



Community Advisory Committees

French as a Second Language Community Advisory Committee

Meeting Date: November 9, 2021

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

Item	Invitee Name
Attended:	Lynne LeBlanc (Parent Co-Chair W8), Lisa McAvoy (Parent Vice-Co-Chair W2), Charles Zhu (Parent-Vice-Co Chair W11), Sharlene Henry (Parent Vice-Co-Chair W5/W6 Alt), Katherine Fisher-Laxa (W3), Crystal Stewart (W6), Mandy Moore (W7), Randy Samuel (W14), Sarah Smith (W15), Gail Miller (W22) Also present were: Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Trustee Robin Pilkey (W7), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Sharon Beason (CPF Alt), Sheryl Robinson Petrazzini (Executive Superintendent), Angela Caccamo (Centrally Assigned Principal), Linda Edwards (Centrally Assigned Principal, Virtual French Programs)
Guests:	Trustee Trixie Doyle (W14), Linda Curtis (Acting Associate Director of Equity, Well-Being and Student Improvement), Amie Presley (Research Dept.) and Aakriti Kapoor (Research Dept.), Raquel Saunders, Anna
Regrets:	Doug Kwan (W2 Alt), Deloris Williamson-Braham (W5/13), Matt Forrest (W9), Hans Bathija (W10), Kathleen Meek (W15 Alt), Christie Dunbar (W16 Alt), Nancy White (W16 Alt), Rosemary Sutherland (CPF Alt), Michelle Munroe (Parent Engagement), Kirsten Johnston (Program Co-ordinator)
Recorder:	Linda Stockdale

Item	Discussion	Motion / Action
Call to Order / Quorum	<ul style="list-style-type: none"> • Land acknowledgment – Lynne LeBlanc • Introduction of New Members, Guests. Meeting recorded for minute taking purposes. • Quorum achieved 7:12pm 	
Membership Changes	<ul style="list-style-type: none"> • New parent member - Katherine Fisher-Laxa, W3, through Ward 3 Election. 	
Approval of Agenda	<ul style="list-style-type: none"> • Agenda moved by Lisa, seconded by Mandy. Carried. 	
Approval of Oct. 2021 Minutes	<ul style="list-style-type: none"> • Under 'Staffing Update' remove "asked about the overall strategy for FSL staffing" and replace with "asked to review existing plan for FSL staffing". Remove mention of Caroline Tolten-Patterson's resignation as it was included the prior month • Amended minutes moved by Lisa, seconded by Mandy. Carried. 	Linda to post on tdsb.on.ca/fslac
5. Declarations - Possible Conflict of Interest	<ul style="list-style-type: none"> • Randy Samuel is a supply for a Lunchroom Supervisor at the Board. 	
6. Ward, CPF, Chair Reports	<p>Ward Reports: W7 – At Howard, FI classes were balanced; Fern parents seem settled now, after welcoming former Howard students. Howard is displaying the FI registration banner. W2 – Parents are excited of FI MS option within walking distance; lost a teacher because won't disclose vaccine status; happy to be back to in-school learning W8 – concerns are that some teachers have left; concerned we might not find qualified teachers to fill in; everyone happy to be back to in-school learning</p> <p>CPF Report: CPF had an excellent meeting with the Ontario Public School Board Association which is being funded by the Dept. of Canadian Heritage to continue with pilot projects centred on recruitment and retention of FSL teachers. Asks that Trustees encourage OPSBA to include the need for FSL teachers in their next Day of Action at Queen's Park. Concerned that Peel DSB is turning lots of FSL applicants away each year.</p>	

Item	Discussion	Motion / Action
	<p>Chair Report: PIAC is having their conference “Bridging the Gap” on Nov 28th. FSLAC is presenting Sunday morning. Randy volunteered to assist. More Ward elections coming Nov/Dec. Informal FSLAC December meet and greet is being planned to discuss for 2022 and follow up on 2020/21 Member reflection.</p>	
<p>7. Staff Update: Angela</p>	<p>French Review</p> <p>Staff continue to provide professional learning/differentiated supports targeting Core French, EFI and MFI which includes:</p> <ul style="list-style-type: none"> • Micro-sessions on critical selection of French resources using the lens of decolonization and equity • Differentiated support that applies to new teachers (typically assigned to Core and Extended French programs) focusing on inclusion of students with special education needs, engagement, assessment and evaluation. • Secondary classrooms – FSF1D (Academic Core French) FSF10 (students that have not acquired the 600hrs by GR9) • Targeted modules for MFI <p>Staff held the first virtual EFI information session the evening of November 8th -- 200+ in attendance via Scribble Live. The next sessions will be held Nov 15 at 10am and Nov 23 at 7pm. As well, local sessions will be offered via Zoom webinar; live presentation style hosted by Angela, Kirsten and French coaches, with the opportunity for Q & A, allows for information to target the new EFI sites (entire catchment), and nearby EFI sites with historically low uptake.</p> <p>Members asked for further information on sharing of information and applications.</p> <p>Staff shared that Principals will distribute flyers with the webinar info if flyer distribution is likely to be effective and that Staff will share the information with the Centre of Excellence for Black Student Achievement.</p> <p>To date, 3000+ applications have been received for JK and SK entry for 2022, with the breakdown fairly even between JK and SK. Registration has been open since Nov 1.</p>	

Item	Discussion	Motion / Action
	<p>Staff is projecting approximately 5000-6000 applicants based on the rate of applications received to date. September 2020 SK entry applications were just below 4000, the highest ever received.</p> <p>GR4 MFI application process begins in January and communications will take on a diverse form to reach TDSB families and non-TDSB families. Like the EFI communication plan, TDSB is advertising via ads on Facebook and Instagram, community newspapers, Trustee Weekly, System Leaders Bulletin, social media promotions, etc.</p> <p>The Membership raised a concern regarding the last Planning and Priorities Committee meeting, where some Trustees were disappointed that Redistribution of programs has not been achieved. Trustee MacLean indicates it is a possibility that the French Review may be pulled from the consent agenda if more than 4 Trustees are in favor of continuing with the Redistribution plan. The Membership sited that our progress in opening 4 new EFI sites is a reasonable compromise given that redistribution is a difficult and complex undertaking. This is an operational task, so Trustees Pilkey and MacLean believe that this will not interfere with the 4 new EFI sites starting in September 2022.</p> <p>Staff indicate that the focus shifted in the short-term from the system overall, to prioritizing the underserved areas in TDSB using an equity lens, and centring students. In the short-term, staff have opened new EFI sites because other changes would have required extensive consultation, not permitted in the last 20 months, to ensure it's done right and focused on the interest of all students.</p>	
<p>8. Staff Update: Angela/Kirsten</p>	<p>FSL 3yr-Plan (Draft) Every 3 years, the Ministry requires Boards to present their FSL Three-Year Plan, which aligns Board goals with the Ministry goals for FSL. Staff shared the draft version of the TDSB plan and welcomes Membership feedback:</p> <p>Ministry Goal 1: Increase Student Confidence, Proficiency and Achievement in FSL.</p>	

Item	Discussion	Motion / Action
	<p><u>TDSB Draft Goals include:</u> Increase participation in Core French Grade 10; Collect Data on participation in Core French Grade 11-12</p> <p>Ministry Goal 2: Increase the Percentage of Students Studying FSL until Graduation.</p> <p><u>TDSB Draft Goals include:</u> Work with research to interrogate demission; Interrogate attrition rates for French students, include attrition rate in School Improvement Planning.</p> <p>Ministry Goal 3: Increase Student, Educator, Parents and Community Engagement in FSL.</p> <p><u>TDSB Draft Goals include:</u> Maintain, update, grow, increase traffic; Differentiate support for information sessions – some central, some targeting areas with lower application rates, looking at different ways to improve and engage outreach to parents/caregivers and communities that is culturally responsive to the needs.</p> <p>The Membership indicates that it is important to include references to VPs and staff agreed that the language in the report should be reflective of the Administrative team. Members asked if there will be Open Houses/local communication of information in the future to support underrepresented community access? Staff shared that central dissemination of information is important to ensure consistency of information.</p> <p>Member suggests increasing participation goal from GR9 to GR10 go further, from GR9 to GR12, checking impact of the DELF. Regarding the 2nd goal, it is important to look at schools that have great retention and disseminate best practices through system. Regarding the 3rd goal, getting feedback from families on information sessions can help to determine whether this form of outreach is effective.</p> <p>Staff hoping to offer DELF opportunity for FSL students this year, as was done in pre-COVID years, appreciates the feedback and will ensure that the final plan is reflective.</p>	
<p>9. Other Business</p>		

Item	Discussion	Motion / Action
<p>10. Staff Update: Research Dept.</p>	<p>Student Census, 2022</p> <p>The Research Department presented the Student Census, 2022 program presentation slides and questions for evaluation. Online completion of the Student Census is encouraged, but hard copy forms are available as required. Schools are supporting families with technology to assist with online participation.</p> <p>While revised and new questions are added for every Census, many stay the same for purposes of comparison. Trustee Pilkey informs that the Census response rate is very high at 70%. Educational organizations across the world use our data because the TDSB data set is so large, and unique in that Toronto's diversity is reflected. The last Census highlighted the deterioration of student mental health, providing Trustees with the information needed to allot budget money to aid appropriately. Trustees use the data in advocacy to the Ministry. Census data informs research and policy making. Executive Superintendent Robinson Petrazzini applauds the efforts of Research. In terms of school improvement planning, it is an important tool allowing Administrators to form goals of equity and achievement at the local level. As well, the data assists Administrators in planning for the future, interrupt/disrupt the story that's being told by the data. Community sharing of data and how it may be used are topics being reviewed.</p> <p>The Student Census is not anonymous, while the Climate Survey is anonymous. The Climate Survey usually takes place 2 years after the Census. Members suggested this new census data is needed to update the socio-demographic and diversity data used in the French Review to determine if progress is being made on equity of access to French. Members suggested that census data could be used to check for and address any tension between the tracks in dual track schools. Research will work with the French Department to develop FSL specific reports/filters/summaries/presentations.</p> <p>Research welcomes any comments. Please email research@tdsb.on.ca.</p>	
<p>Adjournment</p>	<p>The meeting adjourned at 9:10 pm. Moved by Charles, seconded by Randy.</p>	

Item	Discussion	Motion / Action
Next Meeting	January 11, 2022 at 7-9pm, Virtual Meeting	