



**French as a Second Language Advisory Committee  
Meeting Minutes**

**Date: Tuesday, February 12, 2013**

**Time: 7:00 p.m. - 9:00 p.m.**

**IN ATTENDANCE:** Michelle Williamson (W2); David Kim (W3); Issy Vlaykov (W8); Kathryn Yung (Parent Co-Vice-Chair, W20); Sharon Kerr (W13, W21); Wilmar Kortleeve (W13); Jennifer Story (W15); Rita Camacho (W16); Kristina Laperle (W17); Cheryl Wilson (W19); Patricia Legrande (W21 alt); Trustee Pamela Gough (W3); Melanie Dickstein (Constituency Assistant); John Tancredi (Central Co-ordinating Principal); Alison Pearce (Program Co-ordinator, FSL); Mary Cruden (Canadian Parents for French)

**GUESTS:** Sandra Skinner-Anthony (Parent, W21); Christine Rowe (Parent, W21); Anita Deville-Lee (Parent, W21)

**Recorder:** Amanda Tiberio

Item	Information/Discussion	Action/Recommendation
<b>Call to order-Welcome/ Introductions</b>	<ul style="list-style-type: none"> <li>• Meeting was called to order at 7:05 pm.</li> <li>• Roundtable introductions were made.</li> </ul>	
<b>Approval of Quorum</b> <ul style="list-style-type: none"> <li>• <b>Membership Review</b></li> </ul>	<ul style="list-style-type: none"> <li>• Quorum was achieved and approved.               <ul style="list-style-type: none"> <li>• Michelle Williamson was appointed as the W2 parent representative</li> </ul> </li> </ul>	
<b>Approval of Agenda</b>	<ul style="list-style-type: none"> <li>• The agenda was approved with the following changes:               <ul style="list-style-type: none"> <li>• Craig Snider will speak to the 2012-2013 Budget in lieu of Vidya Rego, CFO</li> <li>• Guests will have a chance to voice their concerns during "Other Business"</li> <li>• A motion will be moved at the end of the Co-Chair Report</li> </ul> </li> </ul>	
<b>Approval of Minutes from December 4, 2012</b>	<ul style="list-style-type: none"> <li>• The minutes were approved as written.</li> </ul>	Amanda will post to website
<b>Presentation from Craig Snider</b>	<ul style="list-style-type: none"> <li>• Craig presented an overview of the 2013-2014 budget and provided hard copies of a PowerPoint presentation.</li> <li>• The 2013-2014 budget cycle started in September - the beginning of the fiscal year. The budget committee meets once every 2-3 weeks. The year-end is August 31st.</li> <li>• October and March are key enrolment dates. So far, half of the enrolment is known for the year. Attrition is generally very small between October and March.</li> <li>• In late March/early April, the provincial budget is announced and the GSN (Grants for Student Needs) amount will be released. School-based staffing allocations must be approved by the Board before knowing what the grants will be for the next year.</li> <li>• One of the risks for next year is the price of utilities. Over the last few years, the economic downturn caused utilities to drop in price. As the economy recovers, they will increase.</li> </ul>	

Item	Information/Discussion	Action/Recommendation
	<ul style="list-style-type: none"> <li>• The TDSB has many undersubscribed schools, under 70-75% capacity. The Top-Up Grant only works for schools that are 85% full. For those under 85%, the maximum top-up is 15%. Last year the Ministry created a 2-year plan that will see the top-up grant drop by 2% to 87%. There is no saying when the reduction will end or how quickly it will be changed. The TDSB has put \$5 million away for any losses, but it could be more.</li> <li>• Pay equity settlements with some union groups are still occurring, causing retroactive and ongoing payments to employees.</li> <li>• Enrolment in the secondary panel is declining, though there are positive signs of growth in JK and SK.</li> <li>• There is a \$3 billion backlog in renewal. Most schools were built in the 1960s and their lifespans have expired. Program and capital needs drive the operating budget.</li> <li>• In the past, most talks have been about cuts. They are trying to get to the point of talking about reinvesting money. They are looking at revenues as a possibility for growth in 2013-2014.</li> <li>• In April &amp; May they will be holding consultation meetings with the public before the budget is approved at the June Board meeting. They are looking to visit each Community Advisory Committee, and are currently involved in the Participatory Budget Reference Group.</li> <li>• There have been changes to sick day allocation, benefit plans and grid increments due to Bill 115 that is creating uncertainty. They are asking the Ministry for clarification.</li> </ul> <p><u>Discussion:</u></p> <ul style="list-style-type: none"> <li>• A question was asked about how demographic data folds into the Budget process. Staff responded that the Planning Department has access to many tools that give the TDSB demographic information. They estimate movement across the whole Board.</li> <li>• A question was asked about how funding works for oversubscribed schools. Staff responded that each school is only funded to the capacity of the building - there is no top-up over capacity. Sometimes there are pockets of growth in the Board, in which case the Ministry may give growth grants. A capital plan is being reviewed now to develop a plan to address accommodation needs.</li> <li>• A question was asked about whether the FSL grant that comes from the ministry is based on enrolment. Staff responded that the grant is based on the number of students in elementary, and the number of credits in secondary. Salary wages have been frozen and they do not anticipate the funding for FSL to grow with increasing enrolment this year.</li> <li>• The majority of funding is spent on salaries and benefits. 66% is to school-based staff. The Ministry has few set parameters for the FSL, ESL and LOG - the funds are not sweated, and do not have to be used for a designated purpose.</li> <li>• A question was asked about how much funding has increased with the increase in FSL enrolment over the last 10 years. Staff did not have this information immediately available.</li> <li>• A question was asked about how much of the 30.2 million given for FSL is actually spent on FSL. Staff responded that during the last analysis it was found that almost all of the funding was spent</li> </ul>	<p>Follow-up with staff for a response after the meeting</p>

Item	Information/Discussion	Action/Recommendation
	<p>on FSL. There are shades of grey, as some areas and programs overlap others.</p> <ul style="list-style-type: none"> <li>• A question was asked about whether teachers and principals of FSL programs were more expensive than those in English programs. Staff responded that teachers and principals are paid the same in both streams, but resources are more expensive for FSL programs.</li> <li>• A comment was made that it would be beneficial to know the actual difference in cost of a student in the French stream and one in the English stream.</li> <li>• A question was asked about whether transportation costs could be differentiated between English and French. Staff responded that it would be difficult and hasn't been done in the past. There is a way to find out what percent of students who use transportation are in each program.</li> <li>• A question was asked about whether bussing costs are declining with FDK. Staff responded that they would have to wait until the program is rolled out completely before they can analyze any difference. So far, there doesn't seem to be much difference in costs.</li> <li>• A question was asked about whether savings could be analyzed if there was a proposal to cut bussing for FSL programs. Staff responded that this is the same situation as the English/French transportation - staff would have to run scenarios that, e.g., modify routes and reduce busses. It is possible but it would take a lot of time to gather and process that data.</li> <li>• A question was asked about whether the increase in elementary enrolment is due to FDK. Staff responded that only the number of children is taken into account.</li> <li>• A question was asked about whether staff had a sense of the 2012-2013 budget for the FSL department as a whole. Staff responded that they have not gotten that far, and are still looking at revenue and options to balance the budget.</li> <li>• A question was asked about where a breakdown of the FSL budget this year can be found. Staff responded that budgetary information can be found on the TDSB website. There are quarterly reports available with a summary of each department.</li> <li>• Staff said they would get information on the unanswered questions to Amanda for the next FSLAC meeting. <ul style="list-style-type: none"> <li>○ What is the incremental difference in spending between a regular stream student and a student in the Immersion and Extended streams?</li> <li>○ Please provide a list of what this incremental cost includes (cost of textbooks? Transportation? 23 exemption? )</li> <li>○ What is the budget for the FSL department?</li> <li>○ What does it cover?</li> <li>○ How much is spent on transportation for immersion and extended students?</li> <li>○ If they were removed –keeping in mind some bus routes would continue on unchanged – how much savings would be achieved? (All students are geomapped so transportation should be able to get an exact number by removing SKFI students and recalculating routes)</li> <li>○ What transportation savings do you anticipate from the rollout of FDK Immersion?</li> </ul> </li> </ul>	<p>Follow-up with staff for a response after the meeting</p> <p>Follow-up with staff for a response after the meeting</p> <p>Follow-up to confirm that the quarterly reports are available</p>
<b>Co-Chair Report</b>		

Item	Information/Discussion	Action/Recommendation
<ul style="list-style-type: none"> <li>• <b>CAC review (Cheryl and Kathryn)</b></li>   <li>• <b>School Climate Survey (Wilmar)</b></li>   <li>• <b>Special Ed Working Group (Soulla)</b></li>   <li>• <b>Special Report (Kristina)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Cheryl attended the first meeting. Participants were not given the opportunity to present what the committee does in detail. They discussed whether any committees could be combined, and how they know they are reaching out effectively. The main discussion was around the proposed CAC survey for members.</li> <li>• A question was asked about whether there was interest in how committees were working or whether they could cut some of them. Cheryl responded that there was conversation about where money was being spent and whether it was effective.</li> <li>• Kathryn attended the second meeting. They edited and provided suggestions on a draft survey that had been refined by a task group. The next step is the final review of the survey at the meeting on February 20<sup>th</sup>.</li> <li>• Trustee Gough added that the CAC Review is just to see how each committee is functioning, and determine whether it would be beneficial to combine any committees.</li> <li>• A question was asked about how many of the committees that attended the CAC Review meetings were run by parents. No answer was immediately available.</li>   <li>• Bill 13 imposed a duty for all school boards to survey their students about school climates every 2 years. The Province ran a pilot survey last year. The Board has decided to create a new version for the TDSB that includes a broad scope of subjects, including safety, comfort, etc.</li> <li>• The survey includes about 60 questions. It will be rolled out after March break, and will be completed in school. Due to the large size of the TDSB the survey will be rolled out to different grades at different times. The survey will be anonymous but each school will receive a report about its own results.</li> <li>• There are no FSL-specific aspects to the survey, but there are multiple committees represented in the climate survey group that believe extra questions should be added to address issues around students in different streams and programs.</li> <li>• Questions are not yet public but will be shared with the committee once they are released.</li>   <li>• Chrysoulla was not present to comment on the Special Ed Working Group.</li>   <li>• French Immersion enrolment numbers are growing. As elementary students get older more will require French high schools.</li> </ul> <p><b><u>Motion:</u></b></p> <p><b>Whereas enrolment in our French immersion/extended programs has experienced significant growth over the last 10 years due to the strong support of the students, parents, staff and trustees; and</b></p> <p><b>Whereas Trustee Sheila Cary-Meagher has recently highlighted a potential opportunity for a</b></p>	

Item	Information/Discussion	Action/Recommendation
	<p><b>new secondary school site at East York CI in her motion of Dec 12, 2012; and</b></p> <p><b>Whereas Trustee Pamela Gough suggested at the December FSLAC meeting that Lakeshore CI might be a potential new site as well;</b></p> <p><b>The committee RECOMMENDS:</b></p> <p><b>That the Board ask the Director to undertake to examine the need for additional sites and opportunities for immersion/extended French students at the secondary level and develop a plan for meeting current and future needs in consultation with the FSLAC and stakeholders.</b></p> <p><u>Discussion:</u></p> <ul style="list-style-type: none"> <li>• Trustee Gough asked whether this was happening already. The system is constantly examining itself.</li> <li>• Staff confirmed that it does occur regularly, and more intentionally so during the planning of the K-12 strategy. Secondary isn't having the same wealth of enrolment as elementary. This issue is being looked at very carefully by many people. There is a critical mass needed for a varied offering of credits. When a new site or program is started, it must be included in a pathway. A rate of attrition is attributed to that, but sometimes it does not end up as expected. In the past, a program was expanded in response to local demand, but the enrolments were not high enough and the program was removed.</li> <li>• A comment was made that the motion will create an opportunity to open up the conversation, so that it happens in consultation with FSLAC and other stakeholders, parents, trustees and staff.</li> <li>• Staff commented that there is now a broader scope of parents that consider FI and Ext as ordinary programs, rather than unusual or risky.</li> <li>• A question was asked about who decides how many classes are offered for FI/Ext students in high school. Staff responded that the number of students and number of classes feed each other. As the number of students increases, the funds for French teachers increase and more courses are offered; more students will opt for a program with more options. The Ministry of Education determines the minimum number of credits and collective agreements determine class size.</li> <li>• Moved by Kristina Laperle; seconded by Issy Vlaykov - motion carried.</li> </ul>	
<b>Staff Report</b>	<ul style="list-style-type: none"> <li>• Staff is feeling positive about the recruitment of French ECEs. They met with College Boreal a week ago, which gave suggestions about where to advertise. There are 17 FDK FI sites, requiring about 40 ECEs. The TDSB has received 38 applications. FI principals are supporting the interview process. There are contingency plans in place if they do not have enough ECEs but they are hopeful that they will.</li> <li>• The SK-FI application process closed at midnight on January 31<sup>st</sup>. The initial numbers were very healthy and work out perfectly in some areas. There are some things they will have to work through with the help of planners, Trustees and Superintendents to accommodate additional</li> </ul>	

Item	Information/Discussion	Action/Recommendation
	<p>students in some areas. The numbers cannot yet be shared but staff are feeling positive.</p> <ul style="list-style-type: none"> <li>• There is a secondary PD day on Friday, February 15<sup>th</sup>. International Languages will be holding a mini-conference with a focus on leadership in teacher ranks. It will provide an opportunity for teachers to help teachers. The labour disruption is affecting professional learning and also student participation in excursions in French. Staff identified places in Toronto where French is spoken, where teachers can take their students for an authentic experience. They were able to connect with 10-12 places. They invited teachers to participate in excursions to these locations for the PD day and offered advice on how to find funding to bring their students. About 130 teachers will be participating.</li> <li>• Staff are unsure when new curriculum will be released. New pedagogical tools for learning are coming out for teachers through the Canada Services Canada website. There will be 6 modules that cover good core French pedagogy.</li> <li>• A question was asked about whether the FSLAC can find out which excursion locations were chosen for the PD day. Alison responded that once a list is compiled, she will share it with the group.</li> <li>• A comment was made that the Catholic board puts out an article in the middle of December to advertise FI open houses. Last year, Trustee Gough put together an ad that was run in her local newspaper. This is something that should be done by the Board. . The Board should think of some new strategies and maintain those that they have already, including updating the website with new information. Staff responded that any changes to the website must go through an approval process. One thing that the Board does that other boards do not is to send a personalized package home with every JK student. There is room for improvement and these discussions can be taken up with principals.</li> </ul>	
<p><b>Ward Reports – guests were provided the opportunity to speak (W21)</b></p>	<p><u>Sandra Skinner-Anthony (Parent, W21)</u></p> <ul style="list-style-type: none"> <li>• At Agincourt CI, parents are concerned that students may be leaving the FI program due to difficulties in Math. Now the students are in a situation that due to Bill 115, teachers are not offering extra help and parents have to pay for tutors. There is a problem in that there is no way to tell how big the learning gap is.</li> </ul> <p><u>Sharon Kerr (W21)</u></p> <ul style="list-style-type: none"> <li>• Parents are wondering if the curriculum is being covered well enough in grade 7 &amp; 8. Trustee Chen and Superintendent Russell have been notified and are looking into what strategies have been put in place to teach math effectively</li> <li>• Many students in all grades in both English and French streams have done tutoring and the tutors say they have noted gaps that link to specific teachers. .</li> <li>• Staff responded that data has been shared with Superintendent Russell around EQAO and Trustee Chen asked for a ward forum all about math that is being scheduled. There are big changes in the students and the curriculum in grade 9. This is a conversation that should be continued. Data shows that FI grade 9 math EQAO scores are better than English scores, though it also shows that provincially the grade 9 applied math course has one of the highest failure rates of all secondary school courses. Program coordinators are going into schools and watching these issues closely. John is following as he is both the FSL and the math co-ordinating</li> </ul>	

Item	Information/Discussion	Action/Recommendation
	<p>principal.</p> <ul style="list-style-type: none"> <li>70% of FI schools offer math in French. For students who have taken French from early entry, doing poorly in math is usually a math issue not a language issue. . If math is not offered in French it is because here is no qualified teacher in the math department who speaks French. Each school has to provide the best programming they can. This issue should be looked at through a math lens rather than a French lens.</li> </ul> <p><u>David Kim – W3</u></p> <ul style="list-style-type: none"> <li>The FI information night was very well attended with 100 parents. They had the same questions as usual, including bussing, ranking, siblings, etc. A representative from the teacher’s union was present and spoke about their perspective on current issues.</li> </ul> <p><u>Jennifer Story – W15</u></p> <ul style="list-style-type: none"> <li>Attended 2 FI information nights. She would like to know if there is anything than can be done to remove the impression that FSL programs lack library resources and Spec. Ed. Resources and also the differences in access to daycare depending on whether the child is in FI or English.</li> </ul> <p><u>Issy Vlaykov – W8</u></p> <ul style="list-style-type: none"> <li>PART is beginning February 13<sup>th</sup> and Issy will sit on it as the FSLAC representative.</li> </ul> <p><u>Wilmar Kortleeever – W13</u></p> <ul style="list-style-type: none"> <li>Attended one information night, and found that numbers were down at the school. With Bill 115 regulations, the new method of hiring teachers is strictly by seniority – he would like to know how this affects FSL teachers. Staff responded that they will hire teachers based on FSL qualifications first, but then in order of seniority.</li> </ul> <p><u>Cheryl Wilson – W19</u></p> <ul style="list-style-type: none"> <li>15 parents attended the information night at General Crerar</li> </ul> <p><u>Kristina Laperle – W17</u></p> <ul style="list-style-type: none"> <li>The information night at Brian PS was smaller than usual with no teacher representatives. Principal and Vice Principal are supporters of FSL.</li> <li>Presented at John Fisher and will do a presentation at Winchester next week.</li> </ul> <p><u>Kathryn Yung – W20</u></p> <ul style="list-style-type: none"> <li>The Palmerston Information night was smaller than past years, presumably because the catchment is now quite small.</li> <li>Lord Lansdowne and Dewson were both very well attended.</li> </ul>	
<b>Other Business</b>	<ul style="list-style-type: none"> <li>Next meeting date not yet determined; will be communicated once confirmed.</li> </ul>	
<b>Adjournment</b>	<ul style="list-style-type: none"> <li>The meeting was adjourned at 9:34 p.m.</li> </ul>	

Next meeting: TBD