



# Community Advisory Committees

## French as a Second Language Community Advisory Committee

**Meeting Date: May 10, 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
<b>Attended:</b>	Trustee Rachel Chernos Lin (Trustee Co-Chair W11), 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), Katherine Fisher-Laxa (W3), Crystal Stewart (W6), Mandy Moore (W7), Cheryl Batty (W8 Alt), Divya Chandra (W11 Alt), Randy Samuel (W14), Gail Miller (W22) Also present were: Mary Cruden (Canadian Parents for French), Sharon Beason (CPF Alt), Andrew Gold (Associate Director), Sheryl Robinson Petrazzini (Executive Superintendent), Angela Caccamo (Centrally Assigned Principal), Linda Edwards (Centrally Assigned Principal, Virtual French Programs), Kirsten Johnston (Program Co-ordinator)
<b>Guests:</b>	Judith Nyman (OPSBA), Madelaine Hamilton, D. Williams (parent & CPF), Irina Klimenko, Celestin Abedi (OCOL), Eric, Zaleh, Trustee Dan MacLean (W2)
<b>Regrets:</b>	Frances Shawera (W2 Alt), Deloris Williamson-Braham (W5/13 Alt), Hans Bathija (W10), Sarah Smith (W15), Kathleen Meek (W15 Alt), Christie Dunbar (W16), Nancy White (W16 Alt), Rosemary Sutherland (CPF Alt)
<b>Recorder:</b>	Linda Stockdale

Item	Discussion	Motion / Action
Call to Order / Quorum	<ul style="list-style-type: none"> <li>Land acknowledgment – Lynne LeBlanc</li> <li>Quorum achieved 7:03 pm</li> </ul>	
2. Judith Nyman	<ul style="list-style-type: none"> <li>Guest Speaker Judith Nyman, OPSBA – Ontario Public School Boards’ Association, Project Co-ordinator for OPSBA FSL Labour Market Partnership Project and PAN-Canadian FSL Teacher Recruitment and Retention Strategy) introduced by Trustee Chernos Lin.</li> </ul> <p>In 2017, OPSBA recognized significant issues in the recruitment and retention of sufficient numbers of FSL teachers. Application made to the to Ministry of Labour and OPSBA awarded 3-year funding to conduct a Labour Market Partnership project regarding the issues. Phases included Research, Action, then Mobilization. Built the partnership with many stakeholders, including employee/employer organizations, CPF, labour unions, employers, Public and Catholic School Boards, childcare colleges, etc.</p> <p>By Phase III, many pilot projects were devised, enacting recommendations.</p> <p><b>What’s Been Learned:</b></p> <p>1 in 4 applicants did not meet French language proficiency standards within Boards. (Note: the 25% are being worked with in different initiatives to build their capacity)</p> <p>Teachers chose to interview at Boards where effective teacher resources available, and opportunities to improve French language skillset, otherwise they can become ‘language insecure’ without ability to practice.</p> <p>Individual Boards use a wide range of interview/assessment practices in the hiring process.</p> <p>Variety of recruitment strategies are used by Boards, but many ineffective.</p>	Power point will be made available.

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	<p>Teachers want to know Board values FSL, starting with the website to learn about a Board. Want to see that bilingualism is important to the Board.</p> <p>FSL teacher retention may be improved by supporting French language development...a definite link.</p> <p>Teachers need support around the language. Teachers can feel isolated in a school, especially when they may be one of a very few staff members that are in an FSL program.</p> <p>Administrators need to be supported to build capacity in supporting the value of FSL programs where French is supported/visible through the whole school culture.</p> <p>Teachers need pedagogical knowledge in second language; French language proficiency; in a community of practice where everyone feels supported, not isolated.</p> <p>Of special note, New Brunswick has developed a program held virtually, to build capacity for FSL teachers. OPSBA is researching this approach.</p> <p>An Ontario university with a Faculty of Ed. is developing a program for mature adults that want to be an FSL teacher but can't afford to leave their current jobs. Announcement of this program is expected before the end of the year.</p> <p><b>Funded for Three Pan-Canadian initiatives and Key Deliverables:</b></p> <p>1<sup>st</sup> Initiative – FSL Teacher Recruitment Guide for English-language Boards</p> <p>2<sup>nd</sup> Initiative – French Language Assessment Toolkit and Resources</p> <p>3<sup>rd</sup> Initiative – Principal support to address challenges in hiring and retaining FSL teachers; online modules have run for 4 years now for Core, Secondary, and the Common European Framework of Reference (CEFR- language proficiency benchmarks)</p>	

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	<p><b>Specialist High Skills Major (SHSM) in Education</b></p> <p>Newly introduced for GR 11 and 12 students interested in becoming teachers. They take related courses and do placements. As well, Specialist High Skills Major (SHSM) in French Second Language education – for <u>students in core French, French Immersion and Extended French</u>.</p> <p>This will allow us to “grow our own”; develop direct pathways to faculty education programs.</p>	
3. Membership Changes	<ul style="list-style-type: none"> <li>• New parent alternate – Divya Chandra (W11), with children at Northlea EMS, Leaside HS, both in FI. Matt Forrest has resigned from the group.</li> </ul>	
4. Approval of Agenda	<ul style="list-style-type: none"> <li>• Agenda moved by Katherine, seconded by Randy. Carried.</li> </ul>	
5. Approval of March 2022 Minutes	<p>Motion to approve with amendments moved by Lisa, seconded by Katherine. Carried.</p> <ul style="list-style-type: none"> <li>• The amendment on the CPF report: Camerise, a Ministry of Education funded platform, created at Glendon/York University, is bringing FSL students together to exchange ideas and support growth in FSL programs: <a href="https://camerisefsl.ca/">https://camerisefsl.ca/</a></li> <li>• Amendment to 12. Membership: Parent co-chair asking members to consider having working groups for topics such as Before and After School Programs (childcare), Community Advisory Committee Review, etc.</li> </ul>	Linda to post on <a href="https://tdsb.on.ca/fslac">tdsb.on.ca/fslac</a>
6. Declarations: Possible Conflict/Interest	<ul style="list-style-type: none"> <li>• Randy Samuel is a supply Lunchroom Supervisor, and Emergency Replacement Person at the Board.</li> </ul>	

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<p>7. Ward, CPF, Chair Reports</p>	<p><b>Ward Reports:</b></p> <p><b>W2</b> – Reports regarding parent meeting surrounding extra-curriculars not offered because teachers ill, shortages etc. Extra-curricular programs are volunteer based. Some parents believe teachers should do more.</p> <p><b>W2</b> – Hopeful for Bloordale/Richview experience but observing Hilltop systemic issues (2 or 4 FI classes don't have a consistent teacher), wonderful experience at Millwood.</p> <p><b>Parent Co-Chair Report:</b> Link to P023 draft policy consultation to be provided. Members encouraged to participate in Thought Exchange.</p> <p>FSLAC E-newsletter will be prepared and sent out in June. Assistance and ideas welcome. Attended meeting with TDSB staff to improve newsletter formatting for AODA compliance.</p> <p>Family concern received: MFI classes of 32, is this not difficult to teach. How will teacher be able to address such a divide within the classroom, and support each grade effectively</p> <p>Annual General Meeting (AGM) of FSLAC at June 7<sup>th</sup> Meeting: As past parent co-chair, Mandy will serve as returning officer for the election of parent co-chair/vice co-chair(s) at our AGM. Parent members/alternates interested in running for the positions of parent co-chair, vice-co-chair(s) for 2022/23 may self-nominate by sending an email to Mandy (cc to Mary) by the end of May. The draft Annual Report of the FSLAC will be sent out prior to the June 7<sup>th</sup> meeting and will be voted on at the AGM. Board approved Terms of Reference for the FSLAC indicate a review of the Terms of Reference in 2022. However, with the changes being made to Community Advisory Committees through that review process, Michelle Munroe, Central Co-ordinator of the Parent and Community Engagement Office has advised us to postpone our review of our Terms of Reference until further details are available.</p>	

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<p>8. Staff Update: Angela</p>	<p><b>French Review</b></p> <ul style="list-style-type: none"> <li>• EFI (74 sites) and MFI (40 sites) for 2022/23</li> <li>• Preliminary numbers EFI: 5774 applicants; JK applicants 2667; SK applicants 3107; total 4858 placements.</li> <li>• Numbers comparable to last year. Final numbers will be in enrolment report to PSSC in June and will be shared with FSLAC at June meeting.</li> <li>• Less than 1% of applicants are being re-directed for entry Sept 2023, late applicants taken in where possible.</li> <li>• Preliminary numbers MFI: 837 applicants, 666 were accepted with no re-directions. At least 1 class at each site.</li> <li>• Preliminary numbers GR 7 entry extended: Total applicants 377 accepted. (last entry cohort is 2022/23)</li> <li>• Based on preliminary numbers, not expecting any surplus teachers in EFI. MFI not projecting any surplus. Membership asked whether there were any concerns with ECE allocation, in light of the double cohort year (JK/SK). Staff is monitoring it.</li> </ul> <p>Member asked if families had to indicate a reason for declining an offer of placement. Staff commented that families that changed their minds when applying are not surveyed at this time; there are many reasons why a family may not accept an offer of placement, but staff is looking to work with Research regarding an exit survey for those families that leave the program.</p> <p>Member comments: recent Waterloo Region DSB French review report had results of parent survey asking families in English program why they didn't sign up for FSL. Good way to identify barriers to access. Exit survey should identify barriers to access and include both parents who applied and then declined placement and parents who left after starting FI. They should be asked - What prompted your decision to decline your placement / leave the program. - Is there anything that the TDSB could have done to support your student's</p>	<p>Standing Item</p>

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Kirsten	<p>participation in their French program?</p> <p><u>SHSM – SHSM for FSL Education</u></p> <ul style="list-style-type: none"> <li>For Grade 9 and 10, Reach Ahead program is offering an external experience regarding teaching in French at the end of June 2022; to lay groundwork next year for Grade 11 and 12 SHSM opportunities for the following year.</li> </ul>	
9. Staff Update Linda E.	<p><b>Virtual Learning</b></p> <p>Year-end activities underway. Putting out an update for SOEs, and a Principal newsletter for virtual families which may not be feeling as connected to their home school as they would like.</p> <p>Re-engagement work continues with 2000 students not attending school regularly to re-engage them In-Person or the virtual level. This includes working with schools and families on how to re-engage the student and assist with concerns.</p> <p>Schools and families: so important that families have accurate emails on file at their school(s).</p> <p>Virtual Core French secondary teachers will be supported at the secondary central virtual school to build cohesive team. At the elementary level, virtual Core French classes will be supported at the school level and by Central team. Central French Dept. google classrooms will provide professional body of support, and opportunity to connect with French coordinator and coaches using the target language and sharing best practices. Culture of proficiency and valuing staff will continue.</p>	
10. Linda S.	Names of schools of Members/Alt in attendance collected to update membership list.	
Adjournment	The meeting adjourned at 9:00 pm.	
Next Meeting	Tuesday, June 7, 2022 at 7-9pm, Virtual Meeting	