



REPORT TO

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

COMMUNITY ENGAGEMENT ANNUAL REPORT FOR 2016-2017

I appeal to you, brothers and sisters, in the name of our Lord Jesus Christ, that all of you agree with one another in what you say and that there be no divisions among you, but that you be perfectly united in mind and thought.
1 Corinthians 1:10

Created, Draft	First Tabling	Review
August 28, 2017	September 7, 2017	September 7, 2017
John W. Yan, Senior Coordinator, Communications, Media and Public Relations Carla Marchetti, Senior Coordinator, Community Relations John Wujek, Superintendent		
INFORMATION REPORT		

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

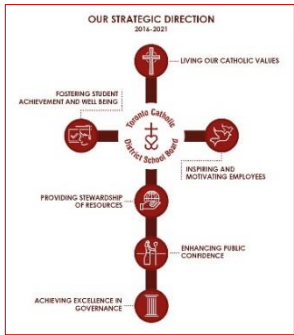
Mission:
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

Rory McGuckin
 Director of Education

D. Koenig
 Associate Director of Academic Affairs

A. Sangiorgio
 Associate Director of Planning and Facilities

T.B.D.
 Executive Superintendent of Business Services and Chief Financial Officer



A. EXECUTIVE SUMMARY

This Annual Report highlights the key Board-wide Community Engagement initiatives (see Appendix A) and Community Learning and Cultural Engagement activities (see Appendix B) undertaken by Board staff during the 2016-2017 school year (September 1, 2016 – August 30, 2017).

The total staff time required to prepare this report was 16 hours.

B. PURPOSE

As mandated in the Board Policy Register for T.07. Community Engagement, this Annual Standing Report is submitted to fulfil the requirement prescribed in the policy which stipulates under Evaluation and Metrics (Regulation 4):

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

The report outlines the initiatives and best practices utilized by the TCDSB (see Appendix A) to provide community engagement opportunities that are open, honest, transparent and accessible to all, and that value the input obtained in our decision making. In addition, the report overviews the major activities that highlight the Board's ongoing commitment to community and parent engagement achieved through community learning and cultural events (see Appendix B).

C. BACKGROUND

In September, Trustees instructed that future Community Engagement Annual Reports be restructured in two parts:

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

Both report summaries highlight best practices and are part of a “continuous improvement” philosophy with regards to the Board's community engagement activities.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Community engagement at the TCDSB engages community members and the general public in meaningful ways on matters in the purview of the Board to allow deeper conversations about values, beliefs and concerns, to emphasize the desired future, appreciate the positives and build on past successes and create effective networks.
2. The consideration of the views of community members in making policy decisions is achieved by supporting an ongoing exchange of information and feedback between the TCDSB, its parent and stakeholder communities. In the 2016-2017 academic year, staff were able to generate unprecedented, high levels of Board-wide community engagement on major policy deliberations related to: Long-Term Accommodation Plan (LTAP) and Long-Term Program Plan (LTPP); Proposed Draft Changes to the Secondary Admissions Policy; new School Cash Online service; and Consultations regarding the 2017-2018 TCDSB Budget.
3. Best practices and innovative web-based strategies (Virtual Town Hall and Blog-like Q and A Chat forum called Ask the Director) will continue to be used to widen involvement. In addition, Communications staff regularly evaluates the use and impact of social media tools, in particular Twitter.
4. The following key principles formed the foundation of effective engagements: commitment, evaluation, timing, inclusiveness, accessibility, location, clarity, respect, accountability and transparency. As well, community engagement activities in 2016-2017 were designed to align with all six (6) pillars of the Multi-Year Strategic Plan.
5. 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. Our activities facilitate the need of community members and the general public for open, transparent access to information and to enrich the understanding of educational policies, programs and services. The TCDSB recognizes that its half-million ratepayers and community members have both the right and the responsibility to be involved in decisions made on their behalf.

E. METRICS AND ACCOUNTABILITY

1. Impact and accountability summaries for each community engagement initiative are 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 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 TCDSB community members. Overcoming language, cultural and socio-economic access barriers are a priority by ensuring all essentials documents are made available online in their language of choice. The Board now inserts a visible Google Translator button on every consultation page to ensure these outcomes are met.
3. The summary and results contained in the 2016-2017 Community Engagement Annual Report will serve to inform 2017-2018 communication engagement strategies. Specifically, lessons learned during the LTPP and LTAP consultations and the Draft Changes to the Secondary Admissions Policy will play a key role in 2017-2018 initiatives that will focus on digging deeper into extracting input from non-engaged communities – striving for higher quality of engagement input rather than simply focusing on quantity.
4. Communications and Senior Staff have already started to evaluate more effective, ongoing communication and consultation strategies which is central to the stated goal of “continuous improvement” in community engagement. The Communications Department has proactively initiated steps to undertake the following based on lessons learned in this 2016-2017 Community Engagement Report:
 - i. Ensuring a more defined role for superintendents, principals and parent councils for local, school level consultations to ensure comprehensive parent/community engagement regarding the introduction of new programs (eg. French Immersion).

- ii. Work with Board staff to ensure both source documents that are used to inform consultations, as well as any communications (letters) to parents are written as much as possible in “plain language” with minimal use of acronyms and “Edu-Speak”.
- iii. As a preferred best practice, provide advance notice to key parent engagement groups (CPIC and OAPCE) in order to seek their advice and guidance regarding the community engagement or consultation initiative.
- iv. Strategically map out consultation dates and timelines in advance (eg. bi-annually) to optimize community engagement initiatives whenever possible, in order to minimize “Consultation Fatigue” among our parents, staff and stakeholders.

A. CONCLUDING STATEMENT

This report is for the consideration of the Board.