THAMES VALLEY DISTRICT SCHOOL BOARD
SPECIAL MEETING OF THE BOARD AGENDA

June 20, 2023, 6:00 P.M.

Board Room, Education Centre

1. CALL TO ORDER

2. O CANADA

3. APPROVAL OF AGENDA

4. CONFLICT OF INTEREST

5. FINAL ATTENDANCE AREA REVIEW REPORT: CITY OF ST. THOMAS ELEMENTARY PANEL ATTENDANCE AREA REVIEW

6. TVDSB PRELIMINARY 2023-2024 BUDGET

    a. **Presentation**

    b. **Deferred Motions**

    Motion 1: Trustees Hunt/Moore

    THAT the motion index be updated to include all motions since the board amalgamation in 1998 be deferred until the budget process.

    Motion 2: Trustees Mai/Moore

    THAT there be a permanent increase from 9 to 11 full time positions on the behavioural analyst team, with preference given to hiring Board Certified Behaviour Analysts (BCBA).

    Motion 3: Trustees Mai/Sachs

    THAT TVDSB allocates funding to reduce caseloads to improve ratio of student-to-professional staff (Speech and Language and Psychology) to improve delivery of services, including assessments as part of the 2023-2024 budget discussion.

    c. **Budget Approval**

7. ADJOURNMENT

Date of Meeting:	2023 JUNE 20
Item #:	5.0

REPORT TO:	☐ **Administrative Council** ☐ **Program and School Services Advisory Committee** ☐ **Policy Working Committee** ☐ **Planning and Priorities Advisory Committee** ☒ **Board** ☐ **Other:**
	For Board Meetings: ☒ **PUBLIC** ☐ **IN-CAMERA**
TITLE OF REPORT:	Final Attendance Area Review Report City of St. Thomas Elementary Panel Attendance Area Review
PRESENTER(S): ***(list ONLY those attending the meeting)***	Linda Nicholls, Associate Director Geoff Vogt, Superintendent of Facility Services and Capital Planning Ben Puzanov, Manager of Planning Christopher Harris, Planner
REPORT AUTHOR(S):	Ben Puzanov, Manager of Planning Christopher Harris, Planner
PRESENTED FOR:	☒ **Approval** ☐ **Input/Advice** ☐ **Information**
Recommendation(s): *(only required when presented for approval)*	THAT holding zones be established in Northwest St. Thomas within the attendance area of Southwold PS for land shown in Appendix A to the May 9, 2023 Final Attendance Area Review Report for the City of St. Thomas Elementary Panel Attendance Area Review and known as Area 1 in the 2020 Positioned for Growth Study for the City of St. Thomas; THAT the Northwest St. Thomas holding zones designate K-8 students to attend Elgin Court PS and John Wise PS until permanent accommodations are available, with the geographic delineation of holding schools to be determined by Administration upon the submission of development applications; THAT the Southeast St. Thomas Holding Zone be dissolved and that students be permanently accommodated at Mitchell Hepburn PS commencing in the 2024-2025 school year; THAT the attendance area for Mitchell Hepburn PS, as shown in Appendix A to the May 9, 2023 Final Attendance Area Review Report for the City of St. Thomas Elementary Panel Attendance Area Review be approved and that this takes effect commencing in the 2024-2025 school year; THAT the attendance area for Forest Park PS, as shown in Appendix A to the May 9, 2023 Final Attendance Area Review Report for the City of St. Thomas Elementary Panel Attendance Area Review be approved and that this takes effect commencing in the 2024-2025 school year; THAT students entering Grade 8 in September 2024 and their siblings who reside within the Southeast St. Thomas Holding Zone as of March 31, 2024, and designated to Mitchell Hepburn PS be provided with the “legacy agreement option” to remain at Kettle Creek PS for the 2024-2025 school year, with transportation (if eligible); and

	THAT students entering Grade 8 in September 2024 and their siblings who reside within the Mitchell Hepburn PS attendance area as of March 31, 2024, and designated to Forest Park PS be provided with the "legacy agreement option" to remain at Mitchell Hepburn PS for the 2024-2025 school year, with transportation (if eligible).
Purpose:	The purpose of this report is to provide the final recommendations for the City of St. Thomas Elementary Panel Attendance Area Review. The final attendance area review report is included in Appendix B.
Content:	**Background** Enrolment in the City of St. Thomas is not balanced across the elementary panel. The majority of new developments are concentrated in specific attendance areas, and growth in general has not been evenly distributed across the City. As a result of this development distribution, TVDSB is experiencing an imbalance in enrolment across our schools, with facilities closer to the core of St. Thomas generally declining in enrolment, while those on the periphery or located outside of the City experiencing enrolment pressure. The purpose of this review is to balance enrolment by addressing the following matters: • Permanently accommodating the Southeast St. Thomas Holding Zone at a proximal school for students; • Reducing overall empty pupil places; and • Managing enrolment growth from new residential developments expected in northwest St. Thomas. This attendance area review is critical to planning for enrolment growth and positioning our Board favourably for future capital investment by the Ministry of Education in the form of a new school in the City's northwest. **School Community Feedback** An Attendance Area Review Committee meeting was held on February 2, 2023, with school subcommittee meetings completed over the following months. Administration has reviewed all feedback that was received and prepared this final attendance area review report. A number of key themes emerged through the consultation process: • School communities would like to reduce reliance on portables. • The grade reconfiguration option is not supported by Elgin Court PS, Forest Park PS, or Mitchell Hepburn PS. These are three of the four schools that would be affected by this option. • Locke's PS has requested to maintain its current boundary but did support grade restructuring if keeping the status quo is not feasible. • Mitchell Hepburn PS supports receiving holding zone students but would prefer to avoid making any other changes to its boundary. • Overall, there was support by both Forest Park PS and Elgin Court PS to receive additional students with a request for transition supports in order to welcome families to their new schools.

- There were also requests for legacy agreement options to be offered to all students and their siblings in order to stay at current schools, with transportation.

The school community reports are included in Appendix C.

Recommendations

Based on the feedback that was received, Administration has prepared the following recommendations. Attendance area adjustments have been designed to follow roads or other features wherever possible. Attention was also paid to modes of transportation, prioritizing boundary adjustments that promote active transportation and reduce reliance on busing.

The recommended attendance areas are shown in Appendix A.

1. *Dissolving the Southeast St. Thomas holding zone and designating students to their most proximal school, being Mitchell Hepburn PS*

The first recommended change involves dissolving the southeast St. Thomas holding zone and assigning students to Mitchell Hepburn PS. Students who reside within the holding zone would be within the Mitchell Hepburn non-transportation zone and would not require busing. This is a significant benefit to families in this area and supports municipal efforts to build walkable communities. A reduction of two buses is expected due to this change.

2. *Designating students from the north end of the Mitchell Hepburn PS attendance area to Forest Park PS*

To accommodate holding zone students and reduce reliance on portables, it is recommended that a portion of the Mitchell Hepburn PS boundary be designated to Forest Park PS. The area proposed to be moved is bordered by Wellington Street to the north and Lawton Street and Highview Drive to the south. A number of students who are currently attending Mitchell Hepburn PS by bus would not be eligible for transportation to Forest Park PS. There is no net change in buses expected as a result of this adjustment.

Forest Park PS is well under capacity and is projected to remain so. With the addition of students from Mitchell Hepburn PS, the school is projected to increase close to full capacity. This adjustment would utilize available space at Forest Park PS and strengthen the business case for a new school in the community.

3. *Establishing holding zones for the land included in the City's settlement boundary expansion*

The establishment of holding zones in northwest St. Thomas is an alternative to designating a portion of the Southwold PS attendance area to another school.

It is expected that between 310 and 500 elementary students will yield from new development in northwest St. Thomas, dependant on the types of units that are constructed. To manage the projected accommodation pressure at Southwold PS, Administration is proposing to designate Elgin Court PS and

	John Wise PS as holding schools. Currently, there are no applications that have been submitted for this new development expected in northwest St. Thomas. Once a proposal is received, the area may be divided into two holding zones by using roads and other geographic features for boundaries. 4. *Offering legacy agreement options to Kettle Creek PS and Mitchell Hepburn PS students entering grade 8 along with their siblings for 2024-2025, with transportation (if eligible).* Administration is recommending that a legacy agreement option be offered to graduating students and their siblings for the year of implementation, with transportation (if eligible). Should siblings wish to remain at current schools following the 2024-2025 school year, they would need to apply to do so as per the Out of Area Exemption process.
Financial Implications:	A net reduction in approximately two buses is expected as a result of the recommended boundary changes.
Timeline:	The Board of Trustees is scheduled to deliberate and make a decision regarding the Final Attendance Area Review Report on June 20, 2023.
Communications:	The Final Attendance Area Review Report was circulated to the attendance area review committee as well as all of the school communities involved in the review. Public delegations regarding the recommendations were received at the May 23, 2023, Board meeting.
Appendices:	Appendix A: Recommended Attendance Areas Appendix B: Final Attendance Area Review Report for the City of St. Thomas Elementary Panel Attendance Area Review Appendix C: School Community Reports

Strategic Priority Area(s):

Relationships:	☒ Students, families and staff are welcomed, respected and valued as partners. ☐ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. ☒ Create opportunities for collaboration and partnerships.
Equity and Diversity:	☒ Create opportunities for equitable access to programs and services for students. ☒ Students and all partners feel heard, valued and supported. ☐ Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	☐ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. ☐ Staff will demonstrate excellence in instructional practices. ☒ Enhance the safety and well-being of students and staff.

Form Revised JUNE 2021

City of St. Thomas Elementary Panel Attendance Area Review

Final Attendance Area Review Report

June 20, 2023

Recommendations

1. THAT holding zones be established in Northwest St. Thomas within the attendance area of Southwold PS for land shown in Appendix A to the May 9, 2023 Final Attendance Area Review Report for the City of St. Thomas Elementary Panel Attendance Area Review and known as Area 1 in the 2020 Positioned for Growth Study for the City of St. Thomas;

2. THAT the Northwest St. Thomas holding zones designate K-8 students to attend Elgin Court PS and John Wise PS until permanent accommodations are available, with the geographic delineation of holding schools to be determined by Administration upon the submission of development applications;

3. THAT the Southeast St. Thomas Holding Zone be dissolved and that students be permanently accommodated at Mitchell Hepburn PS commencing in the 2024-2025 school year;

Recommendations

4. THAT the attendance area for Mitchell Hepburn PS, as shown in Appendix A to the May 9, 2023 Final Attendance Area Review Report for the City of St. Thomas Elementary Panel Attendance Area Review be approved and that this take effect commencing in the 2024-2025 school year;

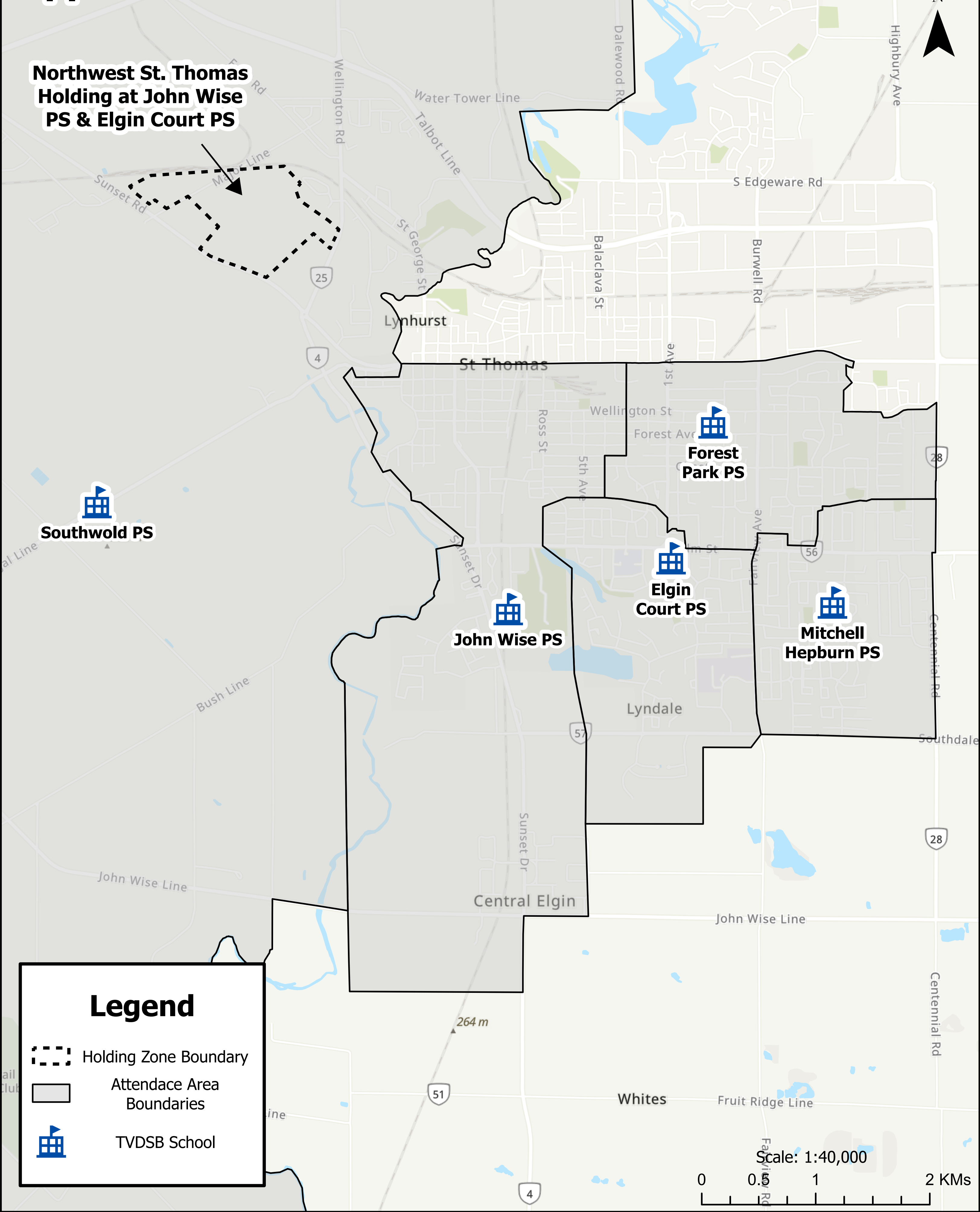
5. THAT the attendance area for Forest Park PS, as shown in Appendix A to the May 9, 2023 Final Attendance Area Review Report for the City of St. Thomas Elementary Panel Attendance Area Review be approved and that this take effect commencing in the 2024-2025 school year;

6. THAT students entering Grade 8 in September 2024 and their siblings who reside within the Southeast St. Thomas Holding Zone as of March 31, 2024 and designated to Mitchell Hepburn PS be provided with the "legacy agreement option" to remain at Kettle Creek PS for the 2024-2025 school year, with transportation (if eligible); and

Recommendations

7. THAT students entering Grade 8 in September 2024 and their siblings who reside within the Mitchell Hepburn PS attendance area as of March 31, 2024 and designated to Forest Park PS be provided with the "legacy agreement option" to remain at Mitchell Hepburn PS for the 2024-2025 school year, with transportation (if eligible).

Appendix A: Recommended Attendance Areas



City of St. Thomas Elementary Panel Attendance Area Review
Final Attendance Area Review Report

Table of Contents

Executive Summary

This report provides an examination of current and projected enrolment across English track elementary schools in the City of St. Thomas and the surrounding area. The recommendations presented within this report are based on an analysis of Thames Valley District School Board's current and long-term needs. This report is not intended to be a stand-alone document and should be referenced in conjunction with other Board strategies, policies, and objectives.

The primary objectives of this study are to analyze relevant demographic, enrolment, residential development, and facility data to identify schools within the City of St. Thomas that could be better utilized through attendance area boundary changes. Select data, metrics, and on-the-ground capacities will highlight schools and boundaries that can accommodate both existing and projected enrolment. Extensive residential development across various parts of the city has resulted in an enrolment imbalance throughout the elementary panel. To ensure that capital funding for additional spaces is secured and to deal with the more immediate pressures, the TVDSB must first make certain that existing spaces and resources are used effectively.

The measures considered as part of this review address the enrolment imbalance across English track schools in the City of St. Thomas. Several proposed solutions are presented in this document, which features the dissolution of the Southeast St. Thomas Holding at Kettle Creek PS, and multiple scenarios for attendance area adjustments that propose to balance enrolment at both over and underutilized school facilities. The options presented are intended to outline a strategic approach to address immediate and future potential accommodation issues, while also providing the flexibility to address further pressures that will arise over the next five to ten years.

The catalyst for this review is the accommodation pressure at Kettle Creek PS, which has reached critical levels. Also important is the return of holding zone students from Southeast St. Thomas to a more proximal school within their neighbourhood.

To resolve the overutilization at Kettle Creek PS, the Southeast St. Thomas holding zone is proposed to be dissolved and returned to its home school of Mitchell Hepburn PS. By dissolving the Southeast St. Thomas holding zone, the utilization at Kettle Creek PS will decrease by approximately 35% in 2024 (to 106% in 2024; and 112% in 2029). While the utilization would remain above full capacity, it represents a significant improvement from the status quo (141% in 2024; 152% in 2029) and will allow for the removal of multiple portables. Dissolving the Southeast St. Thomas holding zone and reassigning students to Mitchell Hepburn PS will result in 108% utilization at Mitchell Hepburn PS in 2024. Utilization is projected to decrease to full capacity by 2029 as the area continues to mature.

To accommodate the return of holding zone students, options have been developed to assign portions of Mitchell Hepburn PS to Forest Park PS, which has available space (section 5.2).

The report includes additional boundary adjustment options that address underutilized schools (Elgin Court PS and Forest Park PS) and overutilized schools (Southwold PS and Locke's PS). Locke's PS faces enrolment pressure that can be addressed through boundary adjustments with either June Rose Callwood PS or New Sarum PS. The attendance area for John Wise PS is proposed to change by sending students to Elgin Court PS and Forest Park PS. The space made at John Wise PS by moving portions of its boundary to underutilized schools will be used to either resolve the accommodation pressures at Locke's PS or resolve pending enrolment pressures at Southwold PS. The proposed boundary adjustments outlined in this report would resolve the enrolment imbalance throughout the City and strengthen TVDSB's future business case submission to the Ministry of Education for a new school in northwest St. Thomas.

1. Background

TVDSB provides educational services to the cities of St. Thomas and London as well the Counties of Middlesex, Oxford, and Elgin. Prior to 2016, enrolment was generally stable at approximately 75,000 students. Currently, there are more than 83,000 students across the Valley. Enrolment growth is expected to continue due to sustained migration and immigration to the area and the rapid pace of development activity. These changes in population and migration patterns have significantly impacted Board enrolments. Over the next ten years, it is anticipated that the growth and development within the Board's jurisdiction will continue to increase rapidly, which will cause further enrolment imbalances if not addressed. Any future decisions must be made in the context of both Board and Ministry of Education initiatives and policies regarding boundary changes and requests for capital funding.

1.1 Analysis Parameters

The objective of an attendance review is to balance enrolment and utilization of schools for both the short and long-term. The projected enrolments must support a sustained optimal utilization of schools' existing permanent capacities in order to maximize resources.

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

Residential development and municipal Official Plan direction can cause a disproportionate arrangement of students at schools. Schools in rapidly developing areas can experience higher enrolment and student yields than older neighbourhoods. Changing demographics, socio-economic perceptions of certain locales, as well as housing density can result in over-capacity pressures at one school and empty pupil places at other schools nearby.

The tools available to the TVDSB to achieve long-term sustainability for this review include:

- The return of a temporary holding zone to its home school; and
- The modification of attendance areas

1.2 City of St. Thomas Elementary Panel Attendance Area Review

This report was developed to discuss the technical aspects of the current accommodation imbalances within the City of St. Thomas and schools in the surrounding communities that have portions of their attendance areas within the City. The potential boundary changes provide a solution on how to best manage the future enrolment that will yield from the new residential development in the short and long term. This will be achieved through dissolving a holding zone and the reconfiguration of school attendance boundaries.

Two areas of particular focus are the communities around Kettle Creek PS and Southwold PS. The enrolment pressure at Kettle Creek PS is due to residential development in Port Stanley and temporarily accommodating the Southeast St. Thomas holding zone.

The City of St. Thomas has expanded its urban growth boundary and added residential land within the Southwold PS attendance area; approximately 1,387 units are expected to be constructed within the next five to 10 years in this area. As students begin to yield from new development, Southwold PS is projected to become severely overutilized.

2. Current Situation

2.1 St. Thomas Study Area

Currently, TVDSB operates six English track schools and one French Immersion (FI) school in the City of St. Thomas. In addition to these, the attendance boundaries of New Sarum PS, Southwold PS, and Kettle Creek PS extend into St. Thomas. The total English track elementary enrolment is under the collective On-the-Ground (OTG) capacity of schools in the area but there are imbalances throughout the panel. The enrolment imbalances are projected to worsen over the forecast term because the majority of future residential development is located within the Southwold PS, John Wise PS, and Elgin Court PS attendance areas.

In 2021, the enrolment imbalance necessitated 18 portables at TVDSB's St. Thomas elementary school facilities: 7 at Locke's PS, 5 at Kettle Creek PS, 3 at Mitchell Hepburn PS, 2 at June Rose Callwood PS, and 1 at Southwold PS.

2.2 French Immersion Analysis

This attendance area review will consider boundary reconfigurations at English track elementary schools with attendance areas in St. Thomas. TVDSB reviewed the potential of including FI schools in the review.

TVDSB examined converting Éva Circé-Côté FI PS to an English Track School and moving its FI program into the City of St. Thomas in order to provide enrolment pressure relief for Kettle Creek PS.

The findings concluded that FI students within the City of St. Thomas and Elgin County are well served by the current location of FI facilities and any modification to boundaries will require significant student movement and increase the reliance on school bus transportation. More specifically, converting Éva Circé-Côté FI PS back into an English track elementary school will necessitate the busing of students from the Southeast St. Thomas holding zone to the converted school in order to bolster its attendance and thereby not addressing a core objective of the review, being the return of holding zone students to a neighbourhood school that is located within walking distance of their residences.

The attendance areas for both Pierre Elliott Trudeau FI PS and Éva Circé-Côté FI PS work well, with ample enrolment at each school in order to provide high quality FI programming to students in the City and the County. Figures 1 and 2 below illustrate the student distribution at both schools.

Figure 1

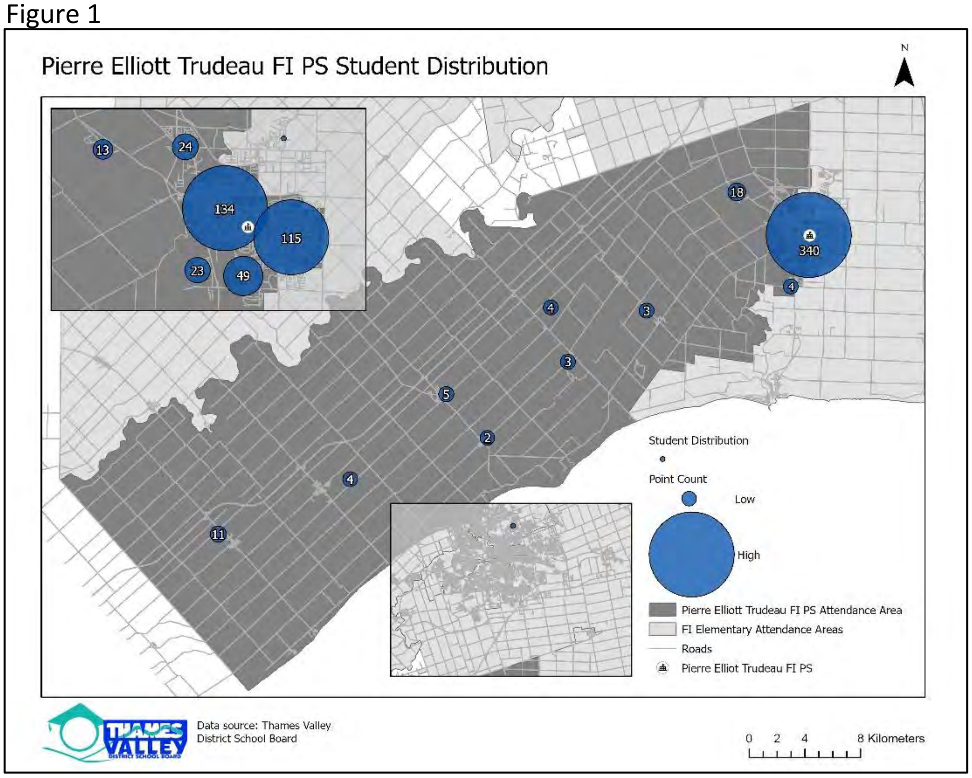
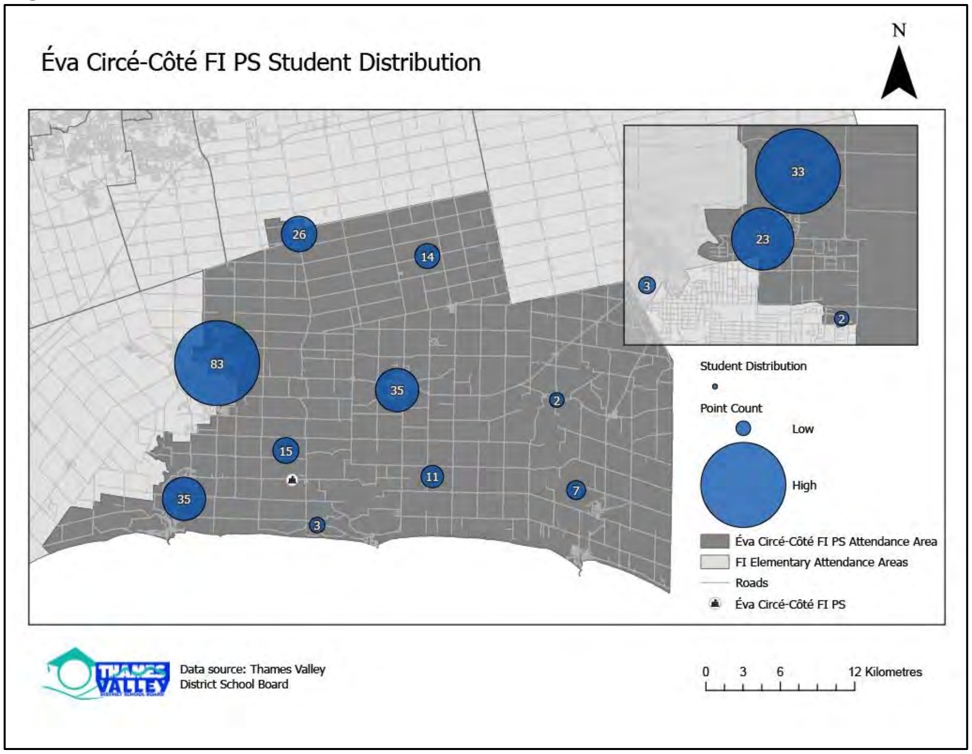


Figure 2



2.3 Issues Under Review

Official 2021-2022 enrolment figures were used for this review as this is the most recent school year for which official enrolment was available. Enrolment in 2021-2022 remained under the collective OTG capacity of English track schools across St. Thomas but the student population is not evenly distributed across the elementary panel. In general, utilization is higher for schools located on the periphery of St. Thomas, while facilities located within central St. Thomas are underutilized. This trend is expected to intensify over the next several years as residential developments will continue to build-out in high growth areas, specifically in northwest St. Thomas.

Table 1 presents utilizations for the elementary panel in St. Thomas and the surrounding area. It illustrates 2021-2022 enrolment data as well as projections for 2024 (proposed implementation year for potential boundary changes) and 2029. Substantial growth is projected beyond this planning horizon as students will begin to substantiate from expected residential developments. This growth will not be evenly distributed across elementary schools with the majority of residential development expected within the Southwold PS and John Wise PS attendance boundaries. Existing imbalances are expected to worsen over the coming decade if boundary adjustments are not implemented.

Three schools are notable for their comparatively lower utilizations. The current utilization at Forest Park PS is 74% and this expected to decline to 70% by 2029. Similarly, the utilization at Elgin Court PS is currently at 69%, and this is expected to remain stable through to 2029. New Sarum PS is currently at 86% and this figure is expected to decline to 77% by 2029.

In contrast, Kettle Creek PS and Locke's PS are overutilized. Enrolment pressure at Kettle Creek PS is expected to increase by approximately 11% between 2021 (136%) and 2029 (152%). Locke's PS is currently at 119% and is expected to reach its enrolment peak by 2024 (123%). Southwold PS is currently just under full capacity but is expected to reach 124% by 2029 as students will begin to substantiate from new developments in northwest St. Thomas. The utilization at Southwold PS will increase significantly beyond 2029 as between 310 and 500 elementary students are expected to yield from new development in northwest St. Thomas, dependant on the types of units that are constructed.

Status Quo Enrolment and Utilization - Table 1

Schools	Capacity		Portables			Enrolment			Utilization		
Name	OTG	Current Usage	2021	2024	2029	2021	2024	2029	2021	2024	2029
Kettle Creek PS	363	363	5	6	7	494	511	552	136%	141%	152%
Mitchell Hepburn PS	678	678	3	0	0	706	607	539	104%	90%	79%
Forest Park PS	530	* 516	0	0	0	392	405	372	74%	76%	70%
John Wise PS	611	611	0	0	0	518	512	549	85%	84%	90%
Elgin Court PS	467	* 411	0	0	0	323	330	323	69%	71%	69%
June Rose Callwood PS	375	380	2	0	0	380	343	317	101%	91%	85%
Locke's PS	576	576	7	9	4	684	708	633	119%	123%	110%
Southwold PS	654	654	1	1	7	647	679	813	99%	104%	124%
New Sarum PS	257	257	0	0	0	222	214	198	86%	83%	77%
Total	**4511**	**4446**	**18**	**15**	**18**	**4366**	**4309**	**4296**	**97%**	**96%**	****95%**

* Functional OTG capacities for both Forest Park PS and Elgin Court PS have changed due to non purpose-built classrooms being used for special education

** Enrolment is projected to increase beyond 95% as additional students from new development will begin to substantiate beyond 2029

Holding Zone and Holding School

This analysis incorporated the Southeast St. Thomas Holding Zone as part of the potential Attendance Area changes. A holding zone is an area defined by a geographic boundary, within an Attendance Area (usually with high concentrations of new or imminent development), for which Trustees have approved that those students residing in this area are to attend a specified School (known as a "holding school") based on available capacity until such time as long-term accommodations can be established. Once a holding zone is established, long-term accommodation solutions from interim pupil accommodation arrangements can include:

- permanent accommodation in existing schools;
- construction of a new school; and/or
- additions or renovations to existing schools to add space for accommodation.

There is an existing holding zone in Southeast St. Thomas due to development activity in the Mitchell Hepburn PS attendance area. Students residing in this holding zone are currently accommodated at Kettle Creek PS in Port Stanley.

Within the last couple of years, the combination of residential development, population growth, housing turnover rates and the accommodation of the Southeast St. Thomas holding zone has resulted in accommodation pressures at Kettle Creek PS. As the Southeast St. Thomas holding zone accounts for a large portion of Kettle Creek PS's total enrolment, dissolving the holding area will reduce the school's enrolment close to more manageable levels.

3. Current and Projected Residential Growth and Community Trends

3.1 Current and Projected Residential Development

TVDSB is experiencing increased enrolment from new developments and changing settlement patterns across the City of St. Thomas. These changes in population and migration patterns have impacted school board enrolments and produced both enrolment pressures and surplus spaces at schools across the city.

From 2001 to 2021, the City of St. Thomas grew by approximately 29%. Within the same period, the total number of private dwellings has grown by 35%.

Table 2 – City of St. Thomas Population and Housing Trends

Period	Population	Total Private Dwellings
2001	33,271	13,792
2006	36,110	15,225
2011	37,905	16,398
2016	38,909	17,114
2021	42,840	18,596
2001-2021	**9,569**	**4,804**
2001-2021	**29%**	**35%**

Source: Statistics Canada Census Profile, 2001-2021

The City of St. Thomas has grown significantly in recent years. Historically growth has taken the form of low density units (Table 4), however in 2020 there was an influx of 364 high density units, which account for 5 apartment complexes. Townhouse developments accounted for 46 and 28 units in 2020 and 2021, respectively.

From 2020 to August 2022 there were a total of 247 building permits in the Township of Southwold, all in low density developments. The majority of building permits were issued for the construction of units in the Talbotville community.

3.2 Student Yields

Enrolment projections are based on reviewing a number of factors that consider changing demographic patterns within an attendance area. This includes reviewing progression of students from one grade to the next each year, enrolment growth from the existing community as a result of migration to established neighbourhoods through housing turnover, and new births occurring within each attendance area.

Planning staff also track development applications and apply projected student yields to residential housing projects in order to determine how many new students from these developments will enroll at TVDSB schools each year. The number of students forecasted to yield from future developments are based on actual student counts from existing recent developments, factoring in unit types and attendance areas. Below is a list of elementary student yields per unit type that were applied to future residential developments in St. Thomas.

Table 3 – Residential Development Yields

Unit Type	Yield
Single/Semi-Detached	0.26
Townhouse	0.20
High Density (Apartment Units)	.03

Table 4 – City of St. Thomas Building Permits, January 2020 to August 2022

Period	Low Density	Medium Density	High Density	Total Dwellings
2020	269	46	364	679
2021	225	28	45	298
2022	99	14	30	143

Source: City of St. Thomas Building Permit Reports

Table 5 - Southwold Township Building Permits, January 2020 to August 2022

Period	Low Density
2020	43
2021	134
2022	70

Source: Southwold Township Building Permit Reports

Figure 3.

St. Thomas Building Permits - 2020

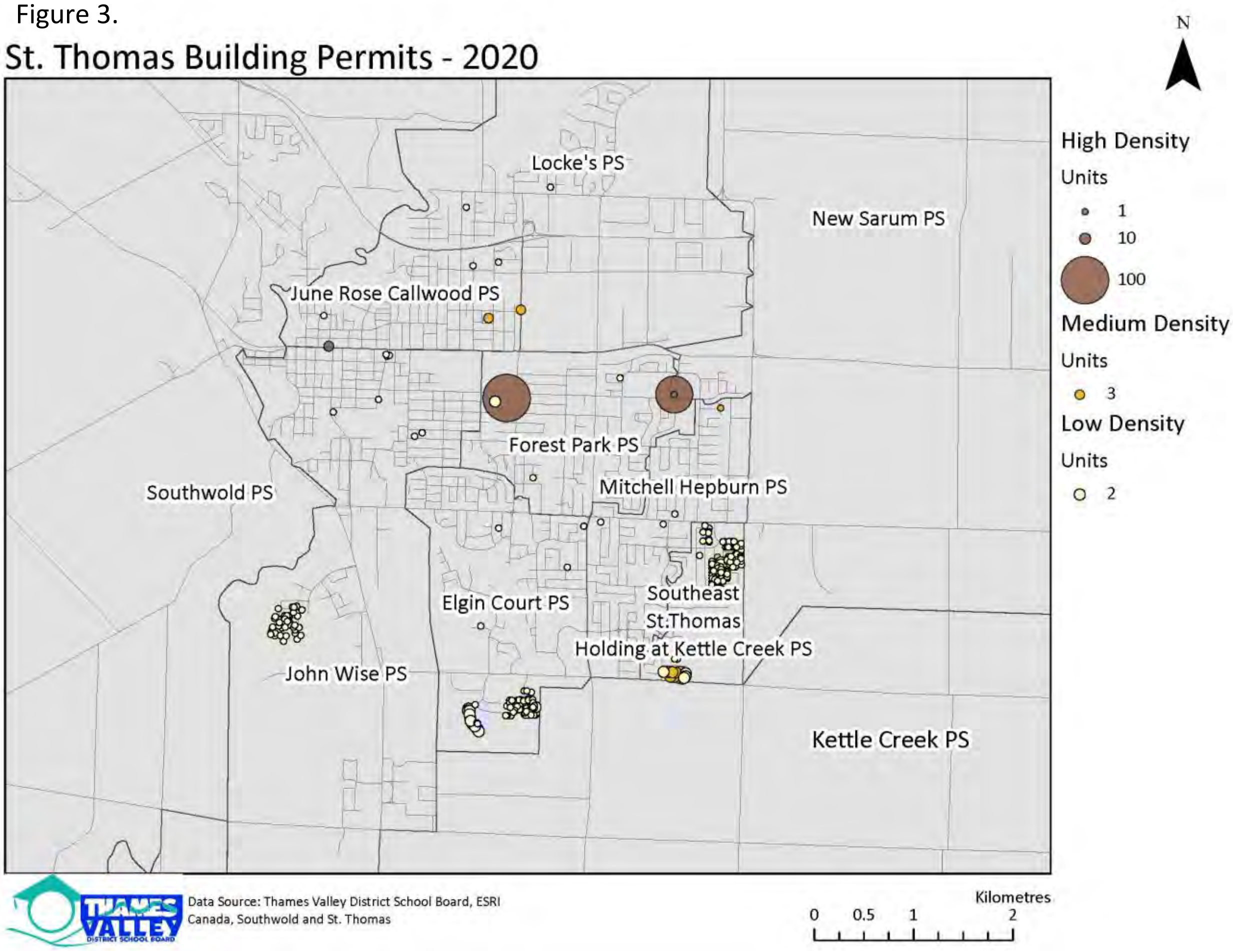


Figure 4.

St. Thomas Building Permits - 2021

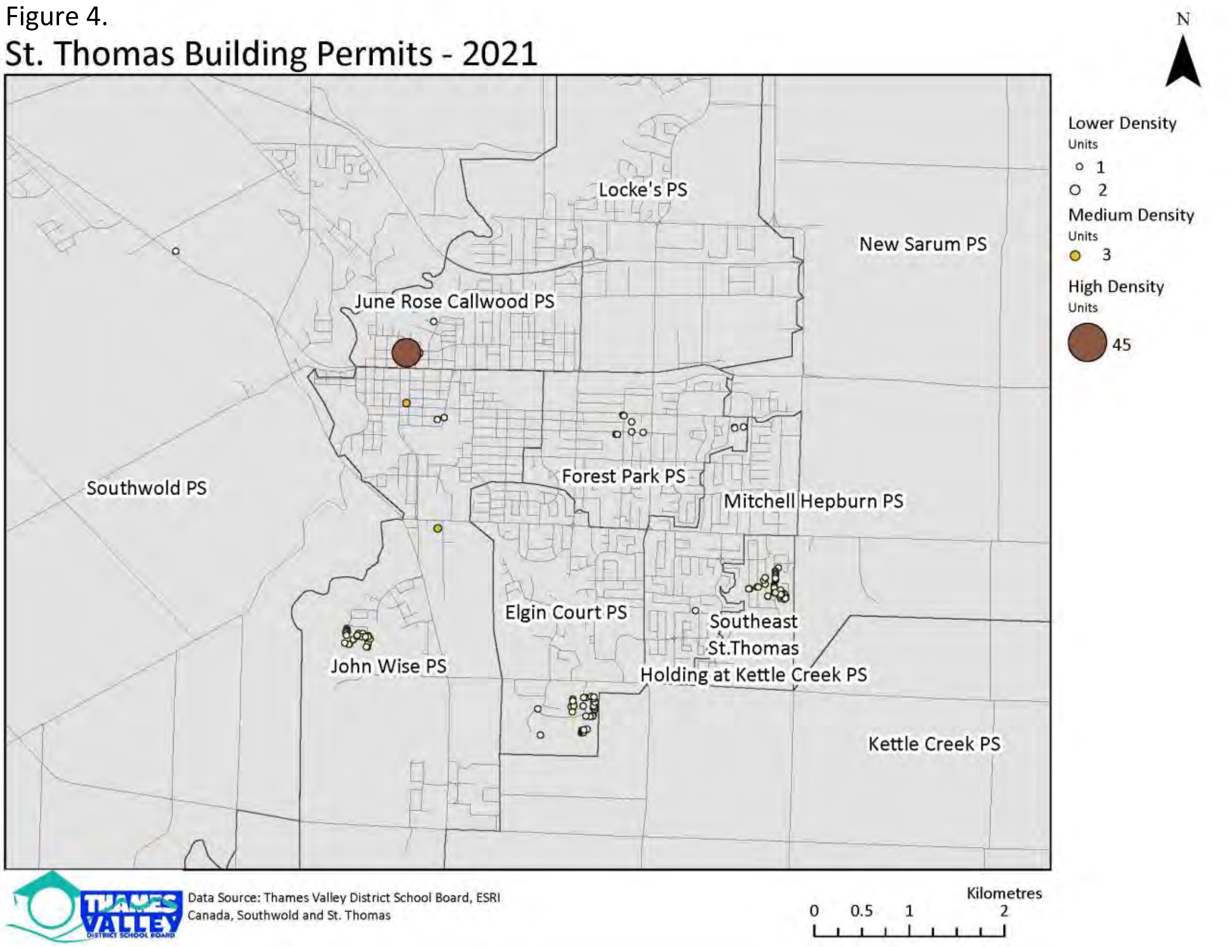


Figure 5.
St. Thomas Building Permits - 2022

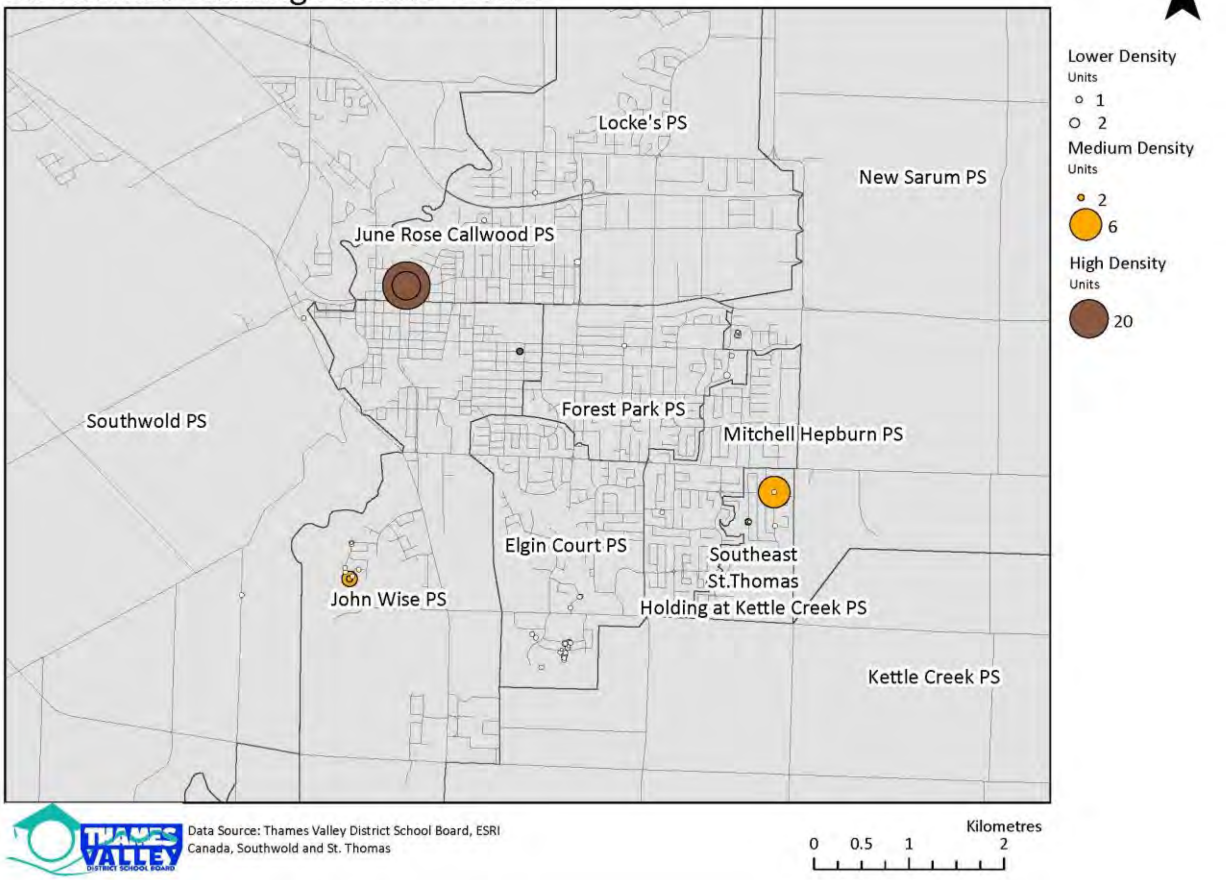


Figure 6.

Southwold Building Permits - 2020

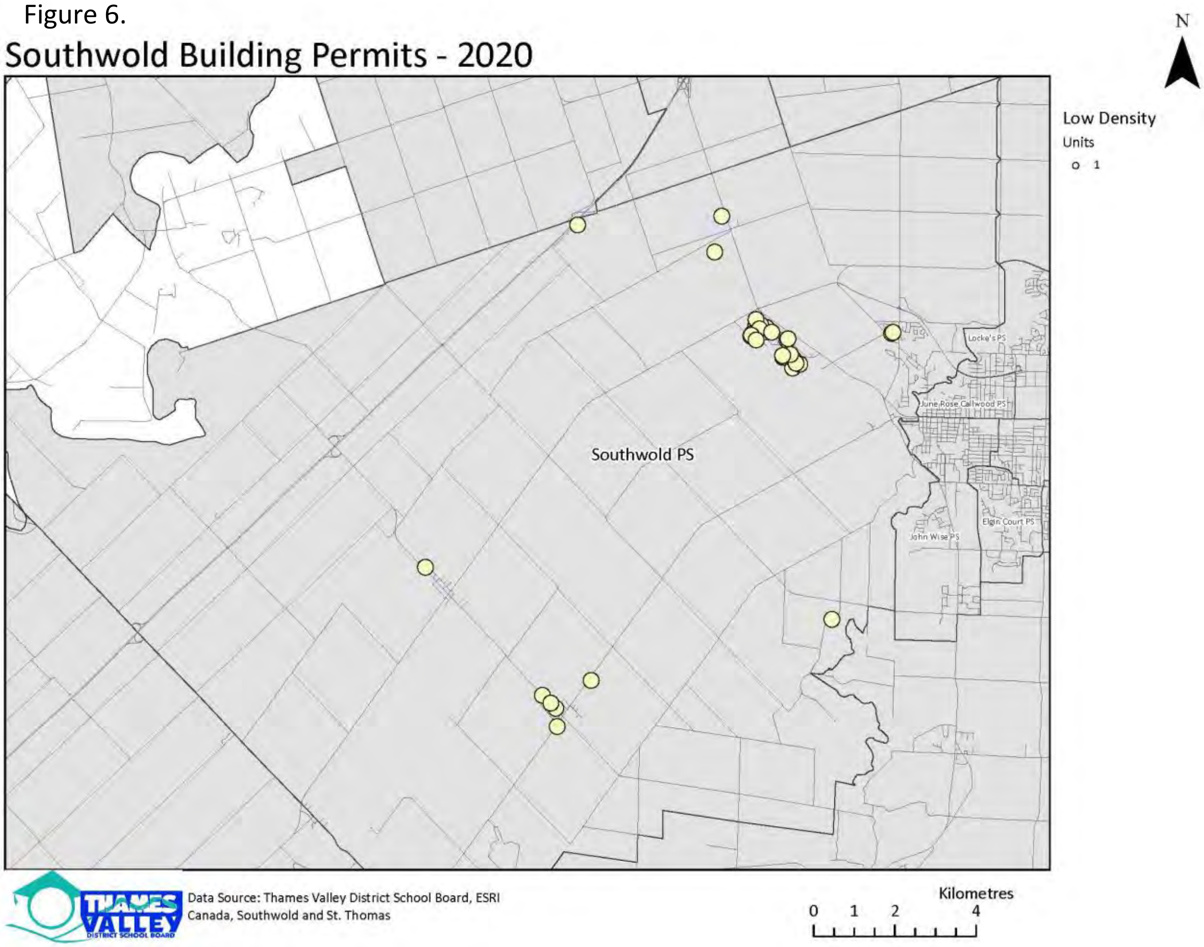


Figure 7.

Southwold Building Permits - 2021

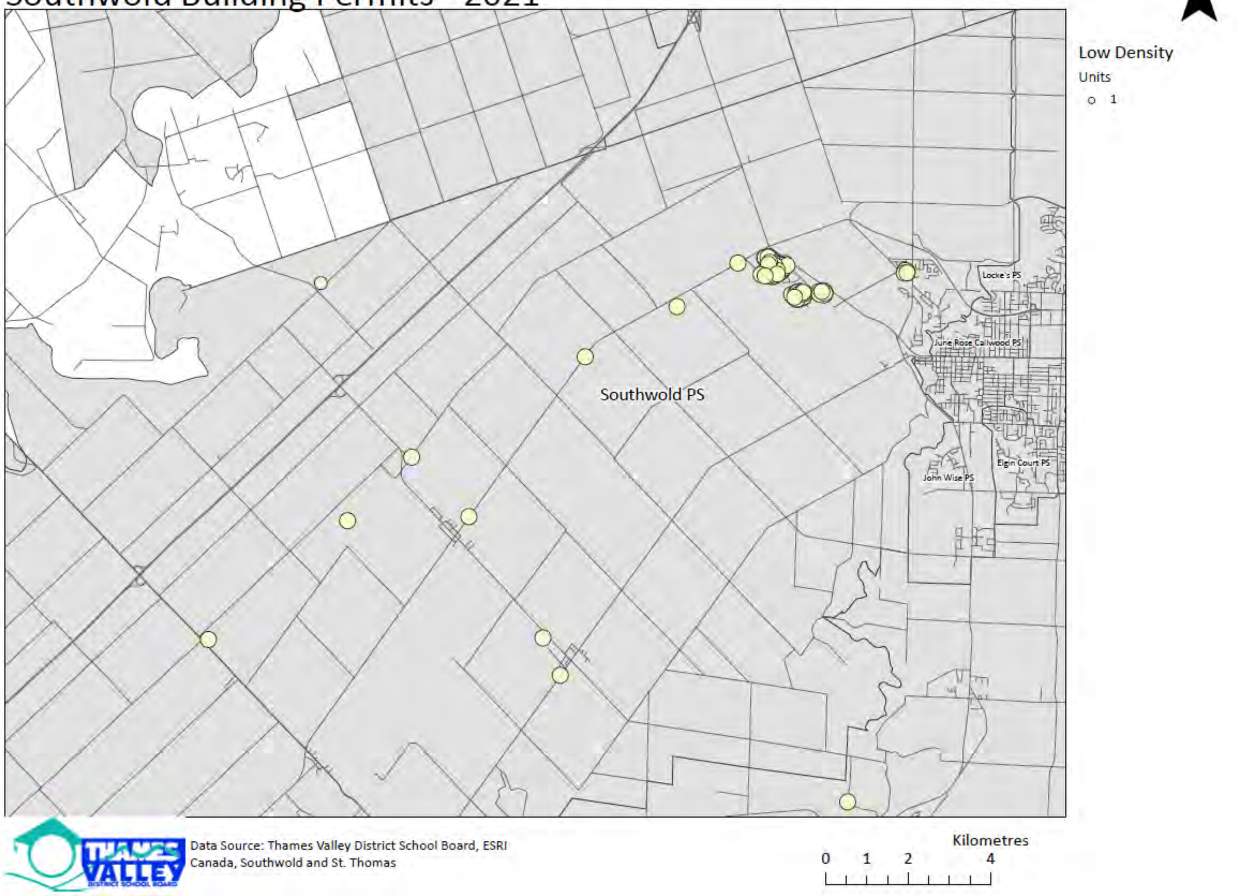
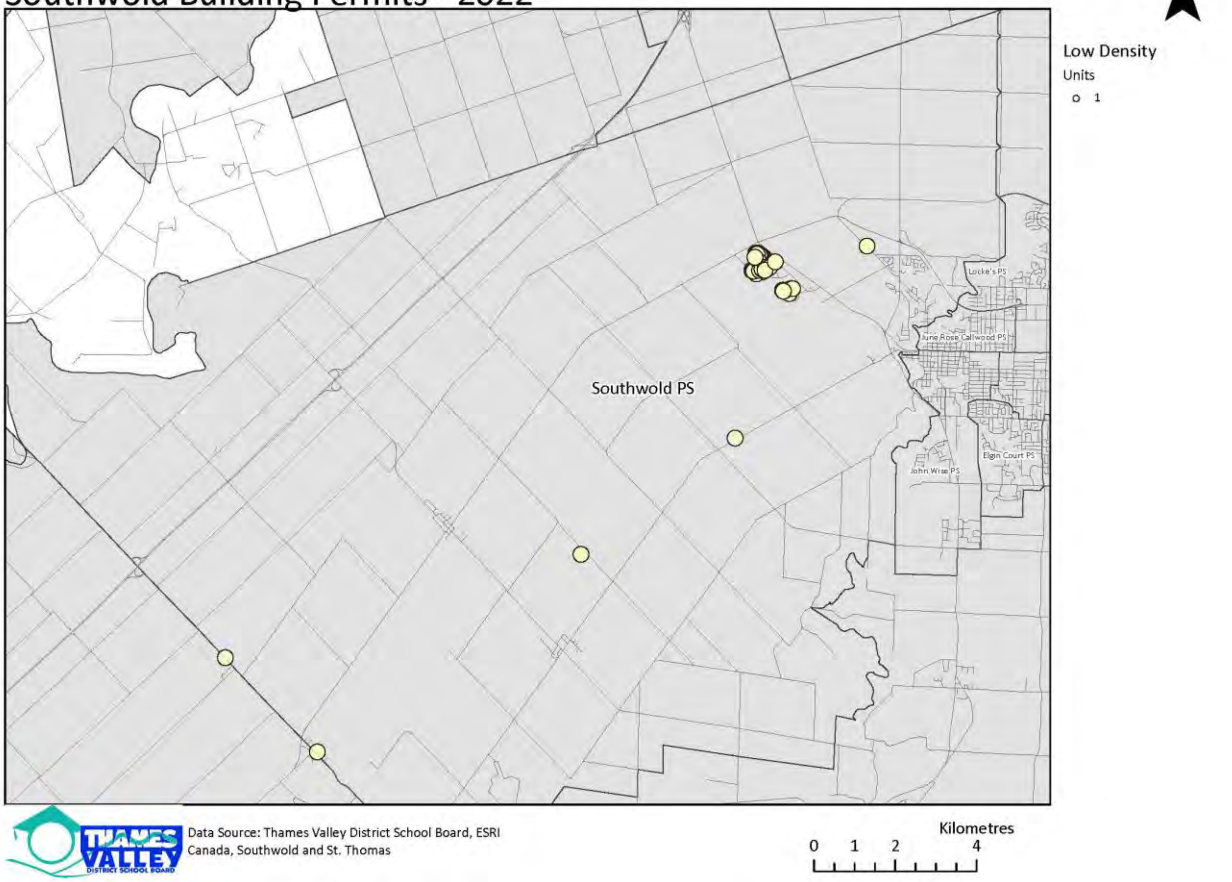


Figure 8.

Southwold Building Permits - 2022



4. St. Thomas Out of Boundary Student Analysis

An out-of-boundary (OB) analysis was completed as part of this attendance area review report (Table 6). It was determined that a majority of students are attending their designated school and that out-of-boundary attendance is not significantly contributing to the enrolment distribution imbalance across English track elementary schools in the City of St. Thomas and the surrounding area.

Table 6
Out of Boundary (OB) Analysis

School	# OB Students	% of total student population that is OB
Mitchell Hepburn PS	24	4%
Forest Park PS	12	2%
John Wise PS	4	1%
Elgin Court PS	15	2%
Locke's PS	21	3%
Southwold PS	20	3%
New Sarum PS	2	1%
June Rose Callwood PS	3	1%
Kettle Creek PS	0	0%

5. Potential Changes

The following section presents the initial boundary adjustments for English track elementary schools within St. Thomas and the surrounding area. Boundary adjustments were developed to balance enrolment across schools. While these interventions are designed to balance facility utilizations in specific geographic areas, each proposed boundary adjustment considers the broader impacts on the community. For example, boundaries have been designed to follow major roads or other features wherever possible and to avoid dividing neighbourhoods. Attention was also paid to modes of transportation, preferring boundary adjustments that reduce reliance on busing.

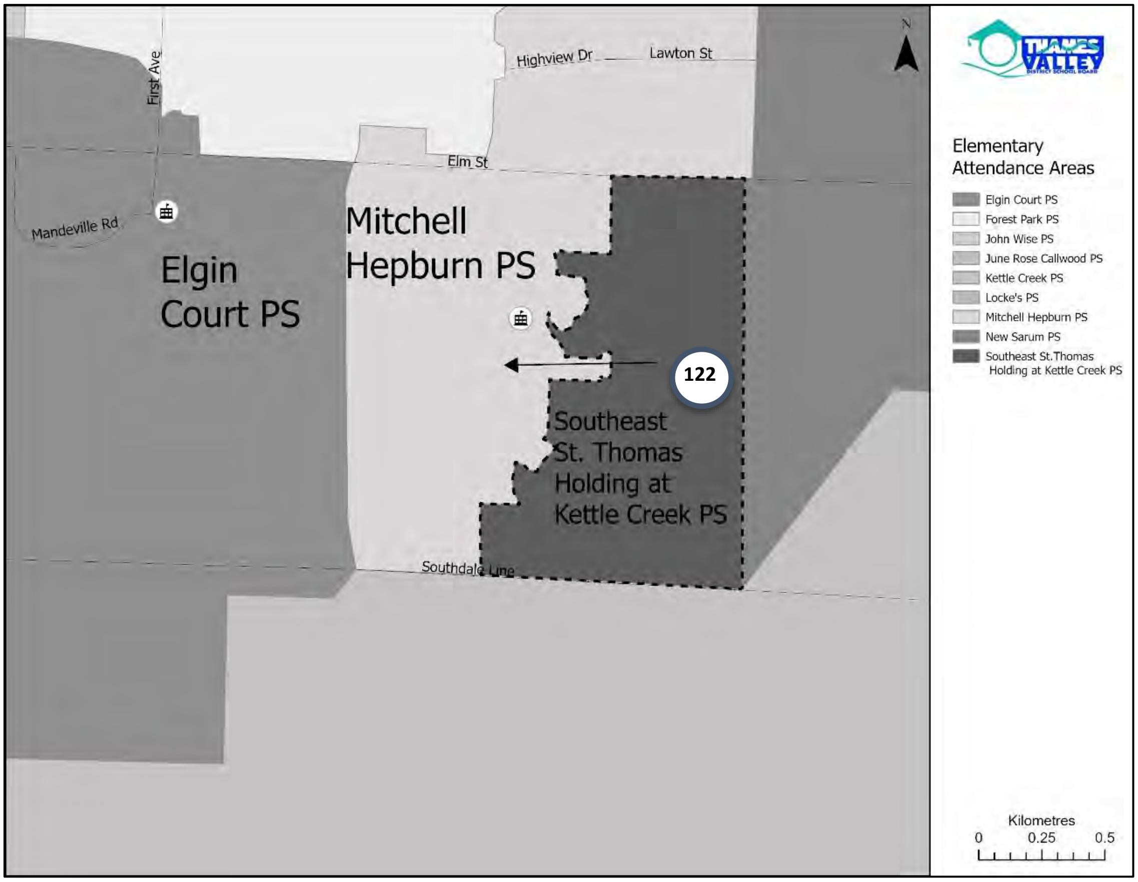
5.1 Southeast St. Thomas Holding at Kettle Creek PS

Kettle Creek PS is overutilized and projections indicate it will continue to face significant enrolment pressure over the next 10 years. There were five portables on site for the 2021-2022 school year. If interventions are not taken, increasing enrolment will necessitate additional portables and will exacerbate operational challenges at the school. While the following measures do not eliminate the need for portables altogether, they allow for a significant reduction in the number of temporary classrooms required.

5.1.1 Proposed Changes

Dissolve the Southeast St. Thomas holding zone and assign students to Mitchell Hepburn PS, being the home school for the area.

Figure 9
Holding Zone Returned Map



Students Moving From		# Students (2021)	Receiving School
1	Kettle Creek PS	122	Mitchell Hepburn PS

5.1.2 Expected Outcomes

In the status quo, utilization at Kettle Creek is projected to increase to 141% by 2025. Dissolving the Southeast St. Thomas holding zone would decrease utilization to 106% in 2024, with a slight increase to approximately 112% as students will continue to substantiate from new developments within the Port Stanley area.

Utilization at Mitchell Hepburn PS will increase to 108% and gradually decrease to full capacity by 2029 as the attendance area continues to mature.

Table 7 – Return of Holding Zone Students to Mitchell Hepburn PS

Schools		Portables			Enrolment			Utilization		
Name	OTG Capacity	2021	2024	2029	2021	2024	2029	2021	2024	2029
Kettle Creek PS	363	5	1	2	494	385	407	136%	106%	112%
Mitchell Hepburn PS	678	3	3	0	706	734	681	104%	108%	100%

5.2 Southeast St. Thomas Boundary Adjustments

Mitchell Hepburn PS is expected to remain overutilized with the return of the Southeast St. Thomas holding zone. To balance enrolment at Mitchell Hepburn PS, a portion of its boundary is proposed to be designated to nearby underutilized Forest Park PS. Additionally, a portion of the John Wise PS attendance area is proposed to be assigned to Elgin Court PS and Forest Park PS in order to allow for additional student movement in northwest St. Thomas.

5.2.1 Proposed Changes

- To create space for the Southeast St. Thomas holding zone, two options have been developed to designate portions of the Mitchell Hepburn PS attendance area to Forest Park PS:
  - Option 1 - Area 2A (Figure 10), bordered by Chestnut Street and just south of Wellington Street, with a total of 76 students, is proposed to be reassigned to Forest Park PS
  - Option 2 - A combination of area 2A and area 2B, which extends to the Cooks Crescent and Carrie Crescent area and includes Lawton Street and Highview Drive, with a total of 139 students, is proposed to be designated to Forest Park PS.
- Along with receiving a portion of Mitchell Hepburn PS's attendance area, the northeast portion of the current John Wise PS boundary is proposed to be designated to Forest Park PS.
- An additional portion of the current John Wise PS attendance area, west of Fifth Street, is proposed to be relocated to Elgin Court PS in order to create space for additional students in northwest St. Thomas while utilizing existing empty pupil places at Elgin Court PS.

5.2.2 Expected Outcomes

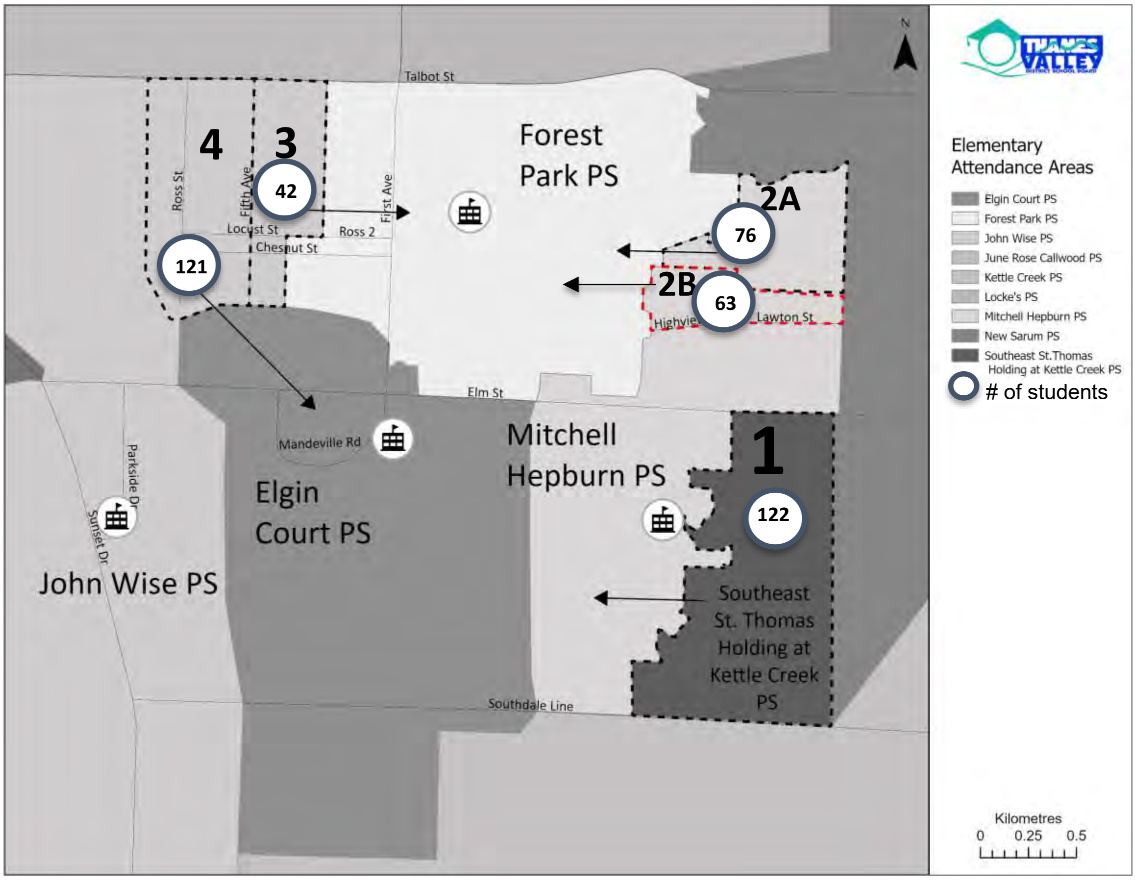
- Mitchell Hepburn PS
  - The school will be close to full capacity with an expected utilization of 98% in 2024 and 93% in 2029. The implementation of this boundary change would allow for the removal of portables from the school site over time.
  - Designating a larger portion of the attendance area to Forest Park PS would result in a lower utilization rate, with 91% in 2024 and 86% in 2029.

- Forest Park PS
  - As this school would be receiving students from Mitchell Hepburn PS and John Wise PS, utilization will increase. Currently, utilization at Forest Park PS is 68%; in 2024, the proposed year of implementation, utilization is expected to rise to 98% and decrease to 91% by 2029.
  - By receiving a larger portion of the Mitchell Hepburn PS attendance boundary, utilization at this school would increase to approximately 107% in 2024 and decrease to 97% in 2029.

- Elgin Court PS
  - Utilization would increase to 96% in 2024 and decrease slightly to 90% in 2029.

- John Wise PS
  - Utilization was 84% in 2021-2022. The proposed changes would decrease the utilization to 60% in 2024 and 67% by 2029. Lowering the utilization at this school is necessary to create room for future student movement, which will be discussed in subsequent sections of this report.

Figure 10
Southeast St. Thomas Proposed Boundary Changes Map



Students Moving From		# Students (2021)	Receiving School
1	Kettle Creek PS	122	Mitchell Hepburn PS
2A	Mitchell Hepburn PS	71	Forest Park PS
2A + 2B	Mitchell Hepburn PS	139	Forest Park PS
3	Locke's PS	112	New Sarum PS
4	New Sarum PS	70	Forest Park PS

Table 8 – Boundary Changes in Southeast St. Thomas

Schools		Portables			Enrolment			Utilization		
Name	OTG Capacity	Existing	2024	2029	2021	2024	2029	2021	2024	2029
Kettle Creek PS	363	5	1	2	494	385	407	136%	106%	112%
(2A)Mitchell Hepburn PS	678	3	0	0	706	662	630	104%	98%	93%
(2A + 2B) Mitchell Hepburn PS	678	3	0	0	706	614	582	104%	91%	86%
(2A) Forest Park PS	530	0	0	0	392	519	482	74%	98%	91%
(2A + 2B) Forest Park PS	530	0	1	0	392	565	512	74%	107%	97%
John Wise PS	611	0	0	0	518	368	410	85%	60%	67%
Elgin Court PS	467	0	0	0	330	446	418	71%	96%	90%

5.3 Locke's PS Boundary Adjustments

Locke's PS is overutilized and is projected to remain so through to 2029. There are currently 7 portables on site. If interventions are not undertaken, increasing enrolment will necessitate additional portables in the coming school years. The boundary changes outlined below propose to reassign a portion of the Locke's PS attendance area to one of two schools: June Rose Callwood PS or New Sarum PS.

5.3.1 Locke's PS Option 1 Proposed Changes

- The portion of the June Rose Callwood PS attendance area bordered by Hiawatha Street to the east, Talbot Street to the south, Athletic Park to the north, and St. Thomas Soccer Athletic Park (northwest) is proposed to be designated to John Wise PS.
- The above measure will create space for a portion of the Locke's PS boundary located north of Ron McNeil Line and the neighbourhoods just east and west of Port Burwell Road (116 students) to be reassigned to June Rose Callwood PS.

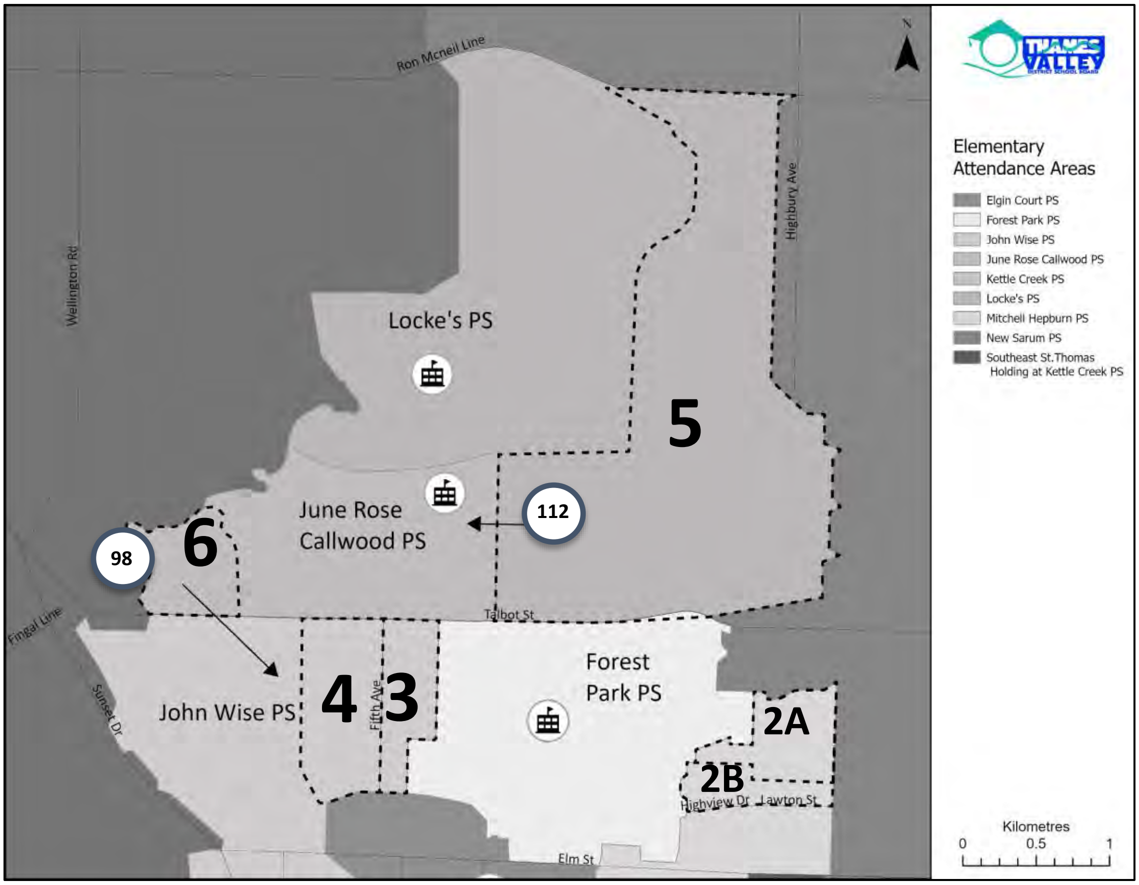
5.3.2 Expected Outcomes

- Locke's PS
    - Utilization would decrease to 103% in 2024, compared to 123% in the status quo. By 2029, the utilization is projected to decrease to 92%.

- John Wise PS
    - In combination with the proposed change of designating portions of the John Wise PS attendance boundary to Forest Park PS and Elgin Court PS (section 5.2), the addition of a portion of the June Rose Callwood PS boundary would result in a utilization of approximately 75% in 2024. The additional space at John Wise PS would be used for future student movement involving pupils currently attending Southwold PS.

- June Rose Callwood PS
    - Utilization is projected to remain stable at 96% in 2024 and decrease to 89% in 2029.

Figure 11
Locke's PS Option 1 Proposed Boundary Changes



Students Moving From		# Students (2021)	Receiving School
5	Locke's PS	112	June Rose PS
6	June Rose Callwood PS	98	John Wise PS

Table 9 – Locke's PS Option 1

Schools		Portables			Enrolment			Utilization		
Name	OTG Capacity	2021	2024	2029	2021	2024	2029	2021	2024	2029
Kettle Creek PS	363	5	1	2	494	385	407	136%	106%	112%
(2A)Mitchell Hepburn PS	678	3	0	0	706	662	630	104%	98%	93%
(2A + 2B)Mitchell Hepburn PS	678	3	0	0	706	614	582	104%	91%	86%
(2A) Forest Park PS	530	0	0	0	392	519	482	74%	98%	91%
(2A + 2B) Forest Park PS	530	0	1	0	392	565	512	74%	107%	97%
John Wise PS	611	0	0	0	518	456	509	85%	75%	83%
Elgin Court PS	467	0	0	0	330	446	418	71%	96%	90%
June Rose Callwood PS	373	2	0	0	380	358	332	102%	96%	89%
Locke's PS	576	7	1	0	684	591	532	119%	103%	92%

5.3.3 Locke's PS Option 2 Proposed Changes

- The westerly portion of the New Sarum PS attendance area that is bordered by Wellington Road to the South is proposed to be designated to Forest Park PS (Area 6 in Figure 12).
- The above measure would create space for a portion of the Locke's PS boundary to attend New Sarum PS (Area 5 in Figure 12)

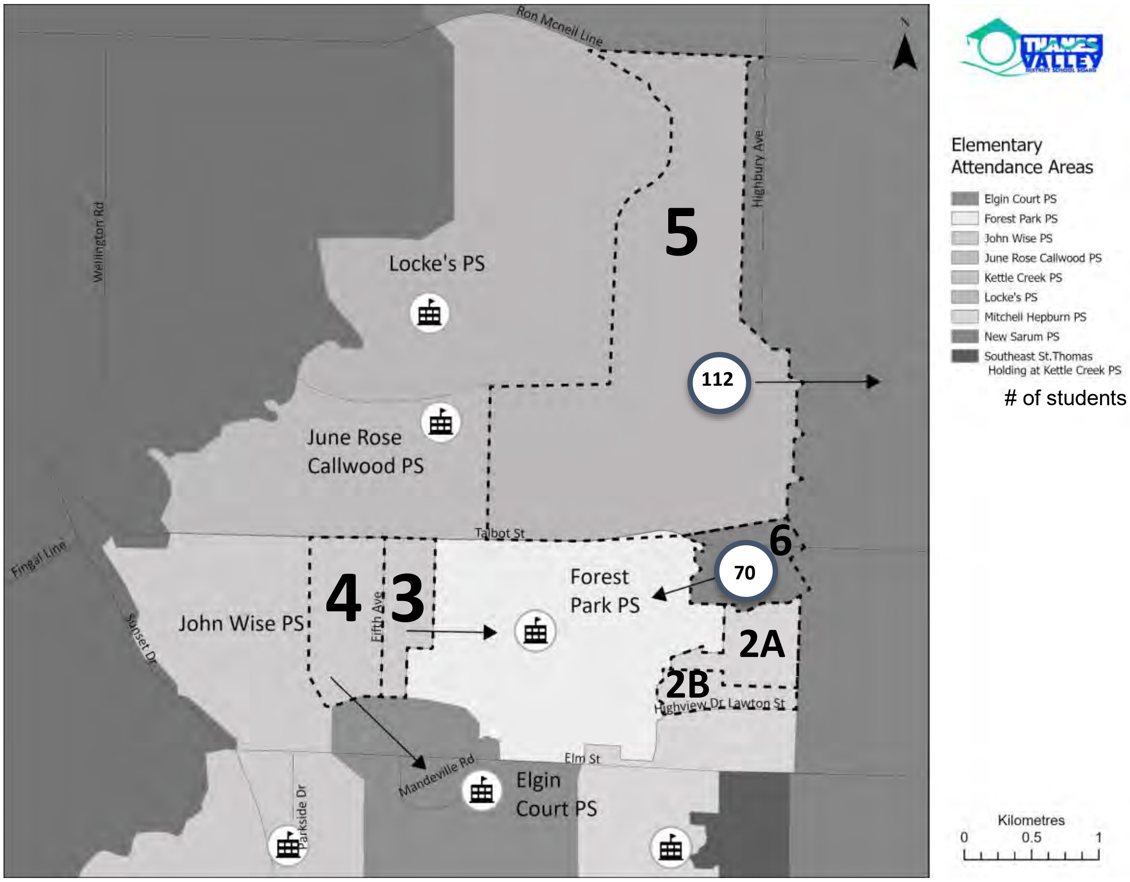
5.3.4 Expected Outcomes

- Locke's PS
  - Utilization would decrease to 103% in 2024, compared to 123% in the status quo. By 2029, the utilization is projected to decrease to 92%.

- New Sarum PS
  - Following the implementation of the proposed boundary change, enrolment would increase to 99% and remain close to full capacity through the planning horizon.

- Forest Park PS
  - The boundary change with New Sarum PS along with receiving portions of the John Wise PS and Mitchell Hepburn PS (2A) attendance boundaries would result in utilization increasing to approximately 111% in 2024 before decreasing to 101% in 2029.
  - The above boundary changes along with receiving a larger portion of the Mitchell Hepburn PS boundary (2A + 2B) will result in utilization increasing to 121% in 2024 and gradually decreasing to 112% by 2029.

Figure 12
Locke's PS Option 2 Proposed Boundary Changes



Students Moving From		# Students (2021)	Receiving School
5	Locke's PS	112	New Sarum PS
6	New Sarum PS	70	Forest Park PS

Table 10 – Locke's PS Option

Schools		Portables			Enrolment			Utilization		
Name	OTG Capacity	2021	2024	2029	2021	2024	2029	2021	2024	2029
Kettle Creek PS	363	5	1	2	494	385	407	136%	106%	112%
(2A)Mitchell Hepburn PS	678	3	0	0	706	668	622	104%	99%	92%
(2A + 2B)Mitchell Hepburn PS	678	3	0	0	706	614	582	104%	91%	86%
(2A) Forest Park PS	530	0	2	0	392	586	534	74%	111%	101%
(2A + 2B) Forest Park PS	530	0	5	3	392	639	592	74%	121%	112%
John Wise PS	611	0	0	0	518	368	410	85%	60%	67%
Elgin Court PS	467	0	0	0	330	446	418	71%	96%	90%
Locke's PS	576	7	1	0	684	593	531	119%	103%	92%
New Sarum PS	257	0	0	0	222	255	236	86%	99%	92%

5.4 Southwold PS Boundary Adjustments

The City of St. Thomas has designated approximately 63 hectares of land within the Southwold PS attendance area for future residential uses. Based on the City of St. Thomas Positioned for Growth study, it was determined that this area has the potential to yield approximately 1,387 dwelling units. It is expected that this area will consist of low and medium density residential development, with much of the student enrolment likely to substantiate beyond the current planning horizon. The proposed boundary adjustments below are recommended in order to resolve the anticipated accommodation pressures at Southwold PS and to strengthen TVDSB’s future business case submission for a new school in northwest St. Thomas.

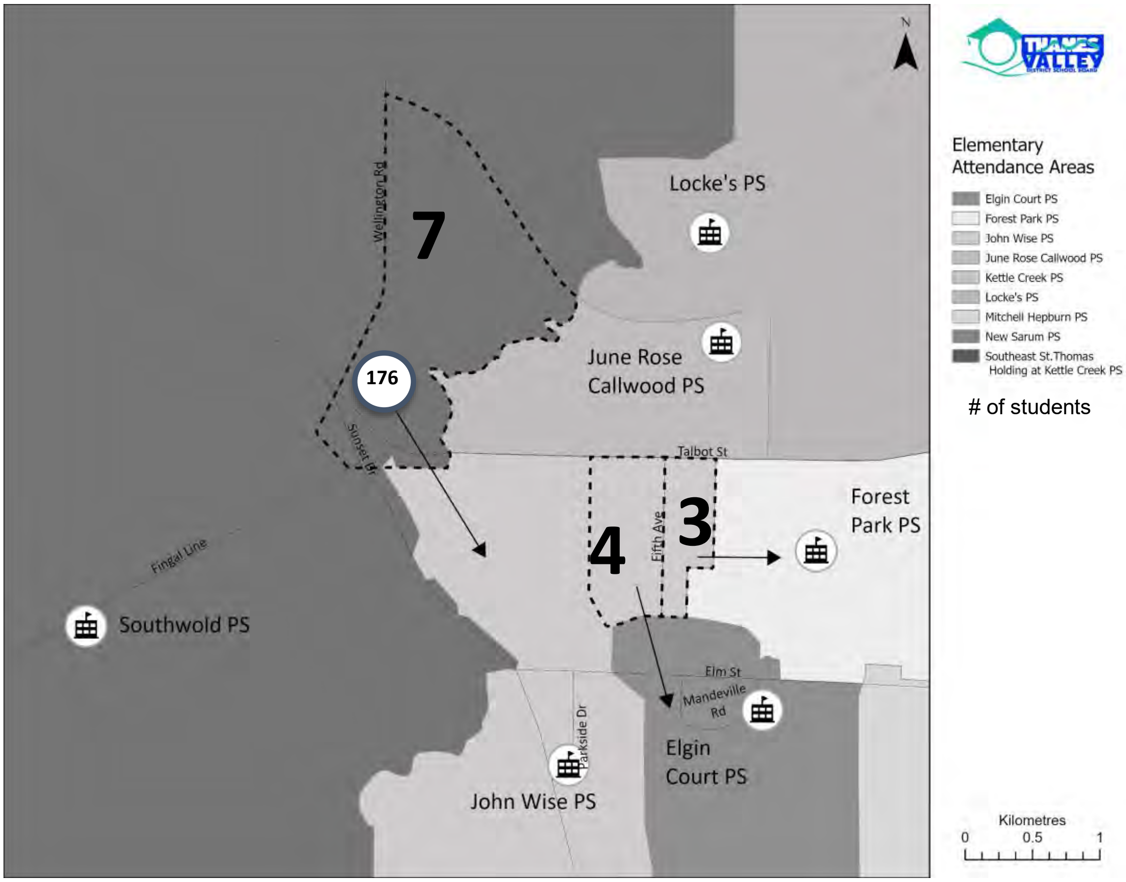
5.4.1 Proposed Changes

The space created at John Wise PS by assigning portions of its attendance boundary to nearby underutilized schools, being Forest Park PS and Elgin Court PS (section 5.2), is proposed to be used to accommodate students from the Lynhurst neighbourhood currently attending Southwold PS.

5.4.2 Expected Outcomes

- John Wise PS
  - Under the status quo scenario, utilization is projected to be 85% in 2024 and increase to 91% by 2029.
  - If the proposed changes are implemented, the utilization will reach 88% in 2024 and 93% in 2029.
- Southwold PS
  - In the status quo, enrolment is projected to increase to 104% utilization in 2024 and 124% in 2029.
  - If the proposed boundary changes are implemented, utilization will decrease to 77% in 2024 and as students begin to substantiate from residential development utilization will increase to 97% by 2029. Beyond the planning horizon, enrolment is projected to increase above capacity.

Figure 13
Southwold PS Proposed Boundary Change



Students Moving From		# Students (2021)	Receiving School
7	Southwold PS	176	John Wise PS

Table 11 – Southwold PS Proposed Boundary Change

Schools		Portables			Enrolment			Utilization		
Name	OTG Capacity	2021	2024	2029	2021	2024	2029	2021	2024	2029
Kettle Creek PS	363	5	1	2	494	385	407	136%	106%	112%
(2A)Mitchell Hepburn PS	678	3	0	0	706	668	622	104%	99%	92%
(2A + 2B)Mitchell Hepburn PS	678	3	0	0	706	614	582	104%	91%	86%
(2A) Forest Park PS	530	0	2	0	392	586	534	74%	111%	101%
(2A + 2B) Forest Park PS	530	0	5	3	392	639	592	74%	121%	112%
Elgin Court PS	467	0	0	0	330	446	418	71%	96%	90%
John Wise PS	611	0	0	0	513	535	567	84%	88%	93%
Southwold PS	654	1	0	0	645	506	634	99%	77%	97%

5.5 Southwold PS Options

To manage the expected enrolment growth within the Southwold PS boundary, alternative options were developed that would designate the northwest St. Thomas residential expansion land as a new holding zone. The creation of a holding zone would be an alternative to reassigning the Lynhurst neighbourhood from Southwold PS to John Wise PS. As a holding zone is a temporary accomodation measure, the John Wise PS boundary will remain intact and portions will not be assigned to Forest Park PS and Elgin Court PS as in previous scenarios. The ultimate accommodation solution in this area would be new capital investment by the Ministry of Education.

5.5.1 Northwest St. Thomas Holding Option 2A - Proposed Changes

This option creates a holding zone for the northwest St. Thomas residential expansion land and designates Elgin Court PS as its holding school.

5.5.2 Expected Outcomes

- Elgin Court PS
  - By designating Elgin Court PS as a holding school, utilization will increase to 90% by 2029. Beyond 2029, enrolment is projected to increase above capacity and will need to be managed by portables.

- Southwold PS
  - While the bulk of students from new residential developments within the attendance area would be designated to Elgin Court PS, utilization will still increase above capacity to 109% in 2029 and will need to be managed by portables. While utilization would be above capacity, it represents an improvement over the status quo where it is projected to reach 124%.

- John Wise PS
  - The attendance boundary would remain status quo in this scenario and utilization would be approximately 90% in 2029.

Table 12 – Northwest St. Thomas Holding Option 1

Schools		Portables			Enrolment			Utilization		
Name	OTG Capacity	2021	2024	2029	2021	2024	2029	2021	2024	2029
Elgin Court PS	467	0	0	0	323	330	422	69%	71%	90%
John Wise PS	611	0	0	0	518	512	549	85%	84%	90%
Southwold PS	654	1	0	3	645	659	714	99%	101%	109%

5.5.3 Northwest St. Thomas Holding Option 2B – Proposed Changes

The northwest St. Thomas residential expansion land would be divided into two holding zones. Elgin Court PS and John Wise PS would be the two designated holding schools. Once the development plans for the area become available, the holding zone split would be determined based on road locations and other potential boundary features.

5.5.4 Expected Outcomes

- Elgin Court PS
  - By splitting the proposed holding zone into two areas, utilization will increase moderately to 80% by 2029.

- John Wise PS
  - Under this scenario, utilization is expected to reach full capacity by 2029.

- Southwold PS
  - Please refer to section 5.5.2

Table 13 – Northwest St. Thomas Holding Option 2

Schools		Portables			Enrolment			Utilization		
Name	OTG Capacity	2021	2024	2029	2021	2024	2029	2021	2024	2029
Elgin Court PS	467	0	0	0	323	330	373	69%	71%	80%
John Wise PS	611	0	0	0	518	512	608	85%	84%	100%
Southwold PS	654	1	0	3	645	659	714	99%	101%	109%

6. Grade Reconfiguration Analysis

Subsequent to the November 29th Board meeting, Administration received confirmation from the Ministry of Education that a Pupil Accommodation Review rather than an Attendance Area Review would be required in order to move 50% or more of an English track school's enrolment to a new facility. A Pupil Accommodation Review is a separate and distinct process for which there is currently a provincial moratorium, which means that this option cannot be implemented at this time. Prior to receiving this confirmation from the Ministry, Administration undertook an analysis and the expected outcomes are presented below.

6.1 Proposed Change

- Southeast St. Thomas holding zone to be designated to Mitchell Hepburn PS.
- Mitchell Hepburn PS converted to a Kindergarten to Grade 6 school.
- Locke's PS converted to a Kindergarten to Grade 6 school
- Elgin Court PS converted to a Kindergarten to Grade 6 school and shares an attendance area with Forest Park PS

- Forest Park PS becomes a Grade 7 to 8 school for Elgin Court PS, Mitchell Hepburn PS, and Locke's PS attendance areas

Table 14 – Grade Reconfiguration Option

Schools	Capacity	Portables			Enrolment			Utilization		
Name	OTG	2021	2024	2029	2021	2024	2029	2021	2024	2029
Kettle Creek PS	363	5	1	2	494	385	407	136%	106%	112%
Mitchell Hepburn PS (K - 6)	678	3	0	0	706	554	528	104%	82%	78%
Locke's PS (K - 6)	576	7	0	0	684	548	501	119%	95%	87%
Elgin Court PS (K - 6)	467	0	5	4	323	579	568	69%	124%	122%
Forest Park PS (7 - 8)	530	0	0	0	392	495	440	74%	93%	83%
John Wise PS	611	0	0	0	518	512	549	85%	84%	90%
June Rose Callwood PS	375	2	0	0	380	343	317	101%	91%	85%
Southwold PS	654	1	1	7	647	679	813	99%	104%	124%
New Sarum PS	257	0	0	0	222	214	198	86%	83%	77%

6.1.1 Expected Outcomes

- By assigning Southeast St. Thomas Holding to Mitchell Hepburn PS will cause utilization at Kettle Creek PS to decrease to 112% by 2029
- Converting Locke's PS and Mitchell Hepburn PS to K-6 schools would result in utilization at Locke's PS declining to 87% by 2029 and utilization at Mitchell Hepburn PS decreasing to 78% in the same year.
- The K-6 conversion at Elgin Court PS would result in the school becoming overutilized and would necessitate multiple portables on site.
- The conversion to a Grade 7-8 school at Forest Park will increase its utilization to 93% and the school will remain well utilized through to 2029. At this time, TVDSB is unable to convert Forest Park PS into a Grade 7 and 8 school. This potential change requires a Pupil Accommodation Review due to the number of students who would be impacted.
- Southwold PS, John Wise PS, June Rose Callwood PS, and New Sarum PS would remain status quo in this scenario.

In order to implement this option, an increase of 7 buses is expected at Forest Park PS. Capital costs ranging between $1.1 and $1.3 million are also expected in order to convert Forest Park PS to a senior elementary school and to add kindergarten classrooms to Elgin Court PS.

7. School Community Feedback

An Attendance Area Review Committee meeting for this review was held on February 2, 2023. The Attendance Area Review Committee is comprised of parent and guardian volunteers from the school communities involved in the review. Following the meeting, school representatives held individual school-level meetings in order to gather public feedback that was then used to prepare school community reports for TVDSB's consideration. The subcommittee reports have been included as an appendix to the May 9, 2023 Board report from Administration.

Listed below are the key themes that were found in the school community reports in response to the initial potential boundary changes:

- School communities would like to reduce reliance on portables.
- The grade reconfiguration option is not supported by Elgin Court PS, Forest Park PS, or Mitchell Hepburn PS. These are three of the four schools that would be directly affected by this option.
- Locke's PS has requested to maintain its current boundary but did support grade restructuring if keeping the status quo is not feasible.
- Mitchell Hepburn PS supports receiving holding zone students but would prefer to avoid making any other changes to its attendance boundary.
- On the whole, there was support by both Forest Park PS and Elgin Court PS to receive additional students with a request for transition supports in order to welcome families to their new schools.
- There were also requests for legacy agreement options to be offered to all students and their siblings in order to stay at current schools, with transportation.

8. Recommended Changes

Based on the overall feedback that was received from school communities, Administration has prepared the following recommendations. Included in the recommendations is a legacy agreement option to be offered to grade 8 students and their siblings for the 2024-2025 school year, with transportation (if eligible). Siblings would need to apply through the TVDSB's Out of Area Exemption process in order to remain at current schools following the 2024-2025 school year. Locke's PS, New Sarum PS, and June Rose Callwood PS would remain status quo.

8.1 Southeast St. Thomas

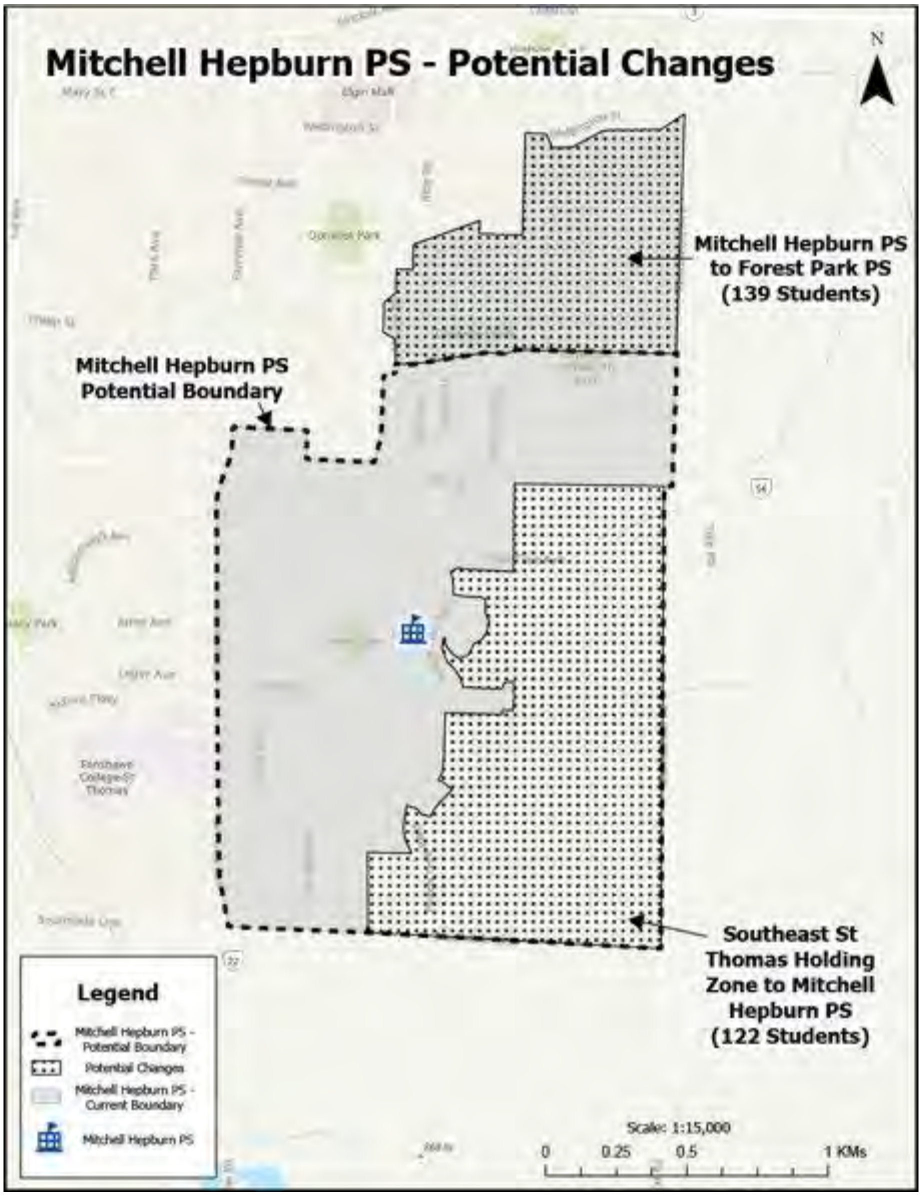
The first recommended change involves dissolving the Southeast St. Thomas holding zone and assigning students to Mitchell Hepburn PS. Students who reside within the holding zone would be within the Mitchell Hepburn non-transportation zone and would not require busing. This is a significant benefit to families in this area and supports municipal efforts to build walkable communities. A reduction of two buses is expected as a result of this change.

8.1.1 Expected Outcomes

- Kettle Creek PS
    - Dissolving the Southeast St. Thomas holding zone would result in a utilization of 110% at Kettle Creek PS in 2024. The school's utilization would remain stable through to 2029.

- Mitchell Hepburn PS
    - By assigning the northern portion (areas 2A+2B per Section 5.2) of its boundary to Forest Park PS, Mitchell Hepburn PS is projected to decrease to 86% utilization by 2029.

Figure 14 – Mitchell Hepburn PS Recommendation



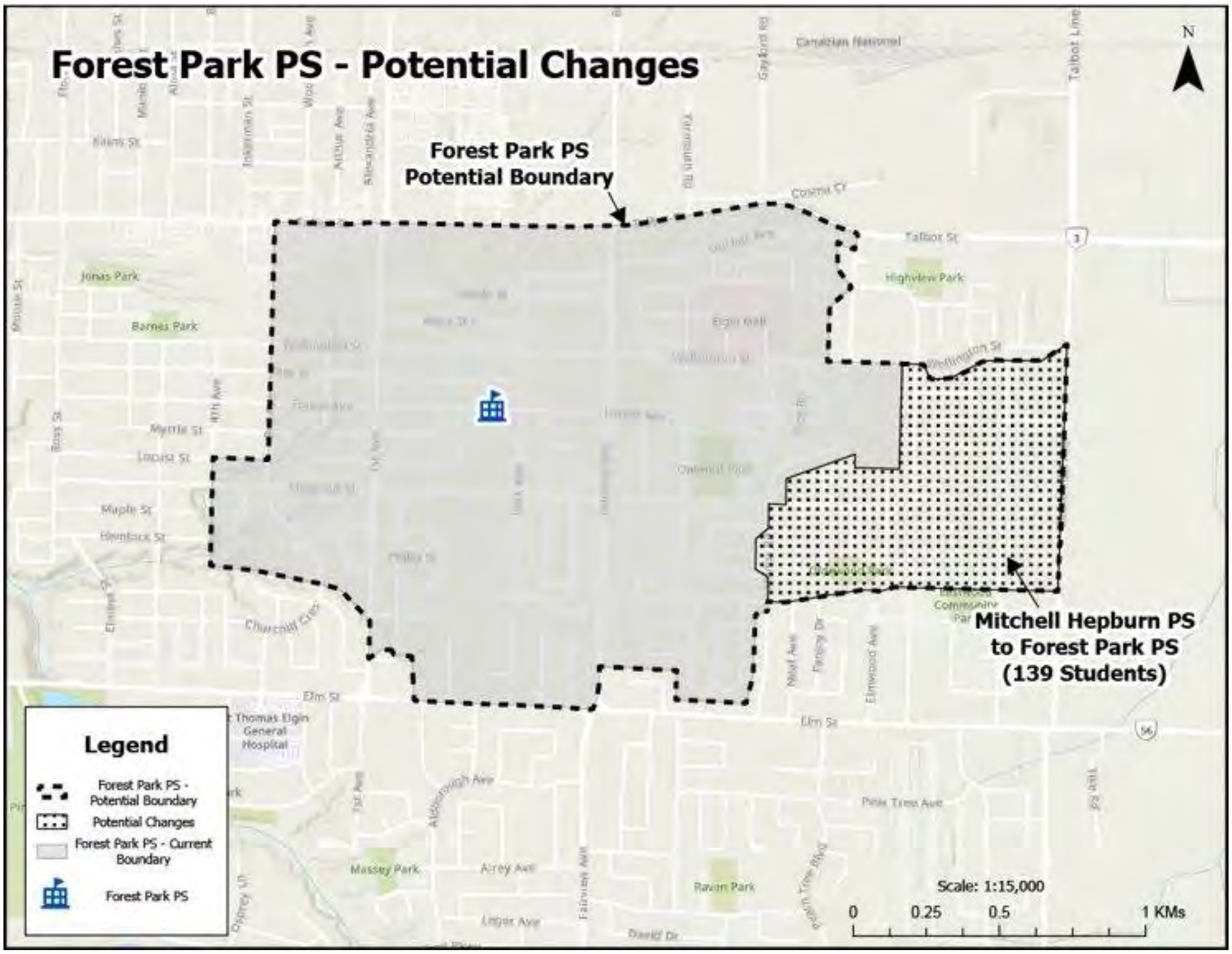
8.2 Central St. Thomas

To accommodate holding zone students and reduce reliance on portables, it is recommended that a portion of the Mitchell Hepburn PS boundary be designated to nearby underutilized Forest Park PS. The area proposed to be moved is bordered by Wellington Street to the north and Lawton Street and Highview Drive to the south. A number of students who are currently attending Mitchell Hepburn PS by bus would not be eligible for transportation to Forest Park PS. There is no net change in buses expected as a result of this adjustment.

8.2.1 Expected Outcomes

- Forest Park PS
    - Currently, utilization at Forest Park PS is 68%; in 2024, the proposed year of implementation, utilization is expected to rise to 96% and decrease to 89% by 2029.

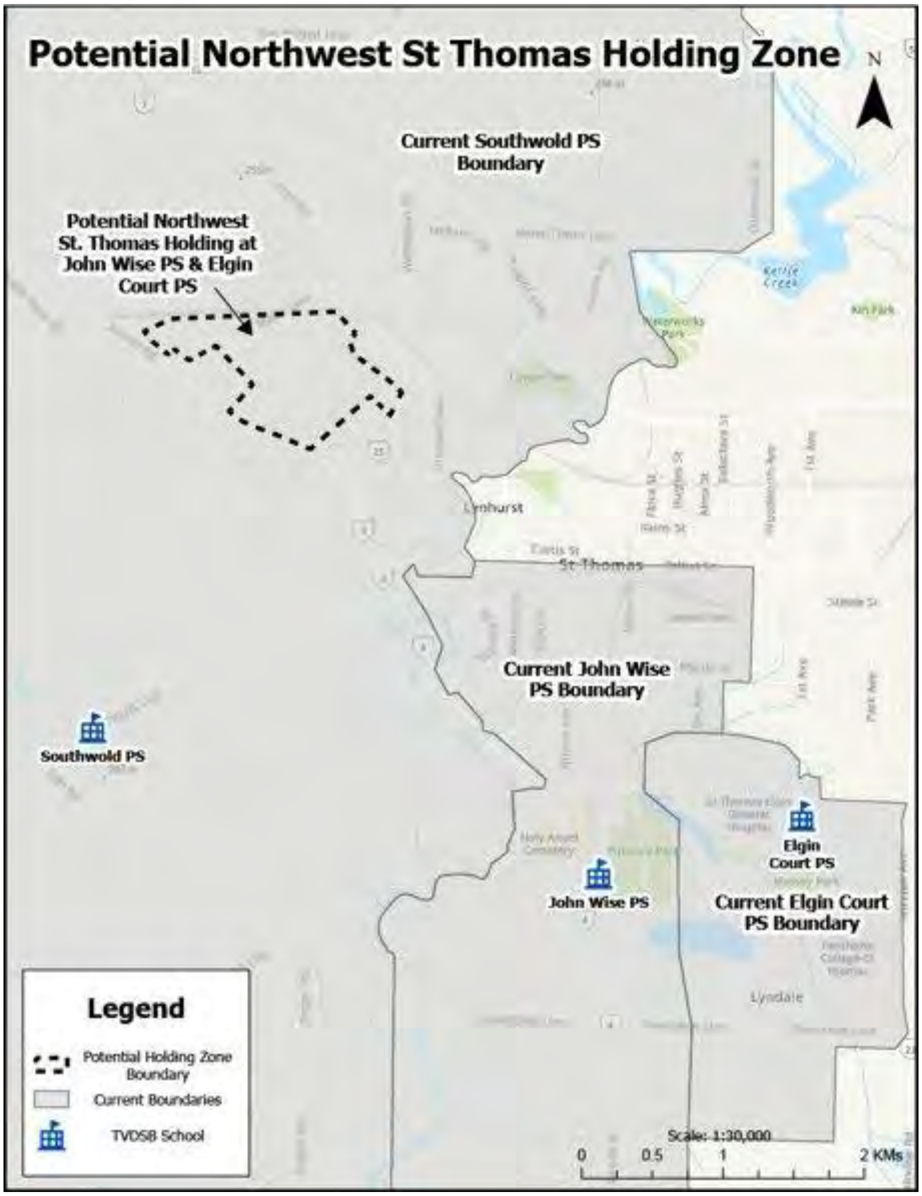
Figure 15 – Forest Park PS Recommendation



8.3 Northwest St. Thomas

To manage the projected accommodation pressure at Southwold PS, Administration is proposing to designate Elgin Court PS and John Wise PS as holding schools. Currently, there are no applications that have been submitted for this new development expected in northwest St. Thomas. Once a proposal is received, the area may be divided into two holding zones by using roads and other geographic features for boundaries.

Figure 16 – Northwest St. Thomas Recommendation



8.3.1 Expected Outcome

- Please refer to section 5.5.2

Table 15 – Recommended Boundary Change: Facility Utilization

Schools	Capacity	Portables			Enrolment			Utilization		
Name	OTG	2021	2024	2029	2021	2024	2029	2021	2024	2029
Kettle Creek PS *	363	5	1	2	494	400	407	136%	110%	112%
Mitchell Hepburn PS *	678	3	0	0	706	608	582	104%	90%	86%
Forest Park PS	530	0	0	0	392	511	472	74%	96%	89%
John Wise PS	611	0	0	0	518	512	608	85%	84%	100%
Elgin Court PS	467	0	0	0	323	330	373	69%	71%	80%
Southwold PS	654	1	1	3	645	679	714	99%	104%	109%
June Rose Callwood PS	375	2	0	0	380	343	317	101%	91%	85%
Locke's PS	576	7	9	4	684	708	633	119%	123%	110%
New Sarum PS	257	0	0	0	222	214	198	86%	83%	77%

*** Legacy Agreement for grade 8 students to remain at their current schools for 2024-2025**

Thames Valley District School Board
St. Thomas Attendance Area Review

SUBCOMMITTEE REPORTS

Appendix C

TABLE OF CONTENTS

APPENDIX C-1 Elgin Court PS

St. Thomas Elementary Panel Attendance Area Review
Attendance Area Review Committee (AARC)
Documents and Templates

St. Thomas Elementary Panel Attendance Area Review
Elgin Court Subcommittee Meeting Agenda

School Community: Elgin Court PS.

Date & Time of Subcommittee Meeting: Monday, March 6, 2023 @ 7:00 PM

Attendance Area Review Subcommittee Members & Affiliation:

Ten (10) Attendees:

1. Laura Robinson - – Parent & PTA Member (Sub Committee Co-Chair)
2. Laura Pereira - – Parent & PTA Member (Sub Committee Co-Chair)
3. Brittany Goode - – Parent & PTA Member (Secretary)
4. Suzette Evert – Parent & PTA Member
5. Jennifer Richardson – Community Member
6. Marianne Ostrander – Elgin Court Teacher
7. Samantha Hart – Vice Principle Elgin Court
8. Katie Jeffries – Principle Elgin Court
9. Heather Moore – Parent & PTA Member
10. Jennifer Crowe – Parent

Meeting Link and Call-in Details:

A TEAMS link was provided to our entire school community, and affiliates. Three of the ten attendees mentioned about chose the call I option (Jennifer Crowe, Marianne Ostrander, Jennifer Richards), and the other seven members were present in-person.

Meeting Location:
*Elgin Court Ps Library for In-Person Attendees, and TEAMs link provided for Virtual Attendees.

Agenda

AGENDA ITEMS	
1.	Call to Order and Introductions (Designation of Chair and Secretary)
2.	Overview of Attendance Area Review Committee Meeting and Initial Attendance Area Review Report
3.	Q & A
4.	Feedback regarding Options
5.	Additional Information Requirements
6.	Need for Future School-Level Meetings

St. Thomas Elementary Panel Attendance Area Review
Elgin Court Subcommittee Meeting Minutes

School Community: Elgin Court PS.

Date & Time of Subcommittee Meeting: Monday, March 6, 2023 @ 7:00 PM

Attendance Area Review Subcommittee Members & Affiliation:

1. Laura Robinson - – Parent & PTA Member (Sub Committee Co-Chair)
2. Laura Pereira - – Parent & PTA Member (Sub Committee Co-Chair)
3. Brittany Goode - – Parent & PTA Member (Secretary)
4. Suzette Evert – Parent & PTA Member
5. Jennifer Richardson – Community Member
6. Marianne Ostrander – Elgin Court Teacher
7. Samantha Hart – Vice Principle Elgin Court
8. Katie Jeffries – Principle Elgin Court
9. Heather Moore – Parent & PTA Member
10. Jennifer Crowe – Parent

Number of Attendees: 10

Number of Participants in Discussion:

Six (7) Participants:

1. Suzette Evert
2. Brittany Goode
3. Laura Robinson
4. Laura Pereira
5. Jennifer Richardson
6. Heather Moore
7. Jennifer Crowe

Meeting Location: Teams Meeting and Location

* Elgin Court Ps Library for In-Person Attendees, and TEAMs link provided for Virtual Attendees.

Minutes

AGENDA ITEMS	
1.	Call to Order and Introductions:
	• Laura Robinson Call to Order, and Laura Pereira Second • Laura Robinson Introductions
2.	Overview of AARC Meeting and Initial Attendance Area Review Report:
	• Laura Robinson provided overview of AARC Meeting, and Initial Attendance Area Overview by reviewing the PowerPoint, as provided by TVDSB. • We identified that there is, indeed, a need for the Attendance Area Review given the ongoing growth, and development in our community. As a group, we also agreed that Elgin Court has the capacity (and is pleased) to accommodate additional students.
3.	Q & A
	• **Questions re Boundaries:** Inquiries with regards to proposed boundaries, and the logic regarding boundary decision was brought up by AARC Members and questioned. During the initial meeting, TVDSB advised that the next new school in St. Thomas would be in the Talbotville area, as this is projecting the most growth. The subcommittee sought clarity on this, as there is also a significant amount of growth happening in the South-west (Southdale line between Sunset and Fairview). Concerns were discussed with regards to the potential of another STAAR in the future if the boundaries are addressed suitably, causing over capacity at certain schools again in the future, and the potential of younger school children being moved twice. • **Questions re Capacity** **(**i.e. portables, parking, safety, and access to the school property): ACCESS: *Access to the school grounds is an existing issue at Elgin Court. The need to understand the board's plans was brought up for the following areas of concern: Access to the school property for pick-up/drop off. At present, the front of the school is incredibly congested with buses, and very limited parking. Many parents park in the church parking lot directly behind the school during pick-up and drop off. However, this parking lot is already full most days during pick-up and drop off times. Existing on-site parking at school is very limited. Thus, more parking should be addressed, and considered a priority. SAFETY:

	*Safety ties into the access situation, as parents are already parking on the street during peak pick-up and drop-off times. The school does not have a designated crossing guard, and the streets (both in front of the school and behind the school) are high-traffic areas during pick-up and drop off times. In addition, the stop sign (fail to stop/fully stop) continues to be a safety concern. With more traffic, and limited designated parking/drop off zones, this becomes an increases safety concern. PORTABLES: *Portables and the displeasure to Elgin Court inheriting any was brought up as a concern. What assurances, can the board give us that with this AAR, it will not result in the addition of portables on Elgin Court property, thereby eliminating coveted (and limited) outdoor area for recess, etc.
4.	Feedback regarding Options
	• Our Sub Committee discussed and agreed that we are **opposed** to the proposal of a future middle school option (grade 7 and 8). • Our Sub Committee discussed and **agreed on proposed boundary relocation**.
5.	Additional Information Requirements
	• We Identified the requirement for a "thoughtful procedure" when onboarding new students to Elgin Court. We have determined that we will endeavor to create a social committee within the Elgin Court PTA to ensure that all new students/families coming to Elgin Court have a positive experience, including community, and inclusivity.
6.	Need for Future School-Level Meetings
	• No. A consensus was made amongst the group, with follow up questions sent to the TVDSB, and answers delivered thereafter to our satisfaction.

St. Thomas Elementary Panel Attendance Area Review
School Name AARC Subcommittee Report

SUB-COMMITTEE MEMBERS & AFFILIATION:

1. Laura Robinson - – Parent & PTA Member (Sub Committee Co-Chair)
2. Laura Pereira - – Parent & PTA Member (Sub Committee Co-Chair)
3. Brittany Goode - – Parent & PTA Member (Secretary)
4. Suzette Evert – Parent & PTA Member
5. Jennifer Richardson – Community Member
6. Marianne Ostrander – Elgin Court Teacher
7. Samantha Hart – Vice Principle Elgin Court
8. Katie Jeffries – Principle Elgin Court
9. Heather Moore – Parent & PTA Member

   Jennifer Crowe – Parent

10. SCHOOL COMMUNITY MEETINGS
    a. Date(s): Monday, March 6, 2023 @ 7:00 PM
    b. Number of attendees at each meeting: 10
    c. Number of participants in discussion at each meeting: 7

11. EXECUTIVE SUMMARY:
    Our Sub Committee discussed and **agreed on proposed boundary relocation**.
    While we **opposed** to the proposal of a future middle school option (grade 7 and 8).

12. BRIEF SCHOOL COMMUNITY PROFILE

13. FEEDBACK REGARDING PROPOSAL: N/A

14. RECOMMENDATIONS & CONSIDERATIONS
    *Our Sub Committee discussed and **agreed on proposed boundary relocation**.
    *While we **opposed** to the proposal of a future middle school option (grade 7 and 8).
    *Capacity as it relates to portables, parking, safety, and access to the school property
    * Requirement for a “thoughtful procedure” when onboarding new students to Elgin Court.

15. APPENDICES
    *Meeting minutes attached.

APPENDIX C-2 Forest Park PS

St. Thomas Elementary Panel Attendance Area Review
Attendance Area Review Committee (AARC)
Documents and Templates

St. Thomas Elementary Panel Attendance Area Review
Forest Park Public School Subcommittee Meeting Agenda

School Community: Forest Park Public School

Date & Time of Subcommittee Meeting: March 7, 2023 @ 6:00pm

Attendance Area Review Subcommittee Members & Affiliation:
Jamie Fowler – Kindergarten Rep
Alex MacPherson – School Council Chair
Lisa MacPherson – Junior Rep
Tim Coombs – Principal – on hand for school level support
Connie Holborn – Vice Principal – on hand for school level support

Meeting Link and Call-in Details: https://teams.microsoft.com/_#/pre-join-calling/19:meeting_OTI2YzJlYzEtMjhkZi00MTdhLWIyNzAtMDA3OWUzMTE3NzJh@thread.v2

Meeting Location: Forest Park Public School (295 Forest Ave) - Library & virtual online option

Agenda

AGENDA ITEMS	
1.	Call to Order and Introductions (Designation of Chair and Secretary)
2.	Overview of Attendance Area Review Committee Meeting and Initial Attendance Area Review Report
3.	Q & A
4.	Feedback regarding Options
5.	Additional Information Requirements
6.	Need for Future School-Level Meetings

St. Thomas Elementary Panel Attendance Area Review Forest Park Public School Subcommittee Meeting Minutes

School Community: Forest Park Public School

Date & Time of Subcommittee Meeting: March 7, 2023 @ 6:00pm

Attendance Area Review Subcommittee Members & Affiliation:
Jamie Fowler – Kindergarten Rep
Alex MacPherson – School Council Chair
Lisa MacPherson – Junior Rep
Tim Coombs – Principal – on hand for school level support
Connie Holborn – Vice Principal – on hand for school level support

Number of Attendees:7
Jamie Fowler, Lisa MacPherson, Alex MacPherson, Cindy Fedorowski
Y Sinclair, Tim Coombs, Connie Holborn

Number of Participants in Discussion:7

Meeting Location: Teams Meeting and Forest Park Public School (295 Forest Ave) Library

Minutes

AGENDA ITEMS	
1.	Call to Order and Introductions
	• Introduction and call to order by Jamie Fowler
2.	Overview of AARC Meeting and Initial Attendance Area Review Report
	• Jamie went through the TVDSB powerpoint for the STAAR highlighting important dates, overall changes as well as the various options that impact Forest Park directly
3.	Q & A
	• No questions were asked during the meeting • Lisa provided the link to the TVDSB STAAR website for additional information, interactive map and further Q&A's

4.	Feedback regarding Options
	• Jamie indicated that the idea of portables is not ideal. If Forest Park were to require portables during the initial phase of the transition the goal would be to only need portables in the short term and not as a long term ongoing solution.
5.	Additional Information Requirements
	• No additional information required at this time
6.	Need for Future School-Level Meetings
	• No need identified for future school-level meetings at this time.

St. Thomas Elementary Panel Attendance Area Review
Forest Park Public School AARC Subcommittee Report
April 14, 2023

16. SUB-COMMITTEE MEMBERS & AFFILIATION
    Jamie Fowler – Kindergarten Rep
    Alex MacPherson – School Council Chair
    Lisa MacPherson – Junior Rep

17. SCHOOL COMMUNITY MEETINGS
    d. Date(s): March 7, 2023
    e. Number of attendees at each meeting: 3 committee members + 2 online + 2 staff (Principal and Vice-Principal)
    f. Number of participants in discussion at each meeting: 7

18. EXECUTIVE SUMMARY
    The Forest Park STAAR Committee is derived of the collective group of those who volunteered. The Forest Park STAAR Committee established a Forest Park STAAR Community Meeting date of March 7, 2023. The Committee met ahead of the meeting to determine who would be presenting which parts of initial STAAR Report provided by the TVDSB and designate a secretary for the meeting.
    This meeting was held as a hybrid model offering both in-person attendance as well as online. The in-person meeting was held in the Forest Park Library.

19. BRIEF SCHOOL COMMUNITY PROFILE
    Forest Park is a public school supporting 516 students from Junior Kindergarten-Grade 8. The school is located in the mid-east end of St Thomas and supports a diverse background of students.

20. FEEDBACK REGARDING PROPOSAL
Portables were not ideal for Forest Park but those in attendance were understanding of short term use.

There was no discussion in the proposal around the potential addition of new crosswalks for those students who would be joining Forest Park in the new school designations. This is a safety piece that would need to be addressed.

The grade reconfiguration was not supported by Forest Park families as this would impact more than 75% of the students.

Would need to look at ways to encourage safe drop offs in the mornings as since 2022-2023 year the "kiss and ride lane" is not permitted due to bylaw so it would be in the best interests of the students to have safe, quick drop off area(s).

21. RECOMMENDATIONS & CONSIDERATIONS
Based on the information gathered, the Forest Park STAAR Committee recommends the following:

1. The committee does not support the grade reconfiguration model
2. The committee was accepting of short term use of portables but not long term use (would like to see being back to no portables by 2032)
3. The committee would recommend additional crosswalks be established for student safety to and from school
4. The committee would recommend a designated drop off for quick morning drop offs so that families are not stopping and having children run across the streets unsafely
5. The committee is in favour of zone 2A, zone 2B, zone 3 and zone 6 transitioning to Forest Park Public School

22. APPENDICES
No appendices to add

APPENDIX C-3 John Wise PS

St. Thomas Elementary Panel Attendance Area Review
Attendance Area Review Committee (AARC)
Documents and Templates

St. Thomas Elementary Panel Attendance Area Review
John Wise P.S. Subcommittee Meeting Agenda

School Community: John Wise Public School

Date & Time of Subcommittee Meeting: Tuesday, February 28, 2023 at 6:00 p.m.

Attendance Area Review Subcommittee Members & Affiliation:
Lisa MacPherson - Chair
Ryan Buchanan - Primary
Chelsea Germuska - Junior
Christina VanHerten - Intermediate
Nicole Kernohan - Primary
Jessica Johnston - Junior

Meeting Link and Call-in Details:
https://teams.microsoft.com/l/meetup-join/19%3ameeting_YmYwNWQwOTAtOTE0YS00YzhmLTkxMDItYTIwMTZhZThlMGE3%40thread.v2/0?context=%7b%22Tid%22%3a%222024c5d6-bed5-4705-98ac-f83e64a78e99%22%2c%22Oid%22%3a%22dfe05905-5ffa-43eb-9ccf-1a07feed5041%22%7d

Meeting Location: John Wise Gymnasium

Agenda

AGENDA ITEMS	
1.	Call to Order and Introductions (Designation of Chair and Secretary)
2.	Overview of Attendance Area Review Committee Meeting and Initial Attendance Area Review Report
3.	Q & A
4.	Feedback regarding Options
5.	Additional Information Requirements
6.	Need for Future School-Level Meetings

St. Thomas Elementary Panel Attendance Area Review
John Wise P.S. Subcommittee Meeting Minutes

School Community: John Wise Public School

Date & Time of Subcommittee Meeting: Tuesday, February 28th at 6:00pm

Attendance Area Review Subcommittee Members & Affiliation:
Lisa MacPherson - Chair
Ryan Buchanan - Primary
Chelsea Germuska - Junior
Christina VanHerten - Intermediate
Nicole Kernohan - Primary
Jessica Johnston - Junior

Number of Attendees: 4 in-person + 3 online + 5 committee members

Number of Participants in Discussion: 4 in-person, 1 online in the discussion

Meeting Location: Teams Meeting and John Wise Public School Gymnasium

Minutes

AGENDA ITEMS	
1.	Call to Order and Introductions
	• Lisa MacPherson introduced the panel • Lisa reviewed the agenda
2.	Overview of AARC Meeting and Initial Attendance Area Review Report

	• Ryan provided a brief overview from the initial meeting. • Ryan clarified the key responsibilities of the review committee - gaining understanding of requirements, creating a report and sending it to the board to review. The report will include questions and comments. • Ryan reviewed geographic chart showing current pressures at the various impacted schools. • Ryan reviewed geographic map of residential developments expected in the area. • Ryan reviewed challenges of adjusting French Immersion schools. • Jessica reviewed Facility Utilization Table for keeping the Status Quo - showing some schools being far over capacity and some under capacity. • Jessica reviewed the Utilization table with the option Holding Zones Returned. • Jessica reviewed the options and impacts of boundary changes at the schools, including review of Utilization Table changes. • Christina reviewed the Grade reconfiguration option which would change the grades offered in various schools. This requires the People Accommodations Review since it is over 50% student change. We would need to apply to the ministry to consider this option. This option impacts more students overall even though it does not impact John Wise.
3.	Q & A

	• Amanda Dale: Is there an option to keep kids at the current school if they only have a few years left rather than move their student. Answer: This is done in London but only includes busing for 1 year after the change. We can put a request in our report for a certain grade level to be legacied in. We need to get input from the trustees on having a legacy option. • Katherine Anne (online): Currently, if students do not live in an area where they are supposed to go to school, they can apply to attend a different school. Will we be able to continue to do that application process? Answer: We will mention that in our report. • Katherine Anne (online): Asked about timing of implementation. Answer: The whole change would happen Sept 2024. • Erica Faubert: Asked about a specific zone change for her personal circumstances. Answer: Suggestion for us to send the link to the graphs of the zoning changes to be sent out in the next JagWag newsletter.
4.	Feedback regarding Options
	• Jen Bucanan: Not in favour of having portables being added to John Wise. Amanda Dale seconds that recommendation. And other hands raised. Answer: Looks like the option of adding portables to John Wise is not currently being considered. • Amanda Dale: Upset that her last of her four sons must be moved and their whole family has been attending John Wise and Parkside. Her family is big into wrestling and Parkside is a big wrestling school. Parkside does accept kids outside of their zone but only if there is capacity. • Katherine Anne (online): As a parent, I just moved to St. Thomas and got her adjusted into school. Her child may be affected, and she is concerned about her child walking to school without a crosswalk and the safety concerns of that. • Kristine: If part of the point is to have kids walk to schools, her kids are moving from boundary change 4 and the KM between the two schools are almost identical which does not change the distance. Her question is why are they moving these students? How did that zone get selected to be moved when the distances between John Wise and Elgin Court are almost identical? • Amanda Dale: If we went with the Grade Configuration option John Wise students would not be impacted and therefore, she would prefer that

	option personally but also understands the need to consider the full impacts.
5.	Additional Information Requirements
	• Feedback required on the legacy option for kids to complete their last few years of school at their current school. • Feedback is also required on the question of if students do not live in an area where they are supposed to go to school, they can currently apply to attend a different school. Will we be able to continue to do that application process? • Informed participants that on the STAAR website there is a Q&A area, and the board gets back to them.
6.	Need for Future School-Level Meetings
	• Currently not an identified need. There may be school level meetings after the board reviews our report.

St. Thomas Elementary Panel Attendance Area Review

John Wise Public School AARC Subcommittee Report
April 15th, 2023

1. SUB-COMMITTEE MEMBERS & AFFILIATION
   Lisa MacPherson - Chair
   Ryan Buchanan - Primary
   Chelsea Germuska - Junior
   Christina VanHerten - Intermediate
   Nicole Kernohan - Primary
   Jessica Johnston - Junior

2. SCHOOL COMMUNITY MEETINGS
   a. Date(s): February 28th, 2023
   b. Number of attendees at each meeting:
      4 in-person + 3 online + 5 committee members
   c. Number of participants in discussion at each meeting:
      4 in-person, 1 online in the discussion

3. EXECUTIVE SUMMARY
   The John Wise STAAR Committee was chosen from the collective group of those who volunteered. Due to the number of people who volunteered to be the Primary Grade Representative, the Principal, Jennifer Richards, conducted a draw as to who would fill the positions. There was only one volunteer each for the positions of Kindergarten and Intermediate Grade Representatives. The Kindergarten volunteer, Lisa MacPherson, was nominated Chair.

   The John Wise Committee established a John Wise STAAR Community Meeting date of February 28, 2023. The Committee met ahead of the meeting to determine who would be presenting which parts of Initial STAAR Report by the TVDSB and who would be Secretary for the meeting.

   The John Wise STAAR School Level Meeting was held as a hybrid meeting (in person & virtual) in the John Wise PS gymnasium.

4. BRIEF SCHOOL COMMUNITY PROFILE
   John Wise Public School is a K-8 school that supports around 572 students in the south-west area of St. Thomas. The school is a mixed demographic profile of socio-economic status and cultural backgrounds.

5. FEEDBACK REGARDING PROPOSAL

- Participants were not in favour of having portables being added to John Wise if the option of having John Wise as a holding zone was decided. The committee commented that it looked like the option of adding portables to John Wise is not currently being considered.
- There were concerns about current families being unable to attend Parkside in high school if John Wise was no longer their elementary school. Students would be directed to their new home school for high school, and they may not have the programs that Parkside offers. Parkside does accept kids outside of their zone but only if there is capacity.
- Parents expressed concern about her child walking to school without a crosswalk and the safety concerns of that.
- There were some questions as to how zones were selected to be part of the attendance review, especially when the distance to John Wise, or the potentially new school Elgin Court, are the same distance.
- A parent noted that the Grade Configuration option would not impact the John Wise school community.

6. RECOMMENDATIONS & CONSIDERATIONS

Based on the information gathered, the John Wise STAAR Committee recommends the following:

a) Committee & Participants preferred Southwold P.S. Option 1

b) Explore the option of a legacy agreement for various grade levels

c) Consider whether Out of Area Status will be allowed, if legacy agreement is not permitted

d) The Committee and Participants did not support any options for portables at John Wise as the school is already approaching capacity.

e) The John Wise Committee does not support the Grade Reconfiguration Model.

7. APPENDICES : NA

APPENDIX C-4 Kettle Creek PS

St. Thomas Elementary Panel Attendance Area Review
Kettle Creek P.S. AARC Subcommittee Report
April 17, 2023

1. SUB-COMMITTEE MEMBERS & AFFILIATION
   Kindergarten Reps:
   1. Hayley Rice-Parent of Zachary Rice
   Primary Division Rep:
   2.Sharandendu Tiwari-Parent of Swastika Tiwari
   Junior Division Rep:
   Emelie Pilon-Parent of: Wesley Pilon
   Holding Zone Rep:
   Ashley Bale
   Parent of: Brody Bale
   Home and School Rep:
   Jessica Gillespie-Parent of Rowan Gillespie
   School Council Rep:
   Tara Lenaghan-Parent of Ailis Lenaghan

2. SCHOOL COMMUNITY MEETINGS
   a. Date(s): 21 Feb 2023, March 19, 2023
   b. Number of attendees at each meeting: 94
   c. Number of participants in discussion at each meeting:
      A few questions/comments. We had many families communicate concerns/ideas outside of the meetings times because they could not attend. Those comments were also included in the conversations.

3. EXECUTIVE SUMMARY
   Holding zone students to attend Mitchell Hepburn 2024 with a view to manage the overpopulation issue at Kettle Creek P.S.

4. BRIEF SCHOOL COMMUNITY PROFILE
   2018 - Kettle Creek P.S. Opened as per previous attendance area review/school closures (Port Stanley/Sparta)
   -136% Utilization with 538 students in attendance (156 students currently live in the holding zone)
   -10 buses bringing students from a wide geographical area as far as Port Bruce.

5. FEEDBACK REGARDING PROPOSAL
   a) Our families recognize that a long-term plan is needed and that it is ideal for students to attend a school that is in the neighbourhood.

b) Some families expressed resentment because members of our school community went through this process when Sparta closed and those students were designated to attend Port Stanley. At that time, parents who served on that committee explained that the new school would be overpopulated. The board ignored that information, went ahead with their plan and here we are.
c) There was resentment expressed by some families because when they moved into the holding zone, they requested to go to Mitch Hepburn but were denied the opportunity. They reluctantly registered at Kettle Creek, have settled in beautifully and love the school and now they will be forced to go to Mitch Hepburn.
d) Concerns around overpopulation at Mitch Hepburn. Are we just shifting the problem?
e) The grade re-configuration option was briefly discussed however, the K-8 model is preferred because it allows Grade 7 and 8 students to serve as leaders and role models for younger students. It also disperses challenging adolescent behaviour among area schools rather than bringing those behaviours together to feed off one another.

6. RECOMMENDATIONS & CONSIDERATIONS

In agreement to the proposed plan:
New families moving into the current holding zone area register will attend Mitchell Hepburn P.S
We respectfully request that the follow recommendations be considered and implemented in the final Area Attendance plan:

1. Families who live in the holding zone and are currently attending Kettle Creek P.S. have the option of completing their Elementary programming at Kettle Creek P.S.
2. Families who choose not to continue at Kettle Creek P.S. will attend Mitchell Hepburn.
3. Siblings of those students who are currently enrolled Kettle Creek are eligible to attend Kettle Creek P.S. under this legacy agreement.
4. All current holding zone families who continue attend Kettle Creek P.S. will be provided with bussing/transportation for the duration of their Elementary learning time.
5. Once families have made a commitment to attend Mitchell Hepburn, they may not reverse their decision to move back to Kettle Creek P.S.

Considerations:
We believe that including our recommendations will serve the St Thomas attendance challenges effectively;

1.The impacted schools still have rapidly expanding subdivision which are not completed yet and may significantly impact the projected enrollment estimates. Mill Creek (Elgin Court) and Manor Road/Wellington (Forest Park)

2.The recent announcement of the 2000+ jobs at the Volkswagan plan will impact the population and distribution of population in St Thomas. Taking this "legacy" approach to the attendance shifts will allow current students minimal disruptions while allowing the board time to verify the predictions they are making adjust plans as needed. When students/families are impacted in such a profound way, it is extremely important to ensure that all the information needed to "do this right" is available before full implementation occurs.

3.It is important to recognize that due to the pandemic, families, school communities and students require unique considerations that in the past, may not have been necessary. A "Legacy Agreement" approach to this plan allows the families that require time and consistency as it relates to their school community to access that option and may help families avoid stress/mental health concerns that could arise because of immediate implementation of the board plan.

4.It is important to recognize that the report submitted by parents in the previous Attendance Area review process (2017) included the concern that Kettle Creek would quickly become overcrowded. The report specifically mentioned the expanding holding zone as a concern. Despite the information shared by that committee, the board's proposal was implemented resulting in the closure of Sparta/Port Stanley. 5 years later, we still have members of our school community who have a negative/mistrusting relationship with our school board. Taking a gradual approach will help to build back some of that trust and allow the board to present themselves as collaborators and partners in education.

5.Listening and taking the time needed for all the changes in St Thomas to be fully realized before making hard and fast student moves will ensure that the board's projections are accurate. If there are unexpected developments that can't be foreseen, the "legacy" approach will allow for slight shifts to be made as necessary without impacting students directly. As well, our community will be able to avoid another situation where the shifts are completed, students are moved only to find that we have just created another overcrowded school situation elsewhere.

7. APPENDICES

Of the 121 students from the holding zone who are currently registered to attend Kettle Creek in September 2023, 84 students' families have indicated that they fully support the legacy agreement and would prefer to continue their education at Kettle Creek.

20 students from the Kettle Creek holding zone are registered to attend Mitchell Hepburn in September 2023. These families responded to that option extended by the board in January 2023.

The under utilization of FI Schools may be the overlooked solution to alleviate overcapacity schools- these schools may require greater exposure to new registrants.

St. Thomas Elementary Panel Attendance Area Review
Attendance Area Review Committee (AARC)
Documents and Templates

St. Thomas Elementary Panel Attendance Area Review
Kettle Creek Public School Subcommittee Meeting Agenda

School Community: Port Stanley

Date & Time of Subcommittee Meeting: 21 Feb 2023 @1900hrs

Attendance Area Review Subcommittee Members & Affiliation:

Kindergarten Reps: 1. Christie Kent Parent of: Anderson Kent

2. Heather Rex Parent of: Jeremy Densem-Rex

Primary Division Rep:1. Hayley Rice Parent of: Madelyn Rice

2.Sharandendu Tiwari Parent of: Swastika Tiwari

Junior Division Rep: Emelie Pilon Parent of: Wesley Pilon, Bradley Willaert

Holding Zone Rep:Ashley Bale Parent of: Brody Bale

Home and School Rep:Brittany Gillespie

School Council Rep: Tara Lenaghan

Meeting Link and Call-in Details:
Click here to join the meeting

Meeting Location:

Teams meeting

Agenda

AGENDA ITEMS	
1.	Call to Order and Introductions (Designation of Chair and Secretary)
2.	Overview of Attendance Area Review Committee Meeting and Initial Attendance Area Review Report
3.	Q & A

4.	Feedback regarding Options
5.	Additional Information Requirements
6.	Need for Future School-Level Meetings

St. Thomas Elementary Panel Attendance Area Review
Kettle Creek Public School Subcommittee Meeting Minutes

School Community: Port Stanley

Date & Time of Subcommittee Meeting: 21 Feb 2023 @1900hrs

Attendance Area Review Subcommittee Members & Affiliation:
Kindergarten Reps: 1. Christie Kent Parent of: Anderson Kent

2. Heather Rex Parent of: Jeremy Densem-Rex

Primary Division Rep:1. Hayley Rice Parent of: Madelyn Rice

2.Sharandendu Tiwari Parent of: Swastika Tiwari

Junior Division Rep: Emelie Pilon Parent of: Wesley Pilon, Bradley Willaert

Holding Zone Rep:Ashley Bale Parent of: Brody Bale

Home and School Rep:Brittany Gillespie

School Council Rep: Tara Lenaghan

Number of Attendees: 14

Number of Participants in Discussion: 2

Meeting Location: Teams Meeting and Location
Click here to join the meeting

Minutes

AGENDA ITEMS	
1.	Call to Order at 1902hrs and Introductions
	• Chair: Sharad Tiwari, Note taking: Emelie Pilon
2.	Overview of AARC Meeting and Initial Attendance Area Review Report
	•
3.	Q & A
	• 1. If a Gr8 student wishes to stay at Kettle Creek for the 2024 year to finish primary school in the same place, will they be grandfathered or forced to transfer? • A. From Ester W.C. – normally considerations are always made in favour of the students needs, 99 percent of the time, the student would be grandfathered • 2. If given the option to switch schools to Mitchel Hepburn can the student choose to stay at Kettle Creek or move to M.H. and will they be forced to move school eventually? • A. From Jessica – as of Sept 2024 the option to switch is available or student can be grandfathered and remain at Kettle Creek
4.	Feedback regarding Options
	•
5.	Additional Information Requirements
	•
6.	Need for Future School-Level Meetings
	• Next steps will be further meeting with Review report required by end of April

St. Thomas Elementary Panel Attendance Area Review

School Name AARC Subcommittee Report
Date

1. SUB-COMMITTEE MEMBERS & AFFILIATION

2. SCHOOL COMMUNITY MEETINGS
    a. Date(s):
    b. Number of attendees at each meeting:
    c. Number of participants in discussion at each meeting:

3. EXECUTIVE SUMMARY

4. BRIEF SCHOOL COMMUNITY PROFILE

5. FEEDBACK REGARDING PROPOSAL

6. RECOMMENDATIONS & CONSIDERATIONS

7. APPENDICES

APPENDIX C-5 Locke's PS

St. Thomas Elementary Panel Attendance Area Review

Locke's Public School AARC Subcommittee Report

April 2023

1. SUB-COMMITTEE MEMBERS & AFFILIATION

- Daryl Hunt (Intermediate - Chair)
- Aidan Hennebry (Primary - Secretary)
- Jonathan Villalobos (Primary)
- Mudit Seth
- Melanie Lavery (School Council Chair or Designate)
- Kate Wilson (Junior)
- Shannan Scott (Primary)
- Ayesha Yimiti (Intermediate)

2. SCHOOL COMMUNITY MEETINGS

DATE	March 23, 2023	April 4, 2023
# OF ATTENDEES	25 *(Including 5 Subcommittee Members)*	17 *(Including 3 Subcommittee Members)*
# OF PARTICIPANTS IN DISCUSSION	22 *(Including 5 Subcommittee Members)*	12 *(Including 3 Subcommittee Members)*

3. EXECUTIVE SUMMARY

Based on participant discussion in St. Thomas AARC Locke's Subcommittee Meetings, the general consensus of participants believed that a "Status Quo" option, where Locke's PS would not have its attendance impacted by boundary changes in any way, was not a proposal that would be endorsed by the board.

With this belief, the overwhelming **majority of participants preferred the option of converting Forest Park Public School into a Grade 7 & Grade 8 school** (subsequently converting surrounding schools into Kindergarten to Grade 6 schools).

Among the different motivations presented for this preference, the two most commonly shared surrounded (1) mental health priorities for students who have endured the difficult years of schooling COVID, and (2) the ability to remain in fellowship with their peers during the years of school preparing them for high school (which, multiple parents agreed, was a positive experience for themselves personally as adolescents).

In the event that this option may not be accepted by the board, the **majority of participants agreed that their secondary preference was to send their children to New Sarum Public School (and not June Rose Callwood PS).**

Regardless of whichever option is officially decided, it is our subcommittee's recommendation that **a strong, practical, clear Legacy Agreement be determined and implemented as painlessly as possible for any students that wish to remain** at their current school before transitioning to high school.

4. BRIEF SCHOOL COMMUNITY PROFILE

Locke's Public School
20 S Edgeware Rd, St Thomas, ON N5P 2H2

Current Catchment Area (Approximate):

North Boundary	Ron McNeil Line
East Boundary	Highbury Avenue & Centennial Ave / Talbot Line
South Boundary	Talbot Street (Between 1st Ave & Centennial Ave), St. Thomas Expressway (Between 1st Ave & Kettle Creek)
West Boundary	Kettle Creek until intersects with Dalewood Road

Current Student Enrollment: 663

Fall of 2024 Grades 6-8 Student Count: 199
**Note that we are unclear how many reside in Zone 5*

5. FEEDBACK REGARDING PROPOSAL

Overall, both our subcommittee and the attendees of public meetings (most often parents of students) felt as though the options proposed by the board unfairly (or perhaps simply unnecessary) affected Locke's PS when, by 2029, it would return to a more comfortable capacity with fewer portables. Especially given the lack of development planned (or space reasonably available) within our catchment area, we feel as though some of the proposed options of redistribution of students were unnecessary to impact Locke's PS specifically when the net change to the receiving schools was quite small overall (+14 for June Rose Callwood, +42 for New Sarum at 2021 numbers provided by the board)

It is also our belief that the impact of these proposed changes on the mental health of students should be of the utmost concern to the board when making final decisions on which option to move forward with. The years of attending school during COVID (virtually, with masks, during lockdowns, etc.) should not be underestimated as to their impact on the student population and possible contribution to a heightened sensitivity of students being moved

At times, the student redistribution options seemed convoluted and perhaps created with ulterior motives, particularly around building a new school. Of course, it is our hope that this is an incorrect feeling, and our subcommittee agrees that we would not have chosen to participate if we did not believe there was a lack of integrity from the board.

Given the relatively small numbers of net changes overall (e.g. +14 students to June Callwood in Locke's option 1), the sub-committee acknowledges these changes are being made to facilitate capital funding for the new school in the St. Thomas area by ensuring existing assets are all being used as close to maximum capacity as possible. More clarification and communication, in plain language, to parents on how these changes integrate into an overall plan would have helped explain the rationale and motivation for how the board arrived at the proposals presented.

Other Items of Feedback:

In general, the portion of Area 5 that would be redistributed from Locke's PS to New Sarum PS seems chosen arbitrarily (geographic distinctions do not appear to be a reasonable justification given the inclusion of the Brookside and Meadowvale areas west of Burwell Road despite Burwell being used as the new eastern boundary otherwise) and seems unfair that an apparently random assortment of students are being uprooted from their school and sent elsewhere for the sake of balancing enrollment.

While we believe that student mental health ought to be one of the forerunning motivations for a decision in this process, we also believe that teachers should be consulted for their opinion on changes, as it certainly has an opportunity to impact them professionally. There is also a likelihood that they may have perspectives that have not been directly considered by either the board nor subcommittee members / public meeting participants. Research on the social and learning outcomes of options like creating a grade 7 and 8-only school (versus K-8) would also help parents evaluate options.

Before & After School Care is another area of concern for many parents, and more clear expectations around those programs (specifically their continuity and availability post-move) would give parents a greater sense of peace and certainty to endorse a proposal rather than feel like powerless bystanders in a complex process.

In general, many “small” details (such as Before & After School Care, Legacy Agreement details, etc.) did not feel thoroughly covered in the board proposals, and a greater attention to detail in these areas may have eased the concerns of parents and subcommittee members. It would be preferable not to have to rely so heavily on Sonia Basu to provide answers from the board on many matters that could’ve been covered in the initial report.

Lastly, a more “Layman’s Terms” communication from the board to the parents of impacted schools would have been preferable to boost public interest in this process. The Locke’s PS subcommittee felt as though much of the burden of explaining the different boundary changes rested solely on us and, for many reasons preferable to the board itself, this may be a task better handled by the board to ensure there is no miscommunication in the process in the future. We also strongly believe it would’ve bolstered subcommittee member volunteers and community engagement. A formal parent survey conducted by the board after the school-level consultations were complete could have also formalized the input of parents in a more formal, systematic, and objective way for the community and trustees.

6. RECOMMENDATIONS & CONSIDERATIONS

As stated in the Executive Summary, our subcommittee and the participants of public meetings would first prefer that Locke’s PS be left “Status Quo” and be allowed to self-correct attendance levels without board intervention. We recognize this is not a recommendation likely to be received.

Given that this will likely not happen, the clear majority of our participants agree that Forest Park PS becoming a Grades 7 & 8 school is the option most preferred by parents. Providing an opportunity for students to remain with their peers and not have their mental health more impacted than absolutely necessary are the two primary motivating factors behind this decision.

Understanding that this preference also has a likelihood of not being accepted by the board due to the barriers acknowledged in the proposal, the final recommendation / preference by the Locke’s PS population is to send students to New Sarum PS (Locke’s Option 2) as opposed to June Rose Callwood PS (Locke’s Option 1).

7. APPENDICES

The Locke’s PS AARC Subcommittee has no appendices to provide.

APPENDIX C-6 Mitchell Hepburn PS

St. Thomas Elementary Pancel Attendance Area Review

Mitchell Hepburn AARC Subcommittee Report April 20, 2023

1.Committee Members:

Will McEachen, Kindergarten
Amanda Koning, Kindergarten
Robert MacMendamin, Primary
Shauna Forget, Primary
Scott Prezeau, Junior
Eva Drinkwalter, Junior
Alison Munro, Intermediate
Kate Palmer-Gryp, Intermediate
Pam Zuzarte, School Council Chair or designate

2. School Community Meetings

a) March 1. Attendees: 24 In Discussion: 12
b) April 12. Attendees: 13 In Discussion: 7

3. Executive Summary

The report is formulated based on feedback from families of Mitchell Hepburn, and the Mitchell Hepburn STAAR Committee's subsequent suggestions. The report is based on the board's Attendance Review request, which was originally proposed in a meeting in November, 2022. The goal of the review is to balance the enrollment across schools in St. Thomas, in order to obtain funding for a new school in the northwest end of St. Thomas. The board is also suggesting dissolving the southeast holding zone, where students are currently being bussed from Mitchell Hepburn boundary to Kettle Creek school in Port Stanley.

The overwhelming consensus by parents who have participated in the feedback process, is that they do not want to see students moved from their current school (Mitchell Hepburn). Parents also have concerns about grade reconfiguration, with making Mitchell Hepburn a K-6 school, and Forest Park a 7/8. Parents do not want children separated, whether it be from grade reconfiguration, or sending children to Forest Park in the 24/25 year.

Mitchell Hepburn is offering to accept back the holding zone. Mitchell Hepburn is recommending a change that would see students within the current Kettle Creek holding zone move back to Mitchell Hepburn, while keeping all other current school boundary lines unchanged. This report will go through information that supports our recommendation of 2a and 2b remaining at Mitchell Hepburn, and how Mitchell Hepburn can accept the holding zone without creating additional pressure on the school.

4. Mitchell Hepburn Community Profile

Mitchell Hepburn is made up mainly of the neighbourhood Orchard park, which includes a new and older area. There is also a small area north of Elm Street that is part of this school community. Mitchell Hepburn opened in 2008 with enrollment at 690 students, and a capacity of 470. The holding zone was implemented in 2013 to help alleviate pressure from Mitchell Hepburn, and send the students to Kettle Creek in Port Stanley. In 2014, the school received funding to expand the school in order to better accommodate the increased enrolment, since the original school opening.

In 2008, The Orchard Park subdibsion was still very much under construction. Today, the area is almost fully developed and the initial phases of Orchard Park have matured. As a result, it is expected the enrolment at Mitchell Hepburn will decline with the coming years.

5. Feedback Regarding Proposal

Parents did not agree with the board's proposal of sending children of 2a and/or 2b to Forest Park in the 2024/2025 school year. Parents see this as unnecessary, as the area is maturing (had 4 portables 2 years ago, now have 2), The area is mostly developed, with builds nearing completion.

Parents are also concerned about a potential lack of empathy and compassion for their children, and that they're uneasy that their concerns will be disregarded. Parents are extremely concerned about the mental health of children, as friendships and structure are vital to children. The disruptions of the past three years, due to the Covid 19 pandemic, has been detrimental to children, and we are currently in the first school year with some normalcy back. Many parents have also purchased their homes due to it being in the Mitchell Hepburn boundary lines, some for 10+ years, and are very upset about the board's proposal.

Many parents had a lot of questions and concerns about the grade reconfiguration. Parents do not want their children being split between schools, and are concerned about school transportation. Although this is not a well accepted option, it is more accepted than having children from 2a and/or 2b be forced to change schools in the 2024/2025 school year.

Families on Coulter Avenue want to remain at Mitchell Hepburn. They have also stated that if the board does not accept the committee's suggestion, they would like the boundary modified so their street is included in New Sarum's boundary, as it once was. This is due to a tight knit neighbourhood, and would like familiarity and friendships kept together, if those students were no longer students of Mitchell Hepburn in the 24/25 school year.

6. Recommendations & Considerations

Recommendation 1- Preferred

- Accept Holding Zone
- Boundaries remain unchanged. 2a and 2b remain with Mitchell Hepburn

The numbers in 2a and 2b fail to address the grade levels of these impacted students. How many of these 139 students in 2a and 2b are grades 7 and 8, which would be graduating prior to the implementation of the board's decision? Mitchell Hepburn has a very unbalanced enrollment, with 43% graduating in the next 3 years. The current enrollment is 693 students. 216 will be graduating before the decision will be rolled out in the 2024/2025 school year. That's 31% of the current enrollment. The enrollment number will continue to decrease with time, as the area continues to mature and the new builds complete. Removing any students would cause Mitchell Hepburn to drop below capacity, and send Forest Park overcapacity. This would go against the goal of the proposal, of balancing enrolment in order to receive funding for a new school in the northwest end of St. Thomas. If the board accepts the initial proposal of modifying the boundary to make 2a and 2b Forest Park, Mitchell Hepburn boundary would be mostly reduced to 1 subdivision. Modifying the boundary, to reduce the size this significantly would be contrary to the board's long term plan of balanced enrolment; the school would be well below capacity within 5 years.

The committee and parents agree that dissolving the holding zone would be beneficial. The holding zone was implemented in 2013 to alleviate pressure from Mitchell Hepburn. We are confident that our school enrolment will be at or below capacity in 2025, with accepting the holding zone and no boundary changes being made, due to the high number of students graduating in the next 2 and 3 years. This would be the best option for Kettle Creek (severely over capacity), Forest Park (new builds taking place, possible boundary change with New Sarum), and Mitchell Hepburn (declining enrollment). This would also reduce bus services for the area.

MItchell Hepburn is a maturing area, with building almost complete. Enrollment is expected to continue to decrease every year. Home sales in the area have also changed within the past year. The housing turnover rate decreased significantly, and bidding wars on homes are no longer occurring. The Holding Zone has been in place since 2013.

Mitchell Hepburn October 31, 2022 Enrollment

JK	SK	1	2	3	4	5	6	7	8
42	65	51	60	59	60	56	84	84	132

Student Count	OTG	Utilization
693	**678**	**102%**

31% (216) graduate by 2024
43% (300) graduate by 2025

	Student Count	
Holding zone	122	
2a and 2b	139	
Graduating in 2023	132+12 =144	Holding zone (avg, 12/yr)
Graduating in 2024	132+84+24=240	Holding zone (avg 24)
Graduating in 2025	132+84+84+36=336	Holding zone (avg 36)

*Proposal implemented after “Graduating in 2024”

In 2023 132 students will graduate from Mitchell Hepburn, this is more than the holding zone (122). With some students from the holding zone also graduating this year, there are approximately 144 students graduating in 2023, which is more than the number of students that is being proposed to be sent to Forest Park from Mitchell Hepburn (139). In 2024, approximately 96 more students will graduate (84 current plus approximately 12 holding zone). These numbers reflect that Mitchell Hepburn can successfully accept the holding zone back, without adding additional pressure to

Mitchell Hepburn, and have the school at or below capacity by 2025. By 2029 the school is expected to have continued decline in enrolment, at approximately 85%.

Mitchell Hepburn Expected Enrollment

2024	689	101%
2025	667	98%
2029	567	85%

Capacity: 678

There are currently 2 building projects occurring in the Forest Park boundary, which has the potential of 100+ new families by 2025. This includes Avenue Collection, which makes up 9 semis, the building is nearing completion, and some homes have been sold. For the subdivision across the street, Manorwood (Manor Rd), Phase 1 is nearing (or is completed) completion and phase 2 will begin summer 2023. Phase 2 is a mix of semi and detached homes (81 lots). Both building developments (Palumbo Homes & Doug Tarry Homes) also have future development plans for both areas, as stated in their lot plan map. In summary: Avenue Collection (Doug Tarry Homes), 9 semis which are almost completed, plus future development. Manorwood (Palumbo Homes), Phase 1 (near or fully completed), Phase 2 beginning soon and will be complete by 2025, plus future development. Streets and road signs have been installed already.

Forest Park accepting any students from Mitchell Hepburn would not only drop Mitchell Hepburn below enrollment, but would also push Forest Park over enrollment. This would not serve the purpose of the board wanting to balance enrolment. In further proposals, some students from New Sarum and John Wise would be accommodated at Forest Park. In Locke's Option 2, this was pushing Forest Park to 121% in 2024. There is also a small section of students (70) that currently are being bussed out of the city to New Sarum. If these students were accommodated at Forest Park instead (Locke's option 2), this would increase Forest Park's enrollment, and have students attend a closer proximity school.

Students do not need to be moved from Mitchell Hepburn to Forest Park. Mitchell Hepburn is expected to be at/below capacity by 2025, with no boundary changes. This is due to the maturing area, as well as 31% of current students graduating by the 2024/2025 school year. Accommodations will need to be made for Lockes, as the school is expected to have growing enrolment. We expect students from another school to be accommodated at Forest Park, as certain schools in St. Thomas are expected to have continued growth and will need boundary changes in order to maintain a controllable enrolment level. We did not have any parent that was accepting of sending any current students of Mitchell Hepburn to Forest Park.

Another concern of the committee is Forest Park's functional capacity level. Although the student body count is 74% capacity, the adjusted functional capacity due to non purpose built classrooms for special education, has the school at 97%, a student count of 516 with otg of 530. In the current state, any children switched to Forest Park would need to be accommodated in a portable. There is no justification to have students removed from a classroom, and sent to a school in a portable. Given the enrolment in schools across the city, there is currently no other school which could accommodate this amount of special education classrooms.

Status Quo Facility Utilization Table

Schools	Capacity		Portables			Enrolment			Utilization		
Name	OTG	Current Usage	2021	2024	2029	2021	2024	2029	2021	2024	2029
Kettle Creek PS	363	363	5	6	7	494	511	552	136%	141%	152%
Mitchell Hepburn PS	678	678	3	0	0	706	607	539	104%	90%	79%
Forest Park PS	530	* 516	0	0	0	392	405	372	74%	76%	70%
John Wise PS	611	611	0	0	0	518	512	549	85%	84%	90%
Elgin Court PS	467	* 411	0	0	0	323	330	323	69%	71%	69%
June Rose Callwood PS	375	380	2	0	0	380	343	317	101%	91%	85%
Locke's PS	576	576	7	9	4	684	708	633	119%	123%	110%
Southwold PS	654	654	1	1	7	647	679	813	99%	104%	124%
New Sarum PS	257	257	0	0	0	222	214	198	86%	83%	77%
Total	**4511**	**4446**	**18**	**15**	**18**	**4366**	**4309**	**4296**	**97%**	**96%**	** **95%**

* Functional OTG capacities for both Forest Park PS and Elgin Court PS have changed due to non purpose -built classrooms being used for special education

** Enrolment is projected to increase beyond 95% as additional students from new development will begin to substantiate beyond 2029

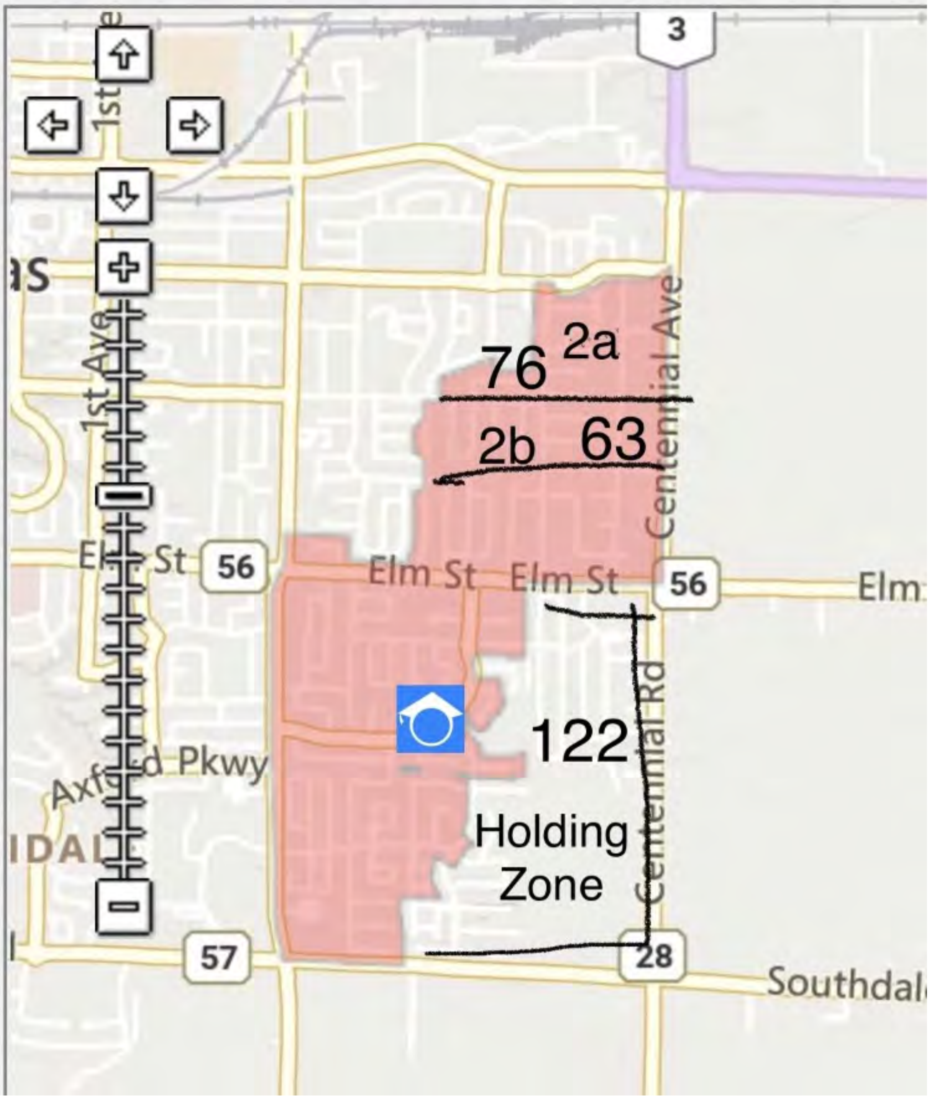
A stereotype of children, that has been said for years, is that they're resilient. These past 3 years have shown just how vulnerable they are, and how vital structure, familiarity, friends, and relationships truly are. Children have had tremendous disruption in the past 3 years, and further disruption would cause more negative benefits than positive. We understand changes are necessary across the city, but modifying boundary lines at Mitchell Hepburn would cause deleterious effects on the students, and the maturing school.

WIth the goal being balancing enrollment across the city schools, we are confident that we can achieve both the board's goal, and Mitchell Heburn's goal of keeping children with their friends in the environment that they are comfortable and happy with, and protecting their mental health.

Boundary Maps for Reference

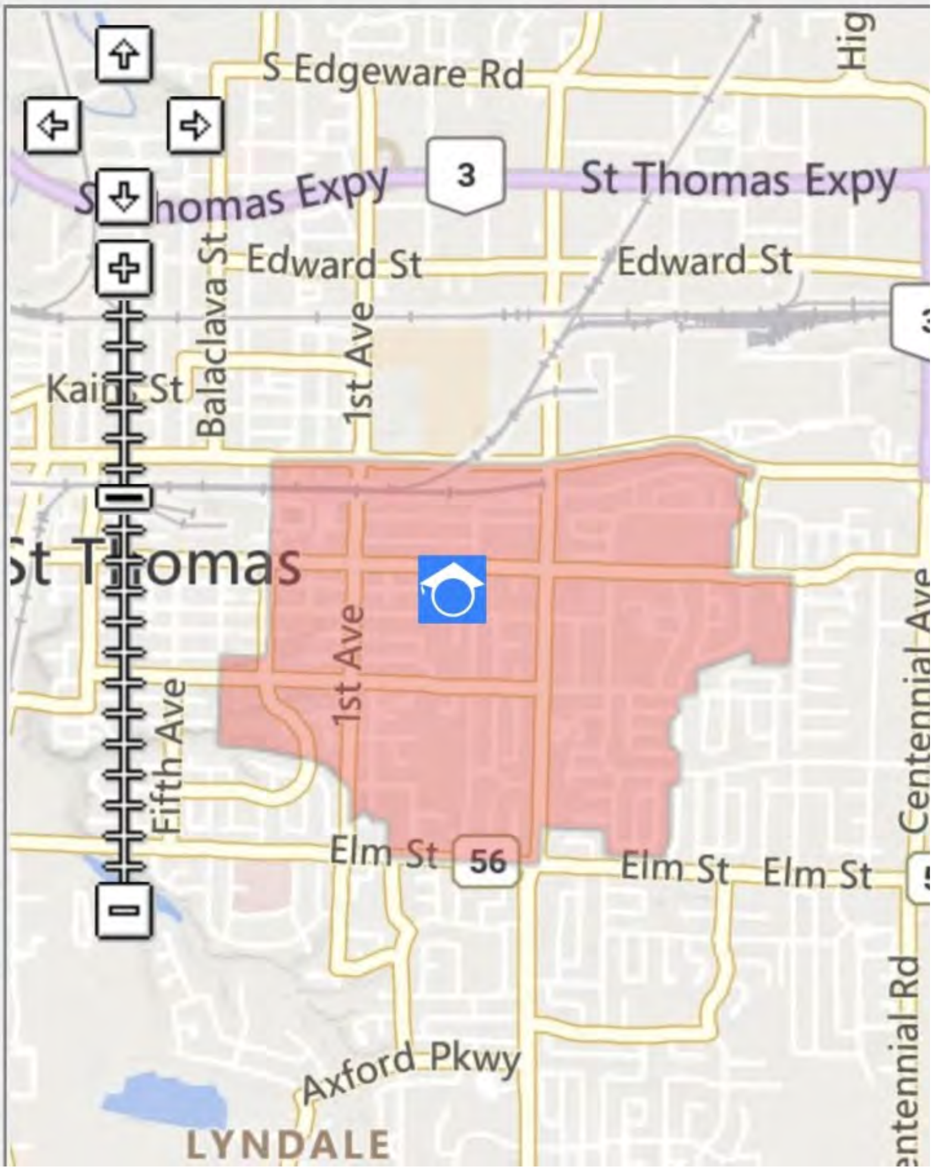
SCHOOL Mitchell Hepburn PS

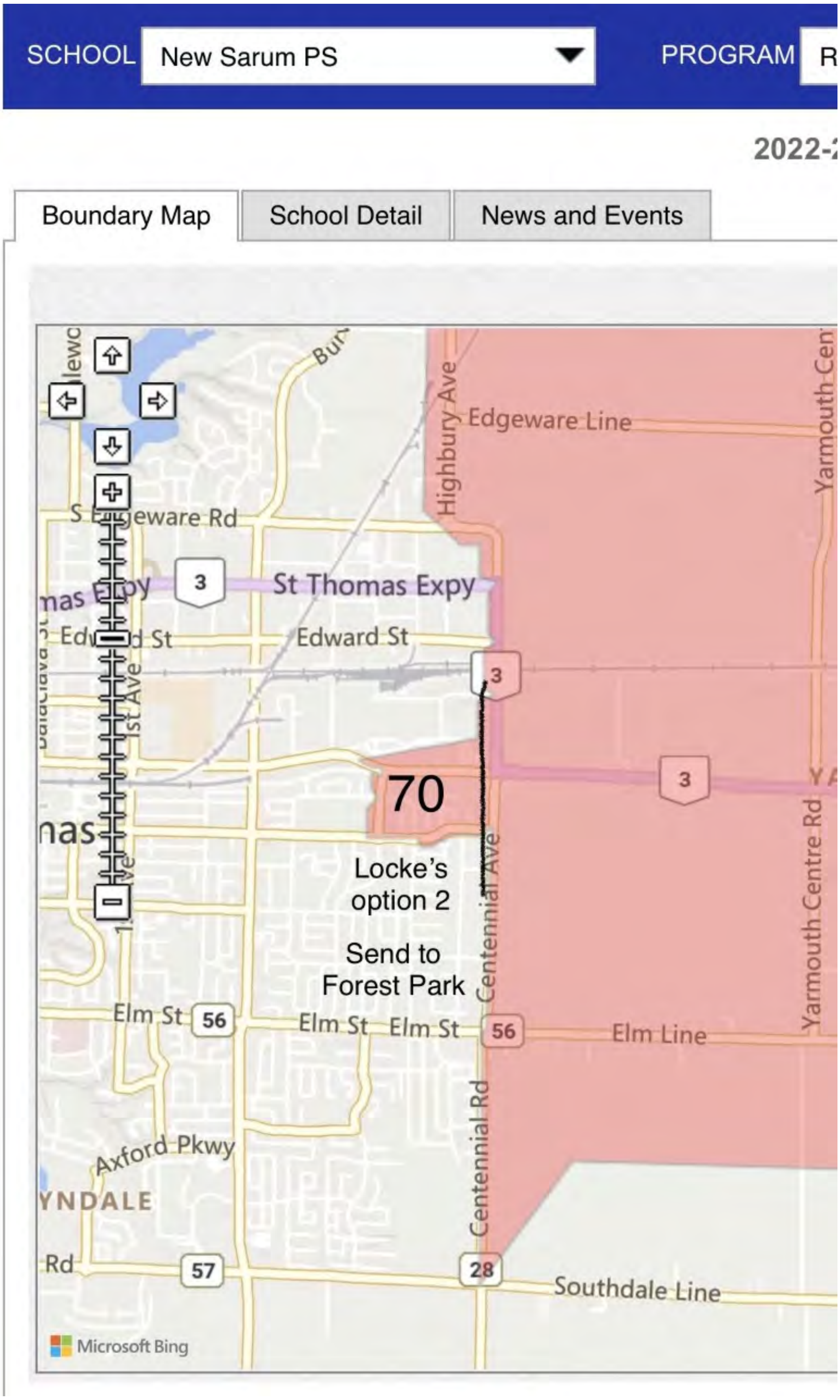
Boundary Map | School Detail | News and Ev



SCHOOL Forest Park PS

Boundary Map | School Detail | News and Ev





.

Recommendation 2- Unpreferred

- Make Mitchell Heburn a K-6 school, and Forest Park a 7&8 school

1. Grade reconfiguration raised many concerns from parents. This included splitting their young children into different schools, school transportation, and school pickup/drop off. Although this proposal was not popular among parents, a few did mention this would be a preferred option over the initial proposal of sending 2a and 2b to Forest Park. Grade reconfiguration would keep classmates and friends together, rather than sending the 139 children to Forest Park.
2. Some parents liked this option, and viewed a middle school as a great transition to highschool.
3. This recommendation would keep students together at their home schools with their peer groups and allows them to move together to a new school instead of being divided by new boundary lines and sudden changes of schools.
4. A middle school provides a helpful transition for students to build independence and learn how to adjust to change before entering high school
5. A middle school allows students to meet and build relationships with other students in their grade level before entering high school.
6. A middle school has the potential to allow for more focused and specialized instruction from teachers who are trained in specific subject areas such as Language, Science, History, Math etc..

Split Subcommittee Recommendation 1

Boundary line change

Reasoning:

The streets of Coulter Ave and Centennial ave are an older neighbourhood, with houses more spaced out with large lots. We are in many ways separate from the new subdivisions to the west and are also part of the Central Elgin municipality.

The board's proposals would have our neighbourhood divided by three different schools, really dividing the kids in this neighbourhood, many of whom all play together.

Half of Coulter would be at Mitchell Hepburn, the other half at Forest Park. When looking at Centennial ave, the east side of the street go to New Sarum and the west side will now be divided between Mitchell Hepburn and Forest Park.

Recommendation:

Adjust the outer edge boundary line to the red or green boundary line, depending on the decision to keep 2B with Mitchell Hepburn.

-If 2B stays with Mitchell Hepburn (preferred) then the green line would be considered.

- If 2B is moved to forest park, then the red line to be considered.

Mitchell Hepburn

Include residences on the north end of Coulter Ave and the west side of Centennial Ave within the Mitchell Hepburn School boundary.

- Keeps the community kids together. All kids on the same street stay at the same school
- There is a low concentration of students in this area, as the houses on these streets have large lots that are spaced far apart. The number of students should not be of great concern to the Mitchell Hepburn school population.
- The bus is already going down both Coulter Ave and Centennial Ave.

Or New Sarum

If option one is not possible, then residences on the north end of Coulter Ave and the west side of Centennial Ave would move to the New Sarum School boundary area.

- The east side of Centennial and the north-west of Wellington is already the New Sarum school district, so this would not be a bussing concern and would make sense.

- This option keeps kids on both sides of Centennial ave at the same school.

Half of Coulter would be at Mitchell Hepburn, the other half at Forest Park. When looking at Centennial ave, the east side of the street go to New Sarum and the west side will now be divided between Mitchell Hepburn and Forest Park.

Recommendation:

Adjust the outer edge boundary line to the red or green boundary line, depending on the decision to keep 2B with Mitchell Hepburn.

-If 2B stays with Mitchell Hepburn (preferred) then the green line would be considered.

- If 2B is moved to forest park, then the red line to be considered.

Mitchell Hepburn

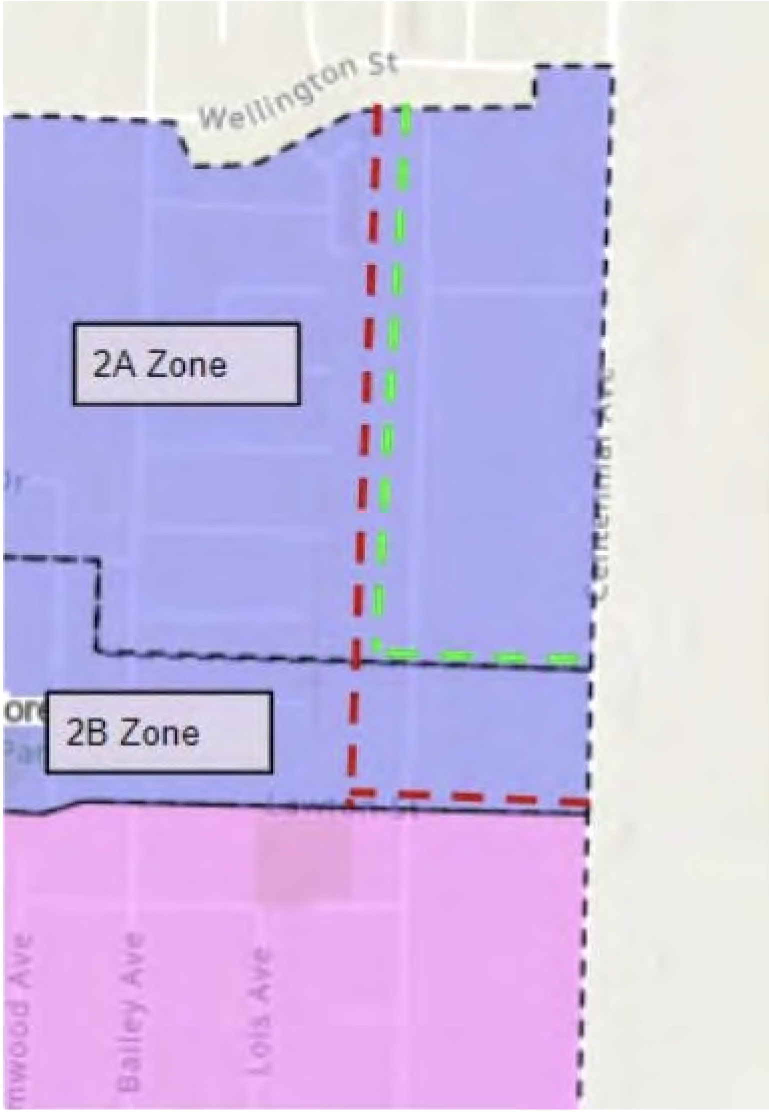
Include residences on the north end of Coulter Ave and the west side of Centennial Ave within the Mitchell Hepburn School boundary.

- Keeps the community kids together. All kids on the same street stay at the same school
- There is a low concentration of students in this area, as the houses on these streets have large lots that are spaced far apart. The number of students should not be of great concern to the Mitchell Hepburn school population.
- The bus is already going down both Coulter Ave and Centennial Ave.

Or New Sarum

If option one is not possible, then residences on the north end of Coulter Ave and the west side of Centennial Ave would move to the New Sarum School boundary area.

- The east side of Centennial and the north-west of Wellington is already the New Sarum school district, so this would not be a bussing concern and would make sense.
- This option keeps kids on both sides of Centennial ave at the same school.
- This area is in the Central Elgin municipality and is considered rural and adjacent to the New Sarum boundary, so it would make sense to be included with a Central Elgin school.
- The small concentration of students in this area should not be of much concern to the New Sarum population.



Split Subcommittee Recommendation 2

Legacy Agreement for those in zone 2A + 2B

•Children currently attending Mitchell Hepburn PS may elect to remain at Mitchell Hepburn, or to move to Forest Park PS
•Those with children currently attending Mitchell Hepburn PS with siblings not yet of school age may also attend Mitchell Hepburn or elect to attend Forest Park PS
•All others in Zone 2A & 2B will attend Forest Park PS
•Forest Park will gain students over time due to residential development
•

The Committee believes that this proposal would be suitable as enrollment is projected to be constant as it is right now and 40% of the school population will be graduating in the next three years.

7. Appendices

a) **Forest Park Build Site Plans:**

https://www.dougtarryhomes.com/communities/avenue-collection/site-map/

https://palumbohomes.ca/communities/manorwood/

b) **Local Residential Market Activity**

https://www.lstar.ca/our-latest-statistics March 2023 pdf

https://www.lstar.ca/sites/default/files/pdfs/Monthly%20MLS%C2%AE%20Statistics/March-2023/Residential-Market-Activity-Report-for-LSTAR-March-2023.PDF

c) **Meeting Minutes**

St. Thomas Elementary Panel Attendance Area Review
Mitchell Hepburn Subcommittee Meeting Agenda

Mitchell Hepburn
Date: March 1, 2023
Time: 7:00pm
Location: Mitchell Hepburn PS Library
Facilitator: Mitchell Hepburn STAAR Committee Members, Principal, Sarah Sacksen

1. Open Remarks
   Principal Sacksen welcomed the group and advised that Principal Wendell-Caraher is in attendance virtually as support.
2. Introductions
   The following individuals introduced themselves: Amanda Koning, Kindergarten, Robert MacMenamin, Primary, Shauna Forget, Primary, Scott Prezeau, Junior, Eva Drinkwalter, Junior, Alison Munro, Intermediate, Kate Palmer-Gryp, Intermediate, Pam Zuzarte, School Council Chair or designate.
3. Review of Roles and Responsibilities
   Shauna Forget noted that the Committees responsibility is to share the proposal of the TVDSB regarding the rezoning of schools to better utilize all schools within the St. Thomas region. She noted that TVDSB needs a new school and equal attendance/utilization of schools is required.
4. Presentation of Initial Attendance Area Review Report & Committee Recommendations
   The Committee reviewed the Powerpoint presentation (attached to these minutes) noting the following:
   - Enrolment in the City of St. Thomas is not balanced across the elementary panel. The majority of new developments are concentrated in specific attendance areas and growth in general has not been evenly distributed across the City.

- The purpose of this review is to balance enrolment by addressing the following matters:
    - Permanently accommodating the Southeast St. Thomas Holding Zone at a proximal school for students;
    - Reducing overall empty pupil places; and
    - Managing enrolment growth from new residential developments expected in northwest St. Thomas.
- As you can imagine, this is of great concern to us as our children have experienced great disruption in recent years to the pandemic. Many of us have also chosen to live in our neighbourhoods due to the school zone.
- We believe that the ultimate goal of TVDSB is to re-distribute children to show better utilization of schools within out region, so they may obtain funding for a new school in the Talbotville area.
- Kettle Creek PS is beyond capacity and our Committee understands the need to move kids from the school.
    - Principal Wendell-Caraher noted that Kettle Creek's Committee met previously and they do not want the kids from the holding zone to move Mitchell Hepburn, noting that the majority of parents from the holding zone want to keep their kids at Kettle Creek. She noted that currently 11 students have registered to move from Kettle Creek to Mitchell Hepburn in the fall.
    - The Committee noted that this was good for our region, as that would give Mitchell Hepburn more reason to keep areas 2A and 2B at our school.
- As far as Mitchell Hepburn is concerned, TVDSB is proposing moving areas 2A and 2B from Mitchell Hepburn to Forest Park PS.
    - Shown on slide 6 of presentation (below).
    - Reference: to see if you are in zones 2A or 2B, please use the link here and go to "Additional Details", click on "Potential Options" and scroll down to find "Locke's Public School Option 2". Type in your address and it will display which zone you are located in.
- The Committee noted that there is a development in the current school zone for Forest Park PS that will impact school enrollment for future years, that will impact and increase enrollment.
- The Committee noted that the mental health and wellbeing of students is very important and we believe that moving students from our school to a new school will have a significant impact on students, specifically given the impacts of the pandemic.

Committee Recommendations

- The Committee recommends the following:
- Recommendation #1:
    - Zones 2A and 2B remain at Mitchell Hepburn PS.
    - Mitchell Hepburn PS absorbs the Southeast Holding Zone region.

    - Legacy Agreement current families attending Mitchell Hepburn PS, and any new families (moved to the region and/or non-school aged children) move to Forest Park PS.
    - Accept Locke's PS Boundary Change 2 (Locke's to New Sarum, New Sarum to Forest Park).
    - SUPPORT FOR DECISION: We believe based on our calculations that our school would not be at capacity and that the movement of students in other schools will push Forest Park PS beyond 100% capacity. It was noted that 43% of students at Mitchell Hepburn PS will be graduating in the next 3 years.

- Recommendation #2:
    - Zones 2A and 2B remain at Mitchell Hepburn PS.
    - Accept Locke's PS Boundary Change 2 (Locke's to New Sarum, New Sarum to Forest Park).
    - Legacy Agreement current families attending Mitchell Hepburn PS, and any new families (moved to the region and/or non-school aged children) move to Forest Park PS.
    - Accept Zone 4 (change to Southeast St. Thomas – John Wise to Elgin Court) and 7 (Southwold PS to John Wise).

5. Question and Answer Period

- The Committee noted that they will be monitoring the Q&A page on the TVDSB website to gain additional feedback.
    - Principal Sacksen noted that if there are questions from parents to the Committee, she would be happy to be forward questions to the Committee members. Please send to her directly or through the general school email address.
- Question 1: Has the Committee considered surveying parents in zone 2A and 2B to see what their thoughts are on the move? Are they supportive of the change for their children?
    - Answer 1: The Committee noted that they have yet to do that, however, would survey parents if that was allowed. Principal Sacksen noted that she would inquire with the Superintendent to see if that was a possibility for the Committee. The Committee noted that they wanted to ensure this was allowed before proceeding. The Committee confirmed that it would survey the school community (if allowed) to see if they are supportive of TVDSB's plan, our recommendations, etc.
    - Follow-up: It was noted that there may be parents that would prefer to move their kids to Forest Park PS instead of Mitchell Hepburn PS. It was also noted that if there are parents that live in different zones, would we be able to survey/consult with parents that may change their mind as far as where they would send their kids.
- Question 2: Do we know how many students would be graduating from the holding zone over the next three years?

    - Answer 2: TVDSB advised that 40 would be graduating (current enrollment – grade 6 – 16, grade 7 – 9, grade 8 – 15).
- Question 3: Has there been any consideration for families who have a grade 7/8 student who walk younger siblings to school in younger grades if this option is on the table.
    - Answer 3: we have not seen explicit instructions/recommendations for the K-6 + 7-8 grade reconfiguration and the situation you described.
- Question 4: If grade 7 and 8 students were to be moved to Forest Park PS. (as a middle school) would bussing be provided?
    - Answer 4: The committee noted that was a great question, however the Committee does not know the answer. This can be submitted to the Q&A section of the website.
- Comment 5: There is concern and thought that TVDSB will move forward with their plans and disregard the recommendations and feedback from the Sub Committees.
    - Response 5: The committee noted that they believe TVDSB and the Trustees will listen to schools and consider their recommendations if they are based on facts and comprehensive consultation from the school community.

.

- Question 6: What are the boundaries for 2A, 2B and Southeast Holding Zone?
    - Answer 6: The Committee noted that they had the same question, and they will submit the question to the Q&A page on the TVDSB page. It was noted that the interactive map on the TVDSB website allows you to type in your address and it will show you what zone you reside in.
- Question 7: Should we be reaching out to School Board Trustees to share concerns?
    - Answer 7: Trustee Ruddock was in attendance and noted that she would welcome the opportunity to obtain feedback and concerns. However, it was noted that the Committee can receive all the feedback and incorporate the feedback into the proposal. Trustee Ruddock noted that the School Committee will be presenting at the Board meeting in May with the proposal. She noted that there will be a difference of opinion on the school proposal, so feedback in anyway (whether to the school board directly or to the Committee) is welcome.
- Question 8: Are the numbers showing on the map and in the tables include students who could possibly go to Mitchell Hepburn PS? For example, they go to the Catholic School, but they could go to Mitchell Hepburn PS.
    - Answer 8: The enrollment numbers shown and on the maps are those who are currently enrolled at Mitchell Hepburn. Therefore, no those students are NOT included in the numbers.

- Question 9: Should we (as parents) enroll students who are currently enrolled in online learning, enroll students now to ensure they are included in the enrollment numbers?
    - Answer 9: Principal Sacksen noted that you should register your children as soon as possible for planning purposes. We assume that yes, they would be included once students are enrolled. Students who are registered in online learning are considered enrolled at another school and are not included on the enrollment lists.

6. Adjournment

The meeting adjourned at 8:14pm. It was noted that a future meeting will be held with the option to attend in-person and virtual. The Committee noted that they will share the date as soon as it is determined.

The Committee asked that parents that were in attendance this evening share the discussions that were had tonight. The Committee noted that the presentation and meeting minutes will be circulated once they are finalized.

Additional Resources

If you have questions for the Sub Committee, please submit to Principal Sacksen (s.sacksen@tvdsb.ca) or Mitchell Hepburn General Email (mitchellhepburn@tvdsb.ca)

- Link to TVDSB site – St. Thomas Attendance Area Review
    - Link to November 29, 2022 presentation
    - Link to February 9, 2023 presentation
    - Link to page for questions/concerns to be submitted.
- Reference: to see if you are in zones 2A or 2B, please use the link here and go to "Additional Details", click on "Potential Options" and scroll down to find "Locke's Public School Option 2". Type in your address and it will display which zone you are located in.
- If you have questions for a specific Committee member, please reach out via email.
  Email addresses below:
    - Will McEachen, Kindergarten (wmceachen@hotmail.com)
    - Amanda Koning, Kindergarten (amandakoning@aol.com)
    - Robert MacMenamin, Primary (rob.macmenamin@gmail.com
    - Shauna Forget, Primary (s_bekaan@hotmail.com)
    - Scott Prezeau, Junior (prezeau5757@hotmail.com)
    - Eva Drinkwalter, Junior (eva.drinkwalter@gmail.com)
    - Alison Munro, Intermediate (alisonjmunro@hotmail.com)
    - Kate Palmer-Gryp, Intermediate (katepalmergryp@gmail.com)
    - Pam Zuzarte, School Council Chair or designate (pamelagagnon@hotmail.com)

St. Thomas Elementary Panel Attendance Area Review
Mitchell Hepburn Subcommittee Meeting Agenda

Mitchell Hepburn

Date: April 12, 2023
Time: 8pm
Location: Microsoft Teams
https://teams.microsoft.com/l/meetup-join/19%3ameeting_MzQ5YTZhNGYtYTE4MS00MGZjLWEyZGItMmIxMDBiMTQ1Yzdk%40thread.v2/0?context=%7b%22Tid%22%3a%222024c5d6-bed5-4705-98ac-f83e64a78e99%22%2c%22Oid%22%3a%226439ab5a-5767-41c4-9719-ce6b39839f49%22%7d

Subcommittee Members: Amanda Koning: Kindergarten
Robert MacMenamin: Primary
Shauna Forget: Primary,
Scott Prezeau: Junior
Eva Drinkwalter: Junior
Alison Munro: Intermediate
Kate Palmer-Gryp: Intermediate
Pam Zuzarte: School Council Chair or designate

Review of role of subcommittee, and discuss possible recommendations

Review of 4 possible recommendations discussed by the committee

1. Maintain status quo and not remove 2A or 2B

2. Legacy allow all students in all grades who want to remain at Mitchell Hepburn the option to stay and graduate.

3. Request possibility of grade reconfiguration and the creation of a 7/8 school

4. Request possibility of changing the boundary lines to include Coulter Ave and Centennial Ave with 2B and to stay with Mitchell Hepburn or possibly be included in New Sarum boundary lines.

Review of Kettle Creek P.S. proposal that includes: Asking for Legacy agreement for all grades and families to continue to graduation with Kettle Creek school and to also include busing.

Questions

Clarify if Legacy agreement is mandatory or if they can choose to opt in or to move to the new school if preferred.

Clarify meaning of legacy agreement

Clarify the due date that the report is due to the board for decision. (April 25th report is due to the board

Meeting end time is 8:34

APPENDIX C-7 New Sarum PS

St. Thomas Elementary Panel Attendance Area Review

New Sarum Public School AARC Subcommittee Report

Submitted: April 20, 2023

1. SUB-COMMITTEE MEMBERS & AFFILIATION

This committee was comprised of the following membership:

Matthew Unternahrer and Andrea Vandeyar, Kindergarten Representatives
Amelia Thompson, Primary Representative
Amy Smith and Sondra Bourdeau, Junior Representatives
Michelle Huigenbos and Trudy Bunde, Intermediate Representatives
Kate Hurst, School Council Chair

2. SCHOOL COMMUNITY MEETINGS

One school community meeting was held at New Sarum Public School. Information about the reason for the attendance area review in St. Thomas and the rezoning options proposed by the school board were reviewed. Participants in attendance provided their feedback and suggestions related to which rezoning options were preferred and other possible rezoning options, discussed later in this report.

Date: February 28, 2023 6pm-7:30pm (in person)

Number of attendees at each meeting: Approximately 22

Number of participants in discussion at each meeting: Approximately 22

3. EXECUTIVE SUMMARY

This is a report from the school community at New Sarum Public School regarding the current TVDSB St. Thomas Attendance Area Review. Four primary recommendations were put forth as potential options to be considered by the TVDSB Administration at the November 29, 2022 Board meeting: https://calendar.tvdsb.ca/board/Detail/2022-11-29-1900-Regular-Board-Meeting/5e4ba4d7-abed-44e1-951f-af5b00f5166b#page=67

These four options were presented to the school community at New Sarum Public School during a school community meeting open to the public. Feedback gathered at the meeting was reviewed by the New Sarum Public School Attendance Review Committee where it was determined there were clear and overwhelming recommendations from the school community that prefer any options from the Administration's report that do not result in changes to the boundaries that affect New Sarum Public School. Therefore, Southeast St. Thomas Locke's Option 1 is recommended. Further, any option that results in more students coming to New Sarum Public School, with no students leaving would also be supported by the school community.

4. BRIEF SCHOOL COMMUNITY PROFILE

New Sarum Public School is a thriving rural school located about 10 km east of St. Thomas in New Sarum and is the proud home of the New Sarum Huskies. The staff are excellent and very dedicated, often going above and beyond for students. A warm culture of inclusion, kindness and trying your best is supported by the administration, staff and school community. In the 2017-2018 School Climate Survey report, it is worth noting that students at New Sarum PS scored their school experience more favorably than other TVDSB elementary schools in each of the area subtopics surveyed, particularly in the areas of student mental health, cyberbullying and bullying and physical environment and physical space. There is an active School Council and high caregiver engagement at the school. At this time, the school sits at 89% enrollment (a change from the Administration's report that cites 86%) with an OTG capacity of 257 pupil places. Despite the smaller staffing complement, students have had opportunities for field trips, intramural and interschool athletics, and a staff-led fundraiser to support enhancements in the sensory room that many students enjoy, and several spirit days, spirit assemblies and school dances.

The school is nearly 100% bused. The school day starts at 9:30am and ends at 4pm. The Before and After School Child Care Program is run by the YWCA of St. Thomas & Elgin. The program is severely waitlisted with many families having been on the waitlist for years never accessing child care. Information from the Director of Child Care programs at the YWCA, Jackie Anger, indicates there are no plans to expand the program at this time due to the ongoing staffing crisis in the ECE sector.

In 2017, our school was recommended to close in a report from the Administration to the Board of Trustees. Our school community wanted to highlight to the Trustees what a lasting and damaging impact this had on our community, even though in the end the vote to close our school was overturned by 1. It is hard for our school community to trust that recommendations coming from the school board have considered what is in the best interests of our students and to know our kids' school experience and education are considered as just numbers in a business case to build a Northwest St. Thomas School. This is still a sore memory for many students and caregivers from our school community, and further disruption would only contribute to mistrust for those invested in, or reliant on TVDSB. We would hope to see changes for the betterment of our students, rather than changes that prop up a business case at our student's detriment.

5. FEEDBACK REGARDING PROPOSAL

The following information and feedback was collected at the School Community meeting held February 28, 2023 and has been divided into subheadings and themes for ease of reference in your decision making.

Student Mental Health

- There has not been much consistency in the children's education for the last few years due to impacts from the Pandemic. Children have struggled with school routines and to create and sustain school relationships. The timing of the attendance area boundary review seems ill aligned to student mental health and wellbeing.
- Recent news about TVDSB adding resources for increased mental health supports and resources for students with Autism has been publicized as a school board priority, however this importance appears to be missing in the administration's report and recommendations. The school community asked:

  -Where, in terms of physical space in the building, are these children going to be supported?

  -By placing schools at full or over-capacity what would happen to resource rooms?

  -Why create more mental health stressors for students in an already overburdened system?

  -TVDSBs strategic plan ***Goal #3: Enhance the safety and well-being of students and staff?*** When will students see TVDSB supports and services materialize and what will they provide to students? Will supports go beyond emails to caregivers and webinars about managing anxiety and supporting student mental health? Would support include physical staffing resources like EAs who work 1:1 with students or therapeutic groups run by qualified school counsellors that address student barriers to wellbeing and achievement?

New Housing Developments

A new housing development located within the current New Sarum PS attendance boundary, Manorwood, is under construction with partial occupancy. Additionally, there are 60 residential units under construction with partial occupancy at 300 Wellington St. within the current attendance boundary. The school community wanted to know:

-Has the new subdivision Manorwood (Manor and Wellington) been factored into the Administration's planning? Details attached at appendix A.

-If not, can this information be factored into the attendance projections? Based on our current numbers an additional 27 students would put New Sarum PS at 100% capacity.

-It would put New Sarum PS close to max capacity without the addition of boundary change students and vice versa place Forest Park PS at capacity without boundary changes and over capacity with boundary changes. Are the Administration and Trustees aware of this?

Before and After School Program

The YWCA of St. Thomas & Elgin has run the Before and After (B&A) program at New Sarum PS for many years. This is licenced child care and generally RE0

CEs are the care providers. As a "late start" school, the day begins at 9:30am and ends at 4pm which is dictated by the availability of school buses after the high school runs are over. Due to the staffing crisis in the RECE sector and various other requirements of licenced care there is a long waiting list already for the students currently attending New Sarum PS. Given the later start to the school day it is likely that the need for child care, which is already difficult to find, would be further strained should 120 students from Locke's PS become enrolled at New Sarum PS. The school community asked the following:

-Is the ongoing lack of available child care a consideration in the administration's report and recommendations?
-Family schedules may not be able to accommodate start and end times. Has this been considered?
-Forest Park PS's school day ends earlier than New Sarum PS and may require current New Sarum PS students shifting to Forest Park PS to enroll in an after school program. Will space in the B&A program be available?

Transportation

New Sarum PS is a rural school located on a highway (Belmont Road) and is nearly 100% bused. Many families rely on the availability of busing to make sure students can safely arrive at school each day. The School community raised the following questions about potential impacts to school transportation:

-Students that are currently bused to school would no longer have that option if they switch to Forest Park PS. Economic decline has many households with only 1 vehicle or no vehicles. Many caregivers that now work from home have also reduced to one vehicle, was the hardship this would pass along to families considered?

Utilization Projections

When considering the following information, the feedback asked if the following was considered.

-Locke's Option 2 Utilization Table
-Projections for 2024 and 2029 Forest Park-**OVER CAPACITY**
-Projections for 2024 and 2029 John Wise-**UNDER CAPACITY**

-Locke's Option 1
-Has the best projected utilizations for the vast majority of the schools included in the attendance area review? Table 8 (below) was provided in the administration report that was shared with the Board.

6. RECOMMENDATIONS & CONSIDERATIONS

Much discussion and engagement with the materials provided by the administration occurred with the New Sarum PS ARC and we thank the Administration for their time and effort in the preparation of the materials. With consideration of the school community feedback, the data contained in the Administration's reports and the ARC representative's knowledge and living experience of the school, *we recommend the Board of Trustees endorse Locke's Option 1.*

Reasons for this recommendation are as follows:

- New Sarum PS is a small, rural school and is nearly at capacity with new housing developments underway within the current boundary that are family type dwellings; it is reasonable to expect enrollment to further increase or at minimum remain stable.

- The school has many positive attributes, however a disruption as proposed in *Locke's Option 2* is sure to result in significant distress to students and the school community with a turnover in 30% of the school population being rerouted to Forest Park PS and an introduction of an equivalent of 50% of the school population represented by students previously from Locke's PS. Resulting in a major turnover in population and an unknown effect on our school culture.

- The school milieu is stable and predictable and is critical to the academic success and emotional wellbeing of students and staff. Students are coping with the lingering uncertainties that the pandemic created. Current and prospective families are uncertain of the future of the school due to previous school closure recommendations. The school community supports Locke's Option 1 as it does not involve any changes to the attendance boundary at New Sarum PS and respects student's need to settle while they develop skills in resilience. Maintaining the status quo enrollment boundaries for New Sarum PS will work to reinforce the trust and engagement built between the school and its community after previous periods of uncertainty.

Additionally, the New Sarum PS ARC proposes that if any changes to the New Sarum PS attendance boundaries are made that legacy agreements should be available to any students who are interested.

With respect to The Southeast St. Thomas option, the New Sarum PS ARC decided to stay silent. However, there was discussion related to the option of a grade reconfiguration as proposed in the administration report, which our ARC would not oppose.

APPENDIX

Appendix A: City of St. Thomas, Registered Plan of Subdivision, 11M (Manorwood)

https://drive.google.com/file/d/1nTrxfhuJsqX_t_6Nph2uBalLjuHKuXoL/view?usp=share_link

Link is a PDF file that is also attached with the submission of the report in email.

PLAN 11M — 250

I CERTIFY THAT THIS PLAN IS REGISTERED IN THE LAND REGISTRY OFFICE FOR THE LAND TITLES DIVISION OF ELGIN (No. 11) AT 13:45 O'CLOCK ON THE 12 DAY OF AUGUST, 2021, AND ENTERED IN THE PARCEL REGISTER FOR P.I.N. 35200-0290, 35200-0155 35193-0259, 35193-0241, 35200-0297, 35200-0298 AND THE REQUIRED CONSENTS ARE REGISTERED AS PLAN DOCUMENT No. CT201762.

REPRESENTATIVE FOR THE LAND REGISTRAR

THIS PLAN COMPRISES PART OF THE LAND SHOWN AS P.I.N.'s 35200-0297, 35193-0241 AND ALL OF THE LAND SHOWN AS P.I.N.'s 35200-0155, 35200-0290, 35200-0298, AND 35193-0259

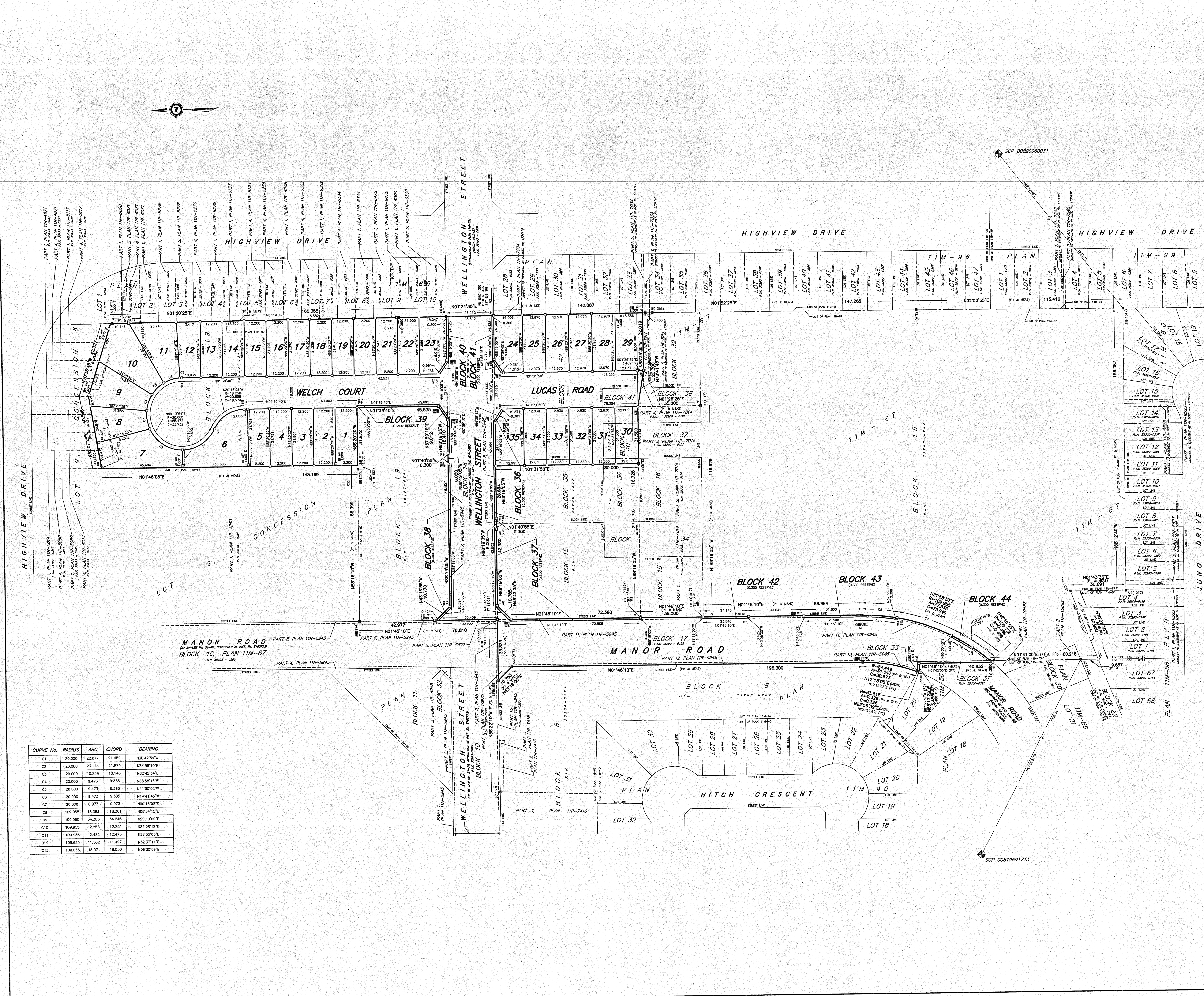
PLAN OF SUBDIVISION

OF PART OF
BLOCKS 8, 19, 35, 36, 38 AND 39
AND ALL OF
BLOCKS 17, 18, 33, 40, 41 AND 42
PLAN 11M-67
AND ALL OF
BLOCK 31
PLAN 11M-56
IN THE
CITY OF ST. THOMAS
COUNTY OF ELGIN

MTE OLS LTD.
ONTARIO LAND SURVEYORS

SCALE 1 : 750

10m 5 0 METRES 50m



CURVE No.	RADIUS	ARC	CHORD	BEARING
C1	20.000	22.677	21.482	N30°42'54"W
C2	20.000	23.144	21.874	N34°55'10"E
C3	20.000	10.259	10.146	N82°45'54"E
C4	20.000	9.473	9.385	N68°58'18"W
C5	20.000	9.473	9.385	N41°50'02"W
C6	20.000	9.473	9.385	N14°41'45"W
C7	20.000	0.973	0.973	N00°16'02"E
C8	109.955	18.383	18.361	N06°34'15"E
C9	109.955	34.386	34.246	N20°19'09"E
C10	109.955	12.258	12.251	N32°28'18"E
C11	109.955	12.482	12.475	N38°55'03"E
C12	109.655	11.502	11.497	N32°33'11"E
C13	109.655	18.071	18.050	N06°30'09"E

METRIC:

DISTANCES AND COORDINATES SHOWN ON THIS PLAN ARE IN METRES AND CAN BE CONVERTED TO FEET BY DIVIDING BY 0.3048.

LEGEND:

□	DENOTES PLANTED MONUMENT
■	DENOTES FOUND MONUMENT
SIB	DENOTES STANDARD IRON BAR
SSIB	DENOTES SHORT STANDARD IRON BAR
IB	DENOTES IRON BAR
IBø	DENOTES ROUND IRON BAR
CC	DENOTES CUT CROSS
CM	DENOTES CONCRETE MONUMENT
WIT	DENOTES WITNESS
MTE	DENOTES MTE OLS LTD.
R.P.	DENOTES REGISTERED PLAN
P1	DENOTES PLAN OF SURVEY BY MTE OLS LTD. DATED MARCH 17, 2020 (FILE No. 47077-200)
P2	DENOTES PLAN 11R-10672
P3	DENOTES PLAN 11M-56
P4	DENOTES PLAN 11M-67
BF	DENOTES BOARD FENCE
CLF	DENOTES CHAIN LINK FENCE

NOTES:

ALL PLANTED BARS ARE IRON BARS UNLESS OTHERWISE NOTED

NOTE:

BEARINGS ARE UTM GRID DERIVED FROM SPECIFIED CONTROL POINTS 00819691713 AND 00820060031 UTM ZONE 17, NAD83 (ORIGINAL)

DISTANCES SHOWN ON THIS PLAN ARE GROUND LEVEL DISTANCES AND CAN BE CONVERTED TO GRID DISTANCES BY MULTIPLYING BY A COMBINED SCALE FACTOR OF 0.999569425

SPECIFIED CONTROL POINTS (SCP's) : UTM ZONE 17, NAD83 (ORIGINAL)
GRID COORDINATES TO URBAN ACCURACY PER SEC. 14 (2) OF O.REG. 216/10

POINT ID	NORTHING	EASTING
SCP 00819691713	4736962.21	486437.51
SCP 00820060031	4736208.02	488318.85

COORDINATES CANNOT, IN THEMSELVES, BE USED TO RE-ESTABLISH CORNERS OR BOUNDARIES SHOWN ON THIS PLAN.

OWNER'S CERTIFICATE:

THIS IS TO CERTIFY THAT:

1. LOTS 1 TO 35 INCLUSIVE, RESERVES NAMELY BLOCKS 36 TO 44 INCLUSIVE, AND THE STREETS NAMELY MANOR ROAD, WELLINGTON STREET, WELCH COURT AND LUCAS ROAD HAVE BEEN LAID OUT IN ACCORDANCE WITH MY INSTRUCTIONS.
2. THE STREETS ARE HEREBY DEDICATED TO THE CORPORATION OF THE CITY OF ST. THOMAS AS PUBLIC HIGHWAYS.

DATED THE 30th DAY OF July, 2021.

DECLARANT: WELLINGTON MANOR DEVELOPMENTS INC.

MARCO PALUMBO
I HAVE THE AUTHORITY TO BIND THE CORPORATION

SURVEYOR'S CERTIFICATE:

I CERTIFY THAT:

1. THIS SURVEY AND PLAN ARE CORRECT AND IN ACCORDANCE WITH THE SURVEYS ACT, THE SURVEYORS ACT AND THE LAND TITLES ACT AND THE REGULATIONS MADE UNDER THEM.
2. THE SURVEY WAS COMPLETED ON THE 9th DAY OF FEBRUARY, 2021.

JULY 30, 2021
LONDON, ONTARIO

P.R. LEVAC
ONTARIO LAND SURVEYOR

APPROVED UNDER SECTION 51 OF THE PLANNING ACT, R.S.O. 1990, AS AMENDED, BY THE COUNCIL OF THE CORPORATION OF THE CITY OF ST. THOMAS, THIS 5th DAY OF August, 2021.

LOU POMPILII,
DIRECTOR OF PLANNING AND BUILDING SERVICES
CITY OF ST. THOMAS

MTE
MTE ONTARIO LAND SURVEYORS LTD.
123 St. George Street
London, Ontario, N6A 3A1
phone: 519-204-6510

CAD File : P:\P\47077\201\47077-201 PHASE 1 M-PLAN.DWG		PHASE 1 M-PLAN
Surveyed by : N. Rebic	Checked by : P.R. Levac, O.L.S.	File No : 47077-201
Drawn by : R. Crowell	Date : June 17, 2021	

APPENDIX C-8 Southwold PS

St. Thomas Elementary Panel Attendance Area Review
Attendance Area Review Committee (AARC)
Final Copy- April 15th, 2023

St. Thomas Elementary Panel Attendance Area Review Southwold PS Subcommittee Meeting Minutes

School Community: Southwold Public School

Date & Time of Subcommittee Meeting: Tuesday, March 21st, 2023 – 7pm EST

Attendance Area Review Subcommittee Members & Affiliation:

Laura Robinson- Senior Representative
Kyle Johnstone- Primary Representative
Inge Prey – Junior Representative

Number of Attendees: 30

Number of Participants in Discussion: 30

Meeting Location: TEAMS, online location

Meeting Link and Call-in Details:
https://tvdsbo365-my.sharepoint.com/:v:/g/personal/tv41517_tvdsb_ca/EWukWWD0ShdCmzrRr-L9KgwBgAQTnKxD9pWjSaQAtd5h5Q

Minutes

	AGENDA ITEMS
	Call to Order and Introductions
	● Principal Ryan Nowell introduced himself and named all the subcommittee members. Introduced Laura, Kyle and Inge.
	Overview of AARC Meeting and Initial Attendance Area Review Report
	● We discussed the 3 options that the Board had presented earlier in the year.
	Q & A- N/A
	Feedback regarding Options
	Option 1- move 176 students to John Wise - 100% opposed **Option 2A and 2B- holding zone NW St Thomas at Elgin Court PS or Holding zone at Elgin Court PS and John Wise PS** - Support was mixed between these 2 options
	Additional Information Requirements
	● Some have sent questions to the portal, petition signed by others
	Need for Future School-Level Meetings
	● Not at this time

St. Thomas Elementary Panel Attendance Area Review
Southwold PS AARC Subcommittee Report
April 15th, 2023

1. SUB-COMMITTEE MEMBERS & AFFILIATION

Laura Robinson- Senior Representative- parent of Southwold PS students
Kyle Johnstone- Primary Representative- parent of Southwold PS students
Inge Prey – Junior Representative- parent of a Southwold PS student

2. SCHOOL COMMUNITY MEETINGS

a. Date(s): Tuesday, March 21st, 2023 – 7pm EST
b. Number of attendees at each meeting: 30
c. Number of participants in discussion at each meeting: 30

3. EXECUTIVE SUMMARY

Due to *theoretic/projected* growth in new housing developments in NW St. Thomas (Talbotville), the TVDSB has proposed 3 options to manage the possible increase in students in the coming years:

OPTION #1- relocate 176 Lynhurst resident students to John Wise PS
OPTION #2A-create a Holding Zone for NW St. Thomas at Elgin Court PS
OPTION #2B- create a Holding Zone for NW St. Thomas at John Wise PS

The goal is to redistribute the St. Thomas student population, optimizing the utilization of school facilities. Once accomplished, the next step is to apply for funding for a new school in NW St. Thomas.

Based on extensive feedback, the subcommittee is confident that the Southwold PS community is OPPOSED TO OPTION #1, due to the unavoidable disruption to the affected families, mental health concerns, as well as the change in school culture/climate to the remaining families.

In the recommendations section, we will outline our preferred solutions and provide evidence to support them. Our primary recommendation is the addition of Portable Classrooms at Southwold PS to be utilized until a new school is built in NW St. Thomas.

4. BRIEF SCHOOL COMMUNITY PROFILE

St. Thomas Times Journal, December 11, 1964- "Opening Saturday. The official opening of Southwold Township School Area No.1…"

Currently, the student body consists of a mix of rural and suburban student population, approximately 700 students. The school opened in 1964, as an amalgamation of 6 smaller schools. By 1969, there were 800 students and 32 teachers. Many area families have attended the school for generations and various staff members attended the school themselves. As in many smaller towns, the school serves as the bedrock and common thread connecting the local community members to one another and serves to foster the development of civic minded, contributing community members.

The Lynhurst community is divided between the Township of Southwold and the Municipality of Central Elgin, on the edge of St. Thomas.

5. FEEDBACK REGARDING PROPOSAL

This feedback has been compiled through our virtual AARC meeting, in-person discussion and email communication, in consultation with School Administration. Please reach out with any questions to robinsonlaura4@gmail.com, kyle.r.johstone@gmail.com or inge.prey@gmail.com

AARC Meeting Feedback:

Option 1- move 176 students to John Wise
-100% opposed

Option 2A and 2B- holding zone NW St Thomas at Elgin Court PS or Holding zone at Elgin Court PS and John Wise PS
-Support was mixed between these 2 options as these options do not affect any current students.

*A legacy Agreement was not ruled out, but due to the unknown an informed decision by all was unable to be made. The TVDSB definition of a Legacy Agreement left a lot of people feeling unclear as what this really means for the future.

*We received late breaking communication from the TVDSB Capital Planning Department via School Administration that we should include our opinion on an alternative option- **Grade Reconfiguration**:

- Based on the information presented to the STAAR committee members on February 2, 2023, this option would not involve the relocation of any Southwold PS students.
- Given that this would not affect our children or local community, we would support it, if it means the no disruption for us.

Email feedback submitted directly to the subcommittee:

[redacted]@gmail.com> Thu, Mar 23, 2023 at 8:59 PM

To: robinsonlaura4@gmail.com, "inge.prey@gmail.com" <inge.prey@gmail.com>

Hello,

Unfortunately, I was unable to attend the virtual meeting yesterday, but I would like to vote for the legacy option.

We specifically bought our house in Lynhurst so that our children could attend Southwold P.S. Consistency and stability are important to support and maintain the social-emotional wellbeing of our children.

Thank you for representing us,

[redacted]

FEEDBACK REGARDING PROPOSAL -continued

[redacted]@hotmail.com> Mon, Mar 20, 2023 at 7:53 AM
To: "robinsonlaura4@gmail.com" <robinsonlaura4@gmail.com>

Good Morning Laura
I have just found out that I am being deployed to Ottawa on Tuesday for work and will be unable to attend virtually for the meeting. Mr Nowell has provided me with your email so that my vote and feedback can count and be submitted. I'm very passionate about my son not being moved schools. I have listened to the meeting and recognize there are 3 options for Southwold. I strongly vote for option 2B : Creating a holding zone for the Northwest St .Thomas Residential Expansion Lands located within the Southwold Attendance Boundary and designating Elgin Court and John Wise as it's holding School. This eliminates affecting families from Lynhurst who already have their children enrolled at Southwold. Alot of families like myself purchased these homes because of Southwold School and have had their children enrolled for years. Ripping children from their friends and the school and staff they love is detrimental to their mental health and general well being. Children are already experiencing a number of issues as a result of the pandemic and a move would exasperate these issues. The families in the Expansion Lands are not enrolled and priority should be given to students already enrolled.

I strongly OPPOSE option 1. These children already are Southwold Cougars and deserve to stay.

FEEDBACK REGARDING PROPOSAL -continued

Email feedback submitted directly to the subcommittee:

Dear Trustee Larsen,

I am writing to you today to voice my concerns regarding the St Thomas Attendance Area Review, specifically for my children who attend Southwold Public School. We moved to the Lynhurst area 7 years ago specifically so that our children could attend a school that had a great reputation and is the traditional community school for our area. The kids have made many social bonds within the school and neighborhood surrounding us who also attend Southwold. We would be heartbroken if this were to change especially for the last and some of the most socially formative years of their education. One of my children is in grade 4 and this is the first year since Kindergarten that he has had a 'normal' year. If they were to find out that there is a possibility they would be pulled from Southwold, they would be devastated. Both of my children did not thrive with online learning and all of the back and forth shutdowns with covid was impacting their mental health in various ways.

The options of creating either a holding zone for the Northwest Residential Expansion lands or the option of a grade reconfiguration for the City of St Thomas schools are the most feasible and realistic ways of 'putting bums on seats' in order to obtain the funding required for a new school.

Removing students from their home school for families who don't yet live in houses that are not even built does not seem logical. The school is not at capacity and has room for portables. I would much rather my kids be educated in portables for the remaining elementary years with their social group then be split up. Plus the school the planning committee is suggesting they be moved to is actually a longer bus ride.
From watching the November 29th meeting, I understand the urgency of this matter and extremely tight deadlines however this needs to be handled with the utmost respect for the families directly impacted. Southwold Public School has been a huge part of the Lynhurst community for decades. I do hope the trustees and administration will pick the best option for the students of the Lynhurst area and let them remain at Southwold.

Kind Regards,

[redacted]

FEEDBACK REGARDING PROPOSAL -continued

Email feedback submitted directly to the subcommittee:

From: [redacted]@gmail.com>
Date: February 2, 2023 at 1:09:27 PM EST
To: k.auckland@tvdsb.ca
Subject: Concern for Lynhurst Students

Hi Kevin,
I am writing to you as a concerned parent of children who attend Southwold PS (Grades SK and 6) and live in Lynhurst area. As you are aware, the Thames Valley District School Board is undertaking a review and potential restructuring of the attendance areas. Their proposed option 1 includes having the children that attend Southwold and live in Lynhurst transitioned to John Wise PS. This is very concerning to me and my family. I have spoken to several neighbors who are equally upset about this possibility. Although I understand that John Wise is a good school, it is the effect of the transition on the children of Lynhurst that has me concerned.

With the pandemic and school closures of the past few years, Southwold PS has been a place of
consistency, safety, and familiarity for my children. My children have connections with many staff members and other children at Southwold and this has been a great source of comfort to them over the past few years. I am concerned that taking them away from this environment would be detrimental to their mental health.

I am are of the issue of overcrowding, and recognize that a solution is required, but I'm hopeful that the use of portables could be in interim solution. Or if the change is absolutely necessary, perhaps children who currently attend Southwold PS, could finish out their elementary school education at that school.

I am requesting the support of the trustees and senior leadership in this matter.

Thank-you.
Sincerely,
[redacted]

FEEDBACK REGARDING PROPOSAL -continued

Email feedback submitted directly to the subcommittee:

[redacted]@gmail.com>
Date: Thu, 23 Feb 2023 at 11:06
Subject: Southwold students
To:

Hello,
I have concerns that I would like to express relative to the realignment of Lyndhurst students to John Wise Public School from Southwold Public School.
The first concern is the timing of realignment. As you are aware, the pandemic has had a negative
effect on the learning environment of the students for the better part of three school years. My 6th-grader last had a "normal" school year in the 3rd grade. One key element to learning is stability. Our teachers and students need stability now more than ever, so moving almost 1/3 of the students from Southwold Public School is the wrong path to take for the sake of our children. Have they not been through enough?
If the decision is made to move forward with realignment, then I believe that the new Talbotville residents should be in catchment area and attend John Wise. As this is the least disruptive.I cannot urge you strongly enough to use all influence at your disposal to urge the school board not to move forward with the realignment of current Lyndhurst students from Southwold to John Wise.

Sincerely, [redacted]

FEEDBACK REGARDING PROPOSAL -continued

Email feedback submitted directly to the subcommittee:

[redacted]@gmail.com> Wed, Feb 1, 2023 at 12:34 PM
To: a.morell@tvdsb.ca, c.sachs@tvdsb.ca, d.cripps@tvdsb.ca, l.hopkins@tvdsb.ca, j.bruce@tvdsb.ca, s.builder@tvdsb.ca, a.canham@tvdsb.ca, c.giannacopoulos@tvdsb.ca, l.osbourne@tvdsb.ca, b.mai@tvdsb.ca, sherri.moore@tvdsb.ca, l.nicholls@tvdsb.ca, geoff.vogt@tvdsb.ca, r.culhane@tvdsb.ca, k.auckland@tvdsb.ca

TVDSB Trustees & Senior Leaders:

I am writing you to express my deep concerns regarding Southwold PS OPTION 1 (Re-locating Lynhurst population toJohn Wise PS)

This would force local Lynhurst children to change to a school with a much lower Frasier Institute rating. We pay extremely high taxes in Central Elgin ($9000) but would be forced to send our children to a City school with a much lower socio-economic population, with well-known behaviour issues, not conducive to learning. Most parents have moved here specifically to attend Southwold PS.
My son will be in Grade 6 by 2024 and will have spent his whole Elementary years at Southwold. He is very shy and will find it difficult to make new connections and is susceptible to Bullying. Due to rising mortgage interest rates, new home builds have slowed, and due to an impending economic recession, Talbotville's growth may not be enough to cause overpopulation at Southwold PS for the coming years. Please consider the temporary use of Portable classrooms at Southwold to manage any overflow until a school in Talbotville can be approved. It is only fair for the students who already attend the school to continue, and any new students in Talbotville are put in a HOLDING ZONE until such time as they have a local school.

FEEDBACK REGARDING PROPOSAL -continued

Email feedback submitted directly to the subcommittee:

From: [redacted@redacted.com]

Sent: Monday, January 9, 2023 9:35 PM
To: l.nicholls@tvdsb.ca <l.nicholls@tvdsb.ca>; carol.antone@tvdsb.ca <carol.antone@tvdsb.ca>;
boardchair@tvdsb.ca <boardchair@tvdsb.ca>; s.polhill@tvdsb.ca <s.polhill@tvdsb.ca>;
mark.fisher@tvdsb.ca <mark.fisher@tvdsb.ca>; c.lynd@tvdsb.ca <c.lynd@tvdsb.ca>

Subject: St Thomas Attendance Area Review (STAAR)

Dear Trustees and Senior Aministration,

I write in regards to the recent STAAR proposals put forward by TVDSB planning committee. I have two children aged 11 and 9 who attend Southwold public school and have done so since the start of their academic careers. I live in the Lynhurst area within Central Elgin. Southwold proposed Option 1, to move children from the Lynhurst area to John Wise, really represents increased academic and social disruption to children at a time when children need stability. I strongly oppose this option and ask the board of trustees and senior leaders to consider the mental health of our kids and parents.

Southwold Option 2, holding zone for north west residential expansion lands, aligns far more appropriately for the population of Lynhurst as this enables the community to remain within the Southwold school boundary. Maintaining established social bonds both in school and the community is so critical, especially given the last couple of years, that I strongly support this option. I respectfully request that you take some time to consider what is best for the children during this process and for me changing schools is the last thing they need.

Regards,
[redacted]

FEEDBACK REGARDING PROPOSAL -continued

Applicable commentary from the Q&A STAAR portal:

Sonia BASU <sonia.basu@tvdsb.ca> Wed, Mar 8, 2023 at 4:38 PM Good afternoon,

We received the following questions:

1. What sources were used in the creation of the development map? Are you able to share this with us?

2. Based on the development map, the bulk of the development in St. Thomas is in the South. During the initial call, particularly during the Q&A portion of the call, the speaker had referenced that the bulk of the development in St. Thomas was happening in the North/West. The development map indicates otherwise. What are the plans for new school(s) in the South end of St. Thomas? Would a new school in the area where the bulk of the development is to take place not serve to satisfy growing demand in both St Thomas South and Port Stanley? If no plans for new schools in the south, but rather for a new school in the North/West? Why would consideration not be given to the area that is clearly the fastest growing?

Please find the response below:

Thank you for your correspondence,

The data used to create the development map (ex. number of units) was taken from their development applications.

The proposed boundary adjustments outlined in this review looks to resolve the enrolment imbalance throughout the City and strengthen TVDSB's future business case submission to the Ministry of Education for a new school in northwest St. Thomas. A new school in northwest St. Thomas has been proposed to manage the number of students that will yield from the approximately 1400 units expected to be built in the area.

Although there is development occurring within the Elgin Court boundary, the school is well underutilized. The school facility has the space available to manage the enrolment that will yield from new development within its boundary.

Thank you. Take care,

Sonia Basu

Administrative Assistant, Planning

FEEDBACK REGARDING PROPOSAL -continued

Applicable commentary from the Q&A STAAR portal (continued):

Comment 14: We made the decision to move to the area eight years ago based on what school our child would be attending. It is incredibly unfair that people made the decision to move to this community, purchased houses and took employment near the area for their children to attend a certain school and now it is being discussed to have our children moved to a new school for people that haven't even moved here yet.

Students already enrolled in Southwold should at least be able to finish their education there and the change should take effect after the already enrolled students graduate. This will be devastating for my child who loves her school, teachers and her friends.

Comment 5: Have any new students enrolling in schools been placed at the lower populated schools? New arrivals and kindergarten aged students have not bonded with other students yet; therefore, moving them would not ruin life relationships that have been made over many years. Pulling students from established relationships, especially after the disturbances of the pandemic already having an impact on our children, is a bad idea.

Comment 6: I think that these changes should be considered with the least amount of disruption to the children in Elgin county. Friendships and relationships are made in school which are crucial to children's development and can be damaging when taken away. Please consider the least amount of disruption when making your decision.

6. RECOMMENDATIONS & CONSIDERATIONS

1) No change- leave as is (for the sake of mental health of families/students)

- Keep community intact via portables
- Portables- add portables to school yard at Southwold PS
- Plenty of yard room available and no issues with sewage (see appendices for email communication from Southwold Township)
- Based on 2024 enrollment projections (that are not likely to come to fruition due to all new builds on hold in St.Thomas due to the economy), Southwold PS would need about **1-2 portables** to accommodate approximately 30 more pupils. There are currently UN-USED CLASSROOMS in the building as of this school year.

Status Quo Facility Utilization Table

Schools	Capacity		Portables			Enrolment			Utilization		
Name	OTG	Current Usage	2021	2024	2029	2021	2024	2029	2021	2024	2029
Kettle Creek PS	363	363	5	6	7	494	511	552	136%	141%	152%
Mitchell Hepburn PS	678	678	3	0	0	706	607	539	104%	90%	79%
Forest Park PS	530	* 516	0	0	0	392	405	372	74%	76%	70%
John Wise PS	611	611	0	0	0	518	512	549	85%	84%	90%
Elgin Court PS	467	* 411	0	0	0	323	330	323	69%	71%	69%
June Rose Callwood PS	375	380	2	0	0	380	343	317	101%	91%	85%
Locke's PS	576	576	7	9	4	684	708	633	119%	123%	110%
Southwold PS	654	654	1	1	7	647	679	813	99%	104%	124%
New Sarum PS	257	257	0	0	0	222	214	198	86%	83%	77%
Total	**4511**	**4446**	**18**	**15**	**18**	**4366**	**4309**	**4296**	**97%**	**96%**	** **95%**

* Functional OTG capacities for both Forest Park PS and Elgin Court PS have changed due to non purpose-built classrooms being used for special education
** Enrolment is projected to increase beyond 95% as additional students from new development will begin to substantiate beyond 2029

2) Assign Talbotville new builds to Elgin Court PS or John Wise PS as their permanent school until at least the next Attendance Review and/or achieve funding for a new NW St.Thomas school:

- Allow families moving to St.Thomas to make an informed decision on what catchment area to which they will be assigned.
- Any existing social connections have yet to be formed for newly enrolled students, therefore negating any concerns about mental health of existing Southwold PS pupils.

RECOMMENDATIONS & CONSIDERATIONS-continued:

Considerations that question the validity of the current projected growth of NW St. Thomas:

- Local builders have reported delays of greater than 1 year due to recent slowing of the housing market and possibility of mild recession in 2023 (see email communication with DonWest Homes in Appendices).

- Local realtors have expressed the opinion that young families (residents that would require school spots) are currently largely 'priced-out' of new building developments in Talbotville and are likely to purchase in lower-cost areas of St. Thomas where homes may be available under $600 K.

- Local builders have noted that the sewage infrastructure is currently inadequate in Talbotville/NW St. Thomas for the current developments under construction.

The above points all serve to cast doubt on the accuracy of the current Southwold PS attendance projections which will ultimately cause further delay and possibly reduce the projected strain on Southwold PS facilities.

Differentiation of Old Lynhurst from New Lynhurst:

- One attendee at our AARC public meeting wished to point out that Old Lynhurst is a contained and established area that cannot be further developed vs. New Lynhurst is composed of newer and growing subdivisions. The point was made that Old Lynhurst should be exempt from any boundary change, as the numbers of students should not be expected to significantly increase or decrease.

FINAL SUMMARY AND TAKE-HOME MESSAGE:

Based on extensive feedback, the subcommittee is confident that the Southwold PS community is OPPOSED TO OPTION#1. This is due to the unavoidable disruption and strife caused to the affected families, mental health concerns, as well as the change in school culture/climate for the remaining families. Finally, there is plenty of evidence to cast doubt on the accuracy on the projected numbers of new students from 2024- 2029. Please do not take the unnecessary step of moving our children from their second homes, when 1-2 portables can be the least disruptive solution.

Thank you for your time.
Sincerely,
The Southwold PS community

7. APPENDICES

Re: Southwold PS sewage facilities. Deemed to have capacity for future expansion at Southwold Public School (see email below):

Jeff Carswell
to me

Mar 28, 2023, 7:45 AM (7 days a

Southwold School is connected to the municipal water system and sewage is pumped to the County Facility across the road.

For more information on the sanitary sewer system and capacity, I would suggest reaching out to Ryan Terpstra rterpstra@elgin.ca at the County of Elgin.

Jeff Carswell
CAO/Clerk

email cao@southwold.ca
tel 519-769-2010

Township of Southwold
35663 Fingal Line, Fingal, Ontario, N0L 1K0

southwold.ca

Re: New Building Development Delays (see email communication below):

Message about the timeline of the housing development on the other side of Wellington Rd
From: [redacted] <redacted@redacted>
Date: February 17, 2023 at 8:15:56 AM EST
To: Donwest Sales <sales@donwest.ca>
Subject: Re: Sandymount development
On Feb 16, 2023, at 2:53 PM, **Donwest Sales** <sales@donwest.ca> wrote:

Hi [redacted]
Thanks for reaching out! It's still about a year away (**taking longer than expected**) and I believe it's in the Southwold school district.

I will reach out as soon as I have more information.

Thanks,
Tyler

7. APPENDICES-continued:

The attached document contains over 400 signatures of concerned parents and local Lynhurst community members that are in support of “Keeping Lynhurst Kids at Southwold PS”. This petition a large undertaking, spanning from February to April 2023. We are grateful for our neighbours’ time and effort to make this happen.

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
Alyssia Simpson	[redacted]	[redacted]	[redacted]
Sherry Roseve	[redacted]	[redacted]	[redacted]
KEN ROSEVEAR	[redacted]	[redacted]	[redacted]
Kathryn White	[redacted]	[redacted]	[redacted]
Shaun Shivers	[redacted]	[redacted]	[redacted]
Teresa Turvey	[redacted]	[redacted]	[redacted]
Lindsay Br[illegible]	[redacted]	[redacted]	[redacted]
Lisa Gee	[redacted]	[redacted]	[redacted]
[illegible] WILLI[illegible]	[redacted]	[redacted]	[redacted]
JAKE SMITH	[redacted]	[redacted]	[redacted]
[illegible] Smith	[redacted]	[redacted]	[redacted]
BOB ALLEN	[redacted]	[redacted]	[redacted]
[illegible]	[redacted]	[redacted]	[redacted]
Alisha Harder	[redacted]	[redacted]	[redacted]
RON KELLS	[redacted]	[redacted]	[redacted]

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
Nick Love	[redacted]		
[illegible]			
Mary Pocock			
Judy Edwis			
Sue Moore			
Holli Lawson			
C Gray			
[illegible] Kazo			
Wes Callard			
[illegible]			
Addy Engelton			
Michele Crowe			
STEPHEN CROW			

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
Amy Wilkinson	[redacted]		
Jolene Jackson			
Danielle Beatson			
Angela Carreon			
Rachel Wilkinson			
Sally Clark			
John Wright			
Scott Gilchrist			
Lon Westaway			
Bill Jenkins			
MA Vigars			
Nicole Sabol			
Kate Demko			

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name Brian & Jody McNeill	[redacted]
Robert & Lillian Wheeler	
J. Kerschner	
K Monteith	
G Vaughan	
L Butterwick	
L. Smith	
L. Bernier	
A. Walker	
C Dubois	
Barb Green	
Michael Mommersteeg	
Nicole Cooley	
Virginia Darrough	

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
CAROL FLEMIN	[redacted]		
Bob Fleming	[redacted]		
Tony Di Sibio	[redacted]		
Kathleen Van Vliet	[redacted]		
RIVIJNSAN	[redacted]		
EMILI A Robert Keith	[redacted]		
Deborah Thatcher	[redacted]		
MARILYN THOMAS	[redacted]		
Emma Faelma	[redacted]		
Latoya Williams	[redacted]		
JAMES MACLOS	[redacted]		
Cailyn Lacroix	[redacted]		
Joy Loyst	[redacted]		

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
MOIRA VERMEER	[redacted]		
GARY VERMEER			
FRANKBLUM			
CHASE HOOPER			
ROB CRAWFORD			
MIKE SYNESAEL			
James Heyd			
Alyssa Wilk			
Ben Wilk			
Janell Sullivan			
Gorry Esselting			
Kas Clarke			
Nelson Clarke			

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
Melissa MacQue	[redacted]	[redacted]	[redacted]
Jamie MacQueen	[redacted]	[redacted]	[redacted]
Laurie Hamant	[redacted]	[redacted]	[redacted]
Michael Siddall	[redacted]	[redacted]	[redacted]
Mike Foley	[redacted]	[redacted]	[redacted]
Caio [illegible]	[redacted]	[redacted]	[redacted]
[illegible]	[redacted]	[redacted]	[redacted]
[illegible]	[redacted]	[redacted]	[redacted]
[illegible]	[redacted]	[redacted]	[redacted]
[illegible]	[redacted]	[redacted]	[redacted]
Lisa Barnes	[redacted]	[redacted]	[redacted]
Henrietta	[redacted]	[redacted]	[redacted]
Garry Everett	[redacted]	[redacted]	[redacted]

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	[redacted]
Charlene Baker	
MANDY WRIGHT	
Terry Burgess	
Carrie Haines	
Sonya Lauzon	
Bryan Lappl	
Marc Lauzon	
Taylor Vermeer	
Pete Vermeer	
Wayne Brown	
Marc Lauzon	
MIKE BEAUVAIS	
Simone Kennedy	
Scott Kennedy	

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
Tara Sopoco	[redacted]		
MARC SOPOCO			
E. ATCHESON			
E. SOPOCO			
J Vidler			
Linda Huber			
Melanie Pearce			
M. Buechi			
B. Southorn			
R. Bannerman			
S. Brown			
B. TALES			
Heather Tales			

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
Ron Simps	[redacted]		
Nikki Beliveau			
Gerard Beliveau			
JAMES KISE			
Martine Mac			
Bryan			
Elaine			
[illegible]			
J BARNES			
B LaBord			
D. BRADY			
TROTTER			
R. & D. VALE			

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
Stephanie VanHelvoort	[redacted]		
M. Barrell	[redacted]		
D. WATTERWORTH	[redacted]		
B.	[redacted]		
Jessica Robi	[redacted]		
Cam Robinso	[redacted]		
Connie Robins	[redacted]		
Allison Br	[redacted]		
CHRIS LIRETTE	[redacted]		
Doug MANNER	[redacted]		
Dennis Sc	[redacted]		
Bill Gold	[redacted]		
Lynn Campb	[redacted]		

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
ANDREW ADAMS	[redacted]		
Rebecca Keith	[redacted]		
Tonia Crittend	[redacted]		
Sheila Henricks	[redacted]		
Linda Mancher	[redacted]		
GLENN DUTTON	[redacted]		
callum adams	[redacted]		
simone moreau	[redacted]		
ERIC Roeper	[redacted]		
Brocke Daly	[redacted]		
Joe Daly	[redacted]		
Emma Halstin	[redacted]		
MARK BAKER	[redacted]		

Petition to keep Lynhurst students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst families continue their education at Southwold Public School. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
Bill Turvey	[redacted]	[redacted]	[redacted]
Jamie Kerkh	[redacted]	[redacted]	[redacted]
mary-ann Kerkhove	[redacted]	[redacted]	[redacted]
Dave - Trish Del...	[redacted]	[redacted]	[redacted]
Donna Clow	[redacted]	[redacted]	[redacted]
Gudrun Taylor	[redacted]	[redacted]	[redacted]
Jim Pell	[redacted]	[redacted]	[redacted]
Werner Wetz	[redacted]	[redacted]	[redacted]
Tina MacKenz	[redacted]	[redacted]	[redacted]
Saca Jones	[redacted]	[redacted]	[redacted]
Dorothy Wilso	[redacted]	[redacted]	[redacted]
DAVE HUMPHREYS	[redacted]	[redacted]	[redacted]
Cathy Humphrey	[redacted]	[redacted]	[redacted]
Kevin Levesque	[redacted]	[redacted]	[redacted]

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
Jon Park	[redacted]		
Desiree Park			
Brittany Vance			
Marc Fugere			
Jim Zinc			
Rick Leeson			
Kelsey Gray			
Andrew Gray			
Alexandra Pires			
Karen Spratt			
JOHN PARK			
Michael King			
Roxann Visscher			

Name	Address	Email or Tel #	Signature
Alan Campbell	[redacted]		
[illegible]			
Phil Neal MOLYNEUX			
L. Mixon			
Judy VIGNE			
[illegible] VIGNE			
Judy McCoubre			
Amy Pearson			
Roger WATSON			
Archie/Lori Groves			
John Dickie			
ASHLEY TUCKER			
Maria Ghattas			
Brooke Moore			
Sharon Keith			
Cathy De V			
Frank DeVree			
Susan McD			
Jim McCulloch			
Josina McCulloch			
Sue Bandeen			
Kayla Thwaites			
Jasleen Kohli			
[illegible]			

Name	Address	Email or Tel #	Signature
Susan King	[redacted]		
[illegible]			
Sharndar B[illegible]			
Lisa Hugh[illegible]			
[illegible]			
[illegible]			
[illegible]			
Emily Percival			
Scott Stephenson			
Stacey Howlett			
Justin Howlett			
Angeleta Henry			
Carmen Cage			
Rosemary Rizzo			
[illegible]			
Joe Apel			
Don L[illegible]			
IAN & JANE HIGN			
Matt & [illegible] Boyd			
Kelly Boyd			
Holly Winter			
CHAD GHATTAS			
Michelle Ecker			
Kevin Schieck			

Name	Address	Email or Tel #	Signature
Debbie Schieck	[redacted]		
Shelly Segu			
MATT BARRETT			
Melinda Demarchi			
LAURA GALLAGHE			
Johnny Rice			
Andrea Rice			
M. Cowan			
N. Cowan			
Dawn Morningsta			
Angie Smythers			
Dawn Perry			
Steve Perry			
Kelly Smart			
Heather Schuy			
Bl Woodwa			
Lisa Rohrer			
LINDA VELDFS			
CHRISTINA			
Cathy DeV			
Becky Mawby			
DIANE CORSAUT			
Juli Bonnett			
Diana Vatnung			

Name	
Shawna Irwin	[redacted]
Greg Verbrugghe	
Nicole Gibson	
Jeff + [illegible] Gibson	
Jen Rose	
Bethany Gray	
Mike Dyer	
Karen Honcher	
Mike Honcher	
Shauna Emerin	
Kenny Jones	
Brandi Taylor	
Rebecca Good	
Casey Wilkins	
Nicole Shaff	
Payton Sharp	
[illegible]	
Chris Himes	
Darren Parry	
Susan Parkin	
Millicent Brown	
YOG SUBEDI	
NARBADA SUBEDI	
PARTMAN SUBEDI	

thanks

thanks

Name	Address	Email or Tel #	Signature
Herm Schaap	[redacted]		
Dorothy Schaap			
Julie Cumber			
Paul Cumberland			
Joe Parisio			
Rachel Keels			
Amy Pany			
[illegible] Shacke			
Robert McMa			
Lisa Dell			
MATT WALTER			
Erin Walters			
Chris Henricks			
Dave Miles			
Melanie Konra			
Leah Anderson			
Leo Coleman			
FRAN WREN			
Kyle B[illegible]			
Chris Cirella			
Megan Brec			
Lois Smith			
Leisa Simpson			
Avery Raymon			

Name	Address	Email or Tel #	Signature
MANA SUBEDI	[redacted]		
Jessica Leary	[redacted]		
Shirley Thibert	[redacted]		
Jamie Collins	[redacted]		
ROLAND SAIG	[redacted]		
Juan Munoz	[redacted]		
Erica McKay	[redacted]		
SHERRY GRAHAM	[redacted]		
BUD GRAHAM	[redacted]		
Saunders	[redacted]		
Rachel H	[redacted]		
JULIE HARNE	[redacted]		
Jenn Stark	[redacted]		
Chris Dekker	[redacted]		
Russ Morningle	[redacted]		
JASON BROWN.	[redacted]		
JULIE OSBORNE	[redacted]		
David Major	[redacted]		
Hilda Major	[redacted]		
Kelly Noel	[redacted]		
Deborah Cater	[redacted]		
DAN CARL	[redacted]		
Tim O'Neill	[redacted]		
Jeanine Tippin	[redacted]		

Petition to keep Lynhurst students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst families continue their education at Southwold Public School. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
A Pfeffer	[redacted]	[redacted]	[redacted]
Lori Pratt	[redacted]	[redacted]	[redacted]
Laurel Vissch [redacted]	[redacted]	[redacted]	[redacted]
Brian Ste [redacted]	[redacted]	[redacted]	[redacted]
Cheryl Ste [redacted]	[redacted]	[redacted]	[redacted]
Steve Stevens	[redacted]	[redacted]	[redacted]
C. Drabick.	[redacted]	[redacted]	[redacted]
L. Robinson	[redacted]	[redacted]	[redacted]
C. Robinson	[redacted]	[redacted]	[redacted]

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
Lindsay Darlington	[redacted]	[redacted]	[redacted]
Teresa Scolley	[redacted]	[redacted]	[redacted]
RYAN CRAIG	[redacted]	[redacted]	[redacted]
Ross Feenal	[redacted]	[redacted]	[redacted]
KRISTINE JOHNSTON	[redacted]	[redacted]	[redacted]
Tara Smart	[redacted]	[redacted]	[redacted]
TJ Stoltz	[redacted]	[redacted]	[redacted]
Sandra Smith	[redacted]	[redacted]	[redacted]
Rebecca Button	[redacted]	[redacted]	[redacted]
Wayne Darlington	[redacted]	[redacted]	[redacted]

Name	Address	Email or Tel #	Signature
1 Casey Topping	[redacted]		
Shane McCrady			
Lindsay Tortley			
Walid Elthm			
Mark Massa			
Jenna Ruthv			
Victor Ruthv			
Katie Beechey			
DAN BELLHE			
Vicki Richardson			
Mark Trajano			
JOHN HOLIDY			
H. Metcalfe			
Sarah Moff			
Ryan Moffatt			
Kyle Gowing			
Anthony Stend			
Craig Barnes			
Clare ferguson			
Penny Jones			
SUSAN GREEN			
L. BAILEY			
K. Taylor			
Vincent Vu			
Wayne Schm			
Edward Wood			
Dianne Wood			

Name	[redacted]	Email or Tel #	Signature
Jannyne Van Meppelen	[redacted]		
Jim Sutherlan	[redacted]		
Beth McGonigle	[redacted]		
Maria Revela	[redacted]		
Doug Carey	[redacted]		
Jim NOBLE	[redacted]		
David Watson	[redacted]		
Valere GREG	[redacted]		
Judy Graham	[redacted]		
Mat [illegible]	[redacted]		
Rachel Molinaro	[redacted]		
Craig Steven	[redacted]		
Sofie Jerauska	[redacted]		
HILARY & VAUG	[redacted]		
Julian Wallace	[redacted]		
Kyle Johnstone	[redacted]		
Leanne Johnstone	[redacted]		
Jen Jamieson	[redacted]		
Drew Jamieson	[redacted]		

Petition to keep Lynhurst Students at Southwold Public School

Petition summary and background	The Thames Valley District School Board has approved a motion for a St Thomas Area Accommodation Review (STAAR) of the school boundaries. Northwest St Thomas is expected to expand residential developments over the next 5-10 years therefore the board has come up with various options for the Lynhurst Community that reside east of Wellington Road. Option 1 is to move approx. 176 students to a school within St Thomas. This petition is to keep Lynhurst children at Southwold Public School as this has been the traditional school for this area for many generations of families in the community. The children have had enough disruption with the Covid 19 pandemic and now is not the time for any further change. Many children have experienced mental health and or learning challenges as a result. Lynhurst children need stability and their local community of friends to remain together at Southwold Public School.
Action petitioned for	We, the undersigned are concerned Community Residents who urge the Trustees of the Thames Valley District School board to vote for whichever option possible to ensure the Lynhurst children continue their education at Southwold P.S.. Lynhurst children should not have to move schools for families who have not yet moved to the area.

Name	Address	Email/Tel#	Signature
Jessica Sexton	[redacted]	[redacted]	[redacted]
Chris Sexton	[redacted]	[redacted]	[redacted]
Anna Gasior	[redacted]	[redacted]	[redacted]
Michael Lacroix	[redacted]	[redacted]	[redacted]
Tanya Haigh	[redacted]	[redacted]	[redacted]
Mark Burchill	[redacted]	[redacted]	[redacted]
Jesie Nicol	[redacted]	[redacted]	[redacted]

Name	
Malea Levesque	[redacted]
Dan Levesque	[redacted]
Lisa Eberle	[redacted]
Walter Monte	[redacted]
Judy Weber	[redacted]
Dave Farek	[redacted]
Brent Hammond	[redacted]
Kathy Hammond	[redacted]
Grant Street	[redacted]
Laura Turner	[redacted]
[illegible]	[redacted]
Jeff Renaud	[redacted]
Jennifer Evan	[redacted]

THAMES VALLEY DISTRICT SCHOOL BOARD

Date of Meeting:	**2023 JUN 20**
Item #:	6.0

REPORT TO:	☐ **Administrative Council** ☐ **Program and School Services Advisory Committee** ☐ **Policy Working Committee** ☐ **Planning and Priorities Advisory Committee** ☒ **Board** ☐ **Other:**
	For Board Meetings: ☒ **PUBLIC** ☐ **IN-CAMERA**
TITLE OF REPORT:	TVDSB Preliminary 2023-2024 Budget
PRESENTER(S): ***(list ONLY those attending the meeting)***	Linda Nicholls, Associate Director Cathy Lynd, Superintendent of Business and Treasurer Sandra Macey, Manager of Financial Services
REPORT AUTHOR(S):	Cathy Lynd, Superintendent of Business and Treasurer Sandra Macey, Manager of Financial Services
PRESENTED FOR:	☒ **Approval** ☐ **Input/Advice** ☐ **Information**
Recommendation(s): *(only required when presented for approval)*	See attached.
Purpose:	To review and approve the 2023-2024 Thames Valley District School Board (TVDSB) Budget.
Content:	The preliminary budget presented is fully compliant with Ministry requirements. In advance of budget debate and approval, there are three motions that were deferred to this meeting relating to the budget: <u>Deferred Motion #1</u> – That the motion index be updated to include all motions since the Board amalgamation in 1998. Information: The cost for this project is approximately $10,000 for a third party to complete the scanning. Board Services staff could complete the indexing during the summer of 2024. If approved, Administration recommends the scanning expense budget be reallocated internally from other central departmental budgets, requiring no change to the proposed 2023-2024 preliminary budget. <u>Deferred Motion #2</u> – That there be a permanent increase from 9 to 11 full time positions on the behaviour analyst team, with preference given to hiring Board Certified Behaviour Analysts (BCBA). Information: The cost of these 2 positions is approximately $200,000 and is included in the preliminary budgeted expenses. If approved, there is no change required to the proposed 2023-2024 preliminary budget. <u>Deferred Motion #3</u> – That TVDSB allocates funding to reduce caseloads to improve ratio of student-to-professional staff (Speech and Language and Psychology) to improve delivery of services, including assessments as part of the 2023-2024 budget discussion.

	Information: Included in the Priorities and Partnerships Funding (PPF) is an amount of $270,900 for Professional Assessments. This funding is to support the board in conducting professional assessments to help reduce wait times. This funding cannot be utilized to add additional permanent staff members. TVDSB plans to utilize a variety of strategies through the use of these funds including offering permanent staff members the opportunity to work additional hours, the use of temporary and retired staff members, partnering with Western University to utilize graduate students and exploring the use of third party providers. Detailed analysis of the preliminary budget can be found in the 2023-2024 Preliminary Budget document that was presented on May 30, 2023, and is included as an appendix to this report. Attached Motion #1 – Approves the 2023-2024 preliminary budgeted revenues and expenses. Attached Motion #2 – Identifies the accumulated surplus appropriations and/or use of balances. Attached Motion #3 – Identifies the preliminary deficit which is fully compliant with Ministry requirements and outlines the plan for how the deficit will be eliminated in the following 2 years. As noted at the preliminary budget meeting, over $300,000 of Trustee discussed investments have been included in the preliminary budget. The 2.0 FTE Behaviour Analysts positions were included based on the recommendations from the Special Education Advisory Committee to the Board of Trustees. The Policy Advisor / Writer position has also been added for consideration as per the Board motion on May 23, 2023. Both additions are subject to final budget approval. Administration is suggesting that if Trustees would like to consider any additional investments in the budget, the amount considered should be a one-year only expense. Attached are Motions 1, 2 and 3 for Trustee debate and approval, based on the preliminary budget, subject to adjustment as a result of any further decisions (Appendix 1).
Financial Implications:	
Timeline:	Submission to Ministry of Education – June 30, 2023
Communications:	
Appendices:	• Appendix 1 – Proposed Board Motions – 2023-2024 Preliminary Budget • Appendix 2 – Powerpoint Presentation • Appendix 3 – 2023-2024 Preliminary Budget

Strategic Priority Area(s):

Relationships:

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

☒ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community.

	☐ Create opportunities for collaboration and partnerships.
Equity and Diversity:	☐ Create opportunities for equitable access to programs and services for students. ☐ Students and all partners feel heard, valued and supported. ☒ Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	☐ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. ☐ Staff will demonstrate excellence in instructional practices. ☐ Enhance the safety and well-being of students and staff.

Form Revised JUNE 2021

2023-2024 Preliminary Budget Summary

	Preliminary Budget
Revenue	**1,124,612,781**
Expense	**1,135,431,269**
Operating Deficit	**(10,818,488)**
Items Excluded from Compliance	**(4,140,898)**
Deficit for Compliance Purposes	**(6,677,590)**

Board Motions

Motion #1:

That the 2023-2024 revenue budget of $1,124,612,781 and the 2023-2024 expense budget of $1,135,431,269 be approved

Motion #2:

That the projected 2023-2024 deficit for compliance purposes of $(6,677,590), be funded from the August 31, 2023 accumulated surplus through the following appropriations:

Unappropriated Accumulated Surplus	**(3,927,894)**
IT Technology and Infrastructure	**(1,149,465)**
Other Operating Appropriations	**(2,118,774)**
Future Amortization of Internally Supported Capital Projects	**(1,144,790)**
Items excluded from Compliance	**1,663,333**
Operating Deficit for Compliance Purposes	**(6,677,590)**
Accumulated Surplus Unavailable for Compliance	**(4,140,898)**
Operating Deficit	**(10,818,488)**

Motion #3:

That whereas the Ministry requires the 2023-2024 in-year deficit elimination plan be approved, the expenses will be addressed by August 31, 2026 through the following measures:

Expenses that do not continue in 2024-2025:	
Support for the Student Information System transition	**$1.1 m**
Increased Elementary Student Supervision Staffing	**$1.1 m**
Safe Schools Funded Long-Term Occasional Staffing	**$1.0 m**
Anti-Black and Anti-Islamophobia Strategies	**$0.2 m**
	$3.2 m
Expense reductions to be implemented by August 31, 2026	
Absence Costs requiring review of processes and procedures	**$3.3 m**
	$6.7 m

Board Budget
2023-2024

2023-2024 Preliminary Budget Summary

	Preliminary Budget
Revenue	1,124,612,781
Expense	1,135,431,269
Operating Deficit	(10,818,488)
Items Excluded from Compliance	4,140,898
Deficit for Compliance Purposes	(6,677,590)

Budget is Compliant with Ministry Requirements

Deferred Motions Relating to Budget

- Deferred Motion #1
  - That the motion index be updated to include all motions since the Board amalgamation in 1998

- Deferred Motion #2
  - That there be a permanent increase from 9 to 11 full time positions on the behavioural analyst team, with preference given to hiring Board Certified Behaviour Analysts (BCBA)
    - Included in the draft preliminary 2023-2024 budget

Deferred Motions Relating to Budget

- Deferred Motion #3
  - That TVDSB allocates funding to reduce caseloads to improve ratio of student-to-professional staff (Speech and Language and Psychology) to improve delivery of services, including assessments as part of the 2023-2024 budget discussion

Potential One-Time System Investments

- Included in the draft preliminary budget (approximately $300,000):
  - 2.0 FTE Behaviour Analysts
  - 1.0 FTE Policy Advisory / Writer

- For any additional items, consider non-recurring one year only expenses

Preliminary Budget

- ✓ Is compliant with all regulations and requirements
- ✓ Includes significant investments in areas related to the Operational Plan including:
  - ✓ Literacy
  - ✓ Numeracy
  - ✓ Mental Health and Well-Being
  - ✓ Equity / Student Identities

Proposed Budget Motions

- Motion #1 approves the 2023-2024 preliminary budgeted revenues and expenses
- Motion #2 identifies the accumulated surplus appropriations and/or use of balances
- Motion #3 outlines the plan for how the deficit will be eliminated in the following 2 years

Budget Debate / Questions

Appendix 3

Board Budget

2023-2024

Thames Valley District School Board

TABLE OF CONTENTS

Board Budget

2023-2024

INTRODUCTION


Lori-Ann Pizzolato, Chair
Schools in London Wards 1, 11, 12, 14


Carol Antone,
First Nation Trustee


Dave Cripps, Trustee
Schools in Oxford County


Leeanne Hopkins, Trustee
Schools in Oxford County


Marianne Larsen, Trustee
Schools in London Wards 2, 3, 4, 5, 6


Beth Mai, Trustee
Schools in London Wards 7, 8, 9, 10 & 13


Sherri Moore, Trustee
Schools in London Wards 7, 8, 9, 10 & 13

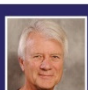

Arlene Morell, Trustee
Schools in Middlesex County

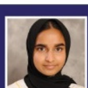

Leroy Osbourne, Trustee
Schools in London Wards 2, 3, 4, 5, 6


Sheri Polhill, Trustee
Schools in London Wards 1, 11, 12, 14


Meagan Ruddock, Trustee
Schools in Elgin County


Christian Sachs, Trustee
Schools in Middlesex County


Bruce Smith, Trustee
Schools in Elgin County


Ayesha Hassan,
Student Trustee
Westminster Secondary School


Lyzee Ninham,
Indigenous Student Trustee
Sir Wilfred Laurier Secondary School


Savrup Saran,
Student Trustee
Woodstock Collegiate Institute

Board of Trustees

Overseeing our Board are 16 trustees - six elected to represent London, two each for the counties of Elgin, Middlesex and Oxford, one First Nation representative and three non-voting student trustees.

Sound decision-making by local representatives is essential to student success. School board trustees are one of the oldest forms of elected representation in Ontario. Since 1807, generations of community-minded citizens have made decisions on behalf of local, publicly funded schools, building the foundation of the system we have today. The accomplishments achieved in our school system have much to do with the dedication of the elected people who work tirelessly on its behalf.

Senior Administration

Director's Services

Mark Fisher - Director of Education

Ali Chahbar - Executive Officer, General Legal Counsel
Michelle Young - Humans Rights and Equity Advisor

Organizational Support Services

Linda Nicholls - Associate Director

Cathy Lynd - Superintendent of Business & Treasurer
Geoff Vogt - Superintendent of Facility Services and Capital Planning
Vacant - Superintendent of Human Resources

Learning Support Services

Riley Culhane - Associate Director

Kevin Auckland - Superintendent of Student Achievement
Jeff Bruce – Superintendent of Student Achievement
Sheila Builder - Superintendent of Student Achievement
Andrew Canham - Superintendent of Student Achievement
Christine Giannacopoulos - Superintendent of Student Achievement
Lynne Griffith-Jones - Superintendent of Student Achievement
Tracy Langelaan - Superintendent of Student Achievement
Sheila Powell - Superintendent of Student Achievement
Purveen Skinner - Superintendent of Student Achievement
Paul Sydor - Superintendent of Student Achievement
Dennis Wright - Superintendent of Student Achievement

Message From the Chair of the Planning and Priorities Advisory Committee

Dear Thames Valley Community,

It is my pleasure to Chair the Planning and Priorities Advisory Committee for the Thames Valley District School Board as we begin this year's budget process. In the coming months, Thames Valley will gather valuable input from the community on how we can work together to support student achievement and well-being across the district.

As the fourth largest school board in Ontario, the Thames Valley District School Board is home to more than 83,000 students, each with their own unique set of needs. Public input is vital to guiding the Board's budget to ensure that every Thames Valley student has equitable access to programs, resources and opportunities that lead to success.

The Board of Trustees is committed to the transparent and responsible stewardship of resources and deployment of public dollars in accordance with the Education Act in order to effectively carry out the Thames Valley District School Board's mission, vision and Strategic Priorities.

The budget process will move forward over the coming months at regular Planning and Priorities Advisory Committee meetings. We invite all members of the Thames Valley community to attend. Information on meeting dates and times can be found on our website: calendar.tvdsb.ca/board.

We look forward to hearing your feedback and input.

Sincerely,

Sherri Moore
Chair, Planning and Priorities Advisory Committee

Preliminary Budget Assumptions

The 2023-2024 budget reflects the Guiding Principles for the Development of the Thames Valley District School Board Budget and begins with the preliminary budget assumptions, involves presentations by administration, allows for public input, and provides for Trustee discussion and debate leading to Board approval and submission according to the Ministry of Education timetable.

The Board's Strategic Plan and Operational Plan will drive the 2023-2024 budget.

2023-2024 Preliminary Budget Assumptions

General

- ✓ Thames Valley District School Board will continue to enhance opportunities for students and improve student learning consistent with the Board's mission, vision, strategic priorities and commitments.
- ✓ The impact of enrolment projections on revenues and expenses will be considered when making budget decisions.
- ✓ Constrained timelines for developing a compliant budget will be expected.
- ✓ Alignment of Ministry priorities with the Board's mission and vision will be evaluated before making resource allocations.
- ✓ Endeavour to provide a preliminary budget that is compliant based on Ministry of Education funding.

Revenues

- ✓ The budget will be developed using the enrolment projections for 2023-2024.
- ✓ Provincial funding will be based on the 2023-2024 Grants for Student Needs.
- ✓ The effect of Priorities and Partnerships Funding announced prior to budget approval will be included in the preliminary budget.
- ✓ Known sources of other revenues will be identified and included in the 2023-2024 budget.

Expenses

- ✓ Salaries will be based on contractual obligations, considering Ministry compensation constraints.
- ✓ Benefits will be based on projected costs and contractual obligations.
- ✓ Utilities will be based on projected rates.
- ✓ Transportation costs will be based on contractual agreements and service requirements.
- ✓ Expense categories requiring adjustments due to external cost pressures will be reflected in the preliminary budget.
- ✓ Program expenses will be aligned with the Board's mission, vision and Strategic Plan.
- ✓ Any new proposed budget initiatives and related funding sources will be reviewed and assessed.

Guiding Principles for the Development of the Annual Thames Valley District School Board Operational Budget

All budget reviews and deliberations will focus on Thames Valley District School Board's:

Strategic Plan and Priorities

- Relationships
  - Students, families, and staff are welcomed, respected and valued as partners
  - Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community
  - Create opportunities for collaboration and partnerships
- Equity and Diversity
  - Create opportunities for equitable access to programs and services for students
  - Students and all partners feel heard, valued and supported
  - Programs and services embrace the culture and diversity of students and all partners
- Achievement and Well-Being
  - More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy
  - Staff will demonstrate excellence in instructional practices
  - Enhance the safety and well-being of students and staff

Board Commitments – We believe in:

- Putting the needs of all students first;
- Stimulating critical and creative thinking;
- Encouraging informed risk taking and innovation;
- Setting high standards and clear expectations;
- Providing a safe, welcoming, and inclusive environment;
- Providing access to resources, and experiences that meet students' strengths and needs;
- Valuing all staff as partners in education;
- Collaborating with our communities to enhance opportunities for students;
- Communicating effectively in a transparent, timely and two-way fashion;
- Acknowledging and welcoming parents/caregivers as key partners in student achievement and well-being;
- Supporting parents/caregivers, School Councils, and Home and School Associations;
- Promoting and honouring student leadership and student voice;
- Encouraging students to advocate for self and others.

Executive Summary

Preface

We are pleased to present the preliminary budget for the Thames Valley District School Board (TVDSB or Board) for the 2023-2024 fiscal year. Revenue projections are based on the Grants for Student Needs (GSN), which were released by the Ministry of Education (Ministry) through a memo and technical paper on April 17, 2023.

Thames Valley District School Board strives to utilize the financial resources entrusted to us in the most efficient and most transparent manner possible, with a continuing focus on the achievement and well-being of our students.

The preliminary budget aligns resources to support TVDSB's three Strategic Priorities, the Board's Operational Plan and the Mission of "We build each student's tomorrow, every day."

Planning and Priorities Advisory Committee

The Planning and Priorities Advisory Committee reviewed the 2023-2024 "Preliminary Budget Documents" and the "Preliminary Budget Timing" reports on January 10, 2023.

Other reports reviewed and discussed at the Planning and Priorities Advisory Committee meetings or Special Board meetings included:

- February – an overview of the Grants for Student Needs (GSN), review of the public input process for the 2023-2024 budget;
- April - the projected 2023-2024 enrolment, which drives Board revenue;
- May - preliminary budget reports related to the GSN, restricted grants and Priorities and Partnerships Funding (PPF), trustee budget considerations.

Upcoming reports

- June - online budget input was received between February 17 and April 18, 2023, with a summary of those results to be presented in June 2023, along with public delegations.

Preliminary 2023-2024 Budget

The preliminary budget has been prepared for the consideration of the Board of Trustees. Public input to this preliminary budget has been invited through the Board website at www.tvdsb.ca (until June 7, 2023). Community members have the opportunity to make presentations (public delegations) to the Trustees during the Planning and Priorities Advisory Committee meeting scheduled for June 13, 2023. To make a presentation, individuals must complete the Public Input Application Form and submit all materials by

9am June 7, 2023. The preliminary budget will be presented at the Special Board meeting on May 30, 2023, with final Board debate and approval at the Special Board meeting scheduled for June 20, 2023. This will allow for submission to the Ministry of Education by the deadline of June 30, 2023. If a school board does not submit its 2023-2024 budget by the due date, the Ministry may reduce its regular cash flow by 50%.

The preliminary expense budget for the Thames Valley District School Board for the fiscal year 2023-2024 is $1,135,431,269 with a preliminary projected overall deficit of $10.8 million and a projected deficit for compliance purposes of $6.68 million, which is within the Ministry compliance requirements.

Throughout the development of this preliminary budget, staff has made every effort to ensure decisions were guided by the current Strategic Plan priorities of relationships, equity and diversity and student achievement and well-being, the goals included in the Operational Plan, and continuing to respond to the needs related to student literacy, numeracy, and mental health. Administration is in the process of reviewing and summarizing public input received and will be reporting to Trustees at the June Planning and Priorities Advisory Committee meeting. The preliminary results of the budget survey highlight the themes of supports for staffing, resources and schools/facilities.

In support of the Operational Plan, the following positions have been included in 2023-2024:

- 43.3 FTE Classroom Literacy Support Teachers (CLSTs) – funded through a combination of the Priorities and Partnerships Funding (PPF) for Support for Reading Interventions, Supports for Students Fund (SSF) and other restricted grants. The CLST allocations to schools provide for direct literacy interventions for students reading below grade levels.
- 4.0 FTE Secondary School Support Counsellors (pilot) – funded through the new Safe and Clean Schools Supplement. These positions would be trained in de-escalation, restorative practices and relationship building to support students.

Also, in support of the Operational Plan, the following expenses have been included:

- $180,000 to support the development of an Anti-Black Racism Strategy and an Anti-Islamophobia Strategy.

As per the recommendations from the Special Education Advisory Committee (SEAC) to the Board of Trustees on May 23, 2023, 2.0 FTE Behaviour Analysts have been included in the preliminary budget, subject to Board approval. This represents two of the positions added to the 2022-2023 budget for one year. SEAC recommends these positions continue in 2023-2024 and be considered permanent.

In addition, the preliminary budget includes 1.0 FTE Policy Advisor/Writer to support writing and updating policies and procedures, as per the Board motion on May 23, 2023, and subject to Board approval.

There is a significant increase in enrolment from the 2022-2023 budget reflecting a continued recovery from the impact of COVID-19, along with new development and in-migration from other parts of Ontario. As noted in the Average Daily Enrolment Report, there is a projected increase of 2,190.27 Average Daily Enrolment (ADE) as compared to the 2022-2023 approved budget. A portion of this increase was realized in the 2022-2023 school year with an increase of 438.23 ADE compared to the approved budget. There is a further increase in enrolment of 1,752.04 ADE from 2022-2023 revised estimates to 2023-2024 preliminary budget. As a result of this significant increase in enrolment, there are staffing increases year over year, as noted in the Staffing Section, as the majority of the Board's funding is based on ADE.

Included in the preliminary budget is a total of 100.13 FTE funded through the Supports for Students Fund (SSF). The SSF was established throughout 2019-2020 and 2020-2021 through the collective bargaining process and provided funding for school boards to support the learning needs of students. This funding continues in the 2023-2024 school year, subject to ongoing labour negotiations.

A detailed listing of the staff positions funded under this grant is provided in the Staffing Section of the budget package.

Budget Approval

As in most years (excluding 2020-2021 and 2021-2022), a board may incur an in-year deficit up to the lower of:

- 1% of the school board's operating revenue or
- the accumulated surplus for the preceding school year
    - This calculation amounts to $10.1 million for 2023-2024.

The calculation of a balanced budget includes all the accounting adjustments required by the Public Sector Accounting Board (PSAB), including capital asset amortization and employee future benefit costs.

The Province also requires that Ministry of Education capital project grants be recorded as Deferred Capital Contributions (DCC) and these DCC amounts are recognized as revenue over the life of the capital asset, to offset the amortization expense costs of the capital project.

Prior year and/or current year use of appropriated accumulated surplus for specific expenditures relating to board supported capital creates an expense for compliance purposes. While the acquisition cost is fully funded through an appropriation of accumulated surplus, the amortization is expensed over the life of the asset which impacts the in-year deficit. For the 2023-2024 budget, there are $2.5 million of expenses included in the calculation of the deficit funded through appropriated accumulated surplus; however, of this amount, $1.6 million represents amortization on Ministry approved capital projects and is excluded from the calculation of the deficit for compliance purposes.

The projected overall deficit of $6.68 million includes the following budget pressures:

- $1.1 million of expenses related to the required Student Information System (SIS) transition. These are one-year expense items to support the continued transition in 2023-2024 to be funded out of accumulated surplus for Information Technology (IT). The conversion was completed in August 2022, however additional temporary support is required in this budget year to assist schools with this signification transition. As noted above, this expense is included by the Ministry in determining the deficit for compliance purposes even though it is funded out of appropriated accumulated surplus.

    - 12.0 FTE have been temporarily assigned to support the SIS transition in 2023-2024 including 1.0 FTE Information Technology Supervisor, 1.0 FTE SIS Coordinator, 9.0 FTE Temporary SIS Analysts and support for 1.0 FTE Research & Assessment Associate. Note this temporary support has been reduced from the 23.0 FTE temporarily assigned in 2022-2023.

- The continued need for an additional 25.5 FTE (61.0 FTE in 2022-2023) secondary teachers greater than the funding provided. This additional need represents a budget pressure of approximately $2.5 million. Funding these additional teachers supports the ability of the Board to provide quality programming in all schools, but especially in small schools, supports the ability to provide tech emphasis courses, which have a lower staff to student ratio as per the Collective Agreement, and supports offering students an option for virtual learning. In 2022-2023, the additional FTE was funded through the COVID-19 Learning Recovery Fund, however that was a one-year grant that does not continue in 2023-2024.
- A number of increases in the IT Department including:
    - Budget increase of $1.1 million for school computer/device replacements and media/conference room upgrades. Note – school devices continue to be an area of need.
    - Budget increase of $300,000 relating to the use of a tool that is used to address and improve user security. Note that this was covered for the past two years from the Connectivity at Schools Program (CASP) funding however that funding has ended.
- Increases in the Operations and Maintenance budgets as a result of inflationary and contractual increases. Excluding salaries and benefits, this area has increased $1.9 million.
- An increase of approximately $3.6 million in Employment Insurance (EI) and Canada Pension Plan (CPP) expenses as a result of the rate changes (without a corresponding increase in benefits funding benchmarks).
- As noted in the Special Education Section, the Special Education projected deficit is $3.4 million ($3.4 million in 2022-2023). Recognizing TVDSB's ongoing commitment to supporting the programs and services for our students with complex learning needs, there continues to be a significant amount of financial resources allocated to special education.

The In-Year Deficit Elimination Plan (IYDEP) requirement will apply for the 2023-2024 school year, which is consistent with the practice that was in place in 2022-2023. If the board reports an in-year deficit for 2023-2024, it must submit an IYDEP indicating the measures it will take to balance its budget and eliminate the in-year deficit within two years. The preliminary budget deficit reflects a number of one-time items that will be eliminated to balance future budgets. These one-time items total $3.4 million and consist of:

- $1.1 million - SIS transition costs.
    - To support the continued transition to the Aspen SIS, additional staff and costs are required for 2023-2024.
- $1.1 million – representing the increase to Elementary Student Supervisors expense over pre-pandemic levels. This expense has annually been $1.1 million more than the expense required pre-pandemic. Ongoing staff absences require this expense to remain at the higher level for another school year. This additional expense will be funded out of accumulated surplus related to School Budget Carryforward amounts.

- $1 million – representing the use of accumulated surplus from the Safe Schools Budget Carryforward. This amount will be used to fund long term occasional staff and used as a staffing pool for training sessions for Safe Schools.
- $180,000 – representing the costs noted above to support the development of an Anti-Black Racism Strategy and an Anti-Islamophobia Strategy.

The remaining deficit balance of $3.3 million requires reviewing and changing processes and procedures to reduce the cost of absences over the next 2 years.

Budget Risks and Pressures

There are two significant items to highlight as an ongoing budget pressure:

- Staff absence replacements—budgeted replacement costs for all staff, including occasional teachers, represents $22.4 million in the 2023-2024 budget ($22.4 million in 2022-2023). This is considered a risk given the continuation of the sick and short-term leave program and the potential increase in the number and cost of replacement staff required. Management of absences continues to be a challenge for Ontario school boards given the centrally bargained language in Collective Agreements as it relates to the sick leave / short term disability language.
- Statutory benefit cost increases with no related funding increase – Canada Pension Plan (CPP) and Employment Insurance (EI) represent a budgetary pressure for school boards.
    - CPP - The government has increased both the pensionable earning amount and the CPP contribution rates with the introduction of Bill C-26 and the amendments to enhance CPP, starting January 1, 2019 with a projected end date of 2025. In 2019, the annual maximum contribution amount per employee was $2,748.90 and it has increased to $3,754.45 in 2023. Based on anticipated staffing in 2023-2024, the cost differential between 2019 and projected 2024 CPP rates presents an increased cost $9.6 million.
    - EI - Like CPP, EI costs have increased in the past 5 years. The maximum annual employer premium charges (pre-EI employer rebate) have increased from $1,204.31 in 2019 to $1,403.43 in 2023. Based on anticipated staffing in 2023-2024, the cost differential between 2019 and projected 2024 EI rates (inclusive of the EI employer rebate amount) represents an increased cost of $2.6 million.

Other areas of risk/pressures affecting the budget include:

- Enrolment variability— For 2023-2024, the Board projects a significant increase in Average Daily Enrolment (ADE) of 2,190.27 over the previous year's budget. Any further increase or decrease realized in projected enrolment will impact expected grants and expenses would have to be further reviewed and adjusted in the fall (see the Average Daily Enrolment Report in the Financial Overview section of this report);
- Special education expenses—budgeted to exceed the grant by $3.4 million in 2023-2024 ($3.4 million in 2022-2023). Special Education expenses increased $5.4 million over 2022-2023;
- Increased costs for goods and services affecting all areas of the budget but especially those related to

facility services and information technology.

- Student transportation – Starting in 2023-2024, the Ministry is implementing a new Student Transportation Grant funding framework. The new funding framework represents a reduction in funding to TVDSB in the amount of $13.5 million. To ensure no school board experiences a decline in funding compared to their allocation from the 2022-2023 school year, the grant includes a transition amount. This $13.5 million transition amount will be in place for four years (through 2026-2027 school year). The expectation is that boards have until August 31, 2027 to adjust the service model, contracts, etc. to be able to provide services within the funding parameters. Administration and Student Transportation Services are in the process of reviewing the details and the reasons for the significant decrease in funding.

Priorities and Partnerships Funding (PPF) 2023-2024

The provincial announcement on April 17, 2023 included an overview of GSN funding and announced board by board funding for a small number of Priorities and Partnerships Funding (PPF). Any PPF funds subsequently received will be included in the 2023-2024 revised estimates to be prepared in the fall but will be operationally implemented when received.

2023-2024 Grants for Student Needs (GSN) Highlights (Revenues Section)

Funding for Remote Learning Administration

- Remote learning enrolment will generate funding to support costs related to salaries and benefits of administrative staff (i.e., principal, vice-principal, school office support, information technology) based on a per-pupil amount of $479.27. Remote learning Average Daily Enrolment (ADE) is excluded from the ADE used in the In-School Administration Allocation, and other school-based/school facility-based allocations within the GSN. For TVDSB, the funding for this item is approximately $216,000. However as this ADE is excluded from other school-based/school facility-based allocations, the net impact is a reduction in the School Foundation grant related to remote learning in the amount of $23,423. Note – remote learning also has an impact of increased funding in school operations of approximately $48,000.

Safe and Clean Schools Supplement

- Funding in the Learning Opportunities Grant for additional services that support student well-being and maintain clean schools. For TVDSB, this funding allocation is $529,827 and is reflected in the preliminary budget to support the salaries and benefit costs of secondary school support counsellors, social worker and custodial staff.

Realignment of Indigenous Education Funding

- The First Nations, Métis, and Inuit Studies Allocation for each school board is based on multiplying the total funded First Nations, Métis, and Inuit studies enrolment by a reduced benchmark of $645.64 ($1,221.03 for 2022-2023). This allocation supports the cost of a teacher where there are at least 8 students but less than 23. Where enrolment is at least 23 eligible students, funding to support the cost of a teacher is provided solely through the Pupil Foundation Grant. This represents a reduction in this funding of almost $300,000. It should be noted, this funding is based on 2021 class sizes and will be updated in the fall of 2023.
- The funding methodology for the Board Action Plan allocation is also being revised to include a new Supplemental amount. The Ministry memo states that engagement with Indigenous stakeholders and school boards will be held in the spring to determine the Indigenous Education provincial priorities that are to be supported through the new Supplemental amount. Included in the preliminary budget is a provision for expenses related to this Supplemental amount of $3.5 million, subject to the outcome of this engagement.

Labour Agreements

- An increase to support the ratified Canadian Union of Public Employees (CUPE) central collective agreement has been included.
- A provision for other labour agreements that expired on August 31, 2022 has been included.
  - A contingency has been recorded for all employee groups' salary expenses, subject to the outcome and conclusion of negotiations.
- As the principal and vice-principal terms and conditions of employment do not expire until August 31, 2023, salary benchmarks for these staff remain unchanged.

Supports for Students Fund (SSF)

- The Supports for Students Fund provides flexible funding to support the learning needs of students consistent with central agreement obligations. School boards are to continue to use this funding for its intended purpose under respective collective agreements for appropriate employee groups, subject to ongoing labour discussions.
- This funding amounts to $7.9 million for 2023-2024.

Expiration of the COVID-19 Learning Recovery Fund

- This one-year grant received in the 2022-2023 year, expires August 31, 2023, as school board operations normalize following the COVID-19 pandemic. This represents a reduction in funding of $11 million.

Priorities and Partnerships Funding (PPF) Transfers to GSN

- Specialist High Skills Major (SHSM) Expansion - $38,000 – this funding supports program growth and provides students with access to more SHSM programs, including programs in skilled trades related to sectors and other high demand industries in key labour market sectors. ($38,000 in 2023-2024, $38,000 in 2022-2023).
- Early Math Interventions for Students with Special Education Needs - $130,000 – this funding is moving into the Differentiated Special Education Needs Amount (DSENA) as a new Early Math Intervention amount. This funding helps increase student engagement, closes learning gaps and ensures students are prepared for the transition into a de-streamed Grade 9 curriculum. ($115,100 in 2022-2023).
- Demographic Data Gathering - $44,000 – this funding supports the capacity to collect, analyze and use voluntary student and workforce demographic data. ($40,747 in 2022-2023, $35,000 in 2021-2022).

Student Transportation

- In January 2020, the Ministry launched a review of student transportation. A targeted stakeholder advisory group was established to provide expert advice to the Ministry on student transportation funding, consortia model and operations and procurement.
- Starting in 2023-2024, the Ministry is implementing a new Student Transportation Grant funding framework. The new funding framework establishes Common Reference Standards and funding benchmarks. The grant allocation reflects the number of students deemed eligible based on common home-to-school distance thresholds, determining the optimal number of school-bus routes needed, establishing benchmarks intended to represent the cost of services including the annual cost of purchasing and operating school buses, setting compensation benchmarks for school bus drivers and including a provision for spare capacity.
- As this is the first year of a new formula, the grant includes a transition amount to ensure that no school board experiences a decline in funding compared to their allocation from the 2022-2023 school year. The transition amount is expected to be in place for four years (through 2026-2027 school year) and will be updated annually to reflect changes in enrolment, new routing results, and changes to benchmarks. For TVDSB, the transition amount is $13.5 million which represents the reduction in funding under the new model. Administration and Student Transportation Services are in the process of reviewing the details of the changes and the reason for the reduction in funding. The expectation is that boards will have until August 31, 2027 to adjust the service model, contracts, etc to be able to provide services within the funding parameters.

Keeping up with Costs

Utilities

- Increase of 2% to non-staff benchmarks in School Operations allocation.
    - To assist school boards in managing the increases in commodity prices (i.e., electricity, natural gas, etc.).

Capital Funding

- School Condition Improvement (SCI) funding addresses overall efficiency of schools. Funding is allocated in proportion to a board's total assessed renewal needs under the Condition Assessment Program. 70% of funding must be spent on building components while 30% can address locally identified renewal needs. TVDSB's 2023-2024 allocation is $51.2 million, which represents a year over year increase of $5 million ($46 million in 2022-2023, $45.9 million in 2021-2022, $54.2 million in 2020-2021, $54.3 million in 2019-2020, $42.0 million in 2018-2019, $36.6 million in 2017-2018, $48.9 million in 2016-2017; $45.2 million in 2015-2016; $7.6 million in 2014-2015).
- GSN funding provides base School Renewal, Enhanced Top-Up School Renewal, Enhanced School Renewal and a School Renewal Investment (Capital and Maintenance) for a total of $14.1 million in

2023-2024 ($13.9 million in 2022-2023, $13.5 million in 2021-2022).

- Since 2014-2015, GSN funding includes a Capital Planning Capacity Program which provides resources to develop capital plans to address excess capacity and to manage accommodation reviews, etc. TVDSB's 2023-2024 allocation is $198,728, the same level as the 2022-2023 and 2021-2022 funding.
- GSN funding includes an allocation for costs of temporary accommodations (portable moves, leases and purchases, as well as lease costs for permanent instructional space). TVDSB's 2023-2024 allocation is $1,438,791 (2022-2023 funding was $1,669,276, 2021-2022 funding was $2,019,480, 2020-2021 funding was $1,398,565, 2019-2020 funding was $1,277,087).

Enhanced Accountability Measures

- Implementation of the Asset Retirement Obligations Accounting Standard – The new accounting standard PS 3280 Asset Retirement Obligations (ARO) was effective as of April 1, 2022. PS 3280 is a complex accounting standard that addresses the reporting of legal obligations associated with the retirement of tangible capital assets (TCAs), for example, asbestos removal and wells. The ARO is recognized as a liability and allocated to expense over the useful life of the asset. The Ministry is amending Ontario Regulation 488/10: Determination of Boards' Surplus and Deficits to exclude ARO related revenue, expense, and accumulated deficit/surplus from the in-year and accumulated deficit for balanced budget compliance purposes. The following amounts are included in the draft preliminary budget:
    - ARO amortization in the amount of $2.6 million is included in amortization expense.
    - An adjustment/decrease to the opening accumulated surplus (deficit) balance at September 1, 2023 for the net book value (opening ARO less accumulated amortization) of $62.7 million is included. This amount is included in the Unavailable for Compliance section of the Accumulated Surplus Continuity report and reduces the Board's overall Total Accumulated Surplus to $36,384,746 at August 31, 2023.
    - ARO amortization expense will be included annually until the affected assets are fully amortized (representing a liability of approximately $105 million once fully amortized).
    - School boards will be provided with funding to address ARO liabilities when they carry out eligible projects.

FINANCIAL OVERVIEW

Projected Deficit

Presented below is an overview of the Board's projected 2023-2024 operating revenues and expenses in comparison to the 2022-2023 Approved Budget. The difference between the projected operating revenues and expenses is the Board's projected operating deficit.

	2023-2024 Preliminary Budget	2022-2023 Approved Budget	Increase/ (Decrease)
Revenues			
GSN Funding	1,024,596,207	986,506,857	38,089,350
Other Revenues	46,995,529	42,116,409	4,879,120
Amortization of Deferred Capital Contributions	53,021,045	49,840,239	3,180,806
Total Operating Revenues	**1,124,612,781**	**1,078,463,505**	**46,149,276**
Expenses			
Salaries & Benefits	877,772,148	843,588,958	34,183,190
Other	199,549,829	188,865,755	10,684,074
Amortization Expense	58,109,292	52,052,552	6,056,740
Total Operating Expenses	**1,135,431,269**	**1,084,507,265**	**50,924,004**
Operating Deficit	**(10,818,488)**	**(6,043,760)**	**(4,774,728)**
Remove Non-Compliance Items:			
- Interest Accrual	(130,892)	(118,030)	(12,862)
- Amortization excluded from compliance Capital Asset and ARO amortization	4,271,790	1,664,249	2,607,541
Deficit for Compliance Purposes	**(6,677,590)**	**(4,497,541)**	**(2,180,049)**

Boards can approve a deficit budget up to the lesser of the Board's total accumulated surplus for the preceding year, or one percent of the Board's operating revenues. A detailed plan outlining how this deficit will be eliminated within two years is also required. For the 2023-2024 budget year, the $6,677,590 compliance deficit is generated by a combination of expenses that are for one-year and are not expected to be budgeted expense items in future budget years and by ongoing expenses that will need to be addressed within two years. These expenses include: $1.1 million to support the Student Information System transition, $1.1 million for Elementary Student Supervision staffing, $1.0 million use of Safe Schools carryforward to support long-term occasional staff, $180,000 to support the Board's Anti-Black Racism and Anti-Islamophobia Strategies, and $3.3 million in absence costs which require review and changes in process and procedures to reduce over the next 2 years.

Accumulated Surplus Continuity

Accumulated surplus is the cumulative sum of a board's historical operating surplus/deficit over the life of the organization. At the end of a fiscal year, if the school board has an operating surplus, it will increase its overall accumulated surplus. If a school board incurs an operating deficit at the end of a fiscal year, it will reduce its accumulated surplus by the amount of the deficit.

Accumulated surplus can be separated into amounts designated and/or generated for specific purposes. These amounts are deemed "appropriated". The balance that is not designated and/or generated for a specific purpose is labelled as "unappropriated".

2023-2024 Preliminary Budget

Preliminary Revenues	1,124,612,781
Preliminary Expenses	1,135,431,269
Preliminary Deficit	**(10,818,488)**
Less: Sum of items excluded for compliance purposes	(4,140,898)
Preliminary Deficit for Compliance Purposes	**(6,677,590)**

Projected Accumulated Surplus Continuity

Available for Compliance	Projected 2022-2023 Year End	Preliminary 2023-2024 Surplus/(Deficit)	Projected Accumulated Surplus
Unappropriated Accumulated Surplus	**17,465,316**	**(3,927,894)**	**13,537,422**
Available for Compliance (Internally Appropriated)			
Other Operating Appropriations	8,158,816	(2,118,774)	6,040,042
IT Technology and Infrastructure	2,266,256	(1,149,465)	1,116,791
Prior Year Unspent SSF and ISP Funds Remaining	884,503	-	884,503
Unfunded Employee Future Benefits	11,145,011	-	11,145,011
Board Supported Capital Future Amortization	39,716,144	(1,144,790) *	38,571,354
Internally Appropriated Accumulated Surplus	**62,170,730**	**(4,413,029)**	**57,757,701**
Thames Valley Education Foundation	8,585,035	-	8,585,035
Item excluded for compliance purposes	(1,663,333)	1,663,333	
Accumulated Surplus Available for Compliance	**86,557,748**	**(6,677,590)**	**79,880,158**
Unavailable for Compliance			
Accumulated Surplus Unavailable for Compliance	**(50,173,002)** **	**(4,140,898)**	**(54,313,900)**
Total Accumulated Surplus	**36,384,746**	**(10,818,488)**	**25,566,258**

***** *Board Supported Capital Future Amortization of ($1.14m) consists of appropriation of $1.34m less amortization of $2.48m*

*** Opening "Accumulated Surplus Unavailable for Compliance" reflects an opening balance adjustment for the projected opening book value of the Board's Asset Retirement Obligation of ($62.7m)*

Average Daily Enrolment

Current Budget Impact

For 2023-2024, the Board projects an increase in average daily enrolment of 2,190.27 over the previous budget year. Growth seen in 2022-2023 continues to be projected in 2023-2024. The increase is due to several factors such as new development and migration from other parts of Ontario. International tuition average daily enrolment projections for the 2023-2024 Preliminary Budget have increased compared to the 2022-2023 Approved Budget. These projections are based on projected actual enrolment observed throughout 2022-2023, with a 10% projected increase.

	2023-2024 Preliminary Budget	2022-2023 Approved Budget	Increase/ (Decrease)
Elementary			
Junior Kindergarten	5,438.47	5,198.85	239.62
Senior Kindergarten	5,648.66	5,257.52	391.14
Grades 1-3	18,166.99	17,423.47	743.52
Grades 4-8	30,592.41	30,213.58	378.83
Elementary Pupils of the Board	59,846.53	58,093.42	1,753.11
Indigenous Education Service Agreements	97.73	90.00	7.73
International Tuition	82.50	28.00	54.50
Total Elementary	60,026.76	58,211.42	1,815.34
Secondary			
Grades 9-12	23,889.70	23,526.47	363.23
Independent Studies	15.00	25.00	(10.00)
Secondary Pupils of the Board	23,904.70	23,551.47	353.23
High Credit	154.95	157.22	(2.27)
Indigenous Education Service Agreements	159.48	153.81	5.67
International Tuition	187.63	169.33	18.30
Total Secondary	24,406.76	24,031.83	374.93
Secondary Pupils 21 and over	3.00	3.00	-
Total Enrolment	84,436.52	82,246.25	2,190.27

Operating Budget Limitations

Education funding recognizes that school boards need flexibility to decide how best to allocate resources within their budgets. At the same time, there are restrictions on how school boards may use certain components of their allocation.

Enveloped Grants

- The Special Education Grant is limited to special education expenditures. Boards may use the grant only for special education and must set aside any unspent funding to use for special education in a future school year. Boards may choose to spend more on special education programs and supports beyond the Special Education Grant.
  - New in the GSN for 2023-2024 within the Special Education Grant is the Early Math Intervention Amount provided through the Differentiated Special Education Needs Amount (DSENA) Allocation. This amount must be used to address local priorities and was previously provided through Priorities and Partnerships Funding (PPF).
  - Any unspent funding must be reported as deferred revenue to be used for future Special Education expenses.

- The Areas of Intervention component within the French as a Second Language (FSL) Allocation of the Language Grant is limited to expenses for initiatives and eligible activities within the areas of intervention identified in the Canada-Ontario Agreement on Minority-Language Education and Second Official-Language Instruction. Funding is to enhance FSL-focused supports for educational staff and enrich the FSL learning environments and opportunities available to all students.

- The allocations within the Targeted Student Supports Envelope of the Learning Opportunities Grant are limited for use collectively on its four programs – Literacy and Math Outside the School Day, Student Success Grades 7 to 12, Grade 7 and 8 Literacy and Numeracy and Student Success Teachers and Tutoring.

- The allocations within the Experiential Learning Envelope of the Learning Opportunities Grant are limited for use collectively on its three programs – Specialist High Skills Major (SHSM), Outdoor Education and Experiential Learning.
  - New in the GSN for 2023-2024 within the Learning Opportunities Grant is the Specialist High Skills Major Expansion provided through the Specialist High Skills Major allocation. This additional funding supports program growth and provide students with access to more SHSM programs and was previously provided through Priorities and Partnerships Funding (PPF).

- New in the GSN for 2023-2024 within the Learning Opportunities Grant is the Safe and Clean Schools Supplement for additional services that support student well-being and maintain clean schools. School boards are expected to use this funding for its intended purpose.

- The Library Staff Allocation within the School Foundation Grant is to be used to fund library staff.

- The Indigenous Education Grant is limited to expenditures that support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions.
  - New in 2023-2024, the funding methodology for the Board Action Plan allocation is being revised to include a new Supplemental amount. Engagement with Indigenous stakeholders and school boards will be held in the spring to determine the Indigenous Education provincial priorities that are to be supported through the new Supplemental amount. A provision for expenses related to the Supplemental amount is included in the preliminary budget subject to the outcome of this engagement.

- The Mental Health Workers Staffing Component within the Mental Health Workers Allocation of the Mental Health and Well-Being Grant is limited to expenditures on regulated mental health professionals in secondary schools. Any unspent funding must be reported as deferred revenue.

- The Student Mental Health Envelope, consisting of the Supporting Student Mental Health Allocation, Student Mental Well-Being Allocation, and the Data and Information Collection Amount of the Mental Health Workers Allocation within the Mental Health and Well-Being Grant, is limited for use collectively on its three programs.

- New Teacher Induction Program (NTIP) funding is to be used for eligible NTIP expenditures which are required to meet NTIP program requirements.

- School Board Administration and Governance spending shall not exceed the funding for this area.

- Program Leadership Grant funding is to be used for eligible expenditures, including salary and benefits and travel and professional development for the program leaders.

Other Limitations

- Class-size regulations must be respected.

- School Renewal and School Condition Improvement Allocations must be primarily spent on capital renewal expenditures.

- An in-year budget deficit is permissible up to one per cent of the board's operating revenue where there is an operating accumulated surplus. An in-year deficit requires a two year elimination plan.

Capital Expenditures

Project	Expected 2023-2024 Expenditures		
	Buildings	Furniture and Equipment	Total
Eagle Heights	5,061,974	-	5,061,974
New Belmont	3,164,873	-	3,164,873
New NorthWest London	9,764,253	-	9,764,253
New North Woodstock	4,571,183	-	4,571,183
New SouthWest London	5,388,940	-	5,388,940
River Heights Child Care & Family Centre	694,734	-	694,734
Temporary Accommodation	1,438,791	-	1,438,791
Education Centre	1,335,000	-	1,335,000
School Condition Improvement - various	51,185,970	-	51,185,970
School Renewal - various	30,308,513	-	30,308,513
General Furniture & Equipment		1,900,000	1,900,000
Total	112,914,231	1,900,000	114,814,231

FUNDING

The funding for these capital expenditures is available from 5 distinct sources:

1) Ministry of Education capital grants
2) Proceeds of Disposition
3) GSN operating grants
4) Board Supported Capital
5) Third Party Funded

The following paragraphs outline the criteria for the application of each source of funding to specific capital expenditures. The amount of the funding being applied in 2023-2024 is also noted. The Tangible Capital Asset (TCA) Additions table at the end of this section details the funding by project.

1) Ministry of Education Capital Grants

The following capital grants are allocated by the Ministry of Education:

Capital Priorities Program - $26,641,975

- To fund the construction of new and replacement schools, as well as additions to existing schools
- Allocated by the Ministry based on business case submissions on a project-by-project basis

School Condition Improvement (SCI) - $51,185,970

- To address the renewal priorities of the board, including replacing and repairing building components and improving the energy efficiency of schools
- Allocated in proportion to a board's total assessed five-year renewal needs under the Condition Assessment Program
- Must be used to fund depreciable renewal expenditures in schools that are expected to remain open and operating for at least five years
- 70% must be used for major building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing), remaining 30% can be used to address any locally identified needs

School Renewal Allocation (SRA) - $30,308,513

- To address the costs of repairing and renovating schools

Child Care - $1,858,101

- Funding is received as part of the project approvals for the creation of new child care space within the school
- Funding for these projects was allocated based on business case submissions

EarlyON Child and Family Centre - $86,059

- Funding to create space for new EarlyON hub rooms and child family support programs within existing school spaces
- Funding for these projects was allocated based on business case submissions

Temporary Accommodation Allocation - $1,438,791

- Provides for leasing costs, portable relocation, and acquisition costs
- Funding is based on a three-year history of net portable additions and relocations

2) Proceeds of Disposition - $44,822

Revenues are generated from the sale of board properties and buildings that have been declared surplus through Ontario Regulation 444/98. Starting 2015-2016, these funds are to be used for the renewal of existing schools or as partial funding for a Capital Priority project as outlined in the Ministry of Education Memorandum 2015:B13 Proceeds of Disposition Policy.

3) GSN Operating Grants – $1,900,000

The operating grants provided under GSN includes funding to purchase furniture and equipment that are of a capital nature and are required to be capitalized in accordance with the Tangible Capital Assets (TCA) guide.

4) Board Supported Capital – $1,335,000

As a result of a consultant review, a summary of recommendations for the Education Centre electrical system includes work related to emergency lighting, generator, transformer sub-station and the main switchboard. There are no Ministry grants to fund capital expenditures for the Education Centre and other administrative buildings. In order to undertake projects outside of Ministry funding, the Board must approve an appropriation of accumulated surplus to fund the future amortization expense of those capital expenditures. Ministry approval is required for work in excess of $1 million and approval for these necessary expenses has been requested and received.

An amount of $1.34 million must be appropriated to fund the future amortization of this internally supported capital project.

5) Third Party Funded - $15,000

Funding received from the City of London to support additional expenses for the Child Care/Family Centre.

Tangible Capital Asset (TCA) Additions

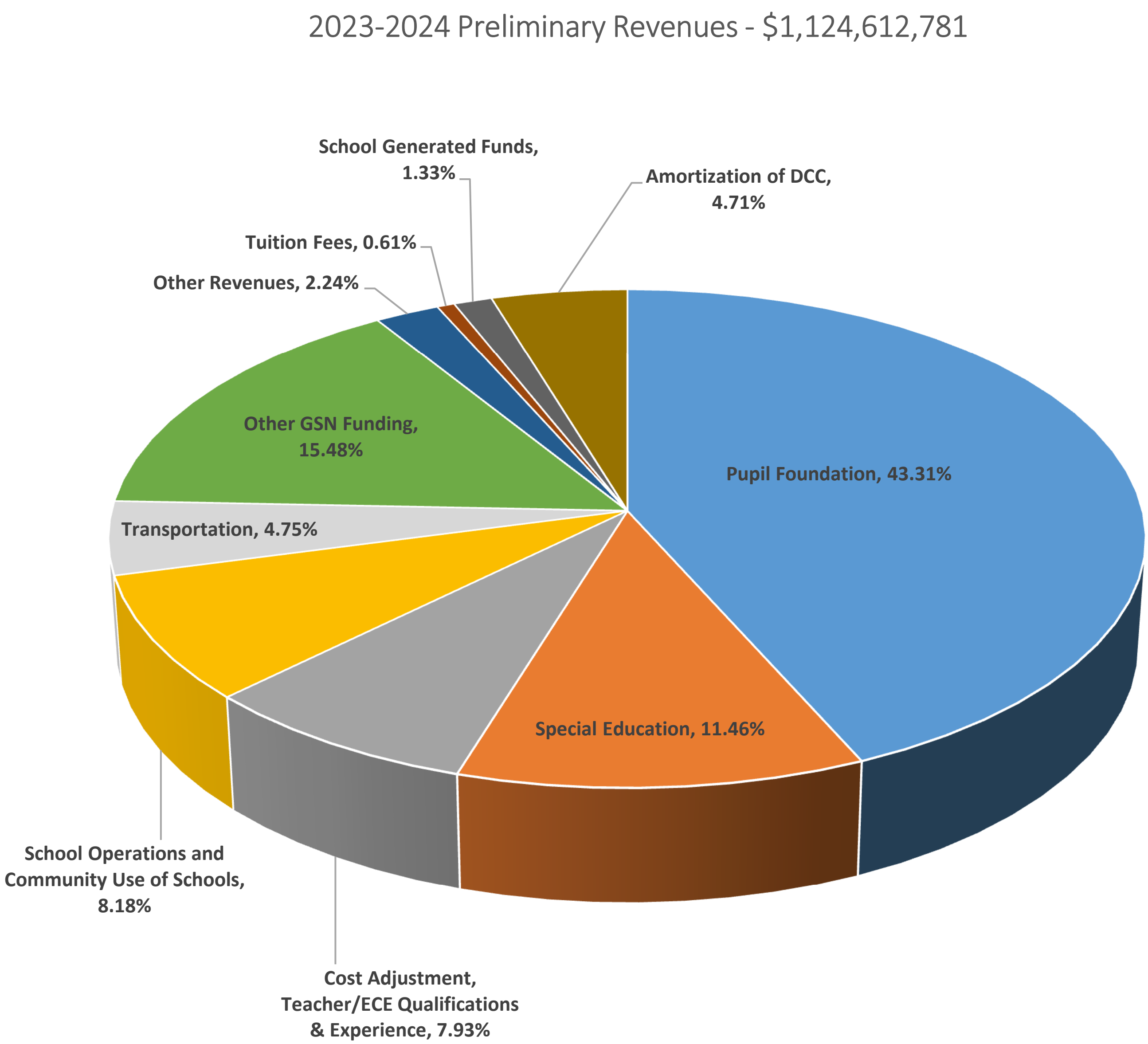
Project	Expected 2023-2024 Project Expenditures	Funding Sources: Capital Priorities Program	School Condition Improvement	School Renewal Allocation	Child Care	EarlyON Child and Family Centre	Temporary Accommodation Allocation	Proceeds of Disposition	Third Party	Board Supported Capital	Operating (GSN) Revenues
Eagle Heights	5,061,974	5,061,974									
New Belmont	3,164,873	3,164,873									
New NorthWest London	9,764,253	8,908,535			855,718						
New North Woodstock	4,571,183	4,344,418			226,765						
New SouthWest London	5,388,940	5,162,175			226,765						
River Heights Child Care & Family Centre	694,734				548,853	86,059		44,822	15,000		
Temporary Accommodation	1,438,791						1,438,791				
Education Centre	1,335,000									1,335,000	
School Condition Improvement - various	51,185,970		51,185,970								
School Renewal - various	30,308,513			30,308,513							
General Furniture & Equipment	1,900,000										1,900,000
Total	114,814,231	26,641,975	51,185,970	30,308,513	1,858,101	86,059	1,438,791	44,822	15,000	1,335,000	1,900,000

REVENUE

Summary of Preliminary Revenues for 2023-2024

REVENUE CATEGORIES	2023-2024 Preliminary Budget	2022-2023 Approved Budget	Increase / (Decrease)
GRANTS FOR STUDENT NEEDS (GSN)			
ALLOCATION FOR OPERATING PURPOSES			
Pupil Foundation	487,103,718	466,811,978	20,291,740
School Foundation	62,727,036	60,543,785	2,183,251
Special Education	128,800,757	123,462,548	5,338,209
Language	26,499,399	25,389,471	1,109,928
Rural and Northern Education	751,977	723,590	28,387
Learning Opportunities	21,064,618	18,976,644	2,087,974
Continuing Education and Other Programs	3,861,834	3,887,014	(25,180)
Cost Adjustment, Teacher/ECE Qualifications & Experience	89,212,131	86,347,134	2,864,997
New Teacher Induction Program	529,532	516,986	12,546
Restraint Savings	(308,372)	(308,372)	-
Student Transportation	53,445,930	50,553,691	2,892,239
Administration and Governance	22,894,965	21,649,634	1,245,331
School Operations and Community Use of Schools	92,003,838	87,617,981	4,385,857
Indigenous Education	4,708,290	1,463,071	3,245,219
Mental Health and Well-Being Grant	4,869,952	4,653,174	216,778
Supports for Students Fund	7,958,895	7,712,532	246,363
Program Leadership Grant	1,100,229	1,092,654	7,575
Permanent Financing of NPF	7,976,457	7,976,457	-
COVID-19 Learning Recovery Fund	-	11,183,958	(11,183,958)
TOTAL ALLOCATION FOR OPERATING PURPOSES	**1,015,201,186**	**980,253,930**	**34,947,256**
Capital Debt Revenue for Payments	9,036,276	6,409,240	2,627,036
Trustees' Association Fee	58,745	58,084	661
Net GSN Revenues Transferred from / (to) Deferred Revenue	300,000	(214,397)	514,397
NET GRANTS FOR STUDENT NEEDS (GSN)	**1,024,596,207**	**986,506,857**	**38,089,350**
OTHER REVENUES			
Priorities and Partnerships Funding (PPF)	11,450,437	8,956,281	2,494,156
Tuition Fees & Indigenous Education Services Agreements	6,828,448	5,595,160	1,233,288
Other Grants and Special Program Revenues	7,071,248	7,180,170	(108,922)
Continuing Education	144,000	288,107	(144,107)
Other	5,064,396	3,839,691	1,224,705
School Generated Funds	15,007,000	15,007,000	-
Thames Valley Education Foundation	1,430,000	1,250,000	180,000
TOTAL OTHER REVENUES	**46,995,529**	**42,116,409**	**4,879,120**
AMORTIZATION OF DEFERRED CAPITAL CONTRIBUTIONS (DCC)	**53,021,045**	**49,840,239**	**3,180,806**
TOTAL PRELIMINARY REVENUES	**1,124,612,781**	**1,078,463,505**	**46,149,276**
PRELIMINARY DEFICIT	**(10,818,488)**	**(6,043,760)**	**(4,774,728)**
TOTAL PRELIMINARY EXPENSE BUDGET	**1,135,431,269**	**1,084,507,265**	**50,924,004**

The chart below summarizes the different components of the Board's total revenue:



Summary of Revenue Changes – Increase / (Decrease)

Operating Grants for Student Needs (GSNs) $34.9 million

The Grants for Student Needs, provided by the Ministry of Education, is the largest source of funding for school boards in Ontario. These funds are used to cover the operating needs of school boards and are generated by a collection of individual grants with specified purposes.

For the 2023-2024 school year, TVDSB is projecting a $34.9 million increase in Operating Grants for Student Needs funding. This represents an increase of 3.57% over 2022-2023. The breakdown provided below details the major factors that have generated this increase in funding.

a) Enrolment Changes $21.7 million

- Enrolment Changes – $21.7 million – Student enrolment is a major factor in the calculation of the Grants for Student Needs. The enrolment count utilized in the grant calculation process is called average daily enrolment (or ADE), which is determined by averaging the verified student enrolment on two key count dates, October 31 and March 31. Enrolments used in calculating the Grants for Student Needs exclude International tuition students and students covered under Indigenous Education Service Agreements. In 2023-2024, TVDSB is projecting an increase in ADE enrolment for grant calculation purposes of 2,106.34, with 1,753.11 ADE increase allocated to the Elementary panel and a 353.23 ADE increase allocated to the Secondary panel.

b) COVID-19 Learning Recovery Fund ($11.2 million)

- COVID 19 Learning Recovery Fund – ($11.2 million)– A one-year grant provided during the 2022-2023 school year. This funding is scheduled to end August 31, 2023 and will not renew or be replaced in the 2023-2024 school year as operations normalize following the COVID-19 pandemic. The funding was used to support a number of various teaching positions as well as elementary supervision positions, equating to 124 FTE.

c) PPFs Transferred into the GSNs $0.2 million

- PPFs transferred into the GSNs - $0.2 million – Three Priorities and Partnerships Funding (PPF) grants were moved into the GSNs for the upcoming school year. These are:
  - *Specialist High Skills Major (SHSM) Expansion - $0.04 million* –Supports program growth and provides students with access to more Specialist High Skills Major programs, including programs in skilled trades related sectors and other high demand industries in key labour market sectors. Additional changes to the Specialist High Skills Major grant are discussed below in the "Other Adjustments to Grants for Student Needs" section.

- *Early Math Interventions for Students with Special Education Needs - $0.1 million* – Grant has been added within the Special Education Grant provided through the Differentiated Special Education Needs Amount (or DSENA) for 2023-2024. Funding supports early math intervention for elementary students with special education needs. Funding is intended to support student engagement, close learning gaps, and ensure students are prepared for the transition into a de-streamed Grade 9 curriculum.

- *Demographic Data Gathering - $0.04 million* – Grant has been added to the School Board Administration and Governance Grant. Funding is provided to support school board's capacity to collect, analyze, and use voluntary student and workforce demographic data. This capacity enables school boards to identify and address disparities in student achievement as well as in employment practices.

d) Special Education Grant Component $ 1.3 million

- Differentiated Special Education Needs Amount (DSENA) - $1.2 million – Funding is provided to boards based on a statistical model that combines various calculations and data points, such as student OnSiS data as well as applicable census data to determine funding per school board. The allocation also includes several small grants for Collaboration and Integration, Multi-Disciplinary teams, and an amount for Local Special Education Priorities. For the 2023-2024 preliminary budget, the funding model has generated an increase in funding of $1.2 million excluding the newly added Early Math Interventions for Students with Special Education Needs grant which is noted in the PPFs transferred into the GSN section above.

- Special Incidence Portion (SIP) - $0.06 million – The Special Incidence Portion is intended to support students with extraordinarily high needs who require more than two full-time staff to address their health and/or safety. The Ministry is undertaking a review of this grant and for 2023-2024, the Ministry of Education has calculated the grant amount based on historic funding amounts plus an anticipated growth rate.

e) Other Adjustments to Grants for Student Needs $ 22.9 million

- Safe and Clean School Supplement - $ 0.5 million – New funding in 2023-2024 to support student well-being and to maintain clean schools. Funding supports staffing of professional/paraprofessionals (school support counsellors, social worker) and custodial staff.

- Specialist High Skills Major - $0.4 million – In addition to the Specialist High Skills Major Expansion PPF being included in the base grant, the overall GSN funded Specialist High Skills Major grant has increased to support additional programs. This grant funds programs that help students gain the competitive edge they need to succeed in sectors such as agriculture, manufacturing, and health and wellness.

- Indigenous Education Grant – Supplemental Amount - $3.5 million – The Ministry of Education has revised the Indigenous Education Grant and its components, the Indigenous Language Allocation, the First Nations, Metis and Inuit Studies Allocation and the Board Action Plan Allocation. Most revisions impacting the funding are connected directly to enrolment; however, a new funding allocation was added called the Supplemental Amount. For 2023-2024 the Supplemental Amount totaled approximately $3.5 million. The Supplemental Amount is to be used on Indigenous Education provincial priorities which the Ministry of Education is determining through engagement with Indigenous stakeholders. Details on these priorities are subject to the outcome of this engagement.

- External Audit Allocation - $0.01 million – New funding provided to school boards to enhance external auditor's capacity to audit school board enrolment and staffing Full-Time Equivalent compliance audits.

- Student Transportation Grant – $2.9 million – Starting in 2023-2024, the Ministry of Education is implementing a new Student Transportation Grant funding framework. The new funding framework establishes Common Reference Standards and funding benchmarks. The grant allocation reflects the number of students deemed eligible based on common home-to-school distance thresholds, determining the optimal number of school-bus routes needed, establishing benchmarks intended to represent the cost of services including the annual cost of purchasing and operating school buses, setting compensation benchmarks for school bus drivers and including a provision for spare capacity. As this is the first year of a new formula, the grant includes a transition amount to ensure that no school board experiences a decline in funding compared to their allocation from the 2022-2023 school year. The transition amount is expected to be in place for four years (through 2026-2027 school year) and will be updated annually to reflect changes in enrolment, new routing results, and changes to benchmarks. For TVDSB, the transition amount is $13.5 million which represents the reduction in funding under the new model. Management and Student Transportation Services are in the process of reviewing the details of the changes and the reasons for the impact on funding. The expectation is that boards will have until August 31, 2027 to adjust the service model, contracts, etc to be able to provide services within the funding parameters.

- Differentiated Funding for Online Learning – ($0.2 million) – For 2023-2024, the Ministry of Education adjusted several benchmark rates to reflect online learning. In-person and remote learning credit load benchmarks within the Pupil Foundation Grant have been updated as part of a multi-year trajectory. The online credit load benchmark assumes approximately 22.5% of secondary students will take one course online in 2023-2024. In addition, new funding was announced for remote learning Administration. The projected number of remote learning students are required to be reported together by panel and in turn will generate funding to support the cost of school Principals, Vice-Principals, and school office support.

- Other Ministry Benchmark Changes - $15.8 million

    - Compensation benchmarks embedded in the grants have been increased to reflect ratified central agreements and benchmarks have been increased by 1.25% for teaching labour groups still in the negotiation process as a labour provision. Principals' and Vice-Principals' collective agreement will expire August 31, 2023. Salary benchmarks for Principals' and Vice-Principals' remain unchanged from the 2022-2023 school year.

- Non-staff benchmarks in the School Operations Grant have been increased by 2% to assist school boards in managing increased commodity prices such as electricity, natural gas, and facility insurance costs.

Other Ministry of Education Funding – $3.1 million

- Other - Capital Debt Revenue – $2.6 million – The Ministry of Education funds the interest and capital requirements of a school board's long-term debt. In addition, the Ministry also funds the short-term capital costs related to ongoing capital projects. The amount reflected in revenue represents the funding provided to offset the Board's interest costs. Funding provided by the Ministry of Education is equal to the Board's projected interest costs, therefore eliminating any impact on the Board's operating surplus/deficit. For 2023-2024, the projected short-term capital interest costs, and corresponding revenues have increased approximately $3.1 million due to increased capital projects and higher market interest rates.

- Net Transfers to and from Deferred Revenues – $0.5 million – These funds are a combination of funds transferred out of deferred revenue to support program expenses and funds transferred to deferred revenue to support future amortization costs for capital asset purchases. Program funding from deferred revenue in 2023-2024 includes Student Pathways for Success funds (of approximately $1.2 million) as well as Tutoring Allocation funds (of approximately $1.0 million). Funding transferred to deferred revenue to support the future amortization costs of new "movable assets" is approximately $1.9 million.

Other Revenues – $4.9 million

- Priorities and Partnerships Funding (PPF) - $2.5 million – These funds represent individual funding envelopes designated for specific purposes. Each PPF must be individually tracked and requires separate reporting to the Ministry of Education. A comprehensive list of the PPFs included in the 2023-2024 budget in comparison to the 2022-2023 budget is provided in the "Other Grants and Special Program Revenues" report.

- Tuition Fees & Indigenous Education Service Agreements - $1.2 million - This represents revenues collected for international student tuition and from the three Indigenous Education Service Agreements. International tuition average daily enrolment projections for the 2023-2024 preliminary budget have increased in comparison to 2022-2023. The projected enrolment for 2023-2024 secondary international tuition reflects a projected 10% increase year over year.

- Other Grants and Revenues – $ (0.1 million) – These revenues are generated through grants from the Federal Government and other Provincial Ministries, aside from the Ministry of Education. These funds focus largely on English language and literacy skills, as well as funding to support the youth apprenticeship program and specified expense recoveries from our local Indigenous

Nations. A comprehensive list of these special grants and the comparative 2022-2023 funding amount is provided in the “Other Grants & Special Program Revenues” report.

- Continuing Education Fees, Other Revenues and Consolidated Entities– $1.3 million - The Board is projecting a small decrease in Continuing Education revenues related to student fees of approximately ($0.1 million). Increasing interest rates are projected to increase the Board’s overall interest income by approximately $1.1 million for 2023-2024. In addition, there are minor variances in assorted “Other Revenue and/or Recoveries” accounts, however, these variances are minor in nature and have little impact to the revenue change for this category year over year. Lastly, revenues for the Thames Valley Education Foundation, a consolidated entity, have increased approximately $0.2 million to reflect historical actuals. For budget purposes, consolidated entities are budgeted with revenues equaling expenses, thereby having no impact on the Board’s budgeted operating surplus/deficit.

Amortization of Deferred Capital Contributions $3.2 million

- Amortization of Deferred Capital Contributions - $3.2 million – An accounting revenue used to offset the annual amortization costs for capital assets. Any capital project that was approved and funded by the Ministry of Education or through 3rd party donations, will have deferred capital contributions to offset the ongoing amortization costs.

Other Grants & Special Program Revenues

In addition to the GSN, the Board typically receives additional grants and special program revenues that are included in the preliminary budget. It is expected that additional grants will be received by the Board during 2023-2024 and will be operationally implemented at that time with revenue and equal expense added to the revised budget. For the grants that have been confirmed, the corresponding revenue and equal expenses are included in the 2023-2024 preliminary budget.

Priorities and Partnerships Funding (PPF) – In 2023-2024, the Board will receive $11,450,437 relating to specific program PPFs.

Priorities and Partnerships Funding (PPF)	2023-2024	2022-2023
Aboriginal Youth Entrepreneurship Program	26,083	25,892
Board Developed French as a Second Language (FSL) Initiatives	-	33,384
Connectivity at Schools Program (CASP - Year 2)	-	955,500
De-Streaming Implementation Supports Program	106,099	79,100
Early Intervention in Math for Students with Special Education Needs	-	115,100
Early Reading Enhancements: Early Reading Screening Tools	534,200	-
Education Staff to Support Reading Interventions	2,562,500	-
Entrepreneurship Education Pilot Projects	50,000	50,000
Experiential Professional Learning in the Skilled Trades for Guidance Teacher – Counsellors	100,870	-
French as a Second Language (FSL): DELF (Diplôme d'Études en Langue Française)	-	15,000
Health Resources, Training and Supports	41,300	38,300
Human Rights and Equity Advisors	170,430	-
Indigenous Graduation Coach Program	424,155	346,155
Investing in Canada Infrastructure Program	-	908,973
Keeping Students in School	-	58,600
Learn and Work Bursary Program	22,000	22,000
Licenses for Reading Interventions Supports	311,600	-
Math Recovery Plan: Board Math Lead	166,600	-
Math Recovery Plan: Digital Math Tools	602,000	-
Math Recovery Plan: School Math Facilitators	1,596,000	-
Math Strategy	-	2,239,000
Professional Assessments	270,900	-
Renewal of FSL: Intervention 1	-	132,038
Renewal of FSL: Intervention 2	-	32,105
Skilled Trades Bursary Program	21,000	21,000
Special Education Additional Qualification (AQ) Subsidy for Educators	27,900	27,900
Specialist High Skills Major	-	38,000
Staffing to Support De-Streaming and Transition to High School	3,829,300	-
Summer Learning for Students with Special Education Needs	258,200	256,100
Summer Mental Health Supports	329,300	-
Tutoring Supports Program	-	3,562,134
Priorities and Partnerships Funding (PPF)	11,450,437	8,956,281

Other Grants and Special Program Revenues	2023-2024	2022-2023
English as a Second Language (ESL) - Continuing Education	2,483,618	3,274,540
Language Instruction for Newcomers to Canada (LINC)	3,318,259	2,696,218
Literacy and Basic Skills (LBS)	887,682	887,718
Ontario Youth Apprenticeship Program (OYAP)	340,033	267,665
First Nations Cultural Funds and Other Revenue	41,656	54,029
Total Other Grants and Special Program Revenues	7,071,248	7,180,170

Priorities and Partnerships Funding (PPF) Descriptions

Aboriginal Youth Entrepreneurship Program: gives Grade 11 and 12 First Nation, Métis and Inuit students an opportunity to earn two senior business credits through a program based on the Ontario Business Studies curriculum and supplemented by Indigenous content, hands-on activities, guest speakers, business mentors, and funding opportunities. Students develop entrepreneurial skills and learn how to create and establish their own small business.

De-Streaming Implementation Supports Program: a continuation of funding to support the implementation of de-streamed Grade 9. The focus of this funding is to support Grade 8 students in their transition to a de-streamed Grade 9 program, support Grade 9 students to be successful in the de-streamed Grade 9 classroom, and in preparation for Grade 10 and their senior program.

Early Reading Enhancements: Early Reading Screening Tools: funding to procure ministry- approved early reading screening tools for educators to conduct screening for students in year 2 of Kindergarten to Grade 2. The tools will help ensure students who require further supports in reading are identified early and supported within the classroom.

Education Staff to Support Reading Interventions: funding to hire teachers who can work one-on- one or in small groups with students in Kindergarten to Grade 3 who would benefit from more support in reading.

Entrepreneurship Education Pilot Projects: to provide entrepreneurship education for Grades 7- 12 students developed/provided in partnership with local third-party organizations that have expertise in entrepreneurship. Second of three years of funding.

Experiential Professional Learning in the Skilled Trades for Guidance Teacher – Counsellors: to coordinate and provide experiential professional learning opportunities for all guidance teacher – counsellors to develop an enhanced understanding of the skilled trades and apprenticeship pathway and the benefits of the skilled trades as a career. Second of three years of funding.

Health Resources, Training and Supports: this funding is used to develop new resources and supports, and to deliver local training to principals, vice-principals, educators and other school staff related to current and emerging health and safety issues. For 2023-2024, school boards are encouraged to use funds to support safety initiatives and positive behavioural supports to prevent bullying and violence and increase students' emotional regulation, self-control and problem solving skills.

Human Rights and Equity Advisors: funding to employ Human Rights and Equity Advisors (HREAs) who work with the Director of Education and with the board's senior team to foster a culture of respect for human rights and equity, help identify and address systemic human rights and equity issues and increase the board's compliance with human rights law.

Indigenous Graduation Coach Program: funding for the recruitment of Indigenous Graduation Coaches to support Indigenous students in obtaining an Ontario Secondary School Diploma and successfully transition from First Nation/federally operated schools into the provincially funded education system and/or into post-secondary education, training or labour market opportunities.

Learn and Work Bursary Program: provides $1,000 bursaries to students, including adult learners, who may be facing barriers to success, who are enrolled in a cooperative education program and have financial and other barriers to completing the Ontario Secondary School Diploma.

Licenses for Reading Interventions Supports: funding to enable boards to purchase licenses, resources and professional learning to support the provision of systematic, evidence-based reading interventions, supports or programs for struggling readers, including but not limited to students with reading disabilities.

Math Recovery Plan: Board Math Lead: funding to hire a Board Math Lead who will inform, monitor and provide timely reporting of progress towards math achievement and improvement targets and lead board-wide actions to meet these targets.

Math Recovery Plan: Digital Math Tools: funding to provide digital math tools for all students in Grades 3, 6, 7, 8 and 9 to support student learning at home and in classrooms.

Math Recovery Plan: School Math Facilitators: funding to hire School Math Facilitators to work in Grades 3, 6 and 9 classrooms in priority schools.

Professional Assessments: funding to conduct professional assessments (e.g., speech and language, psycho-educational) to help reduce wait times.

Skilled Trades Bursary Program: funding to provide $1,000 bursaries to students, including adult learners, who will have earned or are earning two credits in a cooperative education program working in a skilled trades placement, have plans to pursue a post-secondary skilled trades pathway and have financial and other barriers to completing their Ontario Secondary School Diploma.

Special Education Additional Qualification (AQ) Subsidy for Educators: funding will support educators' participation in approved Schedule C and Schedule D special education Additional Qualification (AQ) courses such as "*D-Special Education Specialist*".

Staffing to Support De-Streaming and Transition to High School: funding for additional teachers in Grades 7-10 to work directly with students to provide early supports to prepare students in Grades 7 and 8 prior to transitioning into a de-streamed Grade 9 and to continue to support students in a de-streamed Grade 9 and their transition to Grade 10.

Summer Learning for Students with Special Education Needs: funding for boards to deliver transition programs and additional staffing during the summer for students with special education needs over the summer months.

Summer Mental Health Supports: funding to provide prevention/early intervention mental health services to students during the summer months.

2023-2024 Operating Revenue

Operating Revenue Descriptions

The Ministry of Education provides the majority of operating funding to school boards through the annual Grants for Student Needs (GSN), also known as "the funding formula". The GSN is a collection of grants described in detail in an annual regulation under the *Education Act*.

Grants for Student Needs (GSN)

Pupil Foundation Grant – This grant, which accounts for about half of the GSN, supports the elements of a classroom education that are required by, and generally common to all students. It provides funding, on a per pupil basis, for the salaries of classroom teachers, early childhood educators, educational assistants, and other teaching staff such as teacher librarians and guidance counsellors. It also funds textbooks, classroom supplies, classroom computers, student technological devices and network operations in schools and school board buildings.

School Foundation Grant – This grant provides funding for principals, vice-principals and office support staff, as well as targeted library staff for elementary schools, administrative supplies and parent engagement. New for 2023-2024, this grant includes a Remote Learning Administration Allocation to support remote learning administration.

Special Education Grant – This grant provides boards with funding for programs, services, and/or equipment for students with special education needs. Boards may use the grant only for special education and must set aside any unspent funding to use for special education in a future school year. New for 2023-2024, this grant also includes an Early Math Intervention Amount through the Differentiated Special Education Needs Amount (DSENA), previously provided through Priorities and Partnerships Funding.

Language Grant – This grant provides funding to meet school boards' costs for language instruction. Allocations support English as a second language/English literacy development (ESL/ELD) and French as a second language (FSL).

Rural and Northern Education Fund – Funding to further improve education for students from rural and northern communities. School boards may use the funding for rural education based on local needs.

Learning Opportunities Grant – This grant provides funding to help students who are at greater risk of lower academic achievement, including providing supports for de-streaming as well as learning recovery programming. New for 2023-2024, this grant includes a new Safe and Clean Schools Supplement for additional services that support student well-being and maintain clean schools. In addition to existing funding available in the GSN, this new funding supports costs associated with employing professional/paraprofessional staff and custodians. Also, this grant includes a Specialist High Skills Major (SHSM) Expansion Program amount, previously provided through Priorities and Partnerships Funding as well as a Summer Learning Program amount, previously provided through the Council of Ontario Directors of Education (CODE).

Continuing Education – This grant supports a range of programs aimed at adult learners and day school students, including secondary students who have completed more than 34 credits and wish to continue their studies.

Cost Adjustment and Teacher Qualifications and Experience Grant – This grant provides for a variety of compensation related funding adjustments for teachers and other staff. It provides funding to boards with teachers and non-teaching staff who, because of their qualifications and experience, have average funded salaries above the benchmark level used in the Pupil Foundation Grant. New for 2023-2024, this grant includes a Differentiated Funding for Online Learning to reflect the adjusted benchmark funding for classroom teacher staffing in the Secondary Pupil Foundation Allocation based on the differentiated funded average class size for online learning and in-person and remote learning.

New Teacher Induction Program (NTIP) Grant – This grant supports the growth and professional development of new teachers in the system.

Student Transportation Grant – This grant provides school boards with funding to transport students to and from home and school, including students with special needs. New for 2023-2024, a new Student Transportation Grant funding framework has been implemented to encourage consistency and improve equitable access to student transportation services across Ontario.

Administration and Governance Grant – This grant provides funding for administration and governance costs such as operating school board offices and central facilities, board-based staff and expenditures, including supervisory officers and their administrative support. New for 2023-2024, this grant includes a new External Audit Allocation amount to enhance school boards' external auditors' capacity. This grant, also, includes a Demographic Data Gathering Allocation, previously provided through Priorities and Partnerships Funding.

School Facility Operations and Renewal Grant – This grant supports the costs of operating, maintaining and repairing school facilities. It addresses operating costs such as heating, lighting, maintenance and cleaning of schools.

Indigenous Education Grant – This grant provides funding for programs and initiatives to support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions. New in 2023-2024, the funding methodology for the Board Action Plan allocation is being revised to include a new Supplemental amount. The Ministry memo states that engagement with Indigenous stakeholders and school boards will be held in the spring to determine the Indigenous Education provincial priorities that are to be supported through the new Supplemental amount.

Mental Health and Well-Being Grant – The Mental Health and Well-Being Grant provides funding for the government's commitments to frontline mental health workers in secondary schools to provide direct service, reduce wait times, improve access to critical services, and to strengthen positive school climates that support the continued learning and well-being of students who are suspended/expelled or at risk of being suspended/expelled. This grant also provides targeted funding for select secondary schools in priority urban neighbourhoods.

Supports for Students Fund – The Supports for Students Fund (SSF) provides flexible funding for school boards to support the learning needs of students, which include special education, mental health and well-being, language instruction and Indigenous education. The SSF is also referred to as "Investments in System Priorities" in some former central collective agreements. School boards should continue to use this funding for its intended purpose under respective collective agreements for appropriate employee groups, subject to ongoing labour discussions.

Program Leadership Grant (PLG) – This grant provides funding to support six lead positions: Early Years, Indigenous Education, Mental Health, School Effectiveness, Student Success and Technology Enabled Learning and Teaching (TELT) Contacts.

Permanent Financing of Not Permanently Financed (NPF) Debt – On June 1, 2003, the Board received $107,066,000 from the "55 School Board Trust" for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The "55 School Board Trust" was created to refinance without recourse the outstanding not permanently financed ("NPF") debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, the "55 School Board Trust" repaid the Board's debt in consideration for the assignment by the Board to the trust of future provincial grants payable to the Board in respect of the NPF debt. An equal amount of expense is included in the annual budget to offset this revenue.

Board Budget

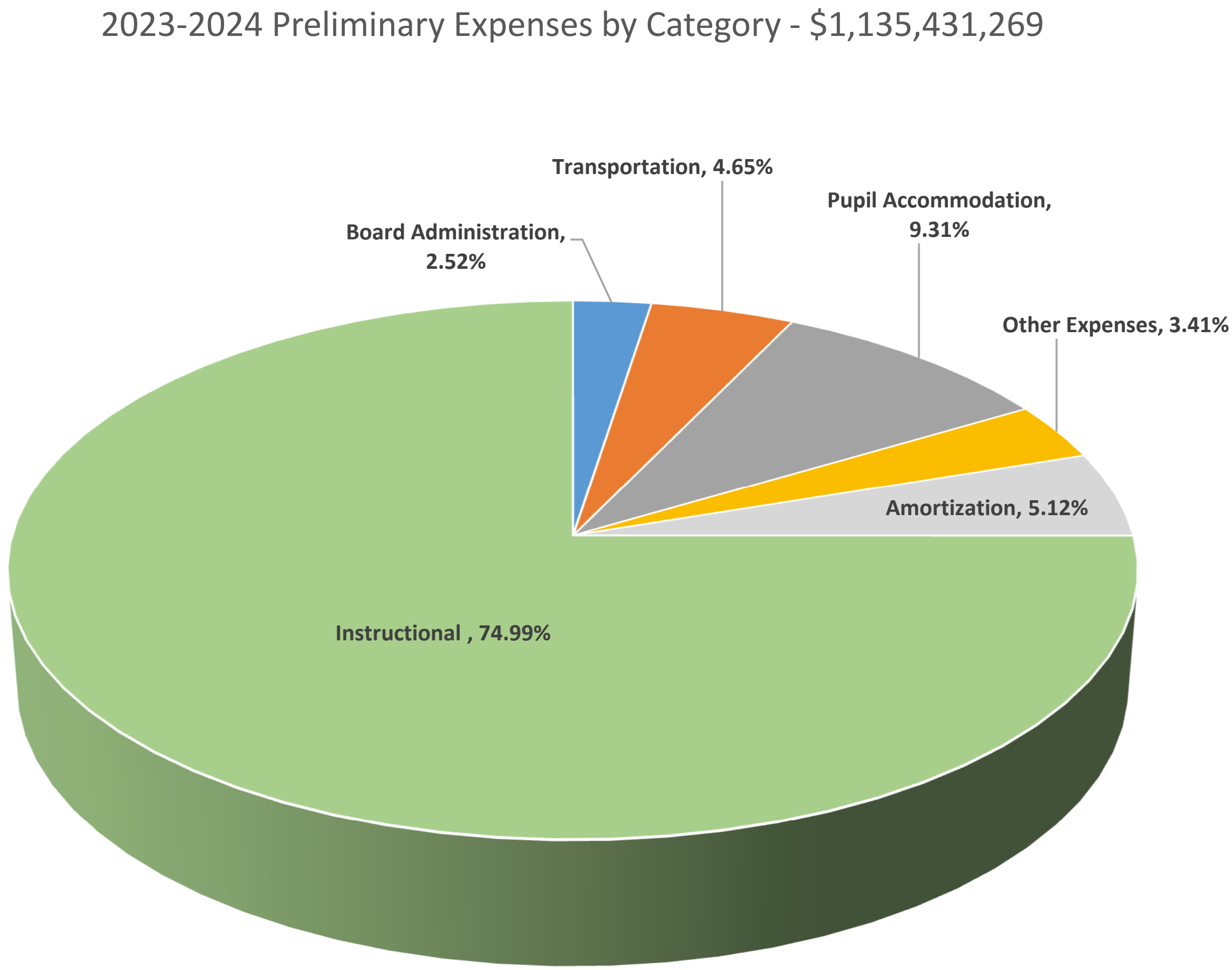
2023-2024

EXPENSE

Summary of Expenses for 2023-2024

EXPENSE CATEGORIES	2023-2024 Preliminary Budget	2022-2023 Approved Budget	Increase / (Decrease)
INSTRUCTIONAL			
Classroom Teachers	558,679,043	545,359,112	13,319,931
Supply Staff	20,932,147	22,202,310	(1,270,163)
Educational Assistants	60,164,415	56,155,776	4,008,639
Early Childhood Educators	25,723,864	23,003,048	2,720,816
Classroom Computers	9,258,858	10,736,303	(1,477,445)
Textbooks, Materials, Supplies and Equipment	25,221,474	20,209,681	5,011,793
Professionals, Paraprofessionals and Technicians	35,608,230	33,576,154	2,032,076
Library and Guidance	21,404,374	20,944,297	460,077
Staff Development	5,708,958	5,606,959	101,999
Department Heads	1,234,201	1,220,542	13,659
Coordinators and Consultants	11,572,216	12,510,090	(937,874)
Principals and Vice-Principals	40,386,247	39,595,329	790,918
School Office - Secretarial and Supplies	24,536,315	23,818,091	718,224
Continuing Education	10,997,310	10,816,171	181,139
TOTAL INSTRUCTIONAL	851,427,652	825,753,863	25,673,789
ADMINISTRATION			
Trustees	364,438	312,224	52,214
Directors and Supervisory Officers	2,651,391	3,045,955	(394,564)
Board Administration	25,610,408	24,450,163	1,160,245
TOTAL ADMINISTRATION	28,626,237	27,808,342	817,895
TRANSPORTATION			
Pupil Transportation	52,165,446	48,207,454	3,957,992
Transportation to/from Provincial Schools	654,335	637,172	17,163
TOTAL TRANSPORTATION	52,819,781	48,844,626	3,975,155
PUPIL ACCOMMODATION			
Operations and Maintenance - Schools	96,801,596	91,941,222	4,860,374
Other Pupil Accommodation	8,905,384	6,291,210	2,614,174
TOTAL PUPIL ACCOMMODATION	105,706,980	98,232,432	7,474,548
OTHER			
School Generated Funds	15,007,000	15,007,000	-
Other Non-Operating Expenses	9,806,694	9,628,514	178,180
Provision for Contingencies	13,927,633	7,179,936	6,747,697
TOTAL OTHER	38,741,327	31,815,450	6,925,877
AMORTIZATION	58,109,292	52,052,552	6,056,740
TOTAL EXPENSES	1,135,431,269	1,084,507,265	50,924,004

The chart below summarizes the different components of the Board's total expense:



2023-2024 Budgeted Expenses by Category

Classroom Teachers - Elementary	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	378,913,981	367,288,516	11,625,465	Includes grid movement where applicable; increase in overall staffing mainly due to elementary enrolment increase and restricted grants (See Staffing Section for details)
Business Travel	154,455	241,514	(87,059)	Decrease largely due to new Priorities and Partnerships Funding (PPF) - Math Recovery Plan PPF has replaced the Math Strategy PPF with decreased funding
	379,068,436	367,530,030	11,538,406	

Classroom Teachers - Secondary	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	179,408,935	177,574,372	1,834,563	Includes grid movement where applicable; increase in overall staffing mainly due to enrolment increase, program needs and restricted grants offset by decrease of FTE previously funded by the COVID-19 Learning Recovery Grant (See Staffing Section for details)
Business Travel	201,672	254,710	(53,038)	Decrease largely due to new Priorities and Partnerships Funding (PPF) - Math Recovery Plan PPF has replaced the Math Strategy PPF with decreased funding
	179,610,607	177,829,082	1,781,525	

Supply (Occasional) Staff	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	20,932,147	22,202,310	(1,270,163)	Decrease largely due to expired Priorities and Partnerships Funding (PPF) - Tutoring Supports Program
	20,932,147	22,202,310	(1,270,163)	

Educational Assistants	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	60,164,415	56,155,776	4,008,639	Includes grid movement where applicable; includes an increase to support the ratified Central Collective Agreement
	60,164,415	56,155,776	4,008,639	

Early Childhood Educators	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	25,723,864	23,003,048	2,720,816	Includes grid movement where applicable and an increase to support the ratified Central Collective Agreement; increase in overall staffing due to kindergarten enrolment increase (See Staffing Section for details)
	25,723,864	23,003,048	2,720,816	

Classroom Computers	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Supplies and Services:				
Data Communication Services	1,621,200	1,572,000	49,200	Increase related to increased costs from internet service providers
Furniture & Equipment	7,637,658	9,164,303	(1,526,645)	Decrease of $640,000 in Special Education Equipment Amount due to stabilization of technology needs post-pandemic and no deferred revenue in 2023-24 compared to 2022-23; $822,000 increase related to replacement of student computing devices that are past their useful life; $753,000 decrease in replacement of wireless access points as the replacement cycle for these assets are now complete; $955,000 decrease for Priorities and Partnerships Funding - Connectivity in Schools Program ending in 2022-23 - the ongoing security related expenses associated with this funding have been included in other line items as appropriate
	9,258,858	10,736,303	(1,477,445)	

Instructional Textbooks, Materials, Supplies & Equipment	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Supplies and Services:				
Textbooks and Learning Materials	681,149	702,937	(21,788)	
School Budgets	9,332,586	9,345,958	(13,373)	
Instructional Supplies	10,241,897	6,162,061	4,079,836	Increase of $863,000 in PPFs; provision of $3,509,000 for the new Supplemental amount for the Board Action Plan for Indigenous Education; reduction of $305,000 in centrally administered accounts to offset increase for furniture and equipment for new classrooms
Application Software	321,948	207,160	114,788	Increase largely for software supporting literacy
Printing and Photocopying	32,975	51,300	(18,325)	
Repairs	145,650	114,950	30,700	Largely due to budget increase for equipment inspections
Data Communication Services	10,000	10,000	-	
Field Trips	989,107	971,850	17,257	
Furniture and Equipment	1,220,344	759,450	460,894	Increase of $102,000 to support new classrooms due to increased enrolment; increase of $145,000 in Specialist High Skills Major; increase of $25,000 in accommodation moves; $75,000 increase for capital projects; $100,000 increase for Library Learning Commons
Total Supplies and Services	22,975,656	18,325,666	4,649,990	
Rental Expense	68,650	63,650	5,000	
Fees and Contractual Services	2,156,168	1,799,365	356,803	Increase largely related to new security services to improve online security for staff and students, as well as inflationary increases in software costs
Other	21,000	21,000	-	
	25,221,474	20,209,681	5,011,793	

Professionals, Paraprofessionals & Technicians	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	34,933,917	32,933,458	2,000,459	Includes grid movement where applicable and staffing changes (See Staffing Section for details)
Staff Development	4,000	4,000	-	
Supplies and Services:				
Application Software	55,000	45,000	10,000	
Printing & Photocopying	11,900	14,250	(2,350)	
Business Travel	226,568	260,389	(33,821)	Decreased to reflect projected needs
Office Supplies and Services	223,420	161,670	61,750	Largely due to increase for school renaming - community consultation expenses
Furniture and Equipment	84,700	83,662	1,038	
Total Supplies and Services	601,588	564,971	36,617	
Rental Expense	15,000	20,000	(5,000)	
Fees and Contractual Services	53,725	53,725	-	
	35,608,230	33,576,154	2,032,076	

Library and Guidance	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	21,359,474	20,870,047	489,427	Includes grid movement where applicable as well as an increase due to overall enrolment increase
Business Travel	4,400	3,750	650	
Supplies and Services	40,000	70,000	(30,000)	Departmental budget reduced to offset required increases in the Instructional Textbooks, Material and Supplies and Services area for Library Licence Renewal
Membership Fees	500	500	-	
	21,404,374	20,944,297	460,077	

Staff Development	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	4,342,292	4,414,455	(72,163)	Decrease based on projected expenditures
Staff Development	1,366,666	1,192,504	174,162	Increases for enhanced professional development including support for numeracy, restorative practices and safe schools
	5,708,958	5,606,959	101,999	

Department Heads	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	1,234,201	1,220,542	13,659	Includes grid movement where applicable
	1,234,201	1,220,542	13,659	

Coordinators and Consultants	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	11,087,779	12,131,975	(1,044,196)	Includes grid movement where applicable, staffing changes and re-classification (See Staffing Section under Learning Coordinators, System Principals and Student and Teacher Support Services for details)
Staff Development	11,000	12,500	(1,500)	
Supplies and Services:				
Printing and Photocopying	1,850	1,750	100	
Business Travel	120,423	121,342	(919)	
General Supplies and Services	255,414	236,273	19,141	Increase largely due to new GSN amount - Demographic Data Project
Furniture and Equipment	6,250	4,750	1,500	
Total Supplies and Services	383,937	364,115	19,822	
Fees and Contractual Services	89,500	1,500	88,000	Increase related to consulting services for the Multi-Year Strategic Plan
	11,572,216	12,510,090	(937,874)	

Principals and Vice-Principals	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary and Benefits	39,730,894	39,085,989	644,905	Includes grid movement where applicable and minor staffing changes (See Staffing Section for details)
Staff Development	539,853	391,840	148,013	Increase due to Leadership Development funds included in the OPC Terms and Conditions
Business Travel	115,500	117,500	(2,000)	
	40,386,247	39,595,329	790,918	

School Office - Secretarial and Supplies	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary and Benefits	21,096,816	20,413,973	682,843	Includes grid movement where applicable and an increase to support the ratified Central Collective Agreement; increase in overall staffing mainly due to enrolment (See Staffing Section for details)
Staff Development	24,632	18,632	6,000	
Supplies and Services:				
Application Software	15,705	15,705	-	
Printing and Photocopying	2,000	2,000	-	
Business Travel	2,000	6,000	(4,000)	
Telephone	802,300	797,000	5,300	
Office Supplies and Services	974,949	944,008	30,941	Increase due to overall enrolment increase
Furniture and Equipment	357,500	301,500	56,000	Increase due to vendor increases in computing device costs
Total Supplies and Services	2,154,454	2,066,213	88,241	
Fees and Contractual Services	1,260,413	1,319,273	(58,860)	Decrease in costs to support the board's Student Information System transition
	24,536,315	23,818,091	718,224	

Continuing Education	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	9,510,422	9,542,769	(32,347)	Includes grid movement where applicable
Staff Development	55,548	24,560	30,988	Increase to support additional professional development in the areas of Adult Day School, Adult ESL and Literacy and Basic Skills (LBS) program
Supplies and Services:				
Textbooks and Learning Materials	81,264	48,393	32,871	Reflects increased costs related to the Personal Support Worker (PSW) Program
Instructional Supplies	243,463	391,596	(148,133)	Decrease in the Literacy and Basic Skills (LBS) program and Adult ESL
Printing and Photocopying	15,990	31,518	(15,528)	
Business Travel	27,422	12,580	14,842	Increase reflects increased need post-pandemic - supported by Literacy and Basic Skills (LBS) and Language Instruction for Newcomers to Canada (LINC) funding
Childminding Supplies	126,364	152,538	(26,174)	Budget decrease in the Language Instruction for Newcomers to Canada (LINC) program - decrease in the projected number of licensed childcare spaces required
Repairs	500	400	100	
Telephone	2,500	2,500	-	
Data Communication Services	16,500	19,500	(3,000)	
Admin Supplies and Services	321,518	245,434	76,084	Increase related to increase in Administrative Fees charged to LINC and ESL
Maintenance Supplies and Services	20,500	36,455	(15,955)	
Furniture and Equipment	293,954	65,909	228,045	Budget adjusted based on cyclical needs for technology - supported by LBS and LINC funding
Total Supplies and Services	1,149,975	1,006,823	143,152	
Rental Expense	187,959	164,839	23,120	
Fees and Contractual Services	93,406	77,180	16,226	
	10,997,310	10,816,171	181,139	

Trustees	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	251,843	244,781	7,062	Increase relates to attendance at statutory committee meetings
Staff Development	77,600	32,448	45,152	Increased based on a per Trustee allocation partially offset by decreases in other areas
Business Travel	34,995	34,995	-	
	364,438	312,224	52,214	

Director and Supervisory Officers	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	2,469,140	2,866,705	(397,565)	Realignment of salary allocation related to restricted grants, total FTE unchanged
Staff Development	150,778	148,778	2,000	
Association Fees	31,473	30,472	1,001	
	2,651,391	3,045,955	(394,564)	

Board Administration	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary & Benefits	15,933,699	15,617,548	316,151	Includes grid movement where applicable and minor staffing changes (See Staffing Section for details)
Staff Development	257,617	250,866	6,751	
Supplies and Services:				
Parent Engagement	81,000	81,000	-	
Application Software	18,500	18,500	-	
Printing and Photocopying	200,150	219,650	(19,500)	Adjusted to reflect adoption of electronic documents
Utilities	411,150	435,818	(24,668)	
Business Travel	279,610	278,705	905	
Repairs	7,800	7,800	-	
Telephone - Voice	345,500	330,200	15,300	Increase in vendors' costs to provision and repair telecommunication/phone lines at board sites
Data Communications Services	408,600	207,400	201,200	Increase in vendors' costs to provision Internet services at board
Office Supplies and Services	769,606	764,967	4,639	
Staff Recruitment	134,500	120,500	14,000	
Maintenance Supplies and Services	218,700	218,700	-	
Furniture and Equipment	1,077,625	1,078,125	(500)	
Total Supplies and Services	3,952,741	3,761,365	191,376	
Rental Expense	92,747	95,247	(2,500)	
Fees and Contractual Services	5,054,819	4,409,853	644,966	The increase includes: $50,000 in International Agent commissions (offset by an increase in tuition fees); $25,000 for website maintenance; $50,000 for TVDSB branding; $350,000 increase for finance/HR corporate software; $126,000 in cloud/virtual data storage support; $43,500 in IT maintenance fee increases for board data server infrastructure
Other Expenses	318,785	315,284	3,501	
	25,610,408	24,450,163	1,160,245	

Transportation	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary and Benefits	1,434,177	1,502,657	(68,480)	Includes grid movement where applicable plus a 1% increase in salary and benefits as a contingency for future negotiated central labour agreements
Staff Development	16,240	17,065	(825)	
Supplies and Services:				
Supplies and Services	36,400	38,248	(1,848)	
Application Software	3,500	3,678	(178)	
Printing and Photocopying	7,000	11,033	(4,033)	
Utilities	7,490	8,827	(1,337)	
Business Travel	4,200	4,413	(213)	
Telephone - Voice	14,000	22,067	(8,067)	
Furniture and Equipment	11,200	11,769	(569)	
Total Supplies and Services	83,790	100,035	(16,245)	
Rental Expense	67,200	62,081	5,119	
Fees and Contractual Services	50,564,039	46,525,616	4,038,423	Adjusted for contractual increases and anticipated bus routing
	52,165,446	48,207,454	3,957,992	

Operations and Maintenance - Schools	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Salary and Benefits	55,604,009	52,680,274	2,923,735	Includes grid movement where applicable and an increase to support the ratified Central Collective Agreement where applicable; minor staffing changes (See Staffing Section for details)
Staff Development	199,842	191,055	8,787	
Supplies and Services:				
Plant Operations Supplies	1,941,303	1,819,863	121,440	Increases in custodial supplies due to inflation and contractual increases per tenders
Utilities	16,042,687	16,302,815	(260,128)	Decrease based on projections
Business Travel	259,200	273,700	(14,500)	
Repairs	364,000	354,000	10,000	
Office Supplies and Services	211,360	194,160	17,200	
Maintenance Supplies and Services	10,263,333	8,892,596	1,370,737	Increase of $600,000 in HVAC costs; $296,000 in maintenance costs for closed schools; $200,000 for emergency services; $273,000 for system testing and verification
Furniture and Equipment	625,000	627,000	(2,000)	
Total Supplies and Services	29,706,883	28,464,134	1,242,749	
Rental Expense	793,281	679,264	114,017	Increase largely related to requirement for additional vehicles
Fees and Contractual Services	10,489,981	9,919,395	570,586	Increases include; liability insurance; replacement of HEPA Filters; grass cutting; snowplowing; portable relocation costs; sports field maintenance - offset by the budget decrease for the ARC Flash Hazard study - project complete
Association Fees	7,600	7,100	500	
	96,801,596	91,941,222	4,860,374	

Other Pupil Accommodation	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Interest Charges on Capital	8,905,384	6,291,210	2,614,174	Increase due to increased capital spending and increased interest rates - Ministry funded
	8,905,384	6,291,210	2,614,174	

Other Non-Operating Expenses	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
TVEF Salaries and Benefits	204,392	206,501	(2,109)	
55 School Board Trust	7,976,457	7,976,457	-	
Foundation Funded Expenses	1,430,000	1,250,000	180,000	
Transfers to Other Boards Tu Puente	195,845	195,556	289	This amount represents the expenses that will be recovered through billings to other participating school boards. An offsetting revenue is also included in the budget.
	9,806,694	9,628,514	178,180	

Provision for Contingencies	Preliminary 2023-2024	Approved 2022-2023	Increase / (Decrease)	Explanation of Increase/(Decrease)
Provision for Contingencies	13,927,633	7,179,936	6,747,697	A labour provision of 1.25% is included subject to the outcome and conclusion of negotiations with teachers' federations and non-union education workers whose agreements expire August 31, 2022. This amount is offset by increases to funding benchmarks where applicable.
	13,927,633	7,179,936	6,747,697	

2023-2024 Operating Expenses

Operating Expense Descriptions

This section provides information on each major expense category in the Operating Budget.

Instructional

Classroom Teachers – Salaries and benefits for classroom teachers to support class sizes and preparation time for classroom teachers. Included are Specialist/Student Success teachers, Special Education teachers and English as a Second Language (ESL) teachers. Also includes business travel expenses.

Supply Staff – Salaries and benefits for supply and occasional teachers, educational assistants and early childhood educators hired as a result of an absence. Also included is salaries and benefits for supply and occasional teachers hired in order to provide release time for teachers assisting with school programs such as field trips and student sports activities.

Educational Assistants (EAs) – Salaries and benefits for educational assistants who support teachers in the classroom.

Early Childhood Educators (ECEs) – Salaries and benefits for ECEs in kindergarten classes.

Classroom Computers – Classroom computer hardware and the associated network costs as well as technological devices for student learning.

Textbooks, Materials, Supplies & Equipment – Textbooks and learning materials required to meet the learning expectations of the curriculum may include workbooks, resource materials, science supplies, lab material kits, library materials, instructional software, other digital learning tools, technology supporting remote and online education, internet expenses, as well as classroom supplies used in the classroom to facilitate effective learning, including classroom equipment.

Professionals, Paraprofessionals and Technicians – Salaries and benefits for staff who provide support services to students and teachers, such as attendance counsellors, lunchroom supervisors, social workers, psychologists, psychometrists, speech pathologists and computer technicians. Also includes their expenditures for various supplies and services such as business travel, office supplies and furniture and equipment.

Library and Guidance – Salaries and benefits for teacher librarians as well as guidance teachers. Also includes expenses for various supplies and services.

Staff Development – Salaries and benefits for supply teachers, EAs and ECEs hired in order to provide release time to participate in professional development or in-service activities. Includes professional development expenses such as registration or tuition fees, transportation, accommodation, etc. as well as fees paid by the board that are required by employees to maintain their professional status.

Department Heads – Department head allowances in secondary schools.

Coordinators and Consultants – Salaries and benefits for teacher consultants and coordinators who assist teachers in developing classroom programming or who work with individual students. Also includes expenses for various supplies and services such as business travel, office supplies and furniture and equipment as well as staff development.

Principals and Vice-Principals – Salaries, benefits, business travel and staff development for principals and vice-principals.

School Office – Salaries, benefits, business travel and staff development for in-school office support staff as well as supplies for school administration purposes.

Continuing Education – Salaries and benefits for Continuing Education principal, vice-principals, teachers, instructors, support staff, required supplies and learning materials and rental expenses.

Administration

Trustees – Trustee honoraria, expenses, and professional development.

Directors and Supervisory Officers – Salaries and benefits for the director of education and supervisory officers. Also includes professional development and membership fees.

Board Administration – Salaries, benefits, staff development and various supplies and services for senior executives, human resource staff, finance staff, payroll staff, purchasing and procurement staff, information technology staff as well as other administration supports.

Transportation

Pupil Transportation – Salaries and benefits for staff and administrative expenses associated with the transportation consortia. Includes the cost to transport students to and from school, including transportation of students with special needs.

Transportation to/from Provincial Schools – Transportation funding to cover expenditures for transportation to Provincial and Demonstration schools. These schools include Robarts School for the Deaf and W. Ross Macdonald School.

Pupil Accommodation

Operations and Maintenance – Schools – Salaries, benefits and staff development for custodial and maintenance staff. Includes school operating expenses such as heating, lighting, maintenance and cleaning of schools.

Other Pupil Accommodation – Capital loan interest.

Other

School Generated Funds – School-related activities and resources for students associated with the funds collected and/or generated at the school level.

Other Non-Operating Expenses – Salaries and benefits for staff supporting the Thames Valley Education Foundation. Also includes the expense related to the "55 School Board Trust". This trust was created in 2003 to refinance without recourse the outstanding not permanently financed debt of participating boards who are beneficiaries of the trust. An equal amount of revenue is allocated to the Board annually through the GSN grants to offset this expense.

Provision for Contingencies - The Provision for Contingency represents a labour provision included for the 2022-23 school year and the 2023-24 school year for teacher salary benchmarks and other education worker unions whose agreements expired August 31, 2022. These funds, subject to the outcome and conclusion of negotiations, are to be included as budgeted expenses and used to help manage labour costs when they are confirmed.

Amortization – Allocation of the costs of tangible capital assets and their associated retirement obligations over the estimated useful life of the tangible capital asset.

Board Budget
2023-2024

STAFFING

Staffing Changes for 2023-2024

Staffing Categories	2022-2023 Approved Budget FTE*	2022-2023 Revised Estimates FTE	2023-2024 Budget FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2023-2024 Budget	Increase / (Decrease) in FTE 2022-2023 Revised Estimates to 2023-2024 Budget	Comments - 2022-2023 Revised Estimates to 2023-2024 Budget**
Elementary Teachers - Classroom (Including Library and Guidance, Learning Support Teachers and Special Education Classes)	3,520.4	3,562.6	3,619.9	99.5	57.3	• Increase of 73.6 FTE due to enrolment; • Decrease of (8.7) FTE Classroom Literacy Support Teachers previously funded by COVID-19 Learning Recovery Grant and Restricted Grant (Tutoring); increase of 1.2 FTE Classroom Literacy Support Teachers reclassified from (1.2) FTE English as a Second Language (ESL) Teachers funded by Supports for Students Fund; • Decrease of (2.4) FTE Elementary Special Education Classes Teachers reclassified to Secondary Special Education Classes Teachers; • Decrease of (3.2) FTE Elementary Learning Support Teachers reclassified to 1.0 FTE Secondary Special Education Teacher on Special Assignment and 2.2 FTE Secondary Learning Support Teachers; • Decrease of (2.0) FTE for the Education and Community Partnership Program (ECPP).

Staffing Changes for 2023-2024

Staffing Categories	2022-2023 Approved Budget FTE*	2022-2023 Revised Estimates FTE	2023-2024 Budget FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2023-2024 Budget	Increase / (Decrease) in FTE 2022-2023 Revised Estimates to 2023-2024 Budget	Comments - 2022-2023 Revised Estimates to 2023-2024 Budget**
Secondary Teachers - Classroom (Including Library and Guidance, Learning Support Teachers and Special Education Classes)	1,699.8	1,694.1	1,696.7	(3.1)	2.6	• Decrease of (5.1) FTE Secondary Teachers attributable to: decrease of (61.3) FTE previously funded by the COVID-19 Learning Recovery Grant; offset by increase of 6.0 FTE related to Supports for Students Fund positions reclassified from (2.0) FTE Alternative Education Allocation Teachers, (2.0) FTE Learning 18+ Program Teachers, and (2.0) FTE English as a Second Language (ESL) /English Literacy Development (ELD) Teachers on Special Assignment; 50.2 FTE related to enrolment increase; • Increase of 5.2 FTE Secondary Special Education Classes Teachers from increase of 2.4 FTE reclassified from Elementary Special Education Classes Teacher and 2.8 FTE increase due to system needs; • Increase of 2.2 FTE Secondary Learning Support Teachers reclassified from Elementary Learning Support Teachers; • Increase of 0.3 FTE for the Education and Community Partnership Program (ECPP).

Staffing Changes for 2023-2024

Staffing Categories	2022-2023 Approved Budget FTE*	2022-2023 Revised Estimates FTE	2023-2024 Budget FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2023-2024 Budget	Increase / (Decrease) in FTE 2022-2023 Revised Estimates to 2023-2024 Budget	Comments - 2022-2023 Revised Estimates to 2023-2024 Budget**
Elementary Teachers - Restricted Grant Funded Teachers, Itinerant, Teachers on Special Assignment (TOSAs) (TOSAs - *A member of Learning Support Services who works collaboratively with school teams, and at a system level, to provide training and support in regards to teaching, assessments and other areas of identified need*)	75.8	73.2	84.3	8.5	11.1	• Increase of 17.5 FTE related to a Restricted Grant (Staffing to Support Destreaming and Transitions to High School); • Decrease of (5.9) FTE TOSA previously funded by COVID-19 Learning Recovery Grant; • Decrease (1.0) FTE Mental Health Elementary TOSA reclassified to Mental Health Secondary TOSA funded by Support for Students Fund; • Increase of 0.5 FTE TOSA related to a Restricted Grant (Curriculum Implementation Assessment).
Secondary Teachers - Restricted Grant Funded Teachers, Itinerant, TOSAs	27.0	31.9	42.4	15.4	10.5	• Increase of 9.2 FTE related to Restricted Grants (Indigenous Education Action Plan, Staffing to Support Destreaming and Transitions to High School, Urban Priorities); • Decrease of (2.0) FTE English as a Second Language (ESL) /English Literacy Development (ELD) TOSA reclassified to Secondary Teachers related to Supports for Students Fund; • Increase 1.0 FTE Mental Health Secondary TOSA reclassified from Mental Health Elementary TOSA funded by Support for Students Fund; • Increase 1.0 FTE Math Facilitator TOSA related to a Restricted Grant (Math Recovery Plan); • Increase 0.3 FTE TOSA related to Restricted Grant (Pathways); • Increase 1.0 FTE Special Education TOSA reclassified from Elementary Learning Support Teacher.

Staffing Changes for 2023-2024

Staffing Categories	2022-2023 Approved Budget FTE*	2022-2023 Revised Estimates FTE	2023-2024 Budget FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2023-2024 Budget	Increase / (Decrease) in FTE 2022-2023 Revised Estimates to 2023-2024 Budget	Comments - 2022-2023 Revised Estimates to 2023-2024 Budget**
Educational Assistants (EAs)	1,053.2	1,053.2	1,053.2	-	-	
Early Childhood Educators (ECEs)	412.0	412.0	436.0	24.0	24.0	• Increase of 25.0 FTE due to increase in enrolment; • Decrease of (1.0) FTE ECE on Special Assignment previously funded by COVID-19 Learning Recovery Grant.
Clerical - Schools (Including Continuing Education)	322.5	321.5	326.5	4.0	5.0	• Increase of 4.0 FTE due to enrolment; • Increase of 1.0 FTE School Secretaries due to reclassification from the Casual Secretary account.
Elementary Principals	131.0	131.0	131.0	-	-	
Secondary Principals (Including Continuing Education)	31.0	31.0	31.0	-	-	
Elementary Vice-Principals	73.2	74.2	76.2	3.0	2.0	• Increase due to system needs.
Secondary Vice-Principals (Including Continuing Education)	42.0	42.0	43.0	1.0	1.0	• Increase due to system needs.
School Counselling and Social Work Services	101.0	102.1	108.0	7.0	5.9	• Decrease of (1.0) FTE Professional Services Manager; • Increase of 1.0 FTE Professional Services Supervisor - Social Work Services; • Increase of 4.0 FTE School Support Counsellors and 0.4 FTE Social Worker related to a Restricted Grant (Safe and Clean Schools Supplement); • Increase of 2.0 FTE Behaviour Analysts; • Net decrease of (0.5) FTE related to Restricted Grants (Pathways, Student Mental Health and Well-Being).
Psychological Services	33.6	31.6	32.6	(1.0)	1.0	• Increase of 1.0 FTE Professional Services Supervisor - Psychological Services.

Staffing Changes for 2023-2024

Staffing Categories	2022-2023 Approved Budget FTE*	2022-2023 Revised Estimates FTE	2023-2024 Budget FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2023-2024 Budget	Increase / (Decrease) in FTE 2022-2023 Revised Estimates to 2023-2024 Budget	Comments - 2022-2023 Revised Estimates to 2023-2024 Budget**
Speech Services	47.3	47.3	49.3	2.0	2.0	• Increase of 1.0 FTE Professional Services Supervisor - Speech Services; • Increase of 1.0 FTE related to a Restricted Grant (Pathways).
Computer Services	77.0	77.0	95.1	18.1	18.1	• Net decrease of Student Information System (SIS) project staffing of (7.0) FTE: (1.0) FTE Database Administrator, (1.0) FTE Systems Integration Specialist, (1.0) FTE OnSIS Supervisor, (2.0) FTE OnSIS Analysts, (1.0) FTE Secondary Training and School Support Facilitator, (7.0) FTE SIS Secretaries, (3.0) FTE Trillium Support Analysts, (1.0) FTE Trillium Support Coordinator, with an increase in temporary project staffing: 9.0 FTE SIS Analysts, 1.0 FTE SIS Coordinator; • Decrease of (4.7) FTE Technical Support Analysts previously funded by COVID-19 Learning Recovery Grant; • Increase of 1.0 FTE OnSIS Analyst reclassified from Facilities Services Clerical funded by Support for Students Fund; • Increase of 28.8 FTE from reclassifications in Student and Teacher Support Services, Board Administration and Governance, Facility Services, Capital Projects, and Capital Planning categories.

Staffing Changes for 2023-2024

Staffing Categories	2022-2023 Approved Budget FTE*	2022-2023 Revised Estimates FTE	2023-2024 Budget FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2023-2024 Budget	Increase / (Decrease) in FTE 2022-2023 Revised Estimates to 2023-2024 Budget	Comments - 2022-2023 Revised Estimates to 2023-2024 Budget**
Learning Coordinators *(A member of the Learning Support Services team, who assist Superintendents, Principals, and staff in the implementation of Ministry and system program initiatives)*	46.0	48.0	48.0	2.0	-	• Decrease of (1.0) FTE Learning Coordinator, Math Facilitator previously funded from a Restricted Grant (Math Strategy); • Decrease of (1.0) FTE Learning Coordinator, Student Information System (SIS Project); • Increase of 1.0 FTE Learning Coordinator, Elementary Athletics, Health and Physical Education reclassified from Student and Teacher Support Services category staff; • Increase of 1.0 FTE Learning Coordinator, Secondary Curriculum Implementation: Destreaming funded by Restricted Grants (Destreaming Implementation Support, Pathways).
System Principals *(A member of a department team, the System Principal assists in the establishment of departmental policies and is accountable for development, implementation and review, supervision of staff and budgetary development and expenditures, as well as duties specific to the assignment)*	12.0	12.0	11.0	(1.0)	(1.0)	• Decrease of (1.0) FTE System Principal for SIS project.

Staffing Changes for 2023-2024

Staffing Categories	2022-2023 Approved Budget FTE*	2022-2023 Revised Estimates FTE	2023-2024 Budget FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2023-2024 Budget	Increase / (Decrease) in FTE 2022-2023 Revised Estimates to 2023-2024 Budget	Comments - 2022-2023 Revised Estimates to 2023-2024 Budget**
Student and Teacher Support Services	94.9	95.5	70.8	(24.1)	(24.7)	• Increase of 1.0 FTE English as a Second Language (ESL) / Language Instruction for Newcomers to Canada (LINC) Financial Coordinator - Continuing Education funded from ESL / LINC funds; • Increase of 1.0 FTE Indigenous Graduation Coach related to a Restricted Grant (Pathways); • Decrease of (0.3) FTE Research Associate related to a Restricted Grant (Managing Information for Student Achievement); • Decrease of (1.0) FTE Teacher Support Services category staff reclassified to Learning Coordinator, Elementary Athletics, Health and Physical Education; • Decrease of (1.0) FTE Student and Teacher Support Services Clerical reclassified to Payroll Control Assistant; • Decrease of (24.4) FTE from the reclassification to the Computer Services category.
Board Administration and Governance	186.7	187.7	185.8	(0.9)	(1.9)	• Increase of 1.0 FTE Policy Advisor; • Increase of 1.0 FTE Payroll Control Assistant reclassified from Student and Teacher Support Services Clerical; • Decrease of (3.9) FTE from reclassification to the Computer Services category.

Staffing Changes for 2023-2024

Staffing Categories	2022-2023 Approved Budget FTE*	2022-2023 Revised Estimates FTE	2023-2024 Budget FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2023-2024 Budget	Increase / (Decrease) in FTE 2022-2023 Revised Estimates to 2023-2024 Budget	Comments - 2022-2023 Revised Estimates to 2023-2024 Budget**
Facility Services, Capital Projects, Capital Planning	726.1	726.1	728.1	2.0	2.0	• Increase of 2.5 FTE Custodians related to a Restricted Grant (Safe and Clean Schools Supplement); • Increase of 1.0 FTE Mechanical Project Coordinator; • Decrease of (1.0) FTE Facilities Services Clerical reclassified to OnSIS Analyst funded by Support for Students Fund; • Decrease of (0.5) FTE from the reclassification to the Computer Services category.
TOTAL	8,712.5	8,754.0	8,868.9	156.4	114.9	

* Disclosed 2022-2023 Approved Budget FTE revised to reflect staffing included in the approved budget but after the publication of the 2022-2023 Budget Binder.
** Comments on the changes between 2022-2023 Approved Budget to 2022-2023 Revised Estimates are disclosed in the subsequent pages.

Staffing Changes Between Approved Budget 2022-2023 and Revised Estimates 2022-2023

Staffing Categories	2022-2023 Approved Budget FTE*	2022-2023 Revised Estimates FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2022-2023 Revised Estimates	Comments - 2022-2023 Approved Budget to 2022-2023 Revised Estimates
Elementary Teachers - Classroom (Including Library and Guidance, Learning Support Teachers and Special Education Classes)	3,520.4	3,562.6	42.2	• Increase of 17.5 FTE Classroom Teachers due to enrolment; • Increase of 4.3 FTE Itinerant Teachers related to a Restricted Grant (Assessments and Evidence Based Reading Program); • Increase of 17.8 FTE Classroom Literacy Support Teachers related to a Restricted Grant (Tutoring Funds); • Increase of 0.6 FTE (Bridges Program due to enrolment); • Increase of 2.0 FTE Learning Support Teachers reclassified from Behaviour Analysts.
Secondary Teachers - Classroom (Including Library and Guidance, Learning Support Teachers and Special Education Classes)	1,699.8	1,694.1	(5.7)	• Increase of 0.3 FTE Student Success Teacher - B. Davison; • Decrease of (3.7) FTE related to enrolment; • Decrease of (1.0) FTE English Language Learner Holdback Support Teacher and decrease of (1.0) FTE Learn 18+ Program Teacher reclassified to English as a Second Language (ESL) /English Literacy Development (ELD) Teacher on Special Assignment; • Decrease of (0.3) FTE for the Education and Community Partnership Program (ECPP).
Elementary Teachers - Restricted Grant Funded Teachers, Teachers on Special Assignment (TOSAs), Itinerant	75.8	73.2	(2.6)	• Decrease of (2.0) FTE Elementary TOSA reclassified to Secondary TOSA (Indigenous Education, Special Education); • Decrease of (0.6) FTE Literacy TOSA reclassified to Literacy Learning Coordinator (COVID Priorities and Partnerships Funding (PPF).

Staffing Changes Between Approved Budget 2022-2023 and Revised Estimates 2022-2023

Staffing Categories	2022-2023 Approved Budget FTE*	2022-2023 Revised Estimates FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2022-2023 Revised Estimates	Comments - 2022-2023 Approved Budget to 2022-2023 Revised Estimates
Secondary Teachers - Restricted Grant Funded Teachers, TOSAs, Itinerant	27.0	31.9	4.9	• Increase of 1.9 FTE related to Restricted Grants (Destreaming Implementation Supports, Indigenous Youth Entrepreneurship, Pathways, Urban Priorities); • Decrease (1.0) FTE TOSA reclassified to Learning Coordinator related to a Restricted Grant (Ontario Youth Apprenticeship Program); • Increase of 2.0 FTE Secondary TOSA reclassified from Elementary TOSA (Indigenous Education, Special Education); • Increase of 2.0 FTE English as a Second Language TOSA reclassified from 1.0 FTE English Language Learner Support Teacher and 1.0 FTE Learn 18+ Program Teacher.
Educational Assistants (EAs)	1,053.2	1,053.2	-	
Early Childhood Educators (ECEs)	412.0	412.0	-	
Clerical - Schools (Including Continuing Education)	322.5	321.5	(1.0)	• Decrease of (1.0) FTE School Secretaries reclassified to Casual Secretary account for the Student Information System (SIS) project.
Elementary Principals	131.0	131.0	-	
Secondary Principals (Including Continuing Education)	31.0	31.0	-	
Elementary Vice-Principals	73.2	74.2	1.0	• Increase 1.0 FTE funded by Principal Supports for Students Fund.
Secondary Vice-Principals (Including Continuing Education)	42.0	42.0	-	

Staffing Changes Between Approved Budget 2022-2023 and Revised Estimates 2022-2023

Staffing Categories	2022-2023 Approved Budget FTE*	2022-2023 Revised Estimates FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2022-2023 Revised Estimates	Comments - 2022-2023 Approved Budget to 2022-2023 Revised Estimates
School Counselling and Social Work Services	101.0	102.1	1.1	• Increase of 2.0 FTE Social Workers reclassified from Psychological Services related to a Restricted Grant (Mental Health & Well-Being - Special Education); • Increase of 1.1 FTE Social Worker related to a Restricted Grant (Supporting Student Mental Health Grant); • Decrease of (2.0) FTE Behaviour Analysts reclassified to Elementary Learning Support Teachers.
Psychological Services	33.6	31.6	(2.0)	• Decrease of (2.0 FTE) Psychological Services reclassified to Social Workers related to a Restricted Grant (Mental Health & Well-Being - Special Education).
Speech Services	47.3	47.3	-	
Computer Services	77.0	77.0	-	
Learning Coordinators	46.0	48.0	2.0	• Increase 0.4 FTE related to a Restricted Grant (Assessments and Evidence Based Reading Program); • Increase 1.0 FTE Learning Coordinator reclassified from Secondary TOSA related to a Restricted Grant (Ontario Youth Apprenticeship Program); • Increase of 0.6 FTE Literacy Learning Coordinator reclassified from Literacy TOSA (COVID Priorities and Partnerships Funding (PPF)).

Staffing Changes Between Approved Budget 2022-2023 and Revised Estimates 2022-2023

Staffing Categories	2022-2023 Approved Budget FTE*	2022-2023 Revised Estimates FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2022-2023 Revised Estimates	Comments - 2022-2023 Approved Budget to 2022-2023 Revised Estimates
System Principals	12.0	12.0	-	
Student and Teacher Support Services	94.9	95.5	0.6	• Increase 1.0 FTE Data and Analytics Administrator; • Increase 0.6 FTE Research Associate related to a Restricted Grant (Pathways); • Decrease (1.0) FTE Secondary Training and School Support Facilitator for the Student Information System (SIS) project.
Board Administration and Governance	186.7	187.7	1.0	• Increase 1.0 FTE Human Rights Equity Advisor related to a Restricted Grant (Human Rights and Equity Advisors Grant).
Facility Services, Capital Projects, Capital Planning	726.1	726.1	-	
TOTAL	8,712.5	8,754.0	41.5	

* Disclosed 2022-2023 Approved Budget FTE revised to reflect staffing included in the approved budget but after the publication of the 2022-2023 Budget Binder.

Supports for Students Fund Staffing

Staff Hired Through Ministry of Education Funding Within Centrally Negotiated Collective Agreements

Position	2022-2023 Approved Budget FTE	2023-2024 Budget FTE	Increase / (Decrease) in FTE 2022-2023 Approved Budget to 2023-2024 Budget
ETFO - Teachers			
Assistive Technology Teachers on Special Assignment	2.00	2.00	-
Classroom Literacy Support Teachers	8.00	9.20	1.20
English as a Second Language Teachers	1.20	-	(1.20)
Learning Coordinator, School & Well Being	-	1.00	1.00
Learning Support Teachers	12.60	12.60	-
Mental Health Teachers on Special Assignment	4.00	3.00	(1.00)
	27.80	27.80	-
OSSTF - Teachers			
Alternative Education Allocation Teachers	2.50	0.50	(2.00)
Classroom Teachers Beyond Allocation	-	6.00	6.00
English Language Learner Holdback Support Teacher	1.00	-	(1.00)
Learn 18+ Program Teachers	3.00	-	(3.00)
Learning Support Teachers	4.00	4.00	-
Student Success Teachers - Indigenous Students	1.33	1.33	-
	11.83	11.83	-
OSSTF - Professional Student Services Personnel			
Social Workers	1.50	1.50	-
Speech-Language Pathologists	1.50	1.50	-
	3.00	3.00	-
CUPE 4222A			
Carpenters/Electricians/General Maintenance/Plumbers	6.00	6.00	-
Floater Custodians	4.00	4.00	-
Technical Support Analysts/Device Management Specialists	3.00	3.00	-
	13.00	13.00	-
CUPE 4222B			
Facilities Services Clerical	2.00	1.00	(1.00)
School Secretaries	5.00	5.00	-
Finance School Secretarial	1.00	1.00	-
Library Clerical	1.00	1.00	-
ONSIS Support Analyst	1.00	2.00	1.00
	10.00	10.00	-
CUPE 7575			
Educational Assistants	34.50	34.50	-
TOTAL			
	100.13	100.13	-

Note: Funding subject to ongoing central labour negotiations.

SPECIAL EDUCATION

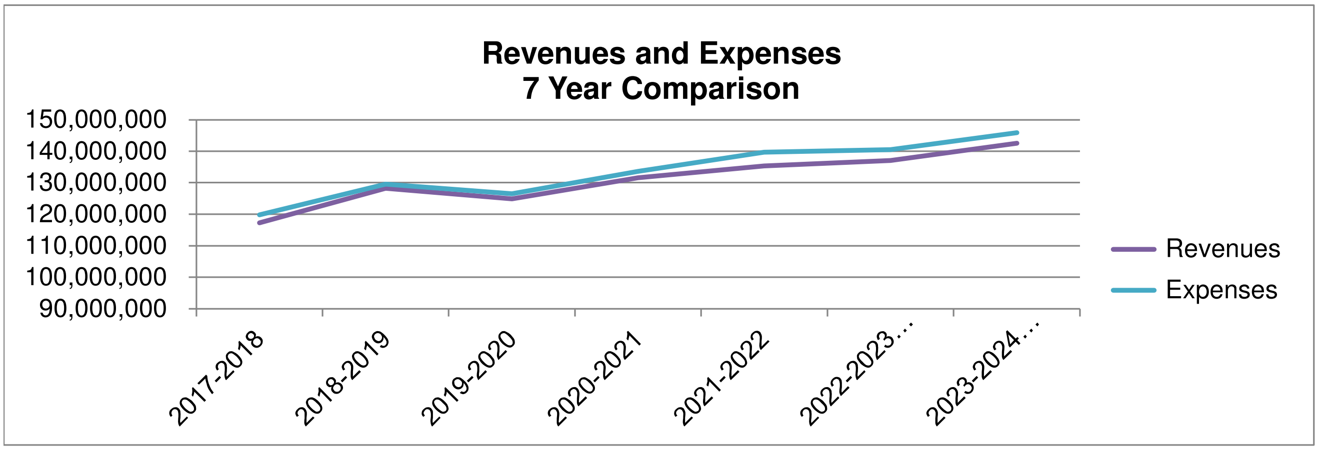
Special Education Projected Deficit

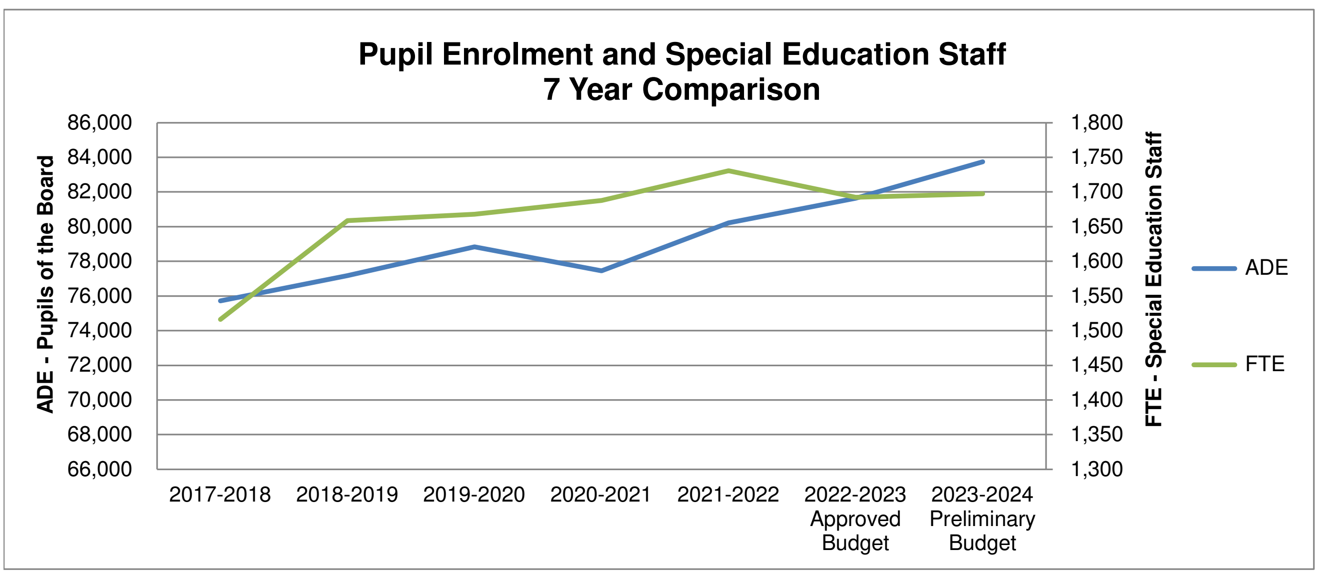
	2022-2023 Approved Budget	2023-2024 Preliminary Budget	Increase/ (Decrease)
Average Daily Enrolment - Pupils of the Board	81,645	83,751	2,106
Revenues			
Special Education Per Pupil Amount (SEPPA)	66,387,066	70,536,494	4,149,428
Special Equipment Amount (SEA) - Per Pupil	3,241,789	3,324,907	83,118
SEA Carry Forward from Deferred Revenue	485,603	-	(485,603)
Special Equipment Amount (SEA) - Claim Based	1,476,000	1,295,400	(180,600)
Differentiated Special Education Needs Amount (DSENA)	45,927,535	47,140,630	1,213,095
DSENA - Early Math Intervention	-	130,266	130,266
Special Incidence Portion (SIP)	1,152,120	1,209,726	57,606
Behavioural Expertise Amount (BEA)	1,068,580	1,124,208	55,627
Other Enveloped Grants	1,232,658	1,181,985	(50,673)
Education and Community Partnership Programs (ECPP)	4,209,458	4,039,126	(170,332)
Pupils in Special Education Classrooms Allocation	5,437,290	6,148,651	711,361
Maternity Leave & Sick Leave Allocation	152,998	147,087	(5,911)
Benefits Trust Funding Allocation	2,655,631	2,589,784	(65,847)
Investments in System Priorities (ISP) / Support for Students Fund (SSF)	3,623,756	3,662,847	39,091
Total Revenues	137,050,484	142,531,111	5,480,626
Expenses			
Permanent Teacher Compensation	55,566,806	57,139,404	1,572,598
Occasional Teacher Compensation	1,647,257	3,020,509	1,373,252
Educational Assistants Compensation	55,898,071	59,032,783	3,134,712
Coordinators/Consultants Compensation	1,715,475	1,729,986	14,511
Professionals/Para-Professionals Compensation	11,127,476	11,185,941	58,465
Behavioural Expertise Amount (BEA)	1,068,581	1,124,208	55,627
Other Enveloped Grants	1,232,658	1,312,251	79,593
Education and Community Partnership Programs (ECPP)	4,209,458	4,039,126	(170,332)
Department Operating Expenses	1,521,276	1,447,765	(73,511)
Special Equipment Amount (SEA) - Per Pupil	4,284,898	4,300,446	15,548
Special Equipment Amount (SEA) - Per Pupil Deferred Amount	485,603	-	(485,603)
Special Equipment Amount (SEA) - Claim Based	1,700,000	1,525,000	(175,000)
Total Expenses	140,457,559	145,857,419	5,399,860
Projected Deficit	(3,407,075)	(3,326,308)	80,766
Mental Health	44,000	44,000	-
Projected Deficit	(3,451,075)	(3,370,308)	80,766

Special Education Projected Deficit

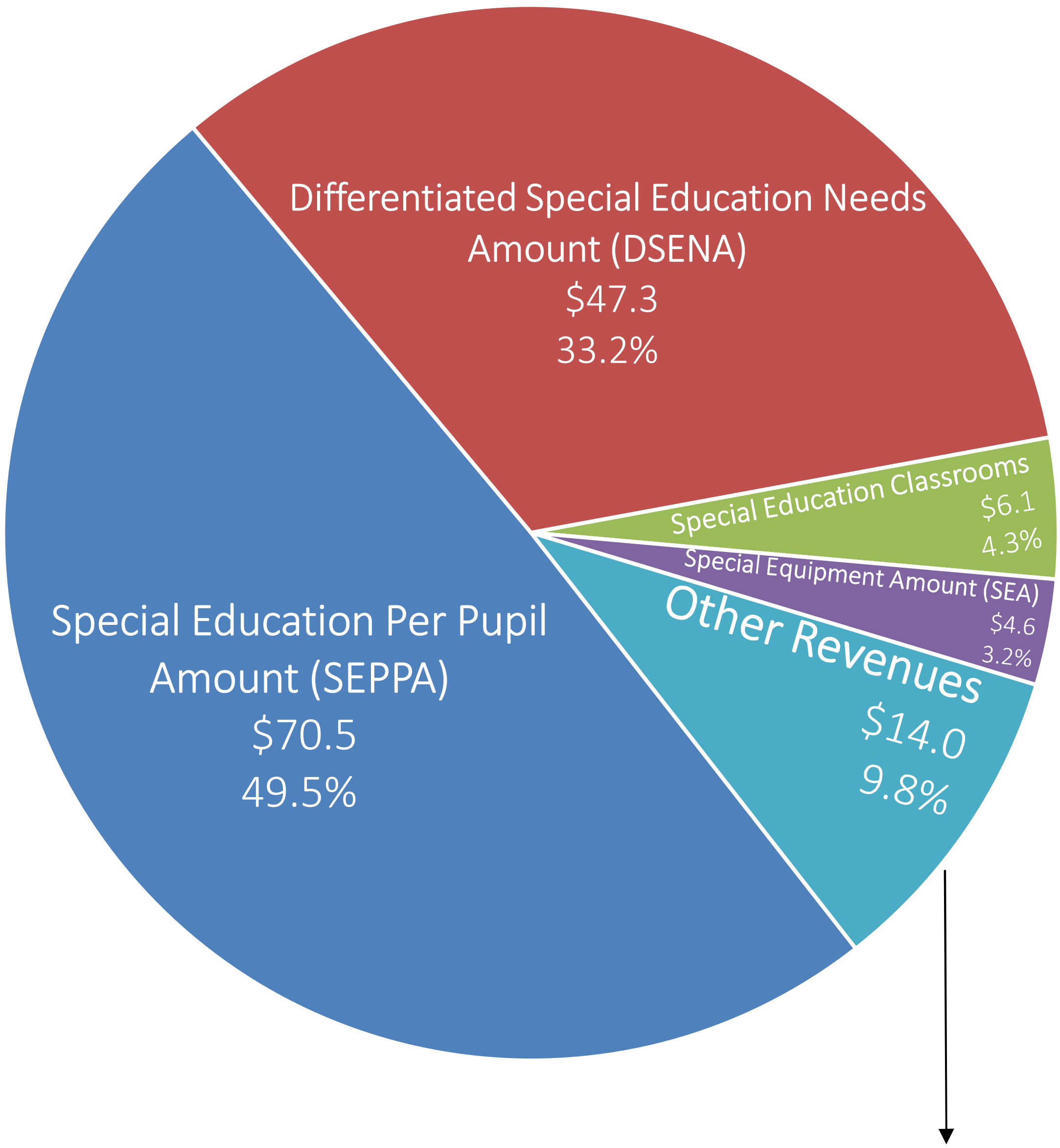
	ADE	Change from Prior Year	*FTE	Change from Prior Year	Revenues	Expenses	Surplus/ (Deficit)
2017-2018	75,731	2.3%	1,516	7.1%	117,335,256	119,798,786	(2,463,530)
2018-2019	77,170	1.9%	1,658	9.4%	128,228,112	129,577,344	(1,349,232)
2019-2020	78,837	2.2%	1,668	0.6%	124,842,747	126,476,083	(1,633,336)
2020-2021	77,451	-1.8%	1,688	1.2%	131,559,677	133,537,024	(1,977,347)
2021-2022	80,220	3.6%	1,731	2.6%	135,346,930	139,701,816	(4,354,886)
2022-2023 Approved Budget	81,645	1.8%	1,692	-2.2%	137,050,484	140,501,559	(3,451,075)
2023-2024 Preliminary Budget	83,751	2.6%	1,697	0.3%	142,531,111	145,901,419	(3,370,308)

Includes all Special Education Staff except for ECPP



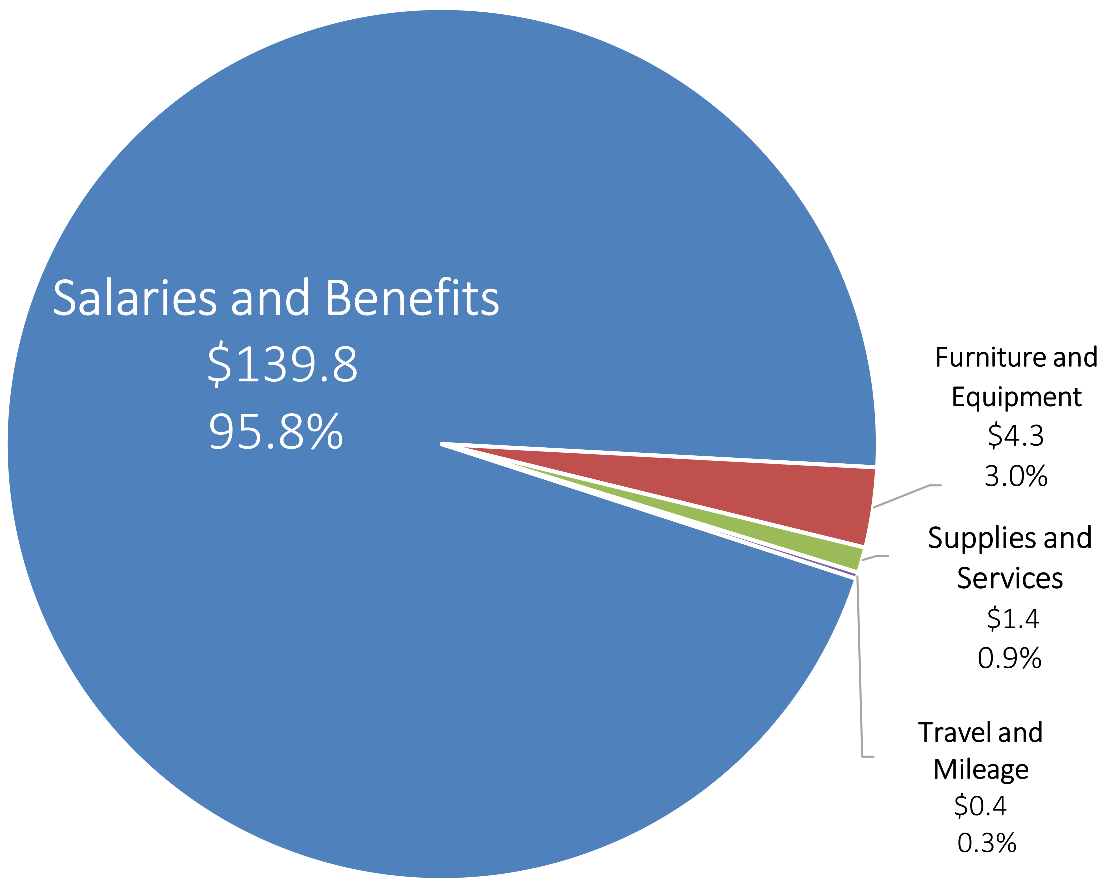


Special Education Revenues
(in Millions)



Other Revenues		
Education and Community Partnership Programs (ECPP)	$4.0	2.8%
Investments in System Priorities Allocation	$3.7	2.6%
Benefits Trust Funding Allocation	$2.6	1.8%
Special Incidence Portion (SIP)	$1.3	0.9%
Other Enveloped Grants	$1.2	0.8%
Behavioural Expertise Amount (BEA)	$1.1	0.8%
Maternity Leave & Sick Leave Allocation	$0.1	0.1%
Total	$14.0	9.8%

Special Education Expenses
(in Millions)



Special Education Permanent Staffing Allocation

Special Education Staff	2022-2023 Approved Budget FTE*	2023-2024 Budget FTE		
		Elementary	Secondary	Total
Teaching Staff				
Learning Support Teachers	276.95	217.40	60.55	277.95
Teachers for Special Education Classes				
Developmental Education Classes	119.00	32.00	89.00	121.00
Gifted Special Education Classes (Elem.)/(Sec.)	8.70	4.00	4.70	8.70
Autism Spectrum Disorder Special Education Classes (Elem.)/Resource Withdrawal (Sec.)	12.00	6.00	6.00	12.00
Deaf & Hard of Hearing Special Education Classes (Elem.)/Resource Withdrawal (Sec.)	3.00	2.00	1.00	3.00
Transition Classes (Elem.)/Resource Withdrawal (Sec.)	11.00	6.00	5.00	11.00
Accelerate Special Education Classes (Elem. - Junior)	4.00	4.00	0.00	4.00
Total Number of Special Education Classroom Teachers	157.70	54.00	105.70	159.70
Special Education Classes (Prep.)	42.75	10.52	33.09	43.61
Total Special Education Classes Staffing (Classroom Teachers/Prep.)	200.45	64.52	138.79	203.31
Other Special Education Teachers				
Itinerant Teachers (Hearing – 7.00, Vision – 12.00)	19.00	19.00	0.00	19.00
Special Education Teachers on Special Assignment (TOSA)	20.00	16.00	5.00	21.00
Assistive Technology TOSA	9.00	9.00	0.00	9.00
Learning Coordinators	12.00	8.00	4.00	12.00
System Principals	2.00			2.00
Educational Assistants				
Educational Assistants	988.15	767.15	221.00	988.15
Special Incident Portion (SIP)	42.00	18.00	24.00	42.00
Total Educational Assistants	1030.15	785.15	245.00	1030.15
Computer Technicians				
Technical Support Analysts (TSA)	5.50			5.50
Other Professional Resource Staff				
Psychological Services	31.80			31.80
Speech-Language Services	36.50			36.50
Audiologist	1.00			1.00
Professional Services Manager	1.00			1.00
Social Work / School Support Counselling	29.30			29.30
Behaviour Analyst	11.00			11.00
Special Equipment Allocation Project Coordinator	1.00			1.00
Special Education Allocation Assistant	0.75			0.75

* Disclosed 2022-2023 Approved Budget FTE revised to reflect staffing included in the approved budget but after the publication of the 2022-2023 Budget Binder.

Special Education Projected Deficit Summary

The 2023-2024 Special Education projected deficit is $3.4 million dollars with expenses increasing $5.4 million dollars compared to the 2022-2023 approved budget.

Student enrolment is projected to increase in 2023-2024 compared with 2022-2023 by over 2,000 students resulting in a significant increase in funding from the Ministry of Education.

TVDSB will continue to commit more financial resources this year, compared to last year, to supports for students with special needs.

This is a clear indication of TVDSB's ongoing commitment to supporting the important programs and services for our students with complex learning needs.

Revenue and Expense Summary

Overall, Special Education revenues increased $5.4 million dollars compared to the 2022-2023 approved budget. The increase in revenue is mainly attributed to the increase in projected enrolment and an increase in benchmark funding, resulting in the Special Education Per Pupil Amount (SEPPA) increasing by approximately $4.1 million and the Differentiated Special Education Needs Amount (DSENA) increasing by approximately $1.3 million. When calculating DSENA, the Ministry funds school boards based on the number of students receiving special education programs and services. The increased funding recognizes the increased need of the Board.

The 2023-2024 Differentiated Special Education Needs Amount (DSENA) now includes funding for Early Math Intervention. This amount is $130,266 for the 2023-2024 budget and was previously funded through Priorities and Partnerships Funding (PPF) which was included under Other Enveloped Grants in the 2022-2023 budget.

Overall, Special Education expenses increased by $5.4 million. The majority of the increase is comprised of an increase in staffing expenses. Permanent teachers, occasional teachers and educational assistants increased by $1.5 million, $1.3 million and $3.1 million respectively due to salary grid movements, benchmark changes for salaries and benefits to support recently ratified central collective agreements and a labour provision subject to the outcome and conclusion of negotiations.

Note: As per the recommendations from the Special Education Advisory Committee (SEAC) to the Board of Trustees on May 23, 2023, 2.0 FTE Behaviour Analysts have been included in the preliminary budget, subject to Board approval. This represents two of the positions added to the 2022-2023 budget for one year. SEAC recommends these positions continue in 2023-2024 and be considered permanent.

Special Education Overview

Within the Grants for Student Needs, the Ministry of Education provides specific funding to support students with special education needs through the Special Education Grant. The objective of this grant is to support costs of programs, services and/or equipment for special education students to ensure that all students with special education needs have equitable access to learning. The grant supports both students identified as exceptional and students not identified as exceptional. The five categories of exceptionalities include:

- Behaviour – behaviour
- Intellectual – giftedness, mild intellectual disability, developmental disability
- Communication – autism, deaf and hard-of-hearing, language impairment, speech impairment, learning disability
- Physical – physical disability, blind and low vision
- Multiple – multiple exceptionalities

For the 2023-2024 Preliminary Budget, the total Special Education expenses exceed the total funding allocation by approximately $3.4 million.

The funding may only be used for special education purposes and if partially unspent at the conclusion of the fiscal year, the Board is required to defer these unspent funds to be used for special education programs in the following year.

The Special Education Grant is made up of six grant allocations:

1) Special Education Per-Pupil Amount (SEPPA) Allocation
2) Differentiated Special Education Needs Amount (DSENA) Allocation
3) Special Equipment Amount (SEA) Allocation
4) Special Incidence Portion (SIP) Allocation
5) Education and Community Partnership Program (ECPP) Allocation
6) Behaviour Expertise Amount (BEA) Allocation

In addition to these allocations, funding is provided by the Ministry of Education for Pupils in Special Education Classrooms and through separate grants as part of the Priorities and Partnerships Funding (PPF).

Further details of these allocations are described as follows:

1) Special Education Per-Pupil Amount (SEPPA) Allocation

The Special Education Per-Pupil Amount (SEPPA) Allocation recognizes the cost of providing additional assistance to the majority of students with special education needs. The SEPPA Allocation is allocated to school boards on the basis of total enrolment of all students, not just students with special education needs by multiplying the board's enrolment by the Ministry of Education's prescribed per-pupil grant rates.

The amounts for 2023-2024 are as follows:

Grade Range	Amount Per Pupil	Increase from 2022-2023 Per Pupil Amounts
Junior Kindergarten to Grade 3	$1,087.90 per pupil	3.27%
Grade 4 to Grade 8	$835.65 per pupil	3.27%
Grade 9 to Grade 12	$549.95 per pupil	3.05%

2) Differentiated Special Education Needs Amount (DSENA) Allocation

The Differentiated Special Education Needs Amount (DSENA) Allocation addresses the variation among school boards with respect to students with special education needs and school boards' abilities to respond to those needs.

In 2023-2024, the DSENA Allocation is made up of the following amounts:

- Special Education Statistical Prediction Model (SESPM) Amount
- Measures of Variability (MOV) Amount
- Base amount for Collaboration and Integration Amount ($492,611 per school board)
- Multi-Disciplinary Supports Amount
- Local Special Education Priorities Amount
- Early Math Intervention Amount – new in 2023-2024, previously a PPF

3) Special Equipment Amount (SEA) Allocation

SEA provides funding to school boards to assist with the costs of equipment essential to support students with special education needs.

The 2023-2024 Special Equipment Amount (SEA) Allocation is made up of the following two components:

- SEA Per-Pupil Amount
- SEA Claims-Based Amount

The SEA Per-Pupil Amount is allocated for the purchase of computers, software, robotics, computing-related devices, and required supporting furniture, as identified for use by students with special education needs in accordance with the SEA funding guidelines. In addition, the SEA Per-Pupil Amount supports school boards in providing training for staff and students (where applicable), equipment set-up, maintenance, and repair as determined by the school board for all SEA equipment, including SEA equipment funded through the SEA claims-based process. The SEA Per-Pupil Amount consists of a base amount of $20,000 ($20,000 in 2022-2023) and a per pupil amount of $39.461 ($39.461 in 2022-2023).

The SEA Claims-Based Amount provides funding to school boards for the purchases of other non-computer-based equipment to be utilized by students with special education needs, including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment, and physical assists support equipment.

Funding of the SEA-Claims Based Amount is provided through a claims-based process with an $800 deductible. Thames Valley District School Board is required to pay the first $800 of each student's claim with the balance of the approved claim being reimbursed by the Ministry of Education after the submission of the claim.

4) Special Incidence Portion (SIP) Allocation

The Special Incidence Portion (SIP) Allocation supports students who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities and others at their school. For 2023-2024 school year, SIP will be moving away from the claims-based funding approach to a formula-based funding approach in order to relieve school boards of administrative work related to the submission of claims. The interim formula will be based on the school board's historical SIP funding amounts plus an applied growth rate.

5) Education and Community Partnership Program (ECPP) Allocation

The Education and Community Partnership Program (ECPP) Allocation provides funding to school boards for education programs for school-aged children and youth in care, in treatment centres or who are in youth justice facilities. These facilities include hospitals, children's mental health centres, detention centres, community group homes, and social services agencies. Recognized costs include teachers' salaries and benefits, educational assistants' salaries and benefits, and classroom supplies.

These programs are partnerships between school boards and government-approved facilities and may include a range of program types that support students who cannot attend regular school due to their primary need for treatment or while in custody.

Funding for the ECPP Allocation is based on an approval process and finalized after the conclusion of the school year.

6) Behaviour Expertise Amount (BEA) Allocation

The Behaviour Expertise Amount (BEA) Allocation provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA.

The 2023-2024 BEA Allocation is made up of the following three components:

- ABA Expertise Professionals Amount
- ABA Training Amount
- After-School Skills Development (ASSD) Amount

The ABA Expertise Professionals Amount provides funding for school boards to hire board-level ABA expertise professionals. ABA expertise professionals support principals, teachers and other school staff by providing and coordinating ABA coaching, training and resources; and facilitating school boards' collaboration with community service providers, parents and schools and supporting the Connections for Students model and other student transitions. The ABA Expertise Professionals Amount consists of a per board allocation of $190,386 ($183,039 in 2022-2023), and a per pupil amount of $6.28 ($6.03 in 2022-2023).

The ABA Training Amount provides funding for training opportunities to build school board capacity in ABA. School boards may utilize the ABA Training Amount for the following:

- professional development (including travel, meals, accommodation)
- procurement or development of resources/programs
- release time/supply costs for staff on training (EAs/teachers/school teams)

The ABA Training Amount funding rate remains unchanged from 2022-2023 and consists of a board allocation of $1,500, and per pupil amount of $2.95.

The After-School Skills Development (ASSD) Amount funds after-school programs that provide students with Autism Spectrum Disorder (ASD) and other special education students with additional targeted skills development opportunities outside the instructional day, to better equip them for classroom success and to achieve other outcomes such as improved social and communication skills. The ASSD Amount consists of a per board allocation of $52,096 ($50,447 in 2022-2023) and a per pupil amount of $1.28 ($1.23 in 2022-2023).

Pupils in Special Education Classrooms Allocation

A revenue allocation from the Pupil Foundation Grant as well as the Teacher Qualification and Experience Grant is made to the Special Education envelope based on the projected enrolment of 2023-2024 Special Education Classrooms.

Priorities and Partnerships Funding (PPF)

There are currently two confirmed Priorities and Partnerships Funding (PPF) Grants for 2023-2024:

- Special Education Additional Qualification (AQ) for Educators: funding will support educators' participation in approved Schedule C and Schedule D special education Additional Qualification (AQ) courses such as "D-Special Education Specialist". - $27,900

- Summer Learning for Students with Special Education Needs: funding for boards to deliver transition programs and additional staffing during the summer for students with special education needs over the summer months. - $258,200

Board Budget
2023-2024

SCHOOL ALLOCATION FORMULA

School Allocation Formula

Supplies and Services / Furniture and Equipment - Elementary

Formula	
$1,000.00	for each Special Education class
$114.16	for first 150 FTE students
$97.04	for next 150 FTE students (85%)
$86.15	for number of students exceeding 300 FTE (75%)
1.15	weighting for French Immersion FTE

Example: 350.00 FTE students (no French Immersion), 2 Special Education classes

Special Education classes 2 x $1,000	$2,000
150.00 FTE x $114.16	17,124
150.00 FTE x $97.04	14,556
50.00 FTE x $ 86.15	4,308
	$37,988

Example: 350.00 FTE students (175.00 FTE French Immersion), 2 Special Education classes

175.00 FTE x 1.00	175.00
175.00 FTE x 1.15	201.25
Weighted FTE	376.25

Special Education classes 2 x $1,000	$2,000
150.00 Weighted FTE x $114.16	17,124
150.00 Weighted FTE x $97.04	14,556
76.25 Weighted FTE x $86.15	6,569
	$40,249

Projected allocations are based on October 2023 projected weighted FTE

In January 2024, these allocations will be adjusted to reflect actual October 2023 weighted FTE

School Allocation Formula

Supplies and Services / Furniture and Equipment - Secondary

Formula

$20,000	base amount
$10,000	to all schools for extra-curricular transportation
$10,000	small school allowance is based on projected schools with less than 600 ADE
$1,500	per class for Special Education classes

Weighting for each credit will be 1.0 unless it is a high cost credit as per following

Drama	1.5
French Immersion	1.5
Art	2.5
Foods	2.5
Physical Education	2.5
Science	2.5
Computers	3.5
Instrumental Music	3.5
Technical	3.5

$$\text{Amount per Credit} = \frac{\text{Total Budget - Fixed Allocations}}{\text{Total Weighted Credits}} \times \frac{\text{2023-2024 Projected ADE}}{\text{2022-2023 Projected Final ADE}}$$

School Allocation = (Total ADE Adjusted Weighted Credits x Amount per Credit) + Fixed Allocations

Projected allocations are based on October 2023 weighted credits

Weighted credits are adjusted for 2023-2024 Projected ADE

School Allocation Formula

Staff Development

Principals and Vice-Principals (Elementary and Secondary)

Formula	
$1,200	per Principal
$800	per Vice-Principal

Example:	
Principal - 1.00 FTE x $1,200	$1,200
Vice-Principal - 3.00 FTE x $800	2,400
	$3,600

School Allocation Formula

Staff Development
Teachers and Educational/Instructional Assistants
(Elementary and Secondary)

Formula

$250.00	base amount
$16.65	per Teacher FTE
$16.65	per Educational / Instructional Assistant FTE

$$\text{Allocation Per FTE} = \frac{\text{Total Budget - Total Base Amount}}{\text{Total FTE}}$$

Example:

Base Amount	$250
Teachers - 13.75 FTE x $16.65	229
Educational / Instructional Assistants - 4.50 FTE x $16.65	75
	$554

School Allocation Formula

Staff Development

Support Staff (Elementary and Secondary)

Formula	
$54.00	per Secretarial Support Staff FTE

Allocation Per FTE = Total Budget / Total Support Staff FTE

$$\text{Allocation Per FTE} = \frac{\text{Total Budget}}{\text{Total Support Staff FTE}}$$

Example:

Secretarial Support Staff - 6.00 FTE x $54.00	324
	$324

School Allocation Formula

Casual Salaries

Administrative Support and Educational Assistants - Elementary

Formula	
$226.00	base amount
$1,372.00	per Secretarial FTE
$1,324.90	per Educational Assistant FTE

$$\text{Base Amount} = \frac{\text{Total Budget} \times 10\%}{\text{Total \# of Schools}}$$

Example:	
Base Amount	$226
Secretarial - 2.00 FTE x $1,372.00	2,744
EAs - 2.50 FTE x $1,324.90	3,312
Total Administrative Support	$6,282

Board Budget
2023-2024

We build each student's tomorrow, every day.

STRATEGIC PRIORITIES

RELATIONSHIPS, EQUITY AND DIVERSITY and ACHIEVEMENT AND WELL-BEING