



Community Advisory Committees

Name of Committee: French as a Second Language Community Advisory Committee

Meeting Date: 11 May 2021

A meeting of the French as a Second Language Community Advisory Committee convened on May 11, 2021 from 7-9pm via virtual Zoom with Parent Co-Chair Lynne LeBlanc presiding.

Attendance:	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), Wilmar Kortleeve (W11 Alt), Randy Samuel (W14), Kathleen Meek (W15 Alt), Christie Dunbar (W16) 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)
Guests:	Trustee Trixie Doyle (W14), Elaine (Parent), Favour Aina, Michelle Molubi
Regrets:	Matt Forrest (Parent Vice-Co-Chair W9), Deloris Williamson-Braham (W5/13), Caroline Tolten-Paterson (W7 Alt), Polina Osmerkina (W10), Hans Bathija (W10 Alt), Sarah Smith (W15), Nancy White (W16 Alt), Gail Miller (W22), Rosemary Sutherland (CPF Alt)

Part A: Recommendations

Nil

Part B: For Information

The Annual General Meeting of the committee to elect the parent co-chair and vice co-chairs and approve the annual report will be held on June 8, 2021.

Program Area Review (PART) Update (Eglinton, John Fisher and Bannockburn)

PART meetings are being held regarding proposed solutions to the Yonge and Eglinton area capacity pressures and overcrowding at Eglinton PS. The proposal includes reopening Bannockburn (currently leased outside of the TDSB) in Sept 2023 as an FI Centre and making John Fisher (currently an FI Centre) a dual track (offering English and FI). Bannockburn can support 314 EFI students at full capacity. TDSB will continue to have 6 French Centres, and grow from 64 to 65 dual track schools.

The FSLAC is seeking a better solution that works for all area families: English or French Immersion and those in new highrise developments. Concerns were discussed. The proposed solution is overly complicated and maintains long bus rides for JK-5 FI students from the new high rises that are redirected residential developments from Eglinton to Whitney and Rippleton, whose French Immersion associated schools are Winchester and Dunlace. This may discourage parents in the affected redirected residential developments from applying to FI. FSLAC shared information that was made available at the

PART meeting regarding pupil places in the combined space at a single-track Bannockburn and a dual track John Fisher. John Fisher has been built into a centre of excellence in FI for over 30 years and has French before and afterschool childcare.

French Review

Items in progress include JK entry EFI and the new MFI and developing and solutions to improve equity of access e.g., expansion in Etobicoke, Scarborough. The staff report on this is tracking to Planning and Priorities Committee for October 2021 with a September 2022 implementation. In response to Members, staff shared that information about any new sites would be shared as soon as possible to facilitate community awareness and that the review of middle and secondary sites is also under consideration.

Core French, Secondary Enrolment

In referencing the 3-Year FSL Plan, Core French retention between GR9 and GR10: 28% of eligible students (those not in FI/Ext) enrolled in GR10 Core French in 2016. In 2019, that increased to 34% -- a 6% increase versus the 2% goal set in the FSL Action Plan filed with the Ministry of Education. This can be attributed to hard work with secondary core teachers to enhance learning experiences, focusing on student engagement and confidence, and the authentic/action-oriented approach of the Common European Framework of Reference (CEFR).

Special Ed. Needs -- Inclusion Update

There are extensive department learning plans focusing on: inclusion of students with special education needs, including the use of differentiated instruction, accommodations and modifications to programming, removing barriers to learning, ensuring that educators and administrators are aware of Ministry of Education's document on inclusion of students with special education needs in FSL programs. Some of the most recent work has been with MFI modules where 1 of 5 sessions focused specifically on inclusion, primary reading diagnostic tools, what to do if students are struggling, Academic Pathways and collaborating with Early Years Depts and Special Ed Dept on the role of IEPs in the very early years. Next year, staff look forward to the possibility of working with Principals on the question of attrition. and connecting with the Research Dept on the creation of an Exit Survey for those leaving the program. In response to member questions, staff shared that they are working on getting more recent numbers of the participation of students with IEPs in FSL programs. The last available public data was from 2016/17 as part of the French Review report. Members shared lived experience and comments on counselling out of FSL programs and lack of support equal to English program students. Staff support the inclusion of all students in FSL -programs and that PD sessions for FI teachers in Early Years on explicit reading instruction were delivered this year and more are being developed.

JK Entry

Media, communications, social media campaigns, marketing and bilingual school registration banners will be ready for EFI application period in November 2021. Initial costs for banners at EFI schools will be covered centrally. The EFI brochure will be translated in 22 languages, and available on the TDSB website. Staff are working with the Early Years Dept, EarlyON and Child Care centre teams to ensure the EFI application period /JK registration activities are aligned. In response to Trustee and member comments, Staff will consider banners and leaflets for feeder schools and EFI schools and putting EFI information in the September mailings that Trustees send to all ward residents. Staff shared that work is being done on Before and After Childcare information sharing during the EFI placement offers.

Part C: Ongoing Matters

Nil

Report Submitted by: Curtis Ennis

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