



**French as a Second Language Advisory Committee
Meeting Minutes**

Date: Thursday, April 24, 2012

Time: 7:00 p.m. – 9:00 p.m.

IN ATTENDANCE: Sindy Preger (Parent Vice Co-chair, W11 alt); David Kim (W3); Kathryn Yung (W10); Sharon Kerr (W13); Wilmar Kortleever (W13 alt); Andrea Demchuk (W14); Tanya English (W14) Thandi Briggs (W19 alt); Debbie Lynn Hoste (W22); Melanie Dickstein (Constituency Assistant); John Tancredi (Central Co-ordinating Principal); Mary Cruden (Canadian Parents for French).

Recorder: Amanda Tiberio

Item	Information/Discussion	Action/Recommendation
Call to order-Welcome/ Introductions	<ul style="list-style-type: none"> Meeting was called to order at 7:15 by Sindy Preger Roundtable introductions were made 	
Approval of Quorum	<ul style="list-style-type: none"> Quorum was achieved and approved 	
Approval of Agenda	<ul style="list-style-type: none"> The agenda was approved as written. 	
Approval of Minutes from March 22, 2012	<ul style="list-style-type: none"> The minutes were approved as written. 	Amanda will post to website.
Co-Chair Report <ul style="list-style-type: none"> FSL Policy Development 	<ul style="list-style-type: none"> Trustee Ward, Trustee Gough, Sindy Preger, John Tancredi, Mary Cruden, Donna Quan and Manon Gardner met on April 13, 2012 to continue the discussion of developing a new FSL policy document. Background: There is no stand-alone, easily accessible FSL policy document. There are several Board decisions starting with the adoption of the Directional Statement for FSL by the Board on October 25, 2000. After receipt of the Gossling Report on March 22, 2006, the Board passed a motion which states "That a policy on Extended and French Immersion be developed through the Policy Development System Review Process establishing a commitment to French-as-a-Second Language as community-based program that supports French-language proficiency and bilingualism in time implementation in September 2007". The FSLAC attended meetings and provided input to a draft in 2008 (see June 2008 Minutes: http://www.tdsb.on.ca/wwwdocuments/parents/parent_groups/docs/FSLACMin080603.pdf). That process ended with the development of the FSL Procedure 597 but no policy document. In 2011, the development of an FSL policy document was raised with staff by the FSLAC and work resumed. John worked with the parent and trustee co-chairs to create a draft which draws on the existing FSL policies, the work of the FSLAC from 2008 and other existing TDSB policies for Alternative Schools, Continuing Ed, Literacy and Numeracy documents, etc. The purpose of the policy will be to outline the Board's beliefs and commitments to FSL. It will be a reference document that provides clarity to stakeholders and decision makers. The draft will be 	

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	<p>available publicly for input from all stakeholders and will go to the Board for a final decision at the end of 2012 or early 2013. The policy development process, the consultation and the final document will provide the framework for future discussions about FSL programs.</p> <ul style="list-style-type: none"> • John presented a draft briefing note for trustees to academic council for feedback and direction on the consultation process. It is important to get feedback from as many stakeholders as possible. The consultation process will include posting the draft policy on the TDSB website with a link to a mailbox for feedback, some public meetings as well as meetings with trustees and staff. A report will go to the Board between November and January. • Some of the key points of the draft policy include: <ul style="list-style-type: none"> • Objective – commitment to FSL programs and the opportunity for students to become proficient in French • Definitions for core, extended, immersion • Recognition of French proficiency as an element of student achievement. Equity of access to French programs – accept all applicants without screening and with bussing • Bias free learning, inclusion of special needs students • Partnering with parents, community to support excellence in French programs • Providing adequate resources for teachers • Once the policy is in place, any desired changes to operation procedures will be channelled through the Director of Education as per PR.597 within the commitments of the FSL policy • A question was asked about what ‘community’ means and what its boundaries are. There are some very large FSL communities with many feeder schools – programs are spread across the system to contribute to equality of access. Community is a very subjective concept and a continual challenge in FSL. 	
<p>PARC Reports</p>	<p><u>W1 – John Tancredi</u></p> <ul style="list-style-type: none"> • Definitions: ARC - accommodation review committee; PARC - pupil accommodation review committee – PARC is the new terminology; PART – program area review team • W1 discussion could affect Elmlea which is a FI SK school with 5 SKFI classes. The PARC is considering the new developments and high utilization of schools to try to use space as efficiently as possible. Thirteen meetings are planned. The next public meeting is Thursday, April 26 at Melody Village from 3:30 to 7:00 p.m. • Dina Pizolinas, FSLAC rep for ward 2 is representing FSLAC at the PARC. Dina is familiar with that ward but has no personal stake in the outcome. She is providing a French parent voice with a boardwide perspective. • Two models have been proposed by planning. Both include an additional FI SK-8 program in a dual 	

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	<p>track school. At the first public meeting, Melody Village was suggested for a French Immersion centre rather than a dual-track. Melody Village is a K-5/6 school. It has a second story with 6 classrooms.</p> <p><u>W16 – Mary Cruden for Kristina Laperle</u></p> <ul style="list-style-type: none"> • At the private meeting, the group heard numerous options that the planners are putting forward. • Secord P.S. is K-6 and wants to become K-8 – D.A. Morrison’s enrolment will suffer if Secord grows. They are looking to close a school in the area. FI program is at Gledhill. There have been suggestions to close Parkside so there is not a big impact on the FI program. <p><u>W16/W17 - Thandi Briggs for Cheryl Wilson</u></p> <ul style="list-style-type: none"> • Cheryl says she was impressed/distressed by the passion of the parents at her meeting. <p><u>Discussion: PARTs and PARCs</u></p> <ul style="list-style-type: none"> • There is confusion with PARTs, and the procedure associated with them. There is no role outlined for an FSLAC representative to participate in the PART process in the new operational procedure. PARTs are a less extensive review than PARCs. Under the operational procedure for PARCs there is a specific reference to include FSLAC representatives to provide comments on any FSL programs that might be affected by discussions underway. FSLAC is not referenced in the PART section but there is a separate procedure from 2006 for the review of dual-track schools where FSLAC is a named participant. It seems to be a gray area. In W7, the FSLAC was not originally included in the recent PART. This was corrected by the superintendent after the existing dual track PART procedure document was brought up. There seems to be limited awareness of its existence. • Reps are concerned that parents are not always included in a meaningful way. In W7, the many changes to boundaries, relocations and the scale and scope of review was great and seemed to warrant a PARC rather than a PART. PARTs do not include the stakeholders in development of the options and there is no opportunity to consult with parents and explore alternate solutions. PARCs are mandated by the province and are used if 50% or more of any given school is being affected. French program issues are relevant for many schools in PARTs and PARCs and the knowledge and perspective of the FSLAC is important to support growth and excellence in FSL programs. • There will be many PARTS in the near future – it is important to consider what the meeting-going capacity of the FSLAC members is. • A question was asked about how can the FSLAC best take a leadership role and do a good job to support FSL programs in PARTs. FSLAC has brought the existing Dual Track PART procedure to attention of Manon Gardner, Chief Academic Officer. 	<p>On behalf of Trustee Ward, Melanie undertook to look into this further and report back at the next meeting.</p>
<p>Ward Reports</p>	<p><u>W10 – Kathryn Yung</u></p> <ul style="list-style-type: none"> • There is a parent in the Palmerston catchment who is trying to move from private school into Palmerston. She is being told that she is somewhere on the list but if someone moved into the area they would have preference because they moved halfway through the school year. Right now it is a question of numbers. 	

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	<p>Staff response: suggestion that the parent call Alison Pearce for assistance.</p> <p><u>W22 –Debbie Lynn Hoste</u></p> <ul style="list-style-type: none"> Construction is underway at William G. Miller and everything is going well. No other news. <p><u>W19 – Thandi Briggs</u></p> <ul style="list-style-type: none"> She is presently the only parent on the school’s parent council with a child in FI and is looking for suggestions to get more feedback and involvement from other parents. <p>Group suggested: FSL information in the school newsletter; collecting emails from parents and sending them FSLAC newsletter; distributing FSLAC email to get parents to join the distribution list; connect through ward meetings; set up a class email list for parents (teacher can facilitate this); speak to FSL lead at school who will know which parents are looking to network; organize a French class for parents; group outing to French story time at the library; explore possibilities for starting a CPF chapter in the school.</p> <p><u>W3 – David Kim</u></p> <ul style="list-style-type: none"> At the last parent council meeting, principal showed them the staffing model. Parents found it interesting that the model schools have to follow is quite rigid. A 3/4 split class has a cap of 20 students, which doesn’t leave much flexibility for 4s and 5s. <p>Staff response: From K-3 there is a hard cap of 20, of which 10% of classes can pierce up to 23. FSL uses much of that extra cap space. In intermediate grades, they aim at class averages of 26.2, but they also factor in HSP students</p> <ul style="list-style-type: none"> A question was asked about whether a parent could request to transfer to another school that has lower attendance or a straight (rather than split) grade. <p>Staff response: there are challenges and opportunities to combined grades. Most recent research shows that students do better in combined grade classes than straight grades. There is a deadline for secondary optional attendance. It is up to the receiving school whether they take a new student or not. You ask your home school principal to sign an optional attendance form and then you may be put on the waitlist of the chosen school. Acceptance deadline is May 4th.</p> <p><u>W14 – Tanya English</u></p> <ul style="list-style-type: none"> At Winchester there have been questions surrounding reading identification and assessment – there seem to be resources for English program but not for French. Some parents have chosen to switch to the English program because their children don’t get adequate support. <p>Staff Response: TDSB has its own diagnostic tool (DRA) and has worked with the publisher to create a French version, Alpha Jeune. Students are assessed with this tool at the end of grade 1. The student’s reading level is determined and from there an individual program can be created. There are different expectations of reading in French students than English students. Concern raised about lack of books/resources in French for students on anti-bullying. <p>Staff response: finding a packaged program is not going to be a solution; it must be taught through</p> </p>	<p>FSLAC will dedicate time to discuss additional support for French in the classroom at an upcoming meeting.</p>

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	<p>character development in all aspects of school.</p> <ul style="list-style-type: none"> Concern raised that some teachers are not speaking French 100% of the time, and parents want to know how they can support teachers through that. Young students need to be able to integrate slowly. <p>Staff response: Some teachers have different styles, and some parents have different preferences. Parents should be drawing this to the attention of the principal. From SK-grade 3, the Board expectation is that 100% of the program is given in French.</p>	
<p>Staff Report</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> There will be 9 SKFI sites with Full Day Kindergarten in Sept. Enrolment report will be presented at the May FSLAC meeting. <p><u>FSL Provincial Working Group</u></p> <ul style="list-style-type: none"> The FSL provincial working group met on April 10, 2012. The group consists of FSL educators from across Ontario and includes a Director of Education, French consultants, teachers, principals, reps from the Ontario College of Teachers, the Ontario Public School Board Association, Ontario Modern Languages Teachers Association and universities. Parents are represented by Canadian Parents for French President Heather Stauble and vice-president Mary Cruden. John Tancredi attends on behalf of the TDSB. Provincial staff that direct FSL activities give updates on what they are working on centrally and what projects they are funding. Development is underway of an FSL policy framework for Ontario and of key indicators for tracking FSL across the province in anticipation of the 2013 Federal-Provincial agreement. The focus across Canada will continue on these outcome domains: student participation, student performance, provision of programs, classroom enrichment, professional development and research. 	
<p>Other Business</p>	<ul style="list-style-type: none"> A question was asked about whether there is a labour shortage for French staffing, and if the Board is limited by demographics of the teaching cohort in terms of how much French they can provide. <p>Staff response: staffing of French teachers is not a constraint, and the Board successfully recruits to fill vacancies and to support program expansion.</p>	
<p>Adjournment</p>	<ul style="list-style-type: none"> Meeting was adjourned at 9:16 p.m. 	

Next meeting: May 29, 2012 @ 7:00 p.m., 5050 Yonge Street, Committee Room A