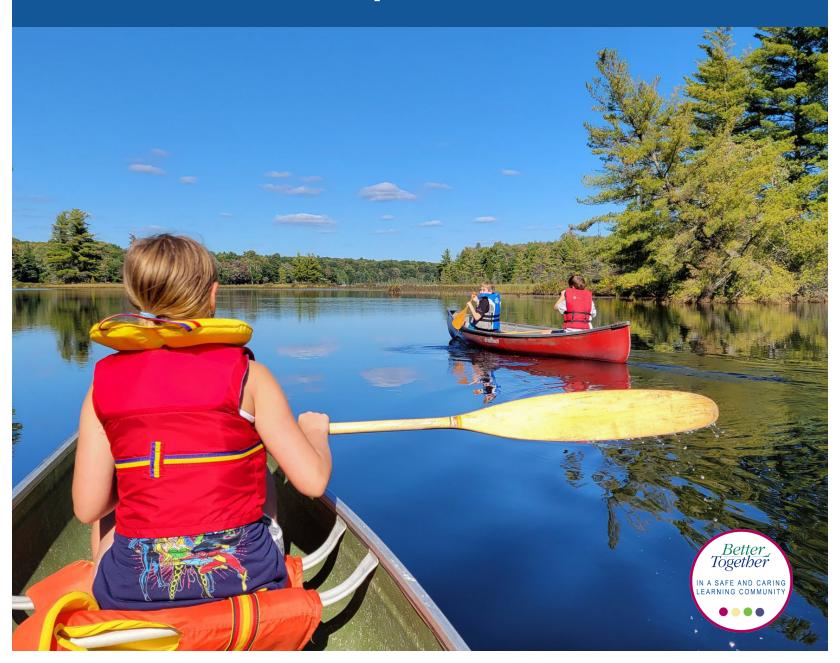


2023-2024

Board Student Achievement Plan (BSAP) and Director's Annual Report





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Message from the Chair of the Board and Director of Education

On behalf of the Board of Trustees and the senior team, we are pleased to share the Trillium Lakelands District School Board (TLDSB) Student Achievement Plan and Director's Annual Report for the 2023-2024 school year.

This report highlights TLDSB's commitment to student achievement, equity and inclusion, and student and staff well-being in alignment with the 2022-2027 TLDSB Strategic Plan goals.

Some highlights that you will read throughout this report include:

- The involvement of students, staff, families, and community members in building and shaping the future of TLDSB through opportunities such as forums and surveys to provide insight and feedback regarding achievement and well-being in TLDSB.
- A targeted focus on supporting and promoting positive mental health – from establishing mental health champions in each school, to the provision of professional development (PD) sessions to learn more about stress and anxiety – TLDSB is helping staff learn strategies to address the needs of students.
- Extensive PD opportunities for a variety of staff roles to build their professional competencies.

- Opportunities made available for students interested in pursuing the skilled trades.
- Improving and supporting the curriculum delivery so that it directly meets the needs of all students.
- A focus on positive student attendance as an indicator of student achievement.

We are so pleased to celebrate these successes and many more from the past year and look forward to continuing to support achievement and well-being with unwavering commitment for years to come.



Colleen Wilcox
Chair of the Board



Wes Hahn
Director of Education



STRATEGIC | 2022 PLAN | 2027

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.



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



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 decisions made for 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								
	2021-2022		2022-2023		2023-2024			
	TLDSB	Province	TLDSB Province		TLDSB	Province		
Grade 3								
Reading	70%	73%	75%	73%	76%	71%		
Writing	57%	65%	68%	65%	67%	64%		
Math	56%	59%	65%	60%	69%	61%		
Grade 6								
Reading	78%	85%	83%	84%	81%	83%		
Writing	75%	84%	80%	84%	79%	79%		
Math	40%	47%	47%	50%	49%	50%		
Grade 3 students with Special Educa	tion needs	(excluding	gifted)					
Reading	52%	48%	57%	47%	55%	45%		
Writing	35%	39%	50%	38%	47%	38%		
Math	29%	29%	44%	29%	38%	31%		
Grade 6 students with Special Education needs (excluding gifted)								
Reading	62%	64%	66%	61%	65%	59%		
Writing	54%	61%	57%	60%	56%	55%		
Math	19%	21%	23%	23%	27%	24%		

Secondary EQAO assessments - % of students at Level 3 or 4									
	2021-2022		2022-2023		2023-2024				
	TLDSB	Province	TLDSB	Province	TLDSB	Province			
Grade 9 Math	Grade 9 Math								
De-streamed	45%	52%	50%	54%	47%	54%			
Grade 9 Math students with Special Education needs (excluding gifted)									
De-streamed	25%	26%	27%	27%	22%	19.5%			
Grade 10 OSSLT									
Overall	78%	82%	84%	85%	84%	85%			
Applied	57%	50%	65%	55%	67%	56%			
Academic	92%	91%	95%	91%	96%	90%			
Grade 10 OSSLT students with Special Education needs (excluding gifted)									
Applied	50%	42%	56%	47%	55%	48%			
Academic	86%	81%	90%	78%	87%	78%			



Elementary student attitudes - Primary and junior								
		2022	-2023	2023-2024				
EQAO student question	EQAO student questionnaire		Grade 3 Grade 6		Grade 6			
	Yes, I agree	69%	56%	66%	55%			
I like to read	I am not sure	16%	25%	19%	25%			
	No, I do not agree	15%	19%	15%	20%			
	Yes, I agree	59%	47%	66%	55%			
I like to write	I am not sure	27%	31%	19%	25%			
	No, I do not agree	15%	22%	15%	20%			
	Yes, I agree	68%	47%	66%	55%			
I like mathematics	I am not sure	19%	25%	19%	25%			
	No, I do not agree	13%	27%	15%	20%			

Secondary student attitudes - Grade 9 (de-							
EQAO math assessment stu	ident questionnaire	2022-2023	2023-2024				
	Strongly agree	20%	20%				
	Somewhat agree	27%	28%				
I like mathematics	Neither agree nor disagree	23%	20%				
	Somewhat disagree	11%	12%				
	Strongly disagree	19%	19%				
	Strongly agree	18%	18%				
	Somewhat agree	33%	33%				
I am good at mathematics	Neither agree nor disagree	23%	22%				
	Somewhat disagree	13%	13%				
	Strongly disagree	14%	13%				

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									
	2020	-2021	2021-2022		2022-2023		2023-2024		
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB*		
8+ credits by the end of Grade 9	79%	84%	83%	86%	84%	84%	83%		
16+ credits by the end of Grade 10	73%	80%	69%	80%	71%	78%	75%		
23+ credits by the end of Grade 11	79%	83%	69%	83%	75%	82%	78%		

^{*}At the time of print, the provincial credit accumulation data for the 2023-2024 school year had not yet been released.

Secondary graduation rates - student entered Grade 9 in								
	20	16	2017		2018		2019	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province
4-year graduation rate	80%	84%	78%	89%	82%	85%	79%	84%
5-year graduation rate	84%	89%	82%	93%	87%	90%	n/a	n/a





Director's forums

Staff and student voice forums

After a successful first year of Director's Student Voice Summits in 2023, the director of education hosted two summits in April 2024, to once again hear directly from students. Over two sessions, one at the TLDSB Muskoka Education Centre and one at I.E. Weldon Secondary School, 85 students from Grades 7 to 10 were invited to share how learning in schools could be more effective for current and future students. The students' thoughts, comments, and opinions were heard by the director and shared with the senior team. Led by the Secondary Curriculum Services Team, with help from the G7 Student Senate, the student attendees were engaged in many activities throughout the day. All participants provided open, honest feedback for the system to take into consideration and made new connections with students from other schools.

Following the student forums, the director of education hosted Educator Open Forums in May. Teachers from across the Board met with the director and examined data from the recent Student Voice Summits, as well as provided their input on how to improve student learning.

Preparing students for the future

Secondary skilled trades promotion

The skilled trades programming in TLDSB saw schools offering hands-on learning opportunities. The following are highlights:

- The OYAP Catapult Challenge saw 1,900 Grade 7 and 8 students participate.
- TLDSB students were very successful in Skills
 Ontario competitions with seven secondary medals
 at the Provincial Championship, and one medal at
 the National Competition.
- At the Skills Ontario competitions, TLDSB students attended both the Young Women's Conference and the Indigenous Conference.
- TLDSB had 25 SHSM courses running in seven secondary schools that saw 666 students in Grades 11 and 12 participate within nine sectors. 72 percent of 251 Grade 12 students graduated with their SHSM Red Seal.
- TLDSB continues to provide hands-on experiences to attract those who identify as female to the trades where they are historically underrepresented.
- All Grade 8 students in TLDSB were able to participate in a hands-on Pathways to Success Day at the local secondary school. Students participated in SHSM-based activities, and heard from guidance, administration, and Pathways team members.

Summer learning

Elementary

The summer learning programming is designed to help students who could benefit from additional supports. Elementary students in Grades 1 to 3 are identified by school principals through discussions with classroom teachers and families, and invited to attend. Six schools across the Board were open for this three-week summer program, which provided learning opportunities for approximately 150 students and focused on closing the achievement gaps in reading. At the end of the program, 100 percent of students experienced growth in phonological awareness, and 92 percent of students experienced growth in number sense and math fundamentals.

TLDSB also partnered with SIRCH Community Services Haliburton and offered learning to approximately 75 students that were entering or had entered into Kindergarten. They focused on early literacy and numeracy strategies, and social-emotional learning.

Secondary

At the secondary level, summer learning included co-operative education (co-op) opportunities to earn credits. These offerings afforded students the chance to reach ahead and/or catch up on a credit while gaining valuable work experience and employability skills.

196 students enrolled and earned a total of 343 co-op credits; 46 students from the City of Kawartha Lakes,
127 students from the District Municipality of Muskoka,
15 students from Haliburton County, and eight students from outside of TLDSB. Co-op was a successful learning experience for all involved by increasing knowledge of skilled trades, providing work habits and skills, and ensuring health and safety in the workplace. A bonus to the summer co-op program is that students were paid for their work experiences.

All TLDSB secondary schools had students take summer school credits through the Ontario Educational Leadership Centre. 559 credits were attempted and 82 percent (459 credits) completed successfully.

Special education

In August, resource teachers and system class teams provided transition support for 353 elementary and 111 secondary students with special needs and their families. Supports included school visits and classroom tours, communication and collaboration with families regarding Individual Education Plans (IEP), as well as accommodations, diagnostic meetings, and in-school team meetings to prepare for the school year.

Technology

Technology Services remained committed to the use and support of technology to enhance student learning and achievement. TLDSB continued to support the ratio of 1:1 devices for Grade 7 to 12 students, and initiated the ratio of 1:6 for our Kindergarten students, 1:5 for our primary students, and 1:4 for our junior students. The safety and privacy of our users remained a priority throughout the 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.



Programs and curriculum

Early reading

reading programming, aligned with recommendations from the Ontario Human Rights Commission's Right to Read Report. This work has been grounded in the science of reading, particularly structured literacy, including phonological and phonemic awareness which are predictors of early reading success. Kindergarten to Grade 3 educators were trained on how to administer the Early Reading Screener, Acadience, which led to approximately 6,000 students being screened. Moving forward, the Board will focus on how to use this data to provide systematic and explicit instruction on foundational literacy skills that every student needs to be a proficient reader.



Mathematics

TLDSB has been working to implement the Math Achievement Action Plan, which emphasizes mathematics skills through evidence-based instructional strategies. There were 16 math priority schools identified and coaching staff were allocated to directly support math instruction in these schools. In addition, as a result of an informal math review last year, the Curriculum Services Team worked to refine the key instructional supports to be more accessible and user-friendly. The revised daily math block requires 80 minutes daily of math instruction, with an explicit focus on fundamental skills and practice. Educators used the revised TLDSB Fundamental Assessment to gain specific information about lagging skills, and to provide direct

instruction related to foundational skills required to be proficient mathematicians. The Board continued to use Mathology as a key instructional resource and piloted JUMP Math as an additional resource for educators.

Trillium Lakelands Arts Camp

TLDSB was back at Camp White Pine for Trillium Lakelands Arts Camp (TLAC) 2024. In May, 315 students from Grades 7 to 12 spent six days/five nights at camp, and attended four classes per day in various specialized instruction for instrumental and vocal music, drama, musical theatre, dance, and visual arts. New activities included DJ performance training, stop-motion animation, ultra beginner band, brass ensemble, wind ensemble, jazz and lyrical dancing, and hip hop. Campers were supported by 35 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.

Outdoor education

TLDSB once again supported the initiative that all students in Grade 6 would have an opportunity for an overnight outdoor education experience at Camp Muskoka, located just outside of Bracebridge. 1,152 students attended the camp during fall 2023 and participated in activities, including team building, low ropes, archery, eco hikes, and fire and shelter building.



Online learning

The Virtual Learning Centre (VLC) provides interactive online learning to students across Ontario. Working closely with school administrators, the VLC ensures course options offer equitable programming for students.

VLC 2023-2024 school year:

807

4,364

Students enrolled

Total credits earned

97%

116

Success rate

Students graduated

Adult and alternate education

Students aged 14 and over can earn credits or upgrade skills in any of the six Adult and Alternate Education Centres (AAEC). We are pleased to share the following statistics from the 2023-2024 school year:

Credit accumulation

468 e-learning credits

243 co-op credits

174 day school credits

560.5 Return, Earn, And, Learn (R.E.A.L.) credits

728.5 Prior Learning Assessment and Recognition (PLAR) Grade 9 and 10 credits

700.25 PLAR Grade 11 and 12 credits

85 night school co-op credits (only ran in semester 1)

Number of graduates

180 graduates



Central East Correctional Centre

24 graduates

173 R.E.A.L. credits

16 co-op credits

320 PLAR Grade 9 and 10 credits

151.5 PLAR Grade 11 and 12 credits

Professional development

Professional development (PD) continued to be a focus for TLDSB, as it is fundamental to building a stronger system that works collectively to further student achievement. In the 2023-2024 school year, opportunities offered included:

Indigenous education

- Land Acknowledgement Indigenous Education
 Series featuring Eliza Braden-Taylor from the Curve
 Lake Cultural Centre
- Indigenous Guiding the Way Pathway to Learning reading and reflection opportunities

Elementary

- Aspiring Administrators sessions, which focused on developing leadership competencies using datadriven evidence
- Four sessions on School Improvement and Equity
 Plan development, led by administration
- Elementary leadership team development
- Literacy Series in both English and French, which focused on developing foundational literacy skills in Kindergarten to Grade 1
- Early Reading Screener training for all educators in Kindergarten to Grade 3
- Math Series, which focused on responsive planning in Grades 3 and 4
- Coordinated math focus at all staff meetings
- Grade 3 and 6 Math and Literacy Series
- Grade 1 to 3 French Immersion focus on Core English and French Oral Fluency
- English as a Second Language (ESL) tutoring and responding to assessments

Secondary

- Aspiring Administrators sessions, which focused on developing leadership competencies using datadriven evidence
- Four sessions on School Improvement and Equity
 Plan development, led by administration
- Assessment by Expectation Training for all secondary teachers, using PowerTeacherPro

- Teacher librarian PD shared best practices and built capacity around libraries as instructional hubs in secondary schools
- Secondary reading intervention initiative that provided training and resources for each secondary school to teach fundamental reading skills in secondary school
- Instructional coaches in each secondary school supported Grade 9 classrooms with instruction and assessment strategies
- Moderated marking activities for de-streamed classes, including English, French, geography, and science
- On-demand teacher learning for supporting students with executive functioning and learning skills
- Planning meetings with superintendents of learninh, school administration, and curriculum consultants to review data and create school goals
- Teacher training in administering and understanding Steps to English Proficiency Assessments
- The Professional Learning Community in all secondary schools focused on their identified inclusive instructional and assessment needs

Special education

- Behaviour Management System Training
- New to Special Education Leadership Training
- System class teacher monthly PD
- Special Education resource teacher and administrator monthly PD
- Individual Education Plan (IEP) Software Training
- IEP Development and Monitoring Training
- Social and Emotional Coaching Training for educational assistants
- Special Education additional qualification opportunity for educators

Equity and inclusion

- Guest speaker Chris D'Souza worked with administrators in a two-part session focused on anti-bias and anti-oppression
- William Parrett and Kathleen Budge presented

- to administrators, focused on addressing student achievement in high poverty schools
- Aubrey Noronha of Hello Hope visited schools across the Board to work with students and staff on empathy-based anti-racism training
- Lakehead University's Addressing Anti-Black Racism additional qualifications course opportunity for educators
- Lakehead University's First Nations, Métis, and Inuit Studies additional qualifications opportunity for educators

Mental Health Services

- Addictions learning for guidance counsellors, vice-principals, and mental health counsellors to provide a framework for responding to a variety of addictions, including those related to substances, gaming, internet, and pornography
- A Mental Health Champions three-part series focused on mental health literacy, everyday mental health strategies in the classroom, and mental health promotion with a goal toward successful and sustained outcomes for supporting student mental health
- Workshops on emotion coaching and empathic strain for educational assistants
- Foundational mental health workshops for new teachers in both secondary and elementary
- PD for Grade 7 and 8 teachers to support the implementation of the new Mental Health Literacy Modules as part of the Physical Education and Health Curriculum
- PD for K-12 educators on understanding mental health and mental illness, the educator role in supporting student mental health, stigma, and everyday mental health strategies
- Invitational summer symposiums for K-12 educators over two days focused on creating mentally healthy learning environments and understanding common mental health problems, including stress and anxiety
- A full day of learning on trauma-informed education for those who work with some of our most challenging-to-serve students

Human Resources Services

- Sessions were held to help staff understand various policies and procedures, including health and safety, Workplace Hazardous Materials Information System (WHMIS), and workplace violence
- Secretarial training was held with a focus on changes to the student records management system, PowerSchool, and supporting learning around managing school financial records
- Casual/occasional staff PD related to understanding the Board's strategic directions and their roles in supporting student achievement and well-being

Special education

After School Skills Development Program

Students with Autism Spectrum Disorder (ASD) had the opportunity to take part in several After School Skills Development Programs that offered social skills learning opportunities through clubs, each with a specific social skills focus and target age groups. In partnership with LEARNstyle, virtual robotics and coding camps focused on building friendships through shared interests for students in Grades 4 to 12 in the fall months. Spring programs focused on learning the skills needed to play in a small social group format using LEGO and board games for students in Kindergarten to Grade 5.

IEP Survey

The Special Education Advisory Committee (SEAC) launched an anonymous and confidential survey called the Learning About the IEP Experience Survey to better understand students' and their families' experiences with Individual Education Plans (IEPs). Along with the 2022-2023 Special Education Review and other resources, the data collected through the survey will help to inform priorities and next steps to ensure the system has the right programs and services in place to support students with special needs.





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

Equity and inclusion education

Student Census

TLDSB launched the second Student Census in February 2024. The voluntary census collected quantitative identity-based demographic data about race, ethnicity, religion, gender, sexual orientation (Grades 7-12 only), ability, and socio-economic status through confidential, but not anonymous, age-appropriate questionnaires. The purpose of the census is to help TLDSB better understand our communities and support student achievement across these intersections.

Speakers and workshops

Since 2022, TLDSB has partnered with Aubrey Noronha from Hello Hope Canada for anti-bias, anti-oppression, and anti-racism workshops for all students and staff. Aubrey's presentation style engages audiences and creates a safer space for learning about these topics. During the 2023-2024 school year, presentations took place at Bracebridge Public School, V.K. Greer Memorial Public School, Watt Public School, and Queen Victoria Public School.

GSA Leadership Conference: Day of Pink

Over 180 students and staff from across the Board gathered for a conference to celebrate and affirm 2SLGBTQIA+ students, staff, and their allies. Supported

by the International Day of Pink organization, speakers, including the Brunswick Four, shared their experiences and perspectives, followed by a moving selection of short films from the annual Muskoka Queer Film Festival.

Truth and reconciliation

TLDSB continues to strive to fulfill the educational goals in the Truth and Reconciliation Commission of Canada's 94 Calls to Action. Throughout the year, the Indigenous Student Success Team (ISST) supported schools and classrooms in deepening their learning and understanding of our roles as Treaty People. For the National Day for Truth and Reconciliation, select schools were invited to an in-person gathering with local Elders and Knowledge Holders in the morning. In the afternoon, a system-wide online educational event was offered with local Elders and Knowledge Holders who shared messages of truth, resiliency, and the importance of being part of reconciliation.

Integrating authentic Indigenous voices in the classroom

Elders, Knowledge Holders, and community members continue to visit classrooms across the Board to build strong relationships and 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.

Land-based learning

Students at Glen Orchard Public School had the opportunity to participate in various cultural land-based learning experiences within the Wahta Mohawks community. Students learned about hide tanning, lacrosse, forest walks and scavenging, leek harvesting, crafting, and more.

Pow wow and drum social

To kick off Indigenous Peoples Month in June, I.E. Weldon Secondary School hosted the second annual TLDSB Pow Wow and Drum Social. 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 selfidentification

Students are encouraged to voluntarily and confidentially disclose Indigenous ancestry. The collection of this data helps to support Indigenous student achievement and well-being through the development, implementation, and evaluation of programming and services that help build community relationships and eliminate anti-Indigenous racism, bias, and discrimination. More and more Indigenous students in TLDSB schools are reporting positive feelings of pride due to the representation that they are seeing across the Board, resulting in more students stepping up and wanting to share their cultures in their classrooms.

Total number of voluntarily self-identified Indigenous students as of June 2024: **796**

Indigenous Education Advisory Committee and partnerships

The Board continues to strengthen its connections with Indigenous communities and community partners. We were pleased to welcome Curve Lake First Nation representation to the Indigenous Education Advisory Committee, alongside Wahta Mohawks First Nation.

Indigenous student networking

Self-identified Indigenous students were offered several opportunities to network and build relationships across the Board. Events such as Fry Bread and Friends in the spring and fall at each secondary school offer students the opportunity to learn from authentic voices, engage in a creative endeavor, and develop and foster friendships.

Secondary school students in the City of Kawartha Lakes and Haliburton visited Petroglyphs Provincial Park, a sacred land to the Anishinaabe of the area. Secondary school students in the Muskoka area explored the Misko Aki: Confluence of Cultures Exhibit at the Muskoka Discovery Centre, which provides a beautiful overview of the Indigenous histories of the Muskoka area and was created in collaboration with Indigenous communities.

Additionally, select intermediate students participated in learning opportunities with Authentic Voices, and other students explored skilled trades at Skills Ontario.

Classroom learning opportunities

Lessons about land and territorial acknowledgements were modelled in-person and online through a literacy lesson that explored the book, *Being a Good Ancestor*. The ISST also collaborated with the Social Studies Curriculum consultant to develop lessons that teachers could use in support of the new Social Studies and Language Curriculum, utilizing the mentor text *Nutshimit*.



Mental health

Mental health supports

Mental health services are a priority at TLDSB.

The Mental Health Services Department utilizes a continuum of evidence-based interventions that support students and educators through mental health promotion, prevention, and early intervention. Students and staff are encouraged to develop their mental health literacy to reduce stigma and normalize conversations abut mental health. There was also a focus on improving relationships with community partners and the establishment of clear pathways to, through, and from care.

In classrooms, the implementation of the Trails to Wellness Social and Emotional Learning Program was expanded. This resource supports the existing curriculum and helps elementary students with identifying emotions, learning about the connection between thoughts, feelings, and behaviour, as well as developing skills for reducing the intensity of strong emotions and exploring healthy ways to cope with stress.

Targeted prevention involves helping students increase self-awareness and develop healthy coping strategies to manage everyday stress. The mental health team expanded access to the preVenture Program, which is an evidence-based prevention program that uses personality-focused interventions to promote mental health and delay substance use among teens. This program is offered in partnership with the Centre for Addiction and Mental Health, as well as Youth Wellness Hubs Ontario.

Early intervention is an important part of the TLDSB continuum of care. The team seeks to identify students with mild to moderate mental health problems, such as symptoms of anxiety or depression to offer evidence-based interventions directly to individual students or small groups. To enhance the capacity of the mental health counsellors, they took part in two days of

training through Wilfrid Laurier University on the Single Session Brief Therapy Model.

Through the summer months, TLDSB offered a variety of educator sessions to build mental health literacy across the system. Included was a day for the Trails-licensed educators to consider ways to embed social and emotional learning across curriculum.

Mental health champions

In 2023-2024, every school across TLDSB selected an educator designated as their mental health champion. The selected staff members attended three days of learning to build their own mental health literacy and develop healthy routines and strategies to support and promote student mental health. In schools, champions model and share mental health strategies, as well as support initiatives related to mental health. Together, TLDSB believes that the mental health of every student can be supported.

Attendance

Attendance and achievement go hand-in-hand. Attendance promotion and prevention in TLDSB is grounded in belonging and fostering physically and emotionally safe, healthy learning environments for all students. The year saw mental health newsletters and information sessions for parents/guardians to support the learning outside of the classroom.

In the spring, the first Community Attendance Forum was held, where school staff, system leaders, parent/guardian representatives, and community partners were brought together to discuss obstacles and to build our collective understanding of why students may miss school. Attendees of this forum shared their insights and ideas to improve student attendance.



Health and safety

Partnering with stakeholders to promote healthy and safe schools and workplaces continued to be a priority during the 2023-2024 school year. Health and safety certification and recertification training was held to ensure that members of site-based Joint Occupational Health and Safety Committees (both worker and management representatives) were properly supported to carry out their duties.

In addition to the annual review of the Board's Health and Safety Policy, a review and implementation of an additional eight procedures, including WHMIS, Incident/ Accident-Injury, and Refusal to Work took place. The online database used for tracking all issues related to health and safety had two new forms (Health and Safety School Review and Technology/Custodian Hazardous Waste Pickup Request Form) added.

Eleven schools had an audit of their health and safety practices, and phase two of the science inspections at each secondary school was completed to ensure that appropriate WHMIS labels were applied to all chemical containers, and that any expired/excess chemicals were disposed of in a proper way. Elementary schools conducted a review of rock sample kits and outdated kits were removed from circulation.

Feed All Four Fund

TLDSB held four fundraising events in support of the Board's 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.

In the fall, Jersey Day was highly promoted with the objective of donating a toonie to wear your favourite jersey to school or work. This day took place across all schools and centres.

In the spring, Lindsay Education Centre staff organized a successful craft and bake sale. All proceeds were donated to the Fund.

The Board held its first-ever, staff-wide Online Silent Auction in May. All staff were invited to participate and bid on an array of 40 auction items with some of these being student and/or staff created!

And lastly, the second annual TLDSB Golf Tournament took place on June 8 at Muskoka Highlands Golf Course in Bracebridge. 64 golfers, which included trustees, senior administration, principals/vice-principals, community partners, central Board staff, and friends spent the day on the course playing 18 holes.

Director's recognition

At each TLDSB Public 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 were recipients of this award:

- Patricia Hayward, Transportation Services supervisor
- Nichole Fielder, Mental health counsellor at Haliburton Highlands Secondary School

In November, the director of education revamped the existing award program and introduced the new Director's Recognition for Innovation and Leadership Award. This award celebrates individuals in the system who have combined the characteristics of innovation and leadership to improve our system and advance the strategic direction goal of improving student learning and achievement, and fostering student and staff well-being. The following individuals received an award:

- Dwayne Raglin, cybersecurity and network infrastructure manager
- Kristi Henshall, itinerant teacher and Special Education consultant
- Holly Groome, teacher at the Huntsville Adult and Alternate Education Centre
- Mike Kirkpatrick, vice-principal at Macaulay Public School
- Kate Pellerin, consultant
- Trish Dobson, teacher librarian at Haliburton Highlands Secondary School
- Brittany Taylor, community partner
- Terra Macey, teacher at Langton Public School
- Leah Ryrie, teacher at Langton Public School
- Derek Schofield, Special Education resource teacher at K.P. Manson Public School

Boundary reviews

A boundary review was conducted in the 2023-2024 school year, which reviewed the boundaries of the following schools: Alexandra Public School (APS), Central Senior School (CSS), Fenelon Township Public School (FTPS), King Albert Public School (KAPS), Leslie Frost Public School (LFPS), Mariposa Elementary School (MES), Parkview Public School (PPS), and Queen Victoria Public School (QVPS). The recommendations made as a result of the review were approved by the Board of Trustees, which included extending the English language program to include Grade 8 in PPS, LFPS, KAPS, QVPS, and APS. Boundaries impacting all schools above were modified. The results changed balanced enrolment across all schools except LFP and CSS. A French Immersion program review was also approved by the Board of Trustees for CSS and LFPS to address capacity issues.





Capital projects

The following projects were funded by the Government of Ontario Ministry of Education, as part of the province's commitment to providing \$16 billion to support school construction, renewal, and improvements over 10 years, as well as creating more child care spots.

A ribbon cutting ceremony was held in fall 2023 at Glen Orchard Public School celebrating 36 newly created child care spaces to help meet the demand in that community.

At Scott Young Public School, a ribbon cutting ceremony took place in fall 2024 to celebrate the additions to the school and three new child care rooms that can provide 49 licensed child care spaces in the community.

Facilities update

The following facility projects were carried out across the Board in the summer of 2024:

- Roofing two locations
- Life safety projects eight locations
- HVAC seven locations
- Electrical switchgear replacements
- Door and entrance replacements
- Entry system additions eight locations

- LED lighting, including ceiling replacements four locations
- Facility fireproofing one location
- Gym floor refinishing two locations
- Main entrance improvements (access, sidewalks, lighting) – three locations
- Washrooms nine locations with over 30 washrooms
- Special Education room one location
- Painting 15 locations
- Window treatments five locations

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. School Council chairs had the opportunity to provide feedback on supports needed for their schools. One highlight was a guest speaker, Dr. Robyne Hanley-Dafoe, who used her personal experiences to deliver a message on resilience and wellness for students and adults alike.

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 worked collaboratively with mental health counsellors to create a campaign to enhance student's mental health literacy and raise awareness around accessing support. In addition to this, G7 leaders also helped with the 2024 Director's Student Voice Summits. This year's summit was centered on gathering input regarding our system's performance in achieving the objectives outlined in both the Ministry of Education's Student Achievement Plan and the Board's Strategic Plan.

Secondary school and AAEC website redevelopment

Following last year's launch of new elementary websites, this year saw the redevelopment of secondary school websites. In collaboration with Communications Services and Technology Services departments, TLDSB launched eight new websites for the seven secondary schools and the Adult and Alternate Education Centre.

The secondary 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 now 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

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:

94 good news stories shared on tldsb.ca1,266 Facebook posts554 X (formerly Twitter) posts1,037 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.





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

Region 1 - Superintendent of learning, Paul Goldring

Riverside Public School, Pine Glen Public School, and Archie Stouffer Elementary School all worked to plan from the TLDSB Scope and Sequence, and focused on early interventions in reading using the new screening tools. The mid-year math assessment provided schools with clear data on student needs and allowed them to have a direct focus in the second term. Schools were supported by system professional development and the work of the instructional coaches. 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 continued to focus on collecting and analyzing a wide variety of student achievement and academic assessment data to support impactful instructional decisions in all classrooms. The principals at these schools developed a regular routine of class data meetings, during which classroom educators shared specific details about student progress and identified where learning gaps exist. Classroom educators were then responsible for developing an instructional plan to close learning gaps. Resources such as the Special Education resource teacher and teaching and learning coach were scheduled to support the greatest areas of need in the school to maximize results. Training was also provided to teachers to expand their repertoire of research-based, high impact assessment, and instructional practices in reading and mathematics.





Region 3 - Superintendent of learning, Jay MacJanet

Muskoka Beechgrove Public School, Gravenhurst Public School, and Muskoka Falls Public School all implemented the new Math Curriculum, early interventions in reading, and the Early Reading Screener. With the help of leadership teams and instructional coaches in these schools, along with the support of the Elementary Curriculum Services 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 system-wide methods to collect reading, mathematics, and attendance data.

Region 4 - Superintendent of learning, Kim Williams

Fenelon Falls Secondary School's Grade 9 math teachers participated in a Professional Learning Community every two weeks, with a moderated marking focus. Through discussions about student progress on a common question, teachers discussed how to teach concepts that students traditionally struggle with and how to intervene for those who require more support. Having current data at the table assisted teachers in providing early interventions for students who were not progressing as well as their peers. Gravenhurst High School continued their focus on supporting students' literacy skills. Using school data, teachers worked collaboratively to embed literacy strategies in Grade 10 history, hospitality, science, and reading intervention strategies into Grade 9 learning strategies and English.



2023-2024 Board of Trustees and senior administration

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