Trillium Lakelands
DISTRICT SCHOOL BOARD

2025-2026

Board Student Achievement Plan (BSAP) and Chief Executive Officer's Annual Report





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Message from the Chair of the Board and Chief Executive Officer

On behalf of the Board of Trustees and the senior administrative team, we are proud to share this report highlighting the progress made across Trillium Lakelands District School Board (TLDSB) in advancing the 2022-2027 Strategic Plan goals focused on student achievement, equity, and well-being over the 2025-2026 school year. Key achievements include:

- **Informed decisions**: Utilizing Education Quality and Accountability Office (EQAO) data, attendance monitoring, and secondary credit tracking to implement targeted academic interventions, with an ongoing focus on raising graduation rates and credit accumulation.

- **Meaningful learning and success for all**: Expanding hands-on learning in the skilled trades, summer literacy and cooperative education programs, evidence-based early reading and math programs (e.g., Acadience, SpringMath, My Math Path), and comprehensive professional learning across all departments.

- **Engaging learning environments and belonging**: Advancing Truth and Reconciliation through land-based learning and the Outdoor Education and Indigenous Centre, strengthening mental health services, expanding equity initiatives, and fostering inclusive school cultures.

- **Working and learning together**: Partnering with community organizations, engaging families through parent/guardian education sessions, supporting students through the Feed All Four Fund, and enhancing Board facilities and technological infrastructure.

We hope you enjoy reading through all the accomplishments outlined in this report and look forward to building upon these successes as we move forward in education.



Colleen Wilcox
Chair of the Board



Wes Hahn
Chief Executive Officer

Trillium Lakelands
DISTRICT SCHOOL BOARD

STRATEGIC PLAN | 2022 2027

Land acknowledgement

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

Mission

Better together in a safe and caring learning community.

Guiding principles

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



Introduction

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

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

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

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

For students, we will:





1.1 Ensure our practices engage all students in learning that is authentic, meaningful, and relevant to a successful and healthy life.

1.2 Develop and thoughtfully implement classroom and school practices that serve our most vulnerable and marginalized students.

1.3 Deepen student understanding of multiple pathways.

1.4 Maintain high expectations for learning and ensure students have the support to achieve them.

1.5 Focus our efforts on improving students' critical thinking abilities so they can more effectively solve problems, self-advocate, and self-regulate.





For staff, we will:

1.6 Engage staff in meaningful professional learning that is role-specific, job-embedded, student-centred, and practical in order to support the priorities of this plan.

1.7 Engage staff in opportunities to develop powerful, specific, and manageable strategies to support our most vulnerable and marginalized students.

1.8 Maintain high expectations and ensure staff have the support to successfully meet them.

For our community, we will:

1.9 Learn from families, trustees, community agencies, and businesses about what constitutes meaningful learning and success for all students.

1.10 Provide regular and clear communication, recognizing the pivotal role families and communities play in each student's success.



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

For students, we will:





2.1 Create physically and emotionally safe, healthy learning environments for all students.

2.2 Ensure supports are in place to address, prevent, and respond to incidents of bullying and exclusion.

2.3 Encourage and actively listen to student voice regularly to ensure students are heard and valued.

2.4 Centre student experiences to ensure all students feel accepted, comfortable, and that their individual needs are being met and supported.

2.5 Recognize and celebrate the strength that comes from the diversity of our students' identities and experiences, ensuring that students see themselves in the curriculum and all learning experiences.

2.6 Provide experiences that help students connect and engage in school life.





For staff, we will:

2.7 Create healthy and positive working environments that recognize the significant emotional and physical energy staff bring to their work.

2.8 Support the pivotal role staff play in creating equitable and inclusive learning environments and experiences.

2.9 Encourage staff voice and thoughtfully act upon what we hear to ensure staff feel heard and valued.

2.10 Collaborate so that every staff member feels part of a team, working together to support the individual needs of students in more equitable and inclusive learning environments.

For our community, we will:



2.11 Recognize the value of working and learning together.

2.12 Develop and strengthen relationships with all families and community members, particularly those who have been historically and are presently marginalized.

2.13 Learn from the wisdom of families and community members, particularly those who have been historically and are presently marginalized, and thoughtfully act upon what we hear to ensure they feel heard and valued as important partners in student achievement and success.

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

Adopt and maintain an open-to-learning stance
We will learn from and with each other to support student success and well-being.

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

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

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

How do we measure our goals?

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

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

Board Improvement and Equity Plan (BIEP)
Identifies the board's measurable goals and the strategies to achieve them. This plan supports and guides the strategic actions of TLDSB as a learning organization.

School Improvement and Equity Plans (SIEP)
Identifies the school's measurable goals and the strategies to achieve them. These plans focus on improving student achievement and well-being outcomes.

Trillium Lakelands DISTRICT SCHOOL BOARD

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Informed decisions

Education Quality and Accountability Office

The Education Quality and Accountability Office (EQAO) is an independent agency of the provincial government that provides valuable information to support student learning. Schools look at EQAO results alongside daily classroom work, teacher observations, and other assessments to gain a full picture of student progress to support student success. Students in all publicly funded schools in Ontario participate in EQAO assessments for reading, writing, and mathematics in the following grades:

- Grades 3 and 6: Reading, writing, and mathematics
- Grade 9: Mathematics
- Grade 10: Ontario Secondary School Literacy Test (OSSLT), measuring provincial literacy standards across all subjects

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

	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province
Grade 3										
Reading	70%	73%	75%	73%	76%	71%	80%	74%	84%	75%
Writing	57%	65%	68%	65%	67%	64%	69%	65%	76%	67%
Math	56%	59%	65%	60%	69%	61%	72%	64%	80%	65%
Grade 6										
Reading	78%	85%	83%	84%	81%	82%	89%	86%	87%	86%
Writing	75%	84%	80%	84%	79%	80%	87%	85%	88%	85%
Math	40%	47%	47%	50%	49%	50%	55%	51%	55%	52%
Grade 3 students with Special Education needs (excluding gifted)										
Reading	52%	48%	57%	47%	55%	45%	65%	49%	63%	51%
Writing	35%	39%	50%	38%	47%	38%	48%	36%	53%	40%
Math	29%	29%	44%	29%	38%	31%	45%	33%	48%	36%
Grade 6 students with Special Education needs (excluding gifted)										
Reading	62%	64%	66%	61%	65%	59%	71%	64%	70%	63%
Writing	54%	61%	57%	60%	56%	55%	68%	61%	72%	63%
Math	19%	21%	23%	23%	27%	24%	27%	23%	30%	25%

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

	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province
Grade 9 Math										
De-streamed	45%	52%	50%	54%	47%	54%	53%	58%	52%	59%
Grade 9 Math students with Special Education needs (excluding gifted)										
De-streamed	25%	26%	27%	28%	24%	29%	30%	32%	36%	34%
Grade 10 OSSLT										
Overall	78%	82%	84%	85%	84%	85%	83%	85%	83%	86%
Applied	57%	50%	65%	55%	67%	56%	66%	60%	67%	61%
Academic	92%	91%	95%	91%	96%	90%	95%	91%	96%	92%
Grade 10 OSSLT students with Special Education needs (excluding gifted)										
Applied	50%	42%	56%	47%	55%	48%	54%	49%	51%	51%
Academic	86%	81%	90%	78%	87%	78%	87%	77%	90%	78%



Elementary student attitudes - Primary and junior

EQAO student questionnaire		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
		Grade 3	Grade 6	Grade 3	Grade 6	Grade 3	Grade 6	Grade 3	Grade 6	Grade 3	Grade 6
I like to read	Yes, I agree	69%	55%	69%	56%	66%	55%	65%	59%	69%	56%
	I am not sure	17%	26%	16%	25%	19%	25%	21%	24%	18%	24%
	No, I do not agree	13%	19%	15%	19%	15%	20%	14%	17%	12%	20%
I like to write	Yes, I agree	61%	52%	59%	47%	66%	55%	55%	51%	57%	48%
	I am not sure	23%	27%	27%	31%	19%	25%	28%	27%	26%	29%
	No, I do not agree	15%	21%	15%	22%	15%	20%	17%	22%	16%	23%
I like mathematics	Yes, I agree	67%	46%	68%	47%	66%	55%	70%	46%	67%	45%
	I am not sure	19%	27%	19%	25%	19%	25%	17%	27%	18%	27%
	No, I do not agree	13%	28%	13%	27%	15%	20%	13%	27%	15%	27%

Secondary student attitudes - Grade 9 (de-streamed)

EQAO math assessment student questionnaire		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
I like mathematics	Strongly agree	19%	20%	20%	21%	18%
	Somewhat agree	24%	27%	28%	28%	28%
	Neither agree nor disagree	21%	23%	20%	19%	19%
	Somewhat disagree	12%	11%	12%	13%	13%
	Strongly disagree	24%	19%	19%	19%	22%
I am good at mathematics	Strongly agree	20%	18%	18%	19%	16%
	Somewhat agree	34%	33%	33%	33%	33%
	Neither agree nor disagree	18%	23%	22%	22%	23%
	Somewhat disagree	15%	13%	13%	13%	12%
	Strongly disagree	13%	14%	13%	13%	16%



Credit accumulation

To raise graduation rates and help students stay on track to earn 16 credits by the end of Grade 10, schools maintain a strong focus on early monitoring and intervention. Student Success Teams meet on a regular basis to identify and assist students who require additional support. To support credit accumulation and build enthusiasm for future pathways, schools offer expanded learning opportunities through Cooperative Education, Dual Credit courses, and Specialist High Skills Major (SHSM) programs. Throughout the 2025–2026 school year, professional learning heavily emphasized equipping Grade 9 and 10 teachers with evidence-based instructional practices designed to boost student engagement and academic success.

Secondary credit accumulation - Students on track...

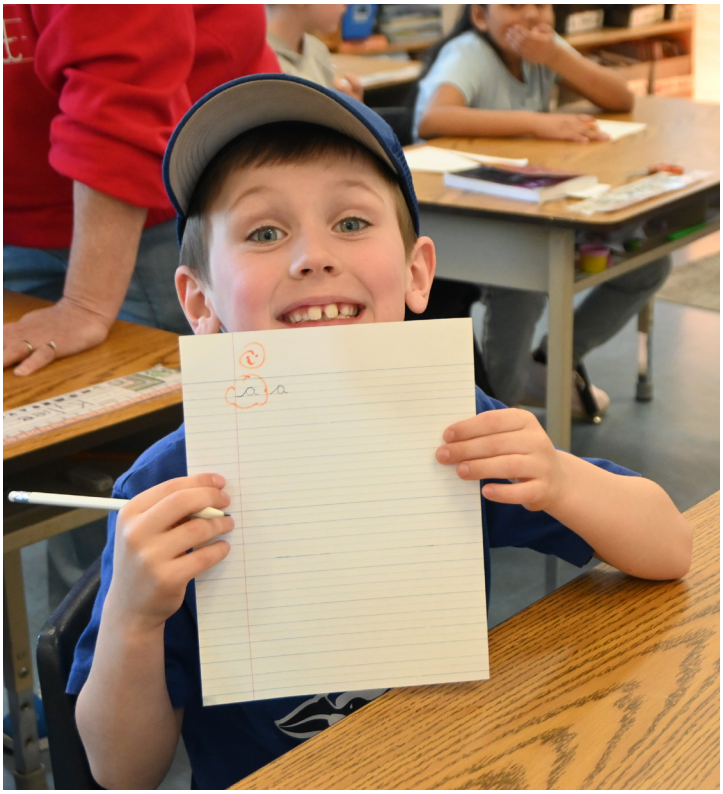
	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province
8+ credits by the end of Gr. 9	79%	84%	84%	84%	83%	84%	86%	*	84%	*
16+ credits by the end of Gr. 10	73%	80%	71%	78%	75%	78%	74%	*	76%	*
23+ credits by the end of Gr. 11	79%	83%	75%	82%	78%	82%	79%	*	79%	*

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

Secondary graduation rates - Student entered Grade 9 in...

	2017		2018		2019		2020		2021	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province
4-year graduation rate	78%	89%	82%	85%	79%	84%	80%	85%	*	*
5-year graduation rate	82%	93%	87%	90%	84%	90%	*	*	*	*

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







Meaningful learning and success for all

Collecting system voice

In the 2025-2026 school year, the chief executive officer (CEO), formally the director of education, provided a variety of initiatives to collect system voice, including meetings with school council chairs, advisory groups, union/federation leadership, and two student voice forums where students shared their experiences, challenges, and aspirations. There were also two opportunities for families to complete a survey, once in the fall and again in the spring, and students completed a student census. In the spring, the CEO hosted 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 – this has become an annual tradition. All of these initiatives collected honest feedback for the system to take into consideration.



Preparing students for the future in the skilled trades

The following opportunities took place:

- Elementary schools participated in Skills Ontario District competitions, and two teams advanced to the provincial competition, with one team winning a bronze medal.
- Secondary students were successful in Skills Ontario competitions, with two medals at the provincial championship, and one silver medal at the national competition.
- At the Skills Ontario Provincial Competition, students attended both the Young Women's Conference and the Indigenous Conference.
- 28 Specialist High Skills Major (SHSM) courses ran in seven secondary schools that saw 659 students in Grades 11 and 12 participate in ten sectors. 93 percent of Grade 12 students graduated with their SHSM Red Seal.
- All Grade 8 students were able to participate in a Pathways to Success Day at their local secondary school, participating in SHSM-based activities, and heard from guidance, administration, and Pathways Team members.
- Hands-on experiences continued to attract those who identify as female to the trades where they are historically underrepresented.
- 517 students were supported with cooperative education placements, 50 of which were able to begin their apprenticeships by signing registered training agreements with employers.

- Secondary students continued to increase participation in the Dual Credit program, with a total of 552 students earning both a high school credit and a college credit.
- 25 Accelerated Ontario Youth Apprenticeship Program students successfully completing their Level 1 apprenticeship training.

Summer learning

Elementary

The TLDSB summer learning programming is designed to provide data-driven, responsive literacy instruction for students who would benefit from support in foundational literacy. Elementary students in Senior Kindergarten to Grade 2 are identified by school administrators through discussions with classroom teachers and families, and invited to attend. Six schools across the Board were open for this three-week program, which provided learning opportunities for approximately 185 students and focused on closing achievement gaps in literacy. The picture books purchased for this program focused on Indigenous perspectives and environmental stewardship, with many activities and learning happening outside.
At the end of the program, 100 percent of students experienced growth.

Mental health

In partnership with the Crisis & Trauma Resource Institute (CTRI), TLDSB provided summer workshops for teachers. The Board also offered in-house sessions using School Mental Health Ontario resources to support learning about suicide prevention and life promotion.
In total, 123 teachers registered to participate in three optional sessions:

- Social Emotional Learning: A whole school approach from the CTRI
- Trauma Informed Schools from the CTRI
- Prepare, Prevent, Respond: Suicide Awareness Training from the Mental Health Services Team

Administrators also engaged in a full day of learning about trauma informed school leadership. This session, titled Safe, Calm, and Connected focused on building an understanding of the impact of trauma and how to create the conditions for every student to thrive.

Secondary

Secondary students could earn credits in the summer, through either cooperative education (co-op), or by taking online courses through the Ontario eLearning Consortium (OeLC).

In co-op, 180 students were enrolled and earned a total of 305 credits; 52 students from the City of Kawartha Lakes, 33 students from the County of Haliburton, and 95 students from the District Municipality of Muskoka. Through this experience, students increased their knowledge of various trades and business, developed work habits and skills, and learned about sector specific health and safety in the workplace.

In OeLC, 638 students registered in 802 courses and earned 607 credits. Top courses included civics and citizenship (Grade 10, half credit), career studies (Grade 10, half credit) and university English (Grade 12).

Special education

TLDSB partnered with LearnStyle to offer online summer coding programs for students in Grades 4 to 10. These programs were designed for neurodiverse learners, integrating coding instruction with the development of social and communication skills.

This year, Special Education resource teachers were included in the summer learning program to support students in Kindergarten to Grade 2. This addition expanded the Board's ability to offer literacy instruction to a wider range of students.

Programs and curriculum

Early reading

In alignment with the Ontario Human Rights Commission's Right to Read Report, TLDSB transformed its early reading programming. This work ensures that every student receives evidence-based, equitable reading instruction that is rooted in the science of reading structured literacy. To build successful readers, the programming focused on crucial early predictors of reading success: phonological and phonemic awareness.

TLDSB provided training to Kindergarten to Grade 3 teachers that focused on how to administer the early reader screener, Acadience. This screening identifies where students stand with foundational skills before they face reading difficulties, allowing for targeted support.

Moving forward, the Board will utilize this data to refine classroom instruction. Teachers will use insights to deliver systematic and explicit instruction on the core, foundational literacy skills as part of a comprehensive literacy program that every single student requires to become a fluent and proficient reader.

Trillium Lakelands Arts Camp

From May 17 to 22, 2026, the Trillium Lakelands Arts Camp (TLAC) welcomed 343 Grade 7 to 12 students at Camp White Pine in Haliburton. Dedicated TLAC staff members, including many former campers themselves, provided support and 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 its commitment to ensuring that all students who wish to attend camp can do so by offering financial support.

Mathematics

TLDSB continues to advance its Math Achievement Action Plan by embedding evidence-based strategies into classroom practice. To maximize impact, dedicated coaching staff continued to support 16 identified math priority schools to provide direct, in-class instructional support. Alongside this targeted coaching, the Curriculum Services Team focused on deepening teacher understanding of the science of learning. To ensure equitable, high-quality instruction in all classrooms, the Board also launched My Math Path as the new core math resource for Grades 1 to 8.

To prevent students from falling behind, TLDSB also introduced a universal math resource called SpringMath in priority schools, which proactively identifies gaps in fundamental skills so that teachers can view the data, monitor growth, and adjust instruction for students in Kindergarten to Grade 12.

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. Over 1,000 students attended the camp during fall 2025 and participated in activities, including team building, low ropes, fire and shelter building, archery, and ecological hikes.

TLDSB is actively advancing the development of the Outdoor Education and Indigenous Centre, designed to operationalize the 2022-2027 Strategic Plan by fostering meaningful outdoor learning and Indigenous education for all students. The centre's programming, developed by teachers, will integrate cross-curricular outcomes with authentic land-based learning, directly responding to the Truth and Reconciliation Commission's Calls to Action by prioritizing Indigenous ways of knowing guided by Elders and Knowledge Keepers. Significant recent progress includes the completion of architectural schematics, a dedicated Trustee Learning Session, and an Indigenous-led land walk to culturally ground the site as the Board moves toward a targeted winter/spring 2028 opening.

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.

VLC 2025-2026 school year:

779
Students enrolled

4,367
Total credits earned

96%
Success rate

101
Students graduated

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 2025-2026 school year:

Credit accumulation

567 e-learning credits
291 co-op credits
332.5 day school credits
391 Return, Earn, And Learn (R.E.A.L.) credits
719 Prior Learning Assessment and Recognition (PLAR) Grade 9 and 10 credits
689.5 PLAR Grade 11 and 12 credits
69 night school co-op credits (only ran in semester 1)

Number of graduates

223 graduates

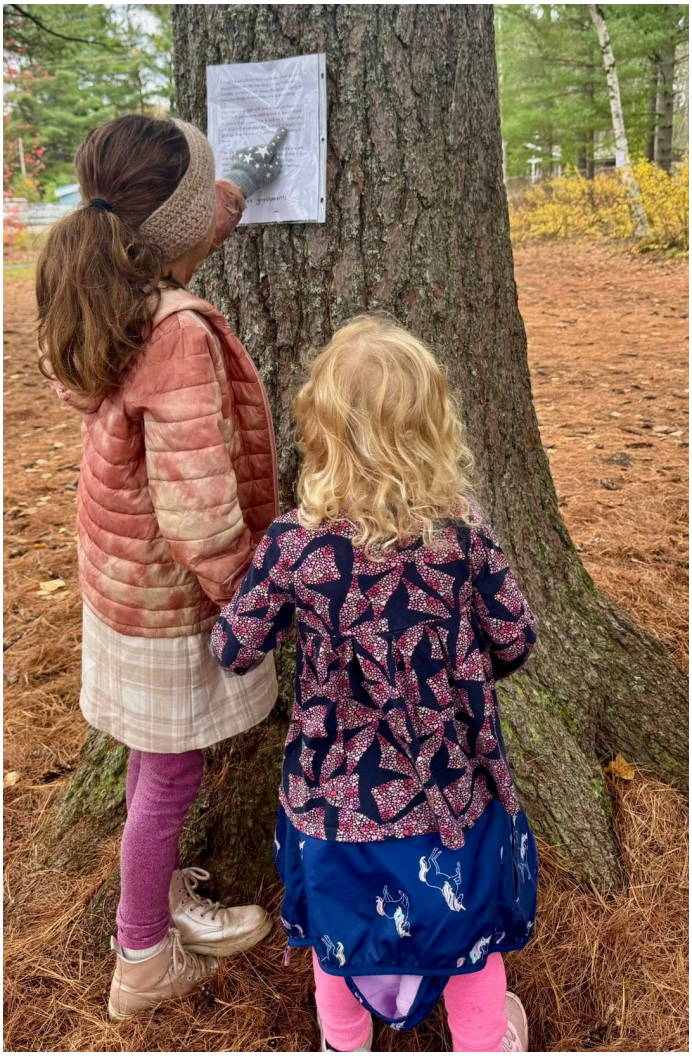
Central East Correctional Centre

31 graduates
141.5 R.E.A.L. credits
21 co-op credits
149.5 PLAR Grade 9 and 10 credits
168 PLAR Grade 11 and 12 credits

Technology

A commitment to operational excellence and user support continued to be the focus for Technology Services, ensuring a seamless digital environment for both students and staff. Highlights from the 2025-2026 school year include:

- Initiating a human-centric, ethical, and a safeguarded approach to Artificial Intelligence.
- Enhancing school library resources by migrating to a new library software system.
- Improving media and research services across all schools.
- Balancing a robust infrastructure protection with day-to-day support safeguarded the digital assets while fostering a reliable, user-friendly ecosystem.
- Facilitating complex ministry reporting requirements across multiple departments with an emphasis on tracking student achievement, and student and staff attendance.



Professional development

Professional development (PD) remains a focus for TLDSB as it is fundamental to building a stronger system that works collaboratively to support student achievement and well-being. By prioritizing staff learning, we ensure our teachers are empowered to support the diverse needs of every learner. One topic for many staff groups was on artificial intelligence (AI). Individual learning sessions took place for Business Services, Human Resource Services, CEO/Director's Council, and Central Office staff to better understand the cautions and practical use of AI. Throughout the 2025-2026 school year, opportunities included:

Technology Services

- Cyber security awareness was promoted during the month of October.
- All staff completed Cyber Security Training sessions on PD days.
- All year long, ongoing technology support for teachers and non-teaching staff was supported on topics, including Google workspace tools and system provided software such as Permission Click and the new library software.
- Secretaries received ongoing training and support for software, including OnSIS and School Messenger.
- Administrators received development and training on PowerBI and in-house tools to support monitoring attendance.

Elementary Curriculum Services

- Three Grade 3-4 Math Learning Sessions to deepen the understanding of evidence-based instructional practices, and on implementing the TLDSB Components of Daily Math Instruction lesson structure. Three @ The Desk Learning sessions were also used to model this work for teachers.
- Two days of release time for Grade 5-6 teachers to plan math instruction with a coach.
- Assessing Reading Multiple Measures Training to support Grades 4 to 9 teachers with developing language foundations content knowledge and how to accurately gather reading data to inform teaching and learning.
- Two Early Reading Screening Training sessions for Kindergarten to Grade 3 teachers to support the implementation of the screener, Acadience. This also included primary French Immersion teachers.
- Two @ The Desk Learning sessions for Grade 1 and 2 teachers provided support in teaching phonics and implementing University of Florida Literacy Institute (UFLI) with fidelity.
- Two days of release time for Grade 1-2 teachers to engage in professional learning communities (PLCs), or co-planning sessions with a teaching and learning coach to dive deeper into using evidenced-based strategies based on student need. PLCs and co-planning sessions were grounded in the cycle of instruction processes with a focus on developing and enhancing teachers ability to thoughtfully analyze data and effectively plan teaching and learning.
- Three Grades 5 and 6 literacy sessions were provided to teachers focusing on the components that support reading comprehension.
- One session was facilitated to support struggling readers in Grades 1 and 2 using evidenced-based strategies that accelerate learning and close gaps for students that have not met benchmarks, as measured by the Acadience screener.
- A three-part series was provided to teachers who welcomed new multilingual language learners (MLL) into their classrooms.
- A three-part series to Core and Immersion French teachers focusing on supporting French as an Additional Language (FAL) learners. These sessions were designed to provide depth of understanding about thoughtfully analyzing data and effectively planning for teaching and learning using evidence-based practices.
- A two-part Grade 7, 8, and 9 Intermediate Math and Literacy Series was introduced to develop content knowledge related to the science of learning, and provided clarity on how to thoughtfully analyze data and effectively plan for teaching and learning.
- Presentations on Artificial Intelligence at elementary staff meetings.

Equity and inclusion

- All administrators participated in leadership sessions focused on challenging bias, leading with an equity mindset and using data to support change for those who are underserved.
- Consultants from all Board departments engaged in focused learning on anti-racism, anti-oppression, and sovereignty affirming practices.
- School and Board staff attended the Hello Hope Stay Sensitized Conference and the Harmony Movement's Teacher Anti-Racism Conference, focused on Building Bridges: Creating Identity-Affirming Schools and Classrooms.
- 10 teachers were supported to take Lakehead University's Addressing Anti-Black Racism additional qualifications course.

Facility Services and Transportation Services

- AI Professional Development session with Facility Services managers and supervisors.
- Equity of Outcomes Training with Facility Services managers and supervisors.
- A professional development day hosted custodial, maintenance, and Transportation Services staff. Attendees heard from guest speaker, Dr. Robyn Hanely-Dafoe, who spoke about helping staff leverage hope as a tool to cultivate capacity for everyday resiliency. Staff also took part in training sessions on facility and transportation related topics.
- Ontario Association School Business Officials (OASBO) hosted various information and training sessions related to facilities management and transportation.



Human Resources Services

- Following positive feedback from new hires, staffing officers hosted three New to Board Orientations where new staff were provided information on the Board's Strategic Plan, connecting their roles to supporting student achievement and well-being, how to access internal resources, and guidance on various policies, procedures, and processes. Various unqualified teaching staff were also provided with shorter orientation sessions throughout the school year.
- The department, the Ontario Secondary School Teachers' Federation (OSSTF), and the Elementary Teachers' Federation of Ontario Trillium Lakelands Elementary Teacher Local (ETFO-TLETL) jointly hosted principals, federation stewards, and branch presidents at a professional development session that focused on problem solving, engaging effectively, and trust and interaction, with guest speakers Gary Furlong and Lora Courtois.
- Teacher-In-Charge Training was hosted jointly by the department, OSSTF, and ETFO-TLETL, providing valuable information to teachers who step into an administrative role when the principal is absent. Attendees reviewed emergency procedures and received information on conflict resolution, boundaries for the role, and best practices.
- Performance Appraisal Training was offered to principals to clarify the process and software.
- Secretarial training was held with the support of all Board departments to provide staff with information and efficiencies for various softwares 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), as well as information on the prevention of workplace violence.
- Role specific casual/occasional PD was delivered in collaboration with the Special Education Services, Curriculum Services, and Facilities Services to support staff development.

Mental Health Services

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

- Maintenance of Standard Evidence-based Intervention Training
- Dialectical Behaviour Therapy Informed Suicide Risk Assessment and Management
- Emotion Validation Training
- Community Resilience Learning Movement and The Brain Story certification

The department facilitated the following development and training sessions for staff from across the Board:

- Secretaries - foundational mental health and self-care.
- New teachers - social emotional learning and curriculum connections.
- Human Resources Services - foundational mental health and self-care.
- Senior Administration Team - foundational mental health learning alongside administrators at region and system meetings.
- Mental health counsellors delivered school-specific learning on emerging mental health topics as identified by administrators, including trauma-informed classrooms, the Playfulness, Acceptance, Curiosity, and Empathy (PACE) model, approaches to manage anxiety, vaping, and emotional validation.
- Three-part Mental Health Champion program for a new teacher from each school to build their own mental health literacy, and develop healthy routines and strategies to support and promote student mental health.

Indigenous Education

- Indigenous Education Guides Series focused on developing leadership in all schools.
- Land Acknowledgement Indigenous Education Series featuring a Curve Lake First Nation Knowledge Sharer.
- Indigenous Education in Our Classes, Minds, and Hearts Learning Series.
- Guiding the Way Pathway to Learning - Self Guided Learning Session for teachers.
- Land Acknowledgement Series and Weaving Connections @ The Desk Learning to increase teachers' (and students') knowledge and awareness of Indigenous histories, cultures, perspectives, and contributions.

Secondary Curriculum Services

To support student success in our secondary schools, PD sessions were focused on the science of learning. The following initatives took place:

- Curriculum consultants presented curriculum and learning materials regularly at administrator region meetings to support alignment and instructional leadership.
- Working closely with elementary counterparts, there were many opportunities for cross-panel learning to build content knowledge related to the science of learning, to thoughtfully analyze data and effectively plan for teaching and learning. These sessions supported teachers of numeracy, literacy, and French as an Additional Language.
- Professional Learning Communities (PLCs) in all secondary schools focused on explicit instruction and targeted math and/or reading interventions using a multi-tiered system of support (MTSS) model.
- Sessions on Artificial Intelligence (AI) for secondary English, science, and geography teachers.
- Lunch n' Learns about AI took place in most secondary schools.

Special Education Services

- Behaviour Management System Training
- Zach Groshell Explicit Instruction Training
- New to Special Education Leadership Training
- System class teacher network monthly PD
- Special education resource teacher and administrator monthly PD
- Student Success Secondary Teacher Training
- Individual Education Plan (IEP) Software Training
- IEP Development and Monitoring Training
- Intensive Autism Training
- Sonderly Autism Spectrum Disorder (ASD) and Attention-Deficit Hyperactivity Disorder (ADHD) training
- Special Education additional qualification opportunities

Special Education

After School Skills Development Program

Students identified with Autism Spectrum Disorder had the opportunity to take part in several After School Skills Development Programs that offered social skills learning opportunities. In January, a LEGO Club was offered to students in Kindergarten to Grade 2 with a focus on social interactions and peer relations. In partnership with LEARNstyle, virtual robotics and coding camps focused on building friendships through shared interests for students in Grades 4 to 12. Spring programs focused on learning the skills needed to play in a small social group format using various board games for students in Grade 3 to 5.





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

Equity and inclusion education

A focus area for the Board this year was on Equity of Outcomes, Every Student, Every Day, Every Way. All schools were given the opportunity to apply for financial support to run school-based equity initiatives – 11 schools applied and were funded.

Positive space and pride

Throughout the school year, schools hosted a number of events and initiatives to recognize and celebrate pride within the Board. Additionally, the Board's Positive Space Committee coordinated the following events and initiatives:

- The Annual Gender Sexuality Alliance (GSA) Conference – a Day of Pink – was held on April 10. 70 students had the opportunity to hear from keynote speaker, Martin Boyce, an activist who participated in the Stonewall uprising in 1969. The afternoon provided students the opportunity to attend workshops to examine their current GSAs and social justice clubs, and to plan for the future.
- In May, secondary school GSAs were once again invited to watch and discuss prescreened movies as part of the Muskoka Queer Film Festival.
- A staff Board-wide book club read and discussed the book, *Teach Like an Ally*. There were participants from across the system and people reported appreciating the opportunity to discuss a challenging topic.

Anti-black racism

The Anti-Black Racism Equity Working Group prepared teaching and learning materials, including:

- Weekly lessons to support Black History Month, targeted for elementary, secondary, and French Immersion classrooms.
- Materials to support progressive discipline in race-based situations.

Student Census

In 2026, TLDSB conducted its third Student Census to gather demographic information about the unique and diverse composition of students. The voluntary and confidential survey provides schools with valuable information that helps to improve strategic planning, programming, and services with a focus on student achievement and engagement.

In total, demographic information was collected for 8,205 students, representing a 45% response rate.



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 school year, the Indigenous Student Success Team (ISST) supported schools, along with Elders, Knowledge Sharers, 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*, followed by a discussion led by an Indigenous Knowledge Sharer. On September 30, Haliburton 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

15 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.

120 classes across 36 schools participated in Weaving Connections virtual sessions that connected students with Indigenous community members as they shared their cultures and experiences. Topics included Thanksgiving and gratitude, music and Mohawk language, and teachings on the Eagle Staff, ribbon skirts, beading, pow wow protocols and etiquette, and Indigenous Peoples' Month.

Land-based learning

Students at Glen Orchard Public School once again had the opportunity to participate in cultural land-based learning experiences within the Wahta Mohawks community. Students learned about trapping, maple teachings, winter survival, and fish skin tanning.



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. This committee convened four times this year and topics of discussion included seeking guidance about the new Outdoor Education and Indigenous Centre, and considerations for the TLDSB Artificial Intelligence Guidance Framework.

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 endeavour, and develop and foster friendships. All seven secondary schools participated in the Indigenous Student Forum again this school year, where students attended two overnight trips to learn about diverse Indigenous governance and leadership models, and to develop their capacity and confidence as leaders.

Pow wow and drum social

The fourth annual TLDSB Pow Wow and Drum Social was hosted at the Gravenhurst High 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

Parents/guardians and students are encouraged to voluntarily self-identify as having Indigenous ancestry. This data is important for developing, implementing, and evaluating programming and services that support Indigenous student achievement and well-being, while strengthening community relationships and dismantling systemic anti-Indigenous racism, bias, and discrimination.

Thanks to increasing visual and cultural representation across the Board, more Indigenous students are reporting a sense of pride, leading to a rise in students wanting to share their cultures within their classrooms. As of June 2026, the total number of voluntarily self-identified Indigenous students is **992**.

Mental health

Attendance

TLDSB is committed to supporting every student's well-being and academic success. The Ontario Student Achievement Plan has established a benchmark to track attendance rates of 90 percent or greater. We know that regular attendance is foundational for academic achievement and well-being, therefore, it continues to be a priority. By actively addressing student attendance we provide students with the best opportunities to reach their full potential. Some of the strategies we have implemented board-wide to support student attendance include:

- The establishment of an attendance champion team at each school.
- Continued monitoring of attendance data and goal setting that is school and student specific.
- Deepening the Board's understanding of root causes of absenteeism to help identify the likely cause of absenteeism and the best course of action.
- Strong school-to-home communication that involves regular contact with families to build relationships and offer supports as required.

Mental health champions

As part of the Board's ongoing goal to increase teacher and staff mental health literacy to support mental health in the classroom, 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 three 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 Karl Mercuri to explore social and emotional learning and the RULER Approach. 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 continues to be a priority at TLDSB. The Board offers a continuum of evidence-based interventions that support students and teachers through mental health promotion, prevention, and early intervention. Students and staff are encouraged to enhance their mental health literacy to reduce stigma and normalize conversations surrounding mental health. Additionally, the Board maintains an ongoing focus on strengthening relationships with community partners through Right Time, Right Care to establish clear access to mental health services across every community.

As part of the foundational tier-one approach, everyone plays a role in supporting student well-being. Mental health counsellors provide regular support for students and assist teachers in delivering everyday mental health activities designed to build self-awareness and coping skills. In 2025–2026, teachers showed increased engagement in mental health promotion initiatives and whole-class learning. Furthermore, teachers delivered targeted mental health literacy curriculum in Grades 7, 8, and 10, engaging students in deeper discussions about mental health, accessing support, and helping friends.

The Board continues to support the implementation of the Trails to Wellness Social and Emotional Learning (SEL) Program to support students who face emotional regulation challenges. There were 83 additional Trails to Wellness licenses given to teachers across the system, including 57 in Kindergarten. This resource complements the existing curriculum, helping elementary students identify emotions, understand the connection between thoughts, feelings, and behaviour, develop skills to regulate strong emotions, and explore healthy ways to cope with stress.

Key initiatives specifically for Kindergarten included providing Trails to Wellness licenses, hosting a parent webinar on Kindergarten well-being, distributing the SMH-ON resource, "Strategies to support social-emotional learning," to every Kindergarten student for home practice, and offering dedicated @ The Desk Learning sessions for Kindergarten teachers.

Targeted prevention helps students increase self-awareness and develop healthy coping strategies to manage everyday stress. The PreVenture® Program is an evidence-based initiative that uses personality-focused interventions to promote mental health and delay substance use among teens. Offered in partnership with the Centre for Addiction and Mental Health and Youth Wellness Hubs Ontario, the program is delivered to Grade 8 students by school-based mental health counsellors. This year, PreVenture® programs were delivered across 10 schools in all three areas of the Board, with 234 students completing the workshops.

Early intervention remains a key component of the TLDSB continuum of care. Mental health counsellors lead small-group Cognitive Behavioural Therapy (CBT) and Mindfulness sessions for identified students experiencing mild to moderate symptoms of anxiety or low mood. These groups help students manage common symptoms, such as hopelessness, anxious thoughts, decreased energy, and avoidant behaviours. Over the past year, 26 small groups were facilitated, delivering targeted service to 157 students.

For students requiring more intensive support, our skilled mental health counsellors are trained in several modalities to provide brief, evidence-based direct interventions. When appropriate, we collaborate with community partners to facilitate seamless referrals and supportive transitions to specialized care in the community.

Resource development

Mental Health Services launched the newly developed Resource Guide for Suicide Prevention, Intervention, and Postvention. Developed in consultation with mental health counsellors, administrators, and community and Indigenous partners, this resource is to assist all TLDSB staff in knowing how to respond to students who present suicidal feelings, ideation, and/or behaviour to help keep them safe.



Recognizing the value of working and learning together

Awards of recognition

At each Public Meeting of the Board, the CEO, formally the director of education, recognizes staff, students, volunteers, 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 2025-2026 school year:

- **Tracey Choy**, TLDSB purchasing supervisor
- **Brock Easterling**, TLDSB health and safety/WSIB coordinator
- **Kelli Kirkpatrick**, president of the Trillium Lakelands Elementary Teachers Local
- **Jennifer Lee**, Ridgewood Public School volunteer
- **Sandy MacDonald**, Wilberforce Elementary School secretary
- **Jennifer Mills**, Haliburton Highlands Secondary School principal
- **Dave Rice**, Indigenous Knowledge Sharer
- **Erin Rowsell**, TLDSB administrative solutions manager
- **Kim Williams**, TLDSB superintendent of learning

Facility progress

The following projects were carried out across the Board in the summer of 2026:

- Accessibility upgrades – one location
- Boiler upgrades/replacement – two locations
- Building Automation System upgrades – one location
- Compressor and airline replacement – one location
- Entry system additions - six locations
- LED lighting upgrades – two locations
- Locker replacement – two locations
- PA system upgrades – three locations
- Parking lot curb replacement – one location
- Portable refurbishment – one location
- Portable replacement – two locations
- Roof replacement – two locations
- Sewage system replacement – one location
- Washroom renovation/universal – one location
- Washroom upgrades – two locations
- Window replacement – two 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 November 28, 2025, the fifth 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.
- In December 2025, a special online auction was held for two Toronto Maple Leafs items – all TLDSB staff and parents/guardians were invited to participate.
- On December 18, 2025, the Lindsay Education Centre hosted a long-standing central staff 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 third Online Silent Auction in June 2026. All TLDSB staff and parents/guardians were invited to participate by bidding on an array of over 70 auction items with some of them being staff created!

Trillium Student Senate

The Trillium Student Senate (TSS), formerly known as the G7 Student Senate, is composed of peer-elected representatives from each of the secondary schools, including the Virtual Learning Centre. The role of these leaders is to help communication between students and bring student issues to the Board of Trustees. The following intiatives took place within the 2025-2026 school year:

- TSS collaborated with community partner Chimo Young and Family Services to learn more about cyberbullying, which inspired the Make a Positive Print Campaign in all secondary schools.
- TSS partnered with mental health counsellors to offer sessions for students around stress and well-being during exam time.
- TSS attended the Canadian Student Leadership Conference at Camp White Pine in Haliburton. Over the four days, student leaders from schools across Canada further developed essential skills in areas such as mental health advocacy, reconciliation, sustainability, and school culture and climate through keynote speakers and workshops.
- TSS had the opportunity to facilitate activities for the Director's Student Voice Summit, intended to share student voice through ideas, experiences, and feedback. TSS ensured all students felt welcome, comfortable, and able to express themselves.





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 Katherine Martinko, Smart Strategies to Manage Screens. Katherine is a speaker on behalf of Jonathan Haidt's Anxious Generation campaign, and the author of *Childhood Unplugged: Practical Advice to Get Kids Off Screens and Find Balance (2023)*.
- In partnership with Pine River Institute, the Board provided three webinars on the following topics: worry or anxiety?, building our stress zone, and the benefits of positive stress.
- In partnership with Elementary Curriculum Services, the Board offered a Kindergarten webinar for parents/guardians to promote mental health and social emotional regulation at home. 120 parents/guardians registered to attend.
- School-based mental health counsellors offered regular Coffee and Connect sessions at their school for families to engage in targeted learning opportunities about emotion regulation and managing stress.
- Mental health counsellors facilitated four virtual Circle of Security Parenting groups, an eight-week, structured program designed to help parents/guardians understand attachment and support their child(ren)'s ability to successfully manage emotions.



Health and safety

During the 2025-2026 school year, a priority was placed on system modernization and digital compliance to improve transparency, real-time communication, and data security. The Board successfully transitioned its site-based Joint Occupational Health and Safety Committees (JOHSC) to a live digital reporting system, implementing automated legislative notifications while establishing enhanced privacy controls. Additionally, proactive health and safety initiatives were launched across the system, including a targeted cooperative education student safety campaign, and a comprehensive audit of all Automated External Defibrillators (AEDs) to ensure rigorous emergency readiness.

Comprehensive training remained a key focus, with all staff completing updated health and safety and workplace violence prevention modules during the September Professional Development day. Furthermore, 64 site-based JOHSC members, including both staff and management representatives, received Level 1, Level 2, or Recertification Training to ensure they were properly equipped and supported to carry out their duties.

In addition to the annual review of the Board's Health and Safety Policy, extensive updates were made to the policy and procedure for preventing and responding to workplace violence. Environmental health and facilities management were also prioritized through a system-wide summer hazardous waste removal program across all secondary schools, and the standardization of asbestos management communications. To ensure ongoing compliance under the Occupational Health and Safety Act (OHSA), health and safety audits were conducted at nine schools this year, consisting of evaluations of principal practices, custodial practices, and a comprehensive facility walkthrough.

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. At the June meeting, Dr. Sarah Hallett, M.Psy, PsyD presented Beyond Behaviour: Building Connection with Your Child. Dr. Hallett shared how every behaviour, no matter how challenging or hard to watch, has purpose. She provided a clearer understanding of the common traps parents/guardians all fall into, practical ways to build real connection through empathy, and insight into how a child's biology determines if they're ready to learn or if they need you to help them feel safe and regulated. At the meeting, attendees had the opportunity to ask questions and provide feedback on support 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:

77 good news stories shared on tldsb.ca
775 Facebook posts
705 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 - Associate Superintendent of learning, Jennifer Clark

Pine Glen Public School has been a focus school for the past three years and benefits from strong, collaborative leadership from both administrators and teachers. Through the implementation of core resources and consistent progress monitoring, staff have developed a precise understanding of each student's academic strengths and areas for growth. In response, the school is leveraging the Multi-Tiered System of Support (MTSS) model, focusing on strong Tier 1 and Tier 2 instruction through the implementation of core resources with fidelity and maximizing human resources.

Stuart Baker Elementary School and J.D. Hodgson Elementary School, in their six months as hybrid focus schools, have worked to develop clear goals in their school improvement plans based on data. They have focused their efforts on the implementation of the literacy block and the daily math block, and have been working on developing strong Tier 1 instruction, leveraging new resources, and evidence-based strategies, with a focus on explicit instruction.

Region 2 - Superintendent of learning, Dawn Sudsbury

In their six months as focus schools, Dunsford District Elementary School, Dr. George Hall Public School, and Scott Young Public School have made some strategic changes to improve student achievement. The staff at each school are working on ensuring every single minute of instructional time is utilized during the school day. They are each shifting toward using their special education resource teachers more effectively, where it impacts students most in the classroom.

Teachers have been tasked with using quality resources in the classroom, such as implementing University of Florida Literacy Institute (UFLI) Reading Foundations with Fidelity, restructuring the math block to ensure fundamentals and scope and sequence, as well as retrieval practices being taught effectively. Teaching and learning coaches are in identified classrooms modeling, co-teaching, and supporting teachers with planning.

The schools are committed to data-informed decision-making. Teachers are starting to analyze student data with more precision to respond with targeted support. By anchoring these academic shifts in strong school routines and a supportive, intentional school culture, these focus schools are building a solid foundation for lasting achievement.

Region 3 - Superintendent of learning, Nikki Train

Over the past year at Lady Mackenzie Public School, teachers have focused on strengthening early literacy through targeted small-group instruction and evidence-based reading interventions, resulting in measurable growth in foundational skills.

Huntsville Public School prioritized mathematical thinking and problem-solving by implementing structured daily math blocks, collaborative co-teaching, and regular progress monitoring to support diverse learning needs.

Gravenhurst Public School centred its efforts on building a positive school culture alongside academic rigor, integrating social-emotional learning into daily instruction and leveraging data-driven strategies to ensure every student received personalized support.

Together, these dedicated efforts across Region 3 reflect our shared commitment to empowering every learner to succeed.



Region 4 - Superintendent of learning, Kim Williams

Both Fenelon Falls Secondary School and I.E. Weldon Secondary Schools Grade 9 math teachers have participated in professional learning communities where they reviewed student work based on EQAO style questions, and discussed how to address misconceptions and what interventions struggling students need to be successful. Small group instruction was utilized to intervene with students who need additional support to deepen their knowledge of fundamental math skills.

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.

Both schools also engaged in screening of their Grade 9 students' reading comprehension and vocabulary to identify those who would benefit from reading interventions. Through explicit instruction of evidence-based literacy strategies at staff meetings, and individualized targeted instruction for a select group of students, both schools were intentional in their approach to improving reading comprehension, recognizing the importance of reading to future career success.

Region 5 - Superintendent of learning, Tanya Fraser

Haliburton Highlands Secondary School (HHSS) administration met regularly with curriculum consultants to support instructional leadership and implementation of system learning. Learning at staff meetings and professional development days was focussed on the science of learning, digging deeper into aspects of explicit instruction, including the instructional hierarchy, eliciting student responses, and retrieval practice.

In addition to attending system level professional learning about the science of learning and explicit instruction, teachers of numeracy and literacy participated in a family of schools Professional Learning Community (PLC) to support the application of evidence-based practices. This collaborative approach aimed to ensure effective transition of student learning throughout the intermediate years. The same teachers also engaged in elbow-to-elbow coaching with curriculum consultants.

Furthermore, the school continued to support literacy interventions for students, recognizing the importance of effective Tier 1 classroom practices in addition to Tier 2 interventions through the library and English classes. Teachers of all subjects implemented evidence-based instructional practices, including explicit morphology instruction.

In response to feeder school numeracy data, a Grade 9 course specifically focussed on closing gaps in fundamental math skills - a numeracy focused learning skills course - was implemented. This course enabled students to enter in the destreamed math pathway with greater confidence and improved skills.

Region 6 - Superintendent of learning, Traci Hubbert

The Adult and Alternate Education Centres (AAEC) were a focus school for the first time this school year. An emphasis on knowing the learner and their profile was put in place to ensure appropriate course placement, and one of the many AAEC course delivery options was part of the registration process. With a primary goal of supporting students to graduate, and have future success, an emphasis on leveraging credit recovery options was in place across all six AAECs.

AAEC staff were included in system-wide learning this year, and embraced working on retrieval practices and ensuring that classrooms were setting the right conditions for both adults and alternate learners to re-engage in a school setting. A renewed focus, a deep look at student data, and revised practices resulted in 223 students earning their Ontario Secondary School Diploma.



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