



COMMUNITY ADVISORY COMMITTEE MEETING MINUTES

Committee Name: French as a Second Language Advisory Committee

Date: October 9, 2018

Time: 7:00 pm

Attendance: Mandy Moore (Parent Co-Chair, W7), Melanie Amadasun (Parent Vice Co-Chair, W3), Rosemary Sutherland (Parent Vice Co-Chair, W9 Alt), Christie Dunbar (Parent Vice Co-chair, W16 Alt), Zeynab Kazi (Parent Vice Co-Chair, W22), Lisa McAvoy (W2), Matt Forrest (W9), Wilmar Kortleever (W13), Sudha Takaki (W13 Alt), Sarah Smith (W15), Randy Samuel (W17)

Also present were: Robin Pilkey (Trustee Co-Chair), Beth Butcher (Executive Superintendent), Angela Caccamo (Centrally Assigned Principal), Kirsten Johnston (Program Coordinator, FSL), Mary Cruden (Canadian Parents for French), Manon Gardner (Associate Director of Education), Dr. Kathy Witherow (Associate Director of Education), Sandra Sirizotti (parent W2), Beverley Grondin (parent, Duke of Connaught, W15), Helen (parent, W17)

The following participated by electronic means: Melanie Amadasun (Parent Vice Co-Chair, W3), Zeynab Kazi (Parent Vice Co-Chair, W22), Sarah Smith (W15), Pauline Palmer (parent W17)

Regrets: Pamela Gough (Trustee), Sharon Beason (Parent Vice Co-Chair, W16), Rob Janes (W2 Alt), Nalini Singh (W2 Alt), Michelle Minott (W4), Deloris Williamson-Braham (W5), Laura Steele-Gunter (W7 Alt), Jane McGrath (W7 Alt), Lauralyn Johnston (W 8), Nadya Phelan (W8 Alt), Polina Osmerkina (W10), Sarah Ramkissoon (W12), Betheney Maheu (W13 Alt), Nancy White (W16 Alt), Gail Miller (W21)

Recorder: Kathy Wenger

ITEM	DISCUSSION
Call to Order/Welcome/ Introductions	7:03 pm - Indigenous Land Acknowledgement – Mandy Moore Introductions.
Approval of Quorum	Quorum achieved 7:03 pm
Approval of Agenda	Agenda approved. Moved by Matt Forest. Carried.
Approval of Minutes	Minutes approved. Moved by Rosemary Sutherland. Carried.
Update on the Review of French Programs	<p>Manon Gardner, Associate Director of Education</p> <ul style="list-style-type: none"> • French Review tracking to PSSC November 1st, then to Board on November 28th. • Report will be available a week prior. Manon will send to Kathy for distribution. • presented PowerPoint TDSB French Programs Review: Initial Highlights for FSLAC Meeting Oct 9, 2018 (appendix A). • 6,844 students, 1,988 parents/community and 1,427 staff completed the survey. • Manon also received many emails which were incorporated into the survey responses. • Summary of Findings going to PSSC November 1. Available a week prior (October 25). • Manon is willing to come back November 13 if you would like her to go through the report. • Will be presented to the <u>current</u> Board on November 28. If we are asked to put together recommendations, they would be presented to the <u>new</u> Board. Will ensure Trustees are aware of the French programs in their Wards. • has heard from other Boards that they would like a copy of our review <p>Dr. Kathy Witherow, Associate Director of Education</p> <ul style="list-style-type: none"> • Slide 6, third nugget – lack of qualified French-speaking teachers has come up many times. This is at the forefront. Will be looking at this to build capacity and how to retain. • Distribution of resources – will look at equity piece. French Review is part of the multi-year strategic plan. Will be looking at all programs. Will come back to the Board. • In certain instances, parents did not feel welcomed in the school where the French program was.

- Student Characteristics – tends to be more representation of students with demographic characteristics such as high SES (Socio-Economic Status), and less representation of students with demographic characteristics such as ELL (English Language Learners) and Students with Special Education needs. These discrepancies are less prominent in the Extended French program. Trend data shows improvement in inclusion of underrepresented groups.
- French Programs Enrollment and Retention Patterns - overall increase in enrollment in FSL programs.
- Retention rates have gone up

Q: TDSB Data Sources – will data and sources be made available?

A: Will look into it and at dates.

Q: Research Literature – did you delve into it?

A: Yes, will be reporting on that.

Q: What were the specific concerns about FSL teachers?

A: Fluency and quality

Q: When is the last time we have done an extensive review?

A: Gossling Report in 2006. Not done since.

Q: In the research, have other Boards done an extensive review?

A: Yes, this will be listed in the report.

Comments:

- When referencing quality of French teachers, issue with unexpected absences, and unavailability of French-speaking supply teachers.
- Core French retention is about 6% across the province. Need to include this information and provide retention context. As learned at FSLAC, if you track SK-Gr 12 classes in

	<p>general, about 55% of any given G12 class are originals from SK</p> <ul style="list-style-type: none"> • French teachers Lacking PD opportunities to get better with Core French “a la carte”. Need a classroom to teach French effectively. 1998 Harris era document-music and French were not “loaded” classrooms (http://www.edu.gov.on.ca/eng/funding/1112/ReviewPupilAccomodate.pdf) . Now a school has to be at 80-85% capacity to have a “spare” classroom for Core French • TDSB is huge compared to other Boards. On slide 8 – research on what other Boards have said around staffing, retention. Other Boards asked very specific leading questions to support recommendations already formulated, whereas TDSB review was very open ended with no recommendations. Advise caution when looking at reports from other Boards. Need to know the context, not just face value. • Compliments to Manon for her lead in this open minded and extensive review • It would be helpful for Manon to come back in November.
<p>Staff Report</p>	<p>Angela-Application Process for SKFI</p> <ul style="list-style-type: none"> • SK Immersion info packages have been distributed and will be going home with JK students imminently • Application process for early immersion opens October 29 and closes November 26. • Parents apply on-line. • On November 7 there will be an on-line information session for those who cannot attend an information session at schools. • Two information sessions in each Learning Centre. October 30 at George S Henry Academy; November 1 at Etobicoke CI; November 6 at Albert Campbell, November 12 at Birchmount, November 14 at Central Technical School, November 19 at Forest Hill CI; November 20 Northview Heights; November 22 at Danforth. Parents may attend as many sessions as they wish. Start time for all sessions is 7:00 pm. • Have reached out to Special Education and Transportation to attend if they wish to. • Website is updated with all the current information.

Q: Will these sessions replace school-based sessions?

A: Yes these will replace the individual school sessions. This will be our second year doing the sessions centrally. Appreciate attendance and participation of FSLAC members.

Q: How many visited the on-line session last year?

A: The on-line session was the most highly attended. Around 100 people participated.

Q: Is this down from the number of sessions last year?

A: Yes, down two sessions from last year. November has a number of Religious Holy Days.

Q: How do you support inclusion of under-represented groups when there isn't a session close to where they live?

A: Noted. Would be worth tracking attendance. Application numbers were up last year.

Q: As FSLAC reps, maybe we should send emails to principals to reach out to say we will be at the sessions. Maybe send one email?

A: Noted. Wilmar used to send emails.

- Challenging to contact parent council chairs as emails cannot be shared. Perhaps send to principals as they put out weekly emails, and use TDSB Connects.
- Angela has ensured the information will be published in System Leaders Weekly.
- Angela will look into the possibility of sending through TDSB Connects.
- PIAC can send on our behalf.

Action: Mandy will ask FSLAC members to sign up to attend info sessions

Kirsten-Professional Learning Plan for 2018-19

Beginning teachers in FSL classroom tomorrow, already have 90 people. Had a wait list so have set up a second session. Later in year offering inclusion in the French classroom – for immersion and extended and for core.

Q: Is release time included?

A: Yes, paying for release time out of the Official Languages in Education (OLE) funding.

Q: Why aren't sessions offered during scheduled PD days?

A: Most of the PD days are already spoken for. For the February PD day, we have a session for secondary FSL teachers which is well-attended.

Q: How many unique FSL teachers do hits do you get in a year?

A: Kirsten will get back to us what we had last year and goal for this year.

Q: What percentage of Official Languages in Education funds are used for PD and students?

A: Funds are sweated by Ministry of Education (MOE) and can only be spent of FSL. Professional Learning, Research, then another pot of funds under enrichment activities for FSL students.

- New Teacher Induction Program (NTIP) funding from the province covers teachers in years 1-4. Collaborating with the New Teachers Department.
- Specifically targeting teachers in their first year. Also working with the New Teachers Department to support teachers in years 2-4.
- Student enrichment activities – supported about 65 individual schools. Schools submit proposals for French activities to fund camps, performances (Greg LaRocque), French film viewings, workshops in French (woodworking, visual arts), excursions (Science Centre, Salon du Livre)

Q: Is Official Languages in Education (OLE) funding going down or same as last year?

A: We do not know this as yet. We are proceeding with what we have in our plans. There is other money we know about, but the grants are not out yet. Proceeding with our professional learning.

	<p>Comment: -Mary shared that 2013-18 OLE agreement and funding info is available at on.cpf.ca under “Research”, “The State of FSL Education in Ontario”: https://on.cpf.ca/research-advocacy/advocacy/the-state-of-fsl-education-in-ontario/ . TDSB received \$458 538 (\$322 125 for PD and \$129 413). New agreement is being negotiated between federal-provincial/territorial governments. TDSB also receives a FSL allocation every year of \$30M. MOE Technical Paper states that it is intended to be spent on additional costs related to French, to support French Language learning. All Boards put these funds into central revenue and it is spent on other things.</p> <p>Q: How do you share possible FSL activities with teachers and students? A: It resides on the AW (Academic Workplace)- internal TDSB digital bulletin board. Schools can look to see what funds are available for under French as a Second Language, Classical and International Languages. Other sources are cpf.ca and frenchstreet.ca. Can only provide funding within the current school year – cannot carry over.</p> <p>Q: If we hear about other French activities, do they have to be on your list, does this have to go through TDSB official partnerships? A: It is not necessary for every field trip to be with an established partner. All field trips must be curriculum related, safety checked. Principal and teachers accountable for keeping trips within the excursion policies.</p>
Ward Reports	<p>Ward 7- Hearing some good news things about integrating English and French students. How do we make it feel less tense between the two programs? Getting French off the carts? Getting excursions for French students?</p> <p>Ward 13 – significant amount of principal changes. Number of school council chairs changing this year. Wilmar ensuring all chairs know what FSLAC is.</p> <ul style="list-style-type: none"> • Some schools have already announced by Twitter the FI dates, may be worth exploring Twitter for FSLAC. • No ward forums yet.

	<ul style="list-style-type: none"> Harrison PS has IB program, lost 5 kids to Extended French program. One student came back. Parent was concerned as teacher told her to pull her son out because cannot handle French program <p>Q: Is it common for teachers to advise parents to take their kids out of FI after 2 weeks? This seems early? Takes time to adjust socially as well if not at your home school. A: Kirsten: don't see a big spike at the start. Hope that this doesn't come from teachers.</p> <p>Ward 15 Q. Where do we send parents with questions around pathways? Parents don't know what happened to their input. A: Angela: Information provided last year at FSLAC but will bring back if needed – pathways to new FI program at East York – two feeders are Clairlea and DA Morrison with opportunities for optional attendance. Results of the survey were shared with the Superintendent, to provide to the schools.</p> <ul style="list-style-type: none"> Sarah will connect with Supt Lucy Gianotta to follow up. <p>Ward 21 – Alexander Sterling – have French teachers for every FI grade. Concerned that a first year teacher asked parent to take her child out of class. Parents intervened.</p>
<p>Chair's Report</p>	<p>School Council Email Addresses Connected with chair of PIAC, who has email addresses, but cannot share. Offered to share on our behalf if we would like. Maybe send them the newsblast that came out this afternoon.</p> <p>December FSLAC Newsletter Staff willing to write an article for the December issue on best practices in a dual or triple-track school. Articles will include French Review Findings.</p> <p>Trustee Candidate Survey Results good. Distributed to FSLAC email list via a Myemma newsblast Oct 9, 2018. Will also be posted to FSLAC Member file on google drive. Note: sign up for Myemma list via button at tdsb.on.ca/fslac</p>

	<p>PIAC conference Nov 17 – need volunteers to staff FSLAC/CPF info table.</p> <p>Q: Do principals or teachers come to volunteer? A: No, this is a parent conference – run by parents for parents</p> <p>General Information</p> <ul style="list-style-type: none"> • Emailed Ross Parry. Just launched new parent portal. Was receptive to adding FSLAC info. • CAC Co-chairs invited to a meeting re TDSB action plans to support Multi-Year-Strategic-Plan (http://www.tdsb.on.ca/Leadership/Boardroom/Multi-Year-Strategic-Plan). Mandy was the only one there so one-on-one meeting with Colleen Russell-Rawlins. The French Review is mentioned. Reviewing Optional Attendance policy, bussing policy which don't mention French specifically, but everything that touches on French. <p>Q: With elections coming up and ward boundary changes, is there anything we should know about ward reps? Comment: Reps are either in the ward where their school is or where they live and vote. For wards being combined, people need to identify where they want to land.</p> <ul style="list-style-type: none"> • Need to look at building and renewing membership in January. Reaching out to the wards and trustees where we haven't had representation in a while. <p>Robin: Will be at least 12 new Trustees. New Trustees may not be aware of this committee. Contact Lori Barnes to get the information to the new Trustees for their orientation December 1 and 2. Can also connect with PIAC – they are looking at possibly a re-election. Only FSLAC and PIAC have "Ward" reps. Trustees' swearing in on December 3.</p>
Next Meeting	Tuesday, November 13, 2018
Adjournment	Adjournment at 8:49 pm. Moved by Sudha Takaki. Carried.

TDSB French Programs Review: Initial Highlights for FSLAC Meeting

October 9, 2018



Highlights of Findings: Stakeholder Voices

Aligned with the goals of the French Review, are five thematic areas organizing stakeholder voices.

- **Participation:** Enrolment and Retention, Entry Points, Program Location, Secondary School Pathways
- **French Education:** Quality of Teaching, French Programming, Student Learning, French and My Future
- **Inclusive Practices:** Special Education, English Language Learners and Learning Supports, Equity of Opportunity and Representation, Distribution of Resources
- **Teaching Supports:** Assessment Practices, Professional Learning Needs
- **Other Programming Concerns (French Immersion and Extended French only):** Application Process, Childcare, Transportation

Where We Started?

Goal of the French Programs Review

As approved by the Board in June 2017, a review of French Programming began in the spring 2018. This review examined challenges and successes of all three French programs in the board (French Immersion, Extended French, and Core French) from key stakeholders' perspectives. The overarching goal of the review was to investigate:

What are the successes and challenges experienced by all stakeholders (i.e., parents, students, TDSB staff, Trustees, community members) involved in the TDSB's French programming?



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Methods and Materials: (1) Stakeholder Voices

To capture representative feedback on TDSB's French Programming, multiple stakeholders were included.

Consultation Group	Method	Details
Parents and Community Members	Community Meetings and Online Survey	<ol style="list-style-type: none"> Five community meetings in May <ul style="list-style-type: none"> ✓ Danforth Tech CI ✓ Fabrique CI ✓ Brehensum Park CI ✓ Northview SS ✓ John Polanyi CI Online survey for all guardians and community members
Students	Student Forum and Online Survey	<ol style="list-style-type: none"> Student forum with Grade 9-12 students from Core, Immersion and Extended programs Online survey for all current and former students of TDSB French programs
TDSB Staff	Staff Forum and Online Survey	<ol style="list-style-type: none"> Staff forum open to French and non-French TDSB teachers Online survey for all TDSB staff
Advisory Committee Members	Focus Groups	<ol style="list-style-type: none"> Advisory committee meeting (all advisory groups invited) Meeting of the French as a Second Language Advisory Committee (ISLAC)

Respondents	Survey	Consultation Sessions
Student	6,844	81
Parent/Community Members	1,988	146 (Parents and Community Members), 27 (advisory committee members)
Staff	1,427	22

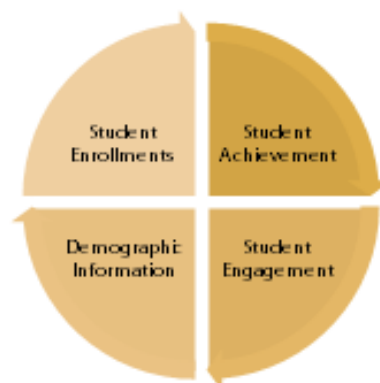
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Methods and Materials: (2) TDSB Data Sources & (3) Research Literature

(2) TDSB Data Sources:

The student data section of the review document addresses the characteristics of students in the French Immersion and Extended French programs as compared to the overall trends in the TDSB within three categories.



(3) Research Literature:

The Research Literature component of the review presents relevant FSL related research trends and an overview of language education in Ontario, Canada, and international. Also included is a summary of findings from other school board French program reviews.

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Initial Highlights of Findings: Stakeholder Voices

- Students, parents, and staff were for the most part enthusiastic about the capacity of the TDSB's French programs.
- Parents were engaged stakeholders, staff were enthusiastic teachers, and students were willing and honest participants.
- Although there were successes noted, challenges were also experienced across stakeholder groups and across French programs. These included a lack of qualified French-speaking staff; relevant high quality French resources as well as equal distribution of resources across programs and between sites; standard French assessment and evaluation tools; additional student learning supports in French; consistent teaching practices; professional development and collaboration opportunities for French teaching staff; and a consistent welcoming environment into all the French programs.
- When comparing the TDSB's Core French and the two Intensive French programs, there tended to be a divide between the two. There was a consistent theme that noted Core French as undervalued; subsequently it does not have the same resource budgets, staffing priorities, teacher professional development opportunities, student learning supports, and overall importance as other subject areas. In a bilingual country, many felt this to be unacceptable.

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Initial Highlights of Findings: TDSB Data Sources

Student Characteristics

- Students in French Immersion and Extended French programs vary from the average TDSB rates on demographic, achievement, and engagement variables.
- In general, there tends to be more representation of students with demographic characteristics such as high SES, and less representation of students with demographic characteristics such as ELL students; these discrepancies tended to be less prominent in the EF program. A variety of achievement measures all suggest a pattern of higher achievement among students in the FSL programs. Likewise, measures of school engagement suggest a marginally lower rate of suspension, and absenteeism among students in the FSL program.

French Programs Enrollment and Retention Patterns

- Overall, there has been an increase in the enrollment in FSL programs in the TDSB from 2002-03 to 2017-18.
- Similarly, there was a tendency for an improvement in retention when comparing the older cohorts (e.g., 2002-03) to the most recent cohorts (e.g., 2008-09).
- On average, male retention was slightly lower than female retention, especially in the Early French Immersion, Junior Extended French, and Intermediate Extended French programs.
- Some grades tended to have higher or lower levels of attrition overall. The most prominent attrition occurred between Grade 8 and Grade 9.

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Highlights of Findings: Research Literature

Many of the challenges presented through stakeholder voices, student data, and enrollment and retention data are well known by research scholars. Concerns acknowledged within the literature that impact community stakeholders and French programs at the TDSB include: student enrollment concerns, staffing and recruitment of qualified French teachers, realistic fluency expectations of French programs, inconsistent curriculum implementation, lack of professional development opportunities for French teachers, Core French a la carte model, and a lack of remedial learning support in French programs.

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Next Steps

Stakeholder perceptions, participation and enrollment trends, research literature and their subsequent recommendations, all provide extensive evidence for an informed discussion about advancing the improvement efforts of Core French and the French Immersion/Extended programs. Aligning improvement discussions with the goals of the TDSB's Multi-year strategic plan is the first place to begin. Advancements in programing should be rooted in the goals that drive TDSB's mission.

