



AGENDA

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Board Meeting

Wednesday, December 18, 2024

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7:00 p.m. – Open Session

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Hybrid Meeting

MS Teams and Board Room, Central Board Office

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www.peelschools.org/trustees

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AGENDA

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Open Session

Wednesday, December 18, 2024

1. Call to Order
2. Motion to Convene in Closed Session – 6:30 p.m.
3. National Anthem and Acknowledgement of Traditional Lands – 7:00 p.m.
4. Approval of Agenda
5. Declaration of Conflict of Interest
6. Staff Recognition
7. Report from Student Trustees
8. Board Chair's Announcements (End of Year Message)
9. Director's Annual Report
10. Reports from Trustees Appointed to External Organizations
11. Approval of Minutes from Previous Board and Special Board Meetings

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12. Committee Minutes for Receipt and Motions for Consideration

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13. Staff Reports

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Ù ^ ç æ • Á presented by Jaspal Gill/Thomas Tsung
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Ö] æ ç ^ } ç presented by Harjit Aujla/Lara Chebar

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Mahoney/Mary ZammitÁ
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14. Communications

15. Trustee Motions/Motions for Consideration

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16. Notice of Motion

17. Adoption of the Closed Session Report

18. PDSB Success Stories

19. AdjournmentÁ

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Board Meeting, December 18, 2024

Retirements

Strategic Alignment:

The Board is committed to ensuring that all retirement plans are managed in a responsible and sustainable manner, in line with the District's strategic goals.

Report Type:

This report provides an overview of the current status of retirement plans and outlines the proposed actions for the coming year.

Prepared by: [Name]

Submitted by: [Name]

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Overview

Objective:

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Context:

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Appendices

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PEEL DISTRICT SCHOOL BOARD

Regular Meeting of the Board

December 18, 2024

RETIREMENTS

COATS, Joanne
Classroom Teacher
Effective: December 31, 2024

FECHE, Martin
Classroom Teacher
Effective: March 31, 2025

FERNANDEZ, Dorothy
Classroom Teacher
Effective: August 01, 2025

GRAHAM, Lorna
Educational Assistant Spec Needs
Effective: December 20, 2024

MAXWELL, Terri-Anne
Office Assistant
Effective: January 31, 2025

PAOLUCCI, Silvana
Office Assistant
Effective: January 17, 2025

PELUSO, Antonietta
Secondary Principal
Effective: December 31, 2024

RANDALL, Eunice
Head Custodian
Effective: December 31, 2024

RASQUINHA, Protus
Payroll Accounting Clerk
Effective: November 28, 2024

RETIREMENTS

RAYNER, Anarosa
Educational Assistant
Effective: January 31, 2025

RESTON, Lynette
Office Assistant - Special Education
Effective: December 31, 2024

RIEGER, Liset
Supervisor
Effective: December 31, 2024

SHARMA, Neelam
Classroom Teacher
Effective: January 27, 2025

SIM, Maureen
Classroom Teacher
Effective: December 31, 2024

WITZELL, Dianne
Classroom Teacher
Effective: December 30, 2024

The Future is Now

2023-2024 Director's Annual Report

[VIEW NOW](#)



Land Acknowledgement



A Message From the Director of Education

I am proud to introduce the 2023-2024 Director's Annual Report, a testament to the extraordinary work being done across Peel District School Board. This year, as in every year, we remain focused on our mission to educate, inspire, empower and support students' potential. Preparing students for the opportunities of tomorrow is at the core of everything we do—unlocking opportunities, igniting passions, and building the skills necessary to thrive in an ever-evolving world.



Rashmi Swarup
Director of Education

From groundbreaking partnerships with higher education institutions and industry leaders to community collaborations that nurture a strong sense of social responsibility, we are creating a learning environment where creativity thrives, critical thinking flourishes, and students develop the practical and technical skills needed to turn ideas into action. Our emphasis on innovation in teaching, collaboration, and having a global mindset—all rooted in equity—ensures that students are prepared for the rigours of post-secondary school and to be meaningful contributors to society, whatever path they choose to pursue.

This is why we continue to ground our work in the principles of anti-racism, anti-oppression, and anti-colonialism, dismantling the systemic barriers that have long prevented too many students from achieving their dreams. We strive to create inclusive learning environments where all students feel empowered to succeed, knowing they are supported, valued and celebrated.

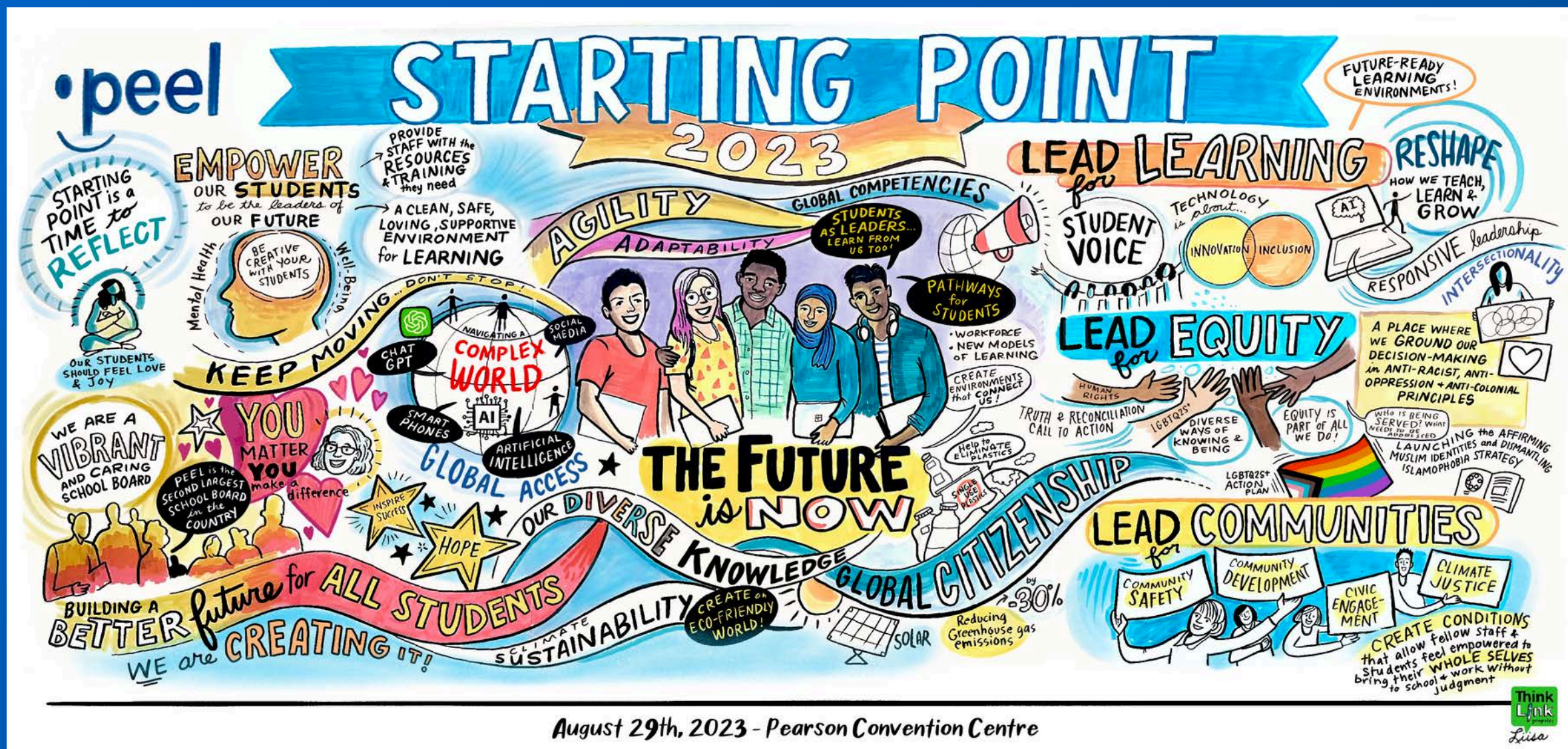
I am incredibly proud of all that we have achieved this past year and am excited for what lies ahead, knowing that we must remain flexible and responsive, ever mindful of the need to evolve with the world around us. *The Future is Now*, and we must look beyond simply preparing students for it; we must also empower them to shape their futures and the future of our Peel District School Board community.

Sincerely,

A handwritten signature in white ink, appearing to read 'Rashmi Swarup', with a stylized flourish at the end.

Rashmi Swarup
Director of Education

August 29, 2023 PDSB held its annual Starting Point conference to kick off the new school year. The theme for the year was **The Future is Now**, with a focus on building a future-ready learning environment for all students by leading with a commitment to equity, community, and learning.





Student Achievement

Student Achievement Plan

In 2023, the Ontario Ministry of Education announced the [Student Achievement Plan](#), which outlines three key provincial priorities as its foundation:

- Achievement of Learning Outcomes in Core Academic Skills
- Preparation of Students for Future Success
- Student Engagement and Well-Being

Peel District School Board developed two system plans, the Language Achievement Action Plan (LAAP) and the Math Action Achievement Plan (MAAP) to support the achievement of learning outcomes in math and language and address the three key ministry priority areas:

- **Curriculum Fidelity:** Ensuring that math/language lessons are planned and delivered according to the curriculum standards.
- **Teacher Content Knowledge:** Enhancing teachers’ understanding of mathematics/language to improve their teaching effectiveness.
- **Knowing and Responding to Learners:** Developing a deeper understanding of students’ needs and providing relevant and responsive support.

Throughout the 2023-2024 school year, these system plans were supported by professional learning for teachers, principals, and superintendents. This system-wide effort focused on improving math and literacy achievement within each School’s Improvement and Equity Plan, with a particular emphasis on addressing disproportionality in student outcomes.

Language Achievement Action Plan (LAAP)

In 2023-2024, Peel District School Board hired **42 early literacy coaches** to work in select schools, supporting students and modeling evidence-based reading strategies for classroom teachers. These coaches worked with kindergarten to Grade 3 students in 6–8 week coaching cycles, focusing on explicit instruction in phonemic awareness and phonics skills, as outlined in the new Language Curriculum and the 2022 Ontario Human Rights Commission’s Right to Read report recommendations. Results from the schools supported by literacy coaches showed significant growth in foundational reading skills.

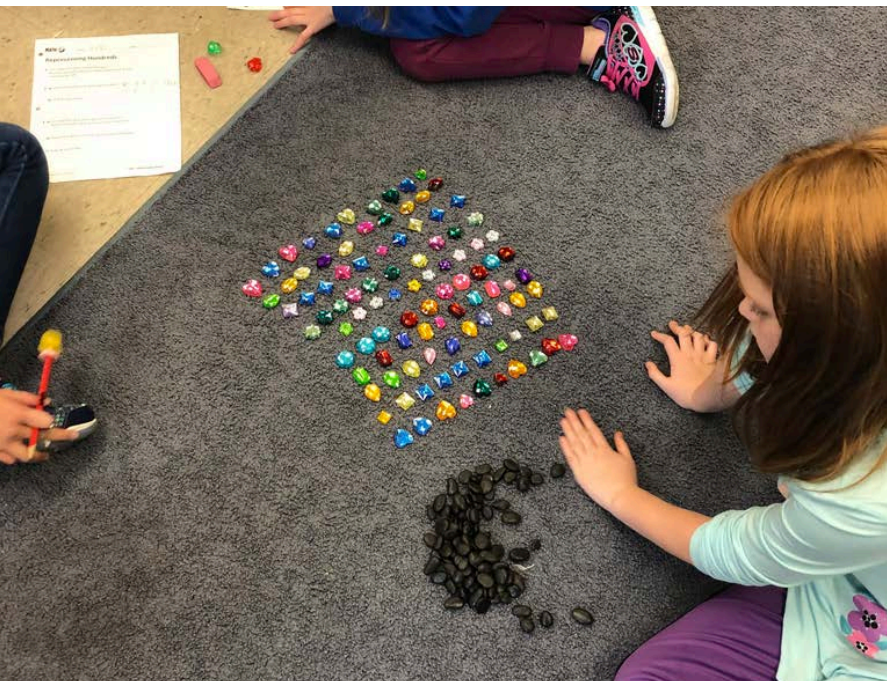
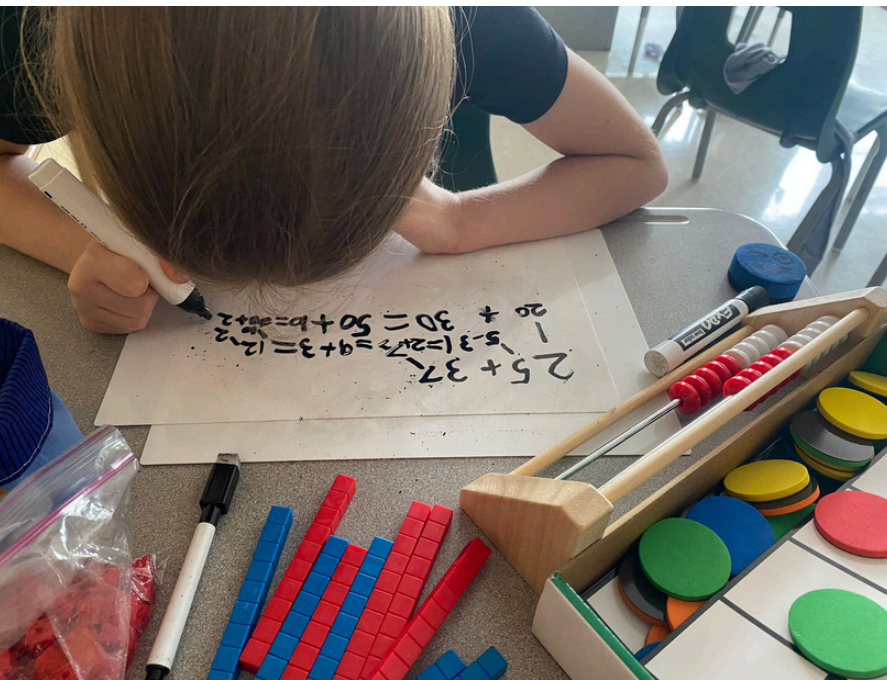
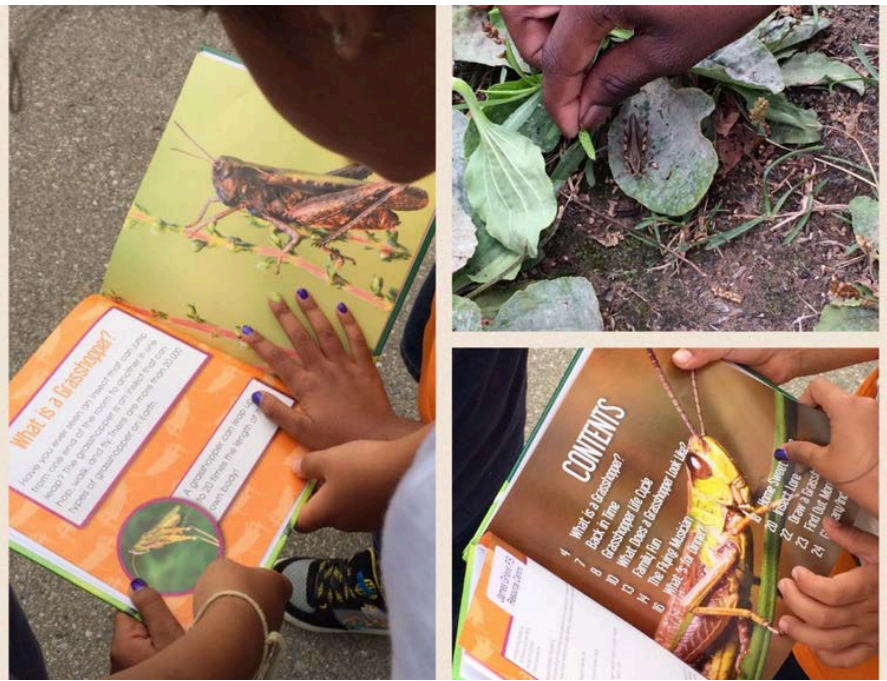
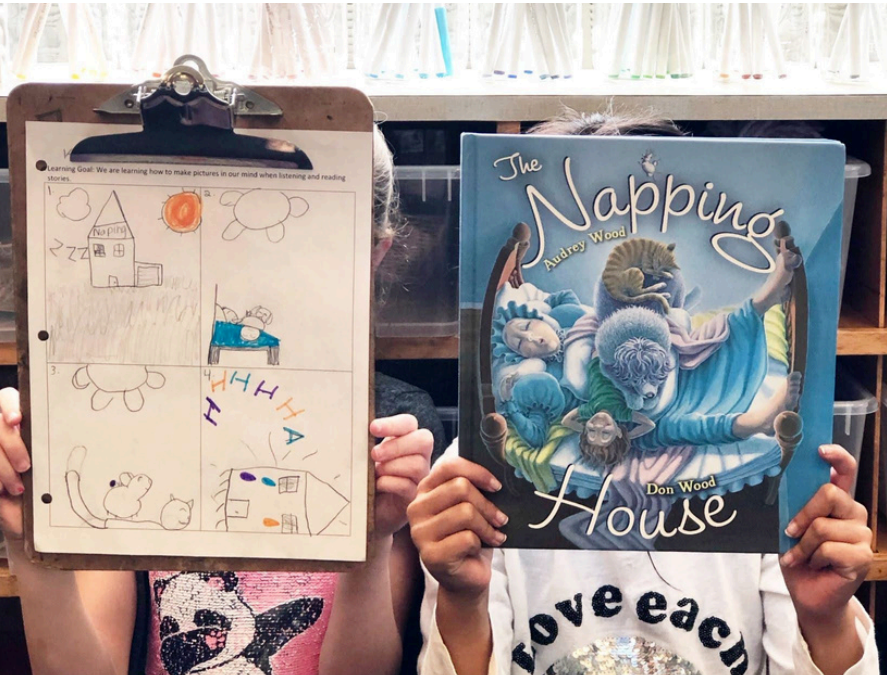
Read, Write, Soar - In January 2024, Curriculum, Instruction and Assessment launched Read, Write, Soar, partnering with parents, caregivers and community members to maximize literacy learning for K-5 students. **Over 2,000 families** registered for this five-part series that unpacked the new language curriculum with parents and caregivers and offered resources, strategies and activities that could be used at home. Each session included community members working collaboratively with the central Curriculum and Special Education teams in designing and facilitating content.

Math Action Achievement Plan (MAAP)

Math Facilitators - Supporting 37 ministry-designated priority schools, 8 Math Facilitators worked directly with students and staff in Grades 3, 6, and 9 during the 2023-2024 school year. Through hands-on classroom work, they focused on the three Ministry priority areas: curriculum fidelity, teacher content knowledge, and knowing and responding to learners. Their efforts targeted key content areas, including number sense and numeration, algebra, and proportional reasoning. As a result, priority schools showed measurable increases in EQAO scores for 2023-2024.

Math Nights - The 37 Ministry-designated priority schools fostered stronger connections between schools and parents/caregivers by hosting Family Math Nights. These events aimed to equip families with strategies to support students’ math learning at home. Feedback from these sessions was overwhelmingly positive, leading to plans for expanding the initiative in the 2024-2025 school year. The program, renamed Read, Count, Soar, will offer a virtual series supporting families in both literacy and mathematics board wide.

EQAO Pilot - In the 2023-2024 school year, Peel District School Board launched an EQAO pilot project to support Grade 3, 6, and 9 students. The project involved practice assessments developed by Peel, designed to familiarize students with the EQAO online platform and provide teachers with valuable insights into student performance. Using the data collected, teachers implemented high-impact instructional strategies to address identified areas of need. Most schools in the pilot demonstrated improvements in their EQAO scores. Due to its success, this initiative will continue in 2024-2025 to further support students in preparing for EQAO.



Pathways and Transitions

To prepare students for a future filled with opportunities, it's essential they build the skills, knowledge, and confidence needed to thrive. Under the theme **The Future is Now**, we're committed to supporting every student's journey from elementary through to secondary school, and on to their post-secondary education or chosen career paths.

PDSB in Partnership with TMU Announce the Future of Healthcare Initiative

In partnership with Toronto Metropolitan University (TMU), PDSB has launched the Future of Healthcare initiative to encourage students to consider post-secondary academic pursuits and careers in healthcare and related fields. The program will offer a speaker series, a university-level course, and hands-on learning. TMU's School of Medicine, Faculty of Community Services and Student Affairs will support the initiative. This initiative also includes an admissions pathway that intends to strengthen and increase the number of applications from diverse backgrounds and equity-deserving communities. The Future of Healthcare pathway initiative offers the ability to inspire the future workforce of healthcare professionals in a way that reflects the diversity of the communities it serves. [Read more](#)



From Middle School to Medical School

We kicked off the Future of Healthcare partnership with TMU by engaging more than 300 grades 6, 7, and 8 students in a learning series titled, "From Middle School to Medical School." During these sessions, students had opportunities to connect with various healthcare practitioners and were able to learn more about pathway opportunities in healthcare. [Read more](#)



PDSB and City of Brampton Unveil New Collaborative Learning and Technology Centre

In March 2024, Peel District School Board and the City of Brampton unveiled a significant milestone in their ongoing partnership: the opening of the new Collaborative Learning and Technology Centre (CLTC). The CLTC is a state-of-the-art technology hub focused on Science, Technology, Engineering, Arts, and Math (STEAM) programming. From cutting-edge amenities to modern design, this space is set to empower PDSB students and the community with the skills of the future. [Read more](#)



The first cohort of Peel District School Board students graduate from the LEAP program at Algoma University

In September 2023, Algoma University and Peel District School Board launched the Learners Early Access Program (LEAP), allowing Grade 11 and 12 students to take both secondary and university courses at the Algoma University campus in Brampton. The program targets students from groups that have historically been underrepresented on university campuses, including Indigenous and Black students.



At a graduation ceremony held in January 2024, the first 50 students in the program celebrated earning their first university credits. Nearly all Grade 12 participants applied for university for fall 2024, with 16 planning to attend Algoma University and receiving a \$6,000 LEAP Bursary. [Read more](#)

More than 1,000 secondary school students participate in the second annual Youth in Action event

The second annual Youth in Action event was held for secondary students in the Explore High Skills (EHS) and Specialist High Skills Major (SHSM) programs. More than 1,000 students participated, learning more about their own pathways, secondary and post-secondary programming, including Job Skills programs as well as the skilled trades. Community organizations were also involved, providing support and mentorship to students at an event that has proven to positively impact SHSM completion rates.



Peel District School Board and Skills Council of Canada partner on pathways to skilled trades

Peel District School Board and Skills Council of Canada formed a groundbreaking partnership to address Ontario's skilled trades shortage. Hosted at Judith Nyman Secondary School, the initiative utilizes its 17 trade-specific facilities to offer afterschool trade training, equipping students with practical skills in high-demand fields like plumbing, welding, and culinary arts. This collaboration provides students and unemployed individuals with trade skills, work-integrated learning, and career support, aiming to cultivate a resilient workforce for Ontario's future economy and build a sustainable talent pipeline for the trades sector.



Grade 8 students from Williams Parkway Sr. P.S. make a splash at the One Of A Kind Show

A group of 40 Grade 8 students from the International Business and Technology program at Williams Parkway Sr. Public School celebrated their successful return to the One Of A Kind Show in March. This event is the largest showcase in North America for handmade and artisanal products from Canadian makers. Students and their teachers began preparing for the show in January, aiming to donate the money raised to the non-profit organization Building Walls of Wisdom, which seeks to eradicate poverty by building schools in communities in need.



Featuring 13 different businesses—from handmade soap, pendants, and mugs to bracelets and terrariums—the students' five-day sales total exceeded \$21,000! Mayor Patrick Brown even called via FaceTime to congratulate the students. [Read more](#)

Grow with Google Data Analytics certification

Two hundred students from every secondary school, along with 25 teachers, participated in a unique partnership with Canada Learning Code and Grow with Google to earn a professional certification in Data Analytics. Peel District School Board is also working to expand this program to include additional certification opportunities in areas such as project management, digital marketing, e-commerce, cybersecurity, and UX design. [Read more](#)



International Day of Women and Girls in Science

Two hundred students from eight high schools in Peel District School Board took part in the global conversation that happened at Aga Khan Museum on February 13, 2024 to commemorate the International Day of Women and Girls in Science. [Read more](#)



Engaging Our Community: Input on the Multi-Year Strategic Plan

Between November 1 and 17, 2023, over 12,600 students, families, staff, and community members provided feedback on the Multi-Year Strategic Plan through an online survey.

Key insights included a focus on student achievement, strengthening core subjects, and fostering a learning environment that promotes critical thinking and inclusivity. Concerns were raised about student well-being and safety, emphasizing the need for additional professional support and resources. Participants also stressed the importance of community engagement to build stronger relationships with families, address concerns, and implement suggested changes.

The themes were presented to the Board of Trustees in February 2024. With these insights in mind, the Trustees engaged in a consensus-building activity to develop a draft multi-year strategic plan.



The Making of Peel District School Board of Trustee's 2024-2028 Multi-year Strategic Plan

[Share](#)



SAFETY AND WELL-BEING



OUR GOALS

EMPOWERING
MODERN
LEARNERS

SUCCESS THROUGH
INCLUSION, INNOVATION
AND EMPOWERMENT

IDENTITY
AMBITION
ENVIRONMENTAL STewardship
LEADERSHIP



EQUITY AND INCLUSION



STUDENT ACHIEVEMENT



COMMUNITY ENGAGEMENT

Watch on  YouTube

And Engaging caregivers and community partners in supporting student success.

Beyond Ministry Directives

The initiatives highlighted in this annual report are firmly rooted in the Ministry Directives, which continue to guide our work. This ensures that we remain focused on our primary objective: eliminating disproportionality in all programs including high-achieving programs and addressing disparities in areas such as school discipline, particularly regarding suspensions. By prioritizing these, we aim to create equitable opportunities and foster a supportive environment for all students, reinforcing our commitment to inclusivity and encouraging personal and academic achievement in every student.

Opening of the Centre of Black Excellence: Empowering Students Through Culturally Relevant Learning

In March 2024, the Centre of Black Excellence opened its doors to host the first Agents 4 Social Change March break camp, alongside the annual summer camp that began in 2022. This program directly supports our [Black Student Success Strategy](#) by providing identity-affirming opportunities for Black students, ensuring they receive culturally appropriate support while celebrating the rich history of the African diaspora. With a focus on STEAM (Science, Technology, Engineering, Arts, and Math), the program emphasizes experiential co-learning, guided by African-centered principles like Sankofa, and fosters connections between students' heritage and lived experiences.



The goals of the program include:

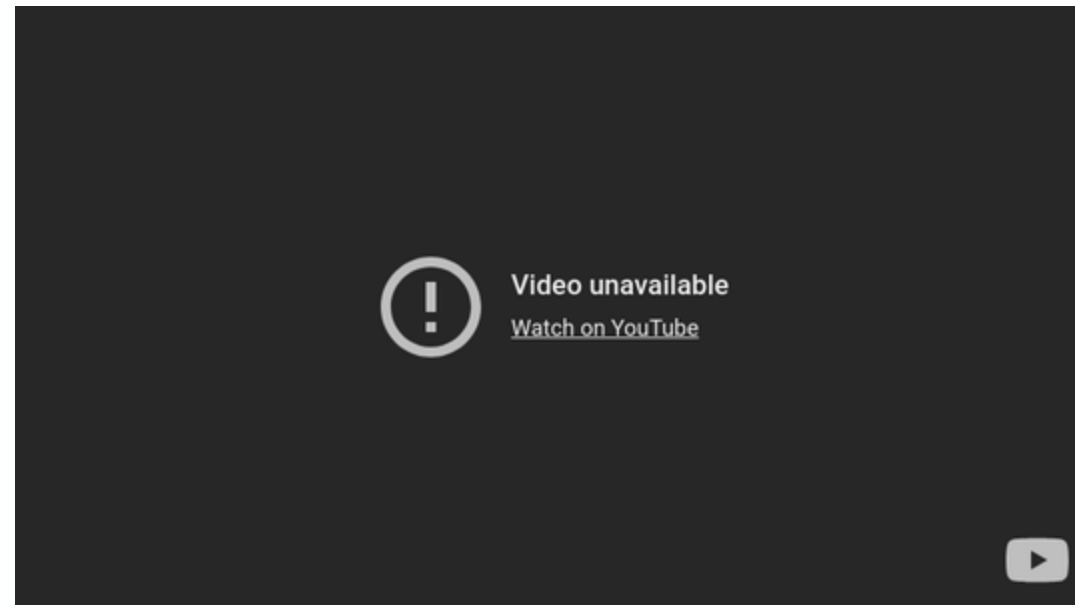
- Developing transferable skills in literacy, numeracy, and critical thinking, while fostering a sense of belonging and agency to recognize and respond to inequities, including anti-Black racism.
- Engaging and empowering students as self-advocates and agents of social change within their learning environments and beyond.
- Providing a relevant understanding of the history of people from Africa, the Caribbean, and the diaspora, supporting students in connecting to their identities and lived experiences.

From March through the end of the school year, kindergarten to Grade 12 students visited the centre to participate in a series of workshops with community partners, exploring numeracy through the Indigenous African game of Oware, using generative AI to create personal narratives, and examining the cultural significance of African prints and foods from the African diaspora. Additional workshops focused on building leadership skills, strategies to combat discrimination, and understanding the history of Carnival—integrating subjects like math, history, geography, and art.

These programs and partnerships directly align with the objectives of the Black Student Success Strategy, aiming to provide Black students with ongoing opportunities to gather, support one another, and heal. Through these culturally relevant learning experiences, students are equipped with critical thinking skills and perspectives that empower them to thrive academically and socially, while strengthening their sense of self rooted in their racial identity.

Black Student Alliance BSA Showcase

Chinguacousy Secondary School hosted the first annual Black Student Alliance (BSA) Showcase as a way to highlight and focus on Black performance, talent and brilliance. With 17 acts in total, all ages and grade levels were on display as they performed for students, staff and community members. PDSB has 146 BSAs throughout the board with 36 in secondary schools and 110 in elementary schools. The event signified how celebration brings the Black community together and focused on how expression can be used to uplift and create joy. [Read more](#)





PDSB recognizes Neurodiversity Celebration Week

PDSB recognized Neurodiversity Celebration Week for the first time with a week of public activities both online and in person, from art displays to author presentations, entrepreneurship student fairs, and a neurodiverse student and family silent disco. [Learn more](#)

Peel District School Board hosted our first ever powwow at the Maawnjiding Wiigushkeng Centre for Indigenous Excellence and Land Based Learning

Nearly 800 people participated in Peel District School Board's first ever powwow at the Maawnjiding Wingushkeng Centre for Indigenous Excellence and Land Based Learning, including students from across Peel District School Board and other districts. The powwow is a beautiful way to share Indigenous culture with the community, and for Indigenous students, it is an important act of reclamation of their identities and traditions. The inaugural powwow was themed, 'Honouring Our Youth,' affirming the strength and identity of the younger generation. It was a collaborative effort between Peel District School Board's Indigenous Education, who are part of the Equity, Indigenous Education and Community Engagement team, as well as community partners. [Learn more](#)

Affirming Muslim Identities and Dismantling Islamophobia

On January 15, Peel District School Board was honoured to host over 300 staff, students and community members as we marked one year since the introduction of the Affirming Muslim Student Identities and Dismantling Islamophobia Strategy. The community celebration was an opportunity to thank everyone for dedicating their time and shared experiences in developing the strategy, and to showcase and reflect on the initiatives, resources, supports and activities that have been developed and implemented in alignment with the strategy. We were thrilled to have Amira Elghawaby, Canada's first Special Representative on Combatting Islamophobia, join us as we spoke about progress and emphasized our ongoing commitment to this critical work. [Read more](#)



First Indigenous Student Trustee elect

At PDSB's August 28 board meeting, Kawela'tsátste (Austin Chrisjohn) from Erindale Secondary School was inducted as the first Indigenous student trustee, alongside student trustees, Justin Ko from The Woodlands Secondary School and Pradwit Thapa from Mississauga Secondary School. All three students were inducted onto the Board of Trustees and will represent the student voice for the 2024-2025 school year. [Read more](#)



Mental Health, Well-being and Engagement

To support student success, it's vital that all students and staff have robust support for their mental health, well-being, and engagement. Building this foundation depends on fostering a strong sense of belonging and connectedness.

Human trafficking awareness sessions with EFRY

In partnership with [EFRY Hope and Help for Women](#), four free workshops were provided for parents/guardians and caregivers about sex trafficking in Peel. Participants attended to learn about who is at risk, the warning signs of sex trafficking and how to talk to youth to avoid exploitation.



“Vulnerable Innocence” film screening

PDSB screened the documentary, Vulnerable Innocence, to raise awareness of online predators and manipulation and to provide concrete measures families can take to keep their children safe. Approximately 80 parents/guardians and caregivers attended one of four screenings.



New Grade 7/8 mental health literacy modules support student mental health and well-being

PDSB's Mental Health Strategy integrates mental health literacy and social-emotional learning across the K-12 curriculum, with a focus on making these a regular part of students' school experience. The Ministry of Education released mental health literacy modules for grades 7 and 8, covering topics like understanding mental health and illness, managing stress, reducing stigma, and supporting peers. These lessons, taught by educators, equip students with culturally responsive, evidence-based skills to support their well-being. Learn more about [mental health and well-being at PDSB](#), including [school and community services and supports](#) for students and families in Peel. [Read more](#)



PDSB Mental Health Strategy 2023-26

PRIORITY 1

We will create identity-affirming and welcoming school and classroom environments where all participants are represented and meaningfully/intentionally included. We will have an understanding of traumatic intergenerational history as well as the protective factors that support people in the present.

PRIORITY 2

Mental Health literacy and promotion are a part of everyday classroom and school environments and experiences. This involves the ability to understand the continuum of well-being, including mental health distress, and provide connections and pathways to timely and appropriate culturally representative and responsive supports.

PRIORITY 3

Build system capacity to understand that racism, ableism, homo/transphobia, classism, and other forms of discrimination impact the mental health and well-being of students, families, and staff. Mental health is supported when people experience healthy relationships with self and others, freedom from discrimination and violence, support from community and agency to reach their potential and purpose in life.

[LEARN MORE](#)

Mental health supports and services

PDSB provided direct and indirect service to students via our social work staff. For direct service to students, we served **4,297 students** and indirect support (consultation to parents/caregivers and/or school personnel) to **13,331 students**.



Suicide Prevention/Life Promotion training:

- SafeTALK suicide alertness workshop - 8 trainings - 128 staff members trained
- ASIST suicide intervention skills workshop - 6 workshops - 162 staff trained
- "Tune-Up" - Suicide Intervention Refresher - 4 workshops - 80 staff trained



Grade 7/8 Mental Health Literacy Module Implementation by schools:

- Educator support session - 25 participants
- Recording of the session posted on SharePoint for staff to access to support implementation
- Implementation of the modules: 630/700, 90% of grade 7/8 classes implemented (including mainstream and congregated classes), 57/88, 64% of the congregated special education classes implemented
- PDSB staff in SESEL worked with Surrey Place to develop curriculum for these modules that is accessible to students on an alternative curriculum (work is ongoing)



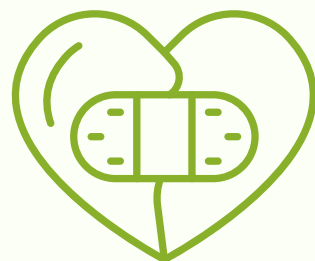
Grade 10 Mental Health Literacy modules were released by the ministry in June and have gone to PDSB staff for implementation for 24-25. We will be collecting data in January and June 2025.



**Trauma Informed, Trauma Responsive training with George Hull continued in 23-24:
552 staff trained**



**Microaggressions in the School Community:
60 staff trained**



**Trauma-Informed Classrooms:
288 staff trained**



**April 8, 2024, all schools participated in Professional Learning related to Mental Health Literacy/PPM 169 and the Mental Health Strategy,
150 minutes of training for all PDSB school admins and staff**



**Summer mental health support services:
230 students served**



**Be Well Support line:
430 students served**



**Let's Talk Be Well Sessions for secondary students:
55 students served (11 workshops)**

School Activities and Achievements: Awards and Recognition

To build a future-ready learning environment, we must equip students with tools for both academic and life success, fostering a space where they feel seen and valued in their learning journey. By continuously reflecting on our progress and adjusting to meet each student's needs, we help transform their potential into a present reality, making "the future" a concept they experience today.

Schools

Take Action: Empowering Youth as Agents of Change at Stephen Lewis SS

Stephen Lewis Secondary School, the only English public high school in Ontario to become a member of the UNESCO Associated Schools Network, hosted its first UNESCO-themed conference on September 21, 2023. The event focused on global themes like peace, climate action, human rights, cultural diversity, and sustainable development, featuring a keynote address by Anishinaabe activist, broadcaster, filmmaker, and storyteller, Sarain Fox. Students participated in workshops aligned with the United Nations Sustainable Development Goals, empowering them to explore societal issues and plan future actions on topics such as gender equality, social justice, and sustainability. The event was planned and facilitated by student leaders from across the school, including students from PDSB's Explore High Skills and Specialist High Skills Major Non-Profit and Environment programs. [Read more](#)



The iCan Games: celebrating inclusion and leadership in action

The iCan Games took place May 29, 2024, at Larkspur Public School and it was an amazing celebration of students. Students with special needs across all the elementary schools in the Area 13 family of schools participated, with Grade 5 students from Larkspur P.S. supporting as leaders in all of the activities. A tradition for the past 7 years, the iCan Games is organized by two passionate teachers at Larkspur, Pat Brophay and Stephanie Brown. This event highlights the importance of inclusion in Physical and Health Education for all students.



Two PDSB Schools and Principal receive school traffic safety awards from City of Mississauga

At a ceremony held at the City of Mississauga, Darcel Avenue Sr. Public School, Nahani Way Public School, and Principal Dana Wilson of Hillside Public School were honoured for prioritizing traffic and student safety by the Mississauga School Traffic Safety Action Committee (MSTSAC). Both schools excelled in promoting active transportation and safety programs, while Wilson led initiatives like bike rodeos and the Safe Streets Program at Hillside. Each school received \$500 to fund further student leadership and educational activities, highlighting the community's commitment to safe, active environments for students. [Read more](#)



Music is thriving at The Woodlands

The Woodlands' music department is a thriving, creative environment where students excel in music through performances, competitions, and community events under the leadership of dedicated teachers and passionate students. The program has achieved notable success, with bands winning awards at local and international music festivals. The department fosters not only musical talent but also personal growth, inspiring students to exceed their expectations and embrace music as a lifelong passion. [Read more](#)



Clarkson Football North successes in 2023: post-secondary opportunities and professional pathways

In 2023, 95% of Clarkson Football North's roster continued their education post-graduation, with four students earning full NCAA scholarships and 14 receiving partial U-Sports scholarships. Founded in 2016 by Larry Jusdanis and Lee Barette, the program aims to help Canadian athletes secure post-secondary opportunities through elite football training. This year also saw alum Kyle Hergel become the first Clarkson player to join the NFL, marking the program's growth in developing both collegiate and professional-level athletes. [Read more](#)



Students

Samantha Fung

With an accommodating school schedule to focus on her academics and extracurriculars, from being enrolled in the [High Performers Program](#), Samantha Fung fed into her passion for both music and helping others. While in grade 10 at Mississauga S.S. she also became a Diana Award winner, and the founder for Music for Every Child, a program that provides music therapy for students with disabilities across Ontario. [Read more](#)



Students from Mayfield Secondary School are the winners of the 2023 Canadian Music Class Challenge

Mayfield's "Magnetics" vocal jazz repertoire class, won the CBC 2023 Canadian Music Class Challenge - Category 7: Senior Vocal (grades 11-12) for their performance of "I See You" by Tyler Shaw. The students were awarded \$3,000 in new musical instruments and a plaque. [Read more](#)



Business students from PDSB achieved significant success at the provincial Distributive Education Clubs of America (DECA) competition

On February 9, 2024, over 1,000 PDSB students competed against approximately 6,200 participants from across Ontario, with 85 students qualifying for the international competition in Anaheim, California. Thirteen PDSB secondary schools had students advancing, notably North Park S.S. and Woodlands S.S., each with over 25 qualifiers. DECA, the largest club in many PDSB schools with over 2,500 student members, offers mentorship and prepares students for careers in marketing, finance, hospitality, and management. [Read more](#)



Grade 6 students at Lisgar Middle School go lunar

On January 16, 2024, about 30 Grade 6 students at Lisgar Middle School remotely controlled a Canadensys Lunar Rover for a simulated mission to find ice deposits in a mock lunar landscape. [Read more](#)



Samantha Dunkley: record-breaking powerlifter and academic achiever

Despite being diagnosed with scoliosis, Grade 12 student Samantha Dunkley has excelled in powerlifting. Last year at a sanctioned meet, with judges from Ontario Powerlifting Association present, Dunkley not only broke her own record but also the Ontario high school deadlift record for the 84+kg weight class with a lift of 157.5 kg, later increasing it to 162.5 kg.



A dedicated student in the Sports [Specialist High Skills Major program](#) at PDSB, Samantha also shone in academics, rugby, and more. Her resilience and accomplishments highlight the strength and versatility of Peel District School Board's students. Samatha's story was featured on [City News](#). [Read more](#)

Central Peel Secondary School (CPSS) left their mark not once but twice at the 2024 National Space Society (NSS) competitions

In the first year of the ["Live in a Healthy Space" Design Competition](#), out of 224 entries from 11 countries around the world, Central Peel Secondary School students captured the grand prize, along with first and second prize. The students designed an agricultural model for a space settlement.



A few months later, a new group of students competed in [the Gerard K. O'Neil Space Settlement Contest](#), claiming first, second, two third place prizes and three honourable mentions. They were the only Canadian teams recognized at this global competition, which saw more than 29,000 students from 28 countries participating in more than 5,200 entries. Three of the awarded groups were all-female teams. The first-place team's project titled Nirvana, focused on diverse topics that ensure human survival for future generations, all aimed at addressing present-day challenges of space habitation.



Humberview Secondary's electric vehicle team places second in first competition

In May 2024, Humberview Secondary School's Electric Vehicle Team achieved impressive results at the University of Waterloo Electric Vehicle Challenge. In their first year competing, the team placed second in a 60-minute endurance race, narrowly missing first by six seconds. They received the "Rookie of the Year" award and a manufacturing award for their car's precision. Supported by dedicated tech teachers, the team is now planning to build a more advanced vehicle for next season. The team was featured in [Just Sayin' Caledon](#).



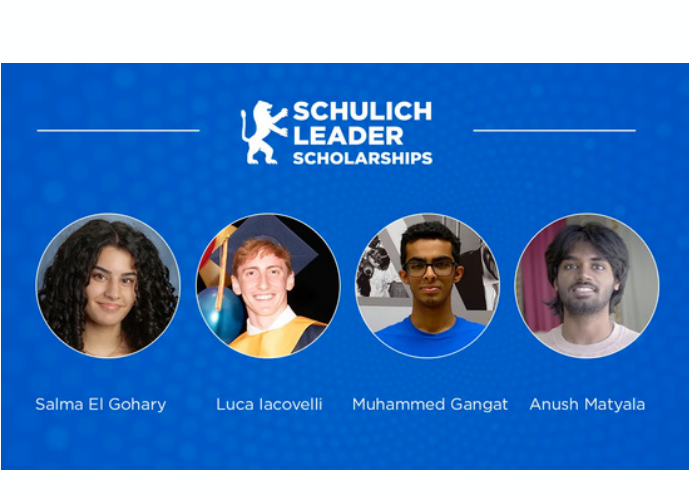
Fallingbrook M.S. Lego League Champions

The Stampsations, a team of students from Fallingbrook Middle School, won the first place Champions Award at the Ontario West provincial robotics competition after previously securing the Engineering Excellence Award at a local tournament. On January 20, 2024, they excelled at the FIRST LEGO League's Ontario West Provincial Championships, which challenged teams to merge arts and technology under the "MASTERPIECE" theme. Focusing on reviving stamp collecting, the Stampsations developed a global treasure-hunting app that uses augmented reality and geocaching to discover digital stamps worldwide. Students were thrilled to represent Peel District School Board and showcase science, technology, engineering, arts, and math (STEAM) education in action. [Read more](#)



Five PDSB students awarded prestigious Schulich Leader Scholarships

Each year, 100 prestigious Schulich Leader Scholarships are awarded to top students across Canada—50 in engineering, valued at \$120,000 each, and 50 in science, technology, or mathematics, valued at \$100,000 each. This past year, five students from Peel District School Board were honoured with these scholarships, recognizing their outstanding academic achievements and leadership in STEM. This accomplishment highlights the exceptional dedication of our students and their potential to make significant contributions to these fields. [Read more](#)



Seven PDSB students awarded Schulich Builders Scholarships

Seven Peel District School Board graduates started their college journeys this semester on a high note, having been honoured as recipients of the 2024 Schulich Builders Scholarships, which are given to hard-working students who are interested in a career in skilled trades and who will be pursuing a diploma or certificate program before entering the workforce. Scholarships range from \$20,000 for those completing a one-year certificate program to \$40,000 for students entering a two-year diploma program. Scholarship recipients attended Humberview, Judith Nyman, Lincoln Alexander, Meadowvale, Port Credit and West Credit Secondary Schools. [Read more](#)



SHERIDAN COLLEGE

Name	Name of college program	Nominating School
Jamil Al-Satare	Plumbing Technician	Meadowvale Secondary School
Chris Keck	Welding and Fabrication Technician	Humberview Secondary School
Brian Lawrence	Welding and Fabrication Technician	Judith Nyman Secondary School
Hussain Edah Tally	Electrical Techniques	West Credit Secondary School

HUMBER POLYTECHNIC

Name	Name of college program	Nominating School
Tyler Tulino	Industrial Woodworking Technician	Humberview Secondary School

CONESTOGA COLLEGE

Name	Name of college program	Nominating School
Izak Zima Luste	Construction Techniques - Brick and Stone	Port Credit Secondary School

GEORGE BROWN COLLEGE

Name	Name of college program	Nominating School
Aamir Chauhan	Electrical Techniques	West Credit Secondary School

Prime Minister's Award Recipients

Peel District School Board would like to congratulate three teachers for receiving the 2024 Prime Minister's Award of Teaching Excellence, and one Designated Early Childhood Educator for receiving a Prime Minister's Award for Excellence in Early Childhood Education.
[Read more](#)



Kristofor Schuermann
Empowering Modern
Learning Resource
Teacher



Allyson Bradley
Head, Curriculum
Chinguacousy
Secondary School



Daryanaz Kamelan-Zargar
Visual Arts Teacher
Bramalea
Secondary School



Lina Skeard
Designated Early Childhood
Educator
Conestoga Public School

2024 Education Week Award of Excellence Recipients

In May of 2024, Peel District School Board joined school boards across the province celebrating Education Week. This provided an opportunity for students, staff, families, and community to celebrate teaching excellence and student achievement. The Award of Excellence recognizes individuals who have made extraordinary, significant contributions to student success at their school/worksite and to public education in Peel.



Education Week

Together We Thrive

COMMUNITY OF CARE

Suzana Budetic Principal Morton Way Public School	Angelo Cariati Principal Glendale Public School	Andrew Davis Teacher Oscar Peterson Public School
Cody Doan Student John Fraser Secondary School	Jennifer Park Community Member Whiteoaks Public School	Jessyca Pineda Head Custodian Parkway Public School
Melissa Runhart Teacher Chinguacousy Secondary School	Sarah Teal Teacher Oscar Peterson Public School	

EDUCATION

Heather Bamford Teacher John Fraser Secondary School	Darlene Fournier Head, Curriculum Chinguacousy Secondary School	Michael Moon Head, Curriculum Mayfield Secondary School
Carol Newton-Faulkner Teacher Kenollie Public School		

EQUITY

Aleena Ali Student John Fraser Secondary School	Stephanie Boaventura Teacher Goldcrest Public School	Akshat Chopra Student John Fraser Secondary School
Angel Darteh Student Chinguacousy Secondary School	Virginia (Lugin) Mejillano Designated Early Childhood Educator Sheridan Park Public School	Satwinder Osahan Teacher Lancaster Public School
Adam Sembay Educational Assistant Clarkson Secondary School	Tenneisha Small Educational Assistant Chinguacousy Secondary School	

INNOVATION

Darwin Chan Teacher McCrimmon Middle School	Daphne Habib Head, Cross Curricular Glenforest Secondary School	Mizanne Harris Head, Curriculum Chinguacousy Secondary School
Stephen Roscoe Head, Curriculum Glenforest Secondary School	Aritro Saha Student John Fraser Secondary School	Caitlin Slinko Teacher Glenforest Secondary School
Ailynn Sobec Coordinator - eLearning Innovation & Research	Aly Somani Manager Strategic and Business Development Leadership Development & School Partnerships	

SUSTAINABILITY

Chinmay Jindal Student Harold M. Brathwaite Secondary School	Linda Ryan Teacher Lougheed Middle School
---------------------------------------------------------------------------	--------------------------------------------------------

Summer Learning

Summer school and camp programs are more popular than ever, offering dynamic learning experiences that keep students engaged beyond the school year. Through hands-on, experiential learning, students of all ages can build new skills, achieve personal goals, and return to school even more prepared for success.

Reach Ahead Technology Credit in Summer School for Grade 8 students

In response to a new ministry graduation requirement, PDSB offered Grade 8 students the opportunity to earn a technology credit before entering high school. The Reach Ahead Technology Course enhanced the technological foundation provided in elementary education, allowing students to develop skills with industry-standard tools and software, encouraging creative problem-solving, and exploring the societal and environmental impacts of technology.



African-centred summer credit courses

For the first time PDSB offered students in Grades 9-12 an opportunity to learn more about the diaspora over the summer. Students were able to earn a Grade 11 credit by participating in one of three courses offered: Exploring Movement from the African Diaspora; Feed the Soul: African-Centred Food and Nutrition, and Black Hair We Care.





Summer Programs: shaping the future of learning

- Over **1,700 students** in kindergarten to Grade 12 received support in literacy and numeracy through programs like CampSAIL, Camp Explore, and the English Bridge program.
- Camp Possible provided over **1,800 students** with special education supports access to a variety of virtual learning opportunities tailored to meet their needs.
- Focused on leadership development, the Focus on Youth (FOY) and CSI Student Tutors programs saw **133 Grade 11 and 12 students** registered across both initiatives.
- Recognizing the importance of a successful transition to secondary school, more than **500 Grade 8 students** participated in the S.T.A.R. Program (Secondary Transition and Readiness Program).
- Over **11,400 secondary school students** enrolled in summer learning programs aimed at supporting their post-secondary pathways through credit accumulation, including specialized programs for historically marginalized students, such as work-integrated opportunities in partnership with universities.
- More than **700 adult learners** enrolled in summer learning programs to support their post-secondary aspirations and career advancement.
- Over **470 students** participated in a coding camp focused on coding applications, with an emphasis on numeracy and critical thinking skills.
- K2I and Reach Ahead provided over **200 Grade 9-12 students** with hands-on experience in workspaces and the community, offering them the opportunity to gain work experience while earning a credit over the summer.
- The Agents 4 Social Change summer program hosted over **200 students** from kindergarten to Grade 12 who self-identified as Black, providing a supportive environment for personal and academic growth.
- Maawnjiding Wingushkeng Culture Camp expanded its summer program to include preschool students and caregivers. For the first time, it also offered an overnight culture camp at Isaac Murdoch's camp for students entering Grades 9-11 who identify with First Nation, Métis, or Inuit ancestry.

An aerial photograph of a lush green forest. A light-colored, winding path or road cuts through the dense canopy of trees. In the upper right corner, a small portion of a calm lake is visible. The overall scene is vibrant and natural, serving as a background for the text.

Sustainability and Energy

Our climate and environmental sustainability efforts are driving powerful results, supporting a future-focused mission to protect the environment for students, families, and generations to come. Small, everyday changes make a big impact in building eco-conscious habits and sustainable school environments. As we adapt for the future, we're committed to fostering communities that work together toward an eco-friendly world, setting a strong foundation for a sustainable tomorrow.

Growing for the future: Caledon students cultivate community vegetable gardens

In June 2023, students from all 16 PDSB Caledon schools established thriving vegetable gardens, inspired by Trustee Cameron’s vision. With seedlings and guidance generously provided by local nurseries and garden centers, these students have created a lasting legacy in their community. [Read more in the Caledon Enterprise.](#)



Dunrankin Drive Public School wins EcoTeam Award

EcoSchools Canada recently launched the EcoTeam Awards, recognizing outstanding EcoTeams across the country in three categories. The kickstart category is for schools who are new to the program or are returning to the program after several years. Out of nearly 50 applicants in the English kickstart category from across Canada, Dunrankin Drive Public School scored the highest overall, achieving incredible marks in categories like impact and community engagement, student leadership and exceptionality and excellence! As one judge enthusiastically noted, “The team demonstrates a strong commitment to student well-being, leadership, diversity, innovation and inquiry, all through engaging the school in environmental learning.”



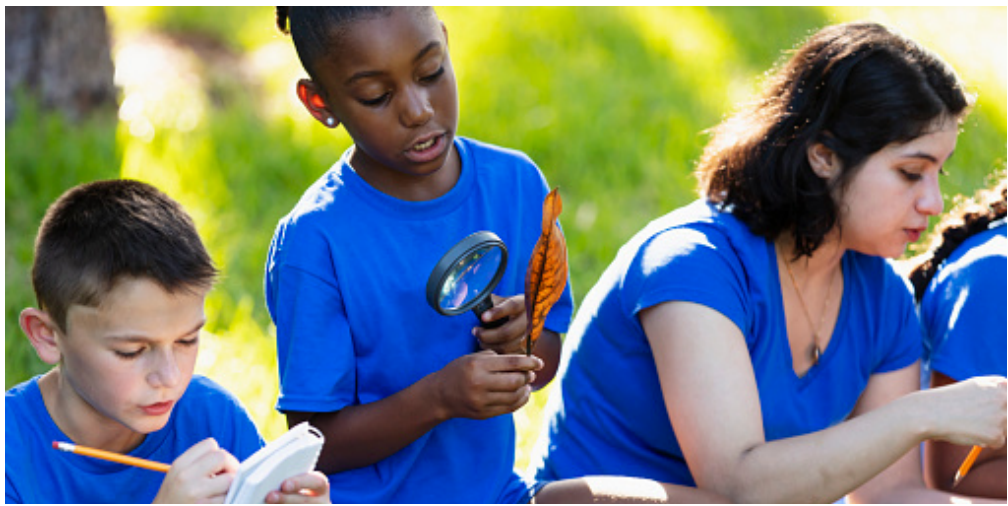
Students create AI application to help mitigate wildfires

Along with two friends from Turner Fenton Secondary, Aditya Makkar and Divya Makkar, Harold Brathwaite Secondary School student Chinmay Jindal started fireWatch, an AI-driven app that predicts, monitors, and combats forest fires. Using machine learning and AI technology, fireWatch helps identify key factors and metrics that can cause wildfires. By aiding in preventative measures and environmental preservation, fireWatch holds promise for safer communities and ecological sustainability. [Read more](#)



Environmental Leaders of Tomorrow

Thirteen grade six classes from six PDSB schools completed the Environmental Leaders of Tomorrow program supported by the Regional Municipality of Peel and Toronto and Region Conservation Authority (TRCA), which includes a two-night trip to one of TRCA’s outdoor education centres. The program inspires students to take action within their school communities by focusing on three 'knowledge-to-action' pillars: Ecological Literacy (LEARN), Environmental Leadership (LEAD), and Community Action (TAKE ACTION). [Read more](#)



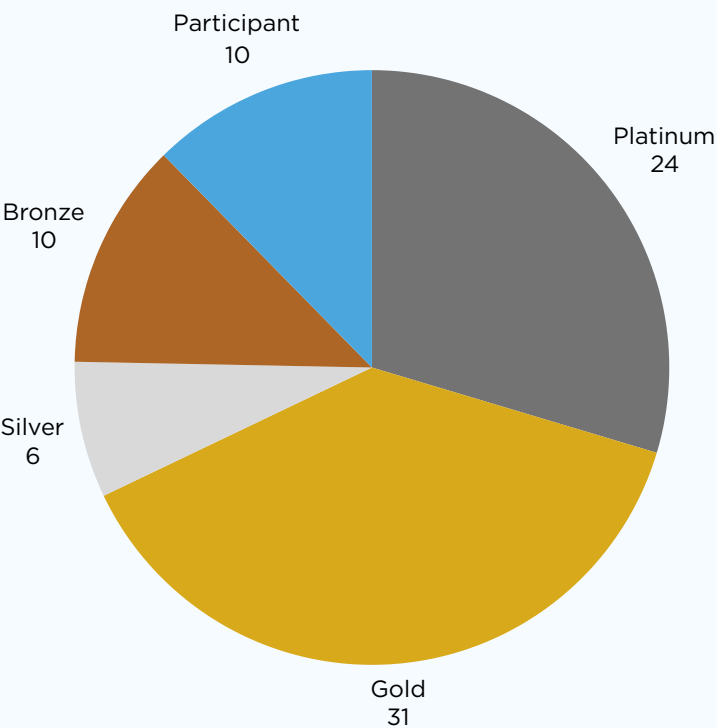
Climate Action Student Survey

As part of the response to the delegation by Learning for a Sustainable Future (LSF) (Oct. 3, 2023), a climate action student survey was completed by 1,119 students, 80% of whom were elementary students (K-8). The survey report resulted in the Facilities Department recommending that PDSB should mandate that all schools, at minimum, participate in the EcoSchools program and that PDSB declare a climate emergency, which should include the creation and implementation of a climate change action plan.



Peel District School Board has
93 EcoSchools this year

This includes **24 Platinum, 31 Gold, 6 Silver, 10 Bronze schools, 22 Participants** as of June 10, 2024.



68% of schools have certified for 5+ years



2,327 students were part of an EcoTeam



1,186 actions were completed by schools in your board



121,536 hours of outdoor learning took place

Peel District School Board District is supporting the UN's SDGs

	SDG 6 CLEAN WATER AND SANITATION	SDG 7 AFFORDABLE AND CLEAN ENERGY	SDG 11 SUSTAINABLE CITIES AND COMMUNITIES	SDG 12 RESPONSIBLE CONSUMPTION AND PRODUCTION	SDG 13 CLIMATE ACTION
PDSB Average	441 students	19 classrooms	354 students	5,935 kg of waste	7.4 Tons of CO ₂ e
National Average	337 students	17 classrooms	300 students	1,985 kg of waste	11.4 Tons of CO ₂ e
	participated in the Great Gulp (per school)	had their energy efficiency optimized (per school)	used active and sustainable transport (per school)	was diverted from landfill (per school)	was sequestered from school ground greening activities (per school)

Overview of Energy Management and Environmental Sustainability at PDSB

Based on the available energy data up to date, PDSB saw a **3.7% reduction (10.9 million ekWh)** on energy consumption (electricity and natural gas) in the 2023-2024 school year compared to the year prior (2022-2023), representing a utility cost savings of **\$650,000**.

Highlights:

- Reduced board energy consumption by **5.5% in the past five years** from 2019 to 2023, **surpassing the 5% reduction target** set for the same period.
- Established a new **savings target of 12.5% reduction on energy consumption for the next five years** from 2024 to 2028.
- Started the development of a board-wide plan to **achieve a target of 100% EcoSchool certification by 2028**.

The performance review for the past five years from 2019 to 2023 reveals the following achievement of energy conservation, as reflected in the reduction of energy consumption and utility costs (relative to 2018 baseline year).



Target Energy Reduction

5.0%
8.32 ekWh/m2



Achieved Energy Reduction

5.5%
10.15 ekWh/m2



5 years’ cumulative energy savings

143.7 million ekWh
(2019-2023)



5 years’ cumulative energy cost containment

\$1.3 million
(2019-2023)

PDSB’s energy conservation goal is to further reduce the energy use intensity by 12.5% in 2028 against the 2023 baseline.

Commitment to Community

At PDSB, our commitment to community strengthens student achievement and builds vital connections. When families, educators, and partners come together, we create a supportive, inclusive environment where all students can thrive. This shared dedication nurtures resilience, empathy, and the skills students need to build a brighter future.

PDSB Black Family Network Committee

In January 2024, the PDSB Black Family Network Committee held its first meeting, marking an important step in creating a space for connection and support among families of African, Black, and Afro-Caribbean students. Responding to feedback from parents and caregivers, this committee was launched to facilitate family connections, share ideas for Black student success, discuss how the board and schools are fostering safe, identity-affirming learning environments, and keep families informed about programs and initiatives designed to support Black students.

The committee is made up of 13 members, each representing a family of schools across PDSB. The group meets quarterly, and its first meeting was held virtually.

Clarkson Secondary School celebrates 50th anniversary of its cancer drive

For over 50 years, Clarkson Secondary School has held its annual Cancer Drive, supporting various cancer charities. Since 2005, the drive has partnered with Campfire Circle, a nonprofit that supports children with cancer and serious illness. This past school year, students led numerous fundraising events—including bake sales and charity dodgeball tournaments—raising \$30,517.24. On May 17, the school held a cheque presentation, with Campfire Circle representatives present to thank the community for nearly two decades of partnership. [Read more](#)



Peel board students help reduce food insecurity

In December 2023, PDSB student trustee Srishti Sekhri led the Malton PDSB Schools Food Drive, involving nine Peel schools in collecting food for local food banks. With strong support from PDSB staff and families, the initiative helped meet rising food needs in the community. This impactful project highlighted student-led service and teamwork, with certificates awarded to participants for their contributions. [Read more](#)



Caledon Central shoe fundraiser

Caledon Central Public School held a ten-day shoe drive in March 2024, partnering with Bioped and Soles 4 Souls Canada to collect shoes for those in need locally and globally. Exceeding their goal of 500 pairs, the school gathered 1,375 pairs. The drive provided footwear to support entrepreneurship in developing countries and helped local families in Caledon. Led by a Grade 4 class and student organizer Libby, the initiative highlighted the importance of service, with Principal Lesley Kennedy noting it as an opportunity to build community-minded, compassionate students. [Read more](#)





**Peel Learning
Foundation**

In 2023, the Foundation raised over
\$240,000
to continue supporting students in need.



2,662

Students received financial support through the Student Emergency Needs Program.



384

Backpacks were distributed through the Student Backpack Program.



128

Refurbished Chromebooks were issued.



[Read the 2023 PLF Impact Report](#)



[Learn more about the Peel Learning Foundation and donate](#)

Peel by the numbers



261
Schools

218 Elementary
43 Secondary



148,499
Students

106,565 Elementary
41,934 Secondary



Permanent
Staff

10,484 Academic
5,837 Business



Students in
French Programs

14,658 French Immersion
602 Extended French



23,958 Students receiving
special education

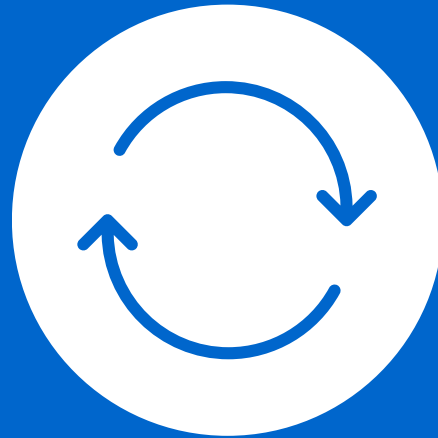
PDSB policies and operating procedures

During the 2023-2024 school year, there were:



11

new policies approved



19

policies updated



5

policies repealed



In addition, Director's Council approved a total of **26** procedures in support of the work

A student and equity-focused budget

Geared towards student excellence and achievement in the classroom.

The 2024-25 budget was developed through consultations that included employee group leaders, the senior leadership team and trustees. The board also got input from parents/guardians, school council members, students, community members and staff through an online survey.

[Read the 2024 - 2025 Operating and Capital Budget Report](#)



\$2,126,117,058

Total 2024-2025 balanced operating budget



\$104,985,694

Total capital budget



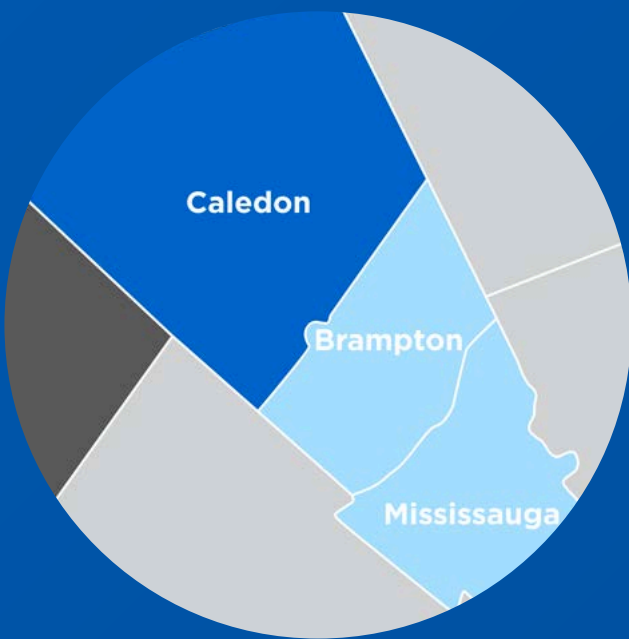
\$10,956,548

Approved from reserves, to support the board’s operating shortfall to cover support for our most vulnerable students; advancing equity and inclusion initiatives, maintaining high expectations for student achievement, fostering a safe and positive learning climate, and addressing increased cost pressures due to inflation.

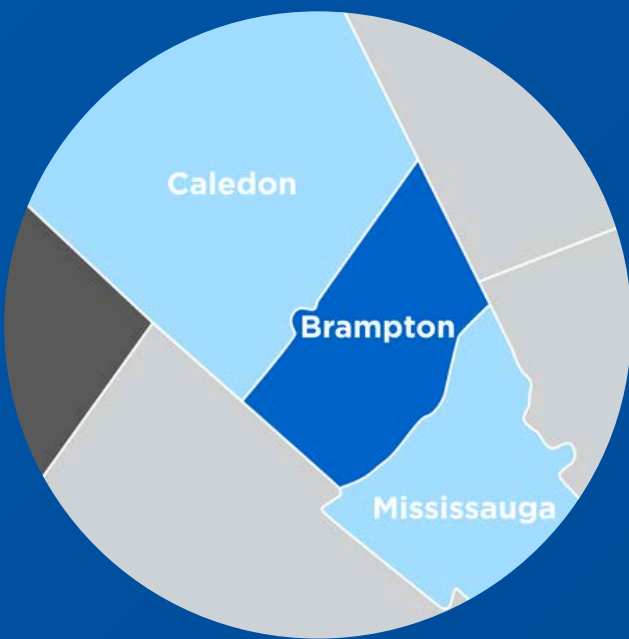
Board of Trustees

During the 2023-2024 school year, the Board of Trustees engaged in a comprehensive consultation process to shape the new Multi-Year Strategic Plan, gathering input from over 12,600 students, families, staff, and community members.

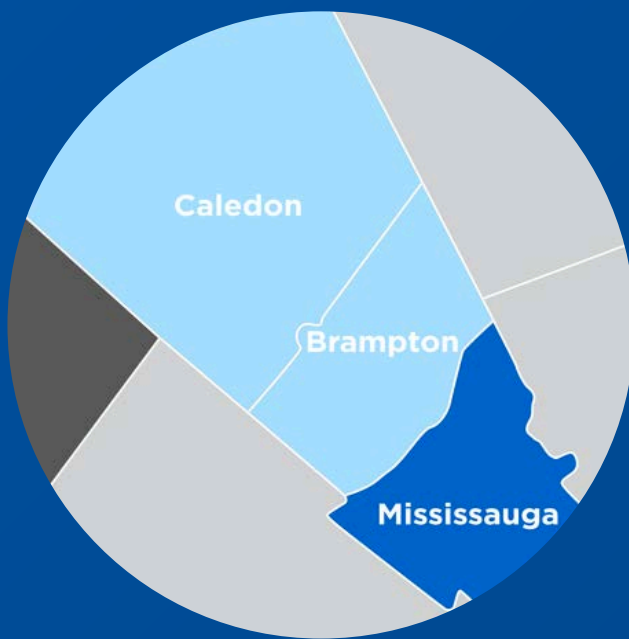
In February 2024, the Board of Trustees used these insights in a consensus-building activity to draft a strategic plan focused on preparing students with the skills and experiences needed for success in a changing global economy.



Caledon
Stan Cameron



Brampton
Karla Bailey Wards 7 & 8
Will Davies Wards 2 & 6
David Green Wards 1 & 5
Kathy McDonald Wards 3 & 4
Satpaul Singh Johal Wards 9 & 10



Mississauga
Lucas Alves Wards 3 & 4
Susan Benjamin Ward 5
Jeff Clark Wards 9 & 10
LeeAnn Cole Wards 1 & 7
Brad MacDonald Wards 2 & 8
Jill Promoli Wards 6 & 11

MEET YOUR TRUSTEES

Student Trustees

In accordance with Peel District School Board Policy #66, the following two students were elected by their peers to sit on the board as student trustees for the 2023-2024 school year.

- Srishti Sekhri, Lincoln M. Alexander Secondary School, representing students north of the 401
- Ammar Alian, Erindale Secondary School, Peel schools south of Highway 401



PEEL DISTRICT SCHOOL BOARD

Minutes of the Organizational Meeting of the Peel District School Board, held in the Board Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, on Wednesday, November 20, 2024 at 19:00 hours.

Members present:

Lucas Alves
Karla Bailey
Susan Benjamin
Stan Cameron
Jeffrey Clark
LeeAnn Cole

Will Davies
David Green
Satpaul Singh Johal
Brad MacDonald
Kathy McDonald
Jill Promoli

Administration:

Rashmi Swarup, Director of Education
Harjit Aujla, Associate Director, School Improvement and Equity
Paul da Silva, Associate Director, School Improvement and Equity
Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
Alvin Au, Acting Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent, Curriculum and School Improvement
Yonnette Dey, Superintendent of Education
Donna Ford, Superintendent of Education
Atheia Grant, Acting Superintendent of Equity, Indigenous Education and Community Engagement
Rasulan Hoppie, Superintendent of Education
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
Lisa Leoni, Superintendent, Leadership, Capacity Building and School Partnerships
Luke Mahoney, Superintendent of Education
Mark Marshall, Acting Chief Information Officer, Learning Technology Support Services
Neerja Punjabi, Superintendent of Education
Thomas Tsung, Controller, Facilities and Environmental Support Services
Jasmine Vorkapic, Governance Officer
Kervin White, Superintendent of Education

Temi Adeniyi, Board Reporter

1. Call to Order

The Secretary of the Board and Director of Education, Rashmi Swarup, called the meeting to order at 19:00 hours.

2. National Anthem and Acknowledgement of Traditional Lands

A video of the singing of the National Anthem and reciting of the Acknowledgement of Traditional Lands was played.

3. Approval of Agenda

Resolution No. 25-01 moved by Jeffrey Clark
seconded by Karla Bailey

Resolved, that the agenda be approved.

..... carried

4. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

5. Election of Chair

Senior Internal Auditor, Renee Lucas, and Internal Auditor, Tony Ronca, were present to act as scrutineers.

Director Swarup called for nominations for the position of Chair of the Board for the term November 15, 2024 to November 14, 2025.

The nomination of Trustee David Green was moved by Trustee Stan Cameron and seconded by Trustee Brad MacDonald.

The nomination of Trustee Karla Bailey was moved by Trustee Karla Bailey and seconded by Trustee Kathy McDonald.

There were no further nominations.

Resolution No. 25-02 moved by Lucas Alves
seconded by Kathy McDonald

Resolved, that the nominations for the position of Chair of the Peel District School Board be closed.

..... carried

The nominees for the position of Chair, Trustees David Green and Karla Bailey gave a brief address about their candidacy.

Following a secret ballot vote, scrutineered by the Internal Auditors, Director Swarup declared Trustee Green elected as Chair of the Peel District School Board for the term November 15, 2024 to November 14, 2025.

Trustee David Green assumed the Chair.

6. Election of Vice-Chair

Chair Green, called for nominations for the position of Vice-Chair of the Board for the term November 15, 2024 to November 14, 2025.

The nomination of Trustee Satpaul Singh Johal was moved by Trustee Lucas Alves and seconded by Trustee Susan Benjamin.

The nomination of Trustee Kathy McDonald was moved by Trustee Kathy McDonald and seconded by Trustee Will Davies.

There were no further nominations.

Resolution No. 25-03 moved by Lucas Alves
seconded by Karla Bailey

Resolved, that the nominations for the position of Vice-Chair of the Peel District School Board be closed.

..... carried

The nominees for the position of Vice-Chair, Trustee Satpaul Singh Johal and Kathy McDonald gave a brief address about their candidacy.

Following a secret ballot vote, scrutineered by the Internal Auditors, Chair Green declared Trustee Satpaul Singh Johal elected as Vice-Chair of the Peel District School Board for the term November 15, 2024 to November 14, 2025.

7. Vice-Chair's Remarks

Vice-Chair Johal expressed his gratitude for being re-elected as Vice Chair for a second term. He thanked the trustees, Director Swarup, senior administration, and staff for their support and collaboration. Vice-Chair Johal highlighted the valuable insights gained from working closely with Chair Green and the Director of Education during his previous term. Looking forward, he reaffirmed his dedication to the PDSB's Multi-Year Strategic Plan, expressing confidence in the board's ability to address future opportunities and challenges. Committing to transparency, integrity, and diligence, Vice-Chair Johal stated that he will continue to uphold and strengthen the Board's commitment to excellence.

8. Chair's Remarks

Chair Green thanked trustees, Director Swarup, senior administration, staff, leadership, union representatives, and the wider community for their dedication and commitment to the success of the Board and its students. Reflecting on the past two years, He highlighted significant achievements: the introduction of innovative programs that meet diverse learning needs; community engagement fostering partnerships; notable improvements in student academic performance and well-being.

8. Chair's Remarks (Continued)

Chair Green identified the key priorities moving forward: securing adequate resources to support special needs programs; addressing teacher shortages; providing professional development opportunities to educators; collaborative efforts to enhance equity and inclusion in policies and practices to ensure that every student has access to quality education. Chair Green appealed to the Ministry of Education for support in several areas such as resource allocation, policy collaboration, addressing teacher shortages, and enhancing professional training. In conclusion, he encouraged the community to celebrate their collective achievements and reaffirmed his commitment to providing the best possible education for students and to strive for continued excellence.

The Chair's remarks are attached at APPENDIX I.

9. Director of Education's Remarks

Director of Education, Rashmi Swarup, congratulated Trustees David Green and Satpaul Singh Johal on being elected as the Chair and Vice-Chair of the Peel District School Board. Noting that their leadership will guide the Board through another year of supporting student success, Director Swarup highlighted achievements from the 2023-2024 school year which includes: adoption of the 2024-2028 Multi-Year Strategic Plan; hiring of over 40 literacy coaches to improve reading skills; opening of the Centre of Black Excellence; new partnerships with institutions to create pathways for student success. She stated that, looking ahead, the Board will address challenges such as budget constraints, EQAO results, and will continue to amplify diverse voices to promote inclusion, innovation, and empowerment.

The Director of Education's remarks are attached at APPENDIX II.

10. Selection of Standing Committees Membership

Chair Green stated that he reviewed the interests of Trustees to sit on the Board's Standing Committees to ensure that membership of these committees are balanced, in accordance with ministry directives.

Resolution No. 25-04 moved by Will Davies
seconded by Jill Promoli

Resolved, that the following membership to the Standing Committees of the Peel District School Board for the two-year term (November 15, 2024 to November 14, 2026), be approved, as follows:

10. Selection of Standing Committees Membership (Continued)

**Curriculum, Equity & Student
Well-Being Committee**

Lucas Alves
Karla Bailey
Susan Benjamin
Jeffrey Clark
Kathy MacDonald
Jill Promoli

**Governance and Policy
Committee**

Lucas Alves
Karla Bailey
Jeffrey Clark
Will Davies
Brad MacDonald
Jill Promoli

**Physical Planning, Finance
and Building Committee**

Lucas Alves
Karla Bailey
Stan Cameron
Will Davies
Brad MacDonald
Jill Promoli

..... carried
(2/3rds' majority)

The meeting recessed and reconvened in the Brampton Room to discuss the appointment of Trustees to Statutory, Ad Hoc and External Committees.

The meeting recessed at 19:46 hours and reconvened in the Board Room at 20:30 hours.

11. Notice of Proposed Amendment to the Peel District School Board Procedure By-law

Resolution No. 25-05

moved by Brad MacDonald
seconded by Will Davies

Resolved, that Notice of Proposed Amendment to the Peel District School Board Procedure By-law, be received.

..... carried

12. Approval of Committees

The selection of trustees to the membership of the Board's Statutory and Ad Hoc Committees, and external committees was listed by Chair Green.

Resolution No. 25-06 moved by Will Davies
seconded by Kathy McDonald

Resolved, that the following membership to Peel District School Board's Statutory and Ad Hoc Committees and external committees for the term November 15, 2024 to November 14, 2025, be approved:

Statutory Committees

Audit Committee

Lucas Alves
Stan Cameron
Will Davies

Discipline Committee

Will Davies (Chair)
LeeAnn Cole (Vice-Chair)
Lucas Alves
Karla Bailey (Alternate)
Kathy McDonald (Alternate)
Jill Promoli (Alternate)

Parent Involvement Committee

Susan Benjamin
Jeffrey Clark (Alternate)

Special Education Advisory Committee

Lucas Alves
Susan Benjamin
Jeffrey Clark

Supervised Alternative Learning Committee

Kathy McDonald (Chair)
Susan Benjamin (Alternate)

Ad Hoc Committee

Budget Development Committee

Karla Bailey
Stan Cameron
Jeffrey Clark
Will Davies
Brad MacDonald

November 20, 2024
Board Organizational Meeting:ta

12. Approval of Committees (Continued)

External Committees

Peel Safe and Active Routes to Schools Committee

Susan Benjamin
Kathy McDonald

Volunteer Mississauga Brampton Caledon (MBC)

Susan Benjamin

..... carried
(2/3rds' majority)

13. Adjournment

Resolution No. 25-07 moved by Brad MacDonald
seconded by Stan Cameron

Resolved, that the meeting adjourn (20:38 hours).

..... carried

..... Chair Secretary

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PEEL DISTRICT SCHOOL BOARD

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ldapr • Learning Disabilities
Association of Peel Region

The right to learn, the power to achieve

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November 14, 2024

Delivered by email

To Whom It May Concern re LDAPR'S representation on the PDSB SEAC

Lea Ann Mallett will be taking over the role as our primary representative on the PDSB SEAC committee from Carol Ogilvie, our Board President, as of September 1st, 2024. Carol will continue as our SEAC alternate.

Yours sincerely,

Lea Ann Mallett
Executive Director
Learning Disabilities Association of Peel Region
LDAPR
www.ldapr.ca
Cell: 416-803-9371

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1. Call to Order

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2. Physical Planning, Finance and Building Committee (Closed Session)

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2) Boundary Changes
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a) Mount Pleasant 9 Public School (Kindergarten-Grade 8) Boundary Change
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b) Aylesbury Public School (Kindergarten-Grade 8 Boundary Change
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c) Dolson Public School (Kindergarten-Grade 8) Boundary Change
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MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

1. Annual Planning Document (APD) - 2024-2025

1) New School

2) Boundary Changes

a) Mount Pleasant 9 Public School (Kindergarten-Grade 8) Boundary Change

b) Aylesbury Public School (Kindergarten-Grade 8 Boundary Change

School	Mun.	Ministry Funding	Org.	Capacity (Est.)	Estimated Student Occupancy	Site Á Status	SOE	Trustee
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MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

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2. Report on Tenders: Caledon East Public School, Caledon

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3. Mount Pleasant 9 Public School: Naming of School

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Physical Planning, Finance and Building Committee Meeting, December 4, 2024

Report on Tenders: Caledon East Public School, Caledon

Strategic Alignment: The report aligns with the district's strategic plan, specifically the goal of providing high-quality education for all students. It also aligns with the physical planning strategy, which focuses on creating safe and accessible learning environments.

Report Type: This is a strategic report, as it provides a high-level overview of the tender process and its alignment with district goals. It is not a financial report, as it does not provide detailed financial information.

Prepared by: T. [Name], [Title], [Department]

Submitted by: [Name], [Title], [Department]

Overview

Recommendation:

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Highlights: ~~Á~~

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Ministry of Education
Capital and Business Support
Division

315 Front Street West
15th Floor
Toronto ON M7A 0B8

Ministère de l'Éducation
Division du soutien aux
immobilisations et aux affaires

315, rue Front Ouest
15^e étage
Toronto (Ontario) M7A 0B8

April 24, 2024

Ms. Rashmi Swarup
Director of Education
Peel District School Board
5650 Hurontario Street
Mississauga, ON L5R 1C6

Dear Ms. Swarup,

The ministry has received Peel District School Board's request for an Approval to Proceed (ATP) to tender for the construction of the new 650-pupil place Caledon East replacement Public School (PS) with a four-room child care centre (1 infant, 1 toddler, 2 preschool) providing 73 licensed child care spaces in the amount of \$32,490,601, and a request to proceed with the demolition of the existing Caledon East PS facility (31,410 ft²) once the new replacement school is completed and open in accordance with section 194(4) of the *Education Act*.

The ministry has reviewed the submission provided by the school board, and based on our review, the minister grants the ATP in the total amount of \$32,490,601 with additional funding, an approval to proceed with the demolition, as outlined in the table below.

	New School Construction	Demolition	Total
Project ID	19-342	19-344	
Funding Program	Amount		
Capital Priorities	\$16,836,434		\$16,836,434
Child Care Capital	\$2,607,797		\$2,607,797
Total Approved Funding	\$19,444,231		\$19,444,231
Additional Funding:			
Capital Priorities	\$11,034,028	\$1,173,000	\$12,207,028
Child Care Capital	\$40,315		\$40,315
Education Development Charges	\$400,000	\$399,027	\$799,027
Total Additional Funding	\$11,474,343	\$1,572,027	\$13,046,370
Total Funding	\$30,918,574	\$1,572,027	\$32,490,601

Please note the additional funding approval is subject to the Lieutenant General in Council's approval of a future Grants for Student Needs regulation amendment.

Your school board is responsible and will be held accountable for implementing appropriate measures to ensure that the total cost of the project remains within the approved allocation of \$32,490,601. The board must receive ministry approval if the total cost of the project exceeds the funding source amount as identified in this ATP.

Your board's tender document for this project should be structured in such a way as to allow separate tenders for optional components of the design in order to allow the board to accept only the components that would fit within the approved project costs. The board should be prepared to reject portions of or the entire tender and may need to re-design the project such that the costs do not exceed the approved project funding.

Please note that the Child Care Capital funding allocations that you have received can only be used to address the capital costs related to the implementation of the child care portion of the project, and EDC funds can only be used for eligible costs outlined in ministry statutes.

Please refer to the attached Appendix A - Communications Protocol, for detailed requirements regarding public communications, events and signage related to the project.

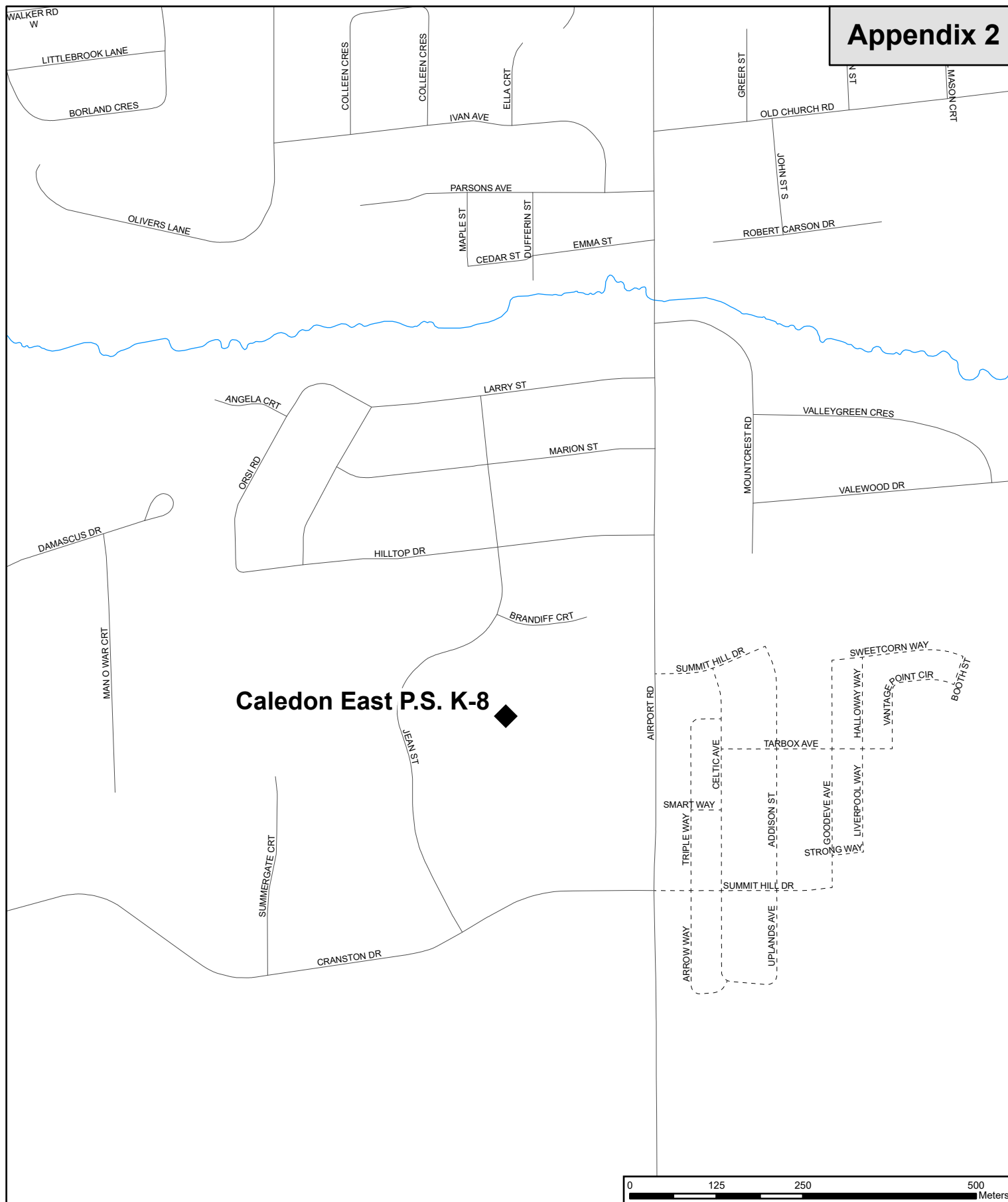
Should you have any questions regarding this approval, please contact your capital analyst, Wade Carey, at 437-522-3091 or via email at wade.carey@ontario.ca.

Sincerely,

Original Signed By:

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

c: Paul Bloye, Director, Capital Program Branch
Jaspal Gill, Associate Director, Operational Support Services, Peel DSB
Nakiema Palmer, Director, Service System Management, Human Services



Caledon East P.S. K-8 ◆

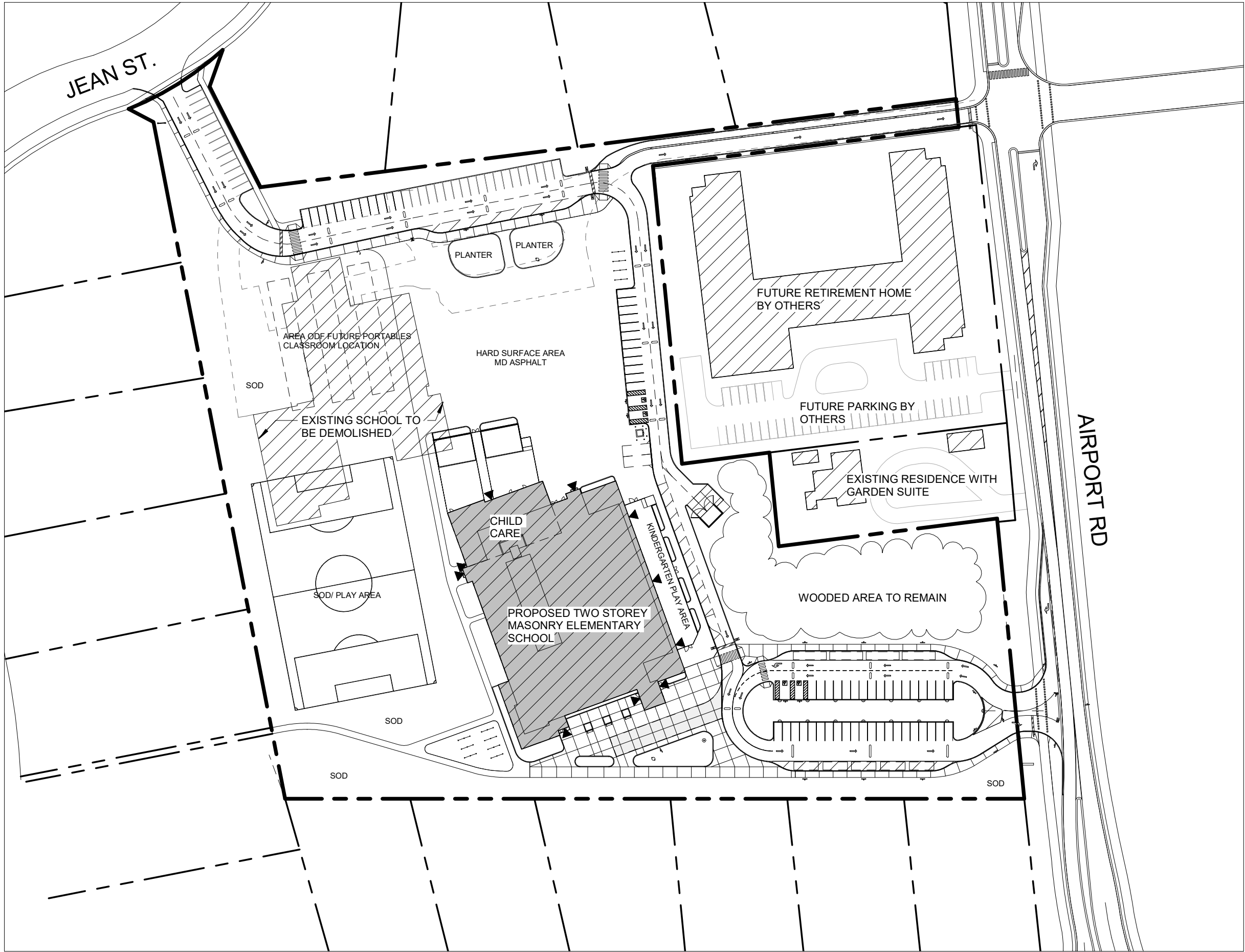
Caledon East P.S. School Location

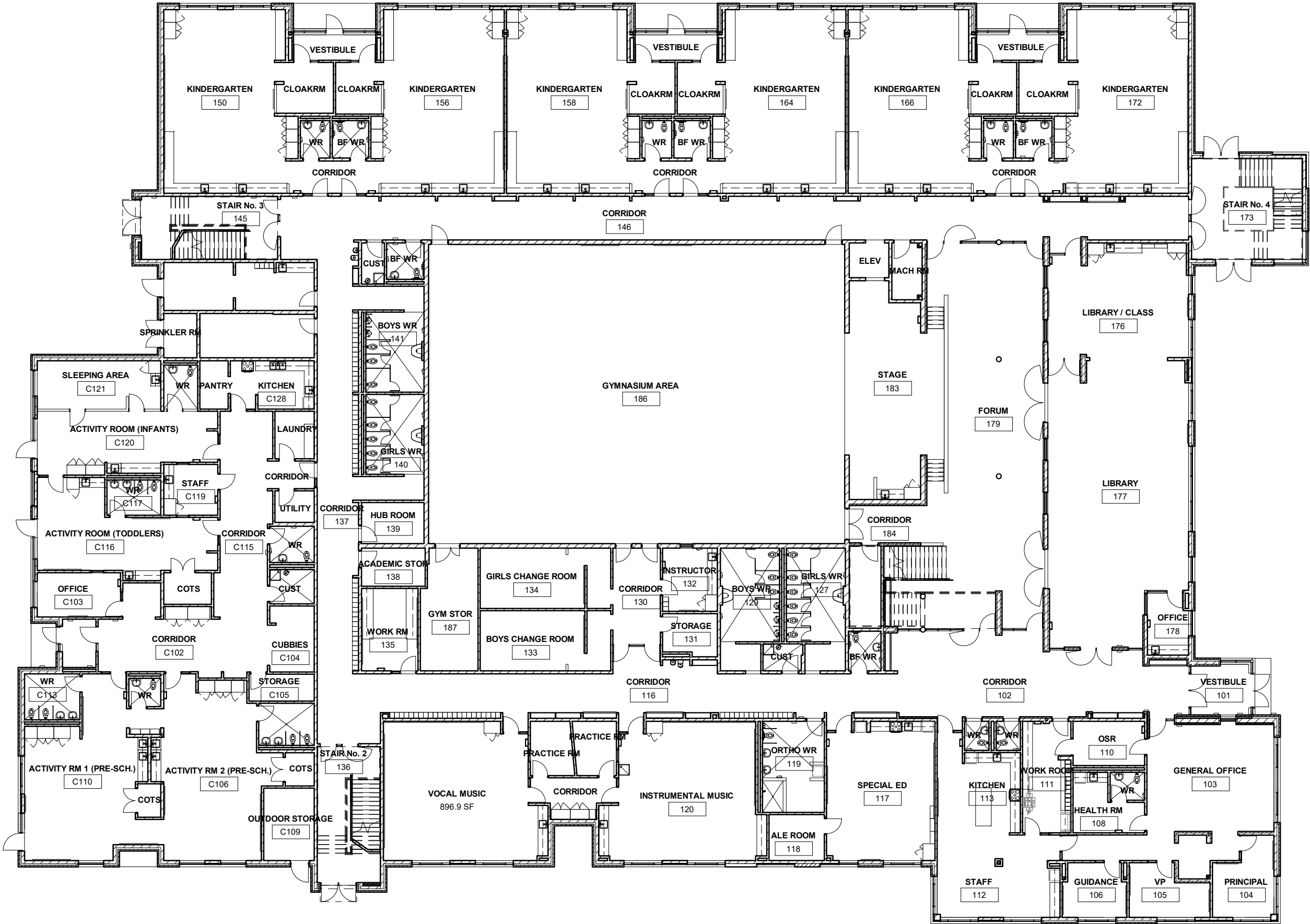


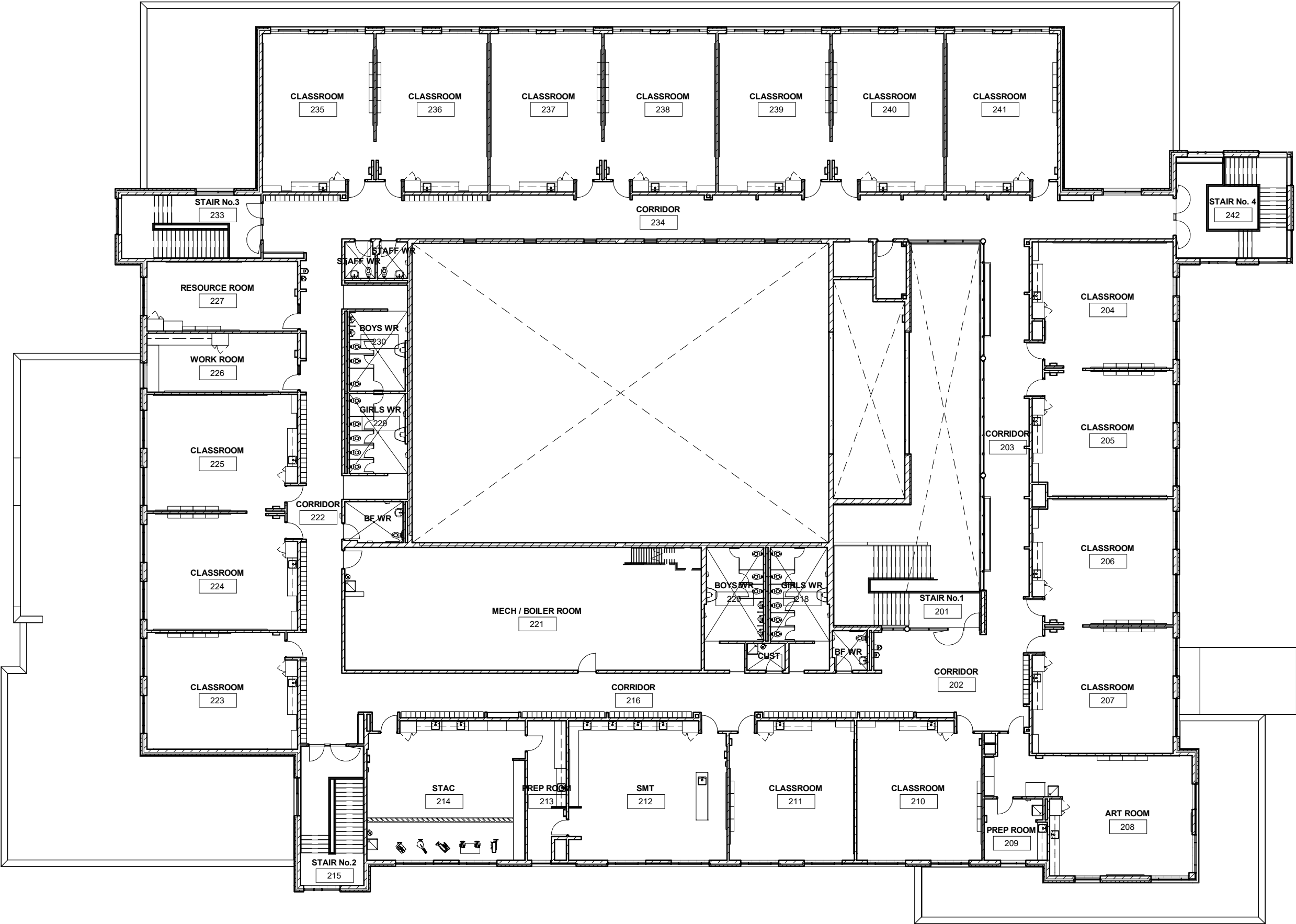
Prepared by: Peel District School Board Planning & Accommodation

Map data courtesy of the Region of Peel Planning Department, the Peel District School Board Planning Department, the City of Brampton, City of Mississauga and the Town of Caledon.

Updated November 2024





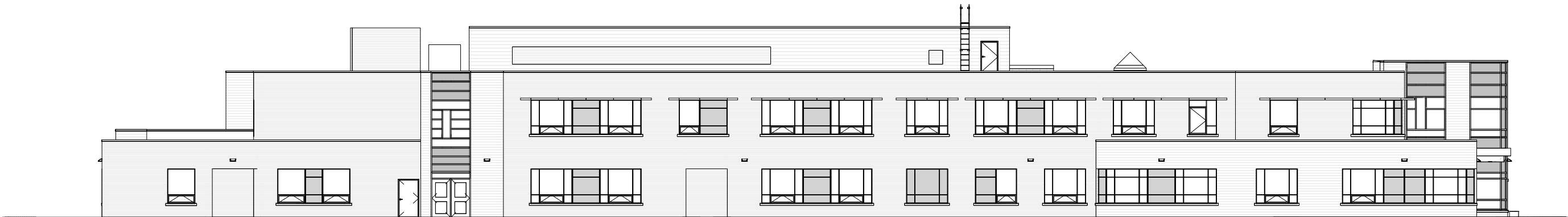




EAST ELEVATION (FRONT)



NORTH ELEVATION



SOUTH ELEVATION



WEST ELEVATION (BACK)

Physical Planning, Finance & Building Committee Meeting, December 4, 2024

Mount Pleasant 9 Public School: Naming of School

Strategic Alignment:

Report Type:

Prepared by: [Name]

Submitted by: [Name]

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Overview

Recommendation:

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Appendices

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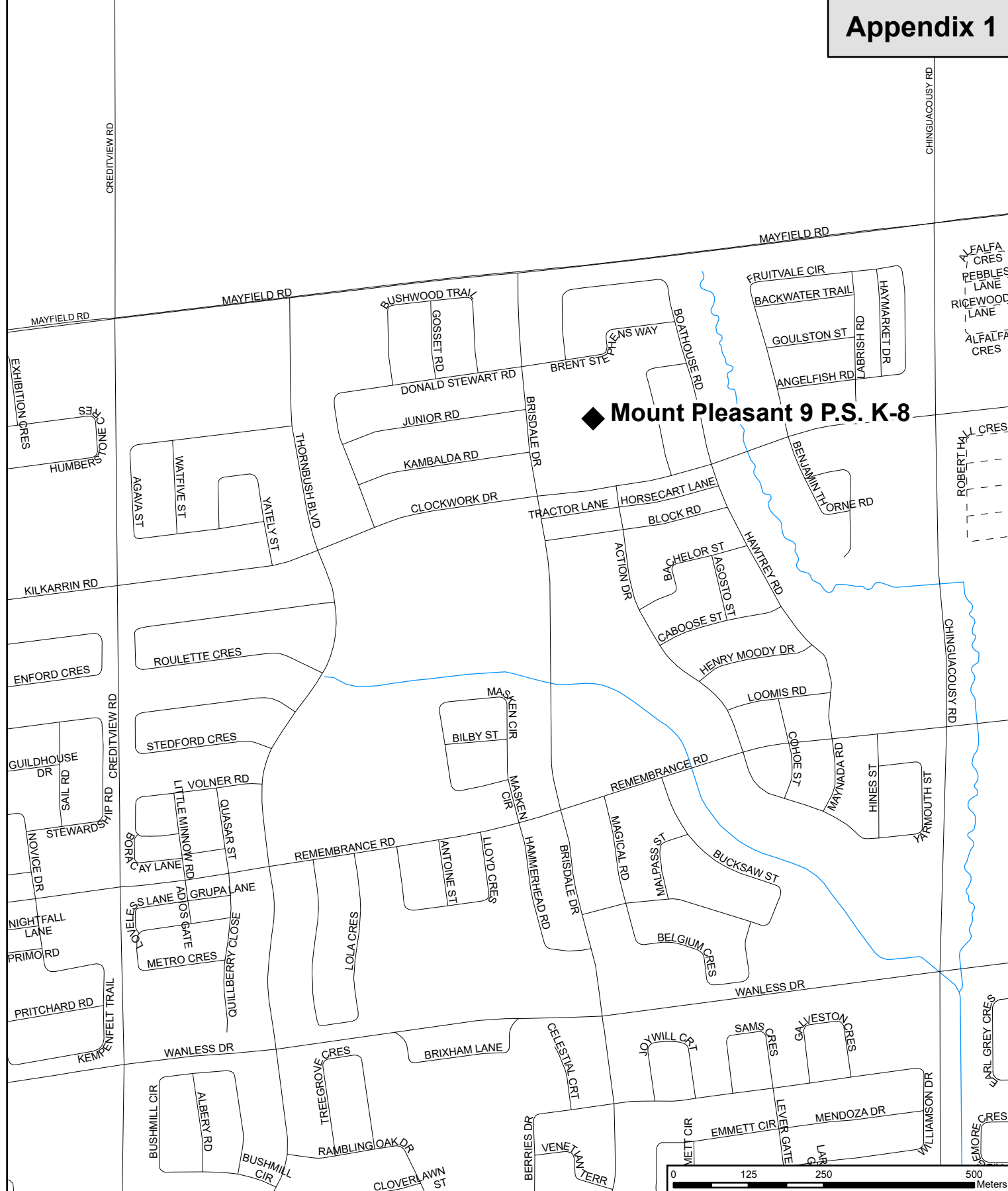
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Mount Pleasant 9 P.S. School Location



Prepared by: Peel District School Board Planning & Accommodation

Map data courtesy of the Region of Peel Planning Department, the Peel District School Board Planning Department, the City of Brampton, City of Mississauga and the Town of Caledon.

Updated November 2024

PEEL DISTRICT SCHOOL BOARD POLICY

Naming and Renaming of Schools, Special Function Areas, and Facilities

POLICY ID: PE-27 (formerly Policy 27)

FUNCTIONAL CATEGORY: Governance

RESPONSIBILITY: The Board of Directors is responsible for the development, approval, and ongoing review of this policy. The Board may delegate the day-to-day implementation of this policy to the Superintendent of Schools.

APPROVAL: Approved by the Board of Directors.

APPROVAL DATE: December 1, 2011

EFFECTIVE DATE: December 1, 2011

PROJECTED REVIEW DATE: December 1, 2016

REVIEW SCHEDULE: Annual

1. Preamble

The Board of Directors of the Peel District School Board is committed to the development and maintenance of a positive and inclusive school environment. The Board recognizes the importance of naming and renaming schools, special function areas, and facilities in a way that reflects the values and vision of the Board and the community. The Board is committed to ensuring that all names are respectful, inclusive, and reflective of the diverse community of Peel.

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2. Purpose

The purpose of this policy is to provide a framework for the development and maintenance of a positive and inclusive school environment.

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3. Application and Scope

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4. Definitions

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ÍÉÁ **Special function area:**ÁÁãã•ã }æ áÁæææáææáÁ Á]^|æã * Áæ Áæç }æã^Á
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5. Policy: Principles and Values

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Governance Officer

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7. Reference Documents

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8. Revision History

Review Date	Approval Date	Description
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Multi-Year Strategic Plan Progress Report: Facilities and Environmental Support Services

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Overview

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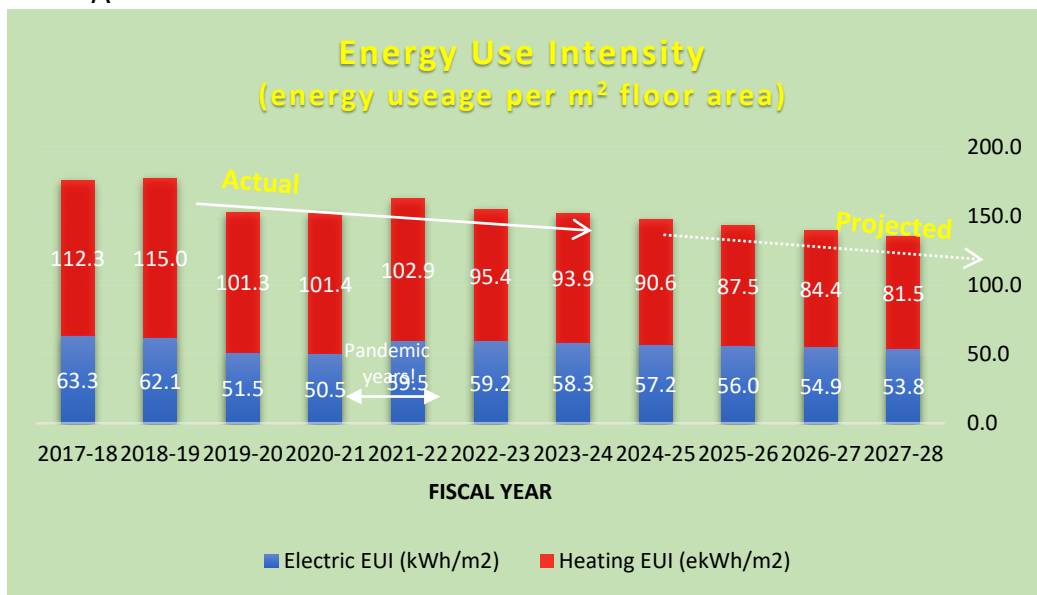
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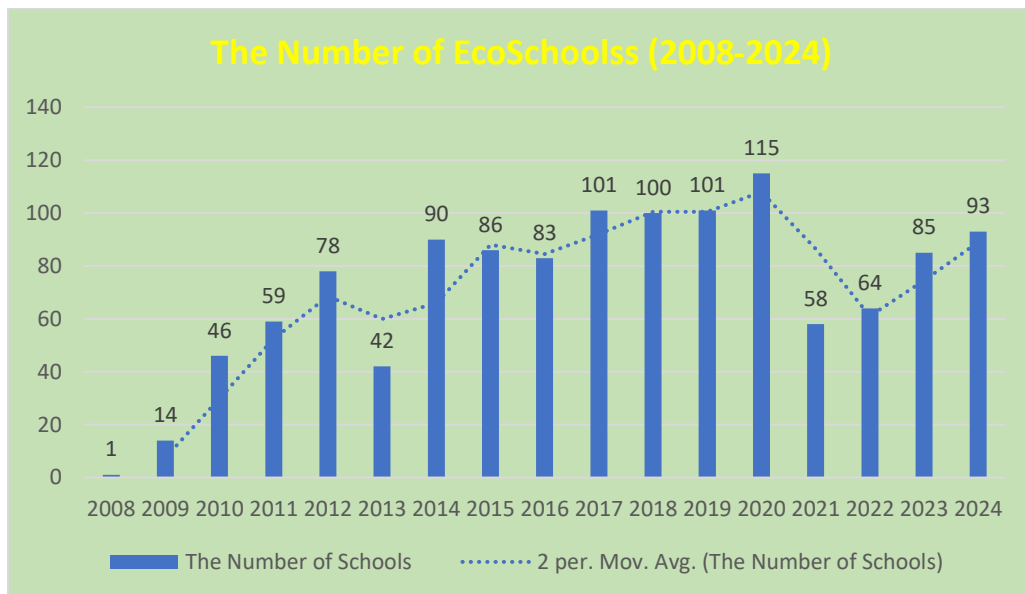
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Peel District School Board



Energy Conservation and Demand Management Plan

June 2024Á



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- B – Weather Normalized Energy Consumption
- C – Facility Operating Standards
- D – Investments in Energy Management Strategies FY2019 to FY2023
- E – Planned Investments in Energy Management Strategies FY2024 to FY2028
- F – Electricity Baseline Model (Jan. 1 to Dec. 31, 2022)
- G – Glossary of Terms



Executive Summary

This Plan includes three parts:

- Part 1: Energy Management in PDSB since 2017-18 – A Review
- Part 2: Energy Conservation and Demand Management Plan to 2027-28
- Part 3: Measurement and Verification Plan through 2027-28

Peel District School Board (PDSB) achieved its goal of a 5% weather-normalized reduction in overall energy consumption since 2017-18. The goal of a reduction in energy use intensity by 8.32 ekWh/m² was exceeded with a decrease of 10.55 ekWh/m² across all PDSB facilities, shown in Table 1.

Table 1: PDSB 2018-2023 conservation goals and achievements

Fiscal Year	Annual Goal – ekWh/m ²	Annual Change – ekWh/m ²
2018-19	-3.94	-5.74
2019-20	-0.83	-9.46
2020-21	-0.78	-3.40
2021-22	-1.32	+11.47
2022-23	-1.45	-3.03
5-year Change	-8.32	-10.15
Percentage of Conservation Goal Achieved:		122%

Since the first ECDM plan was drafted in 2014, energy management initiatives have resulted in annual reductions of at least 25 million kWh of electricity, close to 4 million m³ of natural gas, over 100,000 L of fuel oil #2 and over 175 million L of water.

These measures have also reduced PDSB's annual carbon emissions by over 24 thousand T CO₂e and resulted in utility cost reductions of over \$5 million *per year*.

The goal for the 2027-28 school year is a 10.22% overall energy reduction, as shown in Table 2.

Table 2: PDSB 2023-2028 conservation goals

Annual Energy Intensity Conservation Goal	2023-24	2024-25	2025-26	2026-27	2027-28	5-year Change
Target EUI (ekWh/m ²)	152.41	148.07	143.77	139.70	135.30	-19.49
Annual Change (ekWh/m ²)	-2.25	-4.37	-4.34	-4.10	-4.43	n/a
Percentage Decrease	-1.01%	-2.4%	-2.34%	-2.28%	-2.22%	-10.22%

To achieve these targets by 2027-28, key energy conservation measures will be implemented such as organizational collaborations (including doubling the number of EcoSchools), continued investments in operations and maintenance retrofits, as well as decarbonization strategies to reduce PDSB's impact on the climate.



To ensure that PDSB is meeting these targets, a robust Measurement and Verification plan in Part III lays out methodologies to measure our progress and expand communication and awareness of sustainability and energy conservation actions across the board.

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Part 1: Energy Management in PDSB since 2017-18 – A Review

Part I of this document covers the actions and results of PDSB's energy conservation and demand management work for the five years school years from Sept. 1, 2018, through Aug. 31, 2023.

- [The Energy and Sustainability Team](#)
- [AA: PDSB Asset Portfolio](#)
- [AB: Metered Energy Data](#)
- [AC: Carbon Emissions](#)
- [AD: Analysis of Energy Conservation Goals and Outcomes](#)
- [AE: COVID-19 and Ventilation Impacts](#)
- [AF: Energy Conservation Measures Implemented](#)
- [AG: Renewable Energy Generation](#)

The Energy and Sustainability Team

The Energy and Sustainability department consists of five members:

Table 3: PDSB Energy and Sustainability Team members

Title	Employee Name	Contact Information
Manager, Energy and Sustainability	TBD	TBD
Energy Coordinator	Benjamin Ratcliffe	benjamin.ratcliffe@peelsb.com
Sustainability Specialist	Tracy Appleton	tracy.appleton@peelsb.com
Utility Data Analyst	Annie Supple	annie.supple@peelsb.com
HVAC+R and Controls Technician	Thanh Nguyen	thanh.nguyen@peelsb.com

The Manager, Energy and Sustainability is responsible for strategic energy planning and management sustainability initiatives across the entire PDSB portfolio and maintaining the annual utility budgeting, forecasting, procurement and climate action reporting.

The Energy Coordinator is responsible for energy efficient facility operations through commissioning, energy modelling and portfolio-level strategic energy management initiatives.

The Sustainability Specialist is responsible for implementing waste reduction strategies, managing the EcoSchools Canada program and portfolio-level strategic sustainability initiatives.

The Utility Data Analyst is responsible for energy consumption data integrity and analysis, as well as contributing to energy efficient facility operations and energy management initiatives.

The HVAC+R and Controls Technician provides on-site technical expertise in Heating, Ventilation, Air Conditioning and Refrigeration and building automation controls.



School energy consumption and sustainability initiatives are also directly impacted by on-site custodial staff and facility management, as well as maintenance leaders and on-site technicians. This group includes around 1,400 employees who impact energy efficiency throughout the portfolio.

Together with the above group, the Energy and Sustainability Team provides direction to support PDSB's commitment to Environmental Stewardship, in alignment with the Board's Multi-Year Strategic Plan, vision, core values, and priorities. System-wide action to minimize the impact of climate change is critical.

A: PDSB Asset Portfolio

PDSB operates 270 buildings including 217 elementary schools, 38 secondary schools, 2 adult education schools, 579 portable classrooms, as well as 5 administrative and maintenance buildings across Peel Region, summarized in Table 4 below.

Table 4: PDSB asset portfolio

Key Metrics	(Baseline Year) Sept. 1, 2017, to Aug. 31, 2018	Sept. 1, 2022, to Aug. 31, 2023	5-year Change
Total Number of Buildings	269	270	+1
Total Number of Portables	624	579	- 45
Total Floor Area	1,909,039 m ²	1,921,593 m ²	+12,554 m²
Average Daily Enrolment	152,693	148,550*	- 4,143
% of Total Floor Area Air Conditioned	36%	38.6%	+2.6%
Number of Childcare Centres	25	32	+7
Number of EcoSchools	103	53*	- 50

* Impacted by pandemic restrictions.

Additional background information about school operations in the Ontario education sector can be found in [Appendix A](#).

B: Metered Energy Data

Table 5 below describes how annual metered energy and water consumption have changed since the 2017-18 school year.

Table 5: PDSB 5-year energy and water consumption changes

Utility	(Baseline Year) Sept. 1, 2017, to Aug. 31, 2018	Sept. 1, 2022, to Aug. 31, 2023	5-year Change
Total Electricity	120,730,376 kWh	113,865,488 kWh	-6,864,888 kWh
Total Natural Gas	20,286,989 m ³	17,367,517 m ³	-2,919,472 m³
Total Heating Fuel #2	183,433 L	133,302 L	-50,131 L
Total Water	835,561,366 L	680,498,656 L	-155,062,710 L

“Metered” consumption data represents a school board’s overall impact on the climate and does not take into consideration the impact of weather effects ([Appendix B](#) - heating and cooling), or



transmission losses to deliver energy. It also does not take into consideration changes in a board's asset portfolio, such as changes in building attributes ([Appendix A – Education Sector Background](#)), newly implemented programs ([Appendix A](#)), changes in floor area or global pandemics ([E: COVID-19 and Ventilation Impacts](#)).

The above factors significantly impact energy consumption; however, PDSB's climate action goal is for an annual, overall reduction in metered consumption and greenhouse gas emissions, *regardless* of the influencing factors described above.

For weather-normalized energy consumption values to make a comparison between fiscal years possible, please refer to [Appendix B – Weather Normalized Energy Consumption](#).

C: Carbon Emissions

PDSB currently quantifies carbon emissions resulting from the heating, cooling and electricity consumed within each school and administrative facility. The impact of PDSB activities on emissions is shown above in Table 6.

Table 6: PDSB 5-year carbon emissions impact

Emissions	(Baseline Year) Sept. 1, 2017, to Aug. 31, 2018	Sept. 1, 2022, to Aug. 31, 2023	5-year Change
Total GHG Emissions (kg CO ₂ e)	40,927,963	36,765,700	-4,165,263
Emissions Intensity (kg CO ₂ e/m ²)	21.66	20.56	-1.10

PDSB does not at this time inventory emissions from fleet vehicles owned by the Board or school buses and other vehicles operated by Student Transportation of Peel Region (STOPR). Emissions and environmental impacts from the transmission and distribution of electricity and fossil fuels to sites are also not quantified.

Electricity carbon emissions are calculated by using Ontario's mix of electricity generation sources. Natural gas and fuel oil emissions occur from combustion of fuels in boilers and furnaces located in each building for space heating.

D: Analysis of Energy Conservation Goals and Outcomes

PDSB made conservative, but achievable, targets from 2019 to 2023, as seen below in Table 7. There were unanticipated impacts on energy use patterns from the COVID-19 pandemic resulting from significant changes to facility ventilation needs.

Section [E: COVID-19 and Ventilation Impacts](#) below discusses impacts from the pandemic related to 2021-22 energy consumption changes shown above in Table 5. [Appendix A](#) has further discussion on Facility Variables impacting annual energy use.

Table 7: PDSB 5-year energy conservation goals and outcomes

Fiscal Year	Annual Goal – ekWh/m ²	Annual Goal – Percentage	Annual Change – ekWh/m ²	Annual Change – Percentage
2018-19	-3.94	-2.39%	-5.74	-3.33%
2019-20	-0.83	-0.5%	-9.46	-5.68%
2020-21	-0.78	-0.47%	-3.40	-2.16%
2021-22	-1.32	-0.8%	+11.47	+7.47%
2022-23	-1.45	-0.88%	-3.03	-1.84%
5-year Change	-8.32	-5.04%	-10.15	-5.54%
Percentage of Conservation Goal Achieved:				122%

Values in the above table are weather normalized to account for all facility variables.

Since the first ECDM plan was drafted in 2014, energy management initiatives have resulted in annual reductions of at least **25 million kWh** of electricity, almost **4 million m³** of natural gas, over **100,000 litres** of fuel oil #2, and almost **180 million L** of water. These measures have also led to a decrease in annual carbon emissions of over **24 thousand T CO₂e**.

These strategic interventions have not only fostered Environmental Stewardship and demonstrated PDSB's commitment to climate action but have also translated into substantial financial benefits for the Board, with utility cost avoidance amounting to over **\$5 million per year** at the drafting of this plan.

E: COVID-19 and Ventilation Impacts

The COVID-19 shut down began on March 16, 2020, and lasted through June 30, 2020. There were also intermittent shutdowns into early 2021, and significantly reduced classroom occupancy (greater than 50% in some cases) for most of the 2020-21 school year. All community use permits were cancelled through April 2022. Peel Region was among the most locked down regions in Ontario during the pandemic period.

Starting from Sept. 2020, five key measures were implemented over the course of the school year to improve ventilation across the portfolio and reduce viral transmission:

- Filtration in fan systems increased from MERV-8 to MERV-13.
- Portable HEPA filters (4197 units) installed in spaces without mechanical ventilation.
- Outside air volumes increased from a minimum of 5-10% to 20-25% of total air volume.
- Increased pre- and post-occupancy ventilation flushing time to two hours before and after school.
- Installed 6662 in-duct ultraviolet air cleaning for all mechanically ventilated spaces.

The above measures resulted in the increase in utility consumption of 7% during the 2021-22 school year seen in [Table 7](#) above.



F: Energy Conservation Measures Implemented

PDSB has made critical investments which enable greater energy conservation measures for the Board:

- Updated Building Automation Systems (BAS) with every building receiving investments since the 2017-18 school year, enabling standardized facility operations.
- Energy metering technologies installed at every location for electricity, natural gas, water and solar power generation for analysis and display.
- A program of commissioning by a third party for major HVAC projects and new facility construction.
- Operational review and optimization of boiler and chiller plants and fan systems to identify operational efficiencies.

The measures undertaken at the schools vary, falling under three major categories:

1. Design, Construction and Retrofit measures including:

- Condensing boilers
- Variable frequency drives
- Ventilation replacements
- LED lighting

2. Operations and Maintenance measures including:

- Standardized setpoints
- Night-time blackout
- Holiday setbacks

3. Occupant Behaviour measures including:

- EcoSchools
- Staff training

[Appendix C - Facility Operating Standards](#) discusses standardized setpoints, ventilation schedules and holiday setback operations within the school board.

A list of the measures implemented, the related costs, and the fiscal year that the measure was implemented within the Board are outlined in [Appendix D - Investments in Energy Efficiency between Fiscal Year 2019 and Fiscal Year 2023](#).

G: Renewable Energy Generation

PDSB owns and operates four solar panel arrays which generate electricity for the provincial grid:

Table 8: PDSB solar energy generation assets

School	Heart Lake SS	Palgrave PS	Ruth Thompson MS	Treeline PS
Array Size (kW)	10	10	10	142
2018-19 Energy (kWh)	9,803	9,555	10,786	170,563
2019-20 Energy (kWh)	10,801	8,990	11,785	173,179
2020-21 Energy (kWh)	10,857	12,080	2,172	175,736
2021-22 Energy (kWh)	10,530	12,010	12,845	174,702
2022-23 Energy (kWh)	10,211	12,010	12,510	164,435
Totals	52,202 kWh	54,645 kWh	50,098 kWh	858,615 kWh

In addition to these four schools, there are an additional 118 schools with installed solar panels owned by a third party which generate electricity for the grid, with a total installed capacity of 21,511 kW. PDSB has the largest combined solar capacity across all Ontario school boards.

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Part 2: Energy Conservation and Demand Management Plan to 2027-28

Part II of this plan aligns PDSB's strategic vision and goal of Environment Stewardship in support of actions to minimize our impacts on climate change. The Board commits to the following targets and strategies over the next five years:

- [ÁA: Planned Asset Portfolio Changes](#)
- [ÁB: Energy Conservation Targets](#)
- [ÁC: Energy Conservation Strategies](#)
- [ÁD: Energy Procurement](#)
- [ÁE: Carbon Reduction](#)

Significant opportunities exist to reduce natural gas use through improved combustion efficiencies (i.e. condensing boilers) and increased use of heat recovery systems. PDSB also intends to study and install air-to-air and hybrid heat pump technologies in place of traditional gas-fired rooftop units.

For electricity consumption, continued replacement of T-8 fluorescent lighting with LED lamps, fan replacements which include VFDs and pumps with VFDs for both boiler and chiller plants will all drive down consumption as systems are updated.

A: Planned Asset Portfolio Changes

Table 9: PDSB planned asset portfolio changes

Key Metrics	(Baseline Year) Sept. 1, 2022, to Aug. 31, 2023	Sept. 1, 2027, to Aug. 31, 2028	5-year Change	Expected change
Total Number of Buildings	270	273	+3	+1.1%
Total Floor Area	1,921,593 m ²	1,971,370 m ²	+49,778 m ²	+2.6%
Average Daily Enrolment	148,550	152,307	3,757	+2.5%
% of Total Floor Area Air Conditioned	38.6%	40.0%	+1.4%	+27,599 m²
Number of Childcare Centers	32	35	+3	+9.4%
Number of EcoSchools	53	110	+57	+107%

Five elementary schools are planned for construction through 2027-28, with two replacing existing schools which will be demolished, and three new constructions planned.

It is expected that air conditioning will continue to be added to schools. Section C: Energy Conservation Strategies includes more details about the doubling of certified EcoSchools.

B: Energy Conservation Targets

Table 10: PDSB 2023-2028 energy conservation goals

Annual Energy Intensity Conservation Goal	2023-24	2024-25	2025-26	2026-27	2027-28	5-year Change
Target EUI (ekWh/m²)	152.41	148.07	143.77	139.70	135.30	-19.49
Annual Change (ekWh/m²)	-2.25	-4.37	-4.34	-4.10	-4.43	n/a
Percentage Decrease	-1.01%	-2.4%	-2.34%	-2.28%	-2.22%	-10.22%

The targeted reductions in [Table 10](#) above will be comprised of approximately one third electricity and two thirds natural gas and fuel oil reductions.

C: Energy Conservation Strategies

PDSB believes in pursuing all available options to reduce energy consumption and carbon emissions. The strategies described in this section include the major planned initiatives but is not an exhaustive list of all energy conservation and climate measures being pursued.

Peel Environmental Sustainability Committee (PESC)

The PESC's role is to create guidelines, initiatives and communications that support the reduction of waste and conservation of energy. The PESC will be expanded to include members of all school board departments and will seek to support and expand the Board's energy conservation strategies in concert with its Multi-Year Strategic Plan (MYSP) for 2024-2028.

This committee must also include student input and involvement to ensure the Board's energy and sustainability commitments are being met and actions are being taken.

EcoSchools Canada

PDSB commits to significantly increasing participation of schools, students, and teachers in the EcoSchools Canada program from pandemic lows. This program engages students in energy and waste management strategies and creates learning opportunities for Environmental Stewardship at the classroom level.

The number of schools that will at least achieve Certified level will be more than doubled to 110 schools by the end of the 2027-28 school year.

Climate Action Plan

PDSB will develop a Climate Action and Environmental Stewardship plan by 2027-28 which will encompass PDSB's entire sustainability strategy. This will include education, staff training, department-specific responsibilities, waste reduction strategies and plastic reduction. The plan will present tangible, measurable steps to reduce the Board's impacts on the environment and climate, with defined and quantifiable targets.



This ECDM plan will be a partner document to the Climate Action plan and together they will demonstrate real commitments to climate change action for our students and in our communities.

Strategic Energy Management Systems

Embedding energy conservation and management into all aspects of facility operations, curriculum and staff training is critical for continued reductions in emissions and energy use.

Standardized facility operations and operating procedures, energy management information systems, and energy hunts will enhance identification of conservation measures as well as student, teacher, and staff participation in saving energy.

Increased energy training for facilities and custodial staff, improved communications on successes, and enhanced awareness through dashboards (see Part 3, section [D: Energy Dashboards](#)) will all foster commitment to collective action.

Incentive Programs

PDSB makes regular use of provincial and utility-scale incentive programs to support and enhance its efforts to reduce reliance on fossil fuels and improve energy efficiency.

The Board continues to participate in the following programs:

- ÁSaveOnEnergy Strategic Energy Management (SEM) program
- ÁEnbridge Pay for Performance Program (P4P) pilot started in September 2023
- ÁSaveOnEnergy Energy Performance Program (EPP)
- ÁSaveOnEnergy Retrofit Program from Independent Electricity System Operator (IESO)
- ÁEnbridge Retrofit Program

[Part 3: Measurement and Verification Plan through 2027-28](#) has additional details on PDSB's use of [C: Energy Performance Models](#) for measurement and verification of incentive programs and monitoring of facility energy use.

Designs and Retrofits, Operations and Maintenance and Occupant Behaviour Investments

Investments in energy efficiency and carbon reductions are critical for reducing the impacts of emissions from PDSB facilities.

Investments include both LED lighting, VFD retrofits for both fans and pumps, improved ventilation, as well as the retrofit of traditional gas-fired boilers with condensing boilers. Significant increases in the use of heat recovery technologies and the replacement of rooftop units with air-to-air heat pumps will improve both energy efficiency and reduce carbon emissions.

Energy conservation measures can be broken into three categories:

1. Design, Construction and Retrofit measures including:

- Á Condensing boilers
- Á Variable frequency drives
- Á Air-source heat pumps

- Á Replacement of pneumatic controls with digital controls
- Á Heat and energy recovery devices
- 2. Operations and Maintenance measures including:**
 - Á Boiler plant optimization
 - Á Optimization of outside air delivery (including zone-level controls)
- 3. Occupant Behaviour measures including:**
 - Á Double number of certified EcoSchools
 - Á Staff training on energy and water efficiency
 - Á Student-lead climate actions
 - Á Greater data visibility on facility energy use through energy dashboards

Inclusion of sustainability and energy efficiency opportunities in the educational curriculum will significantly increase the number of opportunities for students and teachers to contribute to reducing PDSB's impact on the environment.

Greater data visibility will allow students to take measurable actions through competitions and cooperative actions to reduce energy use in their schools.

Peel District School Board does not employ any demand management strategies.

Please see [Appendix E - Calculating Energy Conservation Goals \(FY2024 through FY2028\)](#) for details of investments in the above three categories.

D: Energy Procurement

PDSB makes use of the Ontario Education Collaborative Marketplace (OECM) to purchase electricity through Strategic Electricity Management and Advisory Services. Natural gas is also procured through two annual purchasing contracts through the OECM Natural Gas Management and Advisory Services.

E: Carbon Reduction

PDSB recognizes its role as the second largest school board in Canada and is committed to taking visible actions on Environmental Stewardship and carbon reduction.

PDSB will investigate how to eliminate carbon emissions-intensive fuel oil #2 from three elementary schools and the Centre for Indigenous Excellence and Land Based Learning, which currently uses this emissions-heavy fossil fuel:

- ÁBelfountain PS
- ÁMacville PS
- ÁMaawnjiding Wiingushkeng (Centre for Indigenous Excellence)
- ÁOld Alloo PS (holding school for construction or closed)

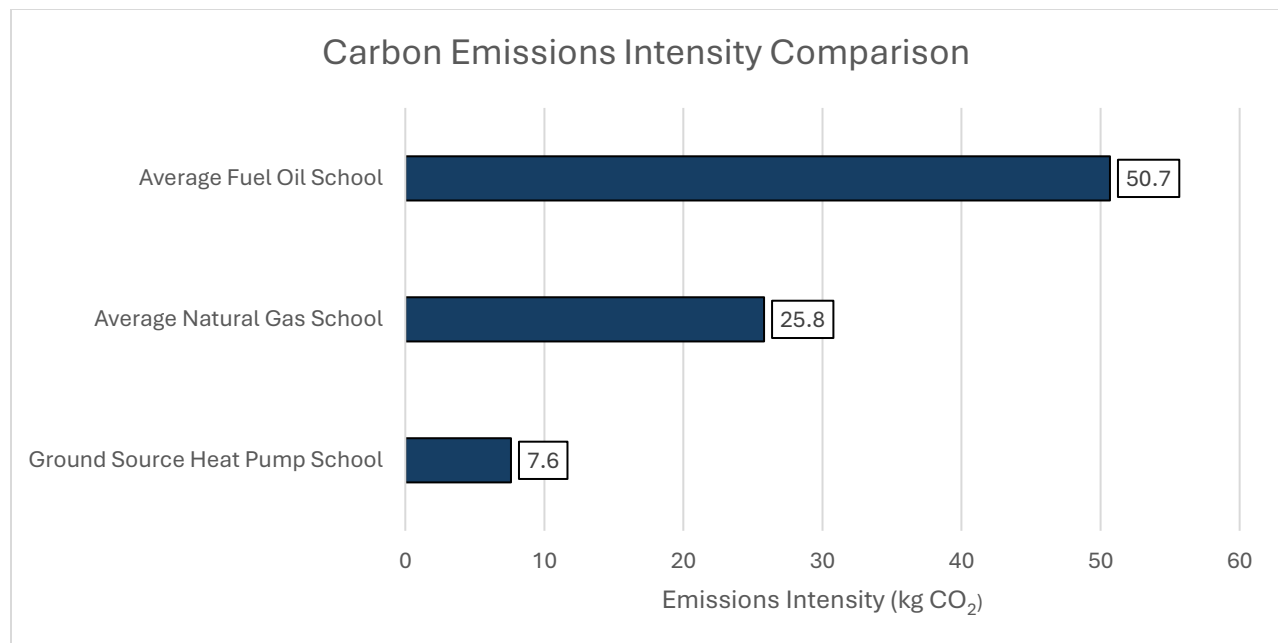


Figure 1 - Carbon intensity comparison of fuels

No gas pipeline infrastructure exists to serve these schools through natural gas. Decarbonization could include the electrification of these buildings or conversion to natural gas if Enbridge adds gas distribution infrastructure.

PDSB will look to switch from traditional rooftop HVAC units with gas fired heating to air-to-air heat pumps or hybrid heat pumps to reduce reliance on natural gas.

PDSB will also include heat recovery devices more broadly across our portfolio of buildings and identify opportunities for the elimination of pneumatic heating devices with direct digital controls

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Part 3: Measurement and Verification Plan through 2027-28

Part III describes how PDSB will conduct Measurement and Verification (M&V) of energy performance of the ECDM actions and strategies described in Part 2: Energy Conservation and Demand Management Plan to 2027-28 of this plan to ensure that the described targets are met.

- [ÁA: Annual School Benchmarking](#)
- [ÁB: Facility Real-time Energy Metering](#)
- [ÁC: Energy Performance Models](#)
- [ÁD: Energy Dashboards](#)

M&V strategies are critical for ensuring that energy conservation measures achieve tangible energy reductions and that investments are providing results for the school board.

A: Annual School Benchmarking

PDSB submits annual energy consumption data for every building at the end of June. This data is benchmarked using the Sustainable Schools¹ annual report, which is generated using data from all Ontario schools.

The most recent benchmarks are from the pre-pandemic period and are shown below in Table 11.

Table 11: Sustainable Schools Report 2021 annual energy benchmarks

Building Type	Electricity	Natural Gas	Total Energy
Elementary	43.06 kWh/m ²	69.97 ekWh/m ²	113.03 ekWh/m ²
Secondary	53.82 kWh/m ²	80.73 ekWh/m ²	134.55 ekWh/m ²
Administrative	139.93 kWh/m ²	80.73 ekWh/m ²	220.66 ekWh/m ²

This report benchmarks schools using an annual target set at the top 25th percentile of energy use intensity for all reporting schools in Ontario. Schools are evaluated using overall Energy Use Intensity (EUI) measured in equivalent kilowatt-hours per square metre (ekWh/m²), as well as separated electricity and heating (natural gas, fuel oil) EUIs.

With this target benchmark to evaluate the energy performance of PDSB facilities, each building is ranked, and the lowest performing schools are targeted each year for further analysis and operational reviews.

B: Facility Real-time Energy Metering

Real-time energy metering technology has been installed at almost every facility owned by PDSB. This includes electricity, natural gas, water, as well as solar energy generation at the 122 locations with solar panels (see Part 1, Section G: Renewable Energy Generation). The installation of meters

¹ The annual Sustainable Schools report recognizes some of the most energy efficient school boards in Ontario. The 2021 report can be found here: https://sustainableschools.ca/wp-content/uploads/2021/06/SUS-Top-Boards-Report-methodology-white-paper_June-2021.pdf. Benchmarks described in Table 11 are found on page 7.



at most locations was completed by the end of 2019, with approximately 35 locations previously metered since 2016.

Metering technology measures data in 15-minute increments. PDSB owns the metering technology for each location and hosts a central data server for all meter data within the Board office and all data is transmitted using existing PDSB infrastructure and networks. Data is accessed through a central Energy Portal accessible to all students and staff in PDSB.

Energy monitoring screens in public locations within each facility are installed to display energy data from meters to students and staff. This can be used as a teaching tool and raise awareness for occupants of the building's current energy use, and to track PDSB's progress towards targets. See section [D: Energy Dashboards](#) for additional information.

Energy meters require regular maintenance and servicing to keep them online and supplying data, and will be configured with consumption alarms to flag unusual consumption that requires immediate action by Facilities and Maintenance staff members:

- Overnight electricity use
- Weekly water use
- Gas consumption relative to temperature

C: Energy Performance Models

Electricity and natural gas consumption meter data will be used to develop *energy performance models* which will baseline energy performance *daily* using statistical linear regression.

Facilities will be modelled to evaluate the impacts of construction and retrofit projects, apply for energy incentives (see Part 2, C: Energy Conservation Strategies, [Incentive Programs](#)) and eventually display on school monitors for use by staff and students through energy dashboards.

Models can be used to evaluate the school's performance *against itself* over a period of years, or to compare against similar schools to identify climate action opportunities. Facilities will be re-modelled with a new baseline once every four years.

Facilities are modelled using weather parameters including *heating and cooling degree days* or *outside air temperature* and operating condition parameters such as *hours of operation* or school day type (*school day, weekend, holiday, etc.*)

[Appendix F – Electricity Baseline Model \(Jan. 1 to Dec. 31, 2022\)](#) has a sample statistical model. Figure 2 below shows actual vs. modelled output for a single school.

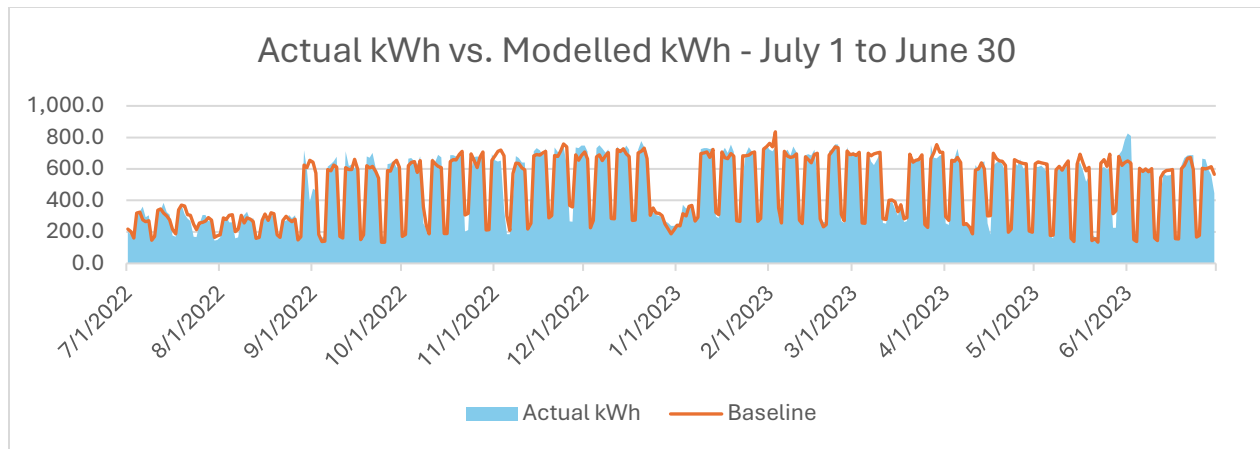


Figure 2 - Sample Regression Model Output

Figure 3 shows how a performance model can be used to track and model energy conservation measures as they are implemented and can capture fault conditions which waste energy and require further investigation.

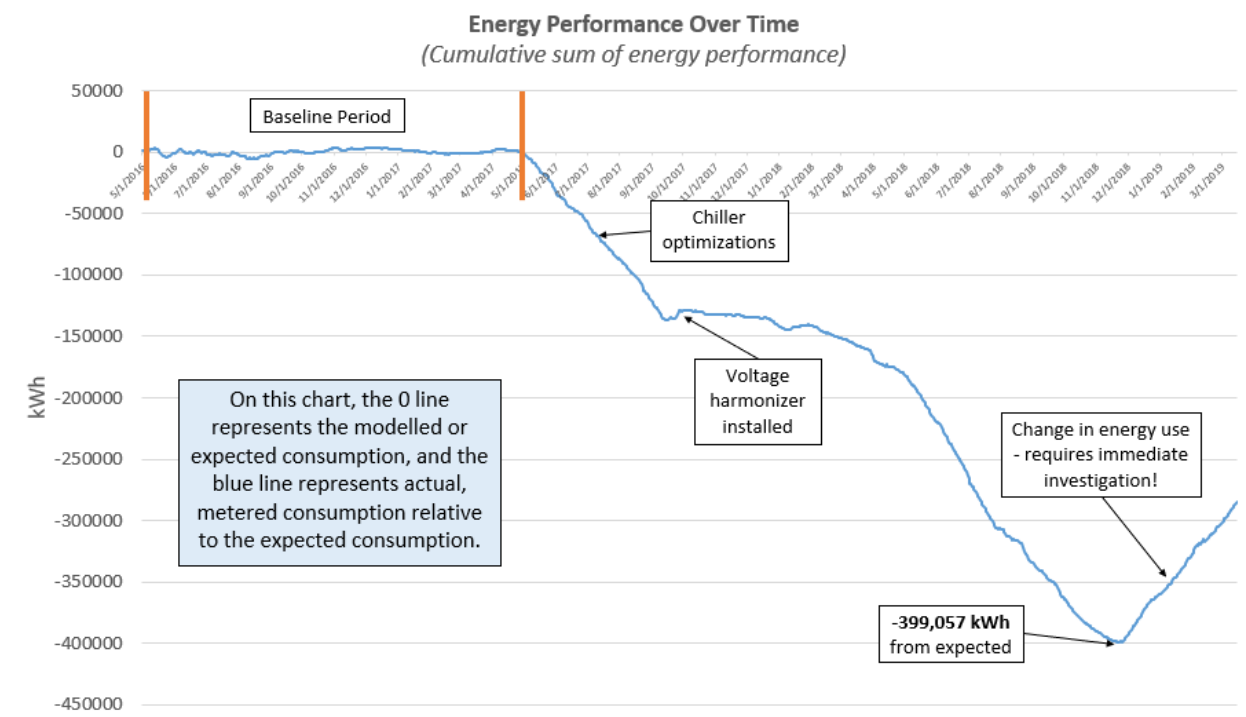


Figure 3 - Energy Performance Analysis

Through tracking facility energy performance over time with a model for every building, Key Performance Indicators (KPI) can be developed to establish standardized facility reporting and establish internal expectations.

D: Energy Dashboards

Energy dashboards will be developed for display in schools on monitors located in main entrances and school hallways for students, teachers, administrators, and parents. Dashboards will be



developed and regularly updated for communicating energy conservation initiatives, celebrate successes and track progress towards the energy targets specified in [Part 2: Energy Conservation and Demand Management Plan to 2027-28](#).

Energy data from dashboards will also be available for download and use in teaching, as well as by the EcoSchools program to enhance participation.

Dashboards are critical for reporting on energy performance and progress towards energy conservation targets.

By tracking annual school energy consumption against benchmarks and ensuring comprehensive metering of electricity and natural gas consumption, KPIs can be established for standardized communications about school energy performance to all school staff.

With dashboards to display data, enhanced energy literacy, and regular communication about energy performance and sustainability initiatives, PDSB will foster a culture of sustainability throughout the board to support long-term climate action to reduce emissions and honour our commitment to Environmental Stewardship.

Senior Management Approval of this Energy Conservation and Demand Management Plan

I confirm that Peel District School Board's Senior Management has reviewed and approved this Energy Conservation and Demand Management Plan.

Full Name: _____

Job Title: _____

Date: _____

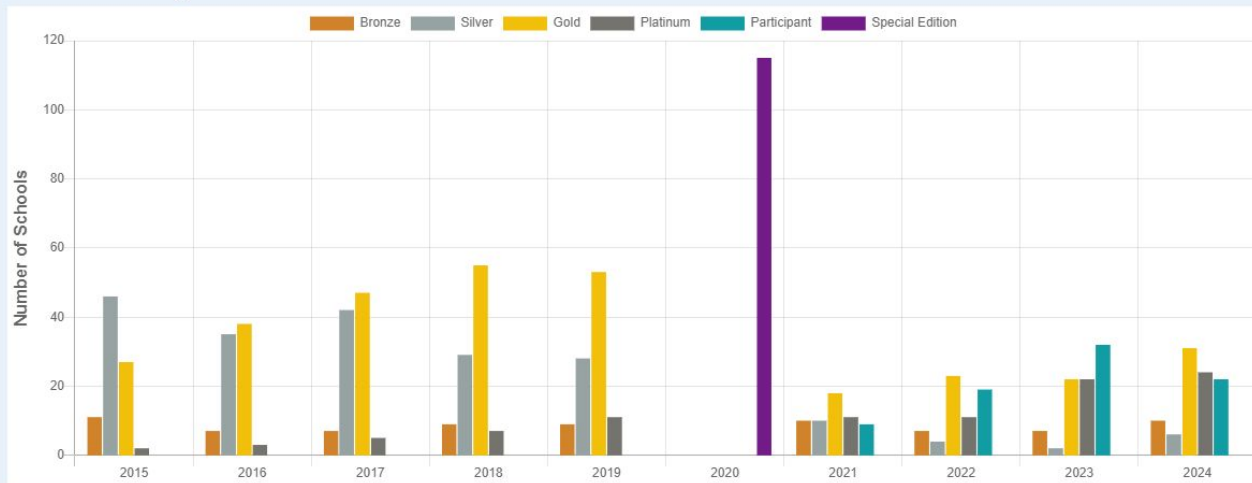
EcoSchools Canada

Impact Report 2023-24

Peel District School Board

June 13, 2024

Certification History



Congratulations! Your board has 93 EcoSchools this year. This includes 24 Platinum, 31 Gold, 6 Silver, 10 Bronze schools, 22 Participants as of June 10, 2024.

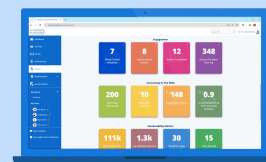
- 1 Community Clean-up
- 2 GOOS Paper
- 3 The Great Gulp
- 4 Earth Day
- 5 Staff Professional Development



- 6 Switch Off Lights and Devices
- 7 WWF Earth Hour
- 8 Waste-free Lunch
- 9 Sort Your Waste
- 10 Indoor Gardening and Greenho...

**Did you
KNOW?**

You can check out the Dashboard and Impact page for more info and see real-time stats for your board/district!



Watch a demo

HERE



School Story - Cooksville Creek PS, Mississauga

Action: Repurposing and Innovative Recycling

"We have a weekly Pizza program and we have been saving the tops of the boxes for a variety of art projects, music activities, and building. This year we used the pizza boxes for a Nature Journaling project as part of our efforts to connect more purposefully to the land at and around our school. We built the nature journals using the pizza boxes for the covers, paper grocery bags from our after school program for the pages and some repurposed yarn for attaching them together. Additionally, our students made use of the small broken crayons from classrooms in the school. They first created announcements to share their requests to collect crayons. Then they collected, peeled and sorted the crayons by colour. They put the crayons into various molds and with the help of a teacher melted the crayons to create novelty crayons. They packaged up the crayons using all reused, wrapping paper yarn and ribbon. Finally they sold the crayons at a family STEAM night to help purchase vegetable plants for the school garden."



Peel District School Board

Engagement



68% of schools have certified for 5+ years



2,327 students were part of an EcoTeam



1186 actions were completed by schools in your board



121,536 hours of outdoor learning took place

Your Board/District is supporting the UN's SDGs

	SDG 6 CLEAN WATER AND SANITATION	SDG 7 AFFORDABLE AND CLEAN ENERGY	SDG 11 SUSTAINABLE CITIES AND COMMUNITIES	SDG 12 RESPONSIBLE CONSUMPTION AND PRODUCTION	SDG 13 CLIMATE ACTION
Your Board Average	441 students	19 classrooms	354 students	5,935 kg of waste	7.4 Tons of CO ₂ e
National Average	337 students	17 classrooms	300 students	1,985 kg of waste	11.4 Tons of CO ₂ e
	participated in the Great Gulp (per school)	had their energy efficiency optimized (per school)	used active and sustainable transport (per school)	was diverted from landfill (per school)	was sequestered from school ground greening activities (per school)

Explore ways for your schools to get more involved with school ground greening activities. This could include identifying suitable locations for establishing gardens or planting trees, providing gardening supplies, or fostering partnerships with local businesses and community groups to support gardening initiatives.



TIP!



Make lasting **CHANGE!**

Check out our [School Ground Greening Maintenance Sheet](#) or this lesson plan to inspire deeper learning about the cause and effect of [Offsetting Carbon Through Greening](#).

Organize [workshops](#) to bolster environmental knowledge and confidence in leading climate action, host eco-conferences to foster idea-sharing among schools, and offer supply release for teachers to complete their EcoSchools application.



To register your school, visit

app.ecoschools.ca

To learn more about what we can offer you, visit

ecoschools.ca

To get in touch with a question, email us at

info@ecoschools.ca

Follow us on



@EcoSchoolsCAN





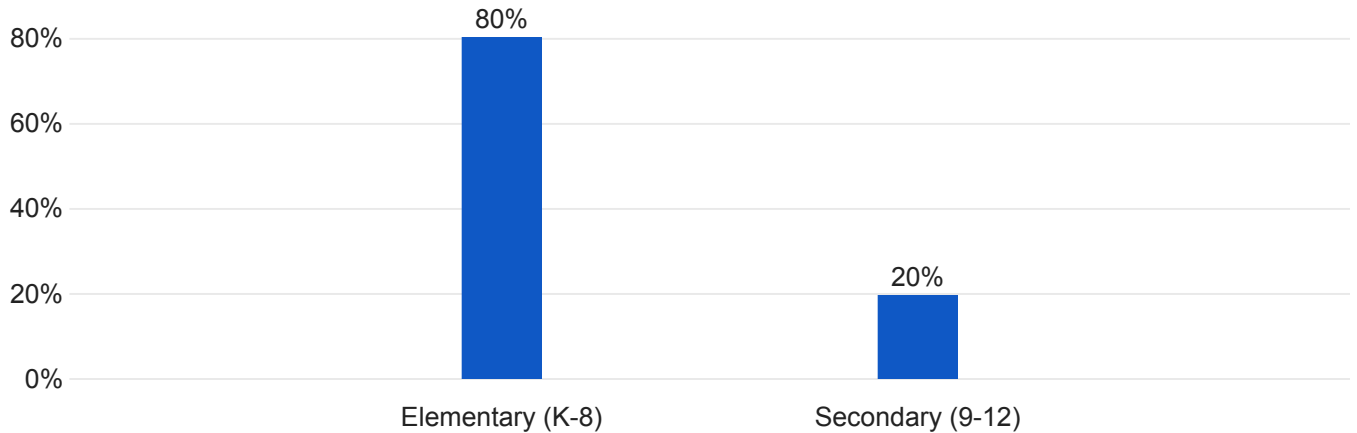
putting research into practice

Climate Action Student Survey

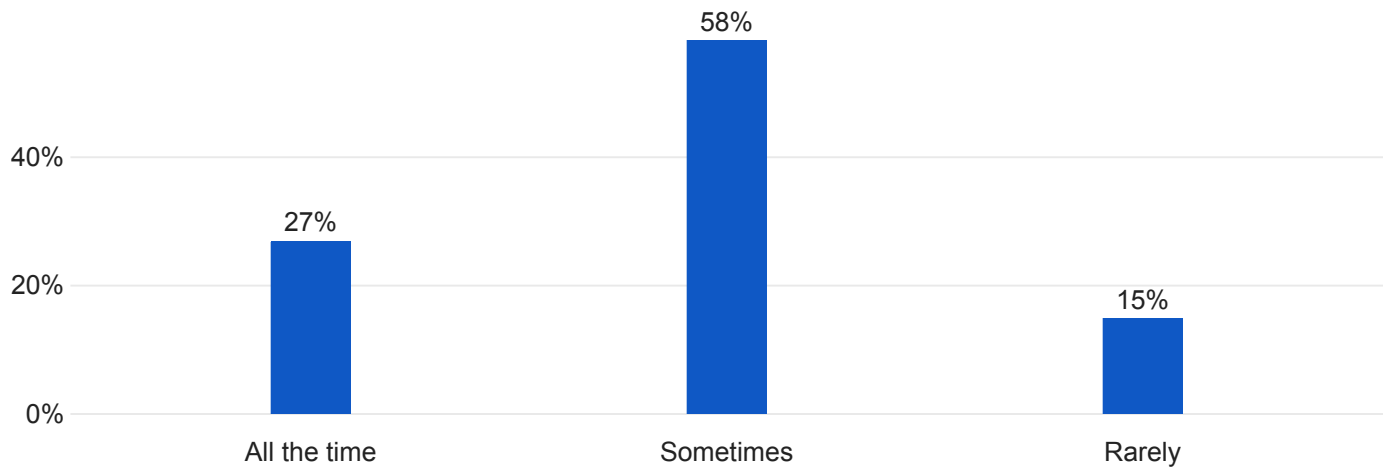


Climate Action Student Survey - Spring 2024

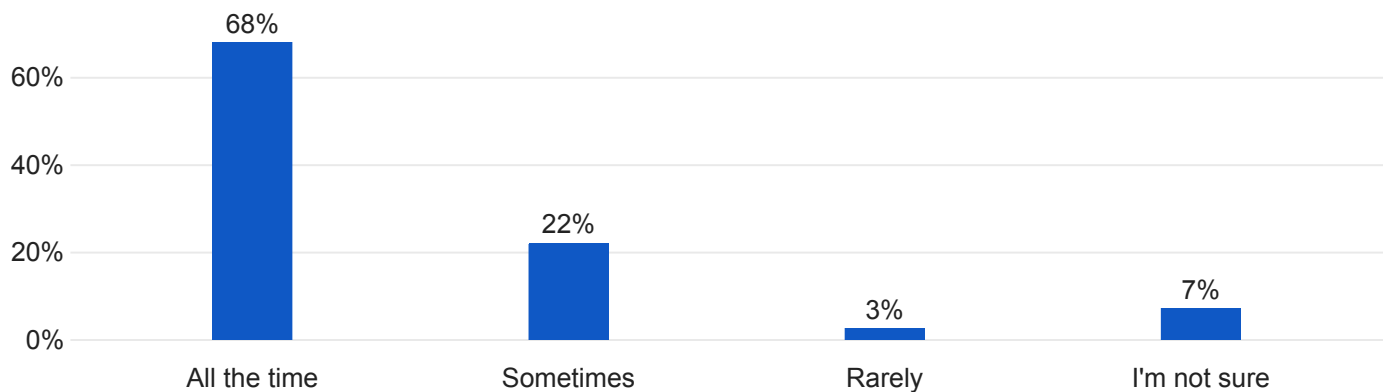
1. Are you an elementary or secondary student?



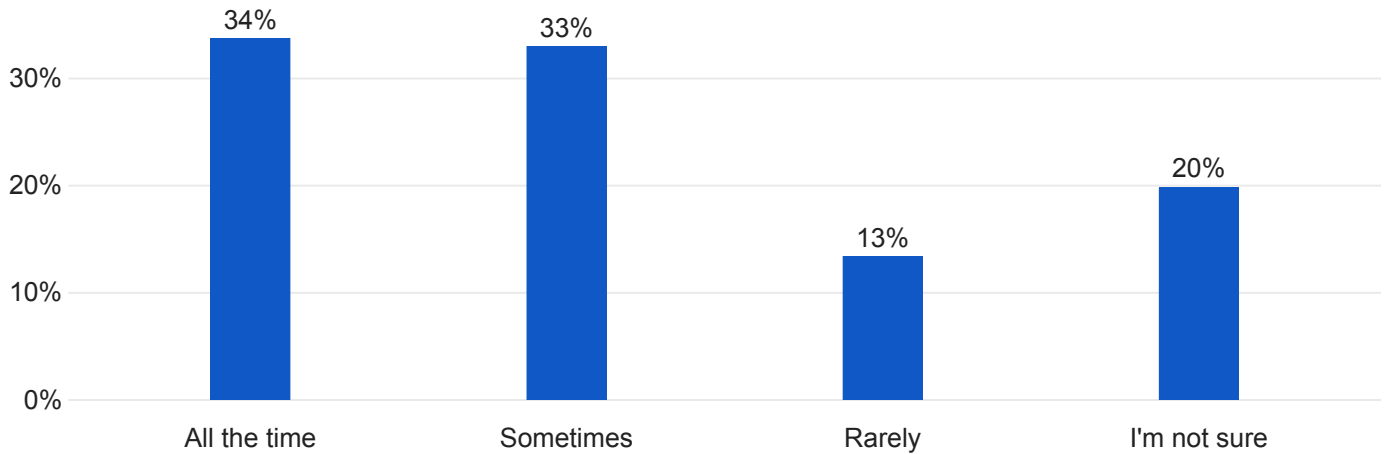
3. Do you worry about climate change?



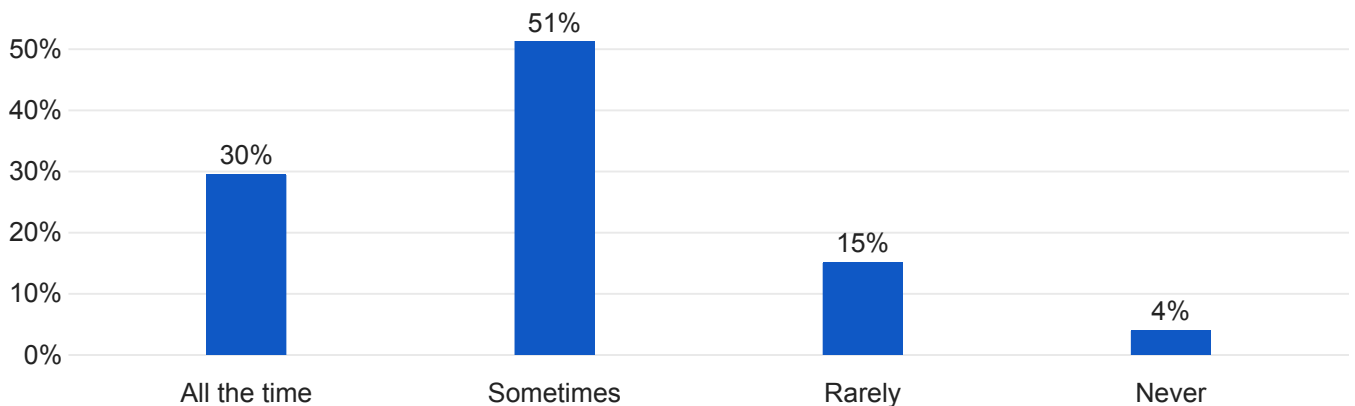
4. Are the lights turned off in your classroom when no one is in the classroom?



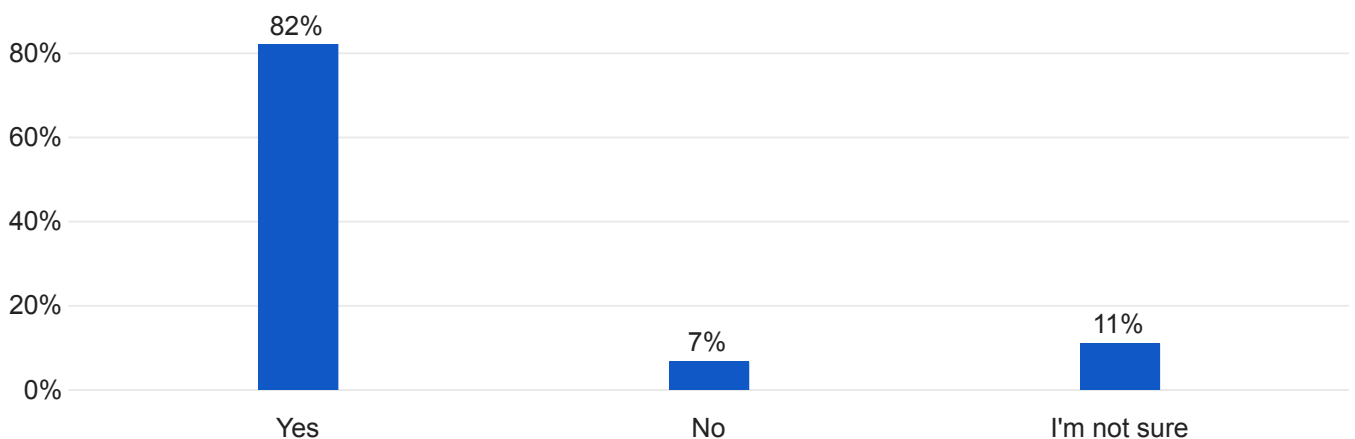
5. Are classroom appliances shut off and unplugged when not in use (e.g., projectors and computer screens)?



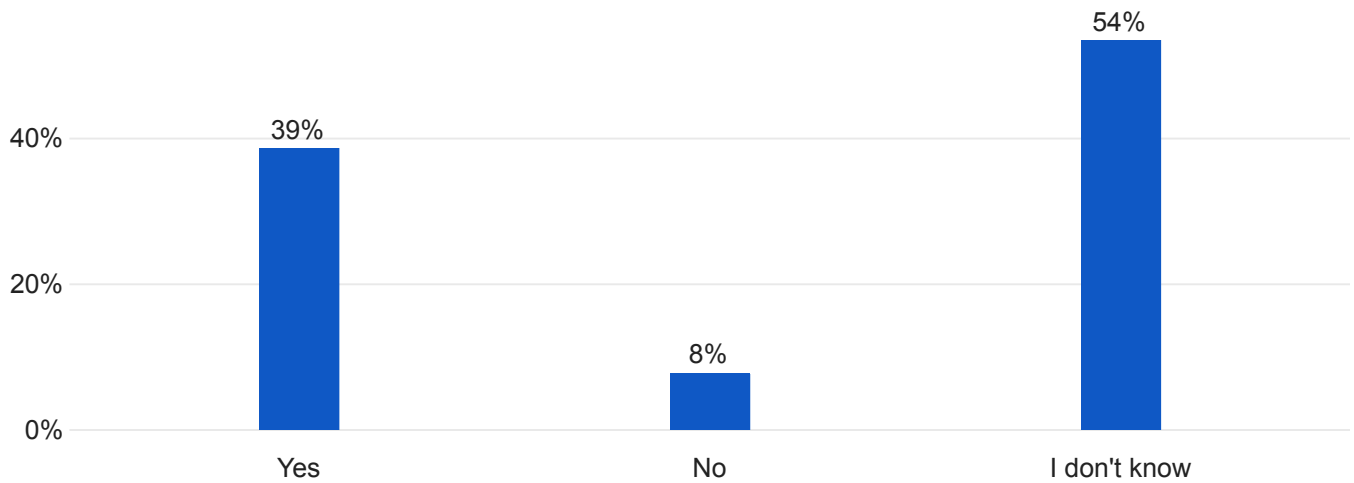
6. At school, do you have school activities, discussions, and/or lessons about climate action as a part of your learning?



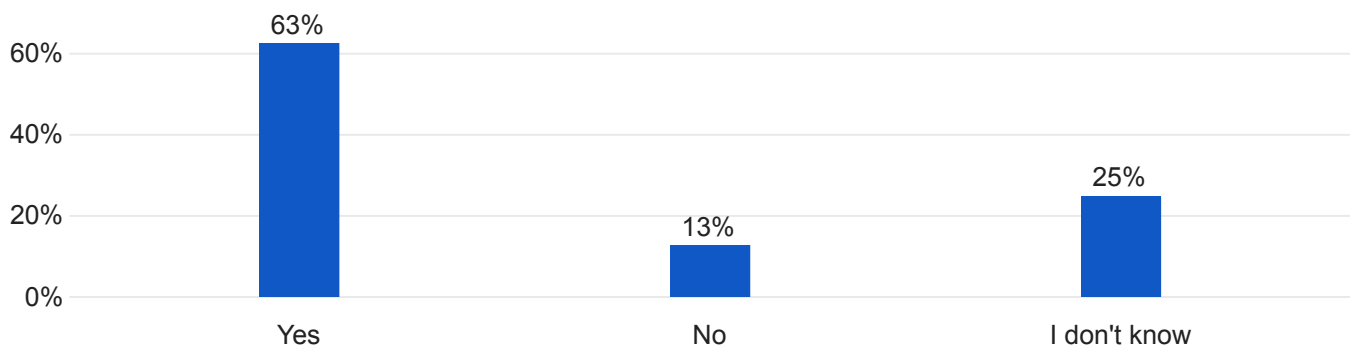
7. At school, are you encouraged to bring reusable bottles and use the water bottle refill stations?



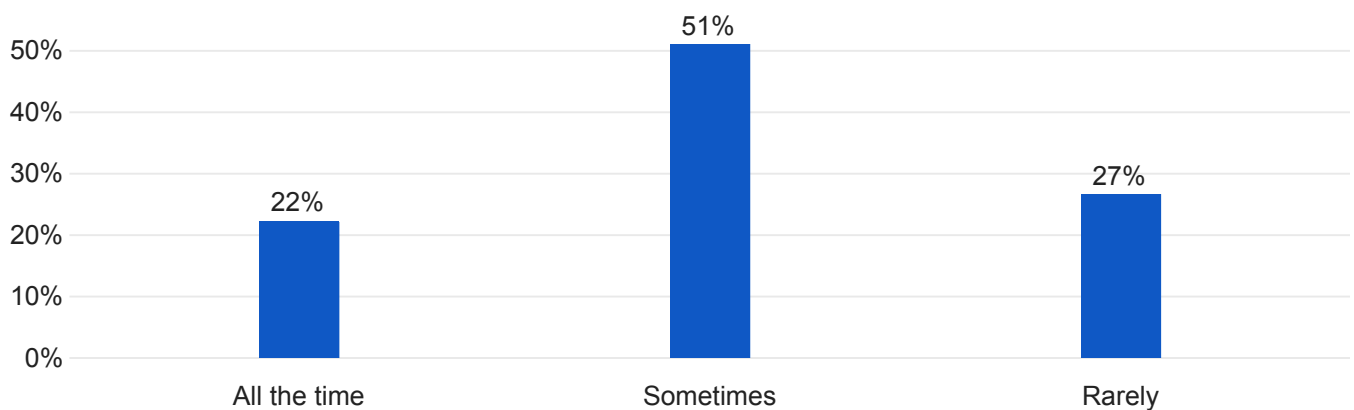
8. Is your school currently participating in the EcoSchools Program?



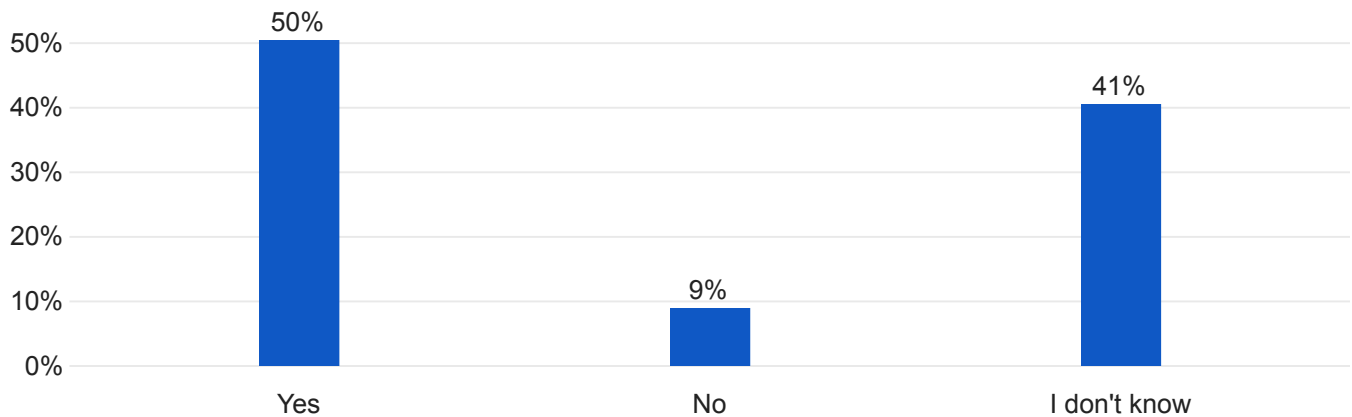
9. Does your school have a Climate Action or Environment club (classroom representatives, green team, environment club, eco-club, etc.)?



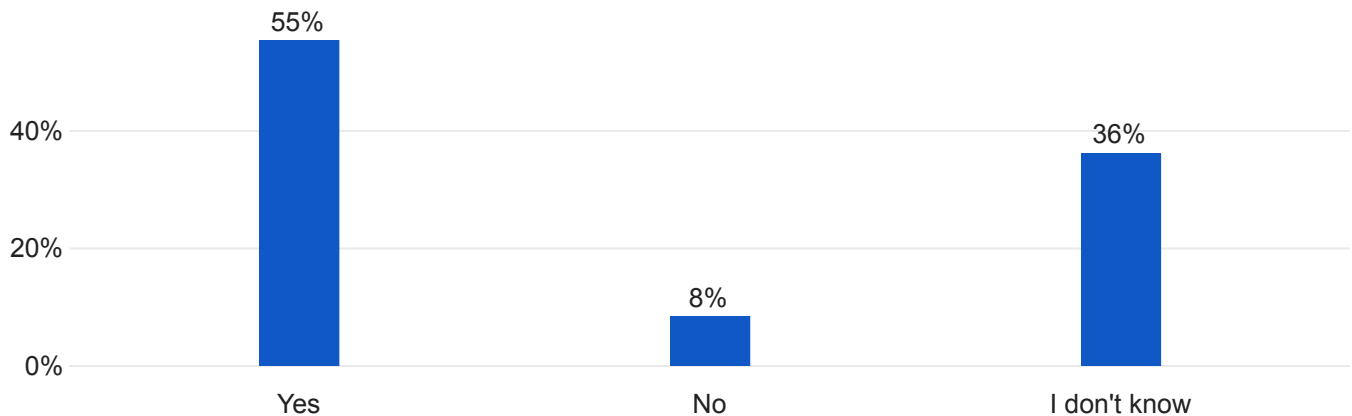
10. At school, are you given the opportunity to get outside and learn as part of your lesson/class?



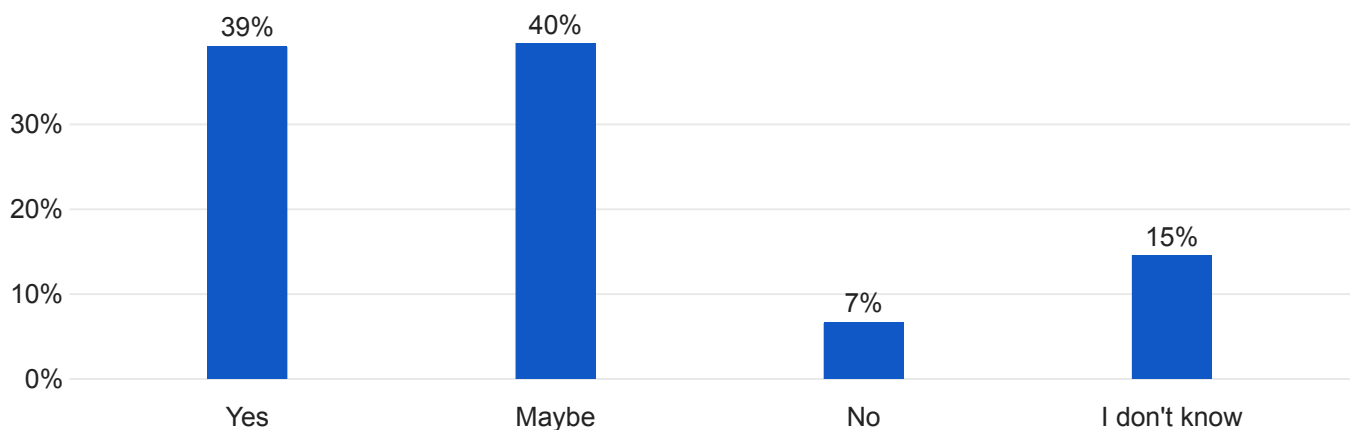
11. Does your school have a garbage program?



Q12 - 12. Does your school have a recycling sorting program?



Q14 - A Climate Emergency can be defined as "a situation where urgent action is required to reduce or stop climate change in order to avoid irreversible environmental damage resulting from it." Do you think the Peel District School Board should declare a "Climate Emergency"?



13. What actions should the Peel District School Board take to fight climate change?

Accountability

- Implement board-wide policies to standardize climate actions.
- Enforce rules regarding waste disposal and energy use; Make rules to enforce the reduction of waste and energy use.
- Introduce fines or detention for littering.
- Implement and enforce aggressive policies to reduce energy consumption and waste.
- Stop littering and enforce strict rules against single-use plastics and plastic bottles.
- Implement policies to ensure lights and computers are turned off when not in use.
- Encourage students to take responsibility for their waste and cleanliness.
- Promote a culture of care and high expectations for environmental stewardship.

Activities

- Implement district-wide initiatives to combat climate change.
- Provide reusable water bottles to students.
- Provide incentives for students and staff to participate in eco-friendly activities and transportation options.
- Organize specific days for energy-saving and environmental activities.
- Support environmental charities and NGOs.
- Fund and support eco-friendly projects and initiatives within schools.
- Sell and promote healthy, compostable food.
- Implement a climate checker system to respond to weather changes.
- Develop programs that involve students in sustainability efforts, such as sorting recycling.

Clean-Up Initiatives

- Organize school-wide clean-up days and community garbage collection events.
- Promote not littering and organize regular clean-up events.
- Encourage community clean-up events and regular garbage collection days.
- Conduct regular school clean-ups and pick up garbage.
- Organize trash collection meetups and school-wide cleanups.

Community Involvement

- Promote community involvement and awareness through events and challenges.
- Collaborate with local governments and environmental organizations.
- Involve climate activists to speak at schools.

Eco-Clubs and Environmental Programs

- Create more eco-clubs and environmental programs; Create climate change awareness clubs and activities; Involve students in eco-clubs and sustainability projects; Establish clubs focused on environmental activities and climate change education.
- Encourage student-led initiatives and ideas for reducing waste and conserving energy.
- Encourage student-led initiatives, eco-clubs, and sustainability projects.

Eco-Friendly Practices

- Promote eco-friendly supplies and products within schools.
- Foster a school environment that prioritizes eco-friendly practices.
- Introduce more projects that require the use of recycled materials.
- Encourage the use of more eco-friendly materials; Use eco-friendly materials in schools

Education and Awareness

- Integrate climate change education into the curriculum; Include more lessons on the impact of climate change.
- Integrate climate change education into the curriculum as a mandatory requirement.
- Educate students about the impact of their actions on the environment.
- Educate students about the impact of climate change and personal actions to mitigate it.
- Emphasize the severity of climate change and teach students about recycling, waste reduction, and sustainable practices.
- Organize presentations, workshops and protests to raise awareness on climate change.
- Send emails and make announcements regarding climate change.
- Provide professional development for teachers on climate knowledge.
- Spread awareness through school events, posters, and social media.
- Hold interactive sessions and discussions on climate change to maintain student interest.
- Involve students in decision-making processes regarding climate actions.
- Have days where no one uses their car or electric devices.
- Organize events and activities to promote environmental awareness

Energy-Efficient Lighting and Appliances

- Install motion-sensor activated lights.
- Use energy-efficient appliances, lighting, energy-saving bulbs and solar panels.
- Promote natural lighting and reduce unnecessary electricity use.
- Use natural light and encourage outdoor learning to reduce electricity use in classrooms.
- Manage room temperatures better to avoid excessive heating or cooling.
- Use less electricity and gas.

Greenery and Outdoor Gardens

- Implement more greenery and outdoor gardens at school properties.
- Promote more greenery and plant more trees; Plant more trees and maintain school gardens.
- Create green spaces and maintain school gardens.
- Organize tree planting and gardening activities.

Outdoor Learning and Activities

- Promote outdoor learning and activities.
- Provide longer recesses to encourage outdoor activities.
- Conduct lessons and activities outside to engage students with the environment; Conduct classes outside and engage students in outdoor learning to foster a connection with nature.
- Promote activities that teach the importance of conserving resources.

Recycling and Waste Management

- Educate students on proper waste disposal to reduce landfill contributions.
- Ensure all schools have proper recycling and waste management systems.
- Implement more compost bins in classrooms; Incorporate composting programs; Use compost bins for organic waste.
- Create comprehensive recycling programs, including for old technology and plastics; Improve recycling programs and ensure proper waste segregation.
- Ensure recycling bins are accessible in all areas, not just classrooms; Install more recycling and garbage bins in and around school premises.
- Improve recycling systems and ensure proper sorting of waste

Reducing Single-Use Plastics and Waste

- Reduce the use of single-use plastics, especially in school lunch programs.
- Ban plastic water bottles and other non-recyclable items.

- Use less plastic and paper.
- Encourage students to bring reusable water bottles. Promote the use of reusable water bottles and containers.
- Encourage the use of reusable items and implement boomerang lunches where waste is brought back home.
- Reduce paper usage and opt for digital homework.

Renewable Energy Sources

- Add solar panels to school buildings; Implement renewable energy sources such as solar panels.
- Switch to renewable energy sources like solar power and use energy-efficient systems.
- Promote the use of clean energy.

Sustainable Infrastructure

- Invest in sustainable infrastructure and facilities.
- Install green roofs on school buildings.
- Upgrade buildings with energy-efficient systems and motion-sensor lights.
- Use renewable energy sources like solar and wind.

Technology and Device Management

- Implement auto-shut technology for lights and devices.
- Encourage unplugging devices when not in use.
- Propose the use of less electricity and electronic devices.
- Turn off lights, computers, and other devices when not in use, including on weekends and after school hours.
- Limit the use of non-essential electronic devices

Transportation

- Encourage walking or biking to school to reduce carbon emissions.
- Introduce more eco-friendly transportation options.
- Encourage walking, biking, and carpooling to reduce pollution
- Use electric buses instead of diesel-fueled ones

Water Conservation

- Ensure clean and safe drinking water stations.
- Install water bottle refill stations.
- Encourage water conservation practices.
- Encourage the school community to conserve water

Board Meeting, December 18, 2024

Multi-Year Strategic Plan Progress Report: Curriculum and School Improvement Department

Strategic Alignment:

Multi-Year Strategic Plan 2024 - 2028

Report Type:

For Information

<i>Prepared by:</i>	Lara Chebaro, Superintendent of Curriculum & School Improvement Planning Harjit Aujla, Associate Director - School Improvement & Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

The Peel District School Board's Curriculum & School Improvement Department's multifaceted work continues to align with the Peel District School Board's Multi-Year Strategic Plan (MYSP). This report outlines some of the actions the department continues to engage in during this academic year in support of the four MYSP Goals.

The actions outlined in this report directly align with the goals of the MYSP in support of student achievement.

Highlights:

- **Student Achievement – MYSP Goal 1**

PDSB's Curriculum & School Improvement Department is dedicated to fostering student agency and ownership by equipping learners with the skills and knowledge needed to access diverse academic and career pathways while addressing disproportionate outcomes for historically and currently marginalized and underserved students. For staff, we will uphold a culture of high expectations and provide ongoing professional learning to remain responsive to the needs of a culturally diverse and evolving world. For families and the community, we aim to deepen understanding and access to pathway opportunities while strengthening partnerships with community organizations, agencies, and post-secondary institutions to support and benefit families.

Strategic Actions

Goal 1: Student Achievement

Improving core academic skills and preparing for future success.

For Students:

In alignment with our commitment to advancing student achievement, the following initiatives fostered student agency and ownership by helping learners develop the skills and knowledge necessary to access diverse academic and career pathways. Additionally, these initiatives supported our continued efforts to address disproportionate outcomes for students who have been historically and currently marginalized and underserved.

On December 4th, the Curriculum and School Improvement department hosted the 3rd annual Youth in Action event at the Living Arts Centre. The event welcomed over 1,200 students, along with representatives from the Toronto Argos, industry leaders, emergency services, and post-secondary institutions. Students explored and gained knowledge about 23 certification opportunities, including:

- Project Management
- Design Thinking
- Indigenous Foods with Chef Rick
- Anti-Oppression and Allyship
- Special Effects Makeup

- Mural and Street Art
- Screen Printing
- Hot Glass and Flame-working
- Dance (Hip Hop, Fusion)
- Music (Drumming, DJ)
- Mixed Media Portraits
- Videography
- Food Handlers Certification
- Customer Service Training
- Portfolio Development
- Wrapping and Taping
- GPS Training

All attendees were students currently enrolled in the SHSM program. To earn the red seal certification on their graduation diploma, students must complete two key requirements: a two-credit co-op placement and training by industry specialists. The Youth in Action event streamlined the training requirement by bringing community specialists and industry partners together in one location to deliver the required sessions. This centralized approach provided students with an efficient and accessible opportunity to fulfill the training component of their red seal certification.

The Peel District School Board offers a wide range of SHSM programs across 31 secondary schools, including but not limited to:

- Aerospace and Aviation
- Arts and Culture
- Hospitality and Tourism
- Information Technology
- Manufacturing - Robotics Engineering
- Sports/Wellness
- Transportation

In addition, the Peel District School Board is the only school board in Ontario to offer the Explore High Skills (EHS) program, a unique pre-SHSM initiative designed for Grade 9 and 10 students. This program has received high praise from the Ministry of Education's Skills Development and Apprenticeship Branch for its innovative approach and impact.

For Staff:

The Curriculum & School Improvement Department is dedicated to promoting student achievement by fostering a culture of high expectations and providing ongoing professional learning opportunities. These initiatives help ensure that staff remain responsive to the needs of a culturally diverse and ever-changing world.

To support this commitment, we continue to expand and enhance the additional qualification (AQ) courses available to educators. Currently, we offer 22 AQ courses to teachers both within and outside the board. Enrollment numbers are strong, and we are experiencing consistent growth in participation, reflecting the value of these professional development opportunities.

Also, to support educators teaching literacy and math from Kindergarten to Grade 10, the Curriculum department developed two unique digital curriculum roadmaps. These tools provide

consistency, alignment, and transparency in literacy and math instruction across the district. They include anti-oppressive, anti-ableist and differentiated assessments, a range of activities, resources, and learning opportunities tailored for each of the literacy and math topics.

During a recent visit by Education Officers from the Ministry's Math Achievement Branch, staff in Math Priority schools demonstrated the use of these tools. The officers visited a few of PDSB's 48 Math Priority schools to gain insight into the district's approach to mathematics. The visit highlighted the alignment in math instruction across classrooms and schools, showcasing how educators in Peel deliver Math curriculum to high fidelity while centering students' identities, strengths, and learning goals through a differentiated approach.

For Families and Community:

The Curriculum & School Improvement Department is committed to advancing achievement by deepening understanding and access to pathway opportunities and fostering enhanced partnerships with community organizations, agencies, and post-secondary institutions to benefit families. This year, the department hosted a **Virtual Parent Registration** event for families with children starting Kindergarten in September 2025. This session provided families with valuable insights into the Kindergarten program, transportation options from Student Transportation of Peel Region, and local childcare resources for before and after school care. Families also had the opportunity to ask questions and explore available resources, ensuring they felt supported and prepared for the transition to school.

For families with children in Kindergarten to Grade 5, the department launched the first virtual session of a five-part series called **Read, Count, Soar**. This virtual session was designed to help families support literacy and math development at home. Participants learned how to nurture oral language through daily conversations, routines, and books, as well as strategies for supporting early reading skills. The session also included math spatial reasoning activities with connections to coding and provided a series of resources in French. These initiatives exemplify the department's dedication to empowering families and enhancing student success through meaningful collaboration and accessible learning opportunities.

Alignment with Board Strategies and Action Plans:

The work of the Curriculum & School Improvement Department is deeply rooted in the core values of the Multi-Year Strategic Plan (MYSP). We are committed to empowering students by fostering agency, addressing inequities, and preparing them for diverse pathways. For staff, we will uphold high expectations and provide ongoing professional learning. For families and the community, we will enhance access to pathways and strengthen partnerships with organizations and institutions. With a commitment to a culture of high expectations for all students and a focus on addressing patterns of underservice, we strive to ensure that every learner within the Peel District School Board experiences achievement, a sense of efficacy, and hope in every learning environment.

Evidence: Indicators of Progress

- Due to the collaborative efforts of staff, community partners, and parent input, we now have 17 high schools offering Specialist High Skills Major (SHSM) programs. These programs span various fields, including sports, construction, and information and communication technology. We are also in the process of launching nine new SHSM programs across seven additional secondary schools for September 2025.

- Since the start of this academic year, the department has offered over 100 professional learning opportunities to the system attended by over 3000 educators.
- Curriculum Teams have offered a number of parent-facing learning opportunities such as The Kindergarten Registration Night and Read, Count Soar that were attended by over 250 families.

Next Steps

- Continued integration of MYSP-aligned practices within the Curriculum & School Improvement Team.
- Evaluation of current initiatives to assess effectiveness and make improvements where needed.
- Regular reporting on progress and outcomes to ensure transparency and accountability in meeting MYSP goals.

References

- ☐ [The Peel District School Board Specialist High Skills Major Program \(SHSM\)](#)
- ☐ [The Peel District School Board Kindergarten Site](#)

Motion re Appointment of Peel Learning Foundation as PDSB Charity of Choice

Submitted by: Will Davies

Whereas, the Peel Learning Foundation is a corporation without share capital incorporated by Letters Patent under the Corporations Act (Ontario);

And Whereas, the Peel Learning Foundation is the only registered charitable organization with the sole mandate to raise funds in support of PDSB students and is recognized by the Canada Revenue Agency;

And Whereas, the Peel Learning Foundation operates under a Memorandum of Understanding with the Peel District School Board, dated October 29, 2019;

Therefore be it resolved, that the Board of Trustees of the Peel District School Board (PDSB) endorse the Peel Learning Foundation as the charity of choice of the Peel District School Board;

And further, that the PDSB Parent Engagement and Communications staff work with Peel Learning Foundation staff to develop and implement a plan on an annual basis to raise awareness and funds on behalf of the Peel Learning Foundation from staff, schools, parents, unions, and associations and the general PDSB community, to benefit PDSB students in need;

And further, that the PDSB Parent Engagement and Communications staff work with the Peel Learning Foundation staff to develop and communicate a policy that endorses the Foundation as charity of choice, while also indicating that this does not restrict fundraising by staff, schools or others for charities of their choosing.