

AGENDA

OPEN SESSION

Wednesday, October 9, 2024

5:30 p.m.

Hybrid Meeting, Brampton Room & MS Teams

Committee Members:

Susan Benjamin, Committee Chair
Jill Promoli, Committee Vice-Chair
Lucas Alves
Stan Cameron
Jeffery Clark
Kathy McDonald

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 – May 14, 2024

6. Delegations

7. Staff Reports

7.1. School Improvement and Equity Planning (SIEP) Update - *presented by Lara Chebaro*

7.2. Summer Learning Programs Update - *presented by Lara Chebaro*

8. Communications

9. Trustee Motions for Consideration

10. Trustee Notices of Motion

11. Adjournment

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Curriculum, Equity and Student Well-Being Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Tuesday, May 14, 2024, at 17:30 hours, and by electronic means, under Ontario Regulation 463/97.

Members present:

Susan Benjamin, Chair
Jill Promoli, Vice Chair
Stan Cameron (electronic)
Jeffrey Clark (electronic)
Kathy McDonald (electronic)
David Green, Ex-officio

Trustees present:

Karla Bailey (electronic)
Will Davies (electronic)

Member absent: (apologies received)

Lucas Alves

Administration:

Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement and
Community Relations (Back-Up Executive Member)
Rasulan Hoppie, Superintendent of Secondary Curriculum, Instruction and Assessment
Camille Logan, Associate Director, School Improvement and Equity (Executive Member)

Nicole Fernandes, Board Reporter

1. Call to Order

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

2. Land Acknowledgement

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

3. Approval of Agenda

CESWB-19

moved by Stan Cameron
seconded by Jeffrey Clark

Resolved, that the agenda be approved.

..... carried

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Curriculum, Equity and Student Well-Being Committee, February 13, 2024

CESWB-20

moved by Kathy McDonald
seconded by Stan Cameron

That, the Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, held February 13, 2024, be approved.

..... carried

6. Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning - Update

Nicole Reynolds, Coordinating Vice-Principal, Indigenous Learning, presented an update on Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning. She reported that, since it's opening, the Centre has been partnering with the Dufferin Peel Catholic DSB, Upper Grand DSB and Wellington Catholic DSB to provide opportunities for First Nation, Metis, and Inuit students and families to come together and learn from various community partners. Providing details regarding the Tipis and Telescopes program and the Black and Indigenous Solidarity Family Night, Nicole Reynolds remarked that, each time such opportunities are offered to families and students, there is an increase in engagement, attendance, friendships and relationship-building. She announced that the Centre's first powwow, themed "Honoring Our Youth," will be held on May 31, 2024, and she invited trustees and the Peel community to attend.

Nicole Reynolds described the credit recovery and credit accumulation initiatives and other programs offered at the Centre. She highlighted the Credit Recovery Fridays designed to support Indigenous youth facing academic challenges, promote cultural resilience, and facilitate academic success. The Learning Recovery Program offers Grade 7-10 students supportive learning and access to Indigenous ways, such as loom beading, and Anishinaabemowin language. The field trips program promotes Indigenous education initiatives within the educational landscape, and the focus school program provides in-depth training from the Indigenous Education team and community partners, and access to Resource Teachers, to build capacity for educators. Credits are awarded to First Nation, Metis and Inuit secondary school students participating in an intensive two weeks of learning and building the Centre's second canoe, involved in building the aquaponics lab and documenting this exercise, and working on growing vegetables and traditional medicinal plants. The third annual Maawnjiding Wiingushkeng culture camp will be held in the summer. Nicole Reynolds spoke about the positive outcomes noticed with these initiatives, including: a 23% increase in self-identification data; increase in staff availing themselves of professional learning in Indigenous education and students participating in the field trip program. She expressed the hope that over the next few years, these initiatives will be reflected in higher graduation rates and credit accumulation rates.

6. Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning - Update (Continued)

Trustees speaking expressed appreciation for the work at the Centre, and thanked staff for their efforts. Nicole Reynolds clarified that the powwow on May 31, 2024, if held outdoors, will accommodate 800 to 1000 persons, and approximately 500 persons if held indoors. She noted that attendance is restricted to 60 persons for professional learning activities. Committee Chair Benjamin requested Chair Green to plan a learning session for trustees at the Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning.

CESWB-21

moved by Kathy McDonald
seconded Jeffrey Clark

Resolved, that the update report re Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning, be received.

..... carried

7. Adjournment

CESWB-22

moved by Kathy McDonald
seconded Jill Promoli

Resolved, that the meeting adjourn (17:55 hours).

..... carried

..... Chair

7.1

Curriculum, Equity and Student Well-Being Committee Meeting, October 9, 2024

School Improvement and Equity Planning (SIEP) Update

Strategic Alignment:

Trustee's Multi-Year Strategic Plan
The Better Schools and Student Outcomes Act, 2023
Equity and Inclusive Education (Policy 54)
Safe and Caring Schools Policy 48
Directive 9 – Annual Equity Accountability Report Cards
K-12 School Effectiveness Framework

Report Type: For Information

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

Overview

Objective: To provide information to support School Improvement and Equity Planning (SIEP) for 2024/25 in alignment with the Multi-Year Strategic Plan.

Highlights:

The Peel District School Board's (PDSB) School Improvement and Equity Plan (SIEP) offers schools a comprehensive roadmap for data analysis, monitoring, and collection to drive school improvements.

The SIEP process supports schools in achieving the goals outlined in the School Action Plan (SAP) and the MYSP by guiding improvement efforts ensuring alignment between schools. The SIEP Site provides opportunities for monitoring schools in PDSB. The SIEP Site continues to be a tool that guides school leadership teams through reviewing school data to identify disproportionalities in student achievement and links PDSB tools, resources and strategies for educators to address these issues directly.

Background:

The School Improvement and Equity Planning process is designed to create conditions within each school that empowers all students, including historically marginalized students, to thrive and achieve academic success, belonging, and well-being. Within the SIEP process, there are steps designed to address longstanding disproportionate outcomes for PDSB students and advance the board's work in dismantling systemic racism and oppression and in particular anti-Black racism, anti-Indigenous racism as well as ableist approaches to teaching and learning.

There are four steps to the SIEP Cycle:

- Step 1 - Data Review and Context Setting
- Step 2 - Goal Setting and Action Planning
- Step 3 - Monitoring for Improvement
- Step 4 - Reflection and Planning Next Steps

For the 2024/2025 school year, schools are expected to work through the SIEP cycle in pursuit of two goals:

- SIEP Goal #1 – Sense of Belonging with a focus on Safety, and
- SIEP Goal #2 – Achievement in Literacy and Mathematics.

All PDSB schools will engage in the four steps of the SIEP cycle, where school leadership teams will create two school goals, document the work and upload evidence throughout the cycle demonstrating goal attainment.

The SIEP goals align with the goals outlined in the Multi-Year Strategic Plan as well as the Student Achievement Plan from the Ministry. The following chart demonstrates this alignment.

SIEP Goals	PDSB MYSP	Student Achievement Plan
Goal #1 - Sense of belonging, mental health and well-being with a focus on safety	Mental health and well-being Equity and inclusion Parent, community and staff engagement	Student engagement & well-being
Goal #2 - Achievement goals	High expectations for achievement Equity and inclusion Parent, community and staff engagement	Achievement of learning outcomes in core academic skills Preparation of students for future success

The SIEP is a process for schools to action strategies that will help achieve the outcomes outlined in SAP and the MYSP. The SIEP outlines the allocation of resources and defines key performance indicators (KPIs) to measure progress toward the stated goals.

Evidence

Findings/Key Considerations:

The SIEP process is not new to PDSB staff. A system review of the School Improvement and Equity Planning (SIEP) process was conducted in the summer of 2023. The process was interrogated using anti-oppressive, anti-racist and culturally responsive frameworks with a lens that centres exceptional students. It was determined that a systematic digitized tool that is centralized and captures school improvement in a consistent and aligned digital format, is needed. It also became clear that a process for monitoring the actualization of school improvement goals was needed. This site offers a mechanism for this to occur across the district.

PDSB's digitized SIEP site was created using the Guiding Principles of CARES. The SIEP Site leans on the work that has been ongoing in PDSB in support of school improvement but offers the following enhanced key functionalities:

- offers schools updated data reports to support evidence-informed decisions, this includes student achievement reports e.g. Report Card Data, EQAO reports, etc. offers templates, resources and research supporting capacity building
- provides opportunities for schools to collect ongoing data for monitoring to assess the impact interventions have in mitigating the student's need; and,
- captures each school's improvement process over time.

Impact Analysis

Equity & Human Rights Review:

This work affirms the need to continue to create, maintain, monitor and document high standards for all students in safe and inclusive school settings. We need to continue to interrogate patterns of underservice to ensure that students can perform to their fullest potential and to high standards. A Board wide commitment to implementing and measuring impact of curriculum and pedagogy with fidelity while setting high expectations for all students is clearly outlined in the SIEP process. The SIEP process aligns with existing practices in the board such as the Equity Audit Tool and the Empowering Modern Learners Knowing and Doing Guides. It also embeds strategies and Look Fors from the We Rise Together 2.0 Strategy, Affirming Muslim Student Identity Strategy and supports Indigenous Ways of Knowing and Doing. The SIEP process holds all school leaders accountable to measuring the impact of the work being done in support of student achievement, well-being, and safety.

At PDSB, we engage in system transformation to dismantle systemic racism – in particular, anti-Black racism and Anti-Indigenous racism. The SIEP site is designed to offer resources, tools, scaffolds, etc. that support the continued creation and promotion of conditions that allow all students, including historically marginalized students in PDSB schools to thrive and to achieve academic success, belonging, and well-being.

The SIEP tool supports school leadership teams in setting high expectations through goal setting, using strategies that are responsive, inclusive and relevant while monitoring and documenting progress. The SIEP tool, via data, supports the documentation and the reflective affirmation process schools are engaging in to address disproportionalities in outcomes for those who continue to be marginalized.

Board or Ministry Policy Alignment:

The purpose and principles outlined in this Board Report align with the SIEP process, the SIEP Site and the Better Schools and Student Outcomes Act., Equity and Inclusive Education (Policy 54), Safe and Caring Schools (Policy 48), Policies 51 (Human Rights) and 54 (Equity and Inclusive Education) and Directive 9 – Annual Equity Accountability Report Cards.

The SIEP site supports the process of collecting data to support the work currently underway to meet the goals outlined in the Multi-Year Strategic Plan. This plan encompasses four important goals, each supported by key projects designed to further student success in Peel schools.

- Student Achievement
- Safety and Well-being
- Equity and Inclusion
- Community Engagement

The MYSP goals align with the two SIEP goals that each school in PDSB will be addressing this year. We remain committed to continue the work outlined in the Ministry Directives. We remain committed to ensuring anti-racist, anti-oppressive and anti-colonial principles are integrated into

our collective work in deep and sustainable ways to ensure equitable outcomes for all learners. As system leaders, it is our shared responsibility to apply these priorities when planning and implementing professional learning across PDSB in response to the voices and needs of students, families whom we serve as well as the voices of the leaders serving across PDSB schools.

At the Peel District School Board, we inspire success, confidence, and hope in every student. This mission is central to our Plan for Student Success, which is grounded in an anti-oppressive, anti-racist, and equity framework that affirms identities and promotes empathy, positivity, environmental stewardship, and leadership.

The Better Schools and Student Outcomes Act, 2023 addresses student achievement and well-being and promotes transparency for parents and families. The regulation prescribes three priorities: Achievement of Learning Outcomes in Core Academic Skills, Preparation of Students for Future Success and Student Engagement & Well-Being. These priorities are captured in the SIEP site in several ways. School Leadership Teams are asked to set two school goals – Sense of Belonging and Wellbeing as well as an Achievement goal. The site outlines a process for schools to implement the goals, capture evidence and determine impact of the work.

This site also captures the operating procedure supporting Policy 51 (Human Rights) by supporting the capturing of the process elementary and secondary schools follow to provide support for an individual student's success and well-being. This site supports SIEP teams in reflecting and responding to the work that they have done to support individual student's unique physical, emotional, cultural, social, and academic needs. The structure of the site allows educators and SIEP teams to reflect on their own biases and to intentionally employ anti-racist and anti-oppressive lenses and practices. It is imperative that educators' personal biases and assumptions are put aside throughout the SIEP Process and that all parties are cognizant of systemic barriers that silence and oppress students and their families.

Equity and Inclusive Education (Policy 54) is committed to excellence in education by supporting the equal opportunity for success for all students. This is done by providing equity of access and opportunity for all students and staff to learn, work and develop in a climate that is safe, positive, healthy, accessible, and inclusive. The scaffolded school improvement process included in the SIEP Site offers school leadership teams opportunities to identify students who are being underserved and offer actions to ensure that underperformance due to underservice is addressed. The SIEP process documents the work educators are doing in schools towards building equitable and inclusive learning environments that are safe for all students.

Safe and Caring Schools (Policy 48) affirms the Peel District School Board's commitment to creating and fostering learning environments that are caring, safe, accepting and equitable and rooted in the respect, dignity and the inherent worth of all students, so that all students can reach their full potential. SIEP Goal #1 - Student Sense of Belonging, Wellbeing with a focus on Safety captures the work done in schools in support of Policy 48. School teams can input data that demonstrates progress towards meeting this goal into the site with evidence of impact. The SIEP site supports the identification of students who are being underserved and offers actions to ensure that underperformance due to underservice is addressed. School leadership teams, when creating their SIEP Goals, will be able to review historical data and make evidence informed improvement goals.

PPM 169 and the Student Achievement Plan (SAP) supported the creation of a three-year Mental Health Strategy with overarching priorities for the next three years. These goals have been integrated into every school's existing SIEP work to ensure system alignment. Creating environments in schools where everyone (students, staff, families, visitors) is welcomed, represented, and intentionally included are foundations for mental health and wellbeing. These processes are now embedded within the SIEP Site.

In compliance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA Guidelines), the SIEP site will not contain any information that is specific to a student or an identifiable individual or personal information, including student full name, OEN, or any other personal identifier. The SIEP site contains school-based information at an aggregate level. Personal or identifying information is not collected, used or posted/added to the SIEP site.

Resource/Financial Implications:

The Curriculum & School Improvement Department, in collaboration with all central departments in PDSB, will continue to lead the work in partnership with Superintendents of Education by building on current resources and tools to ensure school improvement processes are captured. Creating and maintaining communities of learning and sharing will enhance learning environments for all.

Legal implications:

This work ensures compliance with Equity and Inclusive Education (Policy 54), Safe and Caring Schools (Policy 48), PPM 169 and the Student Achievement Plan, MFIPPA, Directive 9 – Annual Equity Accountability Report Cards and Better Schools Outcome Act.

Risk Assessment:

The SIEP Site can act as a repository for data sets collected by school leadership teams to demonstrate the work completed towards SIEP Goal actualization. The data will be at the school level and will not contain specific and/or personal information in alignment with MFIPPA guidelines.

Community Impact:

The School Improvement and Equity Process will be conducted across PDSB in every school starting in September with SIEP Goal #1 – Sense of Belonging, Wellbeing with a focus on Safety followed by SIEP Goal #2 – Achievement. In September, all PDSB schools started implementing Goal #1 using toolkits provided to them by the Safe and Caring as well as the Social Emotional Learning Departments. The strategies included will help in building a sense of belonging, community and safety in every school. This will reduce the incidents of concerning behaviors creating safe learning environments where every student can focus on learning, achievement and getting ready for future opportunities.

Next Steps

Action Required:

The School Improvement Team will provide an update to the committee in 2025.

Success Measures:

- All schools will have implemented SIEP and uploaded relevant data for monitoring and reflection into the school SIEP site.
- Superintendents of Education discussed the SIEP cycle with each of their schools and supported administrator teams by offering feedback and next steps to ensure actualization of the SIEP Goals.

References:

- Equity and Inclusive Education (Policy 54)
- Directive 9 – Annual Equity Accountability Report Cards
- PPM 169
- Student Achievement Plan
- MFIPPA Guidelines
- The Better Schools and Student Outcomes Act, 2023
- K-12 School Effectiveness Framework

7.2

Curriculum, Equity and Student Well-Being Committee Meeting, October 9, 2024

Summer Learning Programs Update

Strategic Alignment:

- Student Achievement Plan
- Multi-Year Strategic Plan
- Ministry Directives
- Equity and Inclusive Education

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

Objective:

This report provides an overview of the Summer Learning programs that took place across the Peel District School Board during the months of July and August 2024. These programs continue to serve thousands of students and demonstrate the wide range of learning opportunities available to advance the learning outcomes for PDSB students.

Highlights:

- The Peel District School Board is dedicated to offering a wider range of learning opportunities for students during the summer months.
- The learning opportunities range from summer school classes to day-school camps and experiential programs.
- The goal is to ensure that a wide range of programs are available are aligned with the PDSB's focus on anti-oppression and supporting the four goals of the Multi-Year Strategic Plan.

Background:

Each summer, the Peel District School Board offers a wide range of learning opportunities during the months of July and August. The learning opportunities range from summer school classes to day-school camps and experiential programs. Summer learning opportunities provide great avenues for students to earn credits and gain new knowledge that helps to develop transferable skills which build the necessary foundations for post-secondary pathways.

To ensure equity of access to our students we offered over 16 programs at more than 35 elementary and secondary schools across the district. Additionally, we are proud of the strong partnerships forged with many post-secondary institutions at the College and University levels (e.g., University of Toronto Mississauga, Lassonde School of Engineering at York University, Centennial, Seneca, Sheridan and Humber College). These unique learning experiences which can include credit bearing programs, are designed to strengthen the foundational skills for post-secondary education while learning on campus and interacting with University or College students, faculty, and staff.

We are proud of the various summer learning programs available for students ranging from Kindergarten to Grade 12 in addition to course offerings for Adult Learners. The programs are designed to focus on strengthening academic skills such as literacy and/or numeracy, develop skills such as leadership, and include work integrated learning opportunities where students earn a wage and gain skills, all while earning credits.

Whether students are enrolled in a credit-granting secondary school course, a camp designed to introduce coding, outdoor education or to strengthen foundational literacy skills, they do so often in a more flexible, focused, and dynamic setting. Students are often able to focus on one subject area at a time and can learn at their own pace through student-centered approaches that improve their self-efficacy and levels of confidence.

Research has shown that summer learning experiences result not only in improved achievement but also address key growth areas. Students are more likely to stay engaged in education, maintain their foundational skills, develop positive relationships and experience academic advancements. It is also important to note that summer learning opportunities can minimize learning loss by some students.

Through summer learning opportunities, PDSB engages in a wide range of partnerships with community organizations and post-secondary institutions to enhance the learning opportunities available to students interested in extending their learning into the summer months. Summer learning also helps to level the playing field by making accessible opportunities available for students at a neighborhood school. Furthermore, ensuring that a wide range of programs are available is in keeping with the PDSB's focus on anti-oppression and aligns directly with all four goals of the Multi-Year Strategic Plan.

Parents, families, and caregivers appreciate the opportunities that the PDSB provides for their child(ren) to have extended learning during the summer months. Children actively engaged in a grade enhancement course, summer camp, literacy or leadership skills program eases the concern of childcare and does so often at minimal to no cost to families. Many programs over the summer months often engage parents and encourage involvement in day trips, program visits and culminating celebrations serving to build bridges between the PDSB and community.

Highlights of some benefits to summer learning for students are as follows:

- Positive youth development
- Transitions support
- Post-secondary pathway preparation
- Integration of cultural and identity affirming activities
- Positive relationships and social skills
- Minimize summer learning loss
- Earn and/or recover credits
- Strengthen foundational skills (Literacy and Numeracy)
- Expose students to outdoor learning
- Focused learning to address specific learning needs (Special Education/ English as a Second Language)
- Increase confidence and self-esteem

Additional benefits of summer programs include professional learning opportunities for new and experienced teachers who participate and engage in offering summer learning. They have access to opportunities to explore a wide range of pedagogical strategies and approaches given the greater flexibility afforded during the summer programs. Students are often engaged in a particular learning experience each day between 1-4 weeks. This provides greater opportunity for educators to engage in dynamic, inquiry-based learning strategies given the structure of the program and school day. Many of these strategies can be integrated into the regular school programs in the formal school year and expand upon integration of modern learning and innovative approaches to teaching and learning throughout the school year.

Types of Summer Learning Opportunities

During the summer typically the following types of programs are offered:

Literacy, Numeracy and Leadership Development:

These programs are often offered during the month of July for Kindergarten to Grade 12 students. Programs for secondary school students may not provide a high school credit i.e. Camp I Can (Non-Credit). Many students appreciate these camp offerings because of the varying learning models, program activities, and themes designed to strengthen Literacy and Numeracy as well as to Develop Leadership Skills and Self advocacy. The courses may run from 1, 2 or 4 weeks long with the majority available in person with some available virtually.

Credit Granting Courses and Program:

These courses provide the opportunity for students to complete an additional credit, upgrade a previous course mark, or take part in Summer School Co-op which includes experiential learning. These courses are geared toward secondary school students, and Adult Learners, working to earn credits as part of their 30-credit secondary school graduation requirement. Courses are available for students during the months of July and August for children entering grade 9 (e.g., Math Bridge, English Bridge, Exploring Technology) to grade 12, as well as for Adult Learners working towards earning their high school diploma.

Students earning full credits completed 110 hours of class time and students doing half credits (i.e., Gr. 10 Civics and Careers) or make-up credits completed 55 hours of class time. These sessions take place each summer at various schools across the Peel Region.

Work Integrated Programs:

These programs provide an opportunity for students to work at various locations where they receive work experience. This work experience includes a variety of opportunities to acquire transferable skills. Students may be student leaders in some of the Literacy and Numeracy summer camps identified above.

We are proud of our partnerships with York University, Toronto Metropolitan University, and other post-secondary institutions that include a focus on Science, Technology, Engineering and Mathematics related experiences. This year over 400 students participated in integrated work experiences this summer. Over 150 of these students were employed by the organization, earned wages for their roles, and received credits toward their OSSD.

Special Education Supports:

The Special Education and Social Emotional Learning (SESEL) department offered several camps and programs in the summer to support a wide variety of Peel students Grades 1 through age 21. Some of these opportunities were focused on developing engagement and social connections. While other programs focused on developing proficiency with assistive technology and engaging students in activities that built life skills, interests, and criticality.

Identity Specific Programs:

The Peel District School Board developed a 4 Year Equity Strategy outlining clear objectives for dismantling all forms of systemic racism and oppression. One specific equity objective state that the board will "support affinity networks of students and staff from historically and/or currently

underserved groups to enable them to gather, share experiences, and provide support to one another." Affinity groups foster a sense of belonging and offer students opportunities to learn and practice skills in an environment where they can be their authentic selves. Over the past two years, PDSB has offered identity-specific programs in collaboration with post-secondary institutions seeking to address the under-representation of historically marginalized groups (e.g. Indigenous, Black and students who identify as female), in particular post-secondary pathways and careers. The identity-specific summer camps offered this past summer provided a place for such freedom of expression and truth-telling (i.e. Maawnjiding Wiingushkeng Culture Camp).

Evidence

Findings/Key Considerations:

Significant research has been conducted around summer learning and the significance of these opportunities for students to maintain their learning, academic and social skills. Below are highlights which identify some of the success of the over 16 programs offered to the over 15,000 students ranging from Grades 1-12 and up to and including adult learners during the months of July and August.

- Students participating in credit bearing summer learning opportunities experienced a 93% success rate in earning their credit.
- Over 11221 credits were earned by participating students.
- Over 50 students received paid leadership and learning opportunities often in partnership with a post-secondary institution.
- Students historically and traditionally marginalized (for instance self-identified Indigenous or Black and racialized students) were the focus of several camps specifically designed to redress inequitable outcomes that have been a result of systemic racism and/or discrimination.
- 2000 students identified with special education needs engaged in virtual summer camp experiences.
- 542 Grade 8 students participated in secondary school transition programs that helped prepare them for a successful start to Grade 9.
- 420 adult learners participated in credit-earning or ESL classes which included those new to the country and those seeking asylum.

In addition, we took action using recommendations from last year's summer programs and were able to deliver on the following expansions by:

- integrating more work programs in partnership with post-secondary institutions
- increasing the Summer Bridge program to offer more students additional Literacy or Math support to increase readiness for grade 9 de-streamed English or Math.
- continuing to add identity specific programs to address disproportionate student outcomes
- extending the STAR program into additional secondary schools to support more students with their transition into high school
- continuing to support students with special education needs through Continuing Education Summer Monitor Teacher Support

Impact Analysis

Equity & Human Rights Review:

The Peel District School board continues to demonstrate commitment and action toward anti-racist, anti-oppressive practices designed to address systemic forms of discrimination that has resulted in disproportionate, experiences, achievements and well-being outcomes for students.

Many of the camps were designed to create opportunities for students to maintain or enhance skills that will ensure that historical disparities between groups of students are addressed.

Increased access to a wide variety of programs helped “level the playing field” by offering and providing access to free programs. The identity specific camps were designed to ensure that Black, Indigenous and populations of students historically marginalized were better served.

Board or Ministry Policy Alignment:

The focused approach for summer learning programs have been clearly aligned with the Ministry of Education’s framework for the Board Improvement and Equity Plan (BIEP) strategic priorities that focus on improved achievement, experiences and opportunities for students with attention to those most underserved. With the Ministry’s recent introduction of the Student Achievement Plan (SAP) and the priorities of Achievement, Preparation for Future Student Success, Student Engagement and Well-being continue to align with the board’s approach to summer learning programs and subsequent decision making. Many aspects of the summer learning programs are designed to improve graduation rates, access to secondary pathways, enhanced transition experiences along with identity affirming teaching and learning which will reduce disparities in student outcomes.

Resource/Financial Implications:

Financial implications to the board are measured due to access to Ministry funding. Similar to day school programs, the credit granting secondary school courses are funded by the Ministry of Education. To support school boards and their efforts to ensure equity of outcome, the Ministry provides funding through various sources such as the Targeted Student Supports (TSS), Recognition of Experiential Learning for Credit (RELC), and the Continuing Education and Other Programs Grant. These funds are available for school boards to administer a variety of programs including summer learning opportunities. These programs are often geared toward a specific grade grouping such as Camp I Can, which is designed to strengthen literacy and numeracy skills for Grades 7 and 8 students or the Recognition of Experiential Learning Credit (RELC) which allows students to earn a credit toward their OSSD which values STEM focused learning outside of the school day.

Additionally, board staff have been actively involved seeking and developing partnerships with several post-secondary institutions that fully or partially fund students to engage in experiential learning programs and courses while earning wages and course credits toward their desired post-secondary pathway.

Community Impact:

There is significant positive impact for community through the numerous partnerships established in working with a wide range of organizations and post-secondary institutions. Students actively engaged with community partners are not only able to foster relationships that strengthen existing partnerships, but they are also able to “give back” and foster reciprocity that is essential for their success. For example, a number of leadership opportunities, such as Focus on Youth and Curriculum Instruction and Assessment Student Leaders, provided 110 students the opportunity to support their younger peers while developing skills that are transferable and that will serve them toward career development.

The significant number and types of programs designed to address disproportionate outcomes, for students historically marginalized demonstrates a commitment to system transformation and to create conditions where all students can thrive and succeed. The wide range of summer learning programs and opportunities in partnership with various stakeholders also builds public confidence, as students are well served and engaged in learning opportunities in July and/or August.

Next Steps

The Peel District School Board already offers a variety of excellent summer programs; however, there is always room for growth and improvement. The Curriculum & School Improvement Department, in collaboration with PDSB's central departments, will be exploring survey and attendance data from the 2024 summer programs to identify next steps to enhance access and promote additional partnerships. These efforts will ensure improved achievement, experiences, and opportunities for students to secure the necessary foundational skills and roadmap for their elementary, secondary, and post-secondary pathways.

Action	Estimated Timeline
Continue to expand integrated work programs in partnership with postsecondary institutions	Summer 2025
Continue to support identity specific programs to address disproportionate student outcomes	Summer 2025
Continue to expand the STAR program into additional secondary schools to support more students with their transition into high school	Summer 2025
Continue to support students with special education needs through Continuing Education Summer Monitor Teacher Support	Summer 2025
Continue to expand the Summer Bridge program to offer more students additional Literacy or Math support to increase readiness for grade 9 de-streamed English or Math.	Summer 2025

Explore additional methods/approaches to increase the number of programs that are identity specific to be credit granting.	Summer 2025
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Communications:

Planning for summer programs begins in November. Registration for summer programs typically occurs between January and June depending on the program. Registration for the different programs and camps varies based on the program resulting in a variety of channels being used to inform students, parents and the community.

The following channels will be used to advertise and share registration information for summer 2025:

- School board websites including individual school websites (where applicable)
- Principals/Vice principals, Homeroom, Guidance and Student Success teachers
- School board's social media accounts
- School based announcements
- Communication via the All-Families email generated by the Communications Department
- Communications sent home through caregiver email addresses.
- Guidance, Administration, and Teaching staff

Appendices

Appendix A – Summer Learning Programs Overview Chart

Appendix A – Summer Learning Programs Overview Chart

Type of Program	Summer Program Title	Purpose/Audience	Grades
Literacy, Numeracy and Leadership Development <i>Total number of participating students: 4,000</i>	Camp SAIL	The camp focuses on developing and strengthening students' literacy and numeracy skills through both small group and individual support while also offering "camp style" opportunities	1-6
	Camp EXPLORE	The camp is a project-based and foundational literacy and numeracy learning opportunity that is intended to be extremely responsive to student interest and need.	6-8
	**Leading 4 Me	The program provides leadership opportunities to students through hands-on activities, workshops, guest speakers, day trips, and pathways programming that will foster connections with community partners (e.g., Universities, Colleges, and Community Services). It focuses on Individual Pathways planning and learning about leadership. Priority enrollment to students who identify as Black, African, Afro-Caribbean, and/or Indigenous	7-8
	Secondary Transition and Readiness (STAR)	The course helps to transition students from Grade 8 to Grade 9 and focusses on strengthening numeracy and literacy skills while providing experiential learning opportunities located and taught by staff at the student's secondary school.	8
	Camp I Can (CIC)	Students participate in a literacy and/or numeracy program with the intention of preparing students for success in their 2023-24 courses (Gr 10 or Gr11).	9-10
	Coding Camp	Students participate in a two-week program that will explore applications of coding with a focus on numeracy and critical thinking.	6-10
	**Agents for Social Change	Program includes learning opportunities in literacy and numeracy integrated with Science, Technology, Engineering, Art and Math grounded in the rich history and present-day contributions of people who are racialized Black of the African diaspora to develop interdisciplinary skills to be Agents for Social	K-12

		Change.	
	**Camp Possible	The camp provides students who receive special education support during the school year opportunities to engage in virtual camps of interest. There are over 150 virtual camps over a 5-week period. Students engage in 1, 2, or 3 hour small-group online sessions taught by Peel educators.	1-12
	** Maawnjiding Wiingushkeng Culture Camp	Students who self-identify with First Nation, Metis and Inuit ancestry have an opportunity to engage in Indigenous teachings and ways of knowing with Elders and knowledge keepers from the community.	3-12
	Adult ESL	Adult English as Second Language classes for newcomers to Canada, including recent asylum seekers.	Adult English Language Learners
Credit Granting <i>Total number of participating students: 11,000 (of these students, 400 were adult learners)</i>	Continuing Education Summer School	PDSB and non-PDSB day school students participate online or in-person classes to earn credits towards their Ontario Secondary School Diploma. Students can work to earn a new credit or strengthen their skills and improve their mark in a course they have previously taken.	9-12
	Adult Ed. Credit Summer School	Adult Ed. classes are offered online with face-to-face support available to Adult Learners working to earn their Ontario Secondary School Diploma.	Adult Learners
	Camp I Can w/ Credit Completion	Students participate in full class and small group instruction while working towards completing one previously attempted grade 9 or 10 compulsory credit.	9-10
	Summer Bridge Program	The English or Math Bridge courses support students that need additional Literacy or Math support to increase their readiness for grade 9 de-streamed English or Math.	9
	Summer Dual Credit	Delivered in partnership with PDSB's college partners (Centennial, Humber, Seneca, Sheridan). Students 16 years old or older participate in a college course to earn a credit towards both their Ontario Secondary School Diploma and their college transcripts in a variety of disciplines including the skilled trades.	11-12

Work Integrated <i>Total number of participating students: 371</i>	**Kindergarten 2 Industry (K2i)	This York University Lassonde School of Engineering partnership employs Grade 11 University (3U) or Grade 12 College (4C) physics students who also earn credits. For 4 weeks they are hired as Lab Assistants working on a faculty led research project with Graduate students gaining valuable hands-on experience in science and engineering aligned with the United Nations Sustainable Development Goals.	10-11
	**Focus On Youth	A Ministry-funded initiative designed to support leadership, skill development, and mentorship opportunities. It offers students a variety of experiential learning opportunities, including work experience, workshops, certifications, and keynote speakers and is intended to support underserved youth.	11-12
	Curriculum Instruction and Assessment Student Leaders	This program creates leadership opportunities where the students involved are supporting various summer programs and camps.	10-11
	Regional Experiential Learning Credit (RELC)	Ontario's Ministry of Education funding supports students to earn a credit towards their OSSD for valuable learning that takes place outside of the school day with community partners or organizations with an emphasis on STEMrelated experiential learning activities	9-12
	**Advancing Digital/ Professional Training and Entrepreneurship Co-op	Black and Indigenous students are invited to participate in this co-op pilot and skills training opportunity. The focus is entrepreneurial and digital projects led by industry partners under the supervision of a TMU professor and Peel staff.	11-12
	Con. Ed. Two-credit Summer Co-op	The workplace experiential learning opportunities for PDSB high school students include those in the Specialist High Skill Major program to develop their employability skills while earning two credits towards their OSSD.	11-12
Special Education Support	Summer Transitions Support	The programs are designed to support a student's transition back to school after summer/moving to a new class or school.	K-12
	Con. Ed. Summer Monitor Teacher Support	Special Education teachers support approximately 10% of Con. Ed. Summer School students who require accommodations.	9-12

		In collaboration with SESEL Summer Monitor Teachers support classroom teachers with resources and strategies in key areas such as study skills, self-advocacy and learning skills.	
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***The double asterisk identifies programs that are designed with an identity specific focus. Many of these programs are designed to redress this historic and current disproportionate outcomes experienced predominantly by students who identify as Black and/or Indigenous.*