



COMMUNITY ADVISORY COMMITTEE MINUTES

Committee Name: French as- a Second Language Advisory Committee

Date: April 12, 2016

Time: 7:00 pm

Present: Trustee Co- Chair Robin Pilkey; Parent Co -Chair Kristina Laperle (W17) Parent Vice Chair Betheney Maheu (W13); Parent Vice Chair Matt Forrest (W9); Caroline Tolton-Patterson (W7); Rosemary Sutherland (W9 Alt); Sarah Warden (W10); Sharon Beason (W16)); Mary Cruden (Canadian Parents for French)

Teleconference: Laura Steele- Gunter (W7 Alt); Wilmar Kortleever (W13 Alt); Bronwyn Graves (W15 Alt)

TDSB Staff: John Tancredi (Central Coordinating Principal); Kirsten Johnston (Co-ordinator FSL)

Regrets: Lauralyn Johnston (W8); Kingsley Kwok (W20); Lena Angell (W5)

Guests: Rob Janes (Hilltop Parent, W2); Jessica Scott (Earl Beatty Parent, W16); Randy Samuel (Broadlands Parent, W17); Melanie Dickstein (community member)

Recorder: Latha John (Parent and Community Engagement Office)

ITEM	DISCUSSION	RECOMMENDATION/ MOTION/ACTION
Call to Order/Quorum	Meeting was called to order by Chair Laperle at 7:14pm, quorum was achieved.	
Membership	No changes to membership.	
Approval of Agenda	Amendments: move Item 5 to Chair’s Report, add Gifted Screening Moved as amended by Caroline Tolton Paterson, seconded by Sarah Warden. Carried.	
Approval of Minutes	Motion to approve minutes as amended by Matt Forrest, seconded by Rosemary Sutherland. Carried.	
Chair’s Report	Reorganization of central teaching and learning:	



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<p>TDSB Budget: Reorganization of central teaching and learning staff</p>	<p>TDSB’s FSL program has six FSL instructional leaders, one FSL Coordinator, and a Central Coordinating Principal who has FSL and other portfolios. Instructional leaders provide professional development for classroom teachers. The Director is undertaking a reorganisation, moving from a centralized model to a decentralized model with four learning centers in the four quadrants to the city. Instructional leader positions are being terminated and new coaching positions are being posted. Posted TDSB budget documents state that "Restructuring and repurposing of central teaching staff and positions to create a more efficient service model which provides services closer to schools totaling \$2.5M. The reduction would be absorbed through attrition."</p> <p>http://www.tdsb.on.ca/Leadership/Boardroom/AgendaMinutes.aspx?Type=A&Folder=Agenda%2f20160322(2)&Filename=160322++Budget+Plan+2784.pdf</p> <p>Q&A Q. What is a learning centre and what are the perceived risks to FSL curriculum. A. Trustee Pilkey Budget is not the issue for the restructuring; the Board is focusing on improving school effectiveness and student achievement by moving the supports closer to schools. The plan is to have four learning centres. Each of the learning centres is to have an Executive Superintendent with seven Superintendents and each Superintendent will oversee 20 schools. Instructional leaders will be learning coaches in the learning centers. Each center will have twenty learning coaches who specialize in the different areas. The idea is for the learning coaches to be closer to schools, students and parents so they can be more responsive to learning needs.</p> <p>The Board is in the early stage of reorganisation. It wants to redeploy existing resources. The job description for instructional leader under the current contract will be changed, and as per the requirement of the union contract, the Instructional leaders had to be laid off and reapply to come back as learning coaches.</p> <p>Q. Currently there are 137 instructional leaders who are centrally assigned. With the planned reorganisation, there will only be 20 learning coaches for each of the four learning centers, totalling</p>	



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	<p>80 positions. What is happening to the other positions? A. Trustee Pilkey Some of them could work centrally to coordinate the programs; there will be 80 who will be working out of the learning centers.</p> <p>The learning centres will operate like hubs. Some of the Superintendents will have a cross portfolio among different learning centres with a different geographical and a functional reporting line. Executive Council is working on the job descriptions for the Executive Superintendents. Superintendents will move to different portfolios. Central coordinating principals and program coordinators will continue in their current positions.</p> <p>Q. Will the Board have the six FSL coaches as before? How many of the posted coaching jobs are designated bilingual? A. Trustee Pilkey There will be French coaches, but the specific details of how many and where they will be located is not available right now.</p> <p>Committee Feedback The 2006 Gosling Report, based on the consultation on the needs to ensure success of French programs in the Board, provided the impetus to increase the number of instructional leaders to 6 with a full time Superintendent. The enrolment in the French program in 2006 was 16,000 and currently the enrolment has grown to 26,000 but the number of staff support for FSL has not grown.</p> <p>Q. Under the new model will the TDSB be able to fully utilize the sweated money for FSL professional development? A. Trustee Pilkey The board believes it will continue to provide the support in a better way. The details of the reorganisation are not available yet, but the Board is aware of the concerns.</p> <p>Committee Feedback Concern that the job description for the learning coaches is too broad, and people who are not</p>	



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	<p>bilingual and not FSL qualified will be coaching French teachers.</p> <p>Q. Will the percentage of time on professional learning for French programs diminish? A. Trustee Pilkey French is a large program and the support for the French program will not diminish. It is possible that the board will identify that the French program needs more support and have more learning coaches for French under the reorganization.</p> <p>Q. How is the Board saving from the restructuring of central staff? A. Existing vacancies in central coordinating positions are not being filled.</p> <p>Q. What are the current duties of instructional leader? A. Staff The duties of instructional leader are to design, prepare and deliver the professional learning for teachers in the French as Second Language program, which includes core, extended and immersion. They are responsible for communicating messaging from the Ministry to the staff, working in small clusters of schools to work on specific aspects of teaching practice and pedagogy. They also work with individual schools on professional learning in communities, or can be called in by individual teachers to work one-on-one to improve a particular classroom practice, support new teachers, or work with teachers who have been identified as needing specific support based on a performance review.</p> <p>Q. What are the specific qualifications that the instructional leaders bring to the job? A. Staff FSL Part 3 specialist qualification from the Ontario College of Teachers is a requirement for the instructional leader position, along with experience teaching a range of grades and a variety of French programs. The French Instructional leader’s team covers all areas of expertise to respond to the questions and the needs in the system. The group responds to requests from principals and superintendents, and also fulfills the mandate from the ministry to provide professional learning funded by the ministry.</p>	



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	<p>Q. How is the funding for professional learning from the ministry spent? A. Staff The money is mostly spent on occasional teachers costs to allow the classroom teacher release time for the training; some costs for professional learning resources are also covered.</p> <p>Q. Is there an opportunity to increase of supports to the FSL program? A. Trustee Pilkey There will be a webinar on April 29th for parents to ask questions to the Board.</p> <p>Q. Will the reorganisation affect schools that need resources, funds or budgets? A. Trustee Pilkey There will be no effect on the budget.</p> <p>Q. How can FSLAC voice their concerns about the FSL program to the Board? When will the Board finalize the restructuring, and when can the FSLAC committee voice our concerns? A. Trustee Pilkey The decision by the Board is to move things forward, and it is not a consultation process. Questions and concerns can be put forward to the Director. The plan and the decisions to be in place in by the end of June. The committee can collectively voice their concerns to the Director.</p>	<p>Action: Kristina will share the concerns raised with senior staff.</p>
Remembering Trustees	FSLAC observed a moment of silence for Trustee Kaplan (Ward 5) who died on April 11, 2016. Betheny and Mary attended the funeral of FSLAC’s former Trustee Co –Chair Trustee Sheila Ward in February and sent flowers on behalf of the group. Contributions for the flowers go to Betheny.	
Final Review- FSLAC Terms of Reference	The draft was discussed in February and amendments made based on member feedback. Motion to approve the Terms of Reference by Chair Laperle seconded by Matt Forrest. Carried.	Action: Latha to do the report to PSSC.
PIAC- SEAC conference	Kirsten Johnston is presenting on “Including Students with Special Needs in FSL”. Betheny , Kristina & Sharon will do the FSLAC display table.	
Edsby Parent Portal	Deferred to May. Guest speaker from the Board to speak on EDSBY	Kristina to put on May agenda.
Staff Report PARS /Registration	Placements in extended/immersion Everyone who applied on time has been offered a placement in the program. Staff will share a draft	



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update	library copy of the enrolment report in the May meeting. Final report to PSSC in June. The system will be updated to show 5 new SKFI and 2 Jr Ext sites and pathways.	
DELFI Project	<ul style="list-style-type: none"> - 44 Core, Extended & Immersion students are doing the DELFI May 9 -13, 150 applied -cost of the test, including occasional teacher cost to replace examiners in funded by Ministry. -DELFI diploma is a life-long credential for language proficiency in French, based on the Common European Framework (CEFR), which is an international language proficiency benchmark. -students who didn't get invited to participate are informed that the test can be taken privately through the Alliance Francaise for a fee. - students self-assess with teacher support to determine what level to challenge, most students were successful at the level they challenged, B2 level is mostly students from extended/immersion -if the student is unsuccessful, DELFI does not automatically give the next lower level of diploma. -in terms of equity, information is sent to all secondary schools that have extended/immersion and/or Grade 12 Core French. <p>Mary shared that more than 500 students in the Ottawa-Carleton District School Board are doing the DELFI this year.</p>	
Core French Teacher Training	<p>**Meeting extended by 15 minutes **</p> <ul style="list-style-type: none"> -FSL instructional leaders are doing professional learning with Core French teachers on new FSL curriculum which is CEFR inspired and is transforming the approach from grammar-based to action-oriented, authentic communication. <ul style="list-style-type: none"> -only French is used by the teacher and students are strongly encouraged to follow suit. -real life material is being used in the core French classroom. -Students are placed in interactive social situations, such as a food court, to use French skills in realistic and engaging ways. -last year 300 core French teachers attended different professional learning sessions. -this year the core teachers attended the professional learning sessions with the extended and immersion teachers around the new strands of the curriculum for the following workshops: cultural 	



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	<p>strand; digital resources for Core French; listening and speaking Strand; oral and interactive communication</p> <ul style="list-style-type: none"> -Transforming FSL website (http://www.curriculum.org/fsl/en/) by the Ministry is a powerful tool for teachers with informational videos ‘On est capable’ , learning goals and success criteria for students. - TDSB has more than 2000 qualified French teachers in Core, Extended, Immersion -individual teachers who need support get that from FSL instructional leaders -all TDSB Core French teachers have FSL part 1, the Ministry designated qualification 	
<p>Canadian Parents for French update- Mary Cruden</p>	<p>Ottawa Carleton District School Board - Trustees in Ottawa decided every child in JK and SK will be in French immersion in September 2016. In Grade 1, parents will choose between immersion and core.</p> <p>Upper Grant District School Board - Ongoing review of French programs. Watering down the immersion program and capping intake is being discussed.</p> <p>Halton District School Board- Ongoing review of French programs. Eliminating early French immersion in favour of middle French immersion as well as capping intake is being discussed.</p> <p>Peel District School Board - Incoming Grade 1 French immersion has been capped at 25% for the past 3 years, 400 students have been turned away from French immersion.</p>	
<p>Ward Reports</p>	<p>Ward 2- Principal who is French qualified which has made a big difference in one dual track school. Concern that long commutes to French immersion is causing attrition and limiting student participation in after school programs.</p> <p>Ward 7- Carla Kisko (TDSB Finance) spoke at the Ward 7 meeting about the need to eventually close secondary schools in ward 7, but this will not affect the FSL program.</p> <p>Runnymede branch of Toronto Public is holding a new French story time, starting Monday, May 9 at 6:45 pm</p> <p>Ward 9- A number of French camps are being offered this summer, 100 TDSB students to get a discounted rate through CPF memberships.</p> <p>April 20 is Canadian Film day, not-for-profit organization Reel Canada is supporting showing of Cdn films in high schools.</p>	



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	<p>Harbord CI offered a Homestay in Quebec this Winter (Feb) for FSL students and it was a great way for kids to be immersed in French language.</p> <p>Ward 10 –Lord Lansdowne had a successful Franco-fête week including kids dressed up as famous character from a French language country and a school wide spelling bee.</p> <p>Ward 13- The new staffing model at Northlea was welcomed by the parents.</p> <p>French Immersion families from Leaside High school would like increased FI course options.</p> <p>Ward 15 -. Kristina Laperle did a Parent Information night RH McGregor, which was well received and attended by 60 parents</p> <p>Ward 16- Secord PS is having a showcase of Musical Glee club program. April 25 at Earl Beatty “ How to encourage an emerging reader” events</p> <p>Ward 17- French Bingo Night coming in May</p>	
Gifted Screening	<p>Screening for the gifted exceptionalities</p> <p>In September the Board is going to start screening for all students for gifted exceptionalities in grade 3. Gifted Programs are not evenly distributed across the board.</p> <p>Concern raised about students who don’t speak English at home, but are in French Immersion at school; they might not yet have strong English language skills or cultural awareness needed for testing. Since TDSB does not have gifted a program in French Immersion, students identified in gifted either stay in FI with an IEP or go into gifted programs that offer Core French.</p>	Action: Kristina to invite Special Education Department to present on gifted screening for FI/ESL students.
Next Meeting Date	Next meeting on May 10, 2016	
Adjournment	Meeting adjourned at 9:30 pm.	

