

**2021-2022**

**Board Improvement and Equity Plan (BIEP)  
Director's Annual Report**





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

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## A year of meaningful learning, renewed hope, and new beginnings

On behalf of trustees and the senior team, it is our privilege to bring to you the 2021-2022 Board Improvement and Equity Plan (BIEP) Annual Report. 2021-2022 was a year of hope, optimism, and transition as staff, students, and communities continued to work their way through the challenges of the pandemic toward some sense of normalcy in student learning within the classroom.

While there were challenges that we all were asked to overcome throughout the year, we always ensured that student learning was at the centre of our focus and remained our top priority. There were many great success stories in our schools, which are shared with you in this Annual Report. Some highlights include:

- We were pleased to complete and present the 2022-2027 Strategic Plan to our communities in January 2022. The plan was developed with input from all stakeholders and we saw themes emerge from the feedback we received on what is important to our Trillium Lakelands District School Board (TLDSB) communities. We then narrowed our strategic goals to focus on meaningful learning for all (student success) and inclusion and belonging for all (equity). These two main areas will guide our direction for the next five years and help hold TLDSB accountable for ensuring all of our actions are centred around student learning and well-being.
- Mental health and well-being support was a priority as students and staff navigated events unprecedented in modern society. We have seen increasing rates of anxiety among students over the past couple of years, and our team of professionals engaged in a restructured mental health model that will allow for greater support strategies to be available for all students.

- Tutoring funding was made available to all Ontario school boards to create opportunities for students to recover from any potential learning challenges that arose as a result of the pandemic. Our curriculum teams continued to provide direct in-person and virtual professional learning and support for staff.

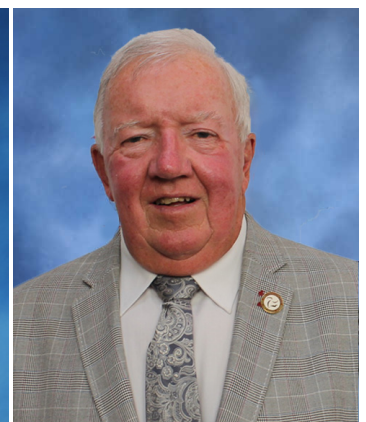
TLDSB is unwavering in its beliefs and remains committed to our guiding principles:

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

We look forward to celebrating our achievements through this 2021-2022 Annual Report, and to reflect on how we can continue to improve into the future.



**Wes Hahn**  
**Director of Education**



**Bruce Reain**  
**Chair of the Board**



## Land acknowledgement

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

## Mission

Better together in a safe and caring learning community.

## Guiding principles

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



## Introduction

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

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

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



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

## For students, we will:

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



## For staff, we will:

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

## For our community, we will:

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



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

## For students, we will:

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



## For staff, we will:

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



## For our community, we will:

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





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

## **Adopt and maintain an open-to-learning stance**

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

## **Monitor our impact**

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

## **Universalize and differentiate**

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

## **Unwavering commitment**

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

## How do we measure our goals?

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

### Strategic Plan

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

### Board Improvement and Equity Plan (BIEP)

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

### School Improvement and Equity Plans (SIEP)

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

# Informed decisions

## Education Quality and Accountability Office (EQAO)

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

<b>Elementary EQAO assessments - % of students at Level 3 or 4</b>					
	<b>2018-2019</b>		<b>2019-2020 2020-2021</b>	<b>2021-2022</b>	
	<b>TLDSB</b>	<b>Province</b>	<b>*See note below.</b>	<b>TLDSB</b>	<b>Province</b>
<b>Grade 3</b>					
Reading	67%	74%		70%	73%
Writing	57%	69%		57%	65%
Math	53%	58%		56%	59%
<b>Grade 6</b>					
Reading	76%	81%		78%	85%
Writing	73%	82%		75%	84%
Math	42%	48%		40%	47%
<b>Students with Special Education Needs (excluding gifted)</b>					
<b>Grade 3</b>					
Reading	48%	48%		52%	48%
Writing	41%	47%		35%	39%
Math	31%	28%		29%	29%
<b>Grade 6</b>					
Reading	59%	57%		62%	64%
Writing	56%	58%		54%	61%
Math	20%	25%		19%	21%

\*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.



# Informed decisions

<b>Secondary EQAO assessments - % of students at Level 3 or 4</b>					
	2018-2019		2019-2020 2020-2021	2021-2022	
	TLDSB	Province	*See note below.	TLDSB	Province
<b>Grade 9 Math</b>					
Applied	57%	44%		De-streamed	52%
Academic	86%	84%		De-streamed	45%
<b>Students with Special Education Needs (excluding gifted)</b>					
Applied	46%	37%		De-streamed	26%
Academic	85%	76%			25%
<b>Grade 10 OSSLT</b>					
Applied	40%	41%			50%
Academic	88%	91%			57%
<b>Students with Special Education Needs (excluding gifted)</b>					
Applied	31%	33%			91%
Academic	71%	83%			92%
					42%
				50%	
				81%	
				86%	

\*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.



# Informed decisions

<b>Elementary student attitudes - Primary and junior</b>			
<b>EQAO student questionnaire</b>		<b>Grade 3</b>	<b>Grade 6</b>
		<b>2021-2022</b>	<b>2021-2022</b>
I like to read	Yes, I agree	69%	55%
	I am not sure	17%	26%
	No, I do not agree	13%	19%
I like to write	Yes, I agree	61%	52%
	I am not sure	23%	27%
	No, I do not agree	15%	21%
I like mathematics	Yes, I agree	67%	46%
	I am not sure	19%	27%
	No, I do not agree	13%	28%

<b>Secondary student attitudes - Grade 9 (de-streamed)</b>		
<b>EQAO math assessment student questionnaire</b>	<b>2021-2022</b>	
I like mathematics	Strongly agree	19%
	Somewhat agree	24%
	Neither agree nor disagree	21%
	Somewhat disagree	12%
	Strongly disagree	24%
I am good at mathematics	Strongly agree	20%
	Somewhat agree	34%
	Neither agree nor disagree	18%
	Somewhat disagree	15%
	Strongly disagree	13%



# Informed decisions

## Credit accumulation

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

Secondary student								
Credit accumulation and graduation rates								
Credit accumulation Percentage of students on-track	2018-2019		2019-2020		2020-2021		2021-2022	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province
8+ credits by the end of Grade 9	82%	86%	82%	88%	*See note below.		*See note below.	
16+ credits by the end of Grade 10	76%	78%	76%	80%				
23+ credits by the end of Grade 11	77%	81%	78%	82%				
Graduation rate - by cohort	2013-2014		2014-2015		2015-2016		2016-2017	
	TLDSB	Province	TLDSB	Province	TLDSB	Province	TLDSB	Province
4-year graduation rate	75%	77%	77%	81%	81%	82%	80%	84%
5-year graduation rate	82%	86%	83%	87%	86%	88%	84%	89%

\*For the 2020-2021 and 2021-2022 school years, our secondary school students switched between octomester and quadmester models due to the COVID-19 pandemic. As such, at the time of print, this data was not available.





# Meaningful learning and success for all

## Technology

Technology Services remained committed to the use and support of technology to enhance student learning and achievement. TLDSB continues to support 1:1 devices for our Grade 7 to 12 students, and initiated the ratio of 1:5 devices for our primary students, and a ratio of 1:4 devices for our junior students. The safety and privacy of our users remained a priority throughout the year with comprehensive cybersecurity training and awareness programs for students and staff. Additionally, improvements and upgrades were made to our network and devices to maintain security standards and infrastructure.

## Skilled trades promotion

The skilled trades programming in TLDSB saw 18 classes in Grades 1 to 3 learn about the skilled trades using an Indigenous lens, while all Grade 7 and 8 classes learned about the skilled trades by participating in the Catapult Challenge in which they built catapults to launch hacky sacks. During the Make Stuff Move Challenge, 22 Grade 7 and 8 classes engaged in further learning about the skilled trades while they built analog meters using basic tools. The meters, which were controlled by Arduino boards and servo motors, could be operated using the sound of student voices. Families and students across the Board had the opportunity to listen to Jamie McMillan, founder of KickAss Careers and journeyman ironworker, who is working to reduce the stigma of working in the skilled trades, while Jon Callegher, executive director of JobTalks, spoke to students and their families about the benefits of working in the skilled trades.

There were 419 students in Grades 11 and 12 who participated in a Specialist High Skills Major in nine sectors, and 311 students participated in the Ontario Youth Apprenticeship Program, giving them first-hand experience in their chosen trade.

## De-streaming

The focus of the Secondary Curriculum Team continued to be engaging subject-specific Grade 9 teachers and administrators in professional learning on inclusive instruction and assessment practices to enable them to support all students to be successful. The first de-streamed course was math and resulted in 95 per cent of students achieving their Grade 9 math credit.



## Trillium Lakelands Arts Camp

TLDSB was excited to return to Camp White Pine for the Trillium Lakelands Arts Camp, commonly known as TLAC, with 278 students from Grades 7 to 12 who attended. These student campers had the option to select from 13 art programs, one woodworking class, and six health and fitness options while at the camp. Campers spent four nights in gender specific or gender inclusive cabins, supported by 30 staff. TLDSB continues to be committed to ensuring that all students who wish to attend camp can do so by offering financial support through the Board's Feed All Four Fund.



# Meaningful learning and success for all

## Summer programs

The summer of 2022 saw learning opportunities available for elementary and secondary school students.

Elementary students in Grades 1 to 3 were identified by the school principal through discussions with classroom teachers and families, to attend the camp. The Summer Learning program was designed to help the identified students who could benefit from additional support. Six schools across the Board were open for this three-week program, which focused on closing the achievement gaps in reading. Overall, 119 students attended and 91 per cent of students experienced growth in phonological awareness during these three weeks.

TLDSB Kindergarten students also had the opportunity to attend a six-week program called School's Cool – a joint community partnership with SIRCH Community Services. This program saw 70 students attend to further develop their social, psychological, language, and self-help skills.

At the secondary level, students were provided the opportunity to reach ahead or catch up in credit accumulation and we're pleased that 234 students were enrolled. There were 300 credits awarded to the summer cooperative students who attended eight sections throughout the Board: three in the City of Kawartha Lakes, one in the County of Haliburton, and four in the District Municipality of Muskoka.

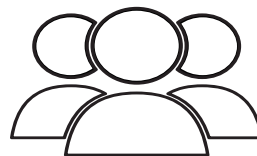


## Virtual Learning Centre (VLC)

The VLC provides a 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 2021-2022 statistics:

**782**



Students enrolled

**4,528**



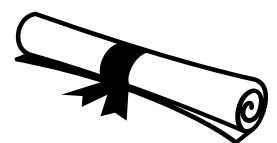
Total credits earned

**97**



Success rate

**119**



Students graduated





# Meaningful learning and success for all



## Professional development

Professional development for staff continues to be a focus for TLDSB as we believe it to be fundamental to building a stronger system that works collectively to further student development. The 2021-2022 school year saw many professional development opportunities, including:

- Software and hardware training modules offered for all staff
- Anti-sex trafficking awareness training giving teaching staff and administrators more knowledge on the topic and ways to identify and prevent sex trafficking
- Administrator training on suspensions and expulsions to provide system consistency and understanding of the process
- Curriculum departments were provided software and training to support educational assessment and instruction
- Elementary level leadership team development
- Secondary math leadership team development to support Grade 9 de-streaming
- Secondary English leadership team development to prepare for Grade 9 students
- Subject-specific professional development for Grade 9 teachers
- PowerTeacher Pro introductory training

- Special Education resource teacher development
- Administrator training over four half-day sessions
- Numeracy sessions for primary, junior, and intermediate divisions
- French language teachers received the opportunity to learn how to develop reading in younger struggling students
- Intermediate French language teachers received training for students transitioning from elementary to secondary French programs





# Meaningful learning and success for all

## Adult and alternate education

Encouraging lifetime learning for all ages, students aged 14 and over can earn credits or upgrade skills in any of our six Adult and Alternate Education Centres (AAEC).

### Credit accumulation:

- 217 e-learning credits
- 366 co-op credits
- 156 day school credits
- 463.5 R.E.A.L. credits
- 600 PLAR 9/10 credits
- 399 PLAR 11/12 credits

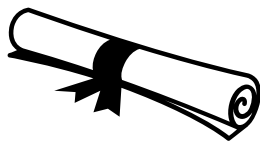


### Number of graduates:

- |                        |                         |
|------------------------|-------------------------|
| 16 at Bracebridge AAEC | 8 at Fenelon Falls AAEC |
| 23 at Gravenhurst AAEC | 24 at Haliburton AAEC   |
| 61 at Huntsville AAEC  | 39 at Lindsay AAEC      |

### Central East Correctional Centre:

- 36 graduates
- 173.5 R.E.A.L. credits
- 19 co-op credits
- 289 PLAR 9/10 credits
- 297.5 PLAR 11/12 credits



## Right to Read panel

In 2012, the Supreme Court of Canada released a unanimous decision that learning to read is a basic and essential human right. In 2022, recommendations from the Ontario Human Rights Commission were released in five key areas. As a result, TLDSB was quick to form a Right to Read panel of educators to address these key areas, concerns, and to establish a plan.

The outcomes from this panel allowed the Board to align our practice and focus on early interventions in literacy, beginning with Kindergarten and Grade 1 students.

Additionally, the collaboration between our curriculum team and our Specialized Services colleagues (speech and language pathologists, psychoeducational consultants, and child development associates) aim to create and implement effective, evidence-based processes.



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

## National Day for Truth and Reconciliation

2021 marked the first year that September 30 was federally recognized as the National Day for Truth and Reconciliation. Recognizing this day is an important step in the reconciliation process, providing an opportunity to honour the legacy of residential schools, and to honour the survivors, their families, and communities. Orange Shirt Day events took place all over the Board during Truth and Reconciliation Week, and the learning continued throughout the year, recognizing Indigenous Peoples Day, Treaties Recognition Week, Indigenous Veterans Day, and more.



## Indigenous Education

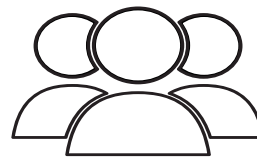
Building relationships with community partners across the system continues to be a priority, with more and more classrooms having the opportunity to learn from Indigenous Elders and Knowledge Keepers. Several special speaking events took place, including an Indigenous Speaker Series called Time Immemorial, featuring guest speakers such as Author Robin Wall Kimmerer. Mohawk language programming began at Bracebridge and Muskoka Lakes Secondary School, with plans to expand to include other secondary schools, as well as elementary programming in the future. This has resulted in an increase in Indigenous languages used and spoken in our buildings, which allows Indigenous students to see themselves reflected in the learning in their classrooms.

## Voluntary Indigenous self-identification

Students are encouraged to voluntarily and confidentially disclose whether they have Indigenous ancestry.

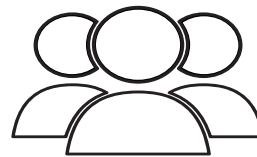
### 2022 voluntary identification

#### By division



**248** primary  
**1,151** junior  
**197** intermediate  
**82** senior  
**27** AAEC

#### By area



**142** Bracebridge  
**103** Fenelon Falls  
**71** Gravenhurst  
**80** Haliburton  
**75** Huntsville  
**198** Lindsay  
**9** Virtual students

## Mental health support for staff

In addition to ongoing access to an Employee Assistance Program (EAP), employees participated in the Canadian Mental Health Association (CMHA) Mental Health Week, the first week of May. The theme of the week was 'empathy' with a daily mental wellness focus. TLDSB staff were encouraged to participate in activities, which promoted staff well-being, including access to four mental health workshops hosted by CMHA trainers. The variety of activities completed and the resources provided allowed employees to have a deeper understanding of workplace mental health, while providing connections with previous knowledge, creating inclusion through shared experiences, and promoting deeper understanding and future interest.



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

## Mental health supports for students

In direct response to the impacts of COVID-19 on mental health and well-being, 1,476 students and/or families accessed counselling services provided by TLDSB. In the area of social emotional learning, educators received learning materials that included levelled readers and fully-planned learning activities for students to help develop their social emotional skills while also building reading and writing skills.

TLDSB Grade 6 to 12 students were engaged in a virtual platform called Chatterhigh, which directed them to different mental health resources in their local community. Additionally, secondary school students were connected to a customizable, virtual, well-being conference focused on resiliency where they participated in sessions equalling a total of five hours. In response to the Ministry of Education's policy/program memorandum 166 for school boards, TLDSB educators and Grade 7-12 students received presentations to provide more awareness on the topic of sex trafficking.

In partnership with Pine River Institute, TLDSB presented Wellness Wednesdays to engage with parents/guardians on a variety of mental health topics. Overall, 200 parents/guardians signed up for the monthly series. There were also five elementary parent/guardian groups formed to help with:

- Understanding their child's emotional world by learning to read emotional needs
- Supporting their child's ability to successfully manage emotions
- Enhancing the development of their child's self esteem
- Honouring the innate wisdom and desire for their child to be secure



## Feed All Four Fund

The Feed All Four Fund was established in the fall of 2020 with the purpose of allowing administrators to access funds to support students and families who may be struggling. The Fund is supported by staff donations, fundraisers such as TLDSB's first annual Jersey Day, and community partners. The fund is distributed and managed using existing school processes, which means that 100 per cent of funds raised goes directly back to TLDSB students and families.

Between December 2020 and June 2021, 168 requests for support were received from schools across all areas of the Board, and over \$70,000 was distributed directly to our communities. The majority of requests were for funds to purchase gift cards for groceries, clothing, or essential needs for families in need or in crisis, or for personal needs where families are not otherwise able to afford support (e.g. hearing aids, glasses, and head lice management support). The Feed All Four Fund is a fast, confidential, non-judgemental, and dignified process. TLDSB will continue to grow the Fund through support from staff and community partners.

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

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## **Inclusive Education**

Special Education staff roles are evolving as our schools focus on equitable and inclusive practices to support students. Resource teachers, Special Education Department heads, classroom teachers, administrators, and educational assistants have received training and are working in collaboration to build in-school team cohesion to support inclusive instructional practices in classrooms. These practices include a universal design for learning, including strategies for effective classroom management, differentiated instruction, and Individual Education Plan (IEP) implementation, where applicable.

## **Menstrual Equity**

A working group of the Equity Task Force launched a Menstrual Equity Campaign to raise awareness about inequities and break stigmas surrounding menstruation. Despite being a necessary product, many people who menstruate are not able to readily access menstrual hygiene products, which can impact participation in extracurricular activities or even school attendance. Supported by a ministry initiative, dispensers offering free menstrual products were installed in universal washrooms in schools, Grades 4 and up, and additional products have been made available in spaces such as classrooms, offices, guidance, and resource centres.

Communications, promotional materials, and educational resources were developed to enhance the learning about menstruation. The G7 Student Senate also promoted a menstrual product drive that collected over 12,000 products to be donated to local food banks.

## **Health and safety**

Health and safety continued to be a priority in schools for the 2021-2022 school year. In compliance with Ministry of Education directives, TLDSB implemented a COVID-19 Vaccination Attestation Policy for staff that went into effect in September 2021, which was later rescinded provincially in the spring of 2022.

The annual review of the Health and Safety Policy was conducted and approved at the Regular Meeting of the Board in September 2022. Health and safety training was offered, both as a recertification for 12 employees to maintain their certification, and 33 employees, including administrators/managers were trained to become certified Joint Occupational Health and Safety Representatives. Additionally, the monthly Joint Occupational Health and Safety site inspections were moved to the eBase software to streamline the reporting and tracking process, as well as to connect the inspections to work orders as appropriate.

## **Workplace inclusion training**

System-wide, TLDSB is building the capacity to support safe and accepting school environments for 2SLGBTQIA+ staff and students.

School administrators, senior administration, and senior managers participated in an introductory training session facilitated by Egale Canada, where participants learned about gender and sexual diversity and expression. This training will help create more supportive conditions and foster positive interpersonal and institutional relationships with both 2SLGBTQIA+ identifying colleagues and students in our school communities.



# Recognizing the value of working and learning together

## Equity Task Force

Our 2022-2027 Strategic Plan clearly asserts the interconnectedness of equity, achievement, and well-being, and that when barriers to equity and inclusion are removed, we can all have a positive impact on others, our communities, and the environment, along with achieving personal success. The Equity Task Force met four times during the school year to guide and support our commitment to creating a broader understanding of equity and inclusion in our schools and buildings to ultimately advance our goals to identify and eliminate barriers to equity and inclusion.

## Demographic data gathering

In line with the Ministry of Education's Equity Action Plan and Anti-Racism Act, 2017, the Board undertook a voluntary workforce census in October 2021, followed by a voluntary student census in February 2022, to better understand the demographics and feelings of inclusion of our school communities. The reports are available online at [tldsb.ca](http://tldsb.ca). The results, and other data gathering endeavours, have provided more clarity on what our core priorities should be and enabled the development of an Equity Action Plan for TLDSB.

## 2022-2027 Strategic Plan

TLDSB launched its five-year strategic plan with student achievement at the forefront. In the development of this plan, input was received directly from the TLDSB community – from surveys, to focus groups with a large array of internal and external community groups – the new strategic plan was built to include the voices of the TLDSB community.

Within the plan, there are two strategic goals focused on student achievement with commitments specific to students, staff, and community members. This plan holds us accountable for ensuring we continue to be focused on student learning and well-being.

## Facilities

TLDSB Business Services released the Long-Term Accommodation Plan (LTAP) in 2021-2022, which provided a summary of school enrolment, catchment areas, school use, and facility condition indexing. Over the summer months, the following construction projects were completed:

- 40 washroom renewals
- Nine HVAC upgrades
- Roof replacements at three schools
- Two gymnasium floor replacements
- Window replacements
- Telephone and security system upgrades
- Various millwork projects
- Accessibility upgrades
- Public/water system upgrades at many locations
- The start of construction of a new child care centre at Glen Orchard Public School



## G7 Student Senate

The G7 Student Senate is a group of students made up of one representative from each secondary school elected by their peers to help with communication between students and bring student issues to the TLDSB Board of Trustees through the two student trustees. The G7 Student Senate hosted activities focused on The Climate Action Plan and Menstrual Equity Project, as well as supporting Technology Services to gather student voice about the 1:1 Chromebook initiative.

# Recognizing the value of working and learning together

## Website redevelopment

After conducting research, including surveying the entire TLDSB community, the spring of 2022 saw the launch of the newly redeveloped Board website (tldsb.ca). The site now provides a more user-friendly experience with added security, a tool for accessibility, and a design that is fully responsive and easy-to-navigate. The new tldsb.ca was well received and is now recognized as being an accurate representation of the TLDSB community and our learning organization overall.

## School Council

School council chairs and other members we invited 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.



## Sharing our stories

Throughout the school year, TLDSB shared a vast number of initiatives that took place in our schools, including programs, awards, events, and so much more!

### In 2021-2022, there were:

**53** Good news stories shared on tldsb.ca

**772** Facebook posts

**823** Twitter posts

**538** Instagram posts

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





# Focus schools

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In regular visits to identified focus schools by the region superintendent, collaborative teams examine current practices of teaching and learning in schools, and reviewed school organization to support best practices and address school needs. Student achievement data is also examined to determine areas of focus for improvement.



## Region 1

### Superintendent of learning, Paul Goldring

The leadership teams at Archie Stouffer Elementary School, J. Douglas Hodgson Elementary School, Huntsville Public School, and Riverside Public School worked extremely hard to focus on student skills that had fallen behind as a result of the pandemic disruptions. Using data previously collected in past school years and data from the current school year, areas of need were identified and schools monitored progress. Regular school visits from the superintendent to work with school leadership teams established a data-driven focus based on student needs.

Early reading was a focus in all schools, and interventions and supports were in place based on reading assessment data. Schools worked to achieve the target of all students reading at grade level. In math, schools worked to become more adept at using the TLDSB scope and sequence guiding document and used mid-year assessments to establish areas of focus based on identified needs.

## Region 2

### Superintendent of learning, Jennifer Johnston

The leadership team at Queen Victoria Public School built a School Improvement and Equity Plan (SIEP) with a goal to improve student achievement in reading through an unwavering focus on effective assessment, instruction, and intervention. The staff developed a school-wide method to collect reading data, including the phonological awareness inventory, sight word assessment, and reading benchmarks.

The team also embraced the new model for Special Education resource teacher (SERT) support with positive results. A focus classroom was identified and the SERT worked alongside the classroom teacher to co-identify lagging phonemic awareness skills identified in the TLDSB phonological awareness assessment. Through regular monitoring of data, intentional daily instruction, and implementing a robust home reading program, students progressed through the three phases closing significant gaps and supporting students who had stalled in reading progression.

The reading data collected in June indicated a positive correlation of implementing daily repetition of phonological awareness in whole group, small group, and individual support from both the SERT and classroom teacher.

Staff celebrated the achievements of all students who improved in reading, and in particular the several students who closed their reading gaps by two grade levels in one year.

# Focus schools

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## Region 3

### Superintendent of learning, Jay MacJanet

The impacts of the disruptions to student learning presented by the pandemic have led to the development of new learning recovery strategies.

Gravenhurst Public School and Muskoka Beechgrove Public School both implemented new math curriculum and early interventions in reading. With the help of leadership teams and instructional coaches in these schools, along with the support of the curriculum team, teachers worked at narrowing achievement gaps found in their school data.

New resources purchased and explicit instruction helped educators deepen their understanding of effective assessment and instructional strategies needed to move students along in achieving their highest potential.

## Region 4

### Superintendent of learning, Kim Williams

Grade 7 to 10 teachers from the Gravenhurst area of schools engaged in a four-part professional learning series. Members from the elementary and secondary panels worked collaboratively throughout this inquiry to learn how to assess and support reading in their subject area(s). Teachers explored the importance of explicit reading instruction within their courses and learned how to identify the greatest area of student need through a benchmark assessment.

There was an in-depth focus on developing content vocabulary through morphological awareness strategies. Through self-directed research, teacher-designed theories of action, carousel strategy shares, and classroom observations, teachers developed a resource bank of explicit strategies to include in their grade course programming. The goal of this literacy inquiry was to bring educators from both the elementary and secondary panels together to learn and reflect on how we can support adolescent reading in our courses. In the post-inquiry survey, 100 per cent of educators indicated they feel better equipped to teach reading.

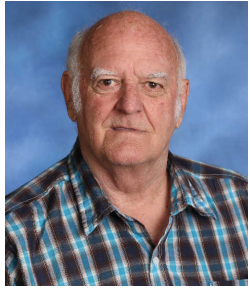




# TLDSB at a glance

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## 2021-2022 Trustees



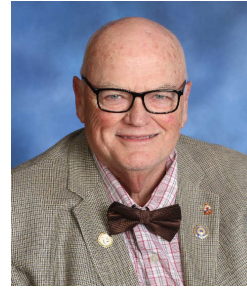
**Don Alton**  
City of Kawartha Lakes



**Stephen Binstock**  
*Vice Chair*  
District of Muskoka



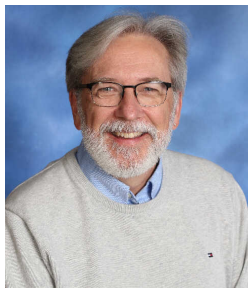
**Gary Brohman**  
Haliburton County



**John Byrne**  
City of Kawartha Lakes



**Louise Clodd**  
District of Muskoka



**David Morrison**  
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  
Learning



**Jay MacJanet**  
Superintendent of  
Learning



**Kim Williams**  
Superintendent of  
Learning



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