

AGENDA

OPEN SESSION

Tuesday, December 10, 2024

5:30 p.m.

Hybrid Meeting, Brampton Room & MS Teams

Committee Members:

Lucas Alves
Karla Bailey
Susan Benjamin
Jeffery Clark
Kathy McDonald
Jill Promoli

David Green, Ex-officio
Satpaul Singh Johal, Ex-officio

OPEN SESSION

- 1. Call to Order**
- 2. Election of Chair and Vice Chair**
- 3. Acknowledgement of Traditional Lands**
- 4. Approval of Agenda**
- 5. Declarations of Conflict of Interest**
- 6. Approval of Minutes**
 - 6.1. Curriculum, Equity and Student Well-Being Committee – October 9, 2024
- 7. Delegations**
- 8. Staff Reports**
 - 8.1. E-Learning in the Peel District School Board – *presented by Bernadette Smith*
 - 8.2. International Programs in the Peel District School Board– *presented by Bernadette Smith*

9. Communications

- 9.1. Response to Delegation Submitted by Learning for a Sustainable Future – *presented by Thomas Tsung*

10. Trustee Motions for Consideration

11. Trustee Notices of Motion

12. Adjournment

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Curriculum, Equity and Student Well-Being Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Wednesday, October 9, 2024, at 17:30 hours.

Members present:

Susan Benjamin, Chair
Jill Promoli, Vice Chair
Lucas Alves
Jeffrey Clark
Kathy McDonald (electronic)
David Green, Ex-officio (electronic) (17:36)

Trustee also present:

Karla Bailey (electronic) (17:48)

Member absent: (apologies received)

Stan Cameron

Administration:

Bernadette Smith, Superintendent, Innovation and Research (Executive Member Designate)
Harjit Aujla, Associate Director, School Improvement and Equity
Lara Chebaro, Superintendent of Curriculum and School Improvement

Nicole Fernandes, Board Reporter

1. Call to Order

Chair Susan Benjamin called the meeting to order at 17:30 hours.

2. Land Acknowledgement

A video recording of the Acknowledgement of Traditional Lands was shown.

3. Approval of Agenda

Harjit Aujla, Associate Director, School Improvement and Equity, advised that Bernadette Smith, Superintendent, Innovation and Research, and Lara Chebaro, Superintendent of Curriculum and School Improvement, will be supporting the Committee on his behalf during this school year.

3. Approval of Agenda (Continued)

CESWB-23 moved by Kathy McDonald
seconded by Jeffrey Clark

Resolved, that the agenda be approved.

..... carried

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Curriculum, Equity and Student Well-Being Committee, May 14, 2024

CESWB-24 moved by Lucas Alves
seconded by Jeffrey Clark

That, the Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, held May 14, 2024, be approved.

..... carried

6. School Improvement and Equity Planning (SIEP) - Update

Lara Chebaro, Superintendent of Curriculum and School Improvement, reported on the four steps to the SIEP process: analyzing historical data to understand the school context; reviewing data to create school improvement goals; determining the implementation process and monitoring; reflecting on opportunities to re-engage. She stated that the SIEP process was digitized last year, and provides opportunities to continuously monitor student outcome data and identify disproportionalities. She described the steps being taken by schools in creating and reporting on two SIEP goals: student sense of belonging and well-being, and learning environments; achievement in literacy and mathematics. Lara Chebaro advised that the SIEP Steering Committee works diligently to ensure alignment of SIEP goals with the Multi-Year Strategic Plan (MYSP). Explaining that school improvement work must be responsive to the voices of students and families, she indicated that this ensures the work is student-centered, and reflects the diverse needs of school communities. The work supports creating safe and inclusive environments, incorporating important Board initiatives, and is grounded on anti-oppressive and anti-racist approaches to promote achievement for all students, especially those historically marginalized. Superintendent Chebaro outlined the communication of SIEP goals and next steps with parents and the community.

Responses to questions of clarification included: data is used to identify and act on disparities and address disproportionate outcomes; key priority areas in working through school improvement processes are curriculum fidelity, instruction, knowing the learners to better understand the students; SIEP process includes strategies such as We Rise Together to ensure culturally reflective work.

6. School Improvement and Equity Planning (SIEP) - Update (Continued)

It was clarified that accountability measures are robust and continuous, served by ongoing data collection, and built into the SIEP to ensure a direct line from the student to Board leadership. Student achievement in the classroom can be reviewed by principals and superintendents. Superintendent Chebaro will follow up regarding information on the Socio-economic Vulnerability Index.

CESWB-25

moved by Jeffrey Clark
seconded Kathy McDonald

Resolved, that the update report re School Improvement and Equity Planning (SIEP), be received.

..... carried

7. Summer Learning Programs Update

Superintendent Chebaro presented an overview of the summer learning programs offered across the Board during July and August 2024. She stated that the Board offers a wide range of learning opportunities for Kindergarten-Grade 12 students and adult learners. Students can earn credits, and programs include summer school classes, experiential day school camps, and specialized programs focusing on areas such as literacy, numeracy, leadership and work-integrated learning. More than 16 programs were offered at over 35 elementary and secondary schools. Programs are designed with flexibility, a student-centered approach and supported in a dynamic, focused learning environment. Superintendent Chebaro remarked that research shows that summer learning leads to improved academic achievement, stronger foundational skills, and minimizes learning loss. They also help with preparing students for post-secondary pathways, gaining exposure to higher education settings, or easing concerns about child-care during summer months. There were 11,000 students enrolled in summer credit earning programs, with a 93% success rate, and 645 students were engaged in credit recovery courses.

Trustees speaking expressed appreciation for the work on summer learning programs, and conveyed parents' remarks about the positive benefits arising from these programs. Superintendent Chebaro will follow up regarding data on the breakdown on grades for students attending summer school. Coordinating Principal of Student Success and Pathways, Tamer Kamel, confirmed that 11,000 students attended credit granting programs, and the total number of students attending summer learning programs was 15,000. He further confirmed that credit programs are free, and clarified that, for other summer programs, a nominal fee is charged for funding recovery purposes, which is not enforced if a family is unable to pay.

CESWB-26

moved by Jill Promoli
seconded Lucas Alves

Resolved, that the update report on the Summer Learning Programs, be received.

..... carried

8. Adjournment

CESWB-27

moved by Lucas Alves
seconded Jill Promoli

Resolved, that the meeting adjourn (18:04 hours).

..... carried

..... Chair

8.1

Curriculum, Equity and Student Well-Being Committee Meeting, December 10, 2024

E-Learning in the Peel District School Board

Strategic Alignment:

The Peel District School Board's eLearning program aligns with the Multi-Year Strategic Plan (MYSP) goals of increasing accessibility, equity, and the development of 21st-century skills. This initiative supports Ministry Directives related to the Ontario eLearning Consortium (OeLC), ensuring all secondary students meet eLearning requirements for graduation. The program emphasizes digital innovation and equitable access to learning opportunities.

Report Type: For Information

<i>Prepared by:</i>	Bernadette Smith, Superintendent Innovation & International Programs Harjit Aujla, Associate Director, School Improvement & Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Objective

This report provides an update on the status, structure, and recent developments of the PDSB eLearning initiative. As a member of the Ontario eLearning Consortium (OeLC), PDSB eLearning/OeLC offers asynchronous learning opportunities to both PDSB and non-PDSB secondary students, meeting Ministry of Education (MoE) requirements for graduation credits as per [Policy/Program Memorandum \(PPM 167\)](#). eLearning courses are integrated into students' regular timetables rather than as supplementary courses. eLearning teachers facilitate learning and promote student success by monitoring students' learning progress and engagement, providing descriptive feedback on student work, and offering support asynchronously and through scheduled office hours.

Highlights:

- Currently, there are 55 districts in Ontario, including the PDSB, who are members of the Ontario eLearning Consortium (OeLC)
- As a member of the OeLC, PDSB eLearning/OeLC offers asynchronous online learning to PDSB and non-PDSB secondary students.
- Any student currently enrolled in a secondary school in the PDSB may register for one eLearning course per semester free of charge. Students enrolled in eLearning courses may access learning at any time during the day, allowing balance with school work and other commitments.
- eLearning courses are delivered through D2L/Brightspace and may be taught by a PDSB teacher or by a teacher from another publicly funded school board that is a member of the OeLC.
- eLearning teachers actively support and monitor student progress.
- Enrollment, waitlist, and placement practices align with Ministry Directive 17, ensuring student accessibility.
- Recent trends show increased demand for eLearning courses.
- All eLearning courses through the OeLC count toward the 30 credits required for graduation, meet the eLearning requirements for graduation with an Ontario Secondary School Diploma (OSSD) and are also accepted equally to all other course types by Ontario universities and colleges for admission purposes.

Background:

The PDSB eLearning program has evolved significantly since 2014. Originally hosted by six secondary schools, eLearning courses have now been centralized within Peel Virtual Secondary School (PVSS). This transition ensures uniformity, expanded access, and improved resource allocation. Membership in the OeLC facilitates the exchange of eLearning resources and alignment with provincial standards.

The PDSB eLearning/OeLC program is supported by the eLearning Instructional Coordinator/Technology Enabled Learning Teacher (TELT), who is responsible for developing and implementing eLearning programs across the board and the Ontario eLearning Consortium (OeLC). In addition to providing pedagogical and technological support to eLearning teachers,

the eLearning Coordinator ensures efficient program operations through data gathering & analysis, monitors course offerings and enrollments, supports mark reporting, and liaises with secondary school guidance departments regarding student enrollment, achievement, and reporting.

Evidence

Findings/Key Considerations:

- **Enrollment Data:** As of November 20, 2024,
 - 1,791 PDSB students are enrolled in eLearning courses
 - 994 PDSB students are waitlisted for Semester 2 eLearning courses.
- **Course Offerings:** PDSB secondary students have access to Grade 9-12 eLearning courses through the OeLC. PDSB offers Grade 10-12 eLearning courses, with specific limitations on the number of eLearning credits per semester to maintain academic balance.
- **Attrition Rates**
 - **2023-2024:** 10%
 - **2024-2025:**
 - Students removed in the first three weeks of Semester 1: 2%
 - Students removed after three weeks of Semester 1: 6%
- **Retention Rates** as of November 20, 2024 is 94%
- **Traffic Balance:** A metric to assess the number of out-of-board (OOB) students in PDSB courses against PDSB students enrolled in OOB courses ensures balanced course enrollment.

Impact Analysis

Equity & Human Rights Review:

The PDSB eLearning/OeLC program is designed to eliminate systemic inequities by offering accessible, flexible, and inclusive learning opportunities that align with students' strengths, interests, and secondary pathways. This approach promotes anti-oppression and equity principles, ensuring marginalized and underserved communities have equitable access to quality education. eLearning teachers are trained to engage students in culturally responsive practices, ensuring that barriers are minimized and all students can thrive academically.

Board or Ministry Policy Alignment:

As per PPM 167, the eLearning strategy emphasizes a structured approach to eLearning offerings, student enrollment, and compliance with graduation requirements. This policy alignment related to the online learning graduation requirement underscores a commitment to ensuring all students can access eLearning within a regulated and equitable framework.

Resource/Financial Implications:

The expansion of eLearning offerings requires appropriate staffing and training for eLearning teachers, along with technological and administrative resources to support program delivery. Ongoing assessment of financial impacts and resource allocation ensures sustainability and effectiveness.

In addition, the expansion of eLearning program secures funding for the PDSB as per Ministry of Education Memorandum 2024-2025 Core Education Funding:

https://efis.fma.csc.gov.on.ca/faab/Memos/B2024/B05_EN.pdf (pages 9-10).

Legal implications:

The PDSB eLearning/OeLC program supports the Board's obligation to provide accessible, equitable, and high-quality education as per Ministry Directives and Education Act.

The PDSB eLearning/OeLC program must:

- Meet Accessibility for Ontarians with Disabilities Act (AODA) standards to accommodate all learners, including those with Individualized Education Plans (IEPs).
- Ensure safeguarding student and staff information through cybersecurity measures.
- Provide staff with adequate training of effective pedagogical approaches to teaching and learning in an online environment and use of digital tools.
- Align with Ministry of Education and PDSB curriculum standards and policies to support equitable learning outcomes.

Risk Assessment:

Short-Term Risks:

- Potential issues with student adaptation and engagement in asynchronous online courses.
- Ensuring a shared understanding across the system of what the PDSB eLearning/OeLC offers, how it benefits student learning and achievement, and how it dismantles inequities to learning.

Medium-Term Risks:

- Continued monitoring of attrition rates and ensuring compliance with Ministry directives.
- The need for additional eLearning course sections due to large waitlists may pose scheduling, staffing, and resource allocation challenges, impacting the timely availability of courses for all students.

Long-Term Risks:

- Addressing evolving technological and equity needs in digital learning.
- Sustaining balance between demand and program delivery through adequate funding, staffing, and digital infrastructure (e.g., devices, software, and internet access).

Community Impact:

The expansion and evolution of the PDSB eLearning/OeLC program has been undertaken with a commitment to serving all community members equitably. Ongoing feedback from students, parents/guardians, and educational stakeholders ensure that any disparities are addressed effectively, fostering a more inclusive educational environment.

Next Steps

Action Required:

- Commitment to support the expansion of the program to meet student demand for eLearning courses.
- Continued monitoring of student enrollment and attrition data.
- Ongoing professional development for eLearning teachers.
- Regular updates and feedback from stakeholders to refine and improve the eLearning experience.
- Implementation of targeted equity initiatives to address any identified gaps in student access or success rates.

Communications:

Various modes of communication including updates through newsletters, website, and direct communications to students and their parents/guardians will continue to be utilized to mobilize information about eLearning.

Success Measures:

Key performance indicators include student engagement metrics, success rates, and retention data. Ongoing monitoring and refinement will be based on feedback from students, parents/guardians, and staff to ensure continuous improvement in eLearning delivery.

Student Success Rates (2023-2024):

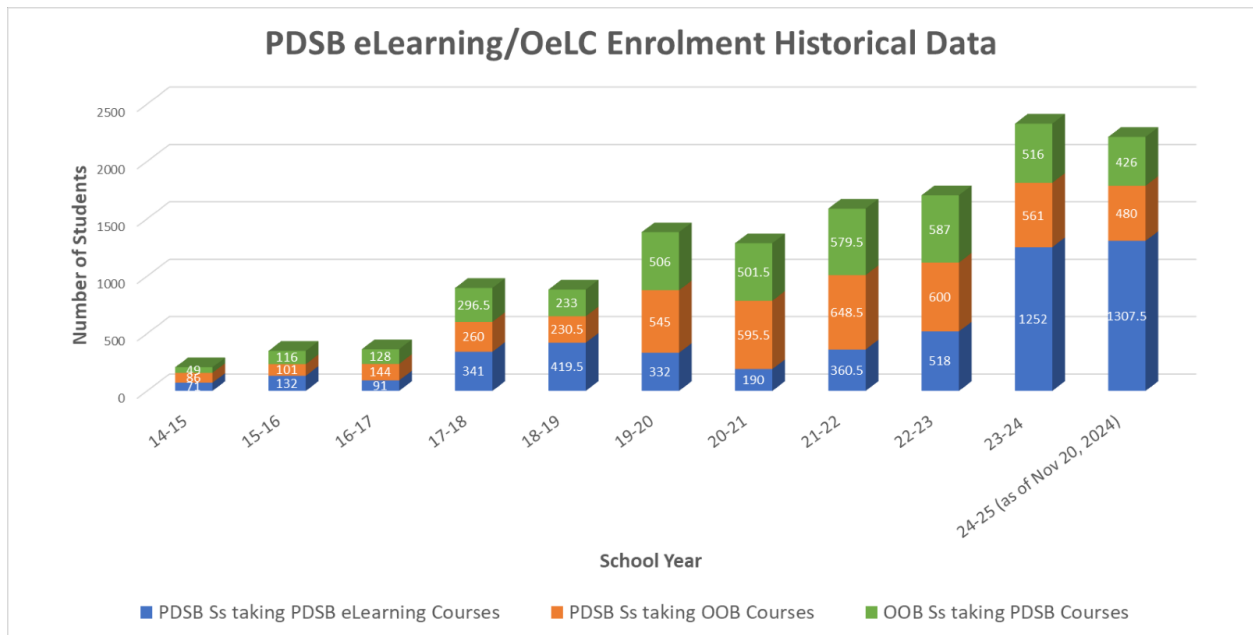
- Final Grade Average: 76.4%
- Success Rate: 92%
 - Level 1 (50% - 59%): 9%
 - Level 2 (60% - 69%): 10%
 - Level 3: (70% - 79%): 17%
 - Level 4: (80% - 100%): 56%

Appendices

Appendix 1 – PDSB eLearning/OeLC Enrolment (Historical Data)

Appendix 2 – PDSB eLearning/OeLC Course Offerings – Hosted by PDSB (2024-2025)

Appendix 1 – PDSB eLearning/OeLC Enrolment (Historical Data)



Appendix 2 – PDSB eLearning/OeLC Course Offerings – Hosted by PDSB (2024-2025)

BEP2O	Grade 10 Launching and Leading a Business
CHC2D	Grade 10 Canadian History since WWI
CHV2O	Grade 10 Civics (0.5 credit)
GLC2O	Grade 10 Career Studies (0.5 credit)
BAF3M	Grade 11 Introduction to Financial Accounting, University/College Preparation
BMI3C	Grade 11 Marketing, College Preparation
CLU3M	Grade 11 Understanding Canadian Law, University/College Preparation
EMS3O	Grade 11 Media Studies, Open
FSF3U	Grade 11 Core French, University Preparation
GWL3O	Grade 11 Designing Your Future, Open
HSP3U	Grade 11 Introduction to Anthropology, Psychology and Sociology, University Preparation
ICS3U	Grade 11 Introduction to Computer Science, University Preparation
MCR3U	Grade 11 Functions, University Preparation
NBE3C	Grade 11 English: Understanding Contemporary First Nations, Metis, and Inuit Voices, College Preparation
NBE3U	Grade 11 English: Understanding Contemporary First Nations, Metis, and Inuit Voices, University Preparation
PPZ3C	Grade 11 Health for Life, College Preparation
SBI3C	Grade 11 Biology, College Preparation
SBI3U	Grade 11 Biology, University Preparation
SCH3U	Grade 11 Chemistry, University Preparation
SPH3U	Grade 11 Physics, University Preparation
BAT4M	Grade 12 Financial Accounting Principles, University/College Preparation
BBB4M	Grade 12 International Business Fundamentals, University/College Preparation

BOH4M	Grade 12 Business Leadership, University/College Preparation
CGW4U	Grade 12 World Issues: A Geographic Analysis, University Preparation
CIA4U	Grade 12 Analyzing Current Economic Issues, University Preparation
CLN4U	Grade 12 Canadian and International Law, University Preparation
ENG4C	Grade 12 English, College Preparation
ENG4U	Grade 12 English, University Preparation
EWC4U	Grade 12 The Writer's Craft, University Preparation
FSF4U	Grade 12 Core French, University Preparation
HFA4U	Grade 12 Nutrition and Health, University Preparation
HHG4M	Grade 12 Human Development Throughout the Lifespan, University/College Preparation
HHS4U	Grade 12 Families in Canada, University Preparation
HSB4U	Grade 12 Challenge and Change in Society, University Preparation
HZT4U	Grade 12 Philosophy: Questions and Theories, University Preparation
ICS4U	Grade 12 Computer Science, University Preparation
MAP4C	Grade 12 Foundations for College Mathematics, College Preparation
MCT4C	Grade 12 Mathematics for College Technology, College Preparation
MCV4U	Grade 12 Calculus and Vectors, University Preparation
MDM4U	Grade 12 Mathematics of Data Management, University Preparation
MHF4U	Grade 12 Advanced Functions, University Preparation
OLC4O	Grade 12 Ontario Secondary School Literacy Course
PSK4U	Grade 12 Introduction to Kinesiology, University Preparation
SBI4U	Grade 12 Biology, University Preparation
SCH4C	Grade 12 Chemistry, College Preparation
SCH4U	Grade 12 Chemistry, College Preparation
SES4U	Grade 12 Earth and Space Science, University Preparation

SNC4M	Grade 12 Science, University/College Preparation
SPH4C	Grade 12 Physics, College Preparation
SPH4U	Grade 12 Physics, University Preparation

For a full list of courses offered by the OeLC, please visit <https://ontario.prismsis.com/course-offerings-2024-2025>

Curriculum, Equity and Student Well-Being Committee Meeting, December 10, 2024

International Programs in the Peel District School Board

Strategic Alignment:

The Peel District School Board's International Programs align with key priorities in the Multi-Year Strategic Plan (MYSP), focusing on enhancing student equity, global citizenship, and academic excellence. This initiative supports strategic goals in equity, inclusion, and student well-being while furthering the Ministry's directives on intercultural understanding and diversity.

Report Type:

For Information

Prepared by: Bernadette Smith, Superintendent, Innovation & International Programs
Jaspal Gill, Associate Director, Chief Operating Officer, Operations and
Equity of Access

Submitted by: Rashmi Swarup, Director of Education

Overview

Objective:

To provide an overview of the Peel District School Board's international programs, focusing on their strategic pillars, objectives, and impact on students, staff, and the broader community.

Highlights:

- The International Programs initiatives comprise three pillars:
 - Peel Schools for International Students
 - International Delegations & Learning Experiences
 - Study & Teach Abroad Opportunities.
- Programs foster a globally oriented learning community by enhancing cultural exchange, promoting diversity, and building inclusive educational experiences.
- Revenue generated through international student recruitment supports educational initiatives, staffing needs, and strategic growth within the board.
- Collaboration with local and international partners ensures innovative and sustainable program development.
- Comprehensive support, including language assistance, settlement services, and cross-curricular guidance, is provided to international students.
- Engagement in professional development workshops and exchange programs for staff contributes to broader educational insights and practices.

Background:

The Peel Schools for International Students program began in 2012, initially piloted at Clarkson Secondary School in partnership with the University of Toronto and Sheridan College. Over the years, the program has grown significantly, expanding to six designated schools, and now across many schools in the PDSB to meet increasing demand. Today, the program hosts over 450 students from over 30 countries. Supported by a dedicated team under the guidance of the Superintendent of Innovation and International Programs, PSIS provides a globally-oriented and enriching educational experience, fostering intercultural understanding and academic excellence. We work in close collaboration with the We Welcome the World Centre (WWTC) and our school sites, with larger locations having a International Programs Head Teacher to support students. The program also funds staff positions at schools to ensure tailored support for international students.

Evidence

Findings/Key Considerations:

The international programs operate through four main pillars:

- 1. Peel Schools for International Students**

Offers full-time educational opportunities for international students, enhancing their

academic experience through tailored language support, robust cultural exchanges, and integration within the Peel learning environment.

2. International Delegations & EduTours

Engages visiting delegations in school tours, workshops, and presentations, promoting cross-cultural dialogue and showcasing the PDSB's strengths in equity, innovation, and education excellence.

3. Teach Abroad & Professional Learning Partnerships

Facilitates cultural immersion and reciprocal learning experiences for staff, enhancing adaptability, teaching practices, and global awareness.

4. Student Leadership Initiatives

Focuses on empowering students to embrace global citizenship, develop leadership skills, and engage meaningfully in cross-cultural exchanges through innovative programs such as global partner school relationships, mentorship opportunities, and cultural exchange partnerships.

Recruitment efforts emphasize targeted marketing, partnerships with international education agents, and participation in recruitment fairs to attract a diverse student body. Comprehensive support structures, including settlement workers and dedicated resource teachers, further ensure international student success.

Impact Analysis

Equity & Human Rights Review:

The international programs actively eliminate systemic inequities by fostering inclusivity and supporting diverse cultural experiences for all students. Key beneficiaries include both domestic and international students, who gain intercultural perspectives and learn from diverse peers. This initiative strengthens equity by offering targeted support, addressing linguistic barriers, and enhancing cultural understanding.

Board or Ministry Policy Alignment:

The programs support the PDSB's commitment to diversity and equity in alignment with the PDSB Multi Year Strategic Plan and policies on inclusive education and global engagement.

Resource/Financial Implications:

Revenue generated by the programs sustains itself while contributing to teaching and support staffing needs. Funding covers settlement services, curricular heads, and specialized support, enhancing academic and cultural integration across the board.

Legal implications:

Compliance with international and domestic legal frameworks, including visa processes and regulatory obligations, is maintained to ensure program legitimacy and support.

Risk Assessment:

Short-term risks include:

- Fluctuating recruitment numbers
- Travel restrictions

Mid-term risks include:

- Increased competition from other international education providers could affect recruitment and retention.

Long-term risks include:

- Changing international policies related to immigration, educational, and visa regulations in Canada or students' home countries may shift, affecting student mobility and enrollment.
- Economic factors including economic downturns in source countries can impact the affordability of international education, potentially reducing interest and enrollment.
- Long-term financial sustainability of the programs, especially if dependent on fluctuating revenue from student fees, can pose challenges.
- Ensuring continued positive experiences and outcomes for international students, as negative experiences could impact reputation and enrollment.

Community Impact:

The programs build bridges between cultures, enhancing community cohesion and fostering intercultural respect. By engaging students and staff in meaningful cross-cultural experiences, the PDSB strengthens its role as a global education leader.

Next Steps

Action Required:

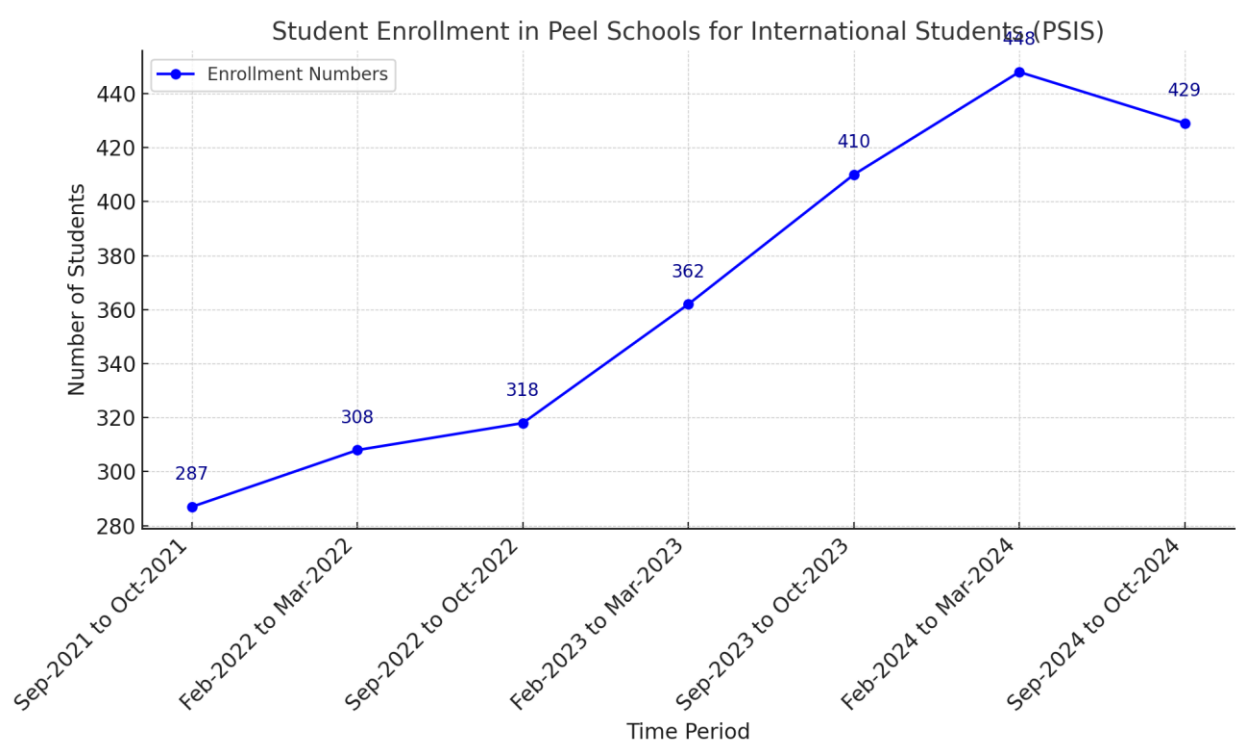
- Diversified recruitment by expanding the pool of source countries and regions to reduce overreliance on any single market, thereby mitigating the impact of changes in individual regions.
- Development of deeper partnerships with post-secondary institutions by creating Memorandums of Understanding to support with recruitment efforts and open diverse pathways for students
- Continuously assessing and enhancing program offerings and support structures to ensure a high-quality educational experience for all students.

- Strengthening partnerships by building and nurturing strong relationships with international agents, educational institutions, and community partners to promote program sustainability and adaptability.
- Continued communication channels through open and transparent communication with students, families, agents, and partner organizations to address concerns quickly and effectively.
- Flexibility in programming by adapting programs to emerging trends and needs, including options for online learning and blended models, to ensure resiliency in times of disruption.

Communications:

Key messages and updates are shared with internal and external stakeholders through targeted communication strategies, leveraging digital social media platforms, newsletters, and community events.

Enrollment Data:

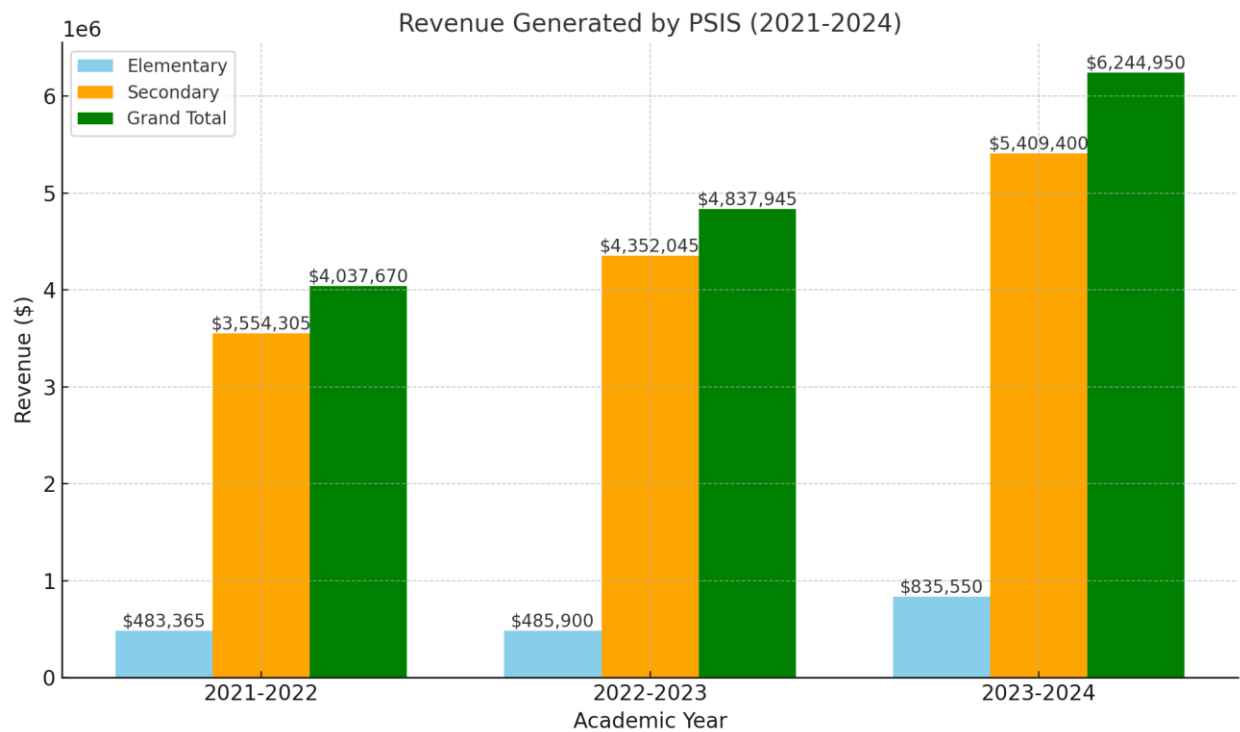


The enrollment graph illustrates a consistent upward trend in student intake over the years, with a notable increase in overall numbers. However, a slight dip is observed in the most recent period, despite a substantial intake of 191 new students. This discrepancy is attributed to visa processing delays, which have caused some students to defer their studies or shift their enrollment status to February 2025.

Additionally, recent changes in visa policies have significantly impacted elementary enrollment. Parents now face greater challenges in securing visas to accompany their children, leading to a decline in younger students entering the program.

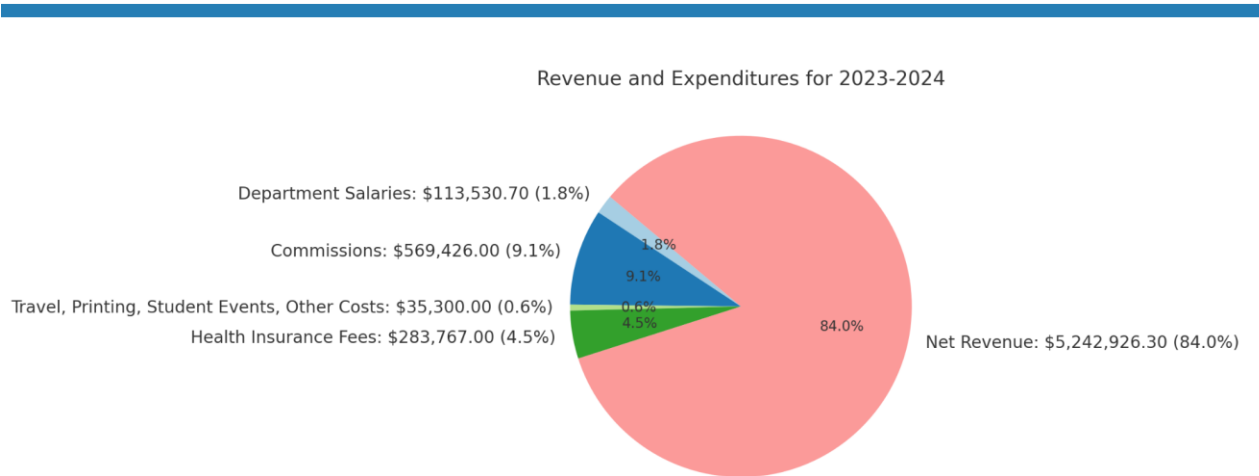
Looking ahead, February 2025 is already showing strong potential. We have received 95 applications so far, and submissions remain open. This suggests that the enrollment numbers for February will likely see further increases in the coming weeks.

Revenue Generated:



The bar graph above showcases the revenue generated by the Peel Schools for International Students program over the past three academic years. The data reflects significant growth in both the elementary and secondary streams, culminating in a grand total of revenue that supports various aspects of the program and the broader organization.

This revenue is instrumental in sustaining the program by funding staffing, school supports, and resources tailored to the needs of international students. Additionally, it contributes to the overall financial health of the board, enabling enhanced educational opportunities and supports for all students. This financial model ensures the program's sustainability while benefiting the entire community.



The pie chart provides a comprehensive breakdown of the revenue and expenditures for the 2023-2024 school year within the Peel Schools for International Students program, showcasing its significant contributions to the Peel District School Board.

Revenue

The program generated a total of \$6,244,950 in revenue from both elementary and secondary streams.

Expenditures

- Department Salaries (2%): Salaries for program staff accounted for \$113,530.70.
- Commissions (9%): At \$569,426, commissions paid to agents represent the largest expenditure. These payments, ranging from 10-15% of tuition fees, are essential for maintaining strong agent partnerships and securing student enrollments.
- Travel, Printing, Events, and Other Costs (0.6%): Operational and promotional activities cost \$35,300.
- Health Insurance and Service Providers (5%): These expenses totaled \$283,767, including unexpected additional charges for mental health services.

Net Revenue

After accounting for \$1,002,024.70 in expenditures, the remaining \$5,242,925.30 (83.4%) of net revenue plays a crucial role in sustaining the program and supporting broader initiatives across the board.

The pie chart not only highlights the revenue and expenditures for the 2023-2024 school year but also emphasizes the significant contribution of the Peel Schools for International Students program to the board as a whole. While a portion of the revenue is allocated to key expenditures such as staff salaries, agent commissions, operational costs, and health insurance, the remaining 83.4% of net revenue is instrumental in supporting broader initiatives across the board. This surplus goes beyond sustaining our program, directly benefiting the entire school community by enabling enhanced educational opportunities, improved resources, and strategic development. The chart underscores how beneficial the program is—not just for delivering high-quality education to international students, but also for providing financial support that strengthens the

board's overall capabilities. This demonstrates the program's value and highlights its role as a vital asset to the Peel District School Board.

References:

Study in Peel Website <https://www.studyinpeel.com/>

October 21st, 2024

Dear Pamela Schwartzberg and Jenn Stevens,

Thank you for taking the time to attend the Curriculum, Equity and Student Well Being Committee meeting on October 3rd, 2024, to share your concerns regarding climate change education as representatives of Learning for a Sustainable Future (LSF).

Outlined below are our responses to the concerns you raised during your presentation.

1. The Peel District School Board (PDSB) will declare a climate emergency which aligns with the commitments made by the Region of Peel and the municipalities of Caledon, Brampton, and Mississauga.

This declaration would be contingent on the Board having a Climate Action Plan. A Climate Action Plan would need to be developed in collaboration with multiple departments (i.e., Curriculum and School Improvement, Equity, Indigenous education and Community Engagement, and Facilities and Environmental Support Services), and engage student voice through the Climate Youth Council.

A key component of this plan would be the provision of adequate professional development for teachers to enhance their climate change education. A finalized plan could then be included in the PDSB's 2024-2028 Multi-Year Strategic Plan.

2. A student survey on climate action was conducted in June 2024 (See Appendix 1). 1119 PDSB students ranging from grades 5 to 11 participated in the survey.

In general, students were well aware of climate change and suggested many actionable items. Many of these items currently exist at the PDSB but could be further expanded with the development of a Climate Action Plan. The results of this survey were used to inform our response.

3. The PDSB is committed to environmental education and sustainability. The following outlines the current initiatives and priorities across the PDSB.

- a. Participation in the EcoSchools program, run through the Toronto and Region Conservation Authority (TRCA), which provides the framework for all schools to embed climate change education throughout their curriculum. Being a certified or participant EcoSchool means that a school is committed to environmental sustainability and climate action.

For the 2024-2025 school year, the PDSB will mandate that all schools will at minimum be a participant in the EcoSchools program.

- b. The PDSB Outdoor and Environmental Education Centers offer both on-site programming and in-school programs that are aligned with the Ontario curriculum and promote environmental stewardship.
- c. The Maawnjiding Wiigushkeng Centre for Indigenous Education centers environmental stewardship and sustainability through program offerings such as field trips, canoe builds, and an aquaponics lab while promoting Indigenous knowledge.
- d. Climate change is embedded and highlighted throughout the Science curriculum, including a full unit of study on climate change in both grades 9 and 10. It is also covered in grades 3-6 Social Studies and grades 7-12 Geography, some History courses, and senior Law and Politics courses.

Grade 6 students at the PDSB also participate in The *Environmental Leaders of Tomorrow* program run through the TRCA with leadership opportunities through classroom learning and a two-night trip to one of the TRCA outdoor education centers.

- e. To promote sustainability at the PDSB, the Facilities and Environmental Support Services department has installed solar panels on the roofs of 122 schools at the PDSB and has a department which actively monitors an Energy Conservation and Demand Management Plan.

I would like to extend my appreciation once again for your organization in bringing this presentation to our attention. As a public education institution, the PDSB has a moral imperative to educate students about the concept of active citizenship. The PDSB Environmental Policy #74 states that *It is expected that staff, students, and board departments will demonstrate a commitment to: integrating environmental and social responsibility in all areas of curriculum taught in Peel board schools.*

The PDSB needs to act locally, and think globally, regarding its curricular climate change education obligations. We are modelling for students how we, as Canadians, can work

together to build a more inclusive society, protect the planet, and increase the quality of life for all. This is enhanced through community partnerships and engaging in collaborations with organizations committed to environmental sustainability and climate action.

I would like to extend my appreciation once again for your organization in bringing this presentation to our attention.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rashmi Swarup', with a horizontal line underneath.

Rashmi Swarup, Director of Education

Appendices

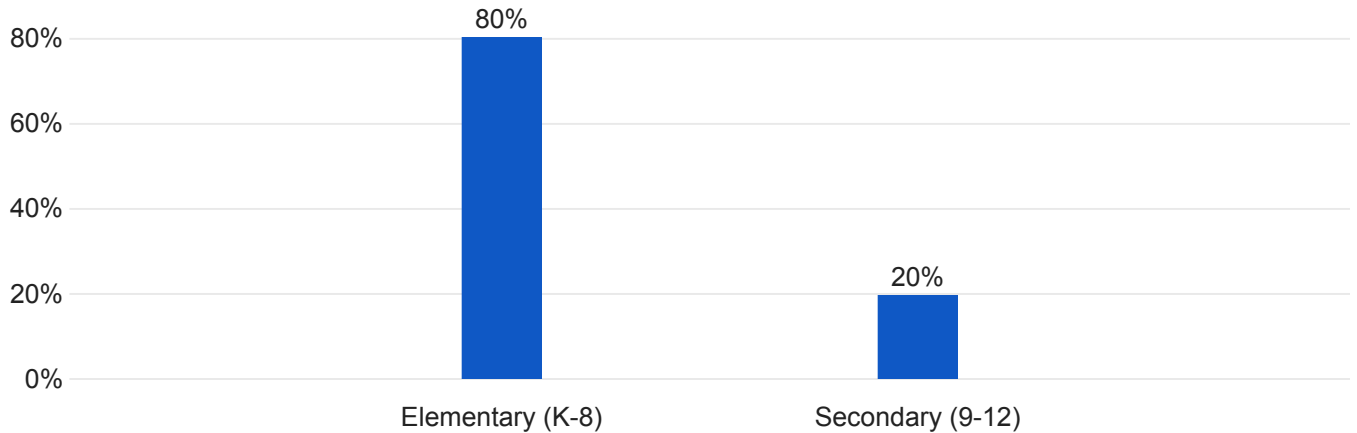
Appendix 1 – Climate Action Student Survey, June 2024

Climate Action Student Survey

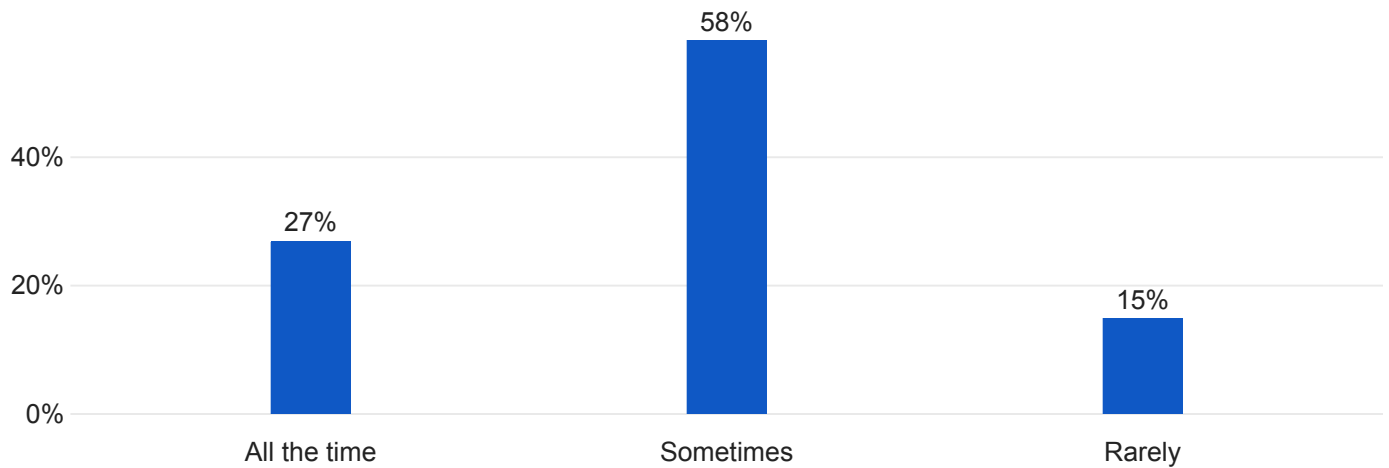


Climate Action Student Survey - Spring 2024

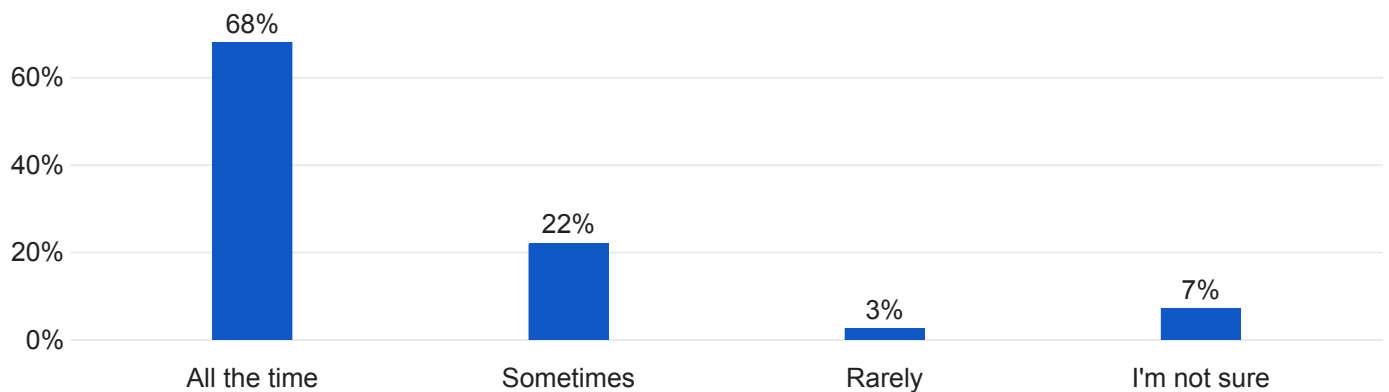
1. Are you an elementary or secondary student?



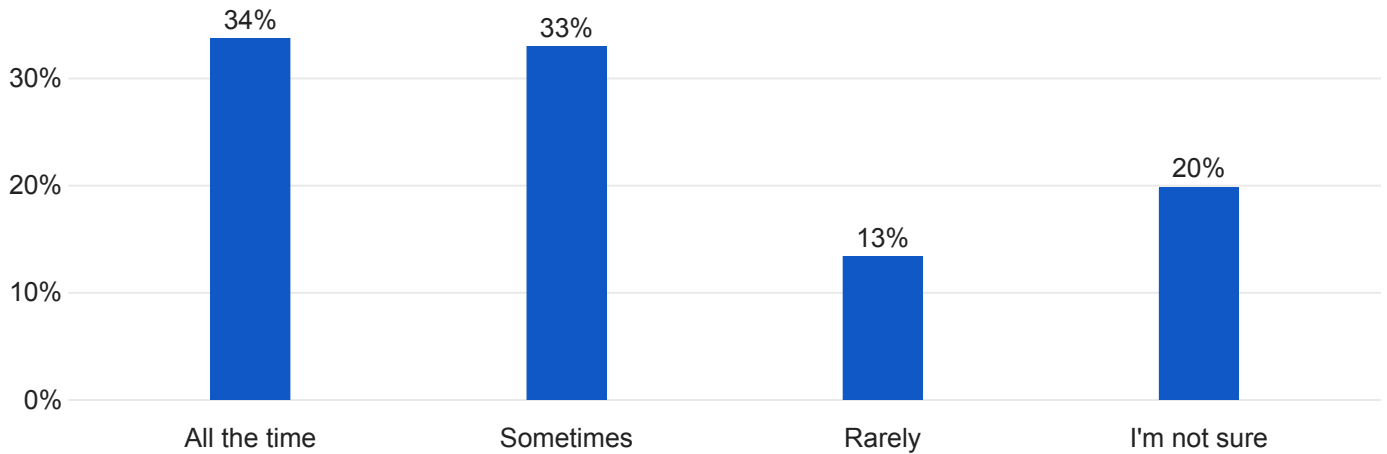
3. Do you worry about climate change?



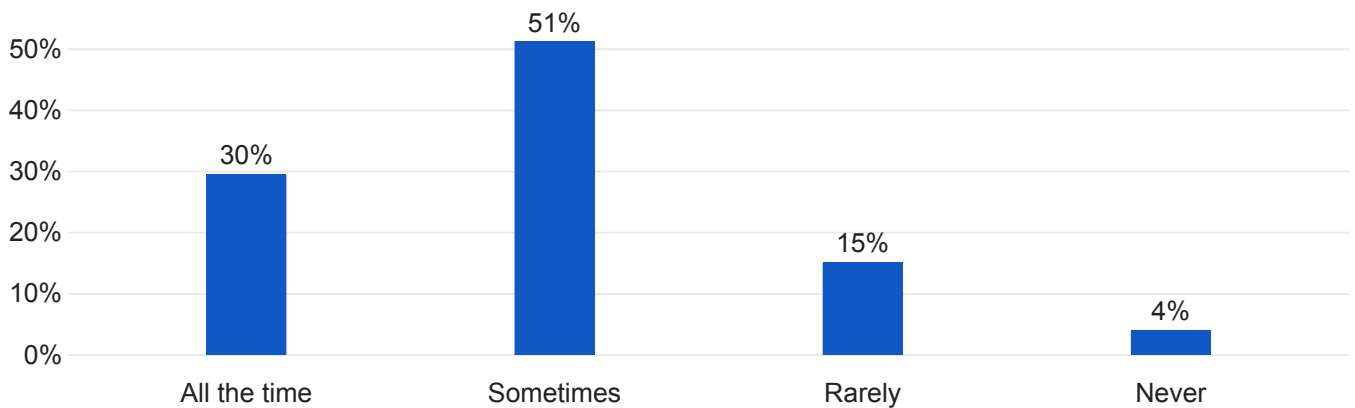
4. Are the lights turned off in your classroom when no one is in the classroom?



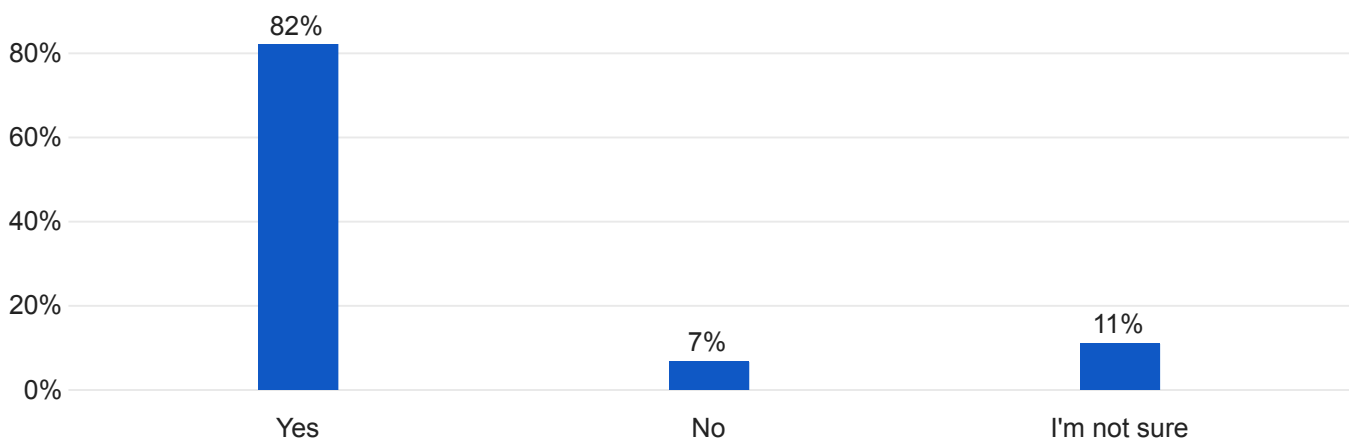
5. Are classroom appliances shut off and unplugged when not in use (e.g., projectors and computer screens)?



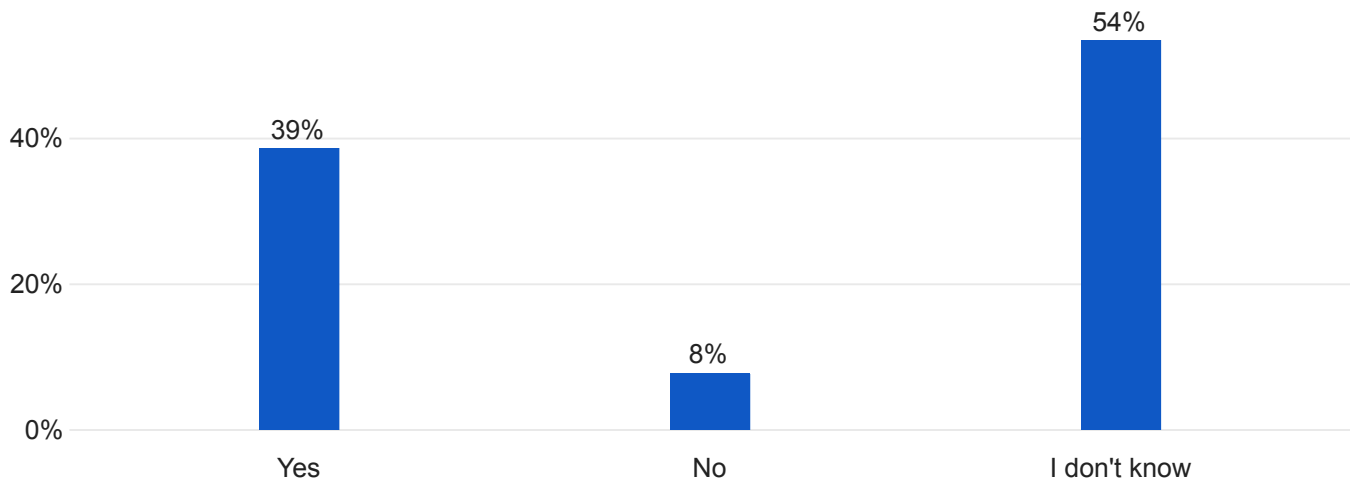
6. At school, do you have school activities, discussions, and/or lessons about climate action as a part of your learning?



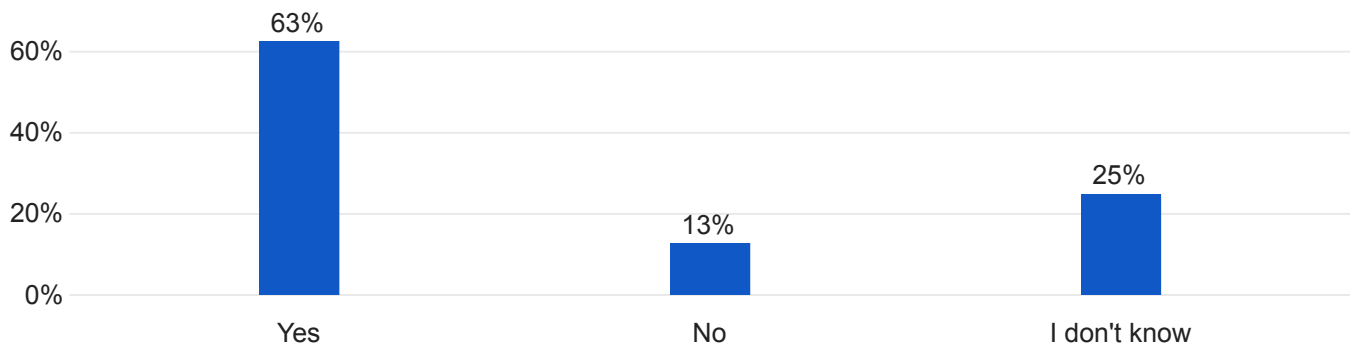
7. At school, are you encouraged to bring reusable bottles and use the water bottle refill stations?



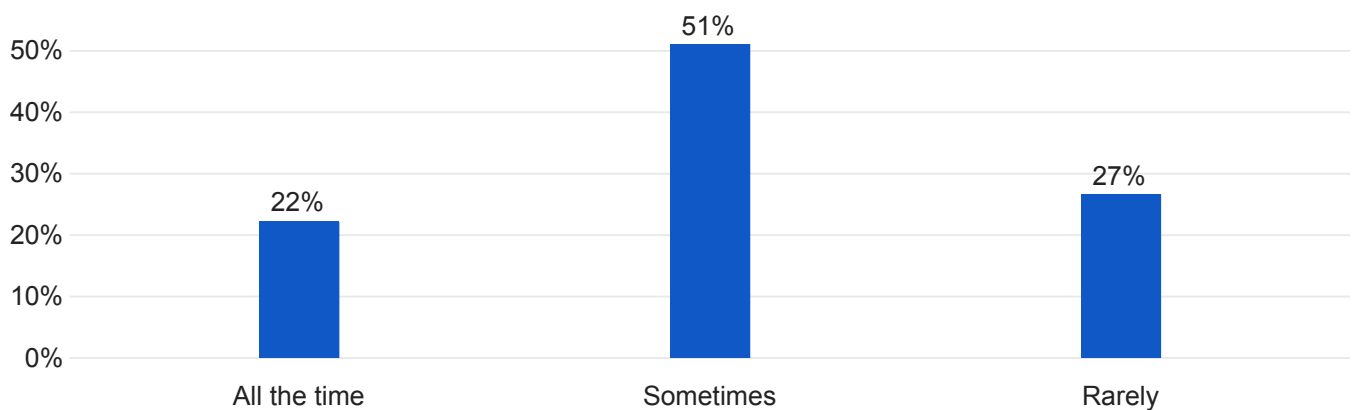
8. Is your school currently participating in the EcoSchools Program?



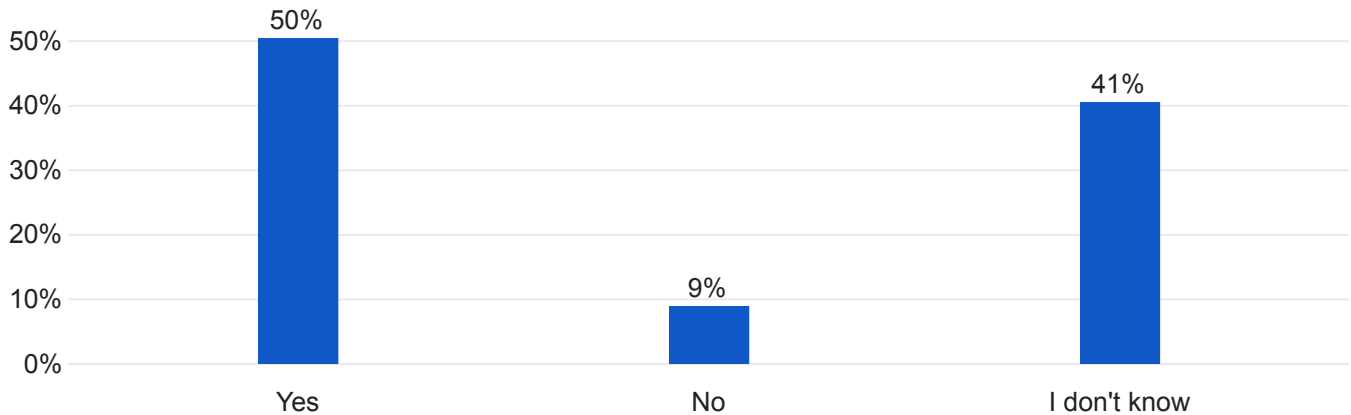
9. Does your school have a Climate Action or Environment club (classroom representatives, green team, environment club, eco-club, etc.)?



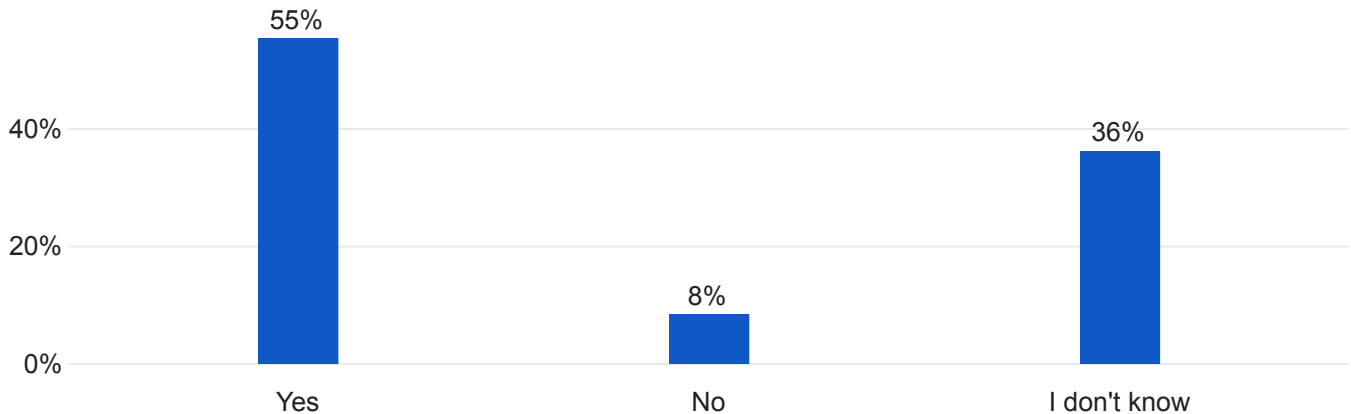
10. At school, are you given the opportunity to get outside and learn as part of your lesson/class?



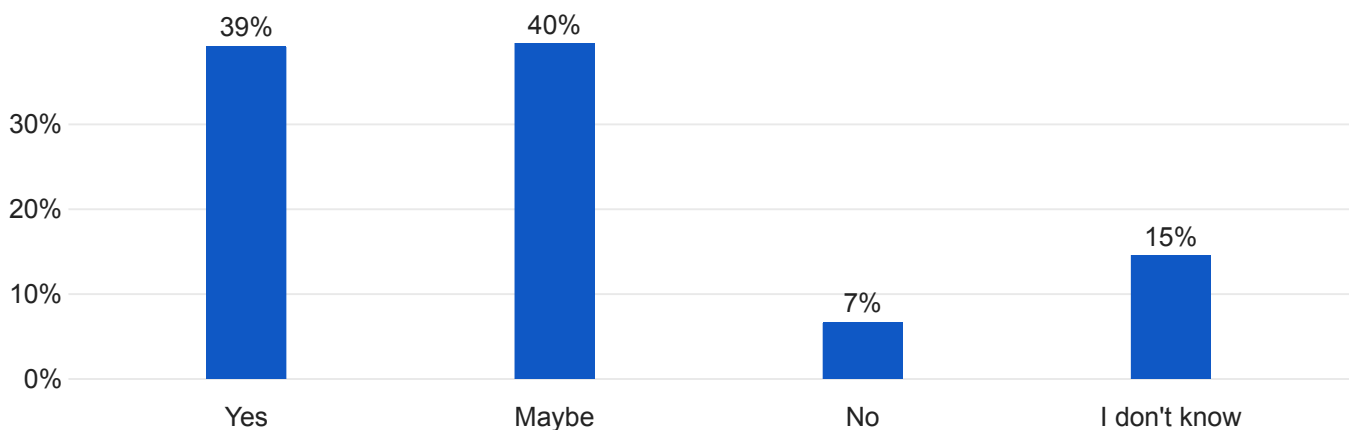
11. Does your school have a garbage program?



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