



# Community Advisory Committees

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

**Meeting Date:** 12 October 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 Vice-Co-Chair Lisa McAvoy presiding.

<b>Attendance:</b>	Lisa McAvoy (Parent Vice-Co-Chair W2), Charles Zhu (Parent-Vice-Co Chair W11), Sharlene Henry (Parent Vice-Co-Chair W5/W6 Alt), Doug Kwan (W2 Alt), Crystal Stewart (W6), Matt Forrest (W9), Hans Bathija (W10), 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), 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>	Katherine Fisher (W3 parent)
<b>Regrets:</b>	Lynne LeBlanc (Parent Co-Chair W8), Deloris Williamson-Braham (W5/13), Mandy Moore (W7), Sarah Smith (W15), Kathleen Meek (W15 Alt), Christie Dunbar (W16), Nancy White (W16 Alt), Rosemary Sutherland (CPF Alt), Michelle Munroe (Parent Engagement)
<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 – Lisa McAvoy</li> <li>• Introduction of Participants. Meeting recorded for minute taking purposes.</li> <li>• Quorum achieved 7:12pm</li> </ul>	
<b>Membership Changes</b>	<ul style="list-style-type: none"> <li>• Geordie Sabbagh (W8 Alt) has resigned.</li> </ul>	
<b>Approval of Agenda</b>	<ul style="list-style-type: none"> <li>• Annual Reflections Review added after Item 5 (5B).</li> <li>• <i>French Review</i> (standing item) header added to Items 5 and 9. Amended Agenda moved by Charles, seconded by Randy. Carried.</li> </ul>	
<b>Approval of Sep. 2021 Minutes</b>	<ul style="list-style-type: none"> <li>• Moved by Charles, seconded by Sharlene. Carried.</li> </ul>	Linda to post on <a href="https://tdsb.on.ca/fslac">tdsb.on.ca/fslac</a>
<b>5. Declarations - Possible Conflict of Interest</b>	<ul style="list-style-type: none"> <li>• Randy Samuel is a supply for a Lunchroom Supervisor at the Board.</li> </ul>	
<b>5B. Parent Co-chair Update: Lynne</b>	<p><b><u>2020-21 Parent/Community Member Reflection Report</u></b></p> <p>Mary presented on Lynne’s behalf. Annual survey, as required by the Board, was conducted at the end of the 2020-21 school year via Google Forms (see Appendix A). Results go to the Program and School Services Committee (PSSC) as an information item.</p>	
<b>6. Staff Update: Angela</b>	<p><b><u>French Review: JK/SK Double Cohort Entry Communications – Update</u></b></p>	

Staff reiterate the communication plan presented last month for the EFI application period. Many modes are being used to ensure we reach not only TDSB families, but also surrounding communities and those not currently attending a TDSB school. Posted flyers are in 22 languages. Staff will look into sharing information with the Toronto Public Library and is sharing information with Childcare partners. New this year: a paid social media campaign on Facebook and Instagram, with algorithm to target families of children born in 2017/2018; targeted information sessions at 4 new, historically under enrolled sites.

Virtual Information Sessions are posted on [tdsb.on.ca/French](https://tdsb.on.ca/French) under 'Information Sessions' French webpage of the TDSB site (Nov 8-7pm, Nov 15-10am and Nov 23-7pm): <https://tdsb.on.ca/Elementary-School/School-Choices/French-Programs/Information-Sessions>

Trustees receive FI application information via Trustees' Weekly. This week a slide deck and information package for use at meetings is being shared. Forthcoming is wording and links for Trustees to share via their social networks/media.

Membership welcomes ads in multilingual/cultural press and asked if media strategy includes bigger outlet (e.g., the Toronto Star). Given the relationship TDSB communications department has with the Toronto Star, could a press release on EFI trigger an article (at no cost to TDSB)?

Member raised concern about equity of just sending parents info electronically and not in backpacks. This is the last year it would be possible to promote it to the JK pool of potential applicants. In 2023, entry will only be for JK and applicant pool will not be in the TDSB yet.

Staff explained that historically 'school messenger' has proven to be the most effective method of communication with the community and negative feedback was received about putting info in backpacks. Staff will consider further cost-effective options given historical experience and previous feedback received from community.

	<p>Regarding French Review outcomes, staff stated the importance of giving 5-7 years for the changes/new program sites to develop and be successful. Accessibility to French programs is fundamental to the French Review initiative and Board direction/mandate.</p>	
<p><b>7. Staff Update: Angela/Linda E.</b></p>	<p><b><u>Staffing Update</u></b></p> <p>As per the central Employee Services staffing process, autumn reorganization (right-sizing classes) is underway, soon to be completed. This process includes filling staffing vacancies at in-school and Virtual Learning classes for English and French teachers. Virtual Learning classes are hosted at the local schools for 2021-22. Employee services recruit teachers from across the country, throughout the year. Teachers apply for the in-school and virtual learning class positions posted.</p> <p>Currently, staff don't know the structure of learning/modality (e.g., virtual learning classes or other) for Sept 2022. Staffing for FSL programs (including Sept 2022 JK &amp; SK double cohort entry) based on the number of applicants. FSL staff work with the Planning Dept. and Employee Service to plan for staffing. FSL enrolment is fluid. Challenges arise where the number of applications submitted and offers accepted may not translate to registration in the spring or attendance in September (i.e. "bums in seats") for a host of reasons. Regarding supply teachers, Education Act Regulations, Employee Services, and teacher unions guide supply teaching management, ensuring that levels are appropriate.</p> <p>Lisa McAvoy asked staff to review with Membership the existing Plan to ensure there are enough qualified, experienced French teachers in time for the 2022/23 school year.</p> <p>Trustee Chernos Lin reports that the TDSB student registration this September was lower by 6000 students (100 teachers) than projected. The decision to not surplus these teachers, resulted in additional reorganization work, while the funding details of this decision have yet to be resolved.</p> <p>Members asked about the overall strategy for FSL staffing in response to the French Review changes. Trustee suggestion made to invite Employee Services to a future meeting to do a deep dive on the Staffing process, as it pertains to English/French staffing. Member asked if combined grades are in the interest of students and if there are triple combined grades in FI/Ext.</p> <p><u>Impact of COVID Related Challenges and Virtual Learning to Student Achievement</u></p>	

	<p>Staff note that assessment is ongoing; will provide update as it becomes available. Teacher's focus is to support and encourage all students and staff are supported through professional development.</p>	
<p><b>8. Staff Update:</b> <b>Angela/Kirsten</b></p>	<p><b><u>Inclusion Strategy</u></b></p> <p>As a system, staff continue to trouble Individualized Education Plan (IEP) practices across the Board. Racialized students continue to be overrepresented in IEPs. The French Dept works closely with the Special Education Dept as the system continues to challenge the notion of why the IEP is required and to interrupt the “automaticity” of implementing an IEP in certain cases; challenging instructional practices, informing the practice, and what sets students up for success. We must be mindful that an IEP in the Early Years can change the educational trajectory for a student. Consideration must include questions such as: Is this the best support for this child, at this time? Should this accommodation/strategy be applied for all students as part of Universal Design for Learning? IEPs will continue for those where it is determined appropriate via Identification, Placement, and Review Committee (IPRC) process.</p> <p>The French Dept Inclusion module is available to FSL teachers and shortly to Administrators. The French Dept is contributing to the monthly Special Education newsletter. The FSL Dept will collaborate on professional learning for Special Education staff with the Special Education Dept Special Education and FSL will also collaborate on a module in the Special Education Part I Additional Qualification (AQ) that focuses on issues of Special Education and Inclusion in FSL programs.</p> <p>Members raised concern that getting Special Education support for FSL students, as opposed to counselling them out and into English, continues to be a challenge and if changing practices around IEPs will meet needs of FSL students who are struggling.</p>	
<p><b>9. Staff Update:</b> <b>Angela</b></p>	<p><b><u>French Review - PR597 Updates</u></b></p> <p>Staff presented revisions to PR597, as information, given the transition to the entry point for the early FI program from SK to JK in September 2022. The changes encompass housekeeping items and in addition, ensure that the transition to the new entry point for early FI is represented accordingly in the procedure. As well, the changes reflect the phase out of the Intensive Extended French Grade 6 program. Furthermore, changes to section 6.8 (b), specifically the Last Date of Admission for entry for SK as the end of term in December to September 30th, removes a systemic operational barrier to families who</p>	<p>Staff will share red-line version with members.</p>

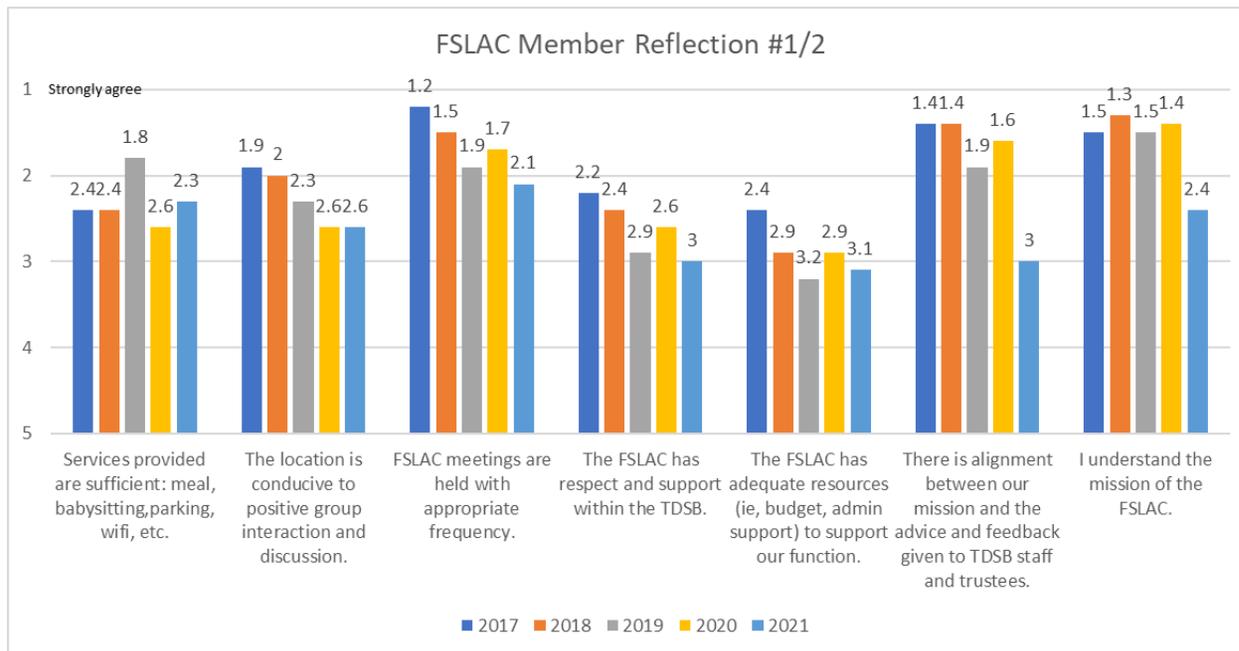
	move during the waitlist period. The December cut off for keeping the on-time applicant waitlist presented a procedural conflict between the waitlist and families that move which is compounded for families with siblings. The December cut off was in place when Kindergarten was a half-day program and Kindergarten students who missed Sept-Dec in FI could catch up to the class. The new cut off will be September 30th. Changes go to the next Governance and Policy Committee as an information item.	
<b>10.</b>	<b><u>Before/After School Care Follow-up Discussion</u></b> Deferred to November	
<b>11. Ward/CPF Reports</b>	Deferred to November	
<b>Other Business</b>	Nil	,
<b>Adjournment</b>	The meeting adjourned at 9:32 pm. Moved by Randy, seconded by Charles.	
<b>Next Meeting</b>	November 9, 2021 at 7-9pm, Virtual Meeting	

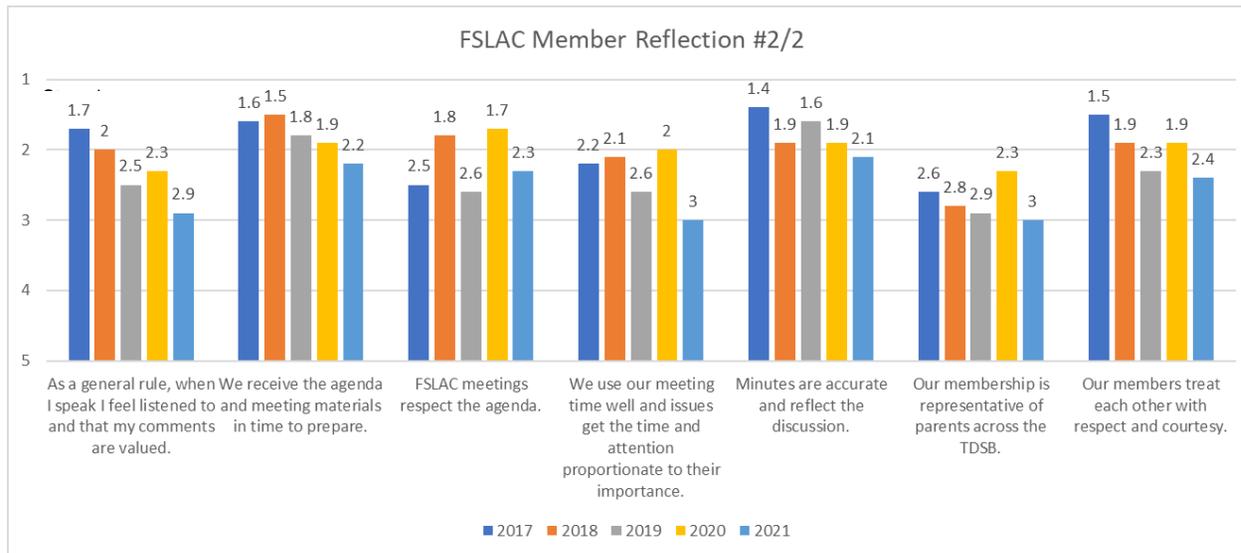
**Appendix A** FSLAC 2020-21 Member Reflection Survey Report - October 12, 2021

The report reflects FSLAC parent/community member responses to fourteen survey questions that are asked after the last meeting of the school year in June. Number of respondents by year:

- 2016 – 2017: 13
- 2017 – 2018: 8
- 2018 – 2019: 13
- 2019 – 2020: 7
- 2020 – 2021: 9

We ask respondents to rate their agreement with each statement, with 1 being “strongly agree” and 5 being “strongly disagree.” The questions were provided by the Parent and Community Engagement Office. When reading the chart, remember that a lower number reflects more agreement with the statement. The survey also gives respondents the opportunity to provide open-ended feedback. For 2020-21, we also asked for reflections on meeting by Zoom due to Covid.





**Additional likes, dislikes and suggestions on how to improve the FSLAC:**

Un gros merci to Lynne who did a great job as parent co-chair during a very challenging year.

All interested parties that want to be re-elected Ward Reps or Co-Chairs should be present at the AGM in June, at least via teleconference or virtually.

FSLAC reports to PSSC should focus on member feedback and be submitted by the parent co-chair as the work of the committee.

Important to encourage new members to participate and to educate them on the history of FSLAC, context, roles, meeting process and terminology so they can feel comfortable and better serve and reflect their community.

Unsure of impact FSLAC has on the TDSB. Parents react, staff nods and then we go our separate ways.

**Suggested goals for next year:**

For FSLAC work: encourage ward reps to connect with their ward community and report on French Second Language (FSL) only; better introduction to FSLAC for new members; increase membership with a focus on underserved areas.

For FSL students and programs: improve childcare access for EFI; every student having either an EFI or MFI entry school within walking distance; add secondary FI sites in underserved areas; improve communication to parents and families about changes to programs, double cohort year; monitor implementation and impact of French Review Recommendations.

### **Zoom Meetings:**

For 2021-22 FSLAC meetings, Covid protocols permitting, 89% of respondents prefer in person meetings with video and phone in options while 11% preferred in person meetings with phone in option like pre-Covid meetings. No respondents preferred Zoom over in person.

### **Comments:**

Zoom meetings were good, we managed and adapted well; equitable way to allow members to participate when childcare and the commute to 5050 Yonge is too challenging; option of Zooming in may help attract new members.

Quite long at 2 hours; hard to gauge consensus, have a laugh and encourage broader participation and collaboration; missed the casual before and after the meeting conversations that help get the work done; concerned that it is easy for any participant in a Zoom meeting to record them without permission from participants.