



COMMUNITY ADVISORY COMMITTEE MEETING MINUTES

Committee Name: French-As-A-Second Language Advisory Committee

Date: June 12, 2018

Time: 7:00 pm

Present: Lauralyn Johnston (Parent Co-Chair, W8) Christie Dunbar (Parent Vice Co-Chair, W16), Sharon Beason (Parent Vice Co-Chair, W16), Rosemary Sutherland (Parent Vice Co-Chair, W 9 Alt), Rob Janes (W2 Alt), Mandy Moore (W7), Nadya Phelan (W8 Alt), Sudha Takaki (W13 Alt), Randy Samuel (W17), Zeynab Kazi (W22), Mary Cruden (Canadian Parents for French),

Teleconference: Lisa McAvoy (W2), Melanie Amandasun (W3), Matt Forrest (W9), Paulina Osmerkina (W10), Wilmar Kortleever (W13), Alison MacAlpine (W14)

TDSB: Beth Butcher (Executive Superintendent), Angela Caccamo (Centrally Assigned Principal), Kirsten Johnston (Program Coordinator, FSL)

Guests: Trustee Shelley Laskin (W11)

Regrets: Robin Pilkey (Trustee Co-Chair), Pamela Gough (Trustee), Sarah Smith (Parent Vice Co-Chair, W15), Bronwyn Graves (W15 Alt), Pauline Palmer (W17 Alt)

Recorder: Kathy Wenger

ITEM	DISCUSSION
Call to Order/Welcome/ Introductions	7:13 pm - Indigenous Land Acknowledgement – Lauralyn Johnston Introductions.



Toronto District School Board

Approval of Quorum	Quorum achieved 7:18 pm
Approval of Agenda	Agenda approved.
Approval of Minutes	<p>April minutes – approved with changes. Under Membership Review: Amy Fullerton (W7) resigned. Moved by Lisa, seconded by Rosemary.</p> <p>May meeting notes (not minutes as did not achieve quorum). Approved with amendment: remove “Parent Vice Co-Chair” next to Lisa McAvoy’s name.</p>
AGM Election of 2018-19 Executive	<p>Lauralyn will not be staying on as Parent Co-Chair. Volunteer for Parent Co-Chair: Mandy Moore. Zeynab Kazi, Melanie Amanduson, Sharon Beason, Christie Dunbar, Rosemary Sutherland as Parent Vice Co-Chairs.</p> <p>Motion to approve new Parent Co-Chair and Vice Co-chairs: moved by Nadya. Seconded by Sudha. Unanimous.</p>
Approval of Annual Report of FSLAC	<p>Mandatory for all CACs to do an annual report. Annual Report of FSLAC will go to next meeting of Program and School Services Committee of the Board in September. Details our membership, mandate, activities undertaken, concerns. Amendment on Page 5, second line, “In September 2018, <u>three</u> new Grade 4...”</p> <p>At PSSC in September, Mandy, new Parent Co-Chair, will attend to speak to the annual report. Approval of amended report, moved by Christie, seconded by Zeynab. All in favour.</p> <p>Discussion: How do we know what success of the FSLAC is?</p> <p>FSLAC Mandate was determined by the Board of Trustees when committee was formed and is in Terms of Reference. Changes can be proposed in May for approval at the June AGM. Has served FSLAC well by bringing trustees, staff and parents together.</p> <p>Staff here to listen. To change TDSB policy, it goes to Trustees through PSSC. Most things parents get concerned about re French are operational, not policy issues.</p>
Approval of Input to French Review	<p>Electronic copies sent to all members. Also included with agenda today.</p> <p>Approval: moved by Zeynab, seconded by Nadya. All in favour.</p>



	<p>Action: Lauralyn will send FSLAC French Review input to Manon. Understanding that the input of the FSLAC will be in the final report of the French Review as a stand-alone item.</p>
<p>Staff Report</p>	<p>Angela Caccamo on behalf of Executive Superintendent Gardner –</p> <p>French Review: Community consultations throughout May at five different locations throughout TDSB. Voices were listened to. Received some good feedback. Appreciative of various ways of giving input. On June 5 had student forum with approx. 100 students (Extended, Immersion and Core), very respectful, great conversation. Same evening welcomed staff at a consultation. Very good input, successes and challenges.</p> <p>On-line surveys open until Friday, June 15 after about 6 week of being open. Participation to date: : 1,801 parents have completed survey on-line. JK-11 pretty even numbers, about 80 in grade 12. Staff survey 1,389 responses. Great representation across the Board. Biggest contribution, extremely proud of, is the student survey 6,540 participated. This is a great accomplishment, student voice, student engagement, student achievement. Will help to move our FSL programs to the next level. With help of our Guidance counsellors, all grade 6 to 8 students were able to participate.</p> <p>Will be looking over the summer at the great feedback that has come forward. Very excited to have this opportunity. We appreciate the effort you make. Really impressive returns. Doing very good work in French programs and still focused on making it better.</p> <p>Annual Enrolment in Immersion/Extended French Programs 2018-2019 & Core French Program 2017-2018: Was shared electronically with FSLAC in May before going to PSSC. Increased enrolment in FI – running 71 SK sites. CH Best, Maple Leaf and Ryerson to open in September as new Jr Extended (grade 4 start) sites. All entry points reflected in report as well. In report, one star is a new site.</p>

Moves for Sept 2018 – Jr Extended program from Roselands moved to Harwood; Dunlace to Denlow

Numbers of students receiving transportation by grade in report, 734 SKFI students transported in 2017-18. Total number of students transported down from previous year. Shows programs are actually closer to the home schools. Transportation should be reduced again next year with the 3 new Jr Extended sites.

Questions/Comments:

Concern raised about the intake class size at Greenholme as they have struggled with enrolment.

Staff: Will continue to support. Would hate to lose a site in north Etobicoke.

Brown PS is down to one intake class for SKFI, not what TDSB procedure suggests as a minimum for a strong program?

Staff: Space constraints, decision made to reduce to 1 class in a PART. Decision did not solve the problem as 14 kids stayed in English rather than taking the SKFI placements at Glen Park. Immediate - we don't see the impact, but we manage moving forward to keep an English program.

Redirection from FI schools with no feeders. Were all of these schools subject to lottery?

Staff: Yes, if no feeder schools we use lottery. Randomizing software used for the lottery. Need to ensure everyone is aware of the process.

In report – system total – no one on the wait lists (system wait list). Schools have a wait list but we do not have a system-wide wait list. Understanding how many in total are on wait lists would help understand the demand. 90% have accepted. Would be helpful to see the total of redirections and redirections accepted in the report.



	<p>A lot of people are lucking out due to sibling policy.</p> <p>Jackman enrolment issues go back 20 years, intake capped at 45. Staff: Blake now has French Immersion. Child care can be an issue, but not always. Intake numbers generated by the Planning Department and we have to work within it.</p> <p>Thank you to Angela and Kirsten. Reports are always informative.</p>
<p>OPSBA Report – Trustee Laskin</p>	<p>Handout “Meeting Labour Market Needs for French as a Second Language Instruction in Ontario”. http://www.opsba.org/SiteCollectionDocuments/FSL-OLMP%20Year%20End%20Report.pdf</p> <p>Thirty-one Public School Boards are part of the Ontario Public School Boards’ Association. Shortage of quality French teachers is not just a TDSB issue, it is a provincial and Canadian issue. OPSBA received a grant from the provincial government to do a study. Trustee Laskin attended a focus group session. This is a three-year project that will lead to the implementation of an action plan.</p> <p>Comments: Quality of core French programming doesn’t always get talked about that much, except at this table.</p> <p>Professional learning opportunities to keep people engaged.</p> <p>Costs more to live in Toronto. You can get a French teaching job anywhere you want.</p> <p>Beth – a natural result of having fewer French teachers is having challenges with French qualifications in administrative positions. We work with our staff to be successful without having the language.</p>



	<p>Having guidance counsellors who value French as a second language important. Need to support our children.</p> <p>Is the funding secure for this study given the change of government? Trustee Laskin - Can't really answer. Think there is a commitment that this is not a partisan issue. There was an indication that there will be funding for year two.</p> <p>Mary – Canadian Parents for French held a roundtable in May on French teacher supply, recruitment and retention. Judith Nyman, the OPSBA lead on project presented. Connections were made including with a placement specialist at the Universite de Montreal which was passed on to Kirsten for TDSB recruitment efforts. Federal government has pledged \$30M to support action on FSL teacher supply as part of the new roadmap to bilingualism.</p> <p>Thank you OPSBA for doing this. Researcher has done a phenomenal job.</p>
<p>Chair's Update</p>	<p>CAC/FSLAC Reflection on 2017-18 via Survey – Link was sent to all members on June 10. Paper copies made available at meeting. Results will be summarized and shared at the September FSLAC meeting.</p> <p>2018-19 Meeting Dates: 2nd Tuesday of the month, except December and March. Due to conflict with Board committees and recognized holidays, alternate dates chosen for September and February.</p> <p>Thursday, September 13, 2018 Tuesday, October 9, 2018 Tuesday, November 13, 2018 Tuesday, January 8, 2019 Monday, February 11, 2019 Tuesday, April 9, 2019</p>



Toronto District School Board

	<p>Tuesday, May 14, 2019 Tuesday, June 11, 2019</p> <p>June Newsletter out soon – thank you to those working on it.</p> <p>CAC co-chairs meeting – Lauralyn attended. Some of the CAC chairs have never seen the CAC handbook provided by the Board. Lauralyn shared information about the FSLAC briefing book as a possible template for other CACs. Next year CAC Chairs and Vice Co-Chairs will meet to share information and learn. Highly recommend participation to incoming Parent Co-chair.</p> <p>Question – any movement, maybe at CAC meeting, towards having the FSLAC newsletter forwarded on to the School Councils? FSLAC does not have access to school council email addresses – maybe bring this up in the Fall.</p> <p>Lauralyn thanked everyone for the work done during her absence on the French Review and for the May meeting. Rather than a gift, Lauralyn donated the funds collected from the FSLAC to a charity that helps women with low incomes dealing with cancer.</p>
Ward Reports	<p>Ward 2 – Chris Glover moved on to MPP in Spadina-Fort York. Scarlett Heights had an official farewell (W1). Spirit of the 70s class, some shared experiences of that decade. Fun Fair – a parent lodged a complaint with a government agency – contacted them twice. Had to get technical licences for fun fair raffle. Has happened before at Brian PS. Certain fundraising activities are under the gaming laws. Last minutes challenges but fundraising exceeded goals.</p> <p>STEM conference well attended. Observation: 6 FI schools in Ward 2. 5 administrators qualified for French, only one of them is at a French Immersion school. Would like to find out more about this next year. Perhaps get numbers next year of French administrators at French schools.</p>



Beth – could be many different scenarios that led to this. Person promoted at the time to a school with French as may not have been a vacancy at a French school at time ready for promotion.

Ward 7 – final meeting 2 weeks ago at Western Tech., culinary class cooked dinner. Trying to organize to get everyone together next year. PIAC rep arranges a ward chair coffee. Usually every other month.

Ward 8 – Lauralyn attended budget meeting. She was the only parent there. , one other came but left.

Lawrence Park parent council was well attended. Often have speakers. Heard one re grants and bursaries. Students can actually start to apply while still in high school. Does not always go to those with the best marks. Interesting staffing things happening at Lawrence. Some retirements.

Ward 10 – going well. Few meetings on redoing boundaries. Seems to have gone over well. Excited about the new FI site at Oakwood CI in fall of 2020 with arrival of Grade 9. Will add year by year. Great for kids to get to stay in their neighbourhood. Good space as well. French programs going well. TDSB subsidized spots for more kids to attend camp. Lord Lansdowne continues to have issues to lack of supports. Now has a principal who doesn't speak French, VP doesn't speak French either.

Ward 13 – losing 5 kids in IB at Harrison to FI at Denlow. Denlow had an information evening. Information meeting at Hodgson about additions planned there and area changes at various elementary schools.

Ward 16 – met last night, 3 SOEs there. All 3 mentioned the French Review. Malvern had a good turnout for the students. Glen Ames promoting French for all students:Core, Immersion and Extended. Robotics club went to California. Trustees meeting at Bowmore last night, shortage of teachers and day care raised. Perhaps something happening at the



Toronto District School Board

	<p>provincial level in the near future.</p> <p>Ward 16 – Christie received a note from Principal to say all students doing survey for French Review with their teachers. TDSB offering summer school for core and FI. Contacted Edu-Travel – have a few spots left for their trips in the summer for secondary credits. Will be adding more French programming.</p> <p>Ward 17 – Transitioning going on in Ward 13 at Windfields. Losing 2 portables at Broadlands. Principal at Broadlands is leaving. Currently have an acting VP as VP is on maternity leave. Will have a new Principal next year. Trustee Ken Lister will be running for city councillor. Trixie from PIAC will be running in her ward.</p> <p>Ward 19 – Trustee Smith running a Fun Fair – Free.</p> <p>Ward 22 – Two French classes. Got a couple of new teachers which were definitely needed.</p>
<p>New Business</p>	<p>Presentation of flowers to Lauralyn, thanking her for being the volunteer Parent Co-chair. Thank you gift from Mary on behalf of Canadian Parents for French.</p> <p>Lauralyn – thank you very much. FSLAC one of the most amazing windows into TDSB system. This has been a real education seeing the city, seeing all the faces from not just her neighbourhood, really an enriching opportunity. Thank you to staff for your professionalism and time for evening meetings. Been humbling. Really appreciated.</p>
<p>Next Meeting</p>	<p>Thursday, September 13, 2018</p>
<p>Adjournment</p>	<p>Adjournment at 9:02 pm.</p>

APPENDIX A

FSLAC INPUT INTO THE FRENCH REVIEW

SUCCESSSES

Quality of Teaching

(teachers; resources for teachers, students, parents; student engagement)

- Positive experiences in French programs
- Quality teaching
- Central FSL staff support essential, thank you, doing a great job with a very small staff

- Updated curriculum, where implemented, focus on authentic communication
- Staff buy-in for implementation of principles of the CEFR (Common European Framework of Reference) and classroom application, authentic learning
- Staff buy-in for the DELF (Diplôme d'Études en Langue Française), an external, internationally recognized exam for grade 12 students where they receive a French proficiency credential
- Increasing number of staff who are DELF Correcteurs (examiners)
- Public speaking opportunities in French in the classroom, TDSB regionals and provincials via Canadian Parents for French Concours and FSL teachers and staff
- Idello-TFO on-line, CEFR based resources for students, teachers, parents

English and French Programming

(types of programs; entry grades; organization of programs within schools and across TDSB)

- Range of FSL programs and entry points, local and system-wide - 2 entry grades for immersion (SK and grade 4); 2 entry grades for extended (grade 4 or 7)
- 100% French instruction in immersion from SK-grade 3 is an exemplary, evidence-based program

- Summer e-learning credits for continuation to grade 12 in FSL, free of charge
- Summer elementary programs in French for students, free of charge
- Addition of French immersion centres: Winchester, Melody Village, Lord Lansdowne
- Growing number of immersion/extended elementary and secondary sites

Inclusive Practices and Access to Programs

(practices/results that support inclusion and increasing student participation in French programs)

- Provision of support for FSL students with Special Education needs as outlined in TDSB policy and Ministry documents, on the same basis as support for students in English
- Shift to inclusion of all learners in FSL; mindsets of administrators, support professionals and teachers improving towards inclusion of boys, allophones and students with special education needs
- TDSB sharing of demographic information (gender, socio-economic, ethnicity) for FSL program students establishes baseline and demonstrates commitment to removing barriers to inclusion
- Growth of immersion/extended French programs indicates improved access and inclusion, parent confidence in the programs: approximately 21000 in French immersion, 7000 in extended French (2016-17); up from 15000 in French immersion and 5000 in extended French (2008-9, adoption of PR 597)
- Growing equity in geographic distribution of SK immersion and grade 4 extended across the city since amalgamation and adoption of PR 597 with new sites and catchment sizes reduced
- Meeting range of needs and French learning goals with 3 entry grades – SK, grade 4 and grade 7 – particularly families who aren't in Toronto for SK, who aren't ready to make the decision and students who seek increased French opportunities themselves
- P080 and PR597 clearly outline responsibilities, commitments and procedures for parents and staff
- TDSB information sharing, transparency supports informed collaborations; i.e, FSL annual report, staff reports at FSLAC meetings

- Information package to all parents in grade prior to entry grade
 - All on-time applicants placed for SK immersion and grade 4 extended
 - Centralized, on-line application and acceptance for SK immersion and grade 4 extended is accessible and can be navigated by most parents, information nights are providing a uniform, inclusive message
 - Video explaining FSL programs is great, very clear and informative
 - Sibling rule supports equity of opportunity within families and reduces family stress
-
- French as a Second Language Advisory Committee, parent run with staff, trustee support is a best-practice in FSL parent engagement and collaboration

Transportation (yellow bus and TTC)

- Transportation is available and supports equity of access across the TDSB

Childcare (extended day – before and after school care for students age 4-12)

- Availability of full day senior kindergarten in French immersion program
- Availability of extended day in some French immersion/extended schools

SUGGESTIONS

Quality of Teaching

(teachers; resources for teachers, students, parents; student engagement)

- Teachers need more support and investment to develop skills in second language teaching, to maintain and improve their French language skills and to be current in French culture, to participate in professional learning communities, to highlight and share best practices with all colleagues (FSL and others)
- Increase support for collaboration of FSL teachers at the school and at the system level, particularly core French teachers
- Return central staff support for FSL teachers at a minimum to 2006-2016 level (6 dedicated bilingual coaches with FSL expertise/focus) or boost to 1 elementary FSL coach, 1 secondary FSL coach for each Learning Centre.
- Assess the impact and uptake of the new FSL curriculum (shift to authentic communication, improved classroom practices – move away from worksheets), provide sufficient central FSL staff to support implementation of the curriculum, the FSL Framework, Including Students with Special Education Needs and Welcoming English Language Learners
- Make French immersion centres hubs of excellence to support isolated core French teachers and surrounding dual track schools, particularly in the area of best practices in special education support

- Address lack of understanding about accents vs proficiency, encourage acceptance of teachers from all over the French speaking world
- Invest, recruit, welcome and support immigration of qualified French teachers from Ontario and beyond, get provincial/federal government support for immigration initiatives for FSL teachers

- Source new apps, classroom and library resources (electronic and paper) to help core French teachers make their programs more engaging for students
- Ensure support for students doing homework in French by providing TVO math support in French for immersion students as is available for Francophone students with SOS Devoirs

- Promote and support use of TDSB Virtual Library French resources in FSL classrooms and at home; ensure French classrooms and libraries have sufficient paper copy resources like dictionaries
- Support and promote learning French beyond the classroom through extracurriculars, particularly for core French students to increase engagement and confidence and retention to grade 12; give every grade 6-8 student an immersive experience for a few days in a Francophone community

English and French Programming

(types of programs, entry grades, organization of programs within the TDSB)

- Recognize and celebrate that we have French in every school; focus on and share student success in all FSL programs
- Maintain SK immersion, grade 4 immersion/extended and expand grade 7 extended across the system;
- Allow access to JK English at receiving immersion schools for parents who already know they want immersion.
- Put immersion/extended programs in JK-8 schools (not JK-5 or 6 schools) to reduce overall transitions and improve retention
- Expand secondary credit options in French for extended/immersion French to allow for student choice
- Continue to expand and better communicate summer e-learning French credit opportunities
- Offer IB and immersion/extended French like TCDSB
- Create flexible ways for immersion/extended students who choose specialty secondary schools to get enough French credits to complete their bilingual certificates; ie, campus approach where specialty school is linked to an immersion/extended school
- Give elementary core French teachers their own classrooms

- Share data on core French retention from grades 9-12 to help have a focused conversation and action plan
- Ensure every core French student has a way to complete the program to grade 12; ie, core French grade 10-12 school day e-learning where attrition is so high classes don't run

Big Ideas to Explore:

- Offer only a bilingual French/English education at every local school
- Make every elementary school a dual track, with either an immersion or extended program offered
- Do what OCDSB is doing: every JK/SK student is in French half day and continues in core or immersion in grade 1 or a program that is somewhere between core and full immersion with lots of French in the early grades or a more intensive French program in every school
- Start immersion in JK to eliminate JK to SK extra transition
- Re-design core French to start in JK/SK and have intensity in the early years
- Replace traditional core French with Intensive Core French where students do all classes but math in French for a few months to build French skills as is done in other parts of Ontario and Canada

Inclusive Practices and Access to Programs

(supporting inclusion and increasing student participation in FSL programs, application process)

- Educate all staff on what inclusion means – boys, allophones and students with special education needs
- Ensure IST/SST tables advocate for support within French programs, rather than English only support. Or, if not yet possible to provide support in French, provide the support in English but don't make students switch streams to get appropriate help
- Earlier identification of students with learning needs in French for early intervention

- Bust the myths: provide parents with proficiency outcome information based on the Common European Framework for all FSL programs, share research on inclusion, promote benefits of continuing in FSL to grade 12 to students/parents

- Determine and develop community interest (rather than simply counting current applicants) to even out the geographic distribution of immersion/extended programs and reduce catchment sizes
- Continue expansion based on current applicants and track and improve the rate at which applicants get the site closest to home; ie, their designated site
- Where a dual track and a single track elementary English school are within walking distance, twin the schools making one single track immersion with increased spots and making the other single track English; ie, like Winchester PS and Rose Ave PS or Melody Village JS and Elmbank. Improves access to and retention in immersion and provides better experience for all students

- Expand grade 7 entry across the system to encourage students who do core in grades 4-6 and want to do more French

Transportation (yellow bus and TTC)

- Allow alignment of bus pick-up and drop-off times to coincide with childcare hours at the immersion/extended French school if most parents prefer it to bus runs aligned to the 9-3 school day
- Cut down on transportation by increasing immersion/extended spots at existing sites and by increasing number of sites so more students can walk.
- Set maximum thresholds for distance and commute times for grade 6-8 students on TTC; ie, provide a yellow bus if TTC commute is greater than 8 km and more than 45 minutes.

Childcare (extended day – before and after school care for students age 4-12)

- Provide access to childcare in French for all immersion/extended students at their immersion/extended school
- Or, provide access to childcare at their home school if they are bussed