



Community Advisory Committees

Name of Committee: French as a Second Language Advisory Committee

Meeting Date: 10 September 2019

A meeting of the French as a Second Language Advisory Committee convened from 7:06 pm to 9:20 pm in Committee Room A at 5050 Yonge Street, with Mandy Moore presiding.

Attendance: Mandy Moore (Parent Co-Chair W7), Matt Forrest (Parent Vice-Co-Chair W9), Charles Zhu (Parent Vice-Co-Chair W11), Zeynab Kazi (Parent Vice-Co-Chair (W22), Rob Janes (W1/W2), Lisa McAvoy (W2 Alt) Polina Osmerkina (W10), Wilmar Kortleever (W11 Alt), Randy Samuel (W14), Sarah Smith (W15), Lynne LeBlanc (W8)

Also present were: Trustee Robin Pilkey (Trustee Co-Chair), Trustee Rachel Chernos Lin, Trustee Dan MacLean, Mary Cruden (Canadian Parents for French), Sharon Beason (Canadian Parents for French Alt), Manon Gardner (Associate Director) Angela Caccamo (Centrally Assigned Principal), Kirsten Johnston (Program Co-ordinator), Sadaf Shallwani (Parent, Lord Lansdowne), Jessica Chester (Parent, Fern Avenue), Veronique Claassen (Parent, Fern Avenue); Jean Brown (Parent, John Fisher)

The following participated by electronic means: Lisa McAvoy (W2); at end of meeting - Wilmar Kortleever (W11 Alt).

Regrets: Trustee Michelle Aarts, Nalini Singh (W2 Alt), Deloris Williamson-Braham (W5), Laura Steele Gunter (W7 Alt), Nadya Phelan (W8 Alt), Christie Dunbar (W16), Nancy White (W16 Alt), Gail Miller (W22), Rosemary Sutherland (Canadian Parents for French Alt)

Recorder: Linda Stockdale

ITEM	DISCUSSION	RECOMMENDATION / MOTION / ACTION
Call to Order / Quorum	<ul style="list-style-type: none"> • Quorum achieved 7:06 pm • Land acknowledgment – Mandy Moore 	
Membership Changes	<ul style="list-style-type: none"> • Resignations: Elaine Sun (W11Alt), Sarah Ramkissoon (W12) • Retirements: Rosemarie Sutherland (W9/10Alt), Sharon Beason (W16) • Vacancies available: Mandy emailed a reminder to Trustees with FSLAC vacancies, cc to Trustee Pilkey on Sept 6, 2019. • Thank you to Superintendent Beth Butcher and Assistant Kathy Wenger for supporting the FSLAC for the past 2 years. Welcome to Associate Director Gardner and Assistant Linda Stockdale. 	Zeynab to email list of vacancies to Trustee Pilkey.
Approval of Agenda	<ul style="list-style-type: none"> • Moved to approve by Charles, seconded by Matt. Carried. 	
Approval of 11 June 2019 Minutes	<ul style="list-style-type: none"> • Moved to approve by Matt, seconded by Charles. Carried. 	Linda will 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. 	
FSLAC Report	<p>Community Advisory Committees-FSLAC 2018-2019 Annual Report:</p> <p>The FSLAC Annual Report was presented at Program and School Services Committee (PSSC) on Sept. 12, 2019. Mandy is attending Sept PSSC meeting. All FSLAC welcome to attend.</p>	Google link to FSLAC Briefing Book will be sent to FSLAC.

	<ul style="list-style-type: none"> • FSLAC Annual Reports are also posted on the FSLAC TDSB webpages and will be included in the 2019/20 FSLAC member briefing book. A Google doc link to the briefing book will be shared with the group. • FSLAC TDSB webpages are being updated. 	
	<p>Consultation P038</p> <ul style="list-style-type: none"> • P038 - Transforming Student Learning in Literature and Mathematics Policy, feedback has been requested. Available on the PSSC website. https://www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Policy-Consultations • Concern raised that Ministry FSL curriculum and policy documents are not in the references. • Staff advised FSLAC to provide feedback via process on TDSB website. 	
FSLAC Report	<p>Annual Year End FSLAC Member Reflection Survey Report:</p> <p>FSLAC Member Reflection Survey Report distributed to the group, by Mandy. Thirteen FSLAC members/alternates participated in the survey in June 2019. Review of the results shows:</p> <ul style="list-style-type: none"> • Members indicated understanding of the FSLAC mission, alignment of mission and advice to TDSB Trustees and Staff, appropriate frequency of meetings and that location is conducive to positive group interaction and discussion. • Improvement in services provided specifically parking noted - - thanks for opening the surface lot South parking gate! • Areas where responses were neutral (mid-way between Strongly Agree and Strongly Disagree) and are areas to keep in mind moving forward: resources (admin, budget) to support FSLAC function, listening to and respecting all members comments and membership that is representative of parents across the TDSB. • Specific agenda feedback re: ward reports. We sometimes run out of time. Maybe think about moving the item forward or focus them on FSL concerns. • Representation across the TDSB: This is a shared concern. Email sent to Trustees to ask for parent volunteers from more Wards. • Minutes/Agenda: Reminder to send out agenda on time is appreciated. All members are asked in the meeting notice to forward Agenda items to Mandy. • Feeling heard: Mandy is happy to hear privately about concerns. 	

	<ul style="list-style-type: none"> • 2018/19 results will be put in the FSLAC report from this meeting and will go to the October PSSC meeting. 	
Staff Update	<p>2019/20 FSL Teacher Recruitment Video</p> <p>The French Teacher recruitment video was completed this summer. (Kirsten showed the video to the FSLAC).</p> <p>TDSB teachers were asked to share their experiences on the video. Intended audience is prospective French teachers, showcasing our strengths to teachers new to Canada, teachers commuting into the GTA, as well as to highlight linguistic differences of TDSB French language teachers including those from Europe, Africa, Northern Ontario, and those with French as their second official language. The video will be on the Employee Services website where available positions are posted. It is entirely in French, as is appropriate for the intended audience.</p> <p>Comments: FSLAC gave the video a round of applause. Great work.</p>	
Staff Update	<p>FSL Program Review Recommendations</p> <p>The FSL Program Review was presented at the Committee of the Whole, June 12, 2019. The recommendations passed with Trustees implementation process amendments.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Phasing out of GR 7 Entry Ext. French program, Cosburn and Hawthorne programs. • Transition from Jr. Ext. French (Grade 4 Entry) to Middle FI (Grade 4 Entry) • JK entry point for Early FI (rather than SK entry point) • No change to the current Core French program. As approved at the June 19, 2019 Board meeting, a Core French action plan will be presented in the fall that will serve to strengthen the existing Core French program. 	

<p>Staff Update</p>	<p>2019/20 Budget and French Review Update</p> <p>The French team is comprised of Angela (CAP) and Kirsten (Program Co-ordinator). Manon has additional portfolios. Staff is working with a different paradigm where service will look different. Staff will look at the questions submitted by Matt (from June 2019 FSLAC meeting and further input from members) and hope to have more answers by next FSLAC.</p> <p>Transportation: Budget cuts are significant, secondary FI/Ext students no longer getting TTC tickets. Changes coming for bussing for SK-5 and TTC tickets for grades 7-8. Staff is in the process of determining how all budget cuts will be implemented, including transportation. Staff acknowledged that this causes angst and uncertainty.</p> <p>Q – Getting questions from parents regarding criteria for needy students for TTC tickets/tokens. Are tokens still in use by TTC? Who determines hardship?</p> <p>Staff A – Hardship and provision of support is at the discretion of the Principal, as is historically done for other additional expenses to students.</p> <p>Q - There are students in the system that are dependent on these tokens and found out in June that they will no longer be provided. Where will this money come from Transportation or the school budget, affecting the school’s budget, which could impact the Principal’s hardship decision. Concerned about inequities between schools and sudden impact of several hundred dollars in expense to get to school on family budgets.</p> <p>Staff A – The TDSB Equity Fund is currently \$390,000, which could serve for IB fees that will be added in 2020-21 and also TTC tickets. Manon working with Carlene and Craig to set guidelines.</p> <p>Q – Consulting with VP at York Mills. How does school leadership find out from parents that they need help?</p> <p>Staff A – Principals are well versed in finding out if a student or family is in need.</p> <p>Q – Fundraising dollars, can this be used to help families with TTC for FI/Ext?</p> <p>Staff A – Manon to follow up.</p>	<p>Manon: Follow-up on using fundraising \$ for TTC</p>
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<p>Staff Update</p>	<p>Room Closures: Room Closures will occur, where the school is not over-enrolled, to reduce caretaking need. The closure of 5 rooms closed reduces caretaking staff by half. In many instances the extra room was for Core French. For this year, many schools will have French on a cart. Room closure will be reviewed every year. The Core French plan that will be presented at Committee of the Whole on October 16 will encourage a dedicated Core French room in each school. Manon to update the group at the next FSLAC meeting.</p> <p>Q – There are 482 elem. Schools in TDSB. Estimate of 1/3 (ie, overcapacity schools) have teachers on the cart currently. What is the number of additional ‘cart teachers’ in 2019/20?</p> <p>Staff A - agreement on estimate. Will provide numbers at next meeting.</p> <p>Document: Questions & Answers – FSL Program Review Recommendations</p> <p>Q & A was sent out to Superintendents, Principals, and Trustees and FSLAC today - FSL Program Review Recommendations Q & A, 9 pages of Q/A, posted on TDSB website internal/external (landing page tdsb.on.ca) and TDSB Connects which goes to families on Friday.</p> <p>Q -Students that enter Ext. French in GR4-What happens when they go to Grade 9? There is fear that permission is required by the Secondary Principal to allow them to continue in GR9 FI.</p> <p>Staff A - The Ex. Fr. cohort can join FI in GR9. Whenever a program change is made, there is a changeover year. However, these students won’t be held back from continuing in GR 9 FI, if they choose to. The goal is to have 2 rather than 3 streams in secondary school in part because of budget cuts.</p> <p>Comment - The FSLAC, as an advisory group, would have liked the opportunity to review the Q & A communications, prior to distribution, to have staff take advantage of their knowledge/expertise.</p>	<p>Manon/Angela to bring room closure update to next meeting, number of additional ‘cart’ teachers’?</p>
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Recruitment of French Teachers:

Q -Supply of classroom teachers is a big concern. Approx. incoming for 2019-20, 3000 SK FI students in 125 classes. To maintain the same number of incoming in JK in the future that would require an additional 125 teachers – how will we recruit, and ensure an available supply of teachers?

Staff A – Working with Employee Services to meet the needs. Some teachers in programs that no longer exist, will move to other French programs. We need to perform a thorough projection of the number of French teachers required.

Q – Don't Ontario Faculties of Education need to be alerted to increased need? Concerned about supply of FSL teachers in the pipeline.

Staff A - We will need to travel more to universities. Teachers with FSL qualifications that are currently not teaching French may need to fill some of the void.

JK FI Entry:

Q - Junior Ext. GR4 cohort pathway is a parent concern. Concern is the pickup of student if further away. How are you going about a JK entry, and how will it be more accessible?

Staff A -The ones beginning in 2020 will be last to enter Junior Ext French. FSL department to consult with the Early Years department, and we'll draw on the experiences of other Boards that have JK entry. Communications will be out in a timely manner.

Q – concern of space congestion with the JK cohort. Has there been any thought to a phased-in approach, to make it a smoother introduction?

Staff A- May/June it was discussed. We made the decision to fully launch. We're working with Planning, are cognisant and will continue with Plan A as viable.

Q – Can an FI JK/SK class be a split?

Staff A – Yes, the opportunity to run a split or combined class is there, which will also help with staffing.

Q- If a parent chooses not to put a student into JK, they could still enter at GR 4?

Staff A -Yes, there will be an entry point in Gr. 4 to Middle Immersion.

Capacity Pressures/Catchment Area:

Guest Comments- At Fern, we have 2.5 SKFI entry classes but have 5 students in the English SK class. It's like an afterthought. I've read the summary, not the 160 page document. In my school, English is turning into resource. I'd rather have Core French in Grade 1. Issue at Howard PS, and Fern Ave PS. English parents have asked for a cap but it doesn't look like there is a balance when there is 2 class entry We're running out of time. Coming from outside the TDSB, it is so biased here. How is it balanced? Parents voice it regularly. This is my English home school. Many of the English kids are those that have not done well in French, the catch-up is enormous for these kids.

I have no other option than Fern. There is no bussing to another English program. The TDSB mandates that FI will always get a place. This is not said for English.

Staff A- the Ministry does not fund Core French lower than GR4. A 50/50 balance does not exist in many schools. We are aiming at reaching that balance. We need healthy cohorts in both French and English. The FSL review did bring to light the capacity pressures in English home schools. A balanced enrolment supports an equitable distribution of human resources with the provision that English students should not be displaced from their regular English program due to French programs. At primary grades, a viable cohort of students is needed so that as they move along the grades, through Grade 8, with the attrition rate in French programs, there are enough students in secondary to run a viable secondary school FI program with a variety of elective and compulsory courses. PR597 where this is addressed is under review. There are no caps in PR597 at this time.

Q – School is full French, ie, French immersion centre with no English program. If we start accommodating JK students, will this change the catchment area? They already have long commutes, and what happens if the catchment area is smaller?

Staff A – We are thinking about this. Manon addressed it in May/June, that it is part of the planning process.

Comment Trustee MacLean – Compliments to the staff. It's courageous and ambitious

	<p>and done along with the secondary school review. The work that has gone on and the scope are welcome.</p> <p>Comment – Seconds Trustee MacLean’s comment – effort is huge in scope and welcome. PR597 must honour the choice of parents that select FI. Everyone should get a shot at it and every child should get a great education, be it in English or French. The loss of transportation is a concern, when parents may not be able to get them there (to the next closest school) and that will take away FI as a possibility. On the issue of balance, one answer is single track schools. Have to keep in mind that system wide, FI/Ext is only about 12% of TDSB population but there is concentration in some schools which helps create stronger French programs. Spreading French too thin is not the way to go.</p> <p>Comment - One piece is numbers, but improving the supports in place for French and English, means more families can choose either. Many parents want English, but feel the program isn’t good at their local school.</p>	
<p>Secondary Review</p>	<p>Manon is leading the Secondary Review, looking at all programs at secondary school, and sizes of the schools. Of 110 secondary schools, 25 are under-enrolled, and offer limited selection of courses. Moving forward, a critical mass of 1000 students is the ideal enrolment to run a secondary school optimally, with robust program choices. How can we repurpose secondary schools to use at the elementary level? We have lots of Specialized Programs – staff is reviewing these programs (Ron Felsen). French Programs at the secondary schools to be reviewed as well. With the secondary student class size average increasing from 22 to 28 because of gov’t decisions, this review is even more necessary.</p>	
<p>Staff Report</p>	<p>Enrolment Report June 2019:</p> <ul style="list-style-type: none"> • Enrolment in Immersion/Extended French Programs 2019-2020 & Core French Program 2018-19 was posted to PSSC June 4, 2019. Details include: • 71 sites French Immersion. 38 sites for Jr. Extended • SK FI 18% of cohort - 3085 accepted placement, slightly lower than last year • Jr. Ext - 7% of cohort - 1143 accepted placement • Re-direction (placement at a school other than their designated home school for FI or 	

	<p>Jr. Ext French) at an historic low in French Immersion – 3% of students were re-directed; 9.5% of Jr. Ext applicants re-directed</p> <ul style="list-style-type: none"> • No changes to catchment areas for entry in Sept 2020. • Core French – 91,000 students (includes 2nd semester at secondary schools) 	
Ward/ CPF Reports	<p>Canadian Parents for French: CPF Ontario Conference is Oct 5th in Collingwood - 3 chapters in Toronto, parents interested in helping with events to support FSL students can contact the chapters. Ward 2 – Families in our ward are very concerned about transportation changes.</p>	
Other Business	None.	
Adjournment	The meeting adjourned at 9:20 pm.	
Next Meeting	Tuesday, October 15, 2019, 7:00 pm in Committee Room A.	