

2020-2021

Board Improvement Plan for Student Achievement (BIPSA) and Director's Annual Report



Table of contents

Message from the Chair of the Board and the Director of Education	1
Embrace Learning Multi-year Strategic Plan	2
Informed decisions – EQAO / credit accumulation / graduation rates	3
Informed decisions – Student attitudes	4
Innovation and Collaboration for All	5-7
Supporting the Well-being of All	8-9
Valuing the Strength of Everyone’s Voice	10-12
TLDSB at a Glance	13



Message from the Chair of the Board and the Director of Education

A year of challenge, change, and celebration

On behalf of the senior team and our trustees, first and foremost, thank you. We are so appreciative of all Trillium Lakelands District School Board (TLDSB) students and staff for their resilience, dedication, and creativity in supporting safe and welcoming schools during the past year. Our staff demonstrated tremendous professionalism and perseverance as we repeatedly shifted between online and in-person learning in response to the COVID-19 pandemic, and we are so impressed with how both student learning and Board operations continued. Students and families were incredibly patient and understanding as we navigated the daily changes the pandemic brought forward. While the start of the 2021-2022 school year may have been very different compared to past years, it was evident that students and staff were excited to be back together, in schools and offices, learning and working together.

While many might characterize 2020-2021 as a challenging school year, there is also much to celebrate. We launched the Feed All Four Fund in late fall 2020 and, to date, we have accrued more than \$55,000 in donations from staff, TLDSB, and community partners. In a relatively short period of time, more than \$42,000 had been distributed to schools to provide direct support to students and families in need. We rolled out our staff census to help us understand who our employees are, to identify any gaps in representation, and to help us build an even more inclusive, equitable, and welcoming environment for all. Our secondary curriculum team successfully planned and prepared educators for the rollout of the new, destreamed math curriculum in Grade 9, which launched this

past September, while the elementary curriculum team worked closely with school-based educator leadership teams in all schools, focusing on meaningful professional development in literacy and numeracy. TLDSB supported a number of programs and opportunities for students, including promotion of skilled trades, the rollout of 1:1 devices for Grades 7 to 12, the launch of new programs and applications to help to facilitate meaningful online learning, increased mental health supports for students, and physical improvements in our buildings and facilities.

These are just a few of TLDSB's achievements in 2021. Throughout this report you will find further details, as well as a number of other celebrations and highlights. While the pandemic might have brought with it a number of challenges and changes to the education sector, we can truly celebrate how TLDSB students and staff continued to work together and demonstrate that we are all committed to learning, student achievement, equity, and supporting safe and welcoming schools. We truly are Better Together.



Wes Hahn
Director of Education



Bruce Reain
Chair of the Board

We are committed to high levels of student achievement

**EMBRACE
LEARNING**

Supporting the well-being of all

Valuing the strength of everyone's voice

Multi-year Strategic Plan 2016-2021



*Innovation and
collaboration for all*

We accomplish this by...

- Identifying the strengths and needs of each student to provide appropriate programming
- Supporting innovation in the classroom
- Advancing new technologies for learning
- Providing relevant and timely learning opportunities
- Learning in the natural environment
- Enhancing the arts in our schools



*Supporting the
well-being of all*

We accomplish this by...

- Embedding Feed All Four (our body, mind, spirit, and emotions) as our way of being
- Growing and improving students through intentional assessment and evaluation
- Using physical activity to improve our bodies and brains
- Providing safe, caring, and inclusive learning environments
- Increasing mental health understanding to reduce stigma



*Valuing the strength
of everyone's voice*

We accomplish this by...

- Seeking student perspective and responding to what we hear
- Working alongside parents as partners in programming and learning
- Strengthening a focus on being in service to our community
- Welcoming collaboration with our community partners
- Sharing our stories



Informed decisions – EQAO / credits / graduation rate

Elementary EQAO Assessments

Percentage of students at Level 3 or 4

	2016-2017		2017-2018		2018-2019		2019-2020	2020-2021
	TLDSB	Province	TLDSB	Province	TLDSB	Province	*See note below.	
Grade 3								
Reading	72%	74%	67%	75%	67%	74%		
Writing	70%	73%	63%	72%	57%	69%		
Math	64%	62%	51%	61%	53%	58%		
Grade 6								
Reading	78%	81%	78%	82%	76%	81%		
Writing	73%	79%	73%	80%	73%	82%		
Math	38%	50%	37%	49%	42%	48%		

Secondary EQAO Assessments

Percentage of students at Level 3 or 4

	2016-2017		2017-2018		2018-2019		2019-2020	2020-2021
	TLDSB	Province	TLDSB	Province	TLDSB	Province	*See note below.	
Grade 9 Math								
Applied	53%	44%	52%	45%	57%	44%		
Academic	79%	83%	83%	84%	86%	84%		
Grade 10 OSSLT								
Applied	54%	44%	42%	39%	40%	41%		
Academic	95%	92%	93%	90%	88%	91%		

*Due to the COVID-19 pandemic, the Ministry of Education cancelled all EQAO assessments across Ontario for the 2019-2020 and 2020-2021 school years.

Secondary Student

Credit accumulation and graduation rates

	2017-2018		2018-2019		2019-2020		2020-2021	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB*	Province
Credit accumulation - percentage of students on-track								
8+ credits by the end of Grade 9	85%	86%	82%	86%	82%	88%		
16+ credits by the end of Grade 10	75%	78%	76%	78%	76%	80%		
23+ credits by the end of Grade 11	78%	81%	77%	81%	78%	82%		
	2012-2013		2013-2014		2014-2015		2015-2016	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB*	Province
Graduation rate - by cohort								
4-year graduation rate	74%	78%	75%	77%	77%	81%	81%	82%
5-year graduation rate	83%	85%	82%	86%	83%	87%	86%	88%

* Tentative until the Ministry of Education releases the final numbers

Informed decisions – student attitudes

Elementary student attitudes							
Primary/Junior		Grade 3			Grade 6		
EQAO student questionnaire		2017-2018	2018-2019	2019-2020 2020-2021	2017-2018	2018-2019	2019-2020 2020-2021
I like to read	Most of the time	42%	42%	*See note below.	35%	37%	*See note below.
	Sometimes	52%	50%		57%	54%	
	Never	5%	7%		7%	8%	
I like to write	Most of the time	53%	44%		39%	42%	
	Sometimes	35%	45%		48%	44%	
	Never	10%	10%		13%	13%	
I like mathematics	Most of the time	56%	57%		48%	46%	
	Sometimes	30%	30%		37%	36%	
	Never	12%	11%		15%	17%	

Secondary student attitudes							
Grade 9		Academic			Applied		
EQAO math assessment student questionnaire		2017-2018	2018-2019	2019-2020 2020-2021	2017-2018	2018-2019	2019-2020 2020-2021
I like mathematics	Most of the time	14%	16%	*See note below.	23%	24%	*See note below.
	Sometimes	25%	27%		32%	37%	
	Never	60%	57%		40%	37%	
The mathematics I like now is useful for everyday life.	Most of the time	30%	37%		24%	29%	
	Sometimes	37%	38%		36%	43%	
	Never	31%	24%		38%	25%	

*Due to the COVID-19 pandemic, the Ministry of Education cancelled all EQAO assessments across Ontario for the 2019-2020 and 2020-2021 school years.





Innovation and Collaboration for All

Technology

There was a targeted focus on providing responsive support to improve student achievement and facilitate staff learning. The use of platforms such as Brightspace, Seesaw, and Google Classroom across the system supported student learning and promoted communication between the home and school during remote learning. There was also a great deal of training and support put in place for the use of online learning platforms to be successful across the system.

A five year technology plan was developed to strategically align equitable access to technology. One of the focus areas was to provide 1:1 devices for Grade 7 to 12 students. We are thrilled to report that every student in Grades 7 to 12 now has a personal device.

Credit accumulation

Schools undertook a review of the quality of credit data and graduation rates. The benefits of destreaming were introduced through the equity lens, with mathematics being the focus of much of the work. A focus on credit accumulation targets where students achieve eight credits by the end of Grade 9, and 16 credits by the end of Grade 10 was accompanied by an examination of the quality of the credits earned. Student success teachers and student services and attendance counsellors (SSAC) worked collaboratively to engage students to obtain their required credits and to ensure data was used to accurately assess the Board graduation rate.

Skilled trades promotion

A comprehensive communication and support plan was developed to promote skilled trades opportunities. All stakeholders, including students, teachers, parents/guardians, and community

partners were invited to learn about Specialist High Skills Major (SHSM), Dual Credits, and the Ontario Youth Apprenticeship Program (OYAP). Participation of students engaging in SHSM courses in 13 key sectors increased. Engaging students in Grades 7 and 8 through OYAP, supported activities, and Skills Ontario ensured students are aware of the multitude of pathways available to them in high school and beyond.



Supporting students with autism

Professional training opportunities focused on increasing educator confidence in using data to develop effective program plans. Of note, TLDSB partnered with Canopy Support Services to deliver Comprehensive Behaviour Training for a select group of 18 experienced educational assistants. This intensive five-day training session focused on deepening the participants' understanding of effective behavioural techniques and practical strategies to use in the classroom. Having staff trained in specialized skill areas supports the achievement, safety, and well-being of our students with complex and high support needs, such as students with autism, developmental disabilities or



Innovation and Collaboration for All

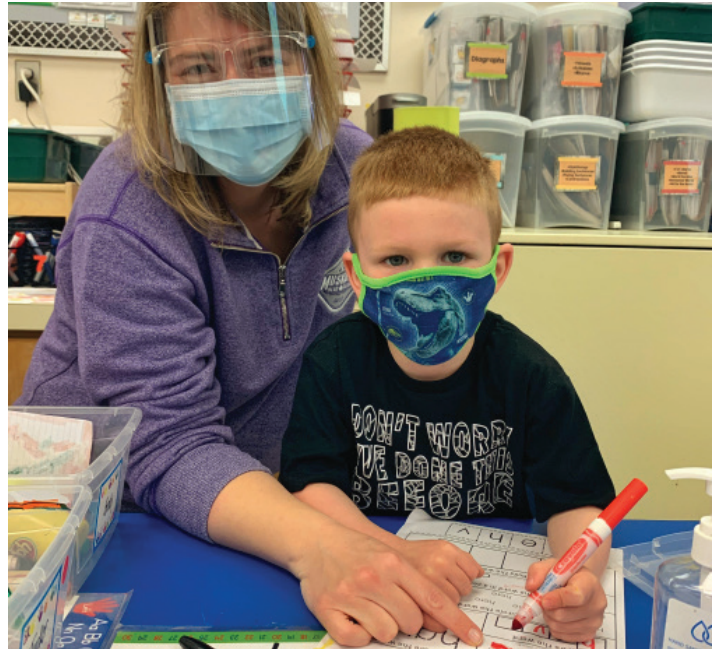
acquired brain injuries. Special Education consultant, Kristi Henshall, and the Behaviour Intervention Resource Team will continue to network with the trained staff to monitor and ensure our staff are effectively leveraging evidence-informed strategies.

Atrieve software implementation

Since 2005, TLDSB's internal operations used Software-Defined Storage (SDS) as the enterprise software to enhance business and management reporting tasks, such as payroll, accounting, human resources, and the dispatching system. In 2020, the rollout of the Atrieve program was implemented to provide upgrades to internal operations, which have simplified key internal processes. This includes automating employee expense claims, providing employee demographic and position information, and automating absence tracking, Ontario Student Information System (OnSIS) reporting, and Human Resources Information System (HRIS) provincial benefits. Additionally, the dispatching system was transitioned to Atrieve. Staff training sessions were held and feedback gathered to make adjustments to the system to better meet the needs of TLDSB schools.

Website redevelopment

In an era where a website is often the first impression or resource for community members, it is vital that the information can be retrieved quickly and is easily read. In the 2020-2021 school year, a team of Technology Services and Communications Services staff took an in-depth look at the current TLDSB website, as well as all school websites. As a result of the research, a redevelopment plan was established. Thorough research, focus groups, and a review of best practices in web design and accessibility took place, and a new design with an updated layout and content will be launched in 2022!



Indigenous education

Strong relationships are being built with community partners across the system to support student learning. A number of school-based Indigenous education learning programs took place with Indigenous Elders, Faith Keepers, and Knowledge Keepers supporting learning in schools including Orange Shirt Day ceremonies, Indigenous Peoples Day celebrations, Treaties Recognition Week, and more!

Voluntary Indigenous self-identification:

Primary JK-3: 195
Junior 4-6: 121
Intermediate 7-10: 157
Senior 11-12: 88
AAEC: 20

Bracebridge: 123
Fenelon Falls: 79
Gravenhurst: 58
Haliburton: 61
Huntsville: 64
Lindsay: 168



Innovation and Collaboration for All

Online learning

The Virtual Learning Centre (VLC) continued to expand course offerings to better meet the needs of students. Our VLC model provides a live teacher to deliver online content to students in an interactive format. Working closely with school administrators, the VLC ensures course options offer equitable programming for students in both large and small secondary schools.

VLC 2020-2021 school year:

879 students enrolled in VLC courses
4,707 total credits earned by VLC students
97 percent success rate at the VLC
86 students graduated

Professional development

Providing professional growth opportunities allow for a continuation of learning in all staff. The 2020-2021 school year saw a great variety of sessions including leadership team development for elementary designated math and literacy champions, special education resource teachers, and four half-day sessions for principals between January and June. Furthermore, there were monthly scope and sequence opportunities after school hours for primary, junior, and intermediate divisions.

Additionally, our French teachers received an opportunity to help develop reading in younger, struggling readers, and sessions were held for intermediate French language teachers in relation to transitioning elementary students to secondary French language programs.





Supporting the Well-being of All

Feed All Four

Feed All Four was further aligned with teaching and learning. Ways to feed the mind, body, spirit, and emotions were shared with school communities. The new Feed All Four Fund was initiated as a way to provide funding to families in need.

Requests made from individual schools to the Director's Office initiated the allocation of funds to families who may be struggling financially. TLDSB staff were invited to donate to the fund and community partners were also provided with the opportunity to contribute.

Communicating during a pandemic

Effective, timely communication was critical in the 2020-2021 school year, as we saw our schools open and close as a result of the COVID-19 global pandemic. Through multiple communications channels, TLDSB parents/guardians, students, and staff received the information they needed in a timely manner, which included directives from public health and the Ministry of Education, return to school information, policies and procedures, as well as informative updates.

Health and safety

We continued to ensure COVID-19 protocols were followed for a safe and healthy workplace. There was health and safety training for members of the Joint Occupational Health and Safety Committee and both worker and management representatives continued with 13 individuals being newly certified.

An annual review of the Health and Safety Policy was conducted and approved at the Regular Meeting of the Board in September 2021. The policy

and procedure for Prevention and Resolution of Discrimination and Harassment, along with a policy and procedure for Prevention and Resolution of Violence in the Workplace, were both reviewed by stakeholder representatives, Human Resources Services staff, and trustees.

Equity Task Force

Launched in fall 2020, the Equity Task Force had a year-long focus on creating a broader understanding of equity and inclusion in TLDSB, with the goal of advancing our system to be the best we can be, together. A working group was created to review, refresh, and relaunch the TLDSB Positive Space and Supporting Students Who Are Transgender documents. TLDSB celebrated Pride Month in June and all schools and offices proudly raised the Progress Pride Flag. The rainbow colours of the Pride flag have long been a symbol of hope and peace, and raising the flag visibly highlighted our continued commitment to ensuring equity, dignity, well-being, diversity, and inclusion of the 2SLGBTQIA+ community in TLDSB.





Mental health supports

Our school mental health and wellness team continued to monitor and provide support for students, families, and staff where needed. This was particularly important as the COVID-19 pandemic continued. There was an increase in support and resources provided to assist the mental health and wellness teams across the system.

COVID-19 staffing and accommodations

Ongoing staffing adjustments were required throughout the school year to support schools when changes to in-person and virtual learning were mandated. The Learn@Home model continued to be an option for families which allowed the Human Resources Services Department to adjust workplace assignments. Fluctuations between projected and actual student enrolment resulted in several elementary schools needing to reorganize classrooms at the end of September which resulted in additional staff and lower class sizes at these schools.

The attendance and disability management officers supported a number of staff with workplace accommodations related to COVID-19. Additionally, with the requirement of school boards in Ontario to implement a Vaccination Attestation Protocol, the attendance and disability management officers have been responsible for the collection and monitoring of employee vaccination attestations, along with the distribution, tracking and monitoring of rapid antigen test screening for unvaccinated staff.

Staffing officers continued the recruitment efforts to fill a wide range of positions such as occasional/casual teachers, educational assistants, designated early childhood educators, and custodians.

Personal protective equipment

With continued efforts made to protect our community from the spread of COVID-19, the personal protective equipment depot, located in Bracebridge, continued to operate and deliver to TLDSB schools and centres. Items were continually updated to remain current with new knowledge of what personal protective equipment items are best.





Valuing the Strength of Everyone's Voice

Cultural competency training

COVID-19 and school closures did not slow down our commitment to building meaningful relationships with Indigenous students, parents/guardians, Elders, Knowledge Keepers, Senators, and community stakeholders. We continued to build our Elders in Residence program as a key priority area of our Indigenous Education Advisory Committee.

Through virtual programming, three Elders were able to visit 30 elementary schools and seven secondary schools, directly supporting student learning. Also, in partnership with Wahta Mohawks and Kelly Brownbill, we supported staff professional learning by providing Indigenous cultural competency training to over 500 staff, including education assistants, business and facilities services staff, secondary curriculum consultants and principals, trustees and senior administration.

K to 8 numeracy and literacy

TLDSB is committed to the success of all students and the use of data analysis has driven our instruction and enhanced our abilities to support gaps in learning as they arise. To accomplish this, leadership teams were established and asked to

look at our data in literacy and numeracy through an equity lens. We have centrally gathered our EQAO results, our literacy and numeracy EQAO mid-year assessments, as well as the reading benchmark assessments. Looking ahead, this system-wide data will help determine our instructional needs for the following year. The curriculum team provided support for our newly completed Math Scope and Sequence instruction and our recently purchased literacy and numeracy mentor texts.

Destreaming

In preparation for a destreamed Grade 9 mathematics course in September 2021, and additional destreamed courses in September 2022, TLDSB administrators, teachers, and support staff participated in professional learning that addressed the culture and impact of streaming, systemic approaches practices, and professional practices in order to support destreamed classrooms. A steering committee was established to guide the work with the addition of subcommittees which included administrator and mathematics teacher subcommittees from Grades 7 to 12.





Valuing the Strength of Everyone's Voice

Incorporating stakeholder voice into facility planning

Advisory committees have been approved and created in the areas of greening, classroom standardization, and facility branding. These committees operate at the staff level and provide input into their relevant topics.

The Greening Committee's work focuses on how best to utilize school grounds, and where possible, opportunities for greening school spaces. These may include items such as living walls and blue roofs. The Classroom Standardization Committee examines various items that should be standard in each classroom across TLDSB. The Facility Branding Committee is responsible for looking at standardization of some areas of the schools such as signage and colour schemes.

G7 Student Senate update

The G7 Student Senate is a group of students made up of one peer-elected representative from each secondary school to help communication between students and bring student issues to the TLDSB Board of Trustees.

Reported by the G7 Student Senate, there were many activities that the seven secondary schools initiated in the 2020-2021 school year, including two that had a Board-wide impact including: Wellness Wednesdays—each G7 representative made a compelling Feed All Four post with information on how students can feed their mind, body, spirit, and emotions; and the Climate Change Action Plan—an extensive plan presented last year of three documents outlining actionable items to administrators, staff, and students. Several of the Board-wide construction projects that took place in the summer of 2021 were aligned with the

G7 Climate Change Action Plan, specifically the updates made to temperature controls and LED light installations.



District School Council

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



Valuing the Strength of Everyone's Voice

Summer program/camp update

The summer of 2021 saw learning opportunities for both elementary and secondary school students. Elementary students were identified by the school principals through discussions with classroom teachers and families, and the programming was designed to help students who could benefit from additional support.

Five schools across the Board were open for the three week summer program. These schools offered two virtual math camps for Grades 6 and 7, serving 54 students, as well as eight in-person math/literacy camps for Grade 1 to 3 students, serving 142 students. Secondary students had the opportunity to take credits virtually with options of co-operative placement where permitted. These learning opportunities were made possible through funding from the Ministry of Education, funding to support programs focused on Indigenous students, as well as funding from the Council of Directors of Education to support elementary programs.

Sharing our stories

Throughout each school year, TLDSB shares the many great initiatives taking place in our schools, including programs, awards, events, and so much more!

We encourage parents/guardians to follow TLDSB on our social media channels to see what is taking place in our schools.

Follow TLDSB on Facebook (@TLDSB), Twitter (@TLDSB), and Instagram (@Trillium_Lakelands_DSB).

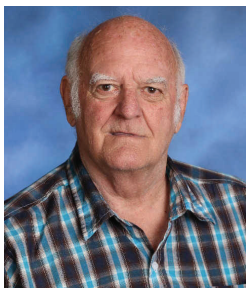
Although 2020-2021 was an unusual year due to the COVID-19 pandemic, there were:

18 good news stories shared on tldsb.ca
545 Facebook posts
586 Twitter posts
29 Instagram posts

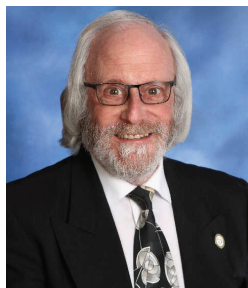


TLDSB at a Glance

Trustees



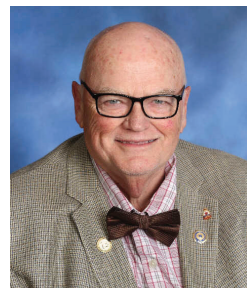
Don Alton
City of Kawartha Lakes



Stephen Binstock
District of Muskoka



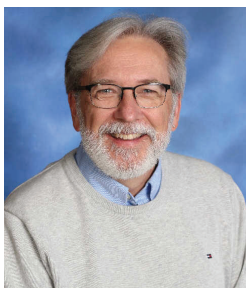
Gary Brohman
Haliburton County



John Byrne
City of Kawartha Lakes



Louise Clodd
District of Muskoka



David Morrison
Vice Chair
City of Kawartha Lakes



Bruce Reain
Chair
District of Muskoka



Judy Saunders
City of Kawartha Lakes



Colleen Wilcox
City of Kawartha Lakes

Senior Administration



Wes Hahn
Director of Education



Tim Ellis
Superintendent of
Business Services



Traci Hubbert
Superintendent of
Human Resources
Services

Academic Services



Paul Goldring
Superintendent of
Learning



Jennifer Johnston
Superintendent of
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