



Community Advisory Committees

Name of Committee: French as a Second Language Community Advisory Committee

Meeting Date: 10 November 2020

A meeting of the French as a Second Language Community Advisory Committee convened from 7:00 pm to 9:00 pm via virtual Zoom meeting, with Parent Co-Chair Lynne LeBlanc presiding.

Attendance:	Lynne LeBlanc (Parent Co-Chair W8), Lisa McAvoy (Parent Vice-Co-Chair W2), Sharlene Henry (Parent Vice-Co-Chair W5/W6 Alt), Matt Forrest (Parent Vice-Co-Chair W9), Charles Zhu (Parent Vice-Co Chair W11), Doug Kwan (W2 Alt), Polina Osmerkina (W10); Wilmar Kortleever (W11 Alt), Randy Samuel (W14), Sarah Smith (W15), Kathleen Meek (W15 Alt), Gail Miller (W22) Also present were: Trustee Robin Pilkey (Trustee Co-Chair W7), Trustee Rachel Chernos Lin (W11), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Manon Gardner (Associate Director), Kirsten Johnston (Program Coordinator)
Guests:	Trustee Trixie Doyle (Vice Chair of the Board W14), Andrew Gowdy (System Planning Officer), Nechama Hirschberg (Educational Planning Officer), Pamela Wilansky, Lisa Lebeer, Aysha Campbell, Geordie Sabbagh, Mays Abusaifan
Regrets:	Deloris Williamson-Braham (W5/13), Mandy Moore (W7), Caroline Tolten-Paterson (W7 Alt), Nancy White (W16 Alt), Christie Dunbar (W16 Alt), Rosemary Sutherland (CPF Alt), Sharon Beason (CPF Alt), Angela Caccamo (Centrally Assigned Principal)
Recorder:	Linda Stockdale

ITEM	DISCUSSION	RECOMMENDATION / MOTION / ACTION
Call to Order / Quorum	<ul style="list-style-type: none"> • Land acknowledgment – Lynne Leblanc • Zoom Format – Matt presented format, checked attendees in. Some attendees – first and last names were not collected (e.g. geordieshabbagh). Meeting recorded for minute taking purposes only and to be deleted afterward. • Quorum achieved 7:12pm 	
Membership Changes	<ul style="list-style-type: none"> • Jennifer Tse (W8 Alt) resigned. 	
Approval of Agenda	<ul style="list-style-type: none"> • Moved by Doug, seconded by Matt. Carried. 	
Approval of Mar 10, 2020 Minutes	<ul style="list-style-type: none"> • Moved by Lynne, seconded by Matt. Carried. 	Linda will post minutes on tdsb.on.ca/fslac
Approval of Oct 13, 2020 Minutes	<ul style="list-style-type: none"> • Moved by Lynne. Trustee Pilkey noted that the revised minutes were distributed by FSLAC just prior to the meeting. Trustee Pilkey requested the revisions. Lynne withdrew the motion. Minutes deferred to January 2021 meeting. 	Parent co-chair to provide marked up minutes to staff, Trustee
Declarations of Possible Conflict of Interests	<ul style="list-style-type: none"> • Wilmar Kortleever is a W11 parent and FSLAC alternate and is also employed by the TDSB as a Shared Services Liaison, a casual position in which he supports the Board and Trustees, e.g., by helping organize and taking minutes at public meetings. • Randy Samuel is a supply for a Lunchroom Supervisor at the Board. 	
Staff Update: Manon	<p>Virtual School: Staff will share new fact sheet with FSLAC after the meeting.</p> <p>Staff continues to explore options and take action to meet the needs of all FSL classes.</p> <p>Shortage of French teachers in province has greatly impacted the TDSB Elementary Virtual School. We had 48 classrooms without a French teacher at the end of October. To resolve this, some French teachers have been paired up with English teachers,</p>	

	<p>reducing the number of French teaching hours for some Grades 3 and 4 French Immersion classes to 50% while ensuring all FSL classes have a French teacher. For example, French teacher teaches to 2 classes in French and the English partner teacher teaches in English to the same 2 classes. Students will still get the Ministry required hours of French by the end of grade 8.</p> <p>While it is not ideal, it ensures that as many students as possible have a French teacher until all return to in-person school. Virtual school parents are disappointed because virtual classes have less FSL teaching hours versus in-person school classes which have not had a change in French hours.</p> <p>Staff are assessing potential teaching candidates that are not teachers yet, ensuring oral and written fluency. Until June, FSL teacher shortages are anticipated as teachers continue to leave.</p> <p>Q – How many classes have been impacted? Manon - 20 GR3 classes (out of 226 FI or Ext.Fr.) and 10 GR4 classes. Altogether, 92 classes were impacted by reorganizing, SK-GR8.</p> <p><u>Staffing Update:</u> Karen Falconer will be staff lead for the FSLAC after Manon’s retirement. As Interim Associate Director, she will be responsible for the French Review and Virtual School. Superintendents Ian Alison and Shirley Chan are replacing Mary Jane McNamara and Jane Phillips-Long, in their elementary Virtual School roles. Principals and VPs are being added to the Virtual School. In each Learning Centre, there is a VP assigned to French.</p>	
<p>Staff Update: Andrew Gowdy N. Hirschberg</p>	<p><u>Planning - FSL Recommendations Interim Report – June 2020</u> Andrew Gowdy introduced the Interim Report, using Ward 1 (page 20) as an example, indicating the key statistics, the schools with FSL, grade ranges, building capacity, optimal enrolment counts, balance between English and French tracks, entry points, short and long term projections.</p> <p>The 5-yr and 10-yr projections are based on the French Review and do not include the pending phase out of the Extended French entry point. The next version will. Projection methodology uses a method commonly used at school boards in North America; a variation of a population projection called Cohort Survival.</p>	

	<p>Q – Surprised 61 kids projected at Greenholme for Middle FI when the Ext. Fr. program has been struggling with low enrolment for years. Data from Ministry of Education shows an annual average increase of 5.6% in French Immersion enrolment across Ontario. Not sure what’s going to happen to Middle FI in terms of uptake, as there are reasons to believe it won’t be as big as Ext.</p> <p>Andrew: Projections rely upon past trends, yet there can be a high degree of variance at the neighbourhood level, so school boards typically redo projections yearly. We are trying to predict the decisions of parents on education choice and admission practices of principals. Each year we rely upon the most recent information, which changes yearly. Once capturing students at entry point, we rely on 3-5 years of retention rates. French enrolment projections are tied to the most recent data. SK numbers are dependent on the PARS system. Data from the Spec Ed. Department is also incorporated.</p> <p>Q – The regular program enrolment is based on kids moving in and out but with FI, there really is only 1 entry point: back fill doesn’t happen. What is the purpose of projections?</p> <p>Andrew – We collect enrolment weekly in September, then monthly starting October. We extrapolate trends into the future so that we can project for 5 and 10 years, supporting budget setting, space pressures (need 12 months to conduct a study). Regarding FSL, when extensive changes are being introduced (French Review), it’s imperative that we can prepare projections, so that we have time to marshal solutions.</p> <p>Q – Can you provide a single map showing current EFI (page 18), Ext 4 sites (page 19) and Middle Immersion, ie, including Valleyfield and John Ross Robertson?</p> <p>Andrew - Yes</p> <p>Q - Does the number of eligible students in a catchment factor in? Why is the distance from each household to school not reflected?</p> <p>Andrew/Nechama – The distance from each household is not a factor depicted at this time. The percentage of students bussed is included at the top of the report for SK-5, so a general indicator of distance between home and school. Areas with higher density of population are likely to travel less than those where the density is spread out. The number of students is presented in the first set of information under every ward inventory.</p> <p>When looking at SK entry, we consider the pool of English students that could elect to go</p>	<p>Andrew will provide map, as requested.</p>
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	<p>with EFI based on applications through PARS. For long term numbers, we look at number of JK students in the catchment, and then incorporate this into Regular and French projections.</p> <p>The ward maps in the interim report are not to the same scale. Scale provided in the legend.</p> <p>Q: Two possible new FI sites (Ward 18/19 and Ward 20)) are in the just released LTPAS, Tab 3-12. Are the schools both early FI? In place for Sept 2021?</p> <p>Andrew - These sites are not approved. These are a concept we wanted to capture - where we are noticing pressures. We'll review these clusters if the need is there for this Fall, contingent on applications. Don't interpret this as being rigid. It is high level only.</p> <p>Q: Ext. French is mentioned throughout. Will all of these 'mentions' be Middle French Immersion going forward?</p> <p>Andrew - Yes.</p> <p>Q: There are circles with school groupings in the LTPAS. If redistribution proceeds might other catchment changes be considered other than those in the groupings shown?</p> <p>Andrew – These concepts have been loosely identified and are by no means rigid to just those schools. The identification of high-level issues will trigger a study. When conducting a study, the issues will be explored in more detail which could lead to options being identified that involve schools outside of the initial scope.</p>	
<p>Staff Update: Manon</p>	<p><u>Redistribution - FSL Recommendations Interim Report – June 2020</u></p> <p>The intent for this report was to follow-up on further consultations. Consultations were put on hold due to the COVID pause. It's hoped consultations will begin again virtually in January. The Interim report refers to Middle French Immersion including PD for our teachers moving into MFI.</p> <p>Transportation for 2021-22 will be the same as offered this year.</p> <p>At last week's Committee of the Whole, the final report for the Secondary Program Review was presented. The LTPAS will be approved officially at Regular Board, Nov 14th.</p> <p>Regarding Redistribution of FI programs: initial discussion in February FSLAC meeting, the interim report provided potential guiding questions. We need to plan what we are doing in January/February 2021 about redistribution. Trustees provided input in June, at the</p>	

Committee of the Whole, but we want to consider further feedback from the FSLAC.

Our direction is to make distribution of FI programs more equitable throughout the Board by relocating FI programs, realizing it is difficult to please everyone.

What should be the guiding questions/the criteria that we should consider before putting forth a proposal for trustees?

Membership Redistribution Input:

1. Legacy programs should not dictate catchment area. Parents want to go to the closest FI offering. (Manon to look at examples)
2. Parents want their FI program at the school closest to their house, walkable. The bus is not an ideal solution. Asking parents to decide who should go by bus and who doesn't is not something parents want to answer.
3. Some long standing well supported schools may not be viable anymore, but because of tradition/legacy, this will be challenging. Amputating a good program and attaching elsewhere doesn't always work.
4. Regarding feeder schools, most parents would not have enough of a sense of the difference in feeder schools and what the impact is to their local community. It's not likely people will elect to do without so that people in some other neighborhood that I don't even know can benefit. It's very complicated.
5. Cut the 6 biggest catchment areas in half and you're 90% of the way to solving the distribution inequity.
6. French Centres are not a new idea, likely efficient, but not likely community supported as there are only 6 in Toronto.
7. Regarding the English/French balance in the schools, if there are no feeders anymore to FI school, then who gets to decide the correct balance? Balance means something very different to a school with 13 feeder schools versus a school with no feeder schools. The balanced conversation needs to be a lot more nuanced.
8. If the majority of incoming JK/SK choose early FI, then you have your decision and you're meeting the needs of the community.
9. Distance and complexity of trip (multiple subways/buses) is important.
10. Cut down a few of the largest catchments, with large number of feeder schools, as a trial.

	<p>11. Should we help the conversation by talking about those schools that are doing well, over utilized? These should not change.</p> <p>Manon – Short of opening new programs, we’ll never be able to redistribute in a way that pleases everybody. However, the direction is that we are not opening new sites. We’re to redistribute so relocating, closing and moving. But it’s extremely difficult to come up with guiding questions in order for us to close and reopen.</p> <p>Trustee Pilkey – NE and SW situation is terrible and incredibly problematic. The fairest way is to start from scratch to get to where we need to be. But it’s not feasible, practical.</p> <p>Trustee McLean – The French Review and Secondary Review being conducted at the same time, conceivably buildings would open up? Concerned that the process is too hard, so we don’t do anything.</p> <p>Manon – The Secondary Review is looking at programs and buildings. The option to repurpose an empty building for a French Centre becomes viable. French Centres can be the answer. There will be transportation, but more equitable for a group of students from this catchment to get to. It is one way of redistribution and increasing access to certain areas of the City. It is complex with layers. LTPAS and Secondary Review will help with the potential redistribution of FI programs.</p>	
<p>Staff Update: Kirsten</p>	<p><u>SK Registration, Middle Immersion</u> PARS opened Nov 2nd. SK FI applications coming in. In the first few days, sibling entries were having issue if a sibling was at virtual school. We have fixed this, and staff are following up with parents who had challenges initially</p> <p>The communication plan for Early FI was followed - digital advertising on websites, TDSB/local messenger and childcare centres. Estimate of views to date on digital ads regarding Early French Immersion: 1.3 million. Virtual Information sessions are underway.</p> <p>Nov 27th is the deadline and then we work with Planning to ensure a spot to all on time applicants. Offers of placement will begin in December and continue through January.</p>	

	<p>In January, Middle FI applications will be accepted for Sept 2021. A similar communication plan will be devised– digital advertising on websites, TDSB/local messenger and childcare centres. We are creating a promotional brochure with translations into the top 21 languages. Brochure will be sent in addition to the usual paper information package to all grade 3 students. Virtual information sessions will be offered in January, same format as SK FI ones; dates will be on the website in December.</p> <p>Trustee Pilkey – Many JKs did not show this year. Will this impact the FI SK registrations?</p> <p>Manon – There are families that have left FI/Ext. Fr. and gone to an English program or paused school until age 6 because they didn’t have a teacher in Virtual School. We need to keep track of these students. How do we ensure that these students are ready for re-entry? In the next few weeks, staff will need to survey these families who have left French as to their intentions to return to the FI/Ext. Fr. program in September. This is necessary for us to plan for appropriate staffing in September. The application period finishes Nov 27th, and we’ll meet with Planning, but can’t forget those that left the TDSB.</p> <p>Trustee McLean – Questions the reliability of a survey, given the experience this summer where only 20% of respondents selected Virtual School, yet we’re closer to 37%. Recommends more than a questionnaire. A definitive decision must be pushed for so that we can plan more effectively.</p> <p>Manon – The questionnaire/survey would be directed to the FI/Ext. Fr. SL students only, those that did not show up as expected, or left this year. By February they must communicate their decision re: return to FI/Ext. Fr programming for 2021-22 so we can staff accordingly.</p> <p>Q – How will the wait list for Sept 2021 redirects be managed? Wait lists expire in December. Isn’t it possible that enrolment numbers are down because kids didn’t show up or kids are in virtual school? Will this allow openings for re-directed kids to come back? - parents dissatisfied with their re-direct will want to know who to speak with.</p> <p>Manon/Kirsten - A very good, and complicated question. Staff will need to consider: no-shows, left for virtual school, Sept 2020 wait list of redirects and who may want to claim their spot.</p> <p>Kirsten - In a regular year, wait list goes to the school and Principal reaches out if a spot is</p>	
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	<p>available until end of December.</p> <p>Q – Lawrence Park CI parent indicates that there are not enough FI courses offered to qualify for bilingual certificate - the breadth not there in GR 9-12. In GR 9, there are a handful of courses only and rumour has it that the French Math is losing its teacher.</p> <p>Kirsten - By GR 11, most have already gained their 6 classes. Most students front load in GR9-10. A school can schedule to permit the accumulation of the required 6 credits by Grade 12.</p> <p>Manon – Requests an email from the parent. Will share with the local Superintendent (SOE) for follow-up.</p>	
<p>Ward/CPF Reports</p>	<p>W8 – a lot of concern at in-person school, as many teachers moved to Virtual School. A lot of stress as no English and French supply teachers. Will this continue to end of the year? Trustee Pilkey believes we will support virtual schools until end of year.</p> <p>Manon - shares that Peel and other boards have dismantled their virtual schools and teachers are teaching in-person and virtual at same time. At the secondary level, 8500 more have elected to go virtual, on top of the 18,000 we already have. Timetabling does not allow for this kind of growth. Therefore, virtual learning at local level, led by Principals, presented at Committee of the Whole. Will go to trustees for approval. Very few students have elected to return to in-person school - 430 secondary and 800 elementary.</p> <p>W11 – Parents are asking about the switching date(s) and concerned because they must go back to work; Manon refers to the dates posted on the TDSB website.</p> <p>W2 – At Hilltop, the teacher reorganization resulted in a permanent teacher that was on leave replacing a casual/contract teacher. Parents not informed until 6 weeks later. Also, 7th year in FI program and happy with the program, including tenure at Millwood.</p> <p>W2 – FSLAC reached out to W1 Trustee on helping get an FSLAC rep.</p> <p>W15 – shares gratitude for the additional year for GR 6s to apply for Extended 7; despite all these challenges, exceptional care and education has been provided. The parent council component in virtual school is confusing – how to plug in and advocate.</p> <p>W15 – impact to core French? Manon indicates most teachers stayed in core French; a few were transferred into FI if they were comfortable. In-person school, core French teachers are difficult to find as there are so few supply teachers left.</p> <p>W11 – PIAC looking into parent engagement in virtual school. Nov 21/22 - PIAC Conf.</p>	

	CPF – New enrolment data from the province just published https://on.cpf.ca/research-advocacy/advocacy/the-state-of-fsl-education-in-ontario/ ; CPF invited to Ministry consultation re: secondary mandatory e-learning credits	
Parent Co-Chair Update	Email went to Trustees asking to help identify new FSLAC parent members; Mandy and Matt presented at recent PIAC conference, offering homework tips, helping students to succeed in French; FSLAC Eblast went to about 1100 emails re: SK registration, Ext 7 & Cosburn decision, virtual elementary FI/Ext. French, MFI applications in January – we had 512 opens. Thanks to staff, building the virtual foundation which is twice the size of U of T's enrolment.	
Other Business	nil	
Adjournment	Moved by Randy, seconded by Charles. Carried. The meeting adjourned at 9:05 pm.	
Next Meeting	Tuesday, January 12, 2021, 7:00 pm, Virtual Meeting	