



**REGULAR MEETING OF THE BOARD
AGENDA**

DATE: Tuesday, September 24, 2013
LOCATION: Corporate Office, Lindsay
TIME: 6:30 p.m.

1 CALL TO ORDER

2 NATIONAL ANTHEM

3 DECLARATION OF POSSIBLE CONFLICT OF INTEREST

4 DELEGATIONS/PRESENTATIONS

4.1 Quality Daily Physical Activity – Drum Fit----- A. Gillespie

5 APPROVAL OF THE AGENDA/ADDITIONS

6 ACTION ITEMS:

6.1 Approval: Board Minutes dated August 27, 2013 ----- (pgs.3-6)

6.2 Adoption: Committee of the Whole minutes dated September 10, 2013----- (pgs.7-9)

6.3 Recommendations from In-Camera ----- L. Hope

6.4 ADMINISTRATIVE REPORTS:

6.4.a 2012-2013 Strategic Action Plan – Evaluation ----- L. Hope(pgs.10-25)

6.4.b 2013-2014 Strategic Action Plan ----- L. Hope(pgs.26-43)

6.4.c EQAO – Grades 3 and 6 ----- A. Gillespie,
S. Woon (pgs.44-57)

6.4.d Safe Welcome Program in TLDSB Schools ----- L. Hope(pg.58)

6.5 TRUSTEE REPORTS:

6.5.a SEAC Minutes June 4, 2013----- J. Byrne (pgs.59-63)

7 INFORMATION ITEMS (VERBAL)

7.1 ADMINISTRATIVE REPORTS: (verbal)

- 7.1.a Administrative Update----- L. Hope
- 7.1.b System Update ----- C. Shedden

7.2 TRUSTEE REPORTS (verbal):

- 7.2.a Student Trustee Report----- H. Ready
- 7.2.b OPSBA Report----- T. Armstrong

8 CORRESPONDENCE

9 PUBLIC QUESTIONS AND COMMENTS

10 NEXT MEETING

DATE: Tuesday, October 8, 2013
 LOCATION: VC Room – Muskoka Education Centre
 VIDEO CONFERENCE: VC Room – Haliburton County Education Centre
 Board Room – Lindsay Education Centre
 TIME: 6:30 p.m.

11 ADJOURNMENT



**Trillium Lakelands District School Board
Regular Meeting of the Board
Public Session**

Date: Tuesday, August 27, 2013
Location: Lindsay Corporate Office
Time: 6:30 p.m.

Present: D. Alton, T. Armstrong, G. Brohman, J. Byrne, L. Clodd, J. Hayes, B. Reain, K. Round, J. Saunders, J. Hawley

Administration: L. Dow, K. Cutler, A. Gillespie, L. Hope, B. Kaye, R. MacDonald, D. Scates, S. Woon

1. CALL TO ORDER

The meeting was called to order at 7:00 p.m.

2. DECLARATION OF POSSIBLE CONFLICT OF INTEREST

There were no declarations of conflict of interest.

3. DELEGATIONS/PRESENTATIONS

3.1. Swearing in of Student Trustees

Jillian Hawley was sworn in as the 2013-2014 Student Trustee.

4. APPROVAL OF THE AGENDA/ADDITIONS

13-08-72 G. Brohman / B. Reain
THAT THE AGENDA BE APPROVED.
Carried.

5. ACTION ITEMS

5.1. Approval: Board Minutes dated June 11, 2013

13-08-73 J. Hayes / J. Byrne
THAT THE MINUTES OF THE BOARD MEETING DATED JUNE 11, 2013 BE APPROVED.
Carried.

5.2. Recommendations from In-Camera

13-08-74 J. Byrne / J. Hayes
THAT THE HUMAN RESOURCES STAFFING REPORT DATED AUGUST 27, 2013 BE APPROVED.
Carried.

13-08-75 B. Reain / L. Clodd
THAT THE LOCAL ITEMS AGREED TO BY TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD AND OSSTF, REPRESENTING SECONDARY PERMANENT AND OCCASIONAL TEACHERS, AS ATTACHED, BE APPROVED AS PER CLAUSE 21.04 OF THE EXTENDED COLLECTIVE AGREEMENT.
Carried.

13-08-76

B. Reain / J. Byrne

THAT THE LOCAL ITEMS AGREED TO BY TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD AND THE PSSP BARGAINING UNIT, AS ATTACHED, BE APPROVED AS PER CLAUSE 21.04 OF THE EXTENDED COLLECTIVE AGREEMENT.

Carried.

13-08-77

L. Clodd / T. Armstrong

THAT THE FOLLOWING LISTED PORTIONS OF THE MOU BETWEEN THE GOVERNMENT OF ONTARIO AND ETFO DATED JUNE 12, 2013 BE APPENDED TO THE COLLECTIVE AGREEMENTS BETWEEN THE BOARD AND ETFO:

- MATERNITY BENEFITS
- SICK LEAVE
- SICK LEAVE/SHORT TERM SICK LEAVE DISABILITY PLAN
- LONG TERM DISABILITY
- VOLUNTARY UNPAID LEAVE OF ABSENCE PROGRAM FOR ALL BARGAINING UNITS
- UNPAID DAYS AND OFFSETTING MEASURES FOR TEACHER BARGAINING UNITS
- RECONCILIATION FOR TEACHER BARGAINING UNITS
- ATTENDANCE RECOGNITION
- SPECIALIZED JOB CLASSES
- JOB SECURITY FOR SUPPORT STAFF
- NON-VESTED RETIREMENT GRATUITY FOR EMPLOYEES
- VESTED RETIREMENT GRATUITY FOR EMPLOYEES

and

THAT THE FOLLOWING LISTED PORTIONS OF THE MOU BETWEEN THE GOVERNMENT OF ONTARIO AND CUPE DATED MAY 10, 2013 BE APPENDED TO THE COLLECTIVE AGREEMENT BETWEEN THE BOARD AND CUPE:

- NON-VESTED RETIREMENT GRATUITY FOR EMPLOYEES
- SICK LEAVE/SHORT TERM SICK LEAVE DISABILITY PLAN
- OFFSETTING MEASURES
- SPECIALIZED JOB CLASSES
- LETTER OF UNDERSTANDING – JOB SECURITY FOR SUPPORT STAFF – ADDENDUM

and

THAT THE FOLLOWING LISTED PORTIONS OF THE MOU BETWEEN THE GOVERNMENT OF ONTARIO AND OSSTF DATED APRIL 9, 2013 BE APPENDED TO THE COLLECTIVE AGREEMENTS BETWEEN THE BOARD AND OSSTF:

- JOB SECURITY FOR SUPPORT STAFF
- MATERNITY BENEFITS
- VOLUNTARY UNPAID LEAVE OF ABSENCE PROGRAM FOR ALL BARGAINING UNITS
- UNPAID DAYS AND OFFSETTING MEASURES FOR TEACHER BARGAINING UNITS
- RECONCILIATION OF TEACHER BARGAINING UNITS
- ATTENDANCE RECOGNITION
- SICK LEAVE/SHORT TERM SICK LEAVE DISABILITY PLAN
- LONG TERM DISABILITY
- NON-VESTED RETIREMENT GRATUITY FOR EMPLOYEES
- SPECIALIZED JOB CLASSES

Carried.

13-08-78

B. Reain / G. Brohman

THAT THE TRANSFER OF THE CURRENT TRANSPORTATION CONTRACT FROM SHARWOOD TRANSPORTATION LIMITED TO FIRST STUDENT CANADA BE APPROVED.

Carried.

5.3. Administrative Reports

5.3.a. Suspensions and Expulsions Report 2012-2013

Superintendent Cutler provided data regarding student suspensions and expulsions for the 2012-2013 year.

THE SUSPENSIONS AND EXPULSIONS REPORT FOR 2012-2013 WAS RECEIVED FOR INFORMATION.

5.3.b. 2013-2014 Trustee Committee Membership

Director of Education, Hope requested participation by trustees on Board Committees.

THE BOARD COMMITTEES – TRUSTEE MEMBERSHIP 2013-2014 WAS RECEIVED FOR INFORMATION.

6. INFORMATION ITEMS (VERBAL)

6.1 Administrative Reports (verbal)

6.1.a Summer Projects

Superintendent Kaye updated trustees on the construction projects that occurred in Trillium Lakelands District School Board over the summer months.

6.1.b 2012-2013 Strategic Directions Feedback

Director of Education, Hope updated trustees on the feedback to the 2012-2013 Strategic Directions.

6.1.c Administrative Update

Director of Education, Hope updated Trustees on the following:

- The annual Principal/Vice Principal meeting was held earlier this week. Almost 100 administrators took part. Jenni Donohoo from Greater Essex DSB spoke about Collaborative Enquiry
- Thanks to Superintendent Kaye, Craig Young and their crews for their hard work with the summer construction and the completion of Muskoka Education Centre

6.1.d System Update

Rebecca MacDonald updated trustees on recent events that have occurred and are upcoming in the Board including

- Math Camp successfully ran last week with over 150 participants
- Updated website will be launched in the coming weeks
- Children's Water Festival is being held September 30th and October 1st

Date: August 27, 2013
Location: Lindsay Corporate Office
Time: 6:30 p.m.

REGULAR MEETING OF THE BOARD
Public Session

6/60

6.2 Trustee Reports (verbal)

6.2.a Student Trustee Report

Student Trustee Hawley provided trustees with plans for the G7 Student Senate for the 2013-2014 school year.

6.2.b OPSBA Report

Trustee Armstrong informed trustees that the Board of Directors meeting of OPSBA is coming up in September.

7 CORRESPONDENCE

8 MOTION TO ADJOURN

13-08-79 L. Clodd / G. Brohman
THAT THE BOARD DO NOW ADJOURN AT 8:10 P.M.
Carried.

Karen Round, Chairperson of the Board

Larry Hope, Director of Education

Lisa Dow, Recording Secretary

**Trillium Lakelands District School Board
Committee of the Whole Meeting of the Board
Public Session**

Date: Tuesday, September 10, 2013

Location: Haliburton County Education Centre – VC Room

Video Conference: Corporate Office, Lindsay Education Centre – Board Room
BMLSS – McMurray Room

Time: 6:30 p.m.

Present: D. Alton, T. Armstrong, G. Brohman, J. Byrne, L. Clodd, J. Hayes, B. Reain,
K. Round, J. Saunders, J. Hawley

Administration: B. Barrett, K. Cutler, A. Gillespie, L. Hope, B. Kaye, D. Scates, C. Shedden,
S. Woon

1. CALL TO ORDER

The meeting was called to order at 6:52 p.m.

2. DECLARATION OF POSSIBLE CONFLICT OF INTEREST

None were declared.

3. DELEGATIONS/PRESENTATIONS

No delegations or presentations.

4. APPROVAL OF THE AGENDA/ADDITIONS

K.Round / B. Reain

THAT THE AGENDA BE APPROVED.

Carried.

5. ACTION ITEMS

5.1. Administrative Reports

5.1.a. Treasurer's Report

Superintendent of Business Kaye presented to Trustees the Treasurer's Report as of May 31, 2013.

THE TREASURER'S REPORT DATED MAY 31, 2013 WAS RECEIVED FOR INFORMATION.

5.1.b. Facility Partnerships Report

Superintendent of Business Kaye presented to Trustees the report on facilities with underutilized space available for potential partnerships.

THE FACILITY PARTNERSHIPS REPORT WAS RECEIVED FOR INFORMATION.

5.1.c. Transportation Report 2012-2013

Superintendent of Business Kaye presented Trustees the summary overview of the Board's transportation operations, as well as actions taken in the system during the year focussing on efficiency and safety.

THE TRANSPORTATION REPORT 2012-2013 WAS RECEIVED FOR INFORMATION.

5.1.d. Occupational Health and Safety Report 2012-2013

Superintendent Scates presented Trustees with the 2012-2013 Occupational Health and Safety report.

THE OCCUPATIONAL HEALTHY AND SAFETY REPORT 2012-2013 WAS RECEIVED FOR INFORMATION.

5.2. Trustee Reports

6. INFORMATION ITEMS (VERBAL)

6.1. Administrative Reports (verbal)

6.1.a. Administrative Update

Director Hope updated trustees on the following:

- Schools commended for the very smooth start up – have visited 14 schools and things seem well in hand
- From an enrolment perspective we can say that numbers are encouraging, It appears that there are about 108 FTE students more in the elementary panel, in secondary panel we are about 131.5 FTE more students than predicted. We will need to take action quickly and will be adding about 10 elementary teachers to the system. We will not be adding many more staff members in the secondary panel as there is a lot more flexibility in the secondary panel. We will meet all of our ratios and contractual obligations
- Received notification of year 5 FDK \$4.1 million for renovations
- Catherine Shedden, Communications Manager has received a communications award for the board from the Canadian Association of Communicators in Education for the "A New Start"
- Ministry consultations are taking place – schools will be consulting with school councils, consultation will also take place at the October District School Council Meeting, at an upcoming G7 event, as well as a community consultation in each area of the board;
- The Safe Welcome Schools Program supported by the Ministry of Education provides funds have been provided to schools who wish to have security systems installed. TLDSB elementary school principals consulted with school councils and staff. The result is that 10 elementary schools in TLDSB will be aiming to lock their doors and have a camera and buzzer type system installed.

6.1.b. System Update

Director's Office Manager Shedden updated trustees on recent events that have occurred or are upcoming in the Board.

Date: Tuesday, September 10, 2013
Location: HCEC – Video Conference Room
Time: 6:30 p.m.

6.2. Trustee Reports (verbal)

6.2.a. Student Trustee Report

Student Trustee Hawley updated trustees on the G7 Student Senate events and plans for the upcoming year.

6.2.b. OPSBA Report

Trustee Armstrong provided an update from OPSBA.

7. CORRESPONDENCE

- 7.1.a.** A letter from Glenda Morris commending TLDSB students for their support at the G-2 Global Day of Action in Lindsay on September 3, 2013

8. QUESTIONS AND COMMENTS

9. MOTION TO ADJOURN

K. Round / B. Reain

THAT THE BOARD DO NOW ADJOURN AT 7:31 p.m.

Carried.

Louise Clodd, Vice Chairperson of the Board

Larry Hope, Director of Education

Catherine Shedden, Recording Secretary

TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

DATE: September 16, 2013

TO: Trustees

SUBJECT: Strategic Action Plan 2012-2013 Evaluation

ORIGIN: Larry Hope, Director of Education

REFERENCE: Board Meeting – September 24, 2013

PURPOSE: To present the Strategic Action Plan 2012-2013 Year End Evaluation

CONTEXT: A detailed Strategic Action Plan 2012-2013 was developed, received by the Board, and shared with the system in the fall of 2013.

The intention of this plan is to put in place specific and measurable mechanisms and strategies to ensure that the goals as outlined in the 2011-2015 Strategic Directions would be achieved.

The Strategic Action Plan includes a description of each action, indicators of success, the status of the action, the person(s) responsible, additional resources used (if applicable), and results.

CONTENT: The Strategic Plan evaluation 2012-2013 contains key results achieved. In many cases, indicators of success are evident. In some cases, initiatives will continue into the upcoming school year.

The degree to which each goal listed in this plan has been achieved, has been evaluated by the senior administrator responsible.

Where possible, data has been inserted to indicate the level of success achieved. Please see attached 2012-2013 Strategic Action Plan Evaluation.

STRATEGIC ACTION ACTION PLAN 2012-2013

Evaluation

The 2012-2013 Strategic Plan is divided into three sections corresponding to the three main goals outlined in the 2011-2015 Strategic Directions.

STUDENT ENGAGEMENT AND ACHIEVEMENT

In TLDSB, every student is provided with multiple opportunities to achieve their full potential

To support this goal, we will:

- Provide safe and caring learning environments
- Focus on individual student needs
- Use student work and achievement data to guide classroom instruction
- Establish individual, classroom, school and Board improvement targets based on relevant school based and provincial student assessments
- Encourage innovation to support student success at all levels
- Use student voice to identify strategies that improve student engagement and achievement

STAFF ENGAGEMENT AND DEVELOPMENT

In TLDSB, all staff have access to relevant professional development

To support this goal, we will:

- Provide meaningful, job-embedded professional development
- Align professional development with improvement goals
- Differentiate professional development
- Support leadership development

PARENT AND COMMUNITY ENGAGEMENT

Parents and community partners play an active role in supporting the development and achievement of our students

To support this goal, we will:

- Continually communicate the critical role the home plays in a child's development
- Engage in partnerships that support the health and well-being of our students
- Make our schools and facilities available as community hubs whenever possible
- Ensure that goals, progress, and achievement are communicated through a variety of media

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.

Board Improvement Plan	The Board Improvement plan will focus professional development, student achievement efforts in the areas of greatest need.	Professional development and resources focusing on the areas of greatest need are provided.	New	Senior Administration		Complete. Meeting with EDU November 26 and May 28, 2013.
School and Board Improvement Plans	School and Board Improvement Plans will be aligned and based on school and board areas of student need.	School Improvement Plans are complete and monitoring indicates evidence of implementation.	Ongoing	Senior Administration		Schools completed an end of year evaluation of school improvement plan and fed this information forward to the Board Imp. Plan.
	Classroom instruction is based on curriculum expectations.	Lessons are designed using curriculum expectations as the foundation.	Ongoing	Senior Administration		Monitoring at school and senior administration level and ongoing through PD and PLCs.
Targeted Instruction	Student work and achievement data will guide classroom instruction.	Instructional practices are differentiated in response to student needs.	Ongoing	Senior Administration		Introduction of tiered assessment triangle. Ongoing.
	Students will be provided with quality tasks.	All students are engaged in tasks that are meaningful and worthy of student time and effort.	Ongoing	Senior Administration		Monitoring at school and senior administration level and ongoing through PD and PLCs.
	Implement the Fountas and Pinnell System Reading Assessment.	The Fountas and Pinnell benchmark reading system will be used to pinpoint student specific needs in reading.	Ongoing	Andrea Gillespie	Reserve Fund Management Plan	All schools received and implemented kits to get more detailed information about students ability to read and comprehend texts.
Supporting 21st Century Teaching and Learning	Implement year 1 of 3 year ICT Plan "Leading and Learning with Technology in TLDSB"	"Plan" is communicated and shared.	New	Dianna Scates		Year 1 completed, year 2 and 3 currently being revised.
	Launch Social Media Strategy "Grow the Good"	Social media is used to promote good things that staff and students do and in crisis communications to promote accurate information.	New	Catherine Shedden	Surplus management plan	Grow the Good launched: 34 schools on Twitter - including MELD, Student Success, AETC; 5 active schools on Facebook - including the G7 Student Senate, AETC.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.

	Promote Ministry of Education e-learning strategies.	Students have access to a variety of opportunities including Homework Help, Blended Learning, and online courses (VLC).	Ongoing Year 2	Dianna Scates		74.4% of eligible students participating in Homework Help; 6933 students used site resources; 2565 chat visits with a tutor; 1819 Sakai sites - 307 new sites created in 2012-2013; a 582% increase in D2L courses from 2011-2012 to 2012-2013.
	Establish wireless guest networks in all feasible elementary schools.	Guest networks are in place.	New	Dianna Scates	Surplus management plan	New guest networks in all elementary and secondary schools and Lindsay AETC.
	Enhance student ability to access student work through anywhere, anytime computing.	Students will be able to access a storage space both from home and school to be able to work on assignments at both locations.	New	Dianna Scates		All students and staff now have access to anywhere / anytime computing.
Student Success Initiatives (7-12)	Participate in Year 2 of "Life After High School" initiative.	Students are given opportunities to learn about careers / pathways.	Ongoing Year 2	Bruce Barrett	Ministry of Education funding	Complete - awaiting report from Ministry.
	Student success practices will be embedded for all students including: credit rescue, credit recovery, Pathways.	Interventions are in place, applied, and monitored.	Ongoing	Bruce Barrett		Ongoing. 100% of schools now use credit rescue as primary source of intervention when a student is in jeopardy of losing a credit.
	Support Specialist High Skills Major programs with additional staff and resources.	Schools have the resources required to sustain SHSM programs.	Ongoing	Bruce Barrett	Surplus management plan	Ongoing. All schools have been provided with resources i.e.. wheel balances, saws, fitness equipment, stoves, microwaves, etc.
Program Enhancement Grants (Arts, Outdoor Education, Physical Development)	Provide opportunities for staff to apply for funding for special initiatives.	Quality projects are submitted and have potential for system-wide impact.	Ongoing	Larry Hope	Surplus management plan \$160,000	38 Program Enhancement projects were completed, 9 were not completed.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.

Full-Day Kindergarten	Provide support for 23 additional FDK classrooms.	Professional development and resources provided for FDK teams including principals, teachers, and ECEs.	New	Andrea Gillespie		Early Years Networks established for professional learning. Purchases of play based materials complete for all year 3 classes and for new year 4 classes.
	Monitor the implementation of the ministry-mandated kindergarten program.	A play-based approach to student learning is evident in all FDK classrooms.	Ongoing Year 3	Andrea Gillespie		Visits to all FDK sites for Years 1,2 and 3 complete.
Special Education Supports	Continue to refine the process for students to obtain personalized special education equipment in a timely manner.	There is reduced wait time for students requiring equipment.	Ongoing Year 2	Shelley Woon		Wait times reduced to three weeks from receipt by Special Equipment Amount Clerk.
	Implement year 2 of "Learning Strategies" program at Pine Glen PS, Central Senior School.	Closing of gap in student literacy and numeracy skills.	Ongoing Year 2	Shelley Woon		Gaps in student performance reduced in literacy and numeracy. Practices in technology from Provincial Schools Learning Disabilities programs implemented.
	Implement consistent and measurable curricular outcomes for Practical Academics and Life Skills classes.	Students in Practical Academics and Life Skills classes are engaged in tasks that are meaningful and worthy of student time and effort.	Ongoing Year 3	Senior Administration		Introduction of essential learning skills to practical academics and life skills teachers. PD provided.
	Personalized interventions and behaviour management strategies will be implemented in Coaching classes.	Personalized interventions address student's areas of greatest need.	Ongoing	Senior Administration		Collaborative problem solving training; Tier 1 training provided to coaching class educators.
	Classroom level practices will support program extensions, consistent with the principles of Tiered Intervention and Learning for All.	Classroom level practices are targeted, differentiated, intensive, supplemental.	Ongoing	Shelley Woon		Professional development and consultant support provided at classroom level. Ongoing.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.

	Increase accessibility of school-based mental health treatment for students.	Board and community resources provide increased access to services.	New Year 3	Shelley Woon		Increased access to board and community staff. 1 additional SSAC and 2 Mental Health Nurses hired through CACC. Counsellors in all secondary schools and 3 elementary schools. Mindfulness Martial Arts program offered in 1 secondary school.
	Implement year 2 of capacity-building in TLDSB around Children's Mental Health.	Resources and professional development resources provided to all stakeholders to support students.	New Year 2	Shelley Woon	Reserve Fund Management Plan	Committee established with board and community staff. Purchased evidenced based resources. "Mind Up" curriculum for all elementary schools. Resource kits added to Media Net.
	Participate in year 2 of Ministry of Education pilot for Children's Mental Health.	Increased mental health services and supports for students.	New Year 2	Shelley Woon	Ministry of Education funding	Formal agreements established with 23 agencies.
	Use current student data to create meaningful and relevant IEP expectations.	IEP expectations are individualized and based on students' current level of performance.	Ongoing	Shelley Woon		Working group created and developing plan. Consultants supporting targeted IEP development at school level.
	Behaviour intervention plans developed for all students who have safety plans.	Intervention plans developed and implemented.	Ongoing Year 2	Shelley Woon		Initiated. Ongoing.
	Implement year 2 of early reading intervention strategy.	Technology utilized in Early Literacy Intervention instruction.	New Year 2	Shelley Woon		Technology provided to 13 schools; Ongoing.
Character Development	Continue to support Me to We initiatives in TLDSB schools.	Increased involvement of TLDSB schools in Me to We initiatives.	Ongoing	Larry Hope		41 schools attended We Day in September and participated in We Act programming.
	Alternative to suspension strategies will be implemented.	Alternatives are in place to support students. Numbers of suspensions are decreasing.	Ongoing	Shelley Woon		PD provided to administrators to increase awareness of alternatives to suspension. Ongoing.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.

	Support district-wide opportunities for students – TLAC, Northern Lights, Eco Summit, Battle of the Books, Yearley Outdoor Education, Drum Circles, Power to Change, LGBT Camp, Intellectually Curious	Events promoted and held.	Ongoing	Larry Hope		While some events were cancelled, TLAC, secondary Eco-Summit, Yearley Outdoor Education, Drum Circles, Power to Change Camp, LGBT Camp all took place; Northern Lights did not take place and there was a secondary eco summit only, Yearley Outdoor Education was modified in some cases; PD on intellectually curious provided to special education resource teachers.
Equity and Inclusion:	Continue to implement the Ministry Equity and Inclusive Education strategy.	Inclusive practices are in place in all schools.	New Year 3	Senior Administration		Welcome Signs up in all schools; Positive Space signs up in all Secondary and most Elementary Schools; EGALE Training to 200 staff and 3 community based sessions; Anti-Oppression Training to 30 Staff; Poverty Awareness training provided to elementary principals and resource piloted at 2 schools.
	Promote the inclusion of Aboriginal views and perspectives in all schools.	Aboriginal students feel safe, supported and see themselves positively reflected in their school environment.	Ongoing	Larry Hope		Symposium held; Self ID materials being revised; cultural events held at various schools.
	Promote equity and inclusion of LGBT students.	LGBT students feel safe, supported, and see themselves positively reflected in their school environment.	Ongoing Year 2	Senior Administration		Resources provided to all schools. Positive Space Training to 250 Elementary Students and 200 staff. 86 Students and 30 Staff/Trustees attended Youth GSA Conference.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.

	Continue to implement the Accessibility for Ontarians with Disabilities Act (AODA).	Staff and facilities are equipped to meet the needs of a diverse population.	Ongoing Year 4	Senior Administration		Board plan developed; ongoing accommodations to facilities.
	Work with community partners to increase awareness of poverty.	Practices are established that address impact of poverty.	Ongoing	Senior Administration		School based initiatives with community partners established in some schools. Poverty focus group established. Elementary Principal PD.
	Implement year 2 of elementary school sound field installation plan	All elementary classrooms are equipped with sound-fields.	Ongoing Year 2	Shelley Woon	surplus management plan	37 Elementary schools complete. Working through building structure issues for remaining schools.
	Promote and monitor use of Report Bullying page on all school websites.	Interventions are applied based on reports from Report Bullying page.	Ongoing Year 3	Shelley Woon, Dianna Scates		Ongoing. Principal PD and principals reminded. 75 reports board wide.
Group of Seven	Plan Student Leadership Conference for April 2013.	Leadership Conference held.	Ongoing Embedded	Larry Hope		Conference held - approximately 85 students in attendance.
	Endorse and promote the Food for All – Great Pasta Challenge.	Increased opportunities for student engagement via differentiated instruction practices are evident.	Ongoing Embedded	Larry Hope		Complete. 6955 boxes of pasta collected board wide for food banks.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.

Professional Development	All departments will provide site-based job-embedded professional development activities when appropriate.	Professional development is provided at work sites whenever appropriate and possible.	New	Senior Administration		Complete and ongoing.
Consultants	Focused support from area consultants will be site-based whenever possible.	Direct support provided.	New	Senior Administration		Increased time of consultants in schools. Common practice in secondary.
Leadership Development and Succession Planning	Provide a leadership development symposium for school leaders prior to the start of the school year.	Symposium held.	Ongoing Embedded	Senior Administration	BLDS # / Budget	Complete. Anthony Muhammad was guest speaker.
	Redesign Leadership Development program based on ministry BLDS initiative.	Program redesigned and communicated to the system.	New	Bruce Barrett		Complete; Program designed to identify leadership candidates based on their impact at the classroom, school, or system level and ability to develop people and build relationships.
	Provide orientation days for new administrators.	Orientations held; feedback gathered.	Ongoing Year 2	Earl Manners; Senior Administration		Complete.
	Engage Principals and Vice-Principals in networked learning opportunities to build instructional leadership capacity.	Provide principals and vice principals with networked opportunities to improve instructional leadership.	Ongoing Year 2	Senior Administration		Complete. Series of vice principal training sessions held, instructional leadership offered at all principal meetings.
	Identify and train a cohort of instructional leaders.	Leads selected; training provided.	Embedded	Andrea Gillespie; Bruce Barrett	Surplus Management Fund	Leads selected, PD provided.
	Continue to support department heads as key leaders.	Professional development and support provided in the areas of instruction, assessment and evaluation, and leadership.	Ongoing Year 2	Bruce Barrett; Shelley Woon		PD provided.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.

School Effectiveness K to 12	Conduct District Support Visits in 18 elementary schools and all secondary schools.	School leadership teams participate in pre-meeting, classroom visits and discussion based on school identified area of focus.	Embedded	Senior Administration		Completed 4 SEF District Support Visits for elementary during 2013-14.
	Focused inquiry will take place at the school level on an area of need and interest, grounded in the BIP / SIP.	Each school will identify and report on an inquiry question based on area of greatest student need. (secondary school the instructional focus)	Ongoing Year 3	Andrea Gillespie, Bruce Barrett		All secondary schools participated. All elementary schools have 1 page SIP with inquiry question based on area of greatest need evident.
MISA (Managing Information on Student Achievement)	Participate in the Barrie Region PNC (Professional Network Centre).	Research opportunities and professional development provided.	Embedded	Dianna Scates		2 research projects completed. 12 teachers attended April 19 session with focus on numeracy.
Learning for All	Students needs are met by the application of the Response to Intervention model - tiered intervention.	The Response to Intervention (RTI) model - tiered intervention is integrated into all professional learning.	Embedded	Shelley Woon		Ongoing, continued focus at school based meeting. Tiered assessment framework introduced.
Assessment, Evaluation and Reporting	Provide training to all elementary and secondary teachers on PowerSchool report card program.	PD provided; report cards complete.	New	Senior Administration		Complete.
	Students will be given multiple and varied opportunities to demonstrate their learning.	Student learning is monitored using classroom, school, and system data.	Embedded	Superintendents		Complete and ongoing.
Supporting 21st Century Teaching and Learning	Offer Earn a Laptop program to interested permanent teachers of .5 FTE or greater.	PD courses offered after school hours; laptops deployed to teachers who have completed required courses.	Ongoing Year 3	Dianna Scates		456 after-school sessions, 4719 sessions in total completed, and 525 laptops earned since program inception. Ongoing.
	Implement year 2 of innovation and inquiry with technology initiative.	Applications submitted, funding provided, projects completed.	Ongoing Year 2	Dianna Scates	Surplus Management Fund	23 projects completed. \$40,000 additional funding received from Ministry.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.

	Promote SmartBoard lesson plan bank.	Lessons are accessed; additional lessons are added.	New	Dianna Scates		Lesson bank regularly promoted and advertised in Earn a Laptop Smartboard Sessions; Majority of lessons tagged as TLDSB lessons
Student Management System	Provide support and professional development for the transition from eSIS to PowerSchool.	PowerSchool implemented; training provided.	New	Dianna Scates	Surplus Management Fund	Complete.
	Create a bank of instructional materials to support implementation of PowerSchool.	Training videos and support documents created and posted.	New	Dianna Scates	Surplus Management Fund	Complete.
NTIP	Train and develop NTIP mentors to work with new and LTO teachers in a structured, supportive, and differentiated manner.	Mentors selected and trained.	Ongoing Year 3	Earl Manners	NTIP Funding	Complete.
Safe and Caring Schools and Worksites	Complete final year of Restorative Practice training to all school-based staff.	Staff in all schools trained.	Ongoing Year 3	Shelley Woon	Surplus Management Fund	Training provided.
	Provide Behaviour Management Systems training.	Training provided to appropriate staff.	Expanding Target Group	Shelley Woon, Earl Manners	Surplus Management Fund	297 Staff trained. Board trainers recertified.
	Identify annual health and safety system goals.	Goals identified; targets set; progress monitored.	New	Earl Manners		Complete.
	Implement an employee wellness program.	Program established.	Ongoing Year 2	Earl Manners; Wellness Committee		On hold.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.

	Provide mental health literacy PD opportunities to target groups.	PD provided.	Ongoing Year 2	Shelley Woon; community agencies	Surplus Management Fund	Training provided - Awareness of suicide intervention prevention - 80; Mental health literacy and wellness - 300; Anxiety awareness - 40; Collaborative Problem Solving - 150 staff and community partners.
	Implement of facility cleanliness assessment tools .	Goals identified; targets set; progress monitored.	New	Bob Kaye		Implementation complete; process ongoing.
Special Education	Students strengths and needs will be reflected in classroom planning.	Student / classroom profiles developed; teacher planning reflects profile.	Ongoing	Shelley Woon		Consultants supporting and monitoring at the school level; Ongoing.
	Continue to refine internal system level assessment practices.	System-level assessment practices revised accordingly.	Ongoing Year 2	Shelley Woon		Moving to a full continuous tiered intake model. Ongoing.
	Implement TLDSB-developed IEP computer program.	Training provided. Program implemented.	New	Shelley Woon		Complete. Training provided. Program implemented.
	Conduct a review of the role of the Educational Assistant.	Role reviewed; handbook updated; updates communicated.	Ongoing Year 2	Shelley Woon		Working committee established. Role of EA s reviewed internally. Ongoing.
	Create or update individual program binders for students with significant needs.	Binders created and in use.	Ongoing Year 2	Shelley Woon		Individual program binders initiated and PD provided. Project ongoing.
Curriculum Support	Provide focussed professional development and networking opportunities for core French teachers.	Literacy strategies are implemented in core French classrooms; training provided.	Ongoing Year 2	Andrea Gillespie		Completed Collaborative Inquiry in French sessions.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.

	Engage sixteen schools in CILM study that focuses on collaboration and sharing of positive teaching practices and strategies in junior mathematics classrooms.	Schools co-plan and co-teach lessons; shared examples of student work. Content study of proportional reasoning will take place in all CILM schools.	Ongoing Year 3	Andrea Gillespie		Year 3 of CILM completed with 20+ schools involved at the school and system level; Data being analyzed.
	Continue to engage Schools in the Middle (SIM) schools in learning regarding one of the following areas: quality tasks, descriptive feedback, or differentiated instruction.	SIM schools engaged in the inquiry based on student need. Instructional leaders and consultants will support this job-embedded work.	Ongoing Year 4	Andrea Gillespie		All schools submitted plans to access funds and resources for area of greatest need. Evaluation and reflection of these plans completed.
	Participate in the Kindergarten, Grade 1, and Grade 2 Inquiry.	Inquiry question developed; results shared system-wide.	Ongoing Year 4	Andrea Gillespie		Complete. Learning from this inquiry shared at elementary Principal meeting and via publication.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

PARENT AND COMMUNITY ENGAGEMENT - In TLDSB, parents and community partners play an active role in supporting the development and achievement of our students.

Aboriginal Education	Promote family and community engagement with parent resources, community awareness events, Artist in the schools projects, Elder partner project, community scan.	Events promoted; resources provided to schools.	Embedded	Larry Hope	MOE Funding	Aboriginal Symposium took place in May. Self Identification promotional materials in development.
	Enhance communication about Aboriginal Self Identification to parents.	Resources created and shared.	Ongoing	Larry Hope		Self ID policy and procedure reviewed. Promotional resources in development.
District School Council / Parent Involvement Committee	Provide opportunities for DSC/PIC to meet regularly.	DSC-PIC meetings promoted and held.	Embedded	Catherine Shedden		Complete. District School Council met 4 times.
	Provide parent engagement workshops and resources on Restorative Practice for all areas of the Board.	Parent engagement Restorative Practices sessions provided in all areas.	Ongoing Year 3	Shelley Woon		Training provided to 15 schools in April and May 2013.
	Expand resources to schools to promote parent engagement.	Events promoted; resources provided to schools.	Ongoing Year 2	Catherine Shedden		Ongoing. Resources provided.
Curriculum support	Explore potential partnership with Nipissing University to offer an AQ Math course.	AQ math course to be offered fall 2012. \$250 rebate upon successful completion of course.	New	Andrea Gillespie		Course did not run.
	Establish joint advisory panels on technology with local colleges and co-terminus school boards.	Two regional advisory panels established.	Ongoing Year 2	Bruce Barrett		Advisory panel established in southern area of board and met in May. Ongoing.
	Continue partnership and explore other opportunities with Nipissing University.	Partnership continued; opportunities established.	Ongoing	Dianna Scates		MELD with 12 students in July 2013 in North Bay.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

PARENT AND COMMUNITY ENGAGEMENT - In TLDSB, parents and community partners play an active role in supporting the development and achievement of our students.

	Partner with Fleming College to advise and promote skilled trades programs to TLDSB students.	Partnership established, opportunities explored.	New	Bruce Barrett		234 Grade 10 students from 4 schools participated in site visit. Ongoing.
Special Education	Participate in year 2 of the provincial pilot of speech and language service delivery model with 5 Counties Childrens Centre and CCAC .	Model established, implemented, and reviewed.	Ongoing Year 2	Shelley Woon	Provincial Pilot funding to 5 Counties	Pilot complete.
	Pilot Mental Health Nurse in the schools project in partnership with CCAC.	Mental health nurses in schools addressing service gaps.	New	Shelley Woon		Two mental health nurses in place supporting at-risk secondary students and students discharged from hospital.
	Establish sexual health clinics in secondary schools that do not currently have one.	Sexual health clinics established in each secondary school.	Ongoing	Shelley Woon		Continue to explore collaborative relationships. Clinics established in Muskoka and Haliburton schools.
	Provide access to mental health resources through Board and school web sites, school newsletters, etc.	Resources identified and promoted.	Ongoing	Shelley Woon		Complete and ongoing.
Community Use of Schools	"Be Our Guest" brochure developed to promote TLDSB community use of schools.	Brochure shared.	New	Bob Kaye; Catherine Shedden		Complete.
	Develop school profiles for community partners, school, and Board use.	School profiles developed and shared.	Ongoing Year 2	Catherine Shedden		Profiles complete, plan in place for sharing in fall of 2013.
Internet Accessibility	Wireless connectivity available for community partners working in TLDSB buildings.	Guest networks will be available in all secondary and elementary schools to provide connectivity to our community partners.	New	Dianna Scates		Complete.

Supporting Strategies	Actions	Indicators of Success	Status	Responsibility	Resources	Results
-----------------------	---------	-----------------------	--------	----------------	-----------	---------

PARENT AND COMMUNITY ENGAGEMENT - In TLDSB, parents and community partners play an active role in supporting the development and achievement of our students.

Grow the Good	Launch social media strategy - Grow the Good - with feedback opportunity for stakeholders.	School and school board engagement is enhanced by using social media.	New	Catherine Shedden		Complete and ongoing.
TLDSB Brand recognition	Standardize corporate communication materials : At-a-glance, corporate letterhead, graphic standards for use of logos on signs, posters, flyers, etc.	Guidelines published and distributed. Workshop opportunities offered to departments.	New	Catherine Shedden		All internal documents revised. Graphic Standards Manual developed and ready for distribution.

TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

DATE: September 24, 2013

TO: Trustees

SUBJECT: 2013-2014 Strategic Action Plan

ORIGIN: Larry Hope, Director of Education

REFERENCE: Board Meeting – September 24, 2013

PURPOSE: To present to trustees the 2013-2014 Strategic Action Plan for Trillium Lakelands District School Board.

CONTEXT: Each year a strategic action plan is developed by the Director of Education and senior administration. This plan is developed from the 2011-2015 Strategic Directions set by the Board.

CONTENT: The 2013-2014 Strategic Action Plan, developed by senior administration is divided into three section corresponding to the three main goals outlined in the 2011-2015 Strategic Directions

- 1. Student Engagement and Achievement** – In TLDSB, every student is provided with multiple opportunities to achieve their full potential.
- 2. Staff Engagement and Development** – In TLDSB, all staff have access to relevant professional development.
- 3. Parent and Community Engagement** – In TLDSB, parents and community partners play an active role in supporting the development and achievement of our students.

The Strategic Plan provides the Board with an outline of supporting strategies for these three main goals as well as actions that will be taken, and indicators of success. Midway through the school year, trustees will receive an update on progress with the plan. In September of 2014 a final update of the plan will be presented to the Board.

The Strategic Action Plan includes a description of each action, indicators of success, the status of the action, the person(s) responsible, additional resources used (if applicable), and results.

Please see attached 2013-2014 Strategic Action Plan.

STRATEGIC ACTION ACTION PLAN 2013-2014

The 2013-2014 Strategic Plan is divided into three sections corresponding to the three main goals outlined in the 2011-2015 Strategic Directions.

STUDENT ENGAGEMENT AND ACHIEVEMENT

In TLDSB, every student is provided with multiple opportunities to achieve their full potential

To support this goal, we will:

- Provide safe and caring learning environments
- Focus on individual student needs
- Use student work and achievement data to guide classroom instruction
- Establish individual, classroom, school and Board improvement targets based on relevant school based and provincial student assessments
- Encourage innovation to support student success at all levels
- Use student voice to identify strategies that improve student engagement and achievement

STAFF ENGAGEMENT AND DEVELOPMENT

In TLDSB, all staff have access to relevant professional development

To support this goal, we will:

- Provide meaningful, job-embedded professional development
- Align professional development with improvement goals
- Differentiate professional development
- Support leadership development

PARENT AND COMMUNITY ENGAGEMENT

Parents and community partners play an active role in supporting the development and achievement of our students

To support this goal, we will:

- Continually communicate the critical role the home plays in a child's development
- Engage in partnerships that support the health and well-being of our students
- Make our schools and facilities available as community hubs whenever possible
- Ensure that goals, progress, and achievement are communicated through a variety of media

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.					
Board Improvement Plan	The Board Improvement plan will focus professional development, student achievement efforts in the areas of greatest need. (embedded)	Professional development and resources focusing on the areas of greatest need are provided.	Senior Administration		
	Learning goals, success criteria, and descriptive feedback are used to support student achievement. (new)	School support visits and student work demonstrate these supports tied to student achievement.	Senior Administration		
	Tiered intervention and differentiated instruction reaches all students. (new)	School support visits and student work indicate a variety of responses and instructional and assessment are being utilized.	Senior Administration		
	Student voice is used as a tool to engage all students in learning and to inform next steps for teachers. (new)	Forums provided to gather student voice.	Senior Administration		
	Establish a System Improvement Planning Team to monitor progress and inform implementation of the Board Improvement Plan. (new)	Principals selected, team created, meetings held, recommendations provided.	Larry Hope		
School and Board Improvement Plans	School and Board Improvement Plans will be aligned and based on school and board areas of student need. (embedded)	School Improvement Plans are complete and monitoring indicates evidence of implementation.	Senior Administration		
	Initiate shared Superintendent and Director formal visits to schools to support alignment and implementation of board and school improvement plans. (new)	At least 3 school visits per supervisory officer are completed with Director of Education.	Larry Hope		

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.					
Classroom Instruction	Classroom instruction, assessment, and evaluation is based on curriculum expectations. (enhanced)	Lessons are designed using curriculum expectations as the foundation.	Senior Administration		
	Student work and achievement data will guide classroom instruction. (embedded)	Instructional practices are differentiated in response to student needs.	Senior Administration		
	Students will be provided with quality classroom tasks. (embedded)	All students are engaged in tasks that are meaningful and worthy of student time and effort.	Senior Administration		
	Implement year 2 of 3 year ICT Plan "Leading and Learning with Technology in TLDSB" (new)	"Plan" is communicated and shared.	Dianna Scates		
	Promote Social Media Strategy "Grow the Good". (embedded)	Social media is used to share success stories including staff and student accomplishments. Number of schools participating in social media is increased.	Catherine Shedden	Surplus management plan	
	Support implementation of Ministry of Education e-learning strategies. (embedded)	Students have access to a variety of opportunities including Homework Help, Blended Learning, and online courses (VLC).	Dianna Scates		
	Implement year 3 of "Learning Strategies" program at Pine Glen PS, Central Senior School, and Scott Young PS. (enhanced)	Closing of gap in student literacy and numeracy skills.	Shelley Woon		
	Renew and support the implementation of quality daily physical activity in elementary schools. (new)	Consultant hired, plan created and implemented.	Andrea Gillespie	Surplus management plan	
	Support deeper implementation of physical and health education in elementary schools. (new)	Resources and supports provided.	Andrea Gillespie	Surplus management plan	

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.					
	Review, support, and monitor primary reading and early reading intervention programs. (new)	Reading data collected and analyzed; programs reviewed.	Andrea Gillespie Shelley Woon		
	Support and monitor implementation of consistent and measurable quality curricular outcomes for Practical Academics and Life Skills classes. (enhanced)	Students in Practical Academics and Life Skills classes are engaged in tasks that are meaningful and worthy of student time and effort.	Shelley Woon		
	Implement a model of Collaborative Problem Solving in coaching classes. (new)	Collaborative problem solving implemented in coaching classes.	Shelley Woon		
	Continue to increase accessibility of school-based mental health treatment for students. (enhanced)	Board and community resources provide increased access to services.	Shelley Woon		
	Implement year 3 of capacity-building in TLDSB around Children's Mental Health. (enhanced)	Resources and professional development resources provided to all stakeholders to support students.	Shelley Woon	Surplus Management Plan	
	Participate in year 3 of Ministry of Education pilot for Children's Mental Health. (enhanced)	Increased mental health services and supports for students.	Shelley Woon	Ministry of Education funding	
	Use current student data to create meaningful and relevant curriculum-based IEP expectations. (enhanced)	IEP expectations are individualized and based on students' current level of performance.	Andrea Gillespie Shelley Woon		
	Collaboratively develop behaviour intervention plans for all students who have safety plans. (enhanced)	Intervention plans developed and implemented.	Shelley Woon		
	Introduce Re-Reading Tutor program at the secondary level. (new)	Re-reading tutor programs occurring in secondary schools.	Shelley Woon		

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.					
	Provide support to secondary schools for technical shop renewal. (new)	Needs assessed, purchases coordinated, equipment in place.	Bruce Barrett Bob Kaye	Surplus Management Plan	
	Develop Learning Commons spaces where students can actively pursue their educational needs in an independent and collaborative way. (new)	Learning Commons are established in 2 secondary schools (FFSS, HHS).	Bruce Barrett		
Safe and Accepting Schools	Continue to support Me to We initiatives in TLDSB schools. (embedded)	Increased involvement of TLDSB schools in Me to We initiatives.	Larry Hope		
	Promote and monitor alternatives to suspension strategies. (enhanced)	Best practices in prevention and response are identified and shared.	Kevin Cutler		
	Continue to support the implementation of Equity and Inclusive Education strategies. (enhanced)	Inclusive practices are in place in all schools.	Senior Administration		
	Promote the inclusion of First Nations, Métis, and Inuit views and perspectives in all schools. (enhanced)	First Nations, Métis, and Inuit students feel safe, supported and see themselves positively reflected in their school environment.	Larry Hope		
	Support equity and inclusion of LGBT students. (embedded)	LGBT students feel safe, supported, and see themselves positively reflected in their school environment.	Kevin Cutler		
	Implement year 1 of secondary school sound field installation plan. (new)	Select secondary classrooms will be equipped with sound-fields.	Shelley Woon	Surplus Management Plan	

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.					
	Provide training to selected grade 7-10 students in bullying prevention and intervention and enhancing school climate. (new)	Training provided; Survey data collected.	Kevin Cutler		
	Revise, promote, and monitor use of Report Bullying page on all school websites. (enhanced)	Report Bullying page reviewed and revised; Data collected.	Kevin Cutler , Dianna Scates		
	Plan G7 Student Leadership Conference for Spring 2014. (embedded)	Leadership Conference planned and held.	Larry Hope		
	Endorse and promote the G7 Student Senate - Great Pasta Challenge. (embedded)	Continued promotion of G7; Great Pasta Challenge held; Student Leadership Conference planned and held.	Larry Hope		

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.					
Classroom Instruction	All departments will provide site-based job-embedded professional development activities. (enhanced)	Job-embedded professional development is provided at work sites whenever appropriate and possible.	Senior Administration		
	Focused support for schools will be site-based whenever possible. (enhanced)	Direct support provided, based on need.	Senior Administration		
	Provide opportunities for self-selected professional development based on an area of instructional focus. (enhanced)	Self selected menu shared with staff; sessions provided to interested staff.	Senior Administration		
	Provide a leadership development symposium for school leaders prior to the start of the school year. (embedded)	Symposium held.	Senior Administration	BLDS Budget	
	Offer educators an opportunity to participate in Math Camp. (enhanced)	Math Camp learning focuses on identified ministry priorities in the area of junior math.	Andrea Gillespie	Surplus Management Plan	
	Provide orientation for new administrators. (embedded)	Orientation held; feedback gathered.	Earl Manners; Senior Administration		
	Identify and train a cohort of instructional leaders. (embedded)	Leads selected; training provided.	Andrea Gillespie; Bruce Barrett	Surplus Management Plan	
	Department Heads will be primary leaders to actively carry out school self-assessment. (enhanced)	Professional development and support provided in the areas of instruction, assessment and evaluation, and leadership.	Bruce Barrett; Shelley Woon		
	Re-establish District Support Visits by visiting 13 elementary schools and all secondary schools including AETC sites. (enhanced)	School leadership teams participate in pre-meeting, classroom visits and discussion based on school identified area of focus.	Senior Administration		

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.					
	Focused inquiry will take place at the school level on an area of need and interest, grounded in the BIP / SIP. (embedded)	Each school will identify and report on an inquiry question based on area of greatest student need. (secondary school the instructional focus).	Andrea Gillespie, Bruce Barrett		
	All schools will engage in a school self-assessment based on the SEF indicators. (new)	Schools will complete an SEF self assessment prior to the October 11th PA day. This data will be used for school improvement planning.	Andrea Gillespie Bruce Barrett		
	Participate in the Barrie Region PNC (Professional Network Centre). (embedded)	Research opportunities and professional development provided.	Dianna Scates		
	Continue to build system capacity for planning and instruction that reflects the principles of Learning for All. (enhanced)	The principles of Learning for All are reflected in planning, instruction, and assessment.	Senior Administration		
	Provide opportunities for teachers to engage in collaborative inquiry around assessment and evaluation. (new)	Board level inquiry offered in assessment.	Senior Administration		
	Offer Earn a Laptop program to interested permanent teachers of .5 FTE or greater. (embedded)	PD courses offered after school hours; laptops deployed to teachers who have completed required courses.	Dianna Scates		
	Review Earn a Laptop program. (new)	Program renewal, eligibility, and training reviewed. Plan created for 2014-2015 school year.	Dianna Scates		
	Implement year 3 of innovation and inquiry with technology initiative. (enhanced)	Applications submitted, funding provided, projects completed.	Dianna Scates	Surplus Management Plan	

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.					
	Continue support and professional development for the effective use of PowerSchool. (enhanced)	PowerSchool implemented; training provided and further reports developed.	Dianna Scates	Surplus Management Plan	
	Expand our bank of instructional materials to support implementation of PowerSchool. (enhanced)	Training videos and support documents created and posted.	Dianna Scates	Surplus Management Plan	
	Train and develop NTIP mentors to work with new and LTO teachers in a structured, supportive, and differentiated manner. (embedded)	Mentors selected and trained, opportunities to collaborate provided to mentors and mentees.	Earl Manners	Ministry of Education funding.	
	Identify healthy active living leads in all elementary schools. (new)	Leads identified, training provided.	Andrea Gillespie		
	Student strengths and needs will be reflected in classroom planning. (embedded)	Student / classroom profiles developed; teacher planning reflects profile.	Senior Administration		
	Continue to refine and monitor internal system level assessment practices for specialized services. (enhanced)	System-level assessment practices revised accordingly.	Shelley Woon		
	Provide FDK educator teams professional learning support through early learning networks. (new)	Early Learning Networks are offered four times over the year focussing on new research in early years.	Andrea Gillespie		
	Provide professional development in creating explicit and meaningful IEP expectations. (new)	Exemplars of quality IEP expectations created and professional development and resources provided to schools.	Senior Administration		
	Revise the Educational Assistant Handbook. (new)	Handbook revised.	Shelley Woon		
	Continue to create and update individual program binders for students with significant needs. (enhanced)	Binders created and in use.	Shelley Woon		

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.					
	Engage schools in math inquiry that focuses on collaboration and sharing of positive teaching practices and strategies in primary, junior, and intermediate mathematics classrooms. (enhanced)	Schools co-plan and co-teach lessons; shared examples of student work. Content study of proportional reasoning will take place in all CILM schools.	Andrea Gillespie Bruce Barrett		
	Engage schools in developing an implementation plan that outlines the school-based professional learning identified through greatest area of need. (enhanced)	Schools engaged in the inquiry based on student need. Instructional leaders and consultants will support this job-embedded work.	Andrea Gillespie		
Safe and Accepting Schools	Develop sustainability and training plan for new staff in Restorative Practices. (enhanced)	New staff trained, sustainability plan created.	Kevin Cutler	NTIP Funding	
	Continue Behaviour Management Systems training. (enhanced)	Training provided to appropriate staff.	Shelley Woon, Earl Manners	Surplus Management Plan	
	Develop annual health and safety system goals. (embedded)	Goals identified; targets set; progress monitored.	Earl Manners		
	Review employee wellness program. (enhanced)	Program reviewed, recommendations to Senior Administration.	Earl Manners		
	Identify mental health leads in all schools. (new)	Mental health leads established in all schools; training provided.	Shelley Woon		
	Provide mental health literacy PD opportunities to target groups. (embedded)	PD provided to targeted groups.	Shelley Woon	Surplus Management Plan	
	Implement facility cleanliness assessment tools. (embedded)	Goals identified; targets set; progress monitored.	Bob Kaye		

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.					
	Provide additional training for staff and administration for bullying prevention, intervention, and response. (new)	Training provided to staff and administrators in bullying prevention, intervention, and response.	Kevin Cutler		
	Provide training to staff on suicide prevention, intervention, and postvention awareness. (new)	Training provided to staff.	Shelley Woon		
	Provide training to appropriate staff on TLDSB Graphic Standards Manual. (new)	TLDSB Graphics Standards Manual promoted, staff trained.	Catherine Shedden		

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
PARENT AND COMMUNITY ENGAGEMENT - In TLDSB, parents and community partners play an active role in supporting the development and achievement of our students.					
Parent and Community Engagement	Promote family and community engagement with parent aboriginal education resources and community awareness events. (embedded)	Events promoted; resources provided to schools.	Larry Hope	EDU Funding	
	Renew communication materials about Aboriginal Self Identification to parents and community. (enhanced)	Resources created and shared, data collected, trends identified.	Larry Hope		
	Conduct community consultation to determine possible partnerships to promote character development. (new)	Consultation complete, survey conducted, results analyzed by Character Development Committee.	Larry Hope		
	Provide opportunities for DSC/PIC to meet regularly. (embedded)	DSC-PIC meetings promoted and held.	Catherine Shedden		
	Review parent engagement strategies on Restorative Practices. (new)	Parent engagement Restorative Practices sessions provided in all areas.	Kevin Cutler		
	Review software / applications to allow for additional effective means of communicating with parents. (new)	Software and applications reviewed and plans developed.	Dianna Scates Catherine Shedden		
	Review and update format for school newsletters. (new)	School newsletters reviewed, training offered, updates implemented.	Catherine Shedden		
	Review and update school websites. (new)	School websites reviewed; updated where appropriate.	Catherine Shedden Dianna Scates		
	Continue to implement the Accessibility for Ontarians with Disabilities Act (AODA). (enhanced)	Staff and facilities are equipped to meet the needs of a diverse population.	Earl Manners		
	Work with community partners to increase awareness of poverty. (enhanced)	Practices are established that reduce the stigma and impact of poverty.	Senior Administration		

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
PARENT AND COMMUNITY ENGAGEMENT - In TLDSB, parents and community partners play an active role in supporting the development and achievement of our students.					
	Increase the use of social media through Grow the Good. (enhanced)	School and school board engagement is enhanced by using social media.	Catherine Shedden	Surplus Management Plan	
Curriculum support	Explore potential partnerships with post secondary institutions to offer an AQ Math course. (enhanced)	AQ math course to be offered fall 2013/winter 2014. \$250 rebate upon successful completion of course.	Andrea Gillespie		
	Establish joint advisory panels on technology with local colleges and co-terminus school boards. (enhanced)	Two regional advisory panels established.	Bruce Barrett		
	Provide sessions for childcare providers to receive professional learning on the full day learning program. (new)	Courses designed, sessions invitations sent out to childcare partners, sessions complete.	Andrea Gillespie		
	Partner with Fleming College to advise and promote skilled trades programs to TLDSB students. (enhanced)	Partnership established, opportunities explored.	Bruce Barrett		
	Expand the role of Mental Health Nurse in the schools in partnership with CCAC. (enhanced)	Mental health nurses in schools addressing service gaps.	Shelley Woon		
	Continue to establish sexual health clinics in secondary schools that do not currently have one. (enhanced)	Sexual health clinics established in each secondary school.	Shelley Woon		
	Provide access to mental health resources through Board and school web sites, school newsletters, etc. (embedded)	Resources identified and promoted.	Shelley Woon		
	Work with community partners to implement evidence based behaviour intervention strategies in coaching classes. (new)	New approaches to behaviour interventions implemented in coaching classes.	Shelley Woon		

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
PARENT AND COMMUNITY ENGAGEMENT - In TLDSB, parents and community partners play an active role in supporting the development and achievement of our students.					
	Share and implement the co-developed TLDSB Childcare Manual with all schools and childcare partners. (new)	Manuals complete, printed, and shared with partners via community partnership meetings.	Andrea Gillespie		
	Revise and increase accessibility of TLDSB Parent Handbook for Special Education. (new)	Handbook revised and accessible.	Shelley Woon		
	Promote use of school profiles for community partners, school, and Board use. (enhanced)	School profiles developed and shared.	Catherine Shedden		
	Develop TLDSB webpage based supports in mathematics and literacy for parents and students. (new)	Webpage created and updated with new resources.	Andrea Gillespie Catherine Shedden		
	Launch "We've Got You Covered" promotional campaign. (new)	Resources developed and shared.	Bruce Barrett		
	Develop a directory of quality outdoor education opportunities for TLDSB students. (new)	Directory created and shared with schools.	Andrea Gillespie	Surplus Management Plan	
	Promote TLDSB Graphic Standards Manual. (enhanced)	Guidelines published and distributed. Workshop opportunities offered to departments.	Catherine Shedden		

TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

DATE: September 24, 2013

TO: Trustees

SUBJECT: EQAO Results for Grade 3 and Grade 6

ORIGIN: Andrea Gillespie, Superintendent, Elementary School Improvement
Shelley Woon, Superintendent, Special Education and Safe Schools

REFERENCE: Board Meeting – September 24, 2013

PURPOSE: To provide Trustees with information about the 2012-2013 EQAO Primary (Grade 3) and Junior (Grade 6) assessment results.

CONTEXT: The Education Quality and Accountability Office requires that every school board administer comprehensive assessments to Grade 3 and Grade 6 students in reading, writing and mathematics.

CONTENT: Over the past 5 years, students in TLDSB have made significant progress towards reaching provincial targets.

Grade 3 reading results have improved 5% from 66% to 71%.
Grade 3 writing results have improved 10% from 67% to 77%.
Grade 3 math results have decreased 5% from 74% to 69%

Grade 6 reading results have improved 3% from 73% to 76%.
Grade 6 writing results have improved 9% from 62% to 71%.
Grade 6 math results have decreased 8% from 60% to 52%.

Students with Special Needs have continued to make gains in reading, writing and math in the primary division. Students with Special Needs in TLDSB continue to outperform Students with Special Needs in the province in all areas.

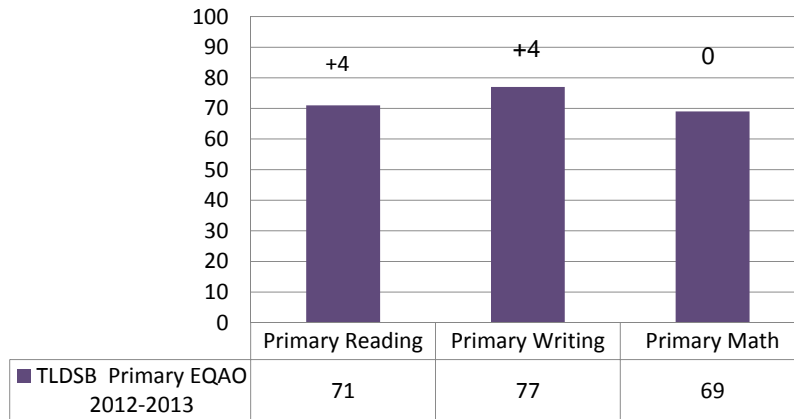
	08-09		09-10		10-11		11-12		12-13	
	TLDSB	Prov	TLDSB	Prov	TLDSB	Prov	TLDSB	Prov	TLDSB	Prov
	READING									
Grade 3	66	61	65	62	69	65	67	66	71	68
Grade 6	73	69	74	72	77	74	73	75	76	77
	WRITING									
Grade 3	67	68	70	70	73	73	73	76	77	77
Grade 6	62	67	67	70	70	73	68	74	71	76
	MATH									
Grade 3	74	70	72	71	74	69	69	68	69	67
Grade 6	60	63	64	61	59	58	54	58	52	57

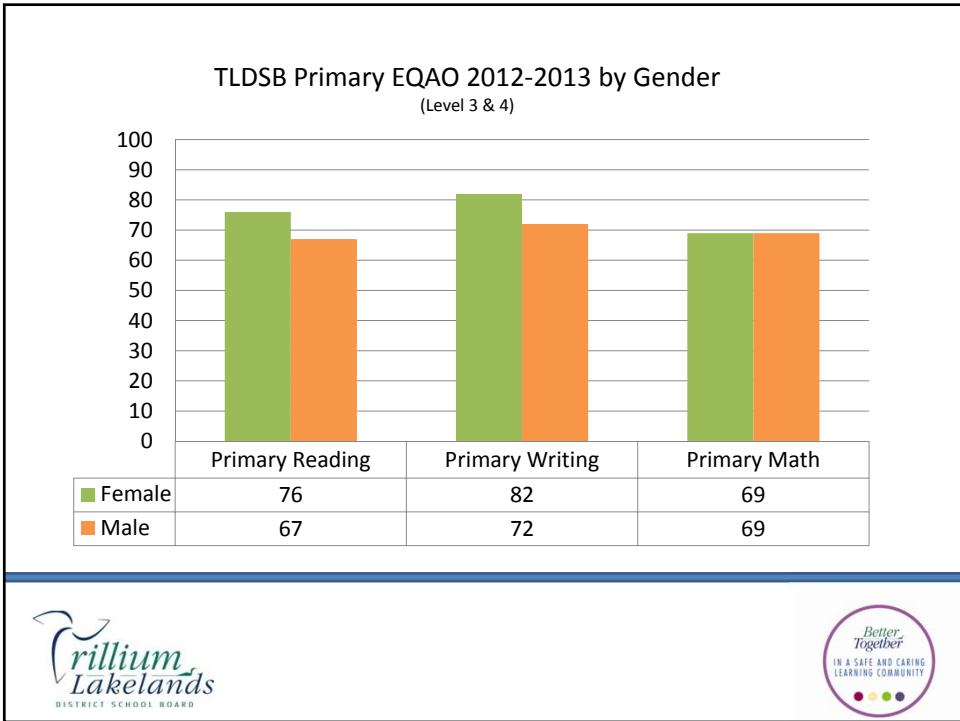
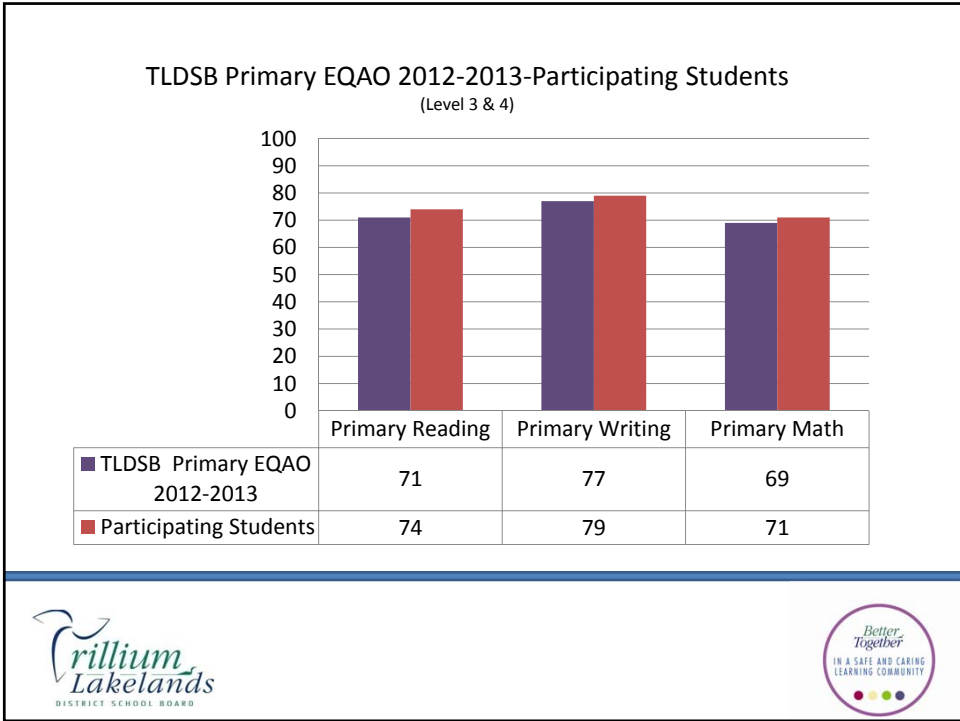
EQAO Results 2012-2013

Andrea Gillespie
Superintendent of Early Years and Elementary School Improvement
Shelley Woon
Superintendent of Special Education



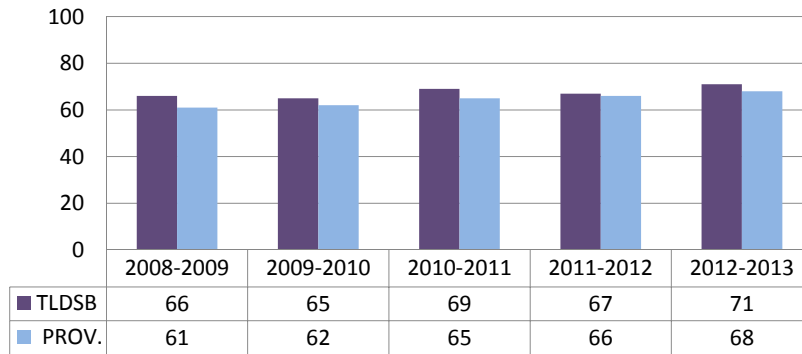
TLDSB Primary EQAO 2012-2013
(Level 3 & 4)





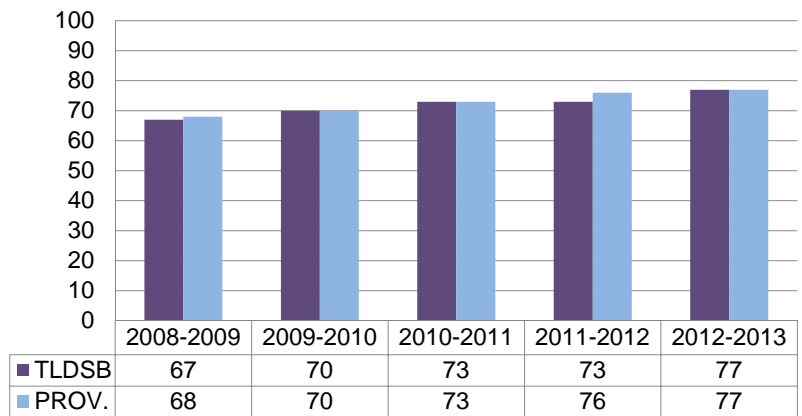
TLDSB and Provincial Primary Results 2008-2013- READING

(Level 3 & 4)

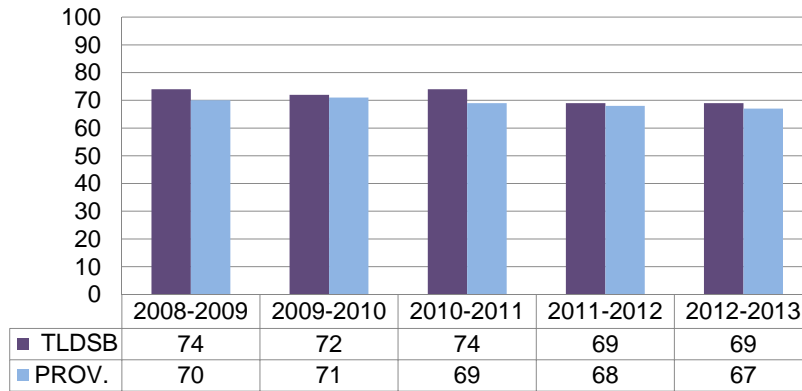


TLDSB and Provincial Primary Results 2008-2013- WRITING

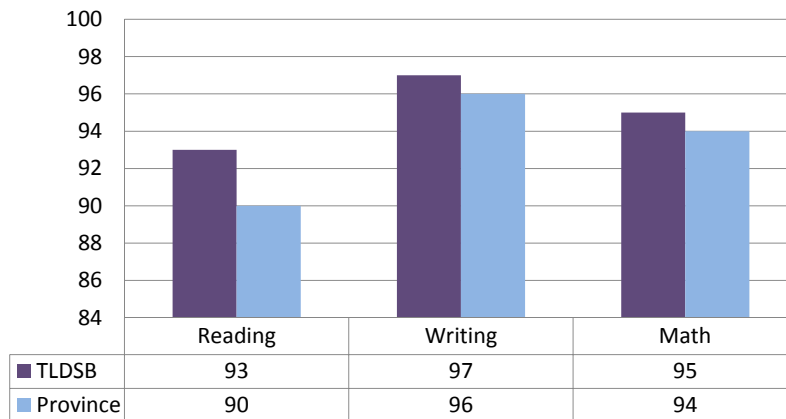
(Level 3 & 4)

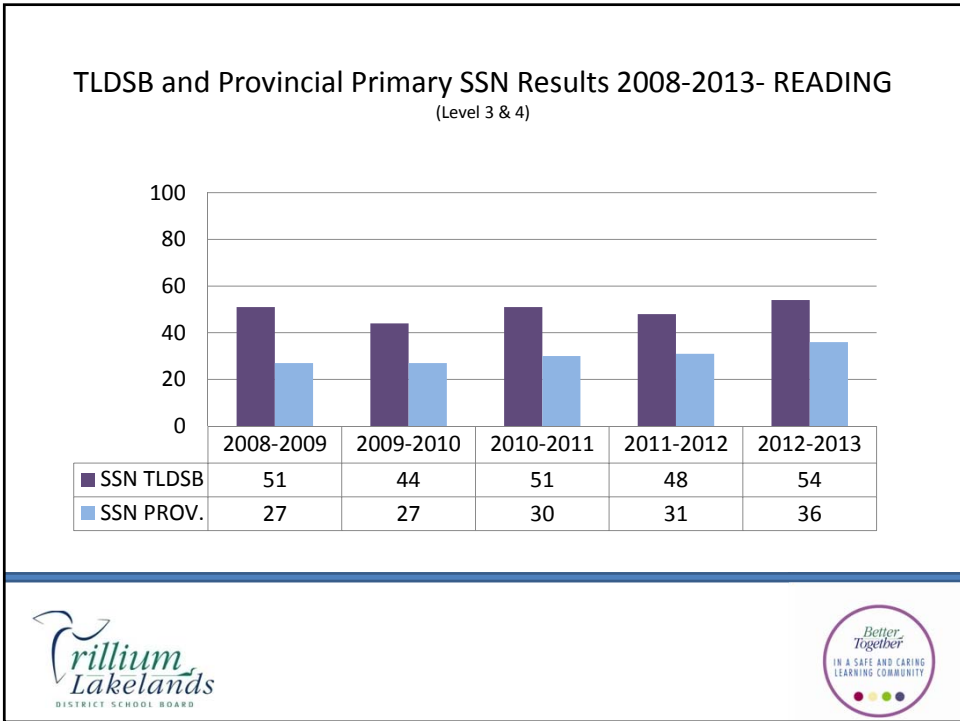
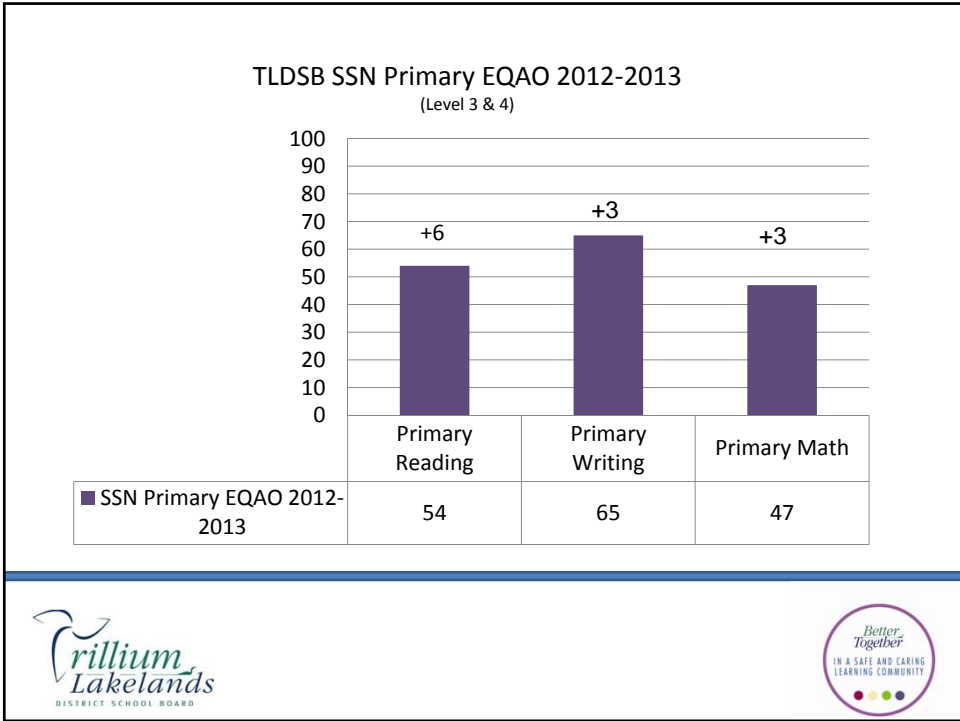


TLDSB and Provincial Primary Results 2008-2013- MATH (Level 3 & 4)

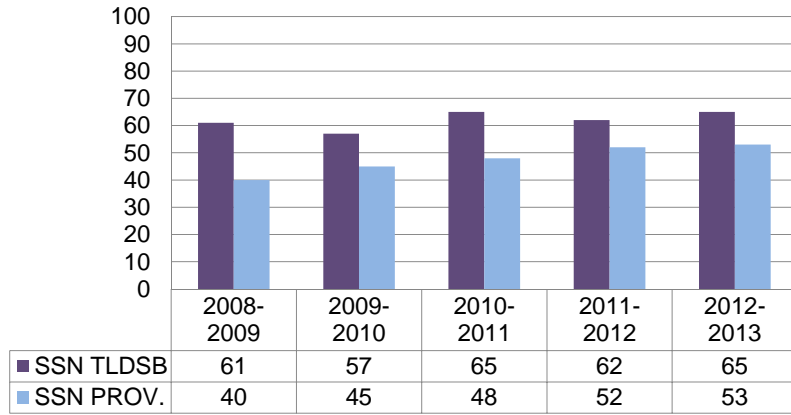


Primary Achieving Level 2/3/4- TLDSB & Province

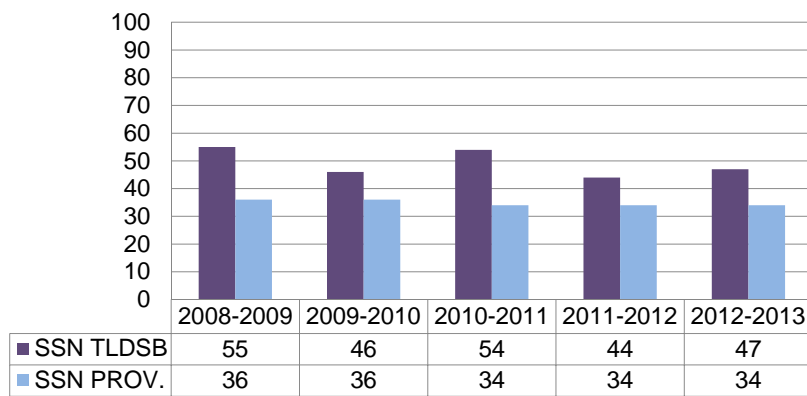


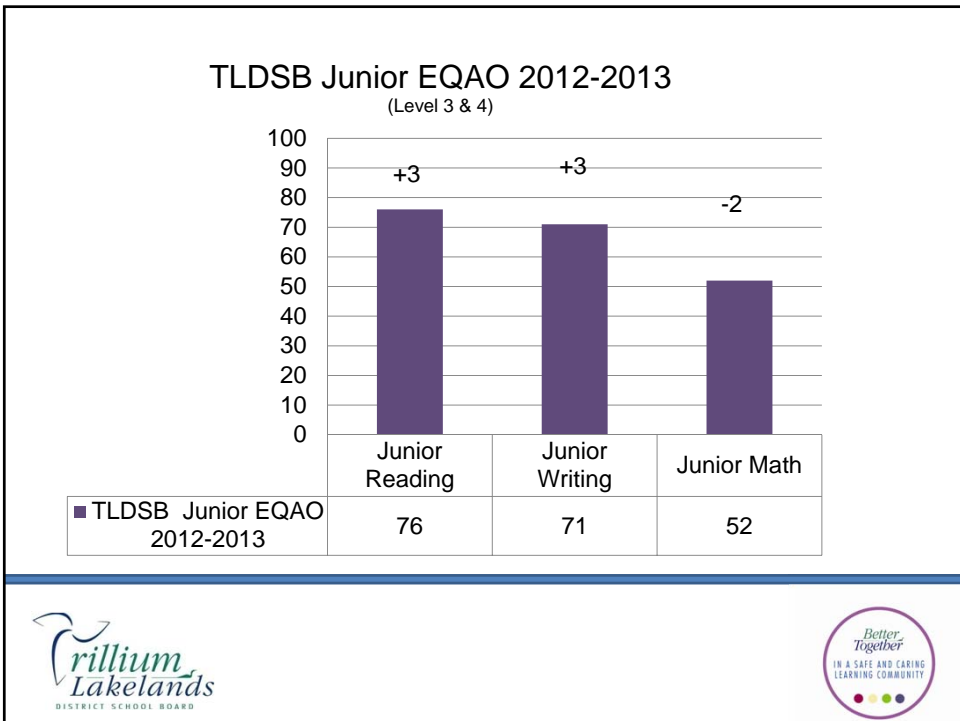
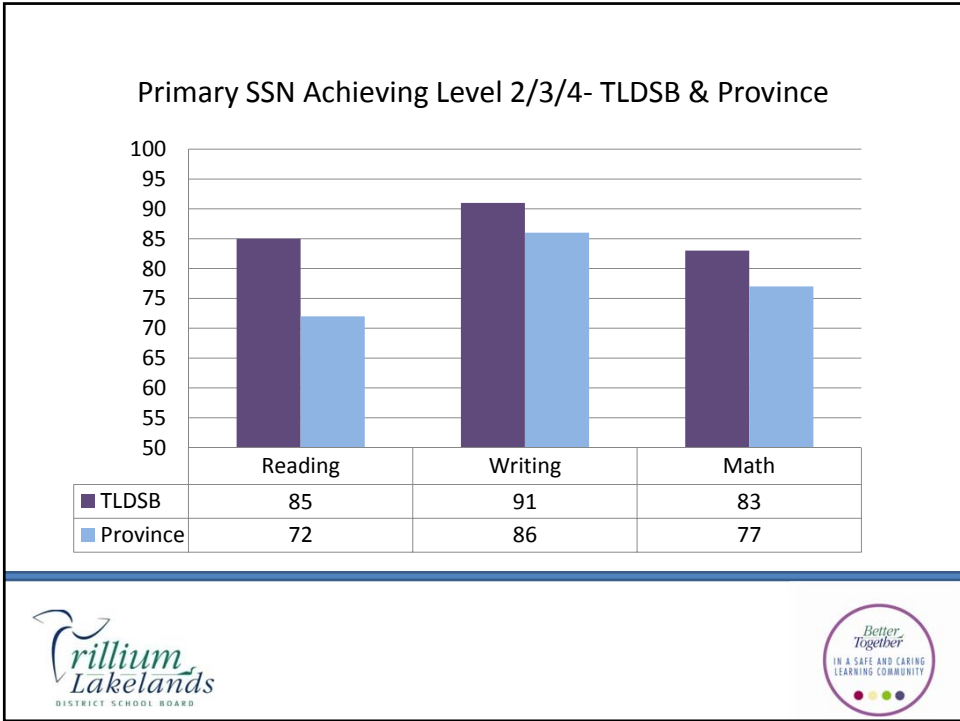


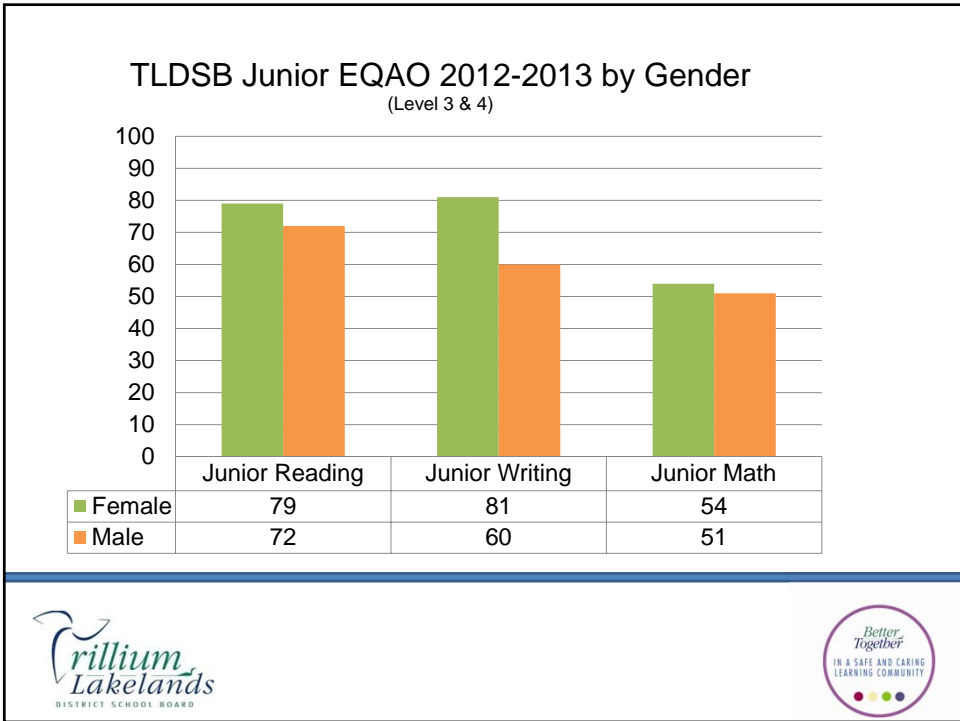
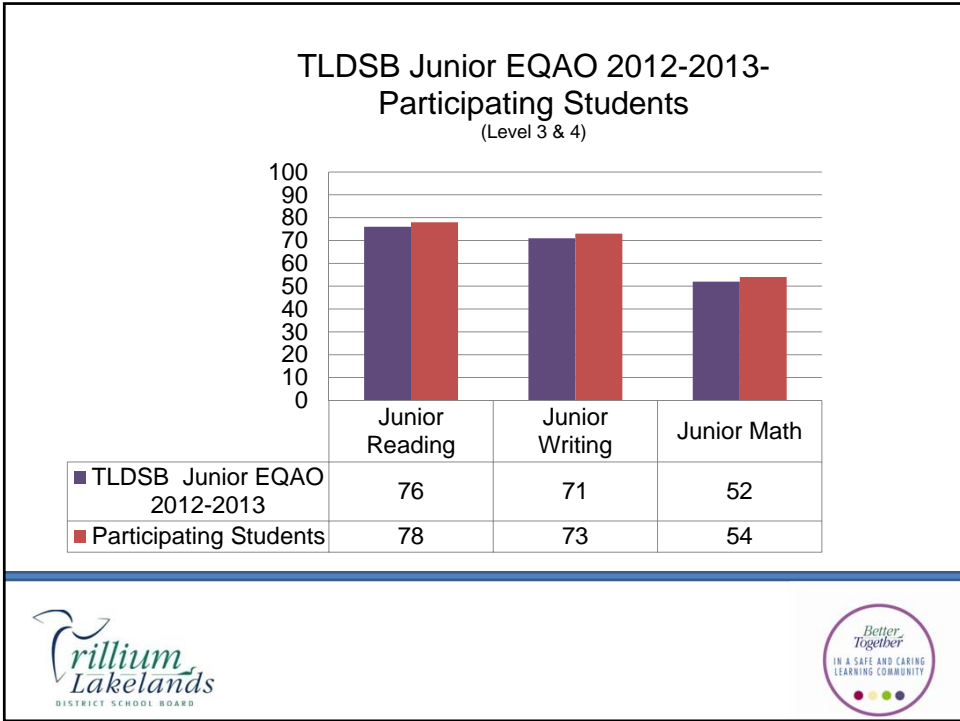
TLDSB and Provincial Primary SSN Results 2008-2013- WRITING
(Level 3 & 4)

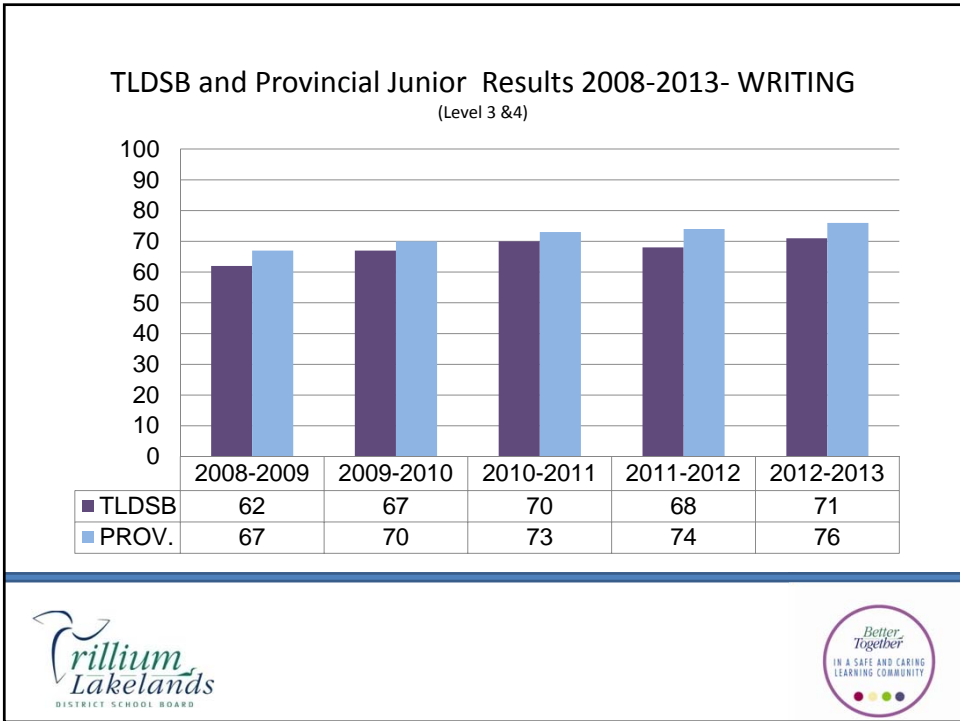
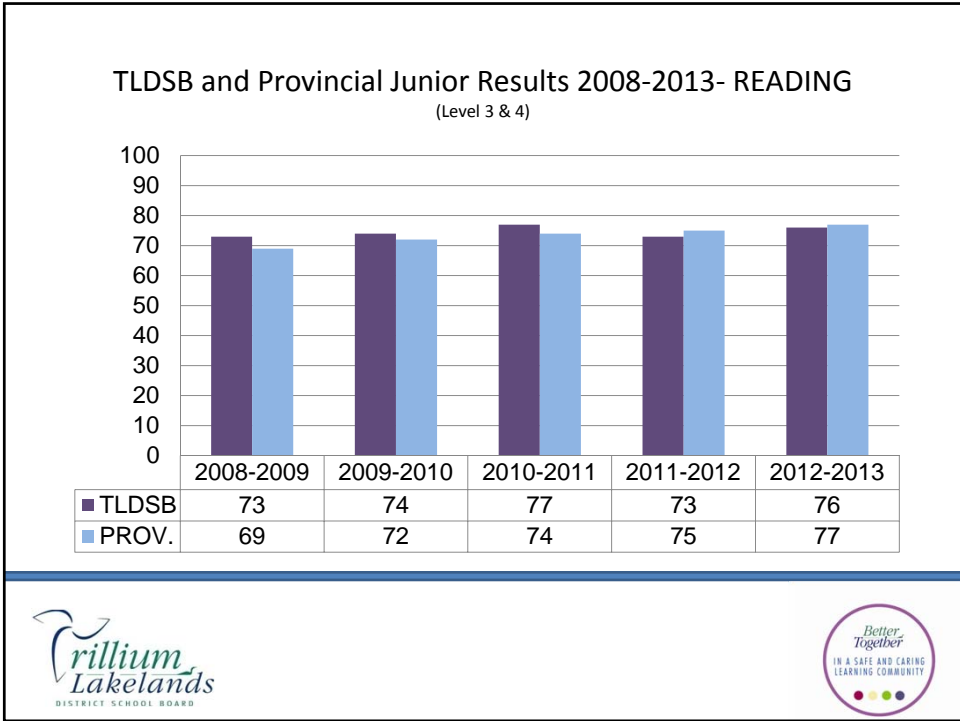


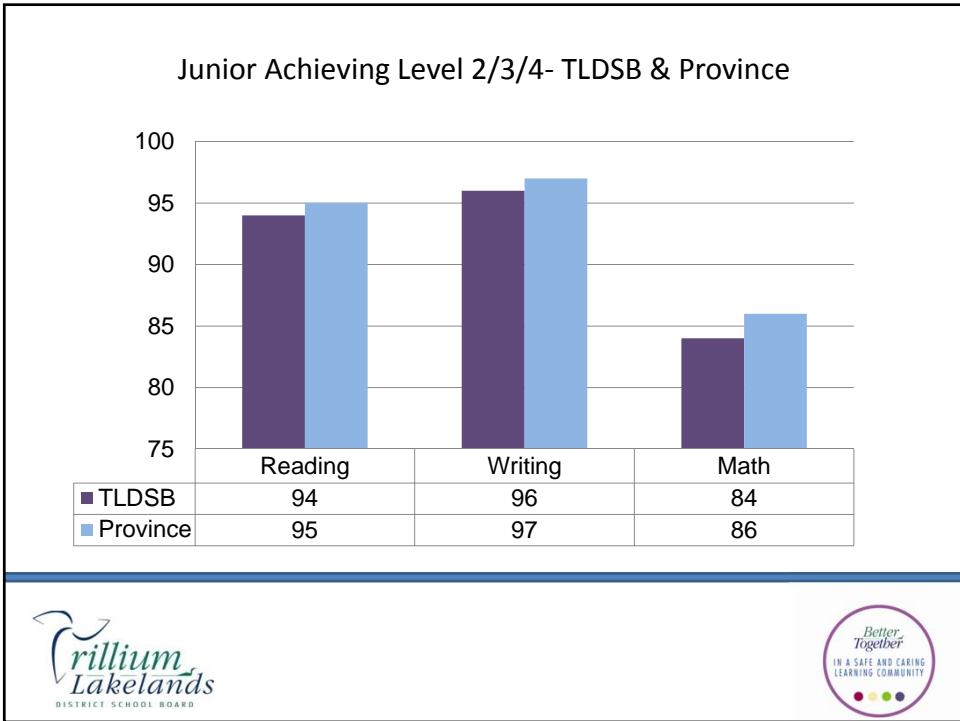
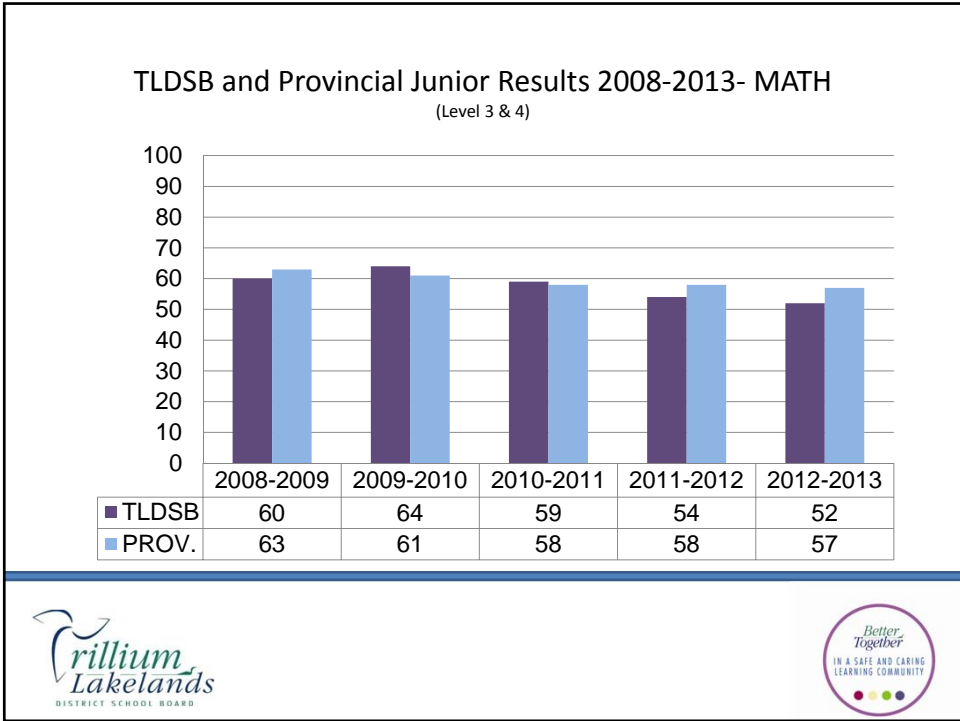
TLDSB and Provincial Primary SSN Results 2008-2013- MATH
(Levels 3 & 4)

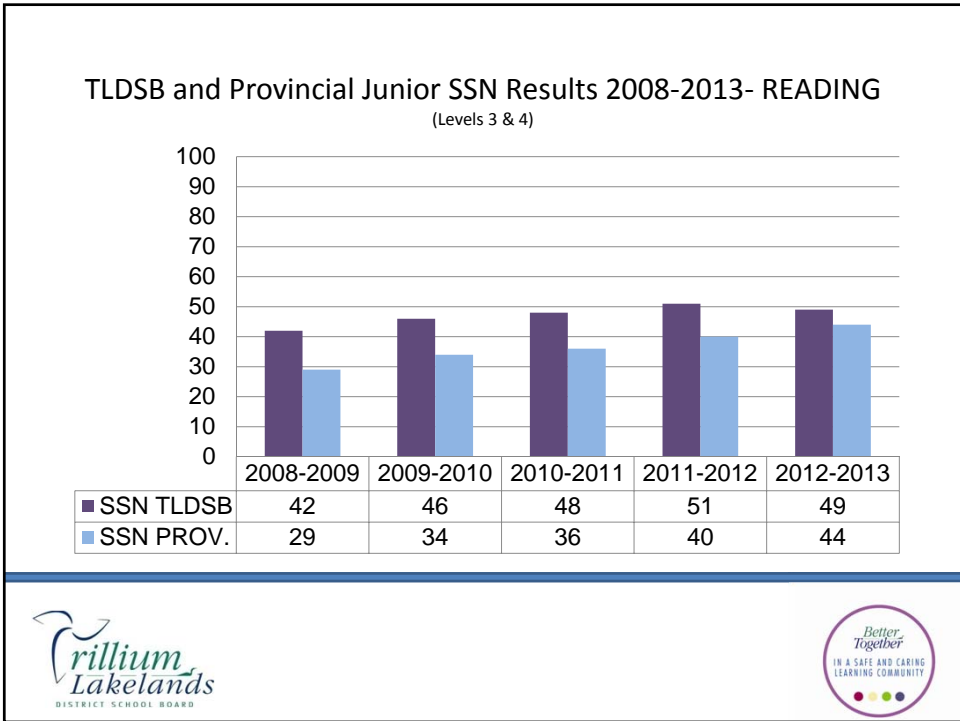
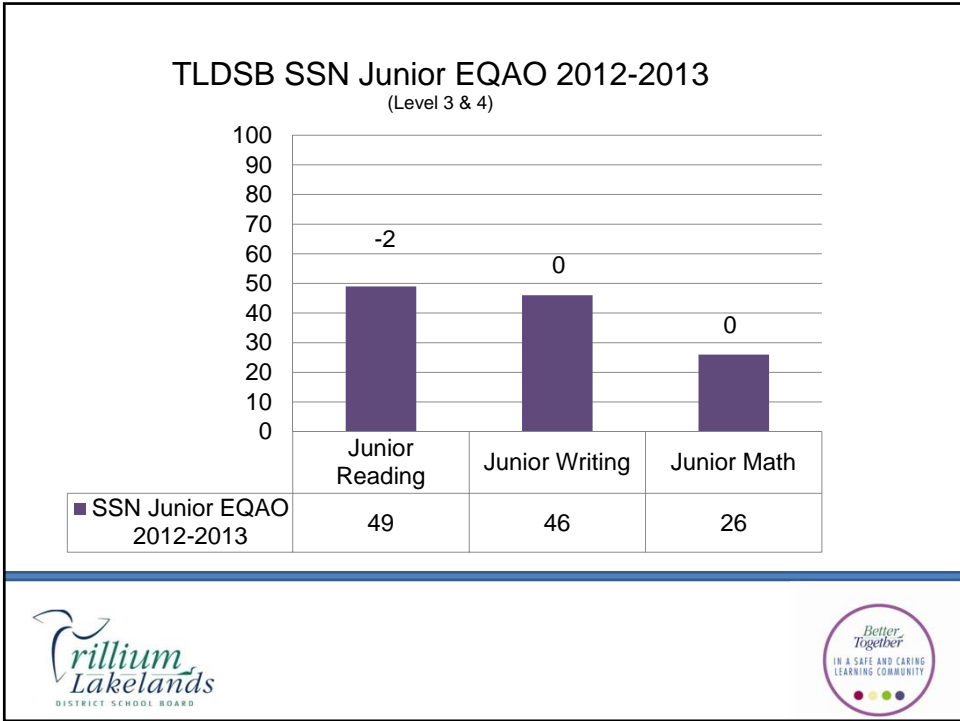


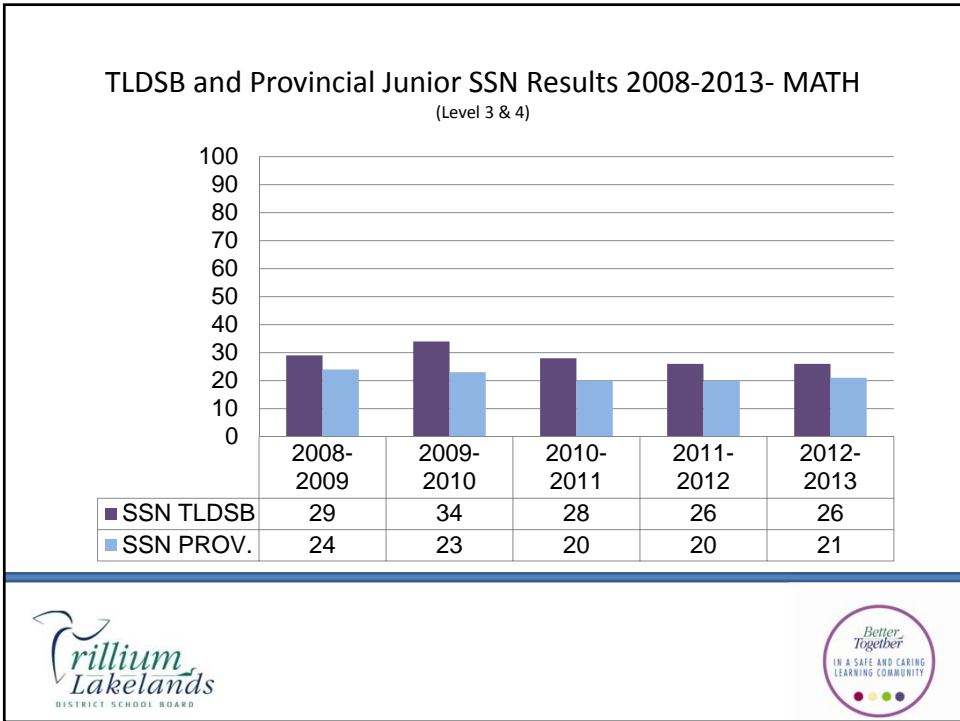
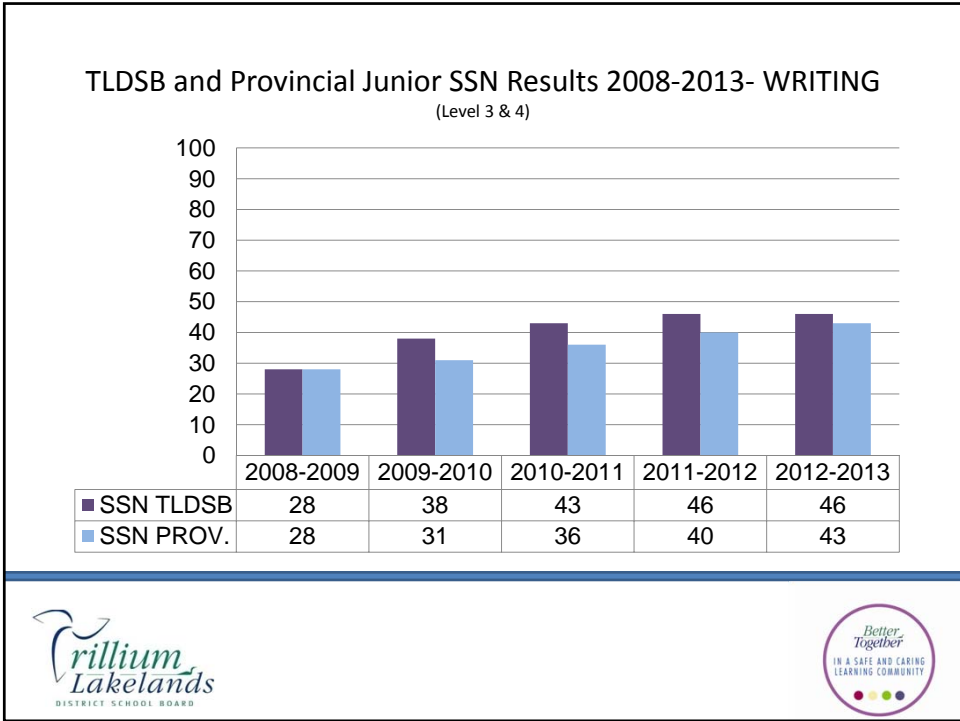


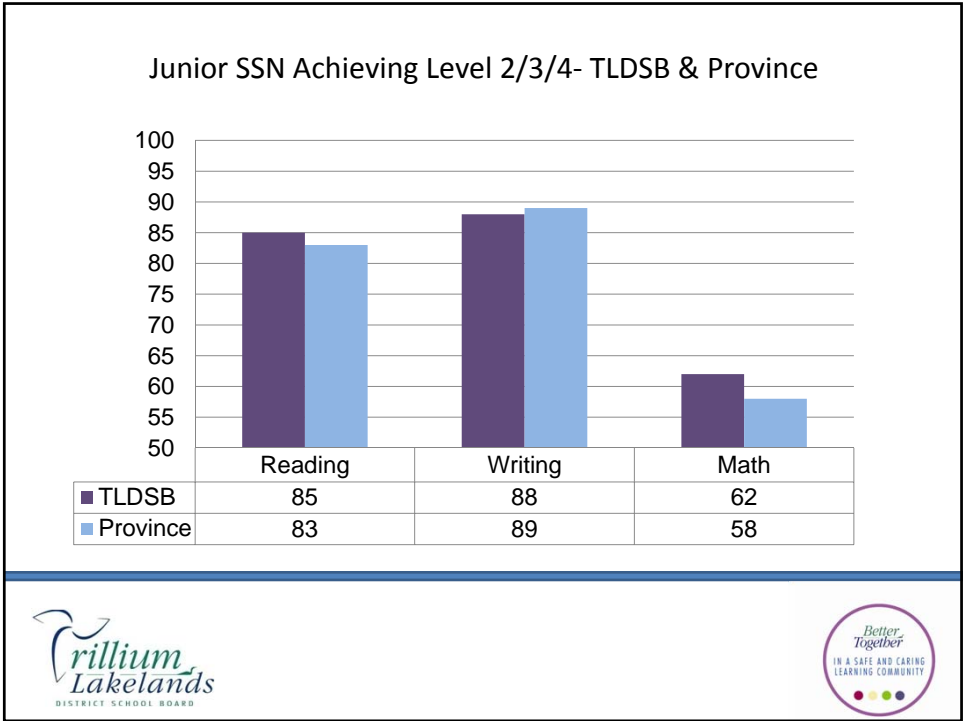












Our Action Plan

- In math determine students not meeting standard, develop an intervention and monitoring plan
- Collect data on teaching and learning in math classrooms
- Increase focus on professional learning math



TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

DATE: September 16, 2013

TO: Trustees

ORIGIN: Larry Hope, Director of Education

SUBJECT: Safe Welcome Program for Elementary Schools

REFERENCE: Regular Board Meeting – September 24, 2013

PURPOSE: To present to trustees information about the Safe Welcome Program in TLDSB elementary schools.

CONTEXT: In January 2013, the Ministry of Education offered school boards the opportunity to apply for funding to lock elementary school front doors and perimeter doors where appropriate and put necessary security access devices in place.

CONTENT: In Trillium Lakelands District School Board there are a variety of practices in place at schools across the district. Some schools already have locked doors as part of their school protocol, while others do not wish to have locked doors during the school day.

All TLDSB schools review safety and emergency procedures on a regular basis including lockdown drills and safe entry procedures to ensure only authorized visitors enter schools. Safety protocols are reviewed regularly with local police and fire departments.

Each school principal was asked to have a conversation with staff and school council to determine the appropriateness of locking doors at the school.

The following TLDSB schools have chosen to lock their front and perimeter doors during the school day and have a security access system installed:

- Cardiff Elementary School
- Central Senior Public School
- Dunsford District Elementary School
- Glen Orchard Public School
- Honey Harbour Public School
- Huntsville Public School
- King Albert Public School
- Lady Eaton Elementary School
- Queen Victoria Public School
- Riverside Public School

