



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

Date: Thursday, May 15, 2014

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

PRESENT: Kathryn Yung (Parent Vice Co-Chair, W10); Dina Pizolinas (Ward 2, Alt); Lauralynn Johnston((Ward 8); Rosemary Sutherland (Ward 9); Sharon Kerr (Ward 13); Cindy Kenyon (Ward 14, Alt); Cindy Ewins (W17, Alt); May Lee (Ward 21); Debbie-Lynn Hoste (Ward 22); Mary Cruden (Canadian Parents for French); Melanie Dickstein(Constituency Assistant);

TELECONFERENCE: unavailable due to technical issue, members who attempted call in: Laura Steele (Ward 7); Rita Kamacho (Ward 16); David Kim (Ward 3); Wilmar Kortlever (Ward 13)

GUESTS: Betheney Maheu (Davisville parent)

TDSB STAFF: Kirsten Johnston (Program Co-coordinator, FSL);

REGRETS: Kristina Laperle (Parent Co-Chair, W17); Nichole Jonas (Ward 1); John Tancredi (Central Co-coordinating Principal); Wilmar Kortlever (Ward 13), Cheryl Wilson (Ward 19);

RECORDER: Vandana Bharti, Committee Assistant (Parent & Community Engagement Office, TDSB)

#	Information/Discussion	Action/Recommendation
1.	Call to Order – Welcome/Introductions Meeting was called to order at 7:12	
2.	Approval of Quorum Quorum was achieved.	
3.	Approval of Agenda The agenda was approved with two changes. The addition of a presentation on Ministry of Education Funding in Other Business and the replacement of Kristina Laperle with Kathryn Yung as meeting chair.	
4.	Approval of Minutes April 10 minutes ~ Approved	
5.	Common European Framework Reference – CEFR Laura Herman’s – Presentation What is European Language Portfolio (ELP): The Portfolio is Divided into 3 parts: 1. Passport: A. Who are you? B. What languages do you speak? C. What languages are you exposed to? 2. Biography: where are you and where are you going? ~ Teachers and students need to understand CEFR levels and then, can reflect on the student’s proficiency in the language being learned.	

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	<p>3. Dossier: How are you getting there? The portfolio is a collection of your best work over time. It is good to use as a portfolio for job searching because it is a resume of what has been achieved so far and it is evidence of progression in learning a language.</p> <ul style="list-style-type: none"> -the program can be initiated at any time and the students carry the portfolio with them as they move on. -the dossier is technically the student's property. - helps in setting goals, monitoring progress and encouraging autonomous learning. <p>~ the ELP started in Europe; there are now 150 versions, all of which have the passport, bibliography and dossier, many are available on-line in the public domain.</p> <ul style="list-style-type: none"> - new Ontario FSL curriculum focusses on what you can do with a language and moves towards a holistic and peer assessment approach. -the challenges in using the Language Portfolio include lack of adequate follow-up to determine effectiveness and teachers who perceive it as extra work -current project for an Ontario board is using a Language Portfolio with 10 different classes and 12 teachers, kindergarten immersion-FSL co-ordinator selected the portfolio and themes that are closely related to the Ontario curriculum and teachers participated in a professional learning series. Parents were not involved in the project <p>Discussion:</p> <ul style="list-style-type: none"> -what could this mean at the TDSB? -similar goals and methods of assessment are now in the curriculum and in 'Growing Success, so teacher buy in could be higher than it would have been a few years ago. -Kirsten added that the Toronto Area Regional office for education (TARO) chose the TDSB as the lead board for FSL on the CEFR this year. The goal this year was to build awareness of it and solidify understanding. Using Portfolios is in the next steps for the CEFR as outlined at the FSL Provincial Working Group at the Ministry of Education. -while teachers are required to write report cards using the language of the curriculum, the Language Portfolio is a learner owned tool to demonstrate proficiency in all the languages the student knows -the Language Portfolio is a living document that gets added to over years <p>-Q: Could it be used to evaluate teacher proficiency?</p> <p>A: there are similar tools, but it is not a required part of CEFR. As part of the Correcteur training for the DELF, this type of self-assessment becomes part of the process of deepening understanding of the CEFR</p> <p>-Q: Are the ABC levels the same as the government language levels?</p> <p>A: CEFR and the Language Portfolio are a different system altogether with different frameworks. Work has not yet been done to</p>	

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	correlate them.	
6.	<p>Co-chair Report</p> <p>PRO Grant:</p> <p>~ Kristina submitted an application on behalf of the FSLAC. Monies would be used for resources for TDSB parent conferences</p> <p>PIAC Conference May 31st , 2014</p> <p>~ FSLAC requested and received the go ahead for a table in the 'Marketplace'</p> <p>~ Kristina is looking for volunteers 8:00 am to 3:00 pm, can be done in shifts</p> <p>2014/15 Executive</p> <ul style="list-style-type: none"> ▪ Kathryn will not be on the FSLAC this coming year – she is moving to England ▪ Election of parent co-chairs and vice co-chair(s) will take place at the June 17 meeting ▪ Kathryn will be chairing the election and Mary will sub if Kathryn is unavailable ▪ Anyone interested in standing for election must contact Kathryn and cc Mary before June 17 ▪ All FSLAC members were asked to make a special effort the attend the June 17th meeting as there must have quorum in order to hold the election 	
7.	<p>Staff Report</p> <p>DELF Challenge Update:</p> <ul style="list-style-type: none"> ▪ A Ministry project with students selected from across Ontario and from a variety of FSL programs ▪ Grade 12 students did the exam the last week of April ▪ 30 students were invited (27 showed up) and all but 2 or 3 were able to perform at the expected level. Students self selected, limited by the number of spots assigned by the Ministry. There are strict guidelines like the start time, and the number of students that could participate . ▪ The students had to declare the CEFR level they were challenging and if they did not pass that level they did not receive the accreditation for the level below ▪ Students challenged A2, B1 and B2 ▪ All data went to the Ministry of Education and the students received an internationally recognized certificate from the government of France. It is a credential that can be used when applying to University or for a job. ▪ The varieties of French and of student experiences around the globe are worked into the exam. Originally, it was very Euro-centric with questions in Euros. ▪ A suggestion was made that parents would benefit from explanations of the grading levels and pass levels which are 	

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	<p>very unfamiliar in Ontario</p> <ul style="list-style-type: none"> ▪ Q: What was the outcome, were there any recommendations? A: Not yet. The data was just submitted to the Ministry and when feedback is received, staff will share it with the group. <p>Registration Dates:</p> <ul style="list-style-type: none"> ▪ No movement or change on the proposal to switch the registration dates for immersion and extended French programs ▪ If done there will have to be lots of communication around the revised dates ▪ The committee was asked for their input and their thoughts: ▪ Question as to why the registration dates for English and French immersion kindergarten are not the same? ▪ Suggestion made that junior kindergarten parents should receive the information in the mail and/or that the information be in the first package parents receive in JK to give parents more time to think about it, rather than just doing it a month before the deadline ▪ Suggestion made that regular TDSB communications with the parents be carefully reviewed to see where the FSL department might effectively “piggyback” the letter ▪ Questions raised about communication to parents not yet in the TDSB, such as, early year centres - great place to share information with new moms and staff of the centres. Canadian Parents for French does send information but it is not specific to the TDSB ▪ Q: Can TDSB be a little more forgiving on the deadlines for the first year? A: Very challenging as the point in moving the date is to have the enrolment numbers much earlier for staffing and planning purposes. <p>Informal poll of whether or not it is a reasonable idea to move the registration to November, majority of the committee said yes. Any concerns ~ many agreed that TDSB’s ability to effectively manage the communications surrounding the change is a very strong concern.</p> <p>Enrolment Report</p> <ul style="list-style-type: none"> ▪ Draft Enrolment report was presented by Kirsten. Final report will be at the next Program and School Services committee and it will be posted at www.tdsb.on.ca/fslac . 	
8.	<p>Ward Reports</p> <p>Ward 13</p> <ul style="list-style-type: none"> • Questions: Leaside is at capacity. Is the situation going to be reviewed as part of planning for next year? • Question: Are the new condos in the area being considered when looking at future enrolment? <p>Ward 14</p> <ul style="list-style-type: none"> • Winchester is gearing up for FDK next year and parents were wondering about adding a Grade 7 entry 	

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	<p>Ward 10</p> <ul style="list-style-type: none"> ~ Lord Lansdowne is bursting and, as a result, 26 students needed to be redirected for next year - There is community support at the on-going PART to expand the program. We will see what the response is. <p>Ward 21</p> <p>Still learning, they are in their first year and the biggest feedback they received was from the parents Senior Kindergarten information night</p> <ul style="list-style-type: none"> ~ A full week of Francofollies were held. Attendees were given passports and went to different workshops, they watched French TV and were set up in tribes which had 25 to 30 kids each. Whichever team collected the most points earned a reward and the prize was that they learned to cook a French meal. Each tribe did French videos and they were voted on by all the attendees at the closing assembly. ~ Biggest feedback from parents was that they want more information and more access to information. The Ward reps. think that funding for this Ward to help engage t parents in the community would help. They would like to engage parents in person, not simply provide them with information online. ~ Rosemary is the chapter development officer at Canadian Parents for French and may be available to work with the parents to develop community based activities. Some funding might be available. 	<p>Rosemary to Connect with May in Ward 21</p>
9.	<p>Other Business: Ministry Of Education Funding for FSL – report by Mary</p> <p>http://www.edu.gov.on.ca/eng/funding/1415/funding15.pdf p.7 & p. 70</p> <p>http://www.edu.gov.on.ca/eng/funding/1415/Technical14_15.pdf p.35-36</p> <ul style="list-style-type: none"> ~ Last year total bucket for FSL for Ontario was \$240 million and this year it is \$245 million ~ every student in core, extended and immersion generates a per head grant, for the TDSB that grant is about \$30 million yearly ~ Ministry’s Funding Projections document, Spring 2014 ~ the TDSB 2014 amount is \$2.8 billion and the provincial total is \$22 billion - in 2002-03 the TDSB amount was \$2 billion and the province was \$14 Billion ~ In 2002-03 the TDSB enrolment was 270, 602 and in 2014-15, the projected enrolment is 246, 012 ~ As part of the \$2.8 billion, the TDSB receives a special purpose grant for specific FSL initiatives like professional development on the CEFR and cultural enrichment activities for students. The enrichment activities fund can be accessed by school principals from the FSL department. Forms are available on the AW site 	<p>Mary will send links for the minutes.</p>
10.	<p>Adjournment Meeting was adjourned at 10:00 pm</p>	
11.	<p>Next meeting: Tuesday June 17th, 2014</p>	<p>Meeting notice will be sent via e-mail.</p>