



COMMUNITY ADVISORY COMMITTEE MINUTES

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

Date: May 10, 2016

Time: 7:00

Present: Trustee Co-Chair Robin Pilkey; Parent Co -Chair Kristina Laperle (W17); Parent Vice Chair Matt Forrest (W9); Jane McGrath (W7 Alt); Lauralyn Johnston (W8); William Kortleever (W13 Alt); Peggy Dufresne (W19); Rosemary Sutherland (W9 Alt); Sarah Smith (W15); Sharon Beason (W16); Mary Cruden (Canadian Parents for French)

Teleconference: Dina Pizolinas (W2); Steph Rickard Chadda (W14, W11 Alt); Kingsley Kwok (W20)


TDSB Staff: Exec Superintendent Beth Butcher; Shulin Dave(Senior Manager Organizational Design & Information Mgmt.); John Tancredi (Central Co-ordinating Principal); Kirsten Johnston(Program Co-ordinator FSL);

Guests: Rob Janes (Hilltop parent, W2)

Recorder: Latha John (Parent and Community Engagement Office)

ITEM	DISCUSSION	RECOMMENDATION/MOTION
Call to Order/Welcome/ introductions	Meeting was called to order by Chair Laperle at 7:09pm, welcome, introductions followed.	
Approval of Quorum Membership Review	Quorum was achieved. No changes to membership.	
Approval of Agenda	Motion to approve agenda by Matt Forrest, seconded by Lauralyn Johnston. Carried.	
Approval of Minutes	Motion to approve the minutes by Sharon Beason seconded by Rosemary Sutherland. Carried.	



ITEM	DISCUSSION	RECOMMENDATION/MOTION
<p>Guest: Dave Shulin, TDSB Sr. Manager Organizational Design and Information Management EDSBY Parent Portal Key Functionality, Current Status & Next Steps</p>	<p>EDSBY Parent Portal, Key Functionality, Current Status & Next Steps (Presentation attached.)</p> <p>Q. How much of information is automatically available to parents? Is there an associated policy for teachers to use this tool? A. The Board honours the collective agreements with teachers; the hope is that the teachers would use this tool in collaboration. Teacher controls what information is shared with the parents and students.</p> <p>Q. Will all TDSB schools have the equipment for the teachers to access the parent portal? A. By 2016 all TDSB schools to have WIFI and so schools will be connected for access to the portal.</p> <p>Q. Can groups such as FSLAC push out information through the school council to automatically show in the parents feeds? A. The technology has the ability to do that but it depends on how the tool will be used.</p> <p>Q. Do parent access to the portal similar to Academic Workspace? A. The Board looking to use existing Google accounts of parents to provide access to the parent portal.</p> <p>Q. How long does the server have to keep the student records in the system? A. The Legislation requires keeping Ontario school records for 55 years. We archive student information five years after the student has left the board.</p> <p>Q. Will the admin have access to the data? A. Technical Administrator does not have access to the data as it is encrypted and won't make sense. Admin's role is to provide access to users, add users.</p> <p>Q. What is the roll out of the parent portal?</p>	 <p>FSLAC_Parent Portal Update.pdf</p>





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	<p>A. The Board wants to make sure that the teachers will use the tool. Professional Development to introduce the tool and the benefits to the teachers for adoption. The main issue is to have enough content in the tool.</p>	
<p>Guest: Beth Butcher TDSB Executive Superintendent TDSB budget: Reorganization of central teaching staff</p>	<p>Board is in the process of implementing an evolving design based on feedback from schools, students and parents. The focus of the Board is: more engagement, more responsiveness, one point of contact for schools.</p> <p>Four learning centers have been formed; each of the learning centers to have seven Superintendents reporting to one Exec Superintendent. Each Superintendent to have the responsibility for approximately 20 schools (currently responsible for 30 Schools). Each learning centre will have approximately 20 Coaches who will work directly with the schools.</p> <p>FSL Support update Currently there are six FSL Instructional Leaders who are centrally supported; ie, reporting to the FSL program coordinator. Under the new model there will be more supports at the school level available in timely manner.</p> <p>Of the eighty new coaches hired (20 Early Years Reading Coaches and 60 K-12), seven have French qualifications. Two of the seven with French qualifications will work on professional learning which is directly funded under the Official Languages in Education transfer payment agreement with the Ministry of Education.</p> <p>Of the eighty new coaches hired, twenty are Early Years reading coaches who will work directly with schools. Five of the twenty have FSL qualifications.</p> <p>Staff will be assigned to all positions by May 31st and the information will be public. Executive Superintendent Manon Gardner will be responsible for Teaching and Learning. The</p>	



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	<p>Coaches will report to Central Coordinating Principals in the Learning Centres and to the Executive Superintendent in that same centre. All will collaborate to make this work effective, engaging and responsive to our students' needs.</p> <p>Q. How are the coaches identified/qualified as FSL? A. The candidates have self-identified as FSL. The Board's focus was on hiring the best instructional coaches based on teaching expertise, the focus on subjects will be after the hiring.</p> <p>Q. Current Instructional Leaders have FSL Part 1, Part 2 and Specialist additional qualifications. Do the self-identified new hire coaches have those? A. FSLAC to trust the hiring process of the Board. The Board will work with what is appropriate and will not have coaches who are less qualified than what the Board currently has. The process was highly competitive.</p> <p>Q. How is the Board responding to the increasing enrolment numbers for extended and immersion French? The five early years reading coaches with FSL will provide support. The learning coaches will be fully involved and 100 percent present in schools. Additions to current support are being made based on research and needs identified in the system.</p> <p>Q. Is the funding for professional learning for French still sweated? A. Yes. Official Languages in Education transfer payment agreement has already been factored in.</p> <p>Q. Principal & Vice Principal with French qualifications - is there an overlap with responsibilities with the coaches with FSL qualifications? A. The roles and functions are different. The coaches and principal will work together on professional learning and support for teachers.</p>	



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	<p>Q. Who determines the need for learning coaches in schools and how is it allocated? A. The coaches to work with the staff to support learning as part of the school plan and the school’s defined goals based on equity, student achievement and wellbeing. The coach will come in when there is a need.</p> <p>Q. Do French Immersion students have to be 2 years behind to get supports? A. The first supports are best provided by classroom teacher in the classroom when a need is identified. This is in general in the Board, not specific to French immersion. Early intervention in the classroom can mean there is no need for the external service or withdrawal for support.</p> <p>Q. Are the numbers for FSL coach numbers serendipitous from all the people who applied or are there FSL specific positions? Will the 12 people with FSL qualification be dedicated to French? A. The coach positions are 3 yr. terms subject to reorganisation and the French learning coaches will be dedicated to French. There may be some changes as effectiveness is evaluated.</p> <p>Q. Who will attend FSL specific training sessions from the Ministry and how will that learning be transmitted to all FSL teachers? A. The TDSB Teaching and Learning staff to work collaboratively with learning coaches. The learning centers to have a plan to provide the support and mobilise to meet needs. The Board is very aware of critical pieces in moving forward with the Learning centers. The process has been very collaborative at the senior team level. All Superintendents have been involved as well as many levels of staff in the implementation.</p>	
Chair’s Report PIAC-SEAC Conference Update	PIAC – SEAC Conference was a great success.	Action: Kirsten’s presentation-“Including Students with Special



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		Needs in FSL” to be shared with FSLAC
AGM Planning	Next meeting to have annual elections for FSLAC executive positions. Interested members should email past co-chair, Mary Cruden. Election will be a timed item on June agenda so members can easily phone in to cast their vote.	
Staff Report Enrolment Report	<p>Enrolment Report Enrolment projections for the board are flat or are somewhat down while enrolment in immersion/extended is growing; 89 % of extended/immersion applicants got offered placement to schools that was expected; of those that did not, many were given a spot at a new site closer to their homes.</p> <p>The five new French Immersion sites :</p> <ul style="list-style-type: none"> • Birch Cliff Public School • Pauline Johnson Junior Public School • Carleton Village Junior and Senior • Dundas Junior Public School • Second Street Junior Middle School <p>Two new Extended French sites:</p> <ul style="list-style-type: none"> • Highland Heights Junior Public School • Cherokee Public School <p>The report will be available on the Board website as part of the PSSC June 8th meeting agenda.</p> <p>Q. Does the report show retention in the program? A. The enrolment report is about entry points to the programs and also shows the total number of students- system totals of students currently enrolled in SK- grade12. It does not include cohort</p>	<p>Action: Staff to provide the percentage of students who accepted being redirected to a new or their own home school.</p> <p>Action: The final Enrolment Report to be presented to FSLAC in June.</p>



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	<p>retention data.</p> <p>Ministry tool -Data Dashboard - provides a way for staff to check retention year over year. Retention is increasing overall in SK- 8 FI and continues to be strong for grade 9-12. Transitions from one school to another, particularly grade 8 -9, are a challenge; as is grade 9-10 for core French when it is no longer mandatory. Retention context is very important – an average cohort of 1000 SK students (English and FI) retains 540 of those students to grade 12 – thus a system retention rate of approximately 54%.</p> <p>Q. What kind of supports are being given to following schools with lower uptake for their extended/immersion programs; J.R. Wilcox, Greenholme and Topcliff ?</p> <p>A. Low numbers are a challenge but these sites are supported by the TDSB, centrally and by the local principals.</p> <p>Q. Can a school be changed to a French Immersion only school?</p> <p>A. It is a formal process with community consultation, most recently through Accommodation Reviews; Ward 1 held 22 public meetings and one outcome was Melody Village being converted from single track English to single track French school; in Ward 14, Winchester changed to single track FI school for SK-6 and remains dual track for grades 7 & 8.</p> <p>FSLAC members acknowledged staff and thanked them for all the hard work on the report and in making sure every applicant to extended and immersion French got a spot.</p>	
DELFL Project Update	Deferred	
FSL Teachers' Professional Learning	Deferred	
Ward Reports	W15- Parents appreciated Chair Laperle's presentation at R.H. McGregor.	





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	W16- D.A. Morrison MS will start receiving FI students in September. School has invested \$8000 in French resources. W17- French Games Night coming up at Brian PS, sponsored by Canadian Parents for French W20 – Pleased to see new sites: Highland Heights Jr. Public School to get French extended and Pauline Johnston to get French Immersion.	
Next Meeting Date	Next meeting on September 20, 2016	
Adjournment	Meeting adjourned at 9:10 pm	

