



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

REPORT TO SUPPORT 2SLGBTQ+, MARGINALIZED STUDENTS AND OTHER STUDENTS IN NEED

Speak out for those who cannot speak, for the rights of all the destitute. Speak out, judge righteously, defend the rights of the poor and needy. Proverbs 31:8-9

Created, Draft	First Tabling	Review
February 9, 2021	March 4, 2021	Click here to enter a date.
Derek Chen – Superintendent of Equity, Diversity, Indigenous Education, and Community Relations Maria Meehan – Superintendent of Special Services Michael Caccamo – Superintendent of Nurturing our Catholic Community, Safe Schools, Continuing Education, and St. Anne Catholic Academy, School of Virtual Learning		

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.



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A. EXECUTIVE SUMMARY

It is our calling as a Catholic school board to serve our communities through the principles of social justice, with compassionate pastoral care, guided by an anti-racist and anti-oppressive Gospel lens. The staff of the TCDSB has a strong tradition of nurturing students and families through collaborative pathways of care, developed to be aligned with TCDSB priorities and procedures, guided by professional Colleges, consistent with Ministry of Education directives, rooted in our Catholic faith and focussed on nurturing, safe, caring and inclusive school communities. Every student and every family have access to supportive network of staff and services through their community school. These services continue to be offered and are available to all. They may include guidance and counselling services through our guidance staff, social-emotional supports through our Child and Youth Workers, clinical support by accredited school social workers and psychologists, and pastoral care through our chaplaincy team members, teachers and administrators.

Led by central departments including Nurturing our Catholic Community, Equity and Diversity, Safe Schools, and Special Services, school and central staff receive professional development and equity training in order to continue to cultivate inclusive school environments where all are welcomed and nurtured. Our pastoral plan strengthens our sense of belonging to God and one another, expresses our belief in God through our vision and mission, and works to achieve our goals as people on a common mission. The collaboration among the triad of home, school and parish reflects our MYSP, Catholic Graduate Expectations and Catholic Teachings, and is further complemented by outreach to a variety of community agencies that offer dedicated services meeting specific needs, enhancing our ability to support students and their families. Arising out of a delegation to the Student Achievement and Well-Being Committee meeting on January 14, 2021, this report includes a list of community resources that are available to further support 2SLGBTQ+ students, racialized students, and students experiencing poverty, grief/loss, and homelessness.

The cumulative staff time required to prepare this report was 45 hours

B. PURPOSE

1. This report outlines resources that have been accessed and reviewed by staff and are being made available publicly to students and families in the 2SLGBTQ+ community, both during and after the pandemic. The report will also provide information on resources for racialized students, families living in poverty, families dealing with loss, and students facing homelessness. Resources reviewed by staff will be posted to the TCDSB website.
2. Through the TCDSB Mission and Vision Statement, we identify our board as an inclusive learning community that incorporates Catholic values, including the belief in the worth and dignity of every person. Rooted in the love of Christ, our system is dedicated to meet the needs of all students in our care.
3. Through system-wide professional development, we continue to focus on creating school communities focussed on the success, mental health, and well-being of all students, while recognizing the unique needs of marginalized students, such as students who identify as 2SLGBTQ+, students dealing with loss and grief, homelessness and poverty.
4. Teachers and support staff, led by school administrators, system leaders and collaborative partnerships among central departments, have created thoughtful pathways of care for our students. These pathways allow for a flow of resources and services to meet the needs of individuals, groups of students, school communities and our system.
5. To complement and support the work of TCDSB staff in the care of our students, we reach out to community agencies that have demonstrated both professional capacity and a strong commitment to meeting the needs of our students. These supports are reviewed by staff and posted on our website to provide community members with direct access to support.

C. BACKGROUND

1. At the January 14, 2021 committee meeting of Student Achievement and Well-Being, the following motion was passed:

Staff come back to Student Achievement in March with a report on what resources can be made available to further support LGBTQ Students, during and after the pandemic.

That resources on our website also be increased for Racialized Students, Families living in poverty, Families dealing with loss and Students facing homelessness.

2. 2SLGBTQ+, racialized students, and students living in poverty and experiencing homelessness have historically been marginalized. Many require and deserve unique support and a reaffirmation that all are children of God, created in God's image and likeness with no exception, possessing inherent dignity, deserving of love and respect. Students experiencing grief and loss also require and deserve our support.
3. In the 2019-2020 Safe Schools Survey, of those students who reported being bullied, the following reasons for the bullying were indicated: sexual orientation: 12.3%; race, skin colour, ethnic/cultural background: 29.7%; language/accents: 18.4%; family income: 12.7%.
4. Through our pathways of care, teachers, child and youth workers, guidance counsellors, chaplaincy team members, social workers, psychologists, and administrators recognize the unique needs of all these students and use their professional training and vocational call to serve to continue to provide pastoral and specialized care, counselling, and guidance.
5. Appropriate attention and pastoral care must be given to each student identifying or in the process of identifying as 2SLGBTQ+ who is striving to find their rightful place in their Catholic community environment, who is in their process of discernment, and/or who has requested assistance.
6. School staff have regularly accessed internal resources provided by the Special Services/Mental Health, Nurturing our Catholic Community (NCC), Safe Schools, and Equity departments, and have made referrals to, or collaborated with external resources and services when necessary. These supplementary Catholic and non-denominational external organizations have been used successfully to support students and families.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Special Services/Mental Health, Equity, NCC, and Safe Schools departments collaborated on determining the resources presented in this report.
2. Resources include those that have been researched, reviewed, and accessed by staff. All resources provided will be accessible publicly to TCDSB students and communities through the Equity, Mental Health, NCC, and Safe Schools website pages.
3. Resources and services include peer-to-peer support, counselling and therapy provided by trained practitioners and registered clinicians, and Catholic and non-denominational family counselling.

E. METRICS AND ACCOUNTABILITY

1. The resources listed in the appendix of this report will be subject to an annual review by staff and will be updated as necessary.
2. All relevant advisory committees will be consulted during the annual review.
3. The TCDSB website includes an “external links disclaimer.” This disclaimer is relevant to the list of resources included in Appendix A to this report. The disclaimer places into context the appearance of links to websites that are created by or for outside organizations and clearly states the “linking to or from TCDSB websites does not imply on the part of the TCDSB or any of its employees any endorsement or guarantee of any of the organizations, information, interpretation, comments or opinions expressed in any of the linked websites.” The full disclaimer is included in the attached Appendix A.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.