

Accommodation Review



REGINA PUBLIC SCHOOLS

www.reginapublicschools.ca

September 2019

Contents

	Page
1. Background.....	3
2. Major Findings:.....	4
A. Enrolment Trends and Projections	4
B. High School Enrolments.....	5
C. French Immersion	6
D. Intensive Needs	6
E. “Theodore” Decision.....	7
F. Elementary School Program Delivery Model	7
Low Enrolment Programs	7
Growing Enrolment Programs	8
G. School Capacity and Utilization	12
3. Major Capital.....	12
4. Recommendations	14
Appendices	
A. Division Enrolment Projections	15

1. Background

In accordance with Board policy, the Administration periodically prepares a school accommodation plan that analyzes current and projected school facility requirements.

In 2007, the Board of Education adopted a school accommodation plan that was anchored by a research-based educational model which suggested programs for elementary schools in the range of 200-400 students and between 600-1,200 students for high schools. The original “10-year Renewal Plan” included a complement of action items which included program reviews, school mergers, school closures, and new facility development.

In 2013, the Administration reported on the conclusion of the action items from the original plan and announced the intent to continue operational monitoring of enrolment and capacity at schools. Updates would occur every two years in the form of an Accommodation Report. Recommendations from the 2013 review introduced the family of schools’ model, Division-wide expansion of the Advanced Placement program, and continued development of Campus Regina Public.

The Accommodation Report (2015) identified accelerated student enrolment growth in the suburbs and in the Division’s French Immersion programs. Boundaries for both the French Immersion and regular program were adjusted beginning in 2016-17 with new programs/boundaries created for three new schools which opened in 2017.

The Accommodation Report (2017) introduced a new planning horizon (to 2027), continued to emphasize the acceleration of student enrolment growth within the Division, and developed accommodation strategies for future consideration.

The following report (2019) provides a biennial update of enrolments and projections with discussion and recommendations to address accommodation requirements for Regina Public Schools. These recommendations will include work to be undertaken during the 2019-20 school year for introduction in the 2020-21 school year. By policy, any contemplated school closures or program changes are to be communicated to the public no later than September 30th in the year prior to the year changes are recommended to take place. Any final decisions by the Board are to be made no later than January 15th of the year the action is to occur.

2. Major Findings

Growth has continued for the City of Regina. The pre-school-aged children cohort continues to grow, which will increase present elementary school enrolments (for at least five years hence). The anticipated high school enrolment growth upswing will begin in 2020. Projected enrolments will exceed existing Division facility capacity to accommodate students by 2021.

Newly opened schools in Regina’s growing suburbs will not be able to accommodate projected student numbers.

Demand in resource-intensive programs (such as French Immersion, intensive needs students and English as an Additional Language (EAL)) continues to increase, straining resources and facility capacity.

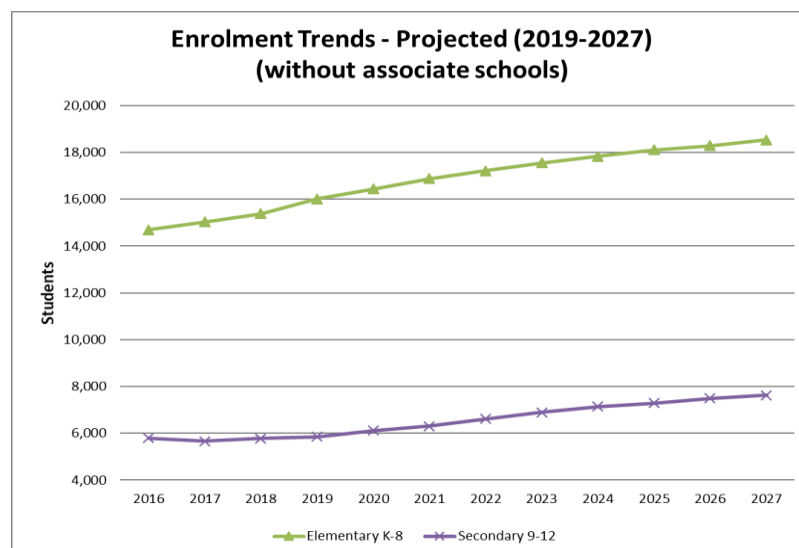
Facility availability, capacity, and condition will impact the Division’s ability to accommodate existing and future students. Aging school infrastructure will require strategies to continue supporting the growth while not disproportionately draining resources needed to provide direct education to the students.

A. Enrolment Trends and Projections

Enrolments continue to grow supported by a substantial cohort of pre-school-aged children that is buoyed by an elevated birth rate for the City of Regina. A 2% average increase in birthrates over the past seven years continues to increase the early entry enrolments.

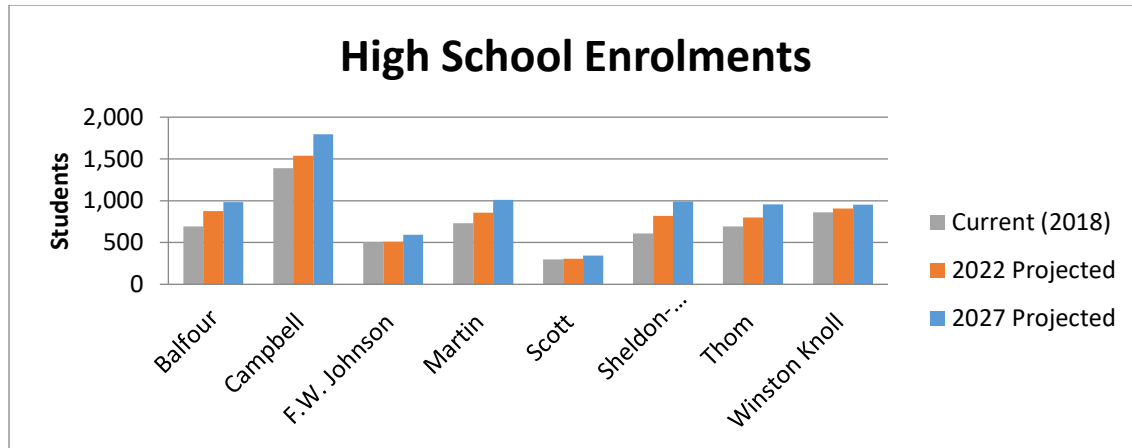
Middle-years enrolment also continues to increase as more students advance grades, new entrants arrive, and as a result of City growth. High school enrolments will see growth over the next 10 years as growing elementary cohorts reach grade 9. The net effect of these factors will be a system-wide increase in enrolments to 26,164 students by 2027.

Factoring in the Associate Schools and additional RPS programming (including pre-kindergarten, adult programs, night school, hospital schools and home-based education), the total Division enrolment projection increases to just over 29,000 students by 2027.



B. High School Enrolments

High school enrolments and projections continue to follow the pattern identified during the development of the High School Facility Strategy (2013). Moving forward, high school enrolments will begin a steeper growth pattern as the current elementary cohort of students transition to attend high schools. The current projection anticipates increases of 200 students each year starting in the fall of 2020. These annual enrolment increases will require the addition of a southeast high school and will lead to future discussions for accommodating enrolment growth in the northwest.



The continued enrolment growth for both Campbell and Balfour Collegiates will be influenced by the urban development in the southeast portion of Regina. (Approximately 40% of the students in the regular school program at Campbell Collegiate reside in the southeastern parts of City.) Sheldon-Williams Collegiate enrolment is also projected to rise as a result of urban growth in the Harbour Landing area. As school populations increase, each high school building will also require evaluation to ensure that the maximum utility of the space is considered to support its attendance area.

The current joint southeast high school capital submission to the Ministry of Education proposes the development of a high school to serve students in the southeast portion of Regina. There is a projected cohort of approximately 800 students residing in those subdivisions. The opening of a new facility would impact the future enrolments of both Campbell and Balfour Collegiates. Although Campbell's enrolment base would have a far greater decline than Balfour, some of the additional capacity at Campbell may be used to assist in moderating growth at Sheldon-Williams. At Balfour, infrastructure considerations continue to impact the ability for this facility to accommodate future educational programming. In view of these factors, the joint southeast high school capital submission to the Ministry should be pursued with emphasis.

As all high school enrolments continue to grow, the demands on space for programming will continue to increase. The RPS Academy programs, Campus Regina Public, Adult Campus and French Immersion will continue to have a bearing on facility capacity. An assessment of required programming for a growing high school cohort should be undertaken.

The High School Facility Strategy (2013) should be updated to address the needs of high schools moving through this growth period and in support of the advancement of the southeast high school submission.

C. French Immersion

Since 2004, the RPS French Immersion program enrolment has continued to grow, exceeding the historical peak of 2,038 (1991), increasing to 2,641 students as of the 2018-19 school year. When reviewed in the Accommodation Report (2015), the French Immersion program was projected to increase by approximately 50 students per year. Since that time, annual increases have doubled (approximately 100 students per year) and are projected to increase by 130 students per year through 2027.

This level of growth has resulted in significant pressures in providing French language programming, primarily from the perspective of recruiting qualified resources to support the educational program offered in schools. While targeted recruitment efforts continue to be a focus for the Division, the growth in the program has strained the Division's ability to effectively resource the existing programs.

The increasing growth in French Immersion also impacts the Division's ability to accommodate larger programs within its schools. The assessment of additional facilities, changes to facilities, or program boundary changes must be made to support the educational model. With the existing constraints in French language programming, a review and confirmation of program would support decision making.

The Division should undertake a review of the provision of French language programming to address future growth and existing resource constraints.

D. Intensive Needs Programs

Regina Public Schools provides a framework of supports and programs for students who require supportive services in order to participate in the educational system. As enrolment continues to grow, the number of students requiring these supports also increases. And, with increasing populations, the complexity of needs continues to increase, thus straining the resources available to support these students. Program space in Division facilities is one resource that supports these students. In many circumstances, facility space required to support intensive needs programs exceeds that of regular programs. As the demand for, and complexity of needs increases, additional space

allocation will be required in facilities. These increased demands on space will impact the building's capacity to accommodate both enrolment and program growth. These additional space requirements will need to continue to be considered as part of the Division's overall facility utilization factors for planning and should continue to be a focus for discussions with the Ministry of Education for appropriate funding recognition.

E. "Theodore" Decision

The "Theodore" court decision in 2016 (currently under appeal) has the potential to impact education funding in the province and may also have an impact on RPS enrolment. The discussion of the potential impacts was addressed in the Accommodation Report (2017). Although changes are still not imminent, consideration of such events should be factored into future planning discussions. Future consideration for the possible increase to a school area population, as outlined in the 2017 Report, should continued to be factored into both the individual school and neighborhood capacity planning discussions.

F. Elementary School Program Delivery Model Variances

The program delivery models at RPS were established to determine an appropriate enrolment grouping to support the deployment of teaching and instructional support to maintain a focus on quality education.

Updated projections to 2027 (see Appendix A) indicate that one elementary program is projected to remain below the program delivery model with only six programs projected to exceed (after consideration of confidence intervals). Most schools are projected to remain within the model, but individual school enrolments will continue to grow and impact the capacity (utilization) of the school facility to accommodate enrolment. The capacity or, more specifically, the projected over capacity of schools, will become a greater issue over the coming years. Thirteen school buildings are projected to be at over 110% capacity by 2027.

Low Enrolment School

M.J. Coldwell School is the only school projected to remain under program delivery model. School programs with enrolments below the program delivery models risk having insufficient resources to ensure an effective educational program at its location. These schools are also more likely to have excess space capacity, which negatively impacts operational funding allocated through the Ministry's funding program. Low facility utilization also impacts the ability to successfully obtain funding through the Ministry's major capital funding process.

Both M.J. Coldwell and Ruth Pawson schools serve the Uplands area. The status of these two schools remains similar to that discussed in the last review. A merger of schools

would create a school community of around 400, however, neither school has the capacity to serve that many students. There continues to be new development in the northern portion of this subdivision (albeit at a sluggish pace), which may continue to impact Ruth Pawson enrolment. The M.J. Coldwell enrolment should continue to be monitored to ensure continuity of resources to support the educational program in this building and be considered for additional programming options.

Growing Enrolment Schools

School programs with enrolments exceeding the program delivery models are not likely to have the resource constraints seen in small schools; rather they have the potential for overcrowding. Maximizing existing space, acquiring new facilities, balancing enrolments amongst neighbouring or low enrolment schools all become tools in managing within a growth environment.

Updated projections for 2027 (see Appendix A) identify six programs that are projected to exceed program delivery models (after consideration of confidence intervals). The school programs identified include:

Judge Bryant School
Connaught French Immersion Program
Dr. L.M. Hanna School
Harbour Landing School
McLurg School
Wascana Plains School

The patterns of highest growth are correlated with the civic expansion in the City's suburbs. Three new schools were opened in 2017 to accommodate expansion in the City's suburbs. While the new facilities have assisted in accommodating the new students, projections suggest that two of the three new schools (Harbour Landing and Wascana Plains) will exceed delivery model expectations and school capacities. Additionally, four other schools have been identified for the potential to exceed delivery model expectations by 2027. The following is a discussion of each of these schools with recommendations on actions to be taken to avoid excessive program growth and school overcrowding:

Harbour Landing School

The Harbour Landing area began construction pre-2010 and has been growing consistently each year. The subdivision is approximately 90% complete. Harbour Landing School, opened in fall 2017, was originally designed for 650 students. Enrolment in 2018 was 761 students with projected enrolments to exceed 900 students this fall. With continued development in Harbour Landing and the growth of the French Immersion program, the projected enrolment will continue to grow substantially beyond the capacity of this school. A request for a new school has been submitted to the

Ministry of Education for consideration as part of the province-wide Major Capital Request list.

Harbour Landing School is anticipated to exceed its capacity by 140% this year and, by 2020, enrolments are projected to reach over 1,000 students (160% capacity). Since the existing school is not designed to be expandable beyond its existing footprint, and a new school is not approved at this time, alternatives will need to be in place prior to the fall of 2020.

Harbour Landing School is comprised of two program streams, Regular and French Immersion. An interim enrolment reduction option for Harbour Landing School would be to relocate the existing K-4 French Immersion program. As the program is only K-4 (2019) at this time, there is a much smaller cohort of students which will be impacted. Since the French Immersion program is a collector program, many students attend from out of the local area and many are currently transported to the program. As such, the location of the program has some flexibility and consideration can be given to its relocation.

A review of the existing RPS school facilities within reasonable proximity to the Harbour Landing area found that Dr. A.E. Perry School was the only facility with excess capacity. The excess capacity, however, would only be enough to accommodate the relocation of the French Immersion program on an interim basis; until such time as a new school was constructed in the Harbor Landing area. Otherwise, Dr. A.E. Perry School will require expansion for additional classroom, program and ancillary space to accommodate the program permanently.

In order to avoid an over capacity situation at Harbour Landing School, the Harbour Landing French Immersion program should be moved to Dr. A.E. Perry School in the fall of 2020; pending the development of a new school in the Harbour Landing area.

Wascana Plains School

Wascana Plains School serves the Greens on Gardiner, Towns and Eastbrook subdivisions. Continued construction in the new development areas will continue to increase enrolments at Wascana Plains School.

Wascana Plains School opened in fall 2017 at a capacity of 500 students. Although a new relocatable classroom has been added for 2019, Wascana Plains School is anticipated to exceed its capacity by 134% this year and, by 2022, enrolments are projected to reach over 1,000 students (200% of existing capacity).

The school was designed to accommodate 650 students through the addition of five more relocatable classrooms. The school is not designed to be expandable beyond this, so, based upon projected enrolments and building capacity, there is a need for an additional new elementary school facility for this area.

Since development timelines for a new school can exceed three years, a new school should be requested to support the students and families in these growing neighbourhoods. Relocatable classroom requests should be made to expand the existing facility to its maximum capacity. There should be consideration for a formal school attendance boundary change with Jack MacKenzie School by the start of the 2021-22 school year. At a minimum, the Jack MacKenzie attendance area should be opened to students and families residing in the existing Wascana Plains area.

A new school request should be made to accommodate the students and family in the Towns/Eastbrook neighbourhood.

Connaught School

Connaught School's excessive growth and facility over capacity projection is due mainly to unprecedented growth in the French Immersion program. In 2017, the new Connaught School reopened after rebuilding on its existing site. Prior to opening of the new building, Connaught's French Immersion kindergarten enrolment intake was 12 students in 2014, increasing to 20 and 33 for 2015 and 2016 respectively. In 2017, the intake took an unprecedented jump to 67 students with a similar 69 students for 2018. Continued intake at this level will not be sustainable for both the program size or the ability for the facility to accommodate both French Immersion and regular programming.

Further review of the French Immersion program boundary at Connaught School should be undertaken to balance programs within this school. This review should begin in earnest upon completion of a pending French language review to ensure that any recommended changes are made to avoid school overcrowding.

Dr. L.M. Hanna School

Dr. L.M. Hanna School is another school identified to exceed program delivery model over the planning horizon. Dr. L.M. Hanna school enrolment and enrolment projections are impacted by the growth in the Hawkstone subdivision development. The Hawkstone development is nearing completion, which may moderate the longer-term growth projection. There are no adjacent schools that can easily support boundary changes to assist in enrolment reductions. Continued monitoring of enrolment patterns and addressing the capacity (capital development) for Dr. L.M. Hanna School to accommodate future enrolment will be necessary.

McLurg School

Existing enrolment projections have McLurg School nearing 600 students over the next 10 years, without factoring in any substantive growth from the Westerra subdivision. The Westerra subdivision is currently part of the McLurg School attendance area. In the fall of 2017, this development began generating school-aged enrolment. Continued growth in the new subdivision will increase enrolment for McLurg School. Boundary changes to reduce enrolment may be limited as the adjacent schools, such as Walker,

Rosemont and Ruth M. Buck Schools, are expected to remain at capacity; leaving no room for additional students.

One option to reduce enrolment pressure at McLurg School would be re-use of the former Dieppe School. Although existing enrolments in the Dieppe subdivision are unsustainable for a school operation by themselves, the addition of students from Westerra could warrant the reopening of the school. A K-8 cohort of 100-150 students from the Westerra subdivision would be required before considering the re-opening, which could eventually work to reduce enrolments at McLurg School.

Enrolments at McLurg School should be monitored annually in addition to the growth in the Westerra subdivision to determine a potential re-use and re-opening of Dieppe School.

Judge Bryant School

Judge Bryant School is one of three elementary schools that serve the Dewdney East community area. The long-term projection for this school is to exceed program delivery model enrolments. Normally, other local schools would be considered for space and or opportunities to change boundaries to balance enrolments. However, the associated schools in this area remain projected at capacity and the school facilities cannot be expanded further due to physical and structural constraints (Henry Braun and Dr. George Ferguson Schools). Judge Bryant School is the only school site in the area that can be readily expanded to accommodate growth. Should there be additional growth beyond projection from the other local school(s), this increase would also have to be absorbed by Judge Bryant School. Continued monitoring of enrolment patterns and addressing the capacity (capital development) for Judge Bryant to accommodate future enrolment will be necessary.

G. School Capacity and Utilization

With the increasing elementary enrolment at RPS, there is a risk of some schools outgrowing existing facility space. The current methodology for determining the formal capacity of a school is based on a set of approved space criteria set out by the Ministry of Education. When combined with a school’s enrolment, a “utilization factor” is created, which is used by the Ministry as a driver in funding facility-related expenses (such as the cost of utilities and cleaning), the allocation of capital-related funding, and as criterion for portable classroom approval.

From experience, RPS has discovered that the operational capacity of a school varies based upon the programming and resources (both internal and external) that are offered in a school and, in some instances, based upon the nature of the building envelope as designed. Consequently, RPS can operate some schools at higher official utilization factors, but still have some schools that risk overcrowding even though the official utilization factors show lower utilization.

Utilization factors, and projected utilization factors based on enrolment projections, can also be used to indicate a potential for overcrowding. Like the need to monitor schools with high enrolments, highly utilized schools should continue to be monitored to ensure continuity of resources and enough spaces to support the educational program in these buildings.

School	Projected 2027 Utilization
Wascana Plains Elementary	279%
Connaught Elementary	223%
Harbour Landing Elementary	218%
McDonald Elementary	139%
Hanna Elementary	139%
McVeety Elementary	123%

Using the existing utilization methodology with projected enrolments to 2027 provides an indicator of schools that require review to ensure the continuity of programming. Of the six highest projected utilization schools, all but two of them have been discussed in this report due to their enrolments surpassing the model.

All schools over capacity should continue to be monitored for addressing any capital development (expansion) opportunities to accommodate future enrolments.

3. Major Capital

The focus of any facility capital renewal in RPS is premised upon the provision of quality facilities to support the learning agenda. Capital requests are prioritized by RPS to support student safety, to address overcapacity in schools, to address aging school buildings, and to reduce deferred maintenance backlogs.

The RPS Facilities Strategy Plan (2017), facility condition assessments, and the Division's enrolment growth considerations continue to assist in assessing and planning the Division priority applications.

The continued pattern of enrolment growth emphasizes the need for additional school capacity for the suburbs. The accommodation of these growing school catchments remains a priority for the Division.

Environmental factors have also impacted the priority of some projects. Extremely dry conditions over the past few years have negatively impacted the structures of some schools, resulting in a reduction in facility condition, which increases the scope and costs of remediation projects. Two school projects, Lakeview School and Balfour Collegiate, have changed such that their priority has elevated. The newest project to be elevated to the top three is for a re-life/rebuild of Lakeview School (with scope to be finalized through ongoing discussions and consultation). The Balfour Collegiate project has been part of the scope for southeast high school project request in the past, however, the application now stands on its own and has been updated according to new information.

All major capital projects are subject to Ministerial processes and approval. The Board's involvement is limited to providing prioritized plans and recommendations for the Ministry's consideration. Historically, in order to analyze and prioritize major capital project funding requests on a provincial basis, the Ministry of Education formally requested boards to submit five-year construction plans/projects (B5 application) on an annual basis. These projects are then incorporated into and analyzed as part of the provincial-wide Major Capital Request List.

Currently, the Ministry only accepts the Division's top three projects for consideration on an annual basis. At the last review, there were four projects awaiting Ministry approval, the maximum number of requests the Ministry would consider. The Division's priority list was updated early in 2019 to include the following major capital projects:

- #1 New School – Harbour Landing
- #2 Lakeview School (Rebuild/Re-Life)
- #3 Balfour Collegiate (Rebuild/Re-Life)

In addition, based on previously provided Ministry direction, a fourth supplemental application for a joint Southeast High School continues to be included for consideration.

The Division's Facilities Strategy Plan was last updated in January, 2017. Since there are several significant capital projects required to support the Division's future growth plans, the creation of a multi-year major capital plan is appropriate.

An updated multi-year plan will assist RPS in prioritizing longer term capital projects. It will also provide a strategic document that can be presented to the Ministry to support favourable consideration for the numerous projects the Division deems necessary over the next decade.

4. Recommendations

Annually, action items, including school mergers, program changes and/or school closures, are required to be cited prior to September 30th and communicated to affected School Community Councils and the public.

Recommendations arising out of this report are that:

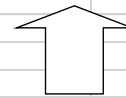
- The new southeast high school continue to be included in the Division's annual capital submission to the Ministry with an emphasis on the immediate need to accommodate the student growth in southeast Regina.
- The High School Facility Strategy (2013) be updated to address the needs of high schools moving through this growth period and in support of the advancement of the southeast high school submission.
- The Harbour Landing French Immersion program be relocated to Dr. A.E. Perry School beginning in the fall of 2020; pending the development of a new school in the Harbour Landing area.
- A new elementary school request be made to accommodate the students and families in the Towns/Eastbrook neighbourhood.
- The delivery of French language instruction in Regina Public Schools be reviewed.
- A French Immersion program boundary review for Connaught School be conducted to keep program enrolments within delivery model expectations and the school within operating capacity.
- An updated multi-year major capital plan be developed to assist Regina Public Schools in prioritizing projects and planning.

In addition, all schools over, or projected to be over capacity, should continue to be monitored and any capital development (expansion) opportunities pursued to ensure continuity of resources and enough spaces to support the educational program in these buildings.

APPENDIX A – DIVISION ENROLMENT PROJECTIONS

Projected Enrolments K-8			
Program Model (200-400 Students)	Actual	Projected	Projected Utilization
<i>School</i>	<i>2018</i>	<i>2027</i>	<i>2027</i>
Coldwell Elementary	119	108	50%
McDermid Elementary	156	189	76%
Connaught Elementary	182	196	223%
Mironuck Elementary French	264	197	72%
Perry Elementary	266	213	56%
Kitchener Elementary	205	231	60%
Albert Elementary	216	233	76%
McDonald Elementary	197	236	139%
Mironuck Elementary	223	239	72%
Coronation Park Elementary	201	243	74%
Crescents Elementary	261	246	105%
Walker Elementary	247	285	116%
Pawson Elementary	270	285	86%
Hawrylak Elementary French	299	289	103%
Wilfrid Walker Elementary French	334	290	72%
Rosemont Elementary	226	296	95%
Thomson Elementary	218	301	101%
Glen Elm Elementary	275	311	116%
Douglas Park Elementary	385	312	74%
Ford Elementary	307	315	74%
Hawrylak Elementary	398	321	103%
Imperial Elementary	241	327	103%
Janzen Elementary	385	329	70%
Hunt Elementary	269	332	80%
McKenzie Elementary	384	337	66%
Lakeview Elementary	306	338	104%
Argyle Elementary	312	338	118%
Seven Stones Elementary	299	346	115%
Ready Elementary	389	359	81%
Ferguson Elementary	279	370	113%
Massey Elementary French	403	376	87%
MacNeill Elementary	396	378	97%
McVeety Elementary	300	385	123%
Milliken Elementary	320	400	105%
Grant Road Elementary	398	401	110%
Wascana Plains French	160	404	279%
Lee Elementary	433	407	105%
Braun Elementary	421	412	76%
Centennial Elementary French	368	439	98%
Buck Elementary	401	462	101%
Plainsview Elementary	422	468	97%
Harbour Landing Elementary French	118	503	218%
Arcola Elementary	438	511	118%
Connaught Elementary French	266	543	223%
McLurg Elementary	524	566	110%
Bryant Elementary	439	574	116%
Hanna Elementary	410	690	139%
Harbour Landing Elementary	643	1050	218%
Wascana Plains	410	1157	279%

Projected Enrolments 9-12			
Program Model (600-1200 Students)	Actual	Projected	Projected Utilization
<i>School</i>	<i>2018</i>	<i>2027</i>	<i>2027</i>
Scott	299	344	69%
F.W. Johnson	505	593	65%
Winston Knoll	862	954	77%
Thom	694	958	81%
Balfour	693	985	75%
Sheldon-Williams	608	990	121%
Martin	732	1010	132%
Campbell	1391	1795	102%



Shaded programs have projected utilization exceeding 110% of the existing (2018) facility capacity.

★ Denotes line where program enrolments are projected to exceed the Program Delivery model out to 2027 (after consideration of the Confidence bands*) There is only one school (Coldwell Elementary) that remains below the Program Delivery model out to 2027.

*Confidence bands of +/-30% for 2027 were applied to enrolment projections to control for reliability factors

Projected Utilization > 110%			
	Actual Enrol	Projected Enrol	Projected Utilization
<i>School</i>	<i>2018</i>	<i>2027</i>	<i>2027</i>
Ferguson Elementary	279	370	113%
Seven Stones Elementary	299	346	115%
Glen Elm Elementary	275	311	116%
Walker Elementary	247	285	116%
Bryant Elementary	439	574	116%
Arcola Elementary	438	511	118%
Argyle Elementary	312	338	118%
McVeety Elementary	300	385	123%
Hanna Elementary	410	690	139%
McDonald Elementary	197	236	139%
Harbour Landing Elementary	761	1553	218%
Connaught Elementary	448	739	223%
Wascana Plains	570	1561	279%

Regina Public Schools uses the resources of Baragar Demographics™ for establishing future enrolment projections.