REVISED

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING AGENDA

June 27, 2023, 7:00 P.M.

Board Room, Education Centre

1. CALL TO ORDER

2. O CANADA

3. SPECIAL MUSICAL PRESENTATION

Old North Public School

4. STRATEGIC PLAN IN ACTION

Thames Valley Education Foundation

5. APPROVAL OF AGENDA

6. OFFICIAL RECORD

7. CONFLICTS OF INTEREST

8. DIRECTOR'S ANNOUNCEMENTS AND NEWS FROM THE SYSTEM

9. CHAIR'S ANNOUNCEMENTS

10. RECOGNITION OF OUTGOING STUDENT TRUSTEES

11. PUBLIC INPUT

12. MINUTES OF THE 2023 MAY 23 REGULAR BOARD MEETING AND 2023 MAY 30 AND 2023 JUNE 13 SPECIAL BOARD MEETINGS

a. Confirmation of Minutes

b. Unfinished Business

None.

13. STUDENT TRUSTEE UPDATE

14. SPECIAL EDUCATION

a. Special Education Advisory Committee, 2023 May 17 and 2023 June 6

b. Thames Valley District School Board (TVDSB) Special Education Plan 2023-2024

15. REPORTS FROM ADMINISTRATION

a. **Final Attendance Area Review Report: City of London Secondary Panel Attendance Area Review**

b. **Thames Valley Parent Involvement Committee Year-End Report/Video**

16. REPORTS FROM BOARD COMMITTEES

a. **Strategic Planning Ad Hoc Committee, 2023 May 24 and 2023 June 19**

b. **First Nations Advisory Committee, 2023 May 29**

c. **Audit Committee, 2023 June 6**

d. **Board Governance and Bylaw Review Committee, 2023 June 12**

e. **Policy Working Committee, 2023 June 13 and 2023 June 20**

f. **Chair's Committee, 2023 June 20**

g. **Negotiations Advisory Committee, 2023 June 21**

h. **Indigenous Task Force, 2023 June 27**

i. **Committee of the Whole, In-Camera, 2023 June 27**

17. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

a. **Ontario Public School Boards' Association (OPSBA)**

b. **Thames Valley Education Foundation (TVEF)**

18. COMMUNICATIONS

a. **First Nations Advisory Committee Appointment**

b. **Thames Valley Parent Involvement Committee Appointment**

19. NOTICE OF MOTION

a. **Motion 1**

THAT staff prepare a report by November 2024 on the feasibility of banning the sale and purchase of single use plastic water bottles on all TVDSB properties.

b. **Motion 2**

THAT the Director inform staff about the importance of reducing TVDSB's environmental impact and encourage staff to print/copy double sided and minimize colour printing/copying.

c. Motion 3

THAT families from the holding zone currently attending Kettle Creek P.S. and participating in the before and after school program be allowed to stay at Kettle Creek providing their own transportation until room in the before and after school at Mitchell Hepburn is available.

20. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

THAT the Chair write a letter to the municipalities/councils of East Zorra, Tavistock, Zorra, Woodstock, and the County of Oxford requesting they send written correspondence to the Ministry of Education and MPP Hardeman in support of an immediate approval of revised construction plans of the new north Woodstock school to accommodate capacity issues from school community growth since the submission of the original plan.

a. Postponed Motion

Trustees Cripps/Sachs

THAT a feasibility report be conducted to determine TVDSB's ability to host 1 Regular Board meeting per Trustee term, offsite in Elgin County, Middlesex and Oxford County on a rotating schedule.

21. QUESTIONS/COMMENTS BY MEMBERS

22. ADJOURNMENT

OFFICIAL RECORD

We regret to record the death of Nic Legge on June 10. Nic Legge was a student at Clarke Road Secondary School.

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR MEETING

May 23, 2023, 7:00 P.M.
Board Room, Education Centre

TRUSTEES

D. Cripps
M. Larsen
L. Hopkins
B. Mai
S. Moore
A. Morell
L. Osbourne (-10:30)
L. Pizzolato (Chair)
S. Polhill
M. Ruddock
C. Sachs
B. Smith
L. Ninham
S. Saran (-8:50)

REGRETS

C. Antone
A. Hassan

ADMINISTRATION AND OTHERS

M. Fisher
L. Nicholls
R. Culhane
K. Auckland
J. Bruce
S. Builder
A. Canham (-10:25)
C. Giannacopoulos
L. Griffith-Jones
T. Langelaan
C. Lynd (-10:28)
B. Puzanov (-9:45)
M. Sereda (-9:25)
S. Powell (-9:45)
P. Skinner (-9:45)
P. Sydor (-9:45)
G. Vogt (-9:45)
A. Chahbar
C. Weedmark
D. Wright (-9:45)
S. Smith
J. Meyer
D. Richter
S. Hickson
L. Lukinuk
R. Moore-Nash (-9:25)
S. McGahey-Albert (-10:25)
M. Keyes (-10:25)
B. Summers (-10:25)

1. CALL TO ORDER

Board Chair L. Pizzolato called the meeting to order at 7:01 p.m. and acknowledged the traditional territory on which the Board meeting is held.

2. O CANADA

The meeting was opened with a performance of O Canada by Central Elgin Collegiate Institute.

3. MUSICAL PERFORMANCE

The Board extended appreciation to Central Elgin Collegiate Institute and to T. Gordon for leading the band in the playing of O Canada and two accompanying musical selections.

The meeting stood at ease while the band vacated the Board room.

4. STRATEGIC PLAN IN ACTION

Superintendent S. Powell and Superintendent P. Sydor introduced Principals and Teacher Mentors from H.B. Beal and Parkside Collegiate who introduced their respective Robotics teams. Team Captains and Drive Coaches from each school outlined the Robotics programs including team structure, the 2022-2023 competition season, community outreach initiatives and promotion of the Science, Technology, Engineering, the Arts and Mathematics (STEAM) program.

Questions were addressed by the presenters regarding the skills gained from the project, the number of hours dedicated to the Robotics program, the number of teams participating at the world competition, and the availability of robotics courses in TVDSB schools.

Trustee S. Moore expressed appreciation to the teams on behalf of the Board of Trustees.

The meeting stood at ease while the Robotics teams vacated the Board room.

5. APPROVAL OF AGENDA

Moved by M. Larsen
Seconded by C. Sachs

THAT agenda item 18a Postponed Motions be moved to follow agenda item 12 Student Trustee Update.

CARRIED

6. OFFICIAL RECORD

Supervisor S. Smith, read the following official record into the minutes:

We regret to record the death of Kari McDonald on May 5. Kari McDonald was a Teacher at Parkview Public School.

A moment of silence was observed.

7. CONFLICTS OF INTEREST

None declared.

8. DIRECTOR'S ANNOUNCEMENTS AND NEWS FROM THE SYSTEM

Director M. Fisher presented a video showcasing a reading program at Cartier Public School which utilizes decodable text to facilitate development of phonics skills.

Director M. Fisher highlighted events occurring around the district including a Heritage Fair at Fanshawe Pioneer Village, the annual Award of Distinction Ceremony, the *Variety Is* concert, Dance Fest, and International Day Against Homophobia, Biphobia and Transphobia.

Other school events reported include tree planting at Huron Park Secondary School, the Black Excellence Student Conference at Sir Fredrick Banting Secondary School, a fire safety presentation at Locke's Public School, and Early Literacy Development at Mary Wright Public School.

Director M. Fisher noted that Thames Valley Education Foundation will be hosting the Run for FUNd event.

A short video was presented from Emily Stowe Public School highlighting the work of Education Assistants to promote equity, diversity, and inclusion.

9. CHAIR'S ANNOUNCEMENTS

Board Chair L. Pizzolato announced the death of former First Nations Trustee, Barbara Antone, from the Oneida Nation of the Thames and highlighted her many achievements.

A moment of silence was observed.

10. PUBLIC INPUT

a. City of St. Thomas Elementary Panel Attendance Area Review: Public Delegations

Trustees received public input regarding the City of St. Thomas Elementary Panel Attendance Area Review.

Chair L. Pizzolato welcomed both members of the public and reviewed the parameters for providing public input.

Trustees asked questions of clarification to the presenters.

b. Written Public Input

Written public input on the St. Thomas Attendance Area Review was provided to Trustees in the agenda package.

11. MINUTES OF THE 2023 APRIL 25 REGULAR BOARD MEETING

a. Confirmation of Minutes

The minutes of the 2023 April 25 Regular Board meeting were approved as amended on motion of Trustee S. Moore, seconded by Trustee D. Cripps. The minutes of the 2023 May 9 Special Board meeting were approved as printed.

b. Unfinished Business

None.

12. STUDENT TRUSTEE UPDATE

Student Trustee L. Ninham reported the Student Advisory Council held their Annual General Meeting (AGM) which was attended by the incoming Student Trustee, Nicholas. Upcoming events were highlighted including, Pride Month, Indigenous History Month, and Indigenous Solidarity Day. It was noted incoming Student Trustee Nicholas was elected as Chair of the Truth and Reconciliation Advisory Interest Group.

Student Trustee S. Saran reported that she and Student Trustee A. Hassan had attended the Ontario Student Trustee Association (OSTA) Conference. The association recently held elections for a new Executive Council where Student Trustee S. Saran was elected as the Vice President - Public Education.

Student Trustee S. Saran outlined the ongoing work of the Elementary Student Advisory Committee (ESAC). Student Trustee S. Saran reported on behalf of Student Trustee A. Hassan, noting an upcoming seminar is being planned for 2023 June 6.

In response to a request, Trustee B. Mai asked that the Student Trustees provide the Board with a verbal report of conference activities/takeaways.

13. POSTPONED MOTIONS

Trustee D. Cripps requested the motion be postponed until the 2023 June 27 Regular Board meeting.

Trustee D. Cripps provided the rationale for the motion.

Moved by D. Cripps
Seconded by C. Sachs

THAT a feasibility report be conducted to determine TVDSB's ability to host 1 Regular Board meeting per Trustee term, offsite in Elgin County, Middlesex and Oxford County on a rotating schedule.

POSTPONED

Moved by M. Larsen
Seconded by L. Osbourne

Trustee M. Larsen provided the rationale for the motion.

Discussion considered whether there would be sufficient time for Trustees to review and the implications of postponing the motion based on policy and procedure.

Questions of clarification were addressed by Administration regarding the feedback process and whether postponing the motion provides the Board with more decision-making flexibility without having to defer the decision to the Fall.

Trustees against argued the decision supports the wishes of the school community and prevents uncertainty among families.

THAT the decision of the Board of Trustees on the Final London Secondary Attendance Area Review Report be extended to the October 2023 Board meeting.

DEFEATED

Trustee B. Mai provided the rationale for the motion.

Trustees against the motion argued postponing until the 2023 June 27 Regular Board meeting would cause workload issues for staff and Trustees given the short turn around time and doesn't align with the schedule for public input. Trustees in favour argued this provided more time to make an informed decision after the final report is presented.

A Point of Clarification was made by Chair L. Pizzolato regarding the implications on policy and procedure. Director M. Fisher provided the rationale for both outcomes.

Questions of clarification were addressed by Administration regarding whether boundary issues for East Elgin and Belmont could be handled separately.

Moved by B. Mai
Seconded by S. Polhill

TO postpone the motion to the 2023 June 27 Regular Board meeting.

DEFEATED

14. REPORTS FROM ADMINISTRATION

a. Capital Priorities and Projects Update

Associate Director L. Nicholls and Superintendent G. Vogt presented for information an update on the status of capital priorities and projects, highlighting new, in-progress, and completed projects.

Questions of clarification were addressed by Administration regarding the scope of the Eagle Heights Public School project, whether more information sessions could be provided to affected communities and high school holding zones for students at Northwest Elementary School.

b. Equity Progress Update

Superintendent P. Skinner, System Principal R. Moore-Nash and Learning Coordinator M. Sereda presented for information an equity progress update highlighting the TVDSB's work across the system in the area of equity as it relates to the Board Motions of June 2020 and the draft Equity Action Plan. Various initiatives were highlighted and the connection to the mandates and Operational Plan demonstrated.

Superintendent P. Skinner introduced students from the Thames Valley Student Equity and Inclusion Advisory Committee who noted the purpose and activities of their committees and thanked Administration for their support and advocacy. Student presenters were asked to describe legacy plans and accomplishments for their respective committees.

Questions of clarification were addressed by Administration regarding the procedure used to identify equity issues, next steps for the committee, why a separate student committee exists, the timeline for delivering a draft plan to the Board for approval and whether there are plans to offer anti-racism training. It was noted the Equity Advisory Committee minutes would be provided to Trustees.

c. School Resource Officer Program Review Update

Superintendent D. Wright presented an update on the School Resource Officer (SRO) program review. Following a program review by the Centre for Organizational Effectiveness, Administration has been reviewing the recommendations and working towards a final report.

Questions of clarification were addressed by Administration regarding the delayed completion of the report and the impact on equity deserving groups and the process for incorporating student feedback.

Without objection, the meeting recessed at 9:44 p.m. and reconvened at 9:53 p.m.

15. REPORTS FROM BOARD COMMITTEES

a. Special Education Advisory Committee, 2023 April 25, 2023 May 2, and 2023 May 17 Interim Report

Trustee B. Mai referred to the reports of the Special Education Advisory Committee provided to Trustees in the agenda package.

Trustee B. Mai shared that SEAC appreciates the additional funding provided by TVDSB for the special education budget and referenced the following SEAC motion from the report.

"THAT SEAC appreciates the increase in staff within the behavioural analyst team in 2022-2023 through trustee motion. The addition of these positions has been helpful for students and staff in the board."

Recommendations of the Committee from the 2023 May 17 meeting were outlined.

Questions of clarification were addressed by Administration regarding the financial implications.

A Point of Order was addressed regarding the sound in the room. Members and presenters were asked to speak loudly and clearly into their microphones.

Trustee B. Mai provided the rationale for the motions.

Trustees in favour support the request of the majority of SEAC.

Moved by B. Mai
Seconded by S. 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).

POSTPONED

Moved by S. Polhill
Seconded by C. Sachs

TO POSTPONE the motion so Administration can include in the preliminary budget to be presented at the 2023 June 20 Special Board meeting.

CARRIED

Trustee B. Mai provided the rationale for the motion.

Moved by B. Mai
Seconded by C. 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.

POSTPONED

Questions of clarification were addressed by Administration regarding refining the language of the motion and whether it could be addressed in the preliminary budget.

Trustees in favour argued the language of the motion needs to be refined by SEAC and suggested it could be a request to Administration to use their “best thinking” in determining how the ratios will be addressed. It was noted a postponed motion would allow Trustees to determine the allocation once the budget is reviewed.

Moved by S. Polhill
Seconded by D. Cripps

TO POSTPONE the motion to the 2023 June 20 Special Board meeting.

CARRIED

b. First Nations Advisory Committee, 2023 April 26 and 2023 May 16

Chair L. Pizzolato referred to the written reports of the First Nations Advisory Committee provided to Trustees in their agenda package.

The recommendation of the Committee from the 2023 May 16 meeting was outlined. Chair L. Pizzolato expressed appreciation to the Indigenous team who attended the meeting in person to support Student Trustee L. Ninham’s motion.

Trustee S. Moore gave her speaking time to Student Trustee L. Ninham who provided the rationale for the motion.

Questions of clarification were addressed by Administration regarding professional development for staff, embedding Indigenous Education in International Baccalaureate Programs, and whether it is beyond the scope of the Board's authority to designate the course as a compulsory Grade 11 English credit. Clarification was provided on the date of 2023 November 30 noting it would be applied to all aspects of the motion.

Moved by S. Moore
Seconded by C. Sachs

THAT the Director present a report no later than November 30th, 2023 on:

The gradual implementation plan for the First Nations, Métis and Inuit Studies course English: Contemporary First Nations, Métis, and Inuit Voices, Grade 11 to become the compulsory Grade 11 University, College, and Workplace English credit in all TVDSB secondary schools to commence the 2024/2025 academic year; and

The exploration of how to embed Indigenous Education into the Advanced Placement and International Baccalaureate Programs; and

The introduction of mandatory Indigenous professional development for teachers with a focus on Indigenous education and reconciliation.

CARRIED

c. Board Governance and Bylaw Review Committee - 2023 May 1 and 2023 May 8

Trustee D. Cripps referred to the reports of the Board Governance and Bylaw Review Committee provided to Trustees in the agenda package.

The recommendation of the committee from the 2023 May 8 meeting was outlined.

Trustee D. Cripps provided the rationale for the recommendation. There were no questions of clarification.

Moved by D. Cripps
Seconded by A. Morell

THAT recognizing the 2023 May 15 compliance deadline, the current Trustee Code of Conduct be re-affirmed, while the Committee continues to work on revising the current Trustee Code of Conduct.

CARRIED

d. Strategic Planning Ad Hoc Committee, 2023 May 2

Trustee A. Morell referred to the report of the Strategic Planning Ad Hoc Committee provided to Trustees in the agenda package.

The recommendation of the committee from the 2023 May 2 meeting was outlined.

Trustee A. Morell provided the rationale for the recommendation. There were no questions of clarification.

Moved by A. Morell
Seconded by B. Smith

THAT the Terms of Reference be updated to change the deadline for the approval of the Multi-year Strategic plan by the Board from 2023 October 24 to 2023 November 28.

CARRIED

e. Program and School Services Advisory Committee, 2023 May 2

Trustee S. Polhill referred to the report of the Program and School Services Committee provided to the Trustees in the agenda package.

The recommendation of the committee from the 2023 May 2 meeting was outlined.

Trustee S. Polhill provided the rationale for the recommendation. There were no questions of clarification.

Moved by S. Polhill
Seconded by B. Mai

THAT the Board of Trustees submission to the Ministry of Education regarding Bill 98 be made public by posting to website under Trustee Correspondence.

CARRIED

f. Policy Working Committee, 2023 May 9

Trustee B. Mai referred to the report of the Policy Working Committee provided to Trustees in the agenda package. There were no recommendations or questions of clarification.

g. Chair's Committee, 2023 May 16

Trustee B. Mai referred to the report of the Chair's Committee provided to the Trustees in the agenda package. Recommendations of the Committee from the 2023 May 16 were outlined. There were no questions of clarification.

Moved by B. Mai
Seconded by S. Moore

THAT the 2023 June 13 Planning and Priorities Advisory Committee meeting be cancelled and the Chair schedule a Special Board meeting in its place.

CARRIED

h. Negotiations Advisory Committee, 2023 May 17

Trustee L. Hopkins referred to the report of the Negotiations Advisory Committee provided to Trustees in the agenda package. There were no recommendations or questions of clarification.

i. Committee of the Whole, In-Camera, 2023 May 23

Trustee B. Mai reported the Committee of the Whole met in-camera from 5:03 p.m. to 5:30 p.m. There were no conflicts of interest declared. The committee discussed confidential, legal, property, negotiations, and personal matters.

Moved by B. Mai
Seconded by M. Larsen

That the motions at the in-camera session of 2023 May 23 related to legal, property, negotiations, and personal matters be approved.

CARRIED

16. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

a. Ontario Public School Boards' Association (OPSBA)

Trustee S. Moore provided an update on Ontario Public School Boards' Association (OPSBA) noting the most recent meeting included a presentation from the Association of Municipalities in Ontario highlighting current municipal projects and potential collaboration opportunities with OPSBA. Several issues were discussed at the meeting including Bill 98 and the plan for OPSBA to present concerns about the bill, Grants for Student Needs (GSN) funding and the impact on Board budgets, student transportation services, French as a second language, and the Ontario Coalition of Children and Youth Mental Health. OPBSA has also arranged several school tours for the Take Your MPP to School Day initiative.

b. Thames Valley Education Foundation (TVEF)

Trustee S. Moore reported Thames Valley Education Foundation (TVEF) met 2023 April 26 and approved Fellowship payouts and reviewed the financial dashboard. It was noted there has been an increase in the number of requests received for the Caring Fund and announced the recruitment of two new board members as well as other staffing additions. The final meeting will be held 2023 June 14.

c. Active and Safe Routes to School

Trustee M. Larsen reported the Safe and Active Routes to School Committee met 2023 May 23 and discussed the School Travel Planning Manual (STP) which has been developed to support schools and students in developing active and safe routes to school.

d. Thames Valley Home and School Association

Trustee S. Polhill advised on the upcoming TVHSA Annual General Meeting encouraging individuals to attend, noting the Student Trustee Orientation conflicts with this event.

17. COMMUNICATIONS

None.

18. NOTICE OF MOTION

THAT the Chair write a letter to the municipalities/councils of East Zorra Tavistock, Zorra, Woodstock, and the County of Oxford requesting they send written correspondence to the Ministry of Education and MPP Hardeman in support of an immediate approval of revised construction plans of the new north Woodstock school to accommodate capacity issues from school community growth since the submission of the original plan.

19. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

Chair L. Pizzolato stepped down from the Chair. Trustee B. Mai assumed the Chair.

Trustee L. Pizzolato provided the rationale for the motion.

Questions of clarification were addressed by Administration regarding the position title, whether the position would support Administration or the Board of Trustees, and the need for a full-time, permanent position.

Trustees in favour argued the importance of ensuring there is adequate time for consideration during budget deliberations.

Moved by L. Pizzolato
Seconded by S. Polhill

THAT funding for a full-time permanent Policy Advisor/Writer to support writing and updating policies and procedures, be included as part of the 2023-2024 budget considerations.

CARRIED

Questions of clarification were addressed by Administration regarding the intent of the motion, budget considerations and the need for the position.

Trustees in favour argued other similar motions were postponed allowing adequate time for consideration during budget deliberations.

Trustees against argued if the need exists the cost of the position should be reflected in a future budget and not be part of Trustee budget considerations.

Moved by S. Moore
Seconded by M. Larsen

TO POSTPONE the motion to the 2023 June 20 Regular Board meeting.

DEFEATED

Moved by L. Pizzolato
Seconded by C. Sachs

TO extend the meeting until 11:10 p.m.

CARRIED

20. QUESTIONS/COMMENTS BY MEMBERS

Trustee B. Smith shared comments about the value and reach of literacy programs. Trustee D. Cripps brought forward school building design suggestions from a grade 4 student at Springbank Public School, and Trustee L. Hopkins passed along appreciation from Communities Building Youth Futures of Oxford to Administration.

21. ADJOURNMENT

Without objection, the meeting adjourned at 11:04 p.m.

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Lori-Ann Pizzolato
Chairperson

THAMES VALLEY DISTRICT SCHOOL BOARD

SPECIAL BOARD MEETING

May 30, 2023, 6:00 P.M.
Board Room, Education Centre

TRUSTEES

C. Antone
D. Cripps
L. Hopkins
M. Larsen
B. Mai
S. Moore
A. Morell
L. Osbourne
L. Pizzolato (Chair)
S. Polhill
C. Sachs
B. Smith (+6:04)
A. Hassan (+6:57)
S. Saran

REGRETS

M. Ruddock
L. Ninham

ADMINISTRATION AND OTHERS

M. Fisher
L. Nicholls
R. Culhane
K. Auckland
J. Bruce
S. Builder
A. Canham
C. Giannacopoulos
L. Griffith-Jones
T. Langelaan
C. Lynd
B. Puzanov
P. Skinner
P. Sydor
G. Vogt
M. Young
C. Weedmark
S. Smith
S. Hickson
S. Macey (-6:43)
J. Knight (-6:43)
D. Munroe (-6:43)
S. Lam (-7:36)
J. Meyer
J. Amendolia
J. Francis (-7:11)

1. CALL TO ORDER

Board Chair L. Pizzolato called the meeting to order at 6:01 p.m. and acknowledged the traditional territory on which the Board meeting is held.

2. O CANADA

The meeting opened with a virtual performance of O Canada by the H. B. Beal Secondary School Choir.

3. APPROVAL OF AGENDA

Without objection, the agenda was approved as printed.

4. CONFLICT OF INTEREST

None declared.

5. 2023-2024 PRELIMINARY BUDGET

Associate Director L. Nicholls, Superintendent C. Lynd and Manager S. Macey presented for information the 2023-2024 Preliminary Budget. It was noted the budget was developed in alignment with the Board's Strategic Priorities, Operational Plan, Mission and Vision.

In support of the Operational Plan, the budget outlined funding for additional school support positions, including Classroom Literacy Support Teachers (CLST) and Secondary School Support Counsellors as well as funding to support development of an Anti-Black Racism and Anti-Islamophobia Strategy.

It was noted the Board will be operating with a projected budget deficit for 2023-2024 and will be required to draft a plan outlining how the deficit will be eliminated in the next two years. Budget

pressures were highlighted including staff absence replacement costs, continued staffing needs within secondary schools, and statutory benefits costs for CPP and EI.

It was noted that Special Education expenses are expected to exceed the grant amount. The Special Education budget was reviewed by the Special Education Advisory Committee (SEAC) in detail at the 2023 May 17 meeting. Included in the budget were the two full-time Behaviour Analyst positions as recommended by SEAC.

Administration noted that Trustee considerations including the two full-time Behaviour Analyst positions and the full-time Policy Advisor/Writer position were included in the budget subject to final approval. It was noted that if Trustees have additional considerations, they should be non-recurring, one year only expenses to support the requirement of a deficit elimination plan.

Questions of clarification were addressed by the Administration regarding specific budget line fluctuations, Trustee advocacy opportunities within the budget, statutory benefits, budget implications of the Field Trip Policy and Procedure, the expiration of COVID-19 funding, and the process used to determine equity priorities.

The meeting stood at ease while Administration prepared to present.

6. FINAL ATTENDANCE AREA REVIEW REPORT: CITY OF LONDON SECONDARY PANEL ATTENDANCE AREA REVIEW

Superintendent G. Vogt and Manager B. Puzanov presented for information the final recommendations for the City of London Secondary Panel Attendance Area Review.

It was noted there has been significant growth in secondary schools within the Thames Valley area primarily due to development, migration, and immigration. Administration provided background for the review, a summary of community feedback and presented to Trustees recommendations for consideration at the 2023 June 27 Board meeting.

Chair L. Pizzolato expressed appreciation on behalf of the Board to the Administration for the significant work completed on the Attendance Area Reviews.

Discussion considered formalizing the feeder school arrangement between Lester B. Pearson School for the Arts and London Central Secondary School (Recommendation #6) and the resulting potential capacity implications for London Central Secondary School.

Questions of clarification were addressed by Administration regarding the consideration of growth and development factors when making recommendations for feeder school designations, French Immersion redistribution, transportation funding reductions, and the need for a secondary school program review to ensure specialized programming is available to meet student needs and interests.

The meeting stood at ease while the motion was captured and shared on the screen.

Trustee B. Mai provided the rationale for the motion.

Questions of clarification were addressed by the Administration regarding whether other recommendations were contingent on formally designating Lester B. Pearson School for the Arts as a feeder school to London Central Secondary School.

Discussion considered the specifics of the report including, the number of students affected by formalizing the agreement as well as the implications for random selection of students to London Central Secondary School from outside the attendance area, a breakdown of elementary and secondary schools currently offering a Strings Program and the proportion of elementary students from those programs that transition to a secondary school Strings Program.

Trustees against argued a formal agreement could impact other aspects of the review if recommendations were linked.

Moved by B. Mai
Seconded by S. Moore

THAT the following recommendation be severed from the report:

THAT Lester B. Pearson School for the Arts be formally designated as a feeder school to London Central SS and that students continue to have the option to attend their home school.

And THAT Administration provide a report, by the end of October 2023, on Secondary school options for Lester B. Pearson School for the Arts.

CARRIED

7. ADJOURNMENT

Without objection, the meeting adjourned at 7:56 p.m.

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Lori-Ann Pizzolato
Chairperson

THAMES VALLEY DISTRICT SCHOOL BOARD

SPECIAL BOARD MEETING

June 13, 2023, 6:00 P.M.
Board Room, Education Centre

TRUSTEES

C.	Antone	S.	Polhill
D.	Cripps	C.	Sachs
L.	Hopkins	B.	Smith
M.	Larsen	L.	Osbourne (+6:06)
B.	Mai	L.	Pizzolato (Chair)

REGRETS

S.	Moore	A.	Hassan
A.	Morell	L.	Ninham
M.	Ruddock	S.	Saran

ADMINISTRATION AND OTHERS

M.	Fisher		
L.	Nicholls	P.	Skinner
R.	Culhane	P.	Sydor
K.	Auckland	G.	Vogt
J.	Bruce	D.	Wright
S.	Builder	A.	Chahbar
C.	Giannacopoulos (6:07)	C.	Weedmark
L.	Griffith-Jones	S.	Macey (-6:07)
T.	Langelaan	J.	Meyer
C.	Lynd	S.	Hickson
S.	Powell	B.	Puzanov

1. CALL TO ORDER

Board Chair L. Pizzolato called the meeting to order at 6:01 p.m. and acknowledged the traditional territory on which the Board meeting is held.

2. O CANADA

The meeting opened with a virtual performance of O Canada by the Lord Dorchester Secondary School concert band.

3. APPROVAL OF AGENDA

Without objection, the agenda was approved as printed.

4. CONFLICT OF INTEREST

None declared.

5. ONLINE BUDGET CONSULTATION SURVEY RESULTS

Superintendent C. Lynd presented the budget input received online between 2023 February 7 to 2023 April 18. It was noted 243 respondents provided feedback with consideration given to many of the items received through the online feedback process. The Preliminary Budget includes an allocation of resources related to equity, mental health and well-being, numeracy, and literacy.

There were no questions of clarification.

6. PUBLIC INPUT - PRELIMINARY 2023-2024 BUDGET

Superintendent C. Lynd noted the public was invited to provide written input and/or apply for public delegations following the presentation of the 2023-2024 Preliminary Budget. No written responses or applications for public delegations were received.

a. Delegations

No applications were received.

b. Written Input

No input was received.

7. 2022-2023 INTERIM FINANCIAL REPORT AS AT March 31, 2023

Manager S. Macey presented the Interim Financial Report based on the financial results for the seven months ending 2023 March 31. It was noted the only change to the initial report presented to Trustees in 2023 February 14 was additional funding in Priorities and Partnership Funding (PPF). Revenues and expenses have been adjusted accordingly. It was noted the budget is fully compliant with Ministry requirements.

Questions of clarification were addressed by Administration regarding Bill 98's potential implications on the budget.

8. CITY OF LONDON SECONDARY PANEL ATTENDANCE AREA REVIEW: PUBLIC INPUT

a. Delegations

Members of the public were in attendance to provide public input on the City of London Attendance Area Review.

Board Chair L. Pizzolato welcomed members of the public and reviewed the parameters for providing public input.

Trustees asked questions of clarification to the presenters.

Trustee B. Mai thanked all presenters for their input and noted public input is being considered by Trustees and Administration.

Board Chair L. Pizzolato expressed appreciation to all presenters.

b. Written Public Input

Written public input on the City of London Secondary Attendance Area Review was provided to Trustees in the agenda package.

There were no questions of clarification.

9. ADJOURNMENT

Without objection, the meeting was adjourned at 7:05 p.m.

_____

Lori-Ann Pizzolato
Chairperson

Date of Meeting:	2023 June 27
Item #:	14.a

BOARD REPORT FOR:	☐ Audit Committee ☐ Board Governance and Bylaw Review ☐ Chair's Committee ☐ First Nations Advisory Committee	☐ Planning and Priorities Advisory Committee ☐ Policy Working Committee ☐ Program and School Services Advisory Committee ☒ Special Education Advisory Committee ☐ TVPIC	
	☒ PUBLIC	☐ IN-CAMERA	
PRESENTED FOR:	☐ Approval	☐ Input/Advice	☒ Information
Date and Time of the meeting	The Special Education Advisory Committee met on 2023 May 17 from 12:36 p.m. to 3:15 p.m.		

Content:

Reports From SEAC Sub-Committees

a. Special Education Plan Subcommittee

Chair B. Mai reported on the work of the Special Education Plan Subcommittee on Standards 2 and 12 of the Special Education Plan and the board's response to the Minority Reports as outlined in the Subcommittee report provided in the agenda package.

b. Working Group - Budget Considerations

Chair B. Mai noted that at the 2023 May 2 meeting SEAC reached consensus on issues of importance for students with special education needs within Thames Valley District School Board (TVDSB) to help inform budget considerations for Administration. Issues included accountability, parent/guardian communication and student supports.

Report from Administration: Special Education Plan - Standard 2

Superintendent A. Canham and System Principal M. Chevalier presented for information the proposed revisions for Standard 2 of the Special Education Plan. Revisions to the standards were made to ensure alignment with the operating plan.

Report from Administration: 2023-24 Preliminary Budget - Special Education

Superintendent A. Canham introduced Manager S. Macey who presented a summary of the preliminary 2023-2024 Special Education budget for the committee's consideration. It was noted there is a Special Education budget deficit and that funding to support expense increases is largely due to increases in enrolment.

SEAC Recommendations for Special Education Budget

Committee members provided feedback to Administration regarding the proposed Special Education budget noting the need for special education program expansion in secondary schools, improved coordination with expanding programs, special education support staffing models and service wait times.

SEAC members also discussed a motion to request that the Board of Trustees and SEAC write letters to the Ministry of Education regarding various aspects of special education.

	Suspension and Expulsion of Students With Special Education Needs Superintendent D. Wright presented a brief update on safe schools and well-being, highlighting targeted initiatives within the board leading to a reduction in suspension rates. It was noted that disaggregated data about the number of suspensions and expulsions of students with special education needs is not currently available. Administration indicated this information as well as more information about the work of the Safe Schools portfolio could be provided at a future meeting.
Recommendation(s): *(only required when presenting for Board approval)*	Recommendations were provided at the 2023 May 23 Regular Board meeting.
Financial Implications:	N/A
Timeline:	N/A
Communications:	N/A
Appendices:	

Form Revised MAY 2022

Date of Meeting: 2023 June 27 Item #:

BOARD REPORT FOR:	☐ Audit Committee ☐ Board Governance and Bylaw Review ☐ Chair's Committee ☐ First Nations Advisory Committee	☐ Planning and Priorities Advisory Committee ☐ Policy Working Committee ☐ Program and School Services Advisory Committee ☒ Special Education Advisory Committee ☐ TVPIC	
	☒ PUBLIC	☐ IN-CAMERA	
PRESENTED FOR:	☒ Approval	☐ Input/Advice	☒ Information
Date and Time of the meeting	The Special Education Advisory Committee met on 2023 June 6 from 12:22 p.m. to 2:45 p.m.		
Content:	**Unfinished Business** **a. Review of Special Education Plan - Part 1** Superintendent A. Canham, System Principal R. Ferrara and System Principal M. Chevalier presented for information the final revisions for Standards 1, 3, 4, 5, 6, 7, 12, 13, 15 and 17 of the 2023-2024 Special Education Plan. Committee members were separated into breakout groups to share their reflections on the Special Education Plan with a focus on how the plan meets the requirements of students with special education needs within the Thames Valley District School Board (TVDSB), followed by presentations from each group. **Special Education Plan Review - Part 2** **a. Standards 2, 8, 9, 10, 11, 14, 16, 18** Covered under agenda item 5a. **Special Education Plan - SEAC Response** SEAC discussed the shared feedback from the breakout room which included wait times, Special Education funding and program reviews. Other suggestions included future SEAC work including development of user-friendly Special Education guides, Special Education Plan communication strategies, and a schedule of review. In response to a question, Administration stated that the Special Education Plan is required by the Ministry of Education and the current document meets all Ministry requirements. Discussion continued regarding what SEAC wished to communicate to the Board of Trustees regarding the Special Education Plan. The Chair reminded the committee of the scope of the work undertaken by the Special Education Plan subcommittee and that the subcommittee had limited its focus to student needs and the clarity of the documents. The following excerpt is from the subcommittee's report provided at SEAC's April 3 meeting.		

"The subcommittee indicated that they did not feel it was appropriate for SEAC to be responsible for ensuring the Special Education Plan meets Ministry criteria as this is the responsibility of the Board. Members agreed to flag any missing criteria if it was noticed but to focus more on student needs in the meeting time provided."

This excerpt is relevant to the decision-making and wording of the motion that was carried at the June 6 meeting.

The following recommendations were moved and CARRIED:

WHEREAS the special education plan is detailed and thorough. The programs and services currently available are outlined. However, there are funding shortfalls and SEAC expresses concern that the availability of resources may impact the ability to implement the plan.

SEAC recommends the Special Education Plan to the Board of Trustees.

and

WHEREAS SEAC is concerned that Ministry of Education funding is not keeping pace with student needs and increased costs.

SEAC recommends to the Board of Trustees to write a letter to the Ministry of Education regarding chronic shortfalls in provincial funding for special education.

2023-2024 SEAC Meeting Dates

Chair B. Mai referred to the SEAC meeting dates for the 2023-2024 academic year provided to the membership in the agenda package.

Discussion considered re-scheduling the 2024 May meeting dates to provide SEAC members with adequate time to review the Special Education Budget.

Report From Trustees (Verbal)

Chair B. Mai updated the committee on the outcome of SEAC recommendations from the 2023 May 17 meeting, noting Administration added the two Behavior Analyst (BA) positions to the preliminary budget for Trustee consideration at the 2023 June 20 Special Board meeting. The wording of SEAC's recommendation that the TVDSB allocate funding to reduce caseloads to improve student to professional ratios will need refinement.

Superintendent A. Canham noted additional Priorities and Partnerships Funding (PPF) had been received and Administration is exploring options to utilize the funds.

Students on a Modified Day (Standing Item)

Superintendent A. Canham and System Principal M. Chevalier referred committee members to the agenda package for more details.

	Correspondence (Standing Item) A copy of a draft letter from SEAC to the Ministry of Education addressing concerns about Special Incidence Portion (SIP) funding was shared with committee members. Feedback on the draft can be provided to the Chair. **SEAC Work/Success/Goals Online Reflection** Chair B. Mai noted there is an opportunity for SEAC members to provide online feedback on the work undertaken by the committee to-date to be used to inform a discussion regarding goals for the 2023-2024 academic year. This opportunity will be provided via survey, with a link to be emailed to members following the meeting. **Reports From Administration (Information Only)** **a. TVDSB Governance Policy and Procedure Special Education Committee Advisory Committee** Superintendent A. Canham presented for information a draft Thames Valley District School Board SEAC Governance Policy and Procedure. It was noted public feedback was considered and no changes were required to the document. Administration outlined the next steps for the review of the Policy and Procedure. **Forum Association Updates** Committee members highlighted some of the events and activities planned by their various organizations in the coming weeks. **Next Meeting Date** The 2023-2024 meeting dates were provided in the agenda package. The next meeting is scheduled for 2023 September 11 at 6:30 p.m.
Recommendation(s): *(only required when presenting for Board approval)*	**SEAC recommends the Special Education Plan to the Board of Trustees.** **and** **SEAC recommends to the Board of Trustees to write a letter to the Ministry of Education regarding chronic shortfalls in provincial funding for special education.**
Financial Implications:	N/A
Timeline:	N/A
Communications:	N/A
Appendices:	

Date of Meeting: 2023 June 27

Item #: 14.b

REPORT TO:	☐ **Administrative Council**	☐ **Program and School Services Advisory Committee**
	☐ **Policy Working Committee**	☐ **Planning and Priorities Advisory Committee**
	☒ **Board**	☐ **Other:**
	☒ **PUBLIC**	☐ **IN-CAMERA**
TITLE OF REPORT:	**Thames Valley District School Board (TVDSB) Special Education Plan 2023-2024**	
PRESENTED BY:	Andrew Canham, Superintendent of Student Achievement (Special Education) Roseanne Ferrara, System Principal (Special Education) Matthew Chevalier, System Principal (Special Education)	
PRESENTED FOR:	☒ **Approval**	☐ **Information** ☐ **Advice**
Recommendation(s):	That the TVDSB Board of Trustees approve the updated '*Thames Valley District School Board (TVDSB) Special Education Plan 2023-2024'*.	
Purpose:	To seek the approval of the '*Thames Valley District School Board (TVDSB) Special Education Plan 2023-2024'* from the Board of Trustees.	

Content:

It is the Ministry of Education's expectation that School Boards in Ontario review and update their *Special Education Plan* on an annual basis. This year, a committee of seven (7) SEAC members and three (3) Special Education Department staff members met to review and update each of the 18 standards of the Plan. Following the '*Special Education Plan Standard Review Schedule'* that was shared with the Board of Trustees in September 2022, over the course of the year the subcommittee met on numerous occasions to review each of the 18 standards. After coming to subcommittee at least twice, each standard was then shared with the entire SEAC.

On June 6, 2023, SEAC passed the following motion:

> *WHEREAS the special education plan is detailed and thorough. The programs and services currently available are outlined. However, there are funding shortfalls and SEAC expresses concern that the availability of resources may impact the ability to implement the plan.*
>
> ***SEAC recommends the Special Education Plan to the Board of Trustees**.*

Pursuant to Trustee motion, from June 28, 2022, the *TVDSB Special Education Plan 2023-2024* was posted for public input on June 7, 2023.

> T*HAT the current plan be shared with community members and stakeholders following the same process to receive public input on TVDSB Board policies*

Many of the changes to next year's plan were housekeeping.

More substantive changes to the plan occurred in:

Standard 2 - *The Board's General Model for Special Education*
Standard 5 – The Identification, Placement, and Review Committee (IPRC) Process and Appeals
Standard 9 – *Special Education Placements Provided by Standard the Board*
Standard 12 – *Special Education Permanent Staffing Allocation*

Cost/Savings:	NA
Timeline:	The plan is submitted to the Board of Trustees for approval on June 27, 2023.
Communications:	Upon approval from the Board of Trustees, The Plan will be posted to the TVDSB website and presented to the Ministry of Education for review.
Appendices:	Attachment #1 *The TVDSB's Special Education Plan 2023-2024* (PowerPoint) Attachment #2 *Thames Valley District School Board Special Education Plan 2023 – 2024*

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 October 2018



Special Education Plan

2023-2024

Thames Valley District School Board

Purpose of the Special Education Plan

- Since 2000, all school boards in the province of Ontario are required to develop a Special Education Plan which includes 18 Standards.

- The purpose of the plan is to, “improve the quality of special education programs and services”.

- In accordance with Regulation 306, the Thames Valley District School Board reviews its plan on an annual basis to ensure it meets current needs.
  - This includes reviewing current practices, planning for professional learning and forming and maintaining important partnerships.

The Special Education Plan Changes 2023-2024

Housekeeping and/or updating of information.

- Alignment with the revised goals of the *TVDSB Operational Plan* [Standard 2 – pg. 9]
- The inclusion of the description of new and/or additional positions within the department (i.e., Supervisors of Professional Student Services) [Standard 3 – pg. 20]
- Updating the data pertaining to the number of Identification, Placement, and Review Committee (IPRC) meetings (initial, deferred, & waived). [Standard 5]
- The locations of special education classes for 2023-2024 [Standard 9 - pg. 98-99]

THAMES VALLEY DISTRICT SCHOOL BOARD

The Special Education Staffing

Standard 12 - Special Education Permanent Staffing Allocation

The Special Education Department will have a total allocation of approximately 1700 staff directly supporting the learning needs of 11,500 formally identified students

- An increase in Learning Support Teachers (LSTs)
- An increase in Special Education classes
- An increase in Teachers on Special Assignment (TOSA)
- A realignment of the Management of the Professional Student Services team
  - The addition of three Supervisors
- An increase in Behaviour Analysts

The Special Education Plan Changes 2023-2024

More substantive changes to the Plan occurred in:

- Timelines for the referrals to special education classes [Standard 5 – pg. 35]
- A flow-chart delineating the IPRC process [Standard 5 – pg. 36]
- Clarification of the role and function of the Special Education Central Committee [Standard 9 – pg. 77]
  - Specific language about the parent(s)/guardian(s) right to attend the SECC [Standard 9 – pg. 78]

The Special Education Plan 2023-2024 Recommendation from SEAC

On June 6, 2023, SEAC passed the following motion:

> WHEREAS the special education plan is detailed and thorough. The programs and services currently available are outlined. However, there are funding shortfalls and SEAC expresses concern that the availability of resources may impact the ability to implement the plan.
>
> **SEAC recommends the Special Education Plan to the Board of Trustees.**

Special Education Plan

2023-2024

Thames Valley District School Board

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Acronyms and Definitions Related to Special Education

Acronym	Definition
ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactive Disorder
AODA	Accessibility for Ontarians with Disabilities Act
APD	Auditory Processing Disorder
ASD	Autism Spectrum Disorder
ASL	American Sign Language
BMS	Behaviour Management Systems
CCAT	Canadian Cognitive Abilities Test
DE	Developmental Education
D/HH	Deaf and Hard of Hearing
DSENA	Differentiated Special Education Needs Amounts
DSM	Diagnostic and Statistical Manual of Mental Disorders
EA	Educational Assistant
ECPP	Education and Community Partnership Program
FASD	Fetal Alcohol Spectrum Disorder
HCCSS	Home and Community Care Support Services
IBI	Intensive Behaviour Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
LD	Learning Disability
LST	Learning Support Teacher
MID	Mild Intellectual Disability
O&M	Orientation and Mobility
OAP	Ontario Autism Program
OSR	Ontario Student Record
OT	Occupational Therapist
PDT	Program Development Team
PT	Physiotherapist
RHPA	Registered Health Professionals Act
SEA	Special Equipment Amount

Acronym	Definition
SEAC	Special Education Advisory Committee
SEAS	Special Education Administrative System
SEPPA	Special Education Per Pupil Amount
SIP	Special Incidence Portion
SLP	Speech-Language Pathologist
TOSA	Teacher on Special Assignment
TVDSB	Thames Valley District School Board
VMI	Visual-Motor Integration
WIAT	Wechsler Individual Achievement Test
WISC	Wechsler Intelligence Scale for Children

Definitions for purposes of this Special Education Plan:

board – refers to Thames Valley District School Board administration and staff
Board – refers to the Board of Trustees

Standard 1: The Board's Consultation Process for the Special Education Plan

The purpose of the standard is to provide details of the board's consultation process to the Ministry and to the public.

The Thames Valley District School Board (TVDSB) values collaboration with families, community partners and stakeholders, and welcomes input into the *Special Education Plan* at any time throughout the academic year through the Special Education website or directly to staff using the **Special Education Plan email address** that has been established specifically for this purpose. Staff members have regular and ongoing communication with parents/guardians, system staff, and community agencies and associations. As a school board committed to continuous improvement, we value and welcome input received through formal and informal processes. The feedback gathered influences the decisions made by the TVDSB on the provision of programs, services, and resources.

Scheduled Program Reviews

During the 2023/2024 school year, a review of the TVDSB's Giftedness Program is planned.

Information about the TVDSB's Special Education Plan and all associated resources, will be shared with the following:

- The Special Education Department will share with school principals so they can share with School Councils
- The Thames Valley Parent Involvement Committees
- The Thames Valley Council of Home and School Associations
- The Student Advisory Council

Public Consultation with Support from SEAC

In Ontario, school boards are required to establish a Special Education Advisory Committee (SEAC) to provide advice about special education programs and services. The TVDSB SEAC is currently comprised of six (6) Local Associations, three (3) Trustees and six (6) Additional Members that further the interests and well-being of students identified with exceptionalities. SEAC members make recommendations to the Board on any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students.

Every member of SEAC assumes responsibility for speaking with members of the public, either through association meetings or through informal conversations with parents/guardians. This input is reflected in the feedback provided through monthly SEAC meetings.

Every monthly agenda includes a section for "*Association Updates*," at which time members may provide updates to the committee on matters pertaining to their respective association. This may include, but is not limited to, introducing matters of interest or concern, key initiatives of the associations, upcoming events and/or celebrations, et cetera.

SEAC meetings are open to members of the public who are welcome to attend and observe the proceedings. SEAC meeting processes also allow for members of the public to speak as a delegation to SEAC on matters affecting the establishment, development, and delivery of special education programs and services for exceptional students. If members of the public would like to make a presentation to SEAC, they are encouraged to complete a Public Input application by clicking HERE. Oral presentations will be a maximum ten (10) minutes for an approved delegation representing a School Council, or a Home and School Association in good standing, and five (5) minutes for individuals or representatives of any other organization/group.
SEAC meeting processes also allow for members of SEAC to ask questions of the delegation. Depending on the nature of the questions, answers may be received during the meeting or at the next meeting.

SEAC's Involvement in the Review Process

In accordance with Regulation 464/97, each year, SEAC is provided with the opportunity to participate in the annual review of the board's *Special Education Plan*. An open invitation is extended to all SEAC members to collaborate with staff through a Special Education Plan Sub-Committee. As a key contributor to the Special Education Plan, SEAC members are encouraged to make recommendations about how best to improve and/or enhance the special education resources, programs, and services available to Thames Valley DSB students. Staff review and update the Special Education Plan Standards annually. Standards are shared with the sub-committee for input and review. Following this, staff consider recommendations made by the sub-committee. It is our typical process to share various sections (or Standards) of the plan with SEAC during the last several meetings of the academic year. Once an opportunity to collect feedback from SEAC has occurred, the revised plan is again shared with SEAC. This final review of the plan typically occurs in June of every year and is done in advance of the final plan being shared with the Board of Trustees. To signal its support of the plan, the SEAC committee votes on a motion to endorse the amended plan each year.

Majority or Minority Reports, Board Response

A minority report is made by a group of people within a larger group who disagree with the report of the whole group. SEAC Member Associations have an opportunity each year to submit a Minority Report to the Chair of SEAC and Board of Trustees concerning the board's *Special Education Plan.* The Board of Trustees will issue a response to this report. This response may include, for example, an acknowledgement of receipt of the minority report, potential next steps,

et cetera. Should a minority report be received, that report and the Board's response would be attached as appendices to the Special Education Plan. A template for a minority report and further details about the report have been included in the TVDSB's SEAC Handbook.

There were no minority reports submitted during the 2022-2023 academic year.

Means of Communication

TVDSB and SEAC communicate with and receive feedback from parents/guardians, board employees and the community throughout the year in these ways.

- TVDSB website
- TVPIC to share with School Councils
- Through SEAC member organizations
- TVDSB email address

Parents/Guardians and members of the community are able to provide input throughout the school year.

SEAC member contact information is provided on the website.

Public Feedback on the Special Education Plan

During the 2022-2023 academic year, feedback was received from members of the public on the board's Special Education Plan through either the Special Education Plan email address (specedplan@tvdsb.ca) or by direct communication with members of the department. This public input was received and reviewed by the Special Education Department.

Community Consultation

The board staff in conjunction with SEAC, determined that the priority area of focus was to raise awareness and understanding of the TVDSB Special Education Plan. To endeavor to meet this focus, a SEAC Sub-Committee:

- Increased awareness of the Special Education Plan as part of regular professional development with administrators, Learning Support Teachers, and other staff;
- Continued to revise each standard to ensure current information and clarity of content;
- In June 2023, the Special Education Plan 2023-2024 was posted n the Board's website under Public Input. Feedback was received from three (3) individuals.

Standard 2: The Board's General Model for Special Education

The purpose of the standard is to provide the Ministry and the public with information on the board's philosophy and service delivery model for the provision of Special Education programs and services.

The Thames Valley District School Board (TVDSB) Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Regulations made under the Act.

The TVDSB's approaches to Special Education and its Special Education delivery system are consistent with the board's Mission, Vision, and Strategic Priorities. The TVDSB Mission, "*We build each student's tomorrow, every day*" lies at the heart of the programs and services that the TVDSB provides through its Special Education Department.

Philosophy of Special Education

The Board endeavours to meet the needs of all students accessing Special Education programs and services in the most enabling environment consistent with Ministry direction in that, wherever possible, student's needs are addressed within the regular class at the home school with appropriate special education supports and services in accordance with parental preference.

Students with special education needs may require additional programs and services be designed and implemented in order for students to reach their maximum potential.

The TVDSB uses a variety of strategies, techniques and resources, using the Tiered Approach to Prevention and Intervention Framework, to best meet the needs of all students.

Tiered Intervention Service Delivery Model for Special Education

The Thames Valley District School Board approach to Special Education is consistent with the Board's Mission, Vision and Strategic Priorities. The TVDSB Mission, *"We build each student's tomorrow, every day"* lies at the heart of the programs and services that TVDSB provides through its Special Education Department. Special Education embraces a tiered intervention approach of service delivery to support the achievement and well-being of all students. Tiered intervention facilitates early identification of students' diverse needs and uses a continuum of evidence informed intervention strategies that are matched to support each student's unique learning strengths, interests and motivators. Data is used to make programming decisions, followed by ongoing progress monitoring, with appropriate adjustment to instruction, strategies

and goals. Student progress is reviewed and evaluated frequently, safeguarding equitable service to build strong foundations for every student.

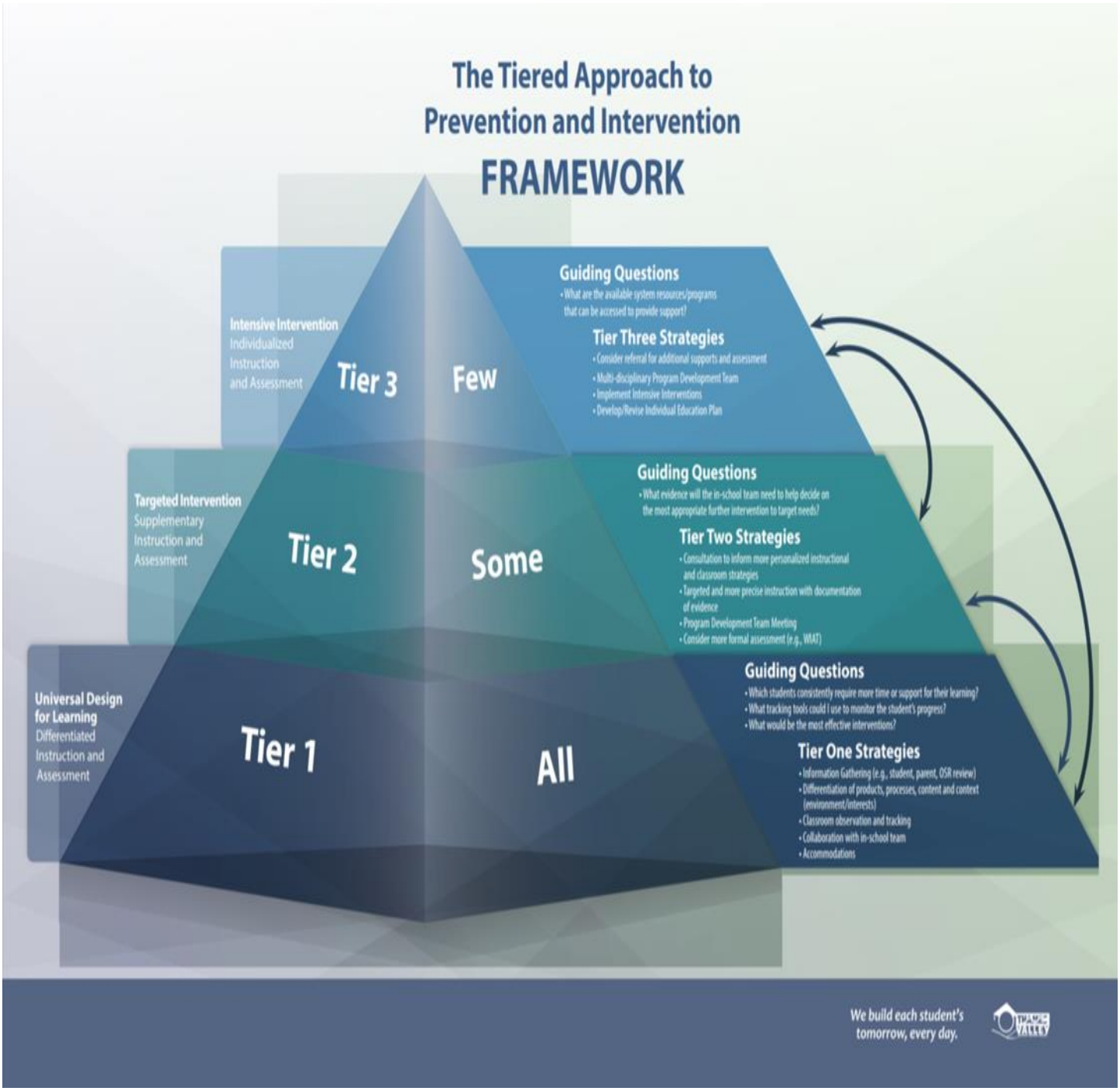
Support may be at one of three levels: universal support (good for all), targeted support (necessary for some) and intensive support (essential for few).

Tier 1 (good for all) is our foundational everyday work to foster the essential conditions for learning. It consists of sound classroom instruction, including differentiated instruction and universal strategies to support all students in their learning and well-being.

Tier 2 (necessary for some) involves more targeted intervention using student learning summary and progress data to inform a plan for students who may require additional supports beyond what is implemented at Tier 1.

Tier 3 (essential for few) is for students who require more intensive services and supports than what is provided at Tier 1 and Tier 2. Some students may need to be referred for more extensive assessment. This information is used to guide more specialized instruction and intervention.

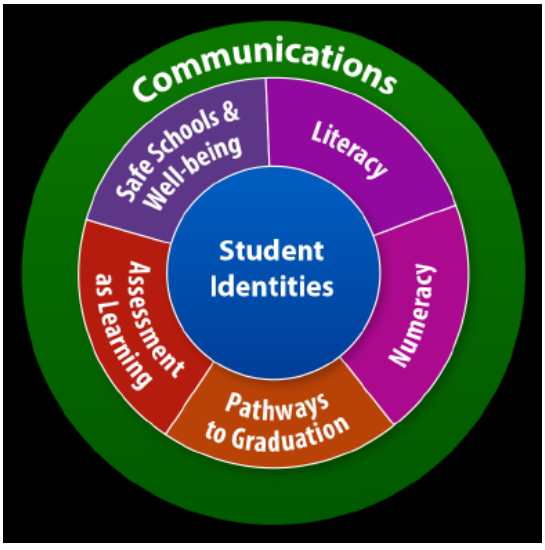
Tiered intervention uses a collaborative team approach and fosters positive relationships to provide students with optimal programing and support. Each team member, (parent(s)/guardian(s), student, educator, support staff) brings valuable and diverse perspectives in understanding, assessing, and intervening in a manner that is responsive to the student's strengths and needs.


The Tiered Approach to
Prevention and Intervention
FRAMEWORK
Intensive Intervention
Individualized
Instruction
and Assessment
Tier 3
Few
Guiding Questions
• What are the available system resources/programs that can be accessed to provide support?
Tier Three Strategies
• Consider referral for additional supports and assessment
• Multi-disciplinary Program Development Team
• Implement Intensive Interventions
• Develop/Revise Individual Education Plan
Targeted Intervention
Supplementary
Instruction and
Assessment
Tier 2
Some
Guiding Questions
• What evidence will the in-school team need to help decide on the most appropriate further intervention to target needs?
Tier Two Strategies
• Consultation to inform more personalized instructional and classroom strategies
• Targeted and more precise instruction with documentation of evidence
• Program Development Team Meeting
• Consider more formal assessment (e.g., WIAT)
Universal Design
for Learning
Differentiated
Instruction and
Assessment
Tier 1
All
Guiding Questions
• Which students consistently require more time or support for their learning?
• What tracking tools could I use to monitor the student's progress?
• What would be the most effective interventions?
Tier One Strategies
• Information Gathering (e.g., student, parent, OSR review)
• Differentiation of products, processes, content and context (environment/interests)
• Classroom observation and tracking
• Collaboration with in-school team
• Accommodations
We build each student's
tomorrow, every day.

Goals for Special Education 2023-2024

The Special Education Department fosters inclusive environments through proactive and equitable practices which are responsive to the identity, strengths, abilities and living experiences of students. The goals of the Special Education Department are reviewed annually and are linked to the TVDSB Operational Plan.





- Goal 1: Student identities and abilities are affirmed
- Goal 2: Students, staff, and families will experience a greater sense of connection, safety and well-being in their school
- Goal 3: Reading skills of early years and primary students will be improved
- Goal 4: Numeracy skills of junior students (Grades 4-6) will be improved
- Goal 5: Educators will implement feedback strategies to improve student learning
- Goal 6: Identify and support individual pathway plans with each student so that they are on track to graduate
- Goal 7: Engage and communicate with staff, students and community to build relationships and inform our work at Thames Valley

In order to support the Operational Goals of TVDSB, the Special Education Department will:

- Provide professional learning opportunities and resources to educators on the development and implementation of effective Individual Education Plans (IEPs);
- Provide professional learning opportunities and resources on the Tiered Approach to Prevention and Intervention for staff, parent(s)/guardian(s) and community;
- Create Universal Design for Learning (UDL), Differentiation and Special Education resources to support student programming;
- Support Reg. 181/98 which indicates the regular class should be the most inclusive and preferred placement;
- Create and distribute parent/guardian resources pertaining to Special Education supports and services available through accessible platforms and media;
- Support parent(s)/guardian(s) and student engagement in the development of the IEP through the consultation process;
- Promote equitable access to special education supports and services and culturally responsive programming.

Each of the seven goals in the Operational Plan will be unpacked and further expanded upon as they relate to the provision of supports and services for students with special education needs, in the *Special Education Department Goals* document. This resource will be finalized and available to the public in the fall of 2023 and shall include specific and measurable goals accompanied by indicators of progress.

Standard 3: Roles & Responsibilities

The purpose of the standard is to provide the public with information on roles and responsibilities in the area of Special Education.

The Ontario Ministry of Education provided the majority of the enclosed information about roles and responsibilities in the area of special education. An * indicates that the roles and responsibilities are written exactly as recorded in the ministry document, Special Education in Ontario K-12.

The Ministry of Education*

- Sets out, through the *Education Act*, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- Prescribes the categories and definitions of exceptionality;
- Requires through the *Education Act* that school boards provide appropriate special education programs and services for their exceptional students;
- Establishes the funding for special education through the structure of the funding model;
- Requires school boards to report on their expenditures for special education through the budget process;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry;
- Requires through the *Education Act* and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- Establishes a Minister's Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- Operates Provincial and Demonstration Schools for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

The school board*

- Establishes school board policy and practices that comply with the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- Monitors school compliance with the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- Requires staff to comply with the *Education Act*, regulations, and policy documents, including policy/program memoranda;

- Provides appropriately qualified staff for programs and services for the exceptional students of the board;
- Plans and reports on the expenditures for special education;
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional students of the board;
- Reviews the plan annually and submits amendments to the Minister of Education;
- Provides statistical reports to the ministry as required;
- Prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- Establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them;
- Establishes a SEAC;
- Provides professional development to staff on special education;
- Adheres to all applicable legislation.

The Special Education Advisory Committee (SEAC) *

- Makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the board;
- Participates in the board's annual review of its special education plan;
- Participates in the board's annual budget process as it relates to special education;
- Reviews the financial statements of the board as they relate to special education.

Further information regarding SEAC is available in *Section 17, The Board's Special Education Advisory Committee (SEAC).*

The School Principal*

- Carries out duties as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda, and board policies;
- Communicates Ministry of Education and school board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach special education classes;
- Communicates board policies and procedures about special education to staff, students, and parents;
- Ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the *Education Act*, regulations, and board policies;
- Consults with school board staff to determine the most appropriate programs for exceptional students;

- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures that the program is delivered as set out in the IEP;
- Ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

The Teacher*

- Carries out duties as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- Follows board policies and procedures regarding special education;
- Works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;
- Works with special education staff and parents to develop the IEP for an exceptional student;
- Where appropriate, works with other school board staff to review and update the student's IEP;
- Provides the program for the exceptional student in the regular class, as outlined in the IEP;
- Communicates the student's progress to parents.

The Special Education Teacher*

In the TVDSB, the special education teacher is often referred to as the Learning Support Teacher (LST).

The special education teacher, in addition to the responsibilities listed above under "The Teacher":

- Holds qualifications in accordance with the regulations under the *Education Act*, to teach special education;
- Monitors the student's progress with references to the IEP and modifies the program as necessary;
- Assists in providing educational assessments for exceptional students;

The TVDSB's "Role of the Learning Support Teacher" document can be found HERE.

The Early Childhood Educator*

The Early Childhood Educator, in coordination and cooperation with the classroom teacher:

- Plans for and provides education to children in Kindergarten;
- Observes, monitors, and assesses the development of kindergarten children;
- Maintains a healthy physical, emotional, and social learning environment in the classroom;
- Communicates with families;
- Performs duties assigned by the principal with respect to the kindergarten program.

The Parent*

- Is familiar with and informed about board policies and procedures in areas that affect the child;
- Participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Is acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and educators to solve problems;
- Is responsible for the student's attendance at school.

The Student*

- Complies with the requirements as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- Complies with board policies and procedures;
- Participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

***** as per **Special Education in Ontario K-12**

The Superintendent of Student Achievement

- Interprets and implements Ministry direction and legislation that pertains to the delivery of special education within the TVDSB;
- Is responsible for the oversight of all programs and services offered by the board to support students with special education needs.

The Special Education System Principal

- Provides leadership and support in the development, implementation and review of Special Education Department goals and initiatives;
- Supports parent(s)/guardian(s) of students with special needs regarding programming choices;
- Supports school and board staff in addressing students with complex special education needs;
- Supervises and coordinates Special Education Learning Coordinators;
- Supervises Special Education Teachers on Special Assignment (TOSAs), Itinerant Teachers and Educational Assistants.

The Special Education Learning Coordinator

- Supports school staff in addressing the needs of students with complex Special Education needs;
- Provides to principals and teachers, clarification on system and Ministry directions;
- Coordinates with principals and school teams, the implementation of Ministry and system Special Education program initiatives;
- Promotes, encourages, and facilitates teacher professional development that will assist schools in the implementation of quality instruction and learning;
- Assumes lead responsibilities for projects as assigned;
- Liaises with subject associations, divisional groups and provincial organizations as assigned.

The Special Education Teacher on Special Assignment (TOSA)

- Supports the development of staff capacity for improved student achievement and well-being through the implementation of evidence-based strategies and best practices responsive to individual student strengths, needs and interests;
- Develops and delivers professional learning opportunities for educators on evidence-based practices, instructional resources, system initiatives and Ministry of Education Policy/Program Memorandum;
- Works collaboratively and communicates effectively with school teams, system support staff and community partners, and contributes to the development, revision and implementation of individual student plans based on students' strength-based goals;
- Demonstrates recommended evidence-based strategies for staff through a process of observation, coaching, modeling, and monitoring;
- Supports the development of students' IEPs;
- Develops, organizes, and conducts Regional Sessions for students with a Giftedness exceptionality;

- Provides training on assistive technologies and technology tools for students;
- Demonstrates recommended evidence-based teaching strategies on assistive technology for staff through coaching and modelling.

The supports and services of a TOSA should be requested by the LST or the school administration through the TVDBS's Case Management System (CMS).

The TVDSB's "Role of the TOSA" document can be found HERE.

The Assistive Technology Teacher on Special Assignment (AT TOSA)

- Supports the development of staff capacity for improved student achievement and well-being through the implementation of individual student, small group, and class-wide training on assistive technology funded through Special Education Amount (SEA);
- Works collaboratively and communicates effectively with classroom teachers, school teams, and system support staff;
- Develops and delivers professional learning opportunities for educators on instructional practices that incorporate assistive technologies and technology tools;
- Supports the development of alternative goals of student IEPs as it relates to assistive technology;
- Utilizes student individual student summary of strengths, needs, interests, and motivators to develop a plan of personalized training for students with SEA-funded laptop/Chromebook device;
- The supports and services of an AT TOSA are automatically initiated through TVDSB's SEA automation system for students accessing a laptop or Chromebook device and additional training can be accessed by request through the LST or the school principal through TVDSB's CMS.

The Deaf and Hard of Hearing (DHH) Itinerant Teacher

- Supports students who are deaf and hard of hearing to access curriculum;
- Supports school staff to put appropriate supports in place for DHH students;
- Works with Speech Language Pathologists to support language development of DHH students identified with a DHH exceptionality.

The Vision Itinerant Teacher (VRT)

- Supports students formally identified as having a Vision impairment, to access the curriculum;
- Supports students with the common curriculum;

- Supports school level staff with plans and accommodations to support students with vision loss.

Behaviour Analysts

- Provides behaviour analyst services;
- Supports school staff and parent(s)/guardian(s) to better understand a student's behaviour at school through the identification of the function and antecedents of behaviour.

Speech Language Pathologist

- Uses a collaborative approach to service delivery, with diverse knowledge and expertise, to offer the best support system for students with communication needs, their families, and educator teams;
- Collects and interprets data, utilizing culturally and linguistically appropriate assessments, to determine the nature of a student's strengths and instructional needs in the areas of communication and language;
- Provides a range of evidence-based interventions that support students' speech, language, communication, and early literacy skills. These services help students communicate their ideas and learning, access curricular content, and promote an inclusive learning environment;
- Makes connections with families, students, and educational staff to foster meaningful interactions and optimal learning. Coach communication partners in the use of research-based strategies to promote communication skills in a natural learning environment.

Psychological Services Professionals (Psychologists/Psychometrists/Psychological Associates)

- Consults and collaborates with students, families, community partners, and school teams regarding school level learning, behaviour, social and/or emotional development and well-being;
- Administers and interprets individualized assessments of intellectual/cognitive functioning, information processing skills, social-emotional and behavioural functioning, adaptive living skills, risk of violence, and/or academic skills;
- Provides short-term intensive supports and interventions (e.g., individual/small group counselling) to address behavioural, mental health, social-emotional, and/or learning needs that impact a student's availability to learn.

School Counselling and Social Work Professionals (School Support Counselor, Social Worker/Attendance Counselor, FNMI Counselor)

- Consults, collaborates, and facilitates professional learning opportunities with community partners and school teams regarding mental health, social and/or emotional development and well-being;
- Provides mental health and social/emotional assessments for the purpose of establishing intervention goals with the family and student;
- Provides evidence informed individual, family and group counselling to help students address mental health and social or emotional barriers to learning;
- Supports and advocates for students and families to feel welcomed, included and engaged within the school community. Actively intervenes with the school team, families, and students to address barriers for school attendance.

The Educational Assistant (EA)

- Is allocated to schools by the management team of the Special Education Department to assist students identified with extensive and pervasive needs;
- Is assigned to system programs;
- Is assigned to schools based on the following hierarchy of student needs:
    - Physical/Medical: Activities of daily living, positioning, toileting, shallow suctioning, clean catheterization and feeding (bottle and spoon feeding, preparing foods);
    - Behavioural/Safety: Situations where the students are a serious threat to themselves and/or others, and a Management of Aggressive Behaviour Plan is in place;
    - Severe Developmental Disorders: Students with debilitating social and communication deficits.
- **Specific Categories of Educational Assistants:**
    - Interveners:
      Are Educational Assistants assigned to support students who are deaf and hard of hearing / blind and low vision.
    - Transcribers:
      Are Educational Assistants certified in the use of Braille and assigned to support students who are blind and low vision.
    - Interpreters:
      Are Educational Assistants trained in American Sign Language (ASL) and who are assigned to support students who are deaf and hard of hearing.
    - ABA EAs
      Are Educational Assistants with specialized training in tracking and monitoring student behaviour;

Support Behaviour Analysts and support schools to implement plans to decrease challenging behaviour at school.

- Short Term Additional Resource Team (START)
  Are Educational Assistants who support the school team on a short-term basis to put plans in place for students who are struggling significantly and/or are transitioning to a new school.

The TVDSB's "Role of the Educational Assistant" document can be found HERE.

The Manager of Professional Student Services

- Provides administrative management and supervision and monitors the performance of the Supervisors of Psychological Services staff, School Counselling and Social Work Services staff, and Speech-Language Pathology and Audiology Services staff (hereafter referred to as Professional Student Services staff) ensuring that staff comply with expectations of professional regulatory bodies, legislation, and board policies;
- Participates in personnel practices related to recruitment and selection, labour relations issues, and collective bargaining;
- Allocates Professional Student Services staff to schools and special programs;
- Develops, implements, and provides professional development opportunities for Professional Student Services staff and system; assesses, develops, modifies, and implements system-wide professional programs and services in accordance with applicable legislation to support system objectives and student achievement;
- Establishes and monitors Professional Student Services departmental policies;
- Contributes to research that supports the development of efficient and effective delivery of Professional Student Services;
- Manages, monitors, and authorizes budget expenditures;
- Serves as a system resource to administration, teachers, and support staff on discipline specific matters related to theory, diagnoses, and interventions;
- Participates in crisis intervention activities as required and/or responds as necessary to related issues that have significant system implications;
- Contributes to department and board strategies and outcomes as a member of the Special Education Management Team and Learning Support Services;
- Liaises and collaborates with external agencies as required to coordinate services and exchange critical information;
- Serves as a board representative on external (local and provincial) professional, educational and health services committees.

Supervisor, Professional Student Services (Psychological Services, Speech-Language Pathology and Audiology Services, School Counselling and Social Work)

- Provides administrative management and supervision and monitors the performance of Psychological Services staff, School Counselling and Social Work Services staff, and Speech-Language Pathology and Audiology Services staff (hereafter referred to as Professional Student Services staff) ensuring that staff comply with expectations of professional regulatory bodies, legislation, and board policies;
- Participates in personnel practices related to recruitment and selection;
- Liaises and collaborates with external agencies as required to coordinate services and exchange critical information;
- Participates in personnel practices related to recruitment and selection and labour relations issues;
- Serves as a consultative resource to department staff, administration, teachers, system, and support staff;
- Assists the Manager of Professional Student Services in planning and conducting staff meetings;
- Participates on assigned committees/teams at the departmental, system, community, and provincial level;
- Provides direct professional service to reduce the caseload of schools.

NB: During the 2023-2024 academic year the TVDSB will develop and publish, in consultation with SEAC, the following documents:

- The TVDSB's Service Delivery Model for Speech-Language Pathology and Audiology Services
- The TVDSB's Service Delivery Model for Psychological Services
- The TVDSB's Service Delivery Model for School Counselling and Social Work Services

Standard 4: Early Identification Procedures and Intervention Strategies

The purpose of the standard is to provide details of the board's early identification procedures and intervention strategies to the Ministry and to the public.

The Thames Valley District School Board (TVDSB) recognizes the importance of early identification of students' strengths and areas for growth. The purpose is to help students succeed by providing early assessment, monitoring, instruction, intervention and community support as needed. The TVDSB makes every effort to review the strengths and needs of all students as early as possible. Early and ongoing intervention is recognized as contributing to the well-being of all children and their ability to reach their potential. Parents/guardians are an integral part of the process. It is the belief of the TVDSB that continuous assessment and planning should exist for students throughout the education process. Learning abilities and needs are identified as early as possible. Programming is designed to support the student's needs and to help the student achieve to their fullest potential.

The TVDSB pursues a "tiered" approach to prevention and intervention. (See Standard 2 for more information.) This is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges to learning within their zone of proximal development[1] and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively. This is the foundation of tiered intervention. The tiered approach can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement.

The tiered approach can:

- facilitate early identification of both students who may be at risk and students who may benefit from greater challenges;
- ensure appropriate and timely intervention to address these students' needs.

> *"These procedures are a part of the continuous assessment and program planning process which should be initiated when a child is first enrolled in school and no later than the beginning of the program of studies immediately following Kindergarten and should*

[1] The Zone of Proximal Development is the term used to describe the difference between what a learner can do without assistance and what they can do supported by an adult.

continue throughout a child's school life." (Ministry of Education Policy/Program Memorandum No. 11)

The purpose of Early Identification is to ascertain each student's strengths and learning needs, and to track the success of interventions tried to date.

The Early Identification Process involves the home, the school and the community which:

- follows a consistent and bias-free process;
- considers the student's emotional, social, intellectual and physical development;
- views language development as a major component;
- is continuous and may result in changes to the student's program;
- identifies resources available to support the student, teacher and parent(s)/guardian(s);
- provides the basis for program planning, on-going assessment, and reporting;
- treats information from the assessment as confidential.

It is not appropriate to use the information collected through this process to predict a student's long-term potential.

Early Identification and Intervention Strategies – Kindergarten to Grade 3

Procedures

The parent(s)/guardian(s) or the teacher educator team (classroom teacher and early childhood educator) is encouraged to share information that will help to develop the student's program. Some of this information may come from outside agencies who are working with the student and family. This information may be brought to the attention of the school's Early Identification Committee comprised of the classroom teacher, the Early Childhood Educator, the Learning Support Teacher, and the Principal and other staff as appropriate (e.g., Multilingual teacher, School Support Counsellor, Speech-Language Pathologist). Parents/guardians are encouraged to be involved in the education of their children from the beginning of the education process. They have a wealth of knowledge and valuable information that can assist in the education of their student. At kindergarten intake meetings, parents/guardians have the opportunity to share with the teacher information regarding their student's areas of strengths, areas of needs and any relevant medical or other information.

In the TVDSB, there are four phases to the Early Identification and Intervention process:

- Phase 1 Student Review
- Phase 2 Early Intervention Meeting
- Phase 3 Parent(s)/Guardian(s) Communication
- Phase 4 Revisiting Student Needs

Phase 1: Student Review

The Student Review is the first step in the Early Identification and Intervention Process, as listed in the table above. Teachers (grades 1-3) and educator teams (kindergarten) collaboratively complete the Student Review (Phase 1). Educators need to consider a variety of factors when conducting the student review (e.g., lived experiences, special education needs, Multilingual Learners).

There are four domains that are reviewed in Phase 1:

Kindergarten	**Grades 1-3**
Self and Social Development	Social and Emotional Development
Communication, Language and Literacy	Communication, Language and Literacy
Cognitive and Conceptual Development	Mathematical Skills Development
Physical Development	Physical Development

Within each domain, there are indicators to reflect the skills identified. Within each indicator are demonstrations or examples of the skills to assist educators in consistently understanding the definition of each skill. For each skill, the educator identifies if a student requires supports and interventions by indicating "*Yes*" or "*No*".

Phase 2: Early Identification and Intervention Meeting

When the Early Identification and Intervention Meeting occurs, the educators' observations are reviewed and those students who have been identified as requiring additional supports and interventions to address lagging skills or who may benefit from additional challenge, are discussed to recommend strategies in targeted areas. In addition to the strategies and interventions that are selected to target the identified domains and skills, the Early Identification and Intervention Team can also make further recommendations, which may include, but are not limited to:

a) Internal, school-based recommendations (e.g., in-school supports, Program Development Team);

b) External recommendations (e.g., hearing screening, vision screening, or other professional referrals outside of TVDSB);
c) System-based support by completing the Support Services Referral Form (e.g., School Counselling and Social Work, Speech-Language Pathology).

Phase 3: Parent(s)/Guardian(s) Communication

Following the meeting, communications to the parent(s)/guardian(s) are subsequently generated for all students in personalized letters. A copy of this communication is filed in the student's Ontario Student Record.

Phase 4: Revisiting Student Needs

Students who have been identified as requiring supports, interventions and/or greater challenges are reviewed later by the school team according to established timelines to update:

a) Success of strategies implemented;
b) Selection of new strategies, if required;
c) Update on action items from the Early Intervention Meeting (Phase 2).

Timelines (as outlined in the TVDSB's Early Identification and Intervention of Students' Learning Needs - Independent Procedure)

	Early Identification and Intervention Process
Kindergarten Year 1	**By February 1** – Complete Phases 1, 2 and 3 **By May 1** - Students who have been identified as requiring supports and interventions will be revisited (Phase 4)
Kindergarten Year 2	**By February 1** – Complete Phases 1, 2 and 3 **By May 1** - Students who have been identified as requiring supports and interventions will be revisited (Phase 4)
Grades 1, 2 and 3	**By December 31** – Complete phases 1, 2 and 3 **By March 1** – Students who have been identified as requiring supports and interventions will be revisited (Phase 4)

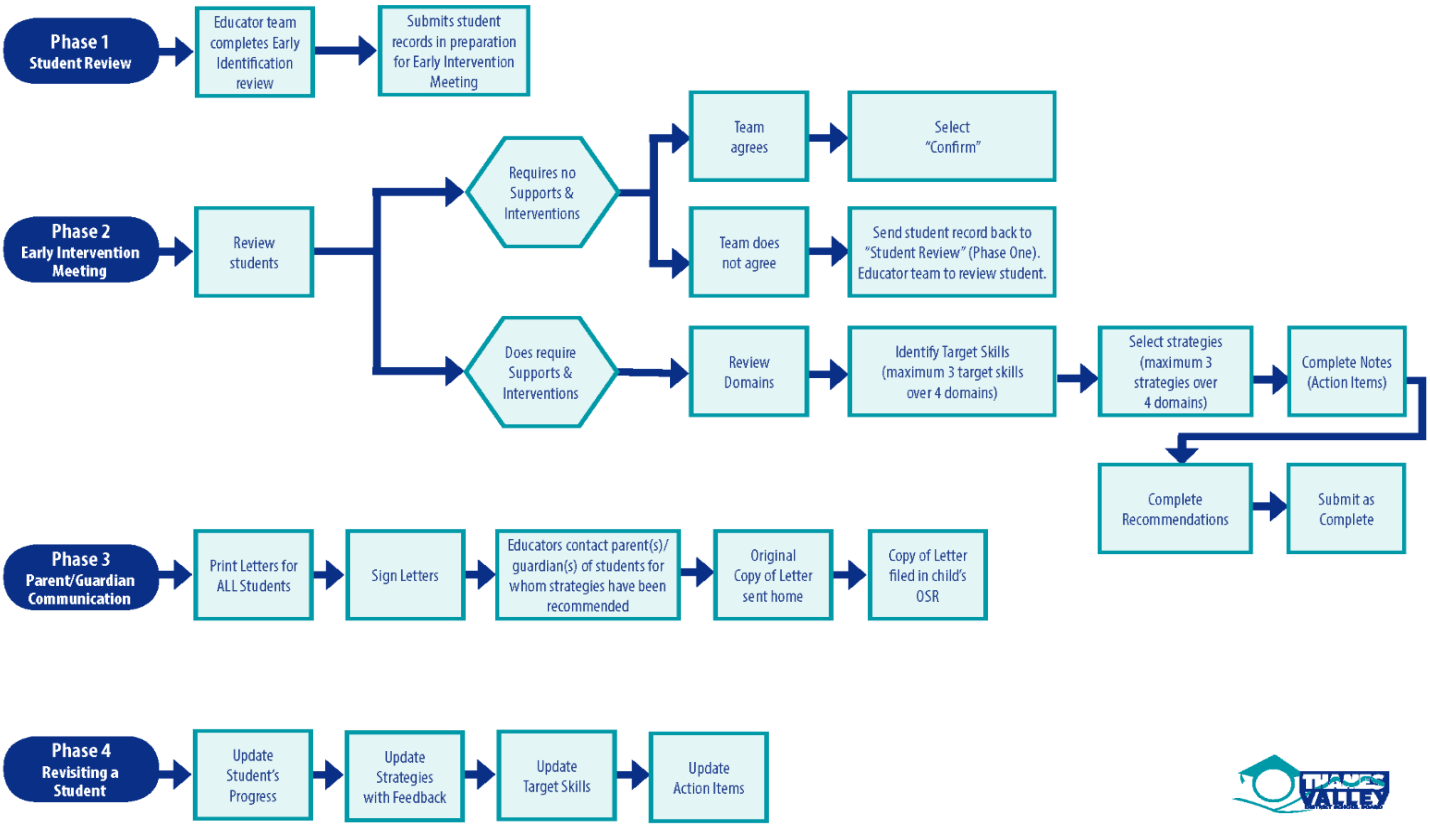
Multilingual Learners

In the TVDSB, we welcome students and families from all over the world. In an effort to best serve each learner, there are many considerations to support students entering a new linguistic and cultural environment. All educators have a shared responsibility for the language development for all Multilingual Learners (MLs), (students who are learning English as a

second language or as an additional language), and the needs of these students must be taken into account when assessing their learning. When assessing MLs, educators must carefully consider a student's language acquisition needs and possible special education needs. It is essential that prior to making determinations, the necessary information be gained through a systematic, focused process to determine the root of each student's difficulties to determine the most effective method to address their need.

In the first few years in the TVDSB, MLs may receive support within their regular classroom setting. Each student will acquire language at a different rate and for some this may take considerably longer than others to become fluent in English. In the province of Ontario, the STEP: Steps to English Proficiency framework is used as a framework and resource to assist teachers in supporting MLs in the classroom. This framework is used to assess and monitor language acquisition and literacy development. The STEP resource can be used for both initial and ongoing assessment purposes.

Early Identification and Intervention Process



Proactive Approach to Supporting Students Prior to Identification, Placement, and Review Committee (IPRC) Meetings

The following process outlines the pathways for addressing student needs, from the initial identification of need through to formal Identification by the IPRC.

1. Classroom Based Supports

It is essential that the parent(s)/guardian(s) is involved in the process.

Classroom teacher/parent(s)/guardian(s) recognizes/discusses need.

Areas of need may include:

- Academic;
- Attendance;
- Behaviour/social;
- Health/physical;
- Speech/language;
- Intellectual development.

Interventions within the regular class will include informal consultation with other staff members in the school.

Documentation of results of intervention(s)

Need is addressed

Need is ongoing

Consultation with Learning Support Teacher (LST)

Further strategies/interventions put into place

Documentation of results of interventions

Consultation with LST/principal about the referral

2. Program Development Team (PDT) Meeting

A Program Development Team (PDT) meeting is a meeting held at the school which includes the parent(s)/guardian(s) and the student's teacher, as well as other staff who work with the student and system staff, as appropriate. The team meets to discuss the student's strengths and needs and plan their program. In-service training has been provided for school administration and Learning Support Teachers (LSTs) on the PDT process.

It is essential that the parent(s)/guardian(s) is involved in the process.

Preparation for PDT Meeting				
Principal/Designate	**Referring Teacher(s)**	**LST**	**Support Personnel***	**Parent(s)/ Guardian(s)**
• Schedules PDT meeting; • Determines participants; • Continues tracking/documentation; • Distributes agendas and minutes to team members which includes parent(s)/guardian(s).	• Prepares information for PDT meeting; • Collects work samples and documentation; • Will have discussed previous interventions with parent(s)/guardian(s) and LST; • Completes PDT referral form.	• Observes student; • Reviews work samples; • Consults with teacher(s); • Reviews previous interventions/ strategies.	• May be invited as needed to the PDT meeting with consent as required by legislation.	• May provide additional information that affects student learning.

At the PDT Meeting
The Program Development Team: • Strengths and needs are outlined; • Action plans from previous PDTs are reviewed; • Reviews data and any previously completed assessments; • Defines/prioritizes concerns; • Reviews interventions previously used; • Establishes action plan; • Plans additional intervention/classroom strategies; • Recommends assessment; • Recommends engagement with other board resources and/or community partners/agencies; • Sends out communications from the meeting to all participants including parent(s)/guardian(s); • PDT Summary provided to participants; • Action plans are implemented, and student program is monitored.

* Support Personnel may include:
Special Education Learning Coordinator
Speech-Language Pathology and Audiology Services staff

Psychological Services staff
School Counselling and Social Work Services staff
Behaviour Analyst
Itinerant Vision/Deaf and Hard of Hearing Teachers
Community Agency Personnel

3. School-Based Standardized Assessments

At the PDT meeting:
• Staff member who administered the assessment shares the results with the parent(s)/guardian(s) and members of the PDT; • Recommendations regarding student learning are made based on assessment results; • New strategies and interventions are put in place; • The student's progress continues to be monitored to determine if current needs are met, or if further interventions are required.

Assessment needs to:

- Take place within the natural context of the classroom;
- Reference the stated expectations for the grade (The Ontario Curriculum, Grades 1-8; The Kindergarten Program, Revised, 2006);
- Use a variety of tools (e.g., surveys, speech-language checklists, collections of student work, teacher anecdotal notes, Developmental Reading Assessment (DRA), Phonological Awareness Screening);
- Take place over a period of time;
- Reflect the importance of the on-going observations of growth and progress;
- Include information gathered from the parent(s)/guardian(s) and other professionals who may be involved with the student.

Assessment of Children for whom English is a Second Language

- When observing or assessing the learning strengths and needs of students whose first language is not English (Multilingual Learners (MLs)/English Literacy Development (ELD)), it is essential to keep in mind that receptive and expressive English language skills will likely be at varied levels of skill development.
- Assessment tools such as language checklists may help determine where a ML is presently functioning but may not indicate intellectual or developmental needs.
- If there are significant concerns regarding an ML's language development and programming strategies are required, this should be noted in the Early Identification process.

Assessment of Children with Speech and Language Needs

- There is a wide range of communicative competence among children in the primary division.
- Many students are continuing to develop basic speech and language skills.
- Early intervention for students with speech and language needs is critical for academic, social and emotional development.
- A Speech and Language Identification Checklist (JK/K) (Gr 1 to 3) is available to teachers to assist them in determining when students may be in need of further support from the school's Speech-Language Pathologist.

System Support Services

It is essential that the parent(s)/guardian(s) is involved in the process.

Principal/Designate Contacts the Parent(s)/Guardian(s):
• To discuss referral with parent(s)/guardian(s); • To answer questions; • To gain written permission to conduct interviews and/or assessments as required; • To notify parent(s)/guardian(s) of the date of the assessment, once that has been determined.

School Assessment Conducted:
• System staff member reports to the principal/designate that the assessment is complete; • System staff member makes a request to the principal/designate that a PDT meeting be called to share the assessment results with the parent(s)/guardian(s) and the PDT.

PDT Meeting Called:
• To share results of the assessment; • To include new interventions and strategies in the student's program plan from the information gained from this assessment.

At this PDT Meeting the Team May Recommend:
• That the student's progress be monitored for at least the next three months with the new program plan in place and reviewed within at least three months' time to determine if current needs are being addressed or if further interventions are required; • That the assessment determines that the student be identified as exceptional through an IPRC; • That an Individual Education Plan (IEP) be developed.

The Identification, Placement and Review Committee (IPRC) is described in detail in Regulation 181/98 of the *Education Act*. Information on IPRCs, as well as the Individual Education Plan (IEP), can be found on the Ministry of Education website.

- The relevant document is *Special Education in Ontario K-12: Policy and Resource Guide 2017.*

In preparing for the IPRC, parents/guardians may also refer to:

- Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs (2007)
- The TVDSB's "IPRC Parent/Guardian Resource Guide"

Standard 5: The Identification, Placement, and Review Committee (IPRC) Process and Appeals

The purpose of the standard is to provide details of the board's IPRC process to the Ministry and the public.

Special Education programs and services are provided for students who have demonstrated a need for assistance that differs from regular classroom instruction. Parents/guardians or the principal may request to have documentation formalized through the Identification, Placement, and Review Committee (IPRC) process. To support the parent(s)/guardian(s) and student (where appropriate) understanding of the IPRC process, the TVDSB has developed a resource called the IPRC A Parent/Guardian Resource Guide. The school principal is responsible for ensuring that this guide is provided to parents/guardians prior to an initial or annual IPRC. A parent/guardian may request in writing to the principal, an IPRC meeting. A response to this request shall occur within fifteen (15) calendar days.

Identification, Placement, and Review Committee (IPRC)

In accordance with Reg.181/98, the IPRC makes initial identifications and placements or conducts the reviews of previously identified students in all special education placements. For new identifications, it is imperative that the Special Education Learning Coordinator review the documentation and provide input to the school principal. Decisions regarding the location of placements in system programs are confirmed by a System Principal of Special Education.

Ontario Education regulation 181/98 entitles the parent(s)/guardian(s) and pupils sixteen (16) years of age or older:

- To be present at and participate in, all committee discussions pertaining to the pupil;
- To have a representative present at an IPRC if so desired;
- To be present when the committee's identification and placement decision is made;
- To initiate a request for an IPRC.

The purpose of the IPRC is:

- To identify the areas of strength and areas of need of the student;
- To determine whether the student is, or is not, exceptional;
- To identify a specific exceptionality, or exceptionalities, if applicable;
- To decide on an appropriate placement in a program designed to meet the identified needs of the student;
- To serve as an annual review for students who have been identified by an IPRC.

The IPRCs may also make recommendations to programs and services. It is important to note that although IPRCs may discuss programs and services, IPRCs do not make decisions about the delivery of programs and services.

Regulation 181/98 requires that before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's needs;
- are consistent with parent(s)/guardian(s) preferences.

If, after considering all of the information presented including relevant assessment information, the IPRC is satisfied that a placement in a regular classroom will meet the student's needs and that such a decision is consistent with parent(s)/guardian(s) preferences, the IPRC will decide in favour of a regular class placement with appropriate special education services. The IPRC may also determine that the student's needs would best be met through placement in a specialized program classroom. Prior to considering a specialized program class placement, schools must submit a referral package which is then reviewed by a central committee against annually reviewed criteria. The central review committee will then provide feedback for consideration at the IPRC.

Requesting an IPRC

Regulation 181/98 requires that each board establish one or more committee(s) for the identification, placement and review of students who have been formally identified as having an exceptionality. The following procedures are based on Regulation 181/98 and outline the process school principals are to follow.
A principal must refer a student to an IPRC:

- Upon written notification to the parent(s)/guardian(s);
- Upon written request of the student's parent(s)/guardian(s).

A total of 1544 referrals were made to the IPRC during the 2022-2023 school year.

Exceptionality

The IPRC determines whether a student meets the requirements to be formally identified with one or more exceptionalities, according to criteria established by the Ministry of Education.
The Committee shall, for the purpose of determining identification:

- Consider any educational assessments provided;
- Interview the parent(s)/guardian(s), unless waived or refused;
- Interview the student where practical and permitted by the parent(s)/guardian(s). The parent(s)/guardians(s) has the right to be present during the interview;

- Obtain and consider a health assessment and/or achievement assessment and/or a psychological assessment if required by the IPRC and with permission of the parent(s)/guardian(s);
- Examine the description of the student's strengths and needs.

Placement

- Placements are determined by the IPRC and may be appealed by the parent(s)/guardian(s).
- When making a placement decision, the IPRC shall consider whether placement in a Regular Class would meet the student's needs and is consistent with parent(s)/guardian(s) preference (Reg. 181/98, Part IV, Sec. 17 (1)).
- Students requiring specialized support through itinerant Blind and Low Vision teachers may be recommended to the IPRC for placement in a Regular Class with Resource Assistance.

How are Specialized Class Placements/Programs Determined?

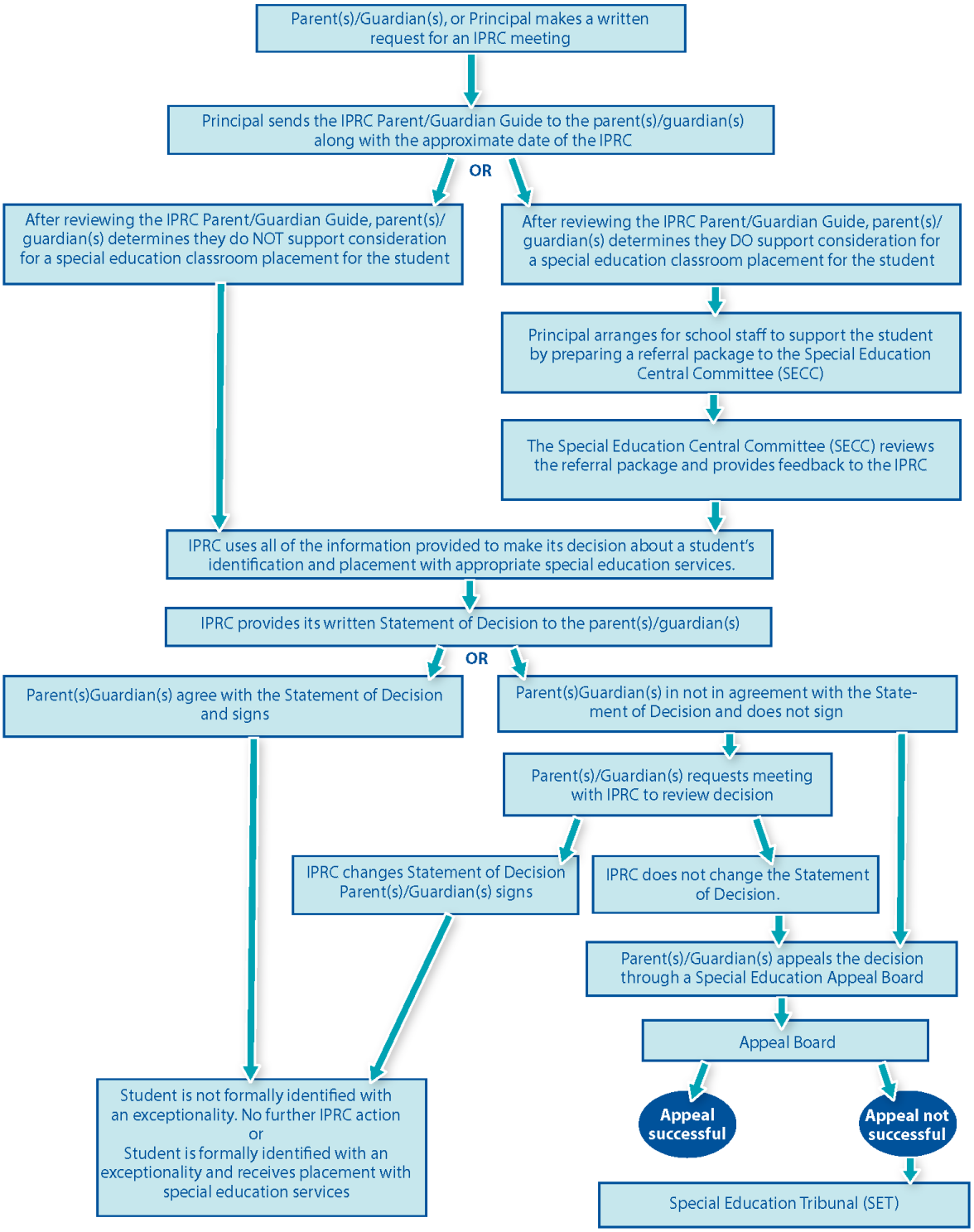
- Meet with the Learning Coordinator of Special Education and the parent(s)/guardian(s) to discuss possible placement options.
- Prepare relevant supporting documentation in consultation with the parent(s)/guardian(s), including formal and informal assessments.
- Present the referral and supporting documentation to the Learning Coordinator of Special Education.
- Referrals for placement in Special Education classes are reviewed by the Central Committee (see placement chart). Recommendations are provided to the IPRC.

The TVDSB provides the following special education classroom placements for students identified with an exceptionality:

Placement Type	Specialized Classes & Programs Offered	System Special Education Committee Review
Regular Class with Resource Assistance		
Regular Class with Withdrawal Assistance	Secondary Deaf and Hard of Hearing	December
	Secondary Autism Spectrum Disorders	November
	Secondary Transitions	December
Special Education Class with Partial Integration	Elementary Autism Spectrum Disorders	February
	Elementary Transitions Class	April
	Elementary Deaf and Hard of Hearing Class	May
	Elementary Accelerate Class	March
	Secondary Developmental Education Class	December
Full Time Special Education Class	Elementary Developmental Education Class	February
	Secondary Developmental Education Class*	December
	Elementary Giftedness Class	April
	Elementary Accelerate Class	March
Full time Special Education Class at a Provincial or Demonstration School**	Blind and Low Vision, Deaf and Hard of Hearing, Learning Disability	Ongoing

** For more information on Placement in the Ministry of Education's Provincial or Demonstration Schools refer to Standard 11.
*Students new to TVDSB currently attending Secondary School in a Developmental class will be immediately provided placement in a Developmental Education Class at parent/guardian request.

IRPC FLOW CHART



After the IPRC Decision

- The IPRC shall provide a *Statement of Decision* which indicate the identification and placement of the exceptional student to the parent(s)/guardian(s), the student (sixteen (16) years and over), and the principal who made the referral. This must be done as soon as possible after the completion of the IPRC meeting.
- If a parent(s)/guardian(s) disagrees with the decision, he or she may, within fifteen (15) calendar days of receiving the Statement of Decision, make a written request to the principal to meet with the IPRC. The IPRC will hold a second meeting to discuss the decision. The IPRC may amend its decision after meeting with the parent(s)/guardian(s), but it is not required to do so.
- Alternatively, a parent(s)/guardian(s) who has questions about the IPRC's decision or is not sure whether they agree with it may, within thirty (30) calendar days of receiving the Statement of Decision, make a written request to the Director of Education to appeal the decision. In this case, a Special Education Appeal Board will be formed.
- As soon as possible following the meeting to discuss the Statement of Decision, the Chair of the Committee shall send a written notice to the parent(s)/guardian(s) stating whether any changes in its decisions were made as a result of the meeting. If changes in the Committee's decisions were made as a result of the meeting, the notice shall be accompanied by a revised *Statement of Decision* together with written reasons for the changes.
- An exceptional student shall not be placed in a Special Education program without the written consent of the parent(s)/guardian(s). If the parent(s)/guardian(s) fails to respond to the notice of the IPRC's decision within thirty (30) calendar days, the board may direct the principal to implement the placement decision. Written notice of the implementation of the placement decision made by the Committee shall be given to the parent(s)/guardian(s).
- The principal of the school in which the program is delivered shall ensure that an IEP is developed and provided to the parent(s)/guardian(s) of the exceptional student within thirty (30) school days.

Reviews

- An IPRC must review the identification and placement of an exceptional student at least once every school year unless the parent(s)/guardian(s) of a student gives written notice dispensing with the annual review (Reg. 181/98, Part V, Section 21, (3 and 4)). If no written response is received from the parent(s)/guardian(s) to the annual waiver, continued efforts must be made to document proof of engagement in the IPRC process.

- Where no changes to the identification or placement of a student are being considered, the school may choose to send home a waiver form to the parent(s)/guardian(s) for signature.
- A parent(s)/guardian(s) or the principal may request in writing, a review of the identification and placement by an IPRC after the placement has been in effect for three (3) months, but no more often than once every three (3) months (Reg. 181/98, Part V, Section 21 (2).
- The IPRC shall review and/or consider a health assessment and/or an academic assessment and/or a psychological assessment if required and with permission of the parent(s)/guardian(s). The IPRC shall also consider any information about the student submitted by the parent(s)/guardian(s) or the student.
- As soon as possible after the IPRC decides that it is satisfied with the identification and placement of the student, the Chair of the Committee shall send the *Statement of Decision* to:
    - The parent(s)/guardian(s);
    - The student, where the student is sixteen (16) years of age, or older;
    - The principal of the school at which the student's special education program is being provided.
- As soon as possible after a Committee decides that the identification or placement or both should be changed, the Chair of the Committee shall send the *Statement of Decision* to the persons described above. The *Statement of Decision* shall state:
    - Whether or not the Committee considers that the student should continue to be identified as an exceptional student and the reasons for that decision;
    - Whether the Committee considers that the student should be placed in a regular or Special Education class, and the reasons for that decision.
- Within fifteen (15) calendar days of receiving the *Statement of Decision*, the parent(s)/guardian(s) may request, in writing, a meeting with the IPRC to discuss the *Statement of Decision*. As soon as possible following the meeting, the Chair of the Committee shall send written notice stating whether any changes in its decisions were made as a result of the meeting. If changes were made as a result of the meeting, a revised Statement of Decision shall accompany the notice together with written reasons for the change.
- A placement decision will not be implemented until either the parent(s)/guardian(s) of the student consent(s) in writing to the placement or the time period for filing a notice of appeal has expired fifteen (15) calendar days to appeal to the principal, thirty (30) calendar days to appeal to the Director of Education)
- The principal shall ensure a copy of the reviewed and updated IEP is sent to the parent(s)/guardian(s) and to the student who is sixteen (16) years of age or older. This is to be done within thirty (30) days of the notice to the board of the IPRC decision.

During the 2022-2023 school year, a total of 1556 IPRC Reviews were conducted by the TVDSB.

Principal's Checklist for IPRC Process

The principal, in consultation with the school PDT, or at the written request of the parent(s)/guardian(s), determines that a student should be referred to an IPRC.

- The principal or designate communicates with the parent(s)/guardian(s) outlining the process;
- The principal or designate provides an IPRC information package to the parent(s)/guardian(s) and student who is sixteen (16) years of age or older, ten (10) days prior to the meeting.

The package includes:

For Initial IPRC	For Reviews
➢ The Letter of Invitation ➢ IPRC Parent/Guardian Resource Guide ➢ Any other written information that the Committee *w*ill consider	➢ The Letter of Invitation OR the Waiver Form if no changes are being proposed ➢ IPRC Parent/Guardian Resource Guide ➢ Any other written information that the Committee *w*ill consider

- The Committee will include members who have been approved by the board. Each Committee must include a principal or supervisory officer as one of its members.
- At the meeting, the Chairperson will explain the role of the Committee, and what it can and cannot do. The Chairperson will invite each person with knowledge of the student to present information and allow discussion relevant to the identification and placement with reference to the student's strengths and needs. The Committee will come to a decision in the presence of the invitees. The Chairperson must inform the parent(s)/guardian(s) of the review and appeal process.
- The Committee determines the identification and designation of the exceptionality based upon criteria established by the TVDSB and the Ministry of Education categories and definitions. The Committee may also determine that the student is not exceptional based upon the available information. Another meeting may be convened in the future if further information becomes available.
- The Committee also decides to:
    - Place a student in a regular class;
    - Continue placement in a regular class;
    - Defer the decision (if the Committee requires more information).
- Following the IPRC meeting, one copy of the *Letter of Invitation* and the *Statement of Decision* is placed in the student's OSR.

- A copy of the Statement of Decision is given to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older.
- A copy of the IEP must be sent to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older by the principal of the school where the student is attending within thirty (30) days of the IPRC meeting. A copy of the IEP is to be placed in the student's OSR.

If the Parent(s)/Guardian(s) Disagree with the IPRC Decision

- If the parent(s)/guardian(s) does/does not agree with either the identification or placement decision made by the IPRC, they may:
    - Within fifteen (15) calendar days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns;
    - Within thirty (30) calendar days of receipt of the decision, file a notice of appeal with the Secretary of the board (who is usually the Director of Education);
    - If the parent(s)/guardian(s) does/does not agree with the decision after the second meeting, they may file a notice of appeal within fifteen (15) calendar days of receipt of the decision.
- If the parent(s)/guardian(s) does not consent to the IPRC decision and does not appeal it, the board will instruct the principal to implement the IPRC decision.

Deferral of IPRC Decisions

On rare occasions, the IPRC may defer its decision(s). A deferral is possible if the IPRC needs more time to review information, receive new information or consider its decision. This sometimes happens when there is new information introduced or professional reports pending (i.e., medical, psychological, speech/language, occupational therapy or physiotherapy, etc.) which have implications for IPRC decision-making.

IPRC Appeals

The appeal process is fully detailed in Regulation 181/98 (VI, s. 26). If the parent(s)/guardian(s) does not agree with the IPRC decision, a written notice of appeal may be filed with the Secretary of the board within thirty (30) calendar days of the original decision or within fifteen (15) calendar days of receiving the decision of a review meeting. This notice of appeal must indicate the decision with which the parent(s)/guardian(s) disagrees and must include a statement explaining why they disagree.

As of June 2023, TVDSB conducted zero (0) appeals during the 2022-2023 academic year.

The appeal process involves the following steps:

- The board will arrange for a Special Education Appeal Board to be established to hear the appeal.
- The Appeal Board will be composed of three (3) people:
    - One member selected by the board;
    - One member selected by the parent(s)/guardian(s) of the student; and
    - A chair, who is selected jointly by the first two members. If those two members cannot agree, the appropriate district manager of the Ministry will select a chair.
- The first two selections shall be made within fifteen (15) days of the board receiving notice of appeal. The Chair shall be selected within fifteen (15) days of the first two members being chosen.
- Members of the appeal board may not have any prior knowledge of the matter under appeal.
- The Chair of the Appeal Board will arrange for a meeting, which will be conducted in an informal manner, to take place at a convenient time and place within thirty (30) days of their selection unless written consent is received from both the parent(s)/guardian(s) and the board that indicates agreement of a later meeting date.
- The Chair may invite to the meeting anyone who can contribute information with respect to the matters under appeal.
- The Appeal Board shall make its recommendation(s) in writing within three (3) days of completing the meeting, stating whether it agrees or disagrees with the original IPRC decision, making recommendations about the pupil's identification and/or placement and giving reasons for its decision and recommendations.
- The Appeal Board shall provide written notice within thirty (30) days indicating what action it will take after considering the appeal board's decision and recommendations.
- The parent(s)/guardian(s) may accept the Appeal Board's decision, or, if they do not accept the decision, they may file a written request with the Special Education Tribunal.

Identification, Placement, and Review Committee (IPRC)

Preparation for the IPRC Meeting

Principal	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/Guardian(s)
• Establishes a date for the meeting; • Informs school and support personnel of the date; • Communicates with parent(s)/guardian(s) regarding the upcoming meeting; • Provides the IPRC Parent/Guardian Resource Guide to the parent(s)/guardian(s) ten (10) days prior to the meeting; • Receives recommendations from Special Education Class Central Committee.	• Assists in gathering information for the meeting.	• Assists in gathering information for the meeting.	• May be invited to attend, as needed.	• Is invited to attend; • Reads/reviews the IPRC Parent/Guardian Resource Guide; • Shares any available reports; • May arrange for a representative to attend the meeting to speak on their behalf or support them; • Provides any further information.

At the IPRC Meeting

Principal	Referring Teacher(s)	LST	Support Personnel	Parent(s)/Guardian(s)
• Chairs the meeting; • Explains the role of the Committee; • Invites each person present with knowledge of the student to present information; • Considers information relevant to the student's needs and strengths; • Shares recommendations from Special Education Class Central Committee.	• Presents all relevant information that supports identification (or not).	• Presents all relevant information that supports identification (or not).	• May be invited to attend and provide information on any recent assessments; • Function as a resource to assist in the interpretation of reports from other agencies.	• Shares any available reports with Principal; • May request that a representative speaks on their behalf or to support them; • Provides any further information; • Asks questions.

At the IPRC Meeting, the Committee May Choose

- To recommend identification (or not);
- To recommend initial placement in regular class on an IEP;
- To recommend continued placement in a regular class on an IEP;
- To change placement following entry or exit to a TVDSB Special Education class/program;
- To demit a student no longer in need of Special Education services;
- To defer a decision if the IPRC requires more information.

After the IPRC Meeting
Principal
• Provides one copy of the *Statement of Decision* to the parent(s)/guardian(s) and the student who is sixteen (16) years or older; • Places one copy of the letter of invitation and the Statement of Decision into the *Ontario Student Record (OSR)*; • Provides one copy of the IEP to the parent(s)/guardian(s) and the student who is sixteen (16) years or older within thirty days of the IPRC; • Places one copy of the IEP in the OSR. It is the TVDSB's expectation that the TVDSB's IEP: A Parent/Guardian Resource Guide is available and/or is provided to parent(s)/guardian(s).

Links to IPRC Parent Guides

- TVDSB's IPRC Parent/Guardian Resource Guide
- TVDSB's IEP A Parent/Guardian Resource Guide
- TVDSB's Communication Parent/Guardian Resource Guide

Standard 6: Educational and Other Assessments

The purpose of the standard is to provide details of the board's assessment policies and procedures to the Ministry and to make parent(s)/guardian(s) aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRCs, and the ways in which assessments are used.

The purpose of the assessment is:

- To answer specific questions or concerns;
- To build an accurate picture of strengths and needs;
- To assist in planning an effective program;
- To determine specific student needs;
- To help parents/guardians formulate an understanding of the student's learning potential;
- To provide documentation required for identification as an exceptional student.

A range of assessment strategies are used to develop appropriate programs and interventions for students. The intent of any assessment is to assist the student by providing staff with insights into the student's strengths and instructional needs.

The Thames Valley District School Board (TVDSB) considers assessment to be an integral part of the instructional process. Classroom teachers and Learning Support Teachers (LSTs) regularly use educational assessments to evaluate student achievement and student progress. Practitioners from Psychological Services and Speech-Language Pathology and Audiology Services identify and conduct specialized assessments and review assessment reports from community practitioners to determine learning needs to inform programming. A comprehensive assessment system may include family/educator/student report measures, observation, screening, and/or use of standardized assessment tools to develop appropriate programs and interventions for students.

Occupational Therapy and Physiotherapy assessments are accessed through referral to TVCC upon the recommendation of the Program Development Team (PDT). These assessments are conducted under the *Regulated Health Professions Act* (1993) by Occupational Therapists and Physiotherapists registered in the College of Occupational Therapists of Ontario and College of Physiotherapists of Ontario, respectively. Reports include recommendations for physical management (e.g., mobility, seating, and positioning for function), activities of daily living skills and sensory integration.

Parent(s)/Guardian(s) Consent

Informed consent must be obtained for Behaviour Analysts, Psychological Services and Speech-Language Pathology and Audiology Services staff to access the student's Ontario Student Record (OSR).

Information to be shared includes, but is not limited to, that which is contained in the OSR. This information is obtained and used only for the improvement of instruction and other education of the student in accordance with the *Education Act*, (R.S.O. 1990. S.266(2)) and is collected, transmitted, retained, and disposed of confidentially in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* (R.S.O. 1990 c. M. 56).

Informed consent from the parent(s)/guardian(s) for students under eighteen (18) years of age is obtained for all referrals for assessment by school personnel to Behaviour Analysts, Psychological Services, and Speech-Language Pathology and Audiology Services.

Consent for Sharing Information and Protection of Privacy

All information is collected, stored and shared in accordance with the *Education Act*, *Freedom of Information and Protection of Privacy Act* (FIPPA), *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), *Personal Health Information Protection Act* (PHIPA) and other legislation that governs the use of personal information.

A separate consent form, *Consent to the Disclosure, Transmittal and/or Examination of Records or Information,* must be signed by the parent(s)/guardian(s) (or by the student if sixteen (16) years of age or older and who has been withdrawn from parental control) to share information with outside agencies.

Communication of Assessment Information

Upon completion of an assessment, Behaviour Analysts, Speech-Language Pathologists, Audiologists, Psychologists, Psychological Associates, and/or Psychometrists discuss the results with the parent(s)/guardian(s) and, where appropriate, the student.

A written confidential report is shared with the parent(s)/guardian(s) and is copied for the OSR with parent(s)/guardian(s) consent.

A copy of the psychological report is held in the central files. Central files are secure files stored at the TVDSB board office. In alignment with Registered Health Professions Act (PHPA), only members of the Psychological Services team may access these locked files.

Communication of a diagnosis (Psychological Services) is a controlled act in psychological practice under the *Registered Health Professions Act* (RHPA), 1991. The Act requires that diagnoses (e.g., learning disabilities, intellectual disabilities, etc.) be formulated and communicated directly to the parent(s)/guardian(s) by a Psychologist or a Psychological Associate who is licensed to do so.

School-Based Assessments

The following chart outlines the process used to initiate and conduct most school-based assessments:

It is essential that the parent(s)/guardian(s) is involved in the process.
Complete Support Services Referral Form (as required)
A Program Development Team (PDT) meeting is scheduled at the request of the parent(s)/guardian(s) or the principal. The parent(s)/guardian(s) is invited to attend, and the meeting is held, or a consultation between the parent(s)/guardian(s) and the professional completing the assessment occurs.

PDT/Consultation recommendations may include:
• Specific strategies to incorporate into the classroom; • School-based educational assessment(s) conducted by a qualified staff member (academic assessment, speech-language assessment, psychological assessment, etc.).
Principal/designate discusses with the parent(s)/guardian(s):
• Strengths and areas of need for the student; • Recommendation of referral for assessment; • How the results will be used to enhance programming for the student.
Parent(s)/Guardian(s) shares with the principal/designate:
• Strengths and areas of need for the student; • Additional information that may inform choice of assessment; • Consent (or lack thereof) for assessment(s) to be conducted.

Practitioner discusses with the parent(s)/guardian(s):
• Consent for assessment is obtained by the appropriate practitioner; • A written report is also provided for the OSR with parent(s)/guardian(s) permission; • The parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others; • A release of information must be signed by the parent(s)/guardian(s) to share information with other agencies; • All files and records are maintained following the procedures outlined in the RHPA; • Description of the assessment protocol; • How the test results will be shared; • Anticipated timeframe for assessment is shared.
Qualified practitioner conducts the assessment:
• Assessments are completed according to protocols; • Principal/designate is informed when the assessment(s) is completed; • Qualified practitioner shares results with the parent(s)/guardian(s) (by telephone, via virtual meetings, or face to face) and with the student, if over the age of sixteen (16); • PDT meeting may be called to share assessment results.
At the PDT meeting:
• The staff member who administered the assessment(s) shares the results with the parent(s)/guardian(s) and members of the PDT; • Recommendations regarding student learning are made based on assessment results; • New strategies and interventions are incorporated into the plan; • The student's progress continues to be monitored to determine if current needs are met or if further interventions are required.

Educational Assessments

Group Assessment Tools

- Canadian Cognitive Abilities Test (CCAT)
  The Canadian Cognitive Abilities Testing (CCAT-7) assessment is administered to all Grade 3 students whose parents/guardians consent to the assessment.

CCAT-7 is a group-administered assessment which provides information about cognitive, thinking and reasoning skills.. The CCAT 7 covers questions related to three sets of abilities:

- Verbal: verbal classification, sentence completion, verbal analogies.
- Quantitative: Number analogies, number puzzles, number series.
- Non-Verbal: figure classification, figure analogies, and figure analysis.

Individual Assessment Tools
- Wechsler Individual Achievement Test – 3rd Edition (WIAT-III)

What Do They Measure?
- Educational Achievement and processes relevant to the acquisition of literacy and numeracy skills and academic knowledge.

Qualifications of Assessors
- Certified teachers (under the *Education Act*) who have received the relevant training for the assessment tool being utilized may administer this assessment.
- Administration is determined by Professional Student Services Manager for the IOWA Acceleration Scale.

Parent(s)/Guardian(s) Consent and Feedback
- The parent(s)/guardian(s) is informed prior to assessment and results are communicated to parent(s)/guardian(s) by the principal/designate.

Information Sharing and Privacy
- Results are shared by the Special Education teacher who conducted the assessment with the parent(s)/guardian(s).

Average Wait Time for Assessments
- The average wait time for educational assessments to be conducted by the Special Education Teacher during the 2022-2023 academic year was two (2) to four (4) weeks from the time of the referral resulting from a PDT.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Functional Assessments

Functional Behaviour Assessment (FBA)

What Does it Measure?
- An FBA gathers information to determine the function of a student's behaviour (i.e., why they are engaging in challenging behaviour) for the purpose of creating an individualized, function-based plan including strategies that will address challenging behaviour.
- Data collected as part of the FBA process will also help to identify skills that need to be taught to support the student in having their needs met in a safer, more appropriate way.
- The four functions of behaviour determined using an FBA include escape from demands, access to tangible items, attention from others and automatic reinforcement.

- The FBA can also identify other key components related to the behaviour including the baseline frequency or duration of the behaviour.

Qualifications of Assessors

- Many components of the FBA process can be completed by educators/support staff who have received specific training from a Board Certified Behaviour Analyst (BCBA)* or equivalent. These components include defining the target behaviour, collecting functional assessment data, hypothesizing function of behaviour, selecting, and implementing function-based strategies (antecedent, replacement, and consequence) and ongoing data collection to monitor the impact of programming.
- If it is determined that a Functional Behaviour Assessment is required to verify the function of a student's behaviour, these procedures must be completed by a BCBA*.
- If at any time an educator/support staff is unable to determine the function of a student's behaviour, a BCBA* should be consulted.

Parent(s)/Guardian(s) Consent and Feedback

- Informed written consent from the parent(s)/guardian(s) must be received prior to the assessment by a BCBA for students under eighteen (18) years of age, or from the student if eighteen (18) years of age or older.
- Results are communicated to the parent(s)/guardian(s) by a TVDSB Behaviour Analyst.
- The parent(s)/guardian(s) receives a copy of the assessment report.

Information Sharing and Privacy

- Results are shared with the school team.
- The parent(s)/guardian(s) may be legally able to withhold permission for a TVDSB Behaviour Analyst to disclose information to others.
- A written report is also provided for the OSR. A release of information must be signed by the parent(s)/guardian(s) to share information with other agencies.
- BCBAs* maintain student records and raw data for 7 years after discharge.

Average Wait Time for Assessments

- The average wait time for assessments by a Behaviour Analyst during the 2022-2023 academic year was three (3) months from the time of the referral resulting from a PDT.

**Refers to Board Certified Behaviour Analysts only (those who meet this criteria, as per the Behaviour Analyst Certification Board).*

Functional Vision Assessment (FVA)

What does it measure?

- The FVA measures how a student uses their vision in the educational learning environment and identifies what accommodations are required for the student to access their educational program.
- The FVA considers visual acuity (sharpness of vision), colour vision, visual fields, visual tracking skills, visual motor skills, visual efficiency skills, reading, printing, etc.
- An FVA is governed by professional standards of practice and is based on a current Medical Eye Report completed by a qualified vision practitioner.

Qualifications of Assessors

- Certified teachers (under the Education Act) who have completed additional qualification courses for teaching students who are blind/low vision may administer this assessment.

Parent(s)/Guardian(s) Consent and Feedback

- The parent(s)/guardian(s) is informed prior to the assessment and results are communicated to parent(s)/guardian(s) by the Vision Resource Teacher.

Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s) and the school team.
- The FVA Report is retained in the OSR.
- The FVA Report is included in Special Equipment Amount (SEA) Claims for equipment deemed necessary for students to access their educational program.

Average Wait Time for Assessments

- The average wait time for FVA conducted by the Vision Resource Teacher during the 2022-2023 academic year was two (2) to four (4) weeks from the time of the referral resulting from a PDT.
- These averages vary and are dependent on referral rates.

Learning Media Assessment (LMA)

What does it measure?

- The LMA is designed to assist in the selection of the appropriate literacy media (the means by which students access the curriculum, including braille, print, auditory strategies, pictures, etc.) for students with visual loss.
- The LMA considers the student's use of sensory channels including visual, auditory, and tactile, as well as factors such as reading fluency, visual fatigue, visual prognosis, conventional and functional literacy programs.

- An LMA is governed by professional standards of practice and is based on a current Medical Eye Report completed by a qualified vision practitioner.

Qualifications of Assessors
- Certified teachers (under the Education Act) who have completed additional qualification courses for teaching students who are blind/low vision may administer this assessment.

Parent(s)/Guardian(s) Consent and Feedback
- The parent(s)/guardian(s) is informed prior to assessment and results are communicated to the parent(s)/guardian(s) by the Vision Resource Teacher.

Information Sharing and Privacy
- Results are shared with the parent(s)/guardian(s) and the school team.
- The LMA Report is retained in the OSR.
- The LMA Report is included in Special Equipment Amount (SEA) Claims for equipment deemed necessary for students to access their educational program.

Average Wait Time for Assessments
- The average wait time for LMA conducted by the Vision Resource Teacher during the 2022-2023 academic year was four to six (6) weeks from the time of the referral resulting from a PDT.
- These averages vary and are dependent on referral rates.

Cortical Visual Impairment (CVI) Range Assessment

What does it measure?
- The CVI Range Assessment measures how a student uses their vision in the educational learning environment and identifies what accommodations are required to access their educational environment and program.
- The CVI Range Assessment considers the CVI characteristics of colour, distance viewing, light, movement, visual complexity, visual fields, visual latency, visually guided reach, visual novelty, and visual reflexes.
- A CVI Range Assessment is governed by professional standards of practice and is based on a current Medical Eye Report completed by a qualified vision practitioner.

Qualifications of Assessors
- Certified teachers (under the Education Act) who have completed additional qualification courses for teaching students who are blind/low vision and additional workshops on CVI and completing the CVI range may perform this assessment.

Parent(s)/Guardian(s) Consent and Feedback

- The parent(s)/guardian(s) is informed prior to assessment and results are communicated to the parent(s)/guardian(s) by the Vision Resource Teacher.

Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s) and the school team.
- The CVI Range Report is retained in the OSR.
- The CVI Range is included in Special Equipment Amount (SEA) Claims for equipment deemed necessary for students to access their educational program.

Average Wait Time for Assessments

- The average wait time for CVI range assessment conducted by the Vision Resource Teacher during the 2022-2023 academic year was six (6) to eight (8) weeks from the time of the referral resulting from a PDT.
- These averages vary and are dependent on referral rates.

Deaf and Hard of Hearing (DHH) Assessments for Language and Communication

Assessment Tools

- Structured Photographic Expressive Language Test Preschool (SPELT-P3) (3 to 6 years)
- Bracken Basic Concept Scale - Receptive & Expressive (3 – 6.11 years)
- Ling 6 Sound Test
- Structured photographic Articulation Test (SPAT D2) (3-9 years)

What do they measure?

- These tests measure aspects of speech (articulation), language (grammar/syntax, concepts), auditory, and listening skills.

Parent(s)/Guardian(s) Consent and Feedback

- The parent(s)/guardian(s) is informed prior to assessment and results are communicated to the parent(s)/guardian(s) by the DHH Resource Teacher.

Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s) and the school team.

Average Wait times for Assessments

- The average wait time for DHH assessments during the 2022-2023 academic year was two (2) to four (4) weeks.

Speech and Language Assessments

Assessment Tools

Speech Tools (Articulation, Motor Speech, Fluency, Voice)
- Goldman-Fristoe Test of Articulation 3 (GFTA-3);
- Kaufman Speech Praxis Test (KSPT);
- Marshalla Oral Sensorimotor Test (MOST);
- Structured Photographic Articulation Test (SPAT DII);
- Stuttering Severity Instrument 3 (SSI 3);
- Test of Childhood Stuttering (TOCS);
- Verbal Motor Production Assessment (VMPAC).

Language Tools
- Bracken Basic Concept Scale – Third Edition; Clinical Evaluation of Language Fundamentals Fifth Edition (CELF 5);
- Comprehensive Assessment of Spoken Language – Second Edition (CASL-2);
- Clinical Evaluation of Language Fundamentals Preschool – Second Edition (CELF P2);
- Clinical Evaluation of Language Fundamentals Preschool – Third Edition (CELF-P3);
- Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5);
- Clinical Evaluation of Language Fundamentals Screening Test – Fifth Edition (CELF-5 Screener);
- Communication and Symbolic Behaviour Scales Developmental Profile (CSBS DP);
- Diagnostic Evaluation of Language Variation (DELV);
- Early Functional Communication Profile;
- Emerging Literacy & Language Assessment Record Form (ELLA);
- Expression, Reception and Recall of Narrative Instrument (ERRN1);
- Expressive One Word Picture Vocabulary Test 4th Edition (EOWPVT);
- Expressive Vocabulary Test – Third Edition (EVT 3);
- Fluharty Preschool Speech and Language Screening Test – Second Edition (Fluharty-2);
- Language Processing Test – Elementary (LPT 3);
- Montgomery Assessment of Vocabulary Acquisition (MAVA);
- Oral and Written Language Scales (OWLS);
- Peabody Picture Vocabulary Test – Fifth Fourth Edition (PPVT 5);
- Preschool Language Assessment Instrument Profile (PLAI 2);
- Preschool Language Scales Fifth Edition (PLS-5);
- Preschool Language Scales Screening Test (PLS-4 Screener);
- Receptive, Expressive and Social Communication Assessment (RESCA-E);
- Receptive – Expressive Emergent Language Scale (REEL 3);
- Student Language Scale Screener for Language and Literacy Disorders (SLS);
- Structured Photographic Expressive Language Test Preschool (SPELT – P2);

- Test for Auditory Comprehension of Language – Third Edition (TACL 3);
- Test of Narrative Language (TNL);
- The Token Test for Children – Second Edition;
- Test of Word Finding – Second Edition (TWF 2);
- The Listening Comprehension Test 2;
- The Rosetti-Infant Toddler Language Scale;
- The Word Test 3 Elementary (WORD-3).

Reading Readiness/Phonological Awareness Tools

- Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2);
- Gallistel-Ellis GE) Test of Coding Skills;
- Lindamood Auditory Conceptualization Test – Third Edition (LAC-3);
- The Phonological Awareness Test 2 (PAT 2);
- The Phonological Test 2: Normative Update (PAT-2:NU).

Social Language Tools (Pragmatics, Social Skills)

- Social Language Development Test – Elementary: Normative Update (SLDT-E:NU);
- Social Language Development Test – Adolescent: Normative Update (SLDT-A:NU);
- Test of Pragmatic Language – Second Edition (TOPL 2);
- Test of Problem Solving Adolescent – Second Edition (TOPS 2);
- Test of Problem Solving Elementary – Third Edition (TOPS 3).

What Do They Measure?

- These tests measure all aspects of speech (articulation, motor speech, stuttering, , voice), language (vocabulary, grammar/syntax, linguistic concepts, memory, narrative development), reading readiness/phonological awareness, and social language (pragmatics, social skills). Areas measured address both comprehension and expression of oral and written language.

Qualifications of Assessors

- Registered Speech-Language Pathologists (*Regulated Health Professions Act (RHPA)*).

Parent(s)/Guardian(s) Consent and Feedback

- Informed consent from the parent(s)/guardian(s) must be received prior to the assessment for students under eighteen (18) years of age, or from the student if eighteen (18) years of age or older or sixteen (16) and withdrawn from parental control.
- Results are communicated to the parent(s)/guardian(s) by a Speech-Language Pathologist.
- The parent(s)/guardian(s) receives a copy of the assessment report.

Information Sharing and Privacy

- If permission is granted, results are shared with the school team.

- The parent(s)/guardian(s) is legally able to withhold permission for a Registered Health Professional to disclose information to others.
- A written report is also provided for the OSR with parent(s)/guardian(s) permission. A release of information must be signed by parent(s)/guardian(s) to share information with other agencies.
- All speech and language files and records are maintained following the procedures outlined in the RHPA.

Average Wait Time for Assessments

- The average wait time for assessments by Speech-Language Pathologists during the 2022-2023 academic year was four (4) to five (5) months from the time of the referral resulting from a PDT meeting or through the Early Identification Process.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Psychological Services Assessments

Assessment Tools

Measures of Intellectual Functioning

- Comprehensive Test of Nonverbal Intelligence – 2nd Edition (CTONI-2);
- Differential Ability Scales (DAS);
- Kaufman Assessment Battery for Children – 2nd Edition (K-ABC-II);
- Leiter International Performance Scale – Revised (LIPS-R);
- Matrix Analogies Test (MAT) Expanded;
- Raven's Progressive Matrices – 2nd Edition;
- Stanford-Binet Intelligence Scales – 5th Edition (SB-5);
- Test of Nonverbal Intelligence- 4th Edition (TONI-4);
- Universal Nonverbal Intelligence Test – 2nd Edition (UNIT-2);
- Wechsler Abbreviated Scale of Intelligence – 2nd Edition (WASI-2);
- Wechsler Adult Intelligence Scale – 4th Edition (WAIS-IV);
- Wechsler Preschool and Primary Scale of Intelligence – 4th Edition (WPPSI-IV);
- Wechsler Intelligence Scale for Children – 5th Edition (WISC-V);
- Wechsler Nonverbal Scale of Ability (WNV).

Psychological Processes Related to Learning (e.g., Memory, Attention, Phonological/Language, Perceptual-Motor, Visual-Spatial, Executive Functioning)

- Bender Visual-Motor Gestalt Test – 2nd Edition (Bender Gestalt II);
- Beery-Buktenica Developmental Test of Visual-Motor Integration – 6th Edition (VMI 6);
- Behaviour Rating Inventory of Executive Functioning – 2nd Edition (BRIEF-2);
- Brown ADD Scales;

- Child and Adolescent Memory Profile (ChAMP);
- Children's Memory Scale (CMS);
- Clinical Assessment of Attention Deficit for Children (CAT-C);
- Comprehensive Test of Phonological Processing – 2nd Edition (CTOPP-2);
- Conners – 3rd Edition (Conners 3);
- Delis-Kaplan Executive Functioning System (DKEFS);
- Developmental Indicators for the Assessment of Learning – 4th Edition (DIAL-4);
- Developmental Test of Visual Perception – 2nd Edition (DTVP-2);
- Differential Ability Scales – 2nd Edition (DAS-II);
- Expressive Vocabulary Test – 3rd Edition (EVT-3);
- Motor-Free Visual Perception Test (MVPT-3);
- NEPSY-II: A Developmental Neuropsychological Assessment - 2nd Edition (NEPSY-II);
- Peabody Picture Vocabulary Test – 5th Edition (PPVT-5);
- Rey Complex Figure Test (Rey);
- Test of Everyday Attention for Children – 2nd Edition (TEA-Ch2);
- Test of Pragmatic Language – 2nd Edition (TOPL-2);
- Woodcock-Muñoz Language Survey – 3rd Edition (WMLS-III).

Academic Achievement

- Diagnostic Achievement Battery – 3rd Edition (DAB-3);
- Feifer Assessment of Reading (FAR);
- Kaufman Test of Educational Achievement – 3rd Edition (K-TEA-3);
- Metropolitan Readiness Tests – 6th Edition (MRT-6);
- Process Assessment of the Learner – 2nd Edition (PAL-II);
- Test of Written Language – 4th Edition (TOWL–4);
- Wechsler Fundamentals: Academic Skills (WF:AS);
- Wechsler Individual Achievement Test – 3rd Edition (WIAT-III);
- Wide Range Achievement Test – 4th Edition (WRAT-4).

Adaptive Skills

- Adaptive Behaviour Assessment System – 3rd Edition (ABAS-3);
- Child Development Inventory (CDI);
- Vineland Adaptive Behaviour Scales – 3rd Edition (VABS-3).

Personality, Behavioural, and Social-Emotional Functioning

- Achenbach Child Behaviour Checklist (CBCL, TRL, and YSR);
- Adolescent Inventory of Suicide Orientation (ISO-30);
- Adolescent Psychopathology Scale - Short Form (APS-SF);
- Antisocial Process Screening Device (APSD);
- Asperger's Syndrome Diagnostic Scale (ASDS);
- Autism Diagnostic Interview Revised (ADI-R);

- Autism Diagnostic Observation Schedule – 2nd Edition (ADOS-2);
- Autism Spectrum Rating Scales (ASRS);
- Beck Depression Inventory - 2nd Edition (BDI-II);
- Childhood Autism Rating Scale – 2nd Edition (CARS-2);
- Childhood Autism Spectrum Test (CAST);
- Clinical Assessment of Behaviour (CAB);
- Clinical Assessment of Depression (CAD);
- Children's Depression Inventory – 2nd Edition (CDI 2);
- Depression and Anxiety in Youth Scale (DAYS);
- DESSA Social Emotional Learning Assessment (DESSA);
- Early Assessment Risk List (EARL);
- Emotional Quotient Inventory: Youth Version (BarOn EQ-i:YV);
- Gilliam Asperger's Disorder Scale (GADS);
- Gilliam Autism Rating Scale – 3rd Edition (GARS-3);
- Hare Psychopathy Checklist - Youth Version (PCL:YV);
- Jesness Inventory – Revised (JI-R);
- Millon Adolescent Clinical Inventory – 2nd Edition (MACI-II) ;
- Multidimensional Anxiety Scale for Children – 2nd Edition (MASC-2);
- Personality Inventory for Children – 2nd Edition (PIC-2);
- Piers-Harris Self-Concept Scale - 3rd Edition (Piers-Harris 3);
- Psychosocial Evaluation & Threat Risk Assessment (PETRA);
- Revised Children's Manifest Anxiety Scale – 2nd Edition (RCMAS-2);
- Reynolds Adolescent Depression Scale – 2nd Edition (RADS-2) ;
- Reynolds Bully-Victimization Scales for Schools (RBVSS);
- Sensory Profile Measure (SPM);
- Social Phobia and Anxiety Inventory for Children (SPAI-C);
- Strengths and Difficulties Questionnaire (SDQ);
- Structured Assessment of Violence Risk in Youth (SAVRY);
- Substance Abuse Subtle Screening Inventory (SASSI);
- Trauma Symptom Checklist for Children (TSCC).

What Do They Measure?

- Psychological assessment tools are selected to provide information on a student's intellectual functioning, cognitive and processing skills, attitudes or interests, and other behavioural and social-emotional skills that are relevant to the development of academic skills, adaptive and life-functioning skills, and overall adaptation and adjustment.
- In conjunction with other sources of information, assessment information may lead to a psychological diagnosis or recommendation of formal identification. Diagnoses are communicated by members of the College of Psychologists who are legally authorized to do so.

Qualifications of Assessors

- Registered Psychologists and Psychological Associates; Psychometrists supervised by members of the College of Psychologists of Ontario (all under the RHPA).

Parent(s)/Guardian(s) Consent and Feedback

- Informed consent from the parent(s)/guardian(s) must be received prior to the assessment for students under eighteen (18) years of age or from the student themselves if they are eighteen (18) years of age or older or over the age of sixteen (16) and withdrawn from parental control.
- Results are communicated by a Psychological Services staff member to the individual who provided consent for the assessment.
- The parent(s)/guardian(s) receives a copy of the assessment report.
- Communication of Diagnosis is a *Restricted Act* under the RHPA. Diagnoses (e.g., learning disability) must be communicated by a member of the College of Psychologists of Ontario who is legally authorized to do so.

Information Sharing and Privacy

- If permission is granted, results are shared with the school team.
- The parent(s)/guardian(s) is legally able to withhold permission for a Registered Health Professional to disclose information to others.
- A written report is also provided for the OSR with parent(s)/guardian(s) permission.
- A release of information must be signed by the parent(s)/guardian(s) to share information with other agencies.
- All psychological files and records are maintained following the procedures outlined in the RHPA.

Average Wait Time for Assessments

- The average wait time for assessments by Psychological Services staff during the 2022-2023 academic year was six (6) to seven (7) months from the time of the referral resulting from a PDT meeting.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Criteria for Managing Wait Times

When the practitioner determines that a student will receive an assessment, they are placed on the assessment waitlist for Speech-Language Pathologists and Psychological Services staff. This list is generated electronically for each school. Professional Student Services staff are responsible for completing assessments and managing the waitlist for their assigned schools. Waitlists and wait times are monitored on an ongoing basis by the Manager of Professional Student Services.

Criteria for managing wait times include:

- Triaging with school teams;
- Running assessment-focused periods at strategic times in the year, as required;
- Reallocating staffing resources to address and reduce wait times to achieve parity across the system;
- Providing students the opportunity to engage in an assessment outside of the school calendar, such as the winter break, spring break and summer break.

Standard 7: Specialized Health Support Services in School Settings

The purpose of the standard is to provide details of the board's specialized health support services to the Ministry and to the public.

The provision of Health Support Services in school settings is addressed through Policy/Program Memorandum 81 (PPM 81) issued July 19, 1984, and the Ministry of Education Office Memorandum issued August 17, 1989.

The responsibility for ensuring the provision of health support services is shared among the Ministries of Education, Health, and Children, Community and Social Services.

At the local level, the responsibility is shared by school boards, the Ministry of Health through the Home and Community Care Support Services (HCCSS) and the Ministry of Children, Community and Social Services through TVCC.

Summary of Services Provided to the Board

- The Ontario Ministry of Health through the HCCSS is responsible for assessing student needs, and for providing such services as injection of medication, sterile catheterization, manual expression of the bladder, stoma care, postural drainage, deep suctioning, and tube feeding.
- The Ministry of Children, Community and Social Services, through TVCC, is responsible for the rehabilitation services of physiotherapy, occupational and some aspects of speech and language therapies.
- Administration of prescribed medication to students during the school day is addressed under the board's "Supporting Students with Prevalent Medical/Health Conditions in Schools" policy and procedure.
    - **Policy**
    - **Procedure.**
- The Ontario Ministry of Children, Community and Social Services is responsible for ensuring the provision of health support services in children's residential care and treatment facilities.

Process for Determining Eligibility

- The eligibility criteria for the provision of School Health Support Services are as follows:
    1. The person must be enrolled as a pupil at a school or be receiving satisfactory instruction at home in accordance with clause 21(2) (a) of the Education Act.
    2. The person must require the services
        (i) in order to be able to attend school, participate in school routines and receive instruction;

(ii) in order to be able to receive satisfactory instruction at home in accordance with clause 21(2) (a) of the Education Act.

3. The person must be an insured person under the Health Insurance Act.

4. The school or home in which the service is to be provided must have the physical features necessary to enable the service to be provided.

- Requests for assessments and services through the HCCSS and/or TVCC may be initiated by either the parent(s)/guardian(s) or the Program Development Team (PDT).
- Once a referral has been received by HCCSS or TVCC, they are responsible for follow up with the parent(s)/guardian(s).

Occupational Therapy and Physiotherapy

Occupational Therapy

Occupational Therapy is a regulated health profession which promotes, restores, and maintains optimum function in individuals with a wide range of abilities and disabilities. These disabilities may include:

- Congenital Anomalies (e.g., Amputee, hand deformities)
- Developmental Co-ordination Disorder
- Developmental Delays
- Multiple Handicaps
- Musculoskeletal Disorders (e.g., Arthogryposis, Osteogenesis Imperfecta)
- Neurological Disorders (Muscular Dystrophy, Spinal Muscular Atrophy, Myotonia)
- Orthopedic Conditions
- Sensory Motor Delays or Dysfunction

In the school setting occupational therapists help students meet the challenge of education by providing:

- Individual assessments of gross and fine motor skills, sensory motor development, activity tolerance, environmental mobility, self-care skills, prevocational and vocational skills;
- Direct intervention to enhance functional skills required for optimum school performance participation;
- Consultation to educators to assist in maximizing the student's performance at school;
- Recommendations and training in use of adaptive equipment for mobility, self-care, seating, positioning and augmentative communication.

Occupational therapists help educators meet the challenge of students with special needs by providing:

- Information regarding resource materials and educational implications of various disabilities;

- Consultation on environmental design, structural modifications and adaptive equipment needs;
- In-service education to teachers, classroom assistants, parents/guardians and volunteers in specific management techniques and programming;
- Liaison with community resources.

The school and the parent(s)/guardian(s) are responsible for completing the School Therapy Services Referral Package. Completed referral packages are authorized by the principal and submitted to TVCC for determination of eligibility and prioritization of services. TVCC also determines the discharge of services.

Discharge Criteria include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/parent(s)/guardian(s) do not feel the need for treatment
- Student no longer demonstrates the need for service

Physiotherapy

Physiotherapy is a regulated health profession which specializes in knowledge of medical and neurological conditions. The focus of therapy is to provide assessment and consultation for students with movement disorders, with the goal of assisting the child to achieve his/her maximum functional and physical potential. The child may require an active treatment regime for rehabilitation after surgery to develop certain skills related to achieving a specific goal.

The physiotherapist will consult with the teacher and the student's educational assistant. Intervention provided by the physiotherapist in the school setting may include consultation regarding:

- Gross motor skills
- Postural control
- Joint mobility
- Muscle strength
- Cardio-vascular fitness
- Use of mobility and positioning aids
- Physical management and handling of the child
- Modification of physical education programs and physical environment as necessary

Consultation Services

In-services or educational sessions related to specific disabilities can be provided for staff and students when necessary.

The school and the parent(s)/guardian(s) are responsible for completing the *School Therapy Services Referral Package*. Completed referral packages are authorized by the principal and submitted to TVCC for determination of eligibility and prioritization of services.

Discharge Criteria include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/parent(s)/guardian(s) do not feel the need for treatment
- Student no longer demonstrates the need for service

Speech-Language Pathology Services

The Home and Community Care Support Services (HCCSS) contracts Speech-Language Pathologists, regulated Heath Professionals to provide assessment, direct intervention, and consultation for children with more medically based communication disorders. The referral process is initiated by the board Speech-Language Pathologist in consultation with the parent(s)/guardian(s). Alternatively, if involved, the Preschool Speech-Language Pathologist can make a direct referral to TVCC by submitting a TVCC School Therapy Services Referral Package, in consultation with the parent(s)/guardians(s).

Discharge Criteria include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/parent(s)/guardian(s) do not feel the need for treatment
- Student no longer demonstrates the need for service

Nursing Care Services

A Home and Community Care Support Services (HCCSS) Care Coordinator from the School Health Support Services Program assesses students to determine supports required to safely attend school. The school may obtain the board's *Consent to the Disclosure, Transmittal*

and/or Examination of Records or Information and have it signed by the parent(s)/guardian(s). This allows the school to release information to the HCCSS that may assist in determining eligibility for nursing care (e.g., reports on interventions from other agencies). The school then forwards any documentation that would support the request for service to the HCCSS.

Discharge criteria include one or more of the following:

- Student needs can be met by outpatient clinic/services
- Student issues are strictly behavioural and no school board behavioural intervention is in place
- Student condition stable with weight being monitored by family physician/clinic
- Lack of student/family/school motivation or participation with program/recommendations
- Student has achieved treatment goals
- Student has strategies/program in place to be able to meet goals
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/parent(s)/guardian(s) do not feel the need for treatment
- Student no longer demonstrates the need for service

Appeals

All appeals regarding specialized health support services must be directed to the appropriate external service provider.

Specialized Health Support Services	Agency or position of person who performs the service (e.g., HCCSS, TVCC, Board staff, parent/guardian, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility (If available)
Nursing	▪ HCCSS contracted service provider	As determined by HCCSS Care Coordinator	▪ HCCSS Care Coordinator	As determined by HCCSS Care Coordinator and service provider	Consultation with the principal and HCCSS Care Coordinator
Occupational Therapy	▪ TVCC, programming carried out by TVDSB staff, parent/guardian, student	As determined by TVCC	▪ TVCC Intake Coordinator ▪ TVCC Clinical Coordinator	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Physiotherapy	▪ TVCC, programming conducted by TVDSB staff, parent/guardian, student	As determined by TVCC	▪ TVCC Intake Coordinator ▪ TVCC Clinical Coordinator	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Nutrition	▪ HCCSS	HCCSS Care Coordinator	▪ HCCSS Care Coordinator	HCCSS Care Coordinator and service provider	Consultation with the principal and HCCSS Care Coordinator
Speech and language therapy (TVCC)	▪ TVCC	As determined by TVDSB SLPs in consultation with TVCC (speech disorders)	▪ Board SLP/TVCC – determines eligibility, ▪ TVCC – determines level of support ▪ TykeTALK if student was involved with this service	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Speech and language intervention (school board)	▪ TVDSB SLPs	As determined by Speech–Language Pathology and Audiology Services (language and speech disorders that impact academics)	▪ Board SLP	When student no longer has moderate/severe speech and/or language disorder or can be maintained by classroom teacher	TVDSB SLP in consultation with the principal, teacher, and parent/guardian

Specialized Health Support Services	Agency or position of person who performs the service (e.g., HCCSS, TVCC, Board staff, parent/guardian, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility (If available)
Administering of prescribed medications	▪ TVDSB staff ▪ The parent/guardian ▪ Student ▪ HCCSS contracted service provider	HCCSS Care Coordinator with a physician's prescription	▪ HCCSS Care Coordinator	Physician, HCCSS Care Coordinator and service provider	Consultation with the principal and HCCSS Care Coordinator
Catheterization	▪ TVDSB staff for clean intermittent ▪ HCCSS contracted service provider for sterile intermittent	HCCSS Care Coordinator	▪ HCCSS Care Coordinator	Physician, HCCSS Care Coordinator and service provider	Consultation with the principal and HCCSS Care Coordinator
Suctioning	▪ TVDSB staff for shallow surface suctioning ▪ HCCSS contracted service provider for deep suctioning	HCCSS Care Coordinator	▪ HCCSS Care Coordinator	Physician, HCCSS Care Coordinator and service provider	Consultation with the principal and HCCSS Care Coordinator
Lifting and positioning	▪ TVDSB staff	TVCC provides consultation at parent/guardian or principal request	▪ TVDSB staff ▪ TVCC Clinical Coordinator	TVDSB staff, TVCC	Consultation with the principal and TVCC Manager
Assistance with mobility	▪ TVDSB staff	TVCC provides consultation at parent/guardian or principal request	▪ TVDSB staff ▪ TVCC	TVDSB staff, TVCC	Consultation with the principal and TVCC Manager
Feeding	▪ TVDSB staff ▪ HCCSS ▪ contracted service provider (enteral feeds)	TVDSB staff, HCCSS Care Coordinator, parent/guardian	▪ The Principal ▪ HCCSS Care Coordinator	TVDSB staff, and HCCSS service provider	Consultation with the principal and HCCSS Care Coordinator
Toileting	▪ TVDSB staff	TVCC provides consultation at parent/guardian or principal request	▪ The Principal ▪ TVCC	TVDSB staff, TVCC	Consultation with the principal and TVCC Manager

Standard 8: Categories and Definitions of Exceptionalities

The purpose of the standard is to make information on the categories and definitions of exceptionalities available to the public, including parents and community associations.

Some students have special needs that may require additional support beyond what is provided through regular instructional and assessment practices. Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities, may require special education programs and/or services to benefit fully from their school experience. Such students may be formally identified by an Identification, Placement, and Review Committee (IPRC) as *"exceptional pupils."*

According to the Ministry of Education:

An **exceptional pupil** is one whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that they require placement in a special education program by a committee of the board of which the pupil is a resident pupil.

A **special education program** is defined as an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

Special education services are defined as facilities and resources, including support personnel and equipment necessary for developing and implementing a special education program.

The ways in which Thames Valley District School Board (TVDSB) IPRC applies the Ministry's categories and definitions of exceptionalities and applies them in making decisions on placement is described in Special Education Standard 9.

There are five categories of exceptionality recognized in the *Education Act*. For some of the categories, the Ministry has defined additional sub-categories. Each definition, as described below, is derived from the Ministry of Education's document *Special Education in Ontario K-12.*

In order for a student to be identified as exceptional, they must meet the requirements for at least one of the categories listed in this section. An identification of exceptionality is different from a diagnosis provided by a Psychologist/Psychological Associate or medical professional.

Category: Behavioural

Behavioural Exceptionality

Ministry Definition
A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- An inability to build or to maintain interpersonal relationships;
- Excessive fears or anxieties;
- A tendency to compulsive reaction;
- An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

TVDSB Criteria for Identification

- The need for identification is based on longstanding difficulties.
- Children who are candidates for formal identification have severe behavioural and social-emotional difficulties. These behavioural concerns have lasted for a significant duration of time and the previous efforts of school-based and system-based personnel have met with limited success.
- As part of these supportive efforts, an investigation of the student's academic or learning skill profile has occurred, with an examination of how various demands (e.g., academic, learning, environmental) may impact the student's behaviour.
- In many cases, children who are candidates may have received a diagnosis by a member of the College of Psychologists or medical practitioner regarding their summary of needs.
- The student's summary of needs is not better described under another exceptionality category.
- A member of Psychological Services has reviewed external reports, if available, to inform programming and confirm exceptionality.

Category: Communicational

Autism

Ministry Definition
A severe learning disorder that is characterized by:

- Disturbances in rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;
- Lack of the representational symbolic behaviour that precedes language.

TVDSB Criteria for Identification

- A diagnosis of an Autism Spectrum Disorder has been provided by a member of the College of Psychologists or by a medical practitioner.
- External reports have been reviewed by a member of Psychological Services to inform programming and confirm exceptionality.

Deaf and Hard of Hearing

Ministry Definition

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

TVDSB Criteria for Identification

- A permanent hearing loss substantiated by an audiological assessment (within the previous twelve months) by a registered Audiologist, which results in a need for accommodations and/or modifications to the classroom environment and/or program.
- External reports have been reviewed by a qualified Teacher of the Deaf and Hard of Hearing to inform programming and confirm exceptionality.

Language Impairment

Ministry Definition

A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- Involve one or more of the form, content, and function of language in communication;
- Include one or more of the following:
  - Language delay or disorder;
  - Dysfluency;
  - Voice and articulation development which may or may not be organically or functionally based.

TVDSB Criteria for Identification

- A language impairment of such severity that, based on an assessment by a qualified Speech-Language Pathologist or a diagnosis of a language disorder by a member of the College of Psychologists which results in a need for accommodations and/or modifications to the classroom environment and/or program.
- External reports have been reviewed by a member of Psychological Services and/or Speech-Language Pathology and Audiology Services to inform programming and confirm exceptionality.

Examples, But Not Limited To:

- A student whose specific learning disability is related to language and/or communication;
- A student who is functionally non-speaking and requires an augmentative device and/or alternative communication system to have meaningful access to the curriculum.

Speech Impairment

Ministry Definition

A disorder in language formulation that:

- May be associated with neurological, psychological, physical, or sensory factors;
- Involves perceptual motor aspects of transmitting oral messages;
- May be characterized by impairment in articulation, rhythm, and stress.

TVDSB Criteria for Identification

- An impairment or disorder in articulation, voice or fluency that significantly interferes with communication, social interaction, and academic progress based on an assessment by a qualified Speech-Language Pathologist, an augmentative device and/or alternative communication system may be required.
- External reports have been reviewed by a member of Speech-Language Pathology Services to inform programming and confirm exceptionality.

Examples, But Not Limited To:

- A student with a developmental apraxia of speech (motor planning) who is so unintelligible that picture communication symbols or other augmentative device and/or alternative systems are necessary to supplement oral communication;
- A student whose stuttering is so severe that gestural or written communication becomes more effective than using speech;
- A student with a cleft palate whose speech is unintelligible due to resonance difficulties such that an augmentative device and/or alternative communication system is required for meaningful access to education.

Learning Disability

Ministry Definition

A learning disability is one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;

- Results in:
  - Academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range);
  - Academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support.
- Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- May typically be associated with one or more cognitive process such as:
  - Phonological processing;
  - Memory and attention;
  - Processing speed;
  - Perceptual-motor processing;
  - Visual-spatial processing;
  - Executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making).
- May be associated with:
  - Difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others;
  - Various other conditions or disorders diagnosed or undiagnosed;
  - Other exceptionalities.
- Is *not* the result of:
  - A lack of acuity in hearing and/or vision that has not been corrected;
  - Intellectual disabilities;
  - Socio-economic factors;
  - Cultural differences;
  - Lack of proficiency in the language of instruction;
  - Lack of motivation or effort;
  - Gaps in school attendance or inadequate opportunity to benefit from instruction.

TVDSB Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford-Binet) has been completed. Although the cognitive results may vary from the Low Average to Very Superior range of functioning, the overall estimate of intellectual ability would fall at least within the broad Average range.
  - A discrepancy is evident between assessed intellectual ability and current standardized assessment of academic achievement. This academic achievement is below a level appropriate for their intelligence and age. The academic achievement is manifested in at least one of the following academic areas:
    - Word recognition/decoding;
    - Reading fluency;
    - Reading comprehension;

- Written language;
- Mathematics;
- Work habits and learning skills.

- In some cases, a discrepancy may not be evident between the student's intellectual ability and academic achievement, but the academic achievement can be maintained by the student only with extremely high levels of effort and/or with additional support.
- Within the assessment, there has been an attempt to identify the student's profile of processing skills and learning strengths and needs. In most cases, psychometric tests will identify processing deficits or areas of learning need connected to Below Average academic performance.
- The academic weaknesses are not solely due to physical, environmental (e.g., a lack of opportunity or insufficient instruction or intervention), social-emotional, or cultural factors and are not better described under another exceptionality category.
- Related learning difficulties, however, may be apparent in social skills, emotional maturation, and classroom behaviour.
- External reports have been reviewed by a member of Psychological Services to inform programming and confirm exceptionality.

Category: Intellectual

Giftedness

Ministry Definition
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

TVDSB Criteria for Identification
- On the CCAT-7, a Composite Index at or above the 99% percentile. Or the WISC-V, the Full-Scale IQ or General Ability Index at or above a standard score of 130 (98% percentile).

Mild Intellectual Disability

Ministry Definition
A learning disorder characterized by:
- An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- An inability to profit educationally within a regular class because of slow intellectual development;
- A potential for academic learning, independent social adjustment, and economic self-support.

TVDSB Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford Binet) has been completed. Although the results may vary, the overall estimate of intellectual ability would fall within the Borderline range of functioning.
- The student exhibits well below average academic achievement and requires extensive accommodation for programming. curriculum modifications and/or alternate specialized programming.
- External reports have been reviewed by a member of Psychological Services to inform programming and confirm exceptionality.

Developmental Disability

Ministry Definition

A severe learning disorder characterized by:

- An inability to profit from a Special Education program for students with mild intellectual disabilities because of a slow intellectual development;
- An ability to profit from a Special Education program that is designed to accommodate slow intellectual development;
- A limited potential for academic learning, independent social adjustment, and economic self-support.

TVDSB Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford Binet) has been completed. Although the results may vary, overall estimate of intellectual ability would fall within the Extremely Low range of functioning.
- The student exhibits well below average academic achievement and requires extensive curriculum modifications and/or alternate specialized programming.
- An assessment of the student's adaptive functioning in the home, community, and/or school setting has been completed. The student exhibits significant adaptive skill deficits that limit their conceptual, social, or practical adaptive functioning.
- External reports have been reviewed by a member of Psychological Services to inform programming and confirm exceptionality.

Category: Physical

Physical Disability

Ministry Definition

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or developmental level.

TVDSB Criteria for Identification

- A severe ongoing physical or medical disability and/or condition as identified by a medical practitioner which results in a need for accommodations and/or adaptations to the classroom environment and/or program.
- External reports have been reviewed by a Special Education Learning Coordinator to confirm exceptionality.

Blind and Low Vision

Ministry Definition

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

TVDSB Criteria for Identification

- Results from a Medical Eye Report completed by an Ophthalmologist, Optometrist, or an Orthoptist indicating a diagnosis of the student's visual functioning which may be described by one (or more) of the following:
  - A visual acuity of 20/70 or less in the better eye after correction;
  - A visual field of 20 degrees or less;
  - Any progressive eye disease with a prognosis of becoming one of the above;
  - A visual problem or related visual stamina that is not correctable and that results in the students functioning as if their visual acuity is limited to 20/70 or less;
  - A Cortical Visual Impairment (CVI).
- Results from a Functional Vision/Tactile Assessment, Cortical Visual Impairment Range Assessment, or Learning Media Assessment completed by an Itinerant Vision Resource Teacher from the TVDSB Vision Services Program or Provincial Vision Resource Services (consistent with diagnosis outlined in Medical Eye Report) indicating visual functioning which may require:
  - The need for alternative format(s) textbooks and curriculum materials to conventional print (i.e., large print, e-text, braille);
  - The need for accommodations in areas of Instructional, Environmental, and Assessment;
  - The development of alternative program area(s) of the Expanded Core Curriculum (i.e., braille instruction, assistive technology, orientation and mobility).

Category: Multiple

Ministry Definition

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one (1) or more

teachers holding qualifications in Special Education and the provision of support services appropriate for such disorders, impairments, or disabilities.

TVDSB Criteria for Identification

- Student meets the criteria for identification in two (2) or more exceptionalities with supporting documentation and/or assessment provided by the appropriate practitioners.

Standard 9: Special Education Placements Provided by the Board

The purpose of the standard is to provide the Ministry and the public with details of the range of placements provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an Identification Placement and Review Committee (IPRC).

Philosophy of Programs and Services

- The Thames Valley District School Board (TVDSB) placement process aligns with Regulation 181/98, which indicates that the board shall first consider whether a student's needs can be met in the regular classroom.
- The TVDSB process also aligns with Ministry of Education direction as outlined in *Learning for All, K-12* in the use of a "*tiered'* approach to prevention and intervention and providing, high-quality, evidence-based assessment and instruction that respond to individual student needs.
- Options for special education programs, services, and placements (which may include regular class, withdrawal assistance, resource assistance, a special education class with or without partial integration, or attendance at a Provincial school) are discussed at Program Development Team (PDT) meetings. These discussions are supported by the Learning Coordinator of Special Education.

The IPRC as the Decision Maker

In accordance with Reg.181/98, an IPRC shall make a decision regarding the identification and placement of an exceptional pupil. Once a pupil has been enrolled in school, the parents/guardians have the right to request that the principal refer their child to an IPRC.

Student Placement

- The TVDSB provides special education programs and services to address the needs of all students with a disability-related learning need. Information regarding the range of these programs and services are discussed with the parent(s)/guardian(s) by the principal and Special Education staff at PDT meetings and are determined at the school level through the development of an IEP.
- The majority of students formally identified with an exceptionality receive a placement in a regular classroom with indirect support. All formally identified students have an Individual Education Plan (IEP) that is developed taking into at the input of the parent(s)/guardians(s) and the student (where age appropriate). IEPs are updated at least three times per year (elementary) or twice per year (secondary). (For more information on IEPs, please see Standard 10).
- The maximum enrolment of exceptional students in special education class placements conforms with Regulation 298, Section 31 of the *Education Act*.

- All special education placement in special education classes in the TVDSB require that a principal referral is submitted to the *Special Education Central Committee*. In considering the referral, the Committee will take into account the history of interventions following the TVDSB's Tiered Approach to Prevention and Interventions, as well as each student's individual strengths and needs. Upon review of the supporting documentation, the Special Education Central Committee makes recommendations to the IPRC.
- While students being considered for special education classroom placements typically have a well documented history of tier 1 and tier 2 interventions by the school in response to their unique needs, there are situations where a student's needs would best be met by an immediate placement.
- The principal of the student's school must wait for the Special Education Central Committee's recommendation before holding an IPRC meeting to place a student in a special education class.
- Some placements in a special education class in the TVDSB are for a limited time period. These include;
    - ASD (elementary),
    - Accelerate (elementary),
    - Transitions (elementary), and
    - DE Work Experience (secondary)

  Placements are reviewed annually through the IPRC process. Circumstances that could result in a change of placement include but are not limited to; placement in another special education class; completion of a time-limited placement; the placement no longer meets the student's needs. Placement is always subject to funding and in consultation with the parent(s)/guardian(s).

The Special Education Central Committee (SECC)

The *Special Education Central Committee* is a committee comprised typically of board staff convened for the purpose of providing recommendations to be considered by the IPRC in making decisions about the placement of a student in a special education class. The individuals who comprise the SECC vary depending on the specific placement option.

The SECC includes, but is not limited to;

- A Special Education System Principal
- The Manager of Professional Student Services, or designate (i.e., a Supervisor of the Psychological Services, School Counselling and Social Work, and/or Speech-Language Pathology and Audiology Services teams)
- Special Education Learning Coordinators
- School-level principals

The Parent(s)/Guardian(s) Role

The parent(s)/guardian(s) is a valued participant in the placement process and, as such, has the right to be present and participate in all stages of any discussions about their student's placement. All parents/guardians must be afforded the opportunity to participate in the SECC.

As outlined above, the criteria for placement in a special education class includes the appropriate exceptionality and typically includes a well documented history of tier 1 and tier 2 interventions. Specific details of the criteria for each special education class can be found on the *TVDSB Special Education Program Guides* section of the board's website.

In most cases, a referral review will provide school teams with confirmation as to whether a student meets criteria for the special education class. Any recommendations of the SECC must be forwarded to the IPRC for consideration, regardless of whether the SECC recommends or does not recommend placement in a special education class.

In the case that a student is not recommended for placement in a special education class by the SECC, the committee will provide the school team with specific examples of additional tier 1 and tier 2 interventions that may be implemented. These interventions should be discussed with the parent(s)/guardians(s) during a PDT and in advance of the IPRC. Following the PDT, if the parent(s)/guardian(s) has further questions about the SECC's recommendations, these should be addressed by the System Principal(s) of Special Education, followed by the Superintendent of Special Education. Further details on the TVDSB's guide to foster effective communication are outlined in the TVDSB's Communication Guide – A Parent Resource Guide.

The SECC functions as a resource to the IPRC. If the parent(s)/guardian(s) disagrees with the SECC's recommendations, they may still request a placement in a Special Education class during the IPRC process. When the SECC's recommendation and the parent(s)/guardian(s) preferences do not align, this must be immediately brought to the attention of the Superintendent of Special Education. The parent(s)/guardians(s) may initiate this oversight by contacting the Superintendent directly.

Placements Options

To best meet the needs of TVDSB students formally identified through the IPRC process, the TVDSB offers different placement options. For further details on which of the placement options outlined in Special Education in Ontario Kindergarten to Grade 12 and as described below, please refer to the different exceptionalities identified in this Standard.

- ***A regular class with indirect support*** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

- ***A regular class with resource assistance*** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- ***A regular class with withdrawal assistance*** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- ***A special education class with partial integration*** where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- ***A full-time special education class*** where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

Placements Within the TVDSB Include:

Placement Determined at IPRC	Identification determined at IPRC* (*may include students identified under the category of "Multiple")	Specialized Classes and Programs Offered
Regular Class with Indirect Support	All exceptionalities	
Regular Class with Resource Assistance	Blind and Low Vision	
Regular Class with Withdrawal Assistance	Autism Behavioural Deaf and Hard of Hearing	Secondary Autism Spectrum Disorders Program Secondary Transitions Program Secondary Deaf and Hard of Hearing Program
Special Education Class with Partial Integration	Autism Behavioural Deaf and Hard of Hearing Developmental Disability Learning Disability	Elementary Autism Spectrum Disorders Class Elementary Transitions Class Elementary Deaf and Hard of Hearing Class Secondary Developmental Education Class Elementary Accelerate Class
Full time Special Education Class	Developmental Disability Giftedness	Elementary Developmental Education Class Secondary Developmental Education Class Elementary Giftedness Class
Full time Special Education Class at a Provincial and Demonstration School	Blind and Low Vision Deaf and Hard of Hearing Learning Disability	

Annual Review of Placement Options Within the TVDSB

In order to ensure that the range of placement options provided by the board are meeting the needs of students, the board ensures that staff, SEAC members and school community members have an opportunity to provide feedback through the board's annual review of the Special Education Plan.

Specific Placement Options Offered by the TVDSB

To best meet the needs of TVDSB students formally identified through the IPRC process, the TVDSB offers different placement options. A student's placement is reviewed on an annual basis as part of the IPRC process (see Standard 5).

Behavioural Exceptionality

Students identified with a behavioural exceptionality receive support in one of the following three placements:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom assistance;
- In-school supports and interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA).

- *Placement: In a Special Education Transition Program class with partial integration (elementary).*

Purpose of Placement:
The placement supports the strengths and needs of the student identified with a behavioural exceptionality, with a specific mental health diagnosis. The placement provides a learning experience that is partially integrated to allow for the development of skills in the alternative goal areas (e.g., self-advocacy, social skills, behaviour) as identified in the Individual Education Plan. It supports the development of skills, within a 2-year timeframe, which can be generalized to the regular class placement in their home school.

- *Placement: In a regular classroom with withdrawal assistance (secondary only).*

Purpose of Placement:
The placement supports the strengths and needs of the student identified with a behavioural exceptionality with a specific mental health diagnosis. The placement provides a learning experience that facilitates maximum integration and allows for the development of skills in alternative goal areas (e.g., behaviour, social skills, self-advocacy) as identified in the Individual Education Plan. It supports the student to successfully complete the requirements of an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC).

Transition Class

Class Size:
- Elementary eight (8) students
- Secondary twelve plus (12+) students

System Supports:

- One (1) Special Education Teacher
- Two (2) Educational Assistants
- Supported by a Social Worker and a representative of Psychological Services
- Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in a Transition class:

A student who:

- Has been identified as an exceptional student through the IPRC progress under the category of Behavioural;
- Has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Has received a specific mental health diagnosis and has been involved in residential and/or ongoing intensive treatment with a mental health professional;
- Requires extensive social skills development and self-regulation development;
- Has had ongoing interventions in a regular classroom placement;
- Is capable of accessing curriculum with accommodations and/or modifications to expectations and the learning environment;
- Has active consent for social work and psychological services.

Autism Spectrum Disorder (ASD) Exceptionality

Students identified with an Autism Spectrum Disorder (ASD) exceptionality receive support in one of the following three placements:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom assistance;
- In-school supports and interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA)[1] and/or Speech–Language Pathology and Audiology Services.

- *Placement: In a Special Education ASD class with partial integration (elementary).*

Purpose of Placement:
The placement supports the strengths and needs of the student diagnosed with an autism spectrum disorder exceptionality and provides intensive support by a qualified Special Education Teacher. It focuses on the development of skills in alternative program areas (e.g., sensory integration, learning skills, self-advocacy, assistive technology) as outlined in the Individual Education Plan (IEP), while offering a unique learning environment and instructional methods that incorporate Applied Behavioural Analysis (ABA) strategies to support graduated integration into a regular classroom setting with the goal of returning to the regular class placement after 2 years.

- *Placement: In a regular classroom with withdrawal assistance (secondary).*

Purpose of Placement:
The placement supports the strengths and needs of the student diagnosed with an autism spectrum disorder exceptionality and provides maximum integration in regular secondary classrooms using resource withdrawal support by a qualified Special Education Teacher. Supporting the development of skills in alternative program areas (e.g., sensory integration, social skills, assistive technology) as outlined in the Individual Education Plan (IEP) to support students to successfully complete the requirements for an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC).

Autism Spectrum Disorder Class

Class Size:

- Elementary six (6) students
- Secondary fourteen plus (14+) students

System Supports:

- One (1) Special Education Teacher
- Two (2) Educational Assistants
- Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in an ASD class:

A student who:

- Has been identified as an exceptional student through the IPRC process under the category of Communication: Autism;
- Has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Requires a higher level of structured monitoring, individual attention and planning around their particular learning style and modification to the environment;
- Has had ongoing documented interventions in a regular classroom placement;
- Is capable of accessing the Ontario curriculum with accommodations and/or modifications to expectations and the learning environment.

Deaf and Hard of Hearing (DHH) Exceptionality

Students identified with a deaf and hard of hearing exceptionality receive support in one of the following four placements:

- *Placement: In a regular class with indirect support.*

  Supports may include:
  - Support from an Itinerant Hearing Resource Teacher;
  - Support from a Speech-Language Pathologist;
  - Access to an Educational Audiologist.

The above listed team members, through a multidisciplinary approach, may provide direct and consultative services to support students with hearing loss to develop speech and language skills; to support hearing technology management and self-advocacy skills; and to support the classroom team through coaching, modelling, and staff in-service.

- *Placement: In a Special Education class program with partial integration (elementary).*

Purpose of Placement:
The placement supports the strengths and needs of the student identified with a Deaf and Hard of Hearing exceptionality and provides intensive support by a qualified Teacher of the Deaf in order to develop of Auditory Verbal/Oral (AVO) communication skills, as well as language and literacy skills over a 2-year placement. The placement supports the development of skills in alternative program areas (e.g., hearing technology management, independence and self-advocacy) as outlined in the Individual Education Plan (IEP) which can be generalized to the regular classroom placement.

- *Placement: In a regular classroom with withdrawal assistance (secondary).*

Purpose of Placement:
The placement supports the strengths and needs of the student identified with a Deaf and Hard of Hearing exceptionality and provides maximum integration in regular classrooms using resource withdrawal support by a qualified Teacher of the Deaf. It supports the development of skills in alternative program areas (e.g., hearing technology management, independence and self-advocacy) as outlined in the Individual Education Plan (IEP) to support students to successfully complete the requirements for an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC).

- *Placement: In a Provincial School for the Deaf.*

Placement in a Provincial School for the Deaf must be recommended through the IPRC process and is reserved for those students requiring instruction in American Sign Language. Final decision on acceptance and placement in a Provincial School require the submission of an application that is reviewed and approved by the Provincial and Demonstration Schools Branch.

Deaf and Hard of Hearing Class

Class Size:

- Elementary Kindergarten eight (8) students, Primary/Junior twelve (12) students
- Secondary twelve plus (12+) students

System Supports:

- One (1) Special Education Teacher
- Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in a Deaf and Hard of Hearing Program:

A student who:

- Has been identified as an exceptional student through the IPRC process under the category of Communication: Deaf and Hard of Hearing;
- Has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Has an audiological report within the last year confirming permanent hearing loss;
- Has been assessed with a speech/language delay of greater than one year compared to chronological age or cognitive ability;
- Uses personal amplification as recommended by their audiologist;
- Is capable of accessing the Ontario curriculum with accommodations and/or modifications to expectations and the learning environment.

Speech and Language Impairment Exceptionality

Students identified with a speech and language (fluency, voice, articulation, and/or language disorders) exceptionality receive support in the following placement:

- *Placement: In a regular class with indirect support.*

Supports may include:

- Support from Speech-Language Pathologists;
- Referral to TVCC for students with speech only or swallowing needs that meet the Ministry of Health guidelines.

Speech-Language Pathologists can provide the following services:

- Assistance with the development of the IEP;
- Assessments, screenings, and observations;
- Resource supports (which can be individual, in pairs or in group format);
    - In-school supports and interventions;
- Other intervention services include:
    - Mediator-based support from an Educational Assistant (EA);
    - In-class interventions;
    - Home programming to support carry-over of communication goals to student's home and other community settings;
    - Consultation and collaboration with classroom teachers;
    - Recommendations for assistive technology.

Learning Disability Exceptionality

Students identified with a learning disability exceptionality receive support in one of the following two placements:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom assistance;
- In-school resource supports/interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA)[2];
- Use of Assistive Technology to support the student in accessing the curriculum.

- *Placement: In a Special Education Accelerate Class with Partial Integration.*

The purpose of the Placement
The placement supports the strengths and needs of the student identified with a Learning Disability exceptionality in reading. The placement provides reading intervention through the Empower Reading, Decoding, and Spelling program and supports the development of skills in alternative goal areas (e.g., Learning skills, self-advocacy, assistive technology), which can be generalized to the regular class placement in the home school.

- *Placement: In a Special Education Accelerate Class with partial integration*

On an individual basis, and following a PDT requested by the parent(s)/guardian(s) or the school's administration, students with a placement in the TVDSB's Special Education class (Accelerate) may be considered for a placement in a *special education class with partial integration*. An IPRC meeting must be then held to amend a student's placement.

Accelerate Class

Class Size:
- Elementary eight (8) students

System Supports:
- One Special Education Teacher
- An Educational Assistant

- Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in an Accelerate Class (Grades 4, 5, or 6):
A student who:

- Is identified as an exceptional student through the IPRC process under the category of Communication: Learning Disability;
- Has received documented intervention in literacy in a regular classroom placement;
- Has demonstrated strengths in learning which can be used to compensate for learning difficulties;
- Will respond to intensive levels of support.

Giftedness Exceptionality

Students identified with a Giftedness Exceptionality receive support in one of the following three placements:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom curriculum-related enrichment opportunities;
- Support for programming for school staff from the Special Education Teacher on Special Assignment (TOSA);
- Participation in Regional Sessions at the elementary level.

- *Placement: In a Special Education Giftedness class (elementary).*

Giftedness Program Class

Class Organization:
- Elementary twenty-five (25) students Gr. 5/6 and 7/8
  - One (1) Special Education Teacher
  - Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in a Giftedness class:
A student who:
- Is identified as an exceptional student through the IPRC process under the category of Intellectual: Giftedness;
- Has documented evidence of Tier 1 and 2 interventions to support programming in the regular classroom setting;
- May exhibit exceptionally high performance beyond the grade level expectations in numerous subjects;
- Will benefit from a learning environment of intellectual peers.

<u>The Purpose of the Placement:</u>
- Provide differentiated learning experiences of depth and breadth beyond the regular curriculum;
- Provide the necessary social support and stimulation of peers of similar intellectual abilities;
- Provide an environment in which there is ongoing curriculum-based assessment as required;

- Provide the necessary transition planning and skills for successful entry into secondary school.

- *Placement: In a regular class with indirect support (secondary)*

Secondary schools are provided extra staffing allocations in order to address the needs of students formally identified with a giftedness exceptionality.

Developmental Disability Exceptionality

Students with a diagnosis of Intellectual Disability: Developmental Disability exceptionality, receive support in one of the following three placements:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom assistance;
- In-school resource supports/interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA) and/or Speech-Language Pathology and Audiology Services.

- *Placement: In a Special Education Developmental Education (DE) class.*

The Purpose of the Placement:
- Support the strengths and needs of students diagnosed with an Intellectual Disability;
- Modify the environment and provide methods of instruction that are compatible with the student's learning profile thereby enabling the student to experience academic, social and communication growth;
- Provide integration opportunities for students based on IEP goals within the wider school community;
- Provide a bridge between school and community with a strong focus on work skills, life skills, leisure, and recreational skills;
- Provide the opportunity to achieve a Secondary School Certificate of Accomplishment (CoA) or an Ontario Secondary School Certificate of Achievement (OSSC);
- Engage in a blend of alternative curriculum and work-place training, individualized to match strengths, interests, and needs.

- *Placement: In a Special Education Developmental Education (DE) class with partial integration*

On an individual basis, and following a PDT requested by the parent(s)/guardian(s) or the school's administration, students with a placement in the TVDSB's Special Education class (Developmental Education) may be considered for a placement in a *special education class with partial integration*. An IPRC meeting must be then held to amend a student's placement.

Developmental Education Class

Class Size:
- Elementary six (6) to ten (10) students

- Secondary six (6) to ten (10) students

System Supports:

- One (1) Special Education Teacher
- Two (2) Educational Assistants
- Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in a Developmental Education class:

A student who:

- Has been identified as exceptional through the IPRC process under the category of Intellectual: Developmental Disability;
- Has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Requires a higher level of structured monitoring, individual attention and planning around their particular learning profile and modification to the environment;
- Has had ongoing interventions in a regular classroom placement;
- Requires extensive support and program modification to access curriculum or alternative programming for the development of functional communication, literacy, and numeracy skills.

- *Placement: In a Special Education Developmental Education Work Experience (WE) class with partial integration (secondary).*

<u>The Purpose of the Placement:</u>

- Support students pursuing a 5-year school to work, or school to community, or school to post secondary pathway;
- Develop the requisite skills to participate in work experience placements in preparation for future employment;
- Provide the opportunity to access instruction in the regular class for the purpose of earning credits toward the achievement of an Ontario Secondary School Certificate.

Criteria for placement in a Work Experience Program:

A student who:

- Has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Demonstrates functional communication and literacy skills;
- Demonstrates functional numeracy and money sense;
- Is a motivated learning with consistent attendance and work ethic;
- Demonstrates independence and flexibility skills and the ability to follow two-step instructions;

- Has developed self-regulation and frustration coping skills sufficient to tolerate a dynamic work environment.

Physical Disability Exceptionality

Students with physical disabilities exceptionality receive support in the following placement:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom assistance;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA[3]);
- Ongoing and/or consultative services from other agencies.

Modifications for students with physical disabilities may include specialized equipment or furniture and assistance of support staff, in addition to appropriate curriculum modifications. Outside agencies such as TVCC and Home and Community Care Support Services (HCCSS), may provide ongoing and/or consultative services.

A student in a regular class with physical and/or multiple disabilities may be transported to a school or facility other than their home school if the home school does not have the appropriate plant modifications and/or specialized equipment and facilities to meet the student's needs.

A student with multiple disabilities, which include developmental and physical disabilities or physical and other health-related concerns, may be transported to a *Special Education* developmental class located in a school or facility which has appropriate plant modifications and/or specialized equipment and facilities to meet the student's needs.

Physical: Vision

Students identified with visual impairments exceptionality receive support in one of the following two placements:

- *Placement: In a regular class with indirect support.*

The Itinerant Vision Resource Teacher conducts a Functional Vision Assessment and makes recommendations for strategies to support learning and monitors the student's progress and continuing needs.

Supports may include:
- In-classroom assistance;

- In-school supports and interventions;
- Support from the Vision Resource Team;
- Specialized equipment or materials;
- Use of Assistive Technology to support the student in accessing the curriculum.

- *Placement: In a regular class with resource assistance*

Resource assistance is provided by a qualified teacher of students who are blind or low vision.

The Purpose of the Placement:
- Provide instruction in the alternative program areas of the Expanded Core Curriculum;
- Provide specific program accommodations and interventions based on the Functional Vision Assessment;
- Provide braille and tactile instruction with appropriately adapted instructional materials;
- Provide orientation and mobility training;
- Provide the support of a Transcriber Educational Assistant, as necessary.

Criteria for placement in a resource assistance placement:

A student who:
- Requires instruction in braille and the Expanded Core Curriculum based on the result of a Functional Vision Assessment and/or a Learning Media Assessment.

Students identified with a Blind and Low vision exceptionality receive supports in the following placement:

- *Placement: In a Provincial School for the Blind.*

Placement in the Provincial School for the Blind must be recommended through the IPRC process and is reserved for those students requiring instruction in an alternate medium to conventional print (e.g., Braille, large print, or intervention if deaf/blind). Final decision on acceptance and placement in a Provincial School require the submission of an application that is reviewed and approved by the Provincial and Demonstration Schools Branch.

Mild Intellectual Disability Exceptionality

Students identified with a Mild Intellectual Disability exceptionality receive support in the following placement:

- *Placement: In a regular class with indirect support.*

Supports may include:

- In-classroom assistance;
- In-school resource supports/interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA).

Specialized Classes and Program Locations in the Thames Valley District School Board (2023-2024)

Elementary	Secondary
Autism Spectrum Disorder	
Byron Somerset	Huron Park
Knollwood	Montcalm
Locke's	Parkside
University Heights	Saunders
Wilton Grove	Sir Frederick Banting
Winchester	Strathroy District Collegiate Institute
Accelerate Program	
Caradoc	NA
Forest Park	
Laurie Hawkins	
Wortley Road	
Developmental Education	
Algonquin	Arthur Voaden
Annandale	B. Davison
Arthur Stringer	Central Elgin Collegiate Institute
Ashley Oaks	London Central
Chippewa	Clarke Road
FD Roosevelt	College Ave
Harrisfield	East Elgin
Mary Wright	Glencoe
Mitchell Hepburn	Glendale
Sir Isaac Brock	Huron Park
Southwold	Ingersoll District Collegiate Institute
Summers Corners	Lord Dorchester
St. Georges	London South Collegiate Institute
Stoney Creek	Medway
W. Sherwood Fox	Montcalm
Wilfrid Jury	Oakridge
	Parkside Collegiate Institute
	Saunders
	Sir Frederick Banting
	Strathroy District Collegiate Institute
	Westminster
	Woodstock Collegiate Institute

Elementary	Secondary
Giftedness	
Orchard Park	NA
Mountsfield	
Deaf and Hard of Hearing	
Hillcrest	Montcalm
Transition Program	
Cleardale	Arthur Voaden
Elgin Court	Huron Park
Lord Nelson	Montcalm
North Meadows	Sir Wilfred Laurier
Westmount	Saunders
Winchester	

Standard 10: Individual Education Plans (IEPs)

The purpose of the standard is to inform the Ministry and the public about the ways in which the board is complying with Ministry requirements for implementing IEPs.

The Individual Education Plan (IEP)

- The principal is responsible for ensuring the implementation and review of the IEP.
- An IEP is a working document to support the student in their learning. The plan is based on the student's strengths and needs as informed by different types of assessments. It also contains learning goals and an outline of supports and services that help build the success of the student in their learning.
- An IEP may be developed for a student upon recommendation by the Program Development Team (PDT). This recommendation is based on assessment information indicating that specific accommodations and/or program modifications are required for instruction and assessment purposes in response to the student's individual strengths and needs.
- An IEP must be developed for all students identified as having a formal exceptionality through the Identification, Placement, and Review Committee (IPRC) process. An IEP must be developed within thirty (30) school days of the initial IPRC decision.
- The IEP is collaboratively developed by a team of people who know the student best. Members of the team include the parent(s)/guardian(s), the student's teacher(s), the Learning Support Teacher (LST), the principal and, where appropriate, the student.
- The parent(s)/guardian(s) know the student best and their input is integral to the development of a functional IEP.
- The parent(s)/guardian(s) and student (who is sixteen (16) years of age or older) must be consulted in the development (including revision) of the IEP and must receive a copy upon completion.

Individual Education Plans Communication Process

Elementary

- IEP #1 will be completed and sent home within the first thirty (30) school days in compliance with ministry guidelines and will include program expectations from September until the end of January.
- IEP #2 will include program expectations from February until the end of June and will be sent home or posted to the Parent Portal, with the Term 1 Report Card.
- IEP #3 will offer an opportunity to personalize transition plans for the upcoming school year.

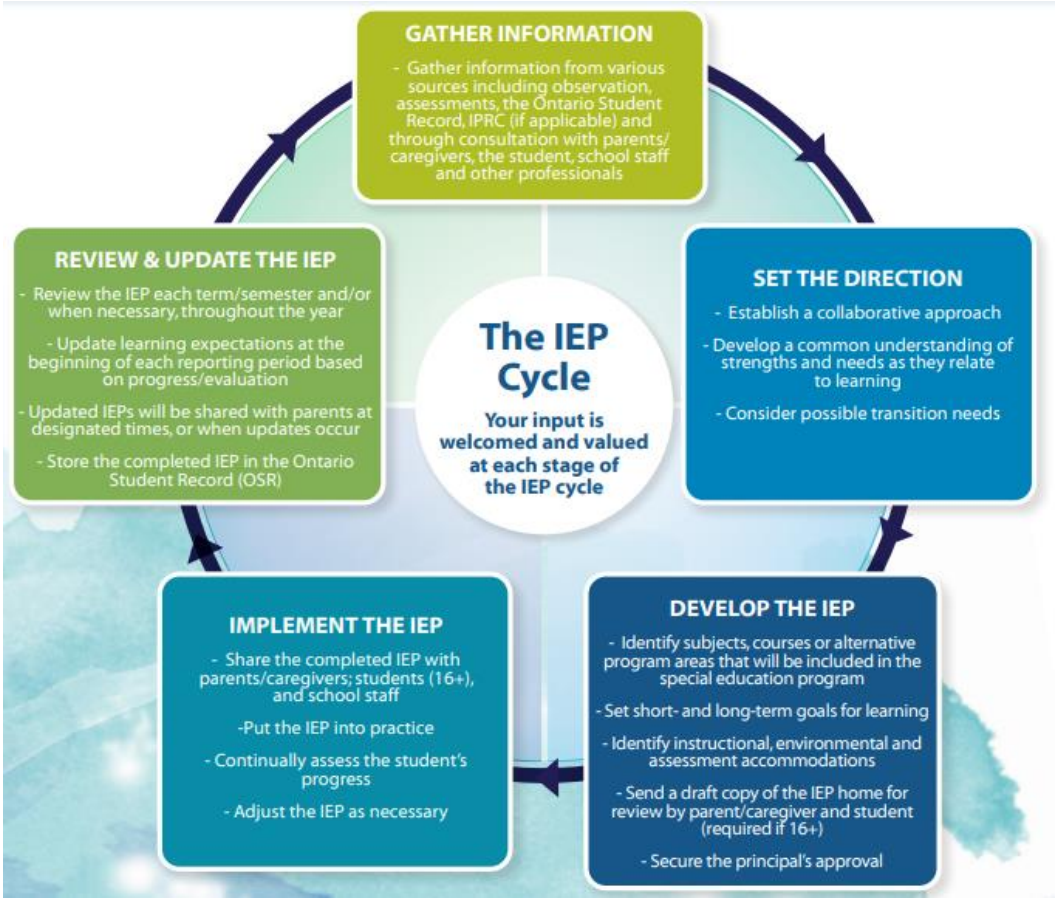
Secondary

- IEP #1 will be completed within the first thirty (30) school days in compliance with Ministry guidelines and will include program expectations from September until the end of the first semester.
- IEP #2 will be completed within thirty (30) school days of commencement of the second semester in compliance with Ministry guidelines and will include program expectations from September until the end of the second semester.

The IEP includes a transition plan that outlines goals for the student as they move from grade to grade, school to school, and between school and post-secondary or the community once high school is completed.

The IEP Process

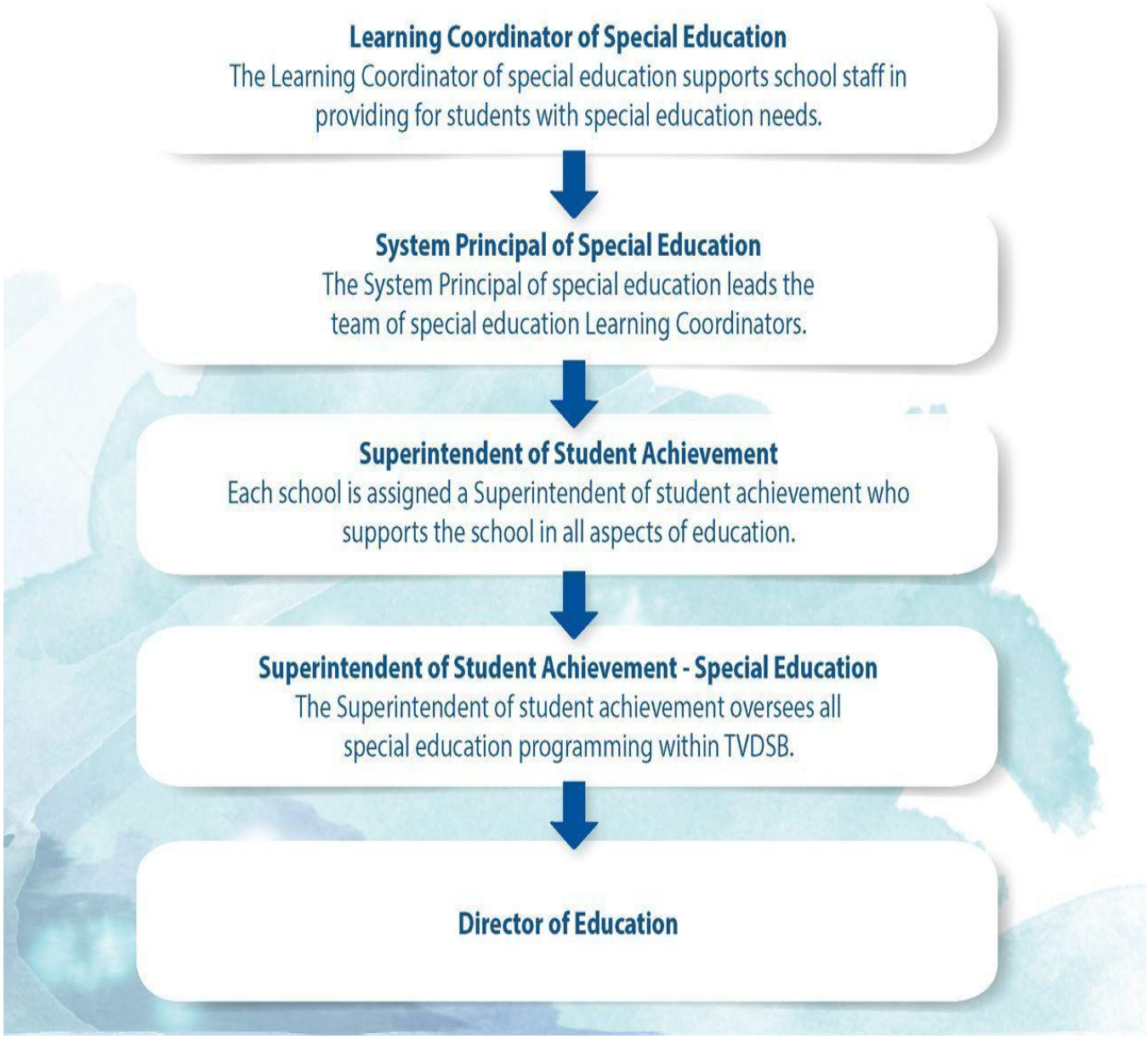
It is essential that the parent(s)/guardian(s) and student, as able, be involved throughout the IEP Cycle process.



Process for Expressing Concerns Regarding the IEP

As indicated in the Parent Resource Guide: Supporting Student Success Together, this chart shows who a parent(s)/guardian(s) should contact, should they have concerns regarding the IEP. Parents/guardians are encouraged to immediately bring any concerns or questions about their student's IEP to the appropriate individuals listed below.




Learning Coordinator of Special Education
The Learning Coordinator of special education supports school staff in providing for students with special education needs.
System Principal of Special Education
The System Principal of special education leads the team of special education Learning Coordinators.
Superintendent of Student Achievement
Each school is assigned a Superintendent of student achievement who supports the school in all aspects of education.
Superintendent of Student Achievement - Special Education
The Superintendent of student achievement oversees all special education programming within TVDSB.
Director of Education

IEP Parent Guide

A Parent Resource Guide – Individual Education Plan (IEP)

IEP Reviews

In 2000, the Ontario Ministry of Education released ***Individual Education Plans: Standards for Development, Program Planning and Implementation***. Provincial Individual Education Reviews were conducted with all Ontario school boards as follows:

2001 – 2003 First Provincial IEP Review
2006 - 2007 Second Provincial IEP review
2011 – 2012 Third Provincial IEP Review

The Thames Valley District School Board follows an annual IEP Audit process to conduct a qualitative review of Individual Education Plans relative to the Provincial Standard. The last IEP audit was conducted during the 2022-2023 academic school year.

Standard 11: Provincial and Demonstration Schools in Ontario

The purpose of the standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Provincial Schools

Provincial Schools may:
- Provide an alternative education option for students who are deaf, blind, deafblind or who have severe learning disabilities;
- Be accessed as a resource by Thames Valley District School Board (TVDSB) teachers/special education teachers;
- Provide pre-school home visiting services for students who are deaf, blind, or deafblind.

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 298.

When a student has received admission to a Provincial School, the Provincial School provides the parent(s)/guardian(s) with the Provincial Schools Transportation Form. Once completed, the form is sent to Student Transportation Services (STS) for processing and transportation arrangements are confirmed.

- The TVDSB has students typically attending four different Provincial Schools:
  - W. Ross Macdonald School: School for the Blind and Deaf (0 students);
  - Robarts School for the Deaf (33 students);
  - Ernest C. Drury School for the Deaf (0 students);
  - Amethyst School for students with Learning Disabilities (7 students).

W. Ross Macdonald School: School for the Blind and Deafblind

- W. Ross Macdonald School is located in Brantford and provides a residential, alternative education option for TVDSB students who are blind, visually impaired, or deafblind. Programs at W. Ross Macdonald School are tailored to the needs of the individual student.
- These programs:
  - Are designed to help these students learn to live independently in a non-sheltered environment;
  - Are delivered by specially trained teachers;
  - Follow the Ontario curriculum developed for all students in the province;
  - Offer a full range of courses at the secondary level;

  - Offer courses in special subject areas such as music, technological studies, family studies, physical education, and mobility training;
  - Are individualized to offer a comprehensive "life skills" program;
  - Provide a home-visiting program for parents/guardians and families of preschool deaf-blind children to assist in preparing these children for future education.
- The Resource Services Department of W. Ross Macdonald may be accessed by TVDSB teachers to provide special learning materials, such as Braille materials, audiotapes, and large-print textbooks. Assessments and information sharing/expertise can also be accessed.

Provincial Schools for the Deaf

- The following Provincial Schools offer services for TVDSB deaf and hard-of-hearing students:
  - Robarts School for the Deaf in London is a day school serving Western Ontario;
  - Ernest C. Drury School for the Deaf in Milton is a residential school serving Central and Northern Ontario;
  - Centre Jules-Léger in Ottawa is a residential school serving francophone students and families throughout Ontario.
- These schools provide elementary and secondary school programs for deaf students from pre-school level to high school graduation. These programs:
  - Provide rich and supportive bilingual/bi-cultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
  - Are delivered by specially trained teachers;
  - Follow the Ontario curriculum developed for all students in the province.
- The Resource Services Department may be accessed by TVDSB teachers to provide consultative support as well as workshops, in-service, and information. The Resource Services Department also provides a home-visiting program for parents/guardians and families of deaf and hard-of-hearing pre-school children delivered by teachers trained in pre-school and deaf education.

Demonstration Schools

- Provincial Demonstration Schools provide residential programs for students with severe learning disabilities. In addition, these schools have special programs for students with severe learning disabilities in association with attention deficit/hyperactivity disorder (ADHD). These are highly intensive programs that students may apply to attend/access for one year.
- The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a program for students with severe learning disabilities who require an additional level of social/emotional support.

- Application for admission to a Provincial Demonstration School is made on behalf of students by TVDSB, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.
- The following Demonstration Schools offer services for TVDSB students:
  - Amethyst School in London, with Learning Disability (LD) and LD/ADHD programs serving Western and North-Western Ontario;
  - Trillium School with the LEAD Program serving Central and Mid-Northern Ontario;
  - Centre Jules-Léger in Ottawa which is a residential school serving francophone students and families throughout Ontario.
- These schools provide special residential education programs for students between the ages of 5 and 21 years. These programs:
  - Enhance the development of each student's academic and social skills;
  - Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by TVDSB within two (2) years;
  - Provide, upon referral from schools, specialized consultative assistance for individual students;
  - Provide in-service and teacher education programs designed to share methodologies and materials with TVDSB staff.

Standard 12: Special Education Permanent Staffing Allocation 2023-2024

The purpose of this standard is to provide specific details on board staff to the Ministry and to the public.

Special Education Staff	Qualifications	Elementary	Secondary	Total
TEACHING STAFF				
Learning Support Teachers	Spec Ed Part 1	217.4	60.55	277.95
Teachers for self-contained classes				
Developmental Education Classes	Spec Ed Part 1	32.0	89.0	121.0
Gifted Special Education Classes (Elementary) / Lines (Secondary)	Spec Ed Part 1	4.0	4.70	8.7
ASD Special Education Classes (Elementary) / Resource Withdrawal (Secondary)	Spec Ed Part 1	6.0	6.00	12.0
Deaf and Hard of Hearing Special Education Classes (Elementary) / Resource Withdrawal (Secondary)	Spec Ed Part 1	2.0	1.0	3.0
Transition Classes (Elementary) / Resource Withdrawal (Secondary)	Spec Ed Part 1	6.0	5.0	11.0
Accelerate Special Education Classes (Elementary - Junior)	Spec Ed Part 1	4.0	-	4.0
Total Number of Special Education Classroom Teachers		54.0	105.7	159.7
Special Education Classes (Prep)	N/A	10.52	33.09	43.61
Total Special Education Classes Staffing (Classroom Teachers / Prep)		64.52	138.79	203.31
Other special education teachers				
Itinerant Teachers (Hearing – 7.0, Vision Resource – 12.0)	Hearing: Additional Qualification - Teaching Students Who Are Deaf or Hard of Hearing Vision: Additional Qualification – Teaching Students Who Are Blind/Low Vision	19.0		19.0
Teacher On Special Assignment (TOSA)	Spec Ed Part 1	16.0	5.0	21.0
Teachers on Special Assignment (TOSA), Assistive Technology	Spec Ed Part 1	9.0		9.0
Learning Coordinators	Spec Ed Specialist	8.0	4.0	12.0
System Principals	PQP 2	2.0		2.0
EDUCATIONAL ASSISTANTS				
Educational Assistants	N/A	767.15	221.0	988.15
☐ Special Incident Portion (SIP)	N/A	18.0	24.0	42.0
Total Educational Assistants		785.15	245.0	1030.15

Special Education Staff	Qualifications	Elementary	Secondary	Total
COMPUTER TECHNICIANS				
Technical Support Analysts (TSA)	N/A			5.50
OTHER PROFESSIONAL RESOURCE STAFF				
Manager, Professional Student Services	Masters			1.0
Supervisors, Speech-Language Pathology and Audiology Services	Masters			1.0
Supervisor, Social Work and School Counselling	Masters			1.0
Supervisor, Psychological Services	Masters			1.0
Psychological Services	Bachelors Masters PhD			31.8
Speech-Language Pathology and Audiology Services	Bachelors			36.5
Audiologists	Masters			1.0
School Counselling and Social Work Services	Bachelors			29.3
Behaviour Analyst (BA)	Masters			11.0
Special Equipment Allocation Project Coordinator	N/A			1.0
Special Education Allocation Assistant	N/A			0.75

Standard 13: Staff Development

The purpose of the standard is to provide details of the board's professional development plans for special education staff to the Ministry and to the public.

The goal of Special Education Staff Professional Learning is to develop the capacity of administrators and staff in each of our schools to provide the best possible learning experience for all students in that school's community. By providing the classroom teacher and support personnel with a variety of learning strategies and access a wide range of in-school and system resources, we create the opportunity for the educational experience of every student individualized to student's strengths, interests, and needs.

Special Education staff are surveyed annually on their personal and school based professional learning needs related to Special Education programs and services.

- The Thames Valley District School Board's (TVDSB) Special Education Advisory Committee (SEAC) is asked to provide feedback to staff related to professional learning opportunities for school-level staff. This includes but is not limited to when reviewing Special Education programs.
- System personnel are required to be current in their understanding of Ministry policies and legislation which have an impact on Special Education. This information is presented to principals and school Special Education personnel who in turn are responsible to implement new policy and legislative directions at the school level.

Ongoing Review of Staff Professional Learning Needs

- The TVDSB SEAC and staff from Learning Support Services have identified the need to continue to provide regular and coordinated professional learning for school staff across employee groups in order to facilitate the understanding of issues and current research.
- The staff professional learning and training programs of the TVDSB include programs and workshops provided by community agencies and recognized experts from the region and province.
- Staff professional learning will also take place at the direction of the Ministry of Education as required.
- The Special Education Department regularly reviews priorities requiring additional professional learning opportunities for school and system staff. These reviews take place at weekly meetings, and are influenced by feedback to department staff that is received during SEAC meetings, Special Education Coordinators meetings, Joint Health and Safety Meetings, and Labour Management Meetings.

Awareness of Professional Learning Opportunities

It is the practice of the board to encourage and support the professional learning of its entire staff. The board allocates funds in its annual budget for conferences, workshops, specific short courses, and in-service programs for all staff. Special education staff are encouraged to make use of these funds. Similarly, special education staff may apply to use funds available from their respective teachers' federations. In addition to these general funds, the board directs funds to specific special education in-service and other staff learning opportunities.

Professional learning opportunities are announced through the TVDSB's weekly email Learning Support Services Memorandum that is distributed to school administrators. All staff have access to the LSS SharePoint site where LSS Memos are posted and stored. Additionally, Special Education Learning Coordinators provide LSTs and other system staff with information about upcoming professional learning opportunities through, for example, but not limited to, monthly LST meetings, the LST Outlook Group, Social Media and the TVDSB website.

Communication of the Special Education Plan

Once approved by the Board of Trustees, on an annual basis, the TVDSB's Special Education Plan is submitted to the Ministry of Education. A link to the plan is on the board's external website. Special Education Department staff are informed of revisions to the plan through staff meetings. Administrators and staff are informed of changes to the Special Education Plan through a variety of means such as, but not limited to LSS Memos, monthly elementary and secondary administrator meetings (TVACE/TVSAC). To help ensure that school level practices and processes align with the Special Education Plan, LSTs will have an opportunity to review the Special Education Plan at the first LST meeting of the school year and all subsequent meetings throughout the year.

Professional Learning and Training

Mental health and well-being for students, families, and staff continues to impact our system planning secondary to the disruptions to routines and learning patterns. Providing support for staff, students and families will be a necessary aspect of our professional learning and program delivery.

- Priorities for professional learning are determined to include the following;
  - Implementation plans for new and/or revised Ministry policies and documents;
  - Content related to exceptional students ;
  - Recommendations from Learning Support Services that examine system programs and placements;

- Areas or gaps that can be addressed through staff development and have been identified by Learning Support Services staff working in consultation with members of SEAC.

- Professional Learning opportunities are provided in a variety of formats such as, but not limited to:
  - Targeted professional learning through collaboration supported by Special Education Learning Coordinators, Teachers on Special Assignment, and Professional Student Services staff;
  - Workshops on system and site-based professional activity days and during summer in-service sessions;
  - Monthly Learning Support Teacher meetings;
  - School and system training throughout the school year as required to develop an understanding of new and existing Ministry requirements;
  - School and system training on new assessment procedures and/or materials;
  - Workshops provided by outside sources such as TVCC or Child and Parent Resource Institute (CPRI) attended by designated staff;
  - Conferences attended by designated staff such as Coaching to Inclusion, Building Inclusive Communities, the Geneva Centre for Autism International Symposium, and the Learning Disabilities Conference;
  - Collaboration between system staff and a variety of community groups on workshops and conferences;
  - Ongoing in-service to new teachers as well as new administrators;
  - Dedicated professional learning series for Educational Assistants;
  - Continuing training in areas such as Behaviour Management System (BMS), Individual Education Plan (IEP) development;
  - Under the auspices of System Staff Development, professional learning related to Special Education is included in the New Administrator Professional Learning Series, New Teacher Induction Program and Occasional Teacher Training Opportunities.

- The budget allocation dedicated to the staff development plan in the area of special education, includes funding for the following activities:
  - Professional learning opportunities for system support staff and special education teachers;
  - Release funds for school staff to participate in system staff development;
  - Collaboration funding for school teams to participate in targeted professional learning with system support staff;
  - Cost-sharing of joint curriculum and special education professional learning opportunities;
  - Cost-sharing of professional learning opportunities and parent information sessions with community partners;
  - Purchase of online courses for administrators, teachers, educational assistants, and Professional Student Services staff.

- In 2022-2023, the TVDSB engaged in cost-sharing arrangements for staff professional learning with the following agencies/organizations:
  - London District Catholic School Board;
  - TVCC;
  - Aspire UWO

Standard 14: Equipment

The purpose of the standard is to inform the Ministry, board staff members and other professionals, and parents about the provision of individualized equipment for some students with special needs.

Equipment

- The Thames Valley District School Board (TVDSB) is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs.
- Student equipment needs are identified through the Program Development Team (PDT) process and documented, as appropriate, during the Identification, Placement, and Review Committee (IPRC) and Individual Education Plan (IEP) process(es). (See Standard 5 and Standard 10 of this Guide for more information). Recommendations are received from board professional personnel and community professional practitioners. Professional assessments can come from a Psychologist, Psychological Associate, Optometrist, Ophthalmologist, Occupational Therapist, Physiotherapist, Speech-Language Pathologist, and specialist teachers of the blind, deaf or deaf-blind.
- There are two types of Special Equipment Amount (SEA) claims:
  - SEA Per Pupil Amount (PPA) (computer hardware, software, and related equipment);
  - SEA Claims-based Amounts (i.e., lifts, Braille Readers, furniture).

Required Documentation for All SEA Per Pupil Amount (PPA) Applications

- An assessment from an appropriately qualified practitioner, **or** consultation and review of school-based data and evaluation with a qualified practitioner;
- A PDT summary;
- An IEP or Pending IEP application form;
- A copy of the student's current IEP that provides evidence of the intended use of the equipment in the student's program;
- Evidence of proof of purchase, such as a copy of a paid invoice;
- The parent(s)/guardian(s) is informed and acknowledgment of initiation of SEA Application Process is noted in student IEP Consultation Log **and** the completion of the SEA Process Initiation Document.

Note: Students do not have to be identified as exceptional students through the IPRC process for boards to apply for SEA funding.

Required Documentation for All SEA Claims Based Equipment

- An assessment or assessments from an appropriately qualified professional;
- A PDT summary;
- A pending IEP application form;
- Evidence of proof of purchase, such as a copy of a paid invoice;
- A copy of the student's current IEP that provides evidence of the intended use of the equipment in the student's program;
- The parent(s)/guardian(s) is informed and acknowledgment of initiation of SEA Application Process is noted in student IEP Consultation Log **and** the completion of the SEA Process Initiation Document.

Note: Students do not have to be identified as exceptional students through the IPRC process for boards to apply for **SEA Claims-Based funding. The equipment needs must be documented by an assessment or assessments from an appropriately qualified professional.**

- A SEA application is completed by the Learning Support Teacher (LST) and forwarded through the SEA Automation process to the school's area Special Education Learning Coordinator for processing.
- The Ministry of Education allocates to school boards SEA revenue generated from the SEA PPA and SEA Claims-based Amounts for expenses exceeding $800.00. The board is responsible for SEA approved equipment costs equal to and less than $800.00.
- All specialized equipment is the property of TVDSB and is allocated at the discretion of the board. Any required repair for maintenance will be provided by the board. Repairs and maintenance concerns are to be shared with the LST of the school.

Standard 15: Accessibility of School Buildings

The purpose of the standard is to provide the Ministry with further details of the board's multi-year plan, which was previously submitted to the Ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

Accessibility

Developed by our multi-disciplinary Accessibility Working Group, which includes representatives from Thames Valley District School Board (TVDSB) and community partners, the TVDSB's multi-year Accessibility Plan can be accessed here.

The TVDSB is committed to fulfilling its responsibilities under the Ontario Human Rights Code, and under AODA and the Integrated Regulation, in a way that ensures equitable access to its buildings, programs and services for all of the students, families, employees, and members of the public who collectively make up the TVDSB community. The TVDSB commits to achieving its accessibility goals in a way that promotes and ensures respect for every person's human rights, dignity and independence. An accessible TVDSB is therefore comprised of two, equally important elements:

1. Policies, procedures, and practices that promote inclusion in all aspects of service delivery for students, families, staff, and members of the public; and
2. Individual accommodations that meet the needs and ensure the success of every TVDSB student and employee.

Process(es) for Improving Accessibility

- The Learning Support Services staff and School Administrators identify immediate and anticipated accessibility needs to be addressed at specific school sites based upon existing and anticipated students enrolled at each school.
- The Ministry of Education provides capital renewal grants on an annual basis. A percentage of these funds are then prioritized to accessibility improvements. Facilities Services staff work collaboratively with Learning Support Services staff to determine an appropriate priority for these capital projects.
- Members of the public can obtain a copy of the completed Plan from the TVDSB website, annual Special Education Advisory Committee (SEAC) presentation, annual TVDSB presentation to the Board of Trustees, or by contacting Learning Support Services.

- A list of accessibility features at each school and board site can be found on the board's website. The Plan is also available in alternate accessible formats. Arrangements are made upon request by submitting a Community Accommodation Request form or by contacting the TVDSB Diversity and Equity Coordinator, Andrea Marlowe (519) 452-2000 ext. 20515

Feedback

For concerns regarding the accessibility of services offered by the TVDSB, please contact us or complete an Accessibility Feedback Form.

Projects Completed or in Progress During the 2022-2023 School Year

The following projects were completed in response to individual student needs and AODA audits:

Aberdeen P.S.	– Phase 2: Provide elevator and two (2) universal washrooms
Ashley Oaks P.S.	– Elevator modernization, remove therapeutic pool room
Byron Southwood P.S.	– Vision painting
Caradoc P.S.	– Install slip resistant porcelain tile on sloped floor
Cleardale P.S.	– Barrier free parking alteration
Evelyn Harrison P.S.	– Upgrade stair lift
Glen Cairn P.S.	– Vision painting
Innerkip Central P.S.	– Vision painting
Masonville P.S.	– Provide additional barrier free parking
Northbrae P.S.	– Provide ramp to exterior playground
Port Burwell P.S.	– Phase 3: Barrier free upgrades
Rick Hansen P.S.	– Elevator modernization
Springbank P.S.	– Provide tactile indicators at drinking fountain
Straffordville P.S.	– Vision painting, tactile indicators
W. Sherwood Fox P.S.	– Painting for vision disability
Wilfrid Jury P.S.	– Provide power door operator to barrier free washroom and playground entrance
Woodland Heights P.S.	– Vision painting
Zorra Highland Park P.S.	– Provide sloped sidewalk from entrances
B. Davison S.S.	– Elevator modernization
Central Elgin C.I.	– Provide elevator and universal washrooms, construct life skills kitchen
Clarke Road S.S.	– Renovate therapeutic pool room
Ingersoll District C.I.	– Phase 2: Gym upgrades
London South C.I.	– Provide power door operators and replace stairwell doors
Lord Dorchester S.S.	– Barrier free upgrades

Sir Frederick Banting S.S.	– Renovate Developmental Education centre
Strathroy District C.I.	– Vision painting
Westminster S.S.	– Provide barrier free access to stage
Blossom Park Education Centre	– Phase 1: Accessibility upgrades

Standard 16: Transportation

The purpose of the standard is to provide details of the board's transportation policies to the Ministry and to the public.

Provision of Transportation for Exceptional Students

- The Thames Valley District School Board's (TVDSB) Transportation Policy outlines that the board, specifically the Special Education Department staff, will approve and direct the service parameters of Southwestern Ontario Student Transportation Services (STS) on an annual basis.

- STS will make special transportation arrangements for TVDSB students who have been identified and approved by the school board having a placement in a Special Education classroom as outlined in Standard 9.

Students with a Placement in a Special Education Classroom

- STS will manage and administer all of the board's home-to-school transportation for exceptional students who attend the following programs:
  - System Special Education classes (Developmental Education, Accelerate, Hearing, Giftedness, Autism Spectrum Disorder and Transition);
  - Education and Community Partnership Program (ECPP) day treatment programs offered through Vanier Children's Services, The Child and Parent Resource Institute (CPRI) or Wellkin Child and Youth Mental Wellness;
  - Provincial and Demonstration Schools (day students only).

Students in a Regular Class Placement

- For students in a regular class placement, who may require specialized transportation to their designated home school, a Special Transportation Form will be completed by the school in collaboration with the parent(s)/guardian(s) and submitted to STS. Forms will be completed through collaboration between the parent(s)/guardian(s) and school-based staff, and in consultation with Special Education Learning Coordinators and school principals. Submitted forms are reviewed by the System Principal of Special Education to determine eligibility.

- Qualifying students will have a permanent disability that prevents them from safely getting to and from their board-designated school.

- To access this support, it must be demonstrated that other interventions have been implemented or considered and be deemed not appropriate or successful by the System Principal of Special Education.

- To access this support, an Individual Student Transportation Plan (ISTP) is developed and implemented by the school in consultation with the parent(s)/guardian(s), and in consultation with the Learning Coordinator/Program Development Team to support planning.

- Prior to specialized transportation being considered, a bus monitor to support the ISTP on regular transportation will be considered.

- Specialized Transportation arrangements may be made by the TVDSB on behalf of students with a permanent disability that prevents them from safely getting to and from their board-designated school to access Summer School Programs.

- A determination as to whether the student will be transported with other students or separately is made by the System Principal of Special Education upon application by the school principal.

- An ISTP is developed for each student who requires Specialized Transportation. An ISTP is a written plan that details:
  - How each student will board, be secure while driving, and de-board;
  - What assistance students may need while boarding, securing themselves, or de-boarding;
  - Responsibilities of the students, the parent(s)/guardian(s), the driver(s), school staff, the school board, and the transportation company.

- Criteria related to safety, considered by STS during the selection of transportation providers for all exceptional students, includes but is not limited to the following:
  - Drivers must have first-aid training;
  - School buses are equipped with a two-way radio and contact with the Operator's main dispatcher is maintained at all times during scheduled runs;
  - School principals or a designate complete bus safety documentation to ensure school bus drivers and STS are aware of students that require any special care or strategies for a safe school bus ride;
  - Wheelchairs must be secured while being transported;
  - Criminal record checks must be completed for drivers and bus monitors.

Standard 17: The Board's Special Education Advisory Committee

The purpose of the standard is to provide details of the operation of the board's Special Education Advisory Committee (SEAC) to the Ministry and to give the members of the public information to which they are entitled.

SEAC was established in compliance with Regulation 464/97.

SEAC Roles and Responsibilities

The Thames Valley District School Board (TVDSB) Special Education Advisory Committee (SEAC) has the following roles and responsibilities:

- To make recommendations to the Board of Trustees in any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board. SEAC activities which support this role include:
  - Receiving and responding to reports about Special Education programs and services;
  - Collaborative development of Special Education Resources for parents/guardians and staff related to the Identification, Placement, and Review Committee (IPRC), the Individual Education Plan (IEP), effective communication practices and parent(s)/guardian(s) engagement;
  - Discussing program recommendations that are presented by staff and/or sub-committees;
  - Bringing forward issues for discussion by administration and/or the Board of Trustees;
  - Sharing information about association activities and issues.
- To participate in the annual review of the Special Education Plan. SEAC activities which support this role include:
  - Reviewing changes to the Standards at SEAC meetings during the 2023-2024 school year;
  - Participating in sub-committees involved in reviewing sections or parts of the Special Education Plan;
  - Reviewing changes to the Plan and providing feedback to the staff and Board of Trustees.
- To participate in the annual budget process for Special Education. SEAC activities which support this role include:
  - Receiving one or more presentations from administration about the budget process and key issues;
  - Reviewing the financial statements of the board as they relate to Special Education;
  - Having the opportunity to ask questions, offer suggestions and provide feedback throughout the budget process;
  - Having the opportunity to make presentations to the Planning and Priorities Advisory Committee and/or Board meetings, as applicable, about proposed expenditures or funding allocations.

- To communicate with parents/guardians and members of the public about Special Education programs and services and the activities of SEAC.

SEAC activities which support this role include:

- Holding open meetings which members of the public can attend;
- Developing and distributing information about Special Education and SEAC;
- Distributing information and consulting with members of the associations represented by SEAC members;
- Providing input into the board website and publications which provide information about Special Education;
- Participating in the Thames Valley Parent Involvement Committee events by sharing information on the role of SEAC;
- Increase awareness of Ministry of Education Special Education resources, including the Ministry of Education and SEAC websites.

- To interact with other Ministries.

SEAC activities which support this role include:

- Responding to Ministry of Education consultations on Special Education policy and procedures;
- Responding to government consultations on programs and policies which may impact on students who require Special Education programs and services;
- Consulting and collaborating with other Ministries, community partners and agencies regarding the development or changes in services and programs which may affect students who require Special Education.

Role of TVDSB

- To provide personnel and facilities necessary for the proper functioning of this committee.
- The work of SEAC is supported by the following Administrative Resource Staff to the Committee:
  - Riley Culhane, Associate Director
  - Andrew Canham, Superintendent of Student Achievement
  - Matthew Chevalier, System Principal
  - Cheryl Nichols, System Principal
  - Tammy Waller Gordon, Elementary Principal
  - Amy Shamoon, Elementary Principal
  - Mike Phillips, Secondary Principal
  - Renee Shave, Secondary Principal

SEAC Meetings

SEAC meetings occur on either the first or second Tuesday from 12:15 p.m. to 2:45 p.m., or the first or second Monday from 6:30 p.m. to 9:00 p.m. each month (with the exception of December and May). Meetings are held at the TVDSB Education Centre at 1250 Dundas Street East, London, Ontario unless otherwise scheduled. The proposed schedule for 2023-2024 is as follows.

2023-2024 Special Education Advisory Committee Meeting Dates

Monday, September 11, 2023 6:30 p.m.

Tuesday, October 3, 2023 12:15 p.m.

Monday, November 6, 2023 6:30 p.m.

Tuesday, January 9, 2024 12:15 p.m.

Tuesday, February 6, 2024 12:15 p.m.

Monday, March 4, 2024 6:30 p.m.

Monday, April 8, 2024 6:30 p.m.

Monday, May 6, 2024 6:30 p.m.

Tuesday, May 21, 2024 12:15 p.m.

Tuesday, June 4, 2024 12:15 p.m.

Members of the public are welcome and encouraged to attend.

SEAC Membership

SEAC consists of three trustees, representatives of local associations and additional members committed to furthering the interests of students with special education needs.

Special Education Advisory Committee Membership 2022-2026

ASSOCIATION	REPRESENTATIVE	ALTERNATE
SCHOOL BOARD TRUSTEES		
TVDSB – Trustee	Beth Mai b.mai@tvdsb.ca	NA
TVDSB – Trustee	Lori-Ann Pizzolato l.pizzolato@tvdsb.ca	NA
TVDSB - Trustee	Sherri Moore sherri.moore@tvdsb.ca	NA

ASSOCIATION	REPRESENTATIVE	ALTERNATE
SECTION 2 LOCAL ASSOCIATIONS (MAX 12)		
Association for Bright Children www.abcontario.ca	Erin Moody Jones erinmoody6@hotmail.com	Tracy Leckie tracyleckie@gmail.com
Autism Ontario 1340 Dundas St. E., London, ON N6G 2V9 Phone: 519-433-3390 autismontariolondon@bellnet.ca www.autismontario.com/london	Tanya Jewel Tanya.jewel@autismontario.com	Vacant
Easter Seals Ontario One Concorde Gate, Suite 700 Toronto, Ontario M3C 3N6 Toll Free: 1-800-668-6252 easterseals.org London Office 2265 Oxford Street W., Unit 1 London, Ontario N6K 4P1 Phone: 519-432-9669	Amanda Murray Amanda.murrayT6@yahoo.com	Alison Morse amorse@easterseals.org
Inclusion Action Ontario 53 Robertson Dr. Stratford, ON N5A 0J6 contact@inclusionactionontario.ca	Paul Cook ed@ldalondon.ca	
Learning Disabilities Association of London Region 303 Richmond Street Unit 205 London, Ontario N6B 2H8 Phone: 519-438-6213 www.ldalondon.ca	Deborah Shore Reid supportgroup@ldalondon.ca	Vacant
Vanier Children's Services 871 Trafalgar Street London, ON N5Z 1E6 Phone:519-433-3101 www.vanier.com	Darlene Wierski-Devoe dwierski@vanier.com	Carol Fortnum carol@fortnumgroup.com
VOICE for Deaf and Hard of Hearing Children admin@voicefordeafkids.com www.voicefordeafkids.com 302-177 Danforth Avenue Toronto, OntarioM4K 1N2 Phone: 416-487-7719	Michele Barbeau michelebarbeau65@gmail.com	Vickie Hlady-MacDonald vhladymac@gmail.com

SECTION 2 ORGANIZATIONS ADDITIONAL MEMBERS (6)		
The Children's Aid Society of London & Middlesex P.O. Box 7010, 1680 Oxford St. London, Ontario N5Y 5R8 Phone: 519-455-9000 www.caslondon.on.ca	Paula Szabo paula.szabo@caslondon.on.ca	Mike Cvetkovich Mike.Cvetkovich@caslondon.on.ca
Community Services Coordination Network (CSCN) www.cscn.on.ca	Judy Wright judywright@cscn.on.ca	Cassie Krygsman cassiekrygsman@cscn.on.ca
Fetal Alcohol Spectrum Disorder Network fasdelmo@gmail.com www.fasdelmo.wordpress.com	Craig Read craigread@rogers.com	Tracy Grant ss12grants@gmail.com
London Autism Developmental Disabilities Support Group	Suzanne Young suzanne_young1@hotmail.com	Christina Devlin Christina.m.devlin@gmail.com
London Down Syndrome Association	Rhonda Askew treasurer@ldsa.ca	Norman Askew vicepresident@ldsa.ca
Alden Charles	Alden Charles Mr.aldencharles@gmail.com	

Members of the public are encouraged to make their views known to SEAC by requesting a delegate presentation to SEAC, contacting representatives directly, using the 'Contact us' link on the Special Education page of the TVDSB website, or calling the Special Education Department at the board office (519-452-2000 ext. 20335).

SEAC Activities

In the 2022-2023 school year, SEAC provided input on a wide range of special education department initiatives, the annual review of the Special Education Plan and the 2023-2024 special education budget.

The SEAC included three (3) sub-committees that support the priorities of the Special Education Department:

- Review of the 2023/2024 Special Education Plan
- Membership Transitions
- Giftedness Program Review

As a result of this work, the SEAC sub-committees have worked to enhance the supports for all learners in the TVDSB with special education needs.

SEAC had a number of staff presentations on exceptionality specific programs and resources including:

- Budget
- Exceptionality data
- Modified Day data
- Special Education TOSA Referral Data Report
- Project Search

SEAC had an opportunity to ask questions and provide suggestions on each of these topics.

In addition, SEAC had presentations or reviewed processes related to:

- Orientation/Roles and Responsibilities of SEAC
- TVDSB Response to OHRC Right to Read Report
- Field Trip Policy and Procedure
- Rural Education Task force
- SEAC Draft Policy and Procedure
- B. Davison Secondary School Update
- Effective SEAC practices – L. Ziraldo
- 2021/2022 SEAC Priority Sub-Committee Year-end Report
- Appointment to SEAC Process Document

SEAC representatives were also invited to participate in board activities including:

- Annual PASSAGES transition conference

SEAC had Representation on the Following Committees:

- IEP Audit Committee
- Accessibility Working Group Committee

SEAC Handbook

To assist SEAC members, a Special Education Advisory Committee (SEAC) Handbook has been developed that provides members with information about the:

- Thames Valley District School Board's (TVDSB's) SEAC;
- Minister's Advisory Council on Special Education (MACSE);
- Provincial Parent Association Advisory Committee (PAAC) on SEAC;
- Member resources;
- Minority/Majority reports.

Standard 18: Coordination of Services with Other Ministries or Agencies

The purpose of the standard is to provide the Ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Pre-School Programs

- The Ministry of Health, Ministry of Children, Community and Social Services and the Ministry of Education work in harmony to provide services for pre-school children.
- Examples of some of the programs are:
  - Infant Hearing ProgramProvincial Schools Branch – Home Visiting Program;
  - tykeTALK (Thames Valley Region Preschool Speech and Language Program serviced by TVCC [London, Middlesex, and Elgin sites], Western University and Woodstock Hospital).
- Learning Support Services representatives meet with representatives from the Ministries above to establish links and relationships with parents/guardians and children prior to the student's first day of attendance in a Thames Valley District School Board (TVDSB) school.

Pre-School Speech and Language Programs

- The TVDSB Speech-Language Pathology and Audiology Services staff work very closely with the local initiative tykeTALK, the Thames Valley Region Preschool Speech and Language Program, and private Speech-Language Pathologists in the following ways:

  - As representatives on the Transition to School Committee;
  - As representatives on the Services and Liaison Committee;
  - Through participation in the development of policies for the transition from pre-school services to school-age programs;
  - Through participation in the strategic planning process;
  - Through participation in the evaluation of student needs process by developing outcome measures and by the tracking of Year One Kindergarten students in need of initial or continued speech and language services;
  - Through the provision of parent(s)/guardian(s) workshops;
  - Through participation in transition to school meetings for the parent(s)/guardian(s).

Pre-School Nursery Programs

- Transition plans are developed for students formally identified with exceptional needs to ensure a smooth transition from pre-school childcare settings to school.

- Parents/Guardians are provided a copy of the planning document "*Early Years Checklist*" in order to assist with the transition planning process.
- Special Education Learning Coordinators and/or the Special Education TOSA liaise with pre-school resource consultants from All Kids Belong and Childinü Oxford.

Intervention Programs for Children with Autism

- It is the TVDSB policy and practice to collaborate with community-based teams such as the Child and Parent Resource Institute (CPRI), All Kids Belong, and Ontario Autism Program (OAP) providers who support early and ongoing intervention programs for children with Autism.

The Applied Behaviour Analysis (ABA) Team supports students transitioning from Ontario Autism Program (OAP) services to attendance at school and works in collaboration with OAP providers in support of the OAP Family Service Plan.

First Nations, Métis and Inuit

- In collaboration with First Nation Communities, First Nations, Métis, and Inuit-specific programs are provided to support First Nations students by the TVDSB in elementary and secondary schools.
- Native Language (Oneida) studies at the elementary school level are provided at Aberdeen, CC Carrothers, Delaware, East Carling, Lambeth, and Woodland Heights Public Schools.
- Native Language (Ojibwe and Oneida) studies at the secondary school level are provided at HB Beal and Saunders Secondary Schools.
- TVDSB currently provides First Nations, Métis and Inuit Studies courses that are available to all students at B. Davison, Clarke Road, College Avenue, Glendale, HB Beal, Huron Park, London Central, Montcalm, North Middlesex, Saunders, Sir Frederick Banting, Sir Wilfrid Laurier and Westminster Secondary Schools, Central Elgin, London South, Parkside, Strathroy District and Woodstock Collegiate Institutes, plus Virtual Academy.
- First Nations, Métis and Inuit counsellors are available on a referral basis for First Nations, Métis, and Inuit students at both elementary and secondary schools. Counsellors can be accessed through a request to the school's administration and/or LST.
- Alternative secondary classes are provided at N'Amerind Friendship Centre and at the Oneida Nation of the Thames Community site.
- TVDSB personnel work collaboratively with representatives from the Munsee Delaware Nation, the Oneida Lifelong Learning Office and the Chippewas of the Thames First Nation Board of Education to plan and support for successful transitions, including applications, if appropriate, for Special Equipment Amount (SEA) equipment for First Nations students enrolling in TVDSB.

- First Nation Communities maintain representation on the TVDSB Special Education Advisory Committee (SEAC).

Coordinated Service Planning (CSP) – Special Needs Strategy

- TVDSB Special Education representatives meet with community partners to implement improved service coordination for students with complex needs.
- This initiative is part of the Special Needs Strategy in collaboration with community partners, including:
  - Community Services Coordination Network (CSCN);
  - TVCC;
  - Infant Hearing Program;
  - Community Living Elgin and London;
  - Community Living Tillsonburg;
  - Middlesex London Health Unit;
  - Home and Community Care Support Services (HCCSS);
  - tykeTALK, (Thames Valley Region Preschool Speech and Language Program).

Joint Protocol for Student Achievement (JPSA)

- The Joint Protocol for Student Achievement (JPSA) is intended to facilitate collaboration between partnering Children's Aids Societies (CASs) and school boards in their efforts to enable Kindergarten to Grade 12 students who are in the care of, or receiving services from, a CAS to benefit from the learning opportunities and supports available in schools and to achieve academic success. A Realizing Educational Achievement for Children/Youth (REACH) Team must be offered to every student that has been identified by the CAS to the school board, with appropriate consents. Students with consent and who agree to have a REACH Team should be offered the opportunity to have an individualized Education Success Plan developed to support their educational success.

Education and Community Partnership Program (ECPP)

- Students entering or leaving an Education and Community Partnership Program require a transition meeting between program staff and the home/receiving school. This meeting is typically initiated by the agency partner in collaboration with the Educational Liaison for the ECPP.

Assessments from Other Boards, Ministries or Agencies

- The school, in conjunction with the appropriate personnel (such as Psychological Services or Speech-Language Pathology and Audiology Services) will review assessments accompanying students entering the school system from other boards, Ministries, or agencies.
- Where identification as an exceptional pupil is concerned, the Ontario Student Record (OSR) contents and assessments will be reviewed by appropriate TVDSB personnel to determine whether or not the student meets the criteria for formal identification. Students are identified according to categories and definitions of exceptionalities provided by the Ministry of Education with criteria outlined in Standard 8 of this document.
- Additional assessments will be recommended if additional information is required.

Information Sharing

- For students entering TVDSB, relevant information is shared between other school boards, Ministries, community agencies and the parent(s)/guardian(s), and written consent is to be obtained from the parent(s)/guardian(s) or from the student if the student is of the age of consent.
- The Special Education Learning Coordinator for that school will assist by acting as a liaison between the various community partners and the school.
- For students leaving the board to attend other programs or boards, the sending school's principal, Learning Support Teacher (LST), or the Special Education Learning Coordinator for that school may share information with the receiving agency or school, provided written consent has been obtained from the parent(s)/guardian(s).
- The principal is responsible for ensuring transition planning for these students is conducted by the sending or receiving school, in collaboration with Education & Community Partnership Program staff and the parent(s)/guardian(s). Where appropriate, the Special Education Learning Coordinator for that school and other system or agency staff are to be included in the transition planning.

For more information regarding these specific partnerships, please call the TVDSB Education Centre at 519-452-2000 ext. 20335.

Acronyms and Definitions Related to Special Education

Acronym	Definition
ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactive Disorder
AODA	Accessibility for Ontarians with Disabilities Act
APD	Auditory Processing Disorder
ASD	Autism Spectrum Disorder
ASL	American Sign Language
BMS	Behaviour Management Systems
CCAT	Canadian Cognitive Abilities Test
DE	Developmental Education
D/HH	Deaf and Hard of Hearing
DSENA	Differentiated Special Education Needs Amounts
DSM	Diagnostic and Statistical Manual of Mental Disorders
EA	Educational Assistant
ECPP	Education and Community Partnership Program
FASD	Fetal Alcohol Spectrum Disorder
HCCSS	Home and Community Care Support Services
IBI	Intensive Behaviour Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
LD	Learning Disability
LST	Learning Support Teacher
MID	Mild Intellectual Disability
O&M	Orientation and Mobility
OAP	Ontario Autism Program
OSR	Ontario Student Record
OT	Occupational Therapist
PDT	Program Development Team
PT	Physiotherapist
RHPA	Registered Health Professionals Act
SEA	Special Equipment Amount

Acronym	Definition
SEAC	Special Education Advisory Committee
SEAS	Special Education Administrative System
SEPPA	Special Education Per Pupil Amount
SIP	Special Incidence Portion
SLP	Speech-Language Pathologist
TOSA	Teacher on Special Assignment
TVDSB	Thames Valley District School Board
VMI	Visual-Motor Integration
WIAT	Wechsler Individual Achievement Test
WISC	Wechsler Intelligence Scale for Children

Definitions for purposes of this Special Education Plan:

board – refers to Thames Valley District School Board administration and staff
Board – refers to the Board of Trustees

Standard 1: The Board's Consultation Process for the Special Education Plan

The purpose of the standard is to provide details of the board's consultation process to the Ministry and to the public.

The Thames Valley District School Board (TVDSB) values collaboration with families, community partners and stakeholders, and welcomes input into the *Special Education Plan* at any time throughout the academic year through the Special Education website or directly to staff using the **Special Education Plan email address**- that has been established specifically for this purpose. Staff members have regular and ongoing communication with parents/guardians, system staff, and community agencies and associations. As a school board committed to continuous improvement, we value and welcome input received through formal and informal processes. The feedback gathered influences the decisions made by the TVDSB on the provision of programs, services, and resources.

Scheduled Program Reviews

During the 2023/2024 school year, a review of the TVDSB's Giftedness Program is planned.

Information about the TVDSB's Special Education Plan and all associated resources, will be shared with the following:

- The Special Education Department will share with school principals so they can share with School Councils
- The Thames Valley Parent Involvement Committees
- The Thames Valley Council of Home and School Associations
- The Student Advisory Council

Public Consultation with Support from SEAC

In Ontario, school boards are required to establish a Special Education Advisory Committee (SEAC) to provide advice about special education programs and services. The TVDSB SEAC is currently comprised of ~~eight (8)~~six (6) Local ~~a~~Associations, three (3) Trustees and six (6) ~~"members at large"~~Additional Members that further the interests and well-being of students identified with exceptionalities. SEAC members make recommendations to the Board on any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students.

Every member of SEAC assumes responsibility for speaking with members of the public, either

through association meetings or through informal conversations with parents/guardians. This input is reflected in the feedback provided through monthly SEAC meetings.

Every monthly agenda includes a section for "*Association Updates*," at which time members may provide updates to the committee on matters pertaining to their respective association. This may include, but is not limited to, introducing matters of interest or concern, key initiatives of the associations, upcoming events and/or celebrations, et cetera.

SEAC meetings are open to members of the public who are welcome to attend and observe the proceedings. SEAC meeting processes also allow for members of the public to speak as a delegation to SEAC on matters affecting the establishment, development, and delivery of special education programs and services for exceptional students. If members of the public would like to make a presentation to SEAC, they are encouraged to complete a Public Input application by clicking HERE. Oral presentations will be a maximum ten (10) minutes for an approved delegation representing a School Council, or a Home and School Association in good standing,

and five (5) minutes for individuals or representatives of any other organization/group.
SEAC meeting processes also allow for members of SEAC to ask questions of the delegation. Depending on the nature of the questions, answers may be received during the meeting or at the next meeting.

SEAC's Involvement in the Review Process

In accordance with Regulation 464/97, each year, SEAC is provided with the opportunity to participate in the annual review of the board's *Special Education Plan*. An open invitation is extended to all SEAC members to collaborate with staff through a Special Education Plan Sub-Committee. ~~Working Group.~~ As a key contributor to the Special Education Plan, SEAC members are encouraged to make recommendations about how best to improve and/or enhance the special education resources, programs, and services available to Thames Valley DSB students. Staff review and update the Special Education Plan Standards annually. Standards are shared with the sub-committee for input and review. Following this, staff consider recommendations made by the sub-committee. ~~Based on the feedback provided by the Working Group, staff update the plan prior to it being shared with SEAC.~~ It is our typical process to share various sections (or Standards) of the plan with SEAC during the last several meetings of the academic year. Once an opportunity to collect feedback from SEAC has occurred, the revised plan is again shared with SEAC. This final review of the plan typically occurs in June of every year and is done in advance of the final plan being shared with the Board of Trustees. To signal its support of~~agreement with~~ the plan, the SEAC committee votes on a motion to endorse the amended plan each year.

Majority or Minority Reports, Board Response

A minority report is made by a group of people within a larger group who disagree with the report of the whole group. SEAC Member Associations have an opportunity each year to submit a Minority Report to the Chair of SEAC and Board of Trustees concerning the board's *Special Education Plan.* The Board of Trustees will issue a response to this report. This response may include, for example, an acknowledgement of receipt of the minority report, potential next steps,

et cetera. Should a minority report be received, thate report and the Board's response would be attached as appendices to the Special Education Plan. A template for a minority report and further details about the report have been included in the TVDSB's SEAC Handbook.

There were ~~two (2)~~ no minority reports submitted during the ~~2021-2022~~2022-2023 academic year.

Means of Communication

TVDSB and SEAC communicate~~s~~ with and receive feedback from parents/guardians, board employees and the community throughout the year in these ~~a number of~~ ways. ~~TVDSB and SEAC are continuously looking for ways to improve the Special Education section on the TVDSB website:~~

- TVDSB website
- TVPIC to share with School Councils
- Through SEAC member organizations
- TVDSB email address

Parents/Guardians and members of the community are able to provide input throughout the school year.

- ~~We endeavour to improve the online experience for parent(s)/guardian(s) to easily access information about the board's Special Education programs and services~~
- SEAC member contact information is provided on the website.

~~Summary of~~ Public Feedback on the Special Education Plan

During the ~~2021-2022~~2022-2023 academic year, ~~there was no~~ feedback was received from members of the public on the board's Special Education Plan through either the Special Education Plan email address (specedplan@tvdsb.ca) or by direct communication with members of the department. This public input was received and reviewed by the Special Education Department.~~ As a learning organization dedicated to continuous improvement, the TVDSB is committed to explore different avenues for feedback from the public. This work, in collaboration with the members of SEAC, shall continue during the upcoming academic year.~~

Community Consultation

The board staff in conjunction with SEAC, determined that the priority area of focus was to raise awareness and understanding of the TVDSB Special Education Plan. To endeavor to meet this focus, a SEAC Sub-Committee:

- Increased awareness of the Special Education Plan as part of regular professional development with administrators, Learning Support Teachers, and other staff;
- Continued to revise each standard to ensure current information and clarity of content;
- In May 2023, the Special Education Plan 2023-2024 was posted n the Board's website under Public Input. Feedback was received from XX individuals. (Additional information to be added in June).

~~Next Steps~~

~~During the 2022-2023 school year, a review of TVDSB's Giftedness Program will be done.~~

~~Information about the TVDSB's Special Education Plan, and all associated resources, will be shared with the following:~~

- ~~All TVDSB School Councils~~
- ~~Thames Valley Parent Involvement Committee~~
- ~~The Thames Valley Council of Home and School Associations~~
- ~~The Student Advisory Council, and~~
- ~~Other TVDSB groups or entities for whom the plan may be of support~~

Standard 2: The Board's General Model for Special Education

The purpose of the standard is to provide the Ministry and the public with information on the board's philosophy and service delivery model for the provision of Special Education programs and services.

The Thames Valley District School Board (TVDSB) Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Regulations made under the Act.

The TVDSB's approaches to Special Education and its Special Education delivery system are consistent with the board's Mission, Vision, and Strategic Priorities. The TVDSB Mission, "*We build each student's tomorrow, every day*" lies at the heart of the programs and services that the TVDSB provides through its Special Education ~~d~~Department.
~~What has developed is a multi-sourced approach dedicated to the student. This approach illustrates how different stakeholders, both individuals and groups, play integral roles in maximizing student learning. Not required~~

~~Approach~~ Philosophy of~~to~~ Special Education

The Board endeavours to meet the needs of all students accessing Special Education programs and services in the most enabling environment consistent with Ministry direction in that, wherever possible, student's needs are addressed within the regular class at the home school with appropriate special education supports and services in accordance with parental preference.

Students with special education needs may require additional programs and services be designed and implemented in order for students to reach their maximum potential.

The TVDSB uses a variety of strategies, techniques and resources, using the Tiered Approach to Prevention and Intervention Framework, to best meet the needs of~~-~~ all students.

Tiered Intervention Service Delivery Model for Special Education

The Thames Valley District School Board approach to Special Education is consistent with the Board's Mission, Vision and Strategic Priorities. The TVDSB Mission, *"We build each student's tomorrow, every day"* lies at the heart of the programs and services that TVDSB provides through its Special Education Department. Special Education embraces a tiered intervention approach of service delivery to support the achievement and well-being of all students. ~~-~~Tiered intervention facilitates early identification of students' diverse needs and uses a continuum of evidence informed intervention strategies that are matched to support each student's unique

learning strengths, interests and motivators. Data is used to make programming decisions, followed by ongoing progress monitoring, with appropriate adjustment to instruction, strategies and goals. Student progress is reviewed and evaluated frequently, safeguarding equitable service to build strong foundations for every student.

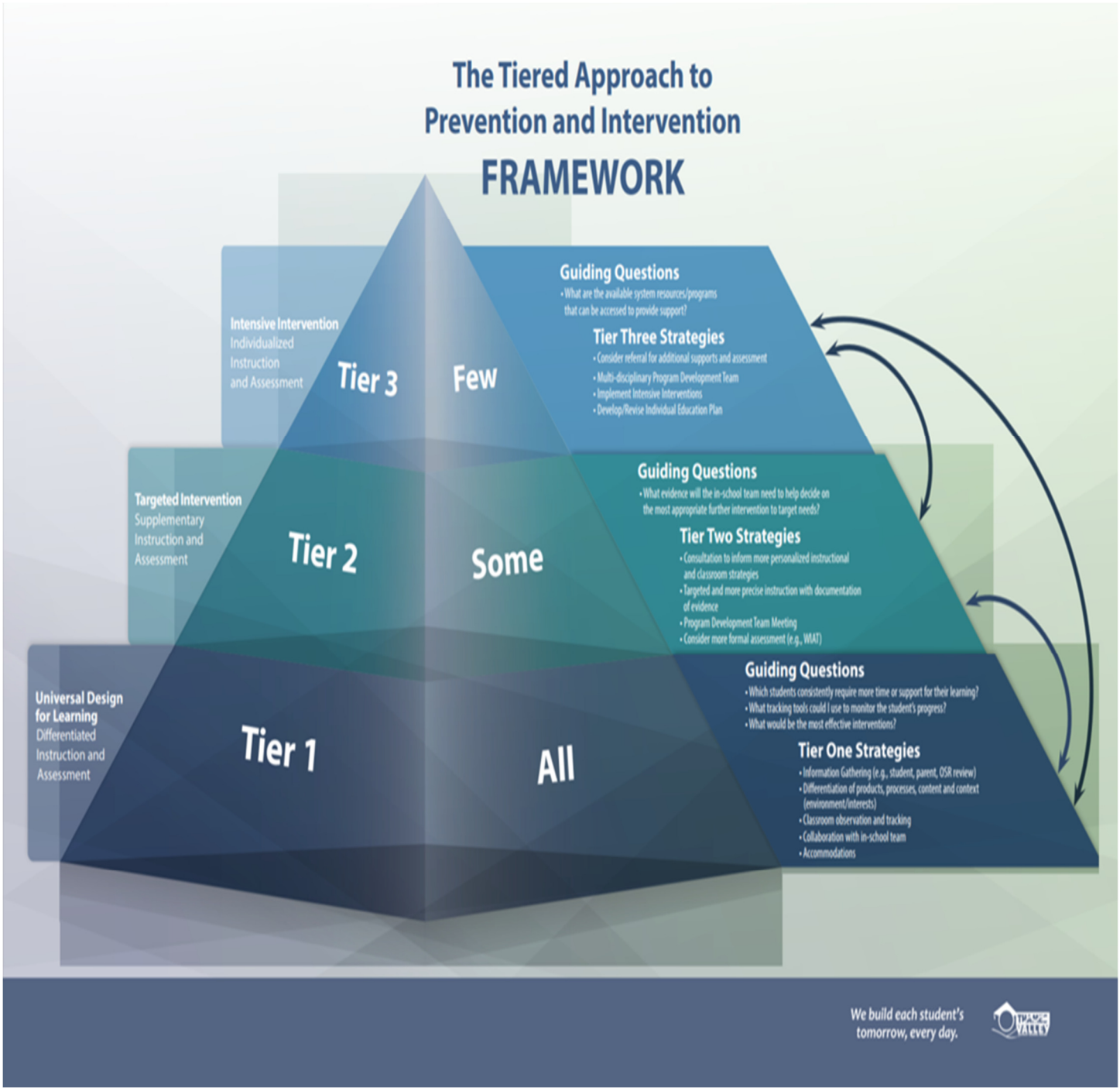
Support may be at one of three levels:- universal support (good for all), targeted support (necessary for some) and intensive support (essential for few).

Tier 1 (good for all) is our foundational everyday work to foster the essential conditions for learning. —It consists of sound classroom instruction, including differentiated instruction and universal strategies to support all students in their learning and well-being.

Tier 2 (necessary for some) involves more targeted intervention using student learning summary and progress data to inform a plan for students who may require additional supports beyond what is implemented at Tier 1.

Tier 3 (essential for few) is for students who require more intensive services and supports than what is provided at Tier 1 and Tier 2. -Some students may need to be referred for more extensive assessment. This information is used to guide more specialized instruction and intervention.

Tiered intervention uses a collaborative team approach and fosters positive relationships to provide students with optimal programing and support. -Each team member, (parent(s)/guardian(s), student, educator, support staff) brings valuable and diverse perspectives in understanding, assessing, and intervening in a manner that is responsive to the student's strengths and needs.


The Tiered Approach to
Prevention and Intervention
FRAMEWORK
Intensive Intervention
Individualized
Instruction
and Assessment
Tier 3
Few
Guiding Questions
• What are the available system resources/programs that can be accessed to provide support?
Tier Three Strategies
• Consider referral for additional supports and assessment
• Multi-disciplinary Program Development Team
• Implement Intensive Interventions
• Develop/Revise Individual Education Plan
Targeted Intervention
Supplementary
Instruction and
Assessment
Tier 2
Some
Guiding Questions
• What evidence will the in-school team need to help decide on the most appropriate further intervention to target needs?
Tier Two Strategies
• Consultation to inform more personalized instructional and classroom strategies
• Targeted and more precise instruction with documentation of evidence
• Program Development Team Meeting
• Consider more formal assessment (e.g., WIAT)
Universal Design
for Learning
Differentiated
Instruction and
Assessment
Tier 1
All
Guiding Questions
• Which students consistently require more time or support for their learning?
• What tracking tools could I use to monitor the student's progress?
• What would be the most effective interventions?
Tier One Strategies
• Information Gathering (e.g., student, parent, OSR review)
• Differentiation of products, processes, content and context (environment/interests)
• Classroom observation and tracking
• Collaboration with in-school team
• Accommodations
We build each student's
tomorrow, every day.

~~**TIERED DIAGRAM FROM BOTTOM OF PAGE INSERT HERE**~~

~~sn~~

~~The following statements represent the position of the TVDSB regarding the provision of Special Education programs and services:~~

- ~~The general goals of education apply equally to Special Education. For students with special needs, however, differentiated teaching strategies, additional support, facilities and/or equipment may be required.~~
- ~~Programs shall be designed and implemented to assist students with special needs to develop their maximum potential in the affective (social/emotional/behavioural), cognitive and psychomotor domains of learning.~~
- ~~Early and ongoing procedures for the identification of the learning needs, learning styles and the abilities of students shall be provided. School Program Development Teams (PDTs), which include the parent(s)/guardian(s) and student(s) (as appropriate) and in consultation with health agencies and/or social agencies, will support program accommodations and/or modifications.~~
- ~~TVDSB staff and students have access to the board's Professional Student Services (PSS) staff to help support effective and intentional differentiation of instruction, assessment, and the student's environment. PSS staff include members of our Psychological Services, Speech-Language Pathology and Audiology Services, and School Counselling and Social Work Services teams. Referrals to PSS may be made by school staff (typically a Learning Support Teacher (LST)) following consultation during a PDT. Parent(s)/Guardian(s) authorization is typically required in advance of PSS involvement.~~

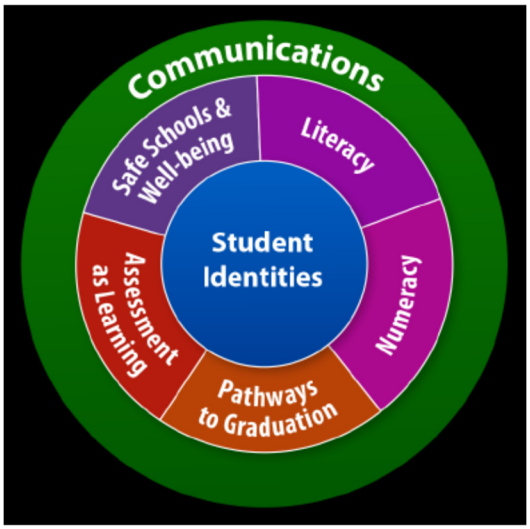
- ~~The TVDSB uses a variety of strategies, techniques, and resource support, using the Tiered Approach to Prevention and Intervention Framework (see below) to best meet the needs of all students.~~
- ~~Students who require accommodations to access the curriculum typically have these documented through a student's Individual Education Plan (IEP).~~

- ~~Special Education is a changing and dynamic entity. Over time, the response of the system will change as the needs of the students change. Therefore, ongoing input from students, parents/guardians and the public is welcomed as a vital component in the change process. To provide input, please email specedplan@tvdsb.ca.~~

Goals for Special Education ~~2022-2023~~2023-2024

The Special Education Department fosters inclusive environments through proactive and ~~,~~ equitable practices which are responsive to the identity, strengths, abilities and living experiences of students. The goals of the Special Education Department are reviewed annually and are linked to the TVDSB Operational Plan.





- Goal 1: Student identities and abilities are affirmed
- Goal 2: Students, staff, and families will experience a greater sense of connection, safety and well-being in their school
- Goal 3: Reading skills of early years and primary students will be improved
- Goal 4: Numeracy skills of junior students (Grades 4-6) will be improved
- Goal 5: Educators will implement feedback strategies to improve student learning
- Goal 6: Identify and support individual pathway plans with each student so that they are on track to graduate
- Goal 7: Engage and communicate with staff, students and community to build relationships and inform our work at Thames Valley

~~The Special Education Department supports all members of the learning community to maximize potential, promote well-being and enhance student learning and achievement. The goals of the Special Education Department are reviewed annually and linked to the TVDSB Operational Plan.~~

~~RELATIONSHIPS:~~

~~We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.~~

~~Goals:~~

1. **~~Students, families, and staff are welcomed, respected and valued as partners.~~**
2. **~~Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community.~~**
3. **~~Create opportunities for collaboration and partnerships.~~**

~~EQUITY AND DIVERSITY:~~

~~We provide an equitable and inclusive environment that champions learning opportunities for all.~~

~~Goals:~~

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

ACHIEVEMENT AND WELL-BEING:

We engage in innovative learning experiences that promote excellence in student achievement and well-being.

Goals:

1. **More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.**
2. **Staff will demonstrate excellence in instructional practices.**

Enhance the safety and well-being of students and staff.

3.

OPERATIONAL GOAL #1:

STUDENTS WILL ACHIEVE KEY MILESTONES IN THEIR LEARNING JOURNEYS THROUGH RESPONSIVE INSTRUCTIONAL AND ASSESSMENT PRACTICES

In order to support the Operational Goals of TVDSB

Members of Special Education Services support the development and implementation of effective IEPs which identify appropriate evidence-based practices, informed by assessment, for the provision of personalized and precise programming to achieve key milestones in learning.

, t**T****he Special Education Department will:** **What will we do?**

- Provide professional learning opportunities and resources to educators on the development and implementation of effective Individual Education Plans (IEPs);
-
- Provide professional learning opportunities and resources on the Tiered Approach to Prevention and Intervention for staff, parent(s)/guardian(s) and community;
- .to educators on the new Early Identification and Intervention Tool;
- Create Universal Design for Learning (UDL), Differentiation and Special Education resources to support student programming;.;.
- .Integrate universal design and differentiated instructional strategies into professional learning opportunities and resources across Learning Support Services to support student programming through a tiered approach to intervention;

- Support ~~regulation~~Reg. 181/98 which indicates the regular class should be the most inclusive and preferred placement;~~.~~
- ~~Support the delivery of the Empower™ Reading program in all elementary schools to provide guided practice and consolidation of strategies that support students to become independent and more confident readers;~~ Create and distribute parent/guardian resources pertaining to Special Education supports and services –available through accessible platforms and media;~~.~~
- ~~Work collaboratively with Learning Support Services to support school teams in interpreting data (e.g., Early ID, DRA, BAS, Spelling Inventories, Phonological Awareness screenings, math diagnostics) to complete student profiles and inform tiered literacy and numeracy interventions;~~
- ~~Support elementary and secondary school teams to gather and interpret assessment data to develop appropriate programming and instruction to support student trajectories for successful credit attainment and graduation;~~
- ~~Align within Learning Support Services (Early Years, ESL, Curriculum) to provide a continuum of interventions for supporting student literacy and numeracy development.~~
- ~~-~~Support parent(s)/guardian(s) and student engagement in the development of the IEP through the consultation process;~~.~~
- Promote equitable access to special education supports and services and culturally responsive programming.

Each of the seven goals in the Operational Plan will be unpacked and further expanded upon as they relate to the provision of supports and services for students with special education needs, in the *Special Education Department Goals* document. This resource will be finalized and available to the public in the fall of 2023 and shall include specific and measurable goals accompanied by indicators of progress.

~~What will we monitor and measure?~~

- ~~Provision of professional learning opportunities including participant attendance and feedback;~~
- ~~Development and implementation of IEPs and compliance to the Ministry of Education standard;~~
- ~~Progression of implementation of Empower Reading Programs and review student data three times a year;~~
- ~~Caseload management system (CMS) data related to tiered intervention on a monthly basis;~~
- ~~Tier one and tier two implementation through IEP consultation logs, PDT summaries and Special Education Class applications;~~
- ~~Graduation and credit attainment rates for exceptional students.~~

What will this tell us?

- Educators are provided with the tools they need to know their learner and be supported to implement tiered intervention strategies effectively;
- IEPs are developed in accordance with the Ministry standard and successfully meeting the needs of students;
- Resources and learning opportunities will be responsive to the needs of educators to better support students to realize key milestones in their learning journeys.

OPERATIONAL GOAL #2: STAFF ESTABLISH A CULTURE OF BELONGING, INCLUSION AND RESPECT THAT RESULTS IN SUCCESS FOR ALL STUDENTS

Members of Special Education Services foster inclusive environments through proactive, equitable practices, including tiered intervention, which are responsive to the identity, abilities and lived experiences of students and support positive student behaviour to enable all students to fully engage in learning.

What will we do?

- Engage staff in professional learning opportunities that support the use of a tiered approach to prevention and intervention with members of Special Education Services, educators, administrators, parents/guardians, and community partners (community events, system professional development sessions, LST meetings, coaching and modeling, in person and online training);
- Contribute to the development of student profiles to inform universal supports and differentiated instruction and inclusive environments that are responsive to the identity, abilities and lived experiences of students and support positive student behaviour;
- Provide professional learning opportunities and resources for the implementation of class wide and school wide positive behaviour supports;
- Develop the Universal Design for Learning (UDL) Resource for Secondary School;
- Support the implementation of UDL, Differentiated Instruction and access to appropriate accommodations at the elementary and secondary school level;
- Contribute to the ongoing development and implementation of evidence-based strategies in the published in the *Positive Behaviour Toolkit*;
- Support professional learning and implementation of Restorative Practices and alternatives to suspension.

What will we monitor and measure?

- Provision of learning opportunities including participant attendance and feedback;
- Case management system (CMS) data related to tiered intervention;
- Evidence of tier one and tier two implementation through IEP consultation logs, PDT summaries and Special Education Class applications;
- Alignment of *Positive Behaviour Toolkit* resources to system goals;

- Suspension rates of exceptional students;
- Completion and implementation of secondary UDL Resource.

What will this tell us?

- The efficacy of special education supports contributing to inclusive environments;
- Educators are provided with the tools they need to be responsive and supportive of the unique experiences of students;
- Students are more fully engaged in their learning with decreased rates of suspension.

OPERATIONAL GOAL #3: ENGAGE AND COMMUNICATE WITH THAMES VALLEY STUDENTS, STAFF, FAMILIES AND COMMUNITY

Members of Special Education Services strengthen collaborative practices by facilitating engagement of parent(s)/guardian(s) and student, support personnel, professionals, and representatives of community agencies consulting on the development and implementation of individual plans for students.

What will we do?

- Collaborate with parent(s)/guardian(s) and student to inform the tiered intervention approach and ensure that parent(s)/guardian(s) and student voice is reflected in the process;
- Support school teams in engaging with all relevant stakeholders through the PDT process;
- Provide resources and learning opportunities related to the PDT process and IEP consultation process;
- Focus on effective action plans which reflect input from all participants and specify intervention and timelines for implementation;
- Support the consultation process to ensure parent(s)/guardian(s) and student engagement in the development of the IEP;
- Ensure information related to Special Education supports and services is available through accessible platforms and media;
- Review and update public facing Special Education website and parent resources.

What will we monitor and measure?

- Response rates of parental input captured in the IEP consultation log and special education class applications;
- Collaboration with stakeholders to inform individual student plans;

- PDT summaries with a focus on stakeholder engagement and action plans;
- Review data from the IEP Audit and IEP Reports related to parent consultation;
- Community access to public facing special education platforms and feedback related to the Special Education Plan.

What will this tell us?

- The extent and quality of engagement with stakeholders;
- Parent(s)/guardian(s) and student voice are honoured and reflected in special education plans;
- Resources are accessible and meet the needs of our diverse school communities.

Reporting on Goals for Special Education

A yearly report is provided to the Special Education Advisory Committee (SEAC) by the Special Education Department outlining the progress toward its objectives. During the 2021-2022 academic year, this report was postponed due to the global Covid-19 pandemic.

Guiding Principles for Special Education

Twelve (12) guiding principles have emerged as a result of the input received by the board and serve as a road map in the development and implementation of Special Education programs and services.

1. All students can succeed.
2. Each student has their own unique patterns of learning. Patterns of learning may vary greatly within a classroom. Teachers need to plan for diversity, give students tasks that respect their abilities, use dynamic and flexible groups for instruction, and provide ongoing assessment.
3. The TVDSB Mission of "*We build each student's tomorrow, every day*" should be supported by maximizing student learning.
4. The practice of providing a range of services and placements shall be maintained.
5. Whether a student's needs can be met in a regular classroom must be carefully considered before considering the option of a special education class as per Regulation 181/98.
6. Parent(s)/guardian(s), student and staff must be engaged as equal partners in achieving student success. Group collaboration is imperative to ensure appropriate programming, placement decisions and the implementation of an effective IEP.
7. Parent(s)/guardian(s), student, staff, and public involvement is essential in creating a caring culture of learning designed to optimize the development, establishment and implementation of programs and support services.
8. Educators, students, and families require the support of the broader community to create a learning environment that best supports students with Special Education needs.

9. Ongoing communication between and amongst students, parents/guardians, staff, SEAC, and other key stakeholders is an important strategy in maintaining links with the broader community sector.

10.Fairness is not sameness. Fairness can be achieved through the recognition of individual needs and addressed through modified programs, accommodations, universal designs, and classroom practice.
11.Universal design, differentiated instruction, and assessment "for" learning are effective and interconnected means of meeting the learning or productivity needs of any group of students.
12.Special Education programs and services are founded on evidence-informed and evidence-based research.

Special Education Delivery System

The TVDSB's Special Education delivery system includes a continuum of Special Education programs and services. It is a delivery system based upon the strengths and needs of the student that strives to match the individual with appropriate programs and services.

This continuum includes, but is not limited to:
- Regular classrooms with support, accommodations and/or modifications and as outlined in a student's IEP. The curriculum, method of presentation, instructional strategies and/or classroom environments may be areas of accommodations and modifications;
- Special education classrooms in which educational programs and services are provided for part or all of the school day, in order to meet the identified needs of the student;
- Programs in the student's home school, or in another school or setting, in which educational programs and services are designed to meet the identified needs;
- Services in other locations as determined by the student's needs when such services are not available in the home school. These services may include, but are not limited to, special programs in which educational services are provided to meet the needs of the student.

Standard 3: Roles & Responsibilities

The purpose of the standard is to provide the public with information on roles and responsibilities in the area of Special Education.

The Ontario Ministry of Education provided the majority of the enclosed information about roles and responsibilities in the area of special education. An * indicates that the roles and responsibilities are written exactly as recorded in the ministry document, Special Education in Ontario K-12.

The Ministry of Education*

- Sets out, through the *Education Act*, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- Prescribes the categories and definitions of exceptionality;
- Requires through the *Education Act* that school boards provide appropriate special education programs and services for their exceptional students;
- Establishes the funding for special education through the structure of the funding model;
- Requires school boards to report on their expenditures for special education through the budget process;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry;
- Requires through the *Education Act* and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- Establishes a Minister's Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- Operates Provincial and Demonstration Schools for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

The school board*

- Establishes school board policy and practices that comply with the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- Monitors school compliance with the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- Requires staff to comply with the *Education Act*, regulations, and policy documents, including policy/program memoranda;

- Provides appropriately qualified staff for programs and services for the exceptional students of the board;
- Plans and reports on the expenditures for special education;
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional students of the board;
- Reviews the plan annually and submits amendments to the Minister of Education;
- Provides statistical reports to the ministry as required;
- Prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- Establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them;
- Establishes a SEAC;
- Provides professional development to staff on special education;
- Adheres to all applicable legislation.

The Special Education Advisory Committee (SEAC) *

- Makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the board;
- Participates in the board's annual review of its special education plan;
- Participates in the board's annual budget process as it relates to special education;
- Reviews the financial statements of the board as they relate to special education.

Further information regarding SEAC is available in *Section 17, The Board's Special Education Advisory Committee (SEAC).*

The School Principal*

- Carries out duties as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda, and board policies;
- Communicates Ministry of Education and school board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach special education classes;
- Communicates board policies and procedures about special education to staff, students, and parents;
- Ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the *Education Act*, regulations, and board policies;
- Consults with school board staff to determine the most appropriate programs for exceptional students;

- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures that the program is delivered as set out in the IEP;
- Ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

The Teacher*

- Carries out duties as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- Follows board policies and procedures regarding special education;
- Works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;
- Works with special education staff and parents to develop the IEP for an exceptional student;
- Where appropriate, works with other school board staff to review and update the student's IEP;
- Provides the program for the exceptional student in the regular class, as outlined in the IEP;
- Communicates the student's progress to parents.

The Special Education Teacher*

In the TVDSB, the special education teacher is often referred to as the Learning Support Teacher (LST).

The special education teacher, in addition to the responsibilities listed above under "The Teacher":

- Holds qualifications in accordance with the regulations under the *Education Act*, to teach special education;
- Monitors the student's progress with references to the IEP and modifies the program as necessary;
- Assists in providing educational assessments for exceptional students;
  - In the TVDSB the special education teacher is often referred to as the Learning Support Teacher (LST).

The TVDSB's "Role of the Learning Support Teacher" document can be found The TVDSB's Role of the Learning Support Teacher can be found HERE.HERE.

The Early Childhood Educator*

The ~~e~~Early C~~c~~hildhood E~~e~~ducator, in coordination and cooperation with the classroom teacher:

- Plans for and provides education to children in Kindergarten;

- Observes, monitors, and assesses the development of kindergarten children;
- Maintains a healthy physical, emotional, and social learning environment in the classroom;
- Communicates with families;
- Performs duties assigned by the principal with respect to the kindergarten program.

The Parent*

- Is familiar with and informed about board policies and procedures in areas that affect the child;
- Participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Is acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and educators to solve problems;
- Is responsible for the student's attendance at school.

The Student*

- Complies with the requirements as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- Complies with board policies and procedures;
- Participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

* as per **Special Education in Ontario K-12**

The Superintendent of Student Achievement

- Interprets and implements Ministry direction and legislation that pertains to the delivery of ~~S~~special ~~E~~education within the TVDSB;
- Is responsible for the oversight of all programs and services offered by the board to support students with special education needs.

The Special Education System Principal

- Provides leadership and support in the development, implementation and review of Special Education Ddepartment goals and initiatives;
- Supports parent(s)/guardian(s) of students with special needs regarding programming choices;

- Supports school and board staff in addressing students with complex Sspecial Eeducation needs;

- Supervises and coordinates Special Education Learning Coordinators;
- Supervises Special Education Teachers on Special Assignment (TOSAs), Itinerant Teachers and Educational Assistants.

The Special Education Learning Coordinator

- Supports school staff in addressing the needs of students with complex Special Education needs;
- Provides to principals and teachers, clarification on system and Ministry directions;
- Coordinates with principals and school teams, the implementation of Ministry and system Special Education program initiatives;
- Promotes, encourages, and facilitates teacher professional development that will assist schools in the implementation of quality instruction and learning;
- Assumes lead responsibilities for projects as assigned;
- Liaises with subject associations, divisional groups and provincial organizations as assigned.

The Special Education Teacher on Special Assignment (TOSA)

- Supports the development of staff capacity for improved student achievement and well-being through the implementation of evidence-based strategies and best practices responsive to individual student strengths, needs and interests;
- Develops and delivers professional learning opportunities for educators on evidence-based practices, instructional resources, system initiatives and Ministry of Education Policy/Program Memorandum;

- Works collaboratively and communicates effectively with school teams, system support staff and community partners and contributes to the development, revision and implementation of individual student plans based on students' strength-based goals;
- Demonstrates recommended evidence-based strategies for staff through a process of observation, coaching, modeling, and monitoring;
- Supports the development of students' IEPs;
- Develops, organizes, and conducts Regional Sessions for students with a Giftedness exceptionality;
- Provides training on assistive technologies and technology tools for students;
- Demonstrates recommended evidence-based teaching strategies on assistive technology for staff through coaching and modelling.

The supports and services of a TOSA should be requested by the LST or the school administration through the TVDBS's Case Management System (CMS).

The TVDSB's "Role of the TOSA" document can be found ~~The TVDSB's Role of the TOSA document can be found HERE~~HERE.

The Assistive Technology Teacher on Special Assignment (AT TOSA)

- Supports the development of staff capacity for improved student achievement and well-being through the implementation of individual student, small group, and class-wide training on assistive technology funded through Special Education Amount (SEA);
- Works collaboratively and communicates effectively with classroom teachers, school teams, and system support staff;
- Develops and delivers professional learning opportunities for educators on instructional practices that incorporate assistive technologies and technology tools;
- Supports the development of alternative goals of student IEPs as it relates to assistive technology;
- Utilizes student individual student summary of strengths, needs, interests, and motivators to develop a plan of personalized training for students with SEA-funded laptop/Chromebook device;
- The supports and services of an AT TOSA are automatically initiated through TVDSB's SEA automation system for students accessing a laptop or Chromebook device and additional training can be accessed by request through the LST or the school principal through TVDSB's CMS.

The Deaf and Hard of Hearing (DHH) Itinerant Teacher

- Supports students who are deaf and hard of hearing to access curriculum;

- Supports school staff to put appropriate supports in place for DHH students;
- Work with Speech Language Pathologists to support language development of DHH students identified with a DHH exceptionality.

The Vision Itinerant Teacher (VRT)

- Supports students formally identified as having a Vision impairment, to access the curriculum;
- Supports students with the common curriculum;

- Supports school level staff with plans and accommodations to support students with vision loss.

Behaviour Analysts

- Provides behaviour analyst services;
- Supports school staff and parent(s)/guardian(s) to better understand a student's behaviour at school through the identification of the function and antecedents of behaviour.

Speech Language Pathologist

- Uses a collaborative approach to service delivery, with diverse knowledge and expertise, to offer the best support system for students with communication needs, their families, and educator teams;
- Collects and interprets data, utilizing culturally and linguistically appropriate assessments, to determine the nature of a student's strengths and instructional needs in the areas of communication and language;
- Provides a range of evidence-based interventions that support students' speech, language, communication, and early literacy skills. These services help students communicate their ideas and learning, access curricular content, and promote an inclusive learning environment;
- Makes connections with families, students, and educational staff to foster meaningful interactions and optimal learning. Coach communication partners in the use of research-based strategies to promote communication skills in a natural learning environment.

Psychological Services Professionals (Psychologists/Psychometrists/Psychological Associates)

- Consults and collaborates with students, families, community partners, and school teams regarding school level learning, behaviour, social and/or emotional development and well-being;
- Administers and interprets individualized assessments of intellectual/cognitive functioning, information processing skills, social-emotional and behavioural functioning, adaptive living skills, risk of violence, and/or academic skills;
- Provides short-term intensive supports and interventions (e.g., individual/small group counselling) to address behavioural, mental health, social-emotional, and/or learning needs that impact a student's availability to learn.

School Counselling and Social Work Professionals (School Support Counselor, Social Worker/Attendance Counselor, FNMI Counselor)

- Consults, collaborates, and facilitates professional learning opportunities with community partners and school teams regarding mental health, social and/or emotional development and well-being;
- Provides mental health and social/emotional assessments for the purpose of establishing intervention goals with the family and student;
- Provides evidence informed individual, family and group counselling to help students address mental health and social or emotional barriers to learning;
- Supports and advocates for students and families to feel welcomed, included and engaged within the school community. Actively intervenes with the school team, families, and students to address barriers for school attendance.

The Educational Assistant (EA)

- Is allocated to schools by the management team of the Special Education ~~d~~Department to assist students identified with extensive and pervasive needs;
- Is assigned to system programs;
- Is assigned to schools based on the following hierarchy of student needs:
    - Physical/Medical: Activities of daily living, positioning, toileting, shallow suctioning, clean catheterization and feeding (bottle and spoon feeding, preparing foods);
    - Behavioural/Safety: Situations where the students are a serious threat to themselves and/or others, and a Management of Aggressive Behaviour Plan is in place; ~~and documenting that restraint may be required;~~
    - Severe Developmental Disorders: Students with debilitating social and communication deficits.

- **Specific Categories of Educational Assistants:**
  - Interveners:
    Are Educational Assistants assigned to support students who are deaf and hard of hearing / blind and low vision.
  - Transcribers:
    Are Educational Assistants certified in the use of Braille and assigned to support students who are blind and low vision.
  - Interpreters:
    Are Educational Assistants trained in American Sign Language (ASL) and who are assigned to support students who are deaf and hard of hearing.
  - ~~-~~ABA EA~~'~~s
    Are Educational Assistants with specialized training in tracking and monitoring student behaviour;

    Support Behaviour Analysts and support schools to implement plans to decrease challenging behaviour at school.
  - Short Term Additional Resource Team (START)~~-~~
    Are Educational Assistants who ~~START EA's~~ support the school team on a ~~short term~~short-term basis to put plans in place for students who are struggling significantly and/or are tran~~i~~sitioning to a new school.

The TVDSB's "Role of the Educational Assistant" document can be found ~~The TVDSB's Role of the Educational Assistant document can be found HERE~~HERE.

The Manager of Professional Student Services

- Provides administrative management and supervision and monitors the performance of the Supervisors of Psychological Services staff, School Counselling and Social Work Services staff, and Speech-Language Pathology and Audiology Services staff (hereafter referred to as Professional Student Services staff) ensuring that staff comply with expectations of professional regulatory bodies, legislation, and board policies;
- Participates in personnel practices related to recruitment and selection, labour relations issues, and collective bargaining;
- ~~Conducts performance appraisal and manages performance concerns;~~
- Allocates Professional Student Services staff to schools and special programs;
- Develops, implements, and provides professional development opportunities for Professional Student Services staff and system; a~~A~~ssesses, develops, modifies, and implements system-wide professional programs and services in accordance with applicable legislation to support system objectives and student achievement;
- Establishes and monitors Professional Student Services departmental policies;

- ~~Ensures board policies and procedures comply with relevant professional regulatory bodies and legislation;~~
- Contributes to research that supports the development of efficient and effective delivery of Professional Student Services;
- Manages, monitors, and authorizes budget expenditures;
- Serves as a system resource to administration, teachers, and support staff on discipline specific matters related to theory, diagnoses, and interventions;
- Participates in crisis intervention activities as required and/or responds as necessary to related issues that have significant system implications;
- Contributes to department and board strategies and outcomes as a member of the Special Education Management Team and Learning Support Services;
- Liaises and collaborates with external agencies as required to coordinate services and exchange critical information;
- Serves as a board representative on external (local and provincial) professional, educational and health services committees.

~~The~~Supervisor, Professional Student Services ~~Discipline Specific~~~~Clinical Lead of~~ (Psychological Services~~,~~ Speech-Language ~~and~~ Pathology~~Language~~ and Audiology Services, School Counselling and Social Work)

- Provides administrative management and supervision and monitors the performance of Psychological Services staff, School Counselling and Social Work Services staff, and Speech-Language Pathology and Audiology Services staff (hereafter referred to as Professional Student Services staff) ensuring that staff comply with expectations of professional regulatory bodies, legislation, and board policies;
- Participates in personnel practices related to recruitment and selection;
- ~~Acts as the primary resource to the Managers of Professional Student Services with respect to the development and delivery of related Psychological Services for students in the board and the assessment, development, modification, and implementation of system-wide Psychological Services to support system objectives and student achievement;~~
- Liaises and collaborates with external agencies as required to coordinate services and exchange critical information;

- Participates in personnel practices related to recruitment and selection and labour relations issues;~~,~~
-

- Serves as a consultative resource to department staff, administration, teachers, system, and support staff;~~, on theory, diagnosis, and treatment of school-age psychological disorders;~~
  - ~~Provides clinical supervision and advice to the Psychological Services staff;~~
  - ~~Supports the orientation of new Psychological Services staff;~~
  - ~~Collaborates on professional development opportunities offered to and by members of the Psychological Services Department;~~
- Assists the Manager~~s~~ of Professional Student Services in planning and conducting staff meetings;
- Participates on assigned committees/teams at the departmental, system, community, and provincial level;
- Provides direct professional service to reduce the caseload of schools.

~~The Educational Assistant (EA)~~

- ~~Is allocated to schools by the management team of the Special Education department to assist students identified with extensive and pervasive needs;~~
- ~~Is assigned to system programs;~~
- ~~Is assigned to schools based on the following hierarchy of student needs:~~
  - ~~Physical/Medical: Activities of daily living, positioning, toileting, shallow suctioning, clean catheterization and feeding (bottle and spoon feeding, preparing foods);~~
  - ~~Behavioural/Safety: Situations where the students are a serious threat to themselves and/or others, and restraint may be required;~~
  - ~~Severe Developmental Disorders: Students with debilitating social and communication deficits.~~
- ~~**Specific Categories of Educational Assistants:**~~
  - ~~Interveners:~~
    ~~Are Educational Assistants assigned to support students who are deaf and hard of hearing / blind and low vision.~~
  - ~~Transcribers:~~
    ~~Are Educational Assistants certified in the use of Braille and assigned to support students who are blind and low vision.~~
  - ~~Interpreters:~~
    ~~Are Educational Assistants trained in American Sign Language (ASL) and who are assigned to support students who are deaf and hard of hearing.~~

~~The TVDSB's Role of the Educational Assistant document can be found HERE~~

NB: During the ~~2022-2023~~2023-2024 academic year the TVDSB will develop and publish, in consultation with SEAC, the following documents:

- The TVDSB's Service Delivery Model for Speech-Language Pathology and Audiology Services
- The TVDSB's Service Delivery Model for Psychological Services
- The TVDSB's Service Delivery Model for School Counselling and Social Work Services

Standard 4: Early Identification Procedures and Intervention Strategies

The purpose of the standard is to provide details of the board's early identification procedures and intervention strategies to the Ministry and to the public.

The Thames Valley District School Board (TVDSB) recognizes the importance of early identification of students' strengths and areas for growth. The purpose is to help students succeed by providing early assessment, monitoring, instruction, intervention and community support as needed. The TVDSB makes every effort to review the strengths and needs of all students as early as possible. Early and ongoing intervention is recognized as contributing to the well-being of all children and their ability to reach their potential. Parents/guardians are an integral part of the process. It is the belief of the TVDSB that continuous assessment and planning should exist for students throughout the education process. Learning abilities and needs are identified as early as possible. Programming is designed to support the student's needs and to help the student achieve to their fullest potential.

The TVDSB pursues a "tiered" approach to prevention and intervention. (See Standard 2 for more information.) This is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges to learning within their zone of proximal development[1] and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively. This is the foundation of tiered intervention. The tiered approach can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement.

The tiered approach can:

- facilitate early identification of both students who may be at risk and students who may benefit from greater challenges;
- ensure appropriate and timely intervention to address these students' needs.

> *"These procedures are a part of the continuous assessment and program planning process which should be initiated when a child is first enrolled in school and no later than the beginning of the program of studies immediately following Kindergarten and should*

[1] The Zone of Proximal Development is the term used to describe the difference between what a learner can do without assistance and what they can do supported by an adult.

continue throughout a child's school life." (Ministry of Education Policy/Program Memorandum No. 11)

The purpose of Early Identification is to ascertain each student's strengths and learning needs, and to track the success of interventions tried to date.

The Early Identification Process involves the home, the school and the community which:

- ~~F~~follows a consistent and bias-free process;
- ~~C~~considers the student's emotional, social, intellectual and physical development;
- ~~V~~views language development as a major component;
- ~~I~~is continuous and may result in changes to the student's program;
- ~~I~~identifies resources available to support the student, teacher and parent(s)/guardian(s);
- ~~P~~provides the basis for program planning, on-going assessment, and reporting;
- ~~T~~treats information from the assessment as confidential.

It is not appropriate to use the information collected through this process to predict a student's long-term potential.

Early Identification and Intervention Strategies – Kindergarten to Grade 3

Procedures

The parent(s)/guardian(s) or the teacher educator team (classroom teacher and early childhood educator) is encouraged to share information that will help to develop the student's program. Some of this information may come from outside agencies who are working with the student and family. This information may be brought to the attention of the school's Early Identification Committee comprised of the classroom teacher, the ~~e~~Early C~~e~~hildhood ~~e~~Educator, the Learning Support Teacher, and the Principal and other staff as appropriate (e.g., Multilingual~~ESL/ELD~~ teacher, School Support Counsellor, Speech-Language Pathologist). Parents/guardians are encouraged to be involved in the education of their children from the beginning of the education process. They have a wealth of knowledge and valuable information that can assist in the education of their student. At kindergarten intake meetings, parents/guardians have the opportunity to share with the teacher information regarding their student's areas of strengths, areas of needs and any relevant medical or other information.

In the TVDSB, there are four phases to the Early Identification and Intervention process:

- Phase 1 Student Review
- Phase 2 Early Intervention Meeting
- Phase 3 Parent(s)/Guardian(s) Communication
- Phase 4 Revisiting Student Needs

Phase 1: Student Review

The Student Review is the first step in the Early Identification and Intervention Process, as listed in the table above. Teachers (grades 1-3) and educator teams (kindergarten) collaboratively complete the Student Review (Phase 1). Educators need to consider a variety of factors when conducting the student review (e.g., lived experiences, special education needs, Multilingual~~English Language~~ Learners).

There are four domains that are reviewed in Phase 1:

Kindergarten	**Grades 1-3**
Self and Social Development	Social and Emotional Development
Communication, Language and Literacy	Communication, Language and Literacy
Cognitive and Conceptual Development	Mathematical Skills Development
Physical Development	Physical Development

Within each domain, there are indicators to reflect the skills identified. Within each indicator are demonstrations or examples of the skills to assist educators in consistently understanding the definition of each skill. For each skill, the educator identifies if a student requires supports and interventions by indicating *"Yes"* or *"No"*.

Phase 2: Early Identification and Intervention Meeting

When the Early Identification and Intervention Meeting occurs, the educators' observations are reviewed and those students who have been identified as requiring additional supports and interventions to address lagging skills or who may benefit from additional challenge, are discussed to recommend strategies in targeted areas. In addition to the strategies and interventions that are selected to target the identified domains and skills, the Early Identification and Intervention Team can also make further recommendations, which may include, but are not limited to:

a) Internal, school-based recommendations (e.g., in-school supports, Program Development Team);
b) External recommendations (e.g., hearing screening, vision screening, or other professional referrals outside of TVDSB);
c) System-based support by completing the Support Services Referral Form (e.g., School Counselling and Social Work, Speech-Language Pathology).

Phase 3: Parent(s)/Guardian(s) Communication

Following the meeting, communications to the parent(s)/guardian(s) are subsequently generated for all students in personalized letters. A copy of this communication is filed in the student's Ontario Student Record.

Phase 4: Revisiting Student Needs

Students who have been identified as requiring supports, interventions and/or greater challenges are reviewed later by the school team according to established timelines to update:

a) Success of strategies implemented;
b) Selection of new strategies, if required;
c) Update on action items from the Early Intervention Meeting (Phase 2).

Timelines (as outlined in the TVDSB's Early Identification and Intervention of Students' Learning Needs - Independent Procedure)

	Early Identification and Intervention Process
Kindergarten Year 1	**By February 1** – Complete Phases 1, 2 and 3 **By May 1** - Students who have been identified as requiring supports and interventions will be revisited (Phase 4)
Kindergarten Year 2	**By February 1** – Complete Phases 1, 2 and 3 **By May 1** - Students who have been identified as requiring supports and interventions will be revisited (Phase 4)
Grades 1, 2 and 3	**By December 31** – Complete phases 1, 2 and 3 **By March 1** – Students who have been identified as requiring supports and interventions will be revisited (Phase 4)

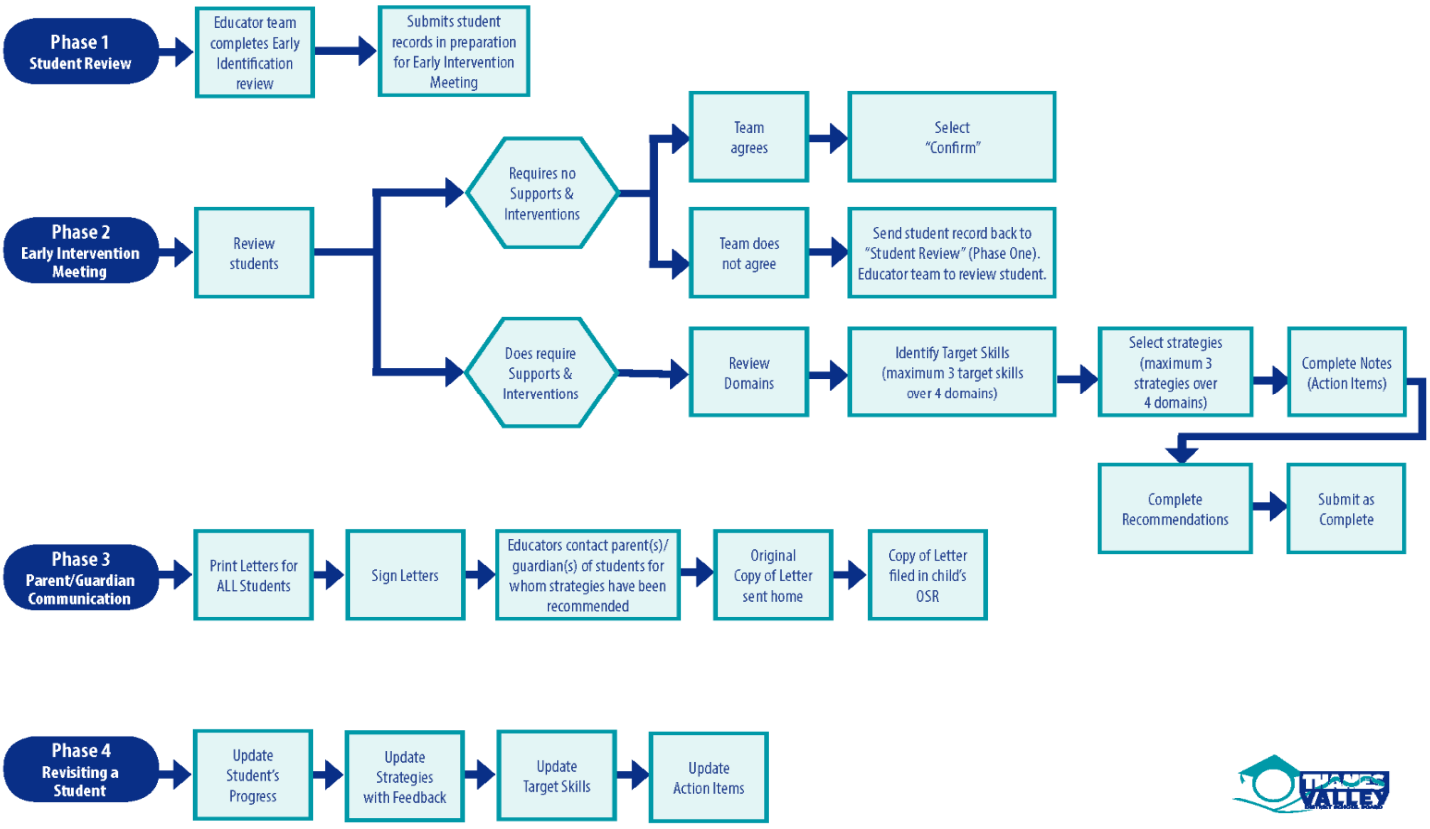
~~English Language~~ Multilingual Learners

In the TVDSB, we welcome students and families from all over the world. In an effort to best serve each learner, there are many considerations to support students entering a new linguistic and cultural environment. All educators have a shared responsibility for the language development for all Multilingual~~English Language~~ Learners (M~~EL~~Ls), (students who are learning English as a

second language or as an additional language), and the needs of these students must be taken into account when assessing their learning. When assessing M~~EL~~Ls, educators must carefully consider a student's language acquisition needs and possible special education needs. It is essential that prior to making determinations, the necessary information be gained through a systematic, focused process to determine the root of each student's difficulties to determine the most effective method to address their need.

In the first few years in the TVDSB, M~~EL~~Ls may receive support within their regular classroom setting. Each student will acquire language at a different rate and for some this may take considerably longer than others to become fluent in English. In the province of Ontario, the STEP: Steps to English Proficiency framework is used as a framework and resource to assist teachers in supporting M~~EL~~Ls in the classroom. This framework is used to assess and monitor language acquisition and literacy development. The STEP resource can be used for both initial and ongoing assessment purposes.

Early Identification and Intervention Process



Proactive Approach to Supporting Students Prior to Identification, Placement, and Review Committee (IPRC) Meetings

The following process ~~interventions~~ outlines the pathways ~~process~~ for addressing student needs, from the initial identification of need through to formal Identification by the IPRC.

1. Classroom Based Supports

It is essential that the parent(s)/guardian(s) is involved in the process.

Classroom teacher/parent(s)/guardian(s) recognizes/discusses need.

Areas of need may include:

- Academic;
- Attendance;
- Behaviour/social;
- Health/physical;
- Speech/language;
- ~~Advanced i~~Intellectual development.

Interventions within the regular class will include informal consultation with other staff members in the school.

Documentation of results of intervention(s)

Need is addressed

Need is ongoing

Consultation with Learning Support Teacher (LST)~~/Principal about referral to Program Development Team (PDT)~~

Further strategies/interventions put into place

Documentation of results of interventions

Consultation with LST/~~P~~principal about the referral

2. Program Development Team (PDT) Meeting

A Program Development Team (PDT) meeting is a meeting held at the school which includes the parent(s)/guardian(s) and the student's teacher, as well as other staff who work with the student and system staff, as appropriate. The team meets to discuss the student's strengths and needs and plan their program. In-service training has been provided for school administration and Learning Support Teachers (LSTs) on the PDT process.

It is essential that the parent(s)/guardian(s) is involved in the process.

Preparation for PDT Meeting				
Principal/Designate	**Referring Teacher(s)**	**LST**	**Support Personnel***	**Parent(s)/ Guardian(s)**
• Schedules PDT meeting; • Determines participants; • Continues tracking/documentation; • Distributes agendas and minutes to team members which includes parent(s)/guardian(s).	• Prepares information for PDT meeting; • Collects work samples and documentation; • Will have discussed previous interventions with parent(s)/guardian(s) and LST; • Completes PDT referral form.	• Observes student; • Reviews work samples; • Consults with teacher(s); • Reviews previous interventions/ strategies.	• May be invited as needed to the PDT meeting with consent as required by legislation.	• May provide additional information that affects student learning.

At the PDT Meeting

The Program Development Team:

- Strengths and needs are outlined;
- Action plans from previous PDTs are reviewed;
- Reviews data and any previously completed assessments;
- Defines/prioritizes concerns;
- Reviews interventions previously used;
- Establishes action plan; ~~needs;~~
- Plans additional intervention/classroom strategies; ~~which are recorded;~~
- Recommends assessment;
- Recommends engagement with other board resources and/or community partners/agencies;
- Sends out communications from the meeting to all participants including parent(s)/guardian(s); ~~.~~
- PDT Summary provided to participants;
- Action plans are implemented, and student program is monitored.
-

~~After the PDTAdditional PDT Meeting~~

- ~~Review and record results of interventions;~~
- ~~Review, modify, and record strategies according to needs.~~

* Support Personnel may include:
Special Education Learning Coordinator
~~Special Education Assignment~~ ~~Teacher on Special Educational Assistants~~
Speech-Language Pathology and Audiology Services staff

Psychological ~~Student~~ Services staff
School Counselling and Social Work Services staff
Behaviour Analyst
Itinerant Vision/Deaf and Hard of Hearing Teachers
Community Agency Personnel

~~PDT Summary provided to participants~~
~~Action plans are implemented, and student program is monitored~~

~~School-Based~~ Standardized Assessments

3.

~~The following chart outlines the process used for school-based assessments:~~

It is essential that the parent(s)/guardian(s) is involved in the process.

~~**Complete Support Services Referral Form**~~
~~(as required)~~

~~A PDT meeting is held.~~

~~**PDT Team recommendations may include:**~~

- ~~Specific strategies to incorporate into the classroom;~~
- ~~School-based educational assessment conducted by a qualified staff member (academic assessment, speech-language assessment, psychological assessment, etc.).~~

~~**Principal/designate discusses with the parent(s)/guardian(s):**~~

- ~~Strengths and areas of need for the student;~~
- ~~Recommendation of referral for assessment;~~
- ~~Description of the assessment protocol;~~
- ~~How the test results will be shared;~~
- ~~How the results will be used to enhance programming for the student.~~

~~**Practitioner discusses with the parent(s)/guardian(s):**~~

- ~~Consent for assessment is obtained by the appropriate practitioner;~~
- ~~A written report is also provided for the Ontario Student Record (OSR);~~
- ~~Parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others;~~
- ~~A release of information must be signed by parent(s)/guardian(s) to share information with other agencies;~~
- ~~All files and records are maintained following the procedures outlined in the RHPA;~~
- ~~Anticipated timeframe for assessment is shared.~~

~~Qualified practitioner conducts the assessment:~~

- ~~Assessments are completed according to protocols;~~
- ~~Principal/designate informed when assessment is completed;~~
- ~~PDT meeting may be called to share assessment results.~~

At the PDT meeting:

- Staff member who administered the assessment shares the results with the parent(s)/guardian(s) and members of the PDT;
- Recommendations regarding student learning are made based on assessment results;
- New strategies and interventions are put in place;
- The student's progress continues to be monitored to determine if current needs are met, or if further interventions are required.

~~At the PDT meeting:~~

- ~~Staff member who administered the assessment shares the results with the parent(s)/guardian(s) and members of the PDT;~~
- ~~Recommendations regarding student learning are made based on assessment results;~~
- ~~New strategies and interventions are put in place;~~
- ~~The student's progress continues to be monitored to determine if current needs are met, or if further interventions are required.~~

Assessment needs to:

- Take place within the natural context of the classroom;
- Reference the stated expectations for the grade (The Ontario Curriculum, Grades 1-8; The Kindergarten Program, Revised, 2006);
- Use a variety of tools (e.g., surveys, speech-language checklists, collections of student work, teacher anecdotal notes, Developmental Reading Assessment (DRA), Phonological Awareness Screening);
- Take place over a period of time;
- Reflect the importance of the on-going observations of growth and progress;
- Include information gathered from the parent(s)/guardian(s) and other professionals who may be involved with the student.

Assessment of Children for whom English is a Second Language

- When observing or assessing the learning strengths and needs of students whose first language is not English (Multilingual Learners (MLLs)~~English as a Second Language [ESL]~~/English Literacy Development ~~[~~(ELD~~]~~)), it is essential to keep in mind that receptive and expressive English language skills will likely be at varied levels of skill development.
- Assessment tools such as language checklists may help determine where a ~~n English Language Learner (ELL)~~ML ~~student~~ is presently ~~-~~functioning~~,~~ but may not indicate intellectual or developmental needs.
- If there are significant concerns regarding an ML's~~ELL student's~~ language development and programming strategies are required, this should be noted in the Early Identification process.

Assessment of Children with Speech and Language Needs

- There is a wide range of communicative competence among children in the primary division.
- Many students are continuing to develop basic speech and language skills.
- Early ~~Early~~ intervention for students with speech and language needs is critical for academic, social and emotional development.
- A Speech and Language Identification Checklist (JK/K) (Gr 1 to 3) is available to teachers to assist them in determining when students may be in need of further support from the school's Speech-Language Pathologist.

System Support Services

It is essential that the parent(s)/guardian(s) is involved in the process.

Principal/Designate Contacts the Parent(s)/Guardian(s):
• To discuss referral with parent(s)/guardian(s); • To answer questions; • To gain written permission to conduct interviews and/or assessments as required; • To notify parent(s)/guardian(s) of the date of the assessment, once that has been determined.

School Assessment Conducted:
• System staff member reports to the ~~P~~principal/designate that the assessment is complete; • System staff member makes a request to the principal/designate that a PDT meeting be called to share the assessment results with the parent(s)/guardian(s) and the PDT.

PDT Meeting Called:
• To share results of the assessment~~;~~ • To include new interventions and strategies in the student's program plan from the information gained from this assessment.

At this PDT Meeting the Team May Recommend:
• That the student's progress be monitored for at least the next three months with the new program plan in place and reviewed within at least three months' time to determine if current needs are being addressed or if further interventions are required; • That the assessment determines that the student be identified as exceptional through an IPRC;~~That the student's needs indicate that it would be beneficial for that student to move the IPRC;~~

- That an Individual Education Plan (IEP) be developed.

The Identification, Placement and Review Committee (IPRC) is described in detail in Regulation 181/98 of the *Education Act*. Information on IPRCs, as well as the Individual Education Plan (IEP), can be found on the Ministry of Education website.

- The relevant document is *Special Education in Ontario K-12: Policy and Resource Guide 2017.*

In preparing for the IPRC, parents/guardians may also refer to:

- Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs (2007)
- The TVDSB's "IPRC Parent/Guardian Resource Guide"
- ~~The TVDSB's IPRC Parent Resource Guide~~

Standard 5: The Identification, Placement, and Review Committee (IPRC) Process and Appeals

The purpose of the standard is to provide details of the board's IPRC process to the Ministry and the public.

Special Education programs and services are provided for students who have demonstrated a need for assistance that differs from regular classroom instruction. ~~The Individual Education Plan (IEP) is used to document individual program expectationsstudent's .~~ Parents/guardians or the principal may request to have documentation formalized through the Identification, Placement, and Review Committee (IPRC) process. To support the parent(s)/guardian(s) and student (where appropriate) understanding of the IPRC process, the TVDSB has developed a resource called the ~~IPRC A Parent Resource Guide~~IPRC A Parent/Guardian Resource Guide. The school principal is responsible for ensuring that this guide is ~~available and/or is~~ provided to parents/guardians prior to an initial or annual IPRC. A parent/guardian may request in writing to the principal, an IPRC meeting. ~~should they deem appropriate.~~ A response to this request shall occur ~~This meeting shall occur~~ within~~g~~ ~~ten~~ fifteen (15) calendar~~(10)~~ days.

Identification, Placement, and Review Committee (IPRC)

In accordance with Reg.181/98, the
~~The~~ IPRC makes initial identifications and placements or conducts the reviews of previously identified students in all special education placements. For new identifications, it is imperative that the Special Education Learning Coordinator review the documentation and provide input to the school ~~P~~principal. Decisions regarding the location of placements in system programs are confirmed by a System Principal of Special Education.

Ontario Education regulation 181/98 entitles the parent(s)/guardian(s) and pupils sixteen (16) years of age or older:

- To be present at and participate in, all committee discussions pertaining to the pupil;
- To have a representative present at an IPRC if so desired;
- To be present when the committee's identification and placement decision is made;
- To initiate a request for an IPRC.

The purpose of the IPRC is:

- To identify the areas of strength and areas of need of the student;
- To determine whether the student is, or is not, exceptional;
- To identify a specific exceptionality, or exceptionalities, if applicable;
- To decide on~~recommend~~ an appropriate placement in a program designed to meet the identified needs of the student;
- To serve as an annual review for students who have been identified by an IPRC.

The IPRCs may also make recommendations to programs and services. It is important to note that although IPRCs may discuss programs and services, IPRCs do not make decisions about the delivery of programs and services.

Regulation 181/98 requires that before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's needs;
- are consistent with parent(s)/guardian(s) preferences.

If, after considering all of the information presented including relevant assessment information, the IPRC is satisfied that a placement in a regular classroom will meet the student's needs and that such a decision is consistent with parent(s)/guardian(s) preferences, the IPRC will decide in favour of a regular class placement with appropriate special education services. The IPRC ~~committee~~ may also determine that the student's needs would best be met through placement in a specialized program classroom. Prior to considering a specialized program class placement, schools must submit a referral ~~n application~~ package which is then reviewed by a central committee against annually reviewed criteria. The central review committee will then provide feedback for consideration at the IPRC.

~~Referrals~~Requesting an IPRC

Regulation 181/98 requires that each board establish one or more committee(s) for the identification, placement and review of students who have been formally identified as having an exceptionality. The following procedures are based on Regulation 181/98 and outline the process school principals are to follow.
A principal must refer a student to an IPRC:

- Upon written notification to the parent(s)/guardian(s);
- Upon written request of the student's parent(s)/guardian(s).

A total of ~~1422~~tbd ~~initial~~ referrals were made to the IPRC during the ~~2021-2022~~2022-2023 school year.

Exceptionality

The IPRC determines whether a student meets the requirements to be formally identified with one or more exceptionalities, according to criteria established by the Ministry of Education.
The Committee shall, for the purpose of determining identification:

- Consider any educational assessments provided;

- Interview the parent(s)/guardian(s), unless waived or refused;
- Interview the student where practical and permitted by the parent(s)/guardian(s). The parent(s)/guardians(s) has the right to be present during the interview;

- Obtain and consider a health assessment and/or achievement assessment and/or a psychological assessment if required by the IPRC and with permission of the parent(s)/guardian(s);
- Examine the description of the student's strengths and needs.

Placement

~~• When making a placement decision, the Committee shall consider whether placement in a regular class, with appropriate Special Education services, would meet the student's needs and is consistent with parent(s)/guardian(s) preference (Reg. 181/98, Part IV, Sec. 17(1)), before considering the option of placement in a Special Education class.~~

~~• Applications for placement in Special Education classes are made upon the recommendation of the Program Development Team (PDT). Application packages are prepared by the school team in consultation with parents/guardians. Applications for placement in these programs are reviewed and confirmed by the System Special Education Application Review Committee. Offers of placement are communicated to the principal. The IPRC will determine whether placement will be in a regular class or in a Special Education class.~~

~~• The Committee may discuss and make recommendations on any proposal for Special Education services or Special Education programs and shall do so at the request of the parent(s)/guardian(s), or the student who is sixteen (16) years of age or older. However, the Committee shall not make decisions about Special Education services or Special Education programs (Reg. 181/98, Part IV, Sec. 16(6).~~

~~Decisions pertaining to System Special Education Class Placements are confirmed through an application process conducted by the Special Education department.~~

- Placements are determined by the IPRC and may be appealed by the parent(s)/guardian(s).
- When making a placement decision, the IPRC shall consider whether placement in a Regular Class would meet the student's needs and is consistent with parent(s)/guardian(s) preference (Reg. 181/98, Part IV, Sec. 17 (1)).
- Students requiring specialized support through itinerant Blind and Low Vision teachers may be recommended to the IPRC for placement in a Regular Class with Resource Assistance.

~~Consideration for Placements Other Than the Regular Class~~

- ~~Throughout the school year (see chart below), students are referred to a System Special Education Class Central Committee (hereafter referred to as the Central Committee) if a special education class/program is being considered for a student.~~
- ~~Referral for placement in Special Education classes/programs are completed annually, and recommendations are provided to the IPRC by the central committee.~~

How are Specialized Class Placements/Programs Determined?

- Meet with the Learning Coordinator of Special Education and the parent(s)/guardian(s) to discuss possible placement options.
- Prepare relevant supporting documentation in consultation with the parent(s)/guardian(s), including formal and informal assessments.
- Present the referral and supporting documentation to the Learning Coordinator of Special Education.
- Referrals for placement in Special Education classes are reviewed by the Central Committee (see placement chart). Recommendations are provided to the IPRC.

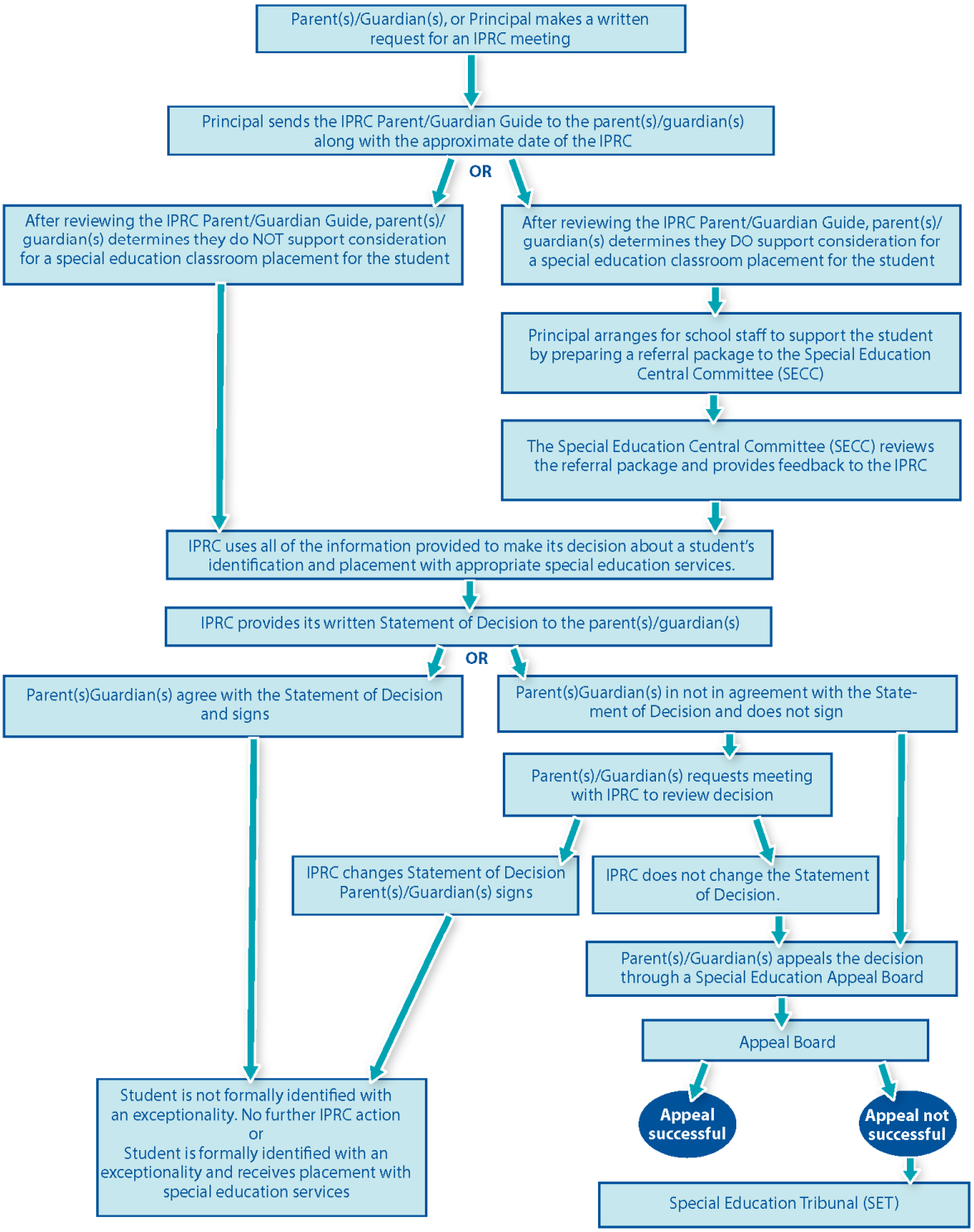
The TVDSB ~~offers~~provides ~~t~~the following special education classroom placements ~~ized placements~~ for students identified with an exceptionality:

Placement Type	Specialized Classes & Programs Offered	System Special Education Committee Review
Regular Class with Resource Assistance		
Regular Class with Withdrawal Assistance	Secondary Deaf and Hard of Hearing	December
	Secondary Autism Spectrum Disorders	November
	Secondary Transitions	December
Special Education Class with Partial Integration	Elementary Autism Spectrum Disorders	February
	Elementary Transitions Class	April
	Elementary Deaf and Hard of Hearing Class	May
	Elementary Accelerate Class	March
	Secondary Developmental Education Class	December
Full Time Special Education Class	Elementary Developmental Education Class	February
	Secondary Developmental Education Class*	December
	Elementary Giftedness Class	April
	Elementary Accelerate Class	March
Full time Special Education Class at a Provincial or Demonstration School**	Blind and Low Vision, Deaf and Hard of Hearing, Learning Disability	Ongoing

** For more information on Placement in the Ministry of Education's Provincial or Demonstration Schools refer to Standard 11.

*Students new to TVDSB currently attending Secondary School in a Developmental class will be immediately provided placement in a Developmental Education Class at parent/guardian request.

IRPC FLOW CHART



After the IPRC Decision

- The IPRC shall provide~~shall send~~ a *Statement of Decision* which indicate~~ includes~~ the identification and placement of the exceptional student to the parent(s)/guardian(s), the student (sixteen (16) years and over), and the principal who made the referral. This must be done as soon as possible after the completion of the IPRC meeting.
    - If a~~A~~ parent(s)/guardian(s) disagrees with the decision, he or she may~~who has questions about the IPRC's decision or is not sure whether they agree with it may~~, within fifteen (15) calendar days of receiving the Statement of Decision, make a written request to the principal to meet with the IPRC~~ before the school board is notified of the decision~~. The IPRC will hold a second meeting to discuss the decision. The IPRC may amend its decision after meeting with the parent(s)/guardian(s), but it is not required to do so.

- Alternatively, a parent(s)/guardian(s) who has questions about the IPRC's decision or is not sure whether they agree with it may, within thirty (30) calendar days of receiving the Statement of Decision, make a written request to the Director of Education to appeal the decision. In this case, a Special Education Appeal Board will be formed.
- As soon as possible following the meeting to discuss the Statement of Decision, the Chair of the Committee shall send a written notice to the parent(s)/guardian(s) stating whether any changes in its decisions were made as a result of the meeting. If changes in the Committee's decisions were made as a result of the meeting, the notice shall be accompanied by a revised *Statement of Decision* together with written reasons for the changes.
- An exceptional student shall not be placed in a Special Education program without the written consent of the parent(s)/guardian(s). If the parent(s)/guardian(s) fails to respond to the notice of the IPRC's decision within thirty (30) calendar days, the board may direct the principal to implement the placement decision. Written notice of the implementation of the placement decision made by the Committee shall be given to the parent(s)/guardian(s).
- The principal of the school in which the program is delivered shall ensure that an IEP is developed and provided to the parent(s)/guardian(s) of the exceptional student within thirty (30) school days.

Reviews

- An IPRC must review the identification and placement of an exceptional student at least once every school year unless the parent(s)/guardian(s) of a student gives written notice dispensing with the annual review (Reg. 181/98, Part V, Section 21, (3 and 4)). If no written response is received from the parent(s)/guardian(s) to the annual waiver, continued efforts must be made to document proof of engagement in the IPRC process.

- Where no changes to the identification or placement of a student are being considered, the school may choose to send home a waiver form to the parent(s)/guardian(s) for signature.
- A parent(s)/guardian(s) or the principal may ~~apply~~ request in writing, ~~for~~ a review of the identification and placement by an IPRC after the placement has been in effect for three (3) months, but no more often than once every three (3) months (Reg. 181/98, Part V, Section 21 (2).
- The IPRC shall review and/or consider a health assessment and/or an academic assessment and/or a psychological assessment if required and with permission of the parent(s)/guardian(s). The IPRC shall also consider any information about the student submitted by the parent(s)/guardian(s) or the student.
- As soon as possible after the IPRC decides that it is satisfied with the identification and placement of the student, the Chair of the Committee shall send the *Statement of Decision* to:
    - The parent(s)/guardian(s);
    - The student, where the student is sixteen (16) years of age, or older;
    - The principal of the school at which the student's special education program is being provided.
- As soon as possible after a Committee decides that the identification or placement or both should be changed, the Chair of the Committee shall send the *Statement of Decision* to the persons described above. The *Statement of Decision* shall state:
    - Whether or not the Committee considers that the student should continue to be identified as an exceptional student and the reasons for that decision;
    - Whether the Committee considers that the student should be placed in a regular or Special Education class, and the reasons for that decision.
- Within fifteen (15) calendar days of receiving the *Statement of Decision*, the parent(s)/guardian(s) may request, in writing, a meeting with the IPRC to discuss the *Statement of Decision*. As soon as possible following the meeting, the Chair of the Committee shall send written notice stating whether any changes in its decisions were made as a result of the meeting. If changes were made as a result of the meeting, a revised Statement of Decision shall accompany the notice together with written reasons for the change.
- A placement decision will not be implemented until either the parent(s)/guardian(s) of the student consent(s) in writing to the placement or the time period for filing a notice of appeal has expired ~~(~~fifteen (15) calendar days to appeal to the principal, thirty (30) calendar days to appeal to the Director of Education)

- The ~~P~~principal shall ensure a copy of the reviewed and updated IEP is sent to the parent(s)/guardian(s) and to the student who is sixteen (16) years of age or older. This is to be done within thirty (30) days of the notice to the board of the IPRC decision.

During the ~~2021-2022~~2022-2023 school year, a total of ~~1533~~tbd IPRC Reviews were conducted by the TVDSB.

Principal's Checklist for IPRC Process

The principal, in consultation with the school PDT, or at the written request of the parent(s)/guardian(s), determines that a student should be referred to an IPRC.

- The principal or designate communicates with the parent(s)/guardian(s) outlining the process;
- The principal or designate provides an IPRC information package to the parent(s)/guardian(s) and student~~s~~ who is~~are~~ sixteen (16) years of age or older, ten (10) days prior to the meeting.

The package includes:

For Initial IPRC	For Reviews
➢ The Letter of Invitation ➢ ~~IPRC Parent Resource Guide~~IPRC Parent/Guardian Resource Guide ➢ Any other written information that the Committee *w*ill consider	➢ The Letter of Invitation OR the Waiver Form if no changes are being proposed ➢ ~~IPRC Parent Resource Guide~~IPRC Parent/Guardian Resource Guide ➢ ~~➢~~ Any other written information that the Committee *w*ill consider ➢

- The Committee will include members who have been approved by the board. Each Committee must include a principal or supervisory officer as one of its members.
- At the meeting, the Chairperson will explain the role of the Committee, and what it can and cannot do. The Chairperson will invite each person with knowledge of the student to

present information and allow discussion relevant to the identification and placement with reference to the student's strengths and needs. The Committee will come to a decision in the presence of the invitees. The Chairperson must inform the parent(s)/guardian(s) of the review and appeal process.

- The Committee determines the identification and designation of the exceptionality based upon criteria established by the TVDSB and the Ministry of Education categories and definitions. The Committee may also determine that the student is not exceptional based upon the available information. Another meeting may be convened in the future if further information becomes available.
- The Committee also decides to:
    - Place a student in a regular class;
    - Continue placement in a regular class;
    - Defer the decision (if the Committee requires more information).
- Following the IPRC meeting, one copy of the *Letter of Invitation* and the *Statement of Decision* is placed in the student's OSR.

- A copy of the Statement of Decision is given to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older.
- A copy of the IEP must be sent to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older by the principal of the school where the student is attending within thirty (30) days of the IPRC meeting. A copy of the IEP is to be placed in the student's OSR.

If the Parent(s)/Guardian(s) Disagree with the IPRC Decision

- If the parent(s)/guardian(s) does/does not agree with either the identification or placement decision made by the IPRC, they may:
    - Within fifteen (15) calendar days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns;
    - Within thirty (30) calendar days of receipt of the decision, file a notice of appeal with the Secretary of the board (who is usually the Director of Education);
    - If the parent(s)/guardian(s) does/does not agree with the decision after the second meeting, they may file a notice of appeal within fifteen (15) calendar days of receipt of the decision.
- If the parent(s)/guardian(s) does not consent to the IPRC decision and does not appeal it, the board will instruct the principal to implement the IPRC decision.

Deferral of IPRC Decisions

On rare occasions, the IPRC may defer its decision(s). A deferral is possible if the IPRC needs more time to review information, receive new information or consider its decision. This sometimes happens when there is new information introduced or professional reports pending (i.e., medical, psychological, speech/language, occupational therapy or physiotherapy, etc.) which have implications for IPRC decision-making.

IPRC Appeals

The appeal process is fully detailed in Regulation 181/98 (VI, s. 26). If the parent(s)/guardian(s) does not agree with the IPRC decision, a written notice of appeal may be filed with the Secretary of the board within thirty (30) calendar days of the original decision or within fifteen (15) calendar days of receiving the decision of a review meeting. This notice of appeal must indicate the decision with which the parent(s)/guardian(s) disagrees and must include a statement explaining why they disagree.

As of June ~~2022~~2023, TVDSB conducted ~~one (1)~~tbd appeals during ~~for~~ the ~~2021-2022~~2022-2023 ~~school~~ academic year.

The appeal process involves the following steps:

- The board will arrange for a Special Education Appeal Board to be established to hear the appeal.
- The Appeal Board will be composed of three (3) people:
  - One member selected by the board;
  - One member selected by the parent(s)/guardian(s) of the student; and
  - A chair, who is selected jointly by the first two members. If those two members cannot agree, the appropriate district manager of the Ministry will select a chair.
- The first two selections shall be made within fifteen (15) days of the board receiving notice of appeal. The Chair shall be selected within fifteen (15) days of the first two members being chosen.
- Members of the appeal board may not have any prior knowledge of the matter under appeal.
- The Chair of the Appeal Board will arrange for a meeting, which will be conducted in an informal manner, to take place at a convenient time and place within thirty (30) days of their selection unless written consent is received from both the parent(s)/guardian(s) and the board that indicates agreement of a later meeting date.
- The Chair may invite to the meeting anyone who can contribute information with respect to the matters under appeal.

- The Appeal Board shall make its recommendation(s) in writing within three (3) days of completing the meeting, stating whether it agrees or disagrees with the original IPRC decision, making recommendations about the pupil's identification and/or placement and giving reasons for its decision and recommendations.
- The Appeal Board shall provide written notice within thirty (30) days indicating what action it will take after considering the appeal board's decision and recommendations.
- The parent(s)/guardian(s) may accept the Appeal Board's decision, or, if they do not accept the decision, they may file a written request with the Special Education Tribunal.

Identification, Placement, and Review Committee (IPRC)				
Preparation for the IPRC Meeting				
Principal	**Referring Teacher(s)**	**Learning Support Teacher (LST)**	**Support Personnel**	**Parent(s)/Guardian(s)**
• Establishes a date for the meeting; • Informs school and support personnel of the date; • Communicates with parent(s)/guardian(s) regarding the upcoming meeting; • Provides the ~~IPRC Parent Resource Guide~~IPRC Parent/Guardian Resource Guide to the parent(s)/guardian(s) ten (10) days prior to the meeting;~~.~~ • Receives recommendations from	• Assists in gathering information for the meeting.	• Assists in gathering information for the meeting.	• May be invited to attend, as needed.	• Is invited to attend; • Reads/reviews the ~~IPRC Parent Resource Guide~~IPRC Parent/Guardian Resource Guide; • Shares any available reports; • May arrange for a representative to attend the meeting to speak on their behalf or support them; • Provides any further information.

Special Education Class Central Committee.				
At the IPRC Meeting				
Principal	**Referring Teacher(s)**	**LST**	**Support Personnel**	**Parent(s)/Guardian(s)**
• Chairs the meeting; • Explains the role of the Committee; • Invites each person present with knowledge of the student to present information; • Considers information relevant to the student's needs and strengths; • Shares recommendations from Special Education Class Central Committee.	• Presents all relevant information that supports identification (or not).	• Presents all relevant information that supports identification (or not).	• May be invited to attend and provide information on any recent assessments; • Function as a resource to assist in the interpretation of reports from other agencies.	• Shares any available reports with Principal; • May request that a representative speaks on their behalf or to support them; • Provides any further information; • Asks questions.
At the IPRC Meeting, the Committee May Choose				
• To recommend identification (or not); • To recommend initial placement in regular class on an IEP; • To recommend continued placement in a regular class on an IEP; • To change placement following entry or exit ~~the successful approval of an application~~ to a TVDSB Special Education class/program; • To demit a student no longer in need of Special Education services; • To defer a decision if the IPRC ~~Committee~~ requires more information.				
After the IPRC Meeting				
Principal				
• Provides one copy of the *Statement of Decision* to the parent(s)/guardian(s) and the student who is sixteen (16) years or older; • Places one copy of the letter of invitation and the Statement of Decision into the *Ontario Student Record (OSR)*; • Provides one copy of the IEP to the parent(s)/guardian(s) and the student who is sixteen (16) years or older within thirty days of the IPRC; • Places one copy of the IEP in the OSR. It is the TVDSB's expectation that the TVDSB's IEP: A Parent/Guardian Resource Guide is available and/or is provided to parent(s)/guardian(s).				

Links to IPRC Parent Guides

- TVDSB's IPRC Parent/Guardian Resource Guide
- TVDSB's IEP A Parent/Guardian Resource Guide
- TVDSB's Communication Parent/Guardian Resource Guide
-

Standard 6: Educational and Other Assessments

The purpose of the standard is to provide details of the board's assessment policies and procedures to the Ministry and to make parent(s)/guardian(s) aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRCs, and the ways in which assessments are used.

The purpose of the assessment is:

- To answer specific questions or concerns;
- To build an accurate picture of strengths and needs;
- To assist in planning an effective program;
- To determine specific student needs;
- To help parents/guardians formulate an understanding of the student's learning potential;
- To provide documentation required for identification as an exceptional student.

A range of assessment strategies are used to develop appropriate programs and interventions for students. The intent of any assessment is to assist the student by providing staff with insights into the student's strengths~~,~~ and instructional needs. ~~and learning profile.~~

The Thames Valley District School Board (TVDSB) considers assessment to be an integral part of the instructional process. Classroom teachers and Learning Support Teachers (LSTs) regularly use educational assessments to evaluate student achievement and student progress. Practitioners from Psychological Services and Speech-Language Pathology and Audiology Services identify and conduct specialized assessments and review assessment reports from community practitioners to determine learning needs to inform programming. A comprehensive assessment system may include family/educator/student report measures, observation, screening, and/~~-~~or use of standardized assessment tools to develop appropriate programs and interventions for students.

Occupational Therapy and Physiotherapy assessments are accessed through referral to TVCC upon the recommendation of the Program Development Team (PDT). These assessments are conducted under the *Regulated Health Professions Act* (1993) by Occupational Therapists and Physiotherapists registered in the College of Occupational Therapists of Ontario and College of Physiotherapists of Ontario, respectively. Reports include recommendations for physical management (e.g., mobility, seating, and positioning for function), activities of daily living skills and sensory integration.

Parent(s)/Guardian(s) Consent

Informed consent must be obtained for Behaviour Analysts, Psychological Services and Speech-Language Pathology and Audiology Services staff to access the student's Ontario Student Record (OSR).

Information to be shared includes, but is not limited to, that which is contained in the OSR. This information is obtained and used only for the improvement of instruction and other education of the student in accordance with the *Education Act*, (R.S.O. 1990. S.266(2)) and is collected, transmitted, retained, and disposed of confidentially in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* (R.S.O. 1990 c. M. 56).

Informed consent from the parent(s)/guardian(s) for students under eighteen (18) years of age is obtained for all referrals for assessment by school personnel to Behaviour Analysts, Psychological Services, and Speech-Language Pathology and Audiology Services.

Consent for Sharing Information and Protection of Privacy

All information is collected, stored and shared in accordance with the *Education Act*, *Freedom of Information and Protection of Privacy Act* (FIPPA), *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), *Personal Health Information Protection Act* (PHIPA) and other legislation that governs the use of personal information.

A separate consent form, *Consent to the Disclosure, Transmittal and/or Examination of Records or Information,* must be signed by the parent(s)/guardian(s) (or by the student if sixteen (16) years of age or older and who has been withdrawn from parental control) to share information with outside agencies.

Communication of Assessment Information

Upon completion of an assessment, Behaviour Analysts, Speech-Language Pathologists, Audiologists, Psychologists, Psychological Associates, and/or Psychometrists discuss the results with the parent(s)/guardian(s) and, where appropriate, the student.

A written confidential report is shared with the parent(s)/guardian(s) and is copied for the OSR with parent(s)/guardian(s) consent.

A copy of the psychological report is held in the central files. Central files are secure files stored at the TVDSB board office. In alignment with Registered Health Professions Act (PHPA), only members of the Psychological Services team may access these locked files.

Communication of a diagnosis (Psychological Services) is a controlled act in psychological practice under the *Registered Health Professions Act* (RHPA), 1991. The Act requires that diagnoses (e.g., learning disabilities, intellectual disabilities, etc.) be formulated and communicated directly to the parent(s)/guardian(s) by a Psychologist or a Psychological Associate who is licensed to do so.

School-Based Assessments

The following chart outlines the process used to initiate and conduct most school-based assessments:

It is essential that the parent(s)/guardian(s) is involved in the process.
Complete **Support Services Referral Form** (as required)
A Program Development Team (PDT) meeting is scheduled at the request of the parent(s)/guardian(s) or the ~~P~~principal. ~~,~~ ~~t~~The parent(s)/guardian(s) is invited to attend, and the meeting is held~~.~~ or a consultation between the parent(s)/guardian(s) and the professional completing the assessment occurs.

PDT/Consultation recommendations may include:
• Specific strategies to incorporate into the classroom; • School-based educational assessment(s) conducted by a qualified staff member (academic assessment, speech-language assessment, psychological assessment, etc.).
Principal/designate discusses with the parent(s)/guardian(s):
• Strengths and areas of need for the student; • Recommendation of referral for assessment; • How the results will be used to enhance programming for the student.
Parent(s)/Guardian(s) shares with the ~~P~~principal/designate:
• Strengths and areas of need for the student; • Additional information that may inform choice of assessment; • Consent (or lack thereof) for assessment(s) to be conducted.

Practitioner discusses with the parent(s)/guardian(s):
• Consent for assessment is obtained by the appropriate practitioner; • A written report is also provided for the OSR with parent(s)/guardian(s) permission; • The parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others; • A release of information must be signed by the parent(s)/guardian(s) to share information with other agencies; • All files and records are maintained following the procedures outlined in the RHPA; • Description of the assessment protocol; • How the test results will be shared; • Anticipated timeframe for assessment is shared.
Qualified practitioner conducts the assessment:
• Assessments are completed according to protocols; • Principal/designate is informed when the assessment(s) is completed; • Qualified practitioner shares results with the parent(s)/guardian(s) (by telephone, via virtual meetings, or face to face) and with the student, if over the age of sixteen (16); • PDT meeting may be called to share assessment results.
At the PDT meeting:
• The staff member who administered the assessment(s) shares the results with the parent(s)/guardian(s) and members of the PDT; • Recommendations regarding student learning are made based on assessment results; • New strategies and interventions are incorporated into the plan; • The student's progress continues to be monitored to determine if current needs are met or if further interventions are required.

Educational Assessments

Group Assessment Tools

- Canadian Cognitive Abilities Test (CCAT)
  The Canadian Cognitive Abilities Testing (CCAT-7) assessment is administered to all Grade 3 ~~(in person)~~ students whose parents/guardians consent to the assessment.

CCAT-7 is a group-administered assessment which provides information about cognitive, ~~,~~ thinking and reasoning skills. ~~that are strongly related to high academic achievement~~. The CCAT 7 covers questions related to three sets of abilities:

- Verbal: verbal classification, sentence completion, verbal analogies.
- Quantitative: Number analogies, number puzzles, number series.
- Non-Verbal: figure classification, figure analogies, and figure analysis.

Individual Assessment Tools

- Wechsler Individual Achievement Test – 3rd Edition (WIAT-III)~~.Hawaii Early Learning Profile (HELP).Functional Independence Skills Handbook (FISH).IOWA Accelerat~~

What Do They Measure?

- Educational Achievement and processes relevant to the acquisition of literacy and numeracy skills and academic knowledge.~~Some assessment tools also assess daily living skills (HELP and FISH).~~

Qualifications of Assessors

- Certified teachers (under the *Education Act*) who have received the relevant training for the assessment tool being utilized may administer this assessment.
- Administration is determined by Professional Student Services Manager for the IOWA Acceleration Scale.

Parent(s)/Guardian(s) Consent and Feedback

- The p~~P~~arent(s)/guardian(s) is informed prior to assessment and results are communicated to parent(s)/guardian(s) by the ~~P~~principal ~~and/or~~ /designate.

Information Sharing and Privacy

- Results are shared by the Special Education teacher who conducted the assessment with the parent(s)/guardian(s).

Average Wait Time for Assessments

- The average wait time for educational assessments to be conducted by the Special Education Teacher during the ~~2021-2022~~2022-2023 academic year was two (2) to four (4) weeks from the time of the referral resulting from a PDT.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Functional Assessments

Functional Behaviour Assessment (FBA)

What Does it Measure?

- An FBA gathers information to determine the function of a student's behaviour (i.e., why they are engaging in challenging behaviour) for the purpose of creating an individualized, function-based plan including strategies that will address challenging behaviour.
- Data collected as part of the FBA process will also help to identify skills that need to be taught to support the student in having their needs met in a safer, more appropriate way.

- The four functions of behaviour determined using an FBA include escape from demands, access to tangible items, attention from others and automatic reinforcement.

- The FBA can also identify other key components related to the behaviour including the baseline frequency or duration of the behaviour.

Qualifications of Assessors

- Many components of the FBA process can be completed by educators/support staff who have received specific training from a Board Certified Behaviour Analyst (BCBA)* or equivalent. These components include defining the target behaviour, collecting functional assessment data, hypothesizing function of behaviour, selecting, and implementing function-based strategies (antecedent, replacement, and consequence) and ongoing data collection to monitor the impact of programming.
- If it is determined that a Functional Behaviour Assessment is required to verify the function of a student's behaviour, these procedures must be completed by a BCBA*.
- If at any time an educator/support staff is unable to determine the function of a student's behaviour, a BCBA* should be consulted.

Parent(s)/Guardian(s) Consent and Feedback

- Informed written consent from the parent(s)/guardian(s) must be received prior to the assessment by a BCBA for students under eighteen (18) years of age, or from the student if eighteen (18) years of age or older.
- Results are communicated to the parent(s)/guardian(s) by a TVDSB Behaviour Analyst.
- The ~~P~~parent(s)/guardian(s) receives a copy of the assessment report.

Information Sharing and Privacy

- Results are shared with the school team.
- The p~~P~~arent(s)/guardian(s) may be legally able to withhold permission for a TVDSB Behaviour Analyst to disclose information to others.
- A written report is also provided for the OSR. A release of information must be signed by the parent(s)/guardian(s) to share information with other agencies.
- BCBAs* maintain student records and raw data for 7 years after discharge.

Average Wait Time for Assessments

- The average wait time for assessments by a Behaviour Analyst during the ~~2021-2022~~2022-2023 academic year was three (3) months from the time of the referral resulting from a PDT.

**Refers to Board Certified Behaviour Analysts only (those who meet this criteria, as per the Behaviour Analyst Certification Board).*

Functional Vision Assessment (FVA)

What does it measure?

- The FVA measures how a student uses their vision in the educational learning environment and identifies what accommodations are required for the student to access their educational program.

- The FVA considers visual acuity (sharpness of vision), colour vision, visual fields, visual tracking skills, visual motor skills, visual efficiency skills, reading, printing, etc.
- An FVA is governed by professional standards of practice and is based on a current Medical Eye Report completed by a qualified vision practitioner.

Qualifications of Assessors

- Certified teachers (under the Education Act) who have completed additional qualification courses for teaching students who are blind/low vision may administer this assessment.

Parent(s)/Guardian(s) Consent and Feedback

- The p~~P~~arent(s)/g~~G~~uardian(s) is informed prior to the assessment and results are communicated to parent(s)/guardian(s) by the Vision Resource Teacher.

Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s) and the school team.
- The FVA Report is retained in the OSR.
- The FVA Report is included in Special Equipment Amount (SEA) Claims for equipment deemed necessary for students to access their educational program.

Average Wait Time for Assessments

- The average wait time for FVA conducted by the Vision Resource Teacher during the ~~2021-2022~~2022-2023 academic year was two (2) to four (4) weeks from the time of the referral resulting from a PDT.
- These averages vary and are dependent on referral rates.

Learning Media Assessment (LMA)

What does it measure?

- The LMA is designed to assist in the selection of the appropriate literacy media (the means by which students access the curriculum, including braille, print, auditory strategies, pictures, etc.) for students with visual loss.
- The LMA considers the student's use of sensory channels including visual, auditory, and tactile, as well as factors such as reading fluency, visual fatigue, visual prognosis, conventional and functional literacy programs.

- An LMA is governed by professional standards of practice and is based on a current Medical Eye Report completed by a qualified vision practitioner.

Qualifications of Assessors

- Certified teachers (under the Education Act) who have completed additional qualification courses for teaching students who are blind/low vision may administer this assessment.

Parent(s)/Guardian(s) Consent and Feedback

- The p~~P~~arent(s)/g~~G~~uardian(s) is informed prior to assessment and results are communicated to the parent(s)/guardian(s) by the Vision Resource Teacher.

Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s) and the school team.
- The LMA Report is retained in the OSR.
- The LMA Report is included in Special Equipment Amount (SEA) Claims for equipment deemed necessary for students to access their educational program.

Average Wait Time for Assessments

- The average wait time for LMA conducted by the Vision Resource Teacher during the ~~2021-2022~~2022-2023 academic year was four to six (6) weeks from the time of the referral resulting from a PDT.
- These averages vary and are dependent on referral rates.

Cortical Visual Impairment (CVI) Range Assessment

What does it measure?

- The CVI Range Assessment measures how a student uses their vision in the educational learning environment and identifies what accommodations are required to access their educational environment and program.

- The CVI Range Assessment considers the CVI characteristics of colour, distance viewing, light, movement, visual complexity, visual fields, visual latency, visually guided reach, visual novelty, and visual reflexes.
- A CVI Range Assessment is governed by professional standards of practice and is based on a current Medical Eye Report completed by a qualified vision practitioner.

Qualifications of Assessors

- Certified teachers (under the Education Act) who have completed additional qualification courses for teaching students who are blind/low vision and additional workshops on CVI and completing the CVI range may perform this assessment.

Parent(s)/Guardian(s) Consent and Feedback

- The p~~P~~arent(s)/g~~G~~uardian(s) is informed prior to assessment and results are communicated to the parent(s)/guardian(s) by the Vision Resource Teacher.

Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s) and the school team.
- The CVI Range Report is retained in the OSR.
-

- The CVI Range is included in Special Equipment Amount (SEA) Claims for equipment deemed necessary for students to access their educational program.

Average Wait Time for Assessments

- The average wait time for CVI range assessment conducted by the Vision Resource Teacher during the ~~2021-2022~~2022-2023 academic year was six (6) to eight (8) weeks from the time of the referral resulting from a PDT.
- These averages vary and are dependent on referral rates.

Deaf and Hard of Hearing (DHH) Assessments for Language and Communication

Assessment Tools

- Structured Photographic Expressive Language Test Preschool (SPELT-P3) (3 to 6 years)
- Bracken Basic Concept Scale - Receptive & Expressive (3 – 6.11 years)
- Ling 6 Sound Test
- Structured photographic Articulation Test (SPAT D2) (3-9 years)

What do they measure?

- These tests measure aspects of speech (articulation), language (grammar/syntax, concepts), auditory, and listening skills.

Parent(s)/Guardian(s) Consent and Feedback

- The parent(s)/guardian(s) is informed prior to assessment and results are communicated to the parent(s)/guardian(s) by the DHH Resource Teacher.

Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s) and the school team.

Average Wait times for Assessments

- The average wait time for DHH assessments during the 2022-2023 academic year was two (2) to four (4) weeks.

Speech and Language Assessments

Assessment Tools

Speech Tools (Articulation, Motor Speech, Fluency, Voice)

- Goldman-Fristoe Test of Articulation 3 (GFTA-3);
- Kaufman Speech Praxis Test (KSPT);
- Marshalla Oral Sensorimotor Test (MOST);
- Structured Photographic Articulation Test (SPAT DII);
- Stuttering Severity Instrument 3 (SSI 3);
- Test of Childhood Stuttering (TOCS);
- Verbal Motor Production Assessment (VMPAC).

Language Tools

- Bracken Basic Concept Scale – Third Edition; Clinical Evaluation of Language Fundamentals Fifth Edition (CELF 5);
- Comprehensive Assessment of Spoken Language – Second Edition (CASL-2);
- Clinical Evaluation of Language Fundamentals Preschool – Second Edition (CELF P2);
- Clinical Evaluation of Language Fundamentals Preschool – Third Edition (CELF-P3);
- Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5);
- Clinical Evaluation of Language Fundamentals Screening Test – Fifth Edition (CELF-5 Screener);
- Communication and Symbolic Behaviour Scales Developmental Profile (CSBS DP);
- Diagnostic Evaluation of Language Variation (DELV);

- Early Functional Communication Profile;
- Emerging Literacy & Language Assessment Record Form (ELLA);
- Expression, Reception and Recall of Narrative Instrument (ERRN1);
- Expressive One Word Picture Vocabulary Test 4th Edition (EOWPVT);
- Expressive Vocabulary Test – Third Edition (EVT 3);
- Fluharty Preschool Speech and Language Screening Test – Second Edition (Fluharty-2);
- Language Processing Test – Elementary (LPT 3);
- Montgomery Assessment of Vocabulary Acquisition (MAVA);
- Oral and Written Language Scales (OWLS);
- Peabody Picture Vocabulary Test – Fifth Fourth Edition (PPVT 54);
- Preschool Language Assessment Instrument Profile (PLAI 2);
- Preschool Language Scales Fifth Edition (PLS-5);
- Preschool Language Scales Screening Test (PLS-4 Screener);
- Receptive, Expressive and Social Communication Assessment (RESCA-E);
- Receptive – Expressive Emergent Language Scale (REEL 3);
- Student Language Scale Screener for Language and Literacy Disorders (SLS);
- Structured Photographic Expressive Language Test Preschool (SPELT – P2);

- Test for Auditory Comprehension of Language – Third Edition (TACL 3);
- Test of Narrative Language (TNL);
- The Token Test for Children – Second Edition;
- Test of Word Finding – Second Edition (TWF 2);
- The Listening Comprehension Test 2;
- The Rosetti-Infant Toddler Language Scale;
- The Word Test 3 Elementary (WORD-3).

Reading Readiness/Phonological Awareness Tools

- Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2);
- Gallistel-Ellis GE) Test of Coding Skills;
- Lindamood Auditory Conceptualization Test – Third Edition (LAC-3);
- The Phonological Awareness Test 2 (PAT 2);
- The Phonological Test 2: Normative Update (PAT-2:NU).

Social Language Tools (Pragmatics, Social Skills)

- Social Language Development Test – Elementary: Normative Update (SLDT-E:NU);
- Social Language Development Test – Adolescent: Normative Update (SLDT-A:NU);
- Test of Pragmatic Language – Second Edition (TOPL 2);
- Test of Problem Solving Adolescent – Second Edition (TOPS 2);
- Test of Problem Solving Elementary – Third Edition (TOPS 3).

What Do They Measure?

- These tests measure all aspects of speech (articulation, motor speech, stuttering, ~~fluency~~, voice), language (vocabulary, grammar/s~~S~~yntax, linguistic concepts, memory, narrative development), reading readiness/phonological awareness, and social language (pragmatics, social skills). Areas measured address both comprehension and expression of ~~for~~ oral and written language.

Qualifications of Assessors

- Registered Speech-Language Pathologists (*Regulated Health Professions Act (RHPA)*).

Parent(s)/Guardian(s) Consent and Feedback

- Informed consent from the parent(s)/guardian(s) must be received prior to the assessment for students under eighteen (18) years of age, or from the student if eighteen (18) years of age or older or sixteen (16) and withdrawn from parental control.
- Results are communicated to the parent(s)/guardian(s) by a Speech-Language Pathologist.
- The p~~P~~arent(s)/guardian(s) receive~~(s)~~ a copy of the assessment report.

Information Sharing and Privacy

- If permission is granted, results are shared with the school team.
- The ~~P~~parent(s)/guardian(s) ~~are~~is legally able to withhold permission for a Registered Health Professional to disclose information to others.
- A written report is also provided for the OSR with parent(s)/guardian(s) permission. A release of information must be signed by parent(s)/guardian(s) to share information with other agencies.
- All speech and language files and records are maintained following the procedures outlined in the RHPA.

Average Wait Time for Assessments

- The average wait time for assessments by Speech-Language Pathologists during the ~~2021-2022~~2022-2023 academic year was four (4) to five (5) months from the time of the referral resulting ~~-~~from a PDT meeting or through the Early Identification Process.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Psychological Services Assessments

Assessment Tools

Measures of Intellectual Functioning

- Comprehensive Test of Nonverbal Intelligence – 2nd Edition (CTONI-2);
- Differential Ability Scales (DAS);
- Kaufman Assessment Battery for Children – 2nd Edition (K-ABC-II);
- Leiter International Performance Scale – Revised (LIPS-R);
- Matrix Analogies Test (MAT) Expanded;
- Raven's Progressive Matrices – 2nd Edition;
- Stanford-Binet Intelligence Scales – 5th Edition (SB-5);
- Test of Nonverbal Intelligence- 4th Edition (TONI-4);
- Universal Nonverbal Intelligence Test – 2nd Edition (UNIT-2);
- Wechsler Abbreviated Scale of Intelligence – 2nd Edition (WASI-2);
- Wechsler Adult Intelligence Scale – 4th Edition (WAIS-IV);
- Wechsler Preschool and Primary Scale of Intelligence – 4th Edition (WPPSI-IV);
- Wechsler Intelligence Scale for Children – 5th Edition (WISC-V);
- Wechsler Nonverbal Scale of Ability (WNV).

Psychological Processes Related to Learning (e.g., Memory, Attention, Phonological/Language, Perceptual-Motor, Visual-Spatial, Executive Functioning)

- Bender Visual-Motor Gestalt Test – 2nd Edition (Bender Gestalt II);
- Beery-Buktenica Developmental Test of Visual-Motor Integration – 6th Edition (VMI 6);
- Behaviour Rating Inventory of Executive Functioning – 2nd Edition (BRIEF-2);
- Brown ADD Scales;
- Child and Adolescent Memory Profile (ChAMP);
- Children's Memory Scale (CMS);
- Clinical Assessment of Attention Deficit for Children (CAT-C);
- Comprehensive Test of Phonological Processing – 2nd Edition (CTOPP-2);
- Conners – 3rd Edition (Conners 3);
- Delis-Kaplan Executive Functioning System (DKEFS);
- Developmental Indicators for the Assessment of Learning – 4th Edition (DIAL-4);
- Developmental Test of Visual Perception – 2nd Edition (DTVP-2);
- Differential Ability Scales – 2nd Edition (DAS-II);
- Expressive Vocabulary Test – 3rd Edition (EVT-3);
- Motor-Free Visual Perception Test (MVPT-3);
- NEPSY-II: A Developmental Neuropsychological Assessment - 2nd Edition (NEPSY-II);
- Peabody Picture Vocabulary Test – 5th Edition (PPVT-5);
- Rey Complex Figure Test (Rey);
- Test of Everyday Attention for Children – 2nd Edition (TEA-Ch2);
- Test of Pragmatic Language – 2nd Edition (TOPL-2);
- Woodcock-Muñoz Language Survey – 3rd Edition (WMLS-III).

Academic Achievement

- Diagnostic Achievement Battery – 3rd Edition (DAB-3);

- Feifer Assessment of Reading (FAR);
- Kaufman Test of Educational Achievement – 3rd Edition (K-TEA-3);
- Metropolitan Readiness Tests – 6th Edition (MRT-6);
- Process Assessment of the Learner – 2nd Edition (PAL-II);
- Test of Written Language – 4th Edition (TOWL–4);
- Wechsler Fundamentals: Academic Skills (WF:AS);
- Wechsler Individual Achievement Test – 3rd Edition (WIAT-III);
- Wide Range Achievement Test – 4th Edition (WRAT-4).

Adaptive Skills

- Adaptive Behaviour Assessment System – 3rd Edition (ABAS-3);
- Child Development Inventory (CDI);
- Vineland Adaptive Behaviour Scales – 3rd Edition (VABS-3).

Personality, Behavioural, and Social-Emotional Functioning

- Achenbach Child Behaviour Checklist (CBCL, TRL, and YSR);
- Adolescent Inventory of Suicide Orientation (ISO-30);
- Adolescent Psychopathology Scale - Short Form (APS-SF);
- Antisocial Process Screening Device (APSD);
- Asperger's Syndrome Diagnostic Scale (ASDS);
- Autism Diagnostic Interview Revised (ADI-R);
- Autism Diagnostic Observation Schedule – 2nd Edition (ADOS-2);
- Autism Spectrum Rating Scales (ASRS);
- Beck Depression Inventory - 2nd Edition (BDI-II);
- Childhood Autism Rating Scale – 2nd Edition (CARS-2);
- Childhood Autism Spectrum Test (CAST);
- Clinical Assessment of Behaviour (CAB);
- Clinical Assessment of Depression (CAD);
- Children's Depression Inventory – 2nd Edition (CDI 2);
- Depression and Anxiety in Youth Scale (DAYS);
- DESSA Social Emotional Learning Assessment (DESSA);
- Early Assessment Risk List (EARL);
- Emotional Quotient Inventory: Youth Version (BarOn EQ-i:YV);
- Gilliam Asperger's Disorder Scale (GADS);
- Gilliam Autism Rating Scale – 3rd Edition (GARS-3);
- Hare Psychopathy Checklist - Youth Version (PCL:YV);
- Jesness Inventory – Revised (JI-R);
- Millon Adolescent Clinical Inventory – 2nd Edition (MACI-II) ;
- Multidimensional Anxiety Scale for Children – 2nd Edition (MASC-2);
- Personality Inventory for Children – 2nd Edition (PIC-2);
- Piers-Harris Self-Concept Scale - 3rd Edition (Piers-Harris 3);

- Psychosocial Evaluation & Threat Risk Assessment (PETRA);
- Revised Children's Manifest Anxiety Scale – 2nd Edition (RCMAS-2);
- Reynolds Adolescent Depression Scale – 2nd Edition (RADS-2) ;
- Reynolds Bully-Victimization Scales for Schools (RBVSS);
- Sensory Profile Measure (SPM);
- Social Phobia and Anxiety Inventory for Children (SPAI-C);
- Strengths and Difficulties Questionnaire (SDQ);
- Structured Assessment of Violence Risk in Youth (SAVRY);
- Substance Abuse Subtle Screening Inventory (SASSI);
- Trauma Symptom Checklist for Children (TSCC).

What Do They Measure?

- Psychological assessment tools are selected to provide information on a student's intellectual functioning, cognitive and processing skills, attitudes or interests, and other behavioural and social-emotional skills that are relevant to the development of academic skills, adaptive and life-functioning skills, and overall adaptation and adjustment.
- In conjunction with other sources of information, assessment information may lead to a psychological diagnosis or recommendation of formal identification. Diagnoses are communicated by members of the College of Psychologists who are legally authorized to do so.

Qualifications of Assessors

- Registered Psychologists and Psychological Associates; Psychometrists supervised by members of the College of Psychologists of Ontario (all under the RHPA).

Parent(s)/Guardian(s) Consent and Feedback

- Informed consent from the parent(s)/guardian(s) must be received prior to the assessment for students under eighteen (18) years of age or from the student themselves if they are eighteen (18) years of age or older or over the age of sixteen (16) and withdrawn from parental control.
- Results are communicated by a Psychological Services staff member to the individual who provided consent for the assessment.
- The p~~P~~arent(s)/guardian(s) receive~~(s)~~ a copy of the assessment report.
- Communication of Diagnosis is a *Restricted Act* under the RHPA. Diagnoses (e.g., learning disability) must be communicated by a member of the College of Psychologists of Ontario who is legally authorized to do so.

Information Sharing and Privacy

- If permission is granted, results are shared with the school team.

- The Pparent(s)/guardian(s) areis legally able to withhold permission for a Registered Health Professional to disclose information to others.
- A written report is also provided for the OSR with parent(s)/guardian(s) permission.
- A release of information must be signed by the parent(s)/guardian(s) to share information with other agencies.
- All psychological files and records are maintained following the procedures outlined in the RHPA.

Average Wait Time for Assessments

- The average wait time for assessments by Psychological Services staff during the 2021-2022 2022-2023 academic year was six (6) to seven (7) months from the time of the referral resulting from a PDT meeting.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Criteria for Managing Wait Times

When the practitioner determines that a student will receive an assessment, they are placed on the assessment waitlist for Speech-Language Pathologists and Psychological Services staff. This list is generated electronically for each school. Professional Student Services staff are responsible for completing assessments and managing the waitlist for their assigned schools. Waitlists and wait times are monitored on an ongoing basis by the Manager of Professional Student Services.

Criteria for managing wait times include:

- Triaging with school teams;
- Running assessment-focused periods at strategic times in the year, as required;
- Reallocating staffing resources to address and reduce wait times to achieve parity across the system;
- Providing students the opportunity to engage in an assessment outside of the school calendar, such as the winter break, spring break and summer break.

Standard 7: Specialized Health Support Services in School Settings

The purpose of the standard is to provide details of the board's specialized health support services to the Ministry and to the public.

The provision of Health Support Services in school settings is addressed through Policy/Program Memorandum 81 (PPM 81) issued July 19, 1984, and the Ministry of Education Office Memorandum issued August 17, 1989.

The responsibility for ensuring the provision of health support services is shared among the Ministries of Education, Health, and Children, Community and Social Services.

At the local level, the responsibility is shared by school boards, the Ministry of Health through the Home and Community Care Support Services (HCCSS) and the Ministry of Children, Community and Social Services through TVCC.

Summary of Services Provided to the Board

- The Ontario Ministry of Health through the HCCSS is responsible for assessing student needs, and for providing such services as injection of medication, sterile catheterization, manual expression of the bladder, stoma care, postural drainage, deep suctioning, and tube feeding.
- The Ministry of Children, Community and Social Services, through TVCC, is responsible for the rehabilitation services of physiotherapy, occupational and some aspects of speech and language therapies.
- Administration of prescribed medication to students during the school day is addressed under the ~~board's Supporting Students with Prevalent Medical/Health Conditions in Schools~~board's "Supporting Students with Prevalent Medical/Health Conditions in Schools" policy and procedure.
    - **Policy**
    - **Procedure.**
- The Ontario Ministry of Children, Community and Social Services is responsible for ensuring the provision of health support services in children's residential care and treatment facilities.

Process for Determining Eligibility

- The eligibility criteria for the provision of School Health Support Services are as follows:

    1. The person must be enrolled as a pupil at a school or be receiving satisfactory instruction at home in accordance with clause 21(2) (a) of the Education Act.
    2. The person must require the services
        (i) in order to be able to attend school, participate in school routines and receive instruction;

(ii) in order to be able to receive satisfactory instruction at home in accordance with clause 21(2) (a) of the Education Act.

3. The person must be an insured person under the Health Insurance Act.
4. The school or home in which the service is to be provided must have the physical features necessary to enable the service to be provided.

- Requests for assessments and services through the HCCSS and/or TVCC may be initiated by either the parent(s)/guardian(s) or the Program Development Team (PDT).
- Once a referral has been received by HCCSS or TVCC, they are responsible for follow up with the parent(s)/guardian(s).

Occupational Therapy and Physiotherapy

Occupational Therapy

An Ooccupational tTherapyist is a regulated health professionn which promotes, restores, and maintains optimum function in individuals with a wide range of abilities and disabilities. These disabilities may include:

- Congenital Anomalies (e.g., Amputee, hand deformities)
- Developmental Co-ordination Disorder
- Developmental Delays
- Multiple Handicaps
- Musculoskeletal Disorders (e.g., Arthogryposis, Osteogenesis Imperfecta)
- Neurological Disorders (Muscular Dystrophy, Spinal Muscular Atrophy, Myotonia)
- Orthopedic Conditions
- Sensory Motor Delays or Dysfunction

In the school setting occupational therapists help students meet the challenge of education by providing:

- Individual assessments of gross and fine motor skills, sensory motor development, activity tolerance, environmental mobility, self-care skills, prevocational and vocational skills;
- Direct intervention to enhance functional skills required for optimum school performance participation;
- Consultation to educators to assist in maximizing the student's performance at school;
- Recommendations and training in use of adaptive equipment for mobility, self-care, seating, positioning and augmentative communication.

Occupational therapists help educators meet the challenge of students with special needs by providing:

- Information regarding resource materials and educational implications of various disabilities;

- Consultation on environmental design, structural modifications and adaptive equipment needs;
-
- In-service education to teachers, classroom assistants, parents/guardians and volunteers in specific management techniques and programming;
- Liaison with community resources.

The school and the parent(s)/guardian(s) are responsible for completing the School Therapy Services Referral Package. Completed referral packages are authorized by the principal and submitted to TVCC for determination of eligibility and prioritization of services. TVCC also determines the discharge of services.

Discharge Criteria include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/parent(s)/guardian(s) do not feel the need for treatment
- Student no longer demonstrates the need for service

Physiotherapy

Physiotherapy is a regulated health profession which specializes in~~The physiotherapist has specialized~~ knowledge of medical and neurological conditions. The focus of therapy is to provide assessment and consultation for students with movement disorders, with the goal of assisting the child to achieve his/her maximum functional and physical potential. The child may require an active treatment regime for rehabilitation after surgery to develop certain skills related to achieving a specific goal.

The physiotherapist will consult with the teacher and the student's educational assistant. Intervention provided by the physiotherapist in the school setting may include consultation regarding:

- Gross motor skills
- Postural control
- Joint mobility
- Muscle strength
- Cardio-vascular fitness
- Use of mobility and positioning aids

- Physical management and handling of the child
- Modification of physical education programs and physical environment as necessary

Consultation Services

In-services or educational sessions related to specific disabilities can be provided for staff and students when necessary.

The school and the parent(s)/guardian(s) are responsible for completing the *School Therapy Services Referral Package*. Completed referral packages are authorized by the principal and submitted to TVCC for determination of eligibility and prioritization of services.

Discharge Criteria include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/parent(s)/guardian(s) do not feel the need for treatment
- Student no longer demonstrates the need for service

Speech-~~-~~Language Pathology Services

The Home and Community Care Support Services (HCCSS) contracts S~~s~~peech-~~-~~L~~l~~anguage P~~p~~athologists, regulated Heath Professionals~~speech pathologists~~ to provide assessment, direct intervention, and consultation for children with more medically based communication disorders. The referral process is initiated by the board Speech-Language Pathologist in consultation with the parent(s)/guardian(s). ~~Or~~Alternatively, if~~If~~ involved, the Preschool Speech-Language Pathologist can make a direct referral to TVCC by submitting a TVCC School Therapy Services Referral Package, in consultation with the parent(s)/guardians(s).~~prior to a student's entry into school.~~

Discharge Criteria include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention

- Student and/or family/parent(s)/guardian(s) do not feel the need for treatment
- Student no longer demonstrates the need for service

Nursing Care Services

A Home and Community Care Support Services (HCCSS) Care Coordinator from the School Health Support Services Program assesses students to determine supports required to safely attend school. The school may obtain the board's *Consent to the Disclosure, Transmittal*

and/or Examination of Records or Information and have it signed by the parent(s)/guardian(s). This allows the school to release information to the HCCSS that may assist in determining eligibility for nursing care (e.g., reports on interventions from other agencies). The school then forwards any documentation that would support the request for service to the HCCSS.

Discharge criteria include one or more of the following:

- Student needs can be met by outpatient clinic/services
- Student issues are strictly behavioural and no school board behavioural intervention is in place
- Student condition stable with weight being monitored by family physician/clinic
- Lack of student/family/school motivation or participation with program/recommendations
- Student has achieved treatment goals
- Student has strategies/program in place to be able to meet goals
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/parent(s)/guardian(s) do not feel the need for treatment
- Student no longer demonstrates the need for service

Appeals

All appeals regarding specialized health support services must be directed to the appropriate external service provider.

Standard 8: Categories and Definitions of Exceptionalities

The purpose of the standard is to make information on the categories and definitions of exceptionalities available to the public, including parents and community associations.

Some students have special needs that may require additional support beyond what is provided through regular instructional and assessment practices. Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities, may require special education programs and/or services to benefit fully from their school experience. Such students may be formally identified by an Identification, Placement, and Review Committee (IPRC) as "*exceptional pupils*."

According to the Ministry of Education:

An **exceptional pupil** is one whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that they~~he or she~~ require~~s~~ placement in a special education program by a committee of the board of which the pupil is a resident pupil.

A **special education program** is defined as an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

Special education services are defined as facilities and resources, including support personnel and equipment necessary for developing and implementing a special education program.

The ways in which Thames Valley District School Board (TVDSB) IPRC applies the Ministry's categories and definitions of exceptionalities and applies them in making decisions on placement is described in Special E~~e~~ducation Standard~~placements are described in Standard~~ 9.

~~All decisions about exceptionality and student placements are made through the IPRC process. The Ministry of Education sets out categories and definitions of exceptionalities that must be used by school boards when determining if a student is "exceptional." If a student is deemed to be exceptional, the IPRC will decide the appropriate "placement" for the student, using criteria developed by the Thames Valley District School Board (TVDSB) as well as taking into account parental preference. The goal of the IPRC is to determine the most appropriate learning environment to maximize the student's potential. For more information about the IPRC process or special education placements offered in the TVDSB, please refer to these sections within this document.~~

There are five categories of exceptionality recognized in the *Education Act*. For some of the categories, the Ministry has defined additional sub-categories. Each definition, as described below, is derived from the Ministry of Education's document *Special Education in Ontario K-12*.

In order for a student to be identified as exceptional, they must meet the requirements for at least one of the categories listed in this section. An identification of exceptionality is different from a diagnosis provided by a Ppsychologist/Psychological Associate or medical professional.

Category: Behavioural

Behavioural Exceptionality

Ministry Definition

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- An inability to build or to maintain interpersonal relationships;
- Excessive fears or anxieties;
- A tendency to compulsive reaction;
- An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

TVDSB Criteria for Identification

- The need for identification is based on longstanding difficulties.
- Children who are candidates for formal identification have severe behavioural and social-emotional difficulties. These behavioural concerns have lasted for a significant duration of time and the previous efforts of school-based and system-based personnel have met with limited success. ~~– maybe add/blend parts of bullet point 4 here~~
- As part of these supportive efforts, an investigation of the student's academic or learning skill profile has occurred, with an examination of how various demands (e.g., academic, learning, environmental) may impact the student's behaviour.
- In many cases, children who are candidates ~~for formal identification have severe behavioural and social-emotional difficulties and they may~~ may have received a diagnosis by

a member of the College of Psychologists or medical practitioner regarding their summary ~~profile~~ of needs.

- The student's summary~~profile~~ of needs is not better described under another exceptionality category.
- A member of Psychological Services has reviewed external reports, if available, ~~-~~to inform programming and confirm exceptionality.

Category:

Communicational

Autism

Ministry Definition

A severe learning disorder that is characterized by:

- Disturbances in~~:~~ rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;
- Lack of the representational symbolic behaviour that precedes language.

TVDSB Criteria for Identification

- A diagnosis of an Autism Spectrum Disorder has been provided by a member of the College of Psychologists or by a medical practitioner.
- External reports have been reviewed by a member of Psychological Services to inform programming and confirm exceptionality.

Deaf and Hard of Hearing

Ministry Definition

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

TVDSB Criteria for Identification

- A permanent hearing loss ~~or auditory processing disorder,,~~ substantiated by an audiological assessment (within the previous twelve months) by a registered Audiologist, which results in a need for accommodations and/or modifications to the classroom environment and/or program.
- External reports have been reviewed by a qualified Teacher of the~~of Students who are~~ Deaf and~~or~~ Hard of Hearing to inform programming and confirm exceptionality.

Language Impairment

Ministry Definition

A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- Involve one or more of the form, content, and function of language in communication; ~~and~~
- Include one or more of the following:
  - Language delay or disorder;
  - ~~-~~Dysfluency;
  - ~~-~~
  - Voice and articulation development which may or may not be organically or functionally based.

TVDSB Criteria for Identification

- A language impairment of such severity that, based on an assessment by a qualified Speech-Language Pathologist or a diagnosis of a language disorder by a member of the College of Psychologists which results in a need for accommodations and/or modifications to the classroom environment and/or program.
- External reports have been reviewed by a member of Psychological Services and/or Speech-Language Pathology and Audiology Services to inform programming and confirm exceptionality.

Examples, But Not Limited To:

- A student whose specific learning disability is related to language and/or communication;
- A student who is functionally non-~~verbal~~speaking and requires an augmentative device and/or alternative communication system ~~(such as an iPad, or GoTalkNow) to be programmed with routine classroom requests in order to demonstrate their knowledge of the curriculum and~~ to have meaningful~~participate~~ access to the curriculum. ~~in the classroom.~~

Speech Impairment

Ministry Definition

A disorder in language formulation that:

- May be associated with neurological, psychological, physical, or sensory factors;
- Involves perceptual motor aspects of transmitting oral messages;
- May be characterized by impairment in articulation, rhythm, and stress.

TVDSB Criteria for Identification

- An impairment or disorder in articulation, voice or fluency that significantly interferes with communication, social interaction, and academic progress ~~to the extent that,~~ based on an assessment by a qualified Speech-Language Pathologist, an augmentative device and/or alternative communication system may be required.
- External reports have been reviewed by a member of Speech-Language Pathology Services to inform programming and confirm exceptionality.

Examples, But Not Limited To:

- ~~A~~ A student with a developmental apraxia of speech (motor planning) who is so unintelligible that picture communication symbols or other augmentative device and/or alternative systems are necessary to supplement oral communication;
- ~~A~~ A student whose stuttering is so severe that gestural or written communication becomes more effective than using speech; ~~during oral presentations in the classroom or in other interactions that written communication or other media styles becomes more effective than speaking or communicating orally??;~~
- A student with a cleft palate whose speech is ~~so~~ unintelligible due to resonance difficulties ~~than~~such that an augmentative device and/or alternative communication system is required for meaningful access to education. ~~is programmed with routine classroom requests.~~

Learning Disability

Ministry Definition

A learning disability is one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- Results in:
  - Academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range);
  - Academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support.
- Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- May typically be associated with one or more cognitive process such as:

- Phonological processing;
- Memory and attention;
- Processing speed;
- Perceptual-motor processing;
- Visual-spatial processing;
- Executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making).

- May be associated with:
  - Difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others;
  - Various other conditions or disorders diagnosed or undiagnosed;
  - Other exceptionalities.
- Is *not* the result of:
  - A lack of acuity in hearing and/or vision that has not been corrected;
  - Intellectual disabilities;
  - Socio-economic factors;
  - Cultural differences;
  - Lack of proficiency in the language of instruction;
  - Lack of motivation or effort;
  - Gaps in school attendance or inadequate opportunity to benefit from instruction.

TVDSB Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford-Binet) has been completed. Although the cognitive results may vary from the Low Average to Very Superior range of functioning, the overall estimate of intellectual ability would fall at least within the broad Average range.
  - A discrepancy is evident between assessed intellectual ability and current standardized assessment of academic achievement. This academic achievement is below a level appropriate for their intelligence and age. The academic achievement is manifested in at least one of the following academic areas:
    - Word recognition/decoding;
    - Reading fluency;
    - Reading comprehension;
    - Written language;
    - Mathematics;
    - Work habits and learning skills.
- In some cases, a discrepancy may not be evident between the student's intellectual ability and academic achievement, but the academic achievement can be maintained by the student only with extremely high levels of effort and/or with additional support.

- Within the assessment, there has been an attempt to identify the student's profile of processing skills and learning strengths and needs. In most cases, psychometric tests will identify processing deficits or areas of learning need connected to Below Average academic performance.
- The academic weaknesses are not solely due to physical, environmental (e.g., a lack of opportunity or insufficient instruction or intervention), social-emotional, or cultural factors and are not better described under another exceptionality category.
- Related learning difficulties, however, may be apparent in social skills, emotional maturation, and classroom behaviour.
- External reports have been reviewed by a member of Psychological Services to inform programming and confirm exceptionality.

Category: Intellectual

Giftedness

Ministry Definition

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

TVDSB Criteria for Identification

- ~~On the CCAT-7, a~~ Composite Index ~~General Ability score at or above the 99% percentile. would indicate that a student is eligible for identification as Exceptional Student-Giftedness.~~
- ~~For individual students who are assessed outside the Grade 3 CCAT-7 group-testing, the following criteria is adopted as basis for identification as Exceptional Student – Giftedness.~~
  - ~~Two sub-tests of the Wechsler Individual Achievement Test-Third Edition (WIAT-III) are administered:~~
    - ~~Reading Comprehension~~
    - ~~Math Problem-Solving~~
  - ~~On the WIAT-III, if both scores are at, or above, the 50% percentile and one score is above the 84th percentile, then a referral may be made by the school team to Psychological Services to consider further assessment.~~
- Or~~On~~ the WISC-V, ~~if~~ the Full-Scale IQ ~~Score~~ or General Abilityies Index ~~is~~ at or above a standard score of 130 (98% percentile). ~~, then the student meets the criteria for identification as Exceptional Student-Giftedness.~~

~~Note: The cut-off score for exceptionality is determined statistically and reflects those students who demonstrate the highest level of intellectual ability and who will most likely benefit from the principles and practices of gifted education.~~

Mild Intellectual Disability

Ministry Definition

A learning disorder characterized by:

- An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- An inability to profit educationally within a regular class because of slow intellectual development;
- A potential for academic learning, independent social adjustment, and economic self-support.

TVDSB Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford Binet) has been completed. Although the results may vary, the overall estimate of intellectual ability would fall within the Borderline range of functioning.
- The student exhibits well below average academic achievement and requires extensive accommodation for programming. curriculum modifications and/or alternate specialized programming.
- External reports have been reviewed by a member of Psychological Services to inform programming and confirm exceptionality.

Developmental Disability

Ministry Definition

A severe learning disorder characterized by:

- An inability to profit from a Special Education program for students with mild intellectual disabilities because of a slow intellectual development;
- An ability to profit from a Special Education program that is designed to accommodate slow intellectual development;
- A limited potential for academic learning, independent social adjustment, and economic self-support.

TVDSB Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford Binet) has been completed. Although the results may vary, overall estimate of intellectual ability would fall within the Extremely Low range of functioning.
- The student exhibits well below average academic achievement and requires extensive curriculum modifications and/or alternate specialized programming.
- An assessment of the student's adaptive functioning in the home, community, and/or school setting has been completed. The student exhibits significant adaptive skill deficits that limit their conceptual, social, or practical adaptive functioning.
- External reports have been reviewed by a member of Psychological Services to inform programming and confirm exceptionality.

Category: Physical

Physical Disability

Ministry Definition

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or developmental level.

TVDSB Criteria for Identification

- A severe~~n~~ ongoing physical or medical disability and/or condition as identified by a ~~medical~~ medical practitioner which results in a need for accommodations and/or adaptations ~~modifications~~ to the classroom environment and/or program. ~~-- wordsmith this~~
- External reports have been reviewed by a Special Education Learning Coordinator to confirm exceptionality.

Blind and Low Vision

Ministry Definition

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

TVDSB Criteria for Identification

- Results from a Medical Eye Report completed by an O~~e~~phthalmologist, O~~e~~ptometrist, or an O~~e~~rthoptist indicating a diagnosis of the student's visual functioning which may be described by one (or more) of the following:
  - A visual acuity of 20/70 or less in the better eye after correction;
  - A visual field of 20 degrees o~~f~~r less;

- Any progressive eye disease with a prognosis of becoming one of the above;
- A visual problem or related visual stamina that is not correctable and that results in the students functioning as if their visual acuity is limited to 20/70 or less;
- A Cortical Visual Impairment (CVI).

• Results from a Functional Vision/Tactile Assessment, Cortical Visual Impairment Range Assessment, or Learning Media Assessment completed by an Itinerant Vision Resource Teacher from the TVDSB Vision Services Program or Provincial Vision Resource Services (consistent with diagnosis outlined in Medical Eye Report) indicating visual functioning which may require:

- The need for alternative format(s) textbooks and curriculum materials to conventional print (i.e., large print, e-text, braille);
- The need for accommodations in areas of Instructional, Environmental, and Assessment;
- The development of alternative program area(s) of the Expanded Core Curriculum (i.e., braille instruction, assistive technology, orientation and mobility).

Category: Multiple

Ministry Definition

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one (1) or more teachers holding qualifications in Special Education and the provision of support services appropriate for such disorders, impairments, or disabilities.

TVDSB Criteria for Identification

• Student meets the criteria for identification in two (2) or more exceptionalities with supporting documentation and/or assessment provided by the appropriate practitioners.

Standard 9: Special Education Placements Provided by the Board

The purpose of the standard is to provide the Ministry and the public with details of the range of placements provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an Identification Placement and Review Committee (IPRC).

Philosophy of Programs and Services

- The Thames Valley District School Board (TVDSB) placement process aligns with Regulation 181/98, which indicates that the board shall first consider whether a student's needs can be met in the regular classroom.
- The TVDSB process also aligns with Ministry of Education direction as outlined in ~~is consistent with~~ *Learning for All, K-12* in the use of a "*tiered*' approach to prevention and intervention ~~as a systematic approach to~~ and providing, high-quality, evidence-based assessment and instruction ~~and appropriate interventions~~ that respond to individual student needs.
- ~~•~~ Options for special education programs, services, and placements (which may include regular class, withdrawal assistance, resource assistance, a special education class with or without partial integration, or attendance at a Provincial school) are discussed at Program Development Team (PDT) meetings. These discussions are supported by the Learning Coordinator of Special Education.
- ~~Where a student's needs fall outside of the range of alternatives offered by TVDSB, problem-solving with the parents/guardians, other boards, other service providers and other support services will be undertaken to seek appropriate alternatives.~~

The IPRC as the Decision Maker

In accordance with Reg.181/98, an ~~student's~~ IPRC shall make a decision regarding the identification and placement of an exceptional pupil. Once a pupil has been enrolled in school, the parents/guardians have the right to request that the principal refer their child to an IPRC.

Student Placement

- The TVDSB provides special education programs and services to address the needs of all ~~students~~ students with a disability-related learning need~~formally identified with an exceptionality~~. Information regarding the range of these programs and services are discussed with the parent(s)/guardian(s) by the principal and Special Education staff at PDT meetings and are determined at the school level through the development of an IEP.~~decided upon at IPRC meetings.~~
- The majority of students formally identified with an exceptionality receive a placement in a regular classroom with indirect support. ~~-~~All formally identified students have an Individual Education Plan (IEP) that is developed taking into at the input ~~in collaboration with~~of the

parent(s)/guardians(s) and the student (~~as~~ where age appropriate). IEPs are updated at least three times per year (elementary) or twice per year (secondary). ~~-~~(For more~~ning~~ information on IEPs, please see Standard 10).

- The maximum enrolment of exceptional students in special education class placements conforms with Regulation 298, Section 31 of the *Education Act*.

- All special education ~~programs~~ placement in special education classes ~~(placements?)~~ in the TVDSB require that a principal referral is submitted to the *Special Education Central Committee*. ~~-~~In considering the referral, the Committee will take into account ~~, and that the student has a~~the history of interventions following the TVDSB's Tiered Approach to Prevention and Interventions, as well as each student's individual strengths and needs~~. by the school in response to their learning needs~~. Upon review of the supporting documentation, the Special Education Central Committee makes recommendations to the IPRC.
- ~~An assessment of each student's individual strengths and areas of need must be considered by school teams when contemplating placement in a special education class.~~
- While students being considered for special education classroom placements typically have a well~~-~~ documented history of tier 1 and tier 2 interventions by the school in response to their unique needs, there are situations where a student's needs would best be met by an immediate placement.
- The principal of the student's school must wait for the Special Education Central Committee's recommendation before holding an IPRC meeting to place a student in a special education class.
- Some placements in a special education class in the TVDSB are for a limited time period~~time-bound~~. These include;
    - ASD (elementary),
    - Accelerate (elementary),
    - Transitions (elementary), and
    - DE Work Experience (secondary)

  Placements are reviewed annually through the IPRC process. Circumstances that could result in a change of placement ~~include, but~~include but are not limited to; ~~:~~ placement in another special education class; completion of a time-limited placement; the placement no longer meets the student's needs. ~~' or that the student no longer meets criteria for the placement.~~ ~~P~~Placement is always subject to funding and in consultation with the parent(s)/guardian(s).

The Special Education Central Committee (SECC)

The *Special Education Central Committee* is a committee comprised typically of board staff convened for the ~~sole~~ purpose of providing recommendations to be considered by the IPRC in ~~when it is~~ making decisions about the placement of a student in a special education class~~-~~. ~~-~~The ~~specific~~ individuals who comprise the SECC vary depending on the specific placement option.

The SECC includes, but is not limited to;

- A Special Education System Principal
- The Manager of Professional Student Services, or designate (i.e., a Supervisor of the Psychological Services, School Counselling and Social Work, and/or Speech--Language Pathology and Audiologically Services teams)
- Special Education Learning Coordinators
- School-level pPrincipals

The Parent(s)/Guardian(s) Role

The parent(s)/guardian(s) is a valued participant in the placement process and, as such, hasve the right to be present and participate in all stages of any discussions about their student's placement. All parents/guardians must be afforded the opportunity to participate in the SECC.

As outlined above, the criteria for placement in a special education class includes the appropriate exceptionality and typically includes a well documented history of tier 1 and tier 2 interventions. Specific details of the criteria for each special education class can be found on the *TVDSB Special Education Program Guides* section of the board's website.

In most cases, a referral review will provide school teams with confirmation as to whether a that the student meets criteria for the special education class. Any recommendations of the SECCCentral Committee must be forwarded to the IPRC for consideration, regardless of whether the SECC recommends or does not recommend placement in a special education class.

In the case that a student is not recommended for placplacement ed in a special education class by the SECC, the committee IPRC, does not, at this time, meet criteria for a special education class, the SECC wwill provide the school team with specific examples of additional tier 1 and tier 2 interventions that mayshould be implemented. These interventions should be discussed and agreed upon with the parent(s)/guardians(s) during a PDT and in advance of the IPRC. Following the PDT, if the parent(s)/guardian(s) hasve further questions about the SECC's recommendations, these should be addressed by the System Principal(s) of Special Education, followed by the Superintendent of Special Education. Further details on the TVDSB's guide to foster effective communication are outlined in the TVDSB's Communication Guide – A Parent Resource Guide.

The SECC functions as a resource to the IPRC. If the parent(s)/guardian(s) disagrees with the SECC's recommendations, they may still request a placement in a Special Education class during the IPRC process. When the SECC's recommendation and the parent(s)/guardian(s) preferences do not align, this must be immediately brought to the attention of the Superintendent of Special Education. The p Parent(s)/guardians(s) may initiate this oversight by contacting the Superintendent directly.

Placements Options

To best meet the needs of TVDSB students formally identified through the IPRC process, the TVDSB offers different placement options. For further details on which of the placement options outlined in Special Education in Ontario Kindergarten to Grade 12 and as described below, please refer to the different exceptionalities identified in this Standard.

- ***A regular class with indirect support*** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

- ***A regular class with resource assistance*** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- ***A regular class with withdrawal assistance*** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- ***A special education class with partial integration*** where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- ***A full-time special education class*** where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

Placements Within the TVDSB Include:

Placement Determined at IPRC	Identification determined at IPRC* (*may include students identified under the category of "Multiple")	Specialized Classes and Programs Offered
Regular Class with Indirect Support	All exceptionalities	
Regular Class with Resource Assistance	Blind and Low Vision	
Regular Class with Withdrawal Assistance	Autism Behavioural Deaf and Hard of Hearing	Secondary Autism Spectrum Disorders Program Secondary Transitions Program Secondary Deaf and Hard of Hearing Program
Special Education Class with Partial Integration	Autism Behavioural Deaf and Hard of Hearing Developmental Disability Learning Disability	Elementary Autism Spectrum Disorders Class Elementary Transitions Class Elementary Deaf and Hard of Hearing Class Secondary Developmental Education Class Elementary Accelerate Class
Full time Special Education Class	Developmental Disability Giftedness	Elementary Developmental Education Class Secondary Developmental Education Class Elementary Giftedness Class
Full time Special Education Class at a Provincial and Demonstration School	Blind and Low Vision Deaf and Hard of Hearing Learning Disability	

Annual Review of Placement Options Within the TVDSB

In order to ensure that the range of placement options provided by the board are meeting the needs of students, the board ensures that staff, SEAC members and school community members have an opportunity to provide feedback through the board's annual review of the Special Education Plan.

Specific Placement Options Offered by the TVDSB

To best meet the needs of TVDSB students formally identified through the IPRC process, the TVDSB offers different placement options. A student's placement is reviewed on an annual basis as part of the IPRC process (see Standard 5).

Behavioural Exceptionality

Students identified with a behavioural exceptionality receive support in one of the following three placements:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom assistance;
- In-school supports and interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA).

- *Placement: In a Special Education Transition Program class with partial integration (elementary).*

Purpose of Placement:
The placement supports the strengths and needs of the student identified with a behavioural exceptionality, with a specific mental health diagnosis. The placement provides a learning experience that is partially integrated to allow for the development of skills in the alternative goal areas (e.g., self-advocacy, social skills, behaviour) as identified in the Individual Education Plan. It supports the development of skills, within a 2-year timeframe, which can be generalized to the regular class placement in their home school.

- *Placement: In a regular classroom with withdrawal assistance (secondary only).*

Purpose of Placement:
The placement supports the strengths and needs of the student identified with a behavioural exceptionality with a specific mental health diagnosis. The placement provides a learning experience that facilitates maximum integration and allows for the development of skills in alternative goal areas (e.g., behaviour, social skills, self-advocacy) as identified in the Individual Education Plan. It supports the student to successfully complete the requirements of an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC).

Transition Class

Class Size:

- Elementary eight (8) students
- Secondary twelve plus (12+) students

System Supports:

- One (1) Special Education Teacher
- Two (2) Educational Assistants
- Supported by a Social Worker and a representative of Psychological Services
- Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in a Transition class:

A student who:

- Has been identified as an exceptional student through the IPRC progress under the category of Behavioural;
- Has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Has received a specific mental health diagnosis and has been involved in residential and/or ongoing intensive treatment with a mental health professional;
- Requires extensive social skills development and self-regulation development;
- Has had ongoing interventions in a regular classroom placement;
- Is capable of accessing curriculum with accommodations and/or modifications to expectations and the learning environment;
- Has active consent for social work and psychological services.

Autism Spectrum Disorder (ASD) Exceptionality

Students identified with an Autism Spectrum Disorder (ASD) exceptionality receive support in one of the following three placements:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom assistance;
- In-school supports and interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA)[1] and/or Speech–Language Pathology and Audiology Services.

- *Placement: In a Special Education ASD class with partial integration (elementary).*

Purpose of Placement:
The placement supports the strengths and needs of the student diagnosed with an autism spectrum disorder exceptionality and provides intensive support by a qualified Special Education Teacher. It focuses on the development of skills in alternative program areas (e.g., sensory integration, learning skills, self-advocacy, assistive technology) as outlined in the Individual Education Plan (IEP), while offering a unique learning environment and instructional methods that incorporate Applied Behavioural Analysis (ABA) strategies to support graduated integration into a regular classroom setting with the goal of returning to the regular class placement after 2 years.

- *Placement: In a regular classroom with withdrawal assistance (secondary).*

Purpose of Placement:
The placement supports the strengths and needs of the student diagnosed with an autism spectrum disorder exceptionality and provides maximum integration in regular secondary classrooms using resource withdrawal support by a qualified Special Education Teacher. Supporting the development of skills in alternative program areas (e.g., sensory integration, social skills, assistive technology) as outlined in the Individual Education Plan (IEP) to support students to successfully complete the requirements for an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC).

Autism Spectrum Disorder Class

Class Size:

- Elementary six (6) students

- Secondary fourteen plus (14+) students

System Supports:

- One (1) Special Education Teacher
- Two (2) Educational Assistants
- Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in an ASD class:

A student who:

- Has been identified as an exceptional student through the IPRC process under the category of Communication: Autism;
- Has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Requires a higher level of structured monitoring, individual attention and planning around their particular learning style and modification to the environment;
- Has had ongoing documented interventions in a regular classroom placement;
- Is capable of accessing the Ontario curriculum with accommodations and/or modifications to expectations and the learning environment.

Deaf and Hard of Hearing (DHH) Exceptionality

Students identified with a deaf and hard of hearing exceptionality receive support in one of the following four placements:

- *Placement: In a regular class with indirect support.*

  Supports may include:
  - Support from an Itinerant Hearing Resource Teacher;
  - Support from a Speech-Language Pathologist;
  - Access to an Educational Audiologist.

The above listed team members, through a multidisciplinary approach, may provide direct and consultative services to support students with hearing loss to develop speech and language skills; to support hearing technology management and self-advocacy skills; and to support the classroom team through coaching, modelling, and staff in-service.

- *Placement: In a Special Education class program with partial integration (elementary).*

Purpose of Placement:
The placement supports the strengths and needs of the student identified with a Deaf and Hard of Hearing exceptionality and provides intensive support by a qualified Teacher of the Deaf in order to develop of Auditory Verbal/Oral (AVO) communication skills, as well as language and literacy skills over a 2-year placement. The placement supports the development of skills in alternative program areas (e.g., hearing technology management, independence and self-advocacy) as outlined in the Individual Education Plan (IEP) which can be generalized to the regular classroom placement.

- *Placement: In a regular classroom with withdrawal assistance (secondary).*

Purpose of Placement:
The placement supports the strengths and needs of the student identified with a Deaf and Hard of Hearing exceptionality and provides maximum integration in regular classrooms using resource withdrawal support by a qualified Teacher of the Deaf. It supports the development of skills in alternative program areas (e.g., hearing technology management, independence and self-advocacy) as outlined in the Individual Education Plan (IEP) to support students to successfully complete the requirements for an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC).

- *Placement: In a Provincial School for the Deaf.*

Placement in a Provincial School for the Deaf must be recommended through the IPRC process and is reserved for those students requiring instruction in American Sign Language. Final decision on acceptance and placement in a Provincial School require the submission of an application that is reviewed and approved by the Provincial and Demonstration Schools Branch.

Deaf and Hard of Hearing Class

Class Size:

- Elementary Kindergarten eight (8) students, Primary/Junior twelve (12) students
- Secondary twelve plus (12+) students

System Supports:

- One (1) Special Education Teacher
- Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in a Deaf and Hard of Hearing Program:

A student who:

- Has been identified as an exceptional student through the IPRC process under the category of Communication: Deaf and Hard of Hearing;
- Has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Has an audiological report within the last year confirming permanent hearing loss;
- Has been assessed with a speech/language delay of greater than one year compared to chronological age or cognitive ability;
- Uses personal amplification as recommended by their audiologist;
- Is capable of accessing the Ontario curriculum with accommodations and/or modifications to expectations and the learning environment.

Speech and Language Impairment Exceptionality

Students identified with a speech and language (fluency, voice, articulation, and/or language disorders) exceptionality receive support in the following placement:

- *Placement: In a regular class with indirect support.*

Supports may include:

- Support from Speech-Language Pathologists;
- Referral to TVCC for students with speech only or swallowing needs that meet the Ministry of Health guidelines.

Speech-Language Pathologists can provide the following services:

- Assistance with the development of the IEP;
- Assessments, screenings, and observations;
- Resource supports (which can be individual, in pairs or in group format);
  - In-school supports and interventions;
- Other intervention services include:
  - Mediator-based support from an Educational Assistant (EA);
  - In-class interventions;
  - Home programming to support carry-over of communication goals to student's home and other community settings;
  - Consultation and collaboration with classroom teachers;
  - Recommendations for assistive technology.

Learning Disability Exceptionality

Students identified with a learning disability exceptionality receive support in one of the following two placements:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom assistance;
- In-school resource supports/interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA)[2];
- Use of Assistive Technology to support the student in accessing the curriculum.

- *Placement: In a Special Education Accelerate Class with Partial Integration.*

The purpose of the Placement
The placement supports the strengths and needs of the student identified with a Learning Disability exceptionality in reading. The placement provides reading intervention through the Empower Reading, Decoding, and Spelling program and supports the development of skills in alternative goal areas (~~e.g.~~e.g., Learning skills, self-advocacy, assistive technology), which can be generalized to the regular class placement in the home school.

- *Placement: In a Special Education Accelerate Class with partial integration*

On an individual basis, and following a PDT requested by the parent(s)/guardian(s) or the school's administration, students with a placement in the TVDSB's Special Education class (Accelerate) may be considered for a placement in a *special education class with partial integration*. An IPRC meeting must be then held to amend a student's placement.

Accelerate Class

Class Size:
- Elementary eight (8) students

System Supports:
- One Special Education Teacher
- An Educational Assistant

- Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in an Accelerate Class (Grades 4, 5, or 6):
A student who:

- Is identified as an exceptional student through the IPRC process under the category of Communication: Learning Disability;
- Has received documented intervention in literacy in a regular classroom placement;
- Has demonstrated strengths in ~~learning which~~learning which can be used to compensate for learning difficulties;
- Will respond to intensive levels of support.

Giftedness Exceptionality

Students identified with a Giftedness Exceptionality receive support in one of the following three placements:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom curriculum-related enrichment opportunities;
- Support for programming for school staff from the Special Education Teacher on Special Assignment (TOSA);
- Participation in Regional Sessions at the elementary level.

- *Placement: In a Special Education Giftedness class (elementary).*

Giftedness Program Class

Class Organization:
- Elementary twenty-five (25) students Gr. 5/6 and 7/8
  - One (1) Special Education Teacher
  - Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in a Giftedness class:
A student who:
- Is identified as an exceptional student through the IPRC process under the category of Intellectual: Giftedness;
- Has documented evidence of Tier 1 and 2 interventions to support programming in the regular classroom setting;
- May exhibit exceptionally high performance beyond the grade level expectations in numerous subjects;
- Will benefit from a learning environment of intellectual peers.

<u>The Purpose of the Placement:</u>
- Provide differentiated learning experiences of depth and breadth beyond the regular curriculum;
- Provide the necessary social support and stimulation of peers of similar intellectual abilities;
- Provide an environment in which there is ongoing curriculum-based assessment as required;

- Provide the necessary transition planning and skills for successful entry into secondary school.

- *Placement: In a regular class with indirect support (secondary)*

Secondary schools are provided extra staffing allocations in order to address the needs of students formally identified with a giftedness exceptionality.

Developmental Disability Exceptionality

Students with a diagnosis of Intellectual Disability: Developmental Disability exceptionality, receive support in one of the following three placements:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom assistance;
- In-school resource supports/interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA) and/or Speech-Language Pathology and Audiology Services.

- *Placement: In a Special Education Developmental Education (DE) class.*

The Purpose of the Placement:
- Support the strengths and needs of students diagnosed with an Intellectual Disability;
- Modify the environment and provide methods of instruction that are compatible with the student's learning profile thereby enabling the student to experience academic, social and communication growth;
- Provide integration opportunities for students based on IEP goals within the wider school community;
- Provide a bridge between school and community with a strong focus on work skills, life skills, leisure, and recreational skills;
- Provide the opportunity to achieve a Secondary School Certificate of Accomplishment (CoA) or an Ontario Secondary School Certificate of Achievement (OSSC);
- Engage in a blend of alternative curriculum and work-place training, individualized to match strengths, interests, and needs.

- *Placement: In a Special Education Developmental Education (DE) class with partial integration*

On an individual basis, and following a PDT requested by the parent(s)/guardian(s) or the school's administration, students with a placement in the TVDSB's Special Education class (Developmental Education) may be considered for a placement in a *special education class with partial integration*. An IPRC meeting must be then held to amend a student's placement.

Developmental Education Class

Class Size:
- Elementary six (6) to ten (10) students

- Secondary six (6) to ten (10) students

System Supports:

- One (1) Special Education Teacher
- Two (2) Educational Assistants
- Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in a Developmental Education class:

A student who:

- Has been identified as exceptional through the IPRC process under the category of Intellectual: Developmental Disability;
- Has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Requires a higher level of structured monitoring, individual attention and planning around their particular learning profile and modification to the environment;
- Has had ongoing interventions in a regular classroom placement;
- Requires extensive support and program modification to access curriculum or alternative programming for the development of functional communication, literacy, and numeracy skills.

- *Placement: In a Special Education Developmental Education Work Experience (WE) class with partial integration (secondary).*

<u>The Purpose of the Placement:</u>

- Support students pursuing a 5-year school to work, or school to community, or school to post secondary pathway;
- Develop the requisite skills to participate in work experience placements in preparation for future employment;
- Provide the opportunity to access instruction in the regular class for the purpose of earning credits toward the achievement of an Ontario Secondary School Certificate.

Criteria for placement in a Work Experience Program:

A student who:

- Has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Demonstrates functional communication and literacy skills;
- Demonstrates functional numeracy and money sense;
- Is a motivated learning with consistent attendance and work ethic;
- Demonstrates independence and flexibility skills and the ability to follow two-step instructions;

- Has developed self-regulation and frustration coping skills sufficient to tolerate a dynamic work environment.

Physical Disability Exceptionality

Students with physical disabilities exceptionality receive support in the following placement:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom assistance;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA[3]);
- Ongoing and/or consultative services from other agencies.

Modifications for students with physical disabilities may include specialized equipment or furniture and assistance of support staff, in addition to appropriate curriculum modifications. Outside agencies such as TVCC and Home and Community Care Support Services (HCCSS), may provide ongoing and/or consultative services.

A student in a regular class with physical and/or multiple disabilities may be transported to a school or facility other than their home school if the home school does not have the appropriate plant modifications and/or specialized equipment and facilities to meet the student's needs.

A student with multiple disabilities, which include developmental and physical disabilities or physical and other health-related concerns, may be transported to a *Special Education* developmental class located in a school or facility which has appropriate plant modifications and/or specialized equipment and facilities to meet the student's needs.

Physical: Vision

Students identified with visual impairments exceptionality receive support in one of the following two placements:

- *Placement: In a regular class with indirect support.*

The Itinerant Vision Resource Teacher conducts a Functional Vision Assessment and makes recommendations for strategies to support learning and monitors the student's progress and continuing needs.

Supports may include:
- In-classroom assistance;

- In-school supports and interventions;
- Support from the Vision Resource Team;
- Specialized equipment or materials;
- Use of Assistive Technology to support the student in accessing the curriculum.

- *Placement: In a regular class with resource assistance*

Resource assistance is provided by a qualified teacher of students who are blind or low vision.

The Purpose of the Placement:
- Provide instruction in the alternative program areas of the Expanded Core Curriculum;
- Provide specific program accommodations and interventions based on the Functional Vision Assessment;
- Provide braille and tactile instruction with appropriately adapted instructional materials;
- Provide orientation and mobility training;
- Provide the support of a Transcriber Educational Assistant, as necessary.

Criteria for placement in a resource assistance placement:

A student who:
- Requires instruction in braille and the Expanded Core Curriculum based on the result of a Functional Vision Assessment and/or a Learning Media Assessment.

Students identified with a Blind and Low vision exceptionality receive supports in the following placement:

- *Placement: In a Provincial School for the Blind.*

Placement in the Provincial School for the Blind must be recommended through the IPRC process and is reserved for those students requiring instruction in an alternate medium to conventional print (e.g., Braille, large print, or intervention if deaf/blind). Final decision on acceptance and placement in a Provincial School require the submission of an application that is reviewed and approved by the Provincial and Demonstration Schools Branch.

Mild Intellectual Disability Exceptionality

Students identified with a Mild Intellectual Disability exceptionality receive support in the following placement:

- *Placement: In a regular class with indirect support.*

Supports may include:

- In-classroom assistance;
- In-school resource supports/interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA).

Specialized Classes and Program Locations in the Thames Valley District School Board (2023-2024)

Elementary	Secondary
Autism Spectrum Disorder	
Byron Somerset	Huron Park
Knollwood	Montcalm
Locke's	Parkside
University Heights	Saunders
Wilton Grove	Sir Frederick Banting
Winchester	Strathroy District Collegiate Institute
Accelerate Program	
Caradoc	NA
Forest Park	
Laurie Hawkins	
Wortley Road	
Developmental Education	
Algonquin	Arthur Voaden
Annandale	B. Davison
Arthur Stringer	Central Elgin Collegiate Institute
Ashley Oaks	London Central
Chippewa	Clarke Road
FD Roosevelt	College Ave
Harrisfield	East Elgin
Mary Wright	Glencoe
Mitchell Hepburn	Glendale
Sir Isaac Brock	Huron Park
Southwold	Ingersoll District Collegiate Institute
Summers Corners	Lord Dorchester
St. Georges	London South Collegiate Institute
Stoney Creek	Medway
W. Sherwood Fox	Montcalm
Wilfrid Jury	Oakridge
	Parkside Collegiate Institute
	Saunders
	Sir Frederick Banting
	Strathroy District Collegiate Institute
	Westminster
	Woodstock Collegiate Institute

Elementary	Secondary
Giftedness	
Orchard Park	NA
Mountsfield	
Deaf and Hard of Hearing	
Hillcrest	Montcalm
Transition Program	
Cleardale	Arthur Voaden
Elgin Court	Huron Park
Lord Nelson	Montcalm
North Meadows	Sir Wilfred Laurier
Westmount	Saunders
Winchester	

Standard 10: Individual Education Plans (IEPs)

The purpose of the standard is to inform the Ministry and the public about the ways in which the board is complying with Ministry requirements for implementing IEPs.

The Individual Education Plan (IEP)

- The ~~P~~principal is responsible for ensuring the implementation and review of the IEP.
- An IEP is a working document to support the student in their learning. The plan is based on the student's strengths and needs as informed by different types of assessments. It also contains learning goals and an outline of supports and services that help build the success of the student in their learning.~~.~~
- ~~One way that a~~An IEP may be developed for a student ~~is~~ upon ~~the~~ recommendation by~~of~~ the Program Development Team (PDT). This recommendation is based on assessment information indicating that specific accommodations and/or program modifications are required for instruction and assessment purposes in response to the student's individual strengths and needs.
- An IEP must be developed for all students identified as having a formal exceptionality through the Identification, Placement, and Review Committee (IPRC) process. An IEP must be developed within thirty (30) school days of the initial IPRC decision. ~~(Ministry of Education Regulation 181/98).~~
- The IEP is collaboratively developed by a team of people who know the student best. Members of the team include the parent(s)/guardian(s), the student's teacher(s), the Learning Support Teacher (LST), the ~~P~~principal and, where appropriate, the student.
- The parent(s)/guardian(s) know the student best and their input is integral to the development of a functional IEP.
- The p~~P~~arent(s)/~~G~~guardian(s) and student~~s~~ (who ~~are~~is sixteen (16) years of age or older) must be consulted in the development (including revision) of the IEP and must receive a copy upon completion.

Individual Education Plans ~~Development Process?~~ Communication Process~~??~~

Elementary

- IEP #1 will be completed and sent home within the first thirty (30) school days in compliance with ministry guidelines and will include program expectations from September until the end of January.
- IEP #2 will include program expectations from February until the end of June and will be sent home or posted to the Parent Portal, with the Term 1 Report Card.
- IEP #3 will offer an opportunity to personalize transition plans for the upcoming school year.

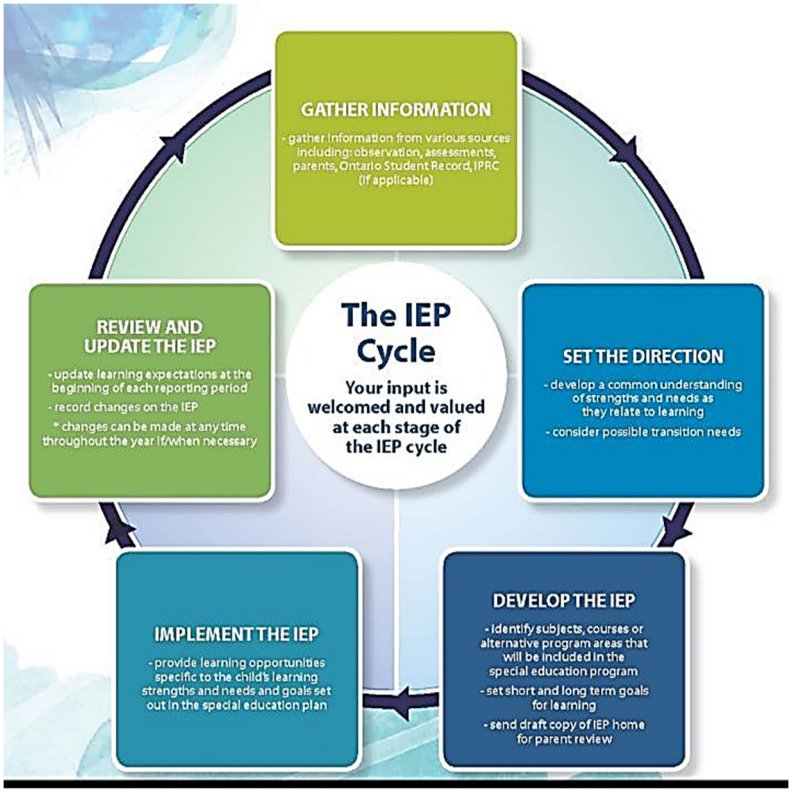
Secondary

- IEP #1 will be completed within the first thirty (30) school days in compliance with Ministry guidelines and will include program expectations from September until the end of the first semester.
- IEP #2 will be completed within thirty (30) school days of commencement of the second semester in compliance with Ministry guidelines and will include program expectations from September until the end of the second semester.

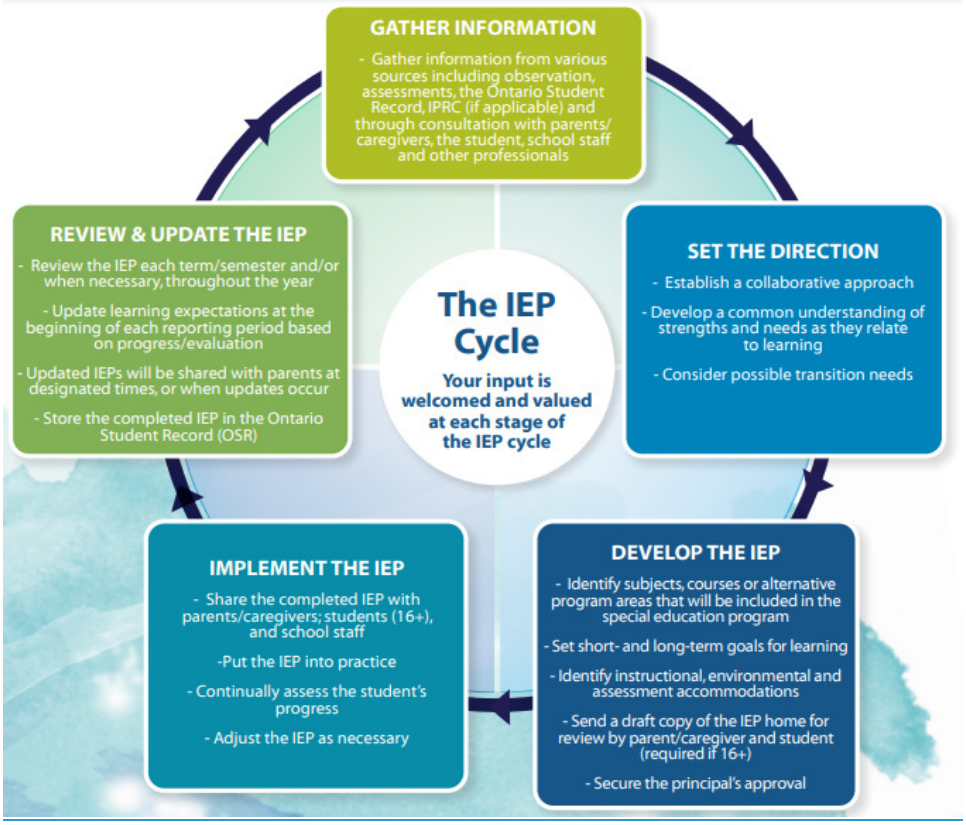
- ~~Individual Education Plans (IEPs) will be completed as follows:~~
- ~~IEP #1 will be completed within the first thirty (30) days of school in compliance with Ministry Guidelines and will include program expectations from September until the end of January;~~
- ~~IEP #2 will include program expectations from February until the end of June and will be sent home with the Term 1 Report Cards;~~
- ~~IEP #3 will address IPRC and waiver dates and offer an opportunity to personalize transition plans for the upcoming school year, as per PPM 156, and will be sent home with Term 2 Report Cards. This IEP will not include program expectations.~~
- The IEP includes a transition plan that outlines goals for the student as they move from grade to grade, school to school, and ~~/or~~ between school and post-secondary or ~~and the~~the community once high school is completed ~~(Program Policy Memorandum 156)~~.
- ~~The IEP must include a statement by which the pupil's progress will be reviewed (Reg 181/98).~~
- ~~The results of interventions must be documented for review and future planning.~~

The IEP Process (Former)

It is essential that the parent(s)/guardian(s) and student, as able, be involved throughout the IEP Cycle process.



REVISED VERSION IN IEP GUIDE



Process for Expressing Concerns Regarding the IEP

As indicated in the Parent Resource Guide: Supporting Student Success Together, this chart shows who a parent(s)/guardian(s) should contact, should they have concerns regarding the IEP. Parents/guardians are encouraged to immediately bring any concerns or questions about their student's IEP to the appropriate individuals listed below.

Supporting Student Success Together

This chart shows who you should talk to if you have a concern about your child's learning.

Your child's teachers

Your first step should be to talk to your child's teachers since they are responsible for planning and delivering your child's special education program every day.

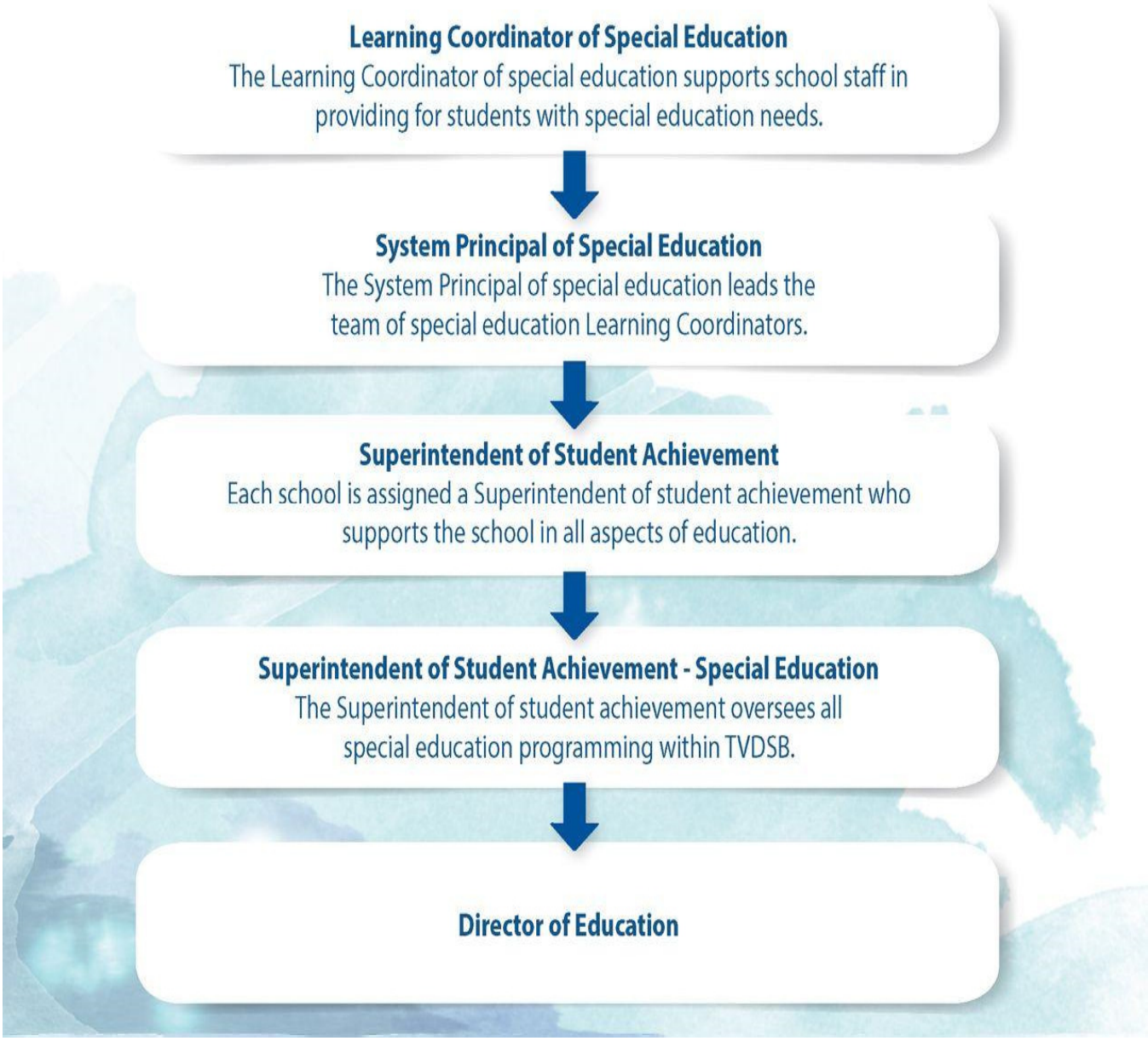
The Learning Support Teacher

The Learning Support Teacher in your child's school works with the teachers to plan your child's special education program. They may be able to answer some questions about your child's program.

The Principal

It is the Principal's responsibility to make sure that your child's program is in place. After talking to your child's teacher or Learning Support Teacher, you may speak with the Principal.

Hopefully any questions or concerns you have about your child's education needs can be answered by staff at your child's school. *If you still have questions after talking to the staff at the school, you may contact the following individuals who support special education at the Board level (519-452-2000).*



IEP Parent Guide

A Parent Resource Guide – Individual Education Plan (IEP)

IEP Reviews

In 2000, the Ontario Ministry of Education released ***Individual Education Plans: Standards for Development, Program Planning and Implementation***. Provincial Individual Education Reviews were conducted with all Ontario school boards as follows:

2001 – 2003 First Provincial IEP Review

2006 - 2007 Second Provincial IEP review

2011 – 2012 Third Provincial IEP Review

The Thames Valley District School Board follows an annual IEP Audit process to conduct a qualitative review of Individual Education Plans relative to the Provincial Standard. The last IEP audit was conducted during the ~~2021-2022~~2022-2023 academic school year.

Standard 11: Provincial and Demonstration Schools in Ontario

The purpose of the standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Provincial Schools

Provincial Schools may:
- Provide an alternative education option for students who are deaf, blind, deafblind or who have severe learning disabilities;
- Be accessed as a resource by Thames Valley District School Board (TVDSB) teachers/special education teachers;
- Provide pre-school home visiting services for students who are deaf, blind, or deafblind.

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 298.

When a student has received admission to a Provincial School, the Provincial School provides the parent(s)/guardian(s) with the Provincial Schools Transportation Form. Once completed, the form is sent to Student Transportation Services (STS) for processing and transportation arrangements are confirmed.

- The TVDSB has students typically attending four different Provincial Schools:
  - W. Ross Macdonald School: School for the Blind and Deaf (~~14~~ ??students);
  - Robarts School for the Deaf (~~30~~ 33 students);
  - Ernest C. Drury School for the Deaf (~~1~~0 students);
  - Amethyst School for students with Learning Disabilities (~~7~~ 7 students).

W. Ross Macdonald School: School for the Blind and Deafblind

- W. Ross Macdonald School is located in Brantford and provides a residential, alternative education option for TVDSB students who are blind, visually impaired, or deafblind. Programs at W. Ross Macdonald School are tailored to the needs of the individual student.
- These programs:
  - Are designed to help these students learn to live independently in a non-sheltered environment;
  - Are delivered by specially trained teachers;
  - Follow the Ontario curriculum developed for all students in the province;
  - Offer a full range of courses at the secondary level;

- Offer courses in special subject areas such as music, technological studies, family studies, physical education, and mobility training;
- Are individualized to offer a comprehensive "life skills" program;
- Provide a home-visiting program for parent~~(s)~~/guardian~~(s)~~ and families of preschool deaf-blind children to assist in preparing these children for future education.

- The Resource Services Department of W. Ross Macdonald may be accessed by TVDSB teachers to provide special learning materials, such as Braille materials, audiotapes, and large-print textbooks. Assessments and information sharing/expertise can also be accessed.

Provincial Schools for the Deaf

- The following Provincial Schools offer services for TVDSB deaf and hard-of-hearing students:
  - Robarts School for the Deaf in London is a day school serving Western Ontario;
  - Ernest C. Drury School for the Deaf in Milton is a residential school serving Central and Northern Ontario;
  - Centre Jules-Léger in Ottawa is a residential school serving francophone students and families throughout Ontario.
- These schools provide elementary and secondary school programs for deaf students from pre-school level to high school graduation. These programs:
  - Provide rich and supportive bilingual/bi-cultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
  - Are delivered by specially trained teachers;
  - Follow the Ontario curriculum developed for all students in the province.
- The Resource Services Department may be accessed by TVDSB teachers to provide consultative support as well as workshops, in-service, and information. The Resource Services Department also provides a home-visiting program for parent~~(s)~~/guardian~~(s)~~ and families of deaf and hard-of-hearing pre-school children delivered by teachers trained in pre-school and deaf education.

Demonstration Schools

- Provincial Demonstration Schools provide residential programs for students with severe learning disabilities. In addition, these schools have special programs for students with severe learning disabilities in association with attention deficit/hyperactivity disorder (~~ADD/~~ADHD). These are highly intensive programs that students may apply to attend/access for one year.
- The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a program for students with severe learning disabilities who require an additional level of social/emotional support.
-

- Application for admission to a Provincial Demonstration School is made on behalf of students by TVDSB, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.
- The following Demonstration Schools offer services for TVDSB students:
  - Amethyst School in London, with Learning Disability (LD) and LD/ADHD programs serving Western and North-Western Ontario;
  - Trillium School with the LEAD Program serving Central and Mid-Northern Ontario;
  - Centre Jules-Léger in Ottawa which is a residential school serving francophone students and families throughout Ontario.
- These schools provide special residential education programs for students between the ages of 5 and 21 years. These programs:
  - Enhance the development of each student's academic and social skills;
  - Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by TVDSB within two (2) years;
  - Provide, upon referral from schools, specialized consultative assistance for individual students;
  - Provide in-service and teacher education programs designed to share methodologies and materials with TVDSB staff.

Standard 12: Special Education Permanent Staffing Allocation ~~2022-2023~~2023-2024

The purpose of this standard is to provide specific details on board staff to the Ministry and to the public.

Special Education Staff	Qualifications	Elementary	Secondary	Total
TEACHING STAFF				
Learning Support Teachers	Spec Ed Part 1	217.4~~218.6~~	60.55~~58.35~~	277.95 ~~276.95~~
Teachers for self-contained classes				
Developmental Education Classes	Spec Ed Part 1	32.0~~34.0~~	89.0~~85.0~~	121.0~~119.0~~
Gifted Special Education Classes (Elementary) / Lines (Secondary)	Spec Ed Part 1	4.0	4.70	8.7
ASD Special Education Classes (Elementary) / Resource Withdrawal (Secondary)	Spec Ed Part 1	6.0	6.00	12.0
Deaf and Hard of Hearing Special Education Classes (Elementary~~.~~) / Resource Withdrawal (Secondary~~.~~)	Spec Ed Part 1	2.0	1.0	3.0
Transition Classes (Elementary) / Resource Withdrawal (Secondary)	Spec Ed Part 1	6.0	5.0	11.0
Accelerate Special Education Classes (Elementary - Junior)	Spec Ed Part 1	4.0	-	4.0
Total Number of Special Education Classroom Teachers		54.0~~56.0~~	105.7~~101.7~~	159.7~~157.7~~
Special Education Classes (Prep)	N/A	10.52~~10.9~~	33.09~~31.85~~	43.61~~42.75~~
Total Special Education Classes Staffing (Classroom Teachers / Prep)		64.52~~66.9~~	138.79~~133.55~~	203.31~~200.45~~
Other special education teachers				
Itinerant Teachers (Hearing – 7.0, Vision Resource – 12.0)	Hearing: Additional Qualification - Teaching Students Who Are Deaf or Hard of Hearing Vision: Additional Qualification – Teaching Students Who Are Blind/Low Vision	19.0		19.0
Teacher On Special Assignment (TOSA)	Spec Ed Part 1	16.0	5.0~~4.0~~	21.0~~20.0~~
Teachers on Special Assignment (TOSA), Assistive Technology	Spec Ed Part 1	9.0		9.0
Learning Coordinators	Spec Ed Specialist	8.0	4.0	12.0

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Special Education Staff	Qualifications	Elementary	Secondary	Total
System Principals	PQP 2	2.0		2.0
EDUCATIONAL ASSISTANTS				
Educational Assistants	N/A	767.15	221.0	988.15
☐ Special Incident Portion (SIP)	N/A	18.0~~17.0~~	24.0~~25.0~~	42.0
Total Educational Assistants		785.15~~784.15~~	245.0~~246.0~~	1030.15
COMPUTER TECHNICIANS				
Technical Support Analysts (TSA)	N/A			5.50
OTHER PROFESSIONAL RESOURCE STAFF				
Manager~~s~~, Professional Student Services	Masters			1.0~~2.0~~
Supervisors, Speech-Language Pathology and Audiology Services	Masters			1.0
Supervisor, Social Work and School Counselling	Masters			1.0
Supervisor, Psychological Services	Masters			1.0
Psychological Services	Bachelors Masters PhD			31.8
Speech-Language Pathology and Audiology Services	Bachelors			36.5
Audiologists	Masters			1~~1~~.0
School Counselling and Social Work Services	Bachelors			29.3
Board Certified Behaviour Analyst (BCBA)	Masters			9.0~~11.0~~
Special Equipment Allocation Project Coordinator	N/A			1.0
Special Education Allocation Assistant	N/A			0.75

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Standard 13: Staff Development

The purpose of the standard is to provide details of the board's professional development plans for special education staff to the Ministry and to the public.

The goal of Special Education Staff Professional Learning~~Development~~ is to develop the capacity of administrators and staff in each of our schools to provide the best possible learning experience for all students in that school's community. By providing the classroom teacher and support personnel with a variety of learning strategies and access a wide range of in-school and system resources, we create the opportunity for the educational experience of every student individualized to student's strengths, interests, and needs.

Special Education ~~S~~staff are surveyed annually on their personal and school based professional learning needs related to Special Education programs and services.

~~**Involving the Stakeholders**~~

- The Thames Valley District School Board's (TVDSB) Special Education Advisory Committee (SEAC) is asked to provide feedback to staff related to professional learning~~development~~ opportunities for school-level staff. This includes ~~,~~ but is not limited to when reviewing Special Education programs.
- System personnel are required to be current in their understanding of Ministry policies and legislation which have an impact on Special Education. This information is presented to ~~P~~principals and school Special Education personnel who in turn are responsible to implement new policy and legislative directions at the school level.

Ongoing Review of Staff Professional Learning~~Development~~ Needs

- The TVDSB SEAC and staff from Learning Support Services have identified the need to continue to provide regular and coordinated professional learning for school staff across employee groups in order to facilitate the understanding of issues and current research.
- The staff professional learning ~~development~~ and training programs of the TVDSB include programs and workshops provided by community agencies and recognized experts from the region and province.
- Staff professional learning~~development~~ will also take place at the direction of the Ministry of Education as required.
- The Special Education ~~d~~Department regularly reviews priorities requiring additional professional learning~~development~~ opportunities for school and system staff. These reviews take place at weekly meetings, and are influenced by feedback to department staff that is received during SEAC meetings, Special Education Coordinators meetings, Joint Health and Safety Meetings, and Labour Management Meetings.

Awareness of Professional Learning~~Development~~ Opportunities

It is the practice of the board to encourage and support the professional learning~~development~~ of its entire staff. The board allocates funds in its annual budget for conferences, workshops, specific short

courses, and in-service programs for all staff. Special education staff are encouraged to make use of these funds. Similarly, special education staff may apply to use funds available from their respective teachers' federations. In addition to these general funds, the board directs funds to specific special education in-service and other staff learning~~development~~ opportunities.

Professional learning~~l development~~ opportunities are announced through the TVDSB's weekly email Learning Support Services Memorandum that is distributed to school administrators. All staff have access to the LSS SharePoint site where LSS Memos are posted and stored. Additionally, Special Education Learning Coordinators provide LSTs and other system staff with information about upcoming professional learning ~~development~~ opportunities through, for example, but not limited to, monthly LST meetings, the LST Outlook Group~~.~~, Social Media and the TVDSB website.~~, et cetera.~~

Communication of the Special Education Plan

Once approved by the Board of Trustees, on an annual basis, the TVDSB's Special Education Plan is submitted to the Ministry of Education. A link to the plan is on the board's external website. Special Education Department staff are informed of revisions to the plan through staff meetings. Administrators and staff are informed of changes to the Special Education Plan through a variety of means such as, but not limited to LSS Memos, monthly elementary and secondary administrator meetings (TVACE/TVSAC). To help ensure that school level practices and processes align with the Special Education Plan, LSTs will have an opportunity to review the Special Education Plan at the first LST meeting of the school year and all subsequent meetings throughout the year.

Professional Learning~~Development~~ and Training

Mental health and well-being for students, families, and staff continues ~~has been~~ to impact~~at the forefront of~~ our system planning ~~-~~secondary to the disruptions to routines and learning patterns. ~~during the unprecedented challenges of the COVID-19 pandemic. The disruption to normal routines and learning patterns has caused us to rethink our strategies to ensure we are being responsive to the unique learning and well-being needs of each student. We know that family life has been affected by the massive change in lived experiences, from employment to domestic arrangements to school routines. The impact of the disruption and uncertainty from the COVID-~~

~~19 pandemic will have lingering effects upon every aspect of our programming.~~ Providing support for staff, students and families will be a necessary aspect of our professional learning ~~development~~ and program delivery.

~~The plans for all professional development offerings in the upcoming year will remain grounded in our ability to reflexively respond to the changing variables in our circumstances. A systemwide commitment to collaboration across teams will ensure that staff learning opportunities are developed and delivered in a manner that respects our district values, including the importance of anti-oppression, human rights, and equitable practices. We are confident that this approach~~

~~will ensure that our program delivery will align with the Thames Valley District School Board's Operational Plan.~~

- Priorities for professional learning are determined to include the following;~~staff development include the following:~~
  - Implementation plans for new and/or revised Ministry policies and documents;
  - Content related to exceptional students ~~identified at individual schools~~;
  - Recommendations from Learning Support Services that examine system programs and placements;
  - Areas or gaps that can be addressed through staff development and have been identified by Learning Support Services staff working in consultation with members of SEAC.

- Professional Learning opportunities~~Staff development is~~ are provided in a variety of formats such as, but not limited to:
  - Targeted professional learning through collaboration supported by Special Education Learning Coordinators, Teachers on Special Assignment, and Professional Student Services staff;
  - Workshops on system and site-based professional activity days and during summer in-service sessions;
  - Monthly Learning Support Teacher meetings;
  - School and system training throughout the school year as required to develop an understanding of new and existing Ministry requirements;
  - School and system training on new assessment procedures and/or materials;
  - Workshops provided by outside sources such as TVCC or Child and Parent Resource Institute (CPRI) attended by designated staff;
  - Conferences attended by designated staff such as Coaching to Inclusion, Building Inclusive Communities, the Geneva Centre for Autism International Symposium, and the Learning Disabilities Conference;
  - Collaboration between system staff and a variety of community groups on workshops and conferences;

- Ongoing in-service to new teachers as well as new administrators;
- Dedicated professional learning series for Educational Assistants;
- Continuing training in areas such as Behaviour Management System (BMS), Individual Education Plan (IEP) development;
- Under the auspices of System Staff Development, professional learning related to Special Education is included in the New Administrator Professional Learning Series, New Teacher Induction Program and Occasional Teacher Training Opportunities.

- The budget allocation dedicated to the staff development plan in the area of special education, includes funding for the following activities:
  - Professional learning opportunities for system support staff and special education teachers;
  - Release funds for school staff to participate in system staff development;
  - Collaboration funding for school teams to participate in targeted professional learning with system support staff;
  - Cost-sharing of joint curriculum and special education professional learning opportunities;
  - Cost-sharing of professional learning opportunities and parent information sessions with community partners;
  - Purchase of online courses for administrators, teachers, educational assistants, and Professional ~~.~~Student Services staff.

- In ~~2021-2022~~2022-2023, the TVDSB engaged in cost-sharing arrangements for staff professional learning~~development~~ with the following agencies/organizations:
  - London District Catholic School Board;
  - ~~-~~TVCC;~~-~~
  -
  - ~~-~~Aspire UWO

Standard 14: Equipment

The purpose of the standard is to inform the Ministry, board staff members and other professionals, and parents about the provision of individualized equipment for some students with special needs.

Equipment

- The Thames Valley District School Board (TVDSB) is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs.
- Student equipment needs are identified through the Program Development Team (PDT) process and documented, as appropriate, during the Identification, Placement, and Review Committee (IPRC) and Individual Education Plan (IEP) process(es). (See Standard 5 and Standard 10 of this Guide for more information). Recommendations are received from board professional personnel and community professional practitioners. Professional assessments can come from a Psychologist, Psychological Associate, Optometrist, Ophthalmologist, Occupational Therapist, Physiotherapist, Speech-Language Pathologist, and specialist teachers of the blind, deaf or deaf-blind.
- There are two types of Special Equipment Amount (SEA) claims:
  - SEA Per Pupil Amount (PPA) (computer hardware, software, and related equipment);
  - SEA Claims-based Amounts (i.e., lifts, Braille Readers, furniture~~, etc.~~).

Required Documentation for All SEA Per Pupil Amount (PPA) Applications

- An assessment from an appropriately qualified practitioner, **or** consultation and review of school-based data and evaluation with a qualified practitioner;
- A PDT summary;
- An IEP or Pending IEP application form;
- A copy of the student's current IEP that provides evidence of the intended use of the equipment in the student's program;
- Evidence of proof of purchase, such as a copy of a paid invoice;
- The p~~P~~arent(s)/guardian(s) is informed and acknowledgment of initiation of SEA Application Process is noted in student IEP Consultation Log **and** the completion of the SEA Process Initiation Document.

Note: Students do not have to be identified as exceptional students through the IPRC process for boards to apply for SEA funding.

Required Documentation for All SEA Claims Based Equipment

- An assessment or assessments from an appropriately qualified professional;
- A PDT summary;
- A pending IEP application form;
- Evidence of proof of purchase, such as a copy of a paid invoice;
- A copy of the student's current IEP that provides evidence of the intended use of the equipment in the student's program;
- The p~~P~~arent(s)/guardian(s) is informed and acknowledgment of initiation of SEA Application Process is noted in student IEP Consultation Log **and** the completion of the SEA Process Initiation Document.

Note: Students do not have to be identified as exceptional students through the IPRC process for boards to apply for **SEA Claims-Based funding. The equipment needs must be documented by an assessment or assessments from an appropriately qualified professional.**

- ~~A~~ A SEA application is completed by the Learning Support Teacher (LST) and forwarded through the SEA Automation process to the school's area Special Education Learning Coordinator for processing.
- ~~Criteria for Specialized Equipment:~~
  - ~~Practitioner's report (Occupational Therapist, Physiotherapists, Psychologist/Psyco, Speech-Language Pathologist, etc.);~~
  - ~~Student must be on an IEP;~~
  - ~~Parent(s)/guardian(s) acknowledgement for the SEA application.~~
- The Ministry of Education allocates to school boards SEA revenue generated from the SEA PPA~~per Pupil Amount~~ and SEA Claims-based Amounts for expenses exceeding $800.00. The board is responsible for SEA approved equipment costs equal to and less than $800.00.
- All specialized equipment is the property of TVDSB and is allocated at the discretion of the board. Any required repair for maintenance will be provided by the board. Repairs and maintenance concerns are to be shared with the LST of the school.

Standard 15: Accessibility of School Buildings

The purpose of the standard is to provide the Ministry with further details of the board's multi-year plan, which was previously submitted to the Ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

Accessibility

Developed by our multi-disciplinary Accessibility Working Group, which includes representatives from Thames Valley District School Board (TVDSB) and community partners, the TVDSB's multi-year Accessibility Plan can be accessed here.

The TVDSB is committed to fulfilling its responsibilities under the Ontario Human Rights Code, and under AODA and the Integrated Regulation, in a way that ensures equitable access to its buildings, programs and services for all of the students, families, employees, and members of the public who collectively make up the TVDSB community. The TVDSB commits to achieving its accessibility goals in a way that promotes and ensures respect for every person's human rights, dignity and independence. An accessible TVDSB is therefore comprised of two, equally important elements:

1. Policies, procedures, and practices that promote inclusion in all aspects of service delivery for students, families, staff, and members of the public; and
2. Individual accommodations that meet the needs and ensure the success of every TVDSB student and employee.

Process(es) for Improving Accessibility

- The Learning Support Services staff and School Administrators identify immediate and anticipated accessibility needs to be addressed at specific school sites based upon existing and anticipated students enrolled at each school.
- The Ministry of Education provides capital renewal grants on an annual basis. A percentage of these funds are then prioritized to accessibility improvements. Facilities Services staff work collaboratively with Learning Support Services staff to determine an appropriate priority for these capital projects.
- Members of the public can obtain a copy of the completed Plan from the TVDSB website, annual Special Education Advisory Committee (SEAC) presentation, annual TVDSB presentation to the Board of Trustees, or by contacting Learning Support Services.

- A list of accessibility features at each school and board site can be found on the board's website. The Plan is also available in alternate accessible formats. Arrangements are made upon request by submitting a Community Accommodation Request form or by contacting the TVDSB Diversity and Equity Coordinator, Andrea Marlowe (519) 452-2000 ext. 20515

Feedback

For concerns regarding the accessibility of services offered by the TVDSB, please contact us or complete an Accessibility Feedback Form.

Projects Completed or in Progress During the ~~2021-2022~~2022-2023 School Year

The following projects were completed in response to individual student needs and AODA audits:

~~A.J. Baker P.S. – Provide auto-door operator to playground door~~
~~Aberdeen P.S. – Provide elevator and universal washrooms~~
~~Adelaide W.G. MacDonald - Provide auto-door operator on main entrance, and universal washroom~~
~~Algonquin P.S. - provide tactile indicators at stairs~~
~~Emily Stowe P.S. – Renovate existing washroom for student~~
~~Eva Circé Coté F.I.P.S. – Provide auto-door operator to playground door~~
~~Northbrae P.S. – Provide concrete ramps to entrances~~
~~Old North P.S. – Painting highlights for vision disability~~
~~Port Burwell P.S. – Provide elevator and barrier free washrooms~~
~~Sir Arthur Currie P.S. - Painting highlights for vision disability~~
~~Thamesford P.S. - Stair tactile indicators~~
~~Westminster Central P.S. - Painting highlights for vision disability~~

~~Central Elgin Collegiate Institute – Provide elevator and universal washrooms~~
~~Clarke Road S.S. – Elevator modernization~~
~~College Avenue S.S. – Provide mag-hold open devices on corridor doors~~
~~East Elgin S.S. - Provide keypad to universal washroom~~
~~H.B. Beal S.S. – Provide auto-door operators at cafeteria and library~~
~~Huron Park S.S. - Stair nosing paint highlighting and tactile indicator~~
~~Ingersoll district Collegiate Institute – Provide lift at stage~~
~~Lord Dorchester S.S. - Provide elevator and universal washrooms~~
~~Montcalm S.S. – Provide universal washroom on second floor~~
~~Saunders S.S. – Provide universal washroom~~
~~Sir Wilfrid Laurier S.S. - Provide stair tactile indicators~~
~~Strathroy District Collegiate Institute - Painting highlights for vision disability~~

~~Vansittart Woods Environmental Education Centre - Painting highlights for vision disability, and tactile indicators~~

~~Woodstock Collegiate Institute – Provide universal washroom~~

Aberdeen P.S.	– Phase 2: Provide elevator and two (2) universal washrooms
Ashley Oaks P.S.	– Elevator modernization, remove therapeutic pool room
Byron Southwood P.S.	– Vision painting
Caradoc P.S.	– Install slip resistant porcelain tile on sloped floor
Cleardale P.S.	– Barrier free parking alteration
Evelyn Harrison P.S.	– Upgrade stair lift
Glen Cairn P.S.	– Vision painting
Innerkip Central P.S.	– Vision painting
Masonville P.S.	– Provide additional barrier free parking
Northbrae P.S.	– Provide ramp to exterior playground
Port Burwell P.S.	– Phase 3: Barrier free upgrades
Rick Hansen P.S.	– Elevator modernization
Springbank P.S.	– Provide tactile indicators at drinking fountain
Straffordville P.S.	– Vision painting, tactile indicators
W. Sherwood Fox P.S.	– Painting for vision disability
Wilfrid Jury P.S.	– Provide power door operator to barrier free washroom and playground entrance
Woodland Heights P.S.	– Vision painting
Zorra Highland Park P.S.	– Provide sloped sidewalk from entrances
B. Davison S.S.	– Elevator modernization
Central Elgin C.I.	– Provide elevator and universal washrooms, construct life skills kitchen
Clarke Road S.S.	– Renovate therapeutic pool room
Ingersoll District C.I.	– Phase 2: Gym upgrades
London South C.I.	– Provide power door operators and replace stairwell doors
Lord Dorchester S.S.	– Barrier free upgrades
Sir Frederick Banting S.S.	– Renovate Developmental Education centre
Strathroy District C.I.	– Vision painting
Westminster S.S.	– Provide barrier free access to stage
Blossom Park Education Centre	– Phase 1: Accessibility upgrades

Standard 16: Transportation

The purpose of the standard is to provide details of the board's transportation policies to the Ministry and to the public.

Provision of Transportation for Exceptional Students

- The Thames Valley District School Board's (TVDSB) Transportation Policy outlines that the board, specifically the Special Education ~~d~~Department staff, ~~-~~will approve and direct the service parameters of Southwestern Ontario Student Transportation Services (STS) on an annual basis.

- STS will make special transportation arrangements for TVDSB students who have been identified and approved by the school board having a placement in a Special Education classroom as outlined in Standard 9.~~. either:~~
  - ~~A permanent physical, mental, or emotional disability that prevents them from safely getting to and from their board-designated school;~~
  - ~~**A**~~

Students with a ~~-P~~placement in a Special Education C~~c~~lassroom~~ as outlined in Standard 9.~~

- ~~Parent(s)/Guardian(s) in conjunction with the school, will need to complete the Special Transportation Application annually.~~

- STS will manage and administer all of the board's home-to-school transportation for exceptional students who attend the following programs:~~. through an application process~~:
  - System Special Education classes (Developmental Education, Accelerate, Hearing, Giftedness, Autism Spectrum Disorder and Transition);
  - Education and Community Partnership Program (ECPP) day treatment programs offered through Vanier Children's Services, The Child and Parent Resource Institute (CPRI) or Wellkin Child and Youth Mental Wellness;
  - Provincial and Demonstration Schools (day students only).

Students in a Regular Class Placement

- For students in a regular class placement, who may require specialized transportation to their designated home school, a Special Transportation Form will be completed by the school in collaboration with the parent(s)/guardian(s) and submitted to STS. Forms will be completed through collaboration between the parent(s)/guardian(s) and school-based staff, and in

consultation with Special Education Learning Coordinators and school principals. Submitted forms are reviewed by the System Principal of Special Education to determine eligibility.

- Qualifying students will have a permanent disability that prevents them from safely getting to and from their board-designated school.

- To access this support, it must be demonstrated that other interventions have been implemented or considered and be deemed not appropriate or successful by the System Principal of Special Education.

- To access this support, an Individual Student Transportation Plan (ISTP) is developed and implemented by the school in consultation with the parent(s)/guardian(s), and in consultation with the Learning Coordinator/Program Development Team to support planning.

- Prior to specialized transportation being considered, a bus monitor to support the ISTP on regular transportation will be considered.

- ~~For students in regular class programs who require specialized transportation to their designated school, a Special Transportation Application Form may be completed by the school and parent(s)/guardian(s) and submitted to STS.~~

- Specialized Transportation arrangements ~~will~~ may be made by the TVDSB on behalf of students with a permanent ~~physical, mental, or emotional~~ disability that prevents them from safely getting to and from their board-designated school to access Summer School Programs.

- A determination as to whether the student will be transported with other students or separately is made by the System Principal of Special Education upon application by the school ~~P~~principal.

- An ISTP ~~individual school transportation plan~~ is developed for each student who requires Specialized Transportation. An ~~individual~~ ISTP~~transportation plan~~ is a written plan that details:
  - How each student will board, be secure while driving, and de-board;
  - What assistance students may need while boarding, securing themselves, or de-boarding;
  - Responsibilities of the students, the parent(s)/guardian(s), the driver(s), school staff, the school board, and the transportation company.

- Criteria related to safety, considered by STS during the selection of transportation providers for all exceptional students, includes but is not limited to the following:
  - Drivers must have first-aid training;
  - School buses are equipped with a two-way radio and contact with the Operator's main dispatcher is maintained at all times during scheduled runs;
  - School principals or a designate complete bus safety documentation to ensure school bus drivers and STS are aware of students that require any special care or strategies for a safe school bus ride;
  - Wheelchairs must be secured while being transported;
  - Criminal record checks must be completed for drivers and bus monitors.

Standard 17: The Board's Special Education Advisory Committee

The purpose of the standard is to provide details of the operation of the board's Special Education Advisory Committee (SEAC) to the Ministry and to give the members of the public information to which they are entitled.

SEAC was established in compliance with Regulation 464/97.

SEAC Roles and Responsibilities

The Thames Valley District School Board (TVDSB) Special Education Advisory Committee (SEAC) has the following roles and responsibilities:

- To make recommendations to the Board of Trustees in any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board. SEAC activities which support this role include:
  - Receiving and responding to reports about Special Education programs and services;
  - Collaborative development of Special Education Resources for parent~~(s)~~/guardian~~(s)~~ and staff related to the Identification, Placement, and Review Committee (IPRC), the Individual Education Plan (IEP), effective communication practices and parent(s)/guardian(s) engagement;
  - Discussing program recommendations that are presented by staff and/or sub-committees;
  - Bringing forward issues for discussion by administration and/or the Board of Trustees;
  - Sharing information about association activities and issues.
- To participate in the annual review of the Special Education Plan. SEAC activities which support this role include:
  - Reviewing changes to the Standards at SEAC meetings during the ~~2022-2023~~2023-2024 school year;
  - Participating in sub-committees involved in reviewing sections or parts of the Special Education Plan;
  - Reviewing changes to the Plan and providing feedback to the staff and Board of Trustees.
- To participate in the annual budget process for Special Education. SEAC activities which support this role include:
  - Receiving one or more presentations from administration about the budget process and key issues;
  - Reviewing the financial statements of the board as they relate to Special Education;
  - Having the opportunity to ask questions, offer suggestions and provide feedback throughout the budget process;
  - Having the opportunity to make presentations to the Planning and Priorities Advisory Committee and/or Board meetings, as applicable, about proposed expenditures or funding allocations.

- To communicate with parent~~(s)~~/guardian~~(s)~~ and members of the public about Special Education programs and services and the activities of SEAC.

SEAC activities which support this role include:

- Holding open meetings which members of the public can attend;
- Developing and distributing information about Special Education and SEAC;
- Distributing information and consulting with members of the associations represented by SEAC members;
- Providing input into the board website and publications which provide information about Special Education;
- Participating in the Thames Valley Parent Involvement Committee events by sharing information on the role of SEAC;
- Increase awareness of Ministry of Education Special Education resources, including the Ministry of Education and SEAC websites.

- To interact with other Ministries.
- SEAC activities which support this role include:
  - Responding to Ministry of Education consultations on Special Education policy and procedures;
  - Responding to government consultations on programs and policies which may impact on students who require Special Education programs and services;
  - Consulting and collaborating with other Ministries, community partners and agencies regarding the development or changes in services and programs which may affect students who require Special Education.

Role of TVDSB

- To provide personnel and facilities necessary for the proper functioning of this committee.
- The work of SEAC is supported by the following Administrative Resource Staff to the Committee:
  - Riley Culhane, Associate Director
  - Andrew Canham, Superintendent of Student Achievement
  - Matthew Chevalier, System Principal
  - ~~Roseanne Ferrara~~Cheryl Nichols, System Principal
  - Tammy Waller Gordon, Elementary Principal
  - Amy Shamoon, Elementary Principal
  - ~~Tiffany Birtch, Secondary Principal~~
  - Mike Phillips, Secondary Principal
  - Renee Shave, Secondary Principal

SEAC Meetings

SEAC meetings occur on either the first or second Tuesday from 12:15 p.m. to 2:45 p.m., or the first or second Monday from 6:30 p.m. to 9:00 p.m. each month (with the exception of December and May). Meetings are held at the TVDSB Education Centre at 1250 Dundas Street East, London, Ontario unless otherwise scheduled. The proposed schedule for ~~2022-2023~~2023-2024 is as follows.

~~2022-2023~~2023-2024 Special Education Advisory Committee Meeting Dates

~~Monday, September 12, 2022 6:30 p.m.~~
~~Monday, October 3, 2022 6:30 p.m.~~
~~Tuesday, December 6, 2022 12:15 p.m.~~
~~Tuesday, January 10, 2023 12:15 p.m.~~
~~Tuesday, February 7, 2023 12:15 p.m.~~
~~Monday, March 6, 2023 6:30 p.m.~~
~~Monday, April 3, 2023 6:30 p.m.~~
~~Tuesday, May 2, 2023 12:15 p.m.~~
~~Monday, May 15, 2023 6:30 p.m.~~
~~Tuesday, June 6, 2023 12:15 p.m.~~
Monday, September 11, 2023 6:30 p.m.
Tuesday, October 3, 2023 12:15 p.m.
Monday, November 6, 2023 6:30 p.m.
Tuesday, January 9, 2024 12:15 p.m.
Tuesday, February 6, 2024 12:15 p.m.
Monday, March 4, 2024 6:30 p.m.
Monday, April 8, 2024 6:30 p.m.
Monday, May 6, 2024 6:30 p.m.
Tuesday, May 21, 2024 12:15 p.m.
Tuesday, June 4, 2024 12:15 p.m.

Members of the public are welcome and encouraged to attend.

SEAC Membership

SEAC consists of three trustees, representatives of local associations and additional members committed to furthering the interests of students with special education needs.

Special Education Advisory Committee Membership ~~2019-2022~~2022-2026

ASSOCIATION	REPRESENTATIVE	ALTERNATE
SCHOOL BOARD TRUSTEES		
TVDSB – Trustee	~~Barb Yeoman~~ ~~b.yeoman@tvdsb.ca~~ Beth Mai b.mai@tvdsb.ca	NA
TVDSB – Trustee	Lori-Ann Pizzolato l.pizzolato@tvdsb.ca	NA
TVDSB - Trustee	Sherri Moore sherri.moore@tvdsb.ca	NA
SECTION 2 **LOCAL~~TION~~ ASSOCIATIONS (MAX 12)**		
Association for Bright Children www.abcontario.ca	~~Christine Thammavongsa~~ ~~thammavo@oxford.net~~Erin Moody Jones erinmoody6@hotmail.com	~~Beth Mai~~ ~~President.abclondon@gmail.com~~Tracy Leckie tracyleckie@gmail.com
Autism Ontario 1340 Dundas St. E., London, ON N6G 2V9 Phone: 519-433-3390 autismontariolondon@bellnet.ca www.autismontario.com/london	Tanya Jewel Tanya.jewel@autismontario.com ~~Chris Magowan~~ ~~info@allandevery.ca~~	Vacant
~~**Community Living London**~~ ~~190 Adelaide Street South~~ ~~London, Ontario N5Z 3L1~~ ~~www.cll.on.ca~~	~~Barbara Furac~~ ~~barb.furac@cll.on.ca~~	~~Vacant~~

ASSOCIATION	REPRESENTATIVE	ALTERNATE
Easter Seals Ontario One Concorde Gate, Suite 700 Toronto, Ontario M3C 3N6 Toll Free: 1-800-668-6252 easterseals.org London Office 2265 Oxford Street W., Unit 1 London, Ontario N6K 4P1 Phone: 519-432-9669	~~Alison Morse~~ ~~amorse@easterseals.org~~ Amanda Murray Amanda.murrayT6@yahoo.com	~~Amanda Murray~~ ~~Amanda.murrayT6@yahoo.com~~Alison Morse amorse@easterseals.org
~~**Epilepsy Southwestern Ontario**~~ ~~690 Hale Street~~ ~~London, Ontario N5W 1H4~~ ~~Phone: 519-433-4073~~ ~~Executive Director:~~ ~~Michelle Franklin~~ ~~www.epilepsyswo.ca~~	~~Bob Harvey~~ ~~bsharvey@execulink.com~~	~~Vacant~~
Inclusion Action Ontario 53 Robertson Dr. Stratford, ON N5A 0J6 contact@inclusionactionontario.ca	Paul Cook ed@ldalondon.ca	
Learning Disabilities Association of London Region 303 Richmond Street Unit 205 London, Ontario N6B 2H8 Phone: 519-438-6213 www.ldalondon.ca	Deborah Shore Reid supportgroup@ldalondon.ca	Vacant ~~Paul Cook~~ ~~ed@ldalondon.ca~~
Vanier Children's Services 871 Trafalgar Street London, ON N5Z 1E6 Phone:519-433-3101 www.vanier.com	Darlene Wierski-Devoe dwierski@vanier.com ~~Carol Fortnum~~ ~~cfortnum@vanier.com~~	Carol Fortnum carol@fortnumgroup.com ~~Sheri Grabstas~~ ~~accounting@vupointsystems.ca~~
VOICE for Deaf and Hard of Hearing Children admin@voicefordeafkids.com www.voicefordeafkids.com 302-177 Danforth Avenue Toronto, OntarioM4K 1N2 Phone: 416-487-7719	Michele Barbeau michelebarbeau65@gmail.com	~~Vacant~~ Vickie Hlady-MacDonald vhladymac@gmail.com

SECTION 2 ORGANIZATIONS ~~MEMBERS AT LARGE~~ADDITIONAL MEMBERS (6)		
The Children's Aid Society of London & Middlesex		

P.O. Box 7010, 1680 Oxford St. London, Ontario N5Y 5R8 Phone: 519-455-9000 www.caslondon.on.ca	Paula Szabo paula.szabo@caslondon.on.ca	Mike Cvetkovich Mike.Cvetkovich@caslondon.on.ca
Community Services Coordination Network (CSCN) www.cscn.on.ca	Judy Wright judywright@cscn.on.ca	Cassie Krygsman cassiekrygsman@cscn.on.ca
Fetal Alcohol Spectrum Disorder Network fasdelmo@gmail.com www.fasdelmo.wordpress.com	~~Tracy Grant~~ ~~ss12grants@gmail.com~~ Craig Read craigread@rogers.com	~~Wendy Conforzi~~ ~~con4zi@rogers.com~~ Tracy Grant ss12grants@gmail.com
London Autism Developmental Disabilities Support Group	Suzanne Young suzanne_young1@hotmail.com	Christina Devlin Christina.m.devlin@gmail.com
~~**TVCC**~~ ~~779 Baseline Road East~~ ~~London, ON N6C 5Y6~~ ~~Phone: 519-685-8700~~ ~~www.tvcc.on.ca~~	~~Janet Gritzan~~ ~~janet.gritzan@tvcc.on.ca~~	~~Colleen Willoughby~~ ~~Colleen.willoughby@tvcc.on.ca~~
~~**Thames Valley Council of Home and School Association**~~ ~~www.tvchsa.com~~	~~Sarah Thomson~~ ~~sarahoelke@hotmail.com~~	~~Teresa Lopez~~ ~~Teresa.lopez@rogers.com~~
London Down Syndrome Association	Rhonda Askew treasurer@ldsa.ca	Norman Askew vicepresident@ldsa.ca
Alden Charles	Alden Charles Mr.aldencharles@gmail.com	
~~**Munsee-Delaware Nation**~~[1] ~~www.munsee.ca~~	~~Karen Snake~~ ~~karenbsnake@gmail.com~~	~~Vacant~~

Members of the public are encouraged to make their views known to SEAC by requesting a delegate presentation to SEAC, contacting representatives directly, using the 'Contact us' link on the Special Education page of the TVDSB website, or calling the Special Education ~~d~~Department at the board office (519-452-2000 ext. 20335).

SEAC Activities

~~[1] This remains, as of June 2022, a non-voting membership. This is currently being reviewed in consultation with the three (3) Communities with whom the TVDSB has an Education Service Agreement (ESA).~~

In the ~~2021-2022~~2022-2023 school year, SEAC provided input on a wide range of special education department initiatives, the annual review of the Special Education Plan and the ~~2022-2023~~2023-2024 special education budget.

The SEAC included ~~four~~three (3) sub-committees that support the priorities of the Special Education Department:

- Review of the 2023/2024 Special Education Plan
- Membership Transitions
- Giftedness Program Review

~~the revisions to the Special Education Plan, the establishment of SEAC Priorities, a review of the supports for students with a Giftedness exceptionality, and a review of the SEAC Handbook.~~ As a result of this work, the SEAC sub-committees have worked to enhance the supports for all learners in the TVDSB with special education needs.

SEAC had a number of staff presentations on exceptionality specific programs and resources including:

- Budget
- ~~Programming for students with a Giftedness exceptionality~~
  - ~~After School Skills Development Program~~
  - Exceptionality data
  - Modified Day data
  - Special Education TOSA Referral Data Report
- Project Search
  - ~~Canadian Cognitive Abilities Test 7~~
- ~~Equity~~
-

SEAC had an opportunity to ask questions and provide suggestions on each of these topics.

In addition, SEAC had presentations or reviewed processes related to:

- Orientation/Roles and Responsibilities of SEAC
- TVDSB Response to OHRC Right to Read Report
- Field Trip Policy and Procedure ~~Empower Reading™ in TVDSB~~
- Rural Education Task force
- SEAC Draft Policy and Procedure
- B. Davison Secondary School Update
- Effective SEAC practices – L Ziraldo

- 2021/2022 SEAC Priority Sub-Committee Year-~~-~~end Report
- Appointment to SEAC Process Document
- ~~Lexia Reading in TVDSB~~
- ~~Exclusion of a Student Policy and Procedure~~
- ~~Early Identification and Intervention of Student's Learning Needs~~
- ~~Role of the Teacher on Special Assignment~~
- ~~Student Accessibility~~
- ~~Professional Assessment Strategy~~
- ~~Modified Programming and Tiered Intervention~~
- ~~Phonological Awareness~~
- ~~Operational Plan~~

- ~~Return to Learn/COVID Implications~~

SEAC representatives were also invited to participate in board activities including:

- Annual PASSAGES transition conference

SEAC had ~~r~~Representation on the F~~f~~ollowing C~~c~~ommittees:

- IEP Audit Committee
- Accessibility Working Group Committee

SEAC Handbook

To assist SEAC members, a Special Education Advisory Committee (SEAC) Handbook has been developed that provides members with information about the:

- ~~Procedures for selecting of Members and Filling Vacancies;~~
- ~~Eligibility for SEAC membership;~~
- ~~Committee Governance;~~
- ~~Election Procedures for Chair and Vice Chair;~~
- Thames Valley District School Board's (TVDSB's) SEAC;
- Minister's Advisory Council on Special Education (MACSE);
- Provincial Parent Association Advisory Committee (PAAC) on SEAC;
- Member resources;
- Minority/Majority reports.

Standard 18: Coordination of Services with Other Ministries or Agencies

The purpose of the standard is to provide the Ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Pre-School Programs~~Initiatives~~

- The Ministry of Health, Ministry of Children, Community and Social Services and the Ministry of Education work in harmony to provide services for pre-school children.
- Examples of some of the programs are:
  - ~~-~~Infant Hearing Program~~ng Program;~~
  - Provincial Schools Branch – Home Visiting Program;
  - tykeTALK (Thames Valley Region Preschool Speech and Language Program serviced by TVCC [London, Middlesex, and Elgin sites], Western University and Woodstock Hospital).
- Learning Support Services representatives meet with representatives from the Ministries above to establish links and relationships with parent~~(~~s~~)~~/guardian~~(~~s~~)~~ and children prior to the student's first day of attendance in a Thames Valley District School Board (TVDSB) school.

Pre-School Speech and Language Programs~~Initiative~~

- The TVDSB Speech-Language Pathology and Audiology Services staff work very closely with the local initiative tykeTALK, the Thames Valley Region Preschool Speech and Language Program,~~,~~ and private Speech-Language Pathologists in the following ways:

  - As representatives on the Transition to School Committee;
  - As representatives on the Services and Liaison Committee;
  - Through participation in the development of policies for the transition from pre-school services to school-age programs;
  - Through participation in the strategic planning process;
  - Through participation in the evaluation of student needs process by developing outcome measures and by the tracking of Year One Kindergarten ~~-~~students in need of initial or continued speech and language services;
  - Through the provision of parent(s)/guardian(s) workshops;
  - Through participation in transition to school meetings for the parent(s)/guardian(s).

Pre-School Nursery Programs

- Transition plans are developed for students formally identified with exceptional needs to ensure a smooth transition from pre-school childcare settings to school.

- Parent~~(s)~~/Guardian~~(s)~~ are provided a copy of the planning document "*Early Years Checklist*" in order to assist with the transition planning process.
- Special Education Learning Coordinators and/or the Special Education TOSA liaise with pre-school resource consultants from All Kids Belong and Childinü Oxford.

Intervention Programs for Children with Autism

- It is the TVDSB policy and practice to collaborate with community-based teams such as the Child and Parent Resource Institute (CPRI), All Kids Belong, and Ontario Autism Program (OAP) providers who support early and ongoing intervention programs for children with Autism.

The Applied Behaviour Analysis (ABA) Team supports students transitioning from Ontario Autism Program (OAP) services to attendance at ~~-~~school and works in collaboration with OAP providers in support of the OAP Family Service Plan.

First Nations, Métis and Inuit

- In collaboration with First Nation Communities, First Nations, Métis, and Inuit-specific programs are provided to support First Nations students by the TVDSB in elementary and secondary schools.
- Native Language (Oneida) studies at the elementary school level are provided at Aberdeen, CC Carrothers, Delaware, East Carling, Lambeth, and Woodland Heights Public Schools.
- Native Language (Ojibwe and Oneida) studies at the secondary school level are provided at HB Beal and Saunders Secondary Schools.
- TVDSB currently~~also~~ provides First Nations, Métis and Inuit Studies courses that are available to all students at ~~Arthur Voaden,~~ B. Davison, Clarke Road, College Avenue, Glendale, HB Beal, Huron Park, London Central, Montcalm, North Middlesex, Saunders, Sir Frederick Banting, Sir Wilfrid Laurier and Westminster Secondary Schools, ~~plus~~ Central Elgin, London South, Parkside, Strathroy District and Woodstock Collegiate Institutes, plus Virtual Academy. ~~Additional sites may be added through the budgeting process.~~
- First Nations, Métis and Inuit counsellors are available on a referral basis for First Nations, Métis, and Inuit students at both elementary and secondary schools. Counsellors can be accessed through a request to the school's administration and/or LST.
- Alternative secondary classes are provided at N'Amerind Friendship Centre and at the ~~Anishnaabe Skiniiw site within~~ Oneida Nation of the Thames Community site.
- TVDSB personnel work collaboratively with representatives from the Munsee Delaware Nation, the Oneida Lifelong Learning Office and the Chippewas of the Thames First Nation Board of Education to plan and support for successful transitions, including applications, if

appropriate, for Special Equipment Amount (SEA) equipment for First Nations students enrolling in TVDSB.

- First Nation Communities maintain representation on the TVDSB Special Education Advisory Committee (SEAC).

Coordinated Service Planning (CSP) – Special Needs Strategy

- TVDSB Special Education representatives meet with community partners to implement improved service coordination for students with complex needs.
- This initiative is part of the Special Needs Strategy in collaboration with community partners, including:
  - Community Services Coordination Network (CSCN);
  - TVCC;
  - Infant Hearing Program;
  - Community Living Elgin and London;
  - Community Living Tillsonburg;
  - Middlesex London Health Unit;
  - Home and Community Care Support Services (HCCSS);
  - tykeTALK, (Thames Valley Region Preschool Speech and Language Program).

Joint Protocol for Student Achievement (JPSA)

- The Joint Protocol for Student Achievement (JPSA) is intended to facilitate collaboration between partnering Children's Aids Societies (CASs) and school boards in their efforts to enable Kindergarten to Grade 12 students who are in the care of, or receiving services from, a CAS to benefit from the learning opportunities and supports available in schools and to achieve academic success. A Realizing Educational Achievement for Children/Youth (REACH) Team must be offered to every student that has been identified by the CAS to the school board, with appropriate consents. Students with consent and who agree to have a REACH Team should be offered the opportunity to have an individualized Education Success Plan developed to support their educational success.

Education and Community Partnership Program~~s~~ (ECPP)

- Students entering or leaving an Education and Community Partnership Program require a transition meeting between ~~the~~ program staff and the home/receiving school. This meeting is typically~~.~~ initiated by the agency partner in collaboration with the Educational ~~Liason~~Liaison for the ECPP.
  ~~This meeting is initiated the agency~~

Assessments from Other Boards, Ministries or Agencies

- The school, in conjunction with the appropriate personnel (such as Psychological Services or Speech-Language Pathology and Audiology Services) will review assessments accompanying students entering the school system from other boards, Ministries, or agencies.

- Where identification as an exceptional pupil is concerned, the Ontario Student Record (OSR) contents and assessments will be reviewed by appropriate TVDSB personnel to determine whether or not the student meets the criteria for formal identification~~ification as set out in the board's Criteria for Identification~~. Students are identified according to categories and definitions of exceptionalities provided by the Ministry of Education with criteria outlined in Standard 8 of this document. ~~(see Standard 8 of this document for more information)~~
- Additional assessments will be recommended if additional information is required.
- ~~Additional assessments would generally be completed within a four (4) month period.~~

Information Sharing

- For students entering TVDSB, relevant information is shared between other school boards, Ministries, community agencies and the parent(s)/guardian(s)~~,~~; and written consent~~permission forms are~~ is to be obtained~~. and signed~~ ~~by~~ from the parent(s)/guardian(s) or ~~by~~from the student if the student is of the age of consent.
- The Special Education Learning Coordinator for that school will assist by acting as a liaison between the various community partners and the school.
- For students leaving the board to attend other programs or boards, the sending school's ~~P~~principal, Learning Support Teacher (LST), or the Special Education Learning Coordinator for that school may share information with the receiving agency or school, provided written consent~~permission~~ has been obtained from the parent(s)/guardian(s).
- The principal is responsible for ensuring transition planning for these students is conducted by the sending or receiving school, in collaboration with Education & Community Partnership Program staff and the parent(s)/guardian(s). Where appropriate, the Special Education Learning Coordinator for that school and other system or agency staff are to be included in the transition planning.

For more information regarding these specific partnerships, please call the TVDSB Education Centre at 519-452-2000 ext. 20335.

THAMES VALLEY DISTRICT SCHOOL BOARD

Date of Meeting: 2023 JUNE 27

Item #: 15.a

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 London Secondary 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
REPORT AUTHOR(S):	Ben Puzanov, Manager of Planning
PRESENTED FOR:	☒ **Approval** ☐ **Input/Advice** ☐ **Information**
Recommendation(s): *(only required when presented for approval)*	1. THAT all registered secondary school students as of March 31, 2024 remain at the school at which they are registered, with transportation (if eligible). 2. THAT siblings of all registered secondary school students as of March 31, 2024 have the option to register at the same school, with transportation (if eligible), until the registered secondary school student (as of March 31, 2024) graduates. Siblings enrolled at the same secondary school as registered secondary school students (as of March 31, 2024) will continue to be eligible to attend that school until graduation, without transportation. Siblings who have not yet entered secondary school by the time that registered secondary school students (as of March 31, 2024) graduate would be required to attend their new designated school. 3. THAT a French Immersion program be established at Clarke Road SS commencing in September 2024, 4. THAT Princess Anne FI PS, currently designated as a French Immersion elementary school feeder to Sir Wilfrid Laurier SS, be designated as a French Immersion elementary school feeder to Clarke Road SS commencing in September 2024, and 5. THAT Louise Arbour FI PS, currently designated as a French Immersion elementary school feeder to Sir Frederick Banting SS, be designated as a French Immersion elementary school feeder to Clarke Road SS commencing in September 2024. 6. THAT London Central SS continue accepting out of area students, as space permits. 7. THAT those portions of the Eagle Heights PS attendance area currently designated to London Central SS be designated to Sir Frederick Banting SS commencing in September 2024.

8. THAT those portions of the East Carling PS attendance area currently designated to London Central SS be designated to Montcalm SS commencing in September 2024.

9. THAT those portions of the Clara Brenton PS attendance area currently designated to Sir Frederick Banting SS be designated to Oakridge SS commencing in September 2024.

10. THAT those portions of the Summerside PS attendance area currently designated to Lord Dorchester SS be designated to Clarke Road SS commencing in September 2024.

11. THAT Arthur Ford, Sir Isaac Brock, and W. Sherwood Fox public schools, currently designated as elementary school feeders to Saunders SS, be designated as elementary school feeders to Westminster SS commencing in September 2024, and

12. THAT Ashley Oaks, Rick Hansen, and White Oaks public schools, currently designated as elementary school feeders to Westminster SS, be designated as elementary school feeders to Sir Wilfrid Laurier SS commencing in September 2024.

13. THAT Cleardale PS, currently designated as an elementary school feeder to London South CI and Sir Wilfrid Laurier SS, be designated as an elementary school feeder to Westminster SS commencing in September 2024.

14. THAT those portions of the Victoria PS attendance area currently designated to London South CI be designated to Westminster SS commencing in September 2024.

15. THAT those portions of the Jack Chambers PS attendance area currently designated to Medway HS be designated to A.B. Lucas SS commencing in September 2024, and

16. THAT Cedar Hollow PS, currently designated as an elementary school feeder to A.B. Lucas SS and Medway HS, be designated as an elementary school feeder to Montcalm SS commencing in September 2024.

17. THAT those portions of the Sir Arthur Currie PS attendance area currently designated to A.B. Lucas SS be designated to Sir Frederick Banting SS commencing in September 2024.

18. THAT the attendance area of the new Northwest London elementary school be designated to Sir Frederick Banting SS for the year of opening of the new Northwest London elementary school and that students residing in the holding zone within this new attendance area continue to be designated to Sir Frederick Banting SS until the opening of the new Northwest London elementary school.

19. THAT the attendance area of the new West London elementary school be designated to Oakridge SS for the year of opening of the new West London elementary school and that students residing in holding zones

	within this new attendance area continue to be designated to Saunders SS until the opening of the new West London elementary school. 20. THAT the attendance area of the new Southwest London elementary school be designated to Saunders SS for the year of opening of the new Southwest London elementary school and that students residing in holding zones within this new attendance area continue to be designated to their current designated secondary schools until the opening of the new Southwest London elementary school, specifically that Southwest London Holding (west of Bostwick Road) at White Oaks PS, Talbot Village Holding at W. Sherwood Fox PS, and Bostwick Holding at Sir Isaac Brock PS and Victoria PS continue to be designated to Saunders SS until the opening of the new Southwest London elementary school and Colonel Talbot Holding at Rick Hansen PS continue to be designated to Westminster SS until the opening of the new Southwest London elementary school. 21. THAT the Sunningdale North Holding Zone at Old North PS be designated to London Central SS commencing in September 2024. 22. THAT the Holding Zone at Westminster SS be dissolved, and this area be designated to Saunders SS commencing in September 2024. 23. THAT all other attendance areas remain status quo, including maintaining split secondary school attendance areas for the new Belmont elementary school and West Nissouri PS.
Purpose:	The purpose of this report is to provide the final recommendations for the City of London Secondary Panel Attendance Area Review. The final attendance area review report is included in Appendix A.
Content:	**Background** The City of London is experiencing increased population and household growth as well as changing settlement patterns. These changes have impacted school enrolment and produced both pressures and surplus spaces at schools across the City. From 2001 to 2021, the City grew by approximately 25%, from 336,540 to 422,010; which included a 10% increase in population between 2016 and 2021. From 2001 to 2021, the City of London's occupied dwelling count increased from 137,745 to 174,657, representing an increase of 27%. London is one of the fastest growing Canadian municipalities since the 2016 Census, largely due to immigration, migration from the GTA, and the impact of the COVID-19 pandemic that accelerated migration to southwestern Ontario from other parts of the province and beyond. As part of its pledge to facilitate the construction of 1.5 million homes across Ontario during the next 10 years, the provincial government has established a growth target of 47,000 housing units in London over the next decade; and this will significantly impact enrolment across TVDSB's schools. On average, there have been 3,104 new units built per year in London over the previous six years. Historically, growth has been directed to low-density

developments (consisting of single and semi-detached dwellings). Recently, however, only 31% of new construction projects were low-density, while medium-density developments (consisting of townhouses) and high-density projects (apartments) accounted for 20% and 49% of all growth, respectively.

Over the next 10 years, it is anticipated that development within the City of London will continue at a rapid pace which will cause severe enrolment pressures and continue to add pressures where they are already occurring. Most of this growth is expected to develop in north London and other suburban areas across the City, but infill development of higher-density units will also occur within the downtown core. Over the longer term, the City is anticipating the redevelopment of non-residential land, which will continue to add to the high rate of growth already expected.

Historically, the Board's secondary enrolment remained under 24,000 students until the 2021-2022 school year when this number increased to 24,640. There are currently 58,434 elementary students and 24,976 secondary students across TVDSB, with 64% of secondary students attending schools within the City of London.

As of Fall 2022, enrolment has exceeded the On-the-Ground (OTG) capacity at most secondary schools within London. However, Montcalm SS, Clarke Road SS, and Westminster SS have space available because of an uneven distribution of students across the City. Enrolment is expected to continue increasing due to development activity across the City and the resulting large elementary cohorts progressing through to the secondary panel.

The City of London Secondary Panel Attendance Area Review was launched on January 31, 2023. Key objectives of the review for which public input was sought include:

- addressing enrolment imbalances across various secondary schools in this area of the district;
- eliminating the splitting of elementary school feeders across multiple secondary schools;
- permanently accommodating a secondary school holding zone in south London;
- introducing a third French Immersion site to relieve enrolment pressure; and
- preparing TVDSB for a future business case submission to the Ministry of Education for a new secondary school to accommodate our growing enrolment.

This review includes Medway High School and Lord Dorchester SS given that portions of their attendance areas are located within the City of London. As the attendance area of the new Belmont elementary school extends into the City of London and is split between Lord Dorchester SS and East Elgin SS, East Elgin SS was also included in this review in order to obtain public input regarding eliminating this secondary school boundary split.

School Community Feedback

An Attendance Area Review Committee meeting was held on March 1, 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 were identified by school communities through the consultation process: • Requests for legacy agreement options to be offered to current students, with transportation. Requests for this consideration to also be extended to siblings. • Maintaining elementary school feeder splits across multiple secondary school sites may be appropriate in certain situations. • Students should be permitted to attend the closest secondary school to their residence. • Maintaining two French Immersion sites instead of redistributing students to a third school. If the FI program is to be impacted, consideration should be given to creating a single French Immersion school. • Rather than making boundary changes, consideration should be given to filling underutilized schools with other programs or by increasing out of area attendance at these sites. The full school community reports are included in Appendix B. After the May 30, 2023 Board meeting and the additional public input received on June 13, 2023, Administration has updated the recommendations. Changes include: • Removal of the recommendation regarding designated feeder schools for Lester B. Pearson School for the Arts as this item has been deferred by a Board resolution to the Fall of 2023; • Standardizing language between recommendations where a portion of the boundary is being designated to another school in order to eliminate a feeder split; • Clarification wording for all existing students remaining at current schools; • The inclusion of a recommendation regarding siblings of current students; and • Clarification regarding current secondary schools for students residing in holding zones that will be included in attendance areas of new elementary schools when they open. Every effort was made to be responsive to public input, but not all feedback could be incorporated into the recommendations without compromising the objectives of relieving enrolment pressure at overutilized schools and balancing enrolment. It is the goal of administration to make recommendations that best position the community for the sustained growth and pressure it is experiencing.
Financial Implications:	A net increase in approximately 8 buses is expected as a result of the recommended boundary changes. The annual cost to operate a school bus is approximately $65,000. Please note that there will also be a significant and widespread costs if the status quo remains. If boundary changes are not made, enrolment pressures may result in enrolment capping at many of our secondary schools in the future, (e.g. Sir Frederick Banting SS, A.B. Lucas SS, London South CI, and

	Medway HS) which would include the capping of access to French Immersion. Further, we would not have a strong business case to secure funding for a new secondary school in the community. Finally, as enrolment pressure across our secondary schools continues to grow, so will our reliance on portables and this will far exceed the cost of busing. The cost of portables is significant, with an average cost of $150,000 per unit.
Timeline:	• The Final Attendance Area Review Report was presented at the May 30, 2023, Special Board meeting • The Board of Trustees is scheduled to deliberate and make a decision regarding the Final Attendance Area Review Report on June 27, 2023.
Communications:	The Final Attendance Area Review Report was circulated to the attendance area review committee and all of the school communities involved in the review. Public delegations regarding the recommendations were received at the June 13, 2023, Special Board meeting.
Appendices:	Appendix A: Final Attendance Area Review Report for the City of London Secondary Panel Attendance Area Review Appendix B: 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 London Secondary Panel Attendance Area Review

Final Attendance Area Review Report

June 27, 2023

Recommendations

1. **THAT all registered secondary school students as of March 31, 2024 remain at the school at which they are registered, with transportation (if eligible).**

2. **THAT siblings of all registered secondary school students as of March 31, 2024 have the option to register at the same school, with transportation (if eligible), until the registered secondary school student (as of March 31, 2024) graduates. Siblings enrolled at the same secondary school as registered secondary school students (as of March 31, 2024) will continue to be eligible to attend that school until graduation, without transportation. Siblings who have not yet entered secondary school by the time that registered secondary school students (as of March 31, 2024) graduate would be required to attend their new designated school.**

3. **THAT a French Immersion program be established at Clarke Road SS commencing in September 2024,**

Recommendations

4. **THAT Princess Anne FI PS, currently designated as a French Immersion elementary school feeder to Sir Wilfrid Laurier SS, be designated as a French Immersion elementary school feeder to Clarke Road SS commencing in September 2024, and**

5. **THAT Louise Arbour FI PS, currently designated as a French Immersion elementary school feeder to Sir Frederick Banting SS, be designated as a French Immersion elementary school feeder to Clarke Road SS commencing in September 2024.**

6. **THAT London Central SS continue accepting out of area students, as space permits.**

7. **THAT those portions of the Eagle Heights PS attendance area currently designated to London Central SS be designated to Sir Frederick Banting SS commencing in September 2024.**

8. **THAT those portions of the East Carling PS attendance area currently designated to London Central SS be designated to Montcalm SS commencing in September 2024.**

Recommendations

9. **THAT those portions of the Clara Brenton PS attendance area currently designated to Sir Frederick Banting SS be designated to Oakridge SS commencing in September 2024.**

10. **THAT those portions of the Summerside PS attendance area currently designated to Lord Dorchester SS be designated to Clarke Road SS commencing in September 2024.**

11. **THAT Arthur Ford, Sir Isaac Brock, and W. Sherwood Fox public schools, currently designated as elementary school feeders to Saunders SS, be designated as elementary school feeders to Westminster SS commencing in September 2024, and**

12. **THAT Ashley Oaks, Rick Hansen, and White Oaks public schools, currently designated as elementary school feeders to Westminster SS, be designated as elementary school feeders to Sir Wilfrid Laurier SS commencing in September 2024.**

Recommendations

13. **THAT Cleardale PS, currently designated as an elementary school feeder to London South CI and Sir Wilfrid Laurier SS, be designated as an elementary school feeder to Westminster SS commencing in September 2024.**

14. **THAT those portions of the Victoria PS attendance area currently designated to London South CI be designated to Westminster SS commencing in September 2024.**

15. **THAT those portions of the Jack Chambers PS attendance area currently designated to Medway HS be designated to A.B. Lucas SS commencing in September 2024, and**

16. **THAT Cedar Hollow PS, currently designated as an elementary school feeder to A.B. Lucas SS and Medway HS, be designated as an elementary school feeder to Montcalm SS commencing in September 2024.**

Recommendations

17. THAT those portions of the Sir Arthur Currie PS attendance area currently designated to A.B. Lucas SS be designated to Sir Frederick Banting SS commencing in September 2024.

18. THAT the attendance area of the new Northwest London elementary school be designated to Sir Frederick Banting SS for the year of opening of the new Northwest London elementary school and that students residing in the holding zone within this new attendance area continue to be designated to Sir Frederick Banting SS until the opening of the new Northwest London elementary school.

19. THAT the attendance area of the new West London elementary school be designated to Oakridge SS for the year of opening of the new West London elementary school and that students residing in holding zones within this new attendance area continue to be designated to Saunders SS until the opening of the new West London elementary school.

Recommendations

20. **THAT the attendance area of the new Southwest London elementary school be designated to Saunders SS for the year of opening of the new Southwest London elementary school and that students residing in holding zones within this new attendance area continue to be designated to their current designated secondary schools until the opening of the new Southwest London elementary school, specifically that Southwest London Holding (west of Bostwick Road) at White Oaks PS, Talbot Village Holding at W. Sherwood Fox PS, and Bostwick Holding at Sir Isaac Brock PS and Victoria PS continue to be designated to Saunders SS until the opening of the new Southwest London elementary school and Colonel Talbot Holding at Rick Hansen PS continue to be designated to Westminster SS until the opening of the new Southwest London elementary school.**

Recommendations

21. THAT the Sunningdale North Holding Zone at Old North PS be designated to London Central SS commencing in September 2024.

22. THAT the Holding Zone at Westminster SS be dissolved, and this area be designated to Saunders SS commencing in September 2024.

23. THAT all other attendance areas remain status quo, including maintaining split secondary school attendance areas for the new Belmont elementary school and West Nissouri PS.

Memorandum

To	Thames Valley District School Board
From	Jack Ammendolia, Watson & Associates Economists Ltd.
Re:	London Secondary Panel Attendance Area Review – Recommendations

Fax ☐ Courier ☐ Mail ☐ Email ☒

1. Introduction

In 2021 Watson & Associates Economists Ltd (Watson) undertook a review of the elementary school attendance areas within the City of London in association with senior staff of the Thames Valley District School Board (TVDSB). The focus of the review was to provide scenarios for consideration that could deal with various school enrolment or boundary concerns throughout the city. The background work was completed and options and scenarios were reviewed with senior staff and then presented to Board Trustees and the public. Attendance Area changes for the elementary panel within the City of London were approved on June 28, 2022. These changes can be found on the TVDSB website at: https://www.tvdsb.ca/en/our-board/london-attendance-area-review.aspx.

Following the completion of the elementary panel review, Watson undertook a review of the secondary attendance areas within the City of London that included the surrounding areas captured by the Medway HS, Lord Dorchester SS, and East Elgin SS attendance areas. Like the elementary review, the focus of the review was to provide scenarios for consideration that could deal with various school enrolment or boundary concerns throughout the city.

After consideration and analysis of various scenarios, two accommodation solutions were presented in the Initial Attendance Area Review Report. The first option considered maintaining London Central SS's out of area attendance process 'status quo', meaning that it would continue to accept students from out of boundary through a random selection process up to a capacity of 1,050 students. The second option considered a more traditional school boundary approach at London Central SS, where the attendance area would limit who can attend the school subject to an out-of-area

exception/approval. As such, the decision around London Central SS has impacts on each of the options presented.

Each option presented has some integral differences (like the London Central SS scenarios), however both options are reliant on the enrolment relief an additional FI site at Clarke Road SS could provide at both existing FI schools (Sir Frederick Banting SS and Sir Wilfrid Laurier SS).

Additional measures were addressed to retain elementary feeders progressing into a single secondary site to offer continuity and consistency to feeder school communities and more reliable planning and forecasting for TVDSB. Finally, and where applicable, each option also addressed possible school boundary changes. In totality, these measures offer a strategic approach to addressing immediate and urgent accommodation issues, while also providing the flexibility to address further pressures that will arise over the next five to ten years. The Initial Attendance Area Report can be found here.

2. Overview of Potential Attendance Area Change

The following section presents the recommended accommodation measures for both the French Immersion and English Track secondary school attendance areas that serve the students of London and surrounding area. Boundary adjustments were developed for those schools with the most severe current and projected overutilization, designating elementary feeder schools to one secondary site with an attempt to send students to nearby underutilized schools. While these interventions were primarily aimed at balancing utilization across the city and surrounding area, each proposed boundary adjustment also considers broader impacts on the community. For example, secondaryb boundaries have been designed to follow elementary attendance areas (as approved on June 28, 2022), major roads, or topological features and wherever possible to avoid dividing neighbourhoods.

Both options presented in the Initial Attendance Area Review Report (Secondary) are reliant on the redistribution of the FI program at Sir Frederick Banting SS and Sir Wilfrid Laurier SS to a third FI site within the City of London. The redistribution of the FI program creates much needed capacity at both existing FI schools. Those schools are operating well above their permanent capacity. Alleviating enrolment pressures at these schools provides additional opportunities for English track program boundary

adjustments and better balancing of enrolments and utilizations in those areas. Without the redistribution of the FI program into a third site, Sir Frederick Banting SS and Sir Wilfrid Laurier SS are anticipated to reach utilizations of 170% and 141%, respectively, while sites such as Clarke Road SS would remain below 80% utilization by 2028/29.

2.1 French Immersion Redistribution

There are approximately 1,000 French Immersion secondary students accommodated at two sites (Sir Frederick Banting SS and Sir Wilfrid Laurier SS). Both sites are dual track (both English and French) and are currently overutilized (see Table 1 and Table 2). These sites accommodate students coming from within the City of London and portions of Middlesex County, expanding out to Lucan, Thorndale, Ilderton, and their surrounding areas.

Table 1
London French Immersion Sites – Historical Enrolments

School	OTG	2018/19	2019/20	2020/21	2021/22	2022/23
Sir Frederick Banting Secondary School	1,308	1,485	1,567	1,569	1,620	1,618
Sir Wilfrid Laurier Secondary School	1,098	1,095	1,140	1,140	1,164	1,197
Total	**2,406**	**2,580**	**2,707**	**2,709**	**2,784**	**2,815**

Table 2
London French Immersion Sites – Historical Utilizations

School	OTG	2018/19	2019/20	2020/21	2021/22	2022/23
Sir Frederick Banting Secondary School	1,308	114%	120%	120%	124%	124%
Sir Wilfrid Laurier Secondary School	1,098	100%	104%	104%	106%	109%
Total	**2,406**	**107%**	**113%**	**113%**	**116%**	**117%**

The recommended approach is to redistribute the French Immersion program at Sir Frederick Banting SS and Sir Wilfrid Laurier SS in London across three sites: Sir Frederick Banting SS, Sir Wilfrid Laurier SS and Clarke Road SS. This option provides an additional French Immersion site located on the east side of the city while also providing three program offerings between 300 to 400 spaces at each site.

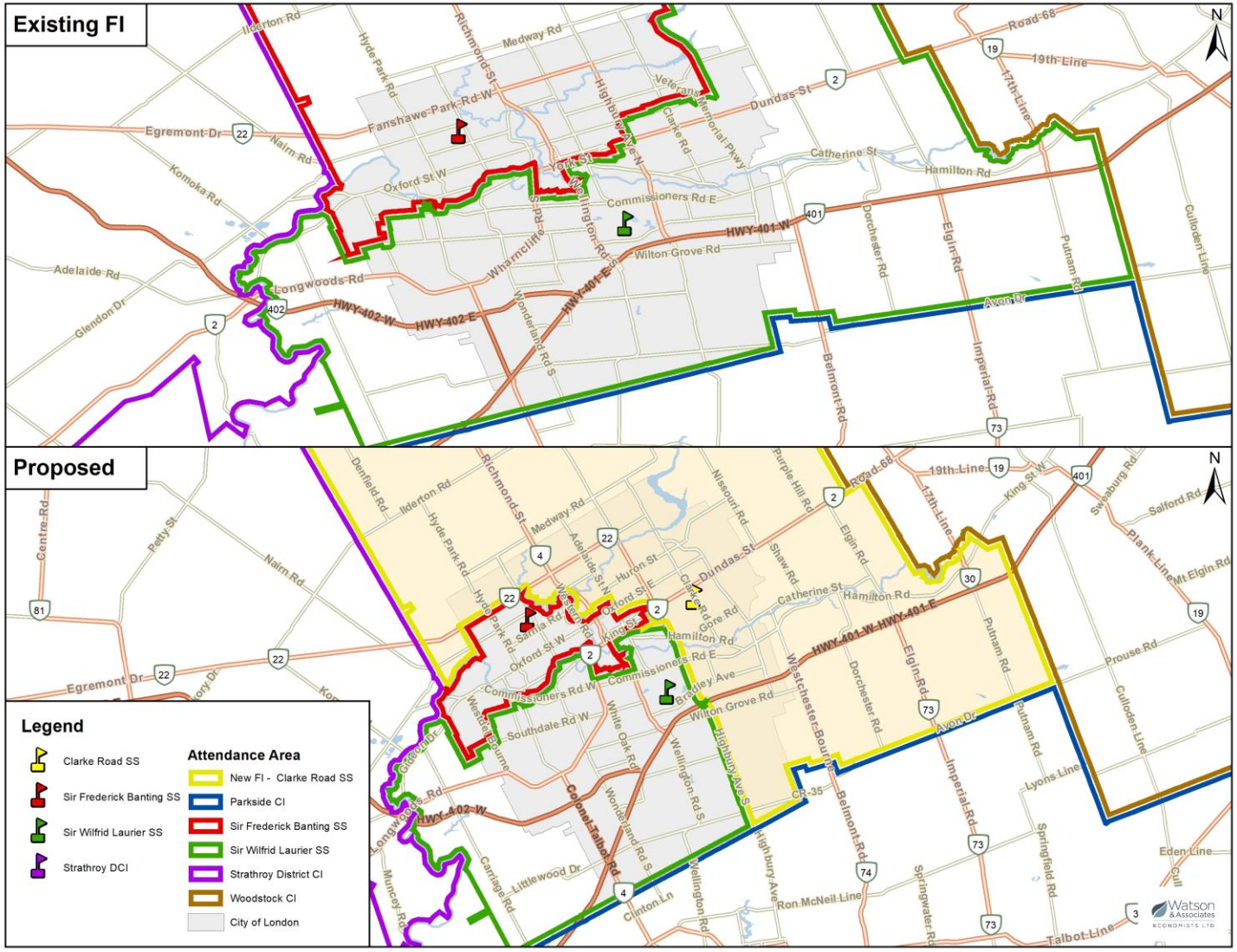
This option would generally retain Sir Frederick Banting SS French Immersion offerings to those within NW London, Sir Wilfrid Laurier SS would offer programming in south London, while the existing French Immersion students located in east London and in portions of Middlesex County, as shown in Figure 1, would attend Clarke Road SS.

These three attendance areas have been developed to follow the elementary French Immersion attendance areas and would progress as follows:

- Sir Frederick Banting SS: Jeanne Sauvé FI PS, Lord Roberts FI PS, and West Oaks FI PS;
- Sir Wilfrid Laurier SS: Kensal Park FI PS and Princess Elizabeth PS (FI); and
- Clarke Road SS (FI): Louise Arbour FI PS and Princess Anne FI PS.

The proposed French Immersion redistribution to include Clarke Road SS is a fundamental building block required in both English track scenario 1 and scenario 2 below.

Figure 1: Proposed French Immersion Attendance Areas



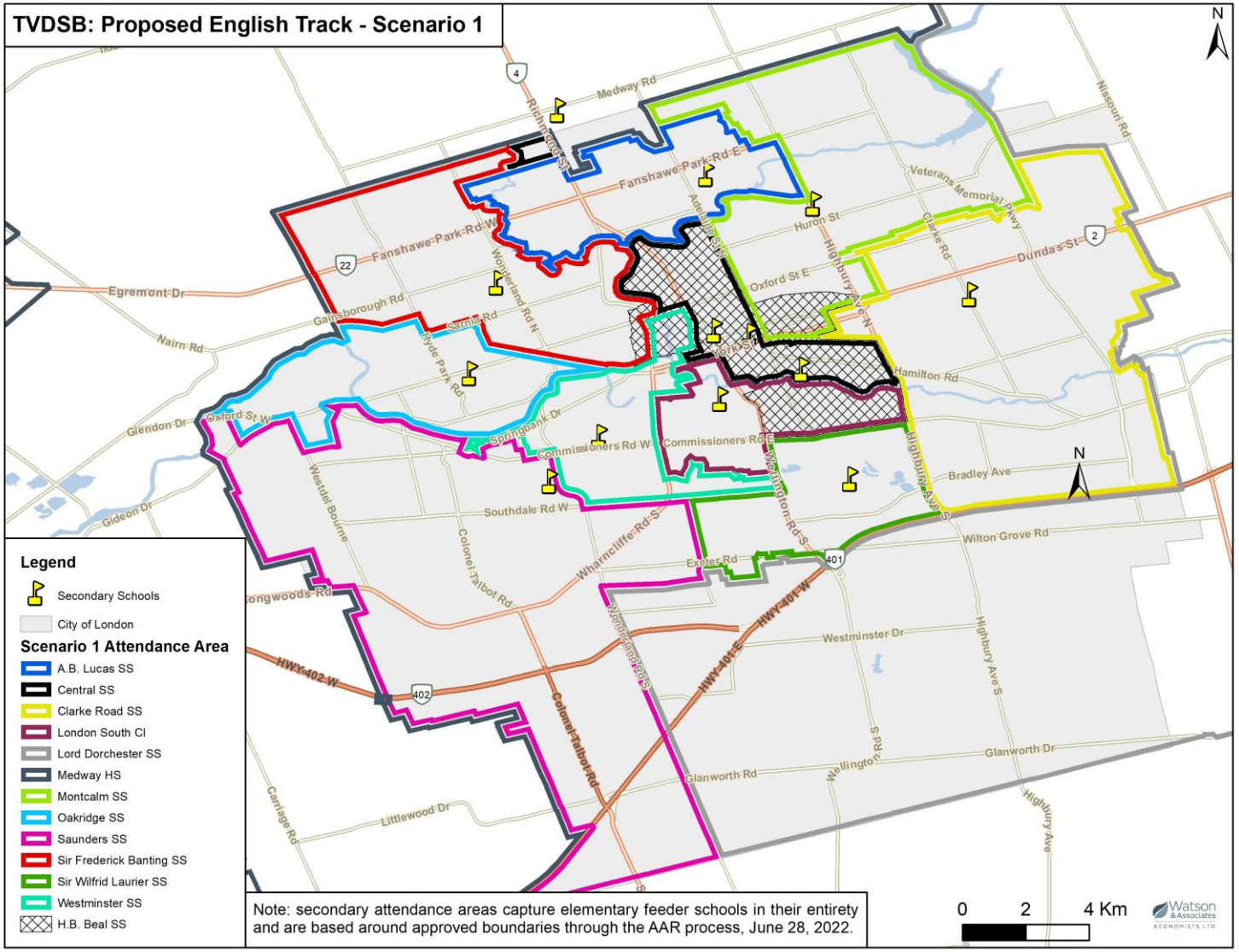
2.2 Scenario 1 – London Central SS Remains Status Quo for Out of Area Attendance

Scenario 1 addresses overutilized and underutilized secondary sites across the City while London Central SS remain status quo in relation to out-of-boundary admissions as per existing rules (random selection process) with a maximum capacity of 1,050. Minor adjustments have been made to London Central SS to maintain elementary feeders in their entirety. As noted above, this scenario assumes that the FI program is to be redistributed across three sites as outlined in section 2.1.

This scenario incorporates changes made between Medway HS, Lord Dorchester SS and East Elgin SS. Potential changes for these school include West Nissouri PS progressing completely to Lord Dorchester SS (currently split between Medway HS and Lord Dorchester SS). Additional changes that were explored include Summerside PS progressing to Clarke Rd SS instead of being split with Lord Dorchester SS, and the new Belmont PS (K-8) potentially progressing to Lord Dorchester SS (currently students residing within this area attend East Elgin SS [South Dorchester PS] and Lord Dorchester SS [portion of former Westminster Central PS]).

Additional adjustments are proposed around the remaining schools with the main objective in scenario 1 being to balance enrolments across the by returning students to their home schools while designating each elementary feeder school completely to one secondary site. Maintaining the existing status quo approach to out of area attendance at London Central SS while also keeping neighbourhoods and elementary feeder schools (communities of interest) together throughout a student's entire educational experience (K-12) are the driving factors of this scenario. A complete list of the elementary feeder allocations can be found in section 2.4.

Figure 2: Potential Scenario 1 Attendance Areas


TVDSB: Proposed English Track - Scenario 1
Legend
Secondary Schools
City of London
Scenario 1 Attendance Area
A.B. Lucas SS
Central SS
Clarke Road SS
London South CI
Lord Dorchester SS
Medway HS
Montcalm SS
Oakridge SS
Saunders SS
Sir Frederick Banting SS
Sir Wilfrid Laurier SS
Westminster SS
H.B. Beal SS
Note: secondary attendance areas capture elementary feeder schools in their entirety and are based around approved boundaries through the AAR process, June 28, 2022.
0 2 4 Km
Watson & Associates ECONOMISTS LTD
N
Medway Rd
Fanshawe Park Rd E
Fanshawe Park Rd W
Egremont Dr
Gainsborough Rd
Nairn Rd
Glendon Dr
Oxford St W
Gideon Dr
Wonderland Rd N
Sarnia Rd
Hyde Park Rd
Springbank Dr
Commissioners Rd W
Commissioners Rd E
Westdel Bourne
Southdale Rd W
Colonel Talbot Rd
Wharncliffe Rd S
Longwoods Rd
HWY 402 W
402
Littlewood Dr
Carriage Rd
Glanworth Dr
Glanworth Rd
Wellington Rd S
Exeter Rd
401
HWY 401 E
HWY 401 W
Westminster Dr
Wellington Rd S
Highbury Ave S
Highbury Ave
Bradley Ave
Wilton Grove Rd
Hamilton Rd
Oxford St E
Huron St
Dundas St
Clarke Rd
Veterans Memorial Pkwy
Nissouri Rd
Richmond St
Adelaide St N
Wonderland Rd S
Colonel Talbot Rd
Westdel Bourne
Wharncliffe Rd S
Wellington Rd S
Highbury Ave N
Highbury Ave S
Clarke Rd
Veterans Memorial Pkwy
Dundas St
Hamilton Rd
Bradley Ave
Wilton Grove Rd
Exeter Rd
Westminster Dr
Glanworth Dr
Glanworth Rd
Littlewood Dr
Carriage Rd
Southdale Rd W
Commissioners Rd W
Commissioners Rd E
Springbank Dr
Oxford St W
Glendon Dr
Gideon Dr
Nairn Rd
Egremont Dr
Gainsborough Rd
Sarnia Rd
Hyde Park Rd
Wonderland Rd N
Fanshawe Park Rd W
Fanshawe Park Rd E
Medway Rd
Nissouri Rd
Veterans Memorial Pkwy
Huron St
Oxford St E
Dundas St
Clarke Rd
Highbury Ave N
Adelaide St N
Richmond St
Hamilton Rd
Bradley Ave
Wilton Grove Rd
Exeter Rd
Westminster Dr
Highbury Ave S
Glanworth Dr
Glanworth Rd
Wellington Rd S

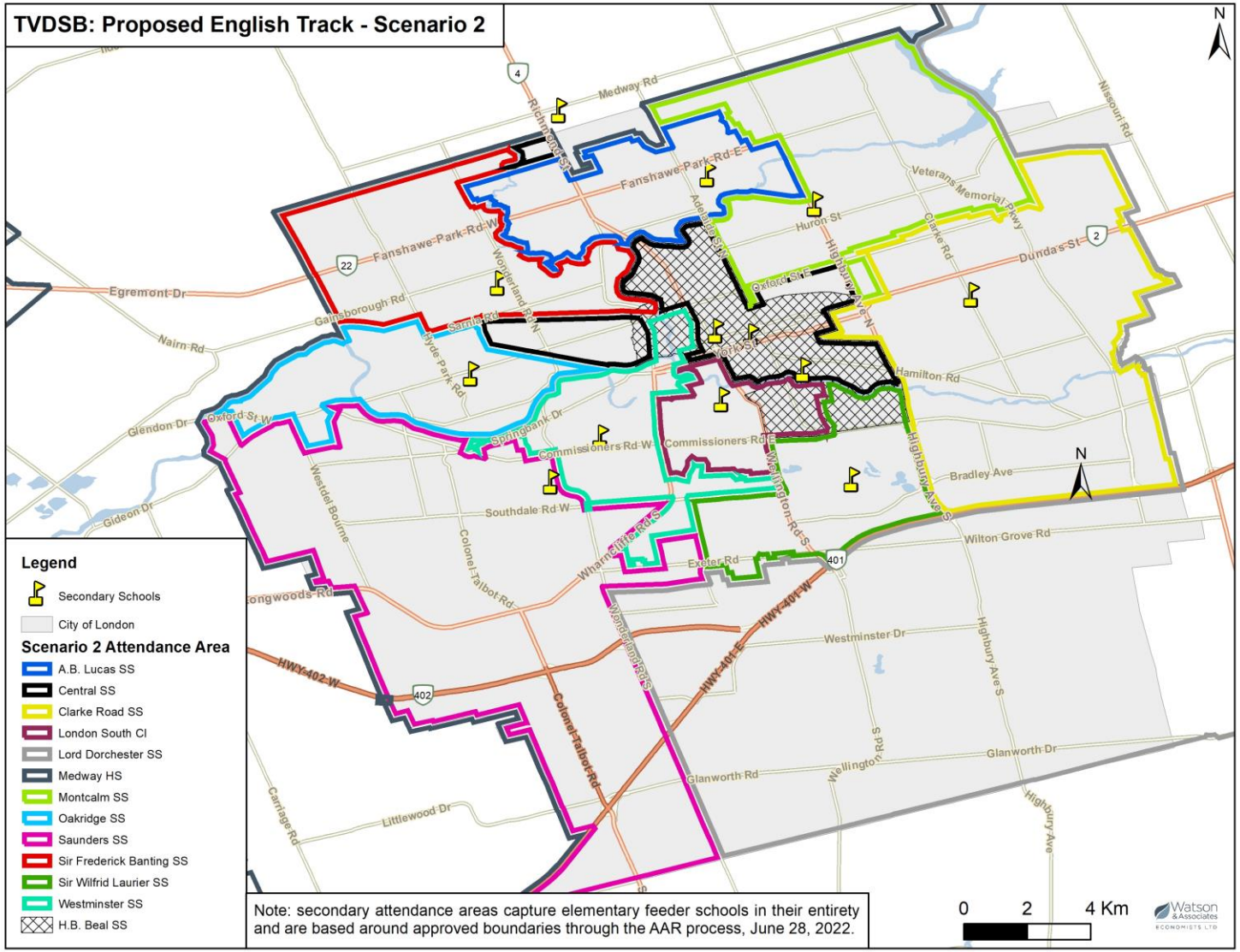
2.3 Scenario 2 – Return London Central SS Students to Home Schools

Scenario 2 would address the overutilized and underutilized secondary sites by limiting the progression into London Central SS. Currently, London Central SS has open boundaries where students can attend through a random selection process. In this scenario, the London Central SS attendance area would be expanded and closed to students who do not reside within it. This scenario also assumes that the FI program is to be redistributed across three sites as outlined in section 2.1.

Like scenario 1, additional adjustments were made for the remaining schools with the main objective in scenario 2 being to balance enrolments by returning students exclusively to their home schools while designating each elementary feeder school completely to one secondary site. By changing the boundary for London Central SS, additional options become available to help utilize available spaces while also keeping neighbourhoods and elementary feeder schools (communities of interest) together throughout a student's entire educational experience (K-12).

A map of scenario 2 is presented in Figure 3.

Figure 3: Potential Scenario 2 Attendance Area



2.4 Overview of Potential Changes

Both scenario 1 and scenario 2 provide options to change current boundaries, with the main objective to keep communities together (elementary feeder schools) while utilizing existing schools. The main difference between the two scenarios is the approach for London Central SS. In scenario 1, London Central SS is to remain status quo as it relates to out of area attendance, while in scenario 2 students who attend London Central SS are to be returned to their home school with a traditional boundary to be created for the school.

Scenario 2 results in a lower enrolment at London Central SS for 2024/25 as out-of-boundary students are returned to their home schools. A utilization of greater than 130% is expected in 2024/25 under the status quo. In scenario 2, utilization is projected to be 111%. Another key difference is the accommodation of the surplus of students residing in north London. Scenario 2 designates these students to A.B. Lucas SS, increasing its enrolment to 141% by 2024/25, while scenario 1 has it distributed between London Central SS, A.B. Lucas SS, and Sir Frederick Banting SS, all resulting in enrolments over 125% by 2024/25, as shown in Table 3. These changes are presented in Figure 4 4.

Table 3
2024/25 Scenario 1 vs. Scenario 2 Enrolments

Attending School	OTG (Loading at 21)	Scenario 1 Retain Central SS students at Central SS	Scenario 2 Return Central SS students to home boundary, adjust feeder schools
A.B. Lucas SS	1,188	128%	141%
Central SS	786	134%	119%
Clarke Road SS	1,545	110%	115%
East Elgin SS	1,155	86%	86%
H.B. Beal SS	1,857	100%	100%
London South CI	651	108%	96%
Lord Dorchester SS	651	109%	110%
Medway HS	1,233	114%	112%
Montcalm SS	1,251	111%	113%
Oakridge SS	909	101%	106%
Saunders SS	1,938	103%	103%
Sir Frederick Banting SS	1,308	134%	113%
Sir Wilfrid Laurier SS	1,098	121%	133%
Westminster SS	1,095	85%	94%
Total	**16,665**	**110%**	**110%**

Figure 4 4: Scenario 1 vs. Scenario 2

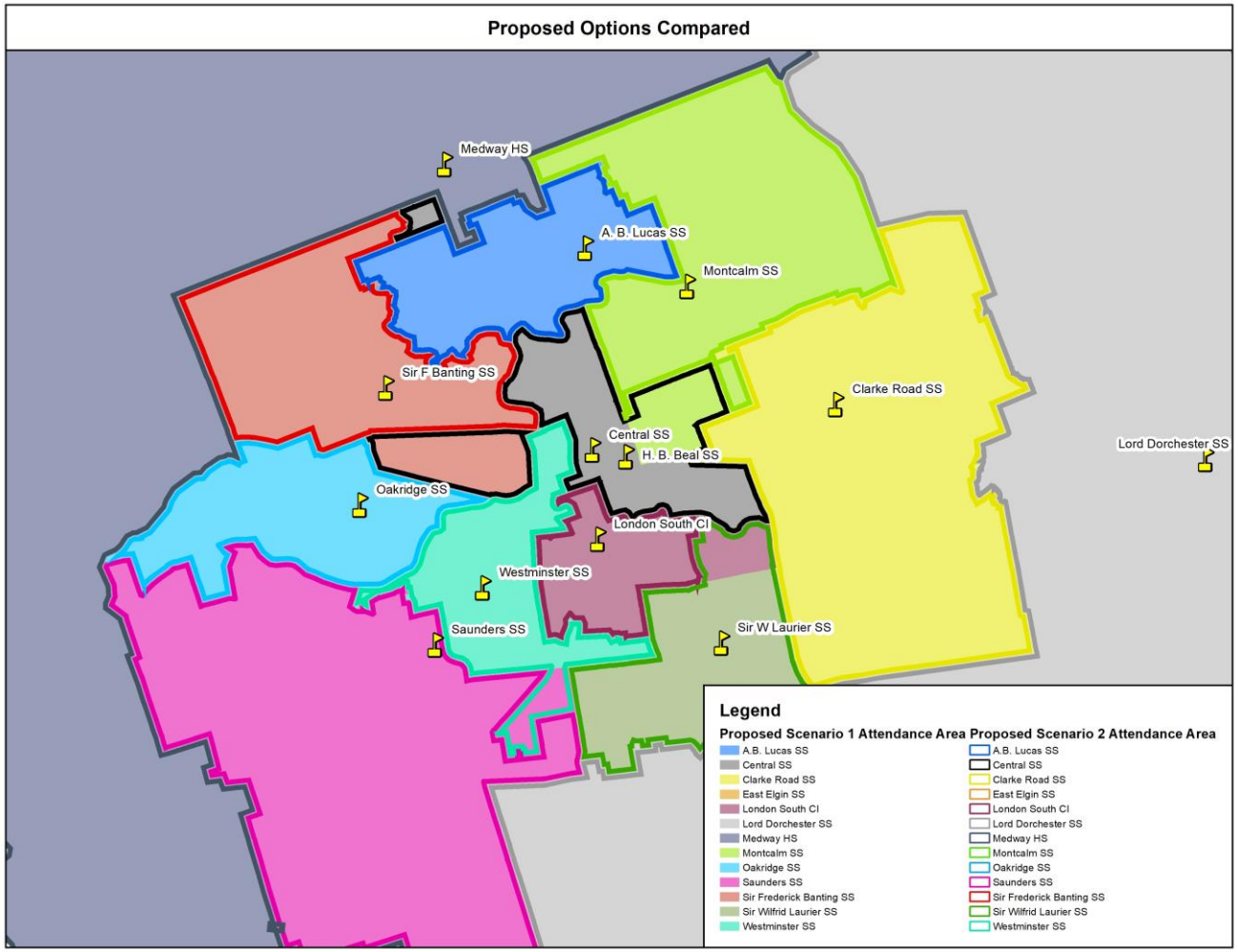


Table 4: Overview of Proposed Changes by Elementary School

Elementary School (Approved 2022 Attendance Areas)	Existing Feeder School	Scenario 1 Proposed Progression	Scenario 2 Proposed Progression	Feeder School Alignment
Aberdeen PS	Central SS/H.B. Beal SS	Central SS/H.B. Beal SS	Central SS/H.B. Beal SS	No Change
Arthur Ford PS	Saunders SS	Westminster SS	Westminster SS	Change
Arthur Stringer PS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	No Change
Ashley Oaks PS	Westminster SS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	Change
Bonaventure Meadows PS	Clarke Road SS	Clarke Road SS	Clarke Road SS	No Change
New Northeast London Holding at Bonaventure Meadows PS	A.B. Lucas SS	Montcalm SS	Montcalm SS	Change
Byron Northview PS	Saunders SS	Saunders SS	Saunders SS	No Change
Byron Somerset PS	Saunders SS	Saunders SS	Saunders SS	No Change
Holding at Byron Somerset PS[1]	Saunders SS	Oakridge SS (Northview)/ Saunders SS (Southwood)	Oakridge SS (Northview)/ Saunders SS (Southwood)	Change
New Belmont PS	-	Lord Dorchester SS	Lord Dorchester SS	-
Byron Southwood PS	Saunders SS	Saunders SS	Saunders SS	No Change
C.C. Carrothers PS	London South CI/H.B. Beal SS	London South CI/H.B. Beal SS	Sir Wilfrid Laurier SS/H.B. Beal SS	Change
Cedar Hollow PS	A.B. Lucas SS/ Medway HS	Montcalm SS	Montcalm SS	Change
Centennial Central PS	Medway HS	Medway HS	Medway HS	No Change
Chippewa PS	Montcalm SS	Montcalm SS	Montcalm SS	No Change
Clara Brenton PS	Oakridge SS/Sir Frederick Banting SS	Oakridge SS	Oakridge SS	Change
Cleardale PS	London South CI/Sir Wilfrid Laurier SS	Westminster SS	Westminster SS	Change
Davenport PS	East Elgin SS	East Elgin SS	East Elgin SS	No Change
Delaware Central PS	Medway HS/ Saunders SS	Medway HS	Medway HS	Change
Eagle Heights PS	Central SS/Sir Frederick Banting SS/H.B. Beal SS	Sir Frederick Banting SS/ H.B. Beal SS	Central SS/H.B. Beal SS	Change
Ealing PS	Central SS/H.B. Beal SS	Central SS/H.B. Beal SS	Central SS/H.B. Beal SS	No Change
East Carling PS	Central SS/ Montcalm SS/ H.B. Beal SS	Montcalm SS/ H.B. Beal SS	Central SS/H.B. Beal SS	Change
Emily Carr PS	Sir Frederick Banting SS	Sir Frederick Banting SS	Sir Frederick Banting SS	No Change

Elementary School (Approved 2022 Attendance Areas)	Existing Feeder School	Scenario 1 Proposed Progression	Scenario 2 Proposed Progression	Feeder School Alignment
Evelyn Harrison PS	Montcalm SS	Montcalm SS	Montcalm SS	No Change
New Uplands North Holding at Evelyn Harrison PS	Medway HS	Medway HS	Medway HS	No Change
F.D. Roosevelt PS	Clarke Road SS	Clarke Road SS	Clarke Road SS	No Change
Glen Cairn PS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	No Change
Hillcrest PS	Montcalm SS	Montcalm SS	Montcalm SS	No Change
Jack Chambers PS	A.B. Lucas SS/ Medway HS	A.B. Lucas SS	A.B. Lucas SS	Change
John Dearness PS	Oakridge SS	Oakridge SS	Oakridge SS	No Change
John P. Robarts PS	Clarke Road SS	Clarke Road SS	Clarke Road SS	No Change
Kensal Park FI PS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	No Change
Knollwood Park PS	Montcalm SS	Montcalm SS	Montcalm SS	No Change
Lambeth PS	Saunders SS	Saunders SS	Saunders SS	No Change
New Kilbourne Holding at Nicholas Wilson PS and Glen Cairn PS	Saunders SS	Saunders SS	Saunders SS	No Change
Lord Elgin PS	Montcalm SS	Montcalm SS	Montcalm SS	No Change
Lord Nelson PS	Clarke Road SS	Clarke Road SS	Clarke Road SS	No Change
Louise Arbour FI PS	Sir Frederick Banting SS	Clarke Road SS	Clarke Road SS	Change
Masonville PS	A.B. Lucas SS	A.B. Lucas SS	A.B. Lucas SS	No Change
Mountsfield PS	London South CI	London South CI	London South CI	No Change
Nicholas Wilson PS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	No Change
Northbrae PS	Montcalm SS	Montcalm SS	Montcalm SS	No Change
Northdale Central PS	Lord Dorchester SS	Lord Dorchester SS	Lord Dorchester SS	No Change
Northridge PS	A.B. Lucas SS	A.B. Lucas SS	A.B. Lucas SS	No Change
Old North PS	Central SS/H.B. Beal SS	Central SS/H.B. Beal SS	Central SS/H.B. Beal SS	No Change
Holding at Old North PS and University Heights PS (Sunningdale North)	A.B. Lucas SS	London Central SS	London Central SS	Change
Holding at Old North PS (Fox Hollow West) (New NW London PS)	Sir Frederick Banting SS	Sir Frederick Banting SS	Sir Frederick Banting SS	No Change
Orchard Park PS	Sir Frederick Banting SS	Sir Frederick Banting SS	Sir Frederick Banting SS	No Change
Oxbow PS	Medway HS	Medway HS	Medway HS	No Change
Parkview PS	Medway HS	Medway HS	Medway HS	No Change
Prince Charles PS	Clarke Road SS	Clarke Road SS	Clarke Road SS	No Change
Princess Anne FI PS	Sir Wilfrid Laurier SS	Clarke Road SS	Clarke Road SS	Change

Elementary School (Approved 2022 Attendance Areas)	Existing Feeder School	Scenario 1 Proposed Progression	Scenario 2 Proposed Progression	Feeder School Alignment
Princess Elizabeth PS – English Track	London South CI/H.B. Beal SS	London South CI/H.B. Beal SS	London South CI/H.B. Beal SS	No Change
Princess Elizabeth PS – French Immersion	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	No Change
Rick Hansen PS	Westminster SS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	Change
Holding at Rick Hansen PS	Saunders SS	Saunders SS	Saunders SS	No Change
River Heights PS	Lord Dorchester SS	Lord Dorchester SS	Lord Dorchester SS	No Change
Riverside PS	Oakridge SS	Oakridge SS	Oakridge SS	No Change
Sir Arthur Currie PS	A.B. Lucas SS/ Sir Frederick Banting SS	Sir Frederick Banting SS	Sir Frederick Banting SS	Change
Sir Georges Etienne Cartier PS	London South CI	London South CI	London South CI	No Change
Sir Isaac Brock PS	Saunders SS	Westminster SS	Westminster SS	Change
Holding at Sir Isaac Brock PS and Victoria PS (New SW London PS)	Saunders SS	Saunders SS	Saunders SS	No Change
Sir John A. Macdonald PS	Montcalm SS	Montcalm SS	Montcalm SS	No Change
New East London Holding at Sir John A. Macdonald PS	Clarke Road SS	Montcalm SS	Montcalm SS	Change
South Dorchester PS (will close when new Belmont PS opens [K-8])	East Elgin SS/Lord Dorchester	Lord Dorchester SS	Lord Dorchester SS	Change
St. George's PS	Central SS/H.B. Beal SS	Central SS/H.B. Beal SS	Central SS/H.B. Beal SS	No Change
Stoney Creek PS	A.B. Lucas SS	A.B. Lucas SS	A.B. Lucas SS	No Change
Stoneybrook PS	A.B. Lucas SS	A.B. Lucas SS	A.B. Lucas SS	No Change
Summerside PS	Clarke Road SS/Lord Dorchester SS	Clarke Road SS	Clarke Road SS	Change
Tecumseh PS	London South CI	London South CI	London South CI	No Change
Trafalgar PS	Central SS/H.B. Beal SS	Central SS/H.B. Beal SS	Central SS/H.B. Beal SS	No Change
Tweedsmuir	Clarke Road SS	Clarke Road SS	Clarke Road SS	No Change
University Heights PS	Sir Frederick Banting SS	Sir Frederick Banting SS	Sir Frederick Banting SS	No Change
Valleyview Central PS	Medway HS/ Strathroy District CI	Medway HS/Strathroy District CI	Medway HS/ Strathroy District CI	No Change
Victoria PS	London South CI/Westminster SS	Westminster SS	Westminster SS	Change
W. Sherwood Fox PS	Saunders SS	Westminster SS	Westminster SS	Change

Elementary School (Approved 2022 Attendance Areas)	Existing Feeder School	Scenario 1 Proposed Progression	Scenario 2 Proposed Progression	Feeder School Alignment
Holding at W. Sherwood Fox PS (New SW London PS)	Saunders SS	Saunders SS	Saunders SS	No Change
West Nissouri PS	Lord Dorchester SS/Medway HS	Lord Dorchester SS	Lord Dorchester SS	Change
Westmount PS	Saunders SS	Saunders SS	Saunders SS	No Change
White Oaks PS	Westminster SS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	Change
Southwest London Holding at White Oaks PS (East of Wharncliffe Rd S)	Saunders SS	Saunders SS	Westminster SS	Change
Southwest London Holding at White Oaks PS (New Lambeth PS Holding - A)	Saunders SS	Saunders SS	Saunders SS	No Change
Southwest London Holding at White Oaks PS (New Lambeth PS Holding - B)	Saunders SS	Saunders SS	Saunders SS	No Change
Longwoods Holding at White Oaks PS	Holding at Westminster SS	Saunders SS	Westminster SS	Change
Wilberforce PS	Medway HS	Medway HS	Medway HS	No Change
Wilfrid Jury PS	Sir Frederick Banting SS	Sir Frederick Banting SS	Sir Frederick Banting SS	No Change
Wilton Grove PS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	Sir Wilfrid Laurier SS	No Change
Woodland Heights PS	Westminster SS	Westminster SS	Westminster SS	No Change
Wortley Road PS	London South CI	London South CI	London South CI	No Change
New NW London PS	Sir Frederick Banting SS	Sir Frederick Banting SS	Sir Frederick Banting SS	No Change
New SW London PS	Saunders SS	Saunders SS	Saunders SS	No Change
New West London PS[2]	Saunders SS	Oakridge SS	Oakridge SS	Change

[1] Holding at Byron Somerset will be split between the New West London PS (Oakridge SS) and Byron Southwood PS (Saunders SS).
[2] New West London site is pending Ministry approval.
Red text refers to those schools who also fall within the H.B. Beal SS attendance area.
Bold text refers to those attendance areas that are currently holding zones.
Note: Lester B. Pearson students attend their home secondary school and have historically had the option of attending London Central SS as well.

3. What we heard

TVDSB assembled subcommittees through the AAR process for each secondary school involved in the review. These subcommittees were provided information in relation to the proposed scenarios and held individual school level meetings in order to obtain public feedback. Through these meetings each subcommittee then submitted a report to TVDSB Administration. The feedback is summarized in a report from TVDSB Administration which also includes copies of all school subcommittee reports.

4. Board Recommendations

Based on the public feedback that has been received, the recommendation from the project team for the London Secondary Panel Attendance Area Review is to adopt English Track Option 1 with legacy agreements for existing students and additional revisions to the original Option 1 scenario. The report from TVDSB Administration summarizes the recommendation in detail.

Thames Valley District School Board
London Secondary Panel
Attendance Area Review

SUBCOMMITTEE REPORTS

Appendix B

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APPENDIX B-1 A.B. Lucas S.S.

London Secondary Panel Attendance Area Review

A.B. Lucas Secondary School AARC Subcommittee Report

May 18, 2023

1. SUB-COMMITTEE MEMBERS & AFFILIATION

Maria Mackintosh - School Council Chair and parent

Lisette Bezner - parent

Danielle Davison - parent

Jennifer Jackson - parent

Ian Mcilraith - parent

Danielle Villeneuve – parent

2. SCHOOL COMMUNITY MEETING

a. Date: April 4, 2023
b. Number of attendees at meeting: Approx. 46 in person and 40 online
c. Number of participants in discussion at meeting: 86

3. EXECUTIVE SUMMARY

The AARC subcommittee meeting was run with good success. Attendance was solid and parents were engaged in the conversation with questions and commentary. Through the second part of the meeting, Trustee Leroy Osbourne arrived at the meeting.

Overall, parents are mostly concerned about the impact the proposed changes will have in kids that are currently attending A.B. Lucas as well as those that are in grade 8 and already had planned to attend in the next school year.

Parents' concerns also lay with the data points, mainly that the numbers utilized are not accurately reflecting the current numbers and are not forecasting the city’s approved housing plans in the next 1-2 years (very short term). The concern will be that A.B. Lucas will be extremely over capacity which will impact availability of programs and opportunities for attending students while at the same time creating similar issues for other schools.

Requests for legacy agreements for both registration and busing were key factors in parents’ concerns.

4. BRIEF SCHOOL COMMUNITY PROFILE

N/A

5. FEEDBACK REGARDING PROPOSAL

5a) Legacy Agreements:

- Legacy agreements for registration are extremely important for a number of reasons:
    - friendships
    - student's mental, social and academic well-being
    - developing relationships over time with teachers, staff, learning support teachers, peer supports, student success room staff. This is necessary for students to get reference letters for post-secondary programs, scholarships, employment opportunities
    - longitudinal continuity necessary for extracurricular success (sports, bands, choir, clubs)
    - losing this opportunity negatively affects mental health, education, scholarships, program choices, career paths and employment opportunities

- For parents with students in grade 8 at elementary schools that currently feed into two high schools (example Jack Chambers feeding into Medway and Lucas), eliminating the split to two high schools starting in 2024 would mean that current grade 8 students may have to change schools after grade 9 (for example from Medway to Lucas) if there are no legacy agreements. If the decision by the committee is made by the end of June, there is still opportunity for students to change their high school registration for this September to avoid switching schools after grade 9. If the decision is delayed past June, this opportunity is lost.

  Trustees could agree to grant legacy agreements for attendance (and busing to schools that are not accessible by public transportation) in June. If more time is needed for other considerations regarding the Attendance Review then it would be possible to delay those issues to a later date. However, if trustees can guarantee legacy agreements for attendance (and busing to schools that are not accessible by public transportation) this June, then parents would not have to switch their child's registration, regardless of the outcome of the area review.

- A parent of a student with an IEP requested legacy agreements due to diagnoses of ADHD, anxiety and a learning disability.

- The school board should not allow students to enrol in Gr 9 at any school unless they can promise the full duration of their studies could be completed at that school.

- If legacy agreements for busing cannot be provided for all high schools, provide legacy agreements for busing for schools who do not have accessible public transportation, for example Medway High School.

5b) Suggestions for Changes to Area Review:

- That Cedar Hollow PS students be allowed to keep the current split feeder arrangement between A.B. Lucas SS and Medway SS until the new NE London SS or NW London SS is built when permanent accommodations are available for students in the neighbourhood.

- Allow Cedar Hollow parents the choice to go to Montcalm or Lucas/Medway.

- Continue Beal as status quo and not include it in part of the boundary changes.

- Lucas should stop accepting out of area students instead of moving Cedar Hollow students to Montcalm.

- Relocate students from the furthest SE corner of Lucas zone (south of the river, west of Highbury) to Montcalm instead of Cedar Hollow.

- Consider other ways to increase Montcalm enrolment other than moving Cedar Hollow – additional creative programming, combine two underutilized schools into one site, reduce capacity at underutilized schools by re-assigning space to other purposes (eg. childcare, adult ESL, senior programming).

- Charge developers the cost for building a new school instead of relying on the ministry of education.

- Eliminate split feeder schools for Cedar Hollow and Jack Chambers by having all Jack Chambers students go to Lucas and all Cedar Hollow students go to Medway (or vice versa). Montcalm will fill enrolment through new homes being built in Montcalm catchment area.

- Approve scenario 1 and have all Cedar Hollow students bused to Central Secondary School. Central reduces how many out of area students accepted each year by the number of Cedar Hollow students are coming to Central. Medway is over capacity and can't add portables so they can't accept Cedar Hollow students.

- Leave everything the way it is as Cedar Hollow isn't going to bring the numbers up at Montcalm to where they want them to be since the number is actually fairly low as not all students choose to go to Lucas or Medway.

- Continue to allow Cedar Hollow students to attend Lucas or Medway or parents will choose to leave the public school board and send their kids to the catholic school board after a couple of surveys show that parents will leave the TVDSB if either of these proposals go forward

5c) Concerns Over Lucas Overpopulation:

- It is integral that the school boundaries be modified in order to limit enrolments to a more reasonable amount at Lucas.

- The boundaries need to be changed to limit enrolment at Lucas. Lucas' capacity for enrolment cannot continue to accommodate Cedar Hollow students and Cedar Hollow students should go to Montcalm. The negative impacts of overcrowding at Lucas is detrimental to student's success and Montcalm can accommodate the students.

- Allowing Cedar Hollow to stay at Lucas is not only 35 children, it is 140 and closer to 200-250 with growth. Lucas cannot accommodate this number.

- Not feasible to have Lucas enrolment more than 50% above capacity and still have Cedar Hollow students continue to attend Lucas.

- What is the reason that Lucas or Medway still accepts out of area students if there is already an overcrowding issue which is now forcing students who live in the area to move schools?

- The students who live out of the area should be "forced" to go to their own home school rather than take up numbers in an already overpopulated school.

- Students should have a right to choose which high school they want to attend like it has always been in the past so that they can choose the school that best fits their future goals.

- Students shouldn't have to suffer because the board can't plan properly for future growth in the area.

5d) Issues With Timing of Decision:

- For parents with students in grade 8 at elementary schools that currently feed into two high schools (example Jack Chambers feeding into Medway and Lucas), eliminating the split to two high schools starting in 2024 would mean that current grade 8 students may have to change schools after grade 9 (for example from

Medway to Lucas). If the decision by the committee is made by the end of June there is still opportunity to change the high school registration for this September to avoid switching schools after grade 9. If the decision is delayed past June, this opportunity is lost.

- Do not delay making the decision beyond the time frame of June 2023 if it means split feeder schools are eliminated without a legacy agreement.

- The information regarding these boundary changes wasn't sent out until Jan and everyone including feeder schools who may not have anyone attending high school yet were not informed

- This information should have been sent out before the grade 8 tours and high school selections and course had to be completed

5e) Issues Regarding the Data Presented in the Proposal:

- Cedar Hollow parents will be transferring their children to Mother Theresa and this will not increase enrolment at Montcalm.

- Forecasted data for Lucas and Montcalm are not accurate based on projected new housing developments.

- The report does not consider how many students from Cedar Hollow will switch to the Catholic school board instead of going to Montcalm.

5f) Other:

- It doesn't seem like the psychological perspective of children having to move schools or their mental health has been considered.

- All schools are supposed to have the same standard of education, but Montcalm scores much lower on rankings compared to Lucas or Medway.

- Concern for students with IEP's or supports in place at their current high school.

6. RECOMMENDATIONS & CONSIDERATIONS

1. Legacy agreements for registration and busing for all high school students registered at a school in the 2023-2024 school year, allowing them to remain in their current school until graduation.

2. Legacy agreement for busing to schools without access to public transportation, if it is not feasible to provide legacy agreement for busing to all schools.

3. Legacy agreements for elementary students currently in grade 8 who will be enrolled in high school in September 2023. These students have already chosen the high school they will be attending in September and should not have to switch.

4. Recommend Trustees decide on the outcome of the Area Review by the end of June 2023. For parents with students in grade 8 at elementary schools that currently feed into two high schools (example Jack Chambers feeding into Medway and Lucas), eliminating the split to two high schools starting in 2024 would mean that current grade 8 students may have to change schools after grade 9 (for example from Medway to Lucas). If the decision by the committee is made by the end of June there is still opportunity to change the high school registration for this September to avoid switching schools after grade 9. If the decision is delayed past June, this opportunity is lost.

   Trustees could agree to grant legacy agreements for attendance (and busing to schools that are not accessible by public transportation) in June. If more time is needed for other decisions regarding the Attendance Review then it would be possible to delay those issues to a later date. However, if trustees can guarantee legacy agreements this June, then parents would not have to switch their child's registration, regardless of the outcome of the area review.

5. Recommend that all Trustees review all subcommittee reports prior to voting.

6. We recommend to NOT consider Option 2 as a viable option given it will put AB Lucas at a 141% over capacity which will negatively impact teachers and students' experience and the final outcomes will be a decrease in the quality of education

7. Cedar Hollow PS specific recommendations and options:
   a. Students to be allowed to choose between Montcalm SS and Lucas SS/Medway SS

    b. All Jack Chambers students go to Lucas and all Cedar Hollow students go to Medway (or vice versa). Montcalm will fill enrolment through new homes being built in Montcalm catchment area.

8. TVDSB to invest in Montcalm SS to elevate their academic level to provide equivalent educational experience to Lucas SS and Medway SS, prior to implementing any forced transitions to Montcalm.

9. Provide out of area students enrolment opportunities only to schools that are below capacity. This will ensure these students are not being favoured over London students. It will also avoid overcrowding in schools already at capacity like Lucas SS.

10. Recommend that the population growth projections be re-run based on the projected approved new subdivisions and housing projects, as there is a belief that under capacity areas could be filled through new growth and not through transferring current students.

11. The main consideration should be for current students' well-being. The students that are about to be impacted by this Area Review have already been significantly impacted by Covid. These students will be impacted once again if the Area Review proceeds without the recommendations above put in place.

7. APPENDICES

These are the emails the committee received from parents following the school meeting:

-Good evening,

First off, thank you to the parent committee for the wonderful job that they have done thus far on the AAR. Last night's presentation at Lucas was very informative, and at times quite spirited from the attendees.

To preface this email, I would like to first indicate that I am NOT a Cedar Hollow parent, which put me in the minority at the meeting last night. My children attend Masonville, and with the revised attendance areas they will continue on to Lucas for high school.

While I can appreciate that the Cedar Hollow parents are quite passionate about the boundary changes as they are the most impacted in the Lucas area, I wanted to bring forward thoughts from « the other side ».

In my opinion, it is integral that the school boundaries be modified in order to limit enrolments to a more reasonable amount at Lucas.

Lucas, and all of the schools feeding to it in both proposals, are well above capacity. The north London schools are bursting at the seams, and the impact on students is obvious. Despite already being above capacity, we are also expecting exponential growth in many of the proposed feeder schools in the near future due to new high, medium, and low density residential builds, which ultimately will further increase the Lucas enrolments.

My children currently attend Masonville, which is already largely over capacity despite a massive expansion being built just 2 years ago. With 800+ students at that school, we have witnessed and experienced what « over capacity » really means. It means more stress on the staff, it means less room for children, it means children get "lost in the fold". It means children can come out feeling like "just a number". You lose the community feel when schools are so far above capacity. While yes, admittedly I am aware that more supports are filtered to schools based on the number of students enrolled, I also am very, VERY aware from personal experience that this does not mean that there are *enough* supports. This is a larger scale problem, and not necessarily one that the AAR will be able to directly fix, but it will be largely addressed by spreading out the attendance. Reducing the school size is important for the well-being of our children, for the teachers and support staff well-being, and for the school community as a whole.

The Cedar Hollow parents kept saying "it's only 35 children", but the reality is that it is never, and will never be, only 35 children. Assuming 35 children in the grade 8 graduating class this year move to Lucas, and that number remains stagnant for the next 4 years (which we all know it will not), that is really 140 children in the school over their 4 year high school career (35 kids * 4 years enrollments). That, coupled with the growth expected in the Cedar Hollow area due to new builds, regular movement, etc., will actually likely push that number up closer to 200-250 in the near future. Long term, we can agree that the number will continue to grow well beyond that. The hard reality is that Lucas cannot accommodate those extra 140++ bodies when they are already over capacity and will need space to contend with the significant growth coming from their other feeder schools (such as Masonville and Jack Chambers specifically, who are currently continuing to surge in enrollments and expect significantly more enrollments in the next 2 years).

I know it's quite a difficult decision, and I do sympathize with the Cedar Hollow community on this change and how that impacts their students. However, as a whole for the entire area and for Lucas specifically, having Cedar Hollow feed to Lucas just doesn't make sense when Montcalm is geographically closer with minimal need for students to

cross a major thoroughfare (Highbury), walkable for many students and/or reduces need for bussing, and most importantly has the capacity to accept their current student body size as well as the expected continued growth.

I thank you again for your time and patience when dealing with the AAR, and I do hope that we see either Option A or Option B of the proposal pass as written.

Hello Lucas Subcommittee,

In scenario 1 and 2, Lucas' population increases to 139% and 155% respectively by 2028. While I feel concern for the parents of Cedar Hollow students, having them stay at Lucas in addition to the projected increases in enrolment would push Lucas' enrolment even higher.
It is not feasible to have AB Lucas with an enrolment potentially more than 50% above capacity and still have the Cedar Hollow area students continue to attend Lucas.
If the trustees allow Cedar Hollow students to continue to attend Lucas, the number of portables and students at Lucas will increase even more and will have a negative impact on academics, extra-curricular and sports that overcrowding of schools creates. Moving Cedar Hollow area students to Medway is also the same issue of over population. Medway can't add portables at all, so adding more students to Medway isn't an option.

Since the Cedar Hollow community is against their closest high school (Montcalm) being their home school, a suggestion would be for Scenerio 1 to be accepted and allow Cedar Hollow students to attend Central Secondary School. Since students are already bussed to Lucas from the Cedar Hollow area, they can be bussed to Central Secondary School. Central could lower the number of "out of area" students that they accept each year to allow for the Cedar Hollow community to join the Central Secondary School community.

Thank you.

Hello Lucas Area Review Committee,

Could you please include in your report that parents with students in grade 8 from split feeder schools need to know the outcome of this process by the end of June to potentially change the high school their child is registered in for this coming September. For elementary schools that currently feed into two high schools (example Jack Chambers feeding into Medway and Lucas), eliminating the split to two high schools starting in 2024 would mean that current grade 8 students may have to change schools after grade 9 (for example from Medway to Lucas).

If the decision is made by the end of June, parents have the opportunity to switch their enrolment to the newly designated single high school for this coming September and avoid having their child switch after grade 9. If the decision is delayed, then parents lose this opportunity to have their child attend the same high school for their high school career.

I am not in favour of delaying the decision of these boundary changes IF it means splitting feeder schools is going to be eliminated without a legacy agreement for those students who are already enrolled in the high school that they have started in.

Dear Lucas LAAR parent committee:

If you could please add this to your report that would be appreciated.

The issue of legacy agreements for both busing and attendance are extremely important. With regards to legacy agreement for busing: The financial factors for the board could pose an obstacle for providing legacy agreements for busing for all high schools. However, it is very important to provide legacy agreements for busing for those schools

that are not accessible by public transportation. For example, being able to take London Transit to Medway High school is NOT an option for students as there is no public transportation to that area, and therefore this is an example of a school that should qualify for legacy agreements for busing. While it would be ideal to be able to provide legacy busing agreements to all schools, this should not be an “all or none” situation if the answer is going to be “none” for everyone. Legacy agreements for busing must be provided when a high school is not accessible by public transportation. This of course, would not mean door to door public transportation service, but a reasonable distance to be able to safely walk to public transportation.

Next, the importance of Legacy Agreements for registration is extremely important for ALL students being affected by these boundary changes. The ability to remain at the same high school in which they began, is not only important for maintaining friendships, which is of course instrumental in student’s mental, social, and academic well-being, but it is also important for developing relationships over time with teachers, staff, learning support teachers, peer supports, and student success room staff. The longitudinal continuity is necessary for extracurricular success of students that include sports teams, bands, choirs and all the variety of clubs that students participate in and develop skills in over time.

An essential and often overlooked aspect of high school is the need for students to have formed relationships that have developed over time in order for teachers and staff to provide references for students. It is crucial to have legacy agreements in order for relationships with teachers and staff to be built upon, nurtured and sustained. It takes time to develop the opportunity to have these teachers and staff to act as character references for students, which is instrumental for supplemental applications to university, college or any post-secondary programs, as well as any type of employment opportunities. Teachers and staff also provide letters of reference for applications for scholarships and bursaries. This is vital for financial aid for students and can even be a determining factor if a student can afford to attend post-secondary education. Only time, can provide the opportunity to sustain, maintain and foster these relationships between teachers, staff, and students that are desperately needed both during high school and while exploring the different post-secondary pathways. Taking away the opportunity to develop these relationships will not only affect their mental health (which should be enough of a reason to add legacy agreements) but it will negatively affect their education, choices of pathways, choices of programs, scholarships, and employment opportunities. Students need these relationships with teachers and staff to provide references on their applications in order to succeed in all aspects of education both in high school and beyond.

Please provide legacy agreements for attendance/registration to all high school students affected by these changes. Please also provide legacy agreements for busing to schools that are not accessible by public transportation. Thank you.

I appreciate the difficult decisions that you are facing with this area review, and the number of different factors and opinions that need to be considered. I am emailing to discuss the timing of the decisions.

Parents with students in grade 8 from split feeder schools really need to know the outcome of this process by the end of June to potentially change the high school their child is registered in for this coming September. For elementary schools that currently feed into two high schools (example Jack Chambers feeding into Medway and Lucas), the accepting of either Scenario 1 or Scenario 2 starting in 2024 would mean that current grade 8 students may have to change schools after grade 9 (for example from Medway to Lucas).

If a decision is made by the end of June to not provide legacy agreements, then parents would have the opportunity to switch their enrolment to the newly designated home high school for this coming September and avoid having their child switch after grade 9. If the decision is delayed, then parents and students lose this very important opportunity to have their child attend the same high school for their high school career. Of course, every parent and student is in favour of and want legacy agreements for a variety of reasons of which I’m sure you are all aware.

If the trustees need more time to make decisions regarding the area review, one solution is that all decisions do not need to be made at the same time in June. Trustees could agree to grant legacy agreements for attendance (and busing to schools that are not accessible by public transportation) in June. If more time is needed for other considerations regarding the Attendance Review then it would be possible to delay those issues to a later date. However, if trustees can guarantee legacy agreements this June, then parents would not have to switch their

child's registration, regardless of the outcome of the area review. This is a very stressful time for both students and parents, and not knowing when or if a student might need to change high schools is very stressful. Please make a decision regarding this area review by June and if this is not possible, please at least decide one way or another if legacy agreements will be provided for students in June. As mentioned, every student and parent is in favour of legacy agreements for registration (and busing when public transportation is not an option).

Thank you very much for your time and consideration,

-To all TVDSB Board Trustees,

Thank you for investing your time in briefly listening to our strong opposition to the redrawing of the Cedar Hollow Secondary School Boundaries. We want to help you with your boundary change goals but want to do it in a trajectory that doesn't negatively affect the TVDSB and its current students. You will see that we need your support and guidance as the intended outcomes of your plan will never materialize. We will provide you a simple solution that will help meet your attendance balancing goals, and not reduce your property tax based income. You will see by the end of this email, its not about Montcalm, its about having a choice—which we had before—and that we wont have in the future, all we want is a choice reinstated.

At our Tuesday community meeting. Trustees Osborne and Larsen saw the unity from all parents of Cedar Hollow, Fanshawe Ridge, Ballymote and Forest Hill students. We were organized, and effectively shared our concerns with the negative effects this boundary change will have on our children and communities. We also emphasized the troubling way the Board is selectively, vaguely and unequally communicating. The whole process is way too accelerated. Even city Councilors shared how impressed they were with our meeting, organization, delivery.

Trustees Marianne Larsen and Leroy Osbourne have asked that we share our concerns in email at how, specifically, this will shift our lifelong TVDSB students away from the public secondary education system thereby making your efforts to bolster population at Montcalm ineffective. We have attached a copy of our presentation here. Please see slides 12 and 13. The majority of Cedar Hollow gradates are expected to be redirected from Lucas to Montcalm. Historically, of the 65 yearly CH graduates, less than 5 each year went to Montcalm. Our parent community states this number is zero for 2023. The balance will never go to Montcalm, but they will get to Mother Theresa Secondary school. The legacy opportunity cost of all that lost TVDSB income (and sibling income) needs to brought forward to your attrition watch group.

Our presentation and community survey data that we shared to Trustee Larson and Trustee Osbourne Mar 21st, shows that 98% of respondents will not send their child(ren) to the Montcalm. Most (over 60%) will shift over to the Catholic School system with other respondents saying they will continue to try to pursue Lucas SS or Medway SS (not realizing this won't be an option to them) so this will not achieve the goal of filling up Montcalm SS in order to have a new high school build approved. Cedar Hollow graduates are not the logical choice to be re-zoned. We offered 2 alternative proposals in our presentation that make more sense. Our data also shows only 33% of families received this notice from the Thames Valley email communications. This shows ineffective communication in a process that is rushed and purposefully convoluted. Currently, the final decision is set for June 2023, we would like this date moved to allow for more community input and due diligence.

One easy solution for you is to give us a choice. This challenge from us is not about Montcalm, it is about choice. We have choices this year : Lucas, Montcalm and Medway. Your boundary changes reduce that choice to one school, Montcalm. One solution for you is to add one more high school choice. Lucas and/or Medway. It is a simple remedy that needs your endorsement.

We have a large group of hard working neighbors who have been meeting regularly and creating the presentation and survey and we especially thank their efforts thus far. Thanks also to Jenn Jackson and Danielle Villeneuve for being our neighborhood AARC members.

Thank you from hundreds of Cedar Hollow Parents

-Good morning,

I want to thank you for all your work surrounding the rezoning for AB Lucas. We understand that none of these decisions have been made lightly.

As the subject of my email states I am emailing my concerns about how legacy agreements are going to be addressed for the current students enrolled at AB Lucas once or if rezoning is implemented in September 2024.

Our daughter Emelia Teeter is a current grade 10 student at AB Lucas. When we were considering our choices for schools for our daughter we consulted her grade 7, grade 8 and learning support teachers about what was the best school option for Emelia taking in account her IEP. All the educators strongly suggested that AB Lucas was going to be the best match for Emelia not only for the supports she would receive but the strong athletic program at the school where Emelia does thrive.

Emelia as a student at Old North Public School (formerly Ryerson Public School) has a long history of out of zone approvals to attend AB Lucas we applied for out of zone enrolment, we were approved and our daughter has enrolled since.

Once Emelia was enrolled in AB Lucas along with her therapist we set up a strong support system for Emelia to start high school. And Emelia has thrived at Lucas. Not only academically with the strong supports of her support teacher Mrs Fletcher but socially. Emelia has become a strong contributor at her school through sports and community involvement.

Our biggest concern now is that with the changes along with the negative impacts of three years of Covid that taking a child out of her school in her last year when she is about to enter the years that her grades impact her university application. We fully anticipate that with adjusting to a new school and her learning disability that her grades would suffer. In addition, Emelia since her IEP has been diagnosed with anxiety induced ADHD. Through the supports in school she is an honour roll student and we as her parents are concerned about the long term impact of taking a child out of the school in her final year of high school.

We are asking that legacy children be allowed to remain in the school until they graduate. This has been the practice in past rezoning, for example my daughter's grade school (Old North Public School) was rezoned in her 2014 and a legacy agreement was added to allow current students to complete remain until they graduated as long as the parents provided transport to the school as school transportation. In our case we already provide transport for our daughter as part our out of zone approval agreement and will continue to ensure that she continues with that support until she graduates in 2025.

Thank you again for taking our strong concerns into consideration and hope that as in past rezoning that legacy agreements will be honoured in the best interest of the child's education.

Thank you,

-Dear Ms Larsen, Mr Osbourne and the parent volunteer LAAR committee,

I have gone through the LAAR documents online and I attended the information meeting held at Lucas Secondary School. I understand that one of the potential goals of the TBDSB will be limit attendance of out of area students at TVD secondary schools. In the meeting I was told that this policy would likely apply to all out of area students at all TVD secondary schools, including Beal. However the documents online stated that this policy would not apply to Beal out of area students, and that Beal would be treated as different from the other TVD secondary schools due to their special program offering.

I have a daughter in Gr 9 currently attending Beal Secondary School. We are zoned for Lucas Secondary School. We provide our own transportation for our daughter to get to and from school. I think it would be completely unfair to suddenly return her to Lucas HS. She is currently enrolled in the Beal Arts program, but even if she was not to continue in this program, I think she should be able to finish her high school years at Beal. I really believe that the TVDSB should not be moving students to different high schools once they have already enrolled and attended. It is far too disruptive to move a child who is thriving in one secondary program to another simply because of “numbers”. The school board should not allow students to enrol in Gr 9 at any school unless it they can promise the full duration of their studies could be completed at that school. High school is a short time, and the school board should be able to plan adequately to insure that legacy policies can be upheld for ***all*** of our high schools and ***all*** of our students. TVDSB needs to demonstrate a commitment to the well-being of our kids. Our children have already had tremendous upheavals in their learning, social and emotional health due to the pandemic. More damage should not be incurred by the school board.

Thanks,

-Hello:
My son currently in grade 2 attends Cedar Hollow PS. I’m deeply concerned about the proposed change from AB Lucas to Montcalm secondary school for Cedar Hollow students. My whole point of moving to this location in London was the school district for my son. I wanted him to attend Cedar Hollow and AB Lucas or Medway. It will be deeply disappointing if the secondary school district changes to Montcalm. Kindly understand the importance of maintaining the current school district for future Cedar hollow students. It is of utmost importance for children to attend schools that offer better career prospects for their future lives.

Thanks,

-Good morning,

I have two children currently at Lucas and two children at Cedar Hollow P.S. With the proposed changes to move to Montcalm as their home school our decision would be very easy. The kids have decided to enrol at Mother Theresa and I would most likely move them for the 2023 year rather than waiting until 2024. I do also know of several families planning to move out of the neighbourhood if this change happens as is.

Thank you for considering an alternative solution.

-To Whom It May Concern,

I am a parent who attended the meeting March 21st at Northpark Church about rezoning Cedar Hollow PS to Montcalm. I will make my email to you as short and to the point as I can as I'm sure you have received a lot of communication about this.
First of all I want to thank you very much for attending the meeting. I am a parent of 3 children. We moved to our home for the good school choices in the area. It's very important to us to give our kids a good education. My oldest daughter currently gets straight A's and wants to be an astrophysicist. She is in grade 6 so not sure that will happen, but she has very high goals! My other 2 kids are in grade 4 and 2 and also do very well in school.
We were moved from Stoney Creek PS when my oldest daughter was in grade 1 with the rezoning in 2015. I want to point out that my oldest was allowed to be grandfathered to stay, but my other 2 younger kids (who weren't yet attending school) were not permitted to enrol at Stoney Creek. We were forced to go to Cedar Hollow if we wanted our kids together, and that was very stressful on our family. The board told us siblings wouldn't be separated but in the end they were. I fear the same will happen with high school. I don't think it's fair to do that to us all over again in such a short time period.
We moved to our new home 2 years ago. We paid a high price to get into our area when the market was crazy. Imagine our dismay to now know we won't be able to send our kids to a good high school (good as being rated highly academically). My husband and I work very, very hard and pay a lot in taxes to be able to give our kids a good upbringing.
We are currently zoned to go to Medway (we live in Ballymote subdivision) which is rated much higher than Montcalm. I feel badly saying that but when you look at how it is rated on the Fraser Institute Montcalm is at the bottom 6% - of all of Ontario! I fear we would send our kids to Montcalm and their ambition, dreams, goals would not flourish as they would elsewhere. If we were being rezoned somewhere comparable to Medway or Lucas, people would not be resisting this change. As it stands, Montcalm is not comparable. I ask you as a parent, as a citizen outside your role as Trustee, would you honestly send your kids to Montcalm?
If this rezoning were to be approved we most definitely would switch to the Catholic school board. I personally know of 10 other families who will do the same. I am currently looking into joining a church to make this transition occur smoothly should we need to. We are not religious but this is how strongly we are opposed to this.
Please let me know if you have any questions or comments. I sincerely thank you for taking the time to read this.

Regards,

-Hello,

I wanted to express my family's great concerns over the proposal to remove the Cedar Hollow community from the Lucas SS zone and to state we are against it.

It is not appropriate that such little communication and time has been given to discuss and oppose this matter.

My children have already been rezoned once when they had to switch from Northridge to CedarHollow. That was emotional and disruptive enough.

In 2010 we had our home built and settled down to raise a family in the Cedar Hollow neighbourhood in large part so our kids would have good schooling, specifically at Lucas SS. So removing the Cedar Hollow neighbourhood goes to the opposite of why we settled down in our area.

Sending my children to another school will not allow them to go to high school with established friends who attend their elementary school but live in another zone that will remain with Lucas.

Our established neighbourhood should not be removed from a school zone to make room for students from brand new neighbourhood and "out of zone students".

If Out of zone students are in-part causing Lucas to be over capacity, those students should get bumped from the school, or the school board should temporary stop accepting out of zone students to take pressure off the school capacity. They shouldn't be bumping out families that live in established neighbourhoods that bought houses in the Lucas zone.

If the school board is going to move established families into new zones anyways, why does the Lucas SS zone keep students in the furthest SE corner of the Lucas zone? (south of the river, west of Highbury ave)? There are students that can see Montcalm SS from their house in that neighbourhood because they are so close to Montcalm SS, yet they will continue to be bussed (maybe they walk…) to Lucas SS, but in the proposed zone changes. From a geographic and financial aspect, shouldn't the school board rezone homes closest Montcalm SS first, and leave homes closer to Lucas SS in the Lucas SS zone?

If the choice to go to Lucas and be bussed there is removed, then I plan to have my children attend a school in the catholic board.

Thank you

-Hello,

My seven year old son currently attends Cedar Hollow PS, and in about six years he will finish his elementary education and move into secondary school. As a parent, I'm deeply concerned with this proposal of moving cedar hollow students to Montcalm High School in the future. I understand how important it is for children to attend a good secondary school. We bought a house and moved into this location of London for the school district, which has been our top priority always. Both my wife and myself have attended universities in North America and our schoolings have been significant contributors to our successes.

I would earnestly request the concerned authorities not to approve such a proposal that would negatively impact our children.

Thanks,

-Hello
Please find this email of concern when talking about moving students from cedar hollow to Montcalm. When we decided to move to this area (Forest Hill) we thought our children would be attending Stoney creek. To our surprise we have been bussed to cedar hollow when it first open. We live direct across from mother Theresa other side of Sunningdale.
When we hear the news that now our children will again be re zoned to Montcalm Highschool it is very concerning. We had all intentions sending our kids to Medway as we were told our area can attend Lucas and Medway.
We live so much further from Montcalm. Our children will not be in the same neighbourhood as Montcalm students. I am not exactly happy with the reputation Montcalm as and my own children not having the option of another highschool.

Another concern is that this rezone to Montcalm now brings down my property value and resell when people know the school district.

Another concern is that we avoided highbury and Huron area to live because of demographics. Th population compared to cedar hollow areas is not the same and we have major concerns of who our children will be socializing with.

If this rezone does get finalized and we are to be at Montcalm then we will be looking at moving our children to Catholic Highschool where they can simply walk across the street instead of a 10-15 minute bus ride away from Home. Medway is 4km away and Lucas is probably less KM away. You will be sending my kids to a school that is further away than two highschools in our area.

I'm really extremely disappointed. We have heard of violent acts at Montcalm and bad student population. I worry for my children's mental health and well being.

I hope a better option can be made. Please re look at this plan as it makes no sense for the forest hill/ballymote neighbourhood.

Thank you

-Hello Leroy.

It was so nice to see you last week at the LAAR committee meeting for Lucas.
I am writing as a concerned parent.
I have a son going into grade 6 who was hoping to attend Lucas in Sept. 2026. I have another son going into grade 4 this year who was also planning to attend Lucas in the future (his neighbor is the starting quarterback and he has quit hockey to play football and follow in his footsteps). I also have a daughter heading into kindergarten next year, the plan was for her to attend Lucas as well.
I am concerned because we are part of the rezoning plan where our home high school will possibly change from Lucas to Montcalm. What these kids have been through during the pandemic and the impact it has had on their academics and their mental health is unimaginable for most adults. As the research evolves around this it will be made more clear the impact that the pandemic had on children. Any teacher out there they will tell you they see these impacts daily. I want my children to have choice.
We were also part of a elementary school rezoning. My eldest son was already forced to change schools once, moving from Northridge to Cedar Hollow.
I am also aware that there are no special considerations being thought of for this change such as grandfathering, busing, or accommodating siblings. If this change goes through I hope this is something the TVDSB will consider.
One easy solution to the challenges that the TVDSB is facing with over populated schools is to place limits on how many students each high school takes that is out of their home school area. At a recent LAAR committee I heard from the Lucas Principle that they are over populated, and that they also accept all grade 9 applications from students that do not reside in the Lucas area. Sounds like this problem was created by TVDSB and now my children are the ones having to deal with the unintended consequences.
We are currently looking at Mother Teresa for high school as an option as well as leaving the city for a smaller community.
My understanding is that the board is having a meeting on June 28 and the decision will be made then for the 2024 school year, however the timing of this has huge impacts for the kids going into grade 9 this year. I want you to know that I do not support this decision and I know a lot of parents that agree with me and we are working with our LAAR committee to voice these concerns. I truly hope that the TVDSB holds up to the commitments they outline on their website to put all students first, collaborate with the community and communicate this effectively and timely so children can plan accordingly to ensure they have the best academic experience.
Yours truly, a concerned parent,

-Good day,
I attended the online meeting and have some concerns.
My son was excited to be accepted to Lucas for his first year of high school this September. Now we are concerned about being forced to go to a school he is very uncomfortable attending. We do not want to transfer to our feeder school of Montcalm. Will there be legacy agreements in place with or without transportation? Wether its the first or third year, I hope the offer is fair to all. We had committed with the expectation that even if transportation was not provided, we as a family would still provide it for our son. Why was this not brought up before grade 8 orientation? Coming to high-school is already an overwhelming change to adjust to not just for him but me as a parent. I'm very frustrated and upset at the thought of our peace of mind being taken away. This is really not ok. How can we prevent these changes? Not just concerned for my son but other kids. Moving them around could cause panic discomfort anxiety. Especially those coming for their last year.
I really hope the welfare of kids already placed in schools they love and thrive in are taken seriously.

Thank you for your time.

-Dear Lucas AARC committee,

As a member of the **Forest Hill/Ballymote** community, I am not directly impacted by what is happening to the Cedar Hollow students who will be redirected from Lucas to Montcalm. In fact, with the proposed change, my child will be able to study with all his graduating class, instead of being split to Medway, which should be seen as a positive change. However, I am writing today to pinpoint some of the major flaws with the current proposals in the community.

First of all, we as parents pick neighbourhoods based on their unique characteristics. Undoubtedly, schools are one of the most important factors in this decision. As one can easily relate, some of the strongest friendships we had were built during this time of our lives. As such, where our children will be attending high school will have a big impact on their future. Moving students in the middle of their high school career is simply unacceptable in the name of balancing distribution and a clear **legacy arrangement** must be in place.

Secondly, while I do not wish to discuss the unspoken and undocumented reasons why the 179 kids residing in the Montcalm catchment decide to seek education elsewhere in the system (i.e. at H.B. Beal (114 pupils) or Central (65 pupils)), contributing to the underutilization, I wish to emphasize the fact that we, as equal residents of London, are more than just a number and a business case to make. We, like parents at Clarke Road and Montcalm, can also decide to seek education elsewhere, including moving our children to the Catholic school board. Nonetheless, the 50 or so students at Cedar Hollow, much less than those who get to freely choose not to attend Montcalm themselves, should not be treated as scapegoats for another neighbourhood's decision under the glorified title of "keeping children together".

Furthermore, despite the Board's claim that all schools are created equal and be given the same resources, there is strong supporting evidence that there are academic-level differences between Cedar Hollow, Lucas, and Montcalm. The results from a ministry-administered standardized test such as the EQAO can be a good indication of the difference in academic level between schools. The Fraser Institute standardized scoring derived from the results of this standardized test can be used as a proxy of the academic standing at each school:

AB Lucas	*Gr6#*	**7.2**	**Montcalm**	*Gr6#*	**2.7**
Jack Chambers	*103*	9.0	Chippewa	*42*	5.8
Masonville	*61*	9.2	Evelyn Harrison	*31*	0.7
Northridge	*73*	7.9	Hillcrest		3.0
Stoney Creek	*107*	7.6	Knollwood Park	*29*	2.4
Stoneybrook	*51*	8.0	Lord Elgin	*27*	2.9
Cedar Hollow	*48*	6.3	Northbrae	*38*	4.1
			Sir John A Macdonald	*36*	1.3

	443	**433**		203	**387**

As anyone can clearly see, there is a clear disconnect between the academic standing between Cedar Hollow and Montcalm where the proposed changes will be sending the CH children to.

Please be reminded that one of the top reasons why gifted programs were offered at TVDSB is to provide like-minded peers an opportunity to socialize with each other, this concept holds true for not just gifted students, but all students. Moving Cedar Hollow children from a 7.2 zone to those in a 2.7 zone will undoubtedly create educational and psychological issues.

Moreover, the current Cedar Hollow graduating class population is very small in size, 48 to be exact in the year 2022 as per the Fraser report. If parents of the community are comfortable with the current split feeder between Lucas and Medway, why insist on a change that is opposed by many as indicated by the many surveys and emails being sent to the Lucas AARC? Such a small population will not make a material difference in terms of reducing overpopulation at a crowded school nor assist in populating an underutilized school but will certainly cause disruptions and stress to all 48 families. There has been enough disruption to our children with the three years of COVID, I respectfully ask the Board to keep things simple, to be consistent, to think long-term, and to refrain from causing more disruptions and mental stress than necessary to our children. Using the glorified name of “keeping children together” to shovel unwilling families to underutilized schools is simply not acceptable and disrespectful.

As responsible London residents, we understand things must be done to address the underutilization issues, but in doing so, we must balance the number aspects with the human aspect. I urge the Board to admit there are systematic issues about the underutilized schools and to consider other creative use of underutilized spaces at Montcalm to address the issues, rather than causing disruptions to unwilling families to fill the empty chairs created by a systematic issue outside of our area, these may include:

- Introducing additional creative programming that attracts out-of-area students to attend Montcalm, noting that a successful aviation program has been created at that school,
- Admit there are reasons why residents refrain from attending the underutilize use instead of brushing it off as “they are all equal”. Proceed to combine the two underutilized schools into one site for those who are not sensitive to these reasons and rebrand the other site as a brand new school, possibly with special programming,
- Reduce high school capacity at the underutilized schools by using the underutilized space for other in-demand purposes, such as childcare, adult ESL and senior programming. Benefiting the community and reaching our goal of filling up the schools in order to make a business case.

Last but not least, if funding from the ministry continues to be an issue and London is expected to continue to grow, especially in the north end, why not ask the developers with deep pockets to contribute to the building of these much-needed schools? Many communities in the Greater Toronto Area either include the related costs in the developmental fees charged to the builders or require builders to build schools within the boundary of their development site as part of their contracts. Students can then be educated in their own community without long bus rides and save the Board the hassle of having to prove a business case to the ministry for funding - a total win-win situation for all.

Thank you so much for taking my feedback today and for everything your subcommittee is doing for our children.

Sincerely,

I did a little more research today and wish to add some more data to your subcommittee's plate.

From the WAE report, it was found of the 13 schools that had split feeders currently, Cedar Hollow and Cleardale are the only two schools where it is designated to neither of the existing feeder higher schools under both scenarios:

Elementary School (Approved 2022 Attendance Areas)	Existing Feeder School	Split Feeder?	Scenario 1 Proposed Progression	Scenario 2 Proposed Progression	Feeder School Alignment
C.C. Carrothers PS	London South CI/H.B. Beal SS	Y	London South CI/H.B. Beal SS	Sir Wilfrid Laurier SS/H.B. Beal SS	Change
Cedar Hollow PS	**A.B. Lucas SS/ Medway HS**	Y	Montcalm SS	Montcalm SS	Change
Clara Brenton PS	Oakridge SS/Sir Frederick Banting SS	Y	Oakridge SS	Oakridge SS	Change
Cleardale PS	**London South CI/Sir Wilfrid Laurier SS**	Y	Westminster SS	Westminster SS	Change
Delaware Central PS	Medway HS/ Saunders SS	Y	Medway HS	Medway HS	Change
Eagle Heights PS	Central SS/Sir Frederick Banting SS/H.B. Beal SS	Y	Sir Frederick Banting SS/ H.B. Beal SS	Central SS/H.B. Beal SS	Change
East Carling PS	Central SS/ Montcalm SS/ H.B. Beal SS	Y	Montcalm SS/ H.B. Beal SS	Central SS/H.B. Beal SS	Change
Jack Chambers PS	A.B. Lucas SS/ Medway HS	Y	A.B. Lucas SS	A.B. Lucas SS	Change
Sir Arthur Currie PS	A.B. Lucas SS/ Sir Frederick Banting SS	Y	Sir Frederick Banting SS	Sir Frederick Banting SS	Change
South Dorchester PS (will close when new Belmont PS opens [K-8])	East Elgin SS/Lord Dorchester	Y	Lord Dorchester SS	Lord Dorchester SS	Change
Summerside PS	Clarke Road SS/Lord Dorchester SS	Y	Clarke Road SS	Clarke Road SS	Change
University Heights PS	Central SS/Sir Frederick Banting SS/H.B. Beal SS	Y	Sir Frederick Banting SS/H.B. Beal SS	Sir Frederick Banting SS/ H.B. Beal SS	Change
Victoria PS	London South CI/Westminster SS/Central SS/ H.B. Beal SS	Y	Westminster SS/H.B. Beal SS	Westminster SS/H.B. Beal SS	Change

All the other 11 get to keep at least one of the two existing high schools.

-Good evening, I would like to take the time to appreciate this team for take their time gather our collective concerns regarding the re-zoning issue. First of all, my name is Pita Yanga, I live at Fanshawe Ridge neighbourhood. I have work so hard and purchased our home just because so my kids can attend Lucas high school. Second, I knew having of top schools in the neighbourhood will reflect on our property appreciation value. Even though my kids are not qualified for school bus for Lucas I still choose to purchase the home regardless just because of Lucas. The thought of my kids might go to Mount Calm high school is very disturbing, and it is mentally stressing my daughter Dalia who is in grade 8, and my other two other kids. Jimmy who is going to grade 7, and justin in grade 3. Academically, mount Calm is one of the lowest graded high school in London area. So I refuse to send my kids there. I will take them out of Thames Valley and will send them to mother Theresa. The idea of my putting my kids in danger for them to walk down highbury street won't cut it for me without proper side walks. As their mother, I will continue to ensure that they are safe and attends the best school. The anxiety my daughter is having now, it in un acceptable just because she might have to change high school a-few times due to the re-zoning, and being force to attend one of the worse high school in London. It just not fair! The decisions of rezoning doesn't give cedar Hallow parents options or choices which might be beneficial for our kids. So I am kindly asking the trustees please to take our kids emotions into consideration, and for us as parents who have worked so hard not to be deprived of our kids going to Lucas high school totally unacceptable. Please make your decisions from the child's perspectives and do what is good for them kids. Thank you so much for your time. I appreciate you guys all.

-The currently proposed London Attendance Area Review for London Ontario Secondary Schools have created concern for our children in this community. Many children in London will be uprooted from their current high school and moved if either of the School Board proposals are accepted in June. My children attend Cedar Hollow PS and we were already affected by the re-zoning in 2015. Historically, most graduates of Cedar Hollow opted for Lucas S.S. and have older siblings and even parents that have gone to Lucas S.S. Both options being voted on in the rezoning proposal will result in graduates no longer having a choice and being forced to attend Montcalm S.S. Cedar Hollow graduates are not the logical choice to be re-zoned. There are other public schools much closer to Montcalm Secondary that would be the more logical choice to be rezoned. There is no safe way to walk to Montcalm SS currently from our neighbourhood.

I understand that filling Montcalm Secondary will allow TVDSB to apply for a new high school to be built in North London. Despite most other area secondary school enrolment exceeding capacity, the Provincial guidelines state that all schools must be at capacity in order to qualify for a new secondary school build to be approved. Isn't there a way they can prove the need for a new secondary school without rezoning and uprooting so many children from their current school? This seems unnecessarily cruel after finally experiencing some sense of "normalcy" back into their lives after 3 years of uncertainty and instability caused by the pandemic.

I want to have the choice of where to send my children. We moved to this neighbourhood specifically so that they could attend Lucas SS. If either proposal goes through, we will be pulling our children from the public system after grade 8 and sending them to Mother Theresa Catholic SS. Our neighbourhood association created a survey to gather as much feedback from the community as possible and the survey data shows that 98% of respondents will not send their child(ren) to the newly designated school (Montcalm Secondary). The majority will remove them from the public system over to local Catholic School if no other option is given. Please consider voting against both options in the current proposal.

Regards,

-Re-zoning board:

I am a parent of 4 with 2 kids currently at Lucas and 2 at Cedar Hollow PS. It is very frustrating to hear that we will have their learning disrupted AGAIN, having already been rezoned in public school combined with the negative and prolonged disruptions of Covid. Now, after finally having a year of uninterrupted learning with social events and teams, we will once again be faced with separating our teens from their friends, teachers and coaches. I will not be sending my children to a school with a significantly lower rating, and will instead choose to divert my tax dollars and send them to the Catholic board. Furthermore, we will not wait another year in the public board if this change is unavoidable and switch them over for the coming year. I know I'm not alone in choosing Mother Theresa over Montcalm, and I think this move will not help your numbers for future funding. You WILL LOSE tax dollars. I'm extremely angry and disappointed at how this process has been handled, rushed through, poorly communicated, and it doesn't seem like you are putting children first.
Thank you for your time,

-Dear School Board Trustees,

My name is …, and I'm a Cedar Hollow parent. I am writing to express my strong opposition to the proposed rezoning of Cedar Hollow students from A.B. Lucas High School to Montcalm High School. As a concerned parent and community member, I would like to present several reasons why this proposal is not in the best interest of our children, parents, and community.

Firstly, for residents living north of Fanshawe, their community is geographically closer to A.B. Lucas. Rezoning these students to Montcalm would be both inconvenient and illogical, as it would require them to travel a greater distance to attend school.

Secondly, I believe that the rezoning will not have the desired impact on school utilization. While it is true that Montcalm has low utilization, it is important to consider the underlying reasons for this. Montcalm is widely regarded as the worst-performing school in London, and rezoning alone will not solve the problem. In fact, our research suggests that 98% of parents - including myself - would rather enroll their children in the Catholic school board instead of Montcalm, should rezoning occur.

Furthermore, rezoning is not a sustainable solution to keep up with the city's growth and new developments. This shortsighted approach would only cause more disruption in the future, as further rezoning would likely be necessary.

Moreover, many parents have been living in the Cedar Hollow neighborhood for years with the expectation that their children would attend A.B. Lucas. It is unjust to disrupt their plans and cause unnecessary distress to these families.

Other cities, such as Toronto, have implemented the "grandfathering" method, where new houses are rezoned to a different school while older houses remain in the same zone. This solution allows for a more gradual and fair transition, minimizing the negative impact on established families.

In conclusion, I strongly urge you to reconsider the proposed rezoning of Cedar Hollow students from A.B. Lucas to Montcalm High School. Instead, let us explore alternative solutions that prioritize the well-being of our children and families while addressing the issue of school utilization.

Thank you for your time and consideration.

Sincerely,

-To whom it may concern,

We live in the Cedar Hollow. My son is a current Grade 10 student in A.B Lucas.

We are really upset when hearing that the TVDSB is considering moving the kids to another high school. We strongly reject this proposal.

1. As an immigrate family, we left our friends and family members and started our new life here. We tried hard to learn new cultures and make new friends. A B Lucas has given my son lots of memory and supports. There are his best friends and favourite teachers. It would be very upsetting for him to leave the place and people he loves again.

2. A B Lucas has more advantage in Academic achievement. We bought our house in Cedar Hollow because we knew the cedar hollow community belongs to Lucas home school area. Though it was said that university doesn't judge high school ranking, but we all know that they did judge.

3. With the past covid years and the late economic hardship, life is not easy for everyone. Look at all those disturbing accidents, the stabbing in purblic transportation, the gun firing, I really don't understand why TVDSB choose to do the rezoning at this difficult time. We are already enduring difficult times, and TVDSB is adding more for us to suffer. People will get upset. There will be consequence.

4. If there is going to be a new school in the future, why not wait until then to include cedar hollow to the new school. A new high school will be more acceptable and more favourable to us. And life will be a little more easier several years later.

Thanks,

-Dear Trustee(s),
I am writing this letter to express my deep concerns regarding the recent decision to relocate students from Fanshawe Ridge neighbourhood to Montcalm when they graduate from Cedar Hollow Public elementary school. My name is James Modi, and my children, Dalia, Jimmy, and Justin are all students at Cedar Hollow. My family and I moved to Fanshawe Ridge two years ago, and we overpaid for our home so that our children could attend the reputable A.B Lucas High School after graduating from Cedar Hollow. We made this decision after carefully researching the local schools and choosing the best possible option for our children's education. However, the recent decision to relocate students has left us feeling betrayed and powerless.
It is not fair that the choice to attend A.B Lucas High School has been taken away from our children, and that too without any prior notice or consultation. The school board's lack of transparency and informity in this matter is unacceptable. This sudden change has left us in a state of distress and uncertainty about our children's future. Having to possibly move schools again after the discussion on building a new school is unnecessary for people like myself who have moved to this neighbourhood mainly for my children's education. On a real estate perspective, this whole relocation could also be prone to depreciation of the value of houses in the neighbourhood, having practically no options except for Montcalm.
I urge you to reconsider this decision and provide equal opportunities for all students in the Fanshawe Ridge neighbourhood and surrounding area. Our children deserve the same educational opportunities as others who are not being affected by this decision. I strongly believe that every child has the right to a quality education, and it is the responsibility of the school board to ensure that this right is protected.
In conclusion, I request you to take immediate action to address this matter and provide us with a fair and just solution. look forward to hearing from you soon and hope that we can work together to resolve this issue.
Sincerely,

-Ms. Larsen and Mr. Osbourne , and all Board of Trustees;
I hope this email find you well on this beautiful sunny day.
I am writing today to propose a potential solution.
I am certain, your emails and voicemails have been flooded with upset families specifically out of Cedar Hollow PS. For a multitude of reasons (socio-economic differences in neighbourhoods/Frasier Institute Rankings/Legacy agreements/Bussing/Property Values/Peer groups/School location/Extra curriculars etc. etc. etc.), a large number of CH families are upset with the proposed LAAR scenarios placing Cedar Hollow graduates at Montcalm Secondary School and some are now considering switching school boards should this change happen.

That said, I understand where the board is coming from and whole heartedly agree with their goal of "We also want to adjust boundaries so that elementary students can attend the same secondary schools as their peers. Right now some student communities are split during the transition to secondary school, based purely on geography" (TVDSB Planning Manager Ben Puzanov).

In my option, splitting feeder schools should **not** be a practice our board adopts (I believe splitting grade 8 classes based on geography will have a negative impact on students' mental health and may also impact potential future success negatively). Adolescent friendships help students feel a sense of acceptance and belonging. Friendships helps support the development of compassion, caring and empathy, and they are a big part of forming a sense of identity outside of the family. Well-adjusted friends (sometimes fostered since JK) have the potential to play a positive role in adolescents' academic development and thus future success. In addition, these friendships play an extremely important role in helping grade 9's cope with new stresses or anxiety or even depression.

As this LAAR is proving to be a monumental undertaking, perhaps we take some baby steps first...
We allow ALL Cedar Hollow graduates to attend say Medway SS, and have ALL Jack Chamber graduates go to AB Lucas SS (or vice versa). Although we are not achieving the goal of balanced enrolment necessarily, we are at least achieving the non-split goal, and hopefully CH families will accept this proposal with open arms. In the meantime, you can assure the Ministry of Education that Montcalm will fill it's enrolment with Edgevally home families as well as potentially the new homes (10,000) to be built on the old Psyc. Hospital Grounds off Highbury-Legacy Village. Hopefully that will help secure your funds for a new North London Secondary School while also keep communities happy.
Perhaps this is worth voting on as an initial step.?!
Thank you kindly for all that you do, and all that you're doing to help inspire innovation, embrace diversity and celebrate achievement while collaborating with communities to enhance opportunities for our students.

- ***April 19th, 2023***
Trustees,
Thames Valley District School Board,
London, ON
Respectable Trustees;
Thank you for your time attending the meeting in person. Meeting you all, particularly Marianne Larson and Leroy Osbourne, was a pleasure during the LAAR meeting at Montcalm S.S. on April 17th. It was indeed an informative session for parents such as me.
My son is a grade 7 student at Cedar Hollow P.S. He was excited to join A.B Lucas S.S. next year, like many other students in the same grade, I'm sure. He is an intelligent young boy, having dreams of doing something big through education and contributing to society. He wishes to become a surgeon, and I am doing all possible in my capacity to make his dream come true.

He is not the only child; dozens of students in Cedar Hollow P.S. have similar dreams, and we all have a responsibility to help them achieve their goals and equip the new generation removing possible roadblocks that may hinder their pace, momentum, and make it conducive in their favour to thrive.
Due to the planned LAAR for secondary schools, families and children are in utter distress. It concerns the future of our children stepping into the desired field. Joining a secondary school is a significant milestone in journeying towards a focused path to their future careers.
With inflation, post-COVID situations and rising interest rates, families are under tremendous stress already. With the proposed review options for Cedar Hollow P.S. families, all we are left to do is, sell our houses and move to a location where our child can be in a school they were otherwise supposed to enrol into, as has been over the last many years.
I am sure that respectable Trustees and the board will consider my submissions while deciding our children's future.
With the request to keep a status quo for Cedar Hollow P.S., I have the following submissions/questions:

1. Developments in North East:

While driving around the proposed attendance area of Montcalm S.S., you may note that this area will become the most crowded part of London as there are:

a. a) hundreds of medium to high-density residential units in a move-in condition available at Edge Valley Road.
b. b) multiple multi-story rental apartments are under construction on Edge Valley Road and are expected to complete this summer.
c. c) hundreds of medium to high-density units on Rob Panzer Road by Rembrandt development are under construction.
d. d) Sifton Development too has planned to construct hundreds of high, medium-density and single-family homes on Clark Road starting this summer.
e. e) Elementary School review of 2022 projected over 1,000 units in the area close to Sunningdale.

With all these constructions/developments, Montcalm S.S will become London's most crowded secondary school in a couple of years and a new LAAR review will be offered.
Projections shown in Scenarios 1 and 2 need to establish an accurate picture due to the expected increase in population in the coming years.

2. Data Analysis:

While reviewing the data, it appears that Montcalm will experience an increase of just 1.43% in Scenario-1 and 1.68% in Scenario-2 compared to the 'On The Ground -OTG' levels set at 21 students/class. At the same time, A.B Lucas will be experiencing 3.27% and 4.85%, respectively.
It is pertinent to mention here that in the proposed attendance area for A.B Lucas, the chances of an increasing number of students are far below than Montcalm as A.B Lucas attendance area consists of mature, old neighbourhoods having primarily single-family houses. There is no space or very little space for new development, but Montcalm S.S proposed attendance area consists of more open land with prospects of new development, vertically and horizontally.
Considering this, forecasted data about A.B. Lucas and Montcalm are not projecting an accurate picture. Only decisions based on correct figures will help the board make the right decision.

3. A.B Lucas S.S students attending Centra S.S:

As per the report, 13% of A.B Lucas attendance area students (139 students) are attending Central S.S. Currently, Cedar Hollow P.S. is the feeder school for A.B Lucas, where approx. 40-50 students in grade 7 are expected to join A.B Lucas in 2024-25 as some may join Central S.S., or Mother Teresa Catholic S.S. for Grade 9.
In Scenario – 1, approximately a similar percentage of students from A.B Lucas will continue going to Central S.S. The space created can easily accommodate Cedar Hollow P.S. students as students from other attendance areas will return to their respective secondary schools, making more space.
With such a small number, is it wise to disturb Cedar Hollow P.S. students when the numbers do not support the proposed shifting to Montcalm S.S.?

4. Quality of Education:

As per the Fraser Institute rankings, A.B Lucas ranks at 181, whereas Montcalm S.S. ranks at 700 out of 739 secondary schools in Ontario. TVDSB responds that they provide the same resources and similar curriculum to all TVDSB Secondary schools.

In this situation, it calls for an earnest investigation to find the root cause of the gap regarding how two schools sharing boundaries have such a contrast in results. Like any class where few students get better grades and a few get worst, we can't ignore poor grade holders in the context of the same argument that all have the same resources, but we plan and provide them extra coaching to match the best performers. Please provide additional resources to Montcalm S.S. to match other secondary schools in North London.

At this stage, TVDSB should first sort out the quality issue as a priority rather than push more students to a school that has yet to show its true potential.

5. Psychological Assessment of Children:

Cedar Hollow students were sure they would go to A.B. Lucas after graduating from grade 8 and have now been told that they will go to Monthcalm S.S.

Please understand that children of this age use the internet and can access more information than us. They are much smarter than we were at 12-13, and we must also respect their say. They are from the generation that decides what to eat for dinner based on Google reviews, so please read yourself as well.

If I take the case of my child, he wishes to become a surgeon, he has been petrified since we told him he might go to a different school. Children at Cedar Hollow P.S. are under tremendous stress! And why shouldn't they be as it is a matter of their future? We have no right to sabotage their dreams in the name of some administrative actions without considering their opinion and future plans.

Secondary School children are not like Elementary School children who will go anywhere we will ask them to go, and we must recognize this as parents, teachers, and trustees because they trust us.

6. Percentage of students proceeding to universities:

During the meeting, I asked Jeff, Principal Montcalm S.S., about the percentage of grade 12 students getting admissions to universities and colleges. Similar data from A.B Lucas S.S. can also be compared with Montcalm's to have a clear picture of perception versus reality, as quantitative analysis speaks louder than qualitative analysis. Please compare the abovementioned data and share it with all of us parents.

7. New North (NE) East S.S:

As per the plan shared, it appears that TVDSB is in the process of establishing North East S.S., and Cedar Hollow P.S. will be a feeder school for it. This new school is expected to start by the year 2027-28. This means there will be another relocation of children and families.

Can all efforts be put towards expediting the process of establishing NE S.S. earlier than anticipated so that the children of Cedar Hollow are not relocated again but once?

Conclusion:

I request all Trustees to support our children as they trust you will do all possible efforts to protect their future, safeguard their dreams and serve this community to the best of your abilities.

Keeping Cedar Hollow P.S. with A.B Lucas as a Status Quo is the way forward, and I am sure you all can take our voice to the next level to make this logical request to a desired conclusion.

Thank you so much.

Yours sincerely,

-Hello,

I am disagreeing with this boundary change. I live in the forest hill neighborhood. We have already been rezoned once from StoneyCreek Public School to Cedar hollow. Every time there is a rezoning we keep getting rezoned farther from our house. Medway is the closest high school to us besides Lucas. My intention will switch them to the Catholic Board. My kids will not attend Montcalm

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-To TVDSB,

I am against the boundary change to send Cedar Hollow students to Montcalm. My son is graduating grade 8 this June and will be going to Lucas. I do not want his high school experience and friendships to be hindered by a move in grade 10. As a homeowner in the Cedar Hollow subdivision, I chose this location in 2008 because of the schools in this zone. My concern is that my property value will decrease with this change. The subdivision south of the river is zoned for Montcalm. Those homeowners bought knowing that their kids would go to Montcalm and those medium density homes are filling up with families who will have children attending that high school. Montcalm is known for

gang-related violence. Recently, a student was attacked with a hatchet in the back. Why would I want my child to go there?
As well, my son has told me that the majority of his classmates have chosen to go to MTS instead of Lucas so you won't be making the attendance gains you're hoping for by moving students to Montcalm. Your intention to show the government you need funding for a new school will be irrelevant because you'll have lost students and tax dollars to the Catholic board.
Please reconsider the boundary change. It does more harm than good to the children in our community. These kids have been through enough when they left friends to move to Cedar Hollow and a few years later to go through a global pandemic. Let them have a peaceful high school experience.

Thank you,

To whom it may concern,

The school board suggesting to move Lucas/Medway boundaries bring serious concerns for our children and for our community. This idea has NOT been thoroughly thought through nor has the ramifications it would bring to our children been considered. Two significant concerns I will address is the mental health and well being of our children along with the fact that families purchase homes based on school boundaries.

Firstly, our children haven endured many unsettling, unpredictable and unexpected stresses over these last few years (more than any generation before). We all know what happened in 2020 with COVID 19 and it lasted for several years. Those crucial years have permanently damaged children's mental health. The children were robbed from important milestones and moments that can never be given back. Everything they knew was ripped out from under them. Yes, all of society dealt with this, but children do not have the same coping mechanisms as adults. School is so vital for children in so many ways. The routine and social aspects with peers and teachers can never be replaced. How could anyone, knowing how COVID 19 hurt our children and the suffering they endured, be OK with this plan? This has been the FIRST school year that children were able to get a sense of normalcy since 2018/2019. This past school year children were able to get back into the rhythm of life and school. Now it's being suggested that school boundaries change??? How ruthless can one be? Let the children live and be children and get their feet underneath them again! My son started Medway this past school year. Initially it was hard for him with everything that has gone on over these last few years. However, in the last couple months he has finally found himself again and loves Medway. Why on earth as a parent would I allow anyone to take that away from him? I see him once again starting to thrive and excel after overcoming the challenges and overwhelming obstacles COVID 19 caused. I do NOT want my child or any other child to endure the uncertainties that school boundary lines changing cause. Having everything he knows and loves being ripped out from underneath him again would leave any parent furious. The lack of consideration that was put into moving boundaries after the years we have been through is outrageous. We cannot uproot our children and simply put them into another school without considering the consequences to their mental health and well being. Children who start a school at grade 9 should be able to graduate from that same school. Children need stability and having a child being forced to switch high schools part way through is unacceptable.

Secondly, most families purchase homes based on school boundary lines. We purchased our home in 2018 because we wanted our children to attend Medway. Medway is a great school and Medway has fantastic staff. If I wanted my children to attend Montcalm I would have continued to reside in that area. Another glaring factor is Montcalm does not perform well academically when compared with other schools. Montcalm only scored 2.7 on the Fraser Institute which is 700 out of 739 secondary schools. This is a huge reason as to why we moved away from that school boundary area. For us to be told our children would potentially be forced to go there when we live in North London is ludicrous. We want the best for our children and when it comes to education, Montcalm is a parents worse nightmare!

The potential changes to school boundaries is immensely frustrating. We as parents have a responsibility to protect our children's health and their wellbeing. Changing school boundaries is not, nor will it ever be, in our children's best interest. I, like so many parents, am completely against the possibility of it and we as a community should not have to entertain this as a possibility.

Thank you for your time,

_____

Hello,

Please do not rezone the children of Cedar Hollow to Montcalm. Montcalm is not a well rated school, it is further away from several other high schools and our community is concerned about how this will affect our children's educational. We moved to our neighbourhood for the schools and this will also affect the property values of our homes. This potential change will have a negative impact on our families and no one wants this to happen. Please we beg you to not do this.

Regards,

_____

The following is a text version of a powerpoint from a neighbourhood meeting submitted by the Cedar Hollow neighbourhood regarding their concerns. Given technical limitations, the presentation is being included in text format:

SURVEY LINK:
https://forms.gle/7tyKVcSpCRrjBon17

PURPOSE OF TODAY'S MEETING
IS TO UNDERSTAND WHY THE
BOARD IS DOING THIS?

Why are they proposing such
an impactful city wide change
to be completed by June
2023?

HOW DOES THIS IMPACT
OUR AREA AND CHILDREN?

How are our Cedar Hollow
students affected?
01 02
SHARE QUESTIONS AND
CONCERNS
Let's hear from you!
04
WHAT CAN WE DO?
Our counter proposal
03
01
WHY ARE THEY DOING
THE ATTENDANCE
AREA REVIEW?
"The aim of the review is to balance enrolment within the system," said Superintendent of Facility Services and Capital Planning Geoff Vogt, "Doing so will strengthen Thames Valley's business case to the Ministry of Education for a much-needed new secondary school in north London."
"We also want to adjust boundaries so that elementary students can attend the same secondary schools as their peers," added Thames Valley Planning Manager Ben Puzanov
https://www.tvdsb.ca/en/our-board
/london-secondary-panel-attendance
-area-review.aspx
01
TIMELINE
https://www.tvdsb.ca/en/our-board
/london-secondary-panel-attendance
-area-review.aspx
HOW DOES THIS
PLAN IMPACT OUR
AREA AND
CHILDREN?
02

WE APPEAR TO BE THE
ONLY ELEMENTARY
SCHOOL TO BE
REMOVED FROM THE
LUCAS S.S. ZONE
02
Both scenarios
(#1 and #2)
have our
children moving
to Montcalm
● Under this proposal, our communities (Cedar Hollow, Fanshawe Ridge, Ballymote/Forest Hill) will be rezoned to Montcalm and even rezoned for a 3rd time once the new high school is built
● Public academic results show a great disparity in academic school ranking (Fraser Institute Rankings: Lucas: #180 out of 739 to Montcalm: # 700 out of 739).
● Public School board losing more students to Catholic system and revenue
● Safety concerns with safe route to school (no sidewalk, no barriers on bridge, 30, 000 vehicles a day using Highbury Ave.)
● Mental health concerns following another disruption to home school
Our own Community Survey
Only 45 out of 130 families received the notice from TVDSB email!
First, our own community survey shows some concerning results…
First, our own community survey shows some concerning results…
Only 1 family out of 128 will go to Montcalm
First, our own community survey shows some concerning results…
First, our own community survey shows some concerning results…
WHAT CAN WE DO?
03 Counter proposals that make sense.
Please hear our voice!
03
CEDAR HOLLOW STAYS AS A LUCAS FEEDER SCHOOL
Why?
● We only account for about 65 graduates each year (of which only 75% likely going to Lucas: 49 students)
● Not fair to again rezone our communities who already was rezoned in 2015
● Impact on peer connections through all the North London groups, organizations and teams
● Unsafe routes to school (no sidewalk, 30, 000 cars going down Highbury a day)
● Proposed plan will force our neighbourhood to rezone again when new Secondary School is built (3 times!?)
● Support the mental health and well-being of our children as changing a high school for a child is incredibly disruptive to a student
PROPOSE A MORE REASONABLE PLAN COUNTER PROPOSAL #1
COUNTER PROPOSAL #2

03
CEDAR HOLLOW STAYS AS A LUCAS FEEDER SCHOOL
and SOUTH PART OF KILALLY SUBDIVISION GOES TO
MONTCALM AND FEEDER HILLCREST PS
Why?
● Comparable neighbourhood size and is geographically close to Hillcrest P.S. and Montcalm S.S.
● Secondarily, this will help by reducing high numbers at Northridge P.S. and Lucas S.S.
● These students going from Hillcrest P.S. to Montcalm will allow peers to continue together into Secondary School
● Will avoid transportation (bussing) needs and unsafe route concern for Cedar Hollow
● Reasons as mentioned in counter-proposal #1
SHARE QUESTIONS AND CONCERNS
04
Survey Community questions/concerns
● This change is ridiculous and only a way that the board is leveraging a new school in NW London. They are using our children as pawns in their game and not taking their mental health into consideration. Their job is to educate our children and provide as little change to their lives as possible but they are actually causing more harm than good. My tax dollars will be going to the Catholic board, should this reorganization of boundaries actually come into effect. I am appalled at this board and utterly disgusted with the lack of input parents have in this decision.
● Do not cut just one school out of a feeder zone. Please respect that Cedar Hollow families, although not necessarily having high school-aged students yet, deserved to be part of the process from day one and were not.
● Please be honest in understanding that this impacts is financially as well. A school board is now putting our largest investment values at risk. How is this fair? This isn't right.
● I have a student at Lucas in grade 9. What are his options? Is he going to be ripped from the Lucas community that he adores and is so heavily engrained in? What about his mental wellness? This sounds beyond cruel.
● Order a few portables and deal with the small Number of students coming from Cedar Hollow. Anything beyond that is damaging iin so many ways.
Survey community questions/concerns
● We already have experienced being re-zoned.I have 2 kids at Lucas that absolutely want to finish there, and 2 younger kids who want to go there as well. We already provide our own transportation since we don't qualify for buses. It would be cruel to these kids who have had the hardships, uncertainty and learning impacts through Covid to do this now, AGAIN. If my high schoolers can't finish at Lucas with their Northridge area friends, there will be very detrimental emotional consequences.
● Clarity needed on out of Boundary students. It appears that after these Boundary changes Lucas will still be accepting out of Boundary students
● I would like to say that we moved here to send my son to Lucas it's so unfair. I am so sad and I don't know what to do about it.
● Academic difference between Montcalm and Lucas couldn't be any larger. Grade 9 students are very vulnerable and at a large developmental transition to throw a small chunk of them into an entirely new demographic is cruel when they've not been exposed to anything remotely similar. -This is not upholding the values from the Board. We will be forced to switch Boards- TVDSB is not acting in the Best interest of our children.
● Concerned about the gap in academic proficiency between Lucas and Montcalm.
● Worried about property values in the neighbourhood due to this change.
● I would like to understand more about the programs or focus of Montcalm. I am not sure they align with our post secondary goals.
● Our son is registered to attend Lucas in Sept 2023. Secondary school is hard enough as it is, but to then change schools mid through would
be detrimental to his mental health and any other students that are affected by this decision. There needs to be a grandfather policy put in
place should the board choose to re-zone.
Survey community questions/concerns
● Academics and courses available at high schools are different between high schools. We had to apply out of district for the courses my
children need to pursue their future interests. How is this initiative going to affect kids who are unable to take the courses necessary for

post education because they not offered at their home school. And how is this initiative going to impact current out of district students?
● Yes, I have always wanted to send my kids to Lucas S.S, but it will be really disappointing if things change.
● My concern is regarding property values with this rezoning. Lucas is a preferred school over Montcalm so Cedar Hollow will be less
desirable with this rezoning plan. My kids will attend Lucas regardless because their dad lives in the Lucas zone.
● Concerned for decreased property value due to being sent to a school with a lower rating.
● Yes. We choose a place to live become of AB Lucas catchment area. I have a child grade 9 now and it will be traumatic for him to switch
school.
● And for sure it will effect on the house prices.
● As a family already “bumped out” of one school zone when Cedar Hollow was built and we transitioned from Stoney Creek, I am very
frustrated as a parent for the continued upheaval to our children in their education journey. When we moved to London, we carefully chose
our school zone to provide our children with the quality and stability of our chosen area. Additionally frustrating, many children have been
allowed to attend from far out of zone to enjoy the education in our area and have contributed to this over crowding. We live closer to both
Medway and Lucas than Montcalm, and Northridge is certainly closer to Montcalm than Cedar Hollow. We will absolutely be sending our
children to Mother Theresa if the proposed changes go through as planned, and I know that we are not alone in this plan.
● One of the primary goals of the proposed changes are to keep all feeder schools together to attend the same high school. If the proposed
change goes through, us and many families would switch to the Catholic board to attend Mother Teresa. This means the students will still
end up being split to different schools and it will just create new over crowding issues at Mother Teresa
Survey community questions/concerns
● Montcalm doesn’t do well academically in comparison to other schools. I went to Montcalm as a teenager and it was a rough school. I
moved out of the area to ensure my children would get a better education and have better opportunities.
● We live in forest hill/ballymote and I was initially shocked and disappointed to find out my children would be attending Medway and not
Lucas like their best friends living closer to Cedar Hollow. So the thought of everyone going to the same high school did sound good, until
the more I learned about Montcalm. The scores there are just terrible and not where I want my children to go when there are so many other
great high schools nearby. We moved to this area of the city when my oldest was 1 because of the great schools (again at this time I thought
it was Cedar Hollow and Lucas). Should this change be made, they’ll be going a completely different route and attending Mother Teresa, not
with any of their friends. It’s just so upsetting and frustrating. Maybe we’ll just have to move by the time they reach high school.
● My child already attends lucas and will be forced to move in graduating year. This is unfair especially with them having to endure covid and
already being part of another restructuring in 2015.
● Too many questions to type. Grandfathered process should be in effect and these youth shouldn't be torn from their Gr 9 school and
mandated to start into a new one. Their mental health and social lives have already suffered enough during the pandemic.
● My child supposed to go to Medway SS and now will be assigned to Montcalm. I will have to sell the house. As this is not the plan to go to
Montcalm SS.

● What will the level of programming be like at Montcalm. I hear from other math teachers that the math program is subpar.
● What types and variety of courses will be available?
● Will the same programming provided to Lucas students be available to Montcalm students?
Survey community questions/concerns
● What is the comparative graduation rate?
● How many go on to post secondary?
● How can you ensure the level of academics are comparable when the feeder schools of each high school vary so drastically?
● There are pockets of trouble in every high school, how does Montcalm deal with gang violence?
● How many incidents of violence are reported at each school? How do they compare?
● It is no secret that feeder schools for Montcalm have higher rates of behavioural issues, how are these issues dealt with at Montcalm?
● What is the teacher turnover rate at both schools? How many teachers go off on stress leave each year in each of the schools? This gives a
general idea of school climate.
● My concern is moving kids starting grade 12 to a new school when they have already spent 3 years at a school … my son attends Medway…
he was already moved from Stoney creek in 2015 to cedar hollow which was very stressful on him and our family … mental health with a
switch is very concerning Medway was the school we intended to send our children to.
● We are zoned Cedar Hollow, Medway for English and LAFI, Banting for French. The fact that MTS is walkable and French is appealing. Our kids
are a long way away from these decisions, but I would love for us to be able to know early enough that we can make choices.
Survey community questions/concerns
● I am concerned that we are pretty distant from Cedar Hollow and currently zoned there as I am not convinced that it is the area that our kids
will be in by the time that they complete their elementary schooling (youngest is a 2020 kiddo).
● We moved into this area and specifically Cedar Hollow based on our kids going to Lucas and not Montcalm. If the changes happen, than it is
forcing us to sell our home and move into Lucas catchment area.....please for once listen to the people that pay taxes and vote our board in
and don't make families disrupt their lives and have to sell what was supposed to be their lifetime home.
● Our neighbourhood is currently zoned for Medway
● Both Lucas and Medway are closer schools to where we live. I'm also Lucas alum and would want my child to have the choice to attend the
same school. Concerned with talk about forcing our children into only having the designated school zone to choose from.
● I really don't feel as though rezoning is the way to go. There are so many kids that attend schools out of their catchment area. Send those
kids back to their home schools or at a minimum stop allowing it to happen. I pay a bucket load of taxes to live in a neighborhood that
allowed my kids to go to Lucas and now in the 11th hour the city pulls the plug. I would like to know what my $7600+ go to and how any of it
benefits me or my family.
● The 2015 rezoning took place right after I bought my house and my son, who was supposed to be going to stoneycreek (which is much closer)
ended up on a bus on his first day of kindergarten- something I was trying to avoid. No big deal, cedar hollow was a new school that isn't
overcrowded so I let it go.
● I'm a lifelong Londoner and my alma mater was Lucas. I stayed in this area for specific reasons- one of which having my son go the same
school I did. I'll move before I send him to Montcalm.

Survey community questions/concerns

● I want my children to go to Lucas because I believe they offer a safer and higher quality learning environment. I am concerned there isn't a safe route to school for Montcalm. Secondary concern is for the value of our homes changing as a result of this re-zoning.

● If my child misses the school bus, how are they to get home, there is no city bus that runs from Montcalm to my neighbourhood. I have family that lives near Medway which is why we were happy to be in their catchment and it was ideal for our needs. We are a new neighbourhood and our needs are constantly overlooked, our kids are bussed where ever it is convenient for the school board and we are not given a choice. Why are just select neighbourhood being penalized and not given a choice, all zones should be up for discussion. How are kids from being bussed into Lucas that can walk to Montcalm. Why are kids being bussed in to Lucas when they are close to Banting…. This is ridiculous!

● There are 3 public SS schools closer to us than Medway. All are choices I would prefer for my children over Montcalm. We have a Catholic school right across the road. Montcalm doesn't make sense for us. I'm also concerned about house values going down based the school score of Medway compared to the other SS around us. I am also concerned about my children going to a school that is less academic. I am also concerned about the gang life closer to Montcalm. I do not want my children surrounded by it.

● My concern is that we have three children who all want to go to Lucas. My oldest will not be with his friends if he cannot go there and this will be really difficult for him. We would have to look at sending our kids somewhere else where they do not have transportation, as we will not be sending them to Montcalm. We have also considered moving for this reason. Keeping the home school for Fanshawe Ridge as Lucas would prevent chaos and mental health challenges for children, at an age that is challenging enough for them. It is strongly recommended that this rezoning does not happen, and if it does, other secondary schools should be prepared to get many out of area requests for our kids.

Survey community questions/concerns

● Will the same academic, sports, arts, music and support programming be available at Montcalm?

● How do you plan to raise the educational quality at Montcalm, as according to the Fraser Report?

● If anything they should make a new high school for our area as the population is and will continue to grow.

● I think this rezoning affecting most of us who live here or moved here so our kids can attend a good school of our choice.

● I have heard that Montcalm has some very good technical programs, but my daughter is not technically minded at all and is more of an academic, she would not thrive in a technical school, so I would definitely not send her to Montcalm. We will apply for an exception to go to Lucas, and if denied will go to MTS

● How much weight will be given to the public sessions/opinion in the final decision?

● I'd love to hear an answer about how they speak to the Frasier Institute ranking results. I charted from that website (out of 10) Lucas gets 7.2, Medway gets 6.4, Mother Theresa gets 7.4,and Montcolm gets 2.7. Ontario average is 6.0. How do they think that makes parents feel? Students feel? Property value impact? Etc.

● I do not want my kids to be going to Montcalm and we live in ballymote /forest hill. It's further for us than Lucas or Medway.

● As a neighborhood, I can make sure we want to stay in the zoning that allows our kids to attend tell Lucas secondary school. Many of us
picked this area because of that high school. I have two kids who will be attending school in the future and I want them to attend Lucas.
● My kids already changed/moved schools once. I am getting pretty peeved at paying as much taxes as I do and following the rules for the
catchment areas only to be screwed over, again.
Survey community questions/concerns
● Will property taxes be equalized for all households made to attend Montcalm?
● What efforts are being made by the TVDSB to raise the education standard at Montcalm from the bottom decile of all Ontario high
schools?
● Our child had to leave Stoney Creek PS due to being rezoned 2015 and it was very stressful. Currently there are 4 other elementary
schools closer to where we live than the one our kids are zoned for. I don't think that's a fair scenario for their future high school also.
● Why has Montcalm maintained the lowest ranking in London for so long?
● I would be really disappointed if kids would to move to Montcalm as a result of of this.
● Do they plan on rezoning the subdivisions attending cedar hollow? Will elementary schools be rezoned next?
● My child is currently a student at Lucas. If a legacy agreement is not put in place, we will definitely go to Mother Teresa over Montcalm
● Will the Kilally area neighbourhood also be rezoned for Montcalm as they are closer than Forest Hill/Ballymote.?
● We've been through a cedar hollow neighbourhood elementary rezoning here already. We're now being cut off from a family of schools
and catchment area we pay very good money to live in. The families in the neighbourhood made large financial decisions to join this
neighbourhood and be provided post-secondary, academic-focussed education. Montcalm does not fit the needs of most families in this
community. Most will send their tax dollars and children to the Catholic system because our own public board is letting us down and
forcing hard decisions. We have neighbours that will move. How devastating. The stress, anguish, disappointment, and honestly, anger
with such a plan truly goes against what TVDSB says they hold themselves accountable to. This is not in the best interest of kids or
learners or the community. All of this so that some numbers can be moved around to fulfil a funding formula. The elementary school
has way more portables that Lucas. There's got to be flexibility there for the arguably low number of students who will choose Lucas as
their secondary school in this neighbourhood. Out of area students should never get priority.
Survey community questions/concerns
SUMMARY
● Board did not seek parent input prior to initiating this process and creating this plan
● Lack of communication about this plan and the short timeline of the change seems to be by design to purposefully avoid any opposition
● Concerns about gap in academic proficiency and program offering at Montcalm and the impact of students' post-secondary plans
● Major disruption for students in Gr. 8-11 who were already rezoned in 2015, now will attend 1 year or more at school of choice (either Lucas or Medway) and then be moved to Montcalm and then potentially a 3rd time to the new high school
● Teens are at a very vulnerable developmental stage and have suffered through a pandemic already and fear all of these changes could negatively impact their mental health, social connections and overall well-being
Survey community questions/concerns
SUMMARY

● Need clarity on boundary change, is it still open at Lucas? If so, community members may still chose to have their children attend Lucas
● Unfair to force this change as many kids attend schools far out of their zone currently and are allowed
● People moved and planned where they would established their families based on school zones and have paid some of the highest taxes in the city and want the option to choose, whether it's Medway, Lucas, Montcalm or Mother Theresa
● If change is approved, will change Boards to Catholic and take their taxes with them
● Property value decrease of their home in the re-zoned neighbourhood
● Plan to move to a different neighbourhood (if forced) to get children into their high school of choice
● Children are being used as pawns to fulfill a funding formula for a new high school and they will suffer
● Safety getting to and from school
● How do we most effectively influence this plan at this stage?

THANK YOU FOR
COMING and CARING!

APPENDIX B-2 Clarke Road S.S.

Clarke Road Secondary School Subcommittee Meeting Agenda

School Community: Clarke Road Secondary School

Date & Time of Subcommittee Meeting: Apr 11, 2023, 6:00 p.m.

Attendance Area Review Committee Subcommittee Members & Affiliation:

Meeting Location: Clarke Road Library + Teams Link

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

London Secondary Panel Attendance Area Review
Clarke Road Secondary School Subcommittee Meeting Minutes

School Community: Clarke Road Secondary School

Date & Time of Subcommittee Meeting: April 11 (6:00)

Attendance Area Review Committee Subcommittee Members & Affiliation: Melissa Bressette

Number of Attendees: 6

- Mark Flumerfelt (CRSS Principal)
- Lindsay Hall (CRSS Teacher)
- Katharine Taggart (CRSS Teacher)
- Amy Letourneau (CRSS Teacher)
- Brad McCaulay (CRSS Teacher)
- Community Member (unidentified)

Number of Participants in Discussion: 6

Meeting Location: Clarke Road Library & Teams Meeting

Minutes

AGENDA ITEMS	
1.	Call to Order and Introductions
	• Principal called meeting to order and introduced all participants. • 4 teachers were present (see above) and one unidentified community member participated online. • AARC Subcommittee Chair (Melissa Bressette) was unable to attend the meeting.
2.	Overview of AARC Meeting and Initial Attendance Area Review Report
	• Principal provided an overview of the AARC process and review report.
3.	Q & A
	• The community member acknowledged that he did not have a child in any of CRSS's current or future feeder schools.

	• He said he was speaking on behalf of a parent whose child may be coming to the CRSS FI program in the future. • He expressed concern that dividing the current FI program amongst three different schools would affect the “robustness” of the program. • The community member spoke for approximately 5 minutes. • The AARC meeting ended after 15 minutes.
4.	Feedback regarding Options
	• The community member did not offer input regarding options.
5.	Additional Information Requirements
	• N/A
6.	Need for Future School-Level Meetings
	• None

APPENDIX B-3 East Elgin S.S.

Final Report: East Elgin Secondary School LAARC meeting

Statement:

The East Elgin Secondary School (EESS) community which includes Belmont community families currently attending South Dorchester Elementary School in Malahide Township ***strongly opposes*** the recommendation of the TVDSB LAARC proposal to "eliminate feeder school splits and boundary issues".

Synopsis:

EESS held two public meetings for the school community with permission from the Planning Committee in the EESS library on 26 April 2023 and 15 May 2023. Feedback from the first meeting was provided to TVDSB in the initial report later posted on the TVDSB website. This resulted in a meeting with the Planning Manager to clarify concerns and lack of information provided to EESS. This clarification and information was then brought forward at the second public meeting. The second public meeting was attended by approximately 80 concerned parents both in person and virtual, two municipal Mayors, municipal Council members, two Trustees, a retired Superintendant (by telephone), and local media. The meeting resulted in reinforcement of concerns of negative impact factors. This includes both the removal of student and family choices for optional secondary schools to attend, as well as the negative trickle effect of removal of student population from a currently under-populated school (EESS). Immediate and long term effects were discussed surrounding deterioration of staffing numbers, funding, academic and technical programs, sports and extra-curricular programs. External community retail commercial loss was considered with less student population. Concerns were expressed regarding faulty and inaccurate information found in the LAARC report proposal, thereby questioning the validity and accuracy of the research data. Concerns were expressed surrounding the procedural components of LAARC due to the lack of information provided to the effected school communities; specifically disallowing individual resource package information, and/or a resource person to address questions and concerns.

Rationale:

- LAARC states the *sole* reason for the elimination of split feeder schools is a 'Legacy' concern and that fiscal, financial, or transportation concerns are not factors for the decision. An assumption is made that families and students do not want choices

- EESS has more than one split feeder school, yet LAARC only identifies the single split feeder school of South Dorchester PS. Should the proposal be passed and LAARC discovers other split feeder schools, then EESS enrollment will automatically decline further

- Accommodating 'legacy' concerns was only announced after concerns raised in meeting with Planning Manager about grandfather allowances for currently enrolled students

- Parents are concerned for mental health and well being of students forced to attend undesired schools rather than being provided with options
- EESS is currently under-populated. It is therefore illogical to decrease population further.
- Belmont and area have a strong connecting history, or legacy with Aylmer. South Dorchester PS families have strong connections to EESS and a large percentage want to attend EESS
- Artificially under-populating schools affects the quality of the school
- LAARC failed to provide effective communication and information to affected schools
- Mapping and data numbers in the LAARC report were inaccurate
- Trickle effect will negatively impact the single secondary school in the municipality of Aylmer, as well as externally within the community
- Negative impact factors include deterioration of programming, less funding, fewer teaching and non-teaching staff
- Rural schools are significantly different than urban schools and encompass a variety of concerns that don't appear to be recognized by LAARC
- LAARC appears to be London-centric, focusing on northern expansion of the city of London. Belmont, Aylmer, and other surrounding municipalities should not be negatively impacted by the growth of London
- Demographic considerations do not appear to have been properly assessed by LAARC
- Elgin County is experiencing a population and industrial growth spurt
- Families have already expressed desires to pull students out of TVDSB if forced to attend undesired secondary schools. Similar trends occurred in Elgin County during 1998 boundary changes

Conclusion:

Proposal appears arbitrary in nature. Logic is flawed and vague. Use of the term 'Legacy' does in fact include geography contrary to the LAARC report. Belmont and surrounding area have strong historical community ties with Aylmer, which is in fact considered 'home boundaries'. Proposal is not driven by other reasons such as financial or transportation concerns. It only focuses on what LAARC describes as a student 'legacy' concern.

Illogical to de-populate a currently under populated school when it appears that general consensus of affected families do not want to eliminate split feeder schools. Proposal forces students to attend a school that many do not want to attend. Proposal produces opposite effects of the desired LAARC stated

goals. Proposal appears to have been made based on perceived needs rather than real needs of the students with disregard to actual home boundaries. Lack of complete information and available resources produces a concern involving the proposal procedural process. Our school community questions the validity and accuracy of the research data which produces a concern towards a lack of transparency with the LAARC proposals. LAARC admitted certain mapping data was inaccurate and corrected the data once brought to its attention. Proposal creates under-enrollment of the southern student population of TVDSB.

In conclusion, **the LAARC Proposal artificially generates an unnecessary student population enrollment flow in a northerly direction under the guise of benefiting the desires of students. This will produce a negative trickle effect for southern schools in the near future.**

East Elgin Secondary School community strongly opposes the LAARC proposal. Status quo is required and demanded.

Respectfully submitted,

Michael Knight

knight@amtelecom.net

Co-Chair, School Council

East Elgin Secondary School

Tina Wiebe

wiebe9nine@gmail.com

Co-Chair, School Council

East Elgin Secondary School

EESS Attendance Area Review meeting (April 26, 2023)

Synopsis:

EESS held its initial public meeting for the school community in the EESS library on 26 April, 2023. The meeting was a combined in-person and virtual setting designed to provide the widest accessibility. Questions and concerns were raised, noted, and incorporated for review to the LAAR committee of the TVDSB.

The EESS community at large, which includes parents of the affected LAAR proposals, is ***against*** any proposed changes to the existing status quo boundaries that will negatively impact the student population of EESS.

Concerns and discussions included, but not inclusive –

- Lower student population effects includes: staffing decline, fewer program grants, fewer academic/technical/sports programs offered. This translates to a general watering down of educational opportunities within the community and its region. A single school within a community does not allow options to attend other schools outside of the community that offer those programs
- Concerns for an exodus of students that may seek those lost programs at non-public local schools, thereby allowing for a further decline in student population
- Siblings/families currently enrolled at EESS attending different schools simultaneously, thus splitting of families within the boundary proposed change. Will there be a *grandfathering* clause incorporated?
- Student transportation & busing concerns for rural families are far different than urban concerns
- Community impact due to single Secondary School within single rural community. Community is the hub and lower student population directly impacts the commercial sector of the community.
- Boundary change proposals require different considerations for rural versus urban settings. Doesn't appear to have been considered. Proposals appear to have a numerical focus without including various geographical community focuses.
- Shortened timeline for change proposals do not allow for truly informed analytical decisions to be made.
- Demographic planning projections may no longer be accurate. While London's growth is to the north of the city, expectations are that Elgin County will surge as well due to the newly announced VW mega plant. School Board boundary shifts should not primarily be focused on a southern to northern movement
- The reports by the school board do not appear to accurately reflect the catchment of EESS feeder schools, which may therefore produce inaccurate information with which to make decisions

Follow-up agenda:

EESS school community requests a second community meeting to allow proper research of concerns and questions thereby providing an opportunity to make an informed decision. Minimal information was provided at this meeting. Recommendations included invites be extended to local municipal governing bodies, MPP, business community, and local media for a more uniformed community presence. Recommendations also to disseminate reports directly to the school community, as many persons were unaware of the links provided by the school boards website. Recommendations also to directly contact local Trustee with concerns. Recommendation that Parent Council request the board to defer its decision making to allow schools to more fully participate and provide input.

Michael Knight

knight@amtelecom.net

Co-Chair EESS School Advisory Council

APPENDIX B-4 London Central S.S.

London Secondary Panel Attendance Area Review

London Central Secondary School (LCSS)
AARC Subcommittee Report

May 17, 2023

To:

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1. SUB-COMMITTEE MEMBERS & AFFILIATION

- Kamlesh Pandya – Subcommittee Chair and Parent
- Lisa Thomas – Subcommittee Secretary and Parent
- Alice Tschen – Parent
- Christie Gowling – Parent
- Daniella Cerullo – School Council Chair and Parent
- Larissa Mills – Parent
- Tao Huadao – Parent
- Yakoliwetati Doxtator - Parent
- Jeff Shen - Parent

2. SCHOOL COMMUNITY MEETINGS

- Date: Apr 13, 2023 (Hybrid)
- Number of attendees at each meeting: 58 online + 53 in person = 111 total
- Number of participants in discussion at each meeting:40+

3. EXECUTIVE SUMMARY

This report presents findings from the London Central Secondary School (LCSS) community consultation for the City of London Secondary Panel Attendance Area Review process (LAAR) conducted in March and April 2023.

The school subcommittee solicited feedback from the LCSS community on the 2 options as summarized below. The options are more fully detailed in the Attendance Area Review (AAR) initial report.

Option 1 - No change in how students enroll in London Central Secondary School. Feeder Schools may change

- Students attending London Central today will continue to attend Central
- In-Area Potential students will continue to go to Central if they choose
- Random selection (lottery) will apply to out-of-area potential students, subject to capacity limits

Option 2 - Effective September 2024, all existing Central students will be sent to their designated home zone secondary school

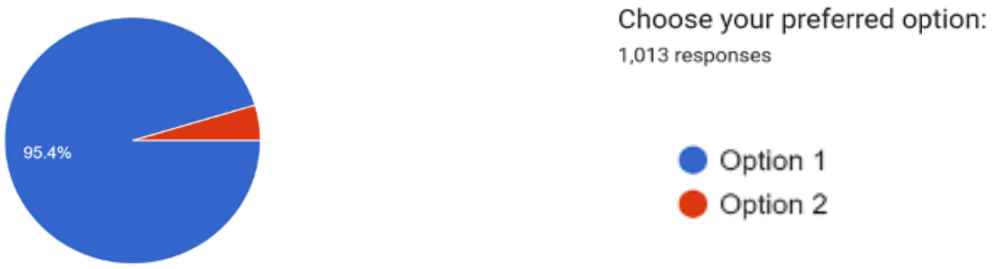
- Starting September 2024, current out-of-area students in Central will have to leave Central and attend their home school
- Split feeders are designated to one secondary school

The community feedback process approach involved the following:

1. Public meeting held at LCSS on April 13, 2023 (111 people in attendance)
2. Online survey conducted by Central LAAR Subcommittee from April 13-19, 2023 (1013 responses received). Over 380 comments received from students and parents are captured in Appendix 7.8
3. Direct emails received from LCSS community members during April 13-May 15, 2023
4. Independent petition by Central student to keep Central status quo has garnered 1407 signatures as of May 14, 2023 (https://www.change.org/p/keep-lcss-students-at-lcss)

Recommendation Summary

The LCSS AARC Subcommittee recommends the Trustees to approve Option 1. Of the 1013 respondents to the LCSS community online survey, 95.4% chose Option 1.



Summary of Key Findings:

A. Strengths of Central derive from the student body: London Central Secondary School (Central / LCSS) is the oldest high school in London, Ontario. It is highly-ranked academically and has a long tradition of accepting out-of-area students. Its strengths are such that it is a draw for the City of London, and it should be allowed to continue as it is.

- Approximately 75% of Central's student body comes from out-of-area and those students make their way to Central from all over the city (they are not bussed)
- Central's highly motivated students make it the successful place that it is, the TVDSB does not offer SHSMs at Central
- The school is the best-reputed in the region, and it is among the highest ranked high schools in Ontario (27th in the province)
- Waterloo Engineering, which uses an adjustment factor in admissions to rank students, ranks Central graduates as highly qualified compared to the average high school graduate in Ontario
- Central offers a wide range of extra-curricular activities including: a nationally recognized music program including wind, string and jazz ensembles, senior and junior orchestras, an internationally recognized DECA Club, a nationally recognized Reach for the Top Club, and OFSAA winning Cross-Country teams
- Central's student body is diverse, there are a multitude of affinity groups/clubs at the school representing different religions, ethnicities, and gender identities and orientations

B. The needs of students as primary stakeholders, impacts to their mental health and well-being, and lasting impacts on their futures has been ignored:

- Allowing out-of-area students at Central provides students from all over TVDSB the opportunity to benefit from the strengths of Central (i.e., academics, music program, athletics, clubs). Community feedback has expressed that this ensures equity to students of all socio-economic backgrounds (Appendix 7.3).
- Students suffer from the lasting impact of the pandemic, particularly in regards to learning loss as they approach post-secondary and the impact of social isolation during that period. This LAAR has added the fear that student's academic and social lives may be upended once again, and it further challenges their well-being at a time of precarity. In his written feedback, Dr Mohamad Elfakhani, Psychiatrist, Site Chief Psychiatry – LHSC states: "*Students who are forced to switch schools may also experience social stigma and discrimination.They are often seen as outsiders, which can lead to bullying, harassment, and ostracism. This can be especially challenging for students who come from marginalized communities, such as students of color or students from low-income families.*" For the rest of Dr. Elfakhani's feedback, see Appendix 7.2.
- Central students already feel discounted and powerless in the face of the TVDSB administration as a result of the board's decision to remove a non-semestered course calendar (Day1/Day2) from Central.
- Singling out Central as the fulcrum of the Option 1/Option 2 debate in the LAAR secondary school process has had a negative impact on Central's students and families

C. Legacy accommodations should have been a standard part of every option presented by the Board:

- The omission of legacy accommodation is perceived as a cynical move for use as a future concession, or a bully tactic to deter grade 9 applications for Fall 2023
- Parents are encouraged by the message sent by TVDSB on May 11, 2023 that TVDSB is "exploring the feasibility of legacy arrangements for all secondary school students". However, it is still disappointing that the Board has not already outright guaranteed legacy accommodation.
- Parents expect legacy accommodation to be granted to all students as the most sensible and decent course of action. Legacy accommodation should not be an option to be considered, it should be the starting point for any proposed changes.
- Community feedback at Central strongly supports that Pearson should continue to be a feeder school for Central Secondary School.

D. Educator input (teachers, secondary school administrators and professional staff) is missing:

- The sweeping changes proposed by the LAAR will affect educational programming, student learning, student well-being, and student mental health. LAAR is therefore a strategic-level endeavour that directly affects the core mission of TVDSB -- "We build each student's tomorrow, every day".
- The LAAR process should be led by professionals who are experts at educating students, not experts at managing facilities. Facilities management administrators should play a supporting role, not driving the process.

- Inexplicably, the educators (i.e., teachers, secondary school administrators and professional staff) who are most qualified to assess the impact of the proposed LAAR changes were explicitly not allowed to provide their expertise to inform the process. Families want to hear their expert assessments of the impacts of the changes.
- For very practical resources allocation reasons, different secondary schools in TVDSB have different offerings and different strengths. Educators in these schools have developed their professional skills to facilitate the needs of these special programs (and students enrolled in these programs). Their input is vital if we want to preserve the strengths of these schools and continue to leverage their talents.
- Families are concerned about the possible negative impacts of the proposed changes to teachers/educators' mental health, especially to those educators teaching in programs that will be severely impacted by the proposed changes.

E. Incorrect enrollment projections from questionable methodology will undermine Board's primary responsibility for student learning and well-being:

- The enrollment analysis done by the consultants is missing key considerations (i.e., change in behaviour by families after boundary and policy changes, neighbourhood-specific demographic changes, lack of confidence intervals around projections provided).
- The enrollment projections for various policy and boundary changes appear to be based on incomplete analysis.
- Decisions based on incorrect enrolment projections by consultants will undermine the Board's primary responsibility of providing positive learning environments and enriching programs for TVDSB students.
- Decisions based on incorrect enrolment projections by consultants will reduce probability of securing funding by the province

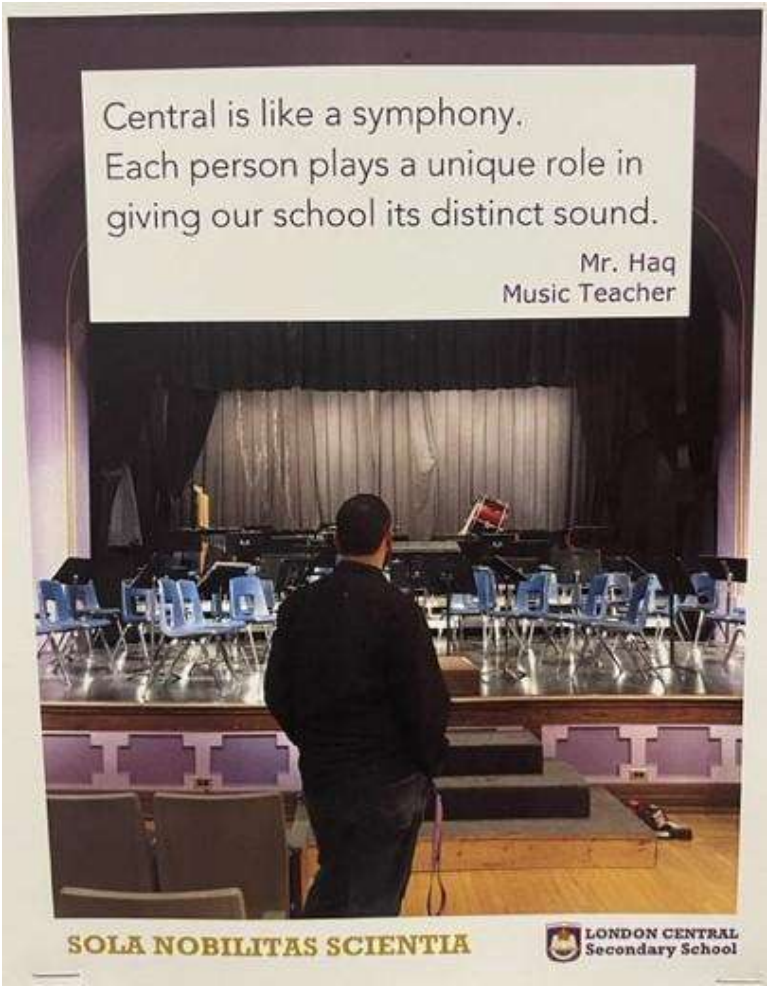
F. Undermining the strengths of Central undermines the City of London's plan to create a vibrant downtown core:

- Central, located in the heart of London, a city which prides itself as an academic and medical hub, is the very definition of what London City Council and the region hope to promote - a proudly public, academically-rich school, that draws families to London.
- Shutting Central's boundaries (in an attempt to secure funding for a new high school) would abruptly change the school - it would no longer be a magnet, drawing students to the city core.
- There is concern that the city of London's plan of inward and upward growth will be undermined by weakening Central's vibrant school culture.

4. BRIEF SCHOOL COMMUNITY PROFILE

London Central Secondary School is the oldest high school in London, Ontario. Its roots began in 1826 and its present structure, at Waterloo and Dufferin, around the corner from City Hall, was erected in 1922. Central's current catchment area covers much of central London, stretching from Highbury Avenue to beyond Wharncliffe Road, with much of the north and south boundaries of the catchment marked by the geography of the Thames River. Its catchment area includes Western University and both University Hospital and St. Joseph's Hospital.

The Central school community is comprised of students from many different cultures and ethnicities coming from all over London and beyond. The majority of the students (approximately 75%) apply to attend London Central from out-of-area. If there are more applicants than spaces, students are selected through a random selection lottery process administered by the Board. Approximately 75% of the currently enrolled 1030 students are from out-of-area. London Central has a longstanding reputation for academic excellence.



5. FEEDBACK REGARDING PROPOSAL

A. Strengths of Central derive from the student body: There is concern that the vibrant school culture at Central would be undermined by Option 2 (specifically, not allowing out-of-area students). The strong, diverse culture at Central is reinforced by out-of-area students who choose to be there.

The school's OTG capacity is 786, and for many years, annual enrollments have remained at or slightly above its maximum capacity of 1050, serving local and out-of-area students who are motivated to make their own way to Central. At present, approximately 75% of Central's student body comes from out-of-area and those students arrange their own transportation to Central from all over the city. In this way, Central is a magnet for young people to be drawn to the heart of the city. Students from all over London also come for Central's Developmental Education Workplace Experience Program (also known as the Forest City Program) which is well integrated into events at Central. On a fine day, Central students eat lunch near City Hall, play soccer in Victoria Park, run cross-country around the downtown, and are generally engaged with the reality of life in London and the issues of the city's core. In a practical sense, this involvement translates into the development of civic engagement. Note that Central's alumni include acclaimed academic and environmentalist David Suzuki, a former member of Central's student council.

Central's reputation for academic excellence is long standing and it is self-reinforcing. The TVDSB does not fund any Specialist High School Major courses at Central, rather students choose to attend Central because they are excited about academics and because they are drawn to Central's music program, clubs, and active Student Parliament. The motivation that incoming students to Central display is something to be applauded and supported by the TVDSB, particularly in an era of increasing isolation and political division.

The critical mass of engaged students means that it is possible, at Central, to offer courses like AP 12U English, which isn't offered at any other TVDSB high school. It also means that Central occupies a hard-won spot near the top of the Fraser Institute's rankings of Ontario Secondary Schools. For decades Central has been the only high school in London, from any school board, to occupy a top spot. It is currently ranked 27th out of 739 in Ontario. No other school in London ranks in the top 100. This ranking is substantiated elsewhere. Waterloo Engineering uses an adjustment factor in admissions to rank students coming in from different high schools. They compare incoming high school average with end of year first year average at Waterloo. In 2021, Central graduates saw only a 9.9 percentage point decrease, whereas the average high school in Ontario had a 14.8 percentage decrease.

In addition to academics, Central offers a wide range of extra-curricular activities. It boasts an active student parliament, a nationally recognized music program including wind, string and jazz ensembles, senior and junior symphonies, an internationally recognized DECA Club, a nationally recognized Reach for the Top Club, OFSAA winning Cross-Country teams and TVRA and OFSAA qualifying teams in other sports including Wrestling, Swimming, Track & Field, and Tennis. Indeed, the wide range of extra-curricular offerings (see Appendix 7.7: LCSS Active student organizations) best reflect the diversity of London Central Secondary School. There are a multitude of affinity groups/clubs at the school representing different religions, ethnicities, and gender identities and orientations. Student comments elicited by the ARC Subcommittee online survey speak to how safe students feel at Central to be authentic (see Appendix 7.8). While Central serves its local catchment, it also offers a safe and inclusive environment to out-of-area students whose needs are not met by continuing with the same peer group from JK to Grade 12. A recent Kiwanis music adjudicator made the following pertinent observations about LCSS students:

> "*The students of London Central Secondary School impressed me, not only with their high level of skill and musicianship, but also with their admirable support for each other and for other schools' performances. There was such a strong and positive sense of community in evidence.*
>
> *Personal discipline and dedication to excellence, interpersonal and collaborative skills, emotional intelligence and commitment to a shared goal, are all required for ensemble and orchestra performance, and are attributes highly prized in every walk of life*."

For the rest of the Kiwanis adjudicators feedback, see Appendix 7.2.

While a laudable goal, keeping students together throughout their education is not always best practice for those who identify as different from their dominant school culture. Central, has been, and should remain, an option that fulfills a vital need in London for those students whose needs are not met at their home schools. See Appendix 7.3.

B. Student well-being, student mental health, and equity:

Mental health is a key issue in today's society that simply cannot and should not be ignored and there is ample evidence that teenagers have suffered acutely. Students suffer from the lasting impact of the pandemic, particularly in regards to learning loss as they approach post-secondary and the on-going impacts of social isolation during that period. This LAAR has added the fear that student's academic and social lives may be upended once again, and it further challenges their well-being at a time of precarity. Students have spoken passionately about their desire to stay enrolled at Central, see Appendix 7.8. There have been disturbing and concerning comments regarding self harm and anxiety. **Students do not deserve to have their stability shaken, particularly as we recover from the pandemic**.

As adults, we expect our employers to ensure that we feel safe in our workplace, this includes protections for our mental health. If we don't feel protected, we have means to hold our

employers accountable. Indeed, there is legislation in place to ensure workplace safety. Shouldn't the students of the TVDSB have that same right? Should they be going to school feeling scared that their whole world might be changed and that they won't have a say? We expect students to focus their energies on learning and planning for their futures, but how can we expect them to do so when they have anxiety about the impact of board decisions? The unfortunate outcome of recent events means that Central students, who self-advocated, eloquently, to keep a non-semestered school calendar at the school in 2021, have little faith that the TVDSB cares about them. (Appendix 7.5)

Students at Central are dejected that the board is considering such drastic measures to Central when the student body is just recovering from the long effects of the COVID pandemic. Many students are just learning how to live optimistically and optimally, with a full return to extra-curricular activities and sports. The truth is that this year Central has filled once more to its bustling, busy, noisy, thriving potential. Jeopardizing the enrollment of 75% of the student body at this time is cruel. Central is especially affected because the large portion of the student body being from out-of-area means the essential culture of the school will be altered in a drastic way, while other schools in the TVDSB will be affected by boundary changes none stands to be affected in such a drastic way as Central should Option 2 be selected by trustees.

Students will be affected whether they are the ones switching schools, or their friends have to leave them. The students at Central want to be there. They work hard to achieve their future goals.

There is also an important equity issue related to the attendance policy. Allowing out-of-area students at Central provides students from all over TVDSB the opportunity to benefit from the strengths of Central (i.e., academics, music program, athletics, clubs, culture of inclusiveness). Community feedback has expressed that allowing out-of-area students ensures equity to students of all socio-economic backgrounds in London (Appendix 7.3).

As you put your vote in for the proposed changes, please keep in mind that our students have believed when they have heard **"@TVDSB We build each student's tomorrow, every day**." Let us reinforce that trust to build a stronger tomorrow.

C. Legacy accommodations should have been a standard part of every option presented by the Board:

There is unanimous disappointment that the proposed options excluded legacy accommodations. See Appendix 7.8. The omission of legacy accommodation is perceived as a cynical move by the board for use as a future concession, or a bully tactic to deter grade 9 applications for Fall 2023. For any education professional with any concern for student well-being, legacy accommodation should have been included in every option.

Parents are encouraged by the message sent by TVDSB on May 11, 2023 stating that TVDSB is "exploring the feasibility of legacy arrangements for all secondary school students". However, it is still disappointing that the Board has not already outright guaranteed legacy accommodation. Parents expect legacy accommodation to be granted to all students as the

most sensible and decent course of action. Legacy accommodation should not be an option to be considered, it should be the starting point for any proposed changes.

Furthermore, a significant portion of Central's student body comes from Lester B. Pearson Elementary School. Current plans show that Pearson is not a feeder for any secondary school, and those students cannot remain as a cohort and thus feel disadvantaged by the LAAR. Community feedback at Central strongly supports that Pearson should continue to be a feeder school for Central Secondary School. See Appendix 7.8

D. Educator input (teachers, secondary school administrators and professional staff) is missing:

The sweeping changes proposed by the LAAR will affect educational programming, student learning, student well-being, and student mental health. LAAR is therefore a strategic-level endeavour that directly affects the core mission of TVDSB -- "We build each student's tomorrow, every day". Yet inexplicably, the educators (i.e., teachers, secondary school administrators and professional staff) who are most qualified to assess the impact of the proposed LAAR changes are not allowed to provide their expertise in the process. Teachers, secondary school administrators (principals, vice-principals) and professional staff (guidance counsellors, other staff) interact with students every day. Families feel it is essential to draw on their professional experience and expertise to understand the ramifications of the proposed changes. The LAAR process should be led by professionals who are experts at *educating students*, not experts at managing facilities. Administrators for facilities and capital planning should play supporting roles in the LAAR process as it obviously pertains to use of TVDSB facilities, but the strategic nature of the decisions involved calls for decisions primarily informed and made by experts in student learning, i.e., *educators*.

Educators (i.e., teachers, secondary school administrators and professional staff) are a vital part of any school community. For very practical resources allocation reasons, different secondary schools in TVDSB have different offerings and different strengths, i.e., Banting's Athletic program, and Oakridge's IB program, Central's Strings program and AP course offerings and exam preparation. The success of these special programs comes from the talents, expertise, and contribution of the educators in the schools. Educators in these schools have developed their professional skills to facilitate the needs of these special programs (and students enrolled in these programs). Their input is vital if we want to preserve the strengths of these schools and continue to leverage their talents.

We have documented the possible negative impacts of the proposed changes to students' mental health. However, families are also concerned about the possible negative impacts to the teachers/educators' mental health, especially to those educators teaching in programs that will be severely impacted by the proposed changes.

Parents feel the explicit exclusion of the input from teachers, secondary school administrators and professional staff in the LAAR process is highly problematic. The proposed changes have been driven by building considerations instead of student and educator (teachers, school administrators and professional staff) considerations. Option 1 (remaining status quo) is therefore the only sensible course of action.

E. Incorrect projections from questionable methodology will undermine the Board's primary responsibility for student learning and well-being:

Ironically, when enrolments change in unanticipated ways, the best mechanism for balancing load across the system is to retain flexibility -- this is the hallmark of any sensible optimization strategy in a system with uncertainty. Therefore, allowing students some ability to choose their school (subject to capacity constraints) actually helps to balance enrolments across schools. **Central SS provides excellent flexibility, incorporating out-of-area students, relieving enrollment pressures elsewhere and leaving room for enhanced development and growth in the downtown core.**

Parents are concerned that the board is basing their AAR decision on incorrect projections from questionable methodology by the consultants hired to do the analysis. The analysis is missing key considerations, therefore the projected enrolments at schools after any of the proposed changes are incorrect. Even more concerning, parents feel the Board is undermining its primary responsibility of providing positive learning environments and enriching programs for TVDSB students in its quest for securing funding from the province (based on faulty analysis).

The sweeping changes proposed (disallowing out-of-area students, boundary changes to multiple schools, changes in feeder schools, etc.) are all in service of balancing enrolments for the purpose of securing provincial funding for a new high school. However, these proposed changes will also affect educational programming, student learning, student well-being, and student social health. Before the Board commits to make any of these changes, parents request that reasonable evidence and sound analysis be presented to ensure that changes will:

- Outcome #1: IMPROVE educational programming, student learning, student well-being, student social health. This is the primary objective of the Board.
- Outcome #2: SECURE provincial funding by balancing enrolments across TVDSB. This is a secondary objective of the Board.

Regarding Outcome #1: The evidence is overwhelming that the proposed changes that involve disallowing out-of-area students, in particular, will negatively affect educational programming, student learning, student well-being, and student social health. Boundary changes to multiple schools and changes in feeder schools will also result in problematic outcomes.

Regarding Outcome #2: The enrolment analysis done by the consultants, which the Board is basing their decision on, is missing key considerations. Therefore, the projected enrolments are incorrect. In particular, the analysis does not account for behavioral changes after boundary and policy changes take effect and does not account for the inherent uncertainty of London's changing demographics. **There should be confidence intervals around every point estimate for enrolment, and the uncertainties considered in the analysis (if any) should be explicit.**

Balancing enrolments by simply forcing students back to their home school and redrawing boundaries is a naive approach. The Board cannot dictate where every student goes to school. Students can still choose special programming, e.g., French immersion, technical programs, SHSM, e-learning, arts program, etc. Students can also choose the Catholic school system, and have been vocal about doing so. See Appendix 7.5. With these remaining choices, no model can predict what the eventual enrollment will be at any given school, especially if the boundaries change. **If boundaries and policies change, people's behaviour will change**. Families will

react to new policies -- the current enrollment projections do not reflect that. Families/Students are not passive agents, they will act to do what's best for their children and enrolments will change in ways the administration has not and cannot anticipate. The analysis by the consultants did not account for these possibilities and the point estimates produced by the consultants are almost surely incorrect.

Even without the behavioural uncertainty introduced by new boundaries, there is natural variation in the system. The city of London is growing and changing rapidly. New housing is being built, new people are moving in, people are moving out, and people are moving within London. Given this pace of change - which has already defied projections - it is impossible to predict with the accuracy needed (looking at the magnitude of the enrolment numbers) what families will move in, how many children of what age will be living where, whether they will want French immersion, technical programming, etc. Again, under uncertainty, it is always better to retain some flexibility -- whether we are balancing school enrolments or balancing a manufacturing assembly line, flexibility is critical to achieving stable outcomes. Central SS provides excellent flexibility, incorporating out-of-area students, relieving enrollment pressures elsewhere and leaving room for enhanced development and growth in the downtown core. **Therefore, during the current period of growth in London, it would be ill-advised to impose rigid geographic constraints on school enrolments. This will only lead to uneven and unstable outcomes, and we will effectively shoot ourselves in the foot by removing the one mechanism -- school choice -- that gives us flexibility to accommodate the uncertainty.** Furthermore, such changes threaten to undermine well established programs of excellence, like Central's music program which a Kiwanis adjudicator noted "*has been developed, nurtured and sustained by a series of outstanding teachers and has truly excelled for decades*".

In summary, allowing out-of-area students (subject to capacity availability) is better for student learning outcomes and better for balancing enrolments. Adopting Option 2 would risk unraveling a vibrant school culture that has developed organically over decades and create upheaval and mental health issues in hundreds of families while not even achieving balanced enrolments (possibly making them more unbalanced). Option 2 or any option that disallows out-of-area students at Central will undermine educational programming, student learning, student well-being, student social health and it will NOT balance enrolments and therefore not enable the Board to secure funding from the province.

F. The city of London's plan of inward and upward growth will be undermined by weakening Central's vibrant school culture:

One of the current objectives of London City Council is to promote growth inward and upward, and to reinvest in the development of a strong and vibrant downtown core to balance urban sprawl. The current LCSS attendance policy, which allows out-of-area students to enroll at the school, has produced a vibrant, healthy learning environment that attracts students from all over London. The school's current catchment area is just 23% of the school population -- 77% apply to school from out-of-area. This practice is the source of Central's student diversity and its

academic success. Indeed, Central, located in the heart of London, a city which prides itself as an academic and medical hub, is the very definition of what London City Council and the region hope to promote - a proudly public, academically-rich school, that draws families to London.

Shutting Central's boundaries (in an attempt to secure funding for a new high school) would abruptly change the school - it would no longer be a magnet, drawing students to the city core. Our current government's strong immigration policy has contributed greatly to London's status as the fastest growing community in Ontario. Our city council has done its best to attract new residents. Indeed, as the AARC initial report from January states “infill development of higher-density units will occur within the downtown core. Over the longer term, the City is anticipating the redevelopment of non-residential land, which will continue to add to the high rate of growth already expected.” We must ensure that the pressure of a growing population does not destroy this gem of a high school as the excellence of Central is a significant draw to attract new talent to the city. Please keep Central's status quo attendance policy in place and continue to allow out-of-area students. Keeping Central’s boundaries open, and allowing it to flourish, will draw new citizens to our city and new residents to our downtown.

6. RECOMMENDATIONS & CONSIDERATIONS

The LCSS AARC Subcommittee recommends the Trustees to approve Option 1.

95.4% of the LCSS online community survey respondents selected Option 1.

Central should continue to accept out-of-area students: When presented with Option 1 (continue to accept out-of-area students) or Option 2 (no more out-of-area students), overwhelmingly, the Central community consisting of parents, students, incoming families and community members prefer Option 1. Of the over 100 people who attended the community feedback meeting held on April 13, 2023, over 40 people spoke. Every speaker was in favour of allowing out-of-area students, irrespective of special programming interest. Both in-area and out-of-area students and parents strongly feel that Central should continue to accept students from out-of-area. Families were assured that once a student is accepted from out-of-area, students do not need to apply again, that they are accepted for all four years of high school.

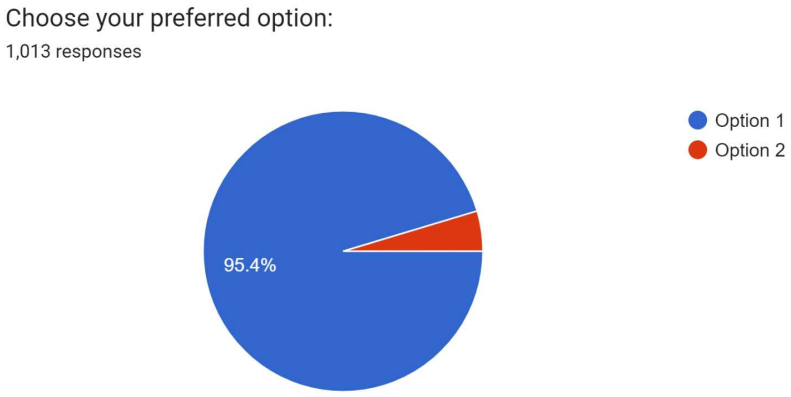
The majority of enrolled students make the choice to come to Central knowing that there is no bussing for out-of-area students. Many students walk, bike, and take public transit to get to school. Indeed, with the exception of one bus from the local catchment area all students make their own way to the school. According to LAAR Secondary Q & A response 339, Option 2 would result in 7 additional buses heading to Central. This would be egregiously costly, both to the board and to the environment.

For the upcoming 2023-2024 school year, 203 out of area students applied for grade 9. A total of 155 students have been accepted through the board-administered lottery from out-of-area. Some reasons given for families choosing Central are strong academics, strong music program, and student population diversity. These students deserve immediate encouragement that they will not have the continuity of their secondary studies jeopardized by this LAAR.

7. APPENDICES

7.1 Survey Response

Out of 1013 responses, 95.4% selected Option 1 (allow out-of-area students) and 4.6% selected Option 2.



7.2 Letters from the community

1205-1300 Islington Avenue
Toronto Ontario
M9A 5C4
May 10, 2023

To the Thames District School Division, Board of Trustees.

Recently I had the honour and pleasure of adjudicating at the London Kiwanis Festival. I was so impressed with the many performances by schools in the London area. In particular, the many wonderful performances from London Central Secondary School were at a very high calibre.

I taught strings for many years with the Toronto District School Board. From this perspective I can certainly state that the Music program at LCSS is truly stellar- and a rare treasure. It has been developed, nurtured and sustained by a series of outstanding teachers and has truly excelled for decades.

The students of London Central Secondary School impressed me, not only with their high level of skill and musicianship, but also with their admirable support for each other and for other schools' performances. There was such a strong and positive sense of community in evidence.

Personal discipline and dedication to excellence, interpersonal and collaborative skills, emotional intelligence and commitment to a shared goal, are all required for ensemble and orchestra performance, and are attributes highly prized in every walk of life.

I am writing to encourage and request that the option for Out of Area attendance be continued- to continue to allow access to students throughout the area. As I understand it, the proposed changes will have a devastating impact on this quality program.

Please reconsider.

Sincerely,
M. Elaine McLeod
BMus Queens,MMus UWO, BEd York

May 15, 2023

Dear School Board Members,

I am writing to express my concern about the plan under consideration to force students attending London Central Secondary School to move to other high schools in their local districts. As a concerned citizen, parent, and mental health care professional, I believe that if implemented, this plan will have significant negative impacts on the mental health, and general well-being of our students.

For many students, school is more than just a place to receive an education; it's a community that they have grown up with and feel a part of. Our society in fact aims to have schools be this social hub for students, by actively engaging students in clubs, activities and so much more. Switching schools can mean leaving behind friends, teachers, and a familiar environment, which can cause anxiety, depression, and a strong sense of loss. This sense of loss can be especially challenging for students who have experienced trauma or other adverse life events. Many of our students struggle with change, or display lower levels of resilience as a result of such life experiences. As a psychiatrist, I see this every day in the work that I do.

Research has shown that switching schools can also have a negative impact on academic performance.[1] Students who switch schools may struggle to adjust to new curricula, teaching styles, and expectations, which can lead to lower grades and test scores. This can further contribute to feelings of isolation and anxiety, as students may feel that they are not keeping up with their peers.

Furthermore, students who are forced to switch schools may also experience social stigma and discrimination. They are often seen as outsiders, which can lead to bullying, harassment, and ostracism. This can be especially challenging for students who come from marginalized communities, such as students of color or students from low-income families.

The High School years are foundational years for a young person. Erik Erikson described this stage of life as the years for *Identity Formation (Identity vs. Role Confusion)*, when teenagers begin to understand where they fit in the world. The high school they attend , the people they meet there, and so much more that defines the High School experience, is an integral part of that identity they form.

I urge the school board to reconsider this plan to force students to leave London Central Secondary School. The negative impact on students' mental health, academic performance, and social well-being is too great to ignore. Instead, let's work together to create policies that support students' well-being, including policies that provide resources and support for students who are struggling.

Thank you for your attention to this matter.

Sincerely,

Mohamad Elfakhani, MD, FRCPC
Psychiatrist, Site Chief Psychiatry – London Health Sciences Centre
Associate Professor, Western University Dept. of Psychiatry

[1]Gasper J, DeLuca S, Estacion A. Switching Schools: Reconsidering the Relationship Between School Mobility and High School Dropout. Am Educ Res J. 2012 Jun;49(3):487-519. doi: 10.3102/0002831211415250. PMID: 25554706; PMCID: PMC4279956.

Letter from Elizabeth Caucutt

My daughter is an in-area student in grade 11 at London Central Secondary School (LCSS). The proposed changes in the LAAR will have no impact on her directly. However, I have very strong opinions about the proposed changes. Keep the status quo boundaries and out of area policy for Central.

I imagine whatever consulting firm was hired to come up with proposals had no idea what London Central Secondary School is currently offering to the community. Why would they? None of the amazing things happening at Central are official programs. None of it costs TVDSB anything. However, you should know what Central means to London. If you let the boundaries change so that there are no longer out of area students at Central, you will eliminate the best academic opportunities available for all high school students in the area. This impacts current students at Central, future students all over London, and potential migrants to London. Current LCSS families and students are clear in their desire to maintain the status quo. Future families are probably unaware that this opportunity might be slipping away, but I guarantee you that they will notice when their children are in grade 8 and it is gone. And, if we want to continue to attract talent to London, we must do everything we can to protect its top performing high school.

- At no extra expense, the Thames Valley District School Board (TVDSB) has one of the top Secondary Schools in Ontario. Central is ranked 27th by the Fraser Institute. Note no other school in London cracks the top 100. Waterloo Engineering uses an adjustment factor in admissions to rank students coming from different high schools. They compare incoming high school average with end of first year average at Waterloo. In 2021, Central graduates saw a 9.9 percentage point differential, while the average high school in Ontario had a 14.8 percentage point fall. The board should be doing everything it can to foster this incredibly successful school, instead of dismantling it for a short-term need of filling certain schools. Once gone, it will be expensive, if not impossible to recreate.

- I am a professor of economics at the University of Western Ontario. When we are recruiting faculty members, anyone with children wants to know about schools in London. We always tell them about Central. London lacks high quality private school options that abound in places like Toronto and similar sized cities in the U.S. The existence of a high school like Central is important for recruiting talent to and retaining talent in London. As an aside, the absence of a school like Central will likely result in a high-quality private school entering London and siphoning of students from and support for the public school system.

- Not every high school can or should do everything. This is clear by the specialty programs that TVDSB offers in only some High Schools (Robotics, IB, etc…). Offerings such as musical and athletic opportunities, AP courses, and general beyond curriculum endeavors are not special programs. The student body of Central has many young people from across London who are excited about academics. This critical mass of engaged students means it is worthwhile to offer courses like AP 12U English, which is not available at any other TVDSB high school. Central attracts staff that are excited to teach these students and who are willing to get certification for such courses. I imagine if you looked at the enriched course offerings at various high schools in TVDSB, you would find a disproportionate number at Central. If all of Central's students are spread across many TVDSB high schools, it won't make sense for teachers at those schools to step up and be trained in things like AP English, when there are not enough students to field a course. (You can see that now – go check who has certification for AP English.)

- It may be an admirable goal to offer the exact same experience at every high school. That will always be impossible. Any sport, club, extra musical opportunity, or theater undertaking needs a

teacher (or several teachers) to step up. I heard Lucas now has a rugby team. I bet there are not many of those across the district. Let the offerings happen and students choose where they want to be. In most cases, it will be to follow their elementary school friends. But in some cases, it will be to attend a school that offers programs that they value. My daughter is smart, but not gifted. She works hard and is very excited about things she learns in her classes at Central. She did not fit in easily in elementary school. Central has offered her a peer group that is supportive and welcoming. Please do not take this opportunity away from future versions of my daughter.

Elizabeth Caucutt
1000 Wellington St
London, ON N6A3T2

7.3 Emails from the community

a. Brita Miko



LCSS Aarc <lcssaarc@gmail.com>

Unique high school disrupts poverty

Brita Miko <pbmiko@gmail.com> Mon, May 8, 2023 at 9:49 AM
To: tarmstrong-co@ndp.on.ca, "Kernaghan-QP, Terence" <TKernaghan-QP@ndp.on.ca>
Cc: lcssaarc@gmail.com

Good morning Teresa and Terence,

We are one among the low-income families of London. We do not live in the boundary area of London Central Secondary School, but TVDSB allowed our daughters (and anyone in the city, of any income) to attend LCSS. After Central, our oldest daughter went on to BealArt and now, in September, she is going to Boston to Tufts University where they provide full financial aid for every student they accept that has need. How does a kid born in a trailer park get to Tufts? It is a miracle - but it's more than a miracle - it's part London Central Secondary School (their teachers and their supports) and part BealArt. Without either of these schools, she would not have this strange, life-changing opportunity.

We have friends at Central whose families do not have cars. We have friends at Central whose families do not have a credit card. We have friends at Central who don't have proper heat in their homes in the winter. London is a community that has a disproportionate rate of low-income families that struggle. Many students at London Central Secondary are from these families and they are working hard to change a generational dynamic. It's easy to think that all students have the same basic opportunities but there are seen and unseen inequities within our city. London Central is one of the few places that renders those inequities inconsequential. Anyone can come in from a small, hard or dark place and leave into a wider, open future.

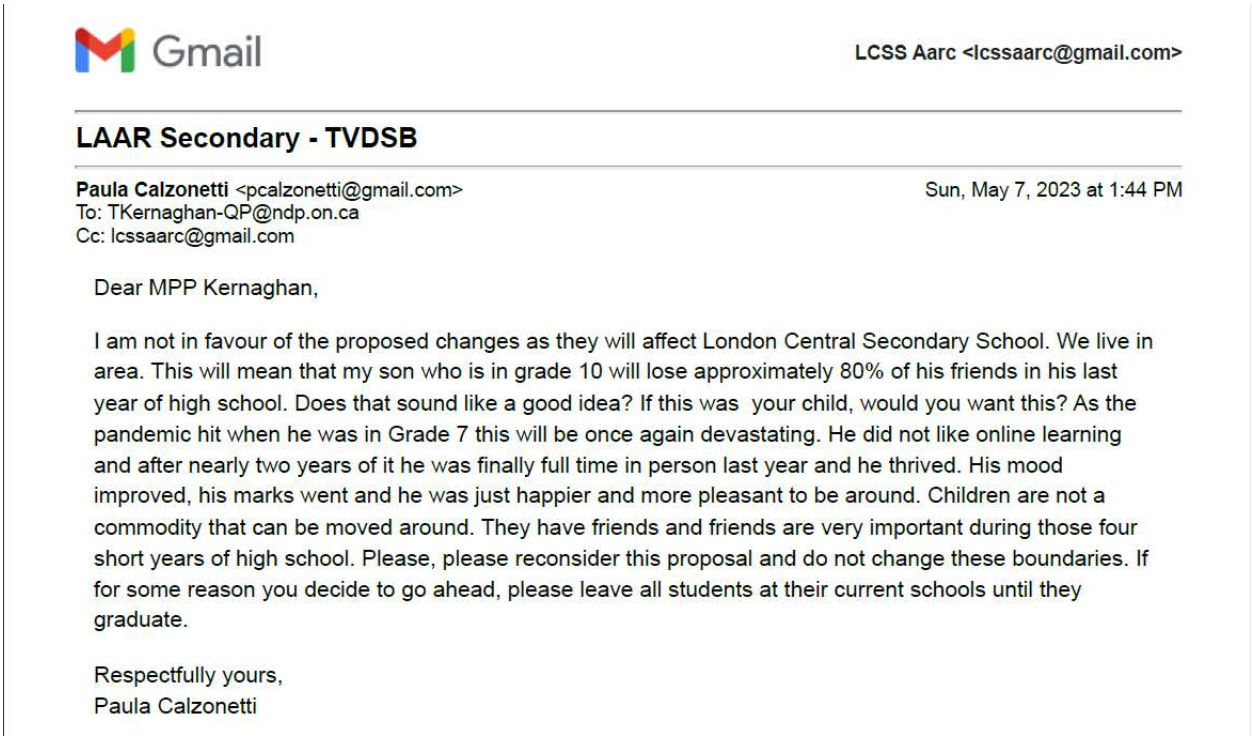
London Central has a reputation for being an academic school that requires a lot of work - and so it attracts students that want to work hard. As a result, classes aren't disruptive but attentive. Teachers can go in-depth across a great deal of material. Students learn to become better students.

If the boundary change happens for Central, all students will be confined to their geographical region. The chances and opportunities for low-income students will be reduced. It will be harder for the city to have families move out of poverty. It will be harder for the students who were dealt a small, losing hand to obtain a future different from their past. This harms the city as well as the student.

Thank you for your work for our city and community. Central was a life-changing gift to my family. Please use your position of influence as a NDP MPPs to be a voice for allowing Central to remain a life-changing place for any student in our city.

With warm regard and hope for the future,
Brita Miko

b. Paula Calozonetti



Gmail

LCSS Aarc <lcssaarc@gmail.com>

LAAR Secondary - TVDSB

Paula Calzonetti <pcalzonetti@gmail.com>
To: TKernaghan-QP@ndp.on.ca
Cc: lcssaarc@gmail.com

Sun, May 7, 2023 at 1:44 PM

Dear MPP Kernaghan,

I am not in favour of the proposed changes as they will affect London Central Secondary School. We live in area. This will mean that my son who is in grade 10 will lose approximately 80% of his friends in his last year of high school. Does that sound like a good idea? If this was your child, would you want this? As the pandemic hit when he was in Grade 7 this will be once again devastating. He did not like online learning and after nearly two years of it he was finally full time in person last year and he thrived. His mood improved, his marks went and he was just happier and more pleasant to be around. Children are not a commodity that can be moved around. They have friends and friends are very important during those four short years of high school. Please, please reconsider this proposal and do not change these boundaries. If for some reason you decide to go ahead, please leave all students at their current schools until they graduate.

Respectfully yours,
Paula Calzonetti

c. Deishin Lee

From: Deishin Lee <deishin@fastmail.com>
To: l.pizzolato@tvdsb.ca
Cc: Deishin Lee <deishin@fastmail.com>
Subject: LAAR - London Central Secondary School
Date: Tuesday, April 18, 2023 1:52 PM

Dear Trustee Pizzolato,

I am the mother of two London Central students and I have been following the discussion around the London Area Attendance Review (LAAR). (Note: Central is our home school)

I would like to bring to your attention a serious flaw in the reasoning behind one of the proposals called "Scenario 2" presented at the LAAR meeting at Central on April 13, 2023, and also described in document 13.e (https://pub-tvdsb.escribemeetings.com/filestream.ashx?DocumentId=5344). Scenario 2 would return all out-of-area Central students to their home school starting in Sept 2024. Moreover, from that point on, students would only be allowed to attend their home school, unless they choose specific programming such as French Immersion or a technology program, etc. Because of a fundamental flaw in reasoning in Scenario 2, I strongly recommend against this proposal and any proposal that removes school choice.

I apologize for the length of this email, but I felt it was necessary to explain my reasoning below. My reasoning is based on 20 years of experience in research where I use optimization techniques in settings with uncertainty.

Removing school choice in addition to redrawing some boundaries is being proposed as a way of balancing enrolments across several schools. Redrawing boundaries might be a sensible first order action to take to balance school enrolments, however, forcing students to their home school **WORKS DIRECTLY AGAINST the objective of balancing enrolments**.

By forcing students back to their home school, the board may think it will balance the attendance across schools, but it will backfire. Some choices will remain by design -- French immersion, technical programs, SHSM, e-learning, arts program. There is also another choice that is outside the control of the TVDSB board -- the Catholic school system.

With these remaining choices, no model can predict what the eventual enrolment will be at any given school, especially if the boundaries change. If boundaries change, **people's behaviour will change**. Families will react to new policies -- the current enrolment projections for Scenario 2 do not reflect that. Families/Students are not passive agents, they will act to do what's best for their children and enrolments will change in ways the administration has not and cannot anticipate.

When enrolments change in unanticipated ways, the best mechanism for balancing load across the system is to retain flexibility -- this is the hallmark of any sensible optimization strategy in a system with uncertainty. **Therefore, allowing students some elements of school choice (subject to capacity constraints) actually helps to balance enrolments across schools.** In contrast, removing school choice imposes rigidity on the system which more likely will lead to uneven and unstable outcomes.

In a complex system, changes in policy always run the risk of unintended consequences. In this case, there is a real possibility that **an unintended outcome of removing school choice is that families will switch to the Catholic school system**. This could solve the over-crowding problem in some TVDSB schools (would we want to solve the problem this way?), or it could exacerbate the unbalanced enrolment problem.

Even without the behavioural uncertainty introduced by new boundaries, there is natural variation in the system. The city of London is growing and changing rapidly. New housing is being built, new people are moving in, and people are moving out. It is impossible to predict with the accuracy needed (looking at the magnitude of the enrolment numbers) what families will move in, how many children of what age will be living where, whether they will want French immersion, technical programming, etc. Again, under uncertainty, it is always better to retain some flexibility -- whether we are balancing school enrolments or balancing a manufacturing assembly line, flexibility is critical to achieving stable outcomes. **Central SS provides excellent flexibility, incorporating out-of-area students, relieving enrolment pressures elsewhere and leaving room for enhanced development and growth in the downtown core.** Therefore, during the current period of growth in London, it would be ill-advised to impose rigid geographic constraints on school enrolments. This will only lead to uneven and unstable outcomes, and we will effectively shoot ourselves in the foot by removing the one mechanism -- school choice -- that gives us flexibility to accommodate the uncertainty.

Moreover, Central has an excellent educational reputation and a vibrant student body composed of 77% of students who choose to be there from out-of-area. Central's students have nurtured a culture that allows them to thrive and those that find that culture appealing are drawn to the school. These are curious, engaged, passionate, and public-spirited students who have formed and led many school clubs (arts, social, academic, affinity-based) that promote another stated TVDSB strategic priority: **programs and services embrace the culture and diversity of students and all partners**. There are also many extra-curricular athletic teams (many who have done very well in competitions) and the music ensembles are excellent. Students who are interested in these strengths of the school come to Central to participate and contribute to this culture, which then reinforces it in a positive cycle of engagement.

Therefore, allowing school choice is better for student learning outcomes and better for balancing enrolments. Adopting Scenario 2 would risk unraveling a vibrant school culture that has developed organically over decades and create upheaval and mental health issues in hundreds of families while not even achieving balanced enrolments (possibly making them more unbalanced). **Scenario 2 and any proposal that removes school choice should be categorically rejected.**

Thank you for your attention. I would be happy to meet with you or any of the trustees if you would like to discuss this further.

Sincerely,
Deishin Lee
deishin@fastmail.com
519-671-2118
Associate Professor
Operations Management & Sustainability
Ivey Business School
Western University

7.4 Independently administered petition by Central student

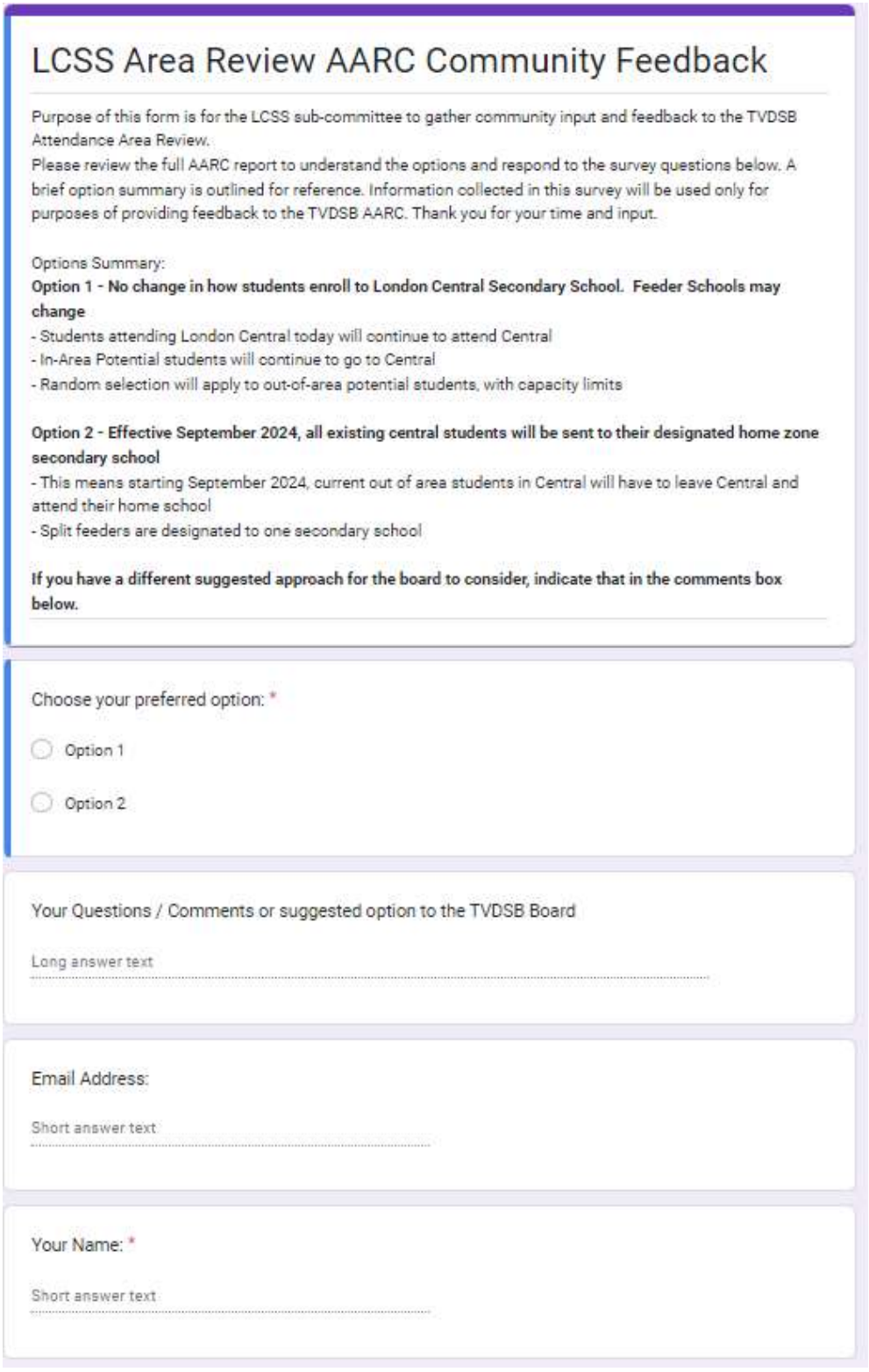
Petition by Central student, Pavlos Constas: https://www.change.org/p/keep-lcss-students-at-lcss

As of May 14, 2023, 1407 signatories have supported the petition to keep the status quo at Central.

7.5 News clips, media clips

1. Parents threaten to switch boards if proposed school boundary changes enacted
2. Stress and anxiety' over upcoming rejig of high school boundaries
3. Switch to semesters at Central shows TVDSB trustees lack power to influence change

7.6 LCSS online community survey



LCSS Area Review AARC Community Feedback

Purpose of this form is for the LCSS sub-committee to gather community input and feedback to the TVDSB Attendance Area Review.
Please review the full AARC report to understand the options and respond to the survey questions below. A brief option summary is outlined for reference. Information collected in this survey will be used only for purposes of providing feedback to the TVDSB AARC. Thank you for your time and input.

Options Summary:
Option 1 - No change in how students enroll to London Central Secondary School. Feeder Schools may change
- Students attending London Central today will continue to attend Central
- In-Area Potential students will continue to go to Central
- Random selection will apply to out-of-area potential students, with capacity limits

Option 2 - Effective September 2024, all existing central students will be sent to their designated home zone secondary school
- This means starting September 2024, current out of area students in Central will have to leave Central and attend their home school
- Split feeders are designated to one secondary school

If you have a different suggested approach for the board to consider, indicate that in the comments box below.

Choose your preferred option: *

- Option 1
- Option 2

Your Questions / Comments or suggested option to the TVDSB Board

Long answer text

Email Address:

Short answer text

Your Name: *

Short answer text

7.7 LCSS current, active student organizations as of the 2022-2023 school year:

Clubs and memberships (membership number): History Club (15), Music Council (~100), DECA (~25), Model UN (20), Multi-Culti (~50), Python Club (20), Gender-Sexuality Alliance (15), Board Games Club (25), Student Parliament (25), Chess Club (40), STEM Club (40), Digital Design Club (~15), Student Athletic Association (50), Competitive Programming Club (20), Geo Club (15), Black Student Association (30), Ping Pong Club (20), Muslim Student Association (25), Social Justice (40), Web Development Club (20), Badminton Club (100), Grammar Club (15), Yearbook Club (25), HOSA (~25), Fencing Club (~25), Rock Climbing Club (40), Reach for the Top (15), Grammar Club (15), Math Club, Kpop Club

Athletic teams and performance (membership number): Cross-country (60) OFSAA, WOSSAA, and TVRA senior boys team and individual gold medals, Junior/senior girls volleyball (25) Medway senior tournament champions, junior/senior boys volleyball (25) Parkside junior tournament champions, Junior/senior girls basketball (25), Junior/senior boys basketball (30), Golf (5), Football (40), Wrestling (30) two OFSAA qualifiers, Swimming (20) several OFSAA qualifiers (15), Ice hockey (20), Track & Field (60) Heath McAllister set OFSAA record and junior boys relay team qualified, Boys soccer (20), Girls soccer (20), Baseball (20), Girls softball (30), Badminton (10), Tennis (10) 5 OFSAA qualifiers

Student Parliament Engagement (membership number): Student Parliament has 15 Grade Reps and 6 Cabinet. None of Cabinet is in-area and only one Grade Rep lives in-area (there are a few Pearson kids who live out of area but technically have Central as a feeder school).

7.8 LCSS Online Survey Comments

Please keep option 1 and continue to allow Lester Pearson to be a feeder school. Central has been recognized for academic excellence and arts. I'm surprised there's even a consideration to disrupt this opportunity for students.
What about considerations towards individual programs at schools that are not designated as "special programs," such as LCSS's strings program, where a large majority of the students are from out of area, while newly added feeder schools do not have a strings program, which hurts the program as well as potentially shutting down pathways that students could not get at their feeder school.
High schools should become more specialized (Central with academics, Beal with art, AB Lucas with sports etc) instead of less specialized, allowing grade 8 students to have more choice of school will not only help their future, but be more budget effective (for example, 1 or 2 weld shops in London is better than attempting to spread these features around all high schools).
It would be terrible to force out of area students to leave their school after having been students at Central for two years. Please option 1 is the only reasonable option here.
Please do not destroy such a reputable school like London Central out of convenience, instead of the benefit of the students. Please keep the options open for out of area of students to go to London Central.
Students who are currently at Central should be allowed to stay at Central until graduation. These students have already been disrupted by the pandemic. Forcing them to change schools would be cruel.
What makes Central the great school that it is is the fact that most students elect to be here. To remove that autonomy of choice would be to remove that fantastic part of Central's identity, and make it a lesser place of education and community.
Please consider a grandfathering option, where children already enrolled in Grade 9 starting 2023-24 will be allowed to complete all 4 years in Central.
New students use new approach, old students use old regulation. New students means the students who will enter the secondary school in 2023.
Why current students have to get kicked? If option one happens, what will be the criteria of random?

Feel very strongly that Option 2 will change the culture/fabric of the school. Option 1 is in the best interest of the community.
Actually option 3....let the students who are getting in by Sep 2023 should continue to graduate and this policy should be grandfathered. The other point is the real problem ...so are we pushing problem from one school to another vs looking at resources needed to actually solve the problem ?
If the final decision is made after July，is that possible my daughter 100% eligible to go back to homeschool before this September? I do not want my daughter will be sent back to homeschool in 2024 when she will be in G12. we will choose to back to homeschool before September 2023，if the final decision is option 2.
My concern is that my son is in grade 10 (out of area student) and will be forced out of Central for his final year. That seems unreasonable to the current out of area students. TVDSB needs to consider how this will affect the students mental heath which should be the most important consideration. Forcing students out of LC will cause them anxiety, depression, or other health concerns especially coming out of COVID. A more reasonable approach would be to stop accepting new grade 9s to LC starting in Sept 2023 so the current out of area students can complete their education at one school. Grandfather the current students so they can complete their HC education at one school!!! Option 1 would put the students first. They opted to attend this school for its reputation and academics. The schools and students are not equivalent and cannot be considered building blocks to be moved around to fit numbers
I am not opposed to Option 2 and creating a neighbourhood school, however, Central is known for being very "academic" and this program would need to change in order to meet the needs of the wide spectrum of learners they would be taking in. There is a big difference in the current student population and taking in kids from the feeder schools that would never have selected Central. It also would be important that the school offer more programs that other schools offer if children are being forced to go to their local school and not apply to out of district. Right now Central has it's academic niche and you are asking to change everything. Are teachers ready for that? Will this really fix the overcrowding problem in other schools? I understand the notion of feeder schools, but London's schools seem to be so far away from the assigned high school in some instances. Wish they could fix some of those issues...why is Delaware going to Medway instead of someplace closer?

Kids who are currently coming to central and change school at grade 11 or 12 will be more stressed. Why can’t we chose option like existing students until they finish.
Bla bla
Keep the school as it is. Do not change the boundary.
What is even the point of sending out existing central students?
If Option1 is not possible at least there should be option 3 to allow existing students to continue until they finish. Moving existing students will cause lot of mental stress in kids and impact their choice and careers.
Why, even with option 2, would you force students to change schools? Why wouldn't you let them finish at their school of choice and have the change only apply to NEW students? And why has Pearson been left out of the options? Where will those kids go? Will it remain a feeder school?
Are we really solving the resourcing issue just by shuffling attendance areas?
Please please please put the students first and choose Option 1. There is no way that Option 2 is good for any students. If students are forced to change schools during the short 4 year window of high school it will compromise their mental health, self esteem etc.
Option 1 is keeping the current students and allowing them to finish high school. I am for this!
I strongly disagree to send current students to their home school. We can’t cut down students established relationships and force them to adapt to the new environment because of policy change. The retroactive effect of the new policy will cause unfair consequences to the children.
I love Central and I am incredibly grateful to have the opportunity to go to this school. Central’s diverse culture, and its amazing educational environment would in no way be possible without our out of area students. Central is small in terms of population; if the out of area students are forced to leave, our school will eventually be full of empty classrooms. By requiring that students go to their designated feeder school for “equity” reasons, you are misinterpreting the idea of equity as a whole. The students don’t want this. The parents don’t want this. The teachers don’t want this. So who does?

Any option other than option 1 will change the special academic status of Central. TVDSB needs to celebrate and continue the academic success of this school. Also, any option other than option one will negatively affect mental health of students who are forced to return mid high school journey to a different school. Option 2 will also cause major shifting to Catholic Central will negatively affect the numbers required to have the new high school request approved.
I think things should be left the way they are but the number of out of area students taken should be cut down
None
I highly believe that Option 1 is the best course of action for the TVDSB school board to take. The student diversity in the population of Central has shaped what the school is like socially and how it is enjoyed by the many that WANT to be there. Eliminating the opportunity for students to choose which school they attend is an extremely poor decision.
If option 1 were to be chosen, would put of area kids planning to go to Central next year be able to attend?
London Central SS has a tradition of excellence and students and parents make sacrifices to be a part of this community. It has an exceptional academic, music and extracurricular experience. My daughter has friends from all over London who share similar goals of performing well academically and in all areas that Central offers. Please make the right decision for the students and to uphold the tradition of LCSS.
I want to go to Central as an out of area student, please do not kick me out
Please keep Central students where they are. No problems will be solved by sending them back.
Option 2 won't resolve any problem but will cause significant mental issues on both students and parents.
If I wanted to go to Lucas to get made fun of I would have done so already
The simplest option that would allow each group to achieve their goals would be to stay with option one while grandfathering in existing students who are enrolled at Central. If you put capacity limits on out of zone students you will never go over capacity. Current capacity at Central is lower than many of the other schools the boundary changes would push those kids to. If you allow all existing out of zone kids to finish at Central the capacity would still be lower than those other schools while maintaining the right capacity numbers at Central.

Based on the projections presented to us those other high schools are already over 100% capacity and will be pushed even higher, how is that an improvement for any of the student, staff or city in general? My son will be destroyed if he is forced to move in his final year of high school to an over populated school that he does not know, with no friends. If option two is pushed down, you will cause harm to these kids and their families. We all understand the process required to secure funding for new schools but please do it the correct way. Don't leverage our kids future to futilely attempt to fast track the funding agenda.
Option #2 will only create added mental health issues to a problem we are already having to deal with from the effects COVID_19 has created- yet the school board wants to add more to an existing problem with all the mental health issues this will create to these kids will not only be detrimental but damaging to their overall Highschool experience. it seems that both options are all or nothing solutions. what would seem more Visible potentially starting 2024 have kids starting grade 9 at their boundary schools only! Option #3 leave the grandfathered kids in. start your equalization as of 2024 and phase it,
Make Central into a bigger school
Option 2 is a terrible idea. Who thought ripping an adolescent from their friends and familiar surroundings after a historic “pandemic” event was remotely plausible? These students choose Central because it is an Academic school, with a tremendous amount of like minded peers. To send them to another school, without their friends is cruel. High school is supposed to be the “the best time of your life”. My son and his friends are aware of these options, and it stresses them out. I’m also concerned that you haven’t looked properly at the population of Eagle Heights. My children went there (prior to being accepted to Lester B Pearson) and as of April 2023, we counted 17 outdoor “portable classrooms” .. Have you looked at the number of Grade 8’s at EH? If you divert all those students to Central, the school will be busting at the seams within 3 years, and there isn’t any room for expansion at Central.
I really don’t think all the kids that have applied and got accepted should be sent back to there feeder schools. In the first place they were accepted and it should just be a first come first serve format. Besides most of Centrals student population is all out of area students.

Central is the school that makes me feel like I belong. Ever since I got there, I've been the happiest I've ever been in all of my school years. I've joined all of the music groups, where I've made lifelong friends, I've pursued MANY new passions due to Central, and I've joined many other clubs where I've met amazing people. As soon as I got to Central, it felt right, because it gave me the opportunity to surround myself with supportive and hardworking people. If out of area students get sent back, they won't be given the opportunity to pursue the passions that other schools may not offer. For example, band, or strings. I believe students should be given the option to choose what environment they want to learn in. Sending students back will take away their opportunities. So many people love Central and it should stay that way.
As we have already settled in central it would be really difficult now to change to a whole new school plus the fact that central is an amazing school and I would like to stay with all my friends and teachers. Central is known for its smart students, so with changing the system that reputation will only change for the worse as now students wouldn't be able to apply it they are not in area.
Why would you force out of area students out of the best school in the province ?
I strongly disagree to send current students back to their home school.They already have had relationship in central . These action will have a really bad effection on them
Option 3 - grandfather in all the kids that are attending Central as of 2023. The potential disruption with changing schools in 2024 is already causing stress and anxiety. Our daughter chose Central for their music program. She currently attends Pearson and is very excited to continue on with her cello after Central performed at Pearson. I feel any high school that has specialized programs should be able to continue allowing out of area students so that these programs can continue to thrive. I believe that Pearson students should continue to be a feeder school for Central and therefore these students would be recognized as in area. It also seems ridiculous to remove most of the student population from Central just to replace them with a bunch of other students. This would be extremely stressful for all the students leaving and entering Central. I only chose Option 1 because it would not accept my submission without a vote for option 1 or 2.
You guys should not make out of area kids to go to their home school. If they chose to go to Central, then let them be 😱
I'm only submitting another response to ask that you send me the slideshow you were referring to, because I can't seem to find it.

Why?
Consider the connections students have made, consider the mental health affect this will have on, I understand why this is being considered. I strongly beileve that students who are already at central should have the right to stay, I hope you consider this.
Don’t change it dumbies
We have all worked extremely hard to get into our high schools, what makes you think that you are "doing the right thing" by forcing us out of our second homes? If option 2 gets enforced you will be ruining hundreds of thousands of student's lives. Think about that.
Let kids come to this school it’s a great school and the more Students the more it benefits that teachers and school itself
Giving the choice for student who can choose which school they go to is very benefit for the student, because the student wants to be the best fit school they choose. Not just limited the boundary.
Please do not do this to me. I'll have to go to Montcalm and my future will be over.
-
Would you kick out students who enrol in courses that require applications and interviews to get into?
If all exsiting central students who are out of area returned to their home school, this will ruin the very nature and character of Central. Most students that attend Central are out of area students and forcing them to leave will force a bunch of students to adapt to a completely new environment and new people, the mental health effect of this is worrying and completely unfair especially to those who have attended Central for awhile and consider Central as their home.
It does not really make sense as most of centrals kids are out of area. There would be like 200 kids left.
I disagree to send secondary students back to their home school since they have set up social and educational relationships during the period of study in current school they have been enrolled. Restarting a new relationship in a new place are unfair to them, and will have significant impacts to their mood, may cause some mental health issues anticipated.

I would not have learned as much as I did if I hadn't met all the people I met at Central. I had no idea what life was like for other people until I came to Central and learned from them. I knew NOTHING about street smarts, coming in to Central. I learned from the people who live near here, and it benefited me. Now, thanks to them, I am more cautious, more aware, and more smart. Central's also become my safe space, and I know other people who would feel the same way: a fulfilment in their heart they couldn't get from a community at a different school. We have grown to love this school and have been immersed in the growing that comes from it. I haven't even finished Grade 9, but I see growth from so many people, even the people I went to elementary school with. I think this idea of a safe space, diverse community, and opportunity to grow is what defines a high school experience and ripping that opportunity away from future and current Central students will only hurt the future society, rather than benefit it. School is supposed to train us, not scare us, and Option B is what will ruin the intelligent, diverse community that Central is lucky to have.
I agree with many of the points made during the. April 13 community consultation, in particular that maintaining out of area access to Central project represents a city-wide source of equity because it offers students from everywhere in the city the opportunity to benefit from a joining a unique academic environment that would be very difficult to replicate from scratch at a new school. The value this provides to students should not be underestimated.
Don't send us out !!
I think that if you proceed with option two your not thinking about the students mental health and their future. Option two may also ruin Centrals reputation.
Please provide the opportunity to the kids,who can go to Central which is not their home school.
London Central is a prestigious academic school and is a pride of city of London. Please keep it as it is and do not put parents and students through the unnecessary changes.
Please keep current enrollment methods of London Cental secondary school
Out of area and current students at central should not be sent to their home schools and should get to stay at central.
Please keep current students until they graduate, don't force them to leave their friends, classmates, teachers and the Central High School they loved
Option 2 doesn't make any positive change to current situation.
Please don't send the Central students to their feeder schools! Central is such a strong

school because of all the people that come from across the city! By sending students back it's like starting from Grade 9 once again. Central is a great community of academic, smart, and kind people! More than half the kids at Central are out of area so you're completely getting rid of the community!
please keep the opportunity for kids to go to Central whose home school is not Central
Option 2 is awful and will only cause problems for individual students. What will happen when students want certain programs? What will happen when students already settled into the school has to move and disrupt their academic flow? I know every single person on the school board has experienced the feeling of starting all over again, and it's not pretty.
If option 1 is not viable, implementation of any other option must be gradual: all current Central students MUST be allowed to graduate
They shouldn't kick out central students just because they're out of area
Your gay stop
Please allow students who are attending London Central today to continue to study in Central in the following years, and keep the opportunity for the students who are out of area to go to Central.
Please keep Pearson as feeder school of Central High School
To implement any major changes, existing students have to be grandfathered. New changes can be rolled in for new students entering Grade 9 in future years. If absolutely necessary, you can also reduce the capacity of out-of-area students gradually in future years. There must be a formula that can be applied to phase in the changes to all schools, not just Central, to reach the ultimate goal of filling every school in 4 or 5 years. Meanwhile, request funding to have new school(s) built in such time frame. Bottomline: it is unrealistic and unprofessional to even suggest such drastic changes with no transition period. For your information, I am currently in the role of Assistant Dean of the Faculty of Science at Western University. Whenever we implement major changes to our undergraduate programs, we always have and always will grandfather(ed) our existing students by giving them a choice between the new or old offerings. We respect that our students make academic choices that have life-long consequence to their future. We will never dare to take away their rights to finish what we agreed to offer them when they started their university education with us.

Keep as is. Keep Pearson as feeder school. Stop ruining our kids. Stop ruining the best school in London!
please keep the opportunity for kids to go to Central whose home school is not Central
Nothing
I think that relocating students from grade 11 and 12, which would be their last year, is not appropriate for their process shortly after they enter the university.
Birds of a feather flock together.
The kid would rather give up the homeschool and choose Central because he believes that he can learn and improve better here.Please keep the opportunity for kids to go to Central whose home school is not Central
Option 2 is a detriment to our children's well-being and educational future. It reduces the opportunity for equity, diversity and accessibility. Please vote for Option 1.
Option 2 is not fair to the students currently enrolled in Central and will have negative impacts on students, including social difficulties, class disruption and school-student relationships. Especially grade 10 & 11 students, they could face a variety of academic challenges in result of switching schools.
Option 1 is our choice.
Keep Pearson arts school as feeder school as before.
Option 2 does not take into account the well-being of current students and reduces the opportunity for accessibility, diversity and equity in education. Please select option 1 and put our children first, especially given the education disruptions of the COVID-19 pandemic.
Why would the feeder schools change if it stays the same? Also why can't it stay the same?
Please keep Pearson as Central's feeder school remain unchanged.

Option 2 is a terrible idea. I am a LCSS alumni, who was out of area. My brother will be attending next year, and for him to go and get settled in at LCSS, just to be forced out to attend WLSS would be horrible for him. Especially considering the reason the board wants to pursue Option 2 is completely arbitrary, unnecessary nonsense. I genuinely have to wonder what is wrong in the TVDSB idea pipeline for this to have ever been something that was brought to the public. Forcing students who have been at Central for three or four years, to switch to a completely different school for the remainder of secondary school is not acceptable, nor is it helpful to anyone but the poorly adjusted policymakers at TVDSB, and even that is a stretch. DO NOT pursue option 2!!!
I strongly support the current enrolment policy which allows the out-of-area students equal opportunities to pursuit their learning at Central.
Let the students who attend, stay. Don't remove them because it ruins routines and hurts the students.
None
I wanna go to central
Na
no change
Keep Pearson arts school as feeder school as before.
Option 2 will bring immediate support to surrounding underpopulated schools.
My recommendation: Option 1! Status quo! Stop meddling! Failing that, GRANDFATHER the existing students through to their graduations. Option 2 should be erased from consciousness. Really - why are you doing this? Forcibly deporting students back to their home schools mid-way through their academic careers is simply cruel, and it is INCOMPATIBLE with acting in the student's best interests. Who the hell would ever propose that? On a larger scale, central is an incredible asset to the community. Option 2 will KILL central. Why oh why would you ever want to destroy it? Does the TVDSB strive for mediocrity? An adequate educational experience for all, but excellence for none? I really do not want to sound cynical, but is there even any point to this, or have your talking-head "expert consultants" already decided your victims' fates for you? You didn't listen to us about the semester system. Why would you listen to us about this?

Keep Pearson arts school as feeder school as before.
We need to be treated like people, not livestock
please keep the opportunity for kids to go to Central whose home school is not Central
Would it not be a better idea to instead allow all current central students to attend the school they wish, and change the admission system for any students who still reside in elementary school?
why would you remove students from the school they are already attending. that seems cruel
please keep the opportunity for kids to go to Central whose home school is not Central
Option 2 would ruin so many children's mental health. I'm terrified for the impact this would have on my little sister who literally just got out of 2 years of isolation during online school for Covid. You'd be stripping her of all her friends and activities. She is THRIVING in grade 9 at central. Do you even know what goes on at this school???? If you did, I guarantee you'd never even be considering this. Option 2 is the worst idea I've ever heard in my life. If you do do this, for the love of god please have a grandfather clause out of respect for these kids. For those in grade 11 right now, who's gonna write their scholarship letters or look out for them?? Random teachers they barely know from their home schools? I don't think so!!! Jeopardizing their futures. Who are they gonna go to prom with? They're friends of 1 year? (If they even make friends). If you do option 1 and do not have some form of SUPPORT for these kids (which would be so incredibly hypocritical of you), there would be immense damage and you would be responsible for that.
As a grade 10 currently, I feel that my mental health would be terrible if I had to leave my school I've been at for three years as well as all my friends in my final year to go back to my home zone secondary school. Have you considered the mental health issues that arise from splitting up a community?
please keep the opportunity for kids to go to Central whose home school is not Central, at least, the students already in Central has the authority to graduate from there.
please keep the opportunity for kids to go to Central whose home school is not Central
please keep the opportunity for kids to go to Central whose home school is not Central

If option 2 were to happen, let the kids out of area finish, it’s not fair to force them to leave
Please keep Pearson as Central’s feeder school! Pearson kids bring in unique art skills to the central music programs in many ways.
Option 1
Oftentimes there are programs offered at Central that aren't offered at one's feeder school. For example, Central has a great strings program, and I think students should have the option to pick a school that has the programs and clubs available that best assist in their pursuit of excellence.
give us a say
Idek why this exists, most of centrals students are out of area
I highly suggest not proceeding with option 2–given that it is incredibly unnecessary, everyone disapproves of it. It would completely ruin Central and other schools of downtown as a community if most of their students are out-of-area. Each and every student chose what school they can go to *for a reason*. Do NOT strip them of their right to chose what they can do with their future. That shouldn’t be what TVDSB is about. We cannot segregate this district into sub fractions. We are a community.
Students should be allowed to choose which high school to go to. My friend’s kid go to central because he likes the clubs he can attend there.
I’m sorry, but it’s kind of psychopathic that option 2 is even being considered
The Board must only consider option 1 and no other at this time. The real issue needs to be clearly defined with public consultation to arrive at relevant solution options. The consultant report unfairly singles out central in options without considering several other alternatives e.g Beal. Real Impacts to Central's students, the true beneficiaries and major stakeholder have been completely ignored in option 2. The community unanimously supported option 1 in the public meeting. The board must support the interests of our London citizens by voting option 1.
I strongly disagree to send current students to their home zone school. Forceful school switching in the middle of high school cuts the students' established relationship with their peers and possibly hut their academic and non-academic achievement.
option 1

please keep the opportunity for kids to go to Central whose home school is not Central
please keep the opportunity for kids to go to Central whose home school is not Central
My suggestion is to keep Pearson arts school as feeder school as before.
Most of Centrals students are located out of area, they have made friends and a routine here and it isn’t fair to make them have to leave.
None
Students going to central currently have spent most of their high-school years in that school and it would be fair to throw them out and have them restart at a new school
Please keep students in the Central and students in the outer area still have opportunities to enter.
Please keep the tradition of this great school for our city.
Dont do this there is already a petition in their with over 1000 votes
I am a grade 8 student going to Central in this September. I can’t imagine that I would be kicked out of London Central next year.
As a student I think option one is the clear option. Option two suggests kicking us out as we go into grade 11 when we only have two years left until graduation. I just think that's unfair. Thank you.
I suggest an option 3. Students should be able to lean into their strengths and interests. They should be allowed to choose the high school they want to go to based on what that school will offer them.
My daughter will graduate in 2024, and after spending her entire high school career at Central SS. It would be devastating for her to have to attend another school for the year that should be a celebration of the time she has spent in this school community. Regardless of your decision to change boundaries, I want to urge you to allow this group of students to graduate from the school that they have attended since grade 9.
Don’t destroy London Central Secondary School please .

Option 2 is destructive to children's mental health, and will cause substantial problems for no obvious benefit based on last night's discussion. Option 2 was clearly a non starter for all the parents present at the LCSS meeting last night. There should also be a third option on the table that being grandfathering in all existing students, and all their siblings (even younger ones) so that all current students and families can finish their LCSS experience before any drastic change is made.
Just don’t let future student out of area attend central and let current out of area to continue to attend
please keep the opportunity for kids to go to Central whose home school is not Central
please keep the opportunity for kids to go to Central whose home school is not Central
please keep the opportunity for kids to go to Central whose home school is not Central
please keep the opportunity for kids to go to Central whose home school is not Central
For TVDSB BOARD, please listen to the voice from central students and parents instead of just your consultant if you love the students. Be a wise decision maker, not just make decision in your office. Come to the central, joining the classroom, join the club, to hear, to see, to watch by yourself, not just the idea from your consultant. 2/3 students move out of central, how come? When you talk with the grade 9-12 students in central, you will realized , how much they love their school! Listen to the students for their future, their life, their career please!
To be the best Central to keep the way it is.! If it has to be changed, then should make the change in 2024 to the new admit students, it should never affect any students who already studied in Central.
There should also be a 3rd option for students who are already in attendance at whatever high school they attend to be grandfathered in so they don’t have to disrupt their educational path. Having students change schools midway through their learning is detrimental to their mental health. These kids have already lost so much due to the Global COVID pandemic and have been robbed of 2 years of education and socialization. They should not be subjected to further losses for financial reasons.
If all bright students target Central, it automatically degrades quality of other schools..
Central has a vibrant school community fostered specifically by its unique student body. No

other school has such a dedicated base of students; all of whom chose to go to Central because of its outstanding culture. If we force these students to go back to their home schools, Central will lose its foundation as a school and as a community, as the students that make Central so special are sent away.
I don’t want to make confusion and waste education resources for already registered students.
Canada is a free country, it is not fair to separate us from all the friends we made into a brand new environment, high school is something we will never get back
Sending kids to their designated home zone school is denying these kids of the higher quality education they want, central is known for their education and many children work extremely hard to attend this school.
Please keep the opportunity for kids to choose the school!
Please keep Pearson School for the Art as the feeder school of Central. Pearson students are the important part of central music program.
How can you imagine send back the G10 students back to home school just before they entering G12 in 2024!
This school is very important for the future of my kids
Students should stay at their school which they chose when they went to high school.
please keep the opportunity for kids to go to Central whose home school is not Central
Keep all students
please keep the opportunity for kids to go to Central whose home school is not Central
If send current students back, they will face more difficult to suit for new environment and will influence their future.
How is this fair for anybody
I would like to see Lester B Pearson to remain as a feeder school for Central SS. Thanks.
N/a

Why force kids to go to a school that they don’t feel like they can’t succeed in or not let them reach their full potential?
It's not fair that we get kicked out when we already attend the school and then the people coming in won't be as mad cause they haven't seen the amazing experience we have here in central.
All central students currently enrolled must be allowed to graduate!
As a parent of an out of area student entering into their final year of highschool in Sept. 2024, I feel that moving schools for final highschool year would be detrimental to not only their education but their mental health due to being separated from their friends and social support network. Final year of highschool success is one that sets the stage for their post secondary education and I don't think it's fair that a student who was able to attend Central for multiple years would have to switch schools.
Please don't make current students switch schools. These kids have been through alot over the last three years.
What makes central great is the high standard of academics. By changing this, Central will become like any other highschool in the city. When we moved to london, our oldest was in the middle of grade 8 and because we had missed the cut off for him to apply to central, we chose to purchase a house in the catchment area of central so our kids could attend this school specifically. Why change something that is creating excellence in our kids?
If option 2 was selected would it affect graduating students
Why we only have two options? Is this a multiple choice for parent and student? Did TVDSB board or trustee think about all students future? If they do care about students, please come to school in person, talk with students and teachers and parents. Not just stay at their office and make decisions which will effect students, teachers everybody! Why they want to destroy central high school? This school is a kind of name card for London city! We need do our best to enrich it diversity, add funding to school to let them have enough money to buy music instrument for students, add more chance to let students join different club, etc. new school not equal to central high school. Wake up, people, don’t destroy a good, long history school so easily.Thanks. It’s double WIN for students and TVDSB and central high school .
Why
If Option 2 is chosen, phase it in gradually so that children already enrolled at Central can continue at Central until graduation.

I believe that there should not be a random selection for out of area students. I would suggest.. effective Sept 2024 No longer accept out of area students for grade 9 or 10, allow grade 11 and 12 or at least grade 12 out of area students to finish and graduate at Central. Mental health is important and it can be stressful starting at a new school, leaving your friends and teachers for your final high school year. This could also be based on grades.
My son attends Central from out of area due to an attack that occurred at his home school while in grade 9. He was robbed and attacked at knife point by 2 older students while using the washroom. This was how after a cancelled grade 8 grad year his high school career started. He has now finally settled into a school that he feels safe and is making friends. Option 2 would effect my son's schooling on many different levels including a grade 12 grad with his friends! I have always heard the statement "we do what is good for the kids" Now is the time to make that a true statement. Not all students seek out a new school just because.
Why making such changes? It will affect the high schol negatively.
Option 1 is the only viable option as it accounts for the well-being of the students. This city is changing very quickly but that speed does not need to be forced upon the youth. School identity means a lot in high school and shuffling kids after a pandemic seems needlessly cruel.
Changing school will be very disruptive to children's education. Let them stay at Central.

As of Sept 2023, we will have 2 students in our immediate family at Central who are technically “out of area students”. The disruption to their academic learning and social structures will be completely devastating if they have to leave Central to go back to their designated home zone schools. Not to mention the rhythm of every individual family who have set rhythms around work schedules and family life to make Central a workable reality for their student(s). You would not just be affecting the students rhythm with a change like this, but severely impacting the rhythms of working parents who have adjusted to make this work as well. To send a student back to their home zone school, who has been invited to apply to Central , and who’s application was accepted at Central, and are going to school at Central, is a cruel punishment in my mind. The previous rules that were established by the school board concerning out of area applications should be honoured for the students who played by those rules and have already been accepted. Those students should not have to suffer the consequences for what appears to be poor future planning on part of the school board. My suggestion would be that if there is a decision made to change out of area applications (which I disagree with), that this change will be made ONLY for future students who are going to apply from out of area and not affecting students who have already applied, been accepted to Central, and who are already going to school there.
Central’ s good quality and reputation rely on the dedicated teachers and diligent students in the past decades. Changing the present program will significantly affect the ratio of the students with good academic record at Central. Besides,, changing the program is unfair to the present students.
It's the best interest of Central, the students and TVDSB to maintain the current attendance area plan as the City cannot afford to lose a banner in secondary education due to a dranstic change in attendance area plan.
Please give students a chance to choose a school that they like.
Leave Central secondary school the same, it’s so integral to the culture and diversity of the student body.

In my opinion, its a great move to consider a balanced student population in all secondary schools. But I also strongly feel that this step should be incorporated afresh starting this year in September 2023 where all grade 8 students go to their respective home schools and existing students are allowed to complete their grade 12 in their current schools. I feel its a chaotic move to just send all the students back to their home schools all at once considering they have adjusted to their secondary schools, made friends, have a great relationship within the school communities and adapted to the school procedures. So please consider taking this step at grade 9 level this year onwards so students get enrolled to their home schools right away and please let the existing students complete grade 12 in their current schools. Speaking about myself, my son worked very hard for LCSS and is already very disturbed after learning that he might have to leave LCSS. He is performing really well in academics and I am anxious that it will further disturb him and I know other parents are also in the same boat. Thank you for reading and I hope you consider this request.
I want my son to continue and my daughter to have the opportunity to attend
Let us keep going to Central please. Such a nice community and the students love it here.
Students who already enrolled should not be made to move out of their school even if out of area. As parents we make efforts to arrange for the transportation and have our reasons for choosing LCSS. We don't want our children to get disturbed in the mid of their high school studies when they are accustomed to a particular environment and made friends. These years are important for them in shaping their future.
I feel that if students initially started grade 9 at LCSS they should be able to graduate with their classmates in 2025.
Let us keep attending Central. The students want to stay and enjoy the community here.
Please keep Pearson as a Central feeder. My sister really wants to go to the same school as her friends.
It seems unreasonable to make students who will be entering grade 10, 11 or 12 to move to a school they have never attended. If the boundaries need to change, it seems that it should be done through in-coming students, leaving current students where they are.
The kid believes that he can learn and improve better in Central..Please keep the opportunity for kids to go to Central whose home school is not Central.

bro don’t kick me out i love central — out of area student
A change applied to current students would be very disruptive to students and their education.
seems silly to change something that has been working well for years and contributing to diversity in school body
None
1-Mental health and safety of the students at Central should be the priority.Any option that will kick them out of their beloved school is a very stressful situation and they are very stressed 2-Sending students in grade 11 and 12 in 2024 to another school is messing with their own career and performance at school where they will have to adapt to another school,other friends,other academic levels ,other teachers,other activities and more which will definitely affect their grades and destroy their dreams to join the university they will be kicked out of school just because someone decided on their behalf to send them to another school not taking in consideration the students interest and peace of mind 3-Many of the students have younger siblings who are keen to be a central student in couple of years but with option 2 we are destroying that dream 4-Students in area who don’t want to be central students will be forced to be while students out of area will forced not to be ,option 2 will destroy both sides 5-we should respect the students choices to be in the high school they want according to their interest in academic studies or arts or music or hand stuff,every school is unique and we shouldn’t force them to any high school,forcing them is totally ignoring their capabilities and interest
1-Mental health and safety of the students at Central should be the priority.Any option that will kick them out of their beloved school is a very stressful situation and they are very stressed 2-Sending students in grade 11 and 12 in 2024 to another school is messing with their own career and performance at school where they will have to adapt to another school,other friends,other academic levels ,other teachers,other activities and more which will definitely affect their grades and destroy their dreams to join the university they will be kicked out of school just because someone decided on their behalf to send them to another school not taking in consideration the students interest and peace of mind 3-Many of the students have younger siblings who are keen to be a central student in couple of years but with option 2 we are destroying that dream 4-Students in area who don’t want to be central students will be forced to be while students out of area will forced not to be ,option 2 will destroy both sides 5-we should respect the students choices to be in the high school they want according to their interest in academic studies or arts or music or hand stuff,every school is unique and we shouldn’t force them to any high school,forcing them is totally ignoring their capabilities

and interest
I suggest option 1 because displacing current students will affect them greatly.
Perhaps out of area student admission should be merit based where marks, community involvement, and special needs are taken into consideration.
N/A
N/A
Central attracts a certain type of academic student and is well known throughout london for this. To continue that integrity it is of great value for education overall to have this school as an option for those students interested that are out of district so they have a unique academic experience and environment. You could also make this school application based like Pearson to continue its high academic standing and musical excellence
N/A
N/A
It will be unfair if students are forced to leave their homeschools before graduation.
Why would you want to destroy one of the best High Schools in Ontario? Why would you claim to be equalising the enrolment across TVDSB whilst actually eliminating equality? I think you should instead consider either grandfathering the enrolled children at LCSS OR reducing the number of children enrolled from out of the school zone. The school's enrolled nos can be better managed this way IMHO, year on year. It also retains some children in the under-utilised schools, assuming your research into nos. is in any way accurate. We have been through this re-zoning "consultation' before and from the get-go the children already in the high school (and a very good one at that) could remain under they graduated. At least they got that right! I'm appalled at the lack of imagination in the design of this review! Your "consultants" did not serve you well and you just decided to run with it! Finally, how is it that H B Beal is deemed a special case and not LCSS? That needs explaining to me.
Existing out of area students attending Central should be allowed to continue graduating while the change of rules should apply to any new out of area student enrollment at Central. This will make sure existing out of area students at Central do not have to resettle in new school environment and academic focus.

N/A
That’s a fair deal and equally treated. They should be in their home zone.
I recommend that TVDSB maintain the current enrolment model for London Central Secondary School. This model has served the community well whereby academically inclined students have been able to attend a school that nurtures their interests and abilities. Indeed the strong academic tradition at London central is recognized more broadly including at Universities these students may aspire to attend. The movement of some students to London central also decreases pressure on designated area schools which are over capacity.
It is short sighted to make Central a neighborhood school. TVDSB has one of the top high schools in Ontario without having had to provide any special programming. Many students in the district have coordinated on the school as the place to go for focused academics and peers. This allows the school to specialize in areas like offering AP English courses, etc… The board should be trying to foster its strengths. I do not understand the desire to have every school be and offer the same thing. Allow schools to differ and let students choose the best fit. Lastly, if they make this change, the district should be prepared for an increased demand for more expensive programming (eg. International Baccalaureate, etc…).
Don’t be stupid
It would be a shame for you to mess with one of the best schools in Ontario.
Existing students shouldn't get forced and disadvantaged by being sent to feeder school against their choice. It is violent and obviously infringing students' right to get education of choice. Even Gr 12 students are to be on option 2 according to the committee recommendation if it passes . Would school board want to ruin these brilliant students' years long endeavor and dream?
Students should be allowed to choose their preferred secondary school because some courses aren’t offered at the school they are in area for or randomly selected for. This could cause some students to miss out on necessary learning for their desired career/post secondary options.
Please support that Pearson is a feeder school of Central. My kid like the music program there.
Why on earth would you want to destroy the thing that makes Central Special?!
I would like the school to consider the first come first serve basis for out of zone students, as this would be more reasonable for admissions.
I do not any need for this change.

1- Mental health and safety is badly affected by option 2. 2- Students choices should be the priority. 3- Grade 11 and 12 in 2024 should not be sent to other schools, forced to Adapt to different teachers, academic level, environment, friends, activities and more..they should focus on studying and their own grades, this will definitely affect their performance and accordingly their grades and university choices. 4- Option 2 totally ignores the students capabilities and choices. 5 - Option 2 will destroy the dreams of the current students younger siblings to be a future Central student. 6- In area students who don't want to be in central will be forced to be while out of area students who want to be central students will not, option 2 will destroy both sides 7 - Many central students are members of different programs like music that may not be in the home area school, so we are destroying opportunities for them to work on and present their own talents and skills
Children have had enough chaos with Covid. They have established friend groups at their present school. If we are concerned about mental health in our youth this is a bad decision. Also each high school has unique attributes and this is why kids and parents enroll in different schools to meet these needs. The strings program is unique to central and this is why we choose this school in combination with other reasons.
It is important that high school students have the option to attend central school
We should keep this high standard high school in London area ,so the potential students can challenge their academic on high level learning environments, thanks!
From the mental and environmental aspects, it would be the best allowing students currently enrolled at Central to complete their study at central. Furthermore, London central has been a great school with reputation of strong academia. In my opinion, this school should be kept as a unique academic oriented competitive high school allowing students who work hard and ambitious to enroll, possibly with entrance exam. This will be a proud of city of London. Example is Old Scona high school in Edmonton.
With Central Secondary being a school that thrives on academic excellence ,limiting the school population to only those living in the designated zone not only "punishes" students who are academicallyinclined for living outside of the zone (something they have no choice in) as well as limiting the great minds that can be representing a fantastic school..

My son is an out of area student. Covid was very difficult for him as he had an auto immune disorder and as a result partook in online learning from the middle the middle of Grade 6 until starting Grade 9 this year. He had tremendous anxieties about attending highschool in person. His home school is Saunders. As he is very academic it was suggested by a family member (a former central teacher) to apply to attend Central. He has truly found his place at Central and for the first time in a very long while is not just surviving but truly thriving!! The smaller student populations as well as a strong focus on academics has provided such a positive experience. Please consider the impact on students like my son if all out of boundary students are returned to their home schools. This would detrimentally affect his mental health at such a critical time in his life.
Please take into consideration the kids mental state. Because changing high school will be very difficult in their stressful years.
Mud people always thirsty cuz no water hungry cuz no food mud people dirty
Option 3: current grade 9 students are “grandfathered” and allowed to stay at Central as not to disrupt the bonds they have made with staff, clubs, sports, and most importantly peers. After years of online learning, this is the first normalcy they have experienced in a very long time. It is absolutely disgusting and appalling that there would be ANY consideration given for removing students currently attending London Central Secondary.
Yeah dont do that. I applued to get to my school and i take the cuty bus there everyday. I go to school with my partner and friends.
Do my kid continue studying at Central SS, as long as we are living in the school zone of Central SS? We are currently in Central SS school zone. I would like to know if there is any impact because of this.
1. How do you equalize the each unique academic method and Club Activity in each SS (including Sports and Music) to students transferring to other SS? ** If there is any solution about this problem, it needs to clear explain (Reason for choosing the Central SS is clear and everyone know about it) 2. Division by region is just for spreading our kids to the other SS? (it's because the analyzing document only shows the variance in the number of students, and even the difference between option 1 and option 2 is unlikely to be significant) 3. Doesn't student's choice matter? (In particular, students from out-of-area chose SS for their own future even at the cost of transportation inconvenience) So, I suggest the option 3; First step is to select and present students (out-of-area) Second step is to give the right to choice to students whether they want to leave or not

Third step is transferring students who wish to move to their home SS I understand that London population is keep growing and the number of students in each SS is already saturated. However, student transfer alone does not solve the problem. When 9th and 10th grades become 11th and 12th grades, friends will be apart and this situation makes them confused. Besides, changing the way they study will depress them and ruin their students' futures. Therefore, we need option 1 or an other option (like option 3) for them.
Not giving students an option as to what school they go to is honestly stupid. Especially those who want to go to specific schools based on specific courses and specializations only certain schools provide. For example, a student who takes interest in the trades who lives within LCSS's "zone" would not be able to take those classes, as LCSS does not provide them. Nor would a student who wants to pursue the arts and attend Beal because of their arts program have access to those classes. This change in student's ability to choose where they learn limits their freedom of choice, and potentially squanders opportunities available to them.
Keep the students in London Central and try to increase the capacity of school so that good students can come and join london central. Also preference will be given to sibling to attend London Central even if the student elder brother or sister passed out of School after grade 12. and student joining in grade 9. Sibling of existing and Ex students preference should be there.
I believe that high school years and the meaningful friendships these kid gain should not be disrupted, being a teenager is already tough. Whom is currently enrolled in the school from out of area should remain, and continue ongoing the rest of their high school years.
Stop ruining things
get better
Uprooting students like myself who are already at Central and barring out-of-area students from ever going to Central is a terrible idea, and will only serve to damage Central's academic reputation.
Please keep Pearson School for the Arts as the feeder school of Central.

We as parents should have the option to send our children to the school of our choice. Not all school are the same and not all schools offer the same curriculum. Plus some parents are trying to separate their children form friend groups that are a bad influence. As long as the parents are willing to provide the transportation needed to get the student to the school then all schools should be open to all students. Even if the districts change, ultimately it should be the parents choice to where their child goes.
It will be better if you offered a paid bus for out of area students
I don't want to go to Montcalm. Please don't do this to me.
Central is a unique high school in London precisely because it attracts academically-motivated kids from across London. This probably has a lot to do with why it is consistently ranked as one of the top public high schools in Ontario. This is also one of the most ethnically diverse schools in London, with no particular group / religion dominating which is possibly why it doesn't have the same type of racial tensions / fighting that plague too many other schools in London. My son attended Lucas for Grades 9 & 10 and left partially because of the antisemitism he experienced from his largely-Muslim classmates. (As in being told: Kill all the Jews / Too bad Hitler didn't kill all of you...etc.) I feel strongly that no changes should be made to Central.
Indeed, it's tough for the students to be forced to change their school while they get adapted for the way of studying at Central especially for those who are at the terminal years of high school (grade 11 and 12). For sure, it will negatively affect their progress and their mental health, as well. It's also unfair to take this decision after they are already being enrolled in the school. For those reasons, I strongly vote towards keeping the existing students at Central till they finish their high school years.
Please save the opportunity for kids to go Central for the sake of both the kids and the school. It’s a chance , an opportunity. Please don’t close the door easily. It will change the fate of many kids and the history of our beloved city.

Please don’t destroy our amazing school that is enriched by its diverse and multicultural student body. 70% of the students come from out of area by their own choosing and using their own transportation (saving money in bussing for the board). My own children live in the catchment area and would not be forced to leave, but would suffer immensely from losing their friends if option 2 were to be implemented. I have no idea why the board would even contemplate changes to its highest performing and most academically successful school in the area. The school is fully attended with a waiting list of eager students wishing to attend. Discipline is not an issue at Central as the students want to be there. There is a culture of respect and academic excellence which inspires all students at the school to put forth their best efforts. The student body is extremely diverse, both multiculturally and socio-economically, and my sons have formed friendships with peers from across the city, all because of Central. I think it is unconscionable that the board would even propose sending students to their home school once they have started, formed friendships, and selected courses specific to Central. This cohort has suffered through Covid upheavals and disruptions, and the very thought of being forced to leave their new school I’m sure is causing untold anxiety. I feel like the school board is randomly shuffling kids to rationalize a new high school build without any concern whatsoever for the damage they are creating in so doing. Central would be forever changed if option 2 were chosen and would likely not even solve your problem of full attendance (which we already have). If parents are forced to leave, they might choose the Catholic board or a private school, rather than return to the home school they rejected in the first place. Please vote for option one.
I liked my children to attend Central
Very difficult to switch schools in the last year or so.
I believe that this option can maintain the characteristics and advantages of Central and also show the diversity of the schools in the TVDSB.
Different schools have different specialties, people go to Beal for art, Saunders for Shop, and Central for academics. The only way making everyone go to their home schools would work is if you achieved equality in what each school offered. Pave the roads before you make the city.
My older son is graduating from LCSS this year and I would greatly appreciate it if you could let his younger brother graduate from the same school !
Changing central would destroy the entire concept of central, central is a place where students who want to learn and be part of a more academic environment go, where students can learn without distractions from less well behaved kids. Central has produced amazing people like David Suzuki, we would never see anyone like that from an unacademic central

Please keep the opportunity for kids to go to Central whose home school is not Central
Central SS is NO doubtedly the flagship of the high schools of London and TVDSB, imprudent changes will not only ruin it, but very likely also will have a big NEGATIVE impact on economic development of London
Central's beauty lies in its diversity, including the wide demographic range of its incredible students. Do not fix something that is not broken.
It would be absolutely ludicrous to force students going into grade 11 or 12 as of September 2024 (when proposed changes are to take place), to leave the school they have attended for the majority of their high school career. They have formed friendships and belong to clubs and groups that are a very important part of the high school experience. They chose Central for its high rating and dedication to academic excellence and should be allowed to graduate from the high school they love and excel at.
If all students have to suddenly adjust to a whole new school/environment, it would be detrimental for their learning as well as their mental health. Current students would have to adjust to a new school, new teachers, and new friends. Students having recently adjusted to the “normal” post-Covid in person school would have to adjust to a whole new school with new people.
No change of the students in London central Secondary school. You can change the rules of enrollment from the next new Grade 9 students.
Our parents strongly disagree to send the current students to their home school. For the new enrollment, we can use the new policy. But for the current Central students, they should stay at Central Secondary School to finish their high school education. As we all know, Covid pandemic already had very bad effects on students' mental health. They just came back to the normal school education. The students need a stable studying environment. If we send the current students to their home schools, this is another big change and huge challenge to students' academic environment and friendship. This change will have a tremendous impact on students' mental health and academic study.
Central attracts bright and motivated students from out-of-area. These students are the doctors and engineers of the future; they are serious about learning, unlike some of the student population who are wasting the tax payer money and not interested interested in learning. Do not kill the motivation and learning spirit of these out-of-area students, keep things the way they are.
The current students should stay at Central Secondary School to finish their high school study. The students don't want to leave the teachers and friends.

Option 2 means fair
It should remain same
please keep the opportunity for kids to go to Central whose home school is not Central
please keep the opportunity for kids to go to Central whose home school is not Central
please keep the opportunity for kids to go to Central whose home school is not Central
I strongly believe that students already attending Central should be allowed to stay there until they graduate.
please keep the opportunity for kids to go to Central whose home school is not Central
please keep the opportunity for kids to go to Central whose home school is not Central
Please keep Pearson School for the Arts as the feeder school of Central.
Please listen to the results of this survey. The board has already ignored the wishes of Central students and community members with the undemocratic choice to change to a semestered system. Please just leave Central as it is. Students can actively choose to go to Beal for their art program, or Saunders for their mechanics programs. Why can't students choose Central? Central has a great music program, and has developed a strong community of students who are academically motivated, and encourage their peers to work hard. The goal shouldn't be to break up Central, but to build up other communities to work as well as Central.
Option 2 doesn’t have student’s interest in mind AT ALL. How can you send existing students who are already part of the school community and have made relationships with friends and teachers back to their catchment? It is outrageous to see it even as an option. Also, Central’s culture has been formed by their existing students and the majority are out-of-catchment. This great school has been contributing positively to London as it attracts students from all over the world. Saying no to out-of-catchment students will ruin this school and consequently brought negative impact on the community and the city.
This is a free land, kids have the freedom to choose their favorite high school!

Why do all existing central students have to leave? Option 2 doesn’t make any sense.
I think students that have joined Central already should not be kicked out after engaging with the school environment. If there are issues with school capacity for students, then only outer area students with high marks shall be accepted instead of random students. I think no matter what any student should have the opportunity to join and have the chance to learn at the high school they wish especially at a school like Central that offers high academic education. Instead of solving the issue of the school's capacity, try solving the education problems in the other highschools as well. Have you ever thought about why so many people apply for Central. Do you not always hear people complementing Central students. This is because it's a school known for its high education unlike many others. Central shouldn't be the only school with high academic standards. This forces many students to apply for Central even if its out of area as they are looking for better education. Most of the Central's students are out of area. All are coming from different far locations just to strive for better education. You cannot kick them out after you have agreed to accept them in under your responsibility. It's an unfair act to many who were looking forward for this opportunity. So if you plan to kick out of area students maybe try solving the lack of education in the other highschools before thinking about the needs of Central only.
If the board insists on changing the attendance situation at any school, they should at the very least not implement this new policy for existing students but allow those students to complete their education at the school at which they started. With all the well documented negative impacts caused by Covid in the past 3 years vis a vis the disruption of our children's educational experience, it is abysmal that the board is causing our children additional stress and uncertainty by even the suggestion that they might be moved from their current school. Let's put this to rest ASAP.
Your form is bad in design and with only 2 options, your are not capturing the feelings of the parents. Neither option is good. The systematic destruction of the previous 3 best school in the province is concerning..the long term impact on our economic competitiveness will be felt. Equity and equality like all policies will have unintended consequences. The destruction of a safe haven of learning for the academic students will lead to exploration of options outside of the public system. Both the catholic board and private schools are going to be delighted by this attendance review. The building will require significant upgrades to accommodate programing for weaker students. Central doesn't have tech facilities. It doesn't have sport facilities.

Blind policy , dressed up as equity could seriously disadvantage the weak going tobthis school. It may be better to close it down and sell it off for housing and develop another building nearer your expanding areas northwest and soon to be on the east with Fanshawe and highbury developmemts
Keep Pearson art school is feeder school of Central
Due to the highly competitive process of getting into central, the school has become highly competitive itself. It is no longer a normal high school, it is a pressure cooker for students.
Please keep the opportunity for kids to go to Central whose home school is not Central
Pearson stays as a feeder school.
Please keep the opportunity for kids to go to Central whose home school is not Central, and please keep Pearson School for the Arts as the feeder school of Central
Studing in secondary school is different from elementary school. Students choose secondary schools more by considering their hobbies and future career planning. We should respest and support their choice, let them study in their favorite school.
It is unfair / ridiculous to make the change for students who are already enrolled in Central. - Families have made life decisions for children to attend the school. - Children at the school have made friends, extracurricular connections, emotional connections with the school. We are astonished that the Board will even consider the change for already enrolled students! Even if a change is to be made, it must start with future enrolments to minimize impact to families and students. Existing students must be excluded. The Board has a responsibility of care towards the students which the BOARD admitted to the school. It would seem common sense that there is a third option to consider here….. start the change for new enrolments.

You are taking away opportunities for youth to get specialized courses that not all schools provide. Being able to go to a school base on these opportunities, will help direct them in their postsecondary choices. This is not in support of equality. All students should have the right to go to whatever school they choose, not based on where they live, but on which programs they wish to enrich themselves in. Families cannot afford to move in order to provide these opportunities. But students out of area are more than happy to take a city bus ride in order to attain these opportunities. Central is renowned for their music program. A majority of the students that are in this program are from out of area. You have already taken away the 2 day cycle, which the students asked you to keep. Now you want to take away more opportunities. Lets be honest. This survey means nothing. You will do what you want, not what students or parents want, all for the greed of money. Well, if you want to make changes throughout the board. You are going to see a huge exodus of students from Thames Valley. Parents and students choose schools for multiple reasons. If their home school is not where they want them to go, then they will enroll them in the Catholic Board. I know that's what me and many other parents will be doing. So all your funding that you hope to attain will go to the Catholic board, as their schools will suddenly get a huge uptick in population. Sounds pretty counterproductive to me. Lets hope this time around, you actual listen to what the students and parents are asking of you.
Why do you keep taking away opportunities from our youth? Many families including our own cannot afford to live in rich neighborhoods in order for our children to go to their desired school based on different courses/programs offered. You talk about equality and closing gaps, and mental health, but then you do things like this which shows you are all talk. You don't actually care how this effects the students. Bunch of hypocrites. Were switching to the Catholic Board. You wont get any government funding from my children going to your board.
Students should have a choice about where they go to school. Narrowing their opportunities and choices about they're own education doesn't help them. Ensuring that choices are still given allows students to pick schools where they feel they will do best, or go to a school that offers something they need/want. For example, Central has an amazing music program that attracts many out-of-area students, and by restricting students to specific schools, they wouldn't have the chance to be in a music program that could later lead to a career in music they love. Not every school is able to offer everything, which is why students NEED to be given the choice about where they go to school and the opportunities that accompany the school they choose.
I don’t have children going to Central and won’t be. But as a concerned Londoner, I think the success and legacy of Central ties to Open Boundary. Parents move to London because of the high quality of education and Central is the Flagship of London schools. I strongly urge the school board to keep the existing open boundary policy for Central.

Please do not disrupt students' experience at Central! All of those currently attending from out of area would be devasted at changing schools now. They have made friends, connections with teachers, joined clubs! After all they have been through with COVID-19, I fail to understand why this would even be an option. If the board needs to cut back on the number of students attending Central from out of area going forward, that seems like a logical solution. But please let the students attending now stay!
Option 2 causes issues to families who have enrolled previous children's siblings. It shouldn't even be considered.
Central is an excellent school right now in part because of the students from other areas who go to it because of its academics, its music program, and the countless other opportunities that Central provides.
No change
No matter the result, this should not apply to students already enrolled in Central as it will cause extra complications. Students that are currently attending Central should be able to continue their education at Central
For students already enrolled at Central, it will only cause more harm (mentally and physically) when these students are going to be taken out of their current learning environment in the middle of their high school years.
We believe that the quality of students enrolled in the school has contributed to its good ranking, and maintaining the current enrollment process will ensure that the school continues to attract high-quality students.
Katherine Jiang
The stability of staying in the same school students began in, with the same friends they've known, is particularly crucial after the instability our children have faced in recent years. To make these changes now would be insensitive and detrimental to all students who would lose these foundations, whether they remain at Central and lose a friend, or are forced out of the school altogether. Current students should stay!!
No change
Option 2 would be a horrible experience for current out-of-area students attending Central. Switching high-schools half way may negatively impact the students' social supports availability, mental health (i.e. anxiety level, etc) and academic achievement. Having to leave a high school they have enjoyed for a year (or three), teachers and peers they have built positive connections with, would be an unnecessarily adverse change for an adolescent, and might prove a very challenging adjustment experience. Why impose this

on our teens? Option 1 is the only option that won't jeopardize these kids' mental and psychological well-being by adding an extra layers of frustration and adversity to their academic lives.
"We build each student's tomorrow, every day"-- that is your slogan on your agenda package. Do you realize that you are in fact threatening to destroy some of that with your proposed plans? Any option that does not consider the well being of the students first is basically saying you do not care about their future. In what way is it student focussed to suggest that kids switch high schools one or more years into their education? What about their long term goals they have set and the relationships they have built with educators, peers and the community? What if their future goals involve things not offered at their home school? Is that too bad? Is that just collateral damage? Why do I even have to explain this to you, when you supposedly understand education? What about the fact that the culture of a school like Central will forever be changed once you start bringing in students who lack the musical/artistic/scientific background and interest- making specialized programs obsolete. You seem to have failed to recognize the special milieu that exists at Central which ultimately assists in lifting up London's reputation academically. Your proposed plan number two destroys both the school and disrespects the kids, families and teachers at Central. I can only speak to Central looking at these poorly thought out plans I get the sense that you are treating young Canadians as bodies to be pushed around rather than the future of the nation. For the time being Option 1 seems the only palatable option.
Forcing students to change schools after all of the uncertainty during the past two and a half years is unfair and cruel. Allowing students the opportunity to apply to attend the school that best suits their needs and interests is the best way to go. My children have had a great experience at London Central Secondary and I believe it is unfair to allow future students the same opportunity. The children attending Thames Valley Secondary Schools should not be punished for the failure of the management of the TVDSB to keep on top of demographic trends and future needs for additional schools.
Are we encouraging parents to move in the neighbourhood of the school zone they want their kids to study in?
Option 2 is inconsiderate for current Central out-of-area students. Even if all currently admitted students are allowed to finish grade 12 in Central, Option 2 is still unacceptable. This school is ranked top 3% in Ontario and this rank was reached over many years. Once Central begins taking only in-area-students, in a very short time, Central will become just a school as any other. It is the engaged and interested students who in turn attract top teachers to the school. Any other decision than Option 1 is a destructive madness!
Please don't split up the already enrolled students, and enforce the plan on the entering class of 2024.

I suggest to change option 2 to exclude current student enrolments. So the emotion seteled and both versions can be considered based on thier merits.
We choose option as this allows students to select a school based on their interests and the schools strengths. The schools are not equivalent which is why many students are currently attending out of area schools. The schools are meant to serve the students and build them up. Thanks
N/A
Don't deport students from the school they want to go to!
If boundaries close, how will Central change its courses, programs to provide the same educational opportunities all the other schools offer? Like SHSM programs, TECH, photography, Athletic Programs, Sports Medicine Programs? Central has nothing that the other schools do. How are the boundaries changing they make no sense when you do the math, can someone do a presentation from the board... the numbers do not add up if you want a new school or to save busing kids?
For the students who already in Central, please consider their further continue study for applying universities! That will affect their future life! Keep the option 1, that is fair for everyone!

Absent legacy arrangements, option 2 seems almost designed to maximally hurt students, right at the time that most of these kids' future is being determined. Taking kids away from their friends for their final year of high school? (The same kids who already suffered through covid?) Taking them out of the programs and clubs that they have grown to feel really part of? Forcing them to learn about teachers and programs they never heard of? And all this emotional damage and guaranteed disengagement in a year when their grades will count maximally for university admission? It really seems an option designed to maximally hurt their chances at success.

Even *with* legacy arrangements, option 2 seems to prioritize money over students' learning and happiness. In particular, under option 2 (with legacy arrangements) a large number of people who are happy to send their kids to Central will be prohibited from doing so in the future and an almost equally large number of people who currently prefer not to send their children there – for example because of the lack of athletic facilities – will now be forced to do so. This seems like a train wreck waiting to happen. Option 2 – even with legacy arrangements – will destroy parts of TVDSB that really work and replace them with something that has lots of problems. And all of this in the name of money. Money to build schools that no one seems to be asking for: parents in Central do not complain about the school being over capacity! (Moreover, according to now-retired Central teachers, the school has always had similar number of students – and has thus always been over capacity – and no one ever complained about too many students. Lots of complaints about the lack of athletic facilities, but improving that is apparently *not* a priority.) So is this just prioritizing money over students?

Moreover, the whole program seems to attack symptoms rather than root causes. If there is an issue with students going to out-of-area schools, the right solution is to make sure that their home school offers the opportunities of the out-of-area school rather than taking the option away.

Ultimately, eliminating the option to go to out-of-school areas may simply drive parents to other school systems or private educational options. And that is just a lose-lose.

Home schools may not have the same value of exam marks for university application, I.e., central's 90 may be equal to 95 at other schools. Therefore it would not be fair for currently central-enrolled students to receive another high school certificate, while this high school's marks are not considered as valuable as centrals.

Central makes me, and hundreds of others feel like they belong. Please don't ruin that.

Option 1 is the only fair option for the community of London Central Secondary School - including current and future students as well as staff, community and city. It is understandable that the Board has been asked to address disproportionate enrollment in London high schools but a proposal (Option 2) that necessitates the outflow of fully 77% of the current student body (i.e., over 800 out-of-area Central students) would cause an unnecessarily severe and unacceptable disruption to the school community, followed by the equally disruptive influx of over 800 new students. The disruption to the lives of each individual student would be an unfair burden, to a cohort of students who have suffered enough change under pandemic learning disruptions, but the magnitude of that change for the entire school body, staff, and for generations of students to come is unacceptable for a school that attracts a variety of students from across the city for quite specific reasons including a well earned reputation over the years terms of academic and music excellence. I suspect the non-London consulting firm who drew up this plan had no understanding of the unique qualities, atmosphere, or history surrounding London Central Secondary School or its unique offerings within the TVDSB school system. Furthermore, the numbers as presented suggest that the next highest body of students who attend Central, after local in-area students, are those who live in the boundaries of A. B. Lucas, and Sir Frederick Banting - both of whom have significant problems with overcrowding already such that sending current Central students from those geographic areas back to their home schools would only compound or divert an existing problem in those schools - and at such a severely disruptive cost compared to the status quo (Option 1) that it would be unconscionable. Option 1 - Keeping a reasonable cap on enrollment at Central and admitting others beyond this cap by lottery - is the only fair option presented. Note: an Option 3 (include a legacy agreement for students currently attending Central) would only put a temporary bandage on a gaping and permanent wound to the school.
We have a great school. Please do not spoil this multicultural school's traditions.
If you were to remove and replace 70% of Central’s student population you would accelerate the demise of the wonderful traditions at the school. All institutional knowledge would leave with the student parliament, SAA and music council leaders who have been working so hard to provide enriching opportunities for the students at the school. You would be kicking out club leaders, captains, and organizers. PLEASE VOTE OPTION ONE.

Central is a school known for its strong academics, and because of this, many, very intelligent, students want to come here, but by implementing these zoning areas, you're removing that influx of intelligent people, and you remove what makes Central a special school. If you have to decrease population, then introduce screening whereby the xth percentile of applicants is allowed in; this way, smart people can still enter the Central ecosystem, but you can decrease the number of people. Lastly, kicking out half your student body... really? I personally come to Central from the Westmount area, and if I end up going to Saunders, I'm not going to know anyone at my school. If you kick people out of their schools, you'll be ruining relationships with teachers and students alike, potentially, irreparably damaging students' mental health and relationships. If something must be implemented, then do it slowly so as to not shock the student body. You are weighing options that WILL permanently affect the lives of your students, and what you're proposing is a radical, irresponsible, and poorly thought out idea, which, while effective, will end up hurting your students in a million and one different ways.
Our preferred option is 1. However, if that is not possible then they should at least allow students currently enrolled at Central to complete to complete grade 12 there.
I will share comments in a longer format (via email).
I want Central to continue as it is because I am looking forward to attending a school with the kinds of extra-curricular offerings and peers that Central has. (I am a Grade 8 student heading to Central next year).
Central is an excellent, dynamic school that is led by a diverse, empowered student body. There is no justification that the board could offer that would be sufficient to justify undermining a thriving school like Central.
Please do not move kids who are already going to London central as this will impact them mentally. Please. Thank you!
at a min anyone enrolled in the 2023 year should continue through, i.e be grandfathered in however this school is a unqiue school within London the students who attend WANT to be there they push themselves to accel in academics music drama etc the school is known throughout London as the "Best' of the "Best" as well we have been told from day one Pearson is a Feeder school now its not? Makes no sense ... other issues here are: if my daughter knew she wasnt going into Central she may have applied to attend other schools oakridge has a leadership program and Beal has a arts / music program as well .. this is not fair to have students attend then be moved to another school .. its not healthy mentally and for there growth and development ....

Kindly evaluate with a child in mind who has aspirations to achieve great heights, who has cultivated to go to a certain secondary school while at elementary level. Do not discriminate or rob a student's choice of school. As this implies that the TVDSB Board is the stumbling block for a student's achievement. Students who have chosen a certain school of their choice have made great strides and benefited society. This will continue if Option 1 is maintained. Choosing other than Option 1, will diminish the future high achievers for our city, London, province, Ontario and our country, Canada. You have an important decision to make for the well being of our community and creating future leaders in all fields. I strongly suggest and hope that you will have the courage and wisdom to select Option 1. Thank You.
I am OK with the board balancing as it sees fit..HOWEVER, to have current Grade 9 out of area students change schools is simply not right.
The psychological impact of students having to switch their highschool trajectories midway and against their will will be unfaily upsetting, and it will have negative impacts on their future academic life. Therefore, do not proceed with this motion. I believe that the students should have some level of autonomy in this choice, at it is their education that is being contested.
Central works hard to harbour a unique student experience, one that students and alumni genuienely appreciate, and to effectively remove them from their current academic AND social structure is extremely unfair. To force students to depart from their lifestyles is to cause emotional rifts that will directly impact their academics. Please think this decision through and do not harm our children.
They should allow students already attending central to graduate from central

Options 2 should not be considered under any circumstances. It would be a massive detriment to the mental health of students returning to their home schools and also a serious disruption to those schools receiving the influx of displaced students. I agree overall that we need to have strong universal high schools across the entire region to ensure equitable access to robust education and fulsome environments with extra-curricular opportunities. However, that model neglects the fact that many kids are designated as gifted and they require special accommodations as part of their IEPs. Both of my children fall into this category and had very little success in getting a challenging enough elementary school experience. Central has been able to provide my daughter (grade 10) with a challenge for the first time in her life. And she is surrounded by supportive, like-minded peers. If Central is not allowed to maintain its long-earned culture and structure there will not be a place for gifted children to be adequately accommodated. This group is routinely ignored in equity arguments because we are very focused on the kids who need extra supports and equivalent access. Kids with gifted exceptionalities are routinely ignored in the system - more so since the gifted programs were cancelled a few years ago. Will these kids 'do fine' at a high school without the culture, peers and access to very high academics - yes, they will. But will they thrive and have the best opportunity to develop their very important skills and competencies to be tomorrow's leaders? Not in the same way. Worse, gifted kids are often singled out when they are the 'smart' kid all the time and are often marginalized by their peers. They learn detrimental coping skills such as self-censorship and can have isolating experiences. At Central, they have found a home and it is very very important.
Central has been a place where my child has been able to access many enriched courses with like-minded peers as Central has a provincially recognized reputation to attract high achieving out of area students with similar academic goals and needs. As the gifted programming and supports (like cluster sessions and the gifted itinerant teachers) were defunded, the opportunity to be at a school with this unique set of courses, student body and teachers with experience supporting many similar students has been essential to my child’s mental health and academic engagement. Without out of area students, Central would not be able to put the same level of focus on supports for children with high intellectual needs and many children like my daughter would continue to struggle to engage with learning and connect with like-minded peers as are the needs stated in her IEP.
I would prefer that students should be able to stay till they graduate once they got accepted.
There are two questions being addressed here:

1) Should Central change its enrollment rules so that enrollment is restricted to students living within the Central school area?

2) Should out of area students already attending Central today be forced to leave Central if the enrollment rules change?

These are two separate issues and they need to be dealt with independently.

Any changes to enrollment need to accomodate existing students rather than disrupt their remaining years in high school. This is especially true for the current cohort of kids who have lived through years of unprecedented disruptions.

Switching schools is difficult for adolescents both academicaly and socially.

When out of area families committed to being at Central they believed that the children would be able to complete their high school there.

If the decision is made to restrict enrollment to students living within the area then the school still needs to consider letting current out of area students finish their remaining years at the school. This would mean applying any new rules to incoming students only and letting the rollout be completed gradually over a few years.

Option 2 feels racially motivated, and I say this as a white male whose family lives in-area. I love the diversity of the student population at Central.

I also love the fact that London has a school that attracts families from all over the city who are interested in an academically-focused environment to foster their child's learning. My daughter is entering Grade 12 and has had a wonderful experience at Central. My son will be starting Grade 9 in the Fall and I worry that Option 2 will dramatically change the composition and culture of the school. We would then have to look at moving to the Catholic school system or a private school, which we do not want to do.

Again, I can't help but feel that this whole consideration and conversation has racial bias behind it and that really upsets me.

Keep Central as it is - one of the best public high schools in Ontario! London should be proud of it.

Consult with the students to get their perspective on potentially being forced out of the school that they have been attending. Student voice should be an important part of the process.

1. To send back the students to their home school is UNACCEPTABLE. To cut off their established tie with the teacher, classmates and experience inCentral would cause serious mental and psychological problems that nobody can address effectively. I don't trust the so-called "mental help program" that claimed by some TVDSB staff. Let them SHOW social and scientific evidence how it worked! 2. The change of Central zone is not necessary if only for enrolment balance purpose. In fact, Central help reduced other schools' pressure, especially some high rate school like Lucas and Banting. The option 2 will make the imbalance worse. Another thinking: if they need reduce Central's rate like what they claimed, they can simply reduce the lottery rate. It is totally not necessary and totally messy to change the school zone in option 2 way.
1
Students should be given a option aside from going to their home school. I don't see any value of this new proposal.
Don't ruin the current London communities
why would you ever want to force send students to schools that have people smoking weeds, or bring knives threatening and cutting people at school? THAT IS RIDICULOUS!!
Central SS is NO doubtedly the flagship of the high schools of London and TVDSB, imprudent changes will not only ruin it, but very likely also will have a big NEGATIVE impact on economic development of London
no change

I used the following decision-making criteria when weighing the selections between option # 1 and option #2 (criteria supporting student success: student wellness, supportive learning environment with strong existing relationships with educators and peers, equity and diversity, student engagement and choice, consistency and stability in learning environment). I have selected option #1 as it will best support continued student wellness and academic success and provide student choice for learning environment. Option #1 is the least disruptive to student's mental wellness and learning and social environment which is important in providing them with a strong foundation for their academic success. The pandemic has provided a significant disruption to student's learning and mental health. The Ministry indicated that they are committed to addressing student's learning gaps and mental health issues that have developed during the pandemic. Option #2 therefore would not be aligned to the Ministry's direction as it would displace students that are mid-stream through high school and contribute to further disruption in their learning environment and exacerbate student mental health and well-being. I am hopeful that when the board makes decisions for the area review that student success factors are prioritized as criteria and guide decision-making. In addition, please take into consideration the timing of this area review and the extent and magnitude of change that students have been through during the pandemic and their capacity for additional stress and disruption.
We want to support all the students who want to learn at London Center and make London centre is the best high school in London
1
Central can be used as a common pool to help other school manage the enrolment. So rather than reduce the out-of-zone students, Central should increase, or take 100%, students from selection process.
No change to student to enroll London secondary school
Please maintain the characteristics of Central and let it continue to be the representative and pride of our high-quality education in London.
Keep Lester B Pearson to be feed school of central
please keep pearson as feeder school for central
Central high school is important to the family who have a chance to go to this great school. Otherwise a lot of people won’t move to london.

It would be beneficial to current students' mental health. They have fully adapted to the school's environment, established their social life and gotten connected to school staff and various resources. It will be hard to get used to new school environments especially for senior students. It's a challenge for them to settle down and to prepare for university/college at the same time. It would be beneficial for future students. Central has established good fame in the area and has abundant experience and resources. Future students can be benefited from various academic resources, schools activities, clubs and connections in the societies. It would be beneficial to the city as well. Almost every city in Ontario has their own top elementary/secondary schools. Central is among the best secondary schools in various Ontario schools ranking systems. It has become part of city's marketing advantages. It attracts people and families who are concerned about a good educational environment and makes London stand out among other neighbour cities.
It is absolutely imperative that Central remains a school out of area students can attend. It has a diverse culture that is enriched by the fact that its student body is comprised of people who *wish* to be there. We are not just academically enriched, but are culturally enriched too. Our diverse population respects each other and intermingles. We have no enclaves, but instead a beautiful mosaic of students who wish to support each other in their pursuits and who wish to share their ideas in a free, open, and supportive space.
keep good students in the good study environment
Each school has its unique program offering that invites students to expand their interest. For instance, Banting for French Immersion/Music, H.B. Beal for Arts and London Central for Academics. Just like in university, students strive to get into the program or school that they are interested in. Option 2 robs student's dream to pursue their interest and excel in the program of their choice. It is a fact not all schools are the same! It is even more devastating to hear that out of area students in Option 2 will be subject to leave the schools that they have spent years building their reputation, connection and support system. This is a huge blow especially for students who have to leave when they are starting their senior year. They are not your pawn in your chess game! Please practice compassion and put the students future first.

TVDSB looks to fill existing capacity at all secondary schools. There are two reasons why mandating students to go only to designated home schools in 2024 will not work to fill under capacity schools as consultants have predicted:

1. Faced with leaving Central (or any other chosen secondary school), parents and students will consider all options outside TVDSB alongside their designated home school - Catholic, French, Christian, private, homeschooling, and online schools. They will evaluate their options and TVDSB's designated home school will be only one of their options. They will choose what is best for their circumstance and some will not choose TVDSB which will result in more students no longer in the public system. Wonderful cultures that have been built over decades will be destroyed within Thames Valley as students leave the public system and the under capacity issues may remain not fully solved.

2. A Queen's University academic advisor reported that by November this year one third of the freshman class had dropped out of Queen's. Covid has destabilized students more significantly than we would expect. Current Central (and other secondary school) students have profound struggles. There is high achievement at this school but everyone still is hurting. My daughter's friends hurt, including one within her small group that has contemplated suicide this year and two more within her small group that have attempted suicide this year. This cohort is struggling to survive. If Option 2 is implemented, it will be at the cost of students' friends and social support; their teachers that they have built relationships with; and the programs, teams and extracurriculars that they were anticipating leading and developing within. They will be sent to a new place and they may not be able to sustain their academic journey. This forced change will result in students being unable to complete high school when they could have completed it in their current school with their established supports. Mandating students to new schools will result in unexpected numbers of high school dropouts - not because students don't want to complete high school - but because they don't have the mental and emotional supports to complete it. For some of them, it may lead to a worse outcome than dropping out of school, for they may be unable to sustain their life. I don't believe this to be an exaggeration - I think it's the reality these Covid students are in. Central and the people at Central are a safe place. It's easy for adults to say kids are resilient and they'll thrive at their new schools, but I think we're on the cusp of mandating circumstances that might lead to endings much darker. This is the generation that Covid crushed and it seems indefensible to consider undermining them in a new, deliberate way.

TVDSB wants funding for a new school, but I'm not sure this road will lead to full enrollment in under-capacity schools due to people choosing options outside TVDSB, students dropping out completely, and maybe even deeper, sadder outcomes. We know the chance of a new school is not worth anyone's life, even when weighed against what is best economically for the board. If there are significant increases in negative outcomes, they will be tracked and the media would correlate it to the decisions you made at this time, particularly as you made these decisions with the knowledge that some students' academic and personal journeys may be unable to survive your decision.

Making people switch schools and leave their existing supports could have an unforeseen impact of student's committing self-harm. As a Central student, I have heard many of my peers deal with suicidal thoughts because of external situations, and Central is often a place of support and comfort in their lives. Two of my friends have actually attemped suicide, and one has seriously considered it in this past year. I'm afraid for their well-being if they have to leave everyone they knew and loved. I know Option 2 would be great for more funding for a school, but it's not worth the risk. Please don't make us COVID students suffer more.
Yes
Keep open
Please support LCSS continue being a great resource for London students who are eager to challenge themselves in academic topics. Please don't have those area boundaries becoming "invisible" barriers. All students deserve equal rights to access!
No change to current system
A high-quality high school needs to absorb students from various talents. If it only accepts students from within the area, the quality of students will decline, which will inevitably affect the teaching quality of the entire school and the university admission rate. Therefore, open to students outside the area is the best choice.
A high-quality high school needs to absorb students from various talents. If it only accepts students from within the area, the quality of students will decline, which will inevitably affect the teaching quality of the entire school and the university admission rate. Therefore, open to students outside the area is the best choice
Students attending London Central today will continue to attend Central, no change

With the understanding that changes may have to be made, neither presented option is ideal, but option 2 is not acceptable. The option that would best meet the needs of the current and future LCSS students would include: 1. For all students currently enrolled at LCSS to be allowed to complete their grade 12 education there. Full stop. Requiring a student entering grade 11 or 12 to move to another school is completely inappropriate for a multitude of reasons, that I am sure many others will articulate for you. 2. Students currently in Grades 8/7, be strongly encouraged to enroll in the secondary school within their home boundaries. Should they choose not to enroll in their "home school", they do that with the awareness that they may be required to move schools after their Grade 9 year. For those that have already selected Central prior to these discussions, they should be permitted to enroll and complete their secondary school education there. Lets aid these students in making decisions before they get enrolled and attached to a particular school. 3. That Lester B. Pearson still be considered a feeder school for LCSS. The majority of Pearson students do return to the school in their home zone , but for those who do wish to attend LCSS, they should be accommodated.
Hello! My daughter was very happy when she received the admission letter from London Central High School in February this year, and I also rented a house nearby. I hope there will be no temporary cancellations this year!
No change, please! This is the future of London, ON.
Two comments: 1) Regardless of any changes current enrolled students at Central should be grandfathered and allowed to stay at Central if they so chose until graduation 2) Boundaries have not been made outlined in this survey to allow for a truly informed choice here
Please do not force the existing Central students to leave. This will result in disadvantages that depress these students' performance even in a long term.
Option 1
Let Central choose their students
n/a
At the very least let current students complete their highschool at Central.
I strongly believe that option 1, allowing out of area students to continue to enroll at Central based on a lottery, will be the best option for the school's culture, diversity, and strengths like our music program. However if it were unfortunately decided that the boundaries of the school must be changed, I believe that removing current students from Central to return to their home schools is cruel and wholly unnecessary. The majority of Central students are from our of area, so that change would uproot the entire school for no reason other than quick change, at the expense of the students, who should be the top priority in all of this.

Lcss offers a unique opportunity for students who value academic growth to develop their talents and develop a community of like-minded individuals. To strip these students, especially those who live in lower income areas, of this opportunity would be incredibly unfortunate.
Every student deserves an opportunity to go to the best school in town
Let person school be a feeder school
Comment - For option 1, it would be nice if the selection can be based on merit (Grade 8 report) instead of random selection so that students who are keen and really interested in joining the school can make it instead of luck to play a role.
Making changes that would lead to Central becoming a less diverse school seems like a regressive, backwards step for such an incredible school. Having so many students attend Central because they want to, and not just because it's in their neighbourhood is what has created a history of excellence. Changing one of the features that makes Central so special seems like a path towards mediocrity, and would eventually dull the shine of the best school in the city, and one of the best in the province.
Center Secondary school is very well known as a high standards school! I really want my son to graduate from Central!

APPENDIX B-5 London South C.I.

London Secondary Panel Attendance Area Review
South Collegiate Institute
AARC Subcommittee Report
2023-05-18

1. SUB-COMMITTEE MEMBERS & AFFILIATION

Margaret Sullivan, principal
Kim Payne, chair
Angela Borchert, subcommittee member
Mitch Dawson, secretary

2. SCHOOL COMMUNITY MEETINGS

Date	# of Attendees	# of Participants
March 27, 2023	4	0
April 17, 2023	4	7 parents online 4 parents at South 4 board observers
May 3, 2023	4	0

Attendees: Margaret Sullivan, Kim Payne, Angela Borchert, Mitch Dawson

3. EXECUTIVE SUMMARY

This report recommends careful consideration & preparation for changes in socio-economic diversity, mental health implications, and transportation factors to ensure that TVDSB provides equitable and supportive educational opportunities for all student when they implement boundary changes.

Several recommendations for updating TVDSB's procedure 4012a are made: 1. Exemptions for students needing access to unique courses and opportunities 2. Permitting high school students to complete their education at their current school despite changes to their home school and 3. Enabling siblings to attend the same out-of-boundary high school for practical and mental health reasons.

South CI Scenario 1 is recommended, which includes Carrothers elementary school to enhance socio-economic diversity as well as maintaining an enrollment level above 700+ which is required to support desired programming and pathways.

Lastly, the committee is strongly opposed the status quo scenario for **Central SS** because of an elitist culture that has developed that deters potential students and parents who are geographically close to Central.

4. BRIEF SCHOOL COMMUNITY PROFILE

South Collegiate Institute (SCI) is a small high school with a close-knit community that has been in existence for 100 years. The school pulls students from several feeder schools, some of which are currently split, and the administration is working to clean up this arrangement so that students can attend school with their peers.

The student population ranges from 650 to just under 800 students, and the school has a history of up to 1,100 students. The community and student population is known for its diversity, including students of different races, religions, sexual orientations, and special education needs.

SCI also offers a specialist high skills major in sports, which can lead to various career paths, and an integrated gifted program that provides enrichment opportunities for students.

The school has produced many notable alumni, including Kate Nelligan, a well-known actress, Steini Brown, a top scientist during the pandemic, and two recently drafted NFL players. Many SCI graduates have pursued careers in education, with some becoming administrators or teachers and many returning to teach at SCI for much of their career.

5. FEEDBACK REGARDING PROPOSAL

We recommend **South CI Scenario 1** for the following reasons:

- Including the elementary school Carrothers in the boundary adds desired socio-economic diversity to South.
- Keeping the estimated enrollment above 700+ is an important threshold for South CI to continue offering certain desirable programming and pathways. Scenario 2 results in enrollment levels that make this more difficult.
- In the recent past, South CI has comfortably accommodated even higher enrollment levels that those projected in scenario 1.

We recommend that **Central SS** be treated like all other high schools and draw students primarily from within boundaries. In other words, we are strongly against the status quo scenario for the following reasons:

- We believe that the status quo has created an undesirable elitist culture at Central. Parents openly talk about Central as being the best academic school in London. Many students who attend Central adopt this attitude as well.
- This elitist reputation of Central repels students and parents who would otherwise prefer to attend Central because of location, programming, etc. Instead, they are forced to choose other schools.

6. RECOMMENDATIONS & CONSIDERATIONS

6.1 UPDATE PROCEDURE 4012A

We recommend that TVDSB make updates to procedure 4012a which deals with exemptions for accepting students outside their designated attendance area.

Many parents voiced specific concerns that we believe are best addressed by a more nuanced exemption policy which was last updated in 2015. We recommend that the updates address the issues we discuss below that will arise from both 1) significant & sudden changes in boundaries and 2) TVDSB's intention to "return the majority of students to home boundaries".

Allow access to unique courses & opportunities (not unique programs)

- We recommend the exemption policy allow for exemptions to students who can prove that they have a justified need/benefit to access a unique course outside their boundary.
- Many high schools have unique courses, opportunities, extra-curriculars & capabilities that some students could justify a case for an exemption.
- For example, Beal's Robotics team is exceptionally capable whereas South CI does not currently have a robotics program. For a student in the South CI boundary who is determined in pursing engineering, participating in Beal's robotics program could be justified as an essential part of their education strategy. Also, in this example participation in a robotics team also heavily impacts their acceptance criteria for university programs as well as receiving scholarships.

Allow Gr 9-12 students to complete their education in their current school despite changes to their home school

- Many parents expressed their desire to give high school students the option of completing their studies at the high school they current attend. The stress of changing schools and leaving their friends was the main concern.
- Parents also raised concern that TVDSB should consider the big picture of continued stress: first the challenges with COVID followed by time adjusting to high-school and friends again followed by the stress of changing high-schools.

Allow siblings to attend the same out of boundary high school

- There are practical reasons why parents would prefer to keep their children in the same high school. For example, simplifying transportation or addressing mental health issues by allowing siblings to support each other.
- This situation could arise if one child is accepted to an out of boundary school while the sibling is not. Edits to the exemption policy could allow siblings as a group to be considered for exemptions.

6.2 PREPARE SCHOOLS FOR CHANGES IN DIVERSITY

We believe that diversity (socio-economic status & demographics) in the schools is an important objective for TVDSB to pursue during this attendance area review.

As a result of boundary changes, we anticipate that some schools will experience significant changes in the socio-economic status & demographics of their student population. We recommend that such shifts be anticipated and most importantly, that mechanisms for support be developed and deployed to the schools before the boundary changes.

6.3 EVALUATE LAAR DECISIONS THROUGH A MENTAL HEALTH LENS

Mental health was a central theme in many of the parent's comments. As TVDSB makes decisions around this attendance area review, we recommend that those decisions also be viewed through a "mental health lens". For example, when TVDSB is trying to decide if procedure 4012a should be updated, include mental health as a dimension in the decision making by explicitly considering the impact to mental health of no change vs. proposed changes.

The following parent comment summarizes our point nicely.

- Comment 42: **"**Our children are currently in grade 10 and 11 and we would like to ensure that they can graduate from AB Lucas. It is our understanding that this is not the plan. I truly hope the board takes into consideration that these 2 grades have not had a "normal" high school year until this year due to Covid- 19. This year has allowed our children to meet friends and establish a natural network within the school and school community. They are final happy and succeeding academically and socially. It would be devastating and detrimental to our children's mental health if they are forced to change schools in their senior years."

6.4 EVALUATE LAAR DECISIONS THROUGH A TRANSPORTATION LENS

Boundary changes will impact many student's transportation requirements. Many parents have commented about specific boundary changes that will result in the majority of students being farther away from the new home school. We strongly recommend TVDSB evaluate boundary decisions through a "transportation lens". For example, a measure like the change in average distance traveled by students for each high school in status quo and different scenarios would be informative.

The following parent comment captures this issue well:

- Comment 52: "… When deciding on new boundary changes, it doesn't make any sense to take families that live within ten minutes from one school and bus them across town lines 25 minutes to another school. I understand wanting to keep schools together, but in this case looking at personal address and location makes more sense."
- Comment 65: "Why would the students from the second closest elementary school not go to Saunders? My child goes to Sherwood Fox and it only makes sense for Fox to continue to be a feeder school to Saunders based on proximity. For my son to walk to Westminster- as I understand we would not qualify for buses - would be a significant walk compared to Saunders."
- Comment 236: "… I don't understand why children choosing French immersion high school who live in the Ilderton area and would historically be attending Banting would now be bused to Clark Road. That is a huge distance and like several others have commented, it is going to affect their ability to participate in extra curriculars etc."

APPENDIX B-6 Lord Dorchester S.S.

London Secondary Panel Attendance Area Review
Attendance Area Review Committee (AARC)
Documents and Templates

London Secondary Panel Attendance Area Review
Lord Dorcheseter Secondary School Subcommittee Meeting Agenda

School Community: LORD DORCHESTER SECONDARY SCHOOL

Date & Time of Subcommittee Meeting: APRIL 25TH, 2023 6:00PM-6:30PM

Attendance Area Review Committee Subcommittee Members & Affiliation:
SHERI CAREW- CHAIR
CARLA DOS SANTOS- SECRETARY
KIM WORDEN- COMMITTEE MEMBER

Meeting Link and Call-in Details:

Virtual meeting details
Microsoft Teams meeting link
Meeting ID: 278 713 459 595
Or call in (audio only)
+1 226-213-5352, 918532760#

Meeting Location: LORD DORCHESTER SECONDARY SCHOOL CAFFETERIA

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

London Secondary Panel Attendance Area Review
Lord Dorchester Secondary School Subcommittee Meeting Minutes

School Community: LORD DORCHESTER SECONDARY SCHOOL

Date & Time of Subcommittee Meeting: APRIL 25TH, 2023

Attendance Area Review Committee Subcommittee Members & Affiliation:



SHERI CAREW- CHAIR
CARLA DOS SANTOS- SECRETARY
KIM WORDEN- COMMITTEE MEMBER

Number of Attendees: 10
MELISSA MCKIBBIN
KELLY SAUVE

CARLA DOS SANTOS
SHERI CAREW
JESSICA DOWSETT
EMILY MACLEOD
DENISE GALAJDA
BETH CHARLTON
CHRISTIAN SACHS TRUSTEE
AC GUEST

Number of Participants in Discussion:10

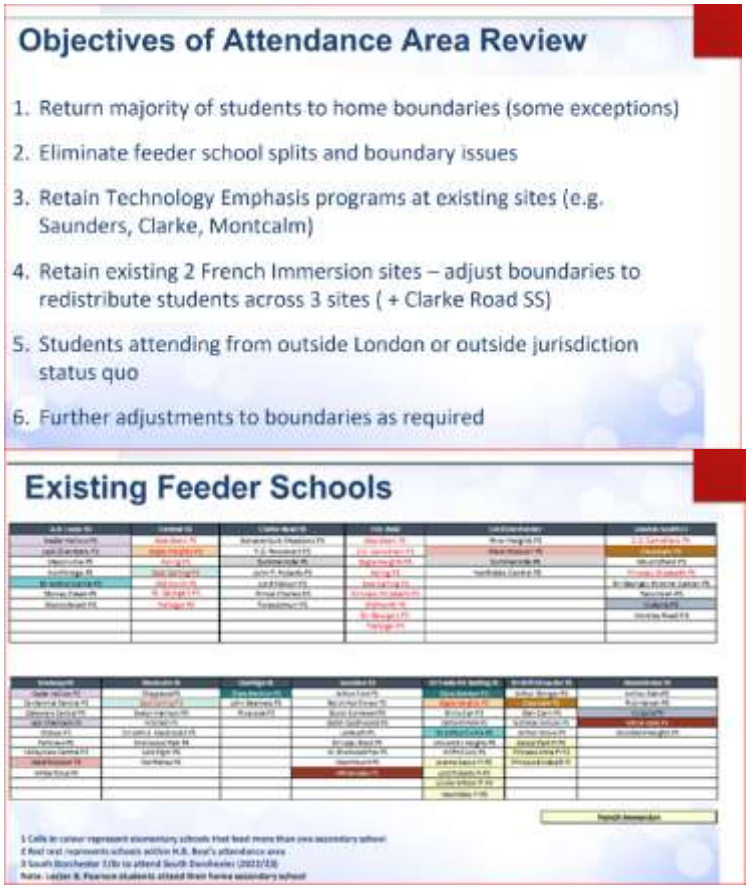
Meeting Location: Teams Meeting and Location

LORD DORCHESTER SECONDARY SCHOOL CAFFETERIA 6:00PM- 6:30PM

Virtual meeting details
Microsoft Teams meeting link
Meeting ID: 278 713 459 595
Or call in (audio only)
+1 226-213-5352, 918532760#

Minutes

AGENDA ITEMS	
1.	Call to Order and Introductions BY MELISSA MCKIBBIN 
	• OWL IS CONNECTED TO ASSIST THE VIRTUAL MEETING. • PLEASE FEEL FREE TO JOIN IN CHAT. • MELISSA INTRODUCTION- SHERI CHAIR, CARLA SECRETARY, KIM WARDEN ACTIVE MEMBER. THEY ARE WORKING ON VOLUNTEER BASIS. THEY ARE SHARING INFORMATION. THEY COLLECT FEEDBACK AND SUBMIT QUESTIONS.

	• ROLE OF PRINCIPAL IS TO SUPPORT COMMITTEE. • LDSS HAS 620 STUDENTS AND 42.5 STAFF, THEY ARE AT THE TAIL END OF RENOVATIONS MAKING SCHOOL MORE ACCESSESIBLE.
2.	Overview of AARC Meeting and Initial Attendance Area Review Report
	• THERE ARE TWO SCENARIOS. • SOME SCHOOLS ARE OVER CAPACITY AND SOME ARE UNDER CAPACITY.  Feeder schools are: River Heights, West Nissouri (split with Medway), Summerside (split with Clarke Road) and Northdale. This review includes Medway Highschool and LDSS given that portions of their attendance areas are located within the City of London. As the attendance area of the new Belmont elementary school extends into the City of London and is split between LDSS and East Elgin SS. Administration has included East Elgin into this review in order to consider eliminating the secondary school boundary split. Ultimate purpose for the proposed Changes:

-address enrollment imbalanced across various secondary schools in this area of the district.
-eliminate and splitting of elementary school feeders across multiple secondary schools.
-introduce a third French immersion site in order to relieve enrolment pressure.
-prepare TVDSB for a future business case submission to the Ministry of Education for a new secondary school to be built to accommodate our growing enrolment.

SCENARIO 1





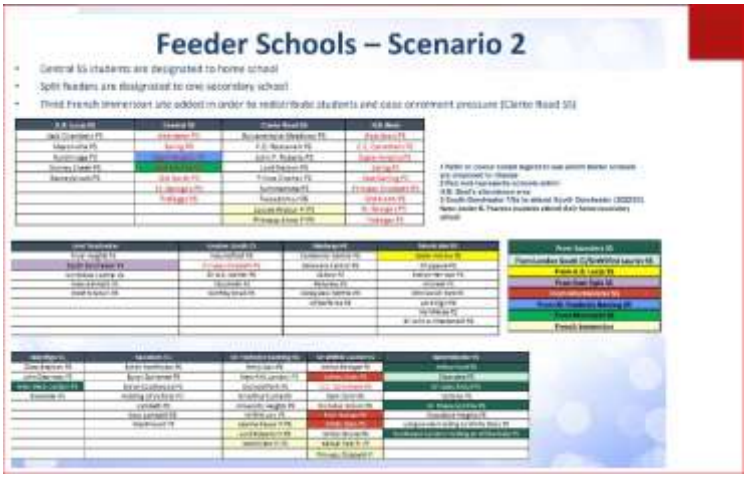
-Central SS remains status quo. (out of boundary students accepted based on random selection process with capacity limit.
-Central will continue to accept students from out of boundary through a random selection process up to a capacity of approximately 1050 students, being the functional capacity of the school.

-Split feeders are designated to one secondary school
-Third French Immersion site added in order to redistribute students and ease enrollment pressure. (Clarke Road SS)
-Cleardale PS and Victoria PS designated to Westminster SS.

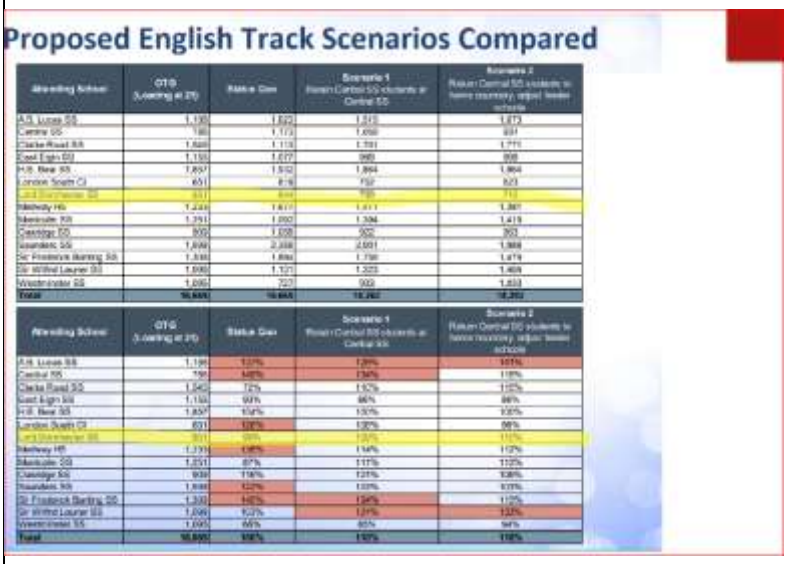
Scenario 1- LDSS feeder schools will be:
River Heights PS
South Dorchester PS (From East Elgin)
Northdale Central PS
New Belmont PS
*We lose Summerside

LDSS CAPACITY PROJECTIONS:
2024/2025 708 109 %
2028/2029 814 125%

SCENARIO 2







Central SS students are designated to home school.
Split feeders are designated to one secondary school.
Third French immersion site added in order to redistribute students and ease enrolment pressure (Clarke Road SS)

Under Scenario 2- LDSS feeder schools will be:
River Heights PS
South Dorchester PS (From East Elgin)
Northdale Central PS
New Belmont PS
West Nissouri PS
(We lose Summerside)

	-WE CAN ALSO MAKE COMMENTS ON BOUNDARIES THAT ARE COMING TO BE. -WE CURRENTLY ARE AT 100% APPROX. -IN SUMMARY, WE WOULD HAVE MORE OF A RURAL POPULATION. MORE OF THORNDALE, LESS OF LONDON. -ALL DORCHESTER KIDS WILL STAY AT DORCHESTER SCHOOLS, BUT WHEN THAT SCHOOL IN BELMONT IS BUILT, KIDS WILL STILL GO TO LDSS FOR HIGHSCHOOL NO MATTER. IF YOU SEARCH SECONDARY LAARC, YOU CAN SUBMIT ANY QUESTIONS. LINES ARE THE SAME FOR THE ELEMENTARY. CLOSING THANK YOU FOR YOUR TIME. WE WILL PASS ON YOUR COMMENTS AND QUESTIONS. -WE CAN WRITE INQUIRIES ON THE WEBSITE AS WELL.
3.	Q & A
	• QUESTION/COMMENT FEATURE ON WEBSITE. • EARLIEST IMPLEMENTATION SEPTEMBER 2024
4.	Feedback regarding Options
	• COMMENT- IT'S A GOOD IDEA FOR SCHOOLS TO GO TO ONE HIGHSCHOOL TOGETHER. • BOTH OPTIONS ARE VERY SIMILAR. NO STRONG OPINIONS EITHER WAY.
5.	Additional Information Requirements
	• QUESTION-WHY IS RIVER HEIGHTS A FEEDER SCHOOL? • QUESTION- IF THERE ARE NO CHANGES DONE, WHAT WOULD THE PROJECTED CAPACITY BE? • QUESTION- WILL BELMONT STUDENTS ALREADY ENROLLED IN EAST ELGIN BE ABLE TO STAY AT EAST ELGIN? TO FINISH OUT AT THE HIGH SCHOOL THEY STARTED AT? MY DAUGHTER WILL BE IN GRADE 11 AND WOULD BE TERRBILE TO HAVE TO SWITCH. • QUESTION- WONDERING ABOUT TRANSPORTATION. HOW DOES TRANSPORTATION WORK? WOULD YOU GET TRANSPORTATION NO MATTER WHAT?

	• QUESTION- CAN THEY STAY AT THE SCHOOL THEY ARE AT AND FINISH IT OUT? CAN THE YOUNGER SIBLINGS STAY AT THAT SCHOOL TOO? • QUESTION- WHAT WOULD THEIR BUS RIDE BE FOR THE NORTH THORNDALE KIDS COMING TO DORCHESTER? HAVE YOU FACTORED BUS ROUTE TIMES IN THE EQUATION? • QUESTION- IS THE POPULATION OF THESE TOWNS BEING CONSIDERED? DORCHESTER HAS A LOT OF NEW HOMES AND THE NEW HOMES AND IS FUTURE PROJECTIONS TAKEN INTO CONSIDERATION? • QUESTION- IS THERE A BUDGET FOR ADDITIONAL SPACE IF WE ARE ALREADY AT 125%? WILL THERE BE AN ADDITION OR PORTABLES? • QUESTION- MY SON WILL BE IN GRADE 10. IF THEY ARE NOT GRANDFATHERED AT EAST ELGIN, IS THERE AN OPTION TO STAY PUT? I AM VERY RELUCTANT TO CHANGE MIDWAY THROUGH. IS THERE SOME SORT OF LEGACY AGREEMENT TO FINISH AT THAT SAME SCHOOL? • QUESTION- WHAT IS THE OF LDSS CAPACITY WITHOUT ANY CHANGES? • QUESTION- MY FAMILY WANTS CONTINUITY AND DOESN'T LIKE IDEA OF CHILDREN SWITCHING MIDWAY THROUGH THE YEAR. IF SIBLINGS ARE GOING TO DIFFERENT SCHOOLS, WILL THERE BE EXCEPTIONS FOR THIS? • QUESTION-TO CLARIFY- EVERYTHING WILL BE SETTLED BY JUNE OF THIS YEAR? THIS IS A SHORT TIMEFRAME. HOW CAN YOU COME UP WITH A DECISION IN THIS SHORT TIMELINE? • QUESTION- WHY DID'T THIS HAPPEN YEARS AGO THAT THEY KEPT ALL ELEMENARY SCHOOLS GOING TO SAME HIGHSCHOOLS?
6.	Need for Future School-Level Meetings
	• NO NEED FOR FUTURE SCHOOL LEVEL MEETINGS.

London Secondary Panel Attendance Area Review
Lord Dorchester Secondary School AARC Subcommittee Report
Date April 25, 2023

1. SUB-COMMITTEE MEMBERS & AFFILIATION
   SHERI CAREW- CHAIR

CARLA DOS SANTOS- SECRETARY
KIM WORDEN- COMMITTEE MEMBER

2. SCHOOL COMMUNITY MEETINGS
    a. Date(s): APRIL 25, 2023
    b. Number of attendees at each meeting: 10
    c. Number of participants in discussion at each meeting: 10

3. EXECUTIVE SUMMARY
   THERE IS NOT MUCH OF A DIFFERENCE BETWEEN SCENARIO 1 OR 2. THERE IS ONLY A 1 PERCENT DIFFERENCE FOR 2028/2029 PROJECTIONS FOR BOTH SCENARIO 1 AND 2 FROM 125% TO 126%. WE THINK IT'S A GOOD IDEA TO HAVE ELEMENTARY SCHOOLS GOING TO ONE HIGHSCHOOL TO AVOID SPLITTING THIS UP.

4. BRIEF SCHOOL COMMUNITY PROFILE
   LDSS has a beautiful small town community. The students are thriving. We have students from Dorchester, East London, South of Dorchester and Some of Thorndale.

5. FEEDBACK REGARDING PROPOSAL

- QUESTION-WHY IS RIVER HEIGHTS A FEEDER SCHOOL?
- QUESTION- IF THERE ARE NO CHANGES DONE, WHAT WOULD THE PROJECTED CAPACITY BE?
- QUESTION- WILL BELMONT STUDENTS ALREADY ENROLLED IN EAST ELGIN BE ABLE TO STAY AT EAST ELGIN? TO FINISH OUT AT THE HIGH SCHOOL THEY STARTED AT? MY DAUGHTER WILL BE IN GRADE 11 AND WOULD BE TERRBILE TO HAVE TO SWITCH.
- QUESTION- WONDERING ABOUT TRANSPORTATION. HOW DOES TRANSPORTATION WORK? WOULD YOU GET TRANSPORTATION NO MATTER WHAT?
- QUESTION- CAN THEY STAY AT THE SCHOOL THEY ARE AT AND FINISH IT OUT? CAN THE YOUNGER SIBLINGS STAY AT THAT SCHOOL TOO?
- QUESTION- WHAT WOULD THEIR BUS RIDE BE FOR THE NORTH THORNDALE KIDS COMING TO DORCHESTER? HAVE YOU FACTORED BUS ROUTE TIMES IN THE EQUATION?
- QUESTION- IS THE POPULATION OF THESE TOWNS BEING CONSIDERED? DORCHESTER HAS A LOT OF NEW HOMES AND THE NEW HOMES AND IS FUTURE PROJECTIONS TAKEN INTO CONSIDERATION?

- QUESTION- IS THERE A BUDGET FOR ADDITIONAL SPACE IF WE ARE ALREADY AT 125%? WILL THERE BE AN ADDITION OR PORTABLES?
- QUESTION- MY SON WILL BE IN GRADE 10. IF THEY ARE NOT GRANDFATHERED AT EAST ELGIN, IS THERE AN OPTION TO STAY PUT? I AM VERY RELUCTANT TO CHANGE MIDWAY THROUGH. IS THERE SOME SORT OF LEGACY AGREEMENT TO FINISH AT THAT SAME SCHOOL?
- QUESTION- WHAT IS THE OF LDSS CAPACITY WITHOUT ANY CHANGES?
- QUESTION- MY FAMILY WANTS CONTINUITY AND DOESN'T LIKE IDEA OF CHILDREN SWITCHING MIDWAY THROUGH THE YEAR. IF SIBLINGS ARE GOING TO DIFFERENT SCHOOLS, WILL THERE BE EXCEPTIONS FOR THIS?
- QUESTION-TO CLARIFY- EVERYTHING WILL BE SETTLED BY JUNE OF THIS YEAR? THIS IS A SHORT TIMEFRAME. HOW CAN YOU COME UP WITH A DECISION IN THIS SHORT TIMELINE?
- QUESTION- WHY DID'T THIS HAPPEN YEARS AGO THAT THEY KEPT ALL ELEMENARY SCHOOLS GOING TO SAME HIGHSCHOOLS?

6. RECOMMENDATIONS & CONSIDERATIONS
   MAIN CONCERN WAS NOT ALLOWING CHILDREN TO BE GRANDFATHERED AND STAY AT THE HIGHSCHOOL THAT THEY STARTED AT, OR WHERE THEIR SIBLINGS ARE ATTENDING.

7. APPENDICES
   NO APPENDICES. ANY SLIDES HAVE BEEN BUILT INTO THE MINUTES.

APPENDIX B-7 Medway H.S.



Medway High School

London Attendance Area Review Committee

FINAL REPORT

May 18, 2023

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SUB-COMMITTEE MEMBERS & AFFILIATION

Medway High School Representative Name	Representative email	Role
Jean Coles	jeancoles@hotmail.com	Grade 9 Rep
Lara Staecker	lstaecker@hotmail.com	Grade 9 & 11 Rep
Sarah Wickens	wickenss@gmail.com	Grade 11 Rep
Sarah Verhoog	annesley7@gmail.com	Grade 12 Rep
Sherry Jacklin	sjacklin@fanshawec.ca	School Council Rep
Medway HS LAAR sub-committee email address: medway.laarc@gmail.com		

SCHOOL COMMUNITY MEETINGS

Medway High School Subcommittee Meeting #1

School Community: Medway High School
Date: Wednesday, April 5, 2023
Time: 6:30 pm - 8:00 pm

Meeting Details:

Note: This was a hybrid meeting with participants attended both in-person and virtually

In Person Meeting Location:	Medway High School Library
Virtual Meeting:	Teams
Total Number of Attendees:	96
Number of in-person Participants:	50

Medway High School Sub-committee Meeting #1 Agenda	
1.	Call to Order and Introductions
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

Medway High School Subcommittee Meeting #1 - Minutes

The 1st Medway HS LAAR sub-committee meeting was called to order at 6:30pm on Wednesday April 5th by Jean Coles, who laid out the agenda for the evening, and introduced the other LAAR committee members in attendance (Sarah Wickens, Lara Staecker, Sherry Jacklin), as well as the school administration in attendance (Principal Greg Howard, VP Erin Mutch). Virtual attendees were asked to raise their hand or write questions or comments in the chat in order to participate.

Following introductions, Sarah Wickens gave attendees an overview of the LAAR Initial Report, going into detail on the specific changes affecting Medway HS. Questions were raised during the presentation and answered as they arose. The Medway HS LAAR sub-committee members assured attendees that we would be requesting a legacy agreement for all existing Medway students and requesting that transportation also be provided for those students.

Questions were raised about why this area review is happening now, so soon after the pandemic. There were a number of discussions about student mental health, and how difficult the last few years have been for everyone due to the pandemic. Concern was expressed that forcing students to move to a new school part way through their high school education would have negative consequences on the social and emotional needs of our teenagers who have finally had an opportunity to build relationships with new friends, teammates, and classmates after a difficult few years of the pandemic. Many commented on the importance of allowing students to finish high school with their peers. Of particular note was an eloquently written letter by one parent who discussed the importance of teacher relationships with students, and the important role that has on future job and scholarship prospects. Disrupting those student - teacher relationships would be extremely detrimental to student employment possibilities and university admission.

Another issue that many people were concerned about was younger siblings being rezoned to another school resulting in families being split between different high schools. We noted this as an issue and assured concerned parents we would also request a legacy agreement for siblings.

One issue that was brought up was the distance of the proposed new high school for families attending West Nissouri PS. Specifically, the families from the old Prince Andrew PS area who now attend West Nissouri PS. According to all of the proposed LAAR options, these students would be expected to attend Lord Dorchester SS, which is significantly further away from their homes than Medway HS. Many commented on and questioned the reasoning behind eliminating elementary feeder school splits for rural areas that cover a much larger geographical area than City of London public schools. It was noted that this is a LONDON attendance area review, and geography should continue to be the main deciding factor for rural areas school zoning.

At the conclusion of the meeting, attendees were informed that a survey would be sent out to the Medway HS community (and all feeder public schools) to allow for community feedback on the proposed LAAR changes. Based on this information, there was interest in having a second meeting to discuss the survey results. The meeting was adjourned at 8:00pm.

Medway High School Subcommittee Meeting #2

School Community: Medway High School
Date: Thursday April 27th, 2023
Time: 6:30 pm - 8:00 pm

Meeting Details:

Note: This was a hybrid meeting with participants attending both in-person and virtually

In Person Meeting Location:	Medway High School Library
Virtual Meeting:	Teams
Total Number of Attendees:	38
Number of in-person Participants:	15

Medway High School Subcommittee Meeting #2 Agenda	
1.	Call to Order and Introductions
2.	Overview of agenda for Attendance Area Review Committee Meeting #2
3.	Review of Initial Attendance Area Review report
4.	Presentation of Medway HS LAAR survey results
5.	Q & A / Feedback

Medway High School Subcommittee Meeting #2 - Minutes

The 2nd Medway HS LAAR sub-committee meeting was called to order at 6:30pm on Thursday April 27th by Jean Coles, who laid out the agenda for the evening, and introduced the other LAAR committee members attending in-person (Sarah Wickens, Lara Staecker), as well as those attending virtually (Sherry Jacklin). Also in attendance was VP Erin Mutch. Virtual attendees were asked to raise their hand or write questions or comments in the chat in order to participate.

Following introductions, Sarah Wickens gave attendees a brief overview of the LAAR Initial Report, outlining the specific changes affecting Medway HS. The results of the Medway HS LAAR survey were the main focus of this meeting and were presented in detail by Lara Staecker. The presented survey results are included in the FEEDBACK REGARDING PROPOSAL section of this report.

Questions were raised during the presentation and answered as they arose. The number of attendees was much smaller this time, so there was less discussion and fewer questions than the first meeting.

Concerns were again raised by other parents from West Nissouri PS who live in the old St Andrews PS boundary relating to the significant increase in distance between Medway HS and Lord Dorchester SS. Medway HS is under 10 minutes away, while Lord Dorchester is over 30 minutes away. For the small number of students this affects, it doesn't make sense to require them to commute 3 times as far. The committee members assured these parents that we would request split feeder schools still be allowed for their rural public school based on geography. It was noted that what works in the city where populations are higher, and distances are shorter does NOT work in the county where distances are vast and populations are smaller.

As we did in the first meeting, the Medway HS LAAR sub-committee members assured attendees that we would be requesting a legacy agreement for all existing Medway students and their siblings, also requesting that transportation also be provided for those students.

It was noted that a motion had been recently tabled at the last TVDSB trustees meeting to defer LAAR decisions to the Fall of 2023. That motion was deferred to the next TVDSB trustees meeting in May. Families with grade 9 students commented that deferring the decision would put them in a difficult position of not knowing where to enrol their students for Sept 2023, but others commented that it was a very big decision that should not be rushed. Comments were made that if legacy agreements could be approved by the Trustees before the final LAAR decisions are made, that would help relieve the stress this Attendance Area Review is causing many students and their families.

The meeting was adjourned before 8:00pm.

EXECUTIVE SUMMARY

Purpose and Scope

The purpose of this document is to present community feedback regarding the accommodation options included in TVDSB's initial London Attendance Area Report. This review focuses on Medway High School in Arva, ON. This document will help the Trustees understand the needs of the Medway HS community to help balance enrollment and strengthen Thames Valley's business case to the Ministry of Education for a much-needed new secondary school in North London.

Key Findings

In consultation with our school community at Medway HS, we uncovered the following findings that will be useful in your decision making:

- Most elementary students desired to follow their older siblings and attend Medway HS.
- West Nissouri students are included in this report, and they are the only Middlesex County area school proposed to be re-zoned. Time and time again, we heard that the current LAAR was initiated to review the boundaries of London schools with portions of their attendance areas within the City of London, not Middlesex County.
- Many families that will be re-zoned to Montcalm stated that they would move to the LDCSB instead of attending Montcalm. They cited low Fraser Institute test scores and safety as reasons why they would not attend Montcalm.
- Climate change and greenhouse gas reduction goals should be addressed when planning bus transportation for re-zoned students.
- Overall, families were more focused on the academic standing of the school, extracurricular options and the availability of bussing being provided for their students. Split feeder schools were not a concern.

Recommendations

The committee recommends the following:

- Trustees put in place a legacy agreement for all students currently registered at Medway HS, allowing students to finish high school with their peers. This request is pursuant to TVDSB AAR procedure 4015c section 9.5.1.
- Trustees to guarantee transportation for all students subject to the legacy agreement requested above for the duration of their time at Medway HS. This request is also pursuant to TVDSB AAR procedure 4015c section 9.5.1.
- Trustees put in place a legacy agreement that extends to younger siblings of current Medway HS students.
- Trustees maintain existing boundaries for West Nissouri PS, allowing the small number of students who live in close proximity to Medway HS to continue to be zoned for Medway HS.

Methodology

The Medway HS LAAR sub-committee hosted two meetings on two different weeknights, allowing for both in-person and online participation. The committee also requested feedback through a comprehensive online survey, the results of which are discussed later in this report. This feedback was solicited from current students / families, as well as from all current Medway HS feeder public schools. The committee directed all meeting attendees and survey participants to review the LAAR website to review and provide community feedback. Many additional resources were provided to those attending the meetings. See the "RESOURCES Provided to Meeting Attendees" Appendices for further information.

Key Data and Statistics

Please refer to the detailed survey results in the "FEEDBACK REGARDING PROPOSAL" section of the report for a comprehensive breakdown of the data informing our recommendations.

Conclusion

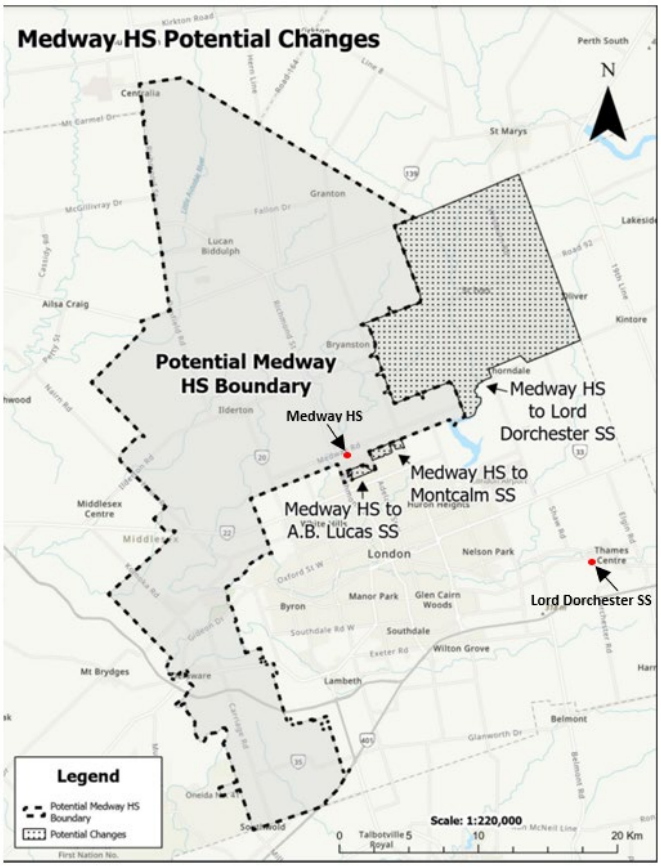
Overall, our school committee found that students have endured much since the pandemic and we wish to recommend that students currently registered at Medway graduate with their peers and be provided bussing to be able to do so. We believe this is optimal for their mental health and will allow them to continue to grow and develop. In keeping with this, we advocate that the trustees look to keep siblings together to make bussing and family life easier.

We also recommend that students from West Nissouri have the choice to attend Medway or Lord Dorchester. Some students from West Nissouri live in the north end of the Thames Valley (near highway 7). It would be impossible for families to be expected to drive 40 KM to pick up children if they are sick, drive them if they miss the bus or pick them up from extracurricular activities daily. We recommend allowing West Nissouri students to remain status quo and choose to attend Medway due to proximity.

BRIEF SCHOOL COMMUNITY PROFILE

The Medway High School community is comprised of a mix of students from the city of London, as well as Middlesex County. City of London students are from the Jack Chambers and Cedar Hollow public schools. Middlesex County students are from the Centennial Central, Delaware Central, Oxbow, Parkview, Valleyview, West Nissouri and Wilberforce public schools. Understanding this community profile is paramount to this zone review.

The school community covers a very large area, spanning many kilometers around the North and West sides of London. The community is made up of diverse families, ranging from farming to skilled trades to professional designations. However, the entire community participated and voiced their opinions on the proposed zoning options.

Current Zone	Proposed Zone
	

BRIEF SCHOOL COMMUNITY PROFILE continued…

Two school level meetings were held with high attendance and community participation. A comprehensive online survey was also distributed to Medway students and community residents, as well as all Medway HS feeder public school residents and students. An overwhelming response was received to the online survey, with **595** submissions received.

The Medway community focused on extracurricular activities such as athletics and sports teams, as well as academic standing and student proximity to school. There was an overwhelming concern on long distance bus rides for students, as there is no option for city bus transportation. Many students and families are concerned the proposed zone changes will limit their abilities to facilitate extracurriculars for the students. Families would not be able to feasibly pick up their students after school, should the zone changes proposed be implemented.

Academic standing and Medway's current high academic performance compared to the very low academic performance of a proposed re-zoned high school was another concern for the Medway community. Specifically, the Cedar Hollow families were extremely concerned about the proposed Montcalm option and were collectively ready to switch their students to the London District Catholic Board's closest high school, Mother Teresa Secondary School.

Finally, the Medway community was not concerned about attending school with their public-school friends. The concern of having split feeder schools to many high schools was not a factor in the community discussions. Families are happy with the current status quo situation, and care more about the academic standing of the school, extracurricular options and availability, and the availability of bussing being provided for their students.

FEEDBACK REGARDING PROPOSAL

The Medway HS LAAR committee wanted to ensure we heard from as many families as possible during the consultation phase of the attendance area review. A comprehensive survey was created and sent out to the Medway HS community, including all of the current feeder public schools. 595 responses were received to our survey, the results of which are summarized in this section of the report.

Survey Results…. Feeder Public School

Question: Which feeder public school area do you currently live in?

Number of Survey Responses Received by Feeder Public School		
Wilberforce PS	**131**	**22.00%**
Oxbow PS	**117**	**19.70%**
West Nissouri PS	**100**	**16.80%**
Cedar Hollow PS	**79**	**13.30%**
Jack Chambers PS	**71**	**11.90%**
Centennial Central PS	**32**	**5.40%**
Parkview PS	**25**	**4.20%**
Delaware Central PS	**12**	**2.00%**
Stoney Creek PS	**9**	**1.50%**
Valleyview PS	**5**	**0.80%**
Unknown	**6**	**1.00%**
Other: St. Patrick's – Lucan (3) Hillcrest – London (1) Louise Arbour FI – London (1) Masonville - London (1) McGillivray – Ailsa Craig (1) Our Lady of Lourdes – Delaware (1)	**8**	**1.34%**
TOTAL	**595**	**100.00%**

Survey Results…. Distance to HS

Question: According to Google Maps, what is the **distance from your home to Medway High School** in kilometers?

Average Distance	12.14 km
Minimum Distance	0.35 km
Maximum Distance	34.8 km

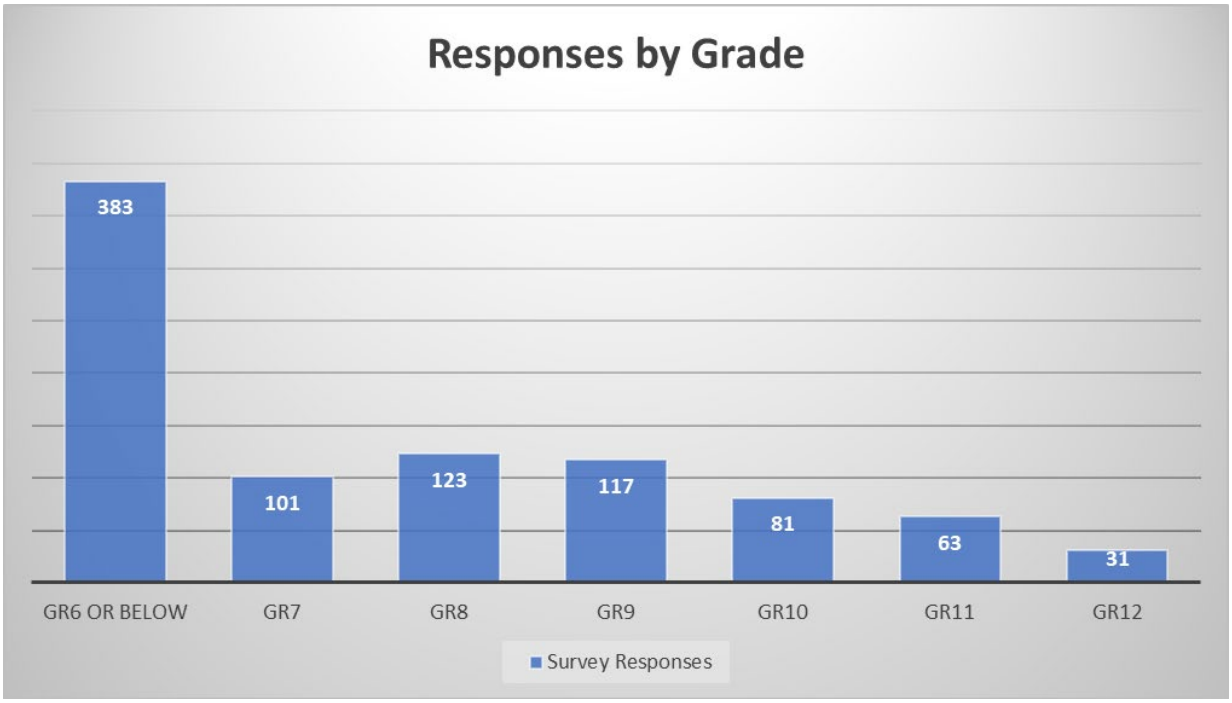
Average Distance from Home to Medway	
Overall Average	**12.14**
Jack Chambers PS	**3.6**
Centennial Central PS	**4.2**
Stoney Creek PS	**4.4**
Cedar Hollow PS	**5.5**
Oxbow PS	**11.5**
West Nissouri PS	**15.9**
Parkview PS	**17.1**
Valleyview PS	**17.9**
Wilberforce PS	**19.1**
Delaware Central PS	**25.3**

Survey Results…. Response Demographics

Question: I am a: Parent / Guardian OR Student

Number of Survey Responses Received		
Parent/Guardian responses	**571**	**96%**
Student responses	**24**	**4%**
TOTAL	**595**	**100%**

Question for Parent / Guardians: My child / children are currently in grade(s)?
Questions for Students: I am currently a student in grade? I have a sibling/siblings in grade(s)?



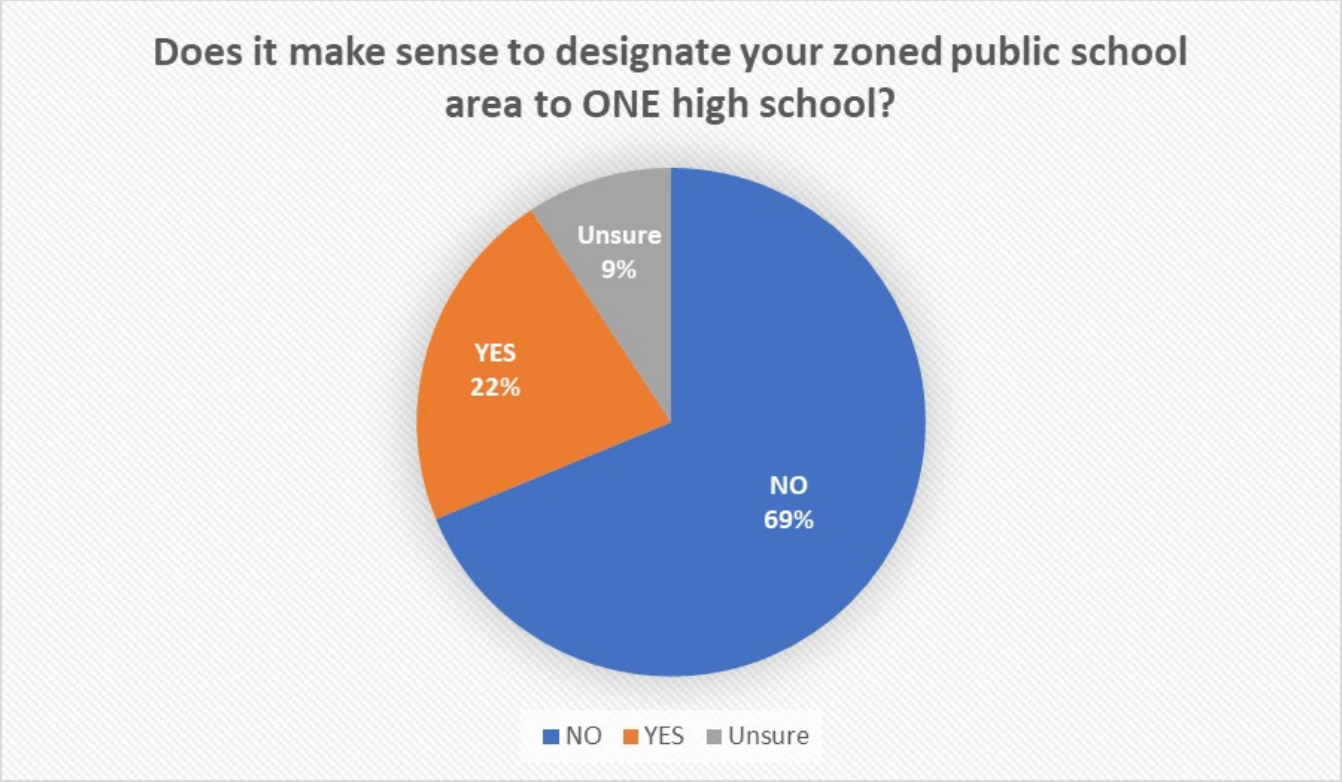
NOTE: this is the nbr of students, NOT the nbr of survey responses.
Parents / Guardians & Student responses were combined

Survey Results…. Split feeder public schools

Question: Does the public school your address is currently zoned for feed into more than one high school?

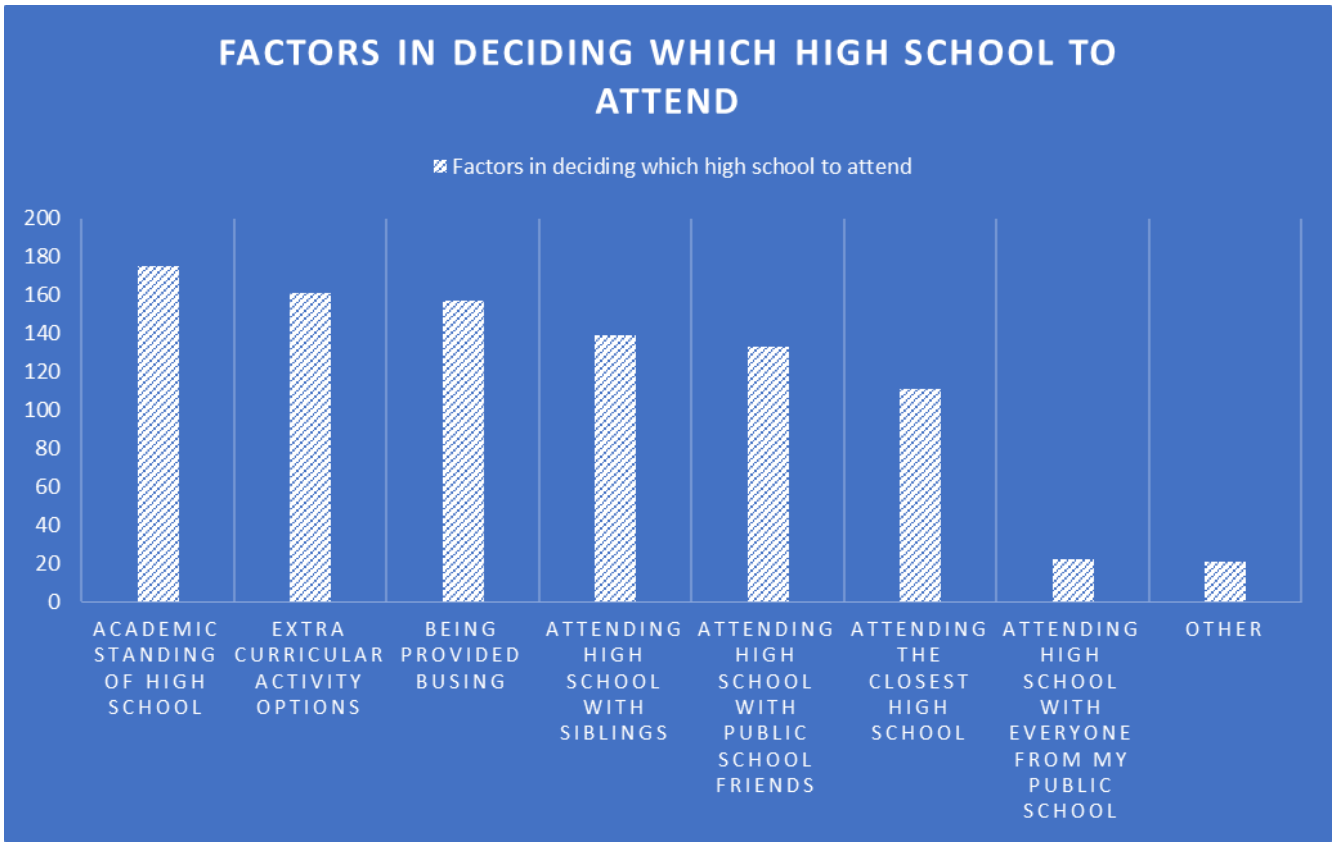
Single Feeder PS vs Split Feeder PS Responses Received (Parents / Guardians & Students combined)		
Single Feeder PS responses	317	53.28%
Split Feeder PS responses	275	46.22%
Unknown	3	0.50%
TOTAL	**595**	**100%**

Question: One of the stated goals of this Attendance Area Review is to designate public schools to feed into only one high school. In your opinion, does this make sense for your zoned public school?



Survey Results…. Factors in Deciding on High School

Question: What factors are most important to you in deciding which high school to attend?



As is clearly indicated from the survey results above, there was little concern from the community about attending high school with all students from the feeder public school. It can be deduced from these results that removing split feeder schools is not a high priority or concern from the Medway HS community.

Other factors were:

Safety; close to work (parent); special needs support; size of the school and classes; high school's sense of community; school climate and culture, diversity; academic options (ie tech, arts, music, etc); variety of programming / quality of instruction; physical space of the school (building age, space in the hallways, etc); being able to make a choice that makes sense for the student; relationships with teachers; school caters to all interests (arts, shop classes etc); trades and special programming; program selection (vocal program for example); apprenticeship programs; attending a school in an area close to home with a standing that does NOT affect property value;

Survey Results…. Re-zoned High School

Question: IF Option 1 or Option 2 are approved, which high school would you / your student(s) be zoned to attend?

Respondent's High School zone In Option 1 or Option 2		
Medway	354	59%
Lord Dorchester	87	15%
Montcalm	82	14%
AB Lucas	69	12%
Unsure	2	
Central	1	
Total	595	

Survey Results…. Changing High Schools

Question: IF Option 1 or Option 2 are approved, how many kilometers would it be from your home to the NEW high school you / your student would be zoned to attend?

Average Distance from home to Medway	Status Quo	New HS	Difference
Jack Chambers PS	3.6	3.69	.09 more
Centennial Central PS	4.2	4.2	--
Stoney Creek PS	4.4	2.8	1.6 less
Cedar Hollow PS	5.5	4.7	0.8 less
Oxbow PS	11.5	11.5	--
West Nissouri PS	15.9	21.81	5.87 more
Parkview PS	17.1	17.1	--
Valleyview PS	17.9	17.9	--
Wilberforce PS	19.1	19.1	--
Delaware Central PS	25.3	25.3	--

Survey Results…. Changing High Schools

Question: If Option 1 or 2 are approved, will you consider switching school boards?

Consider switching school boards?	
YES	121
NO	71

Question: Which school board would you consider switching to? (Select all that apply)

LDCSB - Cedar Hollow **56** - Jack Chambers **32** - West Nissouri **25**	**126**
Avon Maitland - West Nissouri **22**	**24**
Huron Perth - West Nissouri **7**	**11**
Would NOT change school boards	**13**

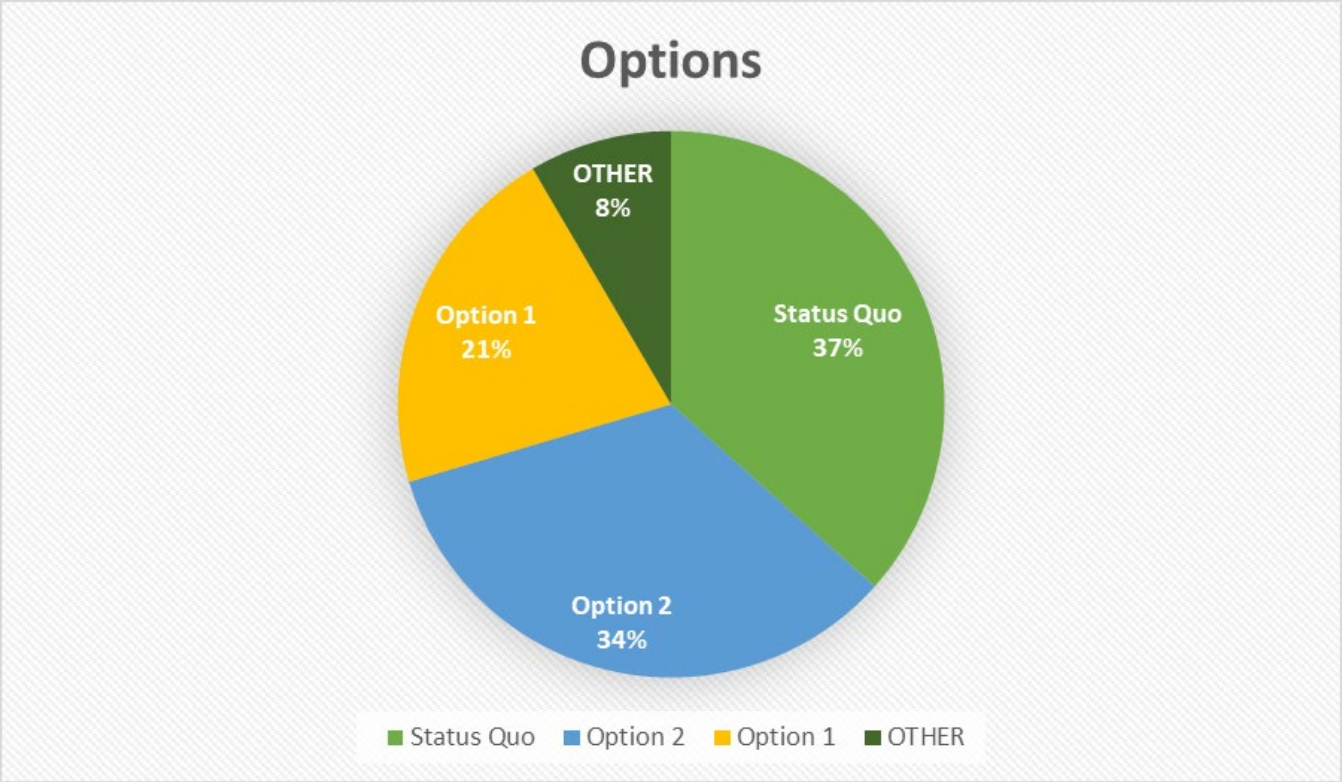
Question: Explain why you would consider switching school boards if Option 1 or 2 are chosen.

163 entries were received, and these comments are included in the Parent Concerns about Attending a Different High School appendices below.

Survey Results…. Final Questions

Question: Please indicate which option, if any, you are in support of. You are welcome to propose an alternative option.

Supported Option	
Status Quo	208
Option 2	192
Option 1	120
OTHER	48



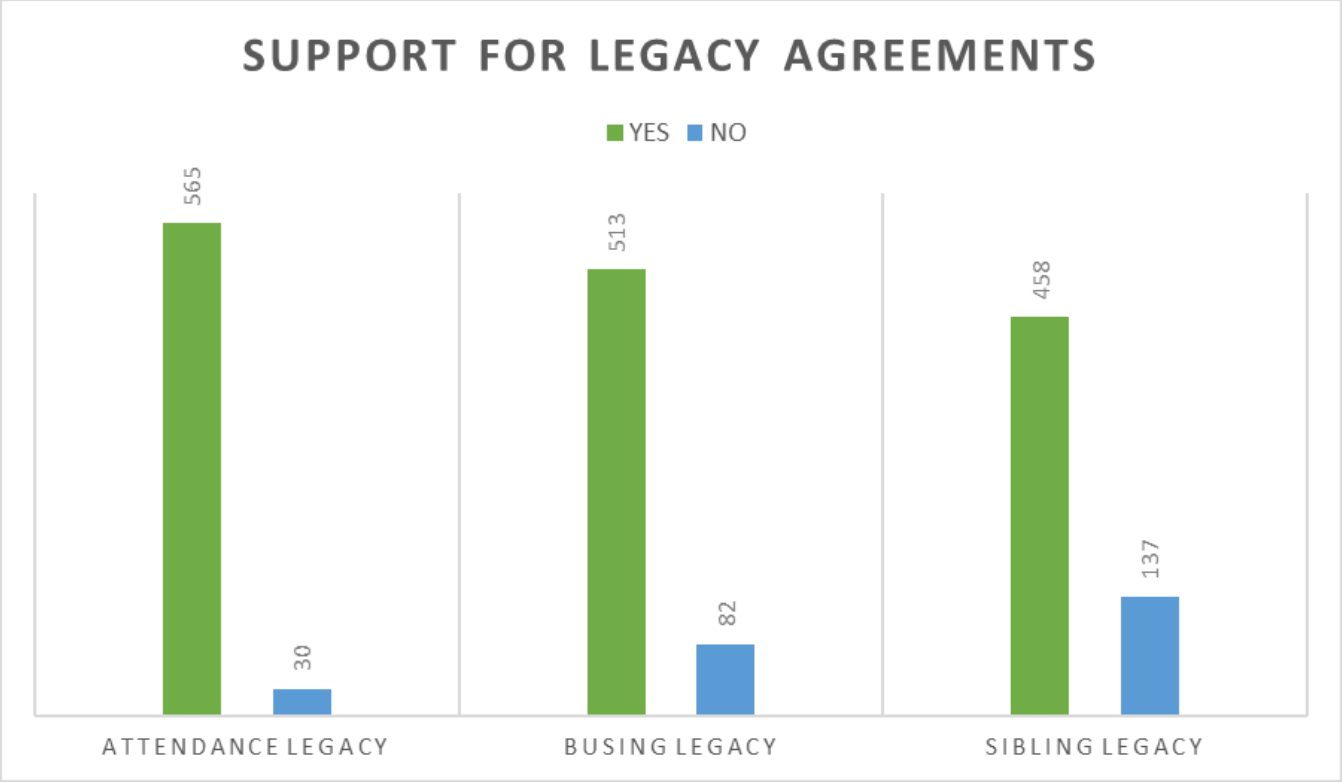
Question (optional): Explain why you chose the option selected above.

351 entries were received, and these comments are included in the Supported Option & Reason Supported section of the appendices below.

Survey Results…. Legacy Agreements

Questions:

- Are you in support of requesting a **legacy agreement FOR ATTENDANCE** to allow students who start high school at Medway to continue attending Medway until they graduate?
- Are you in support of requesting a **legacy agreement FOR BUSING** to allow students who start high school at Medway to continue attending Medway until they graduate with busing provided?
- Are you in support of requesting a **legacy agreement for younger SIBLINGS** of Medway HS students to allow families to attend the same high school?



Survey Results…. Legacy Agreement Length

Question: How long do you wish to see a legacy agreement put in place for?

Legacy Length	Legacy Length
1 Yr Legacy	5
2 Yr Legacy	21
3 Yr Legacy	65
4 Yr Legacy	80
5 Yr Legacy	112
5+ Yr Legacy	161
Unsure Legacy	101
Until new high school is built	1
Until current students graduate	10
Until youngest siblings graduate	14
I do not support a legacy agreement	22
None	3

Survey Results…. Final Comments

Question: Please share any comments you wish to have included in the Medway HS LAAR sub-committee final report:

161 comments were received, which can be read in the **Survey Comments** section of this document.

Assessment of Survey Results

- An overwhelming majority of respondents expressed concerns about students being moved to a new school part way through high school. There is strong support for legacy agreements, both from an attendance perspective, and from a transportation perspective..
- Many respondents indicated they would prefer to see a reduced student population at Medway HS.
- Each public-school feeder area has different concerns about the proposed rezoning, which are broken down on a school by school basis in the following section.

Assessment of Survey Results - West Nissouri PS

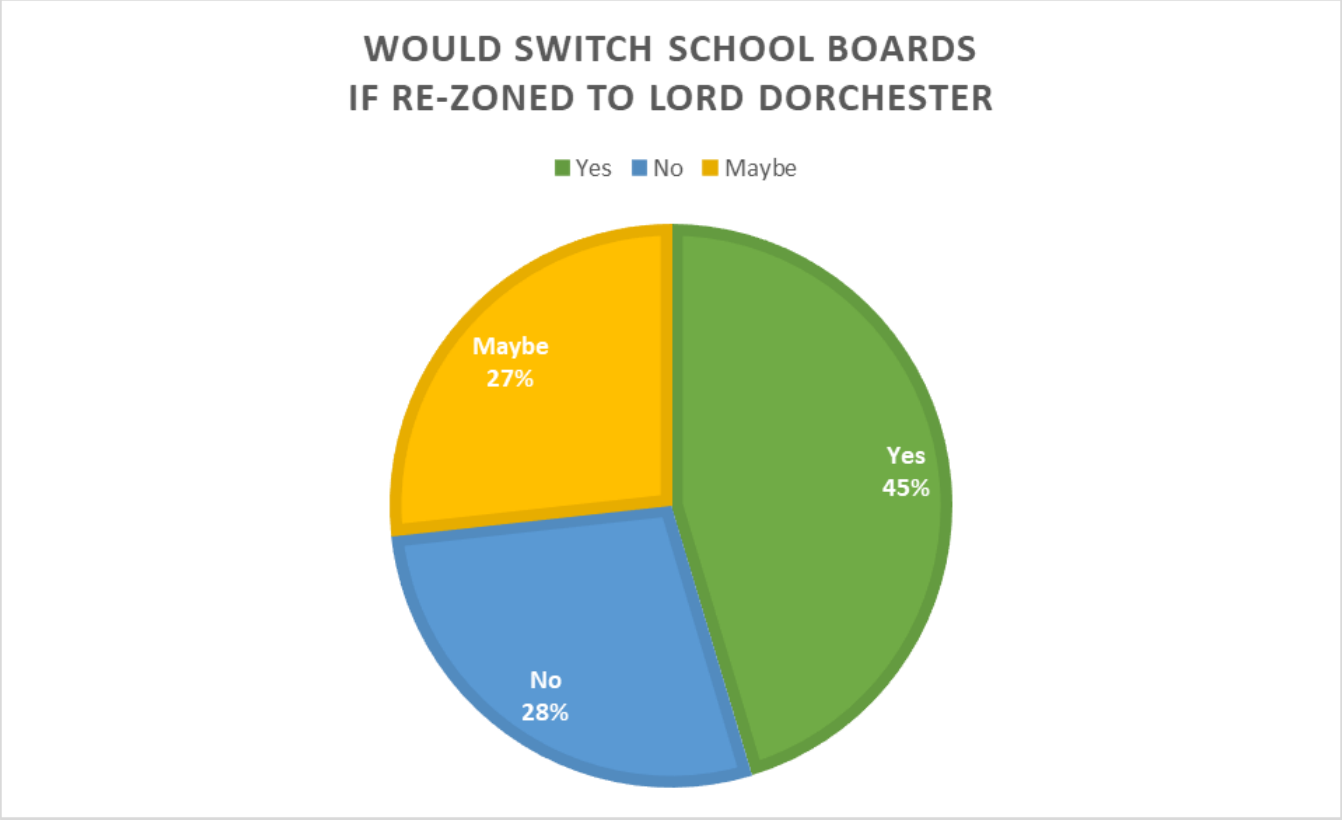
Note: WNPS is proposed to be re-zoned from Medway HS to Lord Dorchester SS

Parent/Guardian responses: 95 **Student responses: 5**

- West Nissouri PS has been identified as a PS that should no longer be split between two high school sites (Medway HS and Lord Dorchester)
- The overwhelming concern of those living in the northern section of the WNPS relates to the increased distance students would be required to travel

Average Distance from home to Medway	Status Quo	New HS	Difference
West Nissouri PS	**15.9**	**21.81**	**5.87 increase**

- Only a few families had a concern about this public school being split into two different high schools. Those concerned already attend Lord Dorchester and do NOT face an extended commute.
- 45% of families who responded to the question about switching school boards (39 / 86) indicated that if WNPS is fully re-zoned to Lord Dorchester, they would switch school boards. An additional 27% (23 / 86) indicated they may switch school boards.

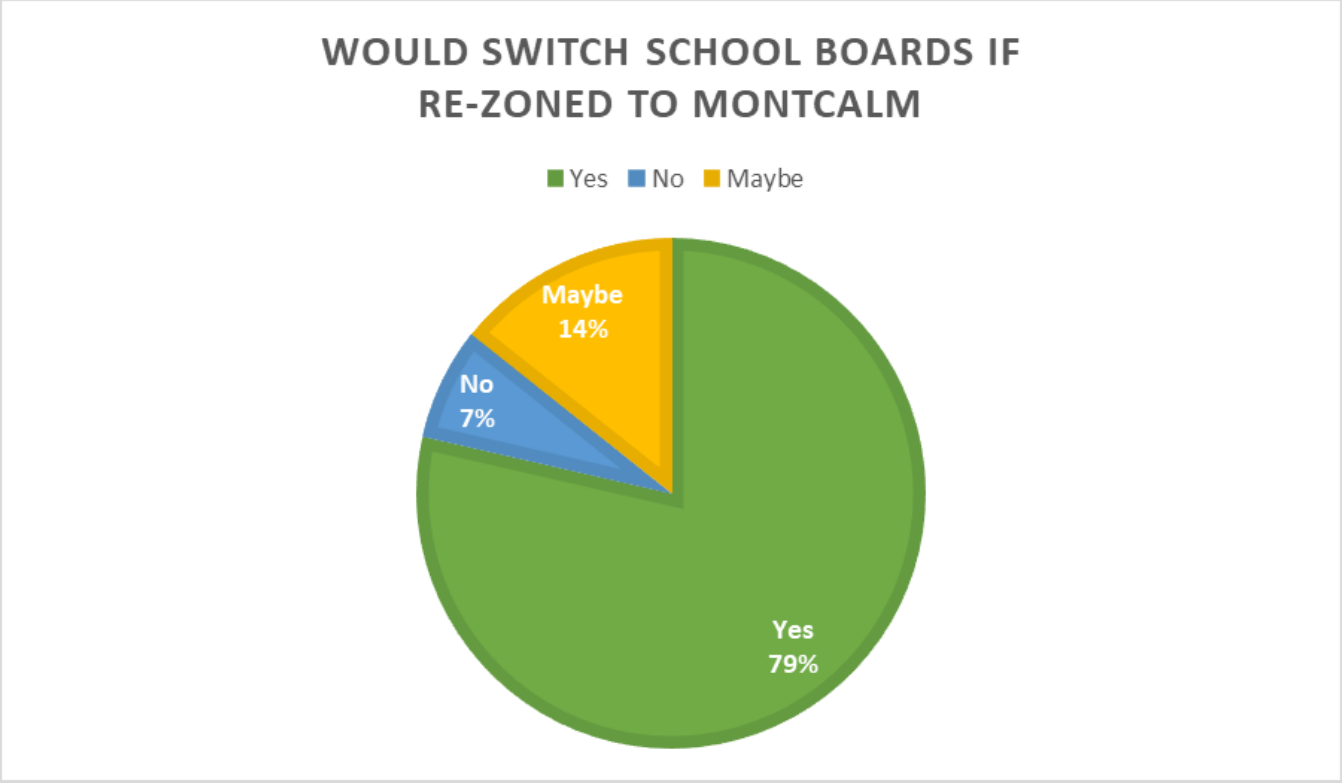


Assessment of Survey Results - Cedar Hollow PS

Note: Cedar Hollow PS is proposed to be re-zoned from Medway HS / AB Lucas SS to Montcalm HS

Parent/Guardian responses: 79 **Student responses: 0**

- Main concerns relate to the low academic standing of Montcalm
- Current Fraser Institute scores are:
  - Montcalm: 2.7 (700 / 739 high schools in Ontario)
  - Medway: 6.4 (352 / 739)
  - AB Lucas: 7.2 (180 / 739)
  - Cedar Hollow PS: 6.3 (1409 / 3037)
- **79%** of families who responded to the question about switching school boards (55 of 70) indicated they will switch school boards if Cedar Hollow is re-zoned to Montcalm. An additional 14% (10 / 70) indicated they may switch school boards.



Assessment of Survey Results - Jack Chambers PS

To be re-zoned from Medway to AB Lucas

Parent/Guardian responses: 61 **Student responses: 10**

- Main concern was the need for a legacy agreement with busing to allow current Medway HS students to remain there for the duration of their time in high school
- Some parents suggested that the whole of Jack Chambers PS be re-zoned to Medway to avoid the significant overcrowding that currently exists at Lucas
- Many concerns were raised that adding even more students to Lucas would make for a very challenging situation logistically, spatially, and will have a negative impact on student extracurricular activity options for the whole student body at Lucas

Assessment of Survey Results - Centennial Central PS

Parent/Guardian responses: 32 **Student responses: 0**

- Centennial Central PS is NOT directly affected by this LAAR, so no significant issues were noted

Assessment of Survey Results - Delaware Central PS

Parent/Guardian responses: 11 **Student responses: 1**

- Delaware Central PS is NOT directly affected by thisLAAR, so no significant issues were noted

Assessment of Survey Results - Oxbow PS

Parent/Guardian responses: 102 **Student responses: 0**

- Oxbow PS is NOT directly affected by the LAAR - no school specific issues were noted

Assessment of Survey Results - Parkview PS

Parent/Guardian responses: 25 **Student responses: 0**

- Parkview PS is NOT directly affected by this LAAR - no school specific issues were noted

Assessment of Survey Results - Valleyview PS

Parent/Guardian responses: 5 **Student responses: 0**

- Valleyview PS is NOT directly affected by the LAAR - no school specific issues were noted

Assessment of Survey Results - Wilberforce PS

Parent/Guardian responses: 128 **Student responses: 4**

- Wilberforce PS is NOT directly affected by the LAAR - no school specific issues were noted
- A few parents indicated they would prefer to attend North Middlesex High School, which is a much smaller school

Assessment of Survey Results - Stoney Creek PS (out of area)

Parent/Guardian responses: 9 **Student responses: 1**

- Stoney Creek PS is NOT zoned for Medway, although it is believed that a few students from this PS either attend Medway as “out of area” students” or belong to the Cedar Hollow PS area. No school specific issues were noted for Stoney Creek PS.

Assessment of Survey Results - OTHER Public Schools

Parent/Guardian responses: 12 **Student responses: 0**

- Responses to the survey were received from parents or students from the following Public Schools:
  - East Williams (Ailsa Craig): 1
  - Hillcrest (London): 1
  - Louise Arbour FI (London & Middlesex County): 1
  - Masonville (London): 1
  - McGillivray (Ailsa Craig): 1
  - Our Lady of Lourdes (Delaware, Catholic): 1
  - St. Patrick's (Lucan, Catholic): 3
  - Unknown: 3

RECOMMENDATIONS & CONSIDERATIONS

The Medway HS LAAR committee recommends the following:

- Trustees put in place a legacy agreement for all students currently registered at Medway HS, allowing students to finish high school with their peers. This request is pursuant to TVDSB AAR procedure 4015c section 9.5.1.
- Trustees guarantee transportation for all legacy students for the duration of their time at Medway HS.
- Trustees put in place a legacy agreement that extends to younger siblings of current Medway HS students.
- Trustees maintain existing boundaries for West Nissouri PS, allowing the small number of students who live in close proximity to Medway HS to continue to be zoned for Medway.
- Consideration be given to moving all Jack Chambers PS students to Medway HS, rather than sending all Jack Chambers PS students to AB Lucas HS, which will be well beyond capacity

The first stated commitment of TVDSB is to put the needs of all students first. Voting to ensure legacy agreements are in place for all student's currently attending Medway HS is a solid first step in putting the needs of students first during this attendance area review process. Allowing students to stay in the school where they start their high school education will tremendously reduce their stress levels, will allow them to continue to build on their relationships with peers and teachers, and ensure they are not uprooted unnecessarily.

The challenges and difficulties faced by students over the last few years during the pandemic certainly warrant a gentler approach to the large-scale changes being considered in this attendance area review process. We trust that a balanced approach to the attendance area changes can be achieved that also put student's mental health at the forefront of the decision-making process.

The goal of balancing secondary enrollment in order to obtain capital funding from the MOE to build a new secondary school in North London will take time. Given the unprecedented size of this attendance area review, making well informed, carefully thought-out decisions can't be done hastily. It is important to make decisions based on putting student needs first at every step of the process.

Consideration should also be given to environmental impacts that the proposed rezoning will have. Sending students to schools that are farther away from their currently zoned schools is detrimental to the environmental goals of reducing emissions and minimizing our environmental footprint. With a shortage of bus drivers already a challenge, increasing the number of buses required is counter intuitive.

RECOMMENDATIONS & CONSIDERATIONS continued….

Another area we feel should be re-considered by TVDSB is the goal of eliminating the splitting of elementary feeder schools solely based on geography. While that may be a reasonable goal within the City of London, this does not work well logistically in rural environments like West Nissouri PS. We strongly believe that other factors should be considered, not just ensuring that students are attending high school with their public-school peers. This message was brought to our attention loud and clear from the West Nissouri PS population, some of whom would be facing an extremely long daily commute to another municipality to attend school when a much closer option already exists for them. The following are also important factors that should be considered when determining a student's designated high school for rural students:

- home address proximity to designated high school
- environmental impact of extended bussing commutes
- loss of time spent commuting to / from school
- family & student wishes

In addition to this, we also wanted to make it known that we feel strongly that it is an injustice to the French Immersion program that it is being proposed to dissect and dilute the program in order to make room for more English-speaking students at both current FI sites. The program is strong because it is large. The smaller the FI program, the less effective it can be. We hope serious consideration will be given to finding alternative solutions to the overcapacity issues that won't undermine the strong French Immersion programs currently operating at Banting and Laurier.

In conclusion, we strongly feel that student mental health, environmental factors, and distance in rural areas should all be leading the way in all decisions made in this attendance area review.

APPENDICES

Letters and Emails from Community Members

Letter from Sheilanne Lindsay re: Impact of LAAR on Medway Students

Dear Trustees and AARC Committee Members,

I am writing with regards to the upcoming Attendance Area Review and the importance of providing legacy agreements for all registered high school students as well as legacy agreements for busing for schools that have no option of public transportation.

The importance of granting legacy agreements for all students enrolled in high school when this takes effect cannot be understated. The ability for students to remain at the same high school in which they began, is not only important for maintaining friendships (which is of course instrumental in students' mental, social, and academic well-being), but it is also important for developing relationships over time with teachers, staff, learning support teachers, peer supports, and student success room staff. Being at the same high school over time significantly improves students' academic successes. The longitudinal continuity is also necessary for students' extracurricular success, including sports teams, bands, choirs and all the variety of clubs that students participate in and develop skills in over time.

An essential and often overlooked aspect of high school is the need for students to have formed relationships that have developed over time in order for teachers and staff to provide references for students. It takes time to develop these relationships so that teachers and staff can be character references for students. This is vital for supplemental applications to university, college, or any post-secondary programs, as well as any type of employment opportunities. Teachers and staff also provide letters of reference for applications for scholarships and bursaries. This is vital for financial aid for students and can even be a determining factor if a student can afford to attend post-secondary education. Only time can provide the opportunity to sustain, maintain and foster these relationships between teachers, staff, and students that are greatly needed both during high school and while exploring the different post-secondary pathways. Taking away the opportunity to develop these relationships will not only affect students' mental health (which should be enough of a reason to add legacy agreements) but it will negatively affect their education, choice of pathways, choices of programs, scholarships, and employment opportunities. Students need these relationships with teachers and staff to provide references on their applications in order to succeed in all aspects of education both in high school and beyond.

Another issue is that of a legacy agreement for busing. An important issue that should be highlighted, is regarding schools that have no public transportation options available to students. For example, Medway high school has no public transportation that services the area. Providing a legacy agreement for busing specifically for schools such as Medway is important not only because of the lack of public transportation but also because of the large catchment area and distance to school for students. To not provide a legacy agreement for busing to schools without access to public transportation would put these students at a disadvantage. However, providing a legacy agreement for busing for schools (such as Medway) that do not have any public transportation options for students, would ensure that all students would have the same opportunity to benefit from legacy agreements for registration.

The TVDSB should be proud of their commitment to providing quality education that protects mental health and provides opportunities for all of its students to succeed both during high school and to prepare for life beyond high school. **Providing legacy agreements for attendance/registration for all students as well as legacy agreements for busing for those schools with no public transportation options will not only help to make sure this commitment to education continues to be met but will ensure that student success can be achieved by all.**

Thank you for your time and attention to these important matters.

Sheilanne Lindsay

Letter from Medway HS Student Addison M re: Impact of LAAR on Medway Students

Dear Medway LAARC Commitee and anyone else that might read this letter,

I am a grade 9 student at Medway. I live in Forest Hill subdivision which means that if the boundary changes go through as proposed by the board, I will have to switch schools and go to Montcalm.

All through public school I had a hard time making friends and due to my LD, learning was tough. I often didn't want to go to school because I just didn't fit with the kids I went to school with. I was made fun of because I learned differently and only got through my last year of public school by counting down the days until I would graduate and get a new start at Medway.

Very few people from my public school came to Medway because I was a legacy at my public school. I was excited that I could have a new start here. And I did get that new start.

Two things happened to me at Medway this year. The first is that I made friends quickly at Medway, and now have a good-sized group of close friends and many more kids that I feel comfortable talking to when I see them in class or pass them in the hall. I can't express to you how big of a deal this is for me. I have never had this before. The second thing is that I am getting really good grades. I have never had this type of teacher and peer support to my learning before and it has made all the difference.

My mental health has improved a great deal too. I feel safe coming to school. I get upset when I miss classes for appointments. I know that if I am struggling with anything I have support from my teachers and friends. In public school my mom had to force me out of bed every day and now I am the one in the car telling her to hurry up so I can get to school early.

If I am forced to switch schools, I am really worried about what will happen to me socially, academically and mentally. I don't want to go to another school, Medway is one of my safe spaces. TVDSB's mission statement is "We build each student's tomorrow, every day", but the tomorrow the board is building for me is not one that I feel is best for me or my learning. I encourage anyone reading this letter to look into the "About Us" section of the Board's website where they state their commitments. I feel that the proposed plans for London's Secondary Schools go against many of these commitments.

In closing I want to say that at Medway I finally know who I am. I fit here. I feel confident in myself as a learner and individual. I am a Cowboy. Please don't take that away from me.

Thank you for your time,
Addison M

Letter from Leah McKay re: Impact of LAAR on Medway Students from West Nissouri PS

Hello,

My name is Leah and I have 2 kids who currently go to West Nissouri Public School. We live on 9 Mile Rd and our address is RR#3 Ilderton.

When my family originally settled in this area, we had sold our family farm to the London school board to build Montcalm High school. It was our family farm where my grandfather had grown up and had been given to raise his family. Back then, Lucas was overcrowded, and students were overflowing into portables, and it was decided to build a new school for the Montcalm area and the Gardiner family farm was bought and our family moved North to where we are today. Growing up in this area among other rural families was everything my family had known before, and we were happy to be among other farming families away from the rapidly expanding London. My grandparents settled into the community and raised their family who all went to Medway with the other rural children in the area and our family grew but continued to stay close to home, settling into other rural properties close by to stay within the area we were so connected to. Growing up in this area, I went to Prince Andrew Public school, and I expected my children would do the same but when Prince Andrew closed, the school boundaries were divided by area and it was decided that our 4 country blocks would be bussed to Thorndale to join all the children from 2 other closing rural schools. This effectively divided our area from our neighbours and split children from their friends. Another hit to our family by the school board. But at least we could be satisfied that our children could attend the area high school, Medway. Close by and a great school where all our parents went and neighbours are going. The same children our kids play sports and spend summers at camp with. It also made the most sense to divide the Prince Andrew area by location. Being in a rural area, we depend on bussing transportation to get children to and from school. And with the struggles to finance and staff buses for rural children, we are sent to the closest area school.

But now there's been another change. An over population at Lucas again is affecting our family. In order to control the secondary school populations and be able to propose a new school build, it had been suggested our children should be bussed across counties to Dorchester. This change would mean that our family who **lives 9 km away from Medway**, would now need to **go to a school more than 24 km away** in a community we are not connected to at all. It is disappointing that the rural students are being shipped across county lines, further away from home and the communities and people they grew up with. Even legacy agreements with current schools and siblings doesn't address the long history our rural families have with the schools and other families in the area. By making sweeping policies across the London area out to rural Middlesex, the Thames Valley school board is putting our rural children at a huge disadvantage. Our family will be forced to send our children on extremely long bus rides to a school in another county. Our children will depend on the buses to get to and from school because parents will not be able to make the drive that far for after school extracurriculars, our children will be unable to participate in any activities outside of school hours. Also, Dorchester High School is small and does not have the same opportunities for academics or extracurriculars and will not be able to accommodate all the children being sent there. The financial strain and environmental impact of this decision doesn't make sense for our area, and I wish the Thames valley school board would reconsider the effect of changing the boundaries for a rural area school such as Medway. The changes in London schools cannot be applied the same way without putting our children at a disadvantage. I know the other parents and families within our area feel the same way.

Please reach out if you have any questions or would like any other information.

Leah McKay, RN
BScN, MN, PNC(C)

Letter from Amanda Young re: Impact of LAAR on Medway Students

To whom it may concern,

The school board suggesting moving Lucas/Medway boundaries bring serious concerns for our children and for our community. This idea has NOT been thoroughly thought through nor has the ramifications it would bring to our children been considered. Two significant concerns I will address is the mental health and well-being of our children along with the fact that families purchase homes based on school boundaries.

Firstly, our children haven endured many unsettling, unpredictable and unexpected stresses over these last few years (more than any generation before). We all know what happened in 2020 with COVID 19 and it lasted for several years. Those crucial years have permanently damaged children's mental health. The children were robbed from important milestones and moments that can never be given back. Everything they knew was ripped out from under them. Yes, all of society dealt with this, but children do not have the same coping mechanisms as adults. School is so vital for children in so many ways. The routine and social aspects with peers and teachers can never be replaced. How could anyone, knowing how COVID 19 hurt our children and the suffering they endured, be OK with this plan? This has been the FIRST school year that children were able to get a sense of normalcy since 2018/2019. This past school year children were able to get back into the rhythm of life and school. Now it's being suggested that school boundaries change??? How ruthless can one be? Let the children live and be children and get their feet underneath them again! My son started Medway this past school year. Initially it was hard for him with everything that has gone on over these last few years. However, in the last couple months he has finally found himself again and loves Medway. Why on earth as a parent would I allow anyone to take that away from him? I see him once again starting to thrive and excel after overcoming the challenges and overwhelming obstacles COVID 19 caused. I do NOT want my child or any other child to endure the uncertainties that school boundary lines changing cause. Having everything he knows and loves being ripped out from underneath him again would leave any parent furious. The lack of consideration that was put into moving boundaries after the years we have been through is outrageous. We cannot uproot our children and simply put them into another school without considering the consequences to their mental health and well-being. Children who start a school at grade 9 should be able to graduate from that same school. Children need stability and having a child being forced to switch high schools part way through is unacceptable.

Secondly, most families purchase homes based on school boundary lines. We purchased our home in 2018 because we wanted our children to attend Medway. Medway is a great school and Medway has fantastic staff. If I wanted my children to attend Montcalm, I would have continued to reside in that area. Another glaring factor is Montcalm does not perform well academically when compared with other schools. Montcalm only scored 2.7 on the Fraser Institute which is 700 out of 739 secondary schools. This is a huge reason as to why we moved away from that school boundary area. For us to be told our children would potentially be forced to go there when we live in North London is ludicrous.

We want the best for our children and when it comes to education, Montcalm is a parent's worst nightmare! The potential changes to school boundaries is immensely frustrating. We as parents have a responsibility to protect our children's health and their wellbeing. Changing school boundaries is not, nor will it ever be, in our children's best interest. I, like so many parents, am completely against the possibility of it and we as a community should not have to entertain this as a possibility.

Thank you for your time,
Amanda

Letter from Andrew Ormseth re: Impact of LAAR on Medway Students

Dear Christian and Arlene,

I am writing to express my deep concern about the proposed plan to move my child's school boundary (Medway high school) to Lucas Secondary School and remove the option for Medway in 2024. This is especially troublesome and concerning for my two daughters as one is already at Medway and the other starts there this fall (2023). Emily is 16 years old and going into grade 11 at Medway and Lauren is 14 years old and heading into grade 9 at Medway in September 2023. This decision by the board is highly concerning as it has an extremely negative consequence for my daughters academic and emotional well-being.

Firstly, moving my daughters to another school while they have already started will cause a significant disruption to their academic progress. Considering the teacher's work to rule (2019), followed up with the COVID-19 pandemic (2020-2023), and now a possible high school displacement will only further disrupt academic progress as social interactions and mental health play a significate role in a child's ability to lean in a comfortable and consistent environment. My oldest daughter (Emily) has already formed relationships with her teachers and classmates and is accustomed to the routines and expectations of her current school. The same will happen with my youngest daughter after her grade 9 year. Moving Emily and Lauren to a new school would mean that they would have to adjust to a new environment, social relationships, and teaching style, which can be a daunting task for any student, especially during their formative high school years.

Moreover, changing schools will also lead to a sense of dislocation and instability for Emily and Lauren. Emily and Lauren will feel isolated and disconnected from their new classmates and struggle to adjust to the new school's culture and social dynamics. This can result in feelings of anxiety, loneliness, and even depression, which can have a lasting impact on their emotional well-being and future success. Emily and Lauren would not only be faced with the daunting task of not only getting over these emotional feelings, but they'd have to work for peer / social acceptance while maintain focus on academic achievements.

Additionally, moving Emily and Lauren to Lucas will also have a negative impact on their extracurricular activities, such as sports and clubs, which they have already joined at their current school. For example, Emily is an avid Field Hockey player for Medway, moving her to Lucas would be detrimental to her as Lucas doesn't have a Field Hockey Team. Transferring schools will mean that the girls will have to give up these activities and miss out on the opportunities to develop their skills, maintain close friendships, and build their confidence. Emily is focused on playing Field Hockey at the university level and most of her close friends play sports with her. Moving her to Lucas would prevent her from play Field Hockey and disrupt her ability to play at the next level. Lauren plans to play Field Hockey for Medway also this fall.

Moving Emily and Lauren to Lucas in 2024 can also be a logistical problem for us as a family. We are actually closer to Medway than we are to Lucas. Being close to Medway and Jack Chambers was the major reason why we moved to the neighbourhood we are in. A school change to Lucas results in a longer daily commute due to greater distances, which can cause strain and impact our ability to support our girl's academic and extracurricular pursuits.

In light of these reasons and concerns, I urge you to please bring up these points for the families who live in our neighbourhood. I believe that it is in the best interest of Emily and Lauren's academic, social, and emotional well-being to remain at Medway high school. What can we do to ensure Emily and Lauren can continue with their academic education at Medway high school beyond 2024 and until their graduation?

Thank you for your time and consideration.

Sincerely,
Andrew Ormseth, MBA

Letter from Chelsea Henderson re: Impact of LAAR on Medway Students being rezoned to Montcalm

Hello,

I just wanted to bring forward the frustrations we feel as we purchased a home in Forest Hill to ensure our children would be going to schools we felt comfortable with.

We were previously in the Montcalm boundary and moved mostly due to that. My husband and I attended Montcalm but feel as though another school would be a better choice.

We purchased our home 3 yrs ago and now with our oldest in grade 4 things are going to change. Montcalm is quite far from us so I'm curious if they will be adding bussing to Montcalm as I don't believe they currently have a bus system.

Chelsey Henderson

Letter from Megan Straughan re: Impact of LAAR on Medway Students being rezoned to Montcalm

Hello,

I really hope that TVDSB won't move children going into grade 11 or 12. These children have been through so much already because of COVID to take them away from their friends and put them in a new school for their last years of high school is heartbreaking. They wouldn’t graduate with their friends / classmates / teachers who they have created tight bonds with. Most already struggle with mental health but to make them start all over again in the middle of high school is not right.

Thank you for your time,

Megan Straughan

Letter from Megan Nichols re: Impact of LAAR on Medway Students being rezoned to Lord Dorchester SS

Good morning,

I attended the Medway meeting virtually via Teams last Wednesday evening. I noticed attendees were asked to follow up to share their stories via email. If this is not the correct email address to send a story, please reach out and let me know where to send it.

My daughter Ella spoke briefly about her concerns about registering for Medway back in February with newfound uncertainty as to whether she will be able to continue there to complete her high school program.

To follow up, I'll share a bit of information about our situation as a West Nissouri family living near highway 7. We moved to Thames Centre just months before the start of the pandemic. My children were adjusting to life in a new school community when things shut down.

My older daughter Ella put a lot of thought into her decision to attend Medway. She visited the school multiple times and researched what courses she'd hope to take through the years - focusing on the arts and technology - her two passions. She is highly motivated! We considered St. Marys DCVI (Avon Maitland Board), as we are closer geographically. We toured St. Marys DCVI and examined their course offerings. Her decision to attend Medway was heavily based on the breadth of academic courses and also extra-curricular opportunities. Our children also have friendships with neighbouring families already attending (or planning to attend) Medway living near highway 7. Dorchester was not even listed as a possibility for bussing.

I am confused and saddened by the timing of this attendance review.

I have never been to the community of Dorchester. It is far from where we work, live, and play. If all of WNPS were forced to attend high school in a community that is geographically far (and for us, completely unfamiliar), we would definitely explore what other options might be available in the Avon Maitland board, the Catholic board, or even private or specialized educational programs.

I am hopeful that the trustees will ensure students who are registered to attend Medway this fall will be able to continue their high school programs. Ella is extremely enthusiastic to be part of the Medway school community, to continue to strengthen friendships with neighbours, and more importantly, to develop new relationships with students across the catchment area.

Having all of WNPS attend the same high school does not make sense in our unique rural community. The timing of this review is not respectful to the students impacted by the changes.

Sincerely,
Megan Nichols

Letter from Rachel Caponcini re: Impact of LAAR on Medway Students for legacy agreements for current Medway HS students and their younger siblings

Hello,

I am writing to you all as a parent of grade 11 student and a grade 9 student at Medway High School, as well as a parent of children at feeder School Stoney Creek PS.

As I have other children who are not yet in high school, and I understand that potential rezoning of high school zones is a necessity, however for the sake of the community and the children I would like to respectfully request that legacy considerations for children currently attending as well as sibling for a period of 3-5 years following.

I would like to also send along a very strong request that the trustee consider voting for **allowance of any current student of Medway to be offered the opportunity to continue their education there until graduation as legacy students.**

Understanding that transportation may be the responsibility of the family, I think it is imperative that these students be allowed to continue their High School education where it began. Current High School students have undergone experiences and stresses that are beyond what any child should have to go through due to the pandemic, forcing them to make another significant change in their educational path just as they have been able to return to some level of normalcy is unacceptable and I believe will be cause for even greater mental health struggles for many students.

They do not deserve to have this level of change and anxiety forced upon them.

Please share my request and concerns with all vested parties, as I believe this request is in the best interest of the students and will allow them to feel that their lives and experiences matter and will allow TVDSB to support students in their best education and health

With Thanks
Rachel Caponcini

Local News - Parents threaten to switch boards if school boundaries changed

https://lfpress.com/news/local-news/parents-threaten-to-switch-boards-if-proposed-school-boundary-changes-enacted

Heather Rivers
Published Apr 18, 2023

Some parents in London's northeast are threatening to switch their children to the Catholic school system if the Thames Valley board sticks with its plan to change where their children attend high school.

Graduates of Cedar Hollow elementary school on Cedarhollow Boulevard now have the choice of going to A. B. Lucas, Medway or Montcalm secondary schools.

The Thames Valley board is reviewing attendance boundaries for 14 high schools – 11 in London and three closest to the city – to balance enrolment. Some schools such as Lucas are at more than 120 per cent capacity while others such as Montcalm are under capacity (72 per cent).

An initial attendance area review report for the city's high schools approved by trustees on Jan. 31 includes options to redraw boundaries for schools, establish a third French immersion site and possibly not allowing students from across the city to go to Central secondary school.

The options that are now being studied by committees include extending the boundary for Montcalm to include Cedar Hollow elementary school for the 2024-25 school year, taking away the choice of going to Lucas or Medway.

"Historically, most graduates opted for (A. B.) Lucas secondary school and have older siblings and even parents that have gone to Lucas," said Lana de Gryp of the Cedar Hollow neighbourhood association.
The neighbourhood association includes residents of the Cedar Hollow, Fanshawe Ridge, Ballymote and Forest Hill neighbourhoods who have children that go to Cedar Hollow elementary school.

Jennifer Jackson is a Cedar Hollow neighbourhood association member whose daughter is graduating from A. B. Lucas and whose son is going into Grade 9 there this year. She said she and many other others in the Cedar Hollow neighbourhood likely will enroll their kids who are graduating from Cedar Hollow at Mother Teresa Catholic secondary school rather than send them to Montcalm.

According to the Fraser Institute, which ranks Ontario schools through publicly available data such as scores on tests, A. B. Lucas ranked 180 out of 739 Ontario secondary schools, while Montcalm is ranked 700. Mother Teresa ranks 149 out of 739.

"We'll be forced to switch him to Mother Teresa," she said. "(The association) has done a survey about it and talked about it at all our meetings and that is the big concern for our neighbourhood. Parents are saying they will switch out of the public (system) and go to the Catholic board."

Local News - Parents threaten to switch boards continued….

Thames Valley school board administration says no decisions have been made yet and they are in the process of gathering feedback from each school community.

Trustees are scheduled to receive the final attendance area review report in June, hear feedback from the public and make a final decision that would take effect in September 2024.

“It’s not for-sure happening yet,” Ben Puzanov, manager of planning for the school board, said. “What we are doing is consulting with all school communities involved in the review, including our elementary communities to get feedback regarding the options.”

Puzanov also said parents and caregivers “had been widely informed and communicated to from the start of the review process.”

“We encourage anyone who has questions to visit our website,'” he said.

The board’s goal is to increase enrolment at schools that aren’t full so it will be in a position to apply to development activity and migration,” Puzanov said. “We do have quite a few schools at over capacity, but we do have some available space at Montcalm, Clarke Road and Westminster secondary schools.”

Cedar Hollow mom Danielle Villeneuve, whose son attends A. B. Lucas, says if he has to switch to Montcalm it will be the second time he has had to change schools.

“We’ve all been through so much, this is the worst time to do it,” she said. “Many families moved to Cedar Hollow knowing their children would go to Lucas.”

De Gryp said the lack of consideration for the negative impact on the mental health of the children involved has left parents “outraged.”

“After enduring three years of instability and uncertainty caused by the pandemic, this unnecessary change is deplorable,” she said. “The students should be able to stay put at the secondary school where they have established their social network and joined clubs and teams.”

The board says mental health supports are available “for all families when it come to transitions.” “Families are encouraged to contact the school directly if they require access,” Puzanov said.

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Local News - 'Stress and anxiety' over upcoming rejig of high school boundaries

https://lfpress.com/news/local-news/street-and-anxiety-and-the-looming-rejig-of-high-school-boundaries

Heather Rivers
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A far-reaching Thames Valley District school board review that will reconfigure where London-area students go to high school soon will wrap up its initial public input process.

Trustees OK'd the exhaustive plan after Ontario's Education Ministry asked the board to look at balancing enrolment at its 168 schools, as some deal with soaring growth.

Subcommittees of parents and others from each area still are submitting final reports, board planning manager Ben Puzanov said. Those reports are due May 18.

"We're waiting for feedback," he said. "The reports will come in and we will review them and take the feedback into consideration. Hopefully, we can strengthen the options and present a final report to trustees next month."

The reviews propose major boundary adjustments affecting students in downtown London, Old South, Byron, the city's southwest and northwest corners and west end, and Aylmer's East Elgin secondary school.

Some high schools, including Montcalm, Clarke Road and Westminster, have far fewer students than they were built to accommodate, while others are overcrowded and relying on numerous portables due to population growth.

London city hall planning forecasts anticipate 21,000 new homes over the next 10 years.
The board's hope is to build a new secondary school in the city's north end – Thames Valley's first new high school in London since 1972. But review recommendations aren't sitting well with some parents.

Last month, some northeast London parents threatened to move their kids to Catholic schools if Thames Valley sticks with its plan to send them to Montcalm secondary school, rather than A. B. Lucas or Medway, which have been options in the past.

"We felt blindsided by the lack of communication and it almost seemed purposely vague. Only about 30 per cent of the people we surveyed received the initial communication from Thames Valley," said Lana de Gryp, of the Cedar Hollow neighbourhood association.

"We feel powerless at this stage. It's hard to know how much more we can do other than go to meetings
and voice our concerns where they allow us."

Local News - 'Stress and anxiety' over upcoming rejig of high school boundaries continued…

Thames Valley said it notified all secondary and elementary school families of the review “through multiple messages.” –

“Everyone has also been invited to attend school meetings in order to provide feedback as part of this important process,” the board said.

Their opposition has to do with quality of education, parents said.

According to the Fraser Institute, which ranks Ontario schools through publicly available data like test scores, A. B. Lucas ranked 180th out of 739 Ontario secondary schools, while Montcalm ranked 700th. Mother Teresa Catholic secondary school ranked 149th.

Ward 2 Malahide Coun. John Wilson said he’s concerned Thames Valley is positioning itself to close East Elgin secondary, accusing the board of not caring about schools in his community.

Puzanov denied the board wants to close East Elgin, but said it is trying to eliminate the feeder school split so all pupils in the new Belmont elementary school’s attendance area could attend Lord Dorchester secondary.

“We certainly want to hear the feedback from the community,” he said. “We take this into consideration as part of the preparation of a final report with recommendations to trustees.”

Trustees are slated to receive the final attendance area review report in June, hear public feedback, then make a final decision that would take effect in September 2024.

Later this month, Thames Valley trustees will vote on whether to delay their decision on the final report until their Oct. 23 meeting, giving trustees four months to review the report and listen to parents before deciding.

London trustee Marianne Larsen, who moved to extend the timeline at the April 25 board meeting, said she has heard “over and over again” from constituents that the time between the report’s release in June and public input is “too compressed.”

“There is no need to rush this important process in . . . reviewing all public input,” she said. “If we do rush it, we compromise the integrity of the process.

“We need to give the public enough time to read the final report, think about it and the implications and come back to us as a public delegation,” she added.

But London trustee Sherri Moore said she is “hearing a lot of stress and anxiety” from many constituents who’d prefer to know sooner rather than later where their child will go to school in fall 2024.

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Survey Comments

Survey Comments for Final Report
Thank you for doing what you are doing!
Please put the students first while considering options. We'll greatly appreciate it.
New High School in the Northeast.
Unfortunately, we are in a position where we will be forced to switch school boards or suffer the financial and emotional implications of moving home to avoid being forced to go to a substandard school.
Cedar Hollow school zone includes an area that is actually the closest in the city to Medway. Why would the change be made to that area? It makes no sense. The committee who decides zoning is clearly not thinking
Think twice before interfering with children's future.
Thank you for taking the time to ask me my opinions and thoughts. This is something I feel very strongly about and that has caused me stress. We as parents have worked very, very hard to provide a good upbringing for our children and we would most certainly leave the TVDSB if this change is approved.
Many families have moved to Forest Hill / Ballymote with their children's educational path(s) in mind. Forcing a change like this would be unfair to say the least, and the financial impact of moving to a new area would be prohibitive, not to mention the mental health impact on kids having to be rezoned a 2nd time. We will most definitely 100% change school boards if these changes are ratified.
Please vote against this proposal that has zero wiggle room for Cedar Hollow families! This is unfair!
As previously stated, this process does not feel like it was well thought out with fulsome public consultation. Rather a quick fix to try and gain provincial funding in which my child loses his future due to decreased access to a level of schooling that we specifically moved into the area for. I am extremely disappointed with TVDSB and will not hesitate to switch school boards if either option is pushed through. This is not public consultation but feels like checking a box to say that the public has been consulted…disappointing.
If my children do not get into Lucas as we were originally zoned for when we moved here. We chose Medway; they will not attend Montcalm.

Survey Comments for Final Report
LAAR aims to damage students' futures by not addressing quality issues but administrative issues. If the same resources are provided to all SS schools, then it is extremely serious and must be investigated why A B Lucas is 180, and Montcalm is 700 out of 739 SS of Ontario. LAAR is in no way serving the community but damaging students' confidence. Please maintain a status quo till new Northwest and North East SS schools are constructed, instead all resources be directed to make them operational super-fast so that Medway of any school has sufficient space and resources.
My children's education and health are the highest priority. This upcoming change may have an impact on their future. My role is to protect my kids. I will have to think about how to deal with these changes that will impact all our family. Hopefully TVDSB will make the right decision and allow our kids to stay at Medway SS.
You are asking parents to accept a change that would put their children in one of the lowest performing high schools in the province. We worked hard to get to a place where we could afford to put our kids in a safe neighbourhood with good quality and safe schools. Now you want them to accept a change that would take them out of that environment and into an unsafe and low standing school. It's unfair, and unthoughtful.
Medway could rezone its area to closer neighbourhoods
Medway is our only school of choice. Montcalm is not an option. Academically the Montcalm scores horribly and I will not have my children attend there.
Montcalm is a rough school with a number of students who attend the school being on the rough side. My children will not attend this school
The academic quality and variety of opportunities at Montcalm are subpar and will need some major rehaul in order for Montcalm to be an option. Socioeconomic status should not play a part in school selection but unfortunately it does. The amount of financial support for the school comes from its community base and there just isn’t the same availability at Montcalm as other schools. There is a massive discrepancy between Cedar Hollow PS and all of the other feeder schools to Montcalm. How can you ensure equal opportunities for students attending Medway vs Montcalm?
It’s frustrating that kids living over 5km away from Medway are zoned to go there, whereas our neighbourhood is 3 km, and we are being shipped off to a school also twice as far away from us. These rezoning changes do not make sense for us and are a poor decision.

Survey Comments for Final Report
We are concerned that if either of these two proposals pass, our children will not be able to attend the school which we moved to this neighbourhood for and will be forced to attend one of the worst performing schools in Ontario. Who would be happy for their kids in this scenario, and who would not feel like they had failed as parents? We would be forced to incur considerable disruption and expense in moving house, and into our preferred school's 'rezoned' area.
It's very important to our children to stay in their schools, in case the change will occur, we will leave this area or will go to MTS.
This change is simply not acceptable or reasonable. We purchased our home in this community so that our daughters could attend good schools. Montcalm is simply not a good school: poorly rated academically, has a poor reputation, is located in an undesirable neighbourhood and is much further away from our home than two other public high schools. I feel like this blanket decision was made in haste and was not given much thought or consideration. We would be happy for our daughters to attend one of the two closest public high schools: Medway or Lucas. Montcalm is not a reasonable option for our family, and should this proposal be approved, our daughters will be switched to MTS within the Catholic board without hesitation. The vast majority of people we speak with about this proposal say that they will also switch boards which would negate any perceived benefits of forcing Cedar Hollow students to attend Montcalm from an enrollment standpoint.
Please include all previous comments entered on this survey. Thank you
Please listen to parents' concerns. If you push this through without listening, you will lose tax dollars to the Catholic school board and the numbers you are currently trying to project won't be achieved anyways. The number of residential units being built in the existing Montcalm boundary will increase enrolment yet that's not included in your initial report.
While I sound salty (I am), I very much appreciate the opportunity to share my feedback, and the time you've taken to read it. That said, ever since it was exposed during a previous online information session that achieving >100% occupancy across all TVDSB secondary schools is the true goal, and that it's specifically to allow the board to apply to the province for funding, I cannot allow myself to believe that either of the proposed options have been developed with the best interest of current and soon-to-be high school students (over the next ~10 years) in mind. This is an arbitrary re-zoning at the expense of our kids in the short term, to benefit others in the long term. On paper that makes sense, but when it's my kids who will suffer through their high school years, I just can't help but feel angry and upset.
Students should have the ability to choose which high school to attend based on academic and extracurricular offerings that best support and provide opportunities to them. Not all London High Schools are equal. In addition, it does not make sense to send a child to a high school further away from their home when there is one closer to them.

Survey Comments for Final Report
I hope that the scope designation of the secondary school will be changed after collecting enough opinions. If movement in your area can happen, the money and time of many families involved will be wasted. In addition, there is even a phenomenon where students gather at popular schools. Please review carefully.
This is a sudden and unexpected move. I think that legacy agreements must be in place, and only new kids who didn't attend Medway (and don't have older siblings in Medway) should be affected by any potential changes.
We wish to stay in Medway HS catchment area
I am likely to switch to the Catholic school board as the options presented to me are not thoughtful nor creative. I don't want my children to have a school far from home and I don't want them going to Montcalm which is very low in academic standing.
If the proposed option is approved, we will switch school boards. I've heard this from countless parents which means that the LDCSB could see overcrowding because of your proposal. This change will lower property values of those who live here and don't want changes to the schools we are zoned for. Montcalm is FURTHER away, and not in an area we want to send our kids, and does not have the academic reputation we want our kids to experience.
Capacities are going to keep increasing with the constant growth of the city. Forcing kids into the thought of possibly changing school again and again is stressful for them, especially when they have already been through it once
London is a city of education. In the future, the number of students will increase. I would like you to consider adding a new school.
Given the mental health issue students have been through with Covid. It is not ideal to uproots them again. Although kids are resilient it is not right to put kids through many obstacles to make things work for adults. This proposal would benefit TVDSB in the long run, but it takes 5-7 yrs to see the result. The immediate impact on kids is right now, who are you to decide which kids get the short end of the stick? Both my kids will be going to the Catholic School Board if this proposal passes
I can definitely appreciate that these are complicated issues, and that not everyone will be pleased with the results, no matter which outcome is chosen. I think that high school students can be complicated creatures and changing a school trajectory in the middle of their four years could be catastrophic - leaving friends and teachers and all that is familiar. If these changes are made at the Primary School level, and there is a legacy clause, it gives some relief to those students, and their parents, and gives everyone some time to adjust.
The neighbourhood on the NW corner of Sunningdale and Richmond should attend Medway and be bused. It is ridiculous that it is not.

Survey Comments for Final Report
I have no idea why we'd be zoned for Medway when my son can walk to Lucas, something seems very wrong with this system.
Buses are cancelled way too often with this school board, being zoned for this high school will be harmful to my children(s) education given the amount of school days missed due to bus cancellation. I'm sure the staff are great, but if students can't get to school when there is a bit of snow on the ground because buses are cancelled, not sure how they will be prepared for post-secondary education.
I believe If these changes are to be made, legacy should be put into effect to make sure the mental health of students is not jeopardised. Switching schools would be detrimental to students to lose friends or progress in their highschool career.
Medway is wonderful. I hope my child can stay for the next few years.
I don't have any
I believe that more time, research and consultation are required to make changes that will impact many families.
I am very impressed by the way Medway is organising these surveys and involving current and future parents of students. Just another reason for me to say we want to stay with Medway. If I were talking to the trustees today, I would say that I respect that we need to find a solution to overcrowding but there must be more thought put into the solutions. Mass change at once is going to impact the education of my son when he enters high school in 2024-25. Covid has already done so much damage. Look at the solutions but also look at the problems that will be caused in the short term by these 2 options. Vote for status quo and further review of the situation. Thank you.
I honestly feel that if a school offered a course that a student is interested in they should be able to attend that school. I feel that being forced to attend a school that does not offer said course is not helpful or supportive. Some students may attend year 1 or 1 and 2 and decide this is not the school for me and should be able to change to a different school if within the same school feeder schools.
Please consider a legacy agreement to allow the kids to start and sustain their high school pathways without additional stress.
Why hasn't it always been zoned such that kids go to the high school they live closest to? That just makes sense to me. This "pick the high school you want as long as you can get to it" seems like it was a stupid idea, now we're all in a mess. Now the kids have to pay for it.

Survey Comments for Final Report
Legacy aspects of any proposal will be very significant to countless families. These accommodations, considerate of the student experience are very significant, especially given students that are returning to a new "normal" - this will also allow the Board to address the needs for future planning that inevitably seems to be necessary while having a minimal impact to children already attending their current school - and trier siblings set to attend at the same time as an older brother/sister.
Please allow our children who have suffered so much already, finish out their time in the high school they start at, with busing.
Grandfather current grade 8 choices for high school. With legacy agreements for 4 years.
I hope you are going to take time to bring this very important decision that is going to affect so many families in numerous ways
This boundary review seems like a very rushed project. It does not consider the massive investment families have made in purchasing a home, something usually done with school attendance in mind. Some of the proposed boundary changes would make an overcrowded school more crowded (Lucas).
We find it hard to believe that the proposed changes could not wait to be introduced until the school season begins in September of 2023. Why would we instil more concern and upheaval to a group of kids that have already experienced disruption due to the pandemic. Their schooling and mental health were impacted, as was their ability to continue building solid friendships. We know of several kids that have not fully recovered from the effects of the pandemic, they are no longer comfortable in social situations and their learning abilities have been impacted. Why allow the kids to go through the exciting process of discussing and choosing a High School only to tell them they no longer have an option on what High School they go to starting in grade 10. The kids will form many new friendships in grade 9, they need to be allowed to foster those friendships throughout the duration of their High School years. We need to NOT use these kids as pawns to resolve a broken process to seek approvals for a new High School in North London. We thank you for developing this survey and appreciate you taking the time to hear and consider our concerns. Thank you.
As grade 8 students have already chosen their high school, I believe that they should be the last to have a legacy agreement. It is very understandable that level loading schools is required, but making students switch schools after starting at another school is not acceptable given the mental health stresses they have had to endure already through COVID.
Please do not disrupt the Grade 9 classes and make them change high school in Grade 10, let them stay through to grade 12. Consider making Jack Chambers a feeder school to Medway. Thank you.
Even if it is changed from the existing area, I hope that there will be no forced school change if parents and students want an existing school (currently attending or scheduled to enter the school in the future).

Survey Comments for Final Report
Let the kids go to Medway. It's a great school, very welcoming and you have grade 8 kids excited to go to high school and this is a wonderful thing.
It is important to remember that Medway cannot have more portables. This is a very serious issue if the attendance numbers keep rising. This would mean the class sizes would be extremely large with no option to add portables or extra teachers.
Thank you for your time.
Families have made long term plans (as have students) when deciding where to live. It is not feasible to relocate (house) not knowing if and when the board may move boundary lines. Relocating them from where they have dreamed of going is going to add unnecessary stress to an already difficult transition.
We chose our home based on school zoning so that our children would have the option of attending Medway. If Medway is removed as an option, we will likely move to the Catholic board.
As taxpayers, I sincerely hope our voices will be heard.
Please consider the mental health of these children and what that have had to deal with in the past few years. Making new friends in grade 9 is difficult and then have to do it all over again in grade 10 (if they had to switch school), would be a huge toll on their mental health. Not to mention, the connections that they build with the teachers (especially the learning support staff - since my daughter is on an IEP). I understand that rezoning is important with growth and development, but please consider a legacy agreement for these kids! Making the capacity at Lucas over 150% is not the answer and will not be good for the students that attend Lucas. I am hoping that a resolution can be found to make the best choices for our kids, especially the ones that will be attending Medway before this rezoning takes place.
Yes
Allowing students to remain at a high school they are already attending is the most important part of this review. Displacing students, especially those entering grades 11 and 12 - years with large impacts on future academic prospects, is ill conceived and an unconsidered position. Especially when it involves moving kids from one overpopulated school and another overpopulated school, and solving nothing. This aspect of the recommendation, i.e., forced transfers to new home schools, should have been more transparent in the Watson's report - it was implied but not clearly addressed.

Survey Comments for Final Report
In addition to the concerns shared in my previous comments, I have strong concerns about the social, emotional, and mental health impact of forcing students to change to a new school after they have started high school. The connections made with existing students and teachers will be lost, and this will have a significant negative impact. It will negatively affect student's ability to apply for jobs, apply for scholarships, maintain friendships, continue in extracurriculars they enjoy that aren't offered at other schools, school clubs they have fostered and spent time leading, and more. After all of the challenges students faced during the pandemic, it is unreasonable to expect students to be forced into more unwanted change by switching high schools and starting over again. Student's mental health should absolutely be given the highest priority in any transition that needs to take place to re-balance school attendance. All changes should come with a legacy agreement that also
Based on the data we were shown a move to Lucas would put our children in a more overpopulated situation than if the status quo remained. Not sure how that benefits anyone.
The kids in other towns like Komoka and Ilderton need their own proper high school
As a potential Medway student, I do not want to have any further school disruptions for my mental health and academic performance. This proposal is far too rushed, and this needs more time and community involvement to make the appropriate decisions. Students should be informed and involved.
We need more ideas than what has been proposed. Obviously, the designers of the model did not understand the current and future state of London and area.
Please don't change my high school
We would love the option of our kids attending Medway even though we live within the city limits. While moving could be an option for us in future years, living in the city has certain benefits that our family may not be able to trade. We are thankful for our children being able to attend the Immersion programing. While money and city development are the reason for these changes...kids are the reason that we have an education system...meeting their needs will set them up to learn. Community involvement and support can help set them up for success as we give them the gift of high expectations across the entire board.
I feel as long as legacy agreements are permitted the changes can evolve in a way with minimal changes within households.
Clearly, not everyone will be pleased. In the end, the decision has to represent what is best for all children attending the school/s. Overcrowding is no good obviously but sending children somewhere else which causes them unrelenting anxiety is also no good. And yes, that will happen too.
Thank you for all your work. This is not an easy task.

Survey Comments for Final Report
Good luck in your decision!
It is very, very important to me that families / siblings are able to attend the same high school.
Like Oxbow, Medway was created as a rural school, this should be maintained. Legacy should also include parents and grandparents that attended Medway high school if coming from one of the original schools to feed Medway high school.
I am unsure why we are having this discussion as a high taxpayer to move my children to a further distance school is not even survey worthy. Call me and discuss this or make it part of municipal voting. This is very loose and impacts a lot of families this process should be much tighter
Medway High School should be kept for rural / Ilderton / Lucan students, not importing from London.
Although this is a difficult situation for families, we cannot continue to have schools operating over capacity at such levels as that limits the programming and services available to all students at the overcapacity schools. Therefore, I think this is a good thing to explore.
Before these life impacting decisions are made all parents should have an opportunity to discuss concerns and be part of decision-making process
I truly hope a legacy agreement would be honoured for those starting Medway in grade 9 or further. These students would be greatly impacted by changing high schools midstream in such a vulnerable time of development.
I would choose to have my children attend Medway. I can’t speak for parents of children at these other schools as I had not realized that they would have been sent to Medway so I don't think I’m in a place to judge where those students and parents would prefer their children to go. I do know I would be very disappointed if the option of Medway was taken away from my children.
Lowering the student body size of overcapacity schools is a must for student learning.
This is a stressful situation for students who currently attend high school and risk having to move secondary schools. Students are under much stress, which doesn't affect those who currently would be at risk to attend another school. Give the students the choice to stay or switch. There are enough mental health issues for some, don’t exasperate them further.

Survey Comments for Final Report
Thank you for your hard work. People who choose to live in small communities and in the country do so to live in less populated areas. It is frustrating to send your child to a school in the country that is overpopulated, in part, because families in the cities don't want to send their child to an overpopulated school in the city; this is understandable as each parent wants the best environment for their child. However, by being allowed to migrate, it appeases their concerns but causes the same issue for families who are in Medway's boundary. Balanced zoning resulting in no school being over capacity should be the goal.
Parkview students should (always & forever) be granted access to Medway. We are 19 km from Medway here in Komoka. Makes the most sense to continue to filter graduates to Medway based on the location of Parkview Public School.
We need to focus on our kids, and what is best for them. Changing schools, I believe will be detrimental to our kids.
Another high school needs to be built in the North end to support the new housing development boom
I am a grade 9 student at Medway and if I were to be forced to switch schools halfway through my high-school career it would be very devastating and stressful. It would cause me to have to re adapt to a new environment and possibly lose the friends I've made throughout my time so far at Medway
Need to try to have a diverse culture of students
It is a common feeling outside of London that rural students have no voice. Why is there no option to move North London students with endless growth away from Medway? Shifting a few rural students from Medway is a temp solution. I expect the reason no movement from North London is that those making these decisions may have a personal interest in this. I am sure this is not the case but are there any decision makers in this that might have any family relation that could be impacted or attend an impacted school? I would hope not.
This vote/ decision needs to be delayed to allow proper and due process to assess ALL options which may be better suited for EVERYONE!!!!!!!!!
Families have made huge financial decisions based on expected school zoning which now will change for many. There are other elementary schools that are farther away than West Nissouri (WNPS is one of the closest MEDWAY feeder schools!). e.g., Delaware Central is 25 km from MEDWAY
Please do not disrupt my child’s educational future. He is excelling beyond our expectations. He loves Medway/ we love what Medway can provide for him. Our daughter in grade 6 wants the sport programs being offered from Medway; she plays competitive hockey and dreams of playing for Medway.

Survey Comments for Final Report
Please allow my daughter to finish high school at Medway. She has a 95 average and is looking to attend medical programs at university. Having her switch schools in her final year would put her entire future in jeopardy. Everything she has worked so hard for could be gone. Switching schools could leave her without the course variety she needs and a whole new stress level to deal with. She is extremely worried.
Consideration should be focused on the students that will be impacted by any decision made, not the individual initiatives of trustees.
Please don't change my child's school! It will do so much more harm than good. She needs stability after all these years!
Thank you for this opportunity to share my thoughts and concerns. I will also be sending an email with additional feedback on our community situation. I don't think you can make changes to rural areas based on what works in an urban centre such as London. The needs of these 2 areas are so vastly different and by applying the same practices rural children are put at a great disadvantage.
Students still need to be able to choose schools based on the unique programming of the facility and the needs of the student.
Allow West Nissouri PS the ability to attend Medway SS
Thank you.
The school board needs to plan better for increased enrollment. Medway shouldn't be this far over capacity after a recent renovation. That should have been factored in and the school should have been built larger for growth. Much like West Nissouri having multiple portables so soon after its new construction. It's a common issue across the board and must be addressed to stop it from happening in the future.
Medway is historically a very diverse high school in regard to children's backgrounds and lifestyle. You have the country kids and the city kids coming together on common ground to learn in a unique environment. With the new options you would be taking away that diversity and putting all city kids in the same school just as every other school in London. In this social climate it is becoming increasingly clear that empathy, tolerance and understanding of others is crucial to survival and well-being. Medway inherently promotes this culture through the student population and removing it would be a detriment to our children's future.

Survey Comments for Final Report
I believe I have included most thoughts in my previous replies. One final thought would be to leave West Nissouri completely out of both scenarios. There are not many families that are geographically fed to Medway from West Nissouri. It is the families that previously attended Plover Mills and Prince Andrew that feed to Medway. Geographically we are closer to Medway than Lord Dorchester. Our family ties and sense of community is not attached to Dorchester - it is Medway. When 3 small schools close to create one larger school, there should be some understanding that the geographical boundaries have already grown immensely. It does not make sense, that in this particular circumstance, all students from one school be fed to one high school which is a great distance from our home. Schools should feed based on geography, not current school.
These last-minute changes for families are very stressful! I think this decision is being made too quickly and without time to fully understand the data and feedback.
Thank you for applying common sense, meaningful concepts, and thoughtful decisions without ruining everything that worked over many decades.
I would like Thorndale children to have to attend Medway HS as our community is only growing and Thorndale being a rural community, it makes sense that they continue to access Medway.
It would be helpful for those that are planning to start the 2023-2024 school year at the school that would be students home school if Options 1 and/or 2 are accepted to have busing boundaries reviewed for this coming September as well.
Mandating our kids to go to Lord Dorchester, while leaving Medway still over-capacity in attendance even after this option is implemented, is ridiculous. Medway is close enough to our residence that we can go there to pick up the kids and get back home in less time than it would take just to drive one-way to Lord Dorchester. After-school sports would no longer be an option for our kids simply due to the logistics, which is not a valid enough reason in my opinion!
I truly believe there has to be another option other than Dorchester for secondary school out there for West Nissouri students. Dorchester is extremely far considering Perth schools are so much closer. We have only been to Dorchester a handful of times; our lives/interests are not in Dorchester but more in Avon/Perth if that is a possibility for school in the future. Especially if Medway is taken away from us.
Don’t take Medway away from West Nissouri students! We moved to Thorndale so our kids could go to Medway.
West Nissouri students should be able to attend Medway. Medway was set up for the surrounding towns, if you are switching some zones, it should not include Thorndale but rather the newer areas that London has stretched out too.
Take a real look at the logistics. In our case, we are west of Thorndale very close to the town line. It only makes sense.

Survey Comments for Final Report
There are many different reasons for wanting your child to attend a certain school and there should be choices available for families to consider.
Rather than feeder schools it should be a zoning by roads. West Nissouri for example, anyone in Thorndale or south of Thorndale Road go to Lord Dorchester those north go Medway. No exceptions
We believe some form of legacy agreement is essential to ensure students currently attending high school can remain in the same school and not be required to move. These students have already established new friendships with students in high school that would not be part of the same home school area.
Changing boundaries for rural students will cause more disruption than any benefit.
West Nissouri PS numbers are not going to make an impact on Medway numbers that significantly to make it worth upsetting a lot of parents and kids but changing the boundaries
It is my preference that my children attend high school at Medway HS
Maybe it's time to look at building a new high school in between Medway and Lord Dorchester. Thorndale seems like the logical place for a new secondary school.
If a boundary change is made, I would prefer that families are given the option to choose or at least have input into which high school their children are sent to.
Consideration needs to be given to the affected students' mental health as a result of the added stress from potentially not being able to the high school they were anticipating.
1) Need to respect the community and social groups that have already been established for the students when moving to HS 2) We require busing to get our children to school. It is unreasonable for students in our area to have to travel all the way to Dorchester via bus and spend 1+ hours (each way) for a total of 2+ hours per school day on a bus. Bus time is non-productive time and, for all intents and purposes, unsupervised. If this goes through, I welcome someone from the school board to pick up and drop off our children every school day (and that'll still be 1+ hours of travel time per day).

Survey Comments for Final Report
I am a big believer that the mental well-being of our children is shaped by many things in life. Self-esteem and confidence can come from so many different influences. A child who may not thrive on book smarts, may find their self-confidence through the encouragement and success of being in the band, or playing on a school team. Many of your students who would be affected by this change would also be pulled from students who are not only classmates, but teammates. Pulled from teachers that not only enlighten them from a scholastic perspective, but who give of their personal time as a coach who motivates them in equally important ways. I think that we need to take into consideration how covid has already negatively affected these students and take into consideration how we can try to remove any extra stress that we can on these young lives. I think taking students from their existing schools will once again add extra stress to these students, who are finally just getting some normality back in their lives. Yes, children can learn to adapt, but have we not already asked them to sacrifice/adapt so much over the last few years. It is time to let them be kids and not add further stress onto them.

Survey Comments for Final Report
This email was originally written to our local Trustees, and I am sharing it with the Medway HS LAAR sub-committee (copied and pasted). Good afternoon! I am a concerned parent and was directed to bring my concern to my local Trustee(s). I currently have a daughter (grade 9) enrolled at Medway High School, and a daughter (grade 6) who is currently enrolled at West Nissouri Public School and concerned about the future secondary school boundary change. Can I ask why WNPS (Middlesex) was included in a London Secondary Panel Attendance Review? As you know, WNPS currently has 2 feeder secondary schools: Lord Dorchester (primary and majority of Thorndale's elementary school kids get sent there) and Medway High School (a few students, which wouldn't make a significant difference to overpopulation of a school). So why was this elementary school included in the review? Will my oldest daughter be grandfathered and allowed to finish at Medway High School, and will transportation (bus) be provided? And will her sister be allowed to attend the same high school? If not, the thought of them leaving Medway High School or being separated is disheartening and geographically both schools are very far apart from each other. The travelling distance between these schools would be almost impossible to manage any extracurricular activities for both of them in the case that they were separated. We purposely chose a location to live that put us in the boundary of Medway High School, knowing that this particular school offered a LARGE selection of programs (particularly music), sports and clubs compared to the proposed boundary change to Lord Dorchester. Which is a known smaller high school (less populated), and therefore offers less programs, sports and clubs. My oldest daughter is thriving in grade 9, and enjoying her first year so far, making new friends and actively involved in the added music repertoire programs (vocal and band) that Medway High School offers. Also, she is part of the band, concert choir and Madrigal choir (which she auditioned for and it is a competitive choir). The thought of her being forced to change schools that she is academically excelling in and lose these programs is NOT in the best interest of my daughter's education and mental well-being. I feel this does not align with TVDSB’s mission, vision and commitment for a student’s success. Please note that I do NOT agree with the proposed boundary change, as this change would negatively impact my children’s wellbeing and education and look forward to hearing back from you about these concerns.
Please listen to the community and their worries and concerns. Keep Medway in the same rural zone!!!!
Please include my comments earlier in this report - we are happy that my daughter is currently zoned to attend LDSS, and we strongly support rezoning West Nissouri PS so that the majority of her classmates will attend LDSS with her.
Geography should take precedence over the desire to exclude feeder schools. Families deserve a choice!
TVDSB should zone and allow students to attend the high school closest to their residence/local community

Survey Comments for Final Report
Our taxes here go towards Middlesex Centre not Thames Centre so Medway is the high school our kids here should be attending. The distance to Dorchester is too far. Busing has been an issue, so when there is no bus it's too far to be driving to Dorchester. Extra-curricular will be out of the question because of the distance as well. It doesn't make sense to send this small pocket of the county to Dorchester while Komoka, Ailsa Craig, Lambeth all are attending Medway, our location is much closer to Medway than any of these areas, AND we are in Middlesex County!
Please thoughtfully consider how these changes affect West Nissouri families. Please keep our school as a split feeder school.
I love to do sports and if I were forced to switch high schools and go to Dorchester, I would not be able to do extra-curricular activities because of the double time it takes to get there and the inconvenience of it as well.
As students, our mental health should be near top priority. We have just gone through a terrible pandemic that affected all of us, many in negative ways. We had to transition from elementary schools to high schools in a difficult manner. We had a tough time creating friendships, making strong relationships with our teachers, and doing well academically in our classes. By making many of us switch high schools, it will not be beneficial for the students, it will only create damage. We do not want to repeat another extreme situation.
LET ME GO TO MEDWAY!
Current students should not need to switch schools. Not fair to uproot during their short high school experience.
That we open up to allow other schools that may not be in the district but closer
Busing is an issue as it is with no drivers to drive the ones who need it. I think by allowing the kids who currently attend Medway to finish out their high school years if they choose at Medway is acceptable, but they should be required to find their own transportation to and from if it’s out of the address area for the school boundary.
Please allow those who have started at Medway finish at Medway

Survey Comments for Final Report
This seems like a waste of time and money that could have been put towards planning and construction of more high schools for the area. They're clearly needed with the influx of population we have had over the last decade. Forcing kids to attend one school over another won't solve any problems. Not all schools provide the same education so some kids may choose a different school because they have a different idea of their future than their siblings do. This de-streamed learning has also forced other kids to different schools simply because they want to be more challenged, or others aren't as book smart as the rest because they were pushed through every grade in public school despite knowing the curriculum. The education system is broken. Wanting "inclusion" for all isn't putting every student of all levels in the same class. That's holding a lot of students back. Bring back special education classes for those who need more help. Bring back advanced learning classes for those who need the challenge
My biggest concern is that children currently attending Medway high school are provided the opportunity to finish their secondary education at this school. They have experienced enough disruption in the past few years due to the pandemic and do not deserve additional stress and anxiety that changing schools through their high school experience would create. I have a son in grade 9 who has made great friends and absolutely loves attending Medway high school. He along with many others would be devastated to lose those connections that a boundary adjustment of sending Lucan kids to Parkhill would create.
I have to admit this is hard to be objective when I currently live in Lucan. We do not have other options but still want the best for our kids. Building another high school north of the city would be more beneficial and would ease a lot of the capacity issues with kids coming from Lucan, Komoka, Kilworth, Oxbow and Ilderton.
There needs to be another high school built out in Middlesex. Wilberforce is already at max capacity as well for continually growing subdivisions
Don’t allow non feeding schools to attend Medway
Do not split small towns in half. All kids from one town should go to same HS
The government only funds current capacity and gets information in front of parents to help them lobby for TRUE PROJECTED GROWTH. Enough of just planning to get by with portables.
As a Lucan resident it makes more sense to keep North Middlesex kids in North Middlesex, parkhill high school makes more sense. Even south Huron makes more sense then shipping Lucan kids to London.
As long as Wilberforce goes to Medway and not further into the city, I'm happy.

Survey Comments for Final Report
Medway is a school that has always served the rural community. Please continue to allow that to happen. City of London students have many more schools and transportation options available to them to access a city school. Lucan,Thorndale and Ilderton should continue to have the opportunity to attend Medway.
A new elementary and secondary school should be built for all students north of Medway SS. Leaving Medway to still pull from west and east London's population. The schools are way overpopulated, two or more portables at a school is disgusting and should not be tolerated! The overpopulation of schools leads to a negative learning environment for staff and students. This is an ongoing problem with Medway SS, the constant fighting and harassment that still continues, Thames Board should be ashamed of themselves. Thames Board has always and is extremely bad at planning and management of London and area educational requirements and needs. BUILD MORE RURAL SCHOOLS!!! Stop overpopulating everything and jamming everything into such small, tiny footprints. DO BETTER!!!
As I stated previously, I am only in support of our Lucan children, attending Medway high school. It is the closest high school in Middlesex County, being just 19 km away.
Thank you for your commitment to the school community. Adjusting boundaries is certainly a sensitive topic. Hopefully a conversation can be started with the understanding that a change must occur. Medway high school cannot just keep adding students. What are the most responsible options available? The ultimate decision should not necessarily be ideal for the families of today but rather the families of tomorrow.
Great work! I think this is long overdue. I'm happy that my kids' high school won't be changing with either option and that the projected population of their school will actually decline with these adjustments. However, having grown up in London, starting my career as a secondary supply teacher and now being a realtor in London, the one thing I anticipate is the enrollment for public FI to decline for students who live in the north end. They're already having to be bussed to Louise Arbour, which is located in a neighbourhood that isn't very desirable to many families who reside in the north end. Upon graduation, these students will be forced to be bussed to Clarke Rd which is even further outside their "bubble" and comfort zone compared to where these families are choosing to raise their children. If I were in that situation, I would switch my kids to the catholic system and have them attend Mother Teresa for FI in high school. I think there are going to be some big disruptions in FI with your proposed changes as they are now.
Medway is a great school and many parents who went to Medway have stayed in the communities to continue their children attending the school.
Question - why are we bringing students from the Delaware area to Medway when there are closer highschools in the area?
Since the school zoning has been opened up there have been way more issues outside of just attendance at Medway. City addresses should go to city schools not rurally located high schools.

Survey Comments for Final Report
Appreciate the care and consultation TVDSB is undertaking in this process.

Supported Option & Reason Supported

Supported Option	Reason option was chosen?
Status Quo	In no way shape or form will my child go to Montcalm. We moved to north London specifically for school academics and Montcalm does not meet our requirements. How about building a new public high school in north London?
Status Quo	We are a small number out of the whole picture and the less changes we do to our children, the better. This is not the first-time children in our area are faced with such uncertainty. We need to plan long term instead of shuffling them around every few years.
Status Quo	I don't want Cedar hollow students to be moved to Montcalm. Totally against this.
Status Quo	High School stability is essential for the students to pursue their educational goals. Massive School shuffling like either option#1/#2 would definitely hurt current/future students. To me the best way is to plan on building new SS and accept new students when it's ready. The transition process when Cedar Hollow got built can be a best practice for reference.
Status Quo	To avoid my child having to change schools so far into highschool
OTHER: Allow Choice	Option 3 - allow split choice of Lucas or Montcalm SS for those at Cedar Hollow. Lucas is 2.6Km away from us with good academics - it's an acceptable alternative to Medway
OTHER: build new High School (NE)	There seems to be a need for a new school in the Northeast. New construction will increase the number of students in the upcoming years in the area.
Status Quo	Montcalm is not a great school. We moved into a nice area, thinking we would be attending a different school.
	I do NOT want my children to go to Montcalm!! Montcalm is a rough school. We live in an upper middle-class neighbourhood and wish for the best for our children.
Status Quo	I don't want my youngest going to Montcalm
Status Quo	We will switch boards
Status Quo	Would be fine with the status quo or to see a new high school built to accommodate the number of students . To ensure our children go to a school of similar quality to that on which the purchase of our home was based.

Supported Option	Reason option was chosen?
Status Quo	Would rather my child go to a close school, in an area we live in and have a link to. Not interested in the distance and being in a very rough neighbourhood.
Status Quo	High School stability is essential for the students to pursue their educational goals. Massive School shuffling like either option#1/#2 would definitely hurt current/future students. To me the best way is to plan on building new SS and accept new students when it's ready. The transition process when Cedar Hollow got built can be a best practice for reference.
Option 2	Unsure
OTHER: Redraw boundaries based on geography, not feeder school	Can students going to Medway from further away be relocated. Some students are 30 min on a bus. We are 5km from the school and we should be able to have precedent over someone living 20km away. Another option - allow Cedar Hollow students to continue going to Lucas & Medway and any homes located or to be built south of Thames River go to Montcalm. Also, any future builds (all around sunningdale and north east London) let it be known before people build in new subdivisions that Montcalm is their high school. It is not fair or logical to switch people who have purchased homes (for high prices in this crazy market) that bought under the pretence of going to Medway.
OTHER: build new High School (NE)	NEW SCHOOL built for appropriate capacity in northeast london. A new school is needed given the rapid growth in the area
OTHER: move Delaware Central to Oakridge / Saunders; move south of Thames River to Montcalm	Rezone so that more west high schools go to Oakridge, Saunders, etc to minimize bus travel times. Move south of the Thames neighbourhoods to Montcalm. . I believe the re-zoning boundaries do not make sense for the west schools nor the amount of homes being built in the north east
Status Quo	proximity should take priority. Why do kids all the way from Dorchester have priority over kids much closer?
Status Quo	Leave "as is" and manage/build additional capacity or NEW HIGHSCHOOL
Status Quo	Go to Medway
Status Quo	Status quo or instead of changing schools by feeder schools, look at the geographic area around the school. I don't agree with the options for our feeder school

Supported Option	Reason option was chosen?
OTHER: move Jack Chambers to Lucas; move Cedar Hollow to Medway; or vice versa	Don't split Jack Chambers or Cedar Hollow but have one go to Medway and one go to Lucas. Montcalm can fill with Edgevalley homes and proposed 10,000 new homes being built on old psych hospital on Highbury (bus those future kids to Montcalm)! I agree feeder schools shouldn't split. My solution achieves that goal and keeps Cedar Hollow families happy as they are not forced to Montcalm. A more gradual process to this monumental overhaul!
	Complete review of current zoning options - not just a few schools. This feels like a quick fix done in a short period of time with NO real genuine public consultation
Status Quo	Our children will not attend Montcalm. We moved here to have our choices
Status Quo	Wait for the new Northeast Secondary school so that children move there rather switch from schools to schools
Status Quo	We bought our house and chose are are for schools
Status Quo	We moved to the neighbourhood because it has good schools and unfortunately Montcalm is not a desired school for us. We moved here because they would get to attend Medway HS.
Status Quo	already zoned out to Cedar Hollow- there are 5 public schools closer to us. Do not want to be zoned out to a high school so far away
OTHER: move Jack Chambers to Lucas; move Cedar Hollow to Medway; or vice versa	To keep all of Cedar Hollow together
Option 1	Keep in North London
OTHER: build new High School	Build a new school or expand Medway. Build a new school or expand Medway.
Status Quo	I moved to my current address based on children being able to attend Medway.
Status Quo	My child will NOT attend Montcalm

Supported Option	Reason option was chosen?
Status Quo	The numbers being used are simply projections. Over the years the projections have fallen short. For example, 10 years ago, the numbers were also being projected to put certain high schools over capacity and that never materialized. Also, the Cedar Hollow students have already gone through an attendance review, so I don't think it is fair to do this to them again.
OTHER: build new High School (NE)	New northeast school. This area is going to continue to grow. There are more houses being built both southeast and southwest of Highbury and Sunningdale. There is enough growth to support the development of a new northeast high school as the city continues to expand. There is also development at the psychiatric site and those students will go to Montcalm.
Status Quo	I feel students should be zoned to schools near them. I have 2 high schools closer than Montcalm and if rezoning happens, these schools are not an option.
OTHER: Add a 5th period to the day; move some feeder to SDCI or North Middlesex	Consider adding a 5th period to the day, it would help control class size and allow more diverse options for spaces for classes to take place. Also possibility of moving feeder schools further from Medway to SDCI or North Middlesex 1. It keeps my kids in the Medway zone. 2. I'm concerned for the mental health of students moving part way through high school. 3. Fraser scale discrepancy between Medway and Montcalm 4. Academic worries due to mental health when uprooting my kids 5. I don't want to have to sell my house to keep my child somewhere where she feels accepted, appreciated and valued.
OTHER: Closest High School	Re-evaluate all of the attendance boundaries for public secondary schools. The attendance boundaries need to be reevaluated for all secondary schools, there is a school 2.5km from my house, and that is not even an option for my kids. Instead the suggestion is that they go to a school twice as far, because that is what works for the school board.
Option 1	Want Medway
Status Quo	We purchased in this area with a particular school in mind, and now could be forced by rezoning into a substandard high school not of our choosing. Will likely have to incur huge expenses in moving house to keep our kids out of a poorly performing school.
Status Quo	Current home purchase was chosen by schools in the area.

Supported Option	Reason option was chosen?
Option 1	It is inefficient and not economically or environmentally sound to bus students from distant London suburbs to Medway when we live 4 kilometers away and would be forced to go to another school.
OTHER: Closest High School	Cedar Hollow students zoned to either Lucas or Medway with the understanding that students currently attending these schools from much greater distances, to be rezoned to schools closer to their residence. None of the other options are acceptable to us.
OTHER: split West Nissouri PS by geography; Jack Chambers go to Lucas and Cedar Hollow to Medway or vice versa	split West Nissouri PS by geography; Jack Chambers go to Lucas and Cedar Hollow to Medway or vice versa. I can't speak to the changes of West Nissouri but it sounds like it doesn't make great sense. Why not consider sending Jack Chambers to Lucas and Cedar Hollow to Medway or vice versa. My child will not attend Montcalm whether you push this through or not.
Status Quo	Forest hill subdivision to be left unchanged as we are furthest away from Montcalm. We are not close to Montcalm like Cedar hollow subdivision is and we keep getting lumped in with them
Status Quo	Options 1 and 2 are clearly intended to force all TVDSB SS to be at >100% capacity. Nothing is being done (or even proposed) to address why so many students are electing to attend schools outside of their boundaries. TVDSB wants to request funding to build a new SS in north London, and they cannot do it until all of their SS are at >100%. I want the best for my 4 kids. My oldest (going into grade 9 next year) is registered to attend A.B. Lucas, because she's interested in pursuing their fashion and dramatic arts programs. The proposed changes would see her kicked out and forced to attend Montcalm SS, a technical high school without those programs. I want to maintain the status quo, because it means that my kids have the freedom to choose the SS that best meets their needs. These changes have only the best interest of high school students ~10 years from now in mind, at the expense of students about to enter high school. I do not support these changes. TVDSB should come up with a plan to address the poor performance and standing of its under-capacity schools.
Status Quo	As explained previously. We moved here so kids can attend a good school.
Status Quo	Would prefer my child to NOT attend Montcalm
Status Quo	The reason Mae came to where she currently lives is because she expected to go to Lucas. I don't want a planned secondary.

Supported Option	Reason option was chosen?
	None of these options are good to me.
Status Quo	Build a new north London school or keep the status quo. Montcalm is not an option for us, we won't accept it and will change boards. Poor planning where population growth is not accounted for, and new schools built to house them is not the fault of residents. It's the fault of the city and school board. So, either build a new school or leave us at Medway.
Status Quo	Board is only making these changes to be able to get a new school built that is years down the road. Our kids will suffer now. A new school will not be built in the northeast anyway. So, these changes are not making the point necessary
Status Quo	By that timeline and with constant building in the northeast, Montcalm will exceed capacity. And my kids will be forced into their 3rd boundary change . First was from Stoney Creek to Cedar Hollow
Option 1	considering with distance
Status Quo	I will have to switch school boards if my kids are zoned for Montcalm
Status Quo	Prefer Medway or Lucas over Montcalm
Status Quo	Academically, Montcalm ranking is at the bottom of the HS list whereas Cedar Hollow has a great academic record. Students should be given the choice to which HS they'd like to attend, not being forced to.
Option 1	By making the changes at the Primary School level, parents and students know ahead of time where they will attend high school. High school students would struggle being switched mid-stream (such as sending Central SS students back to their home school).
	I want to know why the neighbourhood on the NW corner of Sunningdale and Richmond does not go to Medway.
Option 1	Parents should make decisions for their children
	New high schools are required as London's population is expanding rapidly. Housing development is on the rise which in turn brings in more families and more students to these parts. Rezoning is a temporary solution. I believe building new schools should also be considered as a long-term solution.
Option 2	Also need to ensure feeder schools are not accepting out of area and all students are at home elementary schools to ensure accurate numbers.

Supported Option	Reason option was chosen?
Option 2	Reduced enrolment capacity
Option 2	Less projected capacity at Medway
Option 2	Because of the lower capacity percentage
Option 2	Status quo is unattainable. This option provides the greatest reduction in overpopulation, and if other students are sent back to feeder schools, why should those from Central be any different?
Option 2	Best capacity scenario between the options
	My son will walk to the closest school AB Lucas 75% of the Medway distance, or transfer out of board since TVDSB can't seem to accommodate a sensible walking choice.
Option 1	I feel the city kids should be attending city high schools but do not agree with the West Nissouri kids going to Dorchester that's a crazy distance
OTHER: split West Nissouri PS by geography; Jack Chambers go to Lucas and Cedar Hollow to Medway or vice versa	Status Quo for West Nissouri PS (county students attend Medway (county school). Jack Chambers PS students attend Lucas if they live in the city of London, and Cedar Hollow PS students attend Montcalm if they live in the city of London.. West Nissouri are county students and should go to Medway High School (county school) and not be rezoned to Dorchester. Students living in the North of London in city limits that attend Jack Chambers and Cedar Hollow) should go to London Secondary Schools (Lucas/Montcalm).
Option 2	Reduces student population the most
Option 2	Keeps enrolment at Medway reasonable
Option 2	I feel students should attend the closest available school unless sufficient programs cannot be provided for that student.
Option 1	Help to reduce numbers and keep children close to their homes

Student Concerns about Attending a Different High School

Feeder Public School Area	Option 1 or 2 high school zone?	New HS?	Concerns about attending a different high school
Jack Chambers PS	AB Lucas SS	YES	Not good. I don't want to attend a different high school and have to start over making new friends and getting to know new teachers.
Jack Chambers PS	AB Lucas SS	YES	I would like to remain with my friends
Jack Chambers PS	AB Lucas SS	YES	I want to graduate from Medway, bussing to Medway, attending closest high school
Stoney Creek	AB Lucas SS	YES	I feel bad about it. Medway is a very nice community compared to Lucas which has more violence. I would be opposed to sharing a locker at Lucas and the class sizes are very large which I do not like.
West Nissouri PS	Lord Dorchester SS	YES	I would feel strongly upset and disconnected from my community. I want to go to Medway for particular courses and extracurriculars and have a great sense of rural community.
West Nissouri PS	Lord Dorchester SS	YES	I won't get to graduate at the school I started at
West Nissouri PS	Lord Dorchester SS	YES	I find it really stupid how if I'm already going Medway I will have to switch to Lord Dorchester. Personally, I really don't want to go to Dorchester and it's so much more convenient to go to Medway instead of Dorchester. Just because I went to West Nissouri shouldn't mean that during half of my high school I NEED to switch.
West Nissouri PS	Lord Dorchester SS	YES	I do not want to change high schools. I have strong relationships with my teachers and friends. I have had to go through the COVID-19 pandemic as a student switching schools and it was extremely difficult. My mental health suffered, and I struggled to make friends. I do not want to go through a similar experience. It has taken me a long time to make important friendships. I also am doing really well academically at this school. This is because the teachers have been able to get to know me and understand my strengths and weaknesses.

Parent Concerns about Attending a Different High School

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Cedar Hollow PS	Montcalm SS	YES	We moved here to have both options Lucas and Medway and Lucas is our desired school for our children	Maybe	LDCSB	We are closer to Lucas than Medway we built our house here to have our children attend Lucas
Cedar Hollow PS	Montcalm SS	YES	We moved here 5 years ago for AB Lucas or any decent rated school not for bottom rated Montcalm.	Maybe	LDCSB	Because we moved here 5 years ago so our kids can go to a decent academic school like AB Lucas, not bottom rated Montcalm.
Cedar Hollow PS	Montcalm SS	YES	We do not want to go to Montcalm. It is further away and not rated as highly as Medway. We moved to our home for Medway. We've already been rezoned from Stoney Creek PS to Cedar Hollow PS 5 years ago. Very unfair to do this to us again.	Yes	LDCSB	We pay very high taxes. We don't think it's fair to go to a very-poorly rated school. It's in the bottom 6% for all of Ontario high schools. We have spent a lot of time and resources educating our children and providing extra-curricular activities etc. I don't feel Montcalm is in-line with the educational journey we have actively planned for our children.
Cedar Hollow PS	Montcalm SS	YES	We chose to move in this area so our kids can attend our preferred high school based on activities, rankings etc...We ABSOLUTELY will not send them to a new designated school...	Maybe	LDCSB	Give me a reason why I should stay and why we should go to a new designated school...other than you cannot manage and build additional capacity for the neighborhoods.. Kids from quite far distances are being zoned to High School that is 2 kms from my home...Why? What kind of proposal was this?
Cedar Hollow PS	Montcalm SS	YES	We chose to live here because of the schools zoned for. It was a huge part of why we live in this area. Our older 2 kids went to Medway, we are familiar with the school and community and want our youngest there as well. We don't want a FURTHER school, nor do we want to be zoned for a school that will affect property values. We live in the far north; we want to be at schools in the far north. We do not support this option AT ALL.	Yes	LDCSB	Mother Teresa is across the street from us. If a change will send us away from Medway, we WILL switch the LDCSB, 100%. We will NOT send our son to Montcalm under any circumstances.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Cedar Hollow PS	Montcalm SS	YES	We are not happy at all with the alternative presented as it has a low academic rating, poor reputation, and is situated in an undesirable location. We would not feel comfortable with our daughters attending this school at all. We purchased our home so that our daughters could attend good schools. We live much much closer to two different high schools so it is not reasonable for people in our neighbourhood to have anticipated that their children could potentially be forced to go to Montcalm and not the two, much closer, well rated high schools. If this change goes through, we will absolutely switch school boards as will all of our neighbours' children	Yes	LDCSB	As it stands, Montcalm is simply not an option for our daughters' education. It's poorly rated, far from home (Lucas and Medway are much closer), has a bad reputation, and in an undesirable neighbourhood.
Cedar Hollow PS	Montcalm SS	YES	We are happy with Medway or Lucas for our children. For various reasons, including academic standing and overall reputation, our children simply will not be going to Montcalm. If we are backed into a corner and given only one option, our children and our tax dollars will go to the Catholic School Board, and they will attend Mother Teresa.	Yes	LDCSB	We were very thoughtful and intentional in building a home in the Forest Hill community with our young children and the understanding that they would be attending an excellent school in either Lucas or Medway. With two high schools closer than Montcalm, we never even considered that this would happen. It is completely unacceptable, and We refuse to be used as pawns in the school board's game to source more funds from the province. We will not sacrifice our children's education for this purpose.
Cedar Hollow PS	Montcalm SS	YES	Very upset. We moved as we like our current school zones	Yes	LDCSB	
Cedar Hollow PS	Montcalm SS	YES	Very disappointed. School ranking low Don't love the Montcalm neighbourhood / plazas etc. Different socioeconomic class Property value decline.Shift to Catholic board? Walking distance/well rated!	Yes	LDCSB	School rankings/friend group also switching
Cedar Hollow PS	Montcalm SS	YES	Very concerned. We bought in this area specifically to attend Medway or Lucas. Top education is my biggest concern	Yes	LDCSB	Better education and closer school. More academic offerings
Cedar Hollow PS	Montcalm SS	YES	Very concerned. Montcalm has a much lower ranking than Medway. As a parent of a special needs child, I chose the location of my home specifically to ensure they were going to the best rated school I could secure to position them for support and success. I also preferred the more rural setting of Medway for my child as opposed to the busier location of Montcalm.	Yes	LDCSB	Mother Teresa has a good ranking and is close enough for my child to walk to. We are not Catholic but would consider switching after arranging for a meeting with the special education staff.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Cedar Hollow PS	Montcalm SS	YES	To be honest I didn't even know my children would be attending Medway. I thought cedar hollow students went to Lucas. I didn't realize the school was split depending on where you live. I am extremely unhappy that the school is being split as this means my daughter will only be with 1 of her friends. 1. I am not pleased that the option is now Montcalm which was never even a thought in my mind so I would prefer all of cedar hollow to attend Lucas or Medway. Montcalm would never be my first choice as unfortunately it does not have a good reputation.	Yes	LDCSB	My daughter is not going to Montcalm. Simple as that.
Cedar Hollow PS	Montcalm SS	YES	The academic standing of the school is important to me.	Yes	LDCSB	I want my children to attend a school that is close to home and good standing.
Cedar Hollow PS	Montcalm SS	YES	School bus	No		
Cedar Hollow PS	Montcalm SS	YES	safety, mental health	Yes	LDCSB	quality of education, safety, mental health
Cedar Hollow PS	Montcalm SS	YES	Safety	Maybe	LDCSB	Safety of the school
Cedar Hollow PS	Montcalm SS	YES	Relationships with school/teachers/friends already established. My child would be switching schools in grade 12 and lose those important connections. She would graduate from a different school. Medway is closer to us geographically and it just makes sense for the small pocket of Forest Hill to remain at Medway. Our kids were already rezoned once from Stoney Creek to Cedar Hollow. It is just not reasonable to make them move again	Yes	LDCSB	MTS is in our neighbourhood and an excellent alternative over Montcalm.
Cedar Hollow PS	Montcalm SS	YES	Quality of education is my top priority	Yes	LDCSB	Moving from A B Lucas having 180/739 schools in Ontario to Montcalm 700/739 schools is a massive fall that no child can absorb. It is playing with their future without improving quality, but just an administrative priority. My child is simply scared ....

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Cedar Hollow PS	Montcalm SS	YES	quality of education	Yes	LDCSB	Montcalm is rated at the bottom of all secondary schools in London, and near the bottom in all of Ontario. I also have safety concerns for my children and would not send them to Montcalm.
Cedar Hollow PS	Montcalm SS	YES	Poor standing of the alternative school	Yes	LDCSB	To enable my kids to attend a school which is suited to their needs
Cedar Hollow PS	Montcalm SS	YES	Poor education quality	Maybe	LDCSB	Quality of education at Montcalm is not what I want my child to have
Cedar Hollow PS	Montcalm SS	YES	Poor academic standing of Montcalm. Further distance from home. Medway is closer.	Yes	LDCSB	Live walking distance to Mother Therasa Catholic high school. Better than Montcalm.
Cedar Hollow PS	Montcalm SS	YES	Our preference was for our kids to have the option to attend Medway SS or A.B. Lucas, both of which are accessible currently, but will not be if the changes go forward. Montcalm SS school is a technical high school with a very poor rating. None of the information presented as part of the review has attempted to address that. Montcalm SS is also slightly further from home, but in a much busier direction (it will take more time - we drive our kids to school as we prefer not to bus them). If we are rezoned to Montcalm SS, we will pull our kids out of TVDSB and send them instead to the Catholic high school close to home (Mother Teresa). We're a Jewish family, but we think that will be a better environment than Montcalm SS.	Yes	LDCSB	We moved to London into the neighbourhood we live in specifically because it was not zoned to attend Montcalm SS, a technical high school that is very poorly rated. In all the information presented around these changes, addressing that school's poor rating isn't part of any option/plan. It's abundantly clear that the proposed zoning changes are intended to set all TVDSB high schools at >100% capacity, which is mandatory in order to request funding to build a new North-end high school. We want the best for our kids. They aren't pawns to be shuffled around arbitrarily to satisfy an administrative requirement necessary to request funding from the province. We won't allow them to be used that way. If we're re-zoned to Montcalm SS, there is no option for them to attend either Medway or A.B. Lucas, then we have decided to register instead with the catholic school board and attend Mother Teresa CSS. It's safer, closer to home, and offers a better learning opportunity (based on rating) than Montcalm SS.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Cedar Hollow PS	Montcalm SS	YES	Our main priority is being close to the high school the kids attend. I want my child to have a choice of where they would like to go based on their academic interests. We have constantly been bussed to schools that are a considerable distance away from our home. My kids have no way of getting home from Montcalm, there is no bus that goes directly down highbury to sunningdale. I am not okay with them travelling home on their own from this high school, and they need to be able to have the independence to do that.	Yes	LDCSB	There is a Catholic School across the street from my neighbourhood. It's a good school and it's accessible for my kids.
Cedar Hollow PS	Montcalm SS	YES	Not having a choice.	Maybe	LDCSB	To be able to attend a specific school in better area.
Cedar Hollow PS	Montcalm SS	YES	Not happy, I would prefer Medway or Lucas over Montcalm based on academic rankings.	Maybe	LDCSB	To avoid having to attend Montcalm SS.
Cedar Hollow PS	Montcalm SS	YES	Not happy with having my youngest move. It won't affect my oldest as they will be done at Medway by that point, but I wouldn't want my youngest to have to move with 1 year left of highschool. My youngest also suffers with bad anxiety and it would be hard to adjust at the new school. They have really struggled this year with their anxiety. We have worked with the VP, social worker and guidance counsellor for accommodations to be made to make things easier for them. They would have no friends if they moved. If they had to move, it would be at a point where they would be comfortable and established at Medway with the environment, teachers, and students. It would be like starting over for them. With only 1 year left, we would very much like them to be able to remain at Medway. We love the school.	No		
Cedar Hollow PS	Montcalm SS	YES	Not happy about this change. Academic standing and extracurricular programs are important to us and feel that Montcalm is unable to provide the same calibre of experience and opportunities.	Yes	LDCSB	We have a Catholic School across the street from our home
Cedar Hollow PS	Montcalm SS	YES	Not happy about the switch. Many concerns about Montcalm. Poor academic standing is the biggest concern.	Yes	LDCSB	It allows us to still have a choice in deciding what is best for our children. Most options in London are better than Montcalm for post-secondary education.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Cedar Hollow PS	Montcalm SS	YES	Not happy about the changes. The school is further, and the new school area is completely foreign/unknown. We have no link to that area.	Yes	LDCSB	Catholic high school is much closer. Walking distance.
Cedar Hollow PS	Montcalm SS	YES	Not good.	Yes	LDCSB	Montcalm is very poorly rated.
Cedar Hollow PS	Montcalm SS	YES	Not good	Yes	Would NOT change school boards	
Cedar Hollow PS	Montcalm SS	YES	Not enthusiastic about a change away from Medway. We moved to this neighbourhood based on the zoned schools. One issue is neighbourhood and area friends being zoned for a different school.	Yes	LDCSB	Catholic school is closer and is zoned to encompass more neighbourhood and area classmates.
Cedar Hollow PS	Montcalm SS	YES	Negatively, Montcalm HS has a bad reputation. I don't want my children attending that school	Yes	LDCSB, Huron Perth, Private school	Montcalm school has a bad reputation. The school board doesn't give me another option but the school. My children are sensitive to such great changes, we would like to stay at Medway with bussing provided.
Cedar Hollow PS	Montcalm SS	YES	My son only has 1 year left and with the friends he has made and the rapport he has developed with staff it is entirely unfair for him to establish in a new school for this one pivotal year of high school.	Yes	LDCSB	It’s much closer to home so if he’s going to switch he might as well be within walking distance
Cedar Hollow PS	Montcalm SS	YES	My daughter picked Medway because she had bullying issues with her classmates from Stoney Creek. She has always struggled with making friends, but within the first week of attending Medway she had friends. She now has a large group of friends. Medway has provided her with an opportunity to start fresh. I know that she will struggle socially, and mentally if she has to move which will result in lowered grades. If my younger child cannot go the Medway he will go to MTS and leave the public board. My daughter would likely switch to MTS as well so that she was close to home if her anxiety at being in an unfamiliar setting started to flare up.	Yes	LDCSB	Closer than Montcalm and the academics match up better than those at Montcalm. Also, my kids went to Stoney Creek, they don’t know any of the Cedar Hollow kids even though we live in that “school zone” we were legacies at Stoney Creek. At least at MTS they will have some peers from their old school.
Cedar Hollow PS	Montcalm SS	YES	Montcalm is a terrible school	Yes	LDCSB	Montcalm is a terrible school

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Cedar Hollow PS	Montcalm SS	YES	Montcalm doesn't have the extracurricular activities Medway has	Yes	LDCSB	It is walking distance and gives the same options as montcalm
Cedar Hollow PS	Montcalm SS	YES	Many negative news related to the Montcalm SS. My biggest concerns are about my kid's personal safety, academic development, and future. He's right now a very academic strong kid and enrolled with the gifted program. He deserves a better education environment. Thanks.	Yes	LDCSB	Same reason as why we have concerns with moving to Montcalm: Many negative news related to the Montcalm SS. My biggest concerns are about my kid's personal safety, academic development, and future. He's right now a very academic strong kid and enrolled with the gifted program. He deserves a better education environment. Thanks.
Cedar Hollow PS	Montcalm SS	YES	Many negative news related to Montcalm. My biggest concerns are about my kid's personal safety, academic development, and future. He's right now a very academic strong kid and enrolled with the gifted program. Obviously, Montcalm which ranks below 700 of Ontario High Schools will not satisfy our requirements.	Yes	LDCSB	The reasons why we do not choose Montcalm High School. 1, Many negative news related to Montcalm. 2, As the current situation, Montcalm cannot keep my kid safe. 3, My kid right now is doing very well academically and enrolled with the gifted program. 4, The Montcalm which ranks after 700 of Ontario High School will not satisfy our requirements.
Cedar Hollow PS	Montcalm SS	YES	Location, distance	Yes	LDCSB	Distance
Cedar Hollow PS	Montcalm SS	YES	Less future opportunities for my children	Yes	LDCSB	Montcalm SS is not an option for my children.
Cedar Hollow PS	Montcalm SS	YES	I'm really disappointed and concerned about this possibility. My biggest concerns are the ability of my children (who are not native English speakers) to adjust to the new school. It took time for my kids to get used to Medway and I would prefer them to stay in this school.	Yes	LDCSB, Avon Maitland, Huron Perth, Private school. I will not be sending my kids to Montcalm. Full stop.	This is a poor decision that will negatively affect my kids' education and mental state. I'm very much against this move.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Cedar Hollow PS	Montcalm SS	YES	I would not be happy for my children to attend a different high school. I purchased my home in the particular area I live in knowing that Medway is out high school, not Montcalm.	Yes	LDCSB	Mother Teresa is the closest high school to my home. If the public board is going to change boundaries and not allow choice of schools anymore when there are 2 public high schools closer to me than Montcalm, I will switch my children to the nearest catholic school. There are other areas within walking distance to Montcalm than my neighbourhood who will not be affected by these boundary changes (Killaly area). There are other options the board could consider boosting Montcalm's attendance with students within walking distance than without sending students from the Ballymote/forest hill area to Montcalm.
Cedar Hollow PS	Montcalm SS	YES	I want my children to attend Medway HS	Yes	LDCSB	LDCSB is a great alternative should we not get into Medway.
Cedar Hollow PS	Montcalm SS	YES	I want a good school with a good rank.	Maybe	LDCSB, Avon Maitland, Huron Perth	I want my child to attend a good school, it doesn't matter if I need to change the school board for that.
Cedar Hollow PS	Montcalm SS	YES	I really don't like what I hear about Montcalm SS. I have really wanted my kids to go to Medway since I moved here a few years ago.	Yes	LDCSB	I want more than one option for my kids to go to. Especially because I dislike the only option, they're giving us.
Cedar Hollow PS	Montcalm SS	YES	I prefer Medway over Montcalm for the better distance from our house (closer) and the better academics of the school.	Yes	LDCSB	The closest high school would then be within walking distance and have good academics
Cedar Hollow PS	Montcalm SS	YES	I feel very disappointed, my children just adjusted to Medway school and it's a big shock for them to switch schools again.	Yes	LDCSB, Huron Perth, Private school	This is an unexpected turn for us, the board didn't think about it thoroughly. I do not want to support this board because this change won't improve the situation with Montcalm school. Montcalm school should be impr oved first and maybe then people will consider going there. It's a big downgrade for my kids.
Cedar Hollow PS	Montcalm SS	YES	I don't want Cedar Hollow to go to Montcalm Secondary. It would be nice to expand the range of choices such as the atmosphere and facilities of the school, rather than setting the range only by distance.	Yes	Avon Maitland	Secondary, which is planned to be changed, is not the school I want

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Cedar Hollow PS	Montcalm SS	YES	I don't believe it's the safest school to attend. As well we continue to get rezoned farther from our house.	Yes	LDCSB	My children could attend MTS which is a five-minute walk.
Cedar Hollow PS	Montcalm SS	YES	I am very upset about the possibility of my children attending a different high school, especially Montcalm. We bought our current house because of the school district it was in. To have it change to a school that is known for its rough reputation is worrisome as a parent.	Yes	LDCSB, Avon Maitland, Huron Perth	I would not want my children to attend Montcalm.
Cedar Hollow PS	Montcalm SS	YES	Historical performance of the school and designated specialties	Yes	LDCSB	Next best option for our children based on historical school performance
Cedar Hollow PS	Montcalm SS	YES	having moved to this school zone specifically and out of Montcalm's specifically	No		
Cedar Hollow PS	Montcalm SS	YES	Fraser Institute ranking 2.7 for Montcalm. Medway is 6.4.	Yes	LDCSB	Fraser Institute rankings are not comparable between Medway and Montcalm.
Cedar Hollow PS	Montcalm SS	YES	Environment	Maybe	LDCSB	We are Christian
Cedar Hollow PS	Montcalm SS	YES	Drugs, teen pregnancies, property values going down	Yes	LDCSB	The Catholic School close to our home has a better reputation
Cedar Hollow PS	Montcalm SS	YES	Don't want Montcalm	Yes	LDCSB	Because Montcalm is not great
Cedar Hollow PS	Montcalm SS	YES	Decreased academic standing, decreased extracurriculars, and decreased safety	Yes	LDCSB	MTS is within walking distance and is more in line with academic standing, extracurricular and safety standards important to our family
Cedar Hollow PS	Montcalm SS	YES	Academically not a great school, rough crowd	Yes	LDCSB	If we are not able to attend another school besides Montcalm, we would switch for reasons listed above.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Cedar Hollow PS	Montcalm SS	YES	Academic standing, distance, school course and extracurricular offerings. Mental health of children. My oldest already had to change schools when Cedar Hollow was built. We live north of Sunningdale and west of Highbury. Even though Cedar Hollow is far from us, we are closer in distance to Northridge, Centennial and Stoney Creek. While families living in Cedar Hollow might be closer to Montcalm this doesn't make sense for all Cedar Hollow students.	Yes	LDCSB	The catholic school is walking distance from our home. The school has a great academic rating and plenty of extracurricular activities. My child is not guaranteed to be with all of their cedar hollow classmates but that's not the highest priority. The proposals are aiming to do that but yet haven't addressed if that was requested by parents.
Cedar Hollow PS	Montcalm SS	YES	Academic standing of Montcalm and quality of instruction. Variety of course options. Gang activity/violence.	Yes	LDCSB	I have serious concerns about my children attending Montcalm regarding academic opportunities and exposure to gang activity.
Cedar Hollow PS	Montcalm SS	YES	Academic Standard of the school	Yes	LDCSB	My son will not got to Montcalm
Cedar Hollow PS	Montcalm SS	YES	Academic level, friends and mental health concerns that may arise.	Yes	LDCSB, I don't really want to switch the school board, most probably we will consider to move to another living area. My daughters won't go to Montcalm SS	We have purchased our house knowing that our children are going to Medway. Now the only options that we have are to go to MTS or to move.
Cedar Hollow PS	Montcalm SS	YES	academic level between current (Medway) and future (Montcalm). Safety of children.	Yes	LDCSB	Distance, safety, programming.
Cedar Hollow PS	Montcalm SS	YES	Academic concerns, having my kids walk down Highbury, safety concerns at Montcalm	Yes	LDCSB	MTS has a higher academic level and overall safer school in my opinion. Many families from CH would be moving to catholic board I believe
Cedar Hollow PS	Montcalm SS	YES		Maybe	LDCSB	I want to ensure that my children have a significant number of courses to choose from that would challenge their growth and learning beyond just tech classes.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Centennial Central PS	Medway HS	NO	My son would be distraught having to change schools.	No		
Centennial Central PS	Central	YES	it is horrible. We live SO close to Medway, and they are proposing moving us to Central? It is idiotic	Yes	LDCSB	because this is ridiculous and absolutely stupid to not have our neighbourhood going to Medway. At some point there has to be some common sense used here. The fact that this discussion is even an option is CRAZY!
Delaware Central PS	Medway HS	NO	Would like to stay with the same school	No		
Delaware Central PS	Medway HS	NO	Leaving new friends	Yes	LDCSB	Do not want to change schools
East Williams	Unsure	YES	Students should be able to start and finish at same school and not be forced to switch part way through their high school years	No		
Hillcrest	Montcalm SS	YES	Olivia is in the developmental program at Medway, and she would be devastated to leave this program	Maybe	LDCSB	Medway is a perfect fit for our daughter and her needs
Jack Chambers PS	AB Lucas SS	YES	We are very concerned, only because my child already selected Medway and chose his subjects. In addition, he mapped out other subjects he wishes to complete in his 4 years at Medway as well as decisions around extracurricular activities. I'm worried about this adding immense stress to starting high school. If we'd known beforehand, he would have planned and selected to attend Lucas.	No		

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Jack Chambers PS	AB Lucas SS	YES	We are not in favour of our children attending a different high school. Concerns include: - With work to rule, followed by COVID, another disruption with school displacement wouldn't be good for academic progress - Disrupt academic progress as they are tied to social interactions - Comfortable and consistent environment - Children anxiety - Social relationships, and teaching style (school culture) - Emotional well-being and future success - Extracurricular activities (activities my children are involved with are at Medway and not at Lucas) - Proximity, much easier and closer to get to Medway	Yes	LDCSB	- The Catholic school is much closer than Lucas
Jack Chambers PS	AB Lucas SS	YES	We are not happy with this ... the happiness of our daughter is of most importance. She has made friends here and Medway is a MUCH better fit for her in all aspects, socially, emotionally, and academically. The school climate and culture is why we chose Medway. She is planning on doing a "victory lap" to take some course she cannot fit into her timetable and to complete her SHSM requirements and would not if she has to switch schools.	No		
Jack Chambers PS	AB Lucas SS	YES	Very disappointing, we live closer to Medway than Lucas, friends attend school, great extracurricular sports teams, and was always our number one pick. Upon a student visit, Lucas did not feel welcoming at all.	Maybe	LDCSB	Catholic high school would be closer than Lucas, has great sports teams, and a great education.
Jack Chambers PS	AB Lucas SS	YES	Very disappointed, especially since our home was purchased on a street that was zoned for Medway. I feel that our students have had a lot of changes/obstacles due to covid etc and having to move part way through their high school career would pose one more challenge. I would love to see a legacy agreement for current students and siblings for the next 5 years.	Maybe	LDCSB	
Jack Chambers PS	AB Lucas SS	YES	Unhappy. Disruptive to learning due to lack of a stable environment.	Yes	LDCSB	Preferred school selection will not be available.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Jack Chambers PS	AB Lucas SS	YES	Students need to have the choice to remain at the high school that they started at for various reasons: mental health, consistency, academic and extracurricular success, relationships with teachers/staff that develop over time to help with future pathways, resumes and job/post-secondary applications and references	Maybe	LDCSB	This process of secondary school review has been frustrating and difficult to navigate, and new schools should have been built long ago. More options of Catholic Schools to attend.
Jack Chambers PS	AB Lucas SS	YES	Starting grade 9 at Medway and making new friends and then having to start all over again at Lucas in grade 10. Also, my daughter is on an IEP, so support is very important to us and having this at Medway and then changing school would be a huge issue. We would hope the support at Lucas would be the same, but I am concerned with the number of students that they are planning on putting at the school. I am not sure how they would support the influx of students and how it would affect my daughter's learning.	Yes	LDCSB	I want my daughter to stay at the same school she starts at in grade 9. She was able to tour both Medway and Lucas in the fall and didn't enjoy the atmosphere at Lucas, so she has no desire to go there. We have already looked at Mother Teresa Secondary School as an option because she doesn't want to be stuck at Lucas if this rezoning happens.
Jack Chambers PS	AB Lucas SS	YES	Our son is currently in Grade 11. We do not want him to change high schools for his last year. It would take him 50 minutes to walk, or it would cost us city bus fare which we currently do not have to worry about. He is also very athletic. With the size of the student body at Lucas, he feels he would not make any of the school teams. Currently, he plays 2-3 school sports per year.	Maybe	LDCSB	There are Catholic high schools closer to our home than Lucas.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Jack Chambers PS	AB Lucas SS	YES	Our daughter went through the process of "selecting" a High School after attending open houses for Medway and Lucas. She chose Medway based on the statistics of the school rankings, their sports offerings (e.g., Lucas does not offer field hockey), friends that are already attending Medway and general school atmosphere. She is not interested in attending another High School, Medway was her choice, and this choice was offered by our school board. She is quite upset about the entire rezoning process and is aware that she and her peers are literally being used as pawns to overpopulate Lucas High School in order to get government funding for a new High School. If the rezoning takes place as offered today, Lucas will not have the ability to offer extracurricular activities to accommodate the number of students they will have. Not to mention the safety concerns with overpopulated classrooms, and hallways. The kids are at risk of spending their High School experience confined to a portable. Our daughter and her peers have been through so much, mental health is a concern as it is and now they are being told they can go to their school of choice for grade nine only. Our ask is to allow the kids graduating from Elementary School in 2023, that have already been through the High School choice process to continue on their journey as selected and remain at the High School they chose (in our case, Medway) for their full High School experience. As a parent, we would also ask that bus service be provided to Medway and families with siblings be taken into consideration.	Yes	LDCSB	Mother Teresa is a better fit for our daughter than Lucas. We feel the school would be able to provide the level of education we are seeking while offering extracurricular activities. The school is also larger so we do not believe that there will be safety concerns with overcrowding.
Jack Chambers PS	AB Lucas SS	YES	One child is Grade 11 at Medway and the 2nd child is Grade 8 and very much looking forward to Medway. We have connections in Arva that may be lost if she doesn't go to Medway.	Maybe	LDCSB	Closer to home
Jack Chambers PS	AB Lucas SS	YES	Not okay. Lucas is a horrible school full of bullies, there are broken windows, too many lockdowns and the teachers don't care about the kids. Special needs kids are ignored and experience undue stress.	Yes	LDCSB	Because the Catholic school in our area has good reviews with special need parents, like Medway does.
Jack Chambers PS	AB Lucas SS	YES	not keeping siblings together	Yes	LDCSB	closest high school, bussing

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Jack Chambers PS	AB Lucas SS	YES	Not happy at all about being forced to attend a different high school than Medway. We have family roots at Medway, multiple siblings, and cousins who attend/attended Medway and have had an exceptionally good education experience at Medway. Bussing has been convenient and more importantly safe for my kids getting to school. And sometimes kids don't want to be forced to attend the same high school as all the kids they've gone to grade school with. A change and an option/alternate choice is empowering and healthy socially for children this age.	No		
Jack Chambers PS	AB Lucas SS	YES	Not good. Medway is closer to my home. Medway is the school my son picked to go to due to proximity, bussing, friends, academics, and siblings. I don't want my son switching schools. I want my son to be bussed to Medway due to it being close and his friends also go there.	No		
Jack Chambers PS	AB Lucas SS	YES	Not good, as written this change would be FORCED upon my child in grade 10.	No		
Jack Chambers PS	AB Lucas SS	YES	Not good at all. Older sibling attends Medway and will be in the middle of his high school term. Medway is a quick drive, when necessary and a close bussing school. Our youngest should be able to attend where his brother will be attending. Any decision to modify boundaries should be considerate of children that are already attending in the middle of their high school experience and the ability of those set to enrol next year to attend. Even if transportation is NOT provided by bussing, parents should be able to have their children enroll. Any boundary decision should have a grandfathering clause to accommodate situations such as this.	No	Would NOT change school boards	
Jack Chambers PS	AB Lucas SS	YES	Not going with siblings, not going with friends from elementary	No		

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Jack Chambers PS	AB Lucas SS	YES	My daughter will be in her graduating year and it's unfair to make her change schools. Grade 12 marks count for university applications, some scholarships require a letter of recommendation from teachers / coaches, she has built relationships with teachers and students over the past several years at Medway. The upheaval would be disadvantageous for her.	Maybe		
Jack Chambers PS	AB Lucas SS	YES	My current grade 8 student will need to switch high schools in the middle of his high school career disrupting friendships, extracurricular activities he wants to participate in never mind the mental health issues associated with a forced move, he will be bussed for grade 9 and then need to walk a further distance if switching high schools, he will end up going to a school that is projected to be MORE crowded than the school he is leaving	Yes	LDCSB	I will feel parent and student concerns were not listened to and that there was no consideration for legacy agreements...the stated purpose of the change doesn't come across as something that needs to happen all at once, kids have been through so much disruption already with strikes, COVID and now this...I will no longer have any faith in the TVDSB school board
Jack Chambers PS	AB Lucas SS	YES	My children are thriving at Medway and both honour roll students. I'm concerned that a change may affect that and will also remove them from their core group of friends	No	Would NOT change school boards	
Jack Chambers PS	AB Lucas SS	YES	My child chose Medway and course selection for the 4 yrs at that school	No		
Jack Chambers PS	AB Lucas SS	YES	My biggest concerns are that the school my children have envisioned going to will no longer be an option. We moved to this area with schools in mind and loved the idea of them choosing the school that is best for them	Yes	LDCSB	We have had the closest Catholic School to us highly recommended and feel strongly that our kids should be given choice when it comes to attending the school that is the right right for them.
Jack Chambers PS	AB Lucas SS	YES	My biggest concern is that my children have to adapt to all their schoolteachers and friends from the beginning again. It is also a problem that the distance is a little further away, but I think there is a big difference between the case where the school is set from the beginning and then transferring to a new school.	Yes	LDCSB	First of all, the distance between home and school is much closer. Younger siblings are willing to change because their older sister was considered between the current school and other school board when choosing high school

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Jack Chambers PS	AB Lucas SS	YES	My biggest concern is that my child has garnered excitement for attending Medway because of various factors such as having a girls rugby team. They met the staff and toured the building of both schools. They were excited about Medway and not so much Lucas. They did not get the same sense of culture feeling for Lucas as Medway.	Maybe	LDCSB	Ultimately, I want my children to be at the same high school and to have a sense of belonging. We also toured MTS and my child's feeling/sense of belongingness was highest for Medway, followed by MTS and then Lucas. If my Grade 8 can attend Medway but not my grade 6 then we would consider MTS.
Jack Chambers PS	AB Lucas SS	YES	Moving hs in grade 10 and not being with siblings	No		
Jack Chambers PS	AB Lucas SS	YES	Moved to current house because it was zoned for Medway. Split family with father living in Lucan - change to zone would mean both parents are no longer in the same school zone. May force me to move if bussing won't be continued for my house. Medway is preferred for the school community feeling, academics and athletic opportunities and atmosphere. AB Lucan will be WAY OVER CAPACITY if Jack Chambers is moved over. No reason for this.	Maybe	LDCSB	Currently grade 8 son is attending LDCSB and may keep them with the school board instead of moving to TVDSB. Mother Teresa would be the preferred school and is only 3.5km away and provides bussing.
Jack Chambers PS	AB Lucas SS	YES	Missing out on the music program at Medway	Yes	LDCSB	We've had the nearest Catholic school recommended by parents whose children attended both it and Lucas
Jack Chambers PS	AB Lucas SS	YES	Lucas is way more overpopulated than Medway. This is why this move doesn’t make any sense. My biggest concern is that we won’t be provided with buses. It would take her just under an hour one way to get there. Also, her starting one school for a year and then transferring to another would be traumatizing. She has learning disabilities and it would affect her mentally. Catholic school isn’t an option for us	No		
Jack Chambers PS	AB Lucas SS	YES	Lucas is very crowded now. Adding more students does not seem to make sense. Students will not get the support they need and could suffer academically. Ideally if Jack Chambers is required to feed only a single High School, it should be Medway.	Yes	LDCSB	Newer schools and apparently more stability.
Jack Chambers PS	AB Lucas SS	YES	Keep siblings together, distance, bussing	Maybe	LDCSB	Distance, bussing

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Jack Chambers PS	AB Lucas SS	YES	It would be difficult for Luke to adjust to a new school and no busing to Lucas	No		
Jack Chambers PS	AB Lucas SS	YES	It will be hard for our child to leave friends that she has made, but it would be good to know as soon as possible if this is going through, because we may change her to go to Lucas now and save the potential future issue.	No		
Jack Chambers PS	AB Lucas SS	YES	I would not be happy. Medway is a good rural school with a bus stop near us. My daughter selected Medway with the intention of being the first of our 3 kids to attend. We want all of our kids at Medway for the entire duration of their high school experience.	Maybe	LDCSB	bus availability
Jack Chambers PS	AB Lucas SS	YES	I would like all my kids to go to one school. I don't want my daughter to change halfway through. I don't want to drop off and pick up for Lucas. I like the idea of a bus. I would like her to go to school with country kids. I don't like the idea of her navigating a city bus for Lucas. Fanshawe and Adelaide are too busy, too many sketchy people/ crazy people/ homeless people on the bus. We planned when we moved here 14 years ago that Medway would be nice for our kids. I'm very disappointed that this is all getting changed around.	No		
Jack Chambers PS	AB Lucas SS	YES	I want my daughter at Medway for the Auto course not offered at Lucas. I also want my daughter away from a lot of the kids currently at her school that are not good influences. I want my daughter at a different school than her sister. She has toured the school and was not happy or excited about attending Lucas. She was so excited and awed with the setup and atmosphere of the Medway school.	Maybe	LDCSB,	I would probably move out of London to St Thomas and have her go to Arthur Voden.
Jack Chambers PS	AB Lucas SS	YES	I think it’s disruptive in an already difficult transition to high school to have to then go to another new school.	No		

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Jack Chambers PS	AB Lucas SS	YES	I do not like this possibility. Two of our three children have attended Medway and have loved it. They were able to be bussed, which is very important to us. The spirit of the school and the result for our children is something we would not want our youngest to miss. Mixing with kids from smaller towns and rural areas has been very important	No		
Jack Chambers PS	AB Lucas SS	YES	I do not like that the high school that my child will attend will change while she is in high school. This is disruptive both from an education and a mental wellbeing standpoint. These children have had many disruptions to their education over the past 3 years due to covid. They require stabilization. I would like legacy agreements to be considered for students starting grade 9 at Medway in fall of 2023, including busing.	No		
Jack Chambers PS	AB Lucas SS	YES	I believe that students should have the choice to be able to continue their high school experience at the school in which they began. Staying at the same high school is better for mental health and forming relationships with teachers.	Maybe	LDCSB	
Jack Chambers PS	AB Lucas SS	YES	I am very sad and disappointed that my son will not have the same high school experience as my daughter who is graduating this year. We have built a community and many relationships at Medway. Beyond how I feel, my son is very upset at the thought of having to switch in grade 10. It isn't an option for him to start at Lucas and walk 50 minutes one way to school, so this not only disrupts his high school experience, but he is going to have to start over fresh in grade 10 socially. He has had a hard time since covid, and this is very stressful for him.	Maybe	LDCSB	Closer than Lucas 2.6 km
Jack Chambers PS	AB Lucas SS	YES	I am upset. We love Medway and want my son to have the same experience as my daughter does now. Medway is closer to my home. Medway has buses. Medway teachers are kind and welcoming. Lucas will be overcrowded, and I am concerned about safety there.	Maybe	Private School	If our voice is not heard, we need to vote with our feet. I would consider putting my son into a private school if needed. I have met some fine teachers in the entire city, and we are lucky, but this move to look at option 1 or 2 just does not make sense. Medway is closer to my home, and it has buses. It is a 4 min drive so we can easily go there. We know that system. And my son is asking to be in Medway.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Jack Chambers PS	AB Lucas SS	YES	Having to change schools after attending one year at Medway	No		
Jack Chambers PS	AB Lucas SS	YES	Having a bus	No		
Jack Chambers PS	AB Lucas SS	YES	Friends	No		
Jack Chambers PS	AB Lucas SS	YES	Don't like the idea. We don't want our children separated nor do we want them to have to change schools' mid-way through their high school experience. Our children have already suffered enough instability due to the pandemic. Their focus should be on academics and involvement, not the adaptation to a new school and new friend groups. For our son who is already attending Medway he has made connections, and these will be broken if he has to change schools. Another concern of ours is that connections with teachers, coaches and teammates will also be broken. This will limit their ability to make teams and reduce their ability to be recognized for scholarships.	Yes	LDCSB	We don't feel A.B. Lucas is a good fit for our children and a catholic school would be more convenient if we are forced to switch.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Jack Chambers PS	AB Lucas SS	YES	Does not meet the needs of our student. Medway's culture/environment is a better fit. Our student's older siblings also chose/attended Medway. The proposal also appears to exclude necessary considerations: 1. TVDSB area vs. only London city limits. 2. Considers some, but not all surrounding TVDSB schools, 3. Impact of AB Lucas at 150 - 157% capacity - acceptable solution by portable classrooms and "strategic scheduling". High risk of theory vs practical significant gap in reality - and ultimately high-risk impact to student mental health and experience. 4. Report appears to not address anticipated errors...# of parents that will identify with an alternate address (real or not) to be able to attend the school of choice anyway, parents switching school boards, and inconsistency in programs and activities offered at different schools. By scope definition and not considering travel distance for all students impacted (specifically Medway), including all TVDSB schools surrounding London (ie. Strathroy) to find the best possible "total overall" school board solution, appears to limit and bias the recommendation options. Will London city limits change in the near future, making the current recommendation short sighted? How will the growing communities surrounding London (current city limits) impact and influence this recommendation (Lucan, Ilderton, Strathroy, Komoka, Kilworth, Mt Brydges, Thorndale)	Yes	LDCSB	Student mental health and overall experience. Anticipated significant risk of anticipated "unanticipated" issues of Lucas being over capacity at 150-157%. Difficult to understand how any credible, experienced 'expert' cannot anticipate this as a high risk, high impact scenario.
Jack Chambers PS	AB Lucas SS	YES	Do not want my child to attend AB Lucas due to the age and layout of the school building (narrow hallways, smaller classrooms, age of building); this school is already overcrowded, and the proposed changes will increase overpopulation to an unbearable level	Yes	LDCSB	Better school option with larger classrooms, wider hallways and better sports opportunities
Jack Chambers PS	AB Lucas SS	YES	Do not like it. He’s made many friends that would remain at Medway.	Maybe	LDCSB	Not happy with either option resulting in my son switching schools and we are closer to a catholic high school.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Jack Chambers PS	AB Lucas SS	YES	Concerned. About overcapacity at Lucas. About son not with sibling sister at Medway. About drug culture at Lucas. About the lack of vocal program at Lucas. Like Medway culture. Like arts shsm. Like busing home.	Yes	LDCSB	My son would go to CCH for the music program and IB. Do not want the overcrowding and culture of Lucas
Jack Chambers PS	AB Lucas SS	YES	Concerned about the mental health and well-being of my child. They want to stay at the same high school as their older siblings.	Maybe	LDCSB	Lucas high school will be way over capacity, and I don’t want my child's academics to suffer. Further the Catholic school would be closer to our home.
Jack Chambers PS	AB Lucas SS	YES	Changing schools after a year into high school	No		
Jack Chambers PS	AB Lucas SS	YES	Changing mid-way through	No		
Jack Chambers PS	AB Lucas SS	YES	Both my children would like to remain at Medway	Maybe	LDCSB	My children may want to go to MTS instead of A B Lucas
Jack Chambers PS	AB Lucas SS	YES		Maybe	LDCSB	Our son has many friends attending nearby Catholic schools, if he is forced to switch high schools he wants to be with as many friends as possible which is why he chose Medway in the first place.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Louise Arbour FI	Montcalm SS	YES	We moved here because it was zoned Medway. This was important. I understand that changes are needed and why. I felt sad. The fact that the whole board is being adjusted eases the frustrations that I initially felt. I am hoping that there are not multiple changes for the kids. I think that allowing students to complete their schooling where they begin is crucial, especially since they have already been affected by the pandemic. Some communities, roots, and normalcy are really important. I also think that it matters that students attend school in communities where adults and others are invested in their success. Ours are currently all young enough that the "dust might settle" before they arrive. But I do hope that solid support is set up for students as these transitions occur. That hiring allows teachers that are most qualified AND passionate about working in certain schools to move along with students. Please consider where the new school will be built and limit the amount of changes that occur once it is built.	Maybe	LDCSB	Our nearest school is LCDSB and very good. The kids could walk. It also provides French. That said, I am not opposed to the option of Clarke Road, although it is MUCH further. And I can't say now if the kids will want Immersion in high school or not...I think we will have a better read on that in 8 years.
Oxbow PS	Medway HS	NO	Other siblings attend medway and want all kids together	No		
Oxbow PS	Medway HS	NO	Not acceptable, we will not be moving. Too much stress and anxiety for my daughter.	Maybe	LDCSB	Because TVDSB does not care about children's well-being by making these changes.
Oxbow PS	Medway HS	NO	I would be unhappy with any other option at the moment. Medway is our closest high school and community school.	No		
Parkview PS	Medway HS	NO	Not happy	No	Would NOT change school boards	
Parkview PS	Medway HS	NO	Comfort level, teachers, friends, and siblings that use to go there,	Yes	LDCSB	Proximity

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Stoney Creek	AB Lucas SS	YES	very concerned, for my children already attending Medway I have significant concern over the negative mental health impacts and negative academic impacts associated with being uprooted in the middle of tenure at Medway, this will be extremely anxiety inducing, overwhelming and too much for children who have suffered so many impacts from the recent pandemic closures and changes	Yes	LDCSB	I have no interest in sending my children to Lucas, there is notably higher frequencies of violence, and I do not wish for them to have to walk across extremely busy roads to get to school. MTS has been very welcoming and accepting of the kids in the neighbourhood and houses more children from Stoney Creek than Lucas does therefore making it a more familiar environment
Stoney Creek	AB Lucas SS	YES	That my youngest child will have to change schools in the middle of her high school career. Loose her friends/ teachers that she has created her bonds with. Already so fragile from covid. Can't imagine her graduating without her friends. Heartbreaking.	Yes	LDCSB	If my younger child was made to leave her current high school. Mother Teresa is in our neighbourhood and closer so she might as well go there if she is losing her friends anyway.
Stoney Creek	AB Lucas SS	YES	Not happy. I think currently enrolled kids should be grandfathered in. The kids have been thru enough in the last few years. I think we need to focus on the mental health of our kids and switching school mid high school I think is a detriment to our children	No		
Stoney Creek	AB Lucas SS	YES	Not good. Only 1 more year left.	No		
Stoney Creek	AB Lucas SS	YES	Losing friends. Too much violence. Large classes	Yes	LDCSB	Too many students at Lucas. Don't want to share a locker. Too violent.
Stoney Creek	AB Lucas SS	YES	I am fine with the switch for my youngest who hasn't started but I don't want my grade 10 to have to change at this point.	Yes	LDCSB	The Catholic school is closer, newer, uniforms, most of her friends will go there because bussing isn't provided to Lucas, more options for diverse learners, Lucas needs upgrades, it is packed, no lockers and it doesn't have a good reputation in our neighbourhood.
Stoney Creek ps	Montcalm SS	YES	My child had a difficult transition to high school and would be devastated to be forced to change schools in grade 11. As well Montcalm has a terrible rating (ranked #700/749 in Ontario). We choose the neighbourhood we live in for the schools and are extremely disappointed by the proposed zoning changes. Montcalm is not an equal option to Medway and even to most of the other schools in London.	Yes	LDCSB	Montcalm has a terrible rating in academic achievement (ranked 700/749). There is no way my child will attend Montcalm.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Valleyview PS	Unsure	YES	Mental health is far and away above every other concern. My child specifically chose her school to avoid previous conflicts within the elementary experience. She has a close group of friends and has joined the Medway community in her academics and in extra-curriculars. As she has been diagnosed with a variety of mental health challenges, ripping her out of a safe and secure situation would be worse than starting back at zero - it would cause significant damage.	Maybe	LDCSB	Only option that doesn't involve opening old problems that have been dealt with by choosing her current high school.
West Nissouri PS	Lord Dorchester SS	YES	We will be looking into other options other than Lord Dorchester if our children can not attend Medway. There are other schools farther away than ours, plus Lord Dorchester does not even come close to offering the programming for sports and academics for our children, not to mention the distance we now have to drive to pick them up from any sports or school activities they would do.	Yes	Avon Maitland, Huron Perth	the schools we will be looking at have better programs for our kids
West Nissouri PS	Lord Dorchester SS	YES	We prefer Medway as they have a premium music program, and music is my child's interest for university. They are also closer to.our house, we live less than a mile off prospect hill road.	No		
West Nissouri PS	Lord Dorchester SS	YES	We NEVER go to Dorchester for anything. We would look for alternative schooling.	Yes	Avon Maitland, Huron Perth	These school boards offer us closer secondary school options; we also know the area very well.
West Nissouri PS	Lord Dorchester SS	YES	We feel very upset about the possibility. My son has his entire school life planned out for the next 4 years - which courses and extracurriculars he would like to take. He loves the band. He feels very safe in the lgbtq inclusive environment. It would affect him very negatively to move schools: as the possible alternative does not have band or feel inclusive.	Yes	LDCSB	We want to attend Medway. We do not want to go to Dorchester. If Medway is not an option we would explore other high schools other than Dorchester.
West Nissouri PS	Lord Dorchester SS	YES	We are choosing to start the 2023-2024 school year at Lord Dorchester in preparation for these proposed changes. As we had the option, we visited both High Schools and the size and atmosphere of LDSS was more suited to our situation.			

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	We absolutely do not want our children (currently grades 9 and 10) to change schools. Our children are adjusted into the transition to high school and enjoying the academic and extracurricular activities provided by Medway. They have also established many new friendships at Medway with students who are not in their home elementary area for Lord Dorchester.	Maybe	We would like our children in grade 9 and 10 be allowed to remain at Medway until graduation .	We would like our children to remain at Medway until graduation. We do not want to change boards or schools.
West Nissouri PS	Lord Dorchester SS	YES	Wanting my children to attend the same highschool I attended- more extracurriculars and specialized education offered at Medway	No	Would NOT change school boards	
West Nissouri PS	Lord Dorchester SS	YES	Very unhappy! Parents and children should have the choice. It's not up to a school board to decide if it's unfair to a child to go to a different high school than their public-school friends, that's a decision the child and their parents should make. This idea of doing away with feeder schools seems flawed as there are many feeder schools permitted to stay within the boundaries of Medway. It seems as though West Nissouri is a feeder school being cherry picked to remove from the boundaries even though it is closer geographically than other feeder schools not being threatened to be removed from the boundaries. If there is a high school that can afford students more opportunities with specific programs/sports and it's within a reasonable distance from a feeder school, it should be an option to families at that feeder school. Obviously, a school that is closer in proximity will be more convenient for families, in particular parents, when needing to pick their kids up from extracurricular activities, etc. Farther distance to drive or longer bus routes to a different high school cut into a student's extracurricular time and study time. Neither option being given to parents accommodates any families from West Nissouri. We deserve a choice. As parents who both attended Medway, we made sure to purchase a home within the boundaries of Medway so that our children would get to experience Medway as we did.	Yes	Avon Maitland	Because it's ridiculous that neither option 1 or 2 takes West Nissouri into consideration and I don't want my kids to be a part of a school board that completely disregards them.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	Very frustrated! We purposely chose a location to live that put us in the boundary of Medway High School, knowing that this particular school offered a LARGE selection of academic programs (particularly music), sports and clubs compared to the proposed boundary change to Lord Dorchester. Which is a known smaller high school (less populated), and therefore offers less programs, sports and clubs. My oldest daughter is thriving in grade 9, and enjoying her first year so far, making new friends and actively involved in the added music repertoire programs (vocal and band) that Medway High School offers. She is currently taking a vocal course that she loves, and Lord Dorchester does not offer it. Also, she is part of band, concert choir and Madrigal choir (which she auditioned for, and it is a competitive choir, again Lord Dorchester does not offer it). The thought of her being forced to change schools that she is academically excelling in and lose these programs and friends is NOT in the best interest of my daughter's education and mental well-being. I feel this does not align with TVDSB's mission, vision and commitment for a student's success. Also, the thought of them leaving Medway High School or being separated from her younger sister is disheartening and geographically both schools are very far apart from each other. The travelling distance between these schools would be almost impossible to manage any extracurricular activities for both of them in the case that they were separated. Medway High School is very conveniently located just North of London to my workplace and additional family members, especially when it comes to early pick up and drop off for all my daughter's added extracurricular school activities. We do not have access to public transit where we live and require busing.	Yes	LDCSB	Better location and larger program selection
West Nissouri PS	Lord Dorchester SS	YES	Travel pick-ups after school from extracurricular activities will be difficult. I work at MEDWAY, and we built our house so we would be zoned for MEDWAY. We only have one car. Bus ride will be really long. Lack of options when it comes to course selections since my child has a learning disability and Diagnosed ADHD.	Maybe	LDCSB	Travel would be easier: 14 km.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	Too far from grandparents which I get picked up by daily	Yes	LDCSB	Medway is the school I want
West Nissouri PS	Lord Dorchester SS	YES	This would be good	No		
West Nissouri PS	Lord Dorchester SS	YES	This is a very undesirable situation for us. 1. I have a grade 11 student at Medway currently. He has had a great experience and his sibling, currently in grade 8 is excited to be at Medway next. It would be potentially detrimental and cruel to expect my grade 8 student to start at Medway and then be ousted to attend a different high school. This is a short-sighted and heartless plan. 2. Dorchester is not our community in any way. I could not tell you the last time I was in Dorchester. Being that we live North of Thorndale, our family life revolves around the Medway region. My children have extracurricular activities in St. Marys. We do all of our other activities in North and Northwest London. 3. I set up our family life with the expectation my kids would (and one does) attend Medway. I work 10 minutes West of Medway. If the boundaries change, it would cause major upheaval in our home, including me needing a change in my work location. It is not feasible for me to drop off or pick my children up from the Dorchester location while working North and West of London. I think it i 4. The geography of the families rhat attend West Nissouri is vast. I do not think this proposal is a reasonable expectation for West Nissouri families. 5. We may have the option to switch to Avon Maitland and would consider this. My kids have many connections to St. Marys.	Yes	Avon Maitland	My kids have sports and music lessons in St. Marys. One of my kids works in St. Marys. I get my groceries in St. Marys. We are there 4-5 times per week and my kids have many peer connections there. It would make more sense for me to direct our family life that way than centre it around Dorchester.
West Nissouri PS	Lord Dorchester SS	YES	The length of time my student would be required to be on the bus every day. Inability to participate in any extracurricular activities due to the distance. Length of time that would be required should my student need to be picked up from school.	Yes	LDCSB	Distance factor

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	The courses being offered at Dorchester are not on the same academic level in comparison to Medway. As far as I know auto mechanics is still not offered at Dorchester either. We as a family do more in London and the surrounding area to Medway than we do Dorchester. I also work in London so my child would be able to be picked up easier than if they were at Dorchester.	Maybe	Avon Maitland	
West Nissouri PS	Lord Dorchester SS	YES	The classes and sports that Medway has to offer, local, kid's friends will be in a reasonable commute outside of school Hours. Dorchester pulling from east London and Elgin areas.	Maybe	Not sure if would change	
West Nissouri PS	Lord Dorchester SS	YES	Support Services, Extra Curriculars	No		
West Nissouri PS	Lord Dorchester SS	YES	siblings attending same school	No		
West Nissouri PS	Lord Dorchester SS	YES	Separation from elementary classmates.	Maybe	LDCSB	School is closer to home.
West Nissouri PS	Lord Dorchester SS	YES	Reputation of academic standings for the other high school	Yes	LDCSB, Avon Maitland	
West Nissouri PS	Lord Dorchester SS	YES	Prefer to go to Dorchester	No		

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	Our address has always been zoned to Medway. When Plover Mills, Prince Andrew and Lesboro all closed to become West Nissouri, the boundaries feeding to the high schools remained in place. This is what makes sense. Students who fed Plover Mills and Prince Andrew live geographically closer to Medway than Dorchester high school. Dorchester high school is not under capacity, so this is also not a reasonable argument as to why our students need to change high schools. When 3 rural schools close to create 1 school it is not acceptable that high school boundaries change. We want to continue to attend the school that is closest to our address and that I (over 30 years ago) and my older 2 children have attended. It is frustrating to us that London area schools have started feeding Medway and this is now affecting whether our children can attend a school that is geographically closer and has always been zoned to attend. If this boundary change were to occur, we will be switching school boards and attending DCVI within Avon Maitland.	Yes	Avon Maitland	DCVI is geographically closer to our home than Lord Dorchester High School. Also, we would have no interest in being part of a school board with such little regard for the mental health of the students in their care. This is completely contradictory to the "Every Student Belongs" philosophy that was apparently so important at the beginning of the school year. Also, to rush in such a decision after several years of unrest in student learning due to COVID and a year of work to rule before that is very stressful to students and families. A legacy agreement ensuring current students and siblings of current students continue to be able to attend their current schools should be put in place, at the bare minimum, if such a change goes through.
West Nissouri PS	Lord Dorchester SS	YES	Not reasonable, there was no other option last year seeing that there was no bussing For Dorchester. Also, further and longer drive. Changing schools is hard enough now they want to push you into a school you didn't pick. And I don't have a good feeling for it. Option 1 or 2 both stop at Elgin field and valley view. We are right on Elginfield and Fairview Road, one road further. Doesn't make sense. Kids and us parents are really not happy about this.	Maybe	Avon Maitland	Closer for us
West Nissouri PS	Lord Dorchester SS	YES	Not pleased about a different high school at all. I have a daughter in grade 10 who has worked exceptionally hard to develop relationships at Medway and attain excellent marks. Moving her in her final year to a different high school would be extremely unfair. She needs her marks for university entrance. Her 2 younger sisters are also looking forward to attending the same school and sharing busing.	Yes	Avon Maitland, Huron Perth	The other high school is very far from our house and is very small. It does not offer any variety of courses which we require. Also, the academic reputation is not excellent.
West Nissouri PS	Lord Dorchester SS	YES	not interested in switching schools and will continue to attend Medway SS	No	Would NOT change school boards	

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	Not happy. The lack of programming compared to what is currently available at Medway. Having to remove a student currently at Medway to go to another school and the negative impact of that.	Yes	LDCSB, Avon Maitland	Being forced to send children to an inferior school is not an acceptable option. This should not even be a question for the TVDSB! We would switch our children to a school board that cares about the students and not additional GOV funding for trustees' initiatives!
West Nissouri PS	Lord Dorchester SS	YES	New school is farther from us.	Maybe	LDCSB	Mother Teresa is closer to us.
West Nissouri PS	Lord Dorchester SS	YES	Neither of my children have ever even been to Dorchester. It is not part of "their community". Attending Medway would allow my children to be with their cohort of classmates as most are slated to go to Medway.	Maybe	Avon Maitland	St. Mary's DCVI is only 9.5 km from our house. My children have participated in activities in St. Marys and know people their age there.
West Nissouri PS	Lord Dorchester SS	YES	My daughter not being able to graduate where she started and did most of her schooling	No		
West Nissouri PS	Lord Dorchester SS	YES	My daughter is currently zoned to attend LDSS, and we are very happy with that choice. It is a smaller school, and we feel that she will have a better education experience. However, my daughter wants her classmates to attend the same school as her, so we are very much in favour of West Nissouri PS being rezoned so that the majority of students attend LDSS.	No		
West Nissouri PS	Lord Dorchester SS	YES	My daughter chose Medway with careful consideration of their academic offerings and extra-curricular opportunities. There are particular courses that are not available at other high schools. Although Medway is a far distance from our home, it is closer to where we work, live and play (compared to Dorchester). If Options 1 or 2 are approved, we would consider the Avon Maitland Board. Dorchester is a completely unfamiliar community. We do not have any family friends or community attending that school, and the courses she is excited to take are not offered.	Yes	Avon Maitland	St. Mary's DCVI is closer to our home than Dorchester. St. Marys DCVI also does not have the academic or extracurricular opportunities she is interested in participating in (which is why Medway was selected), but the distance is more manageable. St. Marys is closer to where we live, work and play (sports). We know other families attending both St. Marys and Medway.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	My biggest concerns would be moving my child in their graduating year to a different high school(they already missed out on graduation in their grade 8 year because of Covid), a younger sibling attending a different high school than their older brother, by making the few families that have chosen Medway over the past few years from West Nissouri - the numbers would not impact anything in the big picture. We would be changing school boards and attending St.Mary's DCVI.	Yes	Avon Maitland	I would not want to keep within the Thames Valley School Board system. There are so many better options and scenarios that they need to consider. Medway has always been a county school and the county kids should have the opportunity to attend before London area kids. Both my husband and I and my mom attended Medway and we would really love our kids to continue to be a part of the Medway community. The decisions need to make geographical sense and the proposals do not encompass that.
West Nissouri PS	Lord Dorchester SS	YES	More should go into the school selection than just location. Different schools offer different things and children should be afforded the opportunity to attend a school that allows them to excel in those area that they are interested in	Maybe	LDCSB	This is dependent on what the school has to offer my child at the time we are choosing a high school. The most important thing to me is picking a school that best suits my child, what their interests in and what will help them excel later on in life
West Nissouri PS	Lord Dorchester SS	YES	Many of her peers will attend Medway. It's also closer and a better academic environment.	Yes	LDCSB	
West Nissouri PS	Lord Dorchester SS	YES	Main concerns are distance. My children will have to travel almost 15 minutes longer to get to their high school. As we have a family owned and operated business it may be difficult to accommodate the extra drive especially including their sports, clubs and extracurricular activities. Not allowing them to participate in their desired programs will have a detrimental effect on their mental and physical well-being.	Yes	LDCSB, Avon Maitland	
West Nissouri PS	Lord Dorchester SS	YES	Lower quality extra-curricular activities, academics, proximity	Maybe	LDCSB, Avon Maitland	
West Nissouri PS	Lord Dorchester SS	YES	Longer travel distance, safety, are the same programs offered, quality of learning environment, Medway is more modern and newly renovated.	No		
West Nissouri PS	Lord Dorchester SS	YES	Longer bus ride, less curriculum activities, lower rating diploma for further study	Yes	Avon Maitland, Huron Perth	Closer by, better reputation school
West Nissouri PS	Lord Dorchester SS	YES	Lack of higher quality academics, sports, choirs, longer bus routes	No		

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	Lack of access to extracurricular programs and enrichment opportunities. This was our concern when my daughter started Grade 9. If you're going to force people into certain schools, the schools all need to have some equalization of access to enrichment and extracurricular programs.	No		
West Nissouri PS	Lord Dorchester SS	YES	Keeping my child together with her school friends. Covid isolation and remote learning has done enough damage to our children's mental and physical wellbeing.	No	Would NOT change school boards	I should not have to switch school boards. Appropriate planning needs to take place to ensure the children stay together with their friends and siblings.
West Nissouri PS	Lord Dorchester SS	YES	It's farther and doesn't offer as good of a sports program	Maybe	LDCSB	Convenience, proximity and the school offerings and programming would be better
West Nissouri PS	Lord Dorchester SS	YES	It's a stupid idea! To be forced to go to a high school that is twice as far away, and at least doubling the bus run time, simply because we live within the boundaries that have been set for West Nissouri is ridiculous! High school selection should be set primarily by whichever is closest to residential address, not by feeder school!	Yes	LDCSB, Avon Maitland	Neither of my kids want to attend Lord Dorchester. If it became a requirement that they had to go there, and that they could not go to Medway, I would consider switching as St Mary's and Stratford are next closest!
West Nissouri PS	Lord Dorchester SS	YES	It would be extremely disappointing. After several evenings spent at 3 different high school open houses, and long conversations, Medway was the clear and obvious choice for our child. Distance is a concern. We are at the very furthest northern edge of the boundary. The bus ride would be very long, extra-curricular and before/after school activities would sadly be limited/impossible factoring in our work schedules, driving time and also other siblings' activities. It would make getting a job extremely difficult also.	Yes	Avon Maitland	St. Mary's High School is a 7-minute drive and bussing is already an option. Dorchester is a 30-minute, direct drive (an even longer bus ride). No current bussing available at this time to determine how long the ride may be. Greater chances to participate in extracurriculars, job opportunities
West Nissouri PS	Lord Dorchester SS	YES	It is extremely inconvenient. The kids should be able to go to the high school that is closest to their residential address, and not be forced to go to one twice as far away simply because they happen to live within the boundaries set for their elementary school. Additionally, after-school extra-curricular activities would not be an option, because our schedules would not allow for having to drive to that school for pickup after the buses had already left for the day.	Maybe	Avon Maitland	the schools in St Mary's or Stratford would be a lot closer, and thus more convenient to pick up the kids after school activities or if they get sick etc.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	I would prefer my youngest to attend Medway due to dorchester not having a sports program as well Medway has a higher standard of education	Yes	LDCSB	I want my youngest to have the option of Medway as his high school as my previous disclosed reason
West Nissouri PS	Lord Dorchester SS	YES	I would prefer my children attend Medway because of all of the extra course options and extra-curricular activities.	Maybe	LDCSB	
West Nissouri PS	Lord Dorchester SS	YES	I would be quite upset if my children had to move from Medway. My daughter has built a relationship with her choir and music teacher. She feels safe here. When our other two go, I would feel safer as well as my son has asthma, and I work 2 minutes from Medway if there was ever an emergency, as opposed to 27 minutes to Dorchester. You should have it zoned a specific way so that no NEW families can continue to a different school. But allow families already there to continue on with their remaining children.	No		
West Nissouri PS	Lord Dorchester SS	YES	I will be upset not being able to attend Medway. Our neighbour goes there and he's in grade 10. He gets picked up by bus. I like Medway because of the Academics	Yes	Unsure at the moment	If we have to go to Medway I would consider switching because there are other schools closer to us like St Mary's.
West Nissouri PS	Lord Dorchester SS	YES	I want my kids to attend the closest school, Medway. I do not want my kids to attend another high school. We chose Thorndale so our kids could attend Medway	Yes	Would NOT change school boards	I want my kids to go to Medway. I will find a way for them to attend.
West Nissouri PS	Lord Dorchester SS	YES	I think my daughter will spend more time travelling AND be disadvantaged in terms of her academic choices	Maybe	Waldorf or Conseil Scolaire Viamonde	My daughters shouldn't be second class citizens forced to attend a school that is both further away and less academically and socially what they want.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	I feel that my children will suffer with both options presented, because they will be forced to get up an hour earlier for school every day and endure a much longer school bus ride to a community they have no connection with. As mentioned in this survey, Medway is 9.8km from home while Lord Dorchester is 27 km (2.5 x further). Our children will not be able to attend any extracurricular activities that would require parental transportation. It's not fair that our kids live so close to Medway but cannot attend because they go to West Nissouri Public School. If Prince Andrew Public School was still running, our kids would be attending school in our township, and would be in feeder school for Medway.	Yes	LDCSB	To attend the closest High School to allow my children to take part in extracurriculars after school.
West Nissouri PS	Lord Dorchester SS	YES	I feel that Medway has more to offer the kids with academics and athletics. Switching to a high school with lesser options will take years to catch up to where Medway is so in the meantime the kids that are forced to switch will miss out on all those classes and sports	No		
West Nissouri PS	Lord Dorchester SS	YES	I do not want to see my child attend Medway for one year and then be pulled out. I also don't want my kids going to Dorchester, programs are not as good along with sports programs. I would send my child to DCVI in the Avon Maitland district school board; we are 16 Kim's to dcvi	Yes	Avon Maitland	Dorchester doesn't not have the programs or activities we want. As well I have safety concerns with that school
West Nissouri PS	Lord Dorchester SS	YES	I do not want my son attending highschool in London.	Maybe	Not sure	I don't feel the city dynamics are always good for a child born and raised in a country community....

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	I do not like the possibility that my daughter won't go to Medway. Medway is more than 16 km closer to our home than lord Dorchester. The impact of this added distance would be huge and is my biggest concern. At Lord Dorchester, she wouldn't be able to participate in as many after school clubs or sports because picking her up would be more of a problem. It would be harder to keep her in the original kids theatre because of driving time to rehearsals (theatre has been an incredible experience both socially and for her confidence in public speaking and not being able to continue would be detrimental to her continued development). It would also mean a longer bus ride to and from school which is unfair and will impact time for other activities as well as sleep.	Yes	LDCSB	Being at a closer school is more important than which school board I pay taxes to.
West Nissouri PS	Lord Dorchester SS	YES	Having students start somewhere and providing them with a sense of belonging, only to be pulled out of that school may cause a mental struggle for some (if not many) of these students. These students have been through enough with covid, just as they get back into a routine to be pulled from what they have become familiar with, is unfair and mentally unhealthy. Some of these students struggled with getting back in front of people after covid, they took a step forward and did what was asked of them, and now they will have to redo that all over again. After covid people of all ages have struggled to put themselves back out there, to say it will be easy for students to adapt and meet new friends is an unfair call after living through covid. Varsity sports offered (and participated in) at Medway are not offered at the new proposed feeder school. We will transfer our daughter to the Catholic Board if she is not allowed to finish high school at Medway.	Yes	LDCSB	Because I do not believe that uprooting students out of an existing school is fair, and I do not want to be part of a board that does not take into account the mental well being of their students.
West Nissouri PS	Lord Dorchester SS	YES	Happy to attend LDSS	No		
West Nissouri PS	Lord Dorchester SS	YES	Good. Would prefer my children not go to Medway.	No		

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	Good	No		
West Nissouri PS	Lord Dorchester SS	YES	Further distance from current home as well as parent's workplaces. Older cousins attend Medway.	Yes	LDCSB, Avon Maitland, Huron Perth	I really don't want my children to attend high school in Dorchester
West Nissouri PS	Lord Dorchester SS	YES	Further distance drive, access to less extracurriculars and parents don't work in that direction	Maybe	LDCSB	We do not want to be forced to lord Dorchester, with less extracurriculars, a further distance from home and we as parents work in the London direction to provide rides home after extracurriculars
West Nissouri PS	Lord Dorchester SS	YES	Further away. Opposite direction from where we work if there's an issue or we need to drive our kids. Medway is a better school overall. Our kids have been looking forward to attending Medway.	Maybe	LDCSB	We moved here with the understanding that the kids would attend Medway. It is unfair to them to change the boundary lines
West Nissouri PS	Lord Dorchester SS	YES	Further away than Medway, very inconvenient for picking up and dropping off for any activities/clubs/appointments, sports/club options are very limited compared to those at Medway.	No	Would NOT change school boards	
West Nissouri PS	Lord Dorchester SS	YES	Extracurriculars and academic opportunities are currently limited at LDSS in comparison to those available at Medway.	Yes	Avon Maitland	There is the possibility that more programming is available at a school a similar distance to LDSS.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	Due to our location and as we are technically an Ilderton address, we have always associated Ilderton and therefore Medway as our hometown/high school. Our kids play sports and participate in community events in Ilderton. As our kids are zoned to and go to West Nissouri PS they have many friends and connections to Thorndale as well. My concern is that based on my understanding, we will not have a choice in where we send our children to highschool. I would like the choice to do what is best for my children individually and would be willing to drive them if going to an out of zone school is what I feel is best. For example, if I had a child who was more introverted and would benefit from a learning environment in a smaller highschool where their public-school friends would be attending , I would want them to go to Dorchester. If I felt my child would benefit from a larger, more diverse highschool to prepare them for their future or a school that had more opportunity in regard to extracurricular athletics, I would want them to be able to go to Medway. My concern is the lack of choice.	Maybe	LDCSB	I would consider what is best for each of my children individually as per my response to the question regarding my concerns. In doing so I would consider all options.
West Nissouri PS	Lord Dorchester SS	YES	Don’t really care	No		
West Nissouri PS	Lord Dorchester SS	YES	Distance, programs offered, size of school, extra-curricular activities	Yes	LDCSB	One of the main reasons we chose to live here was because of the schools our kids would attend. We DO NOT want our kids going to Lord Dorchester.
West Nissouri PS	Lord Dorchester SS	YES	Distance, busing, extracurricular, academics	Yes	LDCSB	Keep our children in our neighbourhood, closest school
West Nissouri PS	Lord Dorchester SS	YES	Distance, academic standards, majority of feeder schools are south and east of London (south of Hwy 401) whereas we are northwest of that.	Yes	LDCSB, Avon Maitland	Shorter distance to school, classmates would be within closer radius, extracurricular activities outside school hours would be closer, familiarity of home community.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	Distance is a concern.	Maybe	Would NOT change school boards, Unsure. Maybe move to Waterloo region	
West Nissouri PS	Lord Dorchester SS	YES	Disappointed, angry. We moved to this area with the intent on our children going to Medway. It has more extracurricular opportunities for our children.	Yes	LDCSB	More opportunities. Lord Dorchester is a small high school and Dorchester is not where we'd like our children to go to school.
West Nissouri PS	Lord Dorchester SS	YES	Consistency going to the same school as parents/siblings have	Yes	LDCSB, Avon Maitland	Bussing and better school options. Lord Dorchester is not a school I want my children going to ever. Belay reputation among students, staff and the community
West Nissouri PS	Lord Dorchester SS	YES	Calabre of the programs and activities offered as well as all friends from WNPS attending and time on bus	No		
West Nissouri PS	Lord Dorchester SS	YES	Bus Safety, Educational disadvantages, children's H&S, additional cost & expenses, mental wellbeing of all family members, negative impacted family schedules, time schedules for sports and recreational Programs lost, Environmental concerns, massive increase of family's Fuel & Energy cost, students disadvantage for future opportunities regarding missing time for education, missing time for practising, training and social programs, huge winter safety concern. Rural aspect seems completely ignored by London City and their carelessness towards the taxpayer. A fast-growing construction and city growing concern (and ultimately connected missing infrastructure planning and funding) has been put on the shoulders of children and their families that have invested strongly in Middlesex and their children's future.	Yes	LDCSB	Three times longer distance is not acceptable besides the educational- and social disadvantage that is coming with that.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
West Nissouri PS	Lord Dorchester SS	YES	Betrayed by the school board and confused as to the change in practice. When prince andrew closed, our area was designated to west Nissouri due to location and now there's a proposal to change high schools based on feeder schools. This puts rural children at a huge disadvantage as we depend on bussing to get to school. Distance! We live 2.5x further from Dorchester compared to Medway. My children would depend on bussing and would be unable to attend any extracurricular activities which would require parental transport which we cannot accommodate due to distance. Cost of school transportation for the community and the environment to bus children the extra distance when another school is so much closer. I am also concerned about my children attending a school outside our municipality. With an RR#3 Ilderton address in Middlesex Centre, why are our children being sent to a school in Dorchester in Thames Center?	Yes	LDCSB	To attend the closest High School to allow my children to take advantage of extracurricular activities after school.
West Nissouri PS	Lord Dorchester SS	YES	Aren't happy. We are a blended family living in two different towns, and transportation and timing were already a concern. This would make things a lot more challenging for our family!	Maybe	Avon Maitland	Closer distance to home
West Nissouri PS	Lord Dorchester SS	YES	Although small they have a great teacher to student ratio, would want to know what other academic and extracurricular options would've available	No		
West Nissouri PS	Lord Dorchester SS	YES	A little troubled. I think my son would do better in a larger high school with a variety, more diverse population. I am unsure whether Medway (due to its size), could offer more support for my son.	No		
West Nissouri PS	Lord Dorchester SS	YES		Maybe	LDCSB	MTCSS closer to residence, excellent school, attended by many nieces/nephews. Both parents work in London, so Dorchester simply is not as accessible, especially from Thorndale. About twice the time to access compared to Medway from Thorndale.
Wilberforce PS	Medway HS	NO	Travel time. Extra-curricular pick-up times as both parents do not work in London.	Maybe	Huron Perth	Easier pick up.

Feeder Public School Area	Option 1 or 2 HS zone?	New HS?	Concerns about attending a different high school	Switch School Board?	New School Board options	Why switch boards?
Wilberforce PS	Medway HS	NO	No concerns.	No		Rather avoid London school.
Wilberforce PS	Medway HS	NO	I'd be okay if they went to a rural school, but not okay if it were Urban.	Maybe	We'd go private.	I don't like the culture being created and perpetuated within the public school system.
Wilberforce PS	Medway HS	NO	I want my child to go to Medway. It's convenient when you work in London and can bring your child along the way.	No		
Wilberforce PS	Medway HS	NO	I have no problem with it as long as it offers the same programming including sports teams, education and extracurriculars.	No		
Wilberforce PS	Medway HS	NO	Don't want my child to go to a high school in London	No	Would NOT change school boards	

Resources Provided to Meeting Attendees

- Email address for Medway HS Attendance Area Review committee: medway.laarc@gmail.com
- LAAR website: https://tvdsb.ca/laar
- Q & A for LAAR: https://www.tvdsb.ca/en/our-board/laar-secondary-comments-and-responses.aspx
- City of London Secondary Panel Attendance Area Review Initial Report (January 31, 2023): https://pub-tvdsb.escribemeetings.com/filestream.ashx?DocumentId=5344
- Recording of Initial London Attendance Area Review Committee (AARC) Meeting (March 1st 2023): https://youtu.be/vFBfKh4CB6s
- LAAR Interactive maps (refer to Potential Options section): https://www.tvdsb.ca/en/our-board/london-secondary-panel-attendance-area-review.aspx
- School Boundary maps: https://www.tvdsb.ca/en/schools/find-my-local-school.aspx

APPENDIX B-8 Montcalm S.S.

London Secondary Panel Attendance Area Review
Attendance Area Review Committee (AARC)
Documents and Templates

London Secondary Panel Attendance Area Review
Montcalm Subcommittee Meeting Agenda

School Community: Montcalm (feeder schools: Cedar Hollow, Chippewa, Evelyn Harrison, Hillcrest, Knollwood Park, Lord Elgin, Northbrae, Sir John A MacDonald, East Carling)

Date & Time of Subcommittee Meeting: April 17, 2023 at 7pm

Attendance Area Review Committee Subcommittee Members & Affiliation:
Jeff Beynon – Principal Montcalm
Claude Olivier – gr 12 parent & chair
Erin Dixon – gr 10 parent & secretary
Amber Garrow – gr 11 parent

Meeting Link and Call-in Details: teams meeting ID 271 694 360 313; Passcode QEUUbP

Or call in (audio only)

+1 226-213-5352,131145552#

Meeting Location: teams and School library 2nd floor

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

London Secondary Panel Attendance Area Review
Montcalm Subcommittee Meeting Minutes

School Community: Montcalm (feeder schools: Cedar Hollow, Chippewa, Evelyn Harrison, Hillcrest, Knollwood Park, Lord Elgin, Northbrae, Sir John A MacDonald, East Carling)

Date & Time of Subcommittee Meeting: April 17, 2023 at 7pm

Attendance Area Review Committee Subcommittee Members & Affiliation:
Jeff Beynon – Principal Montcalm; Claude Olivier – gr 12 parent & chair; Erin Dixon – gr 10 parent & secretary; Amber Garrow – gr 11 parent (unable to attend meeting)

Number of Attendees: 19 (10 virtual and 6 in person; plus 3 committee members)

Number of Participants in Discussion: 15 (3 from committee, 4 in person & 8 virtual)

Meeting Location: Teams Meeting and Library (2nd floor)

Minutes

AGENDA ITEMS	
1.	Call to Order and Introductions
	• Claude Olivier
2.	Overview of AARC Meeting and Initial Attendance Area Review Report
	• Jeff Beynon
3.	Q & A
	• Why F.D. Roosevelt is not part of Montcalm boundary review? Parents want to petition to have it part of Montcalm's boundary not Clarke. Asked if we could address. • Why pushing the boundaries now? – some schools over capacity and others have room; need to justify new school to be built • Why was Cedar Hollow chosen to go to Montcalm in both options? – done through planning department

	• When will new school be ready? – will take several years and not sure which side of city would get school as only one proposed at this time • Know objective is to stop split feeder schools, but couldn't Jack Chambers or Stoney Creek go to Medway (since part of school already goes there) and then Cedar Hollow could go to Lucas? • Will bussing be provided for Cedar Hollow/Fanshawe Ridge neighbourhoods to Montcalm? • How do trustees share info that has been sent to them by parents? – info would be shared with all trustees • Is the board concerned about parents moving children to catholic board should these boundaries be put into place? • Will our students be able to go to University if go to Montcalm? – Montcalm offers streams at all levels and many students go on to university, including a recent grad that won engineering award at UWO • What has been done to improve Montcalm? Montcalm is very welcoming and here for all students to succeed. Staff think outside the box to help students meet needs and treat students as a person and not a number. Lots of opportunities/programs at Montcalm that aren't offered elsewhere
4.	Feedback regarding Options
	• Feel this procedure is too rushed • Concerned about quality of education @ Montcalm compared to Lucas (even though same curriculum taught at both) • Want the "fear" addressed of going to Montcalm as opposed to Lucas • Parents will move their kids to catholic board if boundaries approved or move to be in neighbourhood of choice school • Want psychological assessment done of students being forced to go to different school than thought they would even though with friends • Environmental impact of changing boundaries for certain schools if travel is further • Needs to be some compromise: in 2024 start with just grade 9 students and those students that are new to the designated home school area go to home school and allow all other students to have legacy agreements at their current high school if it isn't their designated home school after boundary change (as this should balance out numbers as projected over the 4 years (2024-2028))
5.	Additional Information Requirements
	• N/A
6.	Need for Future School-Level Meetings
	• Propose additional evening with Cedar Hollow to discuss what Montcalm has to offer and address parent's "fears" about coming to Montcalm

London Secondary Panel Attendance Area Review
Montcalm AARC Subcommittee Report
May 5, 2023

1. SUB-COMMITTEE MEMBERS & AFFILIATION
   Jeff Beynon – Principal Montcalm; Claude Olivier – gr 12 parent & chair; Erin Dixon – gr 10 parent & secretary; Amber Garrow – gr 11 parent

2. SCHOOL COMMUNITY MEETINGS
   a. Date(s): April 17, 2023 7pm
   b. Number of attendees at each meeting: **19 (10 virtual and 6 in person; plus 3 committee)**
   c. Number of participants in discussion at each meeting: **15 (3 from committee, 4 in person & 8 virtual)**

3. EXECUTIVE SUMMARY
   - The meeting went well considering we weren't sure what type of turnout we would get. A number of trustees and Ward 3 counsellor were in attendance. We listened to what parents had to say and we provided feedback about what Montcalm has to offer and how the teachers go above to help students and treat students as individuals. There is a stigmatism about Montcalm and parents are concerned the quality of education isn't as good as that of Lucas. An additional evening at Cedar Hollow would be advantageous to inform the parents about the school and address their concerns.

4. BRIEF SCHOOL COMMUNITY PROFILE - Montcalm school community is a diverse population from all walks of life. It is both a blue and white collared community.

5. FEEDBACK REGARDING PROPOSAL

   - Why was Cedar Hollow chosen to go to Montcalm?
   - Some Cedar Hollow parents are concerned about quality of education at Montcalm compared to Lucas
   - Some parents will move their children to catholic board if proposal is approved for Cedar Hollow moving to Montcalm
   - Will bussing be available for Cedar Hollow/Fanshawe Ridge/Stoney Creek subdivisions to Montcalm?

- Since objective is to stop split feeder schools, couldn't Jack Chambers or Stoney Creek go to Medway (since part of school already goes there) and then Cedar Hollow could go to Lucas?
- When will new school be built?
- Parent was hoping that F.D.Roosevelt would be included in Montcalm boundary

6. RECOMMENDATIONS & CONSIDERATIONS

- To emphasize that the curriculum is the same at all schools and that students can still go to university and all other paths from Montcalm
- To discuss/assess how kids feel about having to go to different school than originally thought
- Needs to be some compromise for students: in 2024 start with just grade 9 students and those students that are new to the designated home school area go to home school and allow all other students to have legacy agreements at their current high school if it isn't their designated home school after boundary change in order to complete diploma at the original school

7. APPENDICES

- Recording of teams meeting to be sent in by Principal Jeff Beynon

APPENDIX B-9 Oakridge S.S.

London Secondary Panel Attendance Area Review
Oakridge Secondary School AARC Subcommittee Final Report
Date: March 28th, 2023 (7-8:30pm)

1. SUB-COMMITTEE MEMBERS & AFFILIATION

Chair - Ibrahim Semhat isemhat@gmail.com
Secretary - Rebecca Adams adamsbeccy4@gmail.com

2. SCHOOL COMMUNITY MEETINGS

a. Date(s): March 28th, 2023
b. Number of attendees at meeting: 36
c. Number of participants in discussion at meeting: 36

3. EXECUTIVE SUMMARY

A SAAR meeting was held at Oakridge highschool on March 28th. We had 14 in-person and 21 virtual attendees. After welcoming and introductions by chair were made, Mr. Phillips, principal of Oakridge, gave an overview of the initial report with a focus on information pertaining to Oakridge highschool. This was followed by a Q & A with input from online and in-person participants. Questions were collected and answered by the committee members (1 outstanding question) with the support of Mr. Phillips. Recommendations came forward by several attendees and recorded in the meeting minutes. The decision to have future meetings was discussed and it was decided that a future meeting is not required. Attendees were advised that a copy of the meeting minutes/report and the recording of the meetings will be posted on Oakridge's and TVDSB's website.

4. BRIEF SCHOOL COMMUNITY PROFILE

Approximately 65 percent of the students who attend Oakridge are in-area. Other students are from various highschools, (mostly Banting and Saunders) around London including IB program and Spec.Ed students. The school's enrollment is approximately 1100. Currently there are 3 feeder schools (potentially 4 with the addition of a new PS in West London)

5. FEEDBACK REGARDING PROPOSAL

Most of the discussion and feedback received regarding the assigned area attendance meeting pertained to Oakridge highschool only. Very little discussion about the proposed changes to other schools occurred. General feedback was positive with minor concerns about legacy rules being honoured in the future, bussing and feeder schools. Please refer to meeting minutes for details.

6. RECOMMENDATIONS & CONSIDERATIONS

The following recommendations were provided by physical and virtual attendees.

#1 To allow students under a legacy agreement to go to their new school if they choose to.

#2 To have a legacy clause to allow younger siblings to attend the same secondary school as older siblings

#3 That students currently residing in the proposed boundaries for the “New West London Elementary School” be re-directed to Oakridge SS for September 2024. (Rationale: This may already be the intention, but is unclear given that a new school has not been approved at this time. Taking this action at this time as part of the larger London review will prevent this shift from happening 5-8 years from now if/when the proposed new school opens.)

#4 That near-future out of area applications (OOA for September 2024) be given preference to Riverbend catchment area kids so that it is a smoother transition for these families.

#5 That bussing be provided for Clara Breton students in September 2023 as an option and mandatory in 2024 (for students that are in the far “pockets” or Redtail area that will be amalgamated into Oakridge catchment area.

7. APPENDICES

Teams Meeting Recording
Meeting Minutes
AARC - London Secondary Panel AAR Initial Report

APPENDIX B-10 Sir Frederick Banting S.S.

London Secondary Panel Attendance Area Review
Banting AARC Subcommittee Report
May 17, 2023

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2. SCHOOL COMMUNITY MEETINGS
3. EXECUTIVE SUMMARY
4. BRIEF SCHOOL COMMUNITY PROFILE
5. FEEDBACK REGARDING THE PROPOSALS
    - 5.1 Legacy Issues
        - Legacy Arrangement for Existing Students
        - Legacy Arrangement for Siblings of Existing Students
        - Transportation Arrangements
    - 5.2 French Immersion Programming
        - Educational Objectives and Community
        - Balanced Enrollments
        - Recent Changes to FI Programming
    - 5.3 Other Issues
        - General Discussion
        - Watson & Associates Economists Ltd.
        - Attendance Review Timeline
        - Lack of Guiding Principles
        - Trustees
        - Funding the Future Schools beyond Provincial Funding
    - 5.4 Filling under-enrolled schools
    - 5.5 Overcrowding at Banting
        - General Discussion
        - Source of Overcrowding
        - Single Lunch Period
    - 5.6 Central SS (Options 1 and 2)
6. RECOMMENDATIONS & CONSIDERATIONS

7. APPENDICES
    - Appendix 1 - copies of emails received from the community
    - Appendix 2 - copy of the first survey
    - Appendix 3 - results of the first survey distributed to the community
    - Appendix 4 - copy of the second survey
    - Appendix 5 - results of the second survey distributed to the community
    - Appendix 6 - minutes from two public consultation meetings
    - Appendix 7 - Responses to Comments received from community members

PART 1 - SUB-COMMITTEE MEMBERS & AFFILIATION

Name	Affiliation
Bashar Abusulttan	Grade 11 representative
Elizabeth Catton	Grade 9 representative
Siham Mohamed Elhag	Grade 10 representative
Perpetua Evans	Grade 12 representative (French Immersion)
Francis Hinnah	Grade 10 representative (French Immersion)
Jenny Ingrey	Grade 9 representative (French Immersion)
M.J. Kidnie (Chair)	Grade 9 representative (French Immersion)
Victoria Laidlow	School Council Chair or Designate
Jayne McCullough (Co-secretary)	Grade 11 representative (French Immersion)
Nuni Mosbah	Grade 9 representative
Aliya Nasir	Grade 12 representative
Naheed Rizvi	Grade 10 representative
Richard Tamminga	Principal
John Winspear (Co-secretary)	Grade 11 representative (French Immersion)
Claudia Yeung	Grade 10 representative (French Immersion)

PART 2 - SCHOOL COMMUNITY MEETINGS

Tue, April 11, 2023		# participated per agenda item*						
	# Attended	item #3	item #4	item #5	item #6	item #7	item #8	
In-person	**28**	8	5	14	6	7	7	*47*
Online	**36**	5	2	8	1	3		*19*
	64	13	7	22	7	10	7	**66**

Thu, April 13, 2023		# participated per agenda item*						
	Attended	item #3	item #4	item #5	item #6	item #7	item #8	
In-person	**26**	10	3	10	2	5	11	*41*
Online	**25**	15	0	5	1	3	2	*26*
	51	25	3	15	3	8	13	**67**
Total	115	38	10	37	10	18	20	**133**

**Agenda items[1]:*

AGENDA ITEMS	
1.	Call to Order and Introductions (Designation of Chair and Secretary), Land Acknowledgement Chair: M.J. Kidnie Secretary: John Winspear (alternate: Jayne McCullough)
2.	Overview of Attendance Area Review Committee Meeting and Initial Attendance Area Review Report
3.	Community Consultation – Legacy Issues • 3a: Allowing existing Banting students to continue at Banting • 3b: Allowing siblings of existing Banting students to enroll at Banting • 3c: Legacy bussing
4.	Community Consultation – Over-crowding at Banting
5.	Community Consultation – French Immersion program
6.	Community Consultation – Central SS (Options 1 and 2)
7.	Community Consultation – Filling under-enrolled schools
8.	Community Consultation – Any points not already addressed, including other options not proposed by the Board
9.	Subcommittee will acknowledge feedback from community members and explain next steps
10.	Additional Information Requirements from Board
11.	Adjournment

[1] Each item is allotted 20 minutes except for items #4 and 7 which are allotted 10 minutes per meeting.

PART 3 - EXECUTIVE SUMMARY

TVDSB's motto is "We build each student's tomorrow, every day" and your decision will impact each student's tomorrow, today. We are committed to working with the Board to centre students' educational experiences by representing community feedback on the proposal under consideration.

Banting is one of London's overcrowded high schools. This situation will only get worse if nothing is done. The proposal as framed in Scenarios 1 and 2 to redistribute 40% of Banting's French Immersion (FI) program to an under-utilized school does both too little and too much. It does too little in that it would reduce our projected 2024-25 enrollment by just 11% to 134% OTG (113% if Scenario 2 is adopted); by 2028-29, we would be at 154% OTG (128% if Scenario 2 is adopted). The proposal simultaneously does too much in that it would have a disproportionately negative impact on a prized and well-established FI program – a program from which TVDSB frequently hires the FI teachers on whom the city's future language learners depend.

Who are we?

The Banting LAAR Subcommittee is comprised of Banting families/caregivers. This report contains information gleaned from the following sources: 1) two public consultations (April 11 and 18) attended by both families/caregivers and students who advocated for their own learning; 2) emails sent to our Board-approved email address; 3) results from two surveys; 4) ideas suggested by Subcommittee members. Where we cite supporting data, sources are credited in footnotes or captions.

We see our role not as gatekeepers, but as agents to consolidate the views heard, whether in consensus or not, as per 4051C Attendance Area Review Procedure, TVDSB, sub-section 8.1. One member of the Subcommittee dissents on the report as presented.

What did we hear?

The strain of overcrowding is felt in our classrooms, gyms, parking lot, bathrooms, library, and cafeteria spaces. A new high school in the London north end is much needed.

Families and students, however, have expressed strong criticism of the proposal before the Board as it relates to the provision of FI education in London. 95% of the 106

families who responded to our “Banting AARC Subcommittee Survey” do not support the proposal (see Fig. 1). 88% of the 182 Louise Arbour (LAFI) families who responded to our “Alternative Survey” stated that they would not continue their child(ren)’s FI education at the proposed Clarke Road site (see Fig. 2).

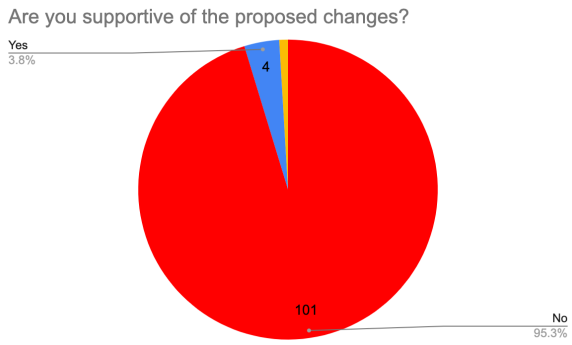


Fig.1: Responses to Banting Survey

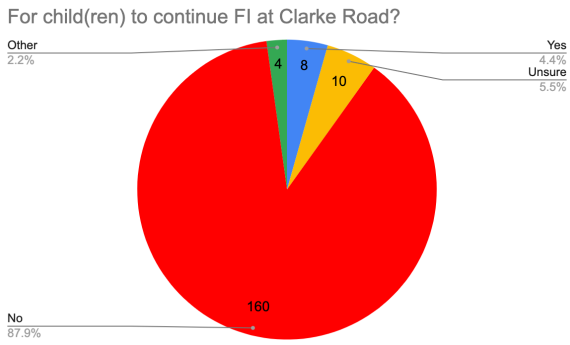


Fig. 2: Response to Alternative Banting Survey

Certain key criticisms of the proposal were heard repeatedly. These include concerns about the reduction of FI course offerings at the senior level, resulting in a less immersive FI education; resistance to the increased travel time to Clarke Road; and lack of confidence that the proposal adequately addresses the challenges involved in the bedding in of a third FI program, especially in terms of staffing and student retention.

Above all, families are stressed by a proposal that includes no mention of Legacy arrangements. COVID massively impacted student education and families have serious concerns about the mental health implications of tearing students away from their friend groups, teachers, clubs, and sports teams. Families with multiple children would like Legacy arrangements to extend to younger siblings to avoid a situation in which they have children at multiple high schools. All of these families need bussing for their children.

Ways Forward

Repeatedly we heard participants state that issues of overcrowding and under-utilization should be addressed through redrawing of the English program boundaries rather than through the dilution of a well-established FI program.

Other suggestions included moving the adult ESL program from the Annex at Banting to one of the under-utilized schools (or to Sherwood Forest Mall for lease if TVDSB does not have a north-end ESL site) and assigning the new (not yet built) NW London PS through a Holding arrangement to an under-utilized school. If the FI program must be

impacted, multiple participants asked the Board to consider consolidating it in a single high school.

Overwhelmingly, our community asked the Board to provide Legacy arrangements for every student affected by this proposal, in whatever form it is eventually approved. Students should be allowed to complete their diploma at their current school, younger siblings should be allowed to go to the same school as their older siblings, and transportation for these students should be provided by the Board.

We are grateful to be a part of this process and thank the Board for their commitment in providing excellent programming for our students.

PART 4 - BRIEF SCHOOL COMMUNITY PROFILE

Sir Frederick Banting Secondary School is located at 125 Sherwood Forest Square Road in London, Ontario. The school is a grade 9-12 comprehensive secondary school with a very strong tradition of excellence in academics, arts, scholarship, sports, and community service.

Banting is proud to offer a range of programs, from the FI program to the programs offered to the special students in our Developmental centre. Banting believes that all destinations after high school have worth and endeavours to prepare students equally well for college, university, and the world of work.

Banting has a number of credit-bearing specialized Physical Education Programs such as the Banting Hockey Academy Program, Aquatics Gym, and Dance, along with a wide range of technology course offerings such as hospitality, transportation, construction, communications, and technology design. Banting also has a robust music program with instrumental (winds), guitar, and an outstanding vocal program. In addition, Banting offers a high-skills major in Physical Education and Business.

Currently there are over 1,600 students enrolled at Banting, approximately 505 of which are in the FI Program. Banting currently offers a total of **30 French Immersion courses**, **18** of which are at the **senior leve**l (i.e. Grade 11/12)[2]. Of these, 4 are of the Open (O) type, 2 of the University/College (M) type, and 1 of the College (C) type.

[2] https://www.flipbookpdf.net/web/site/8c7ac8bfe09da771184a64c4c9e34780c267f9e1FBP23673497.pdf.html#page/20

PART 5 - FEEDBACK REGARDING THE PROPOSALS

115 people participated in our two **public consultation meetings** and we received over 130 questions, comments, and other feedback on each of the six (6) agenda items we have identified. We organize this community feedback as itemized in the table below:

Agenda item ranked by the number of feedback/questions/comments received

Item #	Agenda Item	count
3	Legacy Issues	38
5	French Immersion program	37
8	Other Issues	20
7	Filling under-enrolled schools	18
4	Overcrowding at Banting	10
6	Central SS (Options 1 and 2)	10

We also received **20 emails** to our subcommittee mailbox expressing concerns in the following general areas:

Concerns expressed in the emails received

email #	Areas of Concerns	count
1, 2, 3, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19	French programming	14
3, 7, 9, 10, 11, 12, 16, 17, 20	Legacy arrangements	9
3, 4, 7, 14, 15, 17, 18, 19, 20	Travel Time	9
1, 6, 10, 11, 14, 15, 16, 19, 20	Feasibility - families moving out of FI	9

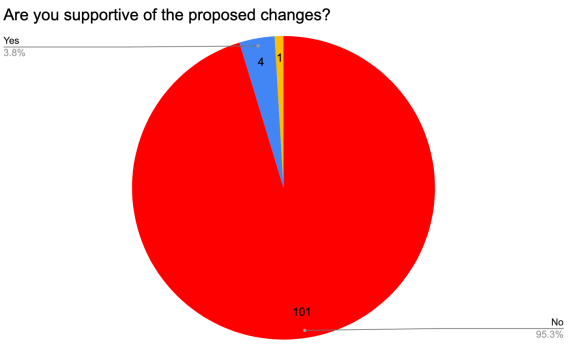
Copies of all emails received are included as *Appendix 1* of this report.

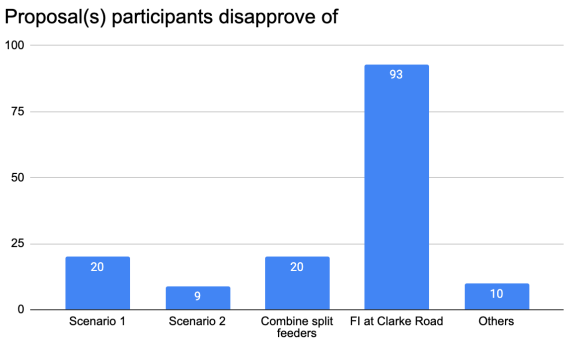
In addition, we circulated two surveys for those who may not be able to attend the public meetings or are otherwise not comfortable speaking in public:

http://bit.ly/BantingAARC
https://bit.ly/LAFIparents

The **first survey** asks about the participant's **support** for the proposed changes and further asks, where they are not supportive of the proposals, which specific change(s) they oppose.

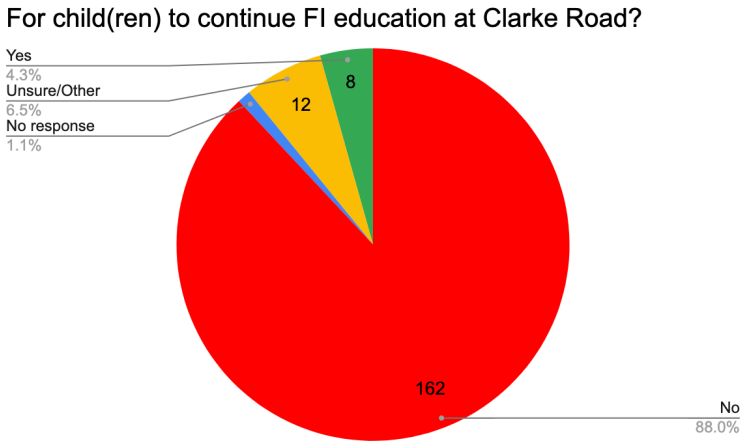
As of May 15, 2023, **106 people responded** to the survey. **101 (95%)** of those surveyed indicated that they do not support the proposals; **93 (92%)** indicated that they specifically object to adding a third French Immersion (FI) site at Clarke Road.





The **second survey** is specifically addressed to parents, caregivers, or guardians of current or past LAFI students and asks **if they will send their child(ren) to Clarke Road** should the proposal for a third FI site go ahead.

As of May 15, 2023, **184 people responded**. 162 (88%) of those surveyed said “No”, 8 (4%) said “Yes”, and the rest were uncertain or provided other responses.

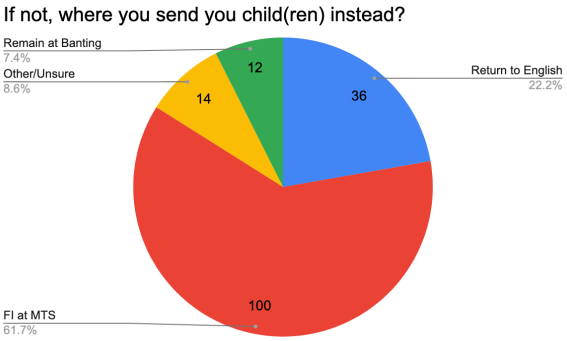


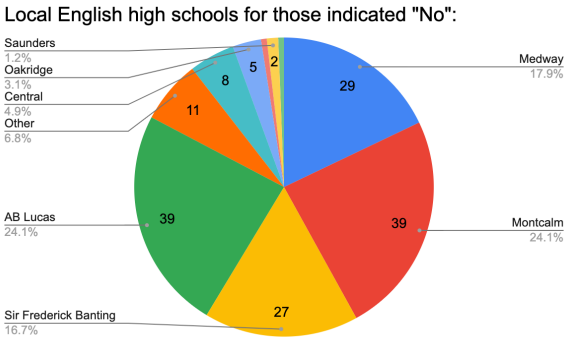
The 205 students scheduled for redistribution from Banting to Clarke Road are from LAFI[3]. The population of this survey therefore represents 89% of the future LAFI population (182 / 205) and 49% of the total student body (182 / 373).

For those 162 who responded “No”, 100 (62%) indicated they would consider transferring to the **FI program at Mother Teresa** (MTS) and another 36 (22%) would consider **returning to their local English school**. 12 (7%) indicated they intend to find ways to remain at Banting.

The top four local English schools into which those students who would decline to be redistributed to Clarke Road would transfer are Montcalm (24%), Lucas (24%), Medway (18%) and Banting (17%).

[3] Per page 17 of the initial report, Banting’s FI population is reduced from 505 to 300 as a result of the redistribution.





A copy of both surveys, along with full survey data, is included as *Appendices 2 to 5.*

The proposal's projected enrollments are based on current enrollment data, and the Board's position is that there is "no reliable indicator to gauge enrollment participation"[4]. This response is perhaps a bit too quick to dismiss the public consultation process in which Subcommittees have invested over the past month. Our survey of LAFI families strongly indicates that the Board is over-estimating Clarke Road FI enrollments:

	Projected FI Enrolment	**Projected enrollment at Clarke Rd[5] (Scenario 1)**
Under both Scenario 1 & 2 as proposed	**373**	1,701 (110%)
Remove those who participated in the survey and indicated they would seek education elsewhere minus 136 (100 to MTS, 36 to English)	**237**	1,565 (101%)

We resist the temptation to extrapolate our findings to Princess Anne or other families, but encourage the Board to reflect on how a mobile FI population might move in ways that this proposal has not anticipated. If other FI families scheduled to move to Clarke Road follow the LAFI response pattern, the proposed third FI site at Clarke Road would continue to be underutilized.

5.1 LEGACY ISSUES

The need for comprehensive legacy arrangements for any change at the secondary level is a major area of concern and was mentioned close to 40 times during the two public consultation meetings. It is also mentioned in at least 9 of the 20 emails received by the subcommittee. This feedback is summarized under three headings:

- Legacy arrangements for existing students;
- Legacy arrangements for siblings of existing students; and,
- Transportation for both of the above.

[4] https://www.tvdsb.ca/en/our-board/laar-secondary-comments-and-responses.aspx, Response #264

[5] Per page 17 and 25 of the initial report

Legacy Arrangements for Existing Students
The proposed redistribution of selected students already in the FI program to a different site is generally described as “upsetting” and “devastating”. It can place stress on the child and their families and result in mental health issues for children who already suffered through three years of COVID. Participants noted that children will be pulled away from friends, teachers, sports teams, and diverse, established programming conducted in both English and French.

Legacy Arrangements for Siblings of Existing Students
The call for legacy arrangements for siblings of existing students was heard 8 times during the public meetings and mentioned once in the subcommittee emails (by LAFI’s School Council Chair, who was reporting concerns heard from parents in their community to date).

Members of the community cited difficulties in juggling siblings attending different high schools, particularly for those who live a distance away and for those who do not have a vehicle or only own one vehicle. This can create **equity issues** in terms of access to programming, and one parent further explained that trying to pick up children at multiple schools at the same time “would become a safety issue”.

A student from the now-closed French Extended program described the closure of the Extended program resulting in his being separated from his sister, which meant she could not attend a production at Banting he was proudly part of due to conflicting schedules at the two high schools.

Transportation Arrangements
The location of the proposed third FI site creates transportation issues for many, especially those in Middlesex County. The catchment area for LAFI is unique: it was created back in 2014 by merging Huron Heights FI and includes students from Middlesex County such as those who used to attend Centennial. As will be discussed in the next section under **5.2 French Programming**: *Geographic Considerations*, buses in this region are often cancelled in the winter. Students can potentially lose many days of school when their FI school is located far from home because it is not feasible for parents to drive them to school. This can be detrimental to those in their senior years.

Current Policy and Procedures
The Area Review Procedure allows Trustees to provide Legacy arrangements for any students enrolled at the time of the proposed amendment to continue to attend their current schools:

> 9.5.1 - *If TVDSB amends any Attendance Area(s) in the circumstances described in section 3.1 above or pursuant to the Attendance Area Review Process outlined in this Procedure, TVDSB will have the authority to allow any student enrolled in a School at the time of the proposed amendment to an Attendance Area comes into effect to*

continue to attend such School, for so long as that student continues to reside at the address they did at the time of the amendment and until that student graduates from that School or otherwise ceases attending that School for their own reasons. In the event such an allowance is made, the provision of student transportation to any student(s) who are the subject of such an allowance, if applicable, will be determined by the Trustees at the time they make a decision on the applicable Attendance Area Report.

5.2 FRENCH IMMERSION PROGRAMMING

The proposal to redistribute students from Banting and Laurier to create a third FI program at Clarke Road dominated feedback. 28% of all public consultation comments responded to agenda item 5 ("French Immersion program"), with the FI program further featuring heavily in agenda items 7 and 8. 76% of our email correspondence and 69 comments contributed through our "Alternative Survey" address concerns about proposed changes to the FI program. This feedback is summarized below.

Educational Objectives and Community

The excellence of the FI program at Banting is recognized and respected by the community. Students and parents especially value the diversity of FI course offerings that Banting, due to the size of its program, can offer through to Grade 12. Senior Banting students describe taking half their high school credits in French (15-16 credits) and gaining fluency in French while pursuing career goals in subjects such as Math, Science, and Social Sciences. The program currently has sufficient FI population to offer open, applied, and mixed credits, making language acquisition equitably available to FI students who do not intend to continue to higher education.

FI students at Banting are fully integrated into extracurricular programming and contribute richly to a vibrant school culture: half of the student council and debate team, two-thirds of the Reach for the Top Team, 65% of the peer leaders, and the past four school Prime Ministers all come from the FI program, and FI students are also heavily involved in the school's sports teams. Banting's FI program fosters what one student describes as "leadership and growth" in a collegial environment of French and English speakers. The program is praised for its diversity and multiculturalism. Banting attracts students who choose to forego other desirable high school options, particularly in the English program, to pursue an FI education. One student who transferred to Banting from another school board explains that "the size of the program" – the courses available, the gathering together of a substantial cohort of FI students with whom to study and practice the language, a critical mass of FI teachers with subject specialisms – "contributes to the positive effects of [Banting's] French Immersion program".

The community strongly challenges the claim that the proposal before the Board (in either Scenario) will allow for a "robust" or "fulsome" FI experience. Speakers repeatedly

described this proposal as “diluting” FI education at Banting and Laurier: the same number of students would be spread over three locations, resulting in fewer courses at each FI high school. Available data supports this perception. Parkside, which at 198 students is Banting’s nearest TVDSB comparator school in terms of FI enrollments, offers a useful illustration. Apart from French, Parkside offers **no FI course at the Grade 12 level**, and **in Grade 11 offers just 4 FI courses**: Science (1), Math (2 courses), and Intro to Anthropology, Psychology, and Sociology (1). By comparison, and again setting aside its double courses in French in Grades 11 and 12, Banting offers **4 FI courses at the Grade 12 level** (Science, Math, History, and Sociology) and **8 FI courses in Grade 11** (Geography, History, Sociology, and Physical Education and 2 credits in each Science and Math).

Parents and students are very concerned about losing the scope of this program. Due to timetabling conflicts and pressures associated with gaining needed STEM credits for university, Banting Seniors are already not always able to take more than the minimum 10 credits: “I am a student at Banting and I have only been able to take two courses in French in the Senior levels. Being in two classes [over two years] is not like being in French Immersion. If the student population program is reduced to 300 it will even more reduce the chances of being fully immersed.”

Comparator: Student populations relative to Courses offered (Existing FI Secondary Schools)

	approximate FI population	# of FI courses offered	of which, courses offered at the senior level
Strathroy District CI	88	12 (of which 4 offered in alternating years)	4 (of which 2 offered in alternating years)
Woodstock CI	169	14	5
Parkside CI	198	14	5
vs.			
Sir Wilfrid Laurier	405	24	13
Banting	423	28	16

Students at all of these schools have the opportunity to achieve the Ministry’s FI Certificate, which mandates a minimum of 10 FI credits. Parents and students repeatedly emphasized to the subcommittee, however, that “We should not be focussing on the bare minimum to teach students a language and for them to be fluent”.

An additional benchmark for FI success - a Board-identified criteria for success and one repeatedly referenced in our public consultations - is the level of the DELF exam that

students feel confident to challenge in Grade 12. FI students consistently outperform Core French learners on this metric:

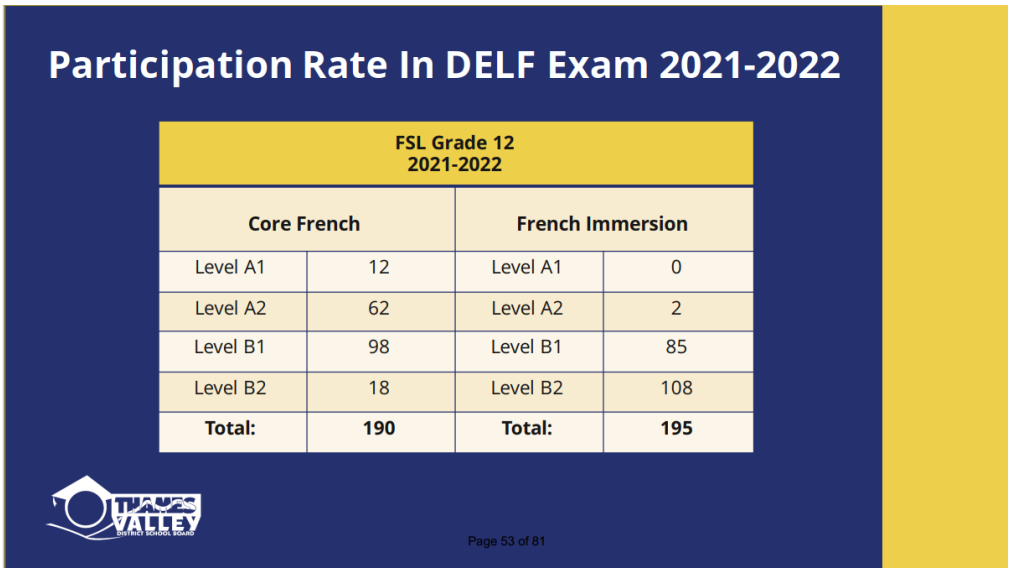
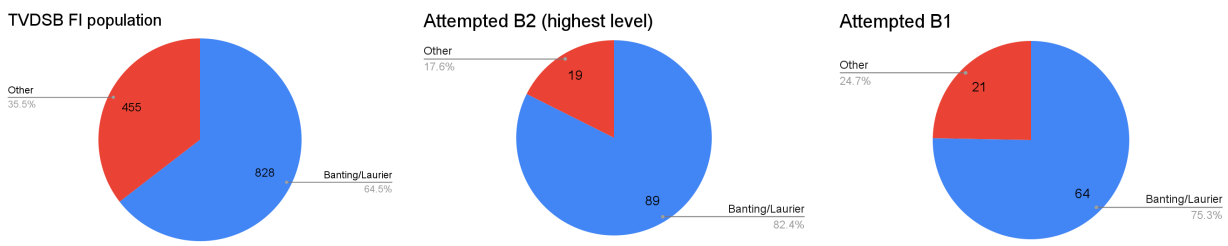


Chart sourced from "French as a Second Language in the TVDSB"

Data further indicates that students enrolled in large (400+ students) FI programs feel more confident challenging the DELF exam than students enrolled in smaller FI programs. As indicated in the table above, a total of 195 TVDSB FI students challenged the DELF exam in 2021-22. 64 out of the 85 students who challenged DELF level B1, and 89 out of the 108 students who challenged DELF level B2 came from Banting and Laurier. (The 2 FI students who challenged DELF level A2 were not enrolled at Banting or Laurier.) In 2022-23, the total TVDSB FI population was 1,283 students, 828 of whom were at either Banting or Laurier ("French as a Second Language in the TVDSB").

Banting and Laurier FI students thus comprise approximately **65%** of the total FI enrollment, but **82%** of the students challenging the highest DELF level (B2), and **75%** of the students challenging the second-highest DELF level (B1), attempted in the Board that year:



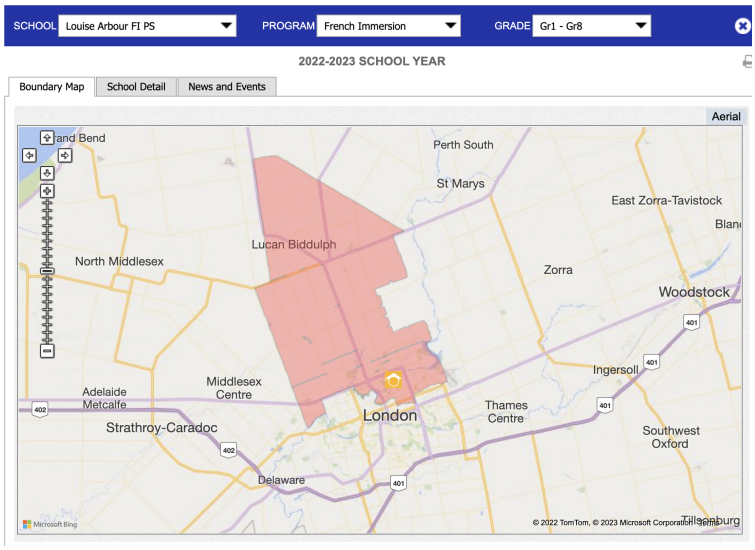
Location may be a factor here. The DELF exam is held in London, which potentially disadvantages students from schools outside of the city. School resources such as benevolent funds, however, are designed to level the playing field and support the participation of TVDSB students in these sorts of events. One of our students, moreover, was very clear that it was the depth of experience they gained at Banting from immersion through to grade 12 within a community of French speakers that gave them the confidence to take the B2 DELF exam: “I would not feel comfortable taking the B2 DELF exam without the time and energy placed on speaking, communicating and writing in French and the extra time these teachers take so that we can become fluent and use my French in a career.” Or as another student comments, “Speaking fluently and maintaining fluency is … difficult to do on your own.”

Balanced Enrollments

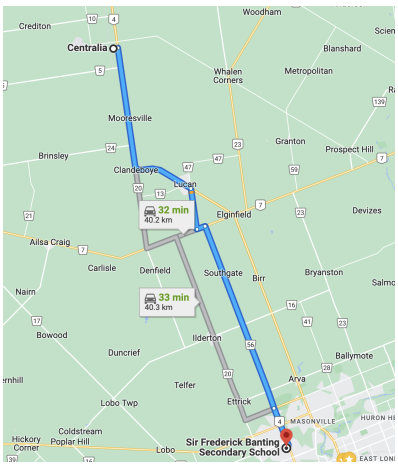
Banting and LAFI families have emphasized that decisions to continue in FI depend on multiple considerations.

Geographic Considerations

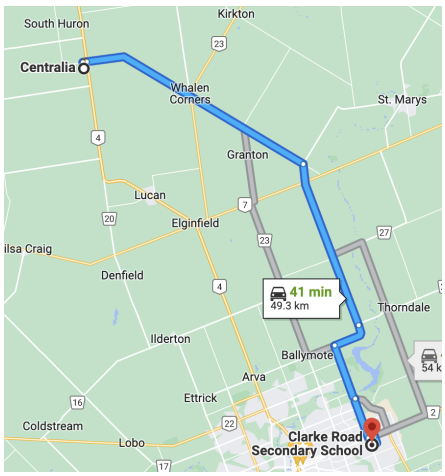
The LAFI catchment area stretches to the west of the city and into Middlesex County. Many families consider the distance from their home to Clarke Road prohibitive in terms of travel time. The following map highlights in pink the current LAFI Catchment Area:



The next two maps illustrate the impact on travel time that a redistribution to Clarke Road from Banting would have on a LAFI graduate who resides in Middlesex County:

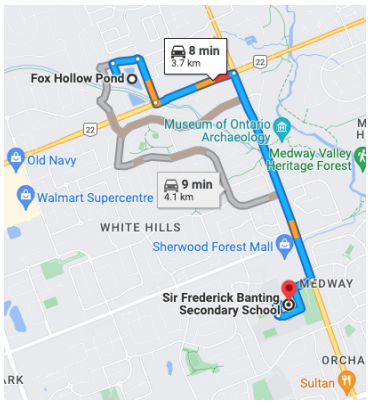


Before: 32 minutes

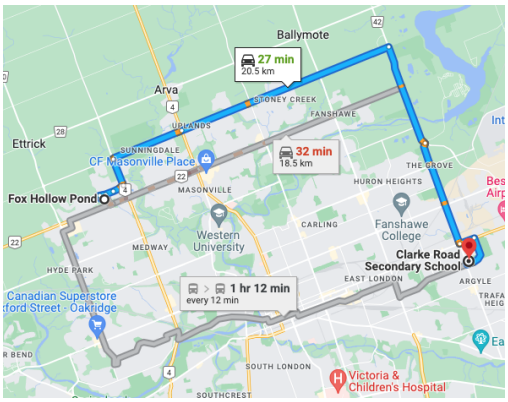


After: 41 minutes

These last maps illustrate the impact on travel time that a redistribution to Clarke Road from Banting would have on a LAFI graduate who resides within Banting's English-program boundaries:



Before: 8 minutes



After: 27 minutes

Bussing in the winter, moreover, is more unreliable in Middlesex County than in the city. This added distance puts pressure on families on the days they are forced to drive their children to school. The following chart records bus cancellation days in Middlesex, Oxford, and Elgin County in 2023 and 2022 (note that there was no bus transportation in the second half of 2022 due to COVID and remote learning):

	2023	2022
1	Mar 3	Dec 23
2	Feb 28	Dec 15
3	Feb 23	Nov 4
4	Feb 22	Nov 3
5	Feb 17	
6	Jan 25	
7	Jan 19	
8	Jan 17	
9	Jan 12	

Source: https://twitter.com/mybigyellowbus

Established Relationships

Parents and students are also put off by their lack of confidence in a proposal that supposes that establishing an FI program depends only on the redistribution of students. There is a perception that this is a numbers-driven proposal that has not adequately weighed the relationships of trust, built over time, on which the success of an FI program depends. Banting's FI team has nourished relationships with its feeder schools and works with guidance counsellors to communicate the program's strengths to potential future students. Banting's FI ambassadors include current students and families and graduates who still live in the city, a network of advocates that helps to turn a potential enrollment into an actual enrollment. None of these relationships and attachments exists at Clarke Road and the proposal seems unaware of their importance to the populating and successful bedding in of a new FI program.

Staffing

A third consideration affecting parent-student decisions to continue in FI is the staffing at Clarke Road, and again, the community is not persuaded that this proposal looks beyond spreadsheet numbers to consider how a third FI program will be established in practice. TVDSB has opened lines for FI staff at Clarke Road. But teachers, unlike students, cannot be "redistributed". Banting and Laurier are at capacity and staff cannot be surplussed. FI-qualified teachers therefore have the option to remain at Banting and Laurier where they have established connections and meaningful relationships with other staff and their school community. One outcome of this proposal, if it goes through, is therefore the prospect of FI-qualified teachers at Banting and Laurier moving into the English program at their existing schools to fill their teaching lines. FI-qualified teachers are at a premium in TVDSB. Who, then, will spearhead FI at Clarke Road? Parents and students suspect that French-speaking teachers will be asked to teach outside of their subject specialisms, which is a daunting prospect for many FI students.

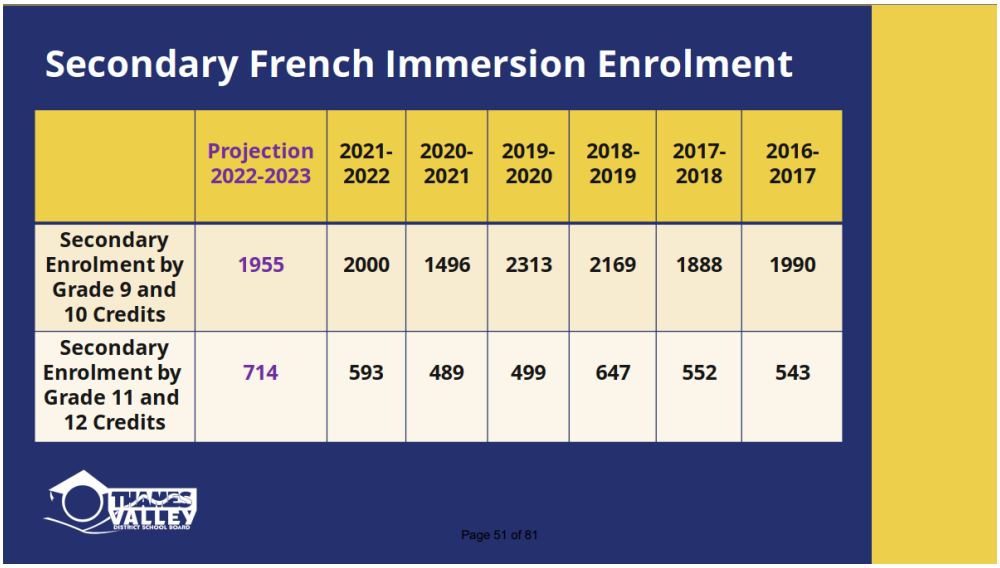
Parents and students are therefore reconsidering their educational priorities because they can – FI is an entirely optional program. If this proposal is approved, students will

be redistributed, but not according to the numbers in the proposal's spreadsheet. As our survey results make clear, some Banting FI students will be redistributed to MTS or English high schools, many of which are in the already overcrowded north end of the city, and others will be "redistributed" into Banting's English program. As one parent explains the situation, "We will be here in two years wondering again how to fill Clarke Road because those 373 students won't be there. As a by-product, there will also be a crisis in FI programming. We need to focus on English boundaries and remove FI from the discussion. We should be celebrating FI programming rather than jeopardizing it." Another parent argues that "Disrupting two well-established FI programs to solve a temporary problem is shortsighted and undervalues these programs."

Recent Changes to FI Programming

Members of the Banting community consider that FI learning in London is under long-term attack by the Board. Just last year the Board considered a proposal to change FI programming by discontinuing elementary Math education in French. FI kindergarten was discontinued in September 2021. The hope was that FI-trained educators in the kindergarten rooms would be redistributed into Grades 1-8 to alleviate a shortage of teachers; in practice, however, many of those educators are back in their kindergarten rooms, now teaching in English. Nobody considered the possibility that these educators want to teach kindergarten more than they want to teach FI. We have thus undermined a valuable early-years program and still have a shortage of elementary teachers. Extended French, which allowed students to enter FI in Grade 7, was discontinued in September 2020. This had a significant impact on FI enrollments. The LAFI graduating class, for example, dropped from 69 and 65 students in 2019-20 and 2020-21 to 44 and 43 students in 2021-22 and 2022-23. The Banting narrative is likewise acute. Banting has seen the Board cut their FI enrollments from 500 to 300 students three times in the sixteen years to 2014. One person describes these collective challenges to FI education in London as "an insult to those who advocate for multiculturalism". We interpret this comment to mean that there are perceived links between FI and positive attitudes towards multiculturalism, most likely because FI implies a willingness to immerse oneself in not only a language, but a culture that is different from one's own. This is consistent with the "positive outcomes" associated with FSL (including FI) identified by the Ministry, which include "a better understanding of aspects of a variety of cultures…[and] a greater awareness of global issues".

Without Extended French and FI Kindergarten, parents and students are genuinely worried about the sustainability of FI learning at TVDSB. One parent argues that "Enrollment in southern Ontario in French Immersion programs is already down" and the table below indicates that enrollment in Grade 9 and 10 courses dropped precipitously in 2020-21, and in 2022-23 still remains below 2016-17 enrollments:



Secondary French Immersion Enrolment

	Projection 2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Secondary Enrolment by Grade 9 and 10 Credits	1955	2000	1496	2313	2169	1888	1990
Secondary Enrolment by Grade 11 and 12 Credits	714	593	489	499	647	552	543

One participant notes that most of their elementary teaching staff “are from FI and half went to Banting” and asks the Board to “understand the long-term ramifications” of the decision they are making in terms of educating tomorrow’s FI teachers. Other parents are “very pessimistic that the French Immersion program will continue” should this proposal go ahead.

The Board has a mission as laid out by the Ministry of Education to increase numbers in FI (see the March 7, 2023 Presentation authored by Kevin Auckland, Sheila Powell, and Tammy Vacante). The Province’s goals are threefold: 1) to increase student confidence, proficiency and achievement in French as a Second Language (FSL); 2) to increase the percentage of students studying FSL through to grade 12; and 3) to increase student, educator, parent / caregiver, and community engagement in FSL. TVDSB’s three-year plan in response to the Province’s goals includes increasing FI participation rates in secondary programs, and it quotes the DELF examination as a powerful indicator of fluency and success. The proposed new FI site runs counter to the goals of both Province and Board. The new FI site was not designed, nor is likely, to increase FI participation rates: its purpose is explicitly to balance enrollments in order to make a business case to the Ministry for a new Secondary School in the north end.

The proposal before the Board is alienating the very community that the Province is seeking to engage (Goal #3) and if put into effect, will decrease, not increase, the percentage of students studying FSL through to grade 12 (Goal #2). The reduction in senior courses that must follow as a result of lower student numbers at Banting and Laurier, moreover, will impair, not increase, student confidence, proficiency, and achievement in FSL (Goal #1).

A snapshot of answers to questions asked of the Board over the course of the LAAR about the provision of FI learning has been included as Appendix 7. The Subcommittee

wants to bring to the Trustees' attention the lack of flexibility and defensive tone one hears in these replies. Repeatedly, they insist that *no* options for FI learning are available other than the proposed redistribution of FI students. This attitude renders hollow expressions of openness to public consultation. Our Subcommittee is presenting feedback to the Trustees that strongly points to this proposal leading to the impairment of FI learning at TVDSB. Members of our community, moreover, see this proposal as typical of a historic pattern of behaviour in relation to the Board's undervaluing of FI learning. We again ask the Trustees to remember that your decision will impact each student's tomorrow, today.

5.3 OTHER ISSUES

Multiple parents at both meetings said that concentrating the FI program in a single high school would be preferable to spreading it thinly across three sites. Other participants wanted the English and French program students to remain together. There was a suggestion that access to FI could be improved by offering French courses in the summer program. There is a concern that we are not getting answers to our questions from the Board and the decisions to be made by the Trustees will be done too quickly. The suggestion was made to involve our MPPs.

Student council and neighbourhood partners have both said that having one lunch at Banting has been great for the students. If the population keeps growing then the school might have to have more than one lunch. This will be difficult for extracurricular activities and lunch provided by outside organizations.

Participants expressed concern that Banting students currently involved with sports teams that are not offered at Clarke Road, such as Rowing and Badminton, would no longer be able to participate in these extracurricular activities.

Members of the **Cedar Hollow** and **Ballymote/Forest Hill Community** commented that their children will be redirected to one of the three underutilized high schools regardless of whether they remain in the FI program or switch to the English stream. They presented this lack of choice as a "loss-loss" situation:

	Cedar Hollow	**Ballymote/ Forest Hill**
Status Quo English FI	 AB Lucas Banting	 Medway Banting
Under both Scenario 1 & 2 English FI	 Montcalm Clarke Road	 Montcalm Clarke Road

Watson & Associates Economists Ltd.
The use of a non-local consulting firm that does not understand the characteristics of the different communities in London to conduct the initial studies has been questioned by the community. Participants felt public input should be sought upfront instead of after the report is released.

Attendance Review Timeline
As per comment #199, this is the largest boundary review undertaken by TVDSB by far: it has the potential to impact all 14 high schools in London and at least 12 elementary schools. Given the magnitude of the proposed changes, the very short timeline given, although consistent with the framework of the existing Attendance Area Review Procedures (4015c), is questioned and described as rushed and inadequate by the community.

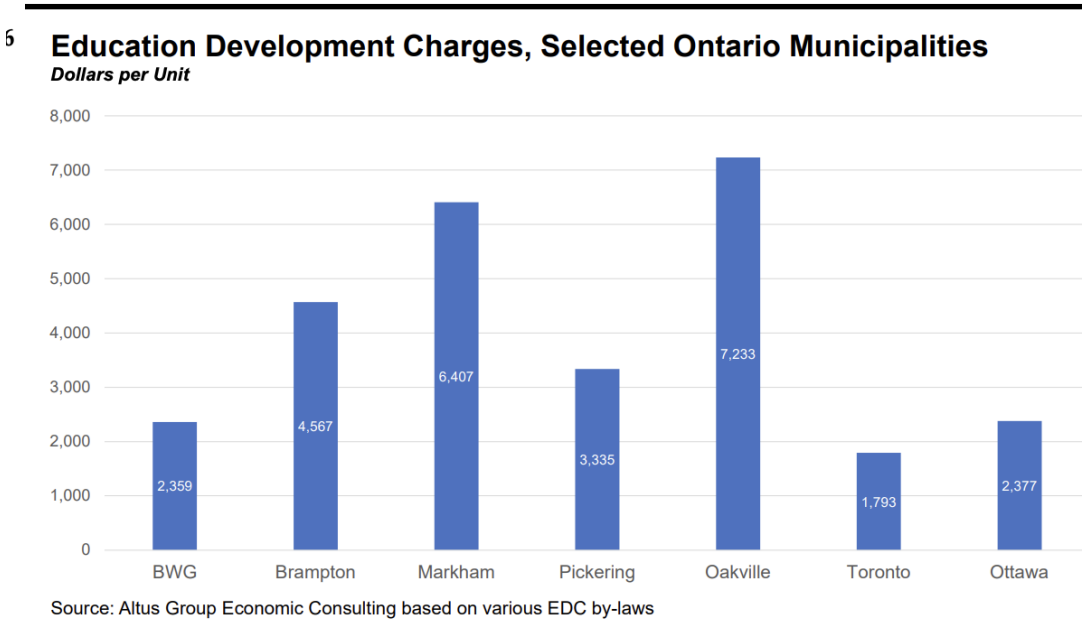
Lack of Guiding Principles
There appears to be a lack of guidance on the existing Attendance Area Review Procedures (4015c) to define how the Trustees are to make their decisions around adjustments in an AAR. Clear benchmarks or objectives for a "successful" AAR, such as the least number of students impacted, the least amount of carbon emission, etc., should be introduced to guide these decisions which can potentially change the future of many students. A pure numerical approach using any means to get all schools to 100% capacity is seen as cruel and not welcomed by the community.

Trustees
The community also felt the trustees for each school should attend the public consultation meetings in person to listen to what the community has to say first-hand rather than waiting to see them on a report later.

Funding the Future Schools Beyond Provincial Funding
The comment was made that school boards in other areas of Ontario have tried to avoid problems with securing funding from the Provincial government for new schools by collecting Education Development Charges from builders undertaking residential or non-residential development in its jurisdiction. For instance, the *Simcoe County School Board* imposed a by-law to require an Education Development Charge of $1,311 per residential dwelling unit[6], the *City of Markham* (part of the *York Region District School Board*) charges $6,632 per residential dwelling unit[7], and the *Toronto District School Board* charges $2,993 per residential dwelling unit[8].

[6] https://cdnsm5-ss14.sharpschool.com/UserFiles/Servers/Server_210898/File/About/Capital%20Plan/Educational%20Development%20Charges/SCDSB-EDC-Bylaw.pdf
[7] https://www.markham.ca/wps/wcm/connect/markham/aada7a24-2027-4062-a29b-f16333793430/Info+Package_17-Jun-22.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE.Z18_2QD4H901OGV160QC8BLCRJ1001-aada7a24-2027-4062-a29b-f16333793430-o6MWH1I
[8] https://www.toronto.ca/city-government/budget-finances/city-finance/development-charges/education-development-charges/#:~:text=An%20education%20development%20charge%20will,permit%20issued%20for%20that%20development.

The Altus Group conducted a study for such charges in 2019 with the following graph[9]:



Similar charges are not currently imposed in the City's developments. The guideline for such charges issued by the *Ontario Ministry of Education* can be found at https://efis.fma.csc.gov.on.ca/faab/Capital%20Programs%20Branch/EDC%20Guideline.pdf.

5.4 FILLING UNDER-ENROLLED SCHOOLS

Parents repeatedly questioned whether moving 40% of Banting's FI population to Clarke Road would achieve the goal of filling that school. They anticipate students instead transferring out of FI or out of TVDSB: "Clarke Road would end up with low enrollment and we would lose a viable robust valuable French Immersion program which allows for choice at the senior level in social sciences, Math and Science." Parents expressed the view that this proposal will not help us achieve the urgent goal of building a new high school in the north.

They asked for a survey to be conducted among affected families to assess how many students are likely to transfer (our subcommittee acted on this suggestion and our results are presented at the beginning of Part 5 and in the Appendix).

Central SS was raised as a consideration because it accepts out-of-boundary students, 86 of whom are in the Clarke Road catchment area. Participants asked why Clarke Road students are going to Central. What programs or services are attracting them? Parents repeatedly argued that shifting English boundaries and "put[ting] students back to their home schools" would make more sense to help populate Clarke Road, rather

9 https://www.bildgta.ca/wp-content/uploads/2022/06/Comparison-of-Government-Charges-on-New-Homes-in-Major-Canadian-and-US-Metro-Areas.pdf

than “dismantling a vibrant FI program”. Parents had trouble understanding why we can have a special Arts program at Beal “but not a specialized French program”. They felt that “these language students are being disrespected”.

Multiple speakers suggested relocating the Adult English as a Second Language (ESL) program from the Annex at Banting to one of the under-utilized schools (or Sherwood Forest Mall for lease if TVDSB does not have a north-end ESL site), which would allow the Annex to be repurposed for use by Banting student learners.

5.5 OVERCROWDING AT BANTING

All stakeholders expressed concerns about the health and well-being of students which includes overpopulation at Banting. One family stated their child is taking courses in a meeting room rather than a classroom due to overcrowding. The majority of discussion, however, focussed on the viability of FI programming. Some suggested they may choose to leave the FI program and send their children to Lucas, Medway, or leave the TVDSB altogether. Losing parents to other schools or Boards does not help alleviate overcrowding or assist the TVDSB in getting a new school built. **Families are stressed**. Parents recognize that Banting is overcrowded and want to help but some recently went through an elementary area review. Those children were then impacted by all the changes associated with COVID. Parents expressed concerns that all of these facts may be too much.

Source of Overcrowding
Members of the community suggested that redrawing the English boundaries would have more impact on overcrowding at Banting than redirecting even the largest FI feeder school from Banting to Clarke Road. According to EQAO enrollment numbers for 2021-22, Clara Brenton, Eagle Heights, Sir Arthur Currie, and Wilfrid Jury all have larger enrollments than LAFI (740, 965, 845, and 750 students respectively, as against 630).

They also noted that programming and staffing for the English program are more flexible than is the case for FI.

5.6 SITUATION AT CENTRAL SS

While less invested in this particular agenda item than others, participants addressed the issue of Central in public consultation meetings and email messages.

There was a broad concern that Central and Banting “have competing agendas”: both schools want to maintain their programs, but require the other’s to be “disbanded” in order to do that. One parent thought that each school had specific concerns that should be addressed separately instead of buried in two Scenarios. A student said that Banting’s FI program should take precedence over Central remaining an “open” school because academic pathways (specifically AP exams) can happen at any school, but “learning a whole new language” depends on bringing together a concentrated population. Several parents expressed their concern that Central had “magical

protection" from the Board while FI "is brushed off to the side, which is unfair". Central in-area students represent 23% of the school population, which prompted one parent to ask for those out-of-area students to return to their home schools in order to alleviate the pressure put on the FI program to accommodate overcrowding at Banting.

PART 6 - RECOMMENDATIONS & CONSIDERATIONS

Our Subcommittee's Recommendations and Considerations, based on public consultations and our assessment of what is reasonable and feasible, follows below. Not all of them met with complete unanimity among the Subcommittee. All of them, however, reflect the input that we heard through the processes of public consultation and they found strong majority Subcommittee support. They are organized according to the six speaking points of our public consultations.

Other Recommendations then follow that were not raised during the public consultation process and did not find broad Subcommittee support. They are included to fulfill AAR Procedure, 4015C, sub-section 8.1.

We recommend:

LEGACY

1. Should the proposal(s) under discussion be implemented, THAT current students attending <u>any</u> high school in London, from the date of the proposal's implementation, be provided with the "legacy agreement option" to remain where they started their high school career until graduation.

2. Should the proposal(s) under discussion be implemented, THAT younger family members of Banting students whose time at the high school would, under unchanged circumstances, overlap with that of their older family member(s) be allowed to take their diploma at Banting.

3. Should the proposal(s) under discussion be implemented, THAT the Board provide transportation for four (4) years from the proposal's implementation to current students and their family members (where eligible by distance from the school).

FRENCH IMMERSION PROGRAM

4. THAT the Board balances Secondary School (SS) enrollments through initiatives other than the creation of a third French Immersion (FI) program at Clarke Road, the success of which would depend on **optional** student enrollment.

5. THAT if the FI program must be impacted, that the FI programs at Banting and Laurier should be consolidated in a single dedicated FI SS building rather than spread thinly over three buildings. We anticipate that some credits at this proposed FI high school would be flexibly offered in English (e.g., Tech, Music, Phys Ed), and others in English and/or French (e.g. Math, Science) according to both student demand and the availability of FI teachers with subject specialities.

6. Should the third FI site at Clarke Road be implemented as proposed, THAT the Board reconsider the FI catchment areas, which need to be even. Laurier should not have more access than Banting to elementary students feeding into French Immersion.

7. Should the third FI site at Clarke Road be implemented as proposed, THAT the Board allow principals to run senior FI courses with under twenty students and taught by qualified FI teachers in order to sustain the programming at Banting with a reduced FI enrollment of 300.

FILLING UNDER-UTILIZED SCHOOLS

8. THAT the Board move the adult ESL program currently located in Banting's Annex to one of the under-utilized schools (or Sherwood Forest Mall for lease if TVDSB does not have a north-end ESL site) in order to increase the functional capacity of Banting and make good use of under-utilized space elsewhere. Any new site should be adequately resourced for adult ESL learners and provide a daycare facility.

9. THAT the Board relocate specialized programs to Clarke Road such as ASAD (a sports-specific program) or the IB program. The Board currently rents space from the Agriplex to house ASAD.

10. THAT the Board addresses issues of under-utilization through further adjustments to the English-program boundaries beyond those already set out in the current proposal(s).

OVERCROWDING AT BANTING

11. THAT the existing English boundaries for Banting be redrawn to address issues of overcrowding. We recognize that this recommendation implies disruption to students' experience comparable to that of FI students in the current proposal(s). But our recommendation would have a more significant favourable impact on overcrowding at Banting, the Board would have more security in terms of the numbers of students who actually transfer to the under-utilized site, and it would not impair Banting's successful FI program.

12. THAT the new NW London PS should be assigned through a Holding arrangement to an under-utilized school instead of feeding to Banting until such time as a new NW or NE SS is built.

13. THAT Banting should take over the Annex (currently used for adult ESL programming) for Banting programming needs.

OTHER ISSUES

14. THAT the **Attendance Area Review procedures** (https://www.tvdsb.ca/uploads/26/Doc_636511713624776074.pdf) be updated:

    4.0 - to include proactive communication beyond posting on the website about upcoming area reviews to the impacted community before the process begins,

    4.1 - to allow trustees an opportunity to object to specific recommendations on the initial AAR report before moving forward to the committee process,

    4.2 - to include mandatory communication of any proposed change to the Secondary attendance areas to everyone impacted by the proposed changes, including elementary feeders and the general public,

    5.2.3 - to allow one member from each feeder elementary school to participate in the AARC subcommittee for any subsequent Secondary Attendance Area review.

    9.5.1 - to include a mandatory set minimum level of legacy arrangements as part of any Secondary AAR for existing students to remain at their current school and be provided with transportation (if eligible),

    9.5.1 to include family members as a general matter for consideration by the trustees,

    to extend the current AAR timeline for any AAR that involves more than three (3) schools by:

    - 7.2.1 - to ensure school level meetings notifications are implemented as written at five (5) Business Days prior to the scheduled meeting, noting that we are told to notify two weeks before the meeting date during the process instead,
    - 7.6 - requests for additional information extended to 7 days before the subcommittee report due date, instead of within thirty-five (35) Business Days of the AARC,

- 7.8 - School-Level Meetings must be completed 10 days before the subcommittee report due date, instead of within forty-five (45) business days of the respective AARC Meeting,

- 8.1 - the written report is to be completed and submitted via e-mail addressed to planning@tvdsb.ca within 100 business days of the AARC meeting, instead of fifty-five (55) business days,

- 9.1.1 - the Final Attendance Area Review Report to be completed within 200 business days instead of within one hundred and forty (140) business days after an AARC Meeting

- 10.0 - to communicate the approved amendments of any secondary AAR to the elementary feeder schools.

15. THAT the Board reconsiders the use of **Watsons & Associate** as the go-to third-party initial studies provider for TVDSB, and to consider:

    - using a local firm which understands the demographic differences and unique needs of the communities,

    - including mandatory qualitative analysis or some sort of public input prior to releasing a numbers-based report with recommendations.

16. THAT the process of charging developers for **Education Development Fees** be expedited or else directly require such developers to include building one school per community as part of their master development plans.

CONSIDERATIONS

1. Considering the expected growth in the East End of London with the development of the old hospital ground, enrollments at Clarke Road are due to go up. Causing disruption to FI at Banting and Laurier therefore seems short-sighted.

2. Offer FI courses at Banting among the summer school offerings in order to improve students' access to FI programming.

Other Recommendations

The following recommendations did not arise during the process of public consultations at Banting and were created and supported by one or two Subcommittee members.

A THIRD FI PROGRAM

1. THAT the third FI site be added in the future to the new NE London SS or NW London SS where the location makes sense for the LAFI catchment area, which extends as far north as to Centralia, and where student population growth is most expected for a durable and greener long-term solution.

2. THAT the third FI site be added when additional French teachers are available such that the new site will be able to host an expansion of the existing program and shall begin intake at the Grade 9 level without moving any students from any of the existing sites.

3. THAT should the third FI site at Clarke Road be implemented as proposed, the feeders of the three sites should be updated as follows in consideration of the unique catchment of the elementary schools involved:

Comparison of FI enrolment at the three proposed sites if feeders are adjusted

	RECOMMENDED			*AS PROPOSED*[10]		
Banting	Jeanne Sauve	370	718	Jeanne Sauve	370	558
	Louise Arbour	630		Lord Roberts	310	
	West Oaks	435		West Oaks	435	
Clarke Road	Princess Anne	490	650	Louise Arbour	630	560
	Princess Elizabeth	810		Princess Anne	490	
Wilfrid Laurier	Kensal Park	780	545	Kensal Park	780	795
	Lord Roberts	310		Princess Elizabeth	810	

4. THAT if the FI program must be impacted, that a third FI program at Clarke Road should be phased in from 2024 through voluntary enrollment and over a ten-year period with the long-term goal of having a viable program by 2030-34. This recommendation would allow the Board to annually reassess staffing needs and recruitment at the nascent FI site. Feeder elementary schools would remain status quo until such time as all FI programs are viable in order to minimize negative impacts on existing FI programs.

[10] Projections based on the assumption that 4 grades of each elementary feeder school - or half the feeder school - will be at the high school in any given year, on a rolling basis.

FILLING UNDER-UTILIZED SCHOOLS

5. THAT Central SS remain a unique program in London, Ontario with an open boundary, where students can attend through a random selection process, subject to capacity limit (i.e. Scenario 1), and further, THAT Central SS increases its capacity by utilizing the Clarke Road location as a satellite site for senior grade students. The two sites are currently served by multiple public bus routes and would not require any transportation by the Board.

OTHER ISSUES

6. THAT Cedar Hollow PS students are allowed to keep the current split-feeder arrangement between A.B. Lucas SS and Medway SS until the new NE or NW London SS is built when permanent accommodations are available for students at this site.

7. THAT parents, caregivers and guardians who do not mind the split feeder be given the option to attend a Secondary School in closer proximity to their residential address, without transportation provided.

8. THAT Banting place a moratorium on the enrollment of out-of-boundary students until a new secondary school in the north end is built.

9. Expanding on recommendation #11 above, THAT when redrawing the English boundaries, the bigger feeder schools, such as Sir Arthur Currie or Eagle Heights, be considered for removal from the Banting catchment area to one of the under-utilized schools to effectively address the overcrowding issue.

PART 7 - APPENDICES

Appendix 1
Copies of emails received from the community

email #1

Proposed French Immersion changes

[redacted]

Tue 2023-04-11 6:57 AM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

Dear Committee members,

I am writing to you about proposed enrolment redistribution changes that will affect the French Immersion (FI) programme at Banting. My daughter is currently enrolled in FI there in grade 11.

I understand that there are probably good intentions, as well as external pressures, driving the proposed establishment of a new FI programme at Clarke Road, and that the redistribution of FI students from Banting and elsewhere is intended to create the impression of the need for a new high school in the Sunningdale area. But these changes are incompatible with the effects of these proposals will have on the French language competence of students when teachers and resources are thinned out.

It's not just a matter of numbers falling at Banting and elsewhere but outcomes remaining the same. Effective second language learning does not work with diluted concentration. To produce students who are actually fluent in French, learning needs to be comprehensive -- meaning all or almost all courses have to be available in French. New Brunswick, where I lived for 20 years, has had this problem of too thinly spread teachers and resources for years. Its FI programme does not produce students who are bilingual, except for the top students generally. And because the outcomes are poor, this has led the provincial government to raise the age at which FI begins, and to shrink the FI programme even further, with deeper negative effects on bilingual outcomes.

I would respectfully urge the committee to protest imposed changes that will risk falling into this viscious circle. In an ideal world, all schools offering FI would have robust course offerings and teacher-student support. But short of this, if students wish to take FI and become bilingual -- and that choice is of course voluntary, and will be at Clarke Rd and elsewhere -- they need to go to where the programmes are excellent, rather attending schools where the FI programmes cannot achieve bilingual outcomes, despite the best intentions of their teachers.

Yours sincerely,

[redacted]

email #2

FI at Banting

[redacted]

Tue 2023-04-11 7:47 AM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

Good morning,
I wish to express my strongest support for the FI program at Banting - both my kids are enrolled in it and greatly benefit from it. The course selection is excellent, and so is their improvement towards mastering French itself.

It has come to my attention that a new FI high school may be established in London within our school board. This in itself should be great news - but only if the FI program grows accordingly. If this means that the existing course offerings within the FI programs are being redestributed across schools, then this will negatively affect the students enrolled in the FI program at Banting (and maybe elsewhere).

I strongly encourage the decision-makers to grow the FI program across London, and to not take away existing FI courses at Banting. Please do not put the bilingual eduation of the students currently enrolled in this program at risk.

Sincerely,

[redacted] (mother of two FI students at Banting)

email #3

Proposed changes to boundaries

[redacted]

Tue 2023-04-11 7:12 PM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

If the changes occur, will the number of courses available for French Immersion students be reduced? What will happen to applied French Immersion courses?

If I live 5 minutes from Banting, but 45 minutes away from Clark Road, how is that environmentally friendly?

How can an extra hour and thirty minutes added to the school day be conducive to learning?

How can a student start in one school, but be forced to move to another?

Legacy must be considered. I want my son to be able to continue his entire high school career at one school.

School community is essential, and since French Immersion students makes up over 50% of extracurricular activities at Banting, how will that affect the student community?

LAAR Feedback email #4

SC - Louise Arbour F.I. <sc-louisearbour@tvpic.ca>
Tue 2023-04-11 8:03 PM
To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

LAAR notes

Would like to reiterate some of the feedback
Received from parents to date

1. there are concerns that the French Immersion program will become diluted by further separating the program to 3 locations from 2 and not providing a well rounded French Immersion experience.
2. There does not appear to be consideration for the travel time involved related to extracurricular activities as it relates to changing from Banting to Clarke road particularly when decisions for locating there homes was based on kids attending Banting. Busing would not solve this problem.
3. Also related to the FI and siblings wanting to continue in French Immersion with their family perhaps this is related more to legacy.

Robert Ayres
School Council Chair
Louise Arbour French Immersion PS

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email #5

Banting/Clarke Rd feedback

[redacted]

Tue 2023-04-11 10:43 PM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

Thank you for running such a great meeting tonight and all the committee's hard work.

I want to second a comment asking the board for more information.

A survey of LAFI's parents to know realistically how many will be sending their kids to Clarke Rd.

TVDSB thinks they will be "filling up" Clarke Rd to demonstrate that it is maximizing space at existing schools inorder to get funding for a new high school in north London.

The reality is that not many will send their FI students to Clarke Rd. They will either go to MTS Catholic school which is much closer for many in LAFI's catchment area.
Or they will pull their kids out of French Immersion and attend their local English school.
This will impact their kids futures and French language careers bu forcing student and parents to choose between the Clarke Rd which is not an option or leaving French Immersion.

So TVDSB's thought that Clarke Rd will fill up with French Immersion kids from LAFI is far from the truth.

T gain

[redacted]

Our daughter started french immersion this year at Banting in good faith with the expectation of finishing her HSD here along with the associated FI certificates. Sadly that good faith may have been misplaced. Spreading the french immersion resources of Banting over two schools will hollow out the grade 11 and 12 academic options. I am having trouble understanding why the board would take this approach. It is obvious the french immersion program will suffer as a result and to what end?

Any business plan put forth to build a new high school should not come at the expense of the french immersion program. By reexamining, enforcing and modifying borders of the english only secondary schools alone, the problem of underutilisation can be addressed with the benefit of not limiting any students academic options. If you told me there are plans for full funding of both french immersion programs at Clarke Road and Banting, then the discussion would concern legacy and other related issues. But that is not what is happening here.

I'm sure it is not lost on anyone that the students may not redistribute themselves in the way the board intends. Some students may leave french immersion and some may transfer to the separate school board. Banting and Laurier have a long proud history of successful french immersion programs and I would encourage the board to not break what is working so well.

email #7

Concerns about AARC impact

[redacted]

Sun 2023-04-16 1:14 PM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

I am only just learning about the upcoming changes to school enrolment and the true scope of the impact it will have on our family and on the education system that our son has benefitted from. I have two major concerns:

The first has to do with the personal impact these changes will have on our son, who is a Grade 10 French Emersion student at Banting. With the changes he will be forced to the Clark Road Secondary School in his grade 12 year – while at the same time he will be applying to universities. This will be an enormous disruption just when he doesn't need it, and just as school life is getting back to normal. Obviously, it will break up established relationships with friends, but it will also end his involvement with the music program and others that he has invested a lot of effort into. Finally, the Clark Road SS is a very long way from where we live; much further than is reasonable. We just drove the distance from our house to the Clark Road SS yesterday and could not believe how far away from our house it really is. It's in the South East, while we are in the North West – nearly the opposite end of the city. This is completely unreasonable.

My second concern has to do with the impact on the French Emersion program in both the short and long term. We already know the challenges of offering a full French Emersion, which depends on a critical mass of students and teachers. By gutting the program at Banting in favour of a third, partial program at Clark, the board seems to be setting both programs up to fail. My son has benefitted a lot from the French programs at Louis Arbour and Banting, but if he was instead forced to Clark Road with a poor offering of French courses, I guarantee that he would have chosen to leave the French Emersion program. This move will trigger the beginning of the end for a once-solid program. It will shrink and atrophy at three sites, rather than be sustained (with challenges) at two. Maybe this is your intention?

I really hope that you do not follow through on these changes. I understand the pressures to fill an underused school, but this move is short-sighted; especially considering the expected growth in the East End of London with the development of the old hospital ground, and the already-initiated moves to bring another secondary school to the north end.

Sincerely,

[redacted]

[redacted]

Hello from the Medway HS LAARC

email #8

[redacted]

Thu 2023-04-13 10:56 PM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

Hello,

I'm a Medway HS parent, and a member of our LAARC. I joined your meeting tonight to hear what the FI community had to say.

First, I want to let you know that your group did a fantastic job with tonight's meeting! I really liked how you broke down your agenda into different issues and allowed a full discussion on each topic. We are having a 2nd meeting in two weeks time, and I will propose that we go that route.

Second, I wanted to let you know that I feel like it is a huge injustice to the whole TVDSB FI community to even propose diluting the high school programming by spreading it across 3 separate sites. I don't have any connection with the FI community, but if I were a parent with FI students, I would be outraged at the options presented. The changes will undoubtedly impact every single FI student in TVDSB and result in reduced programming, which will lead to many students leaving the FI program entirely. While the FI program doesn't directly impact Medway HS, the fallout from the potential changes to it would certainly have an impact at many schools, especially in the overcapacity north end schools. We will be including comments about this in our report when we address each of the proposals.

It seems like a lot of the decisions that have been proposed for the redrawing of boundaries in this LAAR process hinge on the FI program changes moving forward. I truly can't see how they can move forward with the plan to spread FI across three sites, and I hope trustees will be in agreement. The trustees I've heard from certainly seem to be very reasonable, understanding, and open to hearing what we have to say, which is promising!

We are also sending out a survey to our school community and to the feeder schools to collect both parent and student input from both current and future students. Our principal was going to assist with getting the survey distributed to the feeder school principals so they could forward it to their communities. You might have success going that route as well if your principal at Banting is agreeable. I know there were questions at your meeting about how to get it out to the feeder school communities.

We have a very detailed survey that allows for lots of feedback to be provided, and we will be including it all in our final report. It was sent out today, and we have 250 responses already in the 8 hours the survey went out. I noticed we even had some Louise Arbour parents respond to it. Our survey link is: **Medway HS London Attendance Area Review survey** if you want to check it out. We have a dedicated email address as well - medway.laarc@gmail.com.

I've listened in on a number of other school's LAAR sub-committee meetings, and every single one of them involved discussions about legacy agreements and mental health. I believe that the TVDSB will receive the same message from every school sub-committee, which will help us to create a strong case for legacy agreements, regardless of what changes are made as a result of the review process. It is specifically noted in the Attendance Area Review (4015c) document found on www.tvdsb.ca/laar website that TVDSB has the authority to allow for legacy agreements and that transportation agreements will be decided by trustees (see section 9.5.1).

I truly believe that you have a strong case to support keeping your FI program as is at Banting (and Laurier). While it's not easy to re-draw boundaries, it is necessary, but should NOT be done at the expense of the FI program!

Let me know if there is anything we can do to help support the FI program.

Take care.

[redacted]

Banting Legacy Students /LAARC

email #9

[redacted]

Sat 2023-04-15 9:59 AM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

Hello,

I am writing to you regarding the new school boundaries for French Immersion feeder schools. I appreciate the new boundaries and the need for them.
My strong concern is for existing students at a feeder secondary school that would be required to change schools after the new boundaries are set.

I and many other parents feel strongly that the there should be a grandfathered status or legacy system for students who are already in an existing secondary school based on the boundaries as they are now.

Our daughter is in grade 10 currently, once these new boundaries are set, she will be expected to move to a new secondary school for her final year of high school! This is unacceptable for many reasons, mainly the following;

- Mental health and negative impact of this change on social and emotional well being of students (most of these students spent the last 2 years of elementary school during the pandemic, they already missed most of their grade 8 year and a grade 8 graduation)
- General disruption of education, again.
- A negative impact to peer and teacher relationships that have developed since beginning secondary school i.e meeting new peers from other schools that they would be ripped away from. Teachers they trust and have gotten to know in the three years they have been in high school.
- Many students have joined sports and clubs that would not be offered at the new secondary school
- Currently, the variety of French Immersion courses are broad, and this could be negatively impacted options at the new school.
- Busing, will the new boundaries effect eligibility?

If you wish to discus this further, please feel free to reach out to me.

I hope that you advocate for existing students to be grandfathered to remain at their current high school.

Thank you
[redacted]

Sent from my iPhone

email #10

Concerns over moving French Immersion to Clark SS

[redacted]

Mon 2023-04-17 9:56 PM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

Hope you are well.

I am reaching out today as a very concerned parent. A few years ago we switched our eldest son to Louise Arbour FI PS as we were told by the school board that this was a “feeder school” into the outstanding French Immersion program created at Banting.
Our eldest son successfully navigated his primary school studies and started in Fall 2023 at Banting. Now, we are being told that plans and consultations are under way to move children into a new FI site at Clark SS.

This level of doubt and stress has now permeated to our son and to some of his classmates. Students who were online for parts of 3 years finally had some stability this year . Now, however all stability will be lost as students may be moving schools.

I appreciate and understand that a public consultation is underway- however I remain sceptical that parents will actually switch their children to Clark. Instead, you will erode the TVDSB of an outstanding crop of students who will rather pick English first language options or switch to other school boards. That is unfortunately the approach we will be taking if this option will take place.

I oppose the measure to move the Banting FI program and believe that legacy and bussing should be options in these measures

I appreciate you considering my email during the public consultation phase.

[redacted]

email #11

French Immersion Concerns

[redacted]

Wed 2023-04-19 7:29 PM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

Hi Banting Subcommittee,

Thank you so much for your time and commitment to this committee. I am so appreciative of your care for the Banting community and especially the French Immersion program at Banting. I would like to make these comments anonymously but wanted to send some points for consideration in your report as a graduate from the Banting FI program and a parent of a Louise Arbour student.

The preservation of the French Immersion programs at Banting and Laurier is of paramount importance. The board needs to take action to address the overcrowding of the schools in the North end of London and needs to fill underutilized schools to be approved for a new high school. Disrupting two well-established FI programs to solve a temporary problem is short-sighted and undervalues these programs.

All other special programs in the board are being protected (Beal art, tech specialty programs, etc.) but rather than protecting French Immersion, the board is attacking this program. The board has not been able to explain how the French Immersion program is different from these other programs and therefore not deserving of the same protection.

The size of the French Immersion programs at Banting and Laurier allows them to offer a much wider range of courses in French, especially at the senior level, than could be offered in a smaller program of only 300 students. Banting has been working hard to offer courses at the applied and open levels from grade 9-12 so that students who would like to be immersed in French, but are not academic and university level students, may continue in French throughout high school. These courses are only able to run when the population is high enough that there are enough students in the program.

Changing Louise Arbour FI to feed Clarke Road does not guarantee that its students would attend Clarke Road. Many of these students are in Banting, Medway and Lucas' English catchment areas and may switch from FI to English instead of attending Clarke Road. So, rather than fixing their problem of overcrowding/underfilled schools, the board is likely making it worse by possibly moving the Louise Arbour FI students to their overcrowded English boundary schools.

Staffing a third French Immersion site would be very challenging. Staff at Banting and Laurier have established connections and meaningful relationships with other staff and the community. The projected population of these schools is not decreasing (even under the proposed boundaries) and therefore staff could not be surplused and teachers who wish to remain at Banting and Laurier who are FI qualified could continue to teach at those schools in English to maintain their community ties. There is not an abundance of FI teachers looking to staff a third site at a school with no established program.

The idea of a single French Immersion high school has been proposed at both Banting meetings as well as at the Laurier meeting that I attended virtually. To be clear, my first choice is for the FI programs to stay status quo. If the board is absolutely not willing to leave the programs as-is and they want to move students out of Banting's area, the single FI school is my second choice. There were several arguments against this that have been brought up and I wanted to explain how I imagine this type of school running. The first point people bring up is that there is not the staff to teach every subject in French, however this school would not be a French first language school so not all subjects would be taught in French. Tech, music, phys ed, and any other course that could not be staffed in French would be offered in English and taught by an English speaking teacher. The second point that people bring up is that students need choice, which I agree with and I would therefore suggest that if we were to move to a

single FI high school that students would still have the option each year to register for courses in English or French. If, for example, 25 grade 9 students preferred to take math in English rather than in French then we would run one grade 9 math class in English and the rest would be in French. I think the approx. 1000 student population of this school would allow for more options than people are imagining currently. At both the Banting and Laurier meetings, parents and students have spoken about how overrepresented the FI students are in leadership, sports, music and all other programs at these schools. Parents have also spoken to how the reputation of both programs has been part of what has drawn them to French Immersion in the first place and what has motivated them to continue in FI in high school. I think a single FI school would continue to have a fantastic reputation as the opportunities for students would abound and they would continue to make up fantastic sports teams, music ensembles, committees, clubs and school outreach at a single school. While the single FI school is not my first choice, I feel it far surpasses the option of splitting the program into three sites and I wanted to pass on my vision for what this could potentially look like.

Thank you for your time to consider these points and for your work to compile the report for the trustees.

[redacted]

email #12

LAAR

[redacted]

Wed 2023-04-19 6:25 PM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>;sherri.moore@tvdsb.ca <sherri.moore@tvdsb.ca>;b.mai@tvdsb.ca <b.mai@tvdsb.ca>;Marianne LARSEN <m.larsen@tvdsb.ca>;l.osbourne@tvdsb.ca <l.osbourne@tvdsb.ca>

Hello

Once again I am writing to express my concerns over London Attendance Area Review, specifically when it comes to addressing the French Immersion program.

My daughter is currently attending Louise Arbour set to transition to Banting in September. I am feeling extremely frustrated over the fact that of the possibility of her being moved to Clarke rd part way through her secondary school career.

There are numerous reasons why myself and many other parents are struggling to understand why these decisions are being made.

First of all to pull children from a school where they are already well established makes no sense. How does this support their mental health? How is this trauma informed care? These students have peer and teacher relationships, they part a school community which includes sports and clubs. The kids that are already attending Banting should be grandfathered/or be part of a legacy agreement that allows them to remain at this school and graduate.

Creating a third French immersion program will not solve the over populated English programs. Instead it will dilute the FI program, not only will the program have less to offer to the student's, fewer course options, but instead kids will seal out their English school or Catholic FI programs instead.

Currently there are approximately 250 students that do not attend Clarke rd as their home school so why not make that your starting point to increase this school's capacity?

Why is the FI program not considered a specialty program like Beal Arts, the IB programs, the tech programs and all of Central? Why do they go untouched? But the French program co to use to be impacted over and over again?
How is this fair and equitable?

I'm asking for someone to stand up and be the voice of our children. Support my child's right to stable and supportive education. Her education has been disrupted enough.

I do not support my child being transitioned to Clarke rd secondary school.

Thank you

[redacted]

Sent from my iPhone

email #13

Legacy for current students

[redacted]

Wed 2023-04-19 9:57 AM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

My daughter is currently enrolled at Banting School. She is in grade 10 and absolutely thriving. With the new boundaries in Grade 12 She would be forced to switch to Clarke Rd. I would like legacy students or at least the ones in Grade 12 to finish their highschool education at Banting. After enduring three years of instability and uncertainty caused by the pandemic, this unnecessary change is deplorable. The students should be able to stay put at the secondary school where they have established their social network and joined clubs and teams.
My daughter has formed a strong bond with teachers and students and in the last year of highschool is not a time to mess with routines and marks when they need to focus for University or College.

[redacted]

email #14

Re: Comments on recent proposal

[redacted]

Thu 2023-04-20 5:21 PM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

Dear Banting Committee:

My older child is in Grade 9 in Banting and my younger child is in Grade 7 in Louise Arbour FI.

I understand the rationale behind the recent proposed change: balancing enrolment and eventually try to get a new high school built.

However, I strongly oppose the current proposal for the following reasons:

1. The current proposal will weaken the current FI program of Banting resulting in worse education outcomes for students. Banting has a real strong FI program. However, diverting students to another school will dilute the resources in Banting and will result in two weaken programs, which means less course offerings to students.

2. For practical reasons, I know a lots parents including ourselves will not send their children to the secondary school in the far east side of the city. We will go to MTS instead. That means less students in the TVDSB and more students in the Catholic board. As a result, the catholic system maybe get more schools built instead TVDSB.

I strongly urge the committee to re-consider the current proposal and keep the current FI program and feeder schools intact for Banting.

Regards

[redacted]

email #15

RE: Recent Proposal

[redacted]

Fri 2023-04-21 9:42 AM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

Dear Banting Committee:

My older child is in Grade 9 in Banting and my younger child is in Grade 7 in Louise Arbour FI. We pick school carefully for our kids, just like the other parents. We send our kids to Louise Arbour FI and following by Banting French program for our intention. And we do appreciate that we had the right to choose school for our kids.

About the recent proposed change affecting my both children's school, I strongly oppose the current proposal for the following reasons:

1. High school is very import for anyone! We pick Banting because Banting has a real strong FI program. However, diverting students to another school will dilute the resources in Banting and will result in two weaken programs, which means less course offerings to students. We don't agree to risk our kids future for anything!!

2. We are far away from the Clark road high school. For practical reasons, like what a lots parents will do, we will not send our children to the secondary school in the far east side of the city. We will go to MTS instead. If TVDSB forcing our kids to have to go to a high school without any other chances, we don't have to stick with TVDSB, for our kids sake. I believe our kids need choice, just like other kids, like your kids.

I strongly urge the committee to re-consider the current proposal and keep the current FI program and feeder schools intact for Banting.

Regards

[redacted]

Sent from Mail for Windows

email #16

Regarding the proposed changes to FI programming

[redacted]

Fri 2023-04-21 1:20 PM

To: b.mai@tvdsb.ca <b.mai@tvdsb.ca>;bantingcommittee@outlook.com <bantingcommittee@outlook.com>;l.osbourne@tvdsb.ca <l.osbourne@tvdsb.ca>;m.larsen@tvdsb.ca <m.larsen@tvdsb.ca>;sherri.moore@tvdsb.ca <sherri.moore@tvdsb.ca>

Dear Trustees and Committee Members,

I sat in on the Banting meeting online, and would like to add my voice to those who have expressed concerns about the plans presented regarding proposed changes to the French Immersion program in Thames Valley.

My daughter is a grade 8 student at Louise Arbour FI and would potentially begin grade 9 at Banting in the fall. She has been looking forward to participating in the school community at Banting, and I am troubled by the reality of how the proposed changes will affect her. I am especially disappointed that the board is considering moving students part way through their highschool career.

I stand with those parents who have also expressed concerns, and agree with their worry that the proposed changes will weaken TVDSB's French immersion program overall, creating smaller programs with less options.

In our particular case (as I suspect might be true of many other families in a similar situation) we will not consider sending our daughter to Banting next year if it is decided that she would not be permitted to complete her highschool career where she has started. Change and transition are very difficult for our daughter, and after the difficulty of the past number of years, it is extremely important for her to chose an educational path that will provide some stability over the next 4 years. From what we are hearing from our daughter's classmates, this is a common feeling among the students, and they are already planning alternative options for themselves, whether that be to move to the Catholic Board, or abandon their plans to continue in French Immersion.

Our daughter is committed to continuing in a French Immersion program, which means that your board will absolutely lose her as a student if you move forward with these plans in a way that does not offer the students the opportunity to start and finish their highschool career in one school.

We understand the need to find solutions to the overcrowding in our high schools. But we hope that the board will reconsider targeting specialized programs like French Immersion in order to accomplish this goal. These unique programs strengthen our education system and provide wonderful opportunities for students. Moving in a direction that will potentially weaken and distill these programs is surprising and disheartening.

Even so, should the board decide to move forward with this, at the very least, we hope that in implementing the changes, the board would not sacrifice the well being of the current students they are tasked with educating, in pursuit of a future goal. Perhaps some patience in implementing these changes more slowly could be considered. Starting a new cohort in 9 when you launch a new FI program at Clark Road, rather than trying to immediately redistribute students at every grade level.

Although we respect and appreciate that a great deal of thought and effort has gone into these plans, we wanted to share our perspective so that you could hear our voice, along with others, in how these proposed changes will impact us and our decisions for our children's education.

Thank you for the time you are taking to gather feedback from the community, and your commitment to consider and represent the thoughts and needs that have been expressed, as decisions are made in how to move forward from here.

regards,

[redacted]

Proposed changes to Banting French program

email #17

[redacted]

Mon 2023-04-24 11:48 PM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>;m.larsen@tvdsb.ca <m.larsen@tvdsb.ca>;l.osborne@tvdsb.ca <l.osborne@tvdsb.ca>;michelle.roberts@tvdsb.ca <michelle.roberts@tvdsb.ca>

Cc: [redacted]

To whom it may concern:

We are writing to you regarding the prospective changes to the boundary limits of Sir Frederick Banting Secondary School. Our son, Sam Cooper, is a current grade 9 student, he has made the transition from elementary school to secondary school with the usual challenges that most face. Sam has transitioned well into high school, has developed new skills, and is excelling in his academic career. In addition, Sam has been on the varsity hockey team and is a current member of the Banting Rowing team. These experiences have allowed him to make new connections and develop relationships with other students that have not been available during the past 2-3 years.

We feel that the potential changes to the boundaries would have a tremendously negative impact on his high school experience, his ability to maintain the relationships he has developed, his grades, his ability to participate in sports, and his overall mental health. As one of many children that has dealt with anxiety, Sam has always functioned better with stability. The transition to high school was difficult enough, but a necessary one, the changes you are proposing would add instability and unnecessary stress to a cohort of children that has already had to navigate through a very difficult pandemic.

The current offerings for French Immersion students at Banting are limited, but enough classes are offered to allow students the opportunity to build on their bilingualism. There is a sever shortage of French Immersion teachers and our children often find themselves being taught by supply teachers that do not speak French. The current system is adequate at best and your proposed changes will only further dilute the French Immersion program resulting in less teachers, less options for classes and ultimately less opportunity for our son.

Moving Sam to Clarke Road Secondary School would result in a 25% increase in travel to and from school, which is unacceptable. Furthermore, the Fraser Institute ranks Clarke Road Secondary School 676th of 739 secondary schools in the province. This is a clear sign that the school, in its current state, is unable to provide quality education. The addition of a French Immersion program to an already underperforming school, with a lack of resources necessary to ensure success, is very nearsighted and a clear detriment to the students of Sir Frederick Banting that would be forced to move to Clarke Road.

Our son has worked extremely hard to develop his French speaking abilities while maintaining exceptional grades, participating in varsity sports, and building new relationships with his peers. The changes that you are proposing would have an extremely negative impact on all the positive experiences he has had in high school, and all the work he has put in to becoming bilingual. The additional travel time to school, the reduced class options, and the understaffed French program will do nothing but damage the educational experience for dozens of children. The proposed changes would occur directly in the middle of Sam's high school career and further challenge his ability to be successful in his aspirations of continuing to university.

Our hope is that you will take our concerns into consideration and rethink the potential changes to the French Immersion program at Sir Frederick Banting. If the changes do occur, it would be in the student's best interest to allow current Banting French students the opportunity finish their academic career at the school that they began in.

Sincerely,

[redacted]

Parent concerns about removal of Louise Arbour FI as feeder school to Banting

[redacted]

email #18

Tue 2023-04-25 9:37 PM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

1 attachments (116 KB)

Banting_from[redacted]pdf;

April 25, 2023

Re: Concerns regarding elimination of Louise Arbour as feeder school for Banting S.S.

Dear Banting Committee,

First, thank you for generously dedicating your time and energies to supporting our public school system in London.

I am writing in regards to the proposed changes to the French Immersion high school plans and related curriculum, and would like to ask for your help in advocating for our children. I am the mother of two children who have attended Louise Arbour French Immersion School. My eldest is in Grade 8 this year, and was excited to consider the options for high school. Her first choice was Banting, based on her desire to continue in an even more intensive French Immersion program, and based on the feedback we have sought and received from other Banting parents and students over the past several years. The open house at Banting was truly inspiring to my daughter, in particular after hearing from and speaking to the French Program leads, and it was fantastic to see her new enthusiasm for this next stage in life.

While we were vaguely aware of some discussion of redistricting in TDVSB as a whole, it was not at all clear to us that this would involve forcing students who have just completed their first year of high school at Banting to move to another school, with a significantly smaller offering of French courses (and a long bus ride away). That this was even a possible option being floated by the board was only made clear in a subsequent meeting held on short notice, after students had already registered for their preferred high school and courses. We have significant concerns about both the longer term and the short term damages the current proposal will cause for students pursuing French Immersion studies in London.

In the medium and longer term, it is our understanding that the plan to split the student body, and potentially French teachers at Banting, will result in fewer course offerings in French at both Banting and only ~ 10 total French classes at Clarke S.S.. This is a drastic reduction in this program for these students, and threatens one of the significant strengths of the educational options for students in TDVSB. We have major concerns about the lack of rationale given for the diminution of the French Immersion program, particularly given the 8+ year commitment these students and families have already made, with the understanding of the quality and variety of French language courses that were in place at the Secondary School level.

With such a change and loss of such a strong French Immersion program at Banting, after informal discussions with other parents, we anticipate the projections from the TDVSB are not accurate, as many students and families would consider other better options including English schools closer to their homes, IB programs, or even private school options. We also have concerns about the perspectives of French language teachers and their concerns regarding these plans, and the lack of funds to actually grow three proper French Immersion programs rather than dilute 2 strong programs into 3 weaker ones.

In the short term, this discontinuity for some students, in anticipation of their first year of secondary school and then their separation after Grade 9 does not consider the likely significant mental health problems this is going to create for many of these youths. Already this cohort has faced significant school disruption, social isolation and unpredictability in their education and opportunities to make and sustain in person friendships at school, on teams and in after-school activities. To force these students to leave clubs, teams, programs and friends after 1 year, to enter into a program with fewer French offerings, is already causing significant anxiety. The board must take this into better account when considering the best short and long term options for these children.

While we have not been involved sufficiently nor have the information available to you and the board, we understand there are options that parents, students and teachers favor for this issue, including consideration of moving other programs, such as the adult ESL program at Banting, to alleviate space concerns, and considering other incentives to increase the enrollment of in-boundary English students to Clarke Rd. S.S..

We consider the Banting French Immersion program to be a highlight in the district, in line with other important programming at Beal, Central H.S. and the IB programs. It requires a large concentration of students to allow the variety of courses and true immersive experience these students have signed up for and worked towards for the past 8 years. Rather than diluting French Immersion secondary programs, we request that the board give it and its students the same consideration and support to maintain this important educational environment for its students.

Thank you for your time and attention.

Sincerely,

[redacted]

email #19

proposed boundary changes

[redacted]

Fri 2023-04-28 6:43 PM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

1 attachments (171 KB)

Regarding Boundary change [redacted]Banting committee finalgnv.pdf;

April 28, 2023

Re: Severe impact of boundary changes to quality of French immersion and teen quality of life

Dear Banting Committee,

I am writing to you to express my family's grave concerns about the lasting negative impact that the proposed changes to the French Immersion high school plans would have on London's youth not only in the near-term, but also the long-term.

My two daughters have always attended Elementary French immersion with the understanding that they would continue their education and solidify their French at a high quality London French immersion highschool. Our eldest is already registered at Banting for Grade 9, and was looking forward to taking the full suite of French courses available to her. We were so impressed by the open house and the clear dedication and quality of the teachers and program at offer.

We are very confused and upset by the recent proposal, which we believe will have a tremendously negative impact on the students effectively diminishing the quality of the French Immersion education system precisely when we should be shoring it up. We are distraught at the proposed redistricting that might impact students who wish to attend Banting. It would mean having our older daughter switch schools from Banting to Clarke SS after just one year. Switching high schools is an incredibly stressful experience that no family would want to impose on their kids. Not only that, the plan would mean far fewer courses will be offered in French across schools. We have four major concerns with the proposed plans that we think are critical to consider:

1) **The plan causes considerable and lasting erosion of the quality of the French Immersion program for present and future students in London:** We are all concerned about the impact this would have on mastering a second language. Students and their families have already made an 8-year commitment to acquiring a second language with the understanding of the quality and variety of French language courses that were in place at the Secondary School level. Our kids are not there yet in terms of mastering French sufficiently, and require, at a minimum, the kind of immersion that is currently being offered at Banting. The current proposal will reduce the number of potential French course offerings to a maximum of 10 total (this is the current minimum for obtaining a certificate). *My daughter is already registered in 5 courses in French in her Grade 9 year alone and would plan on taking ~20 courses in French at Banting*. She sincerely feels this is necessary to achieve her objectives in learning a second language.

2) **The proposal causes longer commute times, negatively impacting the quality of life and time for academic, social, employment and extracurricular activities:** Our daughters currently balance high level academics with intensive extracurriculars (they are competitive soccer players and track athletes). People choose London over Toronto in part because of commute times. Clarke Road SS is just under 30 minutes by car in peak travel times from our home. As our daughters would require public transportation or a school bus, I imagine this commute would be far, far longer. For most of the kids affected, this limits opportunities for school work, friendship, employment, and sports activities. This would diminish their quality of life and ability to achieve her goals both academically, in sports, and socially.

3) **Research and common sense both agree that switching schools has a considerable negative impact on mental health, quality of life, and educational outcomes.** Today's youth have been through more than enough with COVID (e.g., see https://www.cdc.gov/media/releases/2022/p0331-youth-mental-health-covid-19.html). They are suffering with crippling levels of anxiety, depression and other mental health issues. We need to be looking at ways of making their lives easier, not more difficult. Changing schools is associated with an increased risk of dropout even after controlling for prior academic achievements and other background characteristics (South et al., 2007). Switching schools is also associated with increased risk of psychotic symptoms (Singh et al., 2014). Although it is true that problems are greater for solo transfers, it is also the case that any policy changes that force students to move schools are associated with lower achievement growth in the year following the move (Grigg, 2012). Furthermore, because of how unpopular the move is, her peer group will be fractured and virtually absent from Clarke Rd SS. This problem will persist for future cohorts if the policy is implemented.

4) **The proposed changes will create new problems and are unlikely to solve low enrollment in some areas:** The current proposal was issued to tackle over-enrolment in some schools and under-enrollment in others. However, the vast majority of families that were going to Banting (including us) are not going to switch to Clarke Rd SS. They will elect to go to English schools in their area (e.g., Central), or the Catholic Board. Thus, the proposed changes exacerbate or create new problems without solving the one targeted. The number of problems it creates will have a negative impact for decades to come if left unchanged.

Both of our daughters are so profoundly disappointed by the proposed changes that they independently indicated to us that they would give up on French Immersion if these changes would come into effect. Instead, they would choose to go either to English language school or the Catholic Board. We agree with that decision. The concerned parents of virtually all of their peers also agree with that decision. This would be a terrible sacrifice of the progress they have made in French so far.

In light of the information reviewed above, we sincerely believe that this proposed change would be at the great detriment of thousands of Londoners both present and in the future.

I would like to thank you for your service to the community and our public school system. Please help the school board see the grave problems with this proposal and protect our ability to pursue an effective French Immersion program in this district.

Thank you for your time and attention.

Sincerely,

[redacted], PhD

Resources Concerning the impact of switching schools:

https://psychcentral.com/lib/moving-mid-year-with-teens

South, S. J., Haynie, D., & Bose, S. (2007). Student mobility and school dropout. Social Science Research, 36, 68–94.

Singh, S. P., Winsper, C., Wolke, D., & Bryson, A. (2014). School mobility and prospective pathways to psychotic-like symptoms in early adolescence: a prospective birth cohort study. *Journal of the American Academy of Child and Adolescent Psychiatry*, *53*(5), 518–27.e1. https://doi.org/10.1016/j.jaac.2014.01.016

Grigg, Jeffrey. 2012. School enrollment changes and student achievement growth: A case study in educational disruption and continuity. Sociology of Education85(4):388–404. doi:10.1177/0038040712441374.

Concerns over moving French Immersion to Clark SS

email #20

[redacted]

Wed 2023-05-03 8:00 AM

To: bantingcommittee@outlook.com <bantingcommittee@outlook.com>

Hope you are well.

I am reaching out today as a very concerned parent. A few years ago we switched our eldest son to Louise Arbour FI as we were told by the school board that this was a “feeder school” into the outstanding French Immersion program created at Banting.
Our eldest son started in Fall 2023 at Banting. Now, we are being told that plans and consultations are under way to move children into a new FI site at Clark SS.

My son just recovered from the stress and anxiety caused by the pandemic and now this level of doubt has started to stress him and some of his classmates. Students who were online for parts of 3 years finally had some stability this year. Now, if the change happens, all stability will be lost as students may be forced to move schools.

I appreciate and understand that a public consultation is underway but I’m still sceptical that parents will actually switch their children to Clark. Instead, you will erode the TVDSB of an amazing crop of students who will rather pick English first language options or switch to other school boards. Personally, we will switch our son to MTS if this option will take place.

I oppose the measure to move the Banting FI program and believe that legacy and bussing should be options in these measures.

I appreciate you considering my email during the public consultation phase.

Best wishes
[redacted]

Appendix 2
Copy of the first survey

Banting AARC Subcommittee Survey

mmeyeung@gmail.com Switch accounts

Not shared

Your name/initial

Your answer

Which of the following describe(s) your situation?
(Choose as many as applicable)

- [ ] I have a child currently attending Banting
- [ ] I have a child who will no longer be able to attend Banting if the proposed changes are approved
- [ ] I do not have a school-aged child but am concerned about the proposed changes
- [ ] Other:

Are you supportive of the proposed changes?

- ( ) Yes
- ( ) No

If not, which of the following proposals are you against?
(Choose as many as applicable)

- [ ] Central SS continues to accept out-of-boundary students (Scenario 1)
- [ ] Central SS students return to home school (Scenario 2)
- [ ] Split feeder schools designated to one school
- [ ] Third French Immersion site added at Clarke Rd SS
- [ ] Other:

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Appendix 3
Results of the first survey distributed to the community

Timestamp	Situation	Supportive?	Proposals against of / additional comments
11/04/2023 18:28:15	Student in grade 9	No	Third French Immersion site added at Clarke Rd SS
11/04/2023 18:47:35	I have a child currently attending Banting	No	Third French Immersion site added at Clarke Rd SS
11/04/2023 18:48:14	i am a student at banting and have siblings that will not be able to attend banting if approved	No	Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
11/04/2023 18:49:45	I do not have a school-aged child but am concerned about the proposed changes	No	Third French Immersion site added at Clarke Rd SS
11/04/2023 18:56:13	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
11/04/2023 19:01:48	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
11/04/2023 19:45:40	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved, I have a child in grade 7 eho would like to attend Banting for French Immersion	No	Third French Immersion site added at Clarke Rd SS
11/04/2023 20:06:14	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
11/04/2023 20:11:42	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
11/04/2023 20:12:13	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
11/04/2023 21:09:01	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
11/04/2023 21:29:09	I have a child currently attending Banting	Yes	
11/04/2023 22:06:20	I have a child currently attending Banting	No	Central SS continues to accept out-of-boundary students (Scenario 1), Third French Immersion site added at Clarke Rd SS
11/04/2023 22:52:06	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
11/04/2023 22:55:24	I have a child who will no longer be able to attend Banting if the proposed changes are approved	Yes	
11/04/2023 22:58:15	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
11/04/2023 23:03:28	I have a child currently attending Banting	No	Third French Immersion site added at Clarke Rd SS
12/04/2023 00:10:56	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
12/04/2023 07:01:37	I have a child currently attending Banting	No	Third French Immersion site added at Clarke Rd SS, Taking kuds already settked in high-school and move them.its disruptful and too hard and stressful for those students. How can changing them midway through HS seem like a good idea?? You at least need to grandfather them in the school.
12/04/2023 07:23:27	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved, I have LAFI and Banting students	No	Third French Immersion site added at Clarke Rd SS
12/04/2023 07:37:47	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
12/04/2023 08:02:26	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Split feeder schools designated to one school
12/04/2023 08:06:24	I have a child currently attending Banting	No	Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
12/04/2023 08:07:27	I do not have a school-aged child but am concerned about the proposed changes	No	Third French Immersion site added at Clarke Rd SS
12/04/2023 09:02:18	I have a child currently attending Banting	No	Third French Immersion site added at Clarke Rd SS
12/04/2023 11:50:33	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Central SS continues to accept out-of-boundary students (Scenario 1), Third French Immersion site added at Clarke Rd SS
12/04/2023 15:27:17	I do not have a school-aged child but am concerned about the proposed changes	No	Central SS continues to accept out-of-boundary students (Scenario 1), Third French Immersion site added at Clarke Rd SS
12/04/2023 17:17:52	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
12/04/2023 19:21:20	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
12/04/2023 21:01:16	My child will be attending in the fall	No	Third French Immersion site added at Clarke Rd SS, Disrupting the French Immersion Program at Banting as it is rich with choices and skilled teachers, splitting this up will impact opportunities for students and weaken the teacher pool. It's frustrating they are looking to disrupt the FI program as it's low volumes and will not solve the overcrowding problem
12/04/2023 21:20:46	I have a child currently attending Banting	No	Third French Immersion site added at Clarke Rd SS
13/04/2023 09:44:36	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved, I have a younger child at Louise Arbour FI	No	Central SS continues to accept out-of-boundary students (Scenario 1), Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
13/04/2023 09:59:54	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Central SS continues to accept out-of-boundary students (Scenario 1), Third French Immersion site added at Clarke Rd SS
13/04/2023 18:24:30	I have a child currently attending Banting	No	Central SS continues to accept out-of-boundary students (Scenario 1), Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
13/04/2023 18:24:35	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
13/04/2023 18:25:01	I'm a student coming to Banting	No	Third French Immersion site added at Clarke Rd SS

Timestamp	Situation	Supportive?	Proposals against of / additional comments
13/04/2023 18:26:02	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
13/04/2023 18:27:28	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
13/04/2023 18:41:59	My French immersion child is planning to go to Banting.	Yes	
13/04/2023 18:46:00	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved,	No	Central SS continues to accept out-of-boundary students (Scenario 1), Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
13/04/2023 18:46:10	I do not have a school-aged child but am concerned about the proposed changes	No	Third French Immersion site added at Clarke Rd SS
13/04/2023 18:51:38	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Central SS students return to home school (Scenario 2), Third French Immersion site added at Clarke Rd SS
13/04/2023 18:52:59	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Central SS continues to accept out-of-boundary students (Scenario 1), Central SS students return to home school (Scenario 2), Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS, I am angry and opposed to the impsct this wl have on the Lpuise Arbour families and the total dilution of the immersuon program. French Immersion should be considered a specialized program within the highschool. Fewer options is most definitely NOT a robust program.
13/04/2023 18:54:04	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved, I also have a child at Louise Arbour FIPS	No	Central SS continues to accept out-of-boundary students (Scenario 1), Third French Immersion site added at Clarke Rd SS, Moving existing students and their siblings to a new school midway through their high school experience
13/04/2023 19:17:47	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved		Third French Immersion site added at Clarke Rd SS
13/04/2023 20:49:57	I am a Banting student	No	Central SS continues to accept out-of-boundary students (Scenario 1), Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
13/04/2023 20:52:45	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
13/04/2023 20:54:17	I have a child currently attending Banting	No	Central SS students return to home school (Scenario 2), Re-examine English boundaries to fill Montcalm, Clark Rd, Westminster rather than dilute FI Program
13/04/2023 20:54:23	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
13/04/2023 20:57:13	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Central SS continues to accept out-of-boundary students (Scenario 1), Third French Immersion site added at Clarke Rd SS
13/04/2023 20:58:30	I have a child currently attending Banting	No	Central SS students return to home school (Scenario 2), Third French Immersion site added at Clarke Rd SS
13/04/2023 21:05:56	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	I am against moving French Immersion students of Banting to Clark Rd SS
13/04/2023 21:30:31	I do not have a school-aged child but am concerned about the proposed changes	No	Central SS continues to accept out-of-boundary students (Scenario 1), Central SS students return to home school (Scenario 2), Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
13/04/2023 21:34:29	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
13/04/2023 21:47:05	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
13/04/2023 22:15:46	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
13/04/2023 22:16:25	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
13/04/2023 22:45:14	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved, I have a child in elementary school who would no longer go to Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
13/04/2023 23:25:29	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Central SS continues to accept out-of-boundary students (Scenario 1), Third French Immersion site added at Clarke Rd SS
14/04/2023 01:35:03	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Central SS continues to accept out-of-boundary students (Scenario 1), Third French Immersion site added at Clarke Rd SS
14/04/2023 06:14:15	I have a child currently attending Banting	No	Third French Immersion site added at Clarke Rd SS if that means that less FI courses are offered at Banting.
14/04/2023 17:39:55	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved, I have a child in Grade 7 at Louise Arbour French Immersion Public School	No	Central SS continues to accept out-of-boundary students (Scenario 1), Third French Immersion site added at Clarke Rd SS, I am against moving any current student from their high school and am against splitting up siblings.
15/04/2023 00:21:07	I have a child currently attending Banting	No	Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
17/04/2023 07:30:29	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
17/04/2023 07:35:02	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
17/04/2023 08:28:41	I have a child currently attending Banting	No	Central SS students return to home school (Scenario 2)
17/04/2023 09:49:45	I have a child currently attending Banting	No	Third French Immersion site added at Clarke Rd SS

Timestamp	Situation	Supportive?	Proposals against of / additional comments
23/04/2023 21:05:17	I have a child who will no longer be able to attend Banting if the proposed changes are approved, I have one child who would start at Banting and then be relocated to Clark road when the changes take effect.	No	Central SS students return to home school (Scenario 2), Third French Immersion site added at Clarke Rd SS
27/04/2023 10:45:06	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
27/04/2023 12:06:21	I have a child currently attending Banting	No	Central SS students return to home school (Scenario 2)
27/04/2023 12:38:19	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
27/04/2023 12:40:14	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
27/04/2023 13:03:44	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS, Having my child start at one school that I live so close to that we are unable to get a school bus and have to switch to a school that will take a minimum of 40 minutes to get to.
27/04/2023 18:33:02	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
27/04/2023 18:57:35	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
27/04/2023 19:17:15	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
27/04/2023 19:44:30	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Central SS students return to home school (Scenario 2)
27/04/2023 19:50:05	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
27/04/2023 19:50:38	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
28/04/2023 13:27:54	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
28/04/2023 18:11:16	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
28/04/2023 20:33:24	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS, Not grandfathering students from LAFI to Banting for 2024 school year.
30/04/2023 01:18:24	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Central SS continues to accept out-of-boundary students (Scenario 1), Third French Immersion site added at Clarke Rd SS
30/04/2023 13:22:34	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
30/04/2023 19:05:46	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
01/05/2023 13:10:46	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
02/05/2023 11:53:49	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
02/05/2023 11:55:04	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
02/05/2023 15:43:04	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Central SS continues to accept out-of-boundary students (Scenario 1), Central SS students return to home school (Scenario 2), Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
03/05/2023 10:18:12	Child who will attend Banting in the future	No	Third French Immersion site added at Clarke Rd SS
03/05/2023 11:40:23	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved, I do not have a school-aged child but am concerned about the proposed changes	No	Central SS continues to accept out-of-boundary students (Scenario 1), Split feeder schools designated to one school, Third French Immersion site added at Clarke Rd SS
03/05/2023 12:00:12	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Central SS continues to accept out-of-boundary students (Scenario 1), Third French Immersion site added at Clarke Rd SS
03/05/2023 14:45:52	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
03/05/2023 15:03:14	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS, As someone in the NW corner of the city, Clarke Rd is just too far.
04/05/2023 06:59:39	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
09/05/2023 20:48:30	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
09/05/2023 20:48:54	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
10/05/2023 12:16:47	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
10/05/2023 12:17:06	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
10/05/2023 12:17:20	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS

Timestamp	Situation	Supportive?	Proposals against of / additional comments
10/05/2023 12:17:28	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
10/05/2023 12:57:49	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
10/05/2023 13:17:28	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Central SS continues to accept out-of-boundary students (Scenario 1), Split feeder schools designated to one school
10/05/2023 13:35:23	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
10/05/2023 13:38:17	I have a child who will no longer be able to attend Banting if the proposed changes are approved	No	Third French Immersion site added at Clarke Rd SS
13/05/2023 00:57:52	I have a child currently attending Banting, I have a child who will no longer be able to attend Banting if the proposed changes are approved	Yes	

Appendix 4
Copy of the second survey

Banting AARC Subcommittee Alternative Survey

This survey is directed to parents/caregivers/guardians of current or past Louise Arbour FI students, who under the proposed changes would be redirected to the new French Immersion program at Clarke Road SS as early as September 2024.

mmeyeung@gmail.com Switch accounts

Not shared

Your name/initial (optional)

Your answer

If the proposed change to introduce a French Immersion program at Clarke Road is approved, will you send your child to continue their FI education at Clarke Road?

- ◯ Yes
- ◯ No
- ◯ Other:

If not, where will you send your kids instead?

- ◯ To the French Immersion program at MTS
- ◯ To your local English high school
- ◯ Other:

If you don't mind sharing, what is your local English high school?

- ○ AB Lucas
- ○ Central
- ○ Clarke Road
- ○ Lord Dorchester
- ○ London South
- ○ Medway
- ○ Montcalm
- ○ Oakridge
- ○ Saunders
- ○ Sir Frederick Banting
- ○ Sir Wilfrid Laurier
- ○ Westminister
- ○ Other:

Space for additional comments/questions/feedback (optional)

Your answer

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Appendix 5
Results of the second survey distributed to the community

Timestamp	Continue FI at Clarke Road?	If No, where?	local English school	Space for additional comments/questions/feedback (optional)
24/04/2023 14:36:33	No	To your local English high school	Medway	
24/04/2023 14:39:49	No	To the French Immersion program at MTS	Medway	
24/04/2023 14:46:39	No	To the French Immersion program at MTS	Montcalm	
24/04/2023 14:59:55	No	To the French Immersion program at MTS	Montcalm	
24/04/2023 15:00:57	No	To the French Immersion program at MTS	Sir Frederick Banting	
24/04/2023 15:02:47	Yes		Central	
24/04/2023 15:08:54	No	I don't know yet.	AB Lucas	Our "local ENGLISH high school" is currently Lucas, but it's also an AARC consideration. It's LOSE LOSE. It's completely CRUEL to remove kids in their Grade 12 year from their friends, teachers, and extracurricular connections! I'm so FURIOUS that the Board would even consider this. It should NOT be an option.
24/04/2023 15:28:19	No		Montcalm	
24/04/2023 15:30:44	No	To your local English high school	Sir Frederick Banting	We are 4 mins from Banting and 25 mins from Clarke. I will not have my 4 kids make that commute. Also, extracurriculars would be completely unattainable and off the table with that commute. This is so disappointing.
24/04/2023 15:42:50	No	To the French Immersion program at MTS	AB Lucas	
24/04/2023 15:47:48	Unsure at this time.	To the French Immersion program at MTS	Montcalm	
24/04/2023 15:50:16	No	To the French Immersion program at MTS	Montcalm	This will highly impact the french programs available and will also deter parents from enrolling their children in french immersion as the elementary level as most enroll for them to continue on their french in highschool
24/04/2023 15:55:26	No	To the French Immersion program at MTS	AB Lucas	
24/04/2023 16:05:04	No	To the French Immersion program at MTS	AB Lucas	
24/04/2023 16:16:29	No	To your local English high school	AB Lucas	
24/04/2023 16:24:46	No	To the French Immersion program at MTS	Montcalm	
24/04/2023 16:25:44	No	To your local English high school	AB Lucas	
24/04/2023 16:28:33	No	To the French Immersion program at MTS	AB Lucas	
24/04/2023 16:29:13	No	To the French Immersion program at MTS	AB Lucas	
24/04/2023 16:42:18	No	To the French Immersion program at MTS	Montcalm	
24/04/2023 16:57:04	No	To your local English high school	Montcalm	
24/04/2023 17:01:08	No	To the French Immersion program at MTS	Montcalm	
24/04/2023 17:22:33	No	To the French Immersion program at MTS	AB Lucas	We are very concerned about the longer term quality of the French Immersion program and whether these changes will negatively impact the program. The increased travel distance to support our daughter in after school activities is also causing concern related to our work schedules
24/04/2023 17:26:48	No	To the French Immersion program at MTS	AB Lucas	We are very concerned about the longer term quality of the French Immersion program and whether these changes will negatively impact the program. The increased travel distance to support our daughter in after school activities is also causing concern related to our work schedules.
24/04/2023 18:43:53	No	To the French Immersion program at MTS	Medway	Banting has an OFSAA championship swim team, although Clarke Rd has a swim team, they did even make ofsaa or come close. we want to stay with banting swim team, otherwise MTS has great sports, their swim team did go to OFSAA
24/04/2023 18:44:50	No	To the French Immersion program at MTS	Medway	Please count this answer for all 5 of our children not just 1, or we can fill out 5 surveys for all the children
24/04/2023 18:53:15	No	To the French Immersion program at MTS	Lucas/Medway	The idea that this board is willing to further decimate the French Immersion Program to appease the parents in the English program is very disheartening. I lived in 2 cities that continue to invest in and expand theirbFI programs. I went to Banting for FI, and the program offered now shows a school that has invested in French Immersion. Bus the English kids to other Highschools and leave our French Immersion program alone!
24/04/2023 19:12:59	No	To the French Immersion program at MTS	AB Lucas	
24/04/2023 19:26:04	No	To the French Immersion program at MTS	Montcalm	
24/04/2023 19:39:38	No	To your local English high school	Sir Frederick Banting	
24/04/2023 20:25:10	No	To the French Immersion program at MTS	AB Lucas	I urge Committee NOT to split Banting FI program into two. I would send child to MTS if Committee sticked to original plan.
24/04/2023 20:41:11	No	To the French Immersion program at MTS	AB Lucas	Our family strongly opposes the proposed changes which will negatively impact our child's education and mental health, and that of their classmates. We call on the TVDSB to permanently shelve their disruptive and harmful proposal.
24/04/2023 20:46:59	No	To your local English high school	AB Lucas	If you move the French program. You not only will ruin that program but ruin the kids friendships that they have built together. You always say you put kids first. You are liars if you make changes. DO NOT DO THIS !!!!!
24/04/2023 21:25:32	No	To the French Immersion program at MTS	Medway	This current proposal is detrimental to the French immersion program and highly concerning. To get to this point with less than a year of notice is beyond disappointing. This should have been determined with a 5yr window to allow current and impending students the option to make a choice for themselves. That is IF they go ahead with the highly contentious decision. Ultimately, they should bolster FI and not proceed with this proposal.
24/04/2023 21:56:52	No	To the French Immersion program at MTS	AB Lucas	We will not be sending our child to Clarke Rd. They will most definitely leave TVDSB if our only choices become Clarke Rd. Or Montcalm.
25/04/2023 05:57:43	No	To your local English high school	Central	If the plan to break up the FI program gets approved, we haven't 100% decided on our local English high school or Catholic FI. But we won't be going all the way to Clarke Rd for a diluted French Immersion program that won't be offering a variety of grade 11 and grade 12 classes in French. The FI program should not be split up it needs to stay intact, it's important to be able to continue to take a majority of classes in French into grades 11 and 12.

Timestamp	Continue FI at Clarke Road?	If No, where?	local English school	Space for additional comments/questions/feedback (optional)
25/04/2023 06:25:02	No	To the French Immersion program at MTS	Montcalm	Clarke Rd area isn't even part of the LAFI zoning, some of these kids come from Ilderton and Arva. Clarke is such a distance for some and should only service PAFI
25/04/2023 06:36:06	No	To the French Immersion program at MTS	Medway	
25/04/2023 06:56:31	No	To the French Immersion program at MTS	Sir Frederick Banting	
25/04/2023 07:20:32				
25/04/2023 07:30:21	No	To the French Immersion program at MTS	Montcalm	
25/04/2023 08:18:50	No	To your local English high school	Montcalm	
25/04/2023 10:15:51	No	To the French Immersion program at MTS	Chippewa	
25/04/2023 12:08:20	No	To your local English high school	Medway	
25/04/2023 12:08:32	No	To your local English high school	Medway	
25/04/2023 12:34:17	No	Move.	Medway	
25/04/2023 14:44:43	No	SDCI french immersion program	Medway	
26/04/2023 08:26:45	No	To the French Immersion program at MTS	Montcalm	
26/04/2023 09:00:37	Yes		Montcalm	
26/04/2023 09:54:34	Tough decisions will need to be made	To your local English high school	Montcalm	We have concerns with Clark Rd HS
26/04/2023 11:18:54	No	To the French Immersion program at MTS	Medway	The board should be enforcing boundaries of English speaking students before looking into changes such as this one. You would think they would want to create a FI Highschool that blows every other board out of the water with their course offerings and incredible teachers. Instead of building the program up, this highschool change is tearing it apart. I'm so disappointed in TVDSB.
26/04/2023 12:27:39	No	To the French Immersion program at MTS	Medway	
26/04/2023 12:31:37	No	To the French Immersion program at MTS	Central	
26/04/2023 12:33:27	No	To the French Immersion program at MTS	Montcalm	
26/04/2023 13:10:18	No	To the French Immersion program at MTS	AB Lucas	
26/04/2023 15:58:29	No	To the French Immersion program at MTS	AB Lucas	I have two kids so please double up my answers.
26/04/2023 17:10:18	No	To the French Immersion program at MTS	Montcalm	The kids who will have already started at Banting should remain there. They should not be pulled out and moved schools without their input or their parents input. The schools are overpopulated because of the English stream not because of FI programs. Figure out away to support both programs that isn't detrimental to just one. It's unfair to the kids currently enrolled in the FI program. Clarke rd is not comparable to the program that is offered through Banting. I am sad for the future of our kids and our schools. Put our kids first. We will now have families scrambling to come up with plans for their kids secondary education due to these changes. Public vs Catholic is now on the radar English vs French because of these proposed changes. I may have to explain to my daughter why she needs to switch schools and I had absolutely no control over it and now she may end up in different schools then her friends. But that's ok it's not like they haven't been through enough already with the pandemic. A starting point would be having all the English students attend their home schools to balance out the numbers across the schools. The FI program should be considered a more specialized program and be protected as such.
26/04/2023 17:45:48	No	To the French Immersion program at MTS	AB Lucas	
26/04/2023 17:56:14	No	To the French Immersion program at MTS	Montcalm	
26/04/2023 18:00:32	No	To your local English high school	Sir Frederick Banting	We are within walking distance to banting. I am not going to make my kids bus 40+ min twice a day for high school. This way they can hang out with friends or do sports after school.
26/04/2023 18:03:27	No	My children will continue at Banting, they are both already there.	Medway	Happy to answer any questions. Canadianbeek@gmail.com
26/04/2023 18:09:18	No	To the French Immersion program at MTS	Montcalm	
26/04/2023 18:11:29	No	To your local English high school	AB Lucas	Not going to send my son to a school that has fewer sports, fewer clubs and a half ass immersion program. May as well switch to English. Closer, better sports. So disappointed in the board's attempt to destroy immersion.
26/04/2023 18:20:09	No	To be determined	AB Lucas	Clarke Road has a bad reputation, I know other high schools all have their fair of issues; however I hope there will be some other alternative as an option for my child. He working hard to have a good future as a result of his French immersion involvement and hope his high school experience doesn't hinder the result. Thanks
26/04/2023 18:25:26	No	Still deciding	Montcalm	
26/04/2023 18:28:03	No	To the French Immersion program at MTS	Montcalm	
26/04/2023 18:29:02	No	To the French Immersion program at MTS	Montcalm	
26/04/2023 18:32:47	No	Out of town school	AB Lucas	It would be nice to see FI programs offered out of town schools as well
26/04/2023 18:38:47	Yes		AB Lucas	Clarke Road is also a great school. My only concern is a reduction of electives in French, although I do know Clarke has many, but in English. I also worry about whether teachers will want to move schools and getting quality qualified teachers.
26/04/2023 18:44:13	No	To your local English high school	AB Lucas	This proposal to send kids to Clarke Rd from LAFI is ridiculous.
26/04/2023 18:49:43	No	To the French Immersion program at MTS	Montcalm	
26/04/2023 19:04:15	No	To the French Immersion program at MTS	Medway	We live in Lucan. It is unreasonable to expect a student from London Township to drive to East London for schooling.
26/04/2023 18:59:32	Unsure	Either first two options	AB Lucas	
26/04/2023 19:17:27	No	To the French Immersion program at MTS	Medway	
26/04/2023 19:18:13	Yes		Clarke Road	

Timestamp	Continue FI at Clarke Road?	If No, where?	local English school	Space for additional comments/questions/feedback (optional)
26/04/2023 19:44:08	No	To the French Immersion program at MTS	Sir Frederick Banting	
26/04/2023 19:58:00	No	To your local English high school	AB Lucas	This proposed change will be extremely disruptive to my son's French Immersion education, not to mention musical and social development. It seems that the board is not concerned about the French Immersion program and would rather disband it than preserve it. I don't see how the school board will be able to properly staff and support a comparable program at Clarke when there is already a short supply of French speaking teachers. We will consider encouraging our son to switch to MTS in order to continue his French certificate.
26/04/2023 20:15:19	No	To the French Immersion program at MTS	Montcalm	
26/04/2023 20:21:10	No	To the French Immersion program at MTS	Sir Frederick Banting	
26/04/2023 21:08:28	Maybe - it will depend on how the Clarke Rd program is doing, and what my kids want to do (continue FI or not)	To your local English high school	AB Lucas	My kids will decide if they want to continue FI or not (but that is in 4-8 years)- and they'll likely be interested in what kinds of courses are offered, what kinds of extracurriculars are offered, the vibe of the school, and where their friends will be. If the new program is robust and offers what they want, great. They are high performers so might need high level courses for future plans. If it's lacking, they'll probably switch to English.
26/04/2023 23:00:01	No	To the French Immersion program at MTS	Oakridge	Our kids have lost enough to the pandemic. Literally lost two years of a real school experience. Please do not force our children into a weaker and watered down experience at a high-school, nor its student population that is not prepared to take this on.
27/04/2023 00:21:26	No	To the French Immersion program at MTS	Sir Frederick Banting	Clarke Rd school is 35-40 minutes away in current traffic where as Banting is less than 10 minutes. I am not sure why LAFI is picked for this where as students with much distance to Banting will have to be bused.
27/04/2023 07:11:05	No	To the French Immersion program at MTS	Montcalm	
27/04/2023 07:12:48	No	To your local English high school	Montcalm	
27/04/2023 08:21:18	No	To your local English high school	Sir Frederick Banting	
27/04/2023 08:21:29	No	To the French Immersion program at MTS	Sir Frederick Banting	
27/04/2023 08:21:39	No	Banting	Sir Frederick Banting	
27/04/2023 08:21:55	Yes		Clarke Road	
27/04/2023 08:22:01	No	To the French Immersion program at MTS	Montcalm	
27/04/2023 08:22:04	No	To the French Immersion program at MTS	Sir Frederick Banting	.
27/04/2023 08:22:05	No	Keep them where they currently are		
27/04/2023 08:22:10	No	To the French Immersion program at MTS	sab	please do change the borders
27/04/2023 08:22:11	No	To your local English high school	London South	
27/04/2023 08:22:16	No	To your local English high school	AB Lucas	
27/04/2023 08:22:20	No	To the French Immersion program at MTS	Sir Frederick Banting	I don't think it's a good idea to send kids to different schools.
27/04/2023 08:22:25	No	To the French Immersion program at MTS	Montcalm	Why not just send the french immersion 8th graders to clarke and not the high schoolers?
27/04/2023 08:22:26	Yes	To the French Immersion program at MTS	Sir Frederick Banting	
27/04/2023 08:22:31	No	To your local English high school	Oakridge	
27/04/2023 08:22:33	No	To the French Immersion program at MTS	MTS	
27/04/2023 08:22:45	I am a student	I am a student	Sir Frederick Banting	
27/04/2023 08:22:46	No	To your local English high school	Sir Frederick Banting	I think the legacies should get to keep going to banting. Just move all the incoming students elsewhere.
27/04/2023 08:22:54	No		Oakridge	
27/04/2023 08:22:57	No	Banting	Saunders	
27/04/2023 08:23:05	No	The French immersion program at Sir Frederick Banting	Saint Thomas Aquanas	
27/04/2023 09:50:36	No	To the French Immersion program at MTS	Central	
27/04/2023 10:45:56	No	only banting	Sir Frederick Banting	only banting
27/04/2023 11:59:21	No	To your local English high school	Montcalm	
27/04/2023 11:59:56	No	To your local English high school	Sir Frederick Banting	
27/04/2023 12:00:05	No	To the French Immersion program at MTS	Sir Frederick Banting	
27/04/2023 12:00:09	No	To the French Immersion program at MTS	Sir Frederick Banting	
27/04/2023 12:00:18	No	To the French Immersion program at MTS	Sir Frederick Banting	
27/04/2023 12:00:23	No	To the French Immersion program at MTS	Oakridge	
27/04/2023 12:00:33	No	Banting	Sir Frederick Banting	Don't make kids go to Clarke road. That school is dangerous
27/04/2023 12:00:34	Not in bouderies	Stay at Banting	Saunders	

Timestamp	Continue FI at Clarke Road?	If No, where?	local English school	Space for additional comments/questions/feedback (optional)
27/04/2023 12:00:44	No	To the French Immersion program at MTS	Montcalm	
27/04/2023 12:00:59	No	To the French Immersion program at MTS	Sir Frederick Banting	
27/04/2023 12:01:23				Just don't force current Banting students to change to Clark Road.
27/04/2023 12:02:59	No	To the French Immersion program at MTS	AB Lucas	
27/04/2023 12:03:04	No	To the French Immersion program at MTS	AB Lucas	We do not support the proposed changes
27/04/2023 12:03:19	No	To the French Immersion program at MTS	Sir Frederick Banting	
27/04/2023 12:04:54	I wouldn't make my kid leave the school they've already adjusted to and got comfortable with	I wouldn't make my kid change schools this is so messed up for them	Montcalm	This is so irrational why take away the choice of the people who have already taken the time to become a comfortable student where they have made bonds and friendships and connections and found places of comfort. I say just limit the intake of new students instead of kicking out people who were here before the problem who have nothing to do with it. Making people mad is not the job of the government it's supposed to make people feel safe and comfortable and keep them in your side. Those is not how to do it
27/04/2023 12:05:22	No	To the French Immersion program at MTS	Medway	Leave Legacy students to continue/complete their education at the current FI high school. Proposed changes to change for future students only.
27/04/2023 12:10:54	No	To the French Immersion program at MTS	Medway	
27/04/2023 12:31:33	No	Haven't decided, but absolutely not Clarke Road or Montcalm!! Hopefully she can finish her last year at Banting	Montcalm	My daughter, Emma Van Manen, will be starting grade 12 when this takes affect and I cannot understand how these students could be made to finish their LAST year at another school & be split from their friends at such a critical time in their lives!!!! Emma has had massive anxiety for years and she's finally in a place where she has it mostly under control. One change like this could completely change the direction of my daughter's life, for the worse. We moved to our house solely for the reason that Emma would remain in Banting's school zone. My older daughter graduated from Banting and I had specific reasons for choosing it. I will absolutely NOT send Emma to Clarke Road nor would I consider sending her to Montcalm & I'm also not sure I've heard great things about MTS either. It's not necessarily fair to send any student to a school they didn't choose, but it's just 100% wrong to send these kids who will be in their last year of highschool to Clarke Road or any other school to start over again!!!! They should graduate with their friends, where they're comfortable. They've already been through far too much after the whole covid thing and missing out on a normal grade 8 grad and now they're supposed to have their highschool graduation and last year ruined????! This is not ok.
27/04/2023 12:38:58	No	To the French Immersion program at MTS	AB Lucas	
27/04/2023 13:10:12	No	To the French Immersion program at MTS	Sir Frederick Banting	Dividing the students into 3 schoools will destroy the quality of the French Immersion program. The number of courses offered will be reduced, and my children will suffer. Yes, many children are resilient, but I think that administrators forget that the mental health of our children, who have suffered immeasurable difficulties in the past 3 years, must not only be considered, but made a priority. Don't tell me that my child will be fine and will bounce back; you do not know him.
27/04/2023 13:11:25	No	To the French Immersion program at MTS	Medway	
27/04/2023 13:13:09	No	To the French Immersion program at MTS	Montcalm	No one wants to go to Clarke 🙏🏽
27/04/2023 13:21:58	No	To your local English high school	Sir Frederick Banting	
27/04/2023 13:22:13	No	To your local English high school	London South	
27/04/2023 13:22:15	No	Stay here.	Sir Wilfrid Laurier	Please all my friends are here don't separate us!
27/04/2023 13:22:26	No	Stay here	South	
27/04/2023 13:22:41	No	To your local English high school	AB Lucas	
27/04/2023 13:22:45	No	To the French Immersion program at MTS	AB Lucas	
27/04/2023 13:22:57	i dont know	To the French Immersion program at MTS	Sir Frederick Banting	
27/04/2023 13:22:57	No	To the French Immersion program at MTS	Saint Andres Basette	n/a
27/04/2023 13:23:02	i dont know	To the French Immersion program at MTS	Sir Frederick Banting	
27/04/2023 13:23:53	No	To the French Immersion program at MTS	Oakridge	
27/04/2023 15:14:42	No	To the French Immersion program at MTS	Medway	Other options need to be considered, maybe moving some of the English kids. Moving the FI kids will cause irreparable harm to the program, and harm the culture at Banting.
27/04/2023 16:00:16	No	To the French Immersion program at MTS	Saunders	
27/04/2023 18:11:53	No	To your local English high school	Medway	Kids already in a High School (ie us at Banting) should be grandfathered in to continue at that high school. Siblings of those kids should be grandfathered in to that high school also. Breaking up kids from their HS friends and/or their siblings doesn't make sense. The district changes should not hurt those in process.
27/04/2023 18:41:55	No	To your local English high school	AB Lucas	
27/04/2023 19:22:51	No	To your local English high school	AB Lucas	French emersion only works if there are enough teachers and students to offer full programs . The plan to dilute the program to three sites seems designed to dismantle the french emersion program as a whole. Had this been the option when my son graduated from Louise Arbour, he would not have chosen to stay in french emersion for secondary school.
27/04/2023 19:45:12	No	To the French Immersion program at MTS	Medway	
27/04/2023 22:32:17	No	To the French Immersion program at MTS	Medway	This decision will degrade the French immersion program at Banting and also the quality of education offered to Banting!! Don't do it! Many parents will opt to send their kids to the Catholic system.
27/04/2023 23:01:26	No	To the French Immersion program at MTS	Montcalm	
28/04/2023 10:49:28	No	To the French Immersion program at MTS	Montcalm	

Timestamp	Continue FI at Clarke Road?	If No, where?	local English school	Space for additional comments/questions/feedback (optional)
28/04/2023 13:33:39	No	Haven't decided, but absolutely not Clarke Road!!!	Montcalm	It's not right to have children switch schools in their last and graduating year of highschool. We didn't choose Clarke Road for very specific reasons and it was the same for not choosing Montcalm and some other schools. We choose our child's highschool for good reason and being forced to switch is not ok. She's thriving at Banting and taking her out of a good situation and away from positive friends can be detrimental for a child! This is very wrong!!!
28/04/2023 13:45:58	No	To the French Immersion program at MTS	Sir Frederick Banting	No
28/04/2023 14:36:16	No	To the French Immersion program at MTS	Medway	I will do catholic or English but I won't do Clarke rd.
28/04/2023 16:40:53	No	To the French Immersion program at MTS	Medway	Coming from Lucan, a bus to Clarke Rd will be too long of a ride. We are on the north end of London and our route to Banting is a better option.
28/04/2023 18:12:29	No	To your local English high school	Central	
28/04/2023 20:37:16	Undecided	To the French Immersion program at MTS	Lucas - but with proposed changes would become Montcalm.	Students who attend grade 9 at Banting for the 2023/24 school year should be grandfathered into the program until graduation. This president has been set in various other school re zoning initiatives. Moving kids based on their grade 8 cohort reduces the desire to form new connections in high school. These kids have faced enough disruption in their scho experience with COVID, remote learning, inability to participate in school sports etc. let's not disadvantage them further.
28/04/2023 20:40:46	No	To your local English high school	St. Andrea Bassette	Proposed changes will damage the FI program at Banting and cause many kids to depart the FI program. Not a good idea at all.
29/04/2023 13:57:31	No	To your local English high school	AB Lucas	We are very disappointed that the board would even consider requiring current Banting FI students to move to Clarke Road, especially in their last high school year (which would be the case for our son). Such a short-sighted and poorly considered plan is highly likely to have very negative consequences for current students and the FI program. We sincerely hope that the board will alter their plans in response to feedback from parents and students.
29/04/2023 17:41:02	No	To the French Immersion program at MTS	Medway	
29/04/2023 21:43:28	No	To the French Immersion program at MTS	AB Lucas	This plan will ruin the French immersion program at Banting, and maybe for the whole board. Please come up with another solution!
29/04/2023 23:34:50	No	To your local English high school	AB Lucas	AB Lucas- 7 min drive Banting- 7 min drive Clark SS- 25 mins And this is not equating bus travel time or rush hour driving. I will not make my kids travel that distance. I know that extracurriculars would not be feasible with this distance either.
30/04/2023 01:00:14	No	To the French Immersion program at MTS	Sir Frederick Banting	
30/04/2023 01:17:38	No	To the French Immersion program at MTS	Montcalm	
30/04/2023 14:36:43	No	Likely the Catholic board	AB Lucas	
30/04/2023 19:03:45	No	To the French Immersion program at MTS	Montcalm	
30/04/2023 21:39:02	No	To the French Immersion program at MTS	Montcalm	

Timestamp	Continue FI at Clarke Road?	If No, where?	local English school	Space for additional comments/questions/feedback (optional)
01/05/2023 13:15:34	No	To your local English high school	Central	My two daughters have always attended Elementary French immersion with the understanding that they would continue their education and solidify their French at a high quality London French immersion highschool. Our eldest is already registered at Banting for Grade 9, and was looking forward to taking the full suite of French courses available to her. We were so impressed by the open house and the clear dedication and quality of the teachers and program at offer. We are very confused and upset by the recent proposal, which we believe will have a tremendously negative impact on the students effectively diminishing the quality of the French Immersion education system precisely when we should be shoring it up. We are distraught at the proposed redistricting that might impact students who wish to attend Banting. It would mean having our older daughter switch schools from Banting to Clarke SS after just one year. Switching high schools is an incredibly stressful experience that no family would want to impose on their kids. Not only that, the plan would mean far fewer courses will be offered in French across schools. We have four major concerns with the proposed plans that we think are critical to consider: 1) The plan causes considerable and lasting erosion of the quality of the French Immersion program for present and future students in London: We are all concerned about the impact this would have on mastering a second language. Students and their families have already made an 8-year commitment to acquiring a second language with the understanding of the quality and variety of French language courses that were in place at the Secondary School level. Our kids are not there yet in terms of mastering French sufficiently, and require, at a minimum, the kind of immersion that is currently being offered at Banting. The current proposal will reduce the number of potential French course offerings to a maximum of 10 total (this is the current minimum for obtaining a certificate). My daughter is already registered in 5 courses in French in her Grade 9 year alone and would plan on taking ~20 courses in French at Banting. She sincerely feels this is necessary to achieve her objectives in learning a second language. 2) The proposal causes longer commute times, negatively impacting the quality of life and time for academic, social, employment and extracurricular activities: Our daughters currently balance high level academics with intensive extracurriculars (they are competitive soccer players and track athletes). People choose London over Toronto in part because of commute times. Clarke Road SS is just under 30 minutes by car in peak travel times from our home. As our daughters would require public transportation or a school bus, I imagine this commute would be far, far longer. For most of the kids affected, this limits opportunities for school work, friendship, employment, and sports activities. This would diminish their quality of life and ability to achieve her goals both academically, in sports, and socially. 3) Research and common sense both agree that switching schools has a considerable negative impact on mental health, quality of life, and educational outcomes. Today's youth have been through more than enough with COVID (e.g., see https://www.cdc.gov/media/releases/2022/p0331-youth-mental-health-covid-19.html). They are suffering with crippling levels of anxiety, depression and other mental health issues. We need to be looking at ways of making their lives easier, not more difficult. Changing schools is associated with an increased risk of dropout even after controlling for prior academic achievements and other background characteristics (South et al., 2007). Switching schools is also associated with increased risk of psychotic symptoms (Singh et al., 2014). Although it is true that problems are greater for solo transfers, it is also the case that any policy changes that force students to move schools are associated with lower achievement growth in the year following the move (Grigg, 2012). Furthermore, because of how unpopular the move is, her peer group will be fractured and virtually absent from Clarke Rd SS. This problem will persist for future cohorts if the policy is implemented. 4) The proposed changes will create new problems and are unlikely to solve low enrollment in some areas: The current proposal was issued to tackle over-enrolment in some schools and under-enrollment in others. However, the vast majority of families that were going to Banting (including us) are not going to switch to Clarke Rd SS. They will elect to go to English schools in their area (e.g., Central), or the Catholic Board. Thus, the proposed changes exacerbate or create new problems without solving the one targeted. The number of problems it creates will have a negative impact for decades to come if left unchanged. Both of our daughters are so profoundly disappointed by the proposed changes that they independently indicated to us that they would give up on French Immersion if these changes would come into effect. Instead, they would choose to go either to English language school or the Catholic Board. We agree with that decision. The concerned parents of virtually all of their peers also agree with that decision. This would be a terrible sacrifice of the progress they have made in French so far. In light of the information reviewed above, we sincerely believe that this proposed change would be at the great detriment of thousands of Londoners both present and in the future. I would like to thank you for your service to the community and our public school system. Please help the school board see the grave problems with this proposal and protect our ability to pursue an effective French Immersion program in this district. Thank you for your time and attention.
01/05/2023 21:06:01	No	To the French Immersion program at MTS	Montcalm	
01/05/2023 21:30:42	No	To the French Immersion program at MTS	Medway	Tired of TVDSB screwing with Immersion. It is beyond clear that they're trying to do away with it. First late immersion, then kindergarten, and now a total destruction of the successful FI secondary program that we know.
02/05/2023 11:54:46	No	We will move to be in a different French Immersion boundary (Banting new area)	Medway	

Timestamp	Continue FI at Clarke Road?	If No, where?	local English school	Space for additional comments/questions/feedback (optional)
02/05/2023 11:56:30	No	Move to be in the new Banting French Immersion area	Medway	
02/05/2023 13:20:05	No	To the French Immersion program at MTS	Wilberforce	
02/05/2023 13:48:50	Yes		AB Lucas	Clarke road has strong academic programming, tech emphasis programs, culinary programs, and many opportunities for FI students that wouldn't be part of their educational experience if the continue to Banting. Reputations are gossip; classism and racism are the unnamed reasons many people are opposed to this change. Clarke road has a lot to offer and it is disappointing that many don't realize the positive potential of this change. I fully support the move to Clarke Road.
02/05/2023 18:52:13	No	Sir Wilfrid Laurier FI Program	Montcalm	Clarke Road is not a good option for these students to attend. It doesn't make sense and they shouldn't bring the FI program there. Yes TVDSB is looking at numbers & balancing schools, but Clarke Road is a poor choice. Thank you
03/05/2023 11:51:39	Not likely	To the French Immersion program at MTS	Medway	The decision to add Clarke Road as another FI school is a complete disservice to the kids at LAFI. If they change the boundaries for English public schools and stop Central from accepting anyone then Clarke Rd would be full. Why are we inconviencing students who are in a specialized program so that English students can go anywhere? Not to mention that part of the over population of Banting SS is as a result of Adult ongoing education. -move them somewhere else. Banting has a WELL ESTABLISHED French Immersion program, and they need to be expanding WITHIN Banting, not spreading them thinner. This also doesn't take into consideration that the students from LAFI will end up with teachers in the FI program who are either new to the profession or who are moved unwillingly to that school. That doesn't sit well with me. The new teachers need to be mentored by the experienced FI teachers in order to ensure that the quality of the program continues. If you send them away to a different school, the teachers with more seniority will stay at Banting, the new FI teachers will be sent to Clarke Rd, and the LAFI students will all be caught in the shuffle. Banting needs to be the FI site for LAFI, and no where else. Change the English school boundaries, move the Adult education OUT of Banting, and make Central STOP accepting anyone who wants to attend. That would solve just about ALL off the attendance issues that will affect LAFI and other FI students. The Board needs to start VALUING the French Immersion program and actually continue to offer a ROBUST program. By splitting it up, they are de-valuing the program, and there will be nothing ROBUST about it. Start moving the English kids, and place value on this as a specialized program just like you would a sports program, and arts program or a technology program (*ALL of which are offered currently IN FRENCH at Banting but would not be possible with fewer students at Clarke RD)
03/05/2023 16:11:51	No	To your local English high school	AB Lucas	This plan is bound to fail because most of the children at Louise Arbour live in the NW of London. Going to Louise Arbour for FI is a reasonable distance away, so not the easiest choice to make as there are closer elementary schools but without FI. By choosing Louise Arbour and the FI program, this is because we value the FI program that much to take the inconvenience of attending a school farther away from home. But now, for secondary school, the TVDSB is making parents choose between going to Clark that is clear across the other side of the city, versus a school without FI that is is just so much closer. This is forcing a decision for parents to leave TVDSB for the catholic school board (even if not catholic), forgo FI, or be really removed from their child's high school. If forced to attend Clark, even if a proper FI program could be established, engagement with the school and creating school community would suffer. Extracurricular activities, home-school meetings - these would all become more difficult to attend or coordinate with the extra travel. This is a sad, sad position that the school board has put parents into, and which will not end up producing the results that the TVDSB intend, i.e. shifting enrolment from Banting to Clark. So all in all, a lose, lose situation.
04/05/2023 11:59:10	No	To the French Immersion program at MTS	Central	I really hope that Thames valley will be considerate of ALL the changes our children have had to endure during these past few years and when life is finally getting back to normal, Thames valley SB is sending us on a spin and uncertainty for our kids. Please think of all the damage this may cause to families but especially kids!!! Thank you!
07/05/2023 17:00:15	No	Banting	Sir Frederick Banting	
08/05/2023 19:29:33	No	To the French Immersion program at MTS	AB Lucas	
09/05/2023 20:50:04	No	To the French Immersion program at MTS	AB Lucas	
10/05/2023 12:16:27	No	To your local English high school	Montcalm	
10/05/2023 12:57:09	No	To the French Immersion program at MTS	Medway	Proximity to Clarke Rd from Lucan would create challenges for our family for extra curricular opportunities and engagement in the school community. The Catholic high school is significantly closer to us and would be able to offer our children the same French program and the extra curricular opportunities with far less of a commute.
10/05/2023 13:18:14	No	To the French Immersion program at MTS	AB Lucas	
10/05/2023 13:36:33	Unsure	To your local English high school	Medway	We purchased our home with the purpose of being at Banting for French Immersion
13/05/2023 01:03:25	Yes		Montcalm	It is awful to make our children pawns and to judge a school due to location. Our students would only add and improve to a school - have some faith in our kids! From a French teacher…who was in the first graduating class of Laurier's french immersion program which was controversial as well but is currently thriving. Also the comments about "our dollars speaking for us" in terms of leaving the tvdsb are disgusting and not representative of my views at all. Shameful.

Appendix 6
Minutes from two public consultation meetings

Minutes - April 11, 2023

Place - Banting Secondary School (Learning Commons)

Chair - M.J. Kidnie

Secretaries - John Winspear, Jayne Mccullogh

Subcommittee Members in Attendance: Jenny Ingrey, Claudia Yeung, Francis Hinnah, Victoria Laidlow, Aliya Nasir, Naheed Rizvi.

Regrets: Perpetua Evans, Dj Given, Bashir Abusulttan, Siham Abdulah, Elizabeth Catton.

Technical Support - Richard Tamminga (Principal)

Public Engagement - 36 online, 28 in person

Time - Convened, 18:45 hrs

Kidnie welcomed everyone to the meeting. She explained how to access live captioning and where to access the powerpoint slides using a QR code.

Community feedback will be directly communicated to the Board in two ways:

- This meeting is being recorded and the audio file will be sent to the Board
- Each person's comments will be minuted and those minutes will be sent to the Board.

Feedback also *indirectly* shared with the Board:

- Kidnie shared the Board's report template

Any unanswered questions from the community will be submitted to the Board after the meeting.

People are free to remain anonymous and have the option of sharing views with the committee by email: bantingcommittee@outlook.com.

Land Acknowledgement.

Kidnie explained that the public feedback will be organized under six headings:

- Legacy issues that relate to existing students here at Banting
- Overcrowding at Banting
- French Immersion

- Central SS ("Scenario 1" and "Scenario 2")
- Filling under-enrolled schools
- Any points not already addressed, including other options not proposed by the Board

20 minutes allowed for each of these topics except for items 4 and 7, which are capped at 10 minutes. We can return to agenda items if there's time at the end.

Kidnie provided an overview of the Board's proposal.

- Purpose of the LAAR
- Banting situation
- Banting Feeder schools
- Board's proposal - 6 interlinked parts
- Impact on Banting?
- Board's proposal offered in two scenarios
- Projected Banting enrollment based on two scenarios
- Projected Banting enrollment for French Immersion, regardless of scenario
- FAQ – three slides
- Timeline and more information

Kidnie then invited people to share their views on the Board's proposal.

Community Consultation – Legacy Issues

1. It would be very important to me that our child stay at the same school regardless of what they do to the French Immersion program. We have had experience already with this situation where our child was to be moved and it was devastating for our whole family. Having the legacy built in is very important. My child is in the French Immersion program.
2. My daughter currently attends Banting French Immersion. From a mental health standpoint I think this would be very important that the legacy students get to stay at one place. When these changes take place my daughter will be in grade 11 and that would be half her highschool career and to be torn away from it would be very hard for her.
3. My daughter is in French Immersion. I think there is a perception that French Immersion students just hang out with other French Immersion students but this is not the case. She is heavily involved in sports, extracurricular activities, English classes and it would be terrible to have these relationships destroyed.There has been a lot of interaction with the whole student body and friendships and relationships between students and teachers and peers would be lost. There is nothing mentioned in this report about the legacy agreement and that was pretty upsetting.I think you already as a committee have outlined three legacy type options. I would really like to see the whole issue of legacy tackled in the final report. It is essential that the trustees are voting in June and that they are voting on legacy issues at the same time. There was a lot of quantitative numbers in this report but they need to apply this same principle to the legacy agreements so we know exactly how many students are staying.

4. Legacy was not at all brought up in the report and that is very upsetting. I am an educator and I have witnessed the mental health issues that have impacted many students as a result of covid. This has created a very unstable situation for my children and to do it again would have a huge effect on my children. We need to provide a stable environment for children. My children are in grade 9 and 10 so they should be allowed to stay in grade11 and 12 for the 2024 and 2025.
5. My Son is going to Banting and he is in grade 8. Kids have already gone through so much/ I have moved so that my sons can go to the school that we have chosen for French Immersion. He goes to Louise Arbour and we created a plan for his future to go to Banting in French Immersion and buy a home in the north end of the city.We made a big investment and I am not going to send my children that far using the transportation to Clarke road. Why don't we add an addition to the school. My child speaks three languages and I want him to have the opportunity to learn both of the official languages of Canada. It's not just the change in the building. I want my son to have a legacy in place so he can stay to the end of grade 12. This will affect every aspect of life - relationships, mental health and academics.
6. Our daughter is currently in grade 10 and we need to consider the students in grade 10, 11 and 12 Mental health and social well being of our students is crucial and this will create a general disruption of education. Grade 11 and 12 legacy is crucial.
7. I will have students in grade 10 and 12 and it will be devastating for my children if they can not finish their education with their friends. I am also very concerned about the robustness of the French Immersion program when we are splitting strained resources between three school programs . I am going to address the sibling issue. I have a daughter who currently is in Banting and one at Louise Arbour. Clarke Road is clear across the city and way too far to transport students to and to split them would not work because of time and bussing. I would like siblings to be included in this legacy and busing. If I have one student at Banting and one at Clarke Road this means they are 30 minutes apart.
8. I have a daughter in grade 8 who is at Louise Arbour and she would be in grade 10 when this potential change occurs. It is such a disruption to our children's education. Busing should also be included in this legacy discussion. I disagree with children being pulled from their schools when they have established relationships and extracurricular sports with clubs, peer - teacher relationships already formulated. Mental health and a disruption in our children's education should be addressed along with bussing.
9. I am a student in grade 12 French Immersion at Banting and have witnessed the TVDSB's reckless decisions that have been made to an outstanding French Immersion program. I attended the extended French Immersion and I wanted my sister to attend as well but she can not because the board already cancelled Extended French so she had to go to another school. This has been a strain on our family and severed our family. I really believe that sibling legacy should be considered. In the music department I created and produced a music program for banting which my sister could not attend because she was at another school and doing other activities.

10. My daughter is grade 6 and goes to Louise Arbor and she is about 1 km from Banting. Clarke Road is about half hour from my home and Banting is five minutes. Geographical location should be considered and splitting feeder schools should be considered based on geographical location.
11. My daughters are at Louise Arbour and I have a very large family. My one daughter is in grade 9 and I have many daughters at Louise Arbour. I live out in the country as part of Middlesex county and buses are canceled a lot in Arva and Clarke Road is way too far when we have only one car. On average we already drive our daughters twice a week to both Banting and Louise Arbour because the buses are often canceled. Is this not an equity issue if people in Middlesex County can not access French Immersion easily? Mental health and extracurricular are so important to be able to participate in. With children so far away from Arva they could not participate in any extracurricular programming. My daughter was a part of the swim team at Banting which came in second in Ontario and she was a valuable part of the team and she also participated in cross country. I did not see that Clarke Road had a swim team or a cross country team and she would be devastated without these activities. Her mental health would definitely be affected. It would become a safety issue trying to pick them all up at the same time as well.

Community Consultation – Over-crowding at Banting

1. How is moving 200 students from a very robust French Immersion program going to change the overcrowding issues in the north end schools? Medway, Banting and AB Lucas? It will not fix the issues of overcrowding by reducing numbers of a solid and unique french immersion program from 500 to 300 and therefore solve the overpopulation in the north end schools.
2. I have a question. We have an adult ESL program at the ANNEX. Jeanne Sauve used to be there. Was this considered as an option to deal with the overcrowding. Move the adult ESL program to one of the schools that has low enrollment and renovate the ANNEX. This will help to address the issue of overcrowding at Banting.
3. As a parent of a student in grade 9 I have a daughter who is using a meeting room instead of a classroom. I have severe concerns about overcrowding. Something has to be done. We can't do absolutely nothing. The bathrooms are already crowded, hallways are overcrowded. If French Immersion is not the answer then we have to come up with a solution. Can we look at the annex again to address this point?Regardless of how we do it we need to do something.
4. With the Central option they looked at one central area for French Immersion. Could Central house French Immersion instead of having three sites. At one time Central housed French first language. So move all of the students from Laurier, Banting to Central.
5. We are needing to look at the social issues that are affected as a result of overpopulation. Bathrooms, gymnasiums, parking, classroom size. The initial report was

very numbers focussed and did not address the social issues and mental health issues that will result because of this proposal.

6. I had two students who went to Oakridge in the English speaking program and one who went to the French Immersion program at Banting who came from West Oaks French Immersion program. I don't think you can make the assumption that moving 200 students to Clarke Road from the French Immersion program will help resolve the overpopulation issues in the north and solve the problems of underpopulation at Clarke Road. You can not assume that parents will send their children to Clarke Road. Many will opt out of going to French Immersion because of the distance factor from their present homes or they will go to MTS for the French Immersion Program with the Catholic board which is much closer to them.

Community Consultation – French Immersion program

1. Very valuable program the French Immersion has been for me as a student at Banting. I have learned a new language and have a greater understanding of Canadian culture which is inevitably going to help me to find a better job when I speak both French and English. I feel we are famous at Banting for our French Immersion program and we do not want this lost.
2. The statement has been made by the board that 10 credits is enough for the French immersion program. Why are we looking at the minimum number of courses as the measuring bar? This would mean that only one third of the courses taught would be in French Immersion and this is not enough to be fully immersed and learn a language and speak fluently and sustain the fluency. I have been able to complete almost half my credits in French Immersion to have a solid immersion program not a sample. My sister is at another school and she can only take the 10 courses in French which she will have completed in Grades 9 and 10. This is a sample of French not a full immersion program and not a robust program like Sheila Powell stated.The change would be devastating. It has been so enriching to be able to have diverse courses to choose from.
3. Both my children attended Banting. When my oldest was at Banting he could not complete the academic program. At that time they only had the academic stream and he had many disabilities. The French Immersion program is a World Class program at Banting with some of the best teachers I have ever seen. There is now an academic, open, mixed and applied program for French immersion as a result of being able to offer many diverse courses. How Can it be a robust program if you cut 40 per cent of the program? I fear that students will be lost to the Catholic board and they will get all of our best students. Less students, less teachers, less courses and this will lead to the demise of the French Immersion program
4. I feel very sad about what we are doing to the French Immersion program. I sent them to this program to participate in a wide variety of programs and kids who have disabilities can also participate in these programs. We are going to lose kids to the Catholic program or we are going to lose kids from French Immersion to English speaking school.

I have heard many families say this because they are not going to send their kids to Clarke Road. Why are we diluting the program instead of growing it? Enrollment in southern Ontario in French Immersion programs is already down.

5. I was a French Immersion student and if you are trying to increase French Immersion it actually is not going to do this.My kids are in grades 3 and 6 in a French Immersion program. Instead of diluting the program we should be building another site with more students and more qualified teachers.
6. It would be helpful for board trustees to be present at these meetings. I went to a French first language program and then came to French Immersion at Banting. From an educational standpoint, to learn a language it will be a lot harder to do this with less courses offered and to be able to learn a language fluently . Students will not be fully immersed. The level of education will be severely diminished. To learn a language which is the goal will be a lot more difficult to obtain with only one third of the present courses. The tools need to be available. This will interrupt this plan and the 10 credits will be completed in grade 9 and 10.
7. I strongly agree with the previous opinion. My son is not just by chance taking French Immersion. We drove him in. He is in this program because we value this program, learning a different language and the diverse opportunities it provides in the Math, Science and social science areas in the senior level. He will be in grade 10 when these changes take place.
8. If there are fewer teachers and fewer courses there will be large french Immersion classes which is detrimental to the educational process.
9. We have friends in the French Immersion program and ourselves and we are not going to take our kids to Clarke Road and the intention of this helping the overpopulation at this school and north end schools will not solve the problem or balance out Clarke road. I also feel that parents have a very short time frame to respond. . My wife is a french teacher and I think this is an amazing program and we are destroying it.
10. My concern is I have a student who will be going into grade 9 French Immersion. My son will have less courses to choose from to get his credits. They will not have the variety of courses.
11. I am the School council chair from Louise Arbour. Concerns that the French Immersion program parents have from Louise Arboour are that the program will be diluted, no consideration for extracurricular with long transportation issues if they have to go all the way to Clarke road and our children live in a very large catchment area that extends into Middlesex County. Other issues of concern are, siblings who want to be together and not split between two schools that are very far apart. The well rounded French Immersion program will be lost.
12. I am a grade 12 student here at Banting. So useful to have a wide array of courses. Being able to take the courses in French like Math and Science had allowed me to take these and still meet the requirements of Engineering. I have been able to take these courses at the senior level so I can learn the French language fluently and meet the requirement of engineering with high academic standards. This has been very important to me.

13. Banting has four feeder schools and it will go down to three. We have valued this collegial environment of French and English together along with these four feeder schools. Can students still go to a French first language university with only 10 credits of French? This would be very difficult.
14. Please email the LAAR. The board members will not be able to read all of the points on line so send your comments to our subcommittee and we can include them in the report.
15. By changing things around and diluting the program is devastating to the program. We lose the robust, enriched program.
16. I am a Grade 9 student at Banting in French Immersion. Comments of the desired outcome. When we leave our elementary school we have an option to stay in French Immersion or go to our English speaking home school and in my case this would be Oakridge. Something that really encouraged me to come to Banting was the variety of courses and the diversity in people and the multicultural approach.. Many students will recognize that the dynamic will change in the school and there will be a hesitation in deciding whether to go into French Immersion. I fear students will no longer take french immersion and they will choose to go to their English speaking program at their home school. I am a very enthusiastic French learner. The atmosphere will change and the mental health of students will be affected.
17. We will lose a lot of students to the catholic program
18. We have already lost kindergarten and extended French Immersion and our enrollment has already declined. I think the program has already been affected by removing the extended French Immersion. This will not create a robust program. Losing 40 percent of our students and only having the minimum of 10 credits will not create a robust program. Why was it not considered to send some of the English speaking students to South and B Davidson since these two areas are also low in population?
19. A question to the trustees would be if we only have three feeder schools and losing our largest one Louise Arbour, how many students would actually continue in the French Immersion Program?
20. I was the Head of French Immersion from 2001 - 2020 and I want to give you a historical perspective. Robust nature of the program being damaged if numbers were reduced to 300. Our numbers were so great in 1998 that we were split. We worked ourselves back up to 500 again and we were split once again. When we were at 300 in 2014 we built back from that again to 500 students. The 10 credits is what the province demands for the minimum. A lot of our kids were taking 10,15 to 16 courses. We should not be focussing on the bare minimum to teach students a language and for them to be fluent. Senior level courses are an issue if the focus is only on 10 credits. They will be able to take the junior courses and science and Math and one out of the four social sciences. We were never about the minimum. If we want to obtain a high level of education and sustain fluency in the french language then we need to have more courses and then the program will be more robust. You can make a program much more robust at 500 students. If we were supported to run courses in the senior level and run the courses with under twenty students and utilizing qualified teachers we could maintain a robust program even with 300 students. We need qualified teachers to do this

program. It is very difficult to do this and to pull teachers from Banting and Laurier and share them with Clarke Road. It will make it difficult for these two schools to maintain a robust program when they are sharing their teachers between three schools. Catchment areas need to be even and Laurier should not have more access to more elementary schools. We also need to hire more qualified french immersion teachers.

Community Consultation – Central SS (Options 1 and 2)
1.We have competing agendas – Central would want to keep their programs and students the same way, just the same as French Immersion. We want them to disband to help us deal with our population issues. How does this sort itself out?
2. Two options that were quite misleading - Central issue, French immersion issue, return to boundary and english boundary changes. These seem to be buried. Report needs to address these separately.
3. If the Central school open issue would be replaced nothing irreplaceable would be really lost. If they did not have those courses they would be just fine. AP exams are open to anyone. Speaking fluently and maintaining fluency is much more difficult to do on your own and it is not doable. French Immersion needs to take precedence. There are many academically strong student pathways they can still access without going to Central. Learning a whole new language is much more difficult to do on their own.
4. I am unclear about this issue - what about other options or I don't fully understand the process. We haven't seen numbers on what the overcrowding problem is. Is it the English speaking program, or the French Immersion program? If it is the English speaking program then they need to address the boundaries. It seems to me that the TVDSB has a low opinion of the French Immersion program by sending the students clear across the city to Clarke road. This is an insult to those who advocate for multiculturalism.
5. As a suggestion could we propose proposal 2 where Eagles Heights could be fed into Central. Could some of the overpopulation in the English speaking program be addressed by changing the boundaries? Could South or B Davidson be used - 37 students are at Davidson. Take French Immersion off the table and change the English boundaries to address the population issues.
6. Option one and two did not take into consideration how the french immersion program will be impacted.
7. There seemed to be a separate agenda for B Davidson. There are only 37 students there and it could hold 600 English speaking students. South is underpopulated as well.

Community Consultation – Filling under-enrolled schools
1 If they were to change the boundaries and utilize some of these under enrolled schools with english speaking students why are we not making the boundary changes and then looking at the French Immersion program. Make the changes in stages. Look at the English Speaking boundaries, then the underfilled schools, and change the boundaries and lastly look at the French Immersion. I don't understand who is making these decisions.

2. Talking about filling underfilled schools. Whether moving 40 percent of French Immersion students to Clarke Road would actually fill the school? If the Louise Arbour parents were surveyed to see if they were actually going to send them to Clarke Road I dont think this would balance out the numbers at Clarke road. Also if my daughter chooses not to go to French Immersion she would go to her home school which is AB Lucas and it is overcrowded already. Clarke road would end up with low enrollment and we would lose a viable robust valuable French Immersion program which allows for choice at the senior level in social sciences, Math and Science.

3 The school board needs a new high school. What is not making sense is parents are not going to send their children to Clarke road. So the school would not be full. We are going to give our excellent students to MTS and we will not be able to build our school in the north. Multiculturalism is key to our country which we believe in. This is showing we do not care about multiculturalism and will be bad press
4. How many parents are actually going to send their kids to Clarke Road? What will this also do to Louise Arbour. They already do not have kindergarten. So they sent him to another school board. Students need to develop strong friendships and relationships. Who will actually go to Clarke Road?
5. This move actually impacts elementary French Immersion programs as well as secondary programs
6. Since Clarke Road is all the way the other side of the city could we not change the English boundaries based on geographic location

Community Consultation – Any points not already addressed, including other options not proposed by the Board

1. How many have submitted questions that are not answered? There is a problem that we are not getting answers to our questions and the decisions to make by the trustees will be done too quickly. Our questions are not being answered. Contact our MPPs. My kids are Louise Arbour children. This is a very large geographic area and to send them to one school might not be a good idea. There are too many children coming from Middlesex County which is way too far away from Clarke Road.
2. Student council and neighborhood partnership have both said that having the one lunch at Banting has been great for the students. If the population keeps growing then you might have to have more than one lunch. This will be difficult for extracurricular and lunch provided by outside organizations. I have noticed that French courses are not in the summer school courses, could we offer more in the summer?
3. Do we need to consider a different provincial government? This problem is not going to change with this party in place. We do not want to cannibalize the programs? I am concerned about the size of this school and the overpopulation and I know we want to

preserve specialized programs like French Immersion. Why are these issues being bound up together?

4. We have had a big change in the demographics of students who are coming to Banting so we started offering programs in French Immersion at the applied, open and mixed courses along with academics. We would be losing that diversity potentially in the French Immersion program and French program. They could get language acquisition even if it's not academic.
5. I am a parent of two children that will go to Banting and I was a graduate of Banting French Immersion. I went through the French Immersion program and listened to the board program. We have an overcrowded school program and French immersion will be greatly compromised if this proposal goes through. We do have students who are at Lord Roberts that come to Banting - perhaps they could go to the South and do French Immersion at South since they are closest to South. A Lot of the decisions will have to be made based on finances. Central's capacity is around 1000 . We have about 1000 students in French Immersion. That number is not going up. Make Central a French Immersion School so the course offerings would be greater. It would help alleviate many of the busing issues. Clarke Road and Montcalm kids would go back to their own schools. The majority of the kids would go back to their home school. Clarke Road has 250 kids who go to Central and Beal that should go back to Clarke Road. French Immersion is a unique program. We need highly qualified teachers. Central has had some magical protection for years to be able to function the way they are and we have not addressed it. We need to address this situation now. Most of us would send our kids to Central and the school board would not lose kids.
6. If Central was asked to give up a third of their population and have them drive across the other side of the city would these people do it? I don't think so. We are going to take some of your courses away. Central is specialized and French Immersion is brushed off to the side which is unfair.
7. I don't think this idea of a French Immersion School only is a good idea for kids. We are not French first language, They need both French and English. They need pathways and it needs to be viable and not to be fossilized like French First language. This is a multicultural society and we are bilingual and this represents the Canadian destiny..

8. An option that would be good would be to renovate the annex so that we can use it for ESL students, French students and English speaking students. Have ESL adult students go to another site that has low enrollment. Renovate this area. That used to be Jeanne Sauve, an elementary French Immersion school so let's access this building for our ESL, French Immersion and English programming.We are assuming that if we have a Central French Immersion program (only one) it will be hard to find highly qualified teachers especially in areas like Family studies, physed, technology and any areas that are safety concerns and require lower enrollment.

Questions

1. We need to look at the data and If we can propose boundary changes that do not affect the French Immersion program that can alleviate some of the overcrowding that would be beneficial. Why are we not looking at shifting the boundaries all the way

to the east versus targeting specific programs? If we are looking at buses, why are we not looking at geographical areas? Could we look at English boundaries? Would this alleviate overcrowding in the North end of the city in Medway, Lucas and Banting and it is not affecting specific programs? Can we look at the elementary English feeder schools and see if we changed the boundaries with them if that would make more of a difference in terms of overpopulation in the north and feed them into Clarke Road?

2.Whether students would actually go to Clarke Road and would it actually fill the school? The new Clarke Road said the French Immersion would be 373 but will they actually go there?

3.In terms of proposals given by the board: Scenario One - There would be 11 percent difference in population; Scenario 2 - 21 per cent difference in terms of population. Changing the english boundaries would have a greater impact in reducing overpopulation and balancing out schools We could change those English boundaries more significantly by changing English feeder schools to a new school and you would see more of a reduction in overcrowding.

4.I would like to know how many kids go to Clarke Road. I would like to know the raw data. What would be the real impact of reducing the French Immersion program to balancing the population in Clarke road. What is the extra time and distance, cost and how would it impact the decision for French immersion students to actually go to Clarke road.

5. Could we do a survey to Louise Arbour and Princess Anne so we can find out what percentage of students will go to Clarke Road, go to the Catholic Board, go to their home school and leave French Immersion?

6. How many French Immersion students are there and the impact these changes will have on them. Affecting French immersion numbers separately.

7. Do Thames Valley employees have an opportunity to express themselves?

8. Our Immersion kids always adaptable and adjust to longer busing times?

Adjourned - 21:06 Hours

Minutes - April 13, 2023

Place - Banting Secondary School Learning Commons.

Chair - M.J. Kidnie

Secretaries - John Winspear, Jayne Mccullogh

Subcommittee Members in Attendance: Jenny Ingrey, Claudia Yeung, Francis Hinnah, Aliya Nasir.

Regrets: Perpetua Evans, Dj Given, Bashir Abusulttan, Siham Abdulah, Elizabeth Catton, Victoria Laidlow, Naheed Rizvi.

Technical Support - Mr. Richard Tamminga (Principal)

Public Engagement - 25 Online, 26 In person

Time - Convened, 18:31 Hours

Kidnie welcomed everyone to the meeting. She explained how to access live captioning and where to access the powerpoint slides using a QR code.

Community feedback will be directly communicated to the Board in two ways:

- This meeting is being recorded and the audio file will be sent to the Board
- Each person's comments will be minuted and those minutes will be sent to the Board.

Feedback also *indirectly* shared with the Board:

- Kidnie shared the Board's report template

Any unanswered questions from the community will be submitted to the Board after the meeting.

People are free to remain anonymous and have the option of sharing views with the committee by email: bantingcommittee@outlook.com.

Land Acknowledgement.

Kidnie explained that the public feedback will be organized under six headings:

- Legacy issues that relate to existing students here at Banting
- Overcrowding at Banting

- French Immersion
- Central SS (“Scenario 1” and “Scenario 2”)
- Filling under-enrolled schools
- Any points not already addressed, including other options not proposed by the Board

20 minutes allowed for each of these topics except for items 4 and 7, which are capped at 10 minutes. We can return to agenda items if there’s time at the end.

Kidnie provided an overview of the Board’s proposal.

- Purpose of the LAAR
- Banting situation
- Banting Feeder schools
- Board’s proposal - 6 interlinked parts
- Impact on Banting?
- Board’s proposal offered in two scenarios
- Projected Banting enrollment based on two scenarios
- Projected Banting enrollment for French Immersion, regardless of scenario
- FAQ – three slides
- Timeline and more information

Kidnie then invited people to share their views on the Board’s proposal.

Legacy issues that relate to existing students here at Banting

Person # 1: I have a grade 10 student in Banting French Immersion and in 2024 he will be in grade 12 and would have to go to Clarke Road. I want a legacy agreement for my son who will be in grade 12 in 2024 to stay here. He is on the badminton team and has made many friends here. He will not be able to participate. My younger son goes to Cedar Hollow and if there is no bussing then I would have to drive to both schools so I am hoping for a legacy agreement that will allow my son to finish his career in French Immersion at Banting and that also allows for bussing.

Person #2: I have a child in grade 9 and 11 in French Immersion. I have a child in Grade 6 so it is an out of board school but I would like them to be considered as part of a legacy agreement. Many of them choose to come to Banting because it is an excellent program. They can walk to school now but bussing would have to be provided to Clarke Road if they are not allowed to stay here. So I would like my two students presently here to be able to finish as well as my child in Grade 6 from Monsieur Bruyere to be a part of the agreement.

Person #3: I have a son in Grade 10 at Banting and a son in grade 4 at Louise Arbour. We live in Lucan and our children ride the bus for 55 - 65 min already so there is an extra 10 km to

go to Clarke Road which would add another 25 - 30 minutes when they already leave at 7:10. My son who is in grade 10 will be in grade 12 when this program will take effect. In the winter months it is almost impossible to get the students to school so that would be detrimental for a student in his final year at Banting. We want these students in Grade 10 and his sibling to be able to go to Banting as part of the legacy agreement.

Person #4: I actually did research on how many buses were canceled in Sunningdale 9 cancellations in 2023 and 4 cancellations in 2022 to date, which is detrimental to education. So there is great concern about longer bus rides to Clarke Road and no buses going to school even though the school would be open.

Person #5 I am in grade 12 at Banting French Immersion. Access to extracurricular activities is very difficult if you want to do extracurricular or clubs. I was also a student at Monsieur Bruyere and Out of board students should be considered in the legacy clause.

Person #6 My son will be starting at Banting in the fall. He will be in French Immersion. Will he be able to play sports if he is having to move from Banting to Clarke road. It is concerning to have to move from a sporting team - this will be an interruption to the bonding of the students. [Mr Tamminga clarified that his sports would not be interrupted if he was made to move from Banting to Clarke Road due to programming needs. He would not be banned from playing sports.] It is concerning to have to leave extracurricular sports from grade 9 because it is an interruption to bonding for the students

Person # 7 :Banting students in Grade 12 and one in Grade 10 and one coming into grade 9 in the fall. A Lot of students have social anxiety and it would be hard to switch schools and it was hard enough to get them to school so I want all three to be included in the legacy agreement plus bussing.

Person #8: My daughter began grade 9 in French Immersion and she is thriving here coming off of covid for three years. She is making friends and she will now have to make friends elsewhere. Busing is definitely a requirement and we would like her to finish her career here.

Person #9:I live in Arva and we have the problem with busing and cancellations - I have one child in grade 10 and one in 12. It is not fair to take the grade 12 class and split them in their final year. We are very concerned about this and I am a french educator who is also concerned about the program.

Person # 10: I have a son in grade 12 and 9 so we want the legacy for him to go through to grade 12. He is considering going into French at university - are we going to eliminate the opportunities for French Exchange. He is rowing and hockey and he has the sports and clubs that he is involved in. This will also be taken away from him. I have concerns about his mental health and stress in this situation. After covid he had mental health issues

Person #11: I have a child in grade 9 and I want a legacy program in place for her to stay in grade 12. Don't break up the cohort that is presently there. Busing is costly so this needs to be in place for equity reasons. In the board report it said to keep cohorts together by not sending them to different schools but we are going to do this for kids already at Banting. Don't break up the cohorts that are presently existing. Please include bussing as well for equity reasons.

Person#12 I have a son in French Immersion in grade 10. We are going to have 300 students in three locations for French Immersion. Are we concerned about geographic location and considering distance instead of all students from one feeder school going to Clarke Road. This should be considered.

Person#13: I have three children, one currently in grade 9 prioritized legacy agreement for existing banting students for the preservation of mental health and social cohesion and we have to be very careful to prioritize consistency. Not sure what a soft landing is. I have two other children in elementary school and I would like to see siblings included. My priority is for the existing students that are at Banting and siblings to stay at Banting.Please include bussing as well. My first priority is for existing students in the legacy agreement.

Overcrowding at Banting

1. I have a student at Louise Arbour in Jk. Splitting the FI program into three sites reduces course offerings and educational quality whereas if the English program is split it will not affect the program offerings. If the English program is split by changing the dividing boundaries there is no educational quality that is sacrificed.
2. I am a student at Banting in French Immersion. I was looking at the extracurricular activities and clubs and half our student's council, half of our debate team and two thirds of our students on the Reach For the Top team are French Immersion - there may not be enough students to man these programs and all of the teachers running these events are French Immersion teachers. They may not even offer these if these teachers are stretched between three schools. Extracurricular would be fragmented across three schools for students in both English and French.
3. No one wants overcrowding - let's talk about overcrowding without the French Immersion program. Physical spaces, washrooms, safety issues. How do we address these issues as not attached to French Immersion? The numbers of French Immersion will not really deal with this issue. This problem will only continue to grow. A common lunch will not exist either and extracurricular will not be offered to all students.
4. The population of the school in French immersion has not been increasing so this will not help the issues of overcrowding.
5. This is the fifth time historically that the French Immersion program has been targeted and decreased. At Banting It has been reduced by two hundred and built back up each time the last time this happened was in 2014. It will not address the huge overcrowding at Medway, Lucas and Banting. Students at Lord Roberts and Jeanne Sauve have many options of where they can go and so we really don't know where they will go and if they

will stay in French Immersion - this includes West Oaks. There is no guarantee that Louise Arbour students will go to Clarke Road. What needs to be addressed is the English speaking boundaries.

6. My son is in grade 7 at Lord Roberts. The boundary issues won't affect him. I am concerned about the fact that the wide variety of courses won't be available at Banting . I think it is a benefit to have a larger population of French Immersion students who will speak more often in French. They will converse more with one another and how they speak French. This should not be treated as a non factor.

French Immersion

1. My child is in French Immersion at Banting in good faith with the expectation of finishing here and graduating with her diploma from here and getting her French certificates. Why the board is wanting to take this program and dilute it over three programs is yet to be understood and will hollow out the program particularly at the senior level and the amount of courses offered.. If there was full funding for all three programs and there was growth I would not be saying this and this discussion would be different. The students may not redistribute themselves the way the board says they will and they may leave French Immersion or go to the Catholic school system. Banting and Laurier have a tradition of wonderful programming and we do not want to break this.
2. I am from Lucan and I am a core French teacher and Banting graduate. My main concern stems around programming and I can attest to the quality of the teaching and the teachers. The ability to have academic programming in grade 11 and 12 will not happen as a result of less courses offered and only one or two courses that they will be able to take. They will not stay in the program when you dilute it and no options. We will not be able to have a robust program that they are indicating that they will in French Immersion. You put money into it and you invest in resources and it is very scary for me. The programming will not be valuable. The programming will absolutely be lost and that has not anything to do with the teachers
3. My son is in grade 9 French immersion and chose it because it was a well established program. He was attracted by the quality of the french immersion program. Why will people continue to Banting if it will be diluted and there will be no choice and diversity in course. It won't be as diverse and as rich of a program as we have here. It is doomed if we believe that of the 200 students who currently take French immersion will actually stay in the program and go to clarke road? These students may end up going to the Catholic school board. We will be here in two years wondering again how to fill Clarke road because those 373 students won't be there. There will be a crisis in FI programming as well as a byproduct. We need to focus on English boundaries and remove the French Immersion out of the discussion. We should be celebrating French Immersion programming whether than jeopardizing it.
4. I have already been in talks with the Catholic Board . We know how great the program at Banting is because our child graduated here but our younger child can access the Catholic board for all four years. So important to make the connections for the four years

with the teachers. How many students will leave and go to the Catholic school board for all four years. These programs and teachers already exist at Banting and it will be sad if the Clarke road program will fall apart.

5. By doing this program will definitely dilute the French Immersion Program and to lose the students would be devastating. The students who are not sciencey have had social science at Banting. I am very pessimistic that the French Immersion program will continue.
6. I am a student at Banting and I have only been able to take two courses in French in the senior levels. Being in two classes out of eight courses is not like being in French Immersion. If the student population program is reduced to 300 it will even more reduce the chances of being fully immersed. Sport teams and clubs make Banting a great place and French Immersion students make up these vibrant programs. (60 pre cent FI students and we are only ⅓ of the population) This will reduce the vibrancy of Banting. We need to focus on the English boundaries to address the overcrowding issues of the north end schools, not the French Immersion program.
7. We all know there is a province wide board wide shortage of French Immersion teachers. We tried to get rid of FI kindergarten to address the issue of the shortage and get them to teach another grade in French however most of them are now teaching Kindergarten in English. If I look at my teaching staff most of them are from French Immersion and half went to Banting. So many of them were educated in French Immersion and some even in extended French Immersion. If you dilute this program now this may have long term ramifications for students wanting to teach French Immersion.It is super important for the board to understand the long term ramifications of this decision on the French Immersion Program and where these teachers actually come from.
8. Why would we spread resources that are thin over three programs instead of concentrating them. Why is French Immersion being targeted.
9. French Immersion is such a strong program at Banting and its size is the strength. A solution to overcrowding is not to dilute the French Immersion program. When I was at another board my options were guitar, physical education and visual arts in another program at another school. In grade 9 I was able to take business and communications in French at Banting and it is the size of the program that matters to the offerings. The diversity and variety in courses and the variety of extracurriculars attracted me to this school.I am now going to study Business in French at the University level. The size contributes to the positive effects of the French Immersion program.
10. I am a grade 8 teacher at Louise Arbour. I also do Guidance at Louise Arbour. Would this move fill Clarke Road? I don't believe it will and I wanted to give some facts on this. We are sending fewer students each year to Banting because of proximity - they are choosing Lucas and MTS in the Catholic Board.It is a quick walk to school. Too many live out of town. So many of the parents are saying that the students will not go to Clarke Road. This most likely will not be going as planned and it will damage the program. It is the variety of courses that encourages possibly reluctant students to stay in immersion. What they are considering as robust will not be enough.

11. I am a grade 12 student at the French Immersion program in Banting and my brother is in grade 9 in French immersion and from our perspective the program here is incredibly diverse and provides so many opportunities both academically and extracurricularly. Endless and countless opportunities and our growth can be attributed to these opportunities. I have been a member of the student council for four years and the prime minister at the school . For the past four years the prime minister has been a french immersion student. Leadership and growth is fostered through the French Immersion program. Leadership and growth is not going to be fostered like it has been at Banting and he will leave the French Immersion program
12. There are 1000 students in the program and why don't we move them all to Central. It would keep them central and all together. Have a school dedicated to French Immersion in the city. If the population stays at 1000 it would not be overpopulated.
13. Has there been a consideration of creating a FI highschool? Louise Arbour was once a highschool and you could have a FI program in the north end and you could put the elementary FI program back to Centennial
14. I am not sure that Banting can provide a robust diverse program when you cut 40 percent of the program. Fewer students mean fewer classes. Students will not be able to have a robust program in the senior levels when they can only have 10 credits in French Immersion. This is already happening because they have conflicts or not enough courses to choose from in the senior levels. We need to provide more courses to provide them with opportunities to continue in French Immersion. Parents are not going to send their students to Clarke road. Where are we going to get the teachers for French Immersion to teach at Clarke Road? Teachers are powerfully unionized and they may not be redistributed the way the board hopes they will to support the French Immersion program. Any teacher can apply for a job french or English who has the seniority so they may not choose to go to Clarke road to teach French if they have seniority and then you will have the teachers with low seniority and little experience teaching at Clarke Road possibly in an area of subject teaching that is not their expertise.We will have teachers who move to Clarke road where they will be teaching something that they are not educated in. This is what happened in the elementary panel where it was hoped that by canceling FI in kindergarten that those teachers could be used at different grades in French Immersion but most of them chose to stay in kindergarten and teach it in English so it actually ruined a very vibrant FI early years program. French Immersion is always a little leap in the dark. We had to have reassurance that Banting was a great program and it is something that you can rely on. Very interested in history and culture. Banting has invested in time to partner with elementary schools persuading families to participate in French immersion. Families may think since the program is gutted it is not worth the investment and will impair the French Immersion program. I don't think the board has considered the issue of equity. Banting has worked hard to offer french at the applied, open, mixed and academic level. If you still want to be proficient at a second language then you can still do it at Banting. We are going to see a loss of equity based programming.

Central SS (“Scenario 1” and “Scenario 2”)

1. Multiple kids are going to Central from all over the city and it is a lottery and they have to apply. Twenty three per cent are from the boundary of central.
2. Is it accurate that Clarke Road kids are not going there and are going to Central [245 students in Clarke Road boundaries go to Central]. So we should advocate for scenario # 2 so that numbers go back. Central kids from that area are often going to Beal or into the French Immersion program.It is extremely unfair that we are going to imbalance a highly successful French Immersion program because Central has taken many kids from their own home school

Filling under-enrolled schools

1. Is there room for students if they go back to their home schools? This looks like it would be highly unlikely that there would be room. If kids get sent back and we move the FI program .Banting is still at 113 percent overcrowded. Move the English boundaries and get the population under control.
2. Is the board looking into why Clarke Road students are going to Central? What programs or services do they have at Central that is attracting them.
3. Why are we recognizing Beal as a specialized program but these language students are being disrespected. Why can we have a special Arts program but not a specialized French program?
4. I do understand that students come all over the board to Central. In order for us to get a new school in the north end we need to get all the schools full in London . If Clarke road is empty then let's put the students back to their home schools instead of dismantling a vibrant French Immersion program.
5. At Banting we have an ANNEX. One of the options is to put the ESL adults at Clarke Road and renovate the annex for Banting students and keep French Immersion.

Any points not already addressed, including other options not proposed by the Board

1.Important that companies in the construction industry are being told that there will be 18 new elementary schools, one highschool in the Masonville area and 5 school additions forthcoming. MJ asked for this report to be sent to bantingcommittee@outlook.com. (March 31 put on by the London District Construction Association)

2. Having Immersion programs embedded with English language schools. Some kids like to choose courses in English and in French. Banting is vibrant because it has two language streams and you have choice. It is what it means to be Canadian. I would prefer to keep French Immersion in English speaking schools.

3.I took grade 10 Math in French and we had four different math teachers because we did not have a permanent teacher in French Math to do it when the teacher went on leave. It was a month and a half before we got a permanent teacher. I am graduating this year but there

were many students and we care about this program and that this is very concerning to us.My sincere hope that the committee listens to the students in the program and how damaging these changes are to our education.

4. How important the legacy agreement for siblings is to us. With bussing.

5. I am a grade 12 student at Banting. How this will affect the mental health of students at Banting. 65 percent of the peer leaders are from French Immersion. We are role models to our community. If the students are not given the legacy it will be heartbreaking for them. Not considering the well being of the students. It is so important for teenagers to have consistency and have good mental health.

6. Staffing: how many FI teachers will switch to Clarke road. Teachers are unionized and they may not go and they will teach in the English stream. How will teachers get qualified and senior teachers at Clarke road?

7. This is not a simple Math problem, it is a bacteria. How it is going to play out. The idea of looking at numbers on a paper is not enough. It's organic.

8. Want to contribute to the qualitative data. The Mental Health piece is protected in the community. Mental health is a community looking after a community.Those relationships are protective factors for young people. If you sever these relationships this will be devastating. We need to contribute to the qualitative data. It’s about hearing the stories and the relationships with real people.

9. I am an old mom and have two students who went to Oakridge and one who is in French Immersion and is able to take both French and English and plays sports with all sorts of people from all over the world. She suffered from social anxiety and sat in her room for three years during covid and did not want to do that again. But it is the combination of French and English that makes this place wonderful. She benefitted from a multicultural program provided through French Immersion. Where are the English speaking parents? We still have a huge overpopulation in the north end and changing 200 kids from a vibrant French immersion program to Clarke road will not solve the problem of overcrowding in the north end.This has happened historically many times and it will not change the situation of overpopulation. Middlesex County had a vibrant program in FI which was at Centennial but all of those students had to go to Louise Arbour for French Immersion and now will have to travel to Clarke Road which is too far - this is an equity issue for Middlesex County. Very difficult to get qualified teachers in a central French Immersion school.We would not want one French Immersion school for the reasons that you would not have access to both French and English programming and it would be difficult to get teachers who were qualified in French and also in specialized areas such as Technology, Family Studies, Graphic Design, Design Technology.

10. This switch proposal is nonsense. It will destroy the best French Immersion program in the city. I will switch my daughter's proposal to go somewhere else. We have registered her to go to grade nine and have thought about the long benefits that she would receive. This is a disaster. If this is going to happen I will not send her to Clarke road school. It would be one hour away from the school and I would be afraid of sending her there. We do need to solve the problem but not by ruining a vibrant french program. I am scared to send my daughter to the Clarke road area. I hope they will change their minds and the switch will not happen.

11. Everyone can acknowledge that overcrowding is an issue and attacking a successful French Immersion program is not the answer. Parents will take a leap if the program is a successful program which we know Banting French Immersions program is but Clarke road has no tradition so they will go to Lucas, MTS, elsewhere.These students will be back in the north end where it is overpopulated.They will see the added benefits from a successful program. It also undercut Banting’s french immersion program.

12. I was an elementary student from Huron Heights and we merged with Centennial to become Louise Arbour. Growing the program resulted in our growth as students in learning a language fluently and sustaining it so I don’t know how reducing it will allow growth for students. My proficiency in French is a result of the size of the program. We chose this program with the resources, staff and teachers and the foundation.

13. My son will be attending next year and I am worried about the quality of the program - please consider other solutions and Clarke is not an option because we live in the north end.

14. I live directly beside South Secondary school and sit on the bus for an hour. I came for a proficient French program and if I only had 10 credits I would choose to go to South for the English speaking program. Taking 10 credits is a minimum and students go above and beyond that to become proficient and fluent in the French language

15. Delf is an incredibly wonderful certificate to prepare us to require the certificate. This is an opportunity that we get because of the French Immersion program. I would not feel comfortable taking the B2 Delf exam without the time and energy placed on speaking, communicating and writing in French and the extra time these teachers take so that we can become fluent and use my French in a career.

Questions.

1.Have they considered sending out a survey to Princess Anne or Louise Arbour to see if they are going to Clarke Road?
2.Have they considered a survey to those students who do not attend their home school (Clarke road) asking them why they are not going to their local school
3.Is there really a school being built in the Masonville area (Highschool)

4.If parents and members of elementary feeder schools are being consulted about this proposal. Elementary school folks are allowed to participate. There is no survey. (over the march break the board said that the elementary school members could participate)

All parents of TVDSB were sent information about LAAR. Anyone who has a student already at Banting in French Immersion will be impacted by 200 students being moved to Clarke Road as a result of losing Louise Arbour as a feeder School to Banting. There will be less choices at the senior level particularly in the social science area.

Survey being sent to the School council at Louise Arbour.

Meeting Adjourned 21:00 Hours

Appendix 7
Responses to Comments received from community members

- #331: no plans to establish a single-track French Immersion high school
- #328: Given the enrolment pressures at secondary schools in northwest London, no boundary changes can be made between English track schools in this area to provide enrolment pressure relief to Banting
- #264: no reliable indicator to gauge whether enrolment participation at a school or program will change significantly following the implementation of boundary changes. However,
- #231: While each of these three proposed programs will offer fewer courses than two programs of 450+ students, the breadth of courses available would continue to be fulsome for all pupils. Thames Valley offers viable FI programs in Oxford, Elgin, and Middlesex that are significantly smaller (ranging from 100 - 200 pupils) and students are fully able to meet FI requirements in those programs. (repeated at 218, 160a and 127)
- #217: Secondary Schools are not experiencing the same shortage of qualified French teachers that Elementary schools are. As the proposal about French Immersion is about the redistribution of existing pupils, there are no concerns about shortages of qualified teachers. (repeated at 168 and 160a)
- #213: Based on the projected enrolment for secondary French Immersion, Central would not have sufficient space to accommodate all students from Banting and Laurier without moving all English track students from Central to other schools. Due to the Provincial moratorium on Pupil Accommodation Reviews, school boards are unable to move 50% or more of the in-area students currently attending Central.
- #189: Specialized programs are often unique to a particular school and require special infrastructure supports. French Immersion must be staffed with French qualified teachers, but the FI courses themselves can be taught in any school setting by qualified staff.
- #160c: Clarke Road SS is the only school with sufficient consolidated space to redistribute the FI program.
- #155: Due to a Provincial moratorium for school closures, TVDSB does not have the ability to close an English track school to facilitate its conversion to a French Immersion site. Secondary
- #139: Depending on the decision made by Trustees regarding French Immersion, the English track boundary options may need to be revised.
- #76: a robust and diverse program can certainly be offered with the projected enrolment of 300+ pupils at each school.

Source: https://www.tvdsb.ca/en/our-board/laar-secondary-comments-and-responses.aspx

APPENDIX B-11 Sir Wilfrid Laurier S.S.

London Secondary Panel Attendance Area Review 2023

Sub-committee – Sir Wilfred Laurier Secondary School

1. Sub-committee Members & Affiliation

Subcommittee Members	Affiliation
Julien Barrett	English track / grade 9 representative
Michele Murray	English track / grade 9 representative
Jen Thomas	French Immersion track / grade 9 representative
Jen Uytterlinde	French Immersion track / grade 9 representative
Heather Demeyre – secretary	French Immersion track / grade 10 representative
Andrea Gray	French Immersion track / grade 10 representative
Melissa Sunnuck	English track / grade 11 representative
Natalie Nussey	French Immersion track / grade 11 representative
Melissa Vonk	French Immersion track / grade 11 representative
Sami Abu Shawarib	English track / grade 12 representative
Irene Klassen – secretary	English track / grade 12 representative
Christina Ninham	French Immersion track / grade 12 and indigenous representative
Sarah Visscher – chair	French Immersion track / grade 12 representative

2. School Community Meetings

April 11, 2023 7:00pm – 8:30 pm, hybrid
April 18, 2023 7:00pm – 8:30 pm, hybrid
April 25, 2023 7:00pm – 8:30 pm, hybrid
May 2, 2023 7:00pm – 8:30 pm, hybrid

3. Executive Summary

The Sir Wilfred Laurier Secondary School sub-committee for the Secondary Attendance Area Review agrees with adding feeder schools temporarily until a new secondary school can be built. The sub-committee does not agree with losing Princess Anne French Immersion Public School as a feeder school and is opposed to the creation of a third French Immersion secondary school as proposed. The Ministry of Education has outlined in a framework for teaching French as a Second Language the importance of French Immersion programs in Ontario. Our recommendation is to **maintain London Secondary FI at the secondary level as status quo, operating in two schools at Sir Frederick Banting SS and Sir Wilfred Laurier SS.** Before the board decides to proceed with either scenario presented, we request that a formal review be performed on the impact on the French Immersion secondary program. We would prefer that the board consider the redistribution of English feeder schools and/or the creation of an adult ESL program at Clarke Road SS. We strongly support legacy arrangements for students who already attend secondary schools.

4. School Community Profile

Sir Wilfred Laurier Secondary School is located in the Pond Mills region, in the south of London. It has a dual-track English and French Immersion stream student body. According to the EQAO Contextual Student

Information for 2021-22,[1] Sir Wilfred Laurier is 48.7% identifying as female, 51.3% identifying as male. (No other gender options were listed on the site.) The students identified as 64.4% first language English, 18.1% first language other, and 17.4% undeclared. Of this cohort, 11.9% identified as being an English language learner, and 9.3% require special education.

According to 2022 Statistics Canada data for the postal code areas that currently feed into Sir Wilfred Laurier,[2] the median household income ranges from $55,000 - $125,000, with households below the poverty line ranging from 1.0% to 8.8%. The range of English-speaking households for those postal code zones ranges from 89% - 96% and the percentage of household with visible minority status ranges from 2% to 37%. The percentage of the population aged 15-20 ranges from 3.7% to 6.6%. Sir Wilfred Laurier currently serves a richly diverse student body.

5. Importance of French as a Second Language (FSL)

"*Linguistic duality is a fundamental Canadian value and an important asset from every perspective.*"[3] Recognizing this, the Ministry of Education in Ontario has created a framework for teaching French as a Second Language (FSL) for K-12 in Ontario. The framework "presents a call to action to strengthen FSL programming, promote the benefits of FSL, heighten appreciation of and support for FSL educators, and increase public confidence in FSL education."[4]

The framework highlights that "A considerable body of research shows that second-language learning provides significant cognitive and academic benefits. It is known to enhance first-language and overall literacy skills and to provide a foundation for the learning of additional languages (Jedwab, n.d.). There is also evidence that learning another language can help in the development of interpersonal and social skills. According to the 2004–05 report of the Commissioner of Official Languages, research shows that people 'who master more than one language increase their self-confidence and self-esteem and are more at ease with others' (Adam, 2005, p. 107). "[5]

The following goals for FSL in Ontario have been identified:

GOAL 1: Increase student confidence, proficiency, and achievement in FSL.[6]
GOAL 2: Increase the percentage of students studying FSL until graduation.[7]
GOAL 3: Increase student, educator, parent, and community engagement in FSL.[8]

When making decisions, educators and policy makers are encouraged to use the following guiding principles

- FSL programs are for all students.[9]
- Teaching and learning French, as one of Canada's two official languages, is recognized and valued as an integral component of Ontario's education system.[10]
- FSL education serves as a bridge between languages and cultures.[11]

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[1] https://www.eqao.com/results/interactive-eqao-dashboards/
[2] https://app-simplyanalytics-com.proxy1.lib.uwo.ca/index.html
[3] Section 1.2 https://www.clo-ocol.gc.ca/en/publications/annual_reports/2010-2011?wbdisable=true
[4] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=7
[5] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=3
[6] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=9
[7] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=9
[8] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=9
[9] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=10
[10] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=10
[11] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=10

- Learning FSL strengthens literacy skills as well as cognitive and metacognitive development.[12]
- Research informs decision making by all stakeholders.[13]
- Learning FSL is a lifelong journey.[14]
    - By continuing their FSL studies, students will be able to consolidate the learning acquired in previous years and reach a level at which they are able to appreciate fully their FSL skills and pursue FSL postsecondary opportunities in education and the workplace.[15]

Schools and school boards are called on to "promote the inclusiveness of FSL programs, recognizing that all students can learn FSL given the appropriate support"[16] and "ensure that high expectations for student achievement in FSL are maintained."[17]

The district itself has recognized the importance of the FSL program: "At the district level our focus is to increase the percentage of student participation in FSL courses beyond Grade 9 and increase French Immersion participation rates in secondary programs."[18]

6. Feedback Regarding Proposal

6.1 Central in proposal scenarios A & B

This committee holds no strong opinions about whether Central SS should remain status quo as in Scenario 1 or have students designated to their home school as in Scenario 2. Scenario 1, as proposed, holds a slight advantage for Sir Wilfred Laurier, since the school will be at 121% of OTG capacity, rather than 133% of OTG capacity as projected in Scenario 2.

6.2 Growth at Laurier

In Scenario 1, Sir Wilfred Laurier moves to 121% capacity, in Scenario 2, Sir Wilfred Laurier moves to 133% capacity, while in the status quo, Sir Wilfred Laurier is at 103% capacity. This demonstrates that capacity at this school is not a driving factor of this LAARC report. Recognizing that Laurier is one of the few London high schools that has been deemed capable of handling an over-capacity load, we recognize that it will likely need to enrol more students. We believe this is an acceptable measure in the short term until a new high school can be approved and built.

The specific change in feeder schools that contribute to growth at Sir Wilfred Laurier is a change the community is not happy with. It is a strongly held opinion that adding one or more English feeder schools to achieve this growth would be palatable to the community, but specifically losing Princess Anne French Immersion Elementary School as a feeder school is strongly contested.

6.3 Opening Clarke Road SS as a Third FI site

The community of feeder schools and community members that contribute to Sir Wilfred Laurier are strongly opposed to the creation of a third French Immersion secondary school site at Clarke Road. Doing so works in

[12] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=11
[13] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=13
[14] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=11
[15] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=11
[16] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=16
[17] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=17
[18] https://calendar.tvdsb.ca/board/Detail/2023-03-07-1800-Program-and-School-Services-Advisory-Committee-Mee/fb4d7cd8-5add-4e61-aac3-afbe00dfe4cd#page=33

direct opposition to the province's mandate summarized in section 5 above. While we recognize that with three smaller FI programs students will be able to meet the requirements of French Immersion, they can only do so at the bare minimum. At TVDSB, we should set our sights higher than the bare minimum, striving to maintain excellence where we have achieved it.

The proposed changes will have a huge impact on finding the appropriate teachers. Being a secondary FI teacher is a very specialized skill set, as the instructors need to have Immersion level French, as well as their subject-teaching specialty at a university level. It will not be possible to simply redistribute the existing teachers, as Laurier and Banting do not currently staff more than one instructor, for example, capable of teaching Immersion level French and Biology.

It is quite evident from course offerings at the county high schools compared to Sir Wilfred Laurier and Sir Frederick Banting, that there is a stark difference in course offerings made available at each site.[19]

Secondary French Immersion Course Offerings in 2023-2024

		COURSE OFFERINGS												
SCHOOL	GRADE	French	Geography	Science	Mathematics	History	Civics	Careers	Introduction to Anthropology, Psychology and Sociology	Canadian and International Law	Interdisciplinary Studies	Sociology	Business	Physical Education
Strathroy DCI	Grade 9	x	x*	x										
	Grade 10	x		x		x*	x	x						
	Grade 11	x							x*					
	Grade 12	x								x*				
Woodstock CI	Grade 9	x	x	x	x									
	Grade 10	x			xx	x	x	x						
	Grade 11	x									x			
	Grade 12	x	x								x			
Parkside CI	Grade 9	x	x	x	x									
	Grade 10	x		x	x	x	x	x						
	Grade 11	x		x	xx				x					
	Grade 12	x												
Sir Wilfrid Laurier SS	Grade 9	x	x	x	x									
	Grade 10	x		x	xx	x	x	x						
	Grade 11	x	x	x	xx	x						x		
	Grade 12	x	x	x	x	x						x		
Sir Frederick Banting SS	Grade 9	x	x	x	x								x	
	Grade 10	x		x	x	x	x	x						x
	Grade 11	xx	x	xx	xx	x						x		x
	Grade 12	xx		x	x	x						x		

NOTE: *Indicates that the course is offered in alternating years at the schoo

Note that course offerings are NOT the same as courses that actually run in a given year. Only if a course has sufficient students choosing enrolment, as well as sufficient teacher capacity, does it run each year. Laurier is currently running 12 senior-level French Immersion courses, while the county schools are often running only 2-3, and two of those courses include grade 11 and grade 12 French. This would likely mean the current French Immersion students from Sir Wilfred Laurier would expect to have one-quarter of the courses currently available to them.

Opening a third secondary school FI site will dilute the French programming available to the students. This is in direct opposition to the mandates and considerations laid out in the Ministry of Ontario framework for FSL. Instead of helping more students to be able to speak French better, this will significantly decrease the offerings of French courses outside of core Immersion French, thereby reducing students' proficiency in French. As the ministry states, "Students' proficiency in French increases based on the amount of time and the level of intensity of instruction in French." Senior-level French programming is key to achieving increased proficiency in French.

The current French Immersion program in London is a robust program that the TVDSB can be proud of. When there are sufficient peers to support each other, and plenty of course selections, as is the case in Laurier and Banting, the schools have very successful rates of sending students to write the DELF exam. Earning a credit in DELF B.1 or B.2 enables students to continue their post-secondary education in French if they choose, or to work in bilingual jobs. Many Laurier French Immersion graduates have gone on to further study French and

[19] https://calendar.tvdsb.ca/board/Detail/2023-03-07-1800-Program-and-School-Services-Advisory-Committee-Mee/fb4d7cd8-5add-4e61-aac3-afbe00dfe4cd#page=22

become certified French Immersion teachers themselves. Reducing the likelihood of educating students who can achieve these DELF results will drive further shortages of French teachers into a system that currently has a shortage of qualified teachers.[20]

Many of the community members surveyed indicated a strong concern about the quality of French education that would be available if the proposed scenario is adopted. In a survey of Princess Anne FI Public School, of the 56 respondents, 57% indicated they will NOT send their children to Clarke Road if the proposal proceeds as presented. Of those respondents, about 1/3 said they would send their child to Catholic French Immersion, and 5% said they would move their child(ren) to French First Language. The desire for a strong Immersion program is driving most decision-making. Parents expressed the intention for their younger children to have access to the same quality of programming as their older children have had.

The proposed change to FI programming will impact the ability of the school board to provide equitable access to all secondary students in the city. "We want to ensure that we provide consistent, high-quality French Immersion education in all areas of the Board,"[21] said TVDSB Superintendent Builder. The provincial mandate is to "Promote the inclusiveness of FSL programs, recognizing that all students can learn FSL given the appropriate support."[22] Fewer courses being offered will make it very difficult for the school administration to offer courses in both academic and applied streams in French. This will have a negative impact on the equity and diversity of the program, as the likelihood of programming being targeted only to academic streams will increase. TVDSB should be doing everything it can to maintain the diversity of the current program which enables students in the applied stream to have an equal opportunity to access the benefits of learning French as a Second Language.

According to 2022 Statistics Canada data for the postal code areas that are proposed to feed into Clarke Road Secondary School,[23] the median household income ranges from $52,000 - $107,000, with households below the poverty line ranging from 1.0% to 10.5%. The range of English-speaking households for those postal code zones ranges from 89% - 95% and the percentage of households with visible minority status ranges from 2% to 31%. The percentage of the population aged 15-20 ranges from 4.0% to 6.3%. This data demonstrates that some of the current diversity of the FI program will be lost due to the physical locations of feeder schools in the east end of London. It is a documented phenomenon that the east ends of cities are the poorest,[24] and London will create more inequity in programming by shifting the FI programming to have an east-end location.

The change to secondary FI as proposed will have a significant impact on a small but important program. The boundary changes have the potential to be relatively temporary due to the desire to build a new Secondary School in north London, which would necessitate triggering another ARC review process. By contrast, the impacts on the secondary French Immersion as proposed will affect the FI program for decades to come. The Associate Vice-President of Indigenous Initiatives at Western University advocates that "…the world would be a much better place today if the decisions and choices made by those generations in the past were mindful of the impact on future generations…"

[20] https://www.tvdsb.ca/Modules/News/index.aspx?newsId=05051b37-29e2-4e6b-a17f-4b67cc8d5613

[21] https://www.tvdsb.ca/Modules/News/index.aspx?newsId=05051b37-29e2-4e6b-a17f-4b67cc8d5613
[22] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=16
[23] https://app-simplyanalytics-com.proxy1.lib.uwo.ca/index.html
[24] https://www.theguardian.com/cities/2017/may/12/blowing-wind-cities-poor-east-ends

7. Recommendations and Considerations

Recommendation:

Maintain London Secondary FI at the secondary level as status quo, operating in two schools at Sir Frederick Banting SS and Sir Wilfred Laurier SS.

7.1 Clarke Road

One of the stated goals in the ARC proposal is to bring up Clarke Road enrolment to capacity. We recommend moving most adult ESL learners into Clarke Road. This will minimize the disruption to the significant number of feeder schools that would otherwise need to relocate. Sir Frederick Banting has 468 adult learners in the program in 2022-23,[25] so this would also help alleviate that school's capacity issues. There is sufficient capacity at Clarke Road SS to house a sizable adult ESL program while maintaining the current English feeder schools.

This should be an exciting solution to consider. Clarke Road Secondary School is 6 minutes from Fanshawe College. Moving the adult ESL program into this location allows for exciting and innovative collaborations with the College which would make the program more attractive to ESL learners and could allow the TVDSB to be a model for other boards in the province to follow.

7.2 Redistribute English track feeder schools

The recommendation from this community is for the Board to assess the feasibility of redistributing the current feeder schools without moving the location of any of the FI feeder schools. The redistribution of the English stream students to realign school capacities will have no impact on the quality of English education, whereas the current proposal directly affects the quality of French Immersion programming.

Without access to the numbers of students contributed by each feeder school, we cannot give fully informed suggestions, but it would seem reasonable to move White Oaks Public School and Rick Hansen Public School to become feeder schools for Sir Wilfred Laurier, while also maintaining Princess Anne French Immersion Public School as a feeder school.

7.3 Full review of impact to FI program

Before the board decides to proceed with either scenario presented, we request that a formal review be performed on the impact on the French Immersion secondary program. In our feedback portion (6.3) we listed many reasons why our local community thinks the proposed changes will have a negative impact. The board should do its due diligence in exploring the validity of these concerns before making such a drastic change to a small but valuable TVDSB program. This is highlighted on page 11 of the Ministry's A FRAMEWORK FOR FRENCH AS A SECOND LANGUAGE IN ONTARIO SCHOOLS. "It is critical that the ministry and stakeholders remain up to date with developments in FSL research so that decision making is informed by research that reflects current thinking and effective practices in FSL education… research will be used primarily by educators in the organization, planning, and delivery of programs."[26]

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[25] https://calendar.tvdsb.ca/board/Detail/2023-03-07-1800-Program-and-School-Services-Advisory-Committee-Mee/fb4d7cd8-5add-4e61-aac3-afbe00dfe4cd#page=70

[26] https://files.ontario.ca/edu-1_3/edu-framework-French-second-language-en-2021-11-18.pdf#page=13

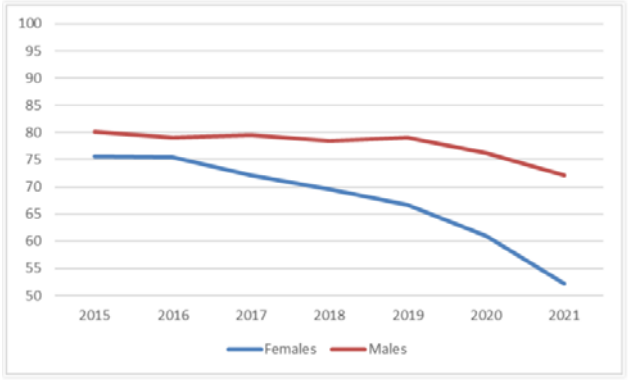
7.4 Legacy Arrangements

The Initial Attendance Area Review Report indicates that the Board intends to implement their decision for the 2024-25 September start.[27] The cohort of students that will be in grades 11 and 12 for the 2024-25 school year was the same cohort that missed out on their senior elementary years, including but not limited to, their Grade 8 graduation and end-of-year school trips due to the COVID 19 pandemic. We request that you not move them in their senior years of high school, disrupting their grade 12 graduation too. At a bare minimum, the board should allow all grade 11 and 12 students to remain in the high school of their choice.

We recommend that the changes chosen in this Attendance Area Review process by the Board be implemented gradually, with each cohort attending the new catchment zone in their grade 9 year. (Students already in high school remain at the school they are currently attending).

The mental health of youth in Canada is at a critical point,[28] and as educators, parents and community members, we all have a responsibility to take this seriously. "Teenagers and young adults aged 15-24 experience the highest incidence of mental disorders of any age group in Canada. The second leading cause of death for young people is suicide"[29] and as of 2019, "Canada's youth suicide rate is the third highest in the industrialized world."[30]

Figure 1 – Perceived Positive Mental Health (Very Good or Excellent) Among Youth Aged 12 to 17, by Sex, from 2015 to 2021, Expressed as a Percentage



Note: Data for 2020 and 2021 were collected during the COVID-19 pandemic.
Source: Figure prepared by the Library of Parliament using data obtained from Statistics Canada, "Table 13-10-0096-03 Perceived mental health, by age group," Database, accessed 18 October 2022.

[31]

"The school environment poses very clear challenges to a young person with mental health issues.[32]" according to Youth Mental Health Canada. The Public Health Agency of Canada has reported that 20.6% of adolescents experiencing mental health distress reach out to adults at school.[33] Moving students into a new environment without trusted adults poses a very real risk to their well-being.

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[27] https://pub-tvdsb.escribemeetings.com/filestream.ashx?DocumentId=5344#page=6
[28] https://hillnotes.ca/2022/11/17/youth-and-mental-health-in-canada/
[29] https://ymhc.ngo/blog/2016/04/the-reality-of-mental-health-for-youth/
[30] https://ymhc.ngo/resources/ymh-stats/#:~:text=Canada's%20youth%20suicide%20rate%20is,times%20more%20likely%2C%20on%20average.
[31] https://hillnotes.ca/2022/11/17/youth-and-mental-health-in-canada/
[32] https://ymhc.ngo/blog/2016/04/the-reality-of-mental-health-for-youth/
[33] https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-4-2023/access-mental-health-support-unmet-need-preferences-adolescents-covid-19-pandemic.html

8.Student and staff testimonials

One of Laurier's current students submitted the following testimonial for our consideration. It is included in its entirety for your consideration:

> "'Frustrating', 'disastrous', 'devastating', were all words used to describe the potential boundary change, by not me, but my peers. Good evening everyone, my name is Jana Anan and over the past week with the help of my teachers and peers, I conducted a survey to gather the students' opinion on the London Area Attendance Review. Out of the over one hundred students that answered the survey, not a single person responded positively. They instead described the detrimental effects changing schools would have on their mental health, social life, academics and most importantly the French Immersion Program.
>
> Over the years, Laurier's French Immersion program has allowed students to graduate with fluency in the language. Yet with the potential change, Laurier risks weakening the French Immersion program due to the fact that there will be far fewer FI courses offered in grades 11 & 12 due to the smaller FI student population. This will also be the case at Banting, another thriving FI program. As someone who has already committed over 10 years to learning French, to have my fluency jeopardized in my last years of school is beyond frustrating. My sentiment is shared with many other students saying that, 'the lack of an Immersion program with a diversity of courses offered in a second language will directly affect my ability to expand my French studies and may impact my ability to apply for French programs in post-secondary institutions and my success in DELF.'
>
> As a student body, there seems to be a consensus around not just wanting to meet the minimum requirements of the French Immersion diploma, with the majority of courses acquired in Grades 9 and 10. Rather, students want full FI programming in their senior years to actually be able to comprehend and use the language in their lives past their high school years. While this proposed change may not directly affect me, it will severely impact future French Immersion students at Laurier and the quality and breadth of their programming.
>
> The potential boundary change will not only be devastating to the program and the students' academics but as well to our mental health. High school students have already faced a lot of unnecessary change due to the pandemic, the constant switching from in-person to virtual classes has had a toll on our mental health, and switching schools will definitely not benefit it. To quote one of my peers 'the change takes students away the family they have made a Laurier and puts them in a new environment they are not used to. For some people that environment will impact the way the learn, study, their confidence and their social lives.' Students being forced to move so near the end of their academic career will cause unnecessary disruption to their education, and leaving the friends and teachers we have come to know over the years will negatively impact the mental health of many, as described by a student 'it will be like grade 9 all over again.'
>
> This is why I stand to represent not one but over 100 students' opinions on how the London Area Attendance Review will destroy a program in which most of us committed a lot of time and effort. Laurier has become a second home for many students and being forced to leave especially near the end is not ideal for anybody. French Immersion has opened a whole new set of opportunities for students beyond high school and into their lives and with the potential change we jeopardize this opportunity for not only today's students but those in the future."

This testimonial comes from a current French Immersion secondary teacher:

"As a former FI Teacher at a Secondary County School, I saw first-hand how few opportunities students had in FI at the Senior level compared to London's programs.

FI students in smaller FI county programs have access to 8 FI courses in Grades 9 and 10 but in the senior levels, we only offered: Grade 11 and 12 language courses (and the occasional Senior Math or Biology). This provides students with 10 FI courses, required for the Ontario FI certificate – so yes, students **can** meet the requirements, but this is the bare minimum. At TVDSB, we should set our sights higher than the bare minimum. Smaller programs simply **cannot** offer the same comprehensive FI education that both Laurier or Banting currently provide (ex: Laurier offers 13 senior FI courses and this coming 2023 academic year is running 12 of these courses).

I truly believe that I would not have become a French Educator if I had attended a smaller Secondary FI program. As a graduate of Laurier's FI program, I was fortunate enough to be able to take more than the bare minimum senior FI courses, including French Immersion Language, Geography, History, and Math. These senior courses allow students to maintain and improve their level of French competency and it would be a great disservice to the 1000+ current FI students in London (and all future students) to reduce the level or French programming that is currently available."

9. Feedback about the LAARC process

9.1 Students should have a voice

We recommend a change to the LAARC process at the secondary level to include students in the process. This is backed by both indigenous wisdom and new scholarly research. "Indigenous youth participation in decision-making is internationally recognised as a pathway to promote health equity, decolonisation and social inclusion."[34] Ilona Dougherty is a respected Canadian researcher, who studies youth engagement in governance. She says, "Engaging young people in decision-making is a social and economic imperative, especially now, in an era of rapid change and increasing complexity. The research is clear, young people's brains are wired to come up with bold solutions to complex problems. When we meaningfully engage young people and work in intergenerational collaboration with them, we are more likely to come up with the solutions we need to ensure our organizations and communities thrive."

9.2 Timelines

The timeline from when parents and guardians heard about the Attendance Area Review and when we had to submit our applications to participate was only a few days. This felt very rushed. It would be helpful to have more time to communicate this with stakeholders. The turnaround time for public consultations, submitting questions, and getting answers back was also rushed. The volume of questions needing to be answered made this understandable, but the process would benefit from more time from receiving answers to the final set of questions, most recently on May 16, 2023, for a report that is due May 18, 2023. The sub-committee work is done by volunteers who are parents, and typically also hold jobs, making this time frame challenging at times.

[34] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9310184/

APPENDIX B-12 Saunders S.S.

London Secondary Panel Attendance Area Review
Saunders AARC Subcommittee Report
May 2023

1) SUB-COMMITTEE MEMBERS & AFFILIATION
   a) Katharine Draper Quinn (Saunders School Council Chair)
   b) Tracey LeClair (parent representative – gr 9)
   c) Jen Locker (parent representative – gr 9 & 12)
   d) Melanie Steadman (parent representative – gr 10 & 12)
   e) Yousif Jalal (parent representative – gr 10)
   f) Nicolas Young (parent representative – gr 10)
   g) Kim Seguin (parent representative – gr 11)
   h) Jennifer Von Ruczicki- McGill (parent representative – gr 9 & 12)
   i) Juhani Alzobani (parent representative – gr 12)

2) SCHOOL COMMUNITY MEETINGS
   a) Date(s):
      i) April 4, 2023 7:00pm
      ii) April 13, 2023 7:00pm
   b) Number of attendees at each meeting:
      i) Approximately 31
      ii) 19
   c) Number of participants in discussion at each meeting:
      i) I don't have access to the chat, as the meeting was created on another account, but all in person participants, and many of the online attendees participated in the discussion.
      ii) 14

3) EXECUTIVE SUMMARY
   a) The majority of the discussion at the Saunders sub-committee meetings centred around the importance of having a legacy agreement put into place for existing students who would be affected by the proposed changes. The justification for this request involved the amount of disruption to their learning this cohort of students has already faced through the pandemic, and the academic and mental health struggles that have resulted. The reasoning behind the area review, and the desire to keep cohorts together by avoiding split feeder schools, would also apply to students who have already settled into place at Saunders, and do not want to be forced to move away from their cohort in the middle of their high school education.

b) Another major discussing point that arose was the change of Sherwood Fox students from feeding to Westminster instead of Saunders. Several community members expressed dismay that their children who are within very easy walking distance would have their travel time increased significantly. This would be more likely to impact already marginalized populations, who might find transportation a barrier to fulsome participation in extra-curricular activities.
c) Finally, discussion occurred surrounding the specialized course offerings at Saunders (STEM, strings program – especially of importance to some Arthur Ford Families, etc.) that do not currently exist at Westminster.

4) BRIEF SCHOOL COMMUNITY PROFILE
Saunders Secondary School
School Profile

Saunders Secondary School is located at 941 Viscount Road in London, Ontario. In the suburb of Westmount which is in the southwest portion of the city. The school was built in 1972. Saunders is celebrating its 50th Anniversary in May of 2023.

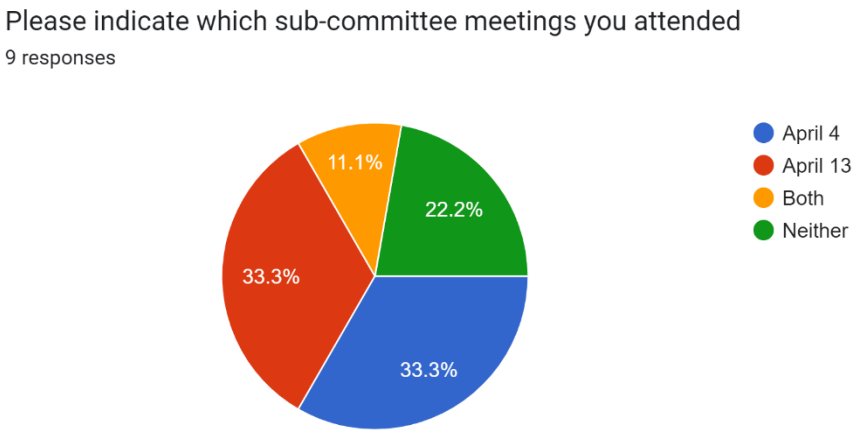
Saunders is the largest secondary school in Thames Valley District School Board. It is a high school for students from grades 9 to 12. As of the 2022-2023 school year, the school consists of a population of approximately 2,000 students and 170 staff. Within its organizational structure of staff and specialized programming there are 5 guidance counselors, 4 resource teachers, 5 developmental education teachers, 1 autism spectrum disorder teacher, and 1 transitions (mental health) teacher. The school offers many unique opportunities for students both academically and through its extracurricular opportunities. It draws from over 7 TVDSB feeder elementary schools.

With regards to the makeup of its student population, Saunders works with the local indigenous communities including the Oneida Nation of the Thames and Chippewas of the Thames. This relationship engages indigenous students and parents and the community members in the planning and decision making processes. The school offers First Nation Meti and Inuit related courses.

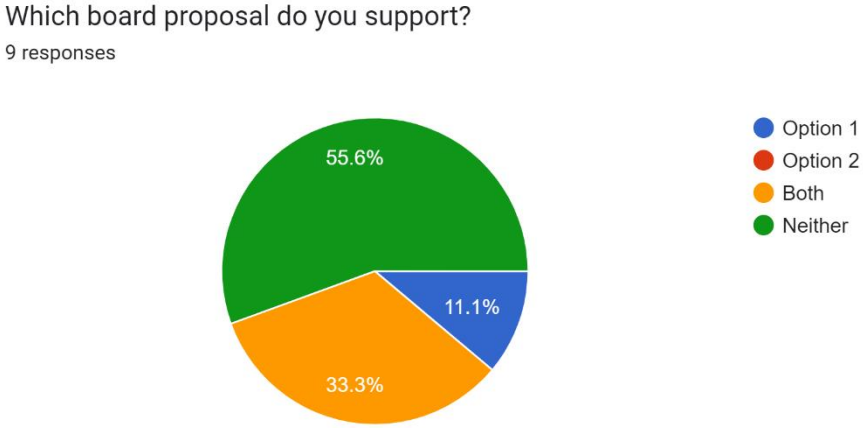
Saunders is also one of three tech emphasis schools in TVDSB for those interested in advanced technology courses. It is also the home of the Specialist High Skills Major (SHSM) program. This is a ministry approved program allowing students to focus their learning in a specific economic sector while meeting their requirements for the Ontario Secondary School Diploma.

Saunders secondary school offers courses to suit many interests and aptitudes and is home to a wide variety of extra-curricular teams and clubs. All of this combines to make Saunders a vibrant hub of learning in the Southwest area of London.

5) FEEDBACK REGARDING PROPOSAL
   a) The recommendations compiled from the discussions at the first meeting were discussed at the second meeting. The decision was made to send these recommendations out to those who attended the meetings and all the sub-committee members to get their feedback and be able to measure the support that each proposal was receiving from the community.
   b) 9 people filled out the form below is the information gathered:
      i) Please indicate which sub-committee meetings you attended

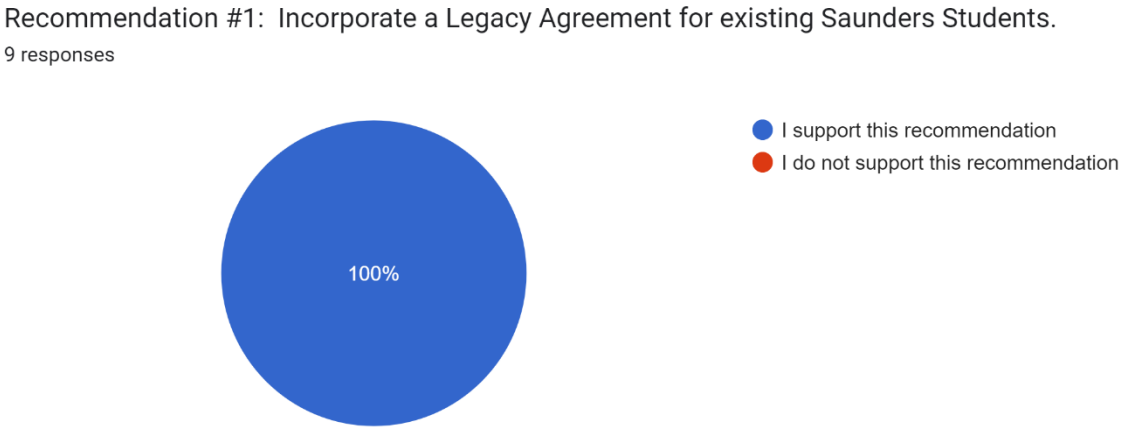


      ii) Which board proposal do you support?

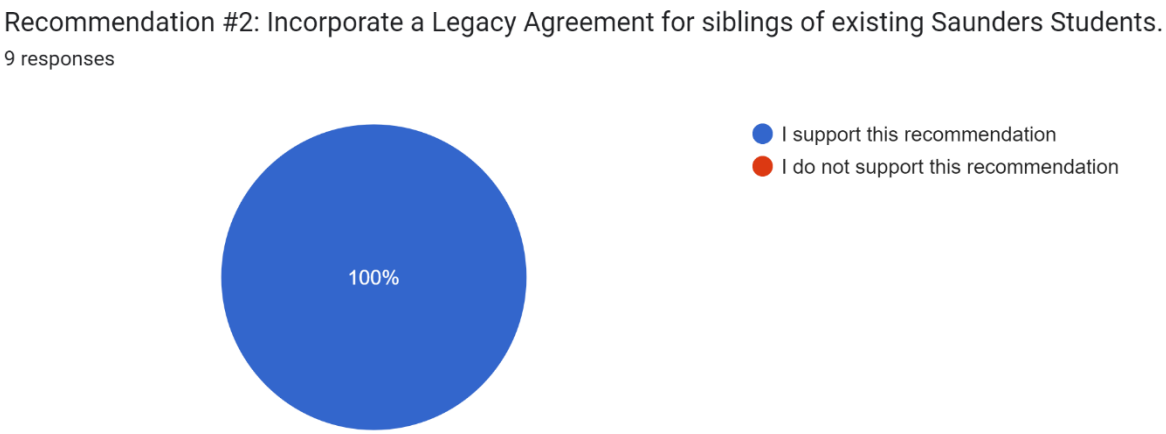


6) RECOMMENDATIONS & CONSIDERATIONS

i) **Recommendation #1**: Incorporate a Legacy Agreement for existing Saunders Students.



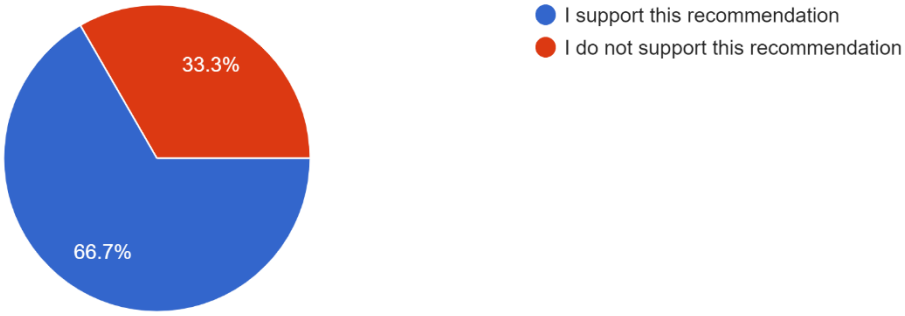
ii) **Recommendation #2**: Incorporate a Legacy Agreement for siblings of existing Saunders Students.



iii) **Recommendation #3**: That the Board consider a slower implementation of the boundary changes in order to build resources (teachers, etc) to lessen the

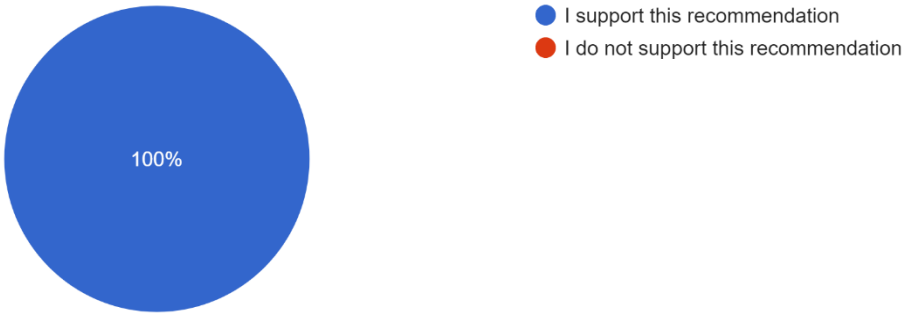
impact that these changes will have on schools and students.

Recommendation #3: That the Board consider a slower implementation of the boundary changes in order to build resources (teachers, etc) to lessen t...t these changes will have on schools and students.
9 responses



iv) Sherwood Fox is 2nd closest elementary school to Saunders, and many students can see the building from their place of residence, however they will soon be made to walk to Westminster. **Recommendation #4:** That there be an option for Sherwood Fox students to still attend Saunders.

Sherwood Fox is 2nd closest elementary school to Saunders, and many students can see the building from their place of residence, however the...or Sherwood Fox students to still attend Saunders.
9 responses

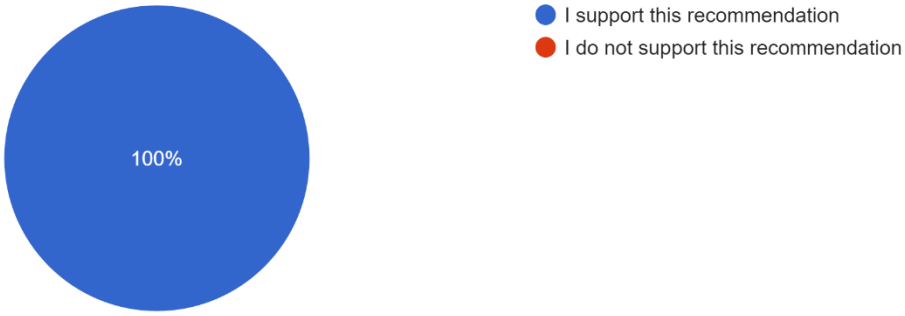


(1) Comments provided: Alternate Wording: Recommendation #4: Include an option for W. Sherwood Fox students to continue to attend Saunders by amending the newly proposed Saunders attendance area to include the current W. Sherwood Fox boundary map. Justification: When students who will already be on buses from Byron and area can easily be sent another few minutes down the road to Westminster, it makes little sense to have some students' (from the area around W. Sherwood Fox) walking times tripled or to spend additional funds to have them bussed.

v) Also, there are many new Canadians in the area. They may face a number of barriers, including transportation to school during off-hours for extra-curricular activities. The Sherwood Fox/Arthur Ford/Isaac Brock areas do not have sufficient public transportation to meet these needs. These families may also face language barriers to accessing the public feedback and advocacy process of the Area Review. **Recommendation #5:** That discussions at the elementary level take place also and that the implications of these decisions be more clearly communicated in several languages.

Also, there are many new Canadians in the area. They may face a number of barriers, including transportation to school during off-hours for extr...be more clearly communicated in several languages.

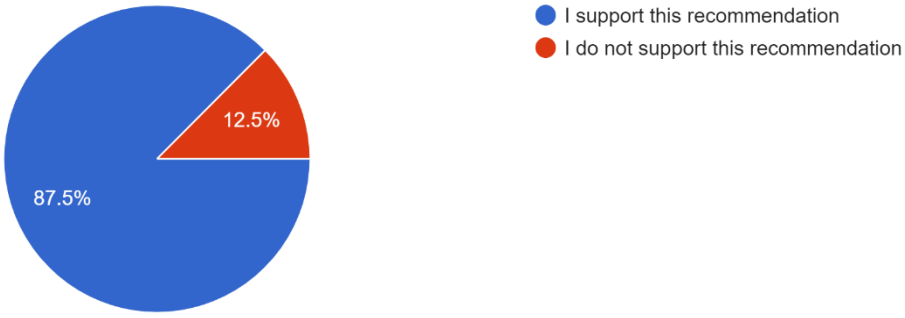
8 responses



vi) **Recommendation #6**: That students already being bussed to Saunders be redirected to Westminster rather than kids within easy walking distance.

Recommendation #6: That students already being bussed to Saunders be redirected to Westminster rather than kids within easy walking distance.

8 responses



(1) Comments: Logically this makes the most sense. Families that choose to reside in Byron and/or Lambeth know ahead of time that their children will

be bussed to high school. That is a choice they made. Rerouting a bus has a lower impact than having families now sort out transportation when there is a high school walking distance to their home. I.e. Saunders v Westminster.

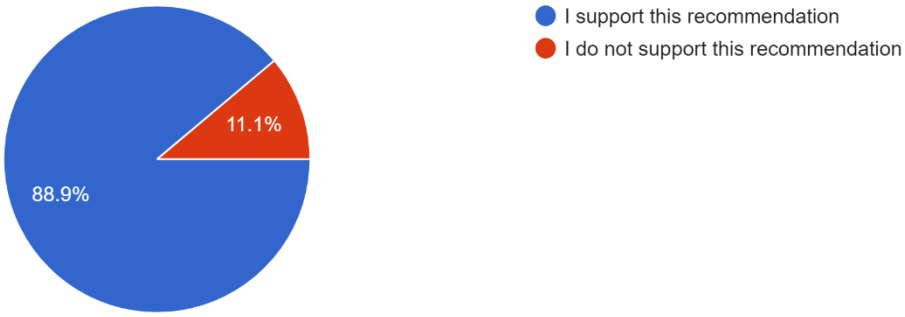
Justification:
"Thames Valley's Environmental Commitment -
Thames Valley District School Board embraces Environmental Citizenship and strives to be a proactive educational and corporate leader by modelling the values of environmental sustainability through conservation of natural resources, following effective energy management practices, reducing waste, pollution and creating conditions to empower students and staff to positively affect the environment and community in which their school is located."

It seems to go against the above statement, changing the Saunders boundary map so that students from 3 public schools would then be far enough away that they need to be driven to school every day. Based on the 22/23 enrollment numbers, approximately 160 students (63-Fox/35-Ford/62-Brock) would need to switch high schools. If 50% of those students were driven to school and back each day, there could be up to 80 automobiles on the road, unnecessarily increasing pollution and neighbourhood traffic (a possible safety concern). Would it not make more sense to send a few of the busses already on the road from Byron and area a little further down the road to Westminster, than to incur a substantial increase in individual vehicle use in that area?
That students already being bussed to Saunders (and Secondary School will no longer be Saunders as of 2024-2025 School Year possibly) be redirected to Westminster rather than kids within easy walking distance.

vii) If the Board is serious about getting comprehensive public feedback it needs to be obtained from all parties, parents and students.
Recommendation #7: That surveys be produced and sent out to all parents

and students to acquire a wider variety of public input.

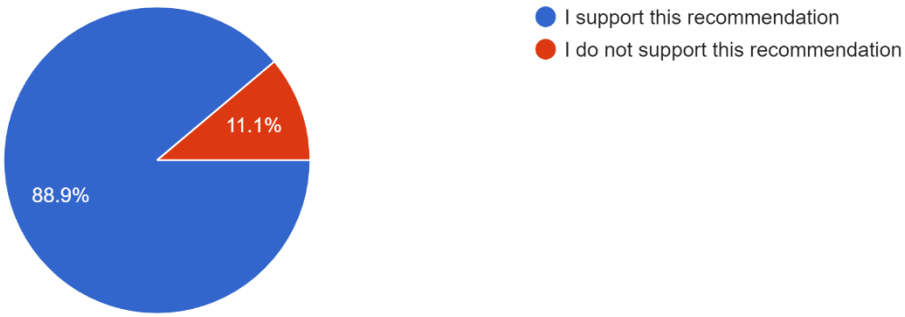
If the Board is serious about getting comprehensive public feedback it needs to be obtained from all parties, parents and students. Recommendation #7: ...udents to acquire a wider variety of public input.
9 responses



(1) Comments: must include Elementary families [in the feedback process]

viii) Mental health for students, particularly this cohort of students who are just returning to “normal” after COVID and all the associated challenges, is already poor. **Recommendation #8**: That mental health professionals be consulted in regard to the impact of forcing current and future students to change high schools.

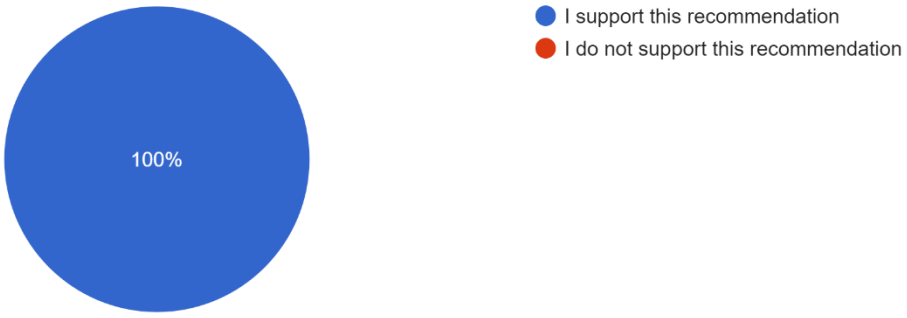
Mental health for students, particularly this cohort of students who are just returning to “normal” after COVID and all the associated challenges, is al...rent and future students to change high schools.
9 responses



ix) Feedback from several community members that attended the Area Review sub-committee meeting was that what the review means for future High School Students in the TVDSB was not well communicated to the elementary schools. This is particularly inequitable for ESL students and their families who may not have access to the resources to advocate for themselves and their

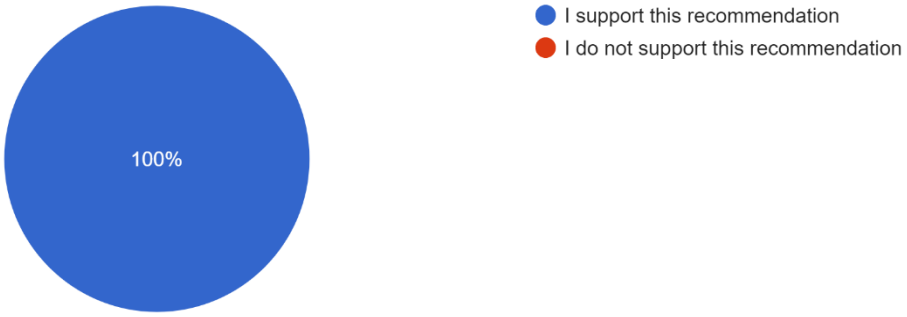
children. Recommendation #9: That ESL teachers, settlement workers, and other support staff ensure that all families have access to LAAR information in their preferred language.

Feedback from several community members that attended the the Area Review sub-committee meeting was that what the review means for future H... LAAR information in their preferred language.
9 responses



x) There are programs at some elementary feeder schools that exist at Saunders that do not exist at Westminster. **Recommendation #10**: That the board broaden course selections so that robust programs exist for students at all area High Schools

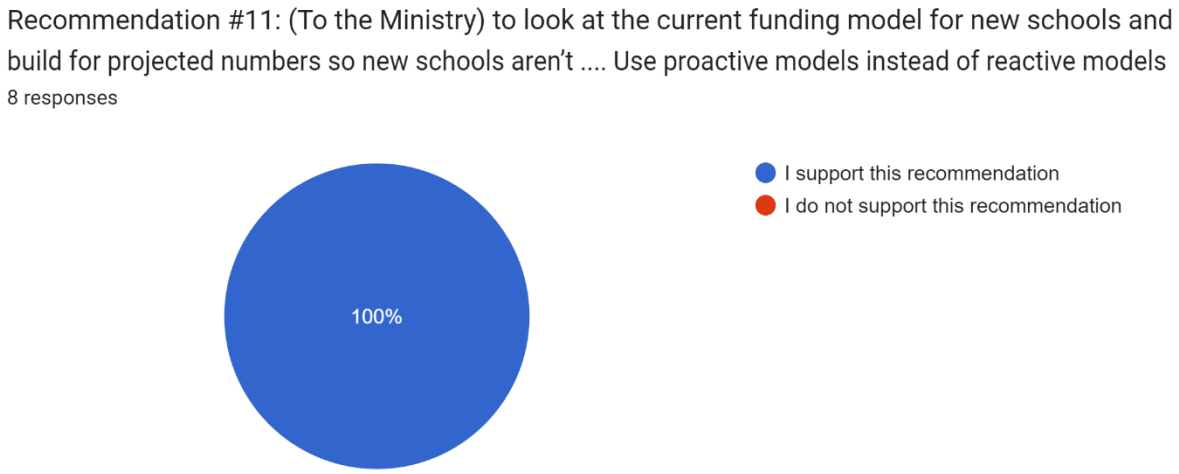
There are programs at some elementary feeder schools that exist at Saunders that do not exist at Westminster. Recommendation #10: That the board b...rams exist for students at all area High Schools
8 responses



(1) Saunders has an advance music and Tech program students would need to be provided the same opportunities at Westminster

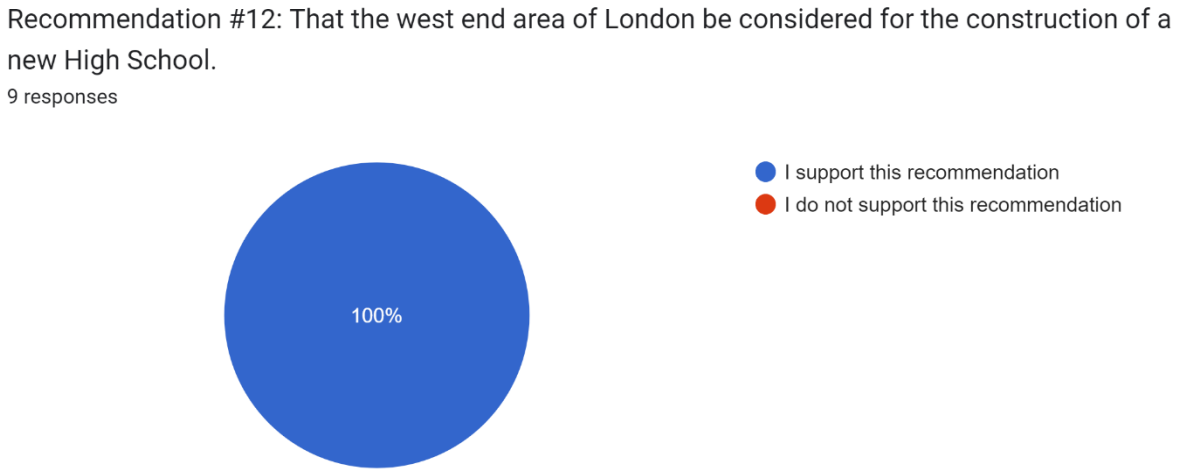
xi) **Recommendation #11**: (To the Ministry) to look at the current funding model for new schools and build for projected numbers so new schools aren't opening with a dozen portables. Use proactive models instead of

reactive models



(1) Comment: There hasn't been a new Public Secondary School built in 50 years, but there have been new Elementary Schools built in this time. Kids grow up so building needs to happen at the Secondary School age group as well.

xii) **Recommendation #12**: That the west end area of London be considered for the construction of a new High School.

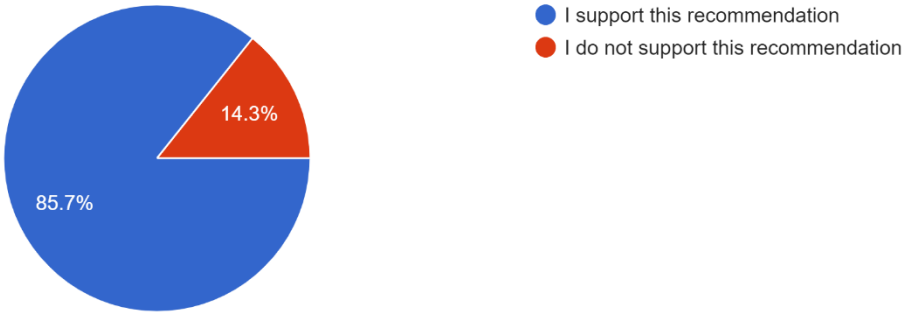


(1) Comment: The West end of the City is expanding even more so. The Elementary School that was approved by the Ministry last year isn't even been started in building process & it's known it will be overpopulated as well.

xiii) **Recommendation #13:** That Sherwood Fox PS, Sir Isaac Brock PS, and/or Arthur Ford PS students continue to attend Saunders SS until such time as

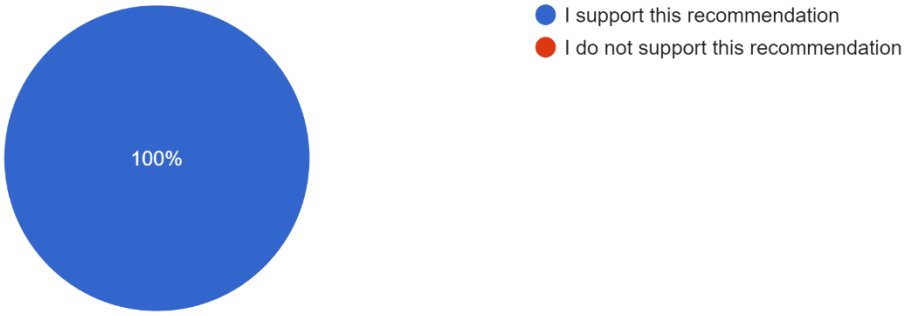
the new proposed Lambeth PS is opened.

Recommendation #13: That Sherwood Fox PS, Sir Isaac Brock PS, and/or Arthur Ford PS students continue to attend Saunders SS until such time as the new proposed Lambeth PS is opened.
7 responses



xiv) **Recommendation #14**: That if the goal is to maintain cohorts in the elementary to secondary transition, that holding zones be maintained in feeder schools that direct to the same High School.

Recommendation #14: That if the goal is to maintain cohorts in the elementary to secondary transition, that holding zones be maintained in feeder schools that direct to the same High School.
7 responses



xv) The following are other comments that we received on the process:
(1) clear timeline communication
(2) Just a note to the board that their ability to include and communicate with their Elementary school families who will have to live with these changes was sorely lacking and ignorant on their part. I hope that they will take the time to listen.

7) APPENDICES

APPENDIX B-13 Westminster S.S.

London Secondary Panel Attendance Area Review
Westminster Secondary School
Subcommittee Meeting Minutes

School Community: Westminster Secondary School

Date & Time of Subcommittee Meeting:

Monday, April 3, 2023

Attendance Area Review Committee Subcommittee Members & Affiliation:
Number of Attendees:

2 in person attendees
2 in person staff attendees
10 online attendees

Here is the opinion of the Westminster Secondary School AAR Subcommittee

Concern has been expressed over the distance students will be travelling from Victoria PS to attend Westminster when London South is geographically closer. Victoria PS is a 25-30 min city bus ride to Westminster, Victoria PS is a 15-20 min city bus ride to London South.

Is the dance program at South unique to South or are similar programs available at other schools? Is the dance program a reasonable reason to accept out of area students?

An attendee brought up 401SC Attendance Review Proceedure 9.5.5

Grandfathering/legacy students should be strongly considered. It would be unfortunate to make students change High Schools heading into Grade 12

The mental health of the students is the biggest concern. We understand that all schools within the TVDSB offer excellent programs and staff throughout the school board. A large concern is for the students who deal with anxiety in social situations and how that anxiety will be heightened by the proposed changes. We hope that additional support will be implemented to help with the adjustment. Longer than just a few weeks.

Parents are concerned with the loss of connection with existing staff.

It was general felt that changing the White Oaks area students to Laurier makes sense as the travel time to Laurier is significantly less than the travel time to Westminster.

Date of Meeting:	June 27, 2023
Item #:	15.b

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:	Thames Valley Parent Involvement Committee Year- End Report/Video
PRESENTER(S): ***(list ONLY those attending the meeting)***	Sheila Builder, Superintendent of Student Achievement
REPORT AUTHOR(S):	Sheila Builder, Superintendent of Student Achievement
PRESENTED FOR:	☐ **Approval** ☐ **Input/Advice** ☒ **Information**
Recommendation(s): *(only required when presented for approval)*	
Purpose:	To share the year-end report of the Thames Valley Parent Involvement Committee with the Board of Trustees.
Content:	Regulation 612, Section 50 of the Education Act outlines the requirements of the Board's Parent Involvement Committee to provide a summary of activities facilitated in schools by staff and parent/ caregivers. The Thames Valley Parent Involvement Committee provided input to several system-level initiatives and reports brought forward by staff throughout the year. In May, the Committee held an evening session for family members to attend to learn strategies and ideas to enhance family engagement. The session included a guest speaker and was held at Clarke Road Secondary School. This year, parents, caregivers, and families shared their interest in returning to pre-pandemic activities held at and in the school. Thames Valley staff were intentional to plan such activities to build relationships and welcome families to feel a part of the school community. An unprecedented number of applications were submitted to TVPIC for the use of Parent Reaching Out funding. TVPIC approved all requests to help facilitate school-based plans that would create safe and welcoming environments, address social inclusion and racism, demonstrate respect for parents as valued partners, enhance communication between home and school and/ or inform family members of the Ontario curriculum and supporting resources. These projects and other school-based activities supported by Parent Involvement Funds are captured in the video which will be shared with the Board of Trustees. A hard copy version will also be provided that highlights some of the many school projects that took place in Thames Valley schools.
Financial Implications:	None
Timeline:	N/A
Communications:	Board Meeting: June 27, 2023 TVDSB Communications channels and TVPIC website School Council Chair communications
Appendices:	N/A

Strategic Priority Area(s):

We build each student's tomorrow, every day

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

Date of Meeting:	2023 June 27
Item #:	16.a

BOARD REPORT FOR:	☐ Audit Committee ☐ Board Governance and Bylaw Review ☐ Chair's Committee ☐ First Nations Advisory Committee	☐ Planning and Priorities Advisory Committee ☐ Policy Working Committee ☐ Program and School Services Advisory Committee ☐ Special Education Advisory Committee ☒ Strategic Planning AD Hoc
	☒ PUBLIC	☐ IN-CAMERA

PRESENTED FOR:	☐ Approval	☐ Input/Advice	☒ Information

Date and Time of the meeting	The committee met on 2023 May 24 from 4:00 p.m. until 5:03 p.m.
Content:	**1. REVIEW OF ENGAGEMENT PLAN** Co-Chairs Larsen and Morell provided an overview of the plan engagement and process, highlighting the key points. The background was provided on how the plan was created and how the content was determined. Potential constraints, gaps and barriers were identified and discussed. Co-Chair Larsen confirmed these concerns would be shared with Overlap at an upcoming meeting. **2. NEXT STEPS: PHASE 3** **a. Developing the MYSP** Co-chairs Larsen and Morell sought input from Trustees on the Trustee Alignment Workshop noting it will include five sessions with Overlap. The discussion considered the preference of 5 evening sessions or full-day sessions on a Friday and/or Saturday (or a combination of) noting this would result in an increased cost.
Recommendation(s): *(only required when presenting for Board approval)*	N/A
Financial Implications:	N/A
Timeline:	The next meeting will be held on 2023 September 11 at 4:00 p.m.
Communications:	N/A
Appendices:	N/A

Form Revised MAY 2022

Date of Meeting: 2023 June 27
Item #:

BOARD REPORT FOR:	☐ Audit Committee ☐ Board Governance and Bylaw Review ☐ Chair's Committee ☐ First Nations Advisory Committee	☐ Planning and Priorities Advisory Committee ☐ Policy Working Committee ☐ Program and School Services Advisory Committee ☐ Special Education Advisory Committee ☒ Strategic Planning AD Hoc
	☒ PUBLIC	☐ IN-CAMERA

PRESENTED FOR:	☒ Approval	☐ Input/Advice	☐ Information

Date and Time of the meeting	The committee met on 2023 June 19 from 4:15 p.m. until 4:53 p.m.
Content:	**Review of June 9th Engagement Plan and Expanded Scope** Co-Chairs Larsen and Morell provided an overview of the revised engagement plan and expanded scope, highlighting the key points. Engagement Plan timelines and details were adjusted to address areas of concern identified by the Strategic Planning Ad Hoc Committee at the May meeting. It was noted that all the engagement initiatives (surveys, interviews, engagement labs) will now begin in the fall, allowing time to prepare for strategic planning engagement. Seven Engagement Labs will take place and two of them will be in-person. The Strategic Planning retreat will take place in the fall over 1.5 days. Questions of clarification were addressed regarding the extension of the timelines and how it effects the overall project and approval process, meeting Ministry deadlines and possible requests for extensions, Trustee engagement in the community, and opportunities for gathering additional information. Discussion occurred regarding translation into multiple languages, recruitment strategies, and committee member participation in engagement labs. **Implications of Better Schools and Student Outcomes Act, 2023 (Formally Bill 98) for School Board Multi-Year Strategic Planning** Trustee Larsen presented information related to the Ministry of Education priority regulations to be in place before the start of the 2023-2024 school year and noted that school boards will be expected to integrate the priorities into their multi-year strategic planning process.
Recommendation(s): *(only required when presenting for Board approval)*	**That in response to the updated engagement and workplan developed by Overlap and Associates, an extension of the terms of reference be granted to be no later than February 2024 adaptable, respective of collective bargaining.**
Financial Implications:	N/A
Timeline:	The next meeting will be held on 2023 September 11 at 4:00 p.m.
Communications:	N/A

Date of Meeting:	2023 June 27
Item #:	16.b

REPORT FOR:	☐ **Audit Committee** ☐ **Board Governance and Bylaw Review** ☐ **Chair's Committee** ☒ **First Nations Advisory Committee**	☐ **Planning and Priorities Advisory Committee** ☐ **Policy Working Committee** ☐ **Program and School Services Advisory Committee** ☐ **Special Education Advisory Committee**
	For Board Meetings: ☒ **PUBLIC**	☐ **IN-CAMERA**
PRESENTED FOR:	☐ **Approval** ☐ **Input/Advice**	☒ **Information**
Date and Time of the meeting	The committee met on 2023 May 29 from 4:37 p.m. to 5:25 p.m.	
Content:	The committee discussed the following item: **2023-2024 Preliminary Indigenous Education Budget** Manager S. Macey presented for information the 2023-2024 preliminary Indigenous Education budget.	
Recommendation(s): *(only required when presenting for Board approval)*	None	
Financial Implications:	N/A	
Timeline:	N/A	
Communications:	N/A	
Appendices:	N/A	

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

Date of Meeting:	2023 June 27
Item #:	16.c

BOARD REPORT FOR:	☒ Audit Committee ☐ Board Governance and Bylaw Review ☐ Chair's Committee ☐ First Nations Advisory Committee	☐ Planning and Priorities Advisory Committee ☐ Policy Working Committee ☐ Program and School Services Advisory Committee ☐ Special Education Advisory Committee	
	☒ PUBLIC	☐ IN-CAMERA	
PRESENTED FOR:	☐ Approval	☐ Input/Advice	☒ Information

Date and Time of the Meeting	The committee met on 2023 June 6 from 3:30 p.m. – 4:45 p.m.
Content:	The committee discussed the following items: **In-Camera** The committee moved to in-camera at 3:31 p.m., reconvening in public session at 4:10 p.m. **Deloitte 2023 Audit Service Plan** D. Zorgdrager from Deloitte presented for information the annual Audit Service Plan for the year ending 2023 August 31. D. Zorgdrager noted materiality levels, audit approach and a fee schedule noting the potential for an increase in fees due to additional audit-related services that may be required as a result of the first-time adoption of new accounting standards or Ministry reporting requirements. It was noted two new accounting standards, PS 3280 Asset Retirement Obligations (ARO) and PS 3450 Financial Instruments will come into effect for fiscal 2023. **Description of Thames Valley District School Board Audit Functions** Manager J. Knight presented a description of the various audit functions at Thames Valley District School Board (TVDSB). It was noted that TVDSB is audited by four different auditors: Ministry of Education Auditors, External Financial Auditors, Regional Internal Auditors, and the School Auditor. A high-level breakdown of the functions of each auditor was provided. **Listing of Past Regional Internal Audits** Manager J. Knight presented a list of past Regional Internal Audits conducted since 2011. The TVDSB engages a third-party provider to conduct Regional Internal Audits and since 2022, KPMG LLP (KPMG) has assumed the role of Regional Internal Auditor. **Annual School Board Compliance Report** Superintendent C. Lynd provided the School Board Compliance Report noting all statutory requirements have been met.

	Audit Committee Work Plan and Meeting Schedule for 2023-2024 Superintendent C. Lynd presented the proposed Audit Committee work plan and meeting dates for 2023-2024.
Recommendation(s): *(only required when presenting for Board approval)*	N/A
Financial Implications:	N/A
Timeline:	N/A
Communications:	N/A
Appendices:	Description of Thames Valley District School Board Audit Functions

Date of Meeting:	**2023 JUN 06**
Item #:	Appendix 1

REPORT TO:	☐ **Administrative Council**	☐ **Program and School Services Advisory Committee**	
	☐ **Policy Working Committee**	☐ **Planning and Priorities Advisory Committee**	
	☐ **Board**	☒ **Other: Audit Committee**	
	For Board Meetings:	☒ **PUBLIC**	☐ **IN-CAMERA**
TITLE OF REPORT:	Description of Thames Valley District School Board Audit Functions		
PRESENTER(S): ***(list ONLY those attending the meeting)***	Cathy Lynd, Superintendent of Business & Treasurer Jeremy Knight, Manager of Business Services		
REPORT AUTHOR(S):	Cathy Lynd, Superintendent of Business & Treasurer Jeremy Knight, Manager of Business Services		
PRESENTED FOR:	☐ **Approval**	☐ **Input/Advice**	☒ **Information**
Recommendation(s): *(only required when presented for approval)*	None		
Purpose:	To provide the Audit Committee with a description of the various audit functions at the Thames Valley District School Board (TVDSB).		

Content:

TVDSB is audited by 4 different auditors; Ministry Auditors, External Financial Auditors, Regional Internal Audit Team and the School Auditor.

Ministry Auditors:
The Ministry of Education (Ministry) performs rotational audits of the 72 school boards in the Province. Audits are conducted by employees of the Ministry. The scope and frequency of each audit varies and is highly dependent on the areas of risk which the Province would like to address. Past audits have focused on two major drivers of revenue which are enrolment data and the reporting of teachers' qualification and experience.

External Financial Auditors:
A third-party audit firm is engaged through a request for proposal to conduct the following financial engagements:

- Specified Procedures on March Reporting – TVDSB's financial reporting for the province's consolidated financial year-end; and
- Audit of Year End August 31st Financial Statements

Deloitte LLP is currently engaged to provide these services.

Regional Internal Auditor:
The Regional Internal Auditor provides independent assessments of internal controls, risk management and business operations for the ten school boards in the South Region. The scope of their work involves conducting:

- Risk assessments of the school boards in their jurisdiction, which contributes to the selection of future internal audits;
- Internal audits of financial, operational and compliance related risks. The risks audited cover a broad range of areas within TVDSB inclusive of budgeting planning, enrolment, attendance support, data management and

	backups, labour relations, monitoring and reporting student outcomes, etc.; and • Audits can assess internal controls, along with compliance with laws and regulations. TVDSB is the host board for the ten school boards in the South Region. The professional firm KPMG LLP is currently the Regional Internal Auditor. **School Auditor:** The School Auditor is a TVDSB employee in Business Services. They conduct between 25 to 35 audit and review engagements of financial and enrolment processes at elementary and secondary schools across TVDSB.
Financial Implications:	N/A
Timeline:	None
Communications:	None
Appendices:	None

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.

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Date of Meeting:	2023 JUNE 27
Item #:	16.d

BOARD REPORT FOR:	☐ Audit Committee ☒ Board Governance and Bylaw Review ☐ Chair's Committee ☐ First Nations Advisory Committee	☐ Planning and Priorities Advisory Committee ☐ Policy Working Committee ☐ Program and School Services Advisory Committee ☐ Special Education Advisory Committee
	☒ PUBLIC	☐ IN-CAMERA

PRESENTED FOR:	☐ Approval	☐ Input/Advice	☒ Information

Date and Time of the meeting	The committee met on 2023 June 12 from 5:00 p.m. to 6:00 p.m.
Content:	The committee discussed the following items: **Trustee Code of Conduct Revisions** The committee discussed potential revisions to the Trustee Code of Conduct. Discussion considered delaying the work until more clarity on the Code of Conduct is received from the province. Following a comment about potential gaps in the Code of Conduct, it was decided to move the discussion on the perceived gaps to the end of the agenda. **2024 Professional Development (PD) Schedule** The Committee discussed the 2024 Trustee PD Schedule. Discussion regarding training needs included consent agendas, the Indigenous portfolio, equity, Chairing a committee, and Microsoft Teams. Further discussion on training in general included how training fits into the scope and mandate of the Committee, budget, Trustee orientation, booking an Ontario Public School Boards' Association (OPSBA) Board meeting session with the Senior Team and support staff, trustee training modules, third-party contract training, including training into Program and School Services Advisory and Planning and Priorities Advisory agendas at the beginning of the Board cycle, and departmental tours in advance of meetings. It was determined that the Board Governance and Bylaw Review Committee would poll Trustees to gather input on their training needs. The next meeting date is 2023 September 18.
Recommendation(s): *(only required when presenting for Board approval)*	None
Financial Implications:	N/A
Timeline:	N/A
Communications:	N/A
Appendices:	N/A

Date of Meeting:	2023 June 27
Item #:	16.e

BOARD REPORT FOR:	☐ Audit Committee ☐ Board Governance and Bylaw Review ☐ Chair's Committee ☐ First Nations Advisory Committee	☐ Planning and Priorities Advisory Committee ☒ Policy Working Committee ☐ Program and School Services Advisory Committee ☐ Special Education Advisory Committee
	☒ PUBLIC	☐ IN-CAMERA

PRESENTED FOR:	☐ Approval	☐ Input/Advice	☒ Information

Date and Time of the meeting	The committee met on 2023 June 13 from 3:00 p.m. to 5:02 p.m.
Content:	The committee discussed the following items: **Prioritization Criteria Update** The Committee discussed the prioritization of policies and procedures on the Tracking Sheet. Questions of clarification were addressed by Administration regarding indicators of the level of urgency for each policy and procedure on the Tracking Sheet, priority definitions, the average timeline for a policy or procedure to move through the approval process, and options to prioritize the Naming of Schools Policy. Administration agreed to communicate with the Naming of Schools Policy policy holder with the goal of coordinating the revision of the policy and the renaming of Sir John A. MacDonald Elementary School. **Policies/Procedures Following Public Input** **1. Field Trips and Excursions Policy** S. Askey, A. Grant, and S. Builder presented the Field Trip and Excursion Policy for approval prior to final approval by the Board of Trustees. Questions of clarification were addressed by Administration regarding including elements of the procedure in the policy, the scope and strength of the policy statement, and policy review timeline options. **2. Trustee Pregnancy and Parental Leave Policy** A. Chahbar presented the Trustee Pregnancy and Parental Leave Policy public input responses. It was noted that no changes were made as a result of public input. Discussion occurred regarding the process for replacing a Trustee who is on leave, Trustee honoraria and Employment Insurance, the language used in section 1.0 of the policy, the difference between a leave and a pregnancy/parental leave, the addition of references to Trustee honoraria and the reimbursement policy to the policy, leave notices in Board Meeting minutes, and issues of privacy and details of the leave to be included in Board meeting minutes. Feedback was captured by A. Chahbar. The policy, with revisions, will be presented to the Equity and Inclusive Education (EIE) Committee at their 2023 June 21 meeting.

	New Draft Policies/Procedures **Trustee Leave of Absence Policy** A. Chahbar presented the Trustee Leave of Absence Policy for approval following 30 days of public input. Discussion occurred regarding edits to the policy, references to relevant Legislation/Acts/Human Rights, the addition of a policy review timeline, and potential gaps concerning a Chair/Vice Chair leave of absence. Feedback was captured by A. Chahbar. It was noted that the policy will be presented to the Equity and Inclusive Education (EIE) Committee at their 2023 June 21 meeting. **Gender Identity and Athletics** A. Marlowe presented a report on Gender Identity and Athletics which focused on relevant legislation and board documents regarding gender identity/gender diversity and student participation in athletics. Questions of clarification were addressed by Administration regarding potential conflicting statements in TVDSB athletics guidelines, coed sports in the TVDSB, and the need for a specific policy and/or revisions to TVDSB athletics guidelines.
Recommendation(s): *(only required when presenting for Board approval)*	None**.**
Financial Implications:	n/a
Timeline:	n/a
Communications:	n/a
Appendices:	n/a

Date of Meeting:	2023 June 27
Item #:	

BOARD REPORT FOR:	☐ Audit Committee ☐ Board Governance and Bylaw Review ☐ Chair's Committee ☐ First Nations Advisory Committee	☐ Planning and Priorities Advisory Committee ☒ Policy Working Committee ☐ Program and School Services Advisory Committee ☐ Special Education Advisory Committee ☐ TVPIC	
	☒ PUBLIC	☐ IN-CAMERA	
PRESENTED FOR:	☒ Approval	☐ Input/Advice	☐ Information
Date and Time of the meeting	A Special Policy Working Committee meeting was held 2023 June 20 at 12:00 p.m.		
Content:	**Field Trips and Excursions Policy** Administration reviewed the Policy Working Committee's feedback from the previous meeting and confirmed they were added to the policy. Questions of clarification about the policy were addressed by Administration regarding ensuring a regular review of the policy and metrics for monitoring and reviewing policies. It was noted that changes made to the Policy should be mirrored in the Procedure.		
Recommendation(s): *(only required when presenting for Board approval)*	That the PWC recommends to the Board that the Field Trips and Excursion Policy (#5008) be approved and the Procedure (#5008a) be provided for information.		
Financial Implications:	None		
Timeline:	**Fall 2023-Winter 2023:** Consultation with various groups **February 16, 2023:** Equity and Inclusive Education Committee **March 6, 2023:** Administrative Council **March 8, 2023:** Student Advisory Council **March 28, 2023:** Policy Working Committee **April/ May 2023:** Public Input **June 5, 2023:** Administrative Council review of Public Input/ Final Approval **June 13, 2023:** Policy Working Committee **June 20, 2023**: Policy Working Committee Special Meeting **June 27, 2023:** Board of Trustees for Approval **Commencing June 28, 2023:** Implementation		
Communications:	Administrative Council Policy Working Committee Board of Trustees TVDSB Website OPC: August COS Staff: September Staff Meeting		
Appendices:	Revised Field Trip and Excursion Policy (5008) Revised Field Trip and Excursion Procedure (5008a)		

Form Revised MAY 2022

POLICY

Title:	**FIELD TRIPS AND EXCURSIONS**	Policy No.: **5008** Effective Date: **2023 June 05**
Department:	Learning Support Services	
Reference(s):	- Equity and Inclusive Education Policy - Field Trips and Excursions Procedure - General School Fundraising Policy and Procedure - Health Protections and Promotion Act - Management of Personal Information Procedure 2014b - Ontario Guides to Ontario Pools – Reg. 565 - Ontario Human Rights Code (OHRC) - Ontario Physical Activity Safety Standards in Education (OPASSE) - Ontario Physical Education Safety Guideline (OPHEA) - Ontario Regulations 381/84, Health Protection and Promotion Act, 1983 - Ontario Regulation 565 (Health Protection and Promotion Act) - Police Record Checks: Independent Procedure - Safe Schools Policy 4008 and Procedure 4008h - School Generated Funds Policy and Procedure - Supporting Students with Prevalent Medical/ Health Conditions in Schools Policy and Procedure - Thames Valley District School Board Code of Conduct - Transporting Students for School-Related Activities Independent Procedure	

1.0 Intent

It is the policy of the Thames Valley District School Board ("The Board") to support intentionally well- planned and properly organized field trips and excursions which bring educational value to our students. These experiences deepen the understanding of concepts from the Ontario curriculum that are taught in the classroom and provide opportunities for social development.

Administered By:	**Associate Director of Learning Support Services**
Amendment Date(s):	2001 June 26, 2003 October 28, 2004 June 22, 2023 June 05
Most Recent EIE Review Date:	2023 February 10

This Policy and corresponding Procedure are in alignment with the TVDSB Strategic Plan and Draft Equity Action Plan (EAP). The planning and implementation of field trips and excursions must align with the Board's commitment to full and equitable inclusion of all students in curriculum-based field trips and excursions making every reasonable effort to reduce barriers to access and planning and that safety, accountability, and transparency are paramount.

2.0 Objective

To establish requirements and processes to ensure safe and inclusive learning experiences outside of the classroom/school, in accordance with the TVDSB Field Trip and Excursion Policy (5008). Every effort should be made to ensure that:

2.1 trips are valuable learning opportunities tied directly to curriculum and learning from the classroom; and

2.2 field trips and excursions are intentionally planned to include all students; and

2.3 risk mitigation and management are considered throughout all phases of the trip; and

2.4 safety and well-being shall be given the highest priority for all stakeholders.

3.0 Application and Scope

This Policy and related Procedure apply to all full-time, part-time, and occasional TVDSB employees, TVDSB Trustees, students, parents/guardians and caregivers, third- party providers, volunteers, and TVDSB employed medical/health professionals. Field trips are an extension of regular school and classroom learning experiences, therefore, students, and approved adult supervisors are expected to abide by the same standard of conduct as they do on school property.

All field trips and excursions whereby students travel away from their home school, shall adhere to this Policy and the corresponding Field Trip and Excursion Procedure (5008).

4.0 Responsibility

The Director of Education is authorized to issue operational processes and guidelines to implement this policy and related procedure, consistent with legislation or regulations.

All staff are responsible to ensure they adhere to this Policy and related Procedure, as per their role in the planning and/or approval of field trips and excursions.

5.0 Monitoring and Review

Monitoring and review of the Policy are to be based on the objectives outlined in section 2.0. Through Policy Working Committee, Senior Administration will revise this Policy and related Procedure based on feedback and input received from students, families and staff as it relates to intentionally well-planned and properly organized, curriculum-

related field trips and excursions. Additional revisions may be required based on legislative changes, Ministry of Education directives, and/ or health and safety or labour requirements.

This Policy and related Procedure will be reviewed, at minimum, every 5 years or as needed.

PROCEDURE

Title:	**FIELD TRIPS AND EXCURSIONS**	Procedure No.: **5008a** Effective Date: **2023 June 05**
Department:	Learning Support Services	
Reference(s):	- Equity and Inclusive Education Policy - Field Trips and Excursions Policy - General School Fundraising Policy and Procedure - Management of Aggressive Behaviour Procedure 4008f - Management of Personal Information Procedure 2014b - Ontario Human Rights Code (OHRC) - Ontario Physical Activity Safety Standards in Education (OPASSE) - Ontario Physical Education Safety Guideline (OPHEA) - Ontario Regulations 381/84, Health Protection and Promotion Act, 1983 - Ontario Regulation 565 (Health Protection and Promotion Act) - Police Record Checks: Independent Procedure - Safe Schools Policy 4008 and Procedure 4008h - School Generated Funds Policy and Procedure - Supporting Students with Prevalent Medical/ Health Conditions in Schools Policy and Procedure - Thames Valley District School Board Code of Conduct - Transporting Students for School-Related Activities	

1.0 Introduction

1.1 Rationale

This Field Trip and Excursion Procedure (the “Procedure”) supports and guides the implementation of the Field Trip and Excursion Policy (5008) and is aligned with Thames Valley District School Board (TVDSB)’s Strategic Priorities, Operational

Plan, and commitment to equitable inclusion of all students to engage in field trips and excursions outside of the classroom or school.

1.2 Objective

To establish requirements and processes to ensure safe and inclusive learning experiences outside of the classroom/school, in accordance with the TVDSB Field Trip and Excursion Policy (5008). Every effort should be made to ensure that:

1.2.1 trips are valuable learning opportunities tied directly to curriculum and learning from the classroom; and

1.2.2 field trips and excursions are intentionally planned to include all students; and

1.2.3 risk mitigation and management are considered throughout all phases of the trip; and

1.2.4 safety and well-being shall be given the highest priority for all stakeholders.

1.3 Application and Scope

This Procedure applies to all full-time, part-time, and occasional TVDSB employees, TVDSB Trustees, students, parents/guardians and caregivers, third- party providers, volunteers, and TVDSB employed medical/health professionals. Field trips are an extension of regular school and classroom learning experiences, therefore, students, and approved adult supervisors are expected to abide by the same standard of conduct as they do on school property.

1.4 Responsibilities

The Board designates responsibilities for field trips and excursions to the Director of Education who will require that the following roles assume their responsibilities as set out in this Procedure.

1.4.1 The **Lead Staff Supervisor** is responsible for the organization and careful planning of field trips and excursions for students, in addition to ensuring the implementation of the trip is in accordance with the approved proposal. The required post-trip steps are also the responsibility of the Lead Staff Supervisor. The Lead Staff Supervisor may receive assistance and support from other supervising staff. The Lead Staff Supervisor must adhere to the TVDSB Field Trip and Excursion Procedure and actively and regularly access the TVDSB internal website for field trips and excursions to ensure their understanding of planning elements.

1.4.2 The **School Principal** is responsible for the review and approval of all field trips and excursions, as per the TVDSB Field Trip Policy and Procedure. The School Principal is also responsible for ensuring that the TVDSB Field Trip and Excursion Procedure is adhered to.

1.4.3 The **Lead Staff Supervisor, TVDSB Staff and Approved Volunteer Adult Supervisors**, who serve as approved adult supervisors, are responsible to adhere to the approved field trip/excursion proposal and plan.

1.4.4 The **Superintendent of Student Achievement** will review and approve all High-Risk Activities and Field Trips, according to this Procedure.

1.4.5 **Parents, Guardians and Caregivers** are asked to express their interest in a potential field trip prior to the field trip being proposed for approval. By expressing their interest, the parent/guardian agrees to the educational value and potential costs associated with this field trip. Parents/Guardians of students under the age of 18 must provide permission for any trip or excursion in which their child(ren) participate in an activity beyond the school property.

1.4.6 All **Approved Volunteer Adult Supervisors** must complete a signed Field Trip Volunteer Form and submit it to the Principal for approval prior to participating in the trip. Approved volunteers are expected to know the details of the trip and their specific duties. They are expected to know and support the School Code of Conduct, to report any inappropriate student conduct, and to adhere to the trip schedule. Approved volunteers are expected to model appropriate behaviour and to always refrain from the use of controlled substances. In the event of illness, on the day of the trip, volunteers are asked to advise the school as early as possible. Approved volunteers may not act as sole approved adult supervisors for the trip. Approved volunteers must adhere to the TVDSB Privacy and Management of Personal Information Procedure and not post photos or information from the trip on social media. Approved Volunteer Adult Supervisors are expected to provide the appropriate Police Record Check or Offence Declaration prior to undertaking volunteer activities with students.

1.4.7 At all times, **participating students** must adhere to the expectations set out for the trip, participate in the full itinerary as planned, and abide by the TVDSB Code of Conduct, as the field trip/excursion is an extension of the learning from the classroom/school.

1.4.8 **Third-Party Providers**, for the purpose of this document, refers to outside organizations, companies and agencies that provide services, programs, activities and/or facilities that are used for field trips and trip related activities.

1.4.9 **Additional Passengers/Participants** will not be permitted to join field trips/excursions under any circumstance.

2.0 Categories and Classifications of Field Trips

TVDSB supports a variety of opportunities for safe, rich learning experiences for students that may be categorized as any of the following:

Off-Site Field Trips or Excursions	On-Site Field Trips or Activities
- Curricular - Extra-curricular (athletic team/club) - Educational Competition - Ongoing Curricular - Excursion	- Virtual Field Trips/Activity - Club Activity
NOTE: All field trips and excursions can be classified as Non-High-Risk or High-Risk	

2.1 Classifications of Field Trips and Excursions

Based on the activities proposed, a field trip or excursion is determined to be in one of two classifications: Non-High-Risk or High-Risk. This determination is based on factors considered to mitigate risk of injury to staff, students and volunteers.

2.1.1 High-Risk Activities, Field Trips and Excursions

The safety of students, staff and approved volunteers is of the highest priority when planning and approving field trips and excursions.

2.1.2 TVDSB High-Risk Activity Chart

TVDSB will maintain a chart of the High-Risk Activities that are permitted for students (based on age).

The TVDSB High-Risk Activity Chart is to be reviewed annually by the Superintendent with responsibilities for Field Trips and Excursions and shared with staff prior to the start of the school year; the ‘chart’ is to be located on the internal TVDSB field trip and excursion website. Additional reviews may occur as new information is provided; revisions are to be clearly documented.

Staff planning a field trip/excursion and Principals/Superintendents reviewing and approving a field trip are to refer to the TVDSB High-Risk Activity Chart and adhere to the designations provided. Supplementary requirements may be issued based on the activity (e.g., swim tests for water-based activities, skiing requirements).

2.2 Off-site Field Trips and Excursions

A Field Trip is any school sanctioned activity in which students participate outside their own school property. Generally speaking, all field trips are off-site, as per the definition, however, there are some activities that require adherence to this Procedure and occur on-site (at the school property).

2.2.1 Curricular

The planning of a curricular field trip associated with the Ontario curriculum. This will include athletic trips that are part of the learning in a Physical Education

class or course.

2.2.2 Extra-curricular Field Trips for Students: Teams/Clubs

The planning of a field trip for students as part of an established extra-curricular team or club will align with this Procedure except in circumstances whereby supervision of students requires the approved adult supervisors to obtain specific certifications as per the Ontario Physical and Health Education Association (OPHEA, e.g., swimming teams supervised by swim coaching staff). The Field Trip and Excursion online system will be required to be followed in order to ensure compliance, as applicable, with this Procedure and the requirements set out by Ontario Physical Activity Safety Standards in Education (OPASSE) and OPHEA.

2.2.3 Educational Competitions

An educational competition may provide the opportunity for a defined group of students to participate in a provincial, national or international competition representing a TVDSB school or TVDSB. The planning of such trips must adhere to this Procedure, except for an accelerated approval timeline due to the short notice which may be provided based on results of qualifying competitions (e.g., robotics, DECA, Reach for the Top).

2.2.4 Ongoing Curricular Field Trips

Opportunities for regular, ongoing teaching and learning outside of the classroom and off the school property throughout a term, semester or the year would be considered an ongoing curricular field trip. The planning of ongoing trips must adhere to the Field Trip Procedure and process without the requirement of repeated documentation. Dates for the ongoing field trips are provided at the time of permission seeking (before the first date of the trip). Any additional dates must be provided to parents/guardians/caregivers at least one week in advance and permission sought and received. Regular reminders to students and parents/guardians/caregivers about specific upcoming ongoing trips are encouraged.

2.2.5 Excursions

An excursion differs from a field trip in that it is organized to occur outside of instructional time. However, in exceptional cases, up to 2 instructional days may be requested, as part of an excursion, for approval by the School Superintendent, provided there is an acceptable rationale.

An excursion may involve students from different courses. Many of the excursions will be during non-instructional days; therefore, the 80% student participation rate is not required.

The planning of an excursion is extensive. Therefore, significant time (at least 4-6 months) must be provided for the review and approval of the proposed trip. No

advertisement, collection of money, or down payment to Third-Party Providers are to be completed until all aspects of the trip are approved. Cancellation procedures must be clearly understood prior to signing any contracts with Third-Party Providers (i.e., travel agencies); information on optional trip insurance coverage is to be provided to families.

Staff are to consult the internal TVDSB SharePoint website for specific information on the planning of excursions and the use of third-party providers/travel agencies.

2.3 On-site Activities/Field Trips

The planning of an activity, curricular or extra-curricular, that aligns with the TVDSB Field Trip and Excursion Procedure, but takes place on-site (at the home school), safety requirements and parent/guardian permissions are to be consistent with this procedure, unless specific certifications are in place (e.g., swim team practice in home school pool). The planning and organization of clubs, activities and teams should include referring to the TVDSB High-Risk Activity Chart to ensure proper implementation (e.g., rock climbing walls, gymnastics, etc.)

2.3.1 Virtual Field Trips

It is expected that virtual field trips will meet the expectations outlined in this Procedure, as applicable. Virtual field trips will be processed via the Field Trip and Excursion Online System and must be approved by the Principal and receive the required parent/ guardian consent.

3.0 The Planning Phase: Three Priority Areas

This Procedure outlines the process expectations to ensure a well-organized, intentionally planned, inclusive and safe field trip or excursion. Sections 3.0-6.0 outline the “phases” that are expected to be followed.

In the Planning Phase, it is critical that careful, intentional planning addresses curricular connections/value, risk, funding, training, travel, supervision, and needs of students. Planning must address and reflect each of the three priority areas outlined below, consistent with the Procedure and the Field Trips Policy.

3.1 Priority One: Learning Experience for Students

In order to preserve the instructional and learning time, field trips and excursions planned by staff during the instructional day must clearly align with the Ontario curriculum and be an extension of learning that is occurring in the classroom.

For students with identified educational plans that include alternative programming, field trip activities must align with individual student learning needs.

No field trips or excursions shall be planned on Professional Activity Days as this is dedicated time for professional learning for staff.

3.1.1 Assessment Conflicts with Scheduled Field Trips/Excursions

All students participating in an approved field trip or excursion will be afforded the opportunity to complete any assignments or assessments missed due to the field trip/excursion, within a reasonable time after the event, without penalty.

3.1.2 Planning for Students Not Participating in Field Trips

Based on the survey of students and families a proposed field trip must include the plans for students who may not be participating, or permission has not been granted. This is to be included in the intentional planning of the trip and in the trip proposal.

3.2 Priority Two: Risk Mitigation

Field trips and excursions involve risk and responsibilities that differ from the learning activities that occur in the classroom or on school property. As such, careful review of risks must be included in the planning of field trips and excursions.

3.2.1 Health and Safety

Safety, health and well-being shall be given the highest priority for students and approved adult supervisors when planning or approving a trip. Therefore, the following must be considered:

3.2.1.1 Attention to individual health needs. The proposed venue must not pose a risk to a student as per individual medical needs outlined in an Individual Plan of Care (IPOC). An individual medical or behavioural need must be able to be met on the field trip or excursion; plans are to include the necessary supervision and supports in place to ensure individual student needs are met.

3.2.1.2 Ability to ensure Management of Aggressive Behaviour plans can be adhered to for the duration of the field trip or excursion. Additional approved adult supervisors may be needed for this to occur. This must be reviewed in the planning phase.

3.2.2 Emergency Plans

An Emergency Action Plan will be reviewed by the Principal and the Lead Staff Supervisor that will address potential medical, personal, weather, or behavioural emergencies. A cellular device and/or two-way radio communication plan is required to ensure that the plan can be achieved. The plan will establish a clear and precise procedure for informing the school administration followed by parents/guardians/caregivers in a timely and appropriate manner in the event of an emergency.

3.2.3 Travel Emergency Plans

The supervision ratio for travel to a high-risk field trip/excursion activity may differ from that of the activity itself. In order to ensure that safety of students and approved volunteer adult supervisors is a priority during travel times, a Travel Emergency Plan must be considered as part of the planning of a field trip and excursion (e.g., bus evacuation, air travel safety measures reviewed with all participants).

3.2.4 Third-Party Provider Requirements

The use of Third-Party Providers to enhance learning experiences within the community and beyond is an opportunity for students to learn in new settings that they would not be exposed to within the school and board.

Principals will ensure that staff are only selecting destinations and Third-Party providers that adhere to the procedure. The Principal will make the decision to approve or not approve any activity, field trip, excursion, including those requiring additional approval from the Superintendent of Student Achievement, where applicable. Superintendent of Student Achievement's approval is required for high-risk activities which use the services of a Third-Party Provider.

3.2.5 Financial Benefit

TVDSB staff are not to benefit inappropriately at the disadvantage or hinderance of students, financially, or through attainment of goods or services, from the provider or planning of field trips or excursions.

3.2.6 TVDSB's Liability Insurance

Whenever a Third-Party Provider is contracted to provide services or when a facility is utilized, the provider must provide proof of liability insurance ($2 million minimum) and instructor certification (where applicable), to be kept on file by the Thames Valley District School Board.

If it is not possible for the Third-Party Provider to provide the $2 million minimum insurance, the provider must be assessed by TVDSB to see if it would nonetheless qualify to provide service with $1 million coverage.

3.2.6.1 Additional Insurance and Opportunities for Additional Insurance

When a Third-Party Provider is used by the TVDSB, insurance information as highlighted in the TVDSB's Liability Insurance section of this procedure must be provided.

If the Third-Party Provider/agency offers insurance for individual students, it should be made available as an option for families to purchase. The Lead Staff Supervisor should ensure that all families and students are

informed about the insurance policies that are provided and that families feel well informed enough to make a decision about purchasing independent insurance. TVDSB is not responsible for expenses incurred by families and students with a Third-Party Provider.

3.2.7 Waivers and Information

TVDSB does not permit parents/guardians, students and/or staff to sign waivers. If a third-party requires a waiver, it must be directed to Learning Support Services to be reviewed with appropriate departments within the Board.

External site-specific consent forms from Third-Party Providers must be acceptable to TVDSB's legal department, Learning Support Services and Operational Support Services. Any and all requests for a site-specific consent form are to be sent to Learning Support Services for review, prior to use. If there are pre-existing site-specific consents on the field trip and excursions website, they must be utilized by the Lead Staff Supervisor.

Excursion agreements requiring TVDSB to waive the rights of all participants, hold harmless or indemnify the operator of the venue from all causes, or to name the operator as an additional insured under TVDSB's insurance policy as a condition for visiting the site are not to be signed.

3.2.8 Supervision of Students

There must be at least one Lead Staff Supervisor for every field trip and excursion who is an employee of TVDSB. The Lead Staff Supervisor will ensure a sufficient number of approved adult supervisors (staff or approved adult volunteers) for all field trips/excursions as per the appropriate supervision ratios. Efforts should be made to include adults/supervisors or older students who speak the languages of eligible and participating students, especially when newcomers to Canada are amongst the group.

Supervision of students begins at the commencement of the trip or excursion which includes on transportation or while on route (walking) to the destination.

3.2.8.1 Principles of Supervision

3.2.8.1.1 Adequate supervision is necessary to ensure the safety and well-being of students and approved adult supervisors. The number of approved adult supervisors on a trip will depend on the number of students, their age, and the nature of the activity (as noted in the Supervision Ratio Chart).

3.2.8.1.2 Trips involving water-based activities always require direct and constant supervision. Diligence is required for trips near water where swim tests are not conducted, or when students have been offered an alternative land activity based on their swim test results.

3.2.8.1.3 Supervisor requirements for athletic team trips differ from those of curricular field trips due to the certification requirements of coaching staff and as stipulated in the OPASSE and OPHEA Guidelines.

3.2.8.1.4 Overnight field trips/excursions will be supervised by at least two adults, representing the genders of the participating students, and include at least one staff member from the school. For excursions that include students from more than one school, one staff member will be designated as the Lead Staff Supervisor.

3.2.8.1.5 For Field Trips to sites such as TVDSB Environmental Education Centres where staff are available to support student supervision, the ratio can be adjusted to support meeting the grade level ratio for the site activity.

3.2.8.1.6 Specific activities do require supervisors to obtain or possess specific certifications or training in order to supervise and instruct the activity (e.g., canoeing, swimming, rock climbing, skiing). Specific certifications are provided as part of specific high-risk trips/activities on Organizational Requirements Checklists (OCR).

3.2.8.2 Supervision Ratios Table (Non-High-Risk Field Trips, Excursions and Activities)

The required, minimum student to approved adult supervisor ratio for field trips and excursions is outlined in the table below.

Non-High-Risk Field Trips, Excursions and Activities Required Minimum Student to Approved Adult Supervisor Ratios	
Kindergarten (Year One/Year Two)	1:4
Grades 1 to 3	1:8
Grades 4 to 6	1:12
Grades 7 and 8	1:16*
Grades 9 and 10	1:20*
Grades 11 and 12	1:25*
**Highly recommend a minimum of 2 approved adult supervisors.*	
Students in TVDSB Special Education Classes: Supervision ratios are to be maintained as per the individual class staffing level.	

3.2.8.3 Supervision Ratio Table (High-Risk Trips, Excursions and Activities)

The required, minimum student to approved adult supervisor ratios for field trips, excursions and activities that are deemed to be High-Risk (as outlined in the TVDSB High-Risk Activity Chart) are outlined in the table below.

<table>
<tr><th colspan="2">High-Risk Field Trips, Excursions and Activities
Required Minimum Student to Approved Adult Supervisor Ratios</th></tr>
<tr><td>Kindergarten (Year One/Year Two)</td><td rowspan="2">Generally, high-risk activities and trips are not provided to students in Kindergarten to Grade 3, except for some activities that are highlighted in the High-Risk Chart (e.g., skating, splash pads).
The ratio for these specific high-risk activities, included in the chart for K-3 is 1:4</td></tr>
<tr><td>Grades 1 to 3</td></tr>
<tr><td>Grades 4 to 8</td><td>1:8</td></tr>
<tr><td>Grades 9 to 12</td><td>1:15*</td></tr>
<tr><td colspan="2">*Highly recommend a minimum of 2 approved adult supervisors.</td></tr>
<tr><td colspan="2">Students in TVDSB Special Education Classes:
Supervision ratios are to be maintained as per the individual class staffing level.</td></tr>
</table>

3.2.8.4 Supervision Exceptions

Exceptions can be made and approved to allow for non-High-Risk Activity portions of a trip to be supported with less supervision than High-Risk Activity portions. High-Risk Activity portions of a trip will adhere to the required minimum student to approved adult supervisor ratio as outlined in Section 3.2.8.3; non-high-risk portions of a trip will adhere to the grade specific ratio outlined in the Section 3.2.8.2.

For example, where travel by bus is non-high-risk and the overnight activity is high-risk, the supervision ratio for travel can differ from the overnight supervision ratio. The request for this exception must be provided in the Field Trip and Excursion Online System and approved by the Principal and Superintendent of Student Achievement.

There are instances where a Third-Party Provider has/hires individuals who hold certification from the relevant Provincial or National organization, to teach students a new skill or offer to extend their expertise. It is up to the Third-Party Provider to decide whether these individuals will take responsibility for the students and count as approved adult supervisors of the trip, or if they will be an external presence providing learning without supervising the students.

The Lead Staff Supervisor must communicate with the Third-Party Provider to know whether they will take on the responsibility of supervision and the Lead Staff Supervisor must account for this regarding the supervision ratios.

3.2.9 High-Risk Activities Organizational Requirement Checklists

Specific high-risk activities must adhere to requirements set out by OPHEA, OPASSE, and align with the Ontario School Boards Insurance Exchange (OSBIE) and Parachute guidelines. As such, activity Organizational Requirement

Checklists (ORCs) must be completed as part of the planning phase of a field trip or excursion proposal.

TVDSB ORCs are revised on a regular basis in order to align with new guidance and regulations. Lead Staff Supervisors, Principals and Superintendents of Student Achievement must ensure the specific ORC is completed accurately for each high-risk activity as part of the intentional planning of a field trip/excursion or activity. Proposed high-risk field trips/excursions or activities shall not be approved if the ORC is not properly completed.

The ORCs will be provided on the internal Field Trip and Excursions website and built into the Field Trip and Excursion Online System.

3.2.10 Water-Based Activities

Proposed field trips and excursions that include water-based activities, must ensure that required swim tests are complete and water safety is enforced.

3.2.10.1 Certified Lifeguard Requirements

In accordance with OPHEA requirements, Lead Staff Supervisors and Principals (when reviewing and approving proposals for trips/excursions), will ensure that the correct number of lifeguards (National Lifeguard Certified) will be present when students are in the water during a field trip/excursion.

3.2.10.2 Requirement for Personal Floatation Devices

All students involved in water-based activities must always wear a personal floatation device (PFD) outside designated, supervised, swim areas where they are optional; no exceptions will be made.

3.2.10.3 Special Education Classes/Students with Significant Special Needs: Swim Requirements

For students in TVDSB Special Education Classes (excluding Gifted Classes), and students identified with significant medical, cognitive or behavioural needs, special provisions must be made to accommodate an exemption from the swim test requirement. These provisions include appropriate safeguarding that ensures a 2:1(adult: student) ratio of supervision in the pool at all times. The student must be supported by a personal floatation device. These swimming activities must only take place at a Class A Pool (i.e., pool with supervision by a certified lifeguard). Parents/Guardians must provide specific approval for their student to participate in the water-based activities in the pool with either a) the results of a swim test or b) no swim test and constant 2:1 supervision in the pool with the use of a personal floatation device.

3.2.10.4 Trip/Excursion Swim Test Requirements

All students participating in a field trip or excursion with water-based activities must participate in a pre-trip/excursion swim test. All participating students' parents/guardian/caregivers will be given the results of their pre-trip/pre-excursion swim test. The Principal and Lead Staff Supervisor must retain a copy of the results. The swim test must be conducted in the same calendar year as the field trip/excursion.

Students may provide proof of Bronze Star, within two years of the trip date, or higher in lieu of a swim test.

The swim test will require a certified lifeguard to determine that each student can: Swim 100m continuously and tread water for 3 minutes.
A certified lifeguard must provide their signature to the TVDSB form for the tracking and documentation of swim tests. Students who do not pass the swim test must not participate in the water-based activity.

Lead Staff Supervisors are encouraged to plan well in advance to ensure there is sufficient time for a swim test to be conducted prior to the date of the trip or excursion.

3.2.10.5 Swim to Survive

Where funding is available, the Swim to Survive program may be provided to grade 3 students through a grant from the Lifesaving Society and partnerships with pool facilities. The program provides training in three essential skills needed to survive an unexpected fall into deep water. The student will learn how to: Roll into deep water; Tread water for 1 minute; and Swim 50 metres.

There are three parts to the program:

3.2.10.5.1 Three 1-hour in-water swimming lessons, teaching the 3 skills (roll, tread, and swim) in a continuous sequence.

3.2.10.5.2 3 in-classroom water safety lessons linked to the Ontario curriculum.

3.2.10.5.3 Parent/guardian/caregiver information about the Swim to Survive program.

As this is a program that supports student learning of how to swim, and is supervised by certified lifeguards, swim tests are not required. Swim tests can be completed at the end of the program and be utilized for other water-based trips.

3.2.11 Arrangements for Student Early Departures

Situations may occur where a student may be required to leave a field trip or excursion earlier than the itinerary suggests (e.g., emergency, significant illness). Alternative arrangements must be made with families should it be necessary for a student to return to school or home prior to the completion of the field trip or excursion. No student should be sent home unaccompanied by an approved adult supervisor.

3.2.12 Conduct of all Persons on Field Trips and Excursions

All individuals participating in a field trip and excursion must abide by the TVDSB Code of Conduct (section 2.0 TVDSB Safe School Procedure). All persons attending field trips and excursions are prohibited from being in the possession of, or under the influence of controlled substances (including but not limited to alcohol, drugs, cannabis) while on TVDSB premises or engaging in TVDSB related activities or field trips/excursions.
Personal time, such as sightseeing, shopping or other forms of personal entertainment, which includes the involvement of alcohol, drugs, or controlled substances, for approved adult supervisors participating in a field trip/excursion is not permitted.

3.3 Priority Three: Equity Considerations

Field trips and excursions should reflect TVDSB's commitment to equity and inclusion. Field trips/excursions must be culturally responsive and foster affirmation and belonging for students. Field trips/excursions must be welcoming, provide physical and cultural safety, engaging, and appropriate to the age, maturity, living experiences, health, skill, physical and emotional capabilities and exceptionalities of all students in the class/course.

The Ontario Human Right Code (OHRC) will be adhered to in the planning and implementing of field trips and excursions. The Code states that every person has a right to equal treatment with respect to education.

Presentations and activities during field trips and excursions should be reflective of and responsive to the range of identities and living experiences that comprise the communities and classrooms of TVDSB.

The design and delivery of equitable learning opportunities support the full inclusion and non-discrimination of eligible students. The use of Inclusive Design principles will be used to support the participation (location and manner of access) of all students.

A number of factors must be considered when planning and implementing trips including the timing related to religious/cultural observances. The TVDSB Dates of Significance calendar and multicultural calendar outline such observances and must be reviewed to ensure trips are not planned that would prevent students from attending.

In order to ensure equity considerations are intentionally embedded in the planning phase, the following must be reviewed:

3.3.1 **Accessibility for All Students**

Field trips and excursions should allow for the full participation of all students. When planning field trips/excursions, accessibility for all students shall be considered. Inclusion in field trips and excursions means:

3.3.1.1 Accommodating students with special needs, ensuring equal access and supervision for students in accordance with Individual Education Plans (IEP), Management of Aggressive Behaviour (MOAB) Plans, Behaviour Plans, Individual Plans of Care (IPOC), and other relevant plans for individual students eligible to participate;

3.3.1.2 Considering and meeting, where possible, Accessibility for Ontario Disability Act (AODA) accessibility standards for information and communication, transportation, and the built environment;

3.3.1.3 Any formal supports, accommodations or modifications in place for students at the school must be available to allow full and active participation in the planned trip;

3.3.1.4 Accommodations are to be considered so that students participating in a field trip/excursion are not disadvantaged or discriminated against during activities on the basis of the prohibited grounds of discrimination, as identified in the Human Rights Code, R.S.O. 1990, c. H.19, the Ontarians with Disabilities Act, 2001, S.O. 2001, c. 32 and the Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11 and their respective regulations; and

3.3.1.5 All Approved Adult Supervisors must be made aware of details of medical concerns, expected interventions and emergency care information for the students they are supervising during the field trip/excursion. Management of Aggressive Behaviour Safety Plans, Individual Plans of Care and Individual Education Plans will be followed as per regular practice in the classroom setting, therefore appropriate supervision plans must be reflected to ensure plans to be implemented.

3.3.2 **Religious, Creed-based, Cultural and Gender Considerations**

All proposed and approved field trips will consider students' cultural, religious, creed, gender, identities in order that the opportunity is inclusive for all students in the class/course.

3.3.3 Financial Considerations

When planning field trips and excursions, Lead Staff Supervisors must consider the financial costs to students and families:

3.3.3.1 To ensure all students have the opportunity to participate in field trips and excursions, every effort should be made to keep the cost per student as reasonable as possible;

3.3.3.2 To ensure that the trip or excursion is run on a cost-recovery basis;

3.3.3.3 To ensure the TVDSB General School Fundraising Procedure will be followed to provide guidance on fundraising and financial considerations; and

3.3.3.4 The cost of occasional teachers should not be included in the cost of the trip for students.

The Principal will consider the financing of all field trips, ensuring that funds are used to the best advantage for the greatest number of students. Students will not be prevented from participating due to an inability to pay. When addressing field trips on an annual basis, the Principal and teacher will consider factors such as timing, frequency of field trips per student/staff member, age of student related to trip length, and financial costs to students and families.

Students will not be prevented from participating due to an inability to pay. Willingness to participate in group fund-raising programs related to the activity is essential.

Each field trip must be set up in SchoolCash via the catalog for online payment with a separate and distinct category. This category will track all funds collected from students and any expenses paid to run the field trip (i.e., funds paid out of the category). At the conclusion on the field trip, after all expenses have been paid, the Lead Staff Supervisor will be able to determine what funds (if any) remain by the category's ending balance.

Fees charged to students to participate in a field trip must represent each student's percentage of the trip's overall projected costs and all fees must be posted online to allow students and parents/guardians/caregivers the ability to pay online.

A cash option shall be made available also to allow the opportunity for payment for families and students who require it.

3.3.4 Student/Family Interest and Participation Survey for Field Trips

To ensure students and families are interested in the learning opportunity that will be provided from a field trip (not excursions), a Participation Survey must be conducted and an 80% participation rate from all eligible students must be

achieved for the proposed trip to proceed through the Planning Phase. It is to be noted that the Participation Survey is to be conducted prior to any proposals, deposits or commitment to a venue, Third-Party Provider or busing is completed. This is preliminary information about the possibility of a field trip with no commitment to this trip being approved or implemented.

The Lead Supervisor will communicate with parents/guardians regarding all activities in which students will take part to allow them to make informed decisions regarding their permission for students to participate in trips. Information will be made accessible to families considering the language, culture and living experiences of the families in the community.

Should the planning proceed with 80% participation, alternative programming plans and supervision, for the students who are not participating, are to be made in collaboration with the school staff in the planning. These plans should be made in consultation with the Principal prior to the field trip being approved. This may include a parent/guardian approved absence or a re-assignment of the student to another class with relevant, independent learning activities, if supervision is available.

3.4 Non-School Sanctioned Field Trips, Excursions

Any school staff member, Principal or designate, who becomes aware of a field trip/excursion or activity that has not been formally approved by TVDSB according to this Procedure will make every effort to inform the students involved and their parents/guardians/caregivers of the “not approved” or “not school-sanctioned" status of the trip, excursion, activity.

Any trip or activity which is not approved by the Principal as part of the school program shall not be promoted or organized in or by the school staff.

4.0 Proposal Development and Approval Phase

4.1 Field Trip/Excursion Proposal Development

The Planning Phase of a Field Trip/Excursion, as outlined in Section 3.0 of this Procedure is extensive. This is to ensure that field trips and excursions are intentionally planned, taking into consideration the opportunity for learning as an extension of the classroom, the risks that are to be mitigated and that considerations are made to support inclusion and affirming and supporting student identities, abilities and living experiences.

Once the Planning Phase is completed as per this Procedure, the Lead Staff Supervisor may continue to develop a Field Trip/Excursion Proposal for approval. The steps outlined below should be followed in developing a field trip/excursion proposal:

4.1.1 Review the Field Trip/Excursion Trip Policy and Procedure;

4.1.2 Research the location and be familiar with seasonal conditions;

4.1.3 Ensure the location meets accessibility standards as stipulated in this Procedure and Policy;

4.1.4 Ensure the Lead Staff Supervisor has the appropriate knowledge/certifications or requirements to lead the trip;

4.1.5 Ensure that an equitable and inclusive learning environment is fostered throughout the trip;

4.1.6 Complete a risk assessment and determine mitigation strategies;

4.1.7 Identify and inform approved adult supervisors (if known) of their responsibilities as per board procedure, should the trip be approved;

4.1.8 Consider the maturity, skills and abilities of the students when planning activities;

4.1.9 Understand the timelines required for field trip and excursion approval;

4.1.10 Send out the TVDSB Field Trip Student Participation Survey and review results;

4.1.11 Review the trip proposal, planning considerations and finances with the Principal; then

4.1.12 Prepare appropriate documentation for the proposal and/or steps in the Field Trip and Excursion Online System for review and approval within the timelines required.

4.2 Timelines and Responsibility for Approval

A thorough review for approval of a field trip/excursion must occur prior to any funds allocated (e.g., to a venue, transportation, etc.) and/or collection of funds from students. Therefore, intentional and thoughtful planning must take into consideration the timelines and responsibilities for review and approval captured in the following table:

Type of Trip	Responsibility for Approval	Timeline
Day Trip Not High-Risk	Principal	Minimum 2 weeks in advance
High-Risk	Principal → LSS → Superintendent	Minimum 4 weeks in advance
International Field Trip/Excursion	Principal → LSS → Superintendent	Minimum 6 months in advance

**LSS = Learning Support Services*

4.3 Following Approval: Booking of Venue and Activities

Upon receipt of necessary approvals, the Lead Staff Supervisor may proceed with the booking of venues and any related activities (e.g., ticket purchases).

4.4 Following Approval: Permission, Inherent Risk Consent Forms, Additional Costs

Upon the approval of a field trip or excursion, communication and documents should be provided to eligible students and families.

Permission/consent is required for any event requiring departure from the school. Handwritten notes or verbal consent will not be accepted in place of the formal TVDSB permission form (electronic or hard copy). The TVDSB Parent/Guardian Permission Form, located on the internal TVDSB Field Trip and Excursion website, must be signed by parents/guardians of students who are under the age of 18. This form must also be completed by students over the age of 18.

Communication must include informing parents/guardians of their responsibilities for any applicable losses or costs associated with their student being engaged in misconduct while on a field trip or excursion, including damages and/or return transportation fare.

Parents/Guardians should also be informed of their responsibilities for any non-refundable deposits and personal insurance associated with the activity should TVDSB cancel the field trip/excursion in the interest of student safety or other unforeseen emergency/health and safety or labour situation.

The Lead Staff Supervisor may wish to consider a Parent/Guardian/Caregiver information session, especially for field trips and excursions that are overnight, to outline the educational purpose, explain risks, address concerns and answer any questions.

4.5 Following Approval: Transportation

Upon approval of a field trip/excursion, the transportation can be secured.

The following <u>are acceptable</u> means of transportation for students participating in field trips or excursions:

4.5.1 Buses and vans owned or hired by TVDSB with pre-approved seat configuration;

4.5.2 Public transportation;

4.5.3 Authorized, commercial transportation provider;

4.5.4 Use of personal or privately owned vehicles by approved volunteer drivers, as a last resort.

The following must be adhered to for transporting students:

4.5.5 Transportation providers must be selected from pre-approved list of carriers for the TVDSB.

4.5.6 The Thames Valley District School Board Independent Procedure Transporting Students for Co-Instructional Activities shall be followed for all field trips or excursions.

4.5.7 Volunteer drivers must complete the Volunteer Driver form as well as a Level 3 - Vulnerable Sector Check (VSC) in order to provide transport to students. These documents are to be kept on file in the school office for at least one year after the trip.

4.5.8 It is essential in the transportation of students, except for large group transport to local events, that a list of passengers be filed with the school before departing. Students must be informed that they must travel in the same vehicle coming and going unless prior arrangements have been made. Separate lists showing staff and students in each vehicle are recommended.

4.5.9 OSBIE, of which the TVDSB is a member, requires that volunteer drivers be at least 18 years of age and hold a valid Class G license. OSBIE's liability policy will protect a volunteer driver for damages for which the driver is responsible in excess of the limit of the insurance carried on the driver's personal/private vehicle while operating the vehicle on board business. TVDSB strongly recommends that the volunteer driver's vehicle be insured for $1 million.

4.5.10 Students, age 18 or older, can be approved as a volunteer driver by the Principal and can drive themselves and/or other students in a personal/private vehicle, provided they hold a valid Class G license. Students under the age of 18 are not to drive other students.

4.5.11 Alternative arrangements made by students and families for travel to and from the field trip/excursion may only occur with approval of the Lead Staff Supervisor, Principal and written permission from the Parent/Guardian.

4.5.12 For trips involving boating activities, all students (regardless of swim test results) and approved adult supervisors must wear personal floatation devices.

4.5.13 In situations of inclement weather, the Principal has the ultimate responsibility for the safety of students and approved adult supervisors and will make the decision in these circumstances whether the field trip/excursion will proceed. Consultation with the Superintendent of Student Achievement is encouraged.

5.0 Field Trip or Excursion Implementation Phase

On the day of the approved field trip or excursion, the Lead Staff Supervisor and Approved Adult Supervisors will:

5.1.1 ensure communication about plans for students not participating in the trip are in place with staff remaining at the school on the day of the trip (i.e., attendance and supervision);

5.1.2 ensure the itinerary for the trip/excursion is provided to the school office staff, including contact information so that the Principal or delegate may contact the Lead Staff Supervisor if an emergency arises;

5.1.3 review rules, expectations, and safety procedures with students participating in the trip, such as the School Code of Conduct and Rowan's Law;

5.1.4 communicate the needs and accommodations for students to all the supervisors involved in a field trip/excursion;

5.1.5 directly supervise students and ensure positive conduct from all parties;

5.1.6 ensure that proper equipment is worn by all participants, as required;

5.1.7 take attendance at all points of departure and at regular intervals throughout the trip;

5.1.8 adhere to the planned itinerary and consult with the Principal if an activity cannot proceed safely;

5.1.9 ensure there is a transportation manifest listing the students and approved adult supervisors on each vehicle. One copy will be held by the supervisor of each vehicle, one copy by the Lead Staff Supervisor, and a copy to be held at the school;

5.1.10 ensure they have a mode of communication to contact the school quickly if needed throughout the trip;

5.1.11 ensure that emergency contact information for students and staff is readily accessible as well as pertinent medical information and equipment;

5.1.12 ensure any and all requirements as set out in a related ORC are implemented throughout the trip, if applicable; and

5.1.13 contact the school and/or Principal immediately if an incident or emergency occurs and submit the Accident/Injury Report Form as soon as possible upon

return to school.

5.2 Staff Supervisor Documentation/Communication

Student emergency contact information will be carried on the trip by the Lead Staff Supervisor. A list of all attendees on the trip will be kept in the office at the school. Approved adult supervisors are expected to adhere to the trip itinerary and report any concerns to the Lead Staff Supervisor at any point during the trip. Documentation and records from the trip will be kept on file at the school as per the TVDSB Records Management Procedure.

6.0 Post-Trip/Excursion Phase

This section outlines the important elements that must occur in the Post-Trip/Excursion Phase.

6.1 Post-Trip Learning Activities for Students (Reflection/Application)

As an opportunity to reflect and apply the learning that occurs during a field trip (curricular), it is imperative that post-learning activities are provided for students in a class/course upon the return to school. These activities should be planned as part of the Planning Phase of a field trip and included in the Proposal. Teachers are to ensure there is time to reflect on the experience and provide learning opportunities in class that may allow for critical thinking and application of the learning from the field trip.

The Lead Staff Supervisor is responsible for debriefing the experience with the Principal in order to support the Principal's review of future field trip and excursion proposals

6.2 Approved Adult Supervisor Debrief and Family Input

It is important to consider the opportunity for input and feedback from approved adult supervisors about the field trip and excursion. In addition, where feedback is provided by families and students, this should also be taken into consideration for the future planning of field trips and excursions.

6.3 Financial Review Requirements

Following a field trip/excursion, it is imperative that the Lead Staff Supervisor and Principal review the related finances. At the conclusion of the field trip, there will likely be a deficit (i.e., negative ending balance) or a surplus (i.e., a positive ending balance) in the field trip category.

A financial statement (provided on the TVDSB Field Trip and Excursion internal website) must be prepared and submitted to the Principal after the field trip has been completed and all funds are collected. Copies of these statements should be filed with the school's field trip/excursions records, along with a copy of the supporting invoices for expenses.

A deficit balance means that the expenses associated with the trip were greater than the funds collected from students. In this scenario, school must bring the deficit category balance to zero, either through a transfer from the school's Residual Balances Field Trip Category (if funds are available in the category), a transfer from applicable fundraised dollars, or through a transfer from Principal's Discretionary.

A surplus balance means that the funds collected from students exceeds the expenses to run the field trip. In this scenario the school should reference the School Generated Funds Process Manual, available on the Board's website. Section 2.7 of the manual discusses items to consider when confronted with a surplus residual balance after a field trip. How best to proceed is a school Administration decision, however, Section 2.7 of the School Generated Funds Process Manual proposes different expectations based on the amount of the funds remaining. These options include refunding students a portion of the funds collected, utilizing the funds remaining on the students' it was collected from in a different manner, or if the remaining balance is marginal in nature the funds can be transferred to a Residual Balance category.

Surplus funds collected shall be returned to participating students on a pro-rated basis. At the conclusion of a one-time event/activity, if a residual balance in a category equates to approximately 5-10% of the amount students paid or is more than $5-$10 per student, a refund should be considered. The practicality of issuing student refunds will depend on the amount collected from each student and the overall residual balance in the category. School administrators will determine the appropriate course of action depending on the circumstances surrounding the specific category. This must occur for each trip; funds are not to be carried forward to the next school year.

If a field trip or excursion is cancelled by the school, every effort will be made to reimburse families and students except in cases where non-refundable deposits or payments have been made.

6.4 Documentation and File Storage

The Field Trip and Excursion Digital Management System will retain all digital records of inputted proposals and approvals of field trips and excursions. ORCs will also be retained digitally.

At the school level, copies of all relevant forms and ORCs are kept on file in the office as per the Records Management and Retention Schedule.

7.0 Field Trip and Excursion Process

The following flowchart illustrates the phases outlined in sections 3.0 to 6.0 of this Procedure.

Field Trips and Excursions Phases

Section 3.0

Planning

While planning a field trip take careful and intentional steps to address curricular connections/ value, funding, training, travel, supervision, risk and needs of students.

Priority One

1. Learning Experience for Students
Field trips and excursions must clearly align with the Ontario curriculum and be an extension of learning that is occurring in the classroom.

Priority Two

2. Risk Mitigation
Careful review of risks and responsibilities must be included in the planning of field trips and excursions: Health and Safety; Emergency Plans; Liability Insurance; TPP Requirements; Supervision.

Priority Three

3. Equity Considerations
Commitment to equity and inclusion: being safe, equitable, welcoming, culturally responsive, and fostering equal treatment: Accessibility; Finances; Participation/ Interest; All Considerations

Section 4.0

Proposal

Once the Planning Phase is completed, the Lead Staff Supervisor may continue to develop a Field Trip/Excursion proposal for review and approval.

Development

Review TVDSB and TPP information. Send out the Field Trip Student Participation Survey and review results. Then prepare documentation and/or steps in the FTEOS for review.

Timelines

Understand the timelines required for field trip and excursion review. Await the approval by the Principal, LSS and/or Superintendent.

Approval

Upon receipt of approvals, the Lead Staff Supervisor may proceed with the booking of TPPs, transportation and any related activities. Communication and forms can be provided to students and families.

Section 5.0-6.0

Implementation

Ensure all trip details are prepared: student manifest; transportation; itinerary. Office staff and Principal should be provided copies.
Take attendance, directly supervise students, and maintain communication.

Communication

A list of all attendees and emergency contacts will be carried on the trip by the Lead Staff Supervisor. Ensure plans are communicated and in place for students not participating in the trip with staff at the school on the day of the trip.

Learning

Students should reflect and apply the learning in post-learning activities. The Lead Staff Supervisor must debrief the experience with the Principal and receive feedback from approved adult supervisors, families and students.

Documentation

Review and complete the financial statement, then retain all digital records of inputted proposals and approvals. Copies of all relevant documents are kept on file in the office as per the Records Management and Retention Schedule.

TPP = Third-Party Provider ***FTEOS= Field Trip and Excursion Online System***

Index: Definitions

Term	Definition	Page
AODA	The Accessibility for Ontarians with Disabilities Act (AODA) is a law that sets out a process for developing and enforcing accessibility standards. Persons with disabilities and industry representatives work together with the government to develop the standards.	15
Approved Adult Supervisor	Any staff member or approved volunteer who commits to supervising students for the field trip or excursion.	2-3, 5, 7, 9-11, 14-15, 18, 20-22
Approved Volunteer	A person, approved by the Principal with a valid Level 3 - Vulnerable Sector Check (VSC), who may assist in the supervision of field trips and excursions. Examples may include instructional assistants, educational assistants, retired teachers/administrators, cooperative students, parents/guardians/caregivers, teacher candidates, family members, and community members with affiliation to the school.	3, 8
Athletic Trips	Extra-curricular/Athletic team travel to sporting events or tournaments that are one day or more in duration.	4
Authorized, Commercial Transportation Provider	Authorized, Commercial Transportation Provider refers to commercial transport companies that offer the service of carrying passengers or cargo for hire or reward.	19
Caregiver	A caregiver is a member of the family or paid helper who regularly looks after the student(s). A caregiver can also be legally recognized as acting in the place of a parent/legal guardian, who holds decision-making responsibility over a student, and is on record with the school as a parent/legal guardian of the student at the school.	2-3, 5, 7, 13, 16-17, 19
Clubs	A staff-designated group of students who regularly meet with a common purpose or interest and take part in shared activities (e.g., band, choir, student council). This extra-curricular group may organize an off-site activity which would be classified as a field trip.	4-6

Community Members with Affiliation to the School	Community Members with Affiliation to the School refers to individuals that are directly connected to the school through a staff member, previous membership, or as designated by the principal.	*General Definition*
Curricular	Curricular refers to learning activities related to instructional learning that occurs in the classroom/school	4-6, 10, 22
Eligible Student	A student enrolled in the class/course that the field trip is planned for. Excursions are open to all students who wish to participate and therefore, all students at the school are eligible.	*General Definition*
Emergency Action Plan	An Emergency Action Plan specifies procedures for handling sudden or unexpected situations. The objective is to be prepared to: Prevent fatalities and injuries and reduce damage.	7
Environmental Education Centres	Environmental Education Centres are part of TVDSB's out-of-school learning landscape where staff and students can: Develop inquiry and observation skills based on their natural curiosity; integrate their learning and understand that it continues outside their classroom and in their community; build transferrable 21st century competencies such as problem solving, critical thinking and questioning, collaboration, communication skills and creativity; enhance their physical and mental health and wellness; enjoy experiential learning opportunities with a focus on environmental stewardship; and have an opportunity to consider their roles as confident, capable and caring citizens.	10
Equity	Equity is a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences. (Ministry of Education Guidelines for Policy Development and Implementation – 2009, Equity and Inclusive Education in Ontario Schools)	1, 14-15

Excursion	An excursion differs from a field trip in that it is organized to occur outside of instructional time; however, in exceptional cases, up to two (2) instructional days may be requested with acceptable rationale; the Superintendent of Student Achievement for the School will review for approval. An excursion may involve several students from a variety of courses/classes and may take place during a school holiday, but not a Professional Activity Day.	1-9, 11-23
Extra-Curricular	Extracurricular refers to anything that falls outside the scope of the regular curriculum that can be related to classroom/school learning that can be pursued in addition to the normal course of study.	4-6
Field Trip and Excursion Online System	The electronic system developed in TVDSB for the proposal, approval and tracking of field trips and excursions.	5-6, 11-12, 18, 24
Field Trip	A field trip is defined as any school sanctioned activity in which students participate outside their own school property during the day, or beyond the normal school day, or over one or more nights. Any trip or activity which is not approved by the Principal as part of the school program shall not be promoted or organized in or by the school staff.	1-24
High-Risk	High-Risk refers to an activity involving exposing students to a higher possibility of injury or harm (e.g., canoeing, swimming, and skiing) as outlined in the TVDSB High-Risk Activity Chart.	3-4, 6, 8, 10-12, 18
In-Province Travel	In-Province Travel refers to travel inside Ontario (including the National Capital Region) with the purpose of enhancing curricular programming	*General Definition*
International Travel	International Travel refers to travel outside Canada with the purpose of enhancing curricular programming	*General Definition*
Lead Staff Supervisor	The staff member who leads the planning, execution and follow-up for a field trip and excursion.	2-3, 7-13, 16-22

Learning Support Services	Learning Support Services (LSS) refers to the office in which the Field Trip team and Superintendents of Student Achievement reside.	1, 9, 18
Mitigation Strategies	The risk handling strategy used to eliminate or lessen the likelihood and/or consequence of a risk.	18
Multicultural Calendar	The Multicultural Calendar provides further information about significant dates where people come together in recognition, commemoration and celebration of significant national and international dates	14
National Capital Region	National Capital Region refers to Canada's Capital Region and Ottawa–Gatineau. It is an official federal designation for the Canadian capital of Ottawa, Ontario, the neighboring city of Gatineau, Quebec, and surrounding suburban and exurban communities	*General Definition*
National Travel	National Travel refers to travel outside Ontario, still within Canada, with the purpose of enhancing curricular programming	*General Definition*
OFSAA	OFSAA, refers to the Ontario Federation of School Athletic Associations, is an organization of student-athletes, teacher-coaches, student-coaches, teachers, principals, and sport administrators in Ontario, Canada.	*General Definition*
OHRC	OHRC, refers to the Ontario Human Right Code, states that every person has a right to equal treatment with respect to education and employment free from harassment. Protected grounds within the Code are citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, gender identity, gender expression, receipt of public assistance, record of offences, creed, sex/pregnancy, family status, marital status, sexual orientation.	1, 14
Ongoing Curricular Field Trip	A field trip that is established to continue throughout the year, term or semester in order to supplement classroom learning. Permission is granted to allow for these trips to be implemented without repeated documentation. Dates for the ongoing field trips are provided at the time of permission seeking (before the first trip).	4-5

Ontarians with Disabilities Act	Ontarians with Disabilities Act is an Act that aims to improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province.	*General Definition*
OPASSE	OPASSE, refers to the Ontario Physical Activity Safety Standards in Education, is a revision of the 1999 version of the Ontario Physical Education Safety Guidelines. This was developed with the support and encouragement of OPHEA, OSBIE, OASPHE, OFSAA, and the Canadian Intramural Recreation Association – Ontario (CIRA-ON). OPASSE is managed by OPHEA and is funded by the Government of Ontario.	1, 5, 10-11
OPHEA	OPHEA refers to the Ontario Physical and Health Education Association was developed to support elementary and secondary educators in using outdoor spaces safely and effectively for physical activity with students across the school day.	1, 5, 10-12
Organizational Requirement Checklists	Organizational Requirement Checklists (ORCs) are checklists for high-risk activities with various points of importance for the Lead Staff Supervisor to consider when proposing the field trip/excursion.	11-12
OSBIE	OSBIE refers to the Ontario School Boards Insurance Exchange which is a non-profit insurance reciprocal with 119 members, representing 79 school boards/school authorities and 40 Joint Ventures in Ontario.	12, 20
Parachute	Parachute, founded in 2012 through the amalgamation of four charities in the injury prevention field, has become Canada's leader in injury prevention focused on three key areas where people are unintentionally injured: in the home, at play, and on the move. They educate and advocate for preventing serious injury in homes, sports and recreation and on the roads.	12

Parents/Guardians	Parents/Guardians for the purpose of this document, refers to a biological parent or person who has legally adopted a child, or is otherwise deemed by law to have parental status, or legal guardianship, or any caregiver legally recognized as acting in the place of a parent/legal guardian, who holds decision-making responsibility over a student, and is on record with the school as a parent/legal guardian of the student at the school.	2-3, 5, 7, 9, 12, 16-17, 19
Participating Student	Student who has obtained parental/guardian permission or is over the age of 18 and provided agreement, to participate in the proposed field trip.	3, 7, 9-10, 13-16, 19, 21, 23
Records Management and Retention Schedule	The Records Management and Retention Schedule is a listing of organizational information types, or series of information in a manner which facilitates the understanding and application of the identified and approved retention period, and other information retention aspects.	23
Risk Assessment	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking.	18
Student Participation Survey	The Student Participation Survey is a document, that is sent with students to families, with a summary of information about a field trip that is being proposed.	18
Superintendent of Student Achievement	The appointed Superintendent of Student Achievement who is responsible for the school during the time of approval of the proposed field trip/excursion and/or duration of the trip/excursion.	3, 8, 11, 20
Supervision	Supervision refers to overseeing students/participants for the purpose of regulation, direction, or ensuring the safety and security of trip participants.	5-12, 15, 17, 21
Third-Party Provider	Outside organizations, companies and agencies that provide services, programs, activities and/or facilities that are used for Trips and Trip related activities.	3, 6, 8-9, 11, 17

Travel Emergency Plan	A Travel Emergency Plan specifies procedures for handling sudden or unexpected situations while travelling from one place to another. The objective is to be prepared to: Prevent fatalities and injuries and reduce damage.	8
TVDSB Dates of Significance Calendar	TVDSB Dates of Significance Calendar references important dates within TVDSB buildings and schools such as: PD Days, Holidays, and holiday breaks.	14
TVDSB	Thames Valley District School Board.	1-14, 16-22
Virtual Trip	Virtual Trip refers to the coordination with a Third-Party Provider to provide an online engagement trip with a classroom.	6
Volunteer Driver	A volunteer driver is defined as any person authorized by the board who has agreed to be a driver for a certain trip while they are driving their own or another licensed automobile. This includes, but is not limited to: trustees, employees, teachers, parents, guardians, volunteers, officials of the school board.	19-20
Walking Outdoor Experiential Activities	Involves students leaving school property while remaining in the general vicinity of the school. These activities are shorter in duration, and do not involve motorized vehicle transportation (e.g., walk around community, observation/examination of local buildings and natural environments and ecosystems). These field trips could also be deemed Ongoing Field Trips.	*General Definition*

Date of Meeting:	2023 June 27
Item #:	16.f

REPORT FOR:	☐ Audit Committee ☐ Board Governance and Bylaw Review ☒ Chair's Committee ☐ First Nations Advisory Committee	☐ Planning and Priorities Advisory Committee ☐ Policy Working Committee ☐ Program and School Services Advisory Committee ☐ Special Education Advisory Committee
	For Board Meetings: ☒ PUBLIC ☐ IN-CAMERA	
PRESENTED FOR:	☐ Approval ☐ Input/Advice ☒ Information	
Date and Time of the meeting	The committee met on 2023 June 20 from 1:00 p.m. – 1:59 p.m.	
Content:		

BLUEWATER LEGAL JUDGEMENT ON PUBLIC INPUT

Legal Counsel, A. Chahbar reviewed a ruling on the Bluewater District School Board regarding the Canadian Charter of Rights and Freedoms relevant to public input. Legal Counsel highlighted the relevant points from the decision.

BUSINESS ARISING FROM PREVIOUS MEETING

External Committees Report to Board and/or Advisory (Item 5)

Chair Pizzolato sought input from the committee on where updates from committees external like TVHSC, Active Safe Routes to School, OPSBA, TVEF should be provided.

REVIEW UPCOMING BOARD AND ADVISORY MEETING AGENDAS

The 2023 June 27 Regular Board agenda was reviewed, discussed and revised.

DRAFT BOARD ADVISORY SCHEDULE FOR 2023-2024

Chair Pizzolato reviewed the draft schedule. It was determined the schedule would be amended to include the hold dates from January and March.

The following recommendation was moved and CARRIED:

THAT the 2023-2024 Board Advisory meeting schedule be approved (Chairs-1).

TRUSTEE INQUIRY

Program Reviews

The discussion considered a request for a future agenda item submitted by Trustee Larsen. It was determined the request needs to be addressed at the Board level.

CORRESPONDENCE

Toronto Youth Cabinet Endorsement

A copy of letters sent to Ministers Parsa and Lecce from the Toronto Youth Cabinet about addressing the rising mental health crises and food insecurity facing children and youth in Ontario were provided to Trustees in their agenda package.

A letter of support was requested from the Board of Trustees, by Toronto Youth Cabinet. It was determined that the request will be brought forward to the Board.

The following motion was moved and CARRIED:

THAT the request to provide a joint statement regarding the letters relevant to rising mental health crises and food insecurity facing children and youth in Ontario be presented to the Board of Trustees (Chairs-2).

	TRUSTEE MEMBERSHIP (Standing Item) **Carol Antone Reinstatement (FNAC and Strategic Planning)** Chair Pizzolato advised as per the bylaws Trustee Antone needed to be reappointed to the First Nations Advisory Committee and the Strategic Planning Ad Hoc Committee. The following recommendation was moved and CARRIED: **THAT Trustee Antone be reinstated as a member of the First Nations Advisory Committee and the Strategic Planning Ad Hoc Committee.** **TRUSTEE MEMORIAL TREE(S)** Chair Pizzolato reported on the past practice of planting trees to commemorate the passing of Trustees. It was noted that the trees were planted following the passing of sitting Trustees. The discussion considered next steps. **IN-CAMERA** The committee moved in-camera from 1:54 p.m. and reconvened in public session at 1:57 p.m.
Recommendation(s): *(only required when presenting for Board approval)*	**THAT the 2023-2024 Board Advisory meeting schedule be approved (Chairs-1).** **THAT the request to provide a joint statement regarding the letters relevant to rising mental health crises and food insecurity facing children and youth in Ontario be presented to the Board of Trustees (Chairs-2).** **THAT Trustee Antone be reinstated as a member of the First Nations Advisory Committee and the Strategic Planning Ad Hoc Committee.**
Financial Implications:	n/a
Timeline:	n/a
Communications:	n/a
Appendices:	n/a

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

Board and Advisory Meeting Schedule **Revised 2023 June 20**
2023 September 1 to 2024 June 30

DATE		TIME	BOARD/COMMITTEE
2023			
September	12	6:00 p.m.	Planning and Priorities Advisory Committee Meeting
	26	5:00 p.m. and 7:00 p.m.	In-Camera and Regular Board Meetings
October	3	6:00 p.m.	Program and School Services Advisory Committee Meeting
	10	6:00 p.m.	Planning and Priorities Advisory Committee Meeting
	24	5:00 p.m. and 7:00 p.m.	In-Camera and Regular Board Meeting
November	7	6:00 p.m.	Program and School Services Advisory Committee Meeting
	14	6:00 p.m.	Planning and Priorities Advisory Committee Meeting
	28	5:00 p.m. and 7:00 p.m.	In-Camera and Regular Board Meetings
December	4	6:00 p.m.	Elections
	12	5:00 p.m. and 7:00 p.m.	In-Camera and Inaugural Board Meeting
2024			
January	9	6:00 p.m.	Planning and Priorities and Advisory Committee Meeting
	16	6:00 p.m.	Program and School Services Advisory Committee Meeting
	30	5:00 p.m. and 7:00 p.m.	In-Camera and Regular Board Meetings
February	6	6:00 p.m.	Program and School Services Advisory Committee Meeting
	13	6:00 p.m.	Planning and Priorities Advisory Committee Meeting
	27	5:00 p.m. and 7:00 p.m.	In-Camera and Regular Board Meetings
March	5	6:00 p.m.	Program and School Services Advisory Committee Meeting
	19	6:00 p.m.	Planning and Priorities Advisory Committee Meeting
	26	5:00 p.m. and 7:00 p.m.	In-Camera and Regular Board Meetings
April	2	6:00 p.m.	Program and School Services Advisory Committee Meeting
	9	6:00 p.m.	Planning and Priorities Advisory Committee Meeting
	23	5:00 p.m. and 7:00 p.m.	In-Camera and Regular Board Meetings
May	7	6:00 p.m.	Program and School Services Advisory Committee Meeting
	14	6:00 p.m.	Planning and Priorities Advisory Committee Meeting
	28	5:00 p.m. and 7:00 p.m.	In-Camera and Regular Board Meetings
June	4	6:00 p.m.	Special Planning and Priorities Advisory Committee Meeting
	11	6:00 p.m.	Planning and Priorities Advisory Committee
	18	6:00 p.m.	Special Planning and Priorities Advisory Committee Meeting (or Special Board Meeting if budget approval is required)
	25	5:00 p.m. and 7:00 p.m.	In-Camera and Regular Board Meetings

DRAFT

From: Lori-Ann PIZZOLATO <l.pizzolato@tvdsb.ca>
Sent: Monday, May 15, 2023 10:10 AM
To: Board Chair <boardchair@tvdsb.ca>
Subject: Fwd: Meeting Request: Toronto Youth Cabinet

1. They want us to endorse their statement and support their recommendation.

2. They would like us to send a letter to Lecce in support to Minister Parsa, local MPPs and local boards of health

Get Outlook for iOS

From: Stephen Mensah <stephen@thetyc.ca>
Sent: Monday, May 15, 2023 10:02:08 AM
To: Lori-Ann PIZZOLATO <l.pizzolato@tvdsb.ca>
Cc: Vanessa Erhirhie <vanessa@thetyc.ca>
Subject: Meeting Request: Toronto Youth Cabinet

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Chairperson Pizzolato,

I hope all is well. You may not remember me but my name is Stephen Mensah, Executive Director of the Toronto Youth Cabinet (TYC), City of Toronto's official youth advocacy body. We were established in 1998 by Toronto City Council with the mandate of advocating on behalf of Toronto's over 623,000 youth.

In 2021, TVDSB supported TYC and joined other school boards in sending letters to the Minister of Education backing up our calls for free menstrual products across Ontario schools. We appreciate your support on that which led to our ultimate success. I've attached the letter to remind you!

I am emailing in regards to a current initiative we have been working on to address the rising youth mental health crisis facing students in Ontario. As I am sure you may have heard, the government has headed our various recommendations for mandatory mental health literacy in the curriculum, mandatory mental health training for all school staff and so much more! However, there is still lots more work to do in this area to ensure we take all the steps to improve our students' health and well-being.

I was hoping to connect with you on this to discuss the issue further. Please let me know your availability for this week or upcoming week for the soonest you are able to connect. If you have any questions please let me know. I look forward to hearing from you soon.

Best,

Stephen Mensah (pronouns: He/Him)
Executive Director
Toronto Youth Cabinet
Toronto City Hall
15th Floor, East Tower
100 Queen Street West
http://thetyc.ca

The Toronto Youth Cabinet acknowledges that we are situated on the Traditional Territory of the Haudenosaunee, and most recently the territory of the Mississauga of the New Credit First Nation. Tkaranto is built on sacred land that is part of an agreement between Indigenous peoples and then extended to allied nations to peacefully and respectfully care for it. By making this acknowledgment, we are taking part in an act of reconciliation, honouring the land and Indigenous heritage, which dates back over 10,000 years.

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May 24th, 2023

The Honourable Michael Parsa
Minister of Children, Community and Social Services
7th Floor, 438 University Ave
Toronto, ON M5G 2K8

The Honourable Stephen Lecce
Minister of Education
5th Floor, 438 University Ave
Toronto, ON M5G 2K8

RE: JOINT STATEMENT ON ADDRESSING THE RISING FOOD INSECURITY FACING CHILDREN AND YOUTH IN ONTARIO

Dear Minister Parsa and Minister Lecce,

We hope this letter finds you well. Ontario and all parts of Canada and North America are seeing a cost of living crisis, with rising inflation and unaffordability of basic necessities. In Canada, food inflation is at 10.6% as of February 2023, more than double the rate of overall inflation.

According to a 2022 report by Feed Ontario, 30 percent of food bank clients are children and youth under the age of 18. A study by the University of Toronto on food insecurity found that 1 in 5 children are food insecure in Canada. In Toronto according to the Daily Bread Food Bank and North York Harvest Food Bank, 1 in 4 of their users were children in March. The first time in 25 years.

Ontario is facing a calamitous hunger crisis that calls on the government to act, and act urgently to address it. In Ontario the base funding of $28 million for student nutrition programs has remained consistent since 2014, despite the cost of food having increased dramatically over the last decade.

Across the province student nutrition programs are at a breaking point, with many having to reduce meals given to students or close down operations despite increased demand by schools. No young person should go hungry, but the simple truth is that far too many children are. The ramifications of food insecurity are far-reaching and have a profound impact not only on the health and well-being of individuals, but also the quality of education they receive. Simply, we can not expect a hungry student to do good in math, be focused and attentive, happy and ready to learn.

We acknowledge that the government took steps last year to mandate food literacy and nutrition across all grades and into the science curriculum to ensure students are taught and more knowledgeable of the benefits of locally grown food, different approaches to agriculture and so much more. However, it is indefensible to solely learn about food and its benefits, while being deprived of accessing it yourself.

That is why the Toronto Youth Cabinet and all underlying signatories are calling on the Province of Ontario to provide a universal free school breakfast and lunch program to all Ontario students. The province must also guarantee that schools are provided with the sufficient infrastructure, resources and funding to hire and train staff who will be responsible for preparing these nutritious meals.

In a province as wealthy and abundant as Ontario, it is unacceptable to have children be deprived of their right to food and adequate nutrition in supporting them to reach their full potential. Although I recognize that with rampant inflation, the government will be wary of increased spending, a universal school food program has the huge potential to support families in a meaningful way who are facing unprecedented financial pressures. The benefits of such a program are far-reaching, not only is it a cost-effective way to drive economic growth by investing in local Ontario farmers and producers and creating a healthier society, it has proven to contribute to increased student achievement, reduced absenteeism and increased health promotion.

Thank you Minister Parsa and Minister Lecce for your attention on this matter. We hope for immediate action on this. Let us continue to work towards making Ontario's publicly funded education system much stronger, more equitable and the best in the world!

CC: Premier of Ontario Doug Ford
Parliamentary Assistant to the Minister of Children, Community and Social Services Logan Kanapathi
Parliamentary Assistant to the Minister of Education Patrice Barnes
Leader, Official Opposition, Marit Stiles
Children, Community and Social Services Critic, Monique Taylor
Education Critic, Chandra Pasma

Sincerely,

1. Toronto Youth Cabinet
2. Food Banks Canada
3. Breakfast Club of Canada
4. Feed Ontario
5. Daily Bread Food Bank
6. North York Harvest Food Bank

7. Food Share Toronto
8. Food Secure Canada
9. Second Harvest Food Rescue
10. Coalition for Healthy School Food
11. Ontario English Catholic Teachers Association (OECTA)
12. Ontario Secondary School Teachers Federation (OSSTF)
13. Association des enseignantes et des enseignantes franco-ontariens (AEFO)
14. Elementary Teachers' Federation of Ontario (ETFO)





























April 24th, 2023

The Honourable Stephen Lecce
Minister of Education
5th Floor, 438 University Ave
Toronto, ON M5G 2K8

RE: JOINT STATEMENT ON ADDRESSING THE RISING MENTAL HEALTH CRISIS FACING CHILDREN AND YOUTH IN ONTARIO

Dear Minister Lecce,

We hope this letter finds you well. The COVID-19 pandemic has affected society in many ways, especially the most vulnerable in our communities. Children and youth have been greatly affected by school closures, isolation from peers and other supports, disconnection from community and by the on-going changes to the way in which they attended school. As a result, we continue to witness the devastating impact that COVID-19 has placed on the health and well-being of children and youth.

According to the Children's Mental Health Association, approximately 70 percent of mental illnesses can be diagnosed before the age of 25. This makes adolescence a critical time for mental health promotion and prevention, including early identification, and effective treatment of mental disorders. Mental illness is increasingly threatening the lives of our children; with Canada's youth suicide rate being the third highest in the industrialized world. According to data from Statistics Canada, suicide remains a leading cause of death among children and adolescents aged 10-14, and the second leading cause of death for youth aged 15 to 24. We know that for Black and Indigenous youth these numbers are far greater.

According to data from the Centre for Addiction and Mental Health (CAMH), one in seven Ontario students in grades 7 to 12 say they harmed themselves on purpose in the past year, with one in six having serious thoughts of suicide. Research conducted continues to sound the alarm on the growing mental health crisis that Ontario youth are facing. The time to take vigorous and urgent action on this front is long overdue.

We acknowledge that the Government of Ontario has made some investments to address youth mental health, however we must redouble our efforts to deal with this urgent crisis. Therefore, we are asking you Minister Lecce, to build upon what has been done, and go further by supporting students' mental health in Ontario by implementing the following immediately:

1. **Mandatory Mental Health Literacy in the Curriculum**

   It is critical to ensure that all students receive the necessary education around mental health and school boards must prioritize mental health literacy to ensure that all students are successful. Mental health literacy will help children and youth identify signs and symptoms to better understand their own mental health and identify when help is needed. In addition, normalising these topics and conversations can address the stigma around mental health that still exists among young people. There must be mandatory age appropriate mental health literacy from K-12 in our curriculum and we must ensure that educators have access to extensive mental health resources and on-going professional development to support the cultural shift that we are seeking.

2. **Mental Health Days for students**.

   The Government of Ontario must make changes to the Education Act to allow students to be absent from school for mental or behavioural health reasons; under an excused absence as outlined in the Education Act. The government must also ensure that students who do choose to take *Mental Health Days* are not required to provide their school with a doctor's note. Currently there are seven legally excused absences a student can take from school, and while mental health may be included under the "sickness excused absence" another category will not only emphasize the importance of self-care and prioritizing mental health but will also aid in destigmatizing mental health and allow for more open conversations amongst students, parents and teachers.

3. **Additional mental health clinicians, and student support staff, such as; mental health professionals, school psychologists, child & youth workers, social workers, nurses, guidance counsellors, and mental health crisis intervention workers.**

   The current ratio of social worker/child and youth worker to student, school psychologist to student, guidance counsellor to student and mental health worker to student exceeds the recommended average of 1:250, 1:700 and 1:375 respectively. Not only is there a need for additional staff, but we are calling on the province to ensure that these staff are representative of the school populations. Access to culturally appropriate mental health supports, will ensure that all students are able to receive the best support possible from individuals who share their lived experiences. There is also a need to boost up community support, to ensure that a wrap-around of services are available for students to access to the broader system of mental health care.

4. **Collection and reporting of data on mental health supports and services in schools.**

   Currently, there is a lack of publicly available data, therefore, we are asking for a province-wide reporting system to track mental health supports and services to ensure that students in need receive support in a timely manner. Examples of data that should

be included in the report are: the ratio of mental health clinician to the number of students, how often they are available to see those students, how long student wait times are from request of support to receiving support, how many students are accessing support, and what students are accessing support. There must also be data to measure the overall mental health status of students. This data should be made available to the public and should be collected in a disaggregated way to expose hidden trends and enable the identification of which students are more vulnerable and may require more support.

5. **School-based culturally appropriate mental health screening for all grades.**

   Culturally appropriate social-emotional screening should be utilised in schools and done throughout a students' education. Screening students in their early years will help in early identification and intervention as well as serve as a preventive measure, with a focus on maintaining wellness.

The recommendations highlighted above have been researched, tested and proven to improve students' mental health. We have seen other jurisdictions take these steps and we must ensure here in Ontario we act on them all expeditiously. These recommendations are inter-connected, and so acting on one without taking action on the other will be detrimental in our quest to improve student mental health in Ontario. We must also ensure that any implementation of these recommendations be done in consultation with students, teacher and education unions, children's mental health stakeholders and other relevant partners.

On January 26th the Toronto Youth Cabinet released their student mental health survey informed by the participation of 1,042 students from across Ontario between the ages of 12 to 19 on the state of their mental health. The data collected provided insights into how best the provincial government and school boards can better address the rising youth mental health crisis.

The results of our survey are as follows:

- 94.9% of students said they would be supportive of mandatory mental health literacy in the Ontario curriculum.
- 98.2% of students said they would be supportive of mandatory mental health training for teachers and all student-facing staff.
- 43.7% of students said their school does not have a mental health professional.
- 79% of students said they struggled to access mental health support in schools.
- 67.7% of students said access to BIPOC mental health workers is important to them.

The full details of the survey can be found on the Toronto Youth Cabinet website.

We acknowledge that the government recently took steps to commit to mandatory mental health training for educators and we thank them for listening to students' voices. An overwhelming majority of students surveyed indicated they support this initiative. It is essential that all staff are

able to not only recognize when a student needs mental health support, but is able to appropriately respond in urgent situations. The province must guarantee that schools are provided with the sufficient resources and funding to ensure that staff are trained and are able to support students' mental health concerns.

Young people made it clear that a prerequisite to their academic success is good mental health. Together we the underlying signatories, stand in solidarity and demand action on the recommendations highlighted. Thank you Minister Lecce for your attention on this matter. We hope for immediate action on this.

CC: Premier of Ontario Doug Ford
Associate Minister of Mental Health and Addictions Michael A. Tibollo
Minister of Health Sylvia Jones
Parliamentary Assistant to the Minister of Education Patrice Barnes
Leader, Official Opposition, Marit Stiles
Education Critic, Chandra Pasma
Mental Health and Addictions Critic, Lisa Gretzky
Health Care Critic, France Gélinas

Sincerely,

1. Toronto Youth Cabinet
2. Ontario Student Trustees Association (OSTA-AECO)
3. Ontario English Catholic Teachers Association (OECTA)
4. Ontario Secondary School Teachers Federation (OSSTF)
5. Association des enseignantes et des enseignantes franco-ontariens (AEFO)
6. People For Education
7. Wellesley Institute
8. Jack.org
9. Youth Wellness Hubs Ontario

NOTE: Toronto Board of Health during their April 17, 2023 meeting endorsed this statement.


tyc
Toronto
Youth Cabinet


Wellesley
Institute
advancing urban health


OSSTF/FEESO


ONTARIO ENGLISH
Catholic
Teachers
ASSOCIATION


People for
Education
Public education. Public good.


aefo
Association des enseignantes et
des enseignants franco-ontariens


OSTA AECO


youth
wellness
hubs
ONTARIO


jack.org

Date of Meeting:	2023 June 27
Item:	16.g

BOARD REPORT FOR:	☐ Audit Committee ☐ Board Governance and Bylaw Review ☐ Chair's Committee ☐ First Nations Advisory Committee ☒ Negotiations Advisory Committee	☐ Planning and Priorities Advisory Committee ☐ Policy Working Committee ☐ Program and School Services Advisory Committee ☐ Special Education Advisory Committee
	For Board Meetings: ☒ PUBLIC ☐ IN-CAMERA	
PRESENTED FOR:	☐ Approval ☐ Input/Advice ☒ Information	

Date and Time of the meeting	The committee met on 2023 June 21 from 8:32 a.m. – 8:41 a.m. The Committee moved in camera at 8:32 p.m., reconvening in public session at 8:41 p.m.
Content:	The meeting was called to order at 8:32 a.m. The meeting moved in camera at 8:32 a.m. The meeting reconvened in public session at 8:41 a.m. The meeting adjourned ad 8:41 a.m.
Recommendation(s): *(only required when presenting for Board approval)*	None.
Financial Implications:	n/a
Timeline:	n/a
Communications:	n/a
Appendices:	n/a

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.

Date of Meeting:	2023 June 27
Item #:	16.h

REPORT TO:	☐ **Administrative Council** ☐ **Program and School Services Advisory Committee** ☐ **Policy Working Committee** ☐ **Planning and Priorities Advisory Committee** ☐ **Board** ☒ **Other: Indigenous Task Force**
	For Board Meetings: ☒ **PUBLIC** ☐ **IN-CAMERA**
TITLE OF REPORT:	Final Report of the Indigenous Task Force
PRESENTER(S): ***(list ONLY those attending the meeting)***	C. Antone, Trustee
REPORT AUTHOR(S):	C. Antone, Trustee
PRESENTED FOR:	☒ **Approval** ☐ **Input/Advice** ☐ **Information**
Recommendation(s): *(only required when presented for approval)*	
Purpose:	This final report is being presented to meet the requirements set out in the Terms of Reference. Board Meeting 2022 June 23 (item #10.b) BE IT FINALLY RESOVED THAT the TVDSB establish an Indigenous led task force during the 2020-2021 school year that will be mandated to work on, but not limited to: Creating an ombudsman for Indigenous families to hear complaints and implement and mentor staff on restorative practices. An Indigenous Superintendent or someone with extensive knowledge on Indigenous culture, have a seat at decision-making tables per Ministry memorandum dated June 24, 2016. That the recommendations of the task force will be brought to the TVDSB Board of Trustees for approval.
Content:	The Indigenous Task Force has completed the following work: • Finalized the Terms of Reference. • Requested funding for consultation services from Community Advisors in the First Nations Communities. • Received information regarding the Human Rights Complaints procedure.

	THAT the Indigenous Task Force be extended and present a final report to the Board no later than 2024 February 28.
Financial Implications:	None
Timeline:	At the 2020 June 23 Public Board Meeting Trustees determined that the Indigenous Task Force be struck. At the 2022 June 28 Public Board Meeting Trustees determined that the Indigenous Task Force be supported with an extension and present a final report to the Board by 2023 June 27.
Communications:	None
Appendices:	None

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

Deshkan Ziibiing
Chippewas of the Thames
First Nation Kinoomaagegamig
Board of Education

324 Chippewa Road
Muncey, ON, N0L 1Y0
Tel: 519-289-0621
Fax: 519-289-0633
info@cottfn.com

June 20, 2023

Representative for the First Nations Advisory Committee

Dear Carol Antone,

This letter is to inform that the Chippewas of the Thames First Nation Board of Education (COTTFN BOE) appoints Steve Styers, Interim Director of Lifelong Learning/Co-Principal, as a representative to the First Nations Advisory Committee effective June 8, 2023.

G'chi-Miigwetch,

Steve Styers
Interim Director of Lifelong Learning/Co-Principal

Cc: JoAnn Henry, COTTFN BOE Co-Chair

THAT Steve Styers be appointed to the First Nations Advisory Committee as a representative of the Chippewas of the Thames First Nation.

Date of Meeting:	2023 June 27
Item #:	18.b

BOARD REPORT FOR:	☐ Audit Committee ☐ Board Governance and Bylaw Review ☐ Chair's Committee ☐ First Nations Advisory Committee	☐ Planning and Priorities Advisory Committee ☐ Policy Working Committee ☐ Program and School Services Advisory Committee ☐ Special Education Advisory Committee ☒ TVPIC	
	☒ PUBLIC	☐ IN-CAMERA	
PRESENTED FOR:	☒ Approval	☐ Input/Advice	☐ Information
Date and Time of the meeting	June 1, 2023 6:30 p.m.		
Content:	According to the TVPIC By-Laws, Section 9, Appointment of Members, the TVPIC must annually review its membership needs and provide direction of membership needs to the Membership Sub-Committee. The Membership Sub-Committee shall annually post a notice inviting applications for appointment to the position of Parent Members and Community Members. This posting was completed on May 19, 2023. Following this posting and in alignment with the TVPIC By-laws, Section 9.8 the TVPIC Sub-Committee shall submit a recommendation to the Committee which shall include the names of the recommended candidate(s) and the term of office for the appointment(s). This recommendation was brought forward to the June 1, 2023 TVPIC meeting and an electronic vote was conducted on June 20, 2023 on the recommendation listed below. This motion was passed. As such, the following recommendation is brought forward to the Board of Trustees for approval. Section 9.10 of the TVPIC By-laws requires that the Committee members be approved annually by the Board of Trustees.		
Recommendation(s): *(only required when presenting for Board approval)*	That the Board of Trustees approve the individuals listed below as new members of the Thames Valley Parent Involvement Committee, as of September 1, 2023. The TVPIC Nomination Sub-Committee has recommended the following individuals following an application and review process. Harpreet Turner – City of London (Wards 1, 11, 12, 14) – 2YR Ashley Billideau – City of London (Wards 1, 11, 12, 14) – 1YR Teresa Lopez – City of London (Wards 2, 3, 4, 5, 6) – 1YR Christa Sheridan – City of London (Wards 7, 8, 9, 10, 13) – 2YR Heather Snow – Elgin County – 1YR Deborah Sanders – Oxford County – 1YR Devinder Luthra – Community Member – 1YR		
Financial Implications:	None		
Timeline:	Application Process: May 1 – May 19, 2023 TVPIC Nomination Sub-Committee Review and Approval: Wednesday, May 31		

	TVPIC Electronic Approval: June 20, 2023
Communications:	Following approval from the Board of Trustees on June 27, 2023, the individuals will be contacted and onboarding will begin over the course of the summer in preparation for their terms commencing on September 1. 2023.
Appendices:	None

Form Revised MAY 2022