

**Inner City Advisory Committee Meeting Minutes**  
 Tuesday September 10, 2013  
 9:30am to 12:30pm  
  
 5050 Yonge Street  
 Committee Room A

In Attendance	Trustee Sheila Cary-Meagher, Trustee Howard Kaplan, Trustee Chris Glover, Aim Mujib, Ellie Avishai, Alejandra Bravo, David Clandfield , Nathan Gilbert, Jann Houston, Lesley Johnston, Kendra Kerr, Jeff Kugler, Ingrid Palmer, Malini Singh, , Bob Spencer.
Regrets	George Martell
Staff	Vicky Branco, Hilary Wollis, Ruth Sischy, Kwabena Yafeu.
Guests	Debra Payne, Lilian Tang.

**1. Welcome and Introductions (Aim Mujib)**

- Welcome to a new school year.
- Thank you to outgoing coordinator, Briony Glassco, for all of her time and effort in supporting ICAC.
- Welcome to Hilary Wollis [Hilary.Wollis@tdsb.on.ca](mailto:Hilary.Wollis@tdsb.on.ca) , the incoming committee coordinator
- Please sign in
- Welcome to our guests, parent Debra Payne, and [United Way City Leaders](#) participant Lilian Tang.

**2. Agenda Approval**

Amendment to add item 3, New ICAC Members.  
 David Clandfield moved, Jeff Kugler, seconded. Carried as amended.

**3. New ICAC Members**

- Bob Spencer nominates Ingrid Palmer (biography, Appendix 1)

*Ingrid Palmer is a highly engaged parent and School Council Chair at George Webster Elementary School. She is also Chair of the cluster B3 CPAC (cluster parent academy council), and is a parent to a post-secondary student. A former CAS ward, Ingrid was the first former resident to serve on the board of Arrabon House. Ingrid has worked*

*as a motivational speaker to CAS students attending alternative schooling programs. She is committed to personal growth and development through service to her community. (Attached as Appendix A)*

- Bob Spencer moved, Alejandra Bravo, seconded. Carried.

#### 4. Previous Meeting Minutes (June 5, 2013)

Jann Houston moved as amended. David Clanfield, seconded. Carried.

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

- Superintendent Vicky Branco delivered the report. Branco introduced her new role as Superintendent for E11 family of schools, and the Model Schools for Inner Cities program.
- **Handout:** The new Model Schools brochure and backgrounder were distributed to the group. Branco noted the new TDSB branding on the materials. The brochure contains information like the 5 essential components of the Model School program, and a description of a Model School and an explanation of how the program supports inner cities. There are multiple points of contact and links to the [Parent Academy](#) and Model Schools: website, facebook, twitter, and the contact information for the Model Schools office at Fairmeadow.

**Q: Does this replace the original backgrounder?**

A: Yes, it does, however, this document is intended for an external audience. Staff will have additional resources that detail roles within the program.

- The [TDSB web site](#) has undergone significant change. [The Model Schools program](#) is now within the sections. The information is not exactly the same, but there is a lot available. Please remember that the web site is a work in progress, and may require changes. Please bring to her attention any missing information you encounter. Branco noted that if you are experiencing difficulty finding the information you require, you can search the site for model schools for inner cities. Aim Mujib noted that the ICAC page needs review and updating. Branco noted that the ICAC information will need to fit in within a consistent Community Advisory Committee structure on the web site.
- Organizational Chart: An updated organizational chart will be available for distribution at the October meeting. Each Model Schools cluster contains approximately 21 schools.
- Presentation: At the October meeting, Maria Yau (TDSB Research) will have a presentation that responds to the June discussion regarding changes to the Model Schools program and staffing structure that were implemented for this school year. Members will be provided with a handout to take away.
- Summer Institute: On August 22, Model Schools welcomed 172 Learning Classroom teachers for a day of professional development. Model Schools coaches led the instruction. These coaches will continue to act as leaders and a steering committee, although they have been reorganized back into schools as Learning Classroom teachers.

- The CARS (cluster administrator committee) is comprised of 21 principals who meet and guide the Model Schools program. The goal of the new structure is that every school will have a Learning Classroom teacher who is of the same high caliber as a former Coach. Principals bring 2 teachers to each cluster meeting to learn, grow, understand MSIC and develop as leaders in their school.
- Learning Classroom teachers: This position was an official internal job posting for which candidates had to apply. The position required many pre-requisites, like a minimum of 3 years teaching experience. These teachers understand that as a Learning Classroom teacher, they have extra commitments. Learning Classroom teachers receive 1 day per month of professional development to work with the Model Schools cluster, and then take this new learning back to school to integrate these new ideas into the school programming.
- Cluster meeting: The first meeting is taking place today. At a cluster meeting teachers receive 2 hours of professional development, and have one hour to focus on the ongoing organization of their cluster. Then, this new learning will be implemented across the 7 Model Schools regions in TDSB.
- This month's cluster meeting is with principals. The focus is on school culture, changing school culture, and how to support this new role and successfully integrate it into school culture and build capacity into staff. These are the key pieces for principals that need to be built for Model Schools. They need to work on building leadership at schools.
- We are using [The Equity Continuum](#), by the OISE Centre for Urban Schooling, to communicate the philosophy of equity. Next we will talk about what kind of leader are you, how to lead and be effective, and building capacity.
- Model Schools coaches left an outcome-based plan of everything they've done over last 3 years at each school, so that these new leaders know where the school is, what the goals are, and where to go next.
  - Schools without Learning Classroom teachers: Approximately 20 schools have yet to identify their Learning Classroom teacher. Model Schools is working to manage this transition and have these positions confirmed. Some principals were in a situation that required them to wait to post the Learning Classroom teacher position until their full staff was hired. New staffing processes meant that some hiring ran well into August. Within the TDSB, there is lot of excitement around Model Schools for Inner Cities because of the resources, the unique opportunities, and the exciting outcomes within this program.

*Comment:* It is important to remember that these positions are a volunteer job call, and sometimes volunteers don't step up. For example, as a Principal, several teachers that I thought were ideal for the role were not interested. I was surprised by which teachers came forward and were excited about the role. We also have to be mindful of the impact of the collective agreement and process. The teacher landscape, after a difficult year last year, can be a bit rocky in some places. As an administrator, I need to show that the incentive within the role as a Learning Classroom teacher is access to resources and the opportunity for significant professional development.

**Q: Is the issue related to the required length of teaching experience, or other pre-requisites for the position?**

A: Length of service is important. That said we need to work with each school and figure out why volunteers aren't coming forward, and work to find a solution. At the other end of the spectrum, some principals want multiple Learning Classroom teachers in their school. The program budget can't stretch to accommodate additional teachers. Some schools have decided to fund an additional Learning Classroom teacher from the school budget.

*Comment:* A pre-requisite of 3 years' experience is an important part of the puzzle. An experienced teacher is ready to take on leadership. If nobody with 3 or more years' experience wants the role, I think that there are other issues at that school. Branco responded that she agrees with the comment. These positions require solid candidates, and teacher who can motivate their teaching colleagues. But, we can work with schools that are struggling to find a Learning Classroom teacher. Branco noted that in her new role as Superintendent, she can bring this conversation to her peers, and stress the importance of the Learning Classroom teachers to their schools.

*Comment:* Principals also need to work the role of the Learning Classroom teacher into the existing school organization, along with who is the school chair, the divisional chair, and other staff roles.

**Q: How many Learning Classroom teachers are there in total?**

A: There is one per school. If a school wants more, the school must pay for that staff out of the school budget, and some have, because they believe it is important to their school.

**Q: So, the funding that is not paying for Coaches this year went where?**

A: The money went to the bottom line at TDSB, \$1.7M. But, the coaches were repurposed back into the schools, so the system is still funding them. The Model Schools resource staff has also been restructured, with the addition of Project Coordinator Simona Emiliani, and Central Coordinating Principal Helen Fisher.

**Q: If \$8.9M of Learning Opportunities Grant (LOG) money was cut does this mean that even more LOG dollars were cut, to account for the 60 LOG-funded teachers?**

**Q: Is there any serious plan in place to bring equity, conceptually, to the senior team (we talk a lot about front line and not about the top)? How do we have a meeting, philosophically, if equity is not a priority at the top?**

**6. Action Items Update and Committee Housekeeping plus discussion:**

- International Languages sub-committee: Bob Spencer noted that the group has not met over the summer because Prof. Cummins was unavailable. The group is interested in new members.
- Spencer provided an overview of the group: To investigate the development of a more integrated third language program within the Model Schools for Inner Cities framework. They consider the empowerment aspects of third language study, and how it moves people forward. There are proven links to increased literacy outcomes (this is part of the involvement of Prof. Cummins). This is a legacy program from the old TDSB.
- The group is working towards an enablement strategy, hoping to find active volunteers within schools for a pilot project in third language. The sub-committee did meet with a group of parents in west end, who were very excited.

*Comment:* There is evidence that third language instruction mitigates the alienation of immigrant children from families that can develop from a sense of either/or around the language divide.

**Action Items Update**

- Distribution of June presentation by Maria Yau regarding changes at Model Schools for Inner Cities: Superintendent Branco noted that it will be available to members at the October meeting.

### **Coordinator**

- Hilary Wollis, the new coordinator, noted that she will be updating the membership list and contacts for the committee, and will begin to work on updates for members. Wollis added that she will work to create stronger links with Model Schools Councils and Parent Academies by collecting Chair contact information, meeting dates, and upcoming events. In addition, Wollis noted that she will be informing ICAC of meeting dates and highlights from other Advisory Committees, as well as public meetings and other items of interest. The goals are to raise awareness, create connection, find common opportunities, and support ICAC in increasing parent involvement and cooperation.

*Comment:* Please remember to include the [Parenting and Family Literacy Centers](#) in your work.

*Comment:* Parent Academy Council is working to include their centre in CPAC (cluster parent academy council) meetings.

**ACTION: Hilary Wollis:** To begin to gather information regarding CPAC meetings, chair and school council chair names and contact information, [Community Advisory Committee](#) meeting dates and announcements for distribution to ICAC.

- Superintendent Branco noted that every Model School has a school council, and a CPAC representative. CPAC meetings are a good place to have presentations for parents. Representatives take information and ideas back to their individual schools.
- Branco also noted that between January and June of last year, the May Parent Conferences was organized and was run by the Parent Academies. All work was completed by parents for the benefit of parents. She added that this year, a \$15,000 PRO (parents reaching out) grant from the Ministry of Education has been awarded jointly to Parent Academies and Plan Canada to run May conference for parents.
- George Martell will present at the October meeting.

## **7. Sub-Committee Reports**

### 7.a) Special Education Report from David Clandfield:

- This committee last met on June 20. The minutes of that meeting have yet to be approved.
- In November of 2010, the [TDSB research and information services](#) released a student demographics study. This study revealed the demographic make-up of many of the categories of students. Especially striking is that in special education programs with outcomes such as lower graduation and post-secondary admission rates, there is an over-representation of students from poor neighbourhoods, some ethno-racial groups, and males. This is especially true in MID and behavioural classes, as well in as those students with IEPs (individual learning plans) without being identified with a particular exceptionality through an IPRC (independent placement review committee) process. Outcomes for these groups of students are significantly lower.

- Alongside that is another stream that has been growing at TDSB. This is the gifted stream, in which the students that interest ICAC are grossly underrepresented. This stream shows a very high graduation rate and over 90% post-secondary acceptance. The questions we must ask are: Are these students being identified in grade 3 for the gifted stream? Or, are they being excluded?
- The group identified three areas for further exploration this year:
  1. Wait times for identification: The screening for a gifted placement has no wait list. It is approximately a three-week process. Almost all other identification processes have very long wait lists, and some schools seem to utilize quota limits for screening. In addition, those families who buy a private assessment go to the top of line, especially for gifted, Learning Disability and Autism Spectrum Disorder identifications. The group has arranged a meeting with David Johnston, Senior Manager of TDSB Professional Support Services (PSS).
  2. Parental / Guardian care and rights with respect to how decisions are made: There are points at which parents must be consulted, and consent is essential before assessment and the sharing of records and placement of a student through the IPRC and its appeal system. However, is there informed consent? Do parents feel pressured because they are surrounded by specialists who tell them what is good for their child? Do parents feel that they do not have a choice regarding their child's placement? Is there an equal playing field?
  3. Disproportionate representation of those classified as behavioural or MID (mild intellectual disability): These students tend to be poor, boys and black. This is a placement decision that is highly judgmental in nature. Is there too much bias at play in the process?
- Clandfield read the Special Education plans of 174 boards of education, and learned that things don't have to be done the way they are at TDSB. Some boards have no congregated classrooms. Some feel that gifted students can be accommodated within the classroom. (Parekh-Brown's research shows no distinguishable difference for gifted child between two environments.)
- Does anyone want to join this group? Chris Glover asked for more information regarding this sub-committee, because he has a group of parents in his ward who are highly engaged around special education.

**Q: With regard to point number two on parental rights: There are protocols for how we arrive at these decisions. What is the sub-committee proposing?**

**A:** We are hoping to meet with the senior staff that delivers protocols because some of ethnographic research shows that protocols not observed or they are not understood.

**Q: The protocol demands written consent. Is the problem more about who attends with a parent to there is informed consent?**

**A:** We are looking at Boards that include parent advocates for new ideas. Most school boards report zero appeals to decisions each year. We are asking is that because the six-page appeal process is very intimidating?

*Comment:* I think it is important to remember that TDSB is the largest board in the country, and for that reason our statistics can seem disproportionate at first consideration.

*Comment:* There was a Masters paper written by Somali student about her community. One of the experiences noted within is that students who are in special education programs arrive at grade nine, and families and the students themselves do not realize that they are not eligible for university stream courses.

On the topic of Congregation: gifted students report that the biggest advantage of the program for them is social. They feel accepted, and like they belong within the program and school.

The funding shortfall for special education has grown to \$20M. It was \$5M five years ago. Is this shortfall because the funding is tied to overall enrollment, regardless of growth in the special education population? An example is the significant increase in ASD students. It looks as though the strategy at the Ministry of Education is to move to match funding exactly to education lines in the provincial government budget, thereby removing all discretionary spending.

- ASD (autism spectrum disorder) diagnosis is showing exponential growth. Is this because it is a broad spectrum, or is it a case of over-identification?

**ACTION: Vicky Branco:** to contact Sandy Spyropoulos to request that she make her staff available to meet with the special education sub-committee to discuss three areas of concern (details Item No.7). did you intend on putting actions within text and at the end? Yes this is fairly close to where the action appeared in discussion, and the summary of all actions is at the end. Next month I can keep the Actions within the body.

7.b) Fairer Ways and Better Means sub-committee report from Lesley Johnston:

- The [Learning Opportunities Grant](#) (LOG) of \$142M includes a demographic allocation that is intended to be spent on programming for students who are disadvantaged economically. David's research shows that of the \$126M grant, \$87M is drifting away from program areas to balance the TDSB budget.
- Need is great, and poverty is a huge issue in Toronto. Education is a great tool to overcome struggle. We have been working on seeing that grant come back to its intended purpose.
- A motion to the Program Support and Services Committee of the Board was passed onto the Finance and Administration committee. Our group deputed to the committee in June. The three trustees all supported our motion.
- The Motion (written by Trustee Rutka) was read aloud to the group.
- This Motion goes before the full Board at tomorrow's meeting.
- We are very pleased with this motion and its acceptance thus far. Over the summer we have engaged in quiet meetings with trustees. We are hopeful for our outcome tomorrow, and are very pleased that it will be heard.

**Q: Was this motion deferred from June?**

**A:** Yes, this is being heard subsequent to the June meeting. It was pulled out of the consent agenda, but it has not yet been objected to.

*Comment:* Trustees will be voting for a process, not an immediate change to anything. I hope that trustees will see the importance of this issue, highlighted in a Toronto Star editorial in the spring. It is a beginning, graduated approach. I want to feel that the Board will approve, and we can meet with Ralph Benson if required.

**ACTION: Vicky Branco:** will undertake to arrange for a meeting with Ralph Benson from the Ministry of Education and the Fairer Ways and Better Means (FWBM) sub-committee. The goal is to work on TDSB liaising with the Ministry of Education to achieve the desired shift in the Learning Opportunities Grant (LOG) demographic allocation spending. For example, Hamilton and Ottawa both have best practices for allocation of LOG.

**Q: What was their opposition?**

**A:** Some trustees do not want to give money to the inner city. They do not understand the concept of leveling the playing field. They believe this takes funding away from their Ward communities. Or, they think that this money is being spent well in other areas, and that decision is a necessary one.

**ACTION:** Hilary Wollis: To distribute the flyer for the [Special Education Conference](#) for parents taking place on October 19<sup>th</sup> at Earl Haig SS taking place during the daytime. Online registration is open. Hilary will contact PIAC to obtain the flyer and distribute throughout ICAC, and forward to MSIC resource staff.

7.c) Report from the Governance sub-committee from Alejandra Bravo:

- Overview of the role of the group: to review membership roles, committee structure, terms of reference, review of the mandate, increasing parent participation and raising awareness of ICAC. The group was formed when the CAC (community advisory committee) review began.
- One of the more immediate items is to review the term and role of the Chair. Aim's term is at an end. Some of the ideas the group has explored include that the Chair will participate in the agenda creation, and participate in all sub-committees. ICAC needs to recruit more parents through outreach to CPACs and inviting them to ICAC, and to join the committee. There is a need to build parent leadership.
- The group recommends the election of a new Chair in January to allow for recruitment.
- In the interim, this expanded role requires some more time commitment. We are asking the committee, should the Chair rotate for these months?

*Comment:* Don't forget how powerful a co-chair from one of our inner city communities is in that role. I think that it is important to develop that role and provide some skill development for a strong parent who can do the job.

Alejandra reiterated that the goal is to recruit parents from the communities, and make sure they have the time and opportunity for the commitment.

*Comment:* I think it is important to balance an expectation of heavy involvement in all of the sub-committees – it can be overwhelming.

*Comment:* We need the sub-committees to report to the group and the chair in advance of meetings. The coordinator can support that gathering of information ahead of time.

*Comment:* The time is right to increase parent engagement because we have the right instrument in the CPACs.

**Q: When we call on CPAC parents for presentation, they come in numbers, with great skills, but they can only come in the evening, with child-minding, and the provision of food. Does the ICAC culture need to shift to accommodate parents as a priority?**

**A:** We need to let it develop – parts are there, will figure it out. We want to start with where the CPACs are, what they need, and blend with what ICAC needs.

**ACTION: For the Committee:** School based meetings are currently scheduled for daytime. Do they need to shift to evening to be effective and better engage parents?

- *Next steps:* A list of upcoming CPAC meetings from the coordinator; ICAC members need to volunteer to visit CPAC meetings; an ICAC presentation needs to be crafted; there needs to be consultation around timing of meetings; we need to develop an orientation process for ICAC.

*Comment:* Regarding the timing of meetings: they are all scheduled for mornings. If this committee feels it is important to shift some to evenings that needs to be discussed. It is hard to reconcile the divergent needs of staff, agencies, and parents.

**Q: Does ICAC need an Executive committee? This would include reps from each sub-committee, and chair, to set agenda and conduct briefing. Is this being considered?**

**A:** This is an excellent idea and should be considered.

Follow up to Goal setting exercise in June presented by Ellie Avishai:

- Handout: summary of the June exercise includes all of the ideas gathered under themes.
- How do goals inform the committee? When we are discussing things like committee structure, mandate, membership, and more, we need to consider our goals and common understandings.
- Goals answer questions like: what are you here for? What do you care about? Are we talking about what is important?
- In June Avishai facilitated an exercise around a question: what will ICAC have achieved in 5 years? A discussion followed in three break-out groups, with a brainstorming format.
- The groups then clustered their ideas around themes. This document is a transcription of all of these ideas. Avishai made some changes because some of the clusters were too big. She defined some themes within the large groupings.
- Avishai asked the group to review the details while she highlighted some interesting points.
  - A consistency in themes emerged. Looking at the common themes page you will note an influencing and lobbying role; involvement in model school improvement and support; the ICAC role in building stronger equity in TDSB (in terms of parameters, and how TDSB thinks about equity), a desire to engage in wider community and initiate partnerships; a stronger parent voice; and the role of ICAC in making schools community hubs and community building (health was a big theme in that one).
- Next steps questions: Are these the right goals? What's missing? Should we be targeting others? Do subcommittees link to these goals? Where should and should ICAC not have a role? What do we want to translate into concrete actionable goals? What is the appetite for continuing to explore and set goals?
- Quick Wins: Are these easy items or quick to achieve? These include increasing parent and student voice; increasing research; leveraging TDSB staff and trustee members of ICAC to better use their knowledge, skills, connections; the notion of a "Take a trustee/ mpp / mp to lunch" initiative.

*Comment:* Thank you for this effort. Well done.

*Comment:* What I see is missing is a link to [EPAC](#) and folks like [Chris Penrose](#), and community based education / programming.

**Q: If we are recruiting new parents, how to we engage them in goal setting so that they are engaged in the process? Do we set a few broader goals, and then continue the exercise in future?**

**A:** Yes, that is possible. If there is appetite for more of this work, Governance can work on developing more exercises to further refine goals.

**Q: Can student voice come from other places other than [TDSB student Super Council](#)?**

**A:** Of course. We could approach the seven model secondary schools and talk to the principals about student representatives. The students could rotate through meetings.

Comment: Kendra Kerr: Rotating might not build a comfort level for student members in room of adults.

*Comment:* Timing of the meetings is an issue for students.

There are lots of ways to gather input. If it is a priority, it can happen. We need to remember that a bad experience can be alienating. We need to make an authentic gesture to involve students.

*Comment:* This may be a longer range goal and ICAC should focus on involving parents first. Then, figure out how to bring students in, and how to fit them into the committee.

**Q: Could Superintendent Branco arrange to sit down with a group of 15 students to discuss how they think they can fit into ICAC? This can be intimidating room because many people here are paid to talk, system can be overwhelming.**

**A:** Yes.

**ACTION: Vicky Branco:** Reach out to the 7 secondary Model Schools to begin to consider how ICAC can better represent and incorporate student voice and participation. Or, is Student Super Council the preferred avenue to engage students?

*Comment:* What about increasing community voice by holding three community forums in a more comfortable setting. Or have them come to ICAC and present?

*Comment:* Model Schools had students present at the May parent conference, and we can do that again here. And record them on video this time, because the students are excellent.

*Comment:* Another idea is for an evening school-based meeting to highlight student voice. The group could conduct a similar exercise at that time in order to pull input from students.

*Comment:* Does student voice need to be part of an overall ICAC vision?

There is a lot of desire to take this process into next steps, and move forward. In the meantime, can members review the document and send either Ellie Avishai, or the Governance sub-committee any ideas and thoughts?

**ACTION: Ellie Avishai will report back to the committee on this item in October.**

## 8. Trustee Update delivered by Chris Glover

- The [Participatory Budget work group](#) is up and running. The group requires representation from ICAC. This is a transparency and education initiative, teaching about budget, presentations, gathering input regarding budget strategy and ideas.
- The group meets four or five times over the year.
- Volunteers: Kendra Kerr, Bob Spencer, Alejandra Bravo (depends on dates), Aim Mujib, and Melini Singh.

## 9. Business Arising

### **New sub-committee members:**

- Jeff Kugler asks to join the FWBM (Fairer Ways, Better Means) sub-committee
- Jann Houston and Aim Mujib request to join the Governance sub-committee
- Ingrid Palmer will join the International Languages and Special Education sub-committees.

## 10. Motion to Adjourn

Kendra Kerr moved, Ellie Avishai seconded. Adjourned.

## Motions and Action Items from this Meeting

1. **ACTION: Vicky Branco:** to contact Sandy Spyropoulos to request that she make her staff available to meet with the special education sub-committee to discuss three areas of concern (details Item No.7).
2. **ACTION: Vicky Branco:** will undertake to arrange for a meeting with Ralph Benson from the Ministry of Education and the Fairer Ways and Better Means (FWBM) sub-committee. The goal is to work on TDSB liaising with the Ministry of Education to achieve the desired shift in the Learning Opportunities Grant (LOG) demographic allocation spending. For example, Hamilton and Ottawa both have best practices for allocation of LOG.
3. **ACTION: Hilary Wollis:** To distribute the flyer for the [Special Education Conference](#) for parents taking place on October 19<sup>th</sup> at Earl Haig SS taking place during the daytime. Online registration is open. Hilary will contact PIAC to obtain the flyer and distribute throughout ICAC, and forward to MSIC resource staff.
4. **ACTION: For the Committee:** School based meetings are currently scheduled for daytime. Do they need to shift to evening to be effective and better engage parents?
5. **ACTION: Vicky Branco:** Reach out to the 7 secondary Model Schools to begin to consider how ICAC can better represent and incorporate student voice and participation. Or, is Student Super Council the preferred avenue to engage students?
6. **ACTION: Hilary Wollis:** To begin to gather information regarding CPAC meetings, chair and school council chair names and contact information, [Community Advisory Committee](#) meeting dates and announcements for distribution to ICAC.
7. **ACTION: Ellie Avishai** will report back to the committee in October on next steps in the goal-setting exercise.