

2022-2023

Board Improvement and Equity Plan (BIEP) Director's Annual Report



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Message from the director of education and chair of the board

On behalf of the board of trustees and the senior team, we are pleased to share the Board Improvement and Equity Plan Director’s Annual Report for 2022-2023. On reflection, our team is extremely proud of the dedicated Trillium Lakelands District School Board (TLDSB) community in supporting student achievement, student and staff well-being, and equity and inclusion.

After a number of atypical school years due to the pandemic, 2022-2023 saw extraordinary enthusiasm for and engagement in learning, professional development, school extracurriculars, and social opportunities. TLDSB continued to demonstrate commitment to equity and inclusive education for all through the work of our Equity Task Force, Equity Action Plan, and the Strategic Plan goals.

Some highlights that you will see reflected throughout this report include:

- A focus on soliciting staff, student, and community voices to assist TLDSB in planning and delivering effective programs and support to students. Input and feedback was sought throughout the year through the Student Climate Survey, educator input forums, administrator advisory groups, Director’s Student Voice Summits, parent/guardian surveys, and community breakfasts.
- Supports in all schools to improve teaching and learning strategies through professional learning communities, Indigenous Student Success Teams, and teaching and learning coaches.
- The delivery of job-embedded, targeted, and focused professional development in math and literacy strategies for educators, which has resulted in a considerable improvement in our Education Quality and Accountability Office (EQAO) results.
- Continued implementation of our new mental health model, which supports every school through access to a mental health counsellor who can:

- Provide tier one and tier two mental health services for students and groups
- Connect families with community partners for tier three and four mental health services
- Offer mental health literacy professional development for staff
- Support classes and small groups with social emotional learning and self-regulation strategies
- Supporting students through specific interventions delivered by the Inclusive Learning Teams using the results from many assessments including the Special Education Review.

The outcomes we have seen in the past year have reinforced to trustees and the senior team that focusing on the two overarching goals as outlined in our 2022-2027 Strategic Plan of meaningful learning and success for all, and creating learning environments and experiences that foster equity, inclusion and belonging, are making a positive impact for our students and staff.

As you will see throughout the report, we celebrate the successes of the past year and look forward to continuing to support achievement and well-being with unwavering commitment for years to come.



Wes Hahn
Director of Education



Bruce Reain
Chair of the Board

Land acknowledgement

Trillium Lakelands District School Board, as a learning organization, acknowledges that we learn, live, and work on the traditional lands and waters of the Ojibway Nation and the Huron/Wendat Nation, that now include communities from the Mohawk Nation, the Pottawatomi Nation, and the Métis Nation of Ontario. Under the One Dish With One Spoon Treaty, the Haudenosaunee Confederacy and the Anishinaabe Peoples agreed to share and care for this territory for the benefit of future generations. We acknowledge their stewardship throughout the ages.

Mission

Better together in a safe and caring learning community.

Guiding principles

- We are a learning organization.
- We support student achievement and well-being.
- We support staff learning and well-being.
- We value equity and inclusion.
- We are committed to environmental stewardship.



Introduction

Trillium Lakelands District School Board (TLDSB) is committed to understanding and meeting the learning needs of all students.

This broadly-defined plan with two strategic goals is aimed at creating a future where students develop the competencies, understandings, self-confidence, and resiliency to lead healthy, successful, and fulfilling lives. Equity, achievement, and well-being are interconnected, and the Board believes that when barriers to equity and inclusion are removed, we can all have a positive impact on others, our communities, and the environment, along with achieving personal success.

Together, students, staff, and our community recognize the value of working and learning together.

Goal 1: In order to be successful in our mission, we must support meaningful learning and success for all.

For students, we will:

- 1.1 Ensure our practices engage all students in learning that is authentic, meaningful, and relevant to a successful and healthy life.
- 1.2 Develop and thoughtfully implement classroom and school practices that serve our most vulnerable and marginalized students.
- 1.3 Deepen student understanding of multiple pathways.
- 1.4 Maintain high expectations for learning and ensure students have the support to achieve them.
- 1.5 Focus our efforts on improving students' critical thinking abilities so they can more effectively solve problems, self-advocate, and self-regulate.



For staff, we will:

- 1.6 Engage staff in meaningful professional learning that is role-specific, job-embedded, student-centred, and practical in order to support the priorities of this plan.
- 1.7 Engage staff in opportunities to develop powerful, specific, and manageable strategies to support our most vulnerable and marginalized students.
- 1.8 Maintain high expectations and ensure staff have the support to successfully meet them.

For our community, we will:

- 1.9 Learn from families, trustees, community agencies, and businesses about what constitutes meaningful learning and success for all students.
- 1.10 Provide regular and clear communication, recognizing the pivotal role families and communities play in each student's success.



Goal 2: In order to be successful in our mission, we must create learning environments and experiences that foster equity, inclusion, and belonging.

For students, we will:

- 2.1 Create physically and emotionally safe, healthy learning environments for all students.
- 2.2 Ensure supports are in place to address, prevent, and respond to incidents of bullying and exclusion.
- 2.3 Encourage and actively listen to student voice regularly to ensure students are heard and valued.
- 2.4 Centre student experiences to ensure all students feel accepted, comfortable, and that their individual needs are being met and supported.
- 2.5 Recognize and celebrate the strength that comes from the diversity of our students' identities and experiences, ensuring that students see themselves in the curriculum and all learning experiences.
- 2.6 Provide experiences that help students connect and engage in school life.



For staff, we will:

- 2.7 Create healthy and positive working environments that recognize the significant emotional and physical energy staff bring to their work.
- 2.8 Support the pivotal role staff play in creating equitable and inclusive learning environments and experiences.
- 2.9 Encourage staff voice and thoughtfully act upon what we hear to ensure staff feel heard and valued.
- 2.10 Collaborate so that every staff member feels part of a team, working together to support the individual needs of students in more equitable and inclusive learning environments.



For our community, we will:

- 2.11 Recognize the value of working and learning together.
- 2.12 Develop and strengthen relationships with all families and community members, particularly those who have been historically and are presently marginalized.
- 2.13 Learn from the wisdom of families and community members, particularly those who have been historically and are presently marginalized, and thoughtfully act upon what we hear to ensure they feel heard and valued as important partners in student achievement and success.



Our commitments that will guide the implementation of the 2022-2027 Strategic Plan:

Adopt and maintain an open-to-learning stance

We will learn from and with each other to support student success and well-being.

Monitor our impact

We will ensure our actions have a significant positive impact through strong governance and leadership, powerful and focused School Improvement Equity Plans, and student-centred approaches to instruction, assessment, and classroom environments.

Universalize and differentiate

We will take two approaches simultaneously by providing universal, cohesive direction for all members of our community as well as differentiating the focus, supports, and strategies to meet diverse individual, school, and community contexts.

Unwavering commitment

We will remain committed to student achievement and well-being while continuing to be agile and adjust as we learn.

How do we measure our goals?

The strategic goals and commitments outlined in this plan guide and support the direction for our system for 2022-2027. It is through each School Improvement and Equity Plan and the Board Improvement and Equity Plan that measurable strategic goals and key performance indicators are identified and monitored.

Strategic Plan

The framework that guides TLDSB's strategic directions, priorities, and commitments as a learning organization.

Board Improvement and Equity Plan (BIEP)

Identifies the board's measurable goals and the strategies to achieve them. This plan supports and guides the strategic actions of TLDSB as a learning organization.

School Improvement and Equity Plans (SIEP)

Identifies the school's measurable goals and the strategies to achieve them. These plans focus on improving student achievement and well-being outcomes.

Informed decisions

Education Quality and Accountability Office

The Education Quality and Accountability Office (EQAO) is an arm's length agency of the provincial government. Schools routinely consider EQAO data along with other information to support student success. Students in all publicly-funded schools in Ontario are required to write the EQAO assessments of reading, writing, and mathematics in Grades 3 and 6, while students who take Grade 9 mathematics are required to write the assessment at the end of their semester of study. The Ontario Secondary School Literacy Test (OSSLT) measures whether or not students are meeting the minimum standard for literacy across all subjects up to the end of Grade 9, and is usually written during their Grade 10 year.

Elementary EQAO assessments - % of students at Level 3 or 4					
	2019-2020 2020-2021	2021-2022		2022-2023	
		TLDSB	Province	TLDSB	Province
Grade 3					
Reading	*See note below.	70%	73%	75%	73%
Writing		57%	65%	68%	65%
Math		56%	59%	65%	60%
Grade 6					
Reading	*See note below.	78%	85%	83%	84%
Writing		75%	84%	80%	84%
Math		40%	47%	47%	50%
Students with Special Education needs (excluding gifted)					
Grade 3					
Reading	*See note below.	52%	48%	57%	47%
Writing		35%	39%	50%	38%
Math		29%	29%	44%	29%
Grade 6					
Reading	*See note below.	62%	64%	66%	61%
Writing		54%	61%	57%	60%
Math		19%	21%	23%	23%

*Due to the COVID-19 pandemic, the Ministry of Education cancelled all EQAO assessments across Ontario for the 2019-2020 and 2020-2021 school years.

Informed decisions

Secondary EQAO assessments - % of students at Level 3 or 4					
	2019-2020 2020-2021	2021-2022		2022-2023	
		TLDSB	Province	TLDSB	Province
Grade 9 Math					
De-streamed	*See note below.	45%	52%	50%	54%
Students with Special Education needs (excluding gifted)					
De-streamed	*See note below.	25%	26%	27%	27%
Grade 10 OSSLT					
Applied	*See note below.	57%	50%	65%	55%
Academic		92%	91%	95%	91%
Students with Special Education needs (excluding gifted)					
Applied	*See note below.	50%	42%	56%	47%
Academic		86%	81%	90%	78%

*Due to the COVID-19 pandemic, the Ministry of Education cancelled all EQAO assessments across Ontario for the 2019-2020 and 2020-2021 school years.



Informed decisions

Elementary student attitudes - Primary and junior

EQAO student questionnaire		2021-2022		2022-2023	
		Grade 3	Grade 6	Grade 3	Grade 6
I like to read	Yes, I agree	69%	55%	69%	56%
	I am not sure	17%	26%	16%	25%
	No, I do not agree	13%	19%	15%	19%
I like to write	Yes, I agree	61%	52%	59%	47%
	I am not sure	23%	27%	27%	31%
	No, I do not agree	15%	21%	15%	22%
I like mathematics	Yes, I agree	67%	46%	68%	47%
	I am not sure	19%	27%	19%	25%
	No, I do not agree	13%	28%	13%	27%

Secondary student attitudes - Grade 9 (de-streamed)

EQAO math assessment student questionnaire		2021-2022	2022-2023
I like mathematics	Strongly agree	19%	20%
	Somewhat agree	24%	27%
	Neither agree nor disagree	21%	23%
	Somewhat disagree	12%	11%
	Strongly disagree	24%	19%
I am good at mathematics	Strongly agree	20%	18%
	Somewhat agree	34%	33%
	Neither agree nor disagree	18%	23%
	Somewhat disagree	15%	13%
	Strongly disagree	13%	14%



Informed decisions

Credit accumulation

Schools continue to focus on supporting students to earn 16 credits by the end of Grade 10, and to increase our graduation rates. Student success teams worked collaboratively to engage students to obtain their required credits, and to ensure data was used to accurately assess the Board graduation rate. Increased opportunities to achieve credits through co-operative education and dual credits continue to support students to graduate with a clear plan for their future.

Secondary credit accumulation - % of students on-track

	2019-2020		2020-2021		2021-2022	2022-2023
	TLDSB	Province	TLDSB	Province	TLDSB*	TLDSB*
8+ credits by the end of Grade 9	82%	88%	79%	84%	83%	84%
16+ credits by the end of Grade 10	76%	80%	73%	80%	69%	71%
23+ credits by the end of Grade 11	78%	82%	79%	83%	69%	75%

Secondary graduation rates - entered Grade 9 in...

	2014		2015		2016		2017
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB*
4-year graduation rate	77%	81%	81%	82%	80%	84%	78%
5-year graduation rate	83%	87%	86%	88%	84%	89%	82%

*At the time of print, the provincial credit accumulation data for the 2021-2022 and 2022-2023 school year had not yet been released. This is also the case for the provincial graduation rate data for the 2017-2018 school year.



Meaningful learning and success for all

Student and staff voice forums

In April, the director of education hosted educator open forums, which invited teachers from across the Board to meet with the director to celebrate successes, discuss challenges, and have an open forum to provide feedback.

Throughout the month of May, volunteer Grade 7 to 10 students from across the Board took part in the Director's Student Voice Summit. The initiative was an opportunity for students to have their voices heard by the director and senior team members with respect to how TLDSB can make learning in our schools more effective for current and future students. The G7 Student Senate took the lead on facilitating activities and helped throughout the day to ensure students felt welcome, comfortable, and able to express themselves. All participants provided open feedback for our system to take into consideration and made new connections with students from other schools along the way.

Technology

Technology Services remained committed to the use and support of technology to enhance student learning and achievement. TLDSB continued to support 1:1 devices for our Grade 7 to 12 students, and initiated the ratio of 1:5 devices for our primary students, and a ratio of 1:4 devices for our junior students.

The safety and privacy of our users remained a priority

throughout the school year, with comprehensive cybersecurity training and awareness programs for students and staff. Our Software Steering Committee continued to screen new and innovative software to provide software solutions to support student instruction.

Skilled trades promotion

The skilled trades programming saw a variety of opportunities, including:

- Grade 8 students learned about technology programs, Specialist High Skills Major (SHSM) opportunities, and the Ontario Youth Apprenticeship Program (OYAP).
- The OYAP car design challenge saw 1,900 Grade 7 and 8 students participate.
- A total of 10 Grade 7 and 8 classes participated in Make Stuff Move.
- 3,200 Grade 7 to 10 students participated in science, technology, engineering, art, and math (STEAM) coding sessions through Scratch and Makecode Arcade.
- 3,400 students heard from Jamie McMillan of Workboot Careers in both virtual and in-person sessions.
- Skills Ontario, an in-person event for the first time since 2019, was hugely successful, with two elementary and four secondary medals at the provincial championship, and two medals at the national competition.



Meaningful learning and success for all



- TLDSB students attended the Young Women's Conference and the Indigenous Conference at Skills Ontario.
- TLDSB guidance educators attended Skills Ontario, as part of the Experiential Learning Guidance initiative.
- 500 Grade 7 to 10 students got a Taste of the Trades through hands-on learning at a local college.
- 548 students in Grades 11 and 12 participated in SHSM in nine sectors, and 363 students participated in OYAP. Of those students, 52 had signed Registered Training Agreements, and 18 students participated in the Level One Accelerated OYAP program.

Trillium Lakelands Arts Camp (TLAC)

TLDSB was excited to return to Camp White Pine for TLAC. In May, 277 students from Grades 7 to 12 spent six days/five nights at camp and attended four art classes per day in various specialized instruction for instrumental and vocal music, drama, musical theatre, dance, and visual arts. Campers were supported by 31 teachers and staff members. TLDSB continues to be committed to ensuring that all students who wish to attend camp can do so by offering financial support through the Feed All Four Fund.

Online learning

The Virtual Learning Centre (VLC) provides interactive online learning to students across Ontario, in a combination of synchronous and asynchronous environments. Working closely with school administrators, the VLC ensures course options offer equitable programming for students in both large and small secondary schools.

VLC 2022-2023 school year:

804



Students enrolled

4,158



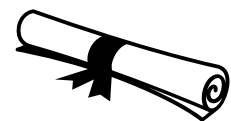
Total credits earned

96



Success rate

97



Students graduated

Meaningful learning and success for all

Summer programs

The summer of 2023 saw learning opportunities for 156 elementary students and 240 secondary school students.

Elementary

Elementary students in Grades 1 to 3 were identified by school principals through discussions with classroom teachers and families to take part in the summer learning programming. Elementary summer learning was designed to help students who could benefit from additional support. Six schools across the Board were open for this three-week program, which focused on closing the achievement gaps in reading. At the end of the program, 86 percent of students experienced growth in phonological awareness, and 88 percent of math students experienced growth in number sense and math fundamentals.



Secondary

At the secondary level, summer learning included opportunities to earn credits in a variety of ways. These offerings afforded students the chance to reach ahead or catch up on a credit required for graduation, which included cooperative education (co-op), learning strategies, and civics and careers.

A total of 240 students from across TLDSB enrolled and earned a total of 438 co-op credits – 87 students from the City of Kawartha Lakes, 130 students from Muskoka, and 23 students from Haliburton. Co-op was a successful learning experience for all involved. The benefits of co-op included increased knowledge of skilled trades, various work habits and skills, and health and safety in the workplace. A bonus to the summer co-op program is that students were paid for their work experiences.

The Virtual Learning Centre (VLC) offered the Grade 10 civics and careers compulsory courses and 76.5 credits were successfully earned by students enrolled in one or both courses. Civics and careers are an important summer offering by the VLC, supporting students to earn these required courses, which are unique to the timetable, being the only half-credit courses required for graduation.

There were 19 incoming Grade 9 students enrolled in the learning strategies course that was offered online to serve students from across the Board. All 19 students successfully earned their credit and developed skills in the areas of self-confidence, numeracy, and learning strategies that help with the transition from elementary to secondary school.

Special Education

In August, classroom teachers, resource teachers, and system class teams provided transition support for 459 elementary and 79 secondary students with special needs and their families. Supports included school visits and classroom tours, communication and collaboration with families regarding Individual Education Plans, as well as accommodations, diagnostic meetings, and in-school team meetings to prepare for the school year.

Meaningful learning and success for all

Adult and alternate education

Encouraging lifelong learning for all ages, students aged 14 and over can earn credits or upgrade skills in any of our six Adult and Alternate Education Centres (AAEC). We are pleased to share the following statistics from our AAECs:

Credit accumulation:

330 e-learning credits

251 co-op credits

178 day school credits

528 R.E.A.L. credits

635 PLAR 9/10 credits

481 PLAR 11/12 credits

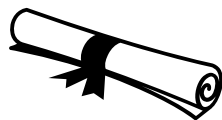
70 night school co-op



Number of graduates

162 graduates

29 Personal support worker (PSW) certifications



Central East Correctional Centre

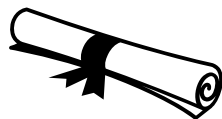
31 graduates

190 R.E.A.L. credits

12 co-op credits

354.5 PLAR 9/10 credits

214 PLAR 11/12 credits



Professional development

Professional development (PD) continued to be a focus for TLDSB, as we believe it to be fundamental to building a stronger system that works collectively to further student development. The 2022-2023 school year saw many PD opportunities, including:

- Administrator training over four half-day sessions
- Elementary level leadership team development
- Four sessions on School Improvement and Equity Plan development
- Aspiring administrators sessions, which focused on developing our leadership competencies using data driven evidence
- Literacy series in both English and French, which focused on developing foundational literacy skills in Kindergarten to Grade 1
- Math series, which focused on responsive planning in Grades 3 and 4
- Coordinated math focus at all staff meetings
- Implementation of mathology in Grades 1 to 8
- Grade 3 and 6 math and literacy series
- French Immersion Grades 1 to 3 focus on Core English
- English as a Second Language - tutoring and responding to assessments



Meaningful learning and success for all

- Assessment by expectation training to all secondary teachers, using PowerTeacherPro
- The Professional Learning Community (PLC) in all secondary schools focused on their identified inclusive instructional and assessment needs
- Secondary math and science to support best practices with new curriculum
- The secondary English writing team worked to create supports for the new Grade 9 English course
- Special Education:
 - Behaviour Management System training
 - System class teacher monthly PD
 - Special Education resource teacher and administrator monthly PD
 - New Individual Education Plan (IEP) software training
 - IEP development and monitoring training
 - Presume Competence, Prioritize Peers and 10 Other Things Every Paraprofessional Needs to Know workshop for educational assistants (EAs) and resource teachers featuring Dr. Paula Kluth
 - Social and emotional coaching training for EAs
 - Understanding, Preparing, and Using Visuals in Inclusive Education workshop for EAs
- Equity and Inclusion:
 - Egale Canada's Introduction to 2SLGBTQIA+ Inclusion - Building Inclusive Schools training for all staff
 - Lakehead University's Addressing Anti-Black Racism additional qualifications course opportunity for educators
 - Lakehead University First Nations, Métis, and Inuit Studies additional qualifications opportunity for educators
 - Nelson Education's See Us, Learn Us: A New Perspective on Teaching Identity, Belonging and the Black Canadian Experience self-directed learning opportunity for all staff

In addition to PD to support student learning, there were a variety of sessions held to promote staff understanding of various policies and procedures, including:

- All staff training around health and safety, Workplace Hazardous Materials Information System (WHMIS), and workplace violence
- Secretarial training supporting learning about privacy legislation, as well as records retention



Engaging learning environments and experiences that foster equity, inclusion, and belonging

Equity and Inclusion 3-Year Action Plan

Based on data collected throughout the previous year, the Board developed a three-year Equity Action Plan to support equity and inclusion learning, in which every department and team play an important role in the work moving forward. The plan highlights a number of priority areas, including building inclusive communities, enhancing 2SLGBTQIA+ inclusion and belonging, addressing anti-Black racism, and the Board's continued commitment to Special Education and Indigenous student achievement.

Special Education Review

Facilitated by The Critical Thinking Consortium, the Special Education Services Department undertook a Special Education Review to determine whether current practices aligned with the system vision, beliefs, actions, and the intended outcomes. Through a survey of administrators, Special Education staff, students, and families, priorities and next steps were developed to ensure the right programs and services are in place to support students. This included the introduction of new software to support IEP development, implementation, and monitoring.

Indigenous Student Success Team

Introduced in September 2022, the Indigenous Student Success Team (ISST) is a group of educators working to build strong relationships and to support the well-being of Indigenous students, staff, and communities. Team supports include:

- Holistic support for Indigenous students and their educators
- Assistance in fostering relationships and making connections among educators and Indigenous community members
- Providing curriculum and coaching support for Kindergarten to Grade 12
- Acting as a knowledgeable other at in-school team meetings

Integrating authentic Indigenous voices in the classroom

Elders, Knowledge Keepers, and Métis Senators were invited to classrooms across the Board to share their expertise, activities, cultural background, and literature to enhance and deepen student and staff understanding of Indigenous culture both past and present, and how to act as allies in our current Canadian life.

Listening Campaign

The ISST conducted their first ever Listening Campaign, which was designed to access and honour Indigenous students' thoughts, feelings, and impressions with regards to their spiritual, social, emotional, and educational experiences at their schools and in their classrooms. Expanding the conversation to engage families and Indigenous communities, the team was able to garner insights on how to best support Indigenous students.

Workshops, social gatherings, and a variety of learning opportunities were offered to Indigenous students and families throughout the school year (virtually and in person) to support cultural learning, build connections, and help students on their path to academic achievement and success.



Engaging learning environments and experiences that foster equity, inclusion, and belonging

National Truth and Reconciliation Week

TLDSB continues to strive to fulfill the educational goals in the Truth and Reconciliation Commission of Canada's 94 Calls to Action. In September 2022, the Board invited schools to join a system-wide live-streamed educational event with local Elders and Knowledge Holders who shared messages of truth, resiliency, and the importance of being part of reconciliation. Our Indigenous Education Advisory Committee also hosted an Oak Tree Planting Ceremony at the Lindsay Education Centre (LEC) in honour of the legacy of residential schools. Elder Christopher Stock of Wahta Mohawks shared about the importance of a red oak tree as a strong resilient symbol that, like many of our relatives with roots, has borne witness to our past and will protect us into our future. Planting an oak tree at LEC will be a constant reminder of our commitment to the 94 Calls to Action and the ongoing learning of all students and staff in TLDSB to understand our role as Treaty People.

Inaugural Pow Wow and Drum Social

On June 1, Bracebridge and Muskoka Lakes Secondary School hosted the first annual TLDSB Pow Wow and Drum Social to kick off the start of National Indigenous Peoples' Month. The Pow Wow was organized by

the ISST and self-identified Indigenous student leaders to increase understanding and engagement with Indigenous culture, traditions, and peoples, strengthening community relationships and breaking down barriers or misconceptions about pow wows.

Voluntary Indigenous self-identification

Students are encouraged to voluntarily and confidentially disclose Indigenous ancestry. The collection of this data is for the purpose of supporting Indigenous student achievement and well-being through the development, implementation, and evaluation of programming, services, and strategies, the building of community relationships, and the elimination of anti-Indigenous racism, bias, and discrimination. Continuous data collection and analysis plays a key role in improving Indigenous student achievement and well-being, and promotes the increased awareness and understanding of Indigenous ways of knowing, histories, cultures, and contributions for all.

Total number of voluntarily self-identified Indigenous students as at June 2023: **679**



Engaging learning environments and experiences that foster equity, inclusion, and belonging

Feed All Four Fund and golf tournament

In June, TLDSB hosted its first-ever Golf Tournament Fundraiser at Muskoka Highlands Golf Course. The event saw 72 golfers and raised a total of \$17,000. The proceeds from this event went directly to the TLDSB Feed All Four Fund, which provides direct support to students and families in our communities who may be struggling with food insecurity or need support with other essential items such as clothing, hygiene items, prescription glasses, or hearing aids.

Mental health supports

TLDSB utilized a tiered system of care approach to support student mental health across the Board. It included a continuum of services from mental health promotion, early identification, prevention, intervention, and service pathways to community support. Various strategies and supports are in place to support and promote mental health. In our classrooms we focused on building social emotional learning skills and everyday wellness and coping strategies. There were 10 schools that piloted the TRAILS Social-Emotional Learning curriculum, which helped students to develop skills to manage stress, establish and maintain healthy relationships, and problem-solve effectively. Stress lessons, healthy relationships, and mindfulness are just a few of the topics which took place across TLDSB classrooms. Additionally, some students who were showing signs of anxiety and depression were supported in small groups by mental health counsellors (MHC).

TLDSB also piloted the PreVenture program in Haliburton. PreVenture is an evidence-based prevention program that uses personality-focused interventions to promote mental health and delay substance use among teens. The strategies and support offered throughout the school year were grounded in evidence and supported by School Mental Health Ontario (SMHO).

TLDSB employed mental health professionals over the summer months to ensure a continuation of services for students. MHC engaged students, parents/guardians, and community partners in the following supports and services: safeTALK (suicide awareness), Talk It Out (counselling), Emotion Coaching, and Smart Start (anxiety). Other services offered included wellness check-ins, brief interventions, return to school transition support, crisis intervention, and referral services.

Educators from across the Board came together for a professional development session focused on mental health on August 30. During this voluntary session, educators learned about social emotional learning skills and everyday wellness activities to embed into their classroom practice. Resources and activities from SMHO were shared to create mentally healthy and inclusive classroom environments.

Health and safety

During the 2022-2023 school year, TLDSB worked with stakeholders to support healthy and safe schools. Certification training for new members of site-based Joint Occupational Health and Safety Committees took place, and refresher course training was held for any returning members for whom it was required. A review, update, and implementation of the Working at Heights policy and procedure took place. New for the 2022-2023 school year, a process to address health and safety related to science classrooms was introduced.

Additionally, a review of science inventory took place. This review included an inventory of chemicals, removal of excess chemicals, and a process to ensure that all chemicals are properly labeled with Workplace Hazardous Materials Information System 2015 workplace labels and that Safety Data Sheets (SDS) are accessible.

Recognizing the value of working and learning together

Director's Recognition Award

At each TLDSB Regular Meeting of the Board, the director of education highlights extraordinary contributions by staff members, students, school volunteers, or community members and recognizes them with the Director's Recognition Award. The following individuals received an award in the 2022-2023 school year:

- **Don Alton**, outgoing trustee
- **Kerrie Bartlett**, TLDSB staffing officer
- **Stephen Binstock**, outgoing trustee
- **John Byrne**, outgoing trustee
- **Jesse Cunha**, Parkview Public School head custodian
- **Victoria Huntington**, Jack Callaghan Public School (JCPS) head secretary
- **Jennifer Lacombe**, Lindsay Collegiate and Vocational Institute teacher
- **Mary Lou Lefler**, district principal of Special Education
- **Mark McGrath**, Bracebridge and Muskoka Lakes Secondary School (BMLSS) Student Services department head
- **Alex Moores**, JCPS educational assistant
- **David Morrison**, outgoing trustee
- **Eden Paulson**, TLDSB operations supervisor
- **Alan Stanley**, I.E. Weldon Secondary School Technology Services department head
- **Elder Christopher Stock**, Wahta Mohawks First Nation
- **Paige Taylor**, BMLSS students and author

Boundary and program reviews

A school catchment boundary review was conducted for Dr. George Hall Public School (DGH), JCPS, and Mariposa Elementary School (MES). At the June 13, Regular Meeting of the Board, trustees approved the recommendation to a modified boundary option change for DGH, JCPS, and MES to include both the north and south sides of Salem Road to become MES's catchment boundary.

A program review was conducted to look at the distribution of grades in the French Immersion programs at Huntsville Public School (HPS) and Riverside Public School (RPS). At the June 13 Regular Meeting of the Board, trustees approved the reconfiguration of the French Immersion grades at HPS and RPS, with a rollout for RPS to include Grade 5 starting in September 2024, and to include Grades 6 starting in September 2025.

Elementary school website redevelopment

It was with great excitement that TLDSB launched 41 new elementary school websites in the school year. Elementary administrators were led through a review and renewal of the website content, one-on-one training, and a manageable website backend to help maintain current information on the website. These sites have:

- An appealing, more modern look
- Simplified navigation
- The ability to translate the content into over 100 languages
- Responsive web design
- Board-wide information shared directly to school websites
- Calendars with the ability for users to subscribe
- An accessibility tool

Facilities update

The following facility projects were carried out across the Board this past summer:

- Five roofing replacement projects
- Eight life safety upgrades
- Eight front door entry system installations
- Nine entry card reader systems
- Four projects of LED lighting in gymnasiums
- Two facility spray fireproofing projects
- Two gymnasium floor refinishings
- Four sidewalk upgrades
- Four paving projects

Recognizing the value of working and learning together

- One drainage project
- Various landscaping projects
- Six Special Education calming rooms and related accommodations
- One tech shop floor replacement
- Two washroom renovations
- Muskoka Education Centre archive room, technology storage room, and meeting spaces projects

G7 Student Senate

The G7 Student Senate is a group of students made up of one representative who is elected by their peers from each secondary school. The role of these leaders is to help bring student voices to the TLDSB board of trustees. The G7 Student Senate hosted activities focused on The Climate Action Plan by running a Sustainable Season Campaign and the Great Grain Challenge. Additionally, G7 leaders helped to organize and facilitate the Director's Student Voice Summits, which were designed to gather input from intermediate students in Grades 7 to 10.

School Council

School council chairs and other members attended four District School Council – Parent Involvement Committee meetings throughout the year, where information about programs and initiatives was provided. The attendees had the opportunity to ask questions, as well as plan for future parent engagement events. Chairs had the opportunity to provide feedback on supports needed for school councils.

Sharing our stories

Recognizing the value of learning and working together, TLDSB shares a vast number of initiatives that took place in our schools, including programs, awards, events, and so much more! Here are some fast facts:

In 2022-2023 there were:

104 Good news stories shared on tldsb.ca

870 Facebook posts

800 Twitter posts

626 Instagram posts

We encourage parents/guardians and the wider community to follow TLDSB on social media to enjoy seeing what is taking place in our schools.



Focus schools

In regular visits to identified focus schools by the region superintendent of learning, collaborative teams examine current practices in schools, including teaching and learning strategies, and school organization to support best practices and address school needs. Student achievement data is also examined to determine areas of focus for improvement.



Region 1 - Superintendent of learning, Paul Goldring

Riverside Public School, Huntsville Public School, and Archie Stouffer Elementary School all worked to implement the new math curriculum, and focused on early interventions in reading. Schools were supported by system professional development (PD) and the work of the instructional coaches in the schools. Student data was collected regularly through the year and used to determine next steps and guide planning for instruction.

Region 2 - Superintendent of learning, Jennifer Johnston

Jack Callaghan Public School, Parkview Public School, and Queen Victoria Public School are using a

wide variety of student achievement and academic assessment data to drive high-impact instructional decisions and PD. The establishment of consistent school-wide assessment practices supports the in-school team to make key decisions regarding the alignment of resources and supports, such as access to the Special Education resource teacher, reading tutors, and the teaching and learning coach. Our dedicated educators are continuously striving to support students to achieve academic learning goals and personal success.

Region 3 - Superintendent of learning, Jay MacJanet

Muskoka Falls Public School, Macaulay Public School, and Muskoka Beechgrove Public School all implemented the new math curriculum and early interventions in reading. With the help of leadership teams and instructional coaches in these schools, along with the support of the curriculum team, teachers worked at narrowing achievement gaps found in their school data. New resources were purchased and explicit instruction helped educators deepen their understanding of effective assessment and instructional strategies needed to move students along in achieving their highest potential. The staff at these schools also began using a system-wide method to collect reading data and mid-year data in literacy and mathematics.

Region 4 - Superintendent of learning, Kim Williams

Gravenhurst High School (GHS) and Haliburton Highlands Secondary School (HHSS) focused on supporting students' literacy skills. Using school data, GHS teachers worked collaboratively to embed literacy strategies in Grade 10 history, hospitality, and science, and reading intervention strategies into Grade 9 learning strategies and English courses. To support their literacy goal, HHSS focussed on reading through a collaboration with the librarians and English teachers who offered intervention in morphology, word patterns, and reading fluency.

TLDSB at a Glance

Trustees



Heather Bradley
City of Kawartha Lakes



Gary Brohman
Haliburton County



Esther Childs
District of Muskoka



Lousie Clodd
District of Muskoka



Tim McAlpine
City of Kawartha Lakes



Deb McInerney
City of Kawartha Lakes



Bruce Reain
Chair of the Board
District of Muskoka



Judy Saunders
City of Kawartha Lakes



Colleen Wilcox
City of Kawartha Lakes

Senior Administration



Wes Hahn
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Tim Ellis
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Traci Hubbert
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Paul Goldring
Superintendent of
Learning



Jennifer Johnston
Superintendent of
Learning



Jay MacJanet
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