



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

REVIEW OF BOUNDARY EFFECTIVENESS AND IMPACT OF FRENCH IMMERSION AT ST. CONRAD AND ST. RAPHAEL

“So then each of us will give an account of himself to God”, Romans 14:12

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INFORMATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity



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A. EXECUTIVE SUMMARY

Arising from the Board meeting of April 30, 2014, this report provides for the information of the Board, historical data, enrolment statistics and assessment of space for future programming after the first year of implementation of the Board approved fixed attendance boundaries for St. Conrad and St. Raphael. Since implementation of these boundaries, balancing of enrolment between the two schools has begun and is projected to continue.

B. PURPOSE

To provide a summary and assessment of the effectiveness of the fixed attendance boundaries at St. Conrad and St. Raphael after the first year of implementation.

C. BACKGROUND

1. The Board approved the final report concerning the St. Conrad-St. Raphael Boundary review at its meeting of April 30, 2014. All staff recommendations were approved as stated with an additional direction to review the boundary following the first year of implementation;

“1. The fixed attendance boundary for each school, as detailed in Scenario #1 of the initial report (Appendix ‘A’- page A-1 of the appendices to the report) be approved and implemented for all new registrations for the 2014-15 school year in accordance with the regulations provided in Admissions and Placement Policy.

2. Students already enrolled in a school are “grandfathered” in their current school regardless of primary residency.

3. Siblings of students already enrolled shall gain admission to the same school as their older sibling regardless of primary residency where space permits.

4. Transportation continues to be provided to “grandfathered” students in accordance with the Transportation Policy.

5. *That at the end of the first year of implementation the Director of Education in consultation with the community will review the impact of the Boundary.”*

D. EVIDENCE/RESEARCH/ANALYSIS

1. As of October 31, 2014, the enrolment at St. Conrad and St. Raphael was 483 and 551 students representatively.
2. A steady increase in enrolment is projected for St. Conrad over the next several years, while enrolment at St Raphael is projected to decline—a planned result after implementation of fixed attendance boundaries. 3-year enrolment projections for the two schools, as approved by Corporate Affairs, Strategic Planning and Property Committee on March 12, 2015 are provided below.

School	Ministry Rated Capacity	Num. of Portables by Year	School Year	Projected Enrolment
St. Conrad	628	0	2015	502
		0	2016	516
		0	2017	534
St. Raphael	395	6	2015	522
		4	2016	516
		4	2017	500

3. A pupil distribution map for both schools (*refer to Appendix ‘A’*) demonstrates that although overlap between the schools still exists as a result of historical admissions trends, there has been a migration of students towards St. Conrad after implementation of fixed attendance boundaries. This pattern of enrolment balancing will continue into the future.
4. At the conclusion of the boundary review process there were 8 portables located on the St. Raphael site. In July of 2014 two portables were removed. An additional two portables are scheduled for removal in the summer of 2015. Four portables will remain on site for the 2015-16 school year. Portable reduction is consistent with the Board’s plan to balance enrolment between the two facilities.

5. The TCDSB approved a motion to initiate a French Immersion (FI) program at St. Conrad beginning in the 2016-17 school year. This program will be implemented beginning in FDK (JK and SK) and Grade 1 with an additional FI grade being added each year until full implementation is achieved. Although this new program will largely draw on the existing enrolment base, each year of implementation may also attract some new students to the school.
6. There are 27 teaching or instructional spaces in the school, 4 of which are purpose-built FDK rooms. The current enrolment of 483 students requires 22 of the 27 rooms for regular program instruction, which includes one music space and one space through which the 1.5 FTE allocation for ESL and Special Needs can be rotated.
7. A potential scenario (*refer to Appendix 'B'*) has been developed with the assumption that in the first year of FI implementation, enrolment of FI is capped at 1 full class per grade, a portion of the SK students will be transitioned from the regular program to the FI program, and that there would also be a need for an SK-1 split class in FI. In 2021, this scenario shows a shortage of 1 classroom space. By 2022, this scenario shows a shortage of 2 classroom spaces. A shortage of no more than 2 classroom spaces is forecasted for the foreseeable future.
8. Requirements for teaching spaces are assessed on an annual basis with input from the Field Superintendent. Any shortage would be addressed by examining the school for potential spaces that can be converted/retrofitted or relocation of a specialty program.

E. METRICS AND ACCOUNTABILITY

1. Enrolment projections are revised and reported on annually to reflect current demographic trends, changes in programming, and impacts of new residential development. This process will address future accommodation requirements at both schools.
2. In addition, the roll-out of the French Immersion program will be monitored for its effectiveness and continued viability in accordance with the *Elementary French Programming Policy (S.P.02)* currently under review.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.