

# THE OTHER IMPORTANT NAMES ON YOUR BALLOT

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London School Trustee Election Primer | October 2026

A nonpartisan guide to the job, the issues and the candidates

## A responsibility to every student

Trustees serve every student, not only those whose beliefs or circumstances resemble their own. Their responsibilities must be exercised consistently with the Canadian Charter of Rights and Freedoms, Ontario's Human Rights Code, the Education Act and applicable education law. That includes protecting students from discrimination and harassment relating to race, Indigenous identity, religion, disability, sex, sexual orientation, gender identity and gender expression, among other protected grounds.

Candidates may hold differing political, philosophical and religious views. This guide does not classify them by ideology. The relevant public-office standard is whether they can uphold the law and protect the safety, dignity and educational opportunity of every child, including 2SLGBTQ+ students.

## How this guide was prepared

Candidates are listed alphabetically within each electoral area using the City of London's certified 2026 list. Candidate biographies and campaign priorities are attributed to the candidates' own published materials. Where no platform was directly confirmed, the profile gives only the certified candidacy and a question for voters. No ideological classifications, endorsements or rankings are used.

This publication distinguishes official records from candidates' own claims. A link to a candidate website verifies that the site is listed or accessible, not that every claim on it is independently substantiated. The source review was completed October 14, 2026.

Sources and candidate platforms may change before election day, Monday, October 26, 2026. Readers should consult the linked original sources. This guide is an aid to judgment, not a substitute for them.

## 1. Why these elections matter

A school trustee election is easily overshadowed by a mayoral contest. Yet trustees help shape the priorities, financial stewardship and public accountability of institutions that affect thousands of children and families. The questions are not simply who wants the position, but who understands the work, its limits and its responsibilities.

The candidates are applying for the job. We are the interviewers. This Primer is not an answer sheet. It is a question book: an invitation to assess evidence, judgment and the willingness to work constructively with others.

Four publicly funded school systems serve eligible London voters: English-language public, English-language Catholic, French-language public and French-language Catholic. Eligibility to vote in a particular board election is governed by provincial election rules; not every voter receives every trustee contest.

## 2. The job description: what trustees do

Collectively establish board policies, priorities and strategic direction within provincial law.

Scrutinize and approve budgets and monitor whether expenditures and student outcomes align with board priorities.

Hold the director of education accountable through formal governance mechanisms.

Represent community perspectives without substituting personal directions for board decisions.

Protect students' rights and advocate for equitable access, including disability-related supports and accommodation.

Explain publicly when provincial obligations, local needs and available resources do not align.

Trustees do not individually manage classrooms, appoint individual teachers, rewrite provincial curriculum or direct day-to-day school operations. The board governs collectively. The Province establishes the statutory framework, curriculum and major funding rules. These distinctions matter when assessing campaign promises.

### **3. Who is responsible when things go wrong?**

Accountability must follow authority. A provincial funding decision is not the same as a board spending decision. A superintendent's operational responsibility is not the same as a trustee's governance responsibility. Nor should a candidate be credited with a change that only the Ministry of Education can authorize.

For incumbents, the central questions are: What did you know? What did you do? What did you challenge? What happened? What did you learn? For challengers: What evidence informs your criticism, what legal authority would you exercise and what would your proposal cost?

### **4. Thames Valley: provincial supervision and governance**

Ontario appointed Paul Boniferro as supervisor of the Thames Valley District School Board on April 29, 2025, following a PricewaterhouseCoopers investigation. The provincial oversight page describes the supervisor as overseeing financial and operational decisions. Voters must therefore distinguish the powers exercised by the supervisor from the powers normally exercised by elected trustees. [1, 2]

The investigation reported that the board moved from an in-year surplus of \$3.5 million in 2020–21 to an in-year deficit of \$17.3 million in 2023–24. The investigation examined financial operations, forecasting and executive compensation compliance. These findings call for scrutiny of systems and governance; they do not establish misconduct by every trustee or candidate. [2]

The widely reported approximately \$40,000 August 2024 Toronto retreat involved senior officials. It should not be described as a trustees' retreat. Responsibility for the expenditure, oversight failures and subsequent corrective action must be examined separately. [2]

For Thames Valley candidates, ask how elected trustees should communicate with the public under supervision, what information they should request, how they would assess a return to ordinary governance and what safeguards would prevent a repetition of financial control failures.

### **5. Public funding, school-generated revenue and the role of donations**

Ontario's public education system is predominantly funded through government allocations. School boards also report school-generated revenue, which can include fees, school activities, fundraising and other receipts. School-generated revenue is not interchangeable with charitable donations.

The 2024–25 school-generated-revenue totals previously cited for TVDSB and LDCSB have been omitted because their exact line items have not yet been reconciled to the boards' audited financial statements. Ontario defines school-generated funds broadly, including activity payments and other school collections, not only charitable donations. Source: <https://www.ontario.ca/page/school-fundraising-guideline>

School boards are expected to meet financial requirements through sound planning, budgeting and, where legally permissible, approved measures for addressing deficits. Fundraising should not be described as the standard mechanism for filling operating shortfalls. Questions about adequacy of provincial grants must be distinguished from questions about financial management.

## **6. The equity problem with school fundraising**

Fundraising can finance valuable opportunities. It can also reinforce the advantages already enjoyed by wealthier communities. In its 2018 Ontario school survey, People for Education found that 99% of elementary schools reported fundraising. Elementary schools in lower-poverty communities raised a median \$12,000, compared with \$6,000 in higher-poverty communities. The top 10% of fundraising elementary schools raised 37 times the amount of the bottom 10%. These are historical Ontario-wide figures, not current measurements of London schools. [3]

Ontario's fundraising guideline says fundraising should complement rather than replace public funding. But the distinction between essential education and enrichment deserves scrutiny. Music, arts experiences, educational excursions, technology and extracurricular participation all contribute to students' development. A child's access to meaningful opportunities should not depend on the fundraising capacity of the surrounding neighbourhood. [3, 4]

An equitable funding model need not give every school the same dollar amount. Schools serving students with greater barriers may require greater resources. The relevant questions are what opportunities public education guarantees, whether allocation reflects need and how outcomes are measured.

Private generosity deserves appreciation, but it cannot substitute for public responsibility. Foundations can help redistribute resources, yet that still leaves the question of what happens when a charitable campaign falls short.

## **7. Local evidence: what we know and what we still need**

The Thames Valley Education Foundation publishes financial statements and community reports, including its 2024–25 report. Earlier figures for funds raised and grants awarded have been omitted pending reconciliation to that report. Source: <https://www.tvdsb.ca/our-board/thames-valley-education-foundation/>

The distinction between enrichment and basic needs is particularly important. When charitable resources help address hunger, clothing and other barriers to participation, voters should ask whether education, social assistance and health systems together are meeting children's needs. That does not mean every social need is legally the school board's responsibility.

For both English-language boards, the outstanding research request is a five-year breakdown of school-generated funds, direct charitable donations, corporate contributions, foundation grants and in-kind support, together with school-level distribution and expenditure purposes. Donations designated for individual schools should be distinguished from board-wide equity mechanisms.

For the Catholic board, another legitimate question is whether contributions come from diocesan organizations, parishes, religious orders or Catholic foundations. No regular diocesan operating subsidy has

been established by the research presently available. Faith-based collaboration and public funding should not be conflated.

## **8. What should trustees be measured against?**

Student outcomes: literacy, numeracy, attendance, graduation and pathways after school, interpreted with appropriate context.

Access: special education, transportation, arts, extracurricular activities, language supports and student well-being.

Equity: whether resources are directed to need and whether opportunity differs materially by neighbourhood.

Governance: quality of financial oversight, disclosure, respectful debate and response to audit findings.

Public engagement: accessibility of board information and the quality of consultation with students, families and staff.

Realism: clear distinction between promises within trustee authority and changes requiring provincial decisions.

### **A. The four systems and the right to vote**

Ontario has four publicly funded school-board systems: English public, English Catholic, French public and French Catholic. Eligibility to vote for a particular board depends on the statutory rules governing public, separate and French-language electoral support. The municipal election office, not a candidate's campaign, is the authoritative source for checking ballot eligibility. School-board seats are not interchangeable: a voter does not ordinarily select a trustee in every system.

### **B. Who controls what?**

The Province establishes the Education Act, curriculum, major funding rules and the framework for student rights and accountability. Elected boards collectively govern within those rules. Directors and senior administrators manage operations and staff. A trustee can question, advocate, propose and vote as part of the board, but cannot personally direct a principal or promise an individual student a particular service. Where a supervisor has assumed board powers, normal elected decision-making is curtailed. This is essential context for evaluating TVDSB campaign promises.

### **C. Supervision is not the same as proof of personal misconduct**

The Ontario Ministry of Education appointed Paul Boniferro to supervise TVDSB after an investigation into financial and administrative controls. The ministry says supervision covers financial and operational decisions. The 2024 Toronto retreat involved senior officials, not a trustees' retreat. The investigation should prompt scrutiny of financial oversight, but it does not establish that every trustee was personally responsible for every operational deficiency. Equally, the existence of provincial funding pressures does not absolve administrators or trustees of duties within their control.

### **D. The Catholic board and the Church**

Catholic school boards in Ontario are publicly funded under provincial rules. Their religious character and constitutional framework do not mean their operating budgets are simply financed by the Catholic Church. Donations, parish relationships and in-kind contributions require separate accounting. A useful public disclosure would distinguish provincial grants, direct gifts to the board, school-generated receipts, foundation transfers and any diocesan or parish support, with amounts and conditions. The same transparency standard should apply to public boards and private-sector donors.

### **E. What counts as a deficit?**

An in-year operating deficit, an accumulated deficit, a forecast variance and a budget that is balanced only through reserves are different measures. A preliminary proposed budget is not necessarily the final adopted budget. Voters should ask for the fiscal year, accounting basis, approved versus forecast figures, use of reserves, spending pressures and the board's realistic authority to respond. School fundraising is not a general substitute for balancing a board's statutory operating budget.

### **F. What fundraising numbers actually measure**

The earlier estimates for school-generated revenue at TVDSB and LDCSB and for Thames Valley Education Foundation fundraising and awards have been removed pending a line-by-line check of original statements. These are different accounting categories and must not be combined or described interchangeably as donations. Source: <https://www.ontario.ca/page/school-fundraising-guideline>

### **G. Equal resources or equitable opportunity?**

Equal per-school funding does not guarantee equal access when student needs differ. Schools serving higher concentrations of poverty, disability-related needs, newcomer students or long transportation distances can require additional support. Fundraising can widen disparities when affluent school communities retain the proceeds they raise. Needs-based foundation grants can offset some differences, but cannot guarantee a dependable entitlement if donations fall short. A fair assessment of a board asks both how funds are allocated and what students actually experience.

### **H. What to ask about student learning**

Student outcomes should be assessed using more than one indicator: literacy, numeracy, attendance, credit accumulation, graduation, pathways after school, well-being, belonging and access to arts, languages and extracurricular learning. Context matters. A board with greater student need should not be judged solely on raw averages. Candidates should identify which indicators they would publish, how often and what they would change when progress stalls.

### **I. What to ask about student rights**

Trustees must operate within applicable human-rights, accessibility, privacy and education laws. Political disagreement over particular policies does not erase students' legal protections. Candidate questions should address disability accommodation, bullying and harassment, Indigenous education, culturally responsive practice, language access and how families can appeal or seek help. Respectful governance requires protecting students while making consultation and decisions transparent.

### **J. Local funding questions still awaiting disclosure**

For both English-language boards, request five years of school-by-school fundraising totals; direct donations and in-kind gifts; foundation grants; expenditure purposes; restrictions imposed by donors; and any equalization mechanism. For LDCSB, ask separately whether diocesan, parish or Catholic charitable organizations provide funds, facilities or services and how these appear in audited statements. For TVDSB, ask how the foundation allocates emergency assistance and enrichment grants. Do not treat absent disclosures as proof of wrongdoing.

## **The candidates**

Each entry summarizes the public information identified in the working research and gives a question voters can ask. It is deliberately brief: no ideological labels, endorsements or speculative claims.

## **TVDSB | Wards 1, 11, 12 and 14 | 2 seats**

### **Christine Morgan**

Public information: Certified candidate on the City of London's 2026 list. The City also lists a 2022 election financial filing under this name; that filing is not evidence of any particular policy position.

Question to consider: How would you assess the board's financial oversight and the province's intervention?

Source / contact: City of London certified candidate list (linked at start of dossier).

### **Lori-Ann Pizzolato**

Official record: Lori-Ann Pizzolato served as chair of TVDSB, as confirmed in the board's published 2022 attendance-area review. She is a returning trustee candidate. Source: <https://www.tvdsb.ca/our-board/planning/attendance-area-reviews/london-elementary-panel-attendance-area-review/>

Question to consider: What did you do to challenge budget assumptions before supervision?

Primary source / campaign link: <https://sites.google.com/view/loriannpizzolatotruee/home>

### **Sheri Polhill**

Public information: Certified candidate and returning trustee candidate. The City's website field appears to contain an email address, not a usable campaign URL.

Question to consider: What governance lessons would you apply after the financial investigation?

Source / contact: City of London certified candidate list (linked at start of dossier).

### **Smita Tajne**

Candidate biography (self-reported): Smita Tajne describes arriving in Canada in 2003 on a scholarship, working in information technology and on a Canadian Coast Guard/DFO project, and being a TVDSB parent. Her stated priorities include equity, newcomer support and fiscal accountability. Her employment and academic claims have not been separately confirmed. Source: <https://smitatvdsb.com/>

Question to consider: What specific indicators would show that equity and accountability are improving?

Primary source / campaign link: <https://smitatvdsb.com/>

### **Durgeshwar Tiwari**

Public information: Certified candidate; no detailed public platform independently confirmed in this research pass.

Question to consider: What experience and three policy priorities would you bring to the role?

Source / contact: City of London certified candidate list (linked at start of dossier).

## **TVDSB | Wards 2, 3, 4, 5 and 6 | 2 seats**

### **Andrew Bawden**

Candidate-stated priorities: student achievement, family engagement, responsible leadership and community partnerships. Source: <https://andrewbawden4trustee.ca/>

Candidate biography (self-reported): Andrew Bawden says he has taught at Fanshawe College, chaired a school parent council and worked with community and business organizations. Independent employment and board appointment records have not been checked. Source: <https://andrewbawden4trustee.ca/>

Question to consider: How would you distinguish measurable achievement gains from aspirational goals?

Primary source / campaign link: <https://andrewbawden4trustee.ca/>

### **Mike Bloxam**

Public information: City election resources list a previous trustee candidacy filing; campaign site is listed on certified roster. Specific 2026 platform claims not yet independently summarized.

Question to consider: What evidence would you use to judge the board's recovery from supervision?

Primary source / campaign link: <https://www.bloxam.ca/>

### **Paul Gray**

Public information: City election resources list a previous trustee candidacy filing; 2026 campaign website listed. Specific platform requires closer review.

Question to consider: Which spending and governance reforms are your priorities?

Primary source / campaign link: <https://paul4trustee.ca>

### **Veena Joshi**

Candidate-stated priorities: newcomer and immigrant family support, academic excellence and equity, mental health and well-being, parent engagement, and transparent governance. Source: <https://veenajoshi.com/>

Candidate biography (self-reported): Veena Joshi says she arrived in Canada in 2015, is a TVDSB parent and serves as president of Hindu Legacy. Those biographical statements appear on her campaign site; organizational appointment and personal history have not been separately confirmed. Source: <https://veenajoshi.com/>

Question to consider: What specific actions would improve newcomer access within trustee authority?

Primary source / campaign link: <https://veenajoshi.com/>

### **Paras (Pat) Mehta**

Candidate biography (self-reported): Paras (Pat) Mehta describes employment as a driver examiner with Serco Canada, earlier work in logistics and transportation, and postsecondary studies in information security, information technology and computer applications. Employment and degrees have not been independently checked. His campaign lists student achievement, safety, well-being and accountability among its priorities. Source: <https://www.voteforpat.com/>

Question to consider: Which priorities are achievable through collective board governance, and how would you safeguard all students' rights?

Primary source / campaign link: <https://www.voteforpat.com/>

### **David Ross**

Official campaign website listed by City of London: <https://davidrosstrustee.ca/>

Public information: Certified candidate with a campaign website on the City list. This edition does not attribute an unverified policy platform to him.

Question to consider: What are your qualifications, priorities and contact channels?

Source / contact: City of London certified candidate list (linked at start of dossier).

### **Nisha Sharma**

Public information: Certified candidate with a campaign website listed by City. A detailed platform summary requires primary-source review.

Question to consider: What is your plan for accountability and equitable student supports?

Primary source / campaign link: <https://www.nishasharma.ca>

## **TVDSB | Wards 7, 8, 9, 10 and 13 | 2 seats**

### **Manojkumar Chakkanthara Viswanathan**

Public information: Certified candidate; contact available on City list, detailed platform not verified.

Question to consider: How would you approach board-wide financial governance?

Source / contact: City of London certified candidate list (linked at start of dossier).

### **Sarvarinder Singh Dohil**

Public information: Certified candidate with campaign website listed. Detailed positions not yet verified.

Question to consider: What are your concrete priorities for students and staff?

Primary source / campaign link: <https://www.go4dohil.com>

### **Lincoln McCardle**

Public information: Certified candidate; contact available on City list, detailed platform not verified.

Question to consider: What experience equips you to oversee a large public institution?

Source / contact: City of London certified candidate list (linked at start of dossier).

### **Sherri Moore**

Official and candidate sources: Sherri Moore states that she was appointed a TVDSB trustee in 2021 and elected in 2022. Her biography describes committee service and a Master of Professional Education from Western University; the degree and committee appointments have not all been separately checked against university or board records. Source: <https://www.sherrimoore.ca/about-me>

Question to consider: Which board decisions would you defend, reconsider or change, and what evidence supports your account?

Primary source / campaign link: <https://www.sherrimoore.ca/about-me>

### **Archana Patel**

Public information: Certified candidate with website and Instagram listed by City. Detailed positions not yet verified.

Question to consider: What student equity and budget outcomes would you prioritize?

Primary source / campaign link: <https://www.archanapatel.ca>

### **Ron Royal**

Public information: Certified candidate; contact available on City list, detailed platform not verified.

Question to consider: What would you do in your first year as trustee?

Source / contact: City of London certified candidate list (linked at start of dossier).

## **LDCSB | Wards 1 and 14 | 1 seat**

### **Sibu Joseph**

Public information: Certified candidate; City lists email and telephone. No detailed platform verified.

Question to consider: How would you protect student opportunity within the Catholic board's budget?

Source / contact: City of London certified candidate list (linked at start of dossier).

### **Michael Wickett**

Public information: Certified candidate; City links a LinkedIn profile. Detailed platform not yet verified.

Question to consider: What is your experience in education and governance?

Primary source / campaign link: <https://www.linkedin.com/in/michael-wickett-5a89481/>

## **LDCSB | Wards 2, 3 and 4 | 1 seat**

### **Sandra Cruz**

Official board record: Sandra Cruz is listed as the London District Catholic School Board trustee for Wards 2, 3 and 4. Source: <https://www.ldcsb.ca/apps/pages/trustees>

Question to consider: How did you evaluate budget proposals and what would you change?

Source / contact: City of London certified candidate list (linked at start of dossier).

### **Tarish Roy**

Public information: Certified candidate; City lists email and telephone. Detailed platform not verified.

Question to consider: How would you scrutinize a board budget and support students?

Source / contact: City of London certified candidate list (linked at start of dossier).

## **LDCSB | Wards 5, 6 and 7 | 1 seat**

### **Sujeesh Chacko**

Public information: Certified candidate; City lists email and telephone. Detailed platform not verified.

Question to consider: What qualifications and priorities would guide your decisions?

Source / contact: City of London certified candidate list (linked at start of dossier).

### **Gabe Pizzuti**

Official board record: Gabe Pizzuti is identified as chair of the London District Catholic School Board, with his chair appointment announced in November 2024. Source: <https://www.ldcsb.ca/apps/news/article/851592>

Question to consider: What measurable changes in governance and financial stewardship occurred under your leadership?

Primary source / campaign link: <https://www.facebook.com/gabepizzutitrustee>

## **LDCSB | Wards 8, 9 and 10 | 1 seat**

### **Linda Steel**

Official board record: Linda Steel is identified as vice-chair of the London District Catholic School Board. The board announced her election to that position in November 2024. The City's certified list identifies her as the sole 2026 candidate in Wards 8, 9 and 10. Sources: <https://www.ldcsb.ca/apps/news/article/851592> ; <https://london.ca/government/council-civic-administration/elections/list-candidates>

Question to consider: What budget and student-support decisions most need public explanation?

Source / contact: City of London certified candidate list (linked at start of dossier).

## **LDCSB | Wards 11, 12 and 13 | 1 seat**

### **Joanne Andrews**

Public information: Certified candidate; City lists LinkedIn and Facebook. Detailed policy positions not verified.

Question to consider: How would you ensure that parent and student concerns influence board policy?

Primary source / campaign link: <https://www.linkedin.com/in/joanne-andrews-4aa10246/>

### **Swapna Simon**

Candidate biography (self-reported): Swapna Simon identifies herself as holding a Ph.D. and working in quality, regulatory and policy fields. Her site describes her as a Catholic parent and lists Catholic education, equitable opportunities, school growth and accountability among her priorities. Her degree and employment have not been independently verified. Source: <https://www.swapnasimon.ca/>

Question to consider: Which student outcomes would you prioritize and how would you measure them?

Primary source / campaign link: <https://www.swapnasimon.ca>

## **Conseil scolaire Viamonde | Regional area | 1 seat**

### **Rachid Barrima**

Public information: Sole certified candidate for this regional seat on the City of London list. Final legal status of acclamation should be confirmed with the returning officer.

Question to consider: How will you represent London's needs across a large geographic region?

Primary source / campaign link: <https://www.rachidbarrima.ca>

## Conseil scolaire catholique Providence | London | 1 seat

### Philippe Morin

Public information: Sole certified candidate for this London seat on the City list. Final legal status of acclamation should be confirmed with the returning officer.

Question to consider: How would you address French-language access and budget pressures?

Source / contact: City of London certified candidate list (linked at start of dossier).

### Questions to bring to the ballot

- What are the three most important challenges facing your board, and what evidence supports your priorities?
- Which of your proposed changes fall within a trustee's authority, and which require provincial action?
- How would you strengthen financial oversight, transparent reporting and public trust?
- How would you protect the rights and well-being of every student, including students with disabilities and 2SLGBTQ+ students?
- How will you measure improvements in learning, attendance, equitable access and student well-being?
- What experience have you had in education, governance, collaborative decision-making or public accountability?

### Sources and further verification

City of London, certified candidates: <https://london.ca/government/council-civic-administration/elections/list-candidates>

London Decides, candidate questionnaires and research directory: <https://londondecides.ca/candidates/>

Ontario Education Act: <https://www.ontario.ca/laws/statute/90e02>

Good Governance guide for trustees: <https://www.opsba.org/publication/2022-2026-good-governance-guide/>

Ontario Human Rights Code: <https://www.ontario.ca/laws/statute/90h19>

Ontario TVDSB financial investigation: <https://www.ontario.ca/page/thames-valley-district-school-board-financial-investigation>

People for Education: <https://peopleforeducation.ca/>

Thames Valley Education Foundation: <https://www.tvdsb.ca/>

Campaign websites: links are supplied in the individual candidate entries or the City's certified list.

Verification note (October 14, 2026): Candidate names and electoral areas were checked against the City of London's certified list. Provincial supervision and deficit figures were checked against Ontario's published investigation. Fundraising policy and the 2018 Ontario fundraising survey were checked against their original sources. The previously cited 2024–25 local fundraising totals have been omitted because their precise accounting lines remain unreconciled. Candidate biographies remain candidate-stated unless otherwise identified.

## **Additional directly checked primary sources**

Ontario appointment of TVDSB supervisor (April 29, 2025):

<https://news.ontario.ca/en/release/1005853/ontario-appoints-supervisor-for-the-thames-valley-district-school-board>

Ontario fundraising guideline: <https://www.ontario.ca/page/school-fundraising-guideline>

People for Education, 2018 fundraising survey: <https://peopleforeducation.ca/report/fundraising-and-fees-in-ontarios-schools/>

Candidate sites checked: <https://smitatvdsb.com/> ; <https://andrewbawden4trustee.ca/> ;

<https://veenajoshi.com/> ; <https://www.voteformpat.com/> ; <https://www.sherrimoore.ca/about-me> ;

<https://www.swapnasimon.ca/>

## **Biographical verification method and limitations**

Reviewed October 14, 2026. Official school-board records are treated as independent confirmation of trusteeship and board offices. A candidate's own website is evidence of what the candidate publicly claims, but is not independent proof of academic degrees, employment, organizational appointments or personal history. Where no independent corroboration was located in this pass, the profile says "candidate biography (self-reported)" or avoids the claim. Candidate entries not expanded here contain no substantial personal biography to verify.

Primary sources for independently documented board positions:

<https://www.ldcsb.ca/apps/pages/trustees> ; <https://www.ldcsb.ca/apps/news/article/851592> ;

<https://www.tvdsb.ca/our-board/planning/attendance-area-reviews/london-elementary-panel-attendance-area-review/>