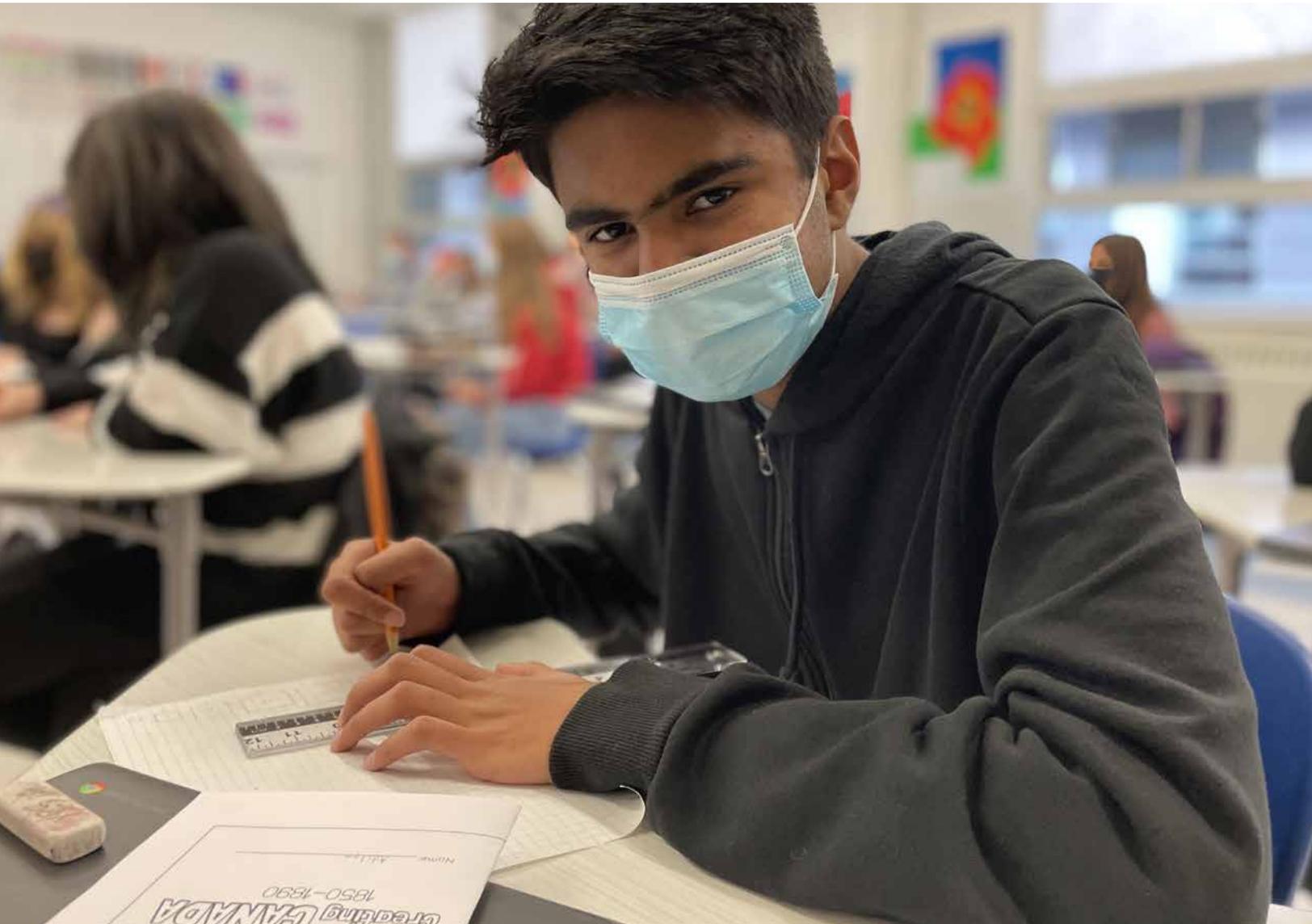


Rainbow Schools



2020-2021
Annual Report



Reaching minds. Touching hearts.

PREVENT (Standard Measures) **PROTECT** (Strengthened Measures) **RESTRICT** (Intermediate Measures) **CONTROL** (Stringent Measures) **LOCKDOWN** (Maximum Measures)



School closures and reopenings

- **September 8, 2020**
Schools reopen for the 2020-2021 school year with enhanced health and safety protocols.
- **November 12, 2020**
Students pivot from in-person to remote learning. Students pivot from remote to in-person learning.
- **January 4, 2021**
Reopening of schools following the break is delayed. Students from Kindergarten to Grade 12 learn remotely. Jean Hanson Public School and the Ruth MacMillan Centre open for in-person learning for students with special needs.
- **January 11, 2021**
In-person learning resumes in Northern Ontario. All Rainbow Schools re-open for in-person learning.
- **January 12, 2021**
Premier announces second provincial emergency due to rising cases of COVID-19 across Ontario. 28 day stay-at-home order issued. Schools in North remain open for in-person learning.
- **February 8, 2021**
Students pivot from in-person to remote learning. Students pivot from remote to in-person learning.
- **February 9, 2021**
Provincial emergency ends.
- **February 16, 2021**
Sudbury and Districts move from lockdown to the orange zone.
- **March 8, 2021**
Sudbury and Districts move from the orange zone to the red zone.
- **March 11, 2021**
Province applies “emergency brake” due to the surge in local cases. Sudbury & Districts move from red zone to grey lockdown zone. All schools shift to remote learning as of Monday, March 15, 2021.
- **March 15, 2021**
Learning together while safely apart begins and continues until the end of the school year.

Vision

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

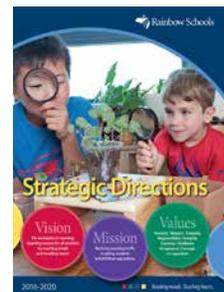
Mission

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

Values

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

- 3 Trustees
- 3 Executive Council
- 4 Message from the Chair
- 5 Message from the Director
- 6 Adapting 101: Doing things differently
- 8 Action on climate change
- 10 Outdoor classrooms
- 12 **Reaching minds.**
 - 12 Provide authentic and engaging learning opportunities
 - 14 Set high expectations and create excitement for learning
 - 16 Support students to reach their potential
 - 18 Foster 21st century skills and competencies
 - 20 Deepen literacy and numeracy skills
- 22 **Touching hearts.**
 - 22 Nurture physical, mental, social and emotional well-being
 - 24 Forge strong relationships and build resiliency
 - 26 Honour diversity and enhance cultural understanding
 - 28 Value student, staff, parent/guardian and partner voice
 - 30 Celebrate student, staff, school and system success
- 32 Student artwork of Manitoulin Island featured in Canadian publication
- 34 Board Awards 2020 & 2021
- 36 Budget 2021-2022
- 40 Scholarship Recipients
- 43 Ontario Scholars
- 44 Directory



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 2020-2021 school year. It also offers an overview of the 2021-2022 budget.

The cover features Aditya Mistry, a Grade 8 student at Chelmsford Valley District Composite School which began offering programs from Kindergarten to Grade 12 in September 2020. The photo was taken by proud Principal Danielle Williamson.

Trustees – Your Voice at the Board



Doreen Dewar
Board Chair
705.682.9449



Dena Morrison
Board Vice-Chair
705.560.8294

Sudbury, Area 5

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

Sudbury, Area 4

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



Bob Clement
705.869.2235



Linda Debassige
705.210.9985



Anita Gibson
705.929.7842



Judy Hunda
705.507.4332

Espanola, Area 8

A.B. Ellis Public School
S. Geiger Public School
Espanola High 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
Whitefish River First Nation
Zhiibaahaasing First Nation

Sudbury, Area 2

Lansdowne Public School
Larchwood Public School
Levack Public School
Chelmsford Valley District
Composite School

Sudbury, Area 6

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



Judy Kosmerly
705.897.1603



Kerrie St. Jean
705.525.8684



Margaret Stringer
705.348.0411



Michael Yao
Student Trustee
Lo-Ellen Park Secondary School

Sudbury, Area 3

Redwood Acres Public School
Valley View Public School
Confederation Secondary School

Sudbury, Area 1

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

Manitoulin, Area 7

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

Executive Council



Bruce Bourget
Director of Education



Dennis Bazinet
Superintendent of Business



Lesley Fisher
Superintendent of Schools



Judy Noble
Superintendent of Schools



Kathy Wachnuk
Superintendent of Schools

- *Trustee Doreen Dewar was acclaimed Chair of the Board in December 2020.*
- *Trustee Dena Morrison was acclaimed Vice-Chair of the Board in December 2020.*
- *Trustee Doreen Dewar served as Chair of the Board until December 2020.*
- *Trustee Dena Morrison served as Vice-Chair of the Board until December 2020.*
- *Norm Blaseg served as Director of Education until August 31, 2021, retiring with 35 years of distinguished service in public education.*
- *Bruce Bourget was appointed Director of Education effective September 1, 2021, bringing a wealth of experience to this senior leadership role.*



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

Doreen Dewar

*Chair
Rainbow District School Board*



On behalf of the Trustees of Rainbow District School Board, it is a pleasure to present the 2020-2021 Annual Report to the Premier of Ontario, the Minister of Education, our students, staff, parents/guardians and community partners.

As teaching and learning resumed amidst the backdrop of the global pandemic, we remained focused on our priorities, with health and safety first and foremost.

There was additional support for mental health in order to develop resiliency skills, manage stress, and nurture positive relationships.

Whether students were learning in person or remotely, staff worked diligently to support well-being and achievement to enable students to reach their full potential.

Building a strong circle of care became more important than ever as students were required to adapt to continual change while meeting the expectations of the curriculum.

Once again, our educators and support staff responded to the challenges with creativity. They modified lesson plans, adopted new teaching tools, brought guest speakers into the classroom through technology, offered engaging presentations to families online, and, as practical as possible, moved teaching outdoors.

The school year began in person for most students, but ended online for all students. Through it all, administrators, educators and support staff maintained a strong sense of optimism. They continued to be exceptional role models for the students in their care.

Students, for their part, continued to make the best of a less than ideal situation. Accepting what is and rising above the circumstances builds character. That, in itself, is an important lesson, one that will serve students well in learning and in life.

This Annual Report, therefore, is a celebration of success. Our schools did not let the pandemic define them. They reinvented themselves and emerged stronger.

We are grateful for our amazing staff, students, families and partners. They make us proud each and every day.



The stories in this Annual Report provide a snapshot of a school year unlike any other.

I would like to begin by acknowledging our parents and guardians for their support.

Whether they chose to have their children learn in person or online, we were excited to reopen our schools in September 2020 and welcome students back to class.

While it was not business as usual, given the enhanced health and safety protocols, we adapted to a new way of teaching and learning. Our educators and support staff demonstrated tremendous resilience as did our students and families who were called upon to adjust to changes throughout the school year.

Getting students into a routine is essential for their mental health, well-being, development and overall education. Connecting with students and giving them opportunities to connect - be it with their peers, other caring adults, meaningful projects, wellness initiatives, or the natural environment - is equally as important.

It can be easy to lose your sense of belonging and purpose when the world around you is in constant flux. Being intentional in our everyday actions, with a focus on relationships, helped to maintain a sense of equilibrium and normalcy.

We saw this intentionality manifested over and over again as our talented educators and dedicated support staff provided opportunities for students and families to engage in person and online.

In this Annual Report, we have captured a broad range of voices - from students, to teachers, to administrators, to support staff, to educational partners, to trustees - who share their experience of education during the pandemic. Through these voices, we learn the value of hope.

Hope is a muscle. The more it is exercised, the stronger it becomes. It provides a powerful tool by which to perceive the world and respond accordingly.

Thank you for your ongoing support. Thank you for working together to keep everyone safe.



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

Bruce Bourget

*Director of Education
Rainbow District School Board*



Adapting 101

Doing things differently

Basketball Band

How do you teach music in the midst of a pandemic? Swap the music room for the gymnasium and play basketballs instead of instruments.

"In the lockdown, students were not able to practise wind instruments at school, so I turned to the Internet for ideas on delivering the performance component of the curriculum," said Espanola High School music teacher Tracy Mark.

Students in her Grade 10 instrumental music class bounced basketballs choreographed to classical pieces like Tchaikovsky's Trepak, part of the Nutcracker Suite.

"The students were learning to listen to the beat and anticipate the



beat in order to bounce the ball in time to the music," said Tracy Mark. "These are skills students need to play their instruments and determine when and where to breathe."

She added: "This activity exposed students to classical music in a fun way. We talked about the history of the music when we took breaks from practicing."

For students, this music class was a slam dunk.

"It got students out of their seats doing something new and active with music," said Tracy Mark. "They enjoyed choreographing new moves and even tried to notate some of the basketball bounces so they could read the music as they played."

She added: "There were a few basketball players in the class who loved this lesson because basketball was also on pause. They enjoyed being able to use their skills again." 🏀

Virtual Information Nights

Virtual Field Trips

Experienced educators agree:

You CAN teach an old dog new tricks!

From online graduations to online meetings, everything changed during the 2020-2021 school year, including the format for the Kindergarten and secondary school information nights.

Students and staff demonstrated tremendous outside of the box thinking as they showcased their schools online with creativity and with pride.

Videos, slide shows, live chats, virtual tours and dynamic interviews were used to invite students and parents/guardians inside Rainbow Schools without stepping foot into the actual building.



The modified version of the traditional Open Houses proved that a school is more than bricks and

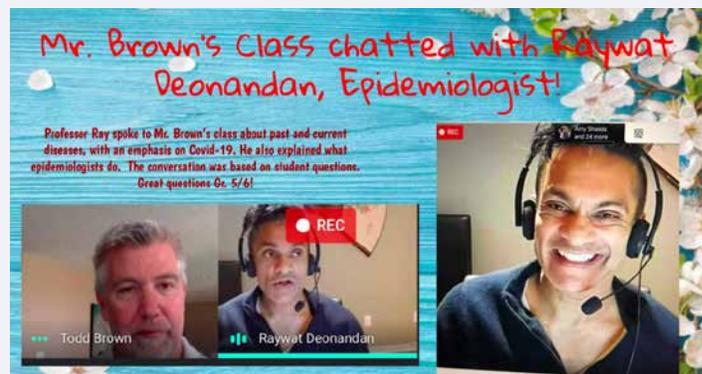
mortar, as each school's culture and spirit were readily on display online.

The Board's popular Transition Evening was also held online. The Board teamed up with Eastlink Community TV Channel 10 to present "Making the Transition – Finding your way from Grade 8 to Grade 9". The presentation explored the changes, choices and challenges students face as they enter high school.



In addition to the presentation, which is available on rainbowschools.ca, viewers on Eastlink met staff from various programs such as Specialist High Skills Major (SHSM), Ontario Youth Apprenticeship Program (OYAP), Dual Credits, Co-operative Education, Arts Education, Indigenous Education, French Immersion, 21st Century Learning and Special Education. 🤝

Students enjoy field trips without leaving home



The Grade 5/6 class at Redwood Acres Public School enjoyed a number of field trips. Although they didn't leave home, they travelled far and wide, meeting new people and exploring new topics.

Teacher Todd Brown introduced the virtual excursions as a fun way to engage students in hands-on learning. Guest speakers logged on to their computers and linked up with the class. The students researched the subject matter in advance to prepare to ask questions.

"My students haven't had a field trip in awhile," said Todd Brown. "It dawned on me that although I couldn't physically take them somewhere, I could certainly bring someone to them."

The class met a nuclear submariner and engineer, politicians, pilots, clowns, doctors, athletes and authors. They also met an epidemiologist who is a popular COVID-19 commentator on CTV.

Todd Brown said the sessions were not only meaningful for their authentic connections to the curriculum and current events, they also taught his students valuable social skills, including how to introduce themselves, speak to adults, ask questions politely, and thank the guests for their answers. Students also developed critical thinking skills as they engaged with professionals on relevant topics.

Brown thanked the many guests who joined his class virtually, noting that they have been very generous with their time and their knowledge. "All of the speakers understood that this is a very unique time for students as they continue to learn during a global pandemic," he said.

He added: "They were all willing to join us online. They did it out of the kindness of their hearts and my students benefited immensely. I am truly grateful." 🤝

Action on climate change



PROGRESS report on EcoSchools Certification



Rainbow Schools remained focused on environmental education and climate action throughout the 2020-2021 school year.

Ten schools certified with EcoSchools – two Platinum, four Gold, two Silver and two Bronze – while seven were given participant status at the Green level.

From community clean-ups and waste audits, to planting pollinator gardens and recycling electronic waste, staff and students found various ways to come together for the health and well-being of the planet, while safely apart.

The following schools certified in 2020-2021: A.B. Ellis Public School, Adamsdale Public School, Chelmsford Valley District Composite School, Central Manitoulin Public School, Manitoulin Secondary School, Lockerby Composite School, Queen Elizabeth II Public School, Sudbury Secondary School; Valley View Public School and Walden Public School.

The following schools certified as participants at the Green level: Assiginack Public School, Barrydowne College, Copper Cliff Public School, Lo-Ellen Park Secondary School,

GREEN is part of our Rainbow

At the regular meeting of the Board on September 24, 2019, Trustees approved a motion that Rainbow District School Board declare a climate change emergency and create a climate change action plan including having 100% of Rainbow Schools certified as EcoSchools within three years, with each school committed to reducing its carbon footprint and increasing sustainable practices.

“There is an urgent need to take further action,” said Rainbow District School Board Chair Doreen Dewar. “While we have made tremendous strides in our efforts to go green, we need to do more. As leaders in learning, we will continue to play an active role in addressing this global concern.”

Monthly environmental challenges, which include an Indigenous component, have proven to be an effective way to broaden the scope of education and environmental action. Through an “Anishinaabe” perspective, students also have the opportunity to experience and understand profound customs and teachings to place an even greater value on the protection of our planet, our home, Mother Earth “Shkagamikwe”.

“Our schools have demonstrated that the smallest of changes can have profound impacts,” said Director Bourget. He added: “Climate change is one of the most defining issues of our time. Our health and the health of our planet depends on what we do each and every day.”

Markstay Public School, R.H. Murray Public School and R.L. Beattie Public School.

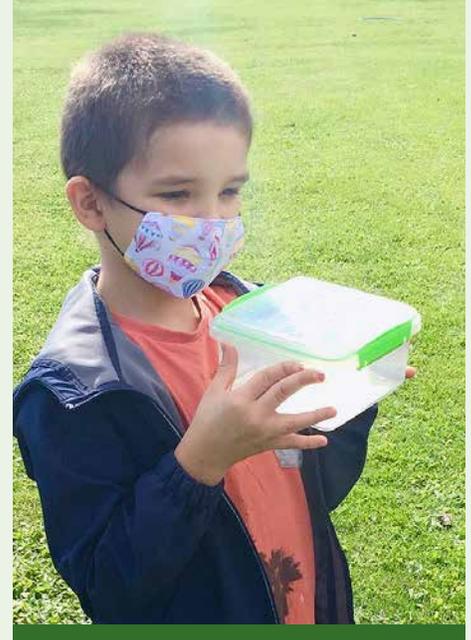
“We are very proud of students for rising to the challenge during a school year like no other,” said Director of Education Bruce Bourget. “I am inspired by the ongoing strategies staff and students are implementing to reduce their carbon footprint,” added Director Bourget.

Rainbow District School Board is on track to have all of its schools EcoSchools Canada Certified by 2022. The EcoSchools commitment is the cornerstone of the Climate Change Action Plan that was presented to the Board at its meeting on October 26, 2021.

Guided by five key principles - promotion of global stewardship through EcoSchools Canada

Certification practices, inclusive of Indigenous perspectives, evidence based and data driven initiatives, supporting educators with knowledge and resources, and working closely with community partners - the plan aims to raise student, educator, staff and parent awareness of environmentally responsible practices; embed eco policies within the Board’s strategic planning, supporting sustainability; and establish environmental leadership groups to empower others to act as responsible environmental citizens.

EcoSchools provides benchmarks for environmental learning and action in Canada, instilling in students the proficiencies, perspectives and practices to help them become environmentally responsible citizens



inside and outside of the classroom. Certification recognizes achievement in six key areas: ecological literacy, energy conservation, environmental stewardship, school ground greening, teamwork and leadership, and waste minimization.

MAKING the connection between the pandemic and the environment



The Grade 4/5 class at Chelmsford Valley District Composite School participated in a Community Connected Experiential Learning

Project focused on the Environmental Impact of COVID-19.

Rainbow District School Board challenged students to make the connection between the pandemic and the environment, and to commit to zero waste and energy conservation in response to the global crisis.

Through this challenge, students became aware of how the pandemic has affected the planet, and brainstormed solutions to make a difference.

This green initiative was part of the Environmental Committee’s ongoing efforts to encourage sustainable practices and increase awareness about various environmental issues.

“The pandemic has had positive and negative impacts on the environment,” said Director of Education Bruce Bourget. “On one hand, people were driving less,

therefore reducing carbon emissions. On the other hand, disposable products used to keep us safe are filling up landfill sites.”

The environmental impacts from COVID-19 vary in extreme, from an increase in biomedical waste and chemical pollution, to improvements in air and water quality, to a reduction of noise and restoration of our ecology.

Impacts at the school level include more idling during drop-off and pick-up, an increase in individual plastic waste consumption, and a suspension on composting organics.

How can we make a difference? Opt for a reusable face mask whenever possible, turn off the engine for drop-off and pick-up time, and bring litterless and boomerang lunches to school whenever possible. 🌱

OUTDOOR classrooms



Inspired by nature

Albert Einstein once said:

“Look deep into nature, and then you will understand everything better.”

Inquiring minds become inspired minds when students immerse themselves in the great fresh outdoors surrounded by delicate spring flowers, crisp fall leaves, or a fresh winter snowfall.

During the pandemic, outdoor classrooms proliferated in Rainbow Schools as the natural environment provided an ideal space for learning in all seasons.

“We have such a vast amount of property as part of our school yard, and due to COVID-19, we have been encouraged to get our students outside as much as possible,” said Paula Biondi, Principal at Monetville Public School.

“We thought it would be a great idea for classes to have access to an area where they could all sit and be comfortable and learn together outside.”

The outdoor classroom at Monetville Public School was built by parent Todd Fryer. He went into the bush on his property and cut down a tree to make seats for 20 students. Students in Grade 6, 7 and 8 helped assemble the outdoor classroom.

“Our outdoor classroom is located in the back open field where students can explore and then return to their seats to record their thinking and share their learning with their teachers and classmates,” said Principal Biondi.

At Monetville Public School, the outdoor space differs from the regular classroom. While there are no chalkboards, desks or computers, students are surrounded by the sights and sounds of nature which provide a unique learning environment.

All kinds of activities take place in the outdoor classroom, including music, dance, art, drama, science, reading, literacy, math, and coding.

Students identify animals found in the school yard, harvest plants in the fall, create artwork with nature, share stories and play music.

“Students are out in the fresh air, experiencing nature, and have space to explore while learning the various aspects of the curriculum,” said Principal Biondi.

The classroom is also fully functional in the winter months.

R.L. Beattie Public School unveiled its outdoor classroom in September 2020. The space consists of a large blackboard as well as logs and tree stumps in place of chairs and tables.

The school’s science classes, in particular, have taken advantage of the outdoor space as a regular part of their program. While learning about the food chain, for instance, students were able to observe worms and birds in their natural habitats.

In the winter months, students do not let the colder temperatures stop them from enjoying their outdoor

space. Bundled up, they continue to learn outdoors as they would any other time of the year, with perhaps slightly shorter sessions on bitter days.

"The outdoor classroom is an ideal space for creativity," said Principal Kelly McCauley. "Nature provides inspiration for stories, art and music, just as much as science."

Walden Public School established its outdoor classroom in June 2017. Named after teacher Wes Hubert who spearheaded the initiative, it's affectionately known as Hubert's Habitat.

His dream was to turn the pond and plateau area behind the school into a place where students could learn about and in nature. With generous support, the dream became reality.

Classes use the area for plant, animal and pond studies. In the winter months, they enjoy snowshoeing and making snow sculptures.

The pond is teeming with aquatic insects, frogs, turtles and small fish. The plateau flourishes with wildflowers, grasses, bushes and trees.

Local Elders helped to open the restored green space as well as members of the community who contributed time and resources.

It provides an ideal area for outdoor inquiries for the school's youngest learners. It's also a perfect place for students of all ages to connect with nature while meeting the expectations in the curriculum.

"Students observe the world around them, make predictions

and record their thinking," said Walden Public School Principal Stephen Winckel.

He added: "When building a trap made of branches, students could be heard talking about the various jobs and delegating tasks. They shared ideas and worked collaboratively until the project was complete."

The outdoor space has also been used for imaginative play. Pretending to be bears, students found a 'cave' to hibernate in. After determining who would be the mother bear and who would be cubs, they discussed roles and responsibilities, including the need for food.

"The outdoor classroom opens a world of possibilities for teaching and learning," said Principal Winckel. "It has truly been an asset at Walden Public School." 🍃

Ice fishing rods donated to Assiginack students in memory of Shan Case

Enjoying the outdoors, in all seasons, promotes a healthy, active lifestyle.

Manitowaning resident Shan Case loved the outdoors so much that during winter she would ice fish right on the lake, not inside a traditional hut which might offer protection from the elements.

Sadly, she passed away, but her memory has been honoured through a generous donation to Assiginack Public School – an ice fishing rod for every student.

"We wanted to do something in Shan's name," said husband Brad Ham. Son Brett Ham is a graduate of Assiginack Public School and the family has always been very supportive of the school, their community and the children and youth who call Manitowaning home.

"Shan loved the outdoors and ice fishing," said Brad Ham. "She also loved this community and wanted

to entice the kids to get outside. It snowballed from there." The family received lots of support from individuals and businesses, including AJ Bus Lines and Eastlink.

Just before the holiday break, Christmas came early at Assiginack Public School when Brad Ham donated the ice fishing rods to students in a live, outdoor video presentation which was broadcast to classrooms within the school.

"Our students were thrilled," said Principal Heather Pennie. "We are most grateful to Brad and Brett Ham, their extended family, and all donors who made this happen."

She added: "This will certainly encourage our students to enjoy the outdoors. And, just like Shan Case, they may fall in love with ice fishing and make it part of their healthy, active lifestyle."



"We participated in regular outdoor family activities and went fishing every chance we had," said Brad Ham. "When Family Day was introduced, Shan had the first fishing derby on Manitowaning Bay. Some 15 people participated, and it got bigger from there. The fishing derby became an annual community event."

He added: "Shan always said, 'you kids need to get outside' and she modelled this with her own son and his friends. With this donation, her legacy lives on." 🍃



Apiary generates buzz for SHSM in Agriculture

Afraid of bees? Not these students whose school apiary generates as much buzz as honey.

Manitoulin Secondary School students have been caring for the bees for the past two years. They check the hives, extract honey, and package products.

It's all part of the Specialist High Skills Major (SHSM) in Agriculture introduced in the 2018-2019 school year.

As a reward for their efforts, students get to take home some of the honey that is produced.

A good amount is served in the school's food and nutrition classes, and given as gifts to guests and special presenters.

What's left is available for sale, with proceeds going back to the program.

"The intent was to come up with an idea that would create interest in the Specialist High Skills Major (SHSM), a program that allows students to earn credits while learning about a specific economic sector," says teacher Paul Becks.

The apiary proved to be the perfect attraction for a SHSM in Agriculture.

"Pollinators are current world topics," says Paul Becks. "We want our students to be thinking about sustainable food production. We also want students to develop skills and explore career paths in this essential industry."

The apiary not only supports Rainbow District School Board's ongoing focus on sustainability, it also incorporates a number of subject areas from science and food/nutrition to construction and manufacturing technology.

To further encourage environmental practices, additional gardens have been planted in and around Manitoulin Secondary School to grow vegetables and pollinator flowers.

Woodworking classes produce hive components made from a



combination of wood, metal and plastic. Manufacturing classes design prototype hive stands made from aluminum or steel. Students also experiment with heat treating and the production of hive tools.

Biology and Environmental Science students gain experience working with living creatures. They also learn about flowering plants, insects, and integrated pest management.

Art students decorate the hive boxes and honey supers. They also design logos for product packaging.

"The hands-on aspect has been most beneficial," says Paul Becks.

WWI in the trenches (literally)



“We need students to be involved in project-based learning and skills development in many ways, as often as possible.”

He adds: “In the process, students learn essential life skills, like being organized, including starting with the end in mind and making lists of what needs to be accomplished.”

The project has also taught students the importance of mindfulness and global citizenship.

“Caring for the bees reminds us that we need to slow down and live in the moment. It also inspires students to be reflective. The natural world is fragile and we all have a role to play in protecting and preserving it for generations to come.”



The project has given students the opportunity to demonstrate the values that are taught and modelled in Rainbow Schools. Bees are, after all, symbols of activity, work and diligence.

“Tell me and I will forget, teach me and I will remember, involve me and I will learn.”

Benjamin Franklin

Students from Lo-Ellen Park Secondary School woke up one morning to find themselves in 1914. As part of their unique history lesson, they travelled back in time to relive life in the trenches.

Each winter, Canadian history students dig trenches in the snow to simulate the experience of soldiers during the First World War. Teacher David Rautiainen has made this hands-on lesson a tradition at Lo-Ellen Park. In 2020-2021, Educational Assistant Zach Beamish supported the students.

Before beginning, the class explored designs and reviewed details to bring the concept to life. The following day, students came to school equipped with their winter gear ready for a day of digging.

“This sort of experience helps to put things into perspective for students,” says David Rautiainen. “They come to appreciate what life might have been like for many Canadians at the front in WWI.”

He adds: “The fact that students were only digging snow on a mild day in February helped to demonstrate how much worse things would be with heavy clothing, soil, heat, rain, artillery, rats, etc.”

To further enhance their learning, students were required to bring a pencil and paper to write a letter from the trenches, much like Canadians did over 100 years ago.

“Respect, empathy and responsibility are some of the character traits being nurtured,” says Paul Becks. “I have seen resilience, courtesy, cooperation and certainly courage from the students working with the bees.”

Prior to writing, students scanned the government archives for research. Some located great grandparents who might have been involved in WWI, making the experience that much more authentic.

David Rautiainen says that the research conducted as well as the writing portion of the assignment connected history to literacy. This serves as good preparation for the Ontario Secondary School Literacy Test with a focus on paragraph development, news stories, and organized responses.

“This sort of activity helps to break up the unit and highlight essential learning in other subject areas, like English,” he says.

Following the dig and writing assignment, the class went back inside to enjoy some hot chocolate and share their thoughts. The students enjoyed the day and had a renewed sense of appreciation for those who fought for our freedom.

David Rautiainen plans to incorporate hands-on learning in future assignments. It’s a highly effective approach.

“For some students who may struggle with traditional reading and writing tasks, this activity gives them another entry point into building these essential skills. It also makes history come to life in a meaningful way,” he says. “That’s a win-win.”

Students who may have been apprehensive have now fallen in love with the apiary. All they needed was a little bit of encouragement.

Afraid of bees? If ever, not anymore. 🐝



Caring connections in person and online

These teachers may be alone, but they are never lonely as they engage with students online at the Rainbow Elementary Virtual School.

Rainbow District School Board's remote learning option for Kindergarten to Grade 8 proved to be popular with parents/guardians, offering online classes for some 1,600 elementary students throughout the 2020-2021 school year.

Emily Caruso Parnell was tasked with setting up the unique delivery model precipitated by the pandemic in a matter of weeks.

With a background in distance education, Principal Caruso Parnell knew that creating caring connections between students and teachers would make the difference.

"Right from the start, positive relationships and social well-being were prioritized," she says. "We focused our energy on building a sense of community within the school even though we didn't come together face-to-face."

"We've done that in many ways," adds Principal Caruso Parnell. "I've hosted a Google Recess every day and many teachers leave their Google Meet open at lunch to be available to students in their classes. In addition, we organized a lot of

fun activities to bring us together, including theme days and dynamic field trips all over the world."

Routines were also important. The Rainbow Elementary Virtual School maintained a regular school day schedule. The province mandated that students be online for a certain number of minutes a day based on grade level. As a result, the school favoured a longer learning block in the morning when students are fresh. There were also regular breaks to give students time away from computer screens.

"I've encouraged the teachers to schedule in Body Breaks. Students get breaks throughout the day to get up and stretch and move and dance

or whatever is appropriate for the age group."

Principal Caruso Parnell credits the teachers at Rainbow Elementary Virtual School for making online learning engaging. Through technological tools, including Google Slides and Jamboard, a virtual interactive white board, teachers created a dynamic learning environment while ensuring equity of access for students who may not have learning materials at home.

"Teachers focused on using the technological tools to their best advantage to support instruction and build social connections. They created a sense of community within their classes and within the school as a whole," says Principal Caruso Parnell.

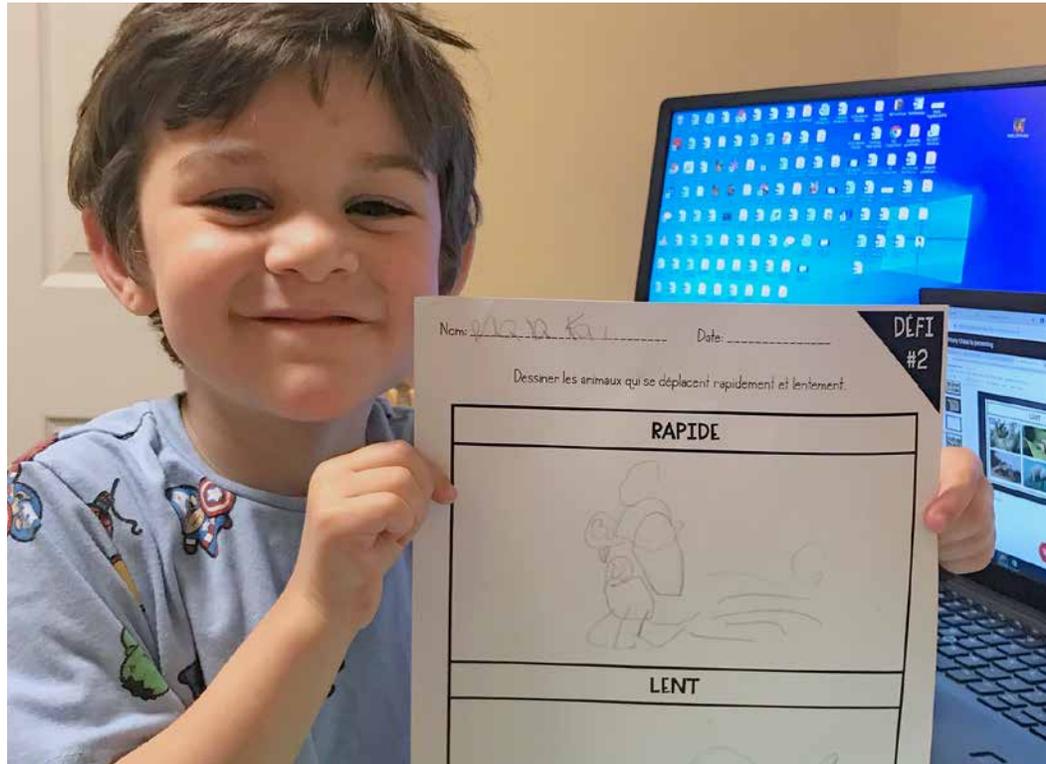
She adds that staff members have been exceptional at going above and beyond for their students in adapting to technology that most were not familiar with.

"Some staff members were in their last year of teaching and they've had to completely change everything they know about delivering the curriculum," she says. "They've done that with grace, patience and ease for the benefit of students who are learning in the midst of a global pandemic."



Not only has technology supported teachers with instruction, but it has also allowed students the opportunity to take virtual field trips anywhere in the world.

A Grade 4 class led by Robert Dunn was one of only seven in North



America selected to connect live with Jane Goodall and interact with the international icon. Other virtual field trips included a visit to a marine turtle sanctuary in Florida and dance classes with the staff at Canada's National Ballet School in Toronto.

The school worked with the Artists in Residence Program to provide students with the opportunity to learn an instrument and develop music composition. Recorders were sent to all Grade 5 students who had an opportunity to learn the instrument online with a local musician. They performed a concert on the last day of school, a culminating event fitting for a school year of learning together while safely apart.

"We've had a lot of interesting opportunities that have been really unique to the online environment," says Principal Caruso Parnell. "They say that necessity is the mother of invention. We have certainly proven that to be true thanks to the

creativity of the teachers who came together to make our online school successful."

With a full school year now complete, Principal Caruso Parnell says the most important thing she has learned as the instructional leader is the value of relationship building.

"Whether it's face-to-face or online, it really matters how you treat people. Caring connections and relationships that put people first are the most important part of any school experience." 🌱

The POWER of 'YET'

It's a three letter word that packs a lot of punch.

With the Power of Yet as a guiding mantra, staff and students at Algonquin Road Public School have developed a growth mindset while embracing each step of their journey of learning.

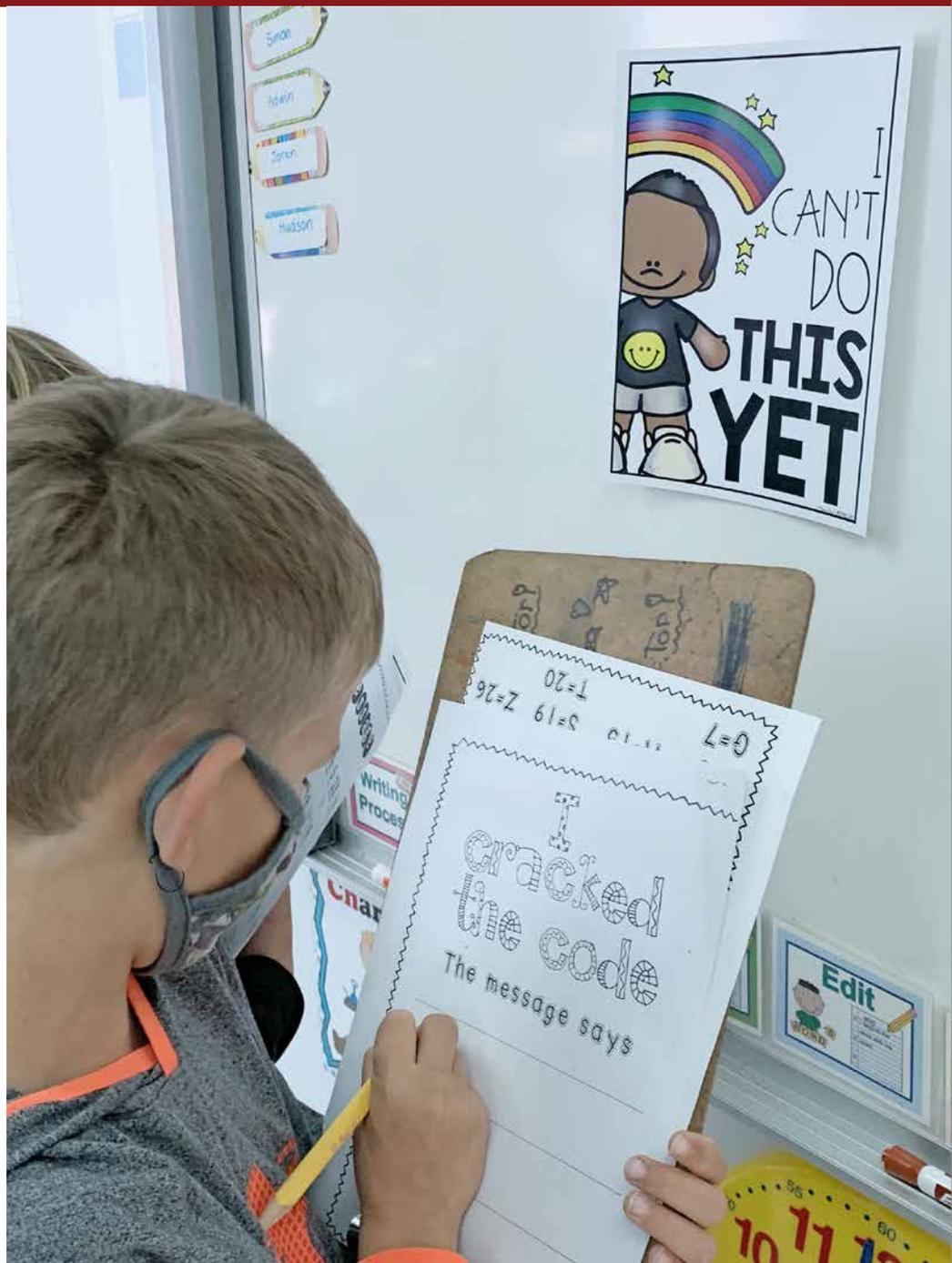
"The Power of Yet is a simple reminder that staff and students use to help change their mood or outlook on a situation that they might be facing," explains Principal Trevor Dewit.

"When we believe our abilities and intellect can change, we have hope. With hope, we can visualize a better story for our future."

He adds: "When a student is stumped or gets an incorrect answer, they might think, 'I can't do this.' With the Power of Yet, students are taught to recognize the negative self-talk and make it positive by adding the word yet. 'I can't do this yet.'"

This technique enables students to learn from their mistakes, whether that means to try again using a similar approach or try a new strategy altogether. Having a positive outlook helps to boost memory and performance.

Principal Dewit says that students often smile while reminding



themselves and others of the Power of Yet.

"Students can be heard saying, 'You can't do it - YET!' to each other. The peer-to-peer encouragement builds a more positive learning environment."

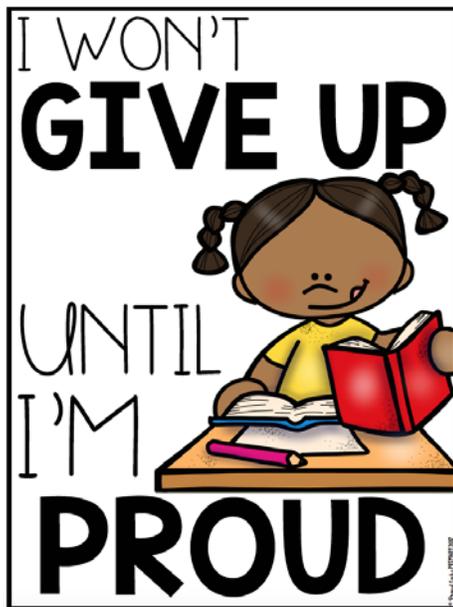
With an improved outlook, students are able to tackle hurdles with true grit, an important aspect of a growth mindset and the foundation for resilience.

The value in the Power of Yet is its ability to relate to students of all ages.

Tanya Golightly, Grade 1/2 teacher says: "I remind all students that sometimes we will struggle at first and that's ok. It may take some friends longer than others, but I remind them that they haven't gotten it yet, but with time and practice, they will be successful."

Grade 2 teacher Shelley Lacko agrees. "My students have learned to embrace mistakes. Stretch mistakes mean we are trying, we are putting in some effort, and that we will ultimately learn from it," she says.

The idea is reinforced with positive, inspirational messages and quotes, video and/or audio clips, and adults modelling a growth mindset for students.



"We are so proud of one of our students who barely knew her multiplication facts," says Grade 6/7 teacher Christine Chretien. "Using the Power of Yet as a guiding mantra and with a variety of supports, she developed the ability to recall many more facts and had such a sense of accomplishment."

A banner was hung in Christine Chretien's classroom as a reminder of the Power of Yet. Each student selected a few positive affirmations and the class strung them together.

The class also used the Power of Yet to discover that they too could be authors.

"The students were firm in their beliefs that they were 'just kid writers'. After a class discussion, they came to realize that although they may not be published authors yet, they're still authors," explains the teacher.

Christine Chretien says that their end of the year writing prompts significantly improved, and students saw themselves in a different light.

Danika Hewlett's music class has also embraced the Power of Yet. Typically, when faced with a new piece of music, most students would say that they could never play that.

"By injecting positivity and encouragement into my lessons, we were able to break down the song into small sections, perform them at a slower tempo, and master the movements in parts," says Danika Hewlett.

Eventually, students were able to laugh at how "easy" the overall task was and wanted to try a harder song. Now, the Power of Yet is reflected in each music lesson.

The Power of Yet has been an integral component for students in achieving a growth mindset.

"Growth mindset is a coping mechanism, one of many in our toolbox to foster student success. It is all based on the understanding that, with time and practice, we can develop our intelligence and our abilities," says Principal Dewit.

Growth mindset works best when students are unsure of an answer, make an error, experience failure, or feel anxious.

To encourage a growth mindset, a number of strategies may be considered.

"We like to reinforce with our students the understanding that abilities and intellect can change, as well as support their mindsets when difficulties arise," says Principal Dewit.

He adds that staff must recognize the efforts put forth by students and the different strategies being used to complete tasks in order to reflect on teaching practices for feedback and growth.

During the pandemic, having a growth mindset has been more important than ever.

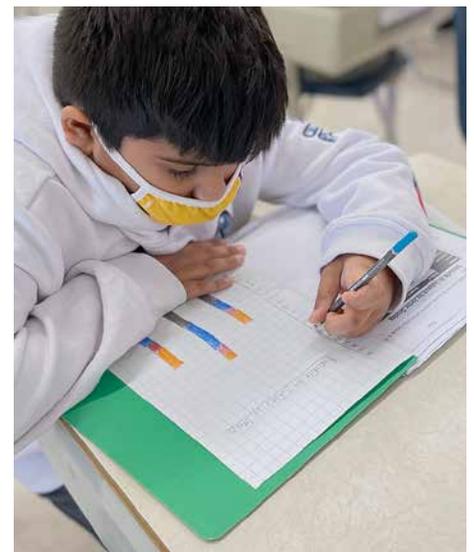
From new safety routines to online learning, students were required to persevere and adapt to changing circumstances.

Remembering that they were capable, even when struggling with new technology such as Google Meet, went a long way towards achieving success.

"It's comforting for students to know that they have coping strategies to help guide them through certain situations," says Principal Dewit. "They didn't skip a beat."

As the 2020-2021 school year came to a close, Principal Dewit learned many lessons when it comes to growth mindset and the Power of Yet. The school must be open to new learning opportunities and to building a deeper understanding.

"Growth mindset is our school culture and it needs to continuously evolve with all staff, students and families."



He adds: "Students who can apply their knowledge of growth mindset will be ready to take on any challenges and will be willing to persevere when faced with failure. This will serve them well in school and in the real world." 🙌

Students help others through unique projects

If the greatness of a community is most accurately measured by the compassionate actions of its members, area residents can be proud to call Greater Sudbury home.

During the 2020-2021 school year, Lo-Ellen Park Secondary School students in the International Baccalaureate (IB) Program had the unique opportunity to participate in projects that reached minds and touched hearts.

The projects also reinforced 21st Century skills - critical thinking and problem solving; innovation, creativity and entrepreneurship; self-directed learning; collaboration, communication and citizenship.

A two-year program designed for students ages 16 to 19, the IB curriculum

is intended to develop intellectual, emotional, personal and social skills.

By combining education with community involvement, students gain new skills while supporting causes close to their hearts. In the process, they learn the value of giving back.

"As part of the curriculum, IB Diploma students must complete a CAS Project," said Julie Wuorinen, IB Program Coordinator. "The project is designed to engage students in one or more of the CAS elements: Creativity, Activity and Service."

Through CAS projects, students learn to take initiative and to persevere to achieve their goals. They acquire skills such as teamwork, problem-solving and decision-making.

The students were eager to get involved in organizing and running a number of community initiatives including a school supply drive, pen pal project, walk-a-thon, and clean up of veteran memorial sites. The results of their efforts helped to support a number of their favourite organizations within the community and beyond.

School Supply Drive

Kerry Yang,
Grade 11 IB Diploma Student

Kerry Yang collected hundreds of school supplies in Sudbury that were distributed to students in Africa through an organization called Develop Africa during the 2019-2020 school year.

In 2020-2021, upon learning about the education gaps in Canada's territories, rural, remote and northern communities, and even large cities, she set a goal to collect school supplies for over 200 students from across the country.

"Providing students with the necessary educational supplies would allow them to build up a foundation to escape low living standards and contribute positively to their communities," said Yang.



In total, the drive resulted in over 200 pounds of donations of more than 3,000 supplies, including a generous donation of 150 new backpacks from the YWCA in Sudbury. The donated goods went to eight different locations.

Northern Initiative for Social Action and Our Children Our Future in Sudbury each received two boxes

of supplies. Share the Warmth in Montreal received two large boxes, and Moorelands Kids in Toronto received one large box. Wapekeka, ON; Aklavik, NT; Grise Fiord, NU; Qikiqtarjuak, NU received one large box each.



Paper Bridges Club

Naomy Lafond, *Grade 12 IB Diploma Student*

Naomy Lafond started the Paper Bridges Club after discovering the non-profit organization called Paper Bridges. The organization provides emotional support to orphans by sending hand-written

letters of encouragement throughout the world.

"After learning more about them, contributing to their mission was something I couldn't pass on," said Naomy Lafond.

The Paper Bridges Club is one of the first school chapters in Canada. Once a week, members of the club came together during their lunch hour to write hand-written letters filled with uplifting words. The letters were distributed to orphans and foster children to make them smile.

The letters have been sent to the Federation of BC Youth in Care Networks, a foster care system in British Columbia for ages 14 to 24. The Paper Bridges Club was also paired with an orphanage in Uganda called the Love Uganda Foundation. Letters were sent to 20 children ages 5 to 15.

"We were very fortunate to receive letters back from the children which was an amazing experience," said Naomy Lafond.

Walk for Wellness

Rory Frantz,
Grade 11 IB Diploma Student

Rory Frantz held Walk for Wellness, a month-long walk-a-thon fundraiser in May.

Proceeds from the event went to Kids Help Phone, a national 24 hour support service providing counselling, information, and referrals to youth in Canada.

With the help of family and friends, Frantz was successful in getting 62 participants involved in the event. Participants were instructed to go outside each day and track how many kilometres they could walk in support of mental health.

To increase engagement, a number of themed days took place, including a Colour Theme Week and an Outdoor Scavenger Hunt.

Not only was the event successful in raising money for Kids Help Phone, but also in getting people of all ages active, energized, and feeling good both mentally and physically.

Cleaning Veteran Memorials

Michelle Ruff,
Grade 12 IB Diploma Student

Michelle Ruff dedicated the summer of 2020 to cleaning the memorial sites of several veterans.

"We need to remember the experiences lived by these veterans, and the mistakes made in the past, not only to honour and respect the fallen, but to prevent a similar situation from occurring," said Michelle Ruff.

Cleaning the sites involved lifting sunken stones out of the ground, putting gravel down to level the earth, placing the monuments back down, and scrubbing any lichen or dirt off of them.

"This experience provided me with an opportunity to show my respect to the rights of the veterans, by cleaning what might be one of the few memories left of them, and providing someone who will care for their memory, as many of them have no one left." 🙏





Knowledgehook

Virtual games make math concepts fun

In many classrooms in Rainbow Schools, students are participating in virtual games that make learning math fun.

Knowledgehook is an interactive program designed to enhance math skills for students in Grades 3 to 12. It is divided into challenges (individual tasks for students) and game shows (whole class quizzes).

The responses are then converted to data that teachers can use to quickly determine who understands the concept and who needs a little more help.

During the first wave of the pandemic, the Ministry of Education offered school boards free access to most aspects of the Canadian-based program.

"Several of our teachers shared that they found the program valuable and were hoping to continue to use it," says Superintendent Lesley Fisher.

"We worked with the Knowledgehook team to explore the features of the program and purchased the premium version for all of our math teachers."

Not only can teachers glean class data, principals can access overall school trends. This helps to determine professional learning for teachers so they are better equipped to close any gaps.

Several teachers from Rainbow District School Board have been recognized for their use of the program to supplement the curriculum.

Stephanie Reier, Grade 5/6 teacher at Churchill Public School, was the Knowledgehook Impact Award recipient on behalf of the Board.

“Before Knowledgehook, I didn’t know what topics my students were already familiar with, versus what they didn’t know,” explains Stephanie Reier.

“Knowledgehook has allowed me to figure out what I need to focus on teaching my students.”

Stephanie Reier says that Knowledgehook has been useful in determining math concepts that require more work.

“I use the topics that they don’t know as an activity to begin the unit. Then, we work through the unit as a class, and at the end I give them the exact same activity.”

“With Knowledgehook, activities can be repeated so that I can see the growth with each student from beginning to end. From there, I can fill any gaps.”

Stephanie Reier explains that as a teacher, it is sometimes difficult to understand where student misconceptions come from,

but Knowledgehook makes it much easier to guide students to success.

“If I have students that are all making the same mistakes, and they have the same misconceptions, Knowledgehook will give me questions that are geared towards that topic.”

Knowledgehook questions are at grade level and relate directly to the curriculum, another benefit to both teachers and students.

“Sometimes questions are too hard or too vague. With Knowledgehook, the questions match up with the curriculum nicely.”

Teachers Kelsey Leclair and Ryan Crouch were also acknowledged for how they used Knowledgehook to move learning forward.

“I love the way it encourages and motivates my students,” says Kelsey Leclair, Grade 4 teacher at A.B. Ellis Public School.

“In seeing their results and getting feedback right away, students want to try more and do better to earn their green trophies. That means

they’ve answered all of the questions correctly.”

Ryan Crouch, Grade 8 teacher at Algonquin Road Public School, uses Knowledgehook to develop “exit cards” after each curriculum expectation is covered.

“It provides me with real-time feedback on the progression of my classroom,” he says. “It gives me the information I need in order to decide whether or not to move forward to the next expectation.”

He adds that Knowledgehook is a great way to review content for tests and quizzes.

“I use the gameshow component for differentiation. It allows me to re-teach the topic to those students who have yet to understand a concept, while keeping the rest of the class engaged as they compete for the top spot in points.”

The teachers agree that Knowledgehook has been an ideal learning tool for them and their students. 🏆



Financial Literacy pays dividends

Prior to the 2020 Ontario Mathematics Curriculum, money concepts were embedded in the Number Sense and Numeration strand and involved identifying and recognizing coins, representing money amounts, and adding and subtracting money amounts to make simulated purchases.

Financial Literacy is now one of six strands.

Calculating change, cheques and e-transfers, value for price, budgeting, cash, credit, debt, financial goals, interest rates, bank fees, trading, lending, borrowing, donating, saving, investing, sales, benefits and costs of credit cards, rewards programs, and financial planning are among the many concepts incorporated into the new curriculum.

By the time students reach Grade 8, they are learning to think critically and creatively, making connections between math and everyday contexts in order to apply their skills to real-life situations and make informed decisions.

“Financial literacy supports students in building skills and knowledge about the value of money and use of money,” says Superintendent Lesley Fisher. “Students learn how decisions impact personal finances, and develop consumer and civic awareness.”

The new Ontario Mathematics Curriculum supports Ontario’s Four-Year Math Strategy designed to improve student performance in math, help students solve everyday math problems, and increase students’ employability for the jobs of the future. 🏆

Mental Health: Hopeful and helpful



The Ministry of Education allocated targeted funding to school boards to support the transition back to school for students with exceptionalities as well as students with mental health needs.

Rainbow District School Board offered a Summer Transition Program at nine school sites prior to the start of the 2020-2021 school year. Students had an opportunity to get reacquainted with school routines, become familiar with health and safety protocols, and alleviate some of the anxieties they may have experienced when all learning moved online.

“The promotion of good mental health and early intervention with

students when there is an identified need is more important than ever as students and staff continue to live and learn during a global pandemic,” says Mental Health Lead Mary Jago.

She adds: “Our focus is on being hopeful and helpful. With consistent access to high-quality, evidence-based mental health information, supports and services, students will know how to care for their mental health; maintain a strong sense of

identity, belonging, confidence and hope, even in challenging circumstances; and seek help when problems arise.”

Rainbow District School Board’s mental health team provides individual interventions with students using a Brief Intervention Strategy for School Mental Health Clinicians (BRISC), Cognitive Behavioural Therapy (CBT) and Dialectical Behavior Therapy (DBT) skills. These therapies have proven to be effective in helping children and adolescents manage difficult emotional situations, cope with stress, and make better decisions.

The mental health team also offers presentations to classes at the elementary and secondary levels to provide information about mental health and how to support mental health.

The focus in elementary schools is on engaging with students and their families to provide information and tools to manage anxiety and sadness, and to support referral to the appropriate community mental health services. Social Workers also facilitate student groups that focus on self-awareness and preventative strategies that build resilience.

“It is essential that we take care of ourselves before we take care of others,” adds Mary Jago. “We are all playing a variety of roles and have competing demands on our time and energy. Be patient with yourself. Practice self-compassion.

Know when you need to reach out for support.” 🌈



We All Have Feelings promotes emotional skills development

The Colour Monster is a friendly creature who goes from happy to sad and angry to loving in the blink of an eye. Much like young children tend to do, the Colour Monster is trying to make sense of his feelings.

“The Colour Monster: A Story About Emotions” by author Anna Llenas is the focal point for We All Have Feelings, a pilot program to promote wellness and social-emotional skills development in children.

Through a series of ten 30-minute sessions, students from Rainbow Schools learn more about their emotions alongside the Colour Monster.

The program is delivered by Rainbow District School Board Social Workers Lauren Fleischaker and Crystal Chopp. It is designed for students from Kindergarten to Grade 3.

“The We All Have Feelings Program explores the emotions: happy, sad, angry, scared, calm, love, and confused, and associates a different colour to each feeling. For example, yellow represents happiness, red is for anger, and blue is linked to sadness,” says Chopp.

“It also teaches students to recognize how we experience our emotions through our bodies.”

Each of the 10 sessions focuses on a different emotion. To learn about love, students explore the many ways we show others love, how others show love to us, and most importantly, how we can love ourselves.

Students use several strategies as part of their daily routine to cope with their emotions in healthy ways.

This includes belly breathing, self-affirmations, asking for help, being aware of the five senses, and understanding how we experience emotions in our bodies.

Learning occurs through open dialogue, read-alouds, and fun and engaging activities.

In 2020-2021, the program was delivered at Lansdowne, Adamsdale, Queen Elizabeth II, Princess Anne, and Algonquin Road Public School. So far, there has been great success.

“Student and teacher engagement is incredibly valuable for the program so that mental health language and skills can continue to be used within the classes and shared with families after the program is completed,” says Fleischaker.

The program has been especially important for young students learning amidst a global pandemic.

“This program is valuable as it teaches young students about their emotions and provides them with a platform as well as language to be able to identify and discuss their emotions more openly,” says Chopp.

She adds: “It also provides students with the comfort to understand that they are never alone and that we all experience feelings in various ways.”

Fleischaker says the program benefited from virtual learning.

“We had the unique opportunity to have parental involvement and use emotion-based scenarios that occur in the classroom at home.”

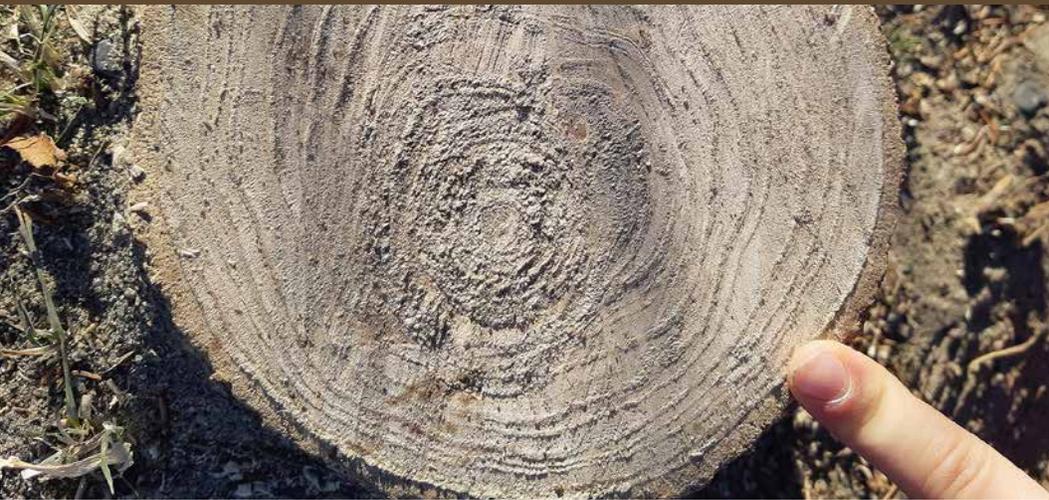
To get the whole family involved, siblings in various grades that are part of the program had their families practice coping skills together.

We All Have Feelings is an important part of Rainbow District School Board’s Mental Health Strategic Plan, nurturing personal wellness and fostering mentally healthy classrooms within Rainbow Schools.

“The program has enjoyed great success. Teachers who have participated in the sessions have emphasized how important it is to give students the opportunity to explore their feelings and develop strategies to manage them better,” says Chopp.

“Teachers have also praised the platform used, noting that it is effective because it enables participants to learn from shared experiences students can understand and relate to.”

Chopp and Fleischaker are continuing the program in the new school year. Students are equally as excited to learn more about their emotions with the Colour Monster as their guide. 🌈



The trees spoke to them. They spoke to the trees.

Many educators headed outdoors for longer periods of time to provide opportunities for their students to explore and learn.

“What was noticed and documented was the undeniable connection that children have to the natural world,” says Colleen Strange, a Designated Early Childhood Educator at Algonquin Road Public School. “It became a crucial element to their happiness, well being and overall development as a learner. Their confidence, character, and social - emotional selves grew in more expansive ways.”

She adds: “These rich learning experiences in nature provided us, the educators, the opportunity to watch through a different lens, one that sees children’s resiliency in the face of uncertainty and creates their own way to build and forge relationships.”

Colleen Strange says children often surprise us by how they interpret and draw parallels between their lives and what they are experiencing in the world around them.

“Even children as young as 4 and 5 years of age are making meaning of this new world we live in, a world that keeps us at a distance. They are wondering: How can we be friends?”

The trees in the Algonquin schoolyard provided inspiration. The trees offered opportunities to climb freely, and be a hangout where they could gather, share stories and engage in dramatic play. They provided a place to make a great fort and a space for peace and relaxation.

Listening intently, Colleen Strange recorded student voices:

“Those trees can’t be together because of Covid but they are reaching out their branches and are holding hands. Even though they can’t be close they can still be friends.”

“If trees are standing, they are alive. When they move, they are talking to each other. But if they aren’t moving, it’s ok, they are still friends. They just don’t want to talk.”

“A tree has a heart and it keeps the tree alive like our heart does. The tree’s heart pumps to make more bark to protect the tree. Every winter, the heart starts changing colour to a brownish/black because the tree starts to die. But in the spring, the heart changes

back to red then it helps the tree to grow more leaves.”

Colleen Strange also noticed how the children’s relationships with the trees helped them recognize that they had a place in the classroom community and, just as importantly, that they had a role as caretakers of the natural world.

“They began to understand trees as living beings and think about some of the characteristics that trees might have in common with people,” says Colleen Strange. “They began a journey of stewardship that brought them to an understanding that trees need to be valued, appreciated and cared for.”

She adds: “This empathy became evident as they engaged with the trees for days, weeks and months. The trees spoke to them and they spoke to the trees. Each new discovery and opportunity to engage with the trees in different ways helped the children dive deeper into their learning.”

There were many opportunities to draw, write, paint, count and learn more about the trees as well as collect treasures. Items such as pine cones, sticks, or a favourite leaf became a new way to look at the trees and think about their importance. Children engaged in these daily experiences among the trees as researchers. They were curious, asked questions and tested their personal theories. 🌱

Wellness Wednesdays: Exercising mental muscles

“Just as physical fitness helps bodies grow strong, mental fitness helps minds maintain a healthy state,” says Patrick Hopkin, Principal of Jean Hanson Public School where Wellness Wednesdays have become quite popular.

A series of family events that focus on mental health and well-being, Wellness Wednesdays engage students and their caregivers in a variety of activities and informative presentations to gain new knowledge and learn new skills.

“As an elementary school strictly dedicated to serving students with special needs, our students have a wide variety of abilities with some of the highest needs in the city,” says Principal Hopkin. “These needs often put our students and their families at high risk.”

Originally held in-person, the sessions transitioned to online because of the pandemic. Principal Hopkin said the online format has given more families an opportunity to participate.

Wellness Wednesdays have focused on building skills and self-confidence as well as reducing anxiety and stress. Nutrition, mindfulness and motion have been explored.

There has also been an Indigenous component. In Medicine Wheel Education, the gift of authentic Indigenous storytelling and music came to life.

Teachers have been given the opportunity to share their best practices and communication tools with parents. As a result, this has improved communication between the parent and child at home and school.

To maintain the momentum, a Mental Health Lending Library was created as a resource for families. The library also has read-alouds, stories on mental health, kindness, bullying and emotions. The books represent the diversity and cultures of our community.

Principal Hopkin says Wellness Wednesdays have helped to foster a stronger relationship between Jean Hanson families and members of the community.

“Many of the providers who participated in Wellness Wednesdays have engaged directly with students and their parents, creating a stronger bond between the agencies and families,” says Principal Hopkin.

One of the most important results of this project is the networking and camaraderie that develops when we provide opportunities for families to spend time together and learn from one another in a safe and supportive environment, especially during challenging times. 🌱

Life Interrupted: In the same storm not in the same boat

Why do adults put their oxygen masks on before children on airplanes?

How can we talk to children about the pandemic?

Can we manage the anxiety that we may be feeling?

Can the pandemic be explained in terms of loss and grief?



These are some of the questions the Rainbow District School Board's Mental Health Team explored in a presentation for parents/guardians. "Life Interrupted: A Pathway Toward Resilience and Growth" was delivered online

on October 14, 2020 to support parents/guardians as their children transitioned back to school whether learning in person or online. The presentation was subsequently recorded for airing on Eastlink Community Channel 10.

“Put on your own oxygen mask first, so you can support your children,” says Mental Health Lead Mary Jago. “Taking care of yourself helps you to take care of your children.” She adds: “Our children are not always the best listeners, but they are great imitators.”

The Mental Health Team shared strategies on how parents/guardians can be kinder and more compassionate towards themselves, focus on what's happening in the moment, find joy in difficult times, be empathetic listeners, cultivate calmness, take things slowly, and manage anxiety.

“COVID-19 has shown us that there is much that is out of our control and has forced us to get out of our comfort zone,” says Mary Jago. “Recognizing what's in our control and responding with purpose builds resilience.”

“We have been valiant in our efforts to learn to adapt, live and socialize in different ways,” she says. “The whole world has experienced a collective loss. Our shared experience is called COVID-19 but it looks and feels differently for all of us.”

During the presentation, participants gained strategies for talking and listening to children as they navigate potential grief and loss that may be experienced during a pandemic. 🌱

Honouring unmarked graves

Board Meeting - June 8, 2021

Flags are flying at half-mast at all Rainbow Schools and facilities in memory and honour of the 215 First Nations children buried in unmarked graves at the Kamloops Indian Residential School in British Columbia.

First Nations leaders, residential school survivors and their families have stated for many years that mass graves existed. The devastating discovery has now confirmed their statements and has now provided the long-awaited proof.

We must not only acknowledge, but we must atone for this darkest chapter in Canadian history.

Residential schools were established with one purpose in mind – not to educate, not to protect, not to preserve – but to intentionally and systematically assimilate Indigenous children and adolescents into European culture – “to take the Indian out of the child” – and to remove and isolate children from the influence of their homes, families, traditions, languages and cultures all based on racist assumptions that First Nations cultures were inferior.

Children and adolescents were brazenly and forcibly removed from their homes, ripped from the arms of their loving families, and taken to residential schools far away from their homes.

The children were not allowed to be raised by their mothers and fathers, with their siblings and loving support from grandparents, aunts, uncles, cousins, Elders or their community. Imagine your not being allowed to raise your children.

They were not allowed to speak their language, practise their culture, dress in their own clothes or wear their hair as they chose.

They were not allowed to be who they were.



They were deliberately and recklessly robbed of the joys of childhood and adolescence, and their right to grow up with family, to play, to learn to practise their teachings and their traditions and their language. They were robbed of their way of life enjoyed by their ancestors.

Worse yet....

Children suffered abuse at the hands of the adults who were responsible for caring for them... for protecting them... for keeping them safe.

They were physically and sexually assaulted.

They were malnourished and neglected.

They died of disease.

They died of broken hearts.

They died alone.

They were murdered.

And now we know that these children were in fact discarded in mass graves, nameless, never to be returned to their families and their communities for a proper, respectful burial. The indignities to their fragile and helpless little bodies cannot be ignored.

And the cycle repeated itself for generations and generations.

More than 150,000 Indigenous children were placed in Residential Schools between 1863 and 1998 – 135 years.

This is not the distant past. This was happening less than 25 years ago.

More than 4,100 deaths in schools have been documented by the Truth and Reconciliation Commission's Missing Children's Project, but the total number could be more... maybe many more... possibly as high as 20,000 according to Commission leader Murray Sinclair. This does not include the babies born at residential school who were cremated shortly after birth or drowned at nearby lakes.

No parent sends their child to school to die.

But then again, First Nations parents did not send their children anywhere. First Nations parents and families had no choice in this matter, they were forced.

And Residential Schools were not schools. They were institutions that committed what has since been described as an act of cultural genocide, crimes against humanity.

The intergenerational trauma created by these institutions continues to this day.

It is manifested in high rates of suicide, incarceration, foster care and homelessness.

It is reflected in lower graduation rates among First Nations students.

It is the sad outcome of what our government leaders and policy makers of the day chose to do to First Nations people in this country - over and over and over again.

We must build our knowledge of what happened then in order to build our understanding of what is happening now. We cannot ignore or cover up the truth found in the darkest chapter of Canadian history.

Most importantly, we must recommit to being part of the solution.

This shared history affects all of us.

Our teachers and administrators must be mindful of how this latest discovery has impacted First Nations communities, our students and their families.

With guidance from First Nations people and communities, our Board, our staff, our educators and our allies must continue to be intentional with our work surrounding Residential Schools as we join together to seek understanding, acknowledge the truth, and recommit to meaningful reconciliation.

Let us join together with our First Nations communities.

We remember and honour the missing children.

We apologize for the atrocities suffered.

We recommit to uncovering the truth so we can build toward meaningful reconciliation.

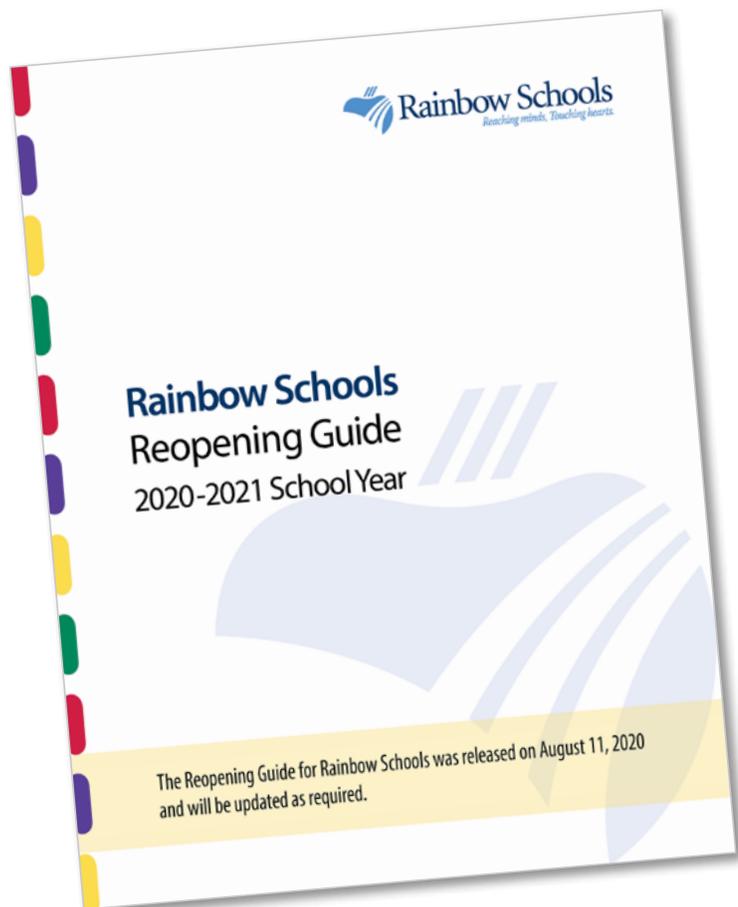
Please join me in a

Moment of Silence

The flags will continue to fly at half-mast for the remainder of the week.

Education in the Era of COVID-19

Presentation and panel discussion



Parents/guardians in Rainbow Schools participated in a presentation and panel discussion on Education in the Era of COVID-19 at the Annual General Meeting of the Parent Involvement Committee on October 20, 2020.

It was the first in a series of engagement sessions for parents/guardians that covered a number of topics: Recovery and Resilience Following a Pandemic, Financial Literacy, Specialist High Skills Major - Red Seal, and Safe Schools and Violence Threat Risk Assessment.

David Groulx, Manager, Professional Practice and School

Health with Public Health Sudbury & Districts, provided an overview of COVID-19 in a presentation entitled "Staying Safe at School During COVID-19".

Following the presentation, David Groulx joined panelists from Rainbow Schools, including Superintendent Judy Noble, Superintendent Kathy Wachnuk, Elementary Remote

Learning Principal Emily Caruso Parnell and Mental Health Lead Mary Jago.

To begin the discussion, each of the panelists from Rainbow Schools talked about their respective roles in Education in the Era of COVID-19 and answered a question from the moderator.

What has been the impact of COVID-19 on mental health and what is the school system doing to address this?

How does remote learning differ from in-person instruction?

What do teachers have to do differently to engage students online?

Are students in special education programs learning in class, online or a bit of both? How have they adapted to education in the era of COVID-19?

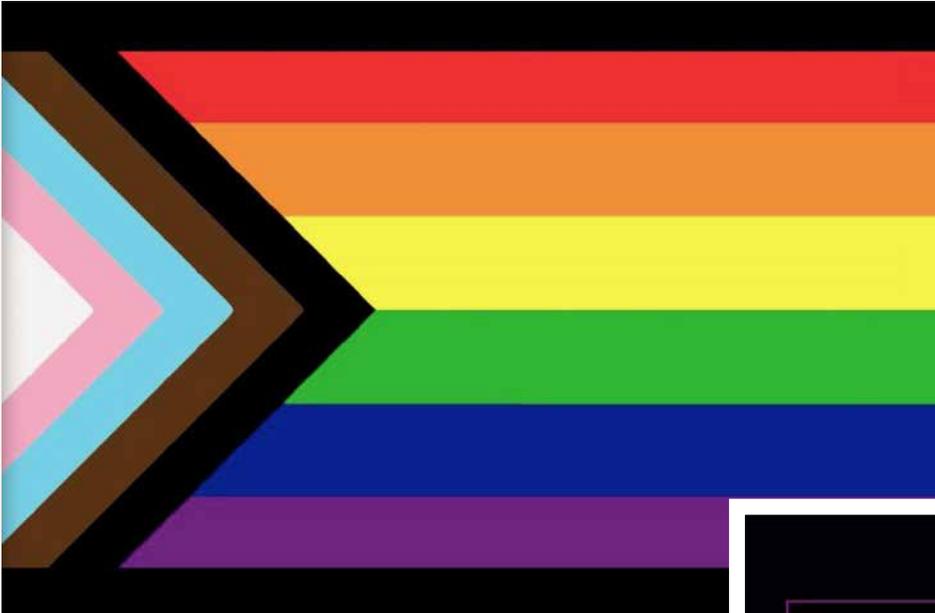
What did the school board do over the summer to get ready for the reopening of schools?

Parents/guardians were able to submit questions via email for the panelists. It was an opportunity to learn about COVID-19, and, more importantly, what schools were doing to ensure continuity of learning and provide ongoing support for mental health and well-being.

Health and safety protocols to limit the spread of COVID-19 were outlined in a Reopening Guide to Rainbow Schools released prior to the start of the school year. 🍌

Stand Up for Equity and Inclusion Virtual Conference for Students

“Let your inner voice guide you.”



The Rainbow District School Board Student Senate hosted the Stand Up for Equity and Inclusion Virtual Conference on April 29, 2021. Students from all secondary schools participated in the full-day event.

The conference built on the results of student input gathered in the 2020-2021 school year. “Everyone wants to feel welcome, accepted and included,” said Student Trustee Ava Lafrance. “Our hope is to help students recognize their internalized ideas and find ways to implement those ideas in their respective school communities.”

She added: “We have speakers with the ability to actively engage students, and start those sometimes difficult conversations that can spark real change.”

The day began with a land acknowledgement from Rainbow District School Board Trustee Ogimaa Kwe (Chief) Linda Debassige followed

by a keynote address on Critical Thinking by Design with unlearn.

A second keynote address featured Anthony Johnson, a two-spirited and diversity expert, who discussed equity issues within LGBTQ2+ and Indigenous communities.

“We are all our own superheroes if you just choose to remove the costume that holds you back,” he said. “Connect with people who support you, love you and are driven by a common purpose.”

He added: “You’re only as small as you allow yourself to be. If you connect with people who are bigger than you are, they can support you. You want to be in an environment where people say you’re awesome and you rock.”

Anthony Johnson advised students to search their inner voice and let it guide their success. Listen to the voice, be bold, be daring, and be obsessed with your goal.

“What if... ”

In addition to the keynote speakers, students participated in online breakout sessions and workshops on a variety of equity topics:



Disrupting injustice - Human rights, Social Justice & Equity; Female Empowerment; Gender Equity; Poverty; Inclusivity; and Through the Eyes of a Newcomer: Understanding, Supporting and Growing our Cultural Awareness.

The conference culminated with the sharing of ideas by schools about ways to bring the information back to their peers. 🦊

Working together to keep everyone safe



Masks, signs, cohorts, arrows, dots, hand washing, physical distancing, daily screening, and enhanced cleaning and disinfecting.



Many health and safety protocols were implemented throughout the 2020-2021 school year to keep students in and COVID-19 out.

Throughout the summer, staff worked diligently to prepare schools to reopen for in-person learning. In the lead up to the first day of school, both permanent and occasional staff received extensive training on health and safety protocols to ensure schools remain safe places for teaching and learning.

"As we welcomed students back to class amidst the global pandemic, the health, safety and well-being of students and staff were the top priority," says Rainbow District School Board Director of Education Bruce Bourget. As Superintendent of Schools, Bruce Bourget was responsible for health and safety throughout the school year.

Keeping staff and students safe meant keeping COVID-19 out of school communities. This required a multi-layered approach, with a commitment from staff, students and families.

Ongoing communications were vital. A Reopening Guide was

developed to help ease the transition back to in-person learning and letters were sent home regularly.

"Families were encouraged to read the Reopening Guide to learn about the many protocols implemented in response to the pandemic," says Director Bourget. "Everyone was expected to follow the protocols at all times." He adds: "Updates were shared with families as the school year progressed, maintaining open communication."

To keep schools safe, cleaning and disinfecting were an important part of the protocols. Stopping the virus in its tracks prevents it from spreading and possibly infecting more people.

Cleaners, custodians and maintenance staff, some of the pandemic's unsung heroes, worked tirelessly during the day, evenings and weekends to prepare schools for teaching and learning.

Brandy Warren, Custodian at Lockerby Composite School, says her daily routine changed significantly.

"On top of our regular duties, bathrooms get cleaned twice a day, touch surfaces are wiped and sanitized regularly, and lunches are separated with students eating in either the auditorium or cafeteria - both of which are cleaned before and after lunch," she explains. To complete the work, an extra staff member was added to the school's daily cleaning schedule.

Cleaning staff were also called into action very early in the morning to fog schools when cohorts were dismissed due to a confirmed case in the school.

"It's quite time consuming, but also very important work," says Brandy Warren, who credits the

determination of her team to get the job done. "I believe we played a huge part in keeping staff and students safe. It's certainly something I am proud of."

Board maintenance staff are responsible for ensuring all mechanical ventilation systems are operating as they should be. General Maintenance Worker Dan Robitaille spends most of his day replacing filters in the school ventilation systems - every three months on average.

"Ventilation is mainly used to control indoor air quality by diluting and displacing indoor pollutants," says Dan Robitaille. "Outdoor environmental factors - such as heavy exhaust from vehicles, insects and even pollen - can also play a role in determining how often filters need to be changed."

In addition to cleaning and maintenance, the Board's Health and Safety team had their pulse on all aspects of the pandemic, from developing protocols and providing staff training, to conducting inspections and ensuring compliance.

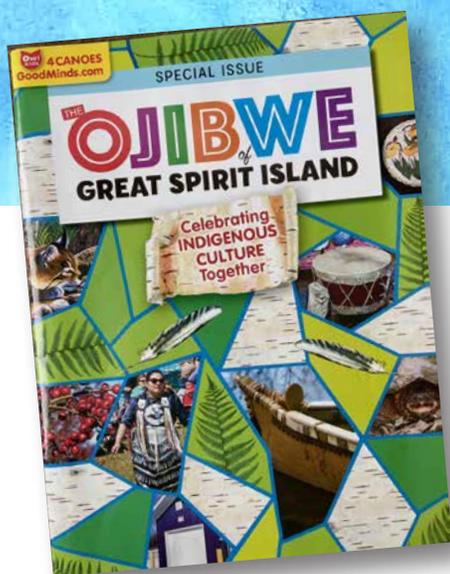
"Regardless of how fluid the situation remained, staff and students continued to follow health and safety protocols and guidance," says Health and Safety Officer David Digby. "We worked together, for each other - and we are all better for it."

Director of Education Bruce Bourget believes team work has been the key to carrying out successful school operations. "I am so proud of the individual and collective efforts of all staff in bringing a sense of normalcy to the lives of our students and families."

He adds: "Thank you for working together to keep everyone safe." 🙌

Student artwork of Manitoulin Island featured in Canadian publication

When OWL magazine produced a special edition on “The Ojibwe of Great Spirit Island”, they turned to children to help tell the story.



The June 2021 publication, Celebrating Indigenous Culture Together, features artwork from Grade 6 students at Little Current Public School. The artwork illustrates what makes Manitoulin Island a special place to live, learn and visit.

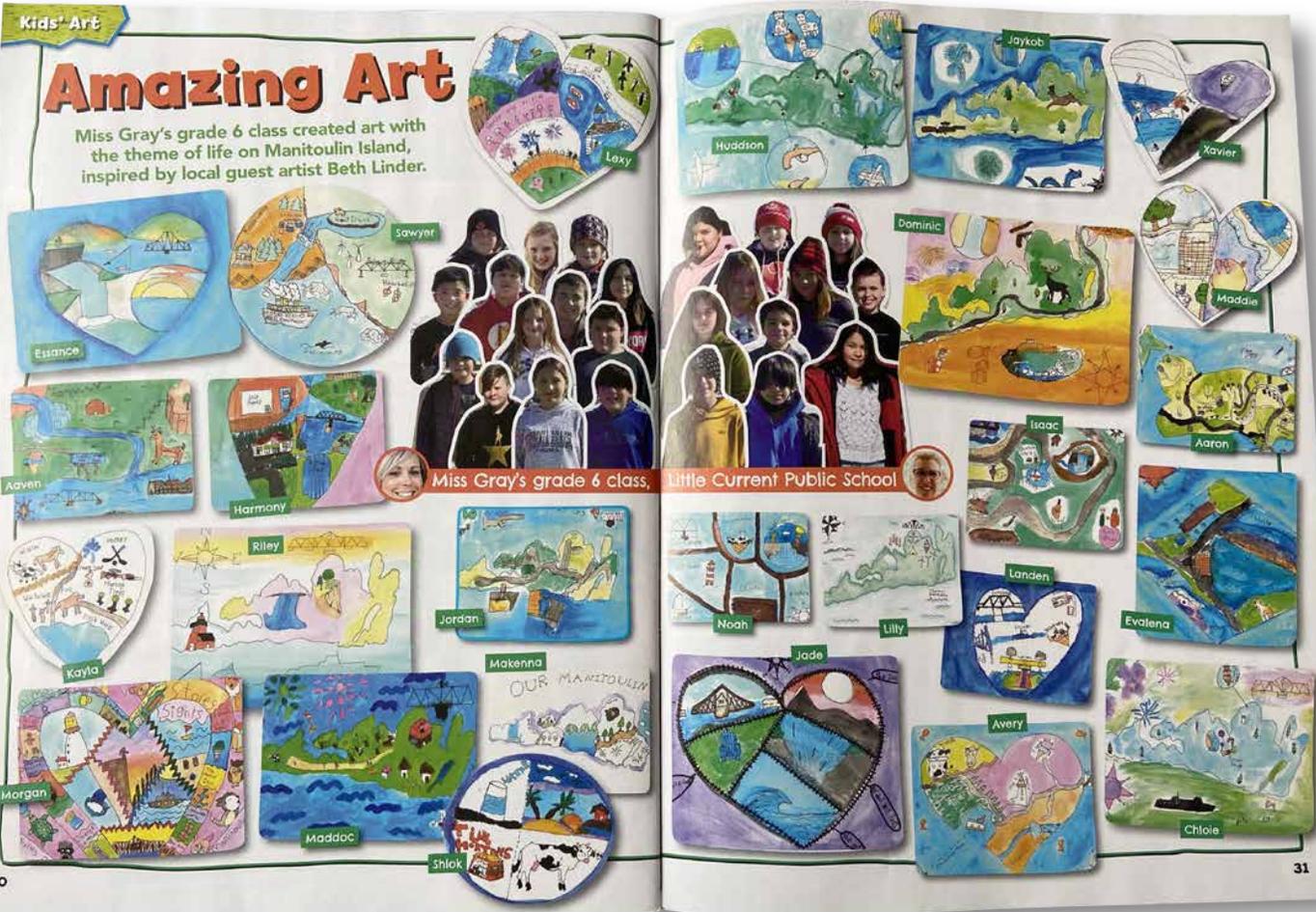
A watercolour session was held in collaboration with local artist Beth

Lindner. She worked with Teacher Whitney Gray to plan the project - mostly paintings called Manitoulin Heart Maps.

As part of the project, Beth Lindner visited the class to give students tips and tricks when working with watercolours. Before putting brush to paper, the students brainstormed

Amazing Art

Miss Gray's grade 6 class created art with the theme of life on Manitoulin Island, inspired by local guest artist Beth Linder.



ideas of what comes to mind when thinking of Manitoulin Island.

"Their artwork was inspired by many of their favourite places," says Whitney Gray. "This includes Bridal Veil Falls, the Cup and Saucer Trail, the Chi-Cheemaun, the Swing Bridge, Haweater Weekend, Fireworks, 3 Cows & A Cone, Wildlife, the Lighthouse, Chocolate Works, Hawberries, and Goat Island."

The result was a series of paintings in a kaleidoscope of colours, each as unique as the artist. Some are in muted tones of pastels, shades of light blue, yellow and green. Others feature darker, more vibrant hues, providing contrast to the representations.

Watercolour painting as a form of expression has helped students achieve the curriculum expectation of Creating and Presenting. Students have learned

to communicate feelings, ideas and understandings using elements, principles, and techniques of visual arts.

In addition to the curriculum, the project linked to Rainbow District School Board's vision of reaching minds and touching hearts by providing an authentic and engaging learning opportunity, and honouring diversity and enhancing cultural understanding.

After the watercolours came to life, Whitney Gray reflected on some of the important values students gained as artists.

"The students learned patience, resilience and creativity," she said. "Each of them put their spin on their projects and worked hard to make sure that they were perfectly planned and executed."

She adds that although working with watercolours can be tricky, the students saw each challenge as an opportunity to grow.

"They took their time and persevered even when the watercolours didn't seem to work in the way in which they had planned."

When OWL magazine was released, students beamed with pride. Whitney Gray says it was incredibly rewarding for her students to see their very own artwork displayed in one of their favourite magazines.

"The students were thrilled. They loved the project and so did their families."

She adds: "They were extremely excited to receive their very own copies. It is a fantastic keepsake for them to have for the rest of their lives." 🍃

Board Awards 2020 & 2021

Awards for Outstanding Contribution to the Co-Curricular Program

2020



Karen Passi
Teacher
Lasalle
Secondary School



Kim Chezzi
Teacher
Lively District
Secondary School



Sherry Green
Program Leader
Sports and Physical Education
Lo-Ellen Park
Secondary School

Community Partnership Awards

2020



Adanac Ski Club
(accepted by Terry Del Bosco)



Canadian Federation of University Women
(accepted by Barbara Booth)

2021



Dr. Tara Baron
General Pediatrician
NEO Kids



Wendy Larouche
Learning Disabilities
Association of Sudbury



St. Peter's United Church

35 Years of Service

2020

Marileen Monette

2021

Brenda Johnston
Sharon Katarincic

25 Years of Service

2020

Brad Bond
Trevor Budgell
Christine Craig
Lori Green-Case
Tim Lockyer
Dave Makela
Joseph Muffo
Daryl Smith

2021

Lisa Corbiere-Addison
George Gauthier
Kari Gerhard
Heather Jefkins
Leslie Mantle
Karen McGraw
Maria Meandro
Lisa Piquette
Carole Powell
Stephen Sheehan
Daniel Smith
Philip Stephens

Go Green Globe Awards

2020



Adamsdale Public School



Sudbury Secondary School

2021



Manitoulin Secondary School



Valley View Public School

Awards for Excellence

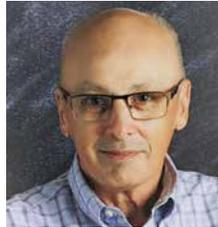
2020



Richard Duffy
Intermediate Numeracy
Consultant (7/8)
Centre for Education



Heather Gaffney
Principal
Student Success
and O'Connor Park



Henry Girard
Teacher
Espanola High School



Jennifer Leblanc
Teacher
Markstay Public School

2021



Catherine Bell
Teacher
Princess Anne Public School



Lorrie Leger
Teacher
Sudbury Secondary School



Leslie MacLellan
Psychometrist
Centre for Education



Norm Blaseg
Director of Education
Centre for Education



Heather Thirkill
Executive Assistant
to the Director
of Education
Centre for Education

Barbara Konarek Memorial Awards

2020



Carole Burke
Intensive Support Teacher
Redwood Acres Public School

2021



Lisa Scharf
Intensive Support Teacher
Jean Hanson Public School

William N. Roman Teacher of the Year Awards

2020



Darren Foy
Teacher
Algonquin Road Public School

2021



Sabrina Briscoe
Program Leader of Special Education
Chelmsford Valley District Composite School

Joan Mantle Music Trust Community Award

2020



Charlotte Leonard

Budget 2021-2022



Rainbow District School Board approved a budget of \$215.5 million for the 2021-2022 school year at its regular meeting on June 29, 2021.

The budget maintains programs and services adjusted to include the terms and conditions of collective agreements, inflationary pressures, and the impact of declining enrolment.

The budget was based on projected enrolment of 13,120 students. To balance the budget, the Board forecasted a withdrawal of \$1.6 million from reserves, partly due to a reduction in the declining enrolment stabilization grant.

Grants for Student Needs (GSNs), which is the base funding provided by the Ministry of Education, were adjusted to reflect support for COVID-19, technology, mental health and online learning. Some program funding was transferred to the GSNs, such as allocations for established Specialist High Skills Majors.

The Province also provided targeted funding for specific initiatives. This includes the ongoing mathematics strategy,

an expansion of Specialist High Skills Major programs, and the Ontario Youth Apprenticeship Program. Additional funding is being provided for COVID-19 support including staffing, school operations, transportation, special education, mental health, student re-engagement and reading assessments.

In 2021-2022, Rainbow District School Board will receive \$14.5 million in school renewal and school condition improvement funding. This represents a reduction of \$2 million.

A total of 75 per cent of the budget, or \$161.7 million, has been allocated to salaries and benefits. Eight per cent of the budget, or \$17.3 million, will go towards supplies and services, which includes the operation and maintenance of facilities, school budgets and computers in schools.

Enrolment at a Glance

Rainbow District School Board had 13,692 students in Rainbow Schools on October 31, 2021.

A total of 1,622 children enrolled in Kindergarten in Rainbow Schools, a full-day program for four and five-year-olds.

In the elementary panel, enrolment totalled 9,127 students including 6,468 in the English Program and 2,659 in the French Immersion Program.

A total of 1,002 registered for Grade 9. In the secondary panel, enrolment reached 4,565 students including 3,914 in the English Program and 651 in the French Immersion Program.

Enrolment is calculated as full-time equivalents.

Financial Statements Online

Trustees reviewed and approved the Financial Statements for the year ending August 31, 2020 at the regular meeting of the Board on December 8, 2020.

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

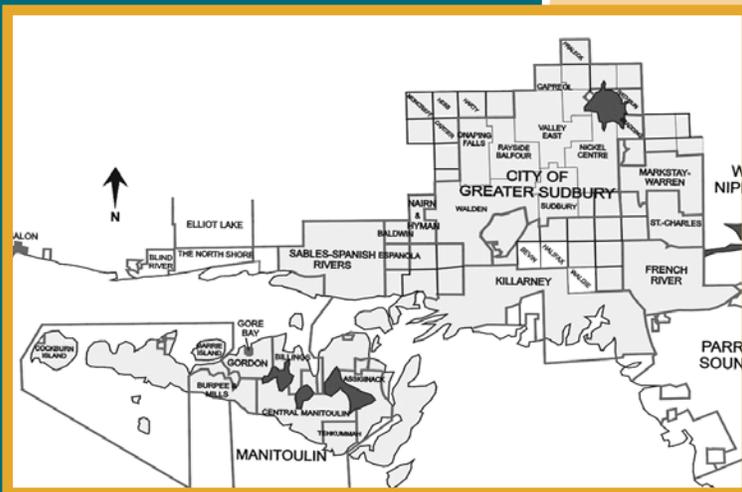
Rainbow Schools: Sudbury, Espanola and Manitoulin Island

Rainbow District School Board operates 31 elementary school buildings and 9 secondary school buildings in Sudbury, Espanola and Manitoulin Island.

The Board also offers other programs – Child and Adolescent Mental Health Program, Cecil Facer School, N'Swakamok Native Friendship Centre, Children's Treatment Centre, O'Connor Park, Applied Behaviour Analysis program, Restart, Simulated Healthy Independent Living Opportunities (SHILO) program, Attendance Centre, Mishko-Ode-Wendam, Northern Support Initiative, Frank Flowers School and Barrydowne College operating at Cambrian College.

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 and Manitoulin Island.

Budget 2021-2022:
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.

For more information about the 2021-2022 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

Starting Point

The 2020-2021 expenditure budget was used as the base for the 2021-2022 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 2021-2022 Special Education Plan

The 2020-2021 revenue budget was used as the base for the 2021-2022 budget, adjusted:

- to reflect 2021-2022 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.

Budget 2021-2022: Overview

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 2020-2021	Budget 2021-2022
Teaching		
Elementary Schools	600.0	606.5
Secondary Schools	339.0	342.8
Non-teaching		
Principals/Vice-Principals	77.00	77.0
Consultants/Coordinators	17.0	17.0
Secretaries/Clerks	84.2	84.2
Custodial/Maintenance	151.6	152.6
Noon Hour Supervisors	24.00	24.00
Designated Early Childhood Educators	49.0	47.0
Educational Assistants	183.0	196.0
Technicians	23.00	23.00
Student Services	44.3	47.3
Centre for Education	44.8	44.8
Total	1,636.9	1662.2

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	2021-2022
Elementary Schools	45	31
Secondary Schools	12	9
Administration	5	1
Total	62	41

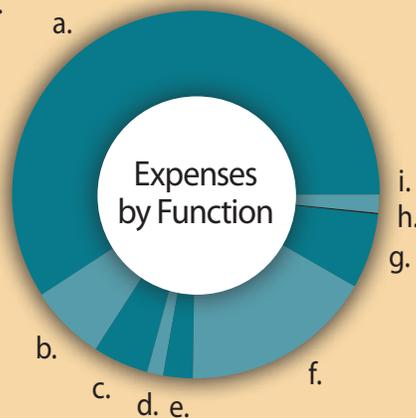
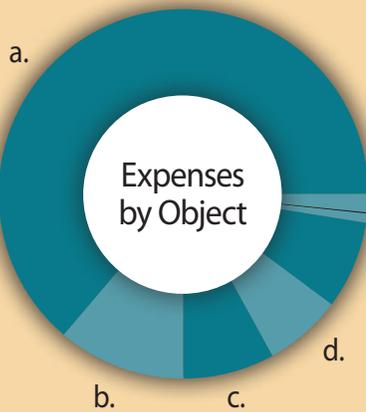
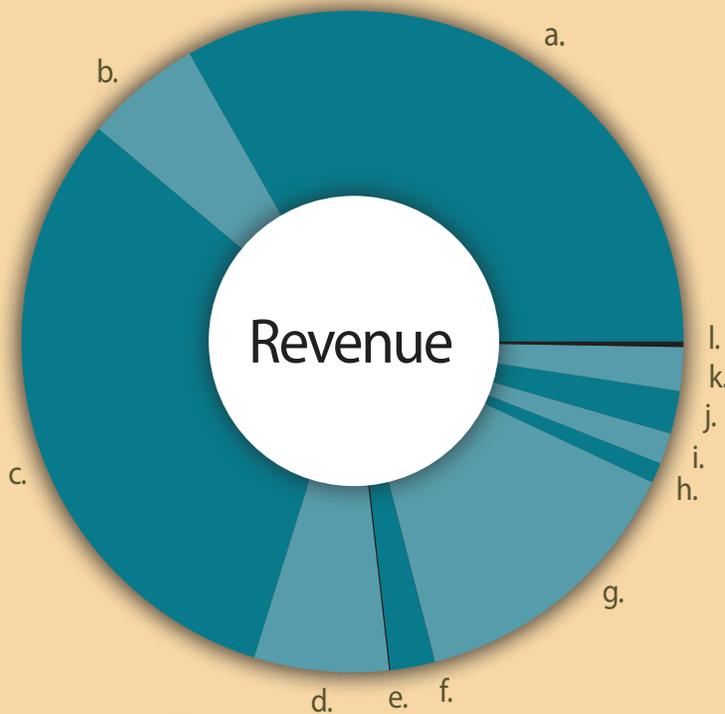


Budget 2021-2022: Revenue and Expenses

Sources of Revenue

Due from the Province:

a. Pupil Foundation Grant	\$ 71,625,000	(33.2%)
b. School Foundation Grant	12,187,000	(5.7%)
c. Special Purpose Grants	67,405,000	(31.3%)
d. Transportation	14,280,000	(6.6%)
e. Declining Enrolment	78,000	(0.0%)
f. Administration and Governance	4,845,000	(2.2%)
g. Pupil Accommodation	30,141,000	(14.0%)
h. Debt Charges	1,928,000	(1.0%)
Subtotal provincial funding	202,489,000	(94.0%)
i. Priorities and Partnerships Fund	3,356,000	(1.5%)
Total provincial funding	205,845,000	(95.5%)
j. First Nation Education Service Agreements	4,450,000	(2.1%)
k. Reserve Funds	4,628,000	(2.1%)
l. Miscellaneous	560,000	(0.3%)
Total revenue	\$215,483,000	(100.0%)



Expenses: What Goes Where

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

Expenses by object:

a. Salaries	\$ 137,534,000	(63.8%)
b. Employee Benefits	24,171,000	(11.2%)
c. Supplies and Services (including professional learning)	17,341,000	(8.0%)
d. Capital and Replacements	14,570,000	(6.8%)
e. Fees and Contracts	16,495,000	(7.7%)
f. Debt Charges	1,805,000	(0.8%)
g. Other	211,000	(0.1%)
h. Priorities and Partnerships Fund	3,356,000	(1.6%)
Total expenses	\$215,483,000	(100.0%)

Expenses by function:

a. Instruction	\$127,585,000	(59.2%)
b. School Management	14,384,000	(6.7%)
c. Student Support Services	10,552,000	(4.9%)
d. Teacher Support Services	3,044,000	(1.4%)
e. Administration and Governance	5,630,000	(2.6%)
f. Pupil Accommodation	36,448,000	(16.9%)
g. Transportation	14,289,000	(6.6%)
h. Other	195,000	(0.1%)
i. Priorities and Partnerships Fund	3,356,000	(1.6%)
Total expenses	\$215,483,000	(100.0%)

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.

2020-2021 Scholarship Recipients

BARRYDOWNE COLLEGE

Mateo, Jay Ric
Student Success Scholarship

McFadden, Hailey
Student Success Scholarship

Othman, Nuriya
Barrydowne College Post-Secondary Scholarship

Pagan, Shannon
Student Success Scholarship

Reaume, Tanner
Cambrian College Secondary School Achievement Award
McNamara Bursary

Roberts, Peter
Cambrian College Dual Credit Achievement Award

Van Dyk, Dominick
Student Success Scholarship

CHELMSFORD VALLEY DISTRICT COMPOSITE SCHOOL

Andrews, Memphis
The Gord Erion Memorial Award

Beer, Madi
Sudbury Mine Mill and Smelter Workers' Union Local 598 Award

Bertram, Skyler
C.V.D.C.S. Alumni

Biset, Ben
Trades Proficiency Award

Black, Noah
C.V.D.C.S. Greenhouse Award

Brousseau, Justin
Trades Proficiency Award

Bouley, Hunter
Specialist High Skills Major Award - Construction

Brenton-Levesque, Emma
C.V.D.C.S. Greenhouse Award

Cooley, Braden
Dan Cooley Memorial Award

Dale, Skyler
C.V.D.C.S. Staff Award
Terry's Your Independent Grocer Award

Gallant, Troy
C.V.D.C.S. Heart of Learning

Gaudette-Jones, Noah
Ontario Principals Award

Hein, Bailey
Specialist High Skills Major Award - Health and Wellness

Latandresse, Nicole
Specialist High Skills Major Award - Arts and Culture

Morissette, Courtney
Cambrian College Achievement Award

Piette-Brousseau, Camryn
Belanger Ford Lincoln Business Award

Pilote, Savannah
C.V.D.C.S. Greenhouse Award

Pratt, Elizabeth
Cambrian College Dual Credit Award
Dan Cooley Memorial Award

Tremblay, Joe
C.V.D.C.S. School Council Award

CONFEDERATION SECONDARY SCHOOL

Bisaillon, Joshua
George E. Young Memorial Scholarship

Chenier, Alex
Cambrian College Secondary School Achievement Award

Depatie, Meilyn
Ralph Ahbeck Business Award

Donovan, Anthony
Lieutenant Governor's Community Volunteer Award

Elinsky, Cheyanne
Respect Award

Erbersdobler, Rileigh
Action Sudbury Bursary
Specialist High Skills Major Award - Health and Wellness

Fredette, Brooke
Charger Character Award

Kneblewski, Ryan
Jakubo Chartered Professional Accountants Scholarship

Koiengu, Felix
Metro Val Est Bursary

Lafrance, Ava
Adam Lafrance Memorial Award
Confederation School Council Award

Lay, Tucker
Joe Beynen Award of Excellence

Lewis, Braeden
Valley East Lions Club Student Award

Liinamaa, Jaycob
Valley Pentecostal Church Youth Character and Volunteer Award

Locking, Katrina
Honesty Award

Luttrell, Lexie
Principal's Award for Student Leadership

Mageau, Emma
Charger Character Award

McInroy, Claire
Paquette's Your Independent Grocer Community Commitment Award
Sudbury Mine Mill and Smelter Workers' Union Local 598 Award

Newell, Kaidon
Bravery Award

O'Bumsawin, Kailey
Charette Family Bursary

Oldford, Evan
Charger Character Award
Specialist High Skills Major Award - Manufacturing

Olufowabi, Simi
Gail E. Brown Memorial Scholarship

Ouellet, Taya
Valley East Lions Club Student Award

Perigo, Hunter
Charette Family Bursary

Plante, Lily
Love Award

Pleizier, Elizabeth
Humility Award

Rahn, Dylan
Confederation Secondary School Staff Award
Justin Walker Memorial Award

Raymond, Noah
Joe Beynen Award of Excellence

Royster, Shannon
Action Sudbury Bursary
Confederation School Council Award

Rudd, Jessica
Governor General's Academic Medal

Smith, Matthew
Belanger Hamilton Memorial Award
Most Outstanding Student - Ewin Family Scholarship
Valedictorian Award

Taylor, Aiden
Truth Award

Wemigwans, Rebecca
La Cuisine Award for Perseverance
Wisdom Award

ESPANOLA HIGH SCHOOL

Bois, Joshua
Española Masonic Lodge #527 Bursary
Spanish River #237 Order of the Eastern Star Bursary

Bourguignon, Sophie
Española Lions Club - Harvey Dodge Scholarship

Camillo, Joshua
E.H.S. Student Parliament Bursary
Horticultural Society Bursary
Rose Fox Memorial Mathematics Award

Clark, Ethan
Unifor Local 156 Scholarship

Constantin, Caitlynn
Española Lions Club - Herman Dornesfield Scholarship
Manitowlin-West Sudbury Dairy Producers Committee Bursary

Coyne, Ryan
Ram Memorial
Royal Canadian Legion Bursary

Cyr, Matthew
Knights of Columbus Bursary
Rainbow Country Chrysler Limited Scholarship

Eadie, Paige
E.H.S. Student Parliament Bursary
Sacred Heart Catholic School Graduate Award

Fensom, Emma
Remedy's RX Española

Gallagher, Savannah
E.H.S. Staff Bursary

Graham, Avery
Cambrian College Achievement Bursary
Domtar Inc. Española Mill Scholarship
Española Royal Purple Elks Lodge #346 Scholarship
Lieutenant Governor's Community Volunteer Award

Herbert, Dylan
Royal Canadian Legion Bursary

Labelle, Amaru
E.H.S. Alumni Spirit Award
Specialist High Skills Major Award - Construction
Welly Mowry Memorial Bursary

Leclair, Paige
Knight Cruisers Car Club Bursary

Mailloux, Lacey
Lifetouch School Services Bursary

Mazey, Eliana
Specialist High Skills Major Award - Forestry

McColeman, Skylar
E.H.S. Student Parliament Bursary

McGregor, Wesley
Principal's Award for Student Leadership

McLeod, Hailey
E.H.S. Student Parliament Bursary

Morrow, Thomas
Española Little Theatre Bursary
Margaret Best Award
Joan Mantle Music Trust Award

Perlin, Julia
2021 Governor General Academic Medal
Domtar Inc. Española Mill Scholarship
E.H.S. Student Parliament David Byers Memorial Bursary
Rose Fox Memorial Mathematics Award

Polson, Clarissa
Española Regional Hospital and Health Centre Bursary

Porteous, Makayla
International Brotherhood of Electrical Workers, Local #946 & Members Scholarship
Welly Mowry Memorial Bursary

Renaud, Zachariah
Caisse Populaire Vermillion Inc. Bursary
Veterans Transportation Award

Savard-Toulouse, Robert
Winnifred Mooney Scholarship

Solomon, Acadia
Be the Change Social Justice, Diversity, Equity Award
Española Lions Club - Ron Heale Scholarship

Vivian, Isabelle
Spartan Athletic Achievement Bursary

Vuorensyrja, Kyara
Emily Rose Memorial Bursary
Gillian Koehler Memorial Bursary
Robbie Campbell Memorial Bursary
Township of Sables-Spanish River Bursary

Wohlgemuth, Hannah
E.H.S. Alumni Spirit Award

Wood, Salem
Specialist High Skills Major Award - Hospitality

LASALLE SECONDARY SCHOOL

Aikia-Lauzon, Tristen
Lasalle Students' Council Souvenir

Allen, Nila
Lieutenant Governor's Community Volunteer Award
SISU Award for Student Engagement

Alzahrán, Rida
Award for Academic Excellence

Andres, Sumer Joy
Lasalle Science Award

Assiniwe, Dylan
Indigenous Student Success Award

Assiniwe, Tyler
Indigenous Student Success Award

Bazinet, Brice
Indigenous Student Success Award
Lasalle Alumni Bursary
Lasalle Award of Merit
Metal-Air Mechanical Systems Bursary

Beauchamp, Katelyn
Specialist High Skills Major Award - Business

Belland, Tyson
Lasalle Business Award
Special Academic Award

Blais, Carys
Lasalle Achievement Award

Boulanger, Evan
Jim Turcott Memorial Bursary

Bushey, Johnny
Indigenous Student Success Award

Cada-Hamelin, Arnold
Indigenous Student Success Award

Campbell, Dylan
Ontario Secondary School Teachers' Federation District 3 Technical Award

Coccimiglio, Wesley
Lasalle Technology Award

Crouse, Brooklyn
Cambrian College Dual Credit Award

Eadie-Chartrand, Jared
Indigenous Student Success Award

Fritz, Jesse
Joan Mantle Music Trust Award
Lasalle Lancer of Note Award

Gardner, Isabella
Cambrian College Secondary School Achievement Award
Lasalle Alumni Bursary
Lasalle Students' Council Award
Lasalle Students' Council Souvenir
Principal's Award for Student Leadership

Gauthier, Belle
Lasalle Students' Council Souvenir

Grano, Adriana
Lasalle Achievement Award

Kesek, Frank
Jaak Valiots Memorial Bursary

Legault, Rebecca
Lasalle Alumni Bursary

Maclsaac, Emily
Specialist High Skills Major Award - Sports

Mackey, Ian
David Dubé Memorial Award

Malette, Katie
Lasalle Vivre en Français Award

Marois, Ethan
Lasalle Business Award

McNeilly, Rebecca
Lasalle Students' Council Souvenir

Merrick-Stewart, Hunter
Lasalle Parent Advisory Council Bursary

Morrison, Samantha
SISU Award for Student Engagement

Passi, Calum
Lane Family Memorial Bursary
Lasalle Physical Education Award
Most Outstanding Student Award

Peron, Vanessa
Lasalle Alumni Bursary
Lasalle Students' Council Souvenir

Pillon-Gilpin, Timothy
Specialist High Skills Major Award - Construction

Schutt, Spencer
YMCA of Northeastern Ontario Award

Slywchuk, Rebecca
Lasalle Achievement Award

Taylor, Lillian
Indigenous Student Success Award

Van Rassel, Emily
Lasalle French Immersion Award
Lasalle Modern Language Award
Samantha Vitone Memorial Bursary
Specialist High Skills Major Award - Energy

Walsh, Jessica
Carl Globensky Memorial Award

LIVELY DISTRICT SECONDARY SCHOOL

Basso, Danyelle
The University of Toronto Book Award

Cavallin, Lawson
Transportation Award in Memory of Fred Niemi

Chandler, Scott
Joan Mantle Music Trust Award
Specialist High Skills Major Award - Mining

Chevrier, Dominik
Computer Technology Award

Del Nin, Ethan
Bernice Gorman Bursary
Harris Rebar Award

Elliott, Addison
Adrian McLean Memorial Award
Most Outstanding Student Award
Rick Desjardins Memorial Award
Specialist High Skills Major Award - Sports
Walden Oldtimers Hockey Club Award

Fenlon, Brady
Howard Scott Memorial Award

Hilderbrandt, Aevyn
Cambrian College Secondary School Achievement Award
Do-It-All Contracting Award
Greater City Concrete Works Ltd. Trade Award
Vincent Campbell Memorial Award

Hiros-Valcourt, Isabella
Lively Pharmacy Student Achievement Award

Jewitt, Scott
Edo Catherine Lively Memorial Scholarship
Governor General's Medal
Lifetouch Award
Specialist High Skills Major Award - Information and Communications Technology
The Walden Home Hardware Mathematics Award
Tyler Carter Memorial Award
Valedictorian Award

Kohls, Kailin
Audrey Kirwan Memorial Award
Chelmsford Royal Canadian Legion Fellowship Award
L.D.S.S. Student Council President's Award
Lieutenant Governor's Community Volunteer Award
Lively District Secondary School Reunion Award
Nathan Heerschap Memorial Music and Poetry Award
Walden Friends of the Library Award
Walden Senior Citizens and Pensioners Award

Little, Austin
Business Entrepreneurship Award

Moxam, Nolan
Business Award
Manitowlin Transport Award
Walden Oldtimers Hockey Club Award

Prefontaine, Kiley
Health Science Achievement Award

Presley, Chris
Walden Welding Award

Reed, Emma
Walden Daycare Award in Memory of Marlene Marshall
Walden Friends of the Library Award

Robinson, Sydney
Lively Pharmacy Student Achievement Award
Specialist High Skills Major Award - Environment
Walden Family Drugstore Award

Rogers, Wyatt
Kent Cousineau Memorial Award

Rossmann-Gibson, Whitley
Ceming (Lively Apartments) Science Award
Edo Catherine Lively Memorial Scholarship
Health/Medical Award
Heather Stobo Seguin Memorial Award
Health Science Achievement Award
Richard S. Stephenson Memorial Scholarship

Seltzer, Brooke
Kelly Scheuer Memorial Award
Law Enforcement Scholarship
Royal Canadian Legion Chelmsford Fellowship Award
Walden Family Drugstore Award

Tarr, Kevin
Total Personnel Solutions Award

White, Savannah
Technological/Trades Award

Woods, Andrew
Friendship Masonic Lodge Award

LOCKERBY COMPOSITE SCHOOL

Abeyratne, Dulain
Michael Rollins Memorial Award
Student Council Bursary - Lifetouch Canada Award

Allard, Owen
City of Lakes IODE Award

Antonioni, Caston
F. Jean MacLeod Scholarship
Student Council Bursary - Lifetouch Canada Award

Bardell, Corbin
Lockerby Staff Association Bursary

Bell, Felicia
Viking Character Award

Boisvenue, Breanna
F. Jean MacLeod Scholarship

Bowden, Rebecca
Lockerby Reunion Award

Brouillette, Kaitlyn
City of Lakes IODE Award
Student Council Bursary - Lifetouch Canada Award
Volunteerism in the Arts Award

Calverley, Justin
Viking Character Award

Castonguay, Elizabeth
Viking Character Award

Castonguay, Jacob
Outstanding Artist Award

Caufield, Matthew
Michael Trevisiol Memorial Award
Most Outstanding Athlete Award

Cimino, Vanessa
Bruce Hutton Northern Cancer Research
Foundation Bursary
Nipissing University President's Scholar
Entrance Scholarship

Cusson, Avery
Lockerby Environmental Bursary

D'Aloisio, Anthony
Joan Mantle Music Trust Award
Rhea Irene Fournier Memorial Award

Daly, Sophie
Breen Keenan Memorial Award

Daniel, Owen
Lockerby Staff Association Award

Davies, Sarah
Viking Character Award

Espinoza, Nathan
Lockerby Reunion Award

Frawley, Grace
Jean Hanson Memorial Scholarship
Ukrainian Professional and Business Club
of Sudbury Scholarship

Hutchison, Dallas
Specialist High Skills Major Award - Mining

Juoksu, Erika
Sudbury Mine Mill and Smelter Workers' Union
Local 598 Award
Voima Athletic Scholarship

Kasaboski, Alexis
Secondary School Student Achievement Award

Kempson, Lochlan
Peter Roman Music Scholarship

Kohan, Stacie
Michael Trevisiol Memorial Award
Most Outstanding Athlete Award

Kuhn, Devin
Lockerby Reunion Award

Labelle, Jonah
Specialist High Skills Major Award - Information and
Communications Technology

Laframboise, William
Brian Baggs Memorial Award

Lauzon, Anthony
David Cole Memorial Award
Luigi Dotta Memorial Award
Micheal Rollins Memorial Award

Lavoie, Tyler
Cambrian College Secondary School
Achievement Award

Michaud, Heidi
Specialist High Skills Major Award - Health and Wellness
Voima Athletic Scholarship

Moxam, Hailey
Lockerby Staff Association Award

Neelands, Sarah
Secondary School Achievement Award

Oshell, Abigail
Advanced Placement Capstone Award
Bruce Hutton Northern Cancer Research
Foundation Bursary
Laura Costeta Memorial Award

Parenteau, Miah
Cheryl Grant Memorial Award

Patterson, Tyson
Brian Baggs Memorial Award

Polehoykie, Harris
Breen Keenan Memorial Award

Poulin, Jessyka
Lockerby Staff Association Award

Quarqouz, Mohammad
Brian Baggs Memorial Award

Scriver, Owen
Lockerby Reunion Award

Sorgini, Rebecca
Bruce Hutton Northern Cancer Research
Foundation Bursary
Jeff Shrigley Alumni Leadership Award
Ontario Principals' Council Award

Vallilee O'Brien, Alanah
Skilled Trades Award

Wickenden, Ian
Dual Credit Award
Skilled Trades Award

Wickramasinghe, Nethra
Advanced Placement Capstone Award
Ontario Principals' Council Award
Schulich Leader Scholarship
Student Council Bursary - Lifetouch Canada Award

LO-ELLEN PARK SECONDARY SCHOOL

Barbe, Danielle
Sudbury Multicultural and Folk Arts Association
Outstanding Community Service Award for
High Academic Standing

Barrett, Austin
Jeff McKibbin Impact Award

Benson, Carter
Maslack Supply Limited Scholarship

Bertrand, Cooper
Laurentian University Entrance Scholarship
Lo-Ellen Park Graduation Foundation Award

Bilgasesm, Asma
Northern Nissan Award

Brooks, Sydney
Principal's Pursuit of Excellence Award

Burse, Eran
R.K. Arora Scholarship

Cameron, Sydney
Monetville Star of the North Women's
Institute Scholarship

Campeau, Chloe
Buzzy Brown's Brasserie Merit Award
Nipissing University President's Scholar
Entrance Scholarship

Conroy, Grace
G. K. Doraswamy Scholarship

Crowder, Paige
Lo-Ellen Park Staff Award

Daoust, Gabriel
Baker Tilly SNT Secondary School Bursary
Laurentian University Entrance Scholarship

Davis-Levesque, Makayla
3rdline Studio + Polestar CM Award

de la Morandiere, Lia
Lifetouch Canada Award

De Luisa, Christopher
Compass Group Innovation Award

Dewit, Samuel
Lockerby Staff Association Award

Dunn, Kelsey
Lo-Ellen Park Graduation Foundation Award

Durette, Lenore
Andrea, Melanie and Stephanie Raaska-Bran
Memorial Award
University of Toronto Book Award

Dyer, Emma
Rehan's Your Independent Grocer Award

Eagles, Lauryn
John & David Mallette - Harvey's Award

Favero, Tessa
Laurentian University Entrance Scholarship
Lo-Ellen Park School Advisory Council Award

Fearn, Lauren
Joseph Bacon Elite Athlete Award
Most Outstanding Student Award

Fergani, Jazmin
Lo-Ellen Park Alumni Scholarship

Fowke, Mackenzie
Lo-Ellen Park Graduation Foundation Award

Fynn, Kyle
James Wendler Technology Award
Laurentian University Entrance Scholarship

Glass, Abigail
East Side Mario's Co-operative Education Award

Guerin, Guy
Specialist High Skills Major Award - Construction

Hamilton-Bachiu, Chandyn
R.K. Arora Scholarship

Higa, Caio
Creative Design Award

Hinton-Cannard, Abbie
Lifetouch Canada Award

Houle, Ryan
Lo-Ellen Park Citizenship Award

Hull, Olivia
John & David Mallette - Harvey's Award

Hutchings, Nova
Specialist High Skills Major Award - Environment

Ieropoli, Cameron
Laurentian University Entrance Scholarship
Lo-Ellen Park Graduation Foundation Award

Ieropoli, Sarah
Ontario Principals' Council Award

Hamilton-Bachiu, Kalila
Andrea, Melanie and Stephanie Raaska-Bran
Memorial Award

Khan, Hunain
John & David Mallette - Harvey's Award

Krempe, Isabelle
Andrea, Melanie and Stephanie Raaska-Bran
Memorial Award

Lafond, Naomy
Northern Uniform Foundation Award

Lambert, Alex
Dalron Homes Award

Langlois, Paige
Lo-Ellen Park Graduation Foundation Award

Lavoie, Hailey
A.J. Billies Canadian Tire Scholarship
Richard Bertrand Scholarship - Extendercare (Canada)

Legault, Jenna
Specialist High Skills Major Award - Environment

Maclean, Brynn
Lifetouch Canada Award

Maki, Isabel
Lo-Ellen Park School Advisory Council Award

Mantle, Caelan
Lo-Ellen Park Knight Award

Marcon, Tyler
Compass Group Innovation Award
Laurentian University Entrance Scholarship

Mashinter, Austin
Lo-Ellen Park Knight Award

Mongeon, Henry
Laurentian University Entrance Scholarship

Mori-Chinen, Marcos
Specialist High Skills Major Award - Manufacturing

Mrozewski, Kirsten
Buzzy Brown's Brasserie Merit Award

Mukwakwami, Emmanuel
Laurentian University Entrance Scholarship
Lifetouch Canada Award

Mullin Santone, Rowan
Compass Group Innovation Award

Munkhzul, Sarnai
Compass Group Innovation Award

Nazhifa, Fatima
John & David Mallette - Harvey's Award

Oommen, Mikayla
Principal's Pursuit of Excellence Award

Papineau, Olivia
Lieutenant Governor's Community Volunteer Award

Parsons, Kyla-Sky
John Cook Award

Perris, Autumn
Lo-Ellen Park Alumni Scholarship

Potvin, Ty
Lo-Ellen Park Alumni Scholarship

Poxleitner, Josiah
Specialist High Skills Major Award - Manufacturing

Reich, Grace
Andrea, Melanie and Stephanie Raaska-Bran
Memorial Award

Rismond, Aneisha
Maslack Supply Limited Scholarship

Rocca, Ryan
John Cook Award

Roos, Quinn
Joan Mantle Music Trust Award
Steve Matusch Memorial Award

Ruff, Michelle
Patricia Ames Memorial Award

Salo, Gavin
Cambrian College Dual Credit Achievement Award

Saretta, Lucas
Cambrian College Secondary School
Achievement Award

Schweyer, Jacob
Lo-Ellen Park Knight Award

Simard, Kaitlyn
Lifetouch Canada Award

Smith, Emma
Northern Uniform Foundation Award

Smrke, Grace
Lo-Ellen Park Knight Award

Spadafora, Tanner
Lo-Ellen Park School Advisory Council Award

Sparing-Labonte, Mya
John & David Mallette - Harvey's Award

Spicer, Logan
Joseph Bacon Elite Athlete Award

Sridhar, Krishna
Sudbury Multicultural and Folk Arts Association
Outstanding Community Service Award for
High Academic Standing

Stevens, Findley
James Wendler Technology Award

Stinson, Danielle
Lo-Ellen Park Graduation Foundation Award

Taillefer, Oliver
Compass Group Innovation Award

Techaphan, Thawiphum
Action Sudbury Award
Creative Design Award

Thomas, Emily
Lifetouch Canada Award

Thomas, Ethan
3rdline Studio + Polestar CM Award

Thompson, Kayla
Laurentian University Entrance Scholarship
Rehan's Your Independent Grocer Award

Tinkham, Cydney
Lo-Ellen Park Alumni Scholarship

Tom, Ryan
Lo-Ellen Park Staff Award

Vadnais, Guillaume
Lo-Ellen Park School Advisory Council Award

Ye, Cuiting
Victo Dale Prize for Excellence in Mathematics

SUDBURY SECONDARY SCHOOL

Abiodun, Abdul
Personal Fitness Award

Barber, David
Alder Automotive Award
Sudbury Secondary School Council Award

Bouchard-Lacroix, Meadow
English Excellence Award

Comeau, Kyler
Edge Imaging Award
Lieutenant Governor's Community Volunteer Award

Delorme, Abigail
E.J. Wiley Music Award

Desanti, Robby
Accounting Award
High-Tech Class of 74 Reunion Bursary
Sudbury Secondary School Visual Arts
Innovation Award

Fishbein-Ouimette, Sophie
Excellence in Business Award
World History Award

Flowers, Kaitlyn
Dance Award of Excellence
Specialist High Skills Major Award - Arts and Culture
Sudbury Secondary North Star Award

Garand, Taylor
Benjamin Foote Merwin Jr. Award
Ontario Principals' Council Student Leadership Award

Geer, Darshan
Spirit of Business Award

Gorman, Austin
Chris'Your Independent Grocer Award

Groulx, Justin
Chris'Your Independent Grocer Award

Ijomah, Best
Engineering Innovation Award

2020-2021 Scholarship Recipients

Jensen, Kieran

Denise Michalek Memorial Award
Dramatic Arts Department Award for Writing
English Excellence Award
Harry Melnychuk Centennial Bursary
Warna Timlock Award

Jokinen, Alex

Cambrian College Secondary School
Achievement Award

Lapratte, Portia

Student Merit Award
Visual Arts Major Award

Leary, Kiara

Transportation Technology Award

Lankshear, Cameron

Harry Melnychuk Centennial Bursary
Mitchell Mayes Memorial Award
Sudbury Secondary School Council Award

Maki, Eli

R.G. McDorman Physics Award

Marin-Marquez, Pablo

Daniel Lamoureux Memorial Bursary
Doug Stickle Bursary
George Stelmack Music Award
Romeo Cundari Memorial Bursary

Massicotte, Ken

Student Merit Award

Maville, Emily

Sudbury Secondary School Business Leadership Award

McGrath, Kyle

Student Merit Award
Sudbury Secondary School Achievement Award

Mohninger, Lexie

Student Merit Award

Moreland, Julian

Jack and Majja Ceming Award for Chemistry
Philosophy Award
Sudbury Secondary Biology Award
Sudbury Secondary School Health Sciences Award

Moyer, Gabe

Mason Poratto-Mason LLP Law Award
Staff Award
Sudbury Secondary School Media Arts
Innovation Award

Murphy, Kayten

Winnhghash (Sweetgrass Award)

Packard, Matthew

Cambrian College Secondary School
Achievement Award

Pulkinnen, Dakota

Language and Communication Award

Putnam, Fiona

Spirit of Business Award

Rainville, Skye

Terpsichore Award

Ransom, Mira

Carolyn Otto Music Award
Specialist High Skills Major Award – Arts and Culture

Rusgnak, Tessa

Arts Education 30th Reunion Award
Chris' Your Independent Grocer Award
Doug Stickle Bursary
F.J. Costigan-Alumni Association Award
Sudbury Secondary School Dramatic Arts Award
Vocal Music Award

Saraiva, Elizabeth

Denise Michalek Memorial Award
Exposed Award
Grade 12 Academic Award of Excellence
Staff Award
Sudbury Secondary School World Issues Award

Sauve, Bree

Robert Gawalko Award
Specialist High Skills Major Award – Health and Wellness

Tourigny, Emanuel

Sudbury Secondary School Dance Innovation Award

Trottier, Emily

Robert Gawalko Award

True-Robbie, Simon

Jack and Majja Ceming Mathematics Award

Vargas, Cristhian

Carrington Mathematics Award
J.B. Wallace Award
Staff Award
Sudbury Secondary School Healthy Active Living Award
W.J.P. Mills Award

Wadge, Keaton

Student Success Award
Sudbury Secondary School Cooperative Award

Walli, Raija

Arts Education 30th Reunion Award
F.J. Costigan-Alumni Association Award
Grade 12 Academic Awards of Excellence
Golder Associates Science Award
Sudbury Secondary Engaging in Math Award
Vocal Music Award

Wood, Brady

Literacy Award
Sudbury Secondary School Achievement Award

Yzerman, Olivia

Joan Mantle Music Trust Award
Staff Award

BARRYDOWNE COLLEGE

Houle, Kailey
Mateo, Jay Ric
Othman, Nuriya
Reaume, Tanner
Roberts, Peter
Van Dyk, Dominick

CHELMSFORD VALLEY DISTRICT COMPOSITE SCHOOL

Albrecht, Ellis
Andrews, Memphis
Bouley, Hunter
Brenton-Levesque, Emma
Dale, Skylee
Dale, Sydney
Fickling, Kiara
Fiset, Benjamin
Hein, Bailey
Latendresse, Nicole
Morissette, Courtney
Pilote, Savannah
Teske, Nicholas
Wiegand, Mikaylah

ESPANOLA HIGH SCHOOL

Bourguignon, Sophie
Camillo, Joshua
Coyne, Ryan
Fensom, Emma
Gendron, Miles
Hannon-Desormeaux, Alexis
Hunter, Alexander
Hyatt, Seth
McColeman, Skylar
McLeod, Hailey
Morrow, Thomas
Perlin, Julia
Robinson, Kayah
Vuorensyrja, Kyara
Whalen, Kalysta
Wood, Salem

LASALLE SECONDARY SCHOOL

Aikia-Lauzon, Tristen
Allen, Nila
Alzahrar, Rida
Anderson, Jared
Andres, Sumer Joy
Bast, Jorja
Bazinet, Brice
Belanger, Tucker
Belland, Tyson
Blais, Carys
Boucher, Kimmy
Boulanger, Evan
Brown, Reegan
Brown, Ryleigh

Cacciotti, Jayda
Chartrand, Lucien
Craig, Maisie
Davies, Connor
Davis, Stanley
Drew, Sybaschyn
Duchesne, Rhea
Edwards, Miranda
Fritz, Jesse
Gardner, Isabella
Gauthier, Belle
Grano, Adriana
Howard, McKenna
Irvine, Mackenzie
Jacob, Megan
Kusnierczyk, Kate
Lanthier, Tanner
Lee, Katelyn
Lowe, Aidan
MacIsaac, Emily
Mackey, Ian
Marcotte, Ryan
Marois, Ethan
McNeilly, Rebecca
Medina, Alyssa
Merrick-Stewart, Hunter
Miller, Allie
Morrison, Samantha
Pakkala, Braedan
Passi, Calum
Peron, Vanessa
Roberts, MacKenzie
Van Rassel, Emily
Walsh, Jessica
Zuliani, Christian

LIVELY DISTRICT SECONDARY SCHOOL

Basso, Danyelle
Del Nin, Ethan
Ducharme, Sophia
Elliott, Addison
Fjordell, Joel
Hilderbrandt, Aevyn
Jewitt, Scott
Kiviahio, Kyle
Kohls, Kailin
Moxam, Nolan
Pegoraro, Autumn
Poupore, Fynn
Reed, Emma
Rossmann-Gibson, Whitley
Seltzer, Brooke
Tait, Elijah

LOCKERBY COMPOSITE SCHOOL

Abeyratne, Dulain
Abukari, Kataali
Allard, Owen
Antonioni, Caston
Bardell, Corbin
Beaulac, Kennedy
Binks, Emily
Boisvenue, Breanna
Bowden, Rebecca

Breau, Matthew
Brouillette, Kaitlyn
Bussolaro, Michela
Calverley, Justin
Castonguay, Elizabeth
Castonguay, Jacob
Caufield, Matthew
Cimino, Vanessa
Cooper, Phoenix
Cormier, Samantha
Cosby, Saphia
Cusson, Avery
D'Aloisio, Anthony
Daly, Sophie
Davies, Sarah
Demmer, Bryce
Espinoza, Nathan
Frawley, Grace
Hutchison, Dallas
Kasaboski, Alexis
Keenan, Michael
Kempson, Lachlan
Kohan, Stacie
Kueller, Megan
Kuhn, Devin
Labelle, Jonah
Laframboise, William
Lavoie, Tyler
Laxton, Reid
Loewen, Finn
McLaren, Drew
Michaud, Heidi
Mitoma, Naomi
Moxam, Hailey
Neelands, Sarah
Oshell, Abigail
Papadakis, Theodore
Parenteau, Miah
Patel, Arsh
Patterson, Tyson
Poulin, Alexander
Poulin, Jessyka
Scrifer, Owen
Sorgini, Rebecca
Timony, Taylor
Trudeau, Maya
Watson, James
Wickenden, Ian
Wickramasinghe, Nethra

LO-ELLEN PARK SECONDARY SCHOOL

Asselin, Tomas
Barbe, Danielle
Barrett, Austin
Beland, Marissa
Benson, Carter
Bertrand, Cooper
Bigras, Claire
Bilgasem, Asma
Brooks, Sydney
Brush, Jack
Burse, Eran
Cameron, Sydney
Campeau, Chloe
Conroy, Grace
Crowder, Paige
Czaja, Jamayla
Daoust, Gabriel
Davis-Levesque, Makayla

de la Morandiere, Lia
De Luisa, Christopher
Desabrais, Bryce
Deschênes-Chitov, Maxmilien
Dewit, Samuel
Doucette, Benjamin
Dowse, Alycia
Dunn, Kelsey
Durette, Lenore
Dyer, Emma
Eagles, Lauryn
Edgar, Karalynn
Fabbro, William
Fahlefi, Fatima
Favero, Tessa
Fear, Lauren
Fedorowicz, Taya
Feng, Hanwen
Fenton, Erin
Fergani, Jazmin
Findlay, Brayden
Fitzgerald, Kieran
Fowke, Mackenzie
Fynn, Kyle
Giles, Paul
Glass, Abigail
Guerin, Guy
Hamilton-Bachiu, Chandyn
Hamilton-Bachiu, Kalila
Hart, Ty
Higa, Caio
Hinton-Cannard, Abbie
Houle, Ryan
Hull, Olivia
Ieropoli, Cameron
Ieropoli, Sarah
Irvine, Stephen
Khan, Hunain
Kilby, Grace
Krempel, Isabelle
Laberge, Henni
Lafond, Naomi
Lalonde, Halle
Lambert, Alex
Langevin, Ashley
Langlois, Paige
Lavallee, Josiah
Lavoie, Hailey
Legault, Jenna
Maclean, Brynn
Mahaffy, Celia-Mae
Maki, Isabel
Mantle, Caelan
Marcon, Tyler
Martin, Mitchell
Mashinter, Austin
McIntyre, Danielle
McRobbie, Kathryn
Mori-Chinen, Marcos
Mrozewski, Kristen
Mukwakwami, Emmanuel
Mullin Santone, Rowan
Munkhzul, Sarnai
Newton, Matthew
Nordquist, Hannah
O'Donnell, Celia
Oommen, Mikayla
Papineau, Olivia
Parsons, Kyla-Sky
Perris, Autumn
Potvin, Ty
Poxleitner, Josiah
Prato, Carina
Ranta, Maija

Reich, Grace
Rismond, Aneisha
Robinson, Hannah
Robson, Emily
Rocca, Ryan
Roos, Quinn
Roque, Cody
Ruff, Michelle
Saqib, Saim
Saretta, Lucas
Schweyer, Jacob
Sheehan, Jack
Simard, Kaitlyn
Smith, Emma
Smith, Oliver
Snrke, Grace
Spadafora, Tanner
Sparling-Labonte, Mya
Spicer, Logan
Sridhar, Krishna
Stevens, Findley
Stinson, Danielle
Sykes, Lindsey
Taillefer, Oliver
Techaphan, Thawiphum
Thistle, William
Thomas, Emily
Thomas, Ethan
Thompson, Kayla
Tinkham, Cydney
Tom, Ryan
Vadnais, Guillaume
Vrbanic, Brooke
Wesley, Jade
Ye, Cuiting

SUDBURY SECONDARY SCHOOL

Barber, David
Fishbein-Ouimette, Sophie
Flowers, Kaitlyn
Ijomah, Best
Jensen, Kieran
Lankshear, Cameron
Marin-Marquez, Pablo
Morelan, Julian
Moyer, Gabe
Putnam, Fiona
Rusgnak, Tessa
Saraiva, Elizabeth
Vargas, Cristhian
Walli, Raija
Yzerman, Olivia



ELEMENTARY SCHOOLS - SUDBURY AREA

School	Principal	Telephone
Adamsdale Public School	Ashleigh Conley	705.566.6020
Alexander Public School (FI)	Brenda Carr	705.675.5961
Algonquin Road Public School	Trevor Dewit	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 Valley D.C.S. (K to Grade 8 - FI & EP)	Danielle Williamson	705.675.0225
Churchill Public School	Kim Boulanger	705.566.5130
Confederation Secondary School (Grade 7 & 8)	Marty Punkari	705.671.5948
Copper Cliff Public School	James Norrie	705.682.4721
Cyril Varney Public School	Kendra Mihell	705.566.2424
Ernie Checkeris Public School (FI)	Jim Wachnuk	705.566.7610
Lansdowne Public School (FI & EP)	Jennifer Harvey	705.675.6451
Larchwood Public School	Elizabeth Mack	705.671.5944
Lasalle Secondary School (Grade 7 & 8 - FI & EP)	Maureen McNamara	705.566.2280
Levack Public School (EP)	Pablo Gil-Alfau	705.671.5943
Lively District Secondary (Grade 7 & 8 - FI & EP)	Leslie Mantle	705.692.3671
Lo-Ellen Park Secondary (Grade 7 & 8 - FI & EP)	Pamela Potvin	705.522.2320
MacLeod Public School	Kerri Monaghan	705.522.8040
Markstay Public School	Nadia Berardelli	705.671.5946
Monetville Public School	Paula Biondi	705.898.2785
Northeastern Elementary School (FI & EP)	Ron Hodkinson	705.675.0204
Princess Anne Public School	Jodie Pakkala	705.673.6516
Queen Elizabeth II Public School	Paula Mackey	705.675.6198
R.H. Murray Public School	Chris Bourré	705.671.5942
R.L. Beattie Public School (FI)	Kelly McCauley	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)	Stephen Winckel	705.692.3602
Westmount Avenue Public School (FI)	Lisa Piquette	705.566.1770

SECONDARY SCHOOLS - SUDBURY AREA

School	Principal	Telephone
Barrydowne College (Re-engagement school) <i>(For students ages 18 to 21 who want to return to school)</i>	Susan Kett	705.566.2302
Chelmsford Valley D.C.S. (Grades 9 to 12 - EP)	Danielle Williamson	705.675.0225
Confederation Secondary School (FI & EP)	Marty Punkari	705.671.5948
Lasalle Secondary School (FI & EP)	Maureen McNamara	705.566.2280
Lively District Secondary School	Leslie Mantle	705.692.3671
Innovative Integrated Technology Program		
Lockerby Composite School (FI & EP)	Craig Runciman	705.522.1750
Science Technology Education Program		
Lo-Ellen Park Secondary School (FI & EP)	Pamela Potvin	705.522.2320
International Baccalaureate Program		
Sudbury Secondary School (FI & EP)	Heather Downey	705.674.7551
Arts Education Program		

ELEMENTARY SCHOOLS - ESPANOLA AREA

School	Principal	Telephone
A.B. Ellis Public School	Dave St. Amour	705.869.1651
S. Geiger Public School	Cori Pitre	705.865.2052

SECONDARY SCHOOL - ESPANOLA AREA

School	Principal	Telephone
Espanola High School	Kristina Rivard Gobbo	705.869.1590

ELEMENTARY SCHOOLS - MANITOULIN ISLAND

School	Principal	Telephone
Assignack Public School	Tracey Chapman	705.368.7010
Central Manitoulin Public School	David Wiwchar	705.368.7005
Charles C. McLean Public School	Jamie Mohamed	705.368.7015
Little Current Public School	Heather Pennie	705.368.2932

SECONDARY SCHOOL - MANITOULIN ISLAND

School	Principal	Telephone
Manitoulin Secondary School	Christy Case	705.368.7000

OTHER SCHOOLS, PROGRAMS AND SERVICES

School/Program/Service	Principal/Contact	Telephone
Adult Day School	Heather Downey	705.675.5481
Alternative Program Elementary	Patrick Hopkin	705.674.1221
Cecil Facer Secondary School	Melanie Bertrand	705.522.0196
Child and Adolescent Mental Health Program	Patrick Hopkin	705.674.1221
Children's Treatment Centre	Patrick Hopkin	705.674.1221
Co-operative Education	Jody Jakubo	705.688.0888
Frank Flowers School Program	Melanie Bertrand	705.524.3354
Indigenous Education	Kathy Dokis	705.674.3171 ext. 8236
Jean Hanson Public School	Patrick Hopkin	705.674.1221
Mental Health	Mary Jago	705.674.3171 ext. 8216
N'Swakamok Native Alternative School	Heather Downey	705.674.2128
Ontario Youth Apprenticeship Program	Dana Kinsella	705.688.0888
Program	Daniel Koziar	705.523.3308
Remote Learning Elementary/Secondary	Emily Caruso Parnell	705.671.5945
Restart Program	Melanie Bertrand	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

Bob Clement – Chair	Espanola, Area 8	705.869.2235
Linda Debassige – Vice-Chair	First Nations	705.210.9985
Doreen Dewar	Sudbury, Area 5	705.682.9449
Anita Gibson	Sudbury, Area 2	705.929.7842
Judy Hunda	Sudbury, Area 6	705.507.4332
Judy Kosmerly	Sudbury, Area 3	705.897.1603
Dena Morrison	Sudbury, Area 4	705.560.8294
Kerrie St. Jean	Sudbury, Area 1	705.525.8684
Margaret Stringer	Manitoulin, Area 7	705.348.0411

Michael Yao – Student Trustee

ADMINISTRATION

Centre for Education	705.674.3171	Toll Free: 1.888.421.2661
Bruce Bourget	Director of Education	ext. 7216
Dennis Bazinet	Superintendent of Business	ext. 7236
Lesley Fisher	Superintendent of Schools	ext. 7213
Judy Noble	Superintendent of Schools	ext. 7213
Kathy Wachnuk	Superintendent of Schools	ext. 7236
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.