



COMMUNITY ADVISORY COMMITTEE MINUTES

Committee Name: French-as-a-Second Language Advisory Committee

Date: February 28, 2017

Time: 7:00 p.m.

Present: Parent Co -Chair Kristina Laperle (W17); Parent Vice-Chair Matt Forest (W9); Rob Janes (W2); Melanie Amadasun (W3); Deloris Williamson-Braham (W5); Caroline Paterson (W7); Lauralyn Johnston (W8); Rosemary Sutherland (W9); Sarah Warden (W10); Alison MacAlpine (W14); Maureen Burnett (W14, Alt); Sharon Beason (W16); Randy Samuel (W17, Alt); Gail Miller (W21) ; Mary Cruden (Canadian Parents for French)

Teleconference: Wilmar Kortleever (W13); Aleem Pabani (parent Dallington P.S.)

TDSB Staff: Angela Caccamo (Central Co-ordinating Principal); Kirsten Johnston (FSL Co-ordinator)

Regrets: Manon Gardner (Executive Superintendent); Trustee Co-Chair Robin Pilkey; Trustee Pamela Gough; Parent Vice-Chair Peggy Dufresne;

Guests: Louise Humphreys, TDSB Child Care Services Manager, Sheryl Robinson-Petrazzini, TDSB Central Co-ordinating Principal, Liz Hoang, TDSB Child Care Services Manager; Elaine Sun (W13); Deisy Cruz (parent W5); Nicoll Lee (parent Sir William Osler H.S.); Jovanie Greaves (parent Alexander Sterling P.S.); Zeynab Kazi (W22), Lisa MacAvoy (W2)

Recorder: Linda Mendonca

ITEM	DISCUSSION	RECOMMENDATION /MOTION/ACTION
1. Call to Order/Welcome & Introductions (Kristina Laperle)	Call to Order: Meeting was called to order by Chair Laperle at 7:11 p.m. Welcome and introductions followed.	



ITEM	DISCUSSION	RECOMMENDATION /MOTION/ACTION
<p>2. Approval of Quorum/Membership Review (Peggy Dufresne)</p>	<p>Membership Review : No updates</p>	
<p>3. Approval of Agenda (Kristina Laperle)</p>	<p>***Motion: Caroline, seconded by Rosemary, moved to approve the agenda. Motion carried.</p>	<p>Linda to post agenda to FSLAC webpage.</p>
<p>4. Approval of Minutes February 28, 2016 (Kristina Laperle)</p>	<p>***Motion: Maureen, seconded by Caroline moved to approve the minutes from the meeting dated January 10, 2017.</p>	<p>Linda to revise minutes and post to FSLAC webpage.</p>
<p>5. Guests: Early Years Changes to Requirements for Before/After School Programs</p>	<p>Early Years Changes to Requirements for Before/After School Programs Background:</p> <p>The provincial vision for Early Years came out in 2013 in the <i>Ontario Early Years Policy Framework</i>. An important part of this vision was the commitment to modernize child care in Ontario. As a result, childcare now falls under the Ministry of Education (EDU). At this time, the provincial early years vision is now being reviewed and will be revised. Consultations are being conducted with various groups.</p> <p>The TDSB already had an Early Years policy that valued child care in schools. Currently, there are 300 independent licensed child cares and 240 Before-and-After-School Programs, mostly in elementary schools. They are all third party operators, licensed under the Ministry of Education. Most are not-for profit, but some are commercial. All are required to abide by ministry regulations.</p> <p>All child care centres in TDSB schools have to comply with municipality requirements (i.e. subsidies for financial needs) – and have to work with quality indicators that are set by the City of Toronto and Toronto Public Health. The scores are on the City of Toronto website – Assessment for Quality Improvement. The score (out of 5), helps reflect quality and supports diversity.</p>	



ITEM	DISCUSSION	RECOMMENDATION /MOTION/ACTION
	<p>All child cares' staff must have staff registered with the College of Early Childhood Educators (RECE). Their programming follows http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf</p> <p>There is a new public policy that requires waitlists to be transparent and accessible. Fees are based on full cost-recovery model (\$29-38/day per child). If operating from September to June, the child cares are not charged for space because they operate in shared space. There is a long waitlist for fee subsidies in Toronto.</p> <p>A new provincial mandate includes recreation programs (also known as “Authorized Recreation and Skill-Building Programs”) in after school programming. The current programs are mostly in English. FSL programs are possible, but child care operators make those decisions. There is a staffing challenge with ECEs (in English and French) across the province, as split shifts are not attractive.</p> <p>Infant, Toddler and Pre-school Children: The programs that exist in schools operate in exclusive (not shared) space in schools. Most child cares accept subsidies to ensure equitable access. Under the Optional Attendance Policy, children are able to access childcare at other schools <i>if there is no space in their English home school.</i></p> <p>Extended Day Regulations:</p> <ul style="list-style-type: none"> • When Full-Day Kindergarten was introduced in 2010, the Education Act was adjusted to allow boards to have third parties operate Before-and-After-School Programs. This is also known as the ‘Extended Day’. • The goals are to have a seamless day for the child, to minimize transitions for students and to ease the stress level for parents. • TDSB chose to use third party operators as opposed to being the service provider themselves. 	



ITEM	DISCUSSION	RECOMMENDATION /MOTION/ACTION
	<ul style="list-style-type: none"> • The programs operate in shared space (as opposed to exclusive space). • 240 Full-Day Kindergarten programs have the Extended-Day portion, provided by 150 different operators. TDSB kindergarten students can only be in the Extended-Day at the school they attend during the day (ie, an immersion student can be in the Extended-Day in their Immersion school, but not at their English home school.) • Sharing space is a challenge, but it is not a barrier to opening a new program. <p>New School-Age Legislation (New Policy Guidelines):</p> <ul style="list-style-type: none"> • Operated by third parties, including child care and Authorized Recreation and Skill-Building Programs. • All programs are full-cost recovery. • New legislation causing some procedural changes. • Sufficient interest to open a program <i>no longer</i> defined as 20 registrants. • The annual planning process includes sending surveys to families in K-5 and Grade 6 families to identify demand and viability of a new Extended-Day program in schools that do not currently have them. • EDU sets maximum number of children per room. • Wait list policies are for programs that already exist. We do not only look to the Parent Survey of Interest when considering opening new programs. We also look at other pieces of information, including City of Toronto data. • There are currently 260 Extended-Day school-age programs using shared spaces and existing subsidies. • Currently, only 70 TDSB schools offer no child care programming at all. <p>Q&A</p> <p>How about fee subsidies for grandfathered commercial operators?</p> <ul style="list-style-type: none"> • They have to have fee subsidy agreements with the City of Toronto and they must 	



ITEM	DISCUSSION	RECOMMENDATION /MOTION/ACTION
	<p>submit their budgets to the City Toronto. The City reviews the budget of programs that offer subsidies and establishes a rate based on approved operating costs.</p> <p>How many commercial operators are there? How many programs are YMCA?</p> <ul style="list-style-type: none"> • We have about 10 commercial operators and they have to have agreements with the City of Toronto. YMCA numbers are proportionate to what numbers are in the City. Commercial operators can operate 12 months of the year. There are lots of single-site operators as well. <p>What are Skill-building Programs?</p> <ul style="list-style-type: none"> • They are Authorized recreational skill-building programs with an educational and active play component. They operate more than 2 hrs. /day, 2 days/wk. Full guidelines are not yet available. Current identified providers are YMCA and Boys & Girls Club. <p>Can schools house Skill-building and regular extended day programs?</p> <ul style="list-style-type: none"> • The City of Toronto may only support one operator at one site. The focus is on creating new programs at schools where there are none currently. <p>What would be the way to open up a new program; is there a policy/procedure?</p> <ul style="list-style-type: none"> • Yes, there is...there are some very stringent criteria, and then it would have to go to the TDSB Central Accommodations Team. One of the main criteria for new operators is experience in running a child care operation. This does not apply to Before-and-After School programs that follow the survey process. <p>When are surveys being sent out and how do you ensure that incoming Extended/Immersion parents get them?</p> <ul style="list-style-type: none"> • This year, we are sending out JK to Grade 6. Extended/Immersion French offers went out before the surveys go out. We follow up on the surveys. We want to serve the 	



ITEM	DISCUSSION	RECOMMENDATION /MOTION/ACTION
	<p>communities. The survey is called the <i>Parent Survey of Interest in before and After-School Programs</i>.</p> <p>Additional Comments:</p> <p><i>Ottawa and Waterloo public have Board-run programs, as opposed to third- party operators. This eliminates the difficulties of hiring for split shifts. For Ottawa, ECEs can get extended-days and kids can get more French.</i></p>	
<p>5. Chair’s Report</p> <ul style="list-style-type: none"> ▪ Updates Pupil Accommodation Reviews ▪ Communication Update ▪ Alternative School Consultation ▪ Media on Supply of Qualified FSL Teachers 	<p>Updates Pupil Accommodation Reviews</p> <p>Ward 2 PARC Meetings Rosemary attended the Ward 2 meetings. The recommendations are to keep Rich view (FI site) and Kipling and to consider closing Scarlett Heights. Kipling and Scarlett Heights are well under capacity, but Rich view is over capacity. If they open another FI site, it will likely be in another ward. Meetings are continuing with the next public meeting on April 26. Comment: Rob attended the public meeting and feels there are other ideas that would better support Rich view</p> <p>Ward 6 PARC Meetings Caroline & Mary attend the Ward 6 PARC meetings. The schools are underpopulated (as low as 35%) and need to be at (65%). The recommendation is to close Rockcliffe and Cordella (both in the Black Creek flood plain) and make surrounding schools K-8. Extended 4 to move from Roselands to Harwood. FSLAC suggested that consideration be given to putting Ext 4 in George Syme with a longer term plan to have George Syme as a French Centre. Capital requests include a rebuild of Dennis Ave and an addition to George Syme. The next public meeting is April 6 at Rockcliffe.</p>	<p>PARC comments from members can be sent to Kristina and cc FSLAC PARC attendee</p>



ITEM	DISCUSSION	RECOMMENDATION /MOTION/ACTION
	<p>Guildwood PARC (Peggy unable to attend FSLAC - deferred to next meeting)</p> <p>Communications Update Working with Candace from TDSB Communications to change to the Board’s newsletter program, Emma for June edition. The newsletter is going to be more streamlined, with TDSB branding.</p> <p>Thank you to new Central Co-ordinating Principal Angela for providing 2 articles for the March issue, her bio and an article on including gifted students in regular classes. Working with Matt to send out March edition to 700 parents using MailChimp. We send it to FI/Extended schools, trustees, staff, and individual parents who have requested to receive it.</p> <p>Alternative School Consultation Two consultation dates coming up in March. Kristina planning on attending.</p> <p>Media on Supply of Qualified FSL Teachers On the front page of the Globe and Mail on Monday, February 6, 2017 there was an article regarding the quantity of French Immersion teachers. There was a rebuttal by Leslie Doell in the Globe on February 17th. Canadian Parents for French is tracking this emerging issue. The last teacher shortage was in the 1980s. . We are coming out of 8-10 years of a surplus. Glendon is increasing the numbers of spots in their B Ed program for FSL teachers. Efforts may be needed to attract teachers from la Francophonie. EDU Regulation 274 lays out the hiring process. In November, clarification was posted on the EDU website. If a board has fulfilled its obligations under Reg 274 and they still have teacher positions unfilled, they can direct hire.</p> <p>Members commented that French Teacher substitutes cannot always conduct the class in French. Supply teachers are hired by the Board to the Occasional Teacher list; when the</p>	<p>Angela to get further info on supply</p>



ITEM	DISCUSSION	RECOMMENDATION /MOTION/ACTION
	principal of a school needs a supply teacher, it goes out to a general system and robo-calls are made to the list. Question: do robo-calls for supply teachers for French classes; go to FSL qualified teachers first?	teacher robo-calls
<p>6. Staff Report</p> <ul style="list-style-type: none"> ▪ Professional Learning Plan ▪ CEFR Provincial PD Plan ▪ PARS Update ▪ Update Regarding Gifted Testing and ESL Students in Immersion 	<p>Professional Learning Plan Currently, two session module running for FSL teachers (Core, Extended, Immersion) for beginning teachers, for secondary teachers on action-oriented, CEFR based teaching and learning and for G1-8 teachers on student inquiry FSL department (co-ordinator and 2 instructional leaders) offer PD to 25 teachers at a time, 2500 FSL teachers in the TDSB Includes creating action-oriented tasks and exemplars based on student inquiry by putting them in a situation, and then applying it. Assessment activities supplement more traditional tests and quizzes and have been created for several grades in writing and oral communication. Hybrid assessments can be used for students with special needs and English language learners. One of the main interventions is in guided reading and small group instruction, with a focus on junior and intermediate this year.</p> <p>CEFR Provincial PD The Ministry of Education provided funding for 6 web-based training sessions throughout the year; we invite teachers to a central place to facilitate collaboration and idea sharing with other professionals.</p> <p>DELFL Correcteur Training We currently have enough teachers to conduct the tests with the 45 students funded by the Minister. Have asked EDU what the plan is for refreshing that pool As retirements and leaves happen. A Formateur (one who trains “Correcteurs” who conduct the DELF Tests) has to have 4 full days of training.</p> <p>DELFL exam period is at the end of April for a group of students that are selected from core,</p>	<p>Motion to extend the meeting by 15 minutes approved.</p>



ITEM	DISCUSSION	RECOMMENDATION /MOTION/ACTION
	<p>extended and immersion grade 12 students. Staff go out to schools and do presentations. Students volunteer to participate, but they must identify the level to challenge themselves. Tests are funded by the Ministry of Education, but privately the program would cost approximately \$120. Information on DELF: http://on.cpf.ca/resources/for-parents/cefr-and-delf/, Ministry of Education/ Curriculum Services Canada testing research: http://www.edugains.ca/newsite/fsl/research.html</p> <p>Junior Extended French and French Immersion Sites 1559 applications were received on time for Junior Extended French. We have a new Junior Extended French site in Scarborough, to be announced soon. Confirmed new French Immersion sites are Secord PS, Ellesmere-Statton, O'Connor, and Ernest for SK.</p> <p>PARS Update Deferred to next meeting</p> <p>Update Regarding Gifted Testing and ESL Students in Immersion Deferred to next meeting</p> <p>Q&A What tools are used to check in on literacy and numeracy skills development in French in elementary? Alpha Jeune for literacy (like DRA in English), Apas de Geant for numeracy.</p>	
7. Ward Reports	Deferred to next meeting	
8. Other Business	N/A	
9. Adjournment	Adjourned at 9:28 pm.	
10. Next Meeting	April 4, 2017	