



Community Advisory Committees

Name of Committee: French as a Second Language Advisory Committee

Meeting Date: 15 October 2019

A meeting of the French as a Second Language Advisory Committee convened from 7:00 pm to 9:00 pm in Committee Room A at 5050 Yonge Street, with Mandy Moore presiding.

Attendance: Mandy Moore (Parent Co-Chair W7), Matt Forrest (Parent Vice-Co-Chair W9), Charles Zhu (Parent Vice-Co Chair W11), Zeynab Kazi (Parent Vice-Co-Chair W22), Rob Janes (W1/W2), Lisa McAvoy (W2 Alt), Lynne LeBlanc (W8), Nadya Phelan (W8 Alt), Randy Samuel (W14), Gail Miller (W22),

Also present were: Trustee Robin Pilkey (Trustee Co-Chair), Trustee Rachel Chernos Lin, Mary Cruden (Canadian Parents for French), Sharon Beason (CPF Alt), Angela Caccamo (Centrally Assigned Principal), Kirsten Johnston (Program Co-ordinator), Naaz Jetha (TDSB French Teacher), Shareen Henry (W5 Alt, pending), Jennifer Tsu (W8 parent)

The following participated by electronic means: Trustee Michelle Aarts (Trustee Alternate), Zeynab Kazi (Parent Vice-Co-Chair W22), Matt Forrest (Parent Vice-Co-Chair W9), Lisa McAvoy (W2), Lynne LeBlanc (W8), Randy Samuel (W14)

Regrets: Manon Gardner (Associate Director), Nalini Singh (W2 Alt), Deloris Williamson-Braham (W5), Laura Steele Gunter (W7 Alt), Polina Osmerkina (W10), Wilmar Kortleever (W11 Alt), Sarah Smith (W15), Christie Dunbar (W16), Nancy White (W16 Alt), Rosemary Sutherland (CPF Alt)

Recorder: Linda Stockdale

ITEM	DISCUSSION	RECOMMENDATION / MOTION / ACTION
Call to Order / Quorum	<ul style="list-style-type: none"> • Quorum achieved 7:16 pm • Land acknowledgment – Mandy Moore 	
Membership Changes	<ul style="list-style-type: none"> • None 	
Approval of Agenda	<ul style="list-style-type: none"> • Moved to approve by Charles, seconded by Gail. Carried. 	
Approval of 10 September 2019 Minutes	<ul style="list-style-type: none"> • Moved to approve by Charles, seconded by Rob. Carried. 	Linda will post minutes on tdsb.on.ca/fslac
Declarations of Possible Conflict of Interests	<ul style="list-style-type: none"> • No conflicts of interest to declare. 	
Staff Update	<p>Core French Action Plan</p> <ul style="list-style-type: none"> • Core French Action Plan was submitted as part of the Update: FSL Review Recommendations • Full report will be presented at Committee of the Whole, Oct 16, 2019 • Core French Action plan consists of 6 components which include: <ol style="list-style-type: none"> 1. Central professional learning: Core French Teachers GR 4- 12. 2. LC based Professional Learning for 33-36 Core French Teachers Gr. 4-12 per LC, PL sessions grounded in CEFR and the action-oriented approach; collaborative inquiry based learning process specific to each of the LC – first session for each LC was full, release time provided by local school 	

	<p>3. Online Engagement & Communication Component – blended learning opportunities, Google+ Community, and others online enhancements; featured the NEW FSL Google site FSL Google Site is a resource of professional support and information for all FSL teachers, administrators, superintendents and staff who support students working and learning in FSL programs; includes such items as (but not exclusive to) FSL teacher handbook, Inclusion of all students in FSL, Special Education support, using technology, cultural experiences, early years, resources (i.e. Virtual Library, assessment practices, etc.) special events, etc.</p> <p>4. Teaching Resources –was identified as an area of need in the Spring 2018 review and we are asking local schools Principals to review current Core French resources and renew to meet the updated curriculum expectations 2014. The FSL department is available to support local schools with resource selection: How will you use the Trillium resources, connection to updated curriculum?</p> <p>5. School Environment - classroom closures were a direct result of the budget pressures this year, most French programs are taught `a la carte (on the cart) whenever possible and practical, local decision-making for a dedicated classroom space would be most conducive to teaching Core French</p> <p>6. Recruitment & Retention – FSL department will continue to work with Employee Services department to strengthen the recruitment and retention opportunities for FSL teachers; also working with ES on the hiring process, fluency testing; how to retain teachers in French programming.</p> <p>Q: French “à la carte”–is it a local decision with the Principal?</p> <p>Staff A: Yes, it is a local school decision, but it is important to have conversations with Principals to see if there are other options e.g., dance/drama room as an option for Core French as well.</p> <p>Trustee Pilkey: Reminded us of the Parent Concern Protocol, where if you’re not having success with the Principal, a conversation with SOE may be tried. She’s hoping that closer to December some rooms may be released for French, if budgets permit.</p> <p>Q: Referencing the plan, measurable goals are not clear. The Ministry of Education (MOE) has specific goals, but what are the TDSB goals? For example, Peel indicates the percentage increase goal for students taking Core French until GR 12. Where does the</p>	<p>Distribute TDSB measurable goals</p>
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	<p>TDSB indicate key measurements?</p> <p>Staff A: Yes, in our FSL Ministry 3-year plan one of the goals is to increase the number of students choosing core French GR 10 goal by 2% and takes into consideration attrition rate.</p> <p>Request was made to have or share a hard copy of the Ministry FSL 3 Year Plan</p> <p>Staff A: Will review this request with Associate Director, Manon Gardner. Plan details were shared at the FSLAC meetings last year.</p> <p>Trustee Pilkey: Seeing a movement to local school decisions. It is individual school improvement that is the focus.</p> <p>Staff A: We have a mandate to the MOE in our 3 year plan, but we do focus on individual, attainable results, that need to be local to each school need.</p> <p>Q: Does the framework to be presented require feedback requested from all relevant schools?</p> <p>Staff A: It is complex. Data we gather for framework must be specific. It is measureable - we can see how many kids move on to Core Fr. GR10; can be measured in the number of students taking FSF2D</p> <p>Q: Feels that there could be a disconnect if the local model is different from central office, and how do we reconcile it?</p> <p>Staff A: Student achievement at local school level is supported centrally through the Multi-Year Strategic Plan and Vision for Learning.</p> <p><u>Parent Engagement:</u></p> <p>Q: Concern raised that students are struggling in Core French because their parents are not engaged.</p> <p>Trustee Pilkey: As parents, we don't usually engage with the Core French teacher. The Core French teacher needs to engage with parents, something to think about, to support the relationship. Curriculum Night is an opportunity.</p> <p>Staff A: The FSL department is looking at how to engage parents/guardians in FSL programs as a result of the feedback from the FSL Review conducted last spring.</p>	
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	<p>However, locally parent engagement is essential and helpful feedback as the FSL department is considering the creation of a parent/guardian google platform as well; no specific timelines set for the end product as of yet.</p> <p>Staff A: In addition to the feedback in the FSL review, the FSL department sent out a Core French teacher survey to all Elementary & Secondary teachers with regards to teaching environment, PD interests, etc., to gather feedback.</p> <p>Q: Is there any PD for Principals for engaging parents of Core French students?</p> <p>Staff A: Yes, there is a website just for Principals, re: Core French and our New FSL google site provides information that supports staff. PD funds have been reduced. The PPF/EPO for Central PD is less this year, but it's been clarified that PD requirements as per contractual requirements will still be honoured.</p> <p>Q: Last year, staff reported at the FSLAC that in 2017-18, the number of FSL teachers participating in PD was 192 out of 2500 FSL teachers.</p> <p>Staff A: I believe we shared th numbers at a recent FSLAC meeting. However, the Core French Learning Centre PD that took place this past month had approx. 120 participants in the first session; this is extensive, for a ½ day session; all Core French teacher participants were very engaged.</p> <p>Comment: Half of secondary schools do not offer core French after Grade 9, so I am encouraged to see that the online offering for Core French students will be reviewed. Hopefully the interest will bubble up and GR10-12 core French will return to schools.</p>	
<p>Staff Update</p>	<p>NEW TDSB FSL Google Site – demonstrated for the Membership</p> <p>Includes Items such as: FSL 101 Handbook, how to support FI student with special education needs, how to extend Fr. curriculum to events outside of classroom, how to use Common European Framework of Reference, suggestion about Teaching "à la carte," Inclusive design, lesson ideas, strategies for inclusion and differentiation, Early Years, Virtual Library, Virtual Resources, assistive technology, Indigenous perspective, Model Schools for Core French, Technology in the FSL Context, Guidance, CEFR-Common European Framework of Reference for Languages, Recruitment Video, Tools to connect FSL teachers in the Board, as they are often alone in a school (i.e. Google+ Community, AW, etc.), links to Modern Languages council, MOE, MOL site.</p> <p>Mid – September 2019 Launch - Highlights:</p>	

	<ul style="list-style-type: none"> • Accessible for TDSB staff only • Bilingual • New TDSB FSL logo • Links to DELF – one stop for DELF information • Links Google+ Community, and Twitter • Virtual Library is available to Parents and Students, through E & S TDSB landing page. • Supporting teachers/staff with Parent Engagement Link, and how to equip parents to help their students • Fluid site which allows us to add pieces without having to take it offline. Virtual updates! <p>Q: How will we know traffic and meeting objectives, and how will it be reported.</p> <p>Staff A: Google allows us to track the information. It was launched with all principals, and LC Caps, mid-September 2019.</p> <p>Q: Can parents have restricted access?</p> <p>Staff A: Unfortunately, this is a staff resource. However, we are working (with a limited IT resources) on a parent/guardian google resource version, that will have the parent/guardian links.</p>	<p>Front Street link included?</p>
<p>Staff Update</p>	<p>SK FI Application Process (for this year)</p> <p>Staff A: 2 posters sent out to each school notifying of signup starting in November 2019. All JK parents will have received the information package by week ending Oct 18, 2019. Registration materials are also posted on the new FSL google site and Public FSL site. As well, Registration dates are found under Frequently Asked Questions, under FSL landing page. TDSB Connects will be sent to all parents/guardians with application/registration information, going out to families by Oct 25, 2019.</p> <p>Challenging times may be coming up in November (labour negotiations), that could interfere/impede the delivery of Parent Nights, information nights – virtual sessions have been approved for this year as the method of communication for the application/registration information.</p>	

<p>Transportation</p>	<p>Q – When will the transportation decision be made? Status of transportation is important as parents want to know if transportation is available for French Immersion, before deciding to register. Redistribution of programs – what will the consultation look like?</p> <p>Staff A – Hoping sooner than later but finding \$8 million is a difficult task. Currently, our FSL website indicates that transportation for K-8 French Immersion/Extended is currently being reviewed. Information will be posted on the website and communicated to parents/guardians as soon as it is known.</p> <p>Trustee Pilkey– Does not believe it will be before Registration. Everything is being looked at.</p> <p>Staff A – Staff will need to undertake the task of the development of a redistribution plan that is impacted by transportation, school capacity and secondary pathways. Not certain if it will be in place for 2020-21, there are many layers to be considered within the redistribution plan, if we are to be insightful. Note, “Transportation is being Reviewed” is on the website.</p> <p>Q– Will there be information nights if there is no job action? Despite all the issues, growing enrolment...</p> <p>Staff A – We are currently prepared to do a varied version, but not sure what it would look like given the time constraints. At this point, the parent/guardian information sessions will be virtual.</p>	
<p>Staff Update</p>	<p>PR597</p> <p>Staff A - PR597 was reviewed and updated to reflect the differences in the admission processes to the centrally managed entry points and the locally school managed entry points. FSL application video updated online. Transportation is silent on the revised PR597 to avoid confusion as a decision is yet to be made. Changes included - indicates which French entry points/programs are managed by the local Principal, reference to the updated curriculums, updated number of sites that are French Immersion Centres and clarity around the exclusion/exemption process from Core French, including the reportable subject that must replace Core French (40 minute period); Including the fact</p>	

that the exemption in secondary is not a given as it is revisited on a case by case basis given the FSF10 course

Q – Is there a growth intake process? – an opportunity to add FI classes when there is more applicants than expected (rather than redirection).

Staff A – The FSL department works closely with the Planning department during the placement process to determine the number of spots available at the school given the school capacity; the FSL department does not manage the number of classes or the staffing process; once the projected number of students are provided for a school, local school Principals are asked to stay within those projections as there are implications to staffing thereafter; Even though there seems to be space there are multiple factors that are taken into consideration (e.g. school capacity, English/French cohort balance, capacity at entry point to allow for flow through to graduating) This past year, we work hard to reduce the number of redirections. Last year it was at an all-time low.

JK Entry

Staff A – registration process being considered – FSL department has joined the Early Years registration committee and reaching out to see what other Boards are doing? GR 4 middle immersion starting before the JK entry...but we are open to feedback/suggestions. Caps at the system or local level for French track need to be looked at very carefully and to ensure inclusive practices. Do not foresee going backwards in participation.

Q - Request for JK entry points - I still don't understand the rationale. We'll need another 150 more teachers for JK FI. There's a shortage of French supply teachers already, Alexander Stirling - 7 teachers, non-French, filling in as French teachers.

Staff A – We haven't determined the number of additional teachers required if any. We're working with Employee Services on FSL recruitment and retention. The report which included the FSL recommendations and restructuring of the entry points was passed at Board in June covers the JK FI recommendation details.

Ward/ CPF Reports	Co-Chair recommends moving Ward/CPF reports to first on the agenda for next month as we've run out of time.	
Other Business	no	
Adjournment	The meeting adjourned at 9:08 pm. Moved, Seconded and Carried.	
Next Meeting	Tuesday, November 12, 2019, 7:00 pm in Committee Room A.	