



Community Advisory Committees

Name of Committee: French As A Second Language Advisory Committee

Meeting Date: 8 January 2019 A meeting of the French As A Second Language Advisory Committee convened from 7:08 pm to 9:07 pm in Committee Room A at 5050 Yonge Street, with Mandy Moore presiding.

Attendance: Mandy Moore (Parent Co-Chair W7), Sharon Beason (Parent Vice-Co-Chair W16), Christie Dunbar (Parent Vice-Co-Chair W16 Alt), Zeynab Kazi (Parent Vice-Co-Chair W22), Rosemary Sutherland (Parent Vice-Co-Chair W9/10 Alt), Lisa McAvoy (W2), Deloris Williamson-Braham (W5), Nadya Phelan (W8 Alt), Matt Forrest (W9), Wilmar Kortleever (W11), Randy Samuel (W14), Sarah Smith (W15)

Also present were: Trustee Robin Pilkey (Trustee Co-Chair), Trustee Rachel Chernos Lin, Trustee Dan MacLean, Beth Butcher (Executive Superintendent), Angela Caccamo (Centrally Assigned Principal), Kirsten Johnston (Program Co-ordinator, FSL), Mary Cruden (Canadian Parents for French), Manon Gardner (Associate Director of Education), Anna Anderson (Parent, Millwood PS W2), Sandra Sirizzotti (Parent, Millwood PS W2), Veronique Claassen (Parent, Fern PS W7), Lynne LeBlanc (Parent, Davisville PS W8), Elaine Sun (Parent, Dunlace PS W11), Lisa Smecca (Parent, John Fisher PS W11), Sinthuja Kanageswaran (W20)

The following participated by electronic means: Zeynab Kazi (W22), Anna Anderson (Parent, Millwood PS W2), Lisa Smecca (Parent, John Fisher PS W11)

Regrets: Melanie Amadasun (Parent Vice-Co-Chair W3), Rob Janes (W2 Alt), Nalini Singh (W2 Alt), Laura Steele Gunter (W7), Lauralyn Johnston (W8), Sudha Takaki (W11 Alt), Betheney Maheu (W11 Alt), Sarah Ramkissoon (W12); Nancy White (W16 Alt), Gail Miller (W22)

Recorder: Kathy Wenger

ITEM	DISCUSSION	RECOMMENDATION / MOTION / ACTION
Call to Order / Quorum	<ul style="list-style-type: none"> • Quorum achieved 7:08 pm • Land acknowledgment – Mandy Moore 	
Membership Changes	<ul style="list-style-type: none"> • Lauralyn Johnston (W8) has resigned. 	Kathy will update FSLAC membership list.
Approval of Agenda	<ul style="list-style-type: none"> • Moved by Wilmar. Approved. 	
Approval of Minutes	<ul style="list-style-type: none"> • Amendment: Bottom of page 4 “Ward Changes as of December 1, 2019” change to 2018. • Moved by Sarah. Approved with amendment. 	Kathy will revise and post minutes on tdsb.on.ca/fslac
Declarations of Possible Conflict of Interests	<ul style="list-style-type: none"> • No conflicts of interest to declare. 	
French Review: Summary of Findings, Exploring Solutions to Key Issues: Participation, Inclusive Practices – Manon Gardner	<ul style="list-style-type: none"> • Associate Director Gardner indicated that the DRAFT full report of the French Programs Review was shared with Trustee Pilkey, Mandy Moore and Mary Cruden on January 7th; subsequent to that, Mandy shared it via email with members of the FSLAC; some minor errors were noted, and will be updated; report is an overview of current landscape of all French programs within TDSB, and stakeholder voice. 	

- Recommendations will be informed by the report and the goals set out in the Multi-Year Strategic Plan and brought forward in Spring 2019 to PSSC and then to Board.
- Feedback requested on single, dual and triple track schools. Many parents have mixed feelings about one-track schools.

Discussion inclusion and equity of access to programs:

- Lower income, racialized, different cultural groups are not equally represented as the programs are not equitably distributed geographically.
- Staffing and other costs associated with opening new sites. What are the costs and the eventual savings? May not close a site but make smaller and move some students to another school.
- Need people supports within the school; some teachers leaving. Happens in schools with well-established programs as well as with newer programs.
- Summary of how many feeders per school. Now 13 schools with no feeders and seven schools that have ten schools feeding into them. We have added new sites where the demand has grown. The challenge is that the distances are really far and are disincentive to participation.
- Consideration needed to even out SKFI distribution; and not asking for removal of FI from some schools, but Board to have an undertaking to try FI in underserved areas; for example, take Corvette which has 14 feeder schools and split into two programs so that it is more accessible for all.
- If making a recommendation should be somewhat general. Ongoing issue with finding qualified French staff. Worry that we open a program that we can't sustain.

	<ul style="list-style-type: none"> • French teachers across the province have a choice where they want to work and with cost of housing and challenge of transportation in our city, not all want to come here. • Ten years ago there was a surplus of French teachers, now a shortage. It is a cyclical problem. • Concern about absent teachers and not being able to fill the position. Have some cases where FI is being taught by English teachers. Have had discussions at past meetings on how to recruit French teachers. • Challenge – some classes get a supply teacher who speaks English. What has TDSB done re recruiting? • How can we have more French in every local school? Some recommendations can start two or three years and can be phased in. How much would this type of program cost? • Don't forget that there is Core French as well. Perhaps have Core French from kindergarten. • We have a direct pipeline to Trustees. Every student in TDSB should have a chance. Fifteen new sites in last five years. Could we get four new programs in underserved areas the next three years? Could staff come back with a report on how to address distance inequity? • Potential recommendation to examine equity re distribution of programs and number of feeder schools referred to the working group to discuss and draft. Still have next meeting as well to make recommendations. Staff is also making recommendations. FSLAC has basic work done in circulated discussion paper which is from our work last May-June. • Staff commended for work on the review. It is a very rich document. Need to read the full document. Survey results in student section is a must read. 	<p>Mandy will email re working group meeting date and location.</p>
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<p>Parent Co-Chair Report</p>	<p>Update on East York CI Survey</p> <ul style="list-style-type: none"> • Survey information was shared with FSLAC by Associate Director Gardner as requested. FSLAC recommendation on this going forward to PSSC on January 16, 2019 <p>November 2018 PIAC Conference</p> <ul style="list-style-type: none"> • Had three very well attended sessions re supporting your students in FI. There were a lot of Qs and As around resources and help. CPF has a lot of resources. <p>FSLAC Name Change</p> <ul style="list-style-type: none"> • Will remain FSLAC on TDSB website and for communication with parents. At PSSC we will be known as FSLCAC. <p>FSLAC Newsletter</p> <ul style="list-style-type: none"> • Went out December 12 to over 1,000 people. 32% opened which is a very good result. Thanks to everyone who contributed. There is a button on the FSLAC website to sign up. Members encouraged to put this information in your school newsletters and get school councils to sign up. Robin asked many principals in her area to send out newsletters. All FI and Ext school email addresses are on the distribution list. Challenge is sharing info with all schools. All Trustees are on the distribution list and are encouraged to share link and info in their newsletters. 	
<p>Staff Report</p>	<p>Applications for Sept 2019</p>	

	<ul style="list-style-type: none"> • SK placements will likely be finished by the end of January. There were 3,573 applicants, a slightly lower number than last year. • Jr Extended application period has begun. January 9 is first information night and information packages have gone out to all grade 3 students. Registration closes February 4. <p>Professional Learning in 2018/19</p> <ul style="list-style-type: none"> • In 2017-2018, there were 192 different teachers at workshops funded by Ministry grant. (Approximately 2,500 TDSB FSL teachers in total). • Q: How many teachers were in workshops over the last three years. • A: This year’s number is similar. Ministry funding for 2018/19 funding under Official Languages program finally confirmed. • A lot of funding is put into the new teachers. Looking for other ways to get to teachers. Beginning Teacher department is running exploration classrooms. Making sure some of these are FI/Ext classrooms. A teacher visits another teacher during the day in their classroom. There are other on-line professional learning opportunities. • Q: How does the \$20M for French instruction announced by the Minister of Education in the Legislature in December affect TDSB? • A: We have not heard about this. <p>Teacher Retention and Recruitment</p> <ul style="list-style-type: none"> • FSL department is working closely with Employee Services on recruitment opportunities; we are always out, we are trying to do things differently, getting out to various post secondary institutions /programs to meet with teachers candidates to let them know what we do in TDSB, and how to apply; teacher candidates and pre-service teacher candidates need to see how things are specific to TDSB; we 	<p>Mary will check into this funding announcement.</p>
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	<p>share highlights of instructional practices, the various French programs we host, etc. How do we get people to pick TDSB and stay? How do we make the incentive without being able to pay them more?</p>	
<p>Ward/CPF Reports</p>	<ul style="list-style-type: none"> • Ward 2: Since September had a lot of teachers attending school council meetings with encouragement of Principal. Lisa will be attending Hilltop school council as well. Loves Millwood – 9.9 out of 10. One issue remains is the distance, over 11 km for Millwood students to get to Hilltop, the middle school. Long-standing parent concern. Trustee MacLean – Mississauga option is convenient, but then they become optional attendance for Richview. FI at Richview closed to optional attendance. • Ward 5: Need French teachers. Lost principal. Managing well. • Ward 8: Two former wards now combined with Trustee Shelley Laskin. • Ward 11: Schools getting used to having new principals. New Trustee having coffee meeting in the next couple of weeks. Using FSLAC newsletter with a message of our own to all the school councils in our ward. Wilmar has visited a few school councils, will try to reach out to more. • Ward 14: One school just got a new principal. Parents were upset after not having a principal for the last year and a half. Having a Ward meeting soon. • Ward 15: Hearing from parents in dual track schools that students are segregated. School tries to promote cross-pollination and team building. Richness of resources among student body around French Immersion – kids who have started earlier – reading buddies. Has this been thought about? • Ward 16: Sharon went to a few school council meetings and will go to 	

	<p>more. One fascinating because a FI teacher was in attendance. Large volume of textbooks in library. Shortage of French teachers, but managing. Low ratio teacher: students. There are a lot of partnerships, French Homework Club. Distributed our newsletter. Q: Is the Canadian Parents for French public speaking time coming up? Should grade 4s be discussing topics with their teachers? Do all grade 4s know about this?</p> <ul style="list-style-type: none"> • A: Kirsten: Have sent out the information. Concours in March and early April. Acknowledge that teachers dedicate a big section of their programs to the Concours Oratoire. FSL department distributed information to all teachers. It is the teacher's choice whether or not to participate. • Comment: students have a right to know about it. Chance to do public speaking outside the classroom. Some teachers were reluctant to bring it up, let alone do it. 	
Other Business	<p>Continuation of French Review Discussion – Inclusion of Students with Special Education Needs:</p> <ul style="list-style-type: none"> • Recommendations need to come out of the report re inclusion for students with special education needs. Needs to be support earlier for those in FI programs. Ensuring that there is a staff person in addition to French teacher who supports continuing in French at that table and to give advice in IST/SST (School Support Team) meetings. Need to keep educating teachers (new and experienced), support staff and principals on inclusion in FSL. Some continue to suggest French isn't for a child with special ed needs. Need to embed in the system. Can this be articulated in the recommendations? • Experienced support from TDSB and central FSL staff, but it took a lot of 	

work to find it. Every parent needs to know how to navigate the system. Needs to be thought of in the big picture.

- Parent with daughter with learning disability discovered in grade 2. Wasn't allowed to have resource in English and Math because she was in French Immersion, would have to move her to English to get resource. Better to stay in FI and have some support in English if that is all that is available. Needs to be more of an individual basis.
- EQAO in grade 3, teacher said a child had to write the English part, parent said no because child is in French Immersion. Isn't it TDSB policy that G3 FI students only do the math and it is in French?
- Would be great to have access to more resources, even on the FSLAC site. Almost half the class doing extra work. How many parents have just walked away? Need to have benchmarks to see where your child is struggling.
- Need to see continued improvement and more rapid improvement on inclusion. Need to have recommendations. Principals may be new or be new to schools with FI/Ext and may not be familiar with inclusion in FSL. Not the answer to pull kids out of FI when they struggle. Need to understand what the policy is and how to implement. Need data collection to look at the number of kids who are dropping out because of school recommendation, supported and pushed by misinformed administrators. Need education for administrators on supporting inclusion. Is there an incentive for teachers in FI classrooms in allowing the practice to continue? If we don't talk about it we allow it to happen. Also puts stress on English classrooms.
- Manon: Principal training – brand new – orientation sessions usually at the end of August. Spec Ed, French is represented there. Deplorable to hear this discussion. Heart goes out to parents. In order to put measures in place, monitoring, would need additional people, if this is

	<p>something we want to request. Need to ensure new Ps and VPs know. Superintendents are responsible for monitoring. Manon will look for some statistics on students who leave the program.</p> <ul style="list-style-type: none"> • Not necessarily the new Ps and VPs, but the seasoned ones too. • Q: Are we keeping track of French resource teachers? • A: Staff - have been working through this, making adjustments for French staff in special education when we look at dual track schools. • Mandy and members will continue development of these ideas into possible recommendations. 	
Adjournment	<ul style="list-style-type: none"> • The meeting adjourned at 9:07 pm. Moved by Lisa. Carried. 	
Next Meeting	<ul style="list-style-type: none"> • Monday, February 11, 2019, 7:00 pm in Committee Room A. 	