



Name of Committee: French as a Second Language Community Advisory Committee
Meeting Date: 8 April 2021

A meeting of the French as a Second Language Community Advisory Committee convened on April 8, 2021 from 7-9pm via virtual Zoom with Parent Co-Chair Lynne LeBlanc presiding.

Attendance:	<p>Lynne LeBlanc (Parent Co-Chair W8), Lisa McAvoy (Parent Vice-Co-Chair W2), Sharlene Henry (Parent Vice-Co-Chair W5/W6 Alt), Charles Zhu (Parent Vice-Co Chair W11), Doug Kwan (W2 Alt), Crystal Stewart (W6), Mandy Moore (W7), Geordie Sabbagh (W8 Alt), Polina Osmerkina (W10), Wilmar Kortleever (W11 Alt), Randy Samuel (W14), Gail Miller (W22)</p> <p>Also present were: Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Trustee Robin Pilkey (W7), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Sharon Beason (CPF Alt), Curtis Ennis (Interim Associate Director), Angela Caccamo (Centrally Assigned Principal), Linda Edwards (Centrally Assigned Principal, Virtual French Programs), Kirsten Johnston (Program Co-ordinator)</p>
Regrets:	<p>Matt Forrest (Parent Vice-Co-Chair W9), Deloris Williamson-Braham (W5/13), Caroline Tolten-Paterson (W7 Alt), Hans Bathija (W10 Alt), Sarah Smith (W15), Kathleen Meek (W15 Alt), Christie Dunbar (W16), Nancy White (W16 Alt), Rosemary Sutherland (CPF Alt)</p>

Part A: Recommendations

Re: French Review Decisions June 2019

Recommendation 1 – Priority One: Access to French Immersion (FI) in Underserved Areas

Whereas geographic inequity in distribution of French Immersion schools was identified as an important concern before and throughout the French Review consultations;

Whereas the geographic inequity developed because PR597 expansion process was tied to incoming applications and did not address equitable FI school distribution;

Whereas the TDSB FSL Program Review: Developmental Evaluation (p 55) indicated that 69% of parent survey participants are happy with the location of their designated French immersion school and would, therefore, be unlikely to support their program moving too far;

Whereas the Qualitative Findings showed that the unhappy parent survey participants indicated that the problem is not having access to a program at the school close to where they live;
 Whereas the Qualitative Findings also indicate dissatisfaction with commute times (p 77);

Whereas splitting the largest dual track French immersion catchments will provide the quickest, simplest, least controversial, most known and practiced way to take the first step toward equitable distribution of French immersion programs across the system;

Whereas the FSLAC recommended splitting catchments to achieve more equitable access while maintaining current access was fully examined and made in the report to PSSC May 2019, recommendation #3: <https://tdsb.on.ca/Leadership/Boardroom/Agenda-Minutes/Type/A?Folder=Agenda%2f20190501&Filename=5.6.pdf> ;

Whereas these are the 5 largest dual track catchments and the most significantly underserved areas:

- i. Corvette (W18) – 14 feeder schools
- ii. William G Miller (W22) – 14 feeder schools
- iii. Tredway Woodsworth (W19) – 13 feeder schools
- iv. George Syme (W6) – 11 feeder schools
- v. Brimwood (W 21) – 10 feeder schools;

Whereas these are the 5 largest Grade 6-8 French immersion continuation catchments which requires students to have long commutes, often with multiple transfers:

- i. Hilltop MS (W2, serving students from Wards 1, 2, 3)
- ii. Beverly Heights MS (W5)
- iii. Glenview Sr PS (W8)
- iv. Don Valley MS (W13)
- v. Sir Alexander MacKenzie Sr PS (W21);

Therefore, the FSLAC recommends that:

- a. the largest dual track catchments be split starting in Sept 2022 by adding sites in the most significantly underserved areas;
- b. the largest Grade 6-8 French immersion continuation catchments be reviewed, and an action plan developed for implementation Sept 2022 to add new sites and/or to redistribute existing sites with the goal of reducing commute times and transfers for students while maintain a high standard of program delivery;
- c. staff support be provided to help develop and encourage community interest in underserved areas and underrepresented ethno-racial and socio-economic groups;
- d. new sites that do not attract sufficient enrolment in Sept 2022 be tried again in subsequent years.

Recommendation 2 –
Child Care (Before and After School) for French Immersion/Extended Students (JK-6)

Whereas the TDSB FSL Program Review: Developmental Evaluation (p 76) indicated that only 28% of French Immersion parent survey respondents are satisfied with the available child care;

Whereas 12 % indicated that they use child care at their English home school, not their French immersion school;

Whereas many French immersion parents cannot access child care at their English home school because childcare staff levels are insufficient or may not be structured to meet busses and/or there are not enough spots;

Whereas P022 Early Learning and Care commits to “seamless experiences and consistent relationships for children” (6.3.1) and “Children and families will be better served through a more cohesive system of programs wherein continuity, quality and growth is strategically planned and implemented: (6.3.5); and

Whereas Early and Middle French Immersion students do most of their day in French with French speaking teachers and early childhood educators in JK and SK;

Therefore, the FSLAC recommends that:

- a. access to child care be facilitated for French immersion/Extended students who want it at their French immersion/Extended school;
- b. that child care in French be phased in;
- c. access to child care for bussed French Immersion/Extended students be facilitated at the student’s home English school for those who want it.

Part B: For Information

French Review, Double Cohort intake, MI (PD and resources)

Redistribution

While FI communities want to see local programs preserved, greater equity of access must be established. Prioritization of underserved areas in Etobicoke and Scarborough require staff to look at the data from early FI sites, associated catchment areas, proximity to other FI sites, number of feeder schools, etc. Staff are in the process of completing a critical path which will include implementation of some potential new sites. This will go to Executive Council after the April Break, with staff hoping to report back to FSLAC in May with an updated timeline.

The membership understands that staff are working on a critical plan which may include *Recommendation 1* above but wants to provide advice to Trustees on the record that highlights relevant parent feedback from the 2018 French Review consultation, identifies first steps towards improving equity of access to French Immersion and asks that new French Immersion sites be offered in underserved areas for the September 2022 double cohort (JK/SK) which will accept applications in November 2021.

JK/SK Early French Immersion (EFI) Entry for Sept 2022

Staff are working with Planning to determine the sites that can support the JK Entry beginning Sept 2022 and coordinating with Early Years, Childcare, and Communications on the alignment of the French application period in November 2021 and the JK registration process. According to Planning, 70 sites can support a double cohort, JK and SK entry. Students born in 2017 and 2018 may apply for the

double cohort entry year which begins Sept 2022. In September 2023, JK will be the only Early Immersion entry grade and Grade 4 will be the entry point for Middle French Immersion.

The number of applicants will drive the number of program sites/classes required. Application numbers will be the predictor and staff will use PR597 to guide placement of all on-time applicants with potential consideration of equity of access in Etobicoke-Scarborough. Until student applications are received staff will not be able to determine if more redirection than usual will be required. Staff emphasize that students are applying to a program, not a school. Staff are working with Employee Services (ES) to support recruitment and retention of French teachers and expediting/stream-lining the hiring process.

The Long-Term Planning and Accommodation Strategy, approved by the Trustees, supports a balanced enrolment across tracks where French programs are offered. As the TDSB is an English Language board (P068 Accommodation and Program Review), the English track must also be viable and fulsome in each school (included in Multi-Year Strategic Plan), unless the direction is that of a French Centre.

Middle French Immersion (MFI)

Staff are ready to receive students at 40 sites for Sept 2021. A professional learning plan has been initiated to support the transition from the Jr. Ext. French to MFI program. The plan includes 5 sessions: Guiding principles in MFI, Equity and Inclusion in MFI, Literacy, Math, Social Studies and Science inquiry.

Part C: Ongoing Matters

Nil

Report Submitted by: Curtis Ennis