

## **Public Meeting of the Board Agenda**

Date: Tuesday, September 23, 2025  
Location: Muskoka Education Centre

## 5:30 p.m. Commencement of the Public Meeting of the Board

- 1. Call to order**
- 2. Territory acknowledgement**
- 3. National anthem**
- 4. Roll call**
- 5. Delegation(s)**
- 6. Declaration of possible conflict of interest**
- 7. Approval of agenda**
- 8. Business of the Board**
  - 8.1 Approval of the minutes of the August 26, 2025 public meeting of the Board (pgs.1-2)
- 9. Administrative updates**
  - 9.1 Director's Report on the Strategic Plan
    - a. Director's Report
    - b. Summer Learning Update (SOs MacJanet, Williams, Fraser, Train/ pgs.8-9)
    - c. Attendance Pilot Project Update (SO Fraser/ pgs.10-11)
- 10. Administrative and committee reports**
  - 10.1 For Action - written
    - a. September 2, 2025 SEAC Meeting Report (Trustee McInerney and SO Train/ pgs.12-15)
    - b. September 17, 2025 Finance and Administration Committee Meeting Report (SO McAlpine and SO Britton/ pgs.16-26)

- c. September 17, 2025 Audit Committee Meeting Report (Trustee Clodd and SO Britton/pgs.27-44)
- d. Trustees on Board Committees (Chair Wilcox/ pgs. 45-47)

**10.2 For Information- written**

- a. Occupational Health and Safety Report 2024-2025 (SO Johnston/ pgs. 48-52)
- b. Initial Enrolment Update (SO Johnston/ pgs. 53-55)

**11. Trustee reports- verbal**

**11.1 Student Trustee Reports**

- a. G7 Student Senate Report (Student Trustee Goltz)
- b. OSTA-AECO Report (Student Trustee McNelly)

**11.2 OPSBA Report (Trustee McAlpine)**

**11.3 Trustee Community Updates**

**12. Correspondence**

**13. Next meeting**

Tuesday, October 28, 2025 at 5:30 p.m at Archie Stouffer Elementary School Learning Commons

**14. Adjournment**



## Public Meeting of the Board Minutes

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Date: August 26, 2025  
 Location: Lindsay Education Centre  
 Present: H. Bradley, G. Brohman, E. Childs, L. Clodd, A. Goltz, T. McAlpine, D. McInerney, T. McNelly, B. Reain, J. Saunders, C. Wilcox  
 Regrets:  
 Senior team: N. Britton, T. Fraser, W. Hahn, T. Hubbert, J. Johnston, J. MacJanet, D. Sudsbury, N. Train, K. Williams  
 Staff Support: J. Andreasen, C. Bull, D. Raglin

### 6 p.m. **Commencement of the Public Meeting of the Board**

#### **1. Call to order**

The meeting was called to order at 6 p.m.

#### **2. Territory acknowledgement**

Trustee Childs shared the Territory acknowledgement.

#### **3. National anthem**

O Canada was played.

#### **4. Swearing in of the new Student Trustee**

Chair Wilcox and Director Hahn welcomed new Student Trustee Alex Goltz from BMLSS who was sworn in. Alex will join Student Trustee Taliah McNelly as the Student Trustee representatives from the G7 Student Senate for 2025-2026

#### **5. Roll call**

Chairperson Wilcox advised that:

Nine Trustees (Bradley, Brohman, Childs, Clodd, McAlpine, McInerney, Reain, Saunders, Wilcox) and both Student Trustees McNelly and Goltz attended in person at the Lindsay Education Centre.

Motion # 25-08-01

Moved by Trustee Wilcox, Seconded by Trustee Clodd,

That Trustees accept the roll call as stated for the August 25, 2026 public meeting of the Board  
Carried.

## **6. Declaration of possible conflict of interest**

There were no declarations of possible conflict of interest.

## **7. Delegation(s)**

There were no delegations.

## **8. Approval of the agenda**

Motion # 25-08-02

Moved by Trustee McAlpine, seconded by Trustee Reain,

That the agenda be approved.

Carried.

## **9. Business of the Board**

### **9.1 Approval of the minutes of the June 24, 2025 public special meeting of the Board**

Motion # 25-08-03

Moved by Trustee Saunders, seconded by Trustee McInerney,

That the minutes of the June 24, 2025 special public meeting of the Board be approved.

Carried.

## **10. Administrative updates**

### **10.1 Director's Report on the Strategic Plan**

#### **a. Director's Report**

Director Hahn shared the following updates and highlights:

- Welcome to Associate Superintendent Dawn Sudsbury and Superintendent Nicole Britton to the team for the 2025-2026
- Executive Officer Kim Horrigan will start with the Board officially in September
- For 2025-2026 the senior team will be intentional with embedding Equity into all professional development opportunities; the entire Senior Team will be taking the 'lead' on Equity in the Board: 'Every Student, Every Day, in Every Way' is the associated mission
- There is a re-structured leadership development plan that will be rolled out for 2025-2026 to support Administrative Leadership and succession planning
- There are a number of training opportunities for staff that are occurring this week, including training for System Class Teachers and Behaviour Management Systems
- Over the summer, a number of educators participated in a number of Board-led optional workshops includes learning related to suicide prevention, Bridges Out of Poverty, dangers of social media and other Mental Health and wellness learning

- There were Mental Health Counsellors available weekly to meet with students who needed support throughout the summer
- Postcards were sent to all students over the summer who were chronically absent in TLDSB in 2024-2025 telling them we were looking forward to welcoming them back to school in 2025-2026; this outreach was coordinated by Mental Health Services and Administrators
- The yearly Summer Learning Program for Elementary students had over 150 students attend across the Board; a full presentation related to summer learning will be shared with Trustees at the September Board Meeting
- Over 200 Secondary students attended summer co-op and 775 students participated in courses through OLC over the summer
- TLDSB is waiting for a response from the Ministry of Education regarding the outdoor education application for the development of a day program in TLDSB

## 11. Administrative and committee reports

### 11.1 For Action- Written

#### a. June 18, 2025 – Supervised Alternative Learning (SAL) Committee

Trustee Childs shared an update related to the June 18, 2025 Supervised Alternative Learning Committee Meeting.

Motion # 25-08-04

Moved by Trustee Childs, Seconded by Trustee McInerney,  
That Trustees receive the report related to the June 18, 2025 meeting of the Supervised Alternative Learning Committee.

Carried.

#### b. August 21, 2025 – Governance and Policy Committee Meeting

Trustee Saunders highlighted the business that occurred at the August 21, 2025 Governance and Policy Committee Meeting including updates to policies and TLDSB By-laws.

Motion # 25-08-05

Moved by Trustee Saunders, Seconded by Trustee Childs,  
That the Trustees ratify the Governance and Policy Committee recommendation to approve the *BD-2025 Electronic Meetings and Trustee Meeting Attendance Policy*.  
Carried.

Motion# 25-08-06

Moved by Trustee Saunders, Seconded by Trustee Clodd,  
That Trustees ratify the Governance and Policy Committee recommendation to change Board Meeting start times from 6:00pm to 5:30pm and that *By-law 1: Determination and Communication of Meeting Schedules, By-law 8: Inaugural Meeting and Annual Organizational Meeting of the Board, and By-law 9: Regular Meetings of the Board* be updated to reflect the change.  
Carried.

Motion# 25-08-07

Moved by Trustee Saunders, Seconded by Trustee Reain,  
That Trustees ratify the Governance and Policy Committee recommendation to update any references to TLDSB Policy BD-2050 in *By-law 12: Electronic Participation in Meetings*, and in *By-law 15: Board Committees*, to reflect the updated and approved Policy name of *BD-2050 Electronic Meetings and Trustee Meeting Attendance*.

Carried.

Motion# 25-08-08

Moved by Trustee Saunders, Seconded by Trustee Bradley,  
That Trustees receive the report related to the August 21, 2025 Governance and Policy Committee Meeting.  
Carried.

## **12. Trustee Reports**

### **12.1 Student Trustee Reports**

#### **a. G7 Student Senate**

Student Trustee Goltz expressed excitement for the new ideas, campaigns, and work that will be planned by the G7 Student Senate for the 2025-2026 school year.

#### **b. OSTA-AECO Report**

Student Trustee McNelly shared a review of the purpose of OSTA-AECO, and also the highlighted the benefits of the OSTA-AECO conferences that Student Trustees from across Ontario attend in November, February, and May

### **12.2 OPSBA Report**

Trustee McAlpine advised there were no OPSBA related updates.

Trustee McAlpine reminded Trustees of the deadline to complete the OSPBA OESC Essential Governance Training modules that must be completed by all Trustees in the province by August 31, 2025.

### **12.3 Trustee Community Updates**

Trustee McInerney shared an update regarding how the recent forest fires impacted the Kirkfield/Woodville community; Director Hahn expressed thanks to the essential services personnel who have been battling the forest fires throughout the summer.

## **13. Correspondence**

### **14. Next meeting – Public Board Meeting**

Date:	September 23, 2025
Location:	Muskoka Education Centre
Time:	5:30 p.m.

**15. Adjournment**

Motion # 25-08-09

Moved by Trustee Childs, seconded by Trustee Bradley,  
That the Board of Trustees do now adjourn at 6:38 p.m.  
Carried.

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Colleen Wilcox, Chairperson of the Board

Wes Hahn, Director of Education

Jen Andreasen, Recording Secretary

# Trillium Lakelands District School Board Administrative Report

**Date:** September 4, 2025  
**To:** Board of Trustees  
**Origin:** Superintendents of Learning Tanya Fraser, Jay McJanet, Nikki Train, Kim Williams  
**Subject:** TLDSB Summer Learning and Supports 2025  
**Reference:** Regular Meeting of the Board – September 23, 2025

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## Purpose

To share an update with Trustees related to Summer Learning in TLDSB in 2025.

## Context

TLDSB offers various summer learning and support opportunities to elementary and secondary students each year to support academic achievement and wellness. TLDSB also offers opportunities to staff to engage in professional development sessions of interest during the summer.

## Content

Below are some highlights and statistics regarding the summer learning and supports offered in TLDSB in summer 2025:

### Elementary Summer Learning

- 168 student registrations in 11 Summer Learning classrooms across the Board
- Blended literacy & math focus offered to students in SK to Grade 2
- Registered families committed to the three-week program running from July 7 to 25

### Secondary Summer Learning

- Summer Co-op opportunities
  - 221 students enrolled in summer co-op and earned a total of 373 co-op credits
- OeLC summer credits
  - All seven TLDSB secondary schools had students take summer school credits through the Ontario eLearning Consortium
  - Of the 511 courses completed 96% (491 credits) were successful

### Mental Health Services Summer Programs and Supports

- Mental Health Mondays:
  - 2 counsellors supported 22 student referrals

- Workshops:
  - 53 educators attended Bridges out of Poverty delivered by YWCA Muskoka
  - 53 educators attended Social Emotional Learning: A Whole School Approach delivered by CTRI
  - 43 educators attended Prepare, Prevent, Respond Suicide Awareness delivered by TLDSB mental health counsellors
  - 16 administrators attended a day of learning about smartphone safety with a keynote from Margot Denomme
- Community Partnerships:
  - Supported community partners with the additional delivery of mental health services in the community, including workshops for parents, the community block party initiative bringing services to 9 subsidized housing units across Muskoka, and providing backpacks filled with school supplies to 36 children.
- Attendance Postcards:
  - To connect with families, tier 3 attendance students in K-Gr. 9 were sent postcards to welcome them back to school.
  - 1500 postcards representing 1500 students in our system who have missed 30+ days OR 15 consecutive days were mailed prior to the start of the school year.
- School Initiated Proposals:
  - Supported transition to school projects. Examples included school participation in the outreach program at McLaren Art Centre, Mental Wellness Student Leadership Days, Define Learning at Austin Creek Ranch.

## **Special Education Services Summer Programs and Supports**

- Behaviour Management System Training was offered for Educational Assistants, SERTs, Department Heads, and Administrators
- Bus operator and driver training to support neurodiverse students was offered
- Online coding opportunity
  - 14 neurodiverse students in grades 4-10 participated
- Transition support for elementary and secondary students with special needs and their families.
  - Support included school visits and classroom tours, communication and collaboration with families regarding Individual Education Plans (IEP), as well as in-school team meetings to prepare for the school year.
  - Meetings were facilitated by resource teachers, special education department heads and system class teams.

# Trillium Lakelands District School Board Administrative Report

**Date:** September 4, 2025  
**To:** Board of Trustees  
**Origin:** Superintendent of Learning Tanya Fraser  
**Subject:** Attendance Pilot Summary  
**Reference:** Regular Meeting of the Board- September 23, 2025

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## Purpose

To share an update with Trustees related to the Attendance Pilot Summary Report.

## Context

In TLDSB, we recognize the importance of student attendance and its connection to students reaching their full potential. Attending school regularly helps students build habits that will set them up for success now and in the future. The Ministry of Education requires school boards to address attendance issues and report on attendance data.

The target set by the Ministry of Education is for students to attend at least 90% of their school days. In order to work towards this target and increase the understanding of barriers to attendance, TLDSB launched an attendance school pilot in the 2024–2025 school year. Five pilot schools were established across the Board: Gravenhurst Public School, Riverside Public School, J.D. Hodgson Elementary School, Haliburton Highlands Secondary School and Parkview Public School. The pilot schools focused on understanding the barriers to attendance and implementing strategies to improve it.

## Content

At the end of 2024-2025 an Attendance Pilot Project Summary Report was prepared to outline how the pilot was established and operated, as well as the key learning resulting from the pilot. Below are some highlights from the Attendance Pilot Summary Report.

### Barriers to student attendance

- The pilot project identified the following barriers to student attendance
  - Lack of foundational routines such as sleep hygiene, nutrition, and limits on screen time
  - The mental health of students and/or parents
  - Lagging parent capacity, social anxiety, and separation anxiety
  - Parent-child conflict
  - Non-school related sports, lessons, and appointments
  - School related issues (such as peer conflict)
  - Social determinants of health (such as food and housing insecurity)

## Supportive strategies

- The pilot project identified the following key strategies as beneficial to addressing attendance concerns and supporting positive attendance
  - Early identification
  - Establishing a multidisciplinary team of attendance champions
  - Regular monitoring and analysis of attendance data
  - Assessment of barriers/understanding root causes of absenteeism
  - Increased home to school communication and relationships
  - Ongoing mental health promotion
  - Ongoing professional development

## Next steps

- The pilot project summary report will support schools across TLDSB in addressing attendance issues
  - Summary report of recommendations shared with administrators to use as a support tool at in-school team meetings
  - Regular monitoring of attendance data at both the board and school level
  - Establishment of attendance champion teams at all schools

# Trillium Lakelands District School Board

## Special Education Advisory Committee

### Administrative Report

**Date:** September 15, 2025  
**To:** Board of Trustees  
**Origin:** Trustee D. McInerney/ Superintendent N. Train  
**Subject:** Special Education Advisory Committee (SEAC) Report  
**Reference:** Regular Meeting of the Board – September 23, 2025

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### Purpose

To share an update with Trustees related to the September 2, 2025 meeting of the Special Education Advisory Committee.

### Context

SEAC is a statutory advisory committee that meets ten times per year, as per section 57.1(1) of the Education Act and Ontario Regulation 464/97.

The committee membership includes community partner agency representatives, community members, and trustees. The meeting is chaired by Janice Balfour, with the support of Superintendent Nikki Train and the Department of Special Education Services staff.

The purpose of the committee is to provide feedback and suggestions to Board staff regarding special education programming and initiatives for students.

### Content

The Special Education Advisory Committee met on Tuesday, September 2, 2025 at the Lindsay Education Centre and Muskoka Education Centre.

The meeting covered a range of important topics and included updates on the following:

- Over the summer, the TLDSB offered a Summer Learning Program for kindergarten to grade three students to close learning gaps, supported by special education funding. An online coding opportunity was provided for neurodiverse students in grades 4-10, and transition support was offered to students identified by schools, including staff facilitation of school visits and teacher meetings.
- Summer training for staff included mandatory Behavior Management Systems (BMS) training for all administrators, BMS training for newly hired Educational Assistants (EAs), and system class teachers received training focused on integration, inclusion, and independence.
- Two central staff were recently hired to support the increasing number of students with autism.
- The Behaviour Intervention Resource Team (BIRT) is being rebranded as the Multidisciplinary Inclusion Team to reflect a broader, more inclusive, and multidisciplinary approach, incorporating staff supporting ABA strategies, and resource teachers for students with blind/low vision and deaf/hard of hearing needs, shifting its focus beyond behaviour alone.

- The Multidisciplinary Inclusion Team is focusing on "Equity of Outcomes for Students," emphasizing individual support for belonging and success, and encouraging collaboration across departments like curriculum, special education, and mental health.
- A two-day session is planned for elementary and secondary administrators and department heads, focusing on equitable outcomes for all students and multi-tiered systems of support.

The June 3, 2025 minutes that were approved at this meeting are attached. The minutes from the September 2, 2025 meeting will be posted on the TLDSB Committees website following ratifications at the next committee meeting.

## **Action**

Recommendation that Trustees receive the report related to the September 2, 2025 Special Education Advisory Committee meeting.



## Special Education Advisory Committee Minutes

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**Date:** Tuesday, September 2, 2025

**Location:** Lindsay Education Centre | Muskoka Education Centre

**Time:** 5:00 p.m.

### 1. Call to Order

### 2. Approval of Agenda

Moved by R. McHugh, seconded by D. McInerney that the agenda be approved.

Carried.

### 3. Committee Action Items

#### 3.1. Approval of the minutes of the June 3 meeting

Moved by K. Irons, seconded by B. Reain that the minutes dated June 3, 2025 be approved.

Carried.

### 4. Administrative Updates

#### 4.1. System Updates - Superintendent N. Train

N. Train shared the following updates:

- Over the summer, the TLDSB implemented a Summer Learning Program, providing targeted support to kindergarten through grade three students to address learning gaps, utilizing supplementary funding from special education. Additionally, a summer online coding initiative was offered to neurodiverse students in grades 4-10. Transition support was also provided to students identified by schools, which included funding staff to facilitate back-to-school visits and meetings between teachers and students.
- To accommodate the increasing number of students diagnosed with autism, two central staff members who will support ABA strategies were recently hired. The Behaviour Intervention Resource Team (BIRT) is being rebranded as the Multidisciplinary Inclusion Team to better reflect a broader, more inclusive multidisciplinary approach. This team will integrate the staff supporting ABA strategies, and resource teachers for students with blind/low vision and deaf/hard of hearing needs, shifting its focus beyond behaviour alone. Furthermore, the Multidisciplinary Inclusion Team will prioritize "Equity of Outcomes for Students", emphasizing individualized support to foster a sense of belonging and success for every child, and

encouraging collaborative efforts across departments such as curriculum, special education, and mental health.

**4.2. Department Updates - District Principal M. Lefler**

- Summer professional development for staff included mandatory Behavior Management Systems (BMS) training for all administrators to ensure proficiency in proactive and containment strategies. BMS training was also provided to newly hired Educational Assistants. Additionally, system class teachers received training on integration, inclusion, and fostering student independence.
- Upcoming training sessions include "New to SERT" training for Special Education Resource Teachers, focusing on departmental philosophies and foundational principles. A two-day session is also scheduled for elementary and secondary administrators and department heads, concentrating on equitable outcomes for all students and multi-tiered systems of support.

**5. SEAC Projects**

**5.1. Project priorities and work plan**

The committee was presented with the draft IEP video and were given an opportunity to provide feedback. The committee was asked to bring any project ideas for this school year to the next meeting.

**6. Other Business**

**6.1. Association and community news**

Community Living Huntsville reported a focus on school transitions this month. FASD ONE noted September as FASD Awareness Month, with International FASD Day on September 9 ("Red Shoes Rocks") and the CAN FASD Conference in October.

**7. Correspondence**

**7.1. Response letter from Minister of Education**

The committee discussed the response letter and will consider sending another letter to the Minister of Colleges and Universities.

**8. Next Meeting**

Date: Tuesday, October 7, 2025

Location: Haliburton Education Centre

**9. Adjournment**

# Trillium Lakelands District School Board

## Finance Committee Administrative Report

**Date:** September 17, 2025  
**To:** Board of Trustees  
**Origin:** Committee Chair Trustee Tim McAlpine / Superintendent Nicole Britton  
**Subject:** Finance and Administration Committee Meeting – September 17, 2025  
**Reference:** Regular Meeting of the Board – September 23, 2025

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### Purpose

To provide Trustees with a summary of the September 17, 2025, Finance and Administration Committee meeting.

### Context

The Finance and Administration Committee is a Standing Committee. Five Trustees sit on the Committee. The term of the Committee is one year with the current term ending at the end of September 2025. Currently Trustees McAlpine (Committee Chair), Brohman, Childs, McAlpine, and Saunders serve as members of the Committee.

Meetings are held four times each year to review administration and financial matters and make recommendations to the Board where necessary.

### Content

The Committee meeting was held at the Lindsay Education Centre on Wednesday, September 17, 2025, at 1:00 p.m.

Staff presented reports related to OSBIE, summer renewal projects, capital priorities and the summary report for the transportation department for 2024/2025.

The Committee passed a resolution to approve the 2024/2025 third quarter (Q3) report as presented during the meeting.

### Action

Recommendation 1: That Trustees ratify the Finance and Administration Committee's recommendation to approve the 2024-2025 Q3 report.

Recommendation 2: That Trustees receive the report related to the September 17, 2025, Finance and Administration Committee Meeting.

## ***Copy of Report to Finance and Administration Committee***

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**Date:** September 17, 2025  
**To:** Finance and Administration Committee Members  
**Origin:** Nicole Britton, Superintendent of Business  
**Subject:** Insurance Year End Summary 2024-2025

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### **Purpose**

To provide information on the year end summary - August 31, 2024 – for insurance and reporting to Ontario School Boards Insurance Exchange (OSBIE).

### **Context**

OSBIE is a school board owned, non-profit insurance program with 120 members, representing 80 school boards/school auth and 40 joint ventures in Ontario. The primary goals of the Exchange are to insure member school boards against losses and to promote safe school practices.

### **Content**

OSBIE provides insurance to TLDSB for liability, property, boiler, crime, auto, cyber, legal expenses, facility user insurance and AD&D (accidental death and dismemberment). OSBIE also provides certificates of insurance and evidence of insurance certificates for school field trips.

In 2024/25, there were 2 new claims made to OSBIE; both for legal expenses.

Not including these claims, there currently are 3 liability claims that are outstanding. One each for a slip and fall, an environmental property matter and faulty equipment.

For the upcoming 2025/2026 school year, the Board has opted into school council coverage which will allow school councils to purchase an annual policy for their events, as liabilities related to school council activities are not covered under the board's policy.

OSBIE insurance does not provide coverage to students or staff related to accidents or death. The insurance provided is an insurance for any liabilities incurred as a result of actions of our staff and students.

While not provided by OSBIE, student accident insurance is provided to families each year. Information about this insurance is distributed by the schools each September. It is a highly recommended program, as it provides insurance coverage to students for things such as dental accidents, hospital expenses, damaged eyeglasses, paramedical and medical devices. Tutoring benefits are also included which would provide coverage for tutoring to a student who may not be able to attend school as the result of an accident or injury. Plans are inexpensive running from \$17 to \$33 a year.

## **Copy of Report to Finance and Administration Committee**

**Date:** September 17, 2025  
**To:** Finance and Administration Committee Members  
**Origin:** Nicole Britton, Superintendent of Business  
**Subject:** Third Quarter Report of 2025 (Q3)

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### **Purpose**

To provide the Committee with an overview of the Board's Third Quarter (Q3) performance up to May 31, 2025, of the 2024/25 fiscal year.

### **Context**

The Finance Department monitors annual spending by departments throughout the school board and prepares summaries every quarter.

### **Content**

The third quarter report as of May 31, 2025, reflects year-to-date expenditures of \$216.5 million dollars or 81.4% of the budget expenses. A comparison to the prior year at the end of Q3 does not provide valuable information due to one-time retro payments of Bill 124 and Collective Agreement increases that were paid in 2023/24.

Staff are monitoring spend closely due to pressures in some areas. These pressures include Early Childhood Educator (ECE) supply staff and increases in software costs. The Facilities department also sees pressures over the summer months, but was also impacted in 2024/25 with significant snowplough costs due to an unusually high snowfall in the winter.

Overall, the Board is expected not to be in a deficit position for 2024/25.

Appendix A – Board Enrolment Summary  
Appendix B – Revenue Summary  
Appendix C – Quarterly Expense Report  
Appendix D – Interim Financial Report

### **Action (for the Finance and Administration Committee)**

*That the Finance and Administration Committee approves the 2024-2025 third quarter (Q3) report as presented.*

**Board Enrolment Summary**

	2024-25			2023-24
	Revised Estimates	Enrolment used for Budget	Variance	Final Enrolment
<b><u>Elementary</u></b>				
JK / SK	2,210	2,218	(8)	2,241
Grades 1 to 3	3,661	3,663	(2)	3,698
Grades 4 to 8	6,052	6,108	(56)	5,932
Other Pupils	18	24	(6)	23
<b>Total Elementary</b>	<b>11,941</b>	<b>12,013</b>	<b>(72)</b>	<b>11,894</b>
<b><u>Secondary</u></b>				
Day school 9 to 12	5,034	5,035	(1)	5,001
Independent Study	460	460	-	496
Other Pupils	35	22	13	32
<b>Total Secondary</b>	<b>5,529</b>	<b>5,517</b>	<b>12</b>	<b>5,529</b>
<b>Total K to 12 Enrolment</b>	<b>17,470</b>	<b>17,530</b>	<b>(60)</b>	<b>17,423</b>
<b>Adult Ed, Con-ed, High Credits</b>	<b>151</b>	<b>211</b>	<b>(59)</b>	<b>169</b>

Revenue Summary	Revised Estimates 2024/25	Estimates used for 2024/25 Budget	Variance Revised Estimates to Estimates	2023/24 Financial Statements	% Change from Prior Year Actuals
<b>Operating Allocations</b>					
Classroom Staffing Fund	126,895,570	119,427,099	7,468,471		0.0%
Learning Resources Fund	38,952,615	36,820,464	2,132,151		0.0%
Special Education Fund *	35,373,100	33,434,284	1,938,816		0.0%
School Facilities Fund	24,693,550	24,158,717	534,833		0.0%
Student Transportation Fund *	18,744,271	18,682,325	61,946		0.0%
School Board Administration Fund *	6,759,849	6,574,037	185,812		0.0%
Permanent financing for Non-Perm Financed	586,743	586,743	-		0.0%
Temporary Accommodation	179,368	179,368	-		0.0%
<b>Total Allocation for Operating Purposes</b>	<b>252,185,066</b>	<b>239,863,037</b>	<b>12,322,029</b>	<b>242,697,399</b>	<b>3.9%</b>
<b>Other Operating Grants / Revenues</b>					
Trustee Association Fee	-	-	-	41,901	(100.0%)
Deferred Operating Grants from Prior Year	-	-	-	5,114,712	(100.0%)
REP/PPF Grants	2,804,443	2,244,200	560,243	3,591,437	(21.9%)
MGCS - In-Kind Grant - PPE	-	-	-	486,738	(100.0%)
Federal Grants & Fees	696,811	571,347	125,464	601,813	15.8%
Transportation Recovery	1,500,000	1,500,000	-	1,814,328	(17.3%)
Short Term Investments	200,000	200,000	-	761,995	(73.8%)
Secondments & Releases	874,174	855,314	18,860	1,042,277	(16.1%)
Minor Tangible Capital Assets	-	-	-	(1,230,185)	(100.0%)
Other Revenue	1,331,328	1,302,573	28,755	2,284,591	(41.7%)
Bill 124 - 2019/20 to 2022/23	-	-	-	19,610,363	(100.0%)
PVP Accrual	-	-	-	1,832,419	(100.0%)
Forecasted 2024-25 Benchmark Increase Due To Bill	-	6,652,443	(6,652,443)	-	0.0%
	7,406,756	13,325,877	(5,919,121)	35,952,389	(79.4%)
Amortization of Deferred Capital Contributions	12,532,969	11,260,581	1,272,388	11,137,389	12.5%
Grant for Debt Interest	750,746	741,449	9,297	839,566	(10.6%)
Deferred Revenue	1,373,060	-	1,373,060	(7,241,733)	(119.0%)
<b>Sub-total</b>	<b>274,248,597</b>	<b>265,190,944</b>	<b>-</b>	<b>9,057,653</b>	<b>-</b>
Accumulated Surplus	-	-	-	-	0.0%
<b>Total Budget</b>	<b>274,248,597</b>	<b>265,190,944</b>	<b>-</b>	<b>9,057,653</b>	<b>283,385,010</b>
					(3.2%)

\* Restrictions on Funding usage

## Quarterly Expense Report

Expense Category	24/25 Revised		% Expend ed of Buget			Projected Year End		23/24		% Expend ed of Buget			Year to Year change	
	Estimates	24/25 Budget	Committed	Expend	Total			23/24 Budget	Third Quarter					
<b>Instructional</b>														
Classroom Teachers														
Elementary	84,497,339	79,538,982		65,083,108	65,083,108	81.8%	85,261,581	76,229,379	58,257,374	76.4%	(6,825,734)			
Secondary	43,714,501	40,436,326		34,509,364	34,509,364	85.3%	43,375,192	38,976,020	31,648,563	81.2%	(2,860,801)			
Classroom Teachers Supply Staff	6,722,270	5,743,350		5,123,115	5,123,115	89.2%	6,180,972	5,681,466	4,780,345	84.1%	(342,770)			
Teacher Assistants	15,312,792	15,364,775		13,131,737	13,131,737	85.5%	14,599,899	13,430,326	12,462,926	92.8%	(668,811)			
Teacher Assistants Supply Staff	2,484,528	2,571,816		2,036,739	2,036,739	79.2%	2,359,333	1,548,057	1,941,657	125.4%	(95,082)			
Early Childhood Educator	4,969,840	5,105,095		4,359,184	4,359,184	85.4%	4,838,215	4,301,489	3,920,823	91.2%	(438,361)			
Early Childhood Educator Supply Staff	238,646	246,020		281,757	281,757	114.5%	332,720	204,892	585,532	285.8%	303,775			
School Based Technology	184,916	184,916	5,134	149,460	154,594	80.8%	184,916	1,338,558	172,372	12.9%	22,913			
Textbooks, Materials, Supplies & Equipment														
Elementary	5,756,941	4,477,303	460,395	3,199,192	3,659,586	71.5%	5,523,887	4,870,382	2,780,976	57.1%	(418,215)			
Secondary	4,244,991	3,509,916	283,195	2,585,718	2,868,913	73.7%	4,332,111	3,529,853	2,154,820	61.0%	(430,897)			
Professionals, Paraprofessionals & Tech	8,533,779	8,360,176	28,384	6,747,991	6,776,375	80.7%	8,981,888	6,870,661	6,406,282	93.2%	(341,709)			
Library & Guidance	3,358,143	3,351,808		2,739,297	2,739,297	81.7%	3,363,301	3,201,661	2,466,411	77.0%	(272,886)			
Staff Development	1,758,079	1,635,285	332	1,386,578	1,386,910	84.8%	1,540,642	593,414	1,349,255	227.4%	(37,322)			
Department Heads	303,004	303,004		235,643	235,643	77.8%	291,748	271,940	220,984	81.3%	(14,659)			
Coordinators & Consultants	3,862,430	3,669,767		3,039,272	3,039,272	82.8%	3,948,509	5,057,364	2,859,637	56.5%	(179,635)			
Principals and Vice-Principals	10,986,274	10,050,155	39,270	8,412,337	8,451,607	83.7%	10,955,446	10,135,014	8,035,550	79.3%	(376,787)			
School Office - Admin & Supplies	5,887,152	5,797,937		6,363	4,987,088	4,993,451	86.0%	5,699,922	5,329,586	4,756,821	89.3%	(230,267)		
Continuing Education	1,561,648	1,381,431		26,173	741,133	53.6%	1,481,898	1,264,046	568,251	45.0%	(172,882)			
<b>Total Instructional</b>	<b>204,377,273</b>	<b>191,728,062</b>		<b>849,246</b>	<b>158,748,711</b>	<b>82.8%</b>	<b>203,252,182</b>		<b>182,834,108</b>	<b>145,368,581</b>	<b>79.5%</b>	<b>(13,380,131)</b>		
<b>Non- Instructional</b>														
Transportation	20,243,737	20,212,509		18,433,591	18,433,591	91.2%	20,602,792	19,439,102	16,603,598	85.4%	(1,829,993)			
Amortization	13,362,000	12,092,700		10,032,405	10,032,405	83.0%	13,362,000	11,748,510	8,780,779	74.7%	(1,251,626)			
TCA	12,776,400	11,507,700		9,582,300	9,582,300	83.3%	12,776,400	11,117,400	8,338,050	75.0%	(1,244,250)			
ARO	585,600	585,000		450,105	450,105	76.9%	585,600	631,110	442,729	70.2%	(7,376)			
Secondments & Releases	1,014,877	965,680		861,356	861,356	89.2%	1,014,877	981,563	751,081	0.0%	(110,276)			
Long Term Debt Interest	1,337,489	1,328,192		700,319	700,319	52.7%	1,337,489	1,396,384	755,111	54.1%	54,792			
IT	1,044,578	1,011,920	41,339	1,153,170	1,194,509	114.0%	1,261,284	-	846,873	0.0%	(306,297)			
Admin & Governance	6,170,262	5,988,988	47,825	5,207,596	5,255,422	87.0%	6,664,377	6,546,196	4,779,121	73.0%	(428,476)			
Tuition Commissions	109,997	62,719		-	0.0%	109,997	32,767	-	0.0%	-	-			
PPE - In-Kind Expense	-	-		20,780	20,780	0.0%	20,780	-	3,542	0.0%	(17,239)			
Bill 124 Retro - Prior Years	-	-		-	0.0%	438,250			9,438,968	0.0%	9,438,968			
ETFO Remedy	-	-		-	0.0%	-	-		1,299	0.0%	1,299			
Provision for Contingencies	2,520,684	7,727,283		-	0.0%	-	1,130,994	-	0.0%	-	-			
Facilities														
Compensation	15,114,018	15,107,113		10,959,500	10,959,500	72.5%	14,727,573	13,960,473	10,985,578	78.7%	26,078			
Utilities	4,865,810	4,865,810		4,145,930	4,145,930	85.2%	5,216,319	5,095,500	4,226,783	83.0%	80,852			
Maintenance	1,768,400	1,768,400	147,363	1,886,496	2,033,859	106.7%	2,319,897	1,208,000	2,387,089	197.6%	500,593			
Supplies / Equip / Veh	2,567,250	2,567,250	77,160	3,723,021	3,800,181	145.0%	4,058,028	1,568,000	2,141,834	136.6%	(1,581,187)			
Other	485,000	485,000	90,781	624,822	715,603	128.8%	559,405	488,000	537,926	110.2%	(86,897)			
<b>Total Facilities</b>	<b>24,800,478</b>	<b>24,793,573</b>	<b>315,304</b>	<b>21,339,769</b>	<b>21,655,073</b>	<b>86.1%</b>	<b>26,881,222</b>		<b>22,319,973</b>	<b>20,279,209</b>	<b>90.9%</b>	<b>(1,060,560)</b>		
<b>Total Non-Instructional</b>	<b>70,604,102</b>	<b>74,183,564</b>		<b>404,468</b>	<b>57,748,988</b>	<b>77.8%</b>	<b>71,693,068</b>		<b>63,595,489</b>	<b>62,239,580</b>	<b>97.9%</b>	<b>6,320,586</b>		
<b>Total</b>	<b>274,981,375</b>	<b>265,911,626</b>		<b>1,253,715</b>	<b>216,497,699</b>	<b>217,751,414</b>	<b>81.4%</b>	<b>274,945,251</b>		<b>246,429,597</b>	<b>207,608,161</b>	<b>84.2%</b>	<b>(7,059,545)</b>	

**Trillium Lakelands DSB**  
**2024-2025 Second Interim Financial Report**  
**as of the Period Ending May 31, 2025**

**Estimated Financial Position**

(\$Thousands)	Estimates	Revised Estimates	In-Year Change	
			\$	%
<b>Revenue</b>				
Operating Grants	239,863	252,185	12,322	5.1%
Other Grants Revenues	13,326	7,407	(5,919)	(44.4%)
Other	12,002	14,657	2,655	22.1%
<b>Total Revenue</b>	<b>265,191</b>	<b>274,249</b>	<b>9,058</b>	<b>3.4%</b>
<b>Expenditures</b>				
<i>Classroom Instruction</i>				
Teachers	120,278	128,929	8,650	7.2%
Supply Staff	8,561	8,873	312	3.6%
Educational Assistants / ECE's	20,470	19,438	(1,032)	(5.0%)
Classroom Computers	185	185	0	0.0%
Textbooks and Supplies	7,987	9,856	1,869	23.4%
Professionals and Paraprofessionals	8,360	8,982	622	7.4%
Library & Guidance	3,352	3,363	11	0.3%
Staff Development	1,635	1,541	(95)	(5.8%)
Continuing Education	1,381	1,482	100	7.3%
Total Classroom	<b>172,210</b>	<b>182,648</b>	<b>10,438</b>	<b>6.1%</b>
<i>Non-Classroom</i>				
District Principal and Consultants	3,670	3,949	279	7.6%
Principals and Vice-Principals	10,050	10,955	905	9.0%
School Office	5,798	5,700	(98)	(1.7%)
<b>Total Non-Classroom</b>	<b>19,518</b>	<b>20,604</b>	<b>1,086</b>	<b>5.6%</b>
<i>Other</i>				
Board Administration	5,989	6,664	675	11.3%
Information Technology	1,012	1,261	249	24.6%
Transportation	20,213	20,603	390	1.9%
School Operations and Maintenance	24,794	26,881	2,088	8.4%
Amortization & Debt Repayment	13,421	14,699	1,279	9.5%
Secondments & Releases	966	1,015	49	5.1%
Other Non-Operating Expenses	7,790	569	(7,221)	(92.7%)
<b>Total Other</b>	<b>74,184</b>	<b>71,693</b>	<b>(2,490)</b>	<b>(3.4%)</b>
<b>Total Expenditures</b>	<b>265,912</b>	<b>274,945</b>	<b>9,034</b>	<b>3.4%</b>
<b>In-Year Surplus (Deficit)</b>	<b>(721)</b>	<b>(697)</b>	<b>0</b>	<b>0.0%</b>
Prior Year Accumulated Surplus (Deficit)	24,942	24,942	0	0.0%
<b>Accumulated Surplus (Deficit)</b>	<b>24,221</b>	<b>24,245</b>	<b>0</b>	<b>0.0%</b>

*Note: Forecast based on year-to-date actuals for the month ended*

*Note: Numbers may not add due to rounded display*

## ***Copy of Report to Finance and Administration Committee***

---

**Date:** September 17, 2025  
**To:** Finance and Administration Committee Members  
**Origin:** Daniel Whalen, Senior Manager of Facility Services  
**Subject:** Summer Renewal Projects

---

### **Purpose**

To provide the Committee with an update on summer renewal projects from the summer of 2024.

### **Context**

Each summer, the Facility Services Department carries out renewal projects at schools across the Board. Empty schools and classrooms allow staff and contractors to work on larger-scale projects that would otherwise impact school operations if carried out during the school year.

### **Content**

This summer, the following projects were carried out across the Board:

- Site Improvements - 2 location - \$1,400,000
- Kitchen Refurbishment/alterations - 2 locations - \$300,000
- HVAC Projects - 5 locations - \$1,400,000
- Door and Entrance Replacements - 5 locations - \$5,400,000
- Window Replacements - 1 location - \$575,000
- Entry System Additions - 9 locations - \$130,000
- PA System Upgrades - 2 locations - \$35,000
- LED lighting including ceiling replacements - 6 locations - \$2,000,000
- Plumbing Upgrades - 1 location - \$270,000
- Gym Floor Painting - 4 locations - \$50,000
- Washrooms - 6 locations with 9 washrooms - \$1,050,000
- Painting - 30 locations - \$350,000
- Window Treatments - 10 locations - \$140,000
- Main Office Renovation - \$90,000
- Asphalt Paving - 5 Locations - \$40,000
- Portable Renewals - 2 locations (3 Units) - \$200,000

All projects are complete (reached completion with only minor deficiencies remaining) with the exception of the portable renewals which will be completed by mid September.

## ***Copy of Report to Finance and Administration Committee***

**Date:** September 17, 2025  
**To:** Finance and Administration Committee Members  
**Origin:** Daniel Whalen, Senior Manager of Facility Services  
**Subject:** Capital Priority Projects

---

### **Purpose**

To provide the Committee with an update regarding capital priority projects for 2025/26 school year.

### **Context**

On May 23, 2025, the Ministry of Education released memo 2025:B3 which noted that information regarding the 2025-26 Capital Priorities Program was forthcoming. On September 8, 2025, the Ministry launched the program.

### **Content**

The Ministry announced that in 2025-2026, the capital funding will build on the momentum of the two previous years of investments in education, totalling \$2.6 billion. The deadline for submission is October 8, 2025.

Submitted detailed project proposals are to address current accommodation needs related to:

- Accommodation pressures
- School consolidations
- Facility conditions
- Access to French Language schools

School Boards must submit detailed project submissions to address the accommodation needs. These projects are to be 'shovel ready' which means the submission is expected to include site identification, design plans, detailed cost estimates, timelines for key project milestones and schematic designs.

TLDSB does not have any projects that are considered 'shovel ready' at this time. Unfortunately, to have these types of projects ready for submission, there is a significant outlay of time and money.

Staff have been doing some preliminary site identifications for new builds in the City of Kawartha Lakes.

## ***Copy of Report to Finance and Administration Committee***

**Date:** September 17, 2025  
**To:** Finance and Administration Committee Members  
**Origin:** Patricia Hayward, Transportation Supervisor  
**Subject:** 2024/2025 Transportation Summary

---

### **Purpose**

To provide the Committee with a summary overview of the Board's transportation operations, as well as actions taken in the system during the year focusing on efficiency and safety.

### **Content**

- In 2024-2025, Transportation Services had an operational budget of approximately \$20,232,000 with recoveries from our partner boards of approximately \$2,038,000.
- The Board contracted 285 vehicles to operate 656 morning and afternoon runs across the district; an area that encompasses more than 11,500 square km.
- Over 11,800 eligible students were transported just under 36,000 km each day. This is equivalent to travelling around Pluto five times daily.
- From September 1, 2024 to August 31, 2025 all operators were in established contracts. One operator was not offered an extension beyond August 31, 2025 due to ongoing, unresolved performance issues. The routes were competitively procured under a Request for Quote (RFQ) process with the successful operator taking over the routes September 1, 2025.
- The Board continues to be affected by the province-wide bus driver shortage with operations being more adversely affected because routes could not be covered by spare drivers, B-licensed office staff or mechanics. Routes were doubled causing delays, some of an hour or more, for students arriving at school in the morning or leaving school at the end of the day. About 24% of all reported service delays in 2024-2025 were due to driver shortages which is an increase of 6% from the previous school year.
- Shared service agreements with Peterborough Victoria Northumberland Clarington Catholic DSB and Simcoe Muskoka Catholic DSB remain in place.
- Ride times are minimized whenever possible; the average ride for TLDSB students in 2024-2025 was 23 minutes. Over 98% of all transported TLDSB students continue to have a ride time of 60 minutes or less with fewer than 2% of transported TLDSB students riding over 60 minutes. Over 70% of students ride 30 minutes or less.
- The average distance TLDSB elementary students walked to a bus stop in 2024-2025 was 220 meters, down from the previous year and much less than the TLDSB elementary walk to a bus stop distance of 800 metres. Secondary students, with a walk to bus stop distance of 1.6 km in policy, on average, walked less than 400 meters to their assigned bus stop.
- There were 19 minor collisions, and one more serious collision recorded in the district during the school year.
- Transportation Services staff annually field hundreds of parent calls, in addition to calls from school staff, school bus operators and the general public. In 2024-2025, over 85% of parent calls received were returned within Trillium Lakelands District School Board Finance and Administration Committee Report – September 17, 2025

- 24 hours. Of the calls received by Transportation Services staff, under 4 % of the calls could not be resolved satisfactorily and the caller had to be transferred to a manager for assistance in resolving the issue.
- 2024-2025 was the first year of a partnership with the City of Kawartha Lakes, Kawartha Lakes Bus Lines and OPP in CKL to purchase two school bus stop arm camera systems. They were deployed in CKL under a pilot project. The cameras are expected to enhance traffic enforcement options and the ability for police services to lay appropriate charges and to improve police ability to obtain a conviction. A key factor in the first year of this project is to educate school bus drivers and operators of the requirements to be met for police to lay a charge and successfully prosecute the charge in court. OPP have been providing that feedback to the operator and drivers participating in the project. The same information was shared with all operators for the 2025-2026 school year, so the reporting of drivers illegally passing the school bus are as accurate as possible especially if being reported to the police. In the first year of the project no charges were laid. The project is expected to continue running in the 2025-2026 school year.
- The average on-time service rate for the fleet in 2024-2025 was 98%.
- Transportation Services continued to offer school bus safety programming for elementary students which is delivered by in-person assembly style by an outside company, with age-appropriate content and delivery. TLDSB teachers gave the program an 84.5% approval rating following the presentations. The three most reported behaviour concerns on school vehicles continue to be not respecting or abiding by the driver's instructions, disrespect or harassment of fellow passengers, leaving seats while the bus is in motion and standing while the bus is in motion; however, there was a slight downward trend in the number of incidents in 2024-2025.
- During the winter of 2025, all areas of the Board experienced unprecedented winter storms and road conditions causing cancellations and school closures. The Board was broken into five weather zones to minimize the number of system wide cancellations especially when the weather system was not affecting all areas of a geographical region. Although the number of inclement weather days was higher than usual, the number was comparable to surrounding boards cancellation days. Transportation Services continues to work with the bus operators to minimize cancellations and to lessen the impact of full system closures by balancing safety and student learning loss.
- Electronic sharing of information continued in 2024-2025 with the implementation of a module allowing school staff and operators to submit requests directly through the BusPlanner software for Transportation Services staff to more efficiently process. This includes the ability for parents to access the parent portal to Opt-Out of transportation service for the 2025-2026 school year as required by the Ministry.

# Trillium Lakelands District School Board Audit Committee Administrative Report

**Date:** September 17, 2025  
**To:** Board of Trustees  
**Origin:** Trustee Louise Clodd / Superintendent Nicole Britton  
**Subject:** Audit Committee Meeting – September 17, 2025  
**Reference:** Regular Meeting of the Board – September 23, 2025

---

## Purpose

To provide Trustees with a summary of the September 17, 2025, Audit Committee meeting.

## Context

Under Ontario Regulation 361/10 every school board is legislated to have an Audit Committee comprised of Trustees, Internal and External Auditors, and term-appointed community members. This committee is required to meet three times each school year - September, November and May and the term of the Committee is four years. Trustees Clodd (Committee Chair), Reain, and Wilcox serve as the Trustee members on the TLDSB Audit Committee.

## Content

The Committee meeting was held in person at LEC on Wednesday, September 17, 2025 at 2:30 p.m.

Informational reports were presented to the Committee regarding the following matters:

- 2025 to 2027 Work Plan by the Regional Internal Audit Team (RIAT)
- September 2025 Update from the External Auditors

The Committee passed a resolution to approve the 2025 to 2027 RIAT Work Plan and approve the Audit Committee's Annual Report.

## Action

Recommendation 1: That Trustees receive the Audit Committee's Annual Report approved by the Committee on September 17, 2025, with direction for staff to submit the report to the Ministry of Education to meet annual reporting requirements.

Recommendation 2: That Trustees receive the report related to the September 17, 2025 Audit Committee Meeting.

## Copy of Report to the Audit Committee

### Trillium Lakelands District School Board

**TO:** The Chairperson and Members of the TLDSB Audit Committee  
**FROM:** Regional Internal Audit Manager  
**DATE:** September 17, 2025  
**SUBJECT:** Internal Audit Update

---

## 1. Purpose

This report provides information on work that the Regional Internal Audit Team (RIAT) has undertaken since the last update on May 13, 2025.

## 2. Content

### 2.1 Regional Internal Audit Plan Status 2024-2025

Audit Entities	Objective and scope	Timelines	Status
Risk Management/ Strategic Planning	<p><b><u>TLD 24-1 Risk Prioritization and Department Level Evaluation</u></b></p> <p>Description:</p> <p>The objective of the project is to develop an assessment of board and department level risks, linked to the audit universe, which contributes to the achievement of the strategic or operational objectives of the school board.</p>	Spring 2025	Completed and Presented on May 13, 2025.
Business Controls Management /Recruitment and Retention /Financial Management	<p><b><u>TLD 24-2 HR Audit Follow-up Assessment</u></b></p> <p>Description:</p> <p>The objective of the audit was to provide management with a fair, independent, and objective assessment of the implementation status of the Human Resource Services Audit recommendations conducted by Deloitte in 2021/2022.</p>	Spring/Summer 2025	Completed. Please see Appendix A.
Ad Hoc needs/ Consulting support	<p><b><u>Financial Audit Training</u></b></p> <p>Description:</p> <p>The regional internal audit team provided a presentation to members of the TLDSB Financial Services Team at the Lindsay Education Centre. The presentation included the basic concepts, phases and importance of a financial statement audit. The training helped support the professional development of the team and the financial statement audit process of the board.</p>	Fall 2024	Complete

## **2.2 Proposed Regional Internal Audit Plan 2025-2027**

The Risk-Based Audit Plan for the multi-year period 2025-2027 is attached as *Appendix B*.

The RBAP process will further emphasize internal audits that provide the most value and address major risks and audit coverage across the organization

## **3. Recommendation**

1. That the Audit Committee approve the Proposed Regional Internal Audit Plan 2025-2027 as presented in Appendix B.
2. That the Audit Committee receive the Internal Audit update, dated September 17, 2025, for information.

Respectfully Submitted by: Jeff Henderson, Regional Internal Audit Manager



**INTERNAL  
AUDIT TEAM**  
**Barrie Region**

## Risk Based Audit Plan (RBAP)

ANNUAL AND MULTI-YEAR INTERNAL AUDIT PLAN 2025-2027

TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD

Submitted by:

Jeff Henderson  
Regional Internal Audit Manager

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## 1. Purpose

This Risk-Based Audit Plan (RBAP, also referred to as the Plan) was developed by the Barrie Regional Internal Audit Team (RIAT), in collaboration with TLDSB for the 2025-2026 to 2026-2027 fiscal years to provide a roadmap of audit work planned during this period. The two-year plan is updated annually to reflect emerging risks and changing school board priorities. Considering the level of priority given to the various risks in the current fiscal year, items from the previous year's plan could be removed, postponed or substituted to accommodate audit work that provides more value to the school board.

This plan includes details on the development approach and the DSBs management strategies, themes and processes that have been selected for conducting internal audit engagements over the next two years. The Plan is developed in accordance with Ontario Regulation 361/10 Division 9 (3) and the Internal Audit Mandate as well as the Institute of Internal Auditors' International Professional Practice Framework (IPPF). The Plan and any major adjustments should be reviewed by the Audit Committee and recommended for approval by resolution of the Board.

## 2. RBAP Development Process

Each year, the RIAT, with the support of management, prepares an annual update of the two-year risk-based plan, which sets out priorities for internal audit. The list of engagements in [Appendix B](#) will stem from the identification of key risks that could potentially prevent the Board from achieving its strategic and operational objectives. This planning process ensures that internal audit activities are timely and provide the highest possible value to committee members and school board management. To do this, the Plan must be aligned with the board's assessment of risks, its needs, challenges and operating environment.

The risk-based planning process leverages a risk assessment in relation to the school board's key business processes illustrated in [Appendix A](#). The set of processes or areas identified in this document constitutes the universe of auditable entities (or school board audit universe), which contribute to the achievement of the strategic or operational objectives of the school board. During our annual update, these processes are subject to an evaluation exercise to determine if risks within these entities are deemed priorities (based on the value added from performing an engagement), which in turn helps to identify audit projects for the coming years.

The risk prioritization exercise is to be conducted with managers and executives representing key business areas of the school board. The objective is to obtain opinions and assessments on risks, proposed audit projects, current and future challenges as well as any upcoming major projects or system implementations. The RIAT recommends that school board RBAPs be aligned with the results of school boards' future application of a strategic risk management framework (methodology). At TLDSB results from the operationalized risk assessment will be considered and the Audit Universe will be updated to align with the board's risk management framework, including the wording of its business processes, the completed inventory of risks and the assessments of priorities and rankings.

Additional criteria are factored by RIAT in selecting specific audit projects detailed in [Appendix B](#) and proposed in this two-year plan, including:

- The scope and results of previous audits;

- Possible incidents, frauds and/or lack of internal controls;
- Management priorities and/or requests;
- Sources of external assurance expected during the period other than internal audit (e.g. external auditors, Auditor General of Ontario, MOE reviews, Ombudsman, etc.);
- Topics of common interest that have been prioritized by multiple school boards in the region;
- Reduction in areas targeted by successive audits;
- Opportunities for improvement as well as legal/regulatory or other obligations;
- Resources available to the Regional Internal Audit team; and
- The capacity of the school board and the impacts on business areas taken in a multi-year context.

The RBAP focuses on projects planned for the next two years, as projects for future years will be reassessed annually to reflect changes in school board priorities. The following diagram summarizes the key steps in the RBAP development process.



The results, at the time of the development of the Plan, are presented on the following pages and detailed in the appendices.

The objectives of the Plan are to:

- Identify internal audit priorities, to ensure that they align with the goals of the school board and are consistent with the approved internal audit mandate;
- Determine internal audit priorities based on an assessment of risks that may impact the school board;
- Establish the audit program and schedule necessary to provide the Audit Committee with the necessary information to properly advise the Board on the control, risk management and governance processes;
- Share and coordinate activities with other relevant internal and external insurance service providers to ensure adequate coverage and minimize duplication of effort; and
- Present the Plan and internal audit resource requirements to the Audit Committee and the Board for review and approval, respectively.

### 3. Planning Outcome

#### a. Internal Audit

The Mandate of the internal audit function is to provide independent and objective assurance and consulting services designed to add value and improve the operations of the school board. It helps the board achieve its goals by providing a disciplined and systematic approach to evaluating and improving effectiveness of:

- Control processes, systems and practices;
- Risk management processes and practices; and
- Governance processes.

The scope of the regional internal audit function's work is to determine whether the internal control, risk management and governance processes, as designed and implemented by management, are adequate and operate in a manner that ensures that:

- Risks are properly identified and managed;
- There is interaction with various governance groups as required;
- There is sufficient, accurate, reliable and timely financial and operational information;
- Activities are carried out and actions are taken in accordance with applicable policies, standards, procedures, laws and regulations;
- Resources are acquired economically, used efficiently and adequately protected;
- Programs, plans and objectives are achieved;
- Quality and continuous improvement be promoted in the school board's monitoring process;
- Significant legislative or regulatory issues affecting the school board be duly recognized and addressed; and
- Where opportunities to improve control, risk management and governance processes are identified during audits, they will be communicated to the appropriate level of management.

[Appendix B](#) lists the internal audit projects identified as priorities for the next two years. The objective and preliminary scope of each project and the estimated timelines are subject to change.

##### i. Horizontal Audit

The RIAT may conduct horizontal audit projects across member boards of the Barrie Region to take advantage of economies of scale resulting from centralized knowledge and expertise, minimizing the engagement cost and length per board.

##### ii. Continuous Monitoring

The RIAT may have the opportunity to provide ongoing internal audit capacity associated with the increased use of computer-assisted audit techniques, and to support its current assurance delivery and support for the responsibilities of the school board administration (towards financial oversight, internal control and compliance with requirements from various sources).

In addition to providing reasonable assurance on the control of operations based on the individualized needs of Barrie Region school boards, such ongoing audit projects would help proactively identify risk areas and potential control deficiencies within the school board, help management improve controls and manage risks, and identify opportunities for value for money.

Ongoing audit work would be conducted in accordance with IPPF, using a structured approach, and targeting audit projects included in the Plan. Each ongoing audit project would provide reasonable assurance on an ongoing basis that the processes audited have adequate and sufficient key controls. The outcome of this work would be reported annually on the various processes reviewed.

### b. Other Advisory Services

In addition to conducting audit engagements, the RIAT provides independent advisory services when requested by management. For example, these services may include participating in or coordinating special projects, researching and analyzing information or options considered, advising on new processes, sharing information on topics and trends common to school boards, providing training to various audiences, or presentations on topics of interest.

### c. Sources of External Assurance

#### i. Financial Results

The Ontario Ministry of Education requests that financial statements be submitted in November for the school year ending August 31. The audit of the consolidated financial statements of the school board for the fiscal year ending August 31, 2025 will take place during the year 2025-2026 and will be conducted by BDO Canada LLP.

The RIAT may occasionally be called upon to support the external auditor in their annual audit of the financial statements by providing information, conducting certain audit procedures, or coordinating reviews in certain areas where work may intersect.

#### ii. Central Agencies and Expert Services

The Board may from time to time be subject to audits, examinations or inspections and investigations imposed on it by central agencies and authorities.

When these projects are planned, the nature and extent of these projects are considered by the RIAT during the annual planning exercise, but also throughout the year and where appropriate, the Plan is modified to reflect the impact of this work, with the goal of reducing duplication of audited topics and duplication of effort.

To date, no such project has been brought to the attention of the RIAT for the year 2025-2026.

### d. Follow-up on Previous Audit Recommendations

In accordance with the International Standards for the Professional Practice of Internal Auditing, RIAT *"must establish a follow-up process to monitor and ensure that management actions have been effectively implemented or that senior management has accepted the risk of not taking action"*. In addition, when the RIAM *"concludes that management has accepted a level of risk that may be*

*unacceptable to the organization, he or she should discuss the matter with senior management and if the issue has not been resolved, he or she should refer the matter to the Board."*

The RIAT follow-up process is carried out in two steps:

1. Self-assessment of the implementation of recommendations by members of management responsible for implementing the action plan of previous audits; and,
2. Validation activities including interviews, review of supporting evidence, and risk-based analysis or testing to assess the sufficiency of the measures deployed in relation to the significance of the risks concerned.

Management and the RIAT may choose to report to the Audit Committee periodically on the status of its implementation of the action plans, other than at the time of RIAT follow-up reports.

#### **e. Barrie RIAT Financial Resources and use of Third Parties**

The operating budget for the Barrie RIAT to provide services for all nine school boards is prescribed according to the formula of the Ontario Ministry of Education Core Education Funding and is equivalent to approximately \$970,000 for the year 2025-2026. Of this amount, \$150,000 is earmarked for third party consultants/contractors to assist with audit projects or to provide expertise that is not feasible to maintain through full-time staffing.

Based on the annual budget, an estimate of the total available resource capacity was determined and allocated to planned activities for the Barrie Region's 9 school boards using measures based on risk profiles, our assessment of priorities and regular meetings with management.

## Appendix A – Audit Universe

Auditable Entities		
Board Wide Entity		
Strategic Planning	Monitoring and Reporting	Risk Management
Governance		Stakeholder Management
Instruction and Schools		
Enrolment and Attendance	Program Delivery	Student Equity, Inclusiveness and Well-Being
Business Services		
Financial Management	Business Controls Management	Transportation
Human Resources		
Attendance Management	Recruitment and Retention	Staff Equity, Inclusiveness and Well-Being
Information Technology		
Information Management	IT Infrastructure	IT Security
Facilities		
Facility Forecasting	Facility Management and Maintenance	Construction and Capital

## Appendix B – Proposed Internal Audit Plan 2025-2027

2025-2026		A = Assurance/Compliance C = Consulting/Advisory F= follow-up	
Type	Audit Entities	Objective and scope	Timelines
C	Strategic Planning/ Recruitment and Retention/Financial Management	<p><u>School Board Administrative Fund: Resource Allocation – Multi-Regional Analysis</u></p> <p>Description:</p> <p>This project includes an analysis of corporate staffing using provincial data and gathered structure/context across comparator school boards (multi-region approach).</p> <p>The objective of this audit engagement is to conduct a staffing benchmarking review for board-based staff funded through the School Board Administration Fund under provincial Core Education Funding. This exercise will evaluate and compare staffing levels, organizational structures, and key staffing metrics across boards to identify trends, variances, and opportunities for operational efficiencies and alignment with sector best practices. The review will include all school boards within the Barrie Region and most boards within the Ontario East Region, providing sufficient coverage for meaningful and comparable analysis.</p>	Fall/Winter 2025
A	Enrolment and Attendance/Financial Management	<p><u>Continuing Education Program Review</u></p> <p>Description:</p> <p>The objective of the review is to provide management with a fair, independent, and objective assessment of the compliance with internal and external policies and procedures relevant to the continuing education program. In addition to an evaluation of the effectiveness and efficiency of program delivery and the identification of risks and opportunities.</p>	Winter 2026
C	Ad hoc needs	<p><u>Consulting support</u></p> <p>Depending on ad hoc needs (Support related to International Student Report review with new process owners, etc.)</p>	Ad Hoc
F	Various services	<p><u>Follow-ups (previous audits)</u></p> <p>Follow-up on the implementation of planned action plans in response to recommendations from previous audits conducted by RIAT according to established timelines.</p>	Ad Hoc

2026-2027		A = Assurance/Compliance C = Consulting/Advisory F= follow-up	
Type	Audit Entity	Objective and scope	Timelines
A	Student Equity, Inclusiveness and Well-Being	<p><u>Special Education – Implementation of Safety Plan</u></p> <p>Description:</p> <p>The objective of this review is to assess the adequacy of processes for developing, reviewing, and discontinuing Student Safety Plans for exceptional students, and to determine whether these processes comply with ministry guidelines and any identified best practices.</p>	Fall 2026 Winter 2027
F	Construction and Capital/ Business Controls Management	<p><u>Prompt Payment (Construction Act) Audit Follow-up Assessment</u></p> <p>Description:</p> <p>The objective of the audit is to provide management with a fair, independent, and objective assessment of the implementation status of the Prompt Payment – Construction Act Audit recommendations conducted by RIAT in 2022/2023.</p>	Winter/ Spring 2027
C	Ad hoc needs	<p><u>Consulting support</u></p> <p>Depending on ad hoc needs (for example, refresher session).</p>	Ad Hoc
F	Various services	<p><u>Follow-ups (previous audits)</u></p> <p>Follow-up on the implementation of planned action plans in response to recommendations from previous audits conducted by RIAT, according to established timelines.</p>	Ad Hoc

## Audit Committee Self-Assessment

The following questionnaire will assist in the self-assessment of the audit committee's (AC) performance. The questionnaire should take less than 30 minutes to complete. When completing the performance evaluation, you may wish to consider the following process:

- Select a coordinator (perhaps the chair of the AC) and establish a timeline for the process.
- You may consider asking individuals who interact with the audit committee members (Regional Internal Audit Manager, Chair of the Board of Trustees, etc.) to also complete the assessment.
- Ask each audit committee member to complete an evaluation by selecting the appropriate response below.
- Consolidate the results into a summarized document for discussion and review by the committee.

If the answer is "Yes" for some criteria and "No" for others, check the box "No" and include comments for those criteria that were not met below each category.

1. COMPOSITION	Yes	No
<ul style="list-style-type: none"> <li>• Has appropriately qualified members</li> <li>• Has appropriate sector knowledge and diversity of experiences and backgrounds</li> <li>• Demonstrates integrity, credibility, trustworthiness, active participation, an ability to handle conflict constructively, strong interpersonal skills, and the willingness to address issues proactively</li> <li>• Meets all applicable independence and conflict of interest requirements</li> <li>• Participates in continuing education programs for existing members and/or orientation programs for new members</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>      		

2. PROCESSES AND PROCEDURES	Yes	No
Meetings contain the following: <ul style="list-style-type: none"> <li>• Adequate minutes and report of proceedings to the Board of Trustees</li> <li>• Quorum</li> <li>• Well prepared members</li> <li>• Conducted effectively, with sufficient time spent on significant or emerging issues</li> <li>• Respect the line between oversight and management</li> <li>• Separate (in camera) sessions with management, internal and external auditors as required</li> <li>• Recommendations for the Board of Trustees to adopt and/or approve</li> <li>• Feedback to the Board of Trustees regarding their interactions with senior management, internal audit and external audit</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
Meetings are appropriately planned/coordinated due to the following: <ul style="list-style-type: none"> <li>• Preparation of an annual calendar to guide meeting discussions</li> <li>• Agenda and related materials are circulated in advance of meetings</li> <li>• Held with enough frequency to fulfill the audit committee's duties</li> <li>• Encouragement from the audit committee chair for agenda items from board members, management, the internal auditors, and the external auditors</li> <li>• Written materials provided to/and from the audit committee are relevant and concise</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
An annual self-assessment is conducted and presented to the Board of Trustees	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>      		

3. UNDERSTANDING OF THE BOARD, INCLUDING RISKS	Yes	No
<ul style="list-style-type: none"> <li>Has general knowledge about operating risks and risk appetite of the Board of Trustees (e.g. Regulatory requirements, Ministry of Education compliance rules, financing and liquidity needs, school board's reputation, senior management's capabilities, fraud control, school board pressures such as "tone at the top")</li> <li>Reviews the process implemented by management to effectively identify and assess significant risks, and assessed the steps taken to control such risks</li> <li>Reviews the Regional Internal Audit Team's risk assessment and understands the identified risks</li> <li>Considers the school board's performance versus that of comparable school boards in a manner that enhances risk oversight (particularly where significant differences are noted)</li> <li>Takes appropriate action (such as requesting and overseeing special investigations) where information was received that would lead you to believe that a fraudulent or unusual activity has taken place</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>		
4. OVERSIGHT OF FINANCIAL REPORTING PROCESS, INCLUDING INTERNAL CONTROLS	Yes	No
<p>Reviews the financial statements for the following:</p> <ul style="list-style-type: none"> <li>Completeness and accuracy</li> <li>Significant accounting policies followed by the board</li> <li>Quality, appropriateness and transparency of note disclosures</li> <li>Identification of related-party transactions</li> <li>Adjustments to the statements that resulted from the external audit</li> <li>Recommendation to the Board of Trustees for their approval</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Is consulted when management is seeking a second opinion or disagrees with the external auditor on an accounting or auditing matter. In the case of a disagreement, the audit committee leads the parties toward resolution</li> <li>Receives sufficient information to assess and understand management's process for evaluating the school board's system of internal controls (environment, risk assessment, information system, control activities, monitoring)</li> <li>Receives sufficient information to understand the internal control testing conducted by the internal auditors and the external auditors to assess the process for detecting internal control issues or fraud. Any significant deficiencies or material weaknesses that are identified are addressed, reviewed, and monitored by the audit committee</li> <li>Recommends to the Board of Trustees that management takes action to achieve resolution when there are repeat comments from auditors, particularly those related to internal controls</li> <li>Makes inquiries of the external auditors, internal auditors, and management on the depth of experience and sufficiency of the school board's accounting and finance staff</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>		

5. OVERSIGHT OF INTERNAL AUDIT AND EXTERNAL AUDIT FUNCTIONS:	Yes	No
Understands the coordination of work between the external and internal auditors and clearly articulates its expectations of each.	<input type="checkbox"/>	<input type="checkbox"/>
<b>INTERNAL AUDIT:</b>		
<ul style="list-style-type: none"> <li>Reviews the annual and multi-year internal audit plans and makes recommendations for adjustments when appropriate</li> <li>Regularly reviews the internal audit function (e.g. independence, the mandate, activities, structure, budget, compliance with IIA standards and staffing)</li> <li>The internal audit reporting lines established with the audit committee promote an atmosphere where significant issues that might involve management will be brought to the attention of the audit committee</li> <li>Ensures that there are no unjustified restrictions or limitations on the scope of any internal audit</li> <li>Reviews significant internal audit findings, management's action plans to address these findings and the status of action plans presented in earlier meetings</li> </ul>		
<b>Comments:</b>		
<b>EXTERNAL AUDIT:</b>		
<ul style="list-style-type: none"> <li>Reviews the annual external audit plan and provides recommendations, as necessary</li> <li>Oversees the role of the external auditors from selection to termination and has an effective process to evaluate their independence, qualifications and performance</li> <li>Reviews management's representation letters to the external auditors, including making inquiries about any difficulties in obtaining them</li> <li>Reviews significant external audit findings, management's action plans and the status of action plans presented in earlier meetings</li> <li>Reviews and makes recommendations to the board on the audit fees paid to the external auditors</li> <li>Reviews other professional services that relate to financial reporting (e.g., consulting, legal, and tax strategy services) provided by outside consultants</li> <li>Recommends to the Board of Trustees and oversees a policy regarding the permissible (audit and non-audit) services that the external auditors may perform and considers the scope of the non-audit services provided</li> </ul>		
<b>Comments:</b>		
6. ETHICS, COMPLIANCE & MONITORING	Yes	No
<ul style="list-style-type: none"> <li>Reviews the school board's system for monitoring compliance and reviews any action taken by the board to address non-compliance (compliance with regulatory agencies, Ministry of Education, etc.)</li> <li>Performs an adequate review of any findings of examinations by regulatory agencies or the Ministry of Education</li> <li>Reviews management's procedures for enforcing the school board's code of conduct</li> <li>Oversees the school board's whistleblower process and understands the procedures to prohibit retaliation against whistleblowers</li> <li>Receives sufficient funding to fulfill its objectives and engage external parties for matters requiring external expertise</li> </ul>		
<b>Comments:</b>		

## ***Copy of Report to the Audit Committee***

**Date:** September 17, 2025  
**To:** Audit Committee Members  
**Origin:** Superintendent of Business  
**Subject:** Annual Audit Committee Report

---

### **Purpose**

To present the annual report on the TLDSB Audit committee activities.

### **Content**

#### Committee Summary

The TLDSB audit committee is comprised of 5 members – three trustees and two community members. Meetings are held three times a year – in September, November and May. There is the ability to hold a meeting between November and May, if needed. In 2024/2025 meetings were held in a blended format allowing members to join remotely through Google Meet or in person at an education centre.

#### Audit Committee Membership and Attendance

The current members are as follows:

- Louise Clodd – Chair
- Bruce Reain – Trustee
- Colleen Wilcox – Trustee
- Brenda Gefucia – Community Member
- Cristine Prattas – Community Member

Both the external and internal audit staff are also part of the Committee.

One Community Member was recruited between the November and May meetings during this year. All members attended all meetings throughout the year and are independent in accordance with Provision 3.(1) and 3.(2) of the Ministry regulations; with the exception of the new member, who attended only the May meeting.

#### External Auditors

The external auditors, BDO Dunwoody LLP (now MNP), presented the scope and extent of their work to the Committee for approval. The Committee reviewed all audit documents and passed a motion of approval at the November 12, 2024 Audit Committee meeting.

The external auditors confirmed their independence in a letter provided to the Board, dated September 18, 2024.

### Regional Internal Audit Team (RIAT)

The RIAT set forth 2 projects for the year at the September 2024 Audit Committee meeting – Risk Prioritization and Department Level Evaluation and HR Audit Follow-up Audit. RIAT also provided professional development training to the finance department with an inhouse presentation about audit concepts, phrases and the important of financial statement auditing.

### Committee Summary of Work

- Receive RIAT audit update reports regularly throughout the year
- Reviewed the financial statements and received a report from the external auditors about the statements
- Approved the approach and scope of the audit work to be undertaken by the auditors (both internal and external)
- Received assurance from the auditors regarding their independence
- Performed a self-assessment as per the Ministry template

### ***Action (For the Audit Committee)***

*That the Audit Committee's audit report dated September 17, 2025, be received by the Board as approved and be submitted to the Ministry of Education to meet annual reporting requirements.*

# Trillium Lakelands District School Board Administrative Report

**Date:** September 17, 2025  
**To:** Board of Trustees  
**Origin:** Chair Wilcox  
**Subject:** Recommendations for Trustee Membership on Committees  
**Reference:** Board Meeting – September 23, 2025

---

## Purpose

To present the proposed Committee Membership for Trustees serving on Board Committees for 2025-2026.

## Context

As part of the Governance Role of the Trustee, TLDSB Trustees participate in Statutory, Standing, Advisory, and Ad Hoc Committees of the Board. Each committee's purpose, membership, meeting frequency, and term are defined in the *TLDSB By-law 15: Board Committees*.

Determination of which Committees Trustees will serve on throughout their term is considered based on interest in participation as expressed by individual Trustees, the time commitment required for each Committee, and ensuring Trustees have the opportunity to participate in a variety of committees.

TLDSB Standing, Statutory and Advisory Board Committees are permanent committees as outlined in the TLDSB By-laws. Most Committees have new Trustee member(s) appointed each school year, with the exception of SEAC and the Audit Committee each of which have four-year terms.

Ad Hoc Board Committees are Committees that are struck for a special purpose or to complete a particular task, and then are disbanded when they have served the function for which they were created.

Per By-law 15.2, Trustees were provided with an overview of all committees, inclusive of the committee description, meeting frequency, and number of Trustees who sit on each Committee at the August 26, 2025 Meeting of the Board and shared their expression of interest for participation in Committees with Chairs Council.

## Content

At the September 16, 2025 Chairs Council Meeting, Chairs Council members reviewed the Trustee expressions of interest for Committee Membership and recommended membership as follows:

2025-2026 Advisory Committees (1 year term)		
<b>Indigenous Education Advisory Committee (IEAC)</b>	Area Trustee: Louise Clodd	Trustee Esther Childs
<b>Equity Task Force</b>	Trustee Heather Bradley	Trustee Judy Saunders
<b>G7 Student Senate</b>	Trustee Deb McInerney	
2025-2026 Statutory Committees (1 year term unless otherwise specified)		
<b>District School Council- Parent Involvement Committee (DSC-PIC)</b>	Trustee Louise Clodd	(Alt.) Trustee Colleen Wilcox
<b>Supervised Alternative Learning (SAL)</b>	Trustee Deb McInerney	(Alt.) Trustee Bruce Reain
<b>Special Education Advisory Committee (SEAC)*</b> *(4-year term, membership determined after 2022 election)	Trustee Bruce Reain (Alt) Trustee Judy Saunders	Trustee Deb McInerney
<b>Audit Committee*</b> *(4-year term, membership determined after 2022 election)	Trustee Bruce Reain Trustee Colleen Wilcox	Trustee Louise Clodd (Alt) Trustee Deb McInerney
2025-2026 Standing Committees (1 year term)		
<b>Finance and Administration Committee</b>	Trustee Louise Clodd	Trustee Esther Childs
	Trustee Tim McAlpine	Trustee Bruce Reain
	Trustee Judy Saunders	
<b>Governance and Policy Committee</b>	Trustee Judy Saunders	Trustee Deb McInerney
	Trustee Louise Clodd	Trustee Heather Bradley
	Trustee Esther Childs	
<b>Program and Planning Committee</b>	Trustee Colleen Wilcox	Trustee Heather Bradley
	Trustee Bruce Reain	Trustee Gary Brohman
	Trustee Tim McAlpine	
2025-2026 Ad Hoc Committees (until mandate complete; maximum 1 year term; pending approval for Ad Hoc establishment)		
Staff Recognition	Trustee Gary Brohman	
School Year Calendar	Trustee Gary Brohman	Trustee Tim McAlpine
Outdoor Education	Trustee Heather Bradley	Trustee Tim McAlpine

## Action

Recommendation 1: that Trustees approve the establishment of three Ad Hoc Board Committees: One related to the planning and implementation of staff recognition events for 2025-2026, one related to the development of the School Year calendar for 2026-2027, and one related to planning for Outdoor Education in TLDSB. Further, that each of the three Committees begin work in fall 2025 and be dissolved once the committee mandate is met, or at the end of the 2025-2026 school year (in June 2026); whichever comes first.

Recommendation 2: that Trustees approve the Trustee Committee Membership for 2025-2026 as outlined in this report, and in alignment with Board By-law 15, and that Trustees commence participation as committee members to their assigned committees starting September 24, 2025.

# Trillium Lakelands District School Board

## Administrative Report

**Date:** September 16, 2025  
**To:** Board of Trustees  
**Origin:** Jennifer Johnston, Superintendent of Human Resources Services  
**Subject:** Occupational Health and Safety Report – 2024/2025  
**Reference:** Board Meeting – September 23, 2025

---

### Purpose

To provide Trustees with a summary of the Board's health and safety statistics and activities for the 2024/2025 school year.

### Context

An annual summary is presented as part of an ongoing effort to keep the Board informed about health and safety operations.

### Content

The Occupational Health and Safety Report is intended to provide Trustees with health and safety activities and statistics for the 2024/2025 school year.

Trillium Lakelands District School Board (TLDSB) recognizes and is committed to its responsibilities to provide for the health and safety of all staff while at work. The matter of health and safety is of fundamental importance and every reasonable measure will be taken to protect all employees from injuries due to accidents and health hazards.

There are legislated obligations that the Board's health and safety program must comply with such as the Occupational Health and Safety Act and related regulations. The Ontario Ministry of Labour (MOL) Occupational Health and Safety program sets, communicates, and enforces laws aimed at reducing and eliminating workplace fatalities, injuries, and illnesses.

During the 2024/2025 year, the Health and Safety/WSIB Coordinator acted as a resource to principals, supervisors, staff, and the fifty-one (51) site-based Joint Health and Safety Committees (JOHSC). Additionally, the Health and Safety/WSIB Coordinator supported occupational injury/illness early return to work programs, MOL compliance, and inspection of our facilities.

TLDSB continues to operate site-based JOHSCs. The Internal Responsibility System (IRS) continues to work effectively and follows the proper processes. During the 2024/2025 school year, the Ministry of Labour was involved on seven (7) occasions:

1. On October 3, 2024 the MOL was contacted to advise of the potential of a critical injury which was later deemed to be unrelated to work and no orders were issued.
2. On November 14, 2024 the MOL was contacted as a result of a work refusal initiated by a staff member due to the risk of workplace violence with a student. The work refusal process was followed, appropriate measures and steps were taken and the staff member subsequently withdrew their work refusal. No orders were issued by the MOL.
3. On January 7, 2025 the MOL was contacted to advise of a critical injury that occurred off site. No orders were issued by the MOL.
4. On February 14, 2025 the MOL was contacted to advise of an act of violence towards a staff member. Appropriate measures and steps were taken and no orders were issued by the MOL.
5. On February 14, 2025 the MOL was contacted to advise of a critical injury. There was no follow up from the MOL.
6. On May 19, 2025 the MOL was contacted as a result of a work refusal initiated by a staff member due to the risk of workplace violence with a student. The work refusal process was followed, appropriate measures and steps were taken and the staff member subsequently withdrew their work refusal. No orders were issued by the MOL.
7. On August 25, 2025 the MOL was contacted to advise of a critical injury. No orders were issued by the MOL.

#### Statistical Summary as of August 31, 2025:

Year	Incidents (total)	First Aid	Health Care	Lost Time Claims	No Injury No (FA, HC, LT)	Recurrence
2020/2021	604	91	50	33	429	1
2021/2022	1255	125	50	67	1012	1
2022/2023	1534	171	66	59	1237	1
2023/2024	1249	115	53	65	1013	3
2024/2025	1220	115	78	46	977	4

## History of Accidents/Incidents (# of incidents)

	<b>List of Incidents/Accidents</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
1.	Exposure/Occupational Illness	13	3	15	2	21
2.	Field Trip/Offsite	0	1	1	0	20
3.	Lifting Equipment/Furniture	7	3	8	9	12
4.	Lifting or Assisting High Needs Students	5	2	11	7	14
5.	Motor Vehicle Accident	1	1	4	1	2
6.	Over Exertion	25	10	25	23	36
7.	Repetitive Body Movement	1	1	0	0	0
8.	Slip/Trip/Fall	57	46	79	97	88
9.	Slip/Trip/No Fall	8	15	15	16	18
10.	Struck Against/Contact With	15	30	45	30	34
11.	Struck or Contact By	23	29	63	78	64
12.	Student Aggression	429	392	1249	971	922
13.	Traumatic Event/Workplace Violence/Harassment	0	0	4	3	3
14.	Caught In, Under, On, Between	9	2	15	0	3
15.	Not Work Related	-	-	-	-	3

Of the 1220 incident reports completed, 977 of those resulted in no injury, no lost time and no health care costs. 3 of the injuries resulted in a critical injury. There were 24 injuries that were declined by WSIB. Reports continue to indicate that student aggression is the highest of the fourteen reportable categories, followed by Slip, Trip and Fall.

During the 2024/2025 school year, there was a decrease in slips, trips and falls. There was also a decrease in “struck against and contact by” incidents this year. These decreases are due, in part, to videos and safety bulletins focusing on bringing awareness and prevention techniques to these areas.

From May 22 to July 7, 2025, WSIB was unable to support return to work plans or provide updated medical documentation because they were on strike.

### **Health and Safety Program Activities 2024/2025:**

1. Site based Joint Occupational Health and Safety Committee
  - Meetings were held in September 2024, December 2024, March 2025, and June 2025.
  - Reports were shared with the Superintendents to provide a progress update for each location.

2. eBase continues to be used for:

- Employee Workplace Incident/Accident/Injury reporting
- Supervisor Investigation report
- Safe Schools Incident form and Physical Intervention
- JOHSC Agenda and Meeting minutes
- Air Quality Questionnaire (HR-4205)
- Staff training in WHMIS 2015, AODA and Violence Prevention
- Risk Assessments & Reassessments by Principals.
- Science Chemical Waste Pickup Request Form
- Stage Two: Formal Health & Safety Concern Form (Unresolved)
- Microwave testing

3. Policies and Procedures

- A review, update and implementation of the following policy was completed:
  - HR-4200 Health & Safety Policy

4. Workplace Inspections

- Monthly inspections are performed by the site based JOHSC worker members, focusing on a specific safety element.
- Reports were shared with Superintendents to provide a progress update for each location. This resulted in a higher completion rate.

5. Training and Communication

- To maintain compliance with the OHSA, JOHSC Level 1 and 2 certification training and the Refresher course was provided to staff who were appointed as the Site-Based JOHSC member.
- Mandatory Health and Safety Training was conducted on August 29, 2024 which included workers rights and responsibilities, injury reporting, slip/trips/falls, concussion awareness, student aggression, ladder safety, fire regulations, WHMIS, electrical safety, safe lifting and TLDSB related Health and Safety documents.
- Mandatory Violence Prevention Training was conducted on October 25, 2024 which included violence in the workplace, reporting requirements, site violence risk assessments and domestic violence.
- Over the instructional school year, eleven (11) Health and & Safety Bulletins were emailed to all TLDSB staff and posted on each location's H&S Board.

**6. Audits and Assessments**

- Annual Facilities Renewal (includes Health and Safety)
- Ergonomic Assessments (as needed)
- Annual Asbestos report
- Annual Risk Assessment Review (Bill 168)
- Health & Safety School Audit Review

**7. Recognition**

- The National Day of Mourning was recognized in our schools and Education Centres by lowering the flag and sharing school-based announcements in recognition of injured and deceased workers.

# Trillium Lakelands District School Board

## Administrative Report

**Date:** September 12, 2025  
**To:** Board of Trustees  
**Origin:** Jennifer Johnston, Superintendent of Human Resources Services  
**Subject:** Preliminary Student Enrolment Report at September 12, 2025  
**Reference:** Board Meeting - September 23, 2024

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### Purpose

To provide the Trillium Lakelands District School Board with the preliminary enrolment in elementary and secondary schools based on attendance data at September 12, 2025.

### Context

This report outlines the number of students in each of our Elementary Schools, Secondary Schools, and Adult and Alternative Education Centres based on attendance data as of September 12, 2025.

### Content

Please see the attached spreadsheets for projected enrolment figures for the 2025-2026 school year and the preliminary enrolment based on attendance data at September 12, 2025. Updated data will be shared following the October 31st reporting date.

# Trillium Lakelands District School Board

## Elementary Actuals vs Projections

54 of 55

September 12, 2025

School	Projected 25/26 Enrolment	Actual Enrolment on Sept 5, 2025	+/-
Alexandra PS	239	259	20
Archie Stouffer ES	464	474	10
Bobcaygeon PS	463	482	19
Bracebridge PS	382	402	20
Cardiff ES	37	33	-4
Central Sr S	206	199	-7
Dr. George Hall PS	365	378	13
Dunsford District ES	280	266	-14
Fenelon Twp PS	261	272	11
Glen Orchard PS	230	236	6
Grandview PS	322	324	2
Gravenhurst PS	256	278	22
Honey Harbour PS	58	52	-6
Huntsville PS	319	325	6
Irwin Memorial PS	146	154	8
J Douglas Hodgson ES	315	319	4
Jack Callaghan PS	319	320	1
King Albert PS	192	200	8
KP Manson PS	202	211	9
Lady Mackenzie PS	322	332	10
Langton PS	417	434	17
Leslie Frost PS	361	390	29
Macaulay PS	311	319	8
Mariposa ES	334	359	25
Monck PS	576	574	-2
Muskoka Beechgrove PS	341	352	11
Muskoka Falls PS	187	163	-24
Parkview PS	413	419	6
Pine Glen PS	221	239	18
Queen Victoria PS	196	211	15
Ridgewood PS	288	305	17
Riverside PS	551	620	69
Rolling Hills PS	329	325	-4
Scott Young PS	464	462	-2
Spruce Glen PS	324	339	15
Stuart W Baker ES	302	319	17
VK Greer Memorial PS	244	250	6
Watt PS	136	133	-3
Wilberforce ES	51	48	-3
Woodville ES	270	267	-3
<b>Totals</b>	<b>11694</b>	<b>12044</b>	<b>350</b>

**Trillium Lakelands District School Board**  
**Secondary Actuals vs Projections**  
**September 12, 2025**

**55 of 55**

<b>School</b>	<b>Projected 25/26 Enrolment</b>	<b>Actual Enrolment on Sept 5, 2025</b>	<b>+/-</b>
Bracebridge & Muskoka Lakes SS	817	823	6
Fenelon Falls SS	647	720	73
Gravenhurst HS	343	357	14
Haliburton Highlands SS	518	534	16
Huntsville HS	895	1023	128
IE Weldon SS	1012	1055	43
LCVI	611	642	31
<b>Sub Totals</b>	<b>4843</b>	<b>5154</b>	<b>311</b>
Adult & Alternate Education Centres		296	
Virtual Learning Centre		755	
<b>Totals</b>		<b>6205</b>	