



**COMMUNITY ADVISORY COMMITTEE MINUTES**

Committee Name: French as a Second Language Advisory Committee

Date: October 27, 2016

Time: 7:00 pm

**Present:** Trustee Co-Chair Robin Pilkey; Parent Co -Chair Kristina Laperle (W17), Mary Cruden (Canadian Parents for French); Caroline Paterson (W7); Lauralyn Johnston (W8); Sharon Beason (W16)

**Teleconference:** Rosemary Sutherland (W9, Alt), Parent Vice- Co-chair Peggy Dufresne (W19)

**TDSB Staff:** Manon Gardner (Exec. Superintendent); John Tancredi (Central Co-ordinating Principal); Kirsten Johnston (Program Co-ordinator); Jim Spyropoulos (Executive Superintendent)





**Guests:** Allison MacAlpine (W14); Maureen Burnett (W14)

**Regrets:** Sarah Warden (W10)


**Recorder:** Linda Mendonca

ITEM	DISCUSSION	RECOMMENDATION /MOTION/ACTION
<b>1. Call to Order/Welcome &amp; Introductions (Kristina Laperle)</b>	<p><b><u>Call to Order:</u></b> Meeting was called to order by Chair Laperle at 7:09 pm. Welcome and Introductions followed.</p> <p><b><u>Membership changes:</u></b> No changes</p>	
<b>2. Approval of Quorum /</b>	<b>Approval of Quorum</b>	



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<b>Membership Review (Peggy Dufresne)</b>	Quorum was achieved.	
<b>3. Approval of Agenda (Kristina Laperle)</b>	<b>***Motion:</b> Lauralyn Johnston, seconded by Sharon Beason, moved to approve the agenda. Motion carried.	Linda to post agenda to FSLAC webpage.
<b>4. Approval of Minutes September 20, 2016 (Kristina Laperle)</b>	<b>***Motion:</b> Sharon Beason, seconded by Peggy Dufresne, moved to approve the minutes dated September 20, 2016. Motion carried.	Linda to post minutes to FSLAC webpage.
<b>5. Equity Framework (Kristina Laperle)</b> <ul style="list-style-type: none"> <li>▪ Highlights from new FSL Equity Framework</li> <li>▪ Review Characteristics in FSL Document</li> <li>▪ Review Sifting and Sorting Document</li> <li>▪ FSL in the context of the Equity Framework</li> </ul>	<p><b>Equity Framework</b></p> <p>Executive Superintendent Spyropoulos provided an overview of the Integrated Equity Framework documents: The final documents reflect feedback gathered during the consultation process. Significant changes between the consultation documents and those that were approved by the Board included high-level information related to Board policies provided by the Parent Involvement Advisory Committee (PIAC).</p> <p><b>Highlights from New Equity Framework</b></p> <ul style="list-style-type: none"> <li>▪ Since 1998, the Equity Foundation Statement has been the guide for an equitable lens for work done at the Board</li> <li>▪ With legislative changes in the Human Rights Code, gender equity, etc., TDSB assessed current situation and found areas for improvement</li> <li>▪ TDSB has access to rich data which forms the foundation for this type of work</li> <li>▪ Equity does not mean equality</li> <li>▪ Framework includes 7 key areas identified through work done by the Board previously in conversations with our district and communities include: Policy, Budget, Access &amp; Secondary Review, School Improvement Process, Leadership Capacity Plan, Inclusion &amp; Special Education, and Employment Equity</li> <li>▪ Each of these areas has very specific actions to achieve goals in 3 years that include targeted ways to touch the classroom to make improvements</li> </ul>	 integrated equity framework action plan  integrated equity framework report.pdf  Creating Equitable Learning Environment  Equitable Learning Environments for All.1



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	<ul style="list-style-type: none"> <li>▪ Each school will address their own issues with different plans for different schools</li> <li>▪ The group most highly at risk at TDSB and is at crisis levels, LGBTQ students (in terms of achievement, and emotional, physical and mental well-being)</li> </ul> <p><b>Consultation Process &amp; Creation of the Document</b></p> <ul style="list-style-type: none"> <li>▪ In 2016, we had four public consultation meetings, about 100 people came out.</li> <li>▪ Oct 20<sup>th</sup> – Director John Malloy held a webcast</li> <li>▪ Timelines are tight with respect to creating this document</li> <li>▪ Final copy will be significant, but not set in stone, it is flexible. We will continue to engage and revise the plan to include learnings from the year</li> <li>▪ It is very important to continue to have check in points and measurements for success; Ultimate measurements include student achievement results and feedback from student and parent census every 5 years</li> </ul> <p><b>Q:</b> Why is Parent Engagement not a standalone item?  <b>A:</b> Parent and community engagement fits into each of the 7 areas. One of the things we heard is that the word “Parent” is not included in the document enough, but some students felt there were too many references to “parents” and not enough “students” in the document</p> <p><b>French as a Second Language in Ontario</b>  <i>Presentation by Kirsten Johnston, FSL Co-ordinator</i></p> <p><b>Summary of Presentation and Q &amp; A</b></p> <ul style="list-style-type: none"> <li>▪ Purpose of the TDSB research report, Characteristics of Students in FSL (French Immersion/Extended) Programs, was to share data with staff and parents to help confront some assumptions about student participation. Who is in FSL programs? What supports do we need to ensure broad participation? Are there differences in the data for FI and extended French? We need to look at our own bias.</li> </ul>	<p>Members are asked to send any further questions to Chair Laperle. The discussion questions will be continued at the November 24<sup>th</sup> meeting.</p> <div style="text-align: center;">  </div> <p>FSLAC Oct 27th.pptx</p>





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	<ul style="list-style-type: none"> <li>▪ TDSB research report, Sifting and Sorting examined program of study – applied vs. academic. Some groups are dramatically overrepresented in applied. Choices for academic and applied are made as early as grade 3. Some students are being told that the academic stream is not for them. French immersion/extended are only offered as academic programs.</li> </ul> <p><b>Q:</b> How are non-English parents provided with information?  <b>A:</b> Multilingual brochures, produced by Canadian Parents for French are available. Focused resources are needed for neighbourhoods where we have more newcomers to remove barriers and ensure FI and extended are accessible to all students.</p> <p><b>Q:</b> What would be the main reason that students with special education needs are underrepresented in the programs? Is it due to lack of identification, counselling out?  <b>A:</b> We are doing professional learning on differentiated learning guided by the new Ministry of Education document: Including Students with Special Needs in FSL The suggestion to demit and leave the program should not come from staff; if the parents ask, we work through issues with them.            Comment: Having Ministry information available to parents would be helpful.</p> <p><b>Q:</b> Who stays in the program? Do the attrition numbers skew the same way, or are specific ethnic groups dropping out?  <b>A:</b> The data does not capture attrition data.</p> <p><b>Group discussion: FSL within Equity Framework and Action Plan</b></p> <p>AREA 3: ACCESS &amp; SECONDARY REVIEW</p> <ul style="list-style-type: none"> <li>▪ FI/Extended French enrolment growth and new programs across the city will impact secondary needs: in last 5 years, 21 (15 FI and 6 JEF) new sites, with 36 in model</li> </ul>	





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	<p>schools.</p> <ul style="list-style-type: none"> <li>▪ Students have the choice of continuing in FI/EF or attending other specialized programs (ie, TOPS, IB, Cyber Arts, etc); not currently possible to combine programs; possible solutions include e-learning (school year and summer), virtual high school, hybrid courses, campus approach to provide access to FI/EF and specialized programs concurrently</li> </ul> <p>AREA 4: SCHOOL IMPROVEMENT PROCESS</p> <ul style="list-style-type: none"> <li>▪ Questions to be asked to examine how inclusive we are: Who is in FSL? Who is not? What does retention data look like from grade to grade? Where are our programs? What supports and opportunities are there for FSL teachers? Do we have high expectations for teachers in FSL (especially core French)? Are there biases around learners/programs? Are there systemic barriers? What are the indicators that we are succeeding? What are indicators that we have more work to do?</li> </ul> <p><b>To be continued at Nov 24 meeting:</b></p> <p>What TDSB practices support equity in FSL programs?</p> <ul style="list-style-type: none"> <li>▪ Every possible applicant gets an info package</li> <li>▪ Every applicant gets a spot, with transportation</li> <li>▪ Increase in sites in underserved areas</li> <li>▪ Multilingual brochures</li> </ul> <p>What could the TDSB do to better support equity in FSL programs?</p> <ul style="list-style-type: none"> <li>▪ Improve communication to parents to show that all students are welcome</li> <li>▪ Improve distribution of programs to underserved areas</li> <li>▪ Invest in classroom resources in French that reflect diversity</li> <li>▪ Uniforms</li> <li>▪ Assign accountability for retention – if 60 kids start in SKFI and 25 remain in grade 4 at a school, how does that become part of a school improvement plan?</li> </ul>	





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<p>6. Chair’s Report (Kristina Laperle)</p> <ul style="list-style-type: none"> <li>▪ PIAC Conference</li> <li>▪ Newsletter preparation</li> <li>▪ Future guest speakers</li> </ul>	<p><b>PIAC Conference : Saturday November 19<sup>th</sup></b>  Peggy and Kristina will be doing three workshops on supporting child in FSL. Sharon Beason and Lauralyn Johnston volunteered to assist with the marketplace where the FSLAC will have a table alongside Canadian Parents for French.</p> <p><b>FSLAC Newsletter Preparation</b>  New ideas and help with the FSLAC newsletter are welcome. The newsletter will go out in early December.</p> <p><b>Future Guest Speakers</b>  Ward 15 alt, Bronwyn, works for Historica Canada which provides programming for students in French through Encounters Canada and teacher resources in French and will present at a future meeting.</p>	<p>Chair Laperle will send out a call for newsletter items.</p>
<p>7. Staff Report (John Tancredi &amp; Kirsten Johnston)</p> <ul style="list-style-type: none"> <li>▪ Professional Learning Plan</li> <li>▪ Communication plan for the FI application process</li> <li>▪ CEFR provincial PD plan</li> <li>▪ New ministry resources supporting Core French Teachers</li> </ul>	<p>Professional Learning Plan</p> <ul style="list-style-type: none"> <li>▪ Deferred to next meeting</li> </ul> <p>Communication Plan for the French Immersion Application Process  The French Immersion (FI) application process starts on November 1<sup>st</sup>. The deadline is December 1<sup>st</sup>.  Information nights will be held at all FI schools. Kirsten will be at 10 of the Information Nights. The first information night is on November 2<sup>nd</sup>.  A virtual information night will be held mid-November.  A rotating banner will be on the main page of the TDSB website next week.  Printed packages and posters have been sent out to schools  Videos will be available on the website under French Immersion and Junior Extended French.</p>	





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	<p>Ads will be placed in the community newspapers and community centres.</p> <p>CEFR Provincial PD Plan</p> <ul style="list-style-type: none"> <li>▪ Deferred to next meeting</li> </ul> <p>New Ministry Resources Supporting Core French Teachers</p> <ul style="list-style-type: none"> <li>▪ Deferred to next meeting</li> </ul>	
<p>8. Ward Reports</p>	<p><b>Ward 9</b></p> <ul style="list-style-type: none"> <li>▪ Main concerns are still school bus issues</li> <li>▪ A PART meeting was for Oakwood and Vaughan Road Academy. Vaughan Road Academy may be closed; there are hopes that Oakwood remains open.</li> </ul> <p><b>Ward 10</b></p> <ul style="list-style-type: none"> <li>▪ FSLAC expressed concern last year about the loss of FSL Instructional Leaders, specifically that Learning Coaches would not be FSL experts and would not be able to provided comparable support to FI/Extended programs in schools.</li> <li>▪ Coach assigned to our school (a French immersion centre) does not speak any French. Although our coach is otherwise supportive, the limitation means a noticeable reduction in support for French teachers compared to the previous Instructional Leader system.</li> </ul> <p><b>Ward 13</b></p> <ul style="list-style-type: none"> <li>▪ FI is exploding, need more space, lot of concerns, SK classes seem very large</li> </ul> <p><b>Ward 16</b></p> <ul style="list-style-type: none"> <li>▪ \$8000 in French books received</li> </ul> <p><b>Ward 17</b></p> <ul style="list-style-type: none"> <li>▪ PART finishing on eliminating last junior high schools (grades 7-9) in the board, and convert to middle school (grades 7-8 or 6-8) and high school (grades 9-12) models. In 2018, FI students will be in York Mills CI for 9-12. During the transition, FI students from Don Valley will do grade 9 at Winfields.</li> </ul>	<p>Manon to follow up on W10 Report</p>





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	<ul style="list-style-type: none"> <li>▪ PART report to Planning and Priorities Committee on November 16<sup>th</sup>, for final approval at the November Board meeting</li> <li>▪ Review of Junior Highs started in 2000</li> </ul> <p><b>Canadian Parents for French</b></p> <ul style="list-style-type: none"> <li>▪ Planning for the 2019-2023 Official Languages in Education Protocol, Agreement and Action plan has begun. This federal-provincial funding provides for FSL specific professional learning and resources at the Board</li> <li>▪ In 2 weeks, Ministry of Education will be holding a two-day stakeholder meeting with a focus on building on Achieving Excellence, the Ministry guiding document for education in Ontario. CPF will have 4 representatives there. Focus will be on student well-being on the first day and Early Years on the second.</li> </ul> <p><b>TFO – LUV</b></p> <ul style="list-style-type: none"> <li>▪ TFO is supporting FSL students, parents and teachers through multiple platforms, including their TV station and on-line presence.</li> <li>▪ Recent innovation, LUV, is being launched which will bring the tech advantages of gaming to improve visual experience</li> </ul>	
<b>9. Other Business</b>	No other business.	
<b>10. Next Meeting Date</b>	November 24, 2016	
<b>11. Adjournment</b>	Meeting adjourned at 9:05 p.m.	

