



## Community Advisory Committees

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

**Meeting Date:** 9 March 2021

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.

<b>Attendance:</b>	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), Mandy Moore (W7), Geordie Sabbagh (W8 Alt), Polina Osmerkina (W10), Wilmar Kortleever (W11 Alt), Randy Samuel (W14), Kathleen Meek (W15 Alt), Gail Miller (W22) Also present were: Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Trustee Robin Pilkey (W7), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Curtis Ennis (Interim Associate Director), Angela Caccamo (Centrally Assigned Principal), Linda Edwards (Centrally Assigned Principal, Virtual French Programs), Kirsten Johnston (Program Co-ordinator)
<b>Guests:</b>	Trustee Manna Wong (W20)
<b>Regrets:</b>	Doug Kwan (W2 Alt), Deloris Williamson-Braham (W5/13), Crystal Stewart (W6), Caroline Tolten-Paterson (W7 Alt), Hans Bathija (W10 Alt), Sarah Smith (W15), Christie Dunbar (W16), Nancy White (W16 Alt), Rosemary Sutherland (CPF Alt), Sharon Beason (CPF Alt)
<b>Recorder:</b>	Linda Stockdale

ITEM	DISCUSSION	RECOMMENDATION / MOTION / ACTION
<b>Call to Order / Quorum</b>	<ul style="list-style-type: none"> <li>Land acknowledgment – Lynne Leblanc</li> <li>Introduction of Participants. Meeting recorded for minute taking purposes.</li> <li>Quorum achieved 7:09pm</li> </ul>	
<b>Membership Changes</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>Approval of Agenda</b>	<ul style="list-style-type: none"> <li>Moved by Mandy, seconded by Charles. Carried.</li> </ul>	
<b>Approval of Feb 9, 2021 Minutes</b>	<ul style="list-style-type: none"> <li>Moved by Randy, seconded by Mandy. Carried.</li> </ul>	Linda will post minutes on <a href="https://tdsb.on.ca/fslac">tdsb.on.ca/fslac</a>
<b>Declarations of Possible Conflict of Interests</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Randy Samuel is a supply for a Lunchroom Supervisor at the Board.</li> </ul>	
<b>6. Staff Update: Angela</b>	<p><b><u>Registration Update</u></b></p> <p>Late applicants (197 students) were offered placement for Early FI and 43 late applicants were offered Middle FI placement. The PARS online registration system has closed, and registration lists are being provided to the schools: Early FI registrants this week and Middle FI registrants next week. The enrolment report will be presented at FSLCAC and PSSC before going to Board. It will note if any redirections have been offered.</p> <p>Central staff has not reduced the number of entry point FSL classrooms at any school site but organically a reduction may have occurred based on the number of applicants to a local site. At this point, numbers indicate that all FSL sites will run in September, with at least 1 class. The three schools (Howard, Humbercrest and Palmerston) that were reduced from 2 SK FI classes to 1 for 2020-21 remain with 1 class for 2021-22. Applications indicate that there will be at least 1 class at each of the 40 MFI sites. It's anticipated that these numbers will increase yearly as staff continue to promote the new MFI program to the community.</p>	

<p><b>7. Staff Update:</b> <b>Linda Edwards</b></p>	<p><b><u>Sept-21 Right of Return: Survey Results</u></b></p> <p>The Right of Return survey was sent to the 1580 students that left French programming between September and the beginning of January (794 left for English programs and 786 left the TDSB). Staff received 95 responses and 61 (54 FI, 7 Ext) students wish to return to French programs in September 2021. The largest returning groups are 19 SK FI students and 10 GR 1 FI students. GR 4, 5 and 6 were also represented in the students wishing to return.</p> <p>Members asked Staff to report back if there were any students that left French programming who have IEPs.</p>	
<p><b>8. Staff Update:</b> <b>Angela/Kirsten/ Linda</b></p>	<p><b><u>Online Supports for Parents/Students; After-school/Summer Programs</u></b></p> <p>There is no expectation for families to speak French at home for their child to thrive in French programs. Our FSL Resources for Families Google site has various resources and activities that families may access to practice with their child at home if they choose.</p> <p>Staff demonstrated the site and showcased core French, FI and Ext. French “asynchronous” student activities for GR4-8 and FI activities for SK -GR3 students. New activities are added weekly for all the French programs, for independent student use and access, which are supported through resources found in the virtual library. These activities are designed to be self-guided activities for K-3, GR4-6 and GR7-8 students, for students at home without teacher support. This resource is designed for students with an exemption from synchronous learning, but they are also accessible to all students including those students who may be isolating, those without a teacher, etc. As a side-benefit, these activities provide alternative and additional practice for any FSL student. Student/family resources are also included on the Virtual Library/virtual learning public domain. Resources provided in the Virtual Library are extensively reviewed for cybersecurity risks.</p> <p>As well, the virtual experience is explored in the context of French programs to help ease the minds of parents. There are offerings for English-speaking and French-speaking parents. Community supports and links are included.</p> <p>The membership and Staff agree to amplify awareness of this FSL student/family support tool across the system while it is available through various communications. The FSL</p>	

resources apply to more than asynchronous situations and can serve multiple purposes. Staff will look to the Web team to ensure it can be available during the summer. Staff to confirm if users can provide feedback within the site. As well, staff to review the language used on the site as the terminology, “synchronous/ asynchronous”, is technical, not plain language.

Staff clarify that this tool is not intended for administrators and teachers. The central department internally supports a very substantive offering with lesson plans for educators, as well as central support from FSL centrally assigned principals and coaches. Macro and Micro PD live sessions are posted for self directed learning.

**Software Licences:**

The 4 Learning Centre Virtual Schools have purchased “Je Lis” and other licenses to support FSL programs in the Virtual School. Licensing/print/digital resources are expensive and are reviewed and approved, ensuring equitable access, broad relevance and online safety. Board is looking at a digital strategy.

The Virtual Library staff works closely with FSL staff and provides current online resources for students and parents for all FSL programs. Resources in Core and FI, Ext. French, numeracy, social studies are extensive.

The Trillium List (<http://www.trilliumlist.ca/>) has products vetted by the Ministry. Core teaching resources, (i.e., any resource that itself provides a substantial amount of the content) including math programs are included on the list. When purchasing a “program” or textbook that will provide the bulk of the program content, a school must use the Trillium List.

When selecting supplementary resources, schools are not bound to the Trillium List. Picture books, “read-alongs”, non-fiction texts that support research/inquiry etc. are not required to be on the Trillium List. “Je lis” is considered a supplementary resource. This tool is licensed to the school/teacher. Many local bricks and mortar schools have also selected this resource. A local school is responsible for purchasing resources that fit with their community.

	<p><b>Summer Learning:</b> Elementary summer French programs will be offered in each Learning Centre. Staff are at the early stages of discussions for in-person learning this summer for Elementary and Secondary, assuming it is safe to do so; ready to pivot if required.</p> <p>For secondary summers school course offerings, FSL staff has made recommendations for possible secondary credit courses to offer, as well as e-learning options. Core French 10, 11 and 12 were amongst the recommended summer credits.</p> <p>More information expected mid to late April. Registration information should go out then.</p> <p><b>Bilingual Certificates:</b> The awarding of bilingual certificates is being considered for those few students that were not able to complete their credits due to the pandemic. Some French secondary credit courses were not able to run during the regular school year: e.g., Business, Anthropology which left some students short of the required credits.</p>	
<p><b>9. Staff Update:</b> <b>Angela/Curtis</b></p>	<p><b><u>French Review</u></b> Staff are working with Planning, School Info Systems and Early Years on the JK FI entry point for Sept 2022. The critical pathway, the registration and application process is being developed. Aligning FI application period and English registration process for JK entry is being considered.</p> <p>Equity of access is a concern across the system e.g., North Etobicoke and Scarborough. Redistribution is an ongoing and challenging project. A timeline/critical path is not available yet. The term ‘redistribution’ infers that we are going to distribute programs more equitably. It will be difficult to distribute from healthy schools, yet equity of access in racialized, marginalized communities is a must.</p> <p>Staff are aware of the large catchment areas and FSLAC recommendations made during the French Review consultation. The challenge is very complex and layered. This past year has been like no other and the solution requires staff., as well as other departments to navigate the complexities. Staff empathize with those that must travel far to their</p>	

	<p>program. A pathway change may mean conversations with Trustees, diverse communities, while providing families notice a year in advance, that their program location is changing. While a timeline cannot be provided tonight, staff are working on distribution of programs, keeping equity of access at the forefront, and having conversations, including those with Trustees in long term planning and accommodation meetings.</p> <p>Members stated that the FSLAC must be included in developing the plan and that Trustees approved consultation with community on the plan itself.</p> <p>Members raised concerns: That redistribution will continue to drag. French Review was announced in May 2017. In the meantime, students have lost out in underserved areas. FSLAC has made recommendations and believe more surveys are not required.</p> <p>Membership wants someone to own and fix this long-standing problem over the word 'redistribution'. French Review consultation survey indicated 70% of parents are happy with the location of their program school, these parents are not likely to be pleased if their program is moved elsewhere.</p> <p>While 30 SKFI sites were added to meet demand between 2008 and 2017, some areas were left behind. Establishing 2 or 3 new programs in the larger catchments will help to solve the inequity of distribution problem.</p> <p>Motion to extend meeting by 15 minutes, moved by Lisa. Seconded by Randy.</p>	
<p><b>10. Staff Update:</b> <b>Angela/Kirsten</b></p>	<p><b><u>FSL Official Languages Special Purpose Grant; DELF</u></b> Ministry funding for supporting FSL students. Given the lockdown orders last year, the TDSB did not participate in DELF in spring 2020, therefore, funds were returned to the Ministry. In 2019, there were 141 participants in DELF, and Ministry funds were used to support the offering of DELF and refresher sessions for correcteurs as well as the costs associated with running the DELF assessment. In 2021-22, TDSB will not participate in DELF given COVID restrictions and constraints. To date, there are 18 other Boards not participating in DELF.</p>	

	Funds for PD, French experiences available. Schools may access these funds for French enrichment, summer learning, professional learning, resources, experiences to enhance learning. Staff are looking to creative ways that schools for may use these funds, rather than returning them to the Ministry at the end of the school year.	
<b>11. Ward/CPF Reports</b>	CPF – Launch of the reform paper on modernizing the Official Languages Act ( <a href="https://www.canada.ca/content/dam/pch/documents/campaigns/canadians-official-languages-act/ol-en-2021.pdf">https://www.canada.ca/content/dam/pch/documents/campaigns/canadians-official-languages-act/ol-en-2021.pdf</a> )Minister Joly stated that no student should be turned away from FI and an immigration corridor for French speaking teachers is going to be created. A bridging course for internationally trained French teachers is being created. A new FSL Additional Qualification course for teachers is in development on decolonization and French as a Second Language.	
<b>12. Parent Co-Chair Update</b>	Yonge and Eglinton overcrowding in schools: Bannockburn may be reopened as an elementary school. Recommendation will likely go tothe Central Accommodation Team for approval and a PART will start.	
<b>Other Business</b>	Next meeting has moved from April 6 <sup>th</sup> to April 8 <sup>th</sup> .	
<b>Adjournment</b>	The meeting adjourned at 9:30 pm.	
<b>Next Meeting</b>	<b>Thursday, April 8, 2021</b> at 7pm, Virtual Meeting	