

Rainbow Schools



Annual Report

2016-2017



Reaching minds. Touching hearts.



Vision

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

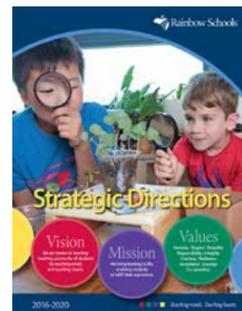
Mission

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 is available online at rainbowschools.ca. Click on About Us.

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
705.377.4615

Sudbury, Area 5

Alexander Public School
Algonquin Road Public School
MacLeod Public School
R.L. Beattie Public School
Ceil 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

First Nations

Atikameksheng Anishnawbek
Aundeck Omni Kaning First Nation
Dokis First Nation
M'Chigeeng First Nation
Sagamok Anishnawbek
Sheguiandah First Nation
Sheshegwaning First Nation

Wahnapiatae First Nation
Wikwemikong
Unceded Indian Reserve
Whitefish River First Nation
Zhiibaahaasing First Nation



Ruth Ward
705.897.6787



Bob Clement
705.869.2235



Judy Hunda
705.507.4332



Larry Killens
705.805.0333

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



Judy Kosmerly
705.897.1603



Gord Santala
705.866.5229

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



Madeleine Leach Jarrett
Student Trustee
Lo-Ellen Park
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 21st 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

Norm Blaseg, Director of Education
Rainbow District School Board

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.



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."

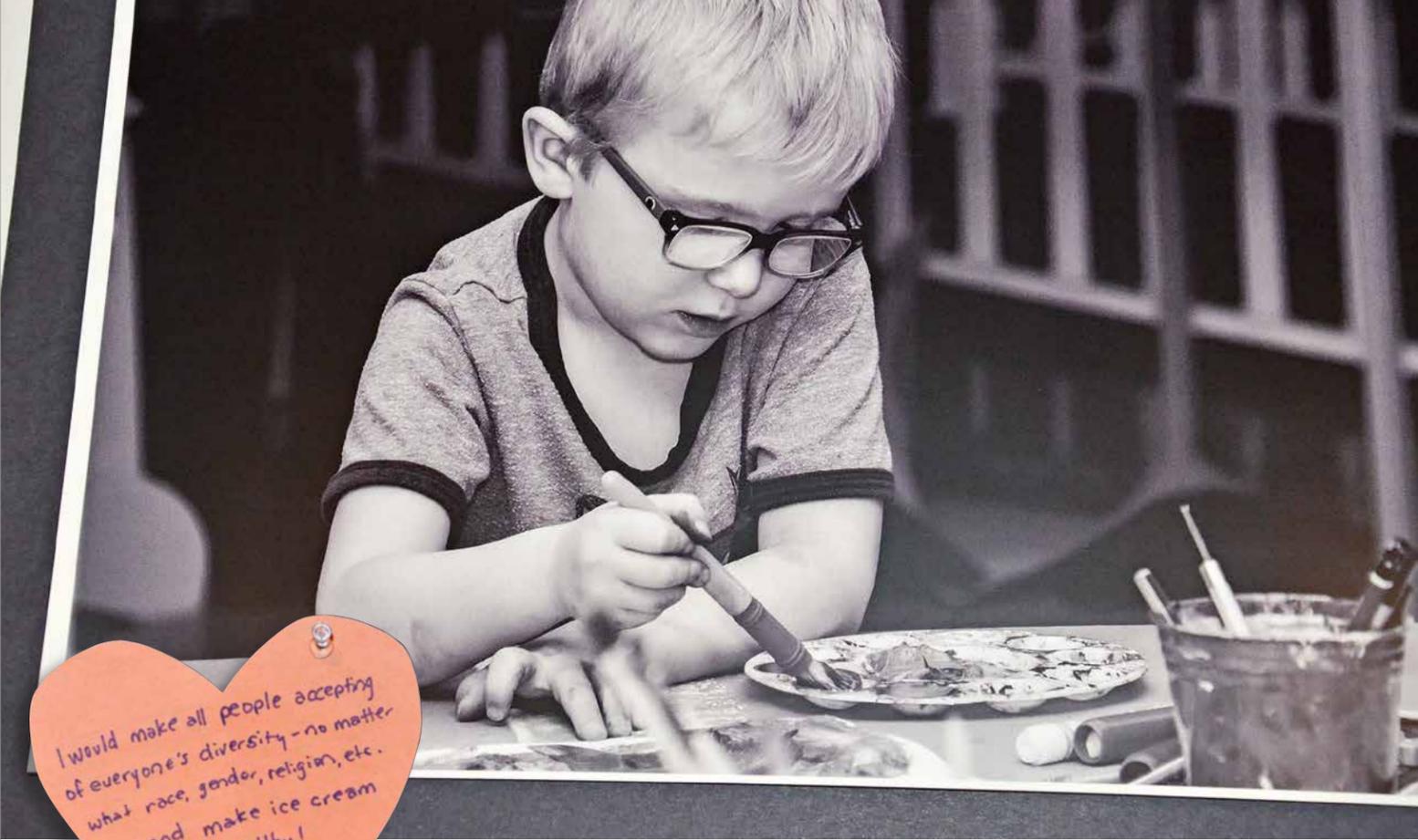
She adds: "Perception of art depends on the individual, meaning that depending on one's experience, memory, mood, or aesthetic value, art can be interpreted in unlimited ways. Visual expression allows an artist to create a story with visual

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



Artwork by Renelle Lafond

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

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 21st 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 21st 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.

21st 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 21st 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 21st 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 21st 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 21st 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 21st 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 21st 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 21st 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 21st 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.

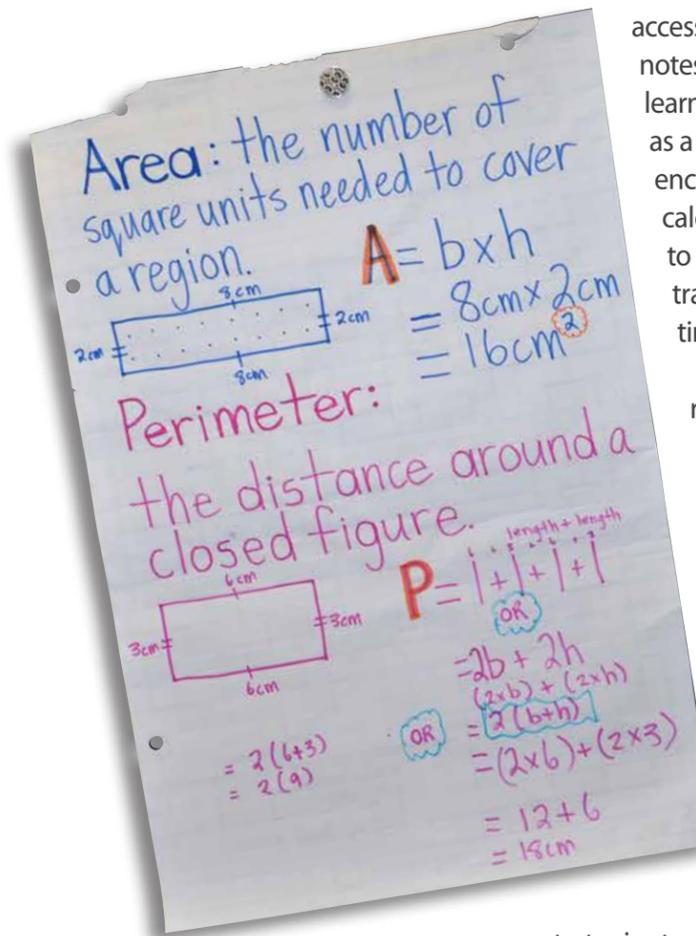
"Our goal was to understand the role working memory plays in learning," says Superintendent Judy Noble. "By providing strategies to accommodate for working memory challenges, we allow students to focus on other cognitive strengths."

"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."

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.

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."



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 Anishinaabemwin Toolkit to help students learn Ojibwe.



Touching hearts.

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

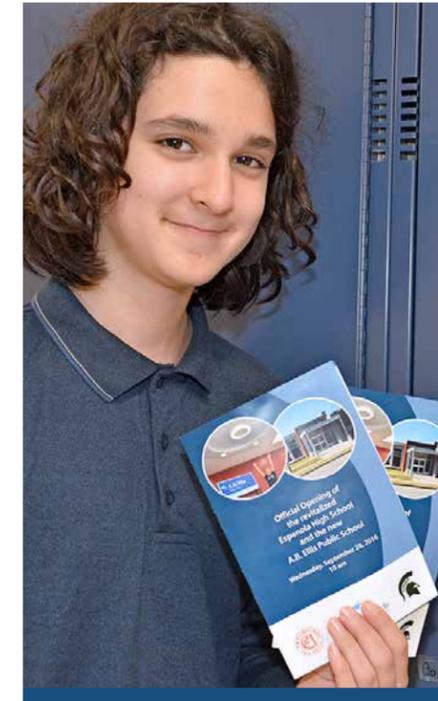
Province of Ontario for investing in our students through this renewal project.”

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.



“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

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.



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).





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.

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 | info@rainbowschools.ca

Rainbow Schools

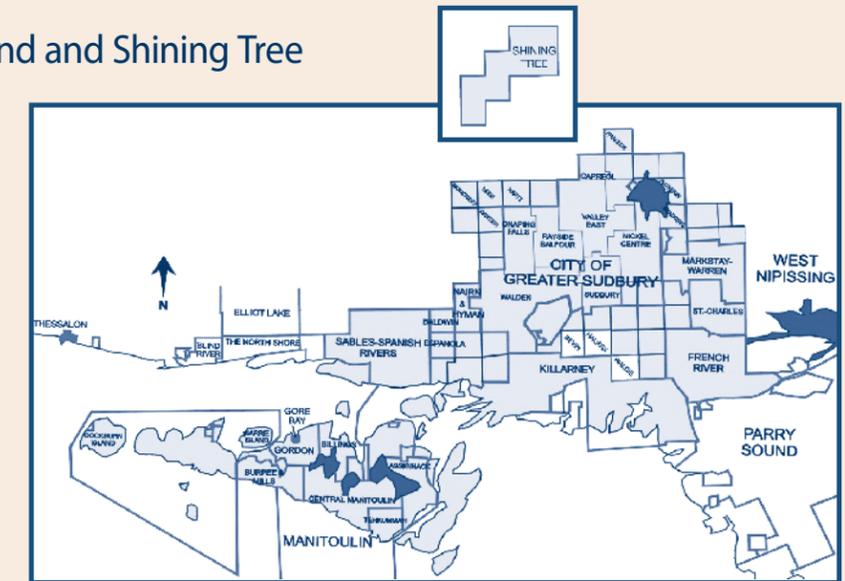
Sudbury, Espanola, Manitoulin Island and Shining Tree

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

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

- 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.

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

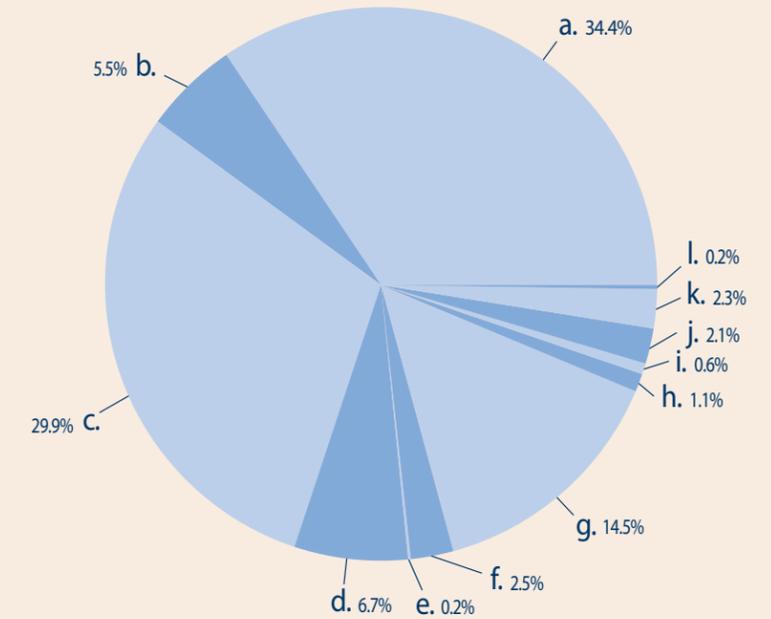
Subtotal provincial funding 190,557,000

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:

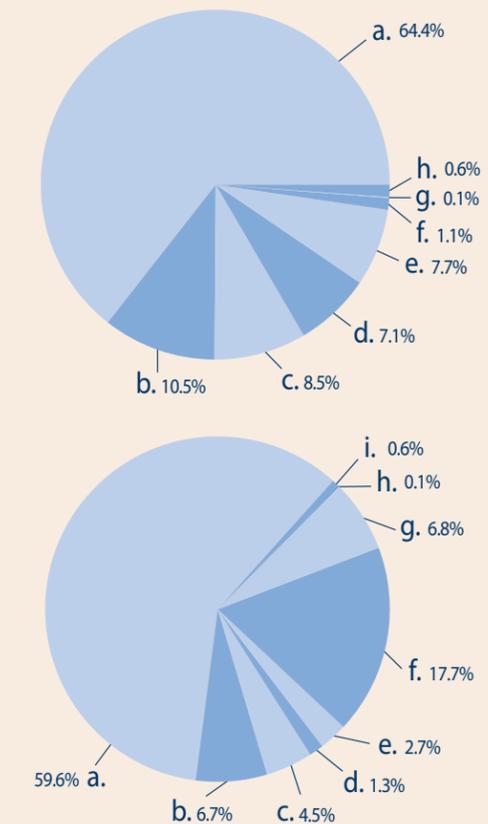
a. Salaries	\$ 129,487,000
b. Employee Benefits	21,100,000
c. Supplies and Services (including professional learning)	17,136,000
d. Capital and Replacements	14,208,000
e. Fees and Contracts	15,450,000
f. Debt Charges	2,164,000
g. Other	194,000
h. Education Programs-Other	1,302,000

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 | Andrea Larsen |
| Robert Arsenault | Sheridawn Maloney |
| Janelle Bast | Leslie Marshall |
| Barbara Beaton | Manon Martin |
| Michael Bellrose | Jeff McKibbin |
| Diane Boulanger-Paquette | Sylvie Michaud-Small |
| Corrine Cacciotti | Mike Mirka |
| Johanna Campbell-Friesen | Tracy Mogygy |
| Lauri Christison | Lynne Montpellier |
| Danny Cirella | Linda Morgan |
| Sharlene Cranston-Kay | Joanne Noël |
| Sheryl Crepeau | Anne Quesnel |
| Andre Daoust | Dean Riggs |
| Donna Duplessis | Daniel Rousseau |
| Lexia Ferguson | Diane Santala |
| Heather Gaffney | Penny St. Amour |
| Heidi Graf | Valerie Whitehead |
| Andrée Hanson | Tracey Whitehouse |
| Karen Jones | Tony Yachuk |
| Angela Kusturin | |

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 150th 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 100th Anniversary of Vimy Ridge in France

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

2016 - 2017 Scholarship Winners

BARRYDOWNE COLLEGE

Barnes, Krysta Lee

Student Success Award

Bouffard, Jade

Student Success Award

Chartrand, Christine

Post-Secondary Award

Contin, Danton

Student Success Award

Post-Secondary Award

Cyr, Kandyce

Science North Science Award

Debassige, Kai Ocean

First Nation Student Success Award

Dominic-Hoppe, Dietrah

Student Success Award

Fox, Savan

Cambrian College Secondary Achievement Award

Henault-Robinson, Susie

Post-Secondary Award

Irvine, Jessica

McNamara Award

Laface, Breana

Post-Secondary Award

Mackenzie, Trevor

Elizabeth Gates Memorial Award

Maclean, Ryan

Student Success Award

Southwind, Mark

Student Success Award

Strapp, Tonika

Community Partnership Scholarship Award

Pelletier, Chane

Elizabeth Gates Memorial Award

Phillion, Celine

Barrydowne College Staff Award

Thomas, Aaron

VALE Award

CHELMSFORD VALLEY DISTRICT COMPOSITE SCHOOL

Bastien, Ramsy

Chelmsford Animal Hospital Award for Science

Levack District High School Alumni Award

Onaping Falls Lions Club

Onaping Falls Royal Canadian Legion Branch #503 Award

Chelmsford Scholar Award

Laurentian University Entrance Scholarship

Bennett, Colt

Dan Cooley Memorial Award

Campbell, Katrina

College Boreal Bursary

Specialist High Skills Major Award – Health & Wellness

Vivre en Français Award

Chelmsford Scholar Award

Dawson, Brianna

Onaping Falls Lions Club

Onaping Falls Royal Canadian Legion Branch #503 Award

Chelmsford Scholar Award

Laurentian University Entrance Scholarship

Fortin, Stephanie

CVDCS Greenhouse Award

Frankum, Scottie

Chelmsford Dental Clinic

Most Improved Student Award

Gillis, Thomas

CVDCS Heart of Learning Award

Chelmsford Scholar Award

Guse, Rebecca

Chelmsford Royal Canadian Legion Branch #553 Award

Science North Science Award

The Stephanie Burke Award

Chelmsford Scholar Award

Laurentian University Entrance Scholarship

Hembruff, Nicholas

Onaping Falls Royal Canadian Legion Branch #503 Award

VALE Award

Most Outstanding Student

Valedictorian Award

Chelmsford Scholar Award

Hembruff, Quinton

Azilda Lions Club Award

CVDCS Alumni Association Award

Onaping Falls Royal Canadian Legion Branch #503 Award

Valedictorian Award

Chelmsford Scholar Award

Jolin, Adison

CVDCS Alumni Association Award

CVDCS School Council Award

Chelmsford Dental Clinic

Most Improved Student Award

Onaping Falls Royal Canadian Legion Branch #503 Award

Stackhouse Pizza & Sub Chelmsford Bursary

Luttrell, Brody

Chartrands Your Independent Grocer Award

Major, Emily

Melissa Willett Memorial Award

Chelmsford Scholar Award

Mourout, Brett

Chelmsford Royal Canadian Legion Branch #553 Award

Phalen, Kelsey

Cambrian College Achievement Award

Rolet, Skylar

Onaping Falls Royal Canadian Legion

Ladies' Auxiliary Branch #503

Smith, Owen

Belanger Ford Lincoln Business Award

St-Jean, Stephanie

Justin D. Hogan Memorial Award

CVDCS Helping Hand Award

Thompson, Keara

Co-Operative Funeral Home Achievement Bursary

Onaping Falls Royal Canadian Legion Branch #503 Award

Ontario Principals' Council Award

VALE Award

Signatures Restaurant Innovation Award

Chelmsford Scholar Award

Vanier, Cally

CVDCS Staff Award

CONFEDERATION SECONDARY SCHOOL

Anwhatin, Lara

Charger Character Award

Au-Yeung, Paul

Ralph Ahnbeck Business Award

Boileau, Kade

Adam Laframboise Memorial Award

Laurentian University Entrance Scholarship

Bonnis, Sarah

Valley East Lions Club Award

Most Outstanding Student – College Destination

Boyer, Eric

Joan Mantle Music Trust Award

Buttineau, Zachary

Royal Canadian Legion Branch #553

& Ladies' Auxiliary Award

Sudbury Mine Mill Local # 598 Award

DesForges, Isabelle

Modern College Scholarship

Dryden, Dylan

Science North Science Award

El-Darazi, Racha

Belanger-Hamilton Award for Leadership

Principal's Award for Student Leadership

Garneau, Darius

Confederation Secondary School Council Award

Innovation Award

Val Est Metro Bursary

Geauvreau-Lowe, Faith

Charger Character Award

Greenslade, Taylor

Jean Hanson Memorial Scholarship

Hunt, Janna

Confederation Secondary School Staff Memorial Award

Laurentian University Leadership Award

Laurentian University Entrance Scholarship

Inspiring Futures Award

Rising Up Award

Valley Pentecostal Church Youth Character

and Volunteer Award

Vivre en Français FSL Rainbow Award of Merit

Juston Walker Memorial Award

Jordan-McDougall, Timothy

Confederation Secondary School

Exemplary Attendance Award

Confederation Secondary School Technology Award

Most Outstanding Student Award

– Workplace Destination

Lacourciere, Nicolette

Dairy Queen Award for Outstanding Performance,

Work and School

Leblanc, Hannah

Dr. Nathan Grebe Award

Metal Air Mechanical Systems Ltd. Award

LePage, Dustin

Kin Club of Valley East Award

Little, Austin

Most Outstanding Student Award

– University Destination

Laurentian University Entrance Scholarship

Munn, Jordan

Dr. Nathan Grebe Award

Noland, Riley

Confederation Secondary School

Specialist High Skills Major Award

Parkinson, Patrick

Greater Sudbury Police Pipe Band Scholarship

Patrick, Molly

Confederation Secondary School Council Award

Confederation Secondary School

Student Parliament Leadership Award

Wilderness Appreciation Award

Power, Drewe

Confederation Secondary School

Specialist High Skills Major Award

Valley East Lions Club Award

Ricci, Trey

George Young Memorial Award

Rocca, Kaitlyn

Cambrian College Secondary School

Achievement Award

Most Outstanding Student Award

– College Destination

St. Louis-St. Pierre, Devun

Nell's Your Independent Grocer

Community Commitment Award

Scarrow, Brody

Jean Hanson Memorial Scholarship

Smuland, Stephanie

Compass Group Chartwells Food Bursary

Laurentian University Entrance Scholarship

Confederation Secondary School

Exemplary Attendance Award

White, Kaitlyn

Ontario Secondary School Teachers' Federation

Technical Award

Wayne Allen Memorial Award

ESPANOLA HIGH SCHOOL

Agawa, Tyler

Espanola Horticultural Society Bursary

Allen-Lamothe, Kyle

Knights of Columbus Scholarship

The Auxiliary ERHHC Bursary

Auge, Sophie

Cambrian College Secondary School

Achievement Award

E.H.S. Academic Achievement Plaque

Espanola Lions Club – Herman Dorriesfield Scholarship

Vivre en Français FSL Rainbow Award of Merit

Beaudoin, Madison

Jean Hanson Memorial Scholarship

St. Jude Catholic Women's League Bursary

Bob, Santana

E.H.S. Student Parliament Bursary

Brasch, Michael

Huron Superior Catholic Principals' Association Bursary

Buratynski, Autumn

E.H.S. Student Parliament Bursary

E.H.S. Student Parliament Bursary

Winnifred Mooney Scholarship

Cuthbert, Thomasina

2016 Governor General's Academic Medal

Deschamps, Victoria

E.H.S. Stage Band Bursary

Espanola High School Valedictorian's Plaque

Espanola High School Academic Achievement Plaque

Espanola Lions Club Harvey Dodge

Memorial Scholarship

Knights of Columbus Scholarship

Duff, Andrew

Espanola Elks Lodge #346 Scholarship

IBEW Local 956 & Members Bursary

O.S.S.T.F. Technical Award

Emiry, Daniel

E.H.S. Alumni Spirit Award

Lee Valley Autumn Leaves Bursary

Manitowin-West Sudbury Dairy Producers Bursary

Fletcher, Kai

Safari International Northeastern Ontario Division

Grextion, Jarrod

IBEW Local 956 & Members Bursary

Harbour, Michaela

Winkel's Your Independent Grocer Award

Houle, Olivia

Domtar Inc. Espanola Mill Bursary

E.H.S. Academic Achievement Plaque

Espanola Masonic Lodge #527 Bursary

Robbie Campbell Memorial Bursary

Jackson, Allison

Spanish River #237 Order of the Eastern Star Bursary

Labiberte, Natalie

Compass Group – Chartwells Food Bursary

Remedy's RX #282 Espanola Scholarship

Winkel's Your Independent Grocer Scholarship

Knights of Columbus Bursary

Domtar Inc. Espanola Mill Bursary

E.H.S. Student Parliament Bursary

Lecours, Halie

Cambrian College Employment Options Award

E.H.S. Academic Achievement Plaque

Leoney, Maeve

E.H.S. Academic Achievement Plaque

Ligi, Samantha

E.H.S. Alumni Spirit Award

E.H.S. Student Parliament David Byers and Glen Arnold

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

Burse, 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 Deeds 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

Wrab'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
for Academic Merit
Sudbury Labour Council Scholarship

Nykilchuk, 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 Deeds 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
Most Outstanding Student Award, Female
OSTA AECO Student Trustee
Western University Entrance Scholarship
Vale Scholarship

Zmijowskyj, Nicholas

G.K. Doraswamy Scholarship
Joan Mantle Music Trust Award
Queen's University Entrance Scholarship
The Knights and Ladies of Kaleva 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 Bebonang Memorial Bursary
Gordon & Barrie Island Municipality Bursary
Ice Lake Community Bursary

Bowerman, Dexter

Central Manitoulin Township, Ward 1 Bursary
Millennium Bursary

Cadioux, 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
Royal Canadian Legion, Ladies 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
Manitoulin Secondary School Students' Council Bursary
Manitoulin-West Sudbury Scholarship
Principal's Award for Excellence in Leadership Bursary
Providence Bay Agricultural Society Bursary

Dearing, Brady

Lifetouch School Services Bursary
Lions Club of Western Manitoulin Bursary
Manulife Bursary
Arla Thibault & Mike Pearson Memorial 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 Guardian Pharmacy 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
Meeker's Management Services 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, Evelynyn

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
Mindemoya Hospital Auxiliary Bursary
Rainbow Student Senate Bursary
Science North Science Award

Moreau, Jacob

Manitoulin Secondary School Bursary
Mindemoya Hospital Auxiliary Bursary

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

Poitras, Camille

O.G. Davies Memorial 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
Parent Involvement Committee Award

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 Snowclusters 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, Shalayne

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 Majja Ceming 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, Coye

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

**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) <i>(For students ages 18 to 20 who want to return to school)</i>	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
Assiginack 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.