

AGENDA

OPEN SESSION

Tuesday, May 13, 2025

5:30 p.m.

Hybrid Meeting, Brampton Room & MS Teams

Committee Members:

Karla Bailey, Committee Chair
Susan Benjamin, Committee Vice-Chair
Lucas Alves
Jeffery Clark
Kathy McDonald
Jill Promoli

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

OPEN SESSION

1. Call to Order

2. Acknowledgement of Traditional Lands

3. Approval of Agenda

4. Declarations of Conflict of Interest

5. Approval of Minutes

5.1 Curriculum, Equity and Student Well-being Committee – February 12, 2025

6. Delegations

6.1 Delegation of Mehreen Zaman and Debbie Bruce, MyAllergyAid Inc. and Canada Anaphylaxis Institute, regarding Food Allergy and Inclusion

6.2 Delegation of Danielle Humayun, OSSTF District 19, regarding Better Schools, Stronger Communities

7. Staff Reports

7.1 Black Student Success Strategy Progress Report (For Information) – *presentation by Atheia Grant*

- 7.2 Empowering Modern Learners (EML) Vision 2025 Update & Technology-Enabled Learning Symposium (For Information) – *presentation by Bernadette Smith*
- 7.3 Graduation Rates and Non-Graduates (For Information) – *presentation by Lynne Hollingshead*
- 7.4 Destreaming – Addendum to the Progress Report (For Information) – *presentation by Lara Chebaro*
- 7.5 Regional Learning Choices Program Proposal: Morning Star Middle School (For Recommendation) – *presentation by Lara Chebaro*
- 7.6 Regional Learning Choices Program Proposal: Glenhaven Senior Public School and Middle Years Program Direct Entry (For Recommendation) – *presentation by Lara Chebaro*

7 Communications

8 Trustee Motions for Consideration

9 Trustee Notices of Motion

10 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 meeting was held virtually on Tuesday, February 12, 2025, at 17:30 hours.

Members present:

Karla Bailey, Chair
Lucas Alves
Susan Benjamin
Jeffrey Clark
Will Davies
Kathy McDonald
David Green, Ex-officio (17:40)
Satpal Singh Johal, Ex-officio (17:34)

Administration:

Harjit Aujla, Associate Director, School Improvement & Equity (Executive Member)
Lara Chebaro, Superintendent, Curriculum & School Improvement (Back-up Executive Member)

Wendi Biase, Assistant to Associate Director

1. Call to Order

Karla Bailey, Trustee, called the meeting to order at 17:30 hours.

2. Land Acknowledgement

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

3. Approval of Agenda

The agenda was reviewed.

CESWB-07

moved by Susan Benjamin
seconded by Kathy McDonald

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, December 10, 2024

CESWB-08

moved by Lucas Alves
seconded by Jefferey Clark

That, the Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, held December 10, 2024, be approved.

..... carried

6. Advancing Education Innovation in PDSB

Tony Moscone, Coordinating Principal, Innovation and Research, presented "Advancing Education Innovation in PDSB" which outlines the Leading Education Innovation Projects (LEIP) and Student-Centred Progressive Augmented Relevant Knowledge Building (SPARK) initiatives that support Peel DSB's strategic priorities. In 2024-2025, LEIP engaged more than 4,000 students and 200 educators in over 200 projects. More than 5,000 students and 200 educators were engaged in over 50 learning series through the SPARK initiative. Tony Moscone explained that these initiatives are grounded in universal design for learning and culturally responsive and relevant practices, and have led to 85% of schools reporting better student engagement and a significant improvement in math and science scores for marginalized groups. He highlighted financial investments of \$680,000 and \$50,000 in in-kind donation from community and industry collaboration. He stated that next steps will focus on scaling high impact projects, strengthening professional learning, and emerging technologies. In response to a trustee's question regarding the connection between a sewing studio and EML, Tony Moscone noted that sewing prepares students for skilled trades, in addition to having a technology aspect.

CESWB-08

moved by Susan Benjamin
seconded Jeffery Clark

Resolved, that the report re Advancing Education Innovation in Peel DSB, be received.

..... carried

7. De-Streaming – Progress Report

Lara Chebaro, Superintendent, Curriculum & School Improvement, and Manager of Research, Lynne Hollingshead, presented an update on the Peel DSB's de-streaming efforts in response to Directive 19. They highlighted the board's commitment to equity and inclusion, highlighting emerging positive trends due to sustained intentional actions, professional learning, and support from educators and leaders.

7. De-Streaming – Progress Report (Continued)

Key measures included providing professional learning opportunities for teachers and using various monitoring tools to track progress. The focus is on eliminating disparities in student achievement and ensuring all students thrive in an inclusive learning environment. Lynne Hollingshead presented detailed data and insights for the destreaming pilot schools, with regard to the disproportionate outcomes of students by racial background.

CESWB-08

moved by Susan Benjamin
seconded Kathy McDonald

Resolved, that the progress report re De-Streaming, be received.

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A trustee noted that the data presented does not correspond to the report included with the Agenda. Superintendent Chebaro advised that the data is recent and was not available when the report was created. She confirmed that the data will be shared as an addendum. The trustee suggested that the report be deferred to the next meeting in order for the Committee to consider the updated information. Responding to a question from another trustee regarding the lack of data for Latinx students, Lynne Hollingshead noted that, similar to Indigenous students, the number of Latinx students is extremely low. Extrapolating data for these groups from the Grade 11 student population taking college level math results in data that is 10 students or below.

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CESWB-09

moved by Lucas Alves
seconded by Jeffery Clark

Resolved, that Motion CESWB-08 be deferred to the next meeting of the Curriculum, Equity and Student Well-being Committee.

..... carried

8. Adjournment

CESWB-06

moved by Lucas Alves
seconded Jeffery Clark

Resolved, that the meeting adjourn (18:03 hours).

..... carried

..... Chair

Delegation Request Form

Contact Information

Affiliation (Association/Group): _____
or
Spokesperson (if designated): _____

Speaker 1*

Name: _____
Preferred Pronouns: _____
Home Address: _____
City & Postal Code: _____
Phone: _____ Email address: _____

Speaker 2*

Name: _____
Preferred Pronouns: _____
Home Address: _____
City & Postal Code: _____
Phone: _____ Email address: _____

Speaker 3*

Name: _____
Preferred Pronouns: _____
Home Address: _____
City & Postal Code: _____
Phone: _____ Email address: _____

Requested Committee Name and Meeting

Date: _____

Agenda Item/Topic: _____

Translation services: Yes ☐ No ☐

Technology assistance: Yes ☐ No ☐

Description of the Delegation's general position and associated rationale (provide specific details):

Attached: 1) Speaking Notes

☐

2) Additional materials (presentation, videos)

☐

3) Petitions

☐

*Staff members of the Peel DSB must disclose their employment status (not position or location) on the Delegation Request Form and, if given delegate status, at the beginning of their presentation to the Committee. Delegation presentations will not be received in accordance with Section 6.2.4 of the By-laws.

Date: _____

Signature: _____

Personal information is collected under the authority of the *Education Act*, Sections s.169.1 and 170, for purposes related to a Board or Committee Meeting, and in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*. Questions about the collection may be directed to the Freedom of Information Coordinator at 905-890-1010 (2019).

Delegation Request Form

Contact Information

Affiliation (Association/Group): OSSTF District 19
 or
 Spokesperson (if designated): Danielle Humayun

Speaker 1*

Name: Danielle Humayun
 Preferred Pronouns: She/her
 Home Address: [REDACTED]
 City & Postal Code: [REDACTED]
 Phone: [REDACTED] Email address: [REDACTED]

Speaker 2*

Name: _____
 Preferred Pronouns: _____
 Home Address: _____
 City & Postal Code: _____
 Phone: _____ Email address: _____

Speaker 3*

Name: _____
 Preferred Pronouns: _____
 Home Address: _____
 City & Postal Code: _____
 Phone: _____ Email address: _____

Requested Committee Name and Meeting

Date: Curriculum, Equity and Student Well-Being, May 13th

Agenda Item/Topic: Better Schools, Stronger Communities

Translation services: Yes ☐ No ☒

Technology assistance: Yes ☐ No ☒

Description of the Delegation's general position and associated rationale (provide specific details):

The delegation would like to connect the strength and vitality of the school community directly to the level of investment that the government provides via Core Funding, and would like to encourage trustees to continue advocating for funding that meets the needs of our school communities.

NOTE: Will provide any documentation/notes closer to the delegation.

Attached: 1) Speaking Notes

☐

2) Additional materials (presentation, videos)

☐

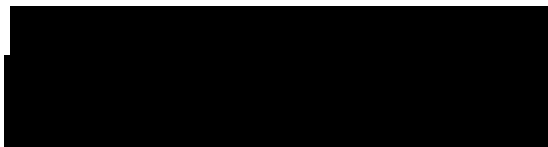
3) Petitions

☐

*Staff members of the Peel DSB must disclose their employment status (not position or location) on the Delegation Request Form and, if given delegate status, at the beginning of their presentation to the Committee. Delegation presentations will not be received in accordance with Section 6.2.4 of the By-laws.

Date: May 7, 2025

Signature



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7.1

Curriculum, Equity and Student Well-Being Committee Meeting, May 13, 2025

Black Student Success Strategy Progress Report

Strategic Alignment:

Update on the We Rise Together 2.0: Black Student Success Strategy with alignment in all areas of the 2024-2028 Multi-Year Strategic Plan.

Report Type: Update

Prepared by:	Atheia Grant, Superintendent of Equity, Indigenous Education & Community Engagement
	Harjit Aujla, Associate Director, School Improvement & Equity
Submitted by:	Rashmi Swarup, Director of Education

Overview

Update:

The purpose of this report is to provide an update on the ongoing implementation of the [We Rise Together 2.0: Black Student Success Strategy](#). The report will highlight some of the many initiatives that the PDSB is undertaking to action the six focus areas of the Strategy.

Highlights:

Update the Board on the implementation of the We Rise Together 2.0: Black Student Success Strategy that was launched in January 2023.

- Summarize activities undertaken by the PDSB at the Board, Family of Schools, school and in classrooms to implement the Strategy
- Provide an overview of the work that has been undertaken by all teams in the Equity, Indigenous Education and Community Engagement and central Departments to action the Strategy.
- Outline the implementation plan that is driving the work of the African, Black, Afro-Caribbean Student Success Team at the Centre of Black Excellence since March 2024.
- Show how the PDSB is engaging with all staff (senior leaders, administrators, teachers, support staff), Black students, families and community to continue the implementation of the Strategy.

Background:

The We Rise Together 2.0: Black Student Success Strategy is a milestone in the acknowledgement and commitment to addressing disproportionate outcomes for Black students at the PDSB. The strategy builds on the seminal work of the We Rise Together Action Plan (2016) with the addition of articulated accountability measures. The strategy is built on the decades of documentation of systemic and attitudinal barriers that Black students experience in education, demonstrated in the advocacy of Black students, staff, parents and community who identified the ongoing historical manifestations of systemic anti-Black racism and its impact. The Strategy acknowledges this reality and makes a commitment to change it.

It is vital to recognize that Black students' achievement is still impacted by the legacy of anti-Black racism. Year one of implementation (January 2023-December 2023) began with a significant review of policies, procedures, programs, and practices to identify barriers and next steps. January 2024 - December 2024 focused on identifying specific initiatives and actions to operationalize the strategy systemwide.

This report provides an overview of the work from January 2023 - December 2024 that includes initiatives and programs implemented under the strategy and includes data from the 2023 Student Census. The data reveals persistent gaps for Black students; however, this provides the PDSB with a baseline to measure future and expected progress in their academic achievement and well-being.

While the focus of this strategy is on Black students, all students will benefit. All students will benefit when schools identify and address opportunity gaps. All students benefit when the curriculum and materials reflect the diversity of students. All students benefit when they have

teachers from diverse communities, backgrounds, and identities. All students benefit when equity is woven throughout PDSB's policies and practices. While the Strategy made a commitment to change, it also commits to report back to the community on progress. This report summarizes some of the activities undertaken by the PDSB to implement the strategy.

Evidence

Findings/Key Considerations:

The We Rise Together 2.0: Black Student Success Strategy outlines the expectation that the PDSB engage in work that is ongoing to establish and maintain the steadfast commitment to creating educational environments where Black students thrive. It shows how our focussed strategies and initiatives are intentionally designed to be inclusive and empowering to Black children. This report details some of the successes, particularly in Focus Area 2- Integrate the experiences of Black Canadians into the curriculum, since we began our crucial journey to dismantle the manifestations of anti-Blackness embedded within the systems and structures that influence teaching and learning for African, Black and Afro-Caribbean students in the PDSB. The report also highlights areas for improvement and the need for sustained and accelerated implementation of all six focus areas of the Strategy at all levels of the PDSB, particularly in classrooms.

The Centre of Black Excellence

In June 2021, the Peel District School Board, in accordance with Directive 14, approved the establishment of a Centre for African, Black and Afro-Caribbean Student Success. The Centre of Black Excellence supports a commitment to nurturing a community where Black joy and excellence flourish. At its core, the Centre is enhancing the curriculum by infusing student learning with the rich tapestry of Black history and the contemporary contributions of people of African descent, enriching the learning for K-12 students. By providing African, Black and Afro-Caribbean students with experiences that affirm their identities and offer meaningful opportunities for growth, the Centre is cultivating a profound sense of confidence, trust, and belonging. Moreover, the Centre serves as a site for the sharing of African knowledge, heritage and the lived experiences of Black identifying students, families and communities designed to enhance the learning of participating students across the PDSB. The Centre is also supporting students and staff to critically engage with diverse narratives necessary to dismantle anti-Black racism, microaggressions and the critical thinking necessary to create more inclusive schools, classrooms and communities.

The objectives of the Centre of Black Excellence is being realized through the implementation plan that is organized into phases.

Phase 1: March 2024 - August 2024 - In phase one, through workshops offered at the Centre, student cohorts selected for various educational activities, including identity-affirming exercise and exploring expressions of self. They also delved into African indigeneity and Adinkra symbols, while student leadership groups honed their skills through Afrocentric ways of

knowing. The Centre collaborated with community organizations to support Black students and families.

Phase 2: September 2024- June 2025 - We continue to build upon the foundational work established in Phase 1 by expanding student engagement with identity-affirming workshops and learning experiences, ranging from utilizing Artificial Intelligence technology to exploring expressions of identity, while delving into global connections through African indigeneity. In this phase, we are also extending the Centre's reach by fostering stronger connections between the Centre and classrooms, through professional learning for educators, ensuring that the learning and growth experienced within the Centre is carried forward throughout the system. The working relationships that the staff at the Centre has established with community partners will be further strengthened through collaborative approaches and co-constructed learning opportunities, providing culturally responsive and relevant experiences for families. Learning at the Centre supports the ongoing implementation of actions outlined in the Black Student Success Strategy particularly in, integrating the experiences of Black Canadians into the curriculum, fostering anti-racist learning and working environments, sustained engagement with the Black community and inspiring and supporting Black student success.

The following evidence is categorized by the six focus areas identified in the Strategy and will provide a summary of the initiatives and programs designed to cultivate Black brilliance.

Focus Area 1: Develop the knowledge and skills of trustees and senior leaders to lead the implementation of this strategy

Trustees engaged in professional learning on Human Rights during the 2024 school year and senior leaders will continue to engage in ongoing professional learning on equity, human rights, and anti-Black racism. The Supervisory Officer Performance Appraisal (SOPA) now includes goals that align with the Black Student Success Strategy that emphasize collaboration with Black, Indigenous, and historically underserved communities. Also ensuring identity affirming learning environments is a central focus of Superintendent's School Improvement and Equity Planning (SIEP) visits to schools. Using the School Equity Audit Tool (SEAT) school leaders have consistently conducted equity walks and have assessed equity initiatives throughout school spaces. All Peel schools have conducted an audit of learning environments with the support of this resource. In addition, the necessary competencies and 'Look Fors' for principal/vice-principals (P/VP) and supervisory officers (SO) during the promotion process is grounded in equity leadership, including evidence of leading to disrupt anti-Black racism and colonialism. Both processes center equity and anti-oppression and require that candidates have demonstrated competencies in these and various other areas as well. The hiring tools, methods, and scoring tools in both processes ensure that a candidate's demonstration of equity leadership is assessed. Professional learning sessions are provided for new and experienced administrators to address identified gaps in objectives outlined in the Strategy.

Focus Area 2: Integrate the experiences of Black Canadians into the curriculum

This is being done in numerous ways throughout the PDSB and is led by staff in the Equity, Indigenous Education and Community Engagement and Curriculum Departments. Also, central to the leadership and implementation of this work is the Network of Black Studies Educators (NBSE) secondary and elementary, Peel Association of African Caribbean Educators (PAACE),

school Principals, Equity Lead teachers, Equity Instructional Coaches, Literacy Coaches and Coordinators. The NBSE, with strong support from the Director's Office has realized its three-year strategic plan of supporting all secondary schools in offering Black studies courses. This process required the intentional removal of barriers and building the knowledge, confidence and capacity of educators to develop and deliver Black studies curriculum through a framework that highlights identity, curriculum skills, criticality and joy. As of May 2024, all secondary schools included Black studies courses in their course offerings for all students. This includes a total of six different compulsory courses at the academic and university levels such as French, History, Science and Grade 12 university English. Additionally, over 29 secondary schools are offering Black studies courses at the university level, while many schools have also integrated Black affirming contributions into lessons and rich tasks of established courses.

Through collaboration with PAACE, the Network of Black Studies Educators (NBSE) Elementary and the Equity, Indigenous Education and Community Engagement Department, schools and classroom teachers are supported, to effectively integrate the history, identities and contributions of Black Canadians into the curriculum. Equity Instructional Coaches support their respective Families of Schools and NBSE Focus Schools where they train teachers to teach the lessons and rich tasks created by NBSE. Through coaching and mentoring, they co-planned, and co-facilitated lessons with classroom teachers to ensure Culturally Relevant and Responsive Pedagogy is infused in all teaching and learning in the classroom. Moving forward, each Instructional Coach will continue to engage in six-week student-centered coaching cycles, working with administrators, SIEP teams, and/or educators to action best practices.

The PDSB is proud of the new Black Studies Advance Placement (AP) Seminar course that is being developed and offered in three secondary schools, with commitments from other secondary schools for the 2025-2026 school year. This AP Seminar course promotes critical thinking across the school curriculum and emphasize skills that students will need to be successful in post-secondary education and in the professional world -- research, critical thinking, argumentation, synthesis, and collaboration. Explored through the lens of the African Diaspora (in regions of the Americas and Eurasia) and the peoples of the African continent and their migration to Canada.

The PDSB is committed to continuing to offer professional learning series for educators that focus on using culturally responsive texts to build literacy skills in grades 1 to 8. Resources such as the Ukweli Challenge Quest, African-Centred Dance, and Oware Math workshops ensure the amplification of Black Canadian contributions in all curricular areas. Programs such as Agents for Social Change and Student Empowerment Sessions build leadership and anti-racism awareness. Outdoor education initiatives and partnerships also integrate African and Caribbean heritage into sustainability learning, reflecting a holistic approach to affirming Black identity throughout the PDSB.

Focus Area 3: Foster Anti-racist learning and working environments

The Peel District School Board (PDSB) is undertaking a comprehensive equity audit across its schools, that focuses on inclusive practices in classrooms, curriculum and school communities. Using the School Equity Audit Tool (SEAT), all schools have completed audits to identify gaps and set goals to improve equity for Black students. Through the SEAT the voices of Black, Indigenous and all marginalized identities are centered. PDSB has also implemented

mandatory, ongoing equity and anti-racism/anti-oppression (ARAO) training for school leaders and staff, emphasizing the TASKS framework and an ethic of care for Black students. Special Education, Safety and Wellbeing, all Central departments and educators have received training in anti-racist, anti-ableist, and trauma-informed practices. The board has developed guidelines and tools, including the “Discriminatory Slurs and Statements” guide and the “All Roads Lead to No” infographic, to address and respond to the use of discriminatory language, particularly the N-word, in school communities. These efforts aim to uphold human rights, foster inclusive learning environments, and ensure all staff understand their legal and ethical obligations to challenge anti-Black racism.

Also, to create a greater sense of belonging, self-advocacy and leadership for Black students, in ways that reflects a change in the learning environment, over 150 schools in PDSB have active Black Students Associations that are supported by Black Students Association Staff Leads who are well trained in creating anti-racist, culturally responsive learning environments for Black students.

Focus Area 4: Continue engagement with the Black community

The PDSB developed a Community Outreach Plan, aimed at building trust and fostering strong relationships across the Board, particularly with the Black community. Black Parent Advisory Groups have been established in over 20 schools to create connection, support, and collaboration. The creation of Black Parent Associations (BPAs) at all levels of the organization, has fostered meaningful partnerships between Black families, schools, and the broader education system, enhancing engagement and advocacy for Black students. The Central BPA, which meets once per month have voiced the importance of continued focus on Black parent and community engagement on the wellbeing and academic success of Black students. Of specific importance is ensuring culturally responsive curriculum, financial literacy, leadership training, improving students study habits, and fostering an appreciation for Black history beyond February. BPAs have provided a platform for Black parents to share insights, collaborate on initiatives, and therefore contribute to the academic success and well-being of Black students. For example, the upcoming Black Parents Association Conference will focus on the Individual Education Plan process and pathways to giftedness for Black students as well as workshops on supporting Black student success in mathematics from K-12.

The PDSB has deepened trusting relationships with SFAs. The SFA program has significantly impacted the community by enhancing the understanding of anti-Black racism among administrators, educators, staff and improving relationships between families and school administrators. Families have reported feeling more supported and aware of available resources. Also, the PDSB’s Community Engagement Specialists act as liaisons, offering vital assistance to families in navigating and accessing a broad range of community support, services, and opportunities. They connect families with relevant resources and services, help to address individual and community needs, facilitate access to essential support systems, and enhance overall well-being and academic success for families.

Extremely successful events such as Raising the Bar Celebrating the Power and Presence of Black Fathers demonstrate the tremendous efforts being made at the Family of Schools and school level to challenge negative narratives and showcase successful and engaged Black fathers who are contributing positively to the education of their children and the education landscape in PDSB. Successful initiatives like these are being actioned across the PDSB in all

Families of schools by Superintendents of Education, administrators and school staff and is having a tremendously positive impact on the achievement, wellbeing and sense of belonging of Black students.

Focus Area 5: Inspire and support Black student success

A key initiative in this focus area, include the reform of the guidance system with the appointment of a Black Excellence Guidance Resource Teacher to support school counsellors in better serving Black students and families. This position is responsible for sharing resources and supports to existing school guidance counsellors so they can develop their understanding and build capacity to better service Black students and families. They are working collaboratively to ensure that their work is in direct alignment with the Black Student Success Strategy. Course selections workshops for guidance counsellors provide counsellors with the necessary information to be shared with Black students and families about the course selection process. These workshops also ensure that there is consistent messaging around the opportunities available to Black students through various pathway programs, including specialized programs such as Regional Learning Choice Programs. Board-wide presentations on the Regional Learning Choice Programs (RLCPs) have been conducted to various groups, including specific presentations to Black families. This resulted in greater awareness of RLCP amongst elementary aged Black students and their families and an increase in Black students applying to RLCP programs.

Additionally, leadership and enrichment opportunities such as the 100 Strong Academy, Agents for Social Change camps, and university partnerships (e.g., University of Waterloo, York University, TMU, Algoma) provide Black students with reach ahead opportunities, university credits, experiential learning, mentorship, early entry into a range of post-secondary pathways and destinations, STEM professions, entrepreneurship skills development and academic support.

Mental health and well-being is also prioritized through a focus on Black students and family's mental health as well as restorative practices with trauma-informed and anti-oppressive practices through various workshops and collaboration with community agencies. Culturally responsive interventions in literacy and numeracy were implemented, particularly in early grades, alongside the development of specialized programs like the African-Centred Food and Nutrition and Revolutionary Dance workshops offered at the Centre of Black Excellence.

To strengthen academic achievement and cultural pride, over 100 Black students participated in scholarship writing workshops, and students engaged in entrepreneurial programs such as "Young Black Entrepreneurs in Action." Programs like "Counting on You" support the academic achievement of Black students through a focus on improvement in core academic skills that promote students' successful transition from elementary to secondary schools. As a result of PDSB's collective focus on supporting Black students' success at all levels of the organization there has been an increase in representation of Black students in gifted and specialized programs by adopting more equitable assessment practices. Overall, this focus area demonstrates PDSB's commitment to fostering high academic achievement, well-being, and strong identity development for Black students through community partnerships, targeted interventions, and system-wide implementation.

Focus Area 6: Hire and Support More Black Staff

The PDSB has prioritized the hiring of Black educators and staff through focused recruitment efforts, including centralized hiring practices that prioritize qualified Black candidates for permanent positions. Partnerships with faculties of education have supported the hosting of Black teacher candidates and the development of Black-focused curriculum instruction. To address bias in hiring, school leaders and senior staff have received training on equitable recruitment practices. Additionally, the board established Indigenous, Black and Racialized Educators' Mentoring Support Network, as well as the Black Administrators Network which offers identity-affirming spaces for professional growth, networking, and community building among new and experienced Black educators. The Strategy also includes efforts to ensure that regulated clinical professionals—such as psychologists and social workers—reflect the diversity of the community and can provide culturally appropriate, anti-racist support to Black students.

These efforts aim to create an inclusive and affirming system where Black staff are supported and Black students can see themselves represented in positions of responsibility in schools, classrooms and at the system level. The 2022- 2023 student census data reported that 11.2% of students identify as Black in the PDSB while the 2021-2022 Workforce Census reported 9.3% of staff identified as Black. Since then, there has been two rounds of Long-Term Occasional Teacher hiring that have prioritized the hiring of Black and Indigenous staff, the data that is emerging is very positive in terms of the percentage of Black new staff that are being hired in schools. This is a demonstration that the comprehensive efforts of PDSB to hire and support Black staff is yielding positive results.

Impact Analysis

Equity & Human Rights Review:

The We Rise Together 2.0: Black Student Success Strategy is designed to eliminate systemic inequities by addressing anti-Black racism and creating targeted support systems that foster academic achievement and well-being for Black students. It acknowledges the systemic barriers, including discriminatory practices and policies, that have marginalized Black students. Using data-informed interventions, the strategy aims to dismantle these systems and build structures rooted in equity, accountability, and inclusion.

Evidence shows that the strategy positively impacts Black student engagement through representation in the curriculum, learning environment, and teaching approaches. According to the 2023 Count Me in Peel Student Census, Black students in Grades 1-8 reported having a 6% higher attendance rate than the average of all Peel students, and Black students in Grades 4-6 feel 6% more reflected and affirmed in their learning environment compared to all students. The strategy upholds human rights by centering the voices and experiences of Black students, families, and communities, ensuring their dignity and culture are respected in policies, curriculum, and school practices.

Board or Ministry Policy Alignment:

Multi Year Strategic Plan 2024 – 2028

Ministry Review and Directives 2020

Anti-racism Policy – Directive 16

School Improvement and Equity Planning (SIEP)
Equity and Inclusive Education- Policy 54
Human Rights – Policy 51
Safe and Caring – Policy 48

The Strategy aligns with the Peel District School Board's Multi-Year Strategic Plan (2024-2028), emphasizing student achievement, safety and well-being, equity and inclusion, and community engagement. It supports the PDSB Equity Strategy's core pillars by creating identity-affirming spaces and systematically dismantling barriers faced by historically marginalized students and families. The strategy provides targeted actions to address anti-Black racism and its impact on Black students, contributing to the board's broader vision of an equitable and inclusive education system.

Additionally, the Strategy is deeply interwoven with Ministry of Education directives, including Ministry Directive 16 on the anti-racism policy. It incorporates comprehensive measures to address systemic racism within PDSB, such as professional learning for staff, integration of Black historical contributions into the curriculum, and targeted programs for Black student success. Schools can utilize the School Improvement Equity Planning (SIEP) framework to implement and monitor initiatives informed by this strategy, ensuring tangible actions and outcomes at the school level. The strategy serves as a benchmark for reshaping outcomes for Black children, aiming for systemic change, accountability, and improved academic achievement.

Student Achievement Data Update

The data in this section serves as a benchmark, representing the starting point in PDSB's journey toward reshaping outcomes for Black children to reflect equity and excellence. These benchmarks identify the starting point and will be used to measure the impact of the Strategy as the board continues its implementation. When reviewing an analysis of year over year data since the implementation of the Strategy, it is evident that there is some improvement in achievement for Black students. This is encouraging and demands that we stay the course.

- EQAO provincial standard in reading improved from 60% in 2022-23 to 65% in 2023-24
- EQAO provincial standard writing scores increased from 46% to 53%
- EQAO provincial standard mathematics scores rose from 35% to 45% over the same period
- OSSLT scores also showed improvement, from 70% in 2023-22 to 71% in 2023-24

The board is dedicated in its efforts and will be steadfast in its commitment to transforming the PDSB to a system where Black children, along with their peers, thrive. The We Rise Together 2.0: Black Student Success Strategy is a five-year plan; these efforts will continue to be thoughtfully designed and consistently implemented to create and sustain transformative change.

Resource/Financial Implications:

The implementation of the We Rise Together 2.0: Black Student Success Strategy has not placed significantly financial burden on the PDSB.

Legal implications:

These outlined initiatives ensure that the Board remains compliant with the Ministry Directives

and the Multi Year Strategic Plan to improve Black student achievement, safety and well-being, equity and inclusion, and community engagement.

Risk Assessment:

Failure to implement the Strategy presents significant risks to student success, achievement, well-being and Board compliance as well as diminished public confidence in the PDSB. Without robust programming for Black students, the PDSB risks perpetuating systemic barriers and failing to meet its obligations under Human Rights Policy, the Ministry Directives as well as the Multi-Year Strategic Plan.

Community Impact:

The implementation of the Strategy is having a positive impact on Black student achievement, wellbeing, leadership and achievement. These initiatives create spaces where all students can fully participate in their education without discrimination, while fostering cultural pride and community connections that is improving the relationship between the PDSB and Black students, parents and communities.

Next Steps

The Peel District School Board is committed to the ongoing implementation, evaluation, and monitoring of the We Rise Together 2.0: Black Student Success Strategy by aligning initiatives with the goals of the Multi-Year Strategic Plan 2024-2028 and the PDSB Equity Strategy 2023-2027. The Board has demonstrated significant progress in implementing the Strategy through various initiatives, policy changes, and a commitment to ongoing learning and accountability. Moving forward the effectiveness of the We Rise 2.0 Black Student Success Strategy will be evaluated through both quantitative metrics and qualitative indicators. Positive trends are emerging; however, sustained efforts are necessary to address deeply rooted systemic inequities and ensure equitable outcomes for Black students.

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PDSB. (2022) Count Me In 2021-22 PDSB Workforce Census Final Report

PDSB. (2025) Update on the Community Outreach Plan

Appendices

Appendix 1 - We Rise Together 2.0: Black Student Success Strategy.



2022-2027

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LETTER FROM THE DIRECTOR OF EDUCATION

At PDSB, we have been on a journey to build a more inclusive education system, one that is centred on a shared sense of belonging, where everyone feels heard, valued and affirmed, while recognizing that systemic racism and systems of oppression continue to persist in schools and school boards across Canada. Longstanding research and our own PDSB data shows that anti-Black racism exists within education, that it is endemic and makes its way into our schools and classrooms. However, research has also demonstrated that with our focused and collective efforts, and upon reflection of those made this year, we have made some positive strides in our efforts to disrupt and dismantle anti-Black racism and the many manifestations of racism that impact racialized students in education.

As we work toward building a better education system for generations to come, we need a tangible action plan that incorporates strong accountability measures and governance structures based on transparency and responsiveness to the community. While the focus is on Black students, we know that the implementation of the work behind the priority areas within the strategy will create an education system that better reflects and serves an increasingly diverse student population. This comprehensive PDSB Black Student Success Strategy addresses our obligation to create an equitable, anti-racist, anti-oppressive and inclusive learning environment, while also identifying the goals, strategies and tools required to document evidence of impact as we continue making progress toward racial equity.

The PDSB Black Student Success Strategy also reflects the voices of community advocates, staff, students and families who have been consulted throughout its development, serving as our roadmap for addressing the inequities that perpetuate racial disparities in education and that have been the unfortunate reality for Black students. For real change to happen, though—for systemic equity to be realized—everyone must take an active role in being part of the solution. It is essential that each of us acknowledge and address the harms of the past and condemn acts of discrimination and racism. Only then can we begin to heal and move toward racial equity.

There are many important initiatives underway across the Board, and as each unfold, I look forward to continuing to cultivate learning environments and resources that are affirming, build community, and are reflective of students' intersectional identities.

Educators have also committed to ensuring that students are provided with meaningful and authentic learning that is rooted in their diverse cultural identities. In fact, this serves as the foundation of the newly formed Network of Black Studies Educators, a group of staff from across the Board who co-develop and co-construct culturally relevant and responsive resources, creating rich, collaborative learning opportunities while disrupting traditional ways of knowing, doing and being to address the disparities and disproportionalities facing Black, African, and Afro-Caribbean students.

None of this vital work would be underway if it was not for the driving force of the community advocates calling for an end to the system imbalances and inequities that led to widening learning disparities and poor outcomes for Black, African, and Afro-Caribbean students.

I am forever thankful to these community leaders who had the strength and courage to advocate for change. I am also grateful to the staff, students and families who have been instrumental in challenging long-established and accepted norms that were detrimental to the achievement of Black, African, and Afro-Caribbean students. Your voices are what matter and we will continue to listen to you.

There is no denying that we have a lot of that to do. Hearing the personal accounts of trauma and incidents of anti-Black racism Black, African, and Afro-Caribbean students face in Peel cemented my commitment to leading the transformation of our school board towards equity and inclusion for all. To drive real change we need everyone within our school community to recognize the urgency of moving forward with cultivating learning environments that are free from white supremacy and to actively engage in anti-racist and anti-oppressive work. The Black Student Success Strategy is a major step toward that change, and we must hold ourselves accountable.

It is by coming together that we can ensure that all students at Peel District School Board have the opportunities, supports and pathways to succeed in education, and in their lives and careers beyond school. I invite each of you to join us in making this difference.



Rashmi Swarup

Director of Education

Peel District School Board

SANKOFA

(SAHN-KOH-FAH)

Sankofa is an African word from the Akan tribe in Ghana (San - to return; ko - to go; fa - to fetch). It is symbolized by a bird with its feet facing forward and its head looking back. It means taking from the past what is good and bringing it into the present to make progress in the future.

We use this symbol to represent learning from the past to make positive progress in the future. It is also used to acknowledge the courageous effort of existing and past employees, parents/caregivers, and community members who have championed this important work.

In the spirit of Sankofa, to develop this strategy, we have reflected on a number of past reports that examined anti-Black racism within Ontario's education system and within PDSB. We have also built on the good work begun with the We Rise Together Action Plan and strengthened the implementation and accountability structures in order to create truly anti-racist learning and working environments.



Land Acknowledgement

We acknowledge that PDSB operates on the traditional territories of Treaty 13A, 14, and 19 of the Mississaugas of the Credit First Nation.

We are grateful to the Mississaugas of the Credit First Nation as the caretakers of this land and recognize the benefits we receive from this land. This land continues to be home to the First Nations Peoples, Inuit, and Métis, many of whom are students in Peel schools. We thank them and other Indigenous Peoples who have walked before us and share this land with us.

African Ancestral Acknowledgement

We would like to acknowledge the indigenous Africans who were forcefully removed from their native land and dispersed across the new world. What we are confronted with today are the vestiges of the transatlantic slave trade; what Dr. Saidiya Hartman calls the “afterlife of slavery”. In entering a conversation about anti-Black racism, it is important to centre Black children and Black families and to examine the systems that act upon them.

Acknowledgements

We would like to extend our deepest gratitude and appreciation to the many people who gave invaluable insights, contributed to, and supported the development of this strategy.

In particular, we are grateful to members of the We Rise Together Advisory Committee and Advocacy Peel who contributed to the development of this strategy. We also wish to thank the students, parents, community members, and staff who participated in the consultations. Their perspectives and insights have strengthened this document and helped develop a strategy that will support the success of Black students at PDSB.

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Introduction

In early 2022, Peel District School Board (PDSB) embarked on a review and redevelopment of its We Rise Together (WRT) Action Plan. Conducted by Turner Consulting Group, this review had the goal of strengthening and accelerating the Board's actions for creating anti-racist learning and working environments.

The development of this strategy included the review of the WRT Action Plan, the Ministry Review, and other documents as well as consultations with a Working Group to gather their input into the Action Plan and its implementation. Consultations were held with PDSB equity staff and others to gather their insights. This input was then used to develop a draft strategy, which was then used to engage students, parents, community, and staff in discussions. This additional input was then used to finalize this strategy, WRT 2.0.

This strategy outlines the priorities and actions that will assist PDSB in continuing to deepen its anti-racism/anti-oppression (ARAO) efforts and embed ARAO into everything the Board does in order to foster anti-racist learning and working environments.

This strategy must remain a work in progress and be reflected on and revised regularly in order to be responsive to issues as they arise, build on successes, and make any course corrections that may be needed. Dismantling anti-Black racism is a priority for PDSB, and it will take the collective efforts of all members of the school community to make this vision a reality.

Anti-Black Racism in PDSB Learning and Working Environments

Ontario's education system has a long history of anti-Black racism. It is evident from the 114 years of legally segregated schools to the long history of anti-Black racism documented in numerous reports, such as the 1992 *Stephen Lewis Report on Race Relations in Ontario*.

In the past decade, many reports have documented the existence of anti-Black racism within PDSB learning and working environments. This evidence has clearly demonstrated that despite their access to Ontario's world-class education system, Black students are not benefiting equitably, and some are being harmed because of their experiences in PDSB schools. This evidence is unequivocal—anti-Black racism exists systemically within PDSB. This evidence highlights the need for bold, consistent, and strategic action on the part of the Board if it is to dismantle anti-Black racism, change individual attitudes, and transform the culture of the organization.

Based on this evidence, the redevelopment of WRT didn't begin with the question of whether or how anti-Black racism exists at PDSB. Instead, based on the evidence documented over the past decade, we asked, "What does PDSB need to do in order to dismantle the anti-Black racism that exists in its learning and working environments?"

The following summarizes PDSB's journey to creating anti-racist learning and working environments.

2013 THE JOURNEY AHEAD

Biased, inconsistent, and unstructured hiring processes, along with nepotism and favouritism, undermine the hiring of staff based on skills and abilities, and the hiring of staff from diverse backgrounds.

2015 FIGHTING AN UPHILL BATTLE:

Report on the Consultations into the Well-Being of Black Youth in Peel Region (F.A.C.E.S. Report)

This report documents Black students' experiences, including:

- Low expectations from teachers
- Stereotyping about educational commitment and intellectual abilities
- More severe discipline
- Feelings of exclusion
- Staff that do not reflect them

2016 WE RISE TOGETHER:

The PDSB Action Plan to Support Black Male Students / Perspectives of Black Male Students in Secondary School: Understanding the Successes and Challenges

This report documents the experiences of Black male students, including:

- Racial separation in social groups
- Low academic expectations by teachers
- Stereotyping and stigma
- Racial profiling by teachers and police
- Lack of leadership opportunities
- Curriculum that does not reflect them

2017 TOWARDS RACE EQUITY IN EDUCATION:

The Schooling of Black Students in the Greater Toronto Area

This report documents Black students' experiences of:

- Streaming
- Over-identification as having special education needs
- Not supported to go on to university
- Over-policed in schools
- Unfair treatment, biases, and discrimination as young as kindergarten

2019 WE RISE TOGETHER REPORT (DR. CARL JAMES)

This report documents Black students' experiences of:

- Lack of access to leadership opportunities for Black students at school and in clubs
- Pervasiveness of anti-Black racism
- Students' complaints about anti-Black racism being met with denial
- Students questioning educators' commitment to student welfare and belonging
- Black students using resistance to cope with and manage the anti-Black racism they experience daily
- Black students having to work twice as hard to overcome barriers, counter stereotypes, and receive the same recognition and respect that other students do

2020

MINISTRY REVIEW OF THE PEEL DISTRICT SCHOOL BOARD

The Ministry Review identified anti-Black racism and racial inequities that are reflected in:

- Student discipline
- Streaming
- Lack of access to and underrepresentation in regional choice learning programs
- Lack of culturally relevant and responsive curriculum materials and approaches to teaching
- Discriminatory comments and conduct from teachers and school administration
- Lack of meaningful and effective community engagement and parental involvement
- Concerns about hiring and promotion practices, workplace equity, grievances and complaint mechanisms, and organizational alignment

2020

INVESTIGATION OF THE PEEL DISTRICT SCHOOL BOARD

This report documents:

- The Board's misunderstanding of anti-Black racism, an unwillingness to engage in the necessary work to gain this understanding, and a lack of understanding of the urgency of doing so.
- The Board's failure to understand that its mandate includes engagement with communities and that respectful, collaborative relationships with Black communities are essential to fulfilling the Ministry directions.

2021

FOCUS GROUPS WITH BLACK STUDENTS

This report found that:

- Black students are impacted by racial stereotypes and teachers' lack of care
- There is a failure to address racism
- There is a need for greater representation of Black identities in the curriculum, in resources, and in school spaces
- Teachers hold biases about Black students

Guiding Principles

The following principles have guided the development of this strategy and will guide its implementation.

- 1. ANTI-BLACK RACISM EXISTS**
- 2. THE EDUCATION SYSTEM IS NOT NEUTRAL**
- 3. DISMANTLING ANTI-BLACK RACISM IS A COLLECTIVE RESPONSIBILITY**
- 4. DISMANTLING ANTI-BLACK RACISM IS AN ONGOING JOURNEY**
- 5. THERE IS AN URGENCY TO ACT NOW**
- 6. THE BOARD WILL HOLD ITSELF ACCOUNTABLE**
- 7. COMPLYING WITH THE HUMAN RIGHTS CODE IS A PRIORITY**
- 8. SYSTEM TRANSFORMATION REQUIRES COMMUNITY VOICE**

1. ANTI-BLACK RACISM EXISTS

PDSB acknowledges the historical and contemporary impact of anti-Black racism, which is presently impacting the experiences of and outcomes for Black students and staff. Anti-Black racism has created unwelcoming learning and working environments, undermined success and well-being, and contributed to poor outcomes for individuals, families, and communities throughout Peel Region.

2. THE EDUCATION SYSTEM IS NOT NEUTRAL

Racism is embedded within the foundations of Ontario's education system and was not designed to educate all students. The education system continues to perpetuate these inequities because the knowledge, people, and structures that it comprises are not neutral.

3. DISMANTLING ANTI-BLACK RACISM IS A COLLECTIVE RESPONSIBILITY

All members of PDSB school communities are responsible for understanding and dismantling anti-Black racism. No one involved in the education system should be a bystander to anti-Black racism. Cross-racial allyship will be developed to ensure educators from all backgrounds are equipped with the competence, confidence, and courage to engage in this work. All members of the PDSB school community will be held accountable to develop their critical consciousness and to leverage their social location and positionality to foster anti-racist change.

4. DISMANTLING ANTI-BLACK RACISM IS AN ONGOING JOURNEY

The goal of dismantling anti-Black racism is an ongoing journey for individuals and the organization, requiring that PDSB prioritize this work, guided by self-reflection and ongoing learning.

5. THERE IS AN URGENCY TO ACT NOW

While this is an ongoing journey, we understand the urgency of acting now. PDSB owes it to the Black students and staff who are presently within the system, but also future generations of students and staff, to address anti-Black racism. We are touching not only the lives of Black students and staff but also shaping the perceptions and worldviews of all students and what they will take into the world as adults.

6. THE BOARD WILL HOLD ITSELF ACCOUNTABLE

PDSB will hold itself accountable for creating anti-racist learning and working environments. It will monitor change by assessing the academic achievement and wellbeing of Black students and staff through the collection of both quantitative data and qualitative data that includes student and staff voices.

7. COMPLYING WITH THE HUMAN RIGHTS CODE IS A PRIORITY

This strategy will be implemented with a focus on human rights and the creation of inclusive learning and working environments that are free from harassment and discrimination. This work will be rooted in the obligations of PDSB and each individual to be non-discriminatory and reduce inequities for both Black students and staff.

8. SYSTEM TRANSFORMATION REQUIRES COMMUNITY VOICE

The successful implementation of this strategy requires the transformation of the education system, which can only be done in partnership with members of the school community. As such, we will continue to involve and listen to all members of the school community throughout the implementation of this strategy.

Focus Area 1

Develop the knowledge and skills of trustees and senior leaders to lead the implementation of this strategy.

The Board of Trustees holds the school board accountable for student achievement through its Director of Education. The trustees themselves must have the knowledge and skills to lead and champion the implementation of this strategy. Because school boards are responsible for providing training to trustees, they need to be included as an important part of this strategy.

PDSB leaders develop and support practices that create the conditions for learning required to ensure a fair and equitable school system for all. As transformative leaders, the Director of Education and superintendents will use anti-racist, anti-oppressive, decolonizing, and culturally relevant and responsive pedagogies in their practice and monitoring of instruction, in their community engagement, and in leading the implementation of this strategy.

Senior leaders will also champion the implementation of this strategy and create safe spaces in which staff are able to discuss anti-Black racism, as well as discuss and address the many ways in which policies, procedures, and attitudes foster and uphold anti-Black racism.

ACTIONS

PDSB COMMITS TO THE FOLLOWING ACTIONS:

- 1.1** Providing ongoing professional learning for trustees on equity, human rights, anti-bias, and anti-Black racism, which includes orientation at the beginning of each term, as well as ongoing learning over their term.
- 1.2** Ensuring that each superintendent establishes annual anti-racism performance goals.
- 1.3** Ensuring that each superintendent includes annual performance goals that support the implementation of this strategy, relative to their role within the Board.
- 1.4** Developing a robust, comprehensive, and strategic professional learning plan for senior staff on equity, human rights, anti-bias, and anti-Black racism. (Ministry Direction 15)
- 1.5** Embedding equity leadership competencies within PDSB leadership frameworks and ensuring the application by all system and school leaders.
- 1.6** Creating a community of practice with other school boards to collaborate and learn from each other about effective strategies and initiatives that support Black student success.
- 1.7** Ensuring that senior leaders engage with unions, federations, and associations as partners in the Board's efforts to dismantle anti-Black racism.
- 1.8** Ensuring that superintendents routinely conduct equity walks within all schools to assess the implementation of this strategy. These results will be documented and publicly shared by the Director of Education in the annual report to the public on the implementation of this strategy.

Focus Area 2

Integrate the experiences of Black Canadians into the curriculum

Black students will see themselves reflected within the curriculum and through educational pedagogies that are anti-oppressive, anti-racist, and culturally relevant and responsive, such that their identities are affirmed by their schooling experience, resulting in improved outcomes.

ACTIONS

PDSB COMMITS TO THE FOLLOWING ACTIONS:

- 2.1** Making explicit curriculum connections with Black historical and contemporary contributions and identities, ensuring that blackness is ingrained within all curriculum areas. (WRT)
- 2.2** Requiring all schools to celebrate Black History Month and the contributions of Black Canadians through approaches that seek to affirm Black students and staff, during and beyond February.
- 2.3** Further developing Black history resources for schools (in consultation with African diasporic community partners), and providing schools with greater resources to celebrate and recognize Black History Month in an identity-affirming manner. (WRT)
- 2.4** Developing students' understanding of and leadership on addressing anti-Black racism and all forms of oppression by encouraging critical dialogue through an explicit focus on the dynamics of race, racialization, and anti-racism in an age-appropriate curriculum. (WRT)
- 2.5** Developing new resources, through an African diasporic Black Canadian and anti-racist lens, that consider culturally relevant and responsive pedagogy, student voice, critical literacy, and social justice. (WRT)

Focus Area 3

Foster anti-racist learning and working environments

PDSB will foster belonging and dismantle oppressive systems that maintain the marginalization of Black people throughout its learning and working environments. School leaders and managers throughout the organization will also foster anti-racist and inclusive learning and working environments and will have the competence and confidence to address issues when they arise.

ACTIONS

PDSB COMMITS TO THE FOLLOWING ACTIONS:

- 3.1** Undertaking a comprehensive equity audit of schools, including naming, mascots, libraries, and classrooms. This should include evaluating books, media, and other resources currently being used in schools for teaching and learning in all subject areas to ensure that they are inclusive and culturally relevant and responsive of the student bodies and voices and broader school communities. (Ministry Direction 19)
- 3.2** Reviewing policies, practices, and traditions regarding the naming of schools to ensure that an anti-racist approach is taken to school naming and renaming.
- 3.3** Providing annual, ongoing, and mandatory equity and ARAO training and ongoing coaching for school administrators and School Success Action Teams. (WRT)
- 3.4** Developing an ethic of care for all Black students, grounded in the professional responsibilities and obligations of all registered professionals, and demonstrating this in a commitment to students' well-being, the creation of positive learning environments, professional judgement, and empathy for Black students. (WRT)

- 3.5** Educating all students, parents/caregivers, and staff about their right to safe and respectful learning and working environments and the process for making a complaint when an issue does occur. All members of the school community should also understand their right to be protected against reprisal for coming forward with a complaint.
- 3.6** Communicating Discriminatory Slurs and Statements guidelines to address the use of discriminatory slurs and statements, including the n-word, by both students and educators.
- 3.7** Developing a guide for staff on how to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of, consistent with the OCT advisory. The use of this guide should be supported by ongoing learning. It will also educate staff about their legal obligations to create learning and working environments that are free from anti-Black racism, harassment, and discrimination per the Ontario *Human Rights Code* and the Ontario *Occupational Health and Safety Act*.
- 3.8** Working with student groups and other partners to create school-based anti-racism education campaigns.
- 3.9** Embedding within job descriptions, specific to the role, equity and anti-racism competencies that enable all staff to play a role in creating anti-racist learning and working environments, and ensuring that these competencies are assessed through the performance appraisal of all staff.
- 3.10** Reviewing school facilities and resource allocation to ensure equitable access to resources for schools and underserved students within schools.

Focus Area 4

Continue engagement with the Black community

In order to support Black student success and well-being, PDSB will more effectively engage with Black parents/caregivers and communities. This will include better and more transparent communications with Black parents/caregivers to support them to engage as partners in their children's education. This also includes engaging with Black students about issues that impact them.

ACTIONS

PDSB COMMITS TO THE FOLLOWING ACTIONS:

- 4.1** Developing a community engagement plan to rebuild and maintain trust and credibility with the Black communities in Peel Region. (Ministry Direction 10)
- 4.2** Facilitating the formation of Black Parent Advisory Groups in each school and/or family of schools to create a safe space to network, build connections, problem solve, and share resources.
- 4.3** Partnering with community agencies to identify, understand, and address issues that concern Black families, and to ensure appropriate referrals to services and resources.
- 4.4** Developing mechanisms to communicate directly with Black parents/caregivers and communities on a range of issues, including this strategy, as well as to educate them about the education system, including IEPs, specialized programs, secondary school program placement, and course selection. This also includes ensuring that the information shared is accessible to newcomer parents. (Ministry Direction 21)

- 4.5** Developing resources for Black parents and caregivers about the education system and supporting them to engage as partners in their child's education. These resources should inform Black parents about who to contact when issues arise, the process for addressing issues, and how they will be informed of the outcome.
- 4.6** Partnering with PAACE (Peel Association of African Canadian Educators), WRT Community Advisory Council, and other organizations within Peel Region to hold regular parent engagement events for Black families that provide information to families so they can better understand and navigate the school system.
- 4.7** Seeking the input of Black students, including Black Student Associations, on issues that concern them, including the implementation of this strategy.



Focus Area 5

Inspire and support Black student success

PDSB recognizes that Black students are not given the same opportunities, are not encouraged to believe that they are capable of high achievement, and do not receive the resources to support their achievement. Those who have multiple marginalized identities, such as students who are 2SLGBTQ+, newcomers, refugees, Muslim, or students with special needs, face additional barriers to success.

PDSB will close opportunity gaps that limit academic success and undermine the well-being of Black students, ensure that Black students have access to culturally appropriate mental health and other supports, and keep Black students in mainstream learning environments.

ACTIONS

PDSB COMMITS TO THE FOLLOWING ACTIONS:

- 5.1** Undertaking a robust, comprehensive reform of the guidance system to address the needs and expectations of all students and their families. The reform should specifically remedy the inadequacies and gaps in supports and guidance for historically and currently underserved demographic groups, with an emphasis on Black students. The reform of the guidance system will be supported by annual review of the data to assess outcomes for Black students and annual professional learning for guidance counsellors. (Ministry Direction 17)
- 5.2** Annually convening a Black student leadership conference to enhance their social capital, increase their motivation, and fully maximize their schooling experience. (WRT)

- 5.3** Reviewing school discipline policies and practices to prioritize restorative justice, including by developing and implementing a communications protocol for promptly informing parents of students who are suspended (in and out of school), expelled, or excluded. This also includes auditing the implementation of the updated student discipline policy and publicly reporting the audit findings. (Ministry Direction 22)
- 5.4** Partnering with community agencies to provide identity-affirming programs as well as prevention and intervention services for Black students who are presently facing or are at risk of suspension and expulsion. (Ministry Direction 23)
- 5.5** Providing Black students with culturally appropriate supports and ongoing opportunities to gather, support one another, and heal.
- 5.6** Developing programs that encourage and empower Black students to fully maximize their schooling experience, aim for high academic achievement, and optimize their well-being. These programs should be identity-affirming and allow Black students to maintain a strong and positive sense of self rooted in their racial identity. These programs and spaces may include mentorship programs, Black Student Associations, summer camps for underserved and underperforming students, reading interventions for Grade 3 students, and so on. These programs should be conducted in collaboration with post-secondary institutions, community agencies, and faith-based organizations. (WRT)
- 5.7** Working with Peel Children's Aid Society (CAS) to identify any patterns of over-reporting in order to determine where interventions and ongoing training may be needed and to ensure that Duty to Report training is conducted through an anti-racist lens. This includes working with Peel CAS to identify and address any malicious reporting of Black parents.

- 5.8** Developing and offering additional supports for Black elementary students who may be underperforming in math and literacy to ensure that they do not fall behind.
- 5.9** Increasing the representation of Black students in specialized programs.
- 5.10** Reviewing the process by which students are assessed for placement in special education, behavioural, and English Language Learner placements through an ARAO lens to ensure appropriate placement of Black students.
- 5.11** Reviewing the supports provided through the We Welcome the World Centres to ensure appropriate assessment and placement of students and also the appropriate referrals of newcomers to culturally relevant and responsive community resources.



Focus Area 6

Hire and support more Black staff

PDSB acknowledges that all students benefit from seeing educators and staff from diverse communities and identities in various roles within their schools and throughout the Board. In addition, stereotypes of Black people and anti-Black racism are disrupted when non-Black students and members of the community see Black people as teachers, as staff, and in other positions of authority and responsibility.

The Board also recognizes that it cannot support the success of Black students if it does not also increase the hiring of Black staff and support their success and well-being. Staff will not be able to contribute their best to students if they do not feel safe and welcome themselves.

ACTIONS

PDSB COMMITS TO THE FOLLOWING ACTIONS:

- 6.1** Prioritizing the hiring of Black teachers and other staff and supporting their advancement into leadership roles.
- 6.2** Advocating with the third-party provider of the Board's Employee and Family Assistance Program to ensure that Black staff have access to Black therapists and resources so that they receive culturally relevant and responsive supports.
- 6.3** Partnering with universities to create a program that begins in elementary school for Black students who are interested in becoming teachers in order to support them through high school and into university.

- 6.4** Partnering with faculties of education to host Black teacher candidates and creating programs that support the development of Black-focused curriculum instruction.
- 6.5** Advocating with the Ontario College of Teachers to ensure that teachers from across the world do not face any barriers to becoming certified in Ontario.
- 6.6** Advocating with faculties of education to admit more Black students in order to graduate more Black teachers.
- 6.7** Ensuring that regulated health professionals (e.g., psychologists, social workers, speech pathologists) reflect the diversity of the PDSB community. Ensuring that all regulated health professionals are able to provide culturally appropriate services to Black students through an anti-racist lens. (Ministry Direction 24)
- 6.8** Supporting PAACE to ensure that Black teachers and staff have a safe space in which to gather, share experiences, and heal.

Accountability Framework

While the development of a strategy to dismantle anti-Black racism is critical, it will not be effective without bold, thoughtful, and coordinated implementation. Critical to the success of this strategy is accountability for not only implementing the individual actions, but also ensuring that these actions are implemented in a way that leads to tangible changes in the learning experiences of Black students and the working experience of Black staff.

This accountability framework makes use of both internal and external mechanisms to provide oversight to the implementation of this strategy. These mechanisms will ensure sustained implementation that fosters transparency and creates a lasting commitment to dismantling anti-Black racism and producing better outcomes for Black students and staff.

This accountability framework will ensure that the focus remains on the outcomes of the strategy rather than the actions taken to produce the outcomes. It will allow for effective monitoring of progress and enable the Board to make course corrections as needed.

The following chart lays out the main components of the accountability framework.



LEVEL OF ACCOUNTABILITY

System

COMPONENT	REPORTING FREQUENCY	MECHANISM
The Alliance	Quarterly	Quarterly updates on strategy implementation
Black Student Advisory Committee	Quarterly	Quarterly updates on strategy implementation
Trustees	Twice annually	Updates on strategy implementation
Public Reporting	Annually	Written annual report on strategy implementation and outcomes Verbal update to the Peel Black community
Director's Action Plan	Annually	Written update to the Board of Trustees
Evaluation	Annually over 5-year period	Process evaluation, to assess implementation of the strategy Impact evaluation to assess outcomes



LEVEL OF ACCOUNTABILITY

School / Department

COMPONENT	REPORTING FREQUENCY	MECHANISM
School Improvement and Equity Plan / Department Improvement and Equity Plan	Annually	Written report on strategy implementation and measures of progress



LEVEL OF ACCOUNTABILITY

School / Department

COMPONENT	REPORTING FREQUENCY	MECHANISM
Director's Position Profile Superintendent and Principal Position Profiles Teacher Performance Appraisals Teacher Annual Learning Plans	As determined by cycle	Strategy implementation

Measures of Progress¹



PRIORITY

Learning Recovery and Renewal

MENTAL HEALTH AND WELL-BEING

- % of Black students who accessed school-based mental health services
- % of Board-level staff and educators receiving professional learning on ABR literacy and how to deliver services through a culturally relevant and responsive lens

EARLY READING AND MATH

- % of Black students who received targeted early reading and math supports

RE-ENGAGING STUDENTS

- % of schools that have implemented activities that promote school connections for Black students, including extracurricular activities
- % of schools that have an intentional strategy to keep Black students engaged

¹ Most of these measures are the same or similar to those in the new Board Improvement and Equity Plan.



PRIORITY

Achievement

IMPROVED MATH ACHIEVEMENT

- % of Black students who meet or exceed the provincial standard on Grades 3, 6, and 9 EQAO math
- % of Black students who meet or exceed the provincial standard in math report card assessments in Grades 3, 6, and 9

IMPROVED LITERACY ACHIEVEMENT

- % of Black students who meet or exceed the provincial standard in reading and writing report card assessments in Grades 3 and 6 EQAO reading and writing
- % of Black students who meet or exceed the provincial standard in reading and writing report card assessments in Grades 3 and 6
- % of first-time eligible fully participating Black students who are successful on the OSSLT

IMPROVED CONDITIONS FOR LEARNING

- % of Black students in Grades 4–12 who report they see themselves reflected and affirmed in their learning environment



PRIORITY

Human Rights and Equity

BUILD ANTI-RACIST CAPACITY

- % of Superintendents, Principals, and Vice Principals whose performance appraisal plan includes goals to eliminate disparities revealed by student and workplace demographic data collection
- % of teachers who have included anti-racist strategies (in particular ABR) in their Annual Learning Plans

SUCCESSFUL DE-STREAMING

- % of Black students achieving the provincial standard in Grade 9 de-streaming math
- % of student enrollment by program of study in Grades 11 and 12
- % of students in Grades 9 and 10 participating in locally developed compulsory credit courses

REDUCE DISCRETIONARY STUDENT DISCIPLINE PRACTICES

- % of suspension and expulsion across Grades 4–12 for Black students
- % of students in the expulsion program who are Black
- % of school staff who have undertaken professional development to support fair student discipline practices

ADDRESS HUMAN RIGHTS COMPLAINTS AND HATE-BASED INCIDENTS

- # of human rights complaints related to ABR raised and % resolved (informally and formally)
- # of complaints raised by Black staff, students, and parents
- # of reported hate-based incidents related to ABR



PRIORITY

Mental Health, Well Being & Engagement

IMPROVED STUDENT MENTAL HEALTH AND WELL-BEING

- % of Black students in Grades 4–12 who feel their school is a safe and inclusive environment
- % of Black students in Grades 4–12 who report feeling comfortable seeking supports for their mental health

IMPROVED STUDENT, PARENT, AND COMMUNITY ENGAGEMENT

- Black student attendance rate



PRIORITY

Pathways & Transitions

IMPROVED GRADUATION RATES

- % of Black students graduating with an Ontario Secondary School Diploma within 5 years of starting Grade 9

IMPROVED STUDENT READINESS FOR FUTURE SUCCESS

- % of Black students participating in job skills programs
- % of Black students in Grades 7–12 who annually update their Individual Pathways Plan in My Blueprint
- % of Black students entering a university program, college program, apprenticeship training program, or other post-secondary institution after secondary school
- % of Black students enrolled in STEM-related courses in Grades 11 and 12



PRIORITY

Hiring and Supporting Black Staff

REPRESENTATION

- % of teachers who are Black compared with the % of students who are Black
- % of school administrators who are Black compared with the % of teachers who are Black
- % of recently hired staff who are Black

WELL-BEING / WORK CLIMATE

- % of Black teachers that feel welcome and included in their workplace
- # of human rights complaints from staff related to anti-Black racism
- Retention rates of Black staff
- Reasons for leaving PDSB, as captured through exit interviews



7.2

Curriculum, Equity and Student Well-Being Committee Meeting, May 13, 2025

Empowering Modern Learners (EML) Vision 2025 Update & Technology- Enabled Learning Symposium

Strategic Alignment:

This report aligns with the Peel District School Board's Multi-Year Strategic Plan (MYSP) 2024-2028, particularly in the areas of Student Achievement, Equity and Inclusion, and Community Engagement. It supports the Board's commitment to fostering innovation, future-ready skills, and digital literacy, while also addressing broader trends shaping education. These include the role of artificial intelligence in learning, the necessity of sustainable education models, and the impact of global digital connectivity on equitable learning opportunities.

Report Type: Update

<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 progress of Empowering Modern Learners (EML) Vision 2025 and reflects on key insights from the Technology-Enabled Learning Symposium, which served as the official launch platform for the updated vision. While technology integration remains central to modern learning, the discussion expands to encompass broader trends shaping education, including personalized learning, equity, sustainability, and the evolving role of global competencies in preparing students for a rapidly changing world.

Highlights:

- Official launch of the updated EML Vision 2025 at the Technology-Enabled Learning Symposium, bringing together educators, administrators, and industry partners.
- Expansion of digital equity initiatives ensuring all students have access to essential learning tools and resources.
- Integration of AI and automation into curriculum design, highlighting both opportunities and ethical considerations.
- Focus on sustainability education, embedding climate literacy into interdisciplinary learning.
- Strengthened industry and post-secondary partnerships, aligning student learning with workforce trends and career readiness.
- Professional development for educators, enhancing digital fluency and modern pedagogical strategies.
- Ongoing publication of the EdTech Innovation Magazine, highlighting success stories and best practices in modern learning.

Background:

The Empowering Modern Learners (EML) Vision was first introduced as a framework to support technology-enabled, student-centered learning across the Peel District School Board. Over the years, it has evolved to reflect advancements in education, including AI integration, interdisciplinary learning, and digital equity.

The Technology-Enabled Learning Symposium was established as an annual forum to explore emerging educational trends, promote best practices, and foster collaboration among educators and industry leaders. The 2025 symposium marked a significant milestone, serving as the launchpad for the updated EML Vision 2025, ensuring its alignment with global education shifts, workforce transformations, and student engagement strategies.

Evidence

The Technology Enabled Learning Symposium served as a pivotal event for launching the updated Empowering Modern Learning (EML) Vision 2025, reinforcing the Peel District School Board's commitment to student achievement, equity, and future-ready learning. Bringing together educators, administrators, and industry partners, the symposium provided a platform to explore emerging trends in educational technology, global competencies, digital equity, and

sustainable learning models. A key highlight was the Student Innovation Panel, where students shared their perspectives on how modern learning should prepare them for evolving workforce demands, digital literacy, and global competencies. Their insights emphasized the need for personalized, hands-on, and technology-integrated learning experiences that align with future career pathways.

The event officially introduced the revised EML Vision 2025, which is built on six core elements: Learning Culture, Equitable Assessment, Access to Technology & Tools, Global Competencies, Learning Environments, and Models of Learning. Participants engaged in interactive and immersive learning stations, showcasing AI-driven education, VR/AR experiences, robotics, and digital learning environments, supported by industry partners such as Microsoft, Apple, D2L, Smart, and Digital Human Library, to name a few. Discussions reinforced the importance of digital equity, career-connected learning, sustainability in education, and the evolving role of AI in modern pedagogy. The symposium reaffirmed PDSB's commitment to fostering an inclusive, technology-enabled, and future-ready learning environment that empowers students and educators alike.

Key Considerations

The updated EML Vision 2025 is built on six foundational elements that define modern learning and align with global trends in education:

- 1. Learning Culture**

The shift toward learner-centered education emphasizes student agency, voice, and self-directed learning. Advances in personalized learning, AI-driven insights, and competency-based progressions support more adaptive, student-focused education. The teacher's role is evolving toward facilitation, encouraging collaborative, inquiry-based learning that aligns with future workforce needs.

- 2. Equitable Assessment**

Assessment models are evolving to incorporate competency-based and formative assessment strategies. Technology-enabled assessments, real-time feedback mechanisms, and AI-driven personalized learning tools ensure fair and tailored evaluations, supporting equitable learning outcomes and inclusive evaluation practices.

- 3. Access to Technology & Tools**

Equitable access to digital tools is a cornerstone of modern learning. The EML Vision 2025 prioritizes infrastructure improvements, assistive technology integration, and AI-driven accessibility solutions. Addressing digital divides ensures all students—regardless of background—can fully engage in immersive and adaptive learning experiences.

- 4. Global Competencies**

Education must prepare students for an interconnected world, fostering digital literacy, ethical AI use, sustainability education, and cross-cultural problem-solving. The EML Vision embeds transferable skills, including critical thinking, communication, collaboration, and global citizenship, ensuring students can navigate and contribute meaningfully, in diverse contexts.

5. Learning Environments

Flexible, student-centered learning environments are key to engagement and collaboration. Virtual and experiential learning spaces enhance accessibility and support universal design for learning (UDL) principles. Future-ready classroom configurations ensure students can learn anytime, anywhere.

6. Models of Learning

The traditional classroom is evolving into interdisciplinary, project-based, and competency-driven frameworks. Experiential learning, apprenticeships, and AI-enhanced adaptive platforms provide real-world applications of knowledge. These approaches foster deeper learning, engagement, and workforce readiness.

By integrating these six elements, the EML Vision 2025 remains agile, ensuring all students and educators have access to tools, knowledge, and opportunities necessary to thrive in an evolving, technology-driven world.

Impact Analysis

Equity & Human Rights Review

The **EML Vision 2025** eliminates systemic inequities by ensuring equitable access to technology and learning. Prioritizing universal digital access, AI-driven learning, and culturally responsive pedagogy bridges digital divides and empowers marginalized learners.

By embedding anti-racist, anti-oppressive principles, EML Vision 2025 upholds equity, human rights, and inclusive education, ensuring all students thrive, more specifically underserved students, multilingual learners, and those with disabilities. Barriers like inconsistent digital access and teacher preparedness will be tackled through professional development, infrastructure investments, and inclusion initiatives.

Board or Ministry Policy Alignment

The **EML Vision 2025** aligns with:

- MYSP 2024-2028 priorities, particularly in Student Achievement, Equity, Inclusion and Community Engagement.
- Ontario's Ministry of Education directives on digital learning and equity.
- OECD's global education trends, ensuring that Peel students are prepared for technological, environmental, and societal shifts.

Resource/Financial Implications

- Investment in technology infrastructure, including AI-integrated learning tools, sustainability-focused education, and digital equity initiatives.
- Ongoing professional development including release time for educators, ensuring modern pedagogical strategies and technological fluency.

-
- Allocation of staff to the EML Team and resources to support the integration of the six innovative elements of the EML Vision 2025 across all schools in the PDSB.

Legal Implications

- Compliance with AODA (Accessibility for Ontarians with Disabilities Act) to ensure universal accessibility in digital learning.
- Data privacy considerations, particularly regarding AI-driven learning tools, digital assessments, and student data security.

Risk Assessment

- Short-term risks:
 - Variability in educator readiness to implement AI-driven and interdisciplinary learning.
 - Equitable distribution of resources to ensure universal technology access.
- Medium-term risks:
 - Ensuring sustainable funding for EdTech programs.
 - Maintaining engagement from stakeholders, including educators, students, and families.
- Long-term risks:
 - Adapting to rapidly evolving technology and ensuring continued alignment with global educational trends.
 - Ensuring the ethical use of AI and data-driven learning tools.

Community Impact

- Strengthening global competencies by embedding future-ready skills, sustainability education, and digital inclusion into the curriculum.
- Engaging families and communities by providing access to digital literacy workshops and online learning resources.
- Expanding career pathway opportunities by aligning student learning with post-secondary and workforce readiness trends.

Next Steps

Action Required:

Continue to develop targeted professional learning strategies to support educators in AI integration, sustainability education, and culturally responsive teaching.

Expand digital equity initiatives, ensuring universal access to modern learning tools, similar to the recent Technology Enabled Learning Symposium

Monitor and assess the effectiveness of interdisciplinary, competency-based learning models.

Development of innovation hubs that will offer deeper, interdisciplinary learning opportunities across all areas on PDSB.

Communications:

Promote the EML SharePoint site, EdTech Innovation Magazine, PDSB social media sites including X @peel21st as key resources for educators, students, and families.

Continue to engage in board-wide discussions, educator-led knowledge exchanges, and public forums to encourage stakeholder feedback.

Share student success stories and innovation highlights through newsletters, board communications, and digital platforms.

Success Measures:

- Increase in student engagement and achievement in technology-enhanced learning environments.
- Growth in educator professional development participation and technological fluency (Select Impact Reports are shared on an ongoing basis through the magazine).
- Measurable improvements in equitable access to digital tools and learning opportunities.
- Strengthened industry and academic partnerships supporting future-ready skills development

References:

- EML Vision 2025 <https://pdsb-thefutureisnow.my.canva.site/eml-vision-2025#introduction>
- EML NOW - EdTech Innovation Magazine - April 1-22, 2025 Vol.2, Issue 11 <https://www.flipsnack.com/EEC9E6BBDC9/mar-17-31-magazine/full-view.html>
- EML Video Launch <https://youtu.be/htwDCyhEKWo?feature=shared>

7.3

Curriculum, Equity and Student Well-Being Committee Meeting, May 13, 2025

Graduation Rates and Non-Graduates

2019-20 Grade 9 Cohort

Strategic Alignment:

Multi-Year Strategic Plan
Student Achievement Plan

Report Type:

For Information

<i>Prepared by:</i>	Dr. Lynne Hollingshead, Research Manager Harjit Aujla, Associate Director, School Improvement & Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Objective:

This report presents graduation outcomes for the 2019-20 Peel District School Board (PDSB) Grade 9 cohort pursuing an Ontario Secondary School Certificate (OSSC), Certificate of Accomplishment (COA) or an Ontario Secondary School Diploma (OSSD).

Highlights:

- Overall, OSSD graduation rates for the 2019-20 cohort at the PDSB continue to be high with 90% of students graduating in four years and rising to 94% in five years.
- Students working towards an OSSC graduated at a rate of 74% in four years and 78% in five years.

Background:

Graduation Rate is one indicator of successes for secondary students and schools set out by the Ministry of Education in the 'Student Achievement Plan.' Under the priority area *Preparation of Students for Future Success*, the Student Achievement Plan describes secondary school graduation as "a strong predictor of future employment opportunities and a strong provincial economy."

The 2019-20 Cohort of graduates consists of students who registered in grade 9 at a PDSB secondary school during the 2019-20 school year. The cohort does not include students who eventually transferred for education/training to another board, private school, another jurisdiction outside of Ontario, or deceased students. For example, if a student withdraws from the PDSB and transfers to another school district, they are then removed from the cohort and are not included in the graduation rate calculations; however, if a student withdraws from the PDSB and the reason for leaving is unknown, then they remain in the cohort and are included in the graduation rate calculations.

Most students in this cohort work towards an Ontario Secondary School Diploma (OSSD). There are two additional designations students can receive to graduate from a secondary school in Ontario – the Ontario Secondary School Certificate (OSSC) and the Certificate of Accomplishment (COA). At PDSB, these designations are reserved for students in secondary special education programs. Students in the Vocational 1 program work towards an OSSC, while students in Developmental Disabilities programs work towards a COA. As students can attend these programs starting in grade 9 until the year they turn 21 (maximum 7 years), the 4-year and 5-year graduation rates do not necessarily reflect their final graduation outcomes.

The Ontario Secondary School Certificate (OSSC) is granted, on request, to students who leave secondary school before fulfilling the requirements for the Ontario Secondary School Diploma. A student must earn a minimum of 14 credits to receive an OSSC (2 credits in English, 1 Canadian Geography or History, 1 math, 1 science, 1 health & physical education, 1 arts/technological education/computer studies and 7 credits selected by the student).

The Certificate of Accomplishment (COA) is granted to students who leave secondary school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate. The Certificate of Accomplishment is a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment after leaving school.

Graduation rates are produced using the PDSB calculation method, implemented since the 2003-04 academic school year. Additionally, the Ministry of Education has been releasing provincial and school board graduation rates since 2014-15 (Memorandum to Directors of Education, May 16, 2013). This report presents both the Ministry of Education and the PDSB graduation rate calculations. One key difference between the two approaches is that the Ministry includes in PDSB's graduation rate students who began in a PDSB school but later transferred to another district in Ontario. Since PDSB cannot track the outcomes of these students, they are excluded from the district's own graduation rate.

Students who did not graduate within the 5-year period are considered non-graduates. This group consists of those that return to school for a sixth year and those who withdraw from school and leave the system.

Evidence

Findings/Key Considerations:

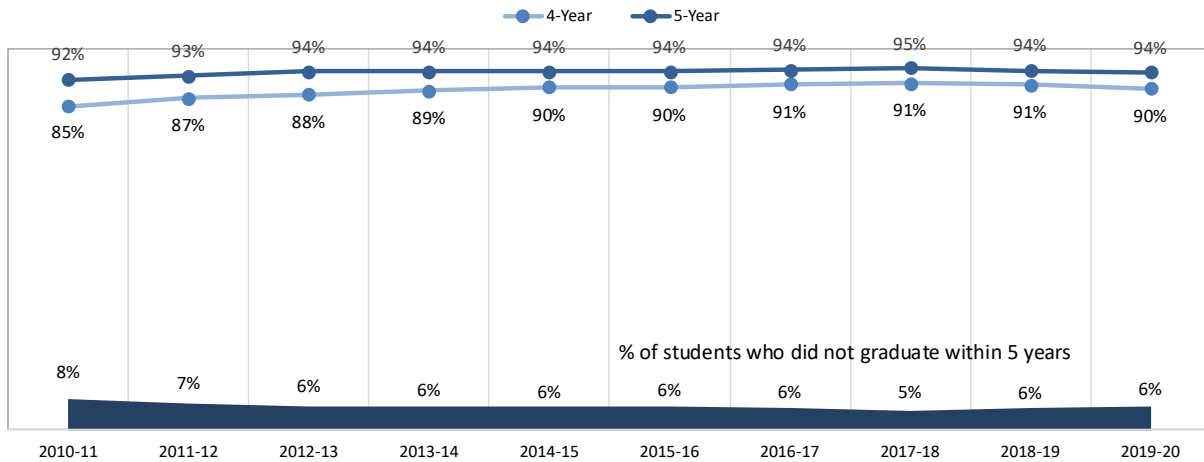
The 2019-20 Grade 9 cohort working toward an Ontario Secondary School Diploma (OSSD) included 9,169 students. Of these, 90% (8,221 students) graduated within four years, and 8,608 (94%) graduated within five years. An additional 72 students from this cohort pursued an Ontario Secondary School Certificate (OSSC), and 83 pursued a Certificate of Accomplishment (COA). These figures do not include students who transferred to another school board, private school, jurisdiction outside Ontario, or those who are deceased.

Table 1: Four- and Five-Year Graduation Rates

Certificate Type	# of Students	4-YEAR # of Graduates	4-YEAR % Graduating	5-YEAR # of Graduates	5-YEAR % Graduating
Ontario Secondary School Diploma (OSSD)	9169	8221	90%	8608	94%
Ontario Secondary School Certificate (OSSC)	72	53	74%	56	78%
Certificate of Accomplishment (COA)	83	16	19%	17	20%

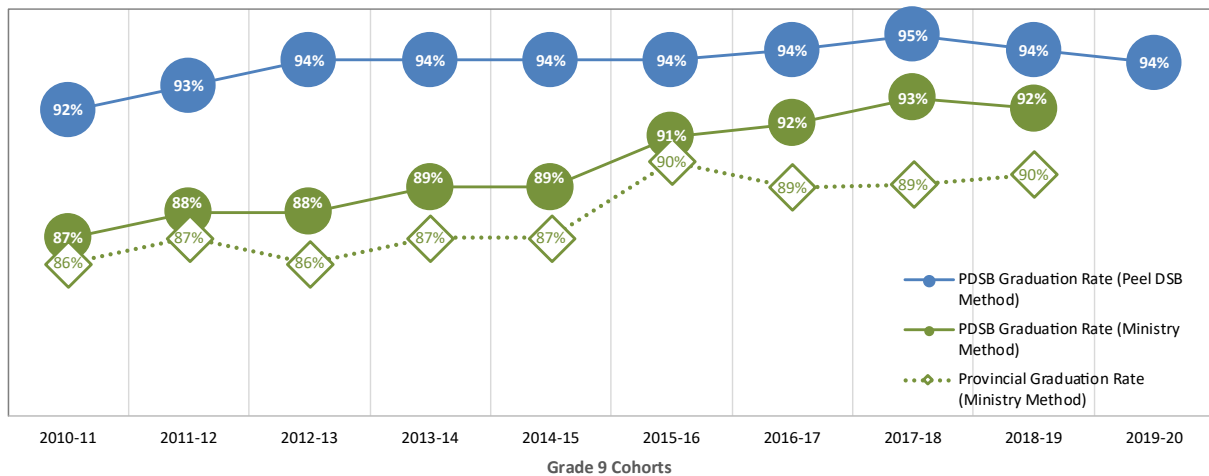
The following graph shows a ten-year trend in the Peel District School Board's 4- and 5-year OSSD graduation rates (calculated using the PDSB method), along with non-graduate rates. Over this period, the 4-year graduation rate has generally increased, despite a 1% decline for the 2019-20 cohort. The 5-year graduation rate has remained steady at 94%, with a slight increase to 95% for the 2017-18 cohort.

Peel District School Board (PDSB): 4-Year and 5-Year Cohort Graduation Rates



The Peel District School Board's 5-year Cohort graduation rates (PDSB Method and Ministry Method) and the Provincial 5-Year Cohort graduation rates (Ministry Method) are presented in the following graph. Ten-year trends are shown for the PDSB (PDSB Method) and *nine-year trends for the Province (Ministry Method) and the PDSB (Ministry Method).

Peel District School Board and Provincial Cohort Graduation Rates



*The Ministry has not yet released 5-year graduation rate data for the 2019-20 Grade 9 Cohort

Non-Graduates

Non-graduates are students who do not complete their diploma within the 5-year period. This group includes those who return for a sixth year and those who withdraw and leave the school system entirely. The following table describes the non-graduate outcomes for each diploma or certificate.

Table 2 - Non-Graduate Outcomes

Certificate Type	# of Students	# of Returned (Non-Graduates)	% Returned	# of Leavers (Non-Graduates)	% Leavers
Ontario Secondary School Diploma (OSSD)	9169	134	1.5%	427	4.7%
Ontario Secondary School Certificate (OSSC)	72	5	7%	11	15%
Certificate of Accomplishment (COA)	83	66	80%	0	0%

An analysis was conducted of OSSD non-graduates from the 2019-20 cohort to better understand why they did not graduate within five years. The 427 students left all PDSB secondary schools after entering Grade 9 and did not transfer to another secondary school within or outside Ontario. The majority (80%) did not inform PDSB of their reasons for leaving. Fourteen percent indicated they were continuing in an alternative education program, 3% left for employment, and another 3% appeared to have expected graduation and post-secondary attendance. Notably, 8% of students (34) in this group left during their Grade 9 year (2019-20), which coincided with the onset of COVID-19 school closures.

Impact Analysis

Board or Ministry Policy Alignment:

Graduation Rate is one indicator of the successes of secondary students and schools set out by the Ministry of Education in the new 'Student Achievement Plan' under the priority area *Preparation of Students for Future Success*. Secondary school graduation is a strong indicator of future employment opportunities and a strong provincial economy.

Community Impact:

Graduation rate data will continue to be utilized as a means of making critical decisions around curricular programming K-12. In addition, this data will be used in the equitable distribution of resources to schools across all PDSB communities.

Next Steps

Action Required:

Continue to allocate Student Success resources for secondary schools to engage in re-engagement initiatives to discover additional information about school leavers, particularly those with an unknown destination, in order to develop strategies to reduce this cohort group. PDSB secondary students who left school before achieving an Ontario Secondary School Diploma account for 3 to 4% of each Grade 9 cohort.

Communications:

This information will be shared with board staff through training connected to the Student Achievement Plan.

7.4

Curriculum, Equity and Student Well-Being Committee Meeting, May 13, 2025

De-streaming - Addendum to the Progress Report

Strategic Alignment:

Multi-Year Strategic Plan, 2024-2028
Equity and Inclusive Education (Policy 54)
Human Rights (Policy 51)
Anti-Racism Policy
Directive 19 – De-streaming

Report Type:

For Information

Prepared by:	Lara Chebaro, Superintendent, Curriculum & School Improvement Harjit Aujla, Associate Director, School Improvement & Equity
Submitted by:	Rashmi Swarup, Director of Education

Overview

Update:

The purpose of this report is to provide an update on Peel's work in the area of de-streaming through Directive 19.

Highlights:

- This report provides an overview and an update on the progress made in de-streaming core subjects in Grades 9 and 10.
- This report highlights the Peel District School Board's commitment to continuing the work of de-streaming learning environments to positively impact curriculum delivery and educational outcomes for all students.

Background:

In response to Directive 19 – De-Streaming, the PDSB took intentional steps to dismantle barriers in support of student achievement through equity-focused school improvement work. De-streaming work was founded on anti-oppressive practices (AOP) and equity frameworks. By embedding principles of anti-oppression and the belief that every student can learn to high standards into curriculum planning, assessment practices and educator professional learning, we are able to make evidence informed decisions in support of student achievement. A critical goal that stemmed from Directive 19 was to ensure that change was meaningful and sustainable. A summary of the work includes but not limited to the following:

2020-2021, PDSB launched a de-streaming pilot program in three secondary schools

2021-2022 served as the initial year of operationalizing de-streaming, the development of the district plan, identification of teaching approaches, and interventions.

2022-2023 De-streamed all Grade 9 and Grade 10 Core Subjects with the introduction of the Grade 9 De-Streamed Math Course (Ministry Created)

2023-2024 Monitored implementation of de-streamed courses, built educator capacity and supported with resources

2024-2025 Digitized learning resources, offered data sources to make informed decisions and celebrate success, continued de-streaming efforts

We know that our collective efforts were impactful in a positive way as evidenced in [PDSB's 2024 Equity and Accountability Report Card](#).

Evidence

Findings/Key Considerations:

In response to Directive 19, the PDSB took swift and decisive actions. De-streaming efforts were initiated during the pandemic and formalized implementation was in September 2021. All secondary schools were involved in de-streaming work. All applied and locally developed courses were eliminated in Grade 9 and 10. Instead, de-streamed Grade 9 and 10 courses were offered in core subject areas. The de-streaming implementation plan and progress were shared in the [D19 Progress Update Board Report dated Feb. 2021](#) as well as in the [D19 Progress Update Board Report dated June 2022](#). These reports clearly demonstrate the impact of the Peel District School Board's efforts in increasing student achievement while reducing disproportionalities

The following are some recent examples of the professional learning that were offered to support these efforts:

- development of Grade 9 and 10 course packs through digital tools
- monitoring of implementation of digital tools at a board level
- teacher/administrator professional learning in Family of Schools, Math Facilitators, and Literacy Coaches
- professional learning for School Success Teams focused on math de-streaming
- continue the vertical alignment (SOE, Administrators, and Educators) of professional learning and build upon professional learning-based student data from Years 1 and 2
- further digitize monitoring tools for educator support and system monitoring
- changing the resource support model centrally to ensure optimal service to schools

PDSB's De-streaming Implementation Plan

The de-streaming implementation plan started with creating processes that enable all educators across PDSB to dismantle barriers that perpetuate and maintain beliefs and actions that result in streaming. We have also included monitoring steps that include but are not limited to:

- The Equity and Accountability Report Card (EARC)
- Student census data
- School Equity Audit Tool
- School Improvement and Equity Planning
- Use of digital resources for de-streamed courses system-wide

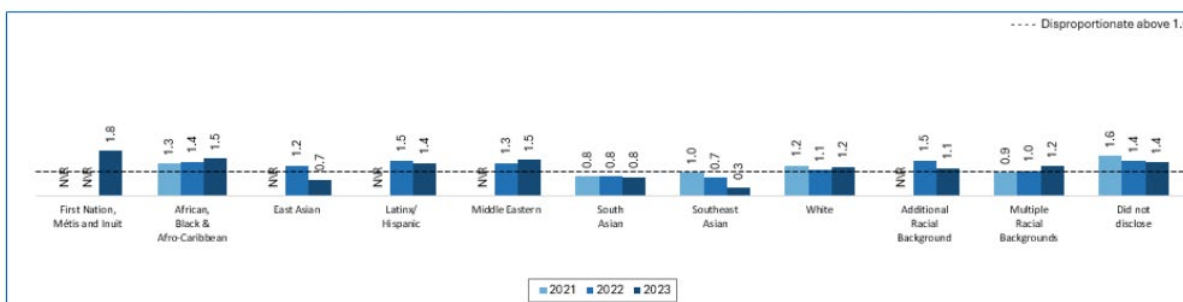
The [D19 Progress Update Board Report dated June 2022](#), outlines the actions taken. These actions were strategically monitored and tracked as follows:

- Reduce Disproportionality Indices for Marks Ranges below 70 to less than 1.5
- Increase Disproportionality Indices for Mark Ranges 70 and above to 0.8 or greater
- Reduce Disproportionality Index for college-track Grade 11 math to less than 1.5
- Increase Disproportionality Indices for university-track Grade 11 math to 0.8 or greater

Impact Analysis

As per the guidance from the Ministry in regards to the Directives, we are sharing the corresponding disparity indices. The Disparity Index is calculated by dividing the disproportionality index of the group of interest by the disproportionality index of a reference group. The Anti-Racism Directorate Data Standards, which guides our work recommends that the reference group be the group that experiences the most privilege, that is white students.

Goal 1: Reduce Disproportionality Indices for Mark Ranges below 70 to less than 1.5.



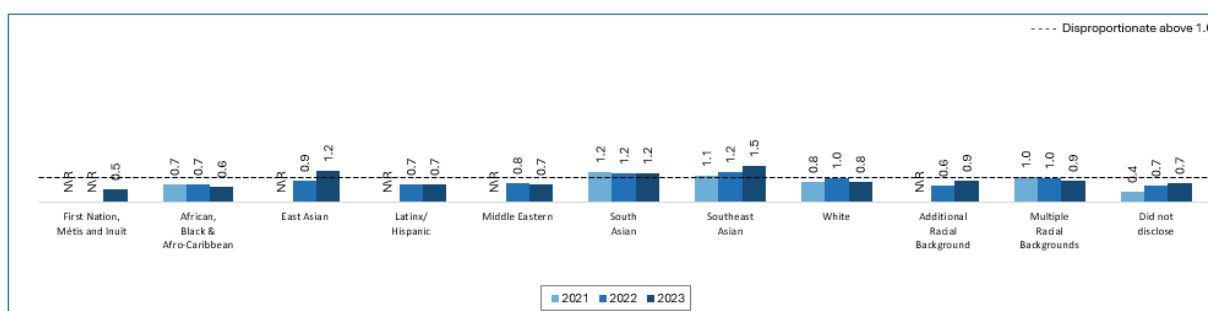
This Figure shows the Disproportionality Index for three De-Streaming Pilot Schools. The bars represent the disproportionate outcomes of students by Racial Background. This measure represents students who **did not meet** the provincial standard, that is marks below 70, in Grade 9 Open Mathematics, or MTH1W.

In the school years from 2021-22 to 2023-24, for African, Black, and Afro-Caribbean Students outcomes, the disproportionality indices are 1.3, 1.4 and 1.5. The interpretation would be that in 2023-24, Black students were 1.5 times more likely to not reach the provincial standard than expected.

The corresponding disparity indices for African, Black and Afro-Caribbean students are: 1.1, 1.3, 1.3. The trend for the disproportionality outcomes is increasing and has not yet met the goal of less than 1.5. The trend for disparity indices meets the goal of less than 1.5.

For First Nation, Métis, and Inuit students (2023-24) the disproportionality Index is 1.8 (Disparity 1.5). There is insufficient data to identify a trend.

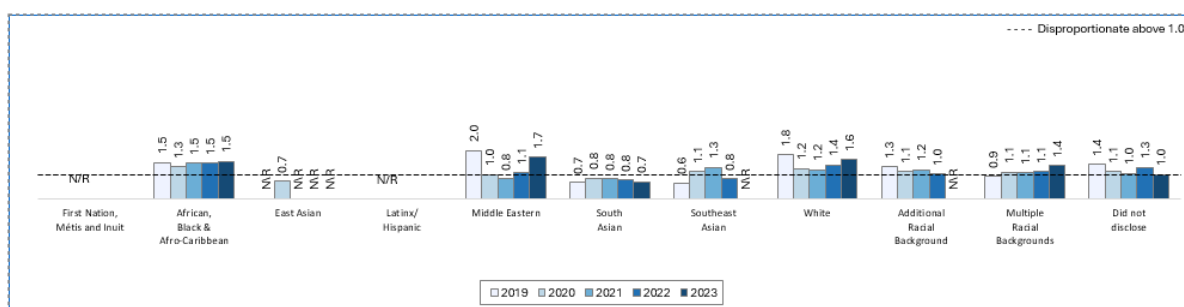
Goal 2: Increase Disproportionality Indices for Mark Ranges 70 and above to 0.8 or greater.



This Figure shows the Disproportionality Index for the three De-Streaming Pilot Schools. The bars represent the disproportionate outcomes of students by Racial Background. This measure represents students who **did meet** the provincial standard, that is marks at 70 or above, in Grade 9 Open Mathematics, or MTH1W.

For African, Black, and Afro-Caribbean Students, school years 2021-22 to 2023-24, the disproportionality indices are 0.7, 0.7 and 0.6. The corresponding disparity indices, again, the reference group is white students, are 0.9, 0.7 and 0.8. The trend for the disproportionality outcomes did not meet the goal of 0.8 or higher; however, the disparity indices suggest that this goal was met. For First Nation, Métis, and Inuit students the disproportionality index is 0.5 (disparity 0.6). Again, there is insufficient data to identify a trend.

Goal 3: Reduce Disproportionality Index for college-track Grade 11 math to less than 1.5.



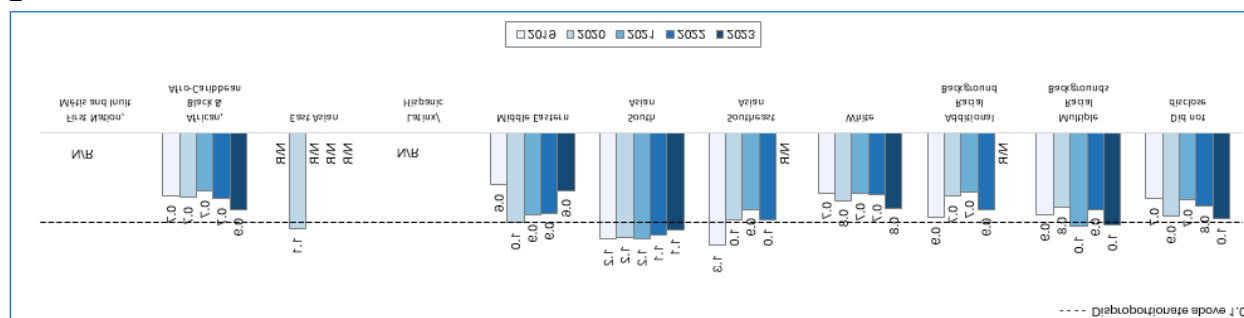
This Figure shows the Disproportionality Index for the Three De-Streaming Pilot Schools. The bars represent the disproportionate outcomes of students by Racial Background. This time the measure represents students who enrolled in a Grade 11 College-Track course.

For African, Black and Afro-Caribbean Students, school years 2019-20 to 2023-24, the disproportionality indices for students taking a college-track Grade 11 mathematics course are 1.5, 1.3, 1.5, 1.5, and 1.5. This would be interpreted as Black students are 1.5 times over-represented in College-Track math courses. The corresponding disparity indices are 0.8, 1.0, 1.2, 1.1 and 1.0.

The trend for the disproportionality outcomes did not quite meet the goal of less than 1.5; however, the disparity outcomes are well below the goal of 1.5.

Outcomes for First Nation, Métis and Inuit students are suppressed due to small numbers.

Goal 4: Increase Disproportionality Indices for university-track Grade 11 math to 0.8 or greater.



This Figure shows the Disproportionality Index for the Three De-Streaming Pilot Schools. The bars represent the disproportionate outcomes of students by Racial Background. This time the measure represents students who enrolled in a Grade 11 University-Track course.

For African, Black and Afro-Caribbean students, school years 2019-20 to 2023-24, the disproportionality indices of students taking a university-track Grade 11 mathematics course are 0.7, 0.7, 0.7, 0.7 and 0.9. The corresponding disparity indices are 1.1, 1.0, 1.0, 1.1 and 1.0. The trend for both the disproportionality and disparity outcomes suggests that the three pilot schools met Goal 4.

Outcomes for First Nation, Métis, and Inuit students are suppressed due to small numbers.

Impact Analysis of Pathways Data

- The proportion of grade 9 and 10 students taking an Academic pathway has increased about 16% from 81.5% in 2018-19 to 97.4% in 2023-24 (see Appendix 1, Table 1).
- PDSB no longer offers an Applied pathway (see Appendix 1, Table 2).
- The proportion of grade 9 and 10 students taking a Locally Developed Compulsory Credit (LDCC) pathway has decreased by half, from 3.1% to 1.5% (see Appendix 1, Table 3).

Disproportionate outcomes have:

- decreased for African, Black, and Afro-Caribbean students taking Academic pathways from 0.7 in 2018-19 to 1.0 in 2023-24 (see Appendix 1, Table 1)
- decreased for Indigenous students taking Academic pathways from 0.5 in 2018-19 to 0.9 in 2023-24 (see Appendix 1, Table 1)
- decreased for African, Black, and Afro-Caribbean students taking LDCC pathways from 2.5 in 2018-19 to 1.6 in 2023-24 (see Appendix 1, Table 3)

The increase in Middle Eastern students taking the LDCC pathway may be due to increasing numbers of students from Middle Eastern countries due to recent immigration. We would consider many of these students requiring ELD programming.

Board or Ministry Policy Alignment:

De-streaming directly aligns with the Board's Multi-Year Strategic Plan, closely aligning with:

- Goal 1 - Student Achievement 1.2 - Address disproportionate outcomes for students historically and currently marginalized and underserved and specifically addresses de-streaming and
- Goal 3 – Equity and Inclusion 3.1 - Ensure barriers are identified and removed for historically and currently marginalized students to create equitable and inclusive learning environments.

Resource/Financial Implications:

The Curriculum & School Improvement Department, in collaboration with all central departments in PDSB, continue to lead the work in partnership with Superintendents of Education by building on current resources and tools to ensure professional learning is delivered to teachers that will build curriculum fidelity, instructional core and knowing our learners. These specific and intentional professional learning opportunities positively impact student learning.

Legal implications:

This work ensures compliance with Equity and Inclusive Education (Policy 54), Safe and Caring Schools (Policy 48), and Ministry Directive 19 – De-streaming.

Community Impact:

De-streaming in Ontario schools aims to reduce educational disparities and promote equity by providing all students with the same academic opportunities. This collaborative effort involves senior leaders, educators, students, families, and community partners. While change takes time, it is vital that we continue to support de-streaming to create a more inclusive and equitable education system for all PDSB students.

Next Steps

Goals:	Year 1 and 2	Years 3 and ongoing
Reduce Disproportionality Indices for Marks Ranges below 70 to less than 1.5 Increase Disproportionality Indices for Mark Ranges 70 and above to 0.8 or greater Reduce Disproportionality Index	Professional Learning and support. For example, <ul style="list-style-type: none">• development of Grade 9 and 10 course packs through digital tools• monitoring of implementation of digital tools at a board level• teacher/administrator professional learning in Family of	<ul style="list-style-type: none">• Continue the vertical alignment (SOE, Administrators, and Educators) of professional learning and build upon professional learning-based student data from Years 1 and 2

<p>for college-track Grade 11 math to less than 1.5 Increase</p> <p>Disproportionality Indices for university-track Grade 11 math to 0.8 or greater</p>	<p>Schools, Math Facilitators, and Literacy Coaches</p> <ul style="list-style-type: none"> • professional learning for School Success Teams focused on math de-streaming <p>Monitoring through:</p> <ul style="list-style-type: none"> • The Equity and Accountability Report Card (EARC) • Student census data • School Equity Audit Tool • School Improvement and Equity Planning <p>Use of digital resources for de-streamed courses system-wide</p>	<ul style="list-style-type: none"> • Further digitize monitoring tools for educator support and system monitoring • Shifting the resource support model centrally to ensure optimal service to schools • The new Measure of Economic Index uses multiple data points, and uses these intersecting data points, to best determine the vulnerabilities of the school and so that central support teams can tailor support to maximize and accelerate improvement. <p>Continue monitoring points as indicated in Years 1 and 2.</p>
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The Peel District School Board is steadfast in its commitment to addressing disproportionalities and promoting equity and inclusion through its ongoing de-streaming initiatives. While meaningful change in education takes time, emerging positive trends across various measures suggest that the board's efforts are beginning to make a tangible difference. It is important to recognize that educational reform, particularly in the context of de-streaming and equity, is a complex process that requires sustained dedication, professional development, and a supportive community of educators and leaders. With a clear focus on long-term goals and continued support, the PDSB is poised to build on early successes and drive the sustained, impactful changes needed to ensure all students thrive in an inclusive and equitable learning environment.

References:

Multi-Year Strategic Plan, 2024-2028
 Equity and Inclusive Education (Policy 54)
 Human Rights (Policy 51)
 Anti-Racism Policy
 Directive 19 – De-streaming

Appendices

Appendix 1 – Comparative Course Registration Data 2018-1019 to 2023-2024

Appendix 1

Comparative Course Registration Data 2018-1019 to 2023-2024

Table. 1 Pathways: Academic Courses by Racial Background

	2018-19			2023-24		
	% in Academic	% of Population	DI	% in Academic	% of Population	DI
African, Black & Afro-Caribbean	7.8%	10.5%	0.7	9.6%	9.8%	1.0
East Asian	5.9%	5.3%	1.1	4.7%	4.7%	1.0
Indigenous	0.1%	0.2%	0.5	1.2%	1.3%	0.9
Latin American	0.9%	1.2%	0.8	0.9%	1.0%	0.9
Middle Eastern	5.8%	6.3%	0.9	5.6%	5.8%	1.0
South Asian	50.8%	46.2%	1.1	50.8%	50.3%	1.0
Southeast Asian	3.3%	3.3%	1.0	2.5%	2.5%	1.0
White	16.2%	17.4%	0.9	12.1%	12.2%	1.0
Additional Racial Background	2.0%	2.3%	0.9	1.0%	1.1%	0.9
Multiple Racial Backgrounds	7.2%	7.3%	1.0	7.7%	7.7%	1.0
Did not disclose	N/R	N/R	-	5.0%	5.1%	1.0
Total Students	15,675	19,243		18,611	19,113	

Table 2. Pathways: Applied Courses by Racial Background

	2018-19			2023-24		
	% in Applied	% of Population	DI	% in Applied	% of Population	DI
African, Black & Afro-Caribbean	21.1%	10.5%	2.0	0%	9.8%	-
East Asian	2.6%	5.3%	0.5	0%	4.7%	-
Indigenous	0.5%	0.2%	2.5	0%	1.3%	-
Latin American	2.7%	1.2%	2.3	0%	1.0%	-
Middle Eastern	8.9%	6.3%	1.4	0%	5.8%	-
South Asian	27.0%	46.2%	0.6	0%	50.3%	-
Southeast Asian	3.6%	3.3%	1.1	0%	2.5%	-
White	23.3%	17.4%	1.3	0%	12.2%	-
Additional Racial Background	3.4%	2.3%	1.5	0%	1.1%	-
Multiple Racial Backgrounds	7.0%	7.3%	1.0	0%	7.7%	-
Did not disclose	N/R	N/R	-	0%	5.1%	-
Total Students	3,024	19,243		0	19,113	

Table 3. Pathways: Locally Developed Compulsory Credit (LDCC) by Racial Background

	2018-19			2023-24		
	% in LDC C	% of Population	DI	% in LDCC	% of Population	DI
African, Black & Afro-Caribbean	26.3 %	10.5%	2.5	15.7%	9.8%	1.6
East Asian	N/R	5.3%	N/R	N/R	4.7%	N/R
Indigenous	N/R	0.2%	N/R	N/R	1.3%	N/R
Latin American	3.0%	1.2%	2.5	N/R	1.0%	N/R
Middle Eastern	7.9%	6.3%	1.3	17.4%	5.8%	3.0
South Asian	26.9 %	46.2%	0.6	22.5%	50.3%	0.4
Southeast Asian	1.7%	3.3%	0.5	N/R	2.5%	N/R
White	18.5 %	17.4%	1.1	15.2%	12.2%	1.2
Additional Racial Background	3.9%	2.3%	1.7	N/R	1.1%	N/R
Multiple Racial Backgrounds	9.3%	7.3%	1.3	5.6%	7.7%	0.7
Did not disclose	N/R	N/R	-	14.0%	5.1%	2.7
Total Students	594	19,243		289	19,113	

7.5

Curriculum, Equity and Student Well-Being Committee Meeting May 13, 2025

Regional Learning Choices Program Proposal: Morning Star Middle School

Strategic Alignment:

Anti-Racism Policy
Human Rights Policy
Equity and Inclusive Education Policy
Ministry Directives 9 and 14 (March 2020)

Report Type: Recommendation

Prepared by:	Lara Chebaro, Superintendent, Curriculum & School Improvement Harjit Aujla, Associate Director, School Improvement & Equity
Submitted by:	Rashmi Swarup, Director of Education

Recommendation:

That the board approve, effective September 2026:

1. Phasing out of the Arts and Technology Regional Learning Choices Program (RLCP) at Morning Star M.S.
2. Opening of a SciTech RLCP at Morning Star M.S.

Overview

Recommendation: RLCP Program

Background:

It is recommended that the current Arts and Technology Regional Learning Choices Program (RLCP) be phased out at Morning Star Middle School. This school will then offer the SciTech RLCP, with a proposed catchment area, effective September 2026.

The boundary changes for the Arts and Technology Program (ATP) will be presented to Physical Planning, Finance and Building Committee on June 4, 2025. See existing boundaries and proposed new boundaries in Appendix 1-3.

Highlights:

- Morning Star Middle School currently offers an Arts and Technology Regional Learning Choice Program. The school is requesting to phase out this program and offer a SciTech program.
- Current grade 6 and 7 students in the Arts and Technology program will complete the Arts and Technology program.
- Morning Star will advertise a SciTech program in the Fall of 2025 and accept SciTech applications in January 2026 for program implementation in September 2026.
- Impact to the community is minimal as Morning Star will continue to offer an RLCP, however the program will now change to SciTech allowing Morningstar to make connections with existing SciTech programs in both panels.
- Morning Star staff conducted a parent consultation on December 7, 2023

Changes in programming include:

Arts and Technology Programming (ATP)	SciTech
<ul style="list-style-type: none">• Develop arts, media and technology skills, while engaging in cross-curricular inquiry-based learning opportunities.• Opportunity to be innovative and imaginative in their thinking while engaged in the creative and critical analysis processes, embracing social justice issues and promoting reflective learning	<ul style="list-style-type: none">• Collaboration with industry partners to provide a dynamic, hands-on STEAM approach to learning• Opportunity to use industry-standard technology, dialogue with guest speakers, and participate in special excursions, competitions and clubs

	<ul style="list-style-type: none"> • Technological Education enrichments, like video editing, animation, coding, robotics, 3D printing, AR Sandbox
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Transportation

- Refer to [Transportation Policy](#)

Morning Star M.S. is a grade 6-8 school located in the Malton community in Mississauga. It has offered ATP since 2014. This is currently the only location offering this program in the PDSB (see map Appendix 1).

When the ATP was introduced, it offered a novel approach to modern learning. However, many of the key elements of ATP have been successfully embedded into curriculum delivery across schools. Notably, the SciTech program now includes a strong and intentional focus on the Arts, ensuring continued opportunities for students to explore creativity alongside science and technology.

Currently PDSB has three middle schools that offer SciTech programs (Macville P.S., Centennial Sr. P.S., and Tomken Road M.S.). These three schools receive a significant number of applications; however, space is limited. Families have been advocating for additional SciTech programs.

Centennial Senior P.S. currently offers 84 seats in the SciTech program in each grade from grades 6-8, they received 859 applications in February 2025.

Macville P.S. and Tomken Road M.S. both currently offer 56 seats in the SciTech program; the programs received 372 and 615 applications in February 2025 respectively. As such, Morning Star Middle School is requesting that it phase out its Arts and Technology RLCP and phase in the SciTech RLCP.

Evidence

Findings/Key Considerations:

Program Details

While there is already a history of experiential learning in ATP, the change to a SciTech RLCP at Morning Star M.S. will allow for students to go deeper within this field. Many families send their children to ATP to deepen their SciTech skills. Many families expressed that the ATP program is often a third choice after International Baccalaureate (IB) and SciTech, leading to attrition rates. Currently, Morning Star has only 57% of their Grade 8 ATP spots occupied, despite filling 100% of the allocated spots in Grade 6.

Program Transition

Effective September 2025, the recommended boundaries for the SciTech RLCP's at Morning Star M.S., Centennial Sr. P.S. and Macville P.S. are shown on the map (see Appendix 3). ATP

at Morning Star M.S. will be phased out, beginning with grade 6, and the SciTech RLCP will be phased in, beginning with grade 6. Subsequent grades will be phased in/out over the following years. ATP will be fully phased out and the SciTech RLCP will be fully phased in by September 2028.

Effective September 2025;

- The phasing out of the Arts and Technology RLCP at Morning Star M.S.
- The opening of a SciTech RLCP at Morning Star M.S.
- The subsequent boundary changes for the SciTech RLCP at Centennial Sr. P.S. and Macville P.S. (see map in Appendix 3)

Program Enrolment and Boundary

The following tables indicate the projected student enrolment, with and without the program / boundary changes.

STATUS QUO (WITHOUT BOUNDARY CHANGE)				September 2024 Enrolment	Projected Enrolment					Portables	
School	Capacity	Grades	Program		2025	2026	2027	2028	2029	2024	2029
Centennial Sr. P.S.	855	6-8	Regular	502	515	480	458	459	439	0	0
			SciTech	255	250	250	250	250	250		
			Total	757	765	730	708	709	689		
Macville P.S.	323	K-8	Regular	138	136	136	129	127	125	0	0
			SciTech	165	165	165	165	165	165		
			Total	303	301	301	294	292	290		
Morning Star M.S.	699	6-8	Regular	327	309	336	346	330	314	0	0
			Arts Tech	131	165	165	165	165	165		
			SciTech	0	0	0	0	0	0		
			Total	458	474	501	511	495	479		

Notes: i) Portable allocations in 2029 are estimates and will be reviewed annually. ii) the SciTech RLCP at Macville P.S. is only offered in grades 6-8.

WITH BOUNDARY CHANGE				September 2024 Enrolment	Projected Enrolment					Portables	
School	Capacity	Grades	Program		2025	2026	2027	2028	2029	2024	2029
Centennial Sr. P.S.	855	6-8	Regular	502	515	480	458	459	439	0	0
			SciTech	255	250	250	250	250	250		
			Total	757	765	730	708	709	689		
Macville P.S.	323	K-8	Regular	138	136	136	129	127	95	0	0
			SciTech	165	165	165	165	165	165		
			Total	303	301	301	294	292	290		
Morning Star M.S.	699	6-8	Regular	327	309	336	346	330	314	0	0
			Arts Tech	131	165	109	54	0	0		
			SciTech	0	0	56	111	165	165		
			Total	458	474	501	511	495	479		

Notes: i) Portable allocations in 2029 are estimates and will be reviewed annually. ii) the Science and Technology RLCP at Macville P.S. is only offered in grades 6-8.

The number of spaces in the SciTech RLCP at Morning Star M.S. will remain status quo (56 spots) as the current Arts and Technology RLCP. Therefore, there will not be an increase in enrolment at Morning Star M.S. because of the change in RLCP offered.

Based on historical and current student interest in the SciTech RLCP, it is anticipated that, even with the program boundary changes and addition of the SciTech RLCP at Morning Star M.S., Centennial Sr. P.S. and Macville P.S. will continue to have a significant number of applicants to fill the spots in their SciTech RLCP.

Impact Analysis

Equity & Human Rights Review:

At the December 7, 2023, School Council meeting, there was unanimous consensus that transitioning to a SciTech program would better meet the needs of students and families in this school. This would allow for a more focused curricula and targeting programming to develop skills within the SciTech program.

Throughout the Board, there are currently three middle school SciTech programs (Macville PS, Centennial Sr. PS, and Tomken Road MS). These schools are in high demand and receive a significant number of applications for limited spots. The addition of another SciTech program to the system would also allow for more of these to be captured into their program of choice.

Pathway chart

- The SciTech program follows the Ontario curriculum in grades 6-8, with an expanded exploration in the breadth and depth of both the science and technological education curricula, with a particular focus on inquiry-based and hands-on learning.

-
- Using a global context specifically connected to the UNESCO sustainable development goals, science and technological related topics, activities, and assessments are incorporated into all curricular areas.

Board or Ministry Policy Alignment:

There was unanimous consensus that transitioning to a SciTech program would better meet the needs of the students and families. This would allow for a more focused curricula and targeting programming to develop Science and Technology skills.

Resource/Financial Implications:

RLCPs should be self-sustaining, and the fees collected should cover any Board incurred expenses. As stated in the revised policy, funds may be available, based on criteria, to assist those for whom the cost of the program fee would be a barrier to access.

As a result of the investment already made by the school in creating an innovation hub, and existing investments in infrastructure that was needed for the ATP program, there are no major capital expenditures as it relates to changing from ATP to SciTech. As there is no anticipated increase in enrollment, no additional classrooms are needed.

School Team

- The administration team and ATP team will work closely together to ensure that the phasing in of the SciTech program maintains the integrity of both the SciTech program and the ATP program. We will meet with student and parent representatives from both the ATP program and SciTech programs to ensure that feedback is being received throughout the process.

Required ResourcesCapital Needs and Budget Implications

Outline any capital needs or other costs related to the program (renovations, equipment needs, etc.). Include an estimated budget.

Community Impact:

The Morning Star community, through consultations conducted in December 2023 at a School Council meeting indicated a strong desire to offer a SciTech Regional Learning Choice Program.

This would be the fourth SciTech program offered in middle schools, however, there is a clear pathway as the SciTech program is also offered in two secondary schools.

Since the ATP is the only program of its kind, successful applicants register in the program from across Mississauga. By offering a SciTech program, the boundary for applicants to Morning Star would be much smaller.

Application Process

Morning Star will remain consistent with the application criteria of the other SciTech programs that operate in the system.

Next Steps

Action Required:

- Following Board approval:
 - Morning Star M.S. will hold an information night in October 2025
 - Elementary RLCP webpage and application portal will be updated accordingly
 - The Public Engagement and Communications Department will support advertising the new program via Board website and social media

References:

[Transportation Policy](#)

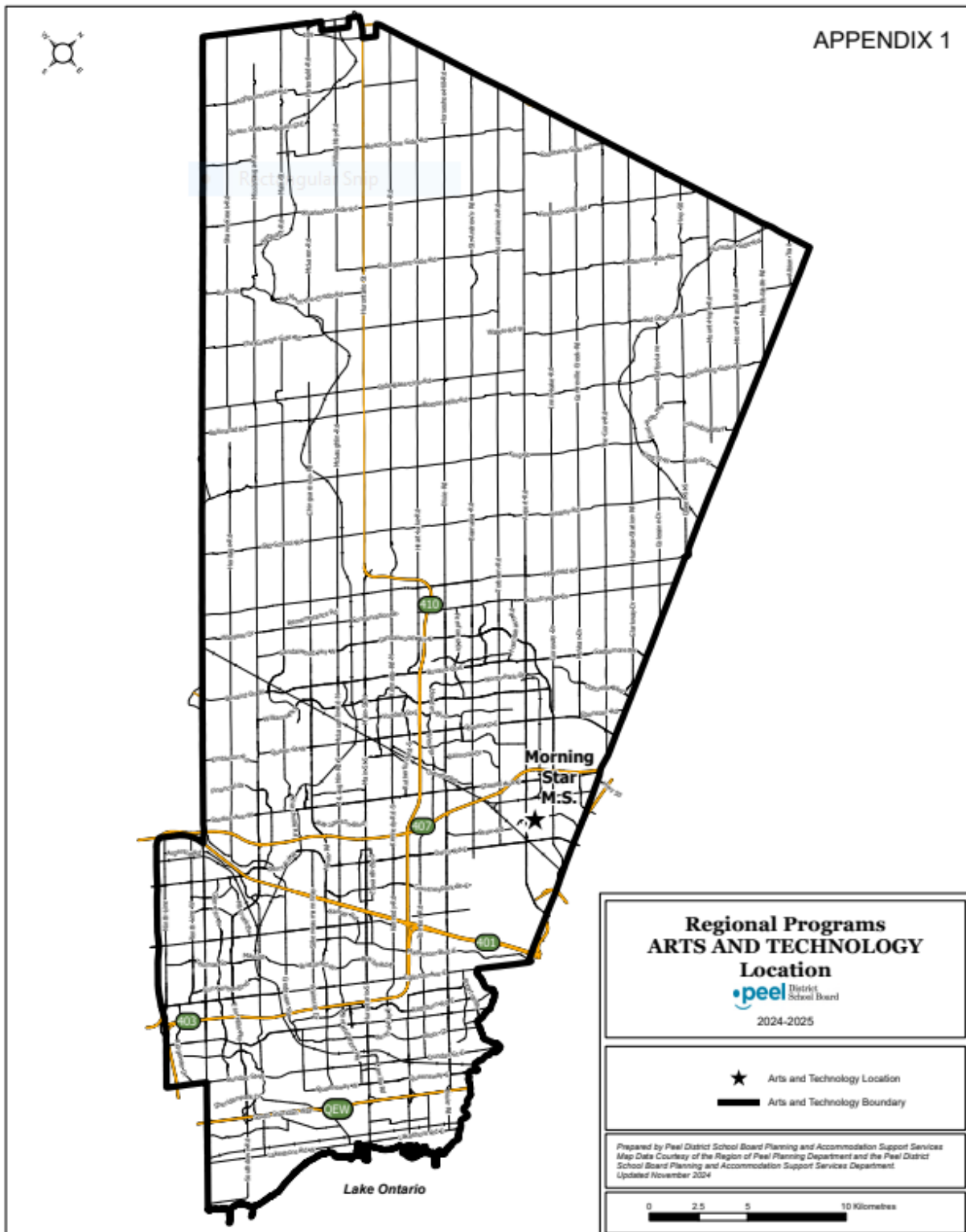
Appendices

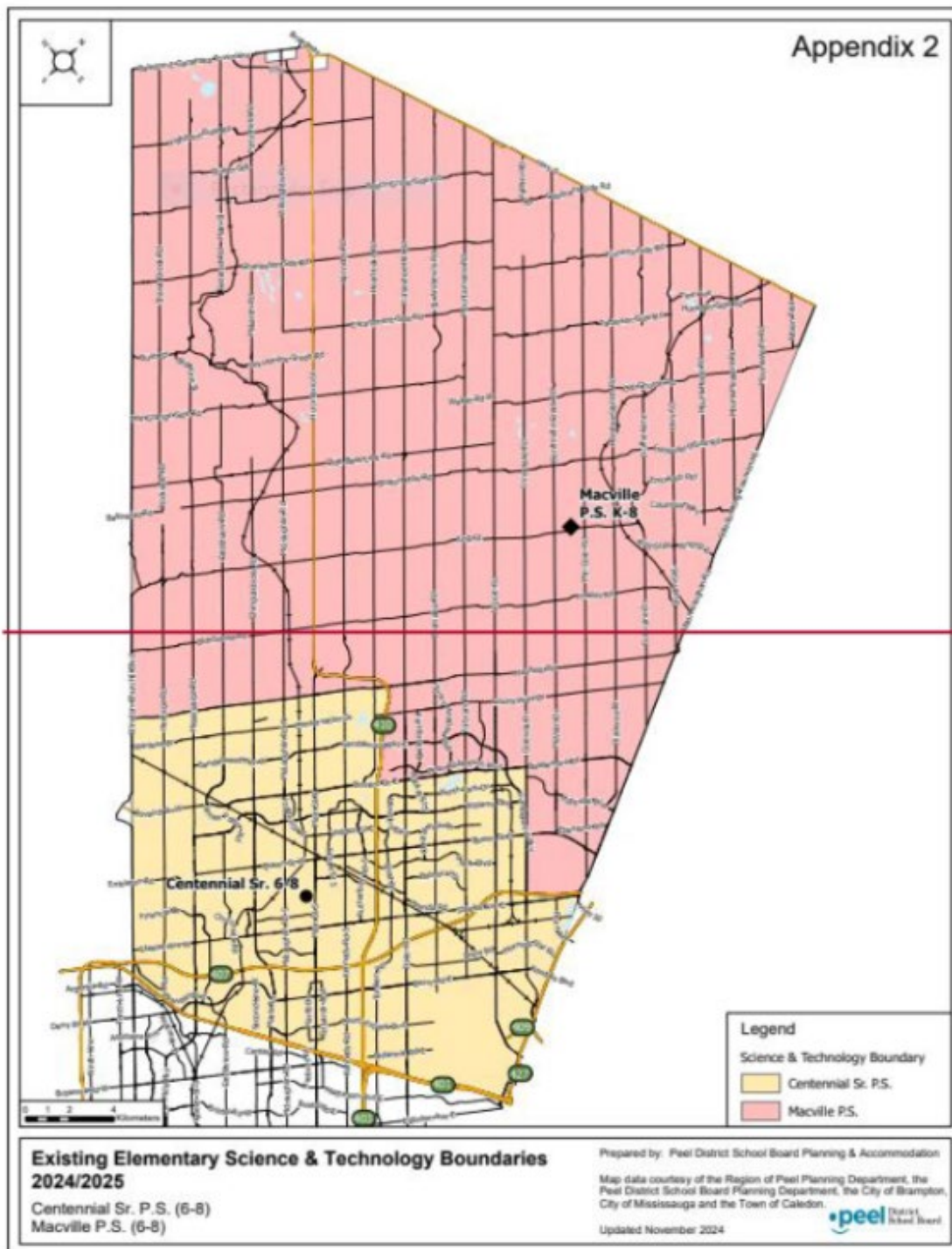
Appendix 1: Existing boundary for the Arts and Technology RLCP at Morning Star M.S.

Appendix 2: Existing boundaries for the SciTech RLCP at Centennial Sr. P.S. and Macville P.S.

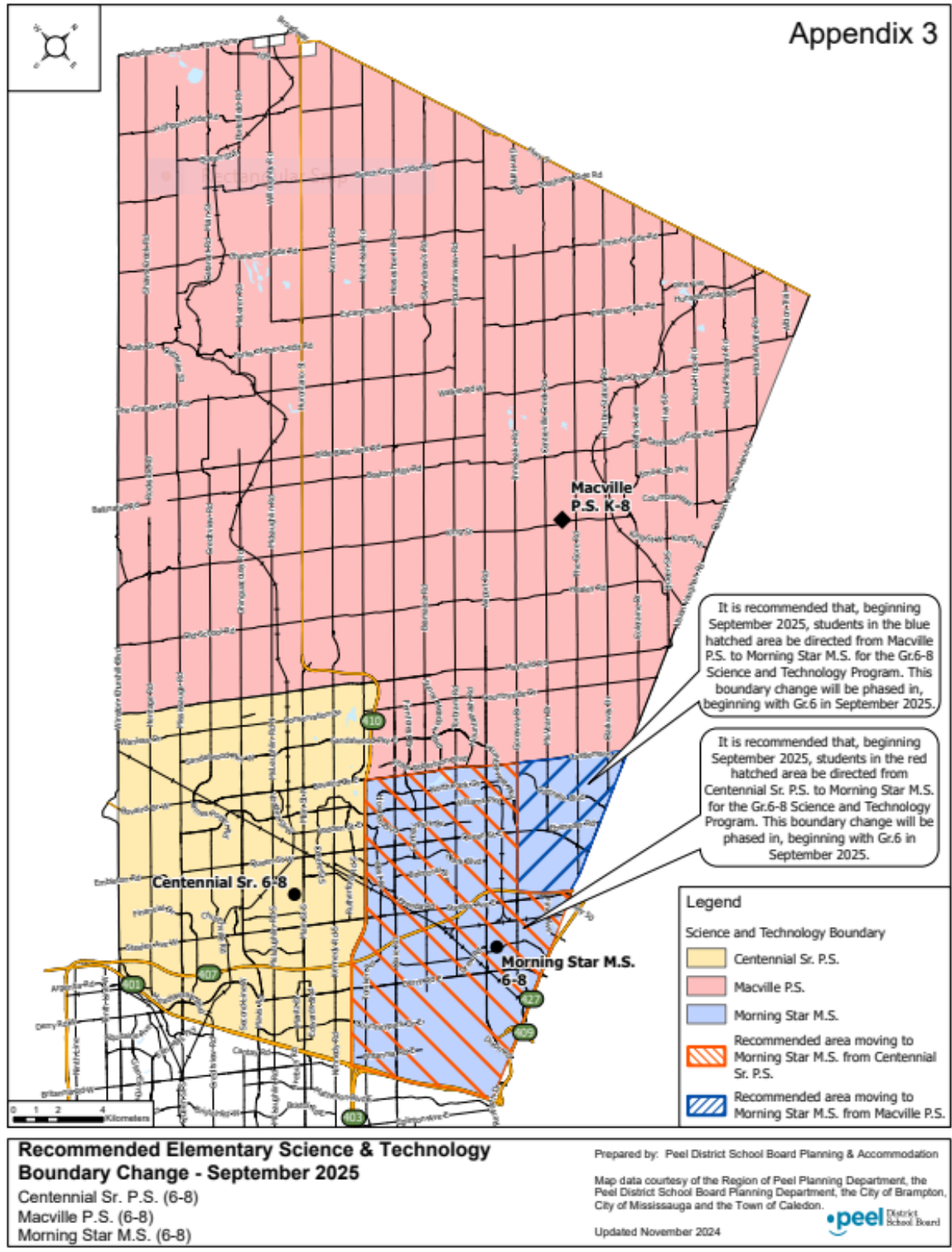
Appendix 3: Recommended boundaries for the SciTech RLCP at Morning Star M.S., Centennial Sr. P.S. and Macville P.S.

APPENDIX 1





Appendix 3



7.6

Curriculum, Equity and Student Well-Being Committee Meeting May 13, 2025

Regional Learning Choices Program Proposal: Glenhaven Senior P.S. and Middle Years Program Direct Entry

Strategic Alignment:

Anti-Racism Policy

Human Rights Policy

Equity and Inclusive Education Policy

Ministry Directives 9 and 14 (March 2020)

Report Type: Recommendation

Prepared by:	Lara Chebaro, Superintendent, Curriculum & School Improvement Harjit Aujla, Associate Director, School Improvement & Equity
Submitted by:	Rashmi Swarup, Director of Education

Recommendation:

That the board approve, effective September 2026:

- 1) Phasing out the Middle Years Program International Baccalaureate (IB) at Bristol Road Middle School, commencing in the 2025-2026 school year
- 2) Offering a Middle Years Program International Baccalaureate (IB) at Glenhaven Senior Public School, commencing in the 2026-2027 school year
- 3) Offering direct entry for students in grade 8 Middle Years Programs at Bristol Road Middle School and W.G. Davis Senior Public School into grade 9 IB programs at Erindale Secondary School, Glenforest Secondary School, Harold Brathwaite Secondary School and Turner Fenton Secondary School, without having to participate in the secondary RLCP application process.

Overview

Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)

It is recommended that the current Middle Years Program (MYP) be phased out at Bristol Road Middle School. Bristol Road Middle School will not appear in the elementary RLCP application process in January 2026 and no additional students will be added into the MYP in the 2026-2027 school year.

Recommendation 2: Offering Middle Years Program at Glenhaven Senior Public School

It is recommended that Glenhaven Senior Public School offer a Middle Years Program and proceed with the process of receiving accreditation from the International Baccalaureate Organization (IBO).

The boundary changes for the Middle Years Program will be presented to Physical Planning, Finance and Building Committee on June 4, 2025.

Recommendation 3: Direct Entry from Grade 8 to Grade 9 IB Programs

It is recommended that students who begin the Middle Years Program in middle school have direct entry to IB programs at a secondary school based on their address. Currently, Erindale, Glenforest, Harold Brathwaite, and Turner Fenton Secondary Schools offer IB.

According to the IBO, the Middle Years Program spans grades 6-10 and students who gain admission to the MYP in grade 6 should be allowed to continue the program until its completion in grade 10.

Highlights:**Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)**

It is recommended that the current Middle Years Program (MYP) be phased out at Bristol Road Middle School. In the 2025-2026 school year, there will be students in grades 6-8 in MYP. In the 2026-2027 school year, there will be students in grades 7-8 in MYP. In the 2027-2028 school year, there will only be students in grade 8 in MYP.

Background:

Bristol Road Middle School is located in Mississauga and has 577 students currently registered. The school offers a Middle Years Program (MYP) with 168 seats across 6, 7, and 8 (56 in each grade) for the MYP. In addition, the school offers a French Immersion programs, with approximately 117 students currently registered.

It is recommended that the MYP program at Bristol Road Middle School be phased out. The French Immersion program will continue to operate as usual.

The impact on the school community is expected to be minimal, as many MYP students currently attending Bristol Road are not from the local area.

As of September 2026, Bristol Road Middle School will offer the MYP program only for Grades 7 and 8.

Recommendation 2: Offering Middle Years Program at Glenhaven Senior Public School

We are recommending that we move the MYP at Bristol Road Middle School, to Glenhaven Senior PS to ensure continued access to the MYP in the Mississauga area. It is recommended that Glenhaven Senior Public School begin offering the program.

Glenhaven Senior P.S. will apply to the IBO as a MYP candidate school in 2025. The approval process typically takes a year. Once approved, Glenhaven Senior P.S. will become an accredited MYP school, and will offer 168 seats across 6, 7, and 8 (56 each grade) for the MYP. RLCP applications in Winter 2026 for the 2026-2027 school year will only list Glenhaven Senior PS as the MYP option for students who currently reside in Mississauga.

Background:

- Glenhaven Sr. P.S. is a grade 6-8 school located in the Glenforest community in Mississauga. The school is currently 56 years old and was established on May 10, 1968. Glenhaven focuses on promoting student well-being and achievement through equity and anti-oppressive education frameworks. It emphasizes academic development, particularly in literacy and numeracy, while fostering a safe, inclusive environment for learning.

- Glenhaven staff conducted consultations with parents in October 2024 via a Parent Council meeting whereby parents expressed a desire to introduce a RLCP, particularly the MYP at their school.
- Both Glenhaven Senior P.S. and Bristol Road M.S. will be listed on the elementary RLCP webpage as MYP sites until Glenhaven Senior P.S. receives full accreditation and until the program at Bristol Road M.S. is completely phased out.

Recommendation 3: Direct Entry from Grade 8 to Grade 9 IB Programs

The Middle Years Program (MYP), as defined by the International Baccalaureate Organization (IBO), is designed to span Grades 6 through 10. Under our current structure, some students who begin the MYP are unable to complete it because they must reapply and be selected through a randomized process to continue in the MYP in secondary school.

Background:

The Middle Years Program (MYP) is an internationally standardized program that follows the philosophy of the International Baccalaureate (IB). The International Baccalaureate Organization (IBO) structures the MYP to span Grades 6 to 10. As the only Regional Learning Choice Program (RLCP) in PDSB that covers this full grade range, direct entry is recommended only for those students in the MYP.

Evidence

Findings/Key Considerations:

Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)

Course selection data from myBlueprint shows that many students who complete the MYP in Grade 8 at Bristol Road Middle School choose to pursue high school opportunities outside of the Peel District School Board. As evidenced by the chart below:

March 2025- Transitions Data for Grade 8 MYP at Bristol Road Middle School (52 students in total):

Attending Erindale IB Program	1
Attending Glenforest IB Program	8
Attending a RLCP in the PDSB	11
Attending home school in PDSB	3
Leaving the PDSB	29

The majority of the 52 students in grade 8 MYP at Bristol Road MS have opted to leave the PDSB to attend secondary school. Most of these students enroll in the IB program at secondary school in the co-terminus board.

Recommendation 2: Offering Middle Years Program at Glenhaven Senior Public School

The proximity of Glenhaven Senior Public School to Glenforest Secondary School, which already offers the Grade 9–10 MYP, supports collaboration between the two sites. Additionally, the International Baccalaureate Organization (IBO) permits both schools to share the annual membership fee.

Recommendation 3: Direct Entry from Grade 8 to Grade 9 IB Programs

Allowing direct entry from middle school MYP to secondary school MYP serves as a retention strategy to address the high number of students who leave the program before Grade 9. Course selection and Regional Learning Choice Program (RLCP) application data for Grade 8 students currently enrolled in the MYP at Bristol Road Middle School and W.G. Davis Senior Public School are as follows:

Current Bristol Road Grade 8 MYP Class by Grade 9 Destination (52 students in total)

Erindale- IB	Glenforest- IB	Other RLCP in PDSB	Home School in PDSB	Not Returning
1	8	11	3	29

Current W.G. Davis Grade 8 MYP Class by Grade 9 Destination (78 students in total)

Harold Brathwaite- IB	Turner Fenton- IB	Other RLCP in PDSB	Home School in PDSB	Not Returning
5	15	19	24	15

Most students in MYP at both Bristol Road and W.G. Davis will not be continuing in the IB program at secondary school. This means that they will not finish the MYP, despite completing more than half of the program while in middle school. In our current structure, students in MYP must complete the secondary RLCP application process and be successful through the randomized selection (if applicable) to complete the MYP.

Program Details

Recommendation Two: Offering Middle Years Program at Glenhaven Senior Public School

- The IB MYP at Glenhaven Senior Public School will develop students' key skills in communication, research, self-management, collaboration, and critical analysis. The program aligns with the Ontario curricula while fostering student agency, interdisciplinary learning, and real-world application of knowledge. Additionally, the Personal Project in

the final year of this program will allow students to demonstrate their learning through an independent, student-driven project.

- Glenhaven Senior Public School has some of the infrastructure to support the program's interdisciplinary and inquiry-based learning approach, including equipped classrooms, diverse library resources, and a scaffolded technology integration plan.
- Some Glenhaven teachers have undergone IB training. More Teachers will take IB-recognized training to ensure effective implementation of the MYP framework.

Program Rationale

Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)

The Peel District School Board offers MYP at W.G. Davis Senior Public School in Brampton. The IB program is offered at Erindale Secondary School and Glenforest Secondary School as well as at Harold Brathwaite Secondary School and Turner Fenton Secondary School.

A secondary school within the co-terminus board also offers the IB program and is located near several of our middle schools. Due to this proximity and the opportunity to continue in the IB pathway, many students from our middle schools may choose to attend that secondary school.

Program Transition

Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)

Bristol Road Middle School will open the 2025-2026 school year with MYP students in grades 6-8. In the 2026-2027 school year, they will only offer grade 7 and 8 MYP, with the final MYP class graduating in the 2027-2028 school year.

Recommendation Two: Offering Middle Years Program at Glenhaven Senior Public School

Glenhaven Senior Public School will begin accepting student applications for the MYP in 2026 and will offer 56 seats for grade 6 students in the 2026-2027 school year. Pending final approval from the IBO, they will add an additional 56 seats in 2027-2028 and 2028-2029 respectively for a total of 168 MYP seats.

For additional information, please refer to Appendix 1.

Recommendation 3: Direct Entry from Grade 8 to Grade 9 IB Programs

In the 2025-2026 school year, grade 8 students in the MYP at WG Davis Sr PS and Bristol Road MS will be allowed to select MYP courses at the closest IB secondary school based on their address as part of the course selection process in myBlueprint, without having to complete a RLCP application.

Program Enrolment and Boundary

Program boundaries will be addressed at the Physical Planning, Finance and Building Committee meeting on June 4, 2025.

Projected Student Enrolment

Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)

In the 2025-2026 school year, Bristol Road M.S. will maintain 56 spaces in grades 6, 7, 8 (each) for a total of 168 student spaces. In the 2026-2027 school year, 56 spaces will be maintained in grades 7 and 8 for a total of 112. In the 2027-2028 school, 56 spaces will be maintained in grade 8 for MYP.

Recommendation Two: Offering Middle Years Program at Glenhaven Senior Public School

In the 2025-2026 school year, Glenhaven Senior P.S. will maintain 56 spaces in grade 6 for the MYP. In the 2026-2027 school year, 56 spaces will be maintained for grades 6 and 7, for a total of 112. In the 2027-2028 school year, 56 spaces will be maintained in grades 6-8 for a total of 168 spaces in MYP.

Impact Analysis

Equity & Human Rights Review:

Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)

Phasing out the MYP at Bristol Road Middle School may result in a portable no longer being used by the school as of the 2028-2029 school year.

Recommendation 2: Ensuring Continued Access to Middle Years Programming for students in Mississauga (Offering a Middle Years Program at Glenhaven Senior Public School)

The introduction of an International Baccalaureate (IB) program at Glenhaven Senior Public School presents an opportunity to address systemic inequities by offering students from diverse backgrounds access to a globally recognized and rigorous academic framework. Currently, Glenhaven Sr P.S. loses students to neighboring schools. Bristol Middle School, a school located in Mississauga hosts the MYP IB program however their grade 8 students statistically attend St. Francis Xavier Catholic Secondary School IB program, in Mississauga because of its location and proximity to Bristol Road M.S. However, Glenhaven Sr P.S. is a feeder school of Glenforest Secondary School, which also offers the IB diploma program. This migration indicates a gap in enriched programming within Glenhaven, highlighting the need for a localized IB program to retain and support student talent.

The IB program's focus on intercultural understanding, respect, and global citizenship aligns with human rights principles and supports Peel District School Board (PDSB) policies on equity and inclusion. By creating a learning environment that centers on student identities and co-creation, the program ensures that all students feel empowered and valued in their education. For example, students from feeder schools like Forest Glen, Westacres, and Brian W. Fleming have expressed the desire for enriched programming at Glenhaven, recognizing the value of advanced learning opportunities within their community. During the October 2024 School Council meeting at Glenhaven Sr. P.S., parents and caregivers were consulted and expressed enthusiasm about the possibilities the IB program could offer. To further gauge interest, a detailed survey has been sent in April 2025 to families of Grade 4 students at Forest Glen and Brian W. Fleming.

Including student voices reinforces the necessity of this program. Students from Glenhaven's feeder schools have shared feedback during open house, noting the appeal of local RLCP at schools such as Tomken Middle School (French Immersion and SciTech) and Allan A. Martin Senior Public School (International Business and Technology program: IBT). They've highlighted their desire for an enriched program that reflects their academic aspirations and allows them to stay within their local school environment.

Additionally, students currently attending Glenhaven have voiced their interest in more global academic opportunities, emphasizing the need for programming that adds, challenges and prepares them for the future. The introduction of an IB program addresses this demand while fostering an inclusive space where diverse student perspectives are celebrated.

Recommendation 3: Direct Entry from Grade 8 to Grade 9 IB Programs

Given that the MYP is structured to begin in grade 6 and end in grade 10; instituting direct entry for students in grade 8 MYP to grade 9 MYP, allows all students to have an opportunity to complete the MYP.

Resource/Financial Implications:

Recommendation 2: Offering Middle Years Program at Glenhaven Senior Public School

School Team

Please see Appendix 2: School Team

Required Resources

Please see Appendix 3: Funding Request

Recommendation 3: Direct Entry from Grade 8 to Grade 9 IB Programs

School Team

- Coordinating Principal of Student Success and Pathways Programming, Coordinating Vice Principal of Pathways Programming, Principals of MYP and IB schools, guidance staff at MYP and IB Schools.

Next Steps

Action Required:

Pending Trustee Approval:

- The boundary changes will be included as part of the June 4, 2025 Physical Planning, Finance and Building Meeting

References:

This includes citations to research and references in the report.

Appendices

Appendix 1 – Program Transition for Recommendation Two: Offering Middle Years Program at Glenhaven Senior Public School

Appendix 2 – School team for Offering Middle Years Program at Glenhaven Senior Public School

Appendix 3- Funding Requested for Offering Middle Years Program at Glenhaven Senior Public School

APPENDIX 1

Program Transition for Recommendation 2: Offering Middle Years Program at Glenhaven Senior Public School

Pathway chart – Provide a preliminary list of courses offered to students

Year 1 (September 2025-2026) Candidacy and consultation

Includes IB consultation, 2-day on-site visit, consultant visit report, end of consultancy report, access to the IB's Programme resource centre, direct support from the authorization department via Programme Relationship Manager

Year 2 (2026-2027) application for authorization services

2-day verification visit to the school (only one visit per candidacy is covered), a verification visit report, final authorization of the school, access to the IB's Programme resource centre, direct support from the authorization department via your Programme Relationship Manager.

Year 5 (2029-2030) Evaluation visit

APPENDIX 2

School team for Offering Middle Years Program at Glenhaven Senior Public School

Coordinator – Kelsey McIver – MYP certified (2024)
Math Lead – Ed Rego – MYP Certified (2024)
Lisa Brooks -Science
Maria Milonas – Social studies
Bianca -French
Janice Ahn – Design
Lilly Supaul – Language Arts
Rogene Reid- Principal – MYP Certified Cat 1- Head of School (2024)

APPENDIX 3

Funding Requested for Offering Middle Years Program at Glenhaven Senior Public School

[Regional Learning Choices Program Funding request March 2025.pdf](#)