

**Inner City Advisory Committee Minutes
Tuesday October 08, 2013
9:30am to 12:30pm
5050 Yonge Street, Boardroom**

In Attendance	Trustee Sheila Cary-Meagher, Trustee Howard Kaplan, Aim Mujib, Alejandra Bravo, Nathan Gilbert , Laurie Green, , Lesley Johnston, George Martell, Ingrid Palmer, Debra Payne, Bob Spencer
Regrets	Trustee Chris Glover, Ellie Avishai, Sharlene Bourjot, Fiona Bowser, David Clandfield, , Jann Houston, Kendra Kerr, Jeff Kugler, Sejal Patel, Cheryl Skovronek, Nancy Vogel, Thomas Widstrand, Kwabena Yafeu.
Staff	Vicky Branco, Helen Fisher, Ruth Sischy, Michael Griesz , Graham Hollings, Marjolein Winterink, Hilary Wollis
Guests	

Welcome and Introductions (Aim Mujib)

- Aim Mujib welcomed the group, and reminded members to please sign in.
- Mujib noted that it is important to the work of the ICAC to attend meetings; today we have a long list of members sending regrets. Please encourage other members to attend.
- Announcements: none

1. Agenda Approval

Early Departures: Trustee Kaplan must leave the meeting and will return. Ruth Sischy and Vicky Branco may leave the meeting early to attend their next commitment.

Moved, Nathan Gilbert. Seconded, Lesley Johnston. Agenda approved as submitted

2. Previous Meeting Minutes (September 10, 2013)

- Amendments: None.
- Comments or concerns regarding the revised format of the minutes: None.

Q: Is there a copy of the model school program?

A: Yes, the new brochure and literature can be distributed again at the November meeting.

ACTION: Model Schools (MSIC) will distribute the new brochure and backgrounder at the November ICAC meeting.

Q: What is the organization of clusters? What is the current focus on school culture in the cluster training sessions, and are more details available?

A: Main points in the sessions include developing a collaborative leadership approach, and ensuring that there are not deficits in leadership and pedagogy in the schools. Model Schools for Inner Cities (MSIC) is rebuilding the Learning Classroom Teacher (LCT) as an in-school leader. MSIC has many big ideas and the full professional development continues to be under development. The professional development includes aspects of building schools from the bottom-up, employing less hierarchy in the organization, and looking at how parents and staff can work together to build school & community.

Q: Could ICAC have the “big ideas” in a presentation?

A: Yes, that is possible.

Moved, Trustee Howard Kaplan, Seconded, Nathan Gilbert. Approved.

3. New ICAC Members

- Nathan Gilbert nominated Debra Payne as a new parent member of ICAC.

Debra Payne is a TDSB parent who obtained her doctorate while residing in the United States for many years. Debra has worked extensively with youth and young adults in the Washington DC area. Debra is enthusiastic about employing her past experience and skills to support the work of ICAC and the continued success of Model Schools for Inner Cities program.

A full biography is attached.

- Nathan Gilbert moved, Laurie Green Seconded, Carried.

4. Model Schools for Inner Cities information and updates (MSIC resource team)

Superintendent Vicky Branco and Central Coordinating Principal Helen Fisher presented the report.

- Members were given a tour of the new website, tdsb.on.ca. Branco noted that the new site has gained many additional hits since its launch.
- [Model Schools for Inner Cities \(MSIC\)](#) is now located within the “Community” tab. Clicking on Model Schools for inner Cities on the drop-down menu will take the visitor directly to the Model Schools web site. This is a positive change, because Model Schools are now incorporated within the central TDSB site. Branco noted that Trustee Sheila Cary-Meagher provided significant help in the design of the site. Visitors can view the five Commitments of the programs, read about initiatives, and many other aspects of the program. There is also a direct link to the [Learning Opportunities Index \(LOI\)](#).
- The classroom modules are listed under Sharepoint, however, and visitors cannot view the full detail of every module, that that is because of copyright issues. Teachers can use resources to develop lessons, but the Board cannot publish them online without full copyright permission.

- Staff members with a TDSB account can view the modules; if an ICAC member wants to view the modules, Model Schools staff can provide a copy for reading. You will see, however, that they have 'draft' written across them. That is because they are not for copying and publication.

Q: I think that the public would like to see the detail of the modules. If it takes three years to get permission to publish units, why not start now?

A: Model Schools for Inner Cities is a unique program and these are unique units. Model Schools is focused on building teacher capacity, about building community. We are not focused on acquiring copyright permissions.

- To publish these units, we would require the permission of every contributor to each book, and that is approximately 150 separate books across all of the units. The human resources would be too great. Model Schools has investigated what is required to copy these units for sale: we estimated that a team of 3 to 5 staff approximately 3 years to complete the copyright permission process.
- Alternatively, we have approached a textbook company like Nelson or Pearson regarding the project, and they have expressed some interest. We are expecting to have another meeting, and will see how the proposal progresses. The authors and contributors are outside of their usual roster of authors, and so the publishers require some time to construct a plan. The Director of Education has asked why Model Schools isn't selling these modules to other Districts. The units are amazing.
- The great advantage of creating these unique modules for our Model Schools classrooms is that with them, we have freed the teachers to co-construct lessons with students, to use concept charts, to use integrated units across curriculum. Teachers aren't tied to pedagogy. They allow teachers to engage students in many different ways.

Q: Is there any data on Model Schools students, to see how they achieve as they move through this unique program?

A: Maria Yau will have this information at the next ICAC meeting.

- Other topics that are available on the web site include parent involvement, School Advisory Councils, Parent Academies, Action Team, SIN Clinics.
- Please let us know if there is any information that needs to be added. What you see is phase one of the web site.
- Suggestions include: links to the [Parent and Family literacy Centers](#), to the [ICAC web page](#), and a link to [Parents Reaching Out \(PRO\) grant](#) resources.
- Helen Fisher provided a handout of the new organizational chart for Model Schools for Inner Cities, showing the structure of the 7 clusters of model schools.
 - Fisher explained that the chart shows the Cluster Superintendent, the Cluster Administrators (Principals), The Lead teachers, And the Community Support Workers (CSW). The Learning Classroom teachers (LCT) are not listed because that would be 152 names.
- Fisher added that within the Model Schools Resource staff, Simona Emiliani is leading the committee of Learning Classroom Teachers (LCT) to develop work plans and

initiatives that they can take back to implement in their schools. These teachers are released from the classroom for this meeting, as well as to work on the implementation plans with teachers at their school.

- At the present time, only 4 schools remain without a designated Learning Classroom Teacher (LCT). Fisher has inquired into the situation surrounding each school, and believes that all Learning Classroom Teachers will be in place by November. In some cases, Principals are bringing a potential learning classroom teacher with them to the Cluster Module meetings to observe.
- Fisher provided a handout regarding this year's [Parent Reaching Out \(PRO\) grant](#) recipients from Model Schools. Only 24 did not receive a grant, and 15 schools were awarded less than the full \$1000 available grant.
- Vicky Branco commented that next year, Model Schools is aiming for 100% of MSIC schools to be awarded a grant. Model Schools intends to provide the Community Support Workers (CSW) with professional development that will help them provide greater support to schools applying for the grant, so that they ensure that school councils are using the right language, and communicating the right ideas that meet the grant criteria, and that they receive the full \$1000. This will be presented at CPACs.

Comment: Our Cluster held a parent training module on how to write a Parents Reaching Out (PRO) grant application, showing success stories, and giving examples of winning proposals. Each School Council was asked to bring their ideas and / or rough draft, and the CSWs walked them through the process, and worked on refining the application.

- Branco and Fisher agreed that this is an excellent idea, and it should be incorporated within all of the Clusters.
- Branco noted that several School Councils were nervous to apply for the grant, because they were unsure about managing the administrative follow up and the reporting and accountability that goes with the award. The Ministry of Education is keen to award these Parent Reaching Out Grants to our Model Schools, because these communities are the priority target for this funding. Model Schools will provide parents with the necessary support at all stages of the grant process to ensure success.
- Aim Mujib thanked the presenters, and commended their excellent work.

Previous Action Items / housekeeping

- a) **Special Education sub-committee request for meeting:** Superintendent Branco reported that Special Education has received numerous requests from Advisory Committees. It is suggested that ICAC representatives join a presentation at a [SEAC \(Special Education Advisory Committee\)](#) meeting. ICAC can bring their questions to the SEAC table. This will bring two Advisory Committees together to support students and communities.

Comment: I think everyone brings a different point of view to the table. The concerns raised by the ICAC Special Education sub-committee have not been raised at SEAC meetings. I wonder if these 3 areas of concern identified by ICAC will not be addressed through this presentation at SEAC, because they are not currently within the positions taken by SEAC.

Branco responded that staff has indicated that they will address the specific areas of concern raised by ICAC within the SEAC forum. If that is not achieved, then ICAC can follow up on the issues that were not addressed.

Comment: I think that this can be a valuable experience, having ICAC present at SEAC, and inserting the ICAC point of view into the SEAC agenda.

Comment: SEAC is largely comprised of representatives from various agencies. The perspective at that committee has been widened recently with the addition of more parents and community members. To date, there has been some successful partnership between [PIAC \(Parent Involvement Advisory Committee\)](#) and SEAC. I suggest that ICAC make a deputation to the SEAC meeting in November (fyi, Rob Brown's special education report has never been presented at SEAC), and request follow up on our 3 areas of concern that will be contained in that deputation. I think there will be some follow-up pieces flowing from this deputation, and I also think that ICAC would be moving towards a full response from the Board.

Comment: It was asked if what ICAC has decided is the following: to depute at SEAC, with the expectation of a response to that deputation at a following SEAC meeting. The response would include clear details addressing the areas of concern. A delegation from ICAC would then attend that follow-up meeting at SEAC.

Comment: I have one concern regarding the structure of a SEAC meeting. Non SEAC members are not allowed to speak at SEAC meetings. And that Committee requires 11 days notice of a request for deputation.

It was suggested that ICAC could ask SEAC Chairs to review procedures at SEAC, to ensure that this request can be satisfied within the context of a SEAC meeting. ICAC can ask how SEAC can support ICAC to get the request on the agenda, and to provide the opportunity for ICAC to ask questions of staff.

Trustee Cary-Meagher noted that a Committee can request to suspend the rules for a limited time during a meeting, and that would allow questions to be asked from the floor.

Comment: I think we should start with a deputation to SEAC in November, and then look to the follow up meeting to suspend the rules regarding questions from the floor when Special Education returns with our data.

MOTION: ICAC will request to make a deputation at the November SEAC meeting. Laurie Green will make the request to SEAC.

Moved, George Martell, seconded, Laurie Green, Carried.

- b) **Requested meeting with Ralph Benson at the Ministry of Education:** Superintendent Branco reported that the request has been made of the Director of Education. It will not be pursued until the current audit is complete and the report received by the Board.
- c) **Inquiry regarding accessing students from 7 secondary schools for input to ICAC:** Helen Fisher is working with 7 schools to bring a group to the November ICAC meeting. The main issue is the release of students during the school day, because the meeting is currently scheduled for 9:30am.

- If the goal for school-based meetings is to have parents and students attend, then ICAC needs to consider moving these meetings to the evening.

ACTION: The MSIC Resource Team will proceed to arrange the school meetings for the following evenings, between 6:00pm and 8:00 pm. (6pm dinner, 6:30 to 8:00 meeting):

John Polyani CI: November 14th

Secord Elementary: February 6th

Parkdale Jr & Sr PS: April 3rd

- The composition of the school-based meeting will include presentations by the student group and the CPAC (Cluster Parent Academy Council)
- Branco noted that the John Polyani meeting will include clusters D,E,F and the high schools will send representatives. The meeting at Secord will feature clusters A1, and A2, and the Parkdale meeting will include clusters B and C.

Comment: The agenda should flow with the presentations, so that the meeting becomes a dialogue.

Q: Vision and hearing screening: Is there data to support claims on the impact from these screenings, particularly the vision, and how it relates positively to special education? Do we have data?

A: MSIC will ask Maria Yau and get back to you. There is a research report.

Comment: If we are pursuing funding for the screenings, we need data to back up the request.

Q: Can this be a question to SEAC? What evidence do we have that hearing and vision is having a positive impact on our students? Can we start to collect data? Every child is tracked, so we could try to backward map. For example, how many students, of those who required glasses, are enrolled in special education programs?

ACTION: ICAC will ask SEAC what evidence do we have that hearing and vision is having a positive impact on our students? Can we start to collect data? For example, How many students, of those who required glasses, are enrolled in special education programs?

Q: What's happening at Parkdale area schools, given the [recent Star article](#) on sudden population changes in the Roma community?

A: MSIC was pleased with this strong, positive article. An overview was provided of the sudden growth of the Roma community within Parkdale area schools, both elementary and secondary. Last year, the schools worked hard to respond to the needs of the community with the sudden influx of Roma families in November.

We are developing Model Schools that understand that engaging these communities and creating safety is their core business. The summer school support for the community is an example. It was very creative, providing parallel [English as a Second Language \(ESL\)](#) learning for parents while children attended summer school programs.

This autumn, the population of Roma families saw a sudden decline. Parkdale had to release several teachers this fall because families are no longer in the area. This is significant for the community and the schools.

Q: Is there evidence that Roma families are living undocumented?

A: If students reregistered in a TDSB school, the Board would be able to determine if they relocated.

Comment: This is about the immigration policy. I have witnessed it with the funding of pediatric clinics and the failed attempts to secure funding for medical treatment of refugee children. In addition, each time a refugee claimant's appeal is refused, they are offered less money to return. Many families were just taking the lower amount and going. I support this motion.

Comment: David Clandfield, who isn't here today, would support the motion. He designed a program in Roma studies at New College.

Comment: I think the Board's response to the needs of this community was remarkable.

Comment: Last year, or the year before, ICAC had a presentation from a Program Coordinator at the Roma Community Centre. ICAC crafted a motion that was adopted by the Board regarding the status of the Roma community and the deportation of many families.

MOTION: The ICAC co-chairs will draft a note of protest to the federal Minister of Immigration regarding the inequitable treatment of the Roma community by the November ICAC meeting. TDSB has worked to support the community with success, and Federal policy is undermining the Roma community.

Moved, George Martell, Seconded Lesley Johnston. Carried.

5. Current Public Consultations

Hilary Wallis distributed materials regarding all of the public consultations for discussion:

- a) Ontario's Poverty Reduction Strategy
- b) Ministry of Education: Great to Excellent
- c) City of Toronto Neighbourhood Strategy

Q: Can we work with the other [Advisory Committees](#) to create a coordinated response to any or all of these consultations? Is there an opportunity to have a face to face meeting? We need to consider how ICAC can have more impact than through individual online surveys

- a) [Ministry of Education: "Great to Excellent" Consultation:](#)

Comment: ICAC has not seen much more information about the Ministry of Education consultation.

Comment: There was an open letter from the Minister of Education released in June.

Q: Can Hilary, the Coordinator, seek out more information on this?

Comment: Tatum Wilson is now at the Ministry of Education working with Minister Sandals, and is involved with this consultation. Alejandra Bravo offered to make contact with Tatum Wilson to inquire what the plans for public meetings for the consultation are going forward.

Alejandra Bravo noted that she attended a Poverty Reduction Strategy (PRS) consultation, and raised the issue of the Learning Opportunities Index (LOI) and the Learning Opportunities Grant (LOG). People attending the session were unfamiliar with both. The impression was that the

province has done the work to support children by creating the index. The overwhelming response from the group was that the Province has not completed the work needed to support children.

Comment: One of the key issues this year is food, and to continue to pressure the system to ensure that students don't exit grade one without reading.

Comment: That statement moves in opposition to current policy.

ACTION: Ministry of Education consultation: Alejandra Bravo will make inquiry to Tatum Wilson regarding how ICAC can participate and / or submit a response, and will advise Hilary Wollis.

Q: With regard to the Poverty Reduction Strategy, the Learning Opportunities Grant – Demographic Allocation is intended to deliver an aspect of the poverty reduction strategy through the application of these funds. Can ICAC respond to the Ministry of Education with that angle?

ACTION: The Evaluation of Learning sub-committee will craft response.

b) [Ontario's Poverty Reduction Strategy \(PRS\) Consultation:](#)

ACTION: The Fairer Ways and Better Means sub-committee will submit their information on the Learning Opportunities Grant (LOG) and include the recent TDSB Board decision (Sept 11 meeting) to the consultation.

c) [City of Toronto Neighbourhood Strategy:](#)

ACTION: Nathan Gilbert will attend one of the public consultations on behalf of ICAC; Bob Spencer agreed to attend with him.

Comment: Poverty by postal code did mean that downtown dropped off map, hopefully the new strategy will bring support back to the core.

Comment: The original Priority Neighbourhood strategy included incentives for agencies to locate outside of the City core.

6. Sub-committee Reports:

a) *Special Education sub-committee report (Laurie Green):*

- [The Special Education Parent Conference](#) takes place on Saturday, October 19. This day is a coming together of the TDSB, parents, and community agencies. The event is a joint effort of SEAC and PIAC, and the content incorporates a wide range of parent concerns.
- The program for the day covers topics that parents wanted to know more about. It includes workshops, a marketplace (community organizations and associations), and a networking café that will provide parents with access to Board staff to ask questions, find out about funding and resources, and also access community resources. The café is organized around the ministry's 13 exceptionalities, but some others are also included.

- The special education department has been very forthcoming, and very clear about which presentations are being provided by TDSB.
- A lot of the inspiration for this event came out of Rob Brown's report, and the parent concerns raised therein regarding things like assessment, behavioural placements, and IEPs (Independent Education Plan) without an IPRC (Independent Placement Review Committee).
- Please publicize the event. Each school has posters. It has been promoted across the system multiple times in multiple ways. The uptake from agencies has been excellent. Director Donna Quan has made this a clear priority by committing \$15,000.00 to run this event.
- ICAC members are all welcome to attend and to give their input. We still require some facilitators.

b) Ways and Means sub-committee (Lesley Johnston):

- We are very pleased with the success of our LOG-DA (Learning Opportunities Grant – Demographic Allocation) motion, which passed at the regular Board meeting on September 11th, with only 2 opposed. A copy is included with the meeting package for your review.
- There were two amendments. One states that when the report is written, it will be distributed to all Community Advisory Committees, not just the ICAC. This will strengthen the report. The other amendment removes the five-year timeline, which leaves no timeframe for the reallocation of funds.
- The motion also states that the report should come back in November. Superintendent Branco and Principal Fisher indicated that they have not heard of any updates on this report. Johnston clarified that the Motion requests two reports: the first is a full accounting of spending of the LOG and ESL grants, and the second details the impact of the LOI (Learning Opportunities Index) on spending and resource allocation at TDSB.

Comment: the Director has indicated that the whole LOI is being reviewed.

Comment: The report might first go to Programs committee.

Q; Who is writing the reports? Is it going to Rob Brown or to Craig Snider?

A: All motions passed by the Board are forwarded to the Senior Executive team for action. The report regarding the LOI allocation could be given to several staff.

ACTION: Vicky Branco will confirm the following with the Director and Carla Kisko: which staff are responding to the requests for these reports; to whom will the reports be returned; and when can they be expected. Branco will also inquire of Maria Mavroyannis as to what the next step is for this motion through the system: Does it return to ICAC, or to the PSSC (Program and School Services Committee) or elsewhere? Finally, would staff be interested in a meeting with the ICAC sub-committee in order to clarify the request for this report, to ensure that the same report is not written again?

Q: If the time line has been removed, what is the likelihood of the reallocation happening at all?

Comment: We have pretty accurate data on the LOI-DA culled from Ministry of Education material. In order to go to next level with the Ministry, the Board staff must understand this funding tool, and they need to meet with the Ways and Means sub-committee, because otherwise, they won't understand the data. Can we ask Director Quan to ask that the Senior team meet with ICAC representatives before these reports are written, so that when they are created, it will be in a way that will resonate with the school business staff at the Ministry of Education.

Comment: Respectfully, I think that the Board is not hiding information, but I think that the reality is we don't collect all of the information to be able to give the right answer. I don't know that another meeting is the solution.

- Johnston added that another meeting may not be required. Last meeting, the concern was that there was approximately \$88 million that was coming from ESL, FSL, and the LOG grants. With the accounting report, we are seeking clarity on the ESL and FSL portions, and would like to gain an understanding of where this grant money comes from, and ultimately, where it is spent.
- For example, one of the questions that arose was: Should Equity and Inclusive schools be funded by the LOG?
- Through the LOI report, we are seeking to understand how the LOI is used to assign funding, beyond the LOI supplement funds. For example, is it used to fund teachers in low LOI schools?

Comment: Part of the mess at the Ministry of Education school business department is a lack of understanding. They talk about ESL, but TDSB has decided not to use the funding in same way. At the last meeting, we didn't quite agree on distribution. At least be clear about where the Board and Ministry disagree in this report. The Ministry is the one who force the Board to use these grants for school necessities like heat, teachers, and pools because there is underfunding.

- Vicky Branco noted that TDSB has a new associate director, Carla Kisko, who will be taking over the business operations area.

Comment: Moving forward, if there is a review of the LOI, the ICAC needs to be part of the conversation, to ensure that there is language in the LOI report that moves the TDSB towards collecting the information we need to collect in order to get the right answers.

Comment: The TDSB has, as part of its policy, the requirement to report on how the LOI is used, and there is yet to be a report released. Peter Gouch did some great work on this because the TDSB didn't know, and the responsibility for the LOI was spread across multiple departments. Moving that report forward would start the collection of the data required to move forward.

c) Governance Sub-Committee (Alejandra Bravo)

- A meeting was held on October 3, and Alejandra, Lesley, Laurie, Jann, Aim, attended.
- The group is interested in scheduling themselves into CPAC meetings over the year.
- Lesley Johnston and others will develop a presentation on the ICAC for parents.
- This is one avenue to increase parent voice at ICAC.

- Quorum: the group intends to review the membership list, and to ask questions around which members want to remain, who is supportive organizationally or individually. They will bring forward suggestions around membership.
- ICAC Mission: The group intends to review the ICAC mission later in year, to allow input from new members to be recruited from CPAC meetings.

Comment: I am disappointed with the low turnout today. The committee needs more members to attend consistently.

Q: Is there a larger frame of reference for the governance committee? It seems focused to reaching out to other parents; what about self-governance at school level?

A: This sub-committee is focused on how the ICAC is organized, runs meetings, manages its membership, etc. For example, there are many people at places like the City, who are very interested in the work of ICAC, but the committee has invited the Executive Director of a department, not more operational staff people. It can be difficult to figure out what's going on and how members can contribute meaningfully.

Comment: This group is asking some good questions. An example is the meeting times. It was changed to 9:30am because that timing attracts our agency and TDSB members. But, if the goal is to attract more students and parents, the committee needs to meet in the evening. My only caution would be to prioritize the aspects of the committee that will help ICAC be effective, not to implement large numbers of policies, because they can be a barrier.

- The intention of the group is to come forward with several options, not strong recommendations.
- In order for the committee to meet all of its objectives, we need to put some work into it.

Comment: We must ensure that ICAC is aligned with the recommendations of the upcoming report from the Community Advisory Committee review.

ACTION: Hilary Wollis will inquire as to when the report from the Community Advisory Committee Review will be available.

Comment: We need to promote the school-based meetings, and focus on parents at those meetings. Parents may not come to monthly meetings, but ICAC can focus several meetings per year on parent communities.

Comment: The committee can also consider establishing two levels of membership, associate and regular members, to allow a distinction between those who attend consistently, and those who receive correspondence, and act as a resource to the group.

d) Evaluation of Learning sub-committee (George Martell):

- When looking at developing a sub-committee that would have a future and an impact, we have to have teachers on board. I think that they are on board, and I will report at next meeting. I am hoping that they are ready to join with us in this endeavor.

e) International Languages sub-committee (Bob Spencer)

- We will be having a meeting with David Clandfield and Professor Jim Cummins to make sure he is still interested. We are looking at these questions during a lunch meeting today.
- We are trying to get to the point that we can interest Model Schools MSIC in trying a tri-lingual or multi-lingual school or model with a language and culture period each day. Of course, there are organizational challenges to laying out a multi-lingual school. There is also great opportunity for student leadership in instructional language sessions.
- Graham Hollings has joined the sub-committee.
- We have sets of models, some or one could apply. There would need to be a move to strengthen the teaching base in capacity for language instruction.

7. Trustee Report

8. Business Arising

9. Motion to Adjourn

Nathan Gilbert, moved. Bob Spencer seconded. Adjourned.

Motions and Action Items from this Meeting

1. **ACTION: Model Schools (MSIC)** will distribute the new brochure and literature at the November ICAC meeting.
2. **MOTION: ICAC** will request to make a deputation at the November SEAC meeting. Laurie Green will make the request to SEAC.
3. **ACTION: The MSIC Resource Team** will proceed to arrange the school meetings for the following evenings, between 6:00pm and 8:00 pm. (6pm dinner, 6:30 to 8:00 or 8:30 meeting):
 - John Polyani CI: November 20th
 - Secord Elementary: February 6th
 - Parkdale Jr & Sr PS: April 3rd
4. **ACTION: ICAC members** will submit their questions to Hilary Wollis Hilary.Wollis@tdsb.on.ca , who will forward them to Helen Fisher. Questions must be submitted by October 24.
5. **ACTION: ICAC** will ask SEAC what evidence do we have that hearing and vision is having a positive impact on our students? Can we start to collect data? For example, how many students, of those who required glasses, are enrolled in special education programs?
6. **MOTION: The ICAC co-chairs** will draft a note of protest to the federal Minister of Immigration regarding the inequitable treatment of the Roma community by the November ICAC meeting. TDSB has worked to support the community with success, and Federal policy is undermining the Roma community.
7. **ACTION: Alejandra Bravo** will make inquiry to Tatum Wilson regarding how ICAC can participate and / or submit a response, to the Ministry of Education consultation, and will advise Hilary Wollis.
8. **ACTION: The Evaluation of Learning sub-committee** will craft a response to the Ministry of Education “Great to Excellent” consultation.
9. **ACTION: The Fairer Ways and Better Means sub-committee** will submit their information on the Learning Opportunities Grant (LOG) and include the recent TDSB Board decision (Sept 11 meeting) to Ontario’s Poverty Reduction Strategy public consultation.
10. **ACTION: Nathan Gilbert** will attend one of the City of Toronto Neighbourhoods Strategy public consultations on behalf of ICAC; Bob Spencer agreed to attend with him.
11. **ACTION: Vicky Branco** will confirm the following with the Director and Carla Kisko: which staff are responding to the requests for these reports; to whom will the reports be returned; and when can they be expected. Branco will also inquire of Maria Mavroyannis as to what the next step is for this motion through the system: Does it return to ICAC, or to the PSSC (Program and School Services Committee) or elsewhere? Finally, would staff be interested in a meeting with the ICAC sub-committee in order to clarify the request for this report, to ensure that the same report is not written again?
12. **ACTION: Hilary Wollis** will inquire as to when the report from the Community Advisory Committee Review will be available.