



# Community Advisory Committees

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

**Meeting Date:** 11 May 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), Charles Zhu (Parent Vice-Co Chair W11), Doug Kwan (W2 Alt), Crystal Stewart (W6), Mandy Moore (W7), Geordie Sabbagh (W8 Alt), Wilmar Kortleever (W11 Alt), Randy Samuel (W14), Kathleen Meek (W15 Alt), Christie Dunbar (W16) 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), Sharon Beason (CPF Alt), 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 Trixie Doyle (W14), Elaine (Parent), Favour Aina, Michelle Molubi
<b>Regrets:</b>	Matt Forrest (Parent Vice-Co-Chair W9), Deloris Williamson-Braham (W5/13), Caroline Tolten-Paterson (W7 Alt), Polina Osmerkina (W10), Hans Bathija (W10 Alt), Sarah Smith (W15), Nancy White (W16 Alt), Gail Miller (W22), Rosemary Sutherland (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 7:17pm</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>Lynne requested Parent Co-chair Report move to before Agenda Item 6. Moved by Randy, seconded by Geordie. Carried.</li> </ul>	
<b>Approval of April 2021 Minutes</b>	<ul style="list-style-type: none"> <li>Moved by Randy, seconded by Lisa. Carried.</li> </ul>	Linda to post 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>5. Parent Co-Chair Update</b>	<p><b><u>Parent Co-Chair Update</u></b></p> <p>FSLAC parent chair, vice co-chair elections to be held at the Annual General Meeting which takes place during the June meeting. Lynne is volunteering to serve another year as parent co-chair. As past parent chair, Mandy will oversee the election. Those wishing to volunteer as parent chair or vice co-chairs are invited to contact Mandy via email in the next 2 weeks to allow for preparation of balloting, if required. Lynne will present the Annual Report for the FSLAC at the June meeting for approval. Members will receive the annual committee self-assessment survey in June and that will be reported on in September.</p> <p>Lynne attended the May 5 PSSC meeting to speak to the two FSLAC recommendations in response to the French Review decisions of June 2019:</p> <p><i>Recommendation 1 – Priority One: Access to French Immersion (FI) in Underserved Areas</i> was referred to staff.</p> <p><i>Recommendation 2 – Child Care (Before and After School) for French Immersion/Extended Students (JK-6)</i> was referred back to FSLAC. Trustee Story (Early Years Advisory Committee) and Cynthia Grundmann, Sr. Policy Manager Child Care Services offered to</p>	

attend the FSLAC to discuss the recommendation further. An invitation will be extended for the June FSLAC meeting.

Program Area Review (PART) update (Eglinton, John Fisher and Bannockburn)

Charles and Lynne are representing the FSLAC at PART meetings. The PART is proposing a plan to address the complex Yonge and Eglinton area capacity pressures. The proposal includes reopening Bannockburn (currently leased outside of the TDSB) in Sept 2023 as an FI Centre enrolling approx. 122 JK-3 students initially and making John Fisher (currently an FI Centre) a dual track (offering English and FI).

Lynne reports that surveys indicated that John Fisher parents don't support the proposal. FSLAC believes it creates more problems than it solves, particularly for French Immersion families. A better solution is needed for all families, French Immersion, English and new high rises. New high rise residential developments are redirected from Eglinton, they are assigned to Whitney or Rippleton. For French Immersion, the associated French Immersion schools are Winchester or Dunlace which is too far to transport JK FI students from Yonge/Eglinton and may discourage parents from applying to FI.

Concerns expressed by FSLAC: John Fisher will lose its historical identity as a centre of FI excellence built by staff, students and parents over 30+ years and French before and afterschool care; the French offering won't be of the standard it is today; continued redirection of families that were expecting to go to John Fisher for FI. Adding an English JK to John Fisher at the same time as there is the double cohort entry (JK/SK) will reduce John Fisher's ability to accept students from surrounding overcrowded FI schools. The proposal may provide 78 additional pupil places in the combined space at a single-track Bannockburn and a dual track John Fisher but no additional FI enrolment will be realized as the number of intake classes remains the same as it is now.

Trustee Chernos Lin believes there will be more French spots available overall while moving a French Centre and gaining a dual track school. Staff indicated that TDSB will continue to have 6 French Centres, and grow from 64 to 65 dual track schools. Eglinton PS is well over capacity, so there is a responsibility to acknowledge this. In 2024-25, redirections of residential developmental are to be reviewed. There are 14 Eglinton/Yonge condo buildings that are re-directed currently. Work to secure approval from the Ministry for a new school for 800 by 2030 is underway.

	<p>Trustee Pilkey indicates that it is prudent to not depend on a new build. Davisville JPS was built for 375 enrolment, 600+ registered when new build began, and the new building is not ready still. The Bannockburn site will be renovated and is a large piece of land (5 acres) so expansion is possible. The Bannockburn French Centre can support 314 students at full capacity.</p> <p>Staff will clarify the number of feeder schools anticipated for the Bannockburn catchment and states that TDSB can't continue to bus as many English students out of the Eglinton area. The pressures for English students in the Yonge and Eglinton must be rectified.</p> <p>Staff notes that Superintendents will listen to appeals regarding families requesting John Fisher for FI and its before and afterschool program. The proposal will go to Planning and Priorities Committee in May and Board in June.</p> <p>Lynne asks for Membership support for she/Charles to continue their efforts to challenge the proposed solution. Consensus achieved.</p>	
<p><b>6. Staff Update:</b> <b>Angela/Curtis</b></p>	<p><b><u>French Review</u></b></p> <p>Interim Associate Director Curtis Ennis is ensuring items from French Review are being actioned, including JK start to early FI and the new MFI. Staff are looking to create greater equity of access. The FSL Department is working with the Planning Dept on solutions to serve this purpose (e.g., expansion in Etobicoke, Scarborough). Staff report on this is tracking to Planning and Priorities Committee for October 2021 with a September 2022 implementation.</p> <p>Members ask when new site information will be available, as communities need time to become aware of new opportunities. Interim AD Curtis Ennis is working with staff to determine the appropriate opportunity to update FSLAC. Information related to the JK entry point and application period will be updated prior to the November application period.</p> <p>Members ask when will middle and secondary school geographic distribution will be considered. Elementary, Middle and Secondary schools are under consideration, with the Secondary options entwined with the Secondary Review. Long-term considerations have also been discussed and noted in Long-Term Planning and Accommodation meetings. The</p>	

	JK EFI rollout Sept 2022 is a unique opportunity to implement French Review recommendations.	
<b>7. Staff Update: Angela</b>	<p><b><u>Core French, Secondary Enrolment</u></b></p> <p>In referencing the 3-Year FSL Plan, Core French retention between GR9 and 10: 28% of eligible students (those not in FI/Ext) enrolled in GR10 Core French in 2016. In 2019, this increased to 34% -- a 6% increase versus the 2% goal set in our FSL Action Plan. This can be attributed to hard work with secondary core teachers to enhance learning experiences, focusing on student engagement/authenticity and action-oriented approach inspired by the Common European Framework of Reference (CEFR), building student confidence.</p>	
<b>8. Staff Update Angela</b>	<p><b><u>Special Ed. Needs -- Inclusion Update</u></b></p> <p>There are extensive department learning plans focusing on: inclusion of students with special education needs, including the use of differentiated instruction, accommodations and modifications to programming, removing barriers to learning, ensuring that educators and administrators are aware of Ministry of Education's document on inclusion of students with special education needs in FSL programs. Each PD module includes addressing different learning needs. Some of the most recent work has been with MFI modules where 1 of 5 sessions focused specifically on inclusion, primary reading diagnostic tools, what to do if a student is struggling, Academic Pathways, collaborating with Early Years Dept and Special Ed Dept on the role of IEPs in the very early years, including differentiation for early literacy. Additionally, staff support targeted literacy, comprehensive literacy instruction, so it contains the focused technical aspect of the science of reading within the context of FSL.</p> <p>Next year, staff look forward to the possibility of working with Principals on the question of attrition and connecting with the Research department regarding the creation of an Exit Survey for those leaving the program.</p> <p>Members asked for more recent numbers regarding participation of students with IEPs in FSL programs to check for progress on inclusion. Last public data was in the French Review.</p> <p>Staff will work with the Research Dept. to obtain these numbers.</p>	

	<p>Members ask what a parent should do when a school support team suggests that a child in FI should switch to English. Interim AD Curtis Ennis, staff, Superintendents and Trustees do not support this. Staff support the inclusion of all students in FSL programs. Staff empower parents to express that they want to stay with FI. Trustees shared that they can help parents experiencing this. Exit Surveys and reviewing attrition rates are a means to look at who is leaving FI and for what reason.</p> <p>A member shares her lived experience that in SK, FI school suggested that “French isn’t for everyone” and at various grades switching to English was suggested in order to access support with reading as was private explicit reading instruction; ‘Resource’ in French was not equivalent to what English students receive; child successfully did the Orton Gillingham program privately and is now in G9 FI. Another member references the cost for private Orton Gillingham at approximately \$400 month for an 18-month program is out of the reach of most parents and also the use of the Sick Kid’s Empower program at some TDSB schools.</p> <p>Members ask if there are PD sessions specific to early reading intervention/explicit reading instruction for French learners and notes that LDAO (Learning Disabilities Association Ontario) has recently done some free online sessions specific to FI; that all primary teachers need that training for in class support. Staff responds that PD sessions for FSL classroom teachers in Early Years and with focus on reading has been delivered this year and more are being developed.</p>	
<p><b>9. Trustee Update – Rachel Chernos Lin</b></p>	<p><b><u>Recommendations, Budget 2021-2022</u></b></p> <p>The Grants for Student Needs (GSN) advisory has been received from the Ministry. Boards must offer virtual learning to all student that request it next year. No administration funding for virtual learning was provided. The virtual offering is likely to be managed locally, not centrally. Boards are required to cohort, with TDSB looking at the quadmester system for secondary, at least initially. The TDSB model will depend on the number of students that select remote learning. The Ministry will not allow Boards to ask families for their choice before June 1<sup>st</sup>. TDSB will allow 1 switch date this year, likely in February. TDSB may consider a hub model (a group of schools have a virtual lead), versus a hybrid model some other Boards are looking at (teacher supporting in-class learning, while supporting students virtually at the same time).</p>	

	Regarding FI Bussing, Trustee Pilkey doesn't believe there will be any major changes. The largely successful staggered starts and seat assignments are likely to continue.	
<b>10. Staff Update Angela</b>	<p><b><u>JK Entry</u></b> Media, communications, social media campaigns, marketing and banners will be ready at the schools in preparation for EFI application period. Initial costs for banners at EFI schools will be covered centrally. The EFI information brochure will be translated in 22 languages, and available in public website domains. Staff are working with the Early Years Department, EarlyON and Child Care centre teams to ensure EFI application period/ JK registration activities are aligned. Early FI sites are getting banners.</p> <p>Trustee Pilkey suggested Staff consider banners at all schools; i.e., EFI sites and feeders. Staff will look at feasibility of this idea. Members asked for leaflets to be sent out to all communities. Staff will consider feasibility of this idea.</p> <p>Members asks for clarification on how Before/After school childcare is offered during the registration and placement process.</p> <p>When an FI offer of placement is made, the information link to Before/After childcare or the receiving school's phone number is provided. Staff are working with the Early Years Dept. on improving consistency of the interface for the application period in November.</p> <p>Members stress the importance of parents needing the materials/information early because EFI application is November while English registration is usually in February.</p> <p>Trustees offered to include the EFI information in their September community news bulletins which are distributed to every household in their wards, not just TDSB families, as it is an excellent communication vehicle.</p>	
<b>Other Business</b>	Nil	
<b>Adjournment</b>	The meeting adjourned at 9:22 pm. Carried by Randy, seconded by Robin.	
<b>Next Meeting</b>	June 8, 2021 at 7pm, Virtual Meeting	