



Program and Planning Committee Meeting Agenda

Date: January 17, 2024

Location: Muskoka Education Centre

Time: 10:30 a.m.

- 1 Call to Order**
- 2 Territory Acknowledgement**
- 3 Roll Call**
- 4 Declaration of Possible Conflict of Interest**
- 5 Approval of Agenda**
- 6 Committee Action Items**
 - 6.1** Approval of the minutes of the November 21, 2023 meeting
 - 6.2** Approval of the final draft of the Program and Planning Terms of Reference
- 7 Administrative Reports**
 - 7.1** For Action - Written
 - 7.1.a Boundary Review T. Ellis / J. Johnston
 - 7.2** For Information - Written
 - 7.2.a Secondary Program Review K. Williams
- 8 Next Meeting**

Date: February 16, 2024

Location: Muskoka Education Centre

Time: 1:30 p.m.
- 9 Adjournment**

If you require this information in an accessible format, please contact Communications Services at info@tldsbc.on.ca.



Program and Planning Committee Meeting Minutes

Date: November 21, 2023
Location: Lindsay Education Centre
Time: 10:00 a.m.

1 Call to Order

Superintendent MacJanet called the meeting to order at 10:03 a.m.

2 Roll Call

Superintendent MacJanet welcomed the Committee and recognized that five Committee members (Trustees Reain, Wilcox, Bradley, Saunders, and Brohman) were present in-person.

Superintendent MacJanet and Executive Assistant Cheryl Evans were in attendance as support staff.

3 Declaration of Possible Conflict of Interest

There were no declarations of possible conflict of interest.

4 Approval of Agenda

Moved by Trustee Reain, seconded by Trustee Saunders that the agenda be approved.
 Carried.

5 Overview of Program and Planning Committee

5.1 Purpose of Committee- Overview

Superintendent MacJanet provided an overview of the purpose of the Program and Planning Committee. The purpose of the committee is to receive information and provide feedback related to TLDSB curriculum programs and initiatives to ensure accountability to and alignment with the Board's Strategic Plan goals.

5.2 Committee Terms of Reference Development

Superintendent MacJanet introduced a Draft of the Program and Planning Committee Terms of Reference and requested committee member input on the draft by January 8, 2024. A final draft for ratification will be brought forward to the January 17, 2024 Program and Planning Committee Meeting.

5.3 Election of a Committee Chair

Superintendent MacJanet presided over the election of a Committee Chair.

Trustee Reain nominated Trustee Colleen Wilcox who accepted the nomination. No other nominations were put forward. Trustee Wilcox was acclaimed as Chair of the Program and Planning Committee for 2023-2024.

6 Administrative Reports

6.1 For Action - Written

6.1.a Program and Planning Committee Dates 2023-2024

Superintendent MacJanet shared the proposed Program and Planning dates for 2023-2024

Moved by Trustee Brohman, seconded by Trustee Saunders, that the 2023-2024 schedule for the Program and Planning Committee Meetings be approved as presented, and that meetings be scheduled for January 17, 2024, February 16, 2024 and May 14, 2024.

Carried.

6.2 For Information- Verbal

6.2.a Daycare Update

Superintendent Ellis provided an update regarding daycare, before and after childcare and EarlyOn programs operating in TLDSB schools.

- The Before and After School Program at VK Greer Memorial PS will be operational in January 2024. A new service provider contract has been awarded to Muskoka Family Focus.
- Updates were also provided on the status of programs at Pine Glen PS, Gravenhurst, Ridgewood PS, Fenelon Township PS & Grandview PS.

6.2.b Secondary Curriculum Services Update

Superintendent Williams provided a Secondary Curriculum Services update centred on the Secondary Consultants' work including:

- Destreaming Coaches
- Professional Learning Opportunities for staff
- Student Success Support Meetings
- Multilingual Learners (MLL) Learning
- Guidance Counsellor Learning

6.2.c Elementary Curriculum Services Update

Superintendent MacJanet provided updates related to Elementary Curriculum Services in the curricular areas of:

- Multilingual Learners (MLL)
- Primary French Immersion
- Early Years
- TLDSB's response to the Right to Read Report
- Literacy
- Math
- TLDSB Ministry Math Achievement Action Plan

6.2.d Mental Health Services Update

Acting Associate Superintendent Fraser provided a Mental Health Services update providing an overview of the TLDSB Mental Health Action Plan along with a summary mental health learning taking place across the system.

6.2.e Outdoor Education

Superintendent Goldring provided an update on TLDSB's Grade 6 Outdoor Education. All grade 6 students have had the opportunity to attend Camp Muskoka for a one night overnight visit to date for the 2023-2024 school year.

6.2.f Trillium Lakelands Arts Camp Update

Superintendent Goldring shared that TLAC registration opened on Friday November 17 at 6:00 p.m. and reported that the program is now full. There is a waitlist.

6.2.g ARTS Showcase

Superintendent MacJanet shared that the *Better Together ARTS Showcase* will launch to educators for consideration re: participation prior to Holiday break. A showcase will take place in each area of the board in the spring.

7 Future Business

7.1 Boundary Review

7.2 Secondary Program Review

8 Next Meeting

Date: Wednesday, January 17, 2024

Location: Muskoka Education Centre

Time: 10:30 a.m.

9 Adjournment

Moved by Trustee Reain, seconded by Trustee Bradley, that the meeting be adjourned at 12:22 p.m.
Carried.

If you require this information in an accessible format, please contact Communications Services at info@tldsb.on.ca.



Terms of Reference for Program and Planning Committee

Committee Term: 1 year

Terms of reference updated as of: November 2023

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Mandate

The Trillium Lakelands District School Board Program and Planning Committee's mandate is to engage in discussion of matters related to student programming from Kindergarten to Grade 12.

Purpose

The Trillium Lakelands District School Board's Program and Planning Committee will receive information related to curriculum programs and initiatives to ensure alignment with the Board's Strategic Plan goals.

Membership

Members of the committee are selected annually as part of the 'Trustees on Committees Expression of Interest' process as outlined in *TLDSB By-law 15: Board Committees*.

Membership

Member of the committee includes five Trustees.

The Elementary Curriculum Superintendent of Learning and the Executive Assistant to the Superintendent will attend Committee meetings in a support role.

Committee chair

The chair of the committee ensures the committee follow's its mandate, and serves as the principal liaison between the committee and the Board. The position of Chair will be filled by one of the five Trustees who sit on the Committee.

The Superintendent of Learning will preside over the nomination of Committee Chair.

- A member must be nominated or may self-nominate.
- Each nominee will have up to five minutes to speak
- Members will vote by ballot.
- The Superintendent of Learning will act as scrutineer, and a clear majority vote will determine the winner.
- If there is only one nominee, the Chair may be acclaimed.

The position of Chair will be reelected annually (based on the school year calendar) at the first Committee Meeting.

The Chair will work with the Director of Education to establish the agenda for each meeting, will undertake the duties of the meeting Chair in terms of adhering to the Committee Agenda and maintaining order throughout the meeting, and will report to the Board regarding the activities of the Committee.

In the absence of the Chair at a meeting, a designate will be appointed per group consensus.

Committee secretary

Meeting minutes are recorded by the Executive Assistant to Superintendent of Learning who shall work with staff and the Chair to set an agenda for each committee meeting; provide the required notice about meetings and ensure handouts and reports are prepared and sent to the Committee in advance of meetings.

Minutes of each meeting shall be approved by the Committee at its next meeting and uploaded on the tldsb.ca Committees page following approval.

All notifications of meetings along with supporting documentation will be posted to members and on the tldsb.ca Committees page by the Executive Assistant no later than 96 hours prior to the meeting.

Meeting Procedures

Meeting Frequency and Term

Approximately four (4) committee meetings are scheduled per year; the meeting schedule is set at the start of the school year and may be modified as needed.

This committee term shall be for one (1) of year.

Notice

Committee members receive advance notice of each meeting and related materials in sufficient time for the members to adequately prepare for the meeting.

All notifications of meetings along with supporting documentation will be posted to members and on the tldsb.ca Committees page by the Executive Assistant no later than 96 hours prior to the meeting.

Attendance

Members will make every effort to participate in all meetings. If a member is not able to attend, they should advise the Committee Chair of their absence in advance. A majority of Committee members entitled to vote shall constitute a quorum.

Electronic Participation

A host, in-person meeting site will be available for members to attend in person, however Committee members may choose to participate (by choice or necessity) by telephone or other electronic means that permit all participants in the meeting to hear each other. Members participating in the meeting by such means are counted as present at the meeting.

Attendance by other parties

The committee may request other parties to present information and participate in discussions at committee meetings. The Committee Chair may invite individuals who are not committee members to attend meetings.

Public Access

The committee meeting times, dates, and locations shall be determined and published on the TLDSB committees website in September of each year.

Committee meetings that are open to the public will allow for public attendance in-person.

Reporting to the Board

The Committee Chair will provide a report to the subsequent Board following each Committee meeting, summarizing the significant items discussed or actions taken and tabling any recommendations for consideration by the Board.

In Camera Discussion

The Committee may meet In-Camera with management to discuss any matters that should be discussed privately with the Committee in alignment with section 207(2) of the Education Act.

Confidentiality

The nature and subject of discussions and deliberations on matters before the Committee, if said Committee is conducting business In-Camera, are confidential until such time as an item is approved by the Board and released publicly.

Rules of Order

Unless provided otherwise provided in the TLDSB by-laws or these terms of reference, committee business and conduct of the Committee members shall follow Robert's Rules of Order.

Committee Review

Annually, the Program and Planning Committee will review its performance as a committee and that of its individual members as part of the Board's annual report process.

Annually, the Director's Council and the Program and Planning Committee will each review the terms of reference for the Program and Planning Committee to ensure it continues to reflect the Board Strategic Plan goals and aligns with good governance practices.

Trillium Lakelands District School Board Administrative Report

Date: January 15, 2024
To: Governance and Planning Committee
Origin: Tim Ellis, Superintendent of Business Services
Jennifer Johnston, Superintendent of Learning
Subject: Parkview Public School Boundary Review
Reference: Program and Planning Committee Meeting - January 17, 2024

Purpose:

To provide a recommendation based on the boundary review consultation for Parkview Public School and surrounding schools in the town of Lindsay.

Context:

A boundary review is conducted to help balance school enrollment and capacity, minimize transportation requirements, and maximize walk zones.

With the development of the lands east of the Lindsay Municipal Airport which is currently within the Parkview Public School catchment, it is anticipated that the yield of students within the block will require a new school. The yield could be in the range of 1,000 to 1,800 students across all grades.

The population within the current catchment boundary for Parkview Public School has grown to exceed capacity, despite the addition of six portables. With upwards of 3,000 homes expected to be built in the area within the next 5 to 10 years, a review of the Parkview Public School boundary necessitated the inclusion of a review of the boundaries and school capacities for Alexandra Public School, Central Senior School, Fenelon Township Public School, King Albert Public School, Leslie Frost Public School, Mariposa Elementary School, and Queen Victoria Public School.

Jack Callaghan is identified as a neighbouring school but has been excluded from this review due to the anticipated expansion of housing along Highway 36 in the coming years.

Content:

In June and October 2023, Superintendent of Business, Tim Ellis, and Regional Superintendent of Learning, Jennifer Johnston, met with the affected school administration teams, along with the Manager of Communications Services and the Transportation Services Supervisor, to develop preliminary considerations for amending the school catchment boundaries.

On November 30, 2023, a community consultation meeting took place at Lindsay Collegiate and Vocational Institute to share the boundary review process details and the Board's proposal (*Appendix 1*), which included three boundary adjustment options and the two-year transition of the inner city Kindergarten to Grade 6 schools into Kindergarten to Grade 8 schools.

The consultation meeting concluded with a question and answer period facilitated by Superintendents Johnston and Ellis. The community was then invited to provide feedback via Google Form with a deadline of December 14, 2023. In some cases, feedback was also gathered through email and direct conversations with families. Staff received 217 responses to this request. The themes of this feedback have been included in *Appendix 4*. Based on these responses, subsequent recommendations take into consideration the following areas of concern:

1. Supporting the mental health needs of students, families, and staff who may be affected by boundary changes
2. Considerations for legacy attendance circumstances
3. Facility considerations, including classrooms, portables, and outdoor spaces
4. Development of a business plan for a new school within the new home development area
5. Understanding the impacts on childcare, including before and after school care
6. Understanding the impacts on student transportation and inner city traffic

French Immersion programming concerns were also raised by the community, however, a review of curriculum-based services was not included in this boundary review.

1. Supporting the mental health needs of students, families, and staff who may be affected by boundary changes

It is understood that change such as transferring to a new school can be a stressor for students and families, as well as staff. The principals of the new schools and mental health counsellors will create a welcome plan for the incoming students to support transitions.

Any staffing changes will be supported by our Human Resources Services Team in accordance with our collective agreements. Staff have access to the Board's Employee & Family Assistance Program (EFAP), which provides confidential support for staff and their families.

2. Considerations for legacy attendance circumstances

The proposed boundary changes would affect a number of students currently enrolled who would require a transfer to a different school within the Board. Staff understand that this may result in transportation and child care concerns for these students. As such, the following legacy attendance and family reunification circumstances have been considered:

- Students currently residing within the Ken Rei Road area and the area west of Angeline Street North may complete their schooling at Parkview Public School should they choose to. New students within these areas will attend their new home school catchment boundary school.
- Legacy attendance at Parkview Public School will not be considered for students residing within the new proposed boundary for Alexandra Public School.
- Legacy attendance at Leslie Frost Public School (English stream) will not be considered for students residing within the new proposed boundary for King Albert Public School.

Exceptional circumstances outside of those noted above can be appealed through the regional superintendent's office.

3. Facility considerations, including classrooms, portables, and outdoor spaces

The Facilities Services Department will manage capital funding to prioritize facility and service considerations at each of the schools affected by this boundary review to ensure they are able to accommodate expanding enrollment. Capital projects may include, but are not limited to:

- Septic and well services
- Parking lot upgrades
- Classroom modifications
- Accessibility
- Outdoor play spaces

Facilities Services has confirmed that the services provided at Fenelon Township Public School can accommodate up to 450 students as presently configured and can be easily modified to accommodate 600 students.

Additionally, where appropriate and based on available space, portables may be added to meet the capacity needs of each school.

Additions to one or more of the affected schools may become a future option if the student enrolment yield fails to materialize. However, additions can only be done upon approval from the Ministry of Education, which would still require the Board to use existing spaces first.

4. Development of a business plan for a new school within the new home development area

While the development of a new school is an ideal solution to the growing population in the area, the Ministry of Education first requires that all current area schools exceed capacity at 130%. The proposed boundary changes would see an increase in capacity in the central-area schools that are currently under capacity, allowing the Board to submit a business plan to the Ministry for the development of a new school in order to meet the growing demand created by the new housing developments.

5. Understanding the impacts on childcare, including before and after school care

Staff will continue to work with providers to identify opportunities to provide additional child care spaces. Schools with low enrolment are often challenged to provide enough clients for prospective child care providers. As the Board takes steps to increase enrolments at schools, opportunities for childcare providers will become more attractive. There is a child care provider who operates a van service to consolidate the needs in limited locations. This service may also come available at schools with historically low enrolments.

6. Understanding the impacts on student transportation and city traffic

One of the goals of this boundary review is to maintain walking distance for in-town schools and minimize additional transportation routes and subsequent costs.

Proposal

With considerations made based on the community feedback, staff propose the following adjustments for Alexandra Public School, Fenelon Township Public School, King Albert Public School, Leslie Frost Public School, Mariposa Elementary School, Parkview Public School, and Queen Victoria Public School:

1. Implementation of a Kindergarten to Grade 8 model for Alexandra Public School, King Albert Public School, Leslie Frost Public School, Parkview Public School, and Queen Victoria Public School

Current Grade 6 students at each of the above named schools will continue their education at their current schools, creating a Kindergarten to Grade 7 school for the 2024-2025 school year. They will then remain at the same school for their Grade 8 year starting in September 2025.

These changes will eliminate the middle school model at Central Senior School, thus reducing transitions for students between elementary school and high school. French Immersion programming will continue at Central Senior School. It is noted that Leslie Frost Public School, which serves both English stream and French Immersion students is over capacity with six portables on site. Relieving enrollment pressure on Central Senior School may allow for a future rebalancing of French Immersion programming between Leslie Frost and Central Senior.

Note: there will be changes to the home school catchment boundary area for some students as outlined in the recommendations below.

2. Establishment of new catchment boundary area in anticipation of new home developments

Staff anticipate the construction of approximately 3000 new homes in the block of land east of the Lindsay Municipal Airport and a subsequent influx of school-aged children to the area. As such, the following new catchment boundary area is proposed, to take effect upon approval and completion of a new school:

- Both the north and south sides of Thunder Bridge Road from Highway 35 to Angeline Street North
- The east side of Highway 35 only and south to Colborne Street West
- The north side of Colborne Street West only to Angeline Street North
- The west side of Angeline Street North only to Thunder Bridge Road

Students currently attending Parkview Public School who reside within the above defined area may complete their schooling at Parkview Public School should they choose to.

To accommodate the influx of new school-aged children in the area defined above, the Board wishes to designate holding schools to accommodate interim placements until a new school is built. Until such a time when a new school boundary takes effect, the following will apply to all new students:

- Students within this area who reside north of Jennings Creek will attend Fenelon Township Public School
- Students within this area who reside south of Jennings Creek will attend Mariposa Elementary School

3. Boundary amendments to Alexandra Public School, Fenelon Township Public School, King Albert Public School, Leslie Frost Public School, Mariposa Elementary School, Parkview Public School as described below and illustrated in *Appendix 2*.

Alexandra Public School

- The northern boundary starts at the intersection of Sanderling Crescent and Orchard Park Road to include both sides of Orchard Park Road to William Street North and continues east to the west shore of the Scugog River, including the William Booth Crescent, Cottingham Crescent, and Hudspeth Court area.
- The eastern boundary runs along the west shore of the Scugog River to Kent Street West.
- The southern boundary continues west along Kent Street West and includes the northern side of Kent Street West to Highway 35.
- The western boundary will begin at the corner of Kent Street West to Highway 35, north to Colborne Street West. The boundary will then move east along Colborne Street West including both north and south sides of the street to Albert Street North. Both east and west sides of Albert Street North and Sanderling Crescent to Orchard Park Road.

Fenelon Township Public School

- The north boundary will remain unchanged.
- The eastern boundary will extend along the west shore of Sturgeon Lake and the Scugog River to Thunder Bridge Road.
- The southern boundary will run along the north side of Thunder Bridge Road.
- In the interim while students are attending the holding school, the Fenelon Township Public School boundary will run south down Angeline Street North to Jennings Creek and over to Highway 35 back up to Thunder Bridge Road.
- The second southern boundary runs along Thunder Bridge Road to Opmar Road and north to the unchanged northern boundary.

King Albert Public School

- The north, east and south catchment will remain unchanged except to extend west to Albert Street South as the western boundary. Students residing on either side of Albert Street South will be excluded.

Leslie Frost Public School (English stream)

- The first northern boundary will be along Kent Street West.
- The first eastern boundary will run along Albert Street South to include both the east and west sides of Albert Street South.
- The second northern boundary will run west from Albert Street South at Fleming College to Lindsay Street South and along the Scugog River south to south of White Pine Trail.
- The southern boundary runs from the Scugog River to Highway 7.
- The western boundary will be along Highway 7.

Mariposa Elementary School

- An extension of the Mariposa Elementary School boundary to include a northern on Thunder Bridge road Opmar Road to on Highway 35 and then south on the Highway 35 to the and Highway 7 junction.
- An eastern extension south on Highway 35 to Jennings Creek.
- In the interim while students are attending the holding school, the Mariposa Elementary School boundary will include an eastern boundary across Jennings Creek to Angeline Street North south to Colborne Street West to Highway 35.

Queen Victoria Public School

- No changes to the current boundary.

Parkview Public School

- The northern boundary runs along Thunder Bridge Road to the west shore of the Scugog River.
- The eastern boundary follows the west shore of the Scugog River to the Alexandra boundary and does not include Orchard Park Road, Sanderling Crescent, and Albert Street North.
- The first southern boundary is along Orchard Park Road but does not include Orchard Park Road, Sanderling Crescent, and Albert Street North
- The boundary then runs south down Sanderling Crescent and Albert Street North including the west side of these roads
- The second south boundary runs along Colborne Street West and includes the north side of the street.
- The western boundary is along the east side of Angeline Street North to Jennings Creek.

Appendices

1. [Parkview Public School Boundary Review community presentation](#)
2. [Current boundary maps and proposed changes](#)
3. [Projected enrolment numbers](#)
4. [Community feedback themes](#)
5. [Communications Plan](#)

Action

Recommendation that the transition of Alexandra Public School, King Albert Public School, Leslie Frost Public School, Parkview Public School, and Queen Victoria Public School to a Kindergarten to Grade 8 model by September 2025 be approved.

Recommendation that the establishment of a new catchment boundary area for a future school and that an interim holding schools area be in place at Mariposa Elementary School and Fenelon Township Public School until such a time as a new school is opened be approved.

Recommendation that the new boundaries outlined for Alexandra Public School, Fenelon Township Public School, King Albert Public School, Leslie Frost Public School, Mariposa Elementary School, and Parkview Public School be approved.

Recommendation that the submission of a comprehensive business plan to the Ministry of Education for the construction of a new school be approved.

Recommendation that a French Immersion program review in 2024-2025 for the City of Kawartha Lakes region examining the grade configurations at Leslie Frost Public School and Central Senior School be approved.

Recommendation that a Special Education program review in Spring 2024 for the City of Kawartha Lakes region examining classroom space considerations and locations of special education programs be approved.

A community consultation meeting was held on November 30, 2024 in the Lindsay Collegiate and Vocational Institute (LCVI) cafeteria. Further details are available at <https://www.tlidsb.ca/pps/>



BOUNDARY REVIEW

Parkview Public School



What is the boundary review?

TLDSB establishes school catchment areas within specific boundaries to help balance school enrolment and capacity, minimize transportation, and maximize walk zones. In this review, we are looking at the school facilities, programs offered, and any limitations at all schools involved. Overall, we want to provide the best possible programming for TLDSB students.

Areas in consideration during the review

Staffing for programs: With any change, our staffing will reflect the needs of the students.

Child care: We expect there will be no change to before and/or after care.

School facilities: With the recent heritage designation by the City of Kawartha Lakes at Alexandra Public School (APS), Central Senior School (CSS), King Albert Public School (KAPS), and Queen Victoria Public School (QVPS), TLDSB will work within the regulations of the designation with our community partners for the best-possible scenario for students.

French Immersion (FI): If we proceed with moving to a Kindergarten to Grade 8 model, we will see more space at CSS, and TLDSB may conduct a program review in the future to balance the FI grades between Leslie Frost Public School and CSS.

Legacy: Once a decision is made, all students within the new catchment areas will attend the school in their catchment starting September 2024.

Transportation: It is expected that transportation will not be affected. In this review, we are mindful of the walking distances for APS, KAPS, and QVPS.

Portables: Some schools may continue to have portables in the proposed considerations or gain portables. This is all dependent on student enrolment.

What's next?

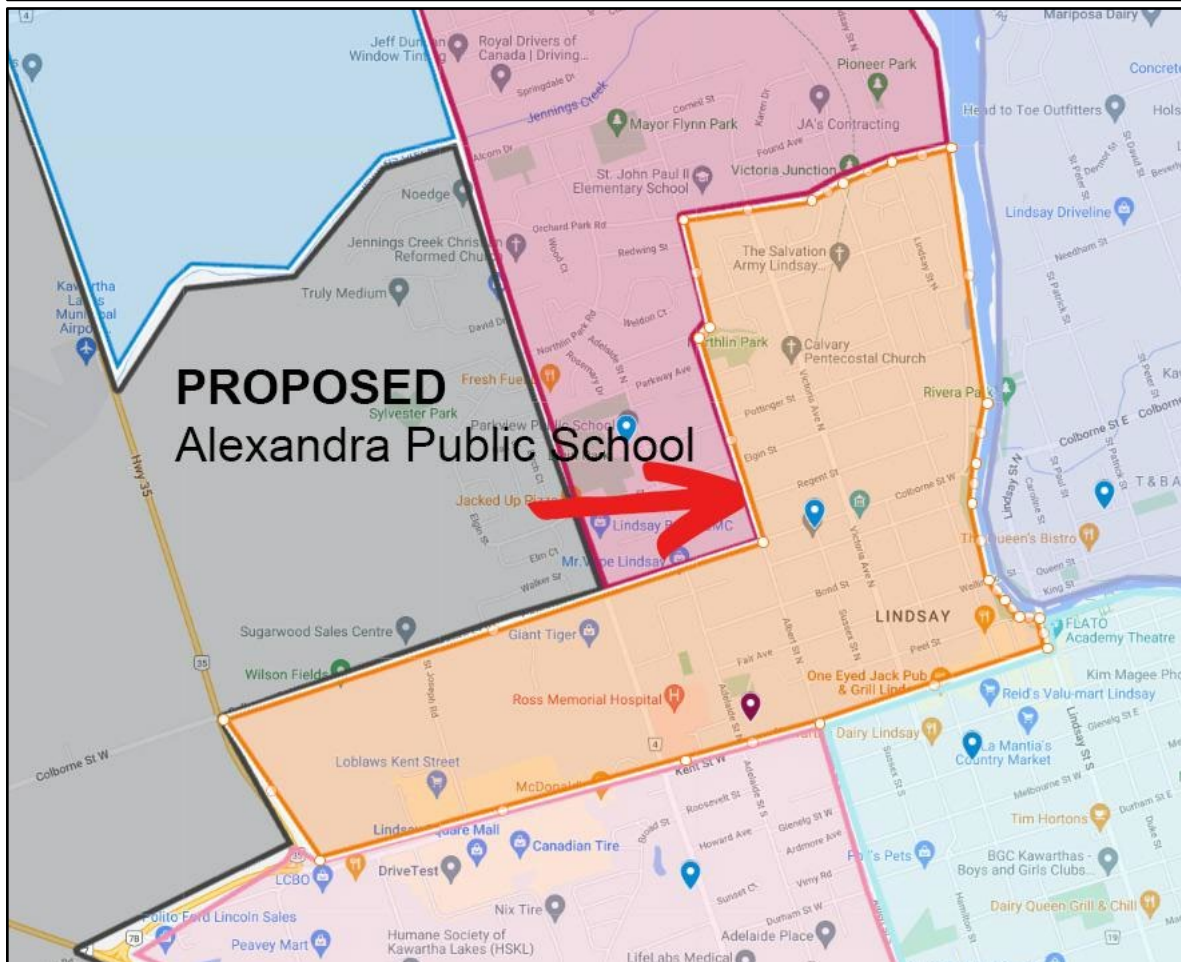
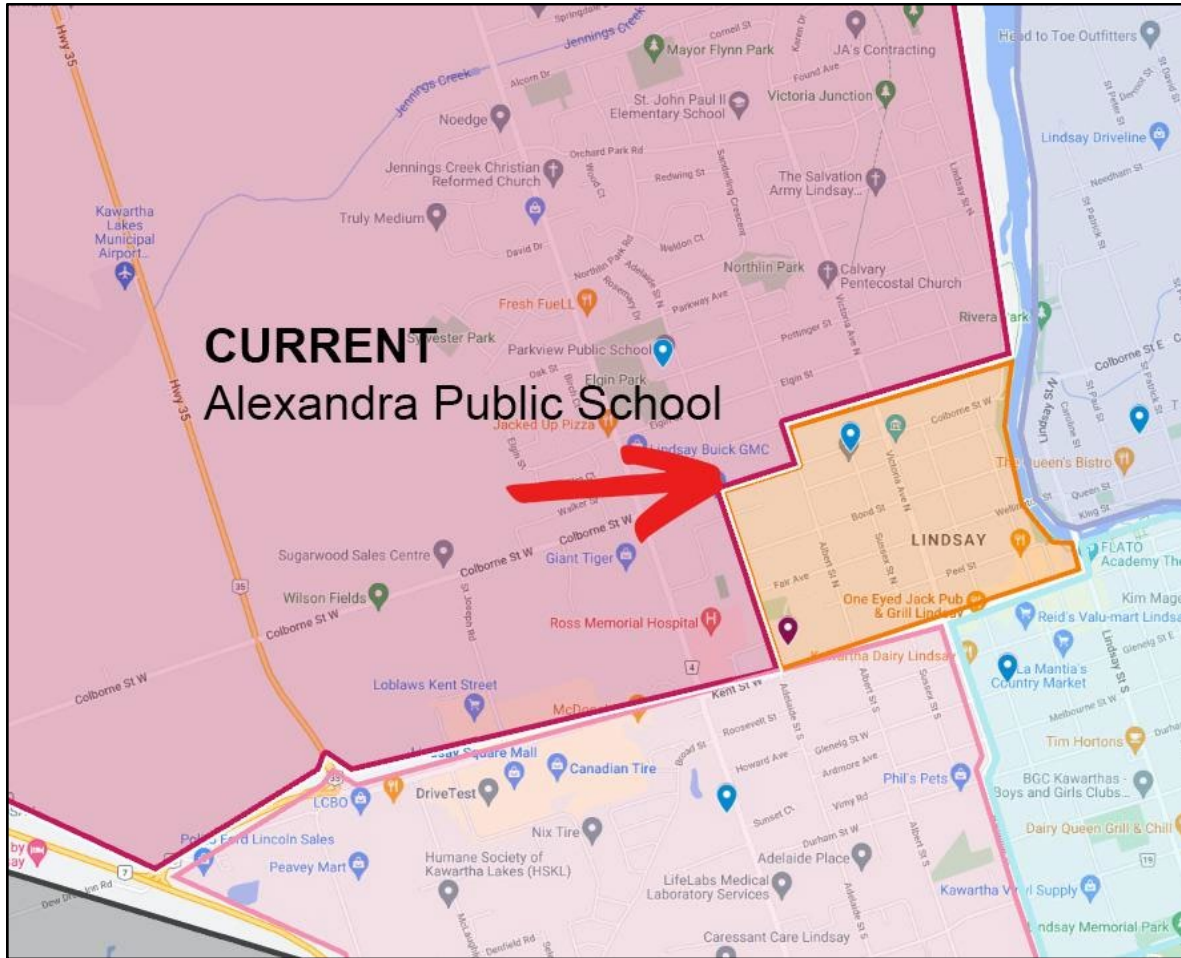
Following the community meeting, the feedback we receive will help inform the option(s) that will be taken to the Board of Trustees at the January Public Meeting of the Board. Families will be made aware of the outcome of the review following the meeting with some changes to take effect September 2024.

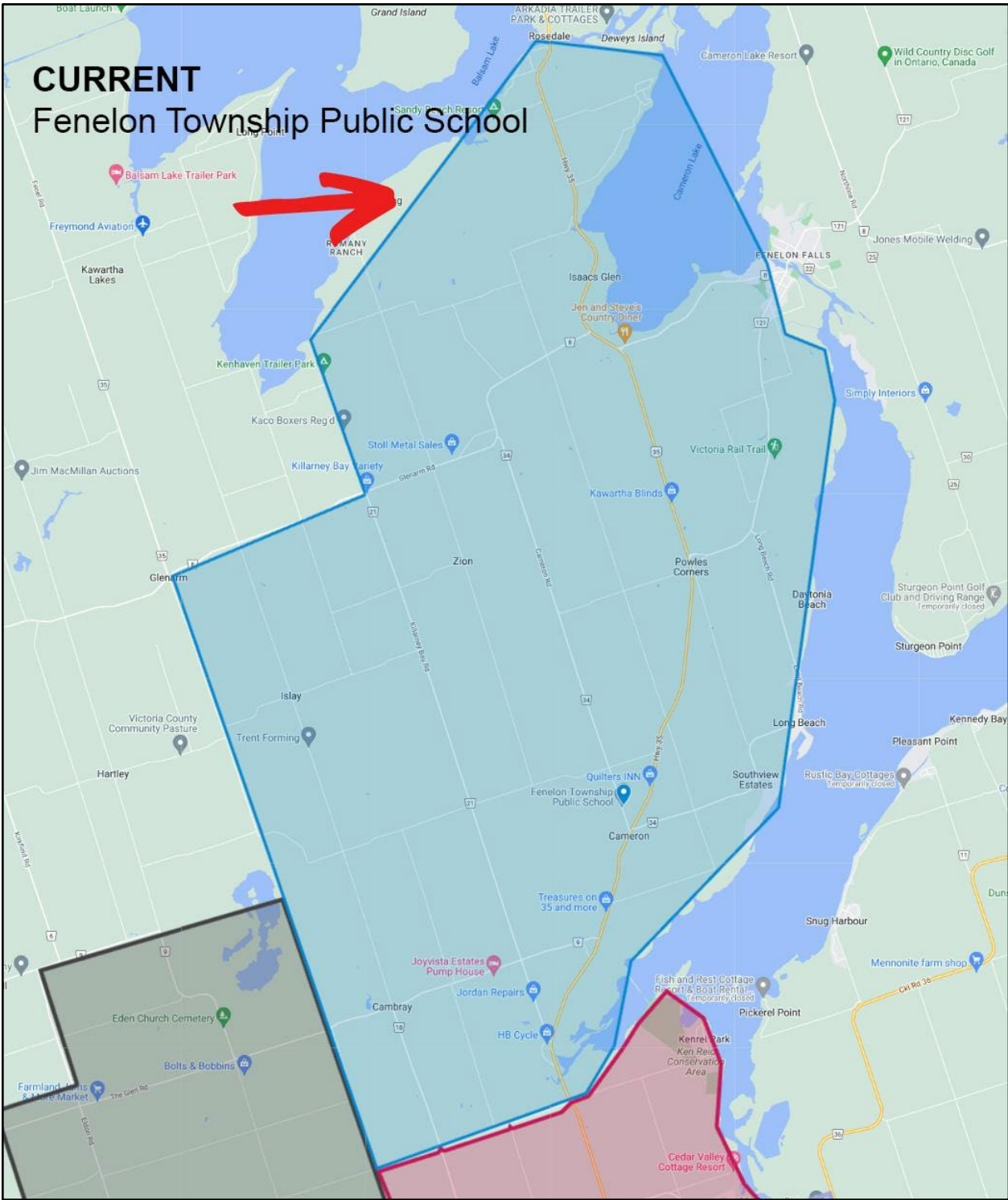
All information regarding this review can be found on the Board's Boundary Review page at tlidsb.ca/pps/. To provide feedback, scan the QR code or type <https://qrco.de/beOzNK>. You can also email info@tlidsb.on.ca with your feedback/comments.

The feedback form will close on Thursday, December 14.

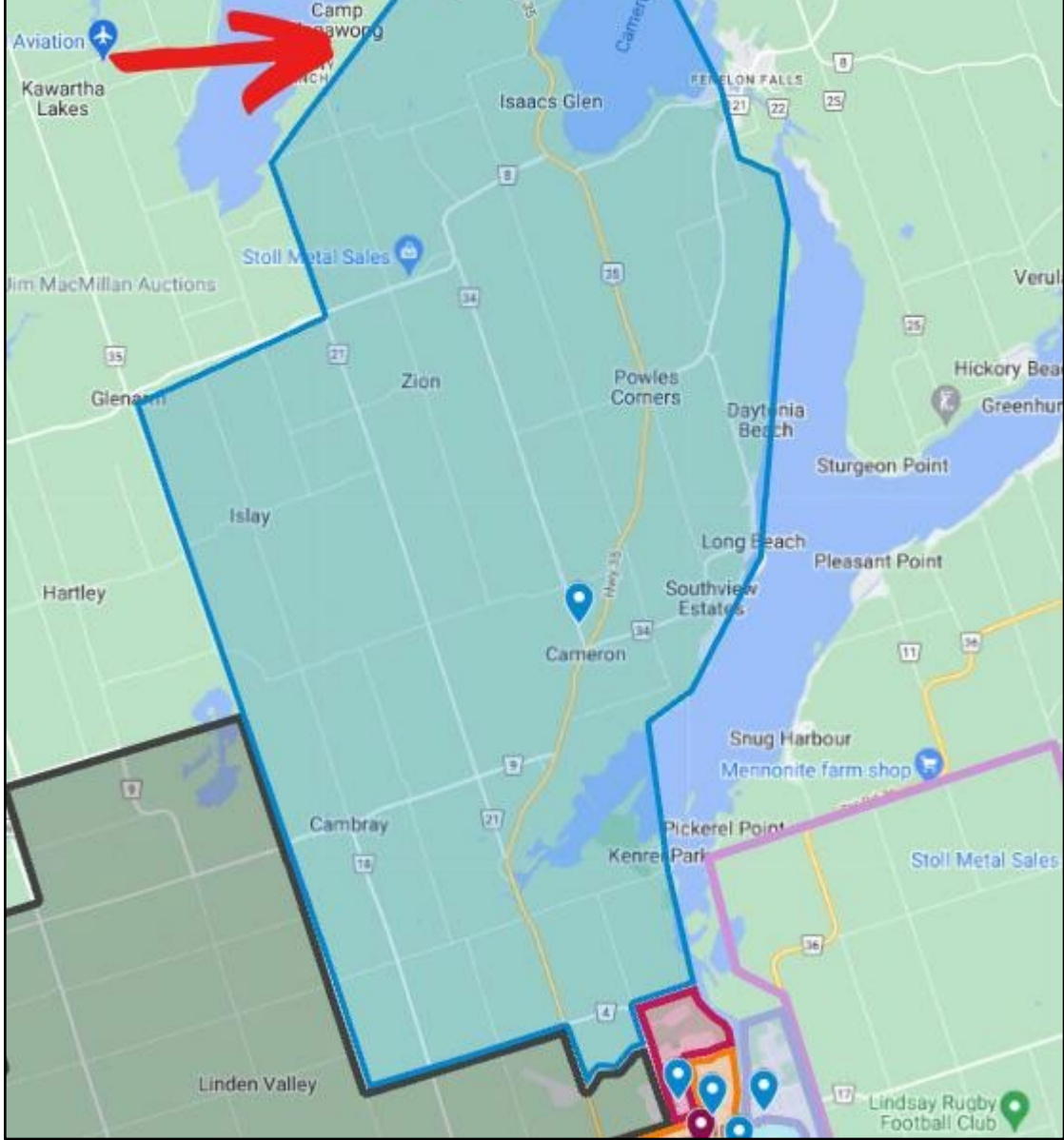


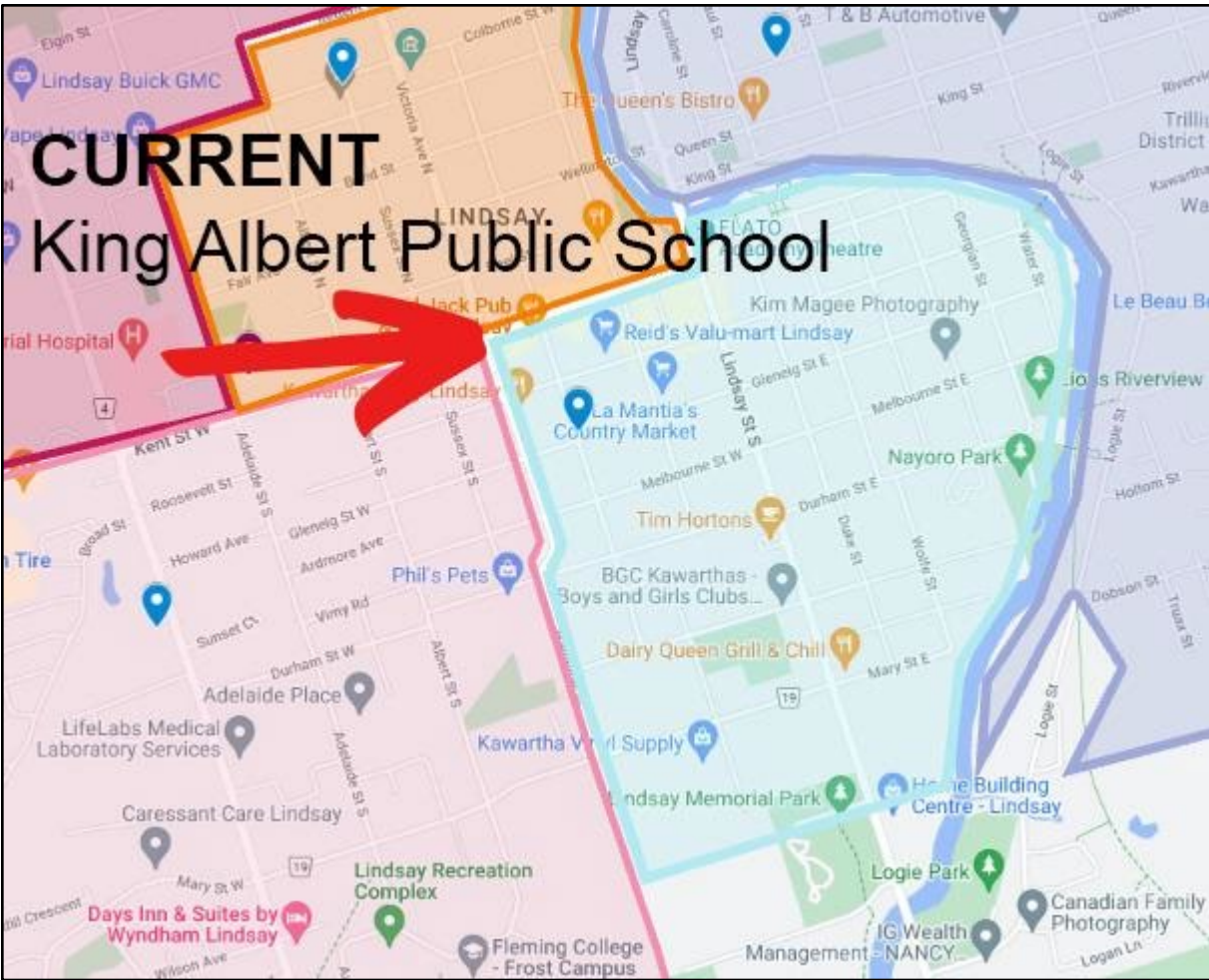
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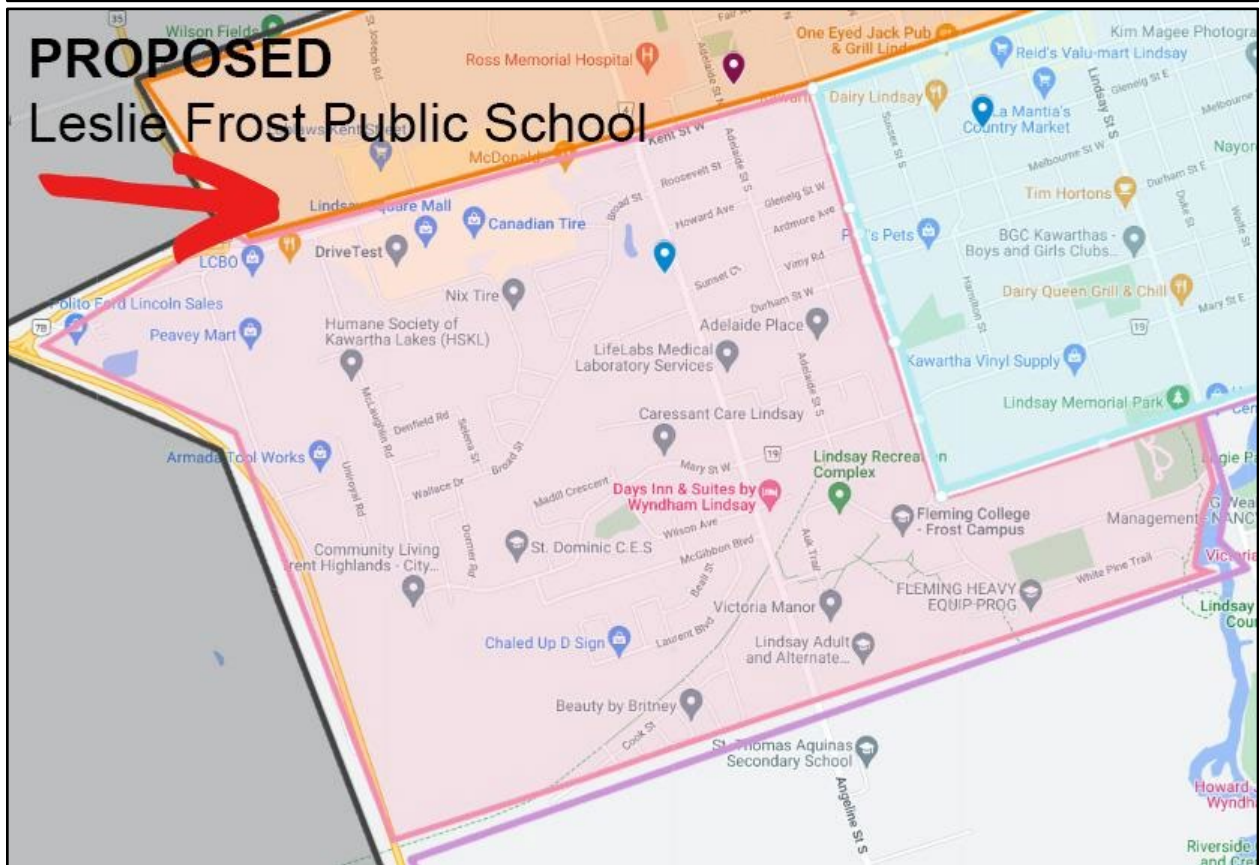
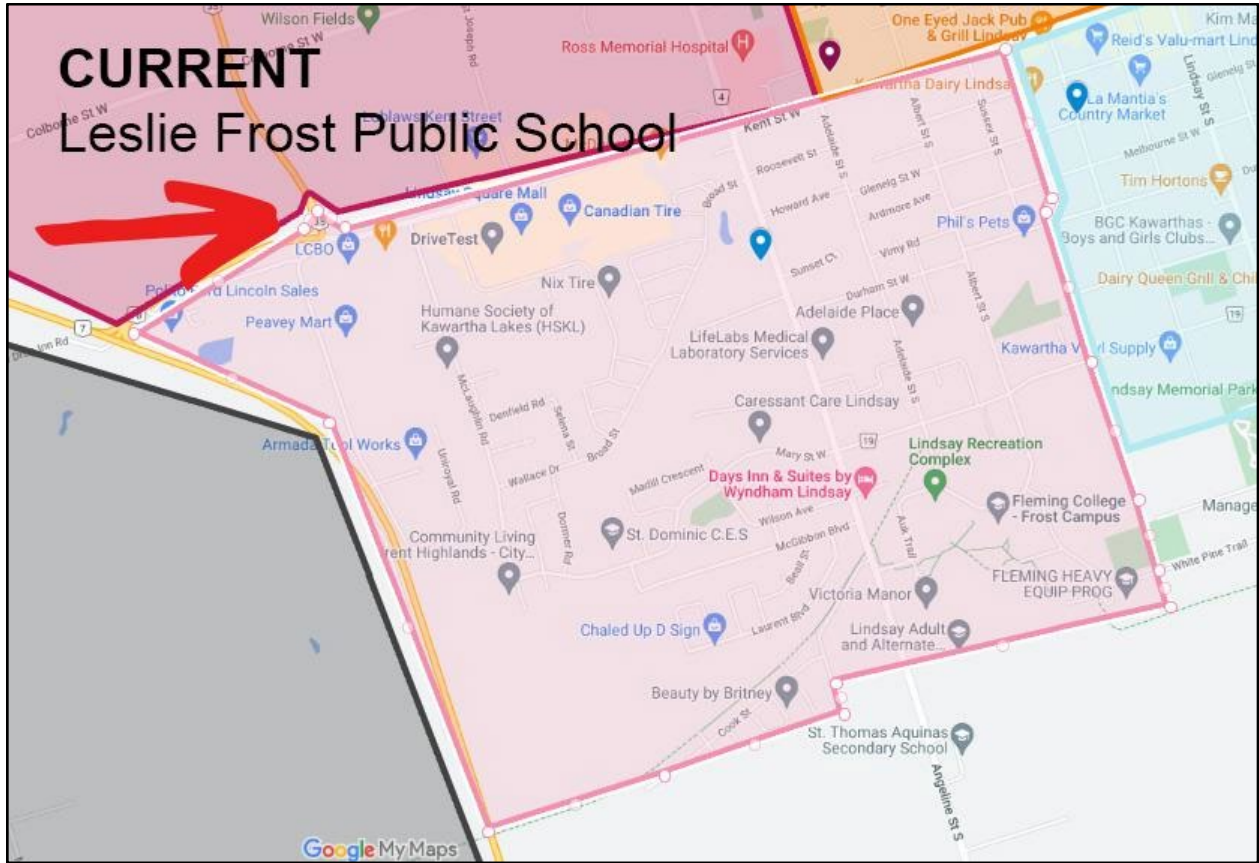


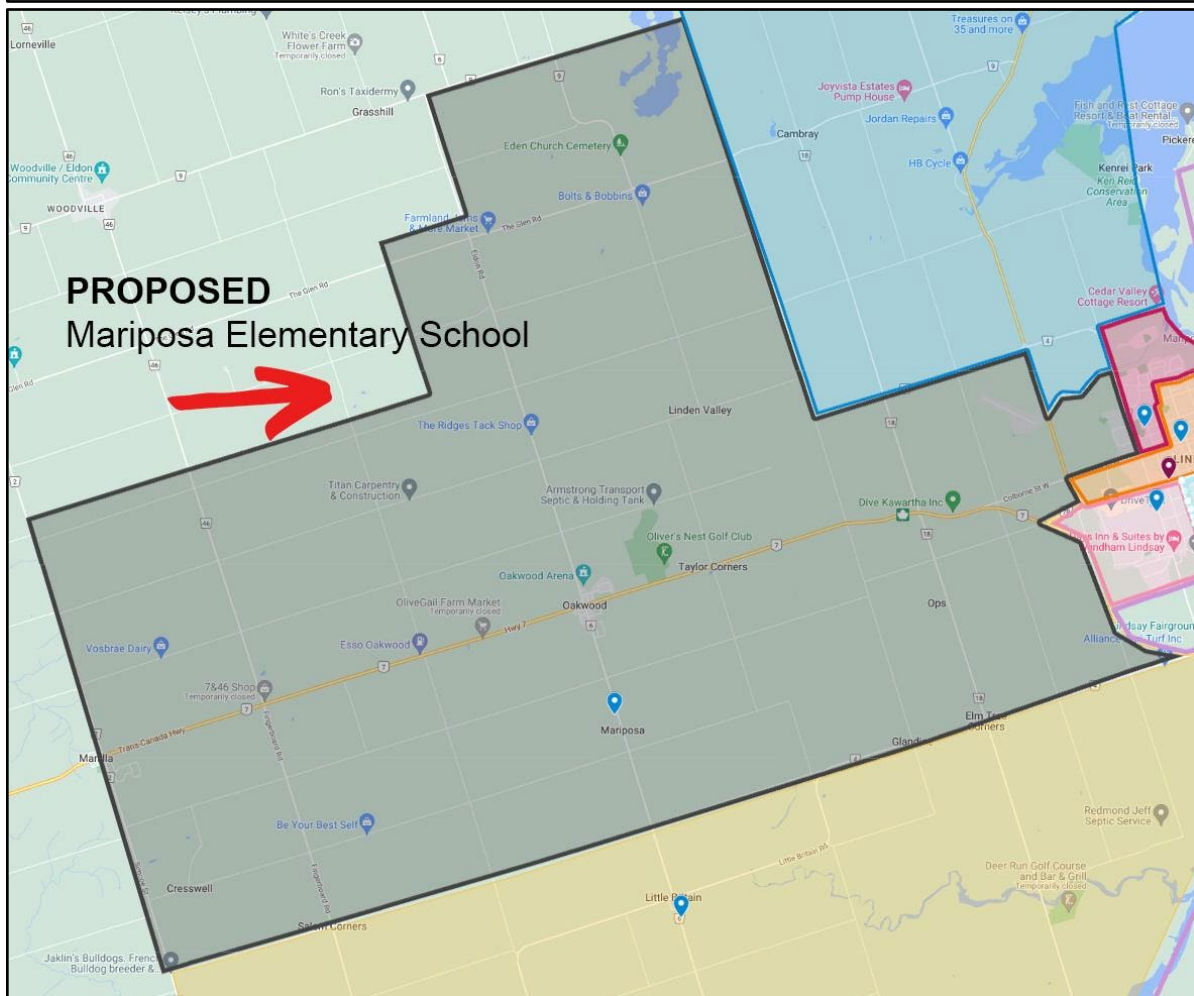
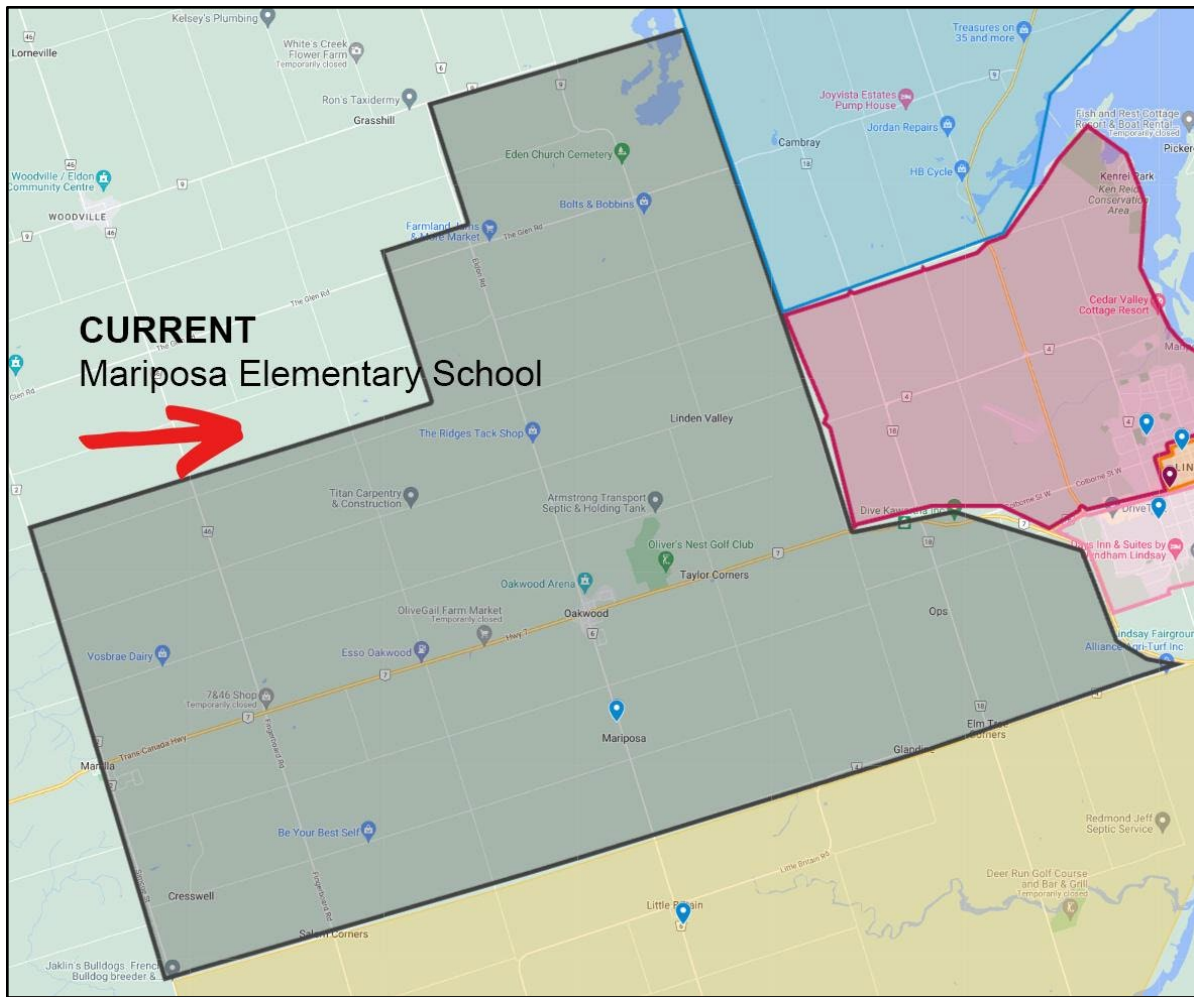


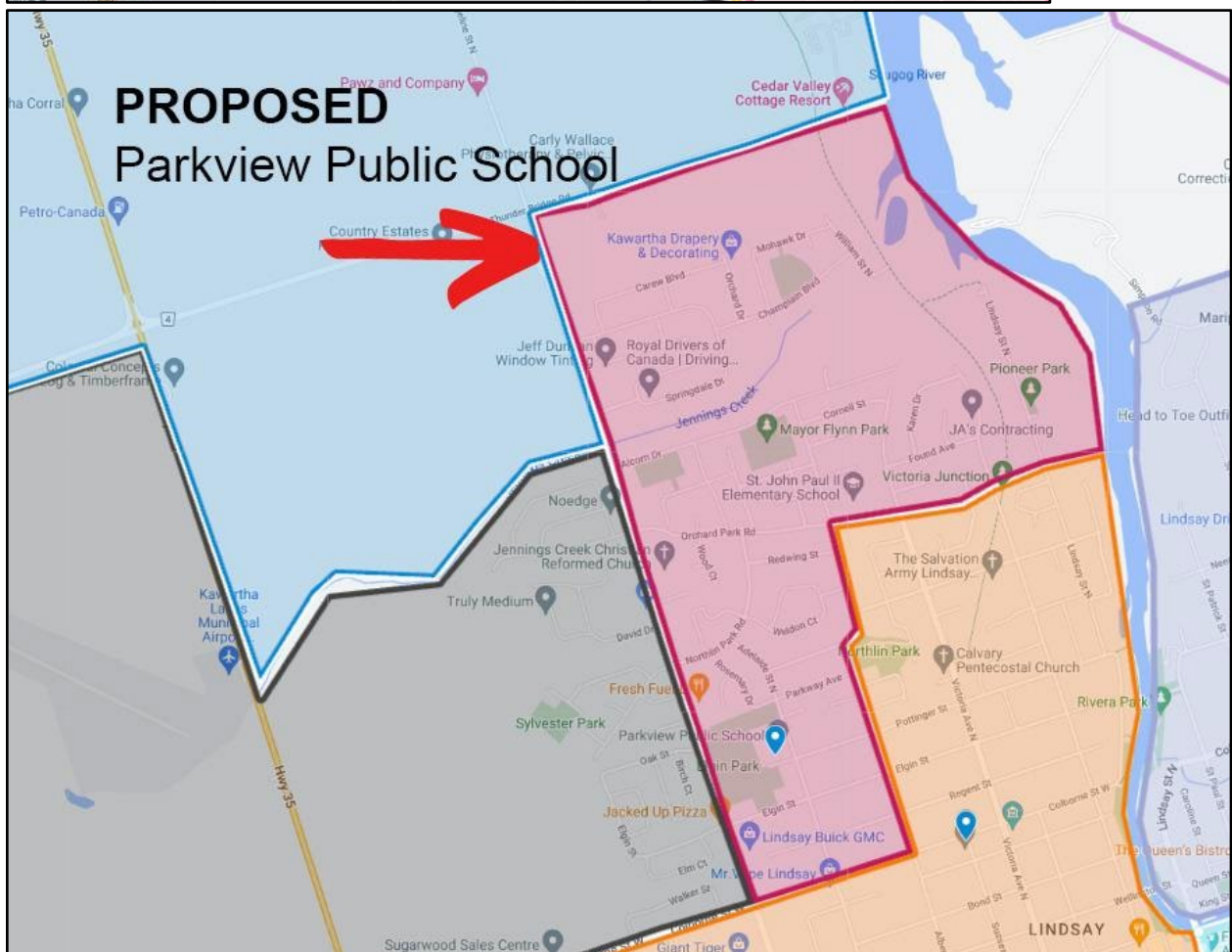
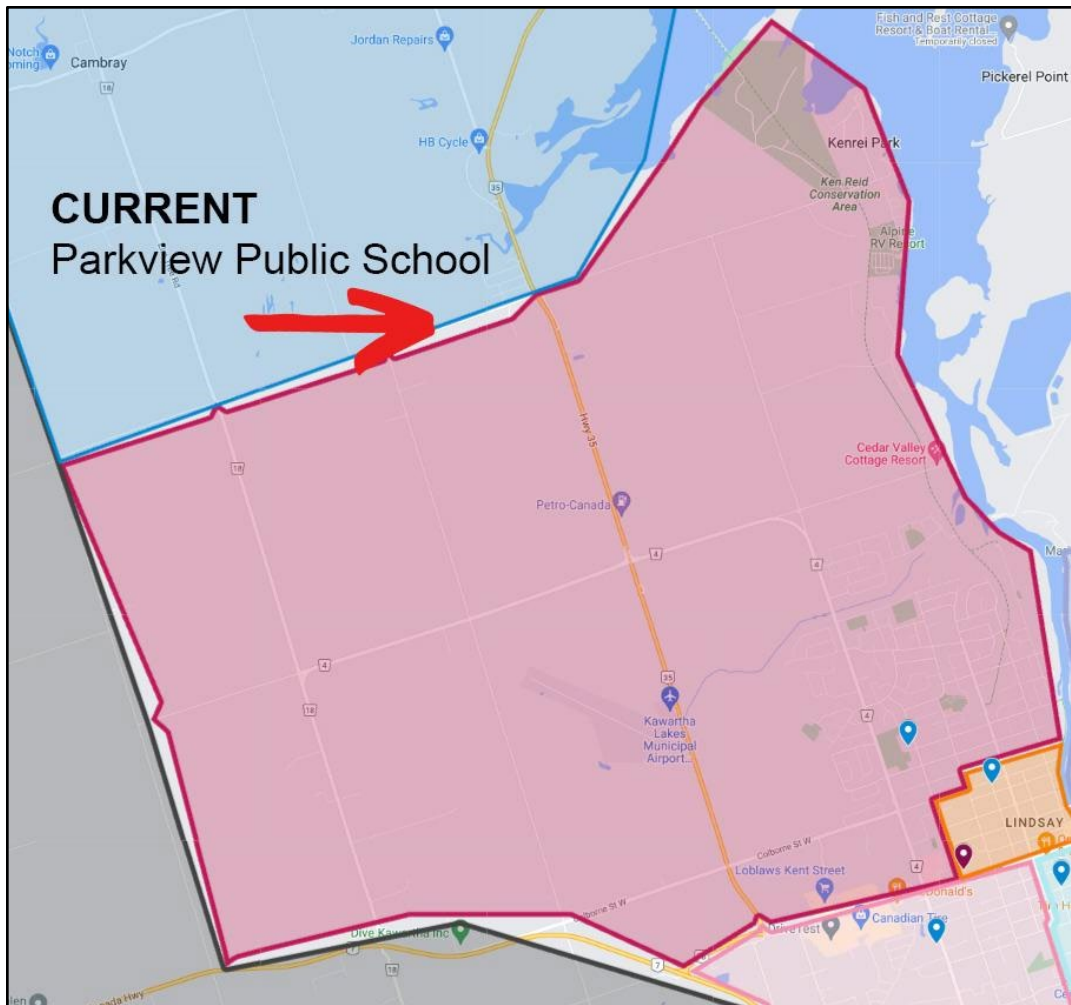
PROPOSED Fenelon Township Public School











Appendix 3 - Projected enrolment numbers

	Capacity	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Alexandra	222	116	112	210	225	212	205	198	200	200	185	190
King Albert	234	133	129	182	196	190	185	182	179	174	173	171
Parkview	401	394	420	377	428	432	447	456	462	468	379	379
Queen Victoria	231	137	163	155	170	186	183	189	184	182	180	180
Leslie Frost*	487	532	517	517	554	653	675	700	724	761	732	705
Fenelon TWP	294	200	235	249	287	335	400	458	497	537	502	472
Mariposa	558	384	397	362	427	518	609	692	759	811	855	800
Central Senior *	437	330	355	247	130	116	110	114	174	235	235	235

*French Immersion

Appendix 4 - Community Feedback Themes

Top 6 concerns	Number of individuals who expressed this concern
Challenges related to change	21
Transportation	16
Impact on mental health	12
Concerns about French Immersion	8
Child care	8

Appendix 5 - Communications Plan

Wednesday, January 24

1. Letter from the Director to Alexandra Public School, Central Senior School, Fenelon Township Public School, King Albert Public School, Leslie Frost Public School, Mariposa Elementary School, Parkview Public School, and Queen Victoria Public School

2. Website updated with decisions made by the Board of Trustees
3. Media release shared with local media

Trillium Lakelands District School Board Administrative Report

Date: January 10, 2024
To: Board of Trustees
Origin: Kim Williams, Superintendent of Learning
Subject: Program and Planning – Secondary Curriculum Services
Reference: Program and Planning Committee Meeting– January 17, 2024

Purpose

To provide the Program and Planning Committee with a summary of the Secondary Curriculum Services Program and Planning presentation.

Context

Secondary Curriculum Services compiled statistics and information based on the 2022-27 Strategic Plan as well as the Ministry's priorities for student achievement expectations to present to the Trustees. This report is a summary of the highlights of the Secondary presentation.

Content

Highlights of the Secondary Curriculum Services presentation include:

- TLDSB averaged 84% in the OSSLT.
- TLDSB average for grade 9 Math EQAO was 50%.
- 75.7% of grade 10 students earned 16 or more credits by the end of grade 10.
- 29% of grade 11 & 12 students participated in at least one job skills program.
- 81.6% of high school students graduate with an OSSD within 5 years of beginning grade 9.
- 71% of high school students are enrolled in at least one grade 12 math course, with 50% of those selecting math in the university pathway.
- 60% of high school students are enrolled in at least one grade 12 science course, with 44.7% of those selecting science in the university pathway.
- 72.9% of high school students are enrolled in at least one grade 11 or grade 12 science course, with 85.7% of those selecting a grade 11 course.
- 91% of students believe their learning has prepared them for their next step in their learning.
- During the 2022-23 Climate Survey 80% of grade 9 students and 77% of grade 10 students said they know who to go to for mental health support.
- The Ministry now requires one tech credit in grade 9 or 10. TLDSB is ahead of the provincial average with 67.6% of grade 9/10 students taking a tech credit.
- 1.8% of high school students are taking an e-learning course. The rest are choosing to opt out of this mandatory requirement.
- 25% of students participate in at least one sport and 18.7% of students participate in at least one extracurricular activity.