



COMMUNITY ADVISORY COMMITTEE MINUTES

Committee Name: French as a Second Language Advisory Committee

Date: February 24, 2015

Time: 7:00 Pm – 9:00 pm

Present: Kristina Laperle Co-Chair (W17); Trustee Co- Chair Robin Pilkey; Dina Pizolinas (W2); David Kim (W3); Lauralyn Johnston (W8); Betheney Maheu Vice-Chair (W11, Alt for W13); Sharon Kerr (W13, W21); Sharon Beason (W16); Mary Cruden (Canadian Parents for French);

Teleconference: Laura Steele-Gunter (W7); Wilmar Kortleever (W13 Alt); Pam Rigney (W21);

TDSB: John Tancredi (Central Coordinating Principal); Andrew Gowdy (Senior Manager, Planning)

Regrets: Kirsten Johnston (Program Coordinator)

Guests: Steph Rickard Chadda (W11); Randy Samuel (W17); Trustee Pamela Gough (W3)

Recorder: Latha John (Parent and Community Engagement Office)

ITEM	DISCUSSION	ACTION: RECOMMENDATION/ MOTION
Call to Order/Quorum	Meeting started as informal at 7: 15, welcome introductions followed. Quorum was achieved at 7:23 pm.	
Approval of Agenda	Motion to approve agenda by Dina Pizolinas , seconded by Sharon Beason. Motion carried.	
Minutes- Jan 27, 2015	Motion to approve the minutes by Lauralyn Johnston, seconded by Sharon Beason. Motion carried.	



ITEM	DISCUSSION	ACTION: RECOMMENDATION/ MOTION
<p>Space Utilization Rates Guest speaker: Andrew Gowdy, TDSB Planning</p>	<p>Andrew Gowdy presented to the committee and shared the following documents :</p> <ul style="list-style-type: none"> • Definition of Capacity and Utilization Rate • Summary of the Enrolment Projection Method Used by TDSB Planning Staff. <p>Capacity is number of students that can be reasonably accommodated in the building and is based on loading factors (students per room) determined by the Ministry of Education.</p> <p>The utilization rate is calculated by dividing the enrolment of a school by the capacity of the school.</p> <ul style="list-style-type: none"> • Load for a regular sized classroom (min 700 sq. ft.) is 23 students. • Kindergarten room of 900 sq.ft. is loaded at 26 students. • Regular size classroom for special education is loaded at 9 students if they are there 50% or more of the school day. • Smaller rooms (400-700 sq. ft.) are used for resource rooms and are loaded at 12 students. • Rooms smaller than 400 sq ft are categorized as seminar rooms and unloaded as they are not expected to accommodate classes for the whole day. • All other space, which is not used for instruction, such as office space, childcare/family centres has no student loading calculations attached to it. • Each elementary school is allowed one single classroom that is unloaded and is used for withdrawal purposes (ie, whole class moves to another room, leaving an empty room). Often used for instrumental music. • Section 23 classrooms are unloaded. Section 23 programs serve students who, for a variety of reasons, require their educational needs to be met outside of the regular school system in specialized settings providing individualized programming in hospitals, group homes, custody facilities, treatment facilities and classrooms in community schools. These classes are funded directly by the Ministry. 	<p>Action: Handouts will be posted in FSLAC google drive</p>





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	<p>Q: Why are portables loaded at zero? A: Ministry doesn't recognise portables as part of the permitted capacity.</p> <p>Q: How often does the capacity of the buildings get assessed? A: The capacity information is recorded in the ministry database called School Facilities Inventory System (SFIS). Many school boards do not update the database for program changes; physical space changes are updated on the database for the Top Up Grants (utilities, maintenance and caretaking). The Ministry's funding formula has changed and the Top Up Grant has been decreased to prioritize funding to renewal and major maintenance of buildings. The Board is in the process of updating the capacity information in response to the Minister's directives.</p> <p>Q: How are SEF buildings capacity calculated? A: SEF buildings are schools with open concept spaces; the number of classrooms is determined by the square footage in the design plan. The basic rule is to divide the total square footage of the open space by 700 square feet to determine the number of classrooms.</p> <p>Q: How is the capacity calculated for combined grades? A: Classrooms that accommodate combined grades are loaded like any other room based on the size of the room; that is, a regular-sized elementary classroom (min 700 sq. ft.) that accommodates a combined grade is loaded at 23.</p> <p>Q: How has FDK changed utilisation rate? A: Prior to the introduction of FDK, kindergarten rooms were loaded at 20. With the full implementation of FDK, kindergarten rooms are now loaded at 26. This reflects the change in the class size requirement for FDK classes. The class size for kindergarten changed from a hard cap of 20</p>	





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	<p>(with 10% of all primary classes across the system allowed to increase to 23) to an average class size of 26 measured across all kindergarten classes in the system. The specifications for FDK rooms are access to washroom, coat hooks and cubbies, and the room to be 900 square feet.</p> <p>Q: What are the reference documents? A: The Ministry provides a User Guide to school boards.</p> <p>Q: How are Core French rooms considered? A: Core French is delivered in a regular classroom setting. If a dedicated Core French room is not available then the French teacher is on a cart. Any schools over 90% capacity are not likely to have a dedicated Core French classroom.</p> <p>Q: Who makes the decisions for allocation of the classrooms in the school? A: Sometimes staffing committee gets involved; it is mostly local decisions done annually by the principal and the superintendent.</p> <p>Q: What does an 85% utilisation school have that a 100% utilised school don't have? A: Schools at 85% will have a couple more rooms for withdrawal purposes and no portables. The decision for withdrawal spaces is done locally. With the recent changes from the Ministry on Top Up Grants, an 'ideal' school is now 80-90%.</p> <p>Q: How sustainable are the facilities plans that are in place? A: The Board recognises that its current revenue generation strategy of selling property is a short-term plan. The Board has sold 66 properties to get additional capital funds. The Board is looking at various funding alternatives such as development charges and access to the tax base. Projections- Short-term annual and long-term 25-year projections are done yearly. Many variances to be</p>	



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	<p>considered for projections. The planner looks at history, age of children, English and French tracks, residential development, and annual decisions from Special-Ed and French departments.</p> <p>Q: What happens with Special Ed classes? A: Special Education moves where there is space. The placement is done through IPRC; transportation will be arranged for the student and parents are notified.</p> <p>Q: How does planning forecast for new developments, particularly high-rise ones? A: The Board studies existing buildings and the number of students who reside in them. The existing dwellings are categorised by unit type, tenure type, and region (the city has been divided into 44 regions for the purposes of this study). Each year the number of students residing in these existing dwellings is counted. The count of students by unit type, tenure type and region results in a specific pupil yield factor for each unit type and tenure type in the 44 regions of the city. The pupil yield factor is used to forecast the number of students who could reside in a proposed development. The appropriate pupil yield factor to use for the proposed development is determined by the proposed unit type, tenure type and location of the development.</p>	<p>Action: Kristina will put Special Education as discussion item in the agenda for a future meeting.</p>
<p>Letters to Ontario Minister of Education Liz Sandals & TDSB Chair Chen</p>	<p>Letters were sent on behalf of the FSLAC to TDSB and Minister Liz Sandals. Positive responses from Board's Chair Shaun Chen, Trustee Gough and Trustee Lister to the letter.</p>	<p>Action: Attach copies of FSLAC letters to TDSB and Minister Liz Sandals, as well as responses received to minutes.</p>
<p>Chair's Report</p> <ul style="list-style-type: none"> • Newsletter 	<p>Suggested Newsletter items for March 6th: Special needs-What do you do if kid is struggling?; Edu Travel; Partnership with the TDSB and Canadian Parents for French; YMCA summer work; Canadian Librarian Association; Summer camps; Netflix in French</p>	
<ul style="list-style-type: none"> • Parent 	<p>Kristina presented the 'Help with Homework Workshop' at Chester. Well-attended and positive</p>	



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workshops	feedback. Upcoming workshops at Brimwood on May 2 and at Parkdale PS on March 31st or April 1st.	
Consultation on Acceptable Use of IT Resources	FSLAC Members, Lauralyn Johnston and Betheney Maheu attended the consultation, provided feedback on the use of IT resources, the policy, the policies and definitions.	
Staff Report <ul style="list-style-type: none"> • PARS update • DELF Project 	<p>LTPAS (Long Term Planning and Accommodation Strategy) Meetings</p> <ul style="list-style-type: none"> - Finalised placement of students and new sites for Sept 2015 SKFI - Opening program at Earl Haig. Jr. Ext. French schools – Opening at Forest Hill and two other new schools <p>The total number of applicants for SK, Grade 4 and middle immersion programs is 5600. The numbers of applicants for Grade 7 are not available yet as it is not done centrally. All placements are expected to be done before March Break.</p> <p>DELFF –is the internationally recognized French proficiency test based on the Common European Framework of Reference for Languages (CEFR)</p> <p>TDSB was part of the ministry funded research program last year and is continuing this year. Last year 35 students participated in the DELF and all but one achieved the level which was challenged. This year 50 grade 12 students- 20 core French students, 10 extended French Students and 20 immersion students will participate in the testing.</p> <p>The goal is to help us understand how effective the programs are in developing proficiency in French and how confident students are in using their French.</p> <p>Q: Is there any interest in doing the DELF in FSL Grade 9?</p> <p>A: The board will follow Ministry of Education guidelines; Ministry of Education has put forth a brand new secondary curriculum document with no reference to DELF or CEFR. The philosophy of teaching and learning of French is deeply influenced by CEFR but it is not specifically referenced. The board is</p>	<p>Action: Mary will send the Ministry study of DELF results out to members.</p>



ITEM	DISCUSSION	ACTION: RECOMMENDATION/ MOTION
<ul style="list-style-type: none"> • Concours Oratoire (Speech Contest) • Summer School 	<p>unlikely to require or provide an opportunity for any students, other than those funded by the Ministry project, to challenge the DELF.</p> <p>Q: Is it possible to have CEFR based benchmarks in FSL programs? A: Not at this time - this would have to be driven from the ministry.</p> <p>Concours d'art oratoire starting in the regions -West Regions 1-5 on March 25th, East Regions 11-14 and 20 on March 30th, East Regions 15-19 on March 31st and West Regions 6-10 on April 2nd. Regional finalists go on to the provincial finals in May at Glendon College. The contest is put on by Canadian Parents for French (CPF- http://on.cpf.ca/activities/youth-activities/ontario-concours-et-festival-dart-oratoire/) in partnership with the Ontario Modern Language Teachers' Association (OMLTA)</p> <p>Summer School is being offered by Continuing Education for immersion, core and extended French in 6 sites: Brimwood Blvd (K-8), Cassandra(1-8), Cliffwood (1-8), JB Tyrrell(6-8), Swansea(1-8), and Willowdale(6-8)</p> <p>Information on secondary schools has not yet been released, but is due out by the end of March. Check the TDSB website for information updates.</p>	
<p>Ward Reports</p>	<p>Ward 2 – At Millwood, staff and Trustee Glover met with parents to discuss pathways, concern around the distance to the middle school, Hilltop, TTC transportation and bussing, and retention of students in immersion. Dina and Mary attended.</p> <p>Ward 11-Davisville FI program is bursting at the seams. Davisville was built to meet the needs of deaf students, so the classrooms are smaller than most schools. Carla Kisko, TDSB CFO, is coming to next Ward Forum.</p> <p>Ward 13- Informative Ward Forum looked at numbers and utilisation rates. Northlea having Family</p>	





ITEM	DISCUSSION	ACTION: RECOMMENDATION/ MOTION
	Fun Fair. Ward 17- March 24th Ward Forum at Dallington; John Tancredi and Kristina Laperle will be present .	
Other Announcements	Canadian Parents for French signed a partnership agreement with the TDSB to facilitate programs and distribute materials.	
Next Meeting Date	Next Meeting April 21, 2015	
Adjournment	Meeting adjourned at 9:17 pm	





French as a Second Language Advisory Committee

Email address: fslactoronto@gmail.com

Webpage: www.tdsb.on.ca/fslac

February 13, 2015

Dear Minister Sandals,

Trustees are the elected representatives of our public school system. It is of paramount importance that trustees are empowered to address constituent concerns, particularly parent concerns.

As the Parent Co-chair of the Toronto District School Board's French as a Second Language Advisory Committee, I am writing to express our concern that several of the Wilson directives will result in tying trustees' hands so tightly they will not be able to act on behalf of students/parents. If trustee activities are curtailed who will help parents navigate our big, complicated school board? Trustees are democratically elected to be the voice of the community. Parents are its most vested members in every layer of our public school system, from the teachers and principals all the way through central staff to the Director and the Board of Trustees. Parents need to have an actionable voice through their trustees.

Over the past month, we have been discussing the Wilson Report and the Minister's directives. Even for the parents of our committee who are highly engaged and knowledgeable, there is a lot of information to process. Our primary concern is that our children get a good education that will prepare them for the future and that we, as parents, have a say in it. The TDSB is a very large board and the needs from one neighbourhood to the next can vary greatly. While we expect the Ministry and the TDSB to look at the greater picture of education across the province and the city, we need our Trustees and their constituency assistants to work with all layers of staff to identify and address local parent priorities and to help us navigate the system on behalf our children. Please ensure parent access to good trustees is not lost in order to censure a few of them.

As parents, we expect you, TDSB staff and trustees to keep our kids at the centre of all of that is being done. We expect TDSB staff and trustees to be respectful of your authority and we expect you to be respectful of TDSB staff and trustees. We expect TDSB staff and trustees to respect 'parents as partners' in every aspect of the TDSB and we expect you, our Minister of Education, to ensure that none of your directives restrict that partnership.

We, the parents of the TDSB French as a Second Language Advisory Committee, look forward to your response.

Sincerely,

Kristina Laperle
Parent Co-chair
French as a Second Language Co-chair

CC: TDSB Chair, Trustees and Director (electronically)
NB: Electronic copy to Minister Sandals Feb 17, 2015





French as a Second Language Advisory Committee

Email address: fslactoronto@gmail.com

Webpage: www.tdsb.on.ca/fslac

January 30, 2015

RE: Ministry of Education proposed Pupil Accommodation Review Guidelines, November, 2015

Dear Chair Chen,

Parents are the most vested stakeholders in education and our input into the public school system is fundamental. As the Chair of the TDSB, we ask that you take all steps necessary to ensure this is maintained when the new Ministry Pupil Accommodation Review Guidelines (PARG) are released. The current TDSB practice is to include the French as a Second Language Advisory Committee (FSLAC) in reviews involving Extended/Immersion French. We ask you to safeguard our involvement and that of all parents in the pupil accommodation decision making process going forward.

Of specific concern, is the proposed shortened process in the draft PARG from the Ministry of Education which allows for reductions in timelines and required public consultations. The Board's current policy (P68) commits to engaging students, parents, staff and members of the community in accommodation reviews to ensure that decisions are "fully informed and carefully considered". Respecting that policy statement, which has served us well, means giving our communities sufficient time and opportunity for meaningful engagement. It was reassuring to hear this commitment mentioned repeatedly at the recent Board meetings by both Trustees and Staff. However, we are concerned that the challenging times ahead will put enormous pressure on our existing processes.

The FSLAC has been involved in many pupil accommodation reviews over the past five years and we know that the results of these reviews affect our TDSB students and families on a daily basis. We also know that the TDSB's commitment to broad consultation and to listening carefully to parents is exemplary. As parents of TDSB students, as a TDSB advisory committee and as community members, our voices are essential to good decision making and they must be heard and valued.

Thank you for considering this important matter. Please help the TDSB maintain and enhance parent engagement in accommodation reviews as we go forward together.

Sincerely,

Kristina Laperle
Parent Co-chair
French as a Second Language Co-chair
CC: TDSB Director and Trustees





Toronto District School Board

From: Shaun Chen <shaun@shaunchen.com>

Subject: RE: Min of Ed Proposed Pupil Accommodation Review Guidelines, November, 2015

To: FSLAC fslactoronto@gmail.com

Cc: "Alexander Brown (W12)" <alexander.brown@tdsb.on.ca>, "Ausma Malik (W10)" <ausma.malik@tdsb.on.ca>, "Chris Glover (W2)" <chris.glover@tdsb.on.ca>, "Chris Tonks (W6)" <chris.tonks@tdsb.on.ca>, "David Smith (W19)" <david.smith4@tdsb.on.ca>, "Gerri Gershon (W13)" <gerri.gershon@tdsb.on.ca>, "Howard Kaplan (W5)" <howard.kaplan@tdsb.on.ca>, "Jennifer Arp (W8)" <jennifer.arp@tdsb.on.ca>, "Jennifer Story (W15)" <jennifer.story@tdsb.on.ca>, "Jerry Chadwick (W22)" <jerry.chadwick@tdsb.on.ca>, "Jesse Waugh (Student Trustee 14-15)" <Jesse.Waugh@tdsb.on.ca>, "Ken Lister (W17)" <ken.lister@tdsb.on.ca>, "Manna Wong (W20)" <manna.wong@tdsb.on.ca>, "Marit Stiles (W9)" <marit.stiles@tdsb.on.ca>, "Michael Ford (W1)" <michael.ford@tdsb.on.ca>, "Nelia Wong (Student Trustee 14-15)" <nelia.wong@tdsb.on.ca>, "Pamela Gough (W3)" <pamela.gough@tdsb.on.ca>, "Parthi Kandavel (W18)" <parthi.kandavel@tdsb.on.ca>, Rob Little - Trustee Services <Rob.Little@tdsb.on.ca>, "Robin Pilkey (W7)" <robin.pilkey@tdsb.on.ca>, "Sheila Cary-Meagher (W16)" <sheila.cary-meagher@tdsb.on.ca>, "Sheila Ward (W14)" <sheila.ward@tdsb.on.ca>, "Shelley Laskin (W11)" <shelley.laskin@tdsb.on.ca>, "Tiffany Ford (W4)" <tiffany.ford@tdsb.on.ca>, Donna Quan <donna.quan@tdsb.on.ca>, TDSB Parent Involvement AC info@torontopiac.com

Dear Mme. Laperle,

On behalf of the Board of Trustees, thank you for your email and for sharing your concerns regarding the Ministry of Education's new guidelines for Pupil Accommodation Reviews.

The TDSB is fully committed to ensuring parental and community engagement throughout the accommodation reviews it will be conducting. At its Feb. 10 meeting, the Board supported "community consultations" and removed the originally proposed wording to "accelerate" the process.





Toronto District School Board

I can also share that in my meeting with Education Minister Liz Sandals on Feb. 9, I was informed that the Ministry will only set a minimum standard for Pupil Accommodation Reviews, therefore leaving Boards with the option to hold consultations that go beyond the provincial guidelines.

The voice of FSLAC will continue to be welcomed and valued at the table. Thank you once again for writing, and I look forward to continuing to work together to support our students, schools and communities.

Sincerely

Shaun Chen

Chair, Toronto District School Board

Trustee, Ward 21, Scarborough-Rouge River

