



REPORT TO

REGULAR BOARD

ANNUAL REPORT 2017-2018: COMMUNICATIONS AND COMMUNITY ENGAGEMENT

*Talk no more so very proudly, let not arrogance come from your mouth;
for the Lord is a God of knowledge, and by him actions are weighed.*

1 Samuel 2:3

Created, Draft	First Tabling	Review
August 29, 2018	September 20, 2018	September 20, 2018
John W. Yan, Senior Coordinator Communications, Public and Media Relations Nick D'Avella, Superintendent of Equity, Diversity and Indigenous Education John Wujek, Superintendent, Area 5, and Parent Engagement Manuela Sequeira, Coordinator, Parent Engagement and Community Outreach		
INFORMATION REPORT		

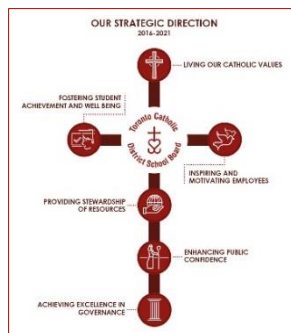
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

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Executive Superintendent
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A. EXECUTIVE SUMMARY

This Annual Report highlights the key Board-wide Communications initiatives and Community Engagement/Outreach and Learning and Cultural Engagement activities undertaken by staff during the 2017-2018 school year (September 1, 2017 – August 31, 2018).

Activities are reviewed yearly and key highlights, analysis and findings are documented to ensure that communication and community engagement across the TCDSB is well-coordinated, effectively managed and continue to be responsive to the diverse information needs of over half-a-million Catholic stakeholders and supports the Board's faith-based mission, vision and values as outlined in the Multi-Year Strategic Plan (MYSP).

The cumulative staff time required to prepare this report was 21 hours

B. PURPOSE

1. This Annual Report is submitted to comply with the mandatory reporting requirement as prescribed in Communications policy (A.37):

“The effectiveness of this policy in supporting comprehensive best practice communications across the Toronto Catholic District School Board (TCDSB) will be evaluated annually. The highlights, analysis and findings will be documented and published in a formal annual report and presented to the Board of Trustees in September of each year for review.”

2. Community Engagement policy (T.07) stipulates:

A report of the community engagement process as reported by staff is to be reviewed by the Board annually

3. This report summarizes the communications initiatives and highlights best practices utilized by the TCDSB to provide community engagement opportunities that remain true to our Catholic values by being open, honest, transparent and accessible to all as central to obtaining input as part of its decision making process. The overview highlights the Board's dual commitment to effective communications and ongoing community engagement achieved through community learning and cultural events.

C. BACKGROUND

In September 2016, the Board instructed that future Communications and Community Engagement Annual Reports be restructured in two parts:

1. Communications Report related Community Engagement to include description levels, purpose and outcome (**see Appendix A**);
2. A separate listing of Community Engagement featuring major Learning Opportunities and Cultural Events (**see Appendix B**).

Both report appendices highlight best practices as part of a “continuous improvement” philosophy with regards to the Board’s communications and community engagement activities.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Community engagement at the TCDSB strives to involve parents and community members in meaningful ways on matters under the Board’s governance to allow deeper conversations about values, beliefs and concerns in order to support the decision making process (Appendix A). Community relations outreach and parent engagement efforts are designed to build on past successes while establishing effective networks/relationships that help foster a cohesive Catholic education community are outlined in Appendix B.
2. Introduction of innovative, web-based and online strategies such as the newly deployed TCDSB Community Consultation web-based microsite continue to widen involvement. In addition, Communications staff regularly evaluate the use and impact of existing and new social media tools.
3. Community engagement activities in 2017-2018 were designed to align with all six (6) pillars of the Multi-Year Strategic Plan. The 2018-2019 pre-budget consultation survey was a prime example of this commitment to maintain a direct correlation between MYSP goals and fiscal commitments and priorities.
4. Community engagement initiatives are designed to support the goal of ensuring our Catholic schools and the TCDSB are accessible and welcoming to parents and other community members. Catholic ratepayers and

community members have a right and the responsibility to be involved in decisions made on their behalf. Authentic consultation and engagement relies on open dialogue, transparent access to information and opportunities to enrich the understanding of educational policies, programs and services. The first-ever *Parent Voice Survey* initiative sent to all TCDSB principals to lead community engagement through a comprehensive survey translated in top 6 TCDSB languages was an example of this core commitment.

E. METRICS AND ACCOUNTABILITY

1. Impact and accountability summaries for each community engagement initiative is summarized in Appendix A and provide both quantitative and qualitative input received during community engagement. The Communications staff will continue to work with the Research Department to go beyond numbers in terms of participation to ensure community engagement is measured by quality rather than quantity during any review of the key contributions to policy decisions.
2. The guiding principle for community engagement at the TCDSB is to use our new web-based tools to be as inclusive as possible to reflect the views of all community members by overcoming language, cultural and socio-economic access barriers.
3. The summary and results contained in this 2017-2018 Annual Report will serve to inform 2018-2019 communication engagement strategies with a greater emphasis on reaching non-engaged communities and focus on quality of engagement input rather than quantity.
4. Ongoing evaluation to ensure effective communication and consultation strategies is central to the stated goal of “continuous improvement” in community engagement. The Communications Department has proactively highlighted the following best practices from initiatives undertaken over the past year and recommend that these be continued for the 2018-2019 program year:
 - a) Ensuring a defined role for superintendents, principals and parent councils for local, school-level consultations to ensure comprehensive local parent/community engagement regarding the introduction of new programs (French Immersion Program initiative summary Appendix A).

- b) Continue to offer translated versions of surveys in the TCDSB’s top 6 languages (subject to budget resources), and to expand the visibility and use of the embedded “**TRANSLATE**” tool on web consultation pages which empowers users with access to over 75 languages.
- c) Refine the newly created Community Consultation Web Micro-site as the dedicated “**one-stop-shop**” to get involved. In 2018-2019 TCDSB stakeholders will become more familiar with this online website as the main platform to provide feedback on Board initiatives during the many community consultations held each year.
- d) Continue to leverage strong annual and growing social media presence on Twitter[®] (26,000 to 30,000 followers with average of +500,000 impressions per month) and Instagram[®] (introduced February 2018) with 1,120 followers to engage the TCDSB community.
- e) Compile *Budget Briefing Books*, divided between instructional and non-instruction expenditures to support the 2019-2020 and future Budget consultations. The Communications team will continue to work with Board staff to produce “plain language” source documents for consultations with minimal use of acronyms and “Edu-Speak”.
- f) Strategically map general dates for annual or anticipated consultation initiatives (tentative schedule below) early in the academic program year to optimize community engagement initiatives. This should minimize “Stakeholder Consultation Fatigue” and allow for appropriate advance notice, whenever possible for key parent engagement groups (CPIC and OAPCE).

Consultation Issue/Topic	Time Frame
Local School Capital Projects (New Dante-Regina Mundi)	September – November 2018
Health and Physical Education Curriculum (Provincial Consultation)	September – October 2018 (TBC Ministry of Education)
IL Program	January 2019
2019-2020 Budget Consultation	March – May 2019

- g) Maintain firm consultation deadlines for equity, fairness and adherence to decision timeframes. However, extending deadlines (e.g. “discreet” deadlines) may be used when appropriate and circumstances permit (as noted in Appendix A regarding Proposed Sharing of School Fundraising Revenue and Parent Voice Survey consultations).
- h) Where possible, create user-friendly, graphic representations of complex ideas to support information uptake as part of the public consultation and engagement process.
- i) As noted in the Board report arising from the TCDSB-Villa Charities Intergenerational Hub consultations, community engagement for major capital projects should involve the community meaningfully, and directly in the full cycle of the design process through feedback loops. The community should be informed as to how their input has been incorporated or considered. Adequate time, space, and review periods should inform design decisions, which should happen during and after the consultation process, not before or separately.
- j) *Parent Voice Survey* featured 5-times the average response rate (approximately 500) for consultation surveys despite a short 2 week period may be attributed to the reality that parents will respond when the issue identified directly relates to their child’s academic achievement within the context of the local school environment. Board-wide consultations should keep this relevance, and local and personal impact in mind when framing consultation questions and language.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board, and recommends that the action-oriented, continuous improvement-based best practices specified under Metrics and Accountability (4.a – 4.j) be continued for communications and community engagement initiatives in 2018-2019.