

# French as a Second Language Community Advisory Committee

# Meeting Date: June 13, 2023

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**: | Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Lynne LeBlanc (Parent Co-Chair W8), Charles Zhu (Parent Vice Co-Chair W11), Sharlene Henry (Parent Vice Co-Chair W5), Lisa McAvoy (Parent Vice Co-Chair W2 Alt), Mavis Ayippey (W4), Crystal Stewart (W6), Mandy Moore (W7), Elizabeth Carvalho (W7 Alt), Cheryl Batty (W8 Alt), Divya Chandra (W11 Alt), Randy Samuel (W14), Gail Miller (W22) Also were present: Mary Cruden (Canadian Parents for French), Sharon Beason (CPF Alt), Roni Felsen (Staff Co-Lead), Angela Caccamo (Centrally Assigned Principal), Kirsten Johnston (Program Co-ordinator) |
| **Guests:** | Maeve Gray (parent), Trustee Dan MacLean |
| **Regrets**: | Michelle Munroe (Central Co-ordinator PCE), Frances Shawera (W2), Sarah Smith (W15) Nancy White (W16 Alt), Rosemary Sutherland (CPF Alt), Audley Salmon (Staff Co-Lead) |
| **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. |  |
| 2. Quorum / Membership Changes | * Quorum met * Resignations: Sarah Smith Ward 15, Christie Dunbar and Nancy White Ward 16, Madeleine Hamilton is new for Ward 16 |  |
| 3. Approval of Agenda | * Randy Samuels moved, seconded by Divya Chandra * The amended agenda Randy Samuels moved, Seconded by Divya Chandra |  |
| 4. Approval of Apr. 2023 Minutes | * Lisa McAvoy Moves, seconded by Charles Zhu | James Jarrett to post minutes on FSLCAC Webpage |
| 5. Declarations - Possible Conflict of Interest | * Randy Samuel works as an emergency supply replacement person in the TDSB. |  |
| AGM Election | * Introductions * Lynne LeBlanc is acclaimed as parent co-chair for 2023-2024 * Bahira Abdulsalam is acclaimed as vice chair for 2023-2024 * Charles Zhu acclaimed as Vice-Chair for 2023-2024 * Sharlene Henry acclaimed as Vice-Chair for 2023-2024 * Lisa McAvoy acclaimed as Vice-Chair for 2023-2024 * Moved by Divya Chandra, seconded by Cheryl Batty * Non-voting member from CPF (Canadian Parents for French), recognized partner of the TDSB: representatives/alternates include Mary Cruden, Sharon Beason and Rosemary Sutherland * Lisa McAvoy moved, seconded by Randy Samuel |  |
| AGM Annual Report | * Staff – An amendment to section 4. We’re trying to reduce the number of IEPs, as the TDSB is concerned that there may be an over-representation of IEPs across the board. We no longer create IEPs in kindergarten and Grade 1 without consultation. We can create an ILP for students who need it. Many factors to measure inclusive practices. * Q – Membership would like to get a sense of the number of students in French Immersion with IEPs as compared to English students across the board.   + Staff – When we reference overrepresentation it refers to the fact that racialized and marginalized students continue to be overrepresented in IEPs * Q – Why are, hypothetically, Japanese Canadians having IEPs a bad thing   + Staff –need to be mindful that an IEP can change the academic trajectory for a student; can be overused and the over-application leads to over-identification with racialized and marginalized students. We know that our youngest learners come to school with different levels of readiness for school. Teachers can use different processes to be able to assess, program and support students. As the child progresses through the grades, for example, in grade 3 or grade 4, if there are noticeable academic challenges, an IEP is a possibility, to more effectively address specific areas of need, after all other efforts to accommodate are unsuccessful. * Q - French Immersion classes should represent the diversity of the TDSB as per TDSB French policy (PO80). In the French review, an under-representative of students with IEPs in French Immersion was identified. There has to be some kind of measure of inclusion of students with special education needs in FI. It's hard to see if there has been progress on inclusion in FI if we don’t have data to measure.   + Staff – We’re in the process of conducting our 2023 census and we’re trying to get participation from all of our population. If the number of IEPs is consistent, or there is a decline system wide, this is good information. It means that as a system, we continue to challenge and trouble the use of the IEP and interrupt the automaticity. Why an IEP for this child at this time?   + Staff – It is difficult to know if the current IEP strategy has had impact in FI programs yet. Since the French review, the expansion of EFI programs and increased access in underserved areas has served to augment engagement, participation, and representation. * Request made to amend the AGM report in the first paragraph regarding no direction received from the Ministry of Education as to next steps specifically in the Right to Read report. * Membership – The TDSB awaits further direction regarding implementation from the Ministry? Correct * Motion to approve the draft with the revisions as discussed. Moved by Randy Samuels, seconded by Lisa McAvoy * Every year at this meeting, this is the one report that is required by the CACs and provides a snapshot of the year |  |
| 6. Ward & CPF Reports | * Ward 2 –Bloordale MS has had a fantastic year. Thanks to everyone who helped make it that way. The Millwood JS held its first fun fair since COVID, which was important for the community. * Ward 8 – Parents have expressed concerns regarding the distances travelled by French Immersion students for middle school and high school. * CPF – Registration for the July virtual programs is starting. The website is cpf.on.ca * CPF - The Ontario Government launched a 12.5 million dollar teacher retention strategy in 2021. The first five years of teaching are the most critical period to provide support to ensure retention of the teacher. Strategy to increase supply of new grads includes a new Bachelor of Education at Université de l'Ontario français in Toronto to support the French school boards; streamlining of Ontario certification of internationally trained French teachers and for FSL specifically, the FSL Challenge offering funds to faculties of education to increase and improve opportunities for FSL focussed Bachelor of Education degrees, for example, Queen’s University program where students can be placed as Long Term Occassionals in FSL positions while completing their B Ed on weekends and in the summer. * Are we providing transitions for teachers that have been trained internationally   + Staff – In regard to internationally trained educators, we have a joint proposal with York University that looks at intake and proficiency assessments   + If they pass a proficiency assessment, they can be successful for an AQ   + Additionally, we’re looking at creating a specific Reading Part 1 that can be delivered in French, and creating a Special Education Part 1 delivered in French.   + Courses would be available to anyone who is a member of the Ontario College of Teachers * Membership question – I am not sure how to do a ward report per se: I live in ward 10, and was able, with much help, to get a French Immersion summer school class for grade 1/2 at an English school to replace the Winchester program cancelled due to a reno * Q – Are there summer programs   + Staff – There are programs offered through Con. Ed. * Q - Do they have to run through a program that are offering an English summer school program   + Staff – No I don’t think so. * Q – You mentioned the partnership for special education part one in French.   + Staff - Yes, we are working with York University currently. * Q – regarding the Specialist High Skills Major (SHSM) Grade 9s and 10s going to Glendon, what’s the partnership   + Staff – It was a field trip to York University and Glendon campus. Collaborated with the Experiential Learning department to provide a reach-ahead experience for students in Grade 9-10 in order to pique interest and engage students in career paths in education for French students.   + There were 5 schools that attended the field trip. A SHSM can only be taken in grades 11 and 12. Staff shared details about the application process to the Ministry to offer a SHSM at local schools. * Q – Can we push as parents to get schools to go through this through the SSON   + Staff – Our sphere of influence is teachers and guidance counsellors   + There are 19 possible SHSMs that schools can apply to offer. * Q – What does this mean for the diploma   + Staff – There is a red seal that goes onto the diploma   + We don’t have a school offering a SHSM in French as of yet; We do have SHSMs in manufacturing, hospitality, etc. It doesn’t have to be in French Immersion, it can also be offered in Core French   + We had a SHSM presentation last year and it can be a presentation brought to a fall meeting again. |  |
| 7. Chair, Trustee Reports | * Chair report – We participated at the PIAC conference. Thanks to all those who helped, especially to Charles and Mary for their assistance. As one of the first in-person events, it was well attended, included sessions and a ‘trade show-style’ table set-up. We had two presentations, and parents/caregivers from all age groups and programs (EFI, MFI and Core French. * Honorable mention from a Trustee who attended the presentation and was pleased to see the breadth of information provided about the various programs offered within the TDSB (from Early French Immersion, Middle French Immersion and Core French). Of special note was the conversational guidance provided to the depth questions that were asked by parent/caregiver attendees. * Trustee report – attended OBSPA this weekend, and I have resources and strategies as printed materials that were provided for hiring FSL educators; I have copies for anyone who would like to review the documents. * The Budget is going forward right now |  |
| 8. French Review | * The Ministry of Education, in partnership with the French government and Federal government, provided a one-time supplementary funding source to support purchase of French Resources. Funding is shared with TCDSB. * Focus is on digital resources for Core French grades 4-12:   + Echos Pro (Gr 4-6)   + Mon réseau, ma vie (Gr 7-8)   + Points de connexions (Gr 9)   + Jusqu’au bout (Gr 9-12) * A portal just for TDSB, and anyone with a TDSB email can access * Professional learning will be provided to support educators * Q – Will these resources be available outside of the school year   + Staff – Yes, it will be a part of the Virtual Library * Regarding Early French Immersion application timelines, staff has met with the communications team, promos added to all webpages on Early Years pages, Registration pages, French pages * updates already made to the French pages re: application timelines for Early French Immersion and Middle French Immersion   + - EFI – November 6 to December 1, 2023     - MFI – January 8 to February 2, 2024 | **Standing Item** |
| 9. Draft Enrolment Report – Update | * Thorncliffe Park is getting grade 1s this year for FI. * Early French Immersion: total number of applications is 3048, with 77 sites across the TDSB. We are looking at 102 classes. Considering the move to a JK entry in the EFI program, and the lower than expected applications for the JK entry compared to the predictive SK entry, what steps will the TDSB be undertaking to ensure that we effectively communicate the new entry point? * Staff: it can take up to 5 years before we see stability in change within programs. * There were1223 applicants VS 837 from last year, an increase of 386 in Middle French Immersion There are currently 40 sites for MFI, with 43 classes across the TDSB. This includes the 2 legacy MFI sites (John Ross and Valleyfield). * There has been a decrease in Extended French as we phase out the program. * There was a specific increase in the number of applicants in specific sites Greenholme, Ryerson, and Poplar had an increased number of applicants compared to last year and we’re really happy to see the program interest increase in these areas * Increase of Core French numbers: this year’s numbers of 92,316 is an increase over 90,554 from last year. * There has been an overall increase in French enrollment numbers, noting an increase in retention. * Membership – How do students become aware of TTC tickets * Staff – Students are provided tickets if they are more than 4.8 kms away for high school, and 3.2 kms for middle school. * Q – After COVID and remote learning, the process for students to request tickets seems to have become harder. At times students have described the conversation of requesting tickets to be uncomfortable especially when questioned at the administrative office. This could lead to a level of discomfort for students who qualify to request the tickets. * Membership noted the numbers show a dramatic decrease in tickets being allocated and asked whether the process could be streamlined. How do parents and students know tickets are available, as there is no information on the websites (middle school or high school). * Staff – We don’t want that to be the situation of making students or families uncomfortable in requesting tickets. We recommend that if you’re not receiving a response from the local school principal, to reach out to the superintendent. It is possible that staff may not be as familiar with the program, after years of remote learning. * For Grade 7’s turning 13, we should reach out to our superintendent colleagues to ensure that they are familiar with the process – no longer tickets, single ride GO passes. * Q –Should there be a connection between grade5 to 6/7 middle school, and from grade 8 and grade 9, as the principals at either of the transitional points (elementary to middle OR middle school to high school) are unlikely familiar with the financial needs of their intake families. * Staff – We’re no longer funded for Grade 9 in schools for TTC. If they live more than 4.8 KMs away, we offer support to students in need. It is not an automatic carry over. * Q – Are our numbers increasing considering light of the shift in the EFI programs to JK, returning to 2020 levels? * Staff - We see a bounce back in EFI numbers - It takes approx. 5 years to see implementation and impact of changes to program entry, but we are beginning to see the numbers stabilize. |  |
| 10. Adjournment | * Motion to adjourn Moved by Lynne LeBlanc, seconded by Lisa McAvoy |  |
| Next Meeting | Tuesday, September 19, 2023 at 6:30 PM-8:30 PM, Hybrid Meeting |  |