

Rainbow Schools



# Annual Report

2016-2017







## Vision

We are leaders in learning,  
inspiring success  
for all students  
by reaching minds  
and touching hearts.

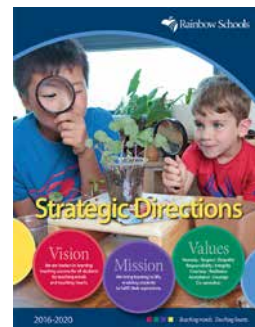
## Mission

We bring learning to life,  
enabling students  
to fulfill their aspirations.

## Values

Honesty | Respect | Empathy  
Responsibility | Integrity  
Courtesy | Resilience  
Acceptance | Courage  
Co-operation

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Strategic Directions  
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School boards in Ontario are required to produce an Annual Report in accordance with The Education Act. This Annual Report provides highlights of Rainbow District School Board's key activities during the 2016-2017 school year. It also offers an overview of the 2017-2018 budget.

## Trustees – Your Voice at the Board



**Doreen Dewar**  
Board Chair  
705.682.9449



**Dena Morrison**  
Board Vice-Chair  
705.560.8294



**Grace Fox**  
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### Sudbury, Area 5

Alexander Public School  
Algonquin Road Public School  
MacLeod Public School  
R.L. Beattie Public School  
Cecil Facer Secondary School  
Lockerby Composite School  
Lo-Ellen Park Secondary School

### Sudbury, Area 4

Barrydowne College  
C.R. Judd Public School  
Churchill Public School  
Cyril Varney Public School  
Markstay Public School  
Monetville Public School  
Northeastern Elementary School  
Westmount Avenue Public School  
Lasalle Secondary School



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**Judy Hunda**  
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**Larry Killens**  
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### Sudbury, Area 2

Chelmsford Public School  
Lansdowne Public School  
Larchwood Public School  
Levack Public School  
M.W. Moore Public School  
Chelmsford Valley District  
Composite School  
M.W. Moore Secondary School

### Espanola, Area 8

A.B. Ellis Public School  
S. Geiger Public School  
Espanola High School

### Sudbury, Area 6

Adamsdale Public School  
Carl A. Nesbitt Public School  
Ernie Checkers Public School  
Queen Elizabeth II Public School  
Sudbury Secondary School

### Manitoulin, Area 7

Assignack Public School  
Central Manitoulin Public School  
Charles C. McLean Public School  
Little Current Public School  
Manitoulin Secondary School



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**Madeleine Leach Jarrett**  
Student Trustee  
Lo-Ellen Park  
Secondary School

### Sudbury, Area 3

Redwood Acres Public School  
Valley View Public School  
Confederation Secondary School

### Sudbury, Area 1

Copper Cliff Public School  
Jean Hanson Public School  
Princess Anne Public School  
R.H. Murray Public School  
Walden Public School  
Lively District Secondary School

## Executive Council



**Norm Blaseg**  
Director of Education



**Dennis Bazinet**  
Superintendent  
of Business



**Bruce Bourget**  
Superintendent  
of Schools



**Judy Noble**  
Superintendent  
of Schools



**Kathy Wachnuk**  
Superintendent  
of Schools

- Trustee Doreen Dewar was acclaimed Chair of the Board in December 2016.
- Trustee Dena Morrison was acclaimed Vice-Chair of the Board in December 2016.
- Trustee Doreen Dewar served as Chair of the Board until December 2016.
- Trustee Dena Morrison served as Vice-Chair of the Board until December 2016.
- Trustee Tyler Campbell resigned from the Board effective January 9, 2017.
- Trustee Ruth Ward was appointed to the Board on March 21, 2017.



# Vision

**We are leaders in learning,  
inspiring success for all students  
by reaching minds and touching hearts.**



On behalf of the Board of Trustees, I am pleased to present the 2016-2017 Rainbow District School Board Annual Report to the Premier of Ontario, the Minister of Education and our many partners in Sudbury, Espanola, Manitoulin Island and Shining Tree.

Successful organizations identify priorities and work together towards achieving them. In Rainbow Schools, our priorities are clearly articulated in a document called Strategic Directions 2016-2020. The budget provides the financial framework to ensure priorities are met at the school and system levels.

The Annual Report, therefore, represents a snapshot of some of the key activities undertaken over the past school year. As leaders in learning, the voices and visuals in this report demonstrate how we are inspiring success for all students by reaching minds and touching hearts.

In reaching minds, we provide authentic and engaging learning opportunities, set high expectations and create excitement for learning, support students to reach their potential, foster 21<sup>st</sup> century skills and competencies, and deepen literacy and numeracy skills.

**Doreen Dewar, Chair**  
*Rainbow District School Board*

In touching hearts, we nurture physical, mental, social and emotional well-being, forge strong relationships and build resiliency, honour diversity and enhance cultural understanding, value student, staff, parent/guardian and partner voice, and celebrate student, staff, school and system success.

Once again, it was a school year filled with magical and memorable moments as our students, guided by staff and supported by parents/guardians and the community, engaged in exciting learning opportunities from Kindergarten to Grade 12. While each story is unique on its own, as a whole they speak of passion, pride, promise and progress, the touchstones of a successful organization.

On behalf of the Board of Trustees, I would like to thank our educators, administrators and support staff, on the frontlines and behind the scenes, for nurturing student success. I would also like to thank our many partners in education for supporting Rainbow Schools.

In closing, I would like to congratulate the stars of our Annual Report, the students who, through their ongoing success and personal achievement, continue to bring us honour and joy. It is a privilege to serve.

# Mission

**We bring learning to life,  
enabling students to fulfill  
their aspirations.**



The feature stories in this Annual Report illustrate how we are implementing the Ministry of Education's renewed vision for education in Ontario – promoting well-being, achieving excellence, ensuring equity and enhancing public confidence – while bringing learning to life by reaching minds and touching hearts.

When children enter Rainbow Schools, we welcome them with open arms and support them along their journey of learning. When the home and the community join with us, the circle of support grows. This partnership with the school has a positive and powerful impact on student success and well-being.

Along with a focus on the curriculum, from reading and writing to math and beyond, we nurture the whole child as a learner, including their cognitive, social, emotional and physical development. As students progress from grade to grade, they acquire the knowledge and the skills to be capable, caring and contributing members of society.

We accomplish this by engaging students in responsive and relevant learning experiences locally and globally, by inspiring them to explore big ideas, imagine and

create, by empowering them to be their best advocates, by providing technology-rich environments that foster innovation, and by using evidence-based strategies to build capacity for learning.

We also improve learning outcomes by focusing on the mind-body connection, by nurturing caring relationships and a sense of belonging, by honouring the history of our Indigenous communities and respecting reconciliation, by creating safe, welcoming, accepting and inclusive school communities, and by investing in quality learning environments to support student achievement and well-being.

In Rainbow Schools, we are committed to ensuring that all students have an opportunity to realize and expand on their potential regardless of race, ethnicity, religion, disability, sexual orientation, gender identity and socio-economic status. We have a solid foundation on which to build for the future.

I would like to thank our dedicated trustees, caring staff, devoted parents/guardians, and supportive community members. I would also like to commend our students for their perseverance, resilience and leadership. We are proud of you.

**Norm Blaseg, Director of Education**  
*Rainbow District School Board*





# Developing global citizens who care about the world in which they live

Students and staff wore vintage clothing, ate pulses, went paperless, composted organic waste, turned down the heat, turned off the lights, cleaned up the community and regreened their schoolyards as Rainbow District School Board continued to make sustainability a priority.

These individual and collective actions, prompted by monthly challenges from the Environmental Education Committee, provided authentic and engaging learning opportunities from Kindergarten to Grade 12.

"When students make the connection between the

classroom and the world in which they live, learning becomes that much more meaningful," says Superintendent Judy Noble. "The environment provides hands-on lessons in every subject, from history to geography, to science and math."

"Every student, regardless of background, lives on this planet and can relate to these teachable moments," she says. "All students have a role to play in protecting and preserving the planet for their future and the world their children will inherit. Environmental education is all about implementing systemic changes to improve outcomes and that, in itself, is an important message."

Students are having deep conversations about being practical, protecting the water supply, making wise choices, composting to reduce waste,

being aware of food sources, and saving energy. Good habits being nurtured at school are being transferred into the home and the community.

Fostering a culture of conservation, implementing green technology, encouraging eco-friendly practices and developing global citizens who care about the world in which they live have made Rainbow Schools leaders in education for sustainable development.

Students are gaining the knowledge, skills, perspectives and practices they need to become environmentally responsible. For a growing number of schools, efforts are being guided, nurtured and celebrated through the Ontario EcoSchools program.

"Becoming an EcoSchool requires an entire school community to work together to conserve energy, reduce waste

“All students have a role to play in protecting and preserving the planet for their future and the world their children will inherit.”

and green their school grounds while engaging in environmental learning and action. The program's student-centered approach builds leadership skills and promotes positive change within and beyond school walls," says Elanor Waslander, Executive Director of Ontario EcoSchools.



For Meagan Dumont, a teacher at MacLeod Public School, leading the EcoSchools initiative has been a labour of love. "My earth guardians have made this very easy for me to accomplish," she says. "They have attended every meeting with new ideas and enthusiasm on what they would like to do to help make our school more eco-friendly."

"One of my favorites was the International Year of the Pulses," says Grade 5 student Hannah Blair, who was excited to learn about the value of chickpeas, lentils and beans. "As a team, we created announcements encouraging our peers to bring pulses in their lunches. We went around the school to take pictures of all the staff and students who brought pulses. We talked about the importance of pulses and their benefits, not only for their high source of protein, but also for the positive impact they have on our environment and farms around the world. We even researched pulse recipes and created a recipe book."

"I've been part of the eco team ever since it started," says Grade 4 student Sidney Skrobot. "The team has been wonderful and I am excited about the re-greening projects we have planned. We built flowerbeds for our schoolyard and planted some trees to provide shade for students. These actions might be small, but everything counts, and if we all continue to do these little actions we will for sure play a huge part in helping our Earth".

## Fast Facts

Sixteen Rainbow Schools have achieved Ontario EcoSchools certification, which recognizes achievements in teamwork and leadership, energy conservation, waste minimization, school ground greening, ecological literacy and environmental stewardship.



# If you could do something to change the world, what would you do?

Kindergarten students from Northeastern Elementary School teamed up with Art and Design Fundamentals students at Cambrian College to create a collaborative art project with a focus on changing the world.

The inspiration for the project came from Cambrian Art and Design professor and local artist, Johanna Westby, and Celeste Ovens-Lamothe, French Immersion Kindergarten Teacher at Northeastern Elementary School. They wanted the children to experience what it would be like to be artists in a real studio.

The students in Cambrian's Art and Design Fundamentals class engaged the Kindergarten students in a discussion and helped them to illustrate their thinking using a variety of media. The college students, in turn, produced their own art, inspired by the children's creations. Parent Amanda Sharp captured the level of engagement in black and white images, a stunning photographic journey of the creative process.

The outcomes, showcased in the Open Studio art exhibit called Tandem, provided a colourful expression of big ideas. As family and friends gathered to celebrate, they marveled at the inspirational results.

How is art a universal form of expression? According to Johanna Westby, "Art is a powerful communicative tool. An artist can express feeling and emotion purely with colour, line, form, etc. Anyone can be affected by art, and can have an emotive reaction to what they are seeing."

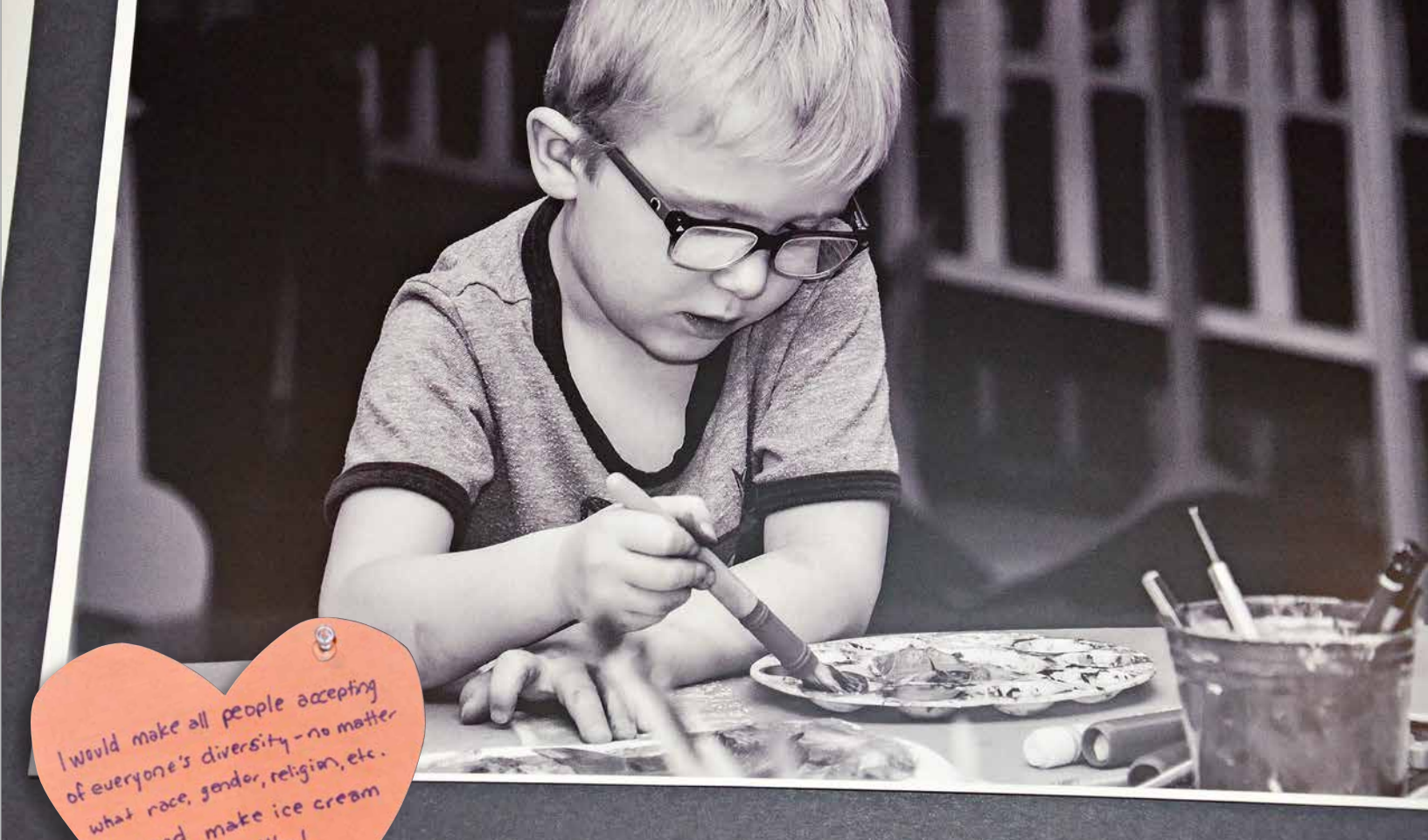
She adds: "Perception of art depends on the individual, meaning that depending on one's experience, memory, mood, or aesthetic value, art can be interpreted in unlimited ways. Visual expression allows an artist to create a story with visual

language - a form of communication that affects everyone, regardless of level of understanding. With this project, the children's interpretation of the statement created a fresh perspective of the story that could be told, allowing the Visual Arts students to explore unexpected elements and paths in their final work."

"When I asked Kay-Lee if there was one thing she would change about the world, she described a very magical place filled with love and friendship," says Cambrian student Renelle Lafond. "She went on about people riding unicorns and the world being surrounded by rainbows, overall just a very happy place, imagery I used as reference for my piece."

She adds: "My philosophy is that life will get you down, but things get better, and life moves on. There will always be a friendship around the corner, love hidden within and a life worth living."

For teacher Celeste Ovens-Lamothe, who led this project with Designated Early Childhood Educator



Julie Paquette, Tandem provided the Kindergarten students with an authentic artistic learning experience.

"They had the opportunity to work with artistic role models in a real studio, and to further perceive themselves as artists. They reflected upon a big question. The answers that our students gave were thoughtful, creative, and beautiful. Many students made connections with the world around them."

She adds: "The results of this project exceeded our expectations. During the gallery evening, the Kindergarten students excitedly ran around the studio space showing each other their artwork, and their photos. The students were filled with pride as they shared their artwork



Artwork by Renelle Lafond

with their families. They celebrated together by clinking plastic glasses filled with bubbly juice." ■■■■

## Fast Facts

Early years are important years. According to the Canadian Council on Learning, "Research indicates that the experiences during the first five years of a child's life have a major bearing on his or her future success in school, in the workplace, and many other aspects of a healthy, fulfilling life." Brighter starts, therefore, lead to brighter futures as full-day Kindergarten provides opportunities for children to empathize, inquire, problem-solve and develop socially.



# Empowering students to achieve success



## Willy Cryderman manipulates his computer with ease.

He is sharing a website he created about himself as a learner, including writing pieces that explain what it means and how it feels to have a learning disability.

Willy was among 16 students in Grades 4 to 6 who participated in a learning disabilities pilot project at Northeastern Elementary School during the 2016-2017 school year.

Twelve students in Grades 2 to 4 at Cyril Varney Public School also took part in the initiative, which was implemented in four locations across Ontario.

The aim of the pilot was to increase reading ability, improve student understanding and use of assistive technology, develop social skills and self-advocacy, and engage

parents and partners in the learning process.

"Approximately 11 per cent of our students, in Grades 4 to 8, are diagnosed with a learning disability," says Superintendent Kathy Wachnuk. "We are giving students the supports they need through focused interventions." She adds: "We want students to know how they learn best and what they need to function in the regular classroom so they can advocate for themselves and be successful."

The students in the one-year pilot project completed the Empower™ Reading Program, which consists of 60 minutes of daily instruction five days a week. The Learning Disabilities Association of Sudbury offered technology coaching and social skills programming. They also provided families with support through information and workshops. Parents, community partners and staff members all came together to celebrate and showcase the students' success.

Empower™ Reading, developed by Dr. Maureen W. Lovett and her team of educators and psychology professionals in the Learning Disabilities Research Program at



“Approximately 11 per cent of our students, in Grades 4 to 8, are diagnosed with a learning disability.”

The Hospital for Sick Children, helps students with decoding, spelling, vocabulary development and text comprehension.

Further classroom activities and instruction focused on student-specific needs related to vocabulary development, phonological awareness, comprehension skills and reading across the curriculum. A balanced literacy approach, based on modeling, shared and guided reading, was used to support the Empower™ Reading Program.

"As a result of our work with the pilot project, we have expanded the use of Empower™ Reading to four additional schools to support early reading intervention with primary students," says Superintendent Wachnuk.

Teacher Carrie Wilson, who led the pilot project at Northeastern Elementary School with Educational Assistant Kelly Stevens, says the students who participated in the pilot project recorded a marked increase in their ability to read.

"The Empower™ Reading Program helped most students improve their decoding skills by approximately two grade levels," she says. "Students also developed their skills with G-Suite. Moving back into regular classes, they were equipped with the skills needed to be independent to access grade leveled materials within a 21<sup>st</sup> century learning platform."

The most noticeable change in the students who participated in the pilot project was self-confidence. "I saw their levels of confidence rise

in the areas of reading, technology and problem-solving. I also believe that confidence came from a better understanding of who they were as learners," she says.

She adds: "Most of the students came into the program thinking that they weren't good at school. They didn't understand what it meant to have a learning disability. By the end of the year, each student understood that a learning disability meant that they have average or above average intelligence and that they learn in a different way. The students also had a better understanding of their learning profiles. They began to understand how to use their strengths as well as access accommodations needed for success." ■■■■

## Fast Facts

Strategic interventions in Rainbow Schools focus on closing achievement gaps in literacy, a foundational skill for learning in all subjects.

Assessments inform specific instruction and measure whether goals have been reached. Mental health supports and counselling are provided as needed to support a sense of belonging and build student confidence and resiliency.





# The world is our classroom. Our classroom is the world.

**Cyril Varney Public School has been transformed into a 21<sup>st</sup> century school.**

Desks have been replaced with sofas, custom-designed tables and cozy seating areas. The entire school is infused with technology, from iPads, to Chromebooks, to Smartboards, to green screens, to Apple TVs. The pedagogy has shifted from teacher to learner.

21<sup>st</sup> century learning is an innovative approach to education

in Rainbow Schools that fosters collaboration, communication, critical thinking, creativity and co-operation. It also promotes global citizenship. The setting, technology and tools are designed to nurture and support these critical skills.

"Our 21<sup>st</sup> century school provides a flexible and dynamic learning environment where the

6 Cs are embedded in everything that we do," says Principal Ron Hodkinson. "Students drive the learning and, therefore, take ownership for their learning."

"Teachers act as facilitators, ensuring that everyone works together and builds on their collective knowledge," he says. "Learning is relevant and exciting.

## What makes a 21<sup>st</sup> century school?

Cyril Varney Public School runs a YouTube Channel called The Varney View. Students produce, write, host and edit the segments. The news set provides a real-life learning experience.

In the MakerSpace, students work on various projects. "We call this a think tank for creating ideas and bringing them to life," says Principal Hodkinson. "Students are woodworking, coding, programming motherboards and working on robotics."

He adds: "We also have a laser cutter that can cut and engrave metal, wood, paper, cardboard, glass and acrylics."

The learning opportunities that 21<sup>st</sup> century environments provide are limitless.

In the Connecting Canada to the World curriculum, for instance, Grade 6 students explored the big idea of Syrian newcomers. Students carried out research and developed their own research questions. They then worked in groups to prepare a presentation. Some chose to create a slide show, other students prepared a written piece, while others produced a drama presentation to demonstrate their learning.

"It's encouraging to watch students at this age level seek out answers to deep questions and concerns they have about our country's involvement in the world and share their knowledge using technology that is commonplace in many work environments," says Grade 6 teacher Peter Larsen. "It will certainly make them better global citizens." He adds: "As a first generation Canadian whose parents were welcomed as immigrants, we can be proud that our students are



carrying on values of inclusiveness and fairness."

"As a classroom teacher, the most exciting part of 21<sup>st</sup> century learning is the access my students have to technology and their ability to use it in all areas of the curriculum," says Lennie Marwick, Grade 3/4 teacher. He adds: "Technology creates a level playing field for all. For students struggling with literacy, there is read and write software to ensure they are able to effectively communicate their ideas. Embracing the power of the Internet allows all students to access an almost endless amount of information and knowledge from around the world."

Grade 4 teacher Toni Richer says 21<sup>st</sup> century classrooms provide students with a flexible learning environment where everyone has an equal opportunity to be successful. "The learning environment and teaching materials are created in consultation with the students so the experience is meaningful to them," he says. "Students work in the classroom as they would in the real world. They collaborate on projects that are of interest to them and support one another. Everyone has the opportunity to share their expertise using modern technological tools and programs."

The level of engagement has never been higher."

At the end of the 2016-2017 school year, Principal Hodkinson accepted a two-year tenure in Dubai where he is introducing the 21<sup>st</sup> century model some 11,000 kilometres away.

"Varney students will be connecting with my school in Dubai and working collaboratively on projects as Varney and Ontario International Canadian School in Dubai become leaders in 21<sup>st</sup> century learning," he says. "This will be such a rich valuable experience for all of our students." ■■■■

## Fast Facts

**Rainbow District School Board's community based secondary schools shared a total of \$300,000 to transform traditional classrooms into 21<sup>st</sup> century learning environments.**

**Confederation Secondary School, Chelmsford Valley District Composite School, Espanola High School, Lasalle Secondary School, Lively District Secondary School and Manitoulin Secondary School implemented innovative projects in the 2016-2017 school year, with technology-rich, flexible learning environments for literacy, computer engineering, technology design, robotics, 3D animation and more.**





# A lesson on working memory

**If memory is the ability to encode, store, retain and recall information, working memory is the ability to manipulate information in short-term storage, which is a core cognitive process.**

**Without memory, learning can't occur.**

Working memory, therefore, has been the focus for professional learning in Rainbow Schools, as educators gain the knowledge to deepen literacy and numeracy skills.

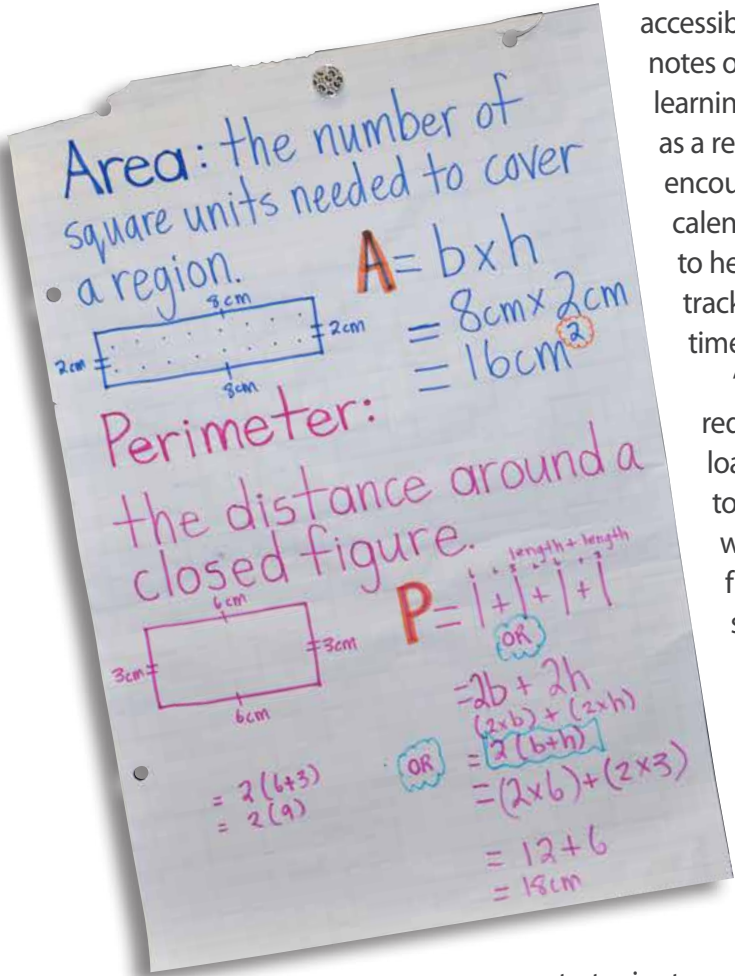
"Our goal was to understand the role working memory plays in learning," says Superintendent Judy Noble. "By providing strategies to accommodate for working memory challenges, we allow students to focus on other cognitive strengths."

"Automaticity, gained through spaced practice, is a prime

example," she says. "When things come to you just like that, it frees up working memory for other cognitive processes."

At Princess Anne Public School, educators implemented strategies to support working memory in math, including a focused initiative in the Grade 7 and 8 learning disabilities classroom. This provided a rich learning ground based on the premise that what's necessary for some is good for all.

Principal Danielle Williamson says the meaningful accommodations,



informed by student learning profiles, proved to be effective. "I'm a forgetter," says Grade 7 student Mackennah Garber. "The math manipulatives help keep things in my head."

Manipulatives and diagrams are among the many strategies used to support working memory. Others include providing instructions one step at a time, checking for understanding, keeping instructions brief and to the point, and providing graphic organizers. Anchor charts serve as a visual cue and reference to minimize cognitive overload.

Technology is also critical for supporting working memory. Teachers use Google classroom to keep all class materials and assignments in one easily

accessible place. They print notes or screen shots of new learning for students to use as a reference. Students are encouraged to use Google calendar to set reminders to help them stay on track with assignment timelines.

"When you can reduce the cognitive load, by giving students tools to solve problems without getting frustrated, it has a significant impact on their learning," says Principal Williamson.

On a system-wide level, Rainbow District School Board implemented targeted

strategies to support students with a learning disability, with impressive gains. In Grade 9 applied math, results for students identified with a learning disability increased by nine percentage points from last year.

"Data showed that mainstream students were already doing well," says Superintendent Noble. "A large number of students with learning disabilities were not being as successful. By being precise, we were able to move students forward."

With strategies to build automaticity and fact fluency and accommodate for working memory in place, professional learning is now focusing on vocabulary and comprehension.

"There is a need to build a stronger base," says Superintendent Noble. "Vocabulary can often be a

barrier in math. How can you solve a problem if you don't understand the question?"

She adds: "Deficits in vocabulary are most evident for children with a communication learning disability and those who live in poverty. We need to continue to implement targeted interventions in order to level the playing field."

## Fast Facts

The Ministry of Education introduced the Renewed Math

Strategy in 2016-2017. Funding for professional learning, math materials and staffing has enabled Rainbow Schools to provide specific and intentional supports in math classrooms from Kindergarten to Grade 12.

A.B. Ellis Public School, Adamsdale Public School, Lansdowne Public School and Queen Elizabeth II Public School received a Math Support Teacher who worked in math classrooms to help identify the needs of students with a learning disability.

Chelmsford Valley District Composite School and Manitoulin Secondary School engaged in a collaborative inquiry, with math teachers and special education staff working together to identify and implement supports to close the gap for students with a learning disability.





# Maximizing learning through the mind-body connection

**Trevor Dewit gets fired up when he talks about neurons, synapses, neurotransmitters, neuroplasticity, brain-derived neurotrophic factors, the prefrontal cortex, and executive functions.**



As the Principal of R.H. Murray Public School, he has made it his mission to understand how the brain works in order to improve learning outcomes for students.

Students move to the music in high intensity SPARK fitness classes, participate in school-based and system-wide sporting events, and practise deep breathing exercises and mindfulness.

They are even encouraged to smile more often, all in an effort to increase the neurotransmitter dopamine, which seems to super charge access to the prefrontal cortex where key learning and thinking occur.

Enhancing executive functions, through the mind-body connection, ensures that readiness for learning is at an all time high.

"We want all of our students to be positive, be aware of their feelings, believe in themselves and their abilities, and remain calm and focused," says Principal Dewit.

"Attitude, feelings, growth mindset and mindfulness, together with physical fitness, nurture a sense of well-being and provide the optimum conditions to maximize learning."



## How have students responded?

According to Principal Dewit, students have enjoyed the different activities being offered at the school.

"We encourage everyone to get from their comfort zone to

their courage zone," says Principal Dewit. "We want our students to take learning risks and enjoy life."

Parents have also been supportive. "Most relate to the age-old saying 'healthy body, healthy mind'," says Principal Dewit. "Although this is nothing new, we now have the science to support it."

He adds: "Understanding that the brain can change is a key concept for developing a growth mindset. With a growth mindset, we believe that intelligence, like any ability, is something that we can grow with practice, effort and resilience. Knowing how the brain works also helps us to understand how we can control our reaction to situations."

"Relationships also play a vital role. Who cares? We do. And we work diligently to develop strong relationships between students and caring adults."

With brain research as the backdrop, R.H. Murray Public School is creating the ideal environment for student success, nurturing flexible thinkers who are able to focus and stay on task.

Students self regulate, taking time to breathe before tackling new challenges. If upset, they have the skills to quiet the brain and think more reasonably, choosing to make peace or get back to work. ■■■■

## Fast Facts



**Weaving together achievement, equity and well-being are the**

**next steps in Ontario's renewed vision for achieving excellence, as reflected in a sense of self and spirit, physical and emotional safety, sense of belonging, meaningful learning experience, supportive relationships and healthy minds and bodies.**





# The authors of their future stories



**It was a time of tears and cheers as 82 students from Barrydowne College walked across the stage to receive their secondary school diplomas.**

"Our graduation was a celebration of perseverance, commitment and resilience," says Principal Kristina Rivard Gobbo. "Our students and their stories of determination and diligence are an inspiration to other young people who may want to go back to school."

Barrydowne College is a re-engagement school in partnership with Cambrian College. This secondary school within a college supports students ages 18 to 20 who have not been successful in a regular school setting.

"The entire population at Barrydowne College, including students and staff, come together to create a community of learners who are motivated to not only graduate, but to see their dreams come true," adds Principal Rivard Gobbo.

"We are very proud of all of our graduates and wish them continued success as they move on to post-secondary studies or enter the world of work. Like our 2017 valedictorian who is now studying biomedical physics at Laurentian University, they are the authors of their future stories." ■■■■

Aaron Thomas, Valedictorian

## Student Voice

“Welcome honored guests, proud family members, friends and most importantly the graduating class of 2017. This day symbolizes one of the most memorable steps in your life.

First and foremost I would like to thank my teachers for their hard work and dedication to high school students. High school was a scary thought for me as a middle school student because of all the images that ran through my mind.

Teenagers often wonder... what will I become, will other kids like me, will my teachers help me?

For these reasons, this caused me to have a rough start at the first high school I enrolled in. I was discouraged into going back, so I stopped attending for a while and tried to figure out life.

I went back for a second time but the stress was still there and I could not face my former peers and teachers with the same passion for education that I once had.

From this point, I bounced from one school to the next, hopeless of trying to find the drive for my learning, passion for my studies and desire to learn.

Down on my luck, I wanted to move forward but could not, so I thought of what Thomas A. Edison once said "Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time".

Then I found Barrydowne College, where I discovered teachers that have the gift to light the passion for education that I had lost. This accelerated me forward to obtaining my Ontario Secondary School Diploma and now moving forward to university pursuing a degree in Biomedical Physics.

Barrydowne is a place that allows you to be who you are and has very flexible hours coupled with warm and kind-hearted teachers. For all of these reasons, my experience at Barrydowne has been memorable.

Barrydowne also opened my world to pursuing what I want to do in life and now the sky's the limit for where I am headed.

We have to remember, it will not always be easy moving forward but we have learned the tools and techniques to survive, thrive and believe in ourselves.

We are prepared for all the uphill battles we will face later on in life because of the trials and tribulations we fought to be where we are today.

We should be proud of the accomplishments that we have achieved here today because we are the class of 2017.

Congratulations on one of the biggest achievements of your life.”

Aaron Thomas, Valedictorian,  
Barrydowne College Graduation, June 22, 2017

## Fast Facts



Since its inception in 2011, 360 students have graduated from

Barrydowne College. The setting, with a small class size and personalized curriculum, focuses on programming designed to meet student needs. Students earn credits, build social skills, and develop links to community college programs including Dual Credits.

Students also have access to Youth Employment Services, giving them an opportunity to explore pathways to work, apprenticeship, college and university. The program encourages students to stay in school or find viable employment.





# The Path Forward: Truth and Reconciliation



**The Truth and Reconciliation Commission defines reconciliation in its final report as “an ongoing process of establishing and maintaining respectful relationships.”**

To learn more about reconciliation and the role we can all play in this important process, Rainbow District School Board invited Niigaan Sinclair to deliver a presentation to trustees, administrators, teachers, parents/guardians and members of the public.

In welcoming Niigaan Sinclair, First Nations Trustee Grace Fox commended staff for the work they do. “My passion is to ensure the truth is told,” she said. “My passion is to ensure the truth is told to understand and appreciate where we come from as First Nations people and for you to understand and appreciate where we come from.” She added: “It’s not the destination that’s important. It’s the journey towards that destination where we can all be one.”

Niigaan Sinclair’s father, The Honourable Justice Murray Sinclair, was chair of the Truth and Reconciliation Commission of Canada. An Associate Professor at the University of Manitoba, his name embodies the substance of his presentation. In Ojibwe, Niigaan means ahead, at the front, leading, in the future or that which announces things that are coming.

“This conversation on reconciliation has been inspired by an awakening to the most

divisional policy in Canadian history, the residential school system,” he said. “We all have to take the journey together,” he added, noting that reconciliation, recovery and revitalization are the primary goals.

Niigaan Sinclair invited educators to consider truth and reconciliation in the context of the four basic elements of the education system – the curriculum, the environment, the community and the institution.

Do Indigenous students see themselves reflected in the curriculum and the classroom? Is there an awareness of racism and discrimination? Are alternative learning styles respected? Are voices of aboriginal youth included?

Who are the role models? Are relationships a main focus? What policies and practices are in place? Does the school reflect the community that it serves?

Subsequent to Niigaan Sinclair’s presentation, Rainbow District School Board reaffirmed its commitment to First Nations, Métis and Inuit students.

The Board acknowledged the work of the National Truth and Reconciliation Commission and the resulting 94 calls to action,



including those specifically related to education. At its regular meeting on April 25, 2017, an important motion was passed that will pave the path forward.

**Be it resolved that the Rainbow District School Board:**

- i) Commit to the development of a Truth and Reconciliation Action Plan in consultation with the First Nation Advisory Committee and the Urban Indigenous Advisory Committee;
- ii) Commit that all students graduate with knowledge of residential schools and their devastating impacts on Indigenous communities in Canada and recognize the importance of their contributions to the reconciliation process;
- iii) Commit that all students graduate with an understanding of the significance of the treaties and the shared history of First Nations and non-Indigenous Ontarians;
- iv) Commit to the continued implementation and development of Anishinaabemowin programs;
- v) Commit to provide opportunities to all staff and students to learn more about the richness of Indigenous worldview and cultures, working hand-in-hand with Indigenous peoples;
- vi) Commit to implement, promote and enforce anti-racism strategies as it relates to Indigenous students, families and communities.



The motion represents the culmination of successive years of professional learning, school supports and strategies to build cultural understanding and respond to the needs of students who identify as First Nations, Métis and Inuit.

More importantly, it recognizes that more needs to be done to remove barriers to learning for Indigenous students, ensure that students see themselves reflected in learning resources and activities, ensure that students gain an appreciation of Indigenous culture and history, and invite the community to join with us on the path towards truth and reconciliation. ■■■■

## Fast Facts

**Indigenous education initiatives in Rainbow Schools include** Aboriginal Support Workers, native studies courses, native language (Ojibwe) courses, Indigenous collaborative inquiries, Indigenous centres in schools, cultural standards, opportunities for Indigenous youth to develop leadership skills as well as a transition guide to support students and an Anishinaabewin Toolkit to help students learn Ojibwe.





Value student, staff, parent/guardian and partner voice



# Free to Be Me

Building safe, welcoming, accepting and inclusive school communities begins with a single step that multiplies as more and more voices join the conversation.

Since its inception in 2008, the Free to Be Me conference has grown in leaps and bounds. Over 400 students registered for the event in 2016-2017, the largest attendance ever. Students not only participate, they share in the planning of the day, ensuring that workshops and speakers are responsive and relevant.

The aim of Free to Be Me is to create and enhance school-based supports for students who are lesbian, gay, transgender, bisexual and questioning (LGTBQ) as well as students with friends and family members in these communities, a circle of allies.

School leaders, Athletic Council members, School Councils, and Gay Straight Alliances from Rainbow secondary schools participate in the conference along with Grade 7 and 8 student representatives.

"Students address issues surrounding homophobia and transphobia in their schools and communities, and brainstorm ways to create safer schools,"

says Principal Cori Pitre who leads Rainbow District School Board's Equity and Inclusive Education Committee. "We are committed to ensuring that all of our schools are safe and welcoming for all students."

She adds: "Free to Be Me has evolved through feedback. Organizers are consistently looking to expand the range of workshops and include keynote speakers who have personal and poignant stories to share. Students and staff are asked to complete climate surveys at the end of the conference to provide ongoing input. In recent years, we have also offered presentations for parents/guardians."

In 2016-2017, the conference featured a keynote address by activist Derek Forgie. As the Founder and Chair of the Heterosexuals for Same-Sex Equality, Derek Forgie has devoted much of his adult life to the pursuit of equality for all.

The goal of the organization is to relay a message of acceptance and understanding to society, by correcting misinformation and



“Free to Be Me has evolved through feedback. Organizers are consistently looking to expand the range of workshops and include keynote speakers who have personal and poignant stories to share.”

cultural myths that negatively affect civil rights surrounding same-sex issues.

Jeremy Dias, of the Canadian Centre for Gender & Sexual Diversity, presented a workshop on bisexuality. Participants learned about the stigmatization often associated with bisexuality and how to create safe and inclusive spaces for all.

Throughout the day, students attended a variety of workshops on a number of topics - Coming Out: My Story, Discussing 2 Spirit, Finding Your Voice: A Film Workshop, Healthy Sexuality and the Medicine Wheel, It Gets Better... Sort Of (LGBT After High School), LGBT Youth and the Law, Painting, Sports and LGBT, and Yoga.

Social worker Alison Orford hosted a special workshop for parents/guardians and educators about the warning signs of mental

health issues. Participants received a list of resources and services to help youth navigate through adolescence.

Students and staff in elementary schools had an opportunity to participate in interactive workshops through The Get REAL Movement. Launched in 2011 at Western University, Get REAL is a youth-focused non-profit organization that energizes LGBTQ+ students and their allies to voice their stories. The Get REAL Movement breaks down prejudice, promotes unity, and fosters compassion in the world. ■■■■

## Fast Facts

 Rainbow District School Board continues to make equity and inclusive education a priority through professional learning for staff and supports for schools. In 2016-2017, schools received a series of Embrace Diversity posters.

An information card on “Dealing Directly with Language”, distributed in previous years, encourages everyone to confront language which discriminates and to reinforce the use of appropriate language. By building safe, welcoming, accepting and inclusive school communities, Rainbow District School Board is ensuring that learning environments nurture well-being and foster success for all.





# Investing in quality learning environments supports student achievement and well-being

**Rainbow District School Board celebrated the official opening of the revitalized Espanola High School and the new A.B. Ellis Public School on September 28, 2016.**

The two distinct schools, which share one site, were renovated over a two-year period.

"The revitalization of Espanola High School and the new A.B. Ellis Public School is another example of our commitment to students and staff, providing

excellence in education in quality facilities," says Rainbow District School Board Chair Doreen Dewar.

"With support from the Ministry of Education, we developed a bright, modern environment for teaching and learning." She adds: "Rainbow District School Board thanks the

Province of Ontario for investing in our students through this renewal project."

A.B. Ellis Public School and Espanola High School are gathering places well beyond the regular school day with daycare for infants, toddlers and pre-school age children, before and after school programs, extra-curricular activities and community use, enhancing quality of life for children and families.

"It's a grand new facility and a thrilling experience, with some great new opportunities to explore," says Grade 8 student Thomas Morrow.

He adds: "A.B. Ellis Public School is not just made of bricks, it is made from us. And the generations to come will be as much a part of this school as we are now. We, the students, are the heart and soul of A.B. Ellis Public School and we look forward to what awaits us in this new facility."

A number of energy efficiencies were incorporated into the renewal project, including updated washrooms with energy efficient fixtures, upgraded mechanical systems, new LED lighting and some new windows and doors.



each classroom. Students also have the opportunity to learn Ojibwe and experience First Nations, Métis and Inuit culture, which is reflected throughout the school.

A modern and friendly learning environment, Espanola High School recognizes the unique qualities of individual students and their cultures. Students gain knowledge, build cultural understanding and develop life-long learning skills. They are well prepared to meet the challenges of a diverse, global society. 

## Fast Facts



Ontario is investing more than \$23 million to support Rainbow

District School Board in completing infrastructure projects. A new JK to Grade 6 French Immersion school will be built in New Sudbury.

Other investments include a new gym for Confederation Secondary School which welcomed Grade 7 and 8 students from Pinecrest Public School in the fall of 2017, renovations to Churchill Public School to accommodate incoming students from Cyril Varney Public School, and renovations to Chelmsford Valley District Composite School to accommodate Kindergarten to Grade 6 students from Chelmsford Public School and Grades 7 and 8 students from Larchwood Public School.

*“The revitalization of Espanola High School and the new A.B. Ellis Public School is another example of our commitment to students and staff, providing excellence in education in quality facilities.”*

The building also capitalizes on the natural light, bringing added comfort and warmth to the environment.

There are many benefits to creating higher performance facilities. They not only decrease energy consumption and operating expenses, they also nurture a culture of conservation

and instill in students sustainable practices. Above all, they provide exceptional spaces to bring learning to life, incorporating the latest in technology.

At A.B. Ellis Public School, students engage in communications, collaboration, critical thinking, creativity and digital citizenship in





# Results – Levels 3 and 4

## Primary Division (Grades 1 to 3)

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Reading	- RDSB	60%	60%	66%	n/a	60%	66%
	- Prov.	66%	68%	70%	n/a	72%	74%
Writing	- RDSB	69%	68%	76%	n/a	62%	68%
	- Prov.	76%	77%	78%	n/a	74%	73%
Math	- RDSB	60%	59%	61%	n/a	54%	54%
	- Prov.	68%	67%	67%	n/a	63%	62%

## Junior Division (Grades 4 to 6)

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Reading	- RDSB	68%	71%	75%	n/a	77%	77%
	- Prov.	75%	77%	79%	n/a	81%	81%
Writing	- RDSB	64%	68%	69%	n/a	74%	74%
	- Prov.	74%	76%	78%	n/a	80%	79%
Math	- RDSB	52%	49%	49%	n/a	42%	42%
	- Prov.	58%	57%	54%	n/a	50%	50%

### RDSB Results from 2011-2017 by Sub-group

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Reading	- F	65%	64%	70%	n/a	64%	69%
	- M	55%	56%	61%	n/a	57%	63%
	- S	29%	36%	40%	n/a	33%	39%
Writing	- F	76%	73%	79%	n/a	67%	74%
	- M	62%	64%	73%	n/a	56%	62%
	- S	55%	46%	57%	n/a	44%	53%
Math	- F	64%	60%	58%	n/a	54%	55%
	- M	56%	58%	63%	n/a	53%	53%
	- S	28%	29%	28%	n/a	22%	21%

F = Female M = Male S = Special Education  
N/A – These EQAO results were not available in 2014-2015.

### RDSB Results from 2011-2017 by Sub-group

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Reading	- F	74%	76%	81%	n/a	81%	82%
	- M	62%	66%	69%	n/a	73%	73%
	- S	32%	40%	45%	n/a	44%	47%
Writing	- F	75%	80%	80%	n/a	82%	84%
	- M	54%	57%	58%	n/a	67%	65%
	- S	31%	38%	34%	n/a	41%	45%
Math	- F	58%	52%	51%	n/a	41%	41%
	- M	47%	46%	47%	n/a	44%	42%
	- S	20%	13%	18%	n/a	13%	14%

F = Female M = Male S = Special Education  
N/A – These EQAO results were not available in 2014-2015.

## Grade 9 Mathematics - Academic

		11-12	12-13	13-14	14-15	15-16	16-17
All Students - RDSB		73%	75%	78%	n/a	80%	77%
	All Students - Prov.	84%	84%	85%	n/a	83%	83%

### RDSB Results from 2011-2017 by Sub-group

		11-12	12-13	13-14	14-15	15-16	16-17
F		70%	74%	78%	n/a	79%	73%
	M	76%	77%	78%	n/a	80%	80%
	S	65%	62%	69%	n/a	65%	61%

## Grade 9 Mathematics – Applied

		11-12	12-13	13-14	14-15	15-16	16-17
All Students - RDSB		41%	43%	37%	n/a	33%	33%
	All Students - Prov.	44%	44%	47%	n/a	45%	44%

### RDSB Results from 2011-2017 by Sub-group

		11-12	12-13	13-14	14-15	15-16	16-17
F		37%	37%	36%	n/a	31%	25%
	M	43%	48%	37%	n/a	35%	37%
	S	36%	39%	34%	n/a	27%	36%

## Grade 10 Ontario Secondary School Literacy Test (OSSLT)

		11-12	12-13	13-14	14-15	15-16	16-17
Success Rate - RDSB		76%	74%	75%	76%	72%	77%
	Success Rate - Prov.	82%	82%	83%	82%	81%	81%

### RDSB Results from 2011-2017 by Sub-group

		11-12	12-13	13-14	14-15	15-16	16-17
F		84%	82%	84%	83%	79%	83%
	M	69%	67%	68%	69%	67%	71%
	S	37%	37%	44%	44%	49%	46%

Levels 3 and 4 represent the provincial standard (70 per cent or more).





# 2017-2018 Budget



## Rainbow District School Board approves \$201 million budget

Rainbow District School Board approved a budget of \$201 million for the 2017-2018 school year at its regular meeting on July 4, 2017.

The budget provides the financial framework for the ongoing implementation of Strategic Directions 2016 – 2020.

With this budget, Rainbow District School Board continues to align its expenditures with revenues for the long-term financial sustainability of the Board. The budget channels resources where they will have the greatest impact – the classroom.

In setting the 2017-2018 budget, Rainbow District School Board projected a decline of 137 full-time equivalent students for the fall of 2017, primarily at the secondary level. Enrolment was predicted to total 13,264 students.

A total of 75 per cent of the budget, or \$150.6 million, has been allocated to salaries and benefits.

The Ministry of Education has provided additional funding for the extension of contractual agreements with unionized employees as well as electricity costs and school renewal.

The 2017-2018 budget reflects the final year of revenue decreases due to the School Board Efficiency and Modernization Strategy, which was introduced by the Province three years ago to reduce surplus school space.

*Dennis Bazinet, Superintendent of Business*

## Rainbow District School Board records surplus at August 31, 2016

- ◆ Rainbow District School Board recorded a surplus for the school year ending August 31, 2016. Trustees reviewed and approved the Financial Statements at the regular meeting of the Board on December 13, 2016.
- ◆ The surplus is due to savings achieved in the budget during the school year and an updated actuarial evaluation of benefit costs.
- ◆ With the 2015-2016 Financial Statements now complete, Rainbow District School Board has been able to assess the actual impact of the first year of the Ministry of Education's School Board Efficiency and Modernization Strategy. The Board experienced a reduction of \$1.5 million in revenue because of changes in grants.
- ◆ As a result, the Board has added \$1.4 million to its accumulated reserves. These funds may be accessed to help the Board balance its budget while it continues to align expenses with revenues.
- ◆ Financial statements are available online at <http://www.rainbowschools.ca/about/financialStatements.php>

## Enrolment at a glance

- ◆ Rainbow District School Board had 13,259 students in Rainbow Schools on October 31, 2017.
- ◆ In the elementary panel, enrolment totalled 8,652 students including 5,988 in the English Program and 2,664 in the French Immersion Program.
- ◆ In the secondary panel, enrolment reached 4,607 students including 3,927 in the English Program and 680 in the French Immersion Program.
- ◆ A total of 1,623 children enrolled in Kindergarten in Rainbow Schools, a full-day program for four and five-year-olds.
- ◆ A total of 945 registered for Grade 9.
- ◆ Enrolment is calculated as full-time equivalents.

# Inclusive. Comprehensive. Focused on accountability.

2017-2018  
Budget  
Process

## Public Input

Long before budget discussions begin, the Board invites the community to provide input.

School Councils, principals, teachers, unions and the public at large are given an opportunity to share their ideas in keeping with Board priorities, not only on possible program and service enhancements, but also on ways and means of achieving ongoing savings as the Board continues to experience the impact of declining enrolment.

Ideas are reviewed and, as appropriate, forwarded to the Board for consideration as part of the budget process.

Rainbow District School Board thanks all those who provided valuable input.

## Starting Point

The 2016-2017 expenditure budget was used as the base for the 2017-2018 budget, adjusted:

- ◆ to exclude one-time budget allocations
- ◆ to include inflationary pressures such as increased utility costs
- ◆ to include contractual/statutory increases due to collective agreements
- ◆ to reflect the impact of enrolment projections on staffing
- ◆ to allow for the implementation of the 2017-2018 Special Education Plan

The 2016-2017 revenue budget was used as the base for the 2017-2018 budget, adjusted:

- ◆ to reflect 2017-2018 funding from the Province based on projected enrolment

## Did you know?

The Province of Ontario determines funding allocations for school boards.

Funding is provided by the Ministry of Education through a series of grants.

When approving its budget, Rainbow District School Board must work within the funding limitations established by the Province.

School boards must balance their budgets on an annual basis.

School boards are mandated to deliver curriculum/programs to students within the funding provided by the Province.

For more information about the 2017-2018 budget, please contact Rainbow District School Board, 408 Wembley Drive, Sudbury, Ontario P3E 1P2 | Tel: 705.674.3171 | Toll Free: 1.888.421.2661 | [rainbowschools.ca](http://rainbowschools.ca) | [info@rainbowschools.ca](mailto:info@rainbowschools.ca)

## Rainbow Schools

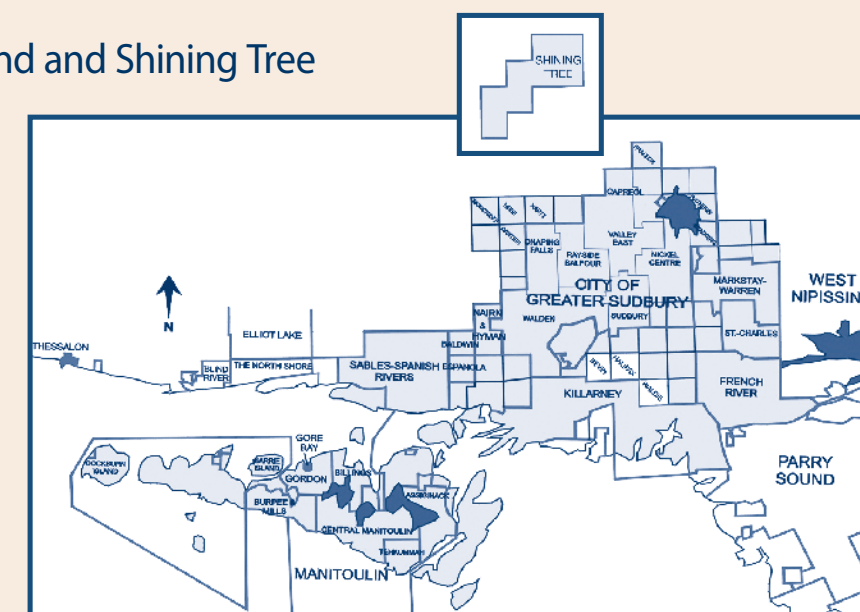
Sudbury, Espanola, Manitoulin Island and Shining Tree

Rainbow District School Board operates 33 elementary school buildings and 9 secondary school buildings in Sudbury, Espanola, Manitoulin Island and Shining Tree.

The Board also offers educational programs at Barrydowne College (a re-engagement school at Cambrian College), the N'Swakamok Native Friendship Centre, the Shkagamik-Kwe Health Centre, the Children's Treatment Centre, the Child and Adolescent Mental Health Program, Frank Flowers School and Cecil Facer Secondary School.

In Rainbow Schools, programs focus on student success from Kindergarten to Grade 12 in English and French Immersion.

Quality programs, caring teachers and a nurturing environment with a focus on character development enable students to fulfill their aspirations.



Rainbow District School Board covers a geographic area of more than 14,757 square kilometres in Sudbury, Espanola, Manitoulin Island and Shining Tree.



2016-2017 was the second year in which the Board experienced a significant loss in revenue due to the Ministry of Education School Board Efficiencies and Modernization strategy to make more efficient use of school space.

The process for school consolidations was announced on August 31, 2016.

Following consultations in six planning areas, Rainbow District School Board trustees made a decision regarding the accommodation of students during a Special Board Meeting on February 7, 2017.

The recommendations, which brought to a close accommodation reviews in Central Sudbury, Espanola, New Sudbury, Valley East, Valley North and West Sudbury, included the following:

- The building of two elementary schools:
  - a new Queen Elizabeth II Public School, JK to Grade 6, English and French Immersion
  - a new French Immersion school, JK to Grade 6, in New Sudbury

- The revitalization of one elementary school:
  - Churchill Public School, JK to Grade 6, English
- The consolidation of eight elementary schools:
  - Carl A. Nesbitt Public School - Lansdowne Public School
  - Chelmsford Public School - Pinecrest Public School
  - Cyril Varney Public School - Webbwood Public School
  - Ernie Checkeris Public School - Westmount Avenue Public School
- The revitalization of three secondary schools:
  - Chelmsford Valley District Composite School JK to Grade 8 English and French Immersion, and Grade 9 to 12 English
  - Confederation Secondary School Grade 7&8 English, and Grade 9 to 12 English and French Immersion
  - Lasalle Secondary School, Grade 7 to 12 English and French Immersion

On June 12, 2017, the Province of Ontario announced an investment of more than \$23 million for Rainbow District School Board. All projects were approved, except the new Queen Elizabeth II Public School, JK to Grade 6, English and French Immersion, which included the consolidation of Lansdowne Public School.

Personnel Complement

Our human resources are our greatest asset.

Teaching and non-teaching staff bring their individual and collective experience to the Board, making Rainbow Schools great places to learn.

Rainbow Schools - Personnel	Actual 2016-2017	Budget 2017-2018
Teaching		
Elementary Schools	570.8	584.6
Secondary Schools	346.5	344.5
Itinerant Teachers	10	10
Non-teaching		
Principals/Vice-Principals	57.6	56.3
Consultants/Coordinators	15	16
Secretaries/Clerks	78.7	74.6
Custodial/Maintenance	152.5	149.7
Noon Hour Supervisors	26	26
Designated Early Childhood Educators	56	60
Educational Assistants	151.5	162.5
Technicians	23	23
Student Services	36.5	39.5
Centre for Education	47	47
Total	1571.10	1593.70

Facilities

Since 1998, Rainbow District School Board has significantly consolidated its facilities to ensure the most effective and efficient use of space. This means less money is spent on facilities and more money is channeled directly into the classroom, where it will benefit students the most.

The following figures do not include programs operated at Barrydowne College (a re-engagement school at Cambrian College), the N'Swakamok Native Friendship Centre, the Shkagamik-Kwe Health Centre, the Children's Treatment Centre, the Child and Adolescent Mental Health Program, Frank Flowers School and Cecil Facer Secondary School.

Facilities	1998	2017-2018
Elementary Schools	45	33
Secondary Schools	12	9
Administration	5	1
Total	62	43

Sources of Revenue

Due from the Province:

a. Pupil Foundation Grant	\$ 69,250,000
b. School Foundation Grant	11,106,000
c. Special Purpose Grants	60,177,000
d. Transportation	13,411,000
e. Declining Enrolment	327,000
f. Administration and Governance	5,000,000
g. Pupil Accommodation	29,122,000
h. Debt Charges	2,164,000

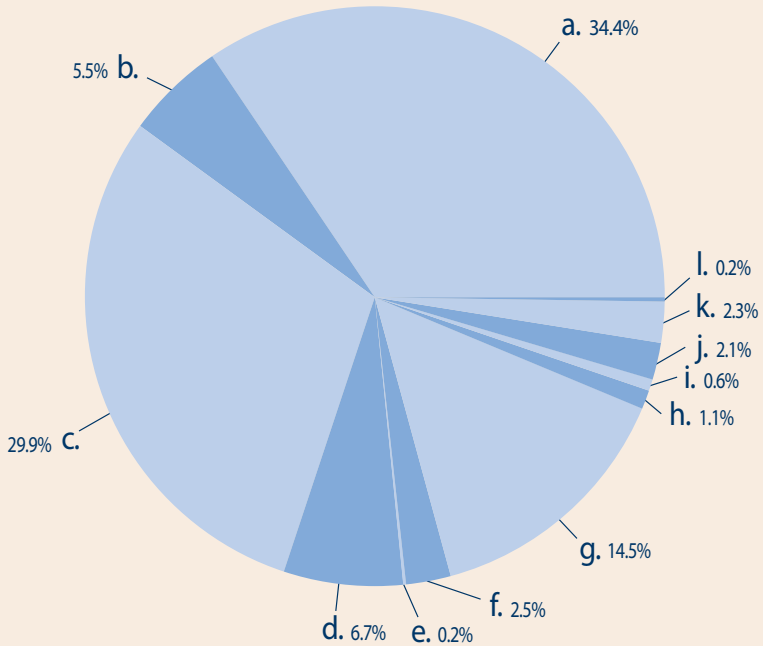
Subtotal provincial funding 190,557,000

i. Education Programs-Other 1,302,000

Total provincial funding 191,859,000

j. First Nation Education Service Agreements	4,133,000
k. Reserve Funds	4,568,000
l. Miscellaneous	481,000

Total revenue \$ 201,041,000



Expenses: What Goes Where

How the Board allocates its budget to have the greatest impact on the classroom.

Expenses by object:

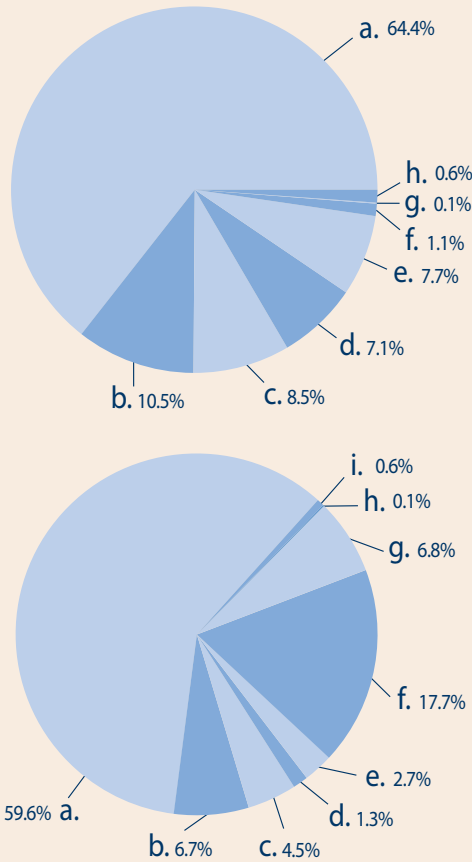
a. Salaries	\$ 129,487,000
b. Employee Benefits	21,100,000
c. Supplies and Services (including professional learning)	17,136,000
d. Capital and Replacements	14,208,000
e. Fees and Contracts	15,450,000
f. Debt Charges	2,164,000
g. Other	194,000
h. Education Programs-Other	1,302,000

Total expenses \$ 201,041,000

Expenses by function:

a. Instruction	\$ 119,894,000
b. School Management	13,374,000
c. Student Support Services	8,956,000
d. Teacher Support Services	2,678,000
e. Administration and Governance	5,413,000
f. Pupil Accommodation	35,584,000
g. Transportation	13,647,000
h. Other	193,000
i. Education Programs -Other	1,302,000

Total expenses \$ 201,041,000



Expenses by function

a. Instruction:

Money spent directly in the classroom, on teachers and textbooks.

b. School Management:

Principals, Vice-Principals, School Secretaries and office supplies.

c. Student Support Services:

Computer Technicians, Library Technicians, Library teachers and Guidance teachers.

d. Teacher Support Services:

Coordinators and Consultants who provide program support to teachers in schools, benefiting all students.

e. Administration and Governance:

Centre for Education staff as well as Trustees.

f. Pupil Accommodation:

The cost to operate, maintain and renovate Board buildings, primarily schools.

g. Transportation:

Student busing to and from school.



# Recognition

## Rainbow District School Board honours excellence at awards celebration

### AWARDS FOR OUTSTANDING CONTRIBUTION TO THE CO-CURRICULAR PROGRAM



Judy Roberts  
Volunteer  
Elementary  
Track and Field



Darlane McKetsy  
Volunteer  
Elementary  
Track and Field



Wayne Jermyn  
Volunteer  
Elementary  
Track and Field

### BARBARA KONAREK MEMORIAL AWARD



Monique Whitmore  
Teacher  
Lansdowne  
Public School

### WILLIAM N. ROMAN TEACHER OF THE YEAR AWARD



Brenda MacDougall  
Teacher  
Princess Anne  
Public School

### COMMUNITY PARTNERSHIP AWARD



Randy Pascal

### GO GREEN GLOBE AWARDS



Espanola  
High School



C.R. Judd  
Public School

### AWARDS FOR EXCELLENCE



Melanie Bertrand  
Teacher  
Lo-Ellen Park  
Secondary School



Angela Bertuzzi  
Educational Assistant  
Queen Elizabeth II  
Public School



Cindy Blanchard  
Teacher  
Chelmsford  
Public School



Luciana Muscolino  
Cleaner  
Princess Anne  
Public School



Dr. Tiffany Roberts  
Curriculum  
Coordinator  
Centre for Education



Ramona Shawana  
Aboriginal  
Support Worker  
Queen Elizabeth II  
Public School



Sherri Toope  
Teacher  
Little Current  
Public School



Dayle Wright  
Administrative  
Assistant  
Charles C. McLean  
Public School

25 YEARS OF SERVICE

Liane Antonio  
Robert Arsenault  
Janelle Bast  
Barbara Beaton  
Michael Bellrose  
Diane Boulanger-Paquette  
Corrine Cacciotti  
Johanna Campbell-Friesen  
Lauri Christison  
Danny Cirella  
Sharlene Cranston-Kay  
Sheryl Crepeau  
Andre Daoust  
Donna Duplessis  
Lexia Ferguson  
Heather Gaffney  
Heidi Graf  
Andrée Hanson  
Karen Jones  
Angela Kusturin

Andrea Larsen  
Sheridawn Maloney  
Leslie Marshall  
Manon Martin  
Jeff McKibbin  
Sylvie Michaud-Small  
Mike Mirka  
Tracy Moggy  
Lynne Montpellier  
Linda Morgan  
Joanne Noël  
Anne Quesnel  
Dean Riggs  
Daniel Rousseau  
Diane Santala  
Penny St. Amour  
Valerie Whitehead  
Tracey Whitehouse  
Tony Yachuk

35 YEARS OF SERVICE

Karlene Scott  
Frank Katarincic  
David Hopton  
Larry Steinke

Confederation raises \$3,700 to enhance care for students affected by poverty

Rainbow Schools collect 5,500 clothing items for families

Valley View plants 1,000 tulips in honour of Canada's 150<sup>th</sup> birthday

Rainbow instrumental music groups capture top honours at national level

Joan Mantle Music Trust reaches \$200,000

Central Manitoulin Public School receives \$10,000 MusiCounts Band Aid Grant

Lo-Ellen Park Senior Girls' Basketball Team earns bronze at OFSAA

Pinecrest student appointed to Minister of Education's Student Advisory Council

Rainbow Schools raise \$4.4 million in 2016-2017

Lasalle LANCERobotics take bronze at Ontario Technological Skills Competition

Charles C. McLean receives \$25,000 in new technology from Staples Canada

Algonquin student achieves perfect score in prestigious math contest

Princess Anne Public School receives \$10,000 technology grant from Best Buy Canada

Rainbow Schools collect 257,942 items for area food banks

Lasalle students among Top 20 finalists in provincial Make Your Pitch competition

Algonquin students earn medals in Skills Ontario Provincial Championships

Rainbow students attend 100<sup>th</sup> Anniversary of Vimy Ridge in France

MacLeod Public School student receives Bronze medal at Canada-Wide Science Fair







**Baath, Navjeet**  
Sudbury Multicultural and Folk Arts Association  
Outstanding Community Service Award  
Laurentian University 35th Anniversary  
President's Scholarship

**Bélanger, Alyssa**  
Andrea, Melanie, and Stephanie Raaska-Bran  
Memorial Award

**Black, Holly**  
Principal's Pursuit of Excellence Award  
Laurentian University Academic Award of Excellence

**Bruni, Kyla**  
Lo-Ellen Park Staff Award

**Buchowski, Riley**  
Northern Uniform Merit Award  
Ontario Principals' Council Award

**Bursey, Liam**  
Laurentian University Leadership Award  
Marasco Creative Design Award  
Specialist High Skills Major Award  
Laurentian University Entrance Scholarship  
for Academic Merit  
Sudbury Labour Council Scholarship

**Caswell, Allison**  
Joseph Bacon Elite Athlete Award  
Specialist High Skills Major Award  
University of Toronto Book Award

**Cranston, John**  
Cambrian College Secondary School  
Achievement Award

**Cummings, Katie**  
Lo-Ellen Park Staff Award

**Czapor, Helen**  
Sudbury Multicultural and Folk Arts Association  
Outstanding Community Service Award

**Dahmer, Caleb**  
Lo-Ellen Park Alumni Scholarship

**Dawson, David**  
Vale Award

**Dodds, Christopher**  
Wilfrid Laurier Entrance Scholarship  
R. K. Arora Scholarship

**Dugdale, Nathan**  
Dalron Homes Award

**Ferguson, Emily**  
Vivre en Français Award  
Deluxe Nails & Spa Award  
Dean's Merit Scholarship – University of Ottawa

**Finley-Dolynchuk, Taylor**  
Lo-Ellen Park Knight Award

**Gasteiger, Maglyn**  
Lo-Ellen Park Graduation Foundation Award

**Gibson, Samantha**  
Maslack Supply Ltd. Award

**Gilchrist, Jenna**  
Lo-Ellen Park Knight Award

**Giles, Braeden**  
Lo-Ellen Park Special Merit Award

**Gosselin, Natasha**  
Carleton University Entrance Scholarship

**Gran, Megan**  
NORSE Robotics and Innovation Award

**Grebe, Danielle**  
Harvey's Mallette Food Service Co-op Award

**Hick, Matilda**  
IODE Deeda Cook Award  
Lo-Ellen Park Graduation Foundation Award

**Hill, Sarah**  
East Side Mario's Co-operative Education Award

**Iturregui, Enara**  
Ken Cameron Memorial Award  
Lieutenant Governor's Community Volunteer Award  
McMaster University Entrance Award

**Kellestine, Madison**  
Lo-Ellen Park School Advisory Council Award  
Laurentian University Academic Excellence Award

**Khoury, Leila**  
Modern College Scholarship

**King, Kiersten**  
Vrab's Your Independent Grocer Award

**Kurke, Josue**  
Huntington University Civic Engagement Award  
Most Outstanding Student Award, Male  
Science North Science Award

**Kwan, Wesley**  
Lo-Ellen Park Graduation Foundation Award  
University of Waterloo President's Scholarship

**Lacko, Gracen**  
Lo-Ellen Park Alumni Scholarship

**Lammi, Hunter**  
Maslack Supply Ltd. Award

**Lemon, Amy**  
Lo-Ellen Park Knight Award

**Loewen, Kalea**  
YMCA Employment Services Award

**Marti, Florence**  
Vivre en Français Award

**Masood, Mariam**  
John Cook Award

**Monet, Zoe**  
Principal's Pursuit of Excellence Award

**Mullin-Bélanger, Zoë**  
Lo-Ellen Park School Advisory Council Award

**Nykilchyk, Jack**  
James Wendler Technological Award

**Orok, Gavin**  
Vicki Dale Prize for Excellence in Mathematics  
Vivre en Français Award

**Perry, Taiya**  
Laurentian University Academic Scholarship

**Prevost, Tyler**  
John Cook Award

**Ranta, Emily**  
Doris Thompson Lane Memorial Scholarship  
Ken Cameron Memorial Award

**Richards, Kate**  
Lifetouch Canada Award  
Specialist High Skills Major Award

**Sakah, Muad**  
Metal-Air Bursary

**Smith, Megan**  
Compass Group Innovation Award  
Entrance Scholarship – Guelph University  
Linamar Engineering Entry Scholarship

**Suitor, Jeffrey**  
Dean's Excellence Award, McMaster University  
IODE Deeda Cook Award  
Undergraduate Summer Research Award,  
McMaster University  
Vale Award

**Visneskie, Stephanie**  
Harvey Mallette Food Service Co-op Award

**Whitehead, Brett**  
Western University Scholarship of Distinction

**Whitehead, Samantha**  
Sudbury Mine Mill & Smelter Local #598 Award

**Wright, Jaiden**  
Andrea, Melanie, and Stephanie Raaska-Bran  
Memorial Award

**Yao, Katie**  
Alumni Leadership Award  
Buzzy Brown's Brasserie Merit Award  
Loran Finalist Award

**Zmijowskyj, Nicholas**  
Most Outstanding Student Award, Female  
OSTA AECO Student Trustee  
Western University Entrance Scholarship  
Vale Scholarship

## MANITOULIN SECONDARY SCHOOL

**Assinewai, Sasha**  
Earle Gilmore Memorial Bursary  
Technical Trade Apprenticeship Bursary

**Beaudin, Roger**  
Lakeview School Bursary  
M'Chigeeng First Nation Board of Education Bursary  
Manulife Bursary

**Bond, Luke**  
Shane Debonang Memorial Bursary  
Gordon & Barrie Island Municipality Bursary  
Ice Lake Community Bursary

**Bowerman, Dexter**  
Central Manitoulin Township, Ward 1 Bursary  
Millennium Bursary

**Cadieux, Nicole**  
Irene Goltz Memorial Bursary  
Mindemoya United Church Scholarship

**Chapman, Daniel**  
Lions Club of Little Current Bursary  
Manitoulin Centennial Manor Auxiliary Bursary  
Mindemoya Hospital Auxiliary Bursary

**Chapman, Maxwell**  
All Saints Anglican Church Bursary  
Manitoulin Health Centre Auxiliary Bursary  
Manitoulin Secondary School Students' Council Bursary  
Northeastern Manitoulin and Islands Bursary

**Corbiere, Madelyn**  
Manitoulin Chiropractic Clinic Bursary  
Manitoulin Health Centre Auxiliary Bursary  
Mindemoya Hospital Auxiliary Bursary  
Royal Canadian Legion, Ladies Auxiliary Bursary

**Craig, Matthew**  
Meeker's Management Services Bursary  
Rona Home Centre Bursary

**Cranston, Kylie**  
Manitoulin Transport Scholarship Award  
Specialist High Skills Major Award – Arts & Culture  
Twilight Club of Providence Bay Bursary

**Cristo, Jordan**  
Lions Club of Little Current Bursary  
Northeastern Manitoulin & the Islands Bursary

**Dawson, Rebecca**  
Douglas Allen Bursary  
Art Department Award  
Campbell Horticultural Society Bursary

**Deeg, Brett**  
Burpee & Mills Municipality Bursary  
Manitoulin Community Fitness Centre Bursary

**Dewar, Grace**  
Central Manitoulin Public School Bursary  
Coral & John Collins Bursary  
Manitowaning Home Hardware Bursary  
Marion Seabrook Memorial Bursary  
Seeds of Joy Bursary

**Didur, Nadia**  
Gordon & Barrie Island Municipality Bursary  
Lifetouch School Services Bursary  
Manitoulin Radio – FM100.7 Bursary

**Escario, Hugh**  
Gwen Middaugh-Young Memorial Bursary  
Mindemoya Hospital Auxiliary Bursary

**French, Alexis**  
Royal Canadian Legion Branch #177 Bursary  
Royal Canadian Legion, Ladies Auxiliary Bursary  
United Chief & Council Bursary

**Gauthier, Brett**  
Assignack Municipality Bursary  
Marcel & Wendy Gauthier Bursary  
Manitowaning Home Hardware Bursary

**Genereux, Robin**  
Art Department Award  
M'Chigeeng First Nation Chief & Council Bursary  
Manitoulin Fine Arts Bursary  
United Chief & Council Bursary

**Gillespie, Katie**  
Gore Bay Child Care Bursary  
Mindemoya Missionary Church Bursary

**Golder, Tristan**  
Har-Cor Diesel Bursary  
Royal Canadian Legion Branch #177 Bursary

**Gordon, Alexa**  
Central Manitoulin Township, Ward 2 Bursary  
Little Current Medical Associates Bursary  
Spring Bay Pentecostal Church Bursary

**Gordon-Corbiere, Menny**  
Anne Debassige Memorial Bursary  
M'Chigeeng First Nation Board of Education Bursary  
M'Chigeeng First Nation Chief & Council Bursary

**Haner, Benjamin**  
A.J. Bus Lines Ltd. Award  
Lions Club of Central Manitoulin Bursary

**Hnatyshen, Emily**  
BMO, Bank of Montreal Bursary  
Lyons Memorial United Church Bursary  
Manitoulin Transport Scholarship Award

**Hovingh, Nathan**  
Manitoulin Minor Hockey Bursary  
Manitowaning Figure Skating Club Bursary  
Manitowaning Guardian Pharmacy Bursary

**Hughson, Kayla**  
Lions Club of Southeastern Manitoulin Bursary  
Bruce Pope Memorial Bursary  
Tom White Memorial Bursary

**Jordison, Jessica**  
All Saints Anglican Church Bursary  
Little Current Guardian Pharmacy Bursary  
Manitoulin Family Resources Bursary  
Joan Mantle Music Trust Award  
Masonic Lodge Education Bursary

**Kay, Terry**  
Pro-Gas Energy Services Bursary  
Tehkummah Township Bursary  
Tehkummah Triangle Club Bursary

**Lanktree, Kennedy**  
Lions Club of Central Manitoulin Bursary  
Ice Lake Community Bursary  
Little Current Fish & Game Bursary  
Royal Canadian Legion Western Manitoulin Bursary

**Leblanc, Liam**  
Domtar Inc. Scholarship  
Lions Club of Central Manitoulin Bursary

**Lentir, Robin**  
Bill & Betty Ferguson Memorial Bursary  
Lions Club of Western Manitoulin Bursary

**LiSancho, Kristopher**  
Carl Brown & Sons Bus Lines Bursary  
Island Foodland Bursary  
Scott Veterinary Services Bursary

**McAllister, Evelynnn**  
Community Living Manitoulin Bursary  
Family Studies Bursary  
Manitoulin Central Family Health Team Bursary

**Merrylees, Karissa**  
Channelview Drop-In Centre Bursary  
Pearl Laura Finch Memorial Bursary  
Governor General Academic Award  
Dr. R.B. & J.B. McQuay Memorial Scholarship

**Moreau, Jacob**  
Manitoulin Secondary School Bursary  
Mindemoya Hospital Auxiliary Bursary  
Rainbow Student Senate Bursary  
Science North Science Award

**Noble, Carter**  
Town of Gore Bay Bursary  
Ted Jackson Memorial Bursary  
Tom Porter Memorial Bursary

**Odjig, Ronson**  
Joey Fox Memorial Bursary  
Manitoulin Secondary School Three Fires Scholarship

**Oswald, Courtney**  
Marcel & Wendy Gauthier Bursary  
Manitoulin Cattleman's Association Bursary  
Tehkummah Township Bursary  
Tehkummah Triangle Club Bursary

**Patterson, Sean**  
AJ Bus Lines Ltd. Bursary  
Billings Municipality Bursary

**Pierce, Zada**  
Aundeck Omni Kaning First Nation Bursary  
Compass Group – Chartwells Food Bursary  
UCCM Anishnaabe Police Services Bursary

**Poitrass, Camille**  
O.G. Davies Memorial Bursary  
United Chief & Council Bursary  
Rotary Club of Gore Bay Bursary  
Royal Canadian Legion Western Manitoulin Bursary

**Pulsifer, Jeremiah**  
Bill & Betty Ferguson Memorial Bursary  
Manitoulin Secondary School Staff Bursary  
John & Jennie McCulloch Memorial Bursary

**Rancourt, Nicolas**  
Manitoulin Secondary School Staff Bursary  
Turner's of Little Current Bursary  
Vale Award

**Ray, Liam**  
Gore Bay Manitoulin Lodge Auxiliary Inc. Bursary  
Anne Debassige Memorial Bursary

**Scott, David**  
Central Manitoulin Public School Bursary  
Domtar Inc. Scholarship  
Manitoulin Snowbusters Award  
Writer's Craft Award

**Scott, William**  
Big Lake Community Association Bursary  
Big Lake Women's Institute Bursary  
John Budd Memorial Bursary  
Central Manitoulin Township, Ward 3 Bursary  
Manitoulin Secondary School Staff Bursary  
John Strickland Memorial Bursary

**Secord, Nicholas**  
Compass Group – Chartwells Food Bursary  
Marguerite Joyce Memorial Bursary

**Slomke, Tori**  
Mindemoya Hospital Auxiliary Bursary  
Marjorie Young Memorial Bursary

**Thompson, Shalyne**  
Mindemoya Hospital Retired Staff Bursary  
Christopher & Loraine Stewart Bursary

**Tuerk, David**  
Northern Credit Union Bursary  
Wes Parkinson Memorial Bursary

**Turner, Mackenzie**  
Friends of Misery Bay Steve & Rita Hall  
Memorial Bursary  
Gordon Women's Institute Rev. Munro Bursary  
Ice Lake Community Bursary  
Little Current Fish & Game Bursary  
Royal Canadian Legion Western Manitoulin Bursary

**Woestenenk, Connor**  
OG Davies Memorial Bursary  
Dumond Bursary  
Order of the Eastern Star, Spanish River Chapter Bursary  
Arla Thibault & Mike Pearson Memorial Bursary

**Young, Tyra**  
Pro-Gas Energy Services  
Tehkummah Township Bursary  
Tehkummah Triangle Club Bursary

## SUDBURY SECONDARY SCHOOL

**Bechamp, Chris**  
Award of Excellence  
Lifetouch School Services Bursary

**Chenier, Alicia**  
Sudbury Secondary School Staff Award  
Student Merit Award

**Chomiak, Stephen**  
Sudbury Secondary School Engaging in Math Award  
Student Merit Award  
Media Arts Innovation Award  
VALE Math Award

**Collin, Kaylyn**  
George Stelmack Music Award

**Davie, Kieran**  
Compass Language and Communication Award  
Jack and Majia Cerning Mathematics Award

**Dufour, Cassandra**  
Compass Language and Communication Award  
Sudbury Secondary School Staff Award

**Edman, Breanne**  
College Boréal Entrance Scholarship

**Fox, Krissy**  
High-Tech Class of '74 Reunion Bursary  
J.B. Wallace Award  
Joyce Foundation Access Bursary

**Gould, Ethan**  
Compass Student Success Award

**Grano, Samantha**  
Combined Insurance Company of America Award  
Kathleen Russell Award for French  
Lions Club of Sudbury Award  
Vivre en Français FSL Award of Merit  
Wama Timlock Award for the Arts

**Horvath, Holly**  
Laurentian University Academic Excellence Award  
Northern Life Writer's Craft Award  
Sudbury Secondary School  
Parent Involvement Committee Award

**Kotila, Katlyn**  
Arts Education 30th Anniversary Reunion Award  
Dance Award of Excellence  
Rachel and Sarah Martin Achievement Award  
Specialist High Skills Major Award – Arts & Culture  
Sudbury Secondary School  
Parent Involvement Committee Award

**Labelle, Taylor**  
Denise Michalak Memorial Award

**Lafortune, Jeffrey**  
Robert Gawalko Award

**Lalande, Brett**  
Laurentian University Entrance Scholarship  
Lions Club of Sudbury Award  
Mason Poratto-Mason LLP Law Award  
Sudbury Secondary North Star Award

**Limbu, Hangma**  
Compass Literacy Award

**Livingstone, Coyo**  
Sudbury Secondary School Staff Award

**Loiselle, Abby**  
Harry Melnychuk Centennial Bursary  
Lions Club of Sudbury Award

**Marshall, Austin**  
Harry Melnychuk Centennial Bursary  
High-Tech Class of '74 Reunion Bursary

**Martin, Jonathan**  
Evans Lumber Construction Technology Award

**MacDonald, Brittney**  
Award of Excellence  
F.J. Costigan Alumni Award  
Jack and Majia Cerning Award for Chemistry  
Sudbury Secondary School Health Sciences Award  
Tersichore Dance Award  
VALE Mathematics Award

**McGregor, Madeleine**  
Sudbury Secondary School Dramatic Arts Award  
Winhghash Sweetgrass Award

**Morin, Krystyn**  
Laurentian University Entrance Scholarship  
Sudbury Secondary School  
Cooperative Education Award

**Myre, Joshua**  
High-Tech Class of '74 Reunion Bursary

**O' Hara, Raili**  
High-Tech Class of '74 Reunion Bursary

**Pitfield, Brianna**  
Sudbury Secondary School  
Visual Arts Innovation Award

**Proulx, Tessa**  
Award of Excellence  
Lifetouch School Services Award  
YMCA Employment Services Award

**Purcell, Zachary**  
E. J. Wiley Music Award

**Rainville, Carter**  
Northern Life Writer's Craft Award  
Sudbury Secondary School  
Media Arts Innovation Award

**Rancourt, Celine**  
High-Tech Class of '74 Reunion Bursary  
Robert Gawalko Award

**Semeniuk, Taylor**  
Compass English Excellence Award  
Compass Mathematics Award  
VALE Science Award

**Shambook-Vickery, Emmalee**  
Combined Insurance Company of America Award  
Compass Vocal Music Award  
Science North Science Award  
Sudbury Secondary School  
Technical Achievement Award

**Tkachuk, Kaitlin**  
Lions Club of Sudbury Award  
Performing Dance Troupe Award of Excellence  
Sudbury Secondary School  
Engineering Innovation Award  
VALE Science Award

**Tremblay, Callista**  
Cambrian College Secondary School  
Achievement Award  
Mitchell Mayes Memorial Award  
Student Merit Award

**Triumph, Rebecca**  
Laurentian University Entrance Scholarship  
Lifetouch School Services Bursary

**West, Mallory**  
Laurentian University Entrance Scholarship

**Willis, Jasmine**  
Denise Michalak Memorial Award  
Laurentian University Entrance Scholarship  
Northern Cancer Research Foundation Award  
Sudbury Secondary School  
Cooperative Education Award

## 2016 - 2017 Ontario Scholars

### BARRYDOWNE COLLEGE

Byers, Kaitlyn  
Dominic-Hoppe, Dietrah  
Loon, Tory  
Thomas, Aaron  
Trim, Taylor

### CHELMSFORD VALLEY DISTRICT COMPOSITE SCHOOL

Bastien, Ramsy  
Campbell, Katrina  
Dawson, Brianna  
Gillis, Thomas  
Guse, Rebecca  
Hemburff, Nicholas  
Thompson, Keara

### CONFEDERATION SECONDARY SCHOOL

Ainsworth, Jack  
Au-Yeung, Paul  
Bafaro, Nicole  
Bailey, Emma  
Beeson, Mykayla  
Bertrand-Guindon, Maxwell  
Bignucolo, Benjamin  
Bleach, Logan  
Boileau, Kade  
Boucher, Amanda  
Brabant Shane, Emily  
Bryon, Kayla  
Daigle, Catherine  
Dryden, Dylan  
Gagne, Robyn-Lacey  
Geauvreau-Lowe, Faith  
Greenslade, Taylor  
Hunt, Janna  
Lacourciere, Nicolette  
Lalonde, Emily  
LeBlanc, Hannah  
Leger, Amy  
Liinamaa, Kendra  
Little, Austin  
MacKenzie, Megan  
Metzger, Alandra  
Nevins-Ranger, Serenah  
Nolan, Julia  
Noland, Riley  
Poulin, Griffin  
Poulin-Fortier, Jamie  
Power, Drewe  
Rocca, Kaitlyn  
Scarow, Regan  
Smith, Mackenzie  
Smuland, Stephanie  
St.Louis-St.Pierre, Devun  
Thompson, Kyle  
Trottier, Jack  
Whealy-McMillen, Emily  
White, Kaitlyn

### ESPANOLA HIGH SCHOOL

Auge, Sophie  
Beaudoin, Madison  
Brasch, Michael  
Crack, Katie-Lynn  
Deschamps, Victoria  
Duff, Andrew  
Houle, Olivia  
Kirkham, Bryanna  
Lamontagne, Emma  
Lapierre, Jaydon  
Lecours, Halie  
Leeney, Maevea  
Mailoux, Seth  
Manitowabi, Anton  
McGregor, Theron  
Mitroff, Carter  
Nadeau-Bissonnette,  
Maxime  
Patenau, Avery  
Richer, Ryan  
Selinger, Graeme

### LASALLE SECONDARY SCHOOL

Bertrand, Lindsay  
Bonhomme, Vincent  
Brouse, Kaedyn  
Chamberland, Joshua  
Chaudhary, Anaum  
Coyne, Amy  
Donaldson, Jeffrey Jakob  
Fong, Kyle  
Grant, Kyle  
Grenier, Juliann  
Haddad, Spencer  
Heidman, Camryn  
Hellstrom, Karly  
Hempel, Alyssa  
Irwin-Burns, McKenna  
Jenkins, Tamara  
Kaenthongrath, Selena  
Keaney, Kate  
Kemenin, Taylor  
LeBreton, Keeley  
Legault, Amy  
Lekun, Mikayla  
McBain, Sydney  
McKelvie, Lauryn  
Millar, Kyle  
Munro, James  
Palmer, Dara  
Passi, Kara  
Pilon, Stephanie  
Riemer, Quinn  
Robbins, Matthew  
Romero, Gabriela  
Short, Emily  
Showers, Haley  
Walia, Cassyra  
Zinger, Rebekah

### LIVELY DISTRICT SECONDARY SCHOOL

Carter, Abby  
Closs, Liam  
deBurger, Brennen  
Desjardins, Zachary  
Dudar, Alicia  
Fairbairn, Darien  
Gingra, Cassandra  
Hagen, Bastiaan  
Hambley, Joel  
Hawes, Jamie  
Hopkins, Russell  
Huffman, Joel  
Kelly, Connor  
Lalonde, Emerick  
Makinen, Emma-Liisa  
McDermid, Leah  
Ongarato, Ryley  
Patrick, Teri  
Reed, Megan  
Rouleau, Ryan  
Russell, Christopher  
Simpson, Ben  
St. Jean, Michaela  
Talevi, Jasmine  
Whealon, Bryce  
Zyma, Morgan

### LOCKERBY COMPOSITE SCHOOL

Adam, Kaitlyn  
Armstrong, Emily  
Aulakh, Amyka  
Barry, Philip  
Beaudry, Lauren-Ashleigh  
Boissonneault, Kailyn  
Bouthillier, Alexandre  
Burton, Alexandra  
Caddel, Katherine  
Castonguay, Emily  
Chan, TSZ  
Chauvin, Jenna  
Cranmer-Bobbie, Elijah  
Del Rosario, Marisa  
Delaire, Gillian  
Dineen-Hass, William  
Duguay, Seth  
Duhamel, Evan  
Dupuis-Gauthier, Ramsey  
Fiset, Matthew  
Fraser, Liam  
Fraser-Elliott, Cullen  
Gaudet, Jonathan  
Gauvin, Nathan  
Gies-MacNeil, Brodie  
Giommi, Noah  
Golden, Brock  
Gosselin, Riley  
Hamalainen, Kaitlyn  
Hancharyk, Sarah  
Hourtovenko, Tayler  
Irvine, William  
Jameus, Alicia  
Jesso, Keisha  
Kamerbeek, Taya  
Kuchtaruk, Matthew  
Lalonde, Brett  
Loiselle, Abby  
Gran, Megan  
Grebe, Danielle  
Hick, Matilda  
Iturregui, Enara  
Kellestine, Madison  
King, Kiersten  
Kurke, Josue  
Kwan, Wesley  
Laframboise, Karlee  
Lammi, Hunter  
Lemon, Amy

Lefebvre, Selena  
Lett, Tyler  
Lizzi, Kristopher  
MacLean, Connor  
MacLeod, Michael  
Maki, Sarah  
Marcotte, Alexandre  
Martel, Brandon  
McDougal, Marley  
McDougall, Emma  
Muisse-Macdonald, Ceilidh  
Murphy, Thomas  
North, Brianna  
Ouellette, Carter  
Pandolfo, Christina  
Pappano, Bianca  
Potvin, Megan  
Poulin, Samantha  
Powers, Braeden  
Pushman, David  
Ransom, Marley  
Ratnayake Mudiysanselage,  
Rasathma  
Regimbal, Lilah  
Roberts, Vanessa  
Ross, Connor  
Smith, Rudi  
Stevens, Jillian  
Thompson, Zachary  
Vincent, Amy  
Walker, Lindsay  
Wiebes, Taylor  
Wilkinson, Taylor  
Wisniewski, Jack  
Zucconi, Sarah

### MANITOULIN SECONDARY SCHOOL

Argue, Tyler  
Beaudin, Eden  
Bondi, Sabrina  
Campbell, Michelle  
Cooper, Jacqueline  
Fownes, Lacey  
Gauthier, Garret  
Hayden, Thomas  
Hester, Shelby  
Hutchinson, Hanna  
Kiley, Brynn  
Leblanc, Hailey  
Legge, Dakota  
Lewis, Logan  
MacDonald, Rebecca  
Marshall, Jessica  
Mastelko, Bryce  
Moreau, Noah  
Ogbamichael, Yohana  
Renwick, Kristina  
Rohn, Lauren  
Sayyae, Bradly  
Smith, Alexander  
Torkopoulos, Evan  
VanderWeerden, Haley  
Wiwchar, Thomas

### SUDBURY SECONDARY SCHOOL

Chomiack, Stephen  
Forsyth, Jessica  
Grano, Samantha  
Kotila, Katlyn  
Lalonde, Brett  
Loiselle, Abby  
MacDonald, Brittney  
McCormick, Cassidy  
Pitfield, Brianna  
Proulx, Tessa  
Rainville, Carter  
Raymond, Aidan  
Semeniuk, Taylor  
Shambook-Vickery,  
Emmalee  
West, Mallory  
Willis, Jasmine



**ELEMENTARY SCHOOLS - SUDBURY AREA**

School	Principal	Telephone
Adamsdale Public School	Jodie Pakkala	705.566.6020
Alexander Public School (FI)	Denise Goodmurphy	705.675.5961
Algonquin Road Public School	Cathy Nursall	705.522.3171
C.R. Judd Public School	Susan Cousineau	705.671.5953
Carl A. Nesbitt Public School (FI)	Jim Wachnuk	705.566.3935
Chelmsford Public School (FI & EP)	Enza MacEachern	705.671.5945
Chelmsford Valley D.C.S. (Grade 7 & 8 - FI & EP)	Pamela Potvin	705.675.0225
Churchill Public School	Dave Farrow	705.566.5130
Confederation Secondary School (Grade 7 & 8)	Pablo Gil-Alfau	705.671.5948
Copper Cliff Public School	Kendra Mihell	705.682.4721
Cyril Varney Public School	Jacques Mantha	705.566.2424
Ernie Checkeris Public School (FI)	Jim Wachnuk	705.566.7610
Lansdowne Public School (FI & EP)	Lisa Piquette	705.675.6451
Larchwood Public School	Elizabeth Mack	705.671.5944
Levack Public School (FI & EP)	Stephen Winckel	705.671.5943
Lively District Secondary (Grade 7 & 8 - FI & EP)	Leslie Mantle	705.692.3671
MacLeod Public School	Kerri Monaghan	705.522.8040
Markstay Public School	Nadia Berardelli	705.671.5946
Monetville Public School	Kim Boulanger	705.898.2785
Northeastern Elementary School (FI & EP)	Randy Wallingford	705.675.0204
Princess Anne Public School	Danielle Williamson	705.673.6516
Queen Elizabeth II Public School	Paula Mackey	705.675.6198
R.H. Murray Public School	Trevor Dewit	705.671.5942
R.L. Beattie Public School (FI)	Paul Dupont	705.522.7178
Redwood Acres Public School	Mark Patterson	705.675.0202
Valley View Public School (FI)	Christine Chisholm	705.671.5956
Walden Public School (FI & EP)	Chris Bourré	705.692.3602
Westmount Avenue Public School (FI)	Gisèle LaLonde	705.566.1770

**SECONDARY SCHOOLS - SUDBURY AREA**

School	Principal	Telephone
Barrydowne College (Re-engagement school) (For students ages 18 to 20 who want to return to school)	Kristina Rivard Gobbo	705.566.2302
Chelmsford Valley District C.S.	Pamela Potvin	705.675.0225
Confederation Secondary School (FI & EP)	Pablo Gil-Alfau	705.671.5948
Lasalle Secondary School (FI & EP)	Maureen McNamara	705.566.2280
Lively District Secondary School Innovative Integrated Technology Program	Leslie Mantle	705.692.3671
Lockerby Composite School (FI & EP) Science Technology Education Program	Craig Runciman	705.522.1750
Lo-Ellen Park Secondary School (FI & EP) International Baccalaureate Program	Jeff McKibbin	705.522.2320
Sudbury Secondary School (FI & EP) Arts Education Program	Bob Deeth	705.674.7551

**ELEMENTARY SCHOOLS - ESPANOLA AREA**

School	Principal	Telephone
A.B. Ellis Public School	Michael Bellrose	705.869.1651
S. Geiger Public School	Cori Pitre	705.865.2052

**SECONDARY SCHOOL - ESPANOLA AREA**

School	Principal	Telephone
Espanola High School	Marty Punkari	705.869.1590

**ELEMENTARY SCHOOLS - MANITOULIN ISLAND**

School	Principal	Telephone
Assignack Public School	Maria Bouwmeester	705.368.7010
Central Manitoulin Public School	David Wiwchar	705.368.7005
Charles C. McLean Public School	Tracey Chapman	705.368.7015
Little Current Public School	Christy Case	705.368.2932

**SECONDARY SCHOOL - MANITOULIN ISLAND**

School	Principal	Telephone
Manitoulin Secondary School	Jamie Mohamed	705.368.7000

**ELEMENTARY SCHOOL - SHINING TREE**

School	Principal	Telephone
M.W. Moore Public School	John Capin	705.263.2038

**SECONDARY SCHOOL - SHINING TREE**

School	Principal	Telephone
M.W. Moore Secondary School	John Capin	705.263.2038

**OTHER SCHOOLS, PROGRAMS AND SERVICES**

School/Program/Service	Principal/Contact	Telephone
Alternative Program Elementary	James Norrie	705.674.1221
Cecil Facer Secondary School	Mike Mirka	705.522.0196
Community Use of Schools	Kathy Longarini	705.674.3171 ext. 7227
Adult Day School	Bob Deeth	705.675.5481
Child and Adolescent Mental Health Program	James Norrie	705.674.1221
Co-operative Education	Dana Kinsella	705.688.0888
Frank Flowers School Program	Mike Mirka	705.524.3354
Indigenous Education	Kathy Dokis	705.671.5940
Jean Hanson Public School	James Norrie	705.674.1221
N'Swakamok Native Alternative School	Bob Deeth	705.674.2128
Ontario Youth Apprenticeship Program	Sharon Orlak	705.688.0888
Program K-6 Literacy	Sherry Conroy	705.523.3308
Program K-6 Numeracy	Lesley Fisher	705.523.3308
Restart Program	Mike Mirka	705.671.5941
Special Education Programs/Services	Colleen McDonald	705.523.3308
Student Success	Heather Gaffney	705.523.3308

Transportation Inquiries 705.521.1234 (or visit businfo.ca)  
 (Sudbury Student Services Consortium) Toll Free: 1.877.225.1196  
 For bus cancellations, visit rainbowschools.ca and click on Transportation.

**FI** - These schools offer the French Immersion Program.

**FI & EP** - These schools offer the French Immersion as well as the English Program.

All other schools offer the English Program.

**TRUSTEES**

Doreen Dewar – Chair	Sudbury, Area 5	705.682.9449
Dena Morrison – Vice-Chair	Sudbury, Area 4	705.560.8294
Bob Clement	Espanola, Area 8	705.869.2235
Grace Fox	First Nations	705.377.4615
Judy Hunda	Sudbury, Area 6	705.507.4332
Larry Killens	Manitoulin, Area 7	705.805.0333
Judy Kosmerly	Sudbury, Area 3	705.897.1603
Gord Santala	Sudbury, Area 1	705.866.5229
Ruth Ward	Sudbury, Area 2	705.897.6787

Madeleine Leach Jarrett – Student Trustee

**ADMINISTRATION**

Centre for Education	705.674.3171	Toll Free: 1.888.421.2661
Norm Blaseg	Director of Education	ext. 7216
Dennis Bazinet	Superintendent of Business	ext. 7236
Bruce Bourget	Superintendent of Schools	ext. 7213
Judy Noble	Superintendent of Schools	ext. 7236
Kathy Wachnuk	Superintendent of Schools	ext. 7213
Nicole Charette	Senior Advisor	ext. 7217
	Corporate Communications and Strategic Planning	

Please note that during power outages, parents/guardians will not be able to phone, fax or email affected schools directly. In the event of an emergency, please call the Centre for Education at 705.674.3171 or Toll Free: 1.888.421.2661.