



Community Advisory Committees

French as a Second Language Community Advisory Committee

Meeting Date: January 11, 2022

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.

Item	Invitee Name
Attended:	Lynne LeBlanc (Parent Co-Chair W8), Charles Zhu (Parent Vice-Co Chair W11), Sharlene Henry (Parent Vice-Co-Chair W5/W6 Alt), Lisa McAvoy (Parent Vice-Co Chair W2 Alt), Doug Kwan (W2), Frances Shawera (W2 Alt), Mandy Moore (W7), Randy Samuel (W14), Gail Miller (W22) Also present were: Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Mary Cruden (Canadian Parents for French), Sheryl Robinson Petrazzini (Executive Superintendent), Angela Caccamo (Centrally Assigned Principal), Linda Edwards (Centrally Assigned Principal, Virtual French Programs), Kirsten Johnston (Program Co-ordinator)
Guests:	Linda Curtis (Acting Associate Director of Equity, Well-Being and Student Improvement, Evelyn Wong, Jade
Regrets:	Katherine Fisher-Laxa (W3), Deloris Williamson-Braham (W5/13), Crystal Stewart (W6), Matt Forrest (W9), Hans Bathija (W10), Sarah Smith (W15), Kathleen Meek (W15 Alt), Christie Dunbar (W16 Alt), Nancy White (W16 Alt), Sharon Beason (CPF Alt), Rosemary Sutherland (CPF Alt), Michelle Munroe (Parent Engagement)
Recorder:	Linda Stockdale

Item	Discussion	Motion / Action
Call to Order / Quorum	<ul style="list-style-type: none"> • Land acknowledgment – Lynne LeBlanc • Introduction of New Members, Guests. Meeting recorded for minute taking purposes. • Quorum achieved 7:10pm 	
Membership Changes	<ul style="list-style-type: none"> • New parent member(s) – Frances Shawera (W2 Alt-children attend Rosethorn PS) and Doug Kwan (W2), through Ward 2 Election 	
Approval of Agenda	<ul style="list-style-type: none"> • Agenda moved by Doug, seconded by Mandy. Carried. 	
Approval of Oct. 2021 Minutes	<ul style="list-style-type: none"> • Minutes moved by Sharlene, seconded by Mandy. Carried. 	Linda to post on tdsb.on.ca/ Fslac
5. Declarations - Possible Conflict of Interest	<ul style="list-style-type: none"> • Randy Samuel is a supply Lunchroom Supervisor, and Emergency Replacement Person at the Board. 	
6. Ward, CPF, Chair Reports	<p>Ward Reports:</p> <p>W2-Parents are pleased to be returning to school. Bloordale permits are needed to change a room to classroom, so portable not required. Parents are pleased with new pathways. Millwood/Broad Acres to Hilltop transportation appreciated until last child graduates-3 years away. Wants to ensure it is not removed during budget process. Trustee Chernos Lin recommends a reminder email to SOE/Trustee of school(s). Sheryl will ensure Planning is aware of need.</p> <p>As well, Corvette going to Robert Service, we're ensured grandfathered kids continue to get transportation service. Staff to confirm arrangement.</p> <p>W11 – excited to spread the word about French opportunities, engaging with parents</p>	Staff to confirm grandfathered transportation arrangement.

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	<p>CPF Report:</p> <p>National French tutoring service free of charge offered: https://cpf.ca/en/participate/youth/tutoring-programs/</p> <p>Chair Report:</p> <p>Presented <i>How to help your child succeed in FSL</i> at Nov PIAC conference – Bridging the Gap. Randy and Rosemary Sutherland (CPF) supported. Parents shared concerns about assessing next steps for middle grades. New FSLAC members attended an informal meet and greet via Zoom with Lynne and other seasoned members. Spoke with other CACs to move forward together on challenges of Before/After School Care, to support one another with Trustee communications and to help take down barriers for French students.</p>	
<p>7. Staff Update: Angela/Kirsten</p>	<p>French Review</p> <p>Number of EFI on-time applications is estimated at 5350 (JK/SK). Applications numbers are slightly higher for SK students. Last year the on- time applicant numbers were less than 2800 (SK). By end of January/early February hope to have the placement process completed. Annual Enrolment report will be presented in the spring to Trustees and FSLAC. It includes EFI, MFI, and Core French numbers, and transportation.</p> <p>In November, staff projected 5000. The highest number of SK applications was just below 4000 in 2020. Late applicants are considered by the French Department up until the end of January, when the placement process is completed. From February onward, PARS is closed. The local EFI Principal is provided a list of redirected students (did not get FI school designated by home address) from the French Department from February until September 30th; Principals place redirects and late applicants if there is space. Parents must reach out to Principals for late application</p>	

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	<p>consideration, and if no space is available and if in assigned catchment, they are placed at the end of the waitlist, after the redirected students (all eligible for bussing). The waitlist is managed until the end of September 30th. Then it is disbanded.</p> <p>At the close of the application period, the discussion of space will be reviewed with Planning. With the intake of the double cohort, most schools will be able to accommodate the applicants with little or no redirection, as many of the JK students would have been going to that school in English for JK, thus allowing for space accommodation at most schools during a double cohort year. However, the process is not completed yet so staff cannot confirm details at this time. The Enrolment Report will present this detail and will be available to FSLAC once the process is completed.</p> <p>Staffing</p> <p>Member raised concern of staffing availability and the possibility of 3-grades split classes. Staff are working with Employee Services regarding retention and hiring strategies, including working with faculties of education, reaching out to TDSB teachers that are not teaching French, but have French qualifications and offering rich professional development. There is a shortage of French teachers across all Boards. We do support JK and SK combined grades for English and French classrooms. We will do all we can to avoid classrooms having 3 grades. It is a “last resort” solution and not done to provide a teacher elsewhere, but considered when classes are significantly under the allowable student number cap.</p> <p>CPF indicates studies have been done regarding challenges experienced by FSL teachers. They don’t have enough opportunities to add to their expertise, especially because it’s a lot of work to be bi-lingual in Toronto nor do they get extra pay. How do you stay current on the cultural piece on your spare time? Require supports that build their confidence, recognize the extra work and dedication.</p>	

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	<p>Currently hybrid learning is not on staff's radar, as far as a solution to staffing solutions. Virtual secondary school options are the only things being brainstormed by a number of Boards, not sure of the programming that could be included.</p> <p>Teacher qualifications for a FSL JK/SK teacher is FSL Part 1. Staff are looking at the addition of resources to supplement the new JK classrooms. Resources to stimulate 3 & 4-year-olds to be added for September. French written materials will be added in while repurposing existing resources.</p> <p>Membership asked questions on how schools access support, especially books for example. As extended programs begin to come to their final years – and other programs are being expanded (MFI) or relocated, questions arose about what would happen to those resources. Staff indicated that these resources could be redistributed when age appropriate. Another solution may be to reach out to school councils for support.</p> <p>PR597 Q & A</p> <p>PR597 does not include “Core French” in its title because PR597 is a procedure that guides actions for optional programs. Core French is a mandatory program GR4 – GR9 (1 credit for secondary students required).</p> <p>Planning reviews space availability at schools. The last resort is redirection.</p> <p>The last date of admission to regular entry points was changed to September 30 from December 31st. This assists a wide range of families who come up against a barrier when they move between November 26th and the following September of the following year and are required to join the end of a waitlist and commute to their first school for 4 months. As well, taking families off the waitlist is going to happen in September, so aligning this process with other September registration processes makes sense.</p>	

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	<p>Admissions are open to all, no matter the jurisdiction from which they've arrived, but based on equivalent French experience and availability of space.</p> <p>Change from 2 to 1 as a minimum number of FI classes permitted per school was done to protect smaller programs and smaller schools.</p> <p>Changed the date because Kindergarten was changed to full day from half-day and we need to align with school start. In a normal year, alignment process with staffing and reorganization of classes is the first few weeks of September.</p>	
8. Membership Discussion	<p>Final FSL 3yr-plan – Questions</p> <p>Membership is pleased that a goal is to get more information on attrition and retention rates and capturing and addressing the reasons why students have left the program/TDSB. Research to come up with a digestible survey tool, that captures family voice. The Research Department is highly experienced and develop effective surveys. The survey results will be shared with FSLAC.</p> <p>CPF shares that the motivation must be well framed, as last time the exit survey data was used to support a recommendation to eliminate a French program. A question such as “What could the TDSB have done to keep you in French” is more apt to solicit qualitative answers. University of Alberta is currently doing a Canada-wide research survey on this. Academic work from MB pointed to using Board data to filter our those who moved to another district from those who switched to English and to collect open ended info from students and parents who stayed in the Board but not in French.</p>	
9. Membership Discussion	<p>BASP – Childcare</p> <p>Membership shares that the Optional Attendance policy allows students enrolled in a pre-school daycare in a dual track school to have that school become their English home school even if they do not live in the catchment. If that same student wants FI, their residence address is used to determine their FI school where they have no relationship with the daycare for continuation in the BASP.</p>	

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	<p>A FI student who lives in the catchment and attends the pre-school daycare, expects to continue with the same provider for BASP. However, this student can be redirected and bussed to another FI school. BASP spot at home dual track school is unlikely to continue if no bus escort is provided and getting a BASP spot in the newly assigned FI school is an additional challenge.</p> <p>Bus escorts are not provided by all 3rd party operators nor encouraged by TDSB as shared by Early Years presenters at Sept FSLAC meeting.</p> <p>Seen as inequitable to FSL program families. English program families can strategize access to their favoured English school by registering with the pre-school daycare, while French program families do not have the same advantage, and often face full daycares because English program families were able to take advantage of the policy/procedure and land daycare early.</p> <p>Membership understands that there is a staff ratio requirement for BASP, but believes this is a TDSB responsibility to navigate, leveraging the fact that TDSB own the sites.</p> <p>Sheryl will organize a meeting for staff to discuss further with the Early Years – Childcare Dept.</p>	<p>Sheryl to meet with EY/BASP</p>
10. Other Business		
Adjournment	The meeting adjourned at 9:17 pm. Moved by Lynne, seconded by Sharlene.	
Next Meeting	February 8, 2022 at 7-9pm, Virtual Meeting	