



2024-2025

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





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Message from the Chair of the Board and Director of Education

On behalf of the Board of Trustees and the senior team, we are excited to share the 2024-2025 Trillium Lakelands District School Board (TLDSB) Student Achievement Plan and Director's Annual Report, which reflects a deep commitment to helping every student and staff member succeed.

This comprehensive report illustrates the progress and ongoing commitment TLDSB brings to achieving the goals of the TLDSB 2022-2027 Strategic Plan, with a specific focus on student achievement, equity and inclusion, and student and staff well-being.

Here are a few of the many highlights from the 2024-2025 school year:

- A new Seven Grandfather Teachings Program in schools introducing the Anishinaabe ways of being that teach us how to be a good human.
- A targeted approach to bringing more awareness to mental health.
- The launch of an Attendance Pilot Project to increase the understanding of barriers to attendance.
- A wide variety of summer learning opportunities for students and staff.

- Extensive professional development opportunities to enhance the competencies of various staff groups.
- Continued efforts to improve and support curriculum delivery, ensuring it is responsive to the needs of learners.

We are proud to celebrate what TLDSB staff and students have accomplished together and look forward to continuing to build upon these successes with an unwavering commitment to TLDSB students.



Colleen Wilcox
Chair of the Board



Wes Hahn
Director of Education

Land acknowledgement

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

Mission

Better together in a safe and caring learning community.

Guiding principles

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



Introduction

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

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

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

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

For students, we will:

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



For staff, we will:

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



For our community, we will:

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



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

For students, we will:

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



For staff, we will:

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

For our community, we will:

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



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

Adopt and maintain an open-to-learning stance

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

Monitor our impact

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

Universalize and differentiate

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

Unwavering commitment

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

How do we measure our goals?

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

Strategic Plan

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

Board Improvement and Equity Plan (BIEP)

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

School Improvement and Equity Plans (SIEP)

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



Informed decisions

Education Quality and Accountability Office

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

Elementary EQAO assessments - % of students at Level 3 or 4								
	2021-2022		2022-2023		2023-2024		2024-2025	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province
Grade 3								
Reading	70%	73%	75%	73%	76%	71%	80%	74%
Writing	57%	65%	68%	65%	67%	64%	69%	65%
Math	56%	59%	65%	60%	69%	61%	72%	64%
Grade 6								
Reading	78%	85%	83%	84%	81%	82%	89%	86%
Writing	75%	84%	80%	84%	79%	79%	87%	85%
Math	40%	47%	47%	50%	49%	50%	55%	51%
Grade 3 students with Special Education needs (excluding gifted)								
Reading	52%	48%	57%	47%	55%	45%	65%	49%
Writing	35%	39%	50%	38%	47%	38%	48%	36%
Math	29%	29%	44%	29%	38%	31%	45%	33%
Grade 6 students with Special Education needs (excluding gifted)								
Reading	62%	64%	66%	61%	65%	59%	71%	64%
Writing	54%	61%	57%	60%	56%	55%	68%	61%
Math	19%	21%	23%	23%	27%	24%	27%	23%

*At the time of print, the elementary assessment data for the 2024-2025 school year had not yet been released.

Secondary EQAO assessments - % of students at Level 3 or 4

	2021-2022		2022-2023		2023-2024		2024-2025	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province
Grade 9 Math								
De-streamed	45%	52%	50%	54%	47%	54%	53%	58%
Grade 9 Math students with Special Education needs (excluding gifted)								
De-streamed	25%	26%	27%	27%	22%	19.5%	30%	32%
Grade 10 OSSLT								
Overall	78%	82%	84%	85%	84%	85%	83%	85%
Applied	57%	50%	65%	55%	67%	56%	66%	60%
Academic	92%	91%	95%	91%	96%	90%	95%	91%
Grade 10 OSSLT students with Special Education needs (excluding gifted)								
Applied	50%	42%	56%	47%	55%	48%	54%	49%
Academic	86%	81%	90%	78%	87%	78%	87%	77%

*At the time of print, the secondary assessment data for the 2024-2025 school year had not yet been released.



Elementary student attitudes - Primary and junior

EQAO student questionnaire		2022-2023		2023-2024		2024-2025	
		Grade 3	Grade 6	Grade 3	Grade 6	Grade 3	Grade 6
I like to read	Yes, I agree	69%	56%	66%	55%	65%	59%
	I am not sure	16%	25%	19%	25%	21%	24%
	No, I do not agree	15%	19%	15%	20%	14%	17%
I like to write	Yes, I agree	59%	47%	66%	55%	55%	51%
	I am not sure	27%	31%	19%	25%	28%	27%
	No, I do not agree	15%	22%	15%	20%	17%	22%
I like mathematics	Yes, I agree	68%	47%	66%	55%	70%	46%
	I am not sure	19%	25%	19%	25%	17%	27%
	No, I do not agree	13%	27%	15%	20%	13%	27%

*At the time of print, the elementary student attitudes data for the 2024-2025 school year had not yet been released.

Secondary student attitudes - Grade 9 (de-streamed)

EQAO math assessment student questionnaire		2022-2023	2023-2024	2024-2025
I like mathematics	Strongly agree	20%	20%	21%
	Somewhat agree	27%	28%	28%
	Neither agree nor disagree	23%	20%	19%
	Somewhat disagree	11%	12%	13%
	Strongly disagree	19%	19%	19%
I am good at mathematics	Strongly agree	18%	18%	19%
	Somewhat agree	33%	33%	33%
	Neither agree nor disagree	23%	22%	22%
	Somewhat disagree	13%	13%	13%
	Strongly disagree	14%	13%	13%

*At the time of print, the secondary student attitudes data for the 2024-2025 school year had not yet been released.



Credit accumulation

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

Secondary credit accumulation - % of students on-track								
	2021-2022		2022-2023		2023-2024		2024-2025	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province
8+ credits by the end of Grade 9	79%	84%	84%	84%	83%	*	*	*
16+ credits by the end of Grade 10	73%	80%	71%	78%	75%	*	*	*
23+ credits by the end of Grade 11	79%	83%	75%	82%	78%	*	*	*

*At the time of print, some provincial credit accumulation data had not yet been released.

Secondary graduation rates - Student entered Grade 9 in...								
	2017		2018		2019		2020	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province
4-year graduation rate	78%	89%	82%	85%	79%	84%	*	*
5-year graduation rate	82%	93%	87%	90%	*	*	*	*

*At the time of print, some secondary graduation rate data had not yet been released.





Meaningful learning and success for all

Director of education forums

Collecting system voice

The director of education hosted many forums to collect system voice throughout the year, including two sessions with educational assistants, two opportunities with representatives from the unions/federations, and multiple sessions with administrators. In addition, the director hosted annual Community Breakfasts in the District Municipality of Muskoka, City of Kawartha Lakes, and the County of Haliburton as an opportunity to connect with community partners. All of these sessions collected honest feedback for the system to take into consideration. Information is also collected through climate surveys, parent/guardian surveys, and anecdotal conversations. Throughout the year, the director of education and superintendents visit schools together to discuss system priorities with administrators and school staff.



Preparing students for the future in the skilled trades

The following opportunities took place:

- TLDSB elementary schools participated in Skills Ontario District Competitions, and two teams participated in the Provincial Competition, with one team winning a silver medal.
- TLDSB secondary students were also successful in Skills Ontario competitions, with six medals at the Provincial Championship, and one medal at the National Competition.
- At the Skills Ontario competition, TLDSB students attended both the Young Women's Conference and the Indigenous Conference.
- TLDSB had 27 Specialist High Skills Major (SHSM) courses running in seven secondary schools that saw 744 students in Grades 11 and 12 participate within ten sectors. 78 percent of 314 Grade 12 students graduated with their SHSM Red Seal. This is a 4 percent increase from the previous school year.
- All Grade 8s in TLDSB were able to participate in a hands-on Pathways to Success Day at their local secondary school. Students participated in SHSM-based activities, and heard from guidance, administration, and Pathways Team members.
- TLDSB continues to provide hands-on experiences to attract those who identify as female to the trades where they are historically underrepresented.

Summer learning

Elementary

The TLDSB summer learning programming is designed to help students who could benefit from additional support. Elementary students in Senior Kindergarten to Grade 2 are identified by school principals through discussions with classroom teachers and families, and invited to attend. Six schools across the Board were open for this three-week summer program, which provided learning opportunities for approximately 168 students and focused on closing the achievement gaps in reading, number sense, and numeration. The picture books purchased for this program focused on Indigenous perspectives and environmental stewardship, with many activities and learning opportunities happening outside. At the end of the program, 100 percent of students experienced growth in the program areas.

Mental health

Over the summer months, educators had opportunities to participate in additional learning, including:

- Social Emotional Learning: A whole school approach from the Crisis and Trauma Resource Institute.
- Bridges out of Poverty from YWCA Muskoka.
- Prepare, Prevent, Respond: Suicide Awareness Training from the TLDSB Mental Health Services Team.
- A full day of learning on mental health and safe schools for administrators with keynote speaker, Margot Denomme.



Secondary

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

221 students were enrolled and earned a total of 373 co-op credits; 67 students from the City of Kawartha Lakes, 131 students from the District Municipality of Muskoka, and 23 students from the County of Haliburton. Co-op was a successful learning experience for all involved by increasing knowledge of the skilled trades, providing work habits and skills, and ensuring health and safety in the workplace. A bonus to the summer co-op program is that students were paid for their work experiences.

All TLDSB secondary schools had students take summer school credits through the Ontario eLearning Consortium. 511 students took courses with a 96 percent completion rate.

Special education

TLDSB partnered with LEARNstyle to offer online coding programs for students in Grades 4 to 10. These programs were designed specifically for neurodiverse learners, integrating coding instruction with the development of social and communication skills. There were 14 students that participated across all areas of the Board.

In August 2025, resource teachers and system class teams provided transition support for 353 elementary and 111 secondary students with special needs and their families. Supports included school visits and classroom tours, communication and collaboration with families regarding Individual Education Plans (IEP), as well as accommodations, diagnostic meetings, and in-school team meetings to prepare for the upcoming school year.

Technology

Technology Services remained committed to the use and support of technology to enhance student learning and achievement. TLDSB continued to support the ratio of 1:1 devices for Grade 8 to 12 students, and initiated the ratio of 1:6 for Kindergarten students, 1:5 for primary students, and 1:4 for junior students.

The safety and privacy of students and staff remained a priority throughout the year, with comprehensive cybersecurity training and awareness programs. The Board's Software Steering Committee continued to screen new and innovative software to provide solutions to support student instruction.

Special education

After School Skills Development Program

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

Programs and curriculum

Early reading

TLDSB has been actively working to enhance early reading programming, aligned with recommendations from the Ontario Human Rights Commission's Right to Read Report. This work has been grounded in the science of reading, particularly structured literacy, including phonological and phonemic awareness, which are predictors of early reading success. Kindergarten to Grade 3 educators were trained on how

to administer the early reading screener, Acadience, which led to approximately 6,000 students being screened. Moving forward, the Board will focus on how to use this data to provide systematic and explicit instruction on foundational literacy skills that every student needs to be a proficient reader.



Mathematics

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

Outdoor education

TLDSB once again supported the initiative that all students in Grade 6 would have an opportunity for an overnight outdoor education experience at Camp Muskoka, located just outside of Bracebridge. Over 1,100 students attended the camp during fall 2024 and participated in activities, including team building, low ropes, fire and shelter building, archery, and ecological hikes.

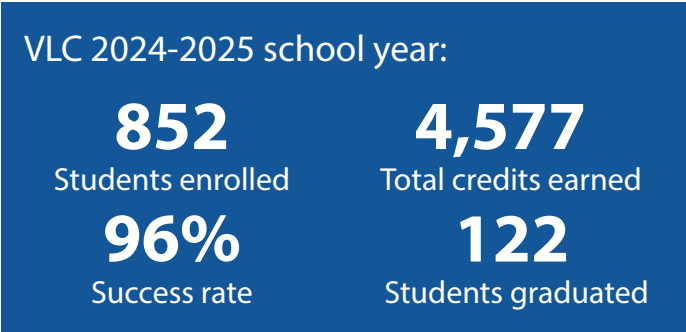
Trillium Lakelands Arts Camp

Celebrating its 20th year, the Trillium Lakelands Arts Camp (TLAC) welcomed 336 Grade 7 to 12 students from across the district at Camp White Pine in Haliburton from May 18 to 23, 2025. Forty dedicated TLAC staff members, including many former campers themselves, provided specialized instruction in instrumental and vocal music, drama, musical theatre, dance, visual arts, and health and wellness activities—all within an exciting outdoor camp experience. TLDSB continues to be committed to ensuring that all students who wish to attend camp can do so by offering financial support.



Online learning

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



Adult and alternate education

Students aged 14 and over can earn credits or upgrade skills in any of the Board’s six Adult and Alternate Education Centres (AAEC). We are pleased to share the following statistics from the 2024-2025 school year:

Credit accumulation

- 488 e-learning credits
- 251.5 co-op credits
- 183 day school credits
- 541.5 Return, Earn, And Learn (R.E.A.L.) credits
- 704 Prior Learning Assessment and Recognition (PLAR) Grade 9 and 10 credits
- 716 PLAR Grade 11 and 12 credits
- 85 night school co-op credits (only ran in semester 1)



Number of graduates

- 176 graduates



Central East Correctional Centre

- 25 graduates
- 141.5 R.E.A.L. credits
- 15 co-op credits
- 147 PLAR Grade 9 and 10 credits
- 103.25 PLAR Grade 11 and 12 credits



Professional development

Professional development (PD) continued to be a focus for TLDSB, as it is fundamental to building a stronger system that works collectively to further student achievement. In the 2024-2025 school year, opportunities offered included:

Elementary

- Two Early Reading Screening Training sessions took place for Kindergarten to Grade 3 teachers to support the implementation of the screener, Acadience. This also included primary French Immersion teachers.
- Assessing Reading Multiple Measures Training to support Grades 4 to 8 teachers with developing language foundations content knowledge and how to accurately gather reading data to inform teaching and learning.
- Kindergarten to Grade 3 Literacy Professional Learning Communities (PLC) grounded in the cycle of instruction processes with a focus on developing and enhancing educators' ability to thoughtfully analyze data and effectively plan teaching and learning.
- Seven Kindergarten @ The Desk Learning sessions.
- Three Grades 5-6 Math Responding to Fundamental Skills Data sessions took place to deepen the understanding of instructional supports and to build math content knowledge through the use of tools and representations, as well as three @ The Desk Learning sessions.
- A four-part series of French as an Additional Language - oral development.
- A three-part series of Multilingual Learners designed to support teachers who are newly welcoming multilingual learners into their classrooms.

Equity and inclusion

- All administrators participated in confronting bias training with Tana Turner.
- 21 schools partnered with the Harmony Movement Words Matter Campaign focused on addressing hate and bias motivated language in schools.

- Aubrey Noronha of Hello Hope continued to work with staff on empathy-based anti-racism training.
- Lakehead University's Addressing Anti-Black Racism additional qualifications course was offered to educators.

Human resources

- New hires to TLDSB were onboarded ensuring both permanent and casual/occasional staff were provided information on the Board's Strategic Plan, connecting their roles to supporting student achievement and well-being. Additionally, onboarding provided staff with information on how to access internal resources, and provided guidance on various policies, procedures, and processes.
- Videos were prepared to support staff understanding of key health and safety policies and procedures, including slips, trips, and falls prevention, Workplace Hazardous Materials Information System (WHMIS), and information on the prevention of workplace violence.
- Secretarial training was held with the support of all corporate departments providing secretaries information on scheduling, purchasing, accessing PowerSchool and efficiencies in Atrieve, as well as utilizing the Google Suite, and a session on conflict management in the office setting.
- Role-specific casual/occasional staff development was delivered in collaboration with the Special Education, Curriculum Services, and Facility Services departments to support staff development and deeper understanding of best practices.

Indigenous education

- Continued learning in the Indigenous Education Guides program
- Land Acknowledgement Indigenous Education Series featuring a Curve Lake First Nation Knowledge Holder
- Indigenous Education in Our Classes, Minds, and Hearts Learning Series
- Guiding the Way Pathway to Learning

Mental health

Over the course of the school year, the TLDSB team of mental health counsellors participated in the following development:

- Maintenance of standard evidence-based intervention training
- Circle of Security Parenting facilitator training (two staff trained)
- Trauma-informed learning with Dr. Sian Phillips
- Anti-weight stigma and weight science information from Eating Disorders Ontario
- Screening, Brief Intervention and Referral to Treatment (SBIRT)
- Understanding Autism and Mental Health Training
- Building equitable and inclusive school communities information from Harmony Movement

Mental Health Services facilitated the following development and training sessions for staff from across the Board:

- Special education staff, system class teachers, and administrators - trauma-informed learning with Dr. Sian Phillips
- Virtually with educational assistants - trauma informed approach using the Playfulness Acceptance Curiosity Empathy Model
- Secretaries - foundational mental health and self-care
- New teachers - social-emotional learning and curriculum connections
- Administrators - leading mentally healthy schools
- Senior Team - foundational mental health learning alongside administrators at region and system meetings

All TLDSB schools selected a new educator to continue the foundational learning of the Board's Mental Health Champions Program. Selected staff attended two days of learning to build their own mental health literacy and develop healthy routines/strategies to support and promote student mental health. This year's learning included a keynote presentation from Katherine Martinko on smart strategies to manage screens.

Secondary

- Four sessions on school improvement and equity plan development, led by administration.
- Assessment by Expectation Training for all secondary teachers, using PowerTeacherPro.
- Secondary reading intervention initiative that provided training and resources to teach fundamental reading skills in secondary school.
- Moderated marking activities for de-streamed math classes.
- On-demand teacher learning for supporting students with executive functioning and learning skills.
- Planning meetings with superintendents of learning, school administration, and curriculum consultants to review data and create school goals.
- Principal learning communities in all secondary schools focused on their identified inclusive instructional and assessment needs.

Special education

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





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

Equity and inclusion education

Harmony Movement Words Matter Campaign

Words have immense power—they shape the environment and experiences of every student and staff member. 21 TLDSB schools have taken the opportunity to participate in the Harmony Movement Words Matter Campaign to lead transformative change by equipping their school communities with tools to effectively address discriminatory language.

Hello Hope Canada

Since 2022, the Board has partnered with Aubrey Noronha from Hello Hope Canada to host anti-bias, anti-oppression, and anti-racism workshops. Aubrey's presentation style engages audiences and creates safe spaces for learning. To date, 13 schools have benefitted from these presentations—most recently at Alexandra Public School, Fenelon Township Public School, Mariposa Elementary School, Monck Public School, and Scott Young Public School.

Positive space and pride at TLDSB

Throughout the school year, TLDSB schools host a number of events and initiatives to recognize and celebrate pride within the Board, including:

- The TLDSB Positive Space Committee hosted a Fall in Love With Your GSA Conference in Haliburton. Featuring award-winning writers, guest speakers, and advisors from Trent University, the event was an opportunity for Grade 7 to 12 students and their Gender-Sexuality Alliance (GSA) leaders from across the Board to share and discover new ideas and supports to launch or sustain a successful GSA.
- Secondary school GSAs were once again invited to watch and discuss prescreened movies as part of the Muskoka Queer Film Festival.
- Haliburton Highlands Secondary School's Drama Club welcomed students to a dramatic reading of *She Kills Monsters* by Qui Nguyen, followed by an open mic coffee house event.

Truth and reconciliation

TLDSB strives to fulfill the educational goals in the Truth and Reconciliation Commission of Canada's 94 Calls to Action. Throughout the year, the Indigenous Student Success Team (ISST) supported schools, along with Elders, Knowledge Holders, and community members, to build strong relationships and enhance learning and understanding of our roles as Treaty People. For the National Day for Truth and Reconciliation, secondary students were invited to watch and discuss the documentary, *We Were Children*. On September 30, classes participated in virtual learning with local Elders, Knowledge Holders, and community members who shared messages of truth, resiliency, and the importance of being part of reconciliation.

Classroom learning opportunities

Nine schools participated in the new Seven Grandfather Teachings Program introducing Anishinaabe ways of being that teach us how to be a good human. The Seven Sacred Teachings shared with these schools were guided by Elders and Knowledge Holders of Curve Lake First Nation, Michi-Saagiig Territory, Wasauksing First Nation, and Robinson-Huron Treaty Territory.

Virtual @ The Desk Learning opportunities for elementary educators also took place and assisted students and educators in deepening their connection to our TLDSB Land and Territorial Acknowledgements.

Indigenous Education Advisory Committee and partnerships

The Board continues to strengthen its connections with Indigenous communities and community partners, including members from Curve Lake First Nation and Wahta Mohawks First Nation.

Indigenous student networking and leadership development

Self-identified Indigenous students were offered several opportunities to network and build relationships across the Board. Events such as Fry Bread and Friends in the spring and fall at each secondary school offer students

the opportunity to learn from authentic voices, engage in a creative endeavor, and develop and foster friendships. Towards the goal of elevating the voice and leadership of Indigenous students, the Board launched an Indigenous Student Leadership Forum where students from all seven secondary schools attended two overnight trips to learn about diverse Indigenous governance and leadership models, and to develop their capacity and confidence as leaders.

Land-based learning

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



Pow wow and drum social

The third annual TLDSB Pow Wow and Drum Social was hosted at Haliburton Highlands Secondary School – this annual event moves around TLDSB to different locations each year. The pow wow was organized by the ISST and self-identified Indigenous student leaders to increase understanding and engagement with Indigenous culture, traditions, and peoples, strengthening community relationships and breaking down barriers or misconceptions about pow wows.

Voluntary Indigenous self-identification

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

Total number of voluntarily self-identified Indigenous students as of June 2025: **826**

Mental health

Attendance

At TLDSB, we are committed to supporting every student's well-being and academic success. In the 2024-2025 school year, the Board launched an Attendance Pilot Project to increase the understanding of barriers to attendance, establishing five pilot schools across the district. Although attendance outcomes varied from school-to-school, the Board was able to identify key strategies and learning, which culminated in the development of the Attendance Pilot Summary Report. This report is a foundational guide of attendance best practices for schools.

Mental health champions

Every school across TLDSB selected a new educator to continue the foundational learning of the Board's Mental Health Champions Program. Selected staff members attended two days of learning to build their own mental health literacy and develop healthy routines and strategies to support and promote student mental health. This year's learning included a keynote presentation from Katherine Martinko on smart strategies to manage screens. In schools, champions model and share mental health strategies, as well as support initiatives related to mental health, including preparation for Mental Health Week.



Mental health supports

Providing mental health services continued to be a priority at TLDSB using a continuum of evidence-based interventions that support students and educators through mental health promotion, prevention, and early intervention. Students and staff are encouraged to develop their mental health literacy to reduce stigma and normalize conversations about mental health. There is a continued focus on improving relationships with community partners through School Mental Health Ontario's Strategy Right Time, Right Care to establish clear access to mental health services in each community.

As part of the foundational tier one approach, mental health counsellors provide regular support for students and staff in everyday mental health activities designed to increase self-awareness and coping skills. In 2024-2025, there was increased engagement from educators engaging in mental health promotion initiatives, and supporting whole class learning. Additionally, educators supported targeted curriculum around mental health literacy in Grades 7, 8, and 10, engaging students in deeper discussion about mental health, including accessing support and how to help a friend.

The Board continues to support the implementation of the Trails to Wellness Social and Emotional Learning Program, providing an additional 52 licenses to educators across the system. This resource supports the existing curriculum and helps elementary students with identifying emotions, learning about the connection between thoughts, feelings, and behaviour, as well as developing skills for reducing the intensity of strong emotions and exploring healthy ways to cope with stress.

Targeted prevention involves helping students increase self-awareness and develop healthy coping strategies to manage everyday stress. The PreVenture Program is an evidence-based prevention program that uses personality-focused interventions to promote mental health and delay substance use among teens. The program is offered in partnership with the Centre for

Addiction and Mental Health and Youth Wellness Hubs Ontario, and is delivered by TLDSB school-based mental health counsellors. This year, PreVenture programs were delivered at four schools targeting Grade 8 learners.

Early intervention continues to be an important part of the TLDSB continuum of care. Mental health counsellors are available to support students with mild to moderate mental health problems, such as symptoms of anxiety or depression, offering evidence-based interventions directly to individual students or small groups.

Resource development

TLDSB Mental Health Services launched the newly developed Resource Guide for Suicide Prevention, Intervention, and Postvention. This resource was developed in consultation with mental health counsellors, school administrators, and community stakeholders, including our Indigenous partners.





Recognizing the value of working and learning together

Director's recognition

At each Public Meeting of the Board the director of education recognizes staff, students, or community partners who have gone above and beyond in their commitment to student achievement, well-being, leadership, and/or in advancing the strategic directions of the Board. The following individuals were recognized with a Director's Recognition Award in the 2024-2025 school year:

- **Larry O'Connor**, Indigenous Knowledge Holder, Member of the Indigenous Education Advisory Committee
- **Christine Carr**, teacher at Haliburton Highlands Secondary School
- **Dave Gilbert**, head of the Math Department at Gravenhurst High School
- **Garry Thompson**, bus driver in Huntsville
- **Corby and Kennedy**, Huntsville Public School students
- **Aspen**, Huntsville High School student
- **Chris Tindale**, system support software specialist
- **OPP Community Liaison Officer Sam Bigley**, community partner
- **Tanya Bain**, itinerant teacher for blind and low vision

Facilities update

The following facility projects were carried out across the Board in the summer of 2025:

- Site improvements - two locations
- Kitchen refurbishment/alterations - two locations
- Heating, ventilation, and air conditioning (HVAC) projects - five locations
- Door and entrance replacements - five locations
- Window replacements - one location
- Entry system additions - nine locations
- PA system upgrades - two locations
- LED lighting, including ceiling replacements - six locations
- Plumbing upgrades - one location
- Gym floor painting - four locations
- Washrooms - six locations with nine washrooms
- Painting - 30 locations
- Window treatments - 10 locations
- Main office renovation - one location
- Asphalt paving - five locations

Feed All Four Fund

TLDSB held four fundraising events in support of the Board's Feed All Four Fund, which provides direct support to students and families in our communities who may be struggling with food insecurity or need support with other essential items, such as clothing, hygiene items, prescription glasses, or hearing aids.

- On December 6, the fourth annual Jersey Day took place across TLDSB education centres and schools. The initiative encouraged students and staff to wear their favourite sport, club, or league jersey or t-shirt and donate a toonie or more, for a Board-wide, community-to-community fundraiser.
- On December 17, 2024, the Lindsay Education Centre hosted a long-standing tradition of a loonie auction as a fun-filled way to celebrate the upcoming holiday while raising funds to support students.
- The Board held its second staff-wide Online Silent Auction in May. All staff were invited to participate and bid on an array of over 50 auction items with some of these being student and/or staff created!
- And lastly, the third annual TLDSB Golf Tournament took place on June 7, 2025, at Oliver's Nest Golf Club in Oakwood. 70 golfers, which included trustees, senior administration, principals/vice-principals, community partners, central Board staff, and friends spent the day on the course playing 18 holes.

G7 Student Senate

The G7 Student Senate is a group of students made up of one representative who is elected by their peers from each secondary school. This year, the Virtual Learning Centre (VLC) also elected a student, bringing the total to eight. The role of these leaders is to help bring student voices to the TLDSB Board of Trustees, and to increase student engagement. The G7 Student Senate worked collaboratively throughout the school year to support initiatives, such as the #SustainabilitySeason Campaign, the Great Grain Challenge, Kindness Week, and the Menstrual Equity Challenge.

Health and safety

During the 2024-2025 school year a priority was placed on improving the timely and accurate reporting of health and safety concerns. In addition to reminders and promotion of this topic through the Human Resources Services monthly health and safety bulletin sent directly to all staff, additional reporting elements were added to the principal/supervisor response form to help track if policies and procedures were being followed, and to identify any key trends in the incidents.

Members of site-based Joint Occupational Health and Safety Committees, including both worker and management representatives, received certification training or recertification training to ensure they were properly supported to carry out their duties.

In addition to the annual review of the Board's Health and Safety Policy, health and safety audits took place at 10 schools during the 2024-2025 school year. These audits were composed of three components, including principal practices, custodial practices, and a school walk-through.

Parent engagement opportunities

TLDSB provided a number of opportunities for parents/guardians to engage in presentations to support their learning about mental health and addictions.

Engagement events included:

- Two in-person sessions with Jennifer Kolari from Connected Parenting focused on using effective and evidence-informed strategies to support conversations with children/youth about difficult topics, including vaping, substance misuse, cellphones, and social media.
- In partnership with Pine River Institute, the Board provided three webinars on the following topics: emotional development, cellphones and vaping, and school avoidance.

District School Council - Parent Involvement Committee

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

Sharing our stories

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

113 good news stories shared on tldsbc.ca

811 Facebook posts

388 X posts - discontinued using the platform in February 2025

799 Instagram posts

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





Focus schools

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

Region 1 - Superintendent of learning, Jay MacJanet

Huntsville Public School, Pine Glen Public School, and Stuart Baker Elementary School each implemented the new Math Block. They continued to emphasize early interventions in reading, and used the Early Reading Screener as part of a coordinated system-wide approach. With the collaboration of school leadership teams, instructional coaches, and the Curriculum Services Team, educators worked closely to analyze school data and target achievement gaps. Together, they leveraged new resources, evidence-based strategies, and explicit instruction to strengthen both assessment practices and classroom instruction. This collaborative effort supported teachers in deepening their understanding of effective teaching strategies, and in moving students toward their highest potential. In addition, staff at these schools adopted system-wide processes for collecting and using data on reading, mathematics, and attendance, ensuring a consistent and informed approach to student learning across the system.

Trillium Lakelands District School Board

Region 2 - Superintendent of learning, Jennifer Johnston

In their first year as focus schools, King Albert Public School and Leslie Frost Public School consistently implemented impactful structures, such as the Directions Team, in-school team meetings, and class profile meetings to build a sense of urgency and collective responsibility for student achievement, equity, and well-being. By developing regular routines for analyzing school and classroom data, the team improved their ability to prioritize the allocation of key supports, such as the Special Education resource teacher and teaching and learning coach. A great deal of professional learning took place to support teachers to implement the Math Block, and to make sense of the reading screening data to support effective and efficient instructional decisions.

Queen Victoria Public School has been on an unwavering focus journey for a number of years. Data is at the forefront of all decisions and the team's thoughtful analysis of data is starting to include curiosity about areas of potential disproportionality. Principles of explicit instruction are in place and practiced in all classrooms.

Region 3 - Superintendent of learning, Nikki Train

At Gravenhurst Public School there was a strong commitment to student growth through collaboration, data-driven planning, and targeted support. Monthly in-school team meetings and collaborative meetings with educators, Special Education resource teachers, the instructional coach, and administration focused on analyzing data, celebrating progress, and determining next steps. Grade teams aligned strategies across divisions, and teachers demonstrated increased confidence in assessment and instructional practices. A school-wide attendance pilot improved monitoring and responsiveness. Math learning was also prioritized through staff meetings focused on foundational numeracy, with each educator selecting a focus student based on fundamentals data. A math data wall and modeled instructional strategies, such as explicit instruction, supported consistent, responsive practice.

At Muskoka Beechgrove Public School, six-week small group planning cycles in literacy and numeracy targeted students identified through analyzing classroom data. Literacy instruction emphasized partner and repeated reading, evidence-based phonics, and a common framework for writing, with progress monitoring every four weeks. Numeracy instruction applied the research-based strategies, manipulatives, “I do—we do—you do” scaffolding, and automaticity of math facts supported by an ongoing Professional Learning Community to ensure intentional, data-informed, and measurable improvement in student achievement.

Region 4 - Superintendent of learning, Kim Williams

Fenelon Falls Secondary School’s Grade 9 math teachers welcomed additional support from a curriculum and math consultant, discussing planning and assessment practices, while a resource teacher supported math interventions with small groups of students.

Grade 9 math teachers at I.E. Weldon Secondary School engaged in a Professional Learning Community where they examined student work on a common question and determined what their next teaching move should be.

Through discussions about student progress on a common question, teachers at both schools discussed how to teach concepts that students traditionally struggle with and how to intervene for those who require more support. Having current data at the table assisted teachers in providing early interventions for students who were not progressing, as well as their peers.

Region 4 - Associate superintendent of learning, Tanya Fraser

To support student success at Haliburton Highlands Secondary School, staff engaged in learning with their elementary feeder schools, as well as school-based professional development in Professional Learning Communities. Math teams attended system-level sessions focused on instructional approaches in mathematics and interactive tools, and continued this learning through ongoing consultant support. To better understand gaps in learning, student voices were gathered in Grade 9 math classes, and lessons were observed by the Numeracy Team in order to establish a focus for future practices and instructional changes. Explicit vocabulary instruction and a heightened focus on effective note taking strategies contributed to increased student engagement and achievement in daily lessons. Literacy teams engaged in consultant support to align Grade 9 de-streamed English curriculum expectations with effective teacher practices. Data collection on current student reading abilities was implemented school-wide and enabled focussed reading intervention support between the librarian and classroom teachers.

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