



## Community Advisory Committees

**Name of Committee:** French-as-a –Second-Language Community Advisory Committee

**Meeting Date:** 9 April 2019

A meeting of the French-as-a –Second-Language Community Advisory Committee convened on 9 April 2019 from 7:05 to 9:06 pm in Committee Room A at 5050 Yonge Street with Parent Co-chair Mandy Moore presiding.

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**Attendance:** Parent Members: Mandy Moore (Parent Co-Chair W7), Sharon Beason (Parent Vice-Co-Chair W16), Christie Dunbar (Parent Vice-Co-Chair W16 Alt), Rosemary Sutherland (Parent Vice-Co-Chair W9/10 Alt), Lisa McAvoy (W2), Rob Janes (W2 Alt), Deloris Williamson-Braham (W5), Lynne LeBlanc (W8), Nadya Phelan (W8 Alt), Matt Forrest (W9), Charles Zhu (W11), Wilmar Kortleever (W11 Alt), Elaine Sun (W11 Alt), Randy Samuel (W14), Sarah Smith (W15), Gail Miller (W22)

Also present were: Trustee Robin Pilkey (Trustee Co-Chair), Trustee Rachel Chernos Lin, Beth Butcher (Executive Superintendent), Kirsten Johnston (Program Co-ordinator, FSL), Mary Cruden (Canadian Parents for French), Manon Gardner (Associate Director of Education), Doug Kwan (Parent, W2 Millwood PS), Stavros Rougas (Parent, W11 John Fisher PS), Junie Griffith (Grandparent, W22 Alexander Sterling PS)

The following participated by electronic means: Lisa McAvoy (W2), Randy Samuel (W14)

**Regrets:** Trustee Michelle Aarts, Angela Caccamo (Centrally Assigned Principal), Nalini Singh (W2 Alt), Laura Steele Gunter (W7 Alt), Polina Osmerkina (W10), Sarah Ramkissoon (W12); Nancy White (W16 Alt), Zeynab Kazi (Parent Vice-Co-Chair W22)

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### Part A: Recommendations

In response to the 2018 French Review, the FSLAC is presenting 7 recommendations to PSSC. FSLAC Recommendation 1 (staffing) and 2 (briefing notes, reports) were considered at the Feb 20, 2019 meeting of PSSC.

Recommendations 3-7 approved at the FSLAC on April 9, 2019:

(NB: FSL refers to core, extended and immersion French)

### **3. IMPROVING EQUITY OF ACCESS TO FRENCH IMMERSION/EXTENDED**

Whereas the TDSB Multi-Year Strategic Plan (MYSP 2018) states that:

“We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community” and commits to providing “Equity of Access to Learning Opportunities for All Students” with a goal “To enhance students’ access to learning opportunities by reviewing applicable policies, procedures and practices” including making changes based on the 2018 French Review;

Whereas the Board is committed to: “Supporting, developing and promoting core/Extended/Immersion French programs across the system” that “are inclusive and reflective of a diverse community” and recognizes that “Proficiency in French is a valuable skill and an element of student achievement” that “strengthens English language skills, enhances reasoning, problem-solving and creative thinking skills and develops understanding and respect of other cultures” (PO080);

Whereas the Directional Statement on French programs at amalgamation (2000) stated that: “Sufficient program sites be available throughout the TDSB so that students would not be required to spend excessive amounts of time travelling to and from school”;

Whereas Goal 2 of the Ontario Framework for FSL (2013) is to “Increase the percentage of students studying FSL until graduation”;

Whereas the Board has successfully added 30 SK French immersion sites and the entire Jr Extended program with 37 sites since 2008;

Whereas the provision of transportation supports equity of access by helping students get to French programs, but does not entirely address the findings in the 2018 French Review that “families struggled with inequitable access to conveniently located French programs” and students had difficulty continuing in secondary due to the lack of secondary sites;

Whereas the current application driven expansion works well in addressing demand and reducing transportation costs and the Long Term Pupil Accommodations Strategy (LTPAS) is also contributing to increasing capacity in extended/immersion French, they have not improved access to French immersion/extended programs in every part of the Board;

Whereas very large catchments and long, difficult commutes serve as a deterrent to participation, particularly enrolment in SK French immersion and retention at transition to Grade 6/7 and to secondary;

**The FSLAC recommends that:**

**the Board continue to determine new French immersion/extended sites through the current application driven process and the Long Term Pupil Accommodation Strategy (LTPAS) while also adding a new system driven process in 2019 to add sites to reduce the inequity in catchment sizes, to reduce commute distance and time for students and to remove distance as a barrier to K-12 French immersion/extended program participation (enrolment and retention).**

**Background:**

At amalgamation, the Board committed to having 3 system wide entry points at Senior Kindergarten, Grade 4 and Grade 7 to French immersion and/or extended French programs. Legacy Boards had a variety of approaches and entry points, French program distribution was very uneven, and lotteries were used to assign placements and turn applicants away. In consultation with parents, the Board developed the Directional Statement (2000) stating that “Sufficient program sites be available throughout the TDSB so that students would not be required to spend excessive amounts of time travelling to and from school”. In response to the 2006 French Review, parents, staff and trustees co-constructed Policy PO 80 (2013) which states that the TDSB is committed to: “Supporting, developing and promoting Core/Extended/Immersion French programs across the system”.

Parents continued to ask for expansion of sites to meet demand and finally, in 2008, the Board tried a new approach to get SK French Immersion opened at Fern PS, Duke of Connaught PS and Davisville PS: if the local SKFI school could not accommodate all applicants in the immersion catchment, a new site would be identified from among its feeders and the catchment would be split. This met demand, reduced bussing and significantly improved access. This approach was formalized in PR 587 in 2009. As a result of this responsive application driven process, 30 new SKFI sites and 11 new Jr Extended sites have opened since 2008 with a peak of 7 new sites in each of 2014 and 2016.

Virtually all new SKFI sites offered are immediately viable. One interesting exception was SKFI at Davisville PS. In 2008, the first year it was offered, not enough parents from the former catchment at Palmerston Jr PS accepted spots to run the program. The Board persevered and re-offered it in 2009. By then, news of the new site had spread to all parents in the Davisville area, rather than just to those who had applied to Palmerston. The classes filled up and the program continues to thrive.

Application driven expansion works well but it is dependent on communities and parents that are ready to apply, who already know the benefits the program offers and who expect access to French immersion/extended. The Board has wisely ensured that new sites are from a range of LOI schools but there is no system driven process to uncover or develop interest in underserved areas. This exacerbates the situation where the demographics of the programs skew towards higher SES and education level of born in Canada parents. In general, the least served areas of the TDSB for immersion/extended French remain the legacy Boards of Etobicoke, York, Scarborough and North York.

Of the 71 SKFI sites across the TDSB, the following dual track catchments are the biggest:

Corvette (W18) – 14 feeder schools

Williams G Miller (W22) – 14 feeder schools

Tredway Woodsworth (W19) – 13 feeder schools

George Syme (W6) – 11 feeder schools

Brimwood (W 21) – 10 feeder schools

By contrast, 22 SKFI sites have one or no feeder schools. Of these, 14 were SKFI sites pre-amalgamation and the other 8 were formerly in the catchment of those 14. These students, for the most part, get to walk to a local French immersion school while in the largest catchments that is not possible.

Unlike early immersion where there is almost 50 years of layered policy decisions from legacy boards, the Jr Extended program was an entirely new program that the TDSB rolled out system wide from 2004-2007. The original sites were chosen by staff and evenly distributed across the system. Catchments were equally large to start with and as the system has responded to demand (or lack of demand), the catchment sizes are becoming less uniform and should be monitored to ensure equitable access across the system.

The 2018 French Review survey results point to locations and pathways as a challenge and retention drops at transitions to continuation schools. For some SKFI and Jr Ext sites, there is a transition at Grade 6 or 7 to a new school. The largest catchment geographically is Grade 6-8 French immersion at Hilltop MS (W2, serving students from Wards 1, 2, 3) where the commute via TTC buses can be over an hour.

Other sizeable immersion catchments for G6-8 immersion continuation are: Beverly Heights MS (W5), Glenview Sr PS (W8), Don Valley MS (W13) and Sir Alexander MacKenzie Sr PS (W21).

For Jr Ext Grade 6-8 continuation, the largest catchments are Beverly Heights MS (W5), Milne Valley MS (W14) and Charles Gordon MS (W17).

Currently, the provision of transportation (yellow bus or TTC tickets) on the same distance criteria as regular English programs helps to support equity of access to immersion/extended French. Parents who don't have cars or flexible work hours and for whom TTC fare is a financial burden can have their children get transportation assistance. As the number of sites has expanded since 2004, more and more students are within walking distance of an elementary school with immersion/extended French. However, there are still many students who have long, difficult commutes starting in Grade 6. Consideration is needed of a distance maximum of 8 km and a commute time maximum of 45 minutes to better support the mental health of Grade 6-8 students and improve retention in the programs.

The largest catchments for secondary immersion/extended are Richview CI (W2, serving all FI/Ext students in Ward 1, 2, 3), Cedarbrae CI (W19) and Newtonbrook CI (W12). Leaside HS (W11) has a very

large extended French catchment but is the smallest for immersion. The Agincourt CI (W21) immersion catchment is also very large.

Note: the Harbord CI (W10) French immersion catchment is very large as well but with Oakwood CI (W9) expected to start in 2020, that catchment is likely to be reduced. In 2019, French immersion was opened at East York CI (W16) in response to growth in enrolment in French immersion and accommodation issues at area secondary schools.

#### **4. ACHIEVING EQUITY: SUPPORTING PARTICIPATION (ENROLMENT AND RETENTION) OF STUDENTS WITH SPECIAL EDUCATION NEEDS IN FSL**

Whereas the TDSB Multi-Year Strategic Plan (MYPSP 2018) states that:

“We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community” and commits to providing “Equity of Access to Learning Opportunities for All Students” with a goal “To enhance students’ access to learning opportunities by reviewing applicable policies, procedures and practices” including making changes based on the 2018 French Review;

Whereas the Board is committed to: “Supporting, developing and promoting Core/Extended/Immersion French programs across the system” that “include students with special education needs and are inclusive and reflective of a diverse community” (PO080);

Whereas the Directional Statement on French programs at amalgamation (2000) stated that: “All students have the ability to learn a second language” and that “remedial and Special Education Resource support be offered in French for students experiencing difficulty in the programs”;

Whereas Goal 2 of the Ontario Framework for FSL (2013) is to “Increase the percentage of students studying FSL until graduation” and that one of the Guiding Principles is that “FSL programs are for all students” and that “participation in FSL programs should reflect the diversity of the student population, including students with special education needs”;

Whereas the last staff briefing note to Trustees “Supports for Students with Special Education Needs in French Immersion/Extended French Programs” was in 2007 and included important information, such as how many FSL teachers also hold Special Education Additional Qualifications and FSL central staff activities to support improvements in inclusion;

Whereas the TDSB data from the 2010 Programs of Choice report showed that 3.5% of French Immersion had special education needs vs the Board’s average of 14.2% elementary, 16.4% secondary, 14.9% combined;

Whereas the 2018 French Review states that the “representation of students with Special Education Needs has improved (i.e., increased) in both the Immersion and Extended programs over the three academic years measured. Nonetheless, students with Special Education Needs remain less

represented than the overall TDSB demographics across all three age brackets. Specifically, the current representation of students with Special Education Needs in Immersion (7-10%) and Extended (4-6%) programs tends to be lower than their representation in the TDSB as a whole (14-22%)”;

Whereas the 2018 French Review Summary stated that “Overall, there was a perceived lack of learning intervention supports for students in French noted; this included students with Special Education Needs, English Language Learners, and students with a learning challenge” and “an overall imbalance of resources across French programs and schools was raised across stakeholder groups” and “Within the intensive programs, staff reported feeling unclear about the process or guidelines on how to advise families whose children were struggling academically” which points to a lack of awareness of the Ministry guidance in “Including Students with Special Education Needs in French”, TDSB PO80 4.7 and TDSB PR597 Section 4.19 Special Education;

**The FSLAC recommends that:**

**a TDSB action plan be developed in 2019/20 in consultation with trustees and the FSLAC to increase the pace and system wide consistency of inclusion of students with special education needs with the goal of achieving FSL classrooms that reflect the diversity of the student population where intervention/remediation equivalent to what is provided in the English track and that this action plan include measures to:**

- **Build FSL teacher and non-FSL staff (admin, teachers, coaches, superintendents, Student Support Team members) awareness, understanding and support for policies, procedures and best practices on inclusion of students with special education in FSL programs;**
- **Communicate Board’s commitment to supporting and including all students within their FSL program to parents at information nights, curriculum nights and at individual parent-teacher discussions about student progress;**
- **Build FSL teacher capacity for supporting students with special education needs through professional learning sessions and Professional Learning Communities;**
- **Track and increase number of FSL classroom teachers with Special Education Additional Qualifications;**
- **Support and focus on early identification (SK/grade 1) of learning challenges in French Immersion;**
- **Add a checklist to the Special Education section of PR 597 (4.20 French Immersion and Extended French Programs) that must be shared with parents of students who are struggling in FSL and referenced by staff including:**
  - **educate parents on Ministry and Board policy, research and supports for student**
  - **identify learning needs in SK/grade 1,**
  - **provide appropriate support (specific to learning needs) in French as determined by internal support team equivalent to that of English program and if support can’t be provided in French, provide it in English while keeping student in French program,**
  - **continue monitoring student progress and reporting to parents at regular intervals;**

- **create IEP based on School Support Team input but ensure there is an FSL expert advocate at SST (School Support Team) meetings to provide input on inclusion of students with special education needs in FSL;**
- **accommodate or modify;**
- **if withdrawal is deemed beneficial for student, final review by Central FSL staff including possible transfer to another type of intensive French program**
- **Collect baseline and on-going data and review withdrawals from French extended/immersion and Core French exemptions, by grade and school and systemwide**
- **Report annually to the Board and publicly on progress on the action plan, activities undertaken and system capacity growth in providing support to FSL students with special education needs**

## **5. IMPROVING CORE FRENCH**

Whereas the TDSB is committed to ensuring that “every student receives a great education” and states that “real change happens in the classroom” (MYSP webpage, Feb 2019) and the 2018 French Review identified challenges in Core French;

Whereas the TDSB Multi-Year Strategic Plan (MYSP 2018) states that:

“We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community” and commits to providing “Equity of Access to Learning Opportunities for All Students” with a goal “To enhance students’ access to learning opportunities by reviewing applicable policies, procedures and practices” including making changes based on the 2018 French Review;

Whereas the Board is committed to: “Supporting, developing and promoting Core/Extended/Immersion French programs across the system” (PO080);

Whereas Goal 2 of the Ontario Framework for FSL (2013) is to “Increase the percentage of students studying FSL until graduation”;

Whereas PR587 states that the Board values “dedicated classroom space wherever possible and practical in a school for Core French as it is a mandated program for all students in Grades 4-9” and in the 2018 French Review, 74% of parents agreed/strongly agreed that Core French teachers should have a dedicated classroom (p 57);

Whereas no Core French specific reporting has ever been done at the TDSB until this 2018 French Review;

Whereas more than 90 000 students take Core French every day at the TDSB;

Whereas a consistent theme was revealed in the 2018 French Review that “Core French is undervalued; consequently, stakeholders believed Core French did 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” (p 109);

Whereas “students enrolled in Core French tended to be less enthusiastic about learning French and about the French program overall” (p59) and a common complaint was that “instructional programming was rote and repetitive”, that they wanted “immersive French experiences...to learn more about French culture and practice their language skills”, that only 20% of Core French students saw themselves represented in French-language resources” and that they “felt confused and frustrated with their learning and dissatisfied with their fluency and proficiency in French”(P 62);

Whereas only 20% of Core French parents were satisfied with the quality of assessments used by French-language teachers at the TDSB and only 43% of French-teaching staff rarely, if at all used the TDSB assessment tools (p71);

**The FSLAC recommends that:**

**a TDSB action plan for Core French be developed in consultation with trustees and the FSLAC and implemented in 2019/20 to address challenges in Core French identified in the 2018 French Review to improve student engagement, proficiency achievement and retention in Core French to Grade 12 and that the action plan include measures to:**

- **Improve the learning environment and perception of elementary Core French programs including the provision of dedicated classrooms for all elementary Core French teachers,**
- **Provide access to and support for effective, relevant professional learning opportunities including pedagogy and language/cultural proficiency and professional learning communities for all Core French teachers,**
- **Provide classroom and library resources that are current and relevant to students including apps, electronic and paper resources and ensure that Core French teachers are aware of and have access to these resources,**
- **provide every grade 6-8 student with experiential learning in a Francophone community,**
- **identify, share and implement best practices and successes in Core French from across the TDSB and beyond,**
- **inform parents about expected proficiency outcomes at the end of Grade 9 and at the end of Grade 12 using the Common European Framework of Reference and factors that improve proficiency outcomes for students**
- **report publicly on a regular basis progress made in improving Core French including key indicators such as retention to Grade 12, elementary schools without dedicated Core French classrooms, secondary schools offering Core French to Grade 12, uptake and feedback of alternatives like summer e-learning and uptake on professional learning opportunities by Core French teachers.**



## **6. IMPROVING STUDENT ACHIEVEMENT, ENGAGEMENT AND RETENTION IN FRENCH IN SECONDARY**

Whereas the TDSB is committed to ensuring that “every student receives a great education” and states that “real change happens in the classroom” (MYSP webpage, Feb 2019) and the 2018 French Review identified challenges in French programs;

Whereas the TDSB Multi-Year Strategic Plan (MYSP 2018) states that: “We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community” and commits to providing “Equity of Access to Learning Opportunities for All Students” with a goal “To enhance students’ access to learning opportunities by reviewing applicable policies, procedures and practices” including making changes based on the 2018 French Review;

Whereas the Board is committed to: “Supporting, developing and promoting Core/Extended/Immersion French programs across the system” (PO080);

Whereas Goal 2 of the Ontario Framework for FSL (2013) is to “Increase the percentage of students studying FSL until graduation”;

Whereas the FSLAC recommendation on “Current and Future Needs in Secondary French Immersion/Extended French” to the Board on Feb 20, 2013 was amended and adopted by the Board on March 6, 2013 and included examination of “opportunities for immersion/extended French students at the secondary level and develop a plan for meeting current and future needs in consultation with the FSLAC and stakeholders”;

Whereas the 2018 French Review provided feedback from students that affirmed the issues of concern to the FSLAC in 2013, such as, “lack of French courses available at secondary school”(p. 52, 62), “to be able to remain in Immersion but also be part of other programs of choices, such as gifted and IB” (p.52), the distribution of secondary programs (p. 55), the need for “more opportunities for field trips, exchanges, and other immersive French experiences for students to learn more about French cultural and practice their language skills (p.60) and not being “exposed to as much French as they should be and not challenged to practice using French” (p. 62);

Whereas TDSB efforts to offer Core French Grade 10-12 credits during the summer is very helpful but we still do not know what secondary schools run the credits during the school year and what the TDSB retention rate is for Core French after Grade nine;

Whereas language exchanges have been found by researchers to support proficiency gains and goal setting for continuation of language studies, the access to short term group language exchanges and experiential learning in a Francophone environment for grade 6-8 students is inconsistent across the TDSB;

Whereas 2-3 month exchange opportunities provide outstanding development of French proficiency and student confidence in speaking the language, exceed the 110 hours of learning a secondary credit requires, are available to TDSB secondary students at no charge through Explore and the YMCA Summer Job Program and through not-for-profits ISE and CEEF, are not recognized with a provincial credit but the TDSB has the power to develop and provide students with locally developed credits;

**The FSLAC recommends that:**

**a TDSB action plan be developed and implemented in 2019/20 to support student achievement in French proficiency, engagement and retention in core, extended and immersion French to Grade 12 including measures to:**

- ensure pathways for G10 to G12 for Core French students,
- track schools that offer, run and have waitlists for G10-12 Core French credits,
- track and develop course selection and monitor course waitlists by immersion/extended French secondary site including FSL and courses where French is the language of instruction
- track and develop course selection and course waitlists for French via dual credits, specialist high skills major, co-op and e-learning,
- continuing to expand and better communicate summer e-learning French credit opportunities,
- create flexible ways for students who choose specialty secondary schools to complete their bilingual certificates; ie, campus approach where the specialty school is linked to an immersion/extended school,
- improve access to experiential learning in French
  - support and promote learning French beyond the classroom through extracurriculars,
  - provide every grade 6-8 student with experiential learning in a Francophone community,
  - provide TDSB developed credit(s) for 2-3 month French exchanges,
- inform students and parents about expected proficiency outcomes at the end of Grade 9 and at the end of Grade 12 using the Common European Framework of Reference and factors that improve French proficiency outcomes for students
- provide access to and support for effective, relevant professional learning opportunities including pedagogy and language/cultural proficiency and professional learning communities for all French teachers
- report publicly on a regular basis on progress made in improving student achievement, engagement and retention in French in secondary

## **7. SEAMLESS ACCESS TO BEFORE AND AFTER SCHOOL CARE FOR FRENCH IMMERSION/EXTENDED STUDENTS**

Whereas the TDSB “focus is ensuring that all students can succeed by having equitable access to programs and resources and increased opportunities that lead to enhanced learning outcomes”

(Introduction 2018 MYSP, p.1) and that the commitment to “Transform Student Learning” includes “increasing access to programming and supports”(Introduction 2018 MYSP, p.3);

Whereas Section 6.3.1 of P022 Early Learning and Care states that the TDSB “will implement a system of before-and after-school care with the goal of offering a program in every school, system stability and continuity of relationships by: minimizing the barriers some families face; expanding choice and flexibility; creating seamless experiences and consistent relationships for children within the legislative framework and on a cost-recovery basis”;

Whereas the TDSB collects and shares annual data on demand and barriers to Before and After-School Programming (BASP) and the 2018 results show that logistical challenges (transportation, inconvenient/inflexible program hours) is one of the three main reasons BASP do not meet the needs of parents but the specific challenges in childcare, transportation AND French immersion/extended have not been examined;

Whereas transportation has been available to French immersion/extended students using the same distance criteria as all students since amalgamation and supports equity of access to French immersion/extended programs and 4565 SK-grade 5 French immersion/extended students use the service;

Whereas parents expressed thanks in the 2018 French Review that child care and/or transportation allowed their family to join French programming (p. 48) but only 28% of parents were satisfied with the child care available (p.76) and parents cited access to child care as a contributing factor for leaving a French Immersion/Extended French program or as an impediment to joining these programs in the first place (p. 77);

Whereas the 2018 French Review found that 12% of parents make use of child care at their home school, not at their French Immersion/Extended school site (p.76) while other parents have reported to the FSLAC that this is not allowed at their home school (bus pick-up spot) due to supervision issues between the bus stop and the BASP location in the home school and that bus schedules are not aligned with BASP schedules;

Whereas the French immersion site, Parkdale Jr & Sr PS, was among the first Full Day Kindergarten sites in 2010 and that BASP has gradually expanded since then, it is time to examine and address inequity of access to BASP for students who are on a bus AND need childcare before and/or after school in order to be in French immersion/extended programs;

**The FSLAC recommends that:**

**before and after school childcare access for French immersion/extended students be examined and be made accessible and seamless to support equity of access to and retention in French programs.**

## **Part B: For Information Only**

### **Potential Impact of Budget Cuts on Secondary FSL Programs**

Staff reported that changes or reductions will not be known until the end of April when Grants for Student Needs are announced. Ministry has announced secondary class size average (not a cap) increase from 22 to 28 students. A number of teachers have been declared surplus to honour the timing outlined in TDSB collective agreements, and because fewer will be needed with the larger class sizes. There will be very few teachers to offer electives. Number of French teachers declared surplus is unknown.

Staff further reported that there are a number of small secondary schools, and these will be challenging to timetable. The ideal size of a secondary school is 1,000 – 1,200 students as this allows for students to have more course choices. A number of options are being considered to remediate this, including a campus model, which would allow students more choice in their courses. There continues to be a provincial moratorium for school closures. Parent members commented that schools are not just buildings, but community hubs and should be walking distance.

Staff will be asking secondary schools, wherever possible, to offer French Immersion and Extended together. Parent members commented that feedback from students in 2018 French Review was that they did not like this as the level of French is different.

Parent members also queried staff reported Fixed and Flexible costs related to staffing of extended/immersion French in elementary.

Trustee Pilkey shared an update on the work of the Finance, Budget and Enrolment Committee.

### **Recommendations in Response to the French Review**

The committee discussed the difficult timeline of the 2018 French Review through provincial, municipal elections and the current budget situation and the announcement that the staff response to the 2018 French Review with recommendations will be at PSSC on June 4, 2019. The committee decided to move forward with recommendations 3-7 to inform the discussion Trustees will have in June about improving FSL Programs at the TDSB in consideration of the Multi-Year Strategic Plan, Equity and the FSL Framework for Ontario Schools .

### **Concours d'art oratoire**

Opportunity for students in Grade 4-12 FSL programs to participate in public speaking, both traditional prepared speeches and impromptu speaking. Project of Canadian Parents for French and the Ontario Modern Language Teachers' Association (OMLTA). TDSB has a festival and competition over four days. About 80 TDSB students are selected to attend provincial event in May at Glendon College.

**Update on SKFI and Extended registration for entry Sept 2019**

SKFI offers: 3,670. Junior Extended offers 4,195. No new sites for September 2019.

**DELF (Diplôme d'études en langue française)**

Additional funding secured from the Ministry of Education will increase the number of grade 12 FSL Program students participating from 50 in May 2018 to 140 in May 2019.

**French Teacher Recruitment**

TDSB recruited at teacher job fair in Ottawa. New French teacher recruitment video is in production.

**Eglinton PART (Program Area Review Team)**

The PART at Bedford Park, Eglinton, Glenview, Hodgson, John Fisher, Northlea involves extended and immersion French programs. On occasion, FSLAC members have participated in PARTs but no invitation to date to this one. Staff will follow-up.

**Part C: Ongoing Matters**

N/A

**Report Submitted by:** Beth Butcher

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