

# French as a Second Language Community Advisory Committee

# Meeting Date: January 9, 2024

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

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| **Item** | **Invitee Name** |
| **Attended**: | Lynne LeBlanc (Parent Co-Chair W8), Charles Zhu (Parent Vice Co-Chair W11), Sharlene Henry (Parent Vice Co-Chair, W5/W6 Alt), Lisa McAvoy (Parent Vice Co-Chair W2), Maeve Gray (W10), Divya Chandra (W11 Alt), Randy Samuel (W14), Madelaine Hamilton (W16), Moosa Anwar (W19), Gail Miller (W22). Also present: Mary Cruden (Canadian Parents for French), Sharon Beason (Canadian Parents for French Alt), Trustee Dan MacLean (Trustee Co-Chair W2), Trustee Deborah Williams (W10), Audley Salmon (Staff Co-Lead), Roni Felsen (Staff Co-Lead), David Cameron (Manager, Research), Angela Caccamo (Centrally Assigned Principal), Kirsten Johnston (Program Co-ordinator), Mun Shu Wong (Digital Support) |
| **Guests:** | Darina Larga |
| **Regrets**: | Michelle Munroe (Central Co-ordinator PCE), Mavis Ayippey (W4), Mandy Moore (W7), Elizabeth Carvalho (W7 Alt), Cheryl Batty (W8 Alt), Rosemary Sutherland (CPF Alt) |
| **Recorder:** | James Jarrett |

| Item | Discussion |  Motion / Action |
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| 1. Call to Order | * Land acknowledgment – Lynne LeBlanc.
* Meeting recorded for minute taking purposes.
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| 2. Quorum / Membership Changes | * Quorum met (9 of 11 Wards represented)
* Ward 2 Lisa McAvoy acclaimed. Frances Shawera did not stand for re-election.
* Ward 14 Bahira Abdulsalam has resigned as alternative.
* Ward 19 Moosa Anwar acclaimed.
* Moosa has 4 children at North Agincourt JPS, aged JK to Grade 3.
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| 3. Approval of Agenda | * Charles Zhu moves, Moosa Anwar seconds. Carried.
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| 4. Approval of November 14, 2023 Minutes | * Charles Zhu moves, Gail Miller seconds. Carried.
 | James Jarrett to post minutes on FSLCAC Webpage |
| 5. Declarations - Possible Conflict of Interest | * Randy Samuel works as an emergency supply replacement person with the TDSB.
* Gail Miller works as an emergency supply replacement person with the TDSB.
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| 6. Ward & CPF Reports | * No Ward Reports.
* CPF: December newsletter went out to about 1000 parents, Trustees and the TDSB. Hundreds of parents have signed up for the newsletter, with lots of good feedback.
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| 7. Chair and Trustee Reports  | * Trustee Chair: The annual organizational Board meeting happened in November, with all Trustees receiving their new chairs and vice-chairs.
* A reminder that the PSSC meetings are televised, and all are welcome
* We have been engaging in our Ward forums on consultations for the Multi-Year Strategic Plan.
* Parent Chair: As mentioned, our parent newsletter went out for December.
* We’re promoting the Middle French Immersion program, which opened on Monday, January 8.
* We’ve noticed the 3 information sessions coming up.
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| 8. Research Department Presentation | * David Cameron: I’m the Manager of Research. We have 17 people on our team, 15 who are researchers.
* We do case studies, work with partners, and have a wide portfolio.
* We’re following up with a discussion from last meeting about the Learning Opportunities Index (LOI).
* The LOI as a policy is going to be reviewed this spring.
* The data for the LOI is generated by postal code areas of all registered students in a school, and is derived from Statistics Canada.
* There are 6 measures, 5 derived from Statistics Canada information, that research has shown have an impact on student success.
* Median family income, parental presence, parental education
* the proportion of families with 1 or 2 parents is driven by data collected at the school level.
* The LOI is used to help us allocated resources to our schools.
* Employee Services uses it partially to help determine if schools receive vice principal support.
* The determination of our 150 neediest schools out of our 472 elementary schools makes our Model Schools, and we use the LOI to determine that ranking.
* We revisit the numbers every 3 years. If a school transitions out of the Model Schools rankings, there is a bridge of funding to assist those schools.
* The Model Schools are given additional resources as well, such as health clinics run at the school.
* As mentioned, the policy that governs the LOI is currently under review. That policy review will lead to a methodological review. We want the process to have transparency.
* We have presented this information to the Inner Cities’ CAC, as they had expressed interested in the LOI, and the movement of schools in and out of the Model Schools Funding.
* Q: Can you expand upon the process of the review?
* David Cameron: The policy itself is currently under review. It is a 3-page document that is developed to govern the collection of the LOI statistics.
* We’re reviewing what the LOI is and what we are using it for as a system.
* The 6 variables are not yet under review. They will be reviewed once the policy review is completed, as part of the methodological review.
* Q: What is the relationship with the LOI to the Board’s focus on equity, and how do we know if it is successful?
* David Cameron: The LOI services us to map out the things that are outside of our control in the city, and to map out student need in the city.
* We focus on the variables that have an impact on student success. For example, income plays a role in predicting how likely a student is to go to university.
* From an equity perspective, the Board recognizes that certain students come to school with more challenges than others
* Q: The data comes mostly from the postal code. How many people live within a given postal code? When you talk about school outcome, do you mean graduation from grade 12, because university is beyond the scope of the TDSB? Also, immigration status is one variable that’s been put aside, so can you comment on that?
* David Cameron: We use the first 3 digits from the postal code from StatsCan to get our data. We are looking for data that is comparable and can be measured at the school level.
* The variables have an effect on student outcomes. We look at EQAO scores, graduation rates and post-secondary to measure academic success.
* A grade 9 student who is an achiever is more likely to go on to university.
* I'm happy to connect you to our analytical teams and our inferential, statistical people to give you all the weighted measures.
* Q: Do economic factors and income levels mean more in this, or are they equal to education factors?
* David Cameron: The factors are equally weighted. We look at income deciles. The factors are all calculated to provide a raw LOI score. The object is to identify the external factors to what we do in the TDSB that affect student achievement.
* Q: The reason we’ve inquired about LOI goes to a Globe and Mail article in October, which indicated that French programs could be altering LOI scores for schools like Blake PS. How does the wider French Immersion catchment affect a school’s LOI.
* David Cameron: We look at all students enrolled in the school, so both the English and French catchments would be proportionally factored in.
* Q: When you have students in FI coming from different areas, how can you get data from a postal code with mixed incomes?
* David Cameron: We use the data from the Long Form Census. It’s not a perfect measure, but it’s the best information that we can gather and measure against student success. Is started out as a measure by the Research department, and the Board became interested in it. It’s not the only tool that’s used, but it is one.
* Q: Do you note the mobility of students and how that affects schools? How much change do you see in a 3-to-6-year span as it relates to the 150 Model Schools?
* David Cameron: There is a shift of 15-18 schools in the top 150 every review period. There are hotspots where people are highly mobile. They tend to be in the downtown core and areas close to public transit.
* When families move into these neighbourhoods, that’s when you’ll see movement. A lot of our elementary schools are small, so you can see quite a bit of movement in the rankings.
* At the high school, there is more movement in the Urban Priority High Schools. People tend to live closer to their elementary schools.
* Q: Regarding postal codes, in our ward, there are many postal codes. Is there an average assigned?
* David Cameron: The students are assigned based on where they live. Those numbers are then averaged together to get to a single number for a school. There may not be a significant statistical difference between say schools 136 to 139 for example. Schools tend to cluster, so schools 1 to 136 tend to be similar.
* We use other education systems like our neighbours in the South, and the UK to look at other systems research as well.
* Q: You mentioned the international review as well, which adds more credibility to the whole process. It's just a complicated calculation, so it's just a lot to process for us. I guess that's why it's an imperfect system, right?
* David Cameron: If we had the time, we could put a ranking on something like playgrounds as an example. We could put the playgrounds into a ranking of really good, those that could be renovated, etc., and we could see a relationship with LOI there because of schools with access to tons of resources for their community tend to correspond to income measures.
* Q: We can find this information on the TDSB website, correct?
* David Cameron: Yes, on our research page: <https://www.tdsb.on.ca/Portals/research/docs/reports/LOI2023.pdf>
* Q: Regarding vendor lists, sometimes we are told to purchase from a certain vendor, but we know that we can get something at a cheaper price elsewhere.
* David Cameron: That’s not my area, but it is interesting. There are things you can fundraise for, like playgrounds as an example. There is a huge disparity in fundraising ability across the province. This is part of why we use an LOI and have an equity strategy.
* Q: What are you looking for in the review?
* David Cameron: We look for feedback from the system, including the CACs. We have psychometricians that we are consulting with as well. We’re not looking for specific feedback in sessions, but we are interested in what CACs have to say.
* Trustee Chair: Refugee centres are being set up at hotels, and then kids enrol in the local schools. These students would need help but if they are temporary, they are not included in the calculation.
* David Cameron: That’s a good question. I don’t know how we measure that. If the refugee centres are where they are registered, they are where they are included, it would not be as responsive.
* Trustee Chair: Smaller schools would be more impacted by the swing. These schools tend to get these kinds of students because they have room. It creates a challenge at the local school level. The hotels are quite often in the area say around the airport, and its challenging.
* David Cameron: It’s a volatile measure, but it’s a comparable measure for how schools are doing on the LOI. We see a relationship with EQAO and student success.
* Q: How refugees fit into this picture is a huge challenge. I always felt that LOI didn’t help poor pockets in Swansea PS, which is not in the top 150 schools, and the fundraisers didn’t adequately cover their needs.
* How do you spread out the opportunity to spread French Immersion to other needy schools. French is an equity skill.
* Broadview/Danforth in the south part experienced enormous change in the last 12 years and it affected the English only schools as well.
* Chief Dan George PS added an FI program, and it became more needy in the LOI. Can FI be isolated as a factor in the LOI?
* David Cameron: It would be a factor with the wider postal code area for FI. FI is an attractive program. It’s very tricky when you try to parse out a program, it’s very complicated.
* Q: Following up on the French Review, if you were going to look at the socio-economic or race-based data for K-12, what are your thoughts for how you would examine these factors?
* David Cameron: In terms of how things are affected, we fortunately just came through a census period. We’ll be able to look at the FI program vs. the mainstream English program and parse out special education. This information should be available in 6 weeks.
* Q: How long would it take to see the impact of these changes? How narrow will you be able to go?
* David Cameron: We can go down to the grade level and see the different groups.
* Q: I appreciate that you’re willing to look at the schools as a community. We have a group in Thorncliffe and Flemington Park with 100 participants. We have 2 new FI programs at Fraser Mustard and Thorncliffe Park. Both schools are model schools with different needs. One challenge we noticed is that there aren’t a lot of French resources at in the library.
* I want to be able to form a communication channel to provide feedback to schools for school needs. Is it possible in your evaluation to determine If a school may need an extra VP, or if a school doesn’t because they have an experienced admin team?
* David Cameron: Schools go through a school improvement process to address the kinds of things you’re talking about. That piece of work is an ongoing process with all our schools. It’s on an annual cycle that we go through. I would reach out to the school principal about specific issues raised.
* Staff: Regarding the earlier comment about purchasing cheaper resources for schools, our Purchasing department works hard to get the best costs of items, but there are also compliance standards that have to be met for a vendor. Although a price may be less for an individual item, generally, the Purchasing department looks for the best global prices for items.
* Q: Depending on school costs, we have seen stresses purchasing items. For example, purchasing apples monthly or weekly depending on the price. Schools can do book exchanges. We want to see if there are any stats showing students not traveling as far, staying in an FI program. For example for Blake Street PS, we would want to see if local students are enrolling in the FI program
* Q: Looking at schools with abnormal catchments, e.g. Swansea. A listing of how many schools that are in each FI catchment area would be useful. We would have some schools with 13 schools in their FI catchment while others are fewer than 10. Hats off to the French department team in identifying potential sites.
* David Cameron: You can reach out to me directly, or to our general Research@tdsb.on.ca email address to look at some of this data.
* Q: Given that there is pressure from another CAC on this issue, we can respond as a group to the policy review. FI kids are just kids in another school, at the end of the day it’s the kids in the building that need resources.
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| 9. French Review | * Staff: Early FI registration closed on September 1. We’re still making offers for our on-time applicants. Not everyone has heard yet. 2879 total applications. The final numbers will be in our enrolment report to PSSC. Our JK numbers are lower due to a lower birthrate and families moving.
* In regard to Middle Immersion, the enrolment period opened yesterday. We are currently at 404 applicants. The registration period closes on February 2.
* We have 3 information sessions, and the first is coming up on January 11. We have sent out a personal message through school messenger. We have met with Community Support Workers to bring it to their attention.
* Q: At what point do you start directing people to their program schools?
* Staff: There will be a second email with the direct link for students to register in their Early FI school. That begins in the first week of February.
* Q: I have seen that there are 3 sessions. Do you have school-based information sessions as well?
* Staff: The information has been shared with all schools, CACs and childcare programs. We have varied the time slots for the information sessions, in order to maximize the number of parents that can join in.
 | **Standing Item** |
| 10. Adjournment | * Moved by Randy Samuel, seconded by Moosa Anwar.
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| Next Meetings | February 13 @ 7:00 PM-9:00 PM, [Hybrid Meeting](https://tdsb-ca.zoom.us/j/93600090171?pwd=cVdYbEhUYjF3UTVKWTZsNW11MlNqUT09), Committee Room A @ 5050 Yonge.Upcoming meetings: March 19, April 16, May 14, June 11  |  |