

# French as a Second Language Community Advisory Committee

# Meeting Date: May 14, 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), Elizabeth Carvalho (W7 Alt), Maeve Gray (W10), Randy Samuel (W14), Moosa Anwar (W19). Also present: Mary Cruden (Canadian Parents for French), Sharon Beason (CPF Alt), Trustee Dan MacLean (Trustee Co-Chair W2), Audley Salmon (Staff Co-Lead), Roni Felsen (Staff Co-Lead), Angela Caccamo (Centrally Assigned Principal), |
| **Guests:** |  |
| **Regrets**: | Michelle Munroe (Central Co-ordinator PCE), Cheryl Batty (W8 Alt), Divya Chandra (W11 Alt), Madelaine Hamilton (W16), Zuojun Han (W20), Gail Miller (W22), Rosemary Sutherland (CPF Alt), Kirsten Johnston (Program Co-ordinator). |
| **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 * Introductions |  |
| 2. Quorum / Membership Changes | * Quorum met 8 out of 11 Wards present. * Mandy Moore (W7) resigned |  |
| 3. Approval of Agenda | * Item 9 moved to 8 on the agenda. Item 11 becomes part of Item 8. * Lisa McAvoy moves, Randy Samuel seconds. Carried. |  |
| 4. Approval of March 19, 2024 & April 16, 2024 Minutes | * March minutes moved by Randy Samuel, Divya Chandra seconds. Carried. * April minutes moved by Charles Zhu, Randy Samuel seconds. Carried. | James Jarrett to post minutes on FSLCAC Page |
| 5. Declarations - Possible Conflict of Interest | * Randy Samuel works as an emergency replacement person with the TDSB. |  |
| 6. Ward & CPF Reports | * No Ward reports. * No CPF report. |  |
| 7. Parent and Trustee Co-Chair Reports | * Parent Co-Chair: No report. * Trustee Co-Chair: The budget process has slowed down. We’ve conducted board wide surveys on the budget. 7000 responses, 80% from parents, 15% staff, 5% community members. * 75% want more teachers, 50% want more special education funding, 44% want more mental health support. * 87% felt we should be reimbursed for COVID spending. 78% believe that the Ministry should adjust Board funding. * We’ve had 4 town-hall meetings, 1 in the boardroom, and 3 virtual. * This week is Tamil Genocide Education Week. * This month is Asian Heritage Month and Jewish Heritage Month. * Learn 4 Life registration starts May 15th for summer courses. * We had a report from our Human Rights Office. There were 2,028 reports this year. 61% of reports were for anti-Black racism. 80% were for slurs or comments. |  |
| 8. FSLCAC Terms of Reference, Potential Renaming of the CAC, AGM | * Parent Co-Chair: It has been several years since the Terms of Reference have been reviewed by this CAC, including our name and mandate/mission statement. With the CAC review coming up, it is timely to discuss possible updates. The Multi-Year Strategic Plan (MYSP) has been posted now and gives us guidance on the Board’s priorities.   Name Change   * Changing our name would acknowledge that for many families, another language is being spoken at home, making English their second language and French a subsequent one. * Suggested new name: French Student Achievement Community Advisory Committee. * This centres the community on the students, as per the MYSP’s focus on achievement. It covers all our different French programs. * If members want to, we could vote on it at our next meeting and submit it as a recommendation to the Board. * Q: Could we say that we are an advocacy committee instead of advisory? Or advocacy instead of achievement? * Comment: CAC procedure includes advocacy as something CACs can do * Q: We’ve noticed that staff have dropped FSL from their job titles in favour of ‘French Language Programs’, was that intentional?   Staff: As part of our commitment to Truth and Reconciliation, additional language learning should be honored. We made a choice to change from FSL because we know that many languages are spoken at home in our Board. We always centre the student as the learner within the TDSB. We’ve brought this to the attention of the Ministry of Education which continues to use FSL to also push their thinking.  Mandate/Mission Statement   * Parent Co-Chair: Mission statement says, that the FSLCAC is “to consult and advise the Board on French as a Second Language matter. As a Board CAC we work with Trustees and staff. This partnership will foster excellence and growth in FSL programs in the Board.” * This was first decided by Trustees in 2007 and confirmed again in 2016. The language has evolved and there is a constant on student achievement. The MYSP says there is an unwavering commitment to excellence. * The suggested new mandate could say that the CAC consults with the Board on French program matters and student achievement. We will contribute to the work of Trustees and staff to foster equity, achievement, and growth of French programs. * We are taking into consideration the new MYSP, dropping the FSL and centering French as a language of instruction. * Q: Are we sure we want equity included, since it’s in all the Board documents?   Comments:   * Equity is a guiding principle of the MYSP and includes the removal of barriers in education leading to the equality of outcomes. * Equity is something we’re always talking about and is a foundation of our committee. There was a drop of 2,400 French immersion students between 2020 and 2022 in the TDSB. Need to continue to dig into the concerns of parents, and what barriers to French programs there are within the Board. * I recommend that it is not decided by a survey. We should have a meeting of the committee executive and interested members before the June meeting. A name/mandate change is significant. * Q: The review of CACs including FSLCAC was going to be in June or the fall according to information from the Parent and Community Engagement webinars. Do we need to move on this sooner rather than later? * Trustee Chair. It’s likely to happen in October or November, it’s not in June.   Annual General Meeting (AGM)   * Parent Co-chair: The AGM takes place in June. Members are asked to consider taking on a bigger role in the committee. I’m happy to run for the Parent Chair again, and I am also happy if someone else wants to step forward for the position. * Scope of work for parent co-chair includes meeting with Board staff a week or two before our monthly meeting to collaborate on the meeting agenda, meeting with executive after each monthly meeting, attending 2-3 meetings with CAC chairs and Michelle Munroe from Parent and Community Outreach, managing our email and newsletter, reviewing and revising minutes, and occasional appearances at Trustee committee meetings. The vice co-chairs assist with this work. * If you have any questions on the role and responsibilities, please reach out to me. * As a past co-chair, Mary will oversee the election of parent co-chair and vice co-chairs. If you are interested in one of the executive roles, reach out to Mary by May 31st. * The annual report of the FSLCAC will be presented for approval at the June AGM. It outlines the work we have done during the school year and is required by the Board. It will be submitted to the Trustees’ Program and School Services Committee (PSSC)   Annual Self-reflection   * After the June meeting, a Google Survey will go out to members/alternates to gather feedback to help us plan for next year and to fulfill the Board requirement for an annual self-reflection by CACs. Results will be tabulated and shared at the September meeting and then will be reported to PSSC. |  |
| 9. June Meeting Rescheduled | * Staff: In past years, we’ve had to move the June meeting because of Board business. We reached out to the Director’s Office to see if there might be a conflict, and there is. We have booked June 18 as the new meeting date. Is this ok for the membership? Do we want to do this as a Hybrid Meeting? * Comment: The new procedure for CACs (PR742) states that we have at least 5 members of the committee that are not staff to hold a hybrid or in person meeting. * Trustee Chair: Who counts as a member? Trustee, parent members/alternates and community members/alternates? The 18th is likely early enough not to overlap with graduations. * Staff: We will send out a message to the committee and find out who wants to attend in person for the 18th. |  |
| 10. [Student Demographics and LOI: Rankings in FI Programs](https://pub-tdsb.escribemeetings.com/FileStream.ashx?DocumentId=17091) | * Staff: Early French Immersion and Middle French Immersion are Ministry defined French as-a-Second Language programs. 11% of TDSB students are currently studying in these programs. * Since French Immersion is not available in every school, students who reside in the address area of a “feeder” school (i.e., a local school with no French Immersion program) are regarded as belonging to the French Immersion school in the same way that the students living in the English area of that school do. * There are 79 Early FI programs and 40 Middle FI programs. * Across the Board, most groups are represented in the programs roughly in line with their percentage of the TDSB population. There is an overrepresentation of white students, and an underrepresentation of South Asian students. * FI students come from a diverse socio-economic background, though there is a higher proportion of students from high-income households. * In response to this reality, given the French Review, several Early French Immersion programs opened in the last few years outside procedural process in areas of the city that have been historically and currently underrepresented. * It’s important that students have access to these programs closer to home, especially in schools that are higher on the Learning Opportunities Index (LOI). * Gentrification and urbanization are affecting neighbourhoods. * The LOI is recalculated every 3 years. Family income, proportion of single parent homes, and education are the main components of the LOI. * Of the 150 model schools, 37 host a FI program in them. The introduction of FI into these schools has no clear system-wide impact. * The LOI compares relative need in the TDSB. The top 150 schools are ranked. Other schools may have needs, but the top 150 are the Model Schools. For a school to move out of the top 150, another school has to have more relative need. * Although there are minor differences amongst the FI student body, generally it reflects our city. * This report is public and was presented at the March Program and School Services Committee. We were remiss in not bringing it to the committee’s attention earlier. * Q: What does ‘urbanization’ mean in the report? * Staff: It’s a factor that is reflected in the rise of housing prices in the city.   Fundamental changes in communities happen, as people move towards each other, i.e., intensification. Changes can happen around houses, where houses are added to, or taken down and rebuilt. We couldn’t identify where gentrification ends and urbanization begins.   * Comment: I like that the report said that the need may be shifting in the city because of the growth that is going on. * Q: The report says under “French Programming: Enrolment Overall” (Appendix A) that Table 1 shows the enrolment changed by ward, but it only shows the TDSB as a whole. Is there a ward breakdown? * Staff: No, we did not provide that. * Q: the Figure 1 map shows highest and lowest challenge using colour. Is there a map like this that shows density of students vs general population to help see if FI programs are appropriately distributed by population? * Staff: We don’t have a map like that, but I could ask what Research might have. * Q: Is there a change in demographics in Middle French immersion compared to Jr Extended and JK-grade 1 of the JK entry program compared with SK-grade 1 of the previous SK entry program? * Staff: We don’t have that information yet according to Research. We should be able to produce data on that in 3 years with the next student census. * Comment: In the 2018 French Review and previous demographic data, there was a a category called mixed race. Important to note that this new report allows for expression of multiple race identities. * Q: What constitutes South Asian countries? India, Pakistan, Sri Lanka, and Bangladesh? How do we address the underrepresentation of this group, as well as those with low incomes? * Staff: Currently we have guaranteed placement for on-time applications. We do targeted advertising using community support workers and settlement workers, amongst other avenues, to let people know about these FI programs. We need to continue to dispel the myths about learning an additional language. * Q: If there is guaranteed placement, how can you target underrepresented groups? * Staff: If we removed guaranteed placement, we could target priority groups. * Trustee Co-Chair: If demand exceeds supply, we could have local schools prioritize certain groups. |  |
| 11. French Review | * Staff: *Concours d’Art Oratoire* was a great success. 14 TDSB students were successful in placing 2nd and 3rd. 1 grade 12 student from Victoria Park SS placed 1st and will go to the National event. * As previously mentioned, we are involved in two Local Feasibility Teams for L’Amoreaux CI and Riverdale CI and will hopefully bring something about them to the June meeting. * The Enrolment Report will not be ready for June. We are prioritizing other system priorities. . * Q: If a student is in a FI program in high school and is struggling and withdraws, can they stay at that school? * Staff: No, they must return to their home school by address for English. | Standing Item |
| 12. Adjournment | * Motion to adjourn. Lisa McAvoy moves, Randy Samuel seconds. Carried. |  |
| Next Meetings | June 18 @ 7:00 PM, Hybrid Meeting @ 5050 Yonge St., Committee Room A. |  |