

**GREATER ESSEX COUNTY
DISTRICT SCHOOL BOARD**

**ANNUAL ACCOMMODATION
PLANNING REPORT**

June 2009

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Director of Education**

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A. SYSTEM AND PROVINCIAL OVERVIEW

For the 2009-10 school year, the Greater Essex County District School Board will be serving a projected 34,982.5 students in 61 elementary schools, 15 secondary schools, a number of alternative programs, an extensive adult and continuing education program, and several agency schools.

The Board offers a varied curriculum designed to address individual needs of students. These include compensatory education, French Immersion, various Pathways to Success approaches (including new High Skill Majors Programs), 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 as does the Primary Class Size reduction. The pending full time Kindergarten programming will make further demands upon student space within our schools.

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 among families of schools and is also affected by specific geographic factors in some areas. The expansion of daycare thus becomes an important component of our accommodation planning, and we must also continue to strengthen the linkages between elementary and secondary schools. Future provincial plans for full day Kindergarten programs will have an additional impact upon student space needs and school capacity requirements, anticipated to start in 2010.

In contrast to the majority of school boards in Ontario, our 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 moving through the intermediate into the senior divisions. As this larger cadre moved into our secondary schools it reduced the decline we would have otherwise experienced. This secondary school population growth has begun its decline, anticipated to continue over the next decade in most families of schools as smaller numbers of elementary graduates move through the secondary schools. Exceptions appear in secondary projections for the areas of population growth, most notably the school families of LaSalle, Lakeshore, and Tecumseh. At the elementary level we have experienced a drop in enrolment since 2003/2004 which is projected to continue through the next three years. This is primarily a result of the larger classes of grade 8 graduating and moving into secondary school, the

presence of new religious based private schools, a reduction in immigration and a decline in new population growth in most areas.

Our enrolment is being further impacted by two major factors: the migration of families to new employment opportunities in the west and the increasing economic challenges in our community caused by the changing organization of the automotive industry with its related “spin off” industries. All of this makes enrolment projections much more volatile than in past years. Is our local economic shift permanent, will the population exodus decline or accelerate, when will a new and more diversified economy develop, and what will be the direction of future immigration policies? All of these and the impending DRIC will impact our enrolments at various schools.

We continue to have considerable excess space at the secondary level, compared to Ministry rated capacities. Space is in shorter supply in some of our elementary schools, although the present migration of families has reduced the need for increased classroom space in many of our schools. The Board, where possible, 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, have occurred so rapidly that this has not always been possible. Some capacity relief had been provided to the Belle River and Massey Families of Schools with the opening of Lakeshore Discovery School and Talbot Trail Public School. The new growth of these families of schools communities has resulted in a quicker than anticipated rate of new enrolments, especially in the French Immersion schools of Lakeshore and Bellewood.

In 2005, a business case was approved for construction of an elementary school and a secondary school in the Municipality of Tecumseh. Funding was provided under Growth School Funding. These schools will provide relief to present and future increasing student enrolments due to new developments underway and approved for the future. The elementary school will provide 820 student spaces. Initially, the secondary school will provide 500 student spaces with plans for expansion as required in the future. Development of these plans is being completed in conjunction with the Ministry of Education in a pilot project to develop provincial funding templates and construction standards.

In 2003 the Ministry of Education released a 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. Campbell is expected to open in the 2010/2011 school year. Four years ago a new site was pursued for the building of Benson School on Wilson Park. Since that time, Benson School’s population has decreased significantly, making it no longer viable to move forward with the original plans of a single/stand alone Benson School.

Campbell School’s design has been developed in consultation with the Architectural Heritage Society. With their support and that of the Campbell School community, the school should receive a heritage designation. The architecturally significant exterior facade will be preserved with a rebuilding of the interior to provide a twenty first century learning environment for its students. These facilities will complement nicely the core revitalization which has taken place in the Dougall, General Brock, and King Edward school areas. Riverside is eagerly awaiting the construction of the Dr. David Suzuki School which will result from the closing of Princess Anne and Concord schools. Dr. David Suzuki School will be the first LEEDS Platinum school in our province – a school recognized for its Leadership in Energy Efficiency Design.

Over the past two years, the Ministry of Education has continued to define the various components of its capital funding policies. Most old capital grant processes no longer exist for declining enrolment boards and new policies are in place. These have a large impact upon our planning, as virtually the only source of funds for new or replacement student accommodation spaces is through these Ministry programs. A moratorium on new construction, pending new Ministry of Education building and funding guidelines, put a hold on new construction projects with the exception of the new Essex Public School which opened in September 2008. Fall 2008 saw the release of the funding for the David Suzuki and John Campbell schools.

New Prohibitive to Repair Grants resulted in the announcement of funding for restoration of parts of Essex District High School and Leamington District Secondary School. Essex District High School's range of repairs exceeds the grants provided; hence, a new business case must be developed for approval. Plans for Leamington District Secondary School are well underway. Some preliminary preparations will begin this summer with the bulk of the project beginning in summer 2010. In the meantime a further business case has been submitted to the Ministry of Education in consideration of the athletic facilities of the present school and the need for improvement.

Land for new school sites can be purchased through Education Development Charges or Board Reserves. Our Board has an elementary Education Development Charge By-Law in place, and we are in the process of developing a similar By-Law for the secondary panel. This will directly affect the funding of the new secondary school in Tecumseh.

New pupil accommodation can be funded through two Ministry processes: New Pupil Place Grants or Growth School Funding. The first, New Pupil Place Grants, requires that the student population in a panel exceeds the total Ministry rated capacity of the schools. With our recent decline in enrolment, we do not qualify for significant funding in this area. Growth school funding allows school boards to apply for funds for a new school if it is in an area of growth for the Board and in which the school board has an inadequate number of pupil spaces, even if excess capacity exists in other areas of a board's jurisdiction. It is within this grant that we have developed business cases for our areas of need.

Replacement of all or part of older school buildings may qualify for Ministry Prohibitive to Repair Funding. In these cases, a careful analysis of a building is made and a forecast of all repairs, refurbishments, and maintenance costs over the next several years is developed. If these costs exceed a significant proportion of the costs to rebuild, grants will cover the cost of the rebuild. Given that our board recently had the second oldest facilities in the province, this grant is very helpful to our ability to regenerate.

An additional grant which has recently been very helpful with respect to school facilities is the Good Places to Learn Grant. Over three years, this grant is expected to be over \$46 million. We are currently in phase 3. This has permitted us to complete an unprecedented number of upgrades to our buildings.

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 2008-2009 school year we have initiated significant changes in the following areas:

Belle River Family of Schools

1. That the Superintendent responsible for accommodations planning conducts an accommodation study to make recommendations in regards to the student population for a new elementary school in Tecumseh.
2. That the Superintendent responsible for accommodations planning conducts an accommodation study to make recommendations in regards to capacity issues at Lakeshore Discovery School.

Belle River/Massey/Riverside Families of Schools

3. That the Superintendent responsible for accommodations planning review planned development, secondary enrolments, capacity, and programming needs in the Belle River/Massey/Riverside Families of Schools areas in consideration of construction of a new secondary school in Tecumseh.

This study will begin during the Fall of the 2009-2010 school year. Its study will be contingent upon the outcomes of the boundary study for French Immersion programmes.

French Immersion Schools

4. That the Superintendent responsible for accommodations planning continues review of the elementary and secondary French Immersion programs in consideration of capacity issues to more effectively accommodate the growing French Immersion population.

The Ministry of Education has approved a business case for new dual track elementary and secondary schools in Tecumseh. These new schools will provide some relief for the French Immersion capacity issues of Lakeshore Discovery, Bellewood, and McCallum schools. Municipal zoning of the land has been approved and purchase of the school site in Tecumseh is being finalized. The Ministry of Education delay in funding held up this new school project, impacting on the timelines for studies of related boundary adjustments in order to ensure use of the most current projections for the highest degree of accuracy. A study of French Immersion boundaries is underway. The study of boundaries for the English component of the Tecumseh elementary and secondary schools is anticipated to begin in the fall of 2009.

Presently, the dual track programs at Sandwich West and Kingsville public schools can accommodate their demands for French Immersion programs. McCallum French Immersion School is seeing a slow but steady increase in enrolment, now creating greater capacity issues than initially anticipated. French Immersion enrolment at both Bellewood and Lakeshore Discovery schools has exceeded anticipated projections. The need for further study in regards to another school offering French Immersion programming was identified in the 2007-2008 Accommodation Report. Since that time, enrolment in French Immersion continues at a higher rate with smaller grade eight classes leaving elementary schools and a considerably greater number of Primary grade students entering. This will continue to create capacity issues at schools offering French Immersion programming, recognizing the need for a possible seventh school that can alleviate those enrolment pressures. The Ministry of Education has approved a business case for a new dual track school in Tecumseh to provide relief for some of the French Immersion capacity issues. Municipal zoning has been approved; however the Ministry of Education delay in funding did impact the timelines for study of boundary adjustments in order to ensure use of the most current projections for the highest degree of accuracy.

Essex Families of Schools

4. That effective September 2008, Maidstone Central Public School be designated “closed to out of district” students due to its capacity issues which prevent its own area students being accommodated without the use of portables.
5. That the Superintendent responsible for accommodations planning conduct a student accommodation study considering the closure of Maidstone Central Public School, and to identify alternative accommodations of its students.

This study began in January 2009 under the current Accommodation Review Committee (ARC) guidelines with its subsequently approved Generic Valuation Template. Initial meetings occurred in January 2009. This study is underway with the Maidstone ARC meeting on a monthly basis.

Forster Family of Schools

6. That the Superintendent responsible for accommodations planning facilitates a three year plan to adjust the boundaries between Marlborough and Brock Schools.

Brock School experienced a marked population increase during the 1990's. This was due to intense immigration from the Sudan and Somalia. The Brock school area became the choice of this group for initial relocation upon entering Canada. Brock School became overcrowded effecting a need for accommodation studies. The Brock Kindergarten students were relocated to Marlborough School and later an adjustment of school boundaries between Brock and Marlborough schools took place. Since that time Brock's population began to decline. The Brock Kindergarten program was eventually returned to its school. During fall/winter 2009 a study of population trends and population distribution was undertaken for Marlborough and Brock schools. It was determined the original Brock/Marlborough boundaries could be reinstated allowing students able, to again, walk to Brock School – their original home school.

Harrow Family of Schools

7. That the Superintendent responsible for accommodations planning conducts a student accommodation study considering the closure of Harrow Junior School.

Over the past five years, Harrow Junior School has continued to experience an ongoing population decline. It is projected to have an excess of 87 student spaces (36 % excess space) with a projected population of 155 students (FTE- full time equivalent). Harrow Senior Public School's population has experienced a similar five year decline with a projected excess of 118 spaces (23% excess space) with a projected population of 408 students. With the possibility of future building grants for Prohibitive to Repair (PTR) schools, there may have been opportunities to create a JK to grade eight elementary school with improved facilities for all students. To this end, a Harrow Family of Schools Elementary Accommodation Committee was formed to determine community interest in creating one elementary school in order to pursue such grants. The committee could not come to this consensus. At the May 21, 2008 Board meeting a motion was passed that: “the report: Harrow Junior and Senior Schools Feasibility Study be received.” Subsequently, a June 2008 recommendation to study the closure of Harrow Junior School resulted in a new accommodation study under the current Accommodation Review Committee (ARC) guidelines with its subsequently approved Generic Valuation Template. Initial meetings occurred in January 2009.

2. Enrolment and Accommodation Planning

Enrolment drives funding which in turn affects our ability to continue to offer the range and quality of programs and supports we provide to students. Our analysis of survey and enrolment data from our intermediate students suggests that once students are enrolled in our elementary schools, they usually 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.

Every June, the Director of Education presents to our Board Trustees for approval, an accommodation report. It identifies enrolment trends, past actions to improve the efficient use of our buildings and student spaces, and recognizes issues that impact upon the facilities in our efforts to provide sound educational environments. The costs of operating our school system are directly related to our student enrolment. Generally, this funding supports the operations and the buildings. The challenge to this efficiency is the number of students (FTE) enrolled in relation to the number of student spaces in our schools. The fewer excess student spaces to support, the more effectively our buildings can support student learning. To this end, the accommodation report reviews individual school enrolment trends, identifying where there is surplus student space and where there is a need for additional student spaces. The need for additional student spaces occurs in areas of new development and more recently in schools providing French Immersion programs. Surplus student spaces often are identified in school communities where student populations have decreased. This is due to a variety of factors which can include migration out of the area, an aging demographic within that community, and communities whose general population is in decline.

Developing from these factors which contribute to the student population/student spaces are recommendations for further study which range from developing business cases for new schools, to redefining school boundaries to considerations to close schools. These issues are reviewed later in this report as pertinent to each Family of Schools, providing the perspective for the Director's Recommendations.

3. Future Enrolment Trends

Enrolment in our schools swells and declines over time in accordance with a number of factors. Increases and decreases in birth rates, not surprisingly, are followed a few years later by expansions and contractions in enrolment, first in elementary and then in secondary schools. A similar ebb and flow of students accompanies the immigration/emigration cycles of newcomers to our country. An additional boom/bust cycle of enrolment moves in time with our local economy. When jobs are plentiful, families move to our area. When times are more difficult, they move elsewhere.

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 which focused in our high growth communities. However, the countervailing effects of a steadily declining birth rate continue to be reflected in our enrolments, particularly in the older subdivisions and central neighbourhoods of the city as well as in the rural based schools. A continued change in our area's economy has further exacerbated student enrolment. Migration continues to the more fiscally booming provinces of Alberta and Saskatchewan and parts of the Maritimes. Distress is being furthered by the relocation and/or closing of some of our local automotive and related industries and its negative impact upon our local economy. The outcome of two of our major North American auto companies remains to be seen. The potential for impact upon our area is

yet to be determined and will require ongoing monitoring through the next few years. This continues to negatively impact our population and student enrolment; now, also including the secondary enrolments.

(a) Demographics

The tail end of the larger part of the “baby boom echo” is now near the end of their secondary school years. 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. In fact, Ministry of Education data indicates Ontario school-aged population declined 60,000 students in the past few years, and they forecast an additional 40,000 decline before the next smaller echo of the children of the baby boom echo makes its way into our schools beginning in 2010. Our Projections Chart Figure 1 confirms this prediction.

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 this does not include any calculation of enrolment shifts associated with the levels of immigration or migration and immigration. Until more recently, these activities, locally, tempered the effect of the birth rate pattern. These are, however, volatile and very difficult to predict. There is a general expectation 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 can boost secondary enrolment somewhat as students return to or stay in school while 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 therefore continue to be a prudent approach.

Population changes in the Municipalities of the G.E.C.D.S.B. (Windsor-Essex) as reported in the Census 2006 a slightly higher number of student age children here compared to the provincial numbers: 0-4 years @ 5.9% compared to a provincial 5.5%; 5-9 years @ 6.3% compared to a provincial 5.9%; 10-14 years @ 6.9% compared to a provincial 6.7%; and, 15-19 years @ 6.9% compared to a provincial 6.9%. This accounts for the need for new schools in areas of new housing developments and the projected developments in other areas of our system.

(b) Annual Residential Construction Activity

Reflecting a past strong economy in the region, there had been an annual average of 2296 dwelling units constructed in both the city and county over the last seventeen years. Annual construction totals had been at or above this average for the 10 year period peaking in 2002 at just over 2900 units. Activity eased back to 2000-2001 levels for 2004 at 2613 new units (down marginally from 2658 in 2003). In 2005 permit activity fell below the 2000 unit level to 1802 units, slipped further to 1288 units in 2006, bottoming out around 800 units for 2007 and 2008 - the lowest levels since the early 1990’s - a reflection of regional economic uncertainty. Significant construction declines have been universal across most of the region.

It is usual to see the Windsor area housing profile operate in an opposite direction to the nation in general. When housing starts are increasing elsewhere, they decline here. This trend has been consistent through 2007 to the present although more recently there has been a developing “housing slump” nationally although not to the degree being experienced locally. Local statistics show that our area housing starts are at their lowest levels in twenty four years. The Windsor building department does not predict a significant change in trends until 2011 although some slight improvement is expected to begun within the next year.

Tecumseh is expected to rebound in development, having concluded an agreement with the City of Windsor for added sewage treatment capacity. 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 delayed somewhat. It may also be at the expense of development in Lakeshore, where developers have experienced difficulty lately in proceeding with plans in a timely way.

(c) 15 Year Enrolment Projection

The following charts forecast the enrolments in our elementary and secondary schools, based upon 2008 enrolment data, retention rates and recent data on birth rates. Figure 1 applies predicted birth rate and other data based upon the normal assumptions one makes about community and its ongoing economic cycles. It also takes into account the past few years which have seen a sharp decline in enrolment and assumes this is likely to moderate but continue for several years to come.

**Figure 1
15 YEAR ENROLMENT PROJECTION**

| Year | Elementary | % Change | Secondary | % Change | Total |
|------|------------|----------|-----------|----------|--------|
| 2001 | 24,959 | 4.60 | 12,705 | 1.56 | 37,664 |
| 2002 | 25,011 | 0.21 | 12,562 | -1.13 | 37,573 |
| 2003 | 24,960 | -0.20 | 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 | 24,080 | -0.07 | 12,456 | 0.87 | 36,536 |
| 2007 | 23,606 | -1.97 | 12,509 | 0.43 | 36,115 |
| 2008 | 23,083 | -2.22 | 12,432 | -0.62 | 35,515 |
| 2009 | 21,976 | -4.80 | 12,502 | 0.56 | 34,478 |
| 2010 | 21,839 | -0.62 | 11,740 | -6.10 | 33,579 |
| 2011 | 21,742 | -0.44 | 11,459 | -2.39 | 33,201 |
| 2012 | 21,821 | 0.36 | 11,394 | -0.57 | 33,215 |
| 2013 | 21,969 | 0.68 | 11,427 | 0.29 | 33,396 |
| 2014 | 22,122 | 0.70 | 11,616 | 1.65 | 33,738 |
| 2015 | 22,318 | 0.89 | 11,658 | 0.36 | 33,976 |
| 2016 | 22,580 | 1.17 | 11,544 | -0.98 | 34,124 |
| 2017 | 22,804 | 0.99 | 11,391 | -1.33 | 34,195 |
| 2018 | 23,050 | 1.08 | 11,331 | -0.53 | 34,381 |
| 2019 | 23,452 | 1.74 | 11,246 | -0.75 | 34,698 |
| 2020 | 23,642 | 0.81 | 11,561 | 2.80 | 35,203 |
| 2021 | 23,875 | 0.99 | 11,888 | 2.83 | 35,763 |
| 2022 | 24,124 | 1.04 | 12,196 | 2.59 | 36,320 |
| 2023 | 24,403 | 1.16 | 12,473 | 2.27 | 36,876 |

*Note: 2002-2008 numbers are “actuals” (actual enrolment numbers)

2009-2010 projections are based upon declared registrations of June 2009

From 2009 onwards, the projections are sourced from the Capital Projections document

4. Preschool and School Age Population Changes

Seniors are the fastest growing demographic, especially in the 85 + age range. The next decade will show more seniors than children. Less than one third of households are made up of a couple with children.

The 2006 Census data compiled by Statistics Canada for the Windsor Census Metropolitan Area (WCMA) confirms moderate declines in entry enrolments at the elementary level. The 0-4 age group represents 5.9% of the total population, although rising to 6.3% for the 5-9 year olds, 6.6% for the 10-14 year olds, and 6.9% for the 15-19 year old children. This is generally reflected in the projections and enrolments of our growth areas, the Lakeshore, Belle River and Sandwich Families of Schools. In other areas it reflects resulting declining enrolments in the elementary schools.

5. Local Migration

Migration is a key factor in Windsor-Essex population trends. Migration includes those moving into the area from other parts of Ontario, from other provinces, and from other countries (international migration). While migration into the area has been a factor in the region's growth, this is predicted to be slower until 2012 with a gradual improvement predicted through

2016 with a return to higher levels of growth predicted after that time. 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. After years of steady population loss, however, the city more recently had experienced growth, from a modest increase of 0.24% per annum between 1986 and 1996 to just less than 1%. Now, predictions are a return to a slower growth (0.33%), picking up after 2012 to again approach 1.0%. This reflects residential growth in the South Cameron, Roseland/new South Windsor Talbot Trail and East Riverside Planning Districts as they reflect the economic times.

The County's annual growth rate recently eased from 2.34% to 1.8% per annum and further to 1.35% from 2001 to 2006. These growth rates are being overtaken by decreases as our local economy falters. It is important to note that in the past our existing population has been moving south and east as new areas develop. At the same time, if our economic adversity continues, we may well see a reversal of this migration. People may begin to move from the more expensive suburbs back into the core. Currently, it is premature to make any firm prediction.

6. Immigration

Over the next two decades, the potential for a population decline will be offset by the rate of 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 continues to be the fourth most culturally diverse community in Canada. Census data identifies Windsor and Essex County as experiencing some of the highest per capita levels of immigration in the province during the nineties. 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 represented about 1% of the total population of 307,877 – the majority of the annual growth rate.

The 2006 Census identifies 22.4% of the area's population to have been born outside Canada; however, the percentage has progressively declined from 1991 through 2006. Only 17.4% of that total has immigrated since 2001. This declining rate of immigration impacts upon the general population; thus, upon enrolment trends. Our community experiences the impact of immigration shifts very rapidly. Immigration was reduced somewhat in the aftermath of the terrorist attacks of 9/11, rates but with some rebounded in 2002. The expectation is that Canada's strong economic performance will likely lead to current or increased levels of immigration but our local economy may limit the degree to which we share in this growth in the immediate future. In addition, changes to Canada's 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). 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 or decline rapidly and somewhat unpredictably.

As levels and sources of origin of immigration change, so does the population in the nearby schools. Some school boundary adjustments have eased related capacity issues in the past. 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 can fluctuate rapidly from year to year. Recently, a pattern of relocating, out of province 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. In the past year, a more diverse migration from our school system area to other provinces is negatively impacting various schools.

7. Conclusion – Future Enrolment Trends

The steady annual increases in elementary enrolment experienced in the past decade have leveled off and will continue to decline through the initial part of this decade as the “baby boom echo” makes its way through elementary school age. Based on provincial trends we would expect to see modest increases in the elementary sector during this decade (2012 and beyond) as children of the “baby boom second echo” pass through our schools. The secondary enrolments will fluctuate between growth and declining enrolment patterns.

It is important to note the fact that 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, had been the only exception to this trend. This is no longer the case as we join the rest of Ontario’s “non GTA” boards. The decline is exacerbated for us as our economy shrinks, families move away, and immigration slows. Windsor continually experiences ups and downs in its economic cycle and our enrolments follow suit. While we are currently seeing enrolment decline overall, long term patterns depend on our local economy and its development.

B. ENROLMENT AND SPACE REQUIREMENTS

1. Ministry Capacity Model

According to the Ministry of Education, classrooms are multiplied by the maximum mandated system aggregate average class size factor. This determines the number of pupil spaces available for instruction at any given time. With the Good Places to Learn report, Boards must strive to schedule for an average of 23 students in a class for elementary and 21 students per class for secondary. These numbers have been adjusted to reflect the Primary Class Size (PCS) cap of 20 for primary division classes (Kindergarten to grade three). 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 |
|---|-------------------|
| OTG Cap (New Pupil Place Capacity) | 24,295 |
| Less "Prohibitive to Repair" | 0 |
| Plus New Capacity for "Prohibitive to Repair" | 834 |
| Adjusted OTG Cap | 25,129 |
| Portables | 1,403 |
| Portapak | 667 |
| Locally funded | 0 |
| Interschool Capacity | 0 |
| TOTAL CAPACITY | 27,199 |

According to this method of calculating accommodation capacities, there are approximately 24,295 permanent elementary student spaces. In addition to these, there are approximately 1,403 student spaces in portables and 667 student spaces in portapaks.

(a) Elementary Enrolment

With an expected 21,976 students for 2009/2010, Figure 3 indicates that approximately 90.5% of Ministry capacity (OTG) will be utilized. When taking into consideration the total capacity this is reduced to 80.8% utilization. The requirement for additional space is based on geographical needs. While some schools have considerable space, other schools require the additional spaces provided by portapaks and/or portables.

As stated earlier in this report, accommodation pressures in many areas of our board have eased. Crowding in our schools is now a more localized phenomenon, best addressed through our growth schools business cases and some school boundary realignments.

Fig. 3

| Enrolment FTE | Elementary |
|----------------------------|-------------------|
| Projected 2004 | 24,914 |
| Actuals 2004 | 24,501 |
| Projected 2005 | 24,403 |
| Actuals 2005 | 24,097 |
| Projected 2006 | 23,838 |
| Actuals 2006 | 23,604.5 |
| Projected 2007 | 23,303.5 |
| Actuals 2007 | 23,113 |
| Projected 2008 | 22,559.5 |
| Actuals 2008 | 23,083 |
| Projected 2009 | 21,976 |
| <i>% of OTG Capacity</i> | 90.5% |
| <i>% of Total Capacity</i> | 80.8% |

(b) Future Growth in the Elementary Panel

With the exception of a slight dip in 1999 as a result of the change in 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 decrease in successive years. There is expected to be a resumption of our student population increases after 2011. All of this is subject, however, to issues with our local economy and to the ebb and flow of the migration/immigration factors.

A second issue is the direction of future Kindergarten programs. Our provincial government has announced full day learning for Senior Kindergarten students, beginning in 2010 and Junior Kindergarten to follow. Dr. Charles Pascal has been commissioned to recommend a delivery model. His report is now with the Minister of Education. The degree to which the final delivery model takes may/may not impact upon the capacity demands of our school system and its schools.

(c) Conclusion – Elementary

Normally, as enrolment reduces somewhat in our elementary schools, one would expect the accommodation pressures to do likewise. Our government and our school board have made a commitment to a class size of 20 in our JK to grade 3 classes. This resulted 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. In the long term, there will still be high growth areas for elementary schools in the suburban areas. The provincial government has announced an expansion of learning programs for four and five year olds to full day programs beginning in 2010. Our board believes these programs belong in our elementary schools; for the most part we should be able to accommodate these students, with a small number of our schools experiencing some enrolment pressures. Over the next year, we will need to be developing a more detailed assessment of accommodation needs for these programs as we learn of the Ministry of Education's implementation directions.

A review of our elementary school enrolments indicates that we have a number of small schools, and while full day JK and SK will require some space, it will not fully compensate for the larger number of students lost over the past few years. In examining 2009 projected enrolments: 6 of our elementary schools or 9.8% will have populations less than 200 students (East Mersea with 201, Harrow Jr., Maidstone, Pelee Island, Oakwood, Princess Anne); 9 of our elementary schools or 14.75% will have populations of 250 or less (Centennial, Colchester North, Victoria, Gore Hill, Parkview, Princess Elizabeth, Brock, Coronation, Parkview); 9 of our elementary schools or 14.75% will have populations less than 300 students (D.M. Eagle, Taylor, Malden, M.D. Bennie, Mount Carmel-Blytheswood, Central, Glenwood, Concord, Parkview). Of these 23 schools, 10 schools (16%) project continuous declining enrolments to the 2022 projections although Pelee Island School receives a rural grant, and 2 schools (Concord and Princess Anne) will consolidate with the opening of the Dr. David Suzuki School. Very small elementary schools incur considerable additional expense to the board and by their nature have additional combined (split) classes which may not contain consecutive grades. As our overall enrolment continues to shrink, it becomes very difficult to continue to justify these very small schools.

New schools will still need to be constructed to accommodate the expanding outlying communities. Replacement of one of the two additional prohibitive to repair schools in the city core has begun with the lifting of the construction moratorium as we work with the Ministry to pilot new guidelines for construction of schools. Campbell School is in the initial stages of that project. Benson School's grants are "on hold" as we consider the funding being applied for a school of sustainable size. We are also moving on to consider the needs of additional older schools. Ministry announcements to come may assist or impede this planning. Our current plans include construction of an additional two new elementary schools within the next year, (Tecumseh and Suzuki elementary schools) scheduled to open in the 2010/2011 school year. Campbell School is also scheduled to open in the 2010/2011 school year. Our new Essex Public School opened in September 2008. All of this is exciting for our school system and our community. The new Begley School has reminded us of the impact a new school can have within its community while the new Talbot Trail and Lakeshore Discovery schools illustrate the importance of schools in new communities. After a period of thirty years in which both predecessor boards combined to build only three new facilities, today's new schools and new construction plans are long time dreams becoming reality.

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 an on the ground capacity of 15,291 spaces. This excludes the closed unused spaces at W. D. Lowe and Ada C. Richards.

Fig 4

| Student Spaces | Secondary |
|------------------------------------|------------------|
| OTG Cap (New Pupil Place Capacity) | 15,291 |
| Portables | 126 |
| Portapak | 0 |
| Interschool Cap | 0 |
| Total Cap | 15,417 |

(a) Secondary Enrolment

Secondary enrolment has decreased as the double cohort graduated, although not as much as had been predicted. It increased for a period of time but is now experiencing a decrease that will continue intermittently into the next decade before growth becomes consistent.

Fig. 5

| Enrolment FTE | Secondary |
|----------------------|------------------|
| Projected 2004 | 11,913 |
| | 12,183 |
| Projected 2005 | 12,626 |
| Actual 2005 | 12,348 |
| Projected 2006 | 12,883 |
| Actual 2006 | 12,449 |
| Projected 2007 | 12,210 |
| Actual 2007 | 12,257 |
| Projected 2008 | 12,423 |
| Actual 2008 | 12,433 |
| Projected 2009 | 12,502 |
| % of OTG Capacity | 81.75% |
| % of Total Capacity | 81.00% |

(b) Future Growth in the Secondary Panel

Secondary enrolment growth will hover between 11,500 - 12,500 over the long term, creating years of growth and decline. Accommodation pressures will be localized, with growth school business cases and prohibitive to repair replacements providing our best opportunities to meet the needs of our community.

(c) Conclusion - Secondary

It is clear that we will continue to have excess capacity spaces at the secondary level, and as such, the issue we will need to resolve is the continued movement of population to the southern and eastern areas of, or near, the city. All of our high schools, with the exception

of Massey, are located in the northern half of the city or in single school rural communities. The declining populations of many of these schools will require some serious and difficult responsible decisions in the future. The developing areas on the south part of our city and in Tecumseh are not adequately served by public secondary schools, however, this will change as planning is currently underway for a dual track secondary school in the south Tecumseh area, with a scheduled opening in the 2010/2011 school year.

C. ACTIONS TO DATE

Previous accommodation studies have identified three major accommodation issues that needed to be resolved: excess secondary school space; overcrowding in several elementary schools; and, smaller elementary schools which do not “support” the programs offered. In an effort to resolve these issues, over the years, 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 capital grants:
 - (a) Financed the new school in LaSalle from Facility Services operating budgets;
 - (b) Constructed a 10 classroom addition to create Mount Carmel-Blytheswood 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) Forest Glade Primary Learning Center opened in September 2006;
 - (f) Talbot Trail School in South Windsor opened in 2006;
 - (g) Lakeshore Discovery School in Lakeshore opened in February 2007;
 - (h) Construction of the phase one addition to Bellewood French Immersion School in South Windsor opened in September 2007;
 - (i) Construction of the phase one/two additions to Northwood School in South Windsor opened in September 2007;
 - (j) Construction of the new Essex Public School to opened in September 2008;
 - (k) Announcement by the Ministry of Education for a new elementary school to be built in Tecumseh which also includes construction of a new secondary school;

- (l) 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 2007);
 - Lowe (declared surplus to needs, currently used to accommodate elementary students displaced by school replacement construction projects);
 - Blytheswood School (declared surplus to needs).
 - Puce School site (sold).
4. Assessing and disposing of and moving portables, as necessary.
5. Making (past) boundary adjustments:
 - (a) Boundary Adjustments implemented for new areas in South Windsor: Roseland, Southwood and Central schools.
 - (b) The boundary adjustment between Hetherington and Forest Glade was implemented and Forest Glade absorbed the new growth of East Riverside.
 - (c) Boundary adjustments were made between Gore Hill and Mill Street.
 - (d) Boundary adjustments were implemented in the Amherstburg area schools.
 - (e) Boundary adjustments between Marlborough and Brock (latest adjustment to be implemented September 2009).
 - (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.
 - (j) Boundary adjustments between Roseville and Forest Glade schools implemented in September 2007.
6. Using surplus secondary space:
 - (a) A policy had been adopted to examine the possibility of using surplus secondary space where feasible as a solution to elementary overcrowding. Secondary projections data does not currently support this as an alternative solution to elementary capacity issues.
 - (b) Elementary students had 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. Due to secondary enrolment growth, Massey required the use of portables. When Talbot Trail Public School opened, the need for portable classrooms at Massey ended for a period of time.
 - (c) The JK/SK students formerly accommodated at Belle River District High School in an attempt to address the overcrowding problem at Belle River Public School have been repatriated to their appropriate elementary schools with the opening of Lakeshore Discovery School in January 2007. This space was needed for secondary enrolment at Belle River District High School.

D. ACCOMMODATION ISSUES FOR 2009/2010

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. Revised class size with the twenty student cap on Primary classes has reduced the capacity of our school buildings. However, enrolment is declining in many areas. An additional consideration which may be taken into account, depending on the outcome of Dr. Pascal's Report and Ministry decisions, is the possible expansion of JK/SK programs to full day beginning in the near future, although the location and delivery of these programs is yet to be determined.

1. Belle River Family of Schools

This area of the county has been experiencing 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 which did resume, particularly in the previous Belle River Public School boundary areas now within the Lakeshore Discovery School boundaries. An extension of a sewer trunk line into a new area opened up more expansion in more recent years. More recently, new construction is at a virtual stop throughout Greater Essex County. Lakeshore Discovery School opened during the 2006/2007 school year, relieving capacity pressures on Belle River Public School. Lakeshore Discovery is a dual track school, including students from Puce French Immersion Public School, which subsequently closed. It is usual to see a newly constructed school's population increase significantly, especially for its first years of operation. French Immersion enrolments beyond expectations coupled with a higher than anticipated new housing growth in the Lakeshore area in the most recent years, has resulted in Lakeshore Discovery School requiring portable classrooms to be added every September. Some relief is anticipated with completion of the study to realign the boundaries for the French Immersion programs of the "northern areas" of the school board however further boundary studies may be necessary in conjunction with the realignment of the boundaries for the new Tecumseh school's English track.

Tecumseh, which enjoyed a growth of at least 200 new homes annually from 1985 to 1999, slowed down for several years, primarily because of a shortage of serviced land. All of this indicates 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. Current municipal planning maps show a main sewer line to be constructed along Banwell Road, making new development imminent, depending upon our rebound from the current recession. This approved new growth and the overcrowding at Lakeshore Discovery has effected the immediate need for new elementary and secondary schools in the area.

A business case presented to the Ministry of Education resulted in grants towards construction of an elementary school and construction of a secondary school. In Fall 2008, the Ministry of Education announced funding grants of \$11,500,000 for construction of a new elementary school and \$10,600,000 for construction of a new secondary school in Tecumseh. These grants have been increased to a total of \$30 million dollars. Construction of the new Tecumseh *Academy* elementary and secondary dual track (English and French Immersion) schools is anticipated to begin this summer. The secondary school will initially be designed with 500 student spaces and room for future expansion, to be built in Tecumseh. The elementary school student spaces will accommodate 820 students due to Ministry direction to design the school based upon full day/every day Kindergarten programming. Zoning approval of lands has been received from Tecumseh and final purchase of the lands is near completion. This new

Tecumseh school is being planned and built in conjunction with the Ministry of Education as one of three pilot projects in the province. Its design and construction will be a factor in determining provincial cost benchmarks guiding provincial new school construction. Tendering is scheduled for Spring 2009 with construction beginning Summer 2009.

With planning now underway for these two new schools, a study of school needs for the Municipality of Tecumseh coupled with a review of French Immersion needs will be required.

The adjacent town of Lakeshore has benefited from the past shortage of land in Tecumseh resulting in 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 still too soon to accurately predict the timing or student yield of this area. Ultimately, a rebound of our local economy and the availability of developed land in south Tecumseh are likely to 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 through most of its schools with the exception of Centennial Central and Belle River schools. D.M. Eagle's growth is leveling off but with a slight gradual increase, that may require an additional portable in the short term. The outcome of boundary studies in conjunction with the new Tecumseh elementary school will determine this need.

A.V. Graham was above its capacity for some time with relief occurring by using two portables. Because new construction in the area has been slowed for the past few years and due to the existence of a larger cadre of students in the latter years of elementary education, A. V. Graham has been experiencing relief from its enrolment pressures with portables no longer required. Projections show a gradual excess of space which will be factored into future boundary studies for the municipality's schools.

Belle River Public School, as acknowledged earlier in this report, was oversubscribed in the past requiring a number of portables. This need has terminated with the portables being removed to areas requiring the additional student spaces. With the opening of the new Lakeshore Discovery dual track school, pressures have been relieved to the point that day care is now in the school to serve the Belle River community. New construction in Belle River has not materialized as quickly as was originally forecast; thus, excess space at Belle River School is projected to increase into the future. This excess space will be a factor as boundary re-alignments are considered in future studies. The opening of Lakeshore Discovery School relieved the capacity issues at Belle River Public School. This made it a possible source for short term relief for the capacity issues at Lakeshore Discovery School although real use of this space will be more reasonable in future boundary studies.

Centennial Central is underutilized, quite small and expected to experience a further slight reduction in its enrolment before a return to its present size. It is a considerable distance away from any other schools but no longer benefits from specific rural school grants. Declining enrolment is projected to be less than 200 students into the future, making a possible focus of an Accommodation Review Committee study (ARC).

As identified earlier, Puce School as a facility and location had become no longer viable. Its French Immersion enrolment continued to grow as the large primary classes move into the more senior grades and Kindergarten enrolments continue to increase at a high rate. The Lakeshore community is an area where French Immersion programming is in great demand and continues to increase its population. Puce School is now part of Lakeshore Discovery School. French Immersion interest is a contributor to the capacity issues at Lakeshore Discovery School. This requires study to determine alternative accommodation for the increasing French Immersion population. The new school in Tecumseh will be part of the solution although with the rate of new French Immersion enrolment, it may not be the final solution. Also, utilizing excess space at Belle River Public School could assist.

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. As in the past, it may be necessary to adjust grade levels between Eagle, Graham and Victoria schools in the short term to balance accommodations and enrolments. Further solutions may be identified with the new Tecumseh school which will establish new catchment areas for each school.

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

Belle River District 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 reclaimed the space temporarily converted to house the JK/SK students from Belle River Public. These students have been able to return to Belle River Public and to Lakeshore Discovery schools. Projections suggest Belle River District High School is likely to require additional space. Determining areas attending the new Tecumseh secondary school, coupled with its receiving French Immersion students, will respond to future capacity issues anticipated at Belle River District High School.

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 dual track secondary school in the new growth area of Tecumseh is part of the solution to these capacity issues.

2. Essex Family of Schools

The recent years have seen a decline in the populations of schools in this area. Some new development has been announced in the area, with very little growth actually materializing. It was expected to increase within a few years due to the new development projected along the Highway 3 bypass and around Fairview Avenue near the Civic Centre but the current economic downturn is likely to delay it even further. It primarily affected the two schools of Essex, Maplewood and Sun Parlor, which closed with the opening of the new Essex Public School in September 2008.

This area is also home, presently, to our smallest elementary school (with the exception of Pelee Island) Maidstone Public School. It has the second smallest building capacity, with 158 student spaces, requiring a past need (beyond four years ago) for portables. More recently the portables have been required not due to capacity issues but due to the school's need for additional space to accommodate additional teachers required to prevent triple grades. This does create related additional operational expenses with an impact on the delivery of education to the whole school system. A small amount of projected new development will increase the need for additional portables; however, even with projected growth Maidstone will continue to be a very small school with its related issues. Consideration of accommodation alternatives for available space in adjoining existing or planned schools is being studied under the Accommodation Review Committee study (ARC) underway.

The 2004/2005 accommodation study of Maplewood, Sun Parlor and Maidstone schools resulted in a decision to close the two schools located in the town of Essex (Maplewood and Sun Parlor). In Spring 2006, the Ministry of Education announced a grant for the construction of the new Essex Public School. Completion of its construction resulted in the opening of the new Essex Public School in September of the 2008/2009 school year. Presently, it will serve the JK to grade eight students of Maplewood/Sun Parlor school areas, as well as being the county centre of special education programming. If the projected new development does materialize, Essex Public School will be able to handle the projected growth. Plans for an addition, if required were part of the initial planning for this new school.

Colchester North Public School is one of 4 schools with capacity less than 300 student spaces that will not require additional space now or into the future thirteen year projections. Colchester North's enrolment is low with a projected enrolment of 218.5 students continuing the decline since 2004. This declining enrolment pattern is expected to continue into the future, calling into question the long term viability of the school with a projected student enrolment of less than 200 students by 2012.

Gosfield North is a large school building due to its additional attached portapak, providing a total of 578 student spaces. Without new development plans confirmed for the future, its population is projected to continue its decline. With the waning enrolment projected to continue to 2022, the need to utilize the portapak classrooms is not projected beyond 2012. The town of Kingsville is considering upgrades to the Cottam sewage treatment facilities. In future reports we will need to monitor municipal planning which will open new growth possibilities that may impact upon future school capacity requirements.

As identified in the 2003 Accommodation Planning Report, Maidstone is a very small school. Its 2008/2009 enrolment was 144.5 students, lower than the 187 students of the year of the accommodation study. For September 2009, projected enrolment is anticipated to be 147 students. This is spread over 10 grades, JK to grade 8. A student population forecast to be 147 students distributed among 10 grades sets up not only double but possibly triple combined (split) classes. This also places real pressure on the Board's ability to staff the school effectively, putting constraints on the program and other supports we are able to offer. Some growth is projected well into the future, creating the additional need and expenses of portable classrooms which would be required to house at least 30% of its population. At one time, a considerable number of students were from other school areas (out of district registrations). This number has decreased significantly as it is now a school closed to out of district enrolment, giving a more realistic understanding of the school's enrolment patterns. It is usual

to declare a school closed to out of district registrations when a school exceeds its capacity, leading to the possible need for portables. If the Maidstone boundaries are examined, some students are bused a considerable distance to attend Maidstone. For some students in the northern half of the school's boundaries, Belle River Public School is much closer and has excess student space. In fact, some of the school's graduates attend Belle River District High School, not Maidstone's family secondary school, Essex District High School. Maidstone's main building has a capacity of 158 students. One portable will remain on site from previous years when the population was considerably higher. This is required because the school receives additional staff due to its small size and the related challenges of providing programming. While Maidstone will someday experience a small amount of projected growth due to new development, this is our system's second smallest school. Maidstone's continued use of a portable is due to its capacity being less than 200 student spaces - in fact 158 student spaces. 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. It is presently in an Accommodation Review Study (ARC) as recommended in the 2008 Annual Accommodation Planning Report.

Essex District High School has considerable excess capacity at present with its anticipated operation to be at 78.9% capacity. Planned development in the area, combined with the enrolment bubble moving into secondary school, was expected to increase use of the school. The economy's downturn has negatively impacted future projections. It is now anticipated that Essex District High School's population will continue to decline for the immediate future. Last school year there was a provincial funding announcement of \$6,632,000 under the Prohibitive to Repair grants. This would result in initial renovation plans for Essex District High School. Issues of building refurbishment and facilities to better accommodate programs, including those for special needs students, would become part of these capital planning activities, however the grant amount is not able to support the requirements for such a project. A revised business case has been resubmitted to the Ministry of Education for consideration in terms of the level of needs for the school.

3. Forster Family of Schools

New home development is not anticipated within the Forster area. From 2004 to next year's elementary school projections, a decline of 398 students is projected. The growth that is linked to Marlborough School is not in its geographical area. The new projected development is the Yawkey area, southwest of the E.C. Row expressway and south of Huron Line. This area is geographically located adjoining the Sandwich West Family of Schools. Development of this area has been frozen pending the outcome of the DRIC study and debate. If it does come into actuality, a review of boundaries will be required to determine a more appropriate attendance area for these students.

In past years, 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 the result of immigration changes. To a greater extent this may be a reflection of the DRIC issue. The longer this issue remains undecided, the greater the impact on enrolment in schools.

Benson School is one of two schools in the area which is significantly under capacity in its present building (capacity 585.5), with a projected enrolment of 298 students. As with most schools in this area, Benson's population has been in a decline and will continue to do so into the future. A more serious number of excess spaces were ameliorated somewhat in 2002, when the board implemented a boundary change between Dougall and Benson schools providing relief to capacity issues at Dougall School. The greater solution was to be achieved when Benson was to be replaced by a new facility on the Wilson Park site. This new school would have been funded by the 2003 Prohibitive to Repair (PTR) grants. Present and future enrolment patterns show Benson School's enrolment to be presently below 300 students (298) and approaching 200 students (237 students) by 2022. During the Ministry of Education review of grants, it was determined that Benson could not qualify as a new school to be constructed on its own. There may be opportunity for new educational construction for the Forster Family of Schools if Benson is reconsidered in conjunction with another of the schools in a declining enrolment pattern or in conjunction with other schools having capacity issues.

Historically, Taylor School had been over capacity. A Community Study Group recommendation to close the school to out of boundary applicants appears to have resolved this issue. Since that decision, its enrolment reflects the community's population resulting in a projected steady decline into the foreseeable future with a projection of only a 60% operating capacity by 2022 with 230 students. Present enrolment projections show Taylor School will be 287 students with a decline approaching the 200 student mark at the end of the Appendix chart (2022) with 230 students. Taylor is situated on a school site of 8.5 acres. Its location at the front of the land results in a large expanse of land. The Windsor Public Library, working in collaboration with the greater Essex County District School Board has also built a Library on the school site beside the existing structure providing the student community direct access to the facility.

Benson is two blocks west of Campbell Avenue. Directly south of Benson School one (1km) kilometer away, is Taylor School. Taylor sits on Campbell Avenue, one block north of Tecumseh. There may be an opportunity to apply the Prohibitive to Repair (PTR) grants towards a consolidated facility to benefit these two schools' students, with their relatively close proximity to each other. Further consideration of this possibility needs to be explored as a possible alternative for Benson funding.

In the past, Brock experienced considerable overcrowding, 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 to be public rather than separate due to the origins of the immigrant populations that initially settled here upon their entry into the area. These past capacity issues' impact upon Brock resulted in the Kindergarten programs being relocated to Marlborough School, beginning in September 2002. Subsequently, a total of three portable classrooms were located at Brock School. Then, the school's population trends reversed due to a few reasons: a boundary readjustment between Marlborough and Brock; an increased housing vacancy rate in the area; the choice of incoming immigration to relocate to other areas of the city, most notably to the east side of the city; and, the migration of immigrants outside of the area for employment. In 2005, the JK and SK students living in Brock's area were able to return to the school. The portables are no longer required and have been removed. These factors have impacted upon Brock School's population with a continuous decline, projected to continue. This year saw a review of boundaries between Brock and

Marlborough schools resulting in the original school boundaries for Brock being restored. This will allow neighbourhoods that had traditionally attended Brock to return to that school while also reducing the need for students to be bussed to school but rather be able to walk the few blocks to their local school. This boundary study also results in more students accessing a relatively new school structure with its physical features that support student learning. While past projections predicted a stabilizing of the school's population, updated data shows a continued marked decline that is consistent with the overall student population projections of the Forster family.

Marlborough School is another facility which has significant excess capacity. Next year's projected enrolment is 331 students in a school whose capacity rating is 652 student spaces. Utilization is projected to be 50.8% which continues the decrease in excess of five years. As discussed in the next paragraph, while there is new development projected for Marlborough School, whatever new student enrolment that has occurred has not materialized in any new student registrations at Marlborough School. Marlborough is also a very old school building and has been identified in the 2007 provincial Facility Condition Index as one of our ten worst buildings in terms of its physical plant.

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 might become more attractive as the South Cameron Planning District builds out. This property adjoins the expressway 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). In fact, this area may not proceed in the foreseeable future, or its use could change dramatically. If this area does proceed, 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 and could result in increased enrolment pressure and crowding in that school, all of which hinges on the DRIC decision. All of this ties school enrolment not only to Marlborough numbers, but also to Oakwood and Sandwich West schools. In fact, geographically, the area is adjacent to the South Windsor/LaSalle areas rather than the Marlborough/Forster areas and its residents see themselves aligned with the southern rather than western areas of their community. All these options need future examination. Housing development and implications of the DRIC outcome, will have to be closely monitored so that appropriate accommodations planning can take place.

In past years, Dougall School experienced a relatively unpredicted and ongoing enrolment surge. There is no new development in the area, but the immigrant population in this city core area had continued to settle 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. As the neighbourhood population ages, consistent with other older areas,

the projections for growth at Dougall School have reversed and will continue that trend. This relief in its capacity pressures is related to a shift in immigration settlement patterns in the city and surrounding areas.

Forster Secondary School continues to be underutilized (462 excess spaces although many are special purpose areas). It has the lowest utilization rate (50%). Some space is utilized by the Sandwich Community Health Center and Sundowners Day Care. It must be noted that like Marlborough School, the Forster School projections include predicted new development that is neither realistically anticipated nor supported by past enrolment patterns. The enrolment is projected to continue the decline recorded since 2004 and into the future. Of the 462 projected students for the 2009/2010 school year, it is anticipated that: 289 students will be enrolled in the grades 9-12 program; 163 English as a Second Language (ESL) program; and, 10 students will be enrolled in the Skills to Enhance Personal Success (STEPS) program. As discussed in other sections of this report in relation to schools with capacity issues, programming is challenged when insufficient numbers of students are enrolled for a specific program.

Prior to 2007/08, the student population was bolstered by Forster housing the city's ESL (English as a Second Language) program. This school year ESL programming was introduced at Riverside and Massey Secondary schools have been established to better serve the students in geographically more convenient locations. This past concentration of all ESL secondary students from across the city may have bolstered Forster's population at the expense of enrolment in the ESL program and with a loss of students to our co-terminus board due to geographical conveniences. As population shifts continue, these issues will require further study. While the DRIC decision and potential Ambassador Bridge twinning may precipitate large changes in the area some are already obviously visible with the number of houses presently closed and "boarded" in preparation for future transportation plans. Skirting the perimeter of these closed houses areas, there are other houses also closed and boarded as the anticipated future begins impacting upon the present neighbourhoods of the Forster Family. Considering Forster Secondary School without the increased enrolment support of the English as a Second Language program requires consideration for alternates to best support student access to educational opportunities.

4. General Amherst Family of Schools

After a hiatus in new home construction in Amherstburg following several plant closures, new home starts again increased in 2004 but have reduced to 182 units, by 50%, since that time. In the short term the expansion took place in Anderdon's area, followed by Malden. This has continued to develop but, recently, fell off due to a local declining economy. The schools will be able to accommodate the changes in the immediate future. The most recent five year span shows a slight population decrease in these three schools, alleviating the need for additional space.

In accordance with the recommendations of a community study group in 2000/2001, and a subsequent Board motion, enrolment had been reviewed each Fall, by the area Superintendent of Schools, to determine the timeliness of moving a segment of these three schools into a school within a school at General Amherst. At the end of the 2006/2007 review of these schools, it was recommended it be folded into the annual Accommodation Planning Report studies. At the February 21, 2007 Board meeting, it was approved, "That the accommodation process for Amherstburg area schools be referred to the Board's normal accommodation process as a subject of an accommodation study during the 2007/2008 school year." In Spring

2008 an Accommodation Committee formed to study anticipated future capacity issues at the elementary schools. The committee reviewed projections and possible solutions in preparation for future new developments which would impact upon the enrolments at the schools. At the June 4, 2008 Education Committee, the following recommendations were approved to deal with future capacity issues:

“That the Board accommodate excess enrolments within the Amherstburg family of schools with consideration of the following community preferences:

1. Maintain Closed to Out of District status for the elementary schools in the Amherstburg family.
2. Continue to maximize utilization of existing space without adversely affecting programming.
3. Utilize portables in each site when the situation warrants it.
4. At the point of growth where there are two portables on each elementary site, consider a boundary adjustment with the goal of gaining funding for an addition at the most appropriate site.

The Amherstburg Family community also experienced a significant drop in new development in 2008 with a 67% drop in value of permits issued. Whereas in the past, student enrolment was creating serious capacity issues in the family’s school, this has started to decrease with short term projections showing little improvement. With an economic rebound, new growth will again result in increasing populations for the two suburban schools of Anderdon and Malden. Amherstburg School, located within the town’s limits does not forecast any growth due to new development and will continue its population projection decline.

Amherstburg Public School is expected to have a decreasing enrolment for the next decade. No specific development is projected within its area. Operating near capacity, it can accommodate its enrolment and excess space is not projected to be of the significance that is seen in other families. Projected excess space will not be sufficient to be used as a consideration for relief of capacity issues in its neighbouring schools.

Anderdon Public School continues to operate above capacity although without a current need for portables. This will change when new construction begins to reoccur and approved new development returns. Portables will be required in the future. When the rate of new development increases, the need for additional space will likewise increase.

New development coming back on line is projected to result in increased enrolment pressures on Malden Central School over the next few years. Timing of this development will depend upon the local economy. A resurgence in new construction will develop the need for additional classroom space.

General Amherst High School, like some of our other secondary schools, experienced some enrolment growth in recent years. This growth subsided last year. A trend to decreasing enrolment numbers is anticipated to continue into the future. In the next school year and is not expected to return in the near future. As projected new development comes on line in future years, enrolment will return to its present numbers. Excess space (264 projected spaces for next year compared to 249 spaces this year) is projected to continue in the near future but be

restored over the next fifteen years to be operating at a projected 79.5% of its capacity which is within 5% of next year's projected capacity level.

5. Harrow Family of Schools

Harrow Junior School has had an ongoing population decline beginning prior 2004. Next year's increased Kindergarten registrations results in no change in enrolment projected from last year. It is projected to have an excess of 87 student spaces (36% excess space) with a projected population of 155 students. If future new development actualizes, the increased enrolment will continue to be less than its capacity.

Harrow Senior Public School's population has experienced a similar decline that is projected to continue next year with an excess of 118 student spaces (22.5% excess space) with a projected population of 406 students, which is a projected decline of 26 students.

With the possibility of future building grants for Prohibitive to Repair (PTR) schools, there may be opportunities for a JK to grade eight elementary school with improved student facilities. (Kindergarten to grade eight elementary schools is the model for the G.E.C.D.S.B. which has one other exception in the Tecumseh municipality.) To that end, the 2007 Accommodation Report recommended, "That the Superintendent responsible for accommodations planning conduct an accommodation study to consider consolidation of Harrow Junior and Harrow Senior public schools." A committee was formed to consider the feasibility of closing the two schools to create one school with improved learning facilities in a JK to grade eight setting, so as to pursue grants to this end. At the end of the study, the committee reported to the Board that they could not come to a consensus on recommendations for next steps. At the May 21, 2008 Board meeting a motion was passed that: "the report: Harrow Junior and Senior Schools Feasibility Study be received." While this answers the question of community preferences, it does not resolve the Board's concerns regarding the financial burden of a very small school in a jurisdiction that has considerable excess space at a school very nearby. With the planned closure of Sun Parlor and Princess Anne Schools, Harrow Junior will remain one of the Board's two smallest elementary schools (excepting Pelee Island). Harrow Junior cannot presently be accommodated within Harrow Senior School. Currently, the Primary Division is split between the two buildings, impeding the continuity of planning, professional development, and program delivery resulting from the collaboration possible when a Division is working within the same environment. A small addition onto the Senior School financed either through Prohibitive to Repair grants or from the savings generated by the closure in a very few years could result in one Kindergarten to grade eight school with appropriate facilities for all grades while also creating a more academic and fiscally responsible school environment.

As the Board continues to deal with the financial implications of its enrolment decline, and the impact of too many small schools, good stewardship requires that this scenario be explored. Accordingly, an accommodation study of the potential closure of Harrow Junior School developed from the approved 2008 Accommodation Report recommending, "That the Superintendent responsible for accommodations planning conduct a student accommodation study considering the closure of Harrow Junior School." Initial steps to implement this recommendation began in the 2009/2010 school year with its organization for the study anticipated before the school year ends.

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 District High School’s rated capacity is 429 students. Projected enrolment for the coming year is 309 students. Earlier enrolment projections were expected to range up to 409 students over the next 15 years, however, slower growth expectations and recent enrolment trends in our Harrow elementary schools suggest this will not materialize. Harrow District High School is showing projected declining enrolments to 288 students by 2022 resulting in 141 excess student spaces, operating at 67% capacity. 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 near a larger secondary school (Kingsville District High School) with excess capacity. Its continued viability will depend to a considerable degree on the ongoing adequacy of Ministry resources to secondary education in our board.

6. Herman Family of Schools

Herman is presently home to the city’s secondary French Immersion program. Bellewood and McCallum schools are considered feeder schools to Herman. Over the past several years, parents have been particularly effective in promoting French Immersion 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 a class of 28 graduates from grade 8 and is replaced by classes of 128 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. This has also become a fact at McCallum where the grade 8 graduating class numbers 21 and 63 (FTE) Junior Kindergarten students are registered for September 2009 and 83 students enter grade one.

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, 2006/2007 was the final year of McCallum’s ability to maintain this dual track program. In winter 2006-2007, an accommodation study resulted in a re-organizing of Forest Glade/Roseville school boundaries, allowing the Roseville students at McCallum to return to their local school settings. McCallum’s population did not decrease for 2006/2007, confirming its French Immersion enrolment growth. The additional space at McCallum School was quickly filled with its French Immersion program, making it operate slightly over capacity. Last year three portables were added to the school site.

Continued increased Kindergarten enrolment for next September, coupled with larger numbers of entry classes versus smaller graduating classes, means McCallum will require an additional minimum of three classroom spaces for next September. A fall/winter study was completed in response to recommendation of the 2008/2009 Accommodation Report, “That the Superintendent responsible for accommodations planning continues review of the elementary and secondary French Immersion programs in consideration of capacity issues to more effectively accommodate the growing French Immersion population.” This will be achieved with the conversion of a small gym area to three classroom spaces. If a fourth classroom area is required, there is an additional space attached to the school library. Preliminary projections

show this trend will persist, continuing capacity pressures at the school without funding resources to support the need at the school site. A French Immersion boundary study is underway to determine how to provide capacity issue relief to McCallum School as well as to Bellewood and Lakeshore Discovery schools.

Bellewood School has been above its effective capacity for a number of years. 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 by the 2004 accommodation study. The resulting sixteen classroom Phase One addition opened for September 2007, creating 609 student spaces. The second phase that will expand the number of dedicated Kindergarten classrooms, music and gym areas, and day care area are contingent upon further provincial funding. A business case has been submitted to the Ministry of Education pursuing funding for completion of the Bellewood additions. In the meantime, after only one year without portables required, they returned to Bellewood School for fall 2008, due to a continued increasing enrolment pattern. Next September Bellewood School will require an additional five student classroom areas. A fall/winter study was completed in response to recommendation of the 2008/2009 Accommodation Report, "That the Superintendent responsible for accommodations planning continues review of the elementary and secondary French Immersion programs in consideration of capacity issues to more effectively accommodate the growing French Immersion population." The community supported the Junior Kindergarten French Immersion Junior Kindergarten program be temporarily located at Glenwood School. Bellewood School is a large school not allowing further additions to accommodate the continued projected growth as a viable solution. Preliminary figures predict this trend will continue, further exacerbating capacity pressures at the school.

Pronounced growth is also occurring in the Lakeshore Discovery French Immersion program. (This is part of the reason for eight portables being placed there for September 2007 and an additional three in September 2008.) A fall/winter study was completed in response to recommendation of the 2008/2009 Accommodation Report, "That the Superintendent responsible for accommodations planning continues review of the elementary and secondary French Immersion programs in consideration of capacity issues to more effectively accommodate the growing French Immersion population." It was determined that a further six portables be placed on site for the 2009/2010 school year.

Supplementary decisions regarding the secondary French Immersion program are expected to follow as a result of a system review of our French Immersion programs. The approved recommendation, "That the Superintendent responsible for accommodations planning continues review of the elementary and secondary French Immersion programs in consideration of capacity issues to more effectively accommodate the growing French Immersion population," resulted in short term solutions for the three elementary programs experiencing capacity issues. A more comprehensive study of the boundaries for these three French Immersion schools is underway. 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

Student enrolment for the schools of the Herman family is derived from existing housing. New student enrolment ended with completion of the new development that occurred north of Grand

Marais Road prior to 2000. Established neighbourhoods do not generate new students at the pace of new development areas. This is reflected in the recent past and future enrolment projection of the schools in this area. The exception is the French Immersion enrolments which develop from the preference of the community.

With the small boundary adjustments of the past few years, and no further new development, Coronation's population leveled off. Recent enrolment and projections show the school population's continued decline which will lead to questions of its ability to continue offering a viable program as it quickly approaches student population of only 200 students.

Maxwell School hovered around the 400 student mark for a number of years before experiencing a decline recently. A move below the 300 student enrolment level is anticipated. Soon it will be able to accommodate its population without the use of its portable. This is an older building with a Facilities Condition Index which is relatively poor. In its 5 and 10 year Capital Plan, potential replacement needs to be considered. Its proximity to its neighbours, Coronation and McGregor schools suggest possibilities for consolidation to be considered at some point in the future.

A boundary adjustment with Forest Glade School for the 2007-2008 school year allowed Roseville School to return to a JK to grade eight school for the 2007/2008 school year. Although well below its capacity, this school year utilizes its portables due to its being a successful turn Around School literacy program. Such specialized delivery of literacy programming has required additional space readily available through the portables already on site. The number of portables required for this school will diminish as its population continues to decline.

Davis School is able to accommodate its population due to boundary adjustments in previous years that had developed during a period of intense growth when it became an area of choice for families locating from other neighbourhoods. In fact it is now experiencing a decline population projected into the future. Being a neighbourhood of entry level/more affordable housing suggests its population may be more concentrated in the younger grades which require more classrooms due to the smaller class sizes mandated by the Ministry but capacity issues are not anticipated at this time.

McGregor School historically had a population ranging between 490 and 535 students, housed in a school which has an adjusted capacity of 630 student spaces. McGregor boundaries were previously adjusted to assist Davis School's capacity issues. Declining enrolments since 2005 are anticipated to continue. Long term projections confirm this population decline, creating a considerable surplus of student spaces. McGregor is another one of our older schools, with a Facility Condition Index which identifies it as one of our worst buildings. Plans should be made to re-evaluate the building when our five year capital plans are updated. Its proximity to its neighbour, Maxwell School, which has similar facility issues suggest possibilities for consolidation to be considered if the opportunity to build a new school materializes.

Herman Secondary School has the second lowest utilization rate (59.2%) projected. Although many areas at Herman are special purpose areas, there is considerable excess space available. This has allowed an additional Special Education secondary site to develop for our STEPS (Skills to Enhance Personal Success) program students, serving the secondary students of East Windsor. It is presently also home to the secondary French Immersion program for the city.

The French Immersion program is well subscribed by the McCallum students, but for a number of reasons, Bellewood students pursue secondary studies here in lower numbers. This impacts the Herman projections implying its growth into the future when in fact it will likely not be the case.

7. Kennedy Family of Schools

While McWilliam School's enrolment continues to require accommodation via the use of portables, Kennedy, Campbell and Queen Victoria do not project future capacity issues with the two elementary schools now showing marked population declines.

McWilliam is seeing a slight decline in enrolment as the area's developments near completion and the neighbourhoods "age." It will, however, continue to utilize the four portables on site into the future. Projections show a leveling off of student population over the next ten to fifteen years. A slight decline in growth will allow the school to operate with its present facilities. This is a result of the approved South Windsor Boundary study which included the addition of an area formerly tied to Northwood School joining McWilliam. As larger classes proceed to secondary school, the addition of these students did not impact negatively on the school's capacity issues.

Campbell houses a Developmental Special Education program. In addition, Campbell had been the site of our segregated elementary gifted program. Gifted education programming, in our board, has recently undergone a review, impacting upon the school's enrolment. These students are gradually returning to their neighbourhood schools. Campbell is one of the schools for which we have received special funding for replacement from the Ministry's Prohibitive to Repair grants. Campbell School's design has been developed in consultation with the Architectural Heritage Society. The architecturally significant exterior facade will be preserved with a rebuilding of the interior to provide a twenty first century state of the art learning environment for its students. Rooms of architectural significance (the former music room, gym, and selected classroom) will be restored to their original appearance. Plans are also being developed, in collaboration with the city's Heritage Museum, to make Campbell a school celebrating Windsor's past with designed historical display areas throughout the school. Completion of the Campbell School project is now underway following Ministry of Education release of funding. The school is scheduled to reopen during the 2010/2011 school year. Interim housing of John Campbell students is in the closed W. D. Lowe school building.

Queen Victoria's declining enrolment continues to increase in its intensity. This is somewhat based on normal demographic data. Given the age and condition of the school, potential replacement will need to be considered in development of a future five year capital plan.

Kennedy Collegiate had experienced a 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. More recently it had been operating above capacity but a decline in enrolment is projected, beginning next year. A reconsideration of its ability to welcome students from out of district can be considered through revisions to the out of district policy. A significant drop in enrolments is projected after 2012. There are no new developments planned in its feeder school areas.

8. Kingsville Family of Schools

The Kingsville family of schools continues to operate significantly under capacity. 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 has less than 300 student spaces and will not require additional space now or into its future projections. It is projected to operate under capacity (78% utilization) from next year into the future. Some modest development growth is being forecast over the longer term. With the current capacity rating, this will eventually result in an 84% capacity with 242 students. The building itself is older and not in great condition. At a projected enrolment of 225 students and peaking at 242 by 2022, Ruthven should continue to be monitored and considered for possible alternatives within its family.

Jack Miner continues to be considerably under capacity (57.9% projected capacity). It is forecast to have considerable increases in the future due to new housing projected however this will only bring it to a maximum of 88% capacity over thirteen years. The worsening economic situation of our area will impact this possible growth. Kingsville Municipality is an area which continues to experience some growth; however, much of the housing is home to retired "empty nesters" which does not create the need for new student spaces. It remains to be seen whether the full pupil yield forecast will materialize.

Kingsville Public is a dual track school with both English and French Immersion programs. With space needs of two separate programs within one school, portables will continue to be utilized. The revised Ministry capacity, coupled with a slight population increase projected over thirteen years, predicts future capacity use reaching 94.7% over that time. Part of the building is very old indeed. There may be an opportunity in the future to consider refurbishment and/or replacement of parts of Kingsville Public School.

In the Kingsville Family, two of the three schools, (Ruthven and Jack Miner) have combined enrolments not comparable with some newer schools. A possible consolidation of some Kingsville Family schools may be considered in the future. This would result in economies of scale and significantly improved facilities for the pupils from both schools.

Pelee Island has a projected 9 students this coming September. The Board initiated a pilot distance education program which will continue for their grade ten studies. They will be supported in their studies by attending the Pelee Island 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 poor.

Kingsville District High School's enrolment did not meet last year's projections. Projections, taking into consideration the whole area's future development plans, show a decrease, with next year's enrolment projections below 600. With or without the new development actualizing, the school will continue to have significant excess space available into the future.

9. Leamington Family of Schools

The town of Leamington has come through several years where new housing development plans have not been announced. There were signs of new construction, particularly in the area surrounding Gore Hill, but it seems this is not progressing as once expected.

Gore Hill has considerable excess space at the present time and its enrolment continues to drop. A stronger economic factor that could bring the projected new development would have a significant positive impact upon Gore Hill. It remains to be seen whether this growth will materialize.

With its current on the ground capacity rating, Margaret D. Bennie School continues operating at its capacity. It is expected to remain relatively stable over time.

East Mersea is small but its geographic location makes it difficult to consider for any consolidation with any other facilities. Its enrolment is relatively stable although minimal growth has occurred in the recent past. This was largely due to 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.

Mill Street, with the addition of the portapak relocated from Colonel Bishop, has considerable excess capacity, and will continue to do so over the fifteen year projections. A small portion of the portapak will continue to be necessary to accommodate its population into the future. Its excess space may be a support to future capacity issues at neighbouring Queen Elizabeth School.

Queen Elizabeth School's population is within its capacity rating., however, its need for additional classrooms to accommodate its English as Second Language requirements and its Special Education programs makes it necessary to utilize the portables on site. If the projected development in the area continues over the long term, coupled with the new OTG (on the ground) capacity rating, Queen Elizabeth will experience continued capacity challenges. Monitoring of this area is required as continued growth may result in considerations of a small addition to the school or more probably accessing Mill Street School spaces.

Mount Carmel-Blytheswood School presently has excess capacity with 59 student spaces projected to be available. The community's short term growth, however, in the area seems to be shifting to the north end of the town, which would be Mount Carmel-Blythewood's catchment area. It is anticipated that Mount Carmel-Blytheswood student spaces will be more fully utilized with future area development. It could, again, approach its capacity by 2022.

Leamington District Secondary School had experienced a slight increase in enrolment over the past years (except for the double cohort graduation year). Next year's projections identify a slight population decrease, from 981 to 969 students. Future projections will begin an increase before returning to present population levels, if the projected new development materializes. Presently, three to five classrooms are used for adult programs formerly located at the Ridge Campus.

Leamington District Secondary School is an older building with a high Facilities Condition Index. The Provincial Funding Announcement of \$11,000,000 under the Prohibitive to Repair (PTR) grants has resulted in initial renovation plans for Leamington District Secondary School. Renovation plans include new Science labs, a redesign of administrative areas to better serve the Student Success initiatives, new (long anticipated) Food Services facilities, and a student centre/resource area as well as improved HVAC (heating/ventilation/air conditioning) services for a major part of the school. More recently, a business case has been submitted to the Ministry of Education for new gym facilities. Its outcome is anticipated within the next school

year. In the meantime, initial preparatory projects will begin this summer prior to the major renovations to the school.

10. Massey Family of Schools

The South Windsor schools are slowly 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 Lakeshore). In addition, development in various areas of South Windsor is continuing with most of it taking place in the Northwood and Talbot Trail school areas. In fact, these subdivisions were growing at a faster rate than city planners first predicted and Talbot Trail continues to do so. 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. The opening of Talbot Trail School, a realignment of boundaries, and the completion of the most recent addition at Northwood School have resulted in most schools being able to contain their student population within their schools. This has also allowed Massey Secondary School to return to a grades nine to twelve school.

Central School does not have the capacity issues of the past since boundaries were adjusted. It now serves its immediate population within its building without portables. With development within its boundary area nearly complete, longer term projections show the school’s enrolment moving in a continuous pattern of decline. Projections show its population dropping below 200 within the ten years of the projection period and less than 50% of its capacity being required. This population pattern will raise the issues of excess capacity and its associated costs, effective deployment of support services, and effective delivery of program, making this a school to be monitored for viability issues.

Glenwood School is continuing a significant population decline started more than five years ago. Its utilization will continue to decline with its projected 81% to 33% capacity through 2022 with a projected 122.5 students. This declining population pattern raises the issues of excess capacity and its associated costs, effective deployment of support services, and effective delivery of program, making this a school to be monitored for viability issues. Per our Board’s Student Accommodation policies, consolidation with adjacent schools may be a future consideration. Its proximity to Central School suggests a potential future accommodation study (ARC) of the two schools. In the meantime, Glenwood School will be home to Bellewood’s Junior Kindergarten program for the 2009/2010 school year as a relief to some of Bellewood’s capacity issues prior to pending recommendations of the French Immersion boundary study currently underway.

Northwood School has experienced a great deal of growth over the past decade due to the closing of a neighbouring school by the co-terminus board and continuous development of the adjacent subdivisions. The South Windsor Boundary Study re-aligned boundaries that removed a segment of its student body which was attached to Roseland School. Planned housing developments in the area have actualized bringing it close to capacity in the recent past. The current economic recession is expected to have a negative impact on future projections which show continuance of the declining enrolment into the future unless there is an economic rebound. At the June 21, 2006 Board meeting, plans were approved for an addition to include classrooms, double gym, music room, and library in phases one and two. It opened in the

2007/2008 school year. With completion of these first two phases, Northwood is able to accommodate its present and projected populations.

Oakwood School had experienced capacity issues due to its inclusion of discontinuous areas that are now served by the new Talbot Trail School. Immediate over-capacity issues were resolved with the opening of Talbot Trail School. It is projected to be a small school (168 students) for September 2009.

The projections for Oakwood School do not reflect the geographic area of the school but rather include the other side of Highway 3 which is part of the DRIC study. This area was aligned to Oakwood School previous to DRIC planning and prior to the increased border crossing traffic patterns with its related issues developing in the more recent past. This area, south of Highway 3, is part of the Armanda/Yawkey area family and the larger Spring Garden Area (Official Plan Amendment #5) located between Malden and Huron Church Line, South of E.C. Row Expressway and includes areas which now have services. In total, this area may be expected to yield an additional 189 elementary students and 115 secondary students between now and 2022. Clearly this would present a significant challenge to Oakwood. It may be better served by schools that are also south of the highway, especially considering Oakwood School's total capacity is only 236 student spaces. The DRIC (Detroit River International Crossing) study has resulted in putting development of these areas on hold in the short term as long term implications are as yet unknown. Once decisions related to the DRIC are made, durable planning to better accommodate new students and that impact upon Oakwood will be more fruitful. Other alternatives may be considered for these demands, changing the viability in reference to Oakwood School. With such a boundary adjustment possible, Oakwood Public School would continue with a population of less than 200 students (FTE). There is a relative proximity to Southwood, Northwood, Glenwood, Roseland, and Central schools.

Southwood School had been experiencing considerable growth pressure over the past few years due to its inclusion of students from the new areas of development. The new South Windsor boundaries, with the opening of Talbot Trail School, provided relief to Southwood's capacity issues. In September 2006 it returned to being a Junior Kindergarten to grade eight school. It was anticipated that over the next years these changes would develop excess space within its building. In fact, some more recent regeneration of the community, at a higher rate, resulted in a short term reversal for the 2007/2008 school year. This was a brief anomaly to the long term projections. A slightly declining enrolment is projected into the future as it is not an area of significant new development.

Roseland School is another South Windsor school which had experienced unprecedented growth, primarily as a result of new housing developments. This growth had been mainly in its area south of Cabana Road. Growth in this part of the city was immediate and proceeded more quickly than originally estimated by planners. Roseland School opened an eight room addition in September 2003, although it still required two portables on site. With the September 2006 opening of the new Talbot Trail School and the approved re-alignment of South Windsor boundaries, Roseland was able to accommodate its student body without the previous levels of capacity stresses. In fact, current economic conditions have resulted in a decline in its population at a higher rate than previously predicted.

Talbot Trail Public School opened in September 2006, one year ahead of the original schedule. This was due to capacity issues at both the South Windsor elementary schools and its

secondary school. Its revised capacity is 716 student spaces. In its first year, Talbot Trail's student population was 683 students – greater than projected enrolment. Projected enrolment for September 2009 is 820 students, putting it at 114.5% capacity, ahead of original anticipated projections. Portables were placed on site last September. As new development continues in this area, the school's population is projected to reach 839 students by 2022 (117% capacity). Talbot Trail is one of the two largest schools in our system. Accommodation of the student population will require careful tracking of enrolment trends and considerations for an alternative location for the balance of students in excess of the school's capacity. With the proximity of a new school now confirmed in the southern area of Tecumseh, this may provide the solution to Talbot Trail's impending capacity issues. Excess capacity in other South Windsor schools may also provide alternative school sites for new developments as they occur in the area. There is also the issue of identifying the feeder secondary school for Talbot Trail as Massey Secondary has been challenged, in the recent past, in accommodating all of the growth in the entire southern half of Windsor. This is to be considered with reference to the new secondary school to be built in Tecumseh.

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 next decade beyond 2011/2012 and extending into the decade beyond. However, early indications are that this could include up to 12,000 residential units, yielding 1200 elementary and 840 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. In fall 2008, the Ministry of Education announced funding grants of \$11,500,000 for construction of a new elementary school and \$10,600,000 for construction of a new secondary school in Tecumseh. The funding has been increased to total \$24,000,000 and final estimated budget will be approximately \$34,000,000. As discussed in the Belle River Family of Schools section of this report, plans are under development with construction of the new Tecumseh *Academy* elementary and secondary schools anticipated to begin this summer.

With the opening of the new Talbot Trail School, Massey has returned to a traditional grade nine to twelve secondary school. The graduation of the double cohort has provided some space but, initially, not as much relief as was originally predicted. Revised projections due to a change in the economic climate will allow for better accommodation of Massey's present and projected student enrolment needs to be under the school's rated capacity. This should allow the South Windsor elementary schools (Central, Glenwood, Northwood, Oakwood, Southwood, Roseland, and Talbot Trail) all to continue to be designated "feeder schools" to Massey Secondary School.

11. Riverside Family of Schools

East Riverside is the site of a planned large new subdivision development in East Riverside and the eastern edge of Forest Glade. Otherwise, the Riverside area is a community without new development. This is impacting upon enrolment numbers at its schools, but the timing of this growth is largely dependent upon our local economy.

Concord School operated above capacity for a number of years. It was recently closed to out of boundary students which resulted in relief from overcrowding. With the revised capacity number of 311 it is operating at near capacity with some decline occurring. It 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 173 students, a slight decline from more recent years. New development is not 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. As a result of the 2004-2005 accommodation study it was determined the consolidation of the two schools would be on the Princess Anne site. The two communities strongly endorsed this merger which was approved by the Trustees at the February 2, 2005 Board meeting. A Ministry grant has allowed this project to commence. In addition to the Ministry of Education's announced funding, the Ministry of Energy provided an additional \$2,000,000 towards its becoming a LEEDS Platinum (Leadership in Energy and Environmental Design) school. This is the program's highest level of energy efficiency and will make it the first school of its kind in Ontario. Due to this significant commitment to the environment, Dr. David Suzuki has agreed that the school bears his name. (This was the first time Dr. Suzuki has allowed such a proposal!) The tender process has been completed. Demolition of Princess Anne is complete and construction is anticipated to begin in early summer 2009. The Dr. David Suzuki School is anticipated to open in September 2010.

A recent decline in enrolment at Eastwood has eased capacity demands eliminating the need for portables, the first time since its opening in 1975. It will be able to accommodate its population into the future. Depending on the degree of accuracy for long term projections which show a decline to below 300, and the impact of a potential full day JK/SK program capacity is not predicted to be an issue.

As described earlier in this report, on the longer term horizon (2011 to 2020), a study 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. Early indications are that this could include 12,000 residential units, yielding 1200 elementary and 840 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 and Lakeshore. This provided the need for both a new elementary and secondary school in the Tecumseh area under planned development (south of the E.C. Row expressway and County Road 42). In fall 2008, the Ministry announced funding grants of \$11,500,000 for construction of a new elementary school and \$10,600,000 for construction of a new secondary school in Tecumseh. These grants have subsequently been increased, to reflect increasing costs since the original announcement. Zoning approval has been received for the site. Specific planning is included in one pilot project with Infrastructure Ontario. This new Tecumseh school is being planned and built in conjunction with the Ministry of Education as one of three pilot projects in

the province. Its design and construction will be a factor in determining provincial cost benchmarks guiding provincial new school construction. Tendering is scheduled for spring 2009 with construction beginning summer 2009.

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 eventual extension of the Wyandotte corridor. The rate of expansion has slowed significantly this past year, due to a downturn in the local economy. These areas will eventually resume development, with new roads already built and some new residential construction underway. In anticipation of this need, H.B. McManus School was purchased from the separate school board. During the 2006/2007 school year, the Superintendent of Accommodations worked with the Forest Glade School community to develop an implementation plan for utilization of the McManus site. Based on student enrolment projections, the committee determined that the McManus site be opened in September 2006 as the Forest Glade Primary Learning Centre. It houses the Junior Kindergarten to grade two programs as well as the Primary Developmental program. The Forest Glade Primary Learning Centre also includes provision of child care space for this area of the city. 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 has experienced relief from its previous enrolment high of 475 students. New north shore developments are now aging with a decline in enrolment of younger students. As what was new housing with younger families age and blend with its longer established community, the continued declining enrolment is expected to continue but will level off in the next decade. If excess capacity develops, boundary changes may assist. Enrolment will also be affected by construction plans for a future new school in East Riverside and the new school to be built in Tecumseh.

Parkview School is a relatively small elementary school in the Forest Glade subdivision. While the revised capacity is 291 student spaces, the projected student enrolment is 234 students. Recently, new areas have come under some development and are designated in the Parkview School area. Further development plans and changes in this area will have to be monitored closely as Parkview's projections do not identify capacity issues and enrolments are directly related to this smaller area of new development.

Princess Elizabeth School can accommodate 305 students but is not expected to exceed capacity in future enrolment projections; and, in fact its projections identify a continuous decline to a school of less than 200 students in the very near future. Previously, Princess Elizabeth had received an influx of students when its neighbouring school was closed by our co-terminus board. Since then, it has been in a declining pattern from 339 students in 2002, to the projected 215 students for September 2009. This decline is projected to continue with only 154 students by 2022. Its continuous declining population and its proximity to the Dr. Suzuki School make it a school to be monitored for possible future accommodation studies.

Riverside Secondary School has considerable excess space (projected to be at 69.6% occupancy). Current projections, reflecting the declining populations related to the downturn in the economy foresee continued shorter term decline before improvement occurring as 2022 nears. As the east Riverside subdivisions develop, its pace of development will determine whether this degree of decline actualizes or not. 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 opportunity. Riverside Secondary has also begun offering enriched programming to its students as well as offering the STEPS (Skills to Enhance Personal Success) for its area's student population.

12. Sandwich Family of Schools

LaSalle has been one of the fastest growing communities in Canada over the recent decades. 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 likely that another new school will be needed in this community in the future; however additional building in LaSalle has been somewhat slow to rebound, as a result of the combination of servicing needs, increased taxes, real estate values and the economy. In the meantime, we know that most of LaSalle Public School'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 2012. These developments will eventually bring Sandwich West School beyond its capacity.

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 then slowed. Portables continue to be required for the school's population for a few more years. Current projections see a minimal continued decline from a projected 608 students for 2009/2010 to 520 students in 2022, bringing its population just below its capacity rating (565 student spaces). It has three portables on site which allow it to meet its current capacity needs. When implementation of full time Kindergarten is known, possible future needs for portables will be more easily determined.

Sandwich West Public School is a dual track school offering both English and French Immersion instruction. It experienced a drop in enrolment which is significant in the English program (a normal process as new subdivisions age), while the French Immersion program 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 resulting in projected population increases. Sandwich West will again return to levels in excess of its capacity. Overall the school enrolment is projected at 665 by 2022, requiring additional accommodations for the school.

Prince Andrew is a small school of 221 student spaces with a portapak that provides an additional 230 student spaces. The portapak is an older non-permanent structure. The portapak can not be considered for long term student accommodations. The school's projections take into account new developments that will be located a considerable distance from its location. Without this new development, it may be possible to contain the school's future population within its permanent structure. This will require monitoring of enrolment patterns before being confirmed.

The greatest growth in LaSalle is now expected to take place within Prince Andrew's expansive 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 Crossings Mall and eventually over to the areas surrounding the new recreation centre, will significantly overload 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.

After a period of continued growth, Sandwich Secondary School is projected to somewhat stabilize for the near future although continuing to operate above its capacity, peaking at 111% by 2022. Thereafter growth will again be anticipated as construction comes into being and continues. We will need to monitor its growth and plan appropriately to accommodate growth, first through the use of additional portables, as we confirm the rate of development but eventually through a potential addition.

13. Walkerville Family of Schools

This area is located in an older section of the city. Student enrolment does not depend upon new development. The various neighbourhoods bring in population based upon a variety of factors that include: levels of attractiveness to home buyers; housing choices that range from entry level to luxury level locations; regeneration of some neighbourhoods; and, immigration patterns and their choices of areas to settle.

Hugh Beaton School experienced some growth, with its enrolment somewhat above its rated capacity (355 student spaces) due to opening its boundaries. The resulting projections predict it will be operating efficiently into the future. King Edward presently has some excess space. This is projected into the future although its enrolments seem to be stabilizing.

Prince Edward's enrolment has declined yearly over the past years. It is hard hit by shifts in immigration patterns and by competition with private schools. It is a large building with considerable excess space, operating at a predicted 65.9% capacity and projected to decline to 57% capacity operations by 2022. The significance of this is its declining enrolment without any improvement predicted. Prince Edward School is an older facility with a poor Facility Condition Index (FCI). The school's proximity to two new schools with projected considerable excess space creates some interesting alternatives for future student access to state of the art educational environments.

Prince Edward and Hugh Beaton schools are facilities that will need to be considered for replacement within our Board's capital plan.

Construction of the new Begley School was completed with its reopening in March 2006. It is now a new, wonderful facility serving 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. Begley's declining enrolment is projected to continue which may create opportunities for access from other neighbouring areas.

Begley, Prince Edward and Campbell schools all project declining enrolments with considerable space at each school anticipated by 2012. Given their locations in a somewhat geographically straight line, there may be opportunities to accommodate the populations of these present three schools in fewer facilities which would also be relatively new, up to date learning environments. Monitoring of these city schools will confirm whether or not such possible consolidation can be considered.

Walkerville Collegiate's enrolment increased upon the closure of W. D. Lowe. 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. Projections show a decline from its earlier growth. However, the continued success and expansion of the Arts program is actually challenging the school's ability to accommodate all of its students.

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 provided unique opportunities for students to develop the skills needed to enter the workplace. Currently two schools with a Board rated capacity of 1350 spaces are serving a projected enrolment of 910 students which is a slight decrease from last year. Future projections show a decline at both Western School but a consistent enrolment pattern at Century.

Both schools are "magnet schools" in the sense that they draw students from the entire county in the case of Western and from the entire city in the case of Century. Students usually attend by choice after a formal screening and identification. For a variety of reasons it is generally accepted that for these schools to serve students most effectively, the enrolment should not exceed the 500-600 range. Enrolment at these schools is softening somewhat as locally developed courses become available in our other community schools. This may also reflect the present direction of curriculum in education which recognizes differentiated instruction within a students' home school as well as the positive impact of the Student Success Strategies being implemented at all our secondary schools.

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 2008/2009

Belle River Family of Schools

1. That the Superintendent responsible for accommodations planning conducts an accommodation study to make recommendations in regards to the student population for a new elementary school in Tecumseh.
2. That the Superintendent responsible for accommodations planning conducts an accommodation study to make recommendations in regards to capacity issues at Lakeshore Discovery School.

Belle River/Massey/Riverside Families of Schools

3. That the Superintendent responsible for accommodations planning review planned development, secondary enrolments, capacity, and programming needs in the Belle River/Massey/Riverside Families of Schools areas in consideration of construction of a new secondary school in Tecumseh.

French Immersion Schools

4. That the Superintendent responsible for accommodations planning continues review of the elementary and secondary French Immersion programs in consideration of capacity issues to more effectively accommodate the growing French Immersion population.

Essex Families of Schools

4. That effective September 2008, Maidstone Public School be designated “closed to out of district” students due to its capacity issues which prevent its own area students being accommodated without the use of portables.
5. That the Superintendent responsible for accommodations planning conduct a student accommodation study considering the closure of Maidstone Public School, and to identify alternative accommodations of its students.

Forster Family of Schools

6. That the Superintendent responsible for accommodations planning facilitates a three year plan to adjust the boundaries between Marlborough and Brock Schools.

Harrow Family of Schools

7. That the Superintendent responsible for accommodations planning conduct a student accommodation study considering the closure of Harrow Junior School.

F. RECOMMENDATIONS FOR 2009/2010

Forster Family of Schools

1. That the Superintendent responsible for accommodations planning work with the Superintendent of Business to develop a business case for Benson School.
2. That the Superintendent responsible for accommodations, in consultation with the Process Planning Associates Inc, determine new projection data for Marlborough School that reflects its actual student feeder area.
3. That the Superintendent responsible for accommodations, in collaboration with Process Planning Associates Inc, determine geographically feasible feeder schools for new developments southwest of the Ojibway Parkway that were formerly attributed to Marlborough School.

Massey Family of Schools

4. That the Superintendent responsible for accommodations review City of Windsor development planning for the present Talbot Trail School area to determine possible alternative schools within the Massey Family to accommodate new developments as they come on line.
5. That the Superintendent responsible for accommodations, in collaboration with Process Planning Associates Inc, determine geographically feasible feeder schools for new developments north of Huron Line other than Oakwood School.

**GREATER ESSEX COUNTY
DISTRICT SCHOOL BOARD**

**2009 ACCOMMODATION PLANNING REPORT
PREFACE TO APPENDICES**

Development of student enrolment projections and school capacities has been developed with the following assumptions:

- **MINISTRY CAPACITY** represents the Ministry Rated Capacity as of June 2006, including the primary class size cap.
- **OTG** is the “On the Ground” capacity for each school. It is a realistic, current use capacity for permanent student space. This includes the primary class size cap revisions and all new classroom construction as it opens for student use, but excludes portables and portapaks.
- **Portables** identify the portable classrooms on a school site for the 2008-2009 school year. They are rated at 23 student spaces.
- **Portapaks** represent non-permanent classrooms attached/linked to a school building.
- **Total Cap** is the total of the school’s classrooms including portables and portapaks, using the OTG.
- **ENROLMENT PATTERNS** provides a five year historical summary of projected enrolments based upon the previous year’s enrolment numbers anticipated for September 2009 (left hand column). Exact enrolments for previous school years are shown in the right hand column.
- **% OTG CAP** identifies the percentage of student spaces in relation to its on the ground capacity.
- **% TOT CAP** identifies the percentage of student spaces used in relation to the total school capacity when including the school’s OTG, its portables, and its portapaks.
- **FUTURE HOUSING DEVELOPMENTS** identifies future new housing growth. It is based on anticipated growth and approved permits issued. This is reviewed annually for adjustment. These projections show predicted development to 2022 in five year segments. These projections have been revised to reflect current approved new development plans.
- **NET ENROLMENT PROJECTIONS** project total longer term school enrolments that include both the enrolment projections and the Future Housing Development projections. Projections are devised from the Capital projections used in developing reports for the Ministry of Education.
- **% OTG Cap** shows the percentage of student spaces in relation to the total school capacity when including the school, its portables, and its portapaks.

Appendix A: Belle River Family of Schools

| Capacity FTE | DM Eagle | A V Graham | Belle River PS | Centennial | Lakeshore Discovery | Tecumseh Elem | Victoria | Total Elementary | Tecumseh Sec | BELLE RIVER DHS |
|--|-----------|------------|----------------|------------|---------------------|---------------|-----------|------------------|--------------|-----------------|
| STUDENT SPACE | | | | | | | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | | | | | | | |
| Min Cap | 252.5 | 553.5 | 509 | 360 | | | 376.5 | 2051.5 | | 1101 |
| AS OF SEPTEMBER 2007 | | | | | | | | | | |
| OTG Cap | 233 | 528 | 478 | 334 | 713 | 820 | 366 | 2652 | 500 | 1143 |
| Portables | 69 | | | | 391 | | | 460 | | 21 |
| PortaPak | | | | | | | | | | |
| Total Cap | 302 | 528 | 478 | 334 | 1104 | 820 | 366 | 3112 | 500 | 1164 |
| ENROLMENT PATTERNS | | | | | | | | | | |
| Enrolment FTE | DM Eagle* | A V Graham | Belle River PS | Centennial | Lakeshore Discovery | Tecumseh Elem | Victoria* | Total Elementary | Tecumseh Sec | BELLE RIVER DHS |
| 2004 | 308 | 619 | 579 | 280.5 | | | 333 | 2119.5 | | 1054 |
| Proj 2005 | 304.5 | 620.5 | 618 | 269 | | | 315 | 2127 | | 1125 |
| 2005 | 311.5 | 609 | 609 | 265 | | | 314.5 | 2109 | | 1127.13 |
| Proj 2006 | 300 | 612.5 | 357.5 | 249.5 | 702.5 | | 273.5 | 2495.5 | | 1140 |
| 2006 | 297 | 610 | 375 | 256 | 768 | | 283.5 | 2589.5 | | 1163.5 |
| Proj 2007 | 292.5 | 594 | 338.5 | 234 | 843 | | 262 | 2564 | | 1093.44 |
| 2007 | 291.5 | 567 | 353.5 | 229 | 867.5 | | 259.5 | 2568 | | 1083.39 |
| Proj 2008 | 263.5 | 567 | 328 | 218 | 921 | | 241.5 | 2539 | | 1094 |
| 2008 | 281.5 | 549 | 356 | 231.5 | 931 | | 247 | 2596 | | 1101 |
| Proj 2009 | 257 | 522 | 347 | 223 | 1033 | | 248 | 2628 | | 1060 |
| % OTG Cap | 110.1% | 98.8% | 72.5% | 66.6% | 144.8% | | 67.8% | 99.1% | | 92.7% |
| % Tot Cap | 84.9% | 98.8% | 72.5% | 66.6% | 93.5% | | 67.8% | 84.4% | | 91.1% |
| FUTURE HOUSING DEVELOPMENTS - PUPIL YIELD | | | | | | | | | | |
| 2008-2012 | 13 | 40 | 35 | 7 | 107 | | 40 | 242 | | 173 |
| 2013-2017 | 16 | 113 | 78 | 18 | 232 | | 113 | 570 | | 410 |
| 2018-2022 | 16 | 184 | 116 | 29 | 350 | | 184 | 879 | | 635 |
| NET ENROLMENT PROJECTIONS | | | | | | | | | | |
| 2012 | 239 | 441 | 329 | 202 | 1309 | | 228 | 2748 | | 1095 |
| % OTG Cap | 102.6% | 83.5% | 68.8% | 60.5% | 183.6% | | 62.3% | 103.6% | | 95.8% |
| 2017 | 229 | 392 | 337 | 185 | 1611.5 | | 264.5 | 3019 | | 1299 |
| % OTG Cap | 98.3% | 74.2% | 70.5% | 55.4% | 226.0% | | 72.3% | 113.8% | | 113.6% |
| 2022 | 224 | 452.5 | 382 | 198 | 1730.5 | | 298.5 | 3286 | | 1538 |
| % OTG Cap | 96.3% | 85.7% | 79.9% | 59.2% | 242.7% | | 81.6% | 123.9% | | 134.6% |

*D.M. Eagle: Grades JK-6 A.V. Graham: Grades 4-8 Victoria: Grades JK-3
Lakeshore Discovery School opened February 2007
JK/SK Students returned to Belle River Public School February 2007

Appendix B: Essex Family of Schools

| Capacity FTE | Sun Parlor | Colchester North | Gosfield North | Maidstone | Maplewood | Essex Public | Total Elementary | Essex DHS |
|--|------------|------------------|----------------|-----------|-----------|--------------|------------------|-----------|
| STUDENT SPACE | | | | | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | | | | | |
| Min Cap | 206 | 277.5 | 400 | 156 | 485.5 | | 1525 | 1143 |
| AS OF SEPTEMBER 2007 | | | | | | | | |
| OTG Cap | | 256 | 371 | 158 | | 591 | 1376 | 1089 |
| Portables | | | | 23 | | | 23 | |
| PortaPak | | | 207 | | | | 207 | |
| Total Cap | | 256 | 578 | 181 | 0 | 591 | 1606 | 1089 |
| ENROLMENT PATTERNS | | | | | | | | |
| Enrolment FTE | Sun Parlor | Colchester North | Gosfield North | Maidstone | Maplewood | Essex Public | Total Elementary | Essex DHS |
| 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 |
| 2006 | 148.5 | 256.5 | 546.5 | 160 | 336 | | 1447.5 | 928 |
| Proj 2007 | 143 | 227 | 511 | 157 | 323 | | 1361 | 861.7 |
| 2007 | 137 | 239 | 510.5 | 155.5 | 331 | | 1373 | 911.88 |
| Proj 2008 | | 228.5 | 466.5 | 153.5 | | 443.5 | 1292 | 914 |
| 2008 | | 233 | 467 | 144.5 | | 459.5 | 1304 | 905 |
| Proj 2009 | | 211.0 | 441 | 147 | | 455 | 1254 | 871 |
| % OTG Cap | | 82.4% | 118.9% | 57.5% | | 77.0% | 91.2% | 80.0% |
| % Tot Cap | | 82.4% | 76.3% | 81.4% | | 77.0% | 78.1% | 80.0% |
| FUTURE HOUSING DEVELOPMENTS - Pupil Yield | | | | | | | | |
| 2008-2012 | | 5 | 0 | 10 | | 19 | 34 | 42 |
| 2013-2017 | | 9 | 0 | 32 | | 50 | 91 | 108 |
| 2018-2022 | | 13 | 0 | 52 | | 77 | 142 | 149 |
| NET ENROLMENT PROJECTIONS | | | | | | | | |
| 2012 | | 189 | 361 | 164 | | 459 | 1173 | 813 |
| % OTG Cap | | 73.8% | 97.3% | 103.8% | | 77.7% | 85.2% | 74.7% |
| 2017 | | 176 | 344.5 | 182.5 | | 541 | 1244 | 652 |
| % OTG Cap | | 68.8% | 92.9% | 115.5% | | 91.5% | 90.4% | 59.9% |
| 2022 | | 184 | 345.5 | 208 | | 596 | 1333.5 | 759.5 |
| % OTG Cap | | 71.9% | 93.1% | 131.6% | | 100.8% | 96.9% | 69.7% |

prior to Sep 2008, *Sun Parlor: Grade JK-2 Maplewood: Grade 3-8

after September 2008 those schools close and Essex Public opens

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 |
|--|--------|-------|--------|-------------|---------|------------------|---------|
| STUDENT SPACE | | | | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | | | | |
| Min Cap | 339 | 384.5 | 585.5 | 554 | 424.5 | 2287.5 | 924 |
| AS OF SEPTEMBER 2007 | | | | | | | |
| OTG Cap | 323 | 380 | 585.5 | 652 | 394 | 2334.5 | 924 |
| Portables | | | | | | | |
| PortaPak | | | | | | | |
| Total Cap | 323 | 380 | 585.5 | 652 | 394 | 2334.5 | 924 |
| ENROLMENT PATTERNS | | | | | | | |
| Enrolment FTE | Taylor | Brock | Benson | Marlborough | Dougall | Total Elementary | Forster |
| 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 |
| 2006 | 295.5 | 279.5 | 373.5 | 352 | 385.5 | 1686 | 524 |
| Proj 2007 | 299.5 | 265 | 366 | 359 | 384 | 1673.5 | 511.75 |
| 2007 | 294.5 | 250 | 340 | 360 | 370.5 | 1615 | 520.5 |
| Proj 2008 | 294.5 | 228 | 329.5 | 338 | 371.5 | 1561.5 | 564 |
| 2008 | 308.5 | 221 | 305 | 361.5 | 376.5 | 1572.5 | 486 |
| Proj 2009 | 287 | 240 | 320 | 331 | 373 | 1551 | 462 |
| % OTG Cap | 88.8% | 63.0% | 54.7% | 50.8% | 94.7% | 66.4% | 50.0% |
| % Tot Cap | 88.8% | 63.0% | 54.7% | 50.8% | 94.7% | 66.4% | 50.0% |
| FUTURE HOUSING DEVELOPMENTS - PUPIL YIELD | | | | | | | |
| 2008-2012 | 0 | 0 | 0 | 33 | 0 | 33 | 24 |
| 2013-2017 | 0 | 0 | 0 | 71 | 0 | 71 | 53 |
| 2018-2022 | 0 | 0 | 0 | 109 | 0 | 109 | 81 |
| NET ENROLMENT PROJECTIONS | | | | | | | |
| 2012 | 249.5 | 214.5 | 262 | 336 | 358.5 | 1420.5 | 414.5 |
| % OTG Cap | 77.2% | 56.4% | 44.7% | 51.5% | 91.0% | 60.8% | 44.9% |
| 2017 | 228.5 | 199.5 | 232 | 374.5 | 341.5 | 1376 | 355.5 |
| % OTG Cap | 70.7% | 52.5% | 39.6% | 57.4% | 86.7% | 58.9% | 38.5% |
| 2022 | 230 | 193 | 237 | 422 | 342.5 | 1424.5 | 369 |
| % OTG Cap | 71.2% | 50.8% | 40.5% | 64.7% | 86.9% | 61.0% | 39.9% |

Appendix D: General Amherst Family of Schools

| Capacity FTE | Amherstburg | Anderdon | Malden | Total Elementary | General Amherst |
|--|-------------|----------|--------|------------------|-----------------|
| STUDENT SPACE | | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | | |
| Min Cap | 467.5 | 443 | 278 | 1188.5 | 1092 |
| AS OF SEPTEMBER 2007 | | | | | |
| OTG Cap | 461 | 430 | 259 | 1150 | 1092 |
| Portables | | | | | |
| PortaPak | | | | | |
| Total Cap | 461 | 430 | 259 | 1150 | 1092 |
| ENROLMENT PATTERNS | | | | | |
| Enrolment FTE | Amherstburg | Anderdon | Malden | Total Elementary | General Amherst |
| 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 |
| 2006 | 504.5 | 467.5 | 289 | 1261 | 815 |
| Proj 2007 | 481.5 | 460 | 277.5 | 1219 | 832 |
| 2007 | 470.5 | 457.5 | 275.5 | 1203.5 | 852.4 |
| Proj 2008 | 451.5 | 449 | 273.5 | 1174 | 849 |
| 2008 | 459 | 451.5 | 264.5 | 1175 | 843 |
| Proj 2009 | 438 | 442 | 252 | 1132 | 864.0 |
| % OTG Cap | 95.0% | 102.8% | 97.3% | 98.4% | 79.1% |
| % Tot Cap | 95.0% | 102.8% | 97.3% | 98.4% | 79.1% |
| FUTURE HOUSING DEVELOPMENTS - PUPIL YIELD | | | | | |
| 2008-2012 | 0 | 30 | 42 | 72 | 50 |
| 2013-2017 | 0 | 65 | 111 | 176 | 122 |
| 2018-2022 | 0 | 100 | 177 | 277 | 193 |
| NET ENROLMENT PROJECTIONS | | | | | |
| 2012 | 397 | 460 | 280.5 | 1137.5 | 802.5 |
| % OTG Cap | 86.1% | 107.0% | 108.3% | 98.9% | 73.5% |
| 2017 | 391.5 | 498.5 | 340.5 | 1230.5 | 737 |
| % OTG Cap | 84.9% | 115.9% | 131.5% | 107.0% | 67.5% |
| 2022 | 392 | 537 | 413.5 | 1342.5 | 868.5 |
| % OTG Cap | 85.0% | 124.9% | 159.7% | 116.7% | 79.5% |

Appendix E: Harrow Family of Schools

| Capacity FTE | Harrow Junior | Harrow Senior | Total Elementary | Harrow DHS |
|--|---------------|---------------|------------------|------------|
| STUDENT SPACE | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | |
| Min Cap | 264 | 541.5 | 805.5 | 429 |
| AS OF SEPTEMBER 2007 | | | | |
| OTG Cap | 242 | 524 | 766 | 429 |
| Portables | | | | |
| PortaPak | | | | |
| Total Cap | 242 | 524 | 766 | 429 |
| ENROLMENT PATTERNS | | | | |
| Enrolment FTE | Harrow Junior | Harrow Senior | Total Elementary | Harrow DHS |
| 2004 | 216.5 | 513 | 729.5 | 344 |
| Proj 2005 | 210 | 505 | 715 | 339 |
| 2005 | 202.5 | 492 | 694.5 | 345 |
| Proj 2006 | 192.5 | 469 | 661.5 | 343 |
| 2006 | 191.5 | 450 | 641.5 | 330 |
| Proj 2007 | 169.5 | 426 | 595.5 | 312.55 |
| 2007 | 169.5 | 442 | 611.5 | 303 |
| Proj 2008 | 154 | 416.5 | 570.5 | 328 |
| 2008 | 152.5 | 432 | 584.5 | 323 |
| Proj 2009 | 155 | 408 | 563 | 323 |
| % OTG Cap | 64.1% | 77.9% | 73.5% | 75.3% |
| % Tot Cap | 64.1% | 77.9% | 73.5% | 75.3% |
| FUTURE HOUSING DEVELOPMENTS - Pupil Yield | | | | |
| 2008-2012 | 14 | 5 | 19 | 17 |
| 2013-2017 | 36 | 18 | 54 | 47 |
| 2018-2022 | 58 | 30 | 88 | 68 |
| NET ENROLMENT PROJECTIONS | | | | |
| 2012 | 174 | 357.5 | 531.5 | 299.5 |
| % OTG Cap | 71.9% | 68.2% | 69.4% | 69.8% |
| | | | | |
| 2017 | 186 | 371.5 | 557.5 | 254.5 |
| % OTG Cap | 76.9% | 70.9% | 72.8% | 59.3% |
| | | | | |
| 2022 | 203 | 410.5 | 613.5 | 288 |
| % OTG Cap | 83.9% | 78.3% | 80.1% | 67.1% |

future housing developments are shown cumulatively in Essex

*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 |
|--|-----------|------------|---------|----------|-----------|-------|----------|------------------|--------|
| STUDENT SPACE | | | | | | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | | | | | | |
| Min Cap | 375.5 | 296.5 | 351 | 376 | 399.5 | 424 | 662.5 | 2885 | 1353 |
| AS OF SEPTEMBER 2007 | | | | | | | | | |
| OTG Cap | 609 | 334 | 302 | 348 | 372 | 414 | 630 | 3009 | 1374 |
| Portables | 115 | | 46 | 69 | 92 | | | 322 | |
| PortaPak | | | | | | | | | |
| Total Cap | 724 | 334 | 348 | 417 | 464 | 414 | 630 | 3331 | 1374 |
| ENROLMENT PATTERNS | | | | | | | | | |
| Enrolment FTE | Bellewood | Coronation | Maxwell | McCallum | Roseville | Davis | McGregor | Total Elementary | Herman |
| 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 |
| 2006 | 489.5 | 252 | 344 | 373 | 291.5 | 419 | 452 | 2621 | 873 |
| Proj 2007 | 607 | 257 | 353.5 | 373.5 | 299.5 | 407.5 | 446 | 2744 | 814.44 |
| 2007 | 585 | 246 | 320.5 | 375 | 325 | 388.5 | 423.5 | 2663.5 | 862.08 |
| Proj 2008 | 687.5 | 240 | 323 | 454 | 338 | 370 | 420 | 2832.5 | 840 |
| 2008 | 681 | 231.5 | 326 | 418.5 | 289 | 381.5 | 413.5 | 2741 | 876 |
| Proj 2009 | 684 | 222 | 328.5 | 492 | 274 | 345 | 396 | 2740.5 | 875 |
| % OTG Cap | 112.2% | 66.5% | 108.8% | 141.4% | 73.7% | 83.2% | 62.9% | 91.1% | 63.7% |
| % Tot Cap | 94.4% | 66.5% | 94.4% | 118.0% | 59.1% | 83.2% | 62.9% | 82.3% | 63.7% |
| FUTURE HOUSING DEVELOPMENTS - Pupil Yeild | | | | | | | | | |
| 2008-2012 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| 2013-2017 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| 2018-2022 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| NET ENROLMENT PROJECTIONS | | | | | | | | | |
| 2012 | 1087 | 201 | 294 | 809 | 279.5 | 343.5 | 348 | 3362 | 884.5 |
| % OTG Cap | 178.5% | 60.2% | 97.4% | 232.5% | 75.1% | 83.0% | 55.2% | 111.7% | 64.4% |
| 2017 | 1309 | 189.5 | 275.5 | 1132 | 262.5 | 315.5 | 280 | 3764 | 1268 |
| % OTG Cap | 214.9% | 56.7% | 91.2% | 325.3% | 70.6% | 76.2% | 44.4% | 125.1% | 92.3% |
| 2022 | 1297.5 | 189 | 278.5 | 1134 | 262.5 | 319.5 | 284.5 | 3765.5 | 1570 |
| % OTG Cap | 213.1% | 56.6% | 92.2% | 325.9% | 70.6% | 77.2% | 45.2% | 125.1% | 114.3% |

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

Appendix G: Kennedy Family of Schools

| Capacity FTE | McWilliam | Campbell | Queen Victoria | Total Elementary | Kennedy |
|--|-----------|----------|----------------|------------------|---------|
| STUDENT SPACE | | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | | |
| Min Cap | 326.5 | 549.5 | 607 | 1483 | 846 |
| AS OF SEPTEMBER 2007 | | | | | |
| OTG Cap | 325 | 483 | 593 | 1401 | 825 |
| Portables | 92 | | | 92 | |
| PortaPak | | | | | |
| Total Cap | 417 | 483 | 593 | 1493 | 825 |
| ENROLMENT PATTERNS | | | | | |
| Enrolment FTE | McWilliam | Campbell | Queen Victoria | Total Elementary | Kennedy |
| 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 |
| 2006 | 422 | 458 | 481.5 | 1361.5 | 865 |
| Proj 2007 | 409.5 | 421.5 | 479 | 1310 | 816.66 |
| 2007 | 403 | 394.5 | 454.5 | 1252 | 845.21 |
| Proj 2008 | 391.5 | 364.5 | 453.5 | 1209.5 | 796 |
| 2008 | 390.5 | 352 | 423.5 | 1166 | 846 |
| Proj 2009 | 386.0 | 321 | 391 | 1098 | 860 |
| % OTG Cap | 118.8% | 66.5% | 65.9% | 78.4% | 104.2% |
| % Tot Cap | 92.6% | 66.5% | 65.9% | 73.5% | 104.2% |
| FUTURE HOUSING DEVELOPMENTS - Pupil Yield | | | | | |
| 2008-2012 | 1 | 0 | 0 | 1 | 1 |
| 2013-2017 | 1 | 0 | 0 | 1 | 1 |
| 2018-2022 | 1 | 0 | 0 | 1 | 1 |
| NET ENROLMENT PROJECTIONS | | | | | |
| 2012 | 368.5 | 285 | 361.5 | 1015 | 653.5 |
| % OTG Cap | 113.4% | 59.0% | 61.0% | 72.4% | 79.2% |
| 2017 | 329 | 290.5 | 329 | 948.5 | 539.5 |
| % OTG Cap | 101.2% | 60.1% | 55.5% | 67.7% | 65.4% |
| 2022 | 331.5 | 288 | 330.5 | 950 | 482 |
| % OTG Cap | 102.0% | 59.6% | 55.7% | 67.8% | 58.4% |

Appendix H: Kingsville Family of Schools

| Capacity FTE | Ruthven | Jack Miner | Kingsville | Pelee Island | Total Elementary | Kingsville DHS |
|--|---------|------------|------------|--------------|------------------|----------------|
| STUDENT SPACE | | | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | | | |
| Min Cap | 311 | 613 | 679.5 | 73.5 | 1677 | 840 |
| AS OF SEPTEMBER 2007 | | | | | | |
| OTG Cap | 288 | 567 | 607 | 69 | 1531 | 840 |
| Portables | | | 69 | | 69 | |
| PortaPak | | | | | | |
| Total Cap | 288 | 567 | 676 | 69 | 1600 | 840 |
| ENROLMENT PATTERNS | | | | | | |
| Enrolment FTE | Ruthven | Jack Miner | Kingsville | Pelee Island | Total Elementary | Kingsville DHS |
| 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 |
| 2006 | 253.5 | 341.5 | 557 | 14 | 1166 | 576 |
| Proj 2007 | 231 | 321 | 564 | 12.5 | 1128.5 | 591.79 |
| 2007 | 227.5 | 325 | 549.5 | 13 | 1115 | 629.99 |
| Proj 2008 | 214 | 300.5 | 566.5 | 9.5 | 1090.5 | 594 |
| 2008 | 236.5 | 319.5 | 560 | 8.5 | 1124.5 | 568 |
| Proj 2009 | 221 | 322 | 565 | 8 | 1116 | 598.0 |
| % OTG Cap | 76.7% | 56.8% | 93.1% | 11.6% | 72.9% | 71.2% |
| % Tot Cap | 76.7% | 56.8% | 83.6% | 11.6% | 69.8% | 71.2% |
| FUTURE HOUSING DEVELOPMENTS - PUPIL YIELD | | | | | | |
| 2008-2012 | 11 | 67 | 5 | 0 | 83 | 70 |
| 2013-2017 | 29 | 140 | 5 | 0 | 174 | 146 |
| 2018-2022 | 47 | 211 | 5 | 0 | 263 | 220 |
| NET ENROLMENT PROJECTIONS | | | | | | |
| 2012 | 214.5 | 361.5 | 543.5 | 7 | 1126.5 | 592.5 |
| % OTG Cap | 74.5% | 63.8% | 89.5% | 10.1% | 73.6% | 70.5% |
| 2017 | 221 | 423.5 | 573.5 | 9 | 1227 | 567 |
| % OTG Cap | 76.7% | 74.7% | 94.5% | 13.0% | 80.1% | 67.5% |
| 2022 | 242 | 502.5 | 575 | 10 | 1329.12 | 677 |
| % OTG Cap | 84.0% | 88.6% | 94.7% | 13.9% | 86.8% | 80.6% |

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 |
|--|-----------|-----------|-------------|-------------|--------------------------|--------------------|---------------------|-------------------|
| STUDENT SPACE | | | | | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | | | | | |
| Min Cap | 350.5 | 335 | 196 | 310.5 | 146.5 | 492.5 | 1831 | 1134 |
| AS OF SEPTEMBER 2007 | | | | | | | | |
| OTG Cap | 326 | 285 | 184 | 285 | 328 | 492 | 1900 | 1125 |
| Portables | | 23 | 46 | | | 115 | 184 | |
| PortaPak | | | | 230 | | | 230 | |
| Total Cap | 326 | 308 | 230 | 515 | 328 | 607 | 2314 | 1125 |
| ENROLMENT PATTERNS | | | | | | | | |
| Enrolment FTE | Gore Hill | MD Bennie | East Mersea | Mill Street | Mount Carmel/ Blythes | Queen Elizabeth | Total Elementary | Leamington DSS |
| 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 |
| 2006 | 279.5 | 336 | 232.5 | 359 | 281.5 | 499.5 | 1988 | 901 |
| Prjo 2007 | 282.5 | 312 | 222.5 | 357.5 | 277 | 505.5 | 1957 | 831 |
| 2007 | 263 | 325.5 | 218 | 355.5 | 270 | 454.5 | 1886.5 | 940.06 |
| Proj 2008 | 229 | 313 | 210.5 | 345 | 278.5 | 486 | 1862 | 954 |
| 2008 | 233.5 | 297.5 | 205 | 340.5 | 274 | 469 | 1819.5 | 981 |
| Proj 2009 | 242 | 294 | 201 | 308 | 263 | 475 | 1783 | 850 |
| % OTG Cap | 74.2% | 103.2% | 109.4% | 107.9% | 80.0% | 96.6% | 93.8% | 75.6% |
| % Tot Cap | 74.2% | 95.5% | 87.5% | 59.7% | 80.0% | 78.3% | 77.0% | 75.6% |
| FUTURE HOUSING DEVELOPMENTS - Pupil Yield | | | | | | | | |
| 2008-2012 | 38 | 4 | 0 | 8 | 17 | 14 | 81 | 78 |
| 2013-2017 | 92 | 12 | 0 | 17 | 33 | 24 | 178 | 170 |
| 2018-2022 | 143 | 18 | 0 | 24 | 44 | 24 | 253 | 243 |
| NET ENROLMENT PROJECTIONS | | | | | | | | |
| 2012 | 213.5 | 262 | 193.5 | 305 | 270 | 472.5 | 1716.5 | 1028.5 |
| % OTG Cap | 65.5% | 91.9% | 105.2% | 107.0% | 82.3% | 96.0% | 90.3% | 91.4% |
| 2017 | 232.5 | 257.5 | 194 | 278.5 | 284.5 | 447 | 1694 | 979.5 |
| % OTG Cap | 71.3% | 90.4% | 105.4% | 97.7% | 86.7% | 90.9% | 89.2% | 87.1% |
| 2022 | 291 | 272 | 194.5 | 290 | 298.5 | 455 | 1801 | 959.5 |
| % OTG Cap | 89.3% | 95.4% | 105.7% | 101.8% | 91.0% | 92.5% | 94.8% | 85.3% |

Appendix J: Massey Family of Schools

| Capacity FTE | Central | Glenwood | Northwood | Oakwood | Southwood | Roseland | Talbot Trail | Total Elementary | Massey |
|--|---------|----------|-----------|---------|-----------|----------|--------------|------------------|---------|
| STUDENT SPACE | | | | | | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | | | | | | |
| Min Cap | 378 | 384.5 | 369.5 | 253 | 403.5 | 351 | | 2139.5 | 1602 |
| AS OF SEPTEMBER 2007 | | | | | | | | | |
| OTG Cap | 387 | 371 | 734 | 236 | 381 | 506 | 716 | 3331 | 1644 |
| Portables | | | | 23 | | | 115 | 138 | |
| PortaPak | | | | | | | | | |
| Total Cap | 387 | 371 | 734 | 259 | 381 | 506 | 831 | 3469 | 1644 |
| ENROLMENT PATTERNS | | | | | | | | | |
| Enrolment FTE | Central | Glenwood | Northwood | Oakwood | Southwood | Roseland | Talbot Trail | Total Elementary | Massey |
| 2004 | 455 | 334 | 555.5 | 291.5 | 415 | 558 | | 2609 | 1330 |
| Proj 2005 | 473 | 322 | 570 | 284 | 396.5 | 564 | | 2609.5 | 1394 |
| 2005 | 479 | 331 | 607.5 | 281.5 | 395.5 | 590.5 | | 2685 | 1356.94 |
| Proj 2006 | 323.5 | 291 | 662 | 200 | 409 | 532.5 | 650 | 3068 | 1373 |
| 2006 | 326.5 | 294 | 655.5 | 196 | 414.5 | 543.5 | 683 | 3113 | 1416 |
| Proj 2007 | 306 | 295.5 | 667 | 185.5 | 413.5 | 528 | 729 | 3124.5 | 1394 |
| 2007 | 314 | 279.5 | 663 | 187 | 386.5 | 526.5 | 742.5 | 3099 | 1419 |
| Proj 2008 | 313 | 251.5 | 664 | 182 | 373.5 | 496 | 777 | 3057 | 1429 |
| 2008 | 314.5 | 267.5 | 641.5 | 176.5 | 370.5 | 469.5 | 798.5 | 3038.5 | 1447 |
| Proj 2009 | 296 | 304 | 629 | 168 | 347 | 437 | 832 | 3011 | 1515 |
| % OTG Cap | 76.4% | 81.9% | 85.7% | 71.2% | 91.0% | 86.3% | 116.1% | 90.4% | 92.2% |
| % Tot Cap | 76.4% | 81.9% | 85.7% | 64.9% | 91.0% | 86.3% | 100.1% | 86.8% | 92.2% |
| FUTURE HOUSING DEVELOPMENTS - Pupil Yield | | | | | | | | | |
| 2008-2012 | 6 | 0 | 46 | 34 | 8 | 16 | 43 | 153 | 113 |
| 2013-2017 | 6 | 0 | 97 | 111 | 8 | 33 | 43 | 298 | 222 |
| 2018-2022 | 6 | 0 | 146 | 189 | 8 | 33 | 43 | 425 | 315 |
| NET ENROLMENT PROJECTIONS | | | | | | | | | |
| 2012 | 237.5 | 166 | 586.5 | 179.5 | 315 | 408.5 | 842 | 2735 | 1443.5 |
| % OTG Cap | 61.4% | 44.7% | 79.9% | 76.1% | 82.7% | 80.7% | 117.6% | 82.1% | 87.8% |
| 2017 | 183 | 119.5 | 585.5 | 245 | 321.5 | 381.5 | 835 | 2671 | 1343.5 |
| % OTG Cap | 47.3% | 32.2% | 79.8% | 103.8% | 84.4% | 75.4% | 116.6% | 80.2% | 81.7% |
| 2022 | 184.5 | 122.5 | 640 | 333 | 319.5 | 390 | 839.5 | 2829 | 1267 |
| % OTG Cap | 47.7% | 33.0% | 87.2% | 141.1% | 83.9% | 77.1% | 117.2% | 84.9% | 77.1% |

Appendix L: Sandwich Family of Schools

| Capacity FTE | LaSalle | Prince Andrew | Sandwich West | Total Elementary | Sandwich SS |
|--|---------|---------------|---------------|------------------|-------------|
| STUDENT SPACE | | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | | |
| Min Cap | 600 | 243.5 | 654 | 1497.5 | 1011 |
| AS OF SEPTEMBER 2007 | | | | | |
| OTG Cap | 565 | 221 | 579 | 1365 | 927 |
| Portables | 69 | | | 69 | 42 |
| PortaPak | | 230 | | 230 | |
| Total Cap | 634 | 451 | 579 | 1664 | 969 |
| ENROLMENT PATTERNS | | | | | |
| Enrolment FTE | LaSalle | Prince Andrew | Sandwich West | Total Elementary | Sandwich SS |
| 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 |
| 2006 | 668.5 | 407 | 600.5 | 1676 | 1029 |
| Proj 2007 | 638 | 391.5 | 582 | 1611.5 | 1012 |
| 2007 | 621 | 391.5 | 603.5 | 1616 | 1023.63 |
| Proj 2008 | 620 | 380.5 | 568.5 | 1569 | 1030 |
| 2008 | 633.5 | 374 | 575.5 | 1583 | 1036 |
| Proj 2009 | 611 | 359 | 556 | 1526 | 1055 |
| % OTG Cap | 108.1% | 162.4% | 96.0% | 111.8% | 113.8% |
| % Tot Cap | 96.4% | 79.6% | 96.0% | 91.7% | 108.9% |
| FUTURE HOUSING DEVELOPMENTS - Pupil Yield | | | | | |
| 2008-2012 | 23 | 64 | 28 | 115 | 88 |
| 2013-2017 | 23 | 149 | 79 | 251 | 191 |
| 2018-2022 | 23 | 233 | 131 | 387 | 295 |
| NET ENROLMENT PROJECTIONS | | | | | |
| 2012 | 565.5 | 396 | 562.5 | 1524 | 1005.5 |
| % OTG Cap | 100.1% | 179.2% | 97.2% | 111.6% | 108.5% |
| 2017 | 523.5 | 468 | 607.5 | 1599 | 962 |
| % OTG Cap | 92.7% | 211.8% | 104.9% | 117.1% | 103.8% |
| 2022 | 520 | 561 | 665.5 | 1746.5 | 1032 |
| % OTG Cap | 92.0% | 253.8% | 114.9% | 127.9% | 111.3% |

Appendix K: Riverside Family of Schools

| Capacity FTE | *Concord | Eastwood | Forest Glade and Forest Glade Primary Learning Centre | Hetherington | Parkview | *Princess Anne | Princess Elizabeth | Dr. Suzuki School | Total Elementary | Riverside |
|--|----------|----------|---|--------------|----------|----------------|--------------------|-------------------|------------------|-----------|
| STUDENT SPACE | | | | | | | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | | | | | | | |
| Min Cap | 361 | 416.5 | 442.5 | 394 | 287 | 253.5 | 351.5 | | 2506 | 1395 |
| AS OF SEPTEMBER 2007 | | | | | | | | | | |
| OTG Cap | 311 | 380 | 651 | 357 | 291 | 236 | 305 | 509 | 2531 | 1395 |
| Portables | | | | 46 | | | | | 46 | |
| PortaPak | | | | | | | | | | |
| Total Cap | 311 | 380 | 651 | 403 | 291 | 236 | 305 | 509 | 2577 | 1395 |
| ENROLMENT PATTERNS | | | | | | | | | | |
| Enrolment FTE | Concord | Eastwood | Forest Glade and Forest Glade Primary Learning Centre | Hetherington | Parkview | Princess Anne | Princess Elizabeth | Dr. Suzuki School | Total Elementary | Riverside |
| 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 |
| 2006 | 332.5 | 367 | 550 | 426 | 252.5 | 198.5 | 282 | | 2408.5 | 1088 |
| Proj 2007 | 313 | 353.5 | 604.5 | 417 | 242 | 181.5 | 279.5 | | 2391 | 1076 |
| 2007 | 302.5 | 349.5 | 577.5 | 400.5 | 260.5 | 192.5 | 275.5 | | 2358.5 | 1095.52 |
| Proj 2008 | 287 | 335 | 571.5 | 371 | 239.5 | 176 | 254.5 | | 2234.5 | 1047 |
| 2008 | 288.5 | 336.5 | 552 | 362 | 228.5 | 184.5 | 235 | | 2187 | 1031 |
| Proj 2009 | 272 | 312 | 524.0 | 335 | 231 | 173 | 215 | | 2062 | 1061 |
| % OTG Cap | 87.3% | 82.1% | 80.5% | 93.8% | 79.4% | 73.3% | 70.5% | | 81.5% | 76.1% |
| % Tot Cap | 87.3% | 82.1% | 80.5% | 83.1% | 79.4% | 73.3% | 70.5% | | 80.0% | 41.2% |
| FUTURE HOUSING DEVELOPMENTS - Pupil Yield | | | | | | | | | | |
| 2008-2012 | | 0 | 159 | 7 | 26 | | 1 | 0 | 193 | 143 |
| 2013-2017 | | 0 | 420 | 9 | 26 | | 1 | 0 | 456 | 339 |
| 2018-2022 | | 0 | 661 | 9 | 26 | | 1 | 0 | 697 | 518 |
| NET ENROLMENT PROJECTIONS | | | | | | | | | | |
| 2012 | | 289 | 633 | 285.5 | 252.5 | | 174.5 | 425 | 2059.5 | 893 |
| % OTG Cap | | 76.1% | 97.2% | 80.0% | 86.8% | | 57.2% | 83.5% | 81.4% | 64.0% |
| 2017 | | 271.5 | 875 | 253.5 | 254.5 | | 152.5 | 410 | 2217 | 884 |
| % OTG Cap | | 71.4% | 134.4% | 71.0% | 87.5% | | 50.0% | 80.6% | 87.6% | 63.4% |
| 2022 | | 270.5 | 1128.5 | 257.5 | 254 | | 154 | 407.5 | 2472 | 980 |
| % OTG Cap | | 71.2% | 173.3% | 72.1% | 87.3% | | 50.5% | 80.1% | 97.7% | 70.3% |

* note - Princess Anne and Concord Schools are replaced by Dr.. Suzuki School for Total Elementary calculations

Appendix M: Walkerville Family of Schools

| Capacity FTE | Beaton | King Edward | Begley | Prince Edward | Total Elementary | Walkerville |
|--|--------|-------------|--------|---------------|------------------|-------------|
| STUDENT SPACE | | | | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | | | | |
| Min Cap | 369 | 485 | 570 | 656.5 | 2080.5 | 837 |
| AS OF SEPTEMBER 2007 | | | | | | |
| OTG Cap | 355 | 449 | 568 | 594 | 1966 | 837 |
| Portables | | | | | | |
| PortaPak | | | | | | |
| Total Cap | 355 | 449 | 568 | 594 | 1966 | 837 |
| ENROLMENT PATTERNS | | | | | | |
| Enrolment FTE | Beaton | King Edward | Begley | Prince Edward | Total Elementary | Walkerville |
| 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 | | 424.5 | 575.5 | 1390.5 | 848 |
| 2006 | 394 | 346.5 | 407 | 497.5 | 1645 | 846 |
| Proj 2007 | 389.5 | 376.5 | 423 | 458.5 | 1647.5 | 828 |
| 2007 | 385 | 355.5 | 436.5 | 440.5 | 1617.5 | 862.99 |
| Proj 2008 | 368.5 | 356 | 433 | 410 | 1567.5 | 969 |
| 2008 | 369 | 357 | 395.5 | 396.5 | 1518 | 933 |
| Proj 2009 | 354 | 358 | 431.5 | 375 | 1518 | 962 |
| % OTG Cap | 99.6% | 79.7% | 76.0% | 63.0% | 77.2% | 114.9% |
| % Tot Cap | 99.6% | 79.7% | 76.0% | 63.0% | 77.2% | 114.9% |
| FUTURE HOUSING DEVELOPMENTS - Pupil Yield | | | | | | |
| 2008-2012 | 0 | 0 | 0 | 1 | 1 | 1 |
| 2013-2017 | 0 | 0 | 0 | 1 | 1 | 1 |
| 2018-2022 | 0 | 0 | 0 | 1 | 1 | 1 |
| NET ENROLMENT PROJECTIONS | | | | | | |
| 2012 | 323.5 | 344 | 386 | 350 | 1403.5 | 704.5 |
| % OTG Cap | 91.1% | 76.6% | 68.0% | 58.9% | 71.4% | 84.2% |
| | | | | | | |
| 2017 | 331 | 354 | 376 | 338 | 1399 | 654 |
| % OTG Cap | 93.2% | 78.8% | 66.2% | 56.9% | 71.2% | 78.1% |
| | | | | | | |
| 2022 | 327.5 | 359 | 372 | 339 | 1397.16 | 637.5 |
| % OTG Cap | 92.3% | 80.0% | 65.4% | 57.1% | 71.1% | 76.2% |

Appendix N: The Vocational Schools

| Capacity FTE | Century | Western | Total Vocational |
|--|---------|---------|------------------|
| STUDENT SPACE | | | |
| MINISTRY CAPACITY SEPTEMBER 2006 | | | |
| Min Cap | 741 | 528 | 1269 |
| AS OF SEPTEMBER 2007 | | | |
| OTG Cap | 801 | 549 | 1350 |
| Portables | | 84 | 84 |
| PortaPak | | | |
| Total Cap | 801 | 633 | 1434 |
| ENROLMENT PATTERNS | | | |
| Enrolment FTE | Century | Western | Total Vocational |
| 2004 | 551 | 581 | 1132 |
| Proj 2005 | 585 | 633 | 1218 |
| 2005 | 531.03 | 595 | 1126.03 |
| Proj 2006 | 524 | 635 | 1159 |
| 2006 | 502.5 | 586 | 1088.5 |
| Proj 2007 | 468.89 | 562 | 1030.89 |
| 2007 | 495.52 | 582 | 1077.52 |
| Proj 2008 | 514 | 501 | 1015 |
| 2008 | 504 | 539 | 1043 |
| Proj 2009 | 505 | 510 | 1015 |
| % OTG Cap | 63.0% | 92.9% | 75.2% |
| % Tot Cap | 63.0% | 80.6% | 70.8% |
| FUTURE HOUSING DEVELOPMENTS - Pupil Yield | | | |
| 2008-2012 | 0 | 0 | 0 |
| 2013-2017 | 0 | 0 | 0 |
| 2018-2022 | 0 | 0 | 0 |
| NET ENROLMENT PROJECTIONS | | | |
| 2012 | 477.5 | 355.5 | 833 |
| % OTG Cap | 59.6% | 64.8% | 61.7% |
| 2017 | 449 | 363 | 812 |
| % OTG Cap | 56.1% | 66.1% | 60.1% |
| 2022 | 479.5 | 388.5 | 868 |
| % OTG Cap | 59.9% | 70.8% | 64.3% |