

**GREATER ESSEX COUNTY  
DISTRICT SCHOOL BOARD**

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**ANNUAL ACCOMMODATION  
PLANNING REPORT**

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June 2006

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Director of Education

<p><b>GREATER ESSEX COUNTY</b>          DISTRICT SCHOOL BOARD  <b>2006 Accommodation Planning Report</b>  <b>table of contents</b></p>
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# GREATER ESSEX COUNTY

## DISTRICT SCHOOL BOARD

### 2006 Accommodation Planning Report

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#### **A. SYSTEM AND PROVINCIAL OVERVIEW**

For the 2006-2007 school year, the Greater Essex County District School Board will be serving a projected 36,721 students while operating sixty-one elementary schools, fifteen secondary schools, an alternative secondary school program, an extensive adult and continuing education program, and seven agency schools. This is a slight increase in enrolment from last year's (36,662) actual number as opposed to projections. In addition, new programs are being created to meet the needs of specific groups of students, particularly in the county. These are largely a result of the Pathways to Success initiative which has allowed us to develop new and more flexible approaches to secondary education for workplace bound students.

The Board offers a wide variety of programs designed to address individual needs of students. These include compensatory education, French Immersion, various Pathways to Success approaches, a variety of special education programs to meet a wide range of needs from gifted to developmentally challenged, alternative schools, and magnet programs such as co-operative programs including the Ontario Youth Apprenticeship Programs, Design and Technology, English as a Second Language, and the Walkerville Center for the Creative Arts. Special or alternative programs increase the demands on classroom space.

The sixty-one elementary and fifteen secondary schools are configured into thirteen families of schools. Each family consists of a secondary school and the elementary schools that feed into it. The family of schools concept is a well-established organizational component within our respective communities and provides program continuity from junior kindergarten to grade twelve. Previous study of enrolment patterns within the transition from elementary to secondary schools reveals that for the most part, once a student begins their education experience in our school system, they continue to choose our schools up to the end of their secondary school program. This pattern varies a bit between families of schools and is also affected by specific geographic factors in some areas. It will be important to continue our focus on building high quality primary programs connected strongly to their communities, to include daycare in our accommodation planning, and to continue to strengthen the linkages before elementary and secondary schools.

The Board for several years had been experiencing a steady increase in enrolment in both panels. This trend was reversed in both panels most recently. The drop in enrolment at the secondary level resulting from the graduation of the "double cohort" was ameliorated by the increased size of the grade 8 classes. The enrolment "bubble" commonly referred to as the "echo baby boom" is now in the junior and intermediate division. The increase in secondary enrolment is resuming and is projected to continue over the next several years. At the elementary level we have experienced a small drop in enrolment since 2003/2004 which is projected to continue in the 2006/2007 school year, primarily a result of the larger classes of grade 8 graduating and moving into secondary school, the opening of new religious based private schools, a reduction in immigration and a decline in new population growth. In the future, elementary enrolment is expected to stabilize with a slow rate of increase.

We continue to have considerable excess space at the secondary level (compared to Ministry rated capacities) while space continues to be in short supply in some of our elementary schools. A shortage of classroom space is becoming more pronounced with the government's new grants to reduce class

size in the primary programs. This will create the need for additional classrooms for newly formed classes. The Board prefers to give communities considerable time to adjust to boundary changes, schools closed to out of boundary admissions, and programs moved to new locations. Enrolment changes in some parts of our district, however, are occurring so rapidly this will not always be possible. Some capacity relief will be provided to the Belle River and Massey Families of Schools with the opening of Lakeshore Discovery Elementary School and Talbot Trail Elementary School.

In 2003 the Ministry of Education released its list of “Prohibitive to Repair” schools, including three of our older core city elementary schools (Begley, Benson, and Campbell). The new Begley School opened in Spring 2006. Benson and Campbell will follow in 2007 and 2008. Presently, a new site is being pursued for the building of Benson School while initial planning is underway with its architects. Campbell School’s design is being developed with consultation with the Architectural Heritage Society for possible preservation of some of its significant architectural components. These facilities will complement nicely the core revitalization which has taken place in the Dougall, General Brock, and King Edward school areas. A second significant event occurred when our application to begin the collection of Education Development Charges was finally approved. This provides us with the needed revenues to purchase and complete servicing of land for new schools. This has enabled us to move forward with planning for the new Lakeshore Discovery Elementary School. Its scheduled opening is January 2007 following resolution of delays at the municipality level. Plans for the new Talbot Trail Elementary School in South Windsor have been finalized and construction is well underway with an anticipated September 2006 opening

With the change in provincial government in 2004, there have been a number of subsequent funding announcements affecting accommodation planning. These announcements add a considerable degree of uncertainty about funding sources and guidelines from the Ministry pertaining to rural schools and potential school closures, as well as funds available for new schools and for renewal of older buildings. Recently, a revised Facilities Conditions Index has been released which is negatively impacting upon future replacement of our older school buildings. The changes to accommodation funding provided by the province about which we have yet to receive critical information include:

- The list of 120 additional prohibitive to repair schools;
- Revised Ministry capacities which reflect the extension of educational requirements to age 18;
- The details of the process by which boards can qualify for new school funding. This is due to the former “new pupil place grants” being discontinued or modified;
- The transition plan and funding which will be provided for projects proceeding under the old grant structures and rules;
- Outcomes of funding based upon the Capital Planning Information that school boards are developing to submit to the Ministry of Education.

Thus, the process, policy and timelines by which this Board completes its annual accommodation plan can be expected to change dramatically. It may, in fact, require a new Board policy direction in the Fall. For the purposes of this report, what may in fact be part one of the 2006 Accommodation Report, the system analysis will be based upon what is currently known, with some decisions intentionally delayed or modified while we await future Ministry of Education announcements which are critical to the specific issues at hand. If subsequent announcements significantly change the wisdom of some recommendations, the Board may also be asked to reconsider them. At this point in time, we need to move on with some actions in order to provide appropriate space for our students.

## 1. A Glance Back

Meeting accommodation needs in areas experiencing enrolment growth has created unique challenges and sparked some creative solutions by community study groups. There is no doubt that we have made significant progress on a number of accommodation issues as a result of staff, parent and community collaboration. Over the 2005/2006 school year we have made significant changes in the following areas:

### French Immersion Schools

1. That the Superintendent responsible for accommodations planning lead a process to generate options, gather community responses and make recommendations with respect to a longer term solution to the overcrowding at Bellewood.

A Bellewood Accommodations Committee studied capacity issues and proposed solutions. It is anticipated that at the June 7, 2006 Board meeting, Trustees will consider final decisions as a result of the following motion, brought forward from the Standing Committee on Operations and Finance of May 17, 2006:

“that four additional portables be located at Bellewood Public School effective September 2006; and that an addition at Bellewood Public School be constructed for September 2007.”

Planning with the architects is underway to begin construction of an addition for September 2007 occupancy.

2. That the Superintendent responsible for accommodations planning initiate a system review of French Immersion programs in consideration of capacity issues to more effectively accommodate the growing French Immersion population.

The French Immersion program continues to grow significantly at the Puce and Bellewood French Immersion schools. McCallum School's rate of growth is increasing at a slower rate. It will require all of its classrooms for the 2007/2008 school year which will be achieved with the completion of the Roseville School study. Conducting the system review of French Immersion programs in consideration of capacity issues is required to provide an overview of this programs needs and possible solutions.

### Massey Family of Schools

3. That the Superintendent responsible for accommodations planning complete the determination of boundaries for the new South Windsor elementary school. The boundary review should also identify the feeder secondary school for this new elementary school.

A South Windsor Accommodation Committee formed in the Fall of 2006. Its goal was to determine boundaries for the new school to be constructed at 4000 Ducharme Street, which was later named Talbot Trail Elementary School. As boundaries for this school were developed, boundaries of other Massey feeder schools were also re-aligned with minimal redistribution of students amongst the schools. At the February 1, 2006 Board meeting, the Trustees approved the new boundaries for the Massey Family of Schools. The result, for the 2006/2007 school year, is that all the South Windsor elementary schools will return to Junior Kindergarten to grade eight organizations and Massey Secondary School will return to a grades nine to twelve organization. With the exception of Northwood School, these existing South Windsor schools will be able to meet their capacity needs. During Spring 2006, a Northwood Accommodation committee studied the capacity issues at their school. Based on new development projections as well as existing needs and in spite of a segment of their population realigning with their neighbouring Roseland student area to attend Roseland School, Northwood School can not meet its capacity needs without further new space being provided. It is anticipated that at the June 17, 2006 Board meeting, the Trustees will consider final decisions as a result of the most recent Northwood Committee's report and the Director's recommendations. As construction continues at a frenetic pace at the new Talbot Trail Elementary School, so does the rate of new student registrations.

Herman Family of Schools

4. That a population grouping of Roseville Public School be reviewed for possible annexation to other schools to provide a more permanent long term solution to the capacity issues at Roseville Public School.

The relocation of Intermediate students to McCallum School provided necessary relief to capacity issues at Roseville School. At the same time, Roseville School was identified for a Ministry Literacy Turnaround program which is having a positive effect upon its Junior Kindergarten to grade six learning. At the same time, Roseville's population distribution has changed with a higher concentration of its students being east of Lauzon road. A simple solution based upon a boundary re-organization is not forthcoming and further study is required prior to formation of an Accommodation Study Committee.

Riverside Family of Schools

- 5 That the Superintendent responsible for accommodations planning work with the Forest Glade School administration and the Superintendent responsible for day care planning to monitor population trends and their impact upon Forest Glade School determining the need for opening and the potential population of the H. B. McManus annex to Forest Glade School.
6. That the Superintendent responsible for accommodations planning continue to work with the Forest Glade School community to develop an implementation plan, including determining the effective date as well as the numbers and grades of students who should attend the McManus site.

During Fall 2005, population trends at Forest Glade School were reviewed with the formation of a committee occurring in Spring 2006. The identified dilemma was a need for additional space available at the McManus site but without an even redistribution of students possible. The decision resulted in the main building accommodating the grade three to eight students and the Junior Kindergarten to grade two students, with the accompanying Primary Developmental class, opening the Forest Glade Primary Learning Centre (formerly the McManus building) in September. A day care provider will also occupy space in the Primary Learning Centre. A community information meeting confirmed the community's support of this proposal and plans are underway for its September opening.

**2. Enrolment and Accommodation Planning**

Enrolment has been the primary driver of financial resources available to the Board. For operational purposes, the province has benchmarked 100 square feet of space for elementary pupils and 130 square feet per pupil in the secondary panel. With the exception of a "top-up" grant for any space in a school over 80% (that is, available spaces from 80% to 100% capacity do attract operational funding), Boards which have space in excess of the provincial benchmark do not receive funds for the maintenance of that excess space. In the past, and for some current projects, Boards qualify for funding for a 25 year new pupil place grant when their enrolment, by panel, exceeds their capacity. Any subsequent drop in enrolment over a 25 year period endangers the flow of these grant dollars. This New Pupil Place funding process is being discontinued, ultimately being replaced by a new capital planning and approval process. This has yet to be clarified.

In addition to the capital and maintenance issues driving the need for efficiency in all of our schools, the present funding formula itself establishes staffing level benchmarks with respect to schools. For example, for a full time principal to be funded for a school, the school must have a minimum size of 364 elementary or 909 secondary students. To attract funding for one full time secretary, the requirements are 272 elementary or 188 secondary students. And these provisions are based on salary benchmarks per full time position which are significantly lower than the reality of

salary levels in school boards today. This continues to result in pressure for school boards to consolidate their schools into larger ones, in order to be able to provide a full complement of support and administrative staff, as well as programs, to adequately meet student needs. Special small school grants apply to schools which are significant distances from each other. These have increased substantially over the past year. This is one area in which the new government has released new guidelines and funding, referred to as the "Keeping Good Schools Open" initiative. Additional funding announcements, details and guidelines of new funding continue to be forthcoming.

Implementation of the new curriculum provides additional pressure to consolidate small schools. At the elementary level, both provincial testing through the EQAO and the increased emphasis on curriculum content make combined (split) classes more difficult to schedule and to teach. At the secondary level, the course options available, diversity of program required in most communities to adequately support student learning and the secondary class size caps today make small schools increasingly difficult to maintain in terms of delivering viable programming.

Thus for long term planning and decision making it is imperative that past, current, and future demographic trends be examined and analyzed. The Board's accommodation policy, regulations and administrative procedures require that the Director annually examine all schools to endeavour to ensure that all of our facilities are used to maintain effectiveness. In particular, the Director is required to identify and consider for a change in accommodation status and present options with respect to schools in consideration of the following five criteria:

- (a) provision of viable programs;
- (b) effective deployment of support staff;
- (c) schools with current enrolment and five year projected enrolment in adjacent families of schools in excess of 20% of the school's capacity;
- (d) schools with current enrolment and five year projected enrolments in adjacent families of schools less than 80% of the school capacity;
- (e) schools that require major repairs to restore safe, operable conditions.

The past funding formula allowed us to qualify for new pupil place grants in the elementary panel, providing opportunities to consider revitalization of our facilities and our system in different ways. There have also been opportunities to identify some smaller facilities for consolidation or mergers, in order to improve program, take advantage of some economies of scale and also to permit the board to replace or significantly refurbish and enhance the facilities. In February 2005, the Good Places to Learn document was released. Some components of the Good Places to Learn Report are:

- A cap on class sizes for JK to grade 3.
- Early learning and child care spaces, preferably within schools. (This grant has been rescinded although the first year of planned spaces continues to be supported.)
- Upgrades to the condition of facilities.
- Part of the new guidelines for school closing procedures.

Details of the Good Places to Learn report have yet to be clarified, which impacts upon future planning for our system. Further details are anticipated. These announcements will, in turn, necessitate not only a subsequent accommodation plan for the board, but may also, as mentioned, drive amendments to our accommodation planning policy itself.

In the past, enrolment has driven funding which in turn has affected our ability to continue to offer the range and quality of programs and supports we provide to students; also our analysis of survey and



enrolment data from our intermediate students suggests that once students are enrolled in our elementary schools they stay with us for their secondary years. This means we should also take on revitalization of our schools as part of a long term strategic process, maximizing our access to grants and our appeal to the community at the same time.

### 3. Future Enrolment Trends

#### (a) Demographics

Consistent growth in our community leading up to the fall of 2002 was fueled by a vibrant economy and strong in-migration into the region focused in our high growth communities. However, the countervailing effects of a steadily declining birth rate are reflected in our elementary enrolments, particularly in the older subdivisions and central neighbourhoods of the city and with the recent trend of declining enrolments in the rural based schools.

The tail end of the larger part of the “baby boom echo” is moving through the elementary system and into and through our secondary schools. This will result in averaged increases of just under 3% per year for our secondary enrolments to the end of the decade with enrolment increases leveling off between 2011-2015 and stabilizing thereafter. This corresponds with provincial and national trends as documented in the book “*Boom, Bust and Echo*” (Foot and Stoffman, 1996). Noted demographer David Foot defines the birth period 1980-1995 as the Baby Boom Echo when large numbers of school age children have been moving through the school systems. However, the birth years from 2000 to 2010, labeled the Millennium Kids, will see a sharp decline in the number of school age children. Ministry of Finance projections indicate a stabilizing and modest increase in the 0-4 and 5-13 age groups through to the end of the next decade as the baby boom echo, now in their 20’s and early 30’s, start to establish households and families. It is important to note that these projections do not include any calculation of enrolment shifts associated with the levels of in-migration and immigration. These activities, locally, have tempered the effect of the birth rate pattern. These are, however, volatile and very difficult to predict. There is a general expectation, however, that diverse communities will experience greater immigration over the long term. Our local economy will temper or exacerbate the enrolment swings in our communities. While a booming economy brings more people to our community in search of jobs, a slow economy boosts secondary enrolment in particular as students return to or stay in school when jobs are scarce. Planning major accommodation expansions in those areas where we have the greatest confidence in our long term needs and employing flexible accommodation arrangements where possible elsewhere would therefore continue to be a prudent approach.

#### (b) Annual Residential Construction Activity

Reflecting a strong economy in the region, there has been an annual average of 2397 dwelling units constructed in both the city and county over the last fifteen years. Annual construction totals have been at or above this average for the last 10 years, peaking in 2002 at just over 2900 units. However activity eased back to 2000-2001 levels for 2004 at 2622 new units (down marginally from 2647 in 2003). Initial indications for 2005 suggest a further drop in residential construction totals to below 2000 units for the region - the lowest levels since the early 1990's - a reflection of regional economic uncertainty. The City figures fell to 901 new residential units in 2005. Construction activity to-date in 2006 is again down in Windsor, Lakeshore, LaSalle and Tecumseh but up in Amherstburg.

Tecumseh is expected to rebound in development, having concluded an agreement with the City of Windsor for added sewage treatment capacity. Potential development of large new

serviced areas in the south Tecumseh area is expected to create a significant increase in development there. Given the current signs of a softening economy, this may well be at the expense of development in Lakeshore, where developers have experienced difficulty lately in proceeding with plans in a timely way.

There is a general expectation that levels of new home construction will rebound - fuelled by relatively low mortgage rates and renewed immigration. While some easing of annual construction rates has occurred it should remain around 2000 units a year, close to long term averages.

### 15 Year Enrolment Projection

The following chart forecasts the enrolments in our elementary and secondary schools, based upon 2005 enrolment data, retention rates and recent data on birth rates.

**Figure 1**  
15 Year Enrolment Projection

Year	Elementary	% Change	Secondary	% Change	Total
2000	23,861	n/a	12,510	n/a	36,371
2001	24,959	4.6	12,705	1.56	37,664
2002	25,011	0.21	12,562	-1.13	37,573
2003	24,960	-0.2	11,951	-4.86	36,911
2004	24,501	-1.84	12,183	1.94	36,684
2005	24,097	-1.65	12,348	1.35	36,445
2006	23,838	-1.07	12,883	4.33	36,721
2007	24,064	0.95	13,264	2.96	37,329
2008	24,293	0.95	13,652	2.92	37,945
2009	24,519	0.93	14,039	2.84	38,558
2010	24,745	0.92	14,430	2.78	39,174
2011	25,188	1.79	14,565	0.94	39,753
2012	25,631	1.76	14,696	0.9	40,327
2013	26,074	1.73	14,827	0.89	40,901
2014	26,515	1.69	14,956	0.87	41,471
2015	26,958	1.67	15,085	0.86	42,042
2016	27,370	1.53	15,104	0.13	42,475
2017	27,852	1.76	15,126	0.14	42,977
2018	28,336	1.74	15,148	0.15	43,485
2019	28,824	1.72	15,172	0.16	43,996
2020	29,314	1.7	15,200	0.18	44,514

A more specific forecast, based upon an analysis of school area retention rates, long term immigration issues and predicted new housing development, results in a somewhat higher enrolment estimate. Our elementary enrolment projections may well be conservative, although the private school implications factor is impossible to accurately forecast. Given the financial implications, this is prudent.

#### **4. Preschool and School Age Population Changes**

2001 Census data compiled by Statistics Canada for the Windsor Census Metropolitan Area (CMA) confirms recent moderate declines in entry enrolments at the elementary level. The age groups 0-4, 5-9, 10-14, 15-19 represent 6.4%, 6.9%, 6.8% and 6.6% of the total population respectively. In the urban areas this decline has been moderated by immigration and migration from city to town. However enrolment declines due to the effect of declining birth rates have been more significant in rural based schools.

#### **5. Local Migration**

For the past few decades, there has been a general population movement from the city core and older suburban areas to newer residential subdivisions along either side of the city boundary as well as out into the smaller urban centers in the county. However, after years of steady population loss, the city has recently begun to experience growth, growing from a modest increase of 0.24% per annum between 1986 and 1996 to just over 1%. This is a reflection of strong residential growth in the South Cameron, Roseland/new South Windsor Talbot Trail and East Riverside Planning Districts. This is projected to continue at just under 1% (0.87%) through to 2021. The County's annual growth rate has eased from 2.34% to 1.8% per annum and is projected to continue at 1.7% to 2021. It is important to note however that in general our existing population is moving south and east as new areas develop. We need to plan to meet these needs by shifting our available school accommodations in the same direction.

#### **6. Immigration**

Immigration trends in our school district move up and down in accordance with various changes in federal immigration policy. After Toronto, Ottawa, and Montreal, Windsor is the fourth most culturally diverse community in Ontario. The latest census data identifies Windsor and Essex County as experiencing some of the highest per capita levels of immigration in the province. For the period 1996-2001, the Windsor area experienced the highest level of immigration ever recorded. Consider that from 1961 to 1990 there were 1,000 new immigrants per year, increasing to 2,000 per year for the period 1991-1995 and 3,000 per year for 1996-2001. This represents about 1% of the total population of 307,877 – the majority of the annual growth rate.

This results in our community experiencing the impact of immigration shifts very rapidly. While immigration was reduced somewhat in the aftermath of the terrorist attacks of 9/11, rates rebounded in 2002. The expectation is that Canada's strong economic performance will likely lead to current or increased levels of immigration, although changes to our immigration policy have resulted in shifts in countries of origin (away from countries with larger family size toward those with fewer children and higher levels of parental education). With our new federal government and public statements by the Prime Minister suggesting lower immigration quotas, it is very difficult to estimate this factor and its impact at the present time. In terms of our student enrolment, the potential results are twofold:

- (a) our overall enrolment estimates may be achieved more quickly, or may be delayed,
- (b) as immigrants from particular regions initially tend to locate in proximity to each other, enrolments in individual schools may spike rapidly and somewhat unpredictably. We have seen this in the past few years in particular with easing of the enrolment growth at Begley and Brock Schools and a more recent increase in our east end city schools.

This was the case in the west end of the city at General Brock Elementary School during the start of this decade. Immigration has been high from areas such as the Sudan and Iraq. Recent immigrants were predominantly non-Catholic. This led to a large growth of young children in the

Brock area. Most recently immigration from the Sudan has reduced. This has resulted in easing of the population in Brock's area. Dougall School enrolment has been particularly volatile. Previously single unit dwellings are gradually being replaced by small three story apartment units which are especially attractive to new immigrant families. The area itself is particularly attractive to immigrants from Asian and eastern European countries; and, as these levels of immigration change, so does the population in the nearby schools. Some school boundary adjustments have eased related capacity issues. In many of these areas, our best plan is to provide an acceptable amount of school space to meet long term needs, recognizing that these core city school enrolments will fluctuate rapidly from year to year. Recently, a pattern of relocating, especially to Calgary where employment opportunities are greater, has been occurring especially with the Afghani community. This has had a negative impact on the enrolment at Begley. The new Begley School was designed to accommodate any future influx of immigrants into the central part of the city. Most recently, the eastern part of Windsor has seen increasing numbers of families new to the city, as reflected in enrolments at Roseville and Forest Glade schools. Leamington continues to be a point of settlement, especially for the Central and South American Mennonite community.

## **7. Conclusion – Future Enrolment Trends**

Our 2006 projected student population of 36,721 is slightly lower than predicted within the 15 year enrolment charts a few years ago. The steady annual increases in elementary enrolment experienced early in the decade have leveled off through mid-decade as the “baby boom echo” makes its way through elementary school age. However, based on provincial trends we expect to see modest increases towards the end of the decade and beyond as children of the “baby boom echo” start to show up at our schools. In the secondary panel, our 2003 enrolment was the smallest at any time in the previous ten years, as the double cohort graduated. This will be followed by increased enrolments for the rest of this decade as the tail end of the “baby boom echo” moves from elementary through secondary school. After 2016 enrolment increases will level off and stabilize.

It is important to note the fact that we are experiencing, and expect to continue to experience overall, long term increases in enrolment places us in the definite minority of Ontario school boards over the next decade or more. The vast majority of the province's school boards are experiencing significant drops in enrolment. Our board, along with those in the Greater Toronto area, is the only exception to this trend. In both areas it is primarily the result of the attractiveness of our urban areas and the general long term health of our economy which makes us a highly desirable location for new immigrants to our country. Windsor continually experiences ups and downs in its economic cycle, our enrolments follow suit (in an economic downturn, our elementary enrolment softens, secondary increases). Thus, while we are currently seeing slower enrolment growth overall, in the long term, the growth should continue.

## **B. ENROLMENT AND SPACE REQUIREMENTS**

### **1. Ministry Capacity Model**

According to the Ministry of Education, all classrooms which can accommodate a class are multiplied by the maximum mandated system aggregate average class size factor to determine the number of pupil spaces available for instruction at any given time. This is known as the “capacity” rating of a school or a school system. With the Good Places to Learn report, Boards must strive to schedule for an average of 23.5 students in a class for elementary and 21 students per class for secondary. These numbers have been adjusted to reflect the newly Good Places to Learn proposed cap of 20 for primary division classes. Also, the Ministry rating presently sets aside 10% of the rooms in the system for

special education purposes and loads them at a weighted average of 9 students per classroom. Local provisions are made for an individual school that may have more than 10% of its classes delivering special education.

## 2. Elementary Student Spaces

*Fig 2*

Capacity FTE	Elementary
Min Cap (New Pupil Place Capacity)	20,322
Less "Prohibitive to Repair"	0
Plus New Capacity for "Prohibitive to Repair"	1,393
Adjusted Min Cap	21,715
Portables	1,857
Portapak	1,363
Locally funded	577
Interschool Capacity	71
<b>TOTAL CAPACITY</b>	<b>25,583</b>

According to this method of calculating accommodation capacities, there are approximately 21,715 permanent elementary student spaces. (This is exclusive of the spaces in the new LaSalle School which are locally funded and therefore excluded from Ministry capacities.) In addition to these, there are approximately 1,857 student spaces in portables. Included in available accommodation but not in Ministry capacities are the new additions at Northwood and Roseland schools and Mount Carmel-Blytheswood. Also, we have provided a total of 71 spaces for elementary students located in secondary schools.

The calculations in Figure 2 regarding the prohibitive to repair schools are worthy of special mention. In identifying Begley, Benson and Campbell schools as prohibitive to repair, the Ministry eliminated these student spaces from our capacity. Because the Ministry provides direct grants for the replacement of these schools (to a size which reflects the average of their enrolment for the past two years), we are required to add back to our capacity the student spaces paid for by direct grant. In our case, this results in a net reduction to our rated capacity, which in turn provides additional grants. This is a very good thing, as actual construction costs for new schools are significantly higher than the construction cost benchmarks within the provincial funding formula. All of this, however, may be affected by the government's changes and transition planning underway for accommodation funding processes.

(a) Elementary Enrolment

With an expected 23,838 students for 2006/2007, Figure 3 indicates that approximately 110% of Ministry capacity will be utilized. The reduced class size capacity number (23.5) has resulted in slightly increased capacity utilization while the projected population has declined. This means that we qualify for and receive additional pupil place grants under the old funding formula. With the use of portables and other measures, the utilization rate drops to 93%.

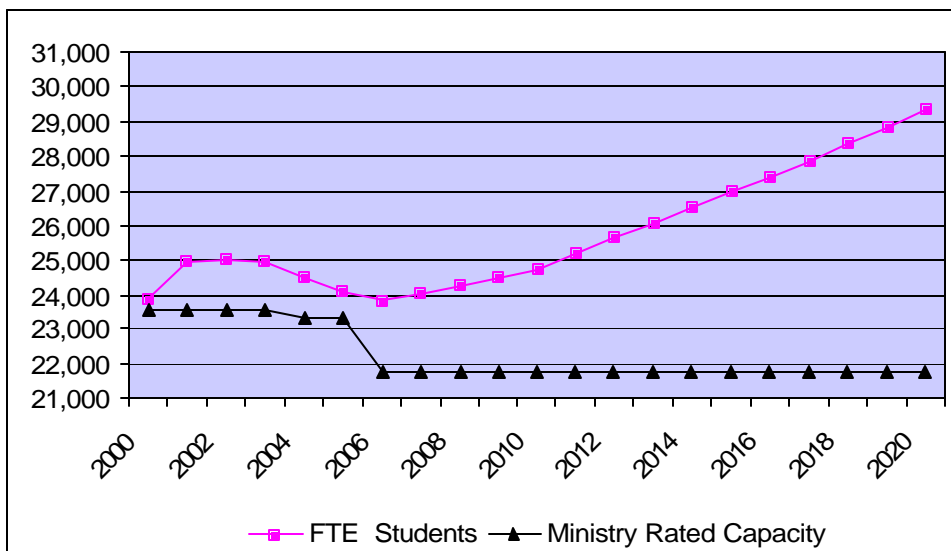
**Fig. 3**

<b>Enrolment FTE</b>	<b>Elementary</b>
Proj. 2002	25,324.5
2002	25,011
Proj. 2003	25,083
2003	24,956
Proj. 2004	24,914
2004	24,501
Proj. 2005	24,403
2005	24,097
Proj 2006	23,838
<i>% of Min Capacity</i>	<b>110%</b>
<i>% of Total Capacity</i>	<b>93%</b>

(b) Future Growth in the Elementary Panel

With the exception of a slight dip in 1999 as a result of the change in the SK delivery, elementary enrolment steadily increased over fourteen years from 20,795 in 1988 to 25,011 in 2002. Since then, there has been a slight decrease in successive years. There is expected to be slight annual increases through to 2010, with a somewhat greater increase thereafter. All of this is subject, however, to issues with our local economy and to the ebb and flow of the immigration factor.

**Fig. 4 - Elementary Projections**



(c) Conclusion – Elementary

Normally, as enrolment reduces somewhat in our elementary schools, one would expect the accommodation pressures to do likewise. However, our government and our school board have made a commitment to a class size of 20 in our JK to grade 3 classes. This results in continued accommodation pressure in a number of our schools. Also, as the total elementary enrolment levels off for the system or grows in subsequent years, the enrolment will not be evenly distributed geographically. There will still be high growth areas for elementary schools in the fringes and outskirts of the city, and in shoreline communities. The challenge for the future will be to address the overcrowding at some elementary schools in the growth areas with limited funds to build expansions or new schools.

New schools will need to be built to accommodate the rapidly expanding outlying communities. Replacement of the two additional prohibitive to repair schools in the city core is presently underway. We are also moving on to consider the needs of additional older schools. The Good Places to Learn related Facility Index grants and announcements to come may assist or impede this planning. Our current plans include construction of seven new elementary schools within a few years, which is exciting for our school system and our community. The new Begley School has reminded us of the impact a new school can have in its community. After a period of thirty years in which both predecessor boards combined to build only three new facilities, these are opportunities we have been dreaming of for a long, long time.

**3. Secondary Student Spaces**

Using the same assumptions as in the elementary schools and applying the mandated 21:1 student average class size to the secondary schools, produces a Ministry rated capacity of 15,447 spaces. This excludes the 1593 closed unused spaces at W. D. Lowe and Ada C. Richards which has reduced the student spaces.

*Fig 5*

<b>Student Spaces</b>	<b>Secondary</b>
Min Cap (New Pupil Place Capacity)	15,384
Portables	231
Portapak	0
Interschool Cap	0
Eliminated Buildings	-168
<b>Total Cap</b>	<b>15,447</b>

(a) Secondary Enrolment

Secondary enrolment has decreased as the double cohort graduated, although not as much as had been predicted. It is now expected to increase with a lower growth rate of about .9% for the remainder of this decade, before a declining growth to under .2% to 2020. This will result in an 84% utilization rate this year.

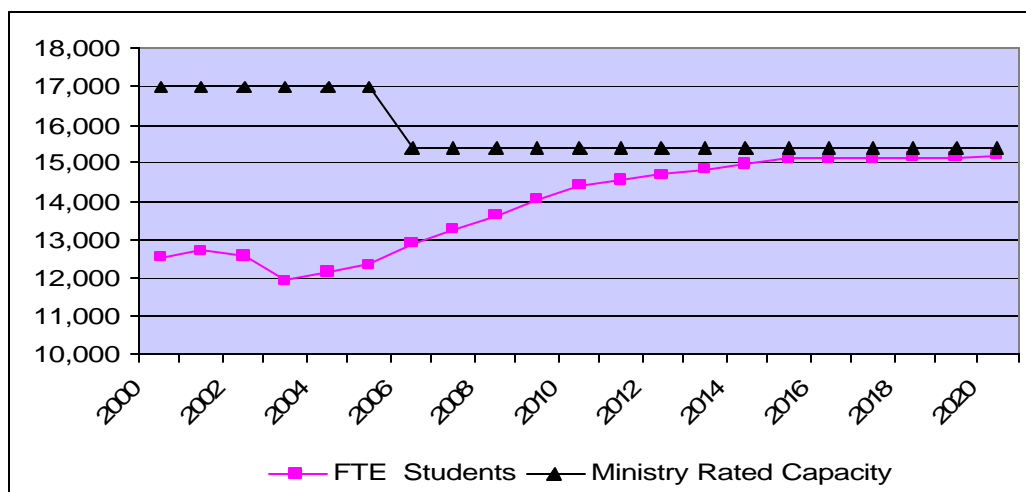
**Fig. 6**

<b>Enrolment FTE</b>	<b>Secondary</b>
Proj. 2002	12,691.0
2002	12,561
Proj. 2003	11,491
2003	11,710
Proj. 2004	11,913
2004	12,182
Proj. 2005	12,626
2005	12,348
Proj. 2006	12,883
<i>% of Min Capacity</i>	<b>84%</b>
<i>% of Total Capacity</i>	<b>83%</b>

(b) Future Growth in the Secondary Panel

In 2003, our secondary enrolment bottomed out. Since then, enrolments have been increasing. The rate of increase will become much slower by the end of this decade with minimal growth to 2020.

**Fig. 7 – Secondary Projections**





(c) Conclusion - Secondary

The loss of some students who leave in four years will be offset over the next few years by the modest gains predicted as a result of the baby boom echo cohort working their way through the secondary system. It is clear however that we will still have a great deal of excess capacity.

With the end of surplus space at Massey and Belle River schools, we will have over 2000 excess secondary school spaces which we do not need. It is also important to note that both Belle River and Massey will reclaim the space currently dedicated to elementary programs as both schools are growing in enrolment. This will actualize during the coming 2006/2007 school year as Lakeshore Discovery and Talbot Trail schools open. None of that, however, will solve the excess capacity issues we are experiencing at a number of our other secondary schools. What may affect the funding issues associated with this, however, are potential changes to how the Ministry may count and support these spaces, particularly in those communities in the county where the school is in a single school community. A bigger issue we will need to resolve at the secondary level is the continued movement of population to areas in the southern and eastern areas of or near the city. All of our high schools (except one, Massey) are located in the northern half of the city or in single school rural communities. The developing areas on the south of our city and in Tecumseh are not adequately served by public secondary schools.

**C. ACTIONS TO DATE**

Previous accommodation studies have identified two major accommodation issues that need to be resolved: excess secondary school space and overcrowding in several elementary schools. In an effort to resolve these issues the following strategies have been implemented:

**Surplus secondary space has been reduced by:**

1. Closing schools and redirecting students to other schools:
  - (a) W.D. Lowe closed in June 2000. Students were moved to Forster, Walkerville, Kennedy, Massey and Herman, thus utilizing surplus space and making the other schools more cost efficient;
  - (b) Ridge Campus was closed Sept 2000 and sold;
  - (c) Adult Learning Center was transferred to French Public Board.
2. Finding alternative use for surplus secondary space:
  - (b) Ridge ESL programs moved to Leamington;
  - (c) Adult ESL programs moved to Herman, Mason, and Leamington DSS;
  - (d) Adult Program moved to Mason effective September 2001;
  - (e) Rented Space for Community Uses:
    - Sandwich Community Health Center at Forster
    - Day Care at General Amherst
    - Day Care at Forster

**Overcrowding in the Elementary schools has been reduced by:**

3. Building new schools/additions and maximizing Ministry new pupil place grants:
  - (a) Financing the new school in LaSalle from Facility Services operating budgets;
  - (b) Constructed a 10 classroom addition to Mount Carmel school (opened in September 2002);

- (c) Constructed an 8 room addition to Northwood school (opened in September 2003);
  - (d) Constructed an 8 room addition to Roseland school (opened in September 2003);
  - (e) Lakeshore Discovery School in Lakeshore will open January 2007;
  - (f) Talbot Trail School in South Windsor will open September 2006;
  - (g) Construction of an addition to Bellewood French Immersion School in South Windsor;
  - (h) Opening the Forest Glade Primary Learning Center (September 2006);
  - (i) Sale of Surplus properties to finance new projects;
    - Dowswell (sold);
    - Edith Cavell (sold);
    - SS #4 (sold);
    - Ridge Campus (sold);
    - Inman warehouse (declared surplus to needs and building demolished);
    - Civic Center (declared surplus to needs and leased out);
    - Richards (declared surplus to needs, available for sale 2006);
    - Lowe (declared surplus to needs, currently used to accommodate elementary students displaced by school replacements);
    - Blytheswood School (declared surplus to needs).
  - (f) Explore feasibility of severing surplus lands and selling them to finance new projects.
4. Moving portables as necessary.
5. Making boundary adjustments:
- (a) Boundary Adjustments implemented for new areas in South Windsor: Roseland, Southwood and Central.
  - (b) The boundary adjustment between Hetherington and Forest Glade was implemented and Forest Glade has absorbed the new growth.
  - (c) Boundary adjustment was made between Gore Hill and Mill Street.
  - (d) Boundary adjustments were implemented in the Amherstburg area schools.
  - (e) Boundary adjustments made between Marlborough and Brock.
  - (f) Boundary adjustments made between Davis and McGregor.
  - (g) Boundary adjustments made between Dougall and Begley.
  - (h) Boundary adjustments made between Dougall and Benson.
  - (i) Boundary adjustments made between Coronation and Princess Elizabeth.
6. Using surplus secondary space:
- (a) A policy has been adopted to examine the possibility of using surplus secondary space where feasible as a solution to elementary overcrowding.
  - (b) Elementary students have been accommodated in Massey, beginning in September 2001, in an attempt to address the overcrowding problem in South Windsor, making the use of Massey more efficient. Elementary enrolment has grown to 392 students while the September 2006 secondary enrolment is projected to increase to 1373 students. Massey has required the use of portables. As the new Talbot Trail Elementary School opens, the continued need for portable classrooms at Massey will end. However, Massey will become crowded as a secondary school in the near future.
  - (c) Approximately 63 FTE JK/SK students will be accommodated at Belle River District High School in an attempt to address the overcrowding problem at Belle River Public School. These students will be repatriated to their appropriate elementary schools when the Lakeshore Discovery Elementary School opens in January 2007.

## **D. ACCOMMODATION ISSUES FOR 2006/2007**

Relevant data for student spaces, five year enrolment patterns, and future growth have been organized and presented by family of schools in the appendices that follow.

### **1. Belle River Families of Schools**

This area of the county has been experiencing rapid growth as a consequence of an ongoing housing boom. There was a pause in housing starts in this area beginning in the fall of 2001, but recently building rates have increased, particularly in the Belle River Public School boundary areas. An extension of a sewer trunk line into a new area has opened up more rapid expansion than has been seen of late. When our new Lakeshore Discovery Elementary School opens in January 2007, it will relieve pressure on Belle River Public School and will function as a dual track school, to include the French Immersion students from Puce Public School. Puce School will then close.

Tecumseh, which enjoyed a growth of at least 200 new homes annually from 1985 to 1999, has slowed down considerably, primarily because of a shortage of serviced land. There are two new developments in the Banwell Road area which have been included in the future housing development data for 2010 and 2015 for the first time. All of this leaves the former Sandwich South Township as the next area of new growth. While this area needs servicing before subdivisions can be built, the town has now concluded negotiations with the city to add sewage treatment capacity. This will provide services to an area north of County Road 42. It is expected that growth will resume not too far into the future. This new growth will result in the need for new elementary and secondary schools in the area anticipated within the next five years.

The adjacent town of Lakeshore has benefited from the shortage of land in Tecumseh and has been experiencing significant growth due to a large supply of serviced lots. The River Ridge subdivision has room for 1100 lots, with St. Clair Shores adding a potential of 400 more. Wallace Woods appears to be the next area to be developed, although it is a bit too early to be able to predict accurately the timing or student yield of this area. Ultimately, the local economy and the availability of developed land in south Tecumseh may slow down the rate of growth in Lakeshore.

From the data, it is clear that this family of schools will continue to experience significant change due to continued growth spread though all it schools with the exception of Centennial. D.M. Eagle's growth is leveling off but will continue to increase gradually over the decade, requiring additional portables.

A.V. Graham has been above its capacity for some time with relief occurring with the use of two portables. Because new construction in the area has been slowed for the past few years and because of the existence of a larger cadre of students in the latter years of elementary, A. V. Graham has been experiencing some relief of its enrolment pressures. This is not expected to continue however now that new areas will come under development. Some of the enrolment increase expected by 2006 has been delayed but it will now accelerate. The school will once again face significant accommodation pressure requiring additional portables.

Belle River Public School, as acknowledged earlier in this report, is oversubscribed but will have these issues resolved with the opening of the new Lakeshore Discovery dual track school.

New construction in Belle River has not materialized as quickly as was originally forecast due to municipal delays, but the need for student spaces will accelerate as the new subdivisions in the area come on line. Construction of the new school on the north shore will alleviate pressures on Belle River Public School.

Comber Centennial is underutilized, quite small and is expected to experience a slight reduction in its enrolment. It is a considerable distance away from any other schools and so benefits from specific rural school grants. It is also expected to increase somewhat in the longer term.

As has been identified earlier, Puce School is in a facility and location which is no longer viable. Also, its enrolment continues to grow as the large primary classes move into the more senior grades. This is an area where French Immersion programming is in great demand and continues to increase in population. It will be moving to Lakeshore Discovery School when it is completed.

Victoria Public School enrolment is currently easing somewhat. However its enrolment will increase once again beyond 2010 when the new areas of Tecumseh develop further to the south. Just as has happened in the past, it may be necessary to adjust grade levels between Eagle, Graham and Victoria within the short term to balance accommodations and enrolments between the schools.

It is very clear that as the new development in south Tecumseh comes on line, we will not have adequate space. Construction of a new elementary school in south Tecumseh, accompanied by the resultant adjustments to our existing Tecumseh schools, will need to be included in the Five Year Capital Planning process.

Belle River High School will continue to grow, not only because of the new construction in the area but also because of the larger cohort of elementary students moving on to secondary school. It needs to reclaim the space temporarily converted to house the JK/SK students from Belle River Public; and, in fact, these students will be moving back to Belle River Public and to Lakeshore Discovery School when that school opens. In addition, Belle River is likely to require additional space, although this may be affected to some degree when the coterminous board opens St. Anne's at a new location. This will need to be monitored so that appropriate accommodation decisions can be made in a timely way.

Continued growth is anticipated in the Tecumseh and Belle River communities which will increase the demands on Belle River District High School. Likewise, Massey Secondary School will experience increasing capacity issues developing from the continued growth in the South Windsor area feeding the Talbot Trail School. Both communities also have very successful French Immersion programs. A new secondary school in the new growth area of Tecumseh may provide a solution to these capacity issues and will need to be included in our capitol plans.

## 2. Essex Family of Schools

The schools in this area will experience some projected enrolment increases as a consequence of a small amount of new housing spread throughout the area. There is now a forecast of some new development in the area, with slow steady growth, primarily affecting Sun Parlor and Maplewood schools in the future. This area is home to our two smallest elementary schools (with the exception of Pelee Island), with both Sun Parlor and Maidstone at enrolment levels

presently below 200 students with projected 2006 enrolments of 153.5 and 160.5 students, respectively, showing a continued slight declining pattern.

Sun Parlor Junior School is a JK to grade 2 school located in the town of Essex. Its enrolment decreased recently but is expected to increase within a few years due to the new development projected along the Highway 3 bypass. Several large classrooms in the school are used for the special education program located in the building. This special education program accommodates several high needs students, many of whom are much older than the rest of the school population. This in fact operates in contrast to the overall special education philosophy in our board in which we attempt to accommodate all special education students in an age appropriate environment. Yet to move these special education program students into another school will further deplete Sun Parlor's immediate enrolment. The school building itself is very small. Clearly it falls below the enrolment levels which generate adequate resources in the areas of administration, secretarial support, and general overhead. Also, the relatively small staff results in a very small number of people to provide supervision.

Last year's accommodation study of Maplewood, Sun Parlor and Maidstone schools resulted in a decision to consolidate the two schools located in the town of Essex (Maplewood and Sun Parlor). The feasibility of completing the plans for this consolidation lays within the clarification of grants forthcoming as a result of the government's Good Places to Learn Report.

Colchester North's enrolment is relatively low with a projected enrolment of 261 students. Its enrolment projections show it will continue to be relatively stable, over time, with minimal growth from the 2006 projected population of 261 to 278 within five years to 288 within ten years.

Gosfield North is a large school. Slight enrolment growth, due to slightly larger primary numbers, is reflected in projections although no new development plans are confirmed for the future.

As identified in the 2003 Accommodation Planning Report, Maidstone is a very small school. Its 2006/2007 projected enrolment is 160.5 students spread over 10 grades, JK to grade 8. A student population forecast to be 160.5 students distributed among 10 grades sets up not only double but possibly triple combined (split) classes. This also puts real pressure on the Board's ability to staff the school effectively, putting constraints on the program and supports we are able to offer. If the Maidstone boundaries are examined, students are bussed a considerable distance to attend Maidstone. For some students in the northern half of the school's boundaries, Belle River, and especially the new north shore school, is much closer. In fact, some of the school's graduates attend Belle River High School, not Essex. Maidstone's main building has a (revised) capacity of 147 students, requiring use of the present portables and possibly an additional fourth portable. While Maidstone will experience a small amount of growth due to new development, this will remain one of our system's smallest schools with the others being one a part of the Maplewood/Sun Parlor consolidation and the other being located on Pelee Island. Given the financial and programming restrictions of such a small school, the community recognized in its report to the Board at the February 16, 2005 Board meeting that it is a school to be considered in future accommodation studies of adjacent areas.

Maplewood is a grade 3 to 8 school in the town of Essex. Its enrolment has decreased recently. It is expected to experience some slow growth over the next 15 years due to the new development projected along the Highway 3 bypass. In the 2004/2005 accommodation study, it was decided to consolidate Sun Parlor and Maplewood schools to a new facility.

Essex District High School has considerable excess capacity at present (84.5%). The development in the area, combined with the enrolment bubble moving into secondary school, is expected to move the school gradually to 100% capacity over the next few decades. Issues of building refurbishment and facilities to better accommodate programs, including those for special needs students, will become part of future capital planning activities.

### 3. Forster Family of Schools

With the exception of some anticipated new development within the Marlborough boundaries, there is virtually no new home development within the Forster area. Yet two schools in particular have experienced steady enrolment increases in past years, with reductions most recently. The west end of Windsor has been home to a large number of new immigrants to our country and our community. This makes enrolment very difficult to predict as the influx of new immigrants from any particular community is quite volatile, influenced largely by living conditions and political turmoil in other parts of the world, and our country's immigration policies. Most recently, every school in the west end has experienced significant declines in enrolment. Some of this is result of immigration changes. To a greater extent this is a reflection of the DRIC issue. The longer this issue remains undecided, the greater the impact on enrolment in schools.

Historically, Taylor School has been over capacity. A Community Study Group recommendation to close the school to out of boundary applicants appears to have resolved this. Its enrolment should remain relatively consistent over the next several years allowing it to operate with a 97.5% to 110% capacity.

In the past, Brock experienced considerable crowding, largely as a result of two phenomena: the age distribution of children (larger primary and junior classes than intermediate), resulting in a larger population "bubble" moving through the school, and a shift occurring in the proportion of the population in Brock's area that is public rather than Catholic. The past capacity impact upon Brock resulted in the Kindergarten programs being located to Marlborough School beginning September 2002. Subsequently, a total of three portable classrooms were located at Brock School. While this process was being put in place to accommodate Brock's capacity issues, the school's population trends reversed. This reversal was due to a few reasons: a boundary readjustment between Marlborough and Brock; an increased housing vacancy rate in the area; and, the choice of incoming immigration to locate in other areas of the city, most notably to the east side of the city. Beginning in 2005, the JK and SK students living in Brock's area returned to the school. The three portables remain at Brock School for any possible population influx in the future.

Benson is one of two schools in the area which is significantly under capacity, with a projected enrolment of 387 students (73.4%, 140 excess spaces). Although larger primary classes will result in 453 students by 2020, this will still result in excess space (86%, 72 excess spaces). A more serious number of excess spaces were ameliorated somewhat in 2002, when the board implemented a boundary change between Dougall and Benson. The greater solution will be achieved when Benson is replaced by the new facility whose initial planning is underway. The

new school will be designed based on current and projected student population which will eliminate excess space. Initial building design talks have started with the architects while an alternative school site location is being pursued. The new school should open by 2008.

Marlborough School is the other facility which has significant excess capacity. Next year's projected utilization is 76.9% and enrolment is expected to remain relatively stable. Site utilization has decreased due to Brock's JK/SK population returning to the Brock site. Marlborough is also a very old school building and was identified in an earlier provincial Facility Condition Index as one of our five worst buildings in terms of its physical plant. Ideally, an opportunity to replace the building may develop from the new Best Places to Learn grant structure. Whether or not this is advisable may depend upon the overall enrolment in west end schools.

There is another more general issue which needs to be examined with respect to Marlborough School. The school's attendance district extends well to the south of the school's location. Up to the present time there has been very slow growth in these areas. However, included in the Future Housing Developments inventory in the Forster and Massey appendices to this report there is an area which is being included in the Armanda/Yawkey Secondary Plan. This is an area between Matchette and Malden Roads, south of E.C. Row Expressway which was to proceed to planning approval in 2005. Parts of the area already have full services and will become more attractive as the South Cameron Planning District builds out. This property adjoins the expressway however, so the city must resolve the zoning as business park or residential or some combination of both. Also, previous development plans have been delayed, pending resolution of the issues of the DRIC (Detroit River International Crossing). If this area proceeds, it will yield between 115 to 259 elementary students and 58 to 130 secondary depending on the amount of residential land approved. In addition, the Spring Garden area was also accelerating in its development and may now be delayed. This is adjacent to the Armanda/Yawkey area and is included in Oakwood School's boundaries. This could result in increased enrolment pressure and crowding in that school. All of this ties school enrolment not only to Marlborough numbers, but also to Oakwood and Sandwich West. All of these options need to be examined in the future. Development in these areas, including implications of the DRIC outcome, will have to be closely monitored so that appropriate accommodations planning can take place.

Dougall School has been experiencing a relatively unpredicted and ongoing enrolment surge over the past few years. There is no new development in the area, but the immigrant population in the city core area has increased in the neighbourhood surrounding the school, and a significant number of small apartment complexes have replaced single family dwellings. The shift of approximately 100 students two years ago as boundary changes were effected between Dougall and Benson and between Dougall and Begley has provided much needed relief to crowding at Dougall.

Forster Secondary School continues to be underutilized (over 300 excess spaces although many are special purpose areas) and its enrolment has declined significantly this year. Some space is utilized by the Sandwich Community Health Center and Sundowners Day Care. Student population is bolstered by Forster housing the city's ESL (English as a Second Language) program. This concentration of all ESL students from across the city may bolster Forster's population at the expense of enrolment in the program and loss of students to our co-terminus

board due to geographical conveniences. As population shifts continue, these issues will require further study.

#### 4. General Amherst Family of Schools

After a hiatus in new home construction in Amherstburg following several plant closures, new home starts are increasing again (106 in 2000 to 182 in 2004). In the short term the expansion is likely to take place in Anderdon's area, followed by Malden in the longer time period. All of this, however, continues to develop relatively slowly and the schools are able to accommodate the changes in the immediate future.

Amherstburg Public School is expected to have stable or slightly increasing enrolment for the next decade. While it is over its rated capacity, presently it can accommodate its enrolment. Anderdon Public School, after a slight enrolment dip a few years ago, is once again experiencing an increase. New development will result in the need for additional space within a few years time. New development coming back on line will result in increased enrolment pressures on Malden School over the next few years as well.

All three of these schools may also have difficulty accommodating the extra classes which may result from the cap on primary class sizes. As such, they may be good candidates for additional funding for additional accommodations on site.

Each year, in accordance with the recommendations of a community study group in 2000/2001, and a subsequent Board motion, enrolment is reviewed in the fall to determine whether or not it is time to move a segment of these three schools into a school within a school at General Amherst. This may well be necessary in the near future.

General Amherst High School, like all our secondary schools, is experiencing some enrolment growth. This will be increased as new development comes on line over the next 15 years. Its current excess space (presently 284 spaces) will decrease over the next fifteen years so it will be operating at a projected 90.6% of its capacity.

#### 5. Harrow Family of Schools

Harrow District High School was the subject of a prolonged accommodation study from June 2003 to November 2005. During this time a decision with respect to potential closure was deferred repeatedly as a result of requests and a moratorium by the Minister of Education, as well as promised new funding and capital announcements. In the spring of 2006 the Ministry of Education provided "Lighthouse" funding to provide the refurbishment of a science lab at the school in support of new "Pathways to Success" programming. Harrow's enrolment within the last two years is stable, with a small amount of new construction expected in the area. Harrow High School's rated capacity is 429 students and its enrolment is expected to range between 340 and 409 over the next 15 years. It is the only high school within the town of Harrow and is ardently supported by members of the community. It is, however, the Board's smallest high school, located with excess capacity in nearby larger schools. Its continued viability will depend to a considerable degree on ongoing adequacy of Ministry resources to secondary education in our board. At present, the board continues to await the promised new capital funding structures, announcements of school renewal resources, and changes in grant structures to support smaller schools.



## 6. Herman Family of Schools

Herman is home to the city's secondary Immersion French program and so both Bellewood and McCallum are considered feeder schools to Herman. Over the past several years parents have been particularly effective in promoting Immersion French as a program of choice at the elementary level. This has resulted in an extraordinarily large intake into primary division classes at McCallum and especially at Bellewood. As classes of 19 graduate from grade 8 and are replaced by classes of 70 to 90 at grade 1, it is easy to see why Bellewood especially, and McCallum to a lesser extent, are experiencing enrolment pressures. At Bellewood, students tend to stay for their entire elementary school career. At McCallum, more students tend to leave so the enrolment pressure is not as acute. For the past several years McCallum School has been a dual track program (English and French students) for its Intermediate grades, providing Roseville School some relief from its capacity issues. Due to increasing enrolments and a reduced capacity, this is anticipated to be the final year of McCallum's ability to maintain this dual track program.

Bellewood School is above its effective capacity as some of its rooms were designed small as special purpose areas rather than as full classroom settings. For September 2004, two portables were moved onto the site with an additional two portables required for September 2005 and an additional four being required for September 2006. A longer term solution to these capacity issues was determined during the past school year. The result will be an addition to be built onto Bellewood School for September 2007 occupancy. A more pronounced growth is occurring at Puce's Immersion French program. Further decisions regarding the secondary French Immersion program may follow from the Secondary School Task Force or as a result of a system review of our Immersion French programs. It is also possible that an entirely different solution may be found. In any case it will be important for the Superintendent responsible for accommodation planning to lead a process to generate these options, gather community responses and make recommendations to the Board. It has become increasingly clear that an overall review of accommodation for French Immersion programs is required.

With the small boundary adjustments of the past few years, and no further new development, Coronation's population appears to be leveling off. The school will continue to operate slightly above capacity but is able to accommodate its population. The revised school capacity may create a slight capacity issue over the fifteen year period.

Maxwell School has hovered around the 400 student mark for a number of years although presently experiencing a slight decline. A return to the 400 student enrolment level is anticipated over the fifteen year period. It can presently accommodate its population. This is an older building with a Facilities Condition Index which is relatively high. In its 5 and 10 year Capitol Plan, potential replacement needs to be considered.

Grade 7 and 8 students from Roseville were moved, effective September 2002, to McCallum. This reduced the need for as many students to be in portables at Roseville (more than half the school was previously housed in portables) and made use of excess space at McCallum. As was acknowledged by the 2003 Community Study Group, this solution will need to be replaced with a more permanent arrangement in the future. It is now necessary that a Roseville Study Group be formed to consider issues specific to Roseville School's capacity issues. It is very difficult for the grade 7's and 8's to be accommodated at Roseville as it is a compensatory education school with a special Ministry of Education "Turnaround" literacy program in place which places additional demands for space on the school. The long term solution here may

come about as a result of a boundary adjustment regarding Roseville. This school requires an ongoing review of enrolment projections and school utilization planning for both the short and long terms. It is appropriate for this to be undertaken by the Superintendent responsible for accommodation planning and for him to work with the appropriate Roseville representatives to bring this to closure.

Davis School is able to accommodate its population due to boundary adjustments in previous years. There are currently three portables on site which will allow the students to be accommodated for the next ten years.

McGregor School historically has had a population which ranges between 490 and 535, housed in a school which has an adjusted capacity of 616. Although there is a projected drop in population for the coming year, projections return it to its usual population over the following fifteen year projection. In addition, McGregor is another one of our older schools, with a Facility Condition Index which identifies it as one of our five worst. Plans should be made to replace the building when our five year capital plans are developed.

Herman Secondary School has the second lowest utilization rate, next to Forster (66.7%). Many areas at Herman are special purpose areas but there is excess space available. This could be used to accommodate an elementary program as needed, or to accommodate additional specialized secondary programs. This coming school year Herman will be establishing an additional site for a Community Living program, serving the secondary students of east Windsor. It is presently also home to the secondary Immersion French program for the city.

#### 7. Kennedy Family of Schools

Most elementary schools in this area are at or slightly above capacity. Only Queen Victoria is below capacity (88.1%) but its population will begin to increase, utilizing the excess space projected for the next school year.

Growth at McWilliam seems to be slowing as the new subdivisions in its geographical area are becoming filled in. It will, however, continue to utilize the portables on site and requiring additional space over the next ten to fifteen years. Boundaries for the new Talbot Trail School have been developed. A result of the approved study was the addition of an area formerly tied to Northwood School joining McWilliam. As larger classes proceed to secondary school, the addition of these students does not impact negatively on the school's capacity issues with the projected population being only two students greater than last year's enrolment. However, with no projected decrease in the school's population, it may be necessary to consider an addition to McWilliam in response to the required number of portables (7) anticipated over the next fifteen years. An alternative to reduce the size of any addition may be that as crowding issues at Roseland are resolved, over the next five years, it would be an opportune time to consider a small boundary realignment between McWilliam and Roseland schools to ease pressure at McWilliam.

Campbell's enrolment is stable. Campbell is the site of our segregated elementary gifted program. Gifted education in our board has recently undergone a review. This will result in a reorganization of the gifted program, impacting upon the enrolment. These changes will be accommodated in the new Campbell School plans. Campbell is one of the schools for which we have received special funding for replacement from the Ministry. It is the third of our priorities in this category so is currently slated to have a new facility in place in 2008. Presently,

discussions are occurring with the city of Windsor regarding a potential partnership which will benefit the community and may permit preservation of the north wing of the school.

Queen Victoria's enrolment is experiencing a slight decline somewhat based on normal demographic data. Projections show this excess capacity will be utilized over the years as the population returns to its earlier size. Projected population can be accommodated within its building. Given the age and condition of the school, potential replacement will need to be considered as we develop our five year capital plan.

Kennedy Collegiate recently experienced a significant reduction in its enrolment as a result of several factors, including the double cohort graduation, and had excess capacity for the first time in decades. Its projected enrolment for 2006/2007 (106% utilization) however shows an increase, largely as a result of larger grade 9 and 10 classes. In fact, it has reached just beyond capacity, again, and will remain at this level for the next 10 years, and then ease somewhat.

#### 8. Kingsville Family of Schools

The Kingsville family of schools continues to operate significantly under capacity. However there is some growth forecast. This growth is expected to take place however 5 to 15 years into the future. As we have seen in the past, much can happen to delay expected development; economic changes and plant closures have considerable impact, mostly within Jack Miner school's boundaries.

Ruthven Public School is under capacity (90.3% utilization) and has been relatively stable enrolment. Some modest development growth is being forecast for the first time in years. It will remain smaller than the 350 students required to garner full funding within the provincial funding formula. In addition, the building itself is older and not in great condition. At a projected enrolment of 260, it should continue to be monitored.

Jack Miner is considerably under capacity (63.1%), with slightly declining enrolment at present. It is forecast to have considerable increases in the future due to new housing projected bringing it near capacity (98.6%) over fifteen years. Much of this housing however seems to be becoming home to retired "empty nesters." It remains to be seen whether the full pupil yield forecast will materialize.

Kingsville Public continues to operate at 86% utilization. It continues to operate with significant excess capacity. The revised Ministry capacity, coupled with a slight population increase projected over fifteen years, predicts future capacity at 99.2%. Part of their building is very old indeed. There may be an opportunity in the future to consider refurbishment and/or replacement of part of Kingsville Public and a possible combination with all or part of Ruthven in the future. This would result in economies of scale and significantly improved facilities for the pupils from both schools. This is probably a priority however best left for a subsequent year when the new funding for school renewal is known in greater detail.

Pelee Island will drop to 16 students this September. In its projections for next year it will have 1 (0.5 FTE) JK student and 1 (0.5 FTE) student in SK, but no students in grades 1, 2 or 3. Its location requires us to maintain this isolated school. Thankfully the new government funding formula for small schools provides considerable special funding in recognition of its isolation and size. This is an older building with a Facilities Condition Index which is relatively high. In its 5 and 10 year Capitol Plan, potential replacement needs to be considered.

Kingsville District High School enrolment continues to decrease with the double cohort graduating over the past few years, but should increase as grade 9 and 10 classes are larger and as the new housing starts come on line. The school will, however, continue to have excess space available for a considerable length of time. It is expected to reach an 88% utilization rate by 2010. If the new housing generates the pupil yield predicted, the school would reach capacity by 2020 (101.8%).

#### 9. Leamington Family of Schools

The town of Leamington has come through several years where there was no new housing development plans announced. There are now signs of new construction, particularly in the area surrounding Gore Hill. It is expected that school enrolment in the area will remain relatively stable.

Gore Hill has excess space at the present time but this will be needed to accommodate expected growth from new housing starts in its area. Gore Hill is projected to begin exceeding capacity by 2010 (109.5%) and significantly over its capacity in the 10 years beyond that time (154%). Whether or not this construction proceeds on schedule will need to be monitored. At the appropriate time the Board will need to consider possible boundary adjustments with Mill Street and Mt. Carmel-Blytheswood where long term excess capacity continues to exist.

Margaret D. Bennie population has increased and will eventually approach its capacity with full utilization of its portables with a possible need for one additional portable. There was a small anomaly in boundaries for the secondary school some of these students attend. This includes the small geographical area near Fraser Road, Seacliff and Albuna. It was reviewed by the Superintendent responsible for accommodation issues. With the support of the school community and its school council, at the May 18, 2005 Board meeting, it was approved that this area's students also continue their school studies at Leamington District Secondary School.

East Mersea is small but its geographic location makes it difficult to consider for any consolidation with any other facilities. Its enrolment is stable, and exceeds the forecasts, largely due to several students from the Wheatley area in Kent County who find East Mersea a closer school to attend than those operated by the Lambton Kent Board. This school also attracts additional small schools grants which assist in keeping it financially viable.

Mill Street, with the addition of the portapak relocated from Colonel Bishop, has excess capacity, and will continue to do so over the fifteen year projections.

Mount Carmel-Blytheswood presently has excess capacity with 96 student spaces available. However, the short term growth in the area seems to be shifting to the north end of the town, which would be Mount Carmel-Blytheswood's catchment area. It is anticipated that Mount Carmel-Blytheswood student spaces will be more fully utilized with future area development.

With some development in the area, Queen Elizabeth is expected to maintain a small rate of growth over the next 15 years, requiring portables to remain on site.

Leamington District Secondary School has maintained stable enrolment over the past five years (except for the double cohort graduation year) and will continue to have some excess capacity. Three to five classrooms are used for adult programs formerly located at the Ridge Campus. The school is expected to climb from its current 81.2% capacity usage to 90% by the end of the

decade. The long term expectation for housing growth in this area bodes well for the school. This is an older building with a high Facilities Condition Index. The 5 and 10 year Capitol Plan identifies that its potential replacement needs to be considered.

#### 10. Massey Family of Schools

The South Windsor schools are experiencing a culture shift as many of the neighbourhoods of “empty nesters” who first owned the homes in the area are being replaced with young families. Houses in South Windsor are quite affordable when compared to the areas a bit further out (LaSalle, Tecumseh and St. Clair Beach). In addition, development in various areas of South Windsor is continuing with most of it taking place in the Northwood and (new) Talbot Trail school areas. In fact, these subdivisions continue to grow at a faster rate than city planners first predicted. Many of these new homes are geared to people with young families. Consequently, South Windsor schools, which a decade ago were being considered for closure, have been bursting at the seams.

As an interim measure, grade 7 and 8 students from Northwood, Southwood and Roseland were accommodated in Massey Secondary School. The number of grade 7 and 8 students included in Massey Elementary has grown considerably, and Massey Secondary School is also increasing in enrolment. Also, the number of students leaving secondary school after only four years is lower at Massey than was originally predicted. All of this resulted in a very crowded school with portable classrooms being required for the past two years. This resulted in the decision to open our new elementary in South Windsor one year earlier than first predicted. At the May 18, 2005 Board meeting, plans for this school were approved, with an anticipated opening for September 2006. In preparation for the September 2006 opening of the Talbot Trail School, the Superintendent for Accommodations Planning conducted a boundary review realigning boundaries for the South Windsor schools. In September 2006 all South Windsor elementary schools will again be Junior Kindergarten to grade eight organizations with Massey being a grades nine to twelve school. The issue of identifying the feeder secondary school for the new elementary school, as Massey Secondary cannot continue to accommodate all of the growth in the entire southern half of Windsor, is underway.

With its new boundaries, Central will not have the capacity issues of the past. Its population will be better served by its building. Additional portables should not be required although the revised capacities will create demands not previously present at some schools. In fact, reliance on portables should reduce at this school.

Glenwood School is the one school in the area that currently has some excess space and is expected to remain so. Glenwood has a very small boundary area. With the revised Ministry capacity numbers, its utilization will move from its present 81.5% to 97.5% utilization over the next fifteen years.

Northwood School has experienced a great deal of growth over the past few years. In response, Northwood opened an eight room permapak in September 2003. Grade 7 and 8 students were moved to Massey Elementary, but the closure of St. Patrick’s School by our coterminous Catholic board resulted in an influx of 61 additional students a few years ago. The South Windsor Boundary Study re-aligned boundaries that removed a segment of its student body, attaching it to Roseland School. However, as reviewed in the Spring 2006 Northwood Accommodation Study, future housing developments in the area are coming on line over the next several years, continuously increasing its population. Additional portables are required to

accommodate this growth. The Spring 2006 Northwood Accommodation Study recommends another addition is necessary to accommodate its burgeoning population.

Oakwood School has experienced capacity issues due to its inclusion of discontinuous areas that will be served by the new South Windsor school. It is projected to be a relatively small school (200 students for September 2006). Immediate capacity issues will be resolved when the new South Windsor elementary school opens in September 2006. Two years ago, two new areas were identified by the city for development much earlier than previously, and both of these are currently within the Oakwood boundaries. These are part of the Armanda/Yawkey area family and the larger Spring Garden Area (Official Plan Amendment #5). This area is located between Malden and Huron Church Line, South of E.C. Row Expressway and includes areas which now have services. In total, this area is expected to yield an additional 182 elementary students and 95 secondary between now and 2020. Clearly this would present a significant challenge to Oakwood. The DRIC (Detroit River International Crossing) study has resulted in putting development of these areas on hold in the short term. The long term implications are as yet unknown. Once decisions related to the DRIC are made, long term planning to accommodate new students to Oakwood will be more fruitful.

Southwood School has been experiencing considerable growth pressure over the past few years due to its inclusion of students from the new areas of development. The grades 7 and 8 students now attend Massey Elementary. This has been successful in providing the needed additional space within the school. The new South Windsor boundaries provide relief to Southwood's capacity issues. In September 2006 it will return to being a Junior Kindergarten to grade eight school and over the next years, it will develop excess space within its building. As this happens, boundary adjustments to reduce overcrowding in adjacent school areas will need to be considered.

Roseland School is another South Windsor school which has experienced unprecedented growth, primarily as a result of new housing developments. This growth has been mainly in its area south of Cabana Road. Growth in this part of the city is not only immediate and proceeding more quickly than originally estimated by planners, but will also be sustained. Roseland School opened an eight room addition in September 2003 and has two portables on site, presently not in use. With the September 2006 opening of the new Talbot Trail School and the approved re-alignment of South Windsor boundaries, Roseland should be accommodated nicely in its current facility and in fact experience some decline in its population.

A recent study forecasts some significant new areas for development being added from 2010 to 2020. Initial development will occur south of E.C. Row, between Lauzon Parkway and Banwell Road and will be serviced by the Little River Sewage Treatment Plant. Development of areas further south and closer to Walker Road serviced by the west end Lou Romano Sewage Treatment Plant will be delayed due to trunk sewage constraints. Ultimately, the development will occur moving westward from the east end of the area. Significant development activity in this area is not likely until well into the decade beginning with 2010 and extending into the decade beyond. However, early indications are that this could include up to 12,000 residential units, yielding 1920 elementary and 960 secondary students for our system over a 20 year development time frame. Our present schools in the Massey and Belle River families will not be able to accommodate this new growth, pointing to the need for consideration of new elementary and secondary schools in the southern Tecumseh area.

Massey is now a combined school with grades 7 to twelve students in attendance. It includes the grades 7 and 8 students from Roseland, Southwood, and Northwood in a very successful school within a school program. The graduation of the double cohort from Massey Secondary has provided some additional space for Massey Elementary but not as much relief as was originally predicted, so space is once more at a premium. Massey Secondary has required some of that space back which is presently being addressed by the placement of portables on site. This will be resolved with the September 2006 opening of the new Talbot Trail Elementary School and the approved major readjustment of elementary school boundaries. The issue of which secondary school the new elementary school should feed and the degree to which this will provide the space needed by Massey is being examined.

#### 11. Riverside Family of Schools

All of the elementary schools in the Riverside family, with the exception of Princess Anne, will be operating in the future at relatively high utilization rates. A large new subdivision is currently developing in East Riverside which will put additional enrolment pressure on Forest Glade.

Concord School has operated at or slightly above capacity for a number of years. It was recently closed to out of boundary students and this resulted in relief from the overcrowding. With the revised capacity number of 340 it is operating at capacity and will exceed its capacity by 2020. Even so, Concord is a relatively small school (340) and is located on a particularly small school site when compared to others.

Princess Anne is a small school (revised capacity 236) with a projected enrolment of 214 students. There is no new development expected in the area as the neighbourhood is built out. The school's population is small enough to be problematic for our board. The school is built very close to Concord (a few blocks separate the two). Princess Anne's school site however is much larger than the Concord site. During the 2004-2005 school year, a Community Study Committee for the two schools formed to consider the consolidation of the two schools onto the Princess Anne site. Combining Princess Anne and Concord schools would provide a combined population of 552.5 students, making a viable school in program offerings while expanding opportunities for Princess Anne School. Presently, Princess Anne School has a population of just over 200 students which creates a number of combined (split) classes and a situation where funding does not support the requirements of the school's operation. The proximity of these two schools can allow an amalgamation that would be economically feasible while providing a new enhanced facility for the combined school community in a new, state of the art school. The two communities strongly endorse the merger.

At the February 2, 2005 Board meeting, the Trustees approved:

- That the board proceed with the planning and construction of a new school to replace the current Concord and Princess Anne schools and that this new school be located on the current Princess Anne site.
- That the board close the current Concord and Princess Anne elementary schools and declare them surplus to the board's needs when the students are able to be accommodated in the new facility.
- That Concord and Princess Anne be closed to out of district students, effective immediately.

- That an implementation committee be established to plan for the successful merger of the two schools into a new school.
- That a committee be formed to determine a name for the new school, in accordance with Board policy PI-1 “Naming and Renaming of Board facilities”.

This project should be able to proceed when the new Ministry grant and capital funding announcements are made.

The enrolment at Eastwood is expected to ease somewhat in the short term as its neighbourhood continues to mature. Presently, it can accommodate its population quite nicely although its reduced capacity may necessitate an additional portable in the future.

As described earlier in this report, on the longer term horizon (2011 to 2020), a study which is currently in progress, forecasts some significant new areas being added to the area available for development. Initial development will occur south of E.C. Row, between Lauzon Parkway and Banwell Road and will be serviced by the Little River Sewage Treatment Plant. Development of areas further south and closer to Walker Road serviced by the west end Lou Romano Sewage Treatment Plant will be delayed due to trunk sewage constraints. Ultimately, the development will occur moving westward from the east end of the area. Significant development activity in this area is not likely until well into the decade beginning with 2010 and extending into the decade beyond. However, early indications are that this could include 12,000 residential units, yielding 1920 elementary and 960 secondary students for our system over a 20 year development time frame. School allocation for these new students could impact Forest Glade Public and Riverside Secondary, and Roseland Public and Massey Secondary and other schools in Tecumseh. This results in the need for a new elementary and secondary schools in the Tecumseh area under planned development (south of the EC. Row expressway and County Road 42).

Forest Glade School currently accommodates the student population now coming from the new developments in the East Riverside subdivisions. Construction in this area is expected to continue, particularly with the Wyandotte corridor being extended into the new area. The rate of expansion however has slowed unexpectedly these past two years. This may have been due to predicted increases in interest rates and a slight downturn in the local economy. However, these areas will eventually build, with new roads already built and some new construction underway. In anticipation of this need, H.B. McManus School has been purchased from the separate board. As stated in the 2004 Accommodation Report, this school is located adjacent to Forest Glade School and can be used to provide space for the overflow from the Forest Glade site. This year, the Superintendent of Accommodations worked with the Forest Glade school community to develop an implementation plan, including determining the date as well as the numbers and grades of students who should begin to attend the McManus site. Based on the school's projected population (537) exceeding its revised capacity of 412 students and with present use of all spaces within the building, the committee determined that the McManus site is to be opened in September 2006. It will house the Junior Kindergarten to grade two programs as well as the Primary Developmental program. Plans also include provision of child care space for this area of the city. With its community approval, the committee has named the former McManus building the Forest Glade Primary Learning Centre. Ultimately, the long term solution to the burgeoning population in the east Riverside area is likely to be new elementary schools in the new East Riverside and Tecumseh areas.



Hetherington School is currently experiencing some relief from its enrolment highs of 475 students. It is expected to operate at or near capacity for the foreseeable future, able to accommodate its student body with the three portables presently on site.

Parkview School is a relatively small elementary school (revised 268 capacity) in the Forest Glade subdivision. Recently new areas have come under development. This will result in the school being somewhat over capacity by 2010, and in need of relief and alternative accommodation arrangements thereafter. Development plans and changes in this area will have to be monitored closely.

Princess Elizabeth School is a school which can accommodate 328 students but which is expected not to exceed capacity for the near future.

Riverside Secondary School has considerable excess space (now at 76.2% occupancy) but will experience enrolment growth as the east Riverside subdivision develops (the school should reach 95% capacity by 2020). In accordance with past Board decisions, students in the St. Clair Beach/Tecumseh area are now eligible to receive transportation should they wish to attend Riverside Secondary. This is resulting in a small number of students taking advantage of this in the coming school year.

#### 12. Sandwich Family of Schools

LaSalle has been one of the fastest growing communities in Canada over the past decade or so. New housing starts slowed considerably in 2002 (240 compared to 342 in 2001), as development was limited by the town's capacity to service new lots. This issue has now been resolved through an agreement between LaSalle and the City of Windsor. There is considerable open land in a very desirable area. It is now anticipated that additional subdivisions will come on line. It is probable that another new school will be needed in this community in the future, however additional building in LaSalle has been somewhat slow to rebound, a result of the combination of servicing needs, increased taxes and the need for more municipal planning. In the meantime, we know that most of LaSalle Public's area is built out, with the exception of some small areas identified in old development plans. These tend to be small pockets of up to 40 homes; not the large scale developments elsewhere. The biggest new growth areas in LaSalle will fall in the Prince Andrew catchment area where we do have some excess capacity. Considerable growth will also occur in areas within Sandwich West's boundaries, although the bulk of this will occur after 2010. These developments will bring Sandwich West back to capacity.

Our new LaSalle Public School opened in September of 2001 and was expected to relieve overcrowding of schools in the area. This lasted only two years, although the rate of growth in this area has slowed a bit. The enrolment tables in the appendix represent the latest data from the planning departments in our community. This indicates that LaSalle Public will experience continued, but slower, growth for the next few years.

Sandwich West is experiencing a drop in enrolment which is significant in the English program (a normal process as new subdivisions age), while the Immersion French is taking in more students in the primary grades than are graduating from grade 8. There is still some growth in new homes expected over the next few years. Overall the school enrolment should drop a bit and then be relatively stable up to 2010. Growth will pick up thereafter, requiring additional accommodation in the area.

The greatest growth in LaSalle is now expected to take place within the Prince Andrew school boundaries. While this is within what is now designated for Prince Andrew, the growth will be in the northern end of the school's jurisdiction. This development should be monitored closely. The new growth in LaSalle, proceeding west from the Windsor Crossing Mall and eventually over to the areas surrounding the new recreation centre, will significantly over load our existing schools. Depending on the confirmed rate of housing development, it will be necessary to consider new elementary school accommodation in this area within 5 to 8 years.

Sandwich Secondary School is projected to operate at capacity (99.4%). This is due to the large number of elementary children in the area moving into secondary school. As construction continues, the school will exceed its capacity within the next few years. We will need to monitor its growth and plan appropriately to accommodate growth, first through the use of some portables as we confirm the rate of development, but eventually through a potential addition.

### 13. Walkerville Family of Schools

The elementary schools in this area, generally, are near the revised Ministry capacity. Enrolments are relatively stable, although longer term predictions indicate a small but gradual increase in enrolment is likely to occur.

Hugh Beaton School is experiencing some growth, with its enrolment somewhat above its rated capacity (343). King Edward presently has some excess space which is projected to fill by 2020. Prince Edward's enrolment has declined slightly with the last few years but is expected to rebound to near its capacity (610) over time. Prince Edward School and Hugh Beaton are facilities that will need to be considered for replacement with our Board's five year capital plan.

Construction of the new Begley School is complete, reopening in March 2006. It has been replaced with a new, wonderful facility which will serve its community well. Begley's enrolment over the past five years has been quite volatile. This was a direct result of a change in Canada's immigration policies in the wake of "9-11." This policy change had the effect of reducing immigration from the Middle East and increasing the proportion of new arrivals from Europe and Asia. This in turn reduced the enrolment of Begley and increased the pressure on Dougall, reflecting the makeup of the communities around these schools. A boundary change between Dougall and Begley schools resulted in approximately 70 students moving to Begley. With the temporary relocation of the school, enrolment decreased compared to its immediate previous growth spurt. Population is expected to return to previous numbers with the new school now open.

Walkerville Collegiate's enrolment increased upon the closure of W. D. Lowe. The grade 9 and 10 enrolments are in fact higher than those in the senior grades which should result in some upward trend. The school cannot be sustained on the basis of intake from its feeder schools alone, making the Expanded Arts Program not only a high profile and vibrant offering but also a vital part of the school.

### 14. Vocational Schools

Vocational schools, so designated because they have been built with specialized facilities (kitchens, hair dressing salons, auto body shops, greenhouses, etc.) to serve students who are primarily interested in moving from high school to the world of work, are concepts that both

the Essex and Windsor Boards strongly supported in the past because they provide unique opportunities for students to develop the skills needed to enter the workplace. Currently two schools with a Board rated capacity of just over 1269 spaces are serving a projected enrolment of 1159 students

Both schools are “magnet schools” in the sense that they draw students from the entire county in the case of Western or from the entire city in the case of Century. Students usually attend by choice and are formally screened and identified through Identification, Placement and Review Committees in order to attend. There are usually waiting lists for students to be admitted. For a variety of reasons it is generally accepted that for these schools to serve students most effectively, the enrolment should not exceed the 500-650 range.

There will be a continued demand for efficient and effective vocational programs. Although the new funding formula discourages Boards from maintaining small schools through the administrative and support staff envelopes, it does provide some additional funds to subsidize the delivery of special education programs by means of the Special Education grants and the Learning Opportunities grant.

#### **E. PREVIOUS DECISIONS OF THE BOARD FOR 2005/2006:**

##### French Immersion Schools

1. That the Superintendent responsible for accommodations planning lead a process to generate options, gather community responses and make recommendations with respect to a longer term solution to the overcrowding at Bellewood.
2. That the Superintendent responsible for accommodations planning initiate a system review of French Immersion programs in consideration of capacity issues to more effectively accommodate the growing French Immersion population.

##### Massey Family of Schools

3. That the Superintendent responsible for accommodations planning completes the determination of boundaries for the new South Windsor elementary school. The boundary review should also identify the feeder secondary school for this new elementary school.

##### Herman Family of Schools

4. That a population grouping of Roseville Public School be reviewed for possible annexation to other schools to provide a more permanent long term solution to the capacity issues at Roseville Public School.

##### Riverside Family of Schools

5. That the Superintendent responsible for accommodations planning work with the Forest Glade School administration and the Superintendent responsible for day care planning to monitor population trends and their impact upon Forest Glade School determining the need for opening and the potential population of the H. B. McManus annex to Forest Glade School.
6. That the Superintendent responsible for accommodations planning continue to work with the Forest Glade School community to develop an implementation plan, including determining the effective date as well as the numbers and grades of students who should attend the McManus site.

**F. RECOMMENDATIONS FOR 2006/2007:**

This report identifies accommodation constraints in our various school families. However, recommended solutions can only be developed as further clarification of the content and details of the Best Places to Learn document is made known. As we proceed with the presentation of a five year capital plan under the new accommodation planning framework, subsequent changes to our accommodation policy will be forthcoming. In the meantime there are some issues that can be identified for study.

French Immersion Schools

1. That the Superintendent responsible for accommodations planning initiate a system review of French Immersion programs in consideration of capacity issues to more effectively accommodate the growing French Immersion population.
2. That the Superintendent responsible for accommodations planning include in this study considerations of a secondary school French Immersion program possibly being included in considerations of a new secondary school in Tecumseh.

Herman Family of Schools

3. That the Superintendent responsible for accommodations planning review the Roseville population distribution for possible annexation to other schools to provide a more permanent long term solution to the capacity issues at Roseville Public School.

Belle River Family of Schools

4. That the Board identify and procure a site for a new elementary school in Tecumseh and that administration begin planning for the new school to be considered for opening in 2008.

Belle River/Massey/Riverside Families of Schools

5. That the Superintendent responsible for accommodations planning review secondary enrolment and capacity in the Tecumseh area in consideration of construction of a new secondary school in Tecumseh in response to the ongoing capacity issues due to continued new development in the area.

Portables

6. That the Board's capital plan include a strategy to reduce the reliance on portables over long periods of time, and to renew the portable stock we continue to use.

**Appendix A: Belle River Family of Schools**

Capacity FTE	DM Eagle	A V Graham	Belle River PS	Belle River Elem	Centennial	Lakeshore Discovery	Puce	Victoria	Total Elementary	BELLE RIVER DHS
<b>STUDENT SPACE</b>										
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>										
Min Cap	252.5	553.5	509		360		171.5	376.5	2223	1101
<b>AS OF SEPTEMBER 2006</b>										
Min Cap	230	522	469		334	740.5	161	354	2810.5	1101
Portables	47	47	141				117.5		352.5	
PortaPak							141		141	
Interschool Cap				70.5					70.5	63
Total Cap	277	569	610	70.5	334	740.5	419.5	354	3374.5	1164
<b>ENROLMENT PATTERNS</b>										
Enrolment FTE	DM Eagle*	A V Graham	Belle River PS	B River Elem	Centennial	Lakeshore Discovery	Puce	Victoria*	Total Elementary	BELLE RIVER DHS
2001	277.5	642	553	40	321.5		283	386.5	2503.5	995.5
Proj 2002	276	654	570	47	322		301	363	2533	1040
2002	280.5	650	576	45	316.5		316.5	344	2528.5	1033.8
Proj 2003	281	626	564	45	290		344	329	2479	940
2003	298	637	579	45	298.5		343.5	348.5	2549.5	941.74
Proj 2004	306	613	577	50.5	291		379	331	2547.5	1010
2004	308	619	579	53.5	280.5		380	333	2553	1054
Proj 2005	304.5	620.5	618	56	269		403	315	2586	1125
2005	311.5	609	609	57	265		395.5	314.5	2561.5	1127.13
Proj 2006	300	612.5	357.5		249.5	702.5		273.5	2495.5	1140
% Min Cap	130.4%	117.3%	76.2%		74.7%	94.9%		77.3%	88.8%	103.5%
% Tot Cap	108.3%	107.6%	58.6%		74.7%	94.9%		77.3%	74.0%	97.9%
<b>ENROLMENT PROJECTIONS (without new development)</b>										
2010	302	616	315	-	267	878		313	2691	1212
2015	312	637	303	-	276	926		324	2778	1182
2020	328	670	306	-	290	926		340	2860	1113
<b>FUTURE HOUSING DEVELOPMENTS</b>										
2010	26	13	51	-	9	165	-	129	393	297
2015	26	85	88	-	18	266	-	191	674	512
2020	26	150	117	-	27	353	-	256	929	707
<b>NET ENROLMENT PROJECTIONS</b>										
2010	328	629	366	-	276	1043	-	442	3084	1509
%Min Cap	142.6%	120.5%	78.0%		82.6%	140.9%		124.9%	109.7%	137.1%
2015	338	722	391	-	294	1192	-	515	3452	1694
% Min Cap	147.0%	138.3%	83.4%		88.0%	161.0%		145.5%	122.8%	153.9%
2020	354	820	423	-	317	1279	-	596	3789	1820
% Min Cap	153.9%	157.1%	90.2%		94.9%	172.7%		168.4%	134.8%	165.3%
*D.M. Eagle: Grades JK-6 A.V. Graham: Grades 4-8 Victoria: Grades JK-3										
Lakeshore Discovery School opened September 2006										
JK/SK Students returned to Belle River Public School September 2006										

**Appendix B: Essex Family of Schools**

Capacity FTE	Sun Parlor	Colchester North	Gosfield North	Maidstone	Maplewood	Total Elementary	Essex DHS
<b>STUDENT SPACE</b>							
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>							
Min Cap	206	277.5	400	156	485.5	1525	1143
<b>AS OF SEPTEMBER 2006</b>							
Min Cap	188	256	371	147	460	1422	1143
Portables	47	23.5		70.5		141	
PortaPak			188			188	
Total Cap	235	279.5	559	217.5	460	1751	1143
<b>ENROLMENT PATTERNS</b>							
Enrolment FTE	Sun Parlor	Colchester North	Gosfield North	Maidstone	Maplewood	Total Elementary	Essex DHS
2001	200.5	292.5	609.5	169	397	1668.5	936.75
Proj 2002	196	293	624	166.5	407	1686.5	923
2002	185	290	613	173.5	410	1671.5	925
Proj 2003	178.5	286	606	179	400	1649.5	900
2003	183	292	588	187.5	386	1636.5	908.5
Proj 2004	171	275	561	178	402	1587	873
2004	152.5	278.5	569.5	185.5	394	1580	938
Proj 2005	157	265	566	168.5	371	1527.5	929
2005	164	272.5	556.5	168	362	1523	965.92
Proj 2006	153.5	261	540.5	160.5	326	1441.5	966
% Min Cap	81.6%	102.0%	145.7%	109.2%	70.9%	101.4%	84.5%
% Tot Cap	65.3%	93.4%	96.7%	73.8%	70.9%	82.3%	84.5%
<b>ENROLMENT PROJECTIONS (without new development)</b>							
2010	156	263	562	167	369	1517	1036
2015	161	272	581	173	381	1568	1011
2020	170	286	611	182	401	1650	951
<b>FUTURE HOUSING DEVELOPMENTS</b>							
2010	33	15	0	12	32	92	73
2015	67	16	0	36	66	185	152
2020	91	16	0	57	91	255	213
<b>NET ENROLMENT PROJECTIONS</b>							
2010	189	278	562	179	401	1609	1109
%Min Cap	100.5%	108.6%	151.5%	121.8%	87.2%	113.2%	97.0%
2015	228	288	581	209	447	1753	1163
% Min Cap	121.3%	112.5%	156.6%	142.2%	97.2%	123.3%	101.7%
2020	261	302	611	239	492	1905	1164
% Min Cap	138.8%	118.0%	164.7%	162.6%	107.0%	134.0%	101.8%

\*Sun Parlor: Grade JK-2 Maplewood: Grade 3-8

Note: Elementary Design and Technology Centre for the county schools is housed at Essex DHS.

**Appendix C: Forster Family of Schools**

Capacity FTE	Taylor	Brock	Benson	Marlborough	Dougall	Total Elementary	Forster
<b>STUDENT SPACE</b>							
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>							
Min Cap	339	384.5	585.5	554	424.5	2287.5	924
<b>AS OF SEPTEMBER 2006</b>							
Min Cap	317	357	527	518	394	2113	924
Portables		70.5				70.5	
PortaPak							
Total Cap	317	427.5	527	518	394	2183.5	924
<b>ENROLMENT PATTERNS</b>							
Enrolment FTE	Taylor	Brock	Benson	Marlborough	Dougall	Total Elementary	Forster
2001	323	462	492.5	466	486.5	2230	730.25
Proj 2002	320	420.5	506	543	492	2281.5	729
2002	335	435	453	490.5	509.5	2223	776.8
Proj 2003	344	429	458	500	527	2258	711
2003	330	402	478	469	402.5	2081.5	660.75
Proj 2004	328	384	471	480	421	2084	650
2004	299	351	437.5	463	375.5	1926	589
Proj 2005	324	343	420	470.5	406	1963.5	650
2005	283.5	333.5	380.5	400.5	378	1776	571.25
Proj 2006	309	313	387	398.5	371	1778.5	516
% Min Cap	97.5%	87.7%	73.4%	76.9%	94.2%	84.2%	55.8%
% Tot Cap	97.5%	73.2%	73.4%	76.9%	94.2%	81.5%	55.8%
<b>ENROLMENT PROJECTIONS (without new development)</b>							
2010	322	341	417	467	403	1950	672
2015	333	352	431	483	417	2016	656
2020	350	370	453	508	438	2119	617
<b>FUTURE HOUSING DEVELOPMENTS</b>							
2010	0	0	0	32	0	32	22
2015	0	0	0	79	0	79	53
2020	0	0	0	119	0	119	80
<b>NET ENROLMENT PROJECTIONS</b>							
2010	322	341	417	499	403	1982	694
%Min Cap	101.6%	95.5%	79.1%	96.3%	102.3%	93.8%	75.1%
2015	333	352	431	562	417	2095	709
% Min Cap	105.0%	98.6%	81.8%	108.5%	105.8%	99.1%	76.7%
2020	350	370	453	627	438	2238	697
% Min Cap	110.4%	103.6%	86.0%	121.0%	111.2%	105.9%	75.4%

\*The school enrolments for 2002 reflect the movement of JK/SK pupils from Brock to Marlborough (58 in 2002, 2005; 48 in 2010, 2015)

**Appendix D: General Amherst Family of Schools**

Capacity FTE	Amherstburg	Anderdon	Malden	Total Elementary	General Amherst
<b>STUDENT SPACE</b>					
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>					
Min Cap	467.5	443	278	1188.5	1092
<b>AS OF SEPTEMBER 2006</b>					
Min Cap	438	415	259	1112	1092
Portables			70.5	70.5	
PortaPak					
Total Cap	438	415	329.5	1182.5	1092
<b>ENROLMENT PATTERNS</b>					
Enrolment FTE	Amherstburg	Anderdon	Malden	Total Elementary	General Amherst
2001	526.5	443	305.5	1275	776
Proj 2002	538	446.5	320	1304.5	749
2002	518.5	430.5	306	1255	774.5
Proj 2003	515.5	455.5	282	1253	718
2003	551.5	436	289.5	1277	744.5
Proj 2004	530.5	441	281	1252.5	718
2004	526.5	441	281.5	1249	766
Proj 2005	518	454	272	1244	792
2005	501	458.5	296	1255.5	800.25
Proj 2006	492.5	452	296	1240.5	808
% Min Cap	112.4%	108.9%	114.3%	111.6%	74.0%
% Tot Cap	112.4%	108.9%	89.8%	104.9%	74.0%
<b>ENROLMENT PROJECTIONS (without new development)</b>					
2010	515	451	270	1236	853
2015	532	466	279	1277	832
2020	559	490	294	1343	783
<b>FUTURE HOUSING DEVELOPMENTS</b>					
2010	0	46	40	86	61
2015	0	77	115	192	136
2020	0	108	183	291	206
<b>NET ENROLMENT PROJECTIONS</b>					
2010	515	497	310	1322	914
%Min Cap	117.6%	119.8%	119.7%	118.9%	83.7%
2015	532	543	394	1469	968
% Min Cap	121.5%	130.8%	152.1%	132.1%	88.6%
2020	559	598	477	1634	989
% Min Cap	127.6%	144.1%	184.2%	146.9%	90.6%



**Appendix E: Harrow Family of Schools**

Capacity FTE	Harrow Junior	Harrow Senior	Harrow DHS Elem	Total Elementary	Harrow DHS
<b>STUDENT SPACE</b>					
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>					
Min Cap	264	541.5		805.5	429
<b>AS OF SEPTEMBER 2006</b>					
Min Cap	239	510		749	429
Portables				0	
PortaPak				0	
Total Cap	239	510	0	749	429
<b>ENROLMENT PATTERNS</b>					
Enrolment FTE	Harrow Junior	Harrow Senior	Harrow DHS Elem	Total Elementary	Harrow DHS
2001	243.5	429	97	769.5	383
Proj 2002	236	440	69	745	394
2002	235	453	74	762	394
Proj 2003	220	454.5	86.5	761	363
2003	222	446	83	751	359.5
Proj 2004	222	514.5	0	736.5	365
2004	216.5	513	0	729.5	344
Proj 2005	210	505	0	715	339
2005	202.5	492	0	694.5	345
Proj 2006	192.5	469	0	661.5	343
% Min Cap	80.5%	92.0%		88.3%	80.0%
% Tot Cap	80.5%	92.0%		88.3%	80.0%
<b>ENROLMENT PROJECTIONS (without new development)</b>					
2010	209	502		711	365
2015	216	519		735	356
2020	227	545		772	335
<b>FUTURE HOUSING DEVELOPMENTS</b>					
2010	34	0		34	25
2015	51	17		68	50
2020	69	33		102	74
<b>NET ENROLMENT PROJECTIONS</b>					
2010	243	502		745	390
%Min Cap	101.7%	98.4%		99.5%	90.9%
2015	267	536		803	406
% Min Cap	111.7%	105.1%		107.2%	94.6%
2020	296	578		874	409
% Min Cap	123.8%	113.3%		116.7%	95.3%

\*Harrow Junior: Grade JK-2 Harrow Senior: Grades 3-8

**Appendix F: Herman Family of Schools**

Capacity FTE	Bellewood	Coronation	Maxwell	McCallum	Roseville	Davis	McGregor	Total Elementary	Herman
<b>STUDENT SPACE</b>									
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>									
Min Cap	375.5	296.5	351	376	399.5	424	662.5	2885	1353
<b>AS OF SEPTEMBER 2006</b>									
Min Cap	348	280	325	351	372	391	616	2683	1353
Portables	94		47		141	70.5		352.5	
PortaPak								0	
Total Cap	442	280	372	351	513	461.5	616	3035.5	1353
<b>ENROLMENT PATTERNS</b>									
Enrolment FTE	Bellewood	Coronation	Maxwell	McCallum	Roseville	Davis	McGregor	Total Elementary	Herman
2001	271.5	356	401	239	468.5	498	494.5	2728.5	983
Proj 2002	291	347.5	421	361	394	481	500	2795.5	970
2002	276.5	337.5	409.5	335	377.5	456	530	2722	938.3
Proj 2003	300.5	347	405	367.5	383	479.5	510	2792.5	922
2003	318.5	318	405	344.5	365.5	457.5	494	2703	906
Proj 2004	378.5	311	403	365.5	358.5	463	523	2802.5	911
2004	382.5	303.5	377	329.5	346	461.5	516.5	2716.5	914
Proj 2005	443.5	295	366.5	356	329.5	451	499	2740.5	956
2005	438.5	290	372.5	344	282.5	429	486.5	2643	882.52
Proj 2006	502	274	361.5	399.5	305	421	468	2731	902
% Min Cap	144.3%	97.9%	111.2%	113.8%	82.0%	107.7%	76.0%	101.8%	66.7%
% Tot Cap	113.6%	97.9%	97.2%	113.8%	59.5%	91.2%	76.0%	90.0%	66.7%
<b>ENROLMENT PROJECTIONS (without new development)</b>									
2010	441	293	364	354	327	448	496	2723	1030
2015	456	303	376	366	338	463	513	2815	1004
2020	479	318	396	384	356	487	539	2959	946
<b>FUTURE HOUSING DEVELOPMENTS</b>									
2010	0	0	2	0	0	0	0	2	1
2015	0	0	2	0	0	0	0	2	1
2020	0	0	2	0	0	0	0	2	1
<b>NET ENROLMENT PROJECTIONS</b>									
2010	441	293	366	354	327	448	496	2725	1031
%Min Cap	126.7%	104.6%	112.6%	100.9%	87.9%	114.6%	80.5%	101.6%	76.2%
2015	456	303	378	366	338	463	513	2817	1005
% Min Cap	131.0%	108.2%	116.3%	104.3%	90.9%	118.4%	83.3%	105.0%	74.3%
2020	479	318	398	384	356	487	539	2961	947
% Min Cap	137.6%	113.6%	122.5%	109.4%	95.7%	124.6%	87.5%	110.4%	70.0%

Note: Elementary Design and Technology Centre for the city schools is housed at Herman

\* Beginning in September 2002, Roseville Grade 7 and 8 students have been accommodated at McCallum.

**Appendix G: Kennedy Family of Schools**

Capacity FTE	McWilliam	Campbell	Queen Victoria	Total Elementary	Kennedy
<b>STUDENT SPACE</b>					
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>					
Min Cap	326.5	549.5	607	1483	846
<b>AS OF SEPTEMBER 2006</b>					
Min Cap	302	495	565	1362	846
Portables	94			94	
PortaPak				0	
Total Cap	396	495	565	1456	846
<b>ENROLMENT PATTERNS</b>					
Enrolment FTE	McWilliam	Campbell	Queen Victoria	Total Elementary	Kennedy
2001	471	550.5	589	1610.5	927
Proj 2002	476	544	600	1620	944
2002	465	545	591	1601	880.1
Proj 2003	441	540.5	610	1591.5	737
2003	451	545.5	567	1563.5	787
Proj 2004	437	551	561	1549	817
2004	431.5	526.5	517	1475	781
Proj 2005	430.5	519	516.5	1466	860
2005	424.5	491	530.5	1446	893.62
Proj 2006	426	461	497.5	1384.5	897
% Min Cap	141.1%	93.1%	88.1%	101.7%	106.0%
% Tot Cap	107.6%	93.1%	88.1%	95.1%	106.0%
<b>ENROLMENT PROJECTIONS (without new development)</b>					
2010	428	516	513	1457	883
2015	442	533	531	1506	862
2020	465	560	558	1583	811
<b>FUTURE HOUSING DEVELOPMENTS</b>					
2010	2	0	0	2	2
2015	2	0	0	2	2
2020	2	0	0	2	2
<b>NET ENROLMENT PROJECTIONS</b>					
2010	430	516	513	1459	885
%Min Cap	142.4%	104.2%	90.8%	107.1%	104.6%
2015	444	533	531	1508	864
% Min Cap	147.0%	107.7%	94.0%	110.7%	102.1%
2020	467	560	558	1585	813
% Min Cap	154.6%	113.1%	98.8%	116.4%	96.1%

**Appendix H: Kingsville Family of Schools**

Capacity FTE	Ruthven	Jack Miner	Kingsville	Pelee Island	Total Elementary	Kingsville DHS
<b>STUDENT SPACE</b>						
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>						
Min Cap	311	613	679.5	73.5	1677	840
<b>AS OF SEPTEMBER 2006</b>						
Min Cap	288	567	639	69	1563	840
Portables			47		47	
PortaPak					0	
Total Cap	288	567	686	69	1610	840
<b>ENROLMENT PATTERNS</b>						
Enrolment FTE	Ruthven	Jack Miner	Kingsville	Pelee Island	Total Elementary	Kingsville DHS
2001	265	407	601	29.5	1302.5	666.25
Proj 2002	251	403	578	29.5	1261.5	658
2002	251	410.5	571	27.5	1260	609.3
Proj 2003	253	404.5	551	25	1233.5	625
2003	252	395	560.5	23	1230.5	600.88
Proj 2004	252.5	370	567	20	1209.5	623
2004	266	360.5	588.5	18	1233	624
Proj 2005	250.5	351	581.5	17.5	1200.5	615
2005	258	354	579	17.5	1208.5	624.89
Proj 2006	260	358	583.5	16	1217.5	609
% Min Cap	90.3%	63.1%	91.3%	23.2%	77.9%	72.5%
% Tot Cap	90.3%	63.1%	85.1%	23.2%	75.6%	72.5%
<b>ENROLMENT PROJECTIONS (without new development)</b>						
2010	249	349	578	17	1193	663
2015	257	361	597	18	1233	646
2020	270	379	628	19	1296	608
<b>FUTURE HOUSING DEVELOPMENTS</b>						
2010	6	56	6	0	68	76
2015	22	118	6	0	146	162
2020	37	180	6	0	223	247
<b>NET ENROLMENT PROJECTIONS</b>						
2010	255	405	584	17	1261	739
%Min Cap	88.5%	71.4%	91.4%	24.6%	80.7%	88.0%
2015	279	479	603	18	1379	808
% Min Cap	96.9%	84.5%	94.4%	26.1%	88.2%	96.2%
2020	307	559	634	19	1519	855
% Min Cap	106.6%	98.6%	99.2%	27.5%	97.2%	101.8%

**Appendix I: Leamington Family of Schools**

Capacity FTE	Gore Hill	MD Bennie	East Mersea	Mill Street	Mount Carmel/ Blythes	Queen Elizabeth	Total Elementary	Leamington DSS
<b>STUDENT SPACE</b>								
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>								
Min Cap	350.5	335	196	310.5	146.5	492.5	1831	1134
<b>AS OF SEPTEMBER 2006</b>								
Min Cap	326	308	184	285	135	464	1702	1134
Portables		70.5	70.5			117.5	258.5	
PortaPak				235	235		470	
Total Cap	326	378.5	254.5	520	370	581.5	2430.5	1134
<b>ENROLMENT PATTERNS</b>								
Enrolment FTE	Gore Hill	MD Bennie	East Mersea	Mill Street	Mount Carmel/ Blythes	Queen Elizabeth	Total Elementary	Leamington DSS
2001	295	345	179.5	374.5	154.5	572	1920.5	943.5
Proj 2002	307.5	334.5	178	387	327.5	572	2106.5	969
2002	303	333	181.5	372.5	295.5	564.5	2050	938
Proj 2003	303.5	323.5	180.5	381	291	580	2059.5	879
2003	309.5	330	177.5	374.5	302	549.5	2043	893.1
Proj 2004	298	320.5	185	357.5	295	561.5	2017.5	851
2004	303.5	349	191.5	335.5	295.5	532.5	2007.5	884
Proj 2005	300.5	343.5	193	362	272	552	2023	851
2005	281.5	341.5	198	369	275.5	489	1954.5	894.67
Proj 2006	282.5	339	214.5	365.5	274	511.5	1987	921
% Min Cap	86.7%	110.1%	116.6%	128.2%	203.0%	110.2%	116.7%	81.2%
% Tot Cap	86.7%	89.6%	84.3%	70.3%	74.1%	88.0%	81.8%	81.2%
<b>ENROLMENT PROJECTIONS (without new development)</b>								
2010	299	341	192	360	272	548	2012	917
2015	309	353	198	372	281	567	2080	894
2020	324	371	208	391	296	596	2186	842
<b>FUTURE HOUSING DEVELOPMENTS</b>								
2010	58	5	0	14	36	27	140	106
2015	120	14	0	23	53	38	248	188
2020	178	22	0	32	61	38	331	251
<b>NET ENROLMENT PROJECTIONS</b>								
2010	357	346	192	374	308	575	2152	1023
%Min Cap	109.5%	112.3%	104.3%	131.2%	228.1%	123.9%	126.4%	90.2%
2015	429	367	198	395	334	605	2328	1082
% Min Cap	131.6%	119.2%	107.6%	138.6%	247.4%	130.4%	136.8%	95.4%
2020	502	393	208	423	357	634	2517	1093
% Min Cap	154.0%	127.6%	113.0%	148.4%	264.4%	136.6%	147.9%	96.4%

**Appendix J: Massey Family of Schools**

Capacity FTE	Central	Glenwood	Northwood	Oakwood	Southwood	Roseland	Massey Elementary	New South Windsor	Total Elementary	Massey
<b>STUDENT SPACE</b>										
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>										
Min Cap	378	384.5	369.5	253	403.5	351			2139.5	1602
<b>AS OF SEPTEMBER 2006</b>										
Min Cap	352	357	346	233	381	325		740.5	2734.5	1602
Portables	70.5		70.5	23.5		47			211.5	126
PortaPak			188			188			376	
Interschool Cap							376		376	-336
Total Cap	422.5	357	604.5	256.5	381	560	376	740.5	3698	1392
<b>ENROLMENT PATTERNS</b>										
Enrolment FTE	Central	Glenwood	Northwood	Oakwood	Southwood	Roseland	Massey Elementary		Total Elementary	Massey
2001	401.5	359	485	244.5	378	378.5	285		2531.5	1225
Proj 2002	424.5	343	501	246.5	366	425.5	310		2616.5	1259
2002	442	351	493	267.5	375.5	464	336		2729	1261.2
Proj 2003	448.5	335	532	277.5	378.5	510	366		2847.5	1202
2003	462.5	335.5	537	287.5	396.5	503.5	374		2896.5	1251.2
Proj 2004	456	315.5	549	293	402.5	542	390.5		2948.5	1324
2004	455	334	555.5	291.5	415	558	387		2996	1330
Proj 2005	473	322	570	284	396.5	564	394		3003.5	1394
2005	479	331	607.5	281.5	395.5	590.5	414		3099	1356.94
Proj 2006	323.5	291	662	200	409	532.5		650	3068	1373
% Min Cap	91.9%	81.5%	191.3%	85.8%	107.3%	163.8%		87.8%	112.2%	85.7%
% Tot Cap	76.6%	81.5%	109.5%	78.0%	107.3%	95.1%		87.8%	83.0%	98.6%
<b>ENROLMENT PROJECTIONS (without new development)</b>										
2010	371	321	626	191	309	491		780	3089	1541
2015	369	368	587	177	273	438		906	3118	1502
2020	375	370	559	170	273	445		906	3098	1414
<b>FUTURE HOUSING DEVELOPMENTS</b>										
2010	9	0	53	6	14	7		73	162	108
2015	9	0	106	94	14	40		73	336	262
2020	9	0	162	182	14	40		73	480	431
<b>NET ENROLMENT PROJECTIONS</b>										
2010	380	321	679	197	323	498		853	3251	1649
%Min Cap	108.0%	89.9%	196.2%	84.5%	84.8%	153.2%		115.2%	118.9%	102.9%
2015	378	368	693	271	287	478		979	3454	1764
% Min Cap	107.4%	103.1%	200.3%	116.3%	75.3%	147.1%		132.2%	126.3%	110.1%
2020	384	370	721	352	287	485		979	3578	1845
% Min Cap	109.1%	103.6%	208.4%	151.1%	75.3%	149.2%		132.2%	130.8%	115.2%

New South Windsor School opening 06/07  
Grade 7 and 8 students from Massey going to New South Windsor School

**Appendix K: Riverside Family of Schools**

Capacity FTE	Concord	Eastwood	Forest Glade and Forest Glade Primary Learning Centre	Hetherington	Parkview	Princess Anne	Princess Elizabeth	Total Elementary	Riverside
<b>STUDENT SPACE</b>									
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>									
Min Cap	361	416.5	442.5	394	287	253.5	351.5	2506	1395
<b>AS OF SEPTEMBER 2006</b>									
Min Cap	340	384	714	369	268	236	328	2639	1395
Portables		47		70.5				117.5	
PortaPak								0	
Total Cap	340	431	714	439.5	268	236	328	2756.5	1395
<b>ENROLMENT PATTERNS</b>									
Enrolment FTE	Concord	Eastwood	Forest Glade and Forest Glade Primary Learning Centre	Hetherington	Parkview	Princess Anne	Princess Elizabeth	Total Elementary	Riverside
2001	356	479	404.5	471.5	312.5	225	355.5	2604	1161
Proj 2002	347.5	481.5	442	476	321.5	221.5	347.5	2637.5	1093
2002	393	465	465.5	475	309	228	339	2674.5	1100
Proj 2003	375.5	466.5	501	483.5	318	226	333	2703.5	993
2003	352	430	524.5	458	300.5	220.5	335.5	2621	1026
Proj 2004	324	440.5	534	447	294.5	226	328	2594	1002
2004	340.5	435.5	514.5	440.5	287.5	199.5	325	2543	996
Proj 2005	347	441.5	511	411	284	192	324	2510.5	955
2005	343	416	552	436	262	211.5	314.5	2535	1021
Proj 2006	342.5	397	537	424	250	214	292	2456.5	1063
% Min Cap	100.7%	103.4%	75.2%	114.9%	93.3%	90.7%	89.0%	93.1%	76.2%
% Tot Cap	100.7%	92.1%	75.2%	96.5%	93.3%	90.7%	89.0%	89.1%	76.2%
<b>ENROLMENT PROJECTIONS (without new development)</b>									
2010	345	439	508	408	282	191	322	2495	1029
2015	356	454	525	422	292	197	333	2579	1003
2020	375	477	552	444	307	207	350	2712	945
<b>FUTURE HOUSING DEVELOPMENTS</b>									
2010	0	1	121	8	33	0	2	165	110
2015	0	1	353	13	40	0	2	409	273
2020	0	1	519	13	40	0	2	575	384
<b>NET ENROLMENT PROJECTIONS</b>									
2010	345	440	629	416	315	191	324	2660	1139
%Min Cap	101.5%	114.6%	88.1%	112.7%	117.5%	80.9%	98.8%	100.8%	81.6%
2015	356	455	878	435	332	197	335	2988	1276
% Min Cap	104.7%	118.5%	123.0%	117.9%	123.9%	83.5%	102.1%	113.2%	91.5%
2020	375	478	1071	457	347	207	352	3287	1329
% Min Cap	110.3%	124.5%	150.0%	123.8%	129.5%	87.7%	107.3%	124.6%	95.3%

**Appendix L: Sandwich Family of Schools**

Capacity FTE	LaSalle	Prince Andrew	Sandwich West	Total Elementary	Sandwich SS
<b>STUDENT SPACE</b>					
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>					
Min Cap	600	243.5	654	1497.5	1011
<b>AS OF SEPTEMBER 2006</b>					
Min Cap	576.5	221	614	1411.5	1011
Portables	70.5		70.5	141	
PortaPak		188		188	
Total Cap	647	409	684.5	1740.5	1011
<b>ENROLMENT PATTERNS</b>					
Enrolment FTE	LaSalle	Prince Andrew	Sandwich West	Total Elementary	Sandwich SS
2001	552	386	681.5	1619.5	948
Proj 2002	647	407	674	1728	935
2002	623	394	650	1667	953
Proj 2003	633	396.5	618	1647.5	910
2003	645	385.5	643	1673.5	945
Proj 2004	660	378	619	1657	935
2004	651	385	612.5	1648.5	940
Proj 2005	666	381	573	1620	951
2005	658	384.5	604	1646.5	965
Proj 2006	650	387.5	587.5	1625	1005
% Min Cap	112.7%	175.3%	95.7%	115.1%	99.4%
% Tot Cap	100.5%	94.7%	85.8%	93.4%	99.4%
<b>ENROLMENT PROJECTIONS (without new development)</b>					
2010	662	379	569	1610	1024
2015	684	391	589	1664	999
2020	719	411	619	1749	941
<b>FUTURE HOUSING DEVELOPMENTS</b>					
2010	38	91	23	152	90
2015	38	181	83	302	180
2020	38	272	143	453	271
<b>NET ENROLMENT PROJECTIONS</b>					
2010	700	470	592	1762	1114
%Min Cap	121.4%	212.7%	96.4%	124.8%	110.2%
2015	722	572	672	1966	1179
% Min Cap	125.2%	258.8%	109.4%	139.3%	116.6%
2020	757	683	762	2202	1212
% Min Cap	131.3%	309.0%	124.1%	156.0%	119.9%



**Appendix M: Walkerville Family of Schools**

Capacity FTE	Beaton	King Edward	Begley	Prince Edward	Total Elementary	Walkerville
<b>STUDENT SPACE</b>						
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>						
Min Cap	369	485	570	656.5	2080.5	837
<b>AS OF SEPTEMBER 2006</b>						
Min Cap	343	449	588.5	610	1990.5	837
Portables						
PortaPak						
Total Cap	343	449	588.5	610	1990.5	837
<b>ENROLMENT PATTERNS</b>						
Enrolment FTE	Beaton	King Edward	Begley	Prince Edward	Total Elementary	Walkerville
2001	438.5	442	456	627	1963.5	724
Proj 2002	430.5	455.5	464	600	1950	755
2002	420.5	425.5	412.5	609	1867.5	761
Proj 2003	381.5	423	412	590.5	1807	724
2003	388	429.5	495	617	1929.5	754.49
Proj 2004	378	437	515	598.5	1928.5	712
2004	396	414	465	569	1844	746
Proj 2005	380	403	464	553.5	1800.5	748
2005	395.5	371	420	567.5	1754	781.75
Proj 2006	390.5	360	424.5	575.5	1750.5	848
% Min Cap	113.8%	80.2%	72.1%	94.3%	87.9%	101.3%
% Tot Cap	113.8%	80.2%	72.1%	94.3%	87.9%	101.3%
<b>ENROLMENT PROJECTIONS (without new development)</b>						
2010	378	400	461	550	1789	847
2015	390	414	477	569	1850	826
2020	410	435	501	598	1944	777
<b>FUTURE HOUSING DEVELOPMENTS</b>						
2010	0	1	0	2	3	2
2015	0	1	0	2	3	2
2020	0	1	0	2	3	2
<b>NET ENROLMENT PROJECTIONS</b>						
2010	378	401	461	552	1792	849
%Min Cap	110.2%	89.3%	78.3%	90.5%	90.0%	101.4%
2015	390	415	477	571	1853	828
% Min Cap	113.7%	92.4%	81.1%	93.6%	93.1%	98.9%
2020	410	436	501	600	1947	779
% Min Cap	119.5%	97.1%	85.1%	98.4%	97.8%	93.1%

**Appendix N: The Vocational Schools**

Capacity FTE	Century	Western	Total Vocational
<b>STUDENT SPACE</b>			
<b>MINISTRY CAPACITY - PRE-SEPTEMBER 2006</b>			
Min Cap	741	528	1269
<b>AS OF SEPTEMBER 2006</b>			
Min Cap	741	528	1269
Portables		84	84
PortaPak			0
Total Cap	741	612	1353
<b>ENROLMENT PATTERNS</b>			
Enrolment FTE	Century	Western	Total Vocational
2001	574	615	1189
Proj 2002	618	560	1178
2002	563.7	549	1112.7
Proj 2003	584	560	1144
2003	582.76	548	1130.76
Proj 2004	591.8	555	1146.8
2004	551	581	1132
Proj 2005	585	633	1218
2005	531.03	595	1126.03
Proj 2006	524	635	1159
% Min Cap	70.7%	120.3%	91.3%
% Tot Cap	70.7%	103.8%	85.7%
<b>ENROLMENT PROJECTIONS (without new development)</b>			
2010	378	400	461
2015	390	414	477
2020	410	435	501
<b>FUTURE HOUSING DEVELOPMENTS</b>			
2010	0	1	0
2015	0	1	0
2020	0	1	0
<b>NET ENROLMENT PROJECTIONS</b>			
2010	378	401	461
%Min Cap	51.0%	75.9%	36.3%
2015	390	415	477
% Min Cap	52.6%	78.6%	37.6%
2020	410	436	501
% Min Cap	55.3%	82.6%	39.5%