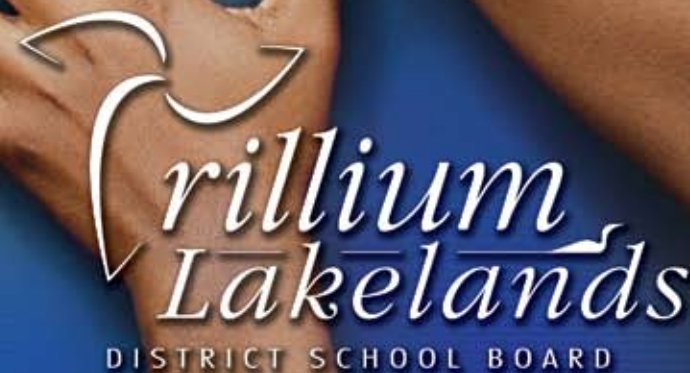


Connecting the dots...



DIRECTOR'S ANNUAL REPORT 2010

A Message from the Director of Education

We all remember working on “connect the dots” puzzles. As children, we would draw a line from dot to dot to see what might be revealed on the page. If you are like me, I would often anticipate what the picture might eventually look like. It was always a wonderful surprise when an enhanced picture appeared, much better than expected.

In Trillium Lakelands District School Board we have numerous projects, initiatives, and programs underway – all designed to improve student achievement outcomes. It is not always easy to see how our projects relate to one another, but we are being purposeful and always striving to “connect the dots” in order to offer our very best to our students every day. I am pleased to share in this report examples of our commitment to providing outstanding opportunities for our students.

Some highlights of this Annual Report include:

- A Day of Kindness in November that allows each school the opportunity to integrate classroom learning while stressing the importance of a safe and caring learning environment;
- Our Food for All campaign in February where schools collect food for community food banks while learning about nutrition and measurement, using literacy and numeracy curriculum components;
- Community Agency Partner Breakfasts that promote sharing of information between organizations so that we can meet the needs of all our students;
- A Program Enhancement Fund, supported by our Trustees, that gives teachers an opportunity to come up with new, innovative programs intended to improve student achievement;
- A “Summer Institute” for teachers that broadens perspectives for those preparing for the new school year;
- Our “Earn-a-Laptop” program that ensures teachers have the technical knowledge they need to assist students;

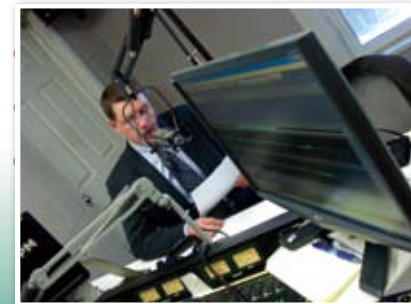
- Cooperative Education and Specialist High Skills Major programs that help students learn essential skills as well as integration within the community;
- Our School Effectiveness Framework and Student Success Inventory, which has been transformational in changing teacher practice.

In order for “connecting the dots” to be successful, all members of our community are continually invited to participate. This includes teachers, administrators, support staff, parents, students, and community partners, all of whom make a difference and contribute to our success. As we strive to improve student achievement, reduce gaps in student outcomes, and maintain high levels of confidence in publicly funded education, everyone is encouraged to join us in bringing the puzzle picture into greater clarity for all.

Please join me in connecting the dots as we provide as many opportunities as possible for our students to succeed. We don’t know what the picture will eventually look like, but we see our work having a profound impact on the future of each and every one of our students and their families.



Larry Hope - Director of Education



Our Communities, Our Schools

Trillium Lakelands District School Board operates 41 elementary schools and seven secondary schools – all of them in primarily rural English-speaking areas. It operates six alternative education training centres along with a vibrant online learning community. There are several full-day kindergarten classrooms in which children as young as three years old begin a life of learning – a journey that will last throughout their formative years intellectually, that will embrace their social development and launch them into society in their late teens, as young adults ready to face the world.

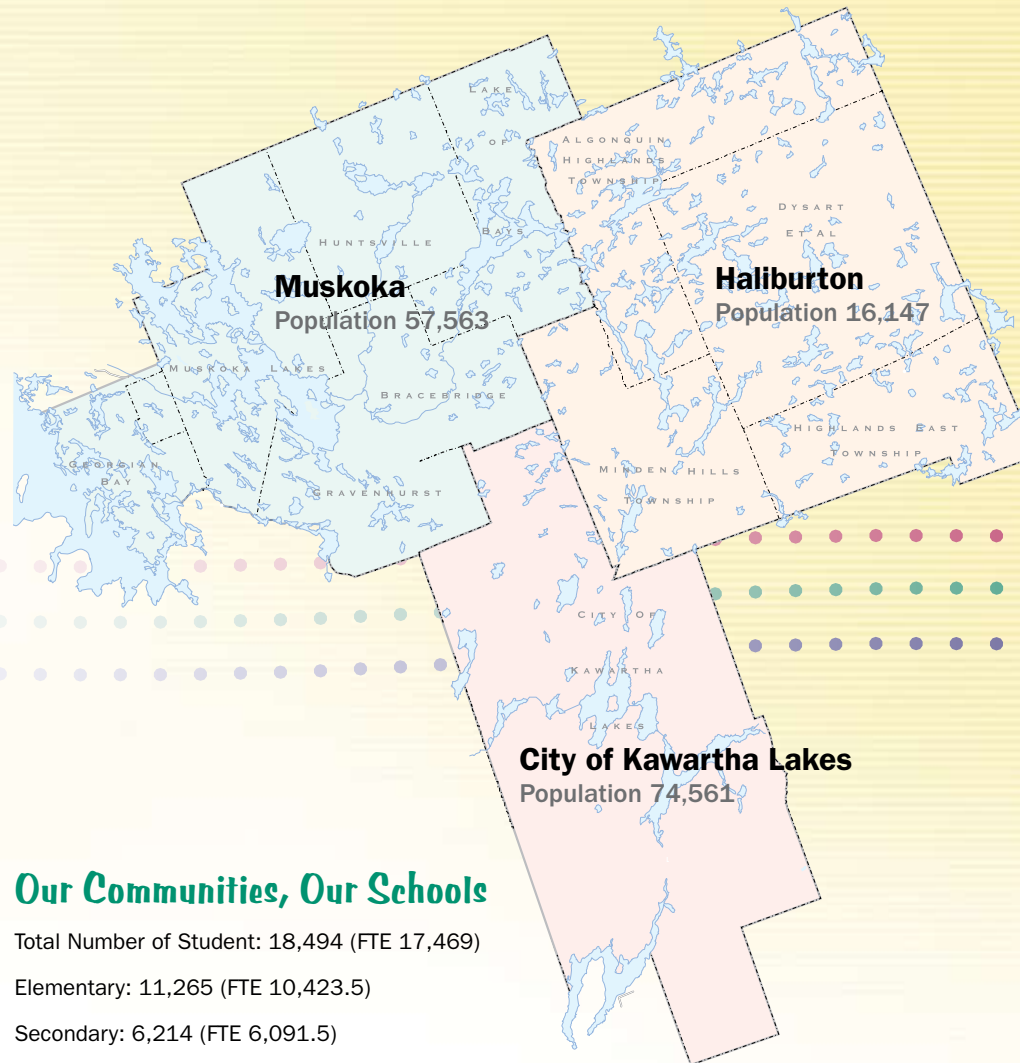
When we talk about connecting the dots, this is what we mean: the whole is always greater than the sum of its parts.

Trillium Lakelands District School Board is not simply a collection of schools and offices; it is more than a group of students. Trillium Lakelands District School Board is as unique as each smile, as each child who waves goodbye to her mom or dad on the first day of school, as each young teenager who makes a new friend, who reads his first Shakespeare play, as each graduating student's individual dream, even the ones they can't yet bring to life. Trillium Lakelands District School Board is as unique as each of the teachers, secretaries, educational assistants, and supervisors – it is as unique as the individual Trustees who sit at the Board table and make the decisions that shape what is an equally unique Trillium Lakelands District School Board learning experience.

There are dozens of classrooms around the district – from Huntsville to Irwin, from Cardiff to Pontypool; there are thousands of students, and hundreds of educators, parents, volunteers, community partners, and administrators. There are custodians, maintenance staff, and specialists. This is what Trillium Lakelands District School Board means. Trillium Lakelands District School Board is an experience – above all else.

The Trillium Lakelands District School Board Strategic Directions and 2010-2011 Strategic Plan is available on the Board website.

www.tldsbc.ca



Our Communities, Our Schools

Total Number of Student: 18,494 (FTE 17,469)

Elementary: 11,265 (FTE 10,423.5)

Secondary: 6,214 (FTE 6,091.5)

Adult Education under 21: 648 (FTE 604)

Adult Education over 21: 367 (FTE 350)

Virtual Learning Students: 324 (FTE N/A)

Almost all English 1st language

Almost all Canadian citizens



Full-day Kindergarten

Trillium Lakelands District School Board is proud of its Full-day Kindergarten program for four and five year olds. Found in eight schools, these 11 classrooms welcomed 287 junior and senior kindergarten students in the fall of 2010! With each room staffed with one classroom teacher and one early childhood educator, our youngest school-aged children are engaged in purposeful play to enhance their learning. The students' day is designed to help learners explore, discover, and grow, resulting in a stronger start in school with more time to socialize with other children and develop the academic and social skills necessary for future success.

.....
All day every day

Huntsville PS	Irwin Memorial PS
KP Manson PS	King Albert PS
Parkview PS	Queen Victoria PS
Ridgewood PS	Watt PS

.....

First Graduation

After Kindergarten, our youngest learners enter the Primary Division of their schooling. Grades 1 to 3 are an exciting time for students and teachers – this is when students learn to read, do basic math, and investigate their worlds methodically. Almost all (91.4%) of our primary classes have 20 or fewer students.

One of the highlights of this division during 2010 was the SK – Grade 1 Inquiry Project.

Matthew was a Senior Kindergarten student who in January was not on target to reach TLDSB exit-reading outcomes. He entered SK at level 0 and in January had just achieved a level 1.

Matthew's teacher knew, in order for him to be successful, targeted strategies in reading would need to be used. She was invited to be part of an exciting project, the SK-1 Inquiry Project. This project brought five teachers together with Board-level curriculum staff to learn together by posing a question about teaching and learning in their classrooms.

The question:

What is the impact on the early reading development of students initially performing at level 2, when teacher questioning during guided reading is focused on the four roles of the literate learner?

Through participation in the K-1 Inquiry Project, Matthew's teacher was given time and support to dig deeper into: research on comprehension skills for early readers; teacher questioning; guided reading structures; and the four roles of the literate learner.

Because of their participation in this Inquiry Project, Matthew's teacher's classroom practice changed. Instruction in comprehension and decoding in reading became more focused, explicit, and engaging.

Matthew couldn't wait to get to "Book Club" where he took pride in talking about what he was learning in reading. Matthew's self confidence increased because he was engaged in the guided reading lesson, he was proud to use his reading strategies, and impressed his teacher and peers when he shared his connections and inferences.

This inquiry made a difference in Matthew's achievement and in the teaching practices of his teacher. Matthew sky-rocketed from Level 1 in January to Level 5 in April.



Early Reading Intervention

Children who learn to read at a young age are more likely to graduate from high school. In fact, one of the best predictors of successful high school graduation is early reading ability. Trillium Lakelands District School Board has committed additional resources to help the youngest learners – students from Junior Kindergarten to Grade 2 – learn to read. If a young student is reading below grade level, they can enrol in an Early Reading Intervention program. This comprehensive, small group model is an integral piece of bringing our early readers up to grade level.

Going Deeper

During the Junior years, students go deeper with their learning. They continue to build on what they've learned in the Primary Division, and are able to access resources that help them learn and express their thinking. During the Junior years, our students often work in groups and use technology to show what they have learned.



Transitioning to High School

To cap off their elementary school experience, students in the Intermediate Division prepare for the transition to high school. Their literacy learning happens in a cross-curricular setting as students learn to apply skills more broadly. Their sharing is often enhanced by the use of technology.



School Effectiveness Framework (SEF)

Every elementary school in TLDSB has undertaken a self-assessment and undergone a School Effectiveness Framework District Review. This process of first assessing teacher practice according to a set of guidelines, and then having other principals and teachers walk through the buildings of colleagues in order to provide next steps, has been transformational for our system. Teachers are open to learning and are excited by the opportunities provided through this process. Visiting other exemplary classrooms and engaging in Professional Learning Communities in order to improve student outcomes has been one of the key benefits of the SEF.



Schools in the Middle (SIM)

Fourteen schools were identified as Schools in the Middle because their Grade 3 and Grade 6 EQAO results in Reading, Writing, and Mathematics found four out of six of the scores were between 50 and 75%. These schools brought two extra teachers to Literacy Learning Team Network meetings, creating an instant School Improvement Team. They also engaged in collaborative inquiry to determine how quality tasks and descriptive feedback impact the learning of students in their classrooms. The results of their inquiry were shared with all of our schools in June.

The Secondary School Experience

Students who attend Trillium Lakelands District School Board secondary schools find a wide range of choices and opportunities to explore. From a course stream geared to their learning style, to a broad range of subjects, cooperative education partners, and athletic opportunities, programming in secondary schools is aimed at preparing our students for future success.

Pathways to Success

There are so many stories to tell – so many stories that help us connect the dots. Much of the success of students in secondary school comes from finding unique and personalized ways to engage them in learning. Our Pathways programs allow students to choose specialties that interest them, and to design a secondary school experience that is meaningful for them.

Jordan was held back in Grade Two because he wasn't performing at grade level. In high school he gravitated to the wrong crowd. His marks reflected this, as did his credit count. At home the house was often empty because his single mother was off to work early and home



quite late. Jordan's risky behaviour evolved. At 17, he had a series of suspensions and was ultimately asked to attend the Alternative Learning Centre. He returned the next year to his regular day school and was placed in a newly established Specialist High Skills Major (SHSM) program in construction. His attendance was perfect, he began recovering credits, and he graduated from high school in 2009. Jordan used his diploma to get his heavy equipment apprenticeship and is now living and working in Mississauga. When asked Jordan said, "I never would have returned to school without the hands-on chance that the SHSM gave me – I never would have graduated ... I never would have gotten away from the bad stuff."

TLDSB had 10 SHSMs during 2009-2010, offering opportunities like Jordan's to more than 200 students across the district.

Dual Credits and School, College, Work Initiative (SCWI)

Trillium Lakelands District School Board students took advantage of more than 350 dual-credit opportunities during the 2009-2010 school year. Dual credits offer students the chance to earn credit toward a college diploma, while still attending high school.

Courtney is attending Georgian College taking Culinary Skills. In January she will begin Culinary Management. That's a far cry from the timid Grade 10 student that first appeared in a foods class four years ago. While her Foods teacher described Courtney as a "good kid," Courtney couldn't see her "greatness". But that simple connection with her teacher kept her enrolling in foods classes. In year five of high school Courtney took advantage of the Board's School-College-Work Initiative and took three dual credits which helped bring her out of her shell. She will finish Culinary Management this year and plans on bolstering her education with Hotel Management and Administration. "I'm here because of dual credits – I never thought I'd have made it to college, but those credits gave me the chance and confidence I needed."

Trillium Lakelands District School Board works with four colleges on this initiative – Durham, Seneca, Fleming, and Georgian – which gives students an advanced start in their pursuit of post-secondary education and training.



Student Success Inventory (SSI)

As we continually strive to connect the dots between initiatives, the School Effectiveness Framework (SEF) was moved into our Secondary Schools. A modified version of the SEF was developed using the provincial framework, but more closely tied to the four pillars of Student Success and called the SSI.

Classroom visits focused on Grades 9 and 10 with particular attention to student engagement, student product, and the use of high yield strategies. Professional learning for each school was then driven from within each building and supported centrally through the support of both math and literacy coaches.



SSI visits occurred in the fall of 2009 and follow up visits took place in the spring of 2010. Our plan moving forward is to continue this model to help shift instructional

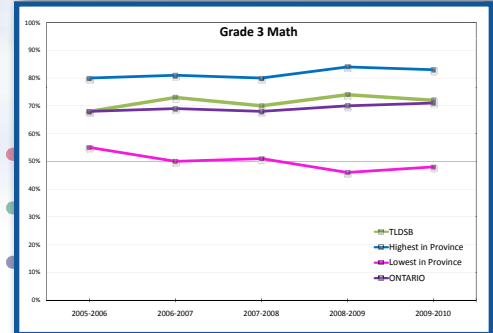
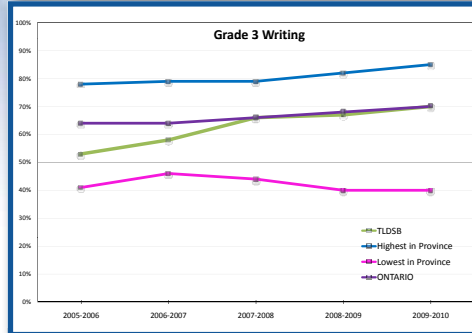
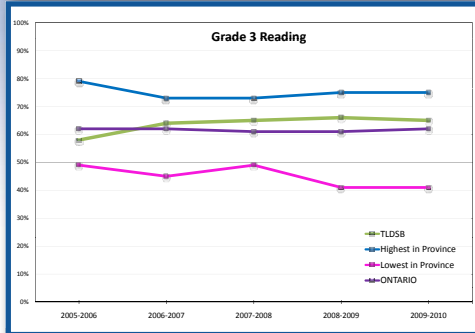
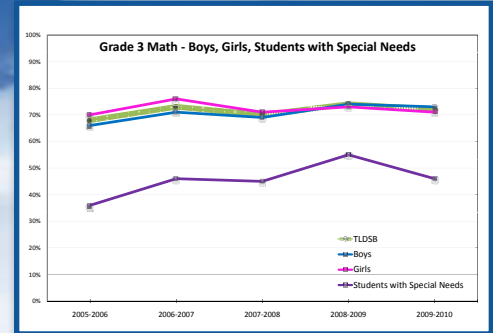
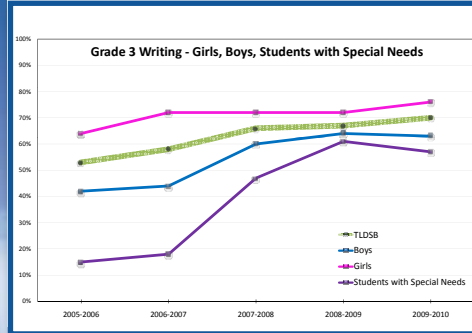
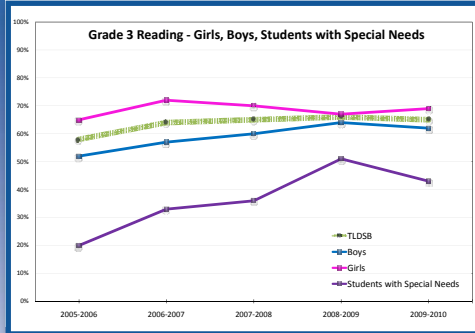
practice for better student engagement, expand Pathways opportunities, and cultivate and support a continued sense of caring and community in all schools.



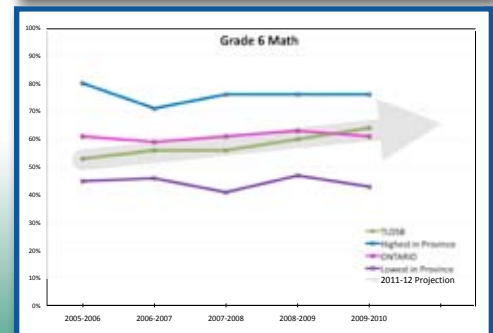
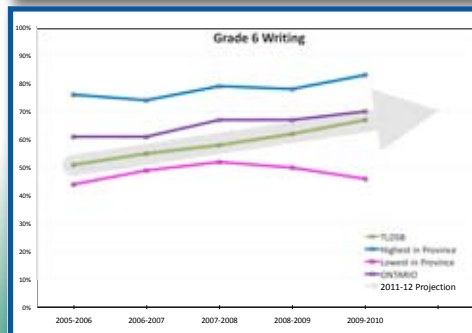
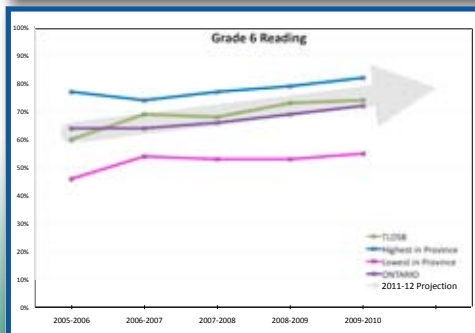
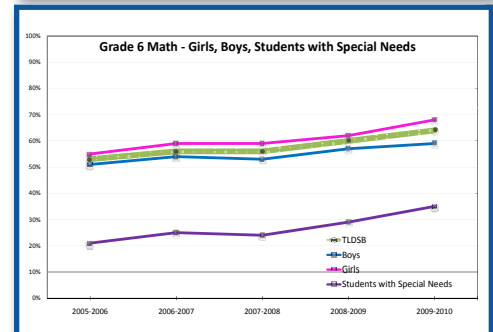
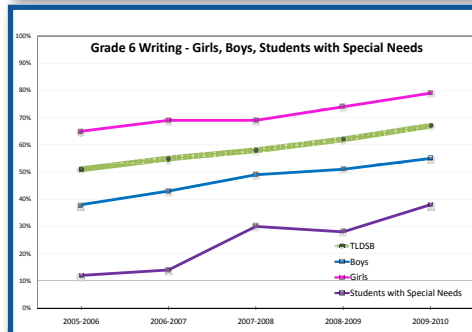
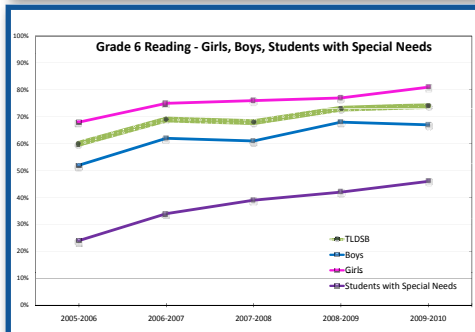
Education Quality and Accountability Office Reporting

The Education Quality and Accountability Office (EQAO) requires that every school board administer comprehensive assessments to Grade 3 and Grade 6 students in reading, writing, and mathematics, to Grade 9 students in mathematics, and the Grade 10 Ontario Secondary School Literacy Test (OSSLT).

Grade 3

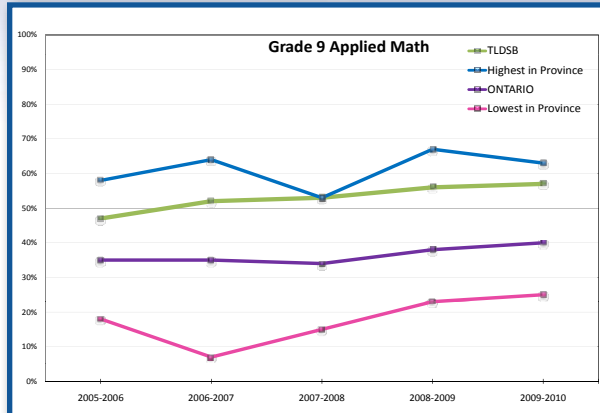
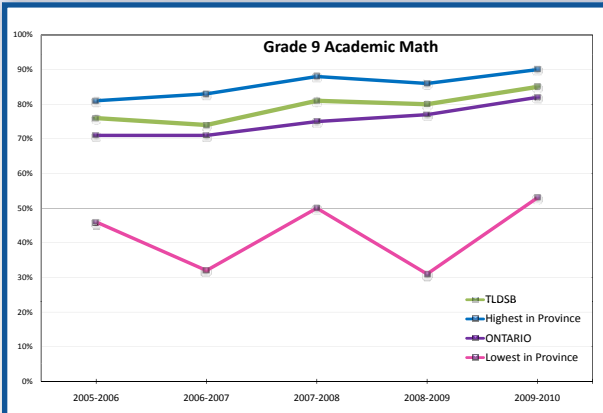
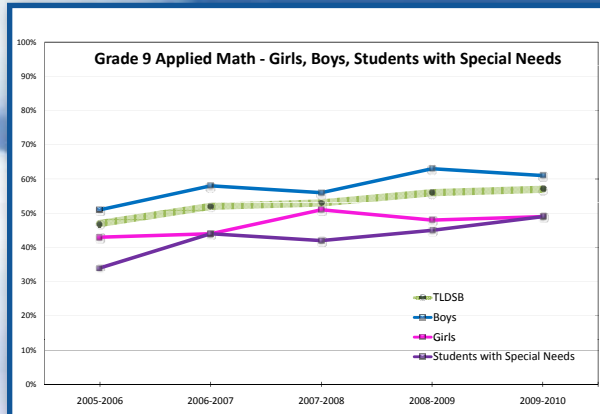
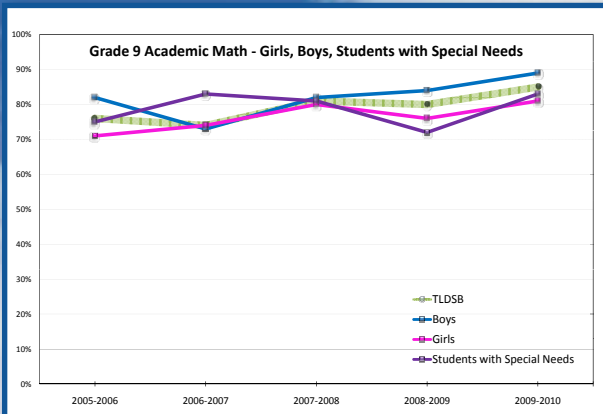


Grade 6

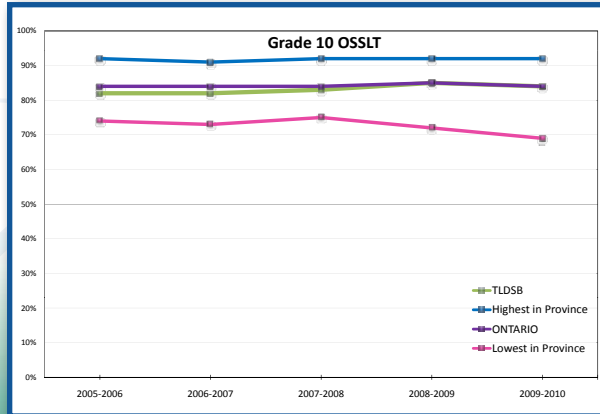
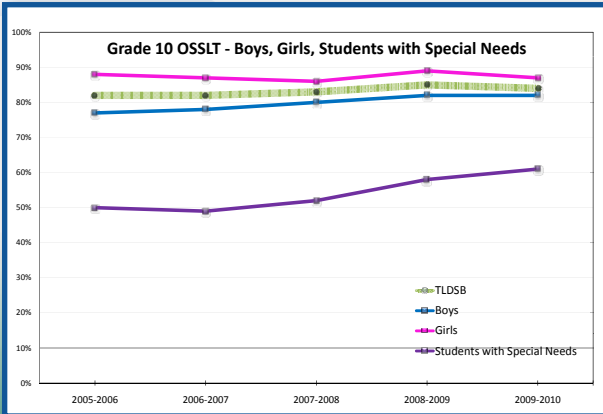


Education Quality and Accountability Office Reporting

Grade 9



Grade 10



16 Credits, June 30, 2010

AETC	4
BML	186
FFSS	169
GHS	73
HHSS	118
HHS	199
IEW	220
LCVI	164
Total	1133

#Grade 10 Students October 31, 2009 1480

Percentage of Grade 10 Students Completing 16 Credits, June 30, 2010

77%

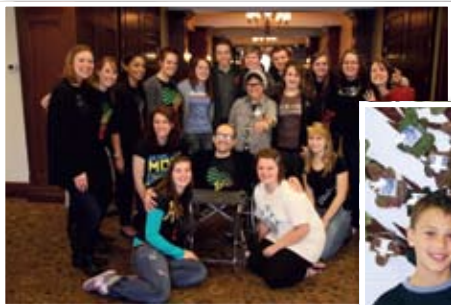
Growing Character

Connecting the child to his or her world involves more than engaging the intellect; it means nurturing the elements of character. At Trillium Lakelands District School Board, the traits that are highlighted in all classrooms every day are honesty, perseverance, compassion, trustworthiness, responsibility, goal-setting, fairness, citizenship, respect, and self-control.

Growing Character

- | | |
|-----------------|--------------|
| Goal-setting | Perseverance |
| Responsibility | Compassion |
| Trustworthiness | Honesty |
| Fairness | Citizenship |
| Respect | Self-Control |

Connected under the umbrella “Character Development,” Trillium Lakelands District School Board has a deeply-rooted commitment to develop opportunities and avenues for staff and students. Growing character in our students is as important as their physical and intellectual growth; it is what will eventually define each individual.



Puzzle Peace

This year character traits were enveloped into a promotional campaign called “Puzzle Peace” which includes a website linking Puzzle Peace and literacy <http://mail.tlidsb.on.ca/~PuzzlePeace/>

Every school in the Board undertakes opportunities to be of service to others. Students in Trillium Lakelands District School Board have had two recent unique opportunities to be involved outside their schools.



Olympic Torch Run

The Olympic Torch Run came through several areas of the school Board, offering students a unique chance to practice and model citizenship skills.



G8 Summit

In June, 2010, the G8 Summit took place in Huntsville, Ontario, affording educators and students a front-row seat not only to an international political event, but also to educational opportunities that led into the event – such as a Mock Summit and the Clean Water Summit. In Huntsville, five elementary schools joined together to create a persuasive campaign aimed at the world leaders themselves.

Beyond the Curriculum

Service Learning

Students and staff of TLDSB continue to be involved locally and globally in service learning projects and the creation of positive school climates.

We Day

Nineteen schools participated in Free the Children's "We Day" and now are fully engaged with the We Schools in Action Program.



Halloween for Hunger

Overwhelming support for this initiative was validated by the number of schools involved in one of Free the Children's local initiatives "Halloween for Hunger." Overall, TLDSB schools brought in more than 11,000 food items for local food banks during the Halloween for Hunger campaign.



Terry Fox Run

Each school in Trillium Lakelands District School Board supports an event such as the Terry Fox Run to raise funds for cancer research. In 2010, the 30th anniversary of the Run, schools raised more than \$135,000 for the Terry Fox Foundation – an all-time high for us in TLDSB.



Fundraising in Schools

Fundraising for community and global needs continues to grow in Trillium Lakelands District School Board – following the earthquake in Haiti in January 2010, schools responded with a dramatic show of support, holding Hat Days, Talent Shows, Spirit Days, and Clothing Drives.



Food for All

February Food for All – from a food-raising campaign with curriculum links in elementary schools to The Great Pasta Challenge in secondary schools, students, staff, and the community worked together to fill the shelves of local food banks.



Bullying Prevention

Trillium Lakelands District School Board believes that teachers are the caretakers of a most precious commodity – children. From the physical environment, to the emotional climate of the classroom, we are committed to developing a safe and caring learning environment. In the 21st century, students are ready to develop good character, to be community-conscious, to learn ways to control and manage their own thoughts and behaviours, and to learn, above all, to be kind. We are continuing efforts to significantly reduce the incidence of bullying through a comprehensive Bullying Prevention Plan – Take a Stand/Lend a Hand and in November, a Board-wide Day of Kindness.



Day of Kindness November 19, 2009

Imagine a Day...

*Where there is no bullying
where there is no anger
where there is no hate
where there is only friendship
where there is only peace
where there is only kindness
for each other
for the environment
for the world.*

Environmental Stewardship

Reducing our environmental footprint continues to be a focus not just of Board leaders, but also of student leaders. At the National Character Education Conference in November 2009, David Suzuki spoke to students and teachers alike, urging them to engage politicians in environmental stewardship. 23 schools in the Board have achieved provincial EcoSchool certification and a commitment to environmentally kind products and practices is in force. Earth Hour, Earth Day, and Earth Week provide focussed opportunities for school and Board-wide stewardship activities.



Program Enhancement Fund

Trillium Lakelands District School Board Trustees believe that learning happens both in and outside the classroom, through curricular and co-curricular activities, and in ways as unique as individual students. Annually at Trillium Lakelands District School Board, Trustees set aside resources to help fund projects that will engage students in unique learning opportunities.

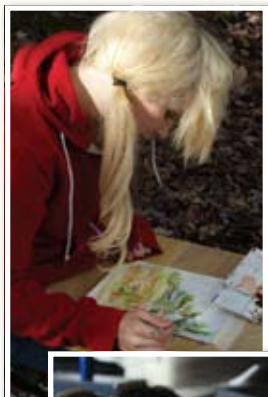
Battle of the Books

Battle of the Books is a Board-wide initiative that supports literacy. Its Reach-for-the-Top style appeals to both boys and girls, and engages many students in Canadian fiction and non-fiction reading. The initiative has expanded from the elementary panel to the secondary panel, and this year included a French "battle."



Trillium Lakelands Arts Camp

From extraordinary visual and media arts, to intensive musical instruction, demanding dance training, and the production of a musical in 4 days, students are pushed to their creative limits at the Trillium Lakelands Arts Camp (TLAC). This year, 262 Grades 7 to 12 students took part in this unique arts-immersion opportunity at beautiful Camp White Pine in Haliburton.



Parent Engagement

The complete picture only exists because of the parents. From classroom volunteer, to School Councils, to the Parent Involvement Committee, parents are the partners that not only provide the most valuable resource, but also help to steer the course of the Trillium Lakelands District School Board experience.

In 2010, the District School Council – Parent Involvement Committee sponsored a series of family workshops focusing on character development and continued to support the Be There campaign in schools. Be There provides visual messaging to parents encouraging them to make ordinary moments extraordinary – to take the time to be their child's partner in the journey of learning.

Many schools applied for and received funding from the Ministry of Education to help them engage parents in school activities. From workshop evenings to the installation of a parent resource library, School Councils look for creative ways to encourage parents to spend quality time with their children.

Student Leadership

Group of Seven

An eager group of students meet several times during the year to plan and implement a number of initiatives for fellow students. The Group of Seven, made up of an elected representative from each secondary school, led The Great Pasta Challenge and organized a student leadership conference for secondary students. The student trustee, as the chair of the Group of Seven, ensures that items of concern and of celebration are shared at the Board table.



Student Voice

"A good relationship makes you want to do well in their class, especially when teachers get to know the 'real' students and how they learn best." – TLDSB Student

Following the Education Minister's lead with her Student Forum, Trillium Lakelands District School Board held a provincial pilot project focussing on student voice. With help from the province, a diverse group of 100 Grade 9 to 11 students from across the district were bussed to the Ontario Educational Leadership Camp (OELC) in Orillia in early May to speak openly about what they value in school, and the things that help them learn. Their candid views were captured in five key themes:

- "We respond to teachers that foster positive relationships."*
- "We appreciate a classroom that reflects the needs of all learners."*
- "We need the curriculum to be relevant to our everyday lives."*
- "We produce our best from a range of instructional strategies."*
- "We want teachers to teach the subjects they love."*

This information was shared with the system, our principals, and teachers as part of the overall Board Improvement Plan.



In May 2011 the same group of students will reconvene to reflect on the 2010-2011 school year.

Equity and Inclusive Education

Trillium Lakelands District School Board is committed to the inclusion of all students. This year, the Board implemented an Equity and Inclusive Education Policy and Procedure after careful consultation with community partners and stakeholders.

First Nation, Métis, Inuit (FNMI) Policy Framework

Trillium Lakelands District School Board currently has 102 self-identified First Nations, Métis, and Inuit students. Along with the continued encouragement for voluntary self-identification, Native Studies courses are now offered in all seven secondary schools and the Virtual Learning Centre, with some schools adding a second course. Students in both elementary and secondary schools had the chance to enhance their knowledge of Aboriginal culture and perspectives through field trips, speakers, increased classroom resources, and mentorships. The community was linked to the Aboriginal framework through the third annual FNMI symposium featuring author Joseph Boyden.

Healthy Schools

Trillium Lakelands District School Board has placed an emphasis on good nutrition in schools for a number of years. Working with local health-unit dietitians as well as other community partners, the Board supports a healthy snack program in each school. Early in 2010, the Ministry introduced new guidelines for nutrition in schools. Trillium Lakelands District School Board has found itself in the enviable position of being far ahead of the new guidelines. With a few minor adjustments to the existing Nutrition Policy, and ongoing training for school administrators and staff, these new guidelines will complement what is already in place in our schools.



Inspired Learning

The Inspired Learning Project provides 15 computer Net Books to each elementary school to support 21st Century teaching and learning. Access to this technology is intended to engage students and teachers in student-centred inquiry, higher-order thinking, and innovative instruction across the curriculum. During the 2009-2010 school year, 22 schools participated in the project and all 41 elementary schools are participating during the 2010-2011 school year.



Online Learning

For some students, the classroom just isn't comfortable or possible. For those students, an alternative is online

learning. In the 2009-2010 school year, 1,787 online credits were granted. A continuous intake self-paced version of the Virtual Learning Centre – OpenSchool – was also introduced to select students in an effort to ensure we are providing the appropriate online options to a broad range of learners. Both programs are anticipated to experience growth over the coming years.

www.virtuallearning.ca
www.openschoolontario.ca

Students with Special Needs

Trillium Lakelands District School Board believes in learning for all students. Through a partnership between parents, community support agencies, and educators, students with special needs in our system are able to set realistic goals and work methodically toward them on their way to achieving their potential. This is the philosophy that drives the program and resource decisions made at the Board of Trustees table to support our work.

Assistive Technology

Many students with a variety of learning difficulties are provided with assistive technology to help them either learn



or communicate what they've learned in the classroom. Assistive technology allows these students to produce, high level, grade-appropriate work while remaining in the regular

classroom. This year, the Board undertook intensive training with staff and students in order to ensure they have the skills necessary to make the best use of this technology.

Alternatives

Sometimes situations prevent regular schooling. For students who are expelled, for those who are in corrections or another form of government-approved care, Trillium Lakelands District School Board supports learning through creative partnerships with community agencies, and diligent monitoring and follow-up with students and their families.

Mental Health

One in five young people suffers from some form of diagnosable mental illness or addiction problem. At Trillium Lakelands District School Board, we are increasing awareness of mental illness in young people, and are working diligently with community agencies to forge new partnerships in order to enhance services for our students so they can continue to learn and receive the support they need.



Professional Development

Professional Development not only provides a chance for staff to acquire new skills, or to develop existing ones; it also creates an atmosphere of support in which staff feel valued, confident, and capable.

At Trillium Lakelands District School Board, a commitment has been made to ensure that all staff members have the chance to take part in professional development during the school year. Educational assistants, office, clerical and technical staff, custodial and maintenance staff, professional services personnel, as well as middle management staff members are provided with opportunities to broaden their knowledge base and skills.



chance to take part in professional development during the school year. Educational assistants, office, clerical and

Teachers are Learners Too!

Job-embedded professional development has enhanced teachers' practice. Literacy coaches spend 50 minutes each week in every elementary classroom. Math coaches are co-planning and then co-teaching with many primary and junior teachers across the system. In secondary schools, coaches work in Grade 10 classrooms, while Board consultants support Grade 9 teachers by targeting key areas such as boys' literacy and the engagement and achievement of applied level students.



Earn-a-Laptop

One of the highlights of 2010 has been the Earn-a-Laptop program which gives teachers the opportunity to obtain a Board laptop for professional use

both at school and at home. After a required number of in-house computer courses – taught during the summer, evenings, and weekends – a teacher becomes eligible to have use of a Board-sponsored laptop. The response to this initiative was overwhelming. During July and August, 675 sessions were completed by 171 teaching staff members. Twenty-seven teachers were able to complete the requirements for a laptop during the summer months. Recipients of the computers have expressed how important the initiative is in supporting teachers in the classroom, and ultimately student learning.



"This program has made TLDSB cutting edge in the 21st Century!" wrote one teacher; "having a laptop makes me a better teacher because of the flexibility and productivity it creates," wrote another.



New Teacher Induction Program (NTIP)

Trillium Lakelands District School Board is committed to supporting its new teachers in order to provide early success. New teachers have been engaged in a mentorship program that matches them with a volunteer teaching mentor to help them on their journey.



21st Century Technology

Wireless Technology

Wireless technology is a key component in meeting the needs of our 21st Century learners and is the foundation for integrating technology into classroom practice throughout the Board. Trillium Lakelands District School Board implemented a guest network in all secondary schools and Board offices this year so that school staff, teachers, and guests have access to the Board wireless network on personal computers and media devices. The same filters exist on the guest network as exist on the TLDSB network.



Website

Trillium Lakelands launched a new Board website, designed to engage visitors in a user-driven Web 2.0 experience.



Acknowledging Excellence

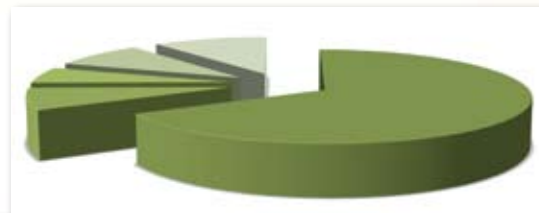
Trustee Chairperson Valerie Smith thanks teachers, support staff, administrators, volunteers, and others at the annual Evening of Excellence during which nine Impact Awards and 84 Character Awards were handed out to deserving employees.



Dollars and Sense!

Each year, Trillium Lakelands District School Board receives funding from the provincial government to educate students. Sometimes there are strict guidelines on how the money is spent; other times, boards are able to allocate according to program needs.

Operating Expenses \$192,505,895



- 69% Classroom: 1,128 teachers, 346 educational assistants, supply teachers, textbooks, supplies, computers
- 8% Non Classroom: School administration, office personnel, consultants
- 3% Administration: Trustees, Director of Education, supervisory officers and Board administration
- 9% Transportation: More than 15,307 students were transported daily on 464 routes travelling more than 45,145 km per day
- 11% Pupil Accommodation: School operations and maintenance, school renewal, and new pupil places



● ● ● ● Annual Report 2010

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