

# French as a Second Language Community Advisory Committee

# Meeting Date: October 17, 2023

A meeting of the French as a Second Language Community Advisory Committee convened from 7:00 pm to 9:00 pm in Committee Room A and via virtual Zoom meeting, with Parent Co-Chair Lynne LeBlanc presiding.

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| **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), Randy Samuel (W14), Madelaine Hamilton (W16), Also present: Mary Cruden (Canadian Parents for French), Sharon Beason (Canadian Parents for French Alt), Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Louise Sirisko (Associate Director), Elizabeth Addo (System Superintendent), Angela Caccamo (Centrally Assigned Principal), Kirsten Johnston (Program Co-ordinator), Stacey Lewis (Communications), Mun Shu Wong (Digital Support), Tana Turner (Facilitator) |
| **Guests:** | Maeve Gray |
| **Regrets**: | Audley Salmon (Staff Co-Lead), Roni Felsen (Staff Co-Lead), Michelle Munroe (Central Co-ordinator PCE), Frances Shawera (W2), Mavis Ayippey (W4), Mandy Moore (W7), Elizabeth Carvalho (W7 Alt), Divya Chandra (W11 Alt), Cheryl Batty (W8 Alt), Bahira Abdulsalam (W14 Alt), Gail Miller (W22), Rosemary Sutherland (CPF Alt) |
| **Recorder:** | James Jarrett |

| Item | Discussion | Motion / Action |
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| 1. Call to Order | * Land acknowledgment – Lynne LeBlanc. * Meeting recorded for minute taking purposes. |  |
| 2. Quorum / Membership Changes | * Quorum met (6 of 9 Wards represented) * Introductions: Louise Sirisko, Stacey Lewis |  |
| 3. Approval of Agenda | * Agenda amended to include enrollment report discussion. * Sharlene Henry moves, Randy Samuels seconds. Carried. * Agenda amended again to accommodate MYSP committee presenter’s time. |  |
| 4. Approval of September 19, 2023 Minutes | * Corrections to September minutes:   + Sharlene Henry is both the Rep for W5 and Alt for W6   + Crystal Stewart from W6 not W5 * Sharlene Henry moves as amended, Randy Samuel seconds. Carried. | James Jarrett to post minutes on FSLCAC Webpage |
| 5. Declarations - Possible Conflict of Interest | * Randy Samuel works as an emergency supply replacement person with the TDSB. |  |
| 6. Ward & CPF Reports | * Not presented. |  |
| 7. Chair and Trustee Reports | * Trustee Chair: The annual enrollment will be presented at the Program and School Services Committee (Trustees) on October 18th. * A business arising motion expected from Trustee King regarding the impact of hosting French Immersion (FI) programs and their LOI status and asking for demographic data on FI since 2017. * Some schools may have lost their Model Schools for Inner Cities funding because LOI captures changing demographics and multiple other factors and can change with neighbourhood gentrification. * Q: If a school becomes less wealthy, then another school would replace it on the needy list. As a board, isn’t it the objective to give schools everything they need? * Trustee Chair: Concern expressed is that students in FI catchment may be drawn from wealthier neighbourhoods. The top 150 schools in the LOI are the neediest 150 and receive extra funding as Model Schools, including Blake St PS, mentioned in this week’s Globe and Mail article. * Extra resources are allocated based on LOI for literacy support. Support lasts for 3 years, with a transition if status changes. * Inner City CAC raised the concern that schools are being gentrified by new dual tracks with FI and losing resources. * The motion is asking for more data. * Q: Concerned about the anecdotal evidence, with FI programs being slammed as being elitist, when one of the goals of the FI expansion is to offer more program access to more students in the city. * In previous years, it was viewed that squeaky wheels were getting programming. Hard work has been done to have equity of access as an important driver in opening new French programs. * Staff: The LOI policy is currently in a consultation phase. We will take this back to our head of Research, David Cameron. More information is always a good thing. * The higher the LOI, the greater the indices of needs. It is proportionate to the school population. If we add a program to a school, we may lower the LOI. We want to make sure there is equity of access of programming * Q: When you’re looking for data, how far will you be going back? * Staff: That is part of the conversation, and we will be hearing from Research. * Trustee Chair: The motion I saw is going back to 2017. We want French to reach everyone. * Q: this aligns with the request by this committee for updates to data from the French Review and is noted in our annual report. * Parent Chair: Kirsten and I are attending a Parent as Partners conference on October 21st. There should be a button listed on the registration requestinginformation about FSLCAC. We don’t know who is capturing information. * Staff: We have added a section on the virtual portal for French Immersion. When you register there are links to our public website, flyer card and poster with application information link to our Early French Immersion information translations available in 22 languages and photos. |  |
| 8. Multi-Year Strategic Plan (MYSP) - Consultation | * Introductions: Elizabeth Addo, System Superintendent, Tana Turner, Facilitator. * Facilitator: The question we have is: Are the 5 current pillars of the MYSP still relevant, are there any priorities missing. * Presentation of the Director of Education’s video message. * Strategic Plans are Ministry mandated, run from 3 to 5 years. Goals are a safe inclusive environment, equity, human rights, Truth and Reconciliation and the rights of Indigenous peoples. * The Better Schools and Outcomes Act of 2023 emphasises achievement of learning outcomes in core academic skills to prepare students for future success. * The consultation began in the spring with Advisory Committees, student groups and school communities. We’ve been analyzing input as we receive it. * **Pillar 5** is building strong relationships and Partnerships Within School Communities to Support Student Learning and Well-being.   **Parent/Community Feedback**   * I’ve been to Ward meetings for this, and a lot of parents seemed to be unclear about Pillar 5. * Facilitator: We need to work on the language so that there is more clarity for folks. * This committee has provided a place for parents to share their lived experiences in FSL. Pillar 5 bullet points do not mention that the Board needs to listen to Parent Voice and make space for consulting at schools and at the board level. The other goal about engagement is very important. * Facilitator: Pillar 4 is to Allocate Resources Strategically.   **Parent/Community Feedback**   * LOI has appeared in this one, which is interesting. I see school budgets and fundraising. What is allocation and fundraising; is that school budget and parent council fundraising? * Staff: We know that there is a disparity for some schools with the ability for parent communities to fundraise. Is your question why they are linked or how are they linked? * Are we going to allow fundraising for additional staff members? Some schools had technology resources bought by parent councils, and those resources were reallocated because of the pandemic. IF school fundraising is viewed as a new revenue stream, how can the TDSB budget effectively? And will they allow for parent involvement in the decision making? * An FI program could lower an LOI but increase the fundraising in a school. * Staff: What role does fundraising mean for student needs? This leads to questions and further thoughts. * Budget and fundraising should be split up on the point form notes. French programs are revenue generators for school boards. More than $30 million is generated by FSL and is meant to be allocated to French, but the money goes into general revenues. * Facilitator: **Pillar 3** is to Provide Equity of Access to Learning Opportunities for All Students.   **Parent/Community Feedback:**   * Parent Chair: On behalf of the committee, this is an important pillar. Some parts of it seem so aspirational, they are not achievable in a 5-year strategic plan time frame. The TDSB cannot say with certainty that we can do this. * When you think about FI programs, it was promised at amalgamation that FI would be available across the Board, and we’re 25 years in, and still working towards this goal. * I went to a school that was not physically accessible. Equity of access may need to be specifically defined. * Can there be a specific reference to the Right to Read. * Facilitator: **Pillar 2** is to Create a Culture for Student and Staff Well-Being.   **Parent/Community Feedback:**   * I think it’s very important, it should be at the top of the list. Student and staff well-being coming out of the pandemic. Social skills coming out of the pandemic. Students are shy and anxious. * What about student well-being? * How do we measure success? The government has identified student attendance. * I want to back up the idea that well-being is the most important thing. * I tell my children that the goal in life is to become well-rounded human beings. * Regarding the Student Census that just took place, will that data be available before the MYSP is finalized? * Staff: We have worked closely with Research, including data from the Student Census. * Facilitator: **Pillar 1** is Transform Student Learning. * **Parent/Community Feedback:** * Q: What does grade 9 and 10 academic mean? * Staff: It means the de-streaming of applied and academic courses. * Will there be a focus on the Right to Read? Right now, you learn to read until grade 3, and then you read to learn. There are concerns across the board regarding reading levels for students. * How are we capturing the literacy of grades 2 and up? * Staff: We know literacy is a K-12 approach. * It’s important for Black students to achieve, but can we add a part about all students? I live in a heavily Iranian/Iraqi community. Could we add that for excellence in education? * Staff: The online survey for the MYSP is still open until October 31.   <https://www.tdsb.on.ca/Leadership/Boardroom/Multi-Year-Strategic-Plan/MYSP-Renewal> |  |
| 9. French Review | * Staff: Stacey Lewis from Communications has joined us this evening. We work very closely during the year to communicate to pre-JK families with digital and print materials as well as with all Community Advisory Committees, and all School Councils. childcare and third party providers. * Communication work includes: * multiple public webpages during and since June for JK entry application period in November. * Working with the Parent Community Engagement Office and the Community Support Workers, Settlement workers, Centre for Excellence for Black Student Achievement to facilitate the messaging in various communities throughout the city. Messaging was also provided to Settlement workers. * Sent out information through TDSB Connects and Trustees’ weekly. * A new one-minute video on the application process and timelines was launched at Parents as Partners conference. * New tip sheet and step-by-step instruction sheet available as parent/family resources on [www.tdsb.on.ca/pars](http://www.tdsb.on.ca/pars) * Info sharing on screens at 5050 Yonge. * Print copies of the flyer cards to all Toronto Public Libraries * Info provided to both BlogTO and Toronto.com * 5 information sessions posted online through Zoom offered at various times with interpreters available. * Q: Across platforms, which is the most popular for parents of 3 year-olds? * Staff: It used to be Facebook. According to our data, LinkedIn seems to be fastest growing. More parents/families are moving to Instagram. * A lot of groups are resharing in Facebook groups. | **Standing Item** |
| 10. Enrolment Report | * Staff: The implementation of Middle FI happened during the peak of the pandemic, and we saw a downward trend across the Board, including general enrolment. However, we are recovering and on an upward trend with FI application numbers. * Sept 2023, 8 new early FI sites, which will include Bannockburn PS in 2024. * The applicant pool has remained stable; patterns typically take 4-5 years to emerge. * For September 2023, more than 99% of students were accommodated in the French Immersion school associated with their home address, i.e. the expected program site. * Q: For Carlton Village it says 38 pupils were redirected to George Syme. * Staff: That may be a typo. * Q: RH McGregor 15 redirected, 49 applied. * Staff: We’ll double check that. * Q: Adam Beck doesn’t have any feeder schools? * Staff: Correct. They feed themselves. * Q: What’s going on at Winchester, highest entry classes at 3.5? * Staff: It has a big catchment area, and one of our French Immersion centres. * Q: Regarding transportation, there were no kids with tickets since the 2019 budget cuts, now there are 68 accessing them. Are they accessing through principals as announced at the time? * Staff: This is the information provided from the Transportation Department. * Q: 68 system-wide seems low. We worry that it stigmatizes kids to ask for TTC passes and would request that a digital format would be preferable. * Q: Can parent councils help with making tickets more available? * Q: RE: change of John Fisher to dual track. Some condo students were redirected for English which put them in Winchester for FI. Is it possible that these students could be repatriated to John Fisher? * Staff: We do that if there is space. |  |
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| 11. Adjournment | * Motion to adjourn Randy Samuel, Sharlene Henry seconds. Carried. 9:15 pm. |  |
| Next Meetings | November 14, 2023 @ 7:00 PM-9:00 PM, [Hybrid Meeting](https://tdsb-ca.zoom.us/j/93600090171?pwd=cVdYbEhUYjF3UTVKWTZsNW11MlNqUT09), Committee Room A @ 5050 Yonge.  2024: January 9, February 13 , March 19, April 16, May 14, June 11 |  |