



Community Advisory Committees

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

Meeting Date: 8 April 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.

Attendance:	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), Polina Osmerkina (W10), Wilmar Kortleever (W11 Alt), Randy Samuel (W14), 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), 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)
Guests:	
Regrets:	Matt Forrest (Parent Vice-Co-Chair W9), Deloris Williamson-Braham (W5/13), Caroline Tolten-Paterson (W7 Alt), Hans Bathija (W10 Alt), Sarah Smith (W15), Kathleen Meek (W15 Alt), Christie Dunbar (W16), Nancy White (W16 Alt), Rosemary Sutherland (CPF Alt)
Recorder:	Linda Stockdale

ITEM	DISCUSSION	RECOMMENDATION / MOTION / ACTION
Call to Order / Quorum	<ul style="list-style-type: none"> Land acknowledgment – Lynne Leblanc Introduction of Participants. Meeting recorded for minute taking purposes. Quorum achieved 7:02pm 	
Membership Changes	<ul style="list-style-type: none"> None 	
Approval of Agenda	<ul style="list-style-type: none"> Moved by Polina, seconded by Charles. Carried. 	
Approval of Mar 9, 2021 Minutes	<ul style="list-style-type: none"> Moved by Randy, seconded by Charles. Carried. 	Linda will post minutes on tdsb.on.ca/fslac
Declarations of Possible Conflict of Interests	<ul style="list-style-type: none"> 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. Randy Samuel is a supply for a Lunchroom Supervisor at the Board. 	
6. Staff Update: Angela	<p><u>French Review, Double Cohort intake, MFI (PD and resources)</u></p> <p><u>Middle French Immersion (MFI)</u></p> <p>Staff are ready to receive students at 40 sites for Sept 2021. Professional learning plan has been initiated to support the transition from Jr. Ext. French to MFI. Funding has been added to the current classroom-based resource collections to support teaching and learning of math and science in French. Teachers and Principals who attend 5 professional learning sessions receive a participation certification - Guiding principles in MFI, Equity and Inclusion in MFI, Literacy, Math, Social Studies and Science inquiry. Teacher and principal attendance have been quite good and it is hoped that once teaching assignments are known more will access the series which will be offered again early in the 2021-22 school year.</p> <p><u>JK/SK Entry Early French Immersion (EFI)for Sept 2022</u></p>	

Staff are working with Planning and Early Years, Childcare, and Communications on JK/SK Entry beginning Sept 2022. French Immersion application period is in November 2021. The online registration system (OLR) will support all JK registrations and staff is working with School Information Systems to direct FI applicants to PARS. According to Planning, 70 sites can support a double cohort, JK and SK entry. A comprehensive communication plan will ensure awareness in the community and among families not yet in the system. Plan includes bilingual banners outside all 70 EFI schools. The Mobile and Web Development team is updating systems to allow students born in 2017 and 2018 to apply for the double cohort entry year - Sept 2022. In September 2023, only JK entry will be permitted for Early FI as well as the GR 4/MFI entry.

The number of JK/SK double cohort applicants will ultimately drive the number of programs/classes required. Staff will use PR597 to guide the placement all on-time applicants with factors such as balance of English and French programming within dual track schools and equity of access in Etobicoke-Scarborough possibly playing a role. The registration period for JK will be two pronged in order to support the application period for French in November, but JK students can register for the regular English program in the TDSB year-round. Planning is using enrolment patterns/long term projections in past years for SK entry to project for the JK entry as we don't have past behavior for JK entry as a resource. Until applications are received staff won't be able to determine if more redirection than usual will be required. Staff emphasized that students are applying to a program, not a school.

The membership expressed concern about not placing FI students at the school that is closest to their home. Staff reported that historically, between 85 and 95% of students get placed in their designated FI catchment. Staff reiterated that redirections will be part of the process of accommodating the double cohort. There may indeed be more than in other years.

The membership asked where balance is in TDSB policy and procedures. Staff shared that it is among the drivers in the Long-Term Planning and Accommodation Strategy (LTPAS), approved by the Trustees, which supports a balanced enrolment across tracks where French programs are offered, and as an English Language board (P068 Accommodation and Program Review) the English track must also be viable and fulsome in a school (included in Multi- Year Strategic Plan), unless the direction is that of a French Centre.

	<p>Staff are working with Employee Services (ES) to support recruitment and retention of French teachers. Associate Director, Ennis reports that work to expedite the hiring process is being conducted. Associate Director, Ennis will continue to work with Employee Services on stream-lined process.</p> <p><u>Redistribution</u></p> <p>To fulfill the recommendations included in the French Review, staff acknowledge that there are some challenges with the original concept. FI sites want to see local programs preserved yet greater equity of access must be established. Prioritization of underserved areas in Etobicoke and Scarborough require staff to look at the data from early FI sites, associated catchment areas, proximity to other FI sites, number of feeder schools, etc. Staff are in the process of completing a critical pathway which will include implementation of some potential new sites. This will go to Executive Council after the April Break, with staff hoping to report back to FSLAC in May with an updated timeline.</p> <p>The membership inquired about retaining the extra French teachers which were hired during 2020-21. Associate Director, Ennis indicated that current funding does not support this in that the Ministry is not offering extra funding for staffing for 2021-22 and is requesting that Boards budget for a normal year. While \$30 million is allocated for FSL annually from Ministry funds, it is not ‘sweatered’ so it goes into the general operating budget.</p>	
7.Recommendation	<p><u>Recommendation 1 – Priority One: Access to French Immersion (FI) in Underserved Areas</u></p> <p>Doug moves that the recommendation proceed to PSSC, seconded by Charles.</p> <p>The membership understands that staff are working on a critical plan (see <i>Redistribution</i> above), which may include this recommendation, but wants to share their views with Trustees and get them on the record. The recommendation describes an equitable means to address lack of access in some areas of the system which was raised by parents in the 2018 French Review consultation. Associate Director, Ennis acknowledges that the recommendation describes concept(s) that staff, including Planning, are currently investigating using current data, projections etc. and that the critical path will describe</p>	Recommendation 1 (Addendum A)

	<p>recommended solution(s). Associate Director, Ennis wants to be able to share the sites of new programs as soon as possible, as the Board is committed to provide for the underserved communities. The membership understands that solution(s) will consider pathways, transportation (reduce long commutes), and would like to see change/new openings implemented for Sept 2022, and offered during the November 2021 application period for the JK/SK double cohort entry.</p> <p>Called for a vote. The recommendation moves to PSSC. Carried.</p>	
8. Recommendation	<p><u>Recommendation 2 – Childcare for FI Students</u></p> <p>Crystal moves that the recommendation proceed to PSSC, seconded by Charles.</p> <p>The membership feels that this recommendation is very important going into the double cohort entry. They acknowledge that childcare is not guaranteed for English or French tracks at this time. Trustee Chernos Lin is concerned that this recommendation reads like a request for childcare for FI students. Modification suggested to address this concern: remove ‘provide’ and substitute ‘facilitate’. The membership is concerned that more students may be redirected to their French program during the double cohort year, so childcare needs to be supported - families will be concerned about accepting FI if they can’t get childcare.</p> <p>Called for a vote. The recommendation with modifications moves to PSSC. Carried.</p>	Recommendation 2 (Addendum B)
9. Staff Update	<p><u>Special Ed. Needs -- Incl. in French</u></p> <p>Deferred to next meeting.</p>	
10. Ward/CPF Reports	Deferred to next meeting.	
11. Parent Co-Chair Update	Deferred to next meeting.	
Other Business	None	
Adjournment	The meeting adjourned at 9:07 pm. Carried by Lisa, seconded by Wilmar	
Next Meeting	May 11, 2021 at 7pm, Virtual Meeting	

Addendum A – Recommendation 1 – Priority One: Access to French Immersion (FI) in Underserved Areas

Whereas geographic inequity in distribution of French Immersion schools was identified as an important concern before and throughout the French Review consultations;

Whereas the geographic inequity developed because PR597 expansion process was tied to incoming applications and did not address equitable FI school distribution;

Whereas the TDSB FSL Program Review: Developmental Evaluation (p 55) indicated that 69% of parent survey participants are happy with the location of their designated French immersion school and would, therefore, be unlikely to support their program moving too far;

Whereas the Qualitative Findings showed that the unhappy parent survey participants indicated that the problem is not having access to a program at the school close to where they live;

Whereas the Qualitative Findings also indicate dissatisfaction with commute times (p 77);

Whereas splitting the largest dual track French immersion catchments will provide the quickest, simplest, least controversial, most known and practiced way to take the first step toward equitable distribution of French immersion programs across the system;

Whereas the FSLAC recommended splitting catchments to achieve more equitable access while maintaining current access was fully examined and made in the report to PSSC May 2019, recommendation #3:

<https://tdsb.on.ca/Leadership/Boardroom/Agenda-Minutes/Type/A?Folder=Agenda%2f20190501&Filename=5.6.pdf> ;

Whereas these are the 6 largest dual track catchments and the most significantly underserved areas:

- i. Corvette (W18) – 14 feeder schools
- ii. William G Miller (W22) – 14 feeder schools
- iii. Tredway Woodsworth (W19) – 13 feeder schools
- iv. George Syme (W6) – 11 feeder schools
- v. Pauline Johnson (W20) – 11 feeder schools
- vi. Brimwood (W 21) – 10 feeder schools;

Whereas these are the 5 largest Grade 6-8 French immersion continuation catchments which requires students to have long commutes, often with multiple transfers:

- i. Hilltop MS (W2, serving students from Wards 1, 2, 3)
- ii. Beverly Heights MS (W5)
- iii. Glenview Sr PS (W8)

- iv. Don Valley MS (W13)
- v. Sir Alexander MacKenzie Sr PS (W21);

Therefore, the FSLAC recommends that:

- a. The largest dual track catchments be split starting in Sept 2022 by adding sites in the most significantly underserved areas;
- b. The largest Grade 6-8 French immersion continuation catchments be reviewed, and an action plan developed for implementation Sept 2022 to add new sites and/or to redistribute existing sites with the goal of reducing commute times and transfers for students while maintain a high standard of program delivery;
- c. Staff support be provided to help develop and encourage community interest in underserved areas and underrepresented ethno-racial and socio-economic groups;
- d. new sites that do not attract sufficient enrolment in Sept 2022 be tried again in subsequent years.

Addendum B – Recommendation 2 – Childcare for FI Students

Whereas the TDSB FSL Program Review: Developmental Evaluation (p 76) indicated that only 28% of French Immersion parent survey respondents are satisfied with the available childcare;

Whereas 12 % indicated that they use childcare at their English home school, not their French immersion school;

Whereas many French immersion parents cannot access childcare at their English home school because childcare staff levels are insufficient or may not be structured to meet busses and/or there are not enough spots;

Whereas P022 Early Learning and Care commits to “seamless experiences and consistent relationships for children” (6.3.1) and “Children and families will be better served through a more cohesive system of programs wherein continuity, quality and growth is strategically planned and implemented: (6.3.5); and

Whereas Early and Middle French Immersion students do most of their day in French with French speaking teachers and early childhood educators in JK and SK;

Therefore, the FSLAC recommends that:

- a. access to childcare be facilitated for French immersion/extended students who want it at their French immersion/extended school;
- b. that childcare in French be phased in;
- c. access to childcare for bussed French immersion/extended students be facilitated at the student’s home English school for those who want it.