

Middlesex Elementary Panel Attendance Area Review
Parkview Public School AARC Subcommittee Report
February 2024

1. SUB-COMMITTEE MEMBERS & AFFILIATION

Ursula Goudsbloem Chair
Daria Carter Secretary
Jeremy McLellen
Becky Haydon
Zoran Jankovic
Amanda Atwal Parent Council Rep
Jason Pratt Principal

2. SCHOOL COMMUNITY MEETINGS

- a. Date(s): January 29, 2024
- b. Number of attendees at meeting: 26
- c. Number of participants in discussion at meeting: 21

3. EXECUTIVE SUMMARY

It is well understood that based on the development in the community, there is a shortage of educational space to host the growing number of students. If the proposed boundary change comes into effect, this will cause the student population at Parkview Public School to dramatically increase over the next several years, impacting consistent access to education and learning services.

The committee was developed to collect and discuss concerns presented by the Parkview community. We have come forward with several sustainable solutions to propose to the Trustees and TVDSB for consideration, while focusing on a minimal impact on the students and school community. The solutions identified we believe not only place students first, while being fair and equitable to the needs of the community, but also bolster a business case for an addition at Parkview PS. We hope our report helps the Trustees and TVDSB to effectively demonstrate a need for additional capital investment from the Ministry of Education promptly.

Questions were presented to the TVDSB and responses were received and relayed during the community meeting. For reference:

<https://www.tvdsb.ca/en/our-board/meaar-elementary-questions-and-answers.aspx>

4. BRIEF SCHOOL COMMUNITY PROFILE

Serving the growing communities of Komoka and Kilworth, Parkview Public School is situated in heart of Komoka. It is home to approximately 650 students, each striving for excellence in both their academic and personal pursuits. With a balance of tradition and innovation, Parkview's staff is committed to providing enriching learning experiences that engage and challenge all learners.

Our school has an active and committed School Council comprised of parents, staff, student representatives and community members. Since 1994 Parkview has been designated by Peaceful Schools International as a peaceful school and has been awarded Gold level by Ontario Eco Schools.

Parkview is a school with longstanding traditions and values which are deeply rooted in the community. The community feels very strong about "their" school, holding educational expectations to a high standard. During the 2019 Attendance Area Review, TVDSB was provided with very sincere and strong feedback from the community indicating how deeply rooted our families' values and connection with Parkview area. Furthermore, the feedback provided throughout the 2019 AAR demonstrated both how passionate and dedicated the community feels in regard to prioritizing the maintenance of a high level of education.

5. FEEDBACK REGARDING PROPOSAL

The concerns identified by the committee are as follows:

- Reports presented at the initial MEAARC presentation in November 2023, show Parkview will significantly go over capacity, with the solution to place portables (up to 10) before building an expansion (no given timeline). It is projected that in 2025 Parkview will be operating at a 120% capacity with 5 portables and Delaware to dip to 84% capacity and no portables.
- In 2019 when Parkview had 4 portables, it was deemed that Parkview was at overcapacity. This in turn triggered the MEAAR in 2019 which resulted in the boundary change. There is a vast discrepancy between the 2019 and current MEAAR discussion. No exceptional changes have been made to conclude that an additional 10 portables will fall within Parkview's current capacity guidelines. Based on this cascade, it is challenging to appreciate how Parkview is now able to accommodate a projected 10 portables? What has changed from 2019 to 2024?
- The report indicates that Delaware will go under capacity when the students from Kilworth Heights West will be placed at Parkview. Parkview will grow further over capacity with new students from Kilworth Heights West, the area near the water tower, and the area behind the arena and soon Renwick Estates (as listed in your report dated October 10/2023).

- TVDSB was unable to provide any data or research on the connection between school size and academic achievement. Parkview has excellent EQAO scores, and it is in the students/community best interest we to keep this scoring steady or improved. EQAO scores are being considered when families relocate and have factored into their decision making upon choosing this community. Overcrowded portables in excess have been found to hinder academic performance in Ontario (Riveros & Zhou, 2023).
- There are concerns that with the anticipated growth this will lead to an increase in overall class sizes and a reduction in overall access to physical education and music class. As per the Policy/Program Memorandum 138 (2017), all students in Ontario elementary school grades 1-8 are to receive a minimum of 20 minutes of moderate to vigorous physical activity each day during instructional time. Considering the lack of allocated space for physical activity each day in an overcrowded school, there are concerns that students will not reach these minimum requirements which may result in negative physical and mental health outcomes.
- Based on the current data and projected growth, we foresee that students and staff will no longer have equitable access to washrooms and sinks on a regular basis. Portables will not provide any additional bathroom facilities or in class access to water needed at times for science and other classes.
- As a result of the above, the mental health and safety of not just students, but also teaching and administrative staff is of serious concern. Chan (2009) has identified varying impacts on the effects of portable classrooms on student behaviour, achievement, and teacher morale. Overtime, this could contribute to more burnouts/sickness amongst staff and teachers. Students' misbehaviours were observed to occur in higher proportions when travelling to and from portables (Chan 2005). It is important to consider how rapid growth with negatively impact access to internal supports that students often require such as SLP and CLST, leading to increased wait times.
- In relation to current students at Delaware Public School, if the boundary is changed, will they be permitted to stay there, or will they eventually need to attend Parkview Public School after an initial grace period? This will contribute to their student population falling under capacity as projected.

6. RECOMMENDATIONS & CONSIDERATIONS

Our suggestions are as follows:

- An immediate investment in the facility is required in anticipation of the planned population growth from Kilworth-Komoka. From the TVDSB initial report we learn that *“When existing facilities and resources are being used efficiently, it demonstrates to the Ministry that increasing enrolment requires new infrastructure to be accommodated properly.”* It is welcomed to learn: TVDSB will submit a business case to support an

addition at this school while redesignating local students to their more proximal school and relieving enrolment pressure at Delaware Central PS.

- Families are choosing this catchment for the high standards Parkview has historically demonstrated. It is in poor business strategy to jeopardize the quality of learning; therefore, it is in TVDSB's best interest to seek and attain capital funding by 2025 to facilitate an addition.
- Coordination to address the impending issues mentioned earlier in this report, that will arise because of significant enrolment expansion at Parkview is necessary. We ask the Trustees and TVDSB, provide leadership in making any change a complete success for all students involved; To seek capital funding from the ministry to invest in an addition as soon as 2025, based on the projected growth in the community (forecasted growth to 2027 of nearly 25% in student population).
- It is understood that portables have been earmarked for Parkview to prevent a void, however, the committee highly discourages to spend money on portables when an expansion is required anyway. The long term and expanded use of portables can act as a constant visual and psychological reminder of the divide between students in the actual building and who are not. This investment cannot be delayed and an application for expansion should be made to avoid impending stress on the infrastructure of Parkview. We understand that TVDSB is accountable for proper capital planning to provide appropriate learning spaces and this responsibility cannot be deferred. As Riveros (2023) states, "By normalizing portable structures as permanent buildings, the education system ends up shortchanging students and families in its promise to deliver quality public education opportunities for all students."
- We request that the students from with the development of Renwick Estates, the area behind the water tower and behind the arena, could be diverted to Valleyview School? Could some of these students be redirected to Caradoc Public School in Mt. Brydges? We understand that students should ideally go to a geographically proximal school, however this would appear to be a reasonable interim solution.
- We ask the Trustees and TVDSB also to consider when the land in Kilworth Heights West, which is currently tendered for TVDSB, expires December 2024, to renew this contract. If this contract is renewed, this could expedite the process when a strong business case is presented to the MOE towards a funding application for a new school.
- Students at both Delaware and Parkview deserve an exceptional educational experience. Alleviating a capacity issue at Delaware cannot jeopardize the all-around educational experience of Parkview students (and vice-versa).
- We request that should the boundary be changed that busing become available for students residing in Kilworth Heights West effective September 2024 (as opposed to September 2025)

- We request that the Trustees also consider a granting an exemption for bussing to continue for 2-3 years for the families that choose to remain at Delaware Public School should the boundary be changed.
- We request that the Trustees allow current families who reside in Kilworth Heights West to continue to attend Delaware Public School for the remainder of their children(s) elementary school duration.
- Adamson and Astrand (2016) found that an overreliance on portable classrooms, specifically in periods of significant demographic growth, highlight the tremendous financial constraints imposed on school boards while reflecting the disinvestment that has shaped the structure and function of the educational system. We ask that the Trustees and TVDSB consider the tight knit, “small town” feeling we have in our community and that we cannot be compared to any other school in in nearby London or any other city within the TVDSB (or any larger communities for that matter when comparing provincially). Many local families have been attending Parkview for multiple generations or have chosen to move into this area to become a member of this wonderful and special community. Parkview School is one of the reasons this community is so desirable.

7. APPENDICES

References

Adamson, F., & Åstrand, B. (2016). Privatization or public investment? A global question. In F. Adamson, B. Åstrand, & L. Darling-Hammond (Eds.), *Global education reform* (pp. 1–15). Taylor & Francis

Chan, T. C. (2005). Portable versus permanent classrooms: Student attitude, behavior, and achievement. *Educational Facility Planner*, 40(2), 3–10.

Chan, T. C. (2009). Do portable classrooms impact teaching and learning? *Journal of Educational Administration*, 47(3), 290–304.

Ontario Government (2017). Policy/Program memorandum 139. Available from: <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-138>

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Riveros, A., Zhou (2023). Portable classrooms: Socio economic context and implications for academic achievement. *Canadian Journal of Educational Administration and Policy* (Accepted). Available at SSRN: <https://ssrn.com/abstract=4674608>