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

CATHOLIC SOCIAL JUSTICE COMMITTEE

But let justice roll down like waters, and righteousness like an ever-flowing stream. Amos 5:24

‘The first duty of love is to listen.’ Paul Tillich

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<thead>
<tr>
<th>Created, Draft</th>
<th>First Tabling</th>
<th>Review</th>
<th>Approval</th>
<th>Implementation</th>
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<tbody>
<tr>
<td>August 26, 2013</td>
<td>September 5, 2013</td>
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Patrick Keyes and Geoff Grant; Superintendents of Education

RECOMMENDATION REPORT

J. DiGiovanni
Acting Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

S. Pessione
Associate Director of Business Services,
Chief Financial Officer and Treasurer

Angela Gauthier
Director of Education
A. EXECUTIVE SUMMARY

Arising from a motion by Trustee Davis on March 7 Student Achievement, Human Resources, Religious Affairs there was a direction given by Board for the creation of Catholic Social Justice Community Advisory Committee based on the social doctrine of the Church issued by the Pontifical Council of Justice and Peace. The mandate of the committee would be to advise the Board on Policies, Programs and Services which close the learning opportunity gaps for school communities in need. The Committee should include Trustee, Staff, Parent, Student and expert community representation.

This report offers recommendations for approval with respect to a proposed Terms of Reference for the committee as well as recommends individuals/organizations to serve/be represented on, the committee.

B. PURPOSE

1. What is the issue/problem being addressed? Ensure that there is a governance structure in place for effective dialogue, collaboration, innovation as well as planning and monitoring to support the mission of Catholic Social Teaching as is set out in the Multi-year Strategic Plan. (Appendix A) In particular the aim of this committee is to identify and offer advise grounded in both the experience of local school communities and derived from evidence based research to Board on how best to address the learning opportunity gap for school communities in need.

2. What are the benefits/opportunities for the system? This committee offers the opportunity to examine best practices, including evidence based research that is grounded in Catholic Social teaching as it relates to community schools. Importantly this offers a place for dialogue between student representatives, their families, trustees with Catholic social organizations such as parishes, Catholic Social Agencies and research institutes to develop innovative and socially responsive solutions grounded in the principles of Catholic Social Teaching that support the dignity and worth of all people.

3. Why is it critical? This committee is focused on how to best address the learning opportunity gap in our schools in need through the application of Catholic Social Teaching. Such a committee supports several aspects of the Multi-year Strategic Plan – fostering student achievement, and well-being, Living Our Values, Strengthening Public Confidence, Achieving Excellence in Governance.

4. Why the initiative needs to come to the board? This report arises out of a motion passed on March 7 2013 at Student Achievement and Wellbeing, Catholic Education and Human Resources Meeting and addresses the Board’s governance structure and supports the Multi-year Strategic Plan.
C. BACKGROUND

1. Origin of the initiative-this report arises out of a motion on March 7 2013 at Student Achievement and Well-Being, Religious Affairs and Human Resources Committee by Trustee Davis.

D. EVIDENCE/RESEARCH

This report recommends that certain organizations be enlisted to support school communities reduce the learning opportunity gap.

1. What is the evidence base to support the initiative? As a result of amendment to the Education Act in 2009 School Boards are responsible for the achievement of students and stewardship of resources. (Appendix B) This committee supports the goals of the act.

2. Have there been local or provincial pilots? Algonquin and Lakeshore Catholic District School Board has a social justice committee, although their mandate is rather broad. (See Appendix C). The mandate for the TCDSB is focused on addressing the learning opportunity gap for students in need.

3. In 2011 TCDSB staff embarked on an inquiry into addressing the effects of socio-economic marginalization. This system wide work has involved raising understanding amongst staff to support the needs of marginalized students and families that is aligned with social justice teaching, in particular the preferential option for the poor and vulnerable. This on-going work also involved the reviewing of programming, strategies and practices as well as consultation with evidence based research findings to support communities. It is also of note the TCDSB in 2012-13 academic year as part of the pastoral plan of Faith, and in the support of the Catholic School Graduate Expectations, has created a curricular roll-out to promote deeper understanding of Catholic Social Teaching and how they can best be integrated into school planning.

4. TCDSB has long standing relationships with various social agencies, learning and religious institutions (i.e. Sick Children’s Hospital, St Michael’s Hospital, Catholic Charities,, York University, Archdiocese of Toronto and Religious Orders. )The Social Justice committee would offer a venue to coordinate ways so that there might be a better unity of purpose and action on the part or all concerned to best close the learning opportunity gap.

5. Recently within Catholic Universities there has been an expansion in evidence based research using Catholic social justice teaching as a lens. Both the University of St Michael’s College at U of T and King’s College at Western have introduced studies in the area of social justice. (appendix D) As well OISE at U of T established program founded in the Centre for Urban Studies. The expertise found in such institutions, as well as community organization, could be used to support the work of the committee.
E. ACTION PLAN

E.#1 The Vision

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<tr>
<th>VISION</th>
<th>PRINCIPLES</th>
<th>GOALS</th>
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<tr>
<td>‘So that may have life and have it to the full’. (st John)</td>
<td>Through practical application of Catholic social teachings there will be a focus on reducing the learning opportunity gap within those schools in need.</td>
<td>Improvement in the wellbeing and engagement of students as measured in terms of grit, self-control, social intelligence, gratitude, optimism and curiosity:</td>
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<tr>
<td>1. Support the principles of Catholic Social teaching:- including:</td>
<td></td>
<td>Successful attainment of the Catholic School Graduate Expectations.</td>
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<tr>
<td>• Human Dignity</td>
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<td>Increased participation on the part of families in the Catholic traditions located in the cultural, social, and religious life of the school community and parish.</td>
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<tr>
<td>• Community and the Common Good</td>
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<td>• Rights and responsibility</td>
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<td>• Option for the Poor and Vulnerable</td>
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<td>• Participation and Subsidiarity</td>
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<td>• Stewardship of Creation</td>
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<td>• Solidarity</td>
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<td>• Promotion of Peace</td>
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E.#2 The Non-monetary Components

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<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Culture Shift</td>
<td>Continue to create a focus on on-going learning and continuous improvement and innovation as it relates to directly narrowing the learning opportunity gap.</td>
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<tr>
<td>Professional Learning</td>
<td>The committee will interface with the ‘Nurturing our Catholic Community ‘ committee and the staff ‘Catholic Equity and Inclusive Education’ Committee as well as offering support for various initiatives such as the ‘Addressing Socio-economic Marginalization’ working group to ensure a more efficient, effective and personalized approach. As well this committee would act as a means of supporting various committees such as the Hispanic</td>
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<tr>
<td>CATEGORY</td>
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<td>- differentiated learning for staff</td>
<td>community advisory committee and Portuguese community advisory committee.</td>
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**Horizontal Alignment**
- Checklist of staff that need to be consulted/involved
- Ensure initiative aligns with MYSP

Continue to ensure meaningful dialogue and interface with the Student Achievement, Religious Affairs and Human Relations, Nurturing Catholic Community Committee and staff working committees as well as Catholic Student Leadership Team. This committee’s work supports MYSP- Living our Values, Fostering Student Achievement and Wellbeing, Providing Stewardship of Resources, Strengthening Public Confidence.
# F. EXPLANATION OF SCENARIOS
(Composition of the Catholic Social Justice Committee)

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<tbody>
<tr>
<td>Student Trustee (1) and alternate</td>
<td><strong>Student Representative selected by CSLIT</strong></td>
<td>Student Trustee (1) and alternate</td>
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<tr>
<td>Trustee (1) and alternate</td>
<td><strong>Trustee and alternate</strong> <em>Chair of SAWB and vice chair as alternate</em></td>
<td>Trustee and alternate</td>
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<tr>
<td>Parent Rep selected by Board</td>
<td>Parent Rep selected by Board</td>
<td>Parent Rep chosen from parent organization.</td>
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<tr>
<td>Superintendent of Education</td>
<td>Superintendent of Education</td>
<td>Superintendent of Education</td>
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<tr>
<td>School Administrator</td>
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<td>Religious Orders</td>
<td>Religious Orders</td>
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<tr>
<td>OISE (Centre for Urban Studies)</td>
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*At the initial meeting trustee, Student rep, Archdiocese rep and parent rep membership determine composition of members external to the TCDSB and have their decision ratified by SAWB.*
G. OPTIONS/SCENARIOS

Draft Terms of Reference:

Mandate: to advise the Board on Policies, Programs and Services which close the learning opportunity gaps for school communities in need.

Report to: TCDSB Student Achievement, Religious Affairs and Human Resources Committee.

Liaison: TCDSB Nurturing Catholic Community Committee and Staff Equity and Inclusive Education Committee, Catholic Student Leadership Impact Team

To meet quarterly.

Action:

1. Support the implementation of evidence based strategies grounded in Catholic Social Teaching that close the learning opportunity gap for school communities in need.

2. Create links with external partners to support the mandate and understand the alternative means by which the learning opportunity gap may be closed

3. To listen, understand and act upon student voice and community concerns.

4. Develop and/or promote learning opportunities for school communities through the lens of the social teachings of the Church

5. Develop and/or promote professional development opportunities for staff through the lens of the social teachings of the Church.

It is understood that this terms of reference will be reviewed by the Social Justice at their first meeting. Any recommended substantive changes to the terms of reference will be brought back to the Board for approval.
H. IMPACT ANALYSIS

<table>
<thead>
<tr>
<th>Option</th>
<th>Congruence with MYSP</th>
<th>Legal Compliance</th>
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<th>Human Resources Impact/Labour Relations</th>
<th>Existing Policies</th>
<th>Impact Achievement &amp; Wellness</th>
<th>Student Wellness</th>
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I. METRICS AND ACCOUNTABILITY

1. *What is the measurable goal?* The specific metrics will be determined by the committee, however the overall goal is an improvement in achievement, wellbeing and engagement of students and their families. One of the stated goals in our multi-year strategic plan is to “provide all students with equal access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.”

2. *Who is accountable?* The Catholic Social Justice Committee

3. *How will the board demonstrate oversight?* Regular reports to Student Achievement, Religious Affairs and Human Resources Committee. An annual report which includes recommendations to Board based on the work of the committee.

4. *Timetable for implementation, monitoring and review:* to convene a meeting of the committee for October.

J. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND COMMUNITY ENGAGEMENT PLAN

Upon approval of this report communication to stakeholders will be made with respect to the formation of the TCDSB Catholic Social Justice Committee. Further communication will follow the initial meeting of the Catholic Social Justice committee after membership of external associations have been ratified by Board.
STAFF RECOMMENDATION

1. To support option 3 that passes the decision with respect the composition of external member of the committee to the internal TCDSB members and for their recommendation to be endorsed Board

2. To endorse the draft terms of reference with the understanding that the terms will be reviewed by committee members of the newly formed Social Justice Committee. Any recommended substantive changes to the terms of reference should be brought back to the Board for approval as the committee gets its advisory powers from the Board.
Key Principles of Catholic Social Teaching

1. **HUMAN DIGNITY**
   In a world warped by materialism and declining respect for human life, the Catholic Church proclaims that human life is sacred and that the dignity of the person is the foundation of a moral vision for society. Our belief in the sanctity of human life and inherent dignity of the human person is the foundation of our social teaching.

2. **COMMUNITY AND THE COMMON GOOD**
   In a global culture driven by excessive individualism, our tradition proclaims that the person is not only sacred but also social. How we organize our society in economics and politics, in law and policy directly affects human dignity and the capacity of individuals to grow in community. Our Church teaches that the role of government and other institutions is to protect human life and human dignity and promote the common good.

3. **RIGHTS AND RESPONSIBILITIES**
   Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities to one another, to our families, and to the larger society.

4. **OPTION FOR THE POOR AND VULNERABLE**
   Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring, in a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Matthew 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

5. **PARTICIPATION AND SUBSIDIARITY**
   All people have a right to participate in the economic, political, and cultural life of society. It is a fundamental demand of justice and a requirement for human dignity that all people be assured a minimum level of participation in the community. Conversely, it is wrong for a person or a group to be excluded unfairly or to be unable to participate in society.

6. **DIGNITY OF WORK AND THE RIGHTS OF WORKERS**
   In a marketplace where too often the quarterly bottom line takes precedence over the rights of workers, we believe that the economy must serve people, not the other way around. If the dignity of work is to be protected, then the basic rights of workers must be respected – the right to productive work, to decent and fair wages, to organize and join unions, to private property and to economic initiative.

7. **STEWARDSHIP OF CREATION**
   Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God’s creation. This environmental challenge has fundamental moral and ethical dimensions which cannot be ignored.

8. **SOLIDARITY**
   Catholic social teaching proclaims that we are our brothers’ and sisters’ keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Solidarity means that “loving our neighbour” has global dimensions in an interdependent world.

9. **ROLE OF GOVERNMENT**
   The state has a positive moral function as an instrument to promote human dignity, protect human rights, and build the common good. Its purpose is to assist citizens in fulfilling their responsibility to others in society. In today’s complex society these responsibilities cannot adequately be carried out on a one-to-one basis. Citizens need the help of government to fulfill these responsibilities and promote the common good.

10. **PROMOTION OF PEACE**
    Catholic teaching promotes peace as a positive, action-oriented concept. “Peace is not just the absence of war,” said Pope John Paul II, “it involves mutual respect and confidence between people and nations. It involves collaboration and binding agreements”. Peace and justice are linked: Peace is the fruit of justice.
Appendix B

‘15. Part VI of the Act is amended by adding the following section after the heading “Duties and Powers”:

Board responsibility for student achievement and effective stewardship of resources

169.1 (1) Every board shall,

(a) promote student achievement and well-being;

(b) ensure effective stewardship of the board’s resources;

(c) deliver effective and appropriate education programs to its pupils;

(d) develop and maintain policies and organizational structures that,

(i) promote the goals referred to in clauses (a) to (c), and

(ii) encourage pupils to pursue their educational goals;

(e) monitor and evaluate the effectiveness of policies developed by the board under clause (d) in achieving the board’s goals and the efficiency of the implementation of those policies;’

Appendix C

Algonquin and Lakeshore Catholic District School Board

Members of the Committee for Social Justice

In June of 2000, a representative group of students and staff from two of Trenton’s Catholic schools asked the Board of Trustees to raise the profile of social justice issues in our school Board. The result was the formation of a Board Task Force on Social Justice whose work encompassed the 2001-2002 school year.

This present committee owes its existence to the Trustees’ further support of the recommendations of that Task Force. Its work was inspired by the themes emerging from the Church’s celebration of the Jubilee and, in particular, the Apostolic Exhortation of Pope John Paul II, Ecclesia in America (1999). Specifically, the Board of Trustees mandated this committee in the fall of 2002 to assume the following responsibilities:
1. Promote the integration of the social teachings of the Church into the curriculum and broader life of the schools around a three-fold structure of service, education and action

2. Support school based initiatives geared to promoting the social teachings of the Church;

3. Develop and/or promote professional development opportunities for staff around the social teachings of the Church develop and/or promote professional development opportunities for staff around the social teachings of the Church

4. Serve as a clearinghouse for the identification of resources related to the Church’s social teachings

5. Network with other jurisdictions in the area of social justice

6. Work with the Archdiocese of Kingston to develop a mechanism for cooperation with the Board in the area of social justice

7. Annually consider with the Archdiocese of Kingston the identification and promotion of social justice themes that would inform social actions projects at the local level

The following groups are represented on this Board Committee:

- students
- teachers
- school administrators
- trustees
- Justice and Peace Commission of the Archdiocese of Kingston
- The Office of Youth Ministry of the Archdiocese of Kingston
- school councils
- the Coordinators of Pastoral Service
- OECTA
- CUPE
- The Office of Curriculum and Staff Development
- And the Office of Religious and Family Life Education

What does the Committee have to do with me?
One of the most distinctive features of our Roman Catholic faith is our Church's rich tradition of social teaching. It is critical to the unique profile of Catholic education that this teaching be explicitly integrated not only into the curriculum but also into the overall life of our school communities.

All of the stakeholders in Catholic education, from parents to teachers to administrators to students to support staff and to pastors have traditionally involved themselves in a wide range of social action activities. Whether it is a food or clothing drive, a class discussion about poverty in
our world, or participation in a public demonstration, Catholic schools have historically demonstrated consistent leadership in these areas. Today, we need to both preserve and build on these practices in order to continue to participate meaningfully in the mission of the Church to proclaim the Good News of Jesus Christ to the world. This will become even more evident in light of the initiatives that will be taken within the Archdiocese of Kingston. Arising from the recommendations generated from the Jubilee Ecclesia in America project, it is clear that Pope John Paul II’s exhortation will be a major item on our agendas in the future.

**How can the Committee help me?**

It is our hope that the work of this committee will make it easier for you to both understand and access resources that will allow you to integrate the social teaching of the Church into the work that you do as a member of your school community. Through newsletters, workshops, web postings, joint projects with the Archdiocese of Kingston, guest speakers and more, learning opportunities will become more available. As well, perhaps you have been involved with an ongoing project related to social action that you would like to share with other schools or for which you require additional support. Or perhaps you have a cause whose profile you would like to raise throughout the school system. The committee may be able to help you or your group with any of these.
Appendix D

St Michael’s College Cornerstone Program

‘The goals are to provide an engaging, small-group learning experience; to encourage critical reflection on the relationship between theory and practice by integrating academic studies with community service; to introduce students to the core mission of St. Michael’s, including its institutional commitment to social justice; to cultivate lasting relationships between St. Michael’s College and other community partners, including Catholic care providers and other non-profit organizations committed to social justice.’