

Upper Grand District School Board  
**French as a Second Language Advisory Committee**

**Minutes**  
**Monday, December 2, 2019**

The French as a Second Language Advisory Committee of the Upper Grand District School Board met on December 2, 2019 at 5:00 p.m. in the Boardroom at 500 Victoria Road North, Guelph.

**The following Parent Representatives were present:** Vikki Brown, Core French – City of Guelph; Rachel Cooper, French Immersion – City of Guelph; Paul Smith, French Immersion - Secondary – City of Guelph,

**Present from Staff were:** Tracey Lindsay, Superintendent of Program; Jonathan Walker, Principal of Program

**Trustees Present:** Linda Busuttil, Robin Ross, Lynn Topping

**Regrets:** Chad Warren, Secondary Principal; Caroline de Abaitua, French Immersion – Dufferin; Christine Caughill, Core French – City of Guelph;

**Absent:** Mark Paralovos, French Immersion – City of Guelph; Chantal Hearn, Christine Schilling, Program Staff FSL Curriculum

Robin Ross, Co-Chair welcomed everyone and called the meeting to order.

**Approval of Agenda of December 2, 2019**

Lynn Topping, Trustee, moved that the agenda of December 2, 2019 be approved.

**The motion carried.**

**Approval of Minutes of October 28, 2019**

Lynn Topping, Trustee, moved that the minutes of October 28, 2019 be approved.

**The motion carried.**

**French Action Plan Review – Goal #1**

Jonathan Walker, Principal of Program brought highlights of the 3 Year Plan and reviewed the 2017-2018 Plan with the committee.

Within the FSL Provincial Goal #1: Increase Student Confidence, Proficiency, and Achievement in FSL, there were three areas of greatest need that were identified by the Board.

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*Area #1 – Increase the number of students who will take FSL in Grade 9.* The number of students taking French has increased by 12.5 %. The percentage of students who did not take French in Grade 9 went from 27.5% to 15%. This goal has been surpassed.

*Area #2 – Ensure that all FSL teachers see themselves represented in the UGDSB's initiative around improving assessment practices through triangulation of evidence.* The Board created a Principal walk through document which outlines what to look for using the guiding questions. Everything that we do – curriculum links and the connection with CEFR – engages students in their own learning.

*Area #3 – Based on the feedback from the elementary and secondary French review committees, it was concluded that UGDSB needs to expand student learning opportunities and heighten engagement.* We are expanding cultural funding list; piloting e-learning resources and reviewing the viability of our e-learning classes.

A question was asked around offering courses and if we can offer alternate programs? What systematically have we offered? A summer program was suggested and a possible proposal for Grade 9 and Grade 10 boys as we lose them from our French Immersion classes. We need to think outside the box. Is there an opportunity to see if we can market it? An example for summer school is Outward Bound.

A suggestion is to consider ways to engage students who might not be the high achievers; students could share their writing across the province.

Feedback was collected from the group for Goal #1. Jonathan Walker asked the committee to review Goal #2 – Increase the Percentage of Students Studying FSL until Graduation for the next meeting.

### **French Action Plan – Goal #2 Introduction and Supporting Students in French Second Language Programs**

Tracey Lindsay and Jonathan Walker explained the purpose of the “Procedures for Supporting French as a Second Language (FSL)” document. This resource is a support for staff to guide them in how to support students who struggle in both Core French and French Immersion (FI).

Part One looks at how we support students who have learning or other needs. UGDSB offers in-services for Special Education Resource Teachers as an example of how we support students in both regular track and FI. Teachers are supported with effective teaching strategies that work both in Regular or FI tract. Resources are available and Professional Development (PD) is offered on how to support English Second Language Students in FSL.

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Part Two explains how and when a student might be exempt from Core French. These situations are not common practice and only occur in rare circumstances.

Part #3 describes how substitutions and exemptions for compulsory credit requirements in Secondary Schools are allowed and when to substitute. Appendices at the end of the document show the required paperwork and parent signatures needed to exempt or to allow for substitution.

#### **Recruitment and Collective Agreements**

Tracey Lindsay provided information based on the questions asked after the Staffing presentation from the October meeting.

Public School Boards across Ontario negotiate language in their respective Local Collective Agreements. For teachers, UGDSB representatives negotiate with the Elementary Teachers' Federation of Ontario and with the Ontario Secondary School Teachers' Federation (Secondary Teachers).

There is a Central Collective Agreement (Part A) which contains Central Terms in which all School Boards in the Province of Ontario must adhere to.

There are also Local Terms (Part B) that each of the school boards in Ontario would negotiate.

The Local language for teachers within the UGDS are the agreed upon terms and conditions of employment with respect to salaries, allowances, and working conditions.

There can be no changes to the terms of the agreement without the mutual written consent of both parties (the School Board and the Federations).

With regards to salary, each teacher shall be paid according to the position on the salary grid within the Local language. This grid is binding and is based on the number of years of teaching experience and the Certification Rating Statement. Salaries cannot be adjusted.

Both the elementary and secondary local collective agreements have clear language with regards to how the school board assigns staff to schools. School boards must follow the language within the Collective Agreements.

#### **DELFF**

Jonathan Walker provided a review of DELFF. The DELFF supports the measuring of student proficiency. The Ministry released the "Framework for French as a Second Language in Ontario Schools" document in 2013. UGDSB updated the curriculum in 2013 based on the principles of the Common European Framework of Reference (CEFR). The goal was that the program should focus on ensuring students are learning to communicate with a purpose, and making the learning authentic and based on real life situations.

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There are three levels of CEFR: Basic User: A1, A2; Independent User: B1, B2; and Proficient User: C1, C2

The DELF (Diplôme d'études en langue française) is the test that determines if students successfully challenge the levels. UGDSB senior students are invited to challenge the DELF at A2, B1 or B2. 75% of students challenge the B1 or B2 levels. Over the years the success rate for students in the UGDSB is 95%.

The number of students who challenge has grown exponentially since 2013-2014. A committee member questioned how many IB students challenge the DELF. Jonathan Walker explained how the DELF testing occurs. The test is divided into two sections – written and oral. Teachers are trained to be able to offer and mark the tests. This is great professional development for the teachers. UGDSB receives funding for DELF which helps keep the cost of testing down.

Questions asked were: how do the results inform the practice? How do we change practice in elementary school based on a secondary test? If not in school, when and where might students challenge the DELF?

#### **Meeting Summary, Recommendation(s), Motion(s) and Action(s)**

Jonathan Walker requested that the committee review Goal #2 of the FSL Plan for the March meeting.

#### **Adjournment**

Paul Smith adjourned the meeting at 6:40 p.m.