Rainbow Schools | Annual Report 2017-2018

Honesty | Respect | Empathy

We are leaders in learning,
We bring learning to life,
Mission
Responsibility | Integrity

Acceptance | Courage

and

Courtesy | Resilience

Values
Vision
enabling
inspiring
for all
students
success
Reaching minds.
Touching hearts.
students

Reach minds.

Message from the Director
IN THE

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 2017-2018 school year. It also offers an overview of the 2018-2019 budget.

Some illustrations and graphics from Vecteezy.com.

Click on this icon to hear the voices of students, staff, parents/guardians and community partners.

Executive Council

Norm Blaseg
Director of Education

Dennis Bazinet
Superintendent of Business

Bruce Bourget
Superintendent of Schools

Kathy Wachnuk
Superintendent of Schools

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Provide authentic and engaging learning opportunities
6 Set high expectations and create excitement for learning
8 Support students to reach their potential
10 Foster 21st century skills and competencies
12 Deepen literacy and numeracy skills
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Executive Council

Doreen Dewar
Board Chair
705.682.9449
Sudbury, Area 5

Alexander Public School
Algonquin Ready Public School
Huron Public School
Massey Public School

Sudbury, Area 4

Barrydowne College
C.R. Aikin Public School
Churchill Public School
Cyril/Vining Public School

Sudbury, Area 6

Adare Public School
Carl A. Nordling Public School
Erie Chatham Public School
Queen Elizabeth II Public School
Sudbury Secondary School

Sudbury, Area 2

Chelmsford Public School
Lansdowne Public School
LaCloche Public School
Lewiston Public School

Sudbury, Area 3

Redwood Acres Public School
Valley View Public School

Sudbury, Area 1

Copper Cliff Public School
Jean Rossier Public School
Penticton Arena Public School
R.H. Morgan Public School
Walden Public School

Executive Council

Doreen Dewar – Chair
Dena Morrison – Vice-Chair
Grace Fox – First Nations

Sheshegwaning First Nation
Wabun Weenhkang
Windjana First Nation

Bob Clement
Sudbury, Area 8

Al J. Public School
S. Gage Public School
Espanola High School

Judy Hunda
Sudbury, Area 6

Adare Public School
Carl A. Nordling Public School
Erie Chatham Public School
Queen Elizabeth II Public School
Sudbury Secondary School

Larry Killens
Sudbury, Area 7

Assinapie Public School
Central Manitoulin Public School
Charles C. William Public School
Markstay Public School
Martintado Secondary School

Judy Kosmerly

Judy Kosmerly – Student Trustee

Sudbury Secondary School

Kathy Wachnuk

Kathy Wachnuk – Student Trustee

Sudbury Secondary School

Click on About Us.

Rainbow Schools | Annual Report 2017-2018

• Trustee Doreen Dewar was acclaimed Chair of the Board in December 2017.
• Trustee Dena Morrison was acclaimed Vice-Chair of the Board in December 2017.
• Trustee Doreen Dewar served as Chair of the Board until December 2017.
• Trustee Dena Morrison served as Vice-Chair of the Board until December 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 2017-2018 Annual Report for Rainbow District School Board to the Premier of Ontario, the Minister of Education and our many partners in Sudbury, Espanola, Manitoulin Island and Shining Tree.

This Annual Report highlights key activities undertaken over the past school year in Reaching minds and Touching hearts, the pillars of our Strategic Directions. It also includes an overview of the 2018-2019 budget, which provides the financial framework to ensure the priorities are achieved.

In 2017-2018, the Board reviewed governance policies, including Board Policy No. GOV – 11 Learning and Working Environment: Equity and Inclusive Education.

This governance policy reflects the values of Rainbow District School Board that all persons are entitled to learn and work in environments that promote human rights and equity of opportunity, free from discrimination and harassment.

This policy also affirms the Board’s responsibility to provide a protected learning and working environment that is supportive, nurturing, welcoming, respectful and inclusive for everyone taking part in Rainbow District School Board activities.

Guided by staff and supported by parents/guardians, the community, and the elected officials, students in Rainbow Schools engage in interesting and exciting learning opportunities from Kindergarten to Grade 12.

On behalf of the Board of Trustees, I would like to thank our educators, administrators and support staff for inspiring success for all students. I would also like to thank our many partners in education for being champions for student success.

In closing, I commend our students, the stars of this Annual Report, for demonstrating creativity, compassion, enthusiasm, excellence, resilience, and, above all, a can do attitude that knows no bounds. It is a privilege to serve.

Doreen Dewar, Chair
Rainbow District School Board

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

Last spring, students in Grades 4 to 6 and 7 to 12 were invited to answer questions to gather data about demographics, school climate and moving equity forward in our classrooms.

The survey will serve as a benchmark for our work in Rainbow Schools, ensuring that we provide responsive and relevant learning opportunities, as well as teaching and learning environments that are safe and inclusive.

We want our students to see themselves reflected in all aspects of school life. We also want them to feel supported and valued so they have a strong sense of belonging at school.

This Annual Report, therefore, shines a light on equity and inclusion in many forms – by bringing diverse cultures together, by embracing inclusion, by preparing students with 21st century skills, and by implementing teaching practices that respond to student needs.

It also focuses on equity and inclusion by nurturing the physical, mental, social and emotional well-being of students, by building understanding along the path towards truth and reconciliation, by inviting parents/guardians to join us as partners in learning, by valuing voices and by celebrating successes.

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 are not only guided by our administrative procedure on Equity and Inclusive Education, which was updated in June 2018, we are also guided by our moral compass and our collective commitment to treat people with respect and dignity.

I would like to thank staff, parents/guardians, and community members for their ongoing support of Rainbow Schools. I would also like to commend our students for their spirit and our Board of Trustees for their leadership.

Norm Blaseg, Director of Education
Rainbow District School Board
 Lockerby Composite School welcomes exchange students from China

Justine, Julien, Mia, Danielle, Emma, Ashley, Michaela, Bella, Josee, Maddy and Nidal met their much-anticipated friends from China on April 29, 2018, including Chen, Wang, Yan, Yan, Gu, Liu, Luo, Song, Xuan, Zhou and Zhou.

“An exchange creates lifelong memories for students, while strengthening global relationships,” said Lockerby Composite School Principal Craig Runciman. “Rainbow International offers students the opportunity to witness the beauty of the world through education. It’s authentic and engaging.”

The Lockerby Composite School students travelled to Ningbo for five days in November 2018. A beautiful coastal city south of Shanghai, Ningbo is the second largest port in China, and the third largest in the world. While there, Lockerby students participated in excursions to Hangzhou and Shanghai.

Since launching Rainbow International, Rainbow District School Board has welcomed students from Vietnam, China and India. The students are enthusiastic about living and learning in Greater Sudbury and look forward to continuing their education in Canada.

Rainbow District School Board hosted its first student exchange in the spring of 2017 when a delegation from Lo-Ellen Park Secondary School’s Sister School in Shanghai, China travelled to Sudbury.

Five students from Lo-Ellen Park Secondary School visited Shanghai from October 17 to 29, 2017. During the two-week cultural and educational exchange, they stayed with host families, went to classes and visited various sites in and around Shanghai. Some of the cultural highlights included the Oriental Pearl Tower, a river cruise along the Huangpu River and a visit to the historical Yu Garden. They learned tai chi and attended Chinese art classes and English classes.

“One of the goals of Ontario’s strategy for international education is to engage in academic and cultural exchanges to develop the intercultural competencies and global perspectives of our students,” said Director of Education Norm Blaseg.

He added: “Through Rainbow International, we are not only welcoming students from other countries, we are also building global citizens who understand and appreciate different cultures. Other schools will be encouraged to form sister school partnerships as the program evolves.”

First student graduates from Rainbow International

When Yixi Ren crossed the stage at Lo-Ellen Park Secondary School’s graduation ceremony on July 6, 2018, he became the first student in the Rainbow International program to receive an Ontario Secondary School Diploma.

Born in China, Yixi Ren moved to Canada in 2014 with his mind set on securing an exceptional secondary and post-secondary education. He lived in Vancouver for two years while he completed Grades 9 and 10. In 2016, he decided to finish high school in a new city. “I moved because I wanted to speak and learn better English,” he said. “In cities like Vancouver, there are many Chinese students. We would always stick together and speak in Chinese. It was just like living at home.”

He added: “It is becoming increasingly common for parents in eastern countries to send their children west to obtain an education. By welcoming international students into our schools, we are building global citizens who understand and appreciate different cultures here at home and abroad.”

Civics Classes

Civics classes at Sudbury Secondary School participated in a new project called the Youth Philanthropy Initiative.

Students came together in small groups to think about important social issues in the community, from poverty, to substance abuse, to dying with dignity. They then found a local registered charity that helps or is affiliated with their cause. They conducted research and completed a site visit and interview at their charity of choice. The groups then made a presentation to their Civics class. One presentation was chosen from each of the five Civics classes to participate in the final event.

On May 3, 2018, the five groups competed in front of their peers and a panel of judges. The winning group received a $5,000 grant from the Youth Philanthropy Initiative to give to their charity, the Sudbury Action Centre for Youth.
Greater Sudbury students who competed at the Canada-Wide Science Fair in Ottawa from May 12 to 19, 2018 returned home with a number of awards, including Best in Fair.

**Brendon Matusch**, a Grade 11 student at Lo-Ellen Park Secondary School, won the honour of showcasing his invention, a self-driving go-kart, on the international stage where he captured another Gold medal. He was among 135 national science fair winners from around the world competing at the national science fair winners from Canada-Wide Science Fair in Ottawa.

Brendon investigated techniques for the use of convolutional neural networks for autonomous driving. For this, Brendon developed a level 2 autonomous vehicle using components for vision, path planning, speed control, and stop sign detection. As part of his project, these variables were tested in a custom 3D simulation, as well as on a physical vehicle based on a modified electric go-kart.

**Kerry Yang**, a Grade 10 student from Lo-Ellen Park Secondary School, featured her award-winning science fair project on Parliament Hill at the 2nd Annual Prime Minister’s Science Fair on September 19, 2018. Kerry garnered Gold at the Canada Wide Science Fair, and was also awarded a $4,000 scholarship to the University of Western Ontario.

The event brought together 40 of Canada’s brightest young talents to connect, learn and discuss their projects with Prime Minister Justin Trudeau and the Minister of Science and Sport, the Honourable Kirsty Duncan.

Kerry’s project “Fighting Heavy Metals and Bacteria: Dandelion is the Key” examined the severity of antibiotic resistance in human health and determined that one of the causing mechanisms is heavy metal exposure. Kerry studied the beneficial role of dandelion extracts on heavy metal-induced antibiotic resistance. Kerry determined that bacterial antibiotic resistance could be induced by heavy metals and dandelion root could be used to help reverse bacterial resistance to antibiotics.

**Nethra Wickramasinghe** earned a Silver Medal, an Excellence Award in the Intermediate Category and a $2,000 Entrance Scholarship to Western University at the national science fair.

As a Grade 9 student at Lockerby Composite School, Nethra developed a non-invasive, wireless system to measure and regulate a patient’s heart rate to help reduce stress levels and increase wellness.

For her project, “An Application to Manage Wellness with CBT,” Nethra created a system that uses a sensor to track pulse signals. The signals are sent to the arduino platform, which converts the signal to beats per minute (BPM). The data is sent through Bluetooth to an application on an Android smartphone device.

The device uses the data to determine whether the user is stressed, angry or anxious, and trains the user to overcome these mental health issues through cognitive behavioural therapy (CBT), rational emotive behavioural therapy and subjective units of distress. The application uses various interactive exercises to actively improve the user’s mental health and increase their personal wellness.

Students research specific areas of science that relate to curriculum expectations in all areas ranging from earth sciences to engineering to the environment,” said Rainbow District School Board Science Fair Chair Christine Chisholm.

She added: “Students actively engage in authentic learning when they investigate questions that are real. In the process, they enhance their scientific skills and further develop interests in science related careers.”
Rainbow District School Board is committed to ensuring that every student who is identified with an exceptionality receives the most inclusive and supportive environment for learning, enabling the student to fulfill his or her potential.

“Schools are a reflection of the communities that they serve,” said Director of Education Norm Blaseg. “The majority of students with exceptionalities, therefore, can best be served with an inclusive education program.”

In the inclusion model, students are educated in regular classrooms with extra support from a Special Education Resource Teacher.

School staff, in consultation with parents/guardians, selected students from Intensive Support Programs (ISP) that they believe can be successful in a regular classroom with their age appropriate peers. (ISPs offer the highest level of support in a regular school.)

In 2017-2018, the model was introduced in three elementary schools and one secondary school that are working towards more social inclusion for students with exceptionalities:

- Churchill Public School, Northeastern Elementary School, Princess Anne Public School and Lasalle Secondary School.

“The goal of the inclusion model is to have as many students as possible find success in a regular classroom by shifting the way we support students to make that possible,” said Danielle Williamson, Principal at Princess Anne Public School. “High expectations in authentic learning situations lead to great academic and social gains for students.”

“Education is a shared responsibility between the school, the student, parents/guardians and the Board,” said Director Blaseg. “Ongoing communication and interaction between students, special education staff, all other education personnel, and the home ensure that goals are met.”

Inclusive classrooms help prepare students with exceptionalities for life.

They enable all students to learn about differences, which builds understanding and fosters respect in our global society.

Trevor Condo, a Grade 7 student from Princess Anne Public School, reflects on his transition into the regular classroom. “I was a bit worried at first,” said Trevor. “It didn’t take me long to realize that I was worried for no reason. I felt welcomed and like I belonged. It was good to see and meet new people.”

Former ISP student Ethan Comtois, who is in a Grade 6/7 class at Princess Anne Public School, enjoys being in a regular classroom and learning challenging subjects. “The hardest subjects for me were reading, writing and, of course, math.”

He added: “I am learning much harder math than before. Sometimes it is very hard, but I like learning to add very big numbers like the hundred thousands.”

Lilly Gauthier, a Grade 6 student in Ethan’s class, tries to help students with math whenever she can. “Everyone has a different way of learning,” said Lilly. “I try to understand what they know and then I would tell them what I know. Hopefully from there, they can figure out the answers by themselves.”

Lilly has seen some great improvement in student learning.

“Those who are having a hard time learning math can play computer games like Prodigy and Reflex, which helps them understand better,” she said. “They sit together and help each other. It’s really nice to see.”
Students showcase video games at first Coding Quest Arcade

Foster 21st century skills and competencies

Talking and Tinkering: Meet the Maker Movement

A 21st century hub, the EDIT (Engineering, Design + Innovative Technology) Lab provides project-based interdisciplinary learning for students. It also complements the International Baccalaureate and Specialist High Skills Major programs at the school.

The state-of-the-art classroom features AutoDesk Fusion 360 CAD/CAM software, 3D printing and vinyl cutting, CNC manufacturing equipment, programming control systems and robotics, and rapid prototyping for woodworking, metalworking and fabrication.

Part of a constructivism approach to learning known as the Maker Movement, the EDIT Lab fosters an innovator mindset, where students gain understanding and skills by talking and tinkering.

“Talking and Tinkering: Meet the Maker Movement

It’s hands-up for hands-on at Lo-Ellen Park Secondary School where students are being challenged to conceive, collaborate and create in a high-tech lab that officially opened on December 20, 2017.

We are inspiring the next generation of engineers, designers, innovators and creators.”

The Lab supports the new Engineering, Design and Innovation course introduced at Lo-Ellen Park Secondary School. Dan Monti, Program Leader of Mathematics, developed the course using an interdisciplinary approach. An engineer by trade, he leads the Lo-Ellen Park FIRST Robotics Team, which won the honour to compete at the international level in recent years.

The Engineering, Design and Innovation course encourages students to get involved in the STEAM sector - Science, Technology, Engineering, Arts and Mathematics – and prepares students for engineering, design and technical studies programs in the university, college and apprenticeship pathways.

“The lab promotes a problem find and problem solve methodology,” said Principal McKibbon. “The goal is for students to think outside the box, using self-expression and creativity to guide their learning.” He added: “We have forged meaningful partnerships with business and industry to make the experience that much more responsive and relevant. We would like to thank our partners for working with us to give students opportunities to let their imaginations soar.”

The EDIT Lab has been supported by local industry. Hatch Ltd, for instance, provided computer workstations, while the Fortin Foundation donated CNC equipment. In addition, a number of partners have offered technical services, expertise and mentorship to help inform new and innovative educational programming for students at Lo-Ellen Park Secondary School. Partners include Ionic Engineering, Hard-Line Solutions, as well as Laurentian University’s Goodman School of Mines and Bhati School of Engineering.

Developing a series of sequenced steps or algorithms to accomplish a task called on students to engage in computational thinking. Students used a program called Scratch to organize and analyze data and represent their ideas through models and simulations.

“Coding is the ultimate problem-solving exercise, the basis for the many computer applications that we use in our everyday lives from online banking to social media.”

“Coding engages students in a dynamic learning experience that focuses on global competencies,” added Director Blaseg. “These competencies are often referred to as 21st century skills.”

These skills include critical thinking and problem-solving, innovation, creativity and entrepreneurship, self-directed learning; collaboration; communication and citizenship.

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A total of 81 per cent of students achieved at or above the provincial standard in Grade 9 academic math, an increase of four percentage points. Grade 9 applied math increased by six percentage points, the highest result in the past five years.

“We have been very intentional in our professional learning,” said Director of Education Norm Blaseg. “We have focused on spaced practice, automaticity and vocabulary. This year, we are also focusing on comprehension. These are foundational skills for learning in all subject areas.”

Reviewing concepts over time and building on prior knowledge has proven to be an effective strategy. Sudbury Secondary School used this spiralling approach in math with tremendous success. The school’s Grade 9 applied math scores increased by 25 percentage points while Grade 9 academic math results increased by 20 percentage points.

“The programming changes that we made, with a focus on student needs, really made a difference,” said Sudbury Secondary School Principal Heather Downey.

Sudbury Secondary School Principal Heather Downey.

These changes included linear timetabling, wrap around support with staff and special education resources, spiralling the curricula, and collaboration and supports for feeder schools and transitions. It all began when staff attended a Renewed Math Strategy conference and returned home ready to implement what they had gleaned from the experience.

They dove deeply into data to learn more about their students, reworked the curriculum to integrate units, adopted a collaborative approach to teaching, and incorporated new ideas into their practice.

Three Grade 9 math classes were offered at the same time. Some classes paired students in the applied program with students in the academic program, to encourage modelling and mentoring and inspire students to achieve higher goals. The Special Education Resource Teacher became an active participant in the classroom, ensuring students received appropriate supports, including technology and one-on-one assistance. The focus was on consistency and stability to maximize results.

EQAO Fridays were introduced with a focus on vocabulary and terminology.

Teachers used a spiral curriculum design where “key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity.” Moving away from unit-based instruction to a model that brings all units together gave students an opportunity to grow in their learning.

“We pretty much pulled everything out of the garden and planted it in different spots,” said Principal Downey. “As each spiral unfolded, you could actually see students making the connections.” Repetition and spaced practice led to automaticity. “The more you do something, the more it gets ingrained in your knowledge base,” she said.

She added: “We are really listening to students as we implement student based instruction. We are also reviewing many data sets to know we are reaching them. Students are enjoying it because they are telling us. We continue to talk to them and engage them in the process, so they have ownership in their learning.”

As one student said: “It’s easier to remember things in math by taking them up more often.” Students gained confidence in their math skills. Many said math taught through spiralling helped them retain and recall.

Spiralling is now winding its way forward into other grades and other schools.
The Challenge Meet, which brought together 400 students from 23 Rainbow Schools in June 2018, is much more than a day of physical activity in the fresh outdoors. "The Challenge Meet is probably the best day and best event of the year," said Director of Education Norm Blaseg, who extends a special invitation to employees at the Centre for Education to join special education staff as volunteers at the event. "Working with our most vulnerable children gives all of us an opportunity to be actively involved and to play an important role in providing a very positive experience for both our students and our staff," he said.

While students participate in races, high jump, long jump, softball throw, shot put, and other events, staff members serve as time keepers, starters, statisticians and, above all, supporters, nurturing, encouraging and cheering students to success. Volunteers return with a tremendous sense of gratitude for having had an opportunity to be part of a truly special day, something most had never experienced before. "You can feel the excitement in the air," said Colleen McDonald, Principal of Special Education Programs and Services. "There are smiles all around, not only from students, but also from the volunteers and the spectators." She added: "To watch a student wheel his or her way to the finish line, with determination and anticipation, is truly something to behold. It's a moment to cherish as we also feel a tremendous sense of pride, celebrating right by their side."

For Principal McDonald, the Challenge Meet is an opportunity for students with exceptionalities to demonstrate, in a tangible way, that they have a can do spirit. "It is the ultimate expression of nurturing physical, mental, social and emotional well-being," she said.

Laura Nelson, a teacher at Lasalle Secondary School, said what makes the Challenge Meet so special is that it’s an annual gathering of everyone to participate in a fun day. Her students look forward to seeing friends and staff from elementary schools. "My students feel empowered," she said. "They are focused on participating rather than winning. If they win, it's icing on the cake. If they don't, they still had a great day."

She added: "Feeling included in a special day is a valuable experience. They know their meet is at the LU track just like other competitions. Students respond with gratitude," Justin Oliver, also from Lasalle Secondary School, said his students look forward to the Challenge Meet every year. "We always practise in the weeks leading up to the meet. Students strive to reach their personal bests and the meet gives them an opportunity, a sense of accomplishment, and increased self-esteem through athletics." He added: "They also look forward to the barbecue lunch provided by the Kinsmen Club."

"The Challenge Meet is one of the most heartwarming events of the year," said Special Education Resource Teacher Erin Burns-Costello from Churchill Public School. "The students eagerly anticipate not only participating in their events, but meeting up with their friends and former classmates. Watching students try their best and cheer on not only the students from their school, but students they have never met, always chokes me up. Each year we all leave the track with a bus full of smiling (and exhausted) students."

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While students participate in races, high jump, long jump, softball throw, shot put, and other events, staff members serve as time keepers, starters, statisticians and, above all, supporters, nurturing, encouraging and cheering students to success. Volunteers return with a tremendous sense of gratitude for having had an opportunity to be part of a truly special day, something most had never experienced before. "You can feel the excitement in the air," said Colleen McDonald, Principal of Special Education Programs and Services. "There are smiles all around, not only from students, but also from the volunteers and the spectators." She added: "To watch a student wheel his or her way to the finish line, with determination and anticipation, is truly something to behold. It’s a moment to cherish as we also feel a tremendous sense of pride, celebrating right by their side."

Another important team: Kinsmen Club of Sudbury

While school and Board staff and parents/guardians cheer students on to victory, there is another team on the field that plays an equally important role at the Challenge Meet. Members of the Kinsmen Club of Sudbury provide and prepare a barbecue lunch, complete with refreshments. It’s a much-anticipated reward at the end of a hot day of competition and camaraderie. Rainbow District School Board presented a 2018 Community Partnership Award to The Kinsmen Club of Sudbury for its long-time support of the Challenge Meet.
Students Stand Up for Youth Mental Health

When the Student Senate asked their peers what concerned them the most, a startling statistic emerged. The survey revealed that 70 per cent of students were overwhelmed. Students reported that they talk to either a friend or no one about how they are feeling.

Armed with the data, the Student Senate set out to affect change. With a Speak Up project grant from the Ministry of Education, they brought together secondary students in Rainbow Schools. The goal of the one-day conference was to end the stigma around mental health and continue to nurture safe and welcoming environments for all.

The conference included presentations from Public Health Sudbury & Districts, the Greater Sudbury Police Service, and the Mental Health Lead for Rainbow District School Board. Students discussed how to make an impact at their respective schools, how to speak with students facing stressful situations, and how to provide students with community contacts for resources about mental health and well-being.

"Mental health is a pressing issue for all youth and adolescents, and learning how to most effectively deal with stress is very important," said Student Trustee Madeleine Leach Jarrett who chaired the Student Senate in 2017-2018. "Students who attended the conference gained community resources and strategies to become mental health ambassadors within their own schools."

The conference aligned with the Board’s priorities of Reaching minds for Youth well-being; forging strong relationships and building resiliency; and valuing student voice. "This is all about students helping students through conversation, connection, care and compassion," said Director of Education Norm Blaseg who commended the Student Senate for its leadership.

Madeleine Leach Jarrett has been an articulate advocate for students locally and provincially, where she co-chaired the Student Well-being Committee for the Ontario Student Trustees’ Association. In honour of her service and leadership, she received a Certificate of Recognition from the Ontario Public School Boards’ Association (OPSBA) in 2018.

"We are working to bridge the gap between our education system and health care system to help to prevent some of our students from feeling overwhelmed to the point where it is an impediment to their education and life," she said. "We would like to thank the Ministry of Education for providing us with the guidance necessary to properly complete our research, as well as the funds to host an event in a large Board with both an urban and rural population. It’s our hope that we made an impact and will have a part in creating lasting positive change for our students."

Work on leading mentally healthy schools is continueing under the guidance of Mental Health Lead Mary Jago. "There is a clear relationship between student mental health problems and academic difficulties," she said. "Mental health supports success in learning and success in learning supports mental health."

A number of Rainbow Schools received Speak Up project grants as part of the Ministry of Education’s Student Voice strategy. Many projects addressed mental wellness, including Lockerby Composite School, which focused on all things “Hygge” (pronounced hue-guh).

A team of 19 students from Grades 4 to 8 completed the Healthy Schools certification process for R.H. Murray Public School alongside staff, parents/guardians, and community partners. After assessing the strengths and needs of their school community, the team chose mental health as their priority health topic.

Under the guidance of lead teacher Rebecca Hamilton Bachiu and Public Health Nurse Tracey Oderkirk of the Health Promotion Division, Public Health Sudbury & Districts, the team planned and implemented a Mental Health Awareness Day on April 10, 2018.

Participants enjoyed a variety of student-led workshops related to mental health, including How to Stay Healthy: Sleep and Nutrition; Emotions and Mindfulness; Physical Activity; Let’s Talk About Stress; Mindfulness Classroom Kits; and What’s Your Spark?
Bringing reconciliation into the classroom and the community

When Grade 7 students at Little Current Public School learned about residential schools and their impact on Indigenous peoples in Canada, they were eager to make a difference.

In an effort to achieve these outcomes, Rainbow District School Board hosted a series of consultations throughout 2017-2018 to create an implementation plan. Nbisiing Consulting facilitated the sessions.

Under the guidance of the First Nations Advisory Committee and through broad community consultations, the Truth and Reconciliation: Commitment to Action plan was developed.

The plan, which was adopted by the Board in July 2018, will guide the Board’s work in Indigenous Education over the next five years. "We have made tremendous progress in building understanding but recognize that there is more work to be done on our journey towards truth and reconciliation," said Kathy Dokis, Principal of Indigenous Education.

Priorities focus on four key areas - Indigenous knowledge, Anishinaabemowin language, Indigenous culture, and race relations and healing.

The action plan opens with a Statement of Commitment and establishes goals, strategies, timelines and measures of success.

Rainbow Schools mark Treaty Recognition Week

Rainbow Schools celebrated Treaty Recognition Week from November 6 to 10, 2017, as they continue to learn about the histories, cultures, contributions and perspectives of First Nation, Métis and Inuit peoples of Canada. Activities and lessons throughout the week created awareness about treaties and treaty relationships.

In the spring of 2016, Ontario passed new legislation of its kind in Canada and provides a recurring opportunity for teachers to plan learning activities about treaties during the school year and promote awareness to the broader public.

Treaty Recognition Week provides an opportunity to reflect on the importance of the treaties, deepen knowledge and build understanding.

The Treaties Recognition Week Act, 2016 introduced and passed with support of all parties that the first week of November each year is Treaty Recognition Week. This is the first legislation of its kind in Canada and provides a recurring opportunity for teachers to plan learning activities about treaties during the school year and promote awareness to the broader public.

Treaty Recognition Week is also another important step in Ontario’s journey of healing and reconciliation with Indigenous peoples.
EAT. SLEEP. MOVE. THINK.
Parent Involvement Committee hosts conference for parents by parents

A conference organized for parents by parents drew an enthusiastic audience on a Saturday in April 2018.

Eat. Sleep. Move. Think. Participants explored The Ripple Effect and its impact on the brain with accomplished speaker and author, Dr. Greg Wells.

As Dr. Wells completed each chapter in his presentation, he invited parents/guardians to ask questions.

The level of engagement proved that the Parent Involvement Committee had selected the perfect speaker to headline the event.

In his latest book, The Ripple Effect: Sleep Better, Eat Better, Move Better, Think Better, Dr. Wells explains his holistic approach to health, and how this can help parents maximize their children’s potential and support their well-being.

Following the keynote address, participants had an opportunity to take part in two of the following workshops - Growth Mindset: Building resiliency in children; Mental Health: Supporting wellness; Equity and Inclusion: Transgender 101; and Internet Safety: What parents need to know.

Participants gained an awareness of education initiatives, dove deeper into timely topics, and learned strategies they can use at home to support their child’s progress in school. And they left with a copy of Dr. Wells’ book for further reading.

“Parents are important partners in the learning process,” said Director of Education Norm Blaseg. “Research has shown that the involvement of parents and guardians in their child’s education has a positive impact on student achievement and overall school performance.”

“We commend School Councils and the Parent Involvement Committee for hosting activities to further engage parents/guardians in Rainbow Schools,” added Director Blaseg. “With their efforts and the support of the Ministry of Education, we had a number of exciting projects in our schools throughout the 2017-2018 school year.”
Working in harmony to make beautiful children

This quote by Cheryl Lavender underscores the power of music education in the overall development of children and the importance of the Joan Mantle Music Trust.

The Trust, which was established in 2008 to help refresh, modernize and revitalize music programs in Rainbow Schools, allocates funds to schools to provide a tangible improvement in the condition of musical instruments and equipment, allowing students to achieve more in their musical studies.

Rainbow District School Board provides students with opportunities to increase their musical literacy and develop their creative and critical thinking skills by engaging them in activities that lead them to learn about and through music.

Learning in, about and through music is part of a well-rounded education that reinforces academic skills and nurtures life skills. Learning songs and rhythms develops literacy skills. Making connections between songs, language and movement encourages creativity and critical thinking.

Music also improves self-esteem and confidence, and promotes teamwork and an overall appreciation of the arts.

To celebrate the success of the Joan Mantle Music Trust, Rainbow District School Board hosted a 10th Anniversary Community Concert in the fall of 2017 capping off Canada’s 150th birthday.

“The 10th Anniversary Community Concert was our way of saying thanks and giving back to the community by showcasing the talent of students who are reaping the rewards of these new instruments,” said Joan Mantle Music Trust Steering Committee Chair Ralph McIntosh.

As the Joan Mantle Music Trust enters eleven years of excellence, the impact of donations continues to reverberate, creating even more beautiful music and beautiful children in Rainbow Schools. Funding is now being distributed to elementary schools as well as secondary schools offering music programs.

“The Joan Mantle Music Trust has raised just over $240,000 since it was established. All of our secondary schools have received three rounds of funding,” said Rainbow District School Board Chair Doreen Dewar.

“As we begin the fourth round of funding, we are pleased that the Trust Steering Committee has included elementary feeder schools with music programs. Even more students in Rainbow Schools will benefit from the generous donations from local businesses and individuals.”

Students Kody Preseau and Faith Gravestock-Bleishwitz of Confederation Secondary School said they were fortunate to receive funding from the Joan Mantle Music Trust. “We were able to put last year’s funding to excellent use through the purchase of new percussion and woodwind instruments. The purchase of these instruments has allowed for growth within our percussion section and has helped to improve the quality of the instruments in our woodwind section.”

They added: “At the beginning of last year, our percussion section consisted of three drum sets. We are now proud to say that we have been able to add a variety of other instruments to this section to give our players a more well-rounded music experience on percussion. This year, we plan to add to our elementary music instrument inventory and to continue to build our secondary inventory.”

The money raised to date comes from individual donations, corporate contributions and special events including $78,000 from International Dinners and Silent Auctions. Members of the community have also donated a variety of musical instruments including woodwind and brass instruments, guitars, drum sets and pianos.

The Joan Mantle Music Trust honours Joan Mantle, a long-time music educator and composer once said “the fact that children can make beautiful music is less significant than the fact that music can make beautiful children.”

She added: “There is nothing more encouraging to a student who is just learning about the joy that music can bring than to pick up a beautiful shiny new instrument. My mother loved music - whether it was playing music herself, conducting the many bands that she led, or listening to others play, she loved music. That is what we are hoping for students – to build a love and appreciation for music. Embrace it and enjoy it and music will stay in your hearts forever.”

Central Manitoulin received MusiCounts Band Aid Grant

Central Manitoulin Public School in Mindemoya received a $10,000 MusiCounts Band Aid Grant to enhance its music program. With the funds, the school purchased six flutes, five trumpets, two baritones, one clarinet and one alto saxophone.

Rainbow District School Board commends the Canadian Academy of Recording Arts and Sciences for championing music education in schools through the MusiCounts Band Aid program. Thanks to the generosity of MusiCounts, almost every student is now able to learn on a brand new instrument.

“IT is so heartwarming for the entire family to see our mother’s love of music live on in the young people who are experiencing these new instruments,” said Leslie Mantle. “We are truly grateful to all community donors who continue to make this rich legacy possible. We also appreciate the donation of instruments from those who share our love of music.”

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### Results – Levels 3 and 4

#### Primary Division (Grades 1 to 3)

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading - RDSB</th>
<th>Reading - Prov.</th>
<th>Writing - RDSB</th>
<th>Writing - Prov.</th>
<th>Math - RDSB</th>
<th>Math - Prov.</th>
<th>Grade 10 OSSLT Writing</th>
<th>Grade 10 OSSLT Reading</th>
<th>Grade 10 OSSLT Math</th>
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<tbody>
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<td>61%</td>
<td>60%</td>
<td>60%</td>
<td>64%</td>
<td>70%</td>
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</tr>
<tr>
<td>2013</td>
<td>60%</td>
<td>61%</td>
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<td>61%</td>
<td>60%</td>
<td>60%</td>
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<td>70%</td>
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</tr>
<tr>
<td>2014</td>
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<td>61%</td>
<td>60%</td>
<td>61%</td>
<td>60%</td>
<td>60%</td>
<td>64%</td>
<td>70%</td>
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</tr>
<tr>
<td>2015</td>
<td>60%</td>
<td>61%</td>
<td>60%</td>
<td>61%</td>
<td>60%</td>
<td>60%</td>
<td>64%</td>
<td>70%</td>
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</tr>
<tr>
<td>2016</td>
<td>60%</td>
<td>61%</td>
<td>60%</td>
<td>61%</td>
<td>60%</td>
<td>60%</td>
<td>64%</td>
<td>70%</td>
<td>n/a</td>
</tr>
<tr>
<td>2017</td>
<td>60%</td>
<td>61%</td>
<td>60%</td>
<td>61%</td>
<td>60%</td>
<td>60%</td>
<td>64%</td>
<td>70%</td>
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#### Junior Division (Grades 4 to 6)

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<th>Writing - RDSB</th>
<th>Writing - Prov.</th>
<th>Math - RDSB</th>
<th>Math - Prov.</th>
<th>Grade 10 OSSLT Writing</th>
<th>Grade 10 OSSLT Reading</th>
<th>Grade 10 OSSLT Math</th>
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<tr>
<td>2012</td>
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<td>75%</td>
<td>69%</td>
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<td>69%</td>
<td>73%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>2013</td>
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<td>73%</td>
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<tr>
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<td>69%</td>
<td>70%</td>
<td>69%</td>
<td>69%</td>
<td>73%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>2015</td>
<td>71%</td>
<td>75%</td>
<td>69%</td>
<td>70%</td>
<td>69%</td>
<td>69%</td>
<td>73%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>2016</td>
<td>71%</td>
<td>75%</td>
<td>69%</td>
<td>70%</td>
<td>69%</td>
<td>69%</td>
<td>73%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>2017</td>
<td>71%</td>
<td>75%</td>
<td>69%</td>
<td>70%</td>
<td>69%</td>
<td>69%</td>
<td>73%</td>
<td>77%</td>
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#### Grade 9 Mathematics - Academic

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students - RDSB</th>
<th>All Students - Prov.</th>
<th>RDSB Results from 2012-2018 by Sub-group</th>
<th>RDSB Results from 2012-2018 by Sub-group</th>
<th>RDSB Results from 2012-2018 by Sub-group</th>
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</thead>
<tbody>
<tr>
<td>12-13</td>
<td>75%</td>
<td>80%</td>
<td>F = Female</td>
<td>M = Male</td>
<td>S = Special Education</td>
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<tr>
<td>13-14</td>
<td>74%</td>
<td>80%</td>
<td>F = Female</td>
<td>M = Male</td>
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<tr>
<td>14-15</td>
<td>75%</td>
<td>80%</td>
<td>F = Female</td>
<td>M = Male</td>
<td>S = Special Education</td>
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<tr>
<td>15-16</td>
<td>76%</td>
<td>80%</td>
<td>F = Female</td>
<td>M = Male</td>
<td>S = Special Education</td>
</tr>
<tr>
<td>16-17</td>
<td>77%</td>
<td>80%</td>
<td>F = Female</td>
<td>M = Male</td>
<td>S = Special Education</td>
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<tr>
<td>17-18</td>
<td>78%</td>
<td>80%</td>
<td>F = Female</td>
<td>M = Male</td>
<td>S = Special Education</td>
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</table>

#### Grade 9 Mathematics – Applied

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students - RDSB</th>
<th>All Students - Prov.</th>
<th>RDSB Results from 2012-2018 by Sub-group</th>
<th>RDSB Results from 2012-2018 by Sub-group</th>
<th>RDSB Results from 2012-2018 by Sub-group</th>
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</thead>
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<td>16-17</td>
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<td>17-18</td>
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<td>47%</td>
<td>F = Female</td>
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#### Grade 10 Ontario Secondary School Literacy Test (OSSLT)

<table>
<thead>
<tr>
<th>Year</th>
<th>Success Rate - RDSB</th>
<th>Success Rate - Prov.</th>
<th>RDSB Results from 2012-2018 by Sub-group</th>
<th>RDSB Results from 2012-2018 by Sub-group</th>
<th>RDSB Results from 2012-2018 by Sub-group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>74%</td>
<td>82%</td>
<td>F = Female</td>
<td>M = Male</td>
<td>S = Special Education</td>
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<tr>
<td>2014</td>
<td>75%</td>
<td>83%</td>
<td>F = Female</td>
<td>M = Male</td>
<td>S = Special Education</td>
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<tr>
<td>2015</td>
<td>76%</td>
<td>82%</td>
<td>F = Female</td>
<td>M = Male</td>
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<tr>
<td>2016</td>
<td>77%</td>
<td>81%</td>
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<tr>
<td>2017</td>
<td>78%</td>
<td>81%</td>
<td>F = Female</td>
<td>M = Male</td>
<td>S = Special Education</td>
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</tbody>
</table>

Levels 3 and 4 represent the provincial standard (70 per cent or more).
Rainbow District School Board approves $203.6 million budget

Rainbow District School Board approved a budget of $203.6 million for the 2018-2019 school year at its regular meeting on July 3, 2018.

Staff re-aligned expenditures to revenues throughout the 2017-2018 school year, ensuring the Board was positioned to approve a balanced budget for 2018-2019 with a modest draw on reserves.

The budget provides the financial framework for the ongoing implementation of Strategic Directions, with more investments in student success, special education, Indigenous education, experiential learning, 21st century learning, and mental health and well-being.

In addition, the Ministry of Education provided support to help Grade 7 and 8 students make successful academic transitions and engage in career and pathways planning.

A total of 74 per cent of the budget, or $151.5 million, was allocated to salaries and benefits in keeping with the continued implementation of negotiated agreements.

Once again, the Ministry of Education is providing additional funds for five-year-olds.

The surplus is due to savings achieved in the budget during the school year and an updated actuarial evaluation of benefit costs.

With the 2016-2017 Financial Statements now complete, Rainbow District School Board has been able to assess the actual impact of the first and second years of the Ministry of Education’s School Board Efficiency and Modernization Strategy. The Board experienced a total reduction of just over $3 million in revenue because of changes in grants.

As a result, the Board has added $732,575 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 rainbowschools.ca/about-us/broader-public-sector

Rainbow District School Board records surplus at August 31, 2017

Rainbow District School Board recorded a surplus for the school year ending August 31, 2017. Trustees reviewed and approved the Financial Statements at the regular meeting of the Board on December 12, 2017.

The surplus is due to savings achieved in the budget during the school year and an updated actuarial evaluation of benefit costs.

With the 2016-2017 Financial Statements now complete, Rainbow District School Board has been able to assess the actual impact of the first and second years of the Ministry of Education’s School Board Efficiency and Modernization Strategy. The Board experienced a total reduction of just over $3 million in revenue because of changes in grants.

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Financial statements are available online at rainbowschools.ca/about-us/broader-public-sector

Enrolment at a Glance

- Rainbow District School Board had 13,410 students in Rainbow Schools on October 31, 2018.
- A total of 1,704 children enrolled in Kindergarten in Rainbow Schools, a full-day program for four and five-year-olds.
- In the elementary panel, enrolment totalled 8,887 students including 6,608 in the English Program and 2,279 in the French Immersion Program.
- A total of 161 registered for Grade 9.

Rainbow Schools

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 Shigakamig-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.
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 2017-2018

<table>
<thead>
<tr>
<th>Category</th>
<th>Elementary Schools</th>
<th>Secondary Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>342.0</td>
<td>942.0</td>
</tr>
<tr>
<td>Non-teaching</td>
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</tr>
<tr>
<td>Principals/Vice-Principals</td>
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<td>58</td>
<td>117</td>
</tr>
<tr>
<td>Consultants/Coordinators</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
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<td>Secretaries/Clerks</td>
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<td>1,615.7</td>
<td>3,236.7</td>
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</table>

### 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 Shingwak-k’we Health Centre, the Children’s Treatment Centre, the Child and Adolescent Mental Health Program, Frank Flowers School and Cecil Facer Secondary School.

#### Central Sudbury
- Queen Elizabeth Public School will continue as JK to Grade 6.
- Grade 7 & 8 students (English and French Immersion) from Lansdowne Public School are scheduled to transfer to Sudbury Secondary School for September 1, 2019. Lansdowne Public School will then offer JK to Grade 6.

#### New Sudbury
- Construction of the French Immersion JK to Grade 6 school on the Lasalle Secondary School site began in summer 2018. The new school, scheduled for occupancy for September 1, 2020, will accommodate students from Ernie-Checkers Public School, Carl A. Nesbitt Public School and Westmount Avenue Public School.
- The revitalization of Lasalle Secondary School began in spring 2018. Grade 7 and 8 students from Churchill Public School and Carl A. Nesbitt Public School will transfer to Lasalle Secondary School for September 1, 2019.
- Churchill Public School will be revitalized to accommodate JK to Grade 6 students from Churchill Public School and Cyro Varney Public School for September 1, 2020.

#### Valley North
- Chelmsford Valley District Composite School will be retrofitted to create a JK to 12 school offering JK to Grade 7 and 8 (English and French Immersion) and Grades 9 to 12 (English Program) for September 1, 2019.
- Chelmsford Public School will then be consolidated into the revitalized school along with Grade 7 and 8 students from Larchwood Public School and the French Immersion students from Levack Public School.
- Levack Public School is scheduled to be right-sized for September 1, 2019.
The historic occasion was marked by an Indigenous ceremony, the naming of the boardroom in honour of a long-time Trustee, and a special presentation by a former Principal of Wembley Public School. Elder Julie Ozawagosh delivered the traditional opening with Gimaa Steven Miller of Atikameksheng Anishnawbek. Chop Waindubence, an Aboriginal Support Worker with the Board, and Bob Goulais provided singing and drumming as the flag of the Anishnawbek Nation was carried in. The flag is being displayed with pride in the boardroom. A smudging ceremony took place earlier in the day.

Following the traditional opening, the boardroom was named in memory of long-time Trustee Ernie Checkeris. A Trustee with Rainbow District School Board, the former Sudbury Board of Education and its predecessor boards for 55 years, Ernie Checkeris has the distinction of being one of the longest-serving trustees in Ontario. “Ernie Checkeris was a pillar in the educational community, locally, provincially and nationally,” said Chair Doreen Dewar. “It is with tremendous pride and a great sense of gratitude that Rainbow District School Board dedicates this boardroom in his honour.”

The bell summoned students from the playground to class. It serves as a reminder of the rich heritage of Wembley Public School, linking the past to the present, and ringing in a new chapter as the Centre for Education serves all students in Sudbury, Espanola, Manitoulin Island and Shining Tree.

Educational support services, including administration, human resources, finance, facilities, information services, special education services and consultative services were consolidated into the Centre for Education in the fall of 2017.
**BARRYDOWNE COLLEGE**

Bertrand, Brandon  
Post Secondary Entrance Award

Charette, Cassandra  
Post Secondary Entrance Award

Chartrand, Zoe  
Post Secondary Entrance Award

Cyr, cinnamon  
Post Secondary Entrance Award

Guadha, Kayla  
Post Secondary Entrance Award

Jackson, Autumn  
Post Secondary Entrance Award

Lucas, April  
Post Secondary Entrance Award

Lah, Whitney  
Post Secondary Entrance Award

Lévesque, Kenda  
Post Secondary Entrance Award

Miners, Abiea  
Post Secondary Entrance Award

Melancon, April  
Post Secondary Entrance Award

McIntyre, Kalay  
Post Secondary Entrance Award

Morgan, Thail  
Post Secondary Entrance Award

Wilson, Doncarah  
Post Secondary Entrance Award

**CONFESSION VALLEY SECONDARY SCHOOL**

Audette, Ryan  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Boudreau, Alexander  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Calvoco, Hunter  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Charles, Tamara  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Sauve, Connor  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Snyder, Katherine  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Szerzenang, Raya  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Travey, Sean  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Tremblay, Shanell  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Walker, Brocklyn  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Wardlaw, Rachael  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Wendel, Nicholas  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

White, Katelynn  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Widdowson, Kennedy  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

Ziegler, Kaitlyn  
Ontario Secondary Schools'信息服务の学生のための学習者 fotografie Award

**ESPINOLA HIGH SCHOOL**

Bazeo, Kayla  
Espanola School Board Award

Belen, Tyler  
Espanola School Board Award

Benoit, Kenneth  
Espanola School Board Award

Blackburn, Taylor  
Espanola School Board Award

Bonilla, Emily  
D.G. A. Academic Achievement Award

Boucquey, Thomas  
D.G. A. Academic Achievement Award

Brandow, Montana  
D.G. A. Academic Achievement Award

Brodsky, Shanna  
D.G. A. Academic Achievement Award

Brooks, Leah  
D.G. A. Academic Achievement Award

Bruce, Harvey  
D.G. A. Academic Achievement Award

Buck, Victoria  
D.G. A. Academic Achievement Award

Burke, Jennifer  
D.G. A. Academic Achievement Award

Calimer, Jocelyn  
D.G. A. Academic Achievement Award

Carson, Jordan  
D.G. A. Academic Achievement Award

Catharine, Leslie  
D.G. A. Academic Achievement Award

Chandler, Reva  
D.G. A. Academic Achievement Award

Dale, Corissa  
D.G. A. Academic Achievement Award

Daly, Jordan  
D.G. A. Academic Achievement Award

Dobrowody, Ben  
D.G. A. Academic Achievement Award

Drake, Rebekah  
D.G. A. Academic Achievement Award

Erickson, Hannah  
D.G. A. Academic Achievement Award

Fenner, Dashiell  
D.G. A. Academic Achievement Award

Foster, Brooklyn  
D.G. A. Academic Achievement Award

Garrett, Alex  
D.G. A. Academic Achievement Award

Gendron, Taylor  
D.G. A. Academic Achievement Award

Gibson, Calista  
D.G. A. Academic Achievement Award

Givens, Max  
D.G. A. Academic Achievement Award

Henderson, Garrett  
D.G. A. Academic Achievement Award

Henderson, Bailey  
D.G. A. Academic Achievement Award

Holen,年由盛  
D.G. A. Academic Achievement Award

Hubbard, Jack  
D.G. A. Academic Achievement Award

Ivins, Morgan  
D.G. A. Academic Achievement Award

Jackson, Autumn  
D.G. A. Academic Achievement Award

Jaya, Niyath  
D.G. A. Academic Achievement Award

Jorgenson, Michelle  
D.G. A. Academic Achievement Award

Kaczur, Jordan  
D.G. A. Academic Achievement Award

Kiley, Kelsey  
D.G. A. Academic Achievement Award

Kirkwood, Sydney  
D.G. A. Academic Achievement Award

Koehler, Sarah  
D.G. A. Academic Achievement Award

Lakulic, Joan  
D.G. A. Academic Achievement Award

Lamnont, Lya  
D.G. A. Academic Achievement Award

Lacroix, Jack  
D.G. A. Academic Achievement Award

Lauzon, Breanne  
D.G. A. Academic Achievement Award

Lavoie, Ethan  
D.G. A. Academic Achievement Award

Lavoie, Matthew  
D.G. A. Academic Achievement Award

Leblanc, Sarah  
D.G. A. Academic Achievement Award

Lefebvre, Alexandra  
D.G. A. Academic Achievement Award

Lee, Ethan  
D.G. A. Academic Achievement Award

Lehmann, Twenty  
D.G. A. Academic Achievement Award

Libowitz, Scarlett  
D.G. A. Academic Achievement Award

McKinnon, Chloe  
D.G. A. Academic Achievement Award

McMurray, Alex  
D.G. A. Academic Achievement Award

Meadows, Akief  
D.G. A. Academic Achievement Award

Mearns, Macie  
D.G. A. Academic Achievement Award

Merrick, Morgan  
D.G. A. Academic Achievement Award

Michaud, Matthew  
D.G. A. Academic Achievement Award

Mills, Alex  
D.G. A. Academic Achievement Award

Morgan, Mackenzie  
D.G. A. Academic Achievement Award

Mourier, Alex  
D.G. A. Academic Achievement Award

Nelson, Teagan  
D.G. A. Academic Achievement Award

O'Brien, Busanna  
D.G. A. Academic Achievement Award

Papineau, Hannah  
D.G. A. Academic Achievement Award

Petersen, Katelyn  
D.G. A. Academic Achievement Award

Pound, Martin  
D.G. A. Academic Achievement Award

Pratt, David  
D.G. A. Academic Achievement Award

Pryor, Jada  
D.G. A. Academic Achievement Award

Ross, Mackenzie  
D.G. A. Academic Achievement Award

Salzmann, Chase  
D.G. A. Academic Achievement Award

Spencer, Virgil  
D.G. A. Academic Achievement Award

Spruill, Alex  
D.G. A. Academic Achievement Award

Tiwary, Devika  
D.G. A. Academic Achievement Award

Tolentino, Charlie  
D.G. A. Academic Achievement Award

Turcotte, William  
D.G. A. Academic Achievement Award

Uroz, Emma  
D.G. A. Academic Achievement Award

Walsh, Brandy  
D.G. A. Academic Achievement Award

Wright, Addyson  
D.G. A. Academic Achievement Award

Yates, Makayla  
D.G. A. Academic Achievement Award

Zegers, Jobith  
D.G. A. Academic Achievement Award
### SECONDARY SCHOOLS - MANITOULIN ISLAND

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manitoulin Secondary School</td>
<td>Jamie Mohamed</td>
<td>705.368.7000</td>
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### SECONDARY SCHOOL - SHINING TREE

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
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<tbody>
<tr>
<td>M.W. Moore Public Secondary School</td>
<td>John Capin</td>
<td>705.263.2038</td>
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### SECONDARY SCHOOLS - SUDBURY AREA

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
<th>Telephone</th>
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<tbody>
<tr>
<td>Adamsdale Public School</td>
<td>Jodie Pakkala</td>
<td>705.566.6020</td>
</tr>
<tr>
<td>Alexander Public School (FI)</td>
<td>Denise Goodmurdy</td>
<td>705.675.5961</td>
</tr>
<tr>
<td>Algoma Public School</td>
<td>Trevor Dewit</td>
<td>705.522.3171</td>
</tr>
<tr>
<td>C.R. Judd Public School</td>
<td>Susan Coursneau</td>
<td>705.671.5953</td>
</tr>
<tr>
<td>Carl A. Nesbitt Public School (FI)</td>
<td>Jim Wachnuk</td>
<td>705.566.3935</td>
</tr>
<tr>
<td>Chelmsford Public School (FI &amp; EP)</td>
<td>Pablo Gil-Alfaro</td>
<td>705.671.5945</td>
</tr>
<tr>
<td>Chelmsford Valley D.C.S. (Grade 7 &amp; 8 - FI &amp; EP)</td>
<td>Danielle Williamson</td>
<td>705.675.0225</td>
</tr>
<tr>
<td>Churchill Public School</td>
<td>James Norrie</td>
<td>705.566.5130</td>
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<tr>
<td>Confederation Secondary School (Grade 7 &amp; 8)</td>
<td>Marty Pankuri</td>
<td>705.671.5948</td>
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<tr>
<td>Copper Cliff Public School</td>
<td>Kendra Mihell</td>
<td>705.682.4721</td>
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<td>Cyril Varney Public School</td>
<td>Kim Boulanger</td>
<td>705.566.2424</td>
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<td>Ernie Checkers Public School (FI)</td>
<td>Jim Wachnuk</td>
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<td>Lansdowne Public School (FI &amp; EP)</td>
<td>Jennifer Harvey</td>
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<td>Larchwood Public School</td>
<td>Elizabeth Mack</td>
<td>705.671.5944</td>
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<tr>
<td>Levack Public School (FI &amp; EP)</td>
<td>Enzja MacEacharn</td>
<td>705.671.5943</td>
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<tr>
<td>Lively District Secondary (Grade 7 &amp; 8 - FI &amp; EP)</td>
<td>Leslie Mante</td>
<td>705.692.3671</td>
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<tr>
<td>Lo-Ellen Park Secondary School (Grade 7 &amp; 8 &amp; FI &amp; EP)</td>
<td>Pamela Potvin</td>
<td>705.522.2320</td>
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<tr>
<td>MacLeod Public School</td>
<td>Kerri Monaghan</td>
<td>705.522.8040</td>
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<tr>
<td>Markstay Public School</td>
<td>Nadia Berardelli</td>
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<tr>
<td>Monetville Public School</td>
<td>Paula Biondi</td>
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<tr>
<td>Northeastern Elementary School (FI &amp; EP)</td>
<td>Randy Wallingford</td>
<td>705.673.0204</td>
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<tr>
<td>Princess Anne Public School</td>
<td>Daniel Koziar</td>
<td>705.673.6516</td>
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<tr>
<td>Queen Elizabeth II Public School</td>
<td>Paula Mackey</td>
<td>705.675.6198</td>
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<tr>
<td>R.H. Murray Public School</td>
<td>Chris Bourre</td>
<td>705.671.5942</td>
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<tr>
<td>R.L. Beattie Public School (FI)</td>
<td>Kelly McCauley</td>
<td>705.522.7178</td>
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<tr>
<td>Redwood Acres Public School</td>
<td>Mark Patterson</td>
<td>705.675.0220</td>
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<tr>
<td>Valley View Public School (FI &amp; EP)</td>
<td>Christine Chisholm</td>
<td>705.671.5956</td>
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<tr>
<td>Walden Public School (FI &amp; EP)</td>
<td>Stephen Winckel</td>
<td>705.692.3602</td>
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<tr>
<td>Westmount Avenue Public School (FI)</td>
<td>Giselle LaLonde</td>
<td>705.566.1770</td>
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### SECONDARY SCHOOLS - MANITOULIN ISLAND

<table>
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<tr>
<th>School</th>
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<tbody>
<tr>
<td>M.W. Moore Public Secondary School</td>
<td>John Capin</td>
<td>705.263.2038</td>
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### OTHER SCHOOLS, PROGRAMS AND SERVICES

<table>
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<tr>
<th>School</th>
<th>Principal/Contact</th>
<th>Telephone</th>
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<tbody>
<tr>
<td>Adult Day School</td>
<td>Heather Downey</td>
<td>705.675.5481</td>
</tr>
<tr>
<td>Alternative Program Elementary</td>
<td>Patrick Hopkin</td>
<td>705.674.1221</td>
</tr>
<tr>
<td>Cecil Facer Secondary School</td>
<td>Mike Mirka</td>
<td>705.522.0196</td>
</tr>
<tr>
<td>Child and Adolescent Mental Health Program</td>
<td>Patrick Hopkin</td>
<td>705.674.1221</td>
</tr>
<tr>
<td>Children's Treatment Centre</td>
<td>Kathy Longarin</td>
<td>ext. 7227</td>
</tr>
<tr>
<td>Community Use of Schools</td>
<td></td>
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<tr>
<td>Co-operative Education</td>
<td>Jody Jakbo</td>
<td>705.688.0888</td>
</tr>
<tr>
<td>Experimental Learning</td>
<td>Emily Caruso Parnell</td>
<td>705.523.3308</td>
</tr>
<tr>
<td>Frank Flowers School Program</td>
<td>Mike Mirka</td>
<td>705.524.3354</td>
</tr>
<tr>
<td>Indigenous Education</td>
<td>Kathy Dokis</td>
<td>705.674.3171</td>
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<tr>
<td>Student Success</td>
<td></td>
<td>ext. 8266</td>
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<tr>
<td>Jean Hanson Public School</td>
<td>Patrick Hopkin</td>
<td>705.674.1221</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Mary Jago</td>
<td>705.674.3171</td>
</tr>
<tr>
<td>N'Swakamok Native Alternative School</td>
<td>Heather Downey</td>
<td>705.674.2128</td>
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<tr>
<td>Ontario Youth Apprenticeship Program</td>
<td>Jody Jakbo</td>
<td>705.688.0888</td>
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<tr>
<td>Program</td>
<td>Lesley Fisher</td>
<td>705.523.3308</td>
</tr>
<tr>
<td>Restart Program</td>
<td>Mike Mirka</td>
<td>705.671.5941</td>
</tr>
<tr>
<td>Special Education Programs/Services</td>
<td>Colleen McDonald</td>
<td>705.523.3308</td>
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<tr>
<td>Student Success</td>
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<td>705.523.3308</td>
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<tr>
<td>Transportation Inquiries</td>
<td></td>
<td>705.521.1234</td>
</tr>
<tr>
<td>(Sudbury Student Services Consortium)</td>
<td>(or visit businfo.ca)</td>
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</tr>
<tr>
<td>For bus cancellations, visit rainbowschools.ca and click on Transportation.</td>
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### TRUSTEES

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<tr>
<th>Trustee</th>
<th>Position</th>
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<tbody>
<tr>
<td>Doreen Dewar</td>
<td>Chair</td>
</tr>
<tr>
<td>Dena Morrison</td>
<td>Vice-Chair</td>
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<tr>
<td>TBD</td>
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<tr>
<td>Bob Clement</td>
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<tr>
<td>Anita Gibson</td>
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<tr>
<td>Judy Hunda</td>
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<td>Judy Kosmerly</td>
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<tr>
<td>Kerrie Ste Jean</td>
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<tr>
<td>Margaret Stringer</td>
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<tr>
<td>Hannah Golden</td>
<td>Student Trustee</td>
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### ADMINISTRATION

<table>
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<tr>
<th>Department/Position</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Centre for Education</td>
<td>705.674.3171</td>
</tr>
<tr>
<td>Norm Blaség</td>
<td>ext. 7216</td>
</tr>
<tr>
<td>Dennis Bazinet</td>
<td>ext. 7236</td>
</tr>
<tr>
<td>Bruce Bourget</td>
<td>ext. 7213</td>
</tr>
<tr>
<td>Judy Noble</td>
<td>ext. 7236</td>
</tr>
<tr>
<td>Kathy Wachnuk</td>
<td>ext. 7213</td>
</tr>
<tr>
<td>Nicole Charette</td>
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<tr>
<td>Corporate Communications &amp; Strategic Planning</td>
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