

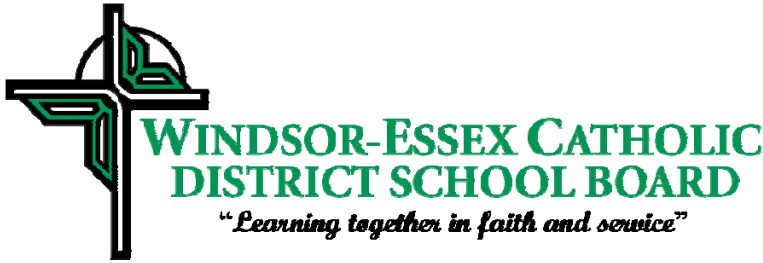
1325 California Avenue  
 Windsor, ON N9B 3Y6  
 CHAIRPERSON: Barbara Holland  
 DIRECTOR OF EDUCATION: Paul A. Picard

**REGULAR BOARD MEETING**  
**Tuesday, December 17, 2013 at 7:00 p.m.**  
**Windsor Essex Catholic Education Centre**  
**John Paul II Boardroom**

**A G E N D A**

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|--|--------|
| 1. Call To Order   |        |
| 2. Opening Prayer  |        |
| 3. Recording of Attendance   |        |
| 4. Approval of Agenda  |        |
| 5. Disclosure of Interest - <u>Pursuant to the Municipal Conflict of Interest Act.</u>   |        |
| 6. Presentations:  |        |
| a. St. Anne Catholic High School "Let Your Light Shine" Poem (C. Geml)   |        |
| b. Facility Partnerships Annual Public Announcement (M. Iatonna)   |        |
| 7. Delegations:  |        |
| <i>By-Law 3:09: Any person(s) wishing to appear before the BOARD and speak to an item appearing on the agenda of the BOARD meeting has until noon the day before the BOARD meeting to make a request to the SECRETARY. They shall explain briefly the matter on which the presentation is to be made, the organization or interested parties to be represented, the identity, and if applicable, the authority of the spokesperson. A Delegation Form, located on the BOARD's website, must be completed and forward to the SECRETARY.</i> |        |
| 8. Action Items:   |        |
| a. Approval of Minutes   |        |
| i) Minutes of Co-Management In-Camera Meeting, November 25, 2013   | --     |
| ii) Minutes of Co-Management Board Meeting, November 25, 2013  | 1-6    |
| iii) Minutes of Organizational Meeting of December 2, 2013   | 7-9    |
| b. Items from the convened In-Camera Board Meeting of December 17, 2013  | --     |
| 9. Communications:   |        |
| a. External (Associations, OCSTA, Ministry):   |        |
| i) Parent Involvement Committee (PIC) Letter to <i>The Windsor Star</i> dated November 28, 2013 (P. Picard)  | 10     |

ii) Ontario Catholic School Trustees' Association (OCSTA) School Board Efficiencies and Modernization – A Submission to the Minister of Education, November 2013 (P. Picard)	11-30
b. Internal (Reports from Administration): <i>None</i>	
10. Committee Reports:	
a. Report: Parent Involvement Committee (PIC) – Amendments to Terms of Reference (P. Picard)	31-45
11. Unfinished Business: ( <i>Includes Deferred and Tabled Reports</i> ):	
b. Deferred Report: Enrolment Projections and Demographic Trends Report ( <i>deferred October 28, 2013</i> ) (M. Iatonna)	46-149
12. New Business:	
a. Report: Amended Policy A:04 Expenses Reimbursements for Employees/Consultants/Contractors ( <i>approval in principle</i> ) (J. Bumbacco)	150-155
b. Report: 2014 Temporary Borrowing Resolution – Annual Expenditures (M. Iatonna)	156-158
c. Report: 2014 Temporary Borrowing Resolution – Permanent Improvements (M. Iatonna)	159-161
13. Notice of Motion: <i>None</i>	--
14. Remarks and Announcements:	--
a. Chairperson	
b. Director of Education	
c. Board Chaplain	
15. Remarks/Questions by Trustees	--
16. Future Board Meetings: <i>Unless stated otherwise, all meetings will be held at the Windsor-Essex Catholic Education Centre - 1325 California Avenue, Windsor beginning at 7:00 pm.</i>	--
• Tuesday, January 28, 2014	
• Tuesday, February 25, 2014	
• Tuesday, March 25, 2014	
• Tuesday, April 22, 2014	
• Tuesday, May 27, 2014	
• <b>MONDAY</b> , June 23, 2014	
<i>Committee of the Whole Board In-Camera Meetings will be held on the second Tuesday of the month at 6:00 pm (closed sessions).</i>	
17. Closing Prayer	--
18. Adjourn to Committee of the Whole Board In-Camera meeting, if required:	--
19. Adjournment	--
<b>Barbara Holland</b> <i>Chairperson of the Board</i>	<b>Paul A. Picard</b> <i>Director of Education and Secretary of the Board</i>



1325 California Avenue  
 Windsor, ON N9B 3Y6  
 CHAIRPERSON: Barbara Holland  
 DIRECTOR OF EDUCATION: Paul A. Picard

**CO-MANAGEMENT BOARD MEETING**  
**Monday, November 25, 2013 at 7:00 p.m.**  
**Windsor Essex Catholic Education Centre**  
**John Paul II Boardroom**

**MINUTES**

Present

**Co-Management** Supervisor: J. Griffore  
 Chairperson: B. Holland  
 Vice Chair: M. DiMenna

**Other:** Rev. L. Brunet (Board Chaplain)

**Administration:** C. Geml (Resource) P. King M. Seguin  
 J. Bumbacco P. Murray J. Ulicny  
 M. Iatonna S. O’Hagan-Wong

**Recorder:** B. Marshall

1. Call To Order – Supervisor Griffore called the meeting to order at 7:06 pm.

Due to the passing of Director Picard’s father, Associate Director Geml will be this evening’s administrative resource. Our prayers are with Director Picard and his family.

2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance – Present: Trustees Alexander, Favot, Macri, Mastromattei, McMahon, Soulliere. Student Trustees Madeline Ellepola and Francis Dellosa. Trustee Courtney was absent due to illness.
4. Approval of Agenda

**That the November 25, 2013 Co-Management Board meeting agenda be approved as distributed.**

*Approved by Supervisor Griffore*

5. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act.: *None*
6. Presentations: *None*

7. Delegations: *None*

8. Action Items:

a. Approval of Minutes

i) Minutes of Co-Management In-Camera Meeting, October 28, 2013

**The Minutes of the Co-Management In-Camera meeting of October 28, 2013 be adopted as distributed.**

*Approved by Supervisor Griffore*

ii) Minutes of Co-Management Board Meeting, October 28, 2013

**The Minutes of the Co-Management Board meeting of October 28, 2013 be adopted as distributed.**

*Approved by Supervisor Griffore*

b. Items from the convened Co-Management In-camera meeting of November 25, 2013

Supervisor Griffore reported that the Windsor-Essex Catholic District School Board convened a closed Co-Management In-camera meeting on November 25, 2013 pursuant to the Education Act - Section 207, to consider specific personnel, real property matters, labour relations matters and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

Supervisor Griffore indicated that the following items were considered at the in-camera session:

- Received the following Catholic elementary school Principal and Vice Principal Placements for January 1, 2014:
  - Sherrilynn Colley-Vegh, Principal of Continuing Education to Chief Communications Officer;
  - Brian Rivait, Principal from St. Bernard (Windsor) to Principal of Continuing Education;
  - Elise Daragon, Principal at St. John Vianney to Principal at St. Bernard (Windsor);
  - LeeAnn Poisson, Principal at St. Bernard (A) to Principal at St. John Vianney;
  - Marissa Wismer, Vice-Principal at St. John the Evangelist to Acting Principal at St. Bernard (A);
  - Mary Reynolds, Vice-Principal at St. John the Baptist to Vice Principal at St. John the Evangelist;
  - Vicky Walker, Vice-Principal at Our Lady Mount Carmel to Vice Principal at St. John the Baptist;
  - Tania Sorge, Vice-Principal at St. Pius to Vice-Principal at Our Lady Mount Carmel;
  - Joumana Tawil, CEC System Position (Elementary Numeracy Teacher) to Vice Principal at St. Pius;
  - Velma Picco, Principal at Our Lady of Lourdes to Vice Principal at Holy Cross;
  - Fran Hall, Vice-Principal at Holy Cross to Vice-Principal at Our Lady of Lourdes site.

## 9. Communications:

## a. External (Associations, OCSTA, Ministry):

- i) Ontario Catholic School Trustees' Association (OCSTA) Memorandum dated November 4, 2013 – Trustee Award of Merit

**That the Ontario Catholic School Trustees' Association (OCSTA Memorandum dated November 4, 2013 – Trustee Award of Merit be received as information.**

*Received by Supervisor Griffore*

## b. Internal (Reports from Administration):

- i) Report: 2012-2013 Year-End Budget Variance Report

Trustees commended and congratulated administration and staff on the elimination of the operating deficit and accumulated surplus while not compromising student achievement.

Issue:

To provide a report on the final 2012-2013 budget versus actual expenditures and revenues.

Decision:

**That the 2012-13 Year-end Budget Variance Report be received as information.**

Rationale:

In harmony with the 2012-2013 Fiscal Year-End Financial Statements, the budget variance report provides actual expenditures and revenues incurred during the 2012-2013 fiscal year, for each category. The report provides a transparent and detailed analysis of the Board's financials.

## 10. Committee Reports:

- a. Report: Appointment of Tina Greco, Representative, Up About Down, Windsor Essex to the Special Education Advisory Committee (SEAC)

Issue:

The Board approves appointments to the SEAC Committee.

Decision:

**That the Board approve the appointment of Tina Greco, representative, Up About Down to the Special Education Advisory Committee (SEAC) for the balance of the four-year term, December 1, 2010 to November 30, 2014.**

Rationale:

In accordance with Subsection 57.1(1) of the Education Act and the *Ontario Regulation 464/97 Special Education Advisory Committee*.

- b. Report: Appointment of Cindy Tracey, Alternate Representative, Up About Down, Windsor Essex to the Special Education Advisory Committee (SEAC)

Issue:

The Board approves appointments to the SEAC Committee.

Decision:

**That the Board approve the appointment of Cindy Tracey, alternate representative, Up About Down to the Special Education Advisory Committee (SEAC) for the balance of the four-year term, December 1, 2010 to November 30, 2014.**

Rationale:

In accordance with Subsection 57.1(1) of the Education Act and the *Ontario Regulation 464/97 Special Education Advisory Committee*.

- c. Report: Special Education Advisory Committee (SEAC) Minutes of September 19, 2013

Issue:

Special Education Advisory Committee is an advisory committee mandated through the Education Act as a standing committee of each school board. All minutes of the SEAC are to be received by the Board.

Decision:

**That the Board receive the Minutes of the September 19, 2013 Special Education Advisory Committee meeting as information.**

Rationale:

In accordance with Regulation 464/97.

- d. Report: French Immersion Advisory Committee (FIAC) Minutes of May 15, 2013

Issue:

The role of the French Immersion Advisory Committee (FIAC) is to promote and support the system-wide French Immersion program, exchange information and points of view about the French Immersion program and provide advice, recommendations and feedback to the Board on French Immersion.

Decision:

**That the Board receive the Minutes of the May 15, 2013 French Immersion Advisory Committee meeting as information.**

Rationale:

In accordance with Board By-Laws, Section 5.0 Committee Reports.

11. Unfinished Business: (*Includes Deferred and Tabled Reports*):

- a. Deferred Report: Enrolment Projection Report (*deferred October 28, 2013*) (The report is expected to be received at the December 16, 2013 Board meeting)

12. New Business:

- a. Report: Amendments to the Constitution of the Secondary School Student Senate

Issue:

The Secondary School Student Senate unanimously approved the proposed amendments to their Constitution and is submitting them for Board approval.

Decision:

**That approval be provided to the Amendments to the Constitution of the Secondary School Student Senate.**

Rationale:

To acknowledge the benefit and valuable resource of a member of the Minister's Student Advisory Council as a non-voting position and increasing membership from two to three representatives from each secondary school will encourage student participation.

## b. Report: 2012-2013 Fiscal Year-End Financial Statements

Issue:

Section 253 of the Education Act requires all Boards to undertake an annual audit of their accounts. The WECDSB audited fiscal year-end financial statements are presented to the Board annually.

Decision:

**That the Board receive the audited 2012-2013 Fiscal Year-End Financial Statements.**

Rationale:

The Board's external auditors BDO Canada LLP revealed no material concerns with the statements. Through various cost savings measures, the Board eliminated its \$2.3M deficit and as at August 31, 2013, closed with an operating accumulated surplus of \$5,392,637. The Fiscal Year-End Financial Statements have been submitted to the Ministry.

13. Notice of Motion: *None*

14. Remarks and Announcements:

Chairperson Holland commented on the Parent Involvement Committee recent activities, namely the November 21<sup>st</sup> event "Navigating your Path to Post Secondary". The event was well attended. Chair Holland congratulated PIC on their role as ambassadors for the enhancement of student achievement. Chair Holland reminded trustees of the Catholic School Commissioning ceremony on Wednesday, November 27<sup>th</sup> to honour all parents and she wished Fr. Brunet well on his upcoming surgery and offered him our prayers.

Associate Director Geml provided comments on recent activities supporting the Board's strategic priorities namely;

**Catholic Faith Formation:** First Sunday of Advent is December 1<sup>st</sup>. Our Religious Consultant Betty Brush continues to forward resources for staff to share with students, parents or for their personal or classroom use; Student Faith Day will occur November 28<sup>th</sup> at the Fogolar; and this year's Board Employee Retreat is being held December 10<sup>th</sup>. This is always a wonderful opportunity for staff to search deeper into their faith.

**Employee Development and Student Achievement Initiatives:** Workshops for the following programs will occur: Ontario Association of Children's Aid Society; Students in the Middle Primary Numeracy; Collaborative Inquiry Learning in Mathematics; and Assessment and Evaluation sessions for elementary teachers new to the TwebAE report card application. Principals and Vice Principals hosted an afternoon session with Dr. John Strang regarding self regulation in children and youth.

**Community Engagement and Partnerships:** Administrative staff will be attending the Mayor of Windsor's State of the City Address; Grade 8 Night sessions are beginning at all of our High Schools; Catholic School Council Commissioning Ceremony is scheduled for November 27<sup>th</sup>, trustees are welcome to attend; and the Accommodation Review Committees (ARC's) public meetings continue. The following dates have been scheduled: Riverside area, December 11, 6:00 pm at F.J. Brennan Catholic Secondary School; Central Windsor area, December 9, 6:00 pm at Catholic Central Secondary School; Tecumseh area, to be determined. Parent Involvement Committee (PIC) has invited administration to participate in an information evening regarding assessing report cards scheduled for January 2014 and PIC are also initiating a Special Education Mental Health evening for parents.

**Celebrating Achievements:** The Essex County's "Mathletes" was held November 12<sup>th</sup> at Assumption College Catholic School for grade 8 students.

Board Chaplain no comments this evening.

15. Remarks/Questions by Trustees  
Trustee Mastromattei congratulated Director Picard on his commitment to eliminate the operating deficit for the benefit of students in the years to come.  
Trustee Macri congratulated all staff, from the Director down, on the recent student achievement results to tonight's announcement of the elimination of the operating deficit and accumulated surplus.
16. Future Board Meetings: **While under Ministry Supervision-Co-Management Model, the Board meetings will be held on the fourth MONDAY of the month.**  
*Unless stated otherwise, all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor beginning at 7:00 p.m.*
  - Monday, December 2, 2013 (Organizational Meeting begins at 7:30 pm)
  - Monday, December 16, 2013
17. Closing Prayer – Fr. Brunet closed the meeting with a prayer.
18. Adjourn to Co-Management In-Camera meeting, if required: - *Not required.*
19. Adjournment - There being no further business, the Co-Management Board meeting of November 25, 2013 adjourned at 7:50 p.m.

*Original signed by J. Griffore, C. Geml, B. Holland and M. DiMenna*

**Janine Griffore**  
*Supervisor of the Board*

**Cathy Geml**  
*Associate Director of Student Achievement K to 12*

**Barbara Holland**  
*Chairperson of the Board*

**Mary DiMenna**  
*Vice Chair of the Board*





1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

## ORGANIZATIONAL MEETING

Monday, December 2, 2013 at 7:30 p.m.  
Windsor Essex Catholic Education Centre  
1325 California Avenue, Windsor  
(*Mass Assumption Chapel at 6:45 p.m.*)

### MINUTES

#### PRESENT

##### **Trustees:**

M. DiMenna	J. Macri
F. Favot	B. Mastromattei
B. Holland	J. McMahon
	L. Soulliere
F. Dellosa, Student Trustee	

##### **Other:**

Rev. M. Parent

##### **Regrets:**

Student Trustee M. Ellepola  
Rev. L. Brunet, Board Chaplain

##### **Administration:**

P. Picard (Resource)	E. Byrne	J. Shea
C. Geml	P. Murray	J. Ulicny
J. Bumbacco	S. O'Hagan-Wong	Sherrilynn Colley-Vegh
M. Iatonna	M. Seguin	

##### **Recorder:**

B. Marshall

1. Call To Order/Welcome - In accordance with Section 2.0 of the Board By-Laws, Paul Picard, Director of Education called the meeting to order at 7:29 p.m. and presided over the meeting until the election of the Chair.
2. Opening Prayer/Re-Commissioning - Fr. Parent opened the meeting with a prayer and led a re-commissioning prayer reaffirming trustees' commitment to the provision of Catholic education.
3. Recording of Attendance - All trustees present. Trustees Alexander and Courtney participated electronically. Student Trustee Ellepola was absent due to a prior commitment. Rev. Brunet was absent due to illness.

#### 4. Election of Chair

The Director of Education asked trustees to approve the appointment of two scrutineers.

**Moved by Trustee DiMenna and seconded by Trustee Soulliere that the Board approve the appointment of Rev. Mike Parent and Executive Superintendent Mario Iatonna as scrutineers.**  
*Carried*

As Presiding Officer, Director Picard invited trustees who wished to serve as Chair to stand and declare their candidacy. The following trustees declared their candidacy:

- Trustee Holland

After three requests by Director Picard inviting those who wished to stand to do so, there were no further declarations and the Director called that nominations be closed.

**Moved by Trustee Mastromattei and seconded by Trustee Macri that nominations for the position of Chair be closed.** *Carried*

Trustee Holland was acclaimed to the position of Chairperson.

At this point, Trustee Holland assumed the Chair and proceeded with election of the Vice-Chair.

#### 5. Election of Vice-Chair

Chair Holland invited trustees who wished to serve as Vice-Chair to stand and declare their candidacy. The following trustees rose and declared their candidacy:

- Trustee DiMenna

After three requests by Chair Holland inviting those who wished to stand to do so, there were no further declarations and the Chair called that nominations be closed.

**Moved by Trustee Favot and seconded by Trustee McMahon that nominations for the position of Vice-Chair be closed.** *Carried*

Trustee DiMenna was acclaimed to the position of Vice-Chair.

Vice Chair DiMenna addressed the Board:

“I am honoured to once again serve as Vice Chair of the Board. We need to work together with integrity, responsibility and accountability to re-establish ourselves as leaders in Catholic education. Student achievement and student success continue to be a top priority for our Board. I am proud to say our Catholic schools are serving our students well. Individually we are but one voice, but collectively we have the power to build one of the strongest Catholic school Boards in Ontario”.

#### 6. Chairperson's Address:

Chair Holland addressed the Board and thanked her colleagues for their continued support and endorsement. Chair Holland thanked the entire board staff for their dedication and contributions to making Catholic education such a success in Windsor and Essex County. Chair Holland commented

on the accomplishments of the Board over the past year thanking Ministry Supervisors Norbert Hartmann and Janine Griffore and outlined some of the challenges for Catholic education in Windsor and Essex County for the upcoming year.

7. Establishment of Committees - Chair Holland asked trustees to review the present list of Committee appointments and to contact the Executive Assistant with their preferences as soon as possible. Committee appointments will be confirmed at a future meeting.
8. Next Regular Meeting of the Board: Tuesday, December 17, 2013
9. Closing Prayer – Fr. Parent closed the meeting with a prayer.
10. Adjournment – There being no further business, the Organizational Meeting of December 2, 2013 adjourned at 7:46 p.m. at the call of the Chair.

*Not approved*

**Barbara Holland**  
*Board Chairperson*

**Paul A. Picard**  
*Director of Education & Secretary of the Board*

# LETTERS

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[OPEN NEWSROOM](#) / Letters

## PIC Proud of Achievements

Nov 28, 2013 - 11:53 AM EST

Last Updated: Nov 28, 2013 - 1:44 PM EST

**Re: What kids really need, opinion column, by Anne Jarvis, Nov. 13.**

In response to the column by Anne Jarvis from Nov. 13, 2013, the Parent Involvement Committee of the Catholic board would like to set the record straight on one point.

We are extremely proud of the academic achievements of our students and our board's commitment toward student achievement. Over the past few years, our board has made great strides in this area and should be applauded.

If you look at the data for the eight publicly funded boards in our region, the Windsor Essex County District School Board is at the top.

Our Catholic board has the highest scores in four out of six areas in the primary/junior division. Furthermore, this year's EQAO results put our board in the top third of the province at both the elementary and secondary schools.

In fact, our board's huge commitment to student achievement these past three years sees us within two per cent of being No. 2 in the province!

Our students continue to meet and exceed provincial standards and in areas where weaknesses are apparent, we dig deep and put strategies in place within our classrooms to ensure that every child continues to move forward.

Not only do our kids measure up, our Catholic system is providing world-class education. Our kids are happy.

They are learning and they are exceeding our expectations.

PIC is proud to be part of a board that makes student achievement their top priority.

*JASON LAZARUS, Chair, Parent Involvement Committee, Windsor Essex Catholic District School Board, Windsor*

# **School Board Efficiencies and Modernization**

***A Submission to the Minister of Education***

**November, 2013**



**Ontario Catholic School  
Trustees' Association**



Ontario Catholic School  
Trustees' Association

## OUR MISSION

Inspired by the Gospel, we provide leadership, service and a provincial voice for Catholic School Boards in promoting and protecting Catholic education.

## OUR VISION

In keeping with our Mission, the Ontario Catholic School Trustees' Association:

### OPERATIONAL VALUES

- **Embodies** and promotes the values and traditions of our Catholic faith in all Association activities.
- **Respects** the principles of democratic and accountable governance.

### POLITICAL ADVOCACY

- **Protects** the constitutional right of the Catholic community to govern, control and manage Catholic schools.
- **Promotes** education in our province that reflects the Catholic principles of social justice.
- **Advocates** for government recognition of the distinctive nature of Catholic education.
- **Advocates** for provincial policy, legislation and funding support that enable Catholic boards to provide quality Catholic education.
- **Influences** the strategic and political direction of the Ontario government and opposition parties regarding issues that impact Catholic education.

### INFORMATION & SERVICES

- **Provides** faith formation and professional development resources and opportunities for its members.
- **Provides** to member boards information and services that recognize their diverse circumstances and needs.

### COMMUNICATIONS & PUBLIC RELATIONS

- **Develops** effective structures that enhance communication and working relationships among OCSTA and its member boards.
- **Communicates** with member Boards and Catholic partners regarding relevant educational issues and OCSTA activities.
- **Promotes** public understanding of and support for Catholic education.
- **Celebrates** and **highlights** Catholic education's significant and continuing contribution to Ontario society.

### PARTNERSHIPS

- **Stimulates** ongoing visioning of how Catholic education partners can collaborate to serve the interests of Catholic education.
- **Builds** significant partnerships within and beyond the Catholic community in support of Catholic education.

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## **INTRODUCTION**

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 29 English-language Catholic district school boards. Collectively, these school boards educate approximately 600,000 students from junior kindergarten to grade 12.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for Catholic school boards in promoting and protecting Catholic education.

## **UNDERUTILIZED AND SMALL SCHOOLS**

### **Preamble**

Over the past number of years the government has provided supports to school boards to keep underutilized and small schools open. These supports are necessary for many of those small and underutilized schools which are in small remote communities or rural areas where transportation to nearby schools is impossible or may be detrimental to student learning. There are certainly situations where school closure or consolidation can be reasonable and not impact student achievement, however, opponents often use the fact that Ministry supports are in place to justify that those schools should remain open. The government could initiate a study, in consultation with representatives of school boards, to establish guidelines and or regulations that school boards would use to objectively assess the need for school closure or consolidation. Those guidelines and/or regulations should include:

- Minimum size for schools, both elementary and secondary
- Minimum utilization rates
- School condition and cost of future repairs/ upgrading
- Distance to nearby board owned schools.

Note that some of these criteria, particularly the distance to nearby schools, may be different depending on the geographic area. For example, the transportation distance and time guidelines to a nearby school should be different in an area with low to moderate annual snow fall accumulation compared to an area with above average snow fall accumulation.



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**Answers to questions:**

- 1) The school foundation grant and top-up funding could be provided only in circumstances where schools meet the criteria established above.
  - The school foundation grant funds in-school administration. The funding assumes that each school should staff a Principal and Secretary. There are examples where twinned schools or teaching principals can be effective. The clustering of schools is a process utilized by Special Services staff/programs. This model can be reviewed for Administration purposes as well.
  - The role of the School Secretary is important in the school. They have hands on, direct contact with the students and the parents on a regular basis. The role has changed over the years and professional development for school administrative staff would assist especially in the use of technology. For example, a significant amount of time is spent dealing with cash handling and financial duties. Introducing an on-line payment system for all schools/boards would help reduce time spent handling cash, however, boards do not have the funds to do this and where it can be implemented, the cost often is downloaded to the parents via user fees. In addition some rural areas do not have adequate internet access for such a robust system.
- 2) Financial support needs to be provided to those schools that are considered remote. Criteria to determine what schools are remote will vary depending on the geographic region and ability of the board to transport students to a nearby board owned school.
  - Trend enrolment information is required for Underutilized schools. Certain areas may be experiencing enrolment growth and new residential development, while other areas have reached capacity and will not yield further development.
  - Distance between underutilized schools and a nearby board owned school is key in ensuring that students will not be disadvantaged in getting to a new location. Limitations on duration of bus rides, road conditions and start times are required.
  - Conditions for urban and rural will also be different. Complex situations can exist in rural areas. In a rural setting there is less opportunity for partnerships to make use of underutilized space. Consider the proximity to other facilities such as arenas, gyms, recreation centers.
  - Class sizes in small and underutilized schools will generally be smaller. Additional teachers required due to small classes is often the major cost associated with small schools. Where it is necessary to keep these schools open some recognition should be

- 
- given to the cost of additional teachers. The *Remote and Rural Grant* should be reviewed to ensure it is adequate for the purpose intended.
- 3) A school closure process is largely political not financial. Guidelines that reduce the politics would assist in a more collaborative process. It can take up two years to complete the ARC process and close a school. Trustees in their second term of office are less likely to want to close a school in an election year. Establishing clear guidelines for funding small and underutilized schools would assist with the board's arguments for closing a school.
- In addition, the Accommodation Review process should be reviewed to simplify the process. A two tier process could be developed that distinguishes between situations that clearly meet the parameters established in the regulations versus those situations which may not meet those parameters but still, in the board's opinion, should be closed or consolidated.
  - Funding for the new or remaining school(s) must be guaranteed.
  - The message from the Ministry regarding the ARC process needs to be clear. Communities believe the Ministry wants to keep small and underutilized schools open. The emotional aspect of ARCs needs to be eliminated/reduced.
  - Legislating the process or providing regulations will encourage boards to follow through with the review process.
- 4) Funding for principals and secretaries could be provided based on schools meeting the criteria as noted above.
- The Ministry has invested in Safe Schools and Safe welcome programs, security, access and cameras in schools. This should be contributing to safer environments for students. Can the allocation for Vice-Principals be reduced given the strong controls for safety in place?
  - The School Foundation grant may be able to build on the rural/urban aspects of boards. Where urban boards have schools in close proximity could the ratios for staffing Principal and Vice-Principal be altered or reduced and encourage a 'hub' service or teaching principals?
  - Ministry of Education and other Ministries continue to download responsibilities on the schools – i.e. childcare, full-day kindergarten, Community Use of Schools, etc. This detracts the principal from the student achievement strategy.

- 
- 5) The barriers to change are often the parents and other local agencies in communities with small or underutilized schools. People in small communities, even those that may be within large municipalities, consider the local school(s) to be an essential part of the community. In some cases, the schools provide a community hall, recreation facility and playground. The closure of the facility is not just the closure of a school but the elimination of a community asset and loss of their identity as a community.
  - 6) Community Use of schools has introduced significant use of the school space – but usually only after hours. The guidelines should be reviewed to allow more day use of the facilities, although, this does introduce complications regarding access to students and the requirement of Criminal Reference checks.

## **DECLINING ENROLMENT SUPPORTS**

### **Preamble**

Declining enrolment grants support Boards in two ways: transitional support and ongoing support.

Transitional support cushions the impact of declines in enrolment, giving Boards an opportunity to make the necessary adjustments to the cost drivers, particularly staffing. All Boards benefit from this support when they experience decline. If the Ministry is considering reducing this type of support, Boards would require greater flexibility with respect to class size averages and caps which is currently an impediment to reducing cost.

Ongoing support would help Boards when it is extremely difficult to reduce costs due to a decline in enrolment. Small Boards and Boards with a predominance of small and underutilized schools are particularly in need of this type of support as there may be no viable option to close schools.

- 1) The impacts to grants resulting from declining enrolment is complicated and can have dramatic impact on boards in that situation. A review of all the grants needs to be thorough and detailed. The review should include both Ministry and board staff and any recommendations need to consider the impact on individual boards. The Ministry should study the possibility of providing ongoing declining enrolment support to Boards through the School Foundation Grant, for those schools in decline that adhere to the previously mentioned criteria (see Small and Underutilized Schools) of:
  - Minimum size
  - Minimum utilization
  - Maximum Facility Condition Index
  - Minimum distance to nearby Board-owned schools.

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- 2) The determination of which grants could be restructured from on-going to transitional should be included in the study mentioned above. A study of the possibility of new transitional and ongoing support grants should be considered by the Ministry of Education to support Boards establishing an Administrative Shared Services model. Participation/eligibility would be voluntary, denominational rights protected and full cost recognition would be important guidelines for such a study. The study could include a review of enrolment based grants versus fixed grants.

Transportation and Special Education Grants cost structures are complex and not neatly tied to enrolment and therefore further study would be required before any steps could be taken to reduce the support given to Boards for declines in enrolment.

- 3) Expanding e-learning has the potential of reducing costs at the secondary level. This issue may not be effective for elementary schools and students as a viable way to reduce cost. The schools that would benefit the most would be smaller, rural secondary schools. Therefore broadband and connectivity would have to be sufficient to reach all areas of the province, especially some of the remote and rural areas. The Ministry should study further how best to provide the necessary and affordable bandwidth to every student in Ontario.

## **IMPROVED ACCOUNTABILITY**

### **Answers to questions:**

- 1) The effectiveness of EPO programs is hindered by the number programs, the extensive reporting and the size of the grants. Providing fewer but larger grants with guarantees of multi-year funding would enhance the effectiveness of the program and reduce reporting. The EPO grants could also be rolled into the GSN. Boards could be required to submit one report each year to identify student achievement results, which is the major accountability factor.

In most cases, EPO funding requires a contract to be completed by boards that detail how the funds will be used in the system. The Ministry should be able to rely on this report that the board will follow-through. The Regional Internal Audit Team can be involved with periodic review of how boards utilize the EPO funds which would eliminate the need to submit interim and final reports to Ministry.

An additional input field in EFIS can be used to track total EPO Funds received and total EPO spending.

- 2) Targeted GSN funds must be treated like all other GSN funds. It's up to the board to meet its obligations and report the use of all GSN. Specific allocation of spending for target GSN can be included in the EFIS.

- 3) Linking results to reporting requirements may produce unintended results. For example, if a board consistently has a deficit financial position there is no link to academic results. The deficit could be tied solely to benefit costs / contractual obligations / operational or maintenance needs.
- 4) Reduction of demographic-based grants which change as demographics change is problematic for boards. Often these grants are tied to staff and any reductions may cause staff reductions. Phasing in such changes helps boards who experience a loss in funding but disadvantages boards whose demographics indicate a real need for additional resources. A fund to allow a phasing of reductions but provide immediate support where increases are warranted may provide a solution.

## **SHARED EFFICIENCY SAVINGS**

### **Preamble**

Shared efficiency initiatives can take different forms. The concept of shared service arrangements has been discussed. Those arrangements, typically, involve numerous organizations coming together to address common needs or operations in order to capitalize on the benefits of scale that result from pooling or consolidating resources.

Shared services involve standardizing and managing process performance through defined service level agreements.

Ontario school boards face financial pressure and budget constraints. Many core functions are repeated in various versions/systems/processes across the sector. An extensive study recently completed concluded that there are some benefits of a shared services model, although the costs to implement may be a barrier. The extensive work done for this study could be the basis for further research on shared services in select areas of the province.

From the study, identified savings were contingent on thorough implementation planning and sound execution. The shared services opportunity would not be achievable without Ministry leadership, resources and support. Many of the opportunities identified in the study could be scaled across the province. A shared services opportunity would require addressing key risks, including the legal barriers presented by collective agreements, and the need for significant funding of implementation costs. Critical success factors for implementing shared services:

- centralized leadership/strong leadership and effective governance is needed
- legislation: legal barriers could hinder the opportunity
- implementation financing: significant investment is required
- opportunities outside of board administration i.e. technology

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Key benefits typically realized by organizations that have moved to shared services environments:

- gain economies of scale and reduce costs
- Standardize processes
- Improved service levels

**Answers to questions:**

- 1) Shared efficiency initiatives can also include joint initiatives between school boards and the Ministry. Whether among school boards or in partnership with the Ministry the efficiency measures must be economically beneficial to all parties involved. Significant savings must accrue to the school boards to entice those boards to participate and take ownership of the efficiency measures.

Shared savings initiatives usually have significant upfront costs. Boards need to have access for infrastructure and set-up costs for such programs. Other impediments include loss of autonomy and control over policies and procedures. There are several examples where school boards have developed shared services such as the Ontario School Boards' Insurance Exchange (OSBIE), the School Boards' Cooperative Inc. (SBCI) and Catholic School Boards' Services Association (CSBSA) as well as various local procurement consortia. The Ontario Education Collaborative Marketplace (OECM) is an example of a government initiated program that has significant promise, however, there has not been significant uptake by school boards. The reasons are not clear but a survey to determine the barriers to school boards joining OECM may be helpful. It should be noted that many shared savings initiatives would involve the use of technology to improve efficiency but the use technology itself would not necessarily achieve significant savings. Administrative costs are largely related to staff, therefore significant savings can only be achieved by reducing staff. This is problematic as the recent MOUs and collective agreements contain restrictions to reducing staff complements.

- 2) Incentives, through sharing of savings with the province or other such sharing, for boards to develop voluntary shared savings initiatives would encourage boards to seek out those initiatives. The Ministry could solicit voluntary proposals from boards and those proposals could include the sharing of savings which could, initially, favour the school board and then diminish over time.

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## **E-BOOK AND E-LEARNING**

### **Answers to questions:**

1. To require all students to complete a course by e-learning would require access for all students to appropriate devices and bandwidth. If students do not have a device or sufficient bandwidth at home, then options to complete course requirements at home would be inequitable compared to students who did have home access. Students would need to ensure that for at least that one course, they were able to find access to the online resources. For some, this could pose some difficulty if they have limited access at school or at home. As such access might need to be provided after-hours at the school or a local community centre.

For the majority of teachers not participating in that 'one course' the implications would initially be small. If successful, and e-learning opportunities were expanded there would be pressure on teachers to increase their use of e-learning tools. Professional development and access (devices, bandwidth) for teachers would be needed.

E-learning may not be suitable for all students. Teachers would need to determine if e-learning was appropriate for a particular student. For some students it may be a more engaging way to learn and would provide an opportunity to begin work in an environment that will provide essential skills as they move either to the workplace or higher educational institutions.

2. Rich, robust e-books and the use of assessment of and for learning opportunities would provide an efficient way to deliver content to the student at the appropriate reading level and could enhance the learning experience. Today, many e-books are simply digital forms of the traditional text book which may not support this goal. Those e-books that are more advanced and functional, and able to deliver a richer experience, however, may be prohibitively expensive.

Assuming the e-learning course has been constructed by embedding rich instructional practices such as assessment FOR and AS learning, and differentiated instruction, the course will enable personalization and precision beyond what many courses today currently provide. In addition, the ability to provide a standard, vetted course that has been co-constructed by instructionally strong teachers will enable all students in the province regardless of location to participate in a rich and high quality learning experience. They will also all have access to the same information and learning opportunity, which is not guaranteed when content is delivered by hundreds of different teachers.

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### 3. **Barriers to e-books**

- Current access to computers/devices could be an inhibitor - either at school or home
- Bandwidth could also be an inhibitor to access, especially for rural students at home. This is particularly true when e-books are highly interactive.
- Currently full function e-books are proprietary to a specific device – which further limits generally available access or increases the access challenge.
- They have not proven to be less expensive to buy from publishers to date
- Some students prefer to work with printed materials and to take notes on the ‘margins’. This would mean that some would likely be printing more than expected. This change in acceptance to digital may take time for this ‘cultural’ and/or preference change to take root.
- onerous USER ID and license tracking management requirements.

#### **Barriers to e-learning**

- Current access to computers/devices could be an inhibitor - either at school or home
- Bandwidth could also be an inhibitor to access, especially for rural students at home
- Might not be appropriate for the learning styles and/or needs of the student

### 4. **Opportunities to improve efficiencies with e-books**

- More robust content (this is a possibility but not a given)
- Easier to update – resulting in more current and accurate information being available
- Anywhere / anytime access
- Lighter/less impact on students in terms of carrying them
- Tighter integration into e-learning courses with interactive links from one to the other
- Positive impact on the environment in terms of paper requirements



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**Opportunities to improve efficiencies through e-learning:**

- May fit in with a student's schedule more easily so that they can work part-time, participate in other extra-curricular activities, care for someone in their home, etc.
- May fit in with a teacher's schedule more easily so that they can have more flexible working conditions that might for example, enable them to care for someone in their home or participate in other school-related activities more easily (i.e. coaching, mentoring, etc.)
- Can deliver courses to students who would otherwise not have the opportunity to take it given the number of students within the school or district interested in taking it.
- Can offer students the opportunity to collaborate with and learn from teachers and students that they otherwise would not have met.
- Potentially a reduction in the number of staff required to meet the needs to deliver a course. However, if the teacher is using rich instructional practices and providing the types of coaching, mentoring and facilitating that is recommended in any 21st Century environment, there is the potential that they will be unable to interact with any more students than they currently do in the traditional bricks and mortar classroom.
- Potential to have more equitable, standardized, quality courses co-constructed by 'master' teachers and delivered to all students in the province regardless of location.
- Positive impact on the environment as the resources used in the delivery will largely be digital (i.e. students will use online digital resources and submit electronically, thereby reducing paper / printing costs)
- Assessment AS, OF and FOR learning may be enhanced as the learning is digital and analytic, tools can more easily be applied to the work being completed to understand where the student is / how they are progressing / what additional supports may be needed.
- Opportunity to work with teachers who will be teaching this course to improve practice, particularly with respect to online learning and effective instructional strategies in distance learning

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**Other Comments:**

- 1) Boards could be required to identify programs that are suitable for e-learning and develop a proposal to establish the infrastructure and provide training. The Ministry could review proposals and provide some funding to boards. Some of the opportunities could include joint proposals from two or more boards.
- 2) In addition, there are opportunities to use existing technologies that students may have, such as laptops, hand-held devices or e-books. Publishers could be required to offer electronic versions of textbooks and other curriculum material that could be downloaded directly to the student's device or to a "cloud" where the student could access it. That electronic material could be updated regularly as new material becomes available.
- 3) The use of libraries should be reviewed including the staffing of libraries, much of which is required by collective agreements. Many collective agreement provisions have been in place for many years and technology has changed significantly in that time.

**NEW TECHNOLOGIES****Answers to questions:**

1. Electronic workflows and forms can reduce paper and manual effort required for processing. More robust and consistent content means more effective delivery of program material. Anywhere anytime access means student don't need to rely on and take teacher's time to get access to material and information. Advanced analytics can measure and determine effectiveness of interventions, assessments, certain resources, instructional processes – allowing a district to then eliminate ineffective ones and reduce wasted spending
2. One of the major barriers is the cost to provide access (devices/infrastructure). Districts need to be prepared to purchase enough devices to ensure equitable access. By comparison to other public sectors the K-12 sector typically provides less than 1% of operating budgets for devices, software, infrastructure and other technology expenditures. Other public sectors provide approximately 4% of operating budgets for technology. This funding gap while understandable, dramatically limits the potential of technology to truly reform the sector.

School boards are unable to fund, construct and deliver district-wide professional development to all teachers for any given type of reform – from new instructional processes through to new technology uses. Until this funding and human capacity issue is addressed all system-wide or provincial-wide reforms will be limited at best.

### 3. **Bring Your own Device (BYOD)**

- Use of students own devices, so districts can potentially reduce spending on devices, creates an equity issue. If a district has to provide enough devices for say 15% of their students who can't bring a device to school than any potential savings are lost.
- May force (encourage) staff to embrace technologies in their classroom
- Need for ongoing professional learning to support teachers and other staff.
- There will also be a need for boards to provide service to allow all devices access to school servers.

### **Cloud-Based Learning Environments**

- Staff can access applications and resources outside of school in order to plan or perform certain tasks anytime/anywhere
- Ability of all students to have the appropriate access outside of school that would enable them to take advantage of cloud based learning wherever they are
- Selection of digital resources that support the learning will run “potentially” across all platforms.

Even today all browsers and all cloud-based applications are not created equally – so while they all should run regardless of the device – there are still some instances where this is not the case.

- There will be a need for ongoing professional learning to support teachers and other staff
  - Provides potential for a provincial digital repository that is used by all school districts in the province and that will encourage collaboration and sharing
  - Some cloud-based applications (such as email) are currently advertised by some providers as being available for “no charge” as far as licensing is concerned and most of the technical support. There are “hidden” costs such as the networking and internet costs to get access to these “free” applications (see comments under *Shared Efficiency Saving*).
  - There are risks associated with cloud based environments including privacy of staff and student information
4. OECM is already in place as a provincial buying group to maximize the financial benefits at a provincial level. This has proven to be somewhat ineffective as it is difficult to ensure that the OECM price is lower than offerings available from other vendors in the marketplace. Also for this concept to have a more significant impact, use of it needs to be mandated.

**Other Comments:**

There are several uses for new technology which would assist school boards to be more efficient in administration and program delivery. Examples are:

- 1) Some administrative applications and related IT services and support could be centralized on a province-wide basis:
  - Student Information System (SIS)
  - Data Warehouse
  - eMail
  - HR
  - Finance and Payroll

Services should not be centralized to one vendor. Competition between vendors is necessary to optimize pricing and support services. While having one vendor in the province may not be practical, or advisable, once centralized with 2 or 3 vendors these applications could then be “cloud enabled” where the running and management of the IT data centre could be outsourced to companies who specialize in hosting and/or managing IT systems. School districts should then be able to use these software applications as a “service” vs. hosting and maintaining them themselves.

- 2) Consider removing all PC-based applications from the OSAPAC (Ontario Software Acquisition Program Advisory Committee) list, as they drive a significant amount of support costs and do not work on most BYOD devices. Standardize on Web applications only.

Further the province could mandate that all applications (not just the OSAPAC applications mentioned above) used in K-12 must be web based (except secondary school specialty applications). This would significantly reduce technical support costs and create an environment where essentially any device or operating system would be able to run the software. While this would reduce costs there would be objections to not be able to use “Apps” which are now being downloaded from the Apple store (iTunes) or the Google store (Google Play), etc. as they often only run on proprietary devices.

- 3) Create and implement a Google, Microsoft Office 365 and Desire 2 Learn (D2L) USER ID for each student in the province. This would save significant time, energy and licensing costs that districts are currently incurring as they are each trying to do this, or part of this, on a district by district basis. If there were a centralized provincial SIS system (see point 1 above) then doing this would be significantly easier than it is to do in the current environment.
- 4) Mandate that ORION (Ontario Research and Innovation Optical Network) be used in all school districts for providing network and internet bandwidth. It is a less expensive pipe (i.e. bandwidth) to internet applications like YouTube, Google and Microsoft than other alternatives.
- 5) Providing a mobile computer or tablet for every teacher and teaching professional in the province would create significant savings in paper costs because all workflows, forms and processes that today require paper and manual efforts to process that paper, could be automated and made

electronic. And since every educator would have a device everyone could participate in the new digital processes, so the all duplicate “paper-based” processes could be discontinued. Obviously, there is a significant front end cost, but that cost would be saved in a relatively short period of time.

- 6) Rather than rely on e-books that have the above listed barriers, leverage and mandate the use of the provincial Learning Management System (LMS) and Learning Object Repository (LOR) that is already in place from eLearning Ontario (eLO). eLO has already implemented a province-wide standardized product for these functions. The provincial standard is based on a product called Desire 2 Learn (D2L).
- A lot of content is already available in this LMS and LOR.
  - 125 secondary English-language and 79 French-language e-learning credit courses have already been developed and are available for any district to use.
  - New functionality even allows a district to have their own “view” of the repository so they can focus on just the learning objects created or selected by their district – but if wanted they can share these resources with any other district in the province.
  - By using these tools all districts could develop or assemble exemplary digital learning resources and potentially dramatically reduce the need to purchase traditional print-based text books.

### **Summary**

Some comments on program delivery have been addressed in the preceding section. Some of the newer technologies require staff time and expertise to investigate and develop. Some boards, particularly smaller boards, may not have the necessary staff resources. A collaborative venture involving several boards as well as technology consultants would assist in the developing processes using more advanced technologies.

Adopting BYOD and cloud-based environments requires that a board have expertise in various technologies and requires sophisticated security. For some families, providing students with their own device may not be financially feasible. Addressing those needs is paramount to achieving student achievement opportunities for all students.

The reduction in the classroom computer portion of the Pupil Foundation Grant has caused boards to reduce their technology initiatives in schools. Restoration and enhancement of the grant is necessary for boards to take advantage of new technologies.

The best way to address barriers is to establish a collaborative process involving stakeholders and expert consultants. This advisory group could also investigate possible joint procurement of technology related goods and services.

**OTHER – Getting the Balance Right**

There are other areas, such as Special Education, that need to be addressed. The High Needs Amount has not changed to keep pace with the increasing number of students needing IEPs or other specialized services. The components of the Pupil Foundation Grant should be reviewed to ensure the grant reflects the current classroom supports required in today's schools.

As previously stated, wide consultation with stakeholders and expert consultants is necessary. Each potential initiative under the "Efficiency and Modernization" umbrella cannot be viewed in isolation. The impacts of changes in one area may affect other areas and the overall funding of school boards needs to recognize the changing needs of schools. Much has already been done by school boards to achieve efficiencies without negatively impacting student achievement. We should look to build on those successes as well as discussing new initiatives.

**School Trustees' Association**  
**BOARD OF DIRECTORS**

**2013-2014**

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Ontario Catholic School  
Trustees' Association





1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

<b>Meeting Date:</b> December 17, 2013
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## BOARD REPORT

**Public**       **In-Camera**   
**PRESENTED FOR:** Information       Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Director of Education  
Cathy Geml, Associate Director of Education

**SUBJECT:** **PARENT INVOLVEMENT COMMITTEE -  
AMENDMENTS TO TERMS OF REFERENCE**

### RECOMMENDATION:

**That the Board approve the amended Terms of Reference for the Windsor-Essex Catholic District School Board Parent Involvement Committee.**

### SYNOPSIS:

Pursuant to *Ontario Regulation 612/00 School Councils and Parent Involvement Committees*, the Windsor-Essex Catholic District School Board Parent Involvement Committee was established by the Board at its Regular Board meeting of January 25, 2011.

### BACKGROUND COMMENTS:

In accordance with Section 16.0 of the PIC Terms of Reference;

- the Terms of Reference will be reviewed on an annual basis;
- two-thirds of the voting PIC membership is required to change the Terms of Reference;
- Terms of Reference are to be submitted to the Board for review and approval.

At its meeting of October 23, 2013, in consultation with the Board Chair and senior administration, members reviewed and amended the attached Terms of Reference.

At this time, it is recommended the Board approve the Terms of Reference as presented.

### FINANCIAL IMPACT:

N/A

### TIMELINES:

N/A

**APPENDICES:**

- Amendments to the Terms of Reference for the Windsor Essex Catholic Schools Parent Involvement Committee

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	December 3, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	December 3, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	December 3, 2013

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Windsor-Essex Catholic District School Board



## WINDSOR ESSEX CATHOLIC SCHOOLS PARENTAL INVOLVEMENT COMMITTEE TERMS OF REFERENCE (BY-LAWS)



### **PREAMBLE**

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The Parent Involvement Committee of the Windsor-Essex Catholic District School Board is established under subsection 33 of Ontario Regulation 612/00 *School Councils and Parent Involvement Committees* made under the *Education Act*. The Parent Involvement Committee (PIC) is a parent-led committee that is advisory in nature and governed by Ontario Regulation 612/00 *School Councils and Parent Involvement Committees* made under the *Education Act*, and the policies and regulations of the Windsor-Essex Catholic District School Board.

Members of the Parent Involvement Committee (PIC) are valued partners of the Windsor-Essex Catholic District School Board. The PIC will champion and demonstrate a commitment to parental engagement at home, school and parish, contribute to effective meetings, participate in sub-committee work, represent the broad parent interest with respect to all PIC work and deliberations, and provide input/feedback and raise issues as a representative of a Board Committee.

### **1.0 MANDATE**

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- 1.1 The purpose of the PIC is to support, encourage and enhance parent engagement at the board level in order to improve student faith formation, achievement and well-being.

### **2.0 PURPOSE**

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- 2.1 The PIC shall achieve its purpose by:
- providing information and advice on parent engagement to the board
  - communicating with and supporting school councils of the board;
  - promoting collaborative partnerships between home, school and parish; and
  - undertaking activities to help parents of students of the board support their children's learning at home and at school.
- 2.2 The PIC shall:
- a. develop strategies and initiatives that the board and the Director of Education could use to effectively communicate with parents and to effectively engage parents in improving student faith formation, achievement and well-being;
  - b. advise the ~~board~~ Board of Trustees and the Director of Education on ways to use the strategies and initiatives referred to in 2.2 (a) above;

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- c. communicate information from the Ministry to school councils of schools of the board and to parents of students of the board;
- d. work with school councils and, through the Director of Education, with employees of the board to:
  - i. share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning,
  - ii. identify and reduce barriers to parent engagement,
  - iii. help ensure that schools of the board create a welcoming environment for parents of its students, and
  - iv. develop skills and acquire knowledge that will assist the PIC and school councils with their work; and,
- e. participate in the promotion, application and implementation of grant applications and projects funded under the Ministry of Education Parents Reaching Out (PRO) Programs and offer advice in the use of other types of parent involvement funds provided by the Ministry of Education.

### 2.3 Consultation:

- a. **Consultation by Board:** The ~~board~~ Board of Trustees may solicit and take into consideration the advice of the PIC with regard to matters that relate to student faith formation, achievement and well-being. The ~~board~~ Board of Trustees shall inform the PIC of its response to advice provided to it by the committee.
- b. **Consultation by Ministry:** The Ministry may solicit and take into consideration the advice of the PIC with regard to student achievement and well-being.
- c. **Consultation by Parent Involvement Committee:** The PIC ~~involvement~~ may solicit and take into consideration the advice of parents of students enrolled in schools of the board with regard to matters under consideration by the committee.

## **3.0 MEMBERSHIP**

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### 3.1 GENERAL MEMBERSHIP:

- It is expected that the membership of the PIC shall reflect the diversity of the Windsor Essex Catholic school community. The objective is to create a balanced membership from each family of schools reflecting an elementary / secondary balance, with consideration of ethnic / cultural / socio-economic background.
- A majority of PIC parent members as well as the Chair and Vice-Chair shall have Catholic School Trustee qualifications.

Catholic School Trustee Qualifications:

- is a Canadian citizen
- is Roman Catholic

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- is at least 18 years of age,
- is a separate school board supporter and qualifies as a separate school elector for the English-language district school board.
- Parent members shall constitute the majority of the PIC.
  - i. a person is qualified to be appointed or elected as a parent member if she/he is a parent or guardian of a child who is enrolled in a school of the board
  - ii. a parent member may be an employee of the board and shall at his or her first PIC meeting, inform the committee of his or her employment with the board.
- Community representatives shall not be members or employees of the board. Preference may be given to community representatives who are not parents/guardians of a child enrolled in a school of the board.
- One and two-year terms run from September 1 to August 31. A member of the PIC may serve for more than one term by utilizing the appropriate appointment and discernment process outlined in Section 4.

### 3.2 VOTING MEMBERSHIP:

- a. The voting membership of the PIC will consist of the following:
  - ~~Ten~~ Fifteen parent members who shall serve a one or two-year term (to ensure continuity the PIC shall strive to have four (4) two-year term parent representatives at all times)
    - One parent representative from each Family of Schools (8 total parent representatives: ~~5 elementary and 3 secondary~~)
    - One parent of a student(s) who is an English language learner
    - One parent of a student(s) with special needs
    - One OAPCE representative with a student in school system
    - One representative of the St. Michael's Community
    - Up to 3 At Large members whose duty will be to fulfill any vacancies representing school families.
  - Three community representatives who shall serve a one-year term
    - One Diocesan representative
    - One representative from the local post-secondary community
    - One representative from the community "at large" ~~with consideration given to a representative from the "newcomer" community~~
- b. ~~Alternate Parent Members: Three parents will be appointed to serve a one-year term as "alternate" members when needed to replace parents when an absence is unavoidable (the alternate parent members will be selected "at large" and must hold the qualifications to be a Catholic school trustee.) When called upon, an alternate member will advise the Chair of his or her status at the beginning of each meeting in order to have voting privileges. Positions that are not filled will not be counted against quorum.~~

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- c. In the event that no parent comes forward to represent a particular family of schools, a parent interested from another family of schools may be chosen to represent it as an "at large" member with full voting privileges. Preference will always be given to a local representative and the term of a member not representing his or her own district will be limited to no more than one year.

### 3.3 NON-VOTING MEMBERSHIP:

- a. The Board shall appoint the following to the PIC:
- the Director of Education (once appointed the Director of Education may delegate any or all of his powers to a Supervisory Officer under subsection 46 (1), O. Reg. 612/00);
  - one Trustee, appointed by authority of the WECDSB Operating By-Laws (once appointed the trustee may delegate to another trustee under subsection 46 (2), O. Reg. 612/00). The term of office shall be determined by the board;
- b. ~~One-year term appointments of additional non-voting members will include:~~
- one Superintendent of Education (in addition to the Director's delegate, if applicable) to ensure a balance of perspective for Student Achievement K-12;
  - one Vice-Principal, preferably the Vice-Principal of Safe Schools, appointed through the Director of Education or superintendent designate.
- e. ~~An appointment to the PIC under 3.3 (b) above, is of no effect unless the person agrees to the appointment.~~

## **4.0 MEMBERSHIP DISCERNMENT AND APPOINTMENT PROCESS**

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### **Parent Members, Alternate parent Members, and "At large" Community Representative Voting Parent Involvement Committee Members**

Parent members, ~~"alternate" parent members~~ and the "at large" community representative will be appointed to the PIC utilizing an "invitation of interest" and discernment process.

- 4.1 ~~Prior to the end of February each year, the PIC will review its membership needs and strike a Membership Sub-Committee that shall include the Chair, Vice-Chair, the Director of Education or superintendent designate and one community representative elected by the voting PIC members. On September 1<sup>st</sup>, the chair/vice chair or delegate shall solicit nominations by contacting each school Principal who is then responsible for notifying the school CSAC Chair and membership of any vacant PIC positions. The deadline for applications is October 15.~~
- 4.2 The Membership Sub-Committee will process an "invitation of interest" (Appendix A) and discernment process for additional members as determined by the PIC. Following the "invitation of interest" process The Membership Sub-Committee will also be responsible for recruiting those members where membership gaps continue to exist.

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- 4.3 The “invitation of interest” for membership positions will be ~~communicated in a variety of methods, which may include, but are not limited to:~~ solicited by the office of the Director of Education through the Principal and CSAC councils.
- ~~a. advertisements in school, school council, or parish newsletters~~
  - ~~b. advertisements in local newspapers with general circulation in the geographical jurisdiction of the board~~
  - ~~c. advertisements on radio or television stations that broadcast in the geographical jurisdiction of the board~~
  - ~~d. notices in schools and parishes~~
  - ~~e. notices on the board’s website and on the websites of the board’s schools~~
  - ~~f. synervoice messages.~~
- 4.4 ~~The Membership Sub-Committee will review the “invitation of interest” forms through a discernment process and provide their recommendations to the PIC prior to last meeting in May of each year.~~ Invitation of Interest Applications will be distributed to all voting members who will use the discernment process to evaluate the applicants and vote via secret ballot. The Chair and Director of Education (and/or his designate) will count and destroy the ballots.

#### 4.5 **Discernment Process: Gifts, Qualities and Experience of Members**

The discernment process for parent members, alternative parent members as delineated in Section 3.2(a) and (b) above, and the “at large” community member(s), shall consider the gifts, qualities and experience the individual has to enhance the PIC’s efforts in promoting effective parent involvement, enabling parents to play a stronger role in supporting student faith formation, achievement and well-being. Gifts, qualities and experience to be considered include, but are not limited to:

- a “students first” attitude and a strong commitment to Catholic education;
- parish/community involvement;
- volunteer experience (school and community);
- interest in working with parents and staff to support School Councils and parent development;
- diversity of ethnicity and/or language;
- advocacy skills (e.g., cultural, racial, poverty, physical and intellectual abilities);
- facilitation skills related to group dynamics;
- a respect for self, others and the environment.

- 4.6 Annually, at its meeting in ~~May~~, October, the PIC shall review the Membership Sub-Committee’s recommendations and make the necessary appointments, by motion, for the next school year.

#### **Appointment Process for Diocesan and Post-Secondary Community Representatives:**

- 4.7 The annual appointment process for Diocesan and Post-Secondary Community representatives shall be coordinated by the Director of Education or superintendent designate prior to the PIC May meeting. In as much as possible, the Diocesan and Post-

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Secondary Community representatives will possess the gifts, qualities and experience articulated under Section 4.5.

- 4.8 The Diocesan representative is to be appointed through the Diocesan Office in consultation with the Director of Education or superintendent designate.
- 4.9 Post Secondary Representative to be appointed through the Office of the Dean / President, preferably alternating representation between the local college and university faculty, in consultation with the Director of Education or superintendent designate.

## 5.0 VACANCIES - DURING A MEMBERS APPOINTED TERM

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- 5.1 ~~In the event that an individual appointed to the PIC under subsection 3.2 (a) above vacates his or her position during their appointed term, the PIC shall appoint, by motion, another individual to the position for the remainder of the term. In the case of a replacement parent member, the PIC shall appoint a parent from its three alternate parent members. Officer vacancies shall be filled at the first meeting in which the vacancy occurs in accordance with the procedures set out in this section.~~
- 5.2 In the event that an individual appointed to the PIC under subsection ~~3.3~~ 3.2 (a) above vacates his or her position during their appointed term, the PIC shall appoint, by motion, another individual to the position for the remainder of the term.
- 5.3 In the event that an individual appointed to the PIC under subsections 3.3 ~~(b)~~ (a) above vacates his or her position during their appointed term ~~on the PIC~~, the Board **may** appoint another individual to the position.
- 5.4 A vacancy in the membership of the PIC does not prevent the committee from exercising its authority.

## 6.0 OFFICERS

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- 6.1 The PIC shall have the following officers:
- a. **Chair** - only parent members with a two-year term and who have Catholic School Trustee qualifications are eligible to be elected to the position of Chair.
    - i. The Chair shall be elected by a nomination or acclamation process for a two-year term **by the voting members of the PIC** at the first meeting of the committee in each school year that there is a vacancy in the office of Chair.
    - ii. An individual may not serve more than two consecutive terms as Chair of the PIC.
    - iii. An individual who has served one term or two consecutive terms as Chair may be re-elected as Chair of the PIC provided at least one two-year term has elapsed since his or her last term as Chair.



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- b. **Vice-Chair** - only parent members who have Catholic School Trustee qualifications are eligible to be elected to the position of Vice-Chair.
  - i. The Vice-Chair shall be elected by a nomination or acclamation process for a one-year term **by the voting members of the PIC** at the first meeting of the committee in each school year.
  - ii. An individual may not serve more than two consecutive terms as Vice-Chair of the PIC.
  - iii. An individual who has served two consecutive terms as Vice-Chair may be elected to the position of Chair for one term.
  - iv. An individual who has served two consecutive terms as Vice-Chair may be re-elected as vice-chair provided at least one one-year term has elapsed since his or her last term as Vice-Chair.
  
- e. ~~**Secretary** — The position of secretary shall be held by the Director of Education or superintendent delegate. An employee of the board will be provided to record the minutes of the PIC Meetings.~~

~~6.2 — Officer vacancies shall be filled at the first meeting in which the vacancy occurs in accordance with the procedures set out in section 6.1 above.~~

## 7.0 DUTIES

---

7.1 The Chair shall:

- a. act as official spokesperson for the committee in communicating with the Director of Education, the ~~board~~ Board of Trustees, and the Ministry of Education;
- b. plan the agenda in collaboration with the Director of Education or superintendent delegate;
- c. chair the PIC meetings;
- d. be diligent in ensuring that any views presented in the capacity of PIC Chair represent fairly the position of the PIC;
- e. communicate regularly with Catholic School Councils;
- f. liaise with Parental Involvement Committees from other school boards to keep informed about local and provincial issues related to parental engagement.

7.2 The Vice-Chair shall:

- a. assist the Chair in the discharge of his/her duties and perform such other duties as may be required by the PIC;
- b. in the absence of the Chair or in the event of the Chair's inability to serve, assume the duties of Chair;

7.3 ~~The Secretary~~ The Chair, Vice-Chair or delegate shall ensure that:

- a. notice of each meeting is provided to all members of the PIC at least five days before the meeting by delivering a notice to each member by e-mail or regular mail and by posting a notice on the board's website;

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- b. minutes of all PIC meetings and records of all of its financial transactions are recorded and retained in accordance with the policies of the board;
- c. formally submit a copy of all approved minutes to the Windsor-Essex Catholic District School Board for placement on the public board meeting agenda;
- d. minutes are posted on the board's website for a minimum of four years and distributed electronically to the Chair of each school council of the board;
- e. the logistics and arrangements are made for meeting facilities that the board considers necessary for the proper functioning of the committee;
- f. a current list of PIC members, including contact information, is maintained.

#### 7.4 All members of the PIC shall:

- a. demonstrate a firm commitment to Catholic education and support, in action and words, the Philosophy and Goals of the board;
- b. adhere to the Code of Ethics/Guiding Principles illustrated in 12.0;
- c. champion and demonstrate a commitment to parental engagement;
- d. contribute to productive meetings;
- e. participate in sub-committee work;
- f. represent the broad parent perspective with respect to all PIC work and deliberations;
- g. provide input/feedback and raise issues as a representative of a Board Committee.

## 8.0 MEETINGS

---

- 8.1 **General:** A "meeting", in respect of a parent involvement committee, does not include a training session or other event where the council or the committee does not discuss or decide matters that it has authority to decide.
- 8.2 A meeting of the PIC cannot be held unless,
- a. there is a quorum in attendance. A quorum is fifty percent (50%) +1 of members, but at all times the majority of those present must be parent members. ~~When a parent member absence will affect a quorum, the Chair will contact an "alternate" parent member to attend the meeting to ensure a quorum is present. An alternate member will advise the Chair of his or her status at the beginning of each meeting in order to have voting privileges.~~
  - b. the Director of Education, or the person designated under subsection 46 (1) of O. Reg. 612/00 is present; and
  - c. the Board Trustee who sits on the committee, or the person designated under 46 (2) of O. Reg. 612/00 is present.
- 8.3 The PIC shall meet four (4) times per year between ~~September~~ October and June. ~~Meetings will normally be scheduled the last Thursday of September, November, February and May and begin at 6:30 p.m.~~
- 8.4 Notice of each meeting shall be provided to all members of the PIC at least five days before the meeting by delivering a notice to each member by e-mail or regular mail and by posting a notice on the board's website.

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- 8.5 PIC meetings may be held at the Catholic Education Centre or in a location that is open and accessible to the public and where reasonable efforts have been made to enable members to participate fully in meetings of the PIC by electronic means.
- 8.6 ~~**PIC MEMBER ATTENDANCE:** The expectation is that PIC members will endeavor to attend meetings. A member who participates in the meeting through electronic means shall be deemed to be present. When absent, regrets should be made to the Chair within 48 hours of the meeting so that arrangements can be made for attendance by an "alternate" parent member if required.~~

The modern edition of "Robert's Rules of Order" shall govern all procedural matters not specifically referenced in this Terms of Reference.

- 8.7 Additional employees of the board, as determined on a needed basis, may be invited to attend, participate and resource meetings of the PIC in a non-voting capacity through consultation with the Director of Education.

## 9.0 SUB-COMMITTEES

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- 9.1 The PIC may establish subcommittees to make recommendations to the PIC.
- 9.2 A subcommittee of the PIC must include at least one PIC parent member.
- 9.3 A subcommittee may include persons who are not members of the PIC.
- 9.4 Subsections 8.4 to ~~8-8~~ 8.7 above apply, with necessary modifications, to PIC subcommittees.

## 10.0 MEETING AGENDA

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- 10.1 All meetings will open and close with prayer.
- 10.2 The Chair will plan the agenda in collaboration with the Director of Education or delegate.
- 10.3 A PIC member may request an agenda item be included on the agenda no less than fourteen (14) days prior to a meeting date.
- 10.4 Agendas and accompanying background material shall ~~may~~ be distributed electronically to each PIC member no less than ~~two~~ five days prior to the meeting.
- 10.5 The format of the agenda may include:
- a. Opening Prayer and Call to Order
  - b. Recording of Attendance
  - c. Approval of Agenda
  - d. Disclosure of Interest
  - e. Approval of Minutes

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- f. Presentations / Delegations
- g. Action Items
- h. Updates/Reports (only placed on agenda as available)
  - a. Parent Engagement Strategies
  - b. Student Achievement Initiatives
  - c. Faith Formation and Student Well-Being Initiatives
  - d. Finance Report
- i. Director's Report
- j. Correspondence
- k. Chair's Report
- l. Next Meeting Date(s)
- m. Closing Prayer and Adjournment

## 11.0 DECISION-MAKING AND VOTING

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- 11.1 Wherever possible, decisions will be reached through discussion and consensus. Consensus is a decision-making process, where members seek to understand other points of view and collaborate to reach common ground.
- 11.2 ~~When the PIC votes on a matter, only parent members and community representatives are entitled to vote.~~  
The Chair, unless an interest as required by the Municipal Conflict of Interest Act has been declared, may vote on all questions which he or she is entitled to vote at any time.
- 11.3 In the event of a tie, the motion is defeated.

## 12.0 CODE OF ETHICS/GUIDING PRINCIPLES

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- 12.1 Members of the PIC will recognize that the Chair will serve as official spokesperson of the PIC in all communications.
- 12.2 Members of the PIC will embrace the objectives and guiding principles of *Board Policy A:14 Promoting and Supporting Equity & Inclusion Within a Catholic Community* by recognizing individual's views and beliefs, engaging in a collaborative process, providing an inclusive, welcoming environment, publicly supporting group decisions, encouraging and fostering healthy relationships, communicating ideas positively, and trusting the intentions and integrity of others.
- 12.3 Members of the PIC have a duty to make decisions consistent with Ministry and Board policy and procedures and in the best interest of students.
- 12.4 Members will comply with the requirements of relevant legislation and regulations, including the **Municipal Conflict of Interest Act**. Members will not act in order to gain financial or other material benefit personally.

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A PIC member shall disclose interest at the beginning of each meeting if an item on the agenda presents a conflict of interest for that member. Should an issue or agenda item arise during a meeting where a PIC member is in a conflict of interest situation, he or she shall disclose interest immediately and shall not discuss or vote on any such resolution relating to the matter.

- 12.5 Members will respect the privacy of all individuals in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). When meeting, **members shall not be allowed** to discuss specific parents, students, school/board trustees, personnel or other committee members.
- 12.6 Members will be guided by any additional Codes of Ethics documents approved by the Board of Trustees regarding advisory committees.
- 12.7 Breaches to the Code of Ethics/Guiding Principles by members will be investigated by the Chair and after careful consideration, the following sanctions may be imposed should a breach have occurred:
- a. Censure of the member
  - b. Barring a member from PIC meetings and sub-committee meetings
  - c. Barring a member from sitting on a committee(s) as a representative of PIC
  - d. Any other actions dictated by the Board's Code of Conduct.

### **13.0 INTERNAL CONFLICT RESOLUTION PROCESS**

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- 13.1 In the event of a conflict between members, the Chair or designate will make every effort to resolve the dispute by negotiation.
- 13.2 Should an internal dispute arise that cannot be resolved by the members of the PIC amongst themselves, the Chair will advise the Director of Education. The Director of Education, in consultation with the Chair, will determine which approach will be utilized in an attempt to resolve the conflict.

### **14.0 REIMBURSEMENT OF EXPENSES INCURRED AS MEMBERS OF COMMITTEE**

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- 14.1 A person shall not receive any remuneration for serving as a member of the PIC. (This does not preclude payment of an honorarium under section 191 of the *Education Act* that takes into account the attendance of a board member at a parent involvement committee meeting.)
- 14.2 PIC members may seek reimbursement for reasonable out of pocket expenses incurred as a member of the PIC in accordance with Board policy and procedures. Approved reimbursements will be funded from Ministry funding provided for the purposes of enhancing parent engagement.

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- 14.3 PIC members attendance at conferences shall be preapproved by the Chair and reimbursement of expenses provided in accordance with Board policy and procedures.

## **15.0 REPORTING**

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- 15.1 The PIC shall formally submit a copy of all approved meeting minutes to the Windsor-Essex Catholic District School Board through a report that will be placed on a public board meeting.
- 15.2 The PIC shall annually, following its May meeting, submit a written summary of the committee's activities to the Chair of the Board and to the Director of Education. The summary of activities shall include a report on how funding, if any, provided under the *Education Act* for parent involvement described in section 2.1, and subsections in section 2.1, and 2.2 (a) and (d) above were spent.
- 15.3 The Director of Education shall provide the summary of activities to the school councils and post the summary of activities on the board's website.

## **16.0 TERMS OF REFERENCE REVIEW**

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- 16.1 The PIC Terms of Reference will be reviewed on an annual basis ~~in February~~ by November of each year.
- 16.2 Notice of a review of the PIC's Terms of Reference must be provided to members of the PIC at least five (5) days prior to the review meeting.
- 16.3 Two-thirds of the voting PIC membership is required to change the Terms of Reference.
- 16.4 ~~As a Board committee, the~~ Terms of Reference must be received and approved by the ~~are~~ to be submitted to the Board of Trustees for review and approval.

**DRAFT**

Passed by committee motion this day of: \_\_\_\_\_ 2013

Signature: \_\_\_\_\_  
(Chairperson, Parent Involvement Committee, Windsor Essex Catholic School Board)

Parent Involvement Committee Voting Members' Signatures

Submitted to the Board of Trustees for approval on: \_\_\_\_\_



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Meeting Date:**  
December 17, 2013  
Original Meeting:  
October 28, 2013

## DEFERRED BOARD REPORT

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Director of Education  
Mario Iatonna, Executive Superintendent of Corporate Services

**SUBJECT:** **ENROLMENT PROJECTIONS AND DEMOGRAPHIC TRENDS  
REPORT**

### RECOMMENDATION:

**That the Enrolment Projections and Demographics Trends Report prepared by Watson & Associates Economists Ltd. be received for information.**

### SYNOPSIS:

The Board seeks to carry out a major update of future enrolment projections approximately every 5 years. This report provides a summary of the findings of Watson & Associates Economists Ltd., the firm retained to undertake the major update this year.

### BACKGROUND COMMENTS:

Watson & Associates provides enrolment forecasting and related services to 47 school boards across Ontario. The Board's previous major update of future enrolment projections was completed by Watson and detailed in a report dated April 2008. The work by Watson this year on behalf of the Board included the following:

- A demographic analysis providing perspective on the existing trends and variables currently affecting school age children, including but not limited to population characteristics, household construction, future development potential and participation/enrolment share.
- 15 year enrolment projections by grade for each school by planning area/family of schools.
- A school-by-school utilization analysis of both existing and projected enrolments.



Details regarding the methodology used in carrying out these activities and the results of the analyses and projections are contained in the appended report from Watson.

**FINANCIAL IMPACT:**

The quote from Watson for undertaking this work was \$34,950 plus taxes. Sufficient funds were provided in account number 000-33-653004-6-000 (Other Business Professional Fees) in 2012-13 to fund this expense. Pertinent parts of the Watson report will be brought forward and will inform current and future budget development, capital planning and accommodation review processes.

**TIMELINES:**

The work of the consultant was completed on a 4 month schedule. The results of the report will be used as a base for updating enrolment projections for each year over the next 5 years.

**APPENDICES:**

- Watson & Associates Economists Ltd., Enrolment Projections and Demographic Trends Report, dated November 5, 2013

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	December 3, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	December 3, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	December 3, 2013

**WINDSOR ESSEX CATHOLIC  
DISTRICT SCHOOL BOARD  
(WECDSB)**

**ENROLMENT PROJECTIONS AND  
DEMOGRAPHIC TRENDS**

DECEMBER 9, 2013



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 **Planning for growth**

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## APPENDICES

**APPENDIX A:** Demographic Trends and Enrolment Projections by Family of Schools  
*Elementary Panel – Family of Schools & Total Elementary Panel*  
*Secondary Panel – City of Windsor/County of Essex and Total Secondary Panel*

**APPENDIX B:** Enrolment Projections by School and by Grade  
*Elementary Panel*  
*Secondary Panel*

**APPENDIX C:** Presentation: Demographic and Enrolment Trends

## **1. OVERVIEW OF METHODOLOGICAL APPROACH**

# 1. OVERVIEW OF METHODOLOGICAL APPROACH

## 1.1 Purpose

In 2012/13, The Windsor Essex Catholic District School Board (WECDSB) retained Watson & Associates Economists Ltd. (Watson) to update the Board's long term enrolment projections. Watson utilized the most up to date housing and population forecasts for the City of Windsor and County of Essex as well as the most recent (2011) Canada census data to provide the Board with 15 year enrolment projections by school and by grade.

The projections in Appendix A of this report were prepared according to the Board's existing family of schools on the elementary panel and by the Windsor and Essex family of schools for the secondary panel. The projections in Appendix A are provided by grade for the family of schools area as a whole and total projected enrolment by school can also be found in this section. In addition, demographic trends for each area are provided for the census periods 2001, 2006 and 2011, along with Board enrolment share of the school aged populations for those years. The projections in Appendix B of this report are projections by school and by grade. The projections in this section are also presented according to the family of schools to which each school belongs.

Appendix C of the report contains a copy of the enrolment projections presentation that was given to the Board on October 28, 2013.

## 1.2 Methodology

The prediction of school enrolment involves the consideration of a wide range of factors. There are three common methods of enrolment projections: rate of growth; enrolment ratios; and grade transition. The rate of growth method assumes that past rates of enrolment growth or decline will carry forward. In today's changing demographic and economic landscape, this method of enrolment forecasting is unreliable. The enrolment ratio method looks at historical ratios of school enrolment compared with the overall population and then carries forward these ratios or makes assumptions about new ratios and applies them to a population forecast. The grade transition method examines historical progression rates from grade to grade and makes assumptions about the retention of grades from one year to the next.

Watson & Associates used a combination of the latter two methodologies – enrolment ratio and grade transition – in conjunction with strong demographic background data and historical Board enrolment to produce the enrolment forecast. The enrolment projection methodology focuses on the relationships between demographic trends and actual historical enrolment of the Board. The basis of the assumptions for future trends comes from the analysis of these historical relationships.

### 1.2.1 Demographic Background

A demographic profile is compiled for each family of schools within the Board's jurisdiction using data from the 2001, 2006 and 2011 Census. Trends in the demographic data are used to highlight changes in population on both a review area and jurisdiction-wide basis. Examining these historical trends assists in providing perspective and direction when determining future assumptions for the projections.

The table below depicts the demographic trends for the WECDSB.

#### WECDSB Demographic Trends

Population Data	2001	Share Of	2006	Share Of	2011	Share Of
	Census	Total	Census	Total	Census	Total
<b>Total Population</b>	<b>375,391</b>		<b>393,215</b>		<b>389,209</b>	
Pre-School Population (0-3)	<b>18,905</b>	5.0%	<b>18,541</b>	4.7%	<b>16,678</b>	4.3%
Elementary School Population (4-13)	<b>51,961</b>	13.8%	<b>51,106</b>	13.0%	<b>46,782</b>	12.0%
Secondary School Population (14-18)	<b>25,659</b>	6.8%	<b>26,865</b>	6.8%	<b>26,806</b>	6.9%
Population Over 18 Years of Age	<b>278,866</b>	74.3%	<b>296,703</b>	75.5%	<b>298,943</b>	76.8%

Population Data	2001-2006			2006-2011		
	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>17,824</b>	<b>4.75%</b>		<b>-4,006</b>	<b>-1.02%</b>	
Pre-School Population (0-3)	<b>-365</b>	<b>-1.93%</b>	<b>-0.32%</b>	<b>-1,862</b>	<b>-10.04%</b>	<b>-0.43%</b>
Elementary School Population (4-13)	<b>-854</b>	<b>-1.64%</b>	<b>-0.84%</b>	<b>-4,325</b>	<b>-8.46%</b>	<b>-0.98%</b>
Secondary School Population (14-18)	<b>1,206</b>	<b>4.70%</b>	<b>0.00%</b>	<b>-59</b>	<b>-0.22%</b>	<b>0.06%</b>
Population Over 18 Years of Age	<b>17,837</b>	<b>6.40%</b>	<b>1.17%</b>	<b>2,240</b>	<b>0.75%</b>	<b>1.35%</b>

A description of the relevant population age cohorts is as follows:

- Pre-school aged (0-3) – used as a lead indicator of potential anticipated enrolment in the short-term.
- Elementary (4-13) – represents the predominant age structure of the students that attend elementary schools.
- Secondary (14-18) – represents the predominant age structure of the students that attend secondary schools.
- Adult (18+) – reflects the segment of the population that does not attend elementary or secondary school.

## **1.2.2 The Enrolment Projection Process**

### Determining Entry Year Enrolment

One of the most important and most difficult components of the enrolment forecast is predicting entry year enrolment which is the Junior Kindergarten grade. Much of the overall projection relies on the assumptions made with regard to pupils entering the system. To develop forecasts for the JK grade, a review of historical births, pre-school (0-3 years old) population and historical JK enrolment is undertaken. The participation rates of the Board's JK grade enrolment of the 4-year old population are examined from one Census period to the next to determine future participation ratios.

In addition, a population forecast of the pre-school and school aged population (0-18 years) by single year of age is prepared for the study area. This forecast is based on the population trends of the 2001, 2006, and 2011 Census periods as well as other relevant demographic trends of the area. Recent fertility and death rates are applied to the 2011 Census population and the population is aged to provide future births and future school aged population.

The challenge in this population forecast is to exclude growth/development in this phase of the forecast. The total enrolment forecast is divided into two separate components – existing enrolment and enrolment from future housing. To account for this, trends are examined for 2001, 2006 and 2011 Census populations to estimate levels of growth and migration that occurred between the Census periods. Assumptions arising from this examination are used to “strip” growth/migration from the projected population forecast to ensure that growth is not double counted.

Comparing historical JK enrolment to actual population provides ratios that are used to determine future JK enrolment from the projected 4-year old population in the review area. This determines the projected JK pupils for the review area for the forecast period. These overall JK students then need to be allocated to their respective schools in the review area. This allocation is based on historical shares combined with any Board information on recent openings/closures or program changes that may affect future share.

At this stage of the projections, each school in a review area will have a projected number of JK's for the forecast period. The next step then involves using the grade transition method to advance each grade from one year to the next. For every school in the system, retention rates from grade to grade are calculated and applied to grade enrolments as they are advanced through each projection year. Each school and community can be unique when it comes to grade retention. For example, the ratio of senior kindergarten (SK) students to junior kindergarten students is often higher in the more rural areas and an indication that more students routinely enter the senior kindergarten grade than would be expected, given the junior kindergarten count from the previous year. Programs, such as French Immersion, etc., can also have a significant impact on grade to grade retention.

Historical enrolment trends and overall participation rates/enrolment share, as well as the overall demographics of the area, are all examined in conjunction with the ratio of the projected enrolment to the population. This examination looks at the reasonableness of the projections and expected ratios and assumptions in light of recent historical trends.

### Secondary Enrolment Projections

The secondary enrolment projections are based largely on the elementary projections and how the elementary students transition into the secondary panel. Each secondary school of the Board is assigned feeder elementary schools which form a “family” of schools based on Board data. As Grade 8 students graduate, they are assigned to their respective secondary schools. If Grade 8 students can attend more than one secondary school, they are then allocated based on recent trends.

The other factor involved in projecting the entry year or Grade 9 grade for secondary involves the concept of open access. In Ontario, students are permitted to attend the secondary school of their choice, regardless of religious requirements and assuming there is space and program availability. To account for this in the projections, the predicted Grade 9 enrolment at a given secondary school based on its feeder schools and historical retention rates is compared to the actual Grade 9 enrolment at the school. This ratio provides an approximation of the net students lost or gained due to open access.

The other important variable that is considered in the secondary enrolment projection methodology is the impact of the fifth year of secondary school which was eliminated in 2003/04. The elimination of the fifth year of study does not mean that Grade 12 students are not allowed to come back for a fifth year of study. There are still instances where Grade 12 students may come back to finish the four-year program in five years or to upgrade or retake certain courses. The percentage of students that are coming back for a fifth year varies throughout the Province and even from school to school within a board. The projections in this analysis typically utilize a 3-year average of Grade 12 retention rates (putting greater emphasis on the last year or two), as well as input from the School Board on their experiences and expected future trends.

The remainder of the secondary projection follows the same methodology used in the elementary projections. Grades are advanced by applying historical grade transition rates for each school in the system. Assumptions are derived using historical ratios of enrolment to population and are used to ensure that projected secondary enrolment relates back to the projected secondary populations.



### Examining Historical Enrolment Trends

Historical enrolment provides trends that are used to help form assumptions for projected enrolment and provides an important basis to determine relationships with demographic data. The historical data can provide details on things such as how the change in enrolments compare with the changes in the school aged populations of the same area, how different sized grade cohorts are moving through the system and how enrolment has changed in light of new housing activity.

An important indicator when examining historical enrolment is the ratio of senior elementary enrolment compared to junior elementary enrolment. This ratio provides a quick “snapshot” of the current enrolment structure and can provide a short term outlook of expected enrolment.

The comparison is made between the senior elementary grades (6-8) and the junior elementary grades (JK-1). Assuming full-day JK and SK, an equal number of pupils entering JK-1 to those moving through the senior elementary grades would result in a ratio of 1. If the ratio is higher than 1, it indicates that more pupils are leaving the elementary system or school than are entering and could be an indicator of future enrolment decline, at least in the short term and absent of mitigating factors. A ratio lower than 1 indicates possible enrolment growth (at least in the short term) and is typically found in growing areas where housing attracts young couples or young families with children.

### Enrolment Expected from New Housing

The second phase of the enrolment projection methodology involves predicting housing growth in the study area and its impact on school enrolment. The residential unit forecast is used as the basis to predict future school enrolment from housing growth. Historical levels of occupancy by school aged children and by housing type provide us with factors and trends that allow us to make assumptions about how new units might produce children in the future.

From an occupancy point of view, the number of people per housing unit has been declining in practically every part of the Province over the last decade or longer. In addition, the number of school aged children per household has also been in sharp decline. New units today are not producing the same number of people or the same number of children as they have historically.

Each unit in the residential forecast is multiplied by a factor to predict the number of school aged children that will come from the projected number of units. To derive this pupil generation factor, the methodology involves using custom Census data prepared specifically for Watson by Statistics Canada. The Census data provides information with respect to the number of pre-school and school aged children that are currently living in certain types and ages of dwelling units. For example, the data is able to provide the number of children aged between 4-13 years that live in single family homes that are between 1-5 years old for any Census tract in the study area.

Pupil yields were derived for both the elementary and secondary panels for low, medium and high density housing types for each family of schools in the Board's jurisdiction. The pupil yields and trends can vary significantly from area to area in a board's jurisdiction. In this way, factors are derived and applied to the appropriate growth forecast to get a forecast of school aged children from new development. This new development forecast must then be adjusted to reflect only the enrolment for the subject board. Using historical apportionment and population participation rates, the enrolment forecast is adjusted to capture the appropriate share for the board.

### Is The Forecast Reasonable in Comparison to Other School Aged Forecasts?

The aforementioned methodology describes the process in which enrolment projections are derived; however, before the projections can be finalized there is one final step. The projections are compared with an accepted school age forecast for the Board's jurisdiction to determine the reasonableness of the projections. The Board projections are built back up to a total school aged population forecast using assumptions on apportionment and participation rates.

The projections are compared to the most recent available forecasts in the Board's jurisdiction. These can include Ministry of Finance population projections, Statistics Canada population projections, Official Plan projections, etc. In this case, a population projection of school aged children was prepared in-house that is consistent with the most recent population projections available from the City and County. If the enrolment projections and the population forecast have similar long-term trends, further adjustment is unlikely. However, should there be significant differences between the two forecasts, adjustments may be made to the enrolment projections to ensure consistency with the population forecast.

*This final adjustment ensures that the projected enrolment for the School Board maintains similar long-term trends and assumptions consistent with other governments/agencies in the Board's jurisdiction.*

**APPENDIX A:  
DEMOGRAPHIC TRENDS AND ENROLMENT BY FAMILY OF  
SCHOOLS**

## **ELEMENTARY PANEL**

Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 RA01: St. Anne

**DEMOGRAPHIC TRENDS**

Population Data	2001	Share Of	2006	Share Of	2011	Share Of	2001-2006			2006-2011		
	Census	Total	Census	Total	Census	Total	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>41,658</b>		<b>45,684</b>		<b>46,819</b>		<b>4,026</b>	<b>9.7%</b>		<b>1,134</b>	<b>2.5%</b>	
Pre-School Population (0-3)	2,044	4.9%	2,032	4.4%	1,870	4.0%	-12	-0.6%	-0.5%	-162	-8.0%	-0.5%
Elementary School Population (4-13)	6,846	16.4%	6,753	14.8%	6,259	13.4%	-93	-1.4%	-1.7%	-494	-7.3%	-1.4%
Secondary School Population (14-18)	3,261	7.8%	3,722	8.1%	3,633	7.8%	461	14.1%	0.3%	-88	-2.4%	-0.4%
Population Over 18 Years of Age	29,508	70.8%	33,178	72.6%	35,056	74.9%	3,670	12.4%	1.8%	1,878	5.7%	2.3%
<i>Females Aged 25-44</i>	6,399	15.4%	6,483	14.2%	5,792	12.4%	84	1.3%	-1.2%	-691	-10.7%	-1.8%

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	<b>13,766</b>	<b>15,540</b>	<b>16,514</b>	<b>1774</b>	<b>12.9%</b>	<b>974</b>	<b>6.3%</b>
<b>Total Population/Dwelling:</b>	3.03	2.94	2.84	-0.09	-2.9%	-0.10	-3.6%
<b>Elementary Pop./Dwelling:</b>	0.50	0.43	0.38	-0.06	-12.6%	-0.06	-12.8%
<b>Secondary Pop./Dwelling:</b>	0.24	0.24	0.22	0.00	1.1%	-0.02	-8.1%

**PARTICIPATION RATE AND ENROLMENT SHARE**

	2001	2006	2011	Diff. 01-06	Diff. 06-11
<b>Total Elementary Enrolment</b>	3,326	3,246	2,610	-80	-636
<b>Total Elementary Aged Population</b>	6,846	6,753	6,259	-93	-494
<b>Elementary Participation Rates</b>	48.6%	48.1%	41.7%	-0.5%	-6.4%





Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 RA02: Cardinal Carter

**DEMOGRAPHIC TRENDS**

Population Data	2001	Share Of	2006	Share Of	2011	Share Of	2001-2006			2006-2011		
	Census	Total	Census	Total	Census	Total	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>69,294</b>		<b>73,621</b>		<b>73,347</b>		<b>4,327</b>	<b>6.2%</b>		<b>-274</b>	<b>-0.4%</b>	
Pre-School Population (0-3)	3,368	4.9%	3,593	4.9%	3,223	4.4%	225	6.7%	0.0%	-370	-10.3%	-0.5%
Elementary School Population (4-13)	9,737	14.1%	9,495	12.9%	8,695	11.9%	-242	-2.5%	-1.2%	-800	-8.4%	-1.0%
Secondary School Population (14-18)	5,137	7.4%	5,311	7.2%	4,957	6.8%	174	3.4%	-0.2%	-354	-6.7%	-0.5%
Population Over 18 Years of Age	51,053	73.7%	55,222	75.0%	56,472	77.0%	4,169	8.2%	1.3%	1,250	2.3%	2.0%
<i>Females Aged 25-44</i>	9,602	13.9%	9,430	12.8%	8,523	11.6%	-172	-1.8%	-1.0%	-907	-9.6%	-1.2%

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	<b>24,370</b>	<b>26,202</b>	<b>26,740</b>	<b>1832</b>	<b>7.5%</b>	<b>538</b>	<b>2.1%</b>
Total Population/Dwelling:	2.84	2.81	2.74	-0.03	-1.2%	-0.07	-2.4%
Elementary Pop./Dwelling:	0.40	0.36	0.33	-0.04	-9.3%	-0.04	-10.3%
Secondary Pop./Dwelling:	0.21	0.20	0.19	-0.01	-3.8%	-0.02	-8.5%

**PARTICIPATION RATE AND ENROLMENT SHARE**

	2001	2006	2011	Diff. 01-06	Diff. 06-11
Total Elementary Enrolment	2,218	2,179	1,808	-39	-371
Total Elementary Aged Population	9,737	9,495	8,695	-242	-800
Elementary Participation Rates	22.8%	22.9%	20.8%	0.2%	-2.2%







Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 RA03: Holy Names

**DEMOGRAPHIC TRENDS**

Population Data	2001	Share Of	2006	Share Of	2011	Share Of	2001-2006			2006-2011		
	Census	Total	Census	Total	Census	Total	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>42,841</b>		<b>50,674</b>		<b>52,582</b>		<b>7,833</b>	<b>18.3%</b>		<b>1,908</b>	<b>3.8%</b>	
Pre-School Population (0-3)	2,390	5.6%	2,684	5.3%	2,390	4.5%	293	12.3%	-0.3%	-294	-11.0%	-0.8%
Elementary School Population (4-13)	6,049	14.1%	7,468	14.7%	7,496	14.3%	1,419	23.5%	0.6%	28	0.4%	-0.5%
Secondary School Population (14-18)	2,734	6.4%	3,554	7.0%	4,004	7.6%	819	30.0%	0.6%	450	12.7%	0.6%
Population Over 18 Years of Age	31,667	73.9%	36,968	73.0%	38,692	73.6%	5,301	16.7%	-1.0%	1,724	4.7%	0.6%
<i>Females Aged 25-44</i>	6,617	15.4%	7,616	15.0%	7,037	13.4%	999	15.1%	-0.4%	-579	-7.6%	-1.6%

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	<b>14,994</b>	<b>17,552</b>	<b>18,071</b>	<b>2558</b>	<b>17.1%</b>	<b>520</b>	<b>3.0%</b>
Total Population/Dwelling:	2.86	2.89	2.91	0.03	1.0%	0.02	0.8%
Elementary Pop./Dwelling:	0.40	0.43	0.41	0.02	5.5%	-0.01	-2.5%
Secondary Pop./Dwelling:	0.18	0.20	0.22	0.02	11.0%	0.02	9.4%

**PARTICIPATION RATE AND ENROLMENT SHARE**

	2001	2006	2011	Diff. 01-06	Diff. 06-11
Total Elementary Enrolment	2,661	2,695	2,501	34	-194
Total Elementary Aged Population	6,049	7,468	7,496	1419	28
Elementary Participation Rates	44.0%	36.1%	33.4%	-7.9%	-2.7%



Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 Total Projected Enrolment By School RA03: Holy Names

School Name	On-The-Ground Capacity	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
Christ the King	371.0	450	422	390	373	362	335	311	305	293	287	283	290	293	298	301	306	296	300	302	304	305
Notre Dame	495.0	518	514	513	505	498	489	462	501	506	515	528	540	556	570	582	600	580	590	594	599	602
Our Lady of Mt. Carmel	606.0	594	619	607	622	627	625	643	628	608	603	590	574	582	585	579	578	571	573	573	573	573
St. Christopher	460.0	527	546	576	543	543	530	522	502	479	463	460	448	440	431	429	430	409	411	411	411	410
St. Gabriel	463.0	577	540	517	477	471	445	425	392	388	364	350	344	334	328	331	335	326	328	328	328	328
<b>TOTAL PUPILS (Existing + New)</b>	<b>2,395.0</b>	<b>2,666</b>	<b>2,641</b>	<b>2,603</b>	<b>2,520</b>	<b>2,501</b>	<b>2,424</b>	<b>2,363</b>	<b>2,328</b>	<b>2,274</b>	<b>2,233</b>	<b>2,211</b>	<b>2,196</b>	<b>2,205</b>	<b>2,212</b>	<b>2,222</b>	<b>2,248</b>	<b>2,181</b>	<b>2,202</b>	<b>2,208</b>	<b>2,215</b>	<b>2,219</b>

Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 RA04: F.J. Brennan

**DEMOGRAPHIC TRENDS**

Population Data	2001	Share Of	2006	Share Of	2011	Share Of	2001-2006			2006-2011		
	Census	Total	Census	Total	Census	Total	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>54,999</b>		<b>55,912</b>		<b>54,196</b>		<b>913</b>	<b>1.7%</b>		<b>-1,716</b>	<b>-3.1%</b>	
Pre-School Population (0-3)	2,635	4.8%	2,658	4.8%	2,349	4.3%	23	0.9%	0.0%	-309	-11.6%	-0.4%
Elementary School Population (4-13)	6,855	12.5%	6,530	11.7%	5,847	10.8%	-326	-4.8%	-0.8%	-682	-10.4%	-0.9%
Secondary School Population (14-18)	3,427	6.2%	3,338	6.0%	3,171	5.9%	-89	-2.6%	-0.3%	-167	-5.0%	-0.1%
Population Over 18 Years of Age	42,082	76.5%	43,387	77.6%	42,829	79.0%	1,305	3.1%	1.1%	-558	-1.3%	1.4%
<i>Females Aged 25-44</i>	8,336	15.2%	8,060	14.4%	7,140	13.2%	-275	-3.3%	-0.7%	-921	-11.4%	-1.2%

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	<b>23,153</b>	<b>24,215</b>	<b>24,261</b>	<b>1063</b>	<b>4.6%</b>	<b>46</b>	<b>0.2%</b>
<b>Total Population/Dwelling:</b>	2.38	2.31	2.23	-0.07	-2.8%	-0.08	-3.3%
<b>Elementary Pop./Dwelling:</b>	0.30	0.27	0.24	-0.03	-8.9%	-0.03	-10.6%
<b>Secondary Pop./Dwelling:</b>	0.15	0.14	0.13	-0.01	-6.9%	-0.01	-5.2%

**PARTICIPATION RATE AND ENROLMENT SHARE**

	2001	2006	2011	Diff. 01-06	Diff. 06-11
<b>Total Elementary Enrolment</b>	1,807	1,875	1,707	68	-168
<b>Total Elementary Aged Population</b>	6,855	6,530	5,847	-326	-682
<b>Elementary Participation Rates</b>	26.4%	28.7%	29.2%	2.4%	0.5%



Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 Total Projected Enrolment By School RA04: F.J. Brennan

School Name	On-The-Ground Capacity	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
Our Lady of Lourdes	279.0	237	217	202	211	205	193	174	173	173	170	165	167	166	164	160	157	156	154	153	152	151
St. John Vianney	589.0	627	627	620	624	620	591	603	639	651	632	634	604	566	538	527	511	477	473	472	472	471
St. Jules	339.0	338	324	320	333	312	376	370	347	339	323	317	304	296	287	280	277	278	272	270	268	267
St. Maria Goretti	236.0	308	319	308	296	266	248	214	207	196	189	170	166	158	156	156	158	156	153	152	151	150
St. Rose	351.0	333	305	311	280	304	307	313	306	297	282	270	269	263	263	255	241	238	232	231	229	228
<b>TOTAL PUPILS (Existing + New)</b>	<b>1,794.0</b>	<b>1,843</b>	<b>1,792</b>	<b>1,761</b>	<b>1,744</b>	<b>1,707</b>	<b>1,715</b>	<b>1,674</b>	<b>1,672</b>	<b>1,657</b>	<b>1,597</b>	<b>1,556</b>	<b>1,510</b>	<b>1,449</b>	<b>1,408</b>	<b>1,378</b>	<b>1,346</b>	<b>1,305</b>	<b>1,284</b>	<b>1,278</b>	<b>1,273</b>	<b>1,267</b>



Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 RA05: STOV

**DEMOGRAPHIC TRENDS**

Population Data	2001	Share Of	2006	Share Of	2011	Share Of	2001-2006			2006-2011		
	Census	Total	Census	Total	Census	Total	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>55,834</b>		<b>59,624</b>		<b>59,777</b>		<b>3,789</b>	<b>6.8%</b>		<b>154</b>	<b>0.3%</b>	
Pre-School Population (0-3)	2,895	5.2%	2,720	4.6%	2,301	3.8%	-176	-6.1%	-0.6%	-419	-15.4%	-0.7%
Elementary School Population (4-13)	8,634	15.5%	8,554	14.3%	7,626	12.8%	-80	-0.9%	-1.1%	-928	-10.9%	-1.6%
Secondary School Population (14-18)	4,261	7.6%	4,542	7.6%	4,685	7.8%	280	6.6%	0.0%	144	3.2%	0.2%
Population Over 18 Years of Age	40,044	71.7%	43,808	73.5%	45,165	75.6%	3,764	9.4%	1.8%	1,357	3.1%	2.1%
<i>Females Aged 25-44</i>	8,799	15.8%	8,390	14.1%	7,238	12.1%	-409	-4.6%	-1.7%	-1,152	-13.7%	-2.0%

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	<b>19,215</b>	<b>20,801</b>	<b>21,676</b>	<b>1586</b>	<b>8.3%</b>	<b>875</b>	<b>4.2%</b>
Total Population/Dwelling:	2.91	2.87	2.76	-0.04	-1.4%	-0.11	-3.8%
Elementary Pop./Dwelling:	0.45	0.41	0.35	-0.04	-8.5%	-0.06	-14.4%
Secondary Pop./Dwelling:	0.22	0.22	0.22	0.00	-1.5%	0.00	-1.0%

**PARTICIPATION RATE AND ENROLMENT SHARE**

	2001	2006	2011	Diff. 01-06	Diff. 06-11
Total Elementary Enrolment	3,366	3,313	2,819	-53	-494
Total Elementary Aged Population	8,634	8,554	7,626	-80	-928
Elementary Participation Rates	39.0%	38.7%	37.0%	-0.3%	-1.8%





Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 RA06: Assumption

**DEMOGRAPHIC TRENDS**

Population Data	2001	Share Of	2006	Share Of	2011	Share Of	2001-2006			2006-2011		
	Census	Total	Census	Total	Census	Total	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>28,391</b>		<b>26,445</b>		<b>24,059</b>		<b>-1,946</b>	<b>-6.9%</b>		<b>-2,385</b>	<b>-9.0%</b>	
Pre-School Population (0-3)	1,484	5.2%	1,134	4.3%	1,089	4.5%	-350	-23.6%	-0.9%	-45	-4.0%	0.2%
Elementary School Population (4-13)	3,343	11.8%	2,893	10.9%	2,510	10.4%	-450	-13.5%	-0.8%	-383	-13.2%	-0.5%
Secondary School Population (14-18)	1,615	5.7%	1,529	5.8%	1,451	6.0%	-86	-5.3%	0.1%	-78	-5.1%	0.3%
Population Over 18 Years of Age	21,949	77.3%	20,889	79.0%	19,009	79.0%	-1,061	-4.8%	1.7%	-1,880	-9.0%	0.0%
<i>Females Aged 25-44</i>	4,418	15.6%	3,792	14.3%	3,202	13.3%	-626	-14.2%	-1.2%	-589	-15.5%	-1.0%

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	<b>11,804</b>	<b>11,294</b>	<b>10,846</b>	<b>-511</b>	<b>-4.3%</b>	<b>-448</b>	<b>-4.0%</b>
<b>Total Population/Dwelling:</b>	2.41	2.34	2.22	-0.06	-2.6%	-0.12	-5.3%
<b>Elementary Pop./Dwelling:</b>	0.28	0.26	0.23	-0.03	-9.5%	-0.02	-9.7%
<b>Secondary Pop./Dwelling:</b>	0.14	0.14	0.13	0.00	-1.0%	0.00	-1.2%

**PARTICIPATION RATE AND ENROLMENT SHARE**

	2001	2006	2011	Diff. 01-06	Diff. 06-11
<b>Total Elementary Enrolment</b>	1,000	737	495	-263	-242
<b>Total Elementary Aged Population</b>	3,343	2,893	2,510	-450	-383
<b>Elementary Participation Rates</b>	29.9%	25.5%	19.7%	-4.4%	-5.8%



Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 Total Projected Enrolment By School RA06: Assumption

School Name	On-The-Ground Capacity	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
St. John	380.0	257	225	197	215	195	205	206	213	222	226	232	246	257	262	271	277	266	264	262	261	260
St. James	357.0	265	245	224	297	300	301	289	293	302	316	312	354	390	410	432	446	432	433	433	433	432
St. Francis	-	166	141	128																		
<b>TOTAL PUPILS (Existing + New)</b>	<b>737.0</b>	<b>688</b>	<b>611</b>	<b>549</b>	<b>512</b>	<b>495</b>	<b>506</b>	<b>495</b>	<b>507</b>	<b>524</b>	<b>542</b>	<b>545</b>	<b>599</b>	<b>646</b>	<b>672</b>	<b>703</b>	<b>722</b>	<b>698</b>	<b>697</b>	<b>695</b>	<b>694</b>	<b>692</b>

Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 RA07: St. Joseph

**DEMOGRAPHIC TRENDS**

Population Data	2001	Share Of	2006	Share Of	2011	Share Of	2001-2006			2006-2011		
	Census	Total	Census	Total	Census	Total	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>19,195</b>		<b>21,521</b>		<b>22,197</b>		<b>2,326</b>	<b>12.1%</b>		<b>676</b>	<b>3.1%</b>	
Pre-School Population (0-3)	907	4.7%	1,141	5.3%	1,119	5.0%	234	25.8%	0.6%	-22	-1.9%	-0.3%
Elementary School Population (4-13)	2,718	14.2%	2,768	12.9%	2,694	12.1%	49	1.8%	-1.3%	-74	-2.7%	-0.7%
Secondary School Population (14-18)	1,552	8.1%	1,419	6.6%	1,440	6.5%	-133	-8.6%	-1.5%	21	1.5%	-0.1%
Population Over 18 Years of Age	14,018	73.0%	16,193	75.2%	16,944	76.3%	2,175	15.5%	2.2%	751	4.6%	1.1%
<i>Females Aged 25-44</i>	2,928	15.3%	3,227	15.0%	3,110	14.0%	299	10.2%	-0.3%	-117	-3.6%	-1.0%

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	<b>6,456</b>	<b>7,722</b>	<b>8,272</b>	<b>1266</b>	<b>19.6%</b>	<b>549</b>	<b>7.1%</b>
<b>Total Population/Dwelling:</b>	2.97	2.79	2.68	-0.19	-6.3%	-0.10	-3.7%
<b>Elementary Pop./Dwelling:</b>	0.42	0.36	0.33	-0.06	-14.9%	-0.03	-9.1%
<b>Secondary Pop./Dwelling:</b>	0.24	0.18	0.17	-0.06	-23.6%	-0.01	-5.2%

**PARTICIPATION RATE AND ENROLMENT SHARE**

	2001	2006	2011	Diff. 01-06	Diff. 06-11
<b>Total Elementary Enrolment</b>	1,954	1,878	1,719	-76	-159
<b>Total Elementary Aged Population</b>	2,718	2,768	2,694	49	-74
<b>Elementary Participation Rates</b>	71.9%	67.9%	63.8%	-4.0%	-4.0%





Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 Total Projected Enrolment By School RA07: St. Joseph

School Name	On-The-Ground Capacity	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
H. J. Lassaline	414.0	442	433	421	395	426	409	393	404	421	434	449	456	457	463	467	474	493	495	494	493	492
L. A. Desmarais	336.0	338	387	384	400	399	401	391	437	472	494	511	498	490	482	470	475	467	472	472	472	471
St. Anne Fr. Immersion	290.0	484	479	478	470	468	444	454	466	481	495	512	511	513	513	525	531	525	527	525	524	524
H. B. McManus																						
St. Alexander	305.0	344	322	283	260	226																
W. J. Langlois	368.0	253	239	211	215	200	297	286	282	278	271	261	261	263	256	256	244	237	234	233	232	231
<b>TOTAL PUPILS (Existing + New)</b>	<b>1,713.0</b>	<b>1,861</b>	<b>1,860</b>	<b>1,777</b>	<b>1,740</b>	<b>1,719</b>	<b>1,551</b>	<b>1,524</b>	<b>1,589</b>	<b>1,652</b>	<b>1,693</b>	<b>1,734</b>	<b>1,726</b>	<b>1,723</b>	<b>1,715</b>	<b>1,717</b>	<b>1,724</b>	<b>1,723</b>	<b>1,727</b>	<b>1,724</b>	<b>1,721</b>	<b>1,718</b>

Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 RA08: CCH

**DEMOGRAPHIC TRENDS**

Population Data	2001	Share Of	2006	Share Of	2011	Share Of	2001-2006			2006-2011		
	Census	Total	Census	Total	Census	Total	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>63,178</b>		<b>59,734</b>		<b>56,233</b>		<b>-3,443</b>	<b>-5.5%</b>		<b>-3,502</b>	<b>-5.9%</b>	
Pre-School Population (0-3)	3,182	5.0%	2,579	4.3%	2,338	4.2%	-602	-18.9%	-0.7%	-242	-9.4%	-0.2%
Elementary School Population (4-13)	7,779	12.3%	6,646	11.1%	5,655	10.1%	-1,133	-14.6%	-1.2%	-991	-14.9%	-1.1%
Secondary School Population (14-18)	3,672	5.8%	3,451	5.8%	3,464	6.2%	-221	-6.0%	0.0%	13	0.4%	0.4%
Population Over 18 Years of Age	48,545	76.8%	47,058	78.8%	44,776	79.6%	-1,487	-3.1%	1.9%	-2,282	-4.8%	0.8%
<i>Females Aged 25-44</i>	10,226	16.2%	9,207	15.4%	7,873	14.0%	-1,019	-10.0%	-0.8%	-1,334	-14.5%	-1.4%

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	<b>27,473</b>	<b>26,865</b>	<b>25,905</b>	<b>-608</b>	<b>-2.2%</b>	<b>-960</b>	<b>-3.6%</b>
<b>Total Population/Dwelling:</b>	2.30	2.22	2.17	-0.08	-3.3%	-0.05	-2.4%
<b>Elementary Pop./Dwelling:</b>	0.28	0.25	0.22	-0.04	-12.6%	-0.03	-11.8%
<b>Secondary Pop./Dwelling:</b>	0.13	0.13	0.13	-0.01	-3.9%	0.01	4.1%

**PARTICIPATION RATE AND ENROLMENT SHARE**

	2001	2006	2011	Diff. 01-06	Diff. 06-11
<b>Total Elementary Enrolment</b>	2,067	1,613	1,202	-454	-411
<b>Total Elementary Aged Population</b>	7,779	6,646	5,655	-1133	-991
<b>Elementary Participation Rates</b>	26.6%	24.3%	21.3%	-2.3%	-3.0%



Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 Total Projected Enrolment By School RA08: CCH

School Name	On-The-Ground Capacity	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
Immaculate Conception	204.0	328	301	301	290	291	194	192	174	168	172	173	166	170	166	162	165	166	165	164	162	162
Our Lady of Perpetual Help	394.0	506	455	424	406	389	379	360	337	328	329	330	323	316	316	311	303	300	295	290	285	281
St. Angela	446.0	368	324	294	284	287	349	330	327	319	315	315	313	300	297	297	287	291	286	282	278	274
St. Bernard Windsor	348.0	319	271	268	247	235	234	213	210	199	198	200	198	195	202	201	199	190	187	184	181	179
<b>TOTAL PUPILS (Existing + New)</b>	<b>1,392.0</b>	<b>1,521</b>	<b>1,351</b>	<b>1,287</b>	<b>1,227</b>	<b>1,202</b>	<b>1,156</b>	<b>1,095</b>	<b>1,048</b>	<b>1,015</b>	<b>1,013</b>	<b>1,018</b>	<b>999</b>	<b>982</b>	<b>982</b>	<b>972</b>	<b>955</b>	<b>947</b>	<b>933</b>	<b>919</b>	<b>906</b>	<b>896</b>

Windsor-Essex Catholic District School Board  
 Enrolment Projections - Elementary Panel  
 Total Elementary Panel

**DEMOGRAPHIC TRENDS**

Population Data	2001	Share Of	2006	Share Of	2011	Share Of	2001-2006			2006-2011		
	Census	Total	Census	Total	Census	Total	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>375,391</b>		<b>393,215</b>		<b>389,209</b>		<b>17,824</b>	<b>4.7%</b>		<b>-4,006</b>	<b>-1.0%</b>	
Pre-School Population (0-3)	18,905	5.0%	18,541	4.7%	16,678	4.3%	-365	-1.9%	-0.3%	-1,862	-10.0%	-0.4%
Elementary School Population (4-13)	51,961	13.8%	51,106	13.0%	46,782	12.0%	-854	-1.6%	-0.8%	-4,325	-8.5%	-1.0%
Secondary School Population (14-18)	25,659	6.8%	26,865	6.8%	26,806	6.9%	1,206	4.7%	0.0%	-59	-0.2%	0.1%
Population Over 18 Years of Age	278,866	74.3%	296,703	75.5%	298,943	76.8%	17,837	6.4%	1.2%	2,240	0.8%	1.4%
<i>Females Aged 25-44</i>	57,324	15.3%	56,204	14.3%	49,915	12.8%	-1,120	-2.0%	-1.0%	-6,290	-11.2%	-1.5%

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	<b>141,230</b>	<b>150,191</b>	<b>152,285</b>	<b>8960</b>	<b>6.3%</b>	<b>2094</b>	<b>1.4%</b>
<b>Total Population/Dwelling:</b>	2.66	2.62	2.56	-0.04	-1.5%	-0.06	-2.4%
<b>Elementary Pop./Dwelling:</b>	0.37	0.34	0.31	-0.03	-7.5%	-0.03	-9.7%
<b>Secondary Pop./Dwelling:</b>	0.18	0.18	0.18	0.00	-1.5%	0.00	-1.6%

**PARTICIPATION RATE AND ENROLMENT SHARE**

	2001	2006	2011	Diff. 01-06	Diff. 06-11
<b>Total Elementary Enrolment</b>	18,399	17,536	14,861	-863	-2675
<b>Total Elementary Aged Population</b>	51,961	51,106	46,782	-854	-4325
<b>Elementary Participation Rates</b>	35.4%	34.3%	31.8%	-1.1%	-2.5%



## **SECONDARY PANEL**

Windsor-Essex Catholic District School Board  
 Enrolment Projections - Secondary Panel  
 RS01: Windsor

**DEMOGRAPHIC TRENDS**

Population Data	2001	Share Of	2006	Share Of	2011	Share Of	2001-2006			2006-2011		
	Census	Total	Census	Total	Census	Total	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>208,604</b>		<b>214,286</b>		<b>209,267</b>		<b>5,682</b>	<b>2.7%</b>		<b>-5,019</b>	<b>-2.3%</b>	
Pre-School Population (0-3)	10,598	5.1%	10,196	4.8%	9,284	4.4%	-402	-3.8%	-0.3%	-912	-8.9%	-0.3%
Elementary School Population (4-13)	26,744	12.8%	26,304	12.3%	24,202	11.6%	-440	-1.6%	-0.5%	-2,102	-8.0%	-0.7%
Secondary School Population (14-18)	13,000	6.2%	13,290	6.2%	13,530	6.5%	290	2.2%	0.0%	240	1.8%	0.3%
Population Over 18 Years of Age	158,261	75.9%	164,495	76.8%	162,250	77.5%	6,234	3.9%	0.9%	-2,245	-1.4%	0.8%
<i>Females Aged 25-44</i>	32,525	15.6%	31,902	14.9%	28,362	13.6%	-623	-1.9%	-0.7%	-3,540	-11.1%	-1.3%

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	<b>83,880</b>	<b>87,648</b>	<b>87,355</b>	<b>3768</b>	<b>4.5%</b>	<b>-293</b>	<b>-0.3%</b>
<b>Total Population/Dwelling:</b>	2.49	2.44	2.40	-0.04	-1.7%	-0.05	-2.0%
<b>Elementary Pop./Dwelling:</b>	0.32	0.30	0.28	-0.02	-5.9%	-0.02	-7.7%
<b>Secondary Pop./Dwelling:</b>	0.15	0.15	0.15	0.00	-2.2%	0.00	2.1%

**PARTICIPATION RATE AND ENROLMENT SHARE**

	2001	2006	2011	Diff. 01-06	Diff. 06-11
<b>Total Secondary Enrolment</b>	5,122	5,417	5,361	296	-56
<b>Total Secondary Aged Population (14-18)</b>	13,000	13,290	13,530	290	240
<b>Secondary Participation Rates</b>	39.4%	40.8%	39.6%	1.4%	-1.1%



Windsor-Essex Catholic District School Board  
 Enrolment Projections - Secondary Panel  
 RS01: Windsor

**ENROLMENT PROJECTIONS - 2013**

GRADES	HISTORICAL ENROLMENT					
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007
Grade 9	1,262	1,253	1,234	1,292	1,251	1,274
Grade 10	1,187	1,268	1,238	1,224	1,248	1,400
Grade 11	1,079	1,139	1,281	1,222	1,157	1,366
Grade 12	1,594	1,475	1,170	1,274	1,355	1,378
OAC/Returning Grade 12's	0	0	0	0	0	0
Special Education	0	0	0	0	0	0
Alternative/Other	0	0	0	0	465	0
<b>Total Enrolment</b>	<b>5,122</b>	<b>5,134</b>	<b>4,923</b>	<b>5,011</b>	<b>5,475</b>	<b>5,417</b>

Enrolment Change 2001/02 - 2006/07	
Absolute Change	Percentage Change
12	0.9%
213	17.9%
288	26.7%
-216	-13.6%
0	0.0%
296	5.8%

Enrolment Change 2006/07 - 2011/12	
Absolute Change	Percentage Change
-156	-12.2%
-158	-11.3%
65	4.8%
193	14.0%
0	0.0%
-56	-1.0%

GRADES	HISTORICAL						Current 2012/ 2013	PROJECTED ENROLMENT														
	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Year 1 2013/ 2014		Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
Grade 9	1,242	1,275	1,299	1,183	1,118	1,108	1,083	1,140	1,084	1,015	984	941	905	869	816	796	749	800	780	778	770	
Grade 10	1,376	1,274	1,344	1,360	1,242	1,148	1,148	1,097	1,152	1,099	1,031	999	961	925	889	837	817	772	821	802	800	
Grade 11	1,381	1,324	1,474	1,499	1,431	1,268	1,173	1,196	1,145	1,199	1,149	1,082	1,050	1,016	981	946	897	876	834	879	861	
Grade 12	1,461	1,416	1,517	1,457	1,571	1,611	1,362	1,300	1,327	1,272	1,325	1,276	1,209	1,173	1,139	1,101	1,062	1,009	985	944	989	
Special Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Alternative/Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Total Existing Community Pupils</b>	<b>5,459</b>	<b>5,288</b>	<b>5,634</b>	<b>5,498</b>	<b>5,361</b>	<b>5,133</b>	<b>4,766</b>	<b>4,732</b>	<b>4,708</b>	<b>4,584</b>	<b>4,488</b>	<b>4,298</b>	<b>4,126</b>	<b>3,984</b>	<b>3,825</b>	<b>3,681</b>	<b>3,525</b>	<b>3,457</b>	<b>3,419</b>	<b>3,402</b>	<b>3,419</b>	
<b>Pupils Expected From New Housing/Growth</b>								98	183	244	336	431	525	617	707	795	899	1,001	1,101	1,198	1,294	
<b>Total Pupils (Existing + New)</b>	<b>5,459</b>	<b>5,288</b>	<b>5,634</b>	<b>5,498</b>	<b>5,361</b>	<b>5,133</b>	<b>4,766</b>	<b>4,830</b>	<b>4,891</b>	<b>4,829</b>	<b>4,824</b>	<b>4,729</b>	<b>4,651</b>	<b>4,601</b>	<b>4,532</b>	<b>4,476</b>	<b>4,424</b>	<b>4,458</b>	<b>4,520</b>	<b>4,601</b>	<b>4,713</b>	
<b>Year to Year Enrolment Percentage Change</b>		-3.1%	6.5%	-2.4%	-2.5%	-4.3%	-7.2%	1.4%	1.3%	-1.3%	-0.1%	-2.0%	-1.7%	-1.1%	-1.5%	-1.2%	-1.2%	0.8%	1.4%	1.8%	2.4%	
<b>Projected New Dwelling Units</b>							1,131	2,262	3,394	4,525	5,656	7,130	8,604	10,077	11,551	13,025	14,536	16,047	17,559	19,070	20,581	
<b>Average Secondary Yield For New Units</b>								0.043	0.054	0.054	0.059	0.061	0.061	0.061	0.061	0.061	0.062	0.062	0.063	0.063	0.063	

Windsor-Essex Catholic District School Board  
 Enrolment Projections - Secondary Panel  
 Total Projected Enrolment By School

RS01: Windsor

School Name	On-The-Ground Capacity	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
Assumption	792.0	639	649	667	685	637	599	593	615	633	628	665	643	619	624	595	612	610	637	664	688	727
Brennan	1,050.0	886	794	734	725	698	673	660	671	659	656	649	616	607	564	533	526	509	515	506	496	485
Catholic Central	897.0	906	865	872	820	862	810	792	837	829	799	768	736	762	821	899	969	1,038	1,086	1,137	1,175	1,239
Holy Names	1,056.0	1,395	1,435	1,421	1,387	1,330	1,355	1,301	1,311	1,376	1,344	1,344	1,344	1,278	1,234	1,188	1,089	1,027	988	967	976	974
St. Joseph	984.0	1,112	1,096	1,113	1,120	1,081	1,059	972	948	948	955	950	942	936	910	870	832	794	786	800	819	842
St. Michael Adult	282.0	443	443	443	435	380	404	247	247	247	247	247	247	247	247	247	247	247	247	247	247	247
St. Michael Alternative	504.0	522	451	385	327	374	235	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
TOTAL PUPILS (Existing + New)	5,565.0	5,459	5,288	5,634	5,498	5,361	5,133	4,766	4,830	4,891	4,828	4,824	4,729	4,650	4,600	4,532	4,476	4,425	4,459	4,521	4,601	4,714

Windsor-Essex Catholic District School Board  
 Enrolment Projections - Secondary Panel  
 RS02: Essex County

**DEMOGRAPHIC TRENDS**

Population Data	2001	Share Of	2006	Share Of	2011	Share Of	2001-2006			2006-2011		
	Census	Total	Census	Total	Census	Total	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>166,787</b>		<b>178,929</b>		<b>179,942</b>		<b>12,142</b>	<b>7.3%</b>		<b>1,014</b>	<b>0.6%</b>	
Pre-School Population (0-3)	8,307	5.0%	8,344	4.7%	7,394	4.1%	37	0.5%	-0.3%	-950	-11.4%	-0.6%
Elementary School Population (4-13)	25,216	15.1%	24,802	13.9%	22,580	12.5%	-414	-1.6%	-1.3%	-2,222	-9.0%	-1.3%
Secondary School Population (14-18)	12,659	7.6%	13,575	7.6%	13,276	7.4%	916	7.2%	0.0%	-298	-2.2%	-0.2%
Population Over 18 Years of Age	120,605	72.3%	132,208	73.9%	136,692	76.0%	11,603	9.6%	1.6%	4,485	3.4%	2.1%
<i>Females Aged 25-44</i>	24,800	14.9%	24,303	13.6%	21,553	12.0%	-497	-2.0%	-1.3%	-2,750	-11.3%	-1.6%

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	<b>57,350</b>	<b>62,543</b>	<b>64,930</b>	<b>5192</b>	<b>9.1%</b>	<b>2387</b>	<b>3.8%</b>
<b>Total Population/Dwelling:</b>	2.91	2.86	2.77	-0.05	-1.6%	-0.09	-3.1%
<b>Elementary Pop./Dwelling:</b>	0.44	0.40	0.35	-0.04	-9.8%	-0.05	-12.3%
<b>Secondary Pop./Dwelling:</b>	0.22	0.22	0.20	0.00	-1.7%	-0.01	-5.8%

**PARTICIPATION RATE AND ENROLMENT SHARE**

	2001	2006	2011	Diff. 01-06	Diff. 06-11
<b>Total Secondary Enrolment</b>	4,145	3,794	3,307	-351	-487
<b>Total Secondary Aged Population (14-18)</b>	12,659	13,575	13,276	916	-298
<b>Secondary Participation Rates</b>	32.7%	27.9%	24.9%	-4.8%	-3.0%

Windsor-Essex Catholic District School Board  
 Enrolment Projections - Secondary Panel  
 RS02: Essex County

**ENROLMENT PROJECTIONS - 2013**

GRADES	HISTORICAL ENROLMENT					
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007
Grade 9	979	942	980	1,019	906	935
Grade 10	947	963	985	1,000	1,014	888
Grade 11	891	930	924	950	972	953
Grade 12	1,330	1,271	959	921	968	1,020
OAC/Returning Grade 12's	0	0	0	0	0	0
Special Education	0	0	0	0	0	0
Alternative/Other	0	0	0	0	0	0
<b>Total Enrolment</b>	<b>4,145</b>	<b>4,105</b>	<b>3,848</b>	<b>3,889</b>	<b>3,860</b>	<b>3,794</b>

Enrolment Change 2001/02 - 2006/07	
Absolute Change	Percentage Change
-44	-4.5%
-59	-6.2%
62	7.0%
-310	-23.3%
0	0.0%
-351	-8.5%

Enrolment Change 2006/07 - 2011/12	
Absolute Change	Percentage Change
-162	-17.3%
-103	-11.5%
-116	-12.2%
-107	-10.4%
0	0.0%
-487	-12.8%

GRADES	HISTORICAL						Current 2012/ 2013	PROJECTED ENROLMENT														
	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Year 1 2013/ 2014		Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
Grade 9	941	905	896	793	773	751	777	726	678	665	639	581	591	563	487	486	443	448	432	432	431	
Grade 10	903	899	870	877	785	777	758	761	712	664	651	626	569	579	551	477	476	434	439	423	423	
Grade 11	858	868	846	841	837	757	765	725	728	680	635	623	599	544	554	528	456	455	415	419	404	
Grade 12	1,002	876	932	900	913	910	752	823	779	784	733	681	670	645	585	596	566	490	490	447	451	
Special Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Alternative/Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Total Existing Community Pupils</b>	<b>3,703</b>	<b>3,547</b>	<b>3,543</b>	<b>3,410</b>	<b>3,307</b>	<b>3,195</b>	<b>3,052</b>	<b>3,035</b>	<b>2,897</b>	<b>2,794</b>	<b>2,659</b>	<b>2,511</b>	<b>2,429</b>	<b>2,331</b>	<b>2,177</b>	<b>2,086</b>	<b>1,941</b>	<b>1,827</b>	<b>1,775</b>	<b>1,721</b>	<b>1,710</b>	
<b>Pupils Expected From New Housing/Growth</b>								54	101	135	185	241	296	350	402	454	510	565	619	671	722	
<b>Total Pupils (Existing + New)</b>	<b>3,703</b>	<b>3,547</b>	<b>3,543</b>	<b>3,410</b>	<b>3,307</b>	<b>3,195</b>	<b>3,052</b>	<b>3,089</b>	<b>2,998</b>	<b>2,929</b>	<b>2,844</b>	<b>2,752</b>	<b>2,725</b>	<b>2,681</b>	<b>2,580</b>	<b>2,540</b>	<b>2,451</b>	<b>2,392</b>	<b>2,393</b>	<b>2,392</b>	<b>2,432</b>	
<b>Year to Year Enrolment Percentage Change</b>		-4.2%	-0.1%	-3.8%	-3.0%	-3.4%	-4.4%	1.2%	-3.0%	-2.3%	-2.9%	-3.2%	-1.0%	-1.6%	-3.8%	-1.5%	-3.5%	-2.4%	0.1%	-0.1%	1.7%	
<b>Projected New Dwelling Units</b>							674	1,348	2,022	2,696	3,370	4,298	5,226	6,155	7,083	8,011	8,896	9,781	10,667	11,552	12,437	
<b>Average Secondary Yield For New Units</b>								0.040	0.050	0.050	0.055	0.056	0.057	0.057	0.057	0.057	0.057	0.058	0.058	0.058	0.058	



Windsor-Essex Catholic District School Board  
 Enrolment Projections - Secondary Panel  
 Total Secondary Panel

**DEMOGRAPHIC TRENDS**

Population Data	2001		2006		2011		2001-2006			2006-2011		
	Census	Share Of Total	Census	Share Of Total	Census	Share Of Total	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>375,391</b>		<b>393,215</b>		<b>389,209</b>		<b>17,824</b>	<b>4.7%</b>		<b>-4,006</b>	<b>-1.0%</b>	
Pre-School Population (0-3)	18,905	5.0%	18,541	4.7%	16,678	4.3%	-365	-1.9%	-0.3%	-1,862	-10.0%	-0.4%
Elementary School Population (4-13)	51,961	13.8%	51,106	13.0%	46,782	12.0%	-854	-1.6%	-0.8%	-4,325	-8.5%	-1.0%
Secondary School Population (14-18)	25,659	6.8%	26,865	6.8%	26,806	6.9%	1,206	4.7%	0.0%	-59	-0.2%	0.1%
Population Over 18 Years of Age	278,866	74.3%	296,703	75.5%	298,943	76.8%	17,837	6.4%	1.2%	2,240	0.8%	1.4%
Females Aged 25-44	57,324	15.3%	56,204	14.3%	49,915	12.8%	-1,120	-2.0%	-1.0%	-6,290	-11.2%	-1.5%

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	<b>141,230</b>	<b>150,191</b>	<b>152,285</b>	<b>8960</b>	<b>6.3%</b>	<b>2094</b>	<b>1.4%</b>
<b>Total Population/Dwelling:</b>	2.66	2.62	2.56	-0.04	-1.5%	-0.06	-2.4%
<b>Elementary Pop./Dwelling:</b>	0.37	0.34	0.31	-0.03	-7.5%	-0.03	-9.7%
<b>Secondary Pop./Dwelling:</b>	0.18	0.18	0.18	0.00	-1.5%	0.00	-1.6%

**PARTICIPATION RATE AND ENROLMENT SHARE**

	2001	2006	2011	Diff. 01-06	Diff. 06-11
<b>Total Secondary Enrolment</b>	9,267	9,211	8,668	-56	-543
<b>Total Secondary Aged Population (14-18)</b>	25,659	26,865	26,806	1206	-59
<b>Secondary Participation Rates</b>	36.1%	34.3%	32.3%	-1.8%	-2.0%

Windsor-Essex Catholic District School Board  
 Enrolment Projections - Secondary Panel  
 Total Secondary Panel

**ENROLMENT PROJECTIONS - 2013**

GRADES	HISTORICAL ENROLMENT					
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007
Grade 9	2,241	2,195	2,214	2,311	2,157	2,208
Grade 10	2,134	2,231	2,223	2,224	2,262	2,287
Grade 11	1,969	2,068	2,205	2,171	2,129	2,319
Grade 12	2,924	2,746	2,129	2,195	2,322	2,398
OAC/Returning Grade 12's	0	0	0	0	0	0
Special Education	0	0	0	0	0	0
Alternative/Other	0	0	0	0	465	0
<b>Total Enrolment</b>	<b>9,267</b>	<b>9,239</b>	<b>8,770</b>	<b>8,900</b>	<b>9,334</b>	<b>9,211</b>

Enrolment Change 2001/02 - 2006/07	
Absolute Change	Percentage Change
-33	-1.5%
154	7.2%
350	17.8%
-526	-18.0%
0	0.0%
-56	-0.6%

Enrolment Change 2006/07 - 2011/12	
Absolute Change	Percentage Change
-318	-14.4%
-260	-11.4%
-51	-2.2%
86	3.6%
0	0.0%
-543	-5.9%

GRADES	HISTORICAL					Current 2012/2013	PROJECTED ENROLMENT														
	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012		Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
Grade 9	2,182	2,180	2,195	1,975	1,890	1,859	1,860	1,866	1,762	1,680	1,623	1,522	1,496	1,432	1,303	1,282	1,192	1,248	1,212	1,210	1,201
Grade 10	2,279	2,172	2,214	2,236	2,027	1,925	1,906	1,858	1,763	1,682	1,625	1,530	1,504	1,440	1,314	1,293	1,205	1,260	1,225	1,223	
Grade 11	2,239	2,192	2,320	2,339	2,268	2,024	1,938	1,921	1,873	1,879	1,784	1,705	1,649	1,561	1,535	1,474	1,353	1,331	1,249	1,298	1,265
Grade 12	2,463	2,292	2,448	2,357	2,484	2,521	2,114	2,123	2,106	2,056	2,058	1,957	1,879	1,818	1,724	1,697	1,628	1,499	1,474	1,390	1,440
Special Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Alternative/Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Existing Community Pupils</b>	<b>9,162</b>	<b>8,835</b>	<b>9,177</b>	<b>8,907</b>	<b>8,668</b>	<b>8,328</b>	<b>7,818</b>	<b>7,768</b>	<b>7,605</b>	<b>7,378</b>	<b>7,147</b>	<b>6,809</b>	<b>6,554</b>	<b>6,315</b>	<b>6,002</b>	<b>5,767</b>	<b>5,466</b>	<b>5,284</b>	<b>5,123</b>	<b>5,129</b>	
Pupils Expected From New Housing/Growth								152	284	379	521	672	821	967	1,109	1,249	1,409	1,566	1,719	1,869	2,016
<b>Total Pupils (Existing + New)</b>	<b>9,162</b>	<b>8,835</b>	<b>9,177</b>	<b>8,907</b>	<b>8,668</b>	<b>8,328</b>	<b>7,818</b>	<b>7,919</b>	<b>7,889</b>	<b>7,757</b>	<b>7,668</b>	<b>7,481</b>	<b>7,375</b>	<b>7,281</b>	<b>7,112</b>	<b>7,016</b>	<b>6,875</b>	<b>6,850</b>	<b>6,914</b>	<b>6,992</b>	<b>7,145</b>
<b>Year to Year Enrolment Percentage Change</b>		-3.6%	3.9%	-2.9%	-2.7%	-3.9%	-6.1%	1.3%	-0.4%	-1.7%	-1.1%	-2.4%	-1.4%	-1.3%	-2.3%	-1.3%	-2.0%	-0.4%	0.9%	1.1%	2.2%
Projected New Dwelling Units							1,805	3,610	5,416	7,221	9,026	11,428	13,830	16,232	18,634	21,036	23,432	25,829	28,225	30,622	33,018
Average Secondary Yield For New Units								0.042	0.052	0.052	0.058	0.059	0.059	0.060	0.060	0.059	0.060	0.061	0.061	0.061	0.061

**APPENDIX B:  
ENROLMENT PROJECTIONS BY SCHOOL AND BY GRADE**



## **ELEMENTARY PANEL**

**RA01: ST. ANNE**

St. Gregory																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	34	39	47	46	42	35	37	29	20	28	22	36	16	28	28	29	29	30	31	31	31	31	32	34	36	38	40	
SK	39	39	44	49	47	45	36	38	29	19	28	26	35	18	31	30	31	31	32	32	33	33	34	36	37	39	41	
1	47	38	44	49	51	49	44	36	41	28	23	28	30	37	19	32	31	32	33	33	34	34	35	37	38	40	42	
2	57	50	39	41	49	55	51	47	37	43	32	23	27	31	38	20	33	32	33	33	34	34	35	37	39	41	42	
3	46	55	55	45	42	47	52	51	46	39	43	33	24	28	32	39	21	34	33	33	34	34	35	38	39	41	43	
4	66	46	57	53	44	43	48	54	53	48	40	44	32	25	29	33	39	21	34	33	34	34	35	38	39	41	43	
5	54	66	46	61	56	48	43	49	53	54	47	44	45	33	26	29	33	40	22	35	34	34	35	38	39	42	43	
6	61	54	67	44	60	55	48	41	47	58	51	48	41	45	33	26	30	34	40	22	35	34	35	37	39	41	43	
7	47	62	54	66	44	60	57	47	45	49	56	49	46	42	46	34	27	31	34	41	23	35	35	37	39	41	43	
8	59	50	62	57	66	50	60	58	47	46	49	56	46	46	42	47	34	27	31	35	41	23	36	37	39	41	43	
Special Education																												
Alternative/Other																												
Total	510	499	515	511	501	487	476	450	418	412	391	387	342	334	325	318	308	312	323	330	332	327	349	367	386	405	423	

St. John the Baptist																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	53	41	44	51	44	45	45	38	39	33	22	25	22	25	25	25	26	26	27	27	27	27	27	28	29	30	32	
SK	41	55	43	40	55	44	45	46	39	35	33	21	28	23	26	25	26	26	26	27	27	27	27	28	29	30	31	
1	68	44	62	46	45	56	44	48	49	37	37	36	23	29	24	26	26	26	26	27	27	27	27	28	29	31	32	
2	56	69	45	58	54	46	57	45	49	47	38	41	35	24	30	24	27	26	27	27	27	27	28	29	30	31	32	
3	53	56	70	48	63	56	46	55	46	46	47	37	39	36	25	31	25	27	27	27	27	27	28	29	30	31	32	
4	64	54	55	73	51	64	55	47	56	47	45	46	38	40	37	25	31	25	28	27	27	27	27	29	30	31	32	
5	68	61	53	60	74	49	65	58	45	56	52	45	46	39	41	37	26	31	25	28	27	27	27	29	30	32	33	
6	69	72	64	53	63	79	48	63	58	44	57	48	48	47	39	41	37	26	31	25	28	27	27	29	30	31	33	
7	64	66	71	71	53	64	81	49	61	59	44	58	45	49	47	40	41	38	26	32	26	28	27	29	30	31	33	
8	59	64	69	71	69	50	64	77	48	63	58	42	57	46	50	48	40	41	38	27	32	26	28	29	30	31	33	
Special Education																												
Alternative/Other																												
Total	595	582	576	571	571	553	550	526	490	467	433	399	381	357	343	323	304	294	282	273	273	268	274	286	298	310	322	

St. John the Evangelist																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	26	17	20	15	18	17	10	17	12	17	16	12	5	13	12	12	13	13	13	13	13	12	12	12	12	13	13	
SK	19	27	20	25	15	15	17	11	19	13	18	14	12	5	13	12	13	13	13	13	13	13	13	13	13	13	13	
1	22	20	27	19	27	14	15	17	13	20	11	18	14	12	5	13	13	13	13	13	13	13	13	13	13	13	13	
2	23	24	21	29	21	27	13	16	18	12	20	10	19	14	12	5	13	12	12	13	13	13	13	13	13	13	13	
3	19	23	22	24	30	20	25	15	17	19	12	20	10	19	14	12	5	13	13	13	13	13	13	13	13	13	13	
4	18	18	25	23	27	31	19	26	15	19	18	11	20	10	19	14	12	5	13	13	13	13	13	13	13	13	13	
5	24	15	20	26	24	27	29	19	24	14	18	18	11	20	10	19	14	12	5	13	13	13	13	13	13	13	13	
6	18	24	15	19	30	24	24	30	18	23	11	18	18	11	20	10	19	14	12	5	13	12	13	13	13	13	13	
7	33	18	22	13	19	30	24	24	28	19	23	11	20	18	11	20	10	19	14	12	5	13	13	13	13	13	13	
8	20	33	18	23	16	21	30	24	23	26	18	23	12	20	18	11	20	10	19	14	12	5	13	13	13	13	13	
Special Education																												
Alternative/Other																												
Total	222	219	210	216	227	226	206	199	187	182	165	155	141	142	135	129	131	124	126	120	119	119	126	127	127	128	129	

St. Peter																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	56	50	49	41	57	43	33	28	34	26	15	20	26	19	20	21	22	24	26	28	30	32	37	42	48	54	60	
SK	42	60	54	51	45	57	41	38	30	37	31	23	24	30	22	23	24	25	28	30	32	34	38	44	50	56	61	
1	44	44	67	54	53	45	58	42	38	33	36	35	23	26	32	24	24	26	28	30	32	34	39	45	50	56	62	
2	54	49	42	68	56	52	43	56	41	38	34	39	35	25	27	33	25	26	28	30	32	34	39	45	51	56	62	
3	50	57	54	43	69	56	54	42	56	41	38	34	39	36	26	29	34	27	28	30	32	34	39	45	51	57	62	
4	57	53	58	53	43	68	56	51	38	56	37	38	35	40	38	27	30	36	29	30	32	34	39	45	51	57	63	
5	50	61	53	58	53	43	68	54	55	38	56	39	39	37	42	40	29	32	39	31	33	35	39	45	51	57	63	
6	51	51	58	51	57	49	45	65	56	58	37	57	40	41	39	44	41	31	34	41	34	35	40	46	52	58	63	
7	44	50	51	55	49	59	50	48	66	55	54	36	54	41	42	40	45	42	32	36	43	36	39	45	51	57	63	
8	41	43	52	52	56	48	61	49	45	68	53	52	36	55	42	43	40	46	44	34	38	45	40	45	51	57	63	
Special Education																												
Alternative/Other																												
Total	489	518	538	526	538	520	509	473	459	450	391	373	351	350	331	322	315	314	315	320	338	353	389	449	506	565	623	

St. Pius X																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	61	62	64	70	53	60	47	48	48	50	35	39	44	36	36	36	37	38	38	39	39	39	40	41	43	45	47	
SK	75	66	70	69	76	59	65	48	51	48	48	39	39	46	38	37	38	38	39	39	40	40	40	42	44	46	47	
1	90	81	72	72	73	79	59	63	51	53	47	52	39	41	48	40	39	40	40	41	41	41	42	44	45	47	49	
2	107	96	84	73	67	69	80	60	61	51	54	49	55	40	42	49	40	40	40	41	41	41	42	44	46	47	49	
3	88	110	94	86	66	72	68	81	58	65	51	56	47	56	41	43	50	42	41	41	41	42	43	45	46	48	50	
4	104	92	109	95	89	67	69	69	81	58	68	50	58	48	58	42	44	51	43	41	42	42	43	45	47	49	51	
5	90	106	91	109	92	86	67	70	71	82	59	69	52	60	50	59	44	46	52	44	42	43	44	46	48	50	51	
6	118	100	106	89	110	91	84	68	71	73	75	62	69	52	60	50	60	44	46	53	44	42	43	45	47	49	51	
7	97	120	99	108	87	103	90	83	70	72	70	72	63	68	52	59	50	59	44	46	52	43	42	45	47	49	51	
8	102	98	121	98	108	88	99	88	83	67	71	70	72	63	68	52	59	50	59	44	45	51	43	44	46	48	50	
Special Education																												
Alternative/Other																												
Total	932	931	910	869	821	774	728	678	645	619	578	558	538	511	492	468	460	447	442	427	427	424	423	441	459	478	496	

St. William																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	46	61	51	51	67	56	47	47	56	43	56	41	35	46	46	47	48	49	49	49	48	47	47	49	50	52	54	
SK	65	45	68	59	54	74	58	52	51	65	49	58	46	41	52	51	52	53	53	53	53	52	52	53	55	56	58	
1	64	68	49	75	58	59	77	60	54	50	70	55	63	51	44	55	54	55	55	55	55	55	54	56	57	59	61	
2	65	68	72	57	79	63	60	80	60	59	60	70	56	66	53	46	57	56	56	56	56	55	55	57	58	60	61	
3	56	69	74	80	55	79	63	63	78	64	60	58	73	59	69	55	48	59	57	57	56	56	56	58	60	61	63	
4	72	59	69	75	81	53	80	64	65	78	62	63	60	76	61	70	56	49	59	57	57	56	56	58	60	62	63	
5	59	74	66	75	73	80	57	77	68	65	77	60	63	61	76	61	70	56	49	59	56	55	56	58	60	62	63	
6	41	63	77	72	72	74	76	58	77	70	68	74	65	66	64	78	63	72	57	49	59	56	56	58	60	62	64	
7	57	42	62	78	73	73	75	76	59	81	71	71	77	68	68	65	80	65	73	58	49	59	57	59	61	63	65	
8	53	56	44	64	74	75	73	77	77	60	79	70	72	79	70	69	66	81	65	73	57	49	59	59	61	63	65	
Special Education																												
Alternative/Other																												
Total	578	605	632	686	686	686	666	654	645	635	652	620	610	612	602	597	593	593	573	565	546	540	548	565	582	600	617	

## **RA02: CARDINAL CARTER**

Holy Name																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	49	52	45	58	64	63	60	74	48	47	37	36	28	35	38	39	39	39	40	41	43	44	47	50	54	57	61	
SK	49	57	51	49	60	69	67	56	67	47	46	37	35	28	35	38	38	39	40	41	43	44	47	50	53	57	60	
1	43	49	57	52	54	63	75	67	56	67	46	49	34	36	29	36	39	39	40	42	43	45	48	51	54	57	61	
2	51	45	55	59	54	53	64	70	51	56	64	43	48	34	36	29	35	39	40	41	43	44	47	50	54	57	60	
3	56	54	49	52	67	56	51	56	53	51	54	64	46	48	34	36	29	35	39	41	42	44	47	50	53	57	60	
4	56	57	51	49	54	65	57	55	44	55	52	52	63	47	48	34	36	29	37	41	42	44	47	50	54	57	60	
5	62	58	60	56	46	59	65	58	53	44	48	48	52	62	46	48	34	36	30	37	42	43	46	50	53	57	60	
6	64	58	61	60	57	46	61	67	52	49	47	47	56	52	62	46	47	34	36	31	38	43	46	49	53	56	59	
7	53	65	60	61	64	57	44	63	62	52	48	46	48	56	52	61	45	47	35	37	32	40	46	49	52	56	59	
8	61	54	61	63	62	61	58	48	60	64	53	50	46	49	56	52	62	46	48	36	39	34	43	49	52	56	59	
Special Education Alternative/Other																												
Total	544	549	550	559	582	592	602	614	546	532	495	472	456	446	436	418	405	382	385	389	406	423	463	500	533	566	600	

Our Lady of the Annunciation																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	8	14	15	14	20	12	10	11	6	7	9	11	11	10	11	11	11	11	11	11	12	12	13	13	13	14	15	
SK	26	10	18	20	13	22	14	13	13	7	7	11	12	12	11	12	12	12	12	12	13	13	13	14	14	15	16	
1	18	28	7	19	21	12	19	14	12	12	11	7	14	12	13	11	12	12	12	13	13	13	13	14	14	15	16	
2	21	15	26	7	18	20	11	19	13	12	16	9	9	14	13	13	11	12	12	13	13	13	13	14	14	15	16	
3	21	26	16	26	9	17	21	13	18	12	12	15	8	9	15	13	13	11	12	13	13	13	13	14	14	15	16	
4	22	21	23	17	24	9	17	24	12	18	13	13	15	8	10	15	13	13	12	13	13	13	13	14	15	15	16	
5	19	22	20	23	18	26	9	20	20	11	18	13	13	15	9	10	15	13	14	12	13	13	13	14	15	15	16	
6	23	21	19	24	20	17	22	9	19	19	13	18	12	14	16	9	10	15	14	14	12	13	13	14	15	15	16	
7	16	24	22	18	25	20	18	22	9	18	21	13	18	13	14	16	9	10	16	14	14	12	13	14	15	15	16	
8	25	15	23	19	19	25	22	21	25	8	18	19	13	18	13	14	16	9	11	16	14	14	12	14	15	15	16	
Special Education Alternative/Other																												
Total	199	196	189	187	187	180	163	166	147	124	138	129	125	126	123	124	123	121	126	129	127	127	130	137	144	150	157	

Queen of Peace																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	55	40	55	38	35	34	28	28	16	25	21	17	20	19	21	22	23	24	24	24	24	23	24	25	27	29	31	
SK	46	54	40	50	41	33	38	29	31	14	28	25	17	22	21	23	24	25	25	25	25	24	25	26	28	30	31	
1	59	45	59	41	50	39	35	37	31	30	14	21	27	18	24	22	24	25	25	25	25	24	25	26	28	30	31	
2	74	61	49	61	42	47	38	37	37	33	30	17	21	29	20	25	23	25	25	25	25	25	25	27	28	30	31	
3	68	70	60	47	63	42	47	37	37	38	34	27	16	22	30	21	25	23	25	25	25	25	25	27	28	30	31	
4	55	69	68	56	46	65	43	47	37	36	39	35	27	18	24	31	22	27	24	25	25	25	25	27	28	30	32	
5	58	53	71	66	56	48	64	43	45	38	36	35	35	28	19	24	31	22	27	24	25	25	25	27	28	30	32	
6	54	58	56	71	65	56	50	63	40	45	38	30	37	36	29	19	25	32	23	27	24	25	25	27	28	30	32	
7	55	52	59	55	70	66	56	52	60	40	44	40	30	38	38	30	20	26	33	23	27	23	25	27	28	30	32	
8	65	55	53	58	53	68	66	56	48	63	40	42	40	31	40	39	31	21	26	33	23	26	24	27	29	30	32	
Special Education Alternative/Other																												
Total	589	557	570	543	521	498	465	429	382	362	324	289	270	262	263	255	249	252	258	256	247	245	246	265	281	298	315	

St. John de Brebeuf																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	28	48	55	48	51	41	36	37	46	30	55	50	32	44	49	49	49	50	50	49	49	48	48	48	49	50	51	
SK	45	31	48	59	47	52	42	36	36	51	31	53	50	34	46	51	51	51	51	51	51	50	49	50	50	51	52	
1	44	51	32	52	61	49	57	44	36	40	51	38	53	53	36	49	53	54	54	54	53	53	52	53	53	53	54	
2	34	43	51	33	53	59	52	55	45	39	43	52	42	54	54	37	50	54	54	54	54	53	53	53	54	54	55	
3	41	35	39	59	35	54	60	54	54	45	43	40	53	43	55	55	37	51	54	54	54	54	53	54	54	54	55	
4	36	44	36	40	58	34	56	55	54	56	46	45	41	54	43	55	55	38	51	54	54	54	54	54	54	55	55	
5	43	36	44	37	41	60	34	56	55	55	54	46	50	42	54	44	56	56	38	50	54	54	53	54	54	55	55	
6	45	45	36	46	40	43	59	36	58	52	54	59	49	51	42	55	44	56	56	38	50	54	53	54	55	55	56	
7	45	48	48	39	45	40	45	61	35	58	52	55	59	50	52	43	55	45	56	56	38	50	54	55	55	56	56	
8	25	45	49	46	39	42	37	47	58	36	56	54	54	60	51	53	44	56	45	57	56	37	50	55	56	56	57	
Special Education																												
Alternative/Other																												
<b>Total</b>	<b>386</b>	<b>426</b>	<b>438</b>	<b>459</b>	<b>470</b>	<b>474</b>	<b>478</b>	<b>481</b>	<b>477</b>	<b>462</b>	<b>485</b>	<b>492</b>	<b>483</b>	<b>485</b>	<b>483</b>	<b>490</b>	<b>495</b>	<b>510</b>	<b>509</b>	<b>517</b>	<b>512</b>	<b>506</b>	<b>520</b>	<b>529</b>	<b>534</b>	<b>539</b>	<b>545</b>	

St. Louis																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	35	42	35	39	38	39	35	31	34	24	32	34	21	28	30	31	31	31	31	31	30	30	30	30	31	31	32	
SK	38	33	40	35	40	39	39	34	31	33	22	31	35	21	28	30	30	30	30	30	30	30	30	30	30	30	31	
1	47	40	34	41	40	40	38	45	37	32	33	26	32	37	22	29	32	32	32	32	32	32	31	31	32	32	32	
2	46	45	38	34	40	42	44	34	44	40	32	34	24	33	38	22	30	32	32	32	32	32	32	32	32	32	33	
3	64	50	40	35	36	44	44	45	34	45	40	32	34	24	33	38	23	30	32	32	32	32	32	33	33	33	33	
4	52	65	52	40	39	37	40	42	46	32	43	37	33	34	24	33	38	23	30	32	32	32	32	32	32	33	33	
5	58	52	61	50	45	38	38	40	42	49	33	41	39	33	34	25	33	38	23	30	32	32	32	32	33	33	33	
6	53	56	48	54	53	45	39	35	44	41	51	35	35	40	34	35	25	33	38	23	30	32	33	33	33	34		
7	56	47	55	51	56	54	43	39	37	40	40	51	38	35	39	33	34	25	33	38	23	29	32	33	33	33		
8	51	57	49	57	51	57	53	44	41	36	40	41	51	38	35	39	33	34	25	33	38	23	30	32	33	33	33	
Special Education																												
Alternative/Other																												
<b>Total</b>	<b>500</b>	<b>487</b>	<b>452</b>	<b>436</b>	<b>438</b>	<b>435</b>	<b>413</b>	<b>389</b>	<b>390</b>	<b>372</b>	<b>366</b>	<b>362</b>	<b>342</b>	<b>322</b>	<b>317</b>	<b>315</b>	<b>308</b>	<b>308</b>	<b>306</b>	<b>313</b>	<b>311</b>	<b>304</b>	<b>314</b>	<b>319</b>	<b>321</b>	<b>323</b>	<b>326</b>	

## **RA03: HOLY NAMES**



Christ the King																											
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
JK	29	36	43	39	48	37	31	30	23	26	25	20	20	22	24	25	26	27	28	29	30	31	30	30	30	31	31
SK	51	33	41	46	45	50	34	30	30	24	23	24	22	22	23	24	25	27	28	29	30	31	30	30	30	30	30
1	59	51	31	50	50	48	45	36	31	26	26	26	26	23	23	24	25	27	28	29	30	31	30	30	30	30	30
2	49	53	55	33	53	54	45	40	37	32	24	29	26	27	25	24	25	27	28	29	30	31	30	30	30	30	30
3	47	54	52	51	35	56	51	45	41	35	34	25	29	28	29	26	25	26	28	29	30	31	30	30	30	30	30
4	49	50	56	54	52	33	53	50	43	44	35	35	27	31	29	30	27	26	28	29	30	31	30	30	30	30	30
5	41	50	46	58	53	51	31	57	47	43	44	36	35	29	32	30	31	28	27	29	30	31	30	30	30	31	30
6	48	44	49	44	58	53	50	32	57	50	41	48	36	37	30	33	31	33	30	29	30	31	30	30	30	31	31
7	48	52	48	49	44	56	53	48	30	61	50	43	47	38	39	32	35	33	34	31	30	31	30	30	31	31	31
8	32	50	51	47	49	49	57	54	51	32	60	49	43	49	40	40	33	36	34	35	32	30	30	30	31	31	31
Special Education																											
Alternative/Other																											
Total	453	473	472	471	487	487	450	422	390	373	362	335	311	305	293	287	283	290	293	298	301	306	296	300	302	304	305

Notre Dame																											
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
JK	41	44	53	31	44	42	36	48	36	44	41	32	31	36	40	43	45	48	51	54	55	57	54	55	56	56	57
SK	60	45	50	68	33	47	42	38	50	43	47	44	32	36	41	44	47	50	53	55	57	58	56	57	57	58	58
1	57	65	47	48	67	32	54	48	41	58	43	46	44	37	41	46	48	52	55	57	59	61	58	59	59	60	60
2	52	54	70	56	57	74	32	58	50	42	55	49	48	48	41	44	48	52	55	57	59	61	59	59	60	60	60
3	48	55	54	66	55	53	70	31	63	47	44	55	49	52	51	43	46	51	55	57	59	61	59	60	60	60	60
4	49	49	59	53	68	53	48	67	34	64	52	45	57	53	55	54	46	50	54	57	59	61	59	60	60	60	60
5	48	52	50	60	57	68	55	50	68	32	66	53	48	61	57	58	56	49	53	57	60	61	59	60	60	61	61
6	45	53	58	52	64	55	67	52	49	66	34	65	52	52	64	59	60	59	52	55	59	61	59	60	60	61	61
7	41	50	58	59	52	62	55	67	54	52	66	35	65	56	55	67	62	63	63	55	57	61	59	60	61	61	62
8	45	43	53	61	58	49	59	55	68	57	50	65	36	69	60	58	70	65	66	65	57	59	59	60	61	61	62
Special Education																											
Alternative/Other																											
Total	486	510	552	554	555	535	518	514	513	505	498	489	462	501	506	515	528	540	556	570	582	600	580	590	594	599	602

Our Lady of Mt. Carmel																											
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
JK	51	40	42	61	62	64	53	72	41	51	54	57	48	50	52	53	53	54	55	56	56	56	55	56	56	56	56
SK	58	44	47	47	66	67	66	58	69	43	51	58	55	50	52	53	54	55	56	57	57	57	56	56	56	56	56
1	60	35	50	58	54	70	69	67	61	73	47	55	63	57	51	53	55	55	56	57	58	58	57	57	57	57	57
2	69	48	40	52	62	57	69	69	66	64	73	47	56	65	59	53	55	56	57	58	59	59	58	58	58	58	58
3	68	52	47	39	51	64	59	74	70	63	64	73	52	56	65	59	53	55	57	57	58	58	58	58	58	57	57
4	66	40	53	58	48	55	61	57	78	74	66	68	78	53	58	66	60	54	56	57	58	58	58	58	58	58	57
5	72	48	40	55	64	48	53	63	54	76	77	63	71	79	54	58	67	60	55	56	58	58	57	58	58	58	58
6	67	47	52	40	62	58	48	53	66	54	79	74	62	72	80	55	59	68	61	55	57	58	57	58	58	58	58
7	64	35	46	54	45	59	60	46	54	65	52	77	81	63	73	80	55	59	68	61	56	57	57	57	57	58	58
8	57	40	37	48	58	45	56	60	48	59	64	53	77	83	64	74	81	57	61	69	63	57	57	58	58	58	58
Special Education																											
Alternative/Other																											
Total	632	429	454	512	572	587	594	619	607	622	627	625	643	628	608	603	590	574	582	585	579	578	571	573	573	573	573

St. Christopher																											
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028
JK	45	47	49	58	51	46	42	52	52	40	40	35	49	35	36	37	37	38	39	39	39	39	39	39	39	39	39
SK	53	52	48	48	63	55	47	45	58	53	44	41	38	52	37	39	39	40	40	41	41	41	40	40	40	41	41
1	56	54	55	46	46	64	59	51	48	52	54	46	42	39	53	38	39	40	40	41	41	42	41	41	41	41	41
2	47	52	53	52	45	51	61	60	57	45	55	55	51	43	40	54	39	40	41	41	42	42	41	41	41	41	41
3	45	50	52	54	55	45	55	60	64	57	50	55	51	52	44	40	54	40	41	41	42	42	41	42	41	41	41
4	50	48	48	46	51	56	50	58	63	66	56	46	55	51	52	44	40	54	40	41	41	41	41	41	41	41	41
5	57	48	51	52	47	53	55	48	63	64	65	58	45	56	52	53	45	41	55	40	41	42	41	41	41	42	41
6	40	61	50	51	53	46	57	58	51	60	66	67	58	46	57	53	54	46	42	56	41	42	41	42	42	42	42
7	38	41	63	52	49	51	49	62	54	51	59	69	67	60	47	59	54	55	47	43	57	42	42	42	42	42	42
8	44	37	43	64	53	48	52	52	66	55	54	58	66	68	60	48	59	55	56	47	44	57	41	42	42	42	42
Special Education																											
Alternative/Other																											
Total	475	490	512	523	513	515	527	546	576	543	543	530	522	502	479	463	460	448	440	431	429	430	409	411	411	411	410

St. Gabriel																											
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028
JK	44	53	51	60	39	45	54	32	41	35	32	28	30	28	29	29	30	30	31	32	32	32	31	31	32	32	
SK	69	47	54	52	57	43	51	54	37	40	40	33	28	32	30	31	31	32	32	33	33	33	33	33	33	33	33
1	59	68	48	52	53	58	42	51	53	40	45	39	30	29	33	30	31	32	33	33	34	34	33	33	33	33	33
2	62	66	70	48	53	53	65	41	53	50	39	47	39	30	29	33	31	32	32	33	33	34	33	33	33	33	33
3	49	66	70	75	49	54	49	64	41	54	48	40	46	40	31	30	34	31	32	33	33	34	33	33	33	33	33
4	78	53	69	70	74	48	58	51	68	40	55	46	41	46	40	31	30	34	32	33	33	33	33	33	33	33	33
5	61	80	54	71	71	73	48	53	50	68	42	55	48	42	48	41	32	31	35	32	33	34	33	33	33	34	33
6	56	61	81	54	73	70	72	47	52	47	69	40	56	48	42	47	41	32	31	35	32	33	32	33	33	33	33
7	63	54	66	84	55	72	69	75	50	52	47	69	39	57	48	43	47	41	33	32	35	33	33	33	33	33	33
8	74	65	56	65	85	55	69	72	72	51	54	48	68	40	58	49	43	48	42	33	32	36	32	33	33	33	33
Special Education																											
Alternative/Other																											
Total	615	613	619	631	609	571	577	540	517	477	471	445	425	392	388	364	350	344	334	328	331	335	326	328	328	328	328

**RA04: F.J. BRENNAN**

Our Lady of Lourdes																													
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028		
JK	25	34	31	27	14	12	28	15	15	18	22	19	15	18	16	16	16	16	16	16	15	15	15	15	15	15	15		
SK	35	25	33	32	24	19	13	26	13	21	18	21	17	16	19	17	17	17	16	16	16	16	16	16	16	16	15	15	
1	34	37	22	30	31	21	16	14	28	18	15	19	20	17	16	19	17	17	16	16	16	16	16	16	16	16	16	15	
2	40	36	33	19	30	28	20	17	18	32	20	19	17	20	17	16	19	17	17	16	16	16	16	16	16	16	16	16	
3	28	43	31	31	15	30	30	21	19	16	26	17	16	17	20	17	16	18	16	16	16	16	15	15	15	15	15	15	
4	29	26	46	34	25	16	28	27	17	19	20	21	12	16	16	19	17	15	18	16	16	16	15	15	15	15	15		
5	38	32	26	45	25	23	18	30	26	19	15	20	22	12	16	17	20	17	15	18	16	16	15	15	15	15	15		
6	31	36	31	27	31	32	24	19	28	22	18	15	19	22	12	16	17	19	17	15	18	15	15	15	15	15	15	15	
7	30	26	31	29	25	36	27	21	18	28	24	19	16	19	22	12	16	16	19	16	15	18	15	15	15	15	15	15	
8	28	32	25	29	25	26	33	27	20	18	27	23	20	16	19	22	12	16	16	19	16	14	17	15	15	15	15	15	
Special Education																													
Alternative/Other																													
Total	318	327	309	303	245	243	237	217	202	211	205	193	174	173	173	170	165	167	166	164	160	157	156	154	153	152	151	151	

St. John Vianney																													
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028		
JK	37	47	46	36	50	64	55	57	60	52	42	40	59	47	45	47	50	49	48	47	46	46	44	45	45	45	45	45	
SK	50	40	49	58	44	58	69	59	58	62	57	40	47	65	52	49	51	50	50	49	48	47	46	46	46	46	46	46	
1	61	61	45	56	63	47	56	75	63	60	70	55	43	51	69	55	52	51	50	49	49	48	46	47	46	46	47	47	
2	61	60	61	52	59	66	46	60	74	66	62	68	61	47	55	72	58	51	51	50	49	48	47	47	47	47	47	47	
3	70	65	64	61	51	63	73	45	61	74	65	62	72	65	51	58	74	57	51	50	49	49	47	47	47	47	47	47	
4	65	69	64	62	59	53	66	76	44	61	76	62	64	76	68	53	60	74	56	50	50	49	47	48	47	47	47	47	
5	59	65	68	72	62	60	55	70	74	47	65	78	62	69	80	71	56	60	74	56	50	49	48	48	48	48	48	48	
6	75	66	69	68	74	65	60	56	70	72	41	64	83	65	71	82	73	55	59	73	55	49	48	48	48	48	48	48	
7	61	82	66	69	68	77	67	59	56	70	77	46	63	88	69	75	85	73	55	59	73	55	48	49	49	49	48	48	
8	62	65	84	60	71	67	80	70	60	60	65	76	49	66	90	71	76	84	72	54	58	71	54	48	49	49	49	48	
Special Education																													
Alternative/Other																													
Total	601	620	616	594	601	620	627	627	620	624	620	591	603	639	651	632	634	604	566	538	527	511	477	473	472	472	471	471	

St. Jules																													
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028		
JK	25	25	30	36	25	26	29	21	24	32	25	27	24	30	26	26	26	25	25	25	25	25	24	24	24	24	24	24	
SK	32	26	25	29	35	27	30	34	23	26	32	27	28	25	31	27	27	27	27	26	26	26	26	26	25	25	25	25	
1	30	31	38	30	34	35	27	31	27	29	24	35	33	28	25	31	27	27	27	26	26	26	26	26	26	25	25	25	
2	30	36	37	38	30	39	35	29	36	27	32	38	37	35	29	26	33	28	28	28	28	28	28	27	27	27	27	27	
3	28	26	36	36	40	27	45	32	29	34	28	35	36	37	35	30	27	33	29	29	29	28	28	28	28	27	27	27	
4	20	26	28	39	32	39	26	45	34	29	35	35	41	36	37	35	30	27	33	29	29	29	28	28	28	28	28	27	
5	31	25	29	34	40	39	35	23	42	41	25	45	35	41	36	37	35	29	26	33	28	28	28	28	28	28	28	27	
6	31	27	25	33	32	40	34	36	26	46	42	35	44	35	41	36	37	35	29	26	33	28	28	28	28	28	28	28	
7	29	32	26	23	31	33	40	36	37	27	46	51	37	44	35	41	36	37	35	29	26	33	28	28	28	28	28	28	
8	32	28	32	33	20	31	37	37	42	42	23	48	55	37	44	35	41	36	37	35	29	26	33	28	28	28	28	28	
Special Education																													
Alternative/Other																													
Total	288	282	306	331	319	336	338	324	320	333	312	376	370	347	339	323	317	304	296	287	280	277	278	272	270	268	267	267	

St. Maria Goretti																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	30	29	38	23	31	19	27	26	24	22	17	14	16	17	15	15	15	15	15	15	15	15	15	14	14	14	14	
SK	35	34	30	43	23	32	22	27	23	30	21	17	12	17	18	16	16	16	16	16	16	15	15	15	15	15	15	
1	39	41	30	36	46	29	33	22	30	20	28	18	14	12	17	18	16	16	16	16	16	15	15	15	15	15	15	
2	24	38	44	30	31	41	24	29	24	35	22	27	17	14	12	17	18	16	16	16	16	15	15	15	15	15	15	
3	25	28	40	44	32	31	39	26	31	23	32	21	23	17	14	12	17	18	16	16	16	15	15	15	15	15	15	
4	20	29	25	40	46	30	27	39	29	30	23	34	19	23	17	14	12	17	18	16	16	16	15	15	15	15	15	
5	23	25	31	22	40	45	29	33	40	25	28	22	35	19	23	17	14	12	17	18	16	16	16	15	15	15	15	
6	27	26	28	33	26	37	45	35	30	41	22	27	24	35	19	23	17	14	12	17	18	16	15	15	15	15	15	
7	24	34	28	26	38	24	36	45	34	33	40	26	27	24	35	19	23	17	14	12	17	18	15	15	15	15	15	
8	26	27	36	24	29	40	26	37	43	37	33	42	27	27	25	36	20	23	17	14	12	17	18	16	16	16	15	
Special Education																												
Alternative/Other																												
<b>Total</b>	<b>273</b>	<b>311</b>	<b>330</b>	<b>321</b>	<b>342</b>	<b>328</b>	<b>308</b>	<b>319</b>	<b>308</b>	<b>296</b>	<b>266</b>	<b>248</b>	<b>214</b>	<b>207</b>	<b>196</b>	<b>189</b>	<b>170</b>	<b>166</b>	<b>158</b>	<b>156</b>	<b>156</b>	<b>158</b>	<b>156</b>	<b>153</b>	<b>152</b>	<b>151</b>	<b>150</b>	

St. Rose																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	25	26	26	44	31	32	23	17	25	19	28	32	25	26	23	23	22	22	22	22	22	21	21	21	21	21	21	
SK	31	28	27	28	42	33	33	23	17	23	21	29	35	25	26	23	23	23	23	22	22	22	22	22	22	21	21	
1	36	34	34	30	25	42	36	33	28	18	28	22	31	37	27	28	24	24	24	24	23	23	23	23	23	23	23	
2	31	37	36	37	31	25	41	32	34	32	21	29	23	32	37	27	28	25	25	24	24	24	24	24	23	23	23	
3	40	28	40	39	37	31	26	39	36	32	38	22	30	23	32	37	27	28	25	24	24	24	24	24	24	23	23	
4	27	40	32	44	35	37	34	26	38	35	33	38	25	30	23	32	37	27	28	25	24	24	24	24	24	24	23	
5	43	31	44	31	44	35	35	33	31	31	37	36	37	25	30	23	31	37	27	28	24	24	24	24	24	24	23	
6	33	42	31	45	31	39	35	34	34	28	34	33	39	37	25	29	23	31	37	27	28	24	24	24	24	23	23	
7	36	32	44	32	42	31	38	33	32	29	32	34	33	39	36	24	29	22	31	36	26	27	24	24	24	23	23	
8	25	35	34	48	32	43	32	35	36	33	32	32	35	33	39	37	24	29	23	31	37	27	28	24	24	24	24	
Special Education																												
Alternative/Other																												
<b>Total</b>	<b>327</b>	<b>333</b>	<b>348</b>	<b>378</b>	<b>350</b>	<b>348</b>	<b>333</b>	<b>305</b>	<b>311</b>	<b>280</b>	<b>304</b>	<b>307</b>	<b>313</b>	<b>306</b>	<b>297</b>	<b>282</b>	<b>270</b>	<b>269</b>	<b>263</b>	<b>263</b>	<b>255</b>	<b>241</b>	<b>238</b>	<b>232</b>	<b>231</b>	<b>229</b>	<b>228</b>	

**RA05: STOV**

Holy Cross																											
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
JK	0	85	77	64	87	71	76	68	75	81	56	56	48	58	54	55	55	56	57	57	57	57	57	58	59	60	61
SK	0	79	97	82	71	91	73	84	67	80	83	63	59	52	62	57	58	59	59	60	60	60	59	60	61	62	63
1	0	80	81	103	93	72	92	71	82	66	82	91	64	60	53	62	58	59	59	60	60	61	60	60	61	62	63
2	0	100	79	82	100	91	69	92	76	78	66	84	86	65	61	53	62	58	59	59	60	60	60	60	61	61	62
3	0	87	99	86	87	100	90	72	91	75	78	63	82	86	65	60	53	62	58	58	59	59	59	60	60	61	61
4	0	90	90	95	89	92	100	93	73	88	72	84	64	83	87	65	61	54	63	58	59	59	59	60	61	61	61
5	0	92	87	94	92	91	94	101	88	70	86	75	81	65	84	87	65	61	54	63	58	59	59	60	60	61	61
6	0	77	88	91	97	95	92	94	97	88	76	91	74	83	66	85	88	67	63	55	64	59	59	60	61	62	63
7	0	96	76	87	91	96	97	91	94	93	86	80	87	75	83	67	85	88	67	63	55	64	59	60	61	61	62
8	0	71	96	76	93	91	96	100	85	91	96	87	81	89	76	84	68	86	89	68	63	55	64	60	61	62	62
Special Education																											
Alternative/Other																											
Total	0	857	870	860	900	890	879	866	828	810	781	774	726	714	689	676	654	650	628	602	596	594	596	599	605	613	620

Sacred Heart																											
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
JK	62	51	70	64	41	57	59	43	43	45	39	43	61	39	37	38	38	39	39	40	40	39	39	40	41	42	43
SK	79	63	53	68	61	42	64	60	48	47	47	41	44	63	41	38	39	39	40	40	40	40	40	40	41	42	43
1	82	82	68	55	67	64	42	65	58	50	55	51	44	45	64	42	39	39	40	40	41	41	41	41	41	42	43
2	93	76	86	69	57	71	62	44	60	60	50	57	54	45	46	65	42	39	40	40	41	41	41	41	41	42	43
3	94	90	78	83	67	52	69	66	43	60	62	49	60	55	46	47	65	43	40	41	41	41	41	42	42	42	43
4	64	92	91	78	82	68	53	64	65	46	62	64	49	61	56	47	48	66	44	41	41	41	41	41	42	43	43
5	71	67	94	87	83	79	65	54	67	65	47	61	65	50	62	57	47	48	67	44	41	41	41	41	42	43	43
6	90	70	69	91	81	82	75	66	56	65	67	48	60	66	51	63	58	48	49	67	45	41	41	42	43	43	44
7	80	91	70	70	91	82	80	74	64	57	67	66	48	62	68	52	64	59	49	50	68	45	42	43	43	44	44
8	72	80	93	74	69	88	81	78	77	64	56	66	67	48	62	68	52	64	59	49	50	68	45	42	43	43	44
Special Education																											
Alternative/Other																											
Total	787	762	772	739	699	685	650	614	581	559	552	546	552	535	532	514	492	485	466	452	447	440	412	415	420	426	432

Stella Maris																											
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
JK	21	38	24	32	25	30	22	20	28	27	18	24	24	21	20	20	20	21	21	22	22	22	22	22	23	23	24
SK	31	22	41	31	35	27	32	20	22	29	25	18	22	24	21	20	20	21	21	21	22	22	21	22	22	23	24
1	22	38	24	43	34	38	27	33	21	21	31	31	20	24	26	22	21	22	22	23	23	22	23	23	23	24	24
2	33	23	38	27	45	34	37	29	33	21	23	33	32	21	25	27	23	22	22	23	23	23	23	23	24	24	24
3	43	32	24	34	26	46	30	37	31	36	23	29	35	33	22	25	28	24	22	23	23	23	23	24	24	24	25
4	28	42	34	27	37	25	44	29	36	29	38	24	29	36	34	22	26	28	24	23	23	23	23	24	24	25	25
5	45	26	40	34	24	35	25	41	29	38	29	43	23	29	36	34	23	26	29	24	23	23	23	24	24	25	25
6	41	48	25	40	32	24	34	26	43	33	40	31	43	24	30	37	35	23	27	29	25	23	23	24	24	25	25
7	32	40	48	25	38	29	25	31	26	46	33	41	30	44	25	31	38	35	24	27	29	25	23	24	24	25	25
8	46	34	39	47	27	38	28	28	34	23	44	35	41	31	44	25	31	38	36	24	28	30	25	24	24	25	25
Special Education																											
Alternative/Other																											
Total	342	343	337	340	323	326	304	294	303	303	304	309	299	287	283	264	265	260	248	238	239	237	230	233	238	242	247

St. Anthony																												
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028	
JK	25	19	20	18	20	23	29	22	24	17	20	18	17	18	16	17	17	17	17	18	17	17	17	18	18	18	19	
SK	36	26	15	22	20	22	25	32	20	26	16	20	17	17	18	17	17	17	17	18	18	18	18	18	18	18	19	
1	31	35	25	18	24	20	21	27	29	20	25	17	17	17	18	18	17	17	17	18	18	18	18	18	18	18	19	
2	38	32	36	29	19	25	19	19	24	31	19	26	18	17	18	18	18	17	17	18	18	18	18	18	18	18	18	
3	38	35	30	38	31	19	26	20	18	25	31	21	24	18	18	18	18	18	17	17	18	18	18	18	18	18	18	
4	32	37	30	28	39	31	21	26	17	21	28	32	20	25	19	18	18	19	19	18	18	18	18	18	18	19	19	
5	37	30	34	32	26	39	32	21	25	19	19	27	29	20	25	19	18	18	19	19	18	18	18	18	18	19	19	
6	42	37	29	37	31	29	40	31	20	27	19	20	28	30	21	25	20	19	19	19	19	18	18	18	19	19	19	
7	34	39	34	30	39	31	29	45	33	21	26	24	22	30	32	22	27	21	20	20	20	20	19	19	19	20	20	
8	36	30	42	34	31	40	32	29	44	32	23	28	19	23	30	32	22	27	21	20	20	20	20	19	19	20	20	
Special Education																												
Alternative/Other																												
Total	349	320	295	286	280	279	274	272	254	239	226	233	211	215	214	204	193	191	184	183	183	183	181	182	184	187	189	

St. Bernard Amherstburg																												
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028	
JK	35	37	27	27	22	22	23	14	20	15	16	19	16	17	17	17	18	18	19	19	19	19	19	20	21	21	22	
SK	26	35	39	25	25	22	24	22	15	22	15	17	20	17	18	17	18	19	19	19	20	20	20	20	21	21	22	
1	41	37	31	39	22	26	23	23	22	16	21	15	14	21	18	19	18	19	19	19	20	20	20	20	21	21	22	
2	33	34	37	31	36	23	28	23	22	24	17	20	18	15	22	19	19	19	19	19	20	20	20	20	21	21	22	
3	46	29	35	34	31	34	25	27	23	20	23	17	19	19	15	22	19	20	19	19	19	20	20	20	21	21	22	
4	42	46	32	35	33	29	33	21	26	20	20	25	17	20	19	16	22	19	20	19	19	19	19	20	21	21	21	
5	48	42	47	33	35	32	27	34	22	25	20	23	23	18	21	20	16	23	20	20	19	20	20	20	21	21	22	
6	33	41	41	43	34	37	33	29	35	18	28	21	21	24	19	21	20	17	23	20	21	20	20	20	21	21	22	
7	49	34	40	42	40	29	37	30	27	31	16	29	19	21	24	19	21	20	17	23	20	21	19	20	21	21	22	
8	30	43	35	40	41	42	28	38	30	29	31	20	31	20	22	25	20	22	21	18	24	20	21	20	21	21	22	
Special Education																												
Alternative/Other																												
Total	383	378	364	349	319	296	281	261	242	220	207	206	198	192	195	194	191	195	195	197	201	199	197	202	207	213	218	

St. Joseph																												
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028	
JK	40	40	40	42	41	32	35	33	29	31	20	19	23	24	24	26	27	29	30	31	32	32	32	34	36	38	39	
SK	36	39	44	44	44	38	30	33	37	34	29	24	24	27	27	27	28	30	31	32	33	33	33	35	37	38	40	
1	54	36	43	43	44	47	38	34	31	38	36	30	23	27	29	29	28	30	31	32	33	34	34	35	37	39	40	
2	56	56	39	48	45	45	50	40	34	33	39	37	32	26	29	31	31	30	32	33	34	34	34	36	37	39	40	
3	45	56	59	41	49	46	47	52	42	38	31	40	43	35	28	31	33	32	32	33	34	34	34	36	38	39	41	
4	70	47	54	59	45	54	51	52	51	44	38	31	44	46	37	30	33	35	34	33	34	35	35	37	38	39	41	
5	47	70	48	56	57	48	60	49	51	53	42	36	30	47	48	39	32	35	36	35	34	35	35	37	38	40	41	
6	54	48	70	53	58	59	47	63	50	53	54	45	36	32	49	50	41	33	36	37	36	35	35	37	38	40	42	
7	53	56	52	71	54	57	59	47	61	49	54	48	46	38	35	51	52	42	34	37	38	37	35	37	38	40	42	
8	41	52	59	50	69	54	60	58	47	62	49	55	46	49	41	36	53	54	44	36	38	39	37	37	39	40	42	
Special Education																												
Alternative/Other																												
Total	496	500	508	507	506	480	477	461	433	435	392	365	347	350	348	349	356	349	340	339	346	349	344	360	376	392	407	





## **RA06: ASSUMPTION**



## **RA07: ST. JOSEPH**

H. J. Lassaline																											
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
JK	17	24	29	46	45	40	36	35	36	40	47	33	23	44	47	48	49	49	48	48	48	47	47	47	47	47	47
SK	37	18	42	42	48	48	40	35	39	37	46	45	39	25	47	50	51	50	50	50	50	49	49	49	49	49	49
1	27	35	33	45	42	47	51	41	32	37	37	42	41	40	26	47	50	50	50	50	49	49	49	48	48	48	48
2	27	27	54	38	45	45	47	50	39	35	41	42	40	43	41	27	49	51	51	51	51	50	50	50	49	49	49
3	27	27	49	52	38	45	44	50	46	35	37	39	45	41	44	42	28	49	51	51	51	50	50	50	50	49	49
4	26	27	49	45	55	36	48	38	48	48	39	38	40	46	42	45	43	28	49	51	51	50	50	50	50	50	49
5	32	29	47	46	49	49	37	45	42	44	48	43	39	41	47	43	45	43	28	48	51	51	50	50	50	50	50
6	30	27	47	50	46	47	52	35	47	38	45	43	41	40	42	48	44	45	43	27	48	51	50	50	50	50	50
7	27	27	52	49	52	40	48	53	37	46	41	43	41	42	41	43	49	43	45	43	27	48	50	50	50	50	50
8	38	24	57	53	56	54	39	51	55	35	45	41	44	42	43	41	43	48	43	45	42	27	47	50	50	50	50
Special Education																											
Alternative/Other																											
Total	288	265	459	466	476	451	442	433	421	395	426	409	393	404	421	434	449	456	457	463	467	474	493	495	494	493	492

L. A. Desmarais																											
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
JK	15	19	24	30	26	32	41	47	34	45	37	26	30	38	44	47	50	49	49	48	48	47	46	46	46	46	46
SK	19	20	23	27	28	29	35	44	49	37	42	41	26	36	43	48	51	51	50	50	49	48	47	47	47	47	47
1	29	20	24	23	34	30	35	39	44	50	34	40	45	30	39	46	51	51	50	50	49	49	47	47	47	47	47
2	14	31	21	25	29	36	29	43	43	42	47	37	39	49	34	42	49	50	50	49	49	48	47	47	47	47	47
3	21	14	34	26	26	29	39	27	44	43	44	48	41	43	53	37	45	48	50	49	49	48	47	47	47	47	47
4	24	22	16	39	28	26	30	44	28	44	43	45	47	46	48	56	40	45	48	50	49	49	47	48	48	48	47
5	24	26	22	22	44	30	29	29	46	28	42	42	47	51	49	50	58	39	44	48	49	48	47	47	47	47	47
6	30	24	31	21	23	45	31	34	30	48	29	41	43	51	55	52	53	58	39	44	47	48	47	47	47	47	47
7	28	33	25	33	28	23	45	35	33	33	48	32	40	47	55	58	55	53	58	39	43	47	47	48	48	48	47
8	25	26	36	26	30	26	24	45	33	30	33	49	33	44	51	57	60	54	52	57	38	42	45	47	47	47	47
Special Education																											
Alternative/Other																											
Total	229	235	256	272	296	306	338	387	384	400	399	401	391	437	472	494	511	498	490	482	470	475	467	472	472	472	471

St. Anne Fr. Immersion																											
	Historical 2001/2002	Historical 2002/2003	Historical 2003/2004	Historical 2004/2005	Historical 2005/2006	Historical 2006/2007	Historical 2007/2008	Historical 2008/2009	Historical 2009/2010	Historical 2010/2011	Historical 2011/2012	Current 2012/2013	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Year 6 2018/2019	Year 7 2019/2020	Year 8 2020/2021	Year 9 2021/2022	Year 10 2022/2023	Year 11 2023/2024	Year 12 2024/2025	Year 13 2025/2026	Year 14 2026/2027	Year 15 2027/2028
JK	42	47	54	53	61	55	58	66	62	64	49	43	63	57	61	61	61	61	61	61	60	60	59	59	59	59	60
SK	55	51	55	72	53	66	62	52	69	62	64	46	49	67	60	64	64	64	64	64	64	63	62	62	62	62	62
1	42	59	48	55	72	62	72	55	47	67	67	61	42	50	68	61	64	64	64	64	64	63	63	63	62	62	62
2	35	36	50	42	52	68	58	63	47	39	55	57	45	39	46	61	55	58	58	58	58	57	57	57	57	56	56
3	40	26	32	49	43	46	59	48	56	47	36	55	52	55	38	45	61	54	57	57	57	56	56	56	56	55	55
4	26	32	26	31	48	40	42	55	41	47	41	33	51	48	50	35	41	55	49	51	51	51	51	51	51	50	50
5	30	16	30	26	31	48	37	41	49	40	41	39	34	48	45	47	33	38	51	46	48	48	47	47	47	47	47
6	28	22	17	32	26	31	42	32	39	43	41	34	36	33	46	43	45	31	36	48	43	45	45	45	45	45	44
7	27	26	21	21	33	27	29	39	31	34	40	36	35	36	32	45	42	43	30	35	47	42	44	44	43	43	43
8	38	27	25	20	23	32	25	28	37	27	34	40	37	35	36	33	45	42	43	30	35	46	41	43	43	43	43
Special Education																											
Alternative/Other																											
Total	363	342	358	401	442	475	484	479	478	470	468	444	454	466	481	495	512	511	513	513	525	531	525	527	525	524	524

H. B. McManus																											
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028
JK	8	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SK	27	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	26	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	17	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	24	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	29	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	24	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	25	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	19	31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	34	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education																											
Alternative/Other																											
Total	233	216	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

St. Alexander																											
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028
JK	48	41	25	32	35	23	20	15	21	17	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SK	42	49	34	28	33	35	25	25	14	21	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	54	45	47	35	30	28	35	25	21	14	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	46	53	43	51	37	25	26	36	24	23	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	49	47	52	45	52	38	25	24	34	26	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	47	52	45	50	45	46	38	24	25	40	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	54	44	51	43	48	43	42	42	23	24	37	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	67	54	41	51	44	50	44	40	38	22	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	43	61	56	42	46	42	46	44	36	38	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	41	42	60	54	43	46	43	47	47	35	39	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education																											
Alternative/Other																											
Total	491	488	454	431	413	376	344	322	283	260	226	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

W. J. Langlois																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
JK	25	33	27	17	17	19	18	10	12	19	20	30	32	31	29	30	30	29	28	28	28	28	27	27	27	27	27	
SK	31	26	32	25	21	18	22	19	13	17	14	20	28	24	26	24	25	24	24	24	23	23	23	23	23	22	22	
1	33	34	23	31	27	25	14	29	17	14	16	26	22	32	25	27	25	24	24	24	24	23	23	23	23	23	22	
2	36	31	31	23	29	27	28	18	27	23	12	16	27	21	33	25	28	24	24	24	24	24	23	23	23	23	23	
3	48	32	33	33	21	29	28	30	18	28	21	20	17	27	22	34	26	28	25	24	24	24	23	23	23	23	23	
4	27	47	32	31	35	24	30	25	24	17	25	38	21	17	28	23	34	26	27	24	24	24	23	23	23	23	23	
5	38	27	45	29	32	32	24	28	23	25	20	35	36	21	18	29	23	34	26	27	24	24	23	23	23	23	23	
6	34	37	27	43	25	29	33	22	24	26	26	35	36	38	22	18	29	23	33	25	27	24	23	23	23	23	23	
7	37	35	35	27	46	24	33	31	22	23	21	37	33	35	39	22	19	29	23	33	25	26	23	23	23	23	23	
8	41	35	36	36	26	43	23	27	31	23	25	40	34	35	36	39	23	19	28	22	33	25	26	23	23	23	23	
Special Education																												
Alternative/Other																												
Total	350	337	321	295	279	270	253	239	211	215	200	297	286	282	278	271	261	261	263	256	256	244	237	234	233	232	231	

**RA08: CCH**

Immaculate Conception																											
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028
JK	49	25	34	34	24	29	21	20	18	27	22	10	14	17	17	17	17	17	16	16	16	15	15	15	16	16	16
SK	53	50	30	36	35	25	25	20	26	21	31	16	13	14	18	18	18	17	17	17	16	16	16	16	16	16	16
1	59	44	49	24	34	27	30	21	20	30	23	16	20	13	14	18	18	18	17	17	17	16	16	16	16	16	16
2	59	57	51	46	23	36	26	33	25	20	30	13	20	20	13	14	18	18	18	17	17	16	16	16	16	16	16
3	51	54	53	43	45	21	35	25	35	26	19	23	12	20	20	13	14	18	18	18	17	17	16	16	16	16	16
4	48	41	57	48	40	45	22	39	40	32	28	16	25	12	20	20	13	14	18	18	18	17	17	17	16	16	16
5	44	52	42	57	46	30	44	22	30	39	33	15	16	25	12	20	20	13	14	18	18	18	17	17	17	16	16
6	60	40	53	36	53	42	35	47	29	27	41	24	13	16	25	12	20	20	13	14	18	18	17	17	17	17	16
7	60	57	39	44	37	52	41	47	41	31	30	33	24	13	16	24	12	20	20	13	14	17	17	17	17	17	17
8	49	55	54	43	43	34	49	37	37	37	34	28	35	24	13	16	24	12	20	20	13	14	17	17	17	17	17
Special Education																											
Alternative/Other																											
Total	532	475	462	411	380	341	328	301	301	290	291	194	192	174	168	172	173	166	170	166	162	165	166	165	164	162	162

Our Lady of Perpetual Help																											
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028
JK	35	52	42	46	37	35	28	25	35	33	31	30	29	30	30	29	28	27	27	26	26	25	25	25	25	25	25
SK	64	47	56	50	53	35	36	35	33	42	40	33	36	32	33	33	33	32	31	30	29	29	28	28	28	28	28
1	63	60	53	63	49	54	39	37	32	36	35	33	34	36	32	33	33	33	32	31	30	29	29	28	28	28	28
2	57	62	61	51	61	49	56	36	32	32	36	39	29	34	36	32	33	33	32	31	31	30	29	28	28	28	28
3	55	60	62	72	51	61	48	56	36	28	31	38	36	29	33	35	31	32	32	31	31	30	29	28	28	28	27
4	62	57	61	62	62	51	61	46	51	37	31	30	38	36	29	33	35	31	32	32	32	31	30	30	29	28	28
5	61	64	61	65	62	69	49	56	46	52	40	34	30	38	36	29	34	36	32	33	32	32	31	31	30	29	28
6	54	68	61	58	59	65	68	44	50	50	51	41	32	30	38	36	29	34	36	32	33	33	32	31	31	30	29
7	47	57	66	59	58	56	61	60	47	47	48	53	41	32	30	38	36	29	33	35	31	32	32	31	30	30	30
8	44	49	56	61	58	62	60	60	62	49	46	48	55	41	32	30	38	36	29	33	35	31	32	32	32	31	30
Special Education																											
Alternative/Other																											
Total	542	576	579	587	550	537	506	455	424	406	389	379	360	337	328	329	330	323	316	316	311	303	300	295	290	285	281

St. Angela																											
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028
JK	52	32	28	34	23	29	25	26	31	24	29	32	22	30	30	30	29	28	27	27	26	26	26	25	25	25	26
SK	43	54	32	32	40	21	28	25	24	29	23	33	36	22	30	30	30	29	29	28	27	27	26	26	26	26	26
1	71	40	52	31	33	33	29	26	22	25	30	28	27	37	23	31	31	31	31	30	29	28	28	27	27	27	27
2	69	63	36	49	31	31	32	32	29	22	28	39	32	27	37	23	31	32	31	31	30	29	28	28	27	27	27
3	63	73	55	38	49	27	29	33	28	29	25	33	41	32	27	37	23	31	31	31	30	29	29	28	27	27	27
4	71	57	61	61	40	48	29	29	30	27	27	34	32	41	32	27	37	23	31	31	31	30	29	29	28	27	27
5	67	66	58	58	65	35	46	24	33	31	31	32	30	32	41	32	27	38	23	32	32	31	31	30	29	28	28
6	58	64	64	57	58	58	39	45	23	33	31	44	36	30	42	41	32	27	38	23	32	32	31	31	30	29	28
7	48	54	60	64	56	55	54	35	43	24	33	37	39	36	30	32	41	32	27	38	23	32	32	31	31	30	29
8	53	54	56	57	59	53	57	49	31	40	30	37	35	39	36	30	32	42	32	27	38	23	32	32	31	31	30
Special Education																											
Alternative/Other																											
Total	595	557	502	481	454	390	368	324	294	284	287	349	330	327	319	315	315	313	300	297	297	287	291	286	282	278	274



St. Bernard Windsor																											
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028
JK	35	31	32	30	30	23	25	13	16	9	18	22	25	19	19	19	18	18	17	17	17	16	16	16	16	16	16
SK	37	34	33	28	31	25	25	23	15	19	10	17	19	26	20	20	20	20	19	19	18	18	17	17	17	17	17
1	44	41	33	34	29	33	25	29	25	22	20	12	19	19	27	20	20	20	20	19	19	18	18	18	17	17	17
2	49	40	38	33	35	33	32	22	33	21	22	20	11	19	19	27	20	20	20	20	19	19	18	18	18	17	17
3	42	47	35	37	33	35	31	31	23	27	19	24	22	11	19	19	27	20	20	20	20	19	19	18	18	18	17
4	40	45	47	34	35	32	36	30	30	25	28	21	21	22	11	19	19	27	20	20	20	20	19	19	18	18	18
5	44	42	42	46	31	35	31	25	33	31	29	27	18	21	22	11	19	19	27	21	21	21	20	19	19	18	18
6	44	43	39	43	47	35	34	32	28	31	29	34	22	18	21	22	11	19	20	27	21	21	21	20	20	19	19
7	28	43	46	41	43	48	33	32	33	29	32	27	32	22	18	21	22	11	19	20	27	21	21	21	20	20	19
8	35	27	40	47	36	46	47	34	32	33	28	30	24	32	22	18	21	22	11	19	19	27	21	21	21	20	20
Special Education																											
Alternative/Other																											
<b>Total</b>	<b>398</b>	<b>393</b>	<b>385</b>	<b>373</b>	<b>350</b>	<b>345</b>	<b>319</b>	<b>271</b>	<b>268</b>	<b>247</b>	<b>235</b>	<b>234</b>	<b>213</b>	<b>210</b>	<b>199</b>	<b>198</b>	<b>200</b>	<b>198</b>	<b>195</b>	<b>202</b>	<b>201</b>	<b>199</b>	<b>190</b>	<b>187</b>	<b>184</b>	<b>181</b>	<b>179</b>

## **SECONDARY PANEL**

## **RS01: WINDSOR**

Assumption																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
9	194	185	193	215	179	190	162	192	197	193	152	151	158	180	163	150	181	139	144	163	155	163	145	176	175	183	188	
10	178	173	176	147	192	162	185	157	175	181	171	135	149	152	173	158	150	182	138	142	159	151	159	146	175	175	182	
11	142	158	160	158	121	158	150	179	145	165	164	151	137	145	149	169	159	155	179	138	140	156	149	160	149	176	176	
12	225	191	156	160	180	138	143	121	152	147	150	163	149	139	148	151	175	167	158	181	140	141	157	154	165	154	180	
<b>Total</b>	<b>739</b>	<b>706</b>	<b>684</b>	<b>679</b>	<b>672</b>	<b>648</b>	<b>639</b>	<b>649</b>	<b>667</b>	<b>685</b>	<b>637</b>	<b>599</b>	<b>593</b>	<b>615</b>	<b>633</b>	<b>628</b>	<b>665</b>	<b>643</b>	<b>619</b>	<b>624</b>	<b>595</b>	<b>612</b>	<b>610</b>	<b>637</b>	<b>664</b>	<b>688</b>	<b>727</b>	

Brennan																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
9	236	217	233	289	275	195	219	199	176	187	163	156	164	167	161	175	163	139	149	131	133	134	134	132	120	121	121	
10	215	245	223	221	275	264	180	197	183	167	180	165	165	161	162	154	168	156	134	143	125	127	127	129	127	116	117	
11	188	218	256	229	195	218	245	162	181	171	164	174	161	162	157	155	148	160	150	128	136	119	120	122	124	123	112	
12	300	287	233	275	272	223	243	237	195	200	192	179	170	181	179	171	170	161	175	162	138	147	128	131	134	135	134	
<b>Total</b>	<b>938</b>	<b>966</b>	<b>943</b>	<b>1,013</b>	<b>1,017</b>	<b>900</b>	<b>886</b>	<b>794</b>	<b>734</b>	<b>725</b>	<b>698</b>	<b>673</b>	<b>660</b>	<b>671</b>	<b>659</b>	<b>656</b>	<b>649</b>	<b>616</b>	<b>607</b>	<b>564</b>	<b>533</b>	<b>526</b>	<b>509</b>	<b>515</b>	<b>506</b>	<b>496</b>	<b>485</b>	

Catholic Central																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
9	258	240	241	252	200	221	202	225	223	193	238	208	197	240	203	168	161	197	200	202	217	249	244	280	291	302	310	
10	240	268	241	264	234	247	239	192	221	223	202	227	199	198	242	205	172	165	210	216	221	238	275	256	292	302	313	
11	199	211	280	240	252	242	225	231	185	220	202	172	207	191	191	232	199	169	171	216	226	235	257	280	262	297	307	
12	272	237	213	249	252	227	240	218	244	185	221	204	189	209	193	193	236	205	182	186	235	248	262	270	292	274	309	
<b>Total</b>	<b>968</b>	<b>956</b>	<b>975</b>	<b>1,004</b>	<b>937</b>	<b>936</b>	<b>906</b>	<b>865</b>	<b>872</b>	<b>820</b>	<b>862</b>	<b>810</b>	<b>792</b>	<b>837</b>	<b>829</b>	<b>799</b>	<b>768</b>	<b>736</b>	<b>762</b>	<b>821</b>	<b>899</b>	<b>969</b>	<b>1,038</b>	<b>1,086</b>	<b>1,137</b>	<b>1,175</b>	<b>1,239</b>	

Holy Names																												
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028	
9	296	309	328	301	357	354	325	372	342	316	270	322	302	324	339	308	297	318	290	282	264	234	238	227	232	235	238	
10	276	303	313	336	305	354	364	315	365	349	322	287	338	310	331	344	316	305	321	291	282	261	230	242	230	236	238	
11	284	284	315	321	339	310	360	354	312	363	349	328	293	347	318	338	354	326	309	323	292	280	258	235	246	235	240	
12	380	382	287	339	343	364	348	395	403	361	390	419	368	330	388	354	378	395	358	337	351	314	301	285	258	270	257	
<b>Total</b>	<b>1,235</b>	<b>1,277</b>	<b>1,242</b>	<b>1,297</b>	<b>1,344</b>	<b>1,381</b>	<b>1,395</b>	<b>1,435</b>	<b>1,421</b>	<b>1,387</b>	<b>1,330</b>	<b>1,355</b>	<b>1,301</b>	<b>1,311</b>	<b>1,376</b>	<b>1,344</b>	<b>1,344</b>	<b>1,344</b>	<b>1,278</b>	<b>1,234</b>	<b>1,188</b>	<b>1,089</b>	<b>1,027</b>	<b>988</b>	<b>967</b>	<b>976</b>	<b>974</b>	



## **RS02: ESSEX**

Cardinal Carter																											
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028
9	238	197	226	223	213	207	221	207	185	157	161	143	148	161	127	142	144	130	118	108	116	113	95	105	112	114	116
10	214	227	207	229	224	215	196	209	195	171	160	165	136	149	161	127	142	144	130	117	107	115	111	96	105	112	114
11	187	207	208	211	232	218	208	196	195	175	158	144	160	132	143	153	123	138	138	124	112	102	109	107	93	102	109
12	295	282	217	221	241	278	251	241	229	219	213	193	153	191	157	169	181	144	160	160	143	128	116	126	124	107	117
<b>Total</b>	<b>933</b>	<b>912</b>	<b>857</b>	<b>883</b>	<b>910</b>	<b>918</b>	<b>876</b>	<b>852</b>	<b>804</b>	<b>721</b>	<b>691</b>	<b>644</b>	<b>597</b>	<b>632</b>	<b>588</b>	<b>591</b>	<b>590</b>	<b>556</b>	<b>547</b>	<b>510</b>	<b>479</b>	<b>458</b>	<b>430</b>	<b>434</b>	<b>434</b>	<b>435</b>	<b>456</b>

St. Anne																											
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028
9	401	387	361	371	342	371	373	383	378	345	346	315	305	310	323	297	279	272	261	265	248	247	222	244	242	247	252
10	403	385	410	378	372	351	355	348	377	374	340	347	318	304	308	320	296	279	272	263	266	249	250	224	246	244	249
11	376	390	366	385	375	345	346	328	339	373	360	338	344	310	296	299	312	290	274	268	259	263	248	247	222	244	242
12	546	535	398	361	394	379	365	337	360	357	378	368	332	356	320	304	309	323	301	285	279	270	274	257	257	231	252
<b>Total</b>	<b>1,726</b>	<b>1,696</b>	<b>1,535</b>	<b>1,494</b>	<b>1,483</b>	<b>1,445</b>	<b>1,438</b>	<b>1,395</b>	<b>1,454</b>	<b>1,448</b>	<b>1,423</b>	<b>1,368</b>	<b>1,299</b>	<b>1,279</b>	<b>1,247</b>	<b>1,221</b>	<b>1,197</b>	<b>1,163</b>	<b>1,108</b>	<b>1,081</b>	<b>1,052</b>	<b>1,030</b>	<b>994</b>	<b>972</b>	<b>966</b>	<b>965</b>	<b>995</b>

St. Thomas of Villanova																											
	Historical 2001/ 2002	Historical 2002/ 2003	Historical 2003/ 2004	Historical 2004/ 2005	Historical 2005/ 2006	Historical 2006/ 2007	Historical 2007/ 2008	Historical 2008/ 2009	Historical 2009/ 2010	Historical 2010/ 2011	Historical 2011/ 2012	Current 2012/ 2013	Year 1 2013/ 2014	Year 2 2014/ 2015	Year 3 2015/ 2016	Year 4 2016/ 2017	Year 5 2017/ 2018	Year 6 2018/ 2019	Year 7 2019/ 2020	Year 8 2020/ 2021	Year 9 2021/ 2022	Year 10 2022/ 2023	Year 11 2023/ 2024	Year 12 2024/ 2025	Year 13 2025/ 2026	Year 14 2026/ 2027	Year 15 2027/ 2028
9	340	359	394	426	352	358	347	315	333	291	266	293	324	269	253	259	262	240	285	277	223	239	253	240	232	238	244
10	330	352	369	394	419	322	353	342	298	332	286	266	304	322	269	251	259	263	242	287	279	226	243	256	243	235	241
11	328	333	351	354	365	390	305	344	312	293	319	276	261	297	314	262	247	256	260	240	283	276	227	242	254	242	234
12	489	454	344	340	333	363	386	299	343	325	323	350	268	289	327	345	289	274	283	287	264	311	304	248	264	277	262
<b>Total</b>	<b>1,486</b>	<b>1,498</b>	<b>1,457</b>	<b>1,512</b>	<b>1,468</b>	<b>1,432</b>	<b>1,390</b>	<b>1,300</b>	<b>1,286</b>	<b>1,241</b>	<b>1,193</b>	<b>1,184</b>	<b>1,157</b>	<b>1,178</b>	<b>1,163</b>	<b>1,117</b>	<b>1,058</b>	<b>1,032</b>	<b>1,070</b>	<b>1,090</b>	<b>1,049</b>	<b>1,053</b>	<b>1,027</b>	<b>986</b>	<b>993</b>	<b>991</b>	<b>981</b>

**APPENDIX C:  
PRESENTATION: DEMOGRAPHIC AND ENROLMENT  
TRENDS**



# DEMOGRAPHICS AND ENROLMENT TRENDS

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## Windsor Essex Catholic District School Board October 28, 2013

Presented By:  
Jack Ammendolia, Associate Director  
Watson & Associates Economists Ltd.

# The Baby Boom

**Post WWII in Canada, the population and especially school aged children increased significantly which led to significant school construction and rapid school board expansion.**

- The size and location of many schools across Ontario are a result of settlement patterns from a half a century ago.
- **Historically, most settlements were in dense developments close to the city centre – in the last 20 years most growth has occurred in the suburbs and many city centres have been in decline.**
- As the children of the baby boom generation have left the school system, it has resulted in enrolment declines in many parts of the Province.

# Population Trends

## The National Perspective

- The Canadian population grew by almost 12% between 2001 and 2011.
- **Canada had a higher rate of growth between 2001 and 2011 than any other of the G8 countries.**
- About 2/3's of Canada's growth was due to international migration – the majority of growth in the United States is due to natural increase.

**While the country continues to experience overall population growth, Canada has been experiencing long term enrolment decline. The number of children aged 4-13 declined by more than 7% between 2001 and 2011.**

# The New Canadian Family?

**Not only are demographic and population trends changing, but so is the makeup of the Canadian family.**

- The number of families in Canada increased by 6.3% from 2001 to 2006, however the make-up of Canadian families is changing dramatically in recent years.

- The number of lone parent families increased by 7.8% and ***the number of lone parent families headed by men increased 14.6%***

- Married couple families accounted for 68.6% of all families in 2006 compared with 70.5% in 2001.

- Common law couple families increased by almost 19% since 2001.

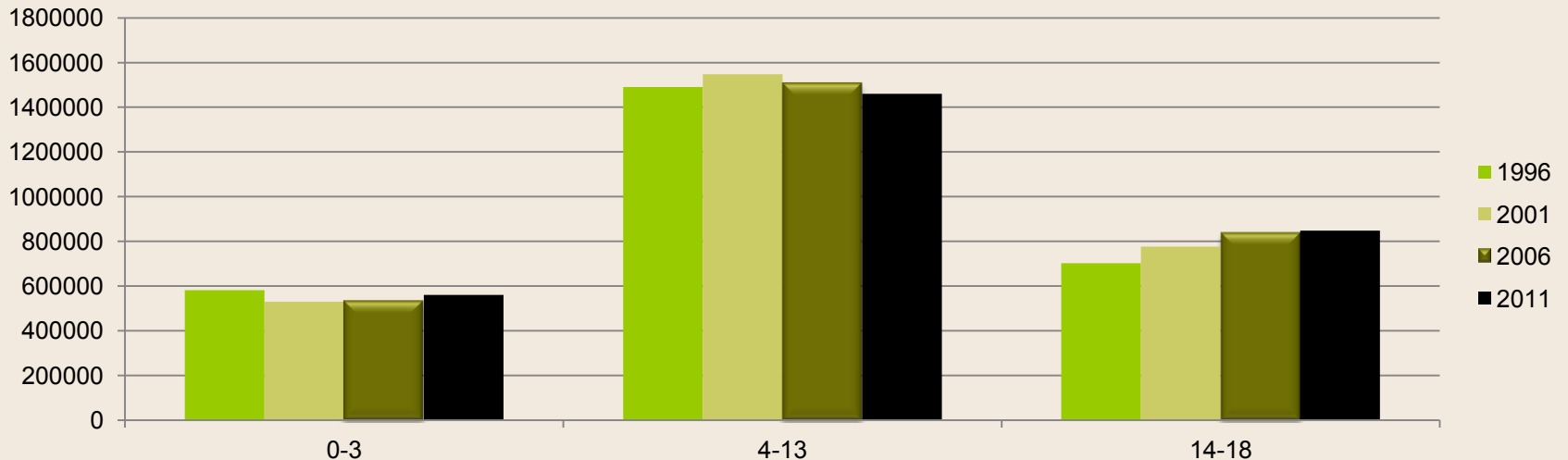
# Ontario

- ❖ **The Province grew by more than the National average from 2001-2006 (6.6%) as it had for more than a decade.**
- ❖ **This represented a population increase of about 750,000 people – approximately half of Canada’s total population growth.**
- ❖ **Between 2006 and 2011 the Province’s population continued to grow but by less than 6% - the first time in more than a decade that it grew less than the National average.**

**Ontario’s population growth is largely driven by international migration – between 2001 and 2006 approximately 600,000 immigrants settled in Ontario. Between 2006 and 2011 this number dropped by almost 100,000.**

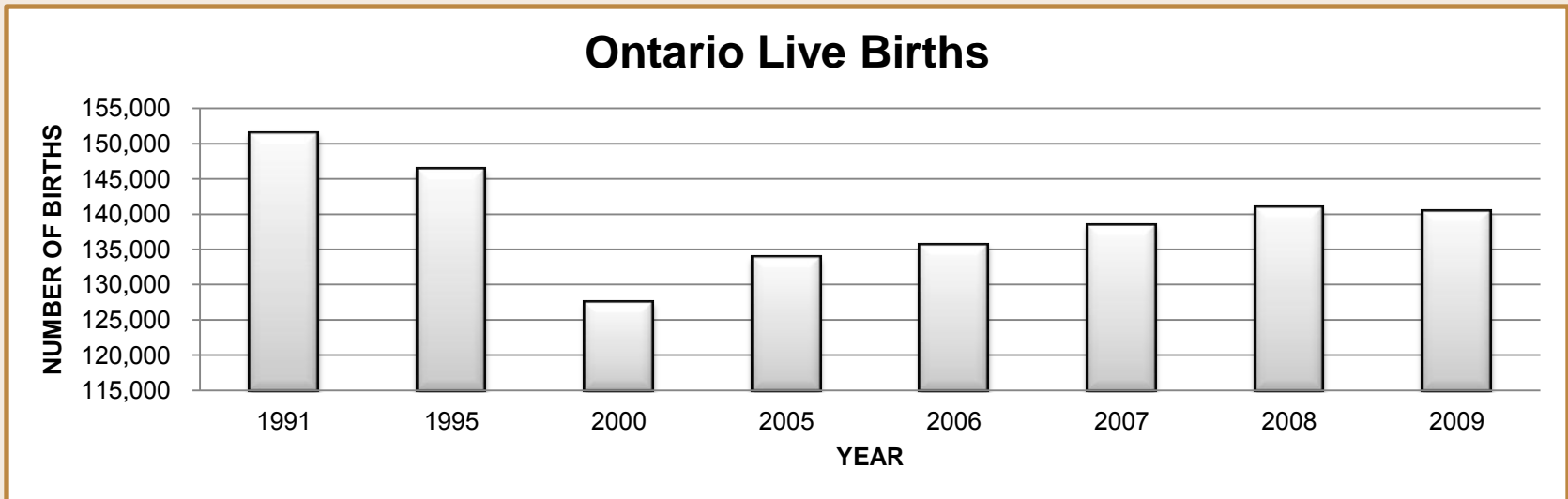
# Provincial School Aged Population Trends

CENSUS POPULATIONS							
Age	1996	2001	Change 1996-2001	2006	Change 2001-2006	2011	Change 2006-2011
0-3	581,745	529,145	-52,600	535,210	6,065	560,830	25,620
4-13	1,490,495	1,547,950	57,455	1,507,260	-40,690	1,459,685	-47,575
14-18	702,110	776,600	74,490	838,420	61,820	847,250	8,830



# Ontario - What To Expect?

**Ontario births have started to increase over the past several years after more than a decade of significant declines. Between 2000 and 2005 births increased by 5%. Since 2005 births have increased by about 1% per year on average – similar to the population increase.**



**The increasing trend in the number of births is promising – it should be noted however, that current births are still more than 7% lower than levels from the early 1990’s**

# Ontario – The Future

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**Over the next 25 years (according to MOF projections) the population of Ontario is expected to increase by 34% to close to 18 million people**

- ❖ **Approximately 70% of future growth is expected to be from migration.**
- ❖ **The number of seniors (aged 65+) is expected to double to more than 4 million and make up over 23% of the total population.**
- ❖ **The 0-14 aged population is expected to stabilize, with some continued short term declines and mid to longer term increases.**



# The Wild Card - Migration

- **Immigration to Canada is cyclical - from 1998 to 2001 immigration in Canada increased by almost 44%. Post 2001 immigration declined to 2003 but then picked up to 2005 and declined again to 2007.**
- **2010 saw the highest immigration to Canada since the 1950's with approximately 280,000 new immigrants entering the Country.**

*In 1971 61.6% of immigrants came from Europe and 12.1% from Asia. In 2006 58.3% of immigrants were from Asia and 16.1% from Europe.*

• **2006 Census data suggests that recent immigrants, are choosing to settle in smaller urban areas outside of Toronto, Montreal and Vancouver. Almost 17% of recent immigrants settled in the census metropolitan areas of Calgary, Edmonton, Winnipeg, Hamilton, London and Ottawa.**

**As immigration levels increased in Canada in 2010/11 they also did in Ontario with preliminary data indicating approximately 118,000 immigrants settling here, however;**

➤ **Ontario received 42% of Canadian immigrants in 2010 compared with 54% in 2006 and 59% in 2001.**

# Economics

- **Population demographics and economics are usually tied closely together.**
- **In the late 1990's and early 2000's Windsor's economy was doing well and the area was experiencing significant growth.**
- **The decline in manufacturing (auto sector) combined with the high Canadian dollar have had a significant negative impact on the Windsor and area economy contributing to high unemployment and stagnated growth (largely because of out migration).**

**In 2000 the unemployment rate in Windsor was approximately 5.4% - over the past decade it has reached as high as 15%. The most recent figures indicate that unemployment is currently just above 9% - the second highest rate in Canada.**

**It has been estimated that approximately 20,000 jobs have been lost between 2006 and 2010.**

- **Recent data indicates the auto sector has stabilized – up 12% in 2012 and employment projections predict that 2000 jobs will be added to the area by 2016 and the unemployment rates will drop to below 8%..**

# WECDSB Demographic Trends

## Board Wide

Population Data	2001	Share Of	2006	Share Of	2011	Share Of
	Census	Total	Census	Total	Census	Total
<b>Total Population</b>	<b>375,391</b>		<b>393,215</b>		<b>389,209</b>	
Pre-School Population (0-3)	18,905	5.0%	18,541	4.7%	16,678	4.3%
Elementary School Population (4-13)	51,961	13.8%	51,106	13.0%	46,782	12.0%
Secondary School Population (14-18)	25,659	6.8%	26,865	6.8%	26,806	6.9%
Population Over 18 Years of Age	278,866	74.3%	296,703	75.5%	298,943	76.8%
<i>Females Aged 25-44</i>	57,324	15.3%	56,204	14.3%	49,915	12.8%
Population Data	2001-2006			2006-2011		
	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>17,824</b>	<b>4.7%</b>		<b>(4,006)</b>	<b>-1.0%</b>	
Pre-School Population (0-3)	(365)	-1.9%	-0.3%	(1,862)	-10.0%	-0.4%
Elementary School Population (4-13)	(854)	-1.6%	-0.8%	(4,325)	-8.5%	-1.0%
Secondary School Population (14-18)	1,206	4.7%	0.0%	(59)	-0.2%	0.1%
Population Over 18 Years of Age	17,837	6.4%	1.2%	2,240	0.8%	1.4%
<i>Females Aged 25-44</i>	(1,120)	-2.0%	-1.0%	(6,290)	-11.2%	-1.5%

# Residential Dwellings/Population Per Unit & Participation Rate

Dwelling Unit Data	2001	2006	2011	2001 - 2006		2006-2011	
	Census	Census	Census	Change	%	Change	%
<b>Total Occupied Dwellings:</b>	141,230	150,191	152,285	<b>8,960</b>	<b>6.3%</b>	<b>2,094</b>	<b>1.4%</b>
<b>Total Population/Dwelling:</b>	2.66	2.62	2.56	<b>(0.04)</b>	<b>-1.5%</b>	<b>(0.06)</b>	<b>-2.4%</b>
<b>Elementary Pop./Dwelling:</b>	0.37	0.34	0.31	<b>(0.03)</b>	<b>-7.5%</b>	<b>(0.03)</b>	<b>-9.7%</b>
<b>Secondary Pop./Dwelling:</b>	0.18	0.18	0.18	<b>(0.00)</b>	<b>-1.5%</b>	<b>(0.00)</b>	<b>-1.6%</b>

	2001	2006	2011	Diff. 01-06	Diff. 06-11
<b>Total Elementary Enrolment</b>	18,399	17,536	14,861	- 863	- 2,675
<b>Total Elementary Aged Population</b>	51,961	51,106	46,782	- 854	- 4,325
<b>Elementary Participation Rates</b>	35.4%	34.3%	31.8%	-1.1%	-2.5%

# Historical Elementary Enrolment – Total Jurisdiction

GRADES	HISTORICAL ENROLMENT		
	Historical 2001/ 2002	Historical 2006/ 2007	Historical 2011/ 2012
JK	1,472	1,439	1,140
SK	1,771	1,569	1,284
1	1,937	1,659	1,375
6	1,945	1,939	1,643
7	1,816	1,954	1,698
8	1,802	1,901	1,712
<b>Total</b>	<b>18,399</b>	<b>17,536</b>	<b>14,861</b>
GSR	1.07	1.24	1.33

2001/02 - 2006/07	
Absolute Change	% Change
-33	-2.2%
-202	-11.4%
-278	-14.4%
-6	-0.3%
138	7.6%
99	5.5%
-863	-4.7%
0.17	15.6%

2006/07- 2011/12	
Absolute Change	% Change
-299	-20.8%
-285	-18.2%
-284	-17.1%
-296	-15.3%
-256	-13.1%
-189	-9.9%
-2,675	-15.3%
0.09	7.1%

# Projected Elementary Enrolment – Total Jurisdiction

	PROJECTED ENROLMENT			
	Year 1 2013/ 2014	Year 5 2017/ 2018	Year 10 2022/ 2023	Year 15 2027/ 2028
<b>Total Existing</b>	<b>13,772</b>	<b>11,934</b>	<b>10,835</b>	<b>10,525</b>
<b>New Pupils</b>	<b>0</b>	<b>1,235</b>	<b>2,052</b>	<b>3,184</b>
<b>Total Pupils</b>	<b>13,772</b>	<b>13,170</b>	<b>12,886</b>	<b>13,709</b>
<b>Projected Units</b>	<b>1,805</b>	<b>9,026</b>	<b>21,037</b>	<b>33,018</b>
<b>Avg. Yield</b>		<b>0.14</b>	<b>0.10</b>	<b>0.10</b>
<b>Capacity</b>	<b>16,235</b>	<b>16,235</b>	<b>16,235</b>	<b>16,235</b>
<b>Utilization</b>	<b>85%</b>	<b>81%</b>	<b>79%</b>	<b>84%</b>
<b>Surplus Spaces</b>	<b>2,463</b>	<b>3,065</b>	<b>3,349</b>	<b>2,526</b>

# City of Windsor Planning Areas

## Demographic Trends

Population Data	2001 Census	Share Of Total	2006 Census	Share Of Total	2011 Census	Share Of Total
<b>Total Population</b>	<b>208,405</b>		<b>216,470</b>		<b>210,885</b>	
Pre-School Population (0-3)	10,505	5.0%	10,325	4.8%	9,430	4.5%
Elementary School Population (4-13)	26,575	12.8%	26,485	12.2%	24,335	11.5%
Secondary School Population (14-18)	12,945	6.2%	13,605	6.3%	13,565	6.4%
Population Over 18 Years of Age	158,380	76.0%	166,055	76.7%	163,555	77.6%
<i>Females Aged 25-44</i>	32,560	15.6%	32,380	15.0%	28,565	13.5%
Population Data	2001-2006			2006-2011		
	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>8,065</b>	<b>3.9%</b>		<b>(5,585)</b>	<b>-2.6%</b>	
Pre-School Population (0-3)	(180)	-1.7%	-0.3%	(895)	-8.7%	-0.3%
Elementary School Population (4-13)	(90)	-0.3%	-0.5%	(2,150)	-8.1%	-0.7%
Secondary School Population (14-18)	660	5.1%	0.1%	(40)	-0.3%	0.1%
Population Over 18 Years of Age	7,675	4.8%	0.7%	(2,500)	-1.5%	0.8%
<i>Females Aged 25-44</i>	(180)	-0.6%	-0.7%	(3,815)	-11.8%	-1.4%

# Historical Elementary Enrolment – City of Windsor Planning Areas

GRADES	HISTORICAL ENROLMENT		
	Historical	Historical	Historical
	2001/ 2002	2006/ 2007	2011/ 2012
JK	754	738	627
SK	980	788	680
1	1,051	858	708
6	971	997	825
7	899	954	859
8	927	926	841
<b>Total</b>	<b>9,489</b>	<b>8,798</b>	<b>7,624</b>
<b>GSR</b>	<b>1.00</b>	<b>1.21</b>	<b>1.25</b>

2001/02 - 2006/07	
Absolute	%
Change	Change
-16	-2.1%
-192	-19.6%
-193	-18.4%
26	2.7%
55	6.1%
-1	-0.1%
-691	-7.3%
0.20	20.2%

2006/07 - 2011/12	
Absolute	%
Change	Change
-111	-15.0%
-108	-13.7%
-150	-17.5%
-172	-17.3%
-95	-10.0%
-85	-9.2%
-1,174	-13.3%
0.05	3.8%



# Projected Elementary Enrolment – City of Windsor Planning Areas

	PROJECTED ENROLMENT			
	Year 1 2013/ 2014	Year 5 2017/ 2018	Year 10 2022/ 2023	Year 15 2027/ 2028
<b>Total Existing</b>	<b>7,151</b>	<b>6,343</b>	<b>5,860</b>	<b>5,644</b>
<b>New Pupils</b>		<b>720</b>	<b>1,136</b>	<b>1,148</b>
<b>Total Pupils</b>	<b>7,151</b>	<b>7,063</b>	<b>6,995</b>	<b>6,792</b>
<b>Projected Units</b>	<b>1,131</b>	<b>5,656</b>	<b>13,025</b>	<b>14,723</b>
<b>Avg. Yield</b>		<b>0.13</b>	<b>0.09</b>	<b>0.08</b>
<b>Capacity</b>	<b>8,031</b>	<b>8,031</b>	<b>8,031</b>	<b>8,031</b>
<b>Utilization</b>	<b>89%</b>	<b>88%</b>	<b>87%</b>	<b>85%</b>
<b>Suplus Spaces</b>	<b>880</b>	<b>968</b>	<b>1,036</b>	<b>1,239</b>

# County of Essex Planning Areas

## Demographic Trends

Population Data	2001 Census	Share Of Total	2006 Census	Share Of Total	2011 Census	Share Of Total
<b>Total Population</b>	<b>166,595</b>		<b>176,960</b>		<b>177,920</b>	
Pre-School Population (0-3)	8,295	5.0%	8,255	4.7%	7,240	4.1%
Elementary School Population (4-13)	25,100	15.1%	24,585	13.9%	22,470	12.6%
Secondary School Population (14-18)	12,690	7.6%	13,465	7.6%	13,100	7.4%
Population Over 18 Years of Age	120,510	72.3%	130,655	73.8%	135,110	75.9%
<i>Females Aged 25-44</i>	24,900	14.9%	24,130	13.6%	21,200	11.9%
Population Data	2001-2006			2006-2011		
	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
<b>Total Population</b>	<b>10,365</b>	<b>6.2%</b>		<b>960</b>	<b>0.5%</b>	
Pre-School Population (0-3)	(40)	-0.5%	-0.3%	(1,015)	-12.3%	-0.6%
Elementary School Population (4-13)	(515)	-2.1%	-1.2%	(2,115)	-8.6%	-1.3%
Secondary School Population (14-18)	775	6.1%	0.0%	(365)	-2.7%	-0.2%
Population Over 18 Years of Age	10,145	8.4%	1.5%	4,455	3.4%	2.1%
<i>Females Aged 25-44</i>	(770)	-3.1%	-1.3%	(2,930)	-12.1%	-1.7%

# Historical Elementary Enrolment – County of Essex Planning Areas

GRADES	HISTORICAL ENROLMENT		
	Historical	Historical	Historical
	2001/ 2002	2006/ 2007	2011/ 2012
JK	718	701	513
SK	791	781	604
1	886	801	667
6	974	942	818
7	917	1,000	839
8	875	975	871
<b>Total</b>	<b>8,910</b>	<b>8,738</b>	<b>7,237</b>
<b>GSR</b>	<b>1.15</b>	<b>1.28</b>	<b>1.42</b>

2001/02 - 2006/07	
Absolute	%
Change	Change
-17	-2.4%
-10	-1.3%
-85	-9.6%
-32	-3.3%
83	9.1%
100	11.4%
-172	-1.9%
0.12	10.6%

2006/07- 2011/12	
Absolute	%
Change	Change
-188	-26.8%
-177	-22.7%
-134	-16.7%
-124	-13.2%
-161	-16.1%
-104	-10.7%
-1,501	-17.2%
0.14	10.9%

# Projected Elementary Enrolment – County of Essex Planning Areas

	PROJECTED ENROLMENT			
	Year 1 2013/ 2014	Year 5 2017/ 2018	Year 10 2022/ 2023	Year 15 2027/ 2028
<b>Total Existing</b>	<b>6,621</b>	<b>5,591</b>	<b>4,975</b>	<b>4,881</b>
<b>New Pupils</b>		<b>516</b>	<b>916</b>	<b>2,036</b>
<b>Total Pupils</b>	<b>6,621</b>	<b>6,107</b>	<b>5,891</b>	<b>6,917</b>
<b>Projected Units</b>	<b>674</b>	<b>3,370</b>	<b>8,012</b>	<b>18,295</b>
<b>Avg. Yield</b>		<b>0.15</b>	<b>0.11</b>	<b>0.11</b>
<b>Capacity</b>	<b>8,204</b>	<b>8,204</b>	<b>8,204</b>	<b>8,204</b>
<b>Utilization</b>	<b>81%</b>	<b>74%</b>	<b>72%</b>	<b>84%</b>
<b>Suplus Spaces</b>	<b>1,583</b>	<b>2,097</b>	<b>2,313</b>	<b>1,287</b>

# Historical Secondary Enrolment

	HISTORICAL ENROLMENT		
GRADES	Historical 2001/ 2002	Historical 2006/ 2007	Historical 2011/ 2012
Grade 9	2,241	2,208	1,890
Grade 10	2,134	2,287	2,027
Grade 11	1,969	2,319	2,268
Grade 12	2,924	2,398	2,484
<b>Total Enrolment</b>	<b>9,267</b>	<b>9,211</b>	<b>8,668</b>

2001/02 - 2006/07	
Absolute Change	% Change
-33	-1.5%
154	7.2%
350	17.8%
-526	-18.0%
-56	-0.6%

2006/07 - 2011/12	
Absolute Change	% Change
-318	-14.4%
-260	-11.4%
-51	-2.2%
86	3.6%
-543	-5.9%

# Projected Secondary Enrolment

	PROJECTED ENROLMENT			
	Year 1 2013/ 2014	Year 5 2017/ 2018	Year 10 2022/ 2023	Year 15 2027/ 2028
<b>Total Existing</b>	<b>7,818</b>	<b>7,147</b>	<b>5,767</b>	<b>5,129</b>
<b>New Pupils</b>		<b>521</b>	<b>1,249</b>	<b>2,016</b>
<b>Total Pupils</b>	<b>7,818</b>	<b>7,668</b>	<b>7,016</b>	<b>7,145</b>
<b>New Units</b>	<b>1,805</b>	<b>9,026</b>	<b>21,036</b>	<b>33,018</b>
<b>Average Yield</b>		<b>0.058</b>	<b>0.059</b>	<b>0.061</b>
<b>Capacity</b>	<b>8,892</b>	<b>8,892</b>	<b>8,892</b>	<b>8,892</b>
<b>Utilization</b>	<b>88%</b>	<b>86%</b>	<b>79%</b>	<b>80%</b>
<b>Surplus Spaces</b>	<b>1,074</b>	<b>1,224</b>	<b>1,876</b>	<b>1,747</b>

# Summary

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- **While births in the Province are rebounding and pre-school aged children have stopped declining they are still below levels from the early and mid 90's. The elementary aged population in many parts of the Province is expected to continue declining in the short-term. The secondary aged population is expected to begin declining in the short to mid-term as the smaller elementary aged cohorts age.**
- **Future migration levels will significantly impact population projections and need to be monitored closely over the next several years.**
- **Immigrants are originating from different parts of the globe than they have historically and are starting to settle in more non-traditional parts of the Country and Province.**
- **While unemployment levels in Windsor are still high they have been dropping over the past several years and projections indicate that over 2,000 jobs will be created by 2016 and unemployment rates are expected to drop to below 8%. The auto sector is also stabilizing and was up 12% in 2012.**



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Meeting Date:**  
**December 17, 2013**

## BOARD REPORT

**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul A. Picard, Director of Education  
**SUBJECT:** **DRAFT AMENDED POLICY A: 04 EXPENSE REIMBURSEMENT FOR EMPLOYEES/CONSULTANTS/CONTRACTORS**

### RECOMMENDATION:

**That Draft Amended Policy A: 04 Expense Reimbursement for Employees/Consultants/Contractors be approved in principle.**

### SYNOPSIS:

A Policy Working Subcommittee, including the Acting Superintendent of Business and Manager of Human Resources and Policy Development, in consultation with Board staff, conducted a review of existing Board Policy A: 04 Travel, Meal, Professional Development and Compensation for Use of Auto. The attached draft amended policy was developed from that review and is recommended for approval in principle.

### BACKGROUND COMMENTS:

Policy A: 04 Travel, Meal, Professional Development and Compensation for Use of Auto was last reviewed and amended in 2007. Effective April, 2011, provincial directives governing the regulation of broader public sector expenses (BPS Directives) were issued under the *Broader Public Sector Accountability Act, 2010*. The Policy Working Subcommittee has reviewed the existing Board policy for compliance with the directives and for consistency with best school board practices.

### Proposed Changes to Existing Policy/Procedure:

- Separation of Board Policy and Administrative Procedure in accordance with Windsor-Essex Catholic District School Board's Policy Development Process and with amendments to the Education Act respecting School Board governance;
- In accordance with BPS Directives:
  - Definition of allowable "hospitality" expenses;



- Enhanced guiding principles for ensuring transparency and accountability;
- Specific directives for the review and development of administrative procedures governing expense reimbursement for employees, consultants, and contractors;
- Express approval requirements for expenses of the Director of Education by the Chair of the Board of Trustees.

Source and Rationale for the Proposals:

The proposed amendments are recommended in support of furthering the Board's commitment to open, transparent, and accountable governance.

Results of Public Consultation Process:

The draft amended policy and supporting proposed administrative procedure has been posted to the public website. Stakeholders, including principals/vice-principals, association/union representatives, school councils, and members of the Parent Involvement Committee have been invited to provide feedback. The policy review subcommittee will report on the results of the consultation process when the policy is returned for final approval in January.

Impact On Other Policies and Procedures:

The draft amended policy proposal is consistent with existing board policy and procedure.

Timetable For Implementing Policy and Procedure:

Amendments to the policy and procedure will be implemented upon final approval of the policy.

Benefits of the Policy Proposals:

Enhanced processes that meet and exceed regulatory requirements.

Risks of Policy Direction and Mitigation Strategies:

N/A

Impact on Stakeholders and Plan For Communicating the Policies:

The amended policy and supporting administrative procedures will be communicated to all employee groups, as well as all contractors and consultants retained by the Board. Business expenses of employees, contractors, and consultants, shall only be reimbursed in accordance with the provisions of the amended policy and procedures.

**FINANCIAL IMPACT:**

N/A

**TIMELINES:**

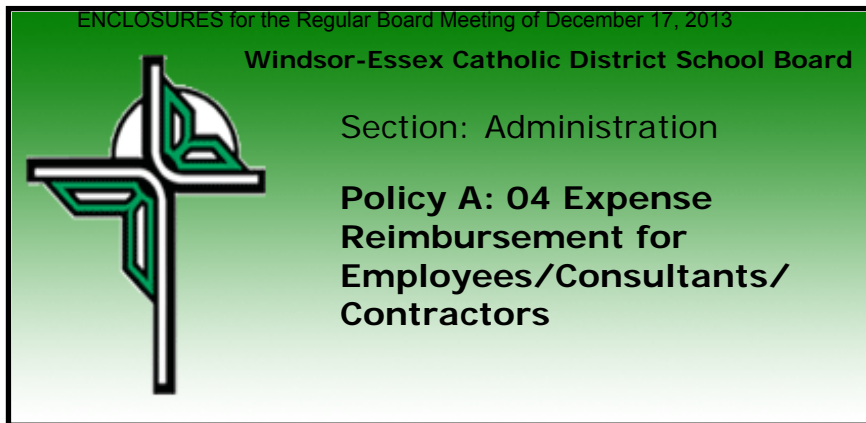
A report recommending final approval of the new policy proposals, subject to amendments that may arise from the consultation process, will be presented at the January 28, 2014 Regular Board Meeting.

**APPENDICES:**

- Draft Amended Policy A: 04 Expense Reimbursement for Employees/Contractors/Consultants

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	December 10, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	December 10, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	December 10, 2013



POLICY:	A:04
EFFECTIVE:	April 24, 2007
AMENDED:	
RELATED POLICIES:	Pr A:04 A:27 Pr A:27
REPEALS:	Replaces A:04 Compensation For Use of Auto, A:06 A:25
REVIEW DATE:	2017-2018

## 1.0 OBJECTIVE

- 1.1 To establish guidelines and control requirements for authorizing and/or reimbursing employees and Board consultants/contractors for expenses related to travel, meal, accommodation, professional development and hospitality.

## 2.0 DEFINITIONS

- 2.1 “Hospitality” for the purposes of this policy is the provision of food, accommodation, transportation, token gifts, and other amenities paid out of public funds to individuals who are not engaged to work for the Board (i.e. would not include trustees, employees, consultants/contractors)

## 3.0 GUIDING PRINCIPLES

- 3.1 The Windsor-Essex Catholic District School Board shall be accountable for public funds used to reimburse travel, meal, accommodation, professional development and hospitality expenses and shall ensure that all expenses support the Board’s business objectives.
- 3.2 The procedures for authorizing and/or reimbursing expenses shall be clear, easily understood and transparent to all stakeholders.
- 3.3 Taxpayer dollars shall be used prudently and responsibly. Plans for travel, meals, accommodation, professional development and hospitality must be necessary and economical with due regard for health and safety.
- 3.4 Legitimate authorized expenses incurred during the course of Board business shall be reimbursed.
- 3.5 The Board recognizes the need for staff to be informed with regard to current educational issues and practices and educational conventions. Staff development opportunities such as conferences and seminars are a significant means of assisting staff to be informed with regard to educational matters.

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## **4.0 SPECIFIC DIRECTIVES**

- 4.1 Administration shall develop procedures that support the principles of this policy and address the following directives:
- a) The establishment of a clear accountability framework where the authority for appropriate expense approvals is clear.
  - b) There shall be no reimbursement for the purchase of alcoholic beverages.
  - c) Reimbursement for hospitality must never be offered solely for the benefit of anyone covered by this policy (i.e. employees, contractors/consultants). Examples of such non-reimbursable expenses would include costs of office social events, retirement parties, holiday lunches.
  - d) Reimbursed expenses are subject to examination by the Business Department, the Regional Internal Audit Team and/or the Board's external auditors and should be completed with care and accuracy and supported by the appropriate original invoices and/or receipts.
  - e) The establishment of circumstances in which a consultant or contractor can claim and be reimbursed for allowable expenses.
- 4.2 Any request for expenditure reimbursement that is not in compliance with the spirit of this policy as determined by the Board's Business Department may be denied or alternatively reported to the Director of Education for decision.

## **5.0 RESPONSIBILITY**

- 5.1 The Director of Education shall ensure that administrative procedures are developed that are in compliance with the principles and directives of this policy, and with the Broader Public Sector Guidelines.
- 5.2 The Chair of the Board is responsible to:
- a) Approve travel, meal, accommodation, professional development and hospitality reimbursement requests of the Director of Education.

## **6.0 REVIEW AND EVALUATION**

- 6.1 The effectiveness of this policy shall be assessed through trustee and staff satisfaction measures.
- 6.2 This policy shall be reviewed during the 2017- 2018 policy review cycle.

## **7.0 REFERENCES**

The Broader Public Sector Accountability Act, 2010  
Broader Public Sector Expenses Directive

Procedure Pr A: 04A – Expense Reimbursement for Employees/Contractors/Consultants

Policy A: 27 - Purchasing Cards.

Pr A: 27 – Purchasing Cards.

F: 02 Purchasing/Disposal of Assets

Pr F: 02 Purchasing/Disposal of Assets



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Meeting Date:**  
December 17, 2013

## BOARD REPORT

**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul Picard, Director of Education  
 Mario Iatonna, Executive Superintendent of Corporate Services  
**SUBJECT:** **2014 TEMPORARY BORROWING RESOLUTION  
 – ANNUAL EXPENDITURES**

### RECOMMENDATION:

**That the Board approve the 2014 Temporary Borrowing Resolution (deemed to be read three times) authorizing the Board to borrow up to \$49,530,000 to meet, until current revenues are collected, the current expenditures of the Board for 2014.**

### SYNOPSIS:

A Temporary Borrowing Resolution is approved annually authorizing a limit that the Board may borrow to finance the calendar year's expenditures.

### BACKGROUND COMMENTS:

Short-term loans are required, in part, to bridge finance the Board's capital expenditures that will ultimately be debentured or funded by the Ministry of Education at a later date. At January 1, 2014, the Board will have approximately \$11,920,000 of previous capital expenditures that are not permanently financed. Further, in 2014, the Board anticipates borrowing requirements resulting from the following:

Program	Estimated Amount
Full Day Kindergarten	\$7,118,000
Capital Priority – major capital (new elementary school)	\$2,242,000
<b>TOTAL</b>	<b>\$9,360,000</b>

Both the Capital Priority Major Capital and Full Day Kindergarten capital programs operate on a modified grant payment process, with payments flowing to boards on a bi-annual basis to reimburse expenditures incurred at March 31<sup>st</sup> and August 31<sup>st</sup>. Short-term borrowing is required to finance the capital investments between these two payment dates.

Short-term loans are also required to finance operations when expenses exceed revenues. This situation typically occurs at the end of every calendar quarter due to the time lag in receiving the tax levy payments from municipalities. The 2014 expected maximum exceedance has been established at \$28,250,000.

Therefore, the 2014 combined cash requirements are estimated to be \$49,530,000 broken down as follows:

<b>Particulars</b>	<b>Amount</b>
Previous Capital Spending, Not-Permanently Financed	\$11,920,000
2014 In-Year Capital Spending (FDK + New School)	\$9,360,000
Tax Levies and Ministry Transfers	\$28,250,000
<b>Total Temporary Borrowing</b>	<b>\$49,530,000</b>

**FINANCIAL IMPACT:**

As noted in Background Comments section.

**TIMELINES:**

The Temporary Borrowing Resolution - Annual Expenditures is approved annually.

**APPENDICES:**

- 2014 Temporary Borrowing Resolution – Annual Expenditures

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date:	December 10, 2013
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date:	December 10, 2013
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	December 10, 2013

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD  
2014 TEMPORARY BORROWING RESOLUTION – ANNUAL EXPENDITURES**

RESOLUTION duly passed by the Windsor-Essex Catholic District School Board at the meeting duly called on the 17th day of December 2013.

ON MOTION it was resolved as follows:

WHEREAS the Windsor-Essex Catholic District School Board (the “Board”) considers it necessary to borrow the amount of up to \$49,530,000 to meet, until current revenues are collected, the current expenditures of the Board for 2014.

AND WHEREAS the total amount borrowed pursuant to this Resolution together with the total of any similar borrowing is not to exceed the uncollected balance of estimated revenues of the Board.

THEREFORE, BE IT RESOLVED THAT:

1. The Chairperson, Vice-Chairperson, Secretary or Treasurer of the Board are hereby authorized on behalf of the Board to borrow from time-to-time by way of Promissory Note a sum or sums not exceeding the aggregate \$49,530,000 to meet the current expenditures of the Board until the current revenues have been received and to give on behalf of the Board a Promissory note or notes under the corporate seal of the Board signed by the Chairperson or Vice-Chairperson of the Board and the Secretary or Treasurer of the Board for the monies borrowed hereunder;

Provided, however, that the interest and any other charges connected therewith do not exceed the interest that would be payable at the prime lending rate on the date of borrowing of banks listed in Schedule 1 to the Bank Act minus 0.25% per annum.

2. The Treasurer of the Board is hereby authorized and directed to apply in payment of all sums borrowed as aforesaid, together with interest thereon, all monies compromising the current revenues of the Board hereafter received.
3. The Treasurer of the Board is hereby authorized and directed to deliver to the bank from time-to-time upon request a statement showing the total amount of unpaid previous borrowings of the Board for current expenditures together with debt charges, if any, and also the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year less any current revenues already collected.

WE HEREBY CERTIFY that the foregoing is a true and complete copy of a Resolution passed at a meeting of the Board duly called and held as aforesaid, which resolution remains in full force and effect unamended on the date hereof.

AS WITNESS, the Corporate Seal of this Board this 17<sup>th</sup> day of December 2013.

\_\_\_\_\_  
Chairperson, Barbara Holland

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Secretary, Paul A. Picard

\_\_\_\_\_  
Witness





1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Meeting Date:**  
December 17, 2013

## BOARD REPORT

**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul Picard, Director of Education  
 Mario Iatonna, Executive Superintendent of Corporate Services  
**SUBJECT:** **2014 TEMPORARY BORROWING RESOLUTION  
 – PERMANENT IMPROVEMENTS**

### RECOMMENDATION:

**That the Board approve the 2014 Temporary Borrowing Resolution – Permanent Improvements (deemed to be read three times) authorizing the Board to borrow \$21,280,000 to bridge finance the permanent improvements as detailed of the Board for 2014.**

### SYNOPSIS:

A Temporary Borrowing Resolution authorizing the Board to borrow money pursuant to the provisions of Section 247 of the Education Act to finance capital expenditures is required by the Board's banker, the Canadian Imperial Bank of Commerce.

### BACKGROUND COMMENTS:

On December 17, 2013, the Board is expected to approve a Temporary Borrowing Resolution for \$49,530,000 as a line of credit to finance the Board's expenditures for the calendar year 2014. A separate resolution is required to segregate the capital portion of the borrowing.

The bridge financing requirements for 2014 for the total cost of permanent improvements made by the Board is estimated at \$21,280,000 as detailed below:

Particulars	Amount
Full Day Kindergarten	\$7,118,000
Capital Priority – Major Capital (new elementary school)	\$2,242,000
<b>Sub-Total</b>	<b>\$9,360,000</b>
Previous Capital Spending, Not-Permanently Financed	\$11,920,000
<b>TOTAL</b>	<b>\$21,280,000</b>

Both the Full Day Kindergarten and Capital Priority Major Capital programs operate on a modified grant payment process, with payments flowing to boards on a bi-annual basis to reimburse expenditures incurred at March 31<sup>st</sup> and August 31<sup>st</sup>. Short-term borrowing is required to finance the capital investments between these two payment dates.

**FINANCIAL IMPACT:**

Bridge financing in the amount of \$21,280,000 will be required in 2014 until Ministry of Education funding is received to permanently finance the capital expenditures.

**TIMELINES:**

The Temporary Borrowing Resolution - Permanent Improvements is approved annually.

**APPENDICES:**

- 2014 Temporary Borrowing Resolution – Permanent Improvements

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	December 10, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	December 10, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	December 10, 2013

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD  
2014 TEMPORARY BORROWING RESOLUTION – PERMANENT IMPROVEMENTS**

RESOLUTION duly passed by the Windsor-Essex Catholic District School Board at the meeting duly called on the 17<sup>th</sup> day of December 2013.

ON MOTION it was resolved as follows:

WHEREAS the Windsor-Essex Catholic District School Board (the “Board”) is permitted to borrow money pursuant to the provisions of Section 247 of the Education Act (the “Act”) for the raising of funds to finance certain permanent improvements as more particularly described in this Resolution.

AND WHEREAS:

- A. The Board has authorized the permanent improvements in the amount of \$21,280,000;
- B. The Board wishes to apply to the Canadian Imperial Bank of Commerce (“CIBC”) for a capital loan for the purpose of financing the permanent improvements;
- C. The total cost of the permanent improvements is within the Board’s Debt and Financial Obligation Limit as established by the Ministry of Education and Training.

THEREFORE, BE IT RESOLVED THAT:

- 1. The Chairperson, Vice-Chairperson, Secretary or Treasurer of the Board are hereby authorized on behalf of the Board to borrow \$21,280,000 for permanent improvements in accordance with the Act, plus interest at a rate to be agreed upon from time to time with CIBC.
- 2. The Chairperson, Vice-Chairperson, Secretary or Treasurer of the Board are hereby authorized for and on behalf of the Board to execute and deliver all such other documents and to do such other acts and things as may be necessary to give full effect to the Resolution.

WE HEREBY CERTIFY that the foregoing is a true and complete copy of a Resolution passed at a meeting of the Board duly called and held as aforesaid, which Resolution remain in full force and effect unamended on the date hereof.

AS WITNESS, the Corporate Seal of this Board this 17<sup>th</sup> day of December 2013.

\_\_\_\_\_  
Chairperson, Barbara Holland

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Secretary, Paul A. Picard

\_\_\_\_\_  
Witness