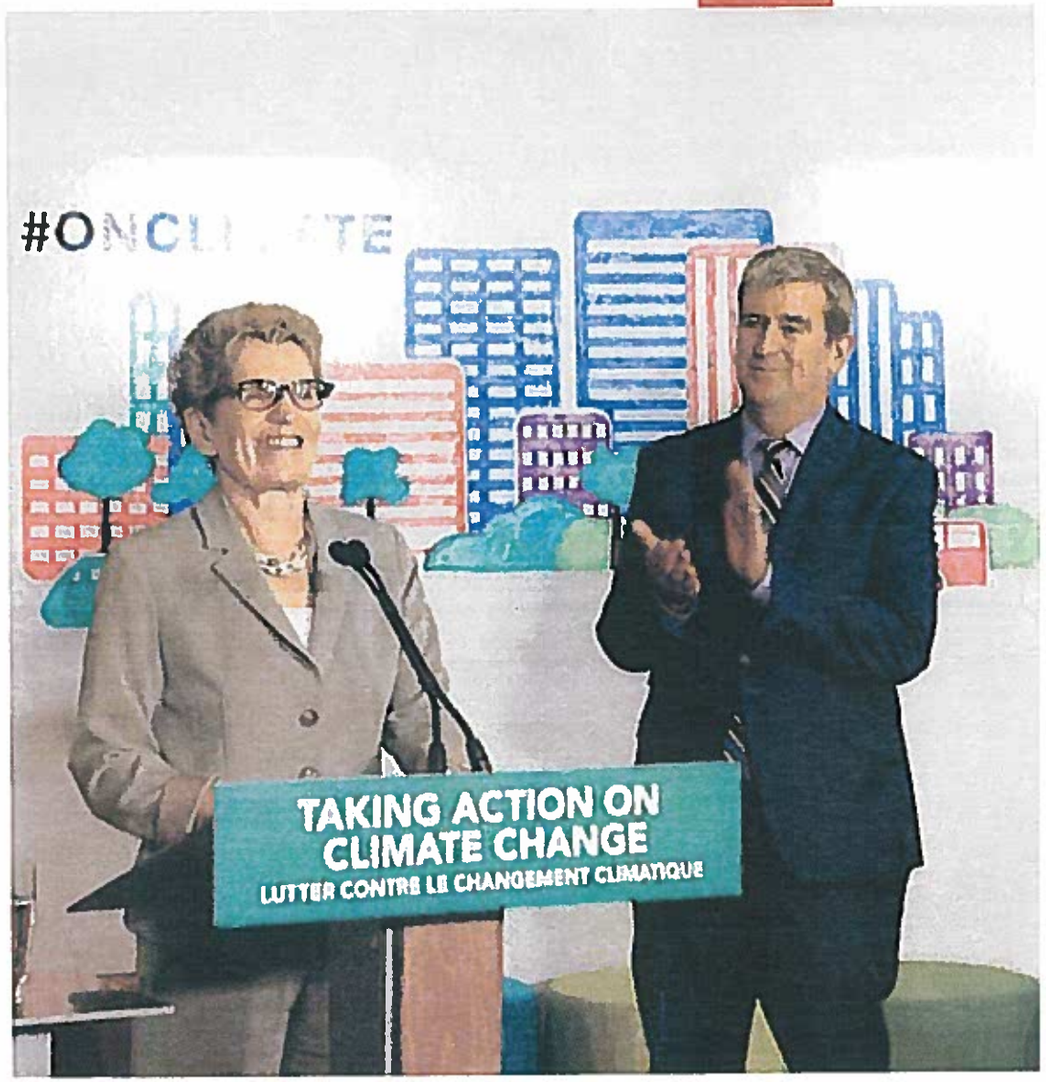




AN INCREASE IN TRANSPORTATION COSTS CORRELATES WITH AN INCREASE IN EMISSIONS

FSAR EPAR-01: APPENDIX HH

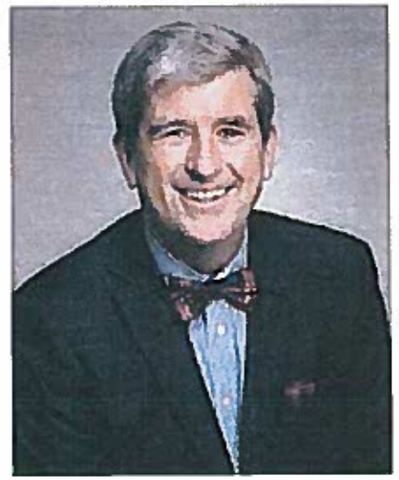
Financial considerations are not the only things that matter anymore.



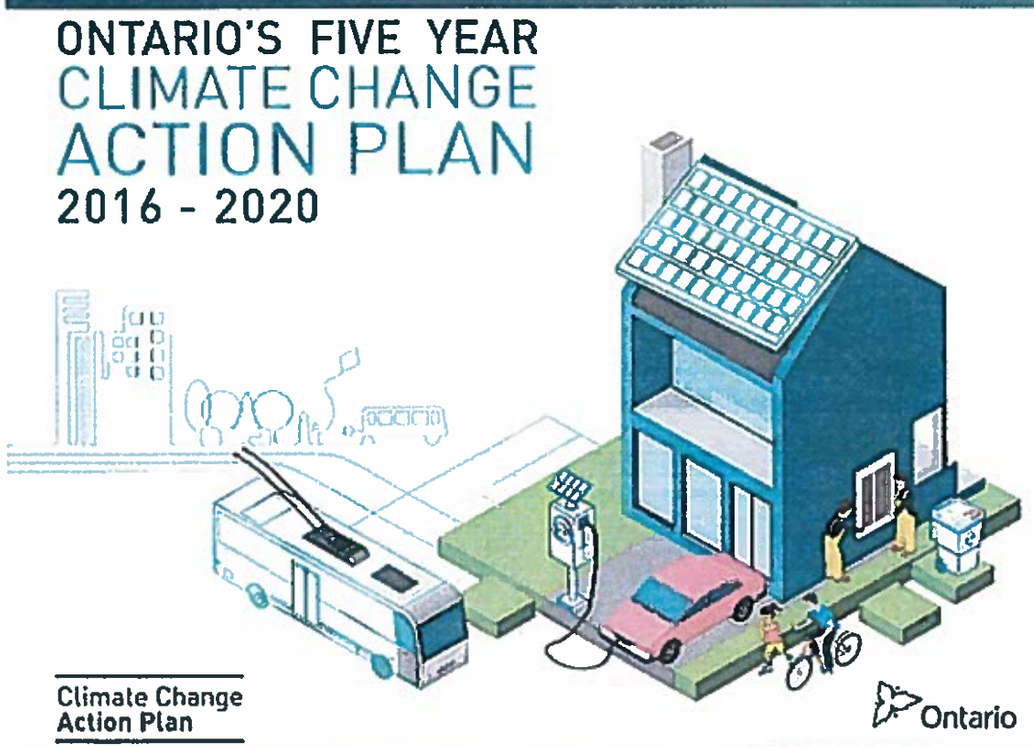
The Environmental Perspective- Resource Conservation is Imperative

"Climate change is a fact in our daily lives, causing extreme weather that damages property and infrastructure, threatening outdoor activities we love, and melting winter roads that provide critical seasonal access to remote northern Indigenous communities. It affects every aspect of our lives, so it is our collective responsibility to fight climate change together to ensure our children benefit from a cleaner planet."

-Glen Murray Minister of the Environment and Climate Change



FSAR EPAR-01: APPENDIX HH



2) Improve energy efficiency in schools and hospitals

Investing in energy efciency in Ontario's public institutions will not only help reduce emissions, but it will help reduce energy costs and provide a healthier environment for students and patients. This action will:

2.1 **Support schools:** Ontario intends to provide funding for existing schools to improve energy efciency and install renewable energy technologies. Technologies could include building automation systems, energy-efcient windows, solar energy and geothermal systems.

Ontario enacts legislation in 2016 that prioritizes minimizing emissions and improving existing buildings over constructing new, non-carbon offset infrastructure.
This advice aligns with the Auditor General's recommendations to the Ministry of Education

FSAR EPAR-01: APPENDIX HH

"If the board has undertaken to determine any projected carbon footprint / environmental assessment of closing existing buildings and constructing new ones, may we please have access to those studies?"

-Heather Derks, Sparta PAR Committee Chair
December 16 2016

FSAR EPAR-01: APPENDIX HH

"No, the TVDSB has not undertaken any report to determine projected carbon footprint/environmental assessment of closing existing schools and building new schools."

TVDSB PLANNING DEPARTMENT, JANUARY 20 1017

FSAR EPAR-01: APPENDIX HH

FSAR EPAR-01: APPENDIX HH

"Since the inception of public education the trend in educational reform has been toward larger schools and boards. This trend is indebted to an organizational model that is rooted in the 19th century model of industrial production that is based upon economies of scale."

-OMAFRA funded research paper
Lauzon et. Al.

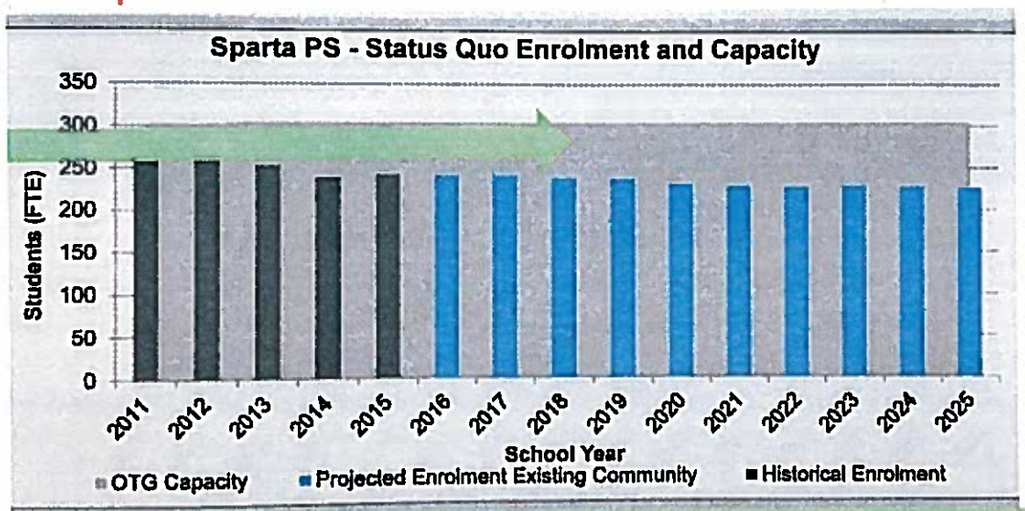
Sustainability doesn't just mean economically viable anymore. If the Province of Ontario's climate policy is to succeed, it needs to incorporate resource conservation into publicly owned assets like the education system.

885,000 people in the OAASC are calling for change to the funding model. We believe it will happen, but once our rural schools are gone, they're gone. We need you to support our call to put the closure of Elgin County schools on hold until a thorough and thoughtful analysis of the need for new capacity can be completed.

Scheduled for Closing: what is at stake?

FSAR EPAR-01: APPENDIX HH

Sparta Public School Enrolment



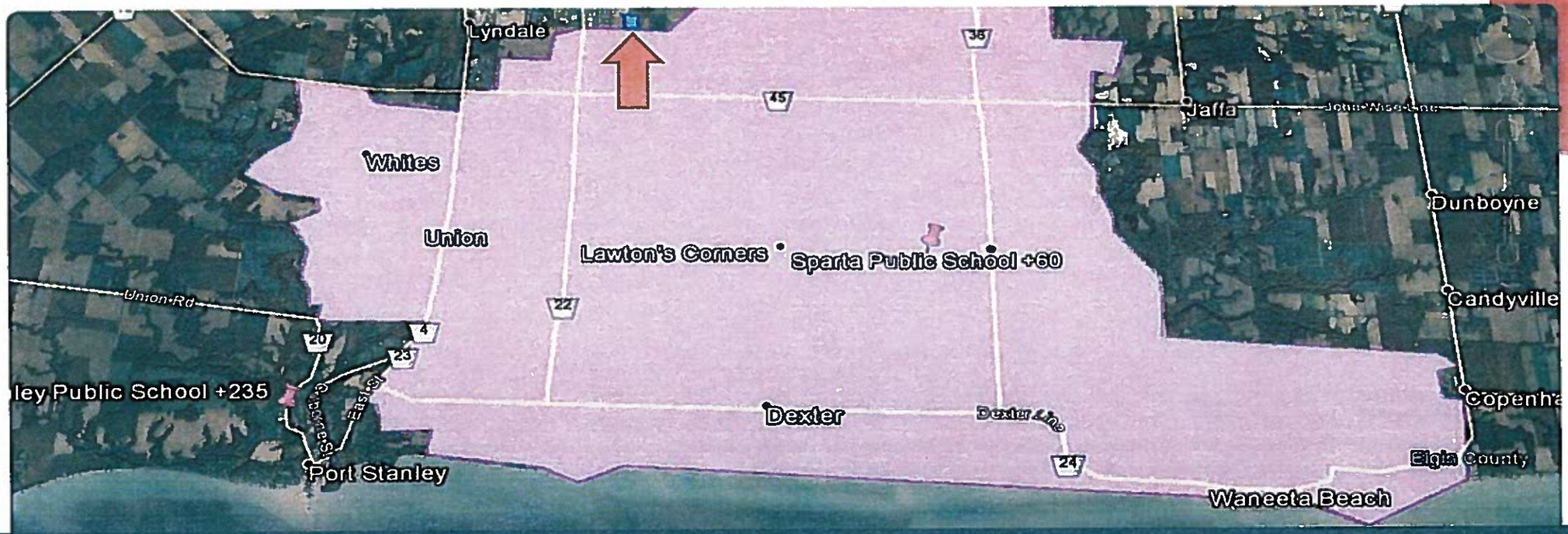
Sparta Public School Costs

School based costs consisting of Administration, Facility Services and Information Technology

	Cost	Cost per Student	Board Average per Student
Total	$359,024.00	$1,483.57	$ 1,416.06

Adding half of the holding zone area to our current catchment would allow for a stable enrolment picture at full capacity at Sparta School until 2025 with a minimum of cost, student disruption or emissions.

FSAR EPAR-01: APPENDIX HH



Our current catchment in pink and our proposed addition in blue. Projected to yield 70 students by 2025, adding it would utilize all existing capacity at Sparta for the foreseeable future. This solution would reduce demand on both Port Stanley and Mitchell Hepburn's capacity and create a situation whereby all three schools function at or close to optimally in terms of cost. As the city encroaches into rural areas, buyers of new built homes will know that they are buying in our catchment area.



Being designated to the Sparta School would be a selling feature for these homes according to comments from current Sparta Catchment Residents, most of whom agreed in a survey with the statement that they either moved to or remained in the community because their child would go to Sparta School.

FSAR EPAR-01: APPENDIX HH

"We moved to Sparta for the rural school. We currently rent and had been planning to buy a house with in the next couple years in the Sparta school zone when the right place for us became available. Now that plan is up in the air."

"I wouldn't have kids until I lived in the area so my kids could grow up going to Sparta School."

"I've waited 8 years to move back to Sparta, wishing my kids could go to the school I went to. I never thought it would happen. Then when it finally does, this is what were facing right away!"

FSAR EPAR-01: APPENDIX HH

Conversely, closure of the school would lead to a decrease in property value for Sparta residents. This might result in reduced interest in maintaining properties up to the current 'picturesque' Sparta standard, which could adversely impact the village's tourism economy.

IMPACT TO LOCAL ECONOMY OF CLOSING ONLY EXISTING SCHOOL

FSAR EPAR-01: APPENDIX HH

Cami Ingersoll slashing 600 jobs, moving Terrain production to Mexico



By Norman De Bono, The London Free Press
Friday, January 27, 2017 7:41:33 EST PM



Running at full tilt and loaded with workers, Cami Assembly in Ingersoll just slammed on the brakes.

FINANCIAL UNCERTAINTY

The need for the New Southeast School has not been demonstrated. We are not saying that it will never be warranted, but closing two very good schools right now to make it happen is not justified.

We want the TVDSB to reassess with the inclusion of ALL schools in the area, enabling them to access up-to-date census information and determine whether challenges to the funding model are successful.

OMAFRA Funded Research:

"We need to challenge the very assumptions upon which education has been built and the relationship of school to community. If one thing is clear from the research it is that small schools are worth saving and that small schools are worth the cost."(-Giessen, 1998).

"Having completed this review of literature, we would agree."
-Lauzon, Dr. Allan C. and Leahy, Ms. Danielle
Rural Schools and Educational Reform: Should We Keep Rural Schools Open?

1998:6

FSAR EPAR-01: APPENDIX HH

Draft Resolutions for Consideration

FSAR EPAR-01: APPENDIX HH

WHEREAS the current Accommodation Review Process is not reflective of the reality of rural school and community life, and

WHEREAS EPAR01 does not take into account all available capacity in assessing the need for a new St. Thomas School, and

WHEREAS across the province municipalities and counties are calling for a moratorium on the closure of rural schools,

BE IT RESOLVED that the County of Elgin agrees that EPAR01 should be broken into two pieces, one that assesses the need for a new Belmont School and one that assesses the need for a new Southeast St. Thomas School. We further call for a moratorium on rural school closures in Elgin County until such time as the funding model can be reassessed to incorporate elements of resource conservation and economic impact on rural and community life.

(Consideration given to resolutions adopted by Prince Edward County)

FSAR EPAR-01: APPENDIX HH

Thank you for giving us the time to make this presentation.

Time is of the essence. If the County of Elgin is going to act to help the Sparta School Community, it would be most beneficial to us to have it by March 8 when we make our final report to Thames Valley.

additional information

Heather Derks [hnewtonderks@gmail.com]
Sent: Tuesday, February 07, 2017 1:18 PM
To: Marilyn Payler

Hi Marilyn,

I'm sorry, I meant to attach this link as well. Part of the presentation draws from it.

http://www.ofa.on.ca/issues/additional-information/Lauzon-should-we-keep-rural-schools-open

Sorry about that! Thanks,
Heather Derks,
President
Earthmama Farms
http://earthmamafarms.com/
226-653-0058

--
This message has been scanned by LastSpam e-mail security service.
Ce message a été vérifié par le service de sécurité pour courriels LastSpam.

[redacted] **writes:**
In recent days we have come to the alarming news that if the new school is built in SE St Thomas, our two boys, [redacted] will not retain their spots at Mitchell. We understand that the area is growing and the school is over crowded for new students; however, our boys both started at JK and would be forced to leave going into grades 3 and 5 in 2019. Having spent half of their PS years, making best friends, relationships with the incredible staff, and developing a true learning comfort zone all to be torn away. We live directly on the proposed red line attendance area located on Hagerman Cres. We are just 1.2km, 12 minute walk away. There are 5 buses that currently bus to Mitchell, we are walking distance yet are at risk of being removed? We would understand if we were far away from the new zone (we are literally across the street), or had just started at the school, or we're bused, etc. We actually live closer than many of their classmates whom will be able to stay. There was also talk if the new school is not built that we, 12 minute walk away and attending the school for 4 and 6 years already would be bused to Port Stanley. This is unacceptable and makes absolutely no sense in our case. We would not have our kids bused 30 minutes + to a new school when they can walk to their current one. We will fight it and hopefully you will understand our case and allow an exception, move the zone out further to us (across the street) or grandfather our children.

It's extremely stressful and heartbreaking to know that if the project is approved that our boys would continue to build on their friendships, their comfort zone, etc for the next two years to only be kicked out without any fault.

We are asking well in advance, if you can please allow for the accommodations for a grandfathering of our two boys to remain at Mitchell for the remainder of their PS years.

Thank you again for taking the time to listen, we look forward to your reply.

[redacted]

From: [redacted]
Friday, February 17, 2017 1:58:13 PM
Subject: Port Stanley Public School
To: reid@cohenhighley.com Deb Giesbrecht j.bennett@tvdsb.on.ca
rob.campbell@tvdsb.on.ca a.morell@tvdsb.on.ca c.goodall@tvdsb.on.ca g.hart@tvdsb.on.ca
p.schuyler@tvdsb.on.ca p.jaffe@tvdsb.on.ca b.mckinnon@tvdsb.on.ca
s.polhill@tvdsb.on.ca r.tisdale@tvdsb.on.ca Matthew Reid j.skinner@tvdsb.on.ca
james.todd@tvdsb.on.ca s.suvajac@tvdsb.on.ca a.pucchio@tvdsb.on.ca

Dear Trustee;

I am writing this letter to advise you that I agree with the TVDSB's plan to keep Port Stanley Public School open.

For the last several years Port Stanley Public School, for some unknown reason, has had a school boundary about 1/8 the size of the surrounding schools. This has led in turn to a smaller school population. Our school is an integral part of our community.

Village volunteers help with individual pupils. Local artists coach students on art projects. Others help with the chess club and sports such as basketball, volleyball and soccer. Each year the students participate in lakeshore and village cleanups during which time they interact with villagers.

Our location provides wonderful opportunities for its school students. The school itself has a large outside play area. Next door there is an arena for skating and a community centre for other activities. Within the village there are potential field trips to the library, grocery store, theatre, fish factory, river, a great lake, and a variety of natural land ecological sites.

Port Stanley's school building is in good condition with new doors, windows in every classroom, and roof. It is well maintained and includes features such as murals on the walls painted by local artists, a good-sized gym, and a well-equipped library. It has town water which, unlike rural wells, is strictly regulated under provincial guidelines. It also has the benefit of a town sewer system which is getting a $15 million upgrade beginning this year. And let's not forget our teaching and admin staff; Port Stanley Public School is one of the top academic schools in the county. All this shows that our school is itself an active, vibrant force.

Central Elgin has designated Port Stanley as a growth area. There are two new subdivisions being built within the town, one near the water tower for 110 homes and the other on George Street for over 100 homes. On top of that, Central Elgin's Secondary Plan encompasses development of the harbour lands, which will consider single family homes and mixed use buildings including apartments and condominiums.

Port Stanley Public School is a very important part of our community. Our hard-to-match village resources paired with future growth leads you to the decision that Port Stanley Public School is worthy of being fully utilized as a permanent public school within the Thames Valley District School Board.

Thank you.

[redacted]

From: [redacted]
Friday, February 17, 2017 10:25:34 PM
Subject: Fwd: Port Stanley Public School
To: Deb Giesbrecht

I write to you and all of the TVDSB Trustees concerning the pending EPAR that could affect Port Stanley Public School. Of course you know the school because you taught dance lessons there and Mary and I were among your students.

I have seen all of the signs erected by parents worried that Sparta School may close and I certainly sympathise with and respect the concerns they have expressed so passionately at meetings and elsewhere. Parents naturally resist change when it comes to schools. The issue of school closure is complicated and inevitably fraught with emotion. Nevertheless, I urge the Trustees to make a decision which makes the most sense based on logistics, budget and other objective factors, rather than responding unduly to emotional concerns. If the Trustees make a decision to move the Sparta students to Port Stanley, as proposed by TVDSB Senior Administration, there is little doubt that the expanded Port Stanley School will be an excellent school. I submit that the combined school will be better than either of the two schools is now. In time parents now objecting to the change will see that that is so.

I see from the press that an objection to the proposed closure of Sparta School is that the decision would mean more students would be affected than would be the case if Port Stanley School were to be closed instead. From numbers I have seen I understand that may be so only because (for historical reasons that no longer make sense) so many children who currently live closer to Port Stanley School are bussed to Sparta.

I need not repeat the objective reasons why Port Stanley School is the logical place to move the Sparta students because the reasons have been expressed by Senior Administration and they seem sound.

I am hopeful that the Board will make the right decision in May and that the amalgamated school will be located in Port Stanley. I also urge the Board not to defer the effective date of their decision, as urged by some individuals. The sooner the change is implemented, the better for everyone.

Yours sincerely,

[redacted]

From: [redacted]
Saturday, February 18, 2017 10:02:19 AM
Subject: London Free Press Article
To: Deb Giesbrecht c.goodall@tvdsb.on.ca James Todd getjamestodd@hotmail.com s.suvajac@tvdsb.on.ca m.reid@tvdsb.on.ca a.pucchio@tvdsb.on.ca j.bennett@tvdsb.on.ca j.skinner@tvdsb.on.ca p.jaffe@tvdsb.on.ca g.hart@tvdsb.on.ca Sheri Polhill r.tisdale@tvdsb.on.ca james.todd@tvdsb.on.ca b.mckinnon@tvdsb.on.ca p.schuyler@tvdsb.on.ca a.morell@tvdsb.on.ca rob.campbell@tvdsb.on.ca

Cc: [redacted]

Good Morning,

http://www.lfpress.com/2017/02/17/packed-public-school-in-fast-growing-ilderton-cant-accommodate-new-children--or-could-it

We are having difficulty understanding the logic displayed by Senior Administration yet again.

“Your child is in Oxbow and has been for years, but we will bus them to another school, disrupt their education, to give new kids an opportunity to go to Oxbow. How does that play out?” -- Kevin Bushell

The only difference in this exact scenario is that there is not a proposed school closure in the Ilderton situation. **"Your child has gone to New Sarum and has been for years, but we will bus them to a different school (1 of 4), disrupt their education, to give kids who don't even live in the new development yet an opportunity to attend a new SE St. Thomas school. How does that play out?"**

And to top it off the education they are receiving at New Sarum exceeds that of the other schools, which is evidenced through EQAO scores.

Troubling...once again, it remains clear that the only motive in this EPAR01 as it relates to NSPS is building the case to obtain capital funds from the MOE.

We wanted to ensure this did not get "lost" in our school level report; thank you for listening to us (again). Have a great long weekend.

New Sarum PAR Subcommittee

From: [redacted]

Saturday, February 18, 2017 11:27:42 AM
Subject: Consolidation and the Funding Formula in the TVDSB
To: reid@cohenhighley.com Deb Giesbrecht james.todd@tvdsb.on.ca r.tisdale@tvdsb.on.ca Matthew Reid s.polhill@tvdsb.on.ca p.schuyler@tvdsb.on.ca Arlene Morell <amorell@rogers.com> a.morell@tvdsb.on.ca b.mckinnon@tvdsb.on.ca p.jaffe@tvdsb.on.ca j.skinner@tvdsb.on.ca g.hart@tvdsb.on.ca rob.campbell@tvdsb.on.ca c.goodall@tvdsb.on.ca j.bennett@tvdsb.on.ca

From the article:

"Your child is in Oxbow and has been for years, but we will bus them to another school, disrupt their education, to give new kids an opportunity to go to Oxbow. How does that play out?"
- Kevin Bushell

How does this compare to what was said to the EPAR-01 parents?

From the EPAR-01 meeting Monday January 9th at East Elgin Secondary:
Heather Derks (Sparta P. S.): "So the proposals are in place to accommodate potential future families that might move to an area instead of accommodating the current existing families that already live in the area?"

Kevin Bushell: "That's correct."

So in Middlesex one message is delivered to justify fiddling the system one way, but in Elgin the opposite message is delivered to justify fiddling the system another way. Herding children around like cattle to make the cherries come up on the MOE Funding Formula slot machine...

This is a clear demonstration of how this process is NOT about what's best for education, it's about fiddling the Funding Formula.

As Trustees you cannot in clear conscience object to the current Funding Formula (http://www.opsba.org/advocacy-and-action/education-funding) and at the same time make consolidation decisions with long term negative consequences based on that Funding Formula.

I am always willing to talk to you guys about this stuff. I genuinely want to help the TVDSB be the best Board it can be for my community, and all others.

I hope you take this email in that spirit.

http://www.lfpress.com/2017/02/17/packed-public-school-in-fast-growing-ilderton-cant-accommodate-new-children--or-could-it

[redacted]

From: [redacted]

Sunday, February 19, 2017 7:57:56 AM
Subject: The Importance of Port Stanley Public School Remaining Open
To: Deb Giesbrecht j.bennett@tvdsb.on.ca rob.campbell@tvdsb.on.ca a.morell@tvdsb.on.ca c.goodall@tvdsb.on.ca g.hart@tvdsb.on.ca p.schuyler@tvdsb.on.ca p.jaffe@tvdsb.on.ca Bill McKinnon s.polhill@tvdsb.on.ca j.skinner@tvdsb.on.ca james.todd@tvdsb.on.ca s.suvajac@tvdsb.on.ca a.pucchio@tvdsb.on.ca

Dear Trustee;

I am writing this letter to advise you that I agree with the TVDSB's plan to keep Port Stanley Public School open.

For the last several years Port Stanley Public School, for some unknown reason, has had a school boundary about 1/8 the size of the surrounding schools. This has led in turn to a smaller school population. Our school is an integral part of our community.

Village volunteers help with individual pupils. Local artists coach students on art projects. Others help with the chess club and sports such as basketball, volleyball and soccer. Each year the students participate in lakeshore and village cleanups during which time they interact with villagers.

Our location provides wonderful opportunities for its school students. The school itself has a large outside play area. Next door there is an arena for skating and a community centre for other activities. Within the village there are potential field trips to the library, grocery store, theatre, fish factory, river, a great lake, and a variety of natural land ecological sites.

Port Stanley's school building is in good condition with new doors, windows in every classroom, and roof. It is well maintained and includes features such as murals on the walls painted by local artists, a good-sized gym, and a well-equipped library. It has town water which, unlike rural wells, is strictly regulated under provincial guidelines. It also has the benefit of a town sewer system which is getting a $15 million upgrade beginning this year. And let's not forget our teaching and admin staff; Port Stanley Public School is one of the top academic schools in the county. All this shows that our school is itself an active, vibrant force.

Central Elgin has designated Port Stanley as a growth area. There are two new subdivisions being built within the town, one near the water tower for 110 homes and the other on George Street for over 100 homes. On top of that, Central Elgin's Secondary Plan encompasses development of the harbour lands, which will consider single family homes and mixed use buildings including apartments and condominiums.

Port Stanley Public School is a very important part of our community. Our hard-to-match village resources paired with future growth leads you to the decision that Port Stanley Public School is worthy of being fully utilized as a permanent public school within the Thames Valley District School Board.

Thank you.
[redacted]

From: [redacted]

Monday, February 20, 2017 4:31:47 PM
Subject: Supporting Port Stanley School
To: Deb Giesbrecht j.bennett@tvdsb.on.ca rob.campbell@tvdsb.on.ca
a.morell@tvdsb.on.ca Chris Goodall g.hart@tvdsb.on.ca
p.schuyler@tvdsb.on.ca p.jaffe@tvdsb.on.ca b.mckinnon@tvdsb.on.ca
s.polhill@tvdsb.on.ca r.tisdale@tvdsb.on.ca m.reid@tvdsb.on.ca
j.skinner@tvdsb.on.ca james.todd@tvdsb.on.ca s.suvajac@tvdsb.on.ca
a.pucchio@tvdsb.on.ca
Cc: [redacted]

My daughter is very excited about starting "big school" in September. I recently took her to Port Stanley School to sign her up for Junior Kindergarten. After we registered I took her to show her the pictures of her aunts and I that hang in the wall. My sisters and I all attended Port Stanley School and I'm looking forward to my daughter going there as well. I have been telling her about the fun we had, not only in class, but going skating at the arena next door, playing games in the gym and running around the big school yard with my friends.

I hope the school stays open and she has the same enjoyment learning, growing and developing friendships that I had.

[redacted]

From: [redacted]

Wednesday, February 22, 2017 9:38:52 PM
Subject: Port Stanley Public School Review
To: reid@cohenhighley.com Deb Giesbrecht james.todd@tvdsb.on.ca c.goodall@tvdsb.on.ca View in Browser
Cc: a.morell@tvdsb.on.ca b.mckinnon@tvdsb.on.ca g.hart@tvdsb.on.ca j.bennett@tvdsb.on.ca j.skinner@tvdsb.on.ca Matthew Reid p.jaffe@tvdsb.on.ca p.schuyler@tvdsb.on.ca r.tisdale@tvdsb.on.ca rob.campbell@tvdsb.on.ca s.polhill@tvdsb.on.ca jocelyneamanda@gmail.com

Dear Sirs:

The competition between rural schools is a very sad aspect of our present Ontario school system. Given that this is the present educational climate and that rural schools are under constant assessment, **I would ask that, above all, you make a definite decision on the fate of the Port Stanley Public School. With the rumour of closure hanging over the school, we have lost many students over the years because parents enrolled them in schools that were not under threat. Whatever happens, please make a clear decision.**

The Port Stanley Public School building itself is in good condition with new doors and windows and roof. It is a well maintained building and includes attractive features such as murals on the walls painted by local artists, a good sized gym and a well equipped library. It also has the benefit of town sewers with a new $15 million upgrade to the sewage system to begin this year. It has town water which, unlike rural wells, is strictly regulated under provincial guidelines.

Local volunteers from the community come to help with individual students. Local artists coach them on art projects. Volunteers help with the chess club and sports such as basketball, volleyball and soccer.

The location of the Port Stanley Public School provides wonderful opportunities for its students. The school itself has a large play area surrounding it. There is an arena next door for skating. Within the village there are possible field trips to a library, a grocery store, a theatre, a fish factory, a river and a great lake. The students each year take part in a lakeshore cleanup.

Central Elgin has designated Port Stanley as a growth area and so there are two new subdivisions being built within the town, one near the water tower for 110 homes and the other on George Street for over 100 homes. On top of that, Central Elgin's Secondary Plan will develop the harbour lands, which will include some homes and multi units consisting of apartments and condominiums.

All of this goes to show that Port Stanley Public School itself is an active, vibrant environment and an important part of the Port Stanley community.

The future growth planned means that our school deserves to be fully utilized as a permanent public school within the Thames Valley District School Board.
Yours truly
[redacted]

From: [redacted]
Sent: February 22, 2017 1:25 PM
To: j.bennett@tvdsb.on.ca; rob.campbell@tvdsb.on.ca; a.morell@tvdsb.on.ca; c.goodall@tvdsb.on.ca; g.hart@tvdsb.on.ca; p.schuyler@tvdsb.on.ca; p.jaffe@tvdsb.on.ca; b.mckinnon@tvdsb.on.ca; s.polhill@tvdsb.on.ca; j.skinner@tvdsb.on.ca; james.todd@tvdsb.on.ca; s.suvajac@tvdsb.on.ca; a.pucchio@tvdsb.on.ca; r.tisdale@tvdsb.on.ca; m.reid@tvdbs.on.ca
Subject: Port Stanley Public School Supporter

Dear Trustee;

I am writing this letter to advise you that I agree with the TVDSB's plan to keep Port Stanley Public School open.

For the last several years Port Stanley Public School, for some unknown reason, has had a school boundary about 1/8 the size of the surrounding schools. This has led in turn to a smaller school population. Our school is an integral part of our community.

Village volunteers help with individual pupils. Local artists coach students on art projects. Others help with the chess club and sports such as basketball, volleyball and soccer. Each year the students participate in lakeshore and village cleanups during which time they interact with villagers.

Our location provides wonderful opportunities for its school students. The school itself has a large outside play area. Next door there is an arena for skating and a community centre for other activities. Within the village there are potential field trips to the library, grocery store, theatre, fish factory, river, a great lake, and a variety of natural land ecological sites. We do also have a doctors office and pharmacy right in the village.

Port Stanley's school building is in good condition with new doors, windows in every classroom, and roof. The school is also wheelchair accessible. It is well maintained and includes features such as murals on the walls painted by local artists, a good-sized gym, and a well-equipped library. It has town water which, unlike rural wells, is strictly regulated under provincial guidelines. It also has the benefit of a town sewer system which is getting a $15 million upgrade beginning this year. And let's not forget our teaching and admin staff; Port Stanley Public School is one of the top academic schools in the county. All this shows that our school is itself an active, vibrant force.

Central Elgin has designated Port Stanley as a growth area. There are two new subdivisions being built within the town, one near the water tower for 110 homes and the other on George Street for over 100 homes. On top of that, Central Elgin's Secondary Plan encompasses development of the harbour lands, which will consider single family homes and mixed use buildings including apartments and condominiums.

Port Stanley Public School is a very important part of our community. Our hard-to-match village resources paired with future growth leads you to the decision that Port Stanley Public School is worthy of being fully utilized as a permanent public school within the Thames Valley District School Board.

Thank you.
[redacted]

From: [redacted]
[redacted]
Wednesday, February 22, 2017 9:02:58 AM
Subject: Port Stanley Public School
To: Deb Giesbrecht j.bennett@tvdsb.on.ca s.suvajac@tvdsb.on.ca
Aoife Pucchio g.hart@tvdsb.on.ca p.schuyler@tvdsb.on.ca
"rtisdale@tvdsb.on.ca" <rtisdale@tvdsb.on.ca> m.reid@tvdsb.on.ca
j.skinner@tvdsb.on.ca c.goodall@tvdsb.on.ca rob.campbell@tvdsb.on.ca
james.todd@tvdsb.on.ca b.mckinnon@tvdsb.on.ca s.polhill@tvdsb.on.ca
a.morell@tvdsb.on.ca p.jaffe@tvdsb.on.ca
Dear Trustee;

I am writing this letter to advise you that I agree with the TVDSB's plan to keep Port Stanley Public School open.

For the last several years Port Stanley Public School, for some unknown reason, has had a school boundary about 1/8 the size of the surrounding schools. This has led in turn to a smaller school population. Our school is an integral part of our community.

Village volunteers help with individual pupils. Local artists coach students on art projects. Others help with the chess club and sports such as basketball, volleyball and soccer. Each year the students participate in lakeshore and village cleanups during which time they interact with villagers.

Our location provides wonderful opportunities for its school students. The school itself has a large outside play area. Next door there is an arena for skating and a community centre for other activities. Within the village there are potential field trips to the library, grocery store, theatre, fish factory, river, a great lake, and a variety of natural land ecological sites.

Port Stanley's school building is in good condition with new doors, windows in every classroom, and roof. It is well maintained and includes features such as murals on the walls painted by local artists, a good-sized gym, and a well-equipped library. It has town water which, unlike rural wells, is strictly regulated under provincial guidelines. It also has the benefit of a town sewer system which is getting a $15 million upgrade beginning this year. And let's not forget our teaching and admin staff; Port Stanley Public School is one of the top academic schools in the county. All this shows that our school is itself an active, vibrant force.

Central Elgin has designated Port Stanley as a growth area. There are two new subdivisions being built within the town, one near the water tower for 110 homes and the other on George Street for over 100 homes. On top of that, Central Elgin's Secondary Plan encompasses development of the harbour lands, which will consider single family homes and mixed use buildings including apartments and condominiums.

Port Stanley Public School is a very important part of our community. Our hard-to-match village resources paired with future growth leads you to the decision that Port Stanley Public School is worthy of being fully utilized as a permanent public school within the Thames Valley District School Board.

Thank-you,
[redacted]

February 2017

From: [redacted]

Tuesday, February 21, 2017 11:37:49 PM
Subject: saving Sparta school
To: Deb Giesbrecht Chris Goodall james.todd@tvdsb.on.ca View in Browser
Attachments: sparta school.docx Uploaded File 16K

Thanks for taking the time to read our letter.

Sent from Mail for Windows 10

To Our Thames Valley Trustees,

I am writing this letter to support our rural schools, in particular Sparta Public School.

Recently, I went for a car drive. As the passenger, I was able to watch scenery as we toured down the countryside. No suburbs, no stores, no hustle and bustle. It was relaxing…a time when you could just take a deep breath and reflect.

As you pass the houses, you start to wonder about the families in those houses: Who are they?, How many kids do they have?, How long have they lived there? Do they know their neighbours? Do they have a sense of community?

When I was a kid we had a great sense of community. I grew up on the outskirts of St. Thomas in a suburb that was not quite considered the city but not quite considered the country. Everyone knew each other, played with each other, and looked out for each other. It was great. Today, in the same neighbourhood, which is now St. Thomas, that sense of community is gone. Some new neighbours have moved in and the way of life is different. It's a shame. No one seems to know each other. People are busy…work, sports, video games. That sense of community is gone.

I now live in Sparta. My husband's family has lived there since the early 1800's. Here, I feel that same sense of community I did as a kid. And of course, I want my children to grow with the same feeling of community.

It's sad to me that the Board is pitting rural community against rural community in the name of money, essentially for a community that isn't even built yet. It's like that grade seven girl who used to bully me and made me feel small and unimportant. It sends the message that rural doesn't matter and that our community doesn't matter.

Surely there is a better solution then closing our country schools to build a city school. I understand that sometimes it makes sense to reduce, combine, etc but this is not the case here. There are other options.

Some live with the ideals that "Bigger is Better" and "In with the new, out with the old". We use these sayings as excuses to get fancier gadgets, to fill our tummies, and to justify getting more pretty things. Sometimes it takes too much work or effort. These are the ideals that led to overindulgence with money expenditures, a loss of our heritage, and a divide between communities.

I have heard complaints that our buildings are old. No not really. But our current school buildings can be improved. They have good "bones".

Super schools do not foster community. Christmas concerts, talent shows, etc are too complicated to arrange. Try making a sports team when competing with hundreds of other children. Everything becomes more difficult from healthy snack programs, to book fairs, to…well…everything. Our current mental health needs are huge and in a larger school, that means that many more resources

to deal with it in that school and ultimately a classroom that is not always conducive to learning for all due to all the needs.

In a small school, our children are not just “bums in seats”. Teachers know the siblings, the cousins, the friends. Teachers know everyone’s names and understand their personalities. There is no dollar value for this…it is priceless. More bang for your buck!

I have been told there is no place for emotion in this process—that it is a business decision only. That’s not the kind of society we live in though. We are Canadian—we have many voices and are strong because of it. And I guess that is why we have Trustees on the board—to trust that all voices are heard, represented and that everything is not narrowed down to money.

You know I have been told repeatedly that the decision has already been made. “Why are you trying to fight it?”, “Don’t waste your time”, and “You can’t change the system” are just a few of the things I have heard. In fact, my daughter in grade 4, has had to listen to some peers say the same thing to her. This whole process has been hard on her and her brothers. We sat down together and talked it over. They decided that if something is important you have to fight for it. You have to have a voice—to stand up and be heard. That it is better to say that you tried that to just give up.

I just ask that you have an open mind for my children, and really listen to all the proposals and select that one(s) that don’t just represent the easiest decision but represent a way to protect our communities and do the less upheaval in our rural children’s lives.

[redacted]

From: [redacted]
To: Matthew Reid
Wednesday, February 22, 2017 6:15:41 PM
Subject: New Sarum PS
To: reid@cohenhighley.com Deb Giesbrecht Matthew Reid

Hello Mr Reid;

Firstly, thank you for taking the time to (hopefully!) read this email. I know you have a lot on your plate these days, and I truly appreciate the time.

New Sarum is an amazing school. We just moved into the district on Feb 1st, and before that my 5yo son was at June Rose Caldwell P.S in central St.Thomas. The difference between these two schools couldn't be more marked.

There are arguments that there is little to no difference in the education and experiences available between big schools and small rural schools. There are arguments that big schools offer more opportunities to students and families that rural schools do.. I can't speak to these arguments in anything but a very personal manner.

RURAL SCHOOLS OFFER MORE! At New Sarum, even upon registration, we were treated to a personalized school tour by Principal Zaverella. We met my son's future teachers, saw the rooms- the SIZE! The rooms are bright, huge, accessible, open. At JRC, they are much much smaller, cramped. There are fewer students in my son's class at New Sarum, even though the school is at 97.3% capacity (I asked.). At New Sarum, there is outside play space WITH GRASS- there is an incredible amount of parent interaction with the staff and community. There are children who NOTICE a new child, because of the smaller population, and who go out of their way to welcome him into their number.

THE TEACHERS NOTICED that my son can already read and print. He didn't learn these skills at June Rose. He learned them at home. At June Rose, that big school was so busy, they didn't have time to spend on an "easy" kid like mine (direct quote)- there are a lot more children and a lot more issues.

At the big school, we coulnd't do field trips, because there were so many little ones, and not enough parent volunteers. At New Sarum, there are only TWO JK/SK classes, and plenty of involved parents.

We are lucky enough to not struggle with breakfast at our house. We have enough time and resources that my son doesn't go to school hungry. There were ALWAYS hungry kids at JRC... but New Sarum has the Husky Cafe!! Have you HEARD about this? TOTALLY FUNDED by some local parents, it offers breakfast EVERY DAY to EVERY SINGLE KID in the school, if they want it! Maybe some were too rushed because of chores, or because they slept it. Maybe some families struggle with bus schedules or with groceries, maybe someone is going through a growth spurt and is always hungry.. but NO ONE is judged for needing more breakfast at New Sarum! (and I hear sometimes there is even pancakes and eggs... can I place an order now?) Can you tell me that is available ANYWHERE else? Nope. I can pretty much guarantee this is a singular thing.

The education, the experiences, the opportunities, the community, the open space, the loving embrace of a town BUILT AROUND the gradeschool like a little gem being protected- THIS IS WORTH SAVING. Please keep New Sarum open. Thank you for your time

Morgan Brittan van Wyk 226-448-9931

From: [redacted]

Thursday, February 23, 2017 12:10:20 PM
Subject: Another LFP Article - Concerns from New Sarum
To: reid@cohenhighley.com Deb Giesbrecht c.goodall@tvdsb.on.ca James Todd <getjamestodd@hotmail.com> s.suvajac@tvdsb.on.ca Matthew Reid a.pucchio@tvdsb.on.ca j.bennett@tvdsb.on.ca j.skinner@tvdsb.on.ca p.jaffe@tvdsb.on.ca g.hart@tvdsb.on.ca s.polhill@tvdsb.on.ca r.tisdale@tvdsb.on.ca james.todd@tvdsb.on.ca b.mckinnon@tvdsb.on.ca p.schuyler@tvdsb.on.ca a.morell@tvdsb.on.ca rob.campbell@tvdsb.on.ca
View in Browser
Cc: [redacted]

Good Afternoon,

http://www.lfpress.com/2017/02/22/tvdsb-many-pupils-will-not-move-to-new-school-built-to-relieve-pressure-on-stoney-creek

Board chairperson Matt Reid said the flexible boundary rules are meant to minimize disruption for families.

“It’s aimed at keeping groups of friends together and to avoid anxiety for parents and students if we force them to change schools,” said Reid, who represents the area on the board.

Chair Reid, we are pleased to hear that our Trustees are concerned with minimizing disruption for families, and avoiding anxiety for parents and children who are forced to change schools.

The New Sarum community is curious as to how the TVDSB plans on avoiding anxiety for parents and students when our children are forced into 4 different schools upon the recommended closure of New Sarum? In addition to that, how does the TVDSB plan to minimize disruption and the resulting anxiety of families and students when 2 of the schools they are proposing our children attend are split grade models (Davenport and McGregor)?

How much money is it expected to cost the board to operate a brand new school operating at less than 50% capacity "for a few years"?

How does Ms. Hunter and the Ministry of Education feel now that they have funded a school that will not be operating at 80%?

Thank you for continuing to listen to our concerns...these concerns are real and have a significant impact on our families. We continue to trust that our elected Trustees will keep the needs of students at the forefront during the decision making process.

New Sarum School Community

From: [redacted]

Saturday, February 25, 2017 10:21:28 AM
Subject: Sparta Public School
To: reid@cohenhighley.com Deb Giesbrecht c.goodall@tvdsb.on.ca
james.todd@tvdsb.on.ca Matthew Reid View in Browser

To whom this may concern,

As a 24 year old Sparta resident, I am aware of the issue where Thames Valley District School Board put through a recommendation in the fall to close Sparta Public School and move the 242 students to Port Stanley.

By closing Sparta, we risk a loss of our community history, less families desiring to live in Sparta and not being able to share with future generations.

Not to mention, by moving the students to Port Stanley you are increasing the in and out traffic especially during peak months.

Just a thought - Why not move students from Port Stanley to Sparta?

My boyfriend lived in Port Stanley growing up and went to Sparta Public school as a boy. There he met 7 of his best friends who are all really good friends to this day and who constantly reminis about good old Sparta Public School days. One of his friends has a son that currently goes there and hopefully his daughter will be able to too.

We have lived in Sparta for 3 years, and I when I have a child I would love for my kid(s) to have a great school in a community where you make life long friends, have good times and learn a lot well doing so.

Please do not take Sparta Public school away from our community or for future generations.

Sincerely,
[redacted]

From: [redacted]

Sunday, February 26, 2017 2:01:16 PM
Subject: Keep Port Stanley School open
To: Deb Giesbrecht Chris Goodall View in Browser

Dear Trustee;

I am writing this letter to advise you that I agree with the TVDSB's plan to keep Port Stanley Public School open.

For the last several years Port Stanley Public School, for some unknown reason, has had a school boundary about 1/8 the size of the surrounding schools. This has led in turn to a smaller school population. Our school is an integral part of our community.

Village volunteers help with individual pupils. Local artists coach students on art projects. Others help with the chess club and sports such as basketball, volleyball and soccer. Each year the students participate in lakeshore and village cleanups during which time they interact with villagers.

Our location provides wonderful opportunities for its school students. The school itself has a large outside play area. Next door there is an arena for skating and a community centre for other activities. Within the village there are potential field trips to the library, grocery store, theatre, fish factory, river, a great lake, and a variety of natural land ecological sites.

Port Stanley's school building is in good condition with new doors, windows in every classroom, and roof. It is well maintained and includes features such as murals on the walls painted by local artists, a good-sized gym, and a well-equipped library. It has town water which, unlike rural wells, is strictly regulated under provincial guidelines. It also has the benefit of a town sewer system which is getting a $15 million upgrade beginning this year. And let's not forget our teaching and admin staff; Port Stanley Public School is one of the top academic schools in the county. All this shows that our school is itself an active, vibrant force.

Central Elgin has designated Port Stanley as a growth area. There are two new subdivisions being built within the town, one near the water tower for 110 homes and the other on George Street for over 100 homes. On top of that, Central Elgin's Secondary Plan encompasses development of the harbour lands, which will consider single family homes and mixed use buildings including apartments and condominiums.

Port Stanley Public School is a very important part of our community. Our hard-to-match village resources paired with future growth leads you to the decision that Port Stanley Public School is worthy of being fully utilized as a permanent public school within the Thames Valley District School Board.

Thank you.

[redacted]

From: [redacted]

Monday, February 27, 2017 5:59:55 PM
Subject: Closure of Sparta School
To: Deb Giesbrecht Chris Goodall "Coke" <jobrien@coca-cola.com>
Cc: [redacted]

We are a small business located at the one four corners in downtown Sparta. We have been fortunate enough to have been involved in this community for 25 years now and have lived in the immediate area for 43.

We implore you not to close this school. I personally lived ½ hour from my own school and missed out on so many events. Losing your school in your local community means that you are unable to participate in or attend any clubs, after school activities, sports , need I go on. This is when skills are learned, friendships forged and memories made. Take the school away from the community and those opportunities are lost. The children lose their sense and pride of community. City folks might not think this is important but I disagree. It takes a village to raise a child and the school is the center of that village. There are over 200 children at this school. Demographics do not a factor as in some areas.

Busing children adds to their already long day. It is hard work going to school and adding an extra hour on a bus onto their day makes it that much harder. Our children had a ½ hour bus ride to school and I remember our own son falling so fast asleep on the bus at the end of the day it would take several minutes to get him awake to get off.

Reality is there is no money because all of our hard earned tax dollars have been frittered away. I could fill pages with those facts.
Hard decisions have to be made but will they be the right decisions for the children or is it just economics. It should and must be the right decision for the children and the community.

[redacted]

From: [redacted]
Date: February 27, 2017 at 7:07:34 PM EST
To: j.bennett@tvdsb.on.ca
Subject: Collaborative Leadership

Dear Matt
Good evening.... This note was to be written much earlier in the day, but I was interrupted by an early exercise that was presented at the Conference I am attending in Toronto. We were challenged to come up with a success experience where collaboration was used to reach your goal. It wasn't difficult as just recently our County Council studied the GOAL of being able to serve the citizens more effectively from a financial perspective.

This idea or a similar one had been looked at years before, but there was fear that each community would lose their autonomy . Recently however, we looked at our different services and how they were being delivered. Each municipality explained how they did their planning, how much they spent on lawyers and on technology. As the information mounted and was examined the collective collaboration made it clear that we could reach that goal and assist the citizens if we worked together.

This afternoon the theme of collaboration continued as the conference progressed with The premier speaking about schools and working together on alternatives such as shared hubs being a possibility in some communities to share the cost burden. She also went on to answer questions of the need for all of us to work together to promote economic development.

Turning my thoughts to your endorsement of our request for a review, and then the empty feeling we felt when it did not get meaningful action from the administration side, as they seemed to ignore your request and that of the Minister of Education's Directive. That Directive states that the review must include Communities, School Councils, Planners, Parents and anyone else having a stake in the decision making process.

Knowing this, and knowing what collaborative action can accomplish, I, on behalf of Middlesex Centre ask that you as members of The Thames Valley Board of Education support our request for comprehensive review which would include all the players.

Sincerely
[redacted]

03b

From: [redacted] 3/2/2017 ...

Subject: Re: Question

To: **Planning Department**

Answers to these questions are not pertaining to the Mar 8 meeting, but for further presentations in May

---

From: [redacted]
Sent: March 2, 2017 1:03 PM
To: Planning Department
Subject: Re: Question

There was an agreement signed by Elgin County and the TVDSB back in 2010 that required consultation with the school board and county council before schools were to be closed. Is that agreement still in effect? If not, when was it cancelled it? Was anyone from TVDSB responsible for cancelling it?

More questions to follow, once I see what these answers are.
Cheers, [redacted]

[redacted]

[redacted]

From: [redacted]

Friday, March 3, 2017 6:23:12 PM
Subject:New Sarum Public School
To:reid@cohenhighley.com Deb Giesbrecht [redacted] [redacted] c.goodall@tvdsb.on.ca s.suvajac@tvdsb.on.ca Matthew Reid a.pucchio@tvdsb.on.ca j.bennett@tvdsb.on.ca j.skinner@tvdsb.on.ca p.jaffe@tvdsb.on.ca g.hart@tvdsb.on.ca s.polhill@tvdsb.on.ca r.tisdale@tvdsb.on.ca james.todd@tvdsb.on.ca b.mckinnon@tvdsb.on.ca p.schuyler@tvdsb.on.ca a.morell@tvdsb.on.ca rob.campbell@tvdsb.on.ca

To whom it may concern,

I'm contacting you in regards to New Sarum Public School being potentially closed and its impact on my children's education. Currently my three daughters attend New Sarum public school in grades 4, 1 and Senior Kindergarten. If their school closes they will have to attend the proposed new school in St. Thomas because we live within the city.

Four and a half years ago we bought our home mainly based on its school zone. Our children growing up in a rural school was a priority and desire of ours. We have no interest in our girls going to an oversized, overcrowded school where they're not going to have the deep sense of community New Sarum has and certainly less opportunities for extra-curricular activities because there will be far more competition.

We love their school. Our children love their school. Please consider keeping it open for the genuine, quality educational career it provides for them.

Kind regards,
[redacted]

The Corporation of the Municipality of
Central Elgin

450 Sunset Drive, 1st Floor, St. Thomas, Ontario N5R 5V1 P: 519.631.4860 F: 519.631.4036

March 3rd, 2017

Laura Elliott
Director of Education
Thames Valley District School Board

Via email to: t.levschuk@tvdsb.on.ca
Theresa Levschuk, Executive Assistant to the Director

Dear Ms. Elliott:

Re: EPAR01 – Pupil Accommodation Review by Thames Valley District School Board

Please note that Central Elgin Council had further discussion on the above noted matter at their meeting dated Monday, February 27th, 2017 and the following resolution was passed:

WHEREAS the current Accommodation Review Process is not reflective of the reality of rural school and community life;
WHEREAS EPAR01 does not take into account all available capacity in assessing the need for a new St. Thomas school;
NOW THEREFORE BE IT RESOLVED THAT the Municipality of Central Elgin agrees that EPAR01 should be broken into two reviews: one that supports the need for a new Belmont school and one that assesses the need for a new southeast St. Thomas school;
AND THAT all Central Elgin school closures be put on hold until such time as a complete boundary review is completed including St. Thomas and Southwold. CARRIED.

Please feel free to contact me should you have any questions or require additional information.

Yours truly,

Dianne Wilson
Deputy Clerk/Records Management Coordinator

From: [redacted]

Saturday, March 4, 2017 1:03:05 PM
Subject: SPARTA PUBLIC SCHOOL
To: Deb Giesbrecht j.bennett@tvdsb.on.ca a.morell@tvdsb.on.ca g.hart@tvdsb.on.ca p.jaffe@tvdsb.on.ca s.polhill@tvdsb.on.ca james.todd@tvdsb.on.ca rob.campbell@tvdsb.on.ca c.goodall@tvdsb.on.ca p.schuyler@tvdsb.on.ca Bill McKinnon r.tisdale@tvdsb.on.ca j.skinner@tvdsb.on.ca a.pucchio@tvdsb.on.ca s.suvajac@tvdsb.on.ca k.bushell@tvdsb.on.ca [redacted]
View in Browser

Dear Trustees and Senior Administration,

We are writing to you today as the parents of 1 current Sparta Public School student with 2 more in que, waiting to follow their sister. As children, my brother's and I grew up visting our familys 4 generation farm often, while my husband and his family grew up in the area visiting their own familys, 5 generation farm in Sparta area. Our roots in this area, like many peoples, run deep. When we got married the people of Sparta and Union hosted a 'community shower' for us at the Church - a tradition that rarely happens anymore, and is unheard of in larger urban areas.

In Sept 2015 we moved from the Southwold catchment area, where we could literally throw a rock and hit the bussing area of Southwold Public School, because we had reservations about our children attending such a large, albeit country school. As a child, I attended Southwold and truly enjoyed my time there, but since then 2 additions have been done to accommodate the growing student body. We looked at many houses in the Sparta school area over the course of a few years, and had a hard time buying a home as they were hard to attain. The houses were often sold within hours of the sign going up or when we were able to get an offer in, typically above the asking price, we were still 'out offered.' We eventually attained an older, 'fixer upper' on Bostwick Road in Union, and in the last year and a half, have spent countless hours and more money then we intended, to update and renovate it into a place we love. We willing moved out of Southwold Township, and more then doubled our taxes to live in Central Elgin, so that our children could attend a smaller more personable sized country school in Sparta.

We would like to share with you a quote from the Community School Alliance Chair, Doug Reycraft that we find poignant, "A community that loses its only school is suddenly faced with a great risk of both economic and demographic decline. Families are less likely to buy a home in a small town or village that does not have a school. Families already in a community whose only school is closed are very likely to move elsewhere. Even if the family stays in the community after the school closes, the children who are bussed to another location are less likely to settle in their home community. The population of the community is likely to decline. The loss of families combined with the loss of the economic spin-offs that a local school generates combine to start a downward spiral in the economic vitality of the center."

Sparta is a proud community, rich in heritage in an era of 'newer is better' mentality. Sparta's attraction is it's unique quaintness, that harbours a feeling of ease with all of it's familiarities from generational comings and goings. This area is not a retirement destination, it is a highly sought after area where young families like ourselves are able to purchase country or country'ish' property to raise our children. In our area alone, there are 12 new kids/ babies on

the way in the area, (that I know of, and there are likely more that I don't) that haven't even entered the school system yet! It is because of this 'infilling' that Sparta has been able to maintain relatively stable numbers in their school despite the fact that there is no designated 'new growth' areas or opportunities in the near future.

Over the last few months we have been made to wonder and ponder many things like, how does Port Stanley school, with it's low enrolment and utilization numbers in recent years, been able to continue to stay viable? How does a school with a skeleton student body continue to have money poured into it? Why does that school continue to have children repeatedly given to them to sustain their numbers? Why, yet again, is another schools student body being possibly given to them on a silver platter, to keep their doors open? Does our community not deserve to have as much effort given to them? When reading Port Stanley's comments on the Central Elgin Council website, we have to wonder why they feel they should be kept open at all costs? If Sparta were to lose it's only school, it would have a devastating impact on the future settlement of families to the area but one has to wonder would a village that is growing and expanding in the tourism industry as a resort destination like Port Stanley is, really be as effected in the same sense as a small, quiet village like Sparta would be? What if young families do not come as projected to Port Stanley, should the lives of current, existing families already in the Sparta Union area be upheaved for the future potential families that might move into new development areas?? What sort of 'political bubble' protects Port Stanley school over and over?

There must be other options for Sparta school's future success. Would it not make most sense if you were going to amalgamate two schools, to put the money and upgrades into Sparta and bring Port Stanley's low numbers to a school that has past, current and future stability and has all the programs and teams that they are so badly wanting for their children's educational experience? (opening up a solution for FI to be in a school that is currently duo track, to be single track or as resale property, would Port Stanley's 7 plus acres not be more financially valuable to TVDSB for possible future entertainment or housing development to the Township then land that would most likely revert back to farmland?) Or, in an effort to keep both schools open, would it not make sense to adjust Southwold's boundaries to give 150 -200 of their approximate 800 students permanently to Ports catchment area as according to Southwold's planning department, there is another subdivision about to start that will tip the scales of Southwolds already bursting numbers to critical mass?

To Ryan and I, there seems to be other logical options that could be explored with optimal results. We believe that our beloved communities need a school so our children can stay in their own communities. There is not going to be a one size fits all solution or an easy answer, but we believe each and every school deserves to be fought for, the same, by it's umbrella councils. We trust that we can agree that all our communities deserve a fiscally responsible, stable, long term solution that would keep an open school within each of our communities for generations to come. A solution that would minimize the amount of mass moves our children and their families will face within their school careers, so they can focus on what is important, their EDUCATION. We encourage the TVDSB and our Trustees to think outside the box to really put our children first, because it is the right thing to do.

Thank you.

[redacted]

From: Diana Wilson <DWilson@malahide.ca>
Monday, March 6, 2017 12:26:58 PM
Subject: Current Elementary Pupil Accommodation Review - Malahide Township
To: reid@cohenhighley.com Deb Giesbrecht "[redacted] Matthew Reid
View in Browser
Cc: Laura.Elliott@tvdsb.on.ca "[redacted]
<[redacted] james.todd@tvdsb.on.ca c.goodall@tvdsb.on.ca [redacted]
"Michelle Casavecchia-Somers" <MCasavecchia@malahide.ca>
Attachments: Min. of Education TVDSB - PAR - 2017_03_03.pdf
Uploaded File 80K

Good afternoon,

Attached please find correspondence regarding the Current Elementary Pupil Accommodation Review for your consideration.
Thanks,
Diana

Diana Wilson
Deputy Clerk
519-773-5344 ext 227

Township of Malahide
87 John Steet South
Aylmer, ON, N5H 2C3
www.malahide.ca

87 John Street South
Aylmer ON N5H 2C3
Phone: 519-773-5344
Fax: 519-773-5334
www.malahide.ca

the TOWNSHIP of MALAHIDE
A proud tradition, a bright future.

March 3, 2017

Hon. Mitzie Hunter, Minister of Education
22nd Floor Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Mr. Matt Reid, Chair
Thames Valley District School Board
P. O. Box 5888
London, ON N6A 5L1

RE: Current Elementary Pupil Accommodation Review

At its regular meeting held on March 2, 2017, the Malahide Township Council expressed concerns regarding the proposed Elementary Pupil Accommodation Review and passed the following Resolution:

WHEREAS the current Accommodation Review Process is not reflective of the reality of rural school and community life;

AND WHEREAS EPAR-01 does not take into account all available capacity in assessing the need for a new St. Thomas School;

AND WHEREAS across the Province municipalities and counties are calling for a moratorium on the closure of rural schools;

BE IT RESOLVED that the Council of The Corporation of the Township of Malahide agrees that EPAR-01 should be broken into two pieces, one that assesses the need for a new Belmont School (by consolidating South Dorchester Public School and Westminster Central Public School) and one that assesses the need for a new Southeast St. Thomas School; and further, that the Council of the Township of Malahide calls for a moratorium on rural school closures in Elgin County until such time as the funding model can be reassessed to incorporate elements of resource conservation and economic impact on rural and community life.

Please accept this resolution as the Township of Malahide's official position on this matter.

Yours very truly,
TOWNSHIP OF MALAHIDE

M. Casavecchia-Somers

M. CASAVECCHIA-SOMERS, D.P.A., C.M.O., CMM III
Chief Administrative Officer/Clerk

c. Laura Elliott, Director of Education, TVDSB
Jeff Yurek, MPP Elgin-Middlesex-London
Trustees James Todd and Chris Goodall, TVDSB
County of Elgin
Jessica Goodwill, Springfield Save Our School Committee,
Email: njgoodwill@hotmail.com

RECEIVED
MAR 0 7 2017
OFFICE OF THE CHAIR

From:
[redacted]

To:
Matt Reid
Trustee, TVDSB

Note: Each Trustee received a personalized copy of this letter Via Canada Post. Emailed copy to Richard Hoffman & Planning requesting letter of response for Matt's approval.

Date: February 23,2017

I am writing this letter to all TVDSB trustees in support of the recommendations from the Senior Administration Report to close Sparta Public School and send those students to Port Stanley Public School.

Referring to the attached map, the area that I have marked with a thatched pattern used to be the boundaries for UNION School on Sparta Line. When Sparta P.S. and Union P.S. amalgamated in the 1970's, the "new" boundaries for Sparta P.S. included the community of Union AND the outskirts of Port Stanley. This has baffled Port Stanley residents for forty years, so we welcome the board's recommendations to finally address this discrepancy. Geographically, it is quite obvious that the children living in this populated area should be in the Port Stanley Public School Attendance area. Certainly busing these students to Port Stanley would be a cost-saver. It seems that almost half of the Sparta student population should have been attending Port Stanley P.S. all along!

Port Stanley is a very vibrant community that is continuing to grow. We have many new housing developments, specifically "Little Creek" and "Sunset Bluffs". Young families are moving to these homes under the assumption that Port Stanley Public School, which is a wonderful, modern and accessible facility, with a large gym, will remain open.

As for the Sparta school community, this is a win-win situation for the students, as the entire cohort would be moving to Port Stanley School and no families or friends would be separated. These two communities are closely tied together; Sparta and Port Stanley students skate or play hockey together several times a week at the Port Stanley Arena and play baseball and football together at Port Stanley's Selbourne Park. What is key, therefore, is that Port Stanley is considered the hub of the surrounding communities.

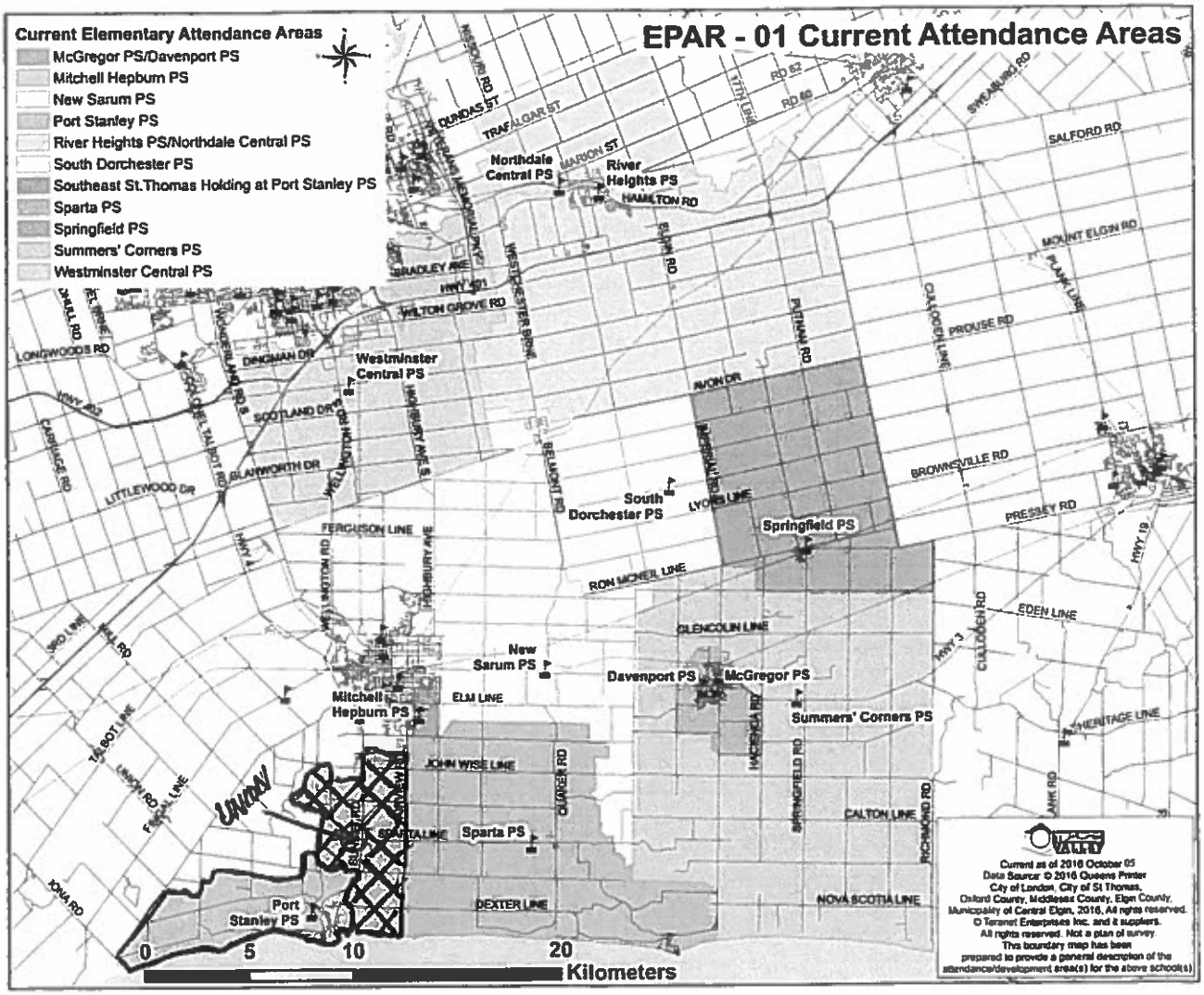
I support the recommendations of bringing Sparta students to Port Stanley P.S. It is definitely in the best interest of the students of today and tomorrow.

Sincerely.

[redacted]

Pupil Accommodation Review
Thames Valley District School Board

INITIAL SENIOR ADMINISTRATION REPORT



ELEMENTARY PUPIL ACCOMMODATION REVIEW - 01

POSTED ON THE PLANNING SERVICES WEBPAGE: 2016 NOVEMBER 15
PRESENTED TO THE BOARD OF TRUSTEES: 2016 NOVEMBER 22
REVISIONS / CORRECTIONS: 2016 DECEMBER 05

From: [redacted]
Tuesday, March 7, 2017 12:45:49 PM
Subject: Sparta School Closing
To: reid@cohenhighley.com Deb Giesbrecht Matthew Reid

Mr. Reid:

My name is [redacted] and I am a concerned Parent of a student at Sparta Public School. My husband Jared and I built a house in 2006 on North Street in Sparta because we didn't want our children to have to switch schools. We loved the feel of the country school and were passionate about building our new house in its boundaries.

We selected Sparta because of the school. We could have saved a great deal of money by building our home elsewhere. St. Thomas, London and Port Stanley and Aylmer were all options for us as we are self employed.

Again it came down to the school, the teachers, the students, the small town feel and of course the short bus rides. We love that we know all of the students and that they know our children. We love the close knit feel of our community and when the school is threatened so is our entire community.

Our eldest child has since left Sparta P.S. for high school but our son still attends. We really would like to keep it that way. Port Stanley school is too far for Sparta kids to get to by bus. I understand another concern is the well water and the septic system.

The entire Sparta community is used to and does live on well and septic systems. Please consider keeping the school open. The proposed school closing is causing a great deal of anxiety not just for our children but for parents as well. Please keep SPARTA P.S. open! I thank you for your time and consideration. Please contact me if you wish to speak further at [redacted]

Sincerely,

[redacted]

From: [redacted]

Wednesday, March 8, 2017 10:34:26 PM
Subject: New Sarum PS Final Report EPAR-01
To: reid@cohenhighley.com Deb Giesbrecht a.morell@tvdsb.on.ca g.hart@tvdsb.on.ca b.mckinnon@tvdsb.on.ca c.goodall@tvdsb.on.ca j.skinner@tvdsb.on.ca Matthew Reid james.todd@tvdsb.on.ca p.jaffe@tvdsb.on.ca p.schuyler@tvdsb.on.ca j.bennett@tvdsb.on.ca rob.campbell@tvdsb.on.ca R.Tisdale@tvdsb.on.ca S.Polhill@tvdsb.on.ca Laura.Elliott@tvdsb.on.ca
View in Browser
Cc: [redacted]
Attachments: NSPS Final School Level Report March 8 2017.pdf Uploaded File 2.1M

Good Evening, thank you to those of you who were able to make it out to the final public meeting this evening.

We would like to share our school level report with you to review at your convenience.

If you have any questions, please let us know.

Sincerely,
New Sarum PAR Subcommittee

From: [redacted]

Wednesday, March 8, 2017 10:28:23 PM
Subject: Final Report Attached
To: reid@cohenhighley.com Deb Giesbrecht j.bennett@tvdsb.on.ca
rob.campbell@tvdsb.on.ca a.morell@tvdsb.on.ca c.goodall@tvdsb.on.ca
g.hart@tvdsb.on.ca p.schuyler@tvdsb.on.ca p.jaffe@tvdsb.on.ca
b.mckinnon@tvdsb.on.ca s.polhill@tvdsb.on.ca r.tisdale@tvdsb.on.ca
Matthew Reid j.skinner@tvdsb.on.ca james.todd@tvdsb.on.ca
s.suvajac@tvdsb.on.ca a.pucchio@tvdsb.on.ca
View in Browser
Attachments: Final Report from Sparta PARC.pdf Uploaded File 16M

Good evening,

[redacted] here from the Sparta PAR Committee, following up on a suggestion to forward the Final Report from my committee to you in order to provide you with direct access to the information that we have put forward.

Please note that there are two recommendations for stabilizing enrolment at Sparta, contained in section 4 in the report. Those of you who were at East Elgin tonight will not have heard them as due to the time limitations on our presentation we were unable to include them.

Thank you so much for your patience through this difficult time. I look forward to making a delegation to you in May.

[redacted]

From: [redacted]
Wednesday, March 8, 2017 2:43:25 PM
Subject: Fwd: School closures
To: Deb Giesbrecht View in Browser

Hi Rob,

I live in Port Stanley and have 3-year old child who will be attending school (JK) this September. I agree with the TVDSB's plan to keep Port Stanley Public School open.

I understand that for the last several years Port Stanley Public School has had a school boundary about 1/8 the size of the surrounding schools. This has led in turn to a smaller school population. I've been told that even a modest expansion of the Port Stanley Public School boundary line toward Union would likely double PSPS enrollment.

The PSPS school itself has a large outside play area. Next door there is an arena for skating and a community centre for other activities. Within the village there are potential field trips to the library, grocery store, theatre, fish factory, river, a great lake, and a variety of natural land ecological sites.

Port Stanley's school building is in good condition with new doors, windows in every classroom, and roof. It is well maintained and includes features such as murals on the walls painted by local artists, a good-sized gym, and a well-equipped library. It has town water, which unlike rural wells, is strictly regulated under provincial guidelines. It also has the benefit of a town sewer system, which is getting a $15 million upgrade beginning this year.

Central Elgin has designated Port Stanley as a growth area. There are two new subdivisions being built within the town, one near the water tower for 110 homes and the other on George Street for over 100 homes. On top of that, Central Elgin's Secondary Plan encompasses development of the harbour lands, which will consider single family homes and mixed use buildings including apartments and condominiums.

Port Stanley Public School is a very important part of our community. Our hard-to-match village resources paired with future growth leads you to the decision that Port Stanley Public School is worthy of being fully utilized as a permanent public school within the Thames Valley District School Board.

Thank you.

[redacted]

From: [redacted]

Monday, March 6, 2017 8:51:35 PM
Subject: my thoughts on Sparta closure
To: reid@cohenhighley.com Deb Giesbrecht c.goodall@tvdsb.on.ca
james.todd@tvdsb.on.ca Matthew Reid k.bushell@tvdsb.on.ca View in Browser
Attachments: greg's letter.docx Uploaded File 17K

To our Thames Trustees and Kevin B,

I want to start this letter by making sure that you understand that I do not feel like Sparta is better than another place. But, it is my community and my home. In fact, my family has lived on the same farm in Sparta since the early 1800's. My children are the 7th generation to live on our farm. In fact, one of the earliest schools in our area was the Cole School which was named for my grandma's family.

It is crazy to me how Thames Valley doesn't realize the impact it has on a community. Or that, they do, but in the name of business don't care or turn a blind eye. They say it is for the good of all but truly is based on a business model first. This whole process has really ticked me off (for lack of a better word). I have watched while community has been pitied against community. Even within our committee tempers and emotions have ran high as everyone tries to find just the right words or the right quotes or the right data to turn everyone's vote in our favour. It has been an exhausting process.

The Board has pit Sparta against Port Stanley. Absolutely. And, it didn't have to be this way. Why would anyone ever think that including only rural schools in this process would seem fair and non-judgemental? Common sense would dictate that you look at the area as a larger whole and plan from there.

I believe the value of Port Stanley and Sparta are equal. They are both great communities but are very different from each other. But if I had to choose a spot for our children to go to school it would be Sparta.

Why I prefer Sparta to stay open: (Not meant to bad mouth…just to show how different the communities are)

- There is no LCBO on the corner down from our school
- If a stranger approaches our school we don't have to question whether it is a tourist…we immediately know that they don't belong
- Our school is not surrounded by water…steps away from harbour water and a stroll from the beach
- Away from the hustle and bustle---no multiple bars, no grocery store, no inns, no fishing and tourist industries
- All our classrooms have separate accesses…you don't have to go into one room to get to the next
- Our classrooms have windows…not skylights
- There are 250 ish children that would be upheaved as opposed to 100 ish
- If Port can get renovations to their school so can we…to maximize our good bones
- The argument of no city water and no sewer hook up doesn't sway us as we don't have those things at our house either…and from what research we have seen is not the be all and end all ("Walkerton")
- Easy access…from multiple directions
- Our school is not costing the school Board more than the board average
- Busing costs are relatively low…certainly lower than sending 250 to Port
- Closeness to relatives to be picked up when sick (purely selfish)
- Has had a school since the early 1800's…shows a consistency in numbers

When the final decision comes we ultimately want our children to stay with the other students in our community...for them to travel together. It would be wonderful if both Port and Sparta could stay open to serve both communities. If that doesn't happen we would like to see Port's kids come to Sparta. We haven't seen enough justifiable evidence to conclude that it is better to move 250 rather than 100. It does seem like a good business decision. We feel like there is some protective bubble over Port Stanley that is swaying the decision. We also know that a majority of Port Stanley parents just want their children to have more peers…so that they can have equal number of students in a class and enough students for sports teams.

We have heard that Sparta would be over capacity with Port's kids but that can be fixed with renovations. In Sparta's highest enrollment years they had 350 kids on the septic system with no problems. Port will also be overcapacity with our kids and their holding zone kids.

If Port's kids came to us, then at least the French Immersion would have a permanent home and those children would not have to risk being upheaved again…and Port Stanley would continue to have a school. If things are reversed Sparta is in danger of losing it's school for ever and losing the heart of its community.

I thank you for taking the time to read my letter. I know you all have a tough road in front of you to make the decisions. With so many schools and so many communities in jeopardy, I wouldn't want your job.

Sincerely, [redacted]

From: [redacted]

Wednesday, March 8, 2017 11:16:43 AM
Subject: Opposed to Sparta School Closure
To: Deb Giesbrecht Chris Goodall View in Browser

Hello Chris

I am writing today to let you know that we are very opposed to TVDSB's recommendation to close Sparta School. We firmly believe that there are many factors that were not considered in their proposal and a lot of misinformation in their proposal.

Their plans just aren't logical - to say they want Sparta to turn into French Immersion but they won't actually know if they can do that until after Sparta is closed when they start a review for the French Immersion schools? If Sparta closes it will remain an empty building which is incredibly sad when the entire population of Sparta school opposes the closure.

It is frustrating to see a community of people having to fight so hard to keep their school that is so important to the children and community. It is frightening that the TVDSB doesn't recognize community as being important, or the size of school as being critical to learning, or the voice of the parents/students/community as being a paramount concern. We are a functioning school! We are a happy school community. We don't want this change for our children or our community.

As our trustee, we sincerely hope you oppose/stop their plan.

[redacted]

[redacted]

From: [redacted]
Sent: March 8, 2017 1:04:36 PM
To: s.polhill@tvsb.on.ca
Subject: SPRINGFIELD

Good day,
This has been a lengthy process, gambling with our children's education. I am a parent with 3 children. Two may get affected with these changes one wont.

I believe if this proposed school closure will go through. there will of be a lot more bulling issues at a bigger school for these country kids. My son suffers anxiety, and I was bullied when I was younger. And I would like to prevent this from happening. As it is not fun to be bullied. My son would be separated from his good friend, and I think he needs these good bonds to succeed.

Springfield been up for closure before. It seems like we need to keep on proving ourselves to you. We are a strong community, that wants to educate our kids and stay open for future kids. thanks for your time.

[redacted]

From: [redacted]
Wednesday, March 8, 2017 9:43:28 AM
Subject: Elementary Pupil Accommodation Review-01 (EPAR-01) and Belmont Minor Soccer Association
To: Deb Giesbrecht View in Browser
Cc: dmarr@centralelgin.org froberts@centralelgin.org
Jeff.yurek@pc.ola.org [redacted] L.Shoukri@tvdsb.on.ca w.rabbitts@tvdsb.on.ca
G.Zavarella@tvdsb.on.ca k.simpson@tvdsb.on.ca
Attachments: EPAR-0108032017.pdf Uploaded File 1M

Good Morning Ms. Giesbrecht and Mr. Reid,

Please find attached our letter in support of the EPAR-01 Proposal to build a new school in Belmont.

Should you have any further questions regarding same, please do not hesitate to contact me.

Thank you.

[redacted]

From: [redacted]

Thursday, March 9, 2017 10:05:16 AM
Subject: Sparta PARC Final Report Addendum
To: reid@cohenhighley.com Deb Giesbrecht planning@tvdsb.on.ca
[redacted]
View in Browser
Attachments: Final Report Addendum from Sparta PARC.pdf Uploaded File 1.2M Port Stanley Harbour Economic Development Plan - Final Repo.pdf Uploaded File 14M

Hello,

Please find attached two files, the Port Stanley Harbour Economic Development Plan Final Report and an Addendum to the Sparta PAR committee Final Report.

It is our intention that both of these documents should be considered as part of our complete package for consideration in the FSAR.

Best,

[redacted]

From: [redacted]
Sent: Thursday, March 16, 2017 4:10 PM
To: Matthew D. Reid
Subject: Re: Reply on schools

As per my earlier email New Sarum and Sparta but since the consultants or team should have done due diligence on the package give me all the numbers in this regard for all of Central Elgin of which I have been a taxpayer since 1987.

I can go over them on the weekend and get back to you on any questions.

Thank you

From: Matthew D. Reid <reid@cohenhighley.com>
Sent: March 16, 2017 1:53 PM
To: [redacted]
Cc: Deb Giesbrecht
Subject: Re: Reply on schools

Is there a particular school or area that you are concerned about?

Matt reid

On Mar 16, 2017, at 1:51 PM, [redacted] **wrote:**

> I am anticipating a reply on the results of the environmental assessment on the cost for all these buses traveling extra miles to deliver students miles from their home address. Also, the safety concerns on extra miles traveled with students.

Although I'm sure you can environmentally give good reason on building schools rather than keeping I would be interested in those studies as well. Do you take everything into account? Diesel trucks and machinery, products used, etc, etc.

Look forward to a prompt reply as due diligence would be that you have all those figures at hand.

Thank you,
[redacted]