

RAINBOW DISTRICT SCHOOL BOARD

SPECIAL BOARD MEETING
to be held in the Boardroom
on Monday, December 12, 2016 at 6:00 pm

<p>AGENDA AND RECOMMENDED MOTIONS</p>
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A. APPROVAL OF AGENDA

*Chair

Motion:

That the agenda for the Special Board meeting of December 12, 2016 be approved.

B. PRELIMINARY DECLARATIONS OF PECUNIARY INTEREST

*Chair

C. CAPITAL AND ACCOMMODATION PLAN – DELEGATIONS

*Director

Central Sudbury Planning Area
Colleen Burns and Taryn Whyte

Espanola Planning Area
David Wolff

New Sudbury Planning Area
Dennis Hatfield
Laura Killam
John Lindsay

Valley North Planning Area
Felicia Fahey
Chris Morgan
Tracy Peura
Dahnja Schoengen

West Sudbury Planning Area
Laurie Brownlee
Ethel Kingston
Tannys Laughren and Fred Taylor
Karry Strelezki

D. ADJOURNMENT

*Chair

Motion:

That we do now adjourn at p.m.

Colleen Burns and Taryn Whyte
on behalf of
Lansdowne Families Association



Lansdowne Public School is an important part of the fabric of the Donovan/Elm West Neighbourhoods. It is more than just a building for education but the focal point of the community that reflects the diverse culture and history of this area. Its closure will have a negative impact while saving very little money.

A CASE FOR LANSDOWNE

Submission by:



Lansdowne Families Association



Lansdowne Families Association

Since the news came out that Lansdowne Public School might close as part of the Board's Accommodation Review parents and students have been devastated. For many of us, Lansdowne is an important part of our community. It is not only where our kids go to learn, or even where we have studied, but it is a connection to our neighbourhood, to our city, and to our collective past.

Many of us attended the Accommodation Review Sessions and have read the various documents. However, while the Board has presented some fact and figures, the presented benefits do not seem to outweigh the negative effects its closure will have on our kids, the culture of our neighbourhood, and even the city.

Ten reasons to keep Lansdowne Public School Open:

- It is truly a neighbourhood school and plays a key role in the development of the area as a walkable downtown community for young families.
- The school is the picture of diversity. Children from different kinds of families, level of income and ethnic backgrounds learning about each other along with reading, writing and arithmetic.



- It is 68 per cent full, more than many other schools staff propose keeping. In addition, the provincial formula to calculate this number is well known to be biased against older schools as it takes into account the total square footage, not only the class room size. Older schools, like Lansdowne, were built with a larger footprint than most modern schools and therefore score lower on this calculation.
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Lansdowne Families Association

- In terms of projecting board estimates were quite a bit off this year for JK enrollment. The Donovan and Elm West neighbourhoods have had an older demographic for some time, however we are starting to see new and young families starting to move into the area. As this trend continues this will ultimately have a further positive impact on Lansdowne's enrollment.
- It is a beautiful old building like we don't have in Sudbury much anymore. It is old, but we have yet to hear an accurate estimate of how much work it needs. The board's numbers show over \$4 million is needed in the next five years, but those same figures show a combined \$31 million for Lively and Chelmsford high schools, which the board has called inaccurate.



- In addition, based on similar costs to build new schools in Sudbury it will likely cost over \$18 million to upgrade Queen Elizabeth II to accommodate the Lansdowne students. It therefore does not seem like the board will see any real savings over the next decade by closing Lansdowne.
- The Queen Elizabeth site is too far for most Elm West or Donovan kids to walk to. It isn't in their neighbourhood. Community is an important factor in this part of town. The history and connection that people in our community feel towards this school is profound. It is where great-grandparents, grandparent, parents, and now their kids have gone. To close this school is to close a significant part of the identity and pride. I cannot image what it will do to our community to see it as a vacant and fenced-in lot.
- Because of distance to the proposed new school, many Lansdowne parents are considering switching boards, especially to the nearby St. David's School. A new school



could open at full. With plans to construction of a new school, how much will really be saved?

Lansdowne Families Association

Queen Elizabeth and not be spend millions on the



- Rewarding the passion of parent's groups can quickly build and engage the school community, but ignoring concerns can have the opposite effect.
- Millions were invested into the revitalization of Sudbury Secondary as a commitment to "downtown education." The same should go for Lansdowne.

These are just some of the many reasons that we have been hearing from other concerned parents in our community, as we are sure you have too. To close such an historic and important institution in our community would be devastating not only for the students but for the people and city. We hope that you will reconsider the plans outlined in the Accommodation Review, and instead opt to keep Lansdowne open.

David Wolff

Parent, Webbwood Public School

I, **David Wolff**, a parent of two children who attend Webbwood Public School, will be an individual delegate.

To the Board of Trustees,

Thank you for the opportunity to voice my concerns in regards to the Final Staff Report presented November 24, 2016.

First of all, thank you for hearing at least one of the recommendations from the community as demonstrated by revising the original recommendation of consolidating Webbwood Public School with A. B. Ellis to consolidate with S. Geiger Public School. We recognize this as a better option than what was originally proposed but it is still a second choice to what is preferred by the community.

In the news release located on your website, Director Blaseg had stated "First and foremost, the public asked us to consider the impact of school consolidations on children, families, and communities," Although the revised review did consider the children's wellbeing and are keeping them in the Webbwood/S.Geiger family, the community of Webbwood was not. Webbwood Public School is the last central part of the community and the Board's **suggested** savings will not come near to the financial loss to the community. Without a local school, Webbwood will no longer be attractive to families to settle and live in. This single action has the potential to cause substantial reduction in population and the associated loss of municipal tax revenue. Your gain becomes not only our social loss but our financial loss that will equate with a loss in municipal services. Your decision will have an enormous long term and permanent effect on the community.

I am sure you noted that I said "suggested savings". Director Blaseg stated the goal is "delivering a balanced budget that does not draw on reserves for day-to-day operations." This is where I have great difficulty, as there seems to be an attempt to divert the listener from the facts delivered on where the suggested savings will come from. The message we have heard (sifted down to its simplest form) is the majority of the savings forecasted by closing Webbwood Public School will come from not having to complete the required capital upgrades to an aging building. To use the double speak we hear from the Board, **don't capital expenses come from a different funding envelope?** Because that is the message we hear when the new \$7 million Board office is questioned. I don't understand how regular building upkeep can account for so much day-to-day expenses when major projects come from a capital expense budget line.

Additionally, the forecasted expenses are capital in nature. This is the purpose of the budget reserves, to be spent on the capital expenses, the building upgrades. Director Blaseg clearly stated on November 3rd that very little has been spent on Webbwood Public School facilities in the past and therefore will require major

expenditures over the next several years that would need to come from reserves. I suggest that this is a requirement not an option. The reserve is not something to be saved. It is to be spent when needed.

The current situation at Webbwood Public School is the best example of the purpose of reserves. The reserves have been built up through savings that come from not completing major projects at the school. Now that the school requires those upgrades, it is time to use those reserves to complete the work, but the choice of the Board is to save spending **our** money and close the school instead? I say you are stealing our children's money to fix your financial shortfalls.

In summary, I am asking the Board to recognize the covert attempt to hide the truth, that the actual savings that come from day-to-day operations are a fraction of what we have been told, that your financial savings will be at the expense of our children and our community and I respectfully request that the Board not accept the Espanola portion of the Accommodation Plan.

Respectfully,
David Wolff.

Dennis Hatfield

to supplement Laura Killam's presentation

"The Unique Value of Varney"

Cyril Varney's Unique Footprint

Prepared by Dennis Hatfield

OVERVIEW & DISCUSSION

Today I would like to illustrate the unique value that Cyril Varney has to offer over all other school locations in the Greater Sudbury area.



EXCLUSIVE LOCATION

Cyril Varney as we know is situated in New Sudbury at 1545 Gary Avenue. What a majority of us may not know is how valuable Varney's footprint is. Situated steps away from an environmental oasis which could offer a stand alone opportunity for students. Highlighted in yellow we can see the proximity of the school in reference to the green space available. This area contains the following characteristics which is stand alone to Cyril Varney's footprint:

-Rainbow routes which is part of the Trans Canada trail is conveniently located just outside the perimeter of the school. The Trans Canada Trail (TCT) is a series of connected links that stretches across the entire

country from East to West to North. When completed, the 22,000 km long trail will be the longest recreational trail in the world, offering a wide range of activities through a variety of landscapes – urban, rural and wilderness – along greenways, waterways and roadways.

-The Nickel District Conservation Authority operates and oversees the preservation of these areas within our district. Partnership with these organizations will benefit the community and students demonstrating the importance of environmental studies.

-The Junction Creek Stewardship Committee has an invested interest in the creek and surroundings throughout our city. This committee partners with our schools which involves volunteering, teaching, and offers a reliable resource for environmental conservation.

-Twin Forks playground is also a valuable resource, a garden is present for residents of the community to plant and tend fruits, vegetables and herbs of their choice. Also this location is used for the release of brook trout every May to sustain the population of native fish. Furthermore Twin Forks also sees where the Maley branch joins Junction creek.

-The Maley branch is a tributary to the Junction creek watershed. This is significant because this particular point in the protected watershed is pristine compared to other locations that runs throughout the city. It is the only tributary to Junction Creek that does not receive direct mine discharges, but experiences similar atmospheric effects of Sudbury type soils. The creek also supports upwards of 14 different species of fish. Also the creek bears other valuable resources such as turtles, beavers, birds, aquatic plants, fruit bearing



shrubs, and insects just to name a few.





ADAPTING THIS UNIQUE ENVIRONMENT TO OUR SCHOOL

Understanding that Cyril Varney has an opportunity to benefit from its distinctive location, we have the obligation to put forth a plan to profit from its exclusive footprint. Within Canada other schools have benefited from our natural resources as a hands on teaching tool. More often these schools must travel to designated hubs to experience the outdoor teaching experience. This again is an important factor regarding Cyril Varney's location. Locations such as Toronto have outdoor environmental studies included in their school curriculum. This has greatly benefited students that would otherwise be only exposed to resources found within the classroom. This is notable because of the limited green space available in these large urban districts. Adaptations of outdoor classrooms and interactive field trips have been very successful in southern jurisdictions within our province.





These are examples of what some privileged students participate in within their school curriculum. This is a very achievable goal for our city. Eco Schools have become a popular manifestation of these concepts. The following shows unified support within provincial and federal governments:



Vision for environmental education in Ontario

Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens.

Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things.

The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.

<http://www.edu.gov.on.ca/curriculumcouncil/shapingSchools.pdf>

The Bondar Report

*32 recommendations endorsed by the
Ministry of Education*

Ontario EcoSchools is aligned with and
supports all the recommendations

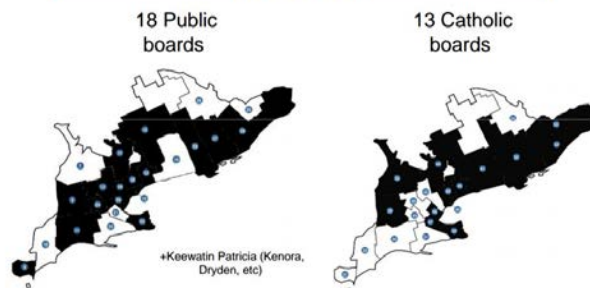
Ontario EcoSchools helps schools:

- promote ecological literacy for all students
- establish environmentally sound operational practices
- develop a process for continual improvement in environmental education and operational practices
- incorporate environmental education into the school planning process
- benchmark their environmental practices, assess their progress and be recognized through certification



This clearly illustrates the commitment put forth from the ministry of education. As mentioned our southern neighbours have accepted the vision moving forward. The following map shows the various

Boards using EcoSchools resources (2008-09)



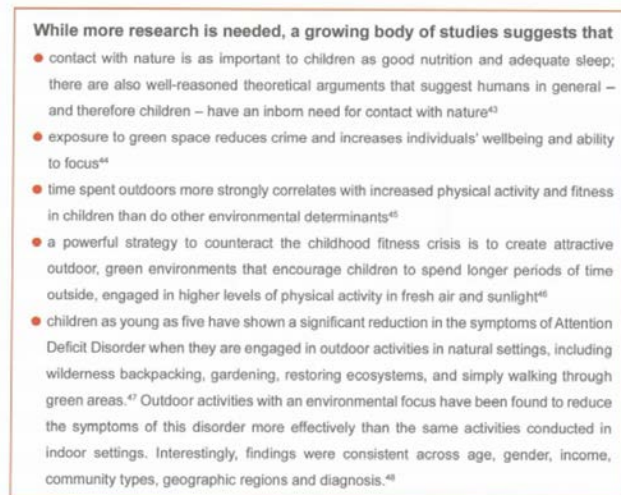
locations that have adapted to this curriculum. _____

Please note that there is not one school located in northern Ontario that is benefiting from these resources. Furthermore incentives are available for adaptations of the Eco School programs. Schools have received

funding to offset costs associated with comprehensive environmental studies. Some examples are as follows:

- weather stations
- water treatment test kits
- field evaluation kits
- outdoor classrooms
- imaging platforms, cameras, iPads
- snowshoes, skis

Cyril Varney could be a desired hub which could accommodate classes from other schools in our district. The following illustrates further the benefits which other schools are experiencing.



Please consider the ideas proposed in your decision for the existence of Cyril Varney. Thank you.

Laura Killam

“The Unique Value of Varney”

The Unique Value of Varney

Laura Killam – Parent Representative

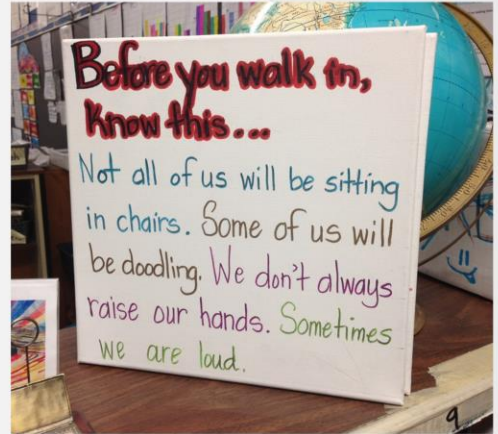


My name is Laura. Today I would like to share why parents from Cyril Varney believe that this school's value is **unique, meaningful** and **irreplaceable**.

Attributes that may be Transferrable

Full adoption of 21st century learning

- No traditional desks
- Students are blogging
- All done without external funding



The optimum school size for teacher retention is about 300 students.

Leithwood and Jantzi (2009)

There are many things that set Varney apart that may be transferrable to another setting. All of the cutting edge furniture that the school acquired on it's own and most of the wonderful staff can be moved to another school.

Small Schools Matter



“Isn't it better to have a small school where everyone is family then having a bigger school where everyone is a stranger...”

- Lee Anne Jolivet

However, it is known that smaller schools foster a sense of community and belonging. If you move these same people to a larger school the level of community engagement in the school is likely to decrease. Varney is a close knit community. Parents feel like it is part of their family, which is one of the reasons Varney has so many volunteers, including parents, neighbours and teachers,

Selected Volunteer-Run Activities

Based on location

Horticultural society

Master gardeners, community garden work at Twin Forks

Neighbours who make soup for students, because we are in the neighbourhood

May be transferrable

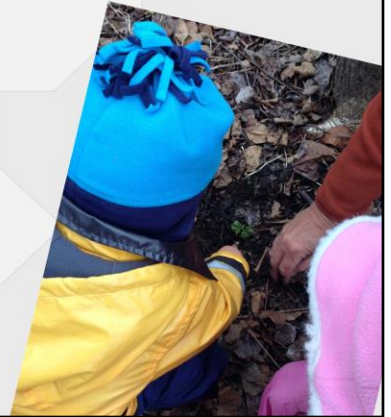
Students from Cambrian

High school co-op placements

Sewing club

Lexia

Students from St. Dominique's and Varney walked to Twin Forks, where they planted their seedlings in the raised beds there, with the produce to be donated to the Food Bank.



that help out with extracurricular activities – like sewing clubs as well as programs to help students who are struggling, like the Lexia reading program.

It is hoped that none of these opportunities are lost if schools consolidate. However, if the sense of community and belonging is lost during consolidation there may be fewer volunteers to run important school activities. It is certain that the activities that are based on the school's location will be lost. Children will no longer be able to walk to Twin Forks to plant food for the Food Bank.



Cyril Varney Public School

September 12 · ⚙

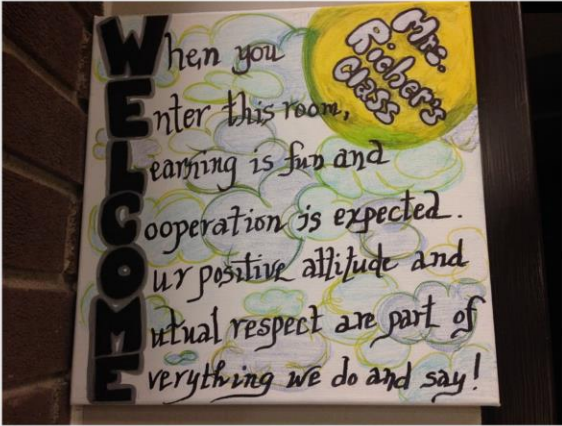
Our Varney athletes are participating in a fitness program over the next two months in the mornings. We are extending this invitation to our school community as well if anyone is interested. Come in for a 40 minute workout starting at 7:30 am. This week we will be working out Tues, Wed and Friday. Come join our athletes as we get prepared for the athletic season! Mr Hodgkinson has agreed to join the program as well. Come join in!



Good Morning Fitness!

Many schools including Varney are an integral part of their communities. The people in our city are stronger and healthier because of activities that happen in our schools. Students at Varney plant and maintain gardens on school property as well. The food from these gardens goes to help feed the neighbourhood. This school models community engagement and teaches children to give back to the community.

Small Schools Matter



Small schools

- Improved academic achievement
- Significantly stronger student engagement
- Better for students who struggle
- Improved learning, particularly among students from a low socioeconomic background

(Leithwood & Jantzi, 2009)

Just because schools down south are larger than ours does not mean we should follow their example. We know that research evidence supports small schools. Decisions about school size should be based on research not incentives for additional funding. If we invest in the education of our children it will ultimately strengthen our community.

Key facts

Highest number of students walking

- 98 students are classified as “walkers”

Walking is a key health promotion and disease prevention strategy. Teaching children good habits young is good for their health and the environment.

Green Communities Canada (2010) recommends that walkability be considered

School	Students within walking distance
Westmount	1
Ernie Checkeris	17
Carl A. Nesbitt	30
Adamsdale	50
Churchill	63
Cyril Varney	71

You have probably heard that Obesity is a growing epidemic among children. If we move schools farther away from students it means that less students will get regular physical activity on the way to and from school. It has been recommended that decisions about school locations keep in mind walkability principles.

The reason that there are more students considered walkers at Varney than are considered by the board as within walking distance is because Varney is a school of choice. Parents in New Sudbury choose to drive their children to Varney instead of attending the school closest to them – some of them have even paid for daycare so that they can send their children to Varney. Before purchasing a home in Varney’s catchment area, I was one of those parents.

Rent Geared to Income / Low Income in New Sudbury

- 1950 LaSalle Blvd., formerly know as Place Hurtubise (106 units)
- 1778 LaSalle Blvd., formerly know as Keewatin Court (40 units)
- 1528 Kennedy (beside Lasalle Secondary)
- 1717 Lansing Ave
- Several single family homes along Madison
- Colonial court



Within the New Sudbury area there are several low income families that attend Varney. These disadvantaged children need the support of small schools. Many of these low income units are within walking distance of Varney, meaning that parents without vehicles are able to access the school. Even if the distance to the school was not increased research tells us that it is these children that would suffer most in a large school setting.

“Elementary schools serving student populations exclusively or largely from diverse and/or disadvantaged backgrounds should be limited in size to **not more than about 300 students.**”

Leithwood and Jantzi (2009)

In areas like New Sudbury where student populations are diverse and contain socioeconomically disadvantaged students researchers recommend that schools not exceed 300 students.

Key facts

Highest JK-6 population

Enrollment has increased and is higher than predicted with 262 students on October 31, 2016.

With an OTG capacity of 328 students, Varney is currently at **80%** capacity.

School	October 2016 JK-6 Enrollment
Ernie Checkeris	127 (down)
Carl A. Nesbitt	217 (down)
Westmount	116 (down)
Cyril Varney	262 (up)
Adamsdale	159 (up from prediction, same as 2015)
Churchill	256 (plus 32 Self Contained)

Choosing to close Cyril Varney will disrupt the lives of many children. In fact, Varney has the most JK-6 students of all the schools in New Sudbury.

The efforts of the Varney community has lead to some pretty great achievements.

Updated Information Technology



Varney may have the best infrastructure for technology in the board. Funds have been wisely invested over the years to ensure the highest quality of education is delivered.

“Excess Space”

Two rooms are being used as “Maker Spaces”

- Woodworking
- Sewing
- Robotics
- Coding
- 3D printer
- Lego
- K’nex



Marge Beaudette reviewed Cyril Varney Public School — 5★

June 29 · 🌐

Im very happy that I chose this school for my daughter. A decision I have not regretted. Thanks to her awesome teachers Mrs. Furchner and Ms. Deni for making her first school year a positive and happy one!



Cyril Varney Public School



Wouldn't it be cool if you could have run your own business in grade school?

Varney is the first school in Sudbury to have purchased a 3D laser cutter and is planning to use student work to fundraise to make our maker space sustainable. The laser cutter will be able to cut certain depths of wood and engrave on pretty much anything - we can create family photos and have them cut into the wood. The possibilities are endless.

Students also get to learn skills that are needed in society like coding, which will give them an edge later on in life.

Instead of closing Varney the board should market this opportunity to draw students into the public school system.

Unique Architecture

- Rooms do not have boring shapes
- Children enjoy creativity
- Space is well utilized
- Expansion is possible



While we would prefer that Varney remain unchanged in terms of size, we did suggest consolidating at this location as a last resort due to it's unique setting.

In discussion with board staff the unique architecture of Varney was seen as a drawback to consolidating the English program at this site. The unique shape of this building only adds to learning as students are encouraged to think creatively. There are areas of the school that are easily expandable should the need arise.

Accessibility: Busses



Bus loading is functioning well

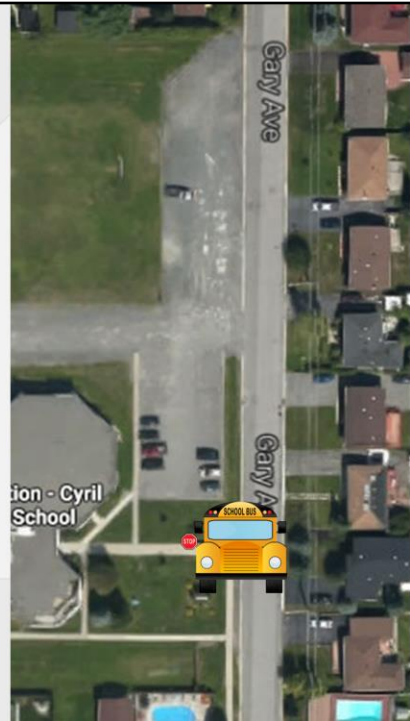
Another possibility



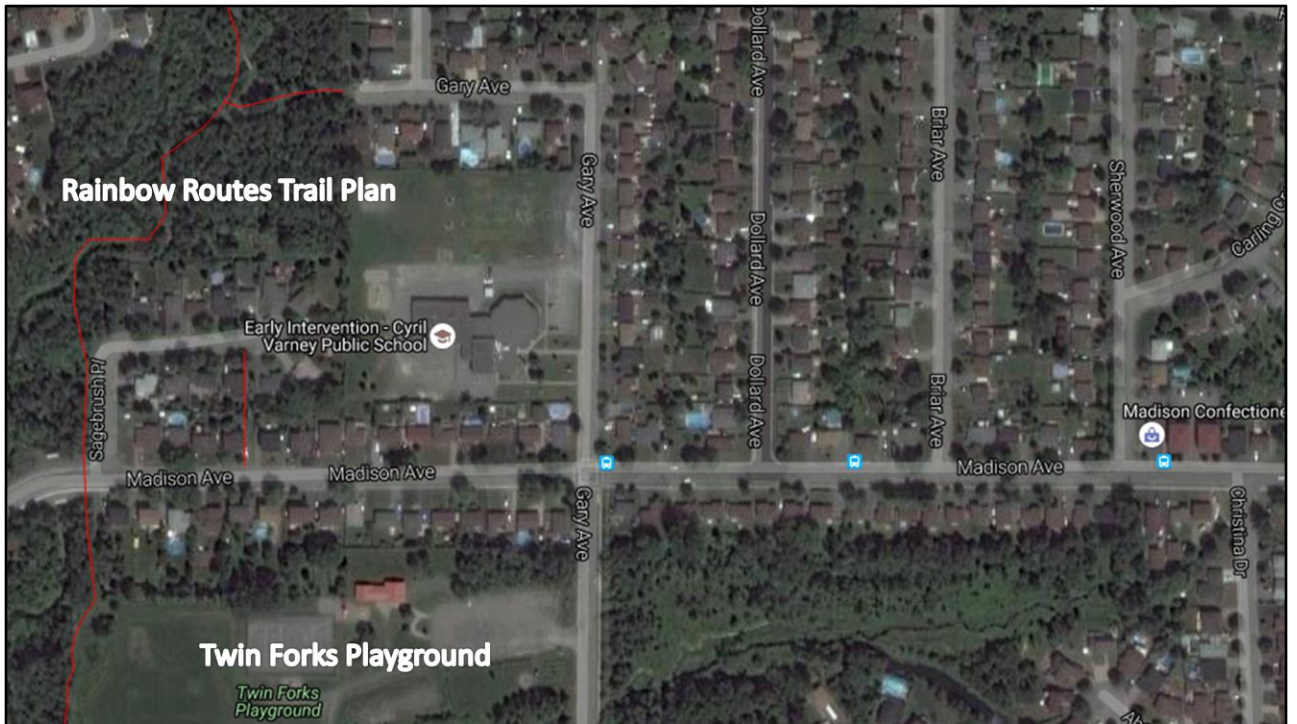
Bussing is running smoothly at Varney. Should it be decided that improvements are needed to how busing is occurring, funding could be used to create a fenced off bus loading area in front of the school or behind it.

Accessibility

Parking – 8:25 AM Dec 1



Parking at Varney is also working well. Most parents drive in the far side of the parking lot and do a loop around to drop off and pick up children near the field. It is very easy to drive in and park in a way that allows for an easy escape route since the curb allows cars to exit the parking lot at multiple points. I find this set up much better than the chaos I experienced at another school.



I am 100% sure that if schools consolidate as planned students will spend less time in nature. Spending time outside is important for health and learning. Varney is situated in a uniquely educational environment close to opportunities to learn from nature, trails and Twin Forks playground.

Opportunities Lost

Natural Environments

- Close proximity to Twin Forks
- Backs onto the Rainbow routes **trail** plan.
- Backs onto the nickel district **conservation area**.
- These are **valuable** learning opportunities for students that the students use for nature walks.
- There are also **revitalization** efforts in the area that students have the opportunity to participate in (tree planting and live trout release).

Why Environmental Education

- Potential environmental education funding
- Curriculum already exists
- To create environmentally literate citizens
- Sustainability requires support and participation from informed public
- Intervening young will impact parents and future generations

(CEgN, 2006)

These opportunities will be lost if the school closes.

Parents at Varney sign consent forms for their children to take unscheduled walks in the neighborhood to explore places like the nearby trails and playground. This surrounding supportive environment for learning just is not present anywhere else. Loss of this asset to education concerns parents at Varney most. Instead of closing the school we urge the board to consider pursuing special funding from one of the many funders outlined by the Canadian Environmental Grantmaker's Network.



Varney has ...

New soccer fields

Re-greening

- **Vegetable garden**
- **Outdoor classroom**
- **Healing Garden**

At Varney children have the outdoor spaces and opportunities to play that they need. We have new soccer fields that are used during and after school hours. As mentioned before the vegetable garden teaches children life skills. Varney also has an outdoor classroom where students can discuss topics of interest while enjoying the benefits of being outside. Children also have access to a quiet outdoor oasis called the healing garden where they go to read.

Children Need to Play Outside

Builds the Immune System

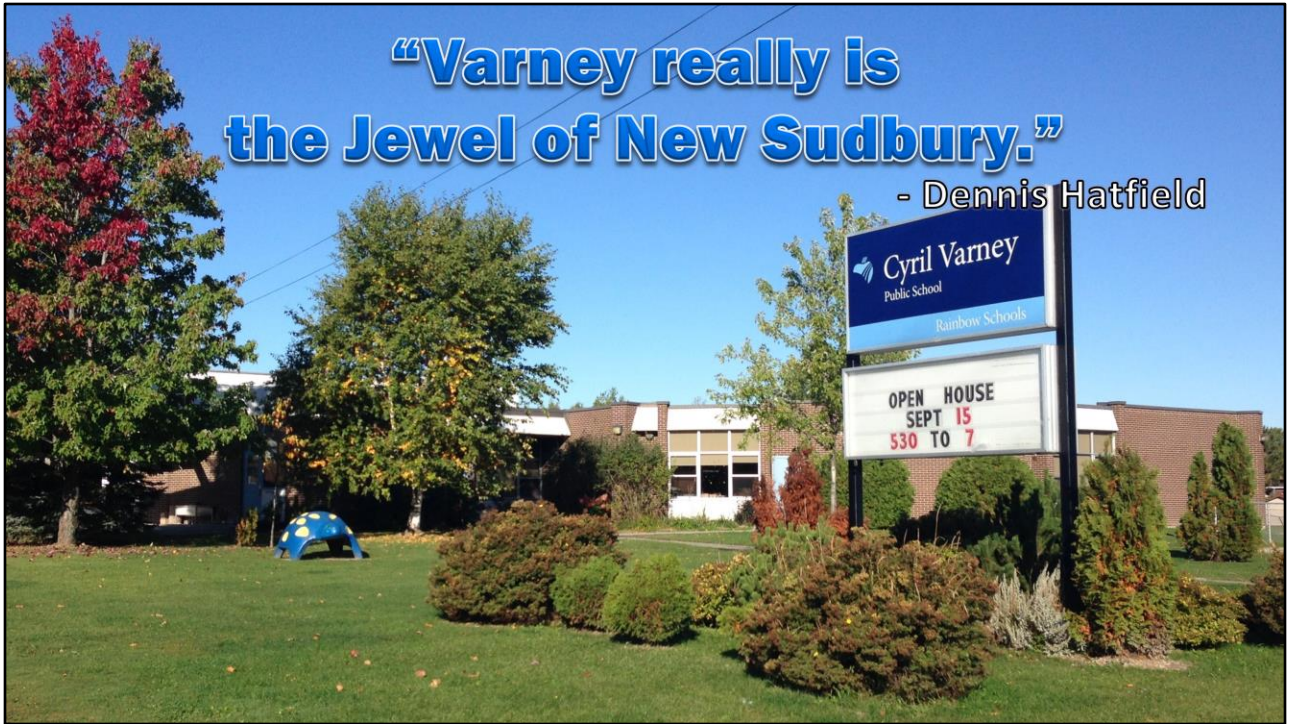
Promotes Exercise

Stimulates Imagination

Encourages Problem Solving

Provides Vitamin D

A student's ability to take a test does not tell me how successful they will be in life. The conflict management and collaboration skills they are learning while playing outside at school will be valuable to them as adults. Students actually remember what they are being taught when learning is guided by their interests. Please do not take away access to outdoor learning opportunities from our children. When they are interested in nature they should be able to explore it.



Closing Varney, a school at 80% capacity, is unnecessary considering the other viable alternatives that exist for reducing excess pupil spaces.

Parents from Cyril Varney know the true value of this school. We really hope that the Rainbow District School Board is able to find a way to keep it open for future generations. Please do not allow the temptation of possible ministry funding for consolidations to drive this important decision. As advocates it is our responsibility to put the needs of children first. Our children need a community and outdoor learning opportunities.

Thank you.

John Lindsay

on behalf of interested and concerned
parents of Adamsdale Public School

Delegation Presentation to Rainbow School Board – December 12th 2016 concerning the Accommodation Pupil Review for the New Sudbury Area, made on behalf of interested and concerns parents and citizens of Adamsdale Public School using latest information and figures supplied by the Board – John Lindsay spokesperson – 705-507-6037.

Concern:

While we applaud the “final” staff recommendation of Nov. 24th to continue offering EP JK-6 EP at Adamsdale School in the Minnow Lake section of the New Sudbury area, a concern remains that the future of the school could be threatened if the proposed combined EP student enrollment at Churchill made up of Varney and Churchill students declines and/or the Adamsdale enrollment declines then the original plan of accommodating Adamsdale students at Churchill together with Varney students might be realized. Presently all three schools, Churchill, Varney and Adamsdale have an enrollment of around 665 (700 if ADS-ISP students are included). The combined enrollment would have to decline by around 200 students for this to take place considering the OTG at Churchill is presently 469 unless it is expanded through “revitalization”.

Considerations:

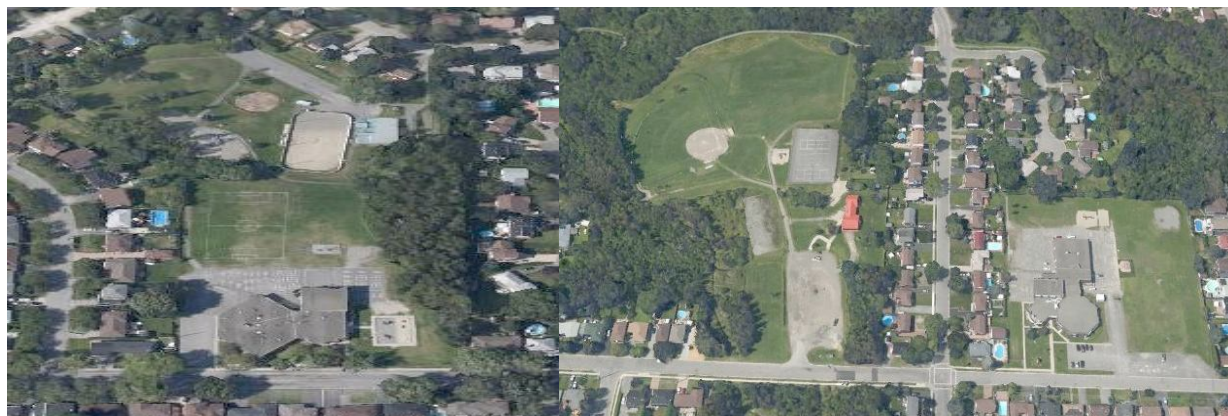
In recognition of the Board objective to provide the best possible environment for learning the following alternatives to the “final” staff report are suggested which takes into consideration the need for practical cost savings and for the movement of grades 7 and 8 from Nesbitt FI and Churchill EP into Lasalle Secondary.

While we understand the attraction of a new building for FI JK-6 students (if funding is made available by the Ministry) all FI JK-6 students now enrolled/projected at Westmount, Checkeris and Nesbitt (430 approximately) can be accommodated in the centrally located Churchill (OTG 469) with or without any “revitalization”. Checkeris and Nesbitt would be declared surplus with subsequent savings and no funding required for a new school. Could take place in Sept. of 2018.

It is suggested to make use collectively of Varney, Westmount and Adamsdale to accommodate all EP JK-6 students in the “New Sudbury – Minnow Lake” area including possibly ADS and ISP components. Based on the combined OTG capacity levels of these three schools (781) according to Ministry figures, all EP JK-6 students (around 700 total) could be accommodated now and considerably into the future considering enrollment predictions. Could take place in Sept. of 2018

Observations:

Varney, Westmount and Adamsdale are all in observably good condition with excellent outdoor green space environments; Varney and Adamsdale have the highest numbers of students within walking distance. There is recognized value in having elementary schools within a “neighborhood” and being not being excessively large. Varney is located just a few hundred meters from the twin forks playground-park area, while Westmount is adjacent to Westmount park area (see photos below). Each of these schools serves a distinct geographical area as does Adamsdale.



Conclusion and Recommendation: We would respectfully ask trustees to consider these alternative proposals which would result in near term and future savings, cause the minimum disruption of student populations, while maximizing the use of present facilities and eliminating the need to request provincial funding for a new facility.

New Sudbury Area School Considerations

Making use of all available resources to accommodate all elementary EP and FI students in present facilities

French Immersion Program

- All FI students from JK to Grade six from Westmount, Checkeris and Nesbitt be accommodated in Churchill (Sept. 2018) following any board required “renewal” enrollment 430 (approx.) OTG 469 – Utilization: Good



Schools that could accommodate all EP JK-6 students Varney – Westmount and Adamsdale – Sept. 2018:



Total OTG capacity of all three schools – 781.

Projected estimated enrollment 665 with self contained element 695



Varney and Westmount could accommodate present Varney and Churchill with “Self contained” ASD and ISP elements being accommodated at Adamsdale



All schools would have fair to good utilization ratings

Summary

- Utilizing available resources all FI and EP students can be accommodated in present facilities and achieve good utilization rates for a significant period of time going forward
- All facilities are in good condition and not at a point where replacing might be necessary
- Geographical location of all schools and environment deserves special consideration

Felicia Fahey

CVDCS/Levack Public School
French Immersion Program



CVDCS/Levack Public School

French Immersion Program



Families for
French Immersion!

CVDCS/Levack Public School French Immersion Program

The Rainbow School Board believes:

“Learning a second language is a meaningful cultural experience with benefits that will last a lifetime.”

Benefits of Learning a Second Language

- Increases cognitive abilities, creating a more flexible thinker
- Improves overall school performance
- Develops superior problem-solving skills
- Increases listening skills, learning skills and self-confidence
- Enhances first language development
- Develops appreciation, understanding and respect of other cultures

- Develops a more inclusive child
- Increases personal pleasure opportunities such as the enjoyment of literature, art, music, theatre, travel and personal relationships
- Provides access to a larger pool of information and greater educational and career opportunities
- Provides a competitive advantage in the global market
- French Immersion students increase their receptive listening skills and gain confidence.
- Research shows that skills in both languages are enhanced and the skills learned transfer from one language to another.





Taking French Immersion out of Levack Public School results in extremely long bus rides for students in Cartier, Geneva Lake, Onaping and Levack.

Long Bus rides result in :

- Tired students
- Difficulties getting involved in extra circular activities
- Dangerous Highway driving for students in JK-8
- Risk of losing students to French Board or Catholic board
- Students choosing to stay in the local school but forced to enrol in the English program and therefore being disadvantaged later in life.

CVDCS/Levack Public School

French Immersion Program

- Eliminating French Immersion in Levack would be detrimental to the utilization numbers of the Public School. It would drop enrolment by 48 students.
- This would drop enrolment down to 101 students
- Parents in Levack have chosen to send their children to the school knowing the numbers of the french immersion program. They know classes may be mixed grades and enrol them still because they believe in local education and want to keep their children close by in a local school.
- Parents and children should have the option to learn Canada's second official language in their community without having to be bussed 3 communities away.
- Teachers can teach in both English and French so costs should not be more, change the classes to allow dual language classes, or multiple grade classes.



CVDCS/Levack Public School

French Immersion Program

- CVDCS currently has 7/8 students in their building, by phasing out FI in 2017 the 7/8 will not be able to continue in their school.
- CVDCS Currently has two teachers teaching FI who also teach other classes so there will be not cost savings in terms of salaries. There are also options to do online FI courses.
- Parents have already identified the need for better programming for academic students, eliminating FI takes away further option for our students.
- The elimination of FI would take 146 more students out of our community.



CVDCS/Levack Public School

French Immersion Program

- Eliminating French Immersion at our schools brings us back to the drawing board, fighting utilization numbers.
- Parents proposed the jk-12 model so students would go directly from their elementary school into the high school they are already at.
- Sending students to Sudbury Secondary reduces our numbers, makes it harder for our students to get Co operative education opportunities, become involved in extra circular activities and have part time jobs.

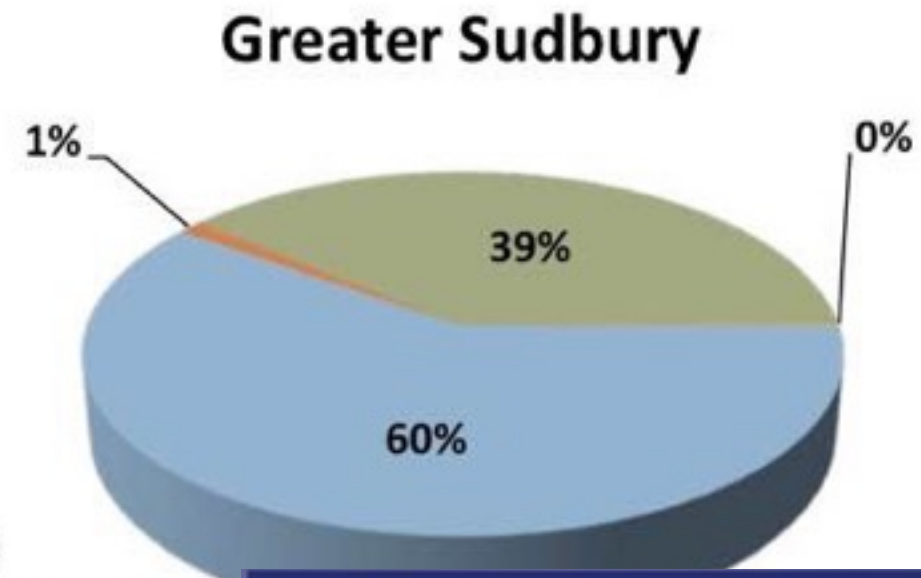
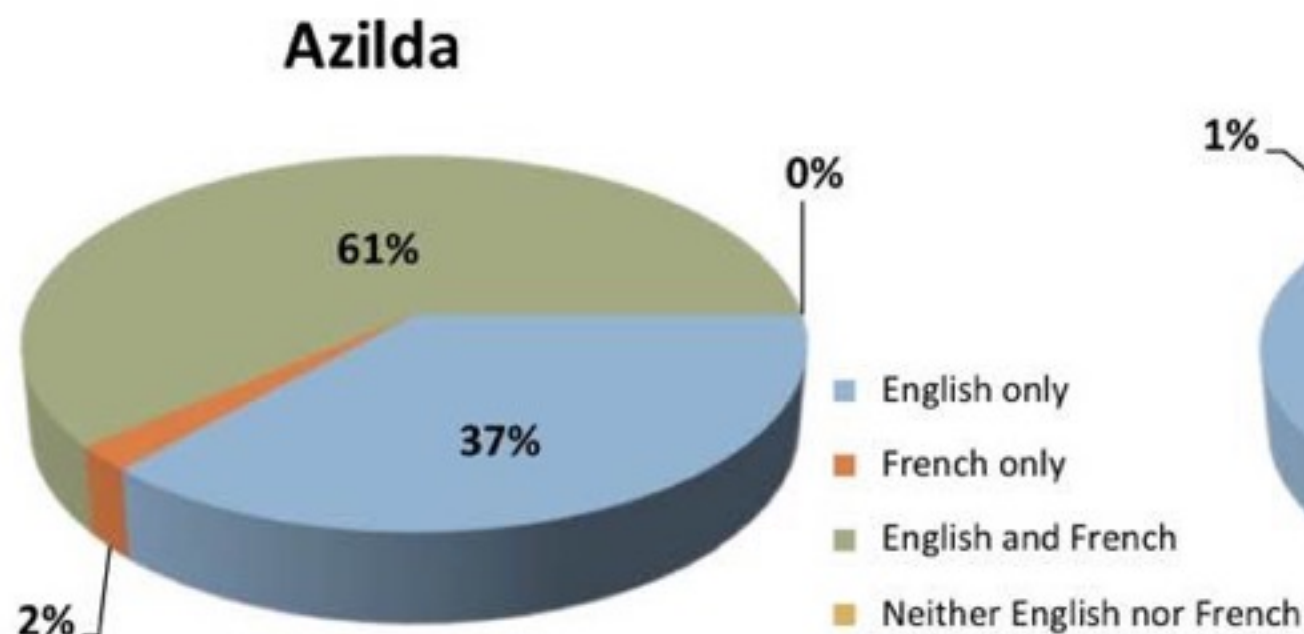


Bilingualism

2011 Census: Bilingualism

	Azilda	% of total	Greater Sudbury	% of total
Total population by knowledge of official languages	4,295	-	158,640	-
English only	1,575	36.7%	94,900	59.8%
French only	95	2.2%	1,680	1.1%
English and French	2,635	61.4%	61,760	38.9%
Neither English nor French	0	0.0%	355	0.2%

Population by Knowledge of Official Languages



Families for French Immersion!

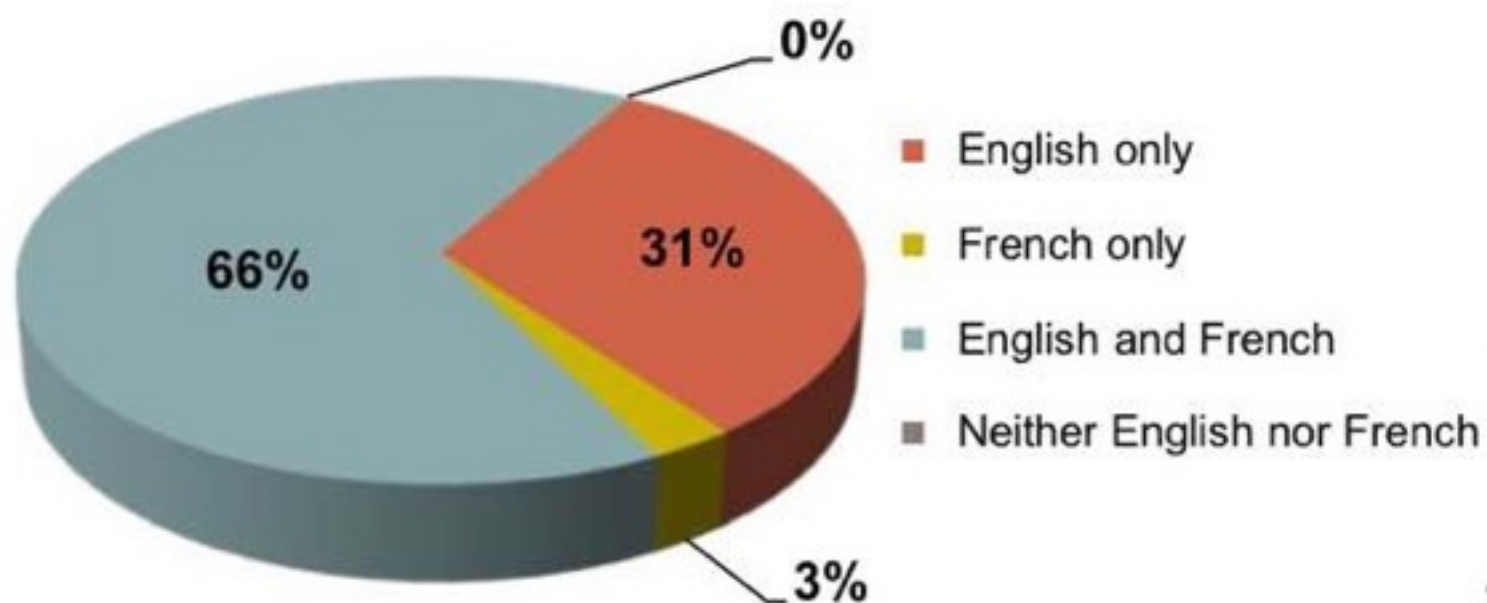
Bilingualism

2011 Census: Bilingualism

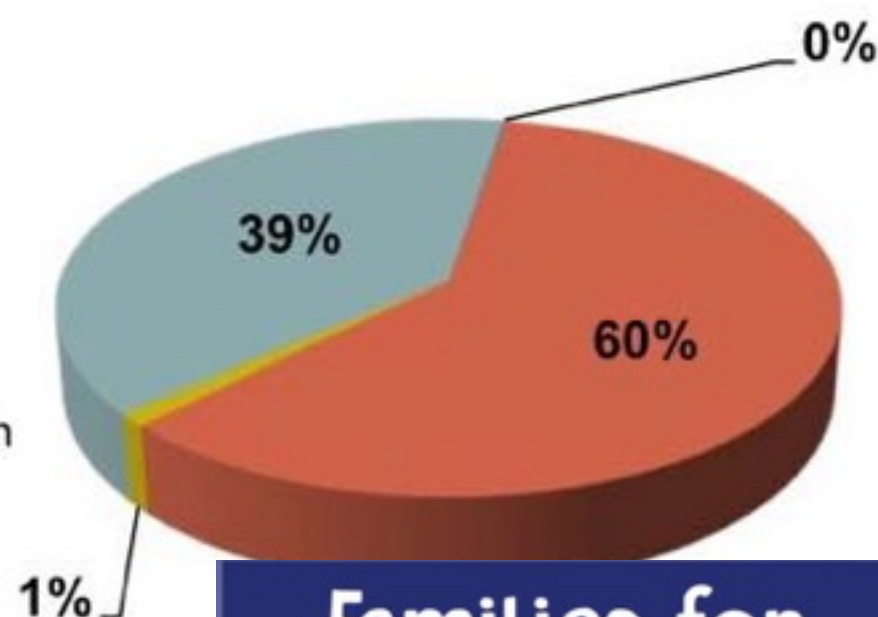
	Chelmsford	% of total	Greater Sudbury	% of total
Total population by knowledge of official languages	7,110	-	158,640	-
English only	2,230	31.4%	94,900	59.8%
French only	200	2.8%	1,680	1.1%
English and French	4,680	65.8%	61,760	38.9%
Neither English nor French	0	0.0%	355	0.2%

Population by Knowledge of Official Languages

Chelmsford



Greater Sudbury



**Families for
French Immersion!**

Despite concerns, Azilda subdivision approved

By [Mary Katherine Keown](#), The Sudbury Star

Tuesday, November 29, 2016 1:18:41 EST AM

250 Unit complex Approved in Azilda

"If approved, staff estimate approximately \$749,000 in taxation revenue based on the assumption of **45** single dwelling units (and estimated assessed value of \$400,000 per unit), **48** semi-detached dwelling units (and estimated assessed value of \$300,000 per unit), **125** townhouse dwelling units (and estimated assessed value of \$275,000 per unit) and **30** apartment dwelling units (and estimated assessed value of \$150,000 per unit) at the 2016 property tax rates," a staff report states.



Major subdivision planned for Errington Street in Chelmsford

Meeting on Monday, the city's planning committee will deal with its first large-scale development proposal of the year, a rezoning application that would permit a **163-lot** subdivision that would be built on Errington Avenue in Chelmsford.

CVDCS/Levack Public School French Immersion Program

- The CVDCS Parent council and school staff have begun talks with College Boreal to introduce the first FI Dual Credit Program between the high school and College Boreal.
- This program would be first in the city and would draw students to the high school from both feeder schools, and other local boards.

CVDCS/Levack Public School

French Immersion Program

- The Rainbow Board and Trustees have asked us to help repatriate the school. To try and increase enrolment numbers.
- We the parents are now asking for the time to do that.
- We have already established a new Football program and coaching staff for the 2017 year.
- We are working on marketing the school better and improving programming.



CVDCS/Levack Public School

French Immersion Program

- We have a plan to revitalize our trades program through partnerships with local businesses.
- A Wrestling program is also in the works with interested coaches for the 2017 year.
- Students and parents are excited.
- Plans for the open house are under way and we have plans to reach out to all RDSB Feeder schools and ALL Local schools from other boards.



CVDCS/Levack Public School French Immersion Program

- To review we are recommending leaving FI in Levack and at CVDCS. We are hoping a motion as such is brought forward.
- The current recommendation has no recognition that the 7/8 are already in the building and they should be allowed to finish there.
- We are asking for a minimum of four years before the board does a review.



Students say OUI!

Students enjoy French for many reasons.

Here is what our students say:

I am learning French because...

- More friends means more fun.
 - It looks great on my résumé.
 - I'm Canadian.
 - I can connect with people all over the world.
 - I'm keeping my options open.
 - My brain gets a boost.
 - It's fun.
 - I'm going places.
 - French is a working language.
- have a rendez-vous with the world.



Chris Morgan

Larchwood Lasers



WHAT THE GRADE 7 & 8'S PROVIDE THE SCHOOL

- Key members of the student council
- Bus buddies
- Key members of fundraising events
- Student mentoring
- Coaching assistance for sport teams
- Lunch helpers

TAKING UP THE SLACK

- If the 7 and 8 students are removed who will help out with these tasks?
- The grade 5 and 6 students. Are they capable and mature enough?
- Some of these tasks will fall back on the teachers but what will suffer. EQAO scores?
- The teachers and principal are already tasked with a lot of duties because of the split classes

UTILIZATION NUMBERS

- The school currently has capacity for 187 pupils
- Currently the enrolment is at 100 students for an overall utilization of 53%
- There are 12 grade 7 students and 13 grade 8 students
- If these students are transferred to CVDCS that would leave 75 students and drop the utilization to a startling 40%

CLASS SIZE

- Currently CVDCS has 29 grade 7's and 25 grade 8's
 - If you add in the 12 students in grade 7 and 13 students in grade 8 from Larchwood those numbers increase to 41 students in grade 7 and 38 in grade 8
 - If you add in the students from Levack FI that would be 44 students in grade 7 and 40 in grade 8
 - There are 11 FI students in grade 7 that leaves 33 in the English program
 - There are 11 FI students in grade 8 that leaves 29 in the English program
 - From what I have found in the education act the maximum number of students allowed is 23
- "Class size limit
9. (1) If a class includes one or more pupils enrolled in the primary division and one or more pupils enrolled in grade 4, 5, 6, 7 or 8, the class shall have 23 or fewer pupils. O. Reg. 132/12, s. 9 (1)
- If the Larchwood students are not moved the CVDCS the EP would have 21 in grade 7 and 16 in grade 8 well under the class size limits
 - In conclusion the addition of the Larchwood grade 7 and 8 students would require another two teachers so there is no financial incentive to moving the students to CVDCS

EVALUATION FOR 7 & 8 STUDENTS LEAVING

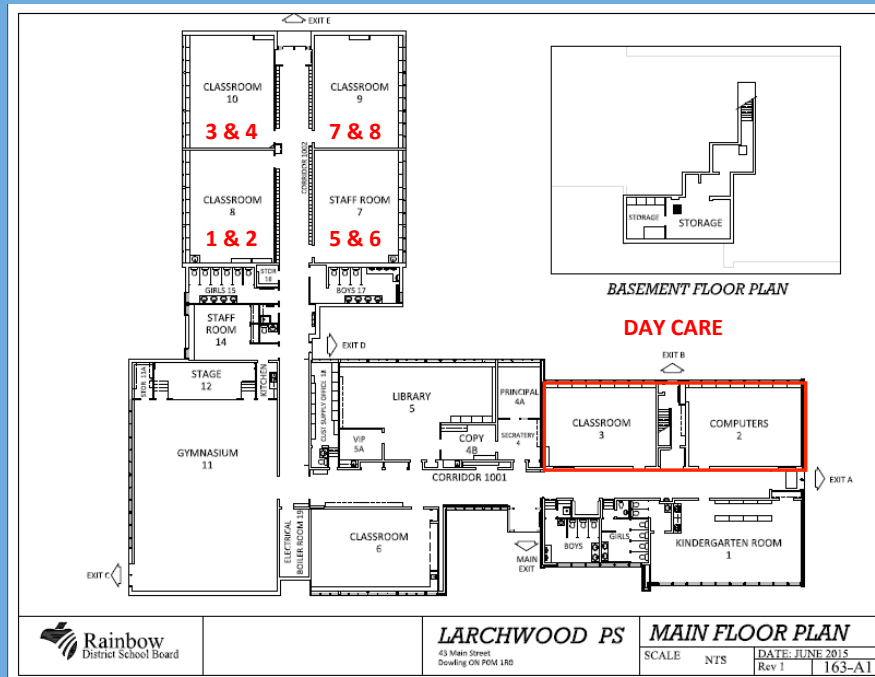
Pros	Cons
Easier transition to high school	Longer buss rides for 7&8's
Larger class sizes facilities better sports programs and other extra curricular activities	Larger class sizes
Possibility of better programing at the newly revitalized CVDCS	Transition to CVDCS at an earlier age
	Travelling on busy 144 for more years

EVALUATION FOR LARCHWOOD SCHOOL

Pros	Cons
More empty space if you can lease it???	More work for remaining teachers
	Less help for fundraising efforts
	Lower utilization numbers puts school at risk for school closure in future
	EQAO scores in jeopardy
	Sports programs at risk

Recommendation

- Move grade 1 & 2 class to Music Room
- Move grade 3 & 4 class to either French Room or Staff Room
- Frees up two classrooms near JK SK class and allows for separate entrance in this area
- Extra rooms can facilitate daycare
- The conversion of the two classes to a daycare would drop the school capacity to 141 students. This renovation would “right size” the school to the community.
- The addition of the daycare provides a much needed service that is lacking in the community that would open to all members of the community not just French speaking families.
- Utilization would be increased to 70.9%



Thank you!



Tracy Peura

Education in Finland
The Smaller School Advantage



Basic Principles of Finnish education

- All people must have equal access to high-quality education and training
- **The same opportunities to education should be available to all citizens irrespective of their ethnic origin, age, wealth or *where they live***

- Education system is based on trust and responsibility
- Educational autonomy is high at all levels
- Local administration and educational institutions play a key role
- National core curriculum leaves room for local variations



- The network of comprehensive schools covers the whole country
- Education is provided in neighbourhood schools or other suitable places which make **school travel as short and safe as possible**
- Local authorities have a statutory duty to provide education for children of compulsory school age **living in their areas**



Case Study: Teuva, Finland Population 4500

How does Finland achieve and maintain an exceptional education system?

Is it through large specialized technical schools?



- Community partnerships and involvement are prized in Finland
- The community of Teuva supports the usage of a school more than one hundred years old
- Parents of the school came together and made an addition of the new gym for the 100th anniversary



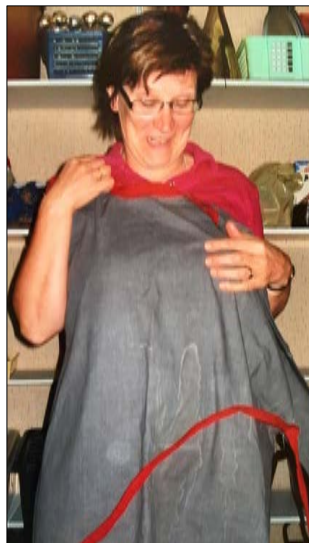
- Marie Soinilla, secondary student in Teauva
- Government supports the choice of students to attend local secondary schools OR attend schools that have specialized programs
- Specialty programs are **not** offered at the expense of local schools
- Schools are low tech (note woodworking bench in background)



School yards in Finland are focused on the natural environment, students are encouraged to engage in free play



Typical low-tech class room, it houses triple grades



- Helen, teacher at this small rural school
- Alluded to the difficulties, however it is not impossible

→ Lunch time supervisions and prep time with only TWO teachers!

Finland makes it work, because they realize the importance of small local schools



Finland's world class education system is delivered in moss insulated buildings!

MOST EFFICIENT EDUCATION SYSTEMS			
Source: GEMS Education Solutions			
		EFFICIENCY SCORES	PISA RANK (2012 Maths)
1	FINLAND	87,8	5
2	KOREA	86,7	1
3	CZECH REPUBLIC	84,4	14
4	HUNGARY	84,1	24
5	JAPAN	83,9	2
6	NEW ZEALAND	83,3	12
7	SLOVENIA	83,3	10
8	AUSTRALIA	81,2	9
9	SWEDEN	80,6	23
10	ICELAND	79,4	17

GEMS Education Solutions



Conclusion

- The fundamental principle of Finnish education is to provide equal opportunities for learning and growth to every pupil or student
- Some of the highest literacy rates in the world
- Consistently scores highly on international standings of education
- ***Nearly all children complete their compulsory schooling***

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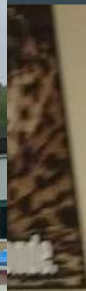
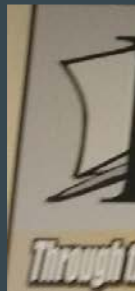
Dahnja Schoengen

Chair, Levack Public School Council

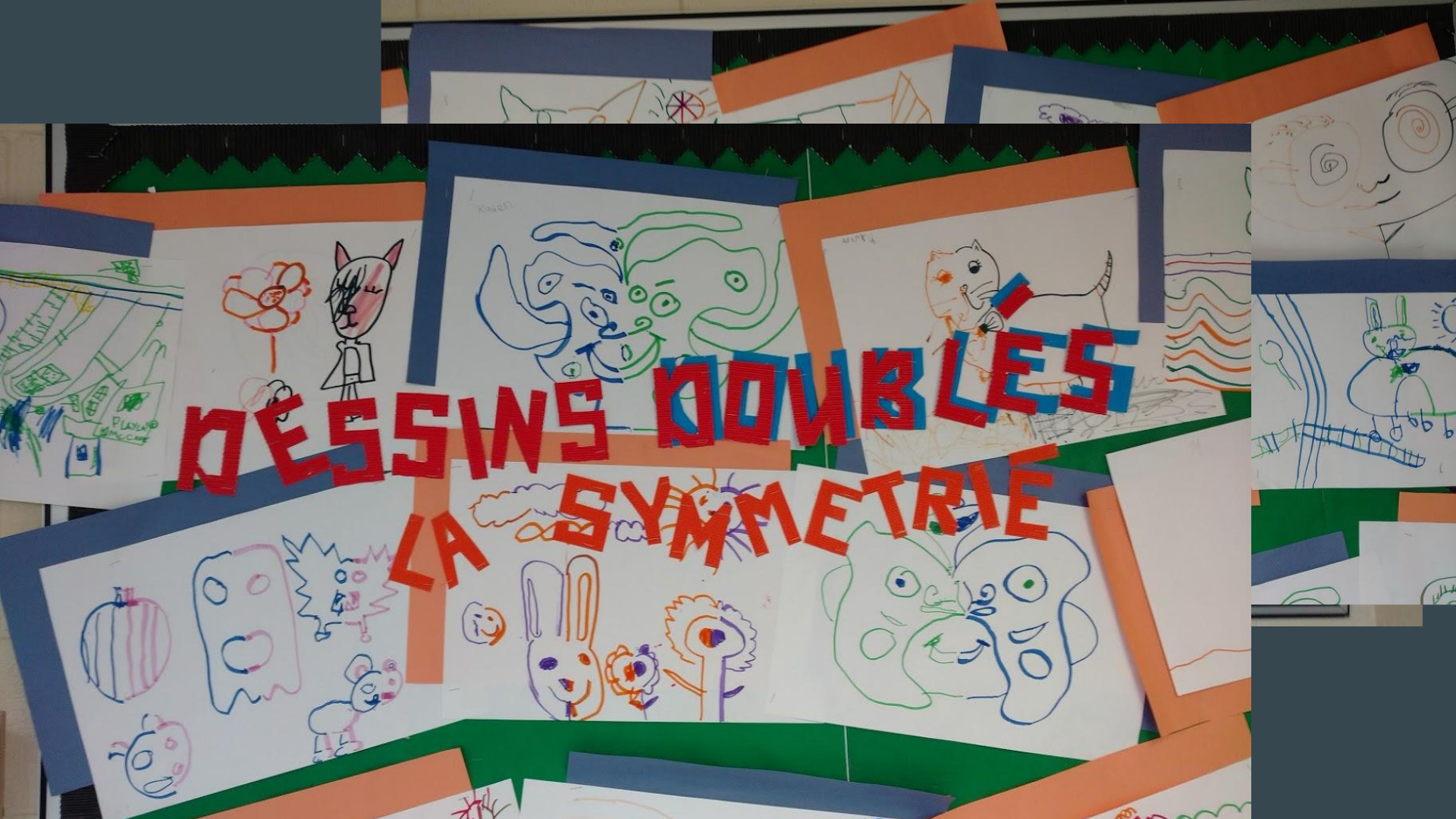
Retaining the French Immersion Program at Levack Public School

...

Presented by: Levack Public School Council



DESSINS DOUBLES LA SYMMETRIE





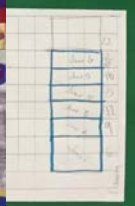
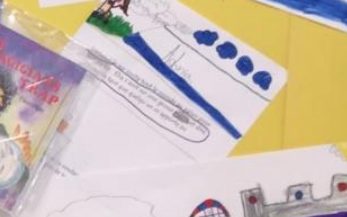




Primary FI Artwork for Feast



LE PIÈGE DU MAGICIEN



36

Le règlement est à chaque jour tu ajoutes une plante.

Jour	Nombre de plantes
Jour 1	1
Jour 2	2
Jour 3	3
Jour 4	4
Jour 5	5
Jour 6	6

Il n'est pas.

Le règlement est à chaque jour tu ajoutes une plante.

Jour	Nombre de plantes
1	1
2	2
3	3
4	4
5	5
6	6

Le règlement est à chaque jour tu ajoutes une plante.

Jour	Nombre de plantes
Jour 1	1
Jour 2	2
Jour 3	3
Jour 4	4
Jour 5	5
Jour 6	6

tu ajoutes 6 plantes

Ice Art JK/SK



JK/SK FI Classroom





Bake Sale & Penny Table



Cake Challenge



- Les feuilles changent de couleur et tombent.



- Les arbres arrêtent de produire leur nourriture.

- Il pleut plus souvent.

- Les ^{animaux} se préparent pour l'hiver.

- Certaines oiseaux s'envolent.

- Certaines animaux hibernent.

- La fourrure des animaux devient plus épaisse.

- Certaines animaux changent de couleur pour se camoufler.

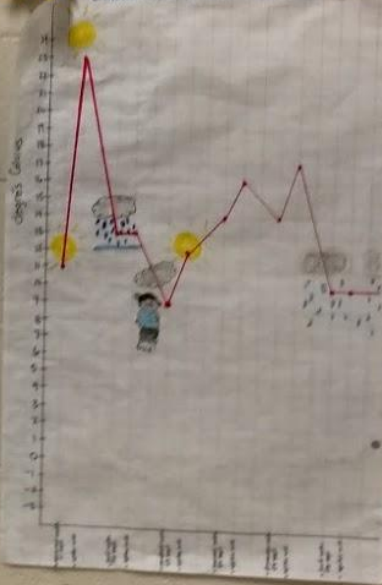
- La température refroidit, (ça descend)

- Le matin on a du givre ou la neige, parce que la nuit, la température baisse.

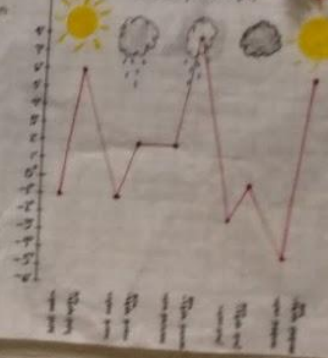
- Le soleil réchauffe les choses durant la journée.

- Les ~~et~~ saisons changent parce que le monde est penché, et il tourne. Quand notre partie s'éloigne du soleil, l'automne et l'hiver arrivent.

Comment est la météo en automne ?



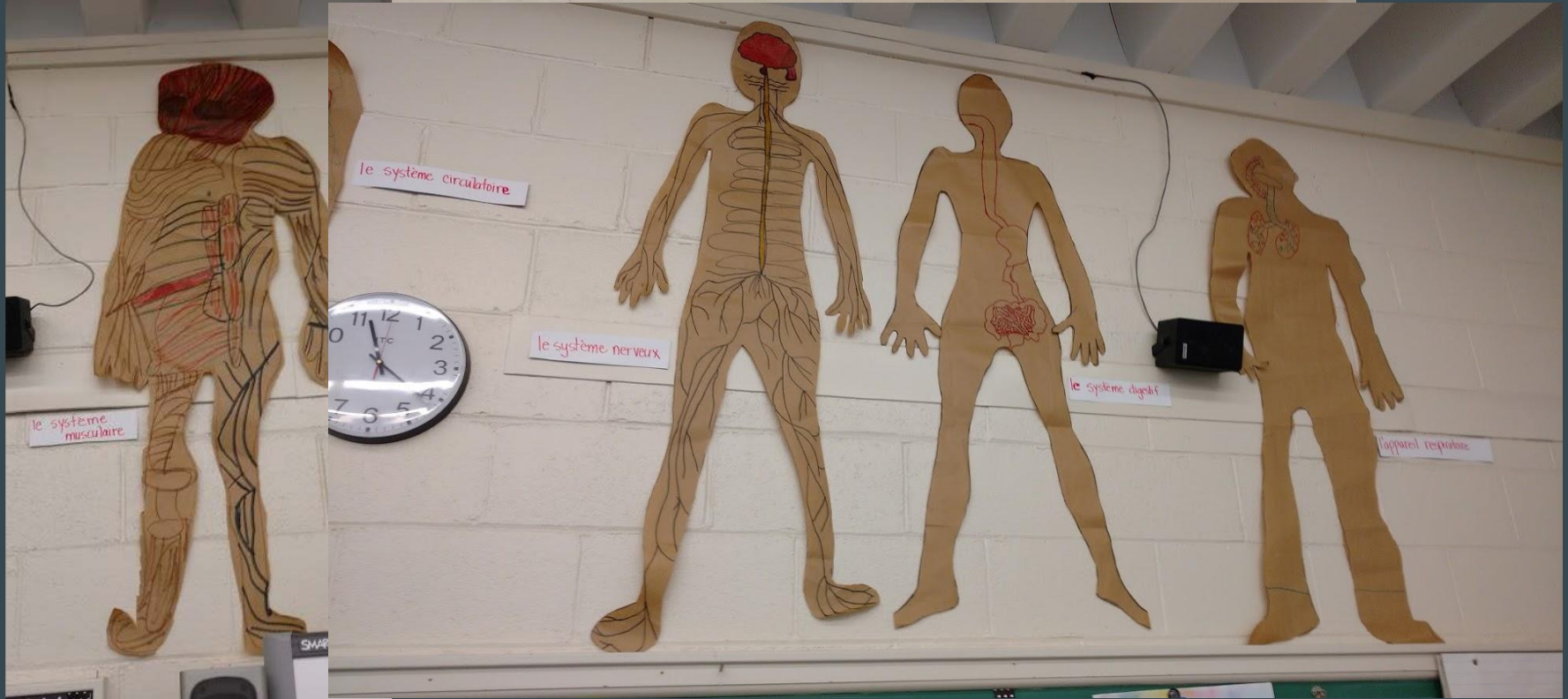
La température de la semaine, du printemps. C'est le printemps.



French Immersion Egyptian Vases



4/5/6 French Immersion Classroom



Glass Etching



Wire Flowers



Our students believe in Levack because we believe in our students

Nos étudiants sont fiers de Levack parce que nous sommes fiers de nos étudiants



LE BANC

Le banc
d'amitié

- me permet de trouver des amis.
- me permet de m'asseoir pour parler aux autres.
- me permet d'aller là quand je cherche quelqu'un à jouer avec.







Laurie Brownlee

On behalf of the Community Well-Being
Committee for Lively DSS

**Brief for Delegation to the
Rainbow District School Board
For December 12, 2016**

Laurie Brownlee, on behalf of the Community Well-Being Committee for LDSS

Background Information:

- Context for Lively District Secondary School (LDSS)
- Community Profiles for the City of Greater Sudbury and the LDSS catchment area
- City Growth Projections

Community Impacts

- Families
- Businesses
- Community Groups

Our Community Efforts

- Correspondence – Ministries, Municipality, Associations
- Petitions
- Ongoing Strategy

Background Information:

LDSS is located within the City of Greater Sudbury (CGS), an amalgamated municipality that is still very much a community of communities. CGS is spread out over 3,627 square kilometres, the largest geographic municipality in Ontario. LDSS services communities in the western area of CGS which coincide roughly with the boundaries of the former Town of Walden. While the CGS may not meet the definition of rural on population alone, it will use population density definitions.

LDSS is the only high school in the area, for any Board. It is also the magnet school for RDSB that focuses on the trades and technology, an area for which there is and will be a shortage of trained workers for the foreseeable future. A recent report prepared for the Ontario Construction Secretariat states that 91% of Northern Ontario contractors report facing a skilled labour shortage, compared to 74% province wide. Technology and innovation are also areas where large numbers of jobs will reside in the future. The community would like to see this magnet program in particular promoted vigorously, as recommended in the Magnet Review Report from 2015.

Community Profiles prepared by the CGS in 2015 supporting their long term planning documents, show the settlement area of Lively and Walden Rural as areas experiencing growth while the rural settlements of Naughton and Whitefish losing population, with overall growth in the area.

Walden, and more particularly, Lively meets the definition of a complete community by any land use planning process. Lively is a master planned former company town that has a healthy mix of residential, commercial, industrial, institutional and open space uses. Being able to keep the school, a critical component of that existing mixed use area, would have positive impacts to the long term viability of the community.

The CGS has recently undergone an environmental assessment for the municipal services in this area and have identified the area as a settlement area. This is a costly and extensive consultative process that would be supported by a Board decision to keep the school open.

This school already appears to act as a Community Hub, with 27 groups or individuals holding permits. We would like to work with the Board to enhance this role, where possible, and you will hear about our strategies for using unused space from another of our groups established to keep this school strong.

Community Impacts:

Keeping our students in our community will have positive social, economic and environmental implications for Lively, for the entire west area of CGS, and beyond:

- Families will have more time to spend together
- Local businesses will retain business from the students and from their parents who won't be travelling to the City to pick them up from after school activities or jobs.
- Local businesses will keep their part-time workforce, and will not have to change work schedules to accommodate longer bus rides home, which in turn does not impact their other workers.
- Local organizations and agencies will keep opportunities for student volunteers, co-op workers and using the school as a community hub.
- Transportation costs and resulting emissions are saved, contributing to cleaner air and a better environment beyond the immediate area
- Students can still walk and ride to school, which promotes a healthy, active lifestyle for them. This will have long term health benefits in our community

In summary, keeping the high school open enhances the lives of the families and individuals who make this area their home, continues to make this area a more desirable place to live, strengthens the viability of our businesses and organizations and supports the City's investments in long-term planning and infrastructure.

Our Community Efforts:

We heard from the Rainbow Board over and over again that they had limited options under the policies and funding programs of the Ministry of Education.

- Our group has responded by writing letters and emails to the Ministry as well as others that have an interest, like municipal associations and community alliances
- We have joined groups that call on the Province to review the Pupil Accommodation Review Guide and funding formula so that it supports the realities of all Boards and communities
- We have attended rallies at Queens Park and written petitions to support these efforts

We understand that the decisions the Board is being forced to make have implications beyond the capital and operating issues of the Board and we are committed to working with the Board to try to resolve these at the Provincial and local levels.

We want to be the first community partner that you call when faced with issues, whether they are academic, community based or financial.

We will continue to try to increase enrollment for LDSS, find users or tenants for unused space, and continue our lobbying efforts with the Province to ensure you have the tools you need to be successful. This will in turn, help us continue to be a community of choice and to maintain our quality of life.

We believe in public education and we want to help strengthen not only LDSS but all Board schools, making it the Board of choice.

Ethel Kingston

Sudbury West Review

Rainbow District School Board Sudbury West Review

December 12, 2016

Ethel Kingston

Where we are now?

- It was a relief when the Executive Council recommended that Lively District Secondary School remain open.
- But... This is all about enrollment.
- I believe this recommendation will have a positive impact on community based education in Walden for years to come.
- This is the beginning of the process, not the end...

Question about process

- On August 31, 2016, the board voted to conduct modified reviews for 6 school planning areas.
- My outstanding question: Does a modified review make sense IF schools outside the planning area are affected?
- Problem with the modified approach
 - no information was provided on schools not located in the planning area.
 - Schools outside planning area had no input in the process.

Envelopes

- Issue: There was a lack of understanding of the various funding envelopes during the review
- Next slide is Note 12 of 2015 financial statements:
- How do internally funds get appropriated? By board vote? Can this be reversed?
- What is “Efficiency and modernization”
- Consider providing a schedule of fund accounting so readers could better understand the restricted funds

August 31, 2015 Financial Statements

Note 12 Accumulated Surplus

	2015	2014
Available for compliance – unappropriated		
Total operating accumulated surplus	\$ 5,452,281	\$ 4,461,257
Available for compliance – internally appropriated		
Retirement gratuities	2,415,242	2,415,242
Committed capital	5,485,296	5,957,074
Student Success Initiative	165,006	167,717
First Nation, Metis and Inuit Initiative	610,508	508,937
Student focused initiatives	2,737,567	3,447,912
Capital planning	81,375	–
Efficiency and modernization	4,200,000	2,200,000
Employee Future Benefits	1,551,358	1,551,358
Total accumulated surplus available for compliance	22,698,633	20,709,497
Unavailable for compliance – externally appropriated		
Employee future benefits	(16,779,086)	(19,394,108)
Accrued interest	(681,984)	(698,901)
School generated funds	1,849,531	1,664,288
Revenue recognized for land	4,248,092	4,211,048
Total externally appropriated	(11,363,447)	(14,217,673)
Total accumulated surplus	\$ 11,335,186	\$ 6,491,824

Rental of School Space

- Goal: Rent excess space
- Enhanced goal: Find tenant(s) with businesses aligned with Lively Integrated Technology program
- Enhanced goal: Find tenants who could provide internships or part time employment for students.
- Consider engaging SAMSSA (Sudbury Area Mining Supply and Services Association), Norcat, and or Chamber of Commerce to find such tenants.

Magnet Programs

- Magnet programs can be beneficial for students
- Magnet program can have a negative impact on community schools enrolment.
- As a resident of an outlying community, I ask that the board be vigilant in ensuring that only student who are in the program are provided with transportation.

Magnet Programs

- Program success should be measured by predetermined criteria.
- Example: # of students graduating in Yr 4/ # of students commencing program in Yr 1
- Example: exit statistic: # of graduates who plan to use IB credits in university or who attend an International University / # of graduates.

Enrollment

- Enrollment and utilization critical information that needs to be available.
- Information that would assist communities
 - Provide enrollment forecast and actual for past 5 years. This will show how the risk in forecasting and the swings that occur.
 - Provide information by school to help monitor effect of rentals, magnet / transfer programs, etc

Example of Reporting

- Utilization information to be provided
 - On the ground capacity
 - Spaces reduced due to rentals, etc.
 - Net on the ground capacity
 - Enrolment
 - Utilization
 - Catchment area student population

Example report

SCHOOL YEAR 2017-18	Catchment area enrollment	Net transfers	Actual Enrollment	Gross On the Ground Capacity	Capacity Reductions (Rental)	Net On the Ground Capacity	Catchment Utilization	Actual Utilization	Catchment Excess Pupil Spaces	Actual Excess Pupil Spaces
School 1	700	-100	600	900		900	77.78%	66.67%	200	300
School 2	500	-200	300	600		600	83.33%	50.00%	100	300
School 3	400	300	700	800	100	700	57.14%	100.00%	300	-
School 4	400	-200	200	500	100	400	100.00%	50.00%	-	200
School 5	600	250	850	900		900	66.67%	94.44%	300	50
Total Secondary	2,600	50	2,650	3,700	200	3,500	74.29%	75.71%	900	850

SCHOOL YEAR 2019-20	Catchment area enrollment	Net transfers	Enrollment	Gross On the Ground Capacity	Capacity Reductions (Rental)	Net On the Ground Capacity	Catchment Utilization	Actual Utilization	Catchment Excess Pupil Spaces	Actual Excess Pupil Spaces
School 1	650	-100	550	900		900	72.22%	61.11%	250	350
School 2	550	-150	400	600		600	91.67%	66.67%	50	200
School 3	420	250	670	800	75	725	57.93%	92.41%	305	55
School 4	300	-150	150	500	100	400	75.00%	37.50%	100	250
School 5	500	200	700	900		900	55.56%	77.78%	400	200
Total Secondary	2,420	50	2,470	3,700	175	3,525	68.65%	70.07%	1,105	1,055

French Immersion

- French immersion is very successful at Walden Public where the FI program now accounts for 41% of the students.
- What would it cost to offer French Immersion at Lively District Secondary School?
- My understanding is students in French Immersion would take 4 French courses and 6 courses in French to earn the certificate.
- This appears to be an achievable goal for future consideration

Where we go.....

- Possible working group to attend board meeting
- Monitor for opportunities and risk
- Provide feedback and work with area trustee

- Thank you for your time and attention.
- Thank you for your involvement in this process

Tannys Laughren and Fred Taylor

On behalf of the Lively District
Secondary School Alumni Association



November 24, 2016

Rainbow School Board
Accommodation Committee

To Whom it May Concern:

On behalf of the Lively District School Alumni Association we are registering our concern over the proposed closure of Lively District Secondary School.

Our LDSS Alumni Association has worked diligently over the past 20 years to ensure that LDSS Alumni are kept up to date with the amazing things happening at LDSS. We have hosted 3 different reunions and plan another in July 2017. These reunions allow for LDSS graduates to come together and celebrate their successes in life, and also allow us the opportunity to fundraise for a bursary awarded to a graduating student. At every single reunion we have had incredible community support through sponsorships and attendance. Over one thousand people have attended each reunion.

The LDSS Alumni Bursary is only one of many, as LDSS has the most bursary money available per student in the Rainbow Board. If the school is closed, all of those bursaries will not be available to our students, and the community support will be lost. The decision to keep LDSS an operational school will have long lasting positive effects for the students and the community has a whole.

LDSS is a unique environment which is inclusive and represents a wide range of students from a diverse and sprawling area. By keeping this school open ensures that these voices continue to matter. We are pleased that you recognize the impact, potential and unparalleled community support for this amazing school.

The LDSS Alumni continues to pledge its support towards the growth and development of this fine school.

Sincerely,

LDSS Alumni Association

Karry Strelezki

On behalf of the Lively District
Secondary School
School Council

Athletics



Academics



Are You InIT?

Innovative Integrated Technology @ Lively District Secondary School

Innovative Technology
 CAD / 3D Design Applications / CNC Equipment / Programming / Robotics / Arduino / Raspberry Pi / Automotive Diagnostics / Electronics / Computer Simulations

Integrated Technology
 Integrating subject areas through the use of technology.
 Examples include:
 Collaborative Innovation (Genius Hour)
 Architectural Design and Construction
 Historical Tool Recreation (Integration of History, English, Construction and Media)
 Robotics integrates all areas of technology
 Metal Working Sculptures (Integration of Art and Manufacturing)

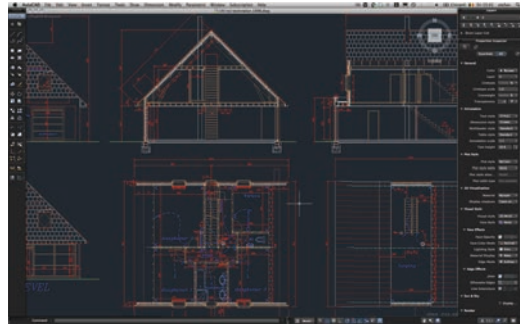
Program Opportunities
 Job Shadowing / COOP / Reach Ahead Opportunities
 Certifications included, not limited to: CAD / CAM / Adobe / Autodesk / SolidWorks / MasterCAM
 Fall Arrest Training / First Aid / C.P.R. / P.P.E. / Y.E.S. / G.H.S.

Requirements
 College / Workplace students - 6 Tech courses; 75% avg.; University - 4 Tech courses - 65% avg.

For more information contact Lively District Secondary School, 585 Elm Avenue, Lively, ON, phone (705) 882-8571

Get InIT!

21st Century Innovations



SHSM – Mining, Environmental, Sports and Fitness



LDSS Sled Days!

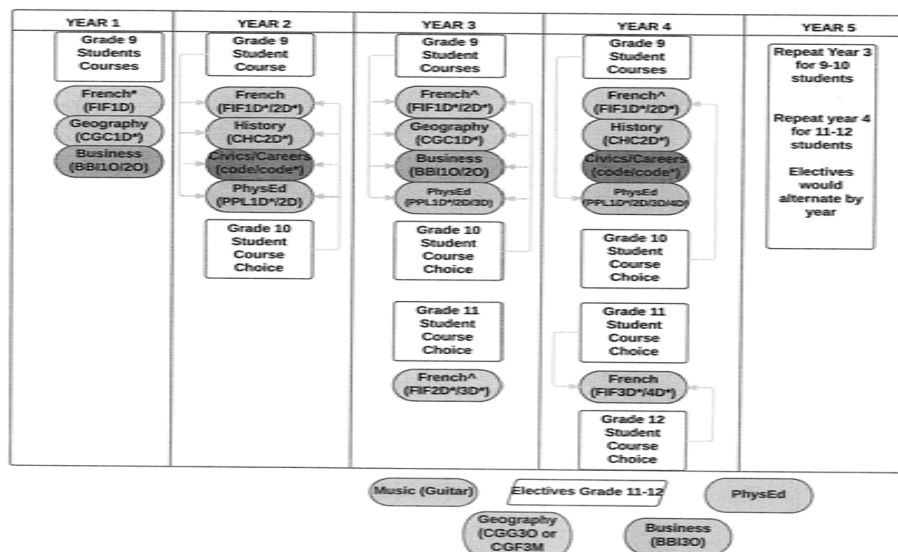




Dual Track School

- Reflecting on community needs and existing resources, we will work towards gaining the required numbers to support the FI program for 9-12.
- This will increase student population and potentially draw additional students from two other school boards with elementary schools in close proximity to LDSS

FRENCH IMMERSION 5 YEAR PLAN



**Anishinabek
Nation vote
yes to
'historical'
education
agreement**



Vision for First Nations Engagement at LDSS

All students at LDSS will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives



#HAWKPRIDE

First Nations Culture at LDSS

- LDSS is one of 7 secondary schools (including the N'Swakamok Native Alternative School) offering native language (Ojibwe) studies
- 32 students attending LDSS self-identify as First Nations, Metis or Inuit
- 16 students attending LDSS reside in Atikameksheng



LDSS Aboriginal Youth Take Action!

LDSS students from Rainbow District School Board's Aboriginal Youth Leadership Group produced public service announcements to highlight the issue of poverty in Greater Sudbury

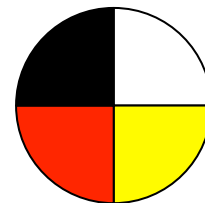
Young filmmakers from LDSS included:
Brandy Saikkonen and Lisa-Marie Dickson

The public service announcements were shared by youth within their own communities and classrooms as a tool to engage other youth and start a dialogue about actions that can be taken to reduce poverty and its effects.

#HAWKPRIDE



Common Transition Issues for First Nations Students



1. Students feel like they don't fit in and/or are isolated because they are Aboriginal.
2. Students experience difficulties related to attendance and/or academics.
3. Students find it difficult to adjust in their new school.
4. Students experience discrimination/racism and/or feel people discriminate or are racist towards them.

RDSB Transitions Support Guide: Principal of First Nation, Métis and Inuit Education, Kathy Dokis-Ranney.

#HAWKPRIDE

Hawk (Gekek) Totem

- Hawk is the messenger of the spirit world
- Uses the power of focus
- Takes the lead when the time is right
- Power to see, clear vision
- Strong connection with spirit, increased spiritual awareness
- ...keep our Hawk Spirit alive



#HAWKPRIDE

